



1 Jane and Kate share \$240 in the ratio 5 : 7.

(a) Show that Kate receives \$140.

Answer(a)

[2]

(b) Jane and Kate each spend \$20.

Find the new ratio Jane's remaining money : Kate's remaining money.
Give your answer in its simplest form.

Answer(b) [2]

(c) Kate invests \$120 for 5 years at 4% per year simple interest.

Calculate the total amount Kate has after 5 years.

Answer(c) \$ [3]

(d) Jane invests \$80 for 3 years at 4% per year compound interest.

Calculate the total amount Jane has after 3 years.
Give your answer correct to the nearest cent.

Answer(d) \$ [3]

(e) An investment of \$200 for 2 years at 4% per year compound interest is the same as an investment of \$200 for 2 years at $r\%$ per year simple interest.

Find the value of r .

Answer(e) $r =$ [3]

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Lauren Gardner



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Non-Linear Perspectives on Teacher Development Kathryn J. Strom, Tammy Mills, Linda Abrams, 2023-03-21 Despite the multifaceted complexity of teaching dominant perspectives conceptualize teacher development in linear dualistic transactional human centric ways The authors in this book offer non linear alternatives by drawing on a continuum of complex perspectives including CHAT complexity theory actor network theory indigenous studies rhizomatics and posthuman neomaterialisms The chapters included here illuminate how different ways of thinking can help us better examine how teachers learn relationally with human material and discursive elements and offer ways to understand the entangled nature of the relationship between that learning and what emerges in classroom instructional practice They also present situated illustrations of what those entanglements or assemblages look like in the preservice induction and inservice phases from early childhood to secondary settings and across multiple continents Authors provide evidence that research on teacher development should focus on process as much if not more than product and show that complexity perspectives can support forward thinking assets based pedagogies Methodologically the chapters encourage conceptual creativity and expansion and support an argument for blurring theory method and normalising methodological hybridity Ultimately this book provides conceptual theoretical and methodological tools to understand current educational conditions in late capitalism and imagine otherwise It was originally published as a special issue of the journal *Professional Development in Education*

Teaching Mathematics Creatively Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning

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