NEW CENTURY MATHS

NSW STAGE 5

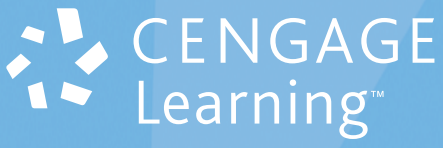
3RD EDITION

ADVANCED

CORE + ALL PATHS

9

Klaas Bootsma
David Badger
Sarah Hamper
Series editor: Robert Yen



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New Century Maths 9 Advanced Student Book
3rd Edition
Klaas Bootsma
David Badger
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ISBN 9780170479585

Publisher: Robert Yen
Project editor: Alan Stewart
Series text designer: Rina Gargano (Alba Design)
Series cover designer: Cengage Creative Studio
Series designer: Linda Davidson
Permsisions researcher: Liz McShane
Production controller: Karen Young
Typeset by: Lumina Datamatics

Any URLs contained in this publication were checked for currency during the production process. Note, however, that the publisher cannot vouch for the ongoing currency of URLs.

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National Library of Australia Cataloguing-in-Publication Data
A catalogue record for this book is available from the National Library of Australia.

Cengage Learning Australia
Level 5, 80 Dorcas Street
Southbank VIC 3006 Australia

For learning solutions, visit **cengage.com.au**

Printed in China by 1010 Printing International Limited.
1 2 3 4 5 6 7 27 26 25 24 23



PREFACE

Teachers, it's time to declutter and start teaching maths again. You asked and we listened.

New Century Maths 7–10 is an original series written by NSW teachers for NSW teachers, focusing on core skills to discourage 'teaching by syllabus dot points', featuring explicit grading of exercise questions, more 'flipped classroom' video tutorials, more applications and problem-solving questions, and worked solutions to every question.

In schools for 30 years, *New Century Maths* is carefully mapped to the NSW syllabus and built on solid pedagogical foundations that integrate into every chapter practical classroom activities, engaging investigations, problem-solving, reasoning, communicating, reflecting, summarising, extension, revision, mental calculation, technology, numeracy and literacy.

We publish 2 levels of mathematics books for Years 9 and 10 (Stage 5), covering similar topics in the same order but at different depths:

- *New Century Maths* covers the Core and most Paths for students heading towards HSC Mathematics Standard courses with the flexibility to change to Advanced in Year 10
- *New Century Maths Advanced* covers the Core and all Paths for students heading towards HSC Mathematics Advanced and Extension courses

This book, *New Century Maths 9 Advanced,* progresses through Stage 5 at a faster rate.

The *Nelson MindTap* online learning platform contains an eBook, quizzes, interactives, 200+ worksheets, 100+ topic tests, worked solutions and much more. We have provided an abundance of resources for teachers to plan and teach for a variety of pathways. *New Century Maths* is clear, concise, fresh and smart. We have designed this series to be user-friendly and uncomplicated so that teachers and students everywhere can pick it up and use straight away. When it comes to teaching in the spirit, breadth and depth of the new syllabus, we've got your back.

About the authors

Klaas Bootsma was head teacher of mathematics at Ambarvale High School and has taught at Lurnea and Grantham high schools. He was a senior HSC marker and has worked on the HSC Advice Line. Klaas also co-wrote *New Century Maths 11–12 Mathematics Standard 2*.

David Badger was principal of Toongabbie Christian School, deputy principal at Mt Annan Christian College and head teacher of mathematics at Eagle Vale High School. His passion is to make mathematics interesting, practical and accessible to all students.

Sarah Hamper is head teacher of mathematics at Cheltenham Girls High School, and has taught at Abbotsleigh, Meriden and Tara Anglican schools. She has an interest in gifted and talented (GAT) students and girls education. Sarah also co-wrote *New Century Maths 11–12 Mathematics Standard 2*.

Series editor **Robert Yen** taught at Hurlstone Agricultural High School. He co-wrote *New Century Maths 11-12 Mathematics Standard 2,* co-edited *Reflections,* the MANSW journal, and now works for Cengage as the mathematics publisher.

Contributing authors

Megan Boltze, **Robert Yen** and **Deborah Smith** wrote many of the *NelsonNet* worksheets and topic tests.

John Drake, **Katie Jackson**, **Joanne Magner**, **Scott Smith**, **Rashmi Bhagwati**, **Deborah Da Cruz**, **Monique Ellement**, **Jade Lori** and **Robert Yen** created the video tutorials.

CONTENTS

PREFACE iii
ABOUT THE AUTHORS iii
NSW SYLLABUS GRID ix
ABOUT THIS BOOK x
MATHEMATICAL VERBS xv
SYMBOLS AND ABBREVIATIONS xvi

* = PATH CONTENT

1 PRODUCTS AND FACTORS 2
SkillCheck 5
4-ALG-01 1.01 Adding and subtracting terms 6
4-ALG-01 1.02 Multiplying and dividing terms 7
5-ALG-C-01 1.03 Adding and subtracting algebraic fractions 10
5-ALG-C-01 1.04 Multiplying and dividing algebraic fractions 12
Mental skills 1A: Multiplying and dividing by 5, 15, 25 and 50 14
5-ALG-C-01 1.05 Expanding expressions 15
4-ALG-01 1.06 Factorising expressions 17
5-ALG-C-01, 5-ALG-P-01 1.07 Expanding binomial products 21
Investigation: Expanding perfect squares 25
5-ALG-P-02 1.08 Perfect squares* 26
Investigation: Squaring a number ending in 5 28
Investigation: Expanding sums by differences 28
5-ALG-P-02 1.09 Difference of 2 squares* 29
5-ALG-P-02 1.10 Mixed expansions* 31
Mental skills 1B: Multiplying by 9, 11, 99 and 101 32
5-ALG-P-02 1.11 Factorising special binomial products* 33
Investigation: Factorising quadratic expressions 35
5-ALG-P-01 1.12 Factorising quadratic expressions $x^2 + bx + c$* 35
Investigation: Factorising quadratic trinomials by grouping in pairs 38
5-ALG-P-02 1.13 Factorising quadratic expressions $ax^2 + bx + c$* 38
5-ALG-P-02 1.14 Mixed factorisations* 41
5-ALG-P-02 1.15 Factorising algebraic fractions* 43
Power plus 46
Chapter 1 review 47
Test yourself 1 48

2 SURDS AND PYTHAGORAS' THEOREM 50
SkillCheck 52
4-PYT-01 2.01 Finding the hypotenuse 53
Technology: Finding the hypotenuse 58
4-FRC-01, 5-IND-P-02 2.02 Surds 59
Investigation: Proof that $\sqrt{2}$ is irrational 62
5-IND-P-02 2.03 Simplifying surds* 63
Mental skills 2A: Multiplying and dividing by a power of 10 65
Investigation: A formula for calculating square roots 66
5-IND-P-02 2.04 Adding and subtracting surds* 67
5-IND-P-02 2.05 Multiplying and dividing surds* 69
4-PYT-01 2.06 Finding a shorter side 71
Technology: Finding a shorter side 74
4-PYT-01 2.07 Pythagoras' theorem problems 75
4-PYT-01 2.08 Testing for right-angled triangles 80
Mental skills 2B: Multiplying and dividing by a multiple of 10 82
4-PYT-01 2.09 Pythagorean triads 83
Power plus 85
Chapter 2 review 87
Test yourself 2 88

3 NUMERACY AND CALCULATION 90
SkillCheck 93
4-FRC-01, 5-IND-P-02 3.01 Recurring decimals 93
4-FRC-01 3.02 Applying percentages 96

4-FRC-01 3.03 Profit, discounts and GST 100
Mental skills 3A: Squaring a number ending in 5, 1 or 9 104
5-FIN-C-01 3.04 Simple interest 105
4-RAT-01 3.05 Ratios and rates 108
4-RAT-01 3.06 Converting rates 114
Mental skills 3B: Estimating square roots 115
Power plus 116
Chapter 3 review 117
Test yourself 3 118

PRACTICE SET 1 119

4 **TRIGONOMETRY 122**
SkillCheck 125
5-TRG-C-01 4.01 The sides of a right-angled triangle 126
5-TRG-C-01 4.02 The trigonometric ratios 128
5-TRG-C-01 4.03 Similar right-angled triangles 132
Technology: Similar right-angled triangles 134
5-TRG-C-01 4.04 Trigonometry on a calculator 135
Mental skills 4: Estimating answers 138
5-TRG-C-01 4.05 Finding an unknown side 139
Investigation: Calculating the height of an object 144
5-TRG-C-01 4.06 Finding more unknown sides 145
Investigation: Finding an angle, given a trigonometric ratio 148
5-TRG-C-01 4.07 Finding an unknown angle 150
5-TRG-C-02 4.08 Angles of elevation and depression 154
5-TRG-C-02 4.09 Bearings 158
Investigation: Compass walks 162
5-TRG-C-02 4.10 Problems involving bearings 163
Power plus 166
Chapter 4 review 167
Test yourself 4 168

5 **INDICES 170**
SkillCheck 173
Investigation: Multiplying and dividing terms with powers 174
5-IND-C-01 5.01 Multiplying and dividing terms with the same base 175
Investigation: Powers of powers 179
5-IND-C-01 5.02 Power of a power 179
5-IND-C-01 5.03 Powers of products and quotients 181
Investigation: The power of 0 183
5-IND-C-01 5.04 The zero index 184
Mental skills 5: Adding or multiplying in any order 185
Investigation: Negative powers 186
Technology: Negative powers 187
5-IND-C-01, **5-IND-P-01** 5.05 Negative indices 189
5-IND-P-02 5.06 Fractional indices $\frac{1}{n}$* 193
5-IND-P-02 5.07 Fractional indices $\frac{m}{n}$* 196
5-IND-C-01, **5-IND-P-01** 5.08 Summary of the index laws 198
5-MAG-C-01 5.09 Significant figures 200
5-MAG-C-01 5.10 Scientific notation 203
5-MAG-C-01 5.11 Scientific notation on a calculator 206
Investigation: A lifetime of heartbeats 209
Power plus 210
Chapter 5 review 211
Test yourself 5 212

6 **GEOMETRY AND NETWORKS 214**
SkillCheck 217
4-GEO-01 6.01 Triangle geometry 217
4-GEO-01 6.02 Quadrilateral geometry 221
Investigation: Angle sum of a polygon 228
5-GEO-P-01 6.03 Angle sum of a polygon* 229
Mental skills 6: Dividing decimals 233

	Investigation: Exterior angle sum of a convex polygon	234
5-GEO-P-01	6.04 Exterior angle sum of a convex polygon*	234
5-LIN-P-02	6.05 Line and rotational symmetry*	236
5-LIN-P-02	6.06 Transformations on the number plane*	238
	Technology: Transformations on the number plane	246
5-NET-P-01	6.07 Networks*	247
	Investigation: Euler's rule	255
5-NET-P-01	6.08 Planar graphs and Euler's formula*	256
	Power plus	262
	Chapter 6 review	264
	Test yourself 6	265
7	**EQUATIONS**	**268**
	SkillCheck	271
5-EQU-C-01	7.01 Equations with variables on both sides	271
5-EQU-C-01	7.02 Equations with brackets	273
5-EQU-C-01	7.03 Equation problems	275
	Mental skills 7A: Fraction of a quantity	279
5-EQU-C-01, 5-EQU-P-02	7.04 Equations with algebraic fractions	280
4-EQU-C-01	7.05 Simple quadratic equations $ax^2 = c$	283
5-EQU-P-01	7.06 Quadratic equations $x^2 + bx + c = 0$*	284
	Investigation: Solving $x^3 = c$	287
5-EQU-P-01	7.07 Simple cubic equations $ax^3 = c$*	287
5-EQU-C-01	7.08 Equations and formulas	289
	Mental skills 7B: Percentage of a quantity	292
5-EQU-P-02	7.09 Changing the subject of a formula*	293
	Power plus	295
	Chapter 7 review	296
	Test yourself 7	297
PRACTICE SET 2		298
8	**EARNING MONEY**	**302**
	SkillCheck	304
5-FIN-C-01	8.01 Wages and salaries	305
	Investigation: Positions vacant	309
5-FIN-C-01	8.02 Overtime pay	310
	Technology: Calculating incomes	314
5-FIN-C-01	8.03 Commission, piecework and leave loading	315
5-FIN-C-01	8.04 Income tax	320
	Technology: Online income tax calculators	322
	Mental skills 8: Percentage increase and decrease	323
5-FIN-C-01	8.05 PAYG tax and net pay	324
	Technology: Online PAYG tax calculators	327
	Power plus	328
	Chapter 8 review	329
	Test yourself 8	330
9	**ANALYSING DATA**	**332**
	SkillCheck	335
4-DAT-02	9.01 The mean, median, mode and range	336
	Investigation: The effect of outliers	343
	Technology: Most valuable player	344
4-DAT-01	9.02 Histograms and stem-and-leaf plots	345
	Technology: Histograms	351
5-DAT-C-01	9.03 The shape of a distribution	352
5-DAT-C-01	9.04 Comparing data sets	356
	Technology: Comparing relative humidities	359
	Mental skills 9: Finding a percentage of a multiple of 10	360
4-DAT-01, 5-DAT-P-01	9.05 Sampling and types of data	361
	Technology: Random numbers	365

	Investigation: Australian Bureau of Statistics	365
5-DAT-P-01	9.06 Bias and questionnaires*	366
	Investigation: Media reports of surveys	369
	Investigation: Year 9 student survey	370
	Power plus	371
	Chapter 9 review	372
	Test yourself 9	373
10	**SURFACE AREA AND VOLUME**	**376**
	SkillCheck	379
5-MAG-C-01	10.01 Metric units	380
5-MAG-C-01	10.02 Precision and absolute error	386
5-MAG-C-01	10.03 Percentage error	388
5-ARE-C-01	10.04 Perimeters and areas of composite shapes	390
5-ARE-C-01	10.05 Areas of quadrilaterals	393
	Mental skills 10A: Finding 10%, 20% and 5%	396
5-ARE-C-01	10.06 Circumferences and areas of circular shapes	398
5-ARE-C-01	10.07 Surface area of a prism	404
	Investigation: Surface area of a cylinder	409
5-ARE-C-01	10.08 Surface area of a cylinder	410
5-VOL-C-01	10.09 Volumes of prisms and cylinders	412
	Investigation: Volume vs surface area	417
	Mental skills 10B: Finding 15%, $2\frac{1}{2}$%, 25% and $12\frac{1}{2}$%	417
	Technology: Approximating the volume of a pyramid	419
5-VOL-P-01	10.10 Volumes of pyramids and cones*	420
	Power plus	426
	Chapter 10 review	427
	Test yourself 10	428
PRACTICE SET 3		432
11	**COORDINATE GEOMETRY AND GRAPHS**	**436**
	SkillCheck	439
5-LIN-C-01, 5-LIN-P-01	11.01 The length of an interval	440
	Technology: The length of an interval	443
	Investigation: The midpoint of an interval	444
	Technology: The midpoint of an interval	445
5-LIN-C-01, 5-LIN-P-01	11.02 The midpoint of an interval	446
5-LIN-C-01, 5-LIN-P-01	11.03 The gradient of a line	449
	Technology: The gradient of collinear points	454
5-LIN-C-01	11.04 Graphing linear equations	455
	Technology: Graphing linear equations	460
	Mental skills 11: Divisibility tests	460
	Investigation: Comparing gradients and y-intercepts	461
5-LIN-C-02	11.05 The gradient-intercept equation $y = mx + c$	462
5-LIN-C-02	11.06 Finding the equation of a line	465
4-LIN-C-01	11.07 Solving linear equations graphically	467
5-LIN-C-02	11.08 Applying linear equations	468
5-RAT-P-01	11.09 Direct variation*	475
	Investigation: Graphing $y = x^2$ and $y = ax^2$	478
	Investigation: Graphing $y = ax^2 + c$	479
5-NLI-C-01, 5-NLI-C-02	11.10 Graphing quadratic equations $y = ax^2 + c$	480
5-NLI-P-01	11.11 Graphing quadratic equations $y = ax^2 + bx + c$*	484
5-NLI-C-01	11.12 Applying quadratic equations	487
5-NLI-P-01	11.13 Graphing circles $x^2 + y^2 = r^2$*	490
	Power plus	493
	Chapter 11 review	494
	Test yourself 11	495

12		**PROBABILITY**	**498**
		SkillCheck	501
	4-PRO-01	12.01 Probability	501
	4-PRO-01	12.02 Observed probability	506
		Technology: Throwing a coin	512
		Technology: Rolling dice	513
	5-PRO-P-01	12.03 Venn diagrams*	515
	5-PRO-P-01	12.04 Two-way tables*	522
		Investigation: Using two-way tables	525
		Mental skills 12: The unitary method with percentages	526
		Investigation: Are the Lotto numbers equally likely?	527
	5-PRO-C-01	12.05 Tree diagrams	527
		Power plus	532
		Chapter 12 review	535
		Test yourself 12	536
13		**CONGRUENT AND SIMILAR FIGURES**	**538**
		SkillCheck	541
	5-GEO-P-01	13.01 Congruent figures*	541
		Technology: Tests for congruent triangles	544
		Investigation: Congruent triangles	546
	5-GEO-P-01	13.02 Tests for congruent triangles*	547
	5-GEO-P-02	13.03 Congruent triangle proofs*	554
	5-GEO-P-02	13.04 Using congruence to prove geometrical properties*	558
		Investigation: Same shape, different size	560
	5-GEO-C-01	13.05 Similar figures	561
		Mental skills 13: Simplifying fractions and ratios	567
		Investigation: Properties of similar figures	569
	5-GEO-C-01	13.06 Finding sides in similar figures	570
		Investigation: Are all shapes similar?	574
	5-GEO-C-01	13.07 Scale drawings	575
		Investigation: Areas of similar figures	580
		Technology: Areas of similar figures	580
	5-GEO-P-01	13.08 Areas of similar figures*	582
		Investigation: Similar triangles	585
	5-GEO-P-01	13.09 Tests for similar triangles*	586
	5-GEO-P-02	13.10 Similar triangle proofs*	590
		Power plus	594
		Chapter 13 review	595
		Test yourself 13	596
		PRACTICE SET 4	**598**
		GENERAL PRACTICE	**602**
		ANSWERS	**608**
		GLOSSARY AND INDEX	**670**

NSW SYLLABUS GRID

Strand and substrand	*New Century Maths 9 Advanced* chapter		*New Century Maths 10 Advanced* chapter	
NUMBER AND ALGEBRA				
Financial mathematics	3	Numeracy and calculation	1	Interest and depreciation
	8	Earning money		
Algebraic techniques	1	Products and factors	4	Products, factors and surds
Indices	5	Indices	4	Products, factors and surds
Equations	7	Equations	6	Equations, inequalities and logarithms
			9	Simultaneous equations
			10	Quadratic equations and the parabola
Linear relationships	11	Coordinate geometry and graphs	2	Graphing lines
Non-linear relationships	11	Coordinate geometry and graphs	7	Graphing curves
			10	Quadratic equations and the parabola
Numbers of any magnitude	5	Indices	3	Surface area and volume
	10	Surface area and volume	4	Products, factors and surds
Variation and rates of change	11	Coordinate geometry and graphs	2	Graphing lines
			7	Graphing curves
Polynomials			14	Polynomials
Logarithms			6	Equations, inequalities and logarithms
Functions and other graphs			13	Functions
MEASUREMENT AND GEOMETRY				
Trigonometry	2	Surds and Pythagoras' theorem	8	Further trigonometry
	4	Trigonometry		
Area and surface area	10	Surface area and volume	3	Surface area and volume
Volume	10	Surface area and volume	3	Surface area and volume
Properties of geometrical figures	13	Congruent and similar figures	12	Geometry and networks
Circle geometry			15	Circle geometry
Introduction to networks	6	Geometry and networks	12	Geometry and networks
STATISTICS AND PROBABILITY				
Data analysis	9	Analysing data	5	Comparing data
Probability	12	Probability	11	Probability

ABOUT THIS BOOK

Coverage of the syllabus

- *New Century Maths 9 Advanced* covers the NSW syllabus based on the Australian curriculum, as shown by the table of contents and syllabus grids on the previous pages.
- This book contains Stage 5 Core and all Paths content. Path content is marked in blue and by * .
- Each chapter begins with a **chapter outline** that includes the Working Mathematically processes covered in each section.

Chapter outline

	Working mathematically				
2.01 Finding the hypotenuse	U	F			
2.02 Surds	U	F		R	C
2.03 Simplifying surds*	U	F		R	C
2.04 Adding and subtracting surds*	U	F		R	
2.05 Multiplying and dividing surds*	U	F		R	
2.06 Finding a shorter side	U	F	PS	R	
2.07 Pythagoras' theorem problems	U	F	PS		C
2.08 Testing for right-angled triangles	U	F		R	C
2.09 Pythagorean triads	U	F		R	C

*PATH

U = UNDERSTANDING

Understanding is 'knowing and relating' maths. It is more than just learning facts. It's deep understanding, seeing how mathematical content is interconnected, knowing 'why' as well as 'how'.

F = FLUENCY

Fluency is 'applying' maths. It is being able to use mathematics competently and effectively. When you are fluent in a language, you have mastered it so that you can improvise and confidently use the correct word or phrase. Fluency in maths is choosing an appropriate skill, method or formula to use at the right place and time.

PS = PROBLEM SOLVING

Problem solving is 'modelling and investigating' with maths. It involves interpreting a rich, elaborate problem, selecting an appropriate strategy or model, solving the problem, then evaluating, communicating and justifying the solution.

R = REASONING

Reasoning is 'generalising and proving' with maths, using higher-order thinking to connect specific facts to general principles, using algebra, logic, proof and justification.

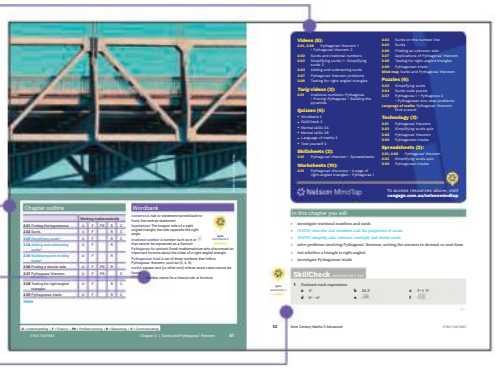
C = COMMUNICATING

Communicating is 'describing and explaining' maths, representing mathematical theory and solutions in words, algebraic symbols, special notations, diagrams, graphs and tables.

- **Understanding** and **Fluency** can be found in every exercise and activity, while **Problem solving**, **Reasoning** and **Communicating** are found in the **Investigations**, **Technology**, **Mental skills**, **Language of Maths** and **Topic summary** activities, and explicitly labelled in every exercise (see 'In each chapter' next page).

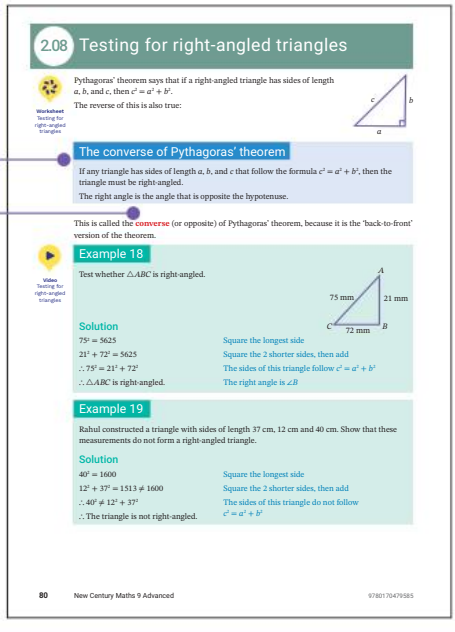
At the beginning of each chapter

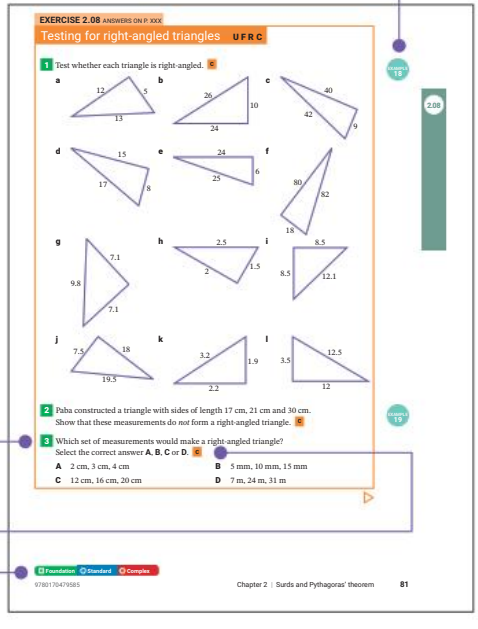
- A listing of *Nelson MindTap* **chapter resources**
- A **Chapter outline** and **Wordbank** chapter glossary (a full glossary at the back of the book)
- **SkillCheck** reviews prerequisite skills and knowledge for the chapter.



In each chapter

- Important facts and formulas are highlighted in a shaded box.
- Glossary terms are printed in **red**.
- Graded exercises are linked to worked examples and include multiple-choice questions, exam-style problems and realistic applications.

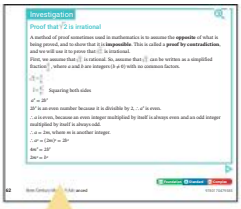




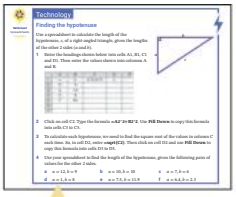
- The exercise questions are colour-coded for level of difficulty:

Foundation Standard Complex

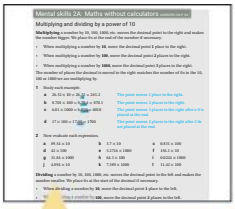
- Specific questions are also labelled **PS** for **Problem solving**, **R** for **Reasoning** and **C** for **Communicating**.



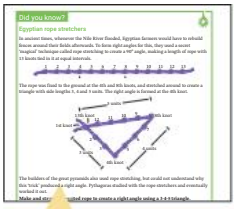
Investigations explore the syllabus in more detail, through group work, discovery and modelling activities.



Technology promotes ICT in the classroom, using spreadsheets, dynamic geometry software and the Internet.



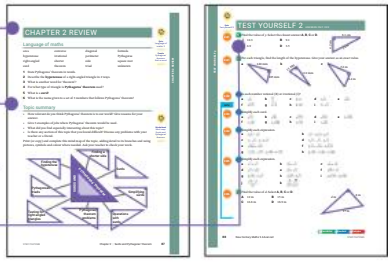
Mental skills reinforce mental calculation strategies ('calculator-free maths')



Did you know? contains interesting facts and applications of the mathematics learned in the chapter.

