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(1 2 32 y fy y) 1() 23 32 2 x fx x x A1 Note: First M1 is for interchange of variables second M1 for manipulation Note: Final answer must be a function of x [4 marks] (b) 32 21 21 x B A x x 32 (2 1x Ax B)

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equating coefficients $32A$ and $2AB$ (M1) $32A$ and $12BA$ [2 marks] (c) 31 () $d \ln 2$ $124f$ xx x x c $A1$

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This title forms part of the completely new Mathematics for the IB Diploma series. This highly illustrated book covers topic 7 of the IB Diploma Higher Level Mathematics syllabus, the optional topic Statistics and Probability. It is also for use with the further mathematics course. Based on the new group 5 aims, the progressive approach encourages cumulative learning. Features include: a dedicated chapter exclusively for mixed examination practice; plenty of worked examples; questions colour-coded according to grade; exam-style questions; feature boxes throughout of exam hints and tips and calculator skills sheets to support students in using their Casio or Texas calculators.

Surveys the various techniques that can be used to evaluate students' learning, including summative, diagnostic, and formative approaches and the assessment of specific skills

This book takes a fresh look at programs for advanced studies for high school students in the United States, with a particular focus on the Advanced Placement and the International Baccalaureate programs, and asks how advanced studies can be significantly improved in general. It also examines two of the core issues surrounding these programs: they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education. By looking at what could enhance the quality of high school advanced study programs as well

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as what precedes and comes after these programs, this report provides teachers, parents, curriculum developers, administrators, college science and mathematics faculty, and the educational research community with a detailed assessment that can be used to guide change within advanced study programs.

The present book, *Cases of Assessment in Mathematics Education*, is one of two studies resulting from an ICMI Study Conference on Assessment in Mathematics Education and Its Effects. The book which is published in the series of ICMI Studies under the general editorship of the President and Secretary of ICMI is closely related to another study resulting from the same conference: *Investigations into Assessment in Mathematics Education* (Niss, 1992). The two books, although originating from the same sources and having the same editor, emphasize different aspects of assessment in mathematics education and can be read independently of one another. While the present book is devoted to presenting and discussing cases of assessment that are actually implemented, the other study attempts to critically analyze general and principal aspects of assessment. Naturally, the content of either book is enriched by the materials and perspectives provided by the other one. In order to put this book and its background into context, the nature and scope of the ICMI studies are outlined briefly below.

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