

## Question 6

6.1

6.1.1.

$$\begin{aligned}
 y &= \frac{1}{2}x^{-4} - 6x^{\frac{1}{3}} - \pi \\
 \frac{dy}{dx} &= \frac{1}{2} \cdot -4x^{-5} - 6 \cdot \frac{1}{3}x^{-2/3} - 0 \\
 &= -\frac{2}{x^5} - \frac{2}{\sqrt[3]{x^2}} \\
 &= -\frac{2}{x^5} - \frac{2}{\sqrt[3]{x^2}}
 \end{aligned}$$

6.1.2



$$\begin{aligned}
 y &= (2 - \sqrt{x})^2 \\
 \frac{dy}{dx} &= 2(2 - \sqrt{x})\left(-\frac{1}{2}x^{-1/2}\right) \\
 &= 2(2 - \sqrt{x}) \cdot -\frac{1}{2\sqrt{x}} \\
 &= -\frac{(2 - \sqrt{x})}{\sqrt{x}}
 \end{aligned}$$

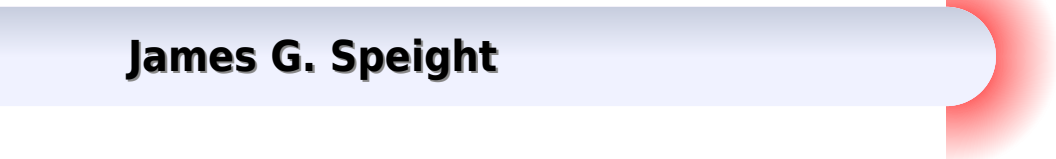
6.2

$$\begin{aligned}
 y &= x^2 + 4x - 8 \\
 \frac{dy}{dx} &= 2x + 4
 \end{aligned}$$

$$\begin{aligned}
 \text{where } x &= -8, \text{ gradient} = 2(-8) + 4 \\
 &= -12
 \end{aligned}$$

# Grade Mathematics Pnovember 2012 Memo

**James G. Speight**



## **Grade Mathematics Pnovenber 2012 Memo:**

From GCSEs to EBCs Great Britain. Parliament. House of Commons. Education Committee, 2013 The Government's plans for replacing GCSEs with new English Baccalaureate Certificates in some subjects is trying to do too much too fast. Introducing several fundamental changes at the same time and to a tight timetable will jeopardise the quality of the reforms and may threaten the stability of the wider exam system. GCSEs need significant improvements in order to restore public confidence in the exam system but the Government still needs to make the case that the GCSE brand is so discredited that it is beyond repair. MPs are also concerned about the impact of the changes on subjects outside the English Baccalaureate where students will be taking GCSEs for some time to come according to the Government's plans. The report also questions how well the Government's proposals will serve lower attaining pupils who are often the most disadvantaged. There is no evidence that the proposed changes will help to tackle under achievement or narrow the attainment gap between the richest and poorest students any more effectively than GCSEs. The Government is also called upon to re think its plans for a Statement of Achievement specifically for lower attaining pupils. MPs agree that changes are needed to the way in which exams are run but they raise serious concerns about franchising subjects to exam boards. The report is critical of the Government's decision to abolish some GCSEs before publishing the outcomes of the National Curriculum Review and its proposed changes to the school accountability system. MPs also note the wide ranging stakeholder opposition to many of the Government's proposals.

**The Arab Spring Five Years Later** Hafez Ghanem, 2015-12-29 Volume 1 of The Arab Spring Five Years Later is based on extensive research conducted by scholars from a variety of backgrounds including many associated with the Japan International Cooperation Agency JICA. The original research papers are gathered in volume 2 and are available for readers who wish to go even further in understanding the economic background of the Arab Spring. Papers examine women's issues and agricultural practices in Morocco, urban transportation, small enterprises, governance and inclusive planning in Egypt, reconstruction in Iraq, youth employment in Tunisia, education in Yemen and more. In addition to Hafez Ghanem, contributors include Mongi Boughzala, University of Tunis ElManar, Tunisia; Mohamed Tlili Hamdi, University of Sfax, Tunisia; Yuriko Kameyama, JICA; Hideki Matsunaga, JICA; Mayada Magdy, JICA; Yuko Morikawa, JICA; Akira Murata, JICA; Kei Sakamoto, JICA; Seiki Tanaka, JICA; Masanori Yoshikawa, JICA; and Takako Yuki, JICA.