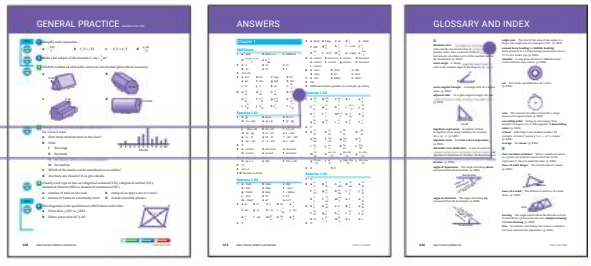
At the end of each chapter

- **Power plus** is an extension/challenge exercise.
- **Language of maths** has a chapter word list and literacy questions.
- **Topic summary** has a mind map activity with downloadable solutions.
- **Test Yourself** contains chapter revision linked to the relevant exercise set.
- **Practice sets** after every 3-4 chapters



At the end of the book

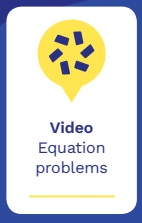
- **General practice** exercise
- **Answers** (worked solutions are on the teacher website).
- **Glossary and index.**



Nelson MindTap

An online learning space that provides students with tailored learning experiences.

- Access tools and content that make learning simpler yet smarter to help you achieve maths mastery.
- Includes an eText with integrated interactives and online assessment.
- Margin links in the student book signpost multimedia student resources found on MindTap.



For students:

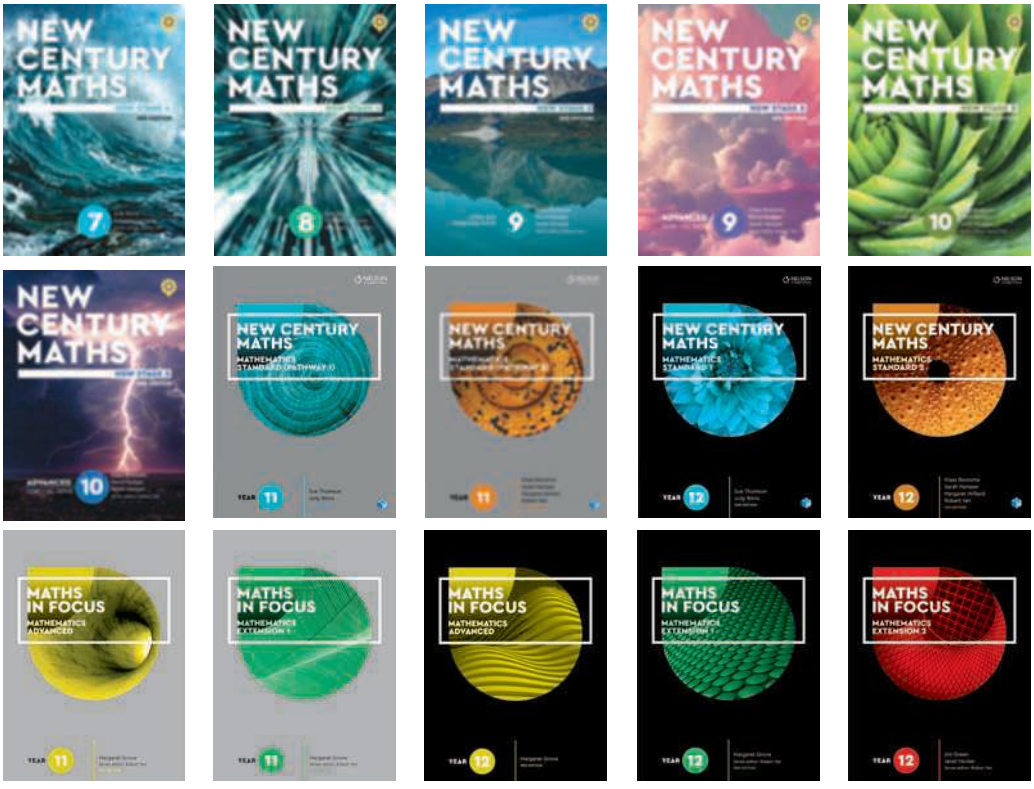
- **Watch** video tutorials featuring expert teacher advice to unpack new concepts and develop your understanding.
- **Revise** using quizzes, worksheets and skillsheets to practise your skills and build your confidence.
- **Navigate** your own path, accessing the content, analytics and support as you need it.
- ***Twig* mini-documentaries** showing the background or context of mathematics
- ***PhET* interactives:** online maths widgets

For teachers*:

- Tailor content to different learning needs – assign directly to the student, or the whole class.
- Monitor progress using assessment tools like Gradebook and Reports.
- Integrate content and assessment directly within your school's LMS for ease of access.
- Access topic tests, teaching programs and worked solutions to each exercise set.

* Complimentary access to these resources is only available to teachers who use this book as part of a class set, book hire or booklist. Contact your Cengage Education Consultant for information about access and conditions

New Century Maths / Maths in Focus 7–12 series



MATHEMATICAL VERBS

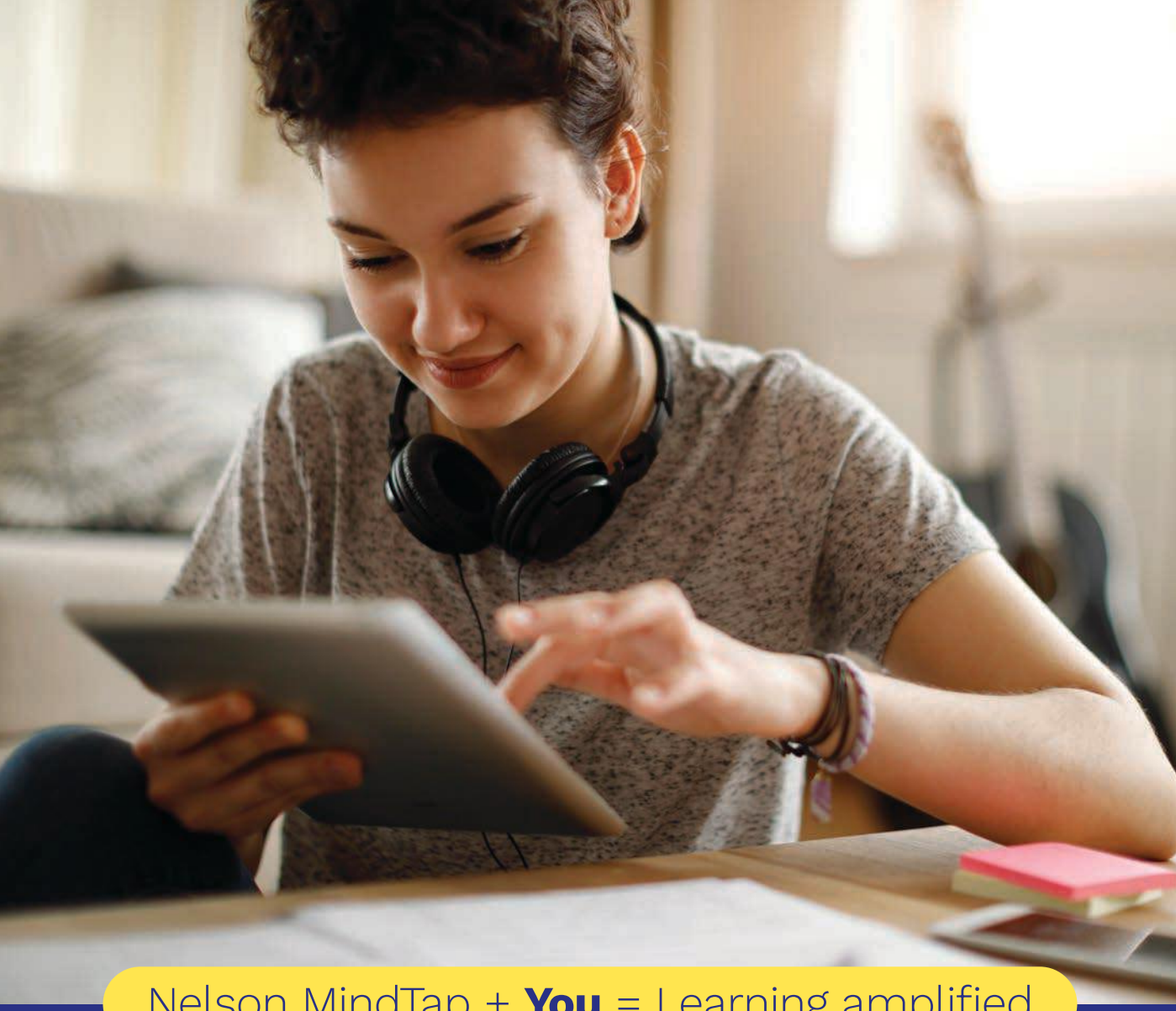
A glossary of 'doing words' commonly found in mathematics problems

analyse: study in detail the parts of a situation
bisect: cut in half
calculate: *see* **evaluate**
classify, identify: state the type, category or feature of an item or situation
comment: express an observation or opinion about a result
complete: fill in detail to make a statement, diagram or table
compare: show how two or more things are similar or different
construct: draw an accurate diagram
convert: change from one form to another, for example, from a fraction to a decimal, or from kilograms to grams
decrease: make smaller
describe: state the features of a situation
estimate: make an educated guess for a number, measurement or solution, to find roughly or approximately.
evaluate, calculate: find the value of a numerical expression, for example, 3×8^2 or $4x + 1$ when $x = 5$
expand: remove brackets in an algebraic expression by multiplying, for example, expanding $3(2y + 1)$ gives $6y + 3$
explain: describe why or how
factorise: take out the highest common facor (HCF) of an expression and insert brackets, for example, factorising $5x - 20$ gives $5(x - 4)$. The opposite of **expand.**
give reasons: show the rules or thinking used when solving a problem. See also **justify.**
graph: display on a number line, number plane or statistical graph.
hence find/prove: find an answer or prove a result using previous answers or information supplied
identify: *see* **classify.**
increase: make larger
interpret: find meaning in an answer or result
justify: give reasons or evidence to support your argument or conclusion. See also **give reasons.**
measure: determine the size of something, for example, use a ruler to determine the length of a pen.
prove that: *see* **show that**
recall: remember and state.
reduce (a fraction) to its lowest terms: see **simplify (a fraction)**.
round (a number): find the nearest approximation of a number. For example, 4.3 rounded to the nearest whole number is 4, \$12.9598 rounded to the nearest cent is \$12.96, 0.166 66 rounded to 3 decimal places is 0.167.
show that, prove: (in questions where the answer is given) use calculation, procedure or reasoning to prove that an answer or result is true
show working: show the steps you used to find the answer
simplify: give a result in its most basic, shortest, neatest form, for example, simplifying a ratio or algebraic expression
simplify (a fraction): reduce the numerator and denominator of a fraction by dividing by their highest common factor (HCF), for example, $\frac{16}{20}$ simplified is $\frac{4}{5}$.
simplify (a ratio or rate): reduce the terms or units of a ratio or rate by dividing by their highest common factor (HCF), for example, 10 : 4 simplified is 5 : 2.
sketch: draw a rough diagram that shows the general shape or ideas, less accurate than **construct**
solve: find the value(s) of an unknown variable in an equation or inequality
state: *see* **write.**
substitute: replace a variable by a number and evaluate
verify: check that a solution or result is correct, usually by substituting back into the equation or referring back to the problem
write correct to: See **round (a number).**
write, state: give the answer, formula or result without showing any working or explanation (This usually means that the answer can be found mentally, or in one step)

SYMBOLS AND ABBREVIATIONS

$=$	is equal to
$\neq$	is not equal to
$\approx$	is approximately equal to
$<$	is less than
$>$	is greater than
$\leq$	is less than or equal to
$\geq$	is greater than or equal to
( )	parentheses, round brackets
[ ]	(square) brackets
{ }	braces
$\pm$	plus or minus
-3	negative 3
π	pi = 3.14159
$0.\dot{1}5\dot{2}$	the recurring decimal 0.152152...
$^\circ$	degree
$42°17'54''$	42 degrees, 17 minutes, 54 seconds
$\angle A$	angle A
$\triangle ABC$	triangle ABC
S 37° W	a compass bearing
217°T	a true bearing
$\parallel$	is parallel to
$\perp$	is perpendicular to
$\equiv$	is congruent to
$\sim$	is similar to
$\therefore$	therefore
x^2	x squared, $x \times x$
x^3	x cubed, $x \times x \times x$

$\sqrt{\ }$	square root, radical sign
$\sqrt[3]{\ }$	cube root
$P(E)$	the probability of event E occurring
$P(\overline{E})$	the probability of event E not occurring
LHS	left-hand side
RHS	right-hand side
%	percentage
p.a.	per annum (per year)
sin	sine ratio
cos	cosine ratio
tan	tangent ratio
$\overline{x}$	the mean
σ	the standard deviation
Σ	the sum of
Q_1	first quartile or lower quartile
Q_2	median (second quartile)
Q_3	third quartile or upper quartile
IQR	interquartile range
α	alpha
θ	theta
μ	micro-, mu
m	gradient



Nelson MindTap + **You** = Learning amplified

"I love that everything is interconnected, relevant and that there is a clear learning sequence. I have the tools to create a learning experience that meets the needs of all my students and can easily see how they're progressing."

— Sarah, Secondary School Teacher

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1

NUMBER AND ALGEBRA

PRODUCTS AND FACTORS

Algebra uses symbols and formulas to describe number patterns and relationships in our natural and physical world. Algebra has helped people to unlock some of the secrets of the universe, such as showing that mass and energy are related to one another by the equation $E = mc^2$. Algebra is used to better understand climate change, population growth and economic growth. Algebraic modelling is used to predict the behaviour of bushfires, which may help save lives and reduce property damage.



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Chapter outline

	Working mathematically				
1.01 Adding and subtracting terms	U	F		R	
1.02 Multiplying and dividing terms	U	F		R	
1.03 Adding and subtracting algebraic fractions	U	F			
1.04 Multiplying and dividing algebraic fractions	U	F			
1.05 Expanding expressions	U	F			
1.06 Factorising expressions	U	F			
1.07 Expanding binomial products	U	F		R	C
1.08 Perfect squares*	U	F		R	C
1.09 Difference of 2 squares*	U	F		R	C
1.10 Mixed expansions*	U	F		R	C
1.11 Factorising special binomial products*	U	F			
1.12 Factorising quadratic expressions $x^2 + bx + c$*	U	F		R	
1.13 Factorising quadratic expressions $ax^2 + bx + c$*	U	F		R	
1.14 Mixed factorisations*	U	F		R	
1.15 Factorising algebraic fractions*	U	F		R	

*** PATH**

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Wordbank

binomial An algebraic expression that consists of 2 terms, for example, $4a + 9$, $3 - y$, $x^2 - 4x$

binomial product An algebraic expression showing 2 or more binomials multiplied together, for example, $(x + 9)(3x - 4)$.

expand To rewrite an expression such as $5(2k - 6)$ without grouping symbols; for example, $5(2k - 6)$ expands to $10k - 30$

factorise To rewrite an expression with grouping symbols, by taking out the highest common factor; factorising is the opposite of expanding; for example, $9r^2 + 36r$ factorised is $9r(r + 4)$

highest common factor (HCF) The largest term that is a factor of 2 or more terms, for example, the HCF of $9r^2 + 36r$ is $9r$

perfect square A square number or an algebraic expression that represents one, for example, 64, $(x + 9)^2$

quadratic expression An algebraic expression in which the highest power of the variable is 2, for example, $2x^2 + 5x - 3$ or $x^2 + 2$

quadratic trinomial A quadratic expression that consists of 3 terms, for example, $x^2 + 2x + 6$

Quiz
Wordbank 1

Videos (18):

1.01 Adding and subtracting terms
1.02 Multiplying terms • Dividing terms
1.03 Adding and subtracting algebraic fractions
1.04 Algebraic fractions
1.05 Expanding expressions 1 • Expanding expressions 2
1.06 HCF of algebraic terms • Factorising expressions
1.07 Expanding binomial products 1 • Expanding binomial products 2
1.08 Special binomial products
1.09 Special binomial products • Difference of 2 squares
1.11 Factorisation by grouping in pairs • Difference of 2 squares
1.12 Factorising quadratic expressions 1
1.13 Factorising quadratic expressions (Advanced) • Factorising quadratic expressions 2
1.14 Mixed factorisations

PhET interactives (2):

1.01 Expression exchange
1.05 Area model Algebra

Quizzes (6):

- Wordbank 1
- SkillCheck 1
- Mental skills 1A
- Mental skills 1B
- Language of maths 1
- Test yourself 1

Skillsheets (4):

SkillCheck Algebraic expressions
1.01, 1.05 Algebra using diagrams
1.06 HCF by factor trees • Factorising using diagrams

Worksheets (12):

1.02 Perimeter and area
1.04 Algebraic fractions
1.05 Algebra review
1.07 Area diagrams • Binomial products
1.09 Special products
1.10 Mixed expansions • Algebra 6
1.14 Mixed factorisations
1.15 Simplifying algebraic fractions • Algebra 2
Mind map Products and factors

Puzzles (17):

SkillCheck Generalised arithmetic • Substitution puzzle
1.03 Algebraic fractions
1.04 Algebraic fractions puzzle • Upside-down fractions
1.06 Factorising puzzle
1.07 Expanding brackets • Trinominoes
1.08 Factoronimoes • Perfect squares
1.09 Enough time
1.10 Expanding binomials
1.11 Grouping • Difference of 2 perfect squares
1.12 Perfect squares
1.13 Trinominoes
1.14 Factorising puzzle (Advanced) • Factoronimoes • Products and factors squaresaw
Language of maths Algebra crossword

Technology (2):

1.07 Expanding binomials
1.12 Factorising trinomials

Spreadsheets (2):

1.07 Expanding binomials
1.12 Factorising trinomials

Presentation (1):

1.03 Adding and subtracting fractions

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To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- add, subtract, multiply and divide algebraic expressions
- add, subtract, multiply and divide simple algebraic fractions
- expand and factorise algebraic expressions, including binomial products
- (PATH) recognise and expand special binomial products that are perfect squares or difference of 2 squares
- (PATH) factorise simple (monic) quadratic expressions
- (PATH) factorise an expression with 4 terms by grouping in pairs
- (PATH) factorise non-monic quadratic expressions, including those that are perfect squares or difference of 2 squares
- (PATH) factorise and simplify algebraic fractions

SkillCheck ANSWERS ON P. 608

1 Write an **algebraic expression** for each statement.

a The cost of p books at \$$Q$ each

b The selling price after a GST of \$$t$ is added to the marked price of \$40

c The number of metres in h km

d The average of m, p, v and w

e The number of dollars in y cents

2 If $f = 5$, $g = -4$ and $r = 2$, then evaluate each expression.

a $2f + g$ **b** $8 + rf$ **c** $f^2 - r^2$

d $3g^2 - 5$ **e** $r(f - g)$ **f** $\frac{5r + f}{3}$

3 If the perimeter of a rectangle with length l and width w has the formula $P = 2l + 2w$, find the perimeter of a rectangle with length 4.7 cm and width 2.5 cm.

4 Simplify each expression.

a $5n + 6n$ **b** $9h - 3h$ **c** $10pq - qp$ **d** $x^2 + 4x^2$

e $4 \times w$ **f** $8 \times 5x$ **g** $2g \times 3h$ **h** $3y \times 6y$

i $10x \div 2$ **j** $6b \div b$ **k** $\frac{16xy}{8x}$ **l** $\frac{15n^2}{25n}$

5 Evaluate each expression.

a $\frac{2}{5} + \frac{1}{3}$ **b** $\frac{3}{4} - \frac{2}{5}$ **c** $\frac{5}{8} \times \frac{1}{2}$ **d** $\frac{4}{5} \div \frac{2}{7}$

e $\frac{6}{11} \times \frac{5}{12}$ **f** $\frac{7}{8} + \frac{1}{3}$ **g** $\frac{4}{9} \div \frac{3}{10}$ **h** $\frac{5}{6} - \frac{3}{4}$

i $1\frac{3}{4} + 2\frac{5}{7}$ **j** $3\frac{1}{2} \times 2\frac{3}{5}$ **k** $2\frac{4}{9} \div 1\frac{5}{6}$ **l** $5\frac{1}{4} - 2\frac{2}{3}$

Quiz SkillCheck 1

Skillsheet Algebraic expressions

Puzzles Generalised arithmetic

Substitution puzzle

1.01 Adding and subtracting terms

Video
Adding and subtracting terms

Skillsheet
Algebra using diagrams

Interactive
Expression exchange

Adding and subtracting terms

Only **like terms** can be added or subtracted

Example 1

Simplify each expression.

a $5r + 4s - 7r - 2s$

b $11u^2 - 5u + 3u - 7u^2$

Solution

a
$$\begin{aligned} 5r + 4s - 7r - 2s &= 5r - 7r + 4s - 2s \\ &= -2r + 2s \\ &= 2s - 2r \end{aligned}$$

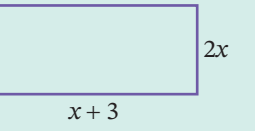
Group the like terms
$-2r$ and $2s$ cannot be simplified further
Rewrite with positive term first

b
$$\begin{aligned} 11u^2 - 5u + 3u - 7u^2 &= 11u^2 - 7u^2 - 5u + 3u \\ &= 4u^2 - 2u \end{aligned}$$

Each + and – sign belongs to the term that follows it.

Example 2

Write a simplified algebraic expression for the perimeter of this rectangle.



Solution

$$\begin{aligned} \text{Perimeter} &= x + 3 + 2x + x + 3 + 2x \\ &= x + 2x + x + 2x + 3 + 3 \\ &= 6x + 6 \end{aligned}$$

EXERCISE 1.01 ANSWERS ON P. 608

Adding and subtracting terms U F R

EXAMPLE 1

1 Simplify each algebraic expression.

a	$2fg + 3fg - 4fg$	**b**	$6uvw - uvw + 4uvw$	**c**	$3t + 3 + 5t$
d	$3x + 2y + 8y$	**e**	$6g + h - 4g$	**f**	$2fg + 3f - 4fg$
g	$7p^2 - 3 - 2p^2$	**h**	$4p - q - 3q$	**i**	$-8r + 6r + 3$
j	$-3a + 4b - 7a$	**k**	$4v + 3 + 2v + 7$	**l**	$2y + 6x + y - 3x$
m	$7p - 8q - p - q$	**n**	$8 - 3w + 7 - 2w$	**o**	$2n - 3 - 12n + 5$
p	$8e - 3f - 2e - 4f$	**q**	$2l^2 + 2l + 3l^2 - 6l$	**r**	$b - 12b^2 + 6b^2 - 15b$
s	$6p^3 - 5p^2 - 4p^3 + p^2$	**t**	$3 - 8k - 5 - 9k$	**u**	$-3 - 5d + 9 - 8d$

Foundation Standard Complex

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2 Simplify $15a^2 + 12a + 48 - 18a$. Select the correct answer **A**, **B**, **C** or **D**.

A $24a + 48$ **B** $27a^2 + 30a$

C $15a^2 - 6a + 48$ **D** $15a^2 + 30a - 48$

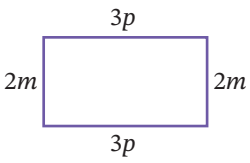
3 Use the substitutions $a = 2$, $b = 3$ and $c = 4$ to test whether each equation is correct or incorrect. R

a $20c - 12c = 8c$ **b** $9b + b = 9b^2$ **c** $7a + 3b = 10 + a + b$

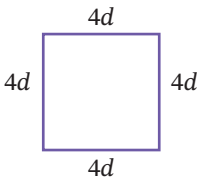
d $3a^2 + 5a^2 = 8a^2$ **e** $4ab + 3ab = 7ab$ **f** $12c - c = 12$

4 Write a simplified algebraic expression for the perimeter of each shape.

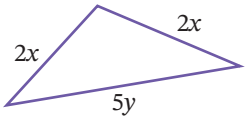
a



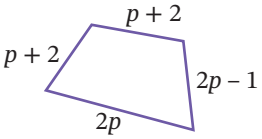
b



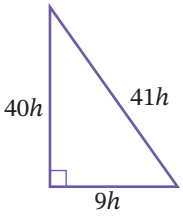
c



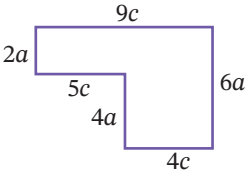
d



e



f



5 Draw a square and write an algebraic expression for its side length so that it has a perimeter of $20x$. R

6 Draw an equilateral triangle and write an algebraic expression for its side lengths so that it has a perimeter of $9d + 6$. R

7 Draw a rectangle and find algebraic expressions for its length and width so that it has a perimeter of $18a - 30$. R

8 Draw a triangle and write algebraic expressions for its side lengths so that it has a perimeter of $18a - 30$. R

EXAMPLE 2

1.02

Multiplying and dividing terms

1.02

Multiplying and dividing terms

When **multiplying and dividing terms**, multiply or divide the numbers first, then the variables.

Video
Multiplying terms

Foundation Standard Complex

Worksheet
Perimeter and area

Example 3

Simplify each expression.

a $3d \times 4d$ **b** $2g \times 3h \times (-5f)$

Solution

a $3d \times 4d = 3 \times 4 \times d \times d$
$= 12d^2$

b $2g \times 3h \times (-5f) = 2 \times 3 \times (-5) \times g \times h \times f$
$= -30fgh$

Video
Dividing terms

Example 4

Simplify each expression.

a $\frac{k^2m}{4km}$ **b** $35p^2 \div 15pw$

Solution

a $\frac{k^2m}{4km} = \frac{kkm}{4km}$
$= \frac{1}{4} \frac{k \cancel{km^1}}{\cancel{km^1}}$
$= \frac{k}{4}$

b $35p^2 \div 15pw = \frac{35p^2}{15pw}$
$= \frac{\cancel{35^7} \; \cancel{p^1}p}{\cancel{15^3} \; \cancel{p^1}w}$
$= \frac{7p}{3w}$

EXERCISE 1.02 ANSWERS ON P. 608

Multiplying and dividing terms U F R

EXAMPLE 3

1 Simplify each expression.

a $4d \times 3e$ **b** $6v \times 4w$ **c** $11q \times 8q$

d $-5a \times (-4a)$ **e** $2y \times 3 \times 4b$ **f** $-6w \times 3w \times 2$

g $-9c \times (-4h) \times 2k$ **h** $\frac{1}{3}a \times 24bc$ **i** $-5d \times (-3e) \times (-2w)$

j $(5n)^2$ **k** $(-3r)^2$ **l** $(at)^2$

m $-15d \times \frac{2}{3}ad$ **n** $-\frac{1}{4}ek \times (-4k)$ **o** $(-2xy)^2$

EXAMPLE 4

2 Simplify each expression.

a $\frac{12x}{3}$ **b** $\frac{15y}{y}$ **c** $\frac{36a}{4a}$

d $18mn \div 6m$ **e** $8vw \div 48vw$ **f** $\frac{64abc}{16b}$

g $\frac{18g}{-3g}$ **h** $-25yz \div 5y$ **i** $\frac{9p}{-45pq}$

j $\frac{-75xyz}{-25x}$ **k** $10r^2 \div 40r$ **l** $-12hk^2 \div 2hk$

m $24ak^2 \div 8a^2$ **n** $16mwx \div 12mx$ **o** $7gh \div 21g$

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3 Simplify $\frac{9yx^2}{24xy^2}$. Select the correct answer **A**, **B**, **C** or **D**.

