DEVI SECONDARY SCHOOL Sub Code: 4011

Birtamod-5, Jhapa

	Final Ex	caminati	on-207	8			
Class : XI				Time: 3 hrs			
Subject : Mathematics				FM: 75			
[Candidates are requir		their answ	er in th	eir own	words	as for as	
practicable the figure or							
Attempt all questions			8.5				
Group - A				$1 \times 11 = 11$			
Rewrite the correct op	tion in your	own answ	er sheet.	•			
1. For any two real num							
a) $ x + y \le x $	- y b)	$ x + y \le z $	cl + y				
c) $ x + y \ge x $	- y d) x	$+ y \ge x $	– Ivl				
			[2	3]	F-2	2 61	
 c) x + y ≥ x 2. What is the order of p a) 2x2 	roduct of m	atrix BA, if	A = 1	5 and	$B = \begin{bmatrix} 3 \\ 1 \end{bmatrix}$	8 7]	
a) 2x2	b) 2	2x3	0.550	c) 3x2		d) 3x3	
5. The intersection point	or medians	or a mianai	cis calle	111			
a) circumcenter			c) Cent	roid	d) incen	ter	
4. The relation between		and H.M is					
a) A.M. ≤ G.M.				I < G.M.			
c) A.M. ≥ G.M.				> G.M.	> H.M.		
The value of a comple							
a) —i		c) -1			d) 1		
The relation ofskewn	CSS 15						
 a) mean > median > mode. c) mean = median = mode. 			b) mean < median < mode				
c) mean = me	dian = mod	le.	d) all o	f the above	ve		
7. A coin is tossed succ	essively thre	e times.Wh	at is the	probabili	ity of get	tting all	
are heads.							
a) 🔓	b) 🖁		c) 7/2			d) 5	
a) $\frac{1}{8}$ 8. The limiting value o			-				
a) 0/2	b) 0	c) 1				d) oc	
9. The derivative of Co	eSvie	950					
		Ssin5x	c)	- sin5x	d) -5	sin5x	
 a) 5Cos5x 10. The value of integral 	tion $I = I^2$	r ³ dy is	~ /		٠, ٠		
10. The value of micer	. 3		102010			_ 5	
a) 7	b) $\frac{3}{4}$		c)4			d) ⁵ / ₄	
11. In the equilibrium n			upply				

d) all of above

c) demand = supply

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to three achievement levels basic proficient and advanced However the use of achievement levels has provoked controversy and disagreement and evaluators have identified numerous concerns This publication evaluates the NAEP student achievement levels in reading and mathematics in grades 4 8 and 12 to determine whether the achievement levels are reasonable reliable valid and informative to the public and recommends ways that the setting and use of achievement levels Learning and Collaboration Technologies Panayiotis Zaphiris, Andri Ioannou, 2023-07-08 This two volume set of LCT 2023 constitutes the refereed proceedings of the 10th International Conference on Learning and Collaboration Technologies LCT 2023 held as Part of the 24th International Conference HCI International 2023 which took place in July 2023 in Copenhagen Denmark The total of 1578 papers and 396 posters included in the HCII 2023 proceedings volumes was carefully reviewed and selected from 7472 submissions. The papers of LCT 2022 Part I are organized in topical sections named Designing Learning Experiences Understanding the Learning Experience Technology supported Teaching Supporting Creativity in Learning Psychology and Mathematics Education Gila Hanna, Laura Macchi, Karin Binder, Laura Martignon, Katharina Loibl, 2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems. Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program In Simon s bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to Quantitative Measures of Mathematical Knowledge Jonathan content free norms of coherence e g transitivity Bostic, Erin Krupa, Jeffrey Shih, 2019-04-29 The aim of this book is to explore measures of mathematics knowledge spanning K 16 grade levels By focusing solely on mathematics content such as knowledge of mathematical practices knowledge of ratio and proportions and knowledge of abstract algebra this volume offers detailed discussions of specific instruments and tools meant for measuring student learning Written for assessment scholars and students both in mathematics education and across educational contexts this book presents innovative research and perspectives on quantitative measures including their

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