

- 2 (b) Given that $T = 2\pi\sqrt{g}^{-1}$, express T in terms of x , g and π .

[3]

$$\begin{aligned} \frac{T}{2\pi\sqrt{g}^{-1}} &= \frac{2\pi e^{1/2} g^{-1/2}}{2\pi g^{-1/2}} \\ \frac{T}{2\pi g^{-1/2}} &= e^{1/2} \quad \text{Note: } \sqrt{x} = x^{1/2} \\ \left(\frac{T}{2\pi g^{-1/2}}\right)^2 &= (\sqrt{e})^2 \quad \sqrt{x^2} = x^{2/2} \\ \frac{T^2}{4\pi^2 g^{-1}} &= e \quad \text{or} \quad e = \frac{T^2 g}{4\pi^2} \end{aligned}$$

- (b) By using the substitution $y = x^{1/2}$, or otherwise, solve $x^2 - 4x + 3 = 0$.

[4]

$$\begin{aligned} y &= x^{1/2} \\ x^{1/2} &= 4x^{1/2} + 3 = 0 \\ (x^{1/2})^2 - 4x^{1/2} + 3 &= 0 \\ y^2 - 4y + 3 &= 0 \\ (y-3)(y-1) &= 0 \\ y &= 3 \quad y = 1 \\ x^{1/2} &= 3 \quad x^{1/2} = 1 \\ (x^{1/2})^2 &= 3^2 \quad (x^{1/2})^2 = 1^2 \\ x &= 9 \quad x = 1 \end{aligned}$$

2017 Nov Paper 13

- 2 Find the set of values of k for which the equation $2x^2 + 3x - 4 + k = 0$ has no real roots.

[4]

To have no real roots, Discriminant

$$b^2 - 4ac < 0$$

$$\text{In } kx^2 + 3x - 4 + k = 0$$

$$a = k \quad b = 3 \quad c = -4 + k$$

$$3^2 - 4(k)(-4 + k) < 0$$

$$9 + 16k - 4k^2 < 0$$

$$-(4k^2 - 16k - 9) < 0$$

$$4k^2 - 16k - 9 > 0$$

$$(2k-9)(2k+1) > 0$$

$$2k-9 > 0 \quad 2k+1 > 0$$

$$k > 9/2 \quad k > -1/2$$

critical values

$$k < -9/2, \quad k > 9/2$$



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Teaching Powerful Problem-Solving in Math Catherine C. Lewis, Akihiko Takahashi, Shelley Friedkin, Nora Houseman, Sara Liebert, 2025-08-22 Teaching Powerful Problem Solving in Math provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools used it to implement powerful problem based mathematics instruction Students

learn mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would. By learning in this way students discover the power of their own thinking and gain confidence that extends well beyond mathematics. This book introduces readers to urban elementary and K-8 schools where teachers have dramatically transformed math learning for teachers and for students. Readers will follow teachers as they transform instruction using schoolwide lesson study, building powerful new ways for educators to learn from each other and practice innovative teaching techniques. The authors use in-depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on Smarter Balanced Assessment from 15% to 56%. Extensive resources and links are provided to help readers understand and build on the work of these schools, which is grounded in established principles of collective efficacy, intrinsic motivation, and learner agency for both students and teachers.

Book Features: Shows how teaching through problem solving can erase the achievement gap in mathematics learning. Provides the first in-depth portrait of schoolwide lesson study showing how U.S. teachers at several schools build it and use it to transform teaching. Profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards. Uses photographs, student work, and detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school's work to build problem solving. Provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons. Includes lesson plans, photographs of board work, student journals, school newsletters, self-assessment rubrics, and dozens of links to the resources needed to begin using teaching through problem solving and schoolwide lesson study. Provides long-term teacher-led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency.

Real-World Problems for Secondary School Mathematics Students Juergen Maasz, John O'Donoghue, 2011-10-30 This is a book full of ideas for introducing real world problems into mathematics classrooms and assisting teachers and students to benefit from the experience. Taken as a whole, these contributions provide a rich resource for mathematics teachers and their students that is readily available in a single volume. Nowadays there is a universal emphasis on teaching for understanding, motivating students to learn mathematics, and using real world problems to improve the mathematics experience of school students. However, using real world problems in mathematics classrooms places extra demands on teachers in terms of extra mathematical knowledge, e.g., knowledge of the area of applications and pedagogical knowledge. Care must also be taken to avoid overly complex situations and applications. Papers in this collection offer a practical perspective on these issues and more. While many papers offer specific, well-worked-out lesson-type ideas, others concentrate on the teacher knowledge needed to introduce real world applications of mathematics into the classroom. We are confident that mathematics teachers who read the book will find a myriad of ways to introduce the material into their classrooms, whether in ways suggested by the contributing authors or in their own ways.

perhaps through mini projects or extended projects or practical sessions or enquiry based learning We are happy if they do This book is written for mathematics classroom teachers and their students mathematics teacher educators and mathematics teachers in training at pre service and in service phases of their careers

Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

Shadow Education as Worldwide Curriculum Studies Young Chun Kim, Jung-Hoon Jung, 2019-02-21 This book theorizes shadow education as a new component of curriculum expanding the concept of curriculum to include this type of learning Curriculum scholars and theorists have largely disregarded shadow education as a valid topic of scholarly attention despite its massive growth worldwide But shadow education has become a global phenomenon with ever increasing numbers of student participants it complements school based curricula in many cases going beyond Thus Jung and Kim argue that shadow education requires rigorous analysis by curriculum studies scholars This volume analyzes the state and importance of shadow education in countries around the world its representative forms and industries private tutoring institutes home visit private tutoring Internet based private tutoring subscribed learning programs after school programs its characteristic forms in terms of curriculum and its roles in student learning It also explores various features of shadow education based on an eight year ethnographic study in South Korea

Creativity in Mathematics and the Education of Gifted Students Roza Leikin, Abraham Berman, Boris Koichu, 2009-01-01 This book breaks through in the field of mathematical creativity and giftedness It suggests directions for closing the gap between research in the field of mathematics education and research in the field of creativity and giftedness It also outlines a research agenda for further research and development in the field The book consists of a balanced set of chapters by mathematicians mathematics educators educational psychologists and educational researchers The authors of different chapters accept dynamic conception of creativity and giftedness The book provides analysis of cognitive affective and social factors associated with the development of creativity in all students and with the realisation of mathematical talent

in gifted students It contains theoretical essays research reports historical overviews recommendations for curricular design and insights about promotion of mathematical creativity and giftedness at different levels The readers will find many examples of challenging mathematical problems intended at developing or examining mathematical creativity and giftedness as well as ideas for direct implementation in school and tertiary mathematics courses They will also find theoretical models that can be used in researching students creativity and giftedness Research reports enlighten relationships between excellence in mathematics and creativity and examine different aspects of inquiry based environment as a powerful way for developing mathematical creativity in school students The readers can also learn about characteristics of creativity of research mathematicians

Transform Your Math Class Using Asset-Based Teaching for Grades 6-12 Michael D. Steele, Joleigh Honey, 2024-07-19 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what's missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment *Transform Your Math Class Using Asset Based Teaching for Grades 6 12* provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development

Research in Collegiate Mathematics Education III Ed Dubinsky, James J. Kaput, Alan H. Schoenfeld, 1998 Volume III of *Research in Collegiate Mathematics Education* RCME presents state of the art research on understanding teaching and learning mathematics at the post secondary level This volume contains information on methodology and research concentrating on these areas of student learning Problem solving included here are three different articles analyzing aspects of Schoenfeld's undergraduate problem solving instruction The articles provide new detail and insight on a well known and widely discussed

course taught by Schoenfeld for many years Understanding concepts these articles feature a variety of methods used to examine students understanding of the concept of a function and selected concepts from calculus The conclusions presented offer unique and interesting perspectives on how students learn concepts Understanding proofs this section provides insight from a distinctly psychological framework Researchers examine how existing practices can foster certain weaknesses They offer ways to recognize and interpret students proof behaviors and suggest alternative practices and curricula to build more powerful schemes The section concludes with a focused look at using diagrams in the course of proving a statement

Mathematical Questions with Their Solutions ,1894 *Education Statistics Quarterly* ,1999 **Resources in education** ,1986-09 **Technology Leadership in Teacher Education: Integrated Solutions and Experiences** Yamamoto, Junko,Leight, Joanne,Winterton, Sally,Penny, Christian,2010-06-30 This book presents international authors who are teacher educators and their best practices in their environments discussing topics such as the online learning environment multimedia learning tools inter institutional collaboration assessment and accreditation and the effective use of Web 2 0 in classrooms Provided by publisher

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 - The Rise of Digital Reading Mathematical Questions Solutions Educational Additional
 - Advantages of eBooks Over Traditional Books
2. Identifying Mathematical Questions Solutions Educational Additional
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Mathematical Questions Solutions Educational Additional
 - User-Friendly Interface
4. Exploring eBook Recommendations from Mathematical Questions Solutions Educational Additional
 - Personalized Recommendations
 - Mathematical Questions Solutions Educational Additional User Reviews and Ratings

- Mathematical Questions Solutions Educational Additional and Bestseller Lists
- 5. Accessing Mathematical Questions Solutions Educational Additional Free and Paid eBooks
 - Mathematical Questions Solutions Educational Additional Public Domain eBooks
 - Mathematical Questions Solutions Educational Additional eBook Subscription Services
 - Mathematical Questions Solutions Educational Additional Budget-Friendly Options
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 - ePub, PDF, MOBI, and More
 - Mathematical Questions Solutions Educational Additional Compatibility with Devices
 - Mathematical Questions Solutions Educational Additional Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Mathematical Questions Solutions Educational Additional
 - Highlighting and Note-Taking Mathematical Questions Solutions Educational Additional
 - Interactive Elements Mathematical Questions Solutions Educational Additional
- 8. Staying Engaged with Mathematical Questions Solutions Educational Additional
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Mathematical Questions Solutions Educational Additional
- 9. Balancing eBooks and Physical Books Mathematical Questions Solutions Educational Additional
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Mathematical Questions Solutions Educational Additional
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Mathematical Questions Solutions Educational Additional
 - Setting Reading Goals Mathematical Questions Solutions Educational Additional
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Mathematical Questions Solutions Educational Additional
 - Fact-Checking eBook Content of Mathematical Questions Solutions Educational Additional
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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