A $\frac{3x^2}{8y^2}$ **B** $\frac{3x^3}{8y^3}$ **C** $\frac{3x}{8y}$ **D** $\frac{3y}{8x}$

4 Simplify each expression.

a $2a \times 3b \times 5c$ **b** $4p \times 3 \times 2q$ **c** $40n^2 \div 5n$

d $8b^2 \div 40b^2$ **e** $6h \times 2k \times (-3)$ **f** $-2 \times 5k \times (-4k)$

g $\frac{6d}{12}$ **h** $\frac{7r}{49r}$ **i** $(-33m) \div 3$

j $\frac{-9w}{-45w}$ **k** $8ab \div 2bc$ **l** $2ef \times (-3fe)$

m $18ac^2d \div 27acd$ **n** $-3pq \times (-2q) \times (-4)$ **o** $\frac{24v^2w}{18v}$

5 Substitute $p = 5$, $q = 4$ and $r = 3$ to test whether each equation is correct or incorrect.

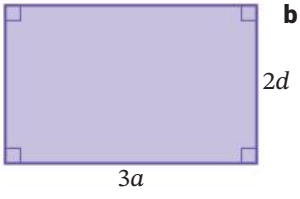
a $3 \times 4p = 12p$ **b** $q + q = q^2$ **c** $2r \times 3r = 6r^2$

d $3q^2 \times 5q^2 = 15q^2$ **e** $\frac{12p}{3p} = 4$ **f** $\frac{7qr}{qr} = 7$

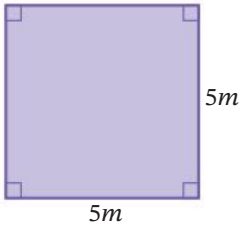
g $3r \times 5q = 15qr$ **h** $p \times q \times q = 2pq$ **i** $\frac{14r^2}{7r} = 2r$

6 Write a simplified algebraic expression for the area of each shape.

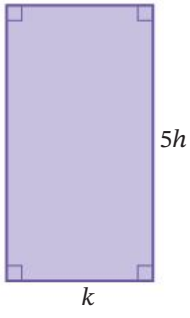
a



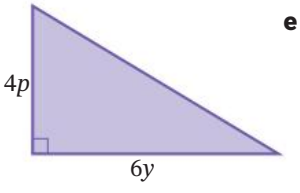
b



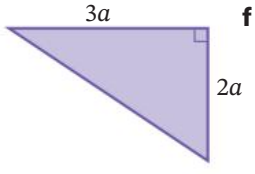
c



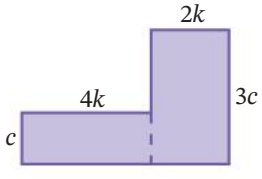
d



e

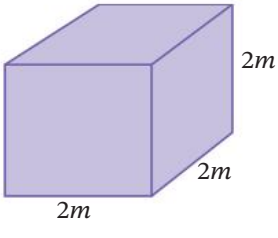


f

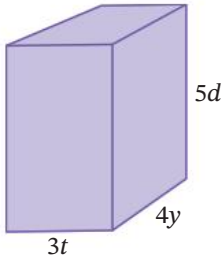


7 Find an algebraic expression for the volume of each rectangular prism.

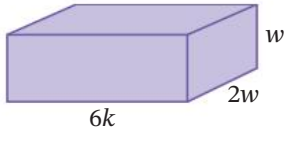
a



b



c



8 Draw a square and write an algebraic expression for its side length if it has an area of $100x^2$. R

9 Draw a rectangle and write algebraic expressions for its length and width if it has an area of $36pq$. R

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1.03 Adding and subtracting algebraic fractions

Puzzle
Algebraic fractions

Presentation
Adding and subtracting fractions

Video
Adding and subtracting algebraic fractions

Adding and subtracting fractions

To **add or subtract fractions**, convert them (if needed) so that they have the same denominator, then simply add or subtract the numerators.

Example 5

Simplify each expression.

a $\frac{7r}{10} - \frac{3r}{10}$ **b** $\frac{k}{3} + \frac{k}{2}$ **c** $\frac{3h}{4} + \frac{2h}{5}$

d $\frac{5m}{6} - \frac{2m}{3}$ **e** $\frac{3}{4} + \frac{7a}{10}$ **f** $\frac{5x}{8} - \frac{2w}{3}$

Solution

a $\frac{7r}{10} - \frac{3r}{10} = \frac{4r}{10}$

$= \frac{2r}{5}$

b $\frac{k}{3} + \frac{k}{2} = \frac{2 \times k}{2 \times 3} + \frac{3 \times k}{3 \times 2}$

$= \frac{2k}{6} + \frac{3k}{6}$

$= \frac{5k}{6}$

c $\frac{3h}{4} + \frac{2h}{5} = \frac{5 \times 3h}{5 \times 4} + \frac{4 \times 2h}{4 \times 5}$

$= \frac{15h}{20} + \frac{8h}{20}$

$= \frac{23h}{20}$

d $\frac{5m}{6} - \frac{2m}{3} = \frac{15m}{18} - \frac{12m}{18}$

$= \frac{3m}{18}$

$= \frac{m}{6}$

e $\frac{3}{4} + \frac{7a}{10} = \frac{15}{20} + \frac{14a}{20}$

$= \frac{15 + 14a}{20}$

or $\frac{5m}{6} - \frac{2m}{3} = \frac{5m}{6} - \frac{4m}{6}$

$= \frac{m}{6}$

f $\frac{5x}{8} - \frac{2w}{3} = \frac{15x}{24} - \frac{16w}{24}$

$= \frac{15x - 16w}{24}$

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EXERCISE 1.03 ANSWERS ON P. 608

Adding and subtracting algebraic fractions U F

EXAMPLE 5

1.03

1 Simplify each expression.

a $\frac{w}{4}+\frac{2w}{4}$ **b** $\frac{4k}{8}+\frac{7k}{8}$ **c** $\frac{7m}{10}-\frac{2m}{10}$ **d** $\frac{x}{3}+\frac{2x}{3}$

e $\frac{4}{q}+\frac{5}{q}$ **f** $\frac{5}{3d}-\frac{2}{3d}$ **g** $\frac{4r}{w}+\frac{r}{w}$ **h** $\frac{5}{c}-\frac{2}{c}$

i $\frac{4t}{3}+\frac{s}{3}$ **j** $\frac{11y}{2h}-\frac{7y}{2h}$ **k** $\frac{6}{a}-\frac{5}{a}$ **l** $\frac{8}{5e}+\frac{7}{5e}$

m $\frac{p}{z}+\frac{3}{z}$ **n** $\frac{5u}{8g}-\frac{3u}{8g}$ **o** $\frac{4}{9f}-\frac{1}{9f}$ **p** $\frac{7e}{10}-\frac{3e}{10}$

q $\frac{5a}{6}+\frac{5a}{6}$ **r** $\frac{5}{2d}+\frac{3}{2d}$ **s** $\frac{7}{5k}+\frac{13}{5k}$ **t** $\frac{12}{4a}-\frac{8}{4a}$

2 Simplify the expression $\frac{9}{4k}-\frac{3}{4k}$. Select **A**, **B**, **C** or **D**.

A $\frac{6}{4k}$ **B** $\frac{3}{4k}$ **C** $\frac{3}{2k}$ **D** $\frac{6}{k}$

3 Simplify each expression.

a $\frac{x}{3}+\frac{x}{4}$ **b** $\frac{s}{3}-\frac{s}{7}$ **c** $\frac{h}{5}+\frac{h}{3}$ **d** $\frac{m}{7}-\frac{m}{2}$

e $\frac{w}{4}+\frac{w}{5}$ **f** $\frac{5t}{4}-\frac{2t}{5}$ **g** $\frac{2p}{5}+\frac{p}{3}$ **h** $\frac{5r}{2}-\frac{5r}{3}$

i $\frac{5y}{6}+\frac{2y}{3}$ **j** $\frac{3m}{4}-\frac{5m}{12}$ **k** $\frac{5a}{9}-\frac{a}{6}$ **l** $\frac{3y}{10}+\frac{7y}{15}$

m $\frac{3c}{2}-\frac{c}{5}$ **n** $\frac{2d}{11}-\frac{r}{3}$ **o** $\frac{3h}{5}+\frac{2d}{3}$ **p** $\frac{5}{6}+\frac{4w}{5}$

q $\frac{2a}{7}+\frac{3}{4}$ **r** $\frac{4e}{7}-\frac{2e}{5}$ **s** $\frac{3m}{2}-\frac{5n}{11}$ **t** $\frac{2k}{5}+\frac{m}{6}$

4 Simplify the expression $\frac{5m}{12}-\frac{3m}{8}$. Select **A**, **B**, **C** or **D**.

A $\frac{2m}{4}$ **B** $\frac{m}{24}$ **C** $\frac{m}{2}$ **D** $\frac{3m}{20}$

5 Simplify the expression $\frac{4h}{9}+\frac{2d}{5}$. Select **A**, **B**, **C** or **D**.

A $\frac{36h+10d}{45}$ **B** $\frac{4h+2d}{14}$ **C** $\frac{20h+18d}{45}$ **D** $\frac{9h+18d}{14}$

Foundation Standard Complex

1.04 Multiplying and dividing algebraic fractions

Worksheet
Algebraic fractions

Puzzles
Algebraic fractions puzzle

Upside-down fractions

Video
Algebraic fractions

Multiplying and dividing algebraic fractions

- To **multiply fractions**, cancel any common factors, then multiply the numerators and denominators separately
- To **divide by a fraction** $\frac{a}{b}$, multiply by its **reciprocal** $\frac{b}{a}$

Example 6

Simplify each **product**.

a $\frac{3}{d} \times \frac{4}{c}$ **b** $\frac{4}{k} \times \frac{3k}{16}$ **c** $\frac{3x}{4} \times \frac{2x}{9}$

Solution

a $\frac{3}{d} \times \frac{4}{c} = \frac{3 \times 4}{d \times c}$

$= \frac{12}{dc}$

b $\frac{4}{k} \times \frac{3k}{16} = \frac{\cancel{4}^{1}}{\cancel{k}_{1}} \times \frac{\cancel{3k}}{\cancel{16}_{4}}$

$= \frac{3}{4}$

c $\frac{3x}{4} \times \frac{2x}{9} = \frac{\cancel{3x}^{1}}{\cancel{4}_{2}} \times \frac{\cancel{2x}^{1}}{\cancel{9}_{3}}$

$= \frac{x^2}{6}$

Video
Algebraic fractions

Example 7

Simplify each quotient.

a $\frac{3}{h} \div \frac{4}{k}$ **b** $\frac{xy}{5} \div \frac{3x}{25}$

Solution

a $\frac{3}{h} \div \frac{4}{k} = \frac{3}{h} \times \frac{k}{4}$

$= \frac{3k}{4h}$

The reciprocal of $\frac{4}{k}$ is $\frac{k}{4}$.

b $\frac{xy}{5} \div \frac{3x}{25} = \frac{\cancel{xy}^{1}}{\cancel{5}_{1}} \times \frac{\cancel{25}^{5}}{\cancel{3y}}$

$= \frac{5y}{3}$

EXERCISE 1.04 ANSWERS ON P. 608

Multiplying and dividing algebraic fractions U F

EXAMPLE 6

1 Simplify the product $\frac{3x}{5} \times \frac{w}{6}$. Select the correct answer **A**, **B**, **C** or **D**.

A $\frac{xw}{10}$ **B** $\frac{3xw}{11}$ **C** $\frac{3xw}{30}$ **D** $\frac{18x+5w}{30}$

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EXAMPLE 7

2 Simplify each product.

a $\frac{w}{3} \times \frac{1}{2}$ **b** $\frac{s}{5} \times \frac{t}{4}$ **c** $\frac{3}{h} \times \frac{5}{6k}$

d $\frac{4}{m} \times \frac{3}{n}$ **e** $\frac{l}{3} \times \frac{5}{f}$ **f** $\frac{1}{v} \times \frac{2}{3v}$

g $\frac{2}{x} \times \frac{3}{x}$ **h** $\frac{a}{b} \times \frac{c}{d}$ **i** $\frac{d}{e} \times \frac{e}{g}$

j $\frac{4ad}{9} \times \frac{d}{16a}$ **k** $\frac{5p}{4} \times \frac{8}{15p}$ **l** $\frac{4}{ak} \times \frac{3a}{5k}$

m $\frac{2}{3} \times \frac{9u}{10}$ **n** $\frac{u}{3} \times \frac{3}{u}$ **o** $\frac{3z}{r} \times \frac{2r}{9dz}$

3 Simplify each quotient.

a $\frac{r}{2} \div \frac{r}{5}$ **b** $\frac{m}{6} \div \frac{n}{3}$ **c** $\frac{h}{2} \div \frac{h}{8}$

d $\frac{q}{4} \div \frac{3}{4}$ **e** $\frac{3y}{5} \div \frac{2y}{d}$ **f** $\frac{4t}{9} \div \frac{3t}{5}$

g $\frac{3}{e} \div \frac{5}{e}$ **h** $\frac{3}{2a} \div \frac{b}{6a}$ **i** $\frac{5m}{n} \div \frac{2m}{3n}$

j $\frac{h}{k} \div \frac{k}{h}$ **k** $\frac{8w}{3x} \div \frac{2w}{9x}$ **l** $\frac{3s}{4} \div \frac{6s}{11}$

m $\frac{t}{3} \div \frac{3t}{5u}$ **n** $\frac{3e}{7g} \div \frac{e}{14g}$ **o** $\frac{xh}{5} \div \frac{3h}{15}$

4 Simplify the quotient $\frac{3}{4m} \div \frac{9n}{8m}$. Select **A**, **B**, **C** or **D**.

A $\frac{3n}{2}$ **B** $\frac{32m^2}{27n}$ **C** $\frac{36m}{24n}$ **D** $\frac{2}{3n}$

5 Simplify each expression.

a $\frac{3p}{2} \div \frac{p^2}{4}$ **b** $\frac{2w}{7} \div \frac{5w}{6}$ **c** $\frac{8y}{5} \times \frac{3}{32y^2}$

d $\frac{5}{2g} \div \frac{2}{g}$ **e** $\frac{xy}{z} \times \frac{5}{y}$ **f** $\frac{a}{b} \times \frac{c}{b} \times \frac{b}{3a}$

g $5 \div \frac{3}{5b}$ **h** $\frac{4t}{9} \div 3$ **i** $\frac{5mn}{2d} \times \frac{4d}{n} \times \frac{1}{15mn}$

j $5p \div \frac{7}{10pt}$ **k** $\frac{s}{3} \div \frac{5s}{2} \times \frac{3s}{7}$ **l** $\frac{7}{h} \times \frac{1}{42h}$

m $\frac{5ty}{k} \times \frac{5ky}{t}$ **n** $\frac{6}{r} \times \frac{5r}{9} \div \frac{15}{yh}$ **o** $\frac{6cf}{q} \div \frac{5}{qf} \div \frac{10c}{a}$

6 Simplify the expression $\frac{4ab}{5} \div \frac{a}{2b} \div \frac{8b}{15}$. Select **A**, **B**, **C** or **D**.

A 3 **B** $3b$ **C** $\frac{3b}{5}$ **D** $\frac{3b}{a}$

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Quiz
Mental skills 1A

Mental skills 1A: Maths without calculators ANSWERS ON P. 609

Multiplying and dividing by 5, 15, 25 and 50

It is easier to multiply or divide a number by 10 than by 5. So whenever we multiply or divide a number by 5, we can double the 5 (to make 10) and then adjust the first number.

1 Study each example.

a **To multiply by 5**, halve the number, then multiply by 10.

$18 \times 5 = 18 \times \frac{1}{2} \times 10 \quad (\text{or } 9 \times 2 \times 10)$

$= 9 \times 10$

$= 90$

b **To multiply by 50**, halve the number, then multiply by 100.

$26 \times 50 = 26 \times \frac{1}{2} \times 100 \quad (\text{or } 13 \times 2 \times 100)$

$= 13 \times 100$

$= 1300$

c **To multiply by 25**, quarter the number, then multiply by 100.

$44 \times 25 = 44 \times \frac{1}{4} \times 100 \quad (\text{or } 11 \times 4 \times 25)$

$= 11 \times 100$

$= 1100$

d **To multiply by 15**, halve the number, then multiply by 30.

$8 \times 15 = 8 \times \frac{1}{2} \times 30 \quad (\text{or } 4 \times 2 \times 15)$

$= 4 \times 30$

$= 120$

e **To divide by 5**, divide by 10 and double the answer. We do this because there are two 5s in every 10.

$140 \div 5 = 140 \div 10 \times 2$

$= 14 \times 2$

$= 28$

f **To divide by 50**, divide by 100 and double the answer. This is because there are two 50s in every 100.

$400 \div 50 = 400 \div 100 \times 2$

$= 4 \times 2$

$= 8$

g **To divide by 25**, divide by 100 and multiply the answer by 4. This is because there are four 25s in every 100.

$600 \div 25 = 600 \div 100 \times 4$

$= 6 \times 4$

$= 24$

h **To divide by 15**, divide by 30 and double the answer. This is because there are two 15s in every 30.

$240 \div 15 = 240 \div 30 \times 2$

$= 8 \times 2$

$= 16$

2 Now evaluate each expression.

a	32×5	**b**	14×5	**c**	48×5	**d**	18×50
e	52×50	**f**	36×25	**g**	28×5	**h**	12×25
i	12×15	**j**	22×35	**k**	$90 \div 5$	**l**	$170 \div 5$
m	$230 \div 5$	**n**	$1300 \div 50$	**o**	$900 \div 50$	**p**	$300 \div 25$
q	$1000 \div 25$	**r**	$360 \div 45$	**s**	$210 \div 15$	**t**	$360 \div 15$

Expanding expressions 1.05

The distributive law for expanding an expression

Multiply each term inside the brackets by the term outside

$$a(b + c) = ab + ac$$

$$a(b - c) = ab - ac$$

Skillsheet Algebra using diagrams

Worksheet Algebra review

Interactive Area model Algebra

Videos Expanding expressions 1

Expanding expressions 2

Example 8

Expand each expression.

a $3g(h - 2)$ **b** $r(10 - 4r)$

c $-(y + 4)$ **d** $-3(2m - 7)$

Solution

a $3g(h - 2) = 3g \times h - 3g \times 2$

$= 3gh - 6g$

b $r(10 - 4r) = r \times 10 - r \times 4r$

$= 10r - 4r^2$

c $-(y + 4) = -1(y + 4)$

$= -y + (-4)$

$= -y - 4$

d $-3(2m - 7) = -3 \times 2m - (-3) \times 7$

$= -6m - (-21)$

$= -6m + 21$

Example 9

Expand and simplify by collecting like terms.

a $4(3p + 2) - 5p$ **b** $5(2e - 3) - 4(1 - 5e)$ **c** $7(n - 3) + n(n - 1)$

Solution

a $4(3p + 2) - 5p = 4 \times 3p + 4 \times 2 - 5p$ Expanding
$= 12p + 8 - 5p$
$= 12p - 5p + 8$ Collecting like terms to simplify
$= 7p + 8$

b $5(2e - 3) - 4(1 - 5e) = 5 \times 2e - 5 \times 3 - 4 \times 1 - (-4) \times 5e$ Expanding
$= 10e - 15 - 4 - (-20e)$
$= 10e - 19 + 20e$
$= 30e - 19$ Collecting like terms to simplify

c $7(n - 3) + n(n - 1) = 7n - 21 + n^2 - n$
$= n^2 + 7n - n - 21$ It's conventional to place n^2 first
$= n^2 + 6n - 21$ Collecting like terms to simplify

EXERCISE 1.05 ANSWERS ON P. 609

Expanding expressions U F

EXAMPLE 8

1 Expand each expression.

a $4(h + 6)$ **b** $5(3 + t)$ **c** $3(2b + 7)$
d $5(8 + 3x)$ **e** $x(x + 9)$ **f** $p(5 + p)$
g $3r(2r + 1)$ **h** $4y(1 + 3y)$ **i** $10e(2e + 4f)$

2 Expand each expression.

a $3(t - 2)$ **b** $7(5 - d)$ **c** $8(8g - 3)$
d $w(w - 7)$ **e** $a(a - 1)$ **f** $6h(3h - 1)$
g $4x(3x - 1)$ **h** $5x(2x - 4y)$ **i** $3a(4b - 7a)$

3 Expand $-5u(8 + 2u)$. Select the correct answer **A**, **B**, **C** or **D**.

A $3u - 3u^2$ **B** $-40u + 10u^2$ **C** $-40u - 10u^2$ **D** $-40u - 3u^2$

4 Use the substitution $x = 5$ to test whether each equation is correct or incorrect.

a $3(x + 3) = 3x + 6$ **b** $x(4 - 2x) = 4x - 2x^2$

5 Expand each expression.

a $-(a - 5)$ **b** $-(a + 5)$ **c** $-2(x + 6)$
d $-2(x - 6)$ **e** $-(11 + w)$ **f** $-(11 - w)$
g $-y(y + 9)$ **h** $-x(8 - m)$ **i** $-4t(t - 8)$

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6 Expand $-k(3k - 7)$. Select **A**, **B**, **C** or **D**.

A $-2k^2 - 8k$ **B** $-3k^2 + 7k$ **C** $-3k^2 - 7k$ **D** $-3k + 7k^2$

7 Expand $3(2 - 7y) + 5y$. Select **A**, **B**, **C** or **D**.

A $6 - 26y$ **B** $6 + 16y$ **C** $6 - 5y$ **D** $6 - 16y$

EXAMPLE 9

8 Expand and simplify each expression.

a	$5(3m + 2) + 4m$	**b**	$3(1 - 5e) + 6e$	**c**	$4w - 2(5 + 2w)$
d	$8 - 5(2x - 7)$	**e**	$5(2a + 3) + 4(a + 7)$	**f**	$3(2d + 3) - 5(d + 4)$
g	$7(3g - 1) + 4(2g - 3)$	**h**	$4(3 - 4w) - 2(w - 5)$	**i**	$5(6c - 3) - 3(4 - 3c)$
j	$t(t + 4) + 3(t + 4)$	**k**	$4(3 + h) + h(7 - 2h)$	**l**	$6(2e - 1) - (5 - 3e)$
m	$3x(2x + 5) + 4(2x + 5)$	**n**	$v(2v + 3) - 6(v + 1)$	**o**	$3(1 - 2w) - w(2 - w)$
p	$2y(3y - 7) - 5(3y - 7)$	**q**	$4(3x + 2y - 1) - (x - 1)$	**r**	$4x(3x - 2y + 1) - (x + 1)$

9 Expand $3(1 - 4k) - 2(3k + 7)$. Select **A**, **B**, **C** or **D**.

A $17 - 18k$ **B** $11 - 6k$ **C** $-11 - 18k$ **D** $-17 + 6k$

Factorising expressions 1.06

The highest common factor (HCF)

The **highest common factor (HCF)** or **greatest common divisor (GCD)** of 2 or more terms is the largest term that is a factor of all terms. To find the HCF of algebraic terms:

- find the HCF of the numbers
- find the HCF of the variables
- multiply them together

Skillsheets
HCF by factor trees

Factorising using diagrams

Puzzle
Factorising puzzle

Video
HCF of algebraic terms

Example 10

Find the highest common factor (HCF) of each pair of terms.

a $20x^2$ and $15xy$ **b** 16 and $12b$

Solution

Find the HCF of the numbers and the HCF of the variables. Their product is the HCF of the expression.

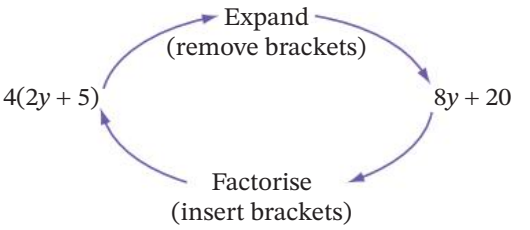
a The HCF of 20 and 15 is 5.
The HCF of x^2 and xy is x, since it is the 'largest' common part of x^2 and xy.
$\therefore$ The HCF of $20x^2$ and $15xy = 5 \times x = 5x$

b The HCF of 16 and 12 is 4.
There is **no** HCF of the variables because b is in $12b$ but not in 16.
$\therefore$ The HCF of 16 and $12b$ is 4.

Foundation Standard Complex

Factorising algebraic expressions

Factorising is the reverse of expanding. Factorisation breaks an expression into factors. To factorise $8y + 20$, we take out the highest common factor and **insert** brackets. The result is $4(2y + 5)$. The factors are 4 and $(2y + 5)$.



Factorising an expression

- Find the HCF of the terms and write it outside the brackets
- Divide each term by the HCF and write the answers inside the brackets

$$ab + ac = a(b + c)$$
$$ab - ac = a(b - c)$$

- To check that the factorised answer is correct, expand it

Video
Factorising expressions

Example 11

Factorise each expression.

a $8y + 16$ **b** $25b^2 - 20ab$ **c** $v(4 + w) + 2(4 + w)$

Solution

a The HCF of $8y$ and 16 is 8.

$\therefore 8y + 16 = 8 \times y + 8 \times 2$ Rewrite the expression using the HCF 8

$= 8(y + 2)$ Write the HCF at the front of the brackets

b The HCF of $25b^2$ and $20ab$ is $5b$.

$\therefore 25b^2 - 20ab = 5b \times 5b - 5b \times 4a$ Rewrite the expression using the HCF $5b$

$= 5b(5b - 4a)$ Write the HCF at the front of the brackets

c The HCF of $v(4 + w)$ and $2(4 + w)$ is $(4 + w)$.

$\therefore v(4 + w) + 2(4 + w) = (4 + w) \times v + (4 + w) \times 2$

$= (4 + w)(v + 2)$

Factorising with negative terms

Example 12

Factorise each expression.

a $-x^2 + 3x$ **b** $-a - ab$

Solution

When factorising expressions that begin with a **negative** term, we use the 'negative' HCF.

a The highest 'negative' common factor of $-x^2$ and $3x$ is $-x$.

$\therefore -x^2 + 3x = (-x) \times x + (-x) \times (-3)$ $(-x) \times (-3) = +3x$

$= (-x)[x + (-3)]$

$= -x(x - 3)$ Check your answer by expanding.

b The highest 'negative' common factor of $-a$ and ab is $-a$.

