

**Name and Surname** : .....

**Grade/Class** : 11/..... **Mathematics Teacher** : .....

Hudson Park High School



GRADE 11  
**MATHEMATICS**  
June Examination Paper 2

Marks : 

100
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Time : 2 hour

Date : 28 May 2018

Examiner : FRD

Moderator(s) : SLT, PHL

**INSTRUCTIONS**

1. Illegible work, in the opinion of the marker, will earn zero marks.
2. Number your answers clearly and accurately, exactly as they appear on the question paper.
3. **NB**
  - Start each **QUESTION** at the *top of a page*.
  - Leave **2 lines** open between each of your answers.
4. **NB** Fill in the details requested on the front of this Question Paper and **HAND IN** your submission in the following manner :
  - Question Paper (on top)
  - Answer Book (below).
5. **NB** **DO NOT** staple your question paper to your answer book please
6. Employ relevant formulae and show all working out. Answers alone may not be awarded full marks.
7. (Non-programmable and non-graphical) Calculators may be used, unless their usage is specifically prohibited.
8. Round off answers to 2 decimal places, where necessary, unless instructed otherwise.
9. If (Euclidean) Geometric statements are made, reasons must be stated appropriately.

# Grade 2013 June Maths Paper

**AW Chickering**



## **Grade 2013 June Maths Paper:**

### **The Mathematics Education for the Future Project. Proceedings of the 13th International Conference**

**Mathematics Education in a Connected World** Alan Rogerson, 2015-07-01 This volume contains the papers presented at the International Conference on Mathematics Education in a Connected World held from September 16-21 2015 in Catania Italy The Conference was organized by The Mathematics Education for the Future Project an international educational project founded in 1986

**Singapore Math and Science Education Innovation** Oon Seng Tan, Ee Ling Low, Eng Guan Tay, Yaw Kai Yan, 2021-08-04 This edited volume explores key areas of interests in Singapore math and science education including issues on teacher education pedagogy curriculum assessment teaching practices applied learning ecology of learning talent grooming culture of science and math vocational education and STEM It presents to policymakers and educators a clear picture of the education scene in Singapore and insights into the role of math and science education in helping the country excel beyond international studies such as PISA the pedagogical and curricula advancements in math and science learning and the research and practices that give Singaporean students the competitive edge in facing the uncertain and challenging landscape of the future

**Teaching Mathematics Creatively** Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom

**Chinese Students in UK Further Education** Rosemary A. Reynolds, 2017-12-15 Chinese students in the UK have been increasing in number for many years yet competition from other Western educators and increasing investment in China's own education system has led to concern that UK institutions may soon see a decline in their market share Dr Reynolds addresses this issue in Chinese Students in UK Further Education by attempting to understand students experiences from their perspective Beginning with an exploration of why these students choose to come and study in the UK and why they are coming at younger ages the book goes on to discuss topics such as risk technology and diversity in order to understand which factors have the greatest influence on where they choose to study and whether they choose to remain at an

institution Drawing on data from two different education institutions providers of GCSE A level programmes for students aged 16-18 years Dr Reynolds attempts to understand what these students experience during their studies how they manage new social relationships and whether upon course completion they achieved the results they desired at the outset Moreover the book aims to ascertain whether the students feel in hindsight that the decision to risk investing in UK further education was right and what they might communicate about UK study to contacts in China and elsewhere The book examines what further education institutions do well and where they might improve to help develop Chinese students educational experiences As such it will be essential reading for academics researchers and postgraduates in the fields of further education sociology of education international and intercultural education and mobility studies

**The Times Index**, 2013-06 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Time educational supplement Scotland and the Times higher education supplement

*Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons, 2013

[The Linguistic Challenge of the Transition to Secondary School](#) Alice Deignan, Duygu Candarli, Florence Oxley, 2022-12-30 This book provides a unique analysis and description of the linguistic challenges faced by school students as they move from primary to secondary school a major transition which some students struggle with emotionally and academically The study draws on a bespoke corpus of 2.5 million words of written materials and transcribed classroom recordings provided by the project's partner schools combines quantitative and qualitative approaches to the corpus data to explore linguistic variation across school levels registers and subjects describes the procedures of corpus compilation and analysis of written and spoken academic language showing how modern corpus tools can be applied to this far reaching social and educational issue uncovers differences and similarities between the academic language that school children are exposed to at primary and secondary school contrasting this against the backdrop of the non-academic language that they encounter outside school This book is important reading for advanced students and researchers in corpus linguistics applied linguistics and teacher education It carries implications for policymakers and schools looking to support students at this critical point in their schooling The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non-Commercial No Derivatives CC BY-NC-ND 4.0 license

**Annual Report** Mpumalanga (South Africa). Department of Education, 2012

**The Parliamentary Debates (Hansard)**. Great Britain. Parliament. House of Lords, 2013

*Commonwealth Universities Yearbook* T. Craig, Hugh W. Springer, 1979

**Journal of Psychology in Africa**, 2009

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