

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

# Maths Common Papers June 2015

**Neil Quilliam, Mark C. Thompson**



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*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). Cambridge International AS and A Level Mathematics: Pure Mathematics 1 Coursebook Sue Pemberton, 2018-03-15 This series has been developed specifically for the Cambridge International AS/A Level Mathematics 9709 syllabus to be examined from 2020. Cambridge International AS/A Level Mathematics: Pure Mathematics 1 matches the corresponding unit of the syllabus with a clear and logical progression through it. It contains materials on topics such as quadratics, functions, coordinate geometry, circular measure, series.

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GCC Neil Quilliam, Mark C. Thompson, 2017-09-11 The GCC is a major player in the post 2011 reordering of the Middle East. Despite the rise in prominence of individual Gulf states especially Kuwait, Qatar, Saudi Arabia and the United Arab Emirates and the growth of the GCC as a collective entity, surprisingly little attention has been paid to the actual mechanics of policy making in the region. This book analyses the vital role that institutions are coming to play in shaping policy in the Gulf Arab states. The research coincides with two key developments that have given institutions new importance in the policy process: the emergence of a new generation of leaders in the Gulf and the era of low oil prices. Both developments, along with dramatic demographic change, have compelled state and citizens to re-evaluate the nature of the social contract that binds them together. Contributors assess the changing relationship between state and citizen and evaluate the role that formal and informal institutions play in mediating such change and informing policy. The book shows how academic, social and economic institutions are responding to the increasingly complex process of decision making where citizens demand better services and further empowerment and states are obliged to seek wider counsel although wanting to retain ultimate authority. With contributions from both academics and practitioners, this book will be highly relevant for researchers and policymakers alike.

**Flow and Transformations in Porous Media** Renaud Toussaint, Bjørnar Sandnes, Daniel Koehn, Piotr Szymczak, Einat Aharonov, 2017-02-07 Fluid flow in transforming porous rocks, fracture networks and granular media is a very active interdisciplinary research subject in Physics, Earth Sciences and Engineering. Examples of natural and engineered processes include hydrocarbon recovery, carbon dioxide geo-sequestration, soil drying and wetting, pollution remediation, soil liquefaction, landslides, dynamics of wet or dry granular media, dynamics of faulting or friction, volcanic eruptions, gas venting in sediments, karst development and speleogenesis, ore deposit development and radioactive waste disposal. Hydrodynamic flow instabilities and pore scale disorder typically result in complex flow patterning. In transforming media, additional mechanisms come into play: compaction, de-compaction, erosion, segregation and fracturing lead to changes in permeability over time. Dissolution, precipitation and chemical reactions between solutes and solids may gradually alter the composition and structure of the solid matrix, either creating or destroying permeable paths for fluid flow. A complex dynamic feedback thus arises where, on the one hand, the fluid flow affects the characteristics of the porous medium and, on the other hand, the changing medium influences the fluid flow. This Research Topic Ebook presents current research illustrating the depth and breadth of ongoing work in the field of flow and transformation in porous media through 15 papers by 72 authors from around the world. The body of work highlights the challenges posed by the vast range of length and time scales over which subsurface flow processes occur. Importantly, phenomena from each scale contribute to the larger scale behavior. The flow of oil and gas in reservoirs and the flow of groundwater on catchment scale is sensitively linked to pore scale processes and material heterogeneity down to the micrometer scale. The geological features of the same reservoirs and catchments evolved over millions of years, sometimes as a consequence of cracking and fracture growth occurring on the time scale of

microseconds The research presented by the authors of this Research Topic represents a step toward bridging the separation of scales as well as the separation of scientific disciplines so that a more unified picture of flow and transformation in porous media can start to emerge

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