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meets the 2004  
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matches the  
corresponding  
unit of the  
syllabus, with  
a clear and

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logical  
progression  
through. It  
contains  
materials on  
topics such as  
quadratics,  
functions,  
coordinate  
geometry,  
circular  
measure,



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series, differentiation and integration.

This coursebook contains a variety of features including recap sections for students to check their

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prior

knowledge,

detailed

explanations

and worked

examples, end-

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cross-topic

review

exercises and

'Explore'

tasks to

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encourage

deeper

thinking

around

mathematical

concepts.

Answers to

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questions are

at the back of

the book.

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WJEC Eduqas

Level: GCSE

Subject:

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September 2017

First exams:

Summer 2019

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learning and  
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materials with  
this textbook  
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students'  
knowledge of  
the core  
principles,  
help to  
develop their

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designing and making skills and provide them with the opportunity to make sure they are ready to tackle both parts of the assessment. - Helps students clearly

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understand the  
core  
principles of  
all materials  
and general  
concepts of  
designing and  
making, as  
well as build  
their  
knowledge,  
understanding



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and skills for  
one material  
or system in  
more depth -  
Hones  
students'  
mathematical  
and scientific  
ability so  
they don't  
miss out on  
the easy marks

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- Features  
practice  
questions in  
the style of  
the written  
exam to make  
sure students  
are confident  
to tackle the  
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element of the  
assessment -

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motivates  
students with  
stretch and  
challenge:  
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challenge the  
more able  
learners and  
to ensure  
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examples and

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understanding  
of business  
concepts  
through  
accessible  
explanations,  
supported by  
definitions of  
key terms and  
tips that  
highlight

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important  
points and  
common  
misconceptions  
- Enables  
students to  
apply their  
knowledge to  
the real  
business  
examples,  
issues and

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contexts in  
the 'Business  
insight'  
feature -  
Develops  
investigative,  
analytical and  
evaluation  
skills through  
multiple  
choice, short  
answer and



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response

questions,

sample answers

and commentary

- Encourages

students to

track their

progress using

learning

outcomes, end-

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of-chapter  
summaries and  
knowledge-  
check  
questions -  
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practise and  
improve their  
quantitative  
skills via the  
'Maths moment'  
feature -

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students with  
questions that  
test their  
ability to  
make an  
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a range of real  
business  
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and contexts,  
supported by  
'Talking Points'  
that encourage  
critical and  
commercial  
thinking -  
Improves***



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investigative,  
analytical and  
evaluation skills  
through end-of-  
chapter exercises -  
Builds students'  
confidence  
approaching their  
exams as they  
practise  
calculation, short  
answer and***

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vocabulary and  
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with definitions of  
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for each topic  
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complete worked***

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solutions that lead  
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scaffolded  
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successful chefs, a cardiologist, an automotive mechanic, the author Victor Hugo, floor traders in a London financial exchange. The authors merge these stories with insights from cognitive science, computer science, and economics to show how computers are enhancing productivity in many jobs even as they

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eliminate other jobs--both directly and by sending work offshore. At greatest risk are jobs that can be expressed in programmable rules--blue collar, clerical, and similar work that requires moderate skills and used to pay middle-class wages. The loss of these jobs leaves a growing division between

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those who can and cannot earn a good living in the computerized economy. Left unchecked, the division threatens the nation's democratic institutions. The nation's challenge is to recognize this division and to prepare the population for the high-wage/high-skilled jobs that are rapidly growing in number--jobs

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is ‘ ‘ spot-on ’ ’ and

just the right tone – well

done! I consider all

chapters to be at the

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chunks of  
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challenge  
activities  
encourage  
students to work  
towards  
achieving a*

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*higher grade.  
The Belt and  
Road Initiative  
(BRI), launched  
by China in  
2013, carries  
and projects  
powerful  
regional  
dimensions and  
transformations,  
with short- and*

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*long-term  
global, national  
and local  
consequences.  
The BRI's  
regional  
significance lies  
in its  
designation and  
creation of  
several cross-  
border corridors*

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*that originate from inside China and extend out into its neighbouring countries, and those farther afield in Asia, Africa and Europe. Through driving and facilitating new*

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*trade and infrastructure connections along and beyond these corridors, the BRI has begun to reshape the master processes of globalisation, urbanisation and*



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*studies, it examines the BRI's impacts on globalisation, urbanisation and development via the China-Europe Freight Train, the paired construction of a new city and railway across*

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*the China-Laos  
borderland and  
the port-park-  
city  
development  
corridor  
between  
Djibouti and  
Ethiopia.  
Second, the  
comparative  
analysis and*

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*evidence guide  
the book to  
advance policy r  
ecommendation  
s for targeted  
stakeholders  
that can  
potentially turn  
the BRI into a  
global public  
good with  
greater benefits*

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*and fewer risks.  
Clinical research  
presents health  
care providers  
with information  
on the natural  
history and  
clinical  
presentations of  
disease as well  
as diagnostic  
and treatment*

