

SUBJECT: MATHEMATICS  
CLASS : IX

MAX. MARKS : 80  
DURATION : 3 HRS

**General Instruction:**

- (i) All questions are compulsory.
- (ii) This question paper contains 30 questions divided into four Sections A, B, C and D.
- (iii) Section A comprises of 6 questions of 1 mark each. Section B comprises of 6 questions of 2 marks each. Section C comprises of 10 questions of 3 marks each and Section D comprises of 8 questions of 4 marks each.
- (iv) There is no overall choice. However, an internal choice has been provided in two questions in 1 mark each, two questions in 2 marks each, four questions of 3 marks each and three questions of 4 marks each. You have to attempt only one of the alternatives in all such questions.
- (v) Use of Calculators is not permitted

**SECTION – A**

Questions 1 to 6 carry 1 mark each.

1. Find the total surface area of a hemisphere of radius 10 cm. (Use  $\pi = 3.14$ )  
OR  
Find the height of cone, if its slant height is 34 cm and base diameter is 32 cm.
2. If the point (3, 4) lies on the graph of the equation  $3y = ax + 7$ , find the value of a.

3. Simplify:  $\frac{\sqrt{32} + \sqrt{48}}{\sqrt{8} + \sqrt{12}}$

OR

Find the value of  $\sqrt{3^{-2}}$ .

4. In a bag, there are 100 bulbs out of which 30 are defective ones. A bulb is taken out of the bag at random. Find the probability of the selected bulb to be a good one.
5. If its perimeter of an equilateral triangle is 180 cm, what will be its area?
6. In the below figure,  $\angle ABC = 69^\circ$ ,  $\angle ACB = 31^\circ$ , find  $\angle BDC$ .

**SECTION – B**

Questions 6 to 12 carry 2 marks each.

7. A river 3 m deep and 40 m wide is flowing at the rate of 2 km per hour. How much water will fall into the sea in a minute?

# Maths Grade 9 Paper Final 2014

**Manoj Sahni, José M. Merigó, Walayat  
Hussain, Ernesto León-Castro, Raj  
Kumar Verma, Ritu Sahni**

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*Neutrosophic Sets and Systems, Vol. V* Florentin Smarandache, Mumtaz Ali, This book is a collection of nine papers contributed by different authors and co authors listed in the order of the papers A A Salama O M Khaled K M Mahfouz M Ali F Smarandache M Shabir L Vladareanu S Broumi K Mondal S Pramanik I Arockiarani I R Sumathi M Eisa and I Deli In first paper the authors studied Neutrosophic Correlation and Simple Linear Regression The Generalization of

Neutrosophic Rings and Neutrosophic Fields is proposed in the second paper Cosine Similarity Measure of Interval Valued Neutrosophic Sets is studied in third paper In fourth paper A Study on Problems of Hijras in West Bengal Based on Neutrosophic Cognitive Maps is introduced Similarly in fifth paper Neutrosophic Crisp Set Theory is discussed In paper six Interval Valued Fuzzy Neutrosophic Soft Structure Spaces are presented by the authors Soft Neutrosophic Bi LA Semigroup and Soft Neutrosophic N LA Semigroup is given in seventh paper Introduction to Image Processing via Neutrosophic Technique is given in paper eight In the last paper Neutrosophic Soft Multi Set Theory and Its Decision Making is presented by the authors

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**The Politics and Governance of Basic Education** Brian Levy, Robert Cameron, Ursula Hoadley, Vinodhan Naidoo, 2018-09-05 This is an open access title available under the terms of a CC BY NC ND 4.0 International licence It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations All over the world economic inclusion has risen to the top of the development discourse A well performing education system is central to achieving inclusive development but the challenge of improving educational outcomes has proven to be unexpectedly difficult Access to education has increased but quality remains low with weaknesses in governance comprising an important part of the explanation The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education Using the vivid example of South Africa a country that had ambitious goals at the outset of its transition from apartheid to democracy it explores how the interaction of politics and institutions affects educational outcomes By examining lessons learned from how South Africa failed to achieve many of its goals it constructs an innovative alternative strategy for making process combining

practical steps to achieve incremental gains to re orient the system towards learning *Mathematical Reviews* ,2008

