Name Final Review Packet

Algebra 2 Final Exam

Practice Final 1

Paret II

Answer 25 out of 30 questions from this part. Each correct answer will receive 2 credits.

Which function is NOT one-to-one?

(1) {(12,-3), (4, 15), (0, 8), (2, -11)} (2) {(2, 0), (-1, 6), (8, 4), (3, -10)}

(3) {(5, 7), (9, 11), (3, 1), (4, 11)} (4) {(1,-5), (2, 2), (8, 6), (1, -4)} (5) OMIT

2. If f(x) = 6x - 5 and f(x) = -x + 1, what is the value of f(g(-3)). (4) - 22

(1)24(2)19(3) - 17

3. What is the solution of the equation $\log_3 3x = 3$?

(1) 9

 $(3) \pm$

(4) 0

(5) OMIT

(5) OMIT

4. The expression $6ab\sqrt{18b} - 4a\sqrt{72b^3} + 9ab\sqrt{10b}$ is equivalent to

(1) $3ab\sqrt{10b}$

(2) $3ab\sqrt{12b}$ (3) $-6ab\sqrt{2b} + 9ab\sqrt{10b}$ (4) $-6ab + 9ab\sqrt{10b}$

5. If $sin x = \frac{3}{\epsilon}$, what is sin (2x)?

 $(1) \stackrel{7}{=}$

 $(2)^{\frac{9}{-}}$

 $(3)^{\frac{24}{24}}$

(4) 6

(5) OMIT

Which graph represents the solution set of |4x − 1| ≤ 7?

(5) OMIT

7. Factored completely the expression $3x^2 + x - 2$ is equivalent to

(1) (3x-2)(x+1)(3) (3x + 2)(x - 1) (2) 3(x-2)(x+1)(4) x(3x+1)(x-2)

(5) OMIT

8. Ten students compared their grades on their last math test. Their scores were: 77,55,68,92,85,80,91,94,78,89

To the nearest tenth, what is the sample standard deviation for this set of data?

(1) 12.2 (2) 11.6 (3) 10

(4) 12.3

(5) OMIT

 If a function is defined by the equation f(x) = 3x, which equation represents the inverse of that function?

1

(1) $y = \log_3(x)$ (2) $y = \log_{(x)} 3$ (3) $y = \log(3)$ (4) $y = (x)^3$ (5) OMIT

10. The expression (6-i)2 is equivalent to

(1) 37 + 12i (2) 35 - 12i (3) 37 - 12i (4) 35+12i (5) OMIT

Algebra 2 Final Exam 2013 25 Questions

Leonid Sokolinsky, Mikhail Zymbler

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the considerable emphasis many countries are now placing on preschool education. The book addresses a number of central questions including What is mathematical structural development and how can we promote it in early childhood. How can multimodality and embodiment contribute to early mathematics learning and to acquiring a better understanding of young children's mathematical development. How can children's informal mathematics related experiences affect instruction and children's learning in different mathematics content areas. What is the role of tools including technology and picture books in supporting early mathematics learning. What are the challenges in early childhood mathematics education for teachers education and professional development.

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