

Find the n^{th} term for the sequence
17, 14, 11, 8, 5

Step 1

Find out what the sequence is going up or down by.

The amount the sequence goes up or down by is the coefficient of n (the number before it)

Step 2

Find the n^{th} term

The n^{th} term is added to the $-3n$ to make the n^{th} term

Answer

$n = 10$
 $n = 10$

n^{th} term $= -3n + 20$

$-3 \times 10 + 20$

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Complete



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A Level Mathematics for OCR A Student Book 2 (Year 2) Vesna Kadelburg, Ben Woolley, 2018-01-25 New 2017 Cambridge A Level Maths and Further Maths resources help students with learning and revision Written for the OCR A Level Mathematics specification for first teaching from 2017 this print Student Book covers the content for the second year of A Level It balances accessible exposition with a wealth of worked examples exercises and opportunities to test and consolidate learning providing a clear and structured pathway for progressing through the course It is underpinned by a strong pedagogical approach with an emphasis on skills development and the synoptic nature of the course Includes answers to aid independent study

A Level Further Mathematics for OCR A Mechanics Student Book (AS/A Level) Jess Barker, Nathan Barker, Michele Conway, Janet Such, 2017-12-14 New 2017 Cambridge A Level Maths and Further Maths resources to help students with learning and revision Written for the OCR AS A Level Further Mathematics specification for first teaching from 2017 this print Student Book covers the Mechanics content for AS and A Level It balances accessible exposition with a wealth of worked examples exercises and opportunities to test and consolidate learning providing a clear and structured pathway for progressing through the course It is underpinned by a strong pedagogical approach with an emphasis on skills development and the synoptic nature of the course Includes answers to aid independent study

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GCSE Mathematics for OCR Higher Homework Book Karen Morrison, Nick Asker, 2015-06-18 A new series of bespoke full coverage resources developed for the 2015 GCSE Mathematics qualifications Endorsed for the OCR J560 GCSE Mathematics Higher tier specification for first teaching from 2015 our Homework Book is an ideal companion to the OCR Higher tier Student Book and can be used as a standalone resource With exercises that correspond to

each section of the Student Book it offers a wealth of additional questions for practice and consolidation Our Homework Books contain a breadth and depth of questions covering a variety of skills including problem solving and mathematical reasoning as well as extensive drill questions Answers to all questions are available free on the Cambridge University Press UK Schools website

OCR Religious Studies A Level Year 1 and AS Hugh Campbell, Michael Wilkinson, Michael Wilcockson, 2016-12-12 Exam Board OCR Level A Level Subject Religious Studies First Teaching September 2016 First Exam Spring 2017 An OCR endorsed textbook Help students to build their subject knowledge and understanding with guidance and assessment preparation from a team of subject specialists brought to you by the leading Religious Studies publisher and OCR's Publishing Partner Develops students understanding of Philosophy of religion and Religion and ethics through accessible explanations of key theories and terms Enables you to teach Developments in Christian thought confidently with comprehensive coverage of the key theological arguments Supports assessment preparation with sample questions and revision advice written by subject specialists Encourages students to reflect on their learning and develop their own ideas Helps to extend learning and enhance responses with suggested ideas and additional reading Content covered Philosophy of religion Religion and ethics Developments in Christian thought

iCEER2014-McMaster Digest Mohamed Bakr, Ahmed Elsharabasy, 2014-11-18 International Conference on Engineering Education and Research

An Introduction to the World of Work David Spurling, 2016-02-24 Introduction to the World of Work Synopsis We have subdivided the modules into personal and business since this seems a logical approach Educationalists suggest an inductive approach to education is the best one where we go from the experience of the students to the underlying principles and therefore we have put in the personal modules first The objective of all the modules is both to help people within schools or colleges to be faced with realistic choices which can be answered if necessary in the classroom but also to provide material which can be used by young people working on their own Young people need to have transferable skills and some of these can be obtained by looking at the ways in which businesses approach them It is therefore worthwhile trying to build up a portfolio of ways in which businesses have these approaches and to see which ones are effective and why also which ones are totally misplaced

Reforming Juvenile Justice National Research Council, Division of Behavioral and Social Sciences and Education, Committee on Law and Justice, Committee on Assessing Juvenile Justice Reform, 2013-05-22 Adolescence is a distinct yet transient period of development between childhood and adulthood characterized by increased experimentation and risk taking a tendency to discount long term consequences and heightened sensitivity to peers and other social influences A key function of adolescence is developing an integrated sense of self including individualization separation from parents and personal identity Experimentation and novelty seeking behavior such as alcohol and drug use unsafe sex and reckless driving are thought to serve a number of adaptive functions despite their risks Research indicates that for most youth the period of risky experimentation does not extend beyond adolescence ceasing as identity becomes settled with

