

PART I :- True or False Questions (10 %)

- _____ 1. Equation are expression involving in equality
- _____ 2. $r_1 + r_2 = \frac{-b + \sqrt{b^2 - 4ac}}{2a} + x = \frac{-b - \sqrt{b^2 - 4ac}}{2a}$ is the root of the sum = C/a
- _____ 3. For a > 0 , $a^x = a^y$ if and only if $x = y$
- _____ 4. The absolute value of a number X donated by | X| is defined the distance | X| from zero on the number line.
- _____ 5. If the inequality symbol is either \leq or \geq the point of the boulder line are solution to the number must be solid.
- _____ 6. If $(x-4)(x-2) > 0$ the solution is $x < 2$ or $x > 5$
- _____ 7. The closed interval [a, b] with end point 'a' and 'b' is the set of all real number X such that $a \leq x \leq b$
- _____ 8. An equation of the form $ax^2 + bx + c = 0$ then 'c' is constant terms
- _____ 9. The solution of $|k| < 0$ are the number that satisfy $-c \leq k \leq c$
- _____ 10. A system of linear equation in two variable is not solved in graphical , substitution and elimination method

PART II: - Choose the best answer for the following Questions (14 %)

- _____ 11. Let $ax^2 + 6x + 1 = 0$ and if the sum of root is = - 6/5 what is the value of a.
A , 1 B , 2 C, 5 D, 6
- _____ 12. If $9^{2x-5} = 27$ what is the value of 'x'
A, 9/7 B, 13/4 C, 4/13 D, 7/9
- _____ 13. For the equation $x^2 - 6x + 3 = 0$ using Quadratic formula what is the value of 'x'
A, $2 \pm \sqrt{6}$ B, $3 - \sqrt{6}$ C, $3 + \sqrt{6}$ D, B and C

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Andrea Morgan



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curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment's breadth and rigour will make it essential reading for researchers and postgraduate students around the world

How People Learn II National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on How People Learn II: The Science and Practice of Learning, 2018-10-27 There are many reasons to be curious about the way people learn and the past several decades have seen an explosion of research that has important implications for individual learning schooling workforce training and policy In 2000 How People Learn Brain Mind Experience and School Expanded Edition was published and its influence has been wide and deep The report summarized insights on the nature of learning in school aged children described principles for the design of effective learning environments and provided examples of how that could be implemented in the classroom Since then researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning individual and cultural variability related to learning and educational technologies In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan there have been important discoveries about influences on learning particularly sociocultural factors and the structure of learning environments How People Learn II Learners Contexts and Cultures provides a much needed update incorporating insights gained from this research over the past decade The book expands on the foundation laid out in the 2000 report and takes an in depth look at the constellation of influences that affect individual learning How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults

WISC-V Lawrence G. Weiss, Donald H. Saklofske, James A. Holdnack, Aurelio Prifitera, 2019-01-22 WISC V Clinical Use and Interpretation Second Edition provides practical information for clinicians on the selection of subtest measures along with their proper administration and interpretation Full Scale IQ is identified as important for predicting relevant behaviors and primary index scores for characterizing the child's strengths and weaknesses Classroom indicators of low scores on each of these abilities are identified with suggested interventions accommodations and instructional strategies for low scorers Coverage includes ethnic differences for the Full Scale IQ and each primary index score along with evidence of the profound influence of parental attitudes and expectations Several other societal and contextual factors relevant to understanding racial ethnic differences are presented Two chapters review use of the WISC V for identifying learning disabilities testing of individuals with dyslexia and best practice recommendations to ensure accurate diagnosis and intervention Concluding chapters describe advances in the Q interactive system platform allowing administration of the WISC V on iPads and other tablets and how clinicians can tailor assessment using select WISC V subtests and features Authored by the creators of the WISC V Describes the new subtests revised test structure and test extensions Advises clinicians on test selection Provides test result interpretation Discusses clinical applications of test use

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