

SUBJECT CONTENT

Knowledge of the content of O-Level Mathematics syllabus is assumed in the syllabus below and will not be tested directly, but it may be required indirectly in response to questions on other topics.

Topic/Sub-topics		Content
ALGEBRA		
A1	Equations and inequalities	- Conditions for a quadratic equation to have: (i) two real roots (ii) two equal roots (iii) no real roots - and related conditions for a given line to: (i) intersect a given curve (ii) be a tangent to a given curve (iii) not intersect a given curve - Conditions for $ax^2 + bx + c$ to be always positive (or always negative) - Solving simultaneous equations in two variables with at least one linear equation, by substitution - Relationships between the roots and coefficients of a quadratic equation - Solving quadratic inequalities, and representing the solution on the number line
A2	Indices and surds	- Four operations on indices and surds, including rationalising the denominator - Solving equations involving indices and surds
A3	Polynomials and Partial Fractions	- Multiplication and division of polynomials - Use of remainder and factor theorems - Factorisation of polynomials - Use of: $a^3 + b^3 = (a + b)(a^2 - ab + b^2)$ $a^3 - b^3 = (a - b)(a^2 + ab + b^2)$ - Solving cubic equations - Partial fractions with cases where the denominator is no more complicated than: $(ax + b)(cx + d)$ $(ax + b)(cx + d)^2$ $(ax + b)(x^2 + c^2)$
A4	Binomial expansions	- Use of the Binomial Theorem for positive integer n - Use of the notations $n!$ and $\binom{n}{r}$ - Use of the general term $\binom{n}{r}a^{n-r}b^r$, $0 < r < n$ (knowledge of the greatest term and properties of the coefficients is not required)

Mathematics O Level Syllabus

Julia Schneider



Mathematics O Level Syllabus:

Cambridge O Level Mathematics Coursebook Audrey Simpson, 2016-03-17 Cambridge O Level Mathematics is a resource to accompany the revised 4024 syllabus. This coursebook provides a complete course for developing and practising the skills required for the O Level Mathematics qualification. The content has been written to offer a range of tasks that support all aspects of the Cambridge O Level Mathematics syllabus 4024, giving students the confidence to use the mathematical techniques required to solve the range of maths problems required. With detailed explanations of concepts, worked examples and exercises, this coursebook can be used as a classroom text and for self study. **GCE O Level**

Examination Past Papers with Answer Guides: Maths India Edition Cambridge International Examinations, 2004-03-03. These collections of the official past papers of the GCE O Level Examinations from the University of Cambridge International Examinations have been developed for students of GCE O level. These books will act as tools for preparation and revision for students. These books have an edited Answer Guide for each paper based on the marks scheme written by CIE Principal.

New Comprehensive Mathematics for 'O' Level Alec Greer, Alex Greer, 1983. Based on part of the material from the author's best selling book *A Complete O level Mathematics*, this book provides the most effective examination revision guide for the modern O level GCSE. *New Syllabus Mathematics for O-Level* Owen Perry, Joyce Perry, 1979. **New Syllabus**

Mathematics for O-Level 2 Owen Perry, 1979. *A Textbook of Basic Statistics*, 1987. *Mathematics Curriculum in School Education* Yeping Li, Glenda Lappan, 2013-11-19. Mathematics curriculum, which is often a focus in education reforms, has not received extensive research attention until recently. Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education. This book provides a unique international perspective on diverse curriculum issues and practices in different education systems, offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts. The book is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including: Identifying what is important in mathematics for teaching and learning in different education systems; Understanding mathematics curriculum and its changes that are valued over time in different education systems; Identifying and analyzing effective curriculum practices; Probing effective infrastructure for curriculum development and implementation. *Mathematics Curriculum in School Education* brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems. This rich collection is indispensable reading for mathematics educators, researchers, curriculum developers, and graduate students interested in learning about recent curriculum development research and practices in different

education systems It will help readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning Mathematics Curriculum in Pacific Rim Countries - China, Japan, Korea, and Singapore Zalman Usiskin, Edwin Willmore, 2008-09-01 This volume contains the proceedings of the First International Curriculum Conference sponsored by the Center for the Study of Mathematics Curriculum CSMC The CSMC is one of the National Science Foundation Centers for Learning and Teaching Award No ESI 0333879 The countries China Japan Korea and Singapore in alphabetical order which also happens to be the order of their populations have each been in the news because of their performance on international tests and or their economic performance and potential They also have centralized education ministries that create a single mathematics curriculum framework followed in the entire country In all these countries curricula are differentiated for students with different interests usually around Grade 10 or 11 We think the reader will agree that the papers are of very high quality befitting the standing of the individuals who were invited but particularly notable for our international speakers because in three of these countries English is not the speaker's first language Following each paper we have included a short biography of the author's so that the reader can understand the perspective of the paper's author **Mathematics**

Education in East Africa Anjum Halai, Geoff Tennant, 2016-03-08 This Open Access book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place It is also a valuable resource for courses in mathematics education in the teacher education colleges and departments of education in the sub Saharan Africa region In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility Hence countries and development agencies in the broader sub Saharan Africa region are looking towards increasing access to relevant and high quality secondary education as a lever towards economic development Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education This book provides an in depth comparative analysis of the developments and issues in mathematics education in Kenya Tanzania Rwanda and Uganda and advances our understanding of the state of secondary mathematics education in East Africa School Mathematics Curricula Catherine P. Vistro-Yu, Tin Lam Toh, 2019-04-26 This book sheds light on school mathematics curricula in Asian countries including their design and the recent reforms that have been initiated By discussing and analyzing various problematic aspects of curriculum development and implementation in a number of East and South Asian countries and offering insights into these countries' unique approaches to supplementing school mathematics curricula it contributes to shaping effective policies for implementation assessment and monitoring of curricula The book covers a wide range of issues curriculum design localization of curricula directions of curricular reforms

mathematics textbooks assessment within the curriculum and teachers professional development which are of interest to a wide international audience

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