*Ethics in the University* James G. Speight, 2016-08-26 It is the continuous reports of unethical behavior in the form of data manipulation, cheating, plagiarism and other forms of unacceptable behavior that draw attention to the issues of misconduct. The causes of misconduct are manifold, whether it is the need to advance in a chosen discipline or to compete successfully for and obtain research funding. Disappointingly, individuals who are oriented to any form of dishonesty are individuals who had previously displayed little or no consideration for the feelings of others and are therefore more interested in themselves at the expense of the students and others recognizing them by any means necessary. This ground breaking and honest examination of ethics in the university

setting is unabashed in its descriptions of misconduct in the academic world The text is well furnished with numerous citations that point to academic misconduct and the final chapter deals with the means by which misconduct can be mitigated a strong reminder to everyone in the academic community that above board conduct must be part of our overall message of learning and part of the whole point of education in the first place A must have for academics and non academics alike this text is the second in a series of books on ethics by James G Speight and it is useful to anyone in any industry who is interested in ethical behavior and how to navigate the sometimes murky depths of our professional lives

**DFID** Great Britain: Parliament: House of Commons: Committee of Public Accounts,2012-02-03 The DFID s transfer programmes deliver cash food and assets such as livestock directly to people living in poverty Transfers can be used to tackle a range of issues such as hunger and malnutrition or access to health and education services in a variety of contexts In 2010 11 the Department spent 192 million on social protection programmes which includes its transfer programmes The evidence heard suggests transfer programmes are effective in targeting aid and ensuring the money goes directly to the poorest and most vulnerable people It is therefore surprising that the use of transfer programmes has not increased The Department only plans to support transfer programmes in 17 of its 28 priority countries It does not have an overall strategy for the use of transfers and its decisions on where to support transfer programmes look reactive The decision as to whether or not to propose a transfer programme is taken by staff working in the country and it is not clear why there are extensive programmes in some countries and none in others The Department does not collect data on all the costs of the transfer programmes it supports and the Department is therefore unable to say whether it is lifting more people out of poverty for every pound spent on transfers compared to other programmes The Department s long term objective is for the governments of recipient countries to take on the responsibility of owning and funding transfers as part of a sustainable social security system However the Department has not been clear about how individual programmes will be sustained

**Failure** Vicki E. Alger,2016-07-01 A comprehensive account and frank assessment of federal involvement in education is long overdue Education policy expert Vicki E Alger remedies this deficiency with her book Failure The Federal Miseducation of America s Children As its title indicates Failure makes no effort to sugar coat its findings Created in 1979 after a lobbying campaign that spanned generations the Department of Education has failed to live up to its promises Federal involvement whether related to testing funding or academic curricula has failed to abide by the Constitution s implication that education must remain the domain only of state and local governments and private institutions Most of all the central government s pervasive meddling in education has failed America s school children and their parents Education policy has long been mired in controversies often with opposing sides missing the mark Failure helps us step back from the skirmish du jour and redirects our focus to the big picture showing us what s gone wrong over the decades and the institutional causes of these failures It also offers a bold blueprint for returning the federal government to its constitutional role and for cultivating an educational system that meets

the needs of students and parents rather than bureaucrats Concerned citizens of every stripe will benefit from Failure s history of federal education policy its brutally honest report card for the Department of Education its look at education systems across the globe and its ambitious policy recommendations Failure might even succeed in reframing the way the federal education establishment thinks about education policy      *The Most Important Year* Suzanne Bouffard,2017-09-05 An eye opening look inside pre K in America and what it will take to give all children the best start in school possible At the heart of this groundbreaking book are two urgent questions What do our young children need in the earliest years of school and how do we ensure that they all get it Cutting edge research has proven that early childhood education is crucial for all children to gain the academic and emotional skills they need to succeed later in life Children who attend quality pre K programs have a host of positive outcomes including better language literacy problem solving and math skills down the line and they have a leg up on what appears to be the most essential skill to develop at age four strong self control But even with this overwhelming evidence early childhood education is at a crossroads in America We know that children can and do benefit but we also know that too many of our littlest learners don t get that chance millions of parents can t find spots for their children or their preschoolers end up in poor quality programs With engrossing storytelling journalist Suzanne Bouffard takes us inside some of the country s best pre K classrooms to reveal the sometimes surprising ingredients that make them work and to understand why some programs are doing the opposite of what is best for children It also chronicles the stories of families and teachers from many backgrounds as they struggle to give their children a good start in school This book is a call to arms when we are at a crucial moment and perhaps on the verge of a missed opportunity We now have the means and the will to have universal pre kindergarten but we are also in grave danger of not getting it right      Knowledge, Curriculum and Equity Brian Barrett,Ursula Hoadley,John Morgan,2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data Knowledge Curriculum and Equity Social Realist Perspectives contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters

by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all

Bold Ventures Raizen,2012-12-06 This book presents comprehensive results from case studies of five innovations in science education that have much to offer toward understanding current reforms in this field Each chapter tells the story of a case in rich detail with extensive documentation and in the voices of many of the participants the innovators the teachers the students Similarly Volume 3 of Bold Ventures presents the results from case studies of five innovations in mathematics education Volume 1 provides a cross case analysis of all eight innovations Many U S readers certainly will be very familiar with the name of at least one if not all of the science innovations discussed in this volume for example Project 2061 and probably with their general substance Much of the education community's familiarity with these arises from the projects own dissemination efforts The research reported in this volume however is one of the few detailed studies of these innovations undertaken by researchers outside the projects themselves Each of the five studies was a large scale effort involving teams of researchers over three years These teams analyzed many documents attended numerous critical project meetings visited multiple sites conducted dozens of individual interviews The team leaders Atkin Huberman Rowe having spent much time with science education over long careers looked at these innovations through many lenses It was a daunting task for each team to sift through the mountains of detail in order to bring the most compelling themes to the surface

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