$\therefore -a - ab = -a \times 1 + (-a) \times b$ $(-a) \times b = -ab$

$= -a(1 + b)$

Factorising with negative terms

- Find the 'negative' HCF of the terms and write it outside the brackets
- Divide each term by the HCF and write the answers inside the brackets

$$-ab - ac = -a(b + c)$$

$$-ab + ac = -a(b - c)$$

- To check that the factorised answer is correct, expand it

EXERCISE 1.06 ANSWERS ON P. 609

Factorising expressions U F

1 Find the HCF of each pair of terms.

EXAMPLE 10

a	$12, 6y$	**b**	$8a^2, 24$	**c**	$20b, 15$
d	$6, 9p^2$	**e**	$24mn, m$	**f**	c, c^2
g	$18pq, 12p^2$	**h**	$24w^2, 16w$	**i**	$3(x - 5), x(x - 5)$

2 Factorise each expression.

EXAMPLE 11

a	$16r^2 - 12r$	**b**	$6t^2 + 27t$	**c**	$36p^2 - 108p$
d	$12x^2y - 16x$	**e**	$18p^2 + 16pr$	**f**	$4m^2n - 4mn^2$
g	$14abc + 21bc$	**h**	$28vw - 21v^2w^2$	**i**	$45rt + 54r^2t$
j	$36pq^2r - 144pr$	**k**	$48x^2y + 64xy^2$	**l**	$75g^3h^2 - 125gh$
m	$25abc + 10a^2b$	**n**	$54my^3 + 45m^2y^2$	**o**	$21r^3u^2 - 35ru^3$

Foundation Standard Complex

3 Factorise completely $24xy^2 - 16xyw$. Select the correct answer **A**, **B**, **C** or **D**.

A $8xy(3y - 2w)$ **B** $2x(12y^2 - 8yw)$ **C** $4xy(6y - 4w)$ **D** $8xy^2(3 - 2w)$

4 Factorise each expression.

a $a(a - 3) + 6(a - 3)$ **b** $t(8 + t) - 3(8 + t)$ **c** $b(b + 5) - 2(b + 5)$

d $x(2 - y) - 6(2 - y)$ **e** $5(a - 7) + b(a - 7)$ **f** $y(a + 3) + 4(a + 3)$

g $3p(g + 5) - 2(g + 5)$ **h** $5(2 - 3m) + 4n(2 - 3m)$ **i** $r(8 + r) + (8 + r)$

j $(y - 6) - y(y - 6)$ **k** $3m(2w + 7) - (2w + 7)$ **l** $3c(c + 3) + 5(c + 3)$

EXAMPLE 12

5 Factorise each expression using the 'negative' HCF.

a $-4q - 8$ **b** $-9u + 18$ **c** $-3g + 6$ **d** $-18a + 12$

e $-n - 1$ **f** $-n + 1$ **g** $-y^2 - 9y$ **h** $-6t + 10t^2$

i $-3a^2 - 6ab$ **j** $-ap + aq$ **k** $-20e^2 - 22e$ **l** $-9m + 3m^2$

6 Factorise $-10kr + 4rn$. Select **A**, **B**, **C** or **D**.

A $-2r(5k - 4n)$ **B** $-2r(5k - 2n)$ **C** $-5r(2k - 2n)$ **D** $-2r(5k + 2n)$

7 Factorise each expression.

a $\frac{1}{2}p + \frac{1}{2}q$ **b** $7g + 9g^2$ **c** $\frac{1}{4}x^2 - \frac{1}{4}xy$

d $8a + 12y + 4$ **e** $20xy - 10x^2 + 5y$ **f** $t^2m + tm^2 + tm$

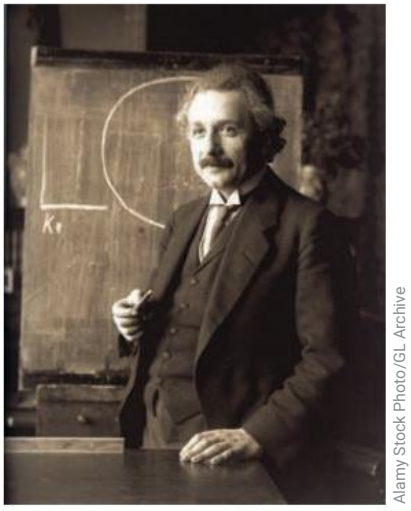
g $7y(m + 2) - p(m + 2)$ **h** $-10p^2 - 10pq$ **i** $5a(x - y) + 10a^2xy - 10a^2y^2$

Did you know?

Einstein's formula

In 1905, when the German scientist Albert Einstein was only 26, he proposed a new theory of physics for small particles of matter (such as atoms) moving at very high speeds. He proposed that matter (mass) could be converted into large amounts of energy, describing this in his Special Relativity formula $E = mc^2$, where E stands for energy, m stands for mass and c stands for the speed of light (3 billion metres per second). Einstein's theory revolutionised conventional laws of physics and led to the development of nuclear energy.

Find out why Einstein renounced his German citizenship and became an American in 1940.



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Foundation Standard Complex

9780170479585

Expanding binomial products

1.07

$(x + 5)$ and $(x - 1)$ are called **binomial expressions** because they each have exactly 2 terms.

$(x + 5)(x - 1)$ is called a **binomial product** because it is a product of 2 binomial expressions.

binomial = '2 terms'

Worksheets
Area diagrams
Binomial products

Puzzles
Expanding brackets
Trinominoes

Technology
Expanding binomials

Spreadsheet
Expanding binomials

1.07

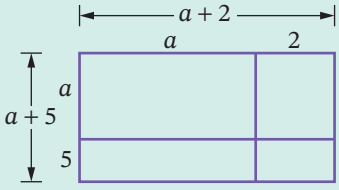
Example 13

Expand each binomial product using an area diagram.

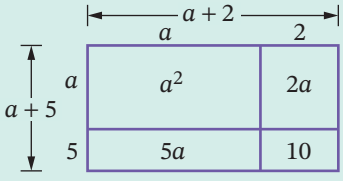
a $(a + 2)(a + 5)$ **b** $(n + 4)(n - 3)$

Solution

a Draw an area diagram (rectangle) with length $(a + 2)$ and width $(a + 5)$ and divide the diagram into 4 smaller rectangles.



Find the area of each smaller rectangle.

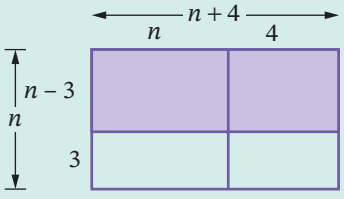


Expand $(a + 2)(a + 5)$ by adding the areas of the 4 rectangles.

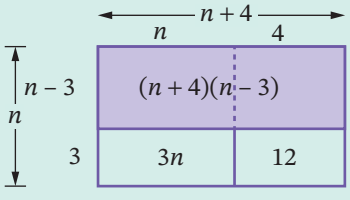
$(a + 2)(a + 5) = a^2 + 2a + 5a + 10$ Expanding

$= a^2 + 7a + 10$ Simplifying by collecting like terms

b Draw an area diagram with length $(n + 4)$ and width $(n - 3)$, then increase the width to n by adding 3. This creates 4 rectangles.



The 2 shaded upper rectangles together give the product $(n + 4)(n - 3)$. To find its area, we subtract the areas of the 2 lower rectangles from the area of the whole rectangle.



$(n + 4)(n - 3) = n(n + 4) - 3n - 12$ Whole rectangle − 2 lower rectangles

$= n^2 + 4n - 3n - 12$ Expanding

$= n^2 + n - 12$ Simplifying by collecting like terms

When expanding a binomial product algebraically, each term in the first binomial is multiplied by each term in the second binomial to give **4 terms**, which are collected and simplified.

Example 14

Video
Expanding binomial products 1

Expand each binomial product.

a $(x + 5)(x + 9)$ **b** $(k + 3)(k - 7)$ **c** $(7 - m)(4 + m)$ **d** $(a - 6)^2$

Solution

a $(x + 5)(x + 9) = x(x + 9) + 5(x + 9)$ — Each term in $(x + 5)$ is multiplied by $(x + 9)$
$= x^2 + 9x + 5x + 45$ — Expanding to make 4 terms
$= x^2 + 14x + 45$ — Adding $9x$ and $5x$

b $(k + 3)(k - 7) = k(k - 7) + 3(k - 7)$ — Each term in $(k + 3)$ is multiplied by $(k - 7)$
$= k^2 - 7k + 3k - 21$ — Expanding to make 4 terms
$= k^2 - 4k - 21$ — Adding $-7k$ and $3k$

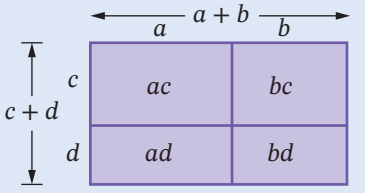
c $(7 - m)(4 + m) = 7(4 + m) - m(4 + m)$ — Each term in $(7 - m)$ is multiplied by $(4 + m)$
$= 28 + 7m - 4m - m^2$ — Expanding to make 4 terms
$= 28 + 3m - m^2$ — Adding $7m$ and $-4m$

d $(a - 6)^2 = (a - 6)(a - 6)$
$= a(a - 6) - 6(a - 6)$ — Each term in $(a - 6)$ is multiplied by $(a - 6)$
$= a^2 - 6a - 6a + 36$ — Expanding to make 4 terms
$= a^2 - 12a + 36$ — Adding $-6a$ and $-6a$

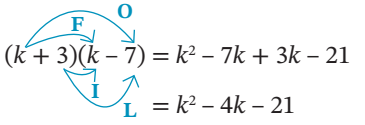
The distributive law for expanding a binomial product

Multiply each term in the first binomial by each term in the second binomial.

$$(a + b)(c + d) = ac + ad + bc + bd$$



One way of remembering which pairs of terms to multiply together in a binomial product is called the **FOIL method**, as shown below.



- **F** means multiply the **first** terms: $k \times k = k^2$
- **O** means multiply the **outside** terms: $k \times (-7) = -7k$
- **I** means multiply the **inside** terms: $3 \times k = 3k$
- **L** means multiply the **last** terms: $3 \times (-7) = -21$

Example 15

Expand each binomial product.

a $(x - 6)(4x + 2)$ **b** $(3t - 1)(2t - 5)$ **c** $(2x + 5)(3y - 4)$

Solution

a $(x - 6)(4x + 2) = x(4x + 2) - 6(4x + 2)$

$= 4x^2 + 2x - 24x - 12$ Expanding

$= 4x^2 - 22x - 12$ Simplifying

b $(3t - 1)(2t - 5) = 3t(2t - 5) - 1(2t - 5)$

$= 6t^2 - 15t - 2t + 5$ Expanding

$= 6t^2 - 17t + 5$ Simplifying

c $(2x + 5)(3y - 4) = 2x(3y - 4) + 5(3y - 4)$

$= 6xy - 8x + 15y - 20$ Expanding

Videos
Expanding binomial products 1
Expanding binomial products 2

1.07

EXAMPLE 13

EXERCISE 1.07 ANSWERS ON P. 609

Expanding binomial products U F R C

1 Expand each binomial product by copying and completing the area diagram.

a $(x + 10)(x + 8)$

	x	10
x	---	---
8	---	---

b $(4h + 1)(3h + 7)$

	$4h$	1
$3h$	---	---
7	---	---

2 Expand each binomial product by copying and completing the area diagram. (Find the shaded area.)

a $(x + 9)(x - 6)$

	x	9
$x - 6$		---
6	---	---

b $(n - 5)(n - 7)$

	$n - 5$	5
$n - 7$	---	---
7	---	---

3 Draw an area diagram for each binomial product and use it to expand the product.

a $(2y + 5)(y + 3)$ **b** $(w - 5)(w + 3)$ **c** $(p - 3)(p - 5)$

Foundation Standard Complex

EXAMPLE 14

4 Expand each binomial product algebraically.

a	$(n + 6)(n + 3)$	**b**	$(t + 6)(t + 5)$	**c**	$(p + 10)(p - 10)$
d	$(x - 8)(x + 3)$	**e**	$(b - 2)(9 + b)$	**f**	$(u - 8)(u - 7)$
g	$(15 - r)(r + 1)$	**h**	$(a - 10)(a - 9)$	**i**	$(5 - c)(3 - c)$
j	$(t - 1)(t + 2)$	**k**	$(y - 4)(y + 10)$	**l**	$(n - 9)(11 + n)$
m	$(e - 2)^2$	**n**	$(5 + w)^2$	**o**	$(g + 11)^2$

5 Expand $(b + 7)^2$. Select the correct answer **A**, **B**, **C** or **D**.

A $b^2 + 49$ **B** $b^2 + 49b$ **C** $b^2 + 7b + 49$ **D** $b^2 + 14b + 49$

6 Expand $(x + 8)(3 - x)$. Select **A**, **B**, **C** or **D**.

A $24 - 5x - x^2$ **B** $-x^2 + 24$ **C** $x^2 + 5x - 24$ **D** $-x^2 + 5x + 24$

EXAMPLE 15

7 Expand each binomial product.

a	$(2x + 5)(x + 3)$	**b**	$(3e + 2)(4e + 5)$	**c**	$(10 + 3p)(p - 1)$
d	$(7d - 2)(7d - 2)$	**e**	$(2f - 2)(3f + 5)$	**f**	$(4m - 5)(5 + 3m)$
g	$(3 - 4h)(2 + 5h)$	**h**	$(4p - 5)(2p - 7)$	**i**	$(2m - 3)(4 - 5m)$
j	$(3t + 5)(2t - 1)$	**k**	$(5y - 5)(5y + 5)$	**l**	$(7 - 2a)(2a - 7)$
m	$(3k + 8)^2$	**n**	$(4c - 5)^2$	**o**	$(2d + 9)(3x - 1)$
p	$(5 - 2g)(h + 3)$	**q**	$(7 - 4w)^2$	**r**	$(3n - 5)(4n + 9)$

8 Expand $(3h + 8)(2h - 5)$. Select **A**, **B**, **C** or **D**.

A $6h^2 - 31h - 40$ **B** $6h^2 - h + 40$

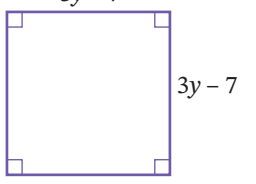
C $6h^2 + 31h - 40$ **D** $6h^2 + h - 40$

9 Write a simplified algebraic expression for the area of each shape.

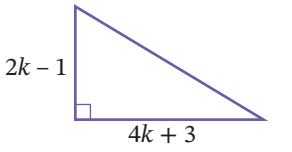
a



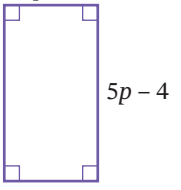
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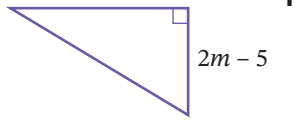
c



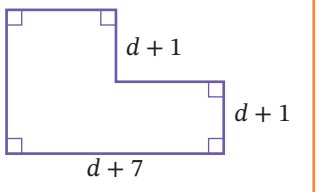
d



e



f



Foundation Standard Complex

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10 A rectangular barbecue plate has a length of 100 cm and a width of 75 cm. The length and width are both increased by x cm. R C

a Write an expression for the new length of the plate in cm.

b Write an expression for the new width of the plate in cm.

c Hence find a simplified expression for the new area of the plate in cm^2.

d By how much has the area of the plate increased?

e If $x = 0.1$, find the increase in the area of the plate.

11 A family room in a house is to be extended. The room is 4 m long and 3 m wide. The length is to be increased by x m and the width by y m. R C

a Write down expressions for the new length and width in metres.

b Write down a binomial expression for the new area of the room in square metres.

c Expand and simplify your expression for the area.

d By how much has the area of the room increased?

12 Prove that: R C

a $(a - b)^2 = (b - a)^2$ **b** $(a + b)(a - b) = a^2 - b^2$ **c** $(a - b)^2 = a^2 - 2ab + b^2$

Investigation

Expanding perfect squares

There is a special pattern when you expand a binomial by itself, for example, $(y + 5)(y + 5)$. This is called the square of a binomial, or a perfect square.

1 **a** Expand and simplify the perfect square $(y + 5)^2 = (y + 5)(y + 5)$.

b How many terms are there in your answer?

c The terms in the binomial $(y + 5)$ are y and 5. The first term of your *answer* in part **a** is y^2, which is the square of y. How are the other terms in the answer related to y and 5?

2 Expand and simplify each perfect square.

a $(k + 3)^2$ **b** $(m + 7)^2$ **c** $(p + 2)^2$

3 For each of the expansions in question **2**:

a how many terms are there?

b describe how each is related to the 2 terms of the perfect square

c compare and discuss your results with other students

4 Expand and simplify each perfect square.

a $(t - 1)^2$ **b** $(g - 6)^2$ **c** $(d - 5)^2$

5 For each of the expansions in question **4**:

a how many terms are there?

b describe how each is related to the 2 terms of the perfect square

c compare and discuss your results with other students

Foundation Standard Complex

6 Describe the expansion of the perfect square (first term + second term)^2 by copying and completing this statement:

The square of a binomial is equal to the square of the first term plus double the product of the 2 terms plus _____

7 **a** Find a formula for $(a + b)^2$.

b Check this formula by expanding $(a + b)^2$ using an area diagram.

c Find a formula for $(a - b)^2$.

d Check this formula by expanding $(a - b)^2$ using an area diagram.

1.08 Perfect squares

PATH

Puzzles
Factorominoes

Perfect squares

16, 49, v^2 and $(y + 5)^2$ are called **perfect squares** because they are square numbers.

Perfect squares

The formulas for expanding the perfect square of a binomial are:

$$(a + b)^2 = a^2 + 2ab + b^2$$
$$(a - b)^2 = a^2 - 2ab + b^2$$

Proof:

$$\begin{aligned}(a + b)^2 &= (a + b)(a + b)\\ &= a(a + b) + b(a + b)\\ &= a^2 + ab + ba + b^2\\ &= a^2 + 2ab + b^2\end{aligned}$$

$$\begin{aligned}(a - b)^2 &= (a - b)(a - b)\\ &= a(a - b) - b(a - b)\\ &= a^2 - ab - ba + b^2\\ &= a^2 - 2ab + b^2\end{aligned}$$

Example 16

Copy and complete the expansion of each perfect square.

a $(x + 4)^2 = x^2 + ____ + 16$

b $(y - 6)^2 = y^2 - 12y + ____$

c $(5g + 9)^2 = ____ + 90g + 81$

d $(3d - 5)^2 = 9d^2 - ____ + 25$

Solution

a In the expansion,

$_____ = 2 \times x \times 4$ Doubling the product of the 2 terms

$= 8x$

$\therefore (x + 4)^2 = x^2 + 8x + 16$

b In the expansion,

$_____ = 6^2$ The second term squared

$= 36$

$\therefore (y - 6)^2 = y^2 - 12y + 36$

c $_____ = (5g)^2$ — The first term squared
$= 25g^2$
$\therefore (5g + 9)^2 = 25g^2 + 90g + 81$

d $_____ = 2 \times 3d \times 5$ — Doubling the product of the 2 terms
$= 30d$
$\therefore (3d - 5)^2 = 9d^2 - 30d + 25$

Example 17

Expand each perfect square.

a $(n - 5)^2$ **b** $(k + 4)^2$ **c** $(3y - 8)^2$

Solution

a $(n - 5)^2 = n^2 - 2 \times n \times 5 + 5^2$ — 1st term squared – double product + 2nd term squared
$= n^2 - 10n + 25$

b $(k + 4)^2 = k^2 + 2 \times k \times 4 + 4^2$
$= k^2 + 8k + 16$

c $(3y - 8)^2 = (3y)^2 - 2 \times 3y \times 8 + 8^2$
$= 9y^2 - 48y + 64$

EXERCISE 1.08 ANSWERS ON P. 610

Perfect squares U F R C

1 Copy and complete the expansion of each perfect square.

a $(x + 10)^2 = x^2 + _____ + 100$
b $(m - 8)^2 = _____ - 16m + 64$
c $(p - t)^2 = p^2 - 2pt + _____$
d $(h + 4)^2 = h^2 _____ + 16$
e $(k - 9)^2 = k^2 _____ + 81$
f $(8 + 5f)^2 = 64_____ + 25f^2$
g $(2d + 3)^2 = _____ + _____ + 9$
h $(6a + 1)^2 = _____ + 12a + _____$

2 Expand each perfect square.

a $(m + 9)^2$ **b** $(u + 3)^2$ **c** $(y - 6)^2$ **d** $(8 + k)^2$
e $(5 - h)^2$ **f** $(7 + k)^2$ **g** $(f + 20)^2$ **h** $(q - 11)^2$
i $(10 + t)^2$ **j** $(x - w)^2$ **k** $(a + g)^2$ **l** $(2m - 3)^2$
m $(5x - 6)^2$ **n** $(9a + 2)^2$ **o** $(3e - 4)^2$ **p** $(5 + 7b)^2$
q $(4 - 5p)^2$ **r** $(11 - 2c)^2$ **s** $(10g + 3)^2$ **t** $(3k + 11)^2$

3 Expand each perfect square.

a $(7h + 2k)^2$ **b** $(8a - 3y)^2$ **c** $(xy + z)^2$
d $\left(1 + \frac{1}{y}\right)^2$ **e** $\left(k - \frac{1}{k}\right)^2$ **f** $\left(w + \frac{3}{w}\right)^2$

PATH
1.08
Video Special binomial products
EXAMPLE 16
EXAMPLE 17

Foundation Standard Complex

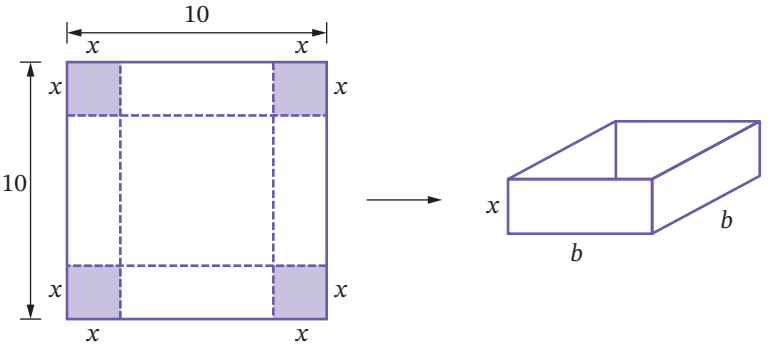
PATH

4 Use the expansion of a perfect square to evaluate each square number without using a calculator.

a $21^2 = (20 + 1)^2$ **b** $45^2 = (40 + 5)^2$ **c** $29^2 = (30 - 1)^2$

d $59^2 = (60 - 1)^2$ **e** $102^2 = (100 + 2)^2$ **f** $98^2 = (100 - 2)^2$

5 A 10 cm square sheet of cardboard has a square of dimension x cm cut from each corner. It is then folded to form a square-based prism. R C



a Why is the length of the square base (b) equal to $(10 - 2x)$ cm?

b Find the area of the square base.

c Find the area of one side-face of the prism.

d Hence show that the surface area of the prism is $(100 - 4x^2)$ cm^2.

Investigation

Squaring a number ending in 5

Study this mental shortcut for squaring a number ending in 5:

- to evaluate 35^2, calculate $3 \times 4 = 12$, append '25' to the end: $35^2 = 1225$
- to evaluate 75^2, calculate $7 \times 8 = 56$, append '25' to the end: $75^2 = 5625$
- to evaluate 105^2, calculate $10 \times 11 = 110$, append '25' to the end: $105^2 = 11\,025$

Let n stand for the tens digit of the number ending in 5 being squared.

Expand $(10n + 5)^2$ and investigate why the above method works.

Investigation

Expanding sums by differences

There is also special pattern when you multiply the sum of 2 terms by the difference of those 2 terms, for example, $(x + 9)(x - 9)$.

1 **a** Expand and simplify $(x + 9)(x - 9)$.

b How many terms are there in your answer?

c How are the terms in the answer related to x and 9?

Foundation Standard Complex

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2 Expand and simplify each 'sum by difference'.

a $(k + 2)(k - 2)$ **b** $(m + 5)(m - 5)$ **c** $(p - 6)(p + 6)$

3 Describe the expansion of (first term + second term)(first term – second term) by copying and completing this statement:

The product of a 'sum by difference' *is equal to the square of the first term* _____

_____

4 **a** Find a formula for $(a + b)(a - b)$.

b Check this formula by expanding $(a + b)(a - b)$ using an area diagram.

PATH

Difference of 2 squares 1.09

Difference of 2 squares

$$(a + b)(a - b) = a^2 - b^2$$

The answer is called the **difference of 2 squares**.

Proof:

$$\begin{aligned}(a - b)(a + b) &= a(a + b) - b(a + b)\\ &= a^2 + ab - ba - b^2\\ &= a^2 - b^2\end{aligned}$$

When the sum of 2 terms is multiplied by their difference, the answer is the square of the first term minus the square of the second term (the difference of 2 squares).

PATH

Worksheet
Special products

Puzzle
Enough time

Videos
Difference of 2 squares

Special binomial products

Example 18

Expand each expression.

a $(d + 3)(d - 3)$ **b** $(2 + r)(2 - r)$

c $(7x + 2)(7x - 2)$ **d** $(4k - 5p)(4k + 5p)$

Solution

a $\begin{aligned}(d + 3)(d - 3) &= d^2 - 3^2\\ &= d^2 - 9\end{aligned}$

b $\begin{aligned}(2 + r)(2 - r) &= 2^2 - r^2\\ &= 4 - r^2\end{aligned}$

c $\begin{aligned}(7x + 2)(7x - 2) &= (7x)^2 - 2^2\\ &= 49x^2 - 4\end{aligned}$

d $\begin{aligned}(4k - 5p)(4k + 5p) &= (4k)^2 - (5p)^2\\ &= 16k^2 - 25p^2\end{aligned}$

PATH

EXERCISE 1.09 ANSWERS ON P. 610

Difference of 2 squares U F R C

EXAMPLE 18

1 Expand each expression.

a $(m+5)(m-5)$ **b** $(c-10)(c+10)$ **c** $(a+12)(a-12)$

d $(6-y)(6+y)$ **e** $(8-m)(8+m)$ **f** $(p+1)(p-1)$

g $(5+e)(5-e)$ **h** $(v+11)(v-11)$ **i** $(w-3)(w+3)$

j $(x-10)(x+10)$ **k** $(q+7)(q-7)$ **l** $(9-g)(9+g)$

m $(b-2)(b+2)$ **n** $(15-r)(15+r)$ **o** $(d+13)(d-13)$

2 Expand each expression.

a $(2h-3)(2h+3)$ **b** $(5r+4)(5r-4)$ **c** $(5b+8)(5b-8)$

d $(4p-7)(4p+7)$ **e** $(3-8k)(3+8k)$ **f** $(7x-5)(7x+5)$

g $(2+9m)(2-9m)$ **h** $(9k-4l)(9k+4l)$ **i** $(7n+8m)(7n-8m)$

j $(4g-5h)(4g+5h)$ **k** $(7u+3w)(7u-3w)$ **l** $(11a+3b)(11a-3b)$

m $\left(a+\frac{1}{a}\right)\left(a-\frac{1}{a}\right)$ **n** $\left(\frac{w}{3}-2\right)\left(\frac{w}{3}+2\right)$ **o** $\left(1-\frac{1}{r}\right)\left(1+\frac{1}{r}\right)$

3 Natalie's age is p years. R C

a What was Natalie's age last year?

b What will Natalie's age be next year?

c Write an expression for (Natalie's age last year) × (Natalie's age next year).

d If (Natalie's age last year) × (Natalie's age next year) is equal to 48, what is Natalie's age?

