

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.

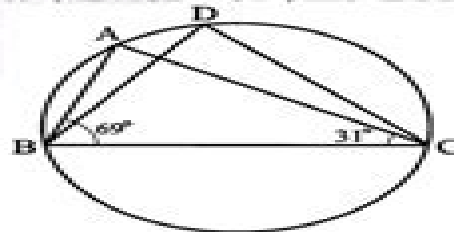
1. Find the total surface area of a hemisphere of radius 10 cm. (Use $\pi = 3.14$)
OR
Find the height of cone, if its slant height is 34 cm and base diameter is 32 cm.
2. If the point (3, 4) lies on the graph of the equation $3y = ax + 7$, find the value of a.

3. Simplify: $\frac{\sqrt{32} + \sqrt{48}}{\sqrt{8} + \sqrt{12}}$

OR

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.
5. If its perimeter of an equilateral triangle is 180 cm, what will be its area?
6. In the below figure, $\angle ABC = 69^\circ$, $\angle ACB = 31^\circ$, find $\angle BDC$.

**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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Applied Mathematics in Engineering and Reliability Radim Bris,Václav Snášel,Chu Duc Khanh,Phan Dao,2016-04-12 Applied Mathematics in Engineering and Reliability contains papers presented at the International Conference on Applied Mathematics in Engineering and Reliability ICAMER 2016 Ho Chi Minh City Viet Nam 4 6 May 2016 The book covers a wide range of topics within mathematics applied in reliability risk and engineering including Risk and Relia

Research in History and Philosophy of Mathematics Maria Zack,Dirk Schlimm,2017-12-18 This volume contains fourteen papers that were presented at the 2016 Annual Meeting of the Canadian Society for History and Philosophy of Mathematics La Socié t Canadienne d Histoire et de Philosophie des Math matiques held at the University of Calgary in Alberta Canada In addition to showcasing rigorously reviewed modern scholarship on an interesting variety of topics in the history and philosophy of mathematics this meeting also honored the life and work of the logician and philosopher of mathematics Aldo Antonelli 1962 2015 The first four papers in this book are part of that remembrance and have a philosophical focus Included in these are a discussion of Bolzano s objections to Kant s philosophy of mathematics and an examination of the influence of rhetorical and poetic aesthetics on the development of symbols in the 16th and 17th Centuries The remaining papers deal with the history of mathematics and cover such subjects as Early schemes for polar ordinates in the work of L H pital based on lessons given to him by Bernoulli A method devised by Euler for determining if a number is a sum of two squares Playfair s Axiom and what it reveals about the history of 19th Century mathematics education The modern library classification system for mathematical subjects An exploration of various examples of sundials throughout Paris Written by leading scholars in the field these papers are accessible to not only mathematicians and students of the history and philosophy of mathematics but also anyone with a general interest in mathematics

Zero Syamal K. Sen,Ravi P. Agarwal,2015-11-06 Zero indicates the absence of a quantity or a magnitude It is so deeply rooted in our psyche today that nobody will possibly ask What is zero From the beginning of the very creation of life the feeling of lack of something or the vision of emptiness void has been embedded by the creator in all living beings While recognizing different things as well as the absence of one of these things are easy it is not so easy to fathom the complete nothingness viz the universal void Although we have a very good understanding of nothingness or equivalently a zero today our forefathers had devoted countless hours and arrived at the representation and integration of zero and its compatibility not only with all non zero numbers but also with all conceivable environments only after many painstaking centuries Zero can be viewed perceived in two distinct forms i as a number in our mundane affairs and ii as the horrific void or Absolute Reality in the spiritual plane the ultimate state of mind Presented are the reasons why zero is a landmark discovery and why it has the potential to conjure

