

Section (a): Statistics

- 1 A bag contains 24 counters of which 6 are red, 8 are green and 10 are yellow. Three counters are taken from the bag at random without replacement.
- (i) Show that the probability that 2 of the counters taken are green is $\frac{56}{253}$. [2]
- (ii) Given that 2 of the counters are green, find the probability that the first counter taken is red. [3]
- 2 The probability that a boy hits a target is 0.8. Assuming that shots are independent of each other and suppose that during each practice period, the boy fires shots until he hits the target.
- (i) Find the mean and standard deviation of the number of shots fired per practice period. [3]
- (ii) Find the probability that the boy will need to take at least five shots to hit the target. [2]
- 3 A coin is tossed 5 times. Use a binomial test, at 5% level of significance, to test whether the coin is biased towards heads if at least 4 heads are obtained. [5]
- 4 The following are television prices in dollars taken in 40 different shops.
- | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 40 | 130 | 170 | 240 | 360 | 520 | 170 | 130 |
| 240 | 360 | 520 | 120 | 220 | 170 | 330 | 480 |
| 160 | 290 | 200 | 120 | 480 | 160 | 210 | 330 |
| 70 | 140 | 180 | 260 | 370 | 90 | 150 | 200 |
| 280 | 450 | 80 | 420 | 190 | 140 | 270 | 120 |
- (i) Construct a stem and leaf diagram for the data. [3]
- (ii) Find
1. the median,
 2. the quartiles.
- [2]
- (iii) Draw a box and whisker plot. [2]

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David Coniam, Peter Falvey



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Validating Technological Innovation David Coniam, Peter Falvey, 2016-04-02 This book discusses Hong Kong's use of onscreen marking OSM in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

The Routledge Handbook of Disability in Southern Africa Tsitsi Chataika, 2018-07-27 This comprehensive ground-breaking southern African-centred collection spans the breadth of disability research and practice. Reputable and emerging scholars together with disability advocates adopt a critical and interdisciplinary stance to prove, challenge and shift commonly held social understanding of disability in traditional discourses, frontiers and practices in prominent areas such as international development, disability studies, education, culture, health, religion, gender, sports, tourism, ICT, theatre, media, housing and legislation. This handbook provides a body of interdisciplinary analyses suitable for the development of disability studies in southern Africa. Through drawing upon and introducing resources from several disciplines, theoretical perspectives and personal narratives from disability activists, it reflects on disability and sustainable development in southern Africa. It also addresses a clear need to bring together interdisciplinary perspectives and narratives on disability and sustainable development in ways that do not undermine disability politics advanced by disabled people across the world. The handbook further acknowledges and builds upon the huge body of literature that understands the social, cultural, educational, psychological, economic, historical and political facets of the exclusion of disabled people. The handbook covers the following broad themes: Disability inclusion, ICT and sustainable development, Access to education from early childhood development up to higher education, Disability employment, entrepreneurship and community-based rehabilitation, Religion, gender and parenthood, Tourism, sports and accessibility. Compelling narratives from disability activists on societal attitudes toward disability, media advocacy, accessible housing and social exclusion. Thus, this much-awaited handbook provides students, academics, practitioners, development partners, policy makers and activists with an authoritative framework for critical thinking and debates that inform policy and practice in incomparable ways with the view to promoting inclusive and sustainable development.

The World of Science Education Femi S. Otulaja, Meshach B. Ogunniyi, 2017-09-12 Each volume in the 7-volume series *The World of Science Education* reviews research in a key region of the world. These regions include North America, South and Latin America, Asia, Australia and New Zealand, Europe and Israel, North Africa and the Middle East, and Sub-Saharan Africa. The focus of this Handbook is on research in science education in mostly former British colonies in Sub-Saharan Africa and the scholarship that most closely support this program. The reviews of the research situate what has been accomplished within a given field in Sub-Saharan Africa rather than an international context. The

purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education. The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing face of problems and solutions within regional contexts. The approach allows readers to review what has been done and accomplished, what is missing, and what might be done next.

Inclusive Education in African Contexts Nareadi Phasha, Dikeledi Mahlo, George J. Sefa Dei, 2017-04-13

How do we articulate the possibilities, limitations, and challenges of inclusive schooling and education in African contexts? This book insists that inclusive education cannot be taken for granted. Inclusion is neither a natural nor a given educational practice. It must be struggled for. Bringing a critical perspective to inclusive schooling and education is imperative. This book adds to current educational debates with an African lens. It engages inclusive education from multiple lenses: of curriculum, content, classroom pedagogy, and instruction; representation, culture, environment, and the socio-organization of life of schools; the pursuit of equity and social justice; and the search for educational relevance. It is opined that Africa cannot be left behind in rethinking educational inclusion in ways that evoke critical questions of power, equity, and social difference. The question of learner's identity in terms of class, gender, sexuality, disability, language, ethnicity, and race are equally consequential for African schooling and education. When inclusion is understood as wholeness of education, then how schooling and education engage the complete learner—her/his body, mind, soul, and spirit—as well as the use of local community and Indigenous knowledges in teaching and learning become relevant. Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change. What we need is a fundamental structural change that ensures schooling and education embraces difference while grappling with the teaching of Indigeneity, decolonization, and resistance.

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