



MARKS: 100

This memorandum consists of 5 pages.

**Important Information**

- This is a marking guideline. In instances where learners have used different but mathematically correct strategies to solve the problems they (learners) should be credited.
- Unless stated otherwise, learners who give a correct answer only, should be awarded full marks.
- Underline errors committed by learners and apply Consistent Accuracy (CA) marking.

**KEY**

<b>M</b>	Method mark
<b>CA</b>	Consistent Accuracy mark
<b>A</b>	Accuracy mark

**CA Example**

$2^3 \times 1^4 = 8 \checkmark \times 1 \checkmark \mathbf{A}$	8: 1 mark
$= 8 \checkmark \mathbf{CA}$	1: 1 mark
If	Answer: 1 mark
$2^3 \times 1^4 = \underline{6} \times \underline{4}$	
$= 24 \checkmark \mathbf{CA}$	

**QUESTION 1**

1.1	B ✓	1.2	C ✓	1.3	C ✓	1.4	A ✓	1.5	B ✓
1.6	C ✓	1.7	B ✓	1.8	B ✓	1.9	A ✓	1.10	D ✓

10

**[10]**

**QUESTION 2**

2.1.1	$\begin{array}{r} 1\,643\,884 \\ + 262\,206 \\ \hline 1\,906\,090 \\ \checkmark \quad \checkmark \mathbf{A} \end{array}$	090: 1 mark 1 906: 1 mark	2
2.1.2	$\begin{array}{r} \underline{210} \text{ rem } 7 \quad \checkmark \mathbf{CA} \\ 31 \overline{) 6\,517} \\ \underline{- 6\,200} \quad \checkmark \mathbf{M} \\ 317 \\ \underline{- 310} \quad \checkmark \mathbf{M} \\ 7 \quad \checkmark \mathbf{CA} \end{array}$ <p>or</p> $200 \times 31 = 6\,200$ $10 \times 31 = 310$ $\begin{array}{r} \underline{210} \text{ rem } 7 \quad \checkmark \checkmark \checkmark \mathbf{A} \\ 31 \overline{) 6\,517} \quad \checkmark \mathbf{M} \end{array}$	210: 1 mark 6200: 1 mark 310: 1 mark rem 7: 1 mark or 210 rem 7: 4 marks (if method is shown) 210,225....: 1 mark ANSWER ONLY: 1 mark	4

# Annual National Assessment 2015 Grade 7 Mathematics Test

**Sue Johnston-Wilder, Clare Lee, David  
Pimm**



## **Annual National Assessment 2015 Grade 7 Mathematics Test:**

**Education for All 2000-2015: Achievements and challenges** UNESCO,2015-04-08 Literaturverz S 414 459

**Learning to Teach Mathematics in the Secondary School** Sue Johnston-Wilder,Clare Lee,David Pimm,2016-09-13

Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the secondary school classroom This fourth edition has been fully updated to reflect the latest changes to the curriculum and research in the field taking into account key developments in teacher training and education including examinations and assessment Written specifically with the new and student teacher in mind the book covers a wide range of issues related to the teaching of mathematics such as why we teach mathematics the place of mathematics in the National Curriculum planning teaching and assessing for mathematics learning how to communicate mathematically using digital technology to advance mathematical learning working with students with special educational needs post 16 teaching the importance of professional development the affective dimension when learning mathematics including motivation confidence and resilience Already a major text for many university teaching courses this revised edition features a glossary of useful terms and carefully designed tasks to prompt critical reflection and support thinking and writing up to Masters Level Issues of professional development are also examined as well as a range of teaching approaches and styles from whole class strategies to personalised learning helping you to make the most of school experience during your training and beyond Designed for use as a core textbook Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all those who aspire to be effective mathematics teachers

*The Language Issue in the Teaching of Mathematics in South Africa* Lindiwe Tshuma,2021-01-26 The book is the result of a five year project that culminated within the first three years in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017 and this book in the succeeding two years The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000

*OECD Reviews of Evaluation and Assessment in Education: Georgia* Li Richard Ruochen,Kitchen Hannah,George Bert,Richardson Mary,Fordham Elizabeth,2019-12-19 This review developed in partnership with UNICEF provides Georgia with recommendations to strengthen its evaluation and assessment system to focus on helping students learn It will be of interest to countries that wish to strengthen their own evaluation and assessment systems and in turn improve educational outcomes

**Education in Cambodia** Vincent McNamara,Martin Hayden,2022-05-14 This book is the most comprehensive account yet published about the education system in Cambodia It covers all system levels and draws upon the knowledge and insights of a wide range of leading Cambodian and foreign scholars The book focuses on how the system has developed and is making progress Significant achievements over the past two decades are evident but many problems remain including the poor quality of teaching research and institutional management Under funding is an

ongoing obstacle but so too is a bureaucratic culture of resistance to change a history of weak governance and an anti reform sentiment deriving from a teacher centred and exam driven curriculum Achieving international standards must now be the system s highest priority To this end the system must rid itself of conservatism complacency and manipulation by parochial vested interests **OECD Reviews of Evaluation and Assessment in Education: Bulgaria** Guthrie

Caitlyn,Norfolk-Beadle Annie,Perico E Santos Anna Vitoria,Henderson Kirsteen,Rawkins Christa,Fordham Elizabeth,Li Ruochen,2022-03-29 Over the past three decades Bulgaria has carried out important structural reforms which have helped the country reach higher levels of socio economic development However long standing social disparities and income inequalities remain and Bulgaria s overall productivity gains have not fully translated into sustainable and inclusive growth

**OECD Reviews of Evaluation and Assessment in Education: Serbia** Maghnouj Soumaya,Salinas Daniel,Kitchen Hannah,Guthrie Caitlyn,Bethell George,Fordham Elizabeth,2020-03-20 This review developed in cooperation with UNICEF provides Serbia with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Serbia as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better outcomes for all students **The**

