

Find the value of the following without using trigonometric tables:

$$\frac{\cos 50^\circ}{2 \sin 40^\circ} + \frac{4(\operatorname{cosec}^2 59^\circ - \tan^2 31^\circ)}{3 \tan^2 45^\circ} - \frac{2}{3} \tan 12^\circ \cdot \tan 78^\circ \cdot \sin 90^\circ$$

18. Prove that $\cos \theta (\sin \theta - 2 \sin^3 \theta) = \sin \theta (2 \cos^3 \theta - \cos \theta)$

19. If $\sec \theta + \tan \theta = p$, show that $\frac{p^2 + 1}{2p} = \sec \theta$

20. Find the mode of the following frequency distribution:

Class	14 – 16	16-18	18-20	20-22	22-24
Frequency	2	3	6	5	4

Section – D

Questions from 21 to 31 carry four marks each.

21. 6 retired teachers, 8 retired doctors and 10 retired defense officers are willing to render their services to a village. Each of teacher, doctor and defense officers serves equal number of different persons in that village.

- Find least number of persons served by each.
- Suggest the value depicted in the question.

22. Represent the following pair of linear equations graphically

$$x + y = 7$$

$$5x + 2y = 20$$

From the graph, find the points where the lines represented by these equations intersect the x-axis.

23. The present age of a father is three years more than three times the age of the son. Three years hence, father's age will be 10 years more than twice the age of the son. Determine their present ages.

24. Find the values of p and q so that 1 and -2 are the zeroes of the polynomial $p(x) = x^3 + 10x^2 + px + q$. Also find its third zero.

25. In the figure given below, $\triangle PQR$ is right angled at Q and the points S and T trisect the side QR. Then prove that $8PT^2 = 3PR^2 + 5PS^2$.



26. Prove that the ratio of the areas of two similar triangles is equal to the square of the ratio of their corresponding sides.

27. If $\tan \theta + \cot \theta = 4$ find the values of $\tan^4 \theta + \cot^4 \theta$

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Marc Schäfer

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name bar.

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Visualisation and Epistemological Access to Mathematics Education in Southern Africa Marc Schäfer, 2023-04-27 This book demonstrates that using visualisation processes in mathematics education can help to enhance teaching and learning and bridge the inequality gap that exists between well resourced and under resourced schools in Southern Africa Drawing on classroom research conducted in the Southern African region it examines how epistemological access in a context of gross inequality can be constructively addressed by providing research based solutions and recommendations The book outlines the visualisation process as an integral but often overlooked process of mathematics teaching and learning It goes beyond the traditional understanding of visualisation processes such as picture forming and using tools and considers visualisation processes that are semiotic in nature and includes actions such as gestures in combination with language It adds value to the visualisation in mathematics education research discourse and deliberation in Africa With a unique focus on Southern Africa and open avenues for further research and collaboration in the region it will be a highly relevant reading for researchers academics and post graduate students of mathematics education comparative education and social justice education

Theory and Practice of Lesson Study in Mathematics Rongjin Huang, Akihiko Takahashi, João Pedro da Ponte, 2019-05-28 This book brings together and builds on the current research efforts on adaptation conceptualization and theorization of Lesson Study LS It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries it enables the reader to take a comparative perspective Finally the book presents and discusses studies on key aspects of LS such as lesson planning post lesson discussion guiding theories connection between research and practice and upscaling Lesson Study which has originated in Asia as a powerful effective professional development model has spread globally Although the positive effects of lesson study on teacher learning student learning and curriculum reforms have been widely documented conceptualization of and research on LS have just begun to emerge This book including 38 chapters contributed by 90 scholars from 21 countries presents a truly international collaboration on research on and adaptation of LS and significantly advances the development of knowledge about this process Chapter 15 How Variance and Invariance Can Inform Teachers Enactment of Mathematics Lessons of this book is available open access under a CC BY 4.0 license at link.springer.com Theory and Practice of Lesson Study in Mathematics An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges Max Stephens Senior research fellow at The University of Melbourne It works Instruction improves learning improves Wide scale Enduring Deep impact Lesson study has it When something works as well as lesson study does while alternative

systems for improving instruction fail or only succeed on small scale or evaporate as quickly as they show promise it is time to understand how and why lesson study works This volume brings the research on lesson study together from around the world Here is what we already know and here is the way forward for research and practice informed by research It is time to wake up and pay attention to what has worked so well on wide scale for so long Phil Dara A leading author of the Common Core State Standards of Mathematics in the U S

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Teacher Empowerment Toward Professional Development and Practices Ismail Hussein Amzat,Nena P. Valdez,2017-04-22 This book gathers a range of contributions from researchers and practitioners across borders with an emphasis on theoretical arguments and empirical data concerning teacher empowerment It propels readers to explore powerful teaching practices that can further advance the profession as a continuing priority in the system when appropriately utilized Further it strives to capture teachers readiness to improve their professional skills and responsive practices as a form of accountability for their teaching and students learning two aspects that are increasingly being judged by various stakeholders The book argues that teachers autonomous participation and engagement in relevant decision making activities and equitable access to continuing professional development opportunities are and should remain major priorities

