

HIGHLAND HIGH SCHOOL
2012 – TERM 1 GRADE 11
Mathematics
TEST 2

INSTRUCTIONS

Answer **all** the questions

1. Given that y varies directly as x and $y = 5$ when $x = 2$, find the value of y When $x = 3$.

Answer: $k = \frac{5}{2}$ [2 marks]

$y = 7.5$ or $7\frac{1}{2}$ [3 marks]

2. If y varies inversely as x and $y = 4$ when $x = 3$, find y when $x = 2$.

Answer: $k = 12$ [2 marks]

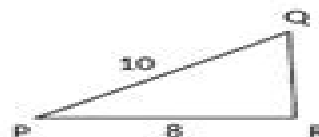
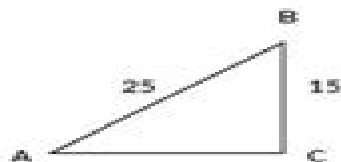
$y = 6$ [3 marks]

3. x varies directly as y and inversely as the square of z . If $x = 2\frac{1}{2}$ when $y = 6$ and $z = 3$, find the value of x when $y = 12$ and $z = 4$.

Answer: $k = \frac{5}{6}$ [3 marks]

$x = 1$ [2 marks]

4. In the diagrams below, triangles ABC and PQR are similar. Find QR.



Answer: $QR = 6$ [4 marks]

Maths Exemplar For 2013 For Grade 11

Julia Schneider



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Preparing STEM Teachers Joanne E. Goodell, Selma Koç, 2020-09-01 STEM project based instruction is a pedagogical approach that is gaining popularity across the USA. However, there are very few teacher education programs that focus specifically on preparing graduates to teach in project based environments. This book is focused on the UTeach program, a STEM teacher education model that is being implemented across the USA in 46 universities. Originally focused only on mathematics and science, many UTeach programs are now offering engineering and computer science licensure programs as well. This book provides a forum to disseminate how different institutions have implemented the UTeach model in their local context. Topics discussed will include sustainability features of the model and how program assessment, innovative instructional programming, classroom research, and effectiveness research have contributed to its success. The objectives of the book are: To help educators gain insight into a teacher education organizational model focused on STEM and how and why it was developed; To present the theoretical underpinnings of a STEM education model, i.e. deep learning, conceptual understanding; To present innovative instructional programming in teacher education, i.e. project-based instruction, functions and modeling research methods; To present research and practice in classroom and field implementation and future research recommendations; To disseminate program assessments and improvement efforts. *Transparency in Assessment -*

Exploring the Influence of Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions, it has become common practice to share assessment criteria with students. Sometimes it is required for accountability purposes; at other times, criteria are used as a means to communicate expectations to students. However, the idea that explicit assessment criteria should be shared with students has been contested. On the one hand, research has shown that explicit criteria may positively affect student performance, reduce their anxiety, as well as support students' use of self-regulated learning strategies. On the other hand, there are fears that explicit criteria may have a restraining influence on students' learning, as well as limiting their autonomy and creativity. There are also indications of students becoming more performance-oriented as opposed to learning-oriented when being provided with explicit assessment criteria. Taken together, it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not. In particular, empirical research on the proposed negative effects of sharing criteria with learners is limited, and most fears voiced in the literature are based on individual experiences and anecdotal evidence. In this book, we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria. A deeper understanding of the influence of explicit assessment criteria on students' understanding of criteria, motivation, and learning is equally imperative for future research and educational practice, both of which need to go beyond individual opinions and convictions. **The Concerns Based Adoption Model (CBAM)** Gene E. Hall, 2025-04-01 Change can be interesting, challenging, easy, difficult.

and sometimes fun The Concerns Based Adoption Model CBAM Constructs Evidence Applications and Implications for Facilitating Change edited by Gene E Hall a key originator of CBAM uses a research tested model to introduce students in education to ways of thinking strategies and steps that leaders can take to facilitate and advance change processes in their own schools The primary focus of this book and method is on understanding the thoughts perceptions feelings and concerns of the people who are engaged with change and finding systematic ways to address them This edited volume provides clear instruction from researchers who know CBAM best experiences and case studies from a wide variety of educational settings and strong pedagogy so readers can learn CBAM and apply this model to their educational systems **Mathematical**

Teaching and Learning Katherine M. Robinson, Donna Kotsopoulos, Adam K. Dubé, 2023-06-15 This book focusses on teaching and learning in elementary and middle school mathematics and suggests practices for teachers to help children be successful mathematical thinkers Contributions from diverse theoretical and disciplinary perspectives are explored Topics include the roles of technology language and classroom discussion in mathematics learning the use of creativity visuals and teachers physical gestures to enhance problem solving inclusive educational activities to promote children s mathematics understanding how learning in the home can enhance children s mathematical skills the application of mathematics learning theories in designing effective teaching tools and a discussion of how students teachers teacher educators and school boards differentially approach elementary and middle school mathematics This book and its companion Mathematical Cognition and Understanding take an interdisciplinary perspective to mathematical learning and development in the elementary and middle school years The authors and perspectives in this book draw from education neuroscience developmental psychology and cognitive psychology The book will be relevant to scholars educators in the field of mathematics education and also those in childhood development and cognition Each chapter also includes practical tips and implications for parents as well as for educators and researchers Student-Led Assessment Starr Sackstein, 2024-01-03 The single greatest authority on student learning is the student doing the learning but the right structures must be in place for students voices to be clearly heard and truly valued Conventional formative and summative assessment are most often conducted through one size fits all quizzes and tests that yield narrow predetermined categories of data about students academic progress But if we want a truly accurate look at what how and to what extent students are learning who better to consult than the obvious experts on the matter the students themselves In this lively and comprehensive guide veteran teacher and author Starr Sackstein provides the tools needed to help students compile and present evidence of learning through portfolios and student led conferences from templates and rubrics to personal testimonials reflection questions and activities The book features Forms applicable across grade levels and content areas for unpacking standards co constructing success criteria with students evaluating current classroom practices and more Real life perspectives and scenarios from educators in the field who have embraced portfolios and student led conferences over standardized tests and letter grades Practical experience based guidance for

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