2005 YEAR 9 YEARLY

SEC	CTION A (16 Marks)	Marks
1	Find k if lines $2x - 5y + 1 = 0$ and $kx + 2y - 3 = 0$ are parallel.	3
2	Given that $\frac{3}{3+\sqrt{3}}=p+q\sqrt{3}$, where p and q are rational, find the values of p and q .	3
3.	In the square $ABCD$ given, TC bisects $\angle ACB$ and TX is perpendicular to AC . Copy the diagram onto your answer sheet and prove that $AX = TB$.	5
	A A A A A A A A A A A A A A A A A A A	
4.	(a) Show that $(x+2)$ is a factor of $P(x) = x^3 - 3x + 2$.	1
	(b) Find the other factors of P(x) and hence sketch $P(x) = x^3 - 3x + 2$.	2
	(c) Hence, or otherwise, solve $x^3 \le 3x - 2$.	2
SEC	CTION B (16 Marks)	
1.	Fully factor $3x^4 - 48y^4$	3
2.	Find the probability that two people were born on Friday if it is known that at least one was born on a Friday.	2
3.	Simplify $9x^{-2} + 27x^{-3}$.	2

Solve $x^2 - 6x + 4 = 0$ using the method of completing the square.

A rhombus ABCD has a perimeter of 32 cm. and diagonal AC of

length 8 cm. Find the exact length of diagonal BD giving all reasons.

4.

5.

3

Ksmental Maths 2005

Caterina Fiorilli, Daniela Barni, Jan Retelsdorf, Joyce Endendijk

Ksmental Maths 2005:

Mental Capital and Wellbeing Cary L. Cooper, Usha Goswami, Barbara J. Sahakian, 2009-08-18 This major new reference presents The Foresight MentalCapital and Wellbeing Project a UK Government project in theGovernment Office for Science It offers a comprehensive exploration of how mental capital and wellbeing operate over the lifespan how experiences in the family in school at work and following retirement augment or reduce mental capital and wellbeing and the impact that this has for the individual and forthe welfare and economic progress of the nation Mental Capital and Wellbeingcomprises a series ofscientific reviews written by leading international scientists and social scientists in the field The reviews undertake systematicanalyses of the evidence base surrounding five key themes on whichthey propose future policies will have to be based Aninternationally renowned team of Editors introduce each theme anddraw together conclusions in terms of both policy and practice Section 1 Mental Capital and Wellbeing Through Life Mental capital refers to the totality of an individual s cognitive and emotional resources including their cognitive capability flexibility and efficiency of learning emotional intelligence and resilience in the face of stress Theextent of an individual s resources reflects his or her basicendowment e g genes and early biological programming motivation and experiences e g education which take place throughout thelife course This section presents the very latest on the scienceof mental capital throughout life Section 2 Learning Through Life provides a coherentoverview of a fast moving and complex field of policy and practice Educational attainment has a considerable impact on physical andmental wellbeing both directly and indirectly by enabling peoplebetter to achieve their goals The ability to continue learningthroughout the lifespan is critical to a successful and rewardinglife in contemporary societies Section 3 Mental Health and Ill Health draws together themost recent evidence about positive mental health as well as arange of mental disorders to consider their importance to the population and economy in terms of prevalence and disability andthe wider burden on society Section 4 Wellbeing and Work It is estimated that 13 million working days are lost through stress each year costingthe economy over 3 7 billion per annum This theme exploresthose drivers that influence the nature and structure of work andthe impact this has on employee wellbeing Section 5 Learning Difficulties This theme providesa cutting edge picture of how recent insights from genetics cognitive and neuroscience improve our understanding of learningdifficulties such as dyslexia dyscalculia and attention deficit hyperactivity disorder Reviews focus on howcurrent research can contribute to early diagnosis and improvedintervention Dynamics of Sensorimotor Interactions in Embodied Cognition Guillaume T. Vallet, Benoit Riou, Lionel Brunel, Nicolas Vermeulen, 2016-04-15 We interact with our environment through perception and action Perception is based on sensory components while actions are based on motor components It is commonly accepted that these sensorimotor components constitute the foundation of knowledge i e percepts and concepts action and emotion However whether or not these components remain part of knowledge action and emotion is still being debated see Glenberg Witt Corveleyn Lopez Moliner Vermeulen et al 2013 Despite the accumulation of empirical evidence

showing that perception memory action and emotion interact together less is known about the dynamics of these interactions It remains to precise the temporal dynamic when these interactions occur the neural underlying networks and the factors that modulate these interactions The present research topic focuses on the dynamic relationship between present and absent sensorimotor components across perception memory action and emotion in a grounded cognition perspective This research topic aims 1 to demonstrate the validity of the embodied cognition theories 2 to highlight the dynamics of emergence of conceptual knowledge action and emotion 3 to provide a comprehensive state of the art theoretical explanation and or Handy numbers: finger counting and numerical cognition Frank Domahs, Liane Kaufmann, Martin H. models Fischer, We are born with a number sense the ability to respond to numerosity which we share with other vertebrates This inherited numerosity representation is approximate and follows the Weber Fechner law that governs sensory perception As educated adults we can also use culturally developed abstract symbol systems to represent exact numerosities in particular number words and Arabic numbers This developmental stage is preceded by an apparently transient phase of finger counting and finger calculation In fact the use of fingers to represent number is ubiquitous across ages and cultures Children use finger counting even if they are discouraged to do so sometimes even before they are able to utter the number word sequence Furthermore finger counting strategies may also be used by adults diagnosed with dyscalculia to make up for a deficient or absent mental number representation. The advantages of finger counting are evident Fingers are readily available and perceptually salient finger numerical representations support short term memory and they provide a transparent one to one relationship between to be counted objects and their representation Obviously however these advantages only hold for small numbers Fully transparent finger counting systems are limited to the number range between zero and ten Larger numbers can only be represented in perceptually less salient or symbolic ways In recent years a growing body of evidence has suggested that finger based representations of number do not form an arbitrary and transient stage of cognitive development Rather they seem to provide a good example of embodied cognition According to this influential viewpoint all of our knowledge is represented together with the sensory and motor activity that was present during its acquisition As a consequence even a supposedly abstract cognitive ability such as numerical cognition reuses the neural substrate and inherits functional properties of more basic perceptual and or motor processes Consistent with this assumption finger counting habits and numerical processing do interact even in educated adults casting doubts on purely abstract accounts of mental number representations The objective of this Research Topic is to document embodiment signatures in number processing and calculation a domain of cognition that was long considered to epitomize the abstract symbol manipulation approach to human cognition To this end we invite empirical contributions using different methodologies including behavioural developmental neuroscientific educational cross cultural and neuropsychological studies Moreover we also seek theoretical contributions review articles or opinion papers Questions to be tackled may include but are not restricted to the

following Is finger counting only a useful or even a necessary step towards the acquisition of symbolic number representations What are the neural correlates of the finger number relationship Which features of finger counting influence adult number processing both approximate and exact How can finger counting systems be classified typologically and how do different finger counting systems influence numerical cognition across cultures and populations Should finger counting and finger calculation be promoted or discouraged in maths education How are disturbances of finger gnosis and numerical abilities linked We hope that this Research Topic will bring together researchers from different backgrounds to fruitfully discuss a topic which has both scientific and every day relevance Teaching Today's Mathematics in the Middle Grades Art Johnson, Kit Norris, 2006 Teaching Today's Mathematics in the Middle Grades provides current and future middle school teachers with the mathematics content essential concepts methodology activities and resources to both learn and teach mathematics in grades 5 to 8 The authors focus exclusively on the middle school learner and the middle school mathematics curriculum Although each chapter discusses foundational mathematics concepts from earlier grades and previews topics that will follow the middle grades the emphasis is on the middle school This selective focus allows for proper development of critical topics in the middle school such as proportionality algebraic thinking and the integral role of manipulatives Assessment practices and problem solving are also emphasized from the viewpoint of effective practices for middle school students Unique Features React and Reflect features prompt classroom discussions by asking the reader to think independently regarding a statement issue or concern Try This features ask the reader to solve a problem first or extend the current discussion by working on an extension of a problem By completing the problem first teachers are putting themselves in the place of their students helping the teacher discover first hand common misconceptions Numerous exercises and activities appear at the end of each chapter to reinforce student understanding of various topics and ensure mastery of the mathematics content The NCTM Principles and Standards are emphasized throughout the book beginning with a discussion in Chapter 1 Each of the content chapters 6 11 opens with the relevant NCTM content standards for that chapter In addition marginal icons highlight areas within the text in which the NCTM process standards are discussed Reviewers rave From the content organization and approach it is evident that the authors have years of teaching experience This gives the text authority Marina Krause California State University Long BeachThe authors do an excellent job of presenting in sequential order essential concepts methodology activities and technological resources essential to assist the beginning math teacher in preparing to teach in the middle school program Gerald Jarmon North Carolina Central University

