

Marking Scheme
Class X Session 2023-24
MATHEMATICS STANDARD (Code No.041)

TIME: 3 hours

MAX.MARKS: 80

SECTION A		
Section A consists of 20 questions of 1 mark each.		
1.	(b) xy^2	1
2.	(b) 1 zero and the zero is '3'	1
3.	(b) $\frac{a_1}{a_2} = \frac{b_1}{b_2} \neq \frac{c_1}{c_2}$	1
4.	(c) 2 distinct real roots	1
5.	(c) 7	1
6.	(a) 1:2	1
7.	(d) infinitely many	1
8.	(b) $\frac{ac}{b+c}$	1
9.	(b) 100°	1
10.	(d) 11 cm	1
11.	(c) $\frac{\sqrt{b^2 - a^2}}{b}$	1
12.	(d) $\cos A$	1
13.	(a) 60°	1
14.	(a) 2 units	1
15.	(a) 10m	1
16.	(b) $\frac{4-\pi}{4}$	1
17.	(b) $\frac{22}{46}$	1
18.	(d) 150	1
19.	(a) Both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A)	1
20.	(c) Assertion (A) is true but reason (R) is false.	1
SECTION B		
Section B consists of 5 questions of 2 marks each.		
21.	<p>Let us assume, to the contrary, that $\sqrt{2}$ is rational. So, we can find integers a and b such that $\sqrt{2} = \frac{a}{b}$ where a and b are coprime. So, $b\sqrt{2} = a$. Squaring both sides, we get $2b^2 = a^2$. Therefore, 2 divides a^2 and so 2 divides a. So, we can write $a = 2c$ for some integer c. Substituting for a, we get $2b^2 = 4c^2$, that is, $b^2 = 2c^2$. This means that 2 divides b^2, and so 2 divides b. Therefore, a and b have at least 2 as a common factor. But this contradicts the fact that a and b have no common factors other than 1. This contradiction has arisen because of our incorrect assumption that $\sqrt{2}$ is rational. So, we conclude that $\sqrt{2}$ is irrational.</p>	<p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p> <p>$\frac{1}{2}$</p>

Wednesday November 6 2013 Maths Mark Scheme

**Jonathan Paul Marshall, James
Goodman, Didar Zowghi, Francesca da
Rimini**



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Learning from Singapore Pak Tee Ng, 2017-01-12 *Learning from Singapore* tells the inside story of the country's journey in transforming its education system from a struggling one to one that is hailed internationally as effective and successful. It is a story not of the glory of international test results but of the hard work and tenacity of a few generations of policy makers, practitioners and teacher trainers. Despite its success, Singapore continues to reform its education system and is willing to deal with difficult issues and challenges of change. Citing Singapore's transformation, author Pak Tee Ng highlights how context and culture affect education policy formulation and implementation. Showing how difficult education reform can be when a system needs to negotiate between competing philosophies, significant trade-offs or paradoxical positions, this book explores the successes and struggles of the Singapore system and examines its future direction and areas of tension. The book also explores how national education systems can be strengthened by embracing the creative tensions generated by paradoxes such as the co-existence of timely change and timeless constants: centralisation and decentralisation, meritocracy and compassion, and teaching less and learning more. *Learning from Singapore* brings to the world the learning from Singapore: what Singapore has learned from half a century of educational change and encourages every education system to bring hope to and secure a future for the next generation. **Human Resource Management, 11th Edition** Raymond J.

Stone, Anne Cox, Mihajla Gavin, Joseph Carpini, 2024-06-04 The new edition of Raymond Stone's *Human Resource Management* is an AHRI endorsed title that has evolved into a modern, relevant and practical resource for first-year HRM students. This concise 15-chapter textbook gives your students the best chance of transitioning successfully into their future profession by giving them relatable professional insights and encouragement to exercise their skills in authentic workplace scenarios. *The Routledge Companion to Accounting Education* Richard M.S. Wilson, 2014-04-29 Many enquiries into the state of accounting education training undertaken in several countries over the past 40 years have warned that it must change if it is to be made more relevant to students, to the accounting profession and to stakeholders in the wider community. This book's overriding aim is to provide a comprehensive and authoritative source of reference which defines the domain of accounting education training and which provides a critical overview of the state of this domain, including emerging and cutting-edge issues, as a foundation for facilitating improved accounting education training, scholarship and research in order to enhance the educational base of accounting practice. *The Routledge Companion to Accounting Education* highlights the key drivers of change, whether in the field of practice on the one hand (e.g. increased regulation, globalisation, risk and complexity) or from developments in the academy on the other (e.g. pressures to embed technology within the classroom or to meet accreditation criteria). Thirty chapters, written by leading scholars from around the world, are grouped into seven themed sections which focus on different facets of their respective themes, including student curriculum, pedagogic and assessment considerations. *Teacher Education through Active Engagement* Lori Beckett, 2013-12-04 *Teacher Education*

through Active Engagement identifies and addresses a contemporary issue the ways in which teaching and teacher education are articulated by politicians civil servants business leaders and educational entrepreneurs intent on profit making in the current global neoliberal policy context This is often characterised by narrow and ill conceived ideas about teacher characteristics and competences recruiting and fast tracking graduates from elsewhere into the profession the reform of teacher training with less emphasis on theory and academic study a narrow focus on teachers core skills and the promotion of training in model teaching schools In this book contributors challenge this conceptualisation and demonstrate practitioners necessary intellectual activity to wrest back professional control By drawing on practice focused research carried out in sites of educational policy and practice each chapter exemplifies for teachers student teachers and teacher educators the sort of knowledge work to coordinate a professional reply to non educationalists who dictate the terms of teaching and teacher education The book provides directions for encouraging critical thinking analytical skills and political activism which consider the needs and interests of diverse children and young people in real classrooms real schools and real communities Illustrated throughout with practice focused research and drawing on the historical case of Winifred Mercier and her colleagues at the City of Leeds training college who challenged the establishment to leave a legacy of professional control the book will appeal to practitioners academics and researchers in the fields of teacher education and education studies

Disorder and the Disinformation Society Jonathan Paul Marshall,James Goodman,Didar Zowghi,Francesca da Rimini,2015-04-17 This book is the first general social analysis that seriously considers the daily experience of information disruption and software failure within contemporary Western society Through an investigation of informationalism defined as a contemporary form of capitalism it describes the social processes producing informational disorder While most social theory sees disorder as secondary pathological or uninteresting this book takes disordering processes as central to social life The book engages with theories of information society which privilege information order offering a strong counterpoint centred on disinformation Disorder and the Disinformation Society offers a practical agenda arguing that difficulties in producing software are both inherent to the process of developing software and in the social dynamics of informationalism It outlines the dynamics of software failure as they impinge on of information workers and on daily life explores why computerized finance has become inherently self disruptive asks how digital enclosure and intellectual property create conflicts over cultural creativity and disrupt informational accuracy and scholarship and reveals how social media can extend but also distort the development of social movements *National Printer Journalist* ,1932

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