SAMPLE QUESTION PAPER 1

A Highly Simulated Sample Question Paper for ISC Class XII

MATHEMATICS (Fully Solved)

GENERAL INSTRUCTIONS

1. The Question Paper consists of three sections A, B and C.
2. Candidates are required to attempt all questions from **Section A** and all questions **either** from **Section B** or **Section C**.
3. **Section A** Internal choice has been provided in two questions of two marks each, two questions of four marks each and two questions of six marks each.
4. **Section B** Internal choice has been provided in one question of two marks and one question of four marks.
5. **Section C** Internal choice has been provided in one question of two marks and one question of four marks.
6. All working, including rough work, should be done on the same sheet as, and adjacent to the rest of the answer.
7. The intended marks for questions or parts of questions are given in brackets [ ].
8. Mathematical tables and graph papers are provided.

Time : 3 Hours   *Max. Marks : 80*

Section A (65 Marks)

1. In sub-parts (i) to (x) choose the correct option and in sub-parts (xi) to (xv), answer the questions as instructed.   [15 × 1]

(i) If the binary operation * defined on Q, is defined as $a * b = 2a + b - ab, \forall a, b \in Q$, then the value of $3 * 4$ is

(a) 2   (b) -2 (c) 3   (d) -3

(ii) Let $A = \{1, 2, 3, \ldots n\}$ and $B = \{a, b\}$. Then, the number of surjection from A into B is

(a) ^nP_n (b) $2^n - 2$ (c) $2^n - 1$ (d) None of these

(iii) Value of $\sin\left(2\sin^{-1}\dfrac{3}{5}\right)$ is

(a) $\dfrac{12}{25}$ (b) $\dfrac{24}{25}$ (b) $\dfrac{13}{25}$ (d) $\dfrac{17}{25}$

(iv) If $A = \begin{bmatrix} 2 & 3 \\ 1 & 2 \end{bmatrix}$, $B = \begin{bmatrix} 1 & 3 & 2 \\ 4 & 3 & 1 \end{bmatrix}$, $C = \begin{bmatrix} 1 \\ 2 \end{bmatrix}$ and $D = \begin{bmatrix} 4 & 6 & 8 \\ 5 & 7 & 9 \end{bmatrix}$, then which of the sum is defined?

(a) $A + B$ (b) $C + D$ (c) $B + C$ (d) $B + D$

(v) If $\begin{bmatrix} 1 & 2 \\ -2 & -b \end{bmatrix} + \begin{bmatrix} a & 4 \\ 3 & 2 \end{bmatrix} = \begin{bmatrix} 5 & 6 \\ 1 & 0 \end{bmatrix}$, then $a^2 + b^2$ is equal to

(a) 20   (b) 22   (c) 12   (d) 10

Mathematic Paper 1 2013 September

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Mathematic Paper 1 2013 September:

Mathematics and Transition to School Bob Perry,Amy MacDonald,Ann Gervasoni,2015-01-09 This edited book brings together for the first time an international collection of work focused on two important aspects of any young child s life learning mathematics and starting primary or elementary school The chapters take a variety of perspectives and integrate these two components in sometimes explicit and sometimes more subtle ways The key issues and themes explored in this book are the mathematical and other strengths that all participants in the transition to school bring to this period of a child s life the opportunities provided by transition to school for young children s mathematics learning the importance of partnerships among adults and among adults and children for effective school transitions and mathematics learning and teaching the critical impact of expectations on their mathematics learning as children start school the importance of providing children with meaningful challenging and relevant mathematical experiences throughout transition to school the entitlement of children and educators to experience assessment and instructional pedagogies that match the strengths of the learners and the teachers the importance for the aspirations of children families communities educators and educational organisations to be recognised as legitimate and key determinants of actions experiences and successes in both transition to school and mathematics learning and the belief that young children are powerful mathematics learners who can demonstrate this power as they start school In each chapter authors reflect on their work in the area of mathematics and transition to school place that work within the overall context of research in these fields predict the trajectory of this work in the future and consider the implications of the work both theoretically and practically **Contributing Factors to TIMSS 2011 Eighth Graders' Science Achievement: A Comparison between Malaysia and Singapore** Lay Yoon Fah,Ng Khar Thoe,Suma Parahakaran,2020-05-03 Trends in International Mathematics and Science Study TIMSS is one of the projects of the International Association for the Evaluation of Educational Achievement IEA located at Amsterdam The Netherlands and Hamburg Germany IEA is an independent cooperative of national educational research institutions and governmental research agencies dedicated to improving education TIMSS is conducted regularly for every four years to assess students achievement in science and mathematics at both the fourth and eighth grades The project is dedicated to providing participating countries with information to improve teaching and learning in science and mathematics This book is written especially for the interest of undergraduate students postgraduate students and educators of science education who wish to know more about the contributing factors to Grade 8 students science achievement in TIMSS This book is also resourceful for individuals who are involved directly or indirectly in the administration and implementation of TIMSS at the national state district and school levels This book consists of seven chapters The first chapter gives a brief introduction to TIMSS which includes the TIMSS curriculum model and TIMSS science assessment frameworks The subsequent chapters compare the contribution of various factors i e home environment support school resources school climate teacher preparation and