4 By expressing 31×29 as $(30+1)(30-1)$, use the difference of 2 squares to find the value of 31×29. R C

5 Use the method of question 4 to evaluate each expression. R C

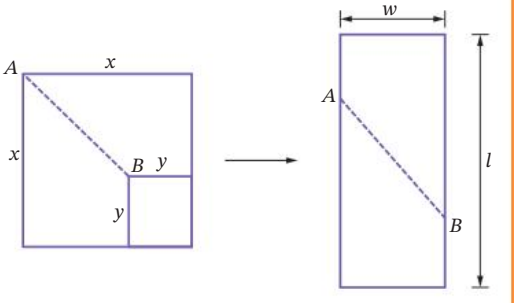
a 21×19 **b** 51×49 **c** 89×91 **d** 78×82

6 Use 'sum by difference' to evaluate each expression.

a $15^2 - 14^2$ **b** $24^2 - 23^2$ **c** $65^2 - 35^2$

d $101^2 - 99^2$ **e** $23^2 - 17^2$ **f** $50^2 - 48^2$

7 A square sheet of paper of length x cm has a smaller square of length y cm cut from one corner. It is then cut on the diagonal AB and rearranged to form a rectangle as shown. R C



a Find an expression for:

i the length (l) of the rectangle

ii the width (w) of the rectangle

iii the area of the rectangle (do not simplify)

b The area of the rectangle should be the same as the area of the square on the left minus the area of the smaller square. Find an expression for this area. What does this prove?

Foundation Standard Complex

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Mixed expansions 1.10

Example 19

Expand and simplify each expression.

a $(4r + 5)(1 - 2r)$ **b** $(7 + 9x)^2$

c $(3d - 10)(3d + 10)$ **d** $(a + 6)(a - 6) + (a + 12)(a + 3)$

e $(m - 2)^2 - (m - 2)(m + 2)$

Solution

a $(4r + 5)(1 - 2r) = 4r(1 - 2r) + 5(1 - 2r)$
$= 4r - 8r^2 + 5 - 10r$
$= -8r^2 - 6r + 5$

b $(7 + 9x)^2 = 7^2 + 2 \times 7 \times 9x + (9x)^2$
$= 49 + 126x + 81x^2$
$= 81x^2 + 126x + 49$

c $(3d - 10)(3d + 10) = (3d)^2 - 10^2$
$= 9d^2 - 100$

d $(a + 6)(a - 6) + (a + 12)(a + 3) = a^2 - 36 + a^2 + 3a + 12a + 36$
$= 2a^2 + 15a$

e $(m - 2)^2 - (m - 2)(m + 2) = m^2 - 4m + 4 - (m^2 - 4)$
$= m^2 - 4m + 4 - m^2 + 4$
$= -4m + 8$

EXERCISE 1.10 ANSWERS ON P. 610

Mixed expansions U F R C

1 Expand and simplify each expression.

a $(2m - 1)(2m + 1)$ **b** $(y + 4)(5y - 3)$ **c** $(2k - 7)^2$

d $(d + 9)^2$ **e** $(2e - 1)(e + 1)$ **f** $(5a + 4)(5a - 4)$

g $(2 - p)(p - 2)$ **h** $(10 - 6y)(10 + 6y)$ **i** $(h - 3m)^2$

j $(2x - 3)(y + 3)$ **k** $(11a - 4b)(11a + 4b)$ **l** $\left(u - \frac{1}{u}\right)^2$

2 Expand and simplify each expression. R C

a $(m - 5)(m + 5) + 25$ **b** $6y + (y - 3)^2 + 9$

c $(3x + 1)(2 - x) + 2x + 4$ **d** $(d + 4)^2 - 8d + 5$

e $16 + (4k - 8)(4k + 8)$ **f** $(x - y)^2 - (x + y)^2$

g $20a - (a - 2)(a - 5) + a^2$ **h** $2(f - 2)(f + 2)$

i $(2h + 3)^2 - (2h - 3)(2h + 3)$ **j** $7xy - (2x - 3)(y + 3)$

PATH

1.10

Puzzle
Expanding binomials

Worksheets
Algebra 6
Mixed expansions

EXAMPLE 19

Foundation Standard Complex

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PATH

3 Expand and simplify each expression. R C

a $(8a-1)(8a+1)-4a^2+1$ **b** $(n+1)^2+2n+3$

c $3(4-u)(4+u)+(u-12)(u+4)$ **d** $(2m-n)^2+(2m+n)^2$

e $(x-2)(x+3)-(x-2)(x+2)$ **f** $2(b-1)^2-(2b-1)^2$

g $(y+1)^2+(y+2)^2+(y+3)^2$ **h** $(x-3)(x+3)+(x+3)^2+(x-3)^2$

i $(5n+3)(5n-3)+(3n-5)(3n+5)$ **j** $2(a-b)(a+b)-(a+b)^2-(a-b)^2$

Quiz
Mental skills 1B

Mental skills 1B: Maths without calculators ANSWERS ON P. 610

Multiplying by 9, 11, 99 and 101

We can use expansion when multiplying by a number near 10 or near 100.

1 Study each example.

a
$$\begin{aligned}25\times11&=25\times(10+1)\\&=25\times10+25\times1\\&=250+25\\&=275\end{aligned}$$

b
$$\begin{aligned}14\times9&=14\times(10-1)\\&=14\times10-14\times1\\&=140-14\\&=126\end{aligned}$$

c
$$\begin{aligned}32\times12&=32\times(10+2)\\&=32\times10+32\times2\\&=320+64\\&=384\end{aligned}$$

d
$$\begin{aligned}7\times99&=7\times(100-1)\\&=7\times100-7\times1\\&=700-7\\&=693\end{aligned}$$

e
$$\begin{aligned}27\times101&=27\times(100+1)\\&=27\times100+27\times1\\&=2700+27\\&=2727\end{aligned}$$

f
$$\begin{aligned}18\times8&=18\times(10-2)\\&=18\times10-18\times2\\&=180-36\\&=144\end{aligned}$$

2 Now evaluate each product.

a	16×11	**b**	33×11	**c**	29×9	**d**	45×9
e	62×11	**f**	7×101	**g**	18×101	**h**	36×99
i	19×8	**j**	45×12	**k**	21×102	**l**	6×98
m	32×9	**m**	7×99	**o**	39×101	**p**	71×12

Foundation Standard Complex

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Factorising special binomial products 1.11

Factorising by grouping in pairs

An algebraic expression with 4 terms can often be factorised in pairs, that is, 2 terms at a time, to make a binomial product.

Example 20

Factorise each expression.

a $3ac + 2bd + 2bc + 3ad$ **b** $4km + 6mn - 6kp - 9np$

c $10xw - 6yw - 10xt + 6yt$

Solution

a $3ac + 2bd + 2bc + 3ad = 3ac + 3ad + 2bd + 2bc$ Grouping into pairs for factorising

$= 3a(c + d) + 2b(d + c)$ Factorising each pair

$= (c + d)(3a + 2b)$ Factorising again

b $4km + 6mn - 6kp - 9np = 2m(2k + 3n) - 3p(2k + 3n)$ Factorising each pair

$= (2k + 3n)(2m - 3p)$ Factorising again

c $10xw - 6yw - 10xt + 6yt = 2(5xw - 3yw - 5xt + 3yt)$ Factorising all terms first

$= 2(5xw - 5xt - 3yw + 3yt)$ Grouping into pairs for factorising

$= 2[5x(w - t) - 3y(w - t)]$ Factorising each pair

$= 2(w - t)(5x - 3y)$ Factorising again

Factorising the difference of 2 squares

We have learned the formula $(a + b)(a - b) = a^2 - b^2$.

If we use this rule in reverse, then the factors of $a^2 - b^2$ are $(a + b)$ and $(a - b)$.

Factorising the difference of 2 squares

$$a^2 - b^2 = (a + b)(a - b)$$

Example 21

Factorise each expression.

a $x^2 - 4$ **b** $9 - 16b^2$ **c** $20d^2 - 5a^2$ **d** $y^3 - y$

Solution

a $x^2 - 4 = x^2 - 2^2$

$= (x + 2)(x - 2)$

b $9 - 16b^2 = 3^2 - (4b)^2$

$= (3 + 4b)(3 - 4b)$

c $20d^2 - 5a^2 = 5(4d^2 - a^2)$

$= 5[(2d)^2 - a^2]$

$= 5(2d + a)(2d - a)$

d $y^3 - y = y(y^2 - 1)$

$= y(y + 1)(y - 1)$

PATH

1.11

Puzzle
Grouping

Video
Factorising by grouping in pairs

Puzzle
Difference of 2 perfect squares

Video
Difference of 2 squares

PATH

EXERCISE 1.11 ANSWERS ON P. 610

Factorising special binomial products U F

EXAMPLE 20

1 Factorise each expression.

a $4ab + 5bc + 4ad + 5cd$
b $2xy - 5wy + 2xt - 5wt$
c $9ac + 6bc + 12ad + 8bd$
d $10x^2 + 30 + x^3 + 3x$
e $3a^2 + 3ab + 3ac + 3bc$
f $6rt - 18wt + 6rp - 18wp$
g $14e - 21 + 2de - 3d$
h $hk - h^2 - 2k + 2h$
i $3mn - 6m + pn - 2p$
j $9p^2 - 27 + qp^2 - 3q$
k $fg - fh - 10g + 10h$
l $9kl - 12ml + 9kn - 12mn$
m $2p - 2c - p^2 + pc$
n $l^3 + lm^2 - 3l^2 - 3m^2$
o $a(x + 1) + y(x + 1) - ka - ky$
p $p(a - b) - 2q(a - b) + 3qp - 6q^2$

EXAMPLE 21

2 Factorise each expression.

a $w^2 - 9$
b $y^2 - 36$
c $k^2 - 1$
d $m^2 - 121$
e $p^2 - 64$
f $c^2 - 100$
g $4e^2 - f^2$
h $a^2 - 9b^2$
i $16y^2 - 1$
j $4 - b^2$
k $25 - e^2$
l $1 - 16x^2$
m $k^2 - u^2$
n $49 - 16m^2$
o $b^2 - 121d^2$
p $36c^2 - 25k^2$
q $16 - 81h^2$
r $25a^2 - 64m^2$
s $100 - 49n^2$
t $121p^2 - 144q^2$
u $\frac{1}{4} - 25c^2$
v $4w^2 - \frac{1}{9}$
w $64h^2 - 2\frac{1}{4}$
x $1 - m^2n^2$

3 Factorise each expression.

a $2a^2 - 2b^2$
b $7k^2 - 28$
c $3 - 75u^2$
d $x^3 - 49x$
e $k - 16k^3$
f $50q^2 - 2$
g $3d^2 - 12v^2$
h $5t^5 - 125t^3$
i $2a^2b^2 - 2$
j $x^2y^2 - x^2w^2$
k $192f^2 - 108g^2$
l $45d^2 - \frac{5}{4}$
m $2x^2 - 8a^2$
n $100 - 25w^2$
o $1\frac{1}{4} - 80e^2$
p $9c^2 - 6\frac{1}{4}$

4 Factorise each expression.

a $\frac{p^2}{16} - \frac{b^2}{25}$
b $x^2 - \frac{1}{9}$
c $\frac{v^2}{64} - \frac{u^2}{81}$
d $\frac{2y^2}{9} - \frac{2m^2}{121}$
e $\frac{16a^2}{49} - \frac{25b^2}{4}$
f $g^4 - 81$
g $100 - n^4$
h $(x + y)^2 - x^2$
i $(p - 2q)^2 - (2p + q)^2$
j $\frac{x^2}{4} - \frac{y^2}{36}$
k $(a + b)^2 - (a - b)^2$
l $25 - (4 - x)^2$

Foundation Standard Complex

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Investigation

Factorising quadratic expressions

1 **a** Show that $(x + 3)(x + 5) = x^2 + 8x + 15$.

b The quadratic expression $x^2 + 8x + 15$ has 3 terms. The coefficient of x is 8, the number in front of the x. How are the 3 and 5 in $(x + 3)(x + 5)$ related to the 8?

c The constant term in $x^2 + 8x + 15$ is 15, the number with no x at the end. How are the 3 and 5 related to the 15?

2 **a** Expand $(x + 9)(x + 2)$.

b What is the coefficient of x? How are 9 and 2 related to it?

c What is the constant term? How are 9 and 2 related to it?

3 **a** Expand $(x + 8)(x - 3)$.

b What is the coefficient of x? How are 8 and -3 related to it?

c What is the negative constant term? How are 8 and -3 related to it?

4 **a** Expand $(x - 4)(x - 1)$.

b What is the negative coefficient of x? How are -4 and -1 related to it?

c What is the positive constant term? How are -4 and -1 related to it?

5 In the expansion of any binomial product, how are the coefficient of x and the constant term related to the numbers in the binomials?

6 Copy and complete:

a $(x + ___)(x + ___) = x^2 + 5x + 4$ **b** $(x + ___)(x + ___) = x^2 + 8x + 15$

c $(x + ___)(x + ___) = x^2 + 7x + 12$ **d** $(x + ___)(x - ___) = x^2 - 4x - 32$

e $(x + ___)(x - ___) = x^2 + 2x - 3$ **f** $(x - ___)(x - ___) = x^2 - 9x + 20$

PATH

1.12

Factorising quadratic expressions $x^2 + bx + c$

1.12

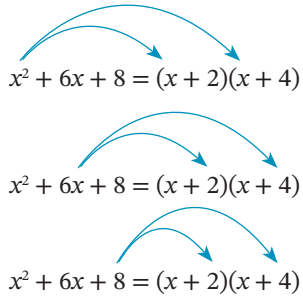
A quadratic expression such as $x^2 - 5x + 7$ is called a **trinomial** because it has 3 terms. Other examples of quadratic trinomials are $x^2 + x - 15$, $2x^2 - 3x + 9$ and $-4x^2 + 9x + 20$.

The expansion of $(x + 2)(x + 4)$ is $x^2 + 6x + 8$.

$\therefore$ The factorisation of $x^2 + 6x + 8$ is $(x + 2)(x + 4)$.

When factorising a quadratic trinomial such as $x^2 + 6x + 8$:

- each factor must have an x term to give x^2
- $2 + 4 = 6$, which is the **coefficient** of x, the number in front of the x
- $2 \times 4 = 8$, which is the **constant term** with no x.



PATH

Puzzle
Perfect squares

Technology
Factorising trinomials

Spreadsheeet
Factorising trinomials

PATH

Video
Factorising quadratic expressions 1

Example 22

Factorise each quadratic trinomial.

a $a^2 + 7a + 12$ **b** $x^2 + x - 6$

Solution

a Find the 2 numbers that have a sum of 7 and a product of 12.
It is best to test numbers that have a product of 12 and then check if their sum equals 7:
The correct numbers are 3 and 4.
$\therefore a^2 + 7a + 12 = (a + 3)(a + 4)$

Pair of numbers	Product	Sum
6, 2	6 × 2 = 12	6 + 2 = 8
3, 4	3 × 4 = 12	3 + 4 = 7

b Find 2 numbers with a sum of 1 and a product of –6.
Test numbers that have a product of –6 and check their sums:
The correct numbers are 3 and –2.
$\therefore x^2 + x - 6 = (x + 3)(x - 2)$

Pair of numbers	Product	Sum
+6, −1	+6 × (−1) = −6	+6 + (−1) = 5
+2, −3	+2 × (−3) = −6	2 + (−3) = −1
+3, −2	+3 × (−2) = −6	+3 + (−2) = 1

Factorising quadratic trinomials of the form $x^2 + bx + c$

- Find 2 numbers that have a sum of b and a product of c
- Use these 2 numbers to write a binomial product of the form $(x ___)(x ___)$

Video
Factorising quadratic expressions 1

Example 23

Factorise each quadratic expression.

a $a^2 - 2a - 15$ **b** $y^2 - 6y + 8$ **c** $x^2 - 2x + 1$

Solution

a $a^2 - 2a - 15$
Find 2 numbers that have a product of –15 and a sum of –2. Since the product is negative, one of the numbers must be negative. They are –5 and +3.
$\therefore a^2 - 2a - 15 = (a - 5)(a + 3)$

b $y^2 - 6y + 8$
Product = 8, sum = −6.
Since the sum is negative, one of the numbers must be negative, but since the product is positive, *both* of the numbers must be negative. They are −2 and −4.
$\therefore y^2 - 6y + 8 = (y - 2)(y - 4)$

c $x^2 - 2x + 1$
Product = 1, sum = −2. Since the sum is negative, one of the numbers must be negative, but since the product is positive, *both* of the numbers must be negative.
They are −1 and −1.
$\therefore x^2 - 2x + 1 = (x - 1)(x - 1)$
$= (x - 1)^2$ *Note:* $(x - 1)^2$ is a perfect square.

Example 24

Factorise each quadratic trinomial.

a $3g^2 + 12g - 36$ **b** $48 - 8p - p^2$

Solution

a $3g^2 + 12g - 36 = 3(g^2 + 4g - 12)$ Taking out the HCF of 3 first
$= 3(g - 2)(g + 6)$ Product = –12, sum = 4

b $48 - 8p - p^2 = -p^2 - 8p + 48$ Rearranging the terms to make the p^2 term first
$= -1(p^2 + 8p - 48)$ Taking out a common factor of –1
$= -(p + 12)(p - 4)$ Product = –48, sum = 8

EXERCISE 1.12 ANSWERS ON P. 611

Factorising quadratic expressions $x^2 + bx + c$ U F R

1 Find 2 numbers whose: R

a product is 6 and their sum is −7
b product is −12 and their sum is 1
c product is −15 and their sum is −2
d product is 12 and their sum is 7
e product is 20 and their sum is −9
f product is −14 and their sum is 5
g product is −10 and their sum is 3
h product is−25 and their sum is 0
i product is −2 and their sum is −1
j product is −18 and their sum is −7

2 Factorise each quadratic expression. R EXAMPLE 22

a $m^2 + 7m + 12$ **b** $x^2 + 12x + 35$ **c** $k^2 + 5k + 4$
d $p^2 + 7p + 10$ **e** $w^2 + 9w + 20$ **f** $b^2 + 6b + 5$
g $e^2 + 5e + 6$ **h** $r^2 + 4r + 4$ **i** $n^2 + 11n + 10$
j $a^2 + 11a + 30$ **k** $d^2 + 10d + 24$ **l** $y^2 + 15y + 44$

3 Factorise each quadratic expression. R

a $p^2 - 5p + 4$ **b** $v^2 - 11v + 30$ **c** $y^2 - 7y + 12$
d $x^2 - 12x + 20$ **e** $a^2 - 9a + 18$ **f** $e^2 - 8e + 12$
g $c^2 - 14c + 48$ **h** $w^2 - 5w + 6$ **i** $d^2 - 18d + 77$
j $u^2 - 3u + 2$ **k** $n^2 - 8n + 16$ **l** $b^2 - 15b + 56$

4 Factorise each quadratic expression. R EXAMPLE 23

a $x^2 + 3x - 4$ **b** $g^2 + 5g - 24$ **c** $y^2 - 2y - 3$
d $r^2 - 5r - 14$ **e** $m^2 + 2m - 15$ **f** $a^2 + a - 2$
g $m^2 - 9m + 20$ **h** $h^2 - 3h - 4$ **i** $d^2 - 6d + 9$
j $w^2 + 4w - 12$ **k** $a^2 - 4a - 12$ **l** $k^2 + 5k - 14$
m $c^2 - 7c - 18$ **n** $e^2 - 6e - 27$ **o** $u^2 + 6u - 55$
p $p^2 + 9p - 36$ **q** $x^2 + 9x - 52$ **r** $q^2 - 9q - 70$

PATH

EXAMPLE 24

5 Factorise each expression, given it is a perfect square. R

a	$m^2 + 4m + 4$	**b**	$p^2 + 20p + 100$	**c**	$a^2 - 10a + 25$
d	$y^2 - 14y + 49$	**e**	$w^2 + 24w + 144$	**f**	$a^2 - 3a + 2\frac{1}{4}$

6 Factorise each quadratic expression. Look for the highest common factor first. R

a	$3m^2 + 9m + 6$	**b**	$2y^2 + 2y - 4$	**c**	$5t^2 - 10t - 400$
d	$5e^4 + 25e^3 - 120e^2$	**e**	$x^3 - x^2 - 110x$	**f**	$4b^2 - 4b - 168$
g	$4w^2 + 4w - 48$	**h**	$3a^3 - 9a^2 - 12a$	**i**	$2e^2 + 18e + 40$
j	$24 - 5t - t^2$	**k**	$42 + u - u^2$	**l**	$28 + 3x - x^2$
m	$12 - b - b^2$	**n**	$7k - 12 - k^2$	**o**	$12x - 35 - x^2$

7 Factorise each quadratic expression. R

a	$h^2 - 3h - 18$	**b**	$18 - 7t - t^2$	**c**	$w^2 + 8w + 7$
d	$k^2 - 12k - 45$	**e**	$v^2 + 8v - 20$	**f**	$3c^2 + 30c + 75$
g	$q^2 - 6q + 5$	**h**	$a^2 - 4a + 3$	**i**	$6x^2 + 36x - 96$
j	$x^2 - 16x + 64$	**k**	$8u^2 - 24u - 32$	**l**	$b^2 + 11b + 30$
m	$y^2 - 12y + 36$	**n**	$5r^2 - 5r - 10$	**o**	$4l^2 - 8l - 32$
p	$g^2 - 24g + 80$	**q**	$108 - 6d - 2d^2$	**r**	$26 + 11n - n^2$

Investigation

Factorising quadratic trinomials by grouping in pairs

1 We can factorise the quadratic trinomial $6y^2 + 19y + 15$ by rewriting it as $6y^2 + 10y + 9y + 15$, splitting up the middle term $19y$.

- **a** Factorise $6y^2 + 10y + 9y + 15$ by grouping in pairs.
- **b** Factorise $6y^2 + 9y + 10y + 15$ by grouping in pairs. Is your answer the same as that for part **a**?
- **c** In $6y^2 + 19y + 15$, 6 is the coefficient of y^2 while 15 is the constant term. Find the product of 6 and 15 and the product of 10 and 9. What do you notice?

2 **a** Factorise $2c^2 + 13c + 21$ by rewriting it as $2c^2 + 6c + 7c + 21$.

- **b** Factorise $2c^2 + 13c + 21$ by rewriting it as $2c^2 + 7c + 6c + 21$.
- **c** Find the product of 2 and 21 and the product of 6 and 7. What do you notice?

1.13 Factorising quadratic expressions $ax^2 + bx + c$

PATH

Puzzle
Trinominoes

We will now factorise quadratic trinomials such as $6x^2 + 19x + 15$, where x^2 has a coefficient that is not a common factor. We do this by splitting the middle term into 2 terms and then factorise by grouping in pairs.

Foundation Standard Complex

9780170479585

Example 25

Factorise $3x^2 + 8x + 4$.

Solution

We need to split up the middle term $8x$.
Find 2 numbers that have a product of 12 and a sum of 8.

$3x^2 + 8x + 4 = 3x^2 + 8x + 4$

sum of 8

product of $3 \times 4 = 12$

The 2 numbers are $+6$ and $+2$, so we will split $8x$ into $6x$ and $2x$.

$\therefore 3x^2 + 8x + 4 = 3x^2 + 6x + 2x + 4$

$= 3x(x + 2) + 2(x + 2)$ Factorising by grouping in pairs

$= (x + 2)(3x + 2)$ Factorising again

Factorising quadratic trinomials of the form $ax^2 + bx + c$

- Find 2 numbers that have a sum of b and a product of ac
- Use these 2 numbers to split the middle term bx into 2 terms
- Factorise by grouping in pairs

Example 26

Factorise each quadratic expression.

a $5k^2 - 12k + 4$ **b** $9m^2 - 9m - 4$ **c** $6t^2 + t - 12$

Solution

a $5k^2 - 12k + 4$

$5 \times 4 = 20$

Find 2 numbers that have a product of 20 and a sum of -12.

$-5 \times (-4) = 20$; $-5 + (-4) = -9$ ✗

$-10 \times (-2) = 20$; $-10 + (-2) = -12$ ✓

Since the sum is negative and the product is positive, both of the numbers must be negative.

They are -10 and -2.

Split $-12k$ into $-10k$ and $-2k$.

$5k^2 - 12k + 4 = 5k^2 - 10k - 2k + 4$

$= 5k(k - 2) - 2(k - 2)$ Factorising by grouping in pairs

$= (k - 2)(5k - 2)$

b $9m^2 - 9m - 4$

$9 \times (-4) = -36$

Find 2 numbers with a product of -36 and a sum of -9.

Since the product is negative, one of the numbers must be negative.

$12 \times (-3) = -36$; $12 + (-3) = 9$ ✗

$-12 \times 3 = -36$, $-12 + 3 = -9$ ✓

PATH

Video
Factorising quadratic expressions (Advanced)

1.13

Video
Factorising quadratic expressions 2

PATH

They are –12 and 3.

$9m^2 - 9m - 4 = 9m^2 - 12m + 3m - 4$
$= 3m(3m - 4) + 1(3m - 4)$
$= (3m - 4)(3m + 1)$

c $6t^2 + t - 12$

$6 \times (-12) = -72$.

Find 2 numbers with a product of –72 and a sum of 1.

$8 \times (-9) = -72$; $8 + (-9) = -1$ ✗

$-8 \times 9 = -72$; $-8 + 9 = 1$ ✓

They are –8 and +9.

