

Mathematics

Candidates are required to give their answers in their own words as far as practicable. The figures in the margin indicate full marks.

Time: 3 hrs.

Full Marks: 100

Pass Marks: 35 (For partial students only)

Attempt all questions.

Group 'A'

5 × 3 × 2 = 30

1. a. Find the truth value of the biconditional statement of p and q where p represents '2 is an even number' and q represents '4 is an even number'.
b. If $f: \mathbb{R} \rightarrow \mathbb{R}$ be defined by $f(x) = 2x - 3$, find f^{-1}
c. Test the even or odd nature and symmetricity of the function $y = 8x^2$
2. a. Express $\tan^{-1}x$ in terms of inverse of sin function.
b. Prove by mathematical induction: $1 + 3 + 5 + \dots + (2n - 1) = n^2$
c. Find the adjoint of the matrix $\begin{pmatrix} 2 & 5 \\ 3 & -7 \end{pmatrix}$
3. a. Using Cramer's rule, solve: $3x + 2y + 9 = 0$, $2x - 3y + 6 = 0$
b. Express $\sqrt{3} + i$ in polar form.
c. If one root of the equation $ax^2 + bx + c = 0$ be twice the other, show that $2b^2 = 9ac$
4. a. Find the equation of the straight line that has y -intercept '2' and is parallel to $4x - 8y + 3 = 0$
b. Find the equation of the circle which passes through origin and makes equal intercepts on both axes.
c. Evaluate: $\lim_{x \rightarrow 0} \frac{1 - \cos nx}{1 - \cos mx}$

Contd...

Mathematics 2013 Question Paper Grade Caps

BM King



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From GCSEs to EBCs Great Britain. Parliament. House of Commons. Education Committee, 2013 The Government's plans for replacing GCSEs with new English Baccalaureate Certificates in some subjects is trying to do too much too fast. Introducing several fundamental changes at the same time and to a tight timetable will jeopardise the quality of the reforms and may threaten the stability of the wider exam system. GCSEs need significant improvements in order to restore public confidence in the exam system but the Government still needs to make the case that the GCSE brand is so discredited that it is beyond repair. MPs are also concerned about the impact of the changes on subjects outside the English Baccalaureate where students will be taking GCSEs for some time to come according to the Government's plans. The report also questions how well the Government's proposals will serve lower attaining pupils who are often the most disadvantaged. There is no evidence that the proposed changes will help to tackle under achievement or narrow the attainment gap between the richest and poorest students any more effectively than GCSEs. The Government is also called upon to re think its plans for a Statement of Achievement specifically for lower attaining pupils. MPs agree that changes are needed to the way in which exams are run but they raise serious concerns about franchising subjects to exam boards. The report is critical of the Government's decision to abolish some GCSEs before publishing the outcomes of the National Curriculum Review and its proposed changes to the school accountability system. MPs also note the wide ranging stakeholder opposition to many of the Government's proposals.

Mastering Math Manipulatives, Grades 4-8 Sara Delano Moore, Kimberly Rimbey, 2021-10-04 Put math manipulatives to work in your classroom and make teaching and learning math both meaningful and productive. Mastering Math Manipulatives includes everything you need to integrate math manipulatives both concrete and virtual into math learning. Each chapter of this richly illustrated easy to use guide focuses on a different powerful tool such as base ten blocks, fraction manipulatives, unit squares and cubes, Cuisenaire Rods, Algebra tiles and two color counters, geometric strips and solids, geoboards and others and includes a set of activities that demonstrate the many ways teachers can leverage manipulatives to model and reinforce math concepts for all learners. It features Classroom strategies for introducing math manipulatives including commercial, virtual and hand made manipulatives into formal math instruction. Step by step instructions for over 70 activities that work with any curriculum including four color photos, printable work mats and demonstration videos. Handy charts that sort activities by manipulative type, math topic, domains aligned with standards and grade level appropriateness.

Mastering Math Manipulatives, Grades K-3 Sara Delano Moore, Kimberly Rimbey, 2021-10-26 Put math manipulatives to work in your classroom and make teaching and learning math both meaningful and productive. Would you like to bring math learning to life and make it more concrete, relevant and accessible to your students? Do you wish you could do more with the manipulatives buried in your supply closet? Do you want to more effectively use virtual manipulatives in your distance learning? Whether physical or virtual, commercial or home made manipulatives are a powerful

learning tool to help students discover and represent mathematical concepts Mastering Math Manipulatives includes everything you need to integrate math manipulatives both concrete and virtual into math learning Each chapter of this richly illustrated easy to use guide focuses on a different powerful tool such as two color counters linking cubes base ten blocks fraction manipulatives pattern blocks tangrams geometric solids and others and includes a set of activities that demonstrate the many ways teachers can leverage manipulatives to model and reinforce math concepts for all learners It features Classroom strategies for introducing math manipulatives including commercial virtual and hand made manipulatives into formal math instruction Step by step instructions for 75 activities that work with any curriculum including four color photos printable work mats and demonstration videos Handy charts that sort activities by manipulative type math topic domains aligned with standards and grade level appropriateness It s time to dive in and join in the journey toward making manipulatives meaningful so math learning is concrete profound and effective for your students

