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Chapter 6 coordinate geometry 1. Additional Mathematics Module Form 4Chapter 6- Coordinate Geometry SMK Agama Arau, PerlisPage | 60CHAPTER 6- COORDINATE GEOMETRY6.1 DISTANCE BETWEEN TWO POINTSyy2 Q (x2, y2)y2- y1y1 P(x1, y1)x2- x1xTo find the distance or length of PQ, use the concept of Pythagoras' Theorem.2122122)()(yyxxPQ ?+?=Therefore:where D is distance.Example 1:The distance point ...

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Add Maths Formulae List: Form 4 (Update 18/9/08) 01 Functions Absolute Value Function Inverse Function If $y = f(x)$, then $f^{-1}(y) = x$ Remember: Object = the value of x Image = the value of y or $f(x)$ $f(x)$ map onto itself means $f(x) = x$ 02 Quadratic Equations General Form $ax^2 + bx + c = 0$ where $a, b,$ and c are constants and $a \neq 0$.

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These resources have been created for the Cambridge IGCSE® and O Level Additional Mathematics syllabuses (0606/4037), for first examination from 2020. This coursebook gives clear explanations of new mathematical concepts followed by exercises. This allows students to practise the skills required and gain the confidence to apply them. Classroom discussion exercises and extra challenge questions have been designed to deepen students' understanding and stimulate interest in Mathematics. Answers to coursebook questions are in the back of the book.

New Syllabus Additional Mathematics (NSAM) is an MOE-approved textbook specially designed to provide valuable learning experiences to engage the hearts and minds of students sitting for the GCE O-level examination in Additional Mathematics. Included in the textbook are Investigation, Class Discussion, Thinking Time and Alternative Assessment such as Journal Writing to support the teaching and learning of Mathematics. Every chapter begins with a chapter opener which motivates students in learning the topic. Interesting stories about mathematicians, real-life examples and applications are used to arouse students' interest and curiosity so that they can appreciate the beauty of Mathematics in their surroundings and in the sciences. The use of ICT helps students to visualise and manipulate mathematical objects more easily, thus making the learning of Mathematics more interactive. Ready-to-use interactive ICT templates are available at <http://www.shinglee.com.sg/StudentResources/> The chapters in the textbook have been organised into three strands — Algebra, Geometry and Trigonometry and Calculus. The colours purple, green and red at the bottom of each page indicate these.

These resources have been created for the Cambridge IGCSE® and O Level Additional Mathematics syllabuses (0606/4037). This Practice Book is for students following the Cambridge IGCSE® and O Level Additional Mathematics (0606/4037) syllabuses and goes alongside the Cambridge coursebook for this syllabus. It offers additional worked examples and exercises for all topics in the coursebook to help students practice and consolidate the mathematical skills required of the course.

This textbook follows closely the latest syllabus issued by the Ministry of Education, Singapore. It emphasises the understanding of mathematical concepts using a clear and systematic approach.

Teachers have faced serious public critique regarding their effectiveness and professionalism in classrooms. At every level, their work is often measured solely against student achievement outcomes, often on standardized tests (Darling-Hammond & Youngs, 2002; Ravitch, 2010). Unfortunately, students who are coming from culturally, economically, and linguistically diverse backgrounds are often occupying the bottom rungs regarding academic achievement (Ladson-Billings, 1995; Milner, 2010; Hucks, 2014). What are the obstacles and challenges teachers and students face in their respective school settings and how do they grapple with and overcome them? Finally, what do these teachers and students know that motivates and informs their work? The scholars in this volume will take up these questions and share the findings of their research in the field of leadership, teacher education, and achievement. These concerns are not limited to the geographic boundaries of the United States of America. Engaging purposeful teaching is an imperative that concerns students, teachers, teacher educators, educational leaders, and education policy makers around the globe. There are many educators worldwide who are committed to delivering this type of teaching and promoting learning that is engaged and active. The four sections of the book capture the work of educators in teaching in diverse global settings such as the Australia, United Kingdom, Jamaica, Turkey, and across America. As diverse populations of students enter American classrooms, it is important for their teachers to have relatable examples of purposeful teaching that are culturally responsive and culturally relevant.

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