MATH225 EXAM 1-VERSION M

Exercise 1

Let
$$A = \begin{bmatrix} -1 & 0 & \frac{1}{3} \\ -2 & \frac{1}{3} & 1 \end{bmatrix}$$
, $B = \begin{bmatrix} -1 \\ 3 \\ -1 \end{bmatrix}$ and $C = \begin{bmatrix} 1 & -2 \end{bmatrix}$. Then $3A + (2BC)^T = \begin{bmatrix} 1 & 6 & 3 \\ -2 & -11 & -1 \end{bmatrix}$

2)
$$\begin{bmatrix} -5 & 6 & -1 \\ -2 & -11 & 7 \end{bmatrix}$$

3)
$$\begin{bmatrix} 1 & 6 & -1 \\ -2 & -11 & 7 \end{bmatrix}$$

4) None of these

Exercise 2.

Let A and B be $n \times n$ matrices. Then $(A - B)^2$

- 1) is equal to $A^2 B^2$
- 2) is equal to $A^2 + 2AB + B^2$
- 3) is equal to $A^2 AB BA + B^2$
- 4) is equal to $A^2 2AB + B^2$
- 5) is not defined
- None of these.

Exercise 3

Let a and m be real numbers and $M = \begin{bmatrix} 1 & \alpha & 2 \\ 3 & 0 & 4 \\ m & A & -\epsilon \end{bmatrix}$. Which among the following statements is truce?

- M is symmetric if a=2 and m=3
- M is symmetric if a=3 and m=2
- 3) M is not symmetric for all values of a and m
- M is an upper triangular matrix if a=0
- None of these

Exercise 4

Let n be a positive integer and $M = \begin{bmatrix} 1 & 0 \\ 2 & 1 \end{bmatrix}$. Then M^n

- Does not exist.
- 2) Is equal to $\begin{bmatrix} 1 & 0 \\ 2^n & 1 \end{bmatrix}$ 3) Is equal to $\begin{bmatrix} 1 & 0 \\ 2^n & 1 \end{bmatrix}$ 4) Is equal to $\begin{bmatrix} 2n & 2 \\ 1 & 0 \end{bmatrix}$

- None of these

Exercise 5

Let A, P and D be $n \times n$ matrices such that $A = PDP^{-1}$ where P^{-1} is the inverse of P. Then 1) $A^2 = P^{-1}D^2P$

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Geoffrey Thornton

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Scottish Secondary Mathematics Tom Sanaghan, 2003 This resource file provides homework sheets to help pupils consolidate their skills in key topics assessments with mark schemes to monitor pupils progress and answers to pupil book Mathematics Candia Morgan, Clare Tikly, Anne Watson, 2012-11-12 This accessible exercises to save time when marking and thought provoking book considers what beginning teachers need to know about learning teaching assessment curriculum and professional development in the context of teaching mathematics to eleven to nineteen year olds It is part of a new series of books that has as its starting point the fact that PGCE students are already subject specialists. The authors show how mathematics teachers can communicate their own enthusiasm for the subject and inspire their pupils to learn and enjoy learning They provide practical advice which will help teachers and student teachers to plan organize manage and assess classroom work make decisions about the content ordering and level of difficulty of lessons make sense of new subject material and how it contributes to wider educational aims develop professionally by developing the subject as a whole This is a comprehensive introduction to teaching mathematics in the secondary school which will be invaluable to teachers beginning their careers and those who are training to be mathematics teachers Windows on Mathematical Meanings Richard Noss, Celia Hoyles, 2012-12-06 This book is the culmination of some ten years theoretical and empirical investigation Throughout this period we have come into contact with many who have stimulated our thinking some of whom belong to the community of Mathematics Educators Our membership of that community has challenged us to make sense of some deep issues related to mathematical learning especially the cognitive and pedagogical faces of mathematical meaning making Alongside this community we are privileged to have been part of another whose members are centrally concerned both with mathematics and education Yet many of them might reject the label of Mathematics Educators This community has historically been clustered around what is now called the Epistemology and Learning Group at the Massachusetts Institute of Technol ogy Their work has focused our attention on cognitive science ethnography sociology artificial intelligence and other related disciplines Crucially it has forced our awareness of the construction of computational settings as a crucial component of the struggle to understand how mathematical learning happens We have sometimes felt that few have tried to span both communities Indeed an analysis of the references in the literature would we are sure reveal that the two communities have often ignored each other's strengths One reason for writing this book is born of our hope that we might draw together Mathematics Educators and mathematics educators and assist both communities in recognising that there are insights that Lectures and Memoirs ,1993 might be derived from each other **APU Language Testing 1979-1983** Geoffrey A Passion for Mathematics Clifford A. Pickover, 2011-02-25 A Passion for Mathematics is an educational Thornton, 1986 entertaining trip through the curiosities of the math world blending an eclectic mix of history biography philosophy number theory geometry probability huge numbers and mind bending problems into a delightfully compelling collection that is sure