Visualisation and Epistemological Access to Mathematics Education in Southern Africa Marc Schäfer,2023-04-27 This book demonstrates that using visualisation processes in mathematics education can help to enhance teaching and learning and bridge the inequality gap that exists between well resourced and under resourced schools in Southern Africa Drawing on classroom research conducted in the Southern African region it examines how epistemological access in a context of gross inequality can be constructively addressed by providing research based solutions and recommendations The book outlines the visualisation process as an integral but often overlooked process of mathematics teaching and learning It goes beyond the traditional understanding of visualisation processes such as picture forming and using tools and considers visualisation processes that are semiotic in nature and includes actions such as gestures in combination with language It adds value to the visualisation in mathematics education research discourse and deliberation in Africa With a unique focus on Southern Africa and open avenues for further research and collaboration in the region it will be a highly relevant reading for researchers academics and post graduate students of mathematics education comparative education and social justice education

Philosophy of Computing Björn Lundgren,Nancy Abigail Nuñez Hernández,2022-05-04 This book features a unique selection of works presented at the 2019 annual international conference of the International Association for Computing and Philosophy IACAP Every contribution has been peer reviewed revised and extended The included chapters are thematically diverse topics include epistemology dynamic epistemic logic topology philosophy of science and computation game theory and abductive inferences automated reasoning and mathematical proofs computer simulations scientific modelling applied ethics pedagogy human robot interactions and big data algorithms and artificial intelligence The volume is a testament to the value of interdisciplinary approaches to the computational and informational turn We live in a time of tremendous development which requires rigorous reflection on the philosophical nature of these technologies and how they are changing the world How can we understand these technologies How do these technologies change our understanding of the world And

how do these technologies affect our place as humans in the world These questions and more are addressed in this volume which is of interest to philosophers engineers and computer scientists alike **The Complete Book of Colleges, 2013 Edition** Princeton Review,2012-08-07 Profiles every four year college in the United States providing detailed information on academic programs admissions requirements financial aid services housing athletics contact names and campus life

Annual Report Mpumalanga (South Africa). Department of Education,2014 *Education Policy in England 2010-2024* Rebecca Morris,Thomas Perry,2025-08-28 This text presents an informative overview of Conservative led education policy over the last 14 years The book provides a broad and detailed picture of the developing education landscape in England during this period highlighting the transformational and sometimes radical reforms that the country has seen Crucially the book draws together contributions from over 40 esteemed education researchers working in the UK The chapters showcase work from a range of experienced and early career researchers ensuring original thought provoking and evidence informed perspectives as we examine the impact of recent policy and explore how it might develop into the future Key thematic areas covered include Restructuring and governing the system Teaching policy practice and professionalism Confronting the challenges of inclusion and inequality Steering and transforming the curriculum and assessment This timely collection will interest students at all levels researchers education professionals and policymakers It sheds important light on this tumultuous era for education policy and will inform those interested in this area for years to come **Improving a Country's Education** Nuno Crato,2020-11-23 This open access book compares and contrasts the results of international student assessments in ten countries The OECD s Programme for International Student Assessment PISA released the results of its 2018 assessment in December 2019 This book reflects the debates that typically follow the release of these results and focuses on the causes of differences between countries Such causes include continuous decline in one country improvement combined with increasing internal inequalities in another country or rapid improvement in spite of an outdated curriculum in yet another In addition the book discusses a number of general questions Is knowledge outdated Are computers taking over and replacing teachers Are schools killing creativity Are we adequately preparing the next generation Are schools failing to educate our kids The book starts out with a summary of PISA s evolution and PISA results and an explanation of the major factors that play a role in changes in countries results The next ten chapters are devoted to ten specific countries offering a summary of data and an explanation of the major drives for changes in education results for each one Each chapter includes a short description of the country s educational system as well as the impact of PISA and other ILSA studies on the country s educational policies The chapters also include a timeline of policy measures and main hallmarks of the country s educational evolution discussing the impact of these measures on its PISA results A final reference chapter explains what PISA is what it measures and how While highlighting the 2018 results the book also takes into consideration previous results as well as long term initiatives This book gathers the contribution of well known and respected experts in the field Specialists such as Eric

Hanushek for the US Tim Oates for England Montse Gomendio for Spain Gunda Tire for Estonia and all other contributors draw on their vast experience and statistical analysis expertise to draw a set of rich country lessons and recommendations that are invaluable for all of those who care about improving a country's education system

Learning and Teaching

Early Math Douglas H. Clements, Julie Sarama, 2020-12-29 The third edition of this significant and groundbreaking book summarizes current research into how young children learn mathematics and how best to develop foundational knowledge to realize more effective teaching Using straightforward practical language early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers understand children's level of mathematical understanding and lead to better teaching By focusing on the inherent delight and curiosity behind young children's mathematical reasoning learning trajectories ultimately make teaching more joyous helping teachers understand the varying levels of knowledge exhibited by individual students it allows them to better meet the learning needs of all children This thoroughly revised and contemporary third edition of Learning and Teaching Early Math remains the definitive research based resource to help teachers understand the learning trajectories of early mathematics and become confident credible professionals The new edition draws on numerous new research studies offers expanded international examples and includes updated illustrations throughout This new edition is closely linked with Learning and Teaching with Learning Trajectories LT 2 an open access web based tool for early childhood educators to learn about how children think and learn about mathematics Head to LearningTrajectories.org for ongoing updates interactive games and practical tools that support classroom learning

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web an act to provide for the control of factories with respect to matters relating to the safety health and welfare of person therein the registration and inspection of machinery and for