

Exemplar Assessments

Final Year Test

Name: _____

Surname: _____

Time: 60 minutes

Marks: 50

Instructions and information

Read the following instructions carefully before answering the questions.

1. This paper consists of 6 questions.
2. Answer ALL the questions.
3. Clearly show ALL calculations in the spaces provided.
4. You may use a non-programmable scientific calculator.
5. Write neatly and legibly.

Question 1

Calculate the numerical value of the numbers in simplest form.

- 1.1 $14 + 3 - 6 - (2 \times 3)$ (1)
- 1.2 $4^5 \div 4^3$ (2)
- 1.3 $21 + 22 + 23 + 24$ (1)
- 1.4 Calculate the value of $\sqrt[3]{64} - \sqrt[3]{27}$. (2)
- 1.5 Write six hundred and fifty-two million in scientific notation. (1)
- 1.6 Calculate $8\frac{2}{3} \div 1\frac{4}{9}$. (2)
- 1.7 Which of the following numbers are rational?
 $-\sqrt{64}$; $\sqrt{\frac{16}{9}}$; $\sqrt{-4}$; π ; $9\frac{3}{5}$; $\sqrt{3}$; 0,3 (2)
- 1.8 Write these decimals in ascending order:
 0,969; 0,099; 0,96; 0,09069; 0,961; 0,9639; 0,996 (2)
- 1.9 Increase 320 kg in the ratio 9 : 4. (1)
- 1.10 Decrease by R4 500 by 20%. (1)

[15]

Question 2

Simplify the expression.

- 2.1.1 $3x^2 - 2x + x^2 + 4 + 8x - 20$ (2)

Mathematics 2014 Exemplar For Grade 1

**David Weintrop, Daisy W.
Rutstein, Marie Bienkowski, Steven
McGee**



Mathematics 2014 Exemplar For Grade 1:

Handbook of Research on Teacher Practices for Diverse Writing Instruction Hodges, Tracey S., 2022-05-20 The art and practice of writing is complex and multidimensional students often apply unique writing styles As such educators must apply focused teaching methods to nurture these unique forms of writing Educators must stay up to date with the practices for diverse writing instruction in order to best engage with a diverse classroom However resources related to writing typically do not focus on the depth and breadth of writing and there is a need for a resource that offers a comprehensive look at diverse writing instruction research The Handbook of Research on Teacher Practices for Diverse Writing Instruction provides a rich discussion of the issues perspectives and methods for writing instruction currently in use with an added lens focusing on diversity and equity It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting Covering topics such as student motivation curriculum development and content area instruction this major reference work is an essential resource for preservice teachers faculty and administration of K 12 and higher education academic libraries government officials school boards researchers and academicians

Second International Research Handbook on Values Education and Student Wellbeing Terence Lovat, Ron Toomey, Neville Clement, Kerry Dally, 2023-11-14 This collection applies the principles underlying values education to addressing the many social and learning challenges that impinge on education today Insights in the fields of social and emotional learning student wellbeing and increasingly educational neuroscience have demonstrated that values education represents an efficacious pedagogy with holistic effects on students across a range of measures including social emotional and intellectual outcomes With schools in the 21st century confronting issues such as gender identity stemming radicalism mental health equity for disadvantaged groups bullying respect and the meaning of consent values education offers a way of teaching and learning that integrates and enhances student s affective and cognitive functioning The earlier edition of this book has become a standard reference for scholars and practitioners in the fields of values education moral education and character education Its citation rates reads and downloads have been consistently and enduringly high as have those of its companion text Values Pedagogy and Student Achievement A decade on the main purpose of the revised edition is to update and incorporate new research and practice relevant to values education Recent insights in the fields of neuroscience and social and emotional learning and their implications for education and student wellbeing are more overt than they were when the first edition was being compiled Additionally advanced thinking in the field of epistemology how humans come to know and therefore learn has also sharpened especially through the later writings of prominent scholars like Jurgen Habermas The revised edition has preserved the essential spirit and thrust of the original edition while making space for some of these new insights about the potential of values education to establish optimal and harmonious learning and social environments for both students and teachers

