



Roll No. _____
 Sig. of Candidate. _____

Answer Sheet No. _____
 Sig. of Invigilator. _____

MATHEMATICS SSC-II

SECTION – A (Marks 15)

Time allowed: 20 Minutes

NOTE:- Section-A is compulsory. All parts of this section are to be answered on the question paper itself. It should be completed in the first 20 minutes and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

Q. 1 Circle the correct option i.e. A / B / C / D. Each part carries one mark.

- (i) Which is an open sentence?
 A. $5 > 2$ B. $x + 2 = 3$ C. $-3 < -8$ D. $3 < 7$
- (ii) Which is a solution set of $|x| + 5 = 2$?
 A. $\{ \}$ B. $\{3, -3\}$ C. $\{7, -7\}$ D. $\{-3, 7\}$
- (iii) Eliminating t from $t = \frac{1}{4q^2}$ and $3p^2 = \frac{1}{t}$, we get _____
 A. $3p^2q^2 = 4$ B. $12p^2q^2 = 1$ C. $3p^2 = 4q^2$ D. $4p^2 = 3q^2$
- (iv) Eliminating m from $mx^2 = 2x$ and $mx^2 = \frac{y}{2}$, we get _____
 A. $x^2 = 32y^2$ B. $y^2 = 32x^2$ C. $x^2 = 32y$ D. $y^2 = 32x$
- (v) If $5:8 = 5:x$, then the value of x is _____
 A. 5 B. 25 C. 40 D. 8
- (vi) If $\frac{a}{b} = \frac{b}{c}$, then _____
 A. $b = ac$ B. $c^2 = ab$ C. $a^2 = bc$ D. $b^2 = ac$
- (vii) In a data, the value which appears or occurs most often is called _____
 A. Mode B. Median C. Average D. Arithmetic Mean
- (viii) The mean of 1, 4, 0, 7, 9 is _____
 A. 4 B. Zero C. 7 D. 4.2
- (ix) In similar triangles _____ are congruent.
 A. Three corresponding angles B. Sides
 C. Base D. Point
- (x) A triangle, having all the three sides equal is called _____
 A. Similar triangle B. Equilateral triangle
 C. Base D. Line
- (xi) From a point outside a line _____ is the shortest distance.
 A. Radius B. Perpendicular C. Point D. None of these
- (xii) The distance between any point on the circle and its centre is called the _____ of the circle.
 A. Chord B. Circumference C. Radius D. Diameter
- (xiii) $\sin^2 \theta + \cos^2 \theta =$ _____
 A. 1 B. 2 C. $\tan^2 \theta$ D. $\cot^2 \theta$
- (xiv) $\cos(90^\circ - \theta) =$ _____
 A. $\sin \theta$ B. $\cos \theta$ C. $\tan \theta$ D. $\cot \theta$
- (xv) The mode of values 75, 76, 80, 80, 82, 82, 82, 85 is _____
 A. 82 B. 80 C. 81 D. None of these

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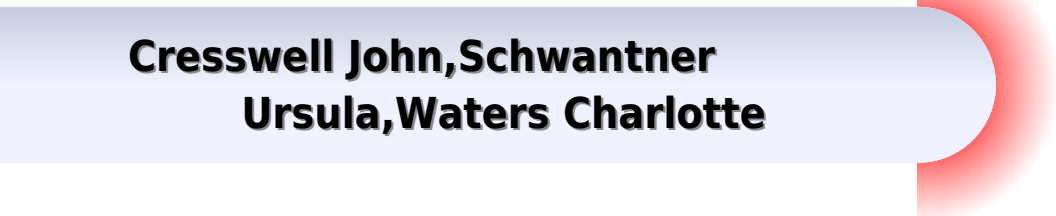
Total Marks:

15

Marks Obtained:

Mathematics Grade 11 Exam Papers 2014 March

**Cresswell John, Schwantner
Ursula, Waters Charlotte**



Mathematics Grade 11 Exam Papers 2014 March:

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teaching examinations TGT PGT LT Grade GIC and many other competitive examinations **The Education Invasion** Joy
Pullmann,2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been
creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math
homework so mystifying their parents could not help them even in elementary school They read motley assortments of
informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly
controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the
radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big
tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos
and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how
the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal
prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game
changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a
costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance
in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments
of emboldened bureaucrats The Education Invasion offers answers and remedies The Wrong Direction for Today's
Schools Ernest J. Zarra III,2015-07-22 The Wrong Direction for Today s Schools The Impact of Common Core on American
Education is an in depth analysis of the newest national American education fad intended to replace the 2002 incarnation of
the ESEA No Child Left Behind Zarra delves into the seeds that produced the Common Core Standards as well as the groups
involved in the political and corporate pressure to completely revamp America s K 16 education system The author lays out a
strong case for political motives involving the advancement for nationalized education such as those found in select European
and Asian nations Zarra also follows the funding and provides solid documentation and analysis of international and national
assessments and how the funding and assessments proved pivotal in the overhaul of American education After an analysis of
the underpinnings of the Common Core Standards Zarra critiques the myths and facts of the Common Core and balances
these with the emerging realities impacting average Americans and their families Zarra s book is a must read and will prove
to be extremely useful to all who are concerned about public private and homeschool education in America *PISA A
Review of International Large-Scale Assessments in Education Assessing Component Skills and Collecting Contextual Data*
Cresswell John,Schwantner Ursula,Waters Charlotte,2015-12-11 The OECD has initiated PISA for Development PISA D in

response to the rising need of developing countries to collect data about their education systems and the capacity of their student bodies

