

Name: Nithaleem H. Sec: D, E, F Roll No: —

1. Choose the letter with the best answer from the given alternatives below.

- C 1. Which one of the following quantities is scalar? A. SKM East B. Force C. SKM D. None
- C 2. What is the norm of $\vec{u}$, if $\vec{u} = \left(\frac{\sqrt{3}}{2}, \frac{1}{2}\right)$? A. 3 B. 2 C. 1 D. 4
- C 3. What is the dot product of $\vec{a} = 5\vec{i}$ and $\vec{b} = 3\vec{i} + 3\vec{j}$, if $\vec{b}$ is on the line $y = x$?
A. $15\frac{\sqrt{6}}{2}$ B. $15\frac{\sqrt{3}}{2}$ C. 15 D. $15\sqrt{6}$
- A 4. Which one of the following is the angle b/n vectors, if $\vec{u} \cdot \vec{v} = 4$, $|\vec{u}| = 2$, $|\vec{v}| = 4$?
A. $\frac{\pi}{3}$ B. $\frac{\pi}{2}$ C. π D. $\frac{\pi}{6}$
- F 5. The cosine angle between $\vec{U} = \vec{i} + \sqrt{8}\vec{j}$ and $\vec{V} = \vec{i} - \sqrt{8}\vec{j}$ is A. $\frac{9}{10}$ B. $\frac{-7}{9}$ C. -8 D. -9
- F 6. If $\vec{U} = (1, 2)$ and $\vec{V} = (3, 4)$ what is the unit vector in the direction of $\vec{U} + \vec{V}$?
A. $\frac{2}{5}\vec{i} + \frac{4}{5}\vec{j}$ B. $\frac{2\sqrt{13}}{13}\vec{i} + \frac{3\sqrt{13}}{13}\vec{j}$ C. $\frac{-\sqrt{2}}{2}\vec{i} - \frac{-\sqrt{2}}{2}\vec{j}$ D. None
- D 7. Which one is not correctly matched about two vectors?
A. $\vec{U} = (4, 6)$ and $\vec{V} = (-3, 2)$ are orthogonal C. $\vec{U} = (2, 6)$ and $\vec{V} = (-3, -9)$ are parallel.
B. $\vec{U} = (-1, \frac{1}{2})$ and $\vec{V} = (3, 6)$ are orthogonal D. None
- A 8. What is the Area of the Triangle defined by the vectors $\vec{U} = 2\vec{i} + 3\vec{j} + \vec{k}$ and $4\vec{i} + \vec{j} + 2\vec{k}$?
A. $\frac{5\sqrt{3}}{2}$ B. $5\sqrt{3}$ C. $10\sqrt{3}$ D. $20\sqrt{3}$
- C 9. A constant force of 80N is applied at an angle of 30° to pull a hand cart of 10m across the ground. What is the work done by this Force?
A. $400\sqrt{2}$ J B. $300\sqrt{3}$ J C. $400\sqrt{3}$ J D. $300\sqrt{2}$ J
- 10 The equation of the line tangent to the circle $x^2 + y^2 + x - y = 7$ at point $(-1, 4)$ is
A. $5x - 11y - 7 = 0$ B. $-2x + 14y - 23 = 0$ C. $-12x - 5y + 14 = 0$ D. $x + y - 12 = 0$
E. $-x + 7y - 14 = 0$
- C 11. Which of the following is qualitative data?
A. The speed of cars C. Ethnicity
B. The height of children D. The number of workers
- C 12. If the mode of seven numbers a, b, 2, 3, 8, 8, 9 is 9, then the median of the seven number is
A. 6 B. 7 C. 8 D. 9
- C 13. What is the definition of Range?
A. The highest number of the data set
B. Distance of a data point away from the mean.
C. The distance between the maximum and minimum of a data set.
D. The lowest number of data set.
- D 14. The _____ is the class interval with highest frequency.
A. Median class B. Quartile class C. Decile class D. Modal class
- A 15. Hawi scored a 76th percentile on a mathematics exam. How does her score stand in relation to the others?
A. It means that she scored better than 76% of all the test takers
B. It means that 24% scored the same or lower than her
C. She surpassed 24% of all the test takers D. She got the highest score
- F 16. Which of the following is different from the other?
A. 50th percentile B. 3rd quartile C. 5th decile D. Median
- B 17. If a distribution has two mode, it is called _____

$x^2 + y^2 + x - y = 7$ at pt $(-1, 4)$
 $\Rightarrow x^2 + x + y^2 - y = 7$
 $\Rightarrow x^2 + x + \frac{1}{4} + y^2 - y + \frac{1}{4} = 7 + \frac{1}{2}$
 $\Rightarrow \left(x + \frac{1}{2}\right)^2 + \left(y - \frac{1}{2}\right)^2 = \frac{15}{2}$
 Centre $\left(-\frac{1}{2}, \frac{1}{2}\right)$

