

Subject: A Course of Mathematics
Paper: A
Attempt Six questions in all by selecting Three questions from each section.

SECTION-I

(a) Define continuous function in term of $(\delta - \varepsilon)$ form and discuss the continuity of $f(x) = x - [x]$, $x \in \mathbb{R}$, for integral values of \mathbb{R} . 3+6/3
Define least upper bound and prove that the set $S = \{x : x^2 < 2\}$ has least upper bound $= \sqrt{2}$. 2+6/1

(2(a) If u is a derivable function of v and v is a derivable function of x , then prove that $\frac{du}{dx} = \frac{du}{dv} \cdot \frac{dv}{dx}$. 9

(b) If $y(x) = e^{ax} x^2$, find a formula for $y^{(n)}(x)$. 8/8

Q.3(a) If f is differentiable on $[a, b]$ and f' decreases strictly on $[a, b]$, prove that $f'(b) < \frac{f(b) - f(a)}{b - a} < f'(a)$. How is this result modified if f' increases strictly on $[a, b]$? Hence show that if $f(x) = \sin x$, $a = \frac{\pi}{3}$, $b = \frac{61\pi}{180}$ then $\sin 61^\circ - \sin 60^\circ < 0.0088$. 9

(b) Evaluate the following limit: $\lim_{x \rightarrow 1} \frac{(1-x^{n+1})(1-x^{n+2})(1-x^{n+3}) \dots (1-x^{n+k})}{(1-x)(1-x^2)(1-x^3) \dots (1-x^k)}$. 8

Q.4(a) Describe the geometrical significance of the derivative of the radius vector with respect to the polar angle. 9

(b) Show that Pedal equation of the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ is $\frac{1}{p^2} = \frac{1}{a^2} + \frac{1}{b^2} - \frac{r^2}{a^2 b^2}$. 8

Q.5(a) Show that the maximum value of $(\frac{1}{x})^x$ is $(e)^{1/e}$. 8

(b) If $y(x) = (x + \sqrt{1+x^2})^n$, prove that $(1+x^2)y''(x) + xy'(x) - m^2 y(x) = 0$ and $(1-x^2)y^{(n-2)}(x) + (2n+1)xy^{(n-1)}(x) + (n^2 - m^2)y^{(n)}(x) = 0$. 9/10

Q.6(a) Find the centre of curvature of the astroid $x^{2/3} + y^{2/3} = a^{2/3}$. 9
(b) The normal to a given curve is a tangent to its evolute. 8

SECTION-II

Q.7(a) State and prove the fundamental theorem of the integral calculus. 9

(b) Prove that $\int_0^{\pi} \frac{\ln(1+x^2)}{1+x^2} dx = \pi \ln 2$. 8

Q.8(a) Define improper integral and determine the convergence or divergence of the following improper integral and evaluate. The convergent integral $\int_0^{\infty} e^{-x} x^5 dx$. 2+7/9

(b) Evaluate $\int \frac{x^2}{(1+x^2)^3} dx$. 8/8

Q.9(a) Evaluate $\int \frac{x + \sin x}{1 + \cos x} dx$. 8/2

(b) (i) If $f(x)$ and $g(x)$ are two antiderivatives of $\phi(x)$ then $f(x)$ and $g(x)$ must differ by a constant. 4/1

(ii) Evaluate $\int \frac{\sqrt{9x^2-1}}{x} dx$. 4/4

Q.10(a) Show that the intrinsic equation of the semicubical parabola $ay^2 = x^3$, taking the cusp as the fixed point is $27S = 8a(\sec^2 \psi - 1)$. 8

(b) Find the area of the region included between the cardioid $r = 2a(1 + \cos \theta)$ and the circle $r = 6a \cos \theta$. 8

Q.11(a) Assuming that the area of an ellipse with semi axes a and b is πab , compute the volume of the ellipsoid $\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$. 8

(b) Find the Fourier series representing the function $f(x) = |x|$, $-\pi \leq x \leq \pi$. 8

Q.12(a) Determine whether the series $\sum_{n=1}^{\infty} \frac{\arctan n}{1+n^2}$ converges or diverges. 8

(b) Apply any appropriate test to determine the convergence or divergence of the series $\sum_{n=1}^{\infty} \frac{(2n+1)!}{n^2(n+1)!}$. 8

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The National Bibliography of Nigeria ,1988 Mathematical Tasks in Classrooms Around the World ,2010-01-01 Mathematical tasks have long been recognized as crucial mediators between mathematical content and the mathematics learner For many people the mathematics classroom is defined by the type of tasks one finds there and this is appropriate Mathematical tasks are the embodiment of the curricular pretext that brings each particular set of individuals together in every mathematics classroom In other contexts individuals come together to engage in musical performances or dramatic performances The performances of the mathematics classroom are largely the performance of mathematical tasks and if we are to understand and facilitate the learning that is the purpose of such settings then we must understand the nature of the performances that we find there The classroom performance of a task is ultimately a unique synthesis of task teacher students and situation Of particular interest are differences in the function of mathematically similar tasks when employed by different teachers in different classrooms for different instructional purposes with different students By making comparison possible between the classroom use of mathematical tasks in different classrooms around the world the analyses reported in this book reveal the profound differences in how each teacher utilises mathematical tasks in partnership with their students to create a distinctive form of mathematical activity The Learner s Perspective Study aims to juxtapose the

observable practices of the classroom and the meanings attributed to those practices by classroom participants The LPS research design documents sequences of at least ten lessons using three video cameras supplemented by the reconstructive accounts of classroom participants obtained in post lesson video stimulated interviews and by test and questionnaire data and copies of student written material In each participating country data generation focuses on the classrooms of three teachers identified by the local mathematics education community as competent and situated in demographically different school communities within the one major city The large body of complex data supports both the characterisation of practice in the classrooms of competent teachers and the development of theory

Chinese Students in UK Further Education

Rosemary A. Reynolds,2017-12-15 Chinese students in the UK have been increasing in number for many years yet competition from other Western educators and increasing investment in China s own education system has led to concern that UK institutions may soon see a decline in their market share Dr Reynolds addresses this issue in Chinese Students in UK Further Education by attempting to understand students experiences from their perspective Beginning with an exploration of why these students choose to come and study in the UK and why they are coming at younger ages the book goes on to discuss topics such as risk technology and diversity in order to understand which factors have the greatest influence on where they choose to study and whether they choose to remain at an institution Drawing on data from two different education institutions providers of GCSE A level programmes for students aged 16 18 years Dr Reynolds attempts to understand what these students experience during their studies how they manage new social relationships and whether upon course completion they achieved the results they desired at the outset Moreover the book aims to ascertain whether the students feel in hindsight that the decision to risk investing in UK further education was right and what they might communicate about UK study to contacts in China and elsewhere The book examines what further education institutions do well and where they might improve to help develop Chinese students educational experiences As such it will be essential reading for academics researchers and postgraduates in the fields of further education sociology of education international and intercultural education and mobility studies

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Table of Contents O Level Mathematics Past Examination Papers

1. Understanding the eBook O Level Mathematics Past Examination Papers
 - The Rise of Digital Reading O Level Mathematics Past Examination Papers
 - Advantages of eBooks Over Traditional Books
2. Identifying O Level Mathematics Past Examination Papers
 - 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 O Level Mathematics Past Examination Papers
 - User-Friendly Interface
4. Exploring eBook Recommendations from O Level Mathematics Past Examination Papers
 - Personalized Recommendations

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

- 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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