

**Class : XI**

**Subject : Mathematics**

**Time : 3 hrs**

**FM : 75**

*[Candidates are required to give their answer in their own words as far as practicable the figure on the right side indicates full marks.]*

**Attempt all questions**

#### Group – A

**1 × 11 = 11**

**Rewrite the correct option in your own answer sheet.**

1. For any two real numbers  $x$  and  $y$ 
  - a)  $|x + y| \leq |x| - |y|$
  - b)  $|x + y| \leq |x| + |y|$
  - c)  $|x + y| \geq |x| - |y|$
  - d)  $|x + y| \geq |x| + |y|$
2. What is the order of product of matrix  $BA$ , if  $A = \begin{bmatrix} 2 & 3 \\ 1 & 5 \\ 3 & 4 \end{bmatrix}$  and  $B = \begin{bmatrix} 3 & 2 & 6 \\ 1 & 8 & 7 \end{bmatrix}$  ?
  - a)  $2 \times 2$
  - b)  $2 \times 3$
  - c)  $3 \times 2$
  - d)  $3 \times 3$
3. The intersection point of medians of a triangle is called
  - a) circumcenter
  - b) Orthocenter
  - c) Centroid
  - d) incenter
4. The relation between A.M, G.M. and H.M is
  - a)  $A.M. \leq G.M. \leq H.M.$
  - b)  $A.M. < G.M. < H.M.$
  - c)  $A.M. \geq G.M. \geq H.M.$
  - d)  $A.M. > G.M. > H.M.$
5. The value of a complex number  $(0, 1)^{41}$  is
  - a)  $-i$
  - b)  $i$
  - c)  $-1$
  - d)  $1$
6. The relation of skewness is
  - a)  $\text{mean} > \text{median} > \text{mode}.$
  - b)  $\text{mean} < \text{median} < \text{mode}.$
  - c)  $\text{mean} = \text{median} = \text{mode}.$
  - d) all of the above
7. A coin is tossed successively three times. What is the probability of getting all are heads.
  - a)  $\frac{1}{8}$
  - b)  $\frac{3}{8}$
  - c)  $\frac{7}{8}$
  - d)  $\frac{5}{8}$
8. The limiting value of  $\lim_{\theta \rightarrow 0} \frac{\sin \theta}{\theta}$  is
  - a)  $\frac{0}{0}$
  - b)  $0$
  - c)  $1$
  - d)  $\infty$
9. The derivative of  $\cos 5x$  is
  - a)  $5 \cos 5x$
  - b)  $5 \sin 5x$
  - c)  $-\sin 5x$
  - d)  $-5 \sin 5x$
10. The value of integration,  $I = \int_1^2 x^3 dx$  is
  - a)  $7$
  - b)  $\frac{3}{4}$
  - c)  $4$
  - d)  $\frac{5}{4}$
11. In the equilibrium market, there is
  - a) demand  $>$  supply
  - b) demand  $<$  supply
  - c) demand  $=$  supply
  - d) all of above

# Grade 11 Maths Exam Papers June 2011

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2012 GCSE English results Great Britain: Parliament: House of Commons: Education Committee, 2013-06-11 The 2012 GCSE English results prompted significant controversy which ultimately resulted in an application for judicial review This report sets out the background to these events and identifies lessons to be learned The problems with GCSE English can be traced back to the 2007/09 development phase of the qualification in particular the turbulence which resulted from the shift away from a mostly linear to a modular system combined with a high proportion of controlled assessment and generous marking tolerances Exam board experts raised concerns at the time but these were not acted upon by the regulator the then interim Ofqual Further difficulties arose because of pressures from the school accountability system The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening with consequences for grade awarding The current status of Ofqual as an independent regulator accountable to Parliament is the right one However the Coalition Government is bringing in wholesale changes to GCSEs and A levels to a tight timetable and at the same time Ofqual must have systems in place The Committee is also concerned that there is a rush towards separate exam systems for England Wales and Northern Ireland without careful reflection on what might be lost or consensus that this is the right thing to do The Times Index, 2011 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement

Teaching Mathematics Creatively Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom The Shifting Global World of Youth and Education Mabel Ann Brown, 2017-08-15 The Shifting Global World of Youth and Education explores how increasing migration and population changes are having an unprecedented impact on global education Given that the number of children of migrant background is growing internationally there is a need for increasing awareness of the educational attainment and cultural integration of this population group This book presents international perspectives on migration and

youth and analyses what kinds of effects such demographic changes are having on educational systems around the world The chapters in this volume provide a fascinating insight into how countries around the world are dealing with loss or growth in their young population as well as changes to their education systems Written by specialist academics from the relevant country the book covers Cuba Lithuania the United Kingdom the United States Finland Greece Germany Austria Hungary Latvia China Australia India Italy and Poland Taking into consideration the countries social and political context the chapters discuss educational issues surrounding curriculum assessment and the opportunities available for the support of young people Conclusions are drawn about what could be done in the future for the benefit of both the migrant and the existing populations The Shifting Global World of Youth and Education will be of great interest to academics researchers and postgraduate students in the disciplines of education sociology political sciences and social work The book will also give secondary teachers teaching assistants social workers and youth workers the opportunity to reflect on their role within a national and international context **South Africa Yearbook** ,2009 **Daily Graphic** Yaw Boadu-Ayeboafah,2003-06-03

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