

# MODEL QUESTION PAPER - 2

Model Question Paper - 2

## MATHEMATICS PART - I

Total Marks: 40

Time: 2 Hours

- (A) Four alternative answers are given for every sub-question. Choose the correct alternative and write its alphabet with sub-question number. [4]
- i. Which of the following quadratic equations has roots 2, -1 ?  
 (A)  $x^2 + x + 2 = 0$  (B)  $x^2 - x - 2 = 0$   
 (C)  $x^2 + 2x - 2 = 0$  (D)  $x^2 - 2x + 2 = 0$
- ii. In an A.P., the first term is -5 and last term is 45. If the sum of all the terms is 120, then n is equal to  
 (A) 4 (B) 5 (C) 6 (D) 7
- iii. Cumulative frequencies in a grouped frequency table are useful to find  
 (A) Mean (B) Median (C) Mode (D) All of these
- iv. When a registered dealer sells goods to another registered dealer under GST, then this trading is termed as  
 (A) BB (B) B2B (C) BC (D) B2C
- (B) Solve the following sub-questions.  
 Write any two quadratic equations.
- i. 'Pawan Medical' supplies medicines. On some medicines the rate of GST is 12%, then what is the rate of CGST and SGST?
- ii. Two digit numbers are formed using digits 2, 3 and 5 without repeating a digit. Write the sample space 'S'.
- iii. If  $D_x = 36$ ,  $D_y = 45$  and  $D = 3$  are the values of the determinants for certain simultaneous equations x and y, find x.

- (A) Complete the following activities and rewrite it (Any two):  
 Given below is the distribution of turnover (In lakh ₹) of 50 departmental stores in a year.

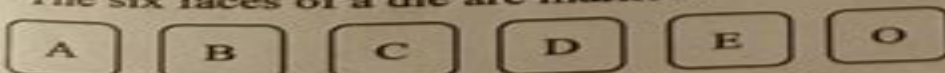
Turnover (In lakh ₹)	5 - 15	15 - 25	25 - 35	35 - 45	45 - 55
No. of stores	5	10	20	13	2

By completing the following table, find mean turnover of the stores.

Class Turnover (In lakh ₹)	Class mark $x_i$	Frequency (No. of stores) $f_i$	Frequency $\times$ Class mark $f_i x_i$
5 - 15	10	5	50
15 - 25	20	10	200
25 - 35	30	20	600
35 - 45	40	13	520
45 - 55	50	2	100
Total	-	$N = \sum f_i = \square$	$\sum f_i x_i = \square$

Mean =  $\bar{X} = \frac{\sum f_i x_i}{N}$  ...[Formula]  
 =  $\square$  lakhs

The six faces of a die are marked.



The event M is getting a vowel on the upper face of the die when it is tossed. Complete the following activity.

# Mid Year Question Paper 2mathematics Grade9

**CH Cherryholmes**



## Mid Year Question Paper 2 mathematics Grade9:

*Resources in Education* ,1998      *The Scottish Educational Journal* ,1922      **Canadian Books in Print** ,2003      **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** ,      *Bulletin* Institute of Mathematics and Its Applications,1975      *ENC Focus* ,2001      **Success in the Urban Classroom** ,2002      **Teaching Mathematics in Secondary and Middle School** James S. Cangelosi,2003 For courses in secondary or middle school math This text focuses on all the complex aspects of teaching mathematics in today s classroom and the most current NCTM standards It demonstrates how to creatively incorporate the standards into teaching along with inquiry based instructional strategies Using one expansive case study that follows a mathematics teacher through his first year in the profession the text illustrates how to lead pupils toward meaningful mathematics and strategies for developing mathematics skills Interactive in its approach the text includes an abundance of illustrative examples mini case studies cooperative learning activities field based activities and transitional activities      **Michigan School Moderator** ,1912      **Drum** ,1998-02      *Sessional Papers* Great Britain. Parliament. House of Commons,1906      **The Mathematics Teacher** ,1953      *Reviews of National Policies for Education* *Reviews of National Policies for Education: Kyrgyz Republic 2010* Organisation for Economic Co-operation and Development,World Bank,2010-12-21 The Programme for International Student Assessment PISA is a highly influential instrument for monitoring the quality of education systems and provides a strong evidence base for informed policy making and education research PISA also has a proven potential to trigger reforms and stimulate stakeholder involvement in the process Notwithstanding the importance of its ranking the full strength of PISA unfolds when data it delivers is utilised in the national policy domain Linking PISA outcomes and policy choices and monitoring the impact on education quality is thereby a demanding task which requires sound analytical capacity and also knowledge of the strengths and weaknesses of the respective education system The OECD Directorate for Education addresses the demand of non member economies for policy support in understanding and analysing PISA data in the broader context of education system management and policy formulation The present report was prepared to help the authorities of the Kyrgyz Republic better understand the reasons for the dramatically low performance of Kyrgyz students in the 2006 PISA survey despite significant resources and efforts invested in education by schools parents and government The report reveals that a number of policy areas are in need of urgent attention and recommends ways to close the currently existing gap between aspirations and education reform achievement      *City Record* Boston (Mass.),1917      **The Education Gazette of the Province of the Cape of Good Hope** Cape of Good Hope (South Africa). Education Department,1924      **Manitoba School Journal** ,1949      *Journal of the Legislative Council* New South Wales. Parliament. Legislative Council,1888      **Journal of Engineering Education** ,2002      *Research in Education* ,1973      **Mathematics Teaching in the Middle School** ,2009-08

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