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 Building the Foundation: Whole Numbers in the Primary Grades Maria G. Bartolini Bussi,Xu Hua Sun,2018-03-29 This twenty third ICMI Study addresses for the first time mathematics teaching and learning in the primary school and pre school setting while also taking international perspectives socio cultural diversity and institutional constraints into account One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level Accordingly a focus area that is central to the discussion was chosen together with a number of related questions The broad area of Whole Number Arithmetic WNA including operations and relations and arithmetic word problems forms the core content of all primary mathematics curricula The study of this core content area is often regarded as foundational for later mathematics learning However the principles and main goals of instruction on the foundational concepts and skills in WNA are far from universally agreed upon and practice varies substantially from country to country As such this study presents a meta level analysis and synthesis of what is currently known about WNA providing a useful base from which to gauge gaps and shortcomings as well as an opportunity to learn from the practices of different countries and contexts **Quantitative Measures of**

Mathematical Knowledge Jonathan Bostic,Erin Krupa,Jeffrey Shih,2019-04-29 The aim of this book is to explore measures of mathematics knowledge spanning K 16 grade levels By focusing solely on mathematics content such as knowledge of mathematical practices knowledge of ratio and proportions and knowledge of abstract algebra this volume offers detailed discussions of specific instruments and tools meant for measuring student learning Written for assessment scholars and

students both in mathematics education and across educational contexts this book presents innovative research and perspectives on quantitative measures including their associated purpose statements and validity arguments

Confronting Oppressive Assessments Walter S. Polka, John William McKenna, 2016-09-14 This book is about doing what's right for public education in the United States in this age of intensive curriculum convergence planned instructional standardization and oppressive accountability procedures Information is presented about why and how educators parents students community members and policy makers have decided to protest against current state and federal educational policies and procedures The practical experiences of parents teachers principals school superintendents school board members and professors are analyzed in chapters of this book Their first hand experiences with the various components of the current reform movement are poignantly presented Through their voices the frustrations with the serious flaws associated with this reform agenda are passionately and logically articulated They comprehensively explain their personal and professional motivations for organizing and fomenting a rethinking in school reform implementation procedures and they advocate their smarter approach to school reforms in our country The book includes key references that elucidate the need to seriously re think the directions and strategies of contemporary schooling in order to maintain enlightened creative instruction based on exciting student centered curriculum experiences and professional educational judgments **Teaching**

STEM in the Secondary School Frank Banks, David Barlex, 2020-12-29 This book looks at the purpose and pedagogy of STEM teaching and explores the ways in which STEM subjects can interact in the curriculum to enhance student understanding achievement and motivation By reaching outside their own classroom teachers can collaborate across STEM subjects to enrich learning and help students relate school science technology and maths to the wider world Packed with ideas and practical details for teachers of STEM subjects the new revised edition of this book considers what the STEM subjects contribute separately to the curriculum and how they relate to each other in the wider education of secondary school students describes and evaluates different curriculum models for STEM suggests ways in which a critical approach to the pedagogy of the classroom laboratory and workshop can support and encourage all pupils to engage fully in STEM addresses the practicalities of introducing organising and sustaining STEM related activities in the secondary school looks to ways schools can manage and sustain STEM approaches in the long term This new revised edition is essential reading for trainee and practising teachers those engaged in further professional development and all who wish to make the learning of science technology engineering and mathematics an interesting motivating and exciting experience for their students

Assessing Computational Thinking David Weintrop, Daisy W. Rutstein, Marie Bienkowski, Steven McGee, 2023-09-12 This book presents different approaches for answering the question How do we assess computational thinking The result is a snapshot of the current state of the field for assessing computational thinking The last decade has seen rapid growth in the presence of computational thinking CT in educational contexts Those working to advance CT argue that the concepts and

skills associated with CT are essential to succeed in an increasingly computational world. As a result of these efforts, there has been tremendous growth in curricula, learning environments, and innovations around CT education in K-12 classrooms and beyond. As CT grows in prominence, so too does the need to be able to effectively and equitably assess learners' CT abilities. This volume is a collection of chapters pursuing different approaches for answering the question: How do we assess computational thinking? The answers provided span age ranges, formal and informal contexts, conceptual aspects of CT, and varying methodological and evaluative strategies. Collectively, the volume captures the current state of the field for assessing computational thinking and lays the groundwork for future CT assessment innovation. *Assessing Computational Thinking* will be a key resource for academics, researchers, and advanced students of Education, Educational Assessment, Educational Research, Psychology, and Research Methods. The chapters included in this book were originally published as a special issue of *Computer Science Education*. Morgen-Post Wien, Leopold Landsteiner, 1872

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