

**Annual Syllabus (2024-25)**  
**Class – X**  
**Mathematics (Subject Code: 041 & 241)**  
**Course Structure**

Units	Unit Name	Marks
I	Number Systems	06
II	Algebra	20
III	Coordinate Geometry	06
IV	Geometry	15
V	Trigonometry	12
VI	Mensuration	10
VII	Statistics & Probability	11
Total		80
Internal Assessment		20
Grand Total		100

**Chapter 1: Real Numbers**

Fundamental Theorem of Arithmetic – statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of  $\sqrt{2}$ ,  $\sqrt{3}$ ,  $\sqrt{5}$ .

**Chapter 2: Polynomials**

Zeros of a polynomial. Relationship between zeroes and coefficients of quadratic polynomials.

**Chapter 3: Pair of Linear Equations in Two Variables**

Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.

Algebraic conditions for number of solutions. Solutions of a pair of linear equations in two variables algebraically–by substitution, by elimination. Simple situational problems.

**Chapter 6: Triangles**

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel

to the third side.

3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.

### **Chapter 7: Coordinate Geometry**

Review: Concepts of coordinate geometry, graphs of linear equations. Distance formula. Section formula (internal division).

### **Chapter 8: Introduction to Trigonometry**

Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined); motivate the ratios whichever are defined at  $0^\circ$  and  $90^\circ$ . Values of the trigonometric ratios of  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ . Relationships between the ratios.

Proof and applications of the identity  $\sin^2 A + \cos^2 A = 1$ . Only simple identities to be given.

### **Chapter 9: Some Applications of Trigonometry**

Angle of Elevation, Angle of Depression, Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only  $30^\circ$ ,  $45^\circ$ ,  $60^\circ$ .

### **Chapter 12: Area Related to Circles**

Area of sectors and segments of a circle. Problems based on areas and perimeter/ circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of  $60^\circ$ ,  $90^\circ$  and  $120^\circ$  only.)

### **Chapter 14: Statistics**

Mean, median and mode of grouped data (bimodal situation to be avoided).

- **The above content is to be completed for Mid Term Examination by 13<sup>th</sup> September, 2024.**
- **Mental Maths & Maths Lab Activities.**
- **Revision of syllabus for Mid Term Examination.**

**Mid Term Examination – 2024**

### **Chapter 4: Quadratic Equations**

Standard form of a quadratic equation  $ax^2 + bx + c = 0$ , ( $a \neq 0$ ). Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots.

Situational problems based on quadratic equations related to day to day activities to be incorporated.

### **Chapter 5: Arithmetic Progressions**

Motivation for studying Arithmetic Progression, Derivation of the  $n^{\text{th}}$  term and sum of the first 'n' terms of A.P. and their application in solving daily life problems.

### **Chapter 10: Circles**

Tangent to a circle at point of contact

1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.
2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.

### **Chapter 13: Surface Areas and Volumes**

Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders / cones.

### **Chapter 15: Probability**

Classical definition of probability. Simple problems on finding the probability of an event.

- **The whole syllabus is to be completed by 13<sup>th</sup> December, 2024.**
- **Mental Maths & Maths Lab activities.**
- **Revision for Pre-Board Examination.**

### **Pre-Board Examination**

- **Annual Board Examination will be based on complete syllabus.**
- **Revision of sample question papers provided by CBSE as well as DOE.**
- **Revision for Annual Board Examination – 2025.**

### **Board Examination – 2025**

**QUESTION PAPER DESIGN**  
**CLASS – X (2024-25)**  
**MATHEMATICS – Standard (041)**

**Time: 3 Hours**

**Max. Marks: 80**

<b>S. No.</b>	<b>Typology of Questions</b>	<b>Total Marks</b>	<b>% Weightage (approx.)</b>
<b>1</b>	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</p>	<b>43</b>	<b>54</b>
<b>2</b>	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	<b>19</b>	<b>24</b>
<b>3</b>	<p><b>Analysing:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p><b>Evaluating:</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p><b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	<b>18</b>	<b>22</b>
	<b>Total</b>	<b>80</b>	<b>100</b>

<b>INTERNAL ASSESSMENT</b>	<b>20 MARKS</b>
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

**QUESTION PAPER DESIGN**  
**CLASS – X (2024-25)**  
**MATHEMATICS – Basic (241)**

**Time: 3 Hours**

**Max. Marks: 80**

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</p>	60	75
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	12	15
3	<p><b>Analysing:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p><b>Evaluating:</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p><b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	8	10
	<b>Total</b>	<b>80</b>	<b>100</b>

<b>INTERNAL ASSESSMENT</b>	<b>20 MARKS</b>
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks