

## QUESTION 9

In the diagram,  $ABCD$  is a parallelogram with  $AB = 14$  units.  $AD$  is produced to  $E$  such that  $AD : DE = 4 : 3$ .  $EB$  intersects  $DC$  in  $F$ .  $EB = 21$  units.



- 9.1 Calculate, with reasons, the length of  $FB$ . (3)
- 9.2 Prove, with reasons, that  $\triangle EDF \parallel \triangle EAB$ . (3)
- 9.3 Calculate, with reasons, the length of  $FC$ . (3)
- [9]

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# Mathematics Paper 1 June 2013

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**Effectiveness of teachers' guides in the Global South** Benjamin Piper, Yasmin Sitabkhan, Jessica Mejia, Kellie Betts, 2018-05-10 This report presents the results of RTI International Education's study on teachers guides across 13 countries and 19 projects Using quantitative and qualitative methods we examine how teachers guides across the projects differ and find substantial variation in the design and structure of the documents We develop a scripting index so that the scripting levels of the guides can be compared across projects The impact results of the programs that use teachers guides show significant impacts on learning outcomes associated with approximately an additional half year of learning showing that structured teachers guides contribute to improved learning outcomes During observations we find that teachers make a variety of changes in their classroom instruction from how the guides are written showing that the utilization of structured teachers guides do not create robotic teachers unable to use their own professional skills to teach children Unfortunately many changes that teachers make reduce the amount of group work and interactivity that was described in the guides suggesting that programs should encourage teachers to more heavily utilize the instructional routines designed in the guide The report includes a set of research based guidelines that material developers can use to develop teachers guides that will support effective instructional practices and help improve learning outcomes The key takeaway from the report is that structured teachers guides improve learning outcomes but that overly scripted teachers guides are somewhat less effective than simplified teachers guides that give specific guidance to the teacher but are not written word for word for each lesson in the guide

**Ships and Offshore Structures XIX** Carlos Guedes Soares, Y. Garbatov, 2015-09-03 This three volume work presents the proceedings from the 19th International Ship and Offshore Structures Congress held in Cascais Portugal on 7th to 10th September 2015 The International Ship and Offshore Structures Congress ISSC is a forum for the exchange of information by experts undertaking and applying marine structural research The aim of

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was published in *Symmetry Indigenous Studies and Engaged Anthropology* Paul Sillitoe, 2016-05-23 Advancing the rising field of engaged or participatory anthropology that is emerging at the same time as increased opposition from Indigenous peoples to research this book offers critical reflections on research approaches to date The engaged approach seeks to change the researcher researched relationship fundamentally to make methods more appropriate and beneficial to communities by involving them as participants in the entire process from choice of research topic onwards The aim is not only to change power relationships but also engage with non academic audiences The advancement of such an egalitarian and inclusive approach to research can provoke strong opposition Some argue that it threatens academic rigour and worry about the undermining of disciplinary authority Others point to the difficulties of establishing an appropriately non ethnocentric moral stance and navigating the complex problems communities face Drawing on the experiences of Indigenous scholars anthropologists and development professionals acquainted with a range of cultures this book furthers our understanding of pressing issues such as interpretation transmission and ownership of Indigenous knowledge and appropriate ways to represent and communicate it All the contributors recognise the plurality of knowledge and incorporate perspectives that derive at least in part from other ways of being in the world **Handbook of Response to Intervention**

Shane R. Jimerson, Matthew K. Burns, Amanda M. VanDerHeyden, 2015-09-21 The Second Edition of this essential handbook provides a comprehensive updated overview of the science that informs best practices for the implementation of response to intervention RTI processes within Multi Tiered Systems of Support MTSS to facilitate the academic success of all students The volume includes insights from leading scholars and scientist practitioners to provide a highly usable guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills New and revised chapters explore crucial issues define key concepts identify topics warranting further study and address real world questions regarding implementation Key topics include Scientific foundations of RTI Psychometric measurement within RTI RTI and social behavior skills The role of consultation in RTI Monitoring response to supplemental services Using technology to facilitate RTI RTI and transition planning Lessons learned from RTI programs around the country The Second Edition of the Handbook of Response to Intervention is an essential resource for researchers graduate students and professionals scientist practitioners in child and school psychology special and general education social work and counseling and educational policy and politics **Schools of Languages, Arts and Social Sciences**

**Journal of Educational Studies** ,2013-06 **Proceedings of Mechanical Engineering Research Day 2017** Mohd Fadzli Bin Abdollah, Tee Boon Tuan, Mohd Azli Salim, Mohd Zaid Akop, Rainah Ismail, Haslinda Musa, 2017-05-29 This e book is a compilation of papers presented at the Mechanical Engineering Research Day 2017 MERD 17 Melaka Malaysia on 30 March 2017 [Kochi Journal of Mathematics](#) ,2015 **Canadian Journal of Physics** ,2015 *Collectanea Mathematica* ,2013 **Colloquium Mathematicum** ,2017 **Journal for Research in Mathematics Education** ,2014 [White](#)

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