

PART A (Questions 1 to 25) : 1 mark each.

For each question choose the best answer by writing A, B, C or D in the space provided on the ANSWER SHEET.

QUESTION 1

Make **I** the subject in the formula $A = P + I$.

- A. $I = A + P$ B. $I = P - A$
 C. $I = A/P$ D. $I = A - P$

QUESTION 2

Find the missing term in the sequence.

-2, 6, -18, _____, -162, 496.....

- A. 24 B. 42
 C. 54 D. 62

QUESTION 3

Simplify: $\frac{y^7 \times y^4}{y^3}$

- A. y^{56} B. y^8
 C. y^{22} D. y^{23}

QUESTION 4

The temperature shown indicates the temperature of Mt. Wilhelm one morning.

What was the starting temperature if it had fallen by 20°C ?



- A. 30°C
 B. 25°C
 C. 20°C
 D. 15°C

QUESTION 5

Rolland and Sammy shared K200 in the ratio 2 : 3 respectively. How much did Sammy receive?

- A. K80 B. K100
 C. K120 D. K150

QUESTION 6

Which part of the graph shown is misleading?



- A. The scale used on the vertical axis.
 B. Uneven sizes of bars used on the horizontal axis.
 C. The Title of the graph
 D. Uneven sizes of bars and the vertical axis

QUESTION 7

Factorise: $a(b+1) - 2(b+1)$

- A. $-2a(b+1)$ B. $a - 2(b+1)$
 C. $(a-2)(b+1)$ D. $a - 2(b+1)(b+1)$

QUESTION 8

A man leaves town A and travels West for 80km. He then turns and travels East for 100km.

How far and in what direction is he from town A?

- A. 20 km East B. 20 km West
 C. 30 km East D. 30 km West

QUESTION 9

A TV screen was selling at a cost of K900 in April. In May the price reduced to K720.

What was the percentage decrease of the price?

- A. 10% B. 20% C. 30% D. 40%

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J Elliott



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Understanding and Applying Assessment in Education Damian Murchan, Gerry Shiel, 2024-04-09 All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners schools and wider education systems Designed as a pragmatic guide for new teachers and those training to teach this book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts This updated second edition reflects recent trends in assessment and includes more balanced coverage across primary and secondary age phases with a broader range of examples across curriculum subject areas a new chapter on the potential of digital assessment for both formative and summative purposes the impact of the COVID 19 pandemic on assessment in general and examinations in particular Damian Murchan is Associate Professor in the School of Education at Trinity College Dublin Gerry Shiel is a Research Fellow at the Educational Research Centre Dublin Ireland

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Over-Tested and Under-Prepared Bob Sornson, 2022-11-23 Pressured by standardized testing and rigid pacing guidelines many schools are forced to cover too much content too quickly without being able to meet the needs of individual students In this powerful book from acclaimed author and presenter Bob Sornson you ll learn how shifting from curriculum based instruction to competency based personalized learning can help students become more successful confident and engaged learners Each chapter is easy to digest and provides compelling research strategies and anecdotes to inspire conversation and action This second edition provides updated statistics and examples of schools successfully using competency based learning models to help you bring about meaningful change Teachers administrators and community leaders will all find practical resources and a clear rationale for transforming our current educational system into a new dynamic model of teaching and learning

The Mathematics Lesson-Planning Handbook, Grades 3-5 Ruth Harbin Miles, Beth McCord Kobett, Lois A. Williams, 2018-07-13 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in

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Large-Scale Studies in Mathematics Education James A. Middleton, Jinfa Cai, Stephen Hwang, 2015-05-05 In recent years funding agencies like the Institute of Educational Sciences and the National Science Foundation have increasingly emphasized large scale studies with experimental and quasi experimental designs looking for objective truths Educational researchers have recently begun to use large scale studies to understand what really works from developing interventions to validation studies of the intervention and then to efficacy studies and the final scale up for large implementation of an intervention Moreover modeling student learning developmentally taking into account cohort factors issues of socioeconomic local political context and the presence or absence of interventions requires the use of large data sets wherein these variables can be sampled adequately and inferences made Inroads in quantitative methods have been made in the psychometric and sociometric literatures but these methods are not yet common knowledge in the mathematics education community In fact currently there is no volume devoted to discussion of issues related to large scale studies and to report findings from them This volume is unique as it directly discusses methodological issues in large scale studies and reports empirical data from large scale studies

