

6663/01

Edexcel GCE
Core Mathematics C1
Advanced Subsidiary

Monday 13 May 2013 – Afternoon
Time: 1 hour 30 minutes



Electromagnetic waves travel in straight lines

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Figure 1. London's new centre

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Materials required for examination
Mathematical Formulae (Pink)

Items included with question papers
Nil

Calculators may NOT be used in this examination.

[illegible]

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initials and signature. Check that you have the correct question paper.

Answer ALL the questions.

You must write your answer for each question in the space following the question.

Information for Candidates

A booklet "Mathematical Formulae and Statistical Tables" is provided

Full marks may be obtained for answers to ALL questions

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (2).

There are 11 questions in this question paper. The total mark for this paper is 75.

There are 28 pages in this question paper. Any blank pages are indicated.

Advice to Candidates

You must ensure that your answers to parts of questions are clearly labelled

You should show sufficient working to make your methods clear to the Examiner.

Answers without working may not gain full credit.

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Edexcel Gce Smay 2013 Paper

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Edexcel Gce Smay 2013 Paper:

Debates in History Teaching Ian Davies, 2017-02-16 Now in its second edition *Debates in History Teaching* remains at the cutting edge of history education It has been fully updated to take into account the latest developments in policy research and professional practice With further exploration into the major issues that history teachers encounter in their daily professional lives it provides fresh guidance for thinking and practice for teachers within the UK and beyond Written by a range of experts in history education chapters cover all the key issues needed for clear thinking and excellent professional action This book will enable you to reach informed judgements and argue your point of view with deeper theoretical knowledge and understanding *Debates* include What is happening today in history education What is the purpose of history teaching What do history teachers need to know What are the key trends and issues in international contexts What is the role of evidence in history teaching and learning How should you make use of ICT in your lessons Should moral learning be an aim of history education How should history learning be assessed *Debates in History Teaching* remains essential reading for any student or practising teacher engaged in initial training continuing professional development or Master s level study

My Revision Notes: OCR A-level History: Popular Culture and the Witchcraze of the 16th and 17th Centuries

Nicholas Fellows, Katharine Fellows, 2018-04-09 Exam board OCR Level A History Subject First teaching September 2015 First exams Summer 2016 Target success in OCR A level History with this proven formula for effective structured revision key content coverage is combined with exam preparation activities and exam style questions to create a revision guide that students can rely on to review strengthen and test their knowledge Enables students to plan and manage a successful revision programme using the topic by topic planner Consolidates knowledge with clear and focused content coverage organised into easy to revise chunks Encourages active revision by closely combining historical content with related activities Helps students build practise and enhance their exam skills as they progress through activities set at three different levels Improves exam technique through exam style questions with sample answers and commentary from expert authors and teachers Boosts historical knowledge with a useful glossary and timeline *A Philosophical Inquiry into Subject English and Creative Writing* Oli Belas, 2022-11-18 While engaging with the current political educational climate of England this book offers a timely contribution to debates around questions of knowledge in relation to education and school level English by drawing together theories of individual and disciplinary knowledge The book provides a philosophical conception of knowledge as fundamentally embodied at the level of the individual and a matter of cultural form at the level of shared or common knowledge and an analysis of the implications of this for schooled English The research draws from various related fields including literary criticism philosophy of knowledge and of symbolic form and phenomenology The book rethinks general notions of knowledge and lays out the problems that exist within knowledge and language systems in education especially secondary and university levels This highly relevant and informative book offers an insightful resource for

academics researchers and post graduate students in the fields of education studies educational policy and politics
philosophy of education and literature studies **The Times Index** ,2007 Indexes the Times and its supplements

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Reviewing **Edexcel Gce Smay 2013 Paper**: Unlocking the Spellbinding Force of Linguistics

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