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Mathematics

Paper 2

November 2009

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November 2009

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paper until instructed to do so. A graphic display calculator is required for this paper. Section A:  
answer all of Section A in the spaces provided.

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2. EITHER  $l$  goes through the point  $(1, 3, 6)$ , and the plane contains  $A(4, 2, 5)$  the vector containing these two points is on the

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plane, i.e.  $143325651$   
(M1)A1  $1325121741$   
 $1351ijkij+k$  M1A1  
47242551 (M1) hence,  
Cartesian equation of the  
plane is  $7425x y z$  A1  
OR finding a third point  
M1 e.g.  $(0, 5, 5)$  A1 three  
points are

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2.2 A circle is represented by the equation  $x^2 + y^2 - 4x + 5y - 2 = 0$ .

2.2.1 A transformation moves every point 2 units to the left and 4 units up. Determine the equation of the new circle after the transformation.

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transport can evolve

The Journal on

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opinion treating him as 'his master's voice'. Engels' claim to recognition is reinforced by an exceptional contribution in the 1840s to the very foundations of the Marxian enterprise, a contribution entailing not only the 'vision' but some of the building blocks in the working out of that vision. Subsequently, he

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proved himself to be a sophisticated interpreter of the doctrine of historical materialism and an important contributor in his own right. This volume serves as a companion to Samuel Hollander's *The Economics of Karl Marx* (Cambridge University Press, 2008).

This book walks

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community activists through the rationale for assuming local responsibility for academic performance, outlines steps needed to drive that change, and suggests curricular direction and school policy requirements.

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of the types of mathematics that are worthwhile and valuable for both the student and society in general, and about how to best support students so that they can develop this mathematics. Concerns about equity are about who is excluded from the opportunity to develop quality mathematics within our current

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practices and systems, and about how to remove social barriers that systematically disadvantage those students. This collection of chapters summarises our learning about the achievement of both equity and quality agendas in mathematics education and to move forward the debate on their importance for the

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