$6t^2 + t - 12 = 6t^2 - 8t + 9t - 12$
$= 2t(3t - 4) + 3(3t - 4)$
$= (3t - 4)(2t + 3)$

Example 27

Factorise each quadratic trinomial.

a $18a^2 - 18a - 8$ **b** $10 - 7x - 12x^2$

Solution

a $18a^2 - 18a - 8 = 2(9a^2 - 9a - 4)$ Taking out the HCF of 2 first
$= 2(9a^2 - 12a + 3a - 4)$ Product = –36, sum = –9
$= 2[3a(3a - 4) + 1(3a - 4)]$
$= 2(3a - 4)(3a + 1)$

b $10 - 7x - 12x^2 = -12x^2 - 7x + 10$ Rearranging the terms to make the x^2 term first
$= -(12x^2 + 7x - 10)$ Taking out a common factor of –1
$= -(12x^2 + 15x - 8x - 10)$ Product = –120, sum = –7
$= -[3x(4x + 5) - 2(4x + 5)]$
$= -(4x + 5)(3x - 2)$

EXERCISE 1.13 ANSWERS ON P. 611

Factorising quadratic expressions $ax^2 + bx + c$ UFR

EXAMPLE 25

1 Factorise each quadratic expression. R

a $2x^2 + 11x + 5$ **b** $4m^2 + 13m + 3$ **c** $5y^2 + 17y + 6$
d $6u^2 + 19u + 10$ **e** $2w^2 + 31w + 15$ **f** $4e^2 + 15e + 9$
g $8f^2 + 14f + 3$ **h** $3d^2 + 5d + 2$ **i** $2b^2 + 9b + 7$
j $5y^2 + 16y + 11$ **k** $8g^2 + 26g + 15$ **l** $6a^2 + 23a + 21$

EXAMPLE 26

2 Factorise each quadratic expression. R

a $2y^2 - 11y + 12$ **b** $10k^2 - 19k + 6$ **c** $6e^2 - 13e + 6$
d $4b^2 - 13b + 3$ **e** $6w^2 - 23w + 15$ **f** $12f^2 - 25f + 12$
g $15m^2 - 26m + 8$ **h** $9x^2 - 12x + 4$ **i** $2a^2 - 23a + 45$
j $12y^2 - 35y + 8$ **k** $8d^2 - 34d + 21$ **l** $4h^2 - 36h + 81$

Foundation Standard Complex

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3 Factorise each quadratic expression. R

a $5y^2 - 6y - 11$	**b** $4d^2 - d - 5$	**c** $2m^2 - 3m - 9$
d $3t^2 - t - 30$	**e** $6h^2 - h - 7$	**f** $2y^2 - 5y - 12$
g $8a^2 - 2a - 3$	**h** $15u^2 - 7u - 4$	**i** $9c^2 - 12c - 5$
j $6c^2 - 7c - 24$	**k** $20n^2 - 27n - 14$	**l** $12x^2 - 7x - 10$

4 Factorise each quadratic expression. R

a $5m^2 + 2m - 7$	**b** $6g^2 + g - 12$	**c** $3p^2 + 4p - 4$
d $7w^2 + 6w - 1$	**e** $5y^2 + 14y - 3$	**f** $3n^2 + 10n - 8$
g $4b^2 + 9b - 9$	**h** $8m^2 + 10m - 3$	**i** $3x^2 + 2x - 16$
j $8u^2 + 26u - 15$	**k** $24e^2 + 31e - 15$	**l** $20h^2 + 11h - 42$

5 Factorise each expression given it is a perfect square. R

a $81w^2 - 180w + 100$	**b** $4y^2 + 8y + 4$	**c** $25h^2 - 40h + 16$

6 Factorise each quadratic expression by first taking out a common factor. R

a $6y^2 + 10y - 4$	**b** $6g^2 + 15g - 36$	**c** $24e^2 - 28e - 12$
d $8a^2 - 10a - 12$	**e** $12u^2 + 20u - 8$	**f** $-25q^2 - 5q + 6$
g $-12m^2 + 14m - 4$	**h** $20 - h - 12h^2$	**i** $18 + 48c + 24c^2$
j $15 + 9w - 6w^2$	**k** $12d^2 + 2d - 30$	**l** $22x - 12 - 6x^2$

7 Factorise each quadratic expression. R

a $2a^2 + 5a + 3$	**b** $12m^2 - 32m + 5$	**c** $4x^2 + 11x - 3$
d $7w^2 - 8w + 1$	**e** $4h^2 - 7h - 15$	**f** $8x^2 - 2x - 3$
g $5r^2 + 26r + 5$	**h** $2d^2 - 15d + 7$	**i** $6n^2 - 7n - 3$
j $8 - 6m - 9m^2$	**k** $3 - 2c - 5c^2$	**l** $15g^2 + 19g + 6$
m $15 + 14q - 8q^2$	**n** $3x^2 - 13x + 14$	**o** $16 - 8d - 3d^2$
p $42 - 10y - 12y^2$	**q** $28d^2 - 44d - 24$	**r** $100k^2 + 80k + 16$

PATH

1.14

EXAMPLE 27

Mixed factorisations

1.14

Factorisation strategies

- Look for any common factors and factorise first
- If there are 2 terms, try factorising using the difference of 2 squares
- If there are 3 terms, try factorising as a quadratic trinomial
- If there are 4 terms, try factorising by grouping in pairs

PATH

Worksheet
Mixed factorisations

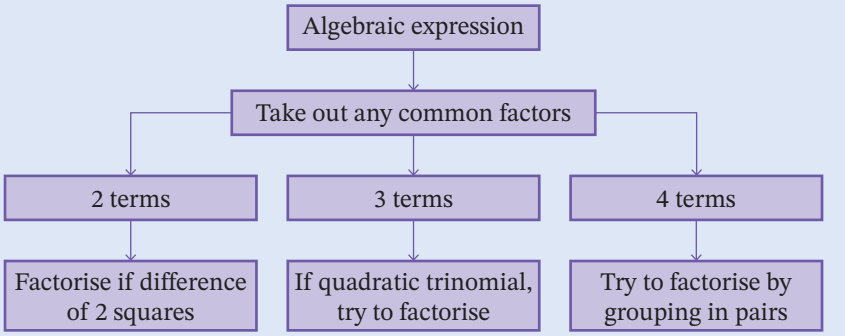
Puzzle
Factorising puzzle (Advanced)

Foundation | Standard | Complex

PATH

Puzzles
Factorominoes

Products and factors squaresaw



Video
Mixed factorisations

Example 28

Factorise each quadratic expression.

a $3a^2 - 27$ **b** $5a^2 + 100$ **c** $20b^2 - 52b + 24$ **d** $d^3 - d^2 - d + 1$

Solution

a $3a^2 - 27 = 3(a^2 - 9)$
$= 3(a + 3)(a - 3)$
Taking out the HCF of 3 first
Difference of 2 squares

b $5a^2 + 100 = 5(a^2 + 20)$
2 terms but not a difference of 2 squares

c $20b^2 - 52b + 24 = 4(5b^2 - 13b + 6)$
$= 4(5b^2 - 10b - 3b + 6)$
$= 4[5b(b - 2) - 3(b - 2)]$
$= 4(b - 2)(5b - 3)$

d $d^3 - d^2 - d + 1 = d^2(d - 1) - 1(d - 1)$
$= (d - 1)(d^2 - 1)$
$= (d - 1)(d + 1)(d - 1)$
$= (d - 1)^2(d + 1)$

EXERCISE 1.14 ANSWERS ON P. 611

Mixed factorisations U F R

EXAMPLE 28

1 Factorise each expression. R

a $m^2 - 16m + 64$ **b** $3d^2 - 3d$ **c** $3w^2 - 4w - 15$
d $3k - 15 - 5h + hk$ **e** $25y^2 - 64$ **f** $100f^2 - 64$
g $q^2 + 3q - 3pq$ **h** $3 + 2g - g^2$ **i** $24n^2 + 44n - 40$
j $25r^2 - 1$ **k** $b^3 + b^2 + b + 1$ **l** $4x^2 - 20x + 25$
m $4 - d - 5d^2$ **n** $a^3 - a^2 - a + 1$ **o** $8 - 2v^2$
p $mn^2 + mnp + 3mn + 3mp$ **q** $2w^2 - 24w + 72$ **r** $36h^2 + 12h + 1$

Foundation Standard Complex

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2 Factorise each expression. R

a	$15r^2 - 31rt - 24t^2$	**b**	$4d^2 + 4d + 1$	**c**	$9g^2 - 36k^2$
d	$e^3 - 3e^2 - 10e$	**e**	$5(p+q)^2 - 125(p-q)^2$	**f**	$28x^2 - 7$
g	$a^2 - b^2 + 4a - 4b$	**h**	$c^3 - 2c^2 - 4c + 8$	**i**	$6a^2 + 13a - 5$
j	$y^2 - 3y + 5y - 35$	**k**	$18p^2 + 24p + 8$	**l**	$1 - 2a - 24a^2$
m	$9x^2 - 27x + 18x - 54$	**n**	$2a^2b - 6ab - 3a + 9$	**o**	$2a^2 + 12a + 18$
p	$25u^2 - 10u + 1$	**q**	$4k^2 - 5k - 21$	**r**	$48 - 3w^2$
s	$3 - 27c^2$	**t**	$k^3 + 4k^2 - 16k - 64$	**u**	$5y^3 - 10y^2 + 15y$
v	$m^3n - 4mn$	**w**	$8 - 2a^2$	**x**	$32c^2 - 40c - 12$

3 Factorise each expression. R

a	$12e^2 + 13e - 35$	**b**	$10y^2 + 19ky - 15k^2$	**c**	$16h^4 - 81$
d	$w^2 - (6-w)^2$	**e**	$d^3 - 16d + 4 - d$	**f**	$u^2 - 8u + 16 - k^2$

PATH

1.15

Factorising algebraic fractions 1.15

Example 29

Simplify each expression.

a $\dfrac{10a+25b}{5}$ **b** $\dfrac{9y^2-16}{6y+8}$ **c** $\dfrac{x^2+x}{-4x-4}$ **d** $\dfrac{t^2-3t+2}{3t^2-5t-2}$

Solution

a $\dfrac{10a+25b}{5} = \dfrac{\cancel{5}^{1}(2a+5b)}{\cancel{5}_{1}}$ Factorise, then cancel.

$= 2a + 5b$

b $\dfrac{9y^2-16}{6y+8} = \dfrac{(3y+4)(3y-4)}{2(3y+4)}$

$= \dfrac{\cancel{(3y+4)}(3y-4)}{2\cancel{(3y+4)}}$

$= \dfrac{3y-4}{2}$

c $\dfrac{x^2+x}{-4x-4} = \dfrac{x(x+1)}{-4(x+1)}$

$= \dfrac{\cancel{x(x+1)}}{-4\cancel{(x+1)}}$

$= -\dfrac{x}{4}$

d $\dfrac{t^2-3t+2}{3t^2-5t-2} = \dfrac{(t-2)(t-1)}{(t-2)(3t+1)}$

$= \dfrac{\cancel{(t-2)}(t-1)}{\cancel{(t-2)}(3t+1)}$

$= \dfrac{t-1}{3t+1}$

PATH



Worksheets
Simplifying algebraic fractions

Algebra 2

Foundation Standard Complex

PATH

Example 30

Simplify each expression.

a $\dfrac{4}{x^2+x}+\dfrac{3}{x^2-1}$

b $\dfrac{3}{m^2+2m-3}-\dfrac{2}{m^2+2m-15}$

c $\dfrac{3m-6}{4}\times\dfrac{8m}{m^2-2m}$

d $\dfrac{d^2+3d+2}{d^2-9}\div\dfrac{d^2+d}{3d+9}$

Solution

a $\dfrac{4}{x^2+x}+\dfrac{3}{x^2-1}=\dfrac{4}{x(x+1)}+\dfrac{3}{(x+1)(x-1)}$

$=\dfrac{4(x-1)}{x(x+1)(x-1)}+\dfrac{3x}{x(x+1)(x-1)}$

$=\dfrac{4x-4+3x}{x(x+1)(x-1)}$

$=\dfrac{7x-4}{x(x+1)(x-1)}$

b $\dfrac{3}{m^2+2m-3}-\dfrac{2}{m^2-2m-15}$

$=\dfrac{3}{(m+3)(m-1)}-\dfrac{2}{(m+3)(m-5)}$

$=\dfrac{3(m-5)}{(m+3)(m-1)(m-5)}-\dfrac{2(m-1)}{(m+3)(m-1)(m-5)}$

$=\dfrac{3(m-5)-2(m-1)}{(m+3)(m-1)(m-5)}$

$=\dfrac{3m-15-2m+2}{(m+3)(m-1)(m-5)}$

$=\dfrac{m-13}{(m+3)(m-1)(m-5)}$

c $\dfrac{3m-6}{4}\times\dfrac{8m}{m^2-2m}=\dfrac{3(m-2)}{4}\times\dfrac{8m}{m(m-2)}$

$=\dfrac{3\cancel{(m-2)}}{\cancel{4}_1}\times\dfrac{\overset{2}{\cancel{8}}\,m}{\cancel{m(m-2)}}$

$=6$

d $\dfrac{d^2+3d+2}{d^2-9}\div\dfrac{d^2+d}{3d+9}=\dfrac{d^2+3d+2}{d^2-9}\times\dfrac{3d+9}{d^2+d}$

$=\dfrac{(d+2)(d+1)}{(d+3)(d-3)}\times\dfrac{3(d+3)}{d(d+1)}$

$=\dfrac{(d+2)\cancel{(d+1)}}{\cancel{(d+3)}(d-3)}\times\dfrac{3\cancel{(d+3)}}{d\cancel{(d+1)}}$

$=\dfrac{3(d+2)}{d(d-3)}$

EXERCISE 1.15 ANSWERS ON P. 612

Factorising algebraic fractions U F R

EXAMPLE 29

1 Simplify each expression. R

a $\dfrac{3x+3y}{3}$

b $\dfrac{5}{10t-10r}$

c $\dfrac{ab-ac}{a^2}$

d $\dfrac{y-1}{1-y}$

e $\dfrac{w^2-16}{w+4}$

f $\dfrac{5d-5w}{d^2-w^2}$

g $\dfrac{(k+5)^2}{k^2-25}$

h $\dfrac{6c^2-6}{2c+2}$

i $\dfrac{am-an+m-n}{m^2-n^2}$



Foundation Standard Complex

9780170479585

j $\frac{y^2+9y+20}{2y+10}$ **k** $\frac{k^2-3k-4}{k^2-16}$ **l** $\frac{16a^2-25c^2}{4a^2-9ac+5c^2}$

m $\frac{x^2+4x+4}{x^2-x-6}$ **n** $\frac{1-c-2c^2}{3c^2+2c-1}$ **o** $\frac{ap+4p-2a-8}{2p^2-8}$

p $\frac{c^2-9c+20}{cu-4+c-4u}$ **q** $\frac{h^2+3h+2}{2h^2+4h}$ **r** $\frac{8e^2-14e-15}{4e^3-25e}$

2 Simplify each expression. R

a $\frac{5}{m(m+1)}+\frac{2}{(m+1)(m+2)}$ **b** $\frac{6}{(w+5)(w+3)}-\frac{4}{w(w+3)}$

c $\frac{3}{(b+2)(b-1)}+\frac{1}{(b-1)(b-3)}$ **d** $\frac{2}{k^2+k}-\frac{3}{k^2-1}$

e $\frac{5}{4h+4}+\frac{3}{h^2+h}$ **f** $\frac{3}{d^2+3d+2}-\frac{4}{d+2}$

g $\frac{3}{r^2-36}-\frac{5}{4r+24}$ **h** $\frac{3}{d^2+2d}+\frac{d}{d^2-4}$

i $\frac{5}{k^2-3k-4}-\frac{k}{k^2-1}$ **j** $\frac{2}{q^2-1}+\frac{3}{q+1}$

k $\frac{4}{a^2-8a+15}+\frac{3}{a^2+4a-21}$ **l** $\frac{2}{y^2+5y+6}-\frac{7}{y^2-y-12}$

m $\frac{5}{e^2+3e+2}-\frac{8}{e^2+9e+14}$ **n** $\frac{3}{6h^2-h-2}+\frac{4}{12h^2-23h+10}$

3 Simplify each expression. R

a $\frac{3m+9}{2}\times\frac{4m}{m+3}$ **b** $\frac{5d-10}{3d-9}\times\frac{5d-15}{8d-16}$ **c** $\frac{4}{e+2}\times\frac{e^2+2e}{8e}$

d $\frac{3k+6}{5}\times\frac{10k}{k+2}$ **e** $\frac{5h}{3h+9}\times\frac{6h+18}{h^2+h}$ **f** $\frac{4}{a^2-b^2}\times\frac{3a+3b}{8}$

g $\frac{r+t}{t^2-r^2}\times\frac{r^2-rt}{5r+5t}$ **h** $\frac{20m+16}{7m-7}\times\frac{7m}{5m+4}$ **i** $\frac{p^2+2p+1}{p^2-1}\times\frac{4p-4}{p^2+p}$

j $\frac{y+2}{5y}\div\frac{7y+14}{15y}$ **k** $\frac{5}{x^2-4}\div\frac{15}{2x+4}$ **l** $\frac{4n+8}{n+5}\div\frac{6n+12}{5n+25}$

m $\frac{d^2+d}{d+3}\div\frac{6d}{d^2-9}$ **n** $\frac{1}{f^2-6f+9}\div\frac{4}{f^2-9}$ **o** $\frac{3f+6}{f^2+f-6}\div\frac{f^2-2f-8}{f^2-f-12}$

PATH

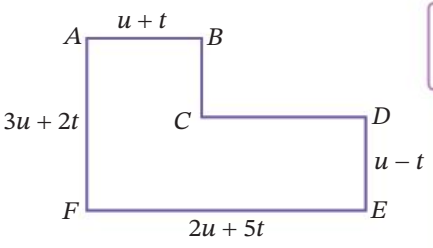
1.15

EXAMPLE 30

Foundation Standard Complex

Power plus ANSWERS ON P. 612

1 For this composite shape, write an expression for:



- **a** the length of CD
- **b** the length of BC
- **c** its perimeter
- **d** its area

2 Find the average of $6r$, $2r + 8$, $r - 5$, $2r$, $r + 7$ and $3r + 8$.

3 A rectangular garden has its longer sides each 5 m longer than its shorter sides. If its longer sides each have length y m, then write a simplified expression for:

- **a** the area of the garden
- **b** the perimeter of the garden

4 How many hours does it take a car to travel a distance of $20t^2$ kilometres at an average speed of $4t$ km/h?

5 Expand and simplify each expression.

- **a** $(a + b)(a + b + c)$
- **b** $(x - 2)(x + y - 3)$
- **c** $(p + 3)(p - 4)(p - 5)$
- **d** $(x - 1)(y - 1)(w - 1)$
- **e** $(ad - 3r)^2$
- **f** $(x^3 + 2)^2$

6 Factorise each expression.

- **a** $n^2 + 4mn + 4m^2$
- **b** $x^2 - 2xy + y^2$
- **c** $25x^2 - 40xy + 16y^2$
- **d** $5a^2 - 30ab + 45b^2$
- **e** $c^4 + 2c^2 + 1$
- **f** $8 - 7k^2 - k^4$
- **g** $x^4 - 1$
- **h** $(a + b)^2 - c^2$
- **i** $(p + q)^2 - (p - q)^2$

7 If $x^2 + bx + c = (x + p)(x + q)$, what are the signs of p and q if:

- **a** b and c are both positive?
- **b** b and c are both negative?
- **c** b is positive and c is negative?
- **d** b is negative and c is positive?

8 Simplify each expression.

- **a** $\frac{x-1}{4} + \frac{4x+2}{10}$
- **b** $\frac{2x+5}{6} + \frac{x-4}{3}$
- **c** $\frac{x}{3} - \frac{x+1}{5}$

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CHAPTER 1 REVIEW

Language of maths

area diagram	binomial	binomial product	coefficient
common factor	constant term	difference of 2 squares	distributive law
expand	expression	factor	factorise
formula	grouping in pairs	highest common factor (HCF)	like terms
perfect square	pronumeral	product	quadratic trinomial
simplify	sum	variable	

Quiz
Language of maths 1

Puzzle
Algebra crossword

1 Why is it possible to add or subtract terms like $6n$ and $4n$ but not $7x$ and $7y$?

2 In the expression $2x^2 - 3x + 6$, what is:

a the constant term? **b** the coefficient of x^2?

3 In what type of algebraic expression is the highest power of the variable equal to 2?

4 Explain what **product** means.

5 In algebra, what is the opposite of **expand?**

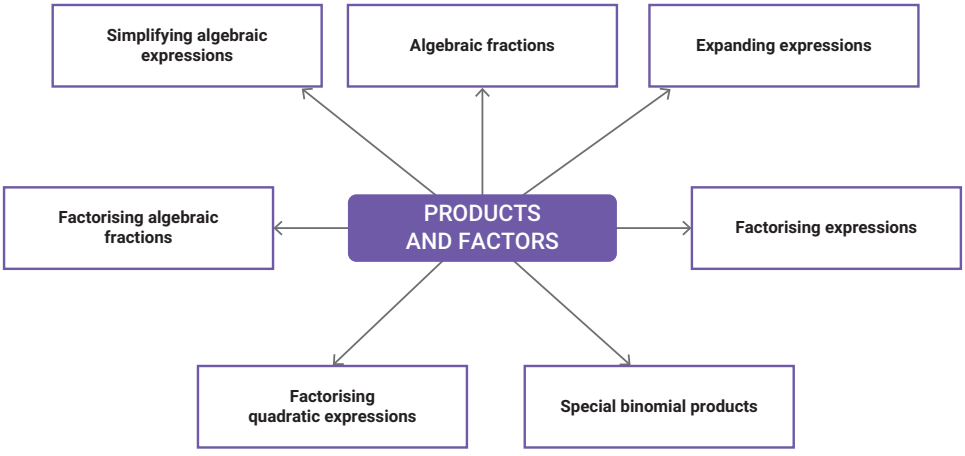
6 Complete: A binomial is an algebraic expression with ____ _____.

Topic summary

- Using your own words, write down the new things you have learnt.
- What parts of this topic did you like?
- What parts of this topic did you find difficult or you did not understand?
- Make a list of the skills you have learnt in this topic, such as substituting and expanding.

Worksheet
Mind map: Products and factors

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



Quiz
Test yourself 1

TEST YOURSELF 1

ANSWERS ON P. 612

1.01

1 Simplify each expression.

a $9y + 7y$ **b** $4ab - 7ab$ **c** $3x^2 + 5x^2$

d $7p + 2q - 5p$ **e** $4w - 5 + 2w$ **f** $8x^2 - 13x - 5x^2$

g $2m + 3n + 5m + 7n$ **h** $5u + 7 - 2u - 3$ **i** $12d^2 + 5d - 7d + 4$

1.02

2 Simplify each expression.

a $9 \times 2n$ **b** $g \times 3h$ **c** $a \times d$

d $(-3) \times 2r$ **e** $12y^2 \div 3y$ **f** $2xy \div 8y$

g $20pq \div (-5q)$ **h** $15g^2 \div 25g$ **i** $36md^2 \div 27md$

1.03

3 Simplify each expression.

a $\frac{h}{6} + \frac{4h}{6}$ **b** $\frac{11k}{8} - \frac{7k}{8}$ **c** $\frac{7}{m} - \frac{5}{m}$

d $\frac{w}{4} - \frac{2w}{5}$ **e** $\frac{4k}{3} - \frac{k}{2}$ **f** $\frac{5}{2d} - \frac{4}{d}$

g $\frac{d}{5k} - \frac{3}{k}$ **h** $\frac{8}{m+1} - \frac{3}{m+1}$ **i** $\frac{2y}{5} + \frac{3d}{2}$

1.04

4 Simplify each expression.

a $\frac{5}{m} \times \frac{4}{i}$ **b** $\frac{h}{k} \times \frac{3}{k}$ **c** $\frac{14}{3y} \times \frac{9y}{2d}$

d $\frac{r}{4} \div \frac{r}{5}$ **e** $\frac{5}{v} \div \frac{2}{v}$ **f** $\frac{a}{b} \div \frac{a}{b}$

g $\frac{m}{5} \div \frac{5m}{10d}$ **h** $\frac{4}{x} \div \frac{12}{xp}$ **i** $\frac{ad}{6} \times \frac{5a}{2} \div \frac{ad}{8}$

j $\frac{3c}{4d} \div \frac{9c}{16d} \div \frac{6}{8}$ **k** $\frac{15a}{4b} \div \frac{4}{3a^2b} \times \frac{a}{bc}$ **l** $\frac{5y}{8} \div \frac{y}{4} \times \frac{15a}{2y}$

1.05

5 Expand and simplify each expression.

a $5(r - 2)$ **b** $a(a - 10)$ **c** $3y(2x - 5y)$

d $3p(4p - 7q)$ **e** $-6n(n - 9)$ **f** $-6t(t + 7)$

g $b(b + 1) + 5(b + 1)$ **h** $3x(2x - 7) - 5(2x - 7)$ **i** $12 - 6(2x - 3)$

j $5p(2 + 4p - 3q) - (p - q)$ **k** $5(2 - 4p - 3q) - (p + q)$

1.06

6 Factorise each expression.

a $4m - 12$ **b** $xy + xp$ **c** $-3g - 30$

d $16w^2 + 24w$ **e** $-8q + 16$ **f** $15k - 10hk^2$

g $3(y - 6) + y(y - 6)$ **h** $3x(2x - 1) - 2(2x - 1)$ **i** $p(p + 6) - 2(p + 6)$

1.07

7 Expand each binomial product.

a $(a + 2)(a + 3)$ **b** $(y + 3)(y - 7)$ **c** $(t - 3)(t + 8)$

d $(h - 5)(h - 4)$ **e** $(4 - g)(3 + g)$ **f** $(3p + 1)(2p + 3)$

g $(5x + 1)(4x - 3)$ **h** $(4r - 5)(3r + 4)$ **i** $(5 - 3q)(2q - 1)$

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8 Expand each perfect square. 1.08

a $(n+5)^2$ **b** $(u-3)^2$ **c** $(9+x)^2$ **d** $(6-k)^2$

e $(3y+1)^2$ **f** $(2x-5)^2$ **g** $(6-7b)^2$ **h** $(1-4h)^2$

9 Expand each expression. 1.09

a $(n+6)(n-6)$ **b** $(10+m)(10-m)$ **c** $(3-8w)(3+8w)$

10 Expand and simplify each expression. 1.10

a $(2x+5)(x-1)+(x+3)^2$ **b** $(y+4)^2-(y-1)(y+2)$

c $(3a+1)(3a-1)-(3a+1)^2$ **d** $(2p-3q)^2+(2p+3q)^2$

11 Factorise each expression. 1.11

a $5mn-3n+10m-6$ **b** $ab-a-b+1$ **c** $x^2y+xy^3-5x-5y^2$

d $10p^2+30+p^3+3p$ **e** w^2-9 **f** m^2-n^2

g $36-r^2$ **h** $16a^2-9$ **i** $81x^2-y^2$

j $49a^2-25b^2$ **k** $3q^2-27$ **l** $50m^2-32$

m $24-150d^2$ **n** $4d^2+3de-3e^2-4de$ **o** $15h^2-6hk+2k^2-5kh$

12 Factorise each expression. 1.12

a $m^2-11m-12$ **b** y^2-4y+3 **c** $h^2-8h-65$

d $p^2+6p-27$ **e** $3n^2+9n+6$ **f** $4y^2+4y-8$

g $18+3x-x^2$ **h** $60-5b-5b^2$ **i** $11k-4-6k^2$

13 Factorise each expression. 1.13

a $6x^2+x-2$ **b** $5p^2-7p-6$ **c** $8w^2-14w+3$

d $3e^2+12e+12$ **e** $6y^2+15y-36$ **f** $24a^2-28a-12$

g $36x-27x^2-12$ **h** $52k-30-16k^2$ **i** $12g^2-46g+14$

14 Factorise each expression. 1.14

a $64y^2-25$ **b** $x^2-16x+64$ **c** $16r-48$

d $3g-15-5h+hg$ **e** a^3-a^2-a+1 **f** $3b^3-3b$

g $4y^2-5y-21$ **h** $18q^2+24q+8$ **i** $1-2p-24p^2$

15 Simplify each expression. 1.15

a $\frac{9y^2-25}{12y-20}$ **b** $\frac{2x^2+3x-5}{6x^2+19x+10}$ **c** $\frac{3w^2-75}{3w^2-30w+75}$

16 Simplify each expression. 1.15

a $\frac{4}{x^2+x}-\frac{3}{x^2-1}$ **b** $\frac{4}{x^2-9}+\frac{2}{3x+9}$

c $\frac{k}{2k+6}+\frac{5}{k^2-9}$ **d** $\frac{1}{(x-3)(x+2)}+\frac{4}{(x+2)(x+3)}$

e $\frac{4d}{d^2-3d+2}-\frac{3}{d^2-2d}$ **f** $\frac{3}{m^2-2m-3}-\frac{2}{m^2+5m+4}$

g $\frac{3d-6}{d+3}\times\frac{3d+9}{5d-10}$ **h** $\frac{y^2-5y+6}{y^3-4y}\times\frac{2y^2-8}{y^2-2y}$

i $\frac{4}{d^2-4}\div\frac{8}{d+2}$ **j** $\frac{m}{m^2+m}\div\frac{4}{5m+5}$

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2

NUMBER AND ALGEBRA, MEASUREMENT AND SPACE

SURDS AND PYTHAGORAS' THEOREM

Pythagoras was an ancient Greek mathematician who lived in the 5th century BCE. The theorem (or rule) which carries his name was well-known before his time, but Pythagoras may have been the first to prove it. Over 300 proofs for the theorem are known today. Pythagoras' theorem is the most famous mathematical formula, and it is still used today in architecture, engineering, surveying and astronomy.



