

**Mathematics**

*Candidates are required to give their answers in their own words as far as practicable. The figures in the margin indicate full marks.*

**Time: 3 hrs.**

**Full Marks: 100**

**Pass Marks: 35** (For partial students only)

**Attempt all questions.**

**Group 'A'**

**5 × 3 × 2 = 30**

1. a. Find the truth value of the biconditional statement of  $p$  and  $q$  where  $p$  represents '2 is an even number' and  $q$  represents '4 is an even number'.  
b. If  $f: \mathbb{R} \rightarrow \mathbb{R}$  be defined by  $f(x) = 2x - 3$ , find  $f^{-1}$   
c. Test the even or odd nature and symmetricity of the function  $y = 8x^2$
2. a. Express  $\tan^{-1}x$  in terms of inverse of sin function.  
b. Prove by mathematical induction:  $1 + 3 + 5 + \dots + (2n - 1) = n^2$   
c. Find the adjoint of the matrix  $\begin{pmatrix} 2 & 5 \\ 3 & -7 \end{pmatrix}$
3. a. Using Cramer's rule, solve:  $3x + 2y + 9 = 0$ ,  $2x - 3y + 6 = 0$   
b. Express  $\sqrt{3} + i$  in polar form.  
c. If one root of the equation  $ax^2 + bx + c = 0$  be twice the other, show that  $2b^2 = 9ac$
4. a. Find the equation of the straight line that has  $y$ -intercept '2' and is parallel to  $4x - 8y + 3 = 0$   
b. Find the equation of the circle which passes through origin and makes equal intercepts on both axes.  
c. Evaluate:  $\lim_{x \rightarrow 0} \frac{1 - \cos nx}{1 - \cos mx}$

**Contd...**

# Grade 1march Mathematics Example And Question Paper

**SJ Ball**



## **Grade 1march Mathematics Example And Question Paper:**

**Teaching Learners with Visual Impairment** Maximus M. Sefotho, Ronél Ferreira, 2020-12-31 This book Teaching Learners with Visual Impairment focuses on holistic support to learners with visual impairment in and beyond the classroom and school context Special attention is given to classroom practice learning support curriculum differentiation and assessment practices to mention but a few areas of focus covered in the book In this manner this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment Resources in Education ,2000-10 **Research in Education** ,1971 Normal Instructor ,1908

**Normal Instructor and Teachers World** ,1922 **Resources in Education** ,1995 For the Learning of Mathematics ,2003 **British Education Index** ,2005 **Current Index to Journals in Education** ,1998-07 *The American Primary Teacher* ,1901 The United States Army and Navy Journal and Gazette of the Regular and Volunteer Forces ,1906 **The Australian Mathematics Teacher** ,2001 **Moderator-topics** ,1908 School Science and Mathematics ,1917 *The Modern Review* ,1957 Includes section Reviews and notices of books Normal Instructor and Primary Plans ,1926 *Choice* Richard K. Gardner, Phyllis Grumm, 1976 **Proceedings of the Fourth International Congress on Mathematical Education** M. Zweng, Green, Kilpatrick, Pollack, Suydam, 2012-12-06 Henry O Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill New Jersey USA The Fourth International Congress on Mathematics Education was held in Berkeley California USA August 10 16 1980 Previous Congresses were held in Lyons in 1969 Exeter in 1972 and Karlsruhe in 1976 Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries at least half of these come from outside of North America About 450 persons participated in the program either as speakers or as presiders approximately 40 percent of these came from the U S or Canada There were four plenary addresses they were delivered by Hans Freudenthal on major problems of mathematics education Hermina Sinclair on the relationship between the learning of language and of mathematics Seymour Papert on the computer as carrier of mathematical culture and Hua Loo Keng on popularising and applying mathematical methods George Polya was the honorary president of the Congress illness prevented his planned attendance but he sent a brief presentation entitled Mathematics Improves the Mind There was a full program of speakers panelists debates miniconferences and meetings of working and study groups In addition 18 major projects from around the world were invited to make presentations and various groups representing special areas of concern had the opportunity to meet and to plan their future activities **Educational Times** ,1880 **The Standard** ,1908

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