

4

1. Show that the function  $F(x) = (x-a)^2(x-b)^2 + x$  with  $a < b$  has the value  $(a+b)/2$  at some point  $x$ .

**Solution:**

$F(x)$  is a polynomial, so it is continuous for all  $x \in \mathbb{R}$ . We have

$$F(a) = (a-a)^2(a-b)^2 + a = 0 + a = a$$

$$F(b) = (b-a)^2(b-b)^2 + b = 0 + b = b$$

Since  $a < b$ , then  $\frac{a+b}{2} \in (a, b) = (F(a), F(b))$ .

Then we can get  $F(x)$  is continuous and  $\frac{a+b}{2}$  lies on the interval  $[F(a), F(b)]$ .

So by the IVT, there exists some point  $c \in [a, b]$  such that  $F(c) = \frac{a+b}{2}$ .

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2. Let  $f(x)$  be a continuous function on  $[a, b]$  whose range is  $[a, b]$ . Show that there is a point on the graph of  $f(x)$  that intersects the line  $y = x$ . That is, show that there exists a number  $c \in [a, b]$  such that  $f(c) = c$ .

**Solution:**

Let  $g(x) = f(x) - x$ . The function  $f(x)$  is continuous on  $[a, b]$  and so  $g(x)$  is continuous on  $[a, b]$ .

We have:

$$a \leq f(x) \leq b$$

$$\text{Then we have } g(a) = f(a) - a \geq 0, \quad g(b) = f(b) - b \leq 0$$

So, by the IVT, there exists some point  $c \in (a, b)$  such that  $g(c) = 0$ . Thus,

There exists  $c \in (a, b)$  such that  $f(c) - c = 0$  or  $f(c) = c$ .

3. a) Show that the function  $h(x)$  defined by:

2

3

$$h(x) = \begin{cases} x^4 \sin\left(\frac{1}{x}\right) & , \quad x \neq 0 \\ 0 & , \quad x = 0 \end{cases}$$

is continuous on  $(-\infty, \infty)$ .

2

- b) Consider the function  $g(x) = \tan^{-1} x + x^3 + 1$ . Show that there exists  $c \in [-1, 1]$  such that  $g(c) = 0$ .

**Solution:**

- a) The function  $x^{-1} \sin \frac{1}{x}$  is continuous for all  $x \neq 0$ ; so we need to check continuity at  $x=0$ :

$$h(0) = 0$$

$$\lim_{x \rightarrow 0} (h(x)) = \lim_{x \rightarrow 0} (x^4 \sin(\frac{1}{x})) = 0$$

Since  $-1 \leq \sin \frac{1}{x} \leq 1$ , we can get that  $-x^4 \leq x^4 \sin \frac{1}{x} \leq x^4$ .

# November 2012 Marking Scheme Math 12 Syllabus D

**Thomas Griffiths**



## **November 2012 Marking Scheme Math 12 Syllabus D:**

**CTET Paper 1 - 12 Solved + 15 Practice Sets (Class 1 - 5 Teachers) 6th Edition** Disha Experts,2020-02-29

*Conceptual Maths* Peter Mattock,2023-04-05 Written by Peter Mattock Conceptual Maths Teaching about rather than just how to do mathematics in schools aims to empower teachers to support students on a comprehensive and coherent journey through school mathematics Showcasing the best models metaphors and representations it provides excellent examples explanations and exercises that can be used across the curriculum Concepts are at the heart of the study of mathematics They are the ideas that remain constant whenever they are encountered but which combine and build upon each other to create the mathematical universe It is the structure of each concept that gives rise to the procedures that are used in calculation and problem solving and by learning about these structures a learner can make sense of how different processes work and use them flexibly as need demands In his first book *Visible Maths* Peter Mattock focused on the use of representations and manipulatives as images and tools and how this can provide a window into some of these mathematical structures His aim in *Conceptual Maths* is to go deeper beyond the procedures and to shed greater light on the structures of the subject's different concepts The book explores how a variety of visual tools and techniques can be used in the classroom to deepen pupils' understanding of mathematical structures concepts and operations including number addition and subtraction multiplication and multiples division and factors proportionality functionality measures accuracy probability shape and transformation and vectors among many others In so doing Peter equips teachers with the confidence and practical know how to help learners assimilate knowledge of mathematical concepts into their schema and take their learning to the next level Containing numerous full colour diagrams and models to illustrate the conceptual takeaways and teaching techniques discussed *Conceptual Maths* also includes a glossary covering the key mathematical terms Suitable for teachers of maths in primary secondary and post 16 settings [Mathematics Homework and Grading in a PLC at Work™](#) Timothy D. Kanold,Bill Barnes,Matthew R. Larson,Jessica Kanold-McIntyre,Sarah Schuhl,Mona Toncheff,2018-03-16 Part of the Every Student Can Learn Mathematics series Boost K 12 student achievement and math skills by enhancing your approach to mathematics homework and grading This user friendly resource is divided into two parts each covering a key team action for mathematics in a PLC at Work™ First you'll learn how to develop common independent practice assignments or math homework for formative student learning within a professional learning community PLC Then discover how to work collaboratively to create quality equitable grading practices to help you evaluate independent practice effectiveness The book features teacher team tools and activities to inspire student achievement and enhance grading routines as part of a formative student learning process Learn collaborative homework and grading practices to grow your students' math skills Discover how you and your colleagues can design and use mathematics homework and grading practices to produce significant improvement in student learning Learn the value of common scoring agreements among educators Understand and find

