

MATHEMATICS & STATISTICS

Time : 3 hrs.]

OCTOBER - 2014

[Marks : 80

SECTION - I

Q. 1. (A) Select and write the most appropriate answer from the given alternatives in each of the following sub-questions :

[6]

(i) If $\begin{bmatrix} \bar{a} & \bar{b} & \bar{c} \end{bmatrix} \neq 0$ and $\bar{p} = \frac{\bar{b} \times \bar{c}}{\begin{bmatrix} \bar{a} & \bar{b} & \bar{c} \end{bmatrix}}$, $\bar{q} = \frac{\bar{c} \times \bar{a}}{\begin{bmatrix} \bar{a} & \bar{b} & \bar{c} \end{bmatrix}}$, $\bar{r} = \frac{\bar{a} \times \bar{b}}{\begin{bmatrix} \bar{a} & \bar{b} & \bar{c} \end{bmatrix}}$,

then $\bar{a} \cdot \bar{p} + \bar{b} \cdot \bar{q} + \bar{c} \cdot \bar{r}$ is equal to _____.

(2)

(a) 0

(b) 1

(c) 2

(d) 3

(2)

(ii) The inverse of the matrix $\begin{bmatrix} 2 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & -1 \end{bmatrix}$ is _____.

(a) $\begin{bmatrix} \frac{1}{2} & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & -1 \end{bmatrix}$

(b) $\begin{bmatrix} -\frac{1}{2} & 0 & 0 \\ 0 & -1 & 0 \\ 0 & 0 & 1 \end{bmatrix}$

(c) $\begin{bmatrix} -1 & 0 & 0 \\ 0 & -\frac{1}{2} & 0 \\ 0 & 0 & \frac{1}{2} \end{bmatrix}$

(d) $\frac{1}{2} \begin{bmatrix} -1 & 0 & 0 \\ 0 & -1 & 0 \\ 0 & 0 & -1 \end{bmatrix}$

(2)

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RC Schank



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Who Cares about Maths anyway? Dr Majeda Awawdeh, 2019-06-02 In *Who Cares about Maths Anyway* Majeda Awawdeh PhD addresses the top issues with Australia's current education system in her honest analytical overview. Over the course of the book teachers, students and parents are given the opportunity to explore the deep seated problems of their current school system including a lack of teacher training and development, one size fits all curricula and unfocused government funding. Along with this insightful analysis Dr Awawdeh introduces a long term vision that can improve the system for all involved resulting in the progression of student success and higher ranking worldwide. Individuals looking for in depth research in the area of the Australian education system will find her book a valuable resource in their quest to solve the problems today's students face.

Technology-Enhanced Language Teaching and Learning Karim Sadeghi, Michael Thomas, Farah Ghaderi, 2023-02-23 The Covid 19 pandemic has directly impacted the way teachers and learners worldwide teach and learn languages forcing numerous educational activities in technologically deprived contexts to stop altogether and those in technologically rich environments to go online on an emergency basis. This volume provides a collection of theoretical and practical insights into the challenges and affordances faced globally during the pandemic and lessons learnt about the application of digital technologies for language teaching and learning. The chapters explore the vital role of technology in its various forms including the internet, social media, CALL Computer Assisted Language Learning, MALL Mobile Assisted Language Learning, TALL Technology Assisted Language Learning and TELL Technology Enhanced Language Learning. Topics explored include the new avenues digital technology has opened up for language teachers and learners, options and challenges in applying technology in various contexts and how the second language education industry could have been adversely impacted at the time of the pandemic without technological affordances. The contributions showcase studies from various geographical contexts revealing how the global crisis was received and tackled differently in Australia, Hong Kong, Iran, Italy, Japan, New Zealand, the UAE, the UK and the USA.

People of Today, 2002 *Extension 2 Mathematics (formerly Four Unit)* James Coroneos, 2015

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