**Sessional Papers** Ontario,1917 **Notices of the American Mathematical Society** American Mathematical Society,1985 Contains articles of significant interest to mathematicians including reports on current mathematical research

*Catalogue of Scientific Papers (1800-1900): ser. 3 , 1874-1883* Royal Society (Great Britain),1894 **The World Almanac & Book of Facts** ,1927 **High Technology: Research and Applications 2015** Nikita V. Martyushev,Anna Bogdan,2016-02-18 Selected peer reviewed papers from the IV International Conference for Young Scientists High Technology Research and Applications 2015 HTRA 2015 April 21 24 2015 Tomsk Russia **Annales scientifiques de l'École normale supérieure** Ecole normale supérieure (France),2016-05 *Announcement* University of Michigan. Summer Session,1952 Abstracts of Papers Presented to the American Mathematical Society American Mathematical Society,2008 **BTL Talks and Papers** Bell Telephone Laboratories, inc. Technical Information Libraries,1982 *Bell Laboratories Talks and Papers* Bell Telephone Laboratories. Libraries and Information Systems Center,1982 **Education at a Glance 2018** OECD,Oecd,2018-09-19 Foreword Editorial Education s promise to all Introduction The Indicators and their Framework Reader s guide Executive summary Equity in the Education Sustainable Development Goal Indicator A1 To what level have adults studied Indicator A2 Transition from education to work Where are today s youth Indicator A3 How does educational attainment affect participation in the labour market Indicator A4 What are the earnings advantages from education Indicator A5 What are the financial incentives to invest in education Indicator A6 How are social outcomes related to education Indicator A7 To What extent do adults participate equally in education and learning Indicator B1 Who participates in education Indicator B2 How do early childhood education systems differ around the world Indicator B3 Who is expected to graduate from upper secondary education Indicator B4 Who is expected to enter tertiary education Indicator B5 Who is expected to graduate from tertiary education Indicator B6 What is the profile of internationally mobile students Indicator B7 How equitable are entry and graduation in tertiary education Indicator C1 How much is spent per student on educational institutions Indicator C2 What proportion of national wealth is spent on educational institutions Indicator C3 How much public and private investment on educational institutions is there Indicator C4 What is the total public spending on education Indicator C5 How much do tertiary students pay and what public support do they receive Indicator C6 On what resources and services is education funding spent Indicator C7 Which factors influence teachers salary cost Indicator D1 How much time do students spend in the classroom Indicator D2 What is the student teacher ratio and how big are classes Indicator D3 How much are teachers and school heads paid Indicator D4 How much time do teachers spend teaching Indicator D5 Who are the teachers Indicator D6 Who makes key decisions in education systems Characteristics of Education Systems Reference Statistics Sources Methods and Technical Notes Australia Austria Belgium Canada Chile Czech Republic Denmark Estonia Finland France Germany Greece Hungary Iceland Ireland Israel Italy Japan Korea Latvia Luxembourg

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web the key then instructs the user to follow to the next direction the key continues will sub categories until the organism is identified objectives 1 use a key to identify shark families 2 examine the method to make a key 3 construct a dichotomous key procedure 1 use figure 1 as a guide to the shark parts used in the key

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web to make an identification begin with the flow chart entitled key to selected shark orders start at the top and proceed downward choosing yes or no as best describes the shark you saw once you have determined the major group to which your shark belongs click on the order indicated or the representative diagram

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web it is first necessary to learn some basic features of the shark before we can use the key for identification using the key read sentences 1a and 1b of the key determine which of the two statements apply to shark number one follow the instructions given by the key i e go to statement 12 repeat this step with each pair of characteristics

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