

# CBSE Class 12 Maths Sample Paper Set 1

Time: 3 hours

Total Marks: 100

1. All questions are compulsory.
2. The question paper consist of 29 questions divided into four sections A, B, C and D. Section A comprises of 4 questions of one mark each, section B comprises of 8 questions of two marks each, section C comprises of 11 questions of four marks each and section D comprises of 6 questions of six marks each.
3. Use of calculators is not permitted.

## SECTION – A

1. Find the inverse of  $g: R \rightarrow R, g(x) = 4e^{2x} + 3$  and the domain of the  $g^{-1}(x)$
2. What should be the value of  $n$  for which the points  $(2, -3)$ ,  $(3, 1)$  and  $(5, n)$  are collinear?
3. If  $X$  is a set of the factors of 30,  $a, b \in X$  and  $f(a, b, c) = (a + b) * (b' + c)$  where
  - (i)  $a + b$  is defined such that  $a + b = \text{LCM}(a, b)$
  - (ii)  $a * b$  is defined such that  $a * b = \text{GCD}(a, b)$
  - (iii)  $a' = 30/a$

What is the value of  $f(2, 5, 15)$ ?

4. A parallelogram is constructed on  $3\vec{a} + \vec{b}$  and  $\vec{a} - 4\vec{b}$  where  $|\vec{a}| = 6$  and  $|\vec{b}| = 8$  and  $\vec{a}$  and  $\vec{b}$  are anti-parallel. What is the length of the longer diagonal?

(OR)

If  $\vec{a} = \hat{i} + \hat{j} + \hat{k}$ ,  $\vec{b} = \hat{i} - \hat{j} + 2\hat{k}$  and  $\vec{c} = x\hat{i} + (x - 2)\hat{j} - \hat{k}$ , and if the vector lies in the plane of vectors  $\vec{a}$  and  $\vec{b}$ , then what is the value of  $x$ ?

## SECTION – B

5. Express the matrix  $A = \begin{bmatrix} 3 & 7 \\ 1 & 4 \end{bmatrix}$  as sum of two matrices such that one is symmetric and the other is skew symmetric.

(OR)

# Math Papers Grade 12 2014

**Katrin Zwirgmaier**



## **Math Papers Grade 12 2014:**

Research for Educational Change Jill Adler, Anna Sfard, 2016-06-17 Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research     *The Mathematics Education for the Future Project - Proceedings of the 14th International Conference* Alan Rogerson, Janina Morska, 2017-07-01 This volume contains the papers presented at the International Conference on Challenges in Mathematics Education for the Next Decade held from September 10 15 2017 in Balatonf red Hungary The Conference was organized by The Mathematics Education for the Future Project an international educational project founded in 1986     **What Mathematics Do Students Know and How is that Knowledge Changing?** Peter Kloosterman, Doris Mohr, Crystal Walcott, 2015-09-01 This volume is intended for researchers curriculum developers policy makers and classroom teachers who want comprehensive information on what students at grades 4 8 and 12 the grades assessed by NAEP can and cannot do in mathematics After two introductory chapters on the design of NAEP the volume contains a chapter on the challenges in analyzing NAEP data at the item level followed by five chapters that report 2005 through 2013 student performance on specific assessment items These chapters are organized by content area and then by topic e g understanding of place value knowledge of transformations ability to use metric and U S systems of measurement and thus provide baseline data on the proportion of students who are able to complete the mathematics tasks currently used in the upper elementary middle and high school mathematics curriculum Additional chapters focus on student reasoning U S performance on international assessments and using construct analysis rather than percent correct on clusters of items to understand student knowledge on specific mathematics topics Several themes emerge from the volume One is that while the

rate of improvement in mathematics learning in grades 4 and 8 has slowed in recent years it has slowed more on some topics than others Another is that relatively minor changes in wording can have significant effects on student performance and thus it is difficult to be specific about what students can do without knowing exactly what questions they were asked A third theme is that changes in performance over time can sometimes but not always be understood in terms of what students are taught For example there were substantial gains on several grade 4 items requiring understanding of fractions and that is probably because the amount of instruction on fractions in grades 3 and 4 has been increasing In contrast while relatively few twelfth grade students have ever been good at factoring trinomials performance on this skill seems to be decreasing This suggests that while more students are completing advanced mathematics courses in high school these courses are not helping in the area of factoring trinomials Finally there are limitations to using NAEP as a measure of student performance on the Common Core State Standards To the extent that NAEP can be used however the NAEP data show a substantial gap between expectations and performance

*The Education Invasion* Joy Pullmann, 2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats *The Education Invasion* offers answers and remedies

**Handbook of International Research in Mathematics Education** Lyn D. English, David Kirshner, 2015-07-30 This third edition of the *Handbook of International Research in Mathematics Education* provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented

on a range of critical topics including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new chapters this edition extends the Handbook s original themes for international research in mathematics education and remains in the process a definitive resource for the field      **Math Trailblazers 2E G3 Teacher Implementation Guide** TIMS Project,2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover      **A Practice-based Model of STEM Teaching** Alpaslan Sahin,2015-07-21 The STEM Students on the Stage SOS TM model was developed by Harmony Public Schools with the goal of teaching rigorous content in an engaging fun and effective way In this book you will learn that the STEM SOS model is not only helping students learn STEM content and develop 21st century skills but also helping teachers improve their classroom climate through increased student teacher communication and a reduction in classroom management issues There are at least two ways in which this book is innovative First you will find student videos and websites associated with QR codes readers can use their QR readers to watch student videos related to the content in the chapter and see student e portfolio samples at their Google sites This provides the opportunity to see that what is discussed in the book actually happened Second the book is not about a theory it is an actual implemented model that has evolved through the years and has been used in more than 25 schools since 2012 Every year the model continues to be improved to increase its rigor and ease of implementation for both teachers and students In addition to using the book as a classroom teacher resource and guide it can also be used as a textbook in advanced graduate level curriculum and instruction educational leadership and STEM education programs Therefore STEM educators leaders pre service and in service teachers and graduate students will all benefit from reading this book Appendices will be one of the favorite aspects of this book for teachers who are constantly looking for ready to use student and teacher handouts and activities Full handouts including formative and summative assessments materials and grading rubrics will provide an opportunity for teachers and curriculum directors to understand the ideas and secrets behind the STEM SOS model Lastly STEM directors will find this to be one of the best STEM teaching model examples on the market because the model has fully accessible student and teacher handouts assessment materials rubrics and hundreds of student products e portfolios including video presentations and project brochures online

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literature music philosophy political science religion and theology sociology and theatre arts      **Transform Your Math Class Using Asset-Based Teaching for Grades 6-12** Michael D. Steele, Joleigh Honey, 2024-07-19 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what's missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment Transform Your Math Class Using Asset Based Teaching for Grades 6 12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development      Math Trailblazers, K-5, 2002      Social Sciences and Humanities Index, 1916      **Catalogue of Scientific Papers**, 1896      **Everyday Mathematics 2 Grade Teacher's Lesson Guide Volume 1** Max Bell, 2004      The Reference Catalogue of Current Literature, 1913      **International Catalogue of Scientific Literature [1901-14]**, 1902      Catalogue of Scientific Papers, 1800-1900 Royal Society (Great Britain), 1894      Catalogue of Scientific Papers Royal Society (Great Britain), 1894      **Reader's Guide to Periodical Literature Supplement**, 1915 These vols contain the same material as the early vols of Social sciences humanities index      Catalogue of Scientific Papers (1800-1900): ser. 3, 1874-1883 Royal Society (Great Britain), 1894

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