#### Maths 10th Public Exam Question Paper 2014

OCTOBER - 2014 MATTHS

Time Allowed: 212 Hours

SECTION . I

Maximum Marks: 100  $15 \times 1 - 15$ 

Note: i) Answer all the 15 questions.

ii) Choose the correct answer in each question. Each of the questions contains four options with just one correct option.

1.

If n(A) = 20, n(B) = 30,  $n(A \cup B) = 40$ , then  $n(A \cap B)$  is equal to :

(a) 50

(b) 10

(c) 40

(cf) 7.0

2

If  $a_1$ ,  $a_2$ ,  $a_3$ , ..... are in A.P. such that  $\frac{a_4}{a_2} = \frac{3}{2}$  then the 13th term of the A.P. is:

(a) 3

(b) 0

(c) 12 a,

(d) 14 a<sub>1</sub>

3.

If the third term of a G.P is 2, then the product of first 5 terms is :

(a)  $5^2$ 

(b) 25

(db) 1.5

4.

The sum of two zeros of the polynomial  $f(x) = 2x^2 + (p+3)x + 5$  is zero, then the value of p is:

(a) 3

(c) -3

50

The G.C.D of  $x^2 - 2xy + y^2$  and  $x^4 - y^4$  is: (a) 1 (b) x + y

(c) x - y

(d)  $x^2 - y^2$ 

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6.

If  $A = \begin{pmatrix} 4 & -2 \\ 6 & -3 \end{pmatrix}$ , then  $A^2$  is:

- (a)  $\begin{pmatrix} 16 & 4 \\ 36 & 9 \end{pmatrix}$  (b)  $\begin{pmatrix} 8 & -4 \\ 12 & -6 \end{pmatrix}$  (c)  $\begin{pmatrix} -4 & 2 \\ -6 & 3 \end{pmatrix}$  (d)  $\begin{pmatrix} 4 & -2 \\ 6 & -3 \end{pmatrix}$

# **2014 Maths October November Grade10 Paper**

Robbi Rahim, Kadek Suranata, Ifdil Ifdil ,Itsar Bolo Rangka

#### 2014 Maths October November Grade10 Paper:

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 perenial 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 Mathematics Education in Africa Brantina Chirinda, Kakoma Luneta, Alphonse Uworwabayeho, 2022-11-28 This book is about mathematics teaching and learning in Africa during the Fourth Industrial Revolution The Fourth Industrial Revolution 4IR has evolved to utilize new technologies in the teaching and learning of Mathematics It is characterized by the fusion of the biological physical and digital worlds and embodies a new era of innovation in mathematics education leading to the rapid emergence of new technologies for mathematics teaching and learning Because 4IR in mathematics education is happening differently in various parts of Africa the authors of the various chapters in this volume have positioned their work in their respective local contexts. The chapters address a wide variety of interests concerns and implications regarding 4IR and Mathematics Education in Africa Additionally a number of chapters address teaching mathematics in the context of the COVID 19 pandemic that has gripped the world Other chapters discuss the implications of inequalities in Africa that effect mathematics education during 4IR Chapters also incorporate arguments observations and suggestions to improve and transform the teaching and learning of mathematics in Africa during the 4IR This book highlights a new era of innovation in mathematics education in the context of the Fourth Industrial Revolution leading to the rapid emergence of new technologies in mathematics teaching and learning It is a valuable resource for graduate students people with research interests in the fourth industrial revolution and mathematics educators at any level including all mathematics teachers mathematics education curriculum designers and policymakers 7th International

Conference on University Learning and Teaching (InCULT 2014) Proceedings Chan Yuen Fook, Gurnam Kaur Sidhu, Suthagar Narasuman, Lee Lai Fong, Shireena Basree Abdul Rahman, 2015-12-30 The book comprises papers presented at the 7th International Conference on University Learning and Teaching InCULT 2014 which was hosted by the Asian Centre for Research on University Learning and Teaching ACRULeT located at the Faculty of Education Universiti Teknologi MARA Shah Alam Malaysia It was co hosted by the University of Hertfordshire UK the University of South Australia the University of Ohio USA Taylor's University Malaysia and the Training Academy for Higher Education AKEPT Ministry of Education Malaysia A total of 165 papers were presented by speakers from around the world based on the theme Educate to Innovate in the 21st Century The papers in this timely book cover the latest developments issues and concerns in the field of teaching and learning and provide a valuable reference resource on university teaching and learning for lecturers educators researchers and policy makers Pedagogy in Basic and Higher Education Kirsi Tirri, Auli Toom, 2020-02-19 This book takes a holistic approach to pedagogy and argues that the purpose of education is to educate the student's whole personality including cognitive social and moral domains The four sections and twelve chapters address the current pedagogical challenges in basic and higher education in international contexts. The authors describe the principles and practices through which meaningful education is promoted and enhanced in a variety of ways The challenges educators face in their profession as well as ways to overcome them are elaborated on both theoretically and empirically The book allows both researchers teachers and educational policy makers to reflect on current developments challenges and areas of development in educational institutions when aiming to support student growth and learning ICTES 2018 Robbi Rahim.Kadek Suranata, Ifdil Ifdil , Itsar Bolo Rangka, 2019-03-13 The technical program of The First ICTES 2018 consisted of 114 full papers Aside from the high quality technical paper presentations we also held workshop and clinic manuscript that was carried out before the main track aims to strengthen the ability to write scientific publications Coordination with the steering chairs Dr Kadek Suranata S Pd M Pd Kons and the members of organizing committee is essential for the success of the conference We sincerely appreciate all the Advisory Boards for the constant support and guidance It was also a great pleasure to work with such an excellent organizing committee team for their hard work in organizing and supporting the conference In particular the Scientific Committee led by Cand Dr Robbi Rahim M Kom have completed the peer review process of technical papers and made a high quality technical program We are also grateful to Students Conference chairs were leading by Ida Ayu Made Diah Paramiswari for their support and all the authors who submitted their papers to the First ICTES 2018 We strongly believe that ICTES conference provides a good forum for all academicians researchers and practitioners to discuss all Educational science and technology aspects that are relevant to issues and challenge for sustainability in the 4th industrial revolution We also expect that the future ICTES conference will be as successful and stimulating as indicated by the contributions presented in this volume **International Perspectives on Mathematics Curriculum** Denisse R

