

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

**TIME: 3 hours**

**MAX.MARKS: 80**

<b>SECTION A</b>		
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) $100^\circ$	1
10.	(d) 11 cm	1
11.	(c) $\frac{\sqrt{b^2 - a^2}}{b}$	1
12.	(d) $\cos A$	1
13.	(a) $60^\circ$	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
<b>SECTION B</b>		
Section B consists of 5 questions of 2 marks each.		
21.	<p>Let us assume, to the contrary, that <math>\sqrt{2}</math> is rational.            So, we can find integers <math>a</math> and <math>b</math> such that <math>\sqrt{2} = \frac{a}{b}</math> where <math>a</math> and <math>b</math> are coprime.            So, <math>b\sqrt{2} = a</math>.            Squaring both sides,            we get <math>2b^2 = a^2</math>.            Therefore, 2 divides <math>a^2</math> and so 2 divides <math>a</math>.            So, we can write <math>a = 2c</math> for some integer <math>c</math>.            Substituting for <math>a</math>, we get <math>2b^2 = 4c^2</math>, that is, <math>b^2 = 2c^2</math>.            This means that 2 divides <math>b^2</math>, and so 2 divides <math>b</math>.            Therefore, <math>a</math> and <math>b</math> have at least 2 as a common factor.            But this contradicts the fact that <math>a</math> and <math>b</math> have no common factors other than 1.            This contradiction has arisen because of our incorrect assumption that <math>\sqrt{2}</math> is rational.            So, we conclude that <math>\sqrt{2}</math> is irrational.</p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>

# Maths C2014 Mark Scheme

**Iseb**



## Maths C2014 Mark Scheme:

**Marking the "Invisible"** Andrea M. Hawkman, Sarah B. Shear, 2020-04-01 Substantial research has been put forth calling for the field of social studies education to engage in work dealing with the influence of race and racism within education and society Branch 2003 Chandler 2015 Chandler Husband 2010 King Ladson Billings 2003 Ooka Pang Rivera Ladson Billings 2003 Woyshner Bohan 2012 In order to challenge the presence of racism within social studies research must attend to the control that whiteness and white supremacy maintain within the field This edited volume builds from these previous works to take on whiteness and white supremacy directly in social studies education In Marking the Invisible editors assemble original contributions from scholars working to expose whiteness and disrupt white supremacy in the field of social studies education We argue for an articulation of whiteness within the field of social studies education in pursuit of directly challenging its influences on teaching learning and research Across 27 chapters authors call out the strategies deployed by white supremacy and acknowledge the depths by which it is used to control manipulate confine and define identities communities citizenships and historical narratives This edited volume promotes the reshaping of social studies education to support the histories experiences and lives of Students and Teachers of Color challenge settler colonialism and color evasiveness develop racial literacy and promote justice oriented teaching and learning Praise for Marking the Invisible As the theorization of race and racism continues to gain traction in social studies education this volume offers a much needed foundational grounding for the field From the foreword to the epilogue Marking the Invisible foregrounds conversations of whiteness in notions of supremacy dominance and rage The chapters offer an opportunity for social studies educators to position critical theories of race such as critical race theory intersectionality and settler colonialism at the forefront of critical examinations of whiteness Any social studies educator researcher concerned with the theorization or teaching of race should engage with this text in their work Christopher L Busey University of Florida **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

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The Underrepresentation of Women in Science: International and Cross-Disciplinary Evidence and Debate Stephen J. Ceci, Wendy M. Williams, Shulamit Kahn, 2018-04-20 There is no shortage of articles and books exploring women s underrepresentation in science Everyone is interested academics politicians parents high school girls and boys women in search of college majors administrators working to accommodate women s educational interests the list goes on But one thing often missing is an evidence based examination of the problem uninfluenced by personal opinions accounts of lived experiences anecdotes and the always encroaching inputs of popular culture This is why this special issue of Frontiers in Psychology can make a difference In it a diverse group of authors and researchers with even more diverse viewpoints find themselves united by their empirical objective approaches to understanding women s underrepresentation in science today The questions considered within this

special issue span academic disciplines methods levels of analysis and nature of analysis what these article share is their scholarly evidence based approach to understanding a key issue of our time *The Assessment of Learning in Engineering Education* John Heywood,2016-04-11 Explores how we judge engineering education in order to effectively redesign courses and programs that will prepare new engineers for various professional and academic careers Shows how present approaches to assessment were shaped and what the future holds Analyzes the validity of teaching and judging engineering education Shows the integral role that assessment plays in curriculum design and implementation Examines the sociotechnical system s impact on engineering curricula *Water-Related Natural Disasters in Mountainous Area* Jia-wen Zhou,Jie Dou,Xudong Fu,Biswajeet Pradhan,Qihua Ran,Xiekang Wang,Hiromitsu Yamagishi,Tao Zhao,2022-08-31 University of Cambridge International Examinations University of Cambridge,2011 **Test Mark Schemes Pack** Qualifications and Curriculum Authority,2005 **Mathematics** Northern Ireland Council for the Curriculum, Examinations and Assessment,1995\*

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