

MODEL PAPER CLASS-XI -2014

100 were taking both tea and coffee. Find how many students were taking neither tea nor coffee?

- Q15. Find the value of y in relation: $y = \lim_{x\to 0} \left(\frac{\sin ax}{\sin bx}\right)^2$
- Q16. In how many of the distinct permutations of the letters in MISSISSIPPI do the four I's not come together?
- Q17. Let the sum of n, 2n, 3n terms of an A.P. be S₁, S₂and S₂ respectively, show that S₁ = 3(S₂ S₁).
- Q18. Find coordinates of the foot of perpendicular from the point (3,-4) to line 4x 15y + 17 = 0.
- Q19. Find the equation of the circle which passes though the points (3,7), (5,5) and has its centre on the line x -4v = 1.
- Q20. Find the equation of the circle which passes through the points (2, -2), and (3, 4) and whose centre lies on the line x + y = 2.
- Q21. A group of two persons is to be selected from two boys and two girls. What is the probability that the group will have
 - (a) two boys (b) one boy (c) only girls
- Q22. Find the point in XY-plane which is equidistant from three points A(2,0,3), B(0,3,2) and C(0,0,1).
- Q23. A market research group conducted a survey of 1000 consumers and reported that 720 consumers like product A and 450 consumers like product B. What is the least number that must have liked both products?
- Q24. Solve for x: $2 \cos^2 x + 3 \sin x = 0$.

Section IV

- Q25. Find the centroid of a triangle, mid-points of whose sides are (1, 2, -3), (2, 0, 1) and (-1, 1, -4).
- Q26. If the ratio of the coefficients of 3rd and 4th terms in the expansion of $\left(x \frac{1}{2x}\right)^n$ is 1: 2 then find the value of n.
- Q27. Find the value of n so that $\left(\frac{a^{n+1}+b^{n+1}}{a^n+b^n}\right)$ may be the geometric mean between a and b.
- Q28. The mean and standard deviation of six observations are 8 and 4, respectively. If each observation is multiplied by 3, find the new mean and new standard deviation of the resulting observations.
- Q29. P, Q, R shot to hit a target. If P hits it 3 times in 4 trials, Q hits it 2 times in 3 trials and R hits it 4 times in 5 trials, what is the probability that the target is hit by at least two persons?
- Q30. Find $(x + 1)^6 + (x 1)^6$. Hence or otherwise evaluate $y = (\sqrt{2} + 1)^6 + (\sqrt{2} 1)^6$



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SJ Ball

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Mineral Resources, Grade 11 Carla C. Johnson, Janet B. Walton, Erin E. Peters-Burton, 2022-05-25 What if you could challenge your eleventh graders to come up with a design solution for developing managing and utilizing mineral resources With this volume in the STEM Road Map Curriculum Series you can Mineral Resources outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary three lesson module uses project and problem based learning to help students develop an in depth understanding of mineral resources by researching the utility and impact of particular mineral resources on society Working in teams students will locate quantitative and qualitative data on mineral resources and discern the reliability of the information then use their data to write an opinion article and develop a website to convince readers of the effectiveness of a particular design solution for developing managing and utilizing mineral resources To support this goal students will do the following Explain how mineral resources are located and used in various ways in society Explain why mineral resources are important to society Critically evaluate quantitative and qualitative data about mineral resources Write an opinion article demonstrating their knowledge about competing design solutions for extracting mineral resources The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Mineral Resources can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach for Educational Change Jill Adler, Anna Sfard, 2016-06-17 Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perenial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and

classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in **Private Secondary Schools 2014-2015** Peterson's,2014-01-09 Peterson's Private Secondary educational research Schools 2014 15 is a valuable resource to help parents and students evaluate and choose from more than 1 100 schools in the United States Canada and throughout the world Featured institutions include independent day schools special needs schools and boarding schools including junior boarding schools for middle school students Profiles offer detailed information on areas of specialization location setting affiliation accreditation tuition and aid availability student body faculty academic programs athletics computers and campus technology and admission information Dozens of in depth descriptions and displays offer photos of students and school campuses as well as essential information to help parents find the right private secondary school for their child Extra Summer Programs section offers additional details on fascinating summer opportunities at private secondary schools Multilingualism in Mathematics Education in Africa Anthony A. Essien, 2023-12-14 This book brings together the first book collection of African research in mathematics education in multilingual societies and chronicles current research in different linguistic contexts across the African continent including Algeria Namibia Malawi Morocco Rwanda South Africa on issues of multilingualism in mathematics education but more importantly it foregrounds pertinent issues for future research With many of the authors building on earlier path breaking African research the book is a unique contribution of careful thinking through how linguistic diversity and multilingualism manifest in ways that differ from one geopolitical context to another This volume is an important contribution to the growing recognition of multilingualism as the global linguistic dispensation in mathematics education It is an invitation to how we might as an international community where more and more multilingualism is the norm rather than an exception pay more attention to the multilingual agency and capabilities of both students and teachers in order to better harness the epistemic potential of multiple languages in contexts of language diversity in mathematics education Mathematics & Mathematics Education: Searching for Common Ground Michael N. Fried, Tommy Dreyfus, 2013-11-29 This book is the fruit of a symposium in honor of Ted Eisenberg concerning the growing divide between the mathematics community and the mathematics education community a divide that is clearly unhealthy for both The work confronts this disturbing gap by considering the nature of the relationship between mathematics education and mathematics and by examining areas of commonality as well as disagreement It seeks to provide insight into the mutual benefit both stand to gain by building bridges based on the natural bonds between them 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 Students' Accuracy in Written English Under the Impression of the new "G8" System - a Case Study Johanna Schroeder, 2014-04-11 Inhaltsangabe

