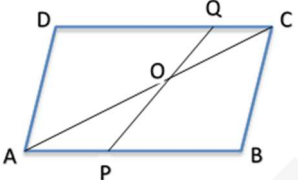
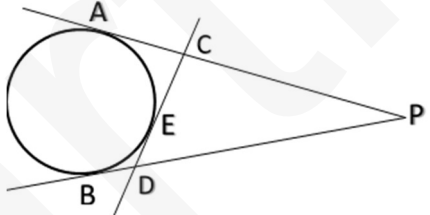
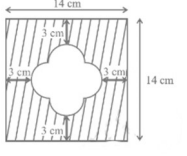


**Marking Scheme**  
**Class X Session 2023-24**  
**MATHEMATICS STANDARD (Code No.041)**

**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>		
<b>Section B consists of 5 questions of 2 marks each.</b>		
21.	<p>Let us assume, to the contrary, that <math>\sqrt{2}</math> is rational.</p> <p>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.</p> <p>So, <math>b\sqrt{2} = a</math>.</p> <p>Squaring both sides,</p> <p>we get <math>2b^2 = a^2</math>.</p> <p>Therefore, 2 divides <math>a^2</math> and so 2 divides <math>a</math>.</p> <p>So, we can write <math>a = 2c</math> for some integer <math>c</math>.</p> <p>Substituting for <math>a</math>, we get <math>2b^2 = 4c^2</math>, that is, <math>b^2 = 2c^2</math>.</p> <p>This means that 2 divides <math>b^2</math>, and so 2 divides <math>b</math>.</p> <p>Therefore, <math>a</math> and <math>b</math> have at least 2 as a common factor.</p> <p>But this contradicts the fact that <math>a</math> and <math>b</math> have no common factors other than 1.</p> <p>This contradiction has arisen because of our incorrect assumption that <math>\sqrt{2}</math> is rational.</p> <p>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>

<p>22.</p>	<p>ABCD is a parallelogram.  <math>AB = DC = a</math>  Point P divides AB in the ratio 2:3  <math>AP = \frac{2}{5}a</math>, <math>BP = \frac{3}{5}a</math>  point Q divides DC in the ratio 4:1.  <math>DQ = \frac{4}{5}a</math>, <math>CQ = \frac{1}{5}a</math>  <math>\Delta APO \sim \Delta CQO</math> [AA similarity]  <math>\frac{AP}{CQ} = \frac{PO}{QO} = \frac{AO}{CO}</math>  <math>\frac{AO}{CO} = \frac{\frac{2}{5}a}{\frac{1}{5}a} = \frac{2}{1} \Rightarrow OC = \frac{1}{2} OA</math></p>		<p><math>\frac{1}{2}</math> <math>\frac{1}{2}</math> <math>\frac{1}{2}</math> <math>\frac{1}{2}</math></p>
<p>23.</p>	<p><math>PA = PB</math>; <math>CA = CE</math>; <math>DE = DB</math> [Tangents to a circle]  Perimeter of <math>\Delta PCD = PC + CD + PD</math>  <math>= PC + CE + ED + PD</math>  <math>= PC + CA + BD + PD</math>  <math>= PA + PB</math>  Perimeter of <math>\Delta PCD = PA + PA = 2PA = 2(10) = 20</math> cm</p>		<p><math>\frac{1}{2}</math> <math>\frac{1}{2}</math></p>
<p>24.</p>	<p><math>\because \tan(A + B) = \sqrt{3} \quad \therefore A + B = 60^\circ \quad \dots(1)</math>  <math>\because \tan(A - B) = \frac{1}{\sqrt{3}} \quad \therefore A - B = 30^\circ \quad \dots(2)</math>  Adding (1) &amp; (2), we get <math>2A = 90^\circ \Rightarrow A = 45^\circ</math>  Also (1) - (2), we get <math>2B = 30^\circ \Rightarrow B = 15^\circ</math></p>	<p><math>\frac{1}{2}</math> <math>\frac{1}{2}</math> <math>\frac{1}{2}</math> <math>\frac{1}{2}</math></p>	
[or]			
	<p><math>2 \operatorname{cosec}^2 30 + x \sin^2 60 - \frac{3}{4} \tan^2 30 = 10</math>  <math>\Rightarrow 2(2)^2 + x \left(\frac{\sqrt{3}}{2}\right)^2 - \frac{3}{4} \left(\frac{1}{\sqrt{3}}\right)^2 = 10</math>  <math>\Rightarrow 2(4) + x \left(\frac{3}{4}\right) - \frac{3}{4} \left(\frac{1}{3}\right) = 10</math>  <math>\Rightarrow 8 + x \left(\frac{3}{4}\right) - \frac{1}{4} = 10</math>  <math>\Rightarrow 32 + x(3) - 1 = 40</math>  <math>\Rightarrow 3x = 9 \Rightarrow x = 3</math></p>	<p>1 <math>\frac{1}{2}</math> <math>\frac{1}{2}</math></p>	
<p>25.</p>	<p>Total area removed = <math>\frac{\angle A}{360} \pi r^2 + \frac{\angle B}{360} \pi r^2 + \frac{\angle C}{360} \pi r^2</math>  <math>= \frac{\angle A + \angle B + \angle C}{360} \pi r^2</math>  <math>= \frac{180}{360} \pi r^2</math>  <math>= \frac{180}{360} \times \frac{22}{7} \times (14)^2</math>  <math>= 308 \text{ cm}^2</math></p>	<p><math>\frac{1}{2}</math> <math>\frac{1}{2}</math> <math>\frac{1}{2}</math></p>	
[or]			
	<p>The side of a square = Diameter of the semi-circle = a  Area of the unshaded region  = Area of a square of side 'a' + 4(Area of a semi-circle of diameter 'a')  The horizontal/vertical extent of the white region = <math>14 - 3 - 3 = 8</math> cm  Radius of the semi-circle + side of a square + Radius of the semi-circle = 8 cm</p>		<p><math>\frac{1}{2}</math> <math>\frac{1}{2}</math></p>