$\Rightarrow \left(x - \left(-\frac{1}{2}\right), y - \frac{1}{2}\right) \Rightarrow (x, y)$
 $P(x_0, y_0) = (-1, 4)$
 Eqn of tangent line to the circle
 $(x - x_0)(x_0 - x_0) + (y - y_0)(y_0 - y_0) = r^2$
 $\Rightarrow \left(x - \left(-\frac{1}{2}\right)\right)\left(-1 - \left(-\frac{1}{2}\right)\right) + \left(y - \frac{1}{2}\right)\left(4 - \frac{1}{2}\right) = \frac{15}{2}$
 $\Rightarrow \left(x + \frac{1}{2}\right)\left(-\frac{1}{2}\right) + \left(y - \frac{1}{2}\right)\left(\frac{7}{2}\right) = \frac{15}{2}$

$\Rightarrow -\frac{1}{2}x - \frac{1}{4} + \frac{7}{2}y - \frac{7}{4} = \frac{15}{2}$
 $\Rightarrow -2x - 1 + 14y - 7 = 30$
 $\Rightarrow -2x + 14y - 8 = 30$
 $\Rightarrow -2x + 14y - 38 = 0$
 $\Rightarrow -x + 7y - 19 = 0$

Grade 11 Mathematics Final Exam 2014

Daniel J. Brahier



Grade 11 Mathematics Final Exam 2014:

OECD Reviews of Evaluation and Assessment in Education: Serbia Maghnouj Soumaya, Salinas Daniel, Kitchen Hannah, Guthrie Caitlyn, Bethell George, Fordham Elizabeth, 2020-03-20 This review developed in cooperation with UNICEF provides Serbia with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Serbia as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better outcomes for all students *Testing in the Professions* Susan Davis-Becker, Chad W. Buckendahl, 2017-03-16 Testing in the Professions focuses on current practices in credentialing testing as a guide for practitioners With a broad focus on the key components issues and concerns surrounding the test development and validation process this book brings together a wide range of research and theory from design and analysis of tests to security scoring and reporting Written by leading experts in the field of measurement and assessment each chapter includes authentic examples as to how various practices are implemented or current issues observed in credentialing programs The volume begins with an exploration of the various types of credentialing programs as well as key differences in the interpretation and evaluation of test scores The next set of chapters discusses key test development steps including test design content development analysis and evaluation The final set of chapters addresses specific topics that span the testing process including communication with stakeholders security program evaluation and legal principles As a response to the growing number of professions and professional designations that are tied to testing requirements Testing in the Professions is a comprehensive source for up to date measurement and credentialing practices The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Eastern European Mathematics Education in the Decades of Change Alexander Karp, 2020-05-04 This contributed volume is devoted to the recent history and evolution of mathematics education in Eastern Europe exploring how it was influenced by social and political changes in this part of the world Despite the broad recognition of the importance of these changes little scholarship exists that examines the ways in which they were followed by changes in the teaching of mathematics in the post socialist countries Indeed the analyzed processes are complex and vary across the states Accordingly this book touches on many factors including differences in cultures and traditions that find expression in the teaching of mathematics Specifically this volume seeks to explore what changes there were in education in general and in the position of mathematics in school education in these years and how these changes may be explained and documented what changes there were in the content of mathematics education and its assessment and how were they motivated and adopted what new textbooks appeared and what new methodological ideas were offered in them how and why mathematics teacher education and or professional development changed what was the role if any of foreign influences on mathematics education etc The book will be of interest to both researchers in mathematics

education and practitioners teachers as well as a broader audience of historians and educators exploring the political aspects of education

Mathematics Education Jacqueline Dewar, Pao-sheng Hsu, Harriet Pollatsek, 2016-11-26 Many in the mathematics community in the U S are involved in mathematics education in various capacities This book highlights the breadth of the work in K 16 mathematics education done by members of US departments of mathematical sciences It contains contributions by mathematicians and mathematics educators who do work in areas such as teacher education quantitative literacy informal education writing and communication social justice outreach and mentoring tactile learning art and mathematics ethnomathematics scholarship of teaching and learning and mathematics education research Contributors describe their work its impact and how it is perceived and valued In addition there is a chapter co authored by two mathematicians who have become administrators on the challenges of supporting evaluating and rewarding work in mathematics education in departments of mathematical sciences This book is intended to inform the readership of the breadth of the work and to encourage discussion of its value in the mathematical community The writing is expository not technical and should be accessible and informative to a diverse audience The primary readership includes all those in departments of mathematical sciences in two or four year colleges and universities and their administrators as well as graduate students Researchers in education may also find topics of interest Other potential readers include those doing work in mathematics education in schools of education and teachers of secondary or middle school mathematics as well as those involved in their professional development

Mathematics Teaching and Professional Learning in sub-Saharan Africa Kakoma Luneta, 2021-12-09 The book represents a crop of wide ranging research conducted by renown scholars in sub Sahara Africa revolving around mathematics teaching and professional development programs for mathematics teachers The research based proposals and actual how to conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners errors and misconceptions The book provides a comprehensive snapshot on mathematics teaching learning and effective professional development programmes for mathematics teachers in sub Sahara Africa It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa Kenya Rwanda Uganda Malawi Namibia Lesotho Ethiopia and Zimbabwe

