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Secondary 2 E Mathematics

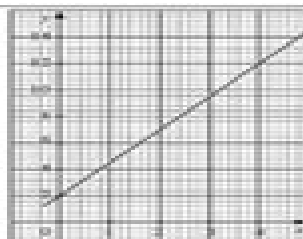
WAI Mock Paper

Topic: Linear Graph, Simultaneous & Linear Inequalities

Duration: 1 hour and 15 minutes



Linear Graph & Simultaneous Linear Equations

1	(a) Find the gradient of the line. (b) Write down the y-intercept of the line. (c) Write down the equation of the vertical line that passes through $(2, 0)$.		[1] [1] [1]									
2	The equation of a line is $ax + 2y = 3$. (a) This line passes through $(-1, 2.5)$. Find the value of a. (b) On a piece of graph paper, draw the graph $ax + 2y = 3$ for $-3 \leq x \leq 3$. (c) Find the value of y when $x = 2.5$ (d) On the same graph, draw the line $y = 2.8$ (e) Find the coordinates of the point where both lines intersect.	[1] [2] [1] [1] [1]										
3	Given that the equation $\frac{3}{2}x - 2y = \frac{1}{5}$, copy and complete the following table. <table border="1" data-bbox="481 809 1379 862"><tr><td>x</td><td>-2</td><td>0</td><td>2</td><td>4</td></tr><tr><td>y</td><td></td><td></td><td></td><td></td></tr></table> (ii) Draw the graph of $\frac{3}{2}x - 2y = \frac{1}{5}$, for $-2 \leq x \leq 4$. (iii) Given that $(\frac{p}{2}, 2.3)$ is a solution of the equation, find the value of p. (b) The equation of another line is $y = \frac{2}{5}x + \frac{3}{5}$. Draw the graph of this line on the same axes. (c) Using the graph, solve the following Simultaneous Equation. $\frac{3}{2}x - 2y = \frac{1}{5}$ $5y - 2x = 3$	x	-2	0	2	4	y					[2] [2] [2] [1] [1]
x	-2	0	2	4								
y												

Singapore Sec 2 Maths Paper

**Berinderjeet Kaur, Glenda
Anthony, Minoru Ohtani, David Clarke**

Singapore Sec 2 Maths Paper:

Model Exam Papers for Maths S2 Express , Mathematics Instructional Practices in Singapore Secondary Schools Berinderjeet Kaur,Yew Hoong Leong,2021-01-06 This book offers a detailed look into the how and what of mathematics instruction in Singapore It presents multiple aspects of mathematics instruction in schools ranging from the unique instructional core practices that promote mastery development of conceptual knowledge through learning experiences nurturing of positive attitudes self regulation of learning and development and use of instructional materials for making connections across mathematical ideas developing mathematical reasoning and developing fluency in applying mathematical knowledge in problem solving The book presents a methodology that is successful in documenting classroom instruction in a comprehensive manner The research findings illuminate instruction methods that are culturally situated robust and proven to impact student learning It demonstrates how a unique data source can be analysed through multiple lenses and provides readers with a rich portrait of how the school mathematics instruction is enacted in Singapore secondary schools Lqsg Maths Sec 1 (express) , **Lman Practice Guide Maths S1e Vol 2** , *Mathematics Education in Singapore* Tin Lam Toh,Berinderjeet Kaur,Eng Guan Tay,2019-02-07 This book provides a one stop resource for mathematics educators policy makers and all who are interested in learning more about the why what and how of mathematics education in Singapore The content is organized according to three significant and closely interrelated components the Singapore mathematics curriculum mathematics teacher education and professional development and learners in Singapore mathematics classrooms Written by leading researchers with an intimate understanding of Singapore mathematics education this up to date book reports the latest trends in Singapore mathematics classrooms including mathematical modelling and problem solving in the real world context *Computational Experiment Approach to Advanced Secondary Mathematics Curriculum* Sergei Abramovich,2014-05-08 This book promotes the experimental mathematics approach in the context of secondary mathematics curriculum by exploring mathematical models depending on parameters that were typically considered advanced in the pre digital education era This approach by drawing on the power of computers to perform numerical computations and graphical constructions stimulates formal learning of mathematics through making sense of a computational experiment It allows one in the spirit of Freudenthal to bridge serious mathematical content and contemporary teaching practice In other words the notion of teaching experiment can be extended to include a true mathematical experiment When used appropriately the approach creates conditions for collateral learning in the spirit of Dewey to occur including the development of skills important for engineering applications of mathematics In the context of a mathematics teacher education program the book addresses a call for the preparation of teachers capable of utilizing modern technology tools for the modeling based teaching of mathematics with a focus on methods conducive to the improvement of the whole STEM education at the secondary level By the same token using the book s pedagogy and its mathematical content

