

MATHEMATICS: PAPER II

Time: 3 hours

150 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 13 pages, an Answer/Diagram Booklet of 9 pages (i – ix) and an Information Sheet of (i) page. Please check that your paper is complete.
 2. Answer Questions 3, 6, 10 and 12 on the Answer Booklet/Diagram Booklet.
 3. Read the questions carefully.
 4. Answer **all** the questions
 5. Please note that diagrams are not necessarily drawn to scale.
 6. A diagram sheet is provided. Any changes made to a diagram must be shown on this sheet and not on the question paper.
 7. Number your answers exactly as the questions are numbered.
 8. You may use an approved non-programmable and non-graphical calculator, unless otherwise stated.
 9. Ensure that your calculator is in DEGREE mode.
 10. Round off your answers to **one decimal digit** where necessary, unless otherwise indicated.
 11. All necessary working details must be clearly shown.
 12. It is in your own interest to write legibly and to present your work neatly.
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Grade 1 maths Standardisation Project Paper 2 2013

Memo

SJ Ball



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Assessing Writing to Support Learning Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success. Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing. This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment. Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry. It also brings the outside in by bridging the gap between authentic writing and writing assessment. Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching. With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality. Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools. This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education.

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