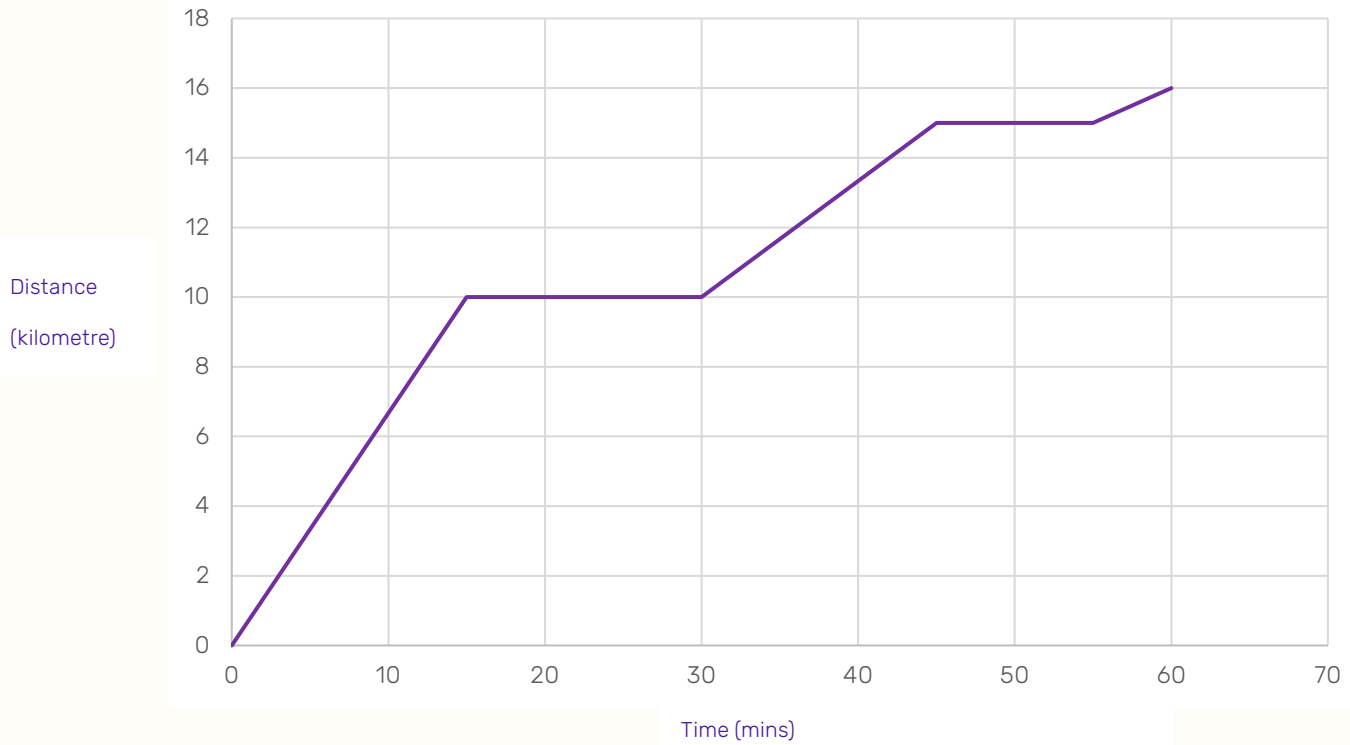




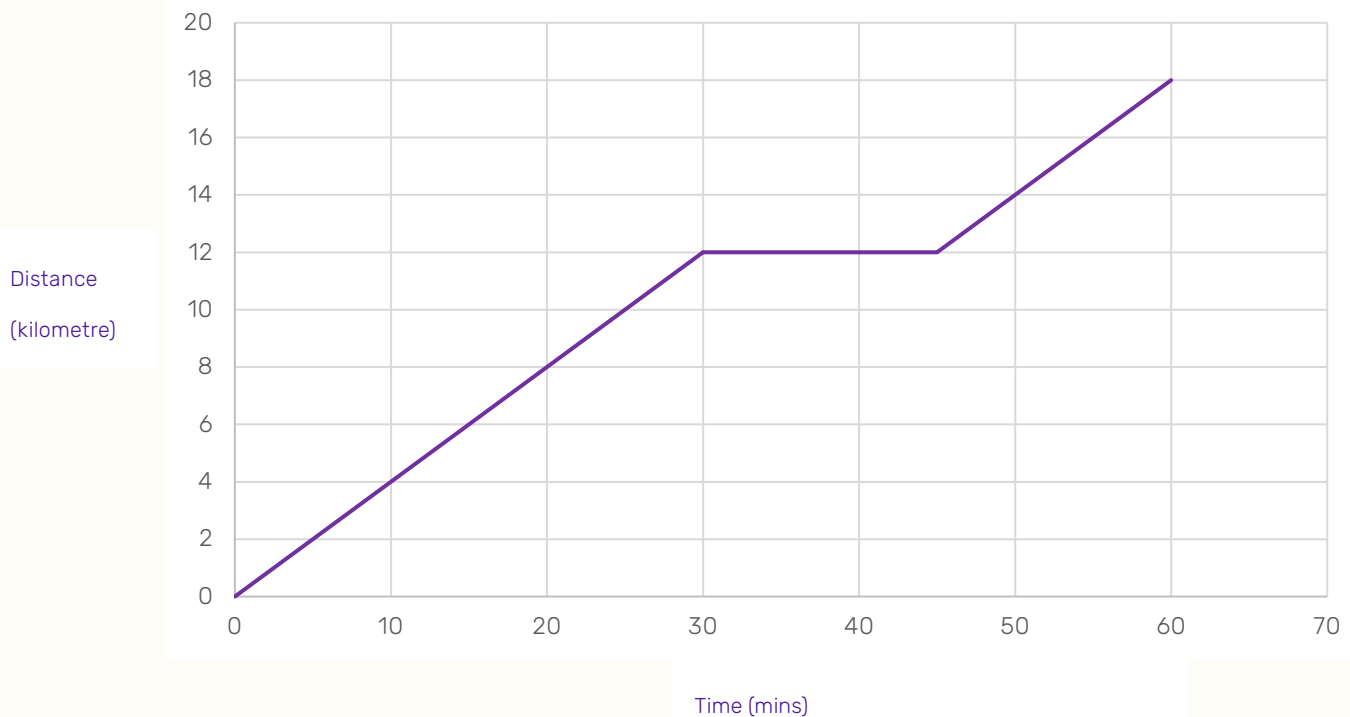
# Mathematics lesson 3 – Answer sheet

## Activity 1

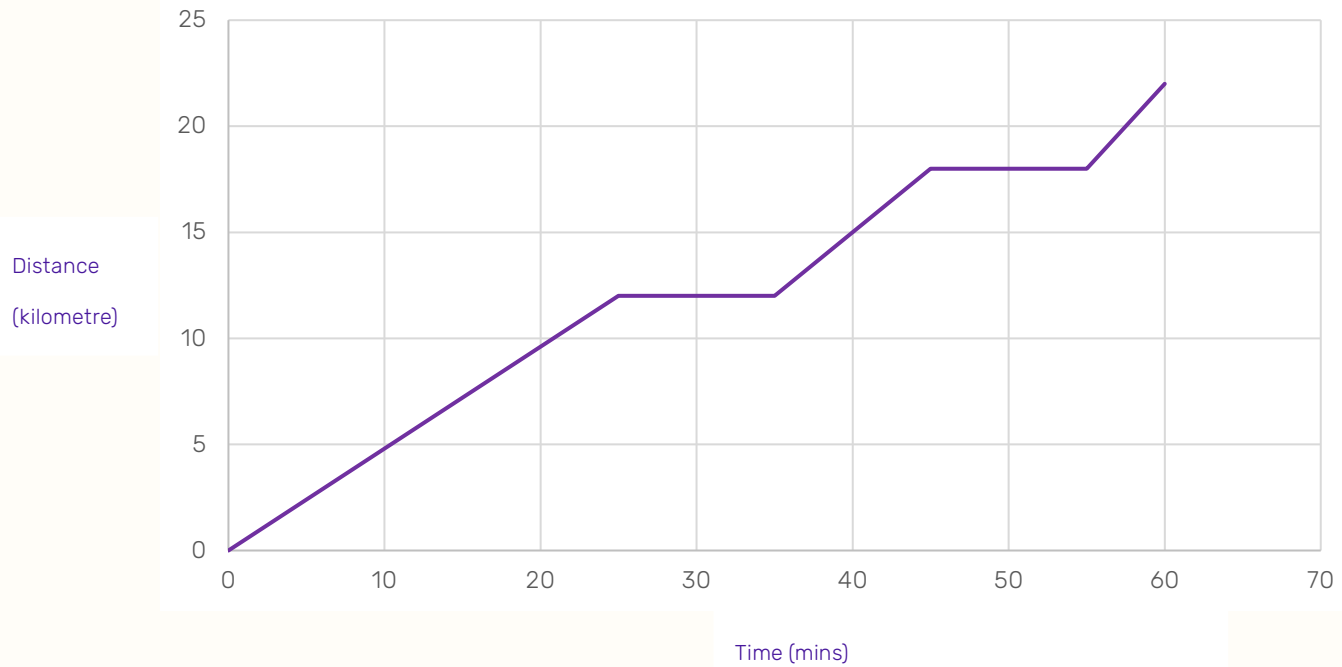
Group A



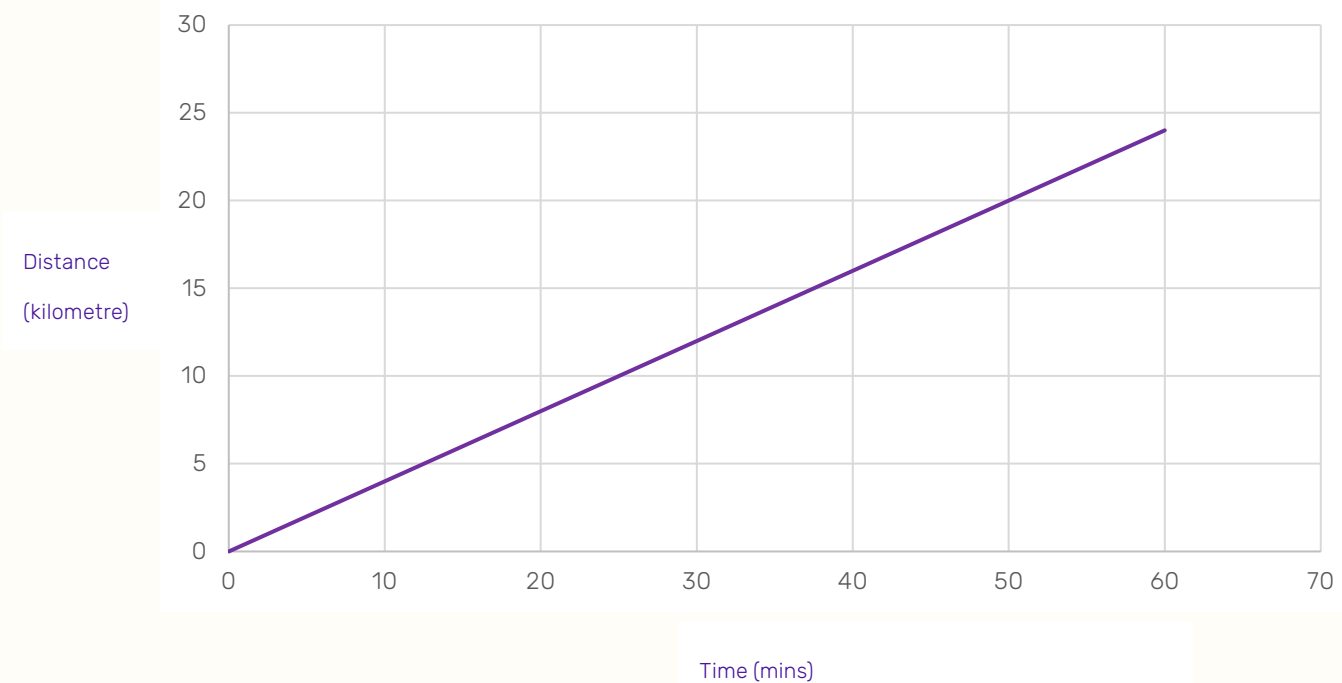
Group B

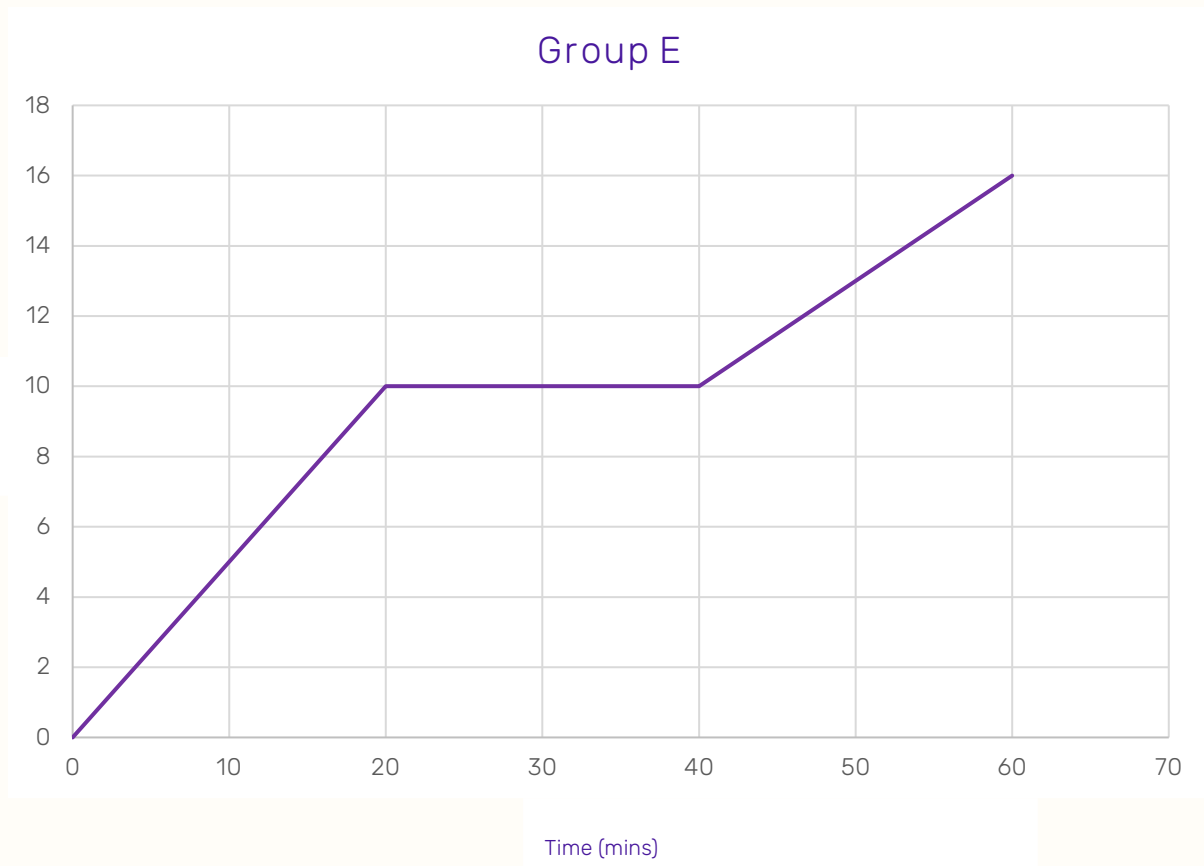


Group C



Group D





## Activity 2

1. Average speed for each part of the journey for each group. Some groups have one, two or three parts to the journey.

Average speed = distance/time – time is converted to hours.

Ave speed (km/hr)	Group A	Group B	Group C	Group D	Group E
Part 1	40	24	28.8	24	30
Part 2	20	24	36	24	18
Part 3	12		48		

Average speed for the whole of the journey - not including breaks:

Ave Speed (km/hr)	Group A	Group B	Group C	Group D	Group E
	24	24	33.3	24	24

2. There's an opportunity here to discuss direct and indirect proportion. (The longer you cycle for, the more tired you will become. Therefore, you would expect the cyclist to slow down, and this would not be a constant speed, so the graph would not be a straight-line graph.)

Students may also discuss that it depends on the fitness levels of members in the class and how many breaks are required. They may also comment that having a continuous line shows that there may not be enough challenge in the class.

3. There's no right or wrong answer here but is an opportunity for students to think of some of the following when it comes to leading a fitness class:

- Tone of voice.
- Length of class.
- Individual challenge (different instructions for different levels of ability in the class).
- Water breaks.

