PREFACE

“God is a child; and when he began to play, he cultivated Mathematics. It is the godliest of man’s games”

Good Education is defined as acquiring skills. There are many different ways to be educated and many subjects can be studied. A good education is one that teaches a student to think. Mathematics develops logic and skill of reasoning among students. Focus of this material is primarily to strengthen the mind to absorb the concepts and bring in the students the required self-confidence while learning the subject. Maths should be learnt with interest and it is made simple and approachable.

The material is a supplement to the curriculum and arranged in a chronological manner as published in textbook. As per CBSE examination pattern Higher Order Thinking Skills questions with solutions can be found in each chapter. This will definitely facilitate students to approach examinations with ease and confidence. And finally, let the students remember that success is 1% inspiration and 99% perspiration. Hard work can never fail and will certainly help them reap rich rewards. Success will then become a habit for them.

“Seeing much, suffering much, and studying much, are the three pillars of learning”

“Learning is a treasure that will follow its owner everywhere”

WE WISH ALL THE STUDENTS THE VERY BEST!!!
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# MATHEMATICS (Code No. 041)
## QUESTION PAPER DESIGN
### CLASS - XI (2014-15)

**Time 3 Hours**  
**Max. Marks: 100**

<table>
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<tr>
<th>S No.</th>
<th>Typology of question</th>
<th>Learning Outcomes and Testing Competencies</th>
<th>Very Short Answer (1 marks)</th>
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| 1.    | Remembering-  
Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories. Identify, define, or recite, information)                                                                 | Reasoning  
Analytical Skills  
Critical Thinking  
Derivative                                             | 2                                           | 3                        | 1                         | 20                 | 20%         |
| 2.    | Understanding  
(Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)                                                                     |                                           |                            |                         |                          |           |
| 3.    | Application (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)                               |                                           |                            |                         |                          |           |
| 4.    | High Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)   |                                           |                            |                         |                          |           |
| 5.    | Evaluation and Multi-Disciplinary- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)                                                                |                                           |                            |                         |                          |           |

**TOTAL**  
6 × 1 = 6  
13 × 4 = 52  
7 × 6 = 42  
**100**  
100%
QUESTION WISE BREAKUP

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<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td></td>
<td><strong>100</strong></td>
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1. No chapter wise weightage. Care to be taken to cover all the chapters.
2. The above template is only a sample. Suitable internal variations may be made for generating similar templates keeping the overall weightage to different form of questions and typology of questions same.

COURSE STRUCTURE
CLASS XI (2014-15)

One Paper  
Time: 03 Hours  
Total Hours – Periods of 35 Minutes Each  
Max Marks 100

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<th>Marks</th>
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<td>VI. Statistics and Probability</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>240</strong></td>
<td><strong>100</strong></td>
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*No chapter/unit wise weightage. Care to be taken to cover all the chapters.*
Chapter 1
Sets

Concept: Representation of a set
Concepts:- Different types of sets – Subsets- Power sets – Universal set –
Operations on sets – Compliment of a set – Practical Problems.

Text book questions
Ex: 1 Questions 3, 4, 5
Ex: 2 Questions 1, 2
Ex: 3 Questions 4, 5, 6*, 7*
Ex: 4 Questions 4, 6, 9
Ex: 5 Questions 4*, 5*
Misc.Ex: Questions 8, 9, 11, 15**, 16**
Example Question: 34**

Note: * Important
** Very Important

Extra/HOT questions

1. Write the following sets in set builder form
   I) \( \{1/4, 2/5, 3/6, 4/7, 5/8\} \)
   II) \( \{..., -5, 0, 5, 10, ....\} \)
   III) \( \{-4, 4\} \)

2. Let A, B and C are three sets then prove the following:
   i) \( A - (A \cap B) = A - B \)
   ii) \( (A - B) \cup (B - A) = (A \cup B) - (A \cap B) \)
   iii) \( A - (B \cap C) = (A - B) \cup (A - C) \)
   iv) \( A \cap (B - C) = (A \cap B) - (A \cap C) \)

3. Draw Venn diagrams for the following sets:
   i) \( (A - B)' \cap A \)
   ii) \( (A \cap B \cap C)' \)
   iii) \( (A \cap B)' if A \subset B \)
   iv) \( (A - B) \cap (A \cup B) \)
   v) \( (A \cap B)' if A \ and \ B \ are \ disjoint \ sets \)
vi) \((A \cup B \cup C)\)'

vii) \((A - B) \cup (A \cap B)\)

4. In a survey of 100 students, the number of students studying the various languages were found to be English only 18, English but not Hindi 23, English and Sanskrit 8, English 26, Sanskrit 48, Sanskrit and Hindi 8, Number of no language 24. Find
i) How many students were studying Hindi?
ii) How many students were studying English and Hindi    
[Ans:18,3]

5. In a survey of 25 students it was found that 15 had taken Maths, 12 had taken Physics and 11 had taken Chemistry, 5 had taken Maths and chemistry, 9 had taken Maths and Physics, 4 had taken Physics and Chemistry and 3 had taken all the three subjects. Find the number of students that had taken:
i) Only Chemistry
ii) Only Maths
iii) Only Physics
iv) Physics and Chemistry but not Maths
v) Maths and Physics but not Chemistry
vi) Only one of the subject
vii) At least one of the subjects
viii) None of the subjects    
[Ans:5, 4, 2, 1, 6, 11, 23, 2]

6. Of the members of three athletic team in a certain school, 21 are in the Basketball Team, 26 in the Hockey team and 29 in the Football team. 14 play hockey and basketball, 15 play hockey and football, 12 play football and basketball and 8 play all the three. How many members are there in all ?    
[Ans:43]

7. In a survey of 100 persons it was found that 28 read magazine A, 30 read magazine B, 42 read magazine C, 8 read magazines A & B, 10 read magazine B&C and 3 read all the three. Find:
i) How many read none of the magazines?
ii) How many read magazine C only?
iii) How many read magazine A only?
iv) How many read magazine B & C but not A ?    
[Ans:18,32,13,0]

8. Let \(A\) and \(B\) be two finites sets such that \(n(A) = m\) and \(n(B) = n\). If the ratio of number of elements of power sets of \(A\) and \(B\) is 64 and
\( n(A) + n(B) = 32 \). Find the value of \( m \) and \( n \).
[Ans:19, 23]

9. In a survey of 400 students of a school, 100 were listed as smokers and 150 as chewers of Gum, 75 were listed as both smokers and gum chewers. Find out how many students are neither smokers nor gum chewers. [Ans:225]

10. In a university out of 100 teachers, 15 like reading newspapers only, 12 like learning computers only and 8 like watching movies only on TV in the spare time. 40 like reading newspapers and watching movies, 20 like learning computer and watching movies, 10 like reading newspaper and learning computer, 65 like watching movies. Draw a Venn diagram and show the various portions and hence evaluate the numbers of teachers who:
   i) Like reading newspapers
   ii) Like learning computers
   iii) Did not like to do any of the things mentioned above. [62, 39, 1]
Chapter 2: Relations and Functions

Concept:
Cartesian products of sets – equality of ordered pairs- triple product-relations- functions- domain- range- different types of functions- algebra of functions.

Notes:
- If \((a,b) = (c,d)\) then \(a = c\) and \(b = d\).
- \(A \times B = \{ (x,y) / x \in A, y \in B \}\)
- \(A \times A \times A = \{ (x,y,z) / x, y, z \in A \}\)
- A relation \(R\) is a subset of the Cartesian product.
- A function is a relation with every element of first set has one only one image in second set.
- The set of all first elements of the ordered pairs in a function is called domain.
- The set of all second elements of the ordered pairs in a function is called the range.
- Second set itself is known as co-domain.

Text book questions

Ex: 2.1 Questions: 1, 2°, 5°, 7°
Ex: 2.2 Questions: 1, 2, 6, 7°
Ex:2.3 Questions: 2°, 5°
Misc. Ex: Questions: 3°, 4, 6, 8, 11, 12

Example Question: 22°

Extra/HOT questions

1. Find \(x\) and \(y\) if \((x^2-3x, y^2-5y) = (-2, -6)\).
2. Draw the graph of the following functions:
   a) Modulus function in \([-4, 4]\)
   b) Signum function in \([-6, 6]\)
   c) Greatest integer function in \([-3, 4]\)
3. Find the domain of the following functions:
   a) \( f(x) = \frac{x^2 - 1}{x - 1} \)
   b) \( f(x) = \frac{3x + 1}{x^2 - 5x + 6} \)
   c) \( f(x) = \frac{2x - 3}{(x - 1)(x + 2)} \)

4. Find the domain and range of the following functions:
   a) \( f(x) = \frac{1}{9 - x^2} \)
   b) \( f(x) = \sqrt{x^2 - 1} \)
   c) \( f(x) = \frac{1}{x^2 + 4} \)
   d) \( f(x) = \frac{|x|}{1 + |x|} \)

5. If \( f(x) = x^2 + \frac{1}{x^2} \) then show that \( f(a) = f(1/a) \) and also evaluate \( f(3/2) - f(2/3) \).

6. Let \( R = \{(x,y) / x, y \in \mathbb{N}, x + 2y = 13 \} \) then write \( R \) as an ordered pair and also find the domain and range.

7. Let \( A = \{x / x \text{ is a natural number} < 12 \} \) and \( R \) be a relation in \( A \) defined by \( (x,y) \in R \) if \( x + y = 12 \), then write \( R \).

8. A function \( f \) is defined on the set of natural numbers as
   \[
   f(x) = \begin{cases} 
   x^2 & \text{if} \ 1 \leq x < 5 \\
   x + 3 & \text{if} \ 5 \leq x \leq 8 \\
   \frac{x - 3}{2} & \text{if} \ 8 < x \leq 11 
   \end{cases}
   \]
   Write the function in roster form and also find the domain and range of the function.

9. Let \( A = \{1,2,3,4\} \), \( B = \{-1, 0, 1\} \) and \( C = \{3, 4\} \) then verify the following:
   a) \( A \times (B \cup C) = (A \times B) \cup (A \times C) \)
   b) \( A \times (B \cap C) = (A \times B) \cap (A \times C) \)
   c) \( A \times (B - C) = (A \times B) - (A \times C) \)

10. If \( A = \{-3, -2, 0, 2, 3\} \) write the subset \( B \) of \( A \times A \) such that first element of \( B \) is either \(-3\) or \(+3\).
Chapter 3: Trigonometric functions

Concept:

Radian measure- relation between degree and radian- trigonometric functions- sign of trigonometric functions- trigonometric functions of sum and difference of two angles- trigonometric equations- sine formula- cosine formula- their applications.

Notes:

• If in a circle of radius r, an arc of length ‘l’ subtends an angle of θ radians then l = rθ.
• Radian measure = (π/180) x degree measure.
• Sin (-x) = - sin x
• Cos (-x) = cos x
• Cos(2nπ+x) = cos x
• Sin (2nπ+x) = sin x
• Sin x = 0 gives x = nπ where n ∈ Z
• Cos x = 0 gives x = (2n+1)π/2 where n ∈ Z
• Refer text book for other formulas.

Text book questions

Ex:3.1 Questions: 1°, 2°, 3°, 6
Ex:3.2 Questions: 6, 7, 8, 9, 10
Ex:3.3 Questions: 5, 6, 7°, 11, 12°, 14°, 15°, 16, 18, 21°,
                           22°, 23°, 24°, 25°
Ex:3.4 Questions: 5, 6, 7, 8, 9**
Misc. Ex: Questions: 2, 3, 5, 6, 7, 8°, 9°, 10°
Examples: Questions: 24°, 25°, 26°, 27°, 29°

Supplementary text
Ex:3.5 Questions: 1, 3, 6, 7, 10, 11, 13, 14**, 15**, 16**

Examples: Questions: 27**, 28**

Extra/ HOT Questions

1. The angles of a triangle are in A.P and the greatest angle is double the least. Express the angles in degrees and radians

2. Show that the equation cosec \( x = \frac{4ab}{(a+b)^2} \) (ab>0) is possible if a=b

3. Show that a) \( \sin 150 \cos 120 + \cos 330 \sin 660 = -1 \)

\[
b) \frac{\cos(90+x) \sec(-x) \tan(180-x)}{\sec(360-x) \sin(180+x) \cot(90=x)} = 1
\]

4. If \( \tan x = \frac{m}{m+1} \) and \( \tan y = \frac{1}{2m+1} \), show that \( x + y = 45^0 \)

5. Show that the following:

a) \( \cos 10 \cos 50 \cos 60 \cos 70 = \frac{3}{16} \)

b) \( \sin 10 \sin 50 \sin 60 \sin 70 = \frac{\sqrt{3}}{16} \)

c) \( \cos 20 \cos 40 \cos 60 = \frac{1}{8} \)

6. If \( \sin x \sin y = \frac{1}{4} \) and \( 3 \tan x = 4 \tan y \) then prove that \( \sin(x+y) = \frac{7}{16} \)

7. Prove that \( \frac{\sin 11x \sin x + \sin 7x \sin 3x}{\cos 11x \sin x + \cos 7x \sin 3x} = \tan 8x \)

8. If \( m \tan(x-30) = n \tan(x+120) \) then show that \( \frac{m-n}{2(m+n)} = \frac{1}{4} \sec 2x \)

9. Solve the equation \( 4 \sin x \cos x + 2 \sin x + 2 \cos x + 1 = 0 \)

10. Solve the triangle when \( c = 3.4 \text{ cm}, A = 25^0, B = 85^0 \)

\[ \text{[ans; a} = 1.53 \text{ cm, b} = 3.6 \text{ cm, C} = 80^0 \]

11. Show that for any parallelogram, if \( a \) and \( b \) are the sides of two non-parallel sides, \( x \) is the angle between these two sides and \( d \) is the length of the diagonal that has a common vertex with sides \( a \) and \( b \), then \( d^2 = a^2 + b^2 + 2ab \cos x \)
Chapter 4

PRINCIPLE OF MATHEMATICAL INDUCTION

INTRODUCTION

To prove certain results or statements in Algebra, that are formulated in terms of n, where n is a natural number, we use a specific technique called principle of mathematical induction (P.M.I)

Steps of P.M.I

Step I - Let p(n): result or statement formulated in terms of n (given question)

Step II – Prove that P(1) is true

Step III – Assume that P(k) is true

Step IV – Using step III prove that P(k+1) is true

Step V - Thus P(1) is true and P(k+1) is true whenever P(k) is true.

