(-3)<sup>2</sup> + (-2)<sup>3</sup> is equal to

(A) -13 (B) -10 (C) 13

(D) 25

What percentage of 40 is 8?

(A) 5% (B) 20% (C) 32% (D) 150%

If 235 × 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 × 20 (B) 49 + 20 (C) 52 × 66 (D) 52 + 66

 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

 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

 Which of the following sets is defined by {x ∈ Z: -2 ≤ x ≤ 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}

If Q = {a, b, c}, how many subsets can be obtained from the set Q?

(A) 2+3 (B) 2×3 (C) 3<sup>2</sup> (D) 2<sup>3</sup>

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, m(B) = 15 and  $n(A \cap B) = 6$ , then  $n(A \cup B)$  is

(A) 2 (B) 19 (C) 23 (D) 29

# **Mathematics June 2013 Paper 1**

**Clifford Lane** 

#### **Mathematics June 2013 Paper 1:**

Harmonic Oscillators and Two-By-Two Matrices in Symmetry Problems in Physics Young Suh Kim, 2018-07-09 This book is a printed edition of the Special Issue Harmonic Oscillators In Modern Physics that was published in Symmetry

Contributing Factors to TIMSS 2011 Eighth Graders' Science Achievement: A Comparison between Malaysia and Singapore Lay Yoon Fah, Ng Khar Thoe, Suma Parahakaran, 2020-05-03 Trends in International Mathematics and Science Study TIMSS is one of the projects of the International Association for the Evaluation of Educational Achievement IEA located at Amsterdam The Netherlands and Hamburg Germany IEA is an independent cooperative of national educational research institutions and governmental research agencies dedicated to improving education TIMSS is conducted regularly for every four years to assess students achievement in science and mathematics at both the fourth and eighth grades The project is dedicated to providing participating countries with information to improve teaching and learning in science and mathematics This book is written especially for the interest of undergraduate students postgraduate students and educators of science education who wish to know more about the contributing factors to Grade 8 students science achievement in TIMSS This book is also resourceful for individuals who are involved directly or indirectly in the administration and implementation of TIMSS at the national state district and school levels This book consists of seven chapters The first chapter gives a brief introduction to TIMSS which includes the TIMSS curriculum model and TIMSS science assessment frameworks The subsequent chapters compare the contribution of various factors i e home environment support school resources school climate teacher preparation and classroom instructions on Malaysian and Singaporean Grade 8 students science achievement in TIMSS 2011 Last but not least recommendations on ways to improve Malaysian Grade 8 students science achievement in the forthcoming TIMSS are suggested based on the experiences of the Singaporean education system **Teaching Computing** Henry M. Walker, 2018-04-24 Teaching can be intimidating for beginning faculty Some graduate schools and some computing faculty provide guidance and mentoring but many do not Often a new faculty member is assigned to teach a course with little guidance input or feedback Teaching Computing A Practitioner's Perspective addresses such challenges by providing a solid resource for both new and experienced computing faculty. The book serves as a practical easy to use resource covering a wide range of topics in a collection of focused down to earth chapters Based on the authors extensive teaching experience and his teaching oriented columns that span 20 years and informed by computing education research the book provides numerous elements that are designed to connect with teaching practitioners including A wide range of teaching topics and basic elements of teaching including tips and techniques Practical tone the book serves as a down to earth practitioners guide Short focused chapters Coherent and convenient organization Mix of general educational perspectives and computing specific elements Connections between teaching in general and teaching computing Both historical and contemporary perspectives This book presents practical approaches tips and techniques that provide a

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