

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

S Ashworth

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

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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, 2012-10-08 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**

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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

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