	<p>2 (radius of the semi-circle) + side of a square = 8 cm  <math>2a = 8 \text{ cm} \Rightarrow a = 4 \text{ cm}</math></p> <p>Area of the unshaded region  = Area of a square of side 4 cm + 4 (Area of a semi-circle of diameter 4 cm)  = <math>(4)^2 + 4 \times \frac{1}{2} \pi (2)^2 = (16 + 8\pi) \text{ cm}^2</math></p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>
	<b>SECTION C</b>	
	<b>Section C consists of 6 questions of 3 marks each</b>	
26.	<p>Number of students in each group subject to the given condition = HCF (60,84,108)  HCF (60,84,108) = 12</p> <p>Number of groups in Music = <math>\frac{60}{12} = 5</math></p> <p>Number of groups in Dance = <math>\frac{84}{12} = 7</math></p> <p>Number of groups in Handicrafts = <math>\frac{108}{12} = 9</math></p> <p>Total number of rooms required = 21</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> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>
27.	<p><math>P(x) = 5x^2 + 5x + 1</math></p> <p><math>\alpha + \beta = \frac{-b}{a} = \frac{-5}{5} = -1</math></p> <p><math>\alpha\beta = \frac{c}{a} = \frac{1}{5}</math></p> <p><math>\alpha^2 + \beta^2 = (\alpha + \beta)^2 - 2\alpha\beta</math>  <math>= (-1)^2 - 2 \left(\frac{1}{5}\right)</math>  <math>= 1 - \frac{2}{5} = \frac{3}{5}</math></p> <p><math>\alpha^{-1} + \beta^{-1} = \frac{1}{\alpha} + \frac{1}{\beta}</math>  <math>= \frac{(\alpha + \beta)}{\alpha\beta} = \frac{(-1)}{\frac{1}{5}} = -5</math></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> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>
28.	<p>Let the ten's and the unit's digits in the first number be x and y, respectively.  So, the original number = <math>10x + y</math>  When the digits are reversed, x becomes the unit's digit and y becomes the ten's Digit.  So the obtain by reversing the digits = <math>10y + x</math>  According to the given condition.  <math>(10x + y) + (10y + x) = 66</math>  i.e., <math>11(x + y) = 66</math>  i.e., <math>x + y = 6</math> ---- (1)</p> <p>We are also given that the digits differ by 2,  therefore, either <math>x - y = 2</math> ---- (2)  or <math>y - x = 2</math> ---- (3)</p> <p>If <math>x - y = 2</math>, then solving (1) and (2) by elimination, we get <math>x = 4</math> and <math>y = 2</math>.  In this case, we get the number 42.</p> <p>If <math>y - x = 2</math>, then solving (1) and (3) by elimination, we get <math>x = 2</math> and <math>y = 4</math>.  In this case, we get the number 24.  Thus, there are two such numbers 42 and 24.</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> <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>
	[or]	
	<p>Let <math>\frac{1}{\sqrt{x}}</math> be 'm' and <math>\frac{1}{\sqrt{y}}</math> be 'n',  Then the given equations become  <math>2m + 3n = 2</math>  <math>4m - 9n = -1</math></p>	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>