maturity Much adolescent involvement in criminal activity is part of the normal developmental process of identity formation and most adolescents will mature out of these tendencies Evidence of significant changes in brain structure and function during adolescence strongly suggests that these cognitive tendencies characteristic of adolescents are associated with biological immaturity of the brain and with an imbalance among developing brain systems This imbalance model implies dual systems one involved in cognitive and behavioral control and one involved in socio emotional processes Accordingly adolescents lack mature capacity for self regulations because the brain system that influences pleasure seeking and emotional reactivity develops more rapidly than the brain system that supports self control This knowledge of adolescent development has underscored important differences between adults and adolescents with direct bearing on the design and operation of the justice system raising doubts about the core assumptions driving the criminalization of juvenile justice policy in the late decades of the 20th century It was in this context that the Office of Juvenile Justice and Delinquency Prevention OJJDP asked the National Research Council to convene a committee to conduct a study of juvenile justice reform The goal of Reforming Juvenile Justice A Developmental Approach was to review recent advances in behavioral and neuroscience research and draw out the implications of this knowledge for juvenile justice reform to assess the new generation of reform activities occurring in the United States and to assess the performance of OJJDP in carrying out its statutory mission as well as its potential role in supporting scientifically based reform efforts

Intelligent Computer Mathematics Jacques Carette, David Aspinall, Christoph Lange, Petr Sojka, Wolfgang Windsteiger, 2013-07-01 This book constitutes the joint refereed proceedings of the 20th Symposium on the Integration of Symbolic Computation and Mechanized Reasoning Calculemus 2013 6th International Workshop on Digital Mathematics Libraries DML 2013 Systems and Projects held in Bath UK as part of CICM 2013 the Conferences on Intelligent Computer Mathematics The 7 revised full papers out of 18 submissions for MKM 2013 5 revised full papers out of 12 submissions for Calculemus 2013 6 revised full papers out of 8 submissions for DML 2013 and 12 revised full papers out of 16 submissions for Systems and Project track presented together with 3 invited talks were carefully reviewed and selected resulting in 33 papers from a total of 73 submissions

Computational Forensics Utpal Garain, Faisal Shafait, 2015-06-26 This book constitutes the refereed post conference proceedings of the 5th and 6th International Workshops on Computational Forensics IWCF 2012 and IWCF 2014 held in Tsukuba Japan in November 2010 and August 2014 The 16 revised full papers and 1 short paper were carefully selected from 34 submissions during a thorough review process The papers are divided into three broad areas namely biometrics document image inspection and applications

GCSE Mathematics for OCR Foundation Student Book Karen Morrison, Julia Smith, Pauline McLean, Nick Asker, Rachael Horsman, 2015-04-09 A new series of bespoke full coverage resources developed for the 2015 GCSE Mathematics qualifications Endorsed for the OCR J560 GCSE Mathematics Foundation tier specification for first teaching from 2015 this Student Book provides full coverage of the new GCSE Mathematics qualification With a

strong focus on developing problem solving skills reasoning and fluency it helps students understand concepts apply techniques solve problems reason interpret and communicate mathematically Written by experienced teachers it also includes a solid breadth and depth of quality questions set in a variety of contexts GCSE Mathematics Online an enhanced digital resource incorporating progression tracking is also available as well as Problem solving Books Homework Books and a free Teacher s Resource

International Reflections on the Netherlands Didactics of Mathematics Marja van den Heuvel-Panhuizen,2019-08-13 This open access book inspired by the ICME 13 Thematic Afternoon on European Didactic Traditions takes readers on a journey with mathematics education researchers developers and educators in eighteen countries who reflect on their experiences with Realistic Mathematics Education RME the domain specific instruction theory for mathematics education developed in the Netherlands since the late 1960s Authors from outside the Netherlands discuss what aspects of RME appeal to them their criticisms of RME and their past and current RME based projects It is clear that a particular approach to mathematics education cannot simply be transplanted to another country As such in eighteen chapters the authors describe how they have adapted RME to their individual circumstances and view on mathematics education and tell their personal stories about how RME has influenced their thinking on mathematics education

Teaching STEM in the Secondary School Frank Banks,David Barlex,2014-07-17 The skills knowledge and understanding of the subjects involved in STEM Science Technology Engineering and Mathematics are vital for all young people in an increasingly science and technology driven society This book looks at the purpose and pedagogy of STEM teaching and explores the ways in which STEM subjects can interact in the curriculum to enhance student understanding achievement and motivation By reaching outside their own classroom teachers can collaborate across subjects to enrich learning and help students relate school science technology and maths to the wider world Packed with ideas and practical details for teachers of STEM subjects this book considers what the STEM subjects contribute separately to the curriculum and how they relate to each other in the wider education of secondary school students describes and evaluates different curriculum models for STEM suggests ways in which a critical approach to the pedagogy of the classroom laboratory and workshop can support STEM for all students addresses the practicalities of introducing organising and sustaining STEM related activities in the secondary school looks to ways schools can manage and sustain STEM approaches in the long term This timely new text is essential reading for trainee and practising teachers who wish to make the learning of Science Technology Engineering and Mathematics an interesting motivating and exciting experience for their students