in a pre college classroom can assist teachers in introducing students to the ideas that develop the foundation of engineering profession Singapore National Bibliography ,1988 (Free version) *Abacus & Mental Arithmetic Course Book* Mathewmatician, All four arithmetic examples and exercises are provided with detailed and smooth versions of video teaching It is suitable to Children with strong self learning ability Parents who train their children on their own Kindergarten or Primary school teacher Students majoring in early childhood education or elementary education in universities and colleges Those who are interested in becoming an abacus and mental arithmetic teacher or are interested in running an abacus and mental arithmetic class *The First Sourcebook on Asian Research in Mathematics Education - 2 Volumes* Bharath Sriraman,Jinfa Cai,Kyeonghwa Lee,Lianghuo Fan,Yoshinori Shimizu,Chap Sam Lim,K. Subramaniam,2015-08-01 Mathematics and Science education have both grown in fertile directions in different geographic regions Yet the mainstream discourse in international handbooks does not lend voice to developments in cognition curriculum teacher development assessment policy and implementation of mathematics and science in many countries Paradoxically in spite of advances in information technology and the flat earth syndrome old distinctions and biases between different groups of researcher s persist In addition limited accessibility to conferences and journals also contribute to this problem The International Sourcebooks in Mathematics and Science Education focus on under represented regions of the world and provides a platform for researchers to showcase their research and development in areas within mathematics and science education The First Sourcebook on Asian Research in Mathematics Education China Korea Singapore Japan Malaysia and India provides the first synthesized treatment of mathematics education that has both developed and is now prominently emerging in the Asian and South Asian world The book is organized in sections coordinated by leaders in mathematics education in these countries and editorial teams for each country affiliated with them The purpose of unique sourcebook is to both consolidate and survey the established body of research in these countries with findings that have influenced ongoing research agendas and informed practices in Europe North America and other countries in addition to serving as a platform to showcase existing research that has shaped teacher education curricula and policy in these Asian countries The book will serve as a standard reference for mathematics education researchers policy makers practitioners and students both in and outside Asia and complement the Nordic and NCTM perspectives **Mathematics Education: The Singapore Journey** Khoon Yoong Wong,Peng Yee Lee,Berinderjeet Kaur,Pui Yee Foong,Swee Fong Ng,2009-02-19 This comprehensive book is a state of the art review of research and practices of mathematics education in Singapore It traces the fascinating journey from the original development of the Singapore mathematics curriculum in the 1950s to the present day and reports on diverse findings about the Singapore experience that are not readily available in print All of the authors are active mathematics educators or senior mathematics teachers in Singapore thus adding authenticity and distinctiveness to the stories covered in this book The issues they so earnestly explore in this book will undoubtedly be of interest to graduate students mathematics educators and the

international mathematics education community **Additional Mathematics Topical Revision Kit for GCE O Level (Singapore)** Ignatius Tham, Additional Mathematics Topical Revision Kit is written in accordance to the latest syllabus issued by the Ministry Of Education Singapore for students pursuing the GCE O Level Singapore certificate This EBook aims to address the study needs of students by incorporating pictorial illustrations for easy learning Crafting diagrams with colours to aid visual learning Grouping related formulae together for easy understanding and reference Besides Maths formulae this book also includes commonly asked questions by examiners and work examples with full solutions for the more challenging questions to help students quickly recall them when required Each topic is broken down into main topic and sub topics with clear description **Pm Art Primary 1** Joash Moo, Ng Siew Yong, 2009 *Mentors in Schools (1996)* Hazel Hagger, Donald McIntyre, 2018-02-06 First published in 1996 this book brings together the work of teams in six universities involved in school based partnerships for teacher education Professionals from Oxford University the Manchester Metropolitan University Keele Sussex Swansea and Leicester University come together to explore the distinctive work of school based teacher educators discussing the role of the teacher mentor in both primary and secondary schools Topics covered include mentoring in the primary school issues in the managing of mentoring working with new teachers and mentoring and continuing professional development All involved in school based teacher education whether as mentors teacher trainers in higher education school senior management advisers or inspectors should find the range of experience presented here invaluable in their own work *Commonwealth Universities Yearbook* , 1981 A directory to the universities of the Commonwealth and the handbook of their association **Student Voice in Mathematics Classrooms around the World** Berinderjeet Kaur, Glenda Anthony, Minoru Ohtani, David Clarke, 2013-09-06 The Learner s Perspective Study ascribes to the premise that the investigation of social practice within the mathematics classrooms must attend to the learners practice with at least the same priority as that accorded to the teachers practice In focusing on student voice within this partnership as enacted in many different guises across different cultures and socio political learning environments we hope that we will be better informed to understand the relationship between pedagogy and learning mathematics and between pedagogy and the empowerment of diverse learners Research findings from the Learner s Perspective Study reported in this book and its companion volumes affirm just how culturally situated are the practices of classrooms around the world and the extent to which students are collaborators with the teacher complicit in the development and enactment of patterns of participation that reflect individual societal and cultural priorities and associated value systems In this book we attend closely to this collaboration with our focus on the voice of the student Collectively the authors consider how the deliberate inclusion of student voice can be used to enhance our understandings of mathematics classrooms of mathematics learning and of mathematics outcomes for students in classrooms around the world The Learner s Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants The LPS

research design documents sequences of at least ten lessons using three video cameras supplemented by the reconstructive accounts of classroom participants obtained in post lesson video stimulated interviews and by test and questionnaire data and copies of student written material In each participating country data generation focuses on the classrooms of three teachers identified by the local mathematics education community as competent and situated in demographically different school communities within the one major city The large body of complex data supports both the characterization of practice in the classrooms of competent teachers and the development of theory

