

Specialist Mathematics Summary sheets

Coordinate geometry:

Graphs of $f(x) = \frac{1}{ax^2 + bx + c}$, $a > 0$



Graphs of ellipses: $\frac{(x-h)^2}{a^2} + \frac{(y-k)^2}{b^2} = 1$.

Centre (h, k) , x-intercepts at $x = h \pm a\sqrt{1 - \frac{k^2}{b^2}}$

for $1 - \frac{k^2}{b^2} \geq 0$, y-intercepts at $y = k \pm b\sqrt{1 - \frac{h^2}{a^2}}$

for $1 - \frac{h^2}{a^2} \geq 0$.

Graphs of hyperbolas: $\frac{(x-h)^2}{a^2} - \frac{(y-k)^2}{b^2} = 1$.

Centre (h, k) , x-intercepts at $x = h \pm a\sqrt{\frac{k^2}{b^2} + 1}$.

y-intercepts at $y = k \pm b\sqrt{\frac{h^2}{a^2} - 1}$ for $\frac{h^2}{a^2} - 1 \geq 0$.

Equations of asymptotes are $y = \pm \frac{b}{a}(x - h) + k$.

Transformations of trig. and inverse trig. functions: Express functions in the following

Compound and double angles: $\frac{\pi}{12} = \frac{\pi}{3} - \frac{\pi}{4}$.

$$\frac{5\pi}{12} = \frac{2\pi}{3} - \frac{\pi}{4} = \frac{7\pi}{12} = \frac{\pi}{3} + \frac{\pi}{4} = \frac{11\pi}{12} = \frac{2\pi}{3} + \frac{\pi}{4}$$

$\frac{\pi}{4} = 2\left(\frac{\pi}{8}\right)$, $\frac{\pi}{6} = 2\left(\frac{\pi}{12}\right)$, e.g. exact value $\cos \frac{5\pi}{12}$

$$= \cos\left(\frac{2\pi}{3} - \frac{\pi}{4}\right) = \cos \frac{2\pi}{3} \cos \frac{\pi}{4} + \sin \frac{2\pi}{3} \sin \frac{\pi}{4}$$

$$= -\frac{1}{2} \times \frac{1}{\sqrt{2}} + \frac{\sqrt{3}}{2} \times \frac{1}{\sqrt{2}} = \frac{-1 + \sqrt{3}}{2\sqrt{2}}$$

e.g. exact value of $\tan \frac{5\pi}{8}$: let $\frac{5\pi}{4} = 2\left(\frac{5\pi}{8}\right)$.

$$\tan \frac{5\pi}{4} = \tan 2\left(\frac{5\pi}{8}\right), 1 = \frac{2 \tan \frac{5\pi}{8}}{1 - \tan^2 \frac{5\pi}{8}}$$

$$\therefore \tan^2 \frac{5\pi}{8} + 2 \tan \frac{5\pi}{8} - 1 = 0, \text{ use the quadratic}$$

$$\text{formula to find } \tan \frac{5\pi}{8} = -1 \pm \sqrt{2} \text{ and since } \frac{5\pi}{8}$$

is in the second quadrant, correct sol. is $-1 + \sqrt{2}$.

Partial fractions:

$$\text{e.g. } \frac{x+2}{x^2-3x-4} = \frac{x+2}{(x-4)(x+1)} = \frac{A}{x-4} + \frac{B}{x+1}$$

$$= \frac{A(x+1) + B(x-4)}{(x-4)(x+1)}, x+2 = A(x+1) + B(x-4)$$

$$\text{e.g. } \frac{2x-1}{x^2-2x+1} = \frac{2x-1}{(x-1)^2} = \frac{A}{x-1} + \frac{B}{(x-1)^2}$$

$$= \frac{A(x-1) + B}{(x-1)^2}, 2x-1 = A(x-1) + B \text{ etc.}$$

If degree of numerator is equal to/ higher than that of denominator, do long division first, e.g.

$$\frac{x^2-2x-2}{x^2-3x-4} = 1 + \frac{x+2}{x^2-3x-4} = 1 + \frac{A}{x-4} + \frac{B}{x+1}$$

Complex numbers: When a complex number z is multiplied by i , i.e. it is the rotation of z by 90° anticlockwise about O in the complex plane. Multiplying by $-i$ results in clockwise rotation of z by 90° .



