

# GR 12 MATHS – EXAM MEMOS

**M**  
**2**

## NATIONAL NOV 2014 PAPER 1

### ► ALGEBRA AND EQUATIONS AND INEQUALITIES [21]

1.1.1  $(x-2)(4+x) = 0$

$$\begin{aligned} \therefore x-2 &= 0 & \text{or} & & 4+x &= 0 \\ \therefore x &= 2 & & & x &= -4 \end{aligned}$$

1.1.2  $3x^2 - 2x - 14 = 0$

$$\therefore x = \frac{-(-2) \pm \sqrt{(-2)^2 - 4(3)(-14)}}{2(3)}$$

$$\therefore x = \frac{2 \pm \sqrt{172}}{6}$$

$$\therefore x = 2,52 \text{ or } -1,85 <$$



1.1.3  $2^{x+2} + 2^x = 20$

$$\therefore 2^x \cdot 2^2 + 2^x = 20$$

$$\therefore 2^x(4 + 1) = 20$$

$$+5) \quad \therefore 2^x = 14$$

$$\therefore x = 2 <$$

1.2  $x = 2y + 3 \quad \dots \textcircled{1}$

$$3x^2 - 5xy = 24 + 16y \quad \dots \textcircled{2}$$

$$\textcircled{1} \text{ in } \textcircled{2}: \therefore 3(2y+3)^2 - 5y(2y+3) = 24 + 16y$$

$$\therefore 3(4y^2 + 12y + 9) - 10y^2 - 15y - 24 - 16y = 0$$

$$\therefore 12y^2 + 36y + 27 - 10y^2 - 15y - 24 - 16y = 0$$

$$\therefore 2y^2 + 5y + 3 = 0$$

$$\therefore (2y + 3)(y + 1) = 0$$

$$\therefore 2y + 3 = 0 \text{ or } y + 1 = 0$$

$$\therefore 2y = -3 \quad \therefore y = -1$$

$$\therefore y = -1$$

$$\textcircled{1}: \text{ For } y = -\frac{3}{2}: x = 2\left(-\frac{3}{2}\right) + 3 = -3 + 3 = 0$$

$$\& \text{ For } y = -1: x = 2(-1) + 3 = -2 + 3 = 1$$

$$\therefore \text{The solution: } \left(0, -\frac{3}{2}\right) \text{ or } (1, -1) <$$

1.3  $(x-1)(x-2) < 6$

$$\therefore x^2 - 3x + 2 - 6 < 0$$

$$\therefore x^2 - 3x - 4 < 0$$

$$\therefore (x+1)(x-4) < 0$$

The expression:

 $x:$ 

$$\therefore -1 < x < 4 <$$



1.4 The roots are real when

$$-b-4 \geq 0 \quad \dots \Delta \geq 0$$

$$\therefore -b \geq 4$$

$$+(-1) \quad \therefore b \leq -4 <$$



### ► PATTERNS AND SEQUENCES [31]

2.  $2 + 9 + 16 + \dots$  (to 251 terms)

2.1  $T_n = 2n - 5 <$

2.2 A.S.:  $T_{251}?$  :  $a = 251$  :  $a = 2$  :  $d = 7$

$$T_n = a(n-1)d + T_1 \quad \therefore T_{251} = 2 + (251-1)(7) = 1752 <$$

$$\text{OR: It is a linear sequence: } T_n = an + b$$

$$\text{where } a = 7 \text{ and } b = T_1 - 5$$

$$\therefore T_n = 7n - 5$$

$$\therefore T_{251} = 7(251) - 5 = 1752 <$$

2.3  $\sum_{n=1}^{251} (7n - 5) < \dots$  if you found  $T_n$  in 2.2

$$\text{OR: } \sum_{n=1}^{251} (7n - 5) <$$


OR: Find  $T_n$  using the A.S. formula

$$T_n? : a = 2 : d = 7$$

$$T_n = a + (n-1)d \quad \therefore T_n = 2 + (n-1)(7) = 2 + 7n - 7 = 7n - 5$$

Then, sigma notation, as above.

