GR 12 MATHS - EXAM MEMOS

NATIONAL NOV 2014 PAPER 1

ALGEBRA AND EQUATIONS AND INEQUALITIES (21)

$$\therefore x = \frac{-(-2) \pm \sqrt{(-2)^2 - 4(3)(-54)}}{2(3)}$$

$$\therefore x = \frac{2 \pm \sqrt{5/2}}{6}$$

$$\therefore = 2.52 \text{ or } -1.85 \blacktriangleleft$$

 $1.12 \cdot 3x^2 \cdot 2x \cdot 14 = 0$



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

 $\therefore 2^x, 2^2 + 2^x = 20$
 $\therefore 2^x, 4^x + 1 = 20$
 $\therefore 2^x = 14$
 $\therefore x = 2 \le 1$

1.2 $x = 2y + 3 \dots 0$

$$3x^2 - 5xy = 24 + 16y \dots \Theta$$

 $\Theta = \Theta : \therefore 3(2y + 3)^2 - 5y(2y + 3) = 24 + 16y = 0$
 $\therefore 3(4y^2 + 12y + 9) - 10y^2 - 15y - 24 - 16y = 0$
 $\therefore 12y^2 + 36y + 27 - 10y^2 - 15y - 24 - 16y = 0$
 $\therefore 2y^2 + 5y + 3 = 0$
 $\therefore (2y + 3)(y + 1) = 0$
 $\therefore 2y + 3 = 0 \text{ or } y + 1 = 0$
 $\therefore 2y + 3 = 0 \text{ or } y + 1 = 0$
 $\therefore 2y + 3 = 0 \text{ or } y + 1 = 0$
 $\therefore 2y + 3 = 0 \text{ or } y + 1 = 0$

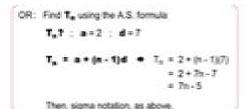
9: For
$$y = -\frac{3}{2}$$
: $x = 2\left(-\frac{3}{2}\right) + 3 = -3 + 3 = 0$
5: For $y = -1$: $x = 2\left(-1\right) + 3 = -2 + 3 = 1$
c: The solution: $\left(0; -\frac{3}{2}\right)$ or $\left(1; -1\right) < 0$

PATTERNS AND SEQUENCES [31]

4-420 420

0424

(4) ○ (1) ★ (4) ★ (



2.4 S_n =
$$\frac{n}{2}$$
(a + T_n), were n = 251; a = 2; T_n = 1752
= S₂₅₁ = $\frac{251}{2}$ (2 + 1752)
= 220 127 <

OR:

$$S_n = \frac{n}{2} [2n + (n - 1)d]$$
, were $n = 251$; $n = 2$; $d = 7$
:: $S_{251} = \frac{251}{2} [2(2) + (251 - 1)(7)]$
= 220 127 <

OR: By impection, after 16 every 4th term is divisible by 4.

So, imagining T₁ to be inserted at the start, determine the number of groups of 4 terms up to T₂₀₁.

The number of groups =
$$\frac{262}{4}$$
 ... $l = 251$... 63 terms divisible by 4. 4

- a = 63

Maths Guideline Grade 12 2014

Kevin Smith

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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

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