Children's drawings: Evidence-based research and practice Matteo Angelo Fabris,Monica Shiakou,Claudio Longobardi,Christiane Lange-Küttner,2023-08-24

Driven by Data 2.0 Paul Bambrick-Santoyo,2019-04-16 The bestselling guide for school leaders updated in a new edition Data driven instruction is the philosophy that schools should focus on two simple questions how do you know if are students learning And when they are not what do you do about it Driven by Data 2 0 is a practical guide that answers these questions to empower schools to achieve significant gains in student achievement Rooted in a proven framework that has been implemented in thousands of schools the book presents what makes schools successful along with tools to put the framework into place to make data work for your schools Assess set the roadmap for learning Analyze identify why students struggle Act teach more effectively what students need Build the culture train and develop your staff so that data driven instruction can thrive If you re a K 12 leader coach or teacher looking to implement data driven instruction in your school district Driven by Data 2 0 has the tools to train your staff PD materials videos of exemplar practice and all the resources you need to achieve remarkable results

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South African Schooling: The Enigma of Inequality Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

Handbook of BRICS and Emerging Economies P. B. Anand, Shailaja Fennell, Flavio Comim, 2021 Ever since Jim O'Neill at Goldman Sachs coined the term BRICS in 2001 there have been many different assessments of these major emerging economies with some even proclaiming that the promise of the BRICS comprising Brazil Russia India China and South Africa is over However the so called arranged marriage still seems to be working well with the club having become a formal international forum with summit declarations ministerial meetings and numerous BRICS wide fora Is this euphoria misplaced Is there a BRICS model of economic and human development Are inequalities increasing and is this the denouncement of the economic successes The Handbook of BRICS and Emerging Economies presents a comprehensive and multi faceted analysis of the BRICS countries and other emerging economies exploring their economic social environmental and governance

dimensions and other challenges It brings together multi disciplinary perspectives from more than fifty authors to examine how education contributed to the emergence of BRICS how BRICS are impacting African economies and how other emerging economies including Chile Mexico Turkey and others in Africa and Central Asia compare It observes the impact of governance challenges both within individual countries and in the forum for co operation amongst them what issues related to gender and identity based violence are prevalent and what the security implications are and the role of BRICS is in contributing to peace keeping operations International Conference on Education and Management Science (ICEMS2014)

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Secondary Mathematics Teachers Nicholas H. Wasserman,2018-12-12 Secondary mathematics teachers are frequently required to take a large number of mathematics courses including advanced mathematics courses such as abstract algebra as part of their initial teacher preparation program and or their continuing professional development The content areas of advanced and secondary mathematics are closely connected Yet despite this connection many secondary teachers insist that such advanced mathematics is unrelated to their future professional work in the classroom This edited volume elaborates on some of the connections between abstract algebra and secondary mathematics including why and in what ways they may be important for secondary teachers Notably the volume disseminates research findings about how secondary teachers engage with and make sense of abstract algebra ideas both in general and in relation to their own teaching as well as offers itself as a place to share practical ideas and resources for secondary mathematics teacher preparation and professional development Contributors to the book are scholars who have both experience in the mathematical preparation of secondary teachers especially in relation to abstract algebra as well as those who have engaged in related educational research The volume addresses some of the persistent issues in secondary mathematics teacher education in connection to advanced mathematics courses as well as situates and conceptualizes different ways in which abstract algebra might be influential for teachers of algebra **Connecting Abstract Algebra to Secondary Mathematics for Secondary Mathematics Teachers** is a productive resource for mathematics teacher educators who teach capstone courses or content focused methods courses as well as for

