

SUBJECT: MATHEMATICS
CLASS : IX

MAX. MARKS : 80
DURATION : 3 HRS

General Instruction:

- All questions are compulsory.
- This question paper contains 30 questions divided into four Sections A, B, C and D.
- Section A comprises of 6 questions of 1 mark each. Section B comprises of 6 questions of 2 marks each. Section C comprises of 10 questions of 3 marks each and Section D comprises of 8 questions of 4 marks each.
- There is no overall choice. However, an internal choice has been provided in two questions in 1 mark each, two questions in 2 marks each, four questions of 3 marks each and three questions of 4 marks each. You have to attempt only one of the alternatives in all such questions.
- Use of Calculators is not permitted.

SECTION – A

Questions 1 to 6 carry 1 mark each.

- Find the total surface area of a hemisphere of radius 10 cm. (Use $\pi = 3.14$)
OR
Find the height of cone, if its slant height is 34 cm and base diameter is 32 cm.
- If the point (3, 4) lies on the graph of the equation $3y = ax + 7$, find the value of a.
- Simplify: $\frac{\sqrt{32} + \sqrt{48}}{\sqrt{8} + \sqrt{12}}$

OR

- Find the value of $\sqrt{3^{-2}}$.
- In a bag, there are 100 bulbs out of which 30 are defective ones. A bulb is taken out of the bag at random. Find the probability of the selected bulb to be a good one.
 - If its perimeter of an equilateral triangle is 180 cm, what will be its area?
 - In the below figure, $\angle ABC = 69^\circ$, $\angle ACB = 31^\circ$, find $\angle BDC$.



SECTION – B

Questions 6 to 12 carry 2 marks each.

- A river 3 m deep and 40 m wide is flowing at the rate of 2 km per hour. How much water will fall into the sea in a minute?

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Teaching Mathematical Modelling: Connecting to Research and Practice Gloria Ann Stillman, Gabriele Kaiser, Werner Blum, Jill P. Brown, 2013-10-27 This book provides readers with an overview of recent international research and developments in the teaching and learning of modelling and applications from a variety of theoretical and practical perspectives There is a strong focus on pedagogical issues for teaching and learning of modelling as well as research into teaching and practice The teaching of applications of mathematics and mathematical modelling from the early years through primary and secondary school and at tertiary level is rising in prominence in many parts of the world commensurate with an ever increasing usage of mathematics in business the environment industry and everyday life The authors are all members of the International Community of Teachers of Mathematical Modelling and Applications and important researchers in mathematics education and mathematics The book will be of interest to teachers practitioners and researchers in universities polytechnics teacher education curriculum and policy **OLYMPIAD EHF MATH ACTIVITY BOOK CLASS 5** Dr. Sandeep Ahlawat, 2023-01-15 Activity Book for National Interactive Maths Olympiad NIMO other National International Olympiads Talent Search Exams based on CBSE ICSE GCSE State Board syllabus NCF NCERT **OLYMPIAD EHF MATH ACTIVITY BOOK CLASS 9** Dr. Sandeep Ahlawat, 2023-01-15 Activity Book for National Interactive Maths Olympiad NIMO other National International Olympiads Talent Search Exams based on CBSE ICSE GCSE State Board syllabus NCF NCERT **OLYMPIAD EHF MATH ACTIVITY BOOK CLASS 1** Dr. Sandeep Ahlawat, 2023-01-15 Activity Book for National Interactive Maths Olympiad NIMO other National International Olympiads Talent Search Exams based on CBSE ICSE GCSE State Board syllabus NCF NCERT **OLYMPIAD EHF MATH ACTIVITY BOOK CLASS 2** Dr. Sandeep Ahlawat, 2023-01-15 Activity Book for National Interactive Maths Olympiad NIMO other National International Olympiads Talent Search Exams based on CBSE ICSE GCSE State Board syllabus NCF NCERT **OLYMPIAD EHF MATH ACTIVITY BOOK CLASS 3** Dr. Sandeep Ahlawat, 2023-01-15 Activity Book for National Interactive Maths Olympiad NIMO other National International Olympiads Talent Search Exams based on CBSE ICSE GCSE State Board syllabus NCF NCERT **Educational Effectiveness Theory** Katharina Maag Merki, Marcus Emmerich, Monika Holmeier, 2018-10-11 Despite the advances in educational effectiveness theory and methodology in the last 20 years important questions and issues remain unresolved In particular existing theoretical frameworks of educational effectiveness are only able to describe the interrelationship among factors at the system school classroom and student levels and their cross level interdependency in a very general manner Additionally although a large number of studies provide empirical evidence of the impact of single factors and factor constellations on student learning the embedding of the empirically identified results in theoretical models of educational effectiveness has to be carried out more systematically in order to develop more elaborated theories of educational effectiveness The aim of this book is to contribute to the advancement of educational effectiveness theory by discussing different strategies including

alternative theoretical models to understand educational effectiveness extending the methodology to analyze processes and mechanisms of educational effectiveness analyzing differential effects of processes and instruments on educational effectiveness carrying out complex multivariate analyses considering manifest and latent variables and combining theory and practice in real school situations Taken together the strategies presented in this book make it clear that the advancement of educational effectiveness theory depends on the advancement of educational effectiveness methodology or in other words from theory to methodology and from empirical evidence back to theory This book was originally published as a special issue of *School Effectiveness and School Improvement*

Illinois Standards Achievement Test Sample Mathematics Materials, 2000 **Standards in C.S.E. and G.C.E.: English and Mathematics** Jack Wrigley, F. H. Sparrow, F. C. Inglis, 1967 **Illinois Standards Achievement Test Sample Math Materials**, 1999 *Sessional Papers* Great Britain. Parliament. House of Commons, 1902 **The Mathematics Teacher**, 1926 *Nature* Sir Norman Lockyer, 1920

Tentative Course of Study in Mathematics for Indiana School, Grades [one to Nine] Indiana. Department of Public Instruction, 1930 **Mathematics Teacher, Learning and Teaching PK-12**, 1919 *The Teachers' Aid*, 1890

School Science and Mathematics, 1922 *Parliamentary Papers* Great Britain. Parliament. House of Commons, 1902

Selected Topics in the Teaching of Mathematics National Council of Teachers of Mathematics, 1928 **New York State Mathematics Teachers Journal**, 1967

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