	$(2m + 3n = 2) \times 2 \Rightarrow -4m - 6n = -4 \quad \dots(1)$ $4m - 9n = -1 \quad \quad \quad 4m - 9n = -1 \quad \quad \dots(2)$ <p style="text-align: center;">Adding (1) and (2)</p> <p style="text-align: center;">We get <math>-15n = -5 \Rightarrow n = \frac{1}{3}</math></p> <p>Substituting <math>n = \frac{1}{3}</math> in <math>2m + 3n = 2</math>, we get</p> $2m + 1 = 2$ $2m = 1$ $m = \frac{1}{2}$ $m = \frac{1}{2} \Rightarrow \sqrt{x} = 2 \Rightarrow x = 4 \text{ and } n = \frac{1}{3} \Rightarrow \sqrt{y} = 3 \Rightarrow y = 9$	<p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p> <p>1</p>	
29.	<p><math>\angle OAB = 30^\circ</math>  <math>\angle OAP = 90^\circ</math> [Angle between the tangent and the radius at the point of contact]  <math>\angle PAB = 90^\circ - 30^\circ = 60^\circ</math>  <math>AP = BP</math> [Tangents to a circle from an external point]  <math>\angle PAB = \angle PBA</math> [Angles opposite to equal sides of a triangle]  In <math>\triangle ABP</math>, <math>\angle PAB + \angle PBA + \angle APB = 180^\circ</math> [Angle Sum Property]  <math>60^\circ + 60^\circ + \angle APB = 180^\circ</math>  <math>\angle APB = 60^\circ</math>  <math>\therefore \triangle ABP</math> is an equilateral triangle, where <math>AP = BP = AB</math>.  <math>PA = 6 \text{ cm}</math></p> <p>In Right <math>\triangle OAP</math>, <math>\angle OPA = 30^\circ</math>  <math>\tan 30^\circ = \frac{OA}{PA}</math>  <math>\frac{1}{\sqrt{3}} = \frac{OA}{6}</math>  <math>OA = \frac{6}{\sqrt{3}} = 2\sqrt{3} \text{ cm}</math></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> <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2}</math></p>
	[or]		
	<p>Let <math>\angle TPQ = \theta</math>  <math>\angle TPO = 90^\circ</math> [Angle between the tangent and the radius at the point of contact]  <math>\angle OPQ = 90^\circ - \theta</math>  <math>TP = TQ</math> [Tangents to a circle from an external point]  <math>\angle TPQ = \angle TQP = \theta</math> [Angles opposite to equal sides of a triangle]  In <math>\triangle PQT</math>, <math>\angle PQT + \angle QPT + \angle PTQ = 180^\circ</math> [Angle Sum Property]  <math>\theta + \theta + \angle PTQ = 180^\circ</math>  <math>\angle PTQ = 180^\circ - 2\theta</math>  <math>\angle PTQ = 2(90^\circ - \theta)</math>  <math>\angle PTQ = 2 \angle OPQ</math> [using (1)]</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> <p><math>\frac{1}{2}</math></p>
30.	<p>Given, <math>1 + \sin^2\theta = 3 \sin \theta \cos \theta</math>  Dividing both sides by <math>\cos^2\theta</math>,  <math>\frac{1}{\cos^2\theta} + \tan^2\theta = 3 \tan \theta</math>  <math>\sec^2\theta + \tan^2\theta = 3 \tan \theta</math>  <math>1 + \tan^2\theta + \tan^2\theta = 3 \tan \theta</math>  <math>1 + 2 \tan^2\theta = 3 \tan \theta</math>  <math>2 \tan^2\theta - 3 \tan \theta + 1 = 0</math>  If <math>\tan \theta = x</math>, then the equation becomes <math>2x^2 - 3x + 1 = 0</math></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>

$$\Rightarrow (x - 1)(2x - 1) = 0 \quad x = 1 \text{ or } \frac{1}{2}$$

$$\tan \theta = 1 \text{ or } \frac{1}{2}$$

1

31.