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range of cognitive skills affective attitudes and even physical activities about which most students are wholly unaware and that self regulation which has little to do with measured intelligence can be developed by just about anyone and is a fundamental prerequisite of academic success Linda Nilson provides the theoretical background to student self regulation the evidence that it enhances achievement and the strategies to help students develop it She presents an array of tested activities and assignments through which students can progressively reflect on monitor and improve their learning skills describes how they can be integrated with different course components and on various schedules and elucidates how to intentionally and seamlessly incorporate them into course design to effectively meet disciplinary and student development objectives Recognizing that most faculty are unfamiliar with these strategies she also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them The book concludes with descriptions of courses from different fields to offer models and ideas for implementation At a time of so much concern about what our students are learning in college and how well prepared they are for the challenges of tomorrow s economy and society self regulated learning provides a reassuring solution particularly as studies indicate that struggling students benefit the most from practicing it

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**Learning to Teach Science in the Secondary School** Lindsay Hetherington,Luke Graham,Darren Moore,2024-06-27 Learning to Teach Science in the Secondary School is an indispensable guide to the process practice and reality of learning to teach science in a busy secondary school Written by experienced teachers and expert academics it explores core debates and topics in science education providing practical and insightful advice with research and theory to support your development as a teacher This fully updated fifth edition focuses on the knowledge and skills you will need to develop your science teaching including key approaches to teaching physics chemistry and biology lesson and curriculum planning and assessment There are also new chapters on Safety in science teaching The science of learning for teaching science Mathematics and learning science Science for social justice Inclusive and adaptive science teaching Making use of research practical guidance for science teachers Written with university and school based initial teacher education in mind and including learning objectives lists of useful resources and specially designed tasks in every chapter Learning to Teach Science in the Secondary School offers all

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**2012-2013 College Admissions Data Sourcebook Northeast Edition**,

Proficiency-Based Grading in the Content Areas Wendy Custable, Justin Fisk, Jonathan Grice, Darshan M. Jain, Dough Lillydahl, Eric Ramo, Anthony R. Reibel, Bradley Smith, Eric Twadell, Steven M. Wood, 2019-05-07 No matter the content area evidence based grading puts student growth at the heart of the classroom Designed for teachers and administrators of grades 6 12 Proficiency Based Grading in the Content Areas details a five step approach for implementing evidence based grading and maintaining its effectiveness over time This book equips any educator from technical to fine arts with the tools and support to make this important shift Use proficiency based grading also known as evidence based grading to drive student success Become familiar with the basic concepts and essential decisions of evidence based grading that apply to all content areas Learn the five phases of implementing proficiency based grading 1 preparation 2 incubation 3 insight 4 evaluation and 5 elaboration Explore the steps paradigm shifts and pedagogy necessary to implement proficiency based grading in a particular content area Study individual level and institutional level grading decisions and how they differ from each other Understand how proficiency based grading differs from content area to content area and the unique benefits it offers to each Contents Introduction Chapter 1 Implementing Proficiency Based Grading With Core Belief Fidelity Chapter 2 Implementing Evidence Based Reporting in Career and Technical Education Chapter 3 Implementing Evidence Based Grading in English Language Arts Chapter 4 Implementing Evidence Based Grading in Fine Arts Chapter 5 Implementing Evidence Based Grading in Mathematics Chapter 6 Implementing Evidence Based Grading in Physical Education and Health Chapter 7 Implementing Evidence Based Grading in Sciences Chapter 8 Implementing Evidence Based Grading in Social Sciences Chapter 9 Implementing Evidence Based Grading in World Languages Epilogue Creating Self Reliant Learners

