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Surds are numbers left in 'square root form' (or 'cube root form' etc). They are therefore irrational numbers. The reason we leave them as surds is because in decimal form they would go on forever and so this is a very clumsy way of writing them. The video below explains that surds are the roots of numbers that are not whole numbers.

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Roots that cannot be written as exact decimals are called surds. Leaving an answer in surd form means the answer is exact. Example. This square has an area of 3 m 2. Calculate the length of each side.

~~Surds - Surds - AQA - GCSE Maths Revision - BBC Bitesize~~

C1 Algebra - Surds and indices; C1 Coordinate geometry - Straight lines; C1 Differentiation - Stationary points; C1 Differentiation - Tangents and normals; C1 Differentiation - basic differentiation; C1 Functions - Transformation and graphs; C1 Integration - Areas; C1 Integration - Basic integration; C1 Sequences and series - arithmetic series ; C1 Sequences and series - general; For Edexcel ...

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But when Algebra is mixed up with Surds, the situation sometimes seems to be out of bounds. You will be able to understand the solutions better or even to improve some of them if you go through the surd solving tutorials before going ahead, Basic and rich concepts on fractions and decimals part 1. How to solve surds part 1, Rationalization . How to solve surds part 2, Double square root surd ...

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A new series of bespoke, full-coverage resources developed for the 2015 GCSE Mathematics qualifications. Endorsed for the OCR J560 GCSE Mathematics Higher tier specification for first teaching from 2015, this Student Book provides full coverage of the new GCSE Mathematics qualification. With a strong focus on developing problem-solving skills, reasoning and fluency, it helps students understand concepts, apply techniques, solve problems, reason, interpret and communicate mathematically. Written by experienced teachers, it also includes a solid breadth and depth of quality questions set in a variety of contexts. GCSE Mathematics Online - an enhanced digital resource incorporating progression tracking - is also available, as well as Problem-solving Books, Homework Books and a free Teacher's Resource.

"You can be lonely anywhere, but there is a particular flavor to the loneliness that comes from living in a city, surrounded by thousands of strangers. The Lonely City is a roving cultural history of urban loneliness, centered on the ultimate city: Manhattan, that teeming island of gneiss, concrete, and glass. What does it mean to be lonely? How do we live, if we're not intimately involved with another human being? How do we connect with other people, particularly if our sexuality or physical body is considered deviant or damaged? Does technology draw us closer together or trap us behind screens? Olivia Laing explores these questions by travelling deep into the work and lives of some of the century's most original artists, among them Andy Warhol, David Wojnarowicz, Edward Hopper, Henry Darger and Klaus Nomi. Part memoir, part biography, part dazzling work of cultural criticism, The Lonely City is not just a map, but a celebration of the state of loneliness. It's a voyage out to a strange and sometimes lovely island, adrift from the larger continent of human experience, but visited by many - millions, say - of souls"--

Geometry is at the core of understanding and reasoning about the form of physical objects and spatial relations which are now recognized to be crucial to many applications in artificial intelligence. The 20 contributions in this book discuss research in geometric reasoning and its applications to robot path planning, vision, and solid modeling.During the 1950s when the field of artificial intelligence was emerging, there were significant attempts to develop computer programs to mechanically perform geometric reasoning. This research activity soon stagnated because the classical AI approaches of rule based inference and heuristic search failed to produce impressive geometric, reasoning ability. The extensive research reported in this book, along with supplementary review articles, reflects a renaissance of interest in recent developments in algebraic approaches to geometric reasoning that can be used to automatically prove many difficult plane geometry theorems in a few seconds on a computer.Deepak Kapur is Professor in the Department of Computer Science at the State University of New York Albany. Joseph L. Mundy is a Coolidge Fellow at the Research and Development Center at General Electric. Geometric Reasoning is included in the series Special Issues from Artificial Intelligence: An International Journal. A Bradford Book