Whs National Tests Practice Papers 2005 Mental Maths Key Stage 2 Hilary Koll, Steve Mills, 2004-12-24 Atti Del ... Congresso Internazionale Dei Matematici ... ,2006 Physical Activity, Self-Regulation, and Executive Control Across the Lifespan Sean P. Mullen, Peter Hall, 2016-02-05 There is overwhelming evidence linking increased physical activity with positive changes in cognitive functioning and brain health Much of what we know about these interrelationships comes from

aerobic exercise training studies with older adults and children This literature has paved the way for the neuroscientific investigation of mechanisms responsible for exercise induced cognitive and brain health enhancement a list that ranges from molecular changes to systemic changes in executive control and neural connectivity A new perspective has also emerged that aims to understand executive control processes that may underlie the regulation of health behavior In accordance with this view physical activity falls under the umbrella of health behaviors that require a substantial amount of executive control Executive control is a limited resource and the aging process depletes this resource People who regularly exercise are said to have higher self regulatory control planning goal shielding and impulse control than irregular exercisers The successful maintenance of physical activity participation in lieu of daily cognitive stressors likely reflects an adaptive resistance to control failures Indeed a handful of studies have shown the relationship between greater executive control and subsequently higher levels of physical activity However little is known about the neural correlates of physical activity adherence or sedentary behavior with the view that neurocognitive factors have an antecedent and reciprocal influence on these behaviors No research has focused on the brain networks responsible for the self regulation of physical activity which likely overlaps with structures and functions playing critical roles in the regulation of other health behaviors Interdisciplinary investigations are needed to explain the extent to which physical activity self regulation and self regulatory failure is dependent upon or under the influence of executive control processes and brain networks Understanding the degree to which self regulatory resources may be enhanced restored and trained will have enormous implications for basic science and applied fields It is also of great import to understand whether or not physical activity self regulation is a domain specific behavior associated with specific brain networks or to determine the extent to which regulatory network sharing occurs The aim of this Frontiers Research Topic is to curate contributions from researchers in social and cognitive neurosciences and related fields whose work involves the study of physical activity behavior self regulation and executive control For this Research Topic we therefore solicit reviews original research articles and opinion papers which draw theoretical or empirical connections related to sustained physical activity behavior self regulatory strategies cognitive performance and brain structure and function While focusing on work in the neurosciences this Research Topic also welcomes contributions in the form of behavioral studies psychophysiological investigations and methodological innovations This Frontiers Research Topic will carve out new directions for the fields of exercise cognitive and social neurosciences. We hope you will consider submitting your work **The British National Bibliography** Arthur James Wells, 2009 Gender differences and disparities in socialization contexts: How do they matter for healthy relationships, wellbeing, and achievement-related outcomes? Caterina Fiorilli, Daniela Barni, Jan Retelsdorf, Joyce Endendijk, 2023-01-05 Students at Risk of School Failure José Jesús Gázquez, José Carlos Núñez, 2018-10-18 The main objective of this Research Topic is to determine the conditions that place students at risk of school failure identifying student and context variables In spite of the fact that there is currently little

doubt about how one learns and how to teach in some countries of the developed world there is still there is a high rate of school failure Although the term school failure is a very complex construct insofar as its causes consequences and development from the field of educational psychology the construct student engagement has recently gained special interest in an attempt to deal with the serious problem of school failure School engagement builds on the anatomy of the students involvement in school and describes their feelings behaviors and thoughts about their school experiences So engagement is an important component of students school experience with a close relationship to achievement and school failure Children who self set academic goals attend school regularly and on time behave well in class complete their homework and study at home are likely to interact adequately with the school social and physical environments and perform well in school In contrast children who miss school are more likely to display disruptive behaviors in class miss homework frequently exhibit violent behaviors on the playground fail subjects be retained and if the behaviors persist quit school Moreover engagement should also be considered as an important school outcome eliciting more or less supportive reactions from educators For example children who display school engaged behaviors are likely to receive motivational and instructional support from their teachers. The opposite may also be true But what makes student engage more or less. The relevant literature indicates that personal variables e g sensory motor neurodevelopmental cognitive motivational emotional behavior problems learning difficulties addictions social and or cultural variables e g negative family conditions child abuse cultural deprivation ethnic conditions immigration or school variables e g coexistence at school bullying cyberbullying may concurrently hinder engagement preventing the student from acquiring the learnings in the same conditions as the rest of the classmates

Linguistic Influences on Mathematical Cognition Ann Dowker, Hans-Christoph Nuerk, 2017-06-16 For many years an abstract amodal semantic magnitude representation largely independent of verbal linguistic representations has been viewed as the core numerical or mathematical representation This assumption has been substantially challenged in recent years. Linguistic properties affect not only verbal representations of numbers but also numerical magnitude representation spatial magnitude representations calculation parity representation place value representation and even early number acquisition. Thus we postulate that numerical and arithmetic processing are not fully independent of linguistic processing. This is not to say that in patients magnitude processing cannot function independently of linguistic processing we just suppose these functions are connected in the functioning brain So far much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without investigating the level at which a particular language influence operates After an overview we present new findings on language influences on seven language levels Conceptual Conceptual properties of language Syntactic The grammatical structure of languages beyond the word level influences. Semantic The semantic meaning or existence of words Lexical The lexical composition of words in particular number words. Visuo spatial orthographic Orthographic properties such as the writing reading direction of a language Phonological