Hence by P.M.I, P(n) is true for all natural numbers n

Type I

Eg: Ex 4.1

1) Prove that

\[1+3+3^2+\ldots+3^{n-1} = \frac{3^{n-1} - 1}{2}\]

Solution:-

Step I : Let P(n): 1+3+3^2+\ldots+3^{n-1} = \frac{3^{n-1} - 1}{2}

Step II: P(1):

LHS = 1

RHS = \frac{3^{1-1} - 1}{2} = \frac{2}{2} = 1

LHS=RHS

Therefore p(1) is true.

Step III: Assume that P(k) is true

i.e 1+3+3^2+\ldots+3^{k-1} = \frac{3^{k-1} - 1}{2} \quad (1)
**Step IV:** we have to prove that $P(k+1)$ is true.

ie to prove that $1+3+3^2+\ldots\ldots+3^{k-1}+3 = \frac{3^{k+1}-1}{2}$

Proof
LHS = $(1+3+3^2+\ldots\ldots+3^{k-1}) + 3$

= $\frac{3^{k-1}}{2} + 3^k$ from eq(1)

= $3^{k-1} + 2.3^k$

= $\frac{3.3^k - 1}{2} = \frac{3^{k+1}-1}{2} = RHS$

Therefore $P(k+1)$ is true

**Step V:** Thus $P(1)$ is true and $P(k+1)$ is true whenever $P(k)$ is true. Hence by 
P.M.I, $P(n)$ is true for all natural number $n$.

**Text book**

**Ex 4.1**

Q. 1,2, 3**(HOT)**, 4, 5*, 6*, 7, 8, 9, 10*, 11**, 12, 13**, 14**, 15, 16**, 17**, eg 1, eg 3

**Type 2**

Divisible / Multiple Questions like Q. 20**, 21, 22**, 23 of Ex 4.1

eg 4, eg 6**(HOT)**

Q 22. Prove that $3^{2n+2} - 8n - 9$ is divisible by 8 for all natural number $n$.

Solution

**Step I:** Let $p(n) = 3^{2n+2} - 8n - 9$ is divisible by 8

**Step II:** $P(1)$: $3^4 - 8 \cdot 9 = 81 - 72 = 9$ which is divisible by 8

Therefore $p(1)$ is true

**Step III:** Assume that $p(k)$ is true

i.e $3^{2k+2} - 8k - 9 = 8m$; $m$ is a natural number.

i.e $3^{2k} \cdot 9 = 8m + 8k + 9$

i.e $3^{2k} = 8m + 8k + 9$ \hspace{1cm} (1)
Step IV: To prove that $p(k+1)$ is true.

ie to prove that $3^{2k+4} - 8(k+1) - 9$ is divisible by 8.

Proof: $3^{2k+4} - 8k - 17 = 3^{2k}.3^4 - 8k - 17 = (\frac{8m + 8k + 9}{9}) \times 3^4 - 8k - 17$ (from eqn (1))

$= (8m + 8k + 9)9 - 8k - 17 = 72m + 72k + 81 - 8k - 17 = 72m - 64k + 64 = 8[9m - 8k + 8]$ is divisible by 8.

Step V: Thus $P(1)$ is true and $P(k+1)$ is true whenever $P(k)$ is true. Hence by P.M.I, $P(n)$ is true for all natural numbers $n$.

Type III: Problems based on Inequations

Ex 4.1 Q. 18, 14, eg 7

(Q 18) Prove that $1 + 2 + 3 + \ldots + n < \frac{(2n+1)^2}{8}$

Step I: Let $P(n): 1 + 2 + 3 + \ldots + n < \frac{(2n+1)^2}{8}$

Step II: $P(1): 1 < \frac{9}{8}$ which is true, therefore $p(1)$ is true.

Step III: Assume that $P(k)$ is true.

ie $1 + 2 + 3 + \ldots + k < \frac{(2k+1)^2}{8}$ \hspace{1cm} (1)

Step IV: We have to prove that $P(k+1)$ is true. ie to prove that $1 + 2 + 3 + \ldots + k + (k+1) < \frac{(2k+3)^2}{8}$

Proof: Adding $(k+1)$ on both sides of inequation (1)

$1 + 2 + 3 + \ldots + k + (k+1) < \frac{(2k+1)^2}{8} + (k + 1)$

$= \frac{4k^2 + 4k + 1}{8} + 8k + 8$

$= \frac{4k^2 + 12k + 9}{8}$

$= \frac{(2k+3)^2}{8}$
Therefore \(1+2+3+\ldots+k+(k+1)<\frac{(2k+3)^2}{8}\)

\(P(k+1)\) is true.

**Step V:** Thus \(P(1)\) is true and \(P(k+1)\) is true whenever \(P(k)\) is true. Hence by 
P.M.I, \(P(n)\) is true for all natural number \(n\).

**HOT/EXTRA QUESTIONS**

Prove by mathematical induction that for all natural numbers \(n\).

1) \(a^{2n-1}-1\) is divisible by \(a-1\) (type II)
2) \(\frac{n^7 + n^5 + 2n^3 - n}{7\cdot5\cdot3\cdot105}\) is an integer (HOT)
3) \(\sin x + \sin 3x + \ldots + \sin (2n-1)x = \frac{\sin^2 nx}{\sin x}\) (HOT Type 1)
4) \(3^{2n-1}+3^n+4\) is divisible by 2 (type II)
5) Let \(P(n): n^2+n-19\) is prime, state whether \(P(4)\) is true or false
6) \(2^{2n+3} \leq (n+3)!\) (type III)
7) What is the minimum value of natural number \(n\) for which \(2^n<n!\) holds true?
8) \(7^{2n}+2^{3n+3}+3^{n+1}\) is divisible by 25 (type II)

**Answers**

5) false
7) 4
Chapter 5
COMPLEX NUMBERS AND QUADRATIC EQUATIONS

INTRODUCTION
\(\sqrt{-36}, \sqrt{-25}\) etc do not have values in the system of real numbers.

So we need to extend the real numbers system to a larger system.

Let us denote \(\sqrt{-1}\) by the symbol \(i\).

\[i^2 = -1\]

A number of the form \(a+ib\) where \(a\&b\) are real numbers is defined to be a complex number.

Eg 2+i3, -7+\(\sqrt{2}\)i, \(\sqrt{3}\)i, 4+1i, 5=5+0i, -7=-7+0i etc

For \(z = 2+i5\), Re \(z = 2\) (real part)

and \(\text{Im } z = 5\) (imaginary part)

Refer algebra of complex numbers of text book pg 98

1) Addition of complex numbers
\[
(2+i3) + (-3+i2) = (2-3) + i(3+2)
\]

\[= -1+5i\]

2) Difference of complex numbers
\[
(2+i3)-(3+i2) = (2+3) + i(3-2)
\]

\[= 5 + i\]

3) Multiplication of two complex numbers
\[
(2+i3)(-3+i2) = 2(-3+i2) + i3(-3+i2)
\]

\[= -6+4i-9i+6i^2\]

\[= -6-5i-6 \quad (i^2 = -1)\]

\[= -12-5i\]

4) Division of complex numbers
\[
\frac{2+i3}{-3+i2} = \frac{(2+i3)}{(-3-i2)} \times (-3-i2)
\]

\[\frac{-6-4i-9i-6i^2}{(-3)^2-(i2)^2}\]

\[= \frac{-6-13i+6}{9-(-1)x4}\]

\[= -13i \quad = -i\]

13
5) Equality of 2 complex numbers
   \( a+ib = c+id \) iff \( a=c \) & \( b=d \)
6) \( a+ib = 0 \), iff \( a=0 \) and \( b=0 \)

Refer: the square roots of a negative real no & identities (text page 100,101)

Formulas
a) IF \( Z=a+ib \) then modulus of \( Z \) ie \( |Z| = (a^2+b^2)^{1/2} \)
b) Conjugate of \( Z \) is \( a-ib \)
c) **Multiplicative inverse of \( a+ib = \frac{a}{(a^2+b^2)} - \frac{ib}{(a^2+b^2)} \)**

**d) Polar representation of a complex number**

\[
\frac{a+ib}{r(cos \theta + isin \theta)}
\]

Where \( r = |Z| = (a^2+b^2)^{1/2} \) and \( \theta = \text{arg } Z \) (argument or amplitude of \( Z \) which has many different values but when \(-\pi < \theta \leq \pi\), \( \theta \) is called principal argument of \( Z \).

**Trick method to find \( \theta \)**

Step 1 First find angle using the following
   1) Cos\( \theta \) = 1 and Sin\( \theta \) = 0 then angle = \( 0 \)
   2) Cos\( \theta \) = 0 and Sin\( \theta \) = 1 then angle = \( \pi/2 \)
   3) Sin\( \theta \) = \( \sqrt{3}/2 \) and Cos\( \theta \) = \( 1/2 \) then angle = \( \pi/3 \)
   4) Sin\( \theta \) = \( 1/2 \) and Cos\( \theta \) = \( \sqrt{3}/2 \) then angle = \( \pi/6 \)

Step 2: To find \( \theta \)
   1) If both Sin\( \theta \) and Cos\( \theta \) are positive then \( \theta = \text{angle} \) (first quadrant)
   2) If Sin\( \theta \) positive, Cos\( \theta \) negative then \( \theta = \pi - \text{angle} \) (second quadrant)
   3) If both Sin\( \theta \) and Cos\( \theta \) are negative the \( \theta = \pi + \text{angle} \) (third quadrant)

   4) If Sin\( \theta \) negative and Cos\( \theta \) positive then \( \theta = 2\pi - \text{angle} \) (fourth quadrant)
   Or \( \theta = - \text{(angle)} \) since Sin \(( -\theta ) \) = -Sin\( \theta \) and Cos \(( -\theta ) \) = Cos\( \theta \)
   5) If Sin\( \theta \) = 0 and Cos\( \theta \) = -1 then \( \theta = \pi \)

**e) Formula needed to find square root of a complex number**

\[
(a+b)^2 = (a-b)^2 + 4ab
\]

ie \([x^2 + y^2]^2 = [x^2 - y^2]^2 + 4x^2y^2\)
e) Powers of i

i) \( i^{4k} = 1 \)

ii) \( i^{4k+1} = i \)

iii) \( i^{4k+2} = -1 \)

iv) \( i^{4k+3} = -i \), for any integer \( k \)

Examples:

\[ i^1 = i, \quad i^2 = -1, \quad i^3 = -i \quad \text{and} \quad i^4 = 1 \& \]

\[ i^{19} = i^{16} \times i^3 = 1 \times -i = -i \]

g) Solutions of quadratic equation \( ax^2 + bx + c = 0 \) with real coefficients \( a, b, c \) and \( a \neq 0 \) are given by \( x = \frac{-b \pm \sqrt{b^2-4ac}}{2a} \), If \( b^2 - 4ac \geq 0 \)

If \( b^2 - 4ac < 0 \) then \( x = \frac{-b \pm \sqrt{4ac-b^2}}{2a} \)

Refer text page 102 the modulus and conjugate of a complex number properties given in the end. (i) to (v)

Ex 5.1
Q. 3*(1 mark), 8* (4 marks), 11**, 12**, 13**, 14**(4 Marks)

Polar form (very important)

Ex 5.2

Q 2**) Express \( Z = -\sqrt{3}+i \) in the polar form and also write the modulus and the argument of \( Z \)

Solution Let \( -\sqrt{3}+i = r(\cos \theta + i \sin \theta) \)

Here \( a = -\sqrt{3} \), \( b = 1 \)

\[ r = (a^2 + b^2)^{1/2} = \sqrt{3 + 1} = \sqrt{4} = 2 \]

\( -\sqrt{3}+i = 2 \cos \theta + i \times 2 \sin \theta \)

Therefore \( 2 \cos \theta = -\sqrt{3} \) and \( 2 \sin \theta = 1 \)

\( \cos \theta = -\sqrt{3}/2 \) and \( \sin \theta = 1/2 \)

Here \( \cos \theta \) negative and \( \sin \theta \) positive
Therefore $\phi = \pi - \pi/6 = 5\pi/6$ (see trick method given above)

Therefore polar form of $Z = -\sqrt{3} + i = 2(Co\sin 5\pi/6 + iS\in 5\pi/6)$

$|Z| = 2$ and argument of $Z = 5\pi/6$ and $-\sqrt{3} + i = 2(Co\sin 5\pi/6 + iS\in 5\pi/6)$

