

**SECTION A****QUESTION 1**

A study is done with twelve employees in a company to understand the relationship between the number of rest days given in a year and the productivity of each employee.

The results are shown in the table below:

Rest days given	5	2	9	1	3	12	10	4	4	5	8	6
Productivity of the employee	0,87	0,65	0,9	0,58	0,7	0,91	0,88	0,78	0,72	0,91	0,82	0,62

- (a) Calculate the correlation coefficient. (*Round off correct to four decimal places.*)

(2)

- (b) Refer to your correlation coefficient and circle the letter that best describes the relationship. Only one letter must be circled.

- A Fairly strong, negative correlation
- B Very weak, positive correlation
- C Fairly strong, positive correlation
- D Perfect, positive correlation

(1)

- (c) If the equation of the least squares regression line is  $y = A + Bx$ , calculate the values of A and B. Give answers correct to four decimal places.

(2)

- (d) Should the regression line in (c) be used to predict the productivity of an employee if thirty rest days were given to the employee in a year? (Explain your answer.)

(2)  
[7]

## Question P2 Mathematics Grd10

**Kevin Smith**



## **Question P2 Mathematics Grd10:**

**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. **Mathematics 1**

Kunihiko Kodaira, The achievement of Japanese high school students gained world prominence largely as a result of their performance in the International Mathematics Studies conducted by the International Association for the Evaluation of Educational Achievement in the 1960s and 1980s. These textbooks, Mathematical World volumes 8 to 11, are intended to give U S educators and researchers a first hand look at the content of mathematics instruction in Japan. The textbook Japanese Grade 10 covers material that is compulsory. This course, which is completed by over 97% of all Japanese students, is taught four hours per week and comprises algebra including quadratic functions, equations and inequalities, trigonometric functions, and coordinate geometry. Japanese Grade 11 is intended for the easier of the electives offered in that grade and is taken by about 40% of the students. It covers probability and statistics, vectors, exponential, logarithmic, and trigonometric functions, and an introduction to differentiation and integration. The other 60% of students in grade 11 concurrently take two more extensive courses using the texts Japanese Grade 11 Algebra and Geometry and Japanese Grade 11 Basic Analysis. The first consists of fuller treatments of plane and solid coordinate geometry, vectors, and matrices. The second includes a more thorough treatment of trigonometry and a more extensive introduction to differential and integral calculus. **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

**Educators' Work Integrated Learning Experiences** Iman C. Chahine, Lalini Reddy, 2024-09-17 This edited volume explores the power of educators work integrated learning experiences as transformative narratives transcending classroom boundaries Through critical reflection and storytelling teachers share their personal journeys across diverse cultural contexts offering fine grained descriptions of their growth and development Drawing on the belief that storytelling serves as a meeting ground for culture cognition and emotions educators narrate their encounters and immerse readers in glocal realms This book celebrates the immersion and excursion stories that shape educators lived experiences and personal histories illuminating how this knowledge can inspire highly impactful classroom practices for all students This volume is intended for in service and pre service educators teacher educators school administrators as well as undergraduate and graduate students in Social Sciences and Humanities Its primary goal is to delve into educators stories as they engage in work integrated learning programs across diverse global local contexts

**Current Index to Journals in Education**, 2001 *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, 1924

**Instructor**, 1974-02 Assessment John Salvia, James E. Ysseldyke, 1995 Most educators are convinced we need to do a better job of assessing students either with new tests or new applications of tests All argue that at this very critical time it is imperative that educators be very knowledgeable about assessment and the ways assessment information is used to make decisions about students The book is intended for a first course in assessment for those whose careers require understanding and informed use of assessment data The primary audience comprises those who are or will be teachers in special education at the elementary or secondary level In writing for those who are taking their first course in assessment we have assumed no prior knowledge of measurement and statistical concepts Pref

**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 articles is followed by an extensive bibliography of references Annotation copyright by Book News Inc Portland OR

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**Accessions** Library of Congress. Processing Department,1958-10      *Exceptional Child Education Resources* ,1993  
    *alternative press index* ALTERNATIVE PRESS INDEX,2002      *Mathematics* H. Thomas,2001      Maths II D. W.  
Russell,Philip V. Ellery,R. K. Williamson,1987      **AS-level Mathematics** ,2003      **Mathematics. Grade 10. Student**  
**Book** ,2008

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