GR 10 MATHS – EXAM MEMOS

NATIONAL EXEMPLAR PAPER 1

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

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

$\quad - 2m^2n + 12 mn^2 + 2n^3$

$= m^3 - 8m^2n + 11 mn^2 + 2n^3$ ◄

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

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

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

$= x + 1 - x + 1$

$= 2$ ◄

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

$= (2x - 5)(3x + 4)$ ◄

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

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

$= (a + 1)(a - 2b)$ ◄

1.3 $49 < 51 < 64$ ... *i.e. 51 lies between 49 and 64*

$\therefore 7 < \sqrt{51} < 8$ ... *taking the square root*

i.e. $\sqrt{51}$ lies between 7 and 8 ◄

1.4 Let $x = 0,2\dot{4}\dot{5}$

$\therefore x = 0,245\,245\ldots$ ... **①**

$\times 1\,000)\quad \therefore 1\,000x = 245,245\,245\ldots$ ... **②**

② – **①**: $\quad \therefore 999x = 245$

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

... *i.e. x can be expressed as $\frac{a}{b}$ where*

$a\ \&\ b \in \mathbb{Z}$

$\therefore x$ is a rational number

2.1.1 $x^2 - 4x = 21$

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

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

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

$\therefore x = -3$ ◄ $\qquad \therefore x = 7$ ◄

2.1.2 $3x^{\frac{5}{4}} = 96$

$\div 3)\quad \therefore x^{\frac{5}{4}} = 32$

$\therefore \left(x^{\frac{5}{4}}\right)^{\frac{4}{5}} = (2^5)^{\frac{4}{5}}$

$\therefore x = 2^4$

$\therefore x = 16$ ◄

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

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

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

Square: $\quad \therefore x = \dfrac{9S^2R^2}{4}$ ◄

2.2 $\quad 6q + 7p = 3 \qquad$ ... **①**

$\qquad 2q + p = 5 \qquad$ ... **②**

② × 3: $\quad 6q + 3p = 15 \qquad$ ... **③**

① – **③**: $\quad \therefore 4p = -12$

$\therefore p = -3$ ◄

②: $\quad \therefore 2q - 3 = 5$

$\therefore 2q = 8$

$\therefore q = 4$ ◄

3.1.1 The 1st 3 terms:

$3(3) + 1 \ ; \ 2(3) \ ; \ 3(3) - 7$

$\therefore 10 \ ; \ 6 \ ; \ 2$ ◄

3.1.2 The difference is -4

$\therefore$ In $T_n = an + b$: $\ a = -4$

$\&\ T_0 = b = 14 \quad$ ... *the term before the 1st term*

$\therefore T_n = -4n + 14$ ◄

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settings Now it s time to bring the results from the laboratory to the classroom Apart from bringing the theoretical discussions to educational settings the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues And it does so from an international perspective dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society

Social Sciences and Interdisciplinary Behavior Ford Lumban Gaol,Fonny Hutagalung,Nailya Bagautdinova,Lenar Safiullin,2016-09-19 Social Sciences and Interdisciplinary Behavior contains papers that were originally presented at the 4th International Congress on Interdisciplinary Behavior and Social Science 2015 ICIBSoS 2015 held 22 23 October 2015 at The Institute of Management Economics and Finance of the Kazan Federal University Kazan Russia and 7 8 November 2015 in Arya Duta Hotel Jakarta Indonesia The contributions deal with various interdisciplinary research topics particularly in the fields of social sciences education economics and arts The papers focus especially on such topics as language cultural studies economics behavior studies political sciences media and communication psychology and human development *Human Resource Management, 11th Edition* Raymond J. Stone,Anne Cox,Mihajla Gavin,Joseph Carpini,2024-06-04 The new edition of Raymond Stone s Human Resource Management is an AHRI endorsed title that has evolved into a modern relevant and practical resource for first year HRM students This concise 15 chapter textbook gives your students the best chance of transitioning successfully into their future profession by giving them relatable professional insights and encouragement to exercise their skills in authentic workplace scenarios **Psychology and Mathematics Education** Gila Hanna,Laura Macchi,Karin Binder,Laura Martignon,Katharina Loibl,2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of bounded rationality that

is different from the one espoused by the heuristics and biases program In Simon s bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content free norms of coherence e g transitivity   *The Armed Forces Covenant in action?* Great Britain: Parliament: House of Commons: Defence Committee,2013-07-18 A series of Ofsted inspections on Army Apprenticeships conducted in 2013 rated the overall effectiveness as good This was an improvement over the last inspection in 2009 rated as satisfactory now called requires improvement Some 28 per cent of Army recruits were less than 18 years of age Further information is needed on why the Army is so dependent on recruiting personnel under the age of 18 years compared to the other two Services and whether steps are being taken to reduce this dependency Of those recruited in 2012 3 5 per cent of the Army were rated at entry level 2 for literacy that of a 7 to 8 year old and 39 per cent had a literacy level of an eleven year old If as the MoD states it has to recruit personnel at whatever level of attainment is available then it should boost remedial action when recruitment entry standards are particularly low In light of changes brought about by Future Force 2020 it may be that recruiting personnel with higher levels of attainment would better meet the future needs of the Armed Forces Whilst the Committee recognises that some recruits may not be eager to take further academic exams the MoD should encourage more recruits to undertake English and Maths GCSEs which would stand them in good stead for future employment The MoD has carried out some useful pilot projects with paramedic training and should identify more potential projects to ensure that vital skills paid for by the MoD are not lost to the country   **New Frontiers for College Education** Jim Gallacher,Fiona Reeve,2018-08-06 The college sector is facing a growing number of new challenges caused by technological change globalisation and the growth of mass higher education New Frontiers for College Education considers the impact these changes have had and explores the developing role of college education in countries throughout the world Whilst analysing the issues associated with providing high quality vocational education and training the book also reflects on the role of colleges in widening access to both further and higher education Drawing together contributions from leading international academics policymakers and practitioners the book explores common themes across these diverse societies as well as some of the key challenges experienced within individual countries It considers the distinctive contributions that colleges can make in responding to these challenges through apprenticeships and other types of vocational education and training Contributors discuss the growing emphasis on creating more integrated systems of tertiary education recognising that colleges and universities are now expected to work more closely together and that these diverse demands can be difficult to reconcile Providing an authoritative and timely analysis of the changing role of colleges in contemporary society this book will be of great interest to academics researchers and postgraduate students in the areas of further and higher education vocational education and training lifelong learning and skills development It should also be essential reading for policymakers as well as practitioners working in colleges and other institutions of higher and further education

Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons,2012   **The Continuing Study of Newspaper Reading** Advertising Research Foundation,1942

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