If Einstein Ran the Schools Thomas Armstrong Ph.D.,2019-10-11 Many world class thinkers and creators have been concerned about the state of education in the United States Discover their thoughts on how children really learn and what teachers must do to optimally tap children s latent abilities During the last three decades education reformers have pushed standardized testing and policies like No Child Left Behind and Common Core to improve test scores and proficiency in basic skills However during this period that author Thomas Armstrong calls the miseducation of America a number of troubling trends have surfaced including a decrease in creative thinking scores among children in kindergarten through third grade Rather than focus on what s wrong with the education system that has produced these outcomes Armstrong lays out what creative thinkers know about how children should be educated In an extended thought experiment he asks what would happen if we turned the reins of educational policy over not to the politicians and educational bureaucrats but to eminent thinkers and creators like Albert Einstein Pablo Picasso Martin Luther King Jr Rachel Carson Doris Lessing Jane Goodall and other seminal culture builders What might they say about the best way to educate a child If Einstein Ran the Schools suggests that the answers to this intriguing question should guide future efforts to reform our nation s schools

Common Sense Education Ernest J. Zarra III,2016-08-16 The 2015 passage of the Every Student Succeeds Act ESSA has again changed education for public schools and communities Common Core is now optional and the role of Secretary of Education has been limited by no longer incentivizing states as done under Common Core This book analyzes the new direction today s schools must pursue for student learning and their success beyond high school States and local educational agencies are once again empowered and will have more authority over curriculum and assessment Common Sense Education includes samples from these states ideas from several universities which are retooling their teacher education programs and focusing on teacher excellence as well as schools recalibrating their programs for student learning This book advocates for common sense education uses a national survey to provide parent and teacher perspectives and suggests a new paradigm for exciting twenty first century high schools

Get Out Now Mary Rice Hasson,Theresa Farnan,2018-08-14 Should we stay or should we go Millions of parents with children in public schools can t believe they re asking this question But they are And you should be asking it too Almost overnight America s public schools have become morally toxic And they are especially poisonous for the hearts and minds of children from religious families of every faith ordinary families who value traditional morality and plain old common sense Parents first duty is to their children to their intellect their character their souls The facts on the ground point to one conclusion get out now

Curriculum Planning Kenneth T. Henson,2015-01-09 The fifth edition of this critically acclaimed approach to curriculum planning continues to receive accolades for its balanced presentation pertinent case studies and advice from practicing educators It skillfully interweaves the themes of multicultural education constructivism and education reform The author documents the latest

trends such as e learning blended learning and flipped learning the controversial Common Core State Standards and the impact of technology in our schools including the BYOD bring your own device movement digital citizenship and technological literacy This well researched text spotlights ways to involve parents students and teachers in the curriculum planning process and engages the reader in critical thinking and analysis about curriculum planning and education reform

Over-Tested and Under-Prepared Bob Sornson, 2022-11-23 Pressured by standardized testing and rigid pacing guidelines many schools are forced to cover too much content too quickly without being able to meet the needs of individual students In this powerful book from acclaimed author and presenter Bob Sornson you ll learn how shifting from curriculum based instruction to competency based personalized learning can help students become more successful confident and engaged learners Each chapter is easy to digest and provides compelling research strategies and anecdotes to inspire conversation and action This second edition provides updated statistics and examples of schools successfully using competency based learning models to help you bring about meaningful change Teachers administrators and community leaders will all find practical resources and a clear rationale for transforming our current educational system into a new dynamic model of teaching and learning

IEPs for ELs John J. Hoover, James R. Patton, 2017-03-22 Develop and monitor high quality IEPs for diverse learners High quality IEPs are fundamental for guiding the educational process of and developing goals for students who require special education services English learners ELs and other students with learning emotional or behavioral disabilities present unique challenges to educators responsible for referring assessing and placing them IEPs for ELs provides educators with numerous research based strategies and examples of how to write effective IEPs for these K 12 learners John J Hoover and James Patton leading professionals in the areas of special education and linguistic diversity share their research and how they have supported ELs who have or are suspected of having learning and intellectual disabilities Readers will find Practical guidance for developing and monitoring culturally and linguistically responsive IEPs Checklists guides and other reproducibles that support IEP development Case studies and vignettes highlighting examples of appropriate IEPs for diverse learners Filled with expert practical advice that covers the IEP process and walks the reader through the procedure for creating high quality IEPs that take individual differences into account this guide is essential for special educators and bilingual EL specialists A major strength for this book is its unique tie to English learners while providing a dual focus on IEP writing This is a great tool to use when training new special education teachers and IEP facilitators There are direct connections to writing legally defensible plans with a user friendly focus on IEP writing I see this book as a tool to support teachers and students in ensuring that language and cultural considerations are included when developing and updating individual plans Renee Bernhardt Supervisor Special Education Cherokee County School District GA

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