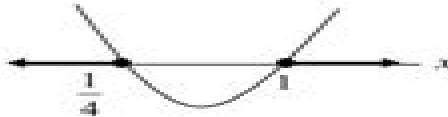


	OR $3x^2 - 4x = 8$ $3x^2 - 4x - 8 = 0$ $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ $= \frac{-(-4) \pm \sqrt{(-4)^2 - 4(3)(-8)}}{2(3)}$ $= 2,43 \text{ or } -1,10$	Note: Penalise 1 mark for inaccurate rounding off to ANY number of decimal places if candidate gives decimal answers	✓ standard form ✓ substitution into correct formula ✓ answer ✓ answer (4)
1.1.3	$4x^2 + 1 \geq 5x$ $4x^2 - 5x + 1 \geq 0$ $(4x - 1)(x - 1) \geq 0$ $\begin{array}{ccccccc} + & 0 & - & 0 & + \\ & \frac{1}{4} & & 1 & \end{array}$ $x \leq \frac{1}{4} \text{ or } x \geq 1 \quad \text{OR} \quad \left(-\infty; \frac{1}{4}\right] \cup [1; \infty)$ OR  OR  NOTES: If a candidate gives an answer of $1 \leq x \leq \frac{1}{4}$ then max 3/4 marks. If a candidate gives an answer of $\frac{1}{4} \leq x \leq 1$ then max 2/4 marks. If a candidate gives an answer of $x \leq \frac{1}{4}$ and $x \geq 1$ then max 3/4 marks. If the candidate leaves out the equality of the notation then penalty of 1 mark. If a candidate gives an answer of $x \leq \frac{1}{4}; x \geq 1$ then max 3/4 marks. If candidate gives $x \geq \frac{1}{4}$ and/or $x \geq 1$, BREAKDOWN: max 2/4 marks. If candidate gives : award 3/4 marks $\begin{array}{ccccccc} + & 0 & - & 0 & + \\ & \frac{1}{4} & & 1 & \end{array}$	Note: If candidate gives either of these correct graphical solutions but writes down the incorrect intervals or uses AND; max 3/4 marks	✓ factors ✓ both critical values of $\frac{1}{4}$ and 1 ✓ or OR $\cup$ ✓ answer (4)

Maths Memo N2 April 2011

M Walker



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JSL Vol 26-N2 JOURNAL OF SCHOOL LEADERSHIP, 2016-04-13 JSL invites the submission of manuscripts that contribute to the exchange of ideas and scholarship about schools and leadership. All theoretical and methodological approaches are welcome. We do not advocate or practice a bias toward any mode of inquiry e.g. qualitative vs quantitative, empirical vs conceptual, discipline based vs interdisciplinary and instead operate from the assumption that all careful and methodologically sound research has the potential to contribute to our understanding of school leadership. We strongly encourage authors to consider both the local and global implications of their work. The journal's goal is to clearly communicate with a diverse audience including both school based and university based educators. The journal embraces a broad conception of school leadership and welcomes manuscripts that reflect the diversity of ways in which this term is understood. The journal is interested not only in manuscripts that focus on administrative leadership in schools and school districts but also in manuscripts that inquire about teacher, student, parent and community leadership.

Virtual Fundamental Cycles in Symplectic Topology John W. Morgan, Dusa McDuff, Mohammad Tehrani, Kenji Fukaya, Dominic Joyce, 2019-04-12. The method of using the moduli space of pseudo holomorphic curves on a symplectic manifold was introduced by Mikhail Gromov in 1985. From the appearance of Gromov's original paper until today this approach has been the most important tool in global symplectic geometry. To produce numerical invariants of these manifolds using this method requires constructing a fundamental cycle associated with moduli spaces. This volume brings together three approaches to constructing the virtual fundamental cycle for the moduli space of pseudo holomorphic curves. All approaches are based on the idea of local Kuranishi charts for the moduli space. Workers in the field will get a comprehensive understanding of the details of these constructions and the assumptions under which they can be made. These techniques and results will be essential in further applications of this approach to producing invariants of symplectic manifolds.

Fire on Earth Andrew C. Scott, David M. J. S. Bowman, William J. Bond, Stephen J. Pyne, Martin E. Alexander, 2013-10-31. Earth is the only planet known to have fire. The reason is both simple and profound: fire exists because Earth is the only planet to possess life as we know it. Fire is an expression of life on Earth and an index of life's history. Few processes are as integral, unique or ancient. Fire on Earth puts fire in its rightful place as an integral part of the study of geology, biology, human history, physics and global chemistry. Fire is ubiquitous in various forms throughout Earth and belongs as part of formal inquiries about our world. In recent years, fire literature has multiplied exponentially; dedicated journals exist and half a dozen international conferences are held annually. A host of formal sciences or programs announcing interdisciplinary intentions are willing to consider fire. Wildfire also appears routinely in media reporting. This full colour text containing over 250 illustrations of fire in all contexts is designed to provide a synthesis of contemporary thinking, bringing together the most powerful concepts and disciplinary voices to examine in an international setting why planetary fire exists, how it works and why it looks the way it does today.

Students lecturers researchers and professionals interested in the physical ecological and historical characteristics of fire will find this book and accompanying web based material essential reading for undergraduate and postgraduate courses in all related disciplines for general interest and for providing an interdisciplinary foundation for further study A comprehensive approach to the history behaviour and ecological effects of fire on earth Timely introduction to this important subject with relevance for global climate change biodiversity loss and the evolution of human culture Provides a foundation for the interdisciplinary field of Fire Research Authored by an international team of leading experts in the field Associated website provides additional resources

Mathematics ,2018 **N2 Mathematics** Jolandi Daniels,2015 **N2 Mathematics** John Dillon,2016 Mathematics N2 Student's Book MJJ van Rensburg,2014 *Mathematics* Marthinus Johannes Janse Van Rensburg,1994 **Memo-Math** Gérard Buzaglo,2009

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In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Maths Memo N2 April 2011**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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