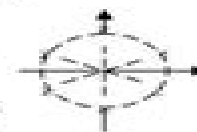
anticlockwise rotation of $\sqrt{2}\text{cis}\left(-\frac{\pi}{3}\right)$ by

$$180^\circ, \therefore z = \sqrt{2}\text{cis}\left(-\frac{\pi}{3} + \pi\right) = \sqrt{2}\text{cis} \frac{2\pi}{3}$$

$$\therefore |z| = \sqrt{2}, \text{Arg } z = \frac{2\pi}{3}.$$

Locating roots of a number in the complex plane: e.g. Plot the sixth roots of -1 in the complex plane. There are 6 of them and the obvious one

is i because $i^6 = -1$. They are spaced out at equal angles on a circle centred at O and has a radius $= |i| = 1$.



$$\text{Each angle} = \frac{360^\circ}{6} = 60^\circ.$$

Fundamental theorem of algebra: An n -degree polynomial (equation) always has n linear factors (roots, solutions) over \mathbb{C} .

The conjugate root theorem: For a polynomial equation with real coefficients, the non-real roots always occur in conjugate pairs, e.g. $x^3 + 2x^2 - 6x + 8 = 0$ is a third degree polynomial equation with real coefficients. \therefore it has 3 roots according to the Fundamental theorem of algebra. Given that $1+i$ is one of the roots, $1-i$ must be another root according to the conjugate root theorem. The third root must be a real number otherwise a fourth one exists and contradicts the Fund. theorem of algebra. To find the third root, write the conjugate roots and the third root c as factors of the

$$\text{polynomial, } x^3 + 2x^2 - 6x + 8 = (x - (1+i))(x - (1-i))(x - c) = (x^2 - 2x + 2)(x - c), \therefore -2c = 8, c = -4.$$

Polynomials with complex coefficients:

e.g. Factorise $z^2 - i$.

$$\text{Let } z^2 - i = (z - (a+bi))(z + (a+bi)) = z^2 - (a^2 - b^2) - 2abi.$$

$$\therefore a^2 - b^2 = 0 \text{ and } 2ab = 1. \text{ Solve to obtain}$$

$$a = \frac{\sqrt{2}}{2} \text{ and } b = \frac{\sqrt{2}}{2}.$$

Specialist Mathematics

Rachel Sandford



Specialist Mathematics:

Essential Specialist Mathematics Third Edition Enhanced TIN/CP Version Michael Evans, Josian Astruc, Neil Cracknell, Sue Avery, Peter Jones, 2011-04 The Essential VCE Mathematics series has a reputation for mathematical excellence with an approach developed over many years by a highly regarded author team of practising teachers and mathematicians This approach encourages understanding through a wealth of examples and exercises with an emphasis on VCE examination style questions New in the enhanced versions TI Nspire OS3 and Casio ClassPad calculator explanations examples and problems are integrated into the text Page numbers in the printed text reflect the previous TI nspire and Casio ClassPad version allowing for continuity and compatibility Digital versions of the student text are available in Interactive HTML and PDF formats through Cambridge GO

Special Secondary Schools For The Mathematically Talented: An International Panorama Bruce R Vogeli, 2015-08-28 A review of 100 special schools for the mathematically talented students in twenty nations Appendices contain sample syllabi tests and documents

Which Way Social Justice in Mathematics Education? Leone Burton, 2003-02-28 This contributed volume explores equity and social justice within the field of mathematics education In part one Helga Jungwirth's introductory chapter provides a strong theoretical overview that is based in actual classroom behaviors and a typology that classifies the various interpretations found within this volume Also in part one Laurie Hart discusses developments in equity research in the United States Part two focuses on results of studies about social justice and their impact on learning in mathematics classrooms in various parts of the world For example in a chapter on Peru social justice does not just encompass gender but also inequalities in opportunities to learn such as problems of resources living and social conditions communal demands and language needs And part three focuses on computers as a resource to mathematics teaching The contributors raise several important social justice issues which have previously remained unresearched Although there are a number of chapters specifically dealing with gender many of the authors use one of the following strategies their gender specific questions are set in a wider socio cultural context they challenge what have threatened to become false orthodoxies or they raise other important issues These other issues include the meaning of democratic citizenship for mathematics classrooms the links between parents and children learning mathematics and the preconceptions of some teachers of underprivileged students in Australia Other chapters explore different forms of classroom communication participation and assessment The pieces on computers state that there is still not enough research to conclude whether computers in the mathematics classrooms are supportive of or detrimental to the learning of all students The one thing on which every author in this volume does agree is that social justice in mathematics education has still not been attained but that we must strive toward it to improve educational practices and society in general