Length [in mm]	Number of leaves (f)	CI	Mid x	d	fd
118 - 126	3	117.5- 126.5	122	-27	-81
127 - 135	5	126.5- 135.5	131	-18	-90
136 - 144	9	135.5- 144.5	140	-9	-81
145 - 153	12	144.5 - 153.5	a = 149	0	0
154 - 162	5	153.5 - 162.5	158	9	45
163 - 171	4	162.5 - 171.5	167	18	72
172 - 180	2	171.5 - 180.5	176	27	54

$$\text{Mean} = a + \frac{\sum fd}{\sum f} = 149 + \frac{-8}{40}$$

$$= 149 - 2.025 = 146.975$$

Average length of the leaves = 146.975

2

 $\frac{1}{2}$  $\frac{1}{2}$ **SECTION D****Section D consists of 4 questions of 5 marks each**

32.

Let the speed of the stream be x km/h.  
 The speed of the boat upstream = (18 - x) km/h and  
 the speed of the boat downstream = (18 + x) km/h.

The time taken to go upstream =  $\frac{\text{distance}}{\text{speed}} = \frac{24}{18-x}$  hours

the time taken to go downstream =  $\frac{\text{distance}}{\text{spe}} = \frac{24}{18+x}$  hours

According to the question,

$$\frac{24}{18-x} - \frac{24}{18+x} = 1$$

$$24(18+x) - 24(18-x) = (18-x)(18+x)$$

$$x^2 + 48x - 324 = 0$$

$$x = 6 \text{ or } -54$$

Since x is the speed of the stream, it cannot be negative.  
 Therefore, x = 6 gives the speed of the stream = 6 km/h.

1

1

1

1

1

[or]

Let the time taken by the smaller pipe to fill the tank = x hr.

Time taken by the larger pipe = (x - 10) hr

Part of the tank filled by smaller pipe in 1 hour =  $\frac{1}{x}$ Part of the tank filled by larger pipe in 1 hour =  $\frac{1}{x-10}$ The tank can be filled in  $9\frac{3}{8} = \frac{75}{8}$  hours by both the pipes together.Part of the tank filled by both the pipes in 1 hour =  $\frac{8}{75}$  $\frac{1}{2}$ 

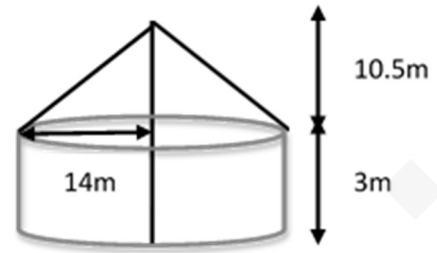
1

 $\frac{1}{2}$  $\frac{1}{2}$

	<p>Therefore, <math>\frac{1}{x} + \frac{1}{x-10} = \frac{8}{75}</math></p> $8x^2 - 230x + 750 = 0$ $x = 25, \frac{30}{8}$ <p>Time taken by the smaller pipe cannot be <math>30/8 = 3.75</math> hours, as the time taken by the larger pipe will become negative, which is logically not possible.</p> <p>Therefore, the time taken individually by the smaller pipe is 25 hours and the larger pipe will be <math>25 - 10 = 15</math> hours.</p>	<p>1/2</p> <p>1</p> <p>1/2</p> <p>1/2</p>
33.	<p>(a) Statement - 1/2 Given and To Prove - 1/2 Figure and Construction 1/2 Proof - 1 1/2</p> <p>[b] Draw <math>DG \parallel BE</math></p> <p>In <math>\triangle ABE</math>, <math>\frac{AB}{BD} = \frac{AE}{GE}</math> [BPT]</p> <p><math>CF = FD</math> [F is the midpoint of DC] ---(i)</p> <p>In <math>\triangle CDG</math>, <math>\frac{DF}{CF} = \frac{GE}{CE} = 1</math> [Mid point theorem]</p> <p><math>GE = CE</math> ---(ii)</p> <p><math>\angle CEF = \angle CFE</math> [Given]</p> <p><math>CF = CE</math> [Sides opposite to equal angles] ---(iii)</p> <p>From (ii) &amp; (iii) <math>CF = GE</math> ---(iv)</p> <p>From (i) &amp; (iv) <math>GE = FD</math></p> <p><math>\therefore \frac{AB}{BD} = \frac{AE}{GE} \Rightarrow \frac{AB}{BD} = \frac{AE}{FD}</math></p>	<p>3</p> <p>1/2</p> <p>1/2</p> <p>1/2</p> <p>1/2</p>
34.	<p>Length of the pond, <math>l = 50\text{m}</math>, width of the pond, <math>b = 44\text{m}</math></p> <p>Water level is to rise by, <math>h = 21\text{ cm} = \frac{21}{100}\text{ m}</math></p> <p>Volume of water in the pond = <math>lbh = 50 \times 44 \times \frac{21}{100}\text{ m}^3 = 462\text{ m}^3</math></p> <p>Diameter of the pipe = <math>14\text{ cm}</math></p> <p>Radius of the pipe, <math>r = 7\text{cm} = \frac{7}{100}\text{ m}</math></p> <p>Area of cross-section of pipe = <math>\pi r^2</math></p> $= \frac{22}{7} \times \frac{7}{100} \times \frac{7}{100} = \frac{154}{10000}\text{ m}^2$ <p>Rate at which the water is flowing through the pipe, <math>h = 15\text{km/h} = 15000\text{ m/h}</math></p> <p>Volume of water flowing in 1 hour = Area of cross-section of pipe x height of water coming out of pipe</p> $= \left(\frac{154}{10000} \times 15000\right)\text{ m}^3$ <p>Time required to fill the pond = <math>\frac{\text{Volume of the pond}}{\text{Volume of water flowing in 1 hour}}</math></p> $= \frac{462 \times 10000}{154 \times 15000} = 2\text{ hours}$ <p>Speed of water if the rise in water level is to be attained in 1 hour = <math>30\text{km/h}</math></p>	<p>1</p> <p>1/2</p> <p>1</p> <p>1</p>
	[or]	