up in an intense thinker the dreadful nothingness unlike those of other numbers such as 1 2 and 3 Described are the representation of zero and its history including its deeper understanding via calculus its occurrences and various roles in different countries as well as in sciences engineering along with a stress on the Indian zero that is accepted as the time invariant unique absolute zero This is followed by the significant distinction between mathematics and computational mathematics and the concerned differences between the unique absolute zero and non unique relative numerical zeros and their impact and importance in computations on a digital computer Introduces the history of the value of zero and why it was a landmark discovery Discusses how zero is used in science and engineering and its use in different countries Explains how zero affects different mathematics and calculus The Philosophy of Mathematics Education Paul Ernest,Ole Skovsmose,Jean Paul van Bendegem,Maria Bicudo,Roger Miarka,Ladislav Kvasz,Regina Moeller,2016-07-15 This survey provides a brief and selective overview of research in the philosophy of mathematics education It asks what makes up the philosophy of mathematics education what it means what questions it asks and answers and what is its overall importance and use It provides overviews of critical mathematics education and the most relevant modern movements in the philosophy of mathematics A case study is provided of an emerging research tradition in one country This is the Hermeneutic strand of research in the philosophy of mathematics education in Brazil This illustrates one orientation towards research inquiry in the philosophy of mathematics education It is part of a broader practice of philosophical archaeology the uncovering of hidden assumptions and buried ideologies within the concepts and methods of research and practice in mathematics education An extensive bibliography is also included **Mathematical Intelligence** Junaid Mubeen,2022-06-02 There s so much talk about the threat posed by intelligent machines that it sometimes seems as though we should surrender to our robot overlords But Junaid Mubeen isn t ready to throw in the towel just yet As far as he is concerned we have the creative edge over machines because of a remarkable system of thought that humans have developed over the millennia It s familiar to us all but often badly taught in schools and misrepresented in popular discourse maths Computers are of course brilliant at totting up sums pattern seeking and performing mindless tasks of well computation For all things calculation machines reign supreme But Junaid identifies seven areas of intelligence where humans can retain a crucial edge And in exploring these areas he opens up a fascinating world where we can develop our uniquely human mathematical superpowers Developing Research in Mathematics Education Tommy Dreyfus,Michèle Artigue,Despina Potari,Susanne Prediger,Kenneth Ruthven,2018-04-27 Developing Research in Mathematics Education is the first book in the series New Perspectives on Research in Mathematics Education to be produced in association with the prestigious European Society for Research in Mathematics Education This inaugural volume sets out broad advances in research in mathematics education which have accumulated over the last 20 years through the sustained exchange of ideas and collaboration between researchers in the field An impressive range of contributors provide specifically European and complementary global perspectives on major areas of research in the field on

topics that include the content domains of arithmetic geometry algebra statistics and probability the mathematical processes of proving and modeling teaching and learning at specific age levels from early years to university teacher education teaching and classroom practices special aspects of teaching and learning mathematics such as creativity affect diversity technology and history theoretical perspectives and comparative approaches in mathematics education research This book is a fascinating compendium of state of the art knowledge for all mathematics education researchers graduate students teacher educators and curriculum developers worldwide Tools and Mathematics John Monaghan, Luc Trouche, Jonathan M.

Borwein, 2016-04-18 This book is an exploration of tools and mathematics and issues in mathematics education related to tool use The book has five parts The first part reflects on doing a mathematical task with different tools followed by a mathematician's account of tool use in his work The second considers prehistory and history tools in the development from ape to human tools and mathematics in the ancient world tools for calculating and tools in mathematics instruction The third part opens with a broad review of technology and intellectual trends circa 1970 and continues with three case studies of approaches in mathematics education and the place of tools in these approaches The fourth part considers issues related to mathematics instructions curriculum assessment and policy the calculator debate mathematics in the real world and teachers use of technology The final part looks to the future task and tool design and new forms of activity via connectivity and computer games **Proceedings of the 13th International Congress on Mathematical Education** Gabriele

