#### STAGE 1 MATHEMATICS

# ASSESSMENT TYPE 2: MATHEMATICAL INVESTIGATION

#### INVESTIGATING THE FEATURES OF POLYNOMIALS

#### Task

A real polynomial function of degree 3 or 4 is a function of the form  $p(x)=ax^3+bx^2+cx+d$  or  $p(x)=ax^4+bx^3+cx^2+dx+e$ .

Every real polynomial can be factorised into many different forms. In your investigation you will consider a number of these different forms.

The aim of this project is to investigate the graphs of real polynomial functions of degree 3 or 4 with reference to:

- the number of turning points
- the number x-axis intercepts

#### Part A

(1) Investigate, using an appropriate graphing package, the following polynomial functions choosing your own values for ∂,a,b,c,d,e∧f.

CUBICS

$$y = \partial[x-a](x-b)[x-c]$$

$$y = \partial[x-a]^2(x-b)$$

$$y = \partial[x-a]^3$$

$$y = \partial[ax^2 + bx + c](x-d) \text{ (irreducible quadratic i.e. } \Delta < 0 \text{ )}$$

QUARTICS

$$y = \partial(x-o)[(x-b)[(x-c)](x-d)$$

$$y = \partial(x-o)^2(x-b)[(x-c)]$$

$$y = \partial(x-o)^2(x-b)$$

$$y = \partial(x-o)^2$$

$$y = \partial(x^2+bx+c)[(x-d)](x-e)$$
 (irreducible quadratic i.e  $\Delta < 0$ )
$$y = \partial(o x^2+bx+c)[(x-d)^2]$$
 (irreducible quadratic i.e  $\Delta < 0$ )
$$y = \partial(o x^2+bx+c)[(d x^2+ex+f)]$$
 (irreducible quadratics i.e  $\Delta < 0$ )

(2) Present the information and a small graph of each into a table. An example of the table you could use is presented below.

Function	Roots used	Sign diagram - Function	Graph

(3) Present a possible conjecture regarding the number of turning points and x-axis intercepts for a polynomial of degree, 3 v 4.

# **Stage 1 Mathematics Folio Investigation 1 Answer**

Kathleen M. Hart

### **Stage 1 Mathematics Folio Investigation 1 Answer:**

**Project-Based Learning in the Math Classroom** Telannia Norfar, Chris Fancher, 2022-03-14 Project Based Learning in the Math Classroom Grades 3.5 explains how to keep inquiry at the heart of mathematics teaching in the upper elementary grades Helping teachers integrate other subjects into the math classroom this book outlines in depth tasks projects and routines to support Project Based Learning PBL Featuring helpful tips for creating PBL units alongside models and strategies that can be implemented immediately Project Based Learning in the Math Classroom Grades 3.5 understands that teaching in a project based environment means using great teaching practices. The authors impart strategies that assist teachers in planning standards based lessons encouraging wonder and curiosity providing a safe environment where mistakes can occur and giving students opportunities for revision and reflection Mathematical Subjects Fiona Walls, 2009-08-10 Teaching and learning mathematics is a political act in which children teachers parents and policy makers are made visible as subjects As they learn about mathematics children are also learning about themselves who they are who they might become We can choose to listen or not to what children have to say about learning mathematics Such choices constitute us in relations of power Mathematical know how is widely regarded as essential not only to the life chances of individuals but also to the health of communities and the economic well being of nations With the globalisation of education in an increasingly market oriented world mathematics has received intensified attention in the first decade of the twenty first century with a shifting emphasis on utilitarian aspects of mathematics This is reflected in the reconceptualisation of mathematical competence as mathematical literacy loosely conceived as those ways of thinking reasoning and working mathematically that allow us to engage effectively in everyday situations in many occupations and the cut and thrust of world economies as active empowered and participatory citizens It is no surprise then that mathematics has become one of the most politically charged subjects in primary school curricula worldwide We are experiencing an unprecedented proliferation of regional and national strategies to establish benchmarks raise standards enhance achievement close gaps and leave no child behind in mathematics education Industries have sprung up around the design administration and monitoring of standardised assessment to measure and compare children's mathematical achievement against identified benchmarks and each other

Resources in Education ,1997 Revise Mathematics to Further Level GCSE Christine Graham,1993-11-11 This book has been specifically updated for Key Stage 4 GCSE and is written by the bestselling mathematics revision guide authors whose previous GCSE revision guide sold in excess of 3 4 million copies It meets the needs of the estimated 500 000 plus examination candidates who sit the GCSE examination in 1993 4 and onwards Revise Mathematics is designed and tested to bring your customers success in GCSE Key Stage 4 The Mathematics revision guide that teachers will recommend How to achieve the best level Intermediate or Higher examinations Full revision text with fully worked and explained answers New specimen questions organized in Attainment Targets with checked answers to monitor progress Plenty of exam practice with

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Mathematics Matters Secondary 3 Express Textbook , Research in Education ,1969 Monthly Catalogue, United States Public Documents ,1984 How the Brain Learns David A. Sousa,2022-01-14 This book shows educators how to deliver game changing and brain changing results for students In this edition the author translates new insights and evolving research into concrete actions and strategies for the classroom Matter Tom DeRosa, Carolyn Reeves, 2009-05 SCIENCE IS A GREAT AREA TO TEACH BECAUSE CHILDREN HAVE A NATURAL CURIOSITY ABOUT THE WORLD THEY WANT TO KNOW WHY AND HOW THINGS WORK WHAT THINGS ARE MADE OF AND WHERE THEY CAME FROM

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comprehensive assessment of the latest research on mathematical problem solving with special emphasis on its teaching and an attempt to increase communication across the active disciplines in this area 
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Job-Embedded Professional Development Sally J Zepeda, 2014-09-12 In today s schools teachers are frequently called on to adapt new curricula and instructional practices in their classrooms Making sense of the complexities of teaching occurs primarily during the work day and instead of relying on before or after school one size fits all professional development activities schools must support teachers in learning on the job The latest book from renowned author Sally J Zepeda is written for teachers teacher leaders and school and district leaders who want to support job embedded learning a powerful form of professional development characterized by active learning and reflection grounded in the context of a teachers work environment Job Embedded Professional Development provides a framework for helping teachers stop take a deep breath and learn along the way as they engage in their daily work Through the engaging job embedded learning activities processes and cases from the field explored in this book teachers will immediately be able to Implement what they are learning in the context of their own classrooms Work with supportive peers who can coach them along the way Get feedback on what s working and what needs to be tweaked Learn as adult learners fully capable of making sound professional judgments Engage in conversations that allow teachers to dig deeper into their practices Focus intently on content knowledge and the linkages to instruction and assessment Capitalize on learning in digital learning environments before during and after school Gain confidence in themselves and others through learning together

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