Radius of the cylindrical tent ( $r$ ) = 14 m  
 Total height of the tent = 13.5 m  
 Height of the cylinder = 3 m  
 Height of the Conical part = 10.5 m

$$\begin{aligned} \text{Slant height of the cone } (l) &= \sqrt{h^2 + r^2} \\ &= \sqrt{(10.5)^2 + (14)^2} \\ &= \sqrt{110.25 + 196} \\ &= \sqrt{306.25} = 17.5 \text{ m} \end{aligned}$$



$$\begin{aligned} \text{Curved surface area of cylindrical portion} &= 2\pi rh \\ &= 2 \times \frac{22}{7} \times 14 \times 3 \\ &= 264 \text{ m}^2 \end{aligned}$$

$$\begin{aligned} \text{Curved surface area of conical portion} &= \pi rl \\ &= \frac{22}{7} \times 14 \times 17.5 \\ &= 770 \text{ m}^2 \end{aligned}$$

$$\text{Total curved surface area} = 264 \text{ m}^2 + 770 \text{ m}^2 = 1034 \text{ m}^2$$

$$\text{Provision for stitching and wastage} = 26 \text{ m}^2$$

$$\text{Area of canvas to be purchased} = 1060 \text{ m}^2$$

$$\begin{aligned} \text{Cost of canvas} &= \text{Rate} \times \text{Surface area} \\ &= 500 \times 1060 = ₹ 5,30,000/- \end{aligned}$$

1/2

1

1

1

1/2

1/2

1/2

35.

Marks obtained	Number of students	Cumulative frequency
20 - 30	p	p
30 - 40	15	p + 15
40 - 50	25	p + 40
50 - 60	20	p + 60
60 - 70	q	p + q + 60
70 - 80	8	p + q + 68
80 - 90	10	p + q + 78
	90	

