

## GR 10 MATHS - EXAM MEMOS

## NATIONAL EXEMPLAR PAPER 1

1.1.1 
$$(m - 2n)(m^2 - 6mn + n^2)$$

$$= m^3 - 6m^2n + mn^2$$
  
$$- 2m^2n + 12mn^2 + 2n^3$$

$$= m^3 - 8m^2n + 11mn^2 + 2n^3 \quad \leftarrow$$

1.1.2 
$$\frac{x^2 + 1}{x^2 - x + 1} - \frac{4x^2 - 3x - 1}{4x + 1}$$

$$= \frac{(x+1)(x^2 - x + 1)}{(x^2 - x + 1)} - \frac{(4x+1)(x-1)}{(4x+1)}$$

$$= (x+1) - (x-1)$$

$$= x+1 - x+1$$

$$= 2 \quad \leftarrow$$



1.2.1 
$$6x^2 - 7x - 20$$

$$= (2x+5)(3x-4) \quad \leftarrow$$

1.2.2 
$$a^2 + a - 2ab - 2b$$

$$= a(a+1) - 2b(a+1)$$

$$= (a+1)(a-2b) \quad \leftarrow$$

1.3 
$$49 < 51 < 64 \quad \dots \text{ i.e. } 51 \text{ lies between } 49 \text{ and } 64$$

$$\therefore 7 < \sqrt{51} < 8 \quad \dots \text{ taking the square root}$$

$$\text{i.e. } \sqrt{51} \text{ lies between } 7 \text{ and } 8 \quad \leftarrow$$

1.4 Let  $x = 0.\overline{245}$

$$\therefore x = 0.245\ 245\dots \quad \dots \text{ ①}$$

$$\times 1000 \quad \therefore 1000x = 245.245\ 245\dots \quad \dots \text{ ②}$$

$$\text{②} - \text{①:} \quad \therefore 999x = 245$$

$$\therefore x = \frac{245}{999}$$

... i.e.  $x$  can be expressed as  $\frac{a}{b}$  where  $a \in \mathbb{Z}$  &  $b \in \mathbb{Z}$

$\therefore x$  is a rational number

2.1.1 
$$x^2 - 4x = 21$$

$$\therefore x^2 - 4x - 21 = 0$$

$$\therefore (x+3)(x-7) = 0$$

$$\therefore x+3 = 0 \quad \text{or} \quad x-7 = 0$$

$$\therefore x = -3 \quad \leftarrow \quad \therefore x = 7 \quad \leftarrow$$

2.1.2 
$$3x^{\frac{3}{2}} = 96$$

$$\therefore 3 \quad \therefore x^{\frac{3}{2}} = 32$$

$$\therefore \left(\frac{2}{x^2}\right)^{\frac{3}{2}} = (2^5)^{\frac{3}{2}}$$

$$\therefore x^{\frac{3}{2}} = 2^5$$

$$\therefore x = 16 \quad \leftarrow$$



2.1.3 
$$\frac{2\sqrt{x}}{3S} = R$$

$$\times 3S \quad \therefore 2\sqrt{x} = 3SR$$

$$\div 2 \quad \therefore \sqrt{x} = \frac{3SR}{2}$$

$$\text{Squared:} \quad \therefore x = \frac{9S^2R^2}{4} \quad \leftarrow$$

2.2 
$$6q + 7p = 3 \quad \dots \text{ ①}$$

$$2q + p = 5 \quad \dots \text{ ②}$$

$$\text{①} \times 3: \quad 6q + 3p = 15 \quad \dots \text{ ③}$$

$$\text{③} - \text{②:} \quad \therefore 4p = -12$$

$$\therefore p = -3 \quad \leftarrow$$

$$\text{②:} \quad \therefore 2q - 3 = 5$$

$$\therefore 2q = 8$$

$$\therefore q = 4 \quad \leftarrow$$



3.1.1 The  $t^{\text{th}}$  3 terms:

$$3(3) + 1 : 2(3) : 3(3) - 7$$

$$\therefore 10 : 6 : 2 \quad \leftarrow$$

3.1.2 The difference is -4

$$\therefore \text{In: } T_0 = an + b; \quad a = -4$$

&  $T_0 = b = 14 \quad \dots \text{ the term before the } t^{\text{th}} \text{ term}$