International Handbook of Mathematics Teacher Education: Volume 1, 2019-12-02 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while maintaining the themes for

each of the volumes Collectively the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 1 Knowledge Beliefs and Identity in Mathematics Teaching and Teaching Development edited by Despina Potari and Olive Chapman examines teacher knowledge beliefs identity practice and relationships among them These important aspects of mathematics teacher education continue to be the focus of extensive research and policy debate globally Thus as the first volume in the series it appropriately addresses central topics issues that provide an excellent beginning to engage in the field of mathematics education through the handbook Contributors are Jill Adler Mike Askew Maria Bartolini Bussi Anne Bennison Kim Beswick Olive Chapman Charalambos Charalambos Helen Chick Marta Civil Sandra Crespo Sean Delaney Silvia Funghi Merrilyn Goos Roberta Hunter Barbara Jaworski Kim Koh Esther S Levenson Yeping Li Niamh O Meara JoengSuk Pang Randolph Phillipp Despina Potari Craig Pournara Stephen Quirke Alessandro Ramploud Tim Rowland John Zig Siegfried Naiqing Song Konstantinos Stouraitis Eva Thanheiser Collen Vale Hamsa Venkat and Huirong Zhang

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Essential Specialist Mathematics Michael Evans,Sue Avery,Josian Astruc,Neil Cracknell,2005-12-29 This companion text to Essential Specialist Mathematics 3rd edition contains fully worked solutions to all of the analysis and application questions contained in the text book The graphics calculator is featured in the solutions where ever this is appropriate Full diagrams graphs and tables relevant to the solutions are included in all cases

Theorizing and Measuring Affect in Mathematics Teaching and Learning Chiara Andrà,Domenico Brunetto,Francesca Martignone,2021-01-23 This book presents a literature review of and a state of the art glimpse into current research on affect related aspects of teaching and learning in and beyond mathematics classrooms Then research presented at the MAVI 25 Conference which took place in Intra Italy in June 2019 is grouped in thematic strands that capture cutting edge issues related to affective components of learning and teaching mathematics The concluding chapter summarises the main messages and sketches future directions for research on affect in mathematics education The book is intended for researchers in mathematics education and especially graduate students and PhD candidates who are interested

in emotions attitudes motivations beliefs needs and values in mathematics education *International Perspectives on Teaching and Learning for Mathematical Literacy* ,2024-10-02 Mathematics plays an important role in today s world and is used in daily life more than is often appreciated Mathematical literacy denotes the competence to deal with the mathematical issues of life in modern society The underlying purpose of this book is to support the development of rich understandings and practices of how an education for mathematical literacy can be realised The collected works emerging from several educational systems offer a fresh perspective on mathematical literacy and the chapters include practical examples that teachers pre service teachers and teacher educators might adapt to their own needs *The Forum of Education* ,1925

The NIE Conference on Basic Mathematical Skills and Learning ,1977 The NIE Conference on Basic Mathematical Skills and Learning, October 4-6, 1975, Euclid, Ohio ,1977 ... The Teaching of Mathematics in the United Kingdom Great Britain. Board of Education,1911 *Academic Success And Social Power* Richard Teese,2013-04-18 A most significant text that says something new about how student achievement is shaped Richard Teese cuts across much of the recent talk about reform and allows us to think about the issues afresh His findings will fascinate all Professor Simon Marginson Monash University This eye opening study of Australian secondary education looks beyond clich s about excellence to analyse the historically specific nature of the scholarly ideal against which successive generations of Australian students have been judged Drawing on a wealth of strikingly original research Richard Teese offers a penetrating analysis of Victorian secondary schooling in the half century after World War Two This was a era in which higher secondary schooling ceased to be the preserve of an elite and emerged as a system of mass education It was also a period marked by successive waves of reform in curriculum and assessment Yet at the end of it all Australians have been left with a sharply polarised system of schooling in which the most economically vulnerable populations of young people are also those most at risk of educational failure This book asks the hard questions Are our systems of secondary teaching and the expectations they place on students anachronistic in an age of mass education How far is the curriculum itself responsible for the manifest disparities in achievement between sectors and regions and between boys and girls What has been the universities role in the process of reform and counter reform And what have all these upheavals implied for the practice of teaching *An Evolution of Mathematics Curriculum Where It Was, Where It Stands and Where It Is Going* OECD,2024-12-18 The OECD Future of Education and Skills 2030 report on mathematics curriculum presents first of its kind comparative data on how countries are adapting curricula to meet the demands of the 21st century The project s unique data illustrate a 25 year evolution of mathematics curricula in various countries looking at content coverage and the integration of essential 21st century skills like problem solving critical thinking and data literacy The findings show how mathematics as a school discipline a traditionally hard to change subject given its foundational and hierarchical nature is undergoing transformation to meet societal and technological demands Using a collaborative co creation approach the report synthesises inputs from a wide