Kaiser, 2017-10-31 This book is open access under a CC BY 4.0 license The book presents the Proceedings of the 13th International Congress on Mathematical Education ICME 13 and is based on the presentations given at the 13th International Congress on Mathematical Education ICME 13 ICME 13 took place from 24th 31st July 2016 at the University of Hamburg in Hamburg Germany The congress was hosted by the Society of Didactics of Mathematics Gesellschaft für Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI ICME 13 brought together about 3 500 mathematics educators from 105 countries additionally 250 teachers from German speaking countries met for specific activities Directly before the congress activities were offered for 450 Early Career Researchers The proceedings give a comprehensive overview on the current state of the art of the discussions on mathematics education and display the breadth and deepness of current research on mathematical teaching and learning processes The book introduces the major activities of ICME 13 namely articles from the four plenary lecturers and two plenary panels articles from the five ICMI awardees reports from six national presentations three reports from the thematic afternoon devoted to specific features of ICME 13 Furthermore the proceedings contain descriptions of the 54 Topic Study Groups which formed the heart of the congress and reports from 29 Discussion Groups and 31 Workshops The additional important activities of ICME 13 namely papers from the invited lecturers will be presented in the second volume of the proceedings Directions For Mathematics Research Experience For Undergraduates Yanir A Rubinstein, Mark A

Peterson, 2015-09-29 The collection transcends the traditional institutional division lines private public large small research undergraduate etc and has something to offer for readers in every realm of academia The collection challenges the reader to think about how to implement and improve undergraduate research experiences what such experiences mean to students and faculty and how such experiences can take a permanent place in the modern preparation of undergraduate mathematics and STEM majors The book is an open invitation to learn about what has worked and what hasn't in the inspiration and has the potential to ignite initiatives with long lasting benefits to students and faculty nationwide See Full Review Notices of the AMS The US National Science Foundation NSF Research Experiences for Undergraduates REU program in mathematics is now 25 years old and it is a good time to think about what it has achieved how it has changed and where this idea will go next This was the premise of the conference held at Mt Holyoke College during 21-22 June 2013 and this circle of ideas is brought forward in this volume The conference brought together diverse points of view from NSF administrators leaders of university wide honors programs to faculty who had led REUs recent PhDs who are expected to lead them soon and students currently in an REU themselves The conversation was so varied that it justifies a book length attempt to capture all that was suggested reported and said Among the contributors are Ravi Vakil Stanford Haynes Miller MIT and Carlos Castillo Chavez Arizona President's Obama Committee on the National Medal of Science 2010-2012 This book should serve not only as a collection of speakers notes but also as a source book for anyone interested in teaching mathematics and in the possibility of incorporating research like experiences in mathematics classes at any level as well as designing research experiences for undergraduates outside of the classroom

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Table of Contents Maths Scope Paper 2014

1. Understanding the eBook Maths Scope Paper 2014
 - The Rise of Digital Reading Maths Scope Paper 2014
 - Advantages of eBooks Over Traditional Books
2. Identifying Maths Scope Paper 2014
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Maths Scope Paper 2014
 - User-Friendly Interface
4. Exploring eBook Recommendations from Maths Scope Paper 2014
 - Personalized Recommendations

- Maths Scope Paper 2014 User Reviews and Ratings
- Maths Scope Paper 2014 and Bestseller Lists
- 5. Accessing Maths Scope Paper 2014 Free and Paid eBooks
 - Maths Scope Paper 2014 Public Domain eBooks
 - Maths Scope Paper 2014 eBook Subscription Services
 - Maths Scope Paper 2014 Budget-Friendly Options
- 6. Navigating Maths Scope Paper 2014 eBook Formats
 - ePub, PDF, MOBI, and More
 - Maths Scope Paper 2014 Compatibility with Devices
 - Maths Scope Paper 2014 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Maths Scope Paper 2014
 - Highlighting and Note-Taking Maths Scope Paper 2014
 - Interactive Elements Maths Scope Paper 2014
- 8. Staying Engaged with Maths Scope Paper 2014
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Maths Scope Paper 2014
- 9. Balancing eBooks and Physical Books Maths Scope Paper 2014
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Maths Scope Paper 2014
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Maths Scope Paper 2014
 - Setting Reading Goals Maths Scope Paper 2014
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Maths Scope Paper 2014
 - Fact-Checking eBook Content of Maths Scope Paper 2014

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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