Innovative Approaches in Early Childhood Mathematics Oliver Thiel, Bob Perry, 2020-07-29 The chapters in this book investigate and reflect on many of the issues and challenges raised by the current trends and tensions in early childhood mathematics education They emanate from seven countries Australia Northern Ireland Norway Portugal Spain Sweden and Switzerland Ever since Fr bel invented the kindergarten mathematics has been a part of early childhood pedagogy Mathematics is an important part of children s daily life which helps them to understand the world around them Nowadays early childhood mathematics is in the international spotlight Partly this is the result of myriad studies that seem to show that early childhood mathematics achievement is a strong predictor of success or otherwise in future

school mathematics other school subjects and life itself Another influence on early childhood mathematics education is the advent of the political and advocacy juggernaut known as STEM Science Technology Engineering and Mathematics Early childhood mathematics education is important for children s present and future learning This book provides a strong collection of current research for the consideration of all in the early childhood education field It was originally published as a special issue of the European Early Childhood Education Research Journal **How Shanghai Does It** Xiaoyan

Liang,Huma Kidwai,Minxuan Zhang,Yinan Zhang,2016-04-08 The Shanghai basic education system has garnered significant attention since its extraordinary performance in the 2009 and 2012 Programme for International Student Assessment PISA a global assessment of 15 year olds educational abilities Among the 65 participating economies in 2012 Shanghai China ranked first on all three major domains of PISA i e mathematics reading and science Shanghai also stands out for having the world s highest percentage of resilient students students from socio economically disadvantaged backgrounds who emerge as top performers Shanghai s PISA story has generated intense discussions and diverse speculations in field of international educational development and numerous studies have been done in the attempt to unravel the mystery Missing from the picture however is a more comprehensive systematic in depth and objective rendition of the policies and practices of Shanghai basic education benchmarked against others in key dimensions This report presents an in depth examination of how Shanghai scored highest in the areas of reading science and mathematics on PISA It documents and benchmarks key policies in basic Shanghai education provides evidence on the extent to which these policies have been implemented in schools and explores how these policies have affected learning outcomes The report uses PISA 2012 data to analyze Shanghai student achievement variation and to examine the extent school variables may be associated with the variation beyond family and student background It also uses the World Bank s Systems Approach for Better Education Results SABER an existing systems diagnostic and benchmarking tool as an organizing framework and for data collection School based surveys and other existing research shed further light on educational impact and implementation While the report attempts to adopt a systems approach particular emphasis is placed on teachers education financing balancing autonomy and accountability and student assessment Empowered Educators in Canada Carol Campbell,Ken Zeichner,Ann

Lieberman,Pamela Osmond-Johnson,2017-04-03 BEST PRACTICES FROM CANADA S HIGH PERFORMING SCHOOL SYSTEMS Empowered Educators in Canada is one volume in a series that explores how high performing educational systems from around the world achieve strong results The anchor book Empowered Educators How High Performing Systems Shape Teaching Quality Around the World is written by Linda Darling Hammond and colleagues with contributions from the authors of this volume Empowered Educators in Canada details the core commonalities that exist across Canada with special emphasis on the localized nature of the systems a hallmark of Canadian education Canada boasts a highly educated population and the provinces territories truly value education as evidenced by the significant proportion of public funds

allocated to schooling Operated by the provinces and territories participation in kindergarten primary and secondary education is close to 100% across the nation In addition to offering traditional academics secondary education includes opportunities for students to attend technical and vocational programs To demonstrate exemplary education systems the authors examine two top performing jurisdictions Alberta and Ontario which have developed strong supports for teacher development Canadian teachers are highly qualified and salary scales in all jurisdictions are typically based on a teacher s level of education and years of experience While Canada has enjoyed much educational success the education of First Nations students has historically been one of the country s more controversial and contentious issues Overall Canada is a country that is proud of its education system and places a high value on and participation in publicly funded education

Math Instruction for Students with Learning Difficulties Susan Perry Gurganus,2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction

Mobile Learning and STEM Helen Crompton,John Traxler,2015-12-07 In recent years there has been a renewed focus on STEM education in the United States fueled by evidence that young learners competencies in science technology engineering and mathematics are falling behind those of their global peers Scholars and practitioners are beginning to utilize the new pedagogical opportunities offered by mobile learning to improve the successes of teachers and K 12 students across STEM subjects Mobile Learning and STEM Case Studies in Practice is a comprehensive collection of case studies that explore mobile learning s support of STEM subjects and that utilize mobile technology to facilitate unique and effective K 12 teaching and learning experiences In addition to its focus on STEM achievement for researchers this volume is a resource for teachers working to implement mobile learning initiatives into their classrooms Mobile Learning and STEM also includes research that is applicable to classrooms in nations around the world where few students from underrepresented racial and socioeconomic backgrounds are entering into STEM jobs Concluding with a summary of its research and its implications to future scholarship and practice this book is a springboard for practitioners specialists higher education instructors and researchers who want to establish better practices in schools and raise student achievement in STEM subjects

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