

- (i) If $(\bar{A})^t = -A$ then A is called
 (a) Symmetric matrix (b) Skew symmetric matrix (c) Hermitian matrix (d) Skew Hermitian matrix
- (ii) If W is a linear subspace of V then
 (a) $\dim(W) \leq \dim(V)$ (b) $\dim(W) \geq \dim(V)$ (c) $\dim(W) = \dim(V)$ (d) None of these
- (iii) A set of linear equations is represented by the matrix equation $Ax = b$. The necessary condition for the existence of a solution for this system is
 (a) A must be invertible (b) b must be linearly depended on the columns of A (c) b must be linearly independent on the columns of A (d) none of these
- (iv) A unit vector orthogonal to both $(1, 1, 2)$ and $(0, 1, 3)$ in R^3 is -----
 (a) $\left(\frac{1}{\sqrt{11}}, \frac{-3}{\sqrt{11}}, \frac{1}{\sqrt{11}}\right)$ (b) $\left(\frac{-1}{\sqrt{11}}, \frac{3}{\sqrt{11}}, \frac{1}{\sqrt{11}}\right)$ (c) $\left(\frac{2}{\sqrt{11}}, \frac{-3}{\sqrt{11}}, \frac{-1}{\sqrt{11}}\right)$ (d) $\left(\frac{-1}{\sqrt{11}}, \frac{-3}{\sqrt{11}}, \frac{1}{\sqrt{11}}\right)$
- (v) The characteristic polynomial of the matrix $\begin{pmatrix} 2 & 0 \\ 0 & 0 \end{pmatrix}$ is.....
 (a) $\dim(W) = \dim(V)$ (b) $p(\lambda) = (2 - \lambda)(3 - \lambda)$ (c) $p(\lambda) = 0$ (d) None of these
- (vi) The property $\forall a, b \in R$ then $a + b = b + a = b \in R$ then a is called
 (a) Identity (b) Inverse (c) Conjugate (d) None of these
- (vii) The subspace of R^3 spanned by the vector (a, b, c) is -----
 (a) $x = t, y = bt, z = ct$ (b) $x = -at, y = -bt, z = -ct$ (c) $x = at, y = bt, z = ct$ (d) None of these
- (viii) Let R^3 be the vector space of all ordered triples of real numbers. Then the transformation $T: R^3 \rightarrow R^3$ defined by $T(x, y, z) = (x, y, z)$ is
 (a) Identity (b) Not Linear (c) Rational (d) None of these
- (ix) A linear transformation T that is both one-one and onto is has $\text{Ker}(T)$
 (a) 0 (b) 1 (c) 2 (d) None of these
- (x) Let V be vector space of finite dimension n . Then any $n+1$ or more vectors in V is -----
 (a) linearly dependent (b) linearly independent (c) both (a) and (b) (d) none of these.

Zjc Past Exams Maths

Tao Wei



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From Testing to Assessment Clifford Hill, Kate Parry, 2014-09-19 From Testing to Assessment English as an International Language provides a critical review of conventional and alternative approaches to the assessment of English literacy skills in various parts of the world It presents empirical studies conducted in three major settings in countries such as Japan and Brazil where English functions as the language of international commerce in multilingual countries such as Nigeria and Zimbabwe where English is the national language of education and government and in such countries as Canada the United Kingdom and the United States where English is the dominant language The book opens with a discussion of language assessment in relation to debates about the nature of literacy it concludes with a discussion of policy implications which is grounded in literacy theory as well as in practical constraints such as available human and material resources

High School Days Dr. Ross Gordon Cooper, 2019-08-02 High school days in Africa were ones of challenge hard work and fun I attended a total four high schools commencing Form 1 at Vainona High School Forms 3 at Benoni and Churchill High Schools and sixth form college at ILSA During my time I faced many struggles and adjustments but throughout my high school era I never failed a public exam ZJC O AS and A Levels and Maths Olympiad I also took a keen interest in sport and clubs In particular I represented my schools in innumerable chess tournaments There were also the times of flirting and romance Punishments included the cane manual labour and detention Suspension and expulsions were only for very serious offences I hope that this book brings back high school memories to each reader *Horizon*, 1992 Gender Inequalities in Education in the Southern Africa Region Betty Jo Dorsey, 1996 Zimbabwe Books in Print, 1998 *Report of the Presidential Commission of Inquiry Into Education and Training Zimbabwe*. Presidential Commission on Education and Training in Zimbabwe, 1999 *Moto*, 1998 *Zimbabwe National Bibliography*, 1990 **Teacher in Zimbabwe**, 1993

What Causes Differences in Achievement in Zimbabwe's Secondary Schools? Abby Rubin Riddell, Levi M. Nyagura, 1991 Textbooks and teachers are important in raising achievement but more research is needed on what characteristics differentiate high achieving schools from low achieving schools *Zimbabwe--the First Decade*, 1990 **Children and Women in Zimbabwe** Wilfred N. Tichagwa, 1994 Growing Up in Zimbabwe UNICEF-Zimbabwe, 1999 *Causes of Girls' Academic Underachievement* Rosemary Gordon, 1995 **Statistical Yearbook of Zimbabwe**, 1997 Annual Report of the Secretary for Education for the Year Ended ... Zimbabwe. Ministry of Education, 1980 *We Learn with Hope*, 2000 Although Zimbabwe has shown a strong commitment to improving educational access and quality overall enrollment figures conceal major regional disparities and the lack of education and services in marginalized communities One neglected sector of the population is the commercial farmworker community currently comprising about two million hired farmworkers and their families The limited information about schooling on commercial farms particularly the lack of clarity about the relevance and quality of education prompted Save the Children Fund SCF to undertake a participatory research project on 27

farms in Mashonaland Central in late 1998 Over 2 000 children took part in a participatory rural appraisal PRA with 1 072 children aged 12 16 participating in discussions and exercises Results were followed up in focus group discussions with students teachers and parents on three farms This publication consists of six main sections Sections 1 and 2 present an overview of commercial farms in Zimbabwe and their schools the social political and economic conditions in which farmworkers live and the rationale and methodology of participatory research Section 3 focuses on the children s findings and the reasons they either do not go to school or drop out Section 4 explores parents and teachers viewpoints and differences in attitudes among parents teachers and students Sections 5 and 6 detail the issues of quality of education and relevance of the curriculum and present interviews with a headmaster a health worker a farmer s wife and an SCF project officer Recommendations are offered to the government and nongovernmental organizations An appendix details PRA methodology Contains 17 references SV **Southern African Books in Print** ,1994 Mathematics [past Examinations, Questions & Answers]. National Learning Corporation. Teachers Division,1972 Introductory Mathematics & Statistics Past Exam Papers and Solutions ,1998

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