

GR 10 MATHS – EXAM MEMOS

M
2

NATIONAL EXEMPLAR PAPER 1

1.1.1 $(m - 2n)(m^2 - 6mn - 8n^2)$

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

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

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 $49 < 51 < 64 \quad \dots$ i.e. 51 lies between 49 and 64

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

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



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

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

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

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

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

$\dots$ 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 $x^2 - 4x = 21$

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

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

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

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

2.1.2 $3x^{\frac{5}{6}} = 96$

$$+ 3) \therefore x^{\frac{5}{6}} = 32$$

$$\therefore \left(x^{\frac{5}{6}}\right)^{\frac{4}{5}} = (32)^{\frac{4}{5}}$$

$$\therefore x = 2^4$$

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



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

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

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

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

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

$$2q + p = 5 \quad \dots \textcircled{2}$$

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

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

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

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

$$\therefore 2q = 8$$

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



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

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

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

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

Maths Paper 1 Grade 10 November 2013

**Gila Hanna, Laura Macchi, Karin
Binder, Laura Martignon, Katharina
Loibl**



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Independent Schools Yearbook 2012-2013 none, 2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA The Society of Heads IAPS ISA and COBIS **Testing Times** Willis Richard, 2014-02-07 This book focuses on the delivery of public examinations offered by the main examining boards in England since Victorian England The investigation reveals that the provision of examinations was as controversial in the nineteenth century as it is today particularly since the government is now determined to bring in reform The issues of grade inflation the place of coursework in marking and the introduction of technological change all feature in this book Educational policy is primarily examined as well as some reference to the global scene The study analyses archival material from a wide range of sources including those records stored at the National Archives and the London Metropolitan Archives An emphasis is placed upon the various institutions that contributed to the process including the Royal Society of Arts the London Chamber of Commerce the City of Guilds of London Institute and the University of London Attention is given to the findings of the Taunton Commission and the Bryce Commission and shorter reports such as the Northcote Trevelyn Report which served to radicalise entry and recruitment to the Civil Service The modern GCSE and the plans for I levels are considered and key observations are made about the efficacy of those examinations offered by Oxford and Cambridge universities and O levels A levels and NVQs The reader is given every opportunity to benefit enthusiastically in this account of examinations and those engaged in education whether teachers examiners students or administrators will be able to gain useful insights into the workings of the examination system

Assessing Academic Literacy in a Multilingual Society Albert Weideman, John Read, Theo du Plessis, 2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience

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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

Neuroscience, Learning and Educational Psychology María Jesús Luque Rojas, Eduardo Blanco Calvo, María Teresa Martín-Aragoneses, 2022-08-25 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

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normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have

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