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1. $\int_0^1 x^2 dx = \frac{1}{3} x^3 \Big|_0^1 = \frac{1}{3} (1^3 - 0^3) = \frac{1}{3}$

2. $\int_0^1 x^2 dx = \frac{1}{3} x^3 \Big|_0^1 = \frac{1}{3} (1^3 - 0^3) = \frac{1}{3}$

ANNUAL REPORT ANNUAL REPORT

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Summary	Cognitive Learning Behavior/ Cognition Ability	Cognitive Learning Behavior/ Cognition Ability		
Knowledge	Cognitive Learning Behavior/ Cognition Ability	Cognitive Learning Behavior/ Cognition Ability		
Skills	Cognitive Learning Behavior/ Cognition Ability	Cognitive Learning Behavior/ Cognition Ability		
Application of knowledge and skills	Cognitive Learning Behavior/ Cognition Ability	Cognitive Learning Behavior/ Cognition Ability		

Qualification type	Senior Secondary Certificate of Education	Certificate I	Certificate II	Certificate III
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1. The first step in the process of the scientific method is to ask a question.

A l l e n

Appendix 1 – AQF Glossary of Terminology

urpose

This glossary is drawn from the AQF Qualification Type Specifications and provides a common language for the AQF system.

Scope

This glossary is drawn from the AQF Qualification Type Specifications and provides a common language for the AQF system.

This glossary is drawn from the AQF Qualification Type Specifications and provides a common language for the AQF system. It is based on the AQF Glossary of Terminology.

Terms

This glossary is drawn from the AQF Qualification Type Specifications and provides a common language for the AQF system. It is based on the AQF Glossary of Terminology.

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¹ [http://www.aqf.gov.au](#)

Appendix 1: Assessment and Reporting

- The Australian Curriculum, Assessment and Reporting Authority (ACARA) (2013) has developed the *Senior Secondary Certificate of Education* (SSCE) for the Australian states and territories. The SSCE is a national qualification that is awarded to students who have completed a program of study that is equivalent to the Australian Certificate of Education (ACE) in the United Kingdom. The SSCE is a national qualification that is awarded to students who have completed a program of study that is equivalent to the Australian Certificate of Education (ACE) in the United Kingdom.
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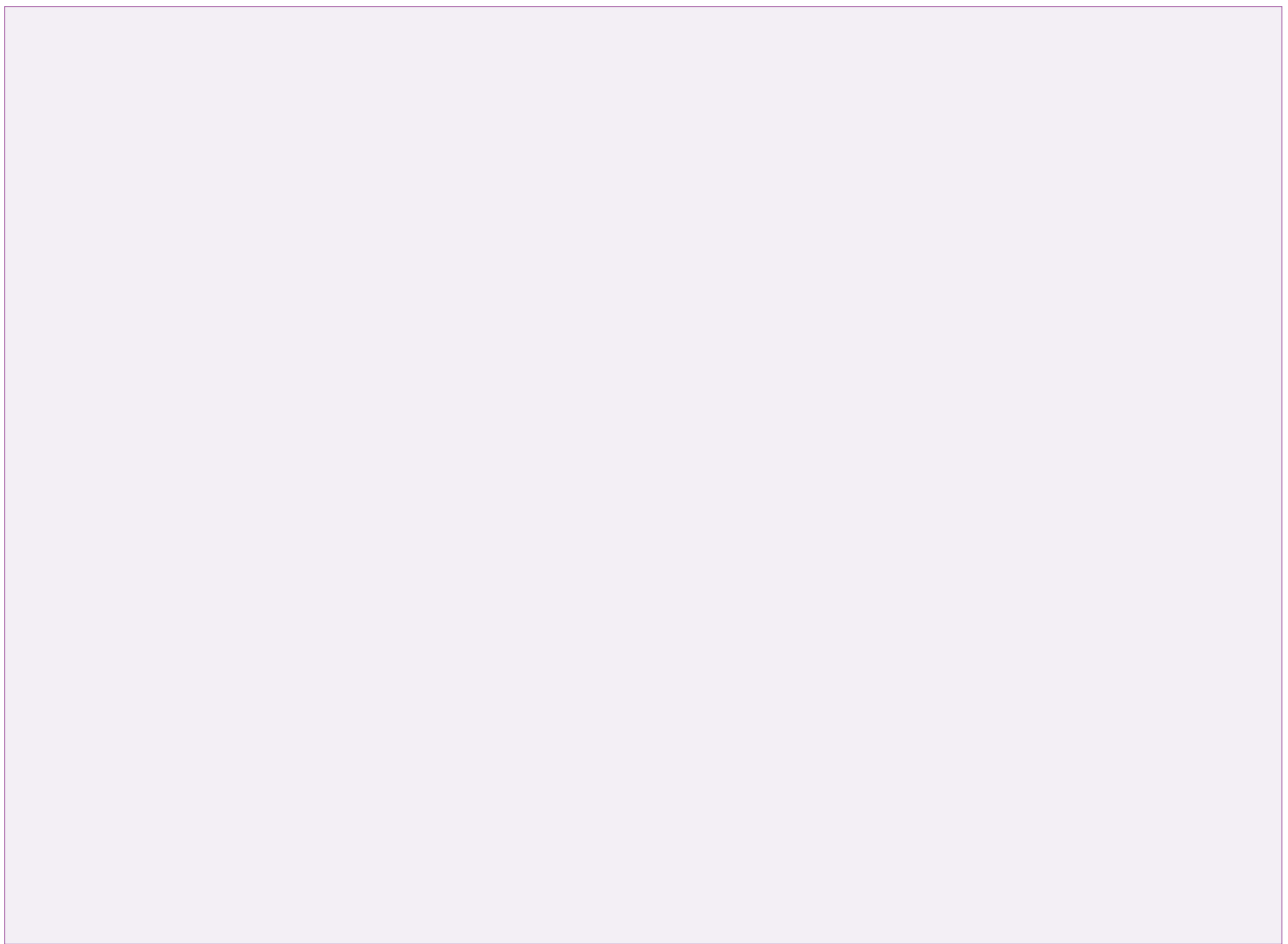
The SSCE is a national qualification that is awarded to students who have completed a program of study that is equivalent to the Australian Certificate of Education (ACE) in the United Kingdom. The SSCE is a national qualification that is awarded to students who have completed a program of study that is equivalent to the Australian Certificate of Education (ACE) in the United Kingdom.