Teaching and Learning Mathematics Online James P. Howard, II, John F. Beyers, 2020-05-10 Online education has become a major component of higher education worldwide In mathematics and statistics courses there exists a number of challenges that are unique to the teaching and learning of mathematics and

statistics in an online environment These challenges are deeply connected to already existing difficulties related to math anxiety conceptual understanding of mathematical ideas communicating mathematically and the appropriate use of technology Teaching and Learning Mathematics Online bridges these issues by presenting meaningful and practical solutions for teaching mathematics and statistics online It focuses on the problems observed by mathematics instructors currently working in the field who strive to hone their craft and share best practices with our professional community The book provides a set of standard practices improving the quality of online teaching and the learning of mathematics Instructors will benefit from learning new techniques and approaches to delivering content Features Based on the experiences of working educators in the field Assimilates the latest technology developments for interactive distance education Focuses on mathematical education for developing early mathematics courses

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Unlocking Potential Tamra Stambaugh, Paula Olszewski-Kubilius, 2021-09-03 Winner of NAGC's 2021 Book of the Year Award This edited book written by authors with extensive experience in working with gifted students from low income households focuses on ways to translate the latest research and theory into evidence supported practices that impact how schools identify and serve these students Readers will Learn about evidence supported identification systems tools and strategies for finding students from low income households Discover curriculum models resources and instructional strategies found effective from projects focused on supporting these students Understand the important role that intra and interpersonal skills ethnicity race families school systems and communities play Consider the perceptions of gifted students who grew up in low income households Learn how educators can use their experiences to strengthen current services Unlocking Potential is the go to resource for an up to date overview of best practices in identification curriculum instruction community support and program design for gifted learners from low income households

Approximate Number System and Mathematics Jingguang Li, Xinlin Zhou, Marcus Lindskog, 2019-11-25 Humans process quantity information without the aid of language or symbols to guide a variety of everyday life decisions The cognitive system that supports this intuitive skill is often referred to as the approximate number system ANS It has been argued that the ANS serves as the foundation of the

formal symbolic number system mathematics Abundant empirical evidence is supportive of this view acuity of the ANS is positively correlated with symbolic math performance training of the ANS may cause improvements in symbolic math performance and the ANS and symbolic number processing may share a common neural underpinning However recently several theories and empirical data cast doubt on the role of the ANS in symbolic math processing This e book aims to advance our understanding of the underlying mechanisms of the overlap between the ANS and mathematics

Computational Thinking Education Siu-Cheung Kong, Harold Abelson, 2019-07-04 This book is open access under a CC BY 4.0 license This book offers a comprehensive guide covering every important aspect of computational thinking education It provides an in depth discussion of computational thinking including the notion of perceiving computational thinking practices as ways of mapping models from the abstraction of data and process structures to natural phenomena Further it explores how computational thinking education is implemented in different regions and how computational thinking is being integrated into subject learning in K 12 education In closing it discusses computational thinking from the perspective of STEM education the use of video games to teach computational thinking and how computational thinking is helping to transform the quality of the workforce in the textile and apparel industry **Traditions in German-Speaking**

Mathematics Education Research Hans Niels Jahnke, Lisa Hefendehl-Hebeker, 2019-02-13 This open access book shares revealing insights into the development of mathematics education research in Germany from 1976 ICME 3 in Karlsruhe to 2016 ICME 13 in Hamburg How did mathematics education research evolve in the course of these four decades Which ideas and people were most influential and how did German research interact with the international community These questions are answered by scholars from a range of fields and in ten thematic sections 1 a short survey of the development of educational research on mathematics in German speaking countries 2 subject matter didactics 3 design science and design research 4 modelling 5 mathematics and Bildung 1810 to 1850 6 Allgemeinbildung Mathematical Literacy and Competence Orientation 7 theory traditions 8 classroom studies 9 educational research and 10 large scale studies During the time span presented here profound changes took place in German speaking mathematics education research Besides the traditional fields of activity like subject matter didactics or design science completely new areas also emerged which are characterized by various empirical approaches and a closer connection to psychology sociology epistemology and general education research Each chapter presents a respective area of mathematics education in Germany and analyzes its relevance for the development of the research community not only with regard to research findings and methods but also in terms of interaction with the educational system One of the central aspects in all chapters concerns the constant efforts to find common ground between mathematics and education In addition readers can benefit from this analysis by comparing the development shown here with the mathematical education research situation in their own country **Common Core Standards and Mathematics Grades 6 -12: Strategies for Student Success** Toby Karten, 2013-01-01 Common Core

