

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>

Mark Scheme For Aqa Maths November 2012

Peter Mattock



Mark Scheme For Aqa Maths November 2012:

Conceptual Maths Peter Mattock, 2023-04-05 Written by Peter Mattock Conceptual Maths Teaching about rather than just how to do mathematics in schools aims to empower teachers to support students on a comprehensive and coherent journey through school mathematics Showcasing the best models metaphors and representations it provides excellent examples explanations and exercises that can be used across the curriculum Concepts are at the heart of the study of mathematics They are the ideas that remain constant whenever they are encountered but which combine and build upon each other to create the mathematical universe It is the structure of each concept that gives rise to the procedures that are used in calculation and problem solving and by learning about these structures a learner can make sense of how different processes work and use them flexibly as need demands In his first book Visible Maths Peter Mattock focused on the use of representations and manipulatives as images and tools and how this can provide a window into some of these mathematical structures His aim in Conceptual Maths is to go deeper beyond the procedures and to shed greater light on the structures of the subject's different concepts The book explores how a variety of visual tools and techniques can be used in the classroom to deepen pupils' understanding of mathematical structures concepts and operations including number addition and subtraction multiplication and multiples division and factors proportionality functionality measures accuracy probability shape and transformation and vectors among many others In so doing Peter equips teachers with the confidence and practical know how to help learners assimilate knowledge of mathematical concepts into their schema and take their learning to the next level Containing numerous full colour diagrams and models to illustrate the conceptual takeaways and teaching techniques discussed Conceptual Maths also includes a glossary covering the key mathematical terms Suitable for teachers of maths in primary secondary and post 16 settings *Using Film and Media in the Language Classroom* Carmen Herrero, Isabelle Vanderschelden, 2019-07-11 This book demonstrates the positive impact of using film and audiovisual material in the language classroom The chapters are evidence based and address different levels and contexts of learning around the world They demonstrate the benefits of using moving images and films to develop intercultural awareness and promote multilingualism and suggest Audiovisual Translation AVT activities and projects to enhance language learning The book will be a valuable continuing professional development resource for language teachers and those involved in curriculum development as well as bringing the latest research theory and pedagogical techniques to teacher training courses The administration of examinations for 15-19 year olds in England Great Britain: Parliament: House of Commons: Education Committee, 2012-07-03 Additional written evidence is contained in Volume 3 available on the Committee website at www.parliament.uk/educom *The Times Index*, 2011 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement

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