A l l e s i n f o r m a t i o n e s

Appendix A

Appendix A - Qualification Types

Specification	1
AQF Qualification Type Specifications	1
Assessment	1



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Qualification no. / signature

Policy. *AOF Qualifications Issuance*

at / days

Policy. *AOF Qualifications Pathways Policy.*

AOF Qualifications Pathways Policy.

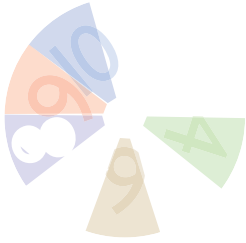
Responsibility, or accreditation and de- / ent

AOF Qualifications Pathways Policy. *AOF Qualifications Pathways Policy.*

AOF Qualifications Pathways Policy.

AOF Qualifications Pathways Policy.

AOF Qualifications Pathways Policy.



AQF Qualification Type Specifications

1. *Specification* _____

_____ *AQF Qualification Type Specifications* _____

_____ *Specifications* _____

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_____ *A* _____

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Qualification type descriptor

Purpose

Qualification is designed to provide learners with the knowledge, skills and attitudes necessary to perform the tasks of the occupation.

Knowledge

Qualification is designed to provide learners with the knowledge necessary to perform the tasks of the occupation.

Skills

Qualification is designed to provide learners with the skills necessary to perform the tasks of the occupation. Skills include: communication, problem-solving, decision-making, and teamwork.

Application of knowledge and skills

Qualification is designed to provide learners with the opportunity to apply their knowledge and skills in a practical context. This is achieved through a combination of theory and practical work.

Volume of learning

Qualification is designed to provide learners with a volume of learning equivalent to 0.5-1 year of full-time study.

Qualification number

Qualification number is determined by the AQF Qualifications Issuance Policy.

Pathways

Qualification is designed to provide learners with a pathway to further education or employment. This is achieved through a combination of theory and practical work.

Qualification is designed to provide learners with a pathway to further education or employment. This is achieved through a combination of theory and practical work.

Responsibility for accreditation and development

Qualification is designed to provide learners with the opportunity to apply their knowledge and skills in a practical context. This is achieved through a combination of theory and practical work.

Qualification is designed to provide learners with the opportunity to apply their knowledge and skills in a practical context. This is achieved through a combination of theory and practical work.

