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.

Find the total surface area of a hemisphere of radius 10 cm. (Use π = 3.14)

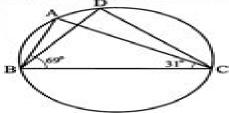
Find the height of cone, if its slant height is 34 cm and base diameter is 32 cm.

- If the point (3, 4) lies on the graph of the equation 3y = ax + 7, find the value of a.
- 3. Simplify: $\frac{\sqrt{32} + \sqrt{48}}{\sqrt{8} + \sqrt{12}}$

OB

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.
- If its perimeter of an equilateral triangle is 180 cm, what will be its area?
- In the below figure. ∠ABC = 69°. ∠ACB = 31°. find ∠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?

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Jiyuan Zhang

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Debates in Geography Education Mark Jones, David Lambert, 2017-09-07 Debates in Geography Education encourages early career teachers experienced teachers and teacher educators to engage with and reflect on key issues concepts and debates It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding The second edition is fully updated in light of the latest research policy and practice in the field as well as key changes to the curriculum and examination specifications Expert contributors provide a range of perspectives on international historical and policy contexts in order to deepen our understanding of significant debates in geography education Key debates include geography s identity as an academic discipline what constitutes knowledge in geography places and regional geography what it means to think geographically constructing the curriculum how we link assessment to making progress in geography the contribution of fieldwork and outdoor experiences technology and the use of Geographical Information school geography and employability understanding the gap between school and university geography evidence based practice and research in geography education The comprehensive rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing Debates in Geography Education is a key resource that is essential reading for all teachers and researches who wish to extend their grasp of the place of geography in education Mark Jones is Senior Lecturer in Education at the University of the West of England Bristol UK David Lambert is Professor of Geography Education at UCL Institute of Education London UK **Much Promise: Successful Schools in England** Barnaby Lenon, 2017-04-24 Barnaby Lenon a former schoolmaster and headmaster who is chair of the Independent Schools Council takes an in depth look at the elements that make up a successful school He examines leading and latest research on school leadership and management looks at how teachers pupils parents and governors can achieve results and puts the spotlight on subjects exam systems and social mobility For his research he visited a number of schools that are achieving outstanding results John Perryn Primary School Acton Tollgate Primary School Newham King Solomon Academy Marylebone Burlington Danes Academy Hammersmith West London Free School Hammersmith Michaela Community School Wembley St Mary Magdalene Academy Islington Dixons Kings Academy Bradford Tauheedul Boys School Blackburn London Academy of Excellence Newham and Brighton College His analysis of their innovations and achievements provides an insight into some of England's most successful schools Commonwealth Universities Yearbook T. Craig, Hugh W. Springer, 1979

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Exploring Mendelian Genetics Exploring Mendelian Genetics. Section 11–3. Independent Assortment. In a two-factor cross, Mendel followed ______ different genes as they passed from one ... 11–3 Exploring Mendelian Genetics Mendel crossed the heterozygous F1 plants (RrYy) with each other to determine if the alleles would segregate from each other in the F2 generation. RrYy × RrYy. 11-3 Exploring Mendelian Genetics What is the difference between incomplete dominance and codominance? • Incomplete dominance = heterozygous phenotype is somewhere in between the 2. Section 11-3 Exploring Mendelian Genetics Section 11-3 Exploring Mendelian Genetics. (pages 270-274). Key Concepts. • What is the principle of independent assortment? • What inheritance patterns exist ... Answers For CH 11, 13, 14 Reading Handout Section 11—3 Exploring Mendelian Genetics 9. What was the ratio of Mendel's F2 generation for the two-factor cross? (pages 270-274) 10. Complete the Punnett ... 11-3 Exploring Mendelian Genetics Aug 14, 2014 — 11-3 Exploring Mendelian Genetics. Key Concepts: What is the principle of independent assortment? What inheritance patterns exist aside from ... Answers to All Questions and Problems Aug 14, 2015 — CHAPTER 1. 1.1 In a few sentences, what were Mendel's key ideas about inheritance? ANS: Mendel postulated transmissible factors—genes—to.