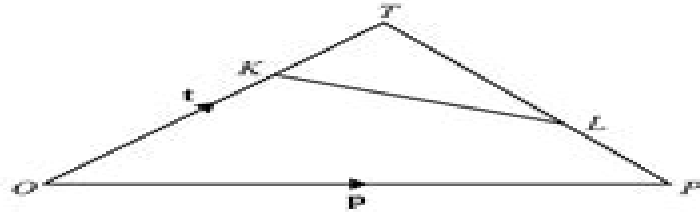


- 22 The diagram shows triangle OPT .



NOT TO
SCALE

In the diagram $\overrightarrow{OK} = \mathbf{t}$ and $\overrightarrow{OL} = \mathbf{p}$.
 $OK : KT = 2 : 1$ and $TL : LP = 2 : 1$.

- (a) Find, in terms of \mathbf{t} and \mathbf{p} , in its simplest form

(i) \overrightarrow{PL}

(ii) \overrightarrow{KL} .

..... [2]

..... [2]

- (b) KL is extended to the point M .

$$\overrightarrow{KM} = -\frac{2}{3}\mathbf{t} + \frac{4}{3}\mathbf{p}.$$

Show that M lies on OP extended.

[2]

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Charl C. Wolhuter



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Students' and Teachers' Values, Attitudes, Feelings and Beliefs in Mathematics Classrooms Hanna Palmér, Jeppe Skott, 2017-12-04 This contributed volume is an exciting product of the 22nd MAVI conference which presents cutting edge research on affective issues in teaching and learning math The teaching and learning of mathematics is highly dependent on students and teachers values attitudes feelings beliefs and motivations towards mathematics and mathematics education These peer reviewed contributions provide critical insights through their theoretically and methodologically diverse analyses of relevant issues related to affective factors in teaching and learning math and offer new tools and strategies by which to evaluate affective factors in students and teachers mathematical activities in the classroom Among the topics discussed The relationship between proxies for learning and mathematically related beliefs Teaching for entrepreneurial and mathematical competences Prospective teachers conceptions of the concepts mean median and mode Prospective teachers approach to reasoning and proof The impact of assessment on students experiences of mathematics Through its thematic connections to teacher education professional development assessment entrepreneurial competences and reasoning and proof *Students and Teachers Values Attitudes Feelings and Beliefs in Mathematics Classrooms* proves to be a valuable resource for educators practitioners and students for applications at primary secondary and university levels

Making School Maths Engaging Anne Prescott, Mary Coupland, Marco Angelini, Sandra Schuck, 2020-10-19 This book provides an account of a large scale national STEM initiative in Australia the Maths Inside Project which is designed to increase secondary school students engagement and participation in mathematics The project s modules include videos illustrating how scientists use mathematics to find solutions to real world problems as well as themed activities linked to the school curriculum for mathematics Outlining the current debates concerning mathematics education in Australia and beyond the book describes the development and implementation of the modules to guide their use by teachers in year 8 12 Australian mathematics classrooms It concludes with a discussion of the research showing how the project increased student engagement The book discusses the partners involved in the project including scientists a national mathematics teachers association and the authors university It also offers insights into how to embark on pedagogical improvement through collaboration between individual institutional stakeholders Providing details of the modules to enable teachers and teacher educators to help their students better understand and utilise the curriculum resources of Maths Inside the book is a useful resource for educators around the globe wanting to make mathematics engaging topical and relevant for secondary school students

Raising the Impact of Education Research in Africa Charl C. Wolhuter, 2018-12-01 The low demonstrable effect of education research done in South Africa in particular and Africa in general continues to be a problem in scientific records in the educational sciences This scholarly collected work addresses this obstacle and focuses on recommendations from scholars in different sectorial categories in the field of education Scholars from a variety of sub fields within the educational sciences reflect on

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