

SECTION A

Section - A consists of Multiple Choice type questions of 1 mark each.

1. The ratio of *HCF* to *LCM* of the least composite number and the least prime number is :

- (a) 1:2
- (b) 2: 1
- (c) 1: 1
- (d) 1: 3

Answer: (a)

Explanation:

The least composite number is 4, which has prime factors 2 and 2. The least prime number is 2.

The HCF (Highest Common Factor) of 4 and 2 is 2, because that is the largest number that divides both 4 and 2.

The LCM (Least Common Multiple) of 4 and 2 is 4, because that is the smallest number that is a multiple of both 4 and 2.

Therefore, the ratio of HCF to LCM of 4 and 2 is 2:4 or 1:2.

So the answer is (a) 1:2.

2. The roots of the equation $x^2 + 3x - 10 = 0$ are :

- (a) 2, - 5
- (b) - 2, 5
- (c) 2, 5
- (d) - 2, - 5

Answer: (a)

Explanation:

Given, $x^2 + 3x - 10 = 0$

$$x^2 + 5x - 2x - 10 = 0$$

$$x(x + 5) - 2(x + 5) = 0$$

$$(x + 5)(x - 2) = 0$$

$x = 2, - 5$ are the roots of the given equation.

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SJ Ball



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The Wannado Curriculum Ihor Charischak,2015-02-25 The dynamic classroom is a place where the interaction between teacher and students produces engagement and learning Success depends on what the teacher does how it fits in with the needs of the students and the quality and utilization of resources In The Wannado Curriculum author Ihor Charischak tells how he turned his vision of a dynamic Math 2 0 classroom into a reality Part memoir part teaching tool The Wannado Curriculum offers insight into helping teachers establish a context for creating their own wannado curriculum a project based approach where the context makes the content interesting to students Charischak Describes how growing up as an immigrant in America impacted his learning Tells how he discovered the secret to working with unmotivated students Explores the idea that alternative ways of teaching and learning are the keys to powerful dynamic teaching and learning that motivates students Discusses his experiences in a private child centered school where he used computers to practice the teaching and learning he was excited about Relays how the real life game of craps inspired a reluctant student to ask questions about the mathematical intricacies of the game Brings to life his experiences with computers in teaching math Details his vision of the dynamic math classroom Introduces Math 2 0 a powerful environment that uses mathematics software and collaborative Web 2 0 tools in a dynamic classroom setting The Wannado Curriculum presents glimpses of what twenty first century math teaching and learning could look like if a student driven and teacher supported method was universally embraced

Teaching Mathematics Creatively Linda Pound,Trisha Lee,2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom

Exploring Social Inequality in the 21st Century Jennifer Jarman,Paul Lambert,2018-10-19 In a world where the effects of inequality occupy an increasingly prominent place on the public agenda this book provides up to date and thorough analysis from the perspective of a group of researchers at the forefront of social stratification analysis Exploring Social Inequality in the 21st Century is a clear and critical overview of current debates about social inequality It includes new information tools and

approaches to conceptualising and measuring social stratification and social class as well as informative case studies Throughout the researchers describe the direct and indirect costs of social inequality Divided into two parts Conceptualising and Measuring Inequality and Costs and Consequences of Inequality in the areas of Education Employment and Global Wealth it includes new findings about the growth of wealth inequality in the G20 countries and a detailed examination of tax policies designed to reduce inequality without affecting economic growth With substantial contributions to the analysis of inequalities in education and explanations of the processes and consequences of social and gender based exclusion this book is essential reading for anyone interested in understanding contemporary social inequality This book was originally published as a special issue of the journal Contemporary Social Science **The Times Index** ,2013-02 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Time educational supplement Scotland and the Times higher education supplement **Understanding and Applying Assessment in Education** Damian Murchan,Gerry Shiel,2024-04-09 All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners schools and wider education systems Designed as a pragmatic guide for new teachers and those training to teach this book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts This updated second edition reflects recent trends in assessment and includes more balanced coverage across primary and secondary age phases with a broader range of examples across curriculum subject areas a new chapter on the potential of digital assessment for both formative and summative purposes the impact of the COVID 19 pandemic on assessment in general and examinations in particular Damian Murchan is Associate Professor in the School of Education at Trinity College Dublin Gerry Shiel is a Research Fellow at the Educational Research Centre Dublin Ireland **Australian Books in Print** ,1989

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