Thompson, Mary Ann Huntley, Christine Suurtamm, 2018-01-01 Curriculum can be defined in a variety of ways It might be viewed as a body of knowledge a product or a process Curricula can differ as they are conceptualized from various theoretical perspectives to address the needs of teachers students and the context of schooling One reason to study curriculum is to reveal the expectations processes and outcomes of students school learning experiences that are situated in different cultural and system contexts further studies of curriculum practices and changes are much needed to help ensure the success of educational reforms in the different cultural and system contexts Kulm Li 2009 p 709 This volume highlights international perspectives on curriculum and aims to broaden the wider mathematics education community s understandings of mathematics curriculum through viewing a variety of ways that curricula are developed understood and implemented in different jurisdictions countries Within this volume we define curriculum broadly as the set of mathematics standards or outcomes the messages inherent in mathematics curriculum documents and resources how these standards are understood by a variety of stakeholders and how they are enacted in classrooms The focus is on the written implied and enacted curriculum in various educational settings throughout the world Re-examining Pedagogical Content Knowledge in Science Education Amanda Berry, Patricia Friedrichsen, John Loughran, 2015-03-24 Pedagogical Content Knowledge PCK has been adapted adopted and taken up in a diversity of ways in science education since the concept was introduced in the mid 1980s Now that it is so well embedded within the language of teaching and learning research and knowledge about the construct needs to be more useable and applicable to the work of science teachers especially so in these times when standards and other measures are being used to define their knowledge skills and abilities Re examining Pedagogical Content Knowledge in Science Education is organized around three themes Re examining PCK Issues ideas and development Research developments and trajectories Emerging themes in PCK research Featuring the most up to date work from leading PCK scholars in science education across the globe this volume maps where PCK has been where it is going and how it now informs and enhances knowledge of science teachers professional knowledge It illustrates how the PCK research agenda has developed and can make a difference to teachers practice and students learning of science Overcoming Students' Misconceptions in Science Mageswary Karpudewan, Ahmad Nurulazam Md Zain, A.L. Chandrasegaran, 2017-02-28 This book discusses the importance of identifying and addressing misconceptions for the successful teaching and learning of science across all levels of science education from elementary school to high school It suggests teaching approaches based on research data to address students common misconceptions Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning science are also included The science education literature extensively documents the findings of studies about students misconceptions or alternative conceptions about various science concepts Furthermore some of the studies involve systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these misconceptions among high school science students These studies however are largely

unavailable to classroom practitioners partly because they are usually found in various science education journals that teachers have no time to refer to or are not readily available to them In response this book offers an essential and easily accessible guide **Education Systems Around the World** Gilson Porto,2020-04-08 This book Education Systems Around the World is a collection of reviewed and relevant research chapters that offer a comprehensive overview of recent developments in the field of social sciences and humanities The book comprises single chapters authored by various researchers and edited by an expert active in the field of social studies and humanities All chapters are unique but are united under a common research study topic This publication aims to provide a thorough overview of the latest research efforts by international authors on social studies and humanities and open new possible research paths for further novel developments

Uses of Technology in Primary and Secondary Mathematics Education Lynda Ball, Paul Drijvers, Silke Ladel, Hans-Stefan Siller, Michal Tabach, Colleen Vale, 2018-05-14 This book provides international perspectives on the use of digital technologies in primary lower secondary and upper secondary school mathematics. It gathers contributions by the members of three topic study groups from the 13th International Congress on Mathematical Education and covers a range of themes that will appeal to researchers and practitioners alike The chapters include studies on technologies such as virtual manipulatives apps custom built assessment tools dynamic geometry computer algebra systems and communication tools. Chiefly focusing on teaching and learning mathematics the book also includes two chapters that address the evidence for technologies effects on school mathematics. The diverse technologies considered provide a broad overview of the potential that digital solutions hold in connection with teaching and learning. The chapters provide both a snapshot of the status quo of technologies in school mathematics and outline how they might impact school mathematics ten to twenty years from now

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