range of stakeholders including policy makers academic experts school leaders teachers NGOs social partners and most importantly students This broad inclusive perspective enriches the report with insights on implementation gaps students voice and promising examples on how to embed future oriented competencies alongside rigorous content into mathematics curriculum

Department for Children, Schools and Families Great Britain. National Audit Office, 2008 In 2007 the Department for Children Schools and Families commissioned Sir Peter Williams to undertake an independent review of the quality of primary mathematics teaching and his report was published in June 2008 This report evaluates in particular raising attainment and progress in mathematics and narrowing achievement gaps between certain pupils and their peers and the delivery and effectiveness of the Primary National Strategy's resources and interventions and their impact on pupil and school performance It was found that bringing greater structure and consistency to the way primary mathematics is taught the Strategy initially helped to improve test results at Key Stage 2 Since 2000 however attainment has levelled off It is too early to tell if the 2007 revisions to the Strategy will deliver the step change required The report makes recommendations on this basis

The Learning and Teaching of Mathematical Modelling Mogens Niss, Werner Blum, 2020-01-16 This book takes stock of the state of affairs of the teaching and learning of mathematical modelling with regard to research development and practice It provides a conceptual framework for mathematical modelling in mathematics education at all education levels as well as the background and resources for teachers to acquire the knowledge and competencies that will allow them to successfully include modelling in their teaching with an emphasis on the secondary school level Mathematics teachers mathematics education researchers and developers will benefit from this book Expertly written and researched this book includes a comprehensive overview of research results in the field an exposition of the educational goals associated with modelling the essential components of modelling competency and an extensive discussion of didacticopedagogical challenges in modelling Moreover it offers a wide variety of illuminating cases and best practice examples in addition to insights into the focal points for future research and practice The Learning and Teaching of Mathematical Modelling is an invaluable resource for teachers researchers textbook authors secondary school mathematics teachers undergraduate and graduate students of mathematics as well as student teachers

Teaching Mathematics in Secondary Schools Linda Haggarty, 2013-09-13 A companion to Aspects of Teaching Secondary Mathematics this book introduces and explores the contemporary issues and key ideas entailed in the teaching and learning of this subject This book is concerned with exploring the bigger picture of mathematics education and is aimed particularly at those learning to teach mathematics teachers in the classroom who want to continue thinking and developing as mathematics teachers and those concerned with education who would like to be better informed about mathematics education Divided into seven sections to help structure reading this book offers a completely up to date comprehensive overview written by the most known well respected experts in the field

The Proceedings of the 12th International Congress on Mathematical Education Sung Je Cho, 2015-02-10 This book comprises the

Proceedings of the 12th International Congress on Mathematical Education ICME 12 which was held at COEX in Seoul Korea from July 8th to 15th 2012 ICME 12 brought together 3500 experts from 92 countries working to understand all of the intellectual and attitudinal challenges in the subject of mathematics education as a multidisciplinary research and practice This work aims to serve as a platform for deeper more sensitive and more collaborative involvement of all major contributors towards educational improvement and in research on the nature of teaching and learning in mathematics education It introduces the major activities of ICME 12 which have successfully contributed to the sustainable development of mathematics education across the world The program provides food for thought and inspiration for practice for everyone with an interest in mathematics education and makes an essential reference for teacher educators curriculum developers and researchers in mathematics education The work includes the texts of the four plenary lectures and three plenary panels and reports of three survey groups five National presentations the abstracts of fifty one Regular lectures reports of thirty seven Topic Study Groups and seventeen Discussion Groups

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