abstract algebra instructors interested in making connections to secondary mathematics *Math Instruction for Students with Learning Problems* Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis **Progress Monitoring and Data-Based Decision-Making in Inclusive Schools** Markus Gebhardt, Stefan Blumenthal, David Scheer, Yvonne Blumenthal, Sarah Powell, Erica Lembke, 2023-05-18 *Measurement Invariance* Rens Van De Schoot, Peter Schmidt, Alain De Beuckelaer, 2015-10-05 Multi item surveys are frequently used to study scores on latent factors like human values attitudes and behavior Such studies often include a comparison between specific groups of individuals either at one or multiple points in time If such latent factor means are to be meaningfully compared the measurement structures including the latent factor and their survey items should be stable across groups and or over time that is invariant Recent developments in statistics have provided new analytical tools for assessing measurement invariance MI The aim of this special issue is to provide a forum for a discussion of MI covering some crucial themes 1 ways to assess and deal with measurement non invariance 2 Bayesian and IRT methods employing the concept of approximate measurement invariance and 3 new or adjusted approaches for testing MI to fit increasingly complex statistical models and specific characteristics of survey data The special issue started with a kick off meeting where all potential contributors shared ideas on potential papers This expert workshop was organized at Utrecht University in The Netherlands and was funded by the Netherlands Organization for Scientific Research NWO VENI 451 11 008 After the kick off meeting the authors submitted their papers all of which were reviewed by experts in the field The papers in the eBook are listed in alphabetical order but in the editorial the papers are introduced thematically Although it is impossible to cover all areas of relevant research in the field of MI papers in this eBook provide insight on important aspects of measurement invariance We hope that the discussions included in this special issue will stimulate further research on MI and facilitate further discussions to support the understanding of the role of MI in multi item surveys *Helping Children Learn Mathematics, 5th Australian Edition* Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Leicha Bragg, Audrey Cooke, Melissa Fanshawe, Mark Gronow, 2025-10-10 Executive Function and Education Mariëtte Huizinga, Dieter Baeyens, Jacob A. Burack, 2018-09-21 Executive function is an umbrella term for various cognitive processes that are central to goal directed behavior thoughts and emotions These processes are especially important in novel or demanding situations which require a rapid and flexible adjustment of behavior to the changing demands of the environment The development of executive function

relies on the maturation of associated brain regions as well as on stimulation in the child's social contexts especially the home and school. Over the past decade the term executive function has become a buzzword in the field of education as both researchers and educators underscore the importance of skills like goal setting, planning and organizing in academic success. Accordingly in initiating this Research Topic and eBook our goal was to provide a forum for state of the art theoretical and empirical work on this that both facilitates communication among researchers from diverse fields and provides a theoretically sound source of information for educators. The contributors to this volume who hail from several different countries in Europe and North America have certainly accomplished this goal in their nuanced and cutting edge depictions of the complex links among various executive function components and educational success.

Neutrosophic Sets and Systems, book series, Vol. 9, 2015 Florentin Smarandache, Mumtaz Ali, 2015-02-01 This volume is a collection of fourteen papers written by different authors and co authors listed in the order of the papers: F Yuhua, K Mandal, K Basu, S Pramanik, K Mondal, S Alkhazaleh, J Nescolarde Selva, J L Us Dom, nech A Betancourt, V zquez, K P rez, Teruel, M Leyva, V zquez, A Aydo, du I Arockiarani, C A C Sweetey, F Smarandache, L Zhengda, S Kar, S Mukherjee, P Das and T K Kumar.

Transitioning to Quality Education Eila Jeronen, 2021-08-13 Transitioning to Quality Education focuses on the fourth UN Sustainable Development Goal. According to SDG 4 every learner should acquire the knowledge and skills needed to promote sustainable development. UN 2015 17. Thus the aim of sustainability education is to foster learners to be creative and responsible global citizens who critically reflect on the ideas of sustainable development and the values that underlie them and take responsible actions for sustainable development. UNESCO 2017 Sustainability is strongly connected to attitudes and values therefore applications of sustainability are complicated. Quality education requires teachers to have competences, knowledge and skills to be able to plan and carry out meaningful education and teaching in sustainability. The aim of Transitioning to Quality Education is to provide versatile experiences and new knowledge on the cognitive, affective and social issues that are important for promoting sustainable development in formal and non formal education. Transitioning to Quality Education is part of MDPI's new Open Access book series Transitioning to Sustainability. With this series MDPI pursues environmentally and socially relevant research which contributes to efforts toward a sustainable world. Transitioning to Sustainability aims to add to the conversation about regional and global sustainable development according to the 17 SDGs. The book series is intended to reach beyond disciplinary even academic boundaries.

Predictive Models for School Leadership and Practices Amzat, Ismail Hussein, 2018-09-07 A successful administrator is one who applies suitable or appropriate leadership styles in various situations or contexts. It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times as well as promote the accomplishments of their organization. Predictive Models for School Leadership and Practices is an essential reference source that discusses academic administration as well as administrative effectiveness in achieving organizational goals. Featuring research on topics such as teacher collaboration, school crisis,

management and ITC integration this book is ideally designed for principals researchers academics educational policymakers and teachers seeking coverage on academic leadership and leadership models **The ID CaseBook** Peggy A. Ertmer,James A. Quinn,Krista D. Glazewski,2019-03-26 The fifth edition of The ID CaseBook provides instructional design students with 26 realistic open ended case studies that encourage adept problem solving across a variety of client types and through all stages of the process After an introduction to the technique of case based reasoning the book offers three sections dedicated to K 12 post secondary and corporate clients respectively each composed of varied detailed cases created by instructional design experts The cases and their accompanying discussion questions encourage students to analyze the available information develop action plans and consider alternative possibilities in resolving problems The esteemed editor team of Peggy A Ertmer James A Quinn and Krista D Glazewski continue their considerable contribution to the teaching of instructional design with this thoroughly revised and updated volume

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