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21-30:

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31-40:

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41-50:

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Scroll down No 2, 3, 4, 5, 9, 7, 11b, 6 and many more have been added

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D) $(2x + 5)(6x - 11)$ ($2x + 5$) ($6x - 11$) The correct answer is D.

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Explanation: To differentiate $(2x + 5)^2(x - 4)$, $(2x + 5)^2(x - 4)$, you first need to know that it is a product function. Using the product rule you have $\frac{dy}{dx} = u \frac{dv}{dx} + v \frac{du}{dx}$
 $\frac{dy}{dx} = u \frac{dv}{dx} + v \frac{du}{dx}$.

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provided. 1. $A =$
 $\{2, 4, 6, 8\}$, $B =$
 $\{2, 3, 7, 9\}$ and C
 $= \{x: 3 < x < 9\}$
are subsets of the
universal-set $U =$

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{2, 3, 4, 5, 6, 7, 8, 9}. Find (a) $n(B' \cap C')$; (b) $(A \cup B) \cap (B \cup C)$. 2.

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education. This study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of Junior High Students (JHS) in a Basic School which is in the Gomo-East

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and descriptive
research design
was used and a
sample size of 87
respondents (79
students and 8
teachers) were
selected through
random sampling
technique. The
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that the average academic performance (47.0%) of the JHS students in the Basic School is weak and their performance in Mathematics (average score of 31.48%) and English Language (average score of 39.99%) is a fail. It

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was noticed that student factors that contribute to an improvement in academic performance include; regular studying, self-motivation, punctuality and regular class attendance, hard-work and interest in a subject. The

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teacher factors
were completion of
syllabus, use of
TLM's, frequent
feedback to
students and given
students special
attention. Per the
findings, parent
factors which was
very key was
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academics and providing them their academic needs. School factors that were significant included availability of text books and TLM's. The study also found that parent level of education and gender has a positive relationship with

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academic performance but it's insignificant. However, age has a positive significant (5% significance level) relationship with academic performance. Based on findings, the study recommends that there should be

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strict monitoring on teachers to vary their teaching methods to suit their needs of the students and also to provide the students with constant feedback on their academic performance. Again, the students should be motivated and

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oriented to take ownership of their studies by having regular studies and attending school during school days.

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student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects

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of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students

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for tertiary-level education and for employment.

Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues

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related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in

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economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education

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on the authors’
remarkable global
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a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings.†? Mark Bray, UNESCO

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