Chapter outline

	Working mathematically				
2.01 Finding the hypotenuse	U	F	PS	R	C
2.02 Surds	U	F		R	C
2.03 Simplifying surds*	U	F		R	C
2.04 Adding and subtracting surds*	U	F		R	
2.05 Multiplying and dividing surds*	U	F		R	
2.06 Finding a shorter side	U	F	PS	R	
2.07 Pythagoras' theorem problems	U	F	PS		C
2.08 Testing for right-angled triangles	U	F		R	C
2.09 Pythagorean triads	U	F		R	C

***PATH**

Wordbank

converse A rule or statement turned back-to-front; the reverse statement

hypotenuse The longest side of a right-angled triangle; the side opposite the right angle

irrational number A number such as π or $\sqrt{2}$ that cannot be expressed as a fraction

Pythagoras An ancient Greek mathematician who discovered an important formula about the sides of a right-angled triangle

Pythagorean triad A set of three numbers that follow Pythagoras' theorem, such as {3, 4, 5}.

surd A square root (or other root) whose exact value cannot be found

theorem Another name for a formal rule or formula

Quiz
Wordbank 2

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (8):

2.01, 2.06 Pythagoras' theorem 1 • Pythagoras' theorem 2
2.02 Surds and irrational numbers
2.03 Simplifying surds 1 • Simplifying surds 2
2.04 Adding and subtracting surds
2.07 Pythagoras' theorem problems
2.08 Testing for right-angled triangles

***Twig* videos (3):**

2.01 Irrational numbers: Pythagoras • Proving Pythagoras • Building the pyramids

Quizzes (6):

- Wordbank 2
- SkillCheck 2
- Mental skills 2A
- Mental skills 2B
- Language of maths 2
- Test yourself 2

Skillsheets (2):

2.01 Pythagoras' theorem • Spreadsheets

Worksheets (10):

2.01 Pythagoras' discovery • A page of right-angled triangles • Pythagoras 1
2.02 Surds on the number line
2.03 Surds
2.06 Finding an unknown side
2.07 Applications of Pythagoras' theorem
2.08 Testing for right-angled triangles
2.09 Pythagorean triads
Mind map Surds and Pythagoras' theorem

Puzzles (6):

2.03 Simplifying surds
2.04 Surds code puzzle
2.07 Pythagoras 1 • Pythagoras 2 • Pythagorean two-step problems
Language of maths Pythagoras' theorem find-a-word

Technology (3):

2.01 Pythagoras' theorem
2.03 Simplifying surds quiz
2.06 Pythagoras' theorem
2.09 Pythagorean triples

Spreadsheets (3):

2.01, 2.06 Pythagoras' theorem
2.03 Simplifying surds quiz
2.09 Pythagorean triples

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- investigate irrational numbers and surds
- (PATH) describe real numbers and the properties of surds
- (PATH) simplify, add, subtract, multiply and divide surds
- solve problems involving Pythagoras' theorem, writing the answers in decimal or surd form
- test whether a triangle is right-angled
- investigate Pythagorean triads

Quiz
SkillCheck 2

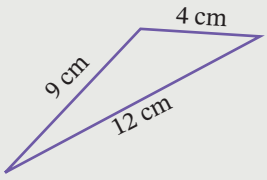
SkillCheck ANSWERS ON P. 613

1 Evaluate each expression.

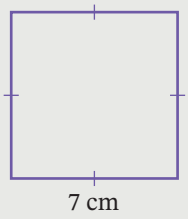
a 4^2 **b** 10.3^2 **c** $3^2 + 5^2$
d $8^2 - 6^2$ **e** $\sqrt{49}$ **f** $\sqrt{121}$

2 Find the perimeter of each shape.

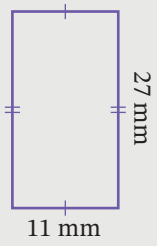
a



b



c



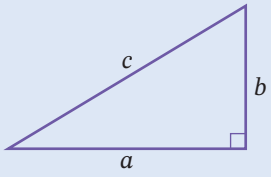
3 Select the square numbers from the following list of numbers.

44 81 25 100 75 72 16 50 64 32

Finding the hypotenuse 2.01

Pythagoras' theorem

For any right-angled triangle, the square of the hypotenuse is equal to the sum of the squares of the other 2 sides.



$$c^2 = a^2 + b^2$$

that is,

$$(\text{hypotenuse})^2 = (\text{shorter side 1})^2 + (\text{shorter side 2})^2$$

Example 1

Find the value of c in this triangle.



Solution

We want to find the length of the hypotenuse.

Using Pythagoras' theorem:

$c^2 = 9^2 + 40^2$

$= 1681$

$c = \sqrt{1681}$ Use the square root to find c

$= 41$

An answer of $c = 41$ looks reasonable because:

- the hypotenuse is the longest side
- from the diagram, the hypotenuse looks a little longer than the side that is 40 cm

Worksheets
Pythagoras' discovery
A page of right-angled triangles

Skillsheet
Pythagoras' theorem

Video
Pythagoras' theorem 1

Technology
Pythagoras' theorem

Spreadsheet
Pythagoras' theorem

Videos
Irrational numbers: Pythagoras
Proving Pythagoras
Building the pyramids

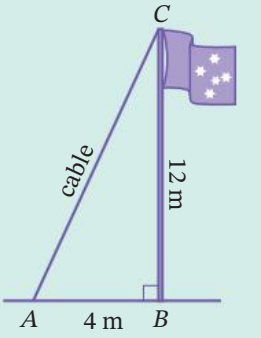
Video
Pythagoras' theorem 2

Example 2

Find the length of the cable supporting this flagpole:

a as a surd

b correct to one decimal place.



Solution

a $AC^2 = 12^2 + 4^2$

$= 160$

$AC = \sqrt{160}$ m — This is the answer as a surd (in $\sqrt{\ }$ form).

b $AC = \sqrt{160}$ — From part **a**

$= 12.6491...$

≈ 12.6 m — Rounded to one decimal place.

Example 3

In $\triangle PQR$, $\angle P = 90°$, $PQ = 25$ cm and $PR = 32$ cm. Sketch the triangle and find the length of the hypotenuse, correct to one decimal place.

Solution

$p^2 = 32^2 + 25^2$ — p is the side opposite $\angle P$ and is also the hypotenuse

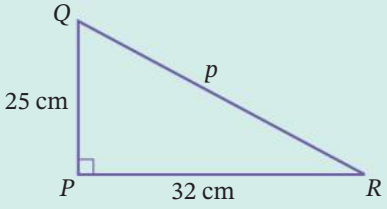
$= 1649$

$p = \sqrt{1649}$

$= 40.607\,881\,01...$

≈ 40.6

$\therefore$ The length of the hypotenuse is 40.6 cm.

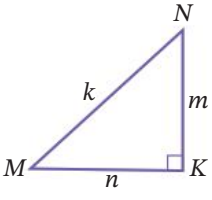


EXERCISE 2.01 ANSWERS ON P. 613

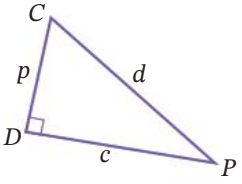
Finding the hypotenuse U F PS R C

1 Write Pythagoras' theorem for each triangle. C

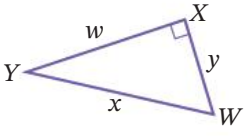
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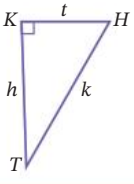
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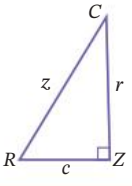
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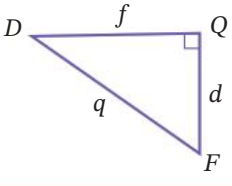
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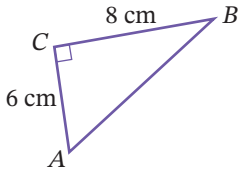
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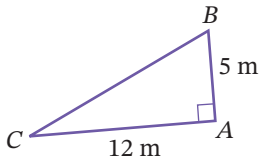
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2 Find the length of the hypotenuse in each triangle.

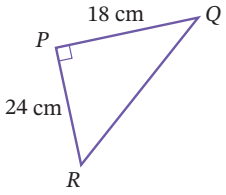
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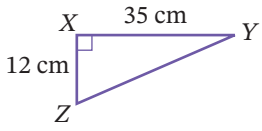
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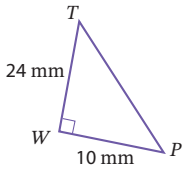
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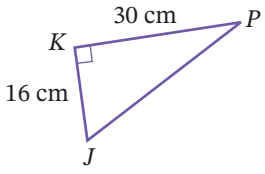
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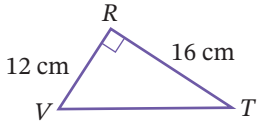
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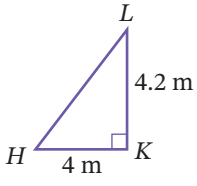
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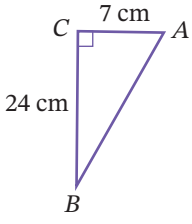
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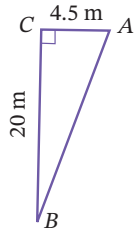
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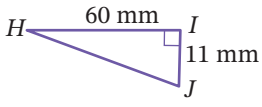
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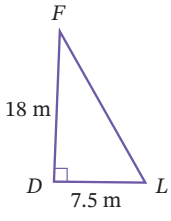
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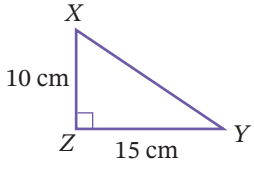


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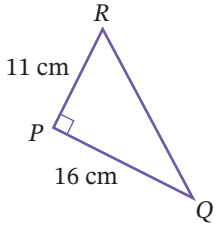


3 Find the length of the hypotenuse in each triangle, as a surd.

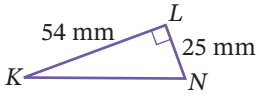
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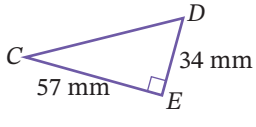
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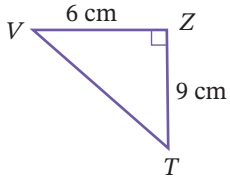
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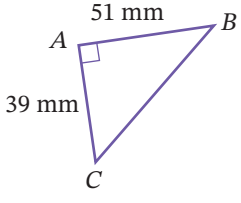
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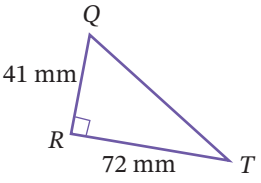


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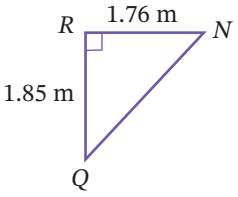


4 Find the length of the hypotenuse in each triangle, correct to one decimal place.

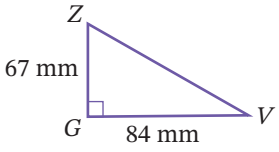
a



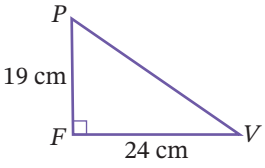
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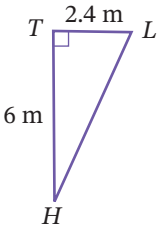
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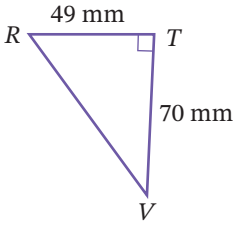
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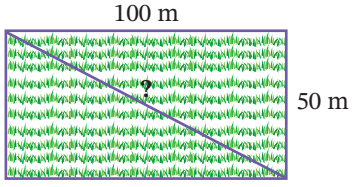
e



f



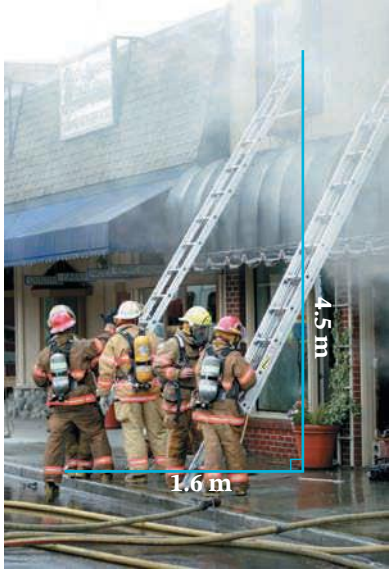
5 A rectangular field is 100 m long and 50 m wide. How far is it from one corner to the opposite corner, along the diagonal? Select the correct answer **A**, **B**, **C** or **D**.



A 150 m **B** 111.8 m

C 100.2 m **D** 98.3 m

6 A firefighter places a ladder on a window 4.5 m above the ground. If the foot of the ladder is 1.6 m from the wall, how long is the ladder, correct to one decimal place?



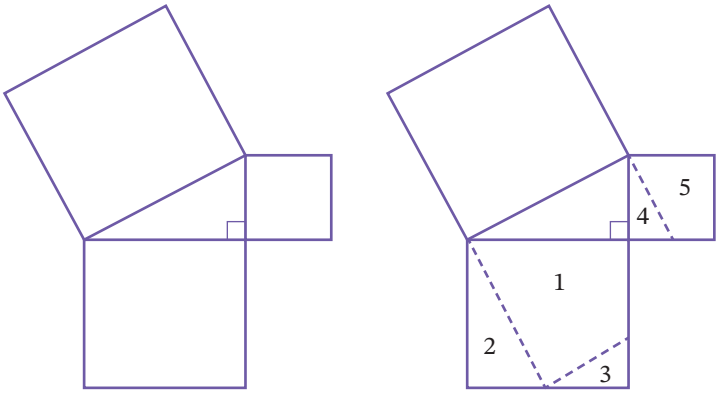
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7 Pythagoras' theorem can be demonstrated visually by dissection (cutting up shapes).
PS R

a On a sheet of paper, construct a right-angled triangle and draw squares on all 3 sides, as shown in the diagram on the left. Alternatively, download the worksheet 'Pythagoras 1'.



b In the 2 smaller squares, draw lines perpendicular to the hypotenuse as shown, and in the bottom square, draw a line parallel to the hypotenuse as shown in the diagram on the right.

c Number the regions 1, 2, 3, 4, 5 as shown.

d Cut out the 5 pieces and rearrange them to form the square on the hypotenuse.

e Does the area of the 2 smaller squares equal the area of the larger square?

f How does this 'prove' Pythagoras' theorem?

g Repeat this question on another right-angled triangle.

8 **a** In $\triangle ABC$, $\angle ABC = 90°$, $AB = 39$ cm and $BC = 57$ cm. Find AC, correct to one decimal place.

b In $\triangle MPQ$, $\angle PQM = 90°$, $QM = 2.4$ m and $PQ = 3.7$ m. Find PM as a surd.

c In $\triangle RVJ$, $\angle J = 90°$, $JV = 12.7$ cm and $JR = 42$ mm. Find RV, correct to the nearest millimetre.

d In $\triangle EGB$, $EG = EB = 127$ mm and $\angle GEB = 90°$. Find the length of BG, correct to one decimal place.

e In $\triangle VZX$, $\angle V = 90°$, $VX = 547$ cm and $VZ = 11.6$ m. Find ZX in metres, correct to the nearest 0.1 m.

f In $\triangle PQR$, $\angle RPQ = 90°$, $PQ = 2350$ mm and $PR = 5.8$ m. Find QR in metres, correct to 2 decimal places.

Worksheet
Pythagoras 1

2.01

EXAMPLE 3

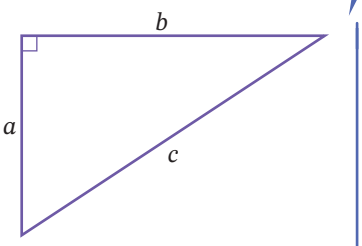
Foundation Standard Complex

Skillsheet
Spreadsheets

Technology

Finding the hypotenuse

Use a spreadsheet to calculate the length of the hypotenuse, c, of a right-angled triangle, given the lengths of the other 2 sides (a and b).



1 Enter the headings shown below into cells A1, B1, C1 and D1. Then enter the values shown into columns A and B.

	A	B	C	D	E
1	a	b	a^2+b^2	c	
2	3	4			
3	5	12			
4	6	8			
5	7	24			
6					
7					

2 Click on cell C2. Type the formula **=A2^2+B2^2**. Use **Fill Down** to copy this formula into cells C3 to C5.

3 To calculate each hypotenuse, we need to find the square root of the values in column C each time. So, in cell D2, enter **=sqrt(C2)**. Then click on cell D2 and use **Fill Down** to copy this formula into cells D3 to D5.

4 Use your spreadsheet to find the length of the hypotenuse, given the following pairs of values for the other 2 sides.

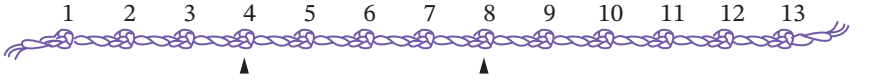
a $a = 12, b = 9$ **b** $a = 10, b = 10$ **c** $a = 7, b = 6$

d $a = 1, b = 8$ **e** $a = 7.5, b = 11.9$ **f** $a = 6.4, b = 2.3$

Did you know?

Egyptian rope stretchers

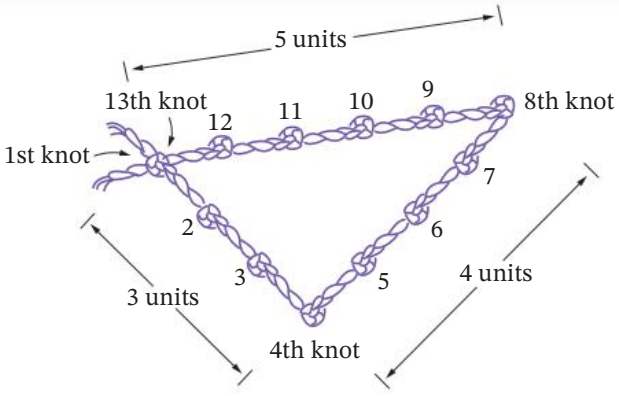
In ancient times, whenever the Nile River flooded, Egyptian farmers would have to rebuild fences around their fields afterwards. To form right angles for this, they used a secret 'magical' technique called rope stretching to create a 90° angle, making a length of rope with 13 knots tied in it at equal intervals.



The rope was fixed to the ground at the 4th and 8th knots, and stretched around to create a triangle with side lengths 3, 4 and 5 units. The right angle is formed at the 4th knot.

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The builders of the great pyramids also used rope stretching, but could not understand why this 'trick' produced a right angle. Pythagoras studied with the rope stretchers and eventually worked it out.

Make and stretch a knotted rope to create a right angle using a 3-4-5 triangle.

Surds 2.02

- $\sqrt{25} = 5$ because $5^2 = 25$ 'the square root of 25'
- $\sqrt{81} = 9$ because $9^2 = 81$ 'the square root of 81'

Most square roots do not give exact answers like the ones above.

For example, $\sqrt{7} = 2.645751311\ldots \approx 2.6$. Such roots are called **surds**.

A surd is a square root ($\sqrt{\ }$), cube root ($\sqrt[3]{\ }$), or any type of root whose exact decimal or fraction value cannot be found. As a decimal, its digits run endlessly *without repeating* (like π), so they are neither terminating nor recurring decimals.

Rational numbers such as fractions, decimals and percentages, can be expressed in the form $\frac{a}{b}$, where a and b are integers (and $b \neq 0$), but surds are **irrational numbers** because they cannot be expressed in this form. The rational and irrational numbers together make up the **real numbers**.

Example 4

Select the surds from this list of square roots:

$$\sqrt{72} \quad \sqrt{121} \quad \sqrt{64} \quad \sqrt{90} \quad \sqrt{28}$$

Solution

$\sqrt{72} = 8.4852...$ $\sqrt{72}$ is called an '*exact* value' while 8.4852 is called its '*approximate* value'

$\sqrt{121} = 11$

$\sqrt{64} = 8$ $\sqrt{90} = 9.4868...$ $\sqrt{28} = 5.2915...$

so the surds are $\sqrt{72}$, $\sqrt{90}$ and $\sqrt{28}$.

Video
Surds and irrational numbers

Video
Surds and irrational numbers

Example 5

Is each number rational or irrational?

a $4\frac{2}{5}$ **b** $\sqrt[3]{-8}$ **c** $-\sqrt{7}$ **d** $0.\dot{6}$ **e** 5π

Solution

a $4\frac{2}{5} = \frac{22}{5}$ which is in the form of a fraction $\frac{a}{b}$

$\therefore 4\frac{2}{5}$ is a rational number.

b $\sqrt[3]{-8} = -2$ which can be written as $\frac{-2}{1}$

$\therefore \sqrt[3]{-8}$ is a rational number.

c $-\sqrt{7} = -2.645\,751\,311\ldots$ The digits run endlessly without repeating

$\therefore -\sqrt{7}$ is an irrational number.

d $0.\dot{6} = 0.666\ldots$ which is a recurring decimal

$= \frac{2}{3}$ which is a fraction

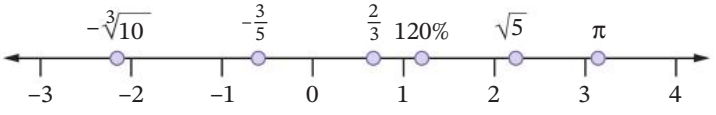
$\therefore 0.\dot{6}$ is a rational number.

e $5\pi = 15.707\,963\,27...$ The digits run endlessly without repeating

$\therefore 5\pi$ is an irrational number.

Surds on a number line

The rational and irrational numbers together make up the **real numbers**. Any real number can be represented by a point on the number line.



$-\sqrt[3]{10} = -2.1544\ldots$	irrational (surd)	$120\% = 1.2$	rational (percentage)
$-\frac{3}{5} = -0.6$	rational (fraction)	$\sqrt{5} = 2.2360\ldots$	irrational (surd)
$\frac{2}{3} = 0.6666\ldots$	rational (fraction)	$\pi = 3.1415...$	irrational (pi)

Example 6

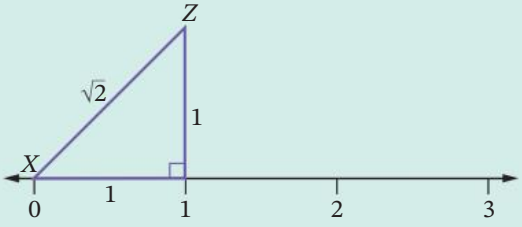
Use a pair of compasses and Pythagoras' theorem to estimate the value of $\sqrt{2}$ on a number line.

Solution

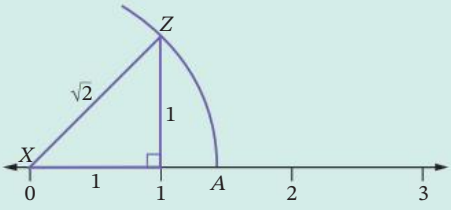
Step 1: Using a scale of 1 unit to 2 cm, draw a number line as shown.



Step 2: Construct a right-angled triangle on the number line with base length and height 1 unit as shown. By Pythagoras' theorem, show that $XZ = \sqrt{2}$ units.



Step 3: With 0 as centre, use compasses with radius XZ ($\sqrt{2}$) to draw an arc to meet the number line at A as shown. The point A represents the value of $\sqrt{2}$ and should be approximately 1.4142...



EXERCISE 2.02 ANSWERS ON P. 613

Surds U F R C

1 Which one of the following is a surd? Select the correct answer **A**, **B**, **C** or **D**. C

A $\sqrt{9}$ **B** $\sqrt{225}$ **C** $\sqrt{160}$ **D** $\sqrt{81}$

2 Which one of the following is NOT a surd? Select **A**, **B**, **C** or **D**. C

A $\sqrt{77}$ **B** $\sqrt{144}$ **C** $\sqrt{18}$ **D** $\sqrt{200}$

3 Select the surds from the following list of square roots. C

$\sqrt{32}$ $\sqrt{33}$ $\sqrt{289}$ $\sqrt{81}$ $\sqrt{4.9}$ $\sqrt{52}$ $\sqrt{121}$ $\sqrt{144}$ $\sqrt{196}$ $\sqrt{200}$

Worksheet
Surds on the number line

2.02

EXAMPLE 4

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EXAMPLE 5

4 Is each number rational (R) or irrational (I)? R C

a $5.\dot{6}$ **b** $\sqrt{8}$ **c** $\sqrt{4}$ **d** $3\frac{1}{7}$

e $\sqrt[3]{27}$ **f** $1.3\dot{5}$ **g** $\sqrt[3]{-64}$ **h** $27\frac{1}{2}\%$

i $\sqrt{5\times10^3}$ **j** $\frac{3}{11}$ **k** $\frac{\sqrt{50}}{3}$ **l** $\sqrt{\sqrt{4}}$

5 Arrange each set of numbers in descending order.

a $1\frac{4}{7}, \sqrt{2}, \frac{\pi}{2}$ **b** $\sqrt[3]{20}, 2.\dot{6}, 2\frac{7}{9}$

6 Use the method from Example **6** to estimate the value of $\sqrt{2}$ on a number line.

EXAMPLE 6

7 **a** Use the method from Example **6** to estimate the value of $\sqrt{5}$ on a number line by constructing a right-angled triangle with base length 2 units and height 1 unit.

b Use a similar method to estimate the following surds on a number line.

i $\sqrt{10}$ **ii** $\sqrt{17}$

8 Without using a calculator, determine between which 2 consecutive numbers the value of $\sqrt{40}$ lies. Select **A**, **B**, **C** or **D**. R

A 4 and 5 **B** 5 and 6 **C** 6 and 7 **D** 7 and 8

9 Is the statement $\sqrt{x^2} = x$ always true? R

10 Is the statement $\left(\sqrt{x}\right)^2 = x$ always true? R

Investigation

Proof that $\sqrt{2}$ is irrational

A method of proof sometimes used in mathematics is to assume the **opposite** of what is being proved, and to show that it is **impossible**. This is called a **proof by contradiction**, and we will use it to prove that $\sqrt{2}$ is irrational.