$$p + q + 78 = 90$$

$$p + q = 12$$

$$\text{Median} = (l) + \frac{\frac{n}{2} - c}{f} \cdot h$$

$$50 = 50 + \frac{45 - (p + 40)}{20} \cdot 10$$

$$\frac{45 - (p + 40)}{20} \cdot 10 = 0$$

$$45 - (p + 40) = 0$$

$$P = 5$$

$$5 + q = 12$$

$$q = 7$$

$$\text{Mode} = l + \frac{f_1 - f_0}{2f_1 - f_0 - f_2} \cdot h$$

1

1/2

1/2

1/2

1/2

1/2

1/2

1

	$= 40 + \frac{25-15}{2(25)-15-20} \cdot 10$ $= 40 + \frac{100}{15} = 40 + 6.67 = 46.67$	
	<b>SECTION E</b>	
36.	(i) Number of throws during camp. $a = 40$ ; $d = 12$ $t_{11} = a + 10d$ $= 40 + 10 \times 12$ $= 160$ throws	1
	(ii) $a = 7.56$ m; $d = 9$ cm = 0.09 m $n = 6$ weeks $t_n = a + (n-1)d$ $= 7.56 + 6(0.09)$ $= 7.56 + 0.54$ Sanjitha's throw distance at the end of 6 weeks = 8.1 m (or) $a = 7.56$ m; $d = 9$ cm = 0.09 m $t_n = 11.16$ m $t_n = a + (n-1)d$ $11.16 = 7.56 + (n-1)(0.09)$ $3.6 = (n-1)(0.09)$ $n-1 = \frac{3.6}{0.09} = 40$ $n = 41$ Sanjitha's will be able to throw 11.16 m in 41 weeks.	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$
	(iii) $a = 40$ ; $d = 12$ ; $n = 15$ $S_n = \frac{n}{2} [2a + (n-1)d]$ $S_n = \frac{15}{2} [2(40) + (15-1)(12)]$ $= \frac{15}{2} [80 + 168]$ $= \frac{15}{2} [248] = 1860$ throws	$\frac{1}{2}$ $\frac{1}{2}$
37.	(i) Let D be (a,b), then Mid point of AC = Midpoint of BD $\left(\frac{1+6}{2}, \frac{2+6}{2}\right) = \left(\frac{4+a}{2}, \frac{3+b}{2}\right)$ $4 + a = 7$ $3 + b = 8$ $a = 3$ $b = 5$ Central midfielder is at (3,5)	$\frac{1}{2}$ $\frac{1}{2}$



	<p>(ii) <math>GH = \sqrt{(-3 - 3)^2 + (5 - 1)^2} = \sqrt{36 + 16} = \sqrt{52} = 2\sqrt{13}</math>  <math>GK = \sqrt{(0 + 3)^2 + (3 - 5)^2} = \sqrt{9 + 4} = \sqrt{13}</math>  <math>HK = \sqrt{(3 - 0)^2 + (1 - 3)^2} = \sqrt{9 + 4} = \sqrt{13}</math>  <math>GK + HK = GH \Rightarrow G, H \text{ \&amp; K lie on a same straight line}</math>  [or]  <math>CJ = \sqrt{(0 - 5)^2 + (1 + 3)^2} = \sqrt{25 + 16} = \sqrt{41}</math>  <math>CI = \sqrt{(0 + 4)^2 + (1 - 6)^2} = \sqrt{16 + 25} = \sqrt{41}</math>  Full-back J(5,-3) and centre-back I(-4,6) are equidistant from forward C(0,1)  Mid-point of IJ = <math>\left(\frac{5-4}{2}, \frac{-3+6}{2}\right) = \left(\frac{1}{2}, \frac{3}{2}\right)</math>  C is NOT the mid-point of IJ</p>	<p><math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math></p>
	<p>(iii) A,B and E lie on the same straight line and B is equidistant from A and E  <math>\Rightarrow B</math> is the mid-point of AE  <math>\left(\frac{1+a}{2}, \frac{4+b}{2}\right) = (2, -3)</math>  <math>1 + a = 4; a = 3.</math>      <math>4+b = -6; b = -10</math> E is (3,-10)</p>	<p><math>\frac{1}{2}</math>  <math>\frac{1}{2}</math></p>
38.	<p>(i) <math>\tan 45^\circ = \frac{80}{CB} \Rightarrow CB = 80\text{m}</math></p>	1
	<p>(ii) <math>\tan 30^\circ = \frac{80}{CE}</math>  <math>\Rightarrow \frac{1}{\sqrt{3}} = \frac{80}{CE}</math>  <math>\Rightarrow CE = 80\sqrt{3}</math>  Distance the bird flew = AD = BE = CE - CB = <math>80\sqrt{3} - 80 = 80(\sqrt{3} - 1)</math> m  (or)  <math>\tan 60^\circ = \frac{80}{CG}</math>  <math>\Rightarrow \sqrt{3} = \frac{80}{CG}</math>  <math>\Rightarrow CG = \frac{80}{\sqrt{3}}</math>  Distance the ball travelled after hitting the tree = FA = GB = CB - CG  <math>GB = 80 - \frac{80}{\sqrt{3}} = 80\left(1 - \frac{1}{\sqrt{3}}\right)</math> m</p>	<p><math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math>  <math>\frac{1}{2}</math></p>
	<p>(iii) Speed of the bird = <math>\frac{\text{Distance}}{\text{Time taken}} = \frac{20(\sqrt{3} + 1)}{2}</math> m/sec  <math>= \frac{20(\sqrt{3} + 1)}{2} \times 60 \text{ m/min} = 600(\sqrt{3} + 1)</math> m/min</p>	<p><math>\frac{1}{2}</math>  <math>\frac{1}{2}</math></p>