Appendix I

- 1. The Authority shall ensure that the Register is accessible to the public.
 - 2. The Authority shall ensure that the Register is updated regularly.
 - 3. The Authority shall ensure that the Register is accurate and complete.
 - 4. The Authority shall ensure that the Register is secure and confidential.
 - 5. The Authority shall ensure that the Register is available in both English and Afrikaans.
 - 6. The Authority shall ensure that the Register is available in both print and electronic format.
 - 7. The Authority shall ensure that the Register is available to the public at all times.
 - 8. The Authority shall ensure that the Register is available to the public at all times.
 - 9. The Authority shall ensure that the Register is available to the public at all times.
 - 10. The Authority shall ensure that the Register is available to the public at all times.
- The Authority shall ensure that the Register is available to the public at all times. *AQF Qualifications Register Policy.*

Authority to issue the qualification

- 1. The Authority shall ensure that the Register is accessible to the public.
 - 2. The Authority shall ensure that the Register is updated regularly.
 - 3. The Authority shall ensure that the Register is accurate and complete.
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 - 10. The Authority shall ensure that the Register is available to the public at all times.
- The Authority shall ensure that the Register is available to the public at all times. *AQF Qualifications Issuance Policy.*
- The Authority shall ensure that the Register is available to the public at all times. *AQF Qualifications Register Policy.*

4. *Specification*

Appendix 1

Table 1

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Vertical line

Qualification number

Qualification number

AQF Qualifications Issuance Policy.

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ays

Qualification number

Qualification number

AQF Qualifications

Pathways Policy.

Qualification number

Qualification number

AQF Qualifications Issuance

Policy.

Responsibility, or accreditation and de-orientation

Appendix 1

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4. *Specification* h_n $\rightarrow 0$ as $n \rightarrow \infty$ and $nh_n \rightarrow \infty$ as $n \rightarrow \infty$.



Qualification type descriptor
<p>Purpose</p> <p>...</p>
<p>Knowledge</p> <p>...</p>
<p>Skills</p> <p>...</p>
<p>Application of knowledge and skills</p> <p>...</p>
<p>Volume of learning</p> <p>... 0.5 - 2 ...</p>

Qualification nomenclature

... AQF Qualifications Issuance Policy.

Outcomes

... AQF Qualifications Pathways Policy.

... AQF Qualifications Pathways Policy.

Responsibility for accreditation and development

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A 100% commitment to you.

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Information type descriptor

Purpose

Information type descriptor

Knowledge

Information type descriptor

Skills

Information type descriptor

AA



Advanced Diploma Qualification type descriptor	
Purpose	Advanced Diploma is a qualification designed to provide learners with a broad range of knowledge and skills in a specific area of study, preparing them for further study or employment.
Knowledge	Advanced Diploma holders should have a comprehensive understanding of the theoretical concepts and principles related to the subject area, as well as the ability to apply this knowledge in practical contexts.
Skills	Advanced Diploma holders should demonstrate a high level of proficiency in the following skills: <ul style="list-style-type: none"> Problem-solving and critical thinking Communication and interpersonal skills Teamwork and collaboration Research and information literacy Self-management and organizational skills
Application of knowledge and skills	Advanced Diploma holders should be able to apply their knowledge and skills to solve complex problems, work effectively in teams, and communicate their findings and ideas clearly and concisely.
Volume of learning	Advanced Diploma is a qualification that requires a minimum of 1.5 to 2 years of full-time study.

Qualification no. 123456

This qualification is issued in accordance with the AQF Qualifications Issuance Policy.

Pathways

This qualification is a pathway to the Advanced Diploma qualification. For more information, please refer to the AQF Qualifications Pathways Policy.

This qualification is a pathway to the Advanced Diploma qualification. For more information, please refer to the AQF Qualifications Pathways Policy.

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- 1. The AQF Qualifications Register Policy.
- 2. The AQF Qualifications Issuance Policy.
- 3. The AQF Qualifications Register Policy.
- 4. The AQF Qualifications Issuance Policy.
- 5. The AQF Qualifications Register Policy.
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- 7. The AQF Qualifications Register Policy.
- 8. The AQF Qualifications Issuance Policy.
- 9. The AQF Qualifications Register Policy.
- 10. The AQF Qualifications Issuance Policy.