**Condition of Education** ,1996 Includes a section called Program and plans which describes the Center s activities for the current fiscal year and the projected activities for the succeeding fiscal year **Academic Framework for 21st-Century Schooling: Promoting Global Peace and Harmony** Mukhopadhyay, Marmar,Kundu, Arnab,2023-10-16 In an era fraught with existential threats Academic Framework for 21st Century Schooling Promoting Global Peace and Harmony answers the urgent call for a new path forward The UN Secretary General s recent address echoing decades of warnings from UNESCO has underscored the dire state of our world Global warming pollution terrorism unchecked population growth discrimination refugee migration consumerism and the ominous specter of weapons of mass destruction loom large in an age marked by nationalism and imperialism The very fabric of human existence is unraveling and even the UN s well intentioned MDG and SDG initiatives are in jeopardy This book authored by esteemed scholars proposes a transformation of global education as the antidote to this crisis It champions the cultivation of a fresh generation with essential attributes like critical thinking empathy respect for diversity and a profound sense of global responsibility Schools are envisioned as the crucible for shaping these future citizens At its core this book offers a well founded academic framework for global peace and harmony education addressing the intricacies of 21st century schooling curriculum transformation global best practices and the vision of happy schooling It is a clarion call to scholars and educators to lead the way toward a world where peace and harmony are not just ideals but the very foundation upon which humanity thrives Our world and future generations depend on this transformative journey one we must embark upon without delay **Children's Mathematics 4-15** Julie Ryan,Julian Williams,2007-04-16 The mistakes children make in mathematics are usually not just mistakes they are often intelligent generalizations from previous

learning Following several decades of academic study of such mistakes the phrase errors and misconceptions has recently entered the vocabulary of mathematics teacher education and has become prominent in the curriculum for initial teacher education The popular view of children s errors and misconceptions is that they should be corrected as soon as possible The authors contest this perceiving them as potential windows into children s mathematics Errors may diagnose significant ways of thinking and stages in learning that highlight important opportunities for new learning This book uses extensive original data from the authors own research on children s performance errors and misconceptions across the mathematics curriculum It progressively develops concepts for teachers to use in organizing their understanding and knowledge of children s mathematics offers practical guidance for classroom teaching and concludes with theoretical accounts of learning and teaching Children s Mathematics 4 15 is a groundbreaking book which transforms research on diagnostic errors into knowledge for teaching teacher education and research on teaching It is essential reading for teachers students on undergraduate teacher training courses and graduate and PGCE mathematics teacher trainees as well as teacher educators and researchers

**The Education Triple Cocktail** Brahm Fleisch, 2018-08-15 The Education Triple Cocktail brings together rigorous quantitative and qualitative research on a new approach to improving foundational teaching and learning for schoolchildren living in working class poor and remote rural communities in resource constrained systems like South Africa At the core of this book is the theory and evidence for a powerful new interlocking and mutually reinforcing change model Inspired by the AIDS treatment story the three pronged approach of structured daily lesson plans appropriate and high quality educational materials and one on one instructional coaching to help teachers transform their instructional practices in early grade classrooms shows that it will improve learning outcomes For education systems defined by low levels of early grade learning and profoundly unequal outcomes The Education Triple Cocktail offers a theoretically informed evidence based way forward This book will be of immense use to teachers students of Education policymakers and parents

*Resources in Education* ,2001-04      **National Assessment of Educational Progress** ,1999      **Departments of Veterans Affairs and Housing and Urban Development, and Independent Agencies Appropriations for 1999** United States. Congress. House. Committee on Appropriations. Subcommittee on VA, HUD, and Independent Agencies,1998      *The Administration's Education Proposals and Priorities for Fiscal Year 2000* United States. Congress. House. Committee on Education and the Workforce,1999      **The Condition of Education (1996)** Thomas M. Smith,1996-11 Contains 60 indicators that shed light on the condition of education in the U S These indicators represent a consensus of professional thinking on the most significant national measures of the condition and progress of education to date Topics include access participation and progress achievement attainment and curriculum economic and other outcomes of education size growth and output of educational institutions climate classrooms and diversity in educational institutions human and financial resources of educational institutions Glossary Charts and tables      **Tests in Print** ,2002      *A Nation at Thought* David M.

Steiner,2023-03-02 This is a book about the education America owes to its children why its education system is in poor condition and what might be done to give that system both energy and quality In diagnosing the current practices and priorities of American education the book presupposes a collective public interest in creating a well educated next generation While focused on public schools the book addresses the education of all of America s children What should well educated future citizens learn in school

**No One Left Standing** Michele Wages,2016-11-14 Every public school student in the U S will experience various types of testing each year For decades the purpose and quality of such testing the time it takes to administer and take the test and how the data is used are the topic of discussion among students parents educators and policymakers Those supporting the importance of testing assume that more assessment improves student achievement and that the pros of testing outweigh their perceptions of the additional costs Those against excessive testing believe that schools are sacrificing learning time in order to test or prepare for the test They also believe that reduced learning time of non tested subjects occurs and more time is given to those students that are performing right below the proficiency score or bubble kids instead of developing every student s full potential Testing in U S public schools is out of control The stress and pressures for all involved have effects that are not even measurable in most instances Is this really the best thing for our schools Are there alternative measures that may serve our future in a better way Will the rewrite of NCLB be enough

**PISA for Development Assessment and Analytical Framework Reading, Mathematics and Science** OECD,2018-09-25 What is important for citizens to know and be able to do The OECD Programme for International Student Assessment PISA seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills As more countries join its ranks PISA

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