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B1 molecule(s) exert force on wall B1
pressure is total force / force of all
molecules divided by (total) area of
wall B1 (b) (i) $(P =) h \rho g$ OR in words
OR $0.25 \times 13\,600 \times 10$ C1 34 000
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(a) ($P_i = 260 \times 2 \times \text{length} \times \text{breadth} (= 260 \times 0.1)$), words, symbols or numbers C1 note: gets this mark if omits factor of 2 ($P_i = 2 \times 260 \times 0.25 \times 0.2 = 26$ W A1 [2]) (b) ($P_o = 0.95 \times 20 = 19$ (W) B1 efficiency = output (energy) / input (energy) accept power for energy E = candidate ' s

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Po/candidate ' s Pi evaluated (= 0.73 or 73%), accept fraction (19/26) C1 0.73% or bald 73 gets unit penalty A1 [3] (c) A OR B in ...

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information technology continues to hold relevance even with the industry ' s rapid growth. People contribute heavily to the physical, cognitive, and organizational domain of computing, yet there is a lack of exploration into this phenomenon. Humanoid aspects of technology require extensive research in order to avoid marginalization and insufficient data. The Handbook of Research on the Role of Human Factors in IT Project Management is a collection of innovative research on the methods and applications of the task of human characteristics in the design and development of new technology. While highlighting topics including digitalization, risk management, and task analysis, this book is ideally designed for IT professionals, managers, support executives, project

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managers, managing directors, academicians, researchers, and students seeking current research on the dynamics of human influence in technological projects.

This book explores the effectiveness of listen-to-summarize tasks as a tool to assess lecture comprehension ability. It especially focuses on listen-to-summarize tasks that represent listeners' meaning building and the discourse construction of the lecture for listening assessment purposes. It discusses in depth the nature of lecture comprehension and introduces the approaches to assessing it. It also presents teachers' and students' perceptions of listen-to-summarize task demands and their respective implications. By observing interactions between test-takers'

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cognitive processes and the task itself, the book explores the effectiveness of these tasks. It also examines the discrepancy in cognitive processes between different language competence levels in detail, shedding light upon current research on lecture comprehension assessment and offering insights into listening comprehension instruction.

Objective Key offers students complete, official preparation for the Cambridge English: Key (KET) exam. This is a revised and updated edition of Objective KET. Short units offer a variety of lively topics while providing training in exam skills and solid language development. The Teacher's Book contains teaching notes, extra teaching ideas to extend or shorten the length of the activities and clear,

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comprehensive answer keys. The Teacher's Resources Audio CD/CD-ROM contains: two complete practice tests with audio, 10 progress tests and photocopiable classroom activities. Also on the CD-ROM are the answers and recording scripts for the For Schools Pack Practice Test Booklet which is available separately.

This volume establishes how English language constructs were measured in Cambridge English examinations over the period 1913 to 2012. An addition to the Studies in Language Testing series, this volume provides an overview of English language testing over the last century, with coverage of key theoretical and practical aspects of the assessment of reading, listening, writing and speaking skills. It includes examples of the Cambridge

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English exams, old and new, and is the first volume to describe in a systematic way the different theoretical influences which have shaped the development of the constructs underlying Cambridge English exams in the last 100 years.

The origins of learner corpus research go back to the late 1980s when large electronic collections of written or spoken data started to be collected from foreign/second language learners, with a view to advancing our understanding of the mechanisms of second language acquisition and developing tailor-made pedagogical tools. Engaging with the interdisciplinary nature of this fast-growing field, *The Cambridge Handbook of Learner Corpus Research* explores the diverse and

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extensive applications of learner corpora, with 27 chapters written by internationally renowned experts. This comprehensive work is a vital resource for students, teachers and researchers, offering fresh perspectives and a unique overview of the field. With representative studies in each chapter which provide an essential guide on how to conduct learner corpus research in a wide range of areas, this work is a cutting-edge account of learner corpus collection, annotation, methodology, theory, analysis and applications.

This book provides interdisciplinary perspectives on task-based language teaching (TBLT) and task-based language assessment (TBLA) in English as a second language (ESL) context. It discusses theoretical and

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experimental insights of TBLT and TBLA from cognitive, cognitive linguistic, and psycholinguistic viewpoints. The chapters, written by leading language teaching specialists in the field, introduce the reader to a comprehensive range of issues related to TBLT and TBLA such as curriculum design, materials development, and classroom teaching & testing. With interdisciplinary appeal, the book is a valuable resource for researchers in task-based language teaching and assessment. It is equally useful for teachers to whom it offers practical suggestions for designing tasks for teaching and testing.

This volume outlines the general principles of Learning Oriented Assessment (LOA), placing it in the context of European language

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learning policy. The authors pose three key questions central to LOA: 'What is learning?' , 'What is to be learned?' and 'What is to be assessed?'. It focuses on the use of evidence, and how it can be collected and used to feed back into learning, overviews large-scale assessment as practised by Cambridge English and learning-oriented classroom assessment practices, and concludes with a look at implementing LOA in practice. With fresh insights into the role of assessment in supporting learning, this volume will be of considerable interest to assessment practitioners, teachers and academics, educational policy-makers and examination board personnel.

Second language assessment is ubiquitous. It has found its way from

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education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory

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and practice of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language tests, the responsibilities associated with assessing test takers with special

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needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users.

The syllabus for this exam has changed and this book has now been replaced by 9781107653511 Cambridge English Advanced 1 for revised exam from 2015 Student's Book with answers.

A series of titles written to cover the complete Cambridge IGCSE Mathematics (0580) syllabus and endorsed by Cambridge International Examinations.

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