Phonological phonetic properties of languages Other language related skills Verbal working memory and other cognitive skills related to language representations We hope that this book provides a new and structured overview on the exciting influences of linguistic processing on numerical cognition at almost all levels of language processing Associations between Reading and Mathematics: Genetic, Brain Imaging, Cognitive and Educational Perspectives Sarit Ashkenazi, Orly Rubinsten, Bert De Smedt, 2017-10-05 Converging evidence demonstrates a strong link between reading and mathematics multiple cognitive processes are shared between reading and mathematics including the representation and retrieval of symbolic information attention working memory and cognitive control Additionally multiple brain networks are involved in both math and reading and last common genetic factors might influence both reading and math Hence it comes as no surprise that there are meaningful associations between aspects of math and reading abilities Moreover comorbidity rates between math learning disabilities MD and reading disabilities RD are high up to 66% and prevalence rate of the comorbid condition is reported to be more common than the prevalence rate of isolated math learning disabilities Accordingly the goal of the research topic is to explore the underline mechanisms of this overlap between reading and math The research topic aims to include the following topics Genetics it has been found that both RD and MD are based on genetic factors and run in families Moreover math problem solving shares significant genetic overlap with general cognitive ability and reading decoding whereas math fluency shares significant genetic overlap with reading fluency and general cognitive ability Hence this topic will explore the shared and unique genetic risk factors to RD and MD In addition to shared and unique genetic influence on reading and math Neural perspective converging evidence from both structural and multiple functional imaging studies involving a wide range of numerical tasks points to the intraparietal sulcus IPS as a core region that involve in quantity manipulation However several additional brain areas such as frontoparietal and temporoparietal areas were found to be involved in numerical tasks Individuals with MD show deficits in a distributed set of brain regions that include the IPS fusiform gyrus in posterior brain regions and pre frontal cortex regions Similarly converging evidence indicate that the left hemisphere regions centered in the fusiform gyrus temporoparietal cortex and pre frontal cortex regions are strongly involve in typical reading and present lower activity connectivity or abnormal structure in RD Thus there is a meaningful neural overlap between reading and math Hence the authors can submit empirical studies on the role of several of brain regions that are involved in math and reading commonality and diversity both in the typical and a typical development Cognitive factors that play role in mathematics and reading and comorbidity between RD and MD There is a long lasting debate whether MD and RD originate from unique cognitive mechanisms or not Multiple cognitive processes are shared between reading and mathematics Therefore impairments in any one of domain general skills could conceivably play an important role in both pure and comorbid conditions Moreover it has been suggested that phonological processing has a significant role in some aspects of numerical processing such as retrieval of arithmetical facts Education it will be

interesting to look at the effect of interventions that aim to improve reading such as phonological awareness and there transfer effect on improving mathematical processing Alternatively it will be good to test whether math interventions will improve reading Prentice Hall Mathematics Course 1 Prentice-Hall Staff,2004-08 A math text creates a path for students one that should be easy to navigate with clearly marked signposts built in footholds and places to stop and assess progress along the way Research based and updated for today s classroom Prentice Hall Mathematics is that well constructed path An outstanding author team and unmatched continuity of content combine with timesaving support to help teachers guide students along the road to success Children's Books in Print, 2007, 2006 American Book Publishing Record, 2006

Computational Fluid and Solid Mechanics 2005 Klaus-Jürgen Bathe, 2005 The MIT Conferences in Computational Fluid and Solid Mechanics are now established as the premier meeting place for industry and academia to come together and share ideas Distinguished and thought provoking keynote lectures cutting edge research results and directions for future research are presented in over 600 contributions. The CD Rom version enables specialized searching across complete contents Contributing authors present results which address eight fundamental areas for research and development. The automatic solution of mathematical models Effective numerical schemes for fluid flows. The development of an effective mesh free numerical solution method. The development of numerical procedures for multiphysics problems. The development of numerical procedures for multiphysics problems. The development of numerical procedures for multiphysics of complete life cycles of systems. Education teaching sound engineering and scientific judgement. Mathematical Reviews ,2006. Houghton Mifflin Math Central: Student text ,1998. A Structural Equation Model of the Factors Impacting Problem Success of Algebra Word Problems. Kenny H. Kim,2007

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