Improving Mathematics Education has been designed to help inform stakeholders about the decisions they face, to point to recent research findings, and to provide access to the most recent thinking of experts on issues of national concern in mathematics education. The essence of the report is that information is available to help those charged with improving student achievement in mathematics. The documents cited above can guide those who make decisions about content, learning, teaching, and assessment. The report is organized around five key questions: What should we teach, given what we know and value about mathematics and its roles? How should we teach so children learn, given what we know about students, mathematics, and how people learn mathematics? What preparation and support do teachers need? How do we know whether what we are doing is working? What must change? Each of the five main chapters in this report considers a key area of mathematics education and describes the core messages of current publication(s) in that area. To maintain the integrity of each report's recommendations, we used direct quotes and the terminology defined and used in that report. If the wording or terminology seems to need clarification, the committee refers the reader directly to the original document. Because these areas are interdependent, the documents often offer recommendations related to several different areas. While the individual documents are discussed under only one of the components in Improving Mathematics Education, the reader should recognize that each document may have a broader scope. In general, the references in this report should serve as a starting point for the interested reader, who can refer to the original documents for fuller discussions of the recommendations and, in some cases, suggestions for implementation. Improving Mathematics Education is designed to help educators build a critical knowledge base about mathematics education, recognizing that the future of the nation's students is integrally intertwined with the decisions we make (or fail to make) about the mathematics education they receive.

This documentary play script focuses on the feelings instigated by a death as a result of drink driving. A tragic drink/drive accident results in the death of Jo, the front seat passenger whilst the driver, her sister Judy, escapes unhurt (or has she?).

Since its first publication, Teaching Secondary School Mathematics has established itself as one of the most respected and popular texts for both pre-service and in-service teachers. This new edition has been fully revised and updated to reflect the major changes brought about by the introduction of the Australian Curriculum: Mathematics, as well as discussing significant research findings, the evolution of digital teaching and learning technologies, and the implications of changes in education policies and practices. The mathematical proficiencies that now underpin the Australian curriculum -- understanding, fluency, problem solving and reasoning -- are covered in depth in Part 1, and a new section is devoted to the concept of numeracy. The chapter on digital tools and resources has been significantly expanded to reflect the growing use of these technologies in the classroom, while the importance of assessment is recognised with new material on assessment for learning and as learning, along with a consideration of policy development in this area. Important research findings on common student misconceptions and new and effective approaches for teaching key mathematical skills are covered in detail. As per the first edition readers will find a practical guide to pedagogical approaches and the planning and enactment of lessons together with enhanced chapters on teaching effectively for diversity, managing issues of inequality and developing effective relationships with parents and the community. This book is the essential pedagogical tool for every emerging teacher of secondary school mathematics. 'The text offers an excellent resource for all of those involved in the preparation of secondary mathematics teachers, with links to research literature, exemplars of classroom practices, and instructional activities that encourage readers to actively examine and critique practices within their own educational settings.' Professor Glenda Anthony, Institute of Education, Massey University 'A rich and engaging textbook that covers all of the important aspects of learning to become an effective secondary mathematics teacher. The second edition of this text ... is further enhanced with updated references to the Australian Curriculum, NAPLAN, STEM, current Indigenous, social justice and gender inequity issues, and the place of Australian mathematics curricula on the world stage.' Dr Christine Ormond, Senior Lecturer, Edith Cowan University

Now in paperback and filled with stunning full-color photographs, Steve Swinburne's concept book introduces children to the basics of shadows. He then leads them on a shadow hunt, playing a game called "Guess Whose Shadow?," in which young ones will discover there's more to shadows than first meets the eye.

Features math-related literature and offers suggestions for using it effectively in the K-6 classroom. Also includes specific criteria for evaluating math-related books and explicit connections between mathematics and English language arts Standards.

Open-ended Maths Activities Second Edition is the revised and expanded edition of the best-selling title by Peter Sullivan and Pat Lilburn. It discusses a type of open-ended, problem-solving question called a 'good' question. These questions enhance learning, teaching and assessment and are a useful addition to a teacher's strategies. It includes: practical advice on how to create your own 'good' questions to use within the classroom organised by subject area and levels (upper, middle and junior) the sixteen topics covered are included within Number, Measurement, Space and Chance and Data.

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