**Ex 5.2**

Q (1 to 8)** Note: Q 1) $\phi = 4\pi/3$ or principal argument $\phi = 4\pi/3 - 2\pi = -2\pi/3$

Q 5) $\phi = 5\pi/4$ or principal argument $\phi = 5\pi/4 - 2\pi = -3\pi/4$

eg 7**, eg 8**

**Ex 5.3**

Q 1,8,9,10 (1 mark)

Misc examples (12 to 16)**

**Misc exercise**


Supplementary material

eg 12**

**Ex 5.4**

Q (1 to 6)**

**EXTRA/HOT QUESTIONS**

1** Find the square roots of the following complex numbers (4 marks)

i. $6 + 8i$

ii. $3 - 4i$

iii. $2 + 3i$ (HOT)

iv. $7 - 30\sqrt{2}i$

v. $3 + 4i$ (HOT)

$3 - 4i$

2** Convert the following complex numbers in the polar form

i. $3\sqrt{3} + 3i$

ii. $\frac{1 - i}{1 + i}$
iii. \( 1 + i \)
iv. \( -1 + \sqrt{3}i \)
v. \( -3 + 3i \)
vi. \( -2 - i \)

3. If \( a + ib = \frac{x+i}{x-i} \) where \( x \) is a real, prove that \( a^2 + b^2 = 1 \) and \( b/a = 2x/(x^2-1) \) 4marks

4. Find the real and imaginary part of \( i \). (1 mark)
5. Compute: \( i + i^2 + i^3 + i^4 \) (1 mark)
6. Solve the following quadratic equations (1 mark)
   i) \( x^2-(\sqrt{2} + 1)x + \sqrt{2} = 0 \)
   ii) \( 2x^2 + 5 = 0 \)
7. Find the complex conjugate and multiplicative inverse of \( (2 - 5i)^2 \) (4 mark)
   i) \( 2 + 3i \)
   ii) \( 3 - 7i \)
8. If \( |Z| = 2 \) and arg \( Z = \pi/4 \) then \( Z = \ldots \ldots \). (1 mark)

Answers

1) i) \( 2\sqrt{2} + \sqrt{2}i, -2\sqrt{2} - \sqrt{2}i \)
   ii) \( 2 - i, -2 + i \)
   iii) \( \sqrt{13/2} + \sqrt{13/2}i, \sqrt{13/2} - \sqrt{13/2}i, \sqrt{13/2} + \sqrt{13/2}i, \sqrt{13/2} - \sqrt{13/2}i \)
   iv) \( 5 - 3\sqrt{2}i, -5 + 3\sqrt{2}i \)
   v) \( 3/5 + 4/5i, -3/5 - 4/5i \)
2) i) \( 6(\cos \pi/6 + i\sin\pi/6) \)
   ii) \( \cos(-\pi/2) + i\sin(-\pi/2) \)
   iii) \( \sqrt{2}(\cos \pi/4 + i\sin\pi/4) \)
   iv) \( 2(\cos 2\pi/3 + i\sin 2\pi/3) \)
   iv) \( 3\sqrt{2}(\cos 3\pi/4 + i\sin 3\pi/4) \)
vi) \( 2\sqrt{2}(\cos \frac{5\pi}{4} + i\sin \frac{5\pi}{4}) \) or \( 2\sqrt{2}[\cos(-\frac{3\pi}{4}) + i\sin(-\frac{3\pi}{4})] \)

4) 0, 1

5) 0

6) i) \( \sqrt{2}, 1 \)
   ii) \( \sqrt[5]{\frac{5}{2}} i, -\sqrt[5]{\frac{5}{2}} i \)

7) i) \( -21 + 10i, \frac{-21}{541} - \frac{10}{541} i \)
   ii) \( -\frac{15}{58} - \frac{23}{58}i, \frac{3 - 7i}{2 + 3i} \)

8) \( \sqrt{2} + i\sqrt{2} \)
CHAPTER 6
LINEAR INEQUALITIES

Rules for solving inequalities

The following rules can be applied to any inequality
➤ Add or subtract the same number or expressions to both sides.
➤ Multiply or divide both sides by the same positive number.
➤ By multiplying or dividing with the same negative number, the inequality is reversed.
➤ a<b implies b>a
➤ a<b implies -a>-b
➤ a<b implies 1/a >1/b
➤ \(x^2 \leq a^2\) implies \(x \leq a\) and \(x \geq -a\)

Recall
➤ \(x = 0\) is y axis
➤ \(y=0\) is x axis
➤ \(x=k\) is a line parallel to y axis passing through \((k,0)\) of x axis.
➤ \(y=k\) is a line parallel to x axis and passing through \((0,k)\) of y axis.

Procedure to solve a linear inequality

- Simplify both sides by removing group symbols and collecting like terms.
- Remove fractions by multiplying both sides by an appropriate factor.
- Isolate all variable terms on one side and all constants on the other side.
- Make the coefficient of the variable 1 and get the solution (whenever coefficient of \(x\) is negative multiply through out by -1 so that the inequality is reversed.

Eg - \(-2x \geq 5\)
\[
2x \leq -5 \\
x \leq -5/2 \\
x \leq -2.5 \\
\text{therefore solution is (-\infty,-2.5]}
\]

Note: If \(x \geq 0, y \geq 0\) is given in question every point in the shaded region in the first quadrant including the points on the line and the axis, represents the solution of the given system of inequalities.
Method to find Graphical Solution

- Draw lines corresponding to each equation treating it as equality
- Find the Feasible Region – intersection of all the inequalities

Steps to find Feasible region

Step 1: Take any point on the left (down) or right (up) of the line and substitute that in the given inequality.

Step 2: If the point satisfies the inequality, the region containing that point is the required region. Otherwise opposite region is the required region.

Step 3: If inequality is of the type $\geq$, $\leq$ then the points on the line are also included in the solution region, so draw dark lines.

Step 4: If inequality is of the type $>$, $<$ then the points on the line are not included in the solution region, so draw dotted lines.

Note: For the following in equation $x \geq 2$, substitute the point (0,0) (left side) in $x \geq 2$. Then we get $0 \geq 2$ which is false. Therefore right side is the required region.

Shade the region corresponding to the inequation $x \geq 2$
Solve graphically: \( x + y \leq 4 \); \( 2x + y \leq 6 \); \( x, y \geq 0 \)

\[
\begin{array}{c|c}
0 & 4 \\
\hline
4 & 0 \\
\end{array}
\quad \begin{array}{c|c}
0 & 6 \\
\hline
3 & 0 \\
\end{array}
\]

\( x + y = 4 \)

\( 2x + y = 6 \)

\( 3x + y \leq 6 \)

Solve graphically
Consider $x+y=400$

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$x$</td>
<td>0</td>
<td>400</td>
</tr>
<tr>
<td>$y$</td>
<td>400</td>
<td>0</td>
</tr>
</tbody>
</table>

Consider $2x+y=600$

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>$x$</td>
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<td>300</td>
</tr>
<tr>
<td>$y$</td>
<td>600</td>
<td>0</td>
</tr>
</tbody>
</table>

$x + y \leq 20$
$360x + 240y \leq 5760$
Consider $x + y = 20$

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>20</th>
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</thead>
<tbody>
<tr>
<td>$x$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$y$</td>
<td>20</td>
<td>0</td>
</tr>
</tbody>
</table>

Consider $3x + 2y = 48$ (Dividing throughout by 120)

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>$x$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$y$</td>
<td>24</td>
<td>0</td>
</tr>
</tbody>
</table>
Solve graphically:

- \(200X + 100Y \geq 4000\)
- \(X + 2Y \geq 50\)

**Consider** \(2x+y=40\)

<table>
<thead>
<tr>
<th>X</th>
<th>0</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>40</td>
<td>0</td>
</tr>
</tbody>
</table>

**Consider** \(x+2y=40\)

<table>
<thead>
<tr>
<th>X</th>
<th>0</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>
Solve graphically:

\[ x + 3y \leq 12 \]
\[ 3x + y \leq 12 \]
Solve graphically:
\[ \frac{x}{10} + \frac{y}{20} \geq 14 \]
\[ \frac{3}{50} x + \frac{1}{10} y \geq 14 \]
Consider $2x+y=280$

<table>
<thead>
<tr>
<th>$x$</th>
<th>0</th>
<th>140</th>
</tr>
</thead>
<tbody>
<tr>
<td>$y$</td>
<td>280</td>
<td>0</td>
</tr>
</tbody>
</table>

Consider $3x+5y=700$

<table>
<thead>
<tr>
<th>$x$</th>
<th>0</th>
<th>233.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>$y$</td>
<td>140</td>
<td>0</td>
</tr>
</tbody>
</table>

Ex 6.1

1 to 4 (1 mark)


eg 15**

Ex 6.3

(8 to 15)**

eg 16**
eg 17**

Misc Ex

4*, 5*, 6*, 8*, 9*, 10*, (11 to 14) **

EXTRA /HOT QUESTIONS

1) Solve i) \(\frac{5x-2}{3} - \frac{7x-3}{5} > x\)
   \(\frac{2x-3}{4} + 8 \geq 2 + 4x\)
   \(\frac{-3x}{5} < 1-x < \frac{3+4x}{2}\)

2) Solve graphically
   i) \(2x + y \geq 3, x - 2y \leq -1, x \geq 0, y \geq 0\)
   ii) \(x + 4y \leq 4, 2x + 3y \leq 6, x \geq 0, y \geq 0\)
   iii) \(x + y \geq 1, x \leq 5, y \leq 4, 2x + 3y \leq 12, x \geq 0, y \geq 0\)

3) The water acidity in a pool is considered normal when the average pH reading of 3 daily measurements is between 8.2 and 8.5. If the first two pH readings are 8.48 and 8.35, find the range of pH value for the third reading that will result in the acidity level being normal.

4) In the first 4 papers each of hundred marks Ravi got 90, 75, 73, 85 marks. If he wants an average of greater than or equal to 75 marks and less than 80 marks, find the range of marks she should score in the fifth paper.

5) The longest side of a triangle is 3 times the shortest side and the third side is 2 cm shorter than the longest side. If the perimeter of the triangle is at least 61 cm find the minimum length of the shortest side.

Answers

1) i) \((4, \infty)\)
   ii) \((-\infty, 63/10]\)
   iii) \((\frac{3}{4}, \infty)\)

3) Between 7.77 and 8.67

4) More than or equal to 52 but less than 77

5) 9 cm
CHAPTER 7

PERMUTATIONS (Arrangements) AND COMBINATIONS (selections)

In permutation order is important, since 27 & 72 are different numbers(arrangements). In combination order is not important.

- **Fundamental principle of counting (FPC)**

  ![Diagram]

  then by FPC there are mn ways to go from station A to station C

  - The number of permutations of n different things taken r at a time, where repetition is not allowed is given by \(^nP_r = n(n-1)(n-2)\ldots\ldots(n-r+1)\)
    
    where \(0 < r \leq n\).
    
    eg \(^5P_2 = 5 \times 4 = 20\)
    
    \(^7P_3 = 7 \times 6 \times 5 = 210\)

  - Factorial notation: \(n! = 1 \times 2 \times 3 \times \ldots \times n\), where \(n\) is a natural number
    
    eg \(5! = 1 \times 2 \times 3 \times 4 \times 5\)

    we define \(0! = 1\)

    also \(n! = n(n-1)\!\)

    \(= n(n-1)(n-2)\!\)

  - \(^nP_r = \frac{n!}{(n-r)!}\) Where \(0 \leq r \leq n\)

  - Number of permutations of n different things, taken r at a time, where repetition is allowed is \(n^r\)

  - Number of permutations of n objects taken all at a time, where \(P_1\) objects are of first kind, \(P_2\) objects are of second kind....\(P_k\) objects are of the \(k^{th}\) kind and rest, if any, are all different is \(\frac{n!}{P_1!P_2!\ldots\ldotsP_k!}\) (eg 9)

  - The number of combinations of n different things taken r at a time is given by

    \(^nC_r = \frac{n(n-1)(n-2)\ldots\ldots(n-r+1)}{1.2.3\ldots\ldots r}\) \(\text{where } 0 < r \leq n\)

    eg \(^5C_3 = \frac{5 \times 4 \times 3}{1 \times 2 \times 3} = ^5C_2\)
\[ ^nC_r = ^nC_{n-r} \]
\[ \text{eg } ^5C_3 = ^3C_2 \]
\[ ^7C_5 = ^7C_2 \]
\[ ^nC_r = \frac{n!}{r!(n-r)!} \text{, where } 0 \leq r \leq n. \]
\[ ^nC_r \text{ implies } r = s \text{ or } n = r+s \text{ (eg } 17^* \) 1 mark \]
\[ ^nC_n = ^nC_0 = 1 \]
\[ ^nC_1 = n \]
\[ \text{eg } ^5C_1 = 5 \]
\[ ^nC_r + ^nC_{r-1} = ^{n+1}C_r \]

Ex 7.1
1, 2, 4

Ex 7.2
4*, 5* (1 mark)
\[ \text{eg } 8^* \text{ (1 mark), eg } 11^*, 12^{**}, 13^{**}, 14^{**}, 16^{**} \text{ (4 marks)} \]

Ex 7.3
7*, 8*, 9**, 10**, 11**

Theorem 6 to prove (4 marks)*
\[ \text{eg } 17^* \text{ (1 mark) use direct formula } n = 9+8 = 17 \text{ since } ^nC_r = ^nC_s \text{ implies } r = s \text{ or } n = r+s \]
\[ \text{eg } 19^{**} \]

Ex 7.4
2**, 3*, 5*, 6*, 7**, 8*, 9*
\[ \text{eg } 21^{**}, \text{ eg } 23^*(HOT), \text{ eg } 24^* \]

Misc Ex

EXTRA/HOT QUESTIONS
1) How many permutations can be made with letters of the word MATHEMATICS? In how many of them vowels are together?
2) In how many ways can 9 examination papers be arranged so that the best and the worst papers are never together. (HOT)
3) How many numbers greater than 56000 can be formed by using the digits 4, 5, 6, 7, 8; no digit being repeated in any number.
4) Find the number of ways in which letters of the word ARRANGEMENT can be arranged so that the two A's and two R's do not occur together. (HOT)
5) If C(2n, 3): C(n, 3):: 11:1 find n.
6) If P(11, r) = P(12, r-1) find r.
7) Five books, one each in Physics, Chemistry, Mathematics, English and Hindi are to be arranged on a shelf. In how many ways can this be done?
8) If $^nP_r = ^nP_{r+1}$ and $^nC_r = ^{n-1}C_{r-1}$ find the values of $n$ and $r$.
9) A box contains five red balls and six black balls. In how many ways can six balls be selected so that there are at least two balls of each color.
10) A group consist of 4 girls and 7 boys in how many ways can a committee of five members be selected if the committee has i) no girl
   ii) atleast 1 boy and 1 girl
   iii) atleast 3 girls.

