

GR 10 MATHS – EXAM MEMOS

M
2

NATIONAL EXEMPLAR PAPER 1

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

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

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

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

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

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

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

$$= 2 \quad \leftarrow$$

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

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

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

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

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

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

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

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



$$1.4 \quad \text{Let } x = 0.\dot{2}4\dot{5}$$

$$\therefore x = 0.245245\dots \quad \dots \text{ ①}$$

$$\times 1000) \therefore 1000x = 245.245245\dots \quad \dots \text{ ②}$$

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

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

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

$$a \in \mathbb{Z} \text{ and } b \in \mathbb{Z}$$

$\therefore x$ is a rational number

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

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

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

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

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

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

$$+ 3) \therefore x^{\frac{5}{3}} = 32$$

$$\therefore \left(x^{\frac{5}{3}}\right)^{\frac{3}{5}} = (32)^{\frac{3}{5}}$$

$$\therefore x = 2^4$$

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



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

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

$$+ 2) \therefore \sqrt{x} = \frac{3SR}{2}$$

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

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

$$2q + p = 5 \quad \dots \text{ ②}$$

$$\text{ ②} \times 3: 6q + 3p = 15 \quad \dots \text{ ③}$$

$$\text{ ③} - \text{ ①}: \therefore 4p = -12$$

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

$$\text{ ②}: \therefore 2q - 3 = 5$$

$$\therefore 2q = 8$$

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



3.1.1 The 1st 3 terms:

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

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

3.1.2 The difference is -4

$$\therefore \text{ in } T_n = an + b: a = -4$$

$$\& T_0 = b = 14 \quad \dots \text{ the term before the } 1^{\text{st}} \text{ term}$$

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

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Disha Experts

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Kevin Smith,2014-01-01 Guidelines for teachers and worked through solutions to all the exercises in the Grade 12 Textbook Guidelines for teachers and worked through solutions to all the exercises in the Grade 12 Textbook Handbook of Research on Teacher Practices for Diverse Writing Instruction Hodges, Tracey S.,2022-05-20 The art and practice of writing is complex and multidimensional students often apply unique writing styles As such educators must apply focused teaching methods to nurture these unique forms of writing Educators must stay up to date with the practices for diverse writing instruction in order to best engage with a diverse classroom However resources related to writing typically do not focus on the depth and breadth of writing and there is a need for a resource that offers a comprehensive look at diverse writing instruction research The Handbook of Research on Teacher Practices for Diverse Writing Instruction provides a rich discussion of the issues perspectives and methods for writing instruction currently in use with an added lens focusing on diversity and equity It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting Covering topics such as student motivation curriculum development and content area instruction this major reference work is an essential resource for preservice teachers faculty and administration of K 12 and higher education academic libraries government officials school boards researchers and academicians **22 Topic-wise CTET Paper 2 Mathematics& Science Previous Year Solved Papers**

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Mathematics Teachers in Transition Elizabeth Fennema,Barbara Scott Nelson,2013-04-03 This book addresses the need of professional development leaders and policymakers for scholarly knowledge about influencing teachers to modify mathematical instruction to bring it more in alignment with the recommendations of the current reform movement initiated by the National Council of Teachers of Mathematics The book presents theoretical perspectives for studying analyzing and understanding teacher change descriptions of contextual variables to be considered as one studies and attempts to understand teacher change and descriptions of professional development programs that resulted in teacher change One chapter builds a rationale for looking to developmental psychology for guidance in constructing models of reconstructing new forms of mathematical instruction Another highlights the relevance to mathematics teacher development of research based knowledge about how children construct mathematical ideas Other chapters explore the relationships between the various contexts of schooling and instructional change Included also are chapters that describe and analyze major reform efforts designed to assist teachers in modifying their instructional practices Cognitively Guided Instruction Math Cubed Project Impact Mathematics in Context and the Case Based Project Finally the current state of knowledge about encouraging teachers to modify their instruction is discussed the implications of major research and implementation findings are suggested and some of the major questions that need to be addressed are identified such as what we have learned about teacher change British Books in Print ,1968 **Instructional Patterns** Larry C. Holt,Marcella L. Kysilka,2006 I like the mix of theory and research background with thorough descriptions of classroom use vignettes and how to s Teresa Secules Piedmont College Instructional Patterns Strategies for Maximizing Student Learning examines instruction from the learners point of view by showing how instructional patterns can be used to maximize the potential for students to learn This book explores the interactive patterns that exist in today s classroom and demonstrates how teachers can facilitate the interactivity of these patterns to match their goals for student learning These interactive patterns are reinforced through the incorporation of medical cognitive and behavioral neuroscience research This unique book will serve as a core text for undergraduate and graduate courses in K 12 General Teaching Methods Middle School and Secondary Teaching Methods Elementary Teaching Methods or Instruction and Assessment Key Features Guides students in differentiating instructional practices to meet the needs of all students as well as in the practical issues of instruction Details interactive instructional patterns that include teacher centered patterns teacher student interactive patterns and student centered patterns Instructor Resources on CD contains PowerPoint slides test questions includes Multiple Choice Short Answer and Essay format and