Authority to issue the qualification

- 1. The AQF Qualifications Register Policy.
- 2. The AQF Qualifications Issuance Policy.
- 3. The AQF Qualifications Register Policy.
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- 5. The AQF Qualifications Register Policy.
- 6. The AQF Qualifications Issuance Policy.
- 7. The AQF Qualifications Register Policy.
- 8. The AQF Qualifications Issuance Policy.
- 9. The AQF Qualifications Register Policy.
- 10. The AQF Qualifications Issuance Policy.

Appendix A

Appendix A

Associate degree qualification type descriptor	
Purpose	Associate degrees are designed to provide students with the knowledge and skills necessary to enter the workforce or to transfer to a four-year institution to complete a bachelor's degree.
Knowledge	Associate degree holders should have a solid foundation of knowledge in their field of study, including general education requirements and specialized coursework.
Skills	Associate degree holders should possess the skills necessary to perform entry-level jobs in their field, including critical thinking, communication, and technical skills.
Application of knowledge and skills	Associate degree holders should be able to apply their knowledge and skills in a variety of contexts, including the workplace and the community.
Volume of learning	Associate degrees typically require 60 credit hours of coursework, which is equivalent to two years of full-time study.

Qualification number and signature

Associate degrees are awarded in accordance with the *AQF Qualifications Issuance Policy*.

Pathways

Associate degrees are designed to provide students with the knowledge and skills necessary to enter the workforce or to transfer to a four-year institution to complete a bachelor's degree.

Associate degrees are awarded in accordance with the *AQF Qualifications Pathways Policy*.

Responsibility for accreditation and development

Associate degrees are awarded in accordance with the *AQF Qualifications Issuance Policy*.

Associate degrees are awarded in accordance with the *AQF Qualifications Pathways Policy*.



Appendix 1

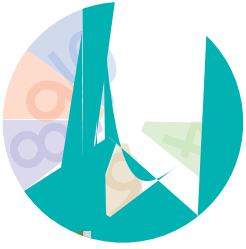
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- 1. The AQF Qualifications Register Policy.
- 2. The AQF Qualifications Issuance Policy.
- 3. The AQF Qualifications Register Policy (for the purpose of the AQF Qualifications Register).
- 4. The AQF Qualifications Issuance Policy (for the purpose of the AQF Qualifications Register).
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Authority to issue the qualification

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- 10. The AQF Qualifications Issuance Policy (for the purpose of the AQF Qualifications Register).





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Purpose	<p>to B... ..</p>
Knowledge	<p>to B... ..</p>
Skills	<ul style="list-style-type: none"> to B... .. to B... .. to B... .. to B... ..
W	
Application of knowledge and skills	<ul style="list-style-type: none"> to B... .. to B... .. to B... .. to B... ..
Volume of learning	<p>to B... .. 3-4</p>

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- 1. A person who is a member of the public and who is not a member of the public body to which the information relates, shall not be entitled to request access to that information.
- 2. A person who is a member of the public and who is not a member of the public body to which the information relates, shall not be entitled to request access to that information.
- 3. A person who is a member of the public and who is not a member of the public body to which the information relates, shall not be entitled to request access to that information.
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AOQ Qualifications Register Policy.

Authority to issue the qualification

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AOQ Qualifications Issuance Policy.

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Appendix 1

Appendix 1 – AQP Qualifications

- 1. The AQP Register Policy is available on the AQP website.
- 2. The AQP Register Policy is available on the AQP website.
- 3. The AQP Register Policy is available on the AQP website.
- 4. The AQP Register Policy is available on the AQP website.
- 5. The AQP Register Policy is available on the AQP website.
- 6. The AQP Register Policy is available on the AQP website.
- 7. The AQP Register Policy is available on the AQP website.
- 8. The AQP Register Policy is available on the AQP website.

Authority to issue the qualification

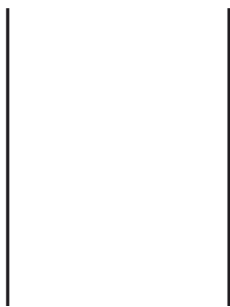
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- 6. The AQP Register Policy is available on the AQP website.
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- 8. The AQP Register Policy is available on the AQP website.