Note : atleast means $\geq$

Answers

1) 4989600, 120960
2) 282240 Hint (consider the best and the worst paper as one paper)
3) 90
4) 1678320
5) 6
6) 9
7) 120
8) $n = 3$, $r = 2$
9) 425
10) i) 21
    ii) 441
    iii) 91
CHAPTER 8

BINOMIAL THEOREM

Binomial theorem for any positive integer n

\[(a+b)^n = \binom{n}{0}a^n + \binom{n}{1}a^{n-1}b + \binom{n}{2}a^{n-2}b^2 + \binom{n}{3}a^{n-3}b^3 + \ldots \ldots + \binom{n}{n}b^n\]

Recall

1) \(\binom{n}{r} = \frac{n!}{(n-r)! \ r!}\)
2) \(\binom{n}{r} = \binom{n}{n-r}\)
   \[
   \begin{align*}
   ^7C_4 &= ^7C_3 = \frac{7 \times 6 \times 5}{1 \times 2 \times 3} = 35 \\
   ^8C_2 &= \frac{8 \times 7}{1 \times 2} = 28
   \end{align*}
   \]
3) \(\binom{n}{n} = \binom{n}{0} = 1\)
4) \(\binom{n}{1} = n\)

OBSERVATIONS/ FORMULAS

1) The coefficients \(\binom{n}{r}\) occurring in the binomial theorem are known as binomial coefficients.
2) There are \((n+1)\) terms in the expansion of \((a+b)^n\), i.e., one more than the index.
3) The coefficient of the terms equidistant from the beginning and end are equal.
4) \((1+x)^n = \binom{n}{0}+\binom{n}{1}x+\binom{n}{2}x^2+\binom{n}{3}x^3+\ldots\ldots+\binom{n}{n}x^n\). (By putting \(a = 1\) and \(b = x\) in the expansion of \((a+b)^n\)).
5) \((1-x)^n = \binom{n}{0}-\binom{n}{1}x+\binom{n}{2}x^2-\binom{n}{3}x^3+\ldots\ldots+(-1)^n\binom{n}{n}x^n\) (By putting \(a = 1\) and \(b = -x\) in the expansion of \((a+b)^n\)).
6) \(2^n = \binom{n}{0}+\binom{n}{1}+\binom{n}{2}+\binom{n}{3}+\ldots\ldots+\binom{n}{n}\) (By putting \(x = 1\) in (4))
7) \(0 = \binom{n}{0}-\binom{n}{1}+\binom{n}{2}-\binom{n}{3}+\ldots\ldots+(-1)^n\binom{n}{n}\) (By putting \(x = 1\) in (5))

8**) \((r + 1)\)th term in the binomial expansion for \((a+b)^n\) is called the general term which is given by

\[T_{r+1} = \binom{n}{r} a^{n-r} b^r\]

i.e to find 4th term = \(T_4\), substitute \(r = 3\).
9*) **Middle term** in the expansion of \((a+b)^n\):

i) If \(n\) is even, middle term = \(\left[\frac{n}{2} + 1\right]^{th}\) term.

ii) If \(n\) is odd, then 2 middle terms are \(\left[\frac{n+1}{2}\right]^{th}\) term and \(\left[\frac{n+1}{2} + 1\right]^{th}\) term.

10*) To find the **term independent of \(x\) or the constant term**, find the coefficient of \(x^0\) (i.e., put power of \(x = 0\) and find \(r\))

**Problems**

eg 4**

(4 marks)

**Ex 8.1**

Q 2,4,7,9  (1 mark)

10*, 11*, 12*  (4 marks)

13**, 14**  (4 marks)

13**) Show that \(9^{n+1} - 8n - 9\) is divisible by 64, whenever \(n\) is a positive integer

Or

\(3^{2n+2} - 8n - 9\) is divisible by 64

Solution: \(9^{n+1} - 8n - 9 = (1+8)^{n+1} - 8n - 9\)

\[= \sum_{r=0}^{n} \binom{n+1}{r} 8^r + \binom{n+1}{r} 8^{2r} + \binom{n+1}{r} 8^{3r} + \ldots = \sum_{r=0}^{n} \binom{n+1}{r} 8^r - 8n - 9\]

\[= 1 + 8n + \sum_{r=0}^{n} \binom{n+1}{r} 8^r\]

(since \(\binom{n+1}{0} = \binom{n+1}{n+1} = 1, \binom{n+1}{1} = n+1,\)

\(8^{n+1}/8^2 = 8^{n+1-2} = 8^{n-1}\))

\[= 8^2 \left[ \frac{n+1}{3} + \binom{n+1}{3} 8^3 + \ldots \right] \text{ which is divisible by 64}\]

**Problems**

eg 5*, 6**, 7*  (4 marks)

dg 8**, 9**  (6 marks)
Ex 8.2

Q 2,3* (1 mark)

Q 7**,8**,9**,11**,12**, (4 marks), 10** (6 marks)

eg 10**,11 (HOT),12 (HOT), 13(HOT), eg 15*,17** (4 marks)

Misc ex

Q 1** (6 mark),2,3(HOT), 8* (4 marks)

Ex 8.2

Q 10**(6 marks)

The coefficients of the \((r-1)^{th}\), \(r^{th}\) and \((r+1)^{th}\) terms in the expansion of \((x+1)^n\) are in the ratio 1: 3 : 5. Find \(n\) and \(r\).

Solution

\[ T_{r+1} = \binom{n}{r}x^{n-r} \]

\[ T_r = T_{(r-1)+1} = \binom{n}{r-1}x^{n-r+1} \]

\[ T_{r-1} = T_{(r-2)+1} = \binom{n}{r-2}x^{n-r+2} \]

Given \( \binom{n}{r-2} : \binom{n}{r-1} : \binom{n}{r} :: 1 : 3 : 5 \)

\[
\frac{\binom{n}{r-2}}{\binom{n}{r-1}} = \frac{1}{3}
\]

\[
\frac{n!}{(n-r+2)! (r-2)!} \div \frac{n!}{(n-r+1)! (r-1)!} = \frac{1}{3}
\]

\[
\frac{(n-r+1)! x (r-1)!}{(n-r+2)! (r-2)!} = \frac{1}{3}
\]

\[
\frac{(n-r+1)!}{(n-r+2)!} \times \frac{1}{(r-2)!} = \frac{1}{3}
\]

\[
\frac{r-1}{n-r+2} = \frac{1}{3}
\]

\[ 3r-3 = n-r+2 \]

\[ n-4r = -5 \]

(1)

\[
\binom{n}{r-1} = 3
\]

\[
\binom{n}{r} = 5
\]
simplify as above and get the equation \(3n - 8r = -3\) \(\text{(2)}\)
solving (1) and (2) we get
\(n = 7 \text{ and } r = 3.\)

**EXTRA/HOT QUESTIONS**

1) Using Binomial theorem show that \(2^{3n} - 7n - 1\) or \(8^n - 7n - 1\) is divisible by 49 where \(n\) is a natural number. (4 marks**)  
2) Find the coefficient of \(x^3\) in the equation of \((1+2x)^6(1-x)^7\) (HOT)  
3) Find \(n\) if the coefficient of \(5^{th}, 6^{th}\) & \(7^{th}\) terms in the expansion of \((1+x)^n\) are in A.P.  
4) If the coefficient of \(x^{r-1}, x^r, x^{r+1}\) in the expansion of \((1+x)^n\) are in A.P. prove that \(n^2 - (4r+1)n + 4r^2 - 2 = 0\). (HOT)  
5) If \(6^{th}, 7^{th}, 8^{th}\) & \(9^{th}\) terms in the expansion of \((x+y)^n\) are respectively \(a,b,c\)  
&\(d\) then show that \(\frac{b^2 - ac}{c^2 - bd} = \frac{4a}{3c}\) (HOT)  
6) Find the term independent of \(x\) in the expansion of \(\left[3x^2 - \frac{1}{2x^3}\right]^{10}\) (4 marks*)  
7) Using Binomial theorem show that \(3^{3n} - 26n - 1\) is divisible by 676. (4 marks**)  
8) The \(3^{rd}, 4^{th}\) & \(5^{th}\) terms in the expansion of \((x+a)^n\) are 84, 280 & 560 respectively. Find the values of \(x, a\) and \(n\). (6 marks**)  
9) The coefficient of 3 consecutive terms in the expansion of \((1+x)^n\) are in the ratio \(3 : 8 : 14\). Find \(n\). (6 mark**)  
10) Find the constant term in the expansion of \((x-1/x)^{14}\)  
11) Find the middle term(s) in the expansion of  
   i) \(\left[\frac{x}{a} - \frac{a}{x}\right]^{10}\)  
   ii) \(\left[2x - \frac{x^2 - 9}{4}\right]\)  
12) If \((1+x)^n = C_0 + C_1x + C_2x^2 + \ldots + C_nx^n\)  
Prove that \(C_1 + 2C_2 + 3C_3 + \ldots + nC_n = n.2^{n-1}\)  

**Answers**  
2) -43  
3) \(n = 7\) or 14  
6) 76545/8  
8) \(x = 1, a = 2\), \(n = 7\)  
9) 10  
10) -3432  
11) i) -252  
   ii) \(-63\ x^{14}\)  
   32
Chapter 9

SEQUENCES AND SERIES

Arithmetic progression (A.P)

Standard AP → a, a+d, a+2d........a+(n-1)d

\[ A_n = a + (n-1) d \]

\[ S_n = \frac{n}{2} (2a + (n - 1)d) \]

\[ = \frac{n}{2} (a + an) \]

Arithmetic mean A between the two numbers a and b is

\[ A = \frac{a+b}{2} \]

If A₁, A₂, ..., Aₙ are n A.M between the two numbers a and b,

Then \[ d = \frac{b-a}{n+1} \]

\[ A_1 = a + d = a + \frac{b-a}{n+1} \]

\[ A_2 = a + 2d = a + 2 \frac{b-a}{n+1} \]

....................

\[ A_n = a + nd = a + n \frac{b-a}{n+1} \]

Geometric progression (G.P)

Standard GP → a, ar ,ar², .......,arⁿ⁻¹

\[ A_n = ar^{n-1} \]

\[ S_n = \frac{a(r^n-1)}{r-1} \] or \[ = \frac{a(1-r^n)}{1-r} \] if \( r \neq 1 \)

\[ S_{\infty} = \frac{a}{1-r} \] if \( |r| < 1 \)

If G is the GM between a and b, then \( G = \sqrt{ab} \)

If G₁, G₂, ..., Gₙ are n G.M between the two numbers a and b,

then \( r = \left( \frac{b}{a} \right)^{\frac{1}{n+1}} \)

\( G_1 = ar = a \left( \frac{b}{a} \right)^{\frac{1}{n+1}} \)

\( G_2 = ar^2 = a \left( \frac{b}{a} \right)^{\frac{2}{n+1}} \)

.........................
$G_n = a r^n = a \left( \frac{b}{a} \right)^{n+1}$

**Sum to n terms of special series**

$S_n = 1 + 2 + 3 + \ldots + n = \frac{n(n+1)}{2}$

$S_n = 1^2 + 2^2 + 3^2 + \ldots + n^2 = \frac{n(n+1)(2n+1)}{6}$

$S_n = 1^3 + 2^3 + 3^3 + \ldots + n^3 = \left( \frac{n(n+1)}{2} \right)^2$

**Text Book Questions**

* → Exercise 9.2 → Qns 5, 7, 8, 11, 14

* → Exercise 9.3 → Qns 2, 3, 5, 11, 16, 17, 19, 21, 23, 25

* → Exercise 9.4 → Qns 3, 4, 5, 6, 7

* → Misc Exercise → Qns 3, 4, 5, 10, 12, 14, 18, 21

** → Exercise 9.2 → Qns 9, 10, 12, 13, 15

** → Exercise 9.3 → Qns 12, 13, 14, 15, 18, 22, 26, 27, 28

** → Exercise 9.4 → Qns 1, 2, 8, 9, 10

** → Misc Exercise → Qns 19, 22, 23, 24, 25, 26

** → Examples 4, 5, 6, 10, 13, 18, 21

** Extra/Hot Questions**

1. Which term of the sequence $25, 24\frac{1}{4}, 23\frac{1}{2}, 22\frac{3}{4}, \ldots$ is the first negative term.
   
   (Ans. 35)

2. How many terms are identical in the two AP.

   \[ 2, 4, 6, \ldots \ldots \ldots \text{up to 100 terms} \] \quad \text{and} \quad \[ 3, 6, 9, \ldots \ldots \ldots \text{up to 80 terms} \]

   (Ans. 33)

3. Solve for $x$ : \[ 1+4+7+\ldots\ldots+x = 590 \]

   (Ans. $x=58$)

4. Find the sum of all the three digit numbers which leaves the remainder 2 when divided by 5.

   (Ans. 98910)
5. The digits of a three digit natural number are in AP and their sum is 15. The number obtained by reversing the digits is 396 less than the original number. Find the number.