classroom instructions on Malaysian and Singaporean Grade 8 students science achievement in TIMSS 2011 Last but not least recommendations on ways to improve Malaysian Grade 8 students science achievement in the forthcoming TIMSS are suggested based on the experiences of the Singaporean education system   *Proceedings of the First International Conference on Applied Mathematics, Statistics, and Computing (ICAMSAC 2023)* Komang Dharmawan,Ngurah Agus Sanjaya ER,2024-05-11 This is an open access book ICAMSAC 2023 Theme Application of Mathematics and Computing in Multidisciplinary Research With ScopeApplication of Mathematics and Computing in Multidisciplinary Research The Subject Scope of The ConferenceMathematical modeling optimization numerical analysis differential equations mathematical physics and mathematical biology probability theory statistical modeling experimental design data visualization multivariate analysis machine learning and applications of statistics in various domains such as finance healthcare social sciences and engineering cloud computing programming languages algorithms artificial intelligence data mining high performance computing scientific computing numerical simulations and computational modeling ICAMSAC 2023 aims to bring together leading academic scientists researchers andresearch scholars to exchance and share their experiences and research results on all aspects of Mathematics Statistics and Computing It also provides a platform researchers practitioners and educators to present and discuss recent innovations current issues trends and challenges faced   *All-Attainment Teaching in Secondary Mathematics* Colin Jackson,2022-02-09 This book is about the promotion of all attainment teaching in the mathematics classroom The book contains the individual stories of six teachers working in three different schools an inner London comprehensive with a largely working class intake a comprehensive on the south coast and a rural comprehensive in Cambridgeshire Each story describes and explains in brief the background of the teacher and how each came to teach all attainment groups in mathematics The research reported in this book is the only close examination and analysis of the practices and methodologies of successful all attainment educators in the modern age Three major themes are identified and examined what sustains the teachers how they introduce develop and maintain all attainment teaching and how they make all attainment work in the classroom From an analysis of these findings the book presents two interrelated models of the knowledge and understandings the research has generated The first one is an overarching model of situation and horizon Used as a means of visualizing and understanding the current situation for teachers it can aid in encouraging change for the better The second model offers teachers a way to think of all attainment teaching as an enabler for all students most especially for disadvantaged students Both models have original and explanatory power and offer new ways of conceptualizing how mathematics teaching for social justice might be understood and implemented offering fresh perspectives and unique insights As such it will be of help to students at undergraduate Masters and doctoral level and to education researchers more widely   *Teaching Learners with Visual Impairment* Maximus M. Sefotho,Ronél Ferreira,2020-12-31 This book Teaching Learners with Visual Impairment focuses on holistic support to learners with visual

impairment in and beyond the classroom and school context Special attention is given to classroom practice learning support curriculum differentiation and assessment practices to mention but a few areas of focus covered in the book In this manner this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment **Kochi Journal of Mathematics** ,2015 Journal of Mathematics ,2010 **Inspiring Primary Learners** Roger McDonald,Poppy Gibson,2021-02-25 Inspiring Primary Learners offers trainee and qualified teachers high quality case studies of outstanding practice in contemporary classrooms across the country Expert authors unravel and reveal the theory and evidence that underpins lessons helping you make connections with your own practice and understand what excellent looks like within each context and how it is achieved Illustrated throughout with interviews photos and examples of children s work it covers a range of primary subjects and key topics including creating displays outdoor learning and developing a reading for pleasure culture The voice of the practitioner is evident throughout as teachers share their own experience difficulties and solutions to ensure that children are inspired by their learning Written in two parts the first exemplifies examples of practice for each National Curriculum subject whilst the second focuses on the wider curriculum and explores issues pertinent to the primary classroom highlighting important discussions on topics such as Reading for pleasure Writing for pleasure Creating a dynamic and responsive curriculum Creating inspiring displays Outdoor learning Pedagogy for imagination Relationships and Sex Education This key text shows how even within the contested space of education practitioners can inspire their primary learners through teaching with passion and purpose for the empowerment of the children in their class For all new teachers it provides advice and ideas for effective and engaging learning experiences across the curriculum **Journal for Research in Mathematics Education** ,2014 **Revista Matemática Iberoamericana** ,2017 **Chinese Mathematics** ,1967 *Fundamenta Mathematicae* ,2016 *Hokkaido Mathematical Journal* ,2016-02 **Colloquium Mathematicum** ,2017 **Ricerche di matematica** ,2012 *Commonwealth Of Australia Gazette* Australia,1913 **Motor Truck Journal** ,1923 **Collectanea Mathematica** ,2013 Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons,2013 **The Cumulative Book Index** ,1912 A world list of books in the English language

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