$$\therefore T_0 = -4n + 14 \quad \leftarrow$$

## Question P2 Mathematics Grd10

**Jolie Brams, Ph.D.**

## Question P2 Mathematics Grd10:

Maths Handbook & Study Guide Grade 10 Kevin Smith,2017-11-01 The Maths Handbook Study Guide is a comprehensive reference book and set of notes that covers everything in one book The book is written in a clear simple visual and logical manner The colour coding facilitates explanations definitions formulas recaps of previous work hints and ideas It is easy to read easy to understand and it is easy to apply what has been learnt It works in conjunction with all other Maths books It is a welcome addition to the Handbook and Study Guide series The Maths Handbook and Study Guide demystifies Maths and helps students to reach their potential in this challenging subject The sub title of the book is Maths Made Easy and this is what it aims to do Kevin ensures that his work is up to date at all times and that it is suitable for IEB and National Curriculum students There are exercises in the front of the book and solutions to problems at the back

Self-directed Learning Oriented Assessments in the Asia-Pacific Magdalena Mo Ching Mok,2012-10-08 The Asia Pacific region needs to maximize the benefits of education to enable it to compete in an economic future dominated by innovation in which assessing student progress must be an empowering rather than delimiting factor This detailed exposition of the theoretical basis and application tools of self directed learning oriented assessment SLOA reflects the very latest research championed by the Assessment Research Centre at The Hong Kong Institute of Education Featuring a range of relevant case studies it explores the varied theoretical issues related to SLOA and offers an integrated view of the system fully in line with the constructivist paradigm of learning which advocates formative rather than summative assessment Many of the initiatives outlined here are firsts in the region SLOA is already being applied in many schools with links to the ARC It is an approach to assessment that acknowledges the centrality of self directed learning and which positions assessment as a tool to enable and enhance self directed learning It draws on several theories of learning and assessment including the constructivist notion that learning is best achieved when students take ownership of their educational process setting their own goals and monitoring their own progress towards those goals SLOA has been the research and service approach of the ARC since 2005 In the intervening years the centre has developed a number of tools to facilitate SLOA learning and assessment including vertical ability scales teacher friendly computer software and packages for self directed learning

Manual of Information Relative to the Philippine Civil Service Showing the Positions, Classified and Unclassified, the Methods Governing Examinations and Certifications for Appointment, the Regulations for Rating Examination Papers, Specimen Examination Questions, and Conditions of Appointment and Service Philippines. Bureau of Civil Service,1923

**Instructor** ,1974-02 **Educational Measurement** Robert L. Linn,1993 A comprehensive standard reference on the theory and principles of testing this edition was originally published by ACE Macmillan in 1989 revising and updating the second edition of 1971 The volume is divided into three sections covering theory and general principles administration and scoring and applications Discussed in detail is how computer technology can be the primary tool for successfully integrating testing with instruction Each of the 18 in depth

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**Current Index to Journals in Education** ,1997      Mathematics H. Thomas,2001      **Mathematics. Grade 10.**

**Student Book** ,2008      *Show What You Know on the OGT for Grade 10 Mathematics* Jolie Brams, Ph.D.,2008 Summary Student Self Study Workbook Show What You Know on the OGT for Grade 10 Mathematics Student Self Study Workbook prepares students to succeed on the 10th Grade Mathematics Graduation Test The Mathematics Tutorial Chapter presents test questions aligned to each of the Standards Benchmarks and Grade Level Indicators for Grade 10 Mathematics Two full length practice tests model the format of the actual test Answers to the student practice tests are provided in the analyses section following the test Includes a Chapter on understanding and reducing test anxiety and test taking strategies specifically designed for 10th grade Mathematics students

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