

INSTRUCTIONS AND INFORMATION

1. Write your examination number and centre number in the appropriate space on the **ANSWER BOOK**.
2. This question paper consists of **TEN** questions. Answer **ALL** the questions in the **ANSWER BOOK**.
3. Start **EACH** question on a **NEW** page in the **ANSWER BOOK**.
4. Number the question correctly according to the numbering system used in this question paper.
5. Leave **ONE** line between two sub questions, for example between **QUESTION 2.1** and **QUESTION 2.2**.
6. You may use a non-programmable calculator.
7. You may use appropriate mathematical instruments.
8. Show **ALL** formulae and substitution in your calculations.
9. Round off your **FINAL** numerical answers to a minimum of **TWO** decimal places.
10. Give a brief motivation, discussions et cetera where required.
11. You are advised to use the attached **DATA SHEETS**.
12. Write neatly and legibly.

Question P2 Mathematics Grd10

GCE.

A decorative graphic element consisting of a horizontal light blue bar with a rounded right end, and a red circular glow behind it.

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Maths Handbook & Study Guide Grade 10 Kevin Smith, 2017-11-01 The Maths Handbook Study Guide is a comprehensive reference book and set of notes that covers everything in one book. The book is written in a clear, simple, visual, and logical manner. The colour coding facilitates explanations, definitions, formulas, recaps of previous work, hints, and ideas. It is easy to read, easy to understand, and it is easy to apply what has been learnt. It works in conjunction with all other Maths books. It is a welcome addition to the Handbook and Study Guide series. The Maths Handbook and Study Guide demystifies Maths and helps students to reach their potential in this challenging subject. The sub-title of the book is Maths Made Easy, and this is what it aims to do. Kevin ensures that his work is up to date at all times and that it is suitable for IEB and National Curriculum students. There are exercises in the front of the book and solutions to problems at the back. Self-directed Learning Oriented Assessments in the Asia-Pacific Magdalena Mo Ching Mok, 2012-10-09 The Asia Pacific region needs to maximize the benefits of education to enable it to compete in an economic future dominated by innovation in which assessing student progress must be an empowering rather than delimiting factor. This detailed exposition of the theoretical basis and application tools of self-directed learning oriented assessment (SLOA) reflects the very latest research championed by the Assessment Research Centre at The Hong Kong Institute of Education. Featuring a range of relevant case studies, it explores the varied theoretical issues related to SLOA and offers an integrated view of the system fully in line with the constructivist paradigm of learning which advocates formative rather than summative assessment. Many of the initiatives outlined here are firsts in the region. SLOA is already being applied in many schools with links to the ARC. It is an approach to assessment that acknowledges the centrality of self-directed learning and which positions assessment as a tool to enable and enhance self-directed learning. It draws on several theories of learning and assessment including the constructivist notion that learning is best achieved when students take ownership of their educational process, setting their own goals and monitoring their own progress towards those goals. SLOA has been the research and service approach of the ARC since 2005. In the intervening years, the centre has developed a number of tools to facilitate SLOA learning and assessment, including vertical ability scales, teacher-friendly computer software, and packages for self-directed learning. Manual of Information Relative to the Philippine Civil Service Showing the Positions, Classified and Unclassified, the Methods Governing Examinations and Certifications for Appointment, the Regulations for Rating Examination Papers, Specimen Examination Questions, and Conditions of Appointment and Service Philippines. Bureau of Civil Service, 1923 Instructor, 1974-02 Educational Measurement Robert L. Linn, 1993 A comprehensive standard reference on the theory and principles of testing. This edition was originally published by ACE Macmillan in 1989, revising and updating the second edition of 1971. The volume is divided into three sections covering theory and general principles, administration and scoring, and applications. Discussed in detail is how computer technology can be the primary tool for successfully integrating testing with instruction. Each of the 18 in depth

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