Reforms and Issues in School Mathematics in East Asia ,2010-01-01 Worldwide efforts to improve students learning of mathematics have turned educational researchers attention to some high achieving education systems especially those in East Asia including Chinese Mainland Hong Kong Japan Singapore South Korea and Taiwan However there is much less sharing and learning of educational policy and practices that goes beyond one or two such high achieving education systems At this time when educational changes and reforms for improving students learning of mathematics are also underway within these high achieving education systems in East Asia it becomes timely and important for the world to learn why and how relevant changes take place across these selected education systems This book has put together a set of papers that individually presents issues on the changing mathematics curriculum and teacher education in the six high achieving education systems in East Asia Collectively the book extends beyond what we can learn about exemplary practices in individual education systems in East Asia It helps us develop a better understanding of the interplay between various measures for the pursuit of excellence in mathematics curriculum and teacher education on the one hand and the different system contexts on the other The intended readers of the book include education policy makers curriculum developers researchers teachers teacher educators and anyone else interested in school mathematics curriculum and teacher education

More Trouble with Maths Steve Chinn,2020-03-24 Now in an updated third edition this invaluable resource takes a practical and accessible approach to identifying and diagnosing many of the factors that contribute to mathematical learning difficulties and dyscalculia Using a combination of formative and summative approaches it provides a range of norm referenced standardised tests and diagnostic activities each designed to reveal common error patterns and misconceptions in order to form a basis for intervention Revised to reflect developments in the understanding of learning difficulties in mathematics the book gives a diagnostic overview of a range of challenges to mathematical learning including difficulties in grasping and retaining facts problems with mathematics vocabulary and maths anxiety Key features of this book include Photocopiable tests and activities designed to be presented in a low stress way Guidance on the interpretation of data allowing diagnosis and assessment to become integrated into everyday teaching Sample reports showing the diagnostic tests in practice Drawing on tried and tested methods as well as the author s extensive experience and expertise this book is written in an engaging and user friendly style It is a vital resource for anyone who wants to accurately identify the depth and nature of mathematical learning difficulties and dyscalculia

Teaching

Secondary Mathematics Gregory Hine, Judy Anderson, Robyn Reaburn, Michael Cavanagh, Linda Galligan, Bing H. Ngu, Bruce White, 2021-09-24 Secondary mathematics teachers working in the Australian education sector are required to plan lessons that engage with students of different genders cultures and levels of literacy and numeracy Teaching Secondary Mathematics engages directly with the Australian Curriculum Mathematics and the Australian Professional Standards for Teachers to help preservice teachers develop lesson plans that resonate with students This edition has been thoroughly revised and features a new chapter on supporting Aboriginal and Torres Strait Islander students by incorporating Aboriginal and Torres Strait Islander cultures and ways of knowing into lessons Chapter content is supported by new features including short answer questions opportunities for reflection and in class activities Further resources additional activities and audio and visual recordings of mathematical problems are also available for students on the book s companion website Teaching Secondary Mathematics is the essential guide for preservice mathematics teachers who want to understand the complex and ever changing Australian education landscape

Mathematics Education Khoon Yoong Wong, 2009 This title provides much food for thought and pointers to meet future challenges in mathematics education not only within Singapore but also in other countries

Abstracts of The First Sourcebook on Asian Research in Mathematics Education Bharath Sriraman, Jinfa Cai, Kyeonghwa Lee, Lianghuo Fan, Yoshinori Shimizu, Chap Sam Lim, K. Subramaniam, 2013-04-01 Mathematics and Science education have both grown in fertile directions in different geographic regions Yet the mainstream discourse in international handbooks does not lend voice to developments in cognition curriculum teacher development assessment policy and implementation of mathematics and science in many countries Paradoxically in spite of advances in information technology and the flat earth syndrome old distinctions and biases between different groups of researcher s persist In addition limited accessibility to conferences and journals also contribute to this problem The International Sourcebooks in Mathematics and Science Education focus on under represented regions of the world and provides a platform for researchers to showcase their research and development in areas within mathematics and science education The First Sourcebook on Asian Research in Mathematics Education China Korea Singapore Japan Malaysia and India provides the first synthesized treatment of mathematics education that has both developed and is now prominently emerging in the Asian and South Asian world The book is organized in sections coordinated by leaders in mathematics education in these countries and editorial teams for each country affiliated with them The purpose of unique sourcebook is to both consolidate and survey the established body of research in these countries with findings that have influenced ongoing research agendas and informed practices in Europe North America and other countries in addition to serving as a platform to showcase existing research that has shaped teacher education curricula and policy in these Asian countries The book will serve as a standard reference for mathematics education researchers policy makers practitioners and students both in and outside Asia and complement the Nordic and NCTM perspectives

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