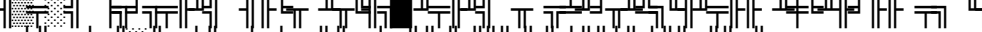


[illegible]

"The first step in the process of identifying the cause of the problem is to determine the scope of the problem. This involves identifying the symptoms and the areas affected by the problem. Once the scope of the problem is determined, the next step is to identify the potential causes. This involves identifying the factors that could have led to the problem. Once the potential causes are identified, the next step is to determine the most likely cause. This involves comparing the symptoms and the potential causes to determine which one is most likely to be the cause. Once the most likely cause is determined, the next step is to develop a plan to address the problem. This involves identifying the steps that need to be taken to resolve the problem. Once a plan is developed, the next step is to implement the plan. This involves taking the steps that have been identified in the plan to resolve the problem. Once the plan is implemented, the next step is to evaluate the results. This involves determining whether the problem has been resolved and whether the plan was effective. If the problem has not been resolved, the process may need to be repeated.

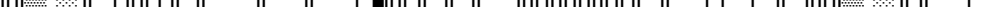
[illegible]

3.

4. 

5. 

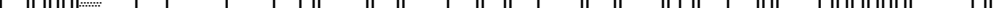
6. 

7. $\leq$ 

8. $\leq$ 

9. 

$$\text{II.} \leq \text{[Diagram 1]} \text{ [Diagram 2]} \text{ [Diagram 3]} \text{ [Diagram 4]} \text{ [Diagram 5]} \text{ [Diagram 6]} \text{ [Diagram 7]} \text{ [Diagram 8]} \text{ [Diagram 9]} \text{ [Diagram 10]}$$

10. 

11. 

12. $\leq$ 10 11

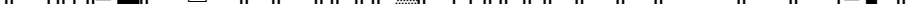
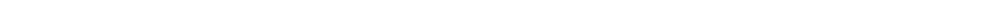
13. 

Figure 10: A sequence of 10 diagrams illustrating the construction of the $\mathbb{Z}_2$ -equivariant map $\tilde{f}_2$ from the $\mathbb{Z}_2$ -equivariant map f_2 . The diagrams show the map f_2 (a circle with a dot) and the map $\tilde{f}_2$ (a circle with a dot and a shaded region) and their relationship to the map f_1 (a circle with a dot) and the map $\tilde{f}_1$ (a circle with a dot and a shaded region). The diagrams are arranged in a sequence of 10 rows, with the first row showing the map f_2 and the map $\tilde{f}_2$, and the subsequent rows showing the construction of $\tilde{f}_2$ from f_2 and the map f_1 and the map $\tilde{f}_1$.

[illegible]

2) 

[illegible]

[illegible][illegible]

ii) Musical notation for exercise ii), featuring a sequence of eighth and sixteenth notes with a central square box.

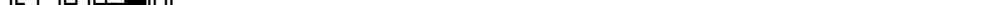
Figure 1: A sequence of 12 diagrams illustrating the steps of the algorithm. The diagrams show the evolution of a grid of cells (represented by black and white squares) as the algorithm progresses. The sequence starts with a single black cell and shows the growth of a complex, fractal-like structure.

14. $\int_{\partial \Omega} \left(\frac{1}{2} |\nabla u|^2 - \frac{1}{2} |\nabla v|^2 \right) dS = \int_{\partial \Omega} \left(\frac{1}{2} |\nabla u|^2 - \frac{1}{2} |\nabla v|^2 \right) dS$.

15. 

[illegible]

III.

17. 

18. 

ה) ;

A complex musical score for two staves, featuring various rhythmic notations, rests, and dynamic markings. The notation includes eighth, sixteenth, and thirty-second notes, as well as rests and beams. There are also some non-standard symbols, possibly indicating specific performance techniques or articulation. The score is written in a single system, with the two staves connected by a brace on the left.

19. 

20. $\approx$

[illegible][illegible]

21.

22.

g)

b)

$\mathcal{L}(\mathbf{y}|\mathbf{X}) = \prod_{i=1}^n \mathcal{L}(y_i|\mathbf{X}_i)$