

WRITING IN MATHEMATICS: SOME INFLUENTIAL VARIABLES

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Abstract*

The primary purpose of this study was to investigate students' ability to communicate their understanding of mathematics terms in writing. A second goal was to examine the performance of students in rural environments as compared to urban students. Consequently locality of upbringing, gender and, to a lesser extent, culture were variables which were considered as influential on the set task. Data was collected from 2371 year 8,9,10 and 11 students from twelve urban and rural schools in Western Australia and the Northern Territory. Results indicate that students in urban environments were better able to define mathematical terms than their rural peers. Both urban and rural male and female student results were very similar with the exception of the Year 10 group where female students outperformed their male counterparts.

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