

Question 9

a) $w \in \mathbb{C}, \operatorname{Re} w > 0$

$$w = a + bi \quad \operatorname{Re} w > 0; a, b \in \mathbb{R}$$

$$w + 3w^* = i w^2$$

$$a + bi + 3(a - bi) = i(a + bi)^2$$

$$a + bi + 3a - 3bi = i(a^2 - b^2 + 2abi)$$

$$4a - 2bi = a^2 i - b^2 i - 2ab$$

$$\operatorname{Re}: 4a = -2ab \rightarrow -2 = b$$

$$\operatorname{Im}: -2b = a^2 - b^2$$

$$4 = a^2 - 4 \rightarrow a^2 = 8 \rightarrow a = \pm \sqrt{8} \quad |a > 0 \quad a = \sqrt{8}$$

$w = 2\sqrt{2} - 2i$

b) $|z - 2i| \leq 2 \rightarrow \text{circle radius } 2, \text{ center } (0, 2)$

$$0 \leq \arg(z + 2) \leq \frac{1}{4}\pi \rightarrow \text{from } (-2, 0) \text{ in region between } \text{ and } \frac{\pi}{4}$$



Cosine rule
 $a^2 = b^2 + c^2 - 2bc \cos A$

$|z| \text{ greatest value} \rightarrow |z| = OA$

$$\hat{\angle} OCA = \pi - \frac{3\pi}{4} = \frac{3\pi}{4}$$

$$OA^2 = 2^2 + 2^2 - 2 \cdot 2 \cdot 2 \cos \frac{3\pi}{4}$$

$$OA = \sqrt{8 - 2 \cdot 2 \cos \frac{3\pi}{4}} = 3.70 \rightarrow |z| = 3.70$$

Maths P2013 Cie June Papers

Magdalena Ziolo

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Mathematics and Technology Gilles Aldon, Fernando Hitt, Luciana Bazzini, Uwe Gellert, 2017-04-05 This volume collects most recent work on the role of technology in mathematics education. It offers fresh insight and understanding of the many ways in which technological resources can improve the teaching and learning of mathematics. The first section of the volume focuses on the question how a proposed mathematical task in a technological environment can influence the acquisition of knowledge and what elements are important to retain in the design of mathematical tasks in computing environments. The use of white smart boards, platforms as Moodle, tablets and smartphones have transformed the way we communicate both inside and outside the mathematics classroom. Therefore the second section discussed how to make efficient use of these resources in the classroom and beyond. The third section addresses how technology modifies the way information is transmitted and how mathematical education has to take into account the new ways of learning through connected networks as well as new ways of teaching. The last section is on the training of teachers in the digital era. The editors of this volume have selected papers from the proceedings of the 65th, 66th and 67th CIEAEM conference and invited the correspondent authors to contribute to this volume by discussing one of the four important topics. The book continues a series of sourcebooks edited by CIEAEM, the Commission Internationale pour l'Étude et l'Amélioration de l'Enseignement des Mathématiques, International Commission for the Study and Improvement of Mathematics Education.

[Fuzzy Business Models and ESG Risk](#) Magdalena Ziolo, 2023-10-13 This book discusses fuzzy business models and focuses on using fuzzy logic in business processes from the perspective of financial institutions when integrating ESG factors and risk. Developing and examining sustainable business models requires an appropriate methodology that would consider the specificity of business models because the measurement of this phenomenon is often based on values from specific ranges and requires a fuzzy approach. According to the law regulations and recommendations financial institutions and businesses must incorporate Environmental Social Governance factors and ESG risk in their decision making process. Sustainable financial institutions include ESG risk in their risk management system strategies and policies. As a result they hope to mitigate ESG risk and create sustainable value in their business models with an impact on sustainable value creation. This book discusses this phenomenon in detail. One of the first on the market to address the issue of fuzzy business models, the book also deals comprehensively with the fuzzy logic in modeling business processes, decision making processes and business models using examples from financial institutions and will be of interest to researchers, professors and students of sustainable finance, banking and sustainable development alongside corporate sustainability.

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