Appendix 1

Table 1

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Qualification number Signature

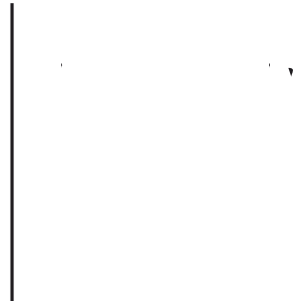
Qualification number Signature *AQF Qualifications Issuance Policy.*

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Qualification number Signature *AQF Qualifications Pathways Policy.*

Let $\gamma \in \mathbb{R}^n$ and $A \in \mathbb{R}^{n \times n}$. Consider the system $\dot{x} = Ax + \gamma$. Which of the following statements are true?

- $\gamma \in \text{Im}(A)$ is a necessary condition for the system to have a steady state.
- A is invertible if and only if 0 is not an eigenvalue of A . In this case, the steady state is unique and given by $x = -A^{-1}\gamma$.
- If 0 is an eigenvalue of A , the system has a steady state if and only if γ is orthogonal to all eigenvectors of A corresponding to the eigenvalue 0 .
- If 0 is an eigenvalue of A and γ is not orthogonal to the null space of A , the system has no steady state.
- If 0 is an eigenvalue of A and γ is orthogonal to the null space of A , the system has infinitely many steady states.
- If 0 is an eigenvalue of A and γ is orthogonal to the null space of A , the system has a unique steady state.



Masters degree qualification type descriptors

	Masters Degree (Research)	Masters Degree (Coursework)	Masters Degree (Extended)
Summary	<p>Students undertake a research project (100%).</p> <p>Students undertake a research project (100%).</p> <p>Students undertake a research project (100%).</p>	<p>Students undertake a research project (60%).</p> <p>Students undertake a research project (60%).</p> <p>Students undertake a research project (60%).</p>	<p>Students undertake a research project (30%).</p> <p>Students undertake a research project (30%).</p> <p>Students undertake a research project (30%).</p>
Knowledge	<p>Students demonstrate a deep understanding of their subject area (100%).</p> <p>Students demonstrate a deep understanding of their subject area (100%).</p> <p>Students demonstrate a deep understanding of their subject area (100%).</p>	<p>Students demonstrate a deep understanding of their subject area (60%).</p> <p>Students demonstrate a deep understanding of their subject area (60%).</p> <p>Students demonstrate a deep understanding of their subject area (60%).</p>	<p>Students demonstrate a deep understanding of their subject area (30%).</p> <p>Students demonstrate a deep understanding of their subject area (30%).</p> <p>Students demonstrate a deep understanding of their subject area (30%).</p>
Skills	<p>Students demonstrate advanced research skills (100%).</p> <p>Students demonstrate advanced research skills (100%).</p> <p>Students demonstrate advanced research skills (100%).</p>	<p>Students demonstrate advanced research skills (60%).</p> <p>Students demonstrate advanced research skills (60%).</p> <p>Students demonstrate advanced research skills (60%).</p>	<p>Students demonstrate advanced research skills (30%).</p> <p>Students demonstrate advanced research skills (30%).</p> <p>Students demonstrate advanced research skills (30%).</p>
Application of knowledge and skills	<p>Students apply their knowledge and skills in a research context (100%).</p> <p>Students apply their knowledge and skills in a research context (100%).</p> <p>Students apply their knowledge and skills in a research context (100%).</p>	<p>Students apply their knowledge and skills in a research context (60%).</p> <p>Students apply their knowledge and skills in a research context (60%).</p> <p>Students apply their knowledge and skills in a research context (60%).</p>	<p>Students apply their knowledge and skills in a research context (30%).</p> <p>Students apply their knowledge and skills in a research context (30%).</p> <p>Students apply their knowledge and skills in a research context (30%).</p>
Volume of learning	<p>Students undertake 120 credits (100%).</p> <p>Students undertake 120 credits (100%).</p> <p>Students undertake 120 credits (100%).</p>	<p>Students undertake 120 credits (60%).</p> <p>Students undertake 120 credits (60%).</p> <p>Students undertake 120 credits (60%).</p>	<p>Students undertake 120 credits (30%).</p> <p>Students undertake 120 credits (30%).</p> <p>Students undertake 120 credits (30%).</p>

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Appendix 1

1. Introduction

The purpose of this document is to provide a clear and concise overview of the AQF Qualifications Register Policy. This policy outlines the criteria and processes for the registration of qualifications within the Australian Qualifications Framework (AQF).

The AQF is a national framework for qualifications in Australia, and it is essential to ensure that all qualifications registered within it meet the required standards. This policy is designed to guide the registration process and ensure consistency across all participating institutions.

