

1.  $(-3)^2 + (-2)^2$  is equal to  
 (A) -13  
 (B) -10  
 (C) 13  
 (D) 25
2. What percentage of 40 is 8?  
 (A) 5%  
 (B) 20%  
 (C) 32%  
 (D) 150%
3. If  $235 \times 48.7 = 11\,444.5$ , then  
 $23.5 \times 0.487 =$   
 (A) 11.4445  
 (B) 114.445  
 (C) 1 144.45  
 (D) 11 444.4
4. Using the distributive property,  
 $49 \times 17 + 49 \times 3 =$   
 (A)  $49 \times 20$   
 (B)  $49 + 20$   
 (C)  $52 \times 66$   
 (D)  $52 + 66$
5. A test was marked out of 80. A boy scored 60% of the marks on the test. How many marks did he score?  
 (A) 20  
 (B) 48  
 (C) 60  
 (D) 75
6. Dan sold 40 concert tickets in 5 days. Each day he sold 3 tickets MORE than the previous day. The number of tickets he sold on the third day is  
 (A) 8  
 (B) 9  
 (C) 10  
 (D) 11
7. Which of the following sets is defined by  $\{x \in \mathbb{Z} : -2 \leq x \leq 4\}$ ?  
 (A)  $\{1, 2, 3, 4\}$   
 (B)  $\{0, 1, 2, 3, 4\}$   
 (C)  $\{-1, 0, 1, 2, 3\}$   
 (D)  $\{-2, -1, 0, 1, 2, 3, 4\}$
8. If  $Q = \{a, b, c\}$ , how many subsets can be obtained from the set  $Q$ ?  
 (A)  $2 + 3$   
 (B)  $2 \times 3$   
 (C)  $3^2$   
 (D)  $2^3$
9. The set of positive integers is an example of  
 (A) a finite set  
 (B) an empty set  
 (C) an infinite set  
 (D) an improper set
10. If  $n(U) = 25$ ,  $n(A) = 14$ ,  $n(B) = 15$  and  $n(A \cap B) = 6$ , then  $n(A \cup B)$  is  
 (A) 2  
 (B) 19  
 (C) 23  
 (D) 29

# June 14th 2013 Mathematics Paper 2

**AW Rasmussen**



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refereed proceedings of the 24th International Symposium on Algorithms and Computation ISAAC 2013 held in Hong Kong  
China in December 2013 The 67 revised full papers presented together with 2 invited talks were carefully reviewed and  
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Achievement: A Comparison between Malaysia and Singapore* Lay Yoon Fah,Ng Khar Thoe,Suma Parahakaran,2020-05-03  
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ways to improve Malaysian Grade 8 students science achievement in the forthcoming TIMSS are suggested based on the  
experiences of the Singaporean education system **International Journal of Mathematical Combinatorics, Volume 1,  
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*Changing the Course of Failure* Sandra Stotsky, 2018-05-18 The basic purpose of this book is to help policy makers at all levels of government understand that 1 widespread adolescent underachievement is not susceptible to solution by educational interventions no matter how much money is allocated to public education and 2 there are unidentified educational and civic costs to focusing on low achievement and to expecting public institutions of education for K 12 and college to solve a growing social problem Many policy makers seem to think that teachers schools are the primary cause of low achievement Educational institutions still cannot solve a non education caused problem and haven't done so for over fifty years despite all the public and private money that has been allocated The book concludes with suggested policies for addressing the damage to public education from gap closing standards and with suggested areas for policy making in order to change the current course of failure for many low achieving students

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  - The Rise of Digital Reading June 14th 2013 Mathematics Paper 2
  - Advantages of eBooks Over Traditional Books
2. Identifying June 14th 2013 Mathematics Paper 2
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an June 14th 2013 Mathematics Paper 2
  - User-Friendly Interface
4. Exploring eBook Recommendations from June 14th 2013 Mathematics Paper 2
  - Personalized Recommendations
  - June 14th 2013 Mathematics Paper 2 User Reviews and Ratings
  - June 14th 2013 Mathematics Paper 2 and Bestseller Lists
5. Accessing June 14th 2013 Mathematics Paper 2 Free and Paid eBooks
  - June 14th 2013 Mathematics Paper 2 Public Domain eBooks
  - June 14th 2013 Mathematics Paper 2 eBook Subscription Services
  - June 14th 2013 Mathematics Paper 2 Budget-Friendly Options

6. Navigating June 14th 2013 Mathematics Paper 2 eBook Formats
  - ePub, PDF, MOBI, and More
  - June 14th 2013 Mathematics Paper 2 Compatibility with Devices
  - June 14th 2013 Mathematics Paper 2 Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of June 14th 2013 Mathematics Paper 2
  - Highlighting and Note-Taking June 14th 2013 Mathematics Paper 2
  - Interactive Elements June 14th 2013 Mathematics Paper 2
8. Staying Engaged with June 14th 2013 Mathematics Paper 2
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers June 14th 2013 Mathematics Paper 2
9. Balancing eBooks and Physical Books June 14th 2013 Mathematics Paper 2
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection June 14th 2013 Mathematics Paper 2
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine June 14th 2013 Mathematics Paper 2
  - Setting Reading Goals June 14th 2013 Mathematics Paper 2
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of June 14th 2013 Mathematics Paper 2
  - Fact-Checking eBook Content of June 14th 2013 Mathematics Paper 2
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
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