6. If $p^{\text{th}}, q^{\text{th}},$ and $r^{\text{th}}$ terms of GP are in GP. Show that $p, q, r$ are in AP.

7. If $a, b, c, d$ are in GP, then show that $a^2 + b^2, b^2 + c^2, c^2 + d^2$ are in GP.

8. Evaluate $7\frac{1}{2} \times 7\frac{1}{4} \times 7\frac{1}{8}$ ................. to infinite terms.

9. The common ratio of a GP is $(-4/5)$ and sum to infinity is $(80/9)$. Find the first term. (Ans.7)

10. If $S_1, S_2, S_3$ are the sums of first $n$, $2n$, $3n$ terms of a GP. Then Show that $s_1 (s_3-s_2) = (s_2-s_1)^2$

11. $\frac{1}{x+y}, \frac{1}{y+z}, \frac{1}{x+z}$ are in AP Show that $y^2, x^2$ and $z^2$ are in AP.

12. Find the sum of $10^3 + 11^3 + \ldots + 20^3$ (Ans.42075)

13. Find the $n^{\text{th}}$ term and the sum of $n$ terms of the series
$$\frac{1}{2.5} + \frac{1}{5.8} + \frac{1}{8.11} + \ldots$$

14. Find the sum of $n$ terms of $1^3 + \frac{1^3 + 2^3}{2} + \frac{1^3 + 2^3 + 3^3}{3} + \ldots$

15. If AM and GM of roots of a quadratic equation are 8 and 5 respectively, then write the quadratic equation. (Ans.$x^2 - 16x + 25 = 0$)
Chapter 10

STRAIGHT LINES

SLOPE OF A LINE : \( m = \tan \theta \) if \( \theta \) is the angle of inclination.

\[
m = \frac{y_2 - y_1}{x_2 - x_1}
\]
if \((x_1, y_1)\) and \((x_2, y_2)\) are two points on the line.

SLOPE of a horizontal line is 0 and vertical line is not defined.

If \( m_1 \) and \( m_2 \) are slopes of \( L_1 \) and \( L_2 \) respectively.

\[
L_1 \parallel L_2 \rightarrow m_1 = m_2
\]

\[
L_1 \perp L_2 \rightarrow m_1 \times m_2 = -1
\]

Acute angle between \( L_1 \) and \( L_2 \)

\[
\tan \theta = \frac{m_2 - m_1}{1 + m_1 \times m_2} \text{ as } 1 + m_1 m_2 \neq 0 \text{ and the obtuse angle } \phi = 180 - \theta.
\]

EQUATION OF STRAIGHT LINE

\[
\begin{align*}
x-axis & \rightarrow y = 0 \\
y-axis & \rightarrow x = 0 \\
\| \text{ to } x-axis & \rightarrow y = b \\
\| \text{ to } y-axis & \rightarrow x = a
\end{align*}
\]

Having slope \( m \) and making an intercept \( c \) on y-axis \( y = mx + c \)

Making intercepts \( a \) and \( b \) on the x-axis and y-axis \( \frac{x}{a} + \frac{y}{b} = 1 \)

passing through \((x_1, y_1)\) and \((x_2, y_2)\) \( y - y_1 = \frac{y_2 - y_1}{x_2 - x_1} (x - x_1) \)

Having normal distance from origin \( P \) and angle between the normal and positive x-axis \( \omega \) \( x \cos \omega + y \sin \omega = P \)

General form \( Ax + By + C = 0 \)

Distance of a point \((x_1, y_1)\) from a line \( ax + by + c = 0 \) is \( \left| \frac{ax_1 + by_1 + c}{\sqrt{a^2 + b^2}} \right| \)
TEXT BOOK QUESTIONS

* → Exercise 10.1 → Qns 5,8,9
* → Exercise 10.2 → Qns 7,8,9,10,11,16
* → Exercise 10.3 → Qns 3,4,5,7,8,9,10,12,16
* → MiscExercise → Qns 1,6,7,8,9,12,14,15,23
** → Exercise 10.1 → Qns 11,13
** → Exercise 10.2 → Qns 12,13,15,18,20
** → Exercise 10.3 → Qns 13,14,17,18
** → Misc Exercise → Qns 3,4,11,18,19
** → Example → 2,3,13,14,15,17,19,20,23
Misc Example → 23

EXTRA/ HOT QUESTIONS

1. Find the equation of the line through (4,-5) and parallel to the line joining the points (3,7) & (-2,4).

   \[(\text{Ans.}3x-5y-37=0)\]

2. If A(1,4), B(2,-3) and C(-1,-2) are the vertices of a triangle ABC. find
   a) The equation of the median through A
   b) The equation of the altitude through A
   c) The right bisector of side BC

3. Find the equation of the straight line which passes through (3,-2) and cuts off positive intercepts on the x axis and y axis which are in the ratio 4:3

4. Reduce the equation 3x-2y+4 =0 to intercept form. Hence find the length of the segment intercepted between the axes.

5. Find the image of the point (1,2) in the line x-3y+4 =0

6. If the image of the point (2,1) in a line is (4,3) .Find the equation of the line.

7. Find the equation of a line passing through the point (-3,7) and the point of intersection of the lines 2x-3y+5 = 0 and 4x+9y = 7.

   \[(\text{Ans.}8x+3y+3=0)\]
8. Find the equation of straight lines which are perpendicular to the line
\[12x+5y = 17\] and at a distance of 2 units from the point \((-4,1)\)

(ans. \(5x-12y+6=0\) & \(5x-12y+58=0\))

9. The points \(A(2,3)\), \(B(4,-1)\) & \(C(-1,2)\) are the vertices of a triangle. Find the length of perpendicular from \(A\) to \(BC\) and hence the area of \(ABC\) \((\text{Ans. } \frac{14}{\sqrt{34}}\) units & 7 sq.units\))

10. Find the equation of straight line whose intercepts on the axes are thrice as long as those made by \(2x+11y = 6\)

(ans. \(2x+11y = 18\))
Chapter 11

CONIC SECTION

CIRCLE:

The equation of a circle with centre at (h, k) and radius r is $(x - h)^2 + (y - k)^2 = r^2$

Equation of a circle with centre at origin and radius r is $x^2 + y^2 = r^2$

PARABOLA (Symmetric about its axis)

<table>
<thead>
<tr>
<th></th>
<th>Right</th>
<th>Left</th>
<th>Upward</th>
<th>Downward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equation</td>
<td>$y^2 = 4ax$</td>
<td>$y^2 = -4ax$</td>
<td>$x^2 = 4ay$</td>
<td>$x^2 = -4ay$</td>
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<tr>
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<td>$y = 0$</td>
<td>$y = 0$</td>
<td>$x = 0$</td>
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<td>Figure</td>
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<tr>
<td>Focus</td>
<td>$(a, 0)$</td>
<td>$(-a, 0)$</td>
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<td>$(0, -a)$</td>
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<tr>
<td>Vertex</td>
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<td>$(0,0)$</td>
<td>$(0,0)$</td>
<td>$(0,0)$</td>
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<td>Latus Rectum</td>
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<td>4a</td>
<td>4a</td>
<td>4a</td>
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<tr>
<td>Directrix</td>
<td>$x = -a$</td>
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<td>$y = -a$</td>
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ELLIPSE (Symmetric about both the axis)

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<tr>
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<th>$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$</th>
<th>$\frac{x^2}{b^2} + \frac{y^2}{a^2} = 1$</th>
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<tr>
<td>Equation of the major axis</td>
<td>y=0</td>
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<td>Length of major axis</td>
<td>2a</td>
<td>2a</td>
</tr>
<tr>
<td>Length of minor axis</td>
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<td>Vertices</td>
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<tr>
<td>Foci</td>
<td>$(\pm c, 0)$</td>
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<td>Eccentricity</td>
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<tr>
<td>Latus Rectum</td>
<td>$\frac{2b^2}{a}$</td>
<td>$\frac{2b^2}{a}$</td>
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HYPERBOLA

<table>
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<tr>
<th>Equation</th>
<th>( \frac{x^2}{a^2} - \frac{y^2}{b^2} = 1 )</th>
<th>( \frac{y^2}{a^2} - \frac{x^2}{b^2} = 1 )</th>
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<tr>
<td>Length of conicute axis</td>
<td>( 2b )</td>
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<td>Vertices</td>
<td>((\pm a, 0))</td>
<td>((0, \pm a))</td>
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<tr>
<td>Foci</td>
<td>((\pm c, 0))</td>
<td>((0, \pm c))</td>
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<tr>
<td>Eccentricity</td>
<td>( e = \frac{c}{a} )</td>
<td>( e = \frac{c}{a} )</td>
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<tr>
<td>Latus Rectum</td>
<td>( \frac{2b^2}{a} )</td>
<td>( \frac{2b^2}{a} )</td>
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</tbody>
</table>

TEXT BOOK QUESTIONS

* \( \rightarrow \) Exercise 11.1 \( \rightarrow \) Qns 10,11

* \( \rightarrow \) Exercise 11.2 \( \rightarrow \) Qns 5,6,8

* \( \rightarrow \) Exercise 11.3 \( \rightarrow \) Qns 5,6,7,8,9,10

* \( \rightarrow \) Exercise 11.4 \( \rightarrow \) Qns 4,5,6

* \( \rightarrow \) Example \( \rightarrow \) 4,17,18,19

** \( \rightarrow \) Exercise 11.1 \( \rightarrow \) Qns 9,12,13,14

** \( \rightarrow \) Exercise 11.2 \( \rightarrow \) Qns 11,12

** \( \rightarrow \) Exercise 11.3 \( \rightarrow \) Qns 13 to Qns 20

** \( \rightarrow \) Exercise 11.4 \( \rightarrow \) Qns 10 to Qns 15

Extra Questions:

1. Find the centre and the radius of \( 3x^2 + 3y^2 + 6x - 4y - 1 = 0 \)

   \( \text{ans} : (-1, 2/3), 4/3 \)

2. Find the value of \( p \) so that \( x^2 + y^2 + 8x + 10y + p = 0 \), is the equation of the circle of radius 7 units.

   \( \text{ans} : -8 \)

3. Find the equation of the circle when the end points of the diameter are \( A (-2, 3), B (3, -5) \)

   \( \text{ans} : x^2 + y^2 - x + 2y - 21 = 0 \)
4. Find the equation of the circle circumscribing the triangle formed by the straight lines: \(x + y = 6\), \(2x + y = 4\) and \(x + 2y = 5\)  
\[
\text{(ans: } x^2 + y^2 - 17x - 19y + 50 = 0\text{)}
\]

5. Find the area of the triangle formed by the lines joining the vertex of the parabola \(x^2 = 12y\) to the ends of its latus rectum. (ans: \(\frac{1}{2} \times 12 \times 3\) sq.units)

6. Find the equation of the ellipse with eccentricity \(\frac{3}{4}\), foci on y-axis, center at the origin and passes through the point (6, 4)  
\[
\text{(ans: } 16x^2 + 7y^2 = 688\text{)}
\]

7. Find the length of major axis and minor axis of \(4x^2 + y^2 = 100\)

8. Find the equation of the parabola with the centre at origin, length of transverse axis 6 units and a focus at(0, 4). (ans: \(7y^2 - 9x^2 = 63\))

9. The line \(5x - y = 3\) is a tangent to a circle at a point (2, 7) and its centre is on the line \(x + 2y = 19\). Find the equation of the circle  
\[
\text{(ans: } x^2 + y^2 - 14x - 12y + 59 = 0\text{)}
\]

10. Find equation of the circle which touches the y-axis at origin and whose radius is 3 units.  
\[
\text{(ans: } x^2 + y^2 - 6x = 0\text{)}
\]
Chapter 12

THREE DIMENSIONAL GEOMETRY

Any point on x – axis  -> ( x, 0, 0)
Any point on y – axis  -> ( 0, y, 0)
Any point on z – axis  -> ( 0, 0, z)
Any point on XY - plane  ->( x, y, 0)
Any point on YZ - plane  -> ( 0, y, z)
Any point on ZX - plane  -> ( x, 0,z)

Distance between two points  P( x₁ , y₁, z₁ ) and  Q( x₂ , y₂, z₂ ) is

$$|PQ| = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2 + (z_2 - z_1)^2}$$

The co- ordinates of R which divides a line segment joining the points  

P( x₁ , y₁, z₁ ) and  Q( x₂ , y₂, z₂ )

Internally and externally in the ratio m : n are respectively

R \left( \frac{mx_2 + nx_1}{m+n}, \frac{my_2 + ny_1}{m+n}, \frac{mz_2 + nz_1}{m+n} \right) \text{ and }

S \left( \frac{mx_2 - nx_1}{m-n}, \frac{my_2 - ny_1}{m-n}, \frac{mz_2 - nz_1}{m-n} \right)

The coordinates of the centroid of the triangle whose vertices are ( x₁ , y₁, z₁ ),
( x₂ , y₂, z₂ ) and ( x₃ , y₃, z₃ ) is

$$\left( \frac{x_1 + x_2 + x_3}{3}, \frac{y_1 + y_2 + y_3}{3}, \frac{z_1 + z_2 + z_3}{3} \right)$$

TEXT BOOK QUESTIONS

**⇒ Exercise 12.2 -- 3, 4, 5

⇒ Example – 7, 8,9, 10,11,12,13

**⇒ Exercise 12.3 -- 3, 4, 5

⇒ Misc Q 1 to Q 6
**Extra Questions:**

1. Find the distance between \((-3, 4, -6)\) and its image in the XY – plane.
   
   \((\text{ans: } 12 \text{ units})\)

2. Find the points on the y- axis which are at a distance of 3 units from the point \((2, 3, -1)\)
   
   \((\text{ans: } (0, 1, 0), (0, 5, 0))\)

3. If A and B are the points \((1, 2, 3)\) and \((-1, 4, -3)\) respectively then find the locus of a point P such that \(PA^2 - PB^2 = 2k^2\)
   
   \((\text{ans: } 2x - 2y + 6z + 6 + k^2 = 0)\)

4. If the points A \((1, 0, -6)\), B \((-3, p, q)\) and C \((-5, 9, 6)\) are collinear, find the values of p and q.
   
   \((\text{ans: } p = 6, q = 2)\)

5. Two vertices of a triangle are \((2, -6, 4), (4, -2, 3)\) and its centroid is \(\left(\frac{8}{3}, -1, 3\right)\), find the third vertex.
   