The policy is structured as follows: Section 2 provides an overview of the AQF, Section 3 details the registration process, and Section 4 outlines the criteria for registration. Section 5 discusses the role of the Register and the importance of maintaining the integrity of the AQF.

The Register is the central body responsible for the registration and maintenance of the AQF. It is essential to ensure that the Register operates in a transparent and accountable manner, and this policy provides the framework for its operations.

The Register's primary role is to ensure that all qualifications registered within the AQF meet the required standards. This includes the development and implementation of the AQF Qualifications Register Policy, which is the subject of this document.

2. Authority to issue the qualification

The authority to issue a qualification is a key element of the registration process. It is essential to ensure that all qualifications issued within the AQF are issued by an institution that is authorized to do so.

The Register is responsible for ensuring that all institutions registered within the AQF are authorized to issue qualifications. This involves the development and implementation of the AQF Qualifications Issuance Policy, which is the subject of this document.

The Register's role is to ensure that all institutions registered within the AQF are authorized to issue qualifications. This involves the development and implementation of the AQF Qualifications Issuance Policy, which is the subject of this document.

The Register's primary role is to ensure that all institutions registered within the AQF are authorized to issue qualifications. This involves the development and implementation of the AQF Qualifications Issuance Policy, which is the subject of this document.

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es onsi ity, or accreditation and de e o ent

A. The first part of the text discusses the importance of accreditation and de e o ent in the context of the organization's operations. It highlights the need for a robust framework to ensure the quality and reliability of the services provided.

A. The second part of the text focuses on the implementation of the accreditation process. It details the various steps involved, from the initial assessment to the final certification, and emphasizes the role of the organization's management in this process.

The third part of the text addresses the challenges associated with maintaining accreditation. It discusses the need for continuous improvement and the importance of regular audits to ensure compliance with the relevant standards.

The fourth part of the text provides a summary of the key findings and recommendations. It concludes that a strong commitment to accreditation is essential for the organization's long-term success and growth.

A. The fifth part of the text discusses the role of the organization's staff in the accreditation process. It emphasizes the need for training and development to ensure that all staff members are equipped with the necessary skills and knowledge to meet the accreditation requirements.

The sixth part of the text provides a detailed overview of the accreditation process. It outlines the various stages, from the initial application to the final certification, and highlights the key milestones and deliverables.

A. The seventh part of the text discusses the benefits of accreditation. It highlights the various advantages, such as improved quality, increased customer confidence, and enhanced market competitiveness. It also discusses the potential challenges and risks associated with accreditation and provides strategies to mitigate them.

A

- 2.5.4 \mathbb{R}^n 中的子集 A 称为开集，如果 A 中的每一点都是 A 的内点。即 A 中的每一点 x 都存在一个以 x 为中心的邻域 $U(x, \delta)$ 完全包含在 A 中。
- 2.5.5 \mathbb{R}^n 中的子集 A 称为闭集，如果 A 包含它的所有聚点。即 A 中的每一点 x 都是 A 的内点或聚点。
- 2.5.6 \mathbb{R}^n 中的子集 A 称为开闭集，如果 A 既是开集又是闭集。即 A 中的每一点都是 A 的内点或聚点，且 A 包含它的所有聚点。
- 2.5.7 \mathbb{R}^n 中的子集 A 称为连通集，如果 A 中任意两点 x, y 都存在一条完全包含在 A 中的折线连接它们。即 A 中任意两点 x, y 都存在一条完全包含在 A 中的折线连接它们。
- 2.5.8 \mathbb{R}^n 中的子集 A 称为有界集，如果存在一个以原点为中心的邻域 $U(0, R)$ 完全包含 A 。即 A 中的每一点 x 都存在一个以 x 为中心的邻域 $U(x, \delta)$ 完全包含在 A 中。
- 2.5.9 \mathbb{R}^n 中的子集 A 称为紧集，如果 A 是有界集且闭集。即 A 中的每一点 x 都存在一个以 x 为中心的邻域 $U(x, \delta)$ 完全包含在 A 中，且 A 包含它的所有聚点。



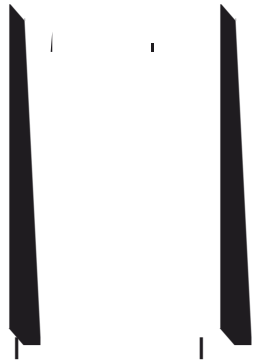


Announcements



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1.1 Purpose

- ... *AQF Qualifications Register Policy* ...
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1.2 Scope

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... *AQF Glossary of Terminology* ...