John Catt's Which School? 2012 Tom Wheare,Wendy Bosberry-Scott,2011-09 First published in 1924 Which School brings together in one volume a wide range of information and advice updated annually on independent education for children up to the age of 18 years

The Wiley International Handbook of Educational Leadership Duncan Waite,Ira Bogotch,2017-03-16 A provocative and authoritative compendium of writings on leadership in education from distinguished scholar educators worldwide What is educational

leadership What are some of the trends questions and social forces most relevant to the current state of education What are the possible futures of education and what can educational leadership contribute to these futures To address these questions and more editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights observations and research findings on the nature of education and educational leadership in the global village The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty one countries spanning six continents Topics examined include leadership and aesthetics creativity eco justice advocacy Big Data and technology neoliberalism emerging philosophies and theories critical democracy gender and radical feminism political economies emotions postcolonialism and new directions in higher education A must read for teachers researchers scholars and policy makers this Handbook Champions radical pluralism over consensus and pseudoscientific or political solutions to problems in education Embraces social economic and political relevance alongside the traditions of careful and systematic rigor Challenges traditional epistemological cultural and methodological concepts of education and educational leadership Explores the field s historical antecedents and ways in which leadership can transcend the narrow disciplinary and bureaucratic constraints imposed by current research designs and methods Advances radically new possibilities for remaking educational leadership research and educational institutions

Science Communication Laura Bowater,Kay Yeoman,2012-10-25 Science communication is a rapidly expanding area and meaningful engagement between scientists and the public requires effective communication Designed to help the novice scientist get started with science communication this unique guide begins with a short history of science communication before discussing the design and delivery of an effective engagement event Along with numerous case studies written by highly regarded international contributors the book discusses how to approach face to face science communication and engagement activities with the public while providing tips to avoid potential pitfalls This book has been written for scientists at all stages of their career including undergraduates and postgraduates wishing to engage with effective science communication for the first time or looking to develop their science communication portfolio

Speech and Computer Alexey Karpov,Rodmonga Potapova,Iosif Mporas,2017-09-01 This book constitutes the proceedings of the 19th International Conference on Speech and Computer SPECOM 2017 held in Hatfield UK in September 2017 The 80 papers presented in this volume were carefully reviewed and selected from 150 submissions The papers present current research in the area of computer speech processing recognition synthesis understanding etc and related domains including signal processing language and text processing computational paralinguistics multi modal speech processing human computer interaction

Teacher Learning in the Digital Age Chris Dede,Arthur Eisenkraft,Kim Frumin,Alex Hartley,2016-03-29 With an emphasis on science technology engineering and mathematics STEM training Teacher Learning in the Digital Age examines exemplary models of online and blended teacher professional development including information on the structure and design of each model intended audience and existing research and evaluation data

From video based courses to just in time curriculum support platforms and MOOCs for educators the cutting edge initiatives described in these chapters illustrate the broad range of innovative programs that have emerged to support preservice and in service teachers in formal and informal settings As teacher development moves online the editors argue it s important to ask what works and what doesn t and for whom They address these questions by gathering the feedback of many of the top researchers developers and providers working in the field today Filled with abundant resources Teacher Learning in the Digital Age reveals critical lessons and insights for designers researchers and educators in search of the most efficient and effective ways to leverage technology to support formal as well as informal teacher learning

International Practices to Promote Budget Literacy Harika Masud, Helene Pfeil, Sanjay Agarwal, Alfredo Gonzalez Briseno, 2017-08-09 Budget literacy is defined as the ability to read decipher and understand public budgets to enable and enhance meaningful citizen participation in the budget process It is comprised of two main parts i a technical understanding of public budgets including familiarity with government spending tax rates and public debt and ii the ability to engage in the budget process comprising of practical knowledge on day to day issues as well as an elementary understanding of the economic social and political implications of budget policies the stakeholders involved and when and how to provide inputs during the annual budget cycle Given that no international standards or guidelines have been established for budget literacy education to date this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries The underlying presumption is that when supply side actors in the budget process governments simplify and disseminate budget information for demand side actors citizens this information will then be used by citizens to provide feedback on the budget However since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of budget illiteracy is to provide budget literacy education in schools to youth helping them evolve into civic minded adults with the essential knowledge needed for analyzing their government s fiscal policy objectives and measures and the confidence and sense of social responsibility to participate in the oversight of public resources This book elaborates on approaches learning outcomes pedagogical strategies and assessment approaches for budget literacy education and presents lessons that are relevant for the development improvement or scaling up of budget literacy initiatives

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