References and Resources Index      Collaborative Common Assessments Cassandra Erkens,2016-01-04 Reignite the passion and energy assessment practices bring as tools to guide teaching and learning Strengthen instructional agility in professional learning communities with collaborative common assessments that collect vital information and consider all levels of the organization Explore the practical steps teacher teams must take to establish clear comprehensive assessment systems and discover how to continually improve results      Handbook of Response to Intervention Shane R. Jimerson,Matthew K. Burns,Amanda M. VanDerHeyden,2015-09-21 The Second Edition of this essential handbook provides a comprehensive updated overview of the science that informs best practices for the implementation of response to intervention RTI processes within Multi Tiered Systems of Support MTSS to facilitate the academic success of all students The volume includes insights from leading scholars and scientist practitioners to provide a highly usable guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills New and revised chapters explore crucial issues define key concepts identify topics warranting further study and address real world questions regarding implementation Key topics include Scientific foundations of RTI Psychometric measurement within RTI RTI and social behavior skills The role of consultation in RTI Monitoring response to supplemental services Using technology to facilitate RTI RTI and transition planning Lessons learned from RTI programs around the country The Second Edition of the Handbook of Response to Intervention is an essential resource for researchers graduate students and professionals scientist practitioners in child and school psychology special and general education social work and counseling and educational policy and politics      *The Social Studies Teacher's Toolbox* Elisabeth Johnson,Evelyn Ramos,2020-04-09 Social studies teachers will find classroom tested lessons and strategies that can be easily implemented in the classroom The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Social Studies Teacher s Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards cover the underlying research technology based options practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses Topics range from reading and writing in social studies and tools for analysis to conducting formative and summative assessments differentiating instruction motivating students incorporating social and emotional learning and culturally responsive teaching Easy to read content shows how and why social studies should be taught and how to make connections across history geography political science and beyond Designed to reduce instructor preparation time and

increase relevance student engagement and comprehension this book Explains the usefulness application and potential drawbacks of each instructional strategy Provides fresh activities applicable to all classrooms Helps social studies teachers work with ELLs advanced students and students with learning differences Offers real world guidance for addressing current events while covering standards and working with textbooks The Social Studies Teacher s Toolbox is an invaluable source of real world lessons strategies and techniques for general education teachers and social studies specialists as well as resource specialists special education teachers elementary and secondary educators and teacher educators *Empowered Educators in Australia* Dion Burns,Ann McIntyre,2017-02-22 BEST PRACTICES FROM AUSTRALIA S HIGH PERFORMING SCHOOL SYSTEMS Empowered Educators in Australia is one volume in a series that explores how high performing educational systems from around the world achieve strong results The anchor book Empowered Educators How High Performing Systems Shape Teaching Quality Around the World is written by Linda Darling Hammond and colleagues with contributions from the authors of this volume The authors of Empowered Educators in Australia take an in depth look at the policies and practices surrounding teaching quality in two different states New South Wales NSW and Victoria NSW offers significant support for government schools in areas such as staffing and teacher professional development Victoria operates a highly devolved school system Each provides a contrasting view of how federal and state policies combine to shape learning outcomes for students in Australia The interplay between state and federal policy characterizes an intriguing centralizing decentralization Initiatives to create national curricular teaching and teacher education standards all sit in balanced tension with a movement towards greater devolution of authority to schools Together the NSW and Victoria case studies provide insights into policies that can support high quality teaching in a federal education system Australia s current educational reforms place increasing emphasis on issues of teaching quality reshaping teaching as a standards based evidence informed profession and one that seeks to foster collegiality and professional exchange These reforms encompass many aspects of a system that supports teaching quality and highlight the way teachers are trained how they are inducted into the teaching profession and supported with mentors the professional learning they receive how they are appraised on their work and the career pathways for teachers **Bringing the English Curriculum to Life** David Didau,2024-04-12 Bringing the English Curriculum to Life builds on David Didau s groundbreaking book Making Meaning in English by showing how the principles of the original book can be applied in schools and classrooms Drawing together experiences of designing teaching supporting and assessing English across the schools within Ormiston Academies Trust OAT this book demonstrates what an ambitious coherently sequenced broad and balanced English curriculum with successful adaption for students with SEND can look like in practice Designed around the explicit teaching of the powerful conceptual knowledge students need to master the discipline the book offers a fully resourced English curriculum packed with teaching suggestions and examples of high quality practice Covering intent implementation and assessment and outlining in detail what is included in each module for

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