   \((\text{ans: } (2, 5, 2))\)
Some standard results on limits

1) \( \lim_{x \to c} f(x) = l \) \iff \( \lim_{x \to c^-} f(x) = \lim_{x \to c^+} f(x) = l \)

2) \( \lim_{x \to a} k = k \) where \( k \) is a fixed real number.

3) \( \lim_{x \to c} f(x) = f(c) \) where \( f(x) \) is a real polynomial in \( x \).

4) \( \lim_{x \to c} x^n = c^n \) for all \( n \in \mathbb{N} \)

5) \( \lim_{x \to c} |x| = |c| \)

Algebra of limits

Refer: NCERT Textbook page no: 292.

Evaluation of algebraic limits

**Type I (Direct substitution method)**

Eg: Evaluate \( \lim_{x \to 1} (x^3 - x^2 + 1) = 1^3 - 1^2 + 1 = 1 \)

Evaluate the following limits:

NCERT Textbook Exercise 13.1 Q 1,2,3,4,5,9,11,12.

**Additional Questions and HOT Questions**

** 1) \( \lim_{x \to -1} (1 + x + x^2 + \cdots + x^{10}) \) \quad \text{Ans: 1} \)

** 2) \( \lim_{x \to -1} (x^5 + 2x^8)^\infty \) \quad \text{Ans: 1} \)

** 3) \( \lim_{x \to 0} \frac{\sqrt{1+x} + \sqrt{1-x}}{1+x} \) \quad \text{Ans:2} \)

**Type II (Factorisation method)**

Eg: Evaluate : \( \lim_{x \to 1} \frac{x^3 - 1}{x - 1} \)

\[ \lim_{x \to 1} \frac{x^3 - 1}{x - 1} \text{ (0/0 form)} = \lim_{x \to 1} \frac{(x-1)(x^2+x+1)}{x-1} \]

\[ = \lim_{x \to 1} (x^2 + x + 1) \]

\[ = 1^2 + 1 + 1 = 3 \]
Evaluate the following limits.

NCERT Textbook Exercise 13.1 Q 7,8 , Example 2.

Evaluate:

** 1) \( \lim_{x \to 1} \frac{(2x-3)(\sqrt{x}-1)}{2x^2 + x - 3} \) \quad \text{ans: } -\frac{1}{10}

** 2) \( \lim_{x \to \sqrt{2}} \frac{x^4 - 4}{x^2 + 3\sqrt{2}x - 8} \) \quad \text{ans: } \frac{8}{5}

** 3) \( \lim_{x \to 2} \frac{x^3 - 4x^2 + 4x}{x^2 - 4} \) \quad \text{ans: } 0

Type III

For any positive integer \( n \), \( \lim_{x \to a} \frac{x^n - a^n}{x - a} = n \ a^{n-1} \) (This is applicable for any rational number \( n \) and for \( a>0 \).

Evaluate: \( \lim_{x \to 2} \frac{x^4 - 16}{x - 2} \)

\( \text{Ans: } \lim_{x \to 2} \frac{x^4 - 16}{x - 2} = \lim_{x \to 2} \frac{x^4 - 2^4}{x - 2} = 4 \cdot 2^4 - 1 = 4 \cdot 2^3 = 32 \)

Evaluate the following limits.

NCERT Textbook Exercise 13.1 Q 10 , Example 3.

1) Evaluate: \( \lim_{x \to 2} \frac{x^{10} - 1024}{x^5 - 32} \) \quad \text{Ans: } 64

2) If \( \lim_{x \to -a} \frac{x^9 + a^9}{x + a} = 9 \), find the value of \( a \).

Type IV

Evaluate \( \lim_{x \to 0} \frac{\sqrt{1+x} - 1}{x} \)

\( \text{Ans: } \lim_{x \to 0} \frac{\sqrt{1+x} - 1}{x} = \lim_{x \to 0} \frac{\sqrt{1+x} - 1}{1+x-1} \)

Put \( y = 1+x \) when \( x \to 0 \), \( y \to 1 \)

\( \therefore \ \text{value} = \lim_{y \to 0} \frac{\sqrt{y} - 1}{y-1} \)

\( = \lim_{y \to 0} \frac{y^{1/2} - 1^{1/2}}{y-1} \)

\( = \frac{1}{2} \)
Evaluate

1) NCERT Ex 13.1 Q 6

\[ \lim_{x \to 0} \frac{(1-x)^n - 1}{x} \quad \text{ans} = -n \]

2) \[ \lim_{x \to 0} \frac{(1+x)^6 - 1}{(1+x)^5 - 1} \quad \text{ans} = \frac{6}{5} \]

3) \[ \lim_{x \to 0} \frac{(x+8)^{1/3} - 2}{x} \quad \text{ans} = \frac{1}{12} \]

Type V

Concepts:

\[ \lim_{x \to 0} \frac{\sin x}{x} = 1 \]

\[ \lim_{x \to 0} \cos x = 1 \]

\[ \lim_{x \to 0} \frac{\tan x}{x} = 1 \]

NCERT Exercise 13.1 : Q 13, 14, 16, 18, 19, 20, 21

Evaluate:

\[ \lim_{x \to 0} \frac{\tan 8x}{\sin 3x} \quad \text{ans:} \frac{8}{3} \]

Evaluate:

\[ \lim_{x \to 0} \frac{\sin 2x + 3x}{2x + \sin 3x} \quad \text{ans:} 1 \]

Type VI

NCERT Exercise 13.1 : Q 17

Evaluate:

\[ \lim_{x \to 0} \frac{1 - \cos 5x}{1 - \cos 6x} \]

Type VII

Evaluate:

\[ \lim_{x \to \pi} \frac{\sin(\pi - x)}{\pi (\pi - x)} \]

Let \( x = \pi + h \)

\[ \therefore \lim_{x \to \pi} \frac{\sin(\pi - x)}{\pi (\pi - x)} = \lim_{h \to 0} \frac{\sin[\pi - (\pi + h)]}{\pi[\pi - (\pi + h)]} = \frac{1}{\pi} \lim_{h \to 0} \frac{\sin h}{h} = \frac{1}{\pi} \]
Textbook Q no: 22

Evaluate 1) \( \lim_{x \to \pi/2} \frac{\tan 2x}{x - \frac{\pi}{2}} \)  \( \text{ans: } 2 \)

2) \( \lim_{x \to 1} \frac{\cos \frac{\pi}{2} x}{1-x} \)  \( \text{ans: } \frac{\pi}{2} \)

3) \( \lim_{x \to \pi} \frac{\sin x}{x - \pi} \)  \( \text{ans: } (-1) \)

4) \( \lim_{x \to \pi/2} \frac{1+\cos 2x}{(\pi-2x)^2} \)  \( \text{ans: } \frac{1}{2} \)

Type VII

Applying \( \sin C \pm \sin D \) formulae

Evaluate 1) \( \lim_{x \to 0} \frac{\sin 2x+\sin 6x}{\sin 5x-\sin 3x} \)  \( \text{ans: } \cos a \)

2) \( \lim_{x \to a} \frac{\sin x-\sin a}{x-a} \)  \( \text{ans: } \cos a \)

Type IX

\( \lim_{x \to c-} f(x) = \lim_{x \to c+} f(x) = l \)

** NCERT Exercise 13.1 -

1) Q 23
2) Q 24
3) Q 25
4) Q 26

** 5) If \( f(x) = \begin{cases} \frac{|x-2|}{2-x}, & \text{if } x \neq 2, \\ -1, & \text{if } x = 2 \end{cases} \), find \( \lim_{x \to 2} f(x) \)

6) If \( f(x) = \begin{cases} x, & x > 0 \\ 1, & x = 0 \\ -x, & x < 0 \end{cases} \), find \( \lim_{x \to 0} f(x) \)
**Type X**

**NCERT Exercise 13.1 -**

1) Q 28
2) Q 30
3) Q 32
4) Let \( f(x) = \begin{cases} 4x - 5, & x \leq 2 \\ x - k, & x > 2 \end{cases} \). Find \( k \) if \( \lim_{x \to 2} f(x) \) exists. \( \text{Ans:} k = -1 \)

**Type XI**

Exponential Limits

\[
\lim_{x \to 0} \frac{e^x - 1}{x} = 1
\]

NCERT Exercise 13.2 Q1, Q2, Q4, Q6.

**Type XII**

NCERT Exercise 13.2 Q3, Q5

**Type XIII**

\[
\lim_{x \to 0} \frac{\log_e(1+x)}{x} = 1
\]

NCERT Exercise 13.2 Q7, Q8

**DIFFERENTIATION**

**Type I**

Find the derivatives of the following functions from first principle.

1) \( x \)
2) \( \frac{1}{x} \)
3) \( -x \)
4) \( (-x)^{-1} \)
5) \( x^n \)
6) NCERT Ex 13.2 Q4

**7) \( \sin x \)**

**8) \( \cos x \)**
** 9) tan x
** 10) sec x
** 11) cosec x
** 12) sin 2x
** 13) cos 3x
14) x sin x
15) sin^2 x
16) sin(x+1)
17) Misc Example 19

** Type II **
Find the derivatives of the following

* 1) 3cot x + 5 cosec x
2) 5 sin x – 6 cos x + 7
3) 2 tan x – 7 cosec x

4) x^3 – 27
5) 2x – \frac{3}{4}

* 6) x^2 + sin x + \frac{1}{x^2}

** Type III **
Ex 13.2 Q1
Ex 13.2 Q2
Ex 13.2 Q3
Ex 13.2 Q5
**Type IV**

\[
\frac{d}{dx}(uv) = u\frac{dv}{dx} + v\frac{du}{dx}
\]

NCERT Ex 13.2

* 1) Q7  (1),(2)
* 2) Q9  (2),(3), (4),(5)
* 3) Q11  (1)
* 4) Example 18
* 5) Misc Ex Q 15, Q22, Q25, Q29.

**Type V**

\[
\frac{d}{dx}\left(\frac{u}{v}\right) = \frac{v\frac{du}{dx} - u\frac{dv}{dx}}{v^2}
\]

Misc Exercise Q 5,6,7,8,9,16,17,18,20,26.

**Additional questions and HOT Questions**

1. Find the derivatives of the following functions
   
   a) \( \frac{\sec x + \tan x}{\sec x - \tan x} \)
   
   ** b) \((x^2 - 3x + 2)(x + 2)\)
   
   ** c) \(\frac{\sin x - x \cos x}{x \sin x + \cos x}\)

2. If \( y = 1 + \frac{x}{1!} + \frac{x^2}{2!} + \frac{x^3}{3!} + \cdots \), show that \( \frac{dy}{dx} = y \).
Chapter 14

MATHEMATICAL REASONING

Type-I

Concept: statements: A sentence which is either true or false, but not both

(1) N.C.E.R.T text book page 324
   Question no.1(*), 2(*),4(*),9(*),10(*)

Type-II

Negation of a statement: Denial of a statement is called negation of a statement.
(1) N.C.E.R.T text book page 329
   Question no.1(*),2(*),3(*),4(*),5(*)

Type-III

Compound statement and component statement

A compound statement is a statement which is made up of two or more statements. Each statement is called a component statement.

(1) N.C.E.R.T page 327 example 4(*)
(2) N.C.E.R.T page 329 exercise 14.2 - question no.3(*)

Type-IV

Compound statement with ‘and’ or ‘or’

(1) N.C.E.R.T page 330 example 6
(2) N.C.E.R.T page 333 example 8

Type-V

Quantifiers

Quantifiers are phrases like ‘there exists’ and ‘for all’ etc...

