

$$(2) \rightarrow (4) \rightarrow (12, 56)$$

$$(1) \rightarrow (6) \rightarrow (x)$$

$$(7) \rightarrow (10) \rightarrow (50, 24)$$

3. Find the value of x

- A. 9.42 B. 12 C. 18 D. 25.12

4. Find the value of y .

- A. 2 B. 5 C. 7 D. 9

5. The area of a square is 49cm^2 . Find the perimeter of the square.

- A. 7cm B. 51cm C. 28cm D. 49cm

6. The least number in a set of real numbers is 24 and the greatest is 30. Which of the following is the correct interpretation of the statement?

- A. $24 \leq x \leq 30$ B. $24 < x \leq 30$
C. $24 < x < 30$ D. $24 \leq x < 30$

7. Find the area of the trapezium $AMNP$



- A. 120 cm^2 B. 72 cm^2 C. 60 cm^2 D. 48 cm^2

8. The length of a field, 1.2km long is represented on a map by a line 40mm long. What is the scale of the map?

- A. 1:100 B. 1:300 C. 1:1000 D. 1:30000

40. Simplify $\begin{pmatrix} 2 \\ -1 \end{pmatrix} - \begin{pmatrix} -1 \\ 3 \end{pmatrix}$

- A. $\begin{pmatrix} -3 \\ 4 \end{pmatrix}$ B. $\begin{pmatrix} 3 \\ -4 \end{pmatrix}$ C. $\begin{pmatrix} -3 \\ -4 \end{pmatrix}$ D. $\begin{pmatrix} 3 \\ 4 \end{pmatrix}$

ESSAY QUESTIONS

(1990 - R.E.C.E.)

Question 1

- a) List the members of each of the sets
 $B = \{\text{whole numbers from 20 to 30}\}$
 and $D = \{\text{factors of 63}\}$. List the members of i) $B \cap D$ ii) $B \cup D$
- b) In a class of 60 students, 46 passed Mathematics and 42 passed English Language. Every student passed at least one of the two subjects.
- (i) Illustrate this information on a Venn diagram.
- (ii) How many students passed in both subjects?
- Let x represent the number of students who passed in both subjects.

Solution

$$B = \{\text{whole numbers from 20 to 30}\} \\ = \{20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30\}$$

$$D = \{\text{factors of 63}\} = \{1, 3, 7, 9, 21, 63\}$$

$$i) B \cap D = \{21\}$$

$$ii) B \cup D = \{1, 3, 7, 9, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 63\}$$

b) Let $U = \{\text{Students in the class}\}$

Bece Likely Question 2014

Philomena Osseo-Asare



Bece Likely Question 2014:

Community Participation in School Management Kazuro Shibuya, 2022-09-12 Nobody denies that trust in schools is key to success in generating any educational outcomes. However, trust is often eroded, resulting in conflicts, alienation, and differentiation among school-level stakeholders. This book analyses school-based management (SBM) of education through the lens of relational trust in the context of Ghana, revealing how community participation in school management leads to educational outcomes. Conducting quantitative analysis of headteacher questionnaires from public basic schools and qualitative analysis of case study schools in the Akatsi South District of Ghana, Shibuya offers critical insights into building sustainable relationships between individual households and geographical school communities. He argues it is critical to highlight relational trust as an analytical tool to examine relationships between actors and factors in school management. The research finds that trust in schools is a two-way mechanism and the mutuality of expectations and obligations among stakeholders is essential if children's learning outcomes are to improve. With its mixed methods approach, this book will be a valuable resource for scholars in comparative education, those in educational development, and those interested in African contexts.

The Impacts of Language and Literacy Policy on Teaching Practices in Ghana Philomena Osseo-Asare, 2021-03-15 This text critically examines changes in Ghanaian language and literacy policy following independence in 1957 to consider its impacts on early literacy teaching. By adopting a postcolonial theoretical perspective, the text interrogates the logic behind policy changes which have prioritised English over local language or biliteracy. It draws on data from interviews with teachers and researcher observation to demonstrate how policies have influenced teaching and learning. Dr Osseo-Asare's findings inform the development of a conceptual framework which highlights the socio-cultural factors that impact the literacy and biliteracy of young children in Ghana, offering solutions to help teachers combat the challenges of frequent policy changes. This timely monograph will prove to be an essential resource not only for researchers working on education policies, teacher education, and English language learning in postcolonial Ghana, but also for those looking to identify the thematic and methodological nuances of studying literacy and education in postcolonial contexts.

Children, Childhood, and the Future Andrea Kleeberg-Niepage, 2020-01-10 Although most of the world's children live in the Global South, much of the corpus of scientific knowledge which forms the basis of the current notion of good childhood worldwide is drawn from research on Western middle-class children. Even cross-cultural research often applies the Western model of childhood as the standard to which others must correspond. This volume serves to bridge this gap by both bringing up significant features of the development and socialisation of children in African countries and presenting cross-cultural procedures which help to discuss and develop differentiated and joint ideas about childhood instead of implementing one-sided standards which are disconnected from most children's lives.

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