

Grade 12 Investigation

INVESTIGATION GR. 12 (Sum & Product of roots).

To investigate the relationship between the roots of a quadratic equation and the equation

1. Relationship between a and the roots, y -intercept and gradient of the equation $y = ax^2 + bx + c$

1.1 Draw the following quadratic equations on the same system of axes.

1.1.1 $y = x^2 - 1$

1.1.2 $y = 2(x^2 - 1) = 2x^2 - 2$

1.1.3 $y = 3(x^2 - 1)$

1.1.4 $y = 0,5(x^2 - 1)$

1.2 Draw and solve the following quadratic equations on the same system of axes.

1.2.1 $y = x^2 + x - 6$

1.2.2 $y = 2(x^2 + x - 6) = 2x^2 + 2x - 12$

1.2.3 $y = 3(x^2 + x - 6)$

1.2.4 $y = 0,5(x^2 + x - 6)$

CONCLUSION (in your own words)

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2. Relationship between sum of roots, product of roots and coefficients of the quadratic equation.

2.1 Solve the equations below and complete the following table:

	Equation	Roots	Sum of roots	Product of roots
2.1.1	$x^2 + 7x + 12 = 0$			
2.1.2	$x^2 + 5x + 6 = 0$			
2.1.3	$x^2 + x - 20 = 0$			

Grade12 Mathematics Paper 2memo For February March 2014

Richard Bailey



Grade12 Mathematics Paper 2memo For February March 2014:

Knowledge, Curriculum and Equity Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data Knowledge Curriculum and Equity Social Realist Perspectives contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all *Resources in Education* ,1988

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