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Advanced Programme Mathematics (AP Maths) past papers

GRADE 12 EXAMINATION: ADVANCED PROGRAMME MATHEMATICS: PAPER II Page 3 of 14 IEB Copyright © 2019 PLEASE TURN OVER QUESTION 3 3.1 The random variable $Z \sim N(0, 1)$ {i.e ...

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(b) Since 15% is in the interval there is no evidence to suggest that the percentage of residents have approved the revised plan. 4.2 (a)

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3.1 Strong negative correlation. The colder the temperature, the more cups of chocolate will be sold. (3) 3.2 No correlation between the packets of chips sold and the temperature.

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Measurements taken at intervals; measurements between intervals not considered (2) 5.2 $1\ 800 < \text{prey} < 3\ 800$ (2) 5.3 35–40 (2) 5.4 rate of decrease : steeper gradient (2)

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3 31 1 33 1 33 3 3. 2 35 * 1: 23 23 2 2 33 8 2 33 * 2 53 1 85 83 3 3 58 53 58 3 5, kk k kk kk kk kk k k Assume true for n k viz that p where p Now if n k we have from we have p so if n k we have

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QUESTION 2.2.1 In 1999 (the year when most of you ...

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1 tail test . Not enough evidence to reject the null hypothesis in favour of the claim at the 5% significance level.

ADVANCED PROGRAMME MATHEMATICS: PAPER II MARKING GUIDELINES

Jodi was rushed for time during his Preliminary Advanced Programme Mathematics examination and only got part of the way answering the following question. 'Prove by the principle of mathematical induction that $x^n - y^n$ is divisible by $x - y$ for

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The various chapters of this book have brilliantly provided perspectives on creating conditions for success in higher education from a wide variety of stakeholders within a university environment. The rich content comes from varying fields of study as well as academic development and student affairs directorates within the institution. This is what is exciting about the book. The diversity of focus in chapters makes the book relevant to anyone with interest in higher education matters. From the opening to the closing chapter, students are making a contribution on what the university has done or is doing for them to succeed or what it should consider doing to improve its service to students. This touches on every environment that students find themselves in a university setting, from residences, to the classroom to commuter or off-campus students. The book's extended use of the capabilities approach and critical social theories has enabled it to provide nuances on not only the success of students, but, more importantly, about how the higher education environment can transform itself to practices relevant for the sector today. The various research studies in this book can benefit similar university contexts nationally and internationally.

Philanthropic societies funded by the Rockefeller family were prominent in the social history of the twentieth century, for their involvement in medicine and applied science. This book provides the first detailed study of their relatively brief but nonetheless influential foray into the field of mathematics.

World-class science and technology developed in the Soviet Union during Stalin's dictatorial rule under conditions of political violence, lack of international contacts, and severe restrictions on the freedom of information. Stalin's Great Science: The Times and Adventures of Soviet Physicists is an invaluable book that investigates this paradoxical success by following the lives and work of Soviet scientists — including Nobel Prize-winning physicists Kapitza, Landau, and others — throughout the turmoil of wars, revolutions, and repression that characterized the first half of Russia's twentieth century. The book examines how scientists operated within the Soviet political order, communicated with Stalinist politicians, built a new system of research institutions, and conducted groundbreaking research under extraordinary circumstances. Some of their novel scientific ideas and theories reflected the influence of Soviet ideology and worldview and have since become accepted universally as fundamental concepts of contemporary science. In the process of making sense of the achievements of Soviet science, the book dismantles standard assumptions about the interaction between science, politics, and ideology, as well as many dominant stereotypes — mostly inherited from the Cold War — about Soviet history in general. Science and technology were not only granted unprecedented importance in Soviet society, but they also exerted a crucial formative influence on the Soviet political system itself. Unlike most previous studies, Stalin's Great Science recognizes the status of science as an essential element of the Soviet polity and explores the nature of a special relationship between experts (scientists and engineers) and communist politicians that enabled the initial rise of the Soviet state and its mature accomplishments, until the pact eroded in later years, undermining the communist regime from within.

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Knowledge matters, and states have a stake in managing its movement to protect a variety of local and national interests. The view that knowledge circulates by itself in a flat world, unimpeded by national boundaries, is a myth. The transnational movement of knowledge is a social accomplishment, requiring negotiation, accommodation, and adaptation to the specificities of local contexts. This volume of essays by historians of science and technology breaks the national framework in which histories are often written. Instead, How Knowledge Moves takes knowledge as its central object, with the goal of unraveling the relationships among people, ideas, and things that arise when they cross national borders. This specialized knowledge is located at multiple sites and moves across borders via a dazzling array of channels, embedded in heads and hands, in artifacts, and in texts. In the United States, it shapes

policies for visas, export controls, and nuclear weapons proliferation; in Algeria, it enhances the production of oranges by colonial settlers; in Vietnam, it facilitates the exploitation of a river delta. In India it transforms modes of agricultural production. It implants American values in Latin America. By concentrating on the conditions that allow for knowledge movement, these essays explore travel and exchange in face-to-face encounters and show how border-crossings mobilize extensive bureaucratic technologies.

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