Standards Mathematics Strategies for Student Success Grades 6-12 is an easy access 6 page tri fold laminated guide by Toby Karten. This classroom tool is designed to help middle and high school teachers understand the organization and application of the Common Core State Standards for Mathematics CCSS-M which define the grade specific knowledge and procedural skills students are expected to achieve in their study of mathematics. Karten, an expert on inclusion, notes that the standards apply to all students including students with disabilities receiving special education services and provides ideas for helping diverse students meet grade level standards. This comprehensive guide defines key terms such as domains and clusters and provides multiple quick reference charts including ones that depict Grades K-5 domains, Grades 6-8 domains, Grades 9-12 Categories, The Standards for Mathematical Practice CCSS-MP and grade specific student scenarios. The Standards for Mathematical Content CCSS-Math Content HS. The guide also offers ten tips for connecting math standards to students' lives, interests, with detailed examples provided for applying each tip to various content standards. In addition, a valuable list of additional online and print resources for secondary teachers is provided. On the Fast Track: Understanding the

Opportunities and Challenges of Dual Credit: ASHE Higher Education Report, Volume 42, Number 3 Barbara F. Tobolowsky, Taryn Ozuna Allen, 2016-03-29. The dual credit curricular initiative offers high school students the opportunity to earn college and high school credits simultaneously without taking a standardized test to acquire the credit. The courses are purported to introduce students to a more rigorous curriculum in high school and save them time and money in their pursuit of college degrees. Dual credit programs have grown rapidly and this monograph provides a synthesis of the scholarly literature on dual credit offered at high school and a variety of postsecondary settings, underrepresented students' experiences with the course(s) and suggestions for future research and drivers that will influence its development. Originally, these initiatives focused on high achieving students but additional models have emerged that expand the benefits to lower and middle achieving students as well. This is the third issue of the 42nd volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication.

International Handbook of Mathematical Learning Difficulties Annemarie Fritz, Vitor Geraldi Haase, Pekka Räsänen, 2019-01-30. This comprehensive volume provides teachers, researchers, and education professionals with cutting edge knowledge developed in the last decades by the educational, behavioural, and neurosciences, integrating cognitive, developmental, and socioeconomic approaches to deal with the problems children face in learning mathematics. The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades but the most part of this research has been conducted in non-applied settings and there is still a deep discrepancy between the level of scientific knowledge and its

implementation into actual educational settings Now it s time to bring the results from the laboratory to the classroom Apart from bringing the theoretical discussions to educational settings the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues And it does so from an international perspective dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society Math Instruction for Students with Learning Difficulties Susan Perry Gurganus,2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction *Addressing Inequities in Modern Educational Assessment* Jorge Sainz,Ismael Sanz,2023-11-14 This edited book focuses on the central and up to date issues that represent some of the most relevant challenges and limitations of International Learning Assessments ILSAs It specifically sheds light on the general effects of the discontinuation of face to face education on students at diverse academic levels during the COVID 19 pandemic Through the lens of the most relevant experts of the field it highlights the asymmetric effects on students based on family income education level or employment imposing a heavy toll on those with less resources It raises issues regarding the impact on the mental health of students and education professionals due to school closures Modern education is shifting its focus from just scores to detailed qualitative feedback Such comprehensive insights help students identify both strengths and growth areas making assessments more constructive This book is aimed for researchers in the field of educationalassessments graduate and postgraduate students policy makers and anyone interested in making informed decisions regarding ILSAs COVID 19 brought immense educational challenges it also presented an unprecedented opportunity to reassess and reform existing systems steering towards assessments that are both fair and empowering PISA Equations and Inequalities Making Mathematics Accessible to All OECD,2016-06-20 More than ever students need to engage with mathematical concepts think quantitatively and analytically and communicate using mathematics All these skills are central to a young person s preparedness to tackle problems that arise at work and in life beyond the classroom

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