

## GRADE 10 MATHEMATICS MARCH TEST

### QUESTION 1

- 1.1 Copy and complete the following table on your answer sheet. Only tick in the applicable columns.

|                         | N | N <sub>1</sub> | Z | Q | Q' | R | R' |
|-------------------------|---|----------------|---|---|----|---|----|
| $\sqrt{9} + 3$          |   |                |   |   |    |   |    |
| $\frac{1}{\frac{1}{2}}$ |   |                |   |   |    |   |    |
| $0,7(13)$               |   |                |   |   |    |   |    |
| $\sqrt{9}$              |   |                |   |   |    |   |    |

- 1.2 Determine between which integers the following irrational number lies:

$$\sqrt{17}$$

- 1.3 Use the ladder method to give the prime factors of 5104.

$$5104 = 2^4 \times 11 \times 59$$

### QUESTION 2

Factorise the following expressions:

2.1  $x^2 - 49$

2.2  $2x^2 + 12x + 18$

2.3  $6x^2 - 12x + 6$

2.4  $3x^2 + 9x - 12$

### QUESTION 3

Simplify the following expressions:

3.1  $(x - 5)(3x + 2)$

3.2  $(x^2 + 2x + 1)(x - 1)$

3.3  $\frac{3x^2 + 6x}{3x}$

### QUESTION 4

Simplify the following using the exponential laws.

4.1  $\frac{1}{x^2}$

4.2  $\frac{1}{x^2} \times x^3$

Solve for  $x$ :

4.3  $2^x - 5 = 11$

### QUESTION 5

Solve for  $x$ :

5.1  $(x - 3)(x + 5) = 0$

5.2  $3x^2 + 12x + 12 = 0$

5.3  $\frac{1}{x} + \frac{1}{x+1} = \frac{1}{x+2}$

5.4  $\frac{3x+1}{x} - 5 > 0$

5.5 Solve  $x$  and  $y$  simultaneously:

$$x + y = 10$$

$$2x - y = 2$$

5.6 Jane is 3 years older than her sister. Together they are 19 years old.

$$J = S + 3$$

$$J + S = 19$$

### QUESTION 6

6.1 Use the following triangle to determine the trigonometric ratios:



6.1.1

6.1.2

6.1.3

# Maths Paper March 2014 Grade 12

**R Pring**



## Maths Paper March 2014 Grade 12:

### **Mathematics Strategies for Tier 1 and Tier 2 Interventions in a PLC at Work®** Sarah Schuhl, Mona

Toncheff, Jennifer Deinhart, Brian Buckhalter, 2014-12-02 Discover how your collaborative team can ensure all students learn grade level mathematics during Tier 1 and Tier 2 instruction This valuable guide provides preK 12 teachers with ready to use tools and strategies to help students communicate using mathematical language and develop number sense conceptual understanding procedural fluency mathematical reasoning problem solving and more PreK 12 educators can use this book to Collaborate with teams to build a shared understanding of essential mathematics standards Ensure students learn grade level mathematics during Tier 1 and Tier 2 instruction Learn how to help students make connections to prior learning and why that matters Create opportunities for students to reason through problems with their peers Develop students number sense procedural fluency and other key mathematics skills Contents Introduction Part 1 A Culture of Learning Chapter 1 Work as a Collaborative Mathematics Team Focused on Student Learning Chapter 2 Build a Community of Learners Part 2 Mathematics Foundations Chapter 3 Teach Grade or Course Level Content Chapter 4 Connect to Prior Knowledge Chapter 5 Develop Number Sense Chapter 6 Focus on Problem Solving Chapter 7 Develop Procedural Fluency Part 3 Student Engagement Chapter 8 Communicate Using Mathematical Language Chapter 9 Grow Learning Through Student Discourse Chapter 10 Use Meaningful Feedback for Learning Chapter 11 Empower Learners Through Student Investment Epilogue Appendix A Data Analysis Protocols Appendix B Cognitive Demand Level Task Analysis Guide References and Resources Index

*The Education Invasion* Joy Pullmann, 2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats *The Education Invasion* offers answers and remedies

Math Instruction for Students with Learning Problems Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis

**Arguing with Numbers** James Wynn, G. Mitchell Reyes, 2021-04-15 As discrete fields of inquiry rhetoric and mathematics have long been considered antithetical to each other That is if mathematics explains or describes the phenomena it studies with certainty persuasion is not needed This volume calls into question the view that mathematics is free of rhetoric Through nine studies of the intersections between these two disciplines Arguing with Numbers shows that mathematics is in fact deeply rhetorical Using rhetoric as a lens to analyze mathematically based arguments in public policy political and economic theory and even literature the essays in this volume reveal how mathematics influences the values and beliefs with which we assess the world and make decisions and how our worldviews influence the kinds of mathematical instruments we construct and accept In addition contributors examine how concepts of rhetoric such as analogy and visuality have been employed in mathematical and scientific reasoning including in the theorems of mathematical physicists and the geometrical diagramming of natural scientists Challenging academic orthodoxy these scholars reject a math equals truth reduction in favor of a more constructivist theory of mathematics as dynamic evolving and powerfully persuasive By bringing these disparate lines of inquiry into conversation with one another Arguing with Numbers provides inspiration to students established scholars and anyone inside or outside rhetorical studies who might be interested in exploring the intersections between the two disciplines In addition to the editors the contributors to this volume are Catherine Chaput Crystal Broch Colombini Nathan Crick Michael Dreher Jeanne Fahnestock Andrew C Jones Joseph Little and Edward Schiappa

Child Development From Infancy to Adolescence Laura E. Levine, Joyce Munsch, 2023-05-12 Chronologically organized Child Development from Infancy to Adolescence Third Edition introduces topics within the field of child development through unique and engaging Active Learning opportunities

Yearbook of International Organizations 2013-2014 (Volumes 1A-1B) Union of International Associations, 2013-06-21 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events

Sick Schools David V. Anderson, 2020-01-10 Who's afraid of for profit education Those who work in non profit or government owned and operated schools Many parents and other stakeholders have been made fearful by this education establishment What's more important to humans nutrition or education Nutrition is more important because it is the prerequisite for other human activities including education What organizations provide food and who pays for the food Food is provided by for profit farmers for

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