

- (14)  $\tan 60^\circ = :$  (a)  $\frac{1}{\sqrt{3}}$  (b)  $-\sqrt{3}$  (c) 1 (d) None of these
- (15) The simplest form of  $\frac{a^5b - ab^5}{a^3b + ab^3}$  is:  
 (a)  $a^2 + b^2$  (b)  $a^2 - b^2$  (c)  $a + b$  (d)  $a - b$
- (16) The Transpose matrix of  $\begin{bmatrix} 5 & 3 \\ 1 & 6 \end{bmatrix}$  is:  
 (a)  $\begin{bmatrix} 5 & 1 \\ 3 & 6 \end{bmatrix}$  (b)  $\begin{bmatrix} 6 & 3 \\ 1 & 5 \end{bmatrix}$  (c)  $\begin{bmatrix} 1 & 6 \\ 5 & 3 \end{bmatrix}$  (d)  $\begin{bmatrix} 3 & 5 \\ 1 & 6 \end{bmatrix}$
- (17)  $\cos 20^\circ = :$   
 (a)  $\operatorname{Cosec} 70^\circ$  (b)  $\tan 70^\circ$  (c)  $\sin 70^\circ$  (d)  $\cot 70^\circ$
- (18) A circle which touches all the three sides of a triangle is called:  
 (a) Inscribed circle (b) Escribed circle  
 (c) Circum circle (d) None of these
- (19) The Set  $A = \{1, 3, 5, 7, \dots\}$  is closed with respect to:  
 (a) Multiplication (b) Addition  
 (c) Subtraction (d) Division
- (20) Solution Set of  $\sqrt{2y-3} = \sqrt{3y+4}$  is:  
 (a) 1 (b) 7 (c) -7 (d) 5

# MATHEMATICS

2014

Time: 2 ½ Hours

Max. Marks: 80

## SECTION "B" (SHORT-ANSWER QUESTIONS)

Note: Answer any 10 questions from this section. (50)

- (2) If  $U = \{1, 2, 3, 4, 5, 6, 7\}$ ,  $A = \{1, 3, 5, 7\}$  and  $B = \{3, 4, 5, 6\}$ ;  
 Prove that  $A' \cup B' = (A \cap B)'$
- (3) Simplify:  $\left( \frac{(125)^2 \times 8}{(64)^2} \right)^{\frac{1}{3}}$
- (4) If  $a + b = 7$  and  $ab = 11$ , find the value of  $(a - b)$ .
- (5) Find the value of  $\frac{85.7 \times 2.47}{8.89}$  with the help of logarithmic table
- (6) Factors.  $r^2(s - t) + s^2(t - r) + t^2(r - s)$
- (7) Solve the following equations with the help of matrix:  
 $5x - 2y = 1$ ,  $2x - y = 0$
- (8) If one pair of opposite sides of a quadrilateral are congruent and parallel, it is a parallelogram. Prove it.
- (9) Solve the equation  $2b^2 - 7b + 5 = 0$  using quadratic formula.

# Matric Mathematics Paper 1 March 2014

**H. Chad Lane, Susan Zvacek, James  
Uhomoibhi**



## **Matric Mathematics Paper 1 March 2014:**

**Computer Supported Education** H. Chad Lane, Susan Zvacek, James Uhomoibhi, 2020-11-09 This book constitutes the thoroughly refereed proceedings of the 11th International Conference on Computer Supported Education CSEDU 2019 held in Heraklion Crete Greece in May 2019 The 30 revised full papers were carefully reviewed and selected from 202 submissions The papers cover wide research fields including authoring tools and content development AV communication and multimedia classroom management e Learning hardware and software blended learning critical success factors in distance learning

*South African Schooling: The Enigma of Inequality* Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

**Leadership Approaches to Negotiate Challenges in a Changing Education Landscape** Leentjie van Jaarsveld, Kobus Mentz, Charl C. Wolhuter, 2020-12-31 The argumentative point of departure of this scholarly book is the common conviction of specialists in the field of education in South Africa that the national education

system is not at a satisfactory level in both the academic and the public discourse Such allegations are made and frequently stronger adjectives than non satisfactory are used Results of international test series in which South Africa has participated such as the 2015 TIMSS tests confirm the negative verdicts found in the public and scholarly discourse This book aims to argue that although the lack of performance could be attributed to a multiplicity of factors one factor that can make a difference in the achievement levels obtained by learners in schools is leadership The book demonstrates that a particular problem of both the scholarly and the public discourse on education in South Africa is an overtone of defeatism or resignation blaming all ills in the education system and educational institutions on historical legacies and or contextual factors such as socio economic deprivation in the catchment areas of schools or poor resources and infrastructure This collected work was inspired by a recently published spate of articles on top performing schools including top performing schools in rural communities in which it was demonstrated that good leadership can overcome such contextual and other challenges The book unpacks the issue of leadership in South African schools from a variety of perspectives thus contributing to the development of the scholarly discourse on Educational Leadership in South Africa The target audience of the book is scholars of Educational Leadership The research reported in the chapters draw on a wide range of methodologies including empirical survey research questionnaires and interviews critical literature surveys and the comparative method

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