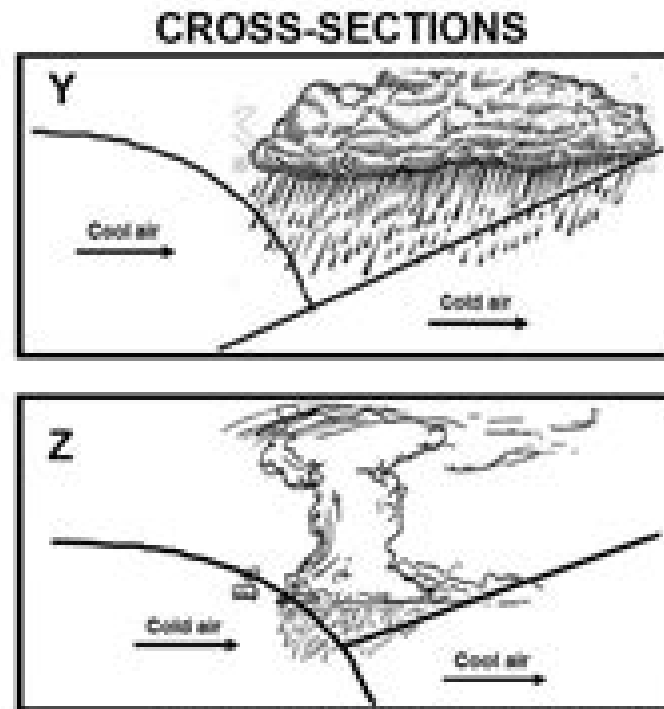
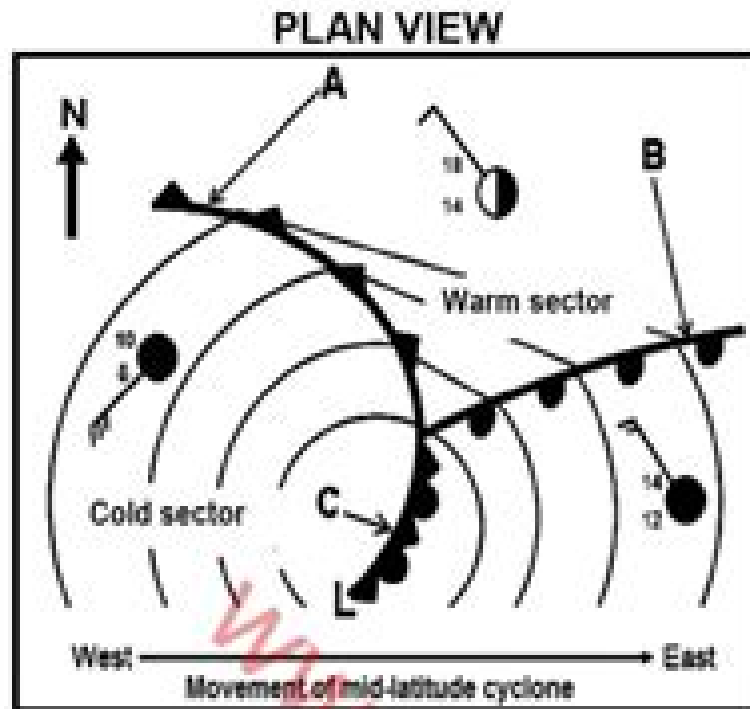




[Source: Examiner's own sketch]

- 1.3.1 Name the wind belt that causes the easterly movement of the mid-latitude cyclone. (1 x 1) (1)

Refer to the plan view.

- 1.3.2 Identify front A. (1 x 1) (1)

- 1.3.3 Which ONE of fronts A or B is moving faster? (1 x 1) (1)

- 1.3.4 Give a reason for your answer to QUESTION 1.3.3. (1 x 2) (2)

- 1.3.5 Give evidence from the sketch that the mid-latitude cyclone is found in the Southern Hemisphere. (1 x 2) (2)

Geography 2013 Past Exemplar Grade 12

Violet H. Harada, Sharon Coatney



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A Close Look at Close Reading Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson, 2015-05-21 The Common Core State Standards have put close reading in the spotlight as never before While middle and high school teachers want and need students to connect with analyze and learn from both literary and informational texts many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content Is there a process to follow How is close reading different from shared reading and other common literacy practices How do you prepare students to have their ability to analyze complex texts measured by high stakes assessments And how do you fit close reading instruction and experiences into an already crowded curriculum Text complexity and how to determine if a particular text is right for your learning purposes and your students The process and purpose of close reading with an emphasis on its role in developing the 21st century thinking speaking and writing skills essential for academic communication and college and career readiness How to plan teach and manage close reading sessions across the academic disciplines including the kinds of questions to ask texts to use and supports to provide How to assess close reading and help all students regardless of linguistic cultural or academic background connect deeply with what they read and derive meaning from complex texts Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers and empowered and independent learners In this comprehensive resource you ll find everything you need to start their journey

Inquiry and the Common Core Violet H. Harada, Sharon Coatney, 2013-12-16 Practicing librarians and library educators demonstrate the power of inquiry to achieve the Common Core State Standards CCSS and promote school librarians as key partners in implementing this type of critical teaching and learning in K 12 schools With the adoption of the CCSS in most of the nation s schools educators and administrators at K 12 schools have a pressing need to find the best ways to implement these rigorous and comprehensive standards that challenge students to understand informational text and digital content at increasing levels of complexity This text provides faculty with much needed support in achieving this critical goal thoroughly describing inquiry learning and how it links to the CCSS The authors nearly 30 contributors total comprising librarians library media specialists educational leaders teachers from the kindergarten level to college professors and administrators each with direct experience and knowledge regarding the subject matter explain how the standards emphasis on in depth investigation and evidence based reading and writing skills dovetail perfectly with inquiry based learning initiatives Acclaimed thought leaders such as Jean Donham Kristin Fontischiaro Leslie Maniotes and Barbara Stripling clearly define and illuminate the librarian s role in school initiatives today and share lesson plans that have been proven effective in actual practice

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