

**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

# Maths Paper1 2014 Grade 11 Final Exam

**Oswaal Editorial Board**



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*Mathematics and Technology* Gilles Aldon, Fernando Hitt, Luciana Bazzini, Uwe Gellert, 2017-04-05 This volume collects most recent work on the role of technology in mathematics education It offers fresh insight and understanding of the many ways in which technological resources can improve the teaching and learning of mathematics The first section of the volume focuses on the question how a proposed mathematical task in a technological environment can influence the acquisition of knowledge and what elements are important to retain in the design of mathematical tasks in computing environments The use of white smart boards platforms as Moodle tablets and smartphones have transformed the way we communicate both

inside and outside the mathematics classroom Therefore the second section discussed how to make efficient use of these resources in the classroom and beyond The third section addresses how technology modifies the way information is transmitted and how mathematical education has to take into account the new ways of learning through connected networks as well as new ways of teaching The last section is on the training of teachers in the digital era The editors of this volume have selected papers from the proceedings of the 65th 66th and 67th CIEAEM conference and invited the correspondent authors to contribute to this volume by discussing one of the four important topics The book continues a series of sourcebooks edited by CIEAEM the Commission Internationale pour l'étude et l'amélioration de l'Enseignement des Mathématiques International Commission for the Study and Improvement of Mathematics Education *Psychology and Mathematics Education* Gila Hanna, Laura Macchi, Karin Binder, Laura Martignon, Katharina Loibl, 2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program In Simon's bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content free norms of coherence e.g. transitivity

**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

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Reasoning Mr. Rohit Manglik, 2024-08-24 A practical guide to enhancing analytical and logical reasoning abilities ideal for competitive exam preparation

**Creating Outstanding Classrooms** Oliver Knight, David Benson, 2013-10-15 This timely new book outlines a whole school approach to embedding a sustainable model of teaching and learning that puts the learner at the heart of the system It provides an entire framework for ensuring all students achieve above their expectations incorporating school vision teacher professional development assessment models school culture leadership and management and core classroom practices It takes what the current research suggests does and does not work and builds it into a practical approach that has been tried tested and proven to work Each section incorporates the research a model of how this can be embedded across a school and then a training section that allows senior leaders in schools to teach the skill set to others to ensure it can be embedded and reviewed Covering all aspect of teaching and learning including curriculum design teacher practices assessment and leadership the book features a clear planning framework that is easy to implement subject based case studies to exemplify good practice diagrams to clarify and consolidate information training activities throughout each chapter also available to download at [www.routledge.com](http://www.routledge.com) 9780415831178 Designed to be used as a training tool for both new and established teachers this book is essential reading for senior leaders that want to equip their teachers with the skills and knowledge to create a school of outstanding classrooms

Resources in Education ,1989

*Teacher's Skills Tests For Dummies* Colin Beveridge, Andrew Green, 2014-06-03 If you re preparing for the newly revised Numeracy and Literacy Skills Tests Teacher s Skills Tests For Dummies is your one stop for both exams providing you with subject matter review revision and practice tests you need to tackle the tests with confidence and succeed Written by expert authors in Maths English and Education with the credentials to prove it Teacher s Skills Tests For Dummies provides you with A review of the key maths and English concepts you need to



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**Science et école : ensemble pour mieux apprendre** Conseil scientifique de l'éducation nationale,, Stanislas Dehaene, 2024-03-20 Comment aider les enfants mieux apprendre et leur donner les meilleures chances de réussir en s'appuyant sur les résultats de la recherche Stanislas Dehaene avec le Conseil scientifique de l'éducation nationale qu'il préside s'efforce de mettre la disposition des enseignants les données les plus probantes afin qu'ils puissent s'en emparer pour le plus grand bien des élèves Les textes réunis dans ce troisième volume des travaux du CSEN apportent des informations et des solutions concrètes validées par les chercheurs plusieurs didactiques l'acquisition du vocabulaire l'école maternelle l'ouverture aux mathématiques l'apprentissage de la lecture et le passage du décodage la compréhension les manières de concilier intuition et sens mathématique la démarche de l'enseignement explicite et enfin le rôle du sommeil sur le bien-être et sur la capacité d'apprendre chez les enfants et les adolescents Les chercheurs du CSEN livrent ici une synthèse très accessible des résultats récents de la recherche et des pratiques les plus efficaces pour faciliter les apprentissages Avec notamment Ghislaine Dehaene Lambert Liliane Sprenger Charolles Johannes Ziegler Emmanuel Sander Pascal Bressoux Stéphanie Mazza Stanislas Dehaene est professeur au Collège de France titulaire de la chaire de psychologie cognitive expérimentale et membre de l'Académie des sciences Il préside depuis 2018 le Conseil scientifique de l'éducation nationale qui livre ici le troisième volume de ses travaux Il a publié notamment Les Neurones de la lecture La Bosse des maths Le Code de la conscience et plus récemment Face à face avec son cerveau qui sont de grands succès

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