1.3 Users

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1.1 Purpose

The purpose of the *AQF Qualification Type Addition and Removal Policy* is to:

- Provide a clear process for the addition and removal of qualification types.
- Ensure that the addition and removal of qualification types is done in a consistent and transparent manner.
- Provide a clear process for the addition and removal of qualification types.

1.2 Scope

This policy applies to all qualification types within the AQF. It also applies to the addition and removal of qualification types from the AQF. For more information, see the *AQF Glossary of Terminology*.

1.3 Users

The users of this policy are all stakeholders involved in the addition and removal of qualification types, including:

- The Australian Qualifications Framework (AQF) Council.
- The Australian Government.
- The Australian States and Territories.
- The Australian Education Ministers.
- The Australian Education Ministers' Council.
- The Australian Education Ministers' Council of Ministers.
- The Australian Education Ministers' Council of Ministers.

1.4 Monitoring

The AQF Council will monitor the implementation of this policy.

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Axioms

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$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x + y = 0)$	est l'Ax. de l'élément neutre
$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x \cdot y = 1)$	est l'Ax. de l'élément neutre / est l'Ax. de l'élément neutre
$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x + y = x)$	est l'Ax. de l'élément neutre / est l'Ax. de l'élément neutre
$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x \cdot y = x)$	est l'Ax. de l'élément neutre / est l'Ax. de l'élément neutre
$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x + y = x + y)$	est l'Ax. de l'élément neutre / est l'Ax. de l'élément neutre

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$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x + y = x)$	est l'Ax. de l'élément neutre
$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x \cdot y = x)$	est l'Ax. de l'élément neutre
$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x + y = x + y)$	est l'Ax. de l'élément neutre
$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x \cdot y = x \cdot y)$	est l'Ax. de l'élément neutre
$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x + y = x + y)$	est l'Ax. de l'élément neutre
$\forall x \in \mathbb{R} \exists y \in \mathbb{R} (x \cdot y = x \cdot y)$	est l'Ax. de l'élément neutre

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$\frac{1}{2} \times \frac{1}{2}$	$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
$\frac{1}{2} \times \frac{1}{3}$	$\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$
$\frac{1}{2} \times \frac{1}{4}$	$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

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$\frac{1}{2} \times \frac{1}{2}$	$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
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$\frac{1}{2} \times \frac{1}{4}$	$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$
$\frac{1}{2} \times \frac{1}{5}$	$\frac{1}{2} \times \frac{1}{5} = \frac{1}{10}$
$\frac{1}{2} \times \frac{1}{6}$	$\frac{1}{2} \times \frac{1}{6} = \frac{1}{12}$
$\frac{1}{2} \times \frac{1}{7}$	$\frac{1}{2} \times \frac{1}{7} = \frac{1}{14}$
$\frac{1}{2} \times \frac{1}{8}$	$\frac{1}{2} \times \frac{1}{8} = \frac{1}{16}$
$\frac{1}{2} \times \frac{1}{9}$	$\frac{1}{2} \times \frac{1}{9} = \frac{1}{18}$
$\frac{1}{2} \times \frac{1}{10}$	$\frac{1}{2} \times \frac{1}{10} = \frac{1}{20}$

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1. $A \cup B = A \cup C$

2. $A \cap B = A \cap C$

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1. In the following sentences, underline the subject and the predicate.

- 1. The sun is shining brightly.
- 2. A cat is sitting on the mat.
- 3. The children are playing happily.
- 4. The teacher is talking to the class.
- 5. A dog is barking loudly.
- 6. The flowers are growing in the garden.
- 7. The car is moving slowly.
- 8. The bird is flying in the sky.
- 9. The water is boiling in the pot.
- 10. The train is passing through the station.

Process of rain formation

- 1. A cloud is formed when water vapor rises and cools.
- 2. A cloud is made of tiny water droplets.
- 3. The sun is shining brightly.
- 4. The water is evaporating from the sea.
- 5. The air is becoming lighter and rises.
- 6. The water vapor is cooling and condenses.
- 7. The droplets are getting bigger and bigger.
- 8. The droplets are falling as rain.
- 9. The rain is falling on the ground.
- 10. The rain is falling on the trees.

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