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Book Catalogues ,1886 **The National Union Catalogs, 1963-** ,1964 **National Union Catalog** ,1973 Includes entries for maps and atlases **The National union catalog, 1968-1972** ,1973 *Teaching to Change the World* Jeannie Oakes, Martin Lipton, Lauren Anderson, Jamy Stillman, 2018-01-29 Teaching to Change the World is an up to the moment engaging social justice oriented introduction to education and teaching and the challenges and opportunities they present Both foundational and practical the chapters are organized around conventional topics but in a way that consistently integrates a coherent story that explains why schools are as they are Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them This thoroughly revised fifth edition remains a vital introduction to the profession for a new generation of teachers who seek to become purposeful knowledgeable practitioners in our ever changing educational landscape for those teachers who see the potential for education to change the world Features and Updates of the New Edition Fully updated Chapter 1 The U S Schooling Dilemma reflects our current state of education after the 2016 U S presidential election First person observations from teachers including first year teachers continue to offer vivid authentic pictures of what teaching to change the world means and involves Additional coverage of the ongoing effects of Common Core highlights the heated public discourse around teaching and teachers and charter schools Attention to diversity and inclusion is treated as integral to all chapters woven throughout rather than tacked on as separate units Digging Deeper resources on the new companion website include concrete resources that current and future teachers can use in their classrooms Tools for Critique provides instructors and students questions prompts and activities aimed at encouraging classroom discussion and particularly engaging those students least familiar with the central tenets of social justice education

Resources in Education ,1996 **Federal Register** ,1996-07-15 *Inclusion Strategies for Secondary Classrooms* M. C. Gore, 2010-04-07 This updated text provides a wide range of instructional tools that are cleverly introduced well referenced and clearly presented The book gives

preservice teachers an informative and practical introduction as they prepare to work with older students As an excellent refresher for practicing teachers it offers new approaches that can be incorporated into everyday inclusive classrooms This resource will become bookmarked and dog eared from both initial use and subsequent reference by serious educators Jean Lokerson Faculty Emerita School of Education Commonwealth University Keys for unlocking the doors to learning for ALL students This updated edition of the best selling book Successful Inclusion Strategies for Secondary and Middle School Teachers identifies locks to learning and provides targeted strategies or keys that unlock learning barriers for adolescents with disabilities and other learning challenges Based on empirical research this basic guide is packed with field tested teacher friendly approaches that support struggling students at various stages of academic development Inclusion Strategies for Secondary Classrooms examines input locks attention perception discrimination and sequencing processing retention locks confusion organization reasoning memory affective locks frustration and motivation and output locks persistence and production and explains why the key strategies work This updated edition also discusses What current research reveals about the unique teaching environment of secondary school classrooms The reauthorization of IDEA 2004 The impact of NCLB on special education How the key strategies can work at all levels of a Response to Intervention program Expanded applications for Universal Design for Learning Discover solutions that will help every student overcome obstacles to learning and develop the skills for academic success

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