2.4  $S_n = \frac{n}{2}(a + T_n)$ , where  $n = 251$  :  $a = 2$  :  $T_n = 1752$

$$\therefore S_{251} = \frac{251}{2}(2 + 1752) = 220\,127 <$$

OR:

$$S_n = \frac{n}{2}[2a + (n-1)d]$$
, where  $n = 251$  :  $a = 2$  :  $d = 7$

$$\therefore S_{251} = \frac{251}{2}[2(2) + (251-1)(7)] = 220\,127 <$$

2.5  $2 + 9 + 16 + 25 + 36 + 49 + 64 + 81 + 100 + \dots$

Consider the series:  $16 : 49 : 100 : \dots$ 

$$a? : T_n = 1752 \text{ (divisible by 4)} : a = 16 : d = 28$$

$$a + (n-1)d = T_n \quad \therefore 16 + (n-1)(28) = 1752 \quad \therefore (n-1)(28) = 1736 \quad \therefore n-1 = 62 \quad \therefore n = 63$$

$$\therefore 63 \text{ terms} <$$

OR: By inspection, after 16 every 4<sup>th</sup> term is divisible by 4. So, imagining  $T_1$  to be inserted at the start, determine the number of groups of 4 terms up to  $T_{251}$ .

$$\text{The number of groups} = \frac{252}{4} \quad \dots 1 + 251 = 63$$

$$\therefore 63 \text{ terms divisible by 4} <$$

**EXAM MEMOS: PAPER 1**

# Maths Guideline Grade 12 2014

**Peter Kloosterman, Doris Mohr, Crystal  
Walcott**



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few twelfth grade students have ever been good at factoring trinomials performance on this skill seems to be decreasing This suggests that while more students are completing advanced mathematics courses in high school these courses are not helping in the area of factoring trinomials Finally there are limitations to using NAEP as a measure of student performance on the Common Core State Standards To the extent that NAEP can be used however the NAEP data show a substantial gap between expectations and performance

## **Maths Guideline Grade 12 2014** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Maths Guideline Grade 12 2014**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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### **Table of Contents Maths Guideline Grade 12 2014**

1. Understanding the eBook Maths Guideline Grade 12 2014
  - The Rise of Digital Reading Maths Guideline Grade 12 2014
  - Advantages of eBooks Over Traditional Books
2. Identifying Maths Guideline Grade 12 2014
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Maths Guideline Grade 12 2014
  - User-Friendly Interface
4. Exploring eBook Recommendations from Maths Guideline Grade 12 2014
  - Personalized Recommendations
  - Maths Guideline Grade 12 2014 User Reviews and Ratings
  - Maths Guideline Grade 12 2014 and Bestseller Lists

5. Accessing Maths Guideline Grade 12 2014 Free and Paid eBooks
  - Maths Guideline Grade 12 2014 Public Domain eBooks
  - Maths Guideline Grade 12 2014 eBook Subscription Services
  - Maths Guideline Grade 12 2014 Budget-Friendly Options
6. Navigating Maths Guideline Grade 12 2014 eBook Formats
  - ePub, PDF, MOBI, and More
  - Maths Guideline Grade 12 2014 Compatibility with Devices
  - Maths Guideline Grade 12 2014 Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Maths Guideline Grade 12 2014
  - Highlighting and Note-Taking Maths Guideline Grade 12 2014
  - Interactive Elements Maths Guideline Grade 12 2014
8. Staying Engaged with Maths Guideline Grade 12 2014
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Maths Guideline Grade 12 2014
9. Balancing eBooks and Physical Books Maths Guideline Grade 12 2014
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Maths Guideline Grade 12 2014
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Maths Guideline Grade 12 2014
  - Setting Reading Goals Maths Guideline Grade 12 2014
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Maths Guideline Grade 12 2014
  - Fact-Checking eBook Content of Maths Guideline Grade 12 2014
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning



- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

#### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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