

EXERCISE**PAGE: 107**

In questions 1 to 23, out of the four given options, only one is correct. Write the correct answer.

1. If each match box contains 50 matchsticks, the number of matchsticks required to fill n such boxes is

- (A) $50 + n$ (B) $50n$ (C) $50 \div n$ (D) $50 - n$

Solution:-

(B) $50n$

From the question it is given that, number of match sticks in each match box = 50

Then, the number of matchsticks required to fill n such boxes = $50 \times n$
= $50n$

2. Amulya is x years of age now. 5 years ago her age was

- (A) $(5 - x)$ years (B) $(5 + x)$ years
(C) $(x - 5)$ years (D) $(5 \div x)$ years

Solution:-

(C) $(x - 5)$ years

Current age of Amulya = x years

Then, 5 years ago her age was = $(x - 5)$ years

3. Which of the following represents $6 \times x$

- (A) $6x$ (B) $x/6$ (C) $6 + x$ (D) $6 - x$

Solution:-

(A) $6x$

4. Which of the following is an equation?

- (A) $x + 1$ (B) $x - 1$ (C) $x - 1 = 0$ (D) $x + 1 > 0$

Solution:-

(C) $x - 1 = 0$

An expression with a variable, constants and the sign of equality (=) is called an equation.

5. If x takes the value 2, then the value of $x + 10$ is

- (A) 20 (B) 12 (C) 5 (D) 8

Solution:-

(B) 12

From the question it is given that, value of x is 2.

Now substitute the value of x in $x + 10$

Exemplar Answers 2013 Maths Grade 11

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An,Lianchun Dong**



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1976 which focused on the international exchange of knowledge in the psychology of mathematics education the promotion of interdisciplinary research with psychologists mathematicians and mathematics teachers and the development of the psychological aspects of teaching and learning mathematics and its implications *Equity, Equality and Diversity in the Nordic Model of Education* Tove Stjern Frønes, Andreas Pettersen, Jelena Radišić, Nils Buchholtz, 2021-01-21 Does the Nordic model of education still stand by its original principles and safeguard education for all This Open Access volume is a carefully crafted collection of chapters that investigate the different aspects of equity equality and diversity across the education systems in the Nordic countries Based on data from various national and international large scale assessments the volume provides a better understanding of both the functions and foundations of the Nordic model along with how the concepts mentioned above are enacted in practice Across the chapters data from different national and international large scale assessment studies are used for cross and single country analyses on a variety of issues related to equity equality and inequality in diverse educational settings The investigations address different subject domains i e mathematics science reading age and grade groups but also issues related to teachers and the schools themselves In addition to these empirical chapters the book addresses the theoretical and methodological underpinnings of the ideas and tools embedded in the phenomena of equity and equality and how they have met in the Nordic model of education **Interest in Mathematics and Science Learning** Ann Renninger, Martina Nieswandt, Suzanne Hidi, 2015-04-19 Interest in Mathematics and Science Learning edited by K Ann Renninger Martin Nieswandt and Suzanne Hidi is the first volume to assemble findings on the role of interest in mathematics and science learning As the contributors illuminate across the volume s 22 chapters interest provides a critical bridge between cognition and affect in learning and development This volume will be useful to educators researchers and policy makers especially those whose focus is mathematics science and technology education

Transparency in Assessment - Exploring the Influence of Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature

are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions

Approximation Methods and Analytical Modeling Using Partial Differential Equations Tamara Fastovska, Yurii Kolomoitsev, Kateryna Buryachenko, Marina Chugunova, 2025-03-28 Adequate mathematical modeling is the key to success for many real world projects in engineering medicine and other applied areas As soon as an appropriate mathematical model is developed it can be comprehensively analyzed by a broad spectrum of available mathematical methods For example compartmental models are widely used in mathematical epidemiology to describe the dynamics of infectious diseases and in mathematical models of population genetics While the existence of an optimal solution under certain condition can be often proved rigorously this does not always mean that such a solution is easy to implement in practice Finding a reasonable approximation can in itself be a challenging research problem This Research Topic is devoted to modeling analysis and approximation problems whose solutions exploit and explore the theory of partial differential equations It aims to highlight new analytical tools for use in the modeling of problems arising in applied sciences and practical areas Researchers are invited to submit articles that investigate the qualitative behavior of weak solutions removability conditions for singularities the dependence of the local asymptotic property of these solutions on initial and boundary data and also the existence of solutions Contributors are particularly encouraged to focus on anisotropic models analyzing the preconditions on the strength of the anisotropy and comparing the analytical estimates for the growth behavior of the solutions near the singularities with the observed growth in numerical simulations The qualitative analysis and analytical results should be confirmed by the numerically observed solution behavior

Symmetry and Exact Solutions of Nonlinear Mathematical Physics Equations Gangwei Wang, Xiangpeng Xin, Samir A. El-Tantawy, 2024-08-13 Nonlinear problems originating from applied science that is closely related to practices contain rich and extensive content It makes the corresponding nonlinear models also complex and diverse Due to the intricacy and contingency of nonlinear problems unified mathematical methods still remain far and few between In this regard the comprehensive use of symmetric methods along with other mathematical methods becomes an effective option to solve nonlinear problems

South African national bibliography, 1999 Classified list with author and title index

Ilaṅkaiṭ Tēciya Nūrpattīyal, 2016

The Parliamentary Debates (Hansard). Great Britain. Parliament. House of Lords, 2013

The New Success, 1920

Catalog of Copyright Entries, Third Series Library of Congress. Copyright Office, 1977 Includes index

Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons, 2014

Understanding the Math You Teach Anita C. Burris, 2005 Teaching strategies are grounded in the NCTM standards and illustrated with real student work In addition the author provides a full

range of concrete developmental activities that encourage future teachers to make math make sense for themselves as well as for their students Believing that teachers who are comfortable with mathematics develop learners who are comfortable with mathematics this author empowers preservice preK 4 teachers to teach math confidently by laying a solid foundation of math concepts and building on that foundation with engaging meaningful standards based teaching methods Integrated in this unique combined approach to teaching mathematics is a thorough discussion of math manipulatives as well as the use of technology computer and otherwise to assist today s mathematics teacher For educators aids and parents responsible for teaching Pre K to fourth grade math *Journal for Research in Mathematics Education* ,2015 **Using and Interpreting Statistics** Eric W. Corty,2013-02-19 Now published by Worth Eric Corty s engaging easy to understand textbook focuses on the needs of behavioral science students encountering statistical practices for the first time An award winning master teacher Corty speaks to students in their language with an approachable voice that conveys the basics of statistics step by step Examples come from the behavioral and social sciences as well as from recognizable aspects of everyday life to help students see the relevance of statistics *Philippine Journal of Education* ,1981

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