First, we assume that $\sqrt{2}$ is rational. So, assume that $\sqrt{2}$ can be written as a simplified fraction $\frac{a}{b}$, where a and b are integers ($b \neq 0$) with no common factors.

$\sqrt{2} = \frac{a}{b}$

$2 = \frac{a^2}{b^2}$ Squaring both sides

$a^2 = 2b^2$

$2b^2$ is an even number because it is divisible by 2, $\therefore a^2$ is even.

$\therefore a$ is even, because an even integer multiplied by itself is always even and an odd integer multiplied by itself is always odd.

$\therefore a = 2m$, where m is another integer.

$\therefore a^2 = (2m)^2 = 2b^2$

$4m^2 = 2b^2$

$2m^2 = b^2$

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$b^2 = 2m^2$

$\therefore b^2$ is even

$\therefore b$ is even.

But a and b can't **both** be even because this contradicts the assumption that a and b have no common factors. Therefore, the assumption that $\sqrt{2}$ is rational is false, so $\sqrt{2}$ must be irrational.

1 Use proof by contradiction to show that these surds are irrational:

a $\sqrt{3}$ **b** $\sqrt{5}$

2 Compare your proofs with those of other students.

Simplifying surds 2.03

The square of any real number is always positive (except for $0^2 = 0$), so it is not possible to give the square root of a *negative* number.

The radical symbol $(\sqrt{\ })$ stands for the *positive* square root of a number, for example $\sqrt{4} = 2$ (not -2).

The square root of x

For $x < 0$ (negative), $\sqrt{x}$ is undefined.

For $x = 0$, $\sqrt{x} = 0$.

For $x > 0$ (positive), $\sqrt{x}$ is the positive square root of x.

For $x \geq 0$, $\left(\sqrt{x}\right)^2 = \sqrt{x} \times \sqrt{x} = x$ and $\sqrt{x^2} = x$.

Example 7

Simplify each expression.

a $\left(\sqrt{7}\right)^2$ **b** $\left(3\sqrt{5}\right)^2$ **c** $\left(-2\sqrt{3}\right)^2$

Solution

a $\left(\sqrt{7}\right)^2 = 7$

b $(3\sqrt{5})^2 = 3\sqrt{5} \times 3\sqrt{5}$ $3\sqrt{5}$ means $3 \times \sqrt{5}$

$= 3^2 \times (\sqrt{5})^2$

$= 9 \times 5$

$= 45$

c $(-2\sqrt{3})^2 = (-2)^2 \times (\sqrt{3})^2$

$= 4 \times 3$

$= 12$

PATH



Worksheet Surds

Puzzle Simplifying surds

Technology Simplifying surds quiz

Spreadsheet Simplifying surds quiz

PATH

The square root of a product

For $x > 0$ and $y > 0$:

$$\sqrt{xy} = \sqrt{x} \times \sqrt{y}$$

A surd $\sqrt{n}$ can be simplified if n can be divided into 2 factors, where one of them is a square number such as 4, 9, 16, 25, 36, 49, ...

Videos
Simplifying surds 1
Simplifying surds 2

Example 8

Simplify each surd.

a $\sqrt{50}$ **b** $\sqrt{432}$ **c** $4\sqrt{12}$ **d** $\frac{\sqrt{288}}{3}$

Solution

a $\sqrt{50} = \sqrt{25} \times \sqrt{2}$ 25 is a square number
$= 5 \times \sqrt{2}$
$= 5\sqrt{2}$

b **Method 1**

$\sqrt{432} = \sqrt{4} \times \sqrt{108}$
$= 2 \times \sqrt{108}$
$= 2 \times \sqrt{36} \times \sqrt{3}$
$= 2 \times 6 \times \sqrt{3}$
$= 12 \times \sqrt{3}$
$= 12\sqrt{3}$

Method 2

$\sqrt{432} = \sqrt{144} \times \sqrt{3}$
$= 12 \times \sqrt{3}$
$= 12\sqrt{3}$

Method 1 involves simplifying surds *twice* ($\sqrt{432}$ and $\sqrt{108}$). Method 2 shows that when simplifying surds, it is more efficient to first look for the highest square factor possible.

c $4\sqrt{12} = 4 \times \sqrt{4} \times \sqrt{3}$
$= 4 \times 2 \times \sqrt{3}$
$= 8\sqrt{3}$

d $\frac{\sqrt{288}}{3} = \frac{\sqrt{144} \times \sqrt{2}}{3}$
$= \frac{12\sqrt{2}}{3}$
$= \frac{12^{4}\sqrt{2}}{3^{1}}$
$= 4\sqrt{2}$

EXERCISE 2.03 ANSWERS ON P. 613

Simplifying surds U F R C

EXAMPLE 7

1 Simplify each expression.

a $\left(\sqrt{2}\right)^2$ **b** $\left(\sqrt{5}\right)^2$ **c** $\left(3\sqrt{3}\right)^2$ **d** $\left(5\sqrt{10}\right)^2$

e $\left(\sqrt{0.09}\right)^2$ **f** $\left(-2\sqrt{7}\right)^2$ **g** $\left(-3\sqrt{5}\right)^2$ **h** $\left(-5\sqrt{2}\right)^2$

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2 Simplify each surd.

a	$\sqrt{8}$	**b**	$\sqrt{27}$	**c**	$\sqrt{24}$	**d**	$\sqrt{54}$
e	$\sqrt{243}$	**f**	$\sqrt{45}$	**g**	$\sqrt{48}$	**h**	$\sqrt{200}$
i	$\sqrt{96}$	**j**	$\sqrt{63}$	**k**	$\sqrt{288}$	**l**	$\sqrt{108}$
m	$\sqrt{75}$	**n**	$\sqrt{147}$	**o**	$\sqrt{32}$	**p**	$\sqrt{242}$
q	$\sqrt{162}$	**r**	$\sqrt{245}$	**s**	$\sqrt{125}$	**t**	$\sqrt{512}$

3 Simplify each expression.

a	$5\sqrt{50}$	**b**	$3\sqrt{8}$	**c**	$4\sqrt{27}$	**d**	$8\sqrt{98}$
e	$\frac{\sqrt{40}}{2}$	**f**	$\frac{\sqrt{243}}{9}$	**g**	$\frac{\sqrt{28}}{6}$	**h**	$3\sqrt{24}$
i	$9\sqrt{68}$	**j**	$\frac{\sqrt{3125}}{10}$	**k**	$\frac{1}{2}\sqrt{72}$	**l**	$\frac{3}{4}\sqrt{48}$
m	$10\sqrt{160}$	**n**	$3\sqrt{75}$	**o**	$7\sqrt{68}$	**p**	$\frac{\sqrt{52}}{6}$

4 Decide whether each statement is true (T) or false (F). R

a	$3\sqrt{7} = \sqrt{21}$	**b**	$\sqrt{12} = 6$
c	$\left(\sqrt{9.4}\right)^2 = 9.4$	**d**	$\sqrt{75} = 5\sqrt{3}$
e	$\sqrt{3} \approx 1.7$	**f**	The exact value of $\sqrt{10}$ is 3.162 277 8

5 What is $\sqrt{x^2}$ if $x < 0$? R C

PATH

EXAMPLE 8

2.03

Mental skills 2A: Maths without calculators ANSWERS ON P. 614

Quiz
Mental skills 2A

Multiplying and dividing by a power of 10

Multiplying a number by 10, 100, 1000, etc. moves the decimal point to the right and makes the number bigger. We place 0s at the end of the number if necessary.

- When multiplying a number by **10**, move the decimal point **1** place to the right.
- When multiplying a number by **100**, move the decimal point **2** places to the right.
- When multiplying a number by **1000**, move the decimal point **3** places to the right.

The number of places the decimal is moved to the right matches the number of 0s in the 10, 100 or 1000 we are multiplying by.

1 Study each example.

a	$26.32 \times 10 = 26.32 = 263.2$	The point moves 1 place to the right.
b	$8.701 \times 100 = 8.70\,1 = 870.1$	The point moves 2 places to the right.
c	$6.01 \times 1000 = 6.010 = 6010$	The point moves 3 places to the right after a 0 is placed at the end.
d	$17 \times 100 = 17.00 = 1700$	The point moves 2 places to the right after 2 0s are placed at the end.

Foundation Standard Complex

2 Now evaluate each expression.

a	89.54×10	**b**	3.7×10	**c**	0.831×100
d	42×100	**e**	5.2716×1000	**f**	156.1×10
g	31.84×1000	**h**	64.3×100	**i**	0.0224×1000
j	4.894×10	**k**	7.389×1000	**l**	11.42×100

Dividing a number by 10, 100, 1000, etc. moves the decimal point to the left and makes the number smaller. We place 0s at the start of the decimal if necessary.

- When dividing a number by **10**, move the decimal point **1** place to the left.
- When dividing a number by **100**, move the decimal point **2** places to the left.
- When dividing a number by **1000**, move the decimal point **3** places to the left.

3 Study each example.

a	$145.66 \div 10 = 145.66 = 14.566$	The point moves 1 place to the left.
b	$2.357 \div 100 = 002.357 = 0.023\,57$	The point moves 2 places to the left after 2 0s are inserted at the start.
c	$14.9 \div 1000 = 0014.9 = 0.0149$	The point moves 3 places to the left after 2 0s are inserted at the start.
d	$45 \div 100 = 045. = 0.45$	The point moves 2 places to the left after 1 zero is inserted at the start.

4 Now evaluate each expression.

a	$733.4 \div 10$	**b**	$9.4 \div 10$	**c**	$652 \div 100$	**d**	$10.4 \div 100$
e	$704 \div 1000$	**f**	$198.5 \div 100$	**g**	$2 \div 100$	**h**	$4159 \div 1000$
i	$123 \div 10$	**j**	$0.758 \div 100$	**k**	$8.49 \div 100$	**l**	$25.1 \div 1000$

Investigation

A formula for calculating square roots

Calculators and computers use a formula repeatedly to give an approximate decimal answer for the square root. The formula for calculating $\sqrt{M}$ is $x_{n+1} = \frac{1}{2}\left(x_n + \frac{M}{x_n}\right)$, where x_0 is the first guess and each calculation of the formula gives a better approximation than the last one.

For example, to calculate $\sqrt{500}$ using a first guess of $x_0 = 20$:

$$x_1 = \frac{1}{2}\left(20 + \frac{500}{20}\right) = 22.5$$

$$x_2 = \frac{1}{2}\left(22.5 + \frac{500}{22.5}\right) = 22.361\,111\,11$$

$$x_3 = \frac{1}{2}\left(22.36 + \frac{500}{22.36}\right) = 22.360\,679\,78$$

This process can continue endlessly, with the accuracy increasing each time. This is called an **iterative** formula or process, where iterative means 'repeated'.

$\therefore \sqrt{500} \approx 22.36$, correct to 2 decimal places.

1 **a** Estimate $\sqrt{55}$.

b Use the formula to evaluate $\sqrt{55}$ to 3 decimal places, using the iterative formula.

c Evaluate $\sqrt{55}$ on your calculator to check your answer.

2 **a** Estimate $\sqrt{700}$.

b Use the formula to evaluate $\sqrt{700}$ to 4 decimal places.

c Evaluate $\sqrt{700}$ on your calculator to check your answer.

3 Design a spreadsheet that uses the formula repeatedly to calculate square roots.

Adding and subtracting surds 2.04

Just as you can only add or subtract 'like terms' in algebra, you can only add or subtract 'like surds'.

PATH



Video Adding and subtracting surds



Puzzle Surds code puzzle

Example 9

Simplify each expression.

a $4\sqrt{2}+5\sqrt{2}$ **b** $7\sqrt{3}-2\sqrt{3}$ **c** $5\sqrt{2}-3\sqrt{3}+\sqrt{2}$

d $\sqrt{50}+\sqrt{32}$ **e** $\sqrt{8}-\sqrt{27}+\sqrt{18}$ **f** $5\sqrt{20}-3\sqrt{125}$

Solution

a $4\sqrt{2}+5\sqrt{2}=9\sqrt{2}$

b $7\sqrt{3}-2\sqrt{3}=5\sqrt{3}$

c $5\sqrt{2}-3\sqrt{3}+\sqrt{2}=6\sqrt{2}-3\sqrt{3}$

d $\sqrt{50}+\sqrt{32}=\sqrt{25}\sqrt{2}+\sqrt{16}\sqrt{2}$
$=5\sqrt{2}+4\sqrt{2}$
$=9\sqrt{2}$

Simplifying each surd

e $\sqrt{8}-\sqrt{27}+\sqrt{18}=\sqrt{4}\sqrt{2}-\sqrt{9}\sqrt{3}+\sqrt{9}\sqrt{2}$
$=2\sqrt{2}-3\sqrt{3}+3\sqrt{2}$
$=5\sqrt{2}-3\sqrt{3}$

f $5\sqrt{20}-3\sqrt{125}=5\sqrt{4}\sqrt{5}-3\sqrt{25}\sqrt{5}$
$=5\times 2\sqrt{5}-3\times 5\sqrt{5}$
$=10\sqrt{5}-15\sqrt{5}$
$=-5\sqrt{5}$

PATH

EXAMPLE 9

EXERCISE 2.04 ANSWERS ON P. 614

Adding and subtracting surds U F

1 Simplify each vexpression.

a $5\sqrt{7}+2\sqrt{7}$ **b** $3\sqrt{2}-8\sqrt{2}$

c $7\sqrt{5}-\sqrt{5}$ **d** $\sqrt{5}+3\sqrt{5}$

e $5\sqrt{17}-5\sqrt{17}$ **f** $3\sqrt{10}-2\sqrt{10}$

g $4\sqrt{15}-3\sqrt{15}+7\sqrt{15}$ **h** $5\sqrt{6}-2\sqrt{6}-4\sqrt{6}$

i $3\sqrt{3}+4\sqrt{3}-5\sqrt{3}$ **j** $4\sqrt{5}+7\sqrt{5}-\sqrt{5}$

k $8\sqrt{10}-5\sqrt{10}+3\sqrt{10}$ **l** $10\sqrt{3}-3\sqrt{3}-12\sqrt{3}$

2 Simplify each expression.

a $3\sqrt{5}-8+2\sqrt{5}$ **b** $11\sqrt{10}+3\sqrt{2}+2\sqrt{10}$

c $-4\sqrt{3}+5\sqrt{2}-5\sqrt{3}$ **d** $3\sqrt{15}+3\sqrt{2}+4\sqrt{15}+5\sqrt{2}$

e $\sqrt{7}-3\sqrt{5}-4\sqrt{7}+\sqrt{5}$ **f** $4\sqrt{6}-3\sqrt{3}-2\sqrt{6}-5\sqrt{3}$

g $10\sqrt{11}-5\sqrt{3}+3\sqrt{11}+4\sqrt{3}$ **h** $\sqrt{13}+8\sqrt{7}-7\sqrt{13}+3\sqrt{7}$

i $2\sqrt{5}-3\sqrt{7}-2\sqrt{5}-3\sqrt{7}$ **j** $4\sqrt{10}-3\sqrt{5}-4\sqrt{10}$

3 For each expression, select the correct simplified answer **A**, **B**, **C** or **D**.

a $\sqrt{3}+\sqrt{12}$

A $5\sqrt{3}$ **B** $\sqrt{15}$ **C** $2\sqrt{6}$ **D** $3\sqrt{3}$

b $4\sqrt{5}-2\sqrt{125}$

A $-6\sqrt{5}$ **B** $\sqrt{5}$ **C** $-\sqrt{45}$ **D** $-46\sqrt{5}$

4 Simplify each expression.

a $\sqrt{8}+\sqrt{32}$ **b** $\sqrt{108}-\sqrt{27}$ **c** $\sqrt{20}-\sqrt{80}$

d $\sqrt{28}-\sqrt{63}$ **e** $3\sqrt{6}+\sqrt{24}$ **f** $2\sqrt{5}+\sqrt{125}$

g $\sqrt{40}-\sqrt{90}$ **h** $5\sqrt{11}+\sqrt{99}$ **i** $3\sqrt{2}+\sqrt{18}$

j $\sqrt{27}+5\sqrt{3}$ **k** $\sqrt{200}-7\sqrt{2}$ **l** $\sqrt{50}+\sqrt{32}$

m $5\sqrt{3}+2\sqrt{27}$ **n** $3\sqrt{20}-\sqrt{245}$ **o** $7\sqrt{12}-5\sqrt{48}$

p $4\sqrt{27}+2\sqrt{243}$ **q** $3\sqrt{63}-2\sqrt{28}$ **r** $2\sqrt{98}+3\sqrt{162}$

s $-5\sqrt{6}+2\sqrt{150}$ **t** $4\sqrt{50}+3\sqrt{18}$ **u** $5\sqrt{27}-6\sqrt{75}$

v $3\sqrt{112}-2\sqrt{252}$ **w** $\sqrt{32}+\sqrt{8}+\sqrt{12}$ **x** $\sqrt{27}+\sqrt{54}+\sqrt{243}$

y $\sqrt{98}-3\sqrt{20}-2\sqrt{8}$ **z** $3\sqrt{96}-2\sqrt{150}+\sqrt{24}$

Foundation Standard Complex

9780170479585

Multiplying and dividing surds

2.05

PATH

The square root of products and quotients

For $x > 0$ and $y > 0$:

$$\sqrt{xy} = \sqrt{x} \times \sqrt{y}$$

$$\sqrt{\frac{x}{y}} = \frac{\sqrt{x}}{\sqrt{y}}$$

Example 10

Simplify each expression.

a $\sqrt{3} \times \sqrt{5}$ **b** $\sqrt{10} \times \sqrt{6}$ **c** $3\sqrt{7} \times 5\sqrt{7}$

d $5\sqrt{27} \times 3\sqrt{6}$ **e** $\sqrt{54} \div (-\sqrt{2})$ **f** $\frac{15\sqrt{32}}{5\sqrt{8}}$

Solution

a $\sqrt{3} \times \sqrt{5} = \sqrt{15}$

b $\sqrt{10} \times \sqrt{6} = \sqrt{60}$
$= \sqrt{4} \times \sqrt{15}$
$= 2\sqrt{15}$

c $3\sqrt{7} \times 5\sqrt{7} = 3 \times 5 \times \sqrt{7} \times \sqrt{7}$
$= 15 \times 7$
$= 105$

d $5\sqrt{27} \times 3\sqrt{6} = 5 \times 3 \times \sqrt{27} \times \sqrt{6}$
$= 15\sqrt{162}$
$= 15 \times \sqrt{81} \times \sqrt{2}$
$= 15 \times 9\sqrt{2}$
$= 135\sqrt{2}$

e $\sqrt{54} \div (-\sqrt{2}) = -\frac{\sqrt{54}}{\sqrt{2}}$
$= -\sqrt{27}$
$= -\sqrt{9} \times \sqrt{3}$
$= -3\sqrt{3}$

f $\frac{15\sqrt{32}}{5\sqrt{8}} = 3\sqrt{4}$
$= 3 \times 2$
$= 6$

Example 11

Simplify $\frac{5\sqrt{2} \times 4\sqrt{12}}{10\sqrt{8}}$.

Solution

$\frac{5\sqrt{2} \times 4\sqrt{12}}{10\sqrt{8}} = \frac{20\sqrt{24}}{10\sqrt{8}}$
$= 2\sqrt{3}$

PATH

EXERCISE 2.05 ANSWERS ON P. 614

Multiplying and dividing surds U F

EXAMPLE 10

1 Simplify each expression.

a $\sqrt{7} \times \sqrt{2}$ **b** $-\sqrt{5} \times \sqrt{7}$ **c** $\sqrt{6} \times \sqrt{8}$

d $\sqrt{12} \times \sqrt{3}$ **e** $\sqrt{10} \times (-\sqrt{5})$ **f** $3\sqrt{3} \times 5\sqrt{3}$

g $5\sqrt{10} \times 3\sqrt{3}$ **h** $-2\sqrt{7} \times 5\sqrt{3}$ **i** $7\sqrt{5} \times 4\sqrt{5}$

j $2\sqrt{3} \times (-5\sqrt{6})$ **k** $4\sqrt{3} \times \sqrt{27}$ **l** $-3\sqrt{5} \times 4\sqrt{10}$

m $-7\sqrt{2} \times 4\sqrt{8}$ **n** $\sqrt{18} \times 8\sqrt{3}$ **o** $10\sqrt{2} \times 2\sqrt{8}$

p $3\sqrt{18} \times 5\sqrt{12}$ **q** $3\sqrt{44} \times (-2\sqrt{99})$ **r** $5\sqrt{8} \times 4\sqrt{40}$

s $8\sqrt{3} \times 3\sqrt{54}$ **t** $-8\sqrt{32} \times \sqrt{27}$ **u** $\sqrt{90} \times \sqrt{72}$

v $-5\sqrt{20} \times 3\sqrt{8}$ **w** $7\sqrt{18} \times 3\sqrt{24}$ **x** $3\sqrt{48} \times 2\sqrt{42}$

2 Simplify each expression.

a $\sqrt{15} \div \sqrt{3}$ **b** $\sqrt{18} \div (-\sqrt{6})$ **c** $\dfrac{6\sqrt{48}}{2\sqrt{8}}$

d $10\sqrt{54} \div 5\sqrt{27}$ **e** $-3\sqrt{98} \div 6\sqrt{14}$ **f** $\dfrac{7\sqrt{18}}{\sqrt{2}}$

g $2\sqrt{24} \div 4\sqrt{6}$ **h** $\dfrac{\sqrt{128}}{\sqrt{2}}$ **i** $15\sqrt{18} \div 3\sqrt{6}$

j $\dfrac{-20\sqrt{10}}{-4\sqrt{5}}$ **k** $36\sqrt{24} \div 9\sqrt{8}$ **l** $16\sqrt{30} \div 8\sqrt{5}$

m $12\sqrt{14} \div 6$ **n** $\dfrac{3\sqrt{2}}{-12}$ **o** $\sqrt{80} \div 4\sqrt{5}$

p $5\sqrt{60} \div \sqrt{15}$ **q** $6\sqrt{8} \div 3\sqrt{2}$ **r** $\dfrac{-42\sqrt{54}}{6\sqrt{3}}$

s $12\sqrt{63} \div 3\sqrt{7}$ **t** $\dfrac{8\sqrt{50}}{2\sqrt{200}}$ **u** $6\sqrt{3} \div \sqrt{243}$

EXAMPLE 11

3 Simplify each expression.

a $\dfrac{3\sqrt{5} \times 4\sqrt{2}}{3\sqrt{40}}$ **b** $\dfrac{3\sqrt{12} \times 8\sqrt{6}}{4\sqrt{27}}$ **c** $\dfrac{5\sqrt{8} \times 2\sqrt{90}}{10\sqrt{24}}$

d $\dfrac{4\sqrt{5}}{2\sqrt{15} \times 5\sqrt{27}}$ **e** $\dfrac{10\sqrt{686} \times 3\sqrt{12}}{5\sqrt{28} \times \sqrt{18}}$ **f** $\dfrac{8\sqrt{80} \times 3\sqrt{2}}{4\sqrt{5} \times 6\sqrt{8}}$

Foundation Standard Complex

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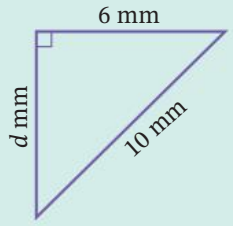
Finding a shorter side

2.06

Pythagoras' theorem can also be used to find the length of a shorter side of a right-angled triangle, if the hypotenuse and the other side are known.

Example 12

Find the value of d in this triangle.



Solution

We want to find the length of a shorter side.

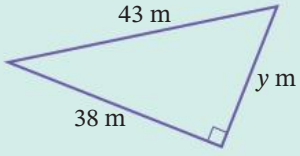
Using Pythagoras' theorem:

$10^2 = d^2 + 6^2$
$100 = d^2 + 36$
$d^2 + 36 = 100$
$d^2 = 100 - 36$
$= 64$
$d = \sqrt{64}$
$= 8$

From the diagram, a length of 8 mm looks reasonable because it must be shorter than the hypotenuse, which is 10 mm.

Example 13

Find the value of y as a surd for this triangle.



Solution

$43^2 = y^2 + 38^2$
$1849 = y^2 + 1444$
$y^2 + 1444 = 1849$
$y^2 = 1849 - 1444$
$= 405$
$y = \sqrt{405}$
$= 9\sqrt{5}$ Leave the answer as a surd

Worksheet
Finding an unknown side

Technology
Pythagoras' theorem

Spreadsheet
Pythagoras' theorem

Video
Pythagoras' theorem 2

Video
Pythagoras' theorem 1

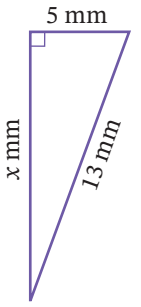
EXERCISE 2.06 ANSWERS ON P. 614

Finding a shorter side U F PS R

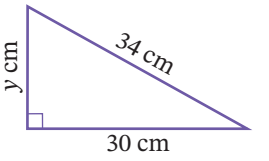
EXAMPLE 12

1 Find the value of the variable in each triangle.

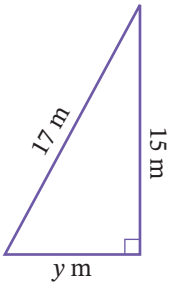
a



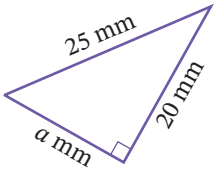
b



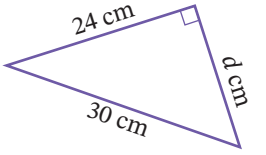
c



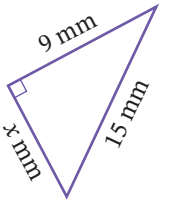
d



e

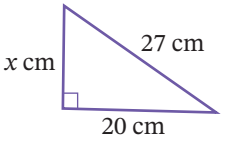


f

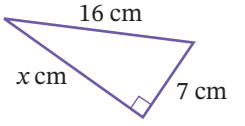


2 Find the value of the variable in each triangle, correct to one decimal place.

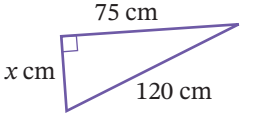
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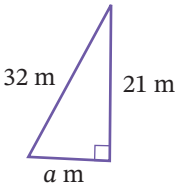
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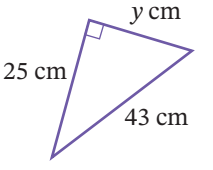
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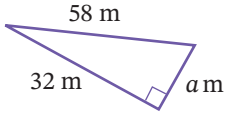