

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.

(4)

	$\sqrt{2}$	$\sqrt{3}$	$\sqrt{5}$	$\sqrt{7}$	$\sqrt{10}$	$\sqrt{12}$	$\sqrt{15}$
$\sqrt{3} + \sqrt{2}$							
$\sqrt{5}$							
$\sqrt{10}$							
$\sqrt{7}$							

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

(2)

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

(5)

QUESTION 2

Factorise the following expressions:

2.1 $x^2 - 49$

(1)

2.2 $2x^2 - 12x + 10$

(2)

2.3 $4x^2 - 1$

(2)

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

(3)

QUESTION 3

Simplify the following expressions:

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

(2)

3.2 $\frac{1}{x} + \frac{1}{y}$

(2)

3.3 $\frac{5x^2 + 25x}{5x}$

(2)

QUESTION 4

Simplify the following using the exponential laws.

4.1 $\frac{1}{x^3}$

(1)

4.2 x^0

(2)

Solve for x :

4.3 $2^x - 5 = 11$

(2)

QUESTION 5

Solve for x :

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

(2)

5.2 $3x + 2 = 2x - 1$

(2)

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

(2)

5.4 $\frac{1+x}{x} + 5 > 8$

(2)

5.5 Solve x and y simultaneously:

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

(4)

(2)

QUESTION 6

- 6.1 Use the following triangle to determine the trigonometric ratios:



6.1.1

(2)

6.1.2

(2)

6.1.3

(2)

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J Elliott

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EHF G.K Olympiad Solved Question Paper Class 10 (2014) EHF Learning Media Pvt Ltd, Top 10 teachers, This will help the aspirants to assess the pattern of the real examination paper practice and prepare for cracking the top ranks

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.

Jacaranda Maths

Quest 11 General Mathematics VCE Units 1 and 2 3e learnON and Print Steven Morris, Michael Sheedy, James Smart, Caitlin Mahony, Brandon Chuah, 2022-12-27 *Mathematical and Statistical Estimation Approaches in Epidemiology* Gerardo Chowell, James M. Hayman, Luís M. A. Bettencourt, Carlos Castillo-Chavez, 2009-06-06 *Mathematical and Statistical Estimation Approaches in Epidemiology* compiles theoretical and practical contributions of experts in the analysis of infectious disease epidemics in a single volume. Recent collections have focused in the analyses and simulation of deterministic and stochastic models whose aim is to identify and rank epidemiological and social mechanisms responsible for disease transmission. The contributions in this volume focus on the connections between models and disease data with emphasis on the application of mathematical and statistical approaches that quantify model and data uncertainty. The book is aimed at public health experts, applied mathematicians and scientists in the life and social sciences, particularly graduate or advanced undergraduate students who are interested not only in building and connecting models to data but also in applying and developing methods that quantify uncertainty in the context of infectious diseases. Chowell and Brauer open this volume with an overview of the classical disease transmission models of Kermack McKendrick including extensions that account for increased levels of epidemiological heterogeneity. Their theoretical tour is followed by the introduction of a simple

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