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*options. In today's healthcare system, patients, physicians, clinicians and family caregivers often lack the sufficient scientific data*

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*and evidence they need to determine the best course of treatment for the patients' medical conditions.*

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*Research(CER)  
is designed to  
fill this  
knowledge gap  
by assisting  
patients and  
healthcare  
providers across  
diverse settings  
in making more  
informed  
decisions. In this*



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*2009 report, the  
Institute of  
Medicine's  
Committee on  
Comparative  
Effectiveness  
Research  
Prioritization  
establishes a  
working  
definition of  
CER, develops a*

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*priority list of research topics, and identifies the necessary requirements to support a robust and sustainable CER enterprise. As part of the 2009 American Recovery and Reinvestment*

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*Act, Congress appropriated \$1.1 billion in federal support of CER, reflecting legislators' belief that better decisions about the use of health care could improve the*

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*public's health  
and reduce the  
cost of care. The  
Committee on  
Comparative  
Effectiveness  
Research  
Prioritization  
was successful  
in preparing a  
list 100 top  
priority CER*

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commendations  
for best  
practices in the  
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adheres to the  
scope and  
sequence of a  
typical, one-  
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presents  
detailed section  
reviews with rich  
questions,  
discussions that  
help students  
apply their  
knowledge, and*

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*features that draw learners into the discipline in meaningful ways. The second edition retains the book's conceptual organization, aligning to most*



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*instructors transition to the revised version, the 2e changes are described within the preface. The images in this textbook are grayscale.*

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Keirns, Eric  
Strayer, Susan  
Cody-Rydzewski,  
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Tommy Sadler,  
Sally Vyain, Jeff  
Bry, Faye Jones  
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Division of Labor  
How Computers*

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Next Job Market  
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Discrete*

*Mathematics*

Note: This is the 3rd

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edition. If you need the 2nd edition for a course you are taking, it can be found as a "other format" on amazon, or by searching its isbn: 1534970746 This gentle introduction to discrete mathematics is written for first and second year math majors, especially those who intend to teach. The text began as a set of lecture notes for

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the discrete mathematics course at the University of Northern Colorado. This course serves both as an introduction to topics in discrete math and as the "introduction to proof" course for math majors. The course is usually taught with a large amount of student inquiry, and this text is written to help

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facilitate this. Four main topics are covered: counting, sequences, logic, and graph theory. Along the way proofs are introduced, including proofs by contradiction, proofs by induction, and combinatorial proofs. The book contains over 470 exercises, including 275 with solutions and over 100 with hints.

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There are also Investigate! activities throughout the text to support active, inquiry based learning. While there are many fine discrete math textbooks available, this text has the following advantages: It is written to be used in an inquiry rich course. It is written to be used in a course for future math



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teachers. It is open source, with low cost print editions and free electronic editions. This third edition brings improved exposition, a new section on trees, and a bunch of new and improved exercises. For a complete list of changes, and to view the free electronic version of the text, visit the book's website at [discret](http://discret)

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**to have broad cognitive and affective skills. Often referred to as "21st century skills," these skills include being able to solve complex problems, to think critically about tasks, to effectively communicate with people from a**

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**variety of different cultures and using a variety of different techniques, to work in collaboration with others, to adapt to rapidly changing environments and conditions for performing tasks, to effectively manage one's**

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**work, and to acquire new skills and information on one's own. The National Research Council (NRC) has convened two prior workshops on the topic of 21st century skills. The first, held in 2007, was designed to examine research on the skills**

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**required for the  
21st century  
workplace and the  
extent to which  
they are  
meaningfully  
different from  
earlier eras and  
require  
corresponding  
changes in  
educational  
experiences. The  
second workshop,**



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**held in 2009, was designed to explore demand for these types of skills, consider intersections between science education reform goals and 21st century skills, examine models of high-quality science instruction that may develop**

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**the skills, and consider science teacher readiness for 21st century skills. The third workshop was intended to delve more deeply into the topic of assessment. The goal for this workshop was to capitalize on the prior efforts and**

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**explore strategies for assessing the five skills identified earlier. The Committee on the Assessment of 21st Century Skills was asked to organize a workshop that reviewed the assessments and related research for each of the five**

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**skills identified at the previous workshops, with special attention to recent developments in technology-enabled assessment of critical thinking and problem-solving skills. In designing the workshop, the**

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**committee  
collapsed the five  
skills into three  
broad clusters as  
shown below:  
Cognitive skills:  
nonroutine  
problem solving,  
critical thinking,  
systems thinking  
Interpersonal  
skills: complex  
communication,  
social skills, team-**

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**work, cultural  
sensitivity, dealing  
with diversity  
Intrapersonal  
skills: self-  
management, time  
management, self-  
development, self-  
regulation,  
adaptability,  
executive  
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**provides an  
integrated  
summary of the  
presentations and  
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third workshop.  
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