

CA Foundation – November 2019  
Question Paper MCC, Jaipur. Based on Memory)

Marks 100

Time : 2 Hours

"BUSINESS MATHEMATICS"

1. The two numbers are in ratio 3 : 4. The difference between their squares is 28. Find the greater number.  
 (a) 12 (b) 8  
 (c) 16 (d) 10
2. If  $\left[ \frac{9^{x+1} \cdot \sqrt{3} \cdot 3^x}{3 \cdot \sqrt{3^x}} \right]^{\frac{1}{2}}$   
 (a) 1 (b) 3  
 (c) 9 (d) 27
3. If  $x = \sqrt{3} + \frac{1}{\sqrt{3}}$  then  $\left(x - \frac{\sqrt{126}}{\sqrt{42}}\right) \left(x - \frac{1}{x - \frac{2\sqrt{3}}{5}}\right) =$   
 (a)  $\frac{9}{5}$  (b)  $\frac{6}{5}$   
 (c)  $\frac{11}{5}$  (d)  $-\frac{3}{5}$
4. If  $x = \frac{1}{5+2\sqrt{2}}$  then the value of the expression  $x^2 - 10x + 1$  is  
 (a) 0 (b) 10  
 (c)  $26 - 12\sqrt{2}$  (d)  $\sqrt{15} + \sqrt{3}$
5.  $\log_{10}(10,000) = x$ ; Find the value of x?  
 (a) 1 (b) -2  
 (c) -4 (d) 2
6.  $\log xy^2 - \log y = \log (x+y)$  Find the value of y in term of x  
 (a)  $x-1$  (b)  $\frac{x}{x+1}$   
 (c)  $\frac{x}{x-1}$  (d)  $x+1$
7. Find the root of the equations. If  $4^x \cdot 8^y = 128$  and  $3^x/27^y = \frac{2}{3}$   
 (a) 2, 1 (b) -2, 1  
 (c) 2, -1 (d) 1, 2
8. The three roots of equation is.  $x^3 + 9x^2 - x - 9 = 0$   
 (a) 1, -1, -9 (b) 1, -1, 9  
 (c) 1, 1, 9 (d) -1, -1, -9
9. Find the value of K so that x =2 is a root of the equation  $3x^2 - 2kx + 5 = 0$   
 (a) 17/4 (b) 4/17  
 (c) -17/4 (d) -4/17
10. The solutions of the set of inequations  $2x+y \geq 12, 5x+8y \geq 74, x+6y \geq 24, x \geq 0, y \geq 0$  are  
 (a)  $(24, 0), \left(\frac{126}{11}, \frac{22}{11}\right), (2, 8), (0, 12)$  (b)  $(0, 24), (2, 8), (0, 12), \left(\frac{126}{11}, \frac{22}{11}\right)$   
 (c)  $(8, 4), (2, 8), (0, 12), (0, 24)$  (d)  $(8, 4), (0, 0), (0, 6), (2, 0)$

# Maths Statistics 2013 May Past Paper

**Katrin Zwirgmaier**



## **Maths Statistics 2013 May Past Paper:**

Mathematical and Statistics Anxiety: Educational, Social, Developmental and Cognitive Perspectives Kinga

Morsanyi, Irene Cristina Mammarella, Denes Szűcs, Carlo Tomasetto, Caterina Primi, Erin Anne Maloney, 2017-01-19

Mathematical anxiety is a feeling of tension apprehension or fear which arises when a person is faced with mathematical content. The negative consequences of mathematical anxiety are well documented. Students with high levels of mathematical anxiety might underperform in important test situations; they tend to hold negative attitudes towards mathematics and they are likely to opt out of elective mathematics courses which also affects their career opportunities. Although at the university level many students do not continue to study mathematics, social science students are confronted with the fact that their disciplines involve learning about statistics, another potential source of anxiety for students who are uncomfortable with dealing with numerical content. Research on mathematical anxiety is a truly interdisciplinary field with contributions from educational, developmental, cognitive, social and neuroscience researchers. The current collection of papers demonstrates the diversity of the field, offering both new empirical contributions and reviews of existing studies. The contributors also outline future directions for this line of research. *Teaching Secondary and Middle School Mathematics* Daniel J.

Brahier, 2020-04-01 *Teaching Secondary and Middle School Mathematics* combines the latest developments in research, technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics. The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations. Beginning with an examination of what it means to teach and learn mathematics, the reader is led through the essential components of teaching, concluding with an examination of how teachers continue with professional development throughout their careers. Hundreds of citations are used to support the ideas presented in the text, and specific websites and other resources are presented for future study by the reader. Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms. The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards. The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation, as well as how to manage a classroom for success. Features include: The entire text has been reorganized so that assessment takes a more central role in planning and teaching. Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices. A new feature, Links and Resources, has been added to each of the 13 chapters. While the book includes a substantial listing of citations and resources, after the chapters, five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic. Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the

teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor's Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com/9780367146511](http://www.routledge.com/9780367146511) The British Journal of Mathematical & Statistical Psychology, 1967

**Models, Algorithms and Technologies for Network Analysis** Mikhail V. Batsyn, Valery A. Kalyagin, Panos M. Pardalos, 2014-10-30 This volume compiles the major results of conference participants from the Third International Conference in Network Analysis held at the Higher School of Economics Nizhny Novgorod in May 2013 with the aim to initiate further joint research among different groups The contributions in this book cover a broad range of topics relevant to the theory and practice of network analysis including the reliability of complex networks software theory methodology and applications Network analysis has become a major research topic over the last several years The broad range of applications that can be described and analyzed by means of a network has brought together researchers practitioners from numerous fields such as operations research computer science transportation energy biomedicine computational neuroscience and social sciences In addition new approaches and computer environments such as parallel computing grid computing cloud computing and quantum computing have helped to solve large scale network optimization problems *The Railway Age and Northwestern Railroader*, 1896 *Data-Driven Mathematical and Statistical Models of Online Social Networks* Shudong Li, Zhen Wang, Chengyi Xia, Lin Wang, Daihai He, 2022-03-07 U.S. Government Research & Development Reports, 1969

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