Introduction In Germany education matters lie within the scope of each of the 16 German federal states Consequently there is no unique educational system which is valid for the entire Federal Republic of Germany but 16 individual ones However a German wide basic framework including regulations about the compulsory school attendance for instance does exist The duration of compulsory schooling until passing the Abitur at the Gymnasium however is not regulated by this framework but belongs to the power of decision of each federal state For instance in Thuringia and Saxony the duration of compulsory schooling at the Gymnasium has been limited to eight years as it was already the case before the reunification of Germany in 1990 In the other federal states like North Rhine Westphalia for example the duration of compulsory schooling at the Gymnasium included an additional ninth year resulting in the fact that the students attended the Gymnasium from grade 5 until grade 13 Nevertheless in 2001 the ministry of education of the federal state Saarland decided for a reduction of the duration of compulsory schooling at the Gymnasium by one year By now all the other federal states have followed and therefore also made the decision for a reduced duration of only eight years at the Gymnasium After many heated discussions also the North Rhine Westphalian ministry of education decided for a reduction of the duration of compulsory schooling at the Gymnasium As a consequence of this decision students of two grades G8 and G9 students entered the upper secondary level at all North Rhine Westphalian Gymnasien on August 31st 2010 Ministerium f r Schule und Weiterbildung des Landes Nordrhein Westfalen n d a The students of this so called Doppeljahrgang will all graduate in 2013 and therefore all of them will have to pass the same Abitur exams Hence it must be guaranteed that G8 students have the same preconditions as G9 students despite having one year less of general schooling before graduating Since no students have entered the upper secondary level after only five years at the Gymnasium in North Rhine Westphalia before 2010 empirical research in this area is hardly available by now Nevertheless this Doppeljahrgang offers the unique chance of directly comparing G8 and G9 students in order to find out in how far the new G8 system was implemented successfully or not Especially in the context of Interest in Mathematics and Science Learning Ann Renninger, Martina Nieswandt, Suzanne Hidi, 2015-04-19 learning Interest in Mathematics and Science Learning edited by K Ann Renninger Martin Nieswandt and Suzanne Hidi is the first volume to assemble findings on the role of interest in mathematics and science learning As the contributors illuminate across the volume s 22 chapters interest provides a critical bridge between cognition and affect in learning and development This volume will be useful to educators researchers and policy makers especially those whose focus is mathematics science and technology education **South African national bibliography**, 1999 Classified list with author and title index

Visualisation and Epistemological Access to Mathematics Education in Southern Africa Marc Schäfer, 2023-04-27 This book demonstrates that using visualisation processes in mathematics education can help to enhance teaching and learning and bridge the inequality gap that exists between well resourced and under resourced schools in Southern Africa Drawing on classroom research conducted in the Southern African region it examines how epistemological access in a context of gross

inequality can be constructively addressed by providing research based solutions and recommendations. The book outlines the visualisation process as an integral but often overlooked process of mathematics teaching and learning. It goes beyond the traditional understanding of visualisation processes such as picture forming and using tools and considers visualisation processes that are semiotic in nature and includes actions such as gestures in combination with language. It adds value to the visualisation in mathematics education research discourse and deliberation in Africa With a unique focus on Southern Africa and open avenues for further research and collaboration in the region it will be a highly relevant reading for researchers academics and post graduate students of mathematics education comparative education and social justice education

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web the number of process recordings logs per week is based on learning needs of the student the type of clients being seen and the needs of the field instructor agency 5 engage in policy practice social workers understand that human rights and social justice as well as social welfare and services are mediated by policy and its social

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web students in the bsw senior year msw foundation and msw advanced year interpersonal practice concentration programs are required to submit 5 process recordings per semester to the assigned practicum instructor and faculty practicum liaison each term

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web as soon as possible after the session complete the columns the field instructor then adds his her comments and suggestions the student and field instructor discuss the please see sample of process recording format below process recording sample content dialogue c client s student client body language non verbals student

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web process recording format the traditional process recording is a verbatim recall of the dialogue between the student and the client and a subjective commentary of the student's reactions during the course of the interview the purpose of the process recording is to focus on the student's subjective reactions to a client session and

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web here is an example of the format please use this for formatting only use the above a guide for the filling out the process recording template agency regency southern hospice client mary black age 55 white american female single unemployed presenting issues stage 4 lung cancer date july 14 2018 presenting issue mary black mb age 55

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web process recording example session 1 msw student s name j adams date 8 10 20 introduction include who participated in the session the setting office home visit phone etc general impressions of client s appearance and behavior and purpose for the meeting please disguise client name and identifying information

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web process recording this is an example of a process recording the purpose is to enhance the student's ability to recall the details of their interactive work with clients it gives the opportunity to write clearly and concisely the session 5 of process recording sample sendmail3 screenrec com - Feb 02 2022

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