(1) N.C.E.R.T page 335 exercise 14.3 question no.2(*)
Type-VI

Inclusive or exclusive or

(1) N.C.E.R.T  page 332  example 7
(2) N.C.E.R.T  page 335  exercise 14.5  question no.4

Type-VII

Implications

(1) N.C.E.R.T  page no.338  exercise 14.4  question no.1(**)
(2) N.C.E.R.T  page no.345  Mis exercise 14.4  question no.7(**)
(3) Rewrite the following statement with if then in five different ways

If a number is a multiple of 9, then it is a multiple of 3.

Type-VIII

Contra positive and Converse statement

Contra positive statement of $p \Rightarrow q$ is $\sim q$ implies $\sim p$

Converse of the statement $p \Rightarrow q$ is $q \Rightarrow p$.

(1) N.C.E.R.T  page 336  example 9(**)
(2) N.C.E.R.T  page 337  example 10(**)
(3) N.C.E.R.T  page 338  exercise 14.4  question no.2(**)
(4) N.C.E.R.T  page 345  misc. exercise question no.2(**)

Type-IX

Validating statements

Direct method: By assuming that ‘p’ is true, prove that ‘q’ must be true.

Contra positive method: By assuming ‘q’ is false, prove that ‘p’ must be false.

Method of contradiction: Assume ‘p’ is not true. Then we arrive at some result which contradicts our assumption.

(1) N.C.E.R.T  page 342  exercise 14.5  question no.1(**)
(2) N.C.E.R.T  page 342  exercise 14.5  question no.3(**)
(3) N.C.E.R.T  page 345  Mis exercise 14.5  question no.6(*)
(4) N.C.E.R.T  page 340  example 13(**)
(5) N.C.E.R.T  page 340  example 14(**)
(6) N.C.E.R.T  page 340  example 15(**)
Type-X

By giving a counter example we can disprove a given statement.

(1) N.C.E.R.T page 342 question no.4(**)
(2) N.C.E.R.T page 342 example 7(*)

Type-XI

Validating of compound statement

(1) N.C.E.R.T  mise exercise –question no.5(*)
Chapter 15

STATISTICS

Type-I

Concept: mean deviation for ungrouped data

\[ M.D (\bar{x}) = \frac{\sum |x_i - \bar{x}|}{n}, \quad M.D (M) = \frac{\sum |x_i - M|}{n} \]

\( \bar{x} = \) arithmetic mean \quad M = \) median

(1) N.C.E.R.T page 351 example 1 (*)

(2) N.C.E.R.T page 351 example 2 (*)

(3) N.C.E.R.T page 352 example 3 (*)

(4) N.C.E.R.T page 360 exercise 15.1 question . 1 (*)

(5) N.C.E.R.T page 360 exercise 15.1 question. 3 (*)

(6) N.C.E.R.T page 360 exercise 15.1 question. 4 (*)

Type-II

Concept: mean deviation for grouped data discrete distribution

\[ M.D (\bar{x}) = \frac{\sum f_i |x_i - \bar{x}|}{N}, \quad M.D (M) = \frac{\sum f_i |x_i - M|}{N} \] where \( N = \sum f_i \)

(1) N.C.E.R.T page 353 example 4 (*)

(2) N.C.E.R.T page 354 example 5 (*)

(3) N.C.E.R.T page 360 exercise 15.1 question.5 (*)

(4) N.C.E.R.T page 360 exercise 15.1 question.6 (*)

(5) N.C.E.R.T page 360 exercise 15.1 question .7(*)

Type – III

Concept: mean deviation for grouped data continuous frequency distribution

\[ M.D (\bar{x}) = \frac{\sum f_i |x_i - \bar{x}|}{N} \] where \( \bar{x} = A + \frac{h}{N} \sum f_i d_i \)
M.D (M) = \frac{\sum f |x_i - M|}{N} \text{ where } M = l + \left(\frac{N-C}{f}\right)h

(1) N.C.E.R.T page 359 example 7(**)

(2) N.C.E.R.T page 361 exercise 15.1 question . 9(**)

(3) N.C.E.R.T page 361 exercise 15.1 question . 10(**)

(4) N.C.E.R.T page 361 exercise 15.1 question . 11(**)

Type-IV

Concept: variance and standard deviation for ungrouped data

\[ \sigma^2 = \frac{\sum (x_i - \bar{x})^2}{n} \]

(1) N.C.E.R.T page 364 example 8(*)

(2) N.C.E.R.T page 361 exercise 15.2 question .1(*)

(3) N.C.E.R.T page 361 exercise 15.2 question .2(*)

(4) N.C.E.R.T page 361 exercise 15.2 question .3(*)

Type-V

Concept: variance and standard deviation of a discrete frequency distribution

\[ \sigma^2 = \frac{\sum f(x_i - \bar{x})^2}{N} \text{ or } \sigma^2 = \frac{\sum fixi^2}{N} - \left(\frac{\sum fixi}{N}\right)^2 \]

(1) N.C.E.R.T page 365 example 9(*)

(2) N.C.E.R.T page 365 example 11(*)

(3) N.C.E.R.T page 371 exercise15.2 question. 4(*)

(4) N.C.E.R.T page 371 exercise 15.2 question.5(*)

Type-VI

Concept: variance and standard deviation of a continuous frequency distribution

\[ \sigma^2 = \frac{\sum fixi^2}{N} - \left(\frac{\sum fixi}{N}\right)^2 \text{ or } \sigma^2 = h^2 \left[\frac{\sum fixidi}{N} - \left(\frac{\sum fixidi}{N}\right)^2\right] \text{ where } di = \frac{x_i - A}{h} \]

(1) N.C.E.R.T page 370 example 12(**)
(2) N.C.E.R.T page 372 exercise 15.2 question .8(*)
(3) N.C.E.R.T page 372 exercise 15.2 question .9(*)
(4) N.C.E.R.T page 372 exercise 15.2 question .10(*)

Type-VII
Concept: coefficient of variation C.V = \( \left( \frac{\sigma}{\mu} \right) \times 100 \)
(1) N.C.E.R.T page 374 example 14(*)
(2) N.C.E.R.T page 376 exercise 15.3 question .5(*)

Type – VIII(HOT questions)
(1) N.C.E.R.T page 380 misc exercise questions 2,3,4,5(*)

EXTRA AND HOT QUESTIONS
(1) Find the mean, variance and standard deviation for the following data

<table>
<thead>
<tr>
<th>class</th>
<th>10-20</th>
<th>20-30</th>
<th>30-40</th>
<th>40-50</th>
<th>50-60</th>
<th>60-70</th>
<th>70-80</th>
<th>80-90</th>
<th>90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>freq.</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>15</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

Ans: 56,422.33,20.65

(2) Find the mean variance and standard deviation using short cut method.

<table>
<thead>
<tr>
<th>Heights in cm</th>
<th>70-75</th>
<th>75-80</th>
<th>80-85</th>
<th>85-90</th>
<th>90-95</th>
<th>95-100</th>
<th>100-105</th>
<th>105-110</th>
<th>110-115</th>
</tr>
</thead>
<tbody>
<tr>
<td>freq.</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>15</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

Ans: 93,105.52,10.27

(3) Calculate mean, variance and standard deviation for the following by short cut method.

<table>
<thead>
<tr>
<th>classes</th>
<th>30-40</th>
<th>40-50</th>
<th>50-60</th>
<th>60-70</th>
<th>70-80</th>
<th>80-90</th>
<th>90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>freq.</td>
<td>3</td>
<td>7</td>
<td>12</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Ans: 62,201,\(\sqrt{201}\)

(4) Calculate the mean deviation from the median for the following data.

<table>
<thead>
<tr>
<th>classes</th>
<th>10-20</th>
<th>20-30</th>
<th>30-40</th>
<th>40-50</th>
<th>50-60</th>
<th>60-70</th>
<th>70-80</th>
</tr>
</thead>
<tbody>
<tr>
<td>freq.</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Ans: Median=45
Mean deviation=11.33
Chapter 16

Probability

For important terms and definitions refer NCERT text book.

**Type- I**

Concept : sample space

1. NCERT text book page 386 question no. 1 (*)
2. NCERT text book page 386 question no. 2 (*)
3. NCERT text book page 386 question no. 3 (*)
4. NCERT text book page 386 question no. 4 (*)
5. NCERT text book page 386 question no. 5 (*)
6. NCERT text book page 386 question no. 11 (*)
7. NCERT text book page 386 question no. 12 (**)  

**Type- II**

Concept : types of events

1. NCERT text book page 393 question no. 2 (*)
2. NCERT text book page 393 question no. 3 (*)
3. NCERT text book page 393 question no. 1 (*)
4. NCERT text book page 393 question no. 4 (**)  
5. NCERT text book page 392 example 7 (**)  

**Type- III**

Concept : Algebra of events: AUB, A∩B, A but not B etc

1. NCERT text book page 393 question no. 6 (**)
EXTRA AND HOT QUESTIONS

(1) From a group of 2 men and 3 women 2 persons are selected. Describe the sample space of the experiment. If E is the event in which 1 man and 1 woman are selected. Then which are the cases favourable to E (Type-I*)

(2) Two dice are rolled. A is the event that the sum of the numbers shown on the two dice is 5. B is the event that at least one of the dice shows up a 3. Are the two events A and B.
(a) Mutually exclusive.
(b) Exhaustive (Type-II**)

(3) Two dice are thrown the events A, B, C are as follows

A: Getting an odd number on the first die.
B: Getting a total of 7 on the two dice.
C: Getting a total of greater than or equal to 8 on the two dice.

Describe the following events
(a) AUB
(b) A’
(c) B – C
(d) B∩C

PROBABILITY OF AN EVENT

Important concepts

\[ P(E) = \frac{\text{no of outcomes favourable to } E}{\text{total no of outcomes}} \]

If A and B are two mutually exclusive events \( P(AUB) = P(A) + P(B) \)

If A and B are any two events then \( P(AUB) = P(A) + P(B) - P(A\cap B) \)

\( P(\text{not } A) = 1 - P(A) \)
Type – I

Concept: Probability of an event

(1) N.C.E.R.T text book page 404 question no.3(*)
(2) N.C.E.R.T text book page 404 question no.4(**)
(3) N.C.E.R.T text book page 404 question no.8(**)
(4) N.C.E.R.T text book page 404 question no.10(**)
(5) N.C.E.R.T text book page 403 example 14(**)
(6) N.C.E.R.T text book page 400 example 10(**)

EXTRA AND HOT QUESTIONS

(7) Three identical dice are rolled. Find the probability that the same number will appear on each of them.
Ans: 1/36 (hot)
(8) Two dice are thrown simultaneously. Find the probability of getting a total of 9.
Ans: 1/9 (*)
(9) A bag contains 8 red, 3 white, and 9 blue balls. Three balls are drawn at random from the bag. Determine the probability that none of the balls drawn is white.
Ans: 34/57 (**)  
(10) In a single throw of 3 dice. Find the probability of not getting the same number on all the dice.
Ans: 35/36 (**)  
(11) The letters of the word “SOCIETY” are placed at random in a row. What is the probability that the 3 vowels come together.
Ans: 1/7 (**)  
(12) Find the probability that in an arrangement of the letters of the word “DAUGHTER” the letter D occupies the first place.
Ans: 1/8  
(13) Find the probability that in a random arrangement of the letters of the word “INSTITUTION” the three T’s are together.
Ans: P 1/110 (**
Type – II

\[ P(A \cup B) = P(A) + P(B) \quad \text{(mutually exclusive cases)} \]

\[ P(A \cap B) = P(A) + P(B) - P(A \cap B) \]

1. N.C.E.R.T page 405 question no.14(**)
2. N.C.E.R.T page 405 question no.15(*)
3. N.C.E.R.T page 405 question no.16(**)
4. N.C.E.R.T page 405 question no.17(**)
5. N.C.E.R.T page 405 question no.18(**)
6. N.C.E.R.T page 405 question no.19(**)
7. N.C.E.R.T page 405 question no.20(**)
8. N.C.E.R.T page 409 misc exercise question no.3(**)
9. N.C.E.R.T page 401 example 11(**)

**EXTRA AND HOT QUESTIONS**

1. One card is drawn from a set of 17 cards numbered 1 to 17. Find the probability that the number is divisible by 3 or 7.
   Ans: 7/17. (*)
2. Two dice are thrown together. What is the probability that the sum of the numbers of the two faces is neither 9 nor 11.
   Ans: 5/16 (*)
3. Two unbiased dice are thrown. Find the probability that neither a doublet nor a total of 10 will appear.
   Ans: 7/9 (**)
4. Two cards are drawn from a well shuffled pack of 52 cards without replacement. Find the probability that neither a jack nor a card of spade is drawn.
   Ans: 105/221 (**)
5. If \( P(A \cup B) = 0.6 \) and \( P(A \cap B) = 0.2 \). Find \( P(\overline{A}) + P(\overline{B}) \)
   Ans: 1.2
(6) A and B are two mutually exclusive events if \( P(A) = 0.5 \) and \( P(\overline{B}) = 0.6 \). Find \( P(A \cup B) \)

**Type – III**

At least one, at most one cases

(1) N.C.E.R.T page 402 examples 12 (** {hot}

(2) N.C.E.R.T page 407 example 15 (**

(3) N.C.E.R.T page 408 misc exercise question 1 (** {hot}

(4) N.C.E.R.T page 408 misc exercise question 2 (**

(5) N.C.E.R.T page 409 misc exercise question 7 (**

(6) N.C.E.R.T page 409 misc exercise question 9 (**

**EXTRA AND HOT QUESTIONS**

(1) Three coins are tossed once. Find the probability of getting

(a) Atmost 2 heads

(b) Atleast 2 heads

(c) Exactly 2 tails

(d) Atmost 2 tails

(e) 3 heads

(f) No heads

Ans: (a) 7/8 (b) 1/2 (c) 3/8 (d) 7/8 (e) 1/8 (f) 1/8

(2) The probability that a student will get A, B, C or D grade are 0.4, 0.35, 0.15 and 0.1 respectively. Find the probability that she will get

(a) B or C grade

(b) Atmost C grade

(3) In a single throw of 2 dice write the corresponding events and the probability of getting

(a) A total of 9

(b) Two ones

(c) Atleast one 6

(d) A sum of 9 or 11

(e) A sum of atleast 10

(f) A sum as a prime number

Ans: (a) 1/9 (b) 1/36 (c) 11/36 (d) 1/6 (e) 1/6 (f) 5/12
Value Based Questions

Chapter 1: Sets

1. In a survey of 600 students in a school, 150 students were found to be taking tea and 225 taking coffee, 100 were taking both tea and coffee. Find how many students were taking neither tea nor coffee? Is coffee good for health? If no, why? Ans. 325. Coffee is not good for health as it nicotine which is very harmful for health.