to please math buffs students and experienced mathematicians alike In each chapter Clifford Pickover provides factoids anecdotes definitions quotations and captivating challenges that range from fun quirky puzzles to insanely difficult problems Readers will encounter mad mathematicians strange number sequences obstinate numbers curious constants magic squares fractal geese monkeys typing Hamlet infinity and much more A Passion for Mathematics will feed readers fascination while giving them problem solving skills a great workout **Learning to Teach Mathematics in the Secondary School** Sue Johnston-Wilder, Clare Lee, David Pimm, 2010-09-13 What is the role of mathematics in the secondary classroom What is expected of a would be maths teacher How is mathematics best taught and learnt Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the modern secondary school classroom Written specifically with the new and student teacher in mind the book covers a wide range of issues related to the teaching of mathematics including The role of ICT Assessment for Learning NEW Using mathematics in context NEW Communicating mathematically Planning mathematics lessons Including special needs pupils Teaching mathematics post 16 Professional Development Already a major text for many university teaching courses this fully revised third edition takes into account new developments in the National Curriculum as well as recent changes to the standards for Qualified Teacher Status Featuring two brand new chapters a glossary of useful terms addresses for resources and organisations and tasks designed to prompt critical reflection and support thinking and writing at Masters level this book will help you make the most of school experience during your training and beyond Designed for use as a core textbook this new edition of Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all trainee and practising teachers of secondary mathematics **Becoming a Successful Teacher** of Mathematics Howard Tanner, Sonia Jones, 2003-09-01 Becoming a Successful Teacher of Maths is a practical guide for newly qualified teachers of secondary mathematics It develops the essential core knowledge skills and understanding demanded by the new DfEE requirements for courses of initial teacher training It is based on research findings relating to the organisation and management of maths classrooms teaching approaches assessment and the common misconceptions which often hinder pupils progress in key areas of the National Curriculum Theoretical principles are exemplified through case study material Suggestions for school based activities are made While being a practical how to guide for beginning teachers it also offers critical insights for more experienced teachers reflecting on their practice Me n Mine-Mathematics-Term-2-TM Saraswati Experts, A text book on Maths Investigations into Assessment in Mathematics Education Mogens Niss, 1992-12-31 This book is one of the first to attempt a systematic in depth analysis of assessment in mathematics education in most of its important aspects it deals with assessment in mathematics education from historical psychological sociological epistmological ideological and political perspectives The book is based on work presented at an invited international ICMI seminar and includes chapters by a team of outstanding and prominent scholars in the field of mathematics education Based on the observation of an increasing mismatch between the goals and accomplishments of mathematics education and prevalent assessment modes the book assesses assessment in mathematics education and its effects In so doing it pays particular attention to the need for and possibilities of assessing a much wider range of abilities than before including understanding problem solving and posing modelling and creativity The book will be of particular interest to mathematics educators who are concerned with the role of assessment in mathematics education especially as regards innovation and to everybody working within the field of mathematics education and related areas in R D curriculum planning assessment institutions and agencies teacher trainers etc

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