

Comments of Examiners

- (a) Most of the candidates were unable to proceed with the solution for a vector based geometrical question. Vector symbols were not used by many candidates. Some candidates did not show the arrow in the diagram drawn by them. The dot product of vectors was found incorrectly by some candidates.
- (b) The concept of scalar triple product was clear to most of the candidates but some wrote dot product first and then cross product, which was incorrect. Some wrote $[a \ b \ c]$ in determinant form and made mistakes in calculation.

Suggestions for teachers

- Dot product and cross product should be explained well to students. Students must be told to give proper direction to the vectors.
- Vector algebra in totality needs to be explained well to students, especially the properties of scalar triple product. Combination of dot and cross product in scalar triple product needs thorough understanding as well as rigorous practice.

MARKING SCHEME

Question 10.

- (a) Let O be the centre of the circle and AB be the diameter. C is a point on the circumference. Take O as the origin and let $\vec{OA} = \vec{a}$ and $\vec{OC} = \vec{c}$

$$\text{Therefore, } \vec{OB} = -\vec{a}$$

$$\vec{CA} = \vec{OA} - \vec{OC} = \vec{a} - \vec{c}$$

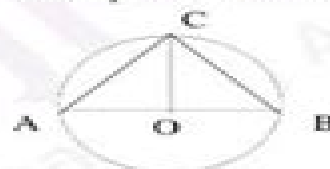
$$\vec{CB} = \vec{OB} - \vec{OC} = -\vec{a} - \vec{c}$$

$$\vec{CA} \cdot \vec{CB} = (\vec{a} - \vec{c}) \cdot (-\vec{a} - \vec{c})$$

$$= -\vec{a} \cdot \vec{a} - \vec{a} \cdot \vec{c} + \vec{c} \cdot \vec{a} + \vec{c} \cdot \vec{c}$$

$$= -|\vec{a}|^2 + |\vec{c}|^2 = -r^2 + r^2 = 0, \text{ Where } r \text{ is radius}$$

Therefore, angle ACB is a right angle.



- (b) The volume of the parallelepiped is:

$$\begin{vmatrix} 2 & -3 & -4 \\ 1 & 2 & -1 \\ 3 & 1 & 2 \end{vmatrix}$$

$$= 2 \begin{vmatrix} 2 & -1 \\ 1 & 2 \end{vmatrix} + 3 \begin{vmatrix} 1 & -1 \\ 3 & 2 \end{vmatrix} - 4 \begin{vmatrix} 1 & 2 \\ 3 & 1 \end{vmatrix}$$

$$= 2 \cdot 5 + 3 \cdot 5 - 4(-5)$$

$$= 2 \cdot 5 + 3 \cdot 5 - 4(-5)$$

$$= 45 \text{ cubic units}$$

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Hussin A.Rothana



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Indigenizing Education Alison Sammel, Susan Whatman, Levon Blue, 2020-05-23 This book provides invaluable guidance for community school and university based educators who are evaluating their educational philosophies and practices to support Indigenizing education The examples from Australia and Canada shared in this book illustrate how Indigenous and non Indigenous educators have worked together to Indigenize their educational practices showcasing community empowerment and reconciliation agendas It also enables beginning educators to gain a meaningful and critical understanding of what Indigenizing education can mean in their own future practice

Yearbook of International Organizations 2014-2015 (Volume 2) Union Of International Associations, Union of International Associations, 2014-07-16 The Yearbook of International Organizations provides the most extensive coverage of non profit international organizations currently available Detailed profiles of international non governmental and intergovernmental organizations IGO collected and documented by the Union of International Associations can be found here In addition to the history aims and activities of international organizations with their events publications and contact details the volumes of the Yearbook include networks between associations biographies of key people involved and extensive statistical data Volume 2 allows users to locate organizations by the country in which secretariats or members are located

The Indian National Bibliography, 2018-04

Indian National Bibliography B. S. Kesavan, 2017-12

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