2. In a group of students, 100 students play cricket and 50 play hockey, 25 play cricket and hockey both. Each student plays either cricket or hockey. How many students are there in the group?. Ans. 125.

   Which game is the national game? Write three values of sports in life.

3. In a group of 35 students 24 like Naw Bharat newspaper and 16 Hindustan Times. Also each student likes at least one newspaper. How many students like to read both the newspapers?. What is the importance of reading newspapers in daily life?. Ans. 5.

4. In a survey of 100 students regarding watching T.V., it was found that 28 watch action movies, 30 watch comedy serials, 42 watch news channels, 8 watch action movies and comedy serials, 10 watch action movies and news channels, 5 watch comedy serials and news channels and 3 watch all the three programs. Find,
   
   (a) How many watch news channels only?
   (b) How many do not watch any of the three programs?
   (c) According to you which T.V. program is useful and why?
Chapter 2: Relations and Functions.

1. Let A={x,y,z} and B= {1,2}. Find the number of relations from A to B. 
   Ans: $2^6$
   Does the truthfulness and honesty may have any relation?

2. Let A be a set of 4 human beings at a particular time who are associated with ‘save the rare species’ campaign. Find the number of relations from A to A. 
   Ans: $2^{16}$
   Would you like to campaign for ‘save the rare species’. If yes, why?

3. Set A = \{a_1,a_2,a_3\} and B = \{b_1,b_2\} when a_i and b_i are school going students. Define a relation from set A to set B by x R y iff y is a true friend of x. Do you think true friendship important in life? How?

4. If h denotes the number of honest people and p denotes the number of punctual people and a relation between honest people and punctual people is given as h = p+5. If P denotes the number of people who progress in life and a relation between number of people who progress and honest people is given as P = (h/8) +5. Find the relation between number of people who progress in life and punctual people. How does the punctuality important in the progress of life?
   Ans. $P = \frac{p+45}{8}$
Chapter 7: Permutations and combinations.

1. Ritesh a student of class IX was going to Agra with his father, a civil engineer in his car. He saw that all the cars, buses and trucks have different numbers on their number plates. He was surprised to see it. He asked his father how it’s possible to give different numbers on the number plates. His father explained him that it is due to the permutations. The father asked his son to calculate the three digit numbers if the digits are repeated. Ritesh started to calculate it but could not give the answer. Then his father told him as unit and tens places can be filled by 10 digits but hundred place can be filled by 9 digits. Therefore, total number is $9 \times 10 \times 10 = 900$. Ritesh became very happy.

   (a) What values Retesh’s father has displayed here?

   (b) Calculate \( \frac{8!}{6! \times 2!} \). \hspace{1cm} \text{Ans. 28}

2. A boy has 3 library cards and he has 8 books of his interest in the library. Of these 8 books he does not want to borrow chemistry part 2, unless chemistry part 1 is also borrowed. In how many ways can he choose the 3 books to be borrowed? Calculate the required number of ways asked in the question. What are the values one get by reading good books in the school library?

   \hspace{1cm} \text{Ans. 41}

3. Given 5 flags of different colours, how many different signals can be generated if each signal requires the use of 3 flags? Write any two importance of using traffic signals.

   \hspace{1cm} \text{Ans. 60.}

4. Find the number of arrangements of the letters of the word INDEPENDENCE. In how many of these arrangements,

   (a) do the words start with P.
   (b) Do all the vowels always occur together?
   (c) Write any two importance of celebrating Independence day in school.

   \hspace{1cm} \text{Ans. 1663200. (a) 138600 (b) 16800.}
Chapter 9: Sequence and Series.

1. A person writes a letter to 4 of his friends. He asked each one of them to copy the letter and mail to 4 different persons with instructions that they move the chain similarly. Assuming that the chain is not broken and it cost 50 paisa to mail one letter. Find the amount spent on the postage when eighth set of letter is mailed. Ans. ₹ 43690

   What are the values developed by writing letters to friends and relatives?

2. A man deposited ₹ 10000 in a bank at the rate of 5% simple interest annually. Find the amount he will get in the 15th year since he deposited the amount and also calculate the total amount after 20 years. Ans. ₹ 17000; ₹ 20000

   Write any two advantages of savings.

3. The students are using bicycle as the mode of transport. But Zaved Ali buys the scooter for ₹ 22000. He pays ₹ 4000 cash and agrees to pay the balance in annual installment of ₹ 1000 plus 10% interest on the unpaid amount. How much will the scooter cost him. Ans. ₹ 39100

   Which mode of transport would you suggest to a student and why?

4. A person has two parents, four grandparents, 8 great grandparents and so on. Find the number of his ancestors during the 10 generations preceding his own. Ans. 2046

   Keeping the Indian background in mind justify the ‘values’ of living with our grandparents.

1. A fair coin is tossed 4 times, and a person wins ₹ 1 for each head and lose ₹ 1.50 for each tail that turns up. How many different amount of money you can have after 4 tosses and the probability of having each of these amounts.
   (a) Is gambling good? (b) Is it acceptable in the society?

   Ans. $P(4) = \frac{1}{16}$, $P(1.50) = \frac{1}{4}$, $P(-1) = \frac{3}{8}$, $P(-3.5) = \frac{1}{4}$, $P(-6) = \frac{1}{16}$.

2. In a lottery a person chosen six different natural numbers at random from 1 to 20 and if these six numbers match with the six numbers already fixed by the lottery committee he wins the prize. What is the probability of winning the prize in the game?
   (a) Lotteries have been banned by some states, why?
   (b) Are lotteries good for the society?

   Ans. \( \frac{1}{38760} \)

3. A bag contains 6 red and 12 white balls. Two balls are drawn at random. What is the probability that one is red and other is white.
   According to you why red balls are used in test cricket and white balls in one day cricket match.

   Ans. \( \frac{8}{17} \)

4. There is a group of 50 people who are patriotic out of which 20 believe in non-violence. Two persons are selected at random out of them, what is the probability that the selected persons who are non-violent. Explain the importance of Non-violence in patriotism.

   Ans. \( \frac{38}{245} \).
## KENDRIYA VIDYALAYA SANGATHAN

### CLASS XI SUBJECT MATHEMATICS

#### SESSION ENDING EXAMINATION BLUE PRINT

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1. * FOR INTERNAL CHOICE
2. NUMBER IN BRACKETS SHOWS THE NUMBER OF QUESTIONS
3. VSA (1) SA (4) LSA (6)
Model Question Paper
MATHEMATICS
Class XI

Time : 3 Hours
Max. Marks : 100

General Instructions
1. All questions are compulsory.
2. The question paper consists of 29 questions divided into three sections A, B, and C. Section A comprises of 10 questions of one mark each, section B comprises of 12 questions of four marks each and section C comprises of 07 questions of six marks each.
3. All questions in Section A are to be answered in one word, one sentence or as per the exact requirement of the question.
4. Use of calculators is not permitted. You may ask for logarithmic tables, if required.

SECTION A
1. Write the set A = \{x : x is a prime number which is a divisor of 60\} in roster form.
2. Simplify and write the values of a and b, where \( a + bi = \left( \frac{1}{5} + i \frac{2}{5} \right) - \left( \frac{4}{5} + i \frac{8}{5} \right) \)
3. A coin is tossed 3 times and the outcomes are recorded. How many possible outcomes are there?
4. Find the coefficient of \( x^5 \) in \((x + 3)^8\)
5. Evaluate \( \lim_{x \to 1} \frac{4x + 3}{2x - 1} \)
6. Evaluate \( \lim_{x \to 0} x \). Sec \( x \)
7. Find the component statements of “All rational numbers are real and all real numbers are complex”.
8. Write the negation of the statement: “Chennai is the capital of Tamil Nadu”.
9. Write the contrapositive and converse of the statement: “If \( x \) is a prime number, then \( x \) is odd”
10. There are four men and six women on the city council. If one council member is selected for a committee at random, how likely is it that it is a woman?

SECTION B
11. If \( A = \{1, 2, 3, 4\}, B = \{3, 4, 5, 6\}, C = \{5, 6, 7, 8\} \), prove that \( A \cup (B \cap C) = (A \cup B) \cap (A \cup C) \)
12. Let \( A = \{1, 2, 3, 4, 6\} \). Let \( R \) be the relation on \( A \) defined by \{\( (a, b) : a, b \in A, b \) is exactly divisible by \( a \)\}.
   (i) Write \( R \) in roster form
   (ii) Find the domain of \( R \)
   (iii) Find the range of \( R \).
13. Find the domain and range of \( f(x) = \frac{x^2 + 2x + 1}{x^2 - 8x + 12} \), also find \( f(3) \).
14. Show that \( \tan 3x \tan 2x \tan x = \tan 3x - \tan 2x - \tan x \).

OR
Find $\sin\frac{x}{2}, \cos\frac{x}{2}, \tan\frac{x}{2}$ where it is given that $\tan x = -\frac{4}{3}$, and $x$ is in second quadrant.

15. Express the expression in the form of $a + ib $:
$$\frac{(3+i\sqrt{5})(3-i\sqrt{5})}{(\sqrt{3}+i\sqrt{2})-(\sqrt{3}+i\sqrt{2})}.$$  

OR

Find the modulus and argument of the complex number $\frac{1}{1+i}$

16. Find the number of arrangements of the letters of the word INDEPENDENCE. In how many of these arrangements,
(i) do the words start with P
(ii) do all the vowels always occur together
(iii) do the vowels never occur together
(iv) do the words begin with I and end in P?

17. Find $a$ if the coefficients of $x^2$ and $x^3$ in the expansion of $(3 + ax)^9$ are equal.

18. Find the sum of the sequence 7, 77, 777, 7777, ... to $n$ terms.

19. Find the coordinates of the foci, the vertices, the length of major axis, the minor axis, the eccentricity and the length of the latusrectum of the ellipse $\frac{x^2}{16} + \frac{y^2}{36} = 1$.

20. The vertices of $\Delta$ PQR are P (2, 1), Q (-2, 3) and R (4, 5). Find equation of the altitude through the vertex R.

OR

Find the equation of the line parallel to $y$-axis and drawn through the point of intersection of the lines $x - 7y + 5 = 0$ and $3x + y = 0$.

21. Find the derivative of $f(x) = \frac{1}{x}$.

OR

Find the derivative of $\sin x$

22. Two students Anil and Ashima appeared in an examination. The probability that Anil will qualify the examination is 0.05 and that Ashima will qualify the examination is 0.10. The probability that both will qualify the examination is 0.02. Find the probability that
(a) Both Anil and Ashima will not qualify the examination.
(b) At least one of them will not qualify the examination and
(c) Only one of them will qualify the examination.

SECTION C

23. Show that the following four conditions are equivalent: (i) $A \subset B$ (ii) $A - B = \emptyset$ (iii) $A \cup B = B$ (iv) $A \cap B = A$

OR

In a survey of 60 people, it was found that 25 people read newspaper H, 26 read newspaper T, 26 read newspaper I, 9 read both H and I, 11 read both H and T, 8 read both T and I, 3 read all three newspapers. Draw a venn diagram describing above sets and Find:
(i) The number of people who read at least one of the newspapers.
(ii) The number of people who read exactly one newspaper.
(iii) Who read H but neither T nor I.
(iv) Who read T and H but not I.

24. Find the general and particular solutions of \( \sin x + \sin 3x + \sin 5x = 0 \).

25. Prove by using mathematical induction rule:
\[
\frac{1}{(3n-1)(3n+2)} = \frac{n}{(6n+4)}
\]

26. Solve the system of inequalities graphically:
\[
2x + y \geq 4, \quad x + y \leq 3, \quad 2x - 3y \leq 6,
\]
and \( x \geq 0, y \geq 0 \).

27. The coefficients of the \((r - 1)^{\text{th}}, r^{\text{th}}\) and \((r + 1)^{\text{th}}\) terms in the expansion of \((x + 1)^n\),
are in the ratio \(1 : 3 : 5\). Find \(n\) and \(r\).

OR

28. Find the coordinates of the foot of perpendicular from the point \((-1, 3)\) to the
line \(3x - 4y - 16 = 0\).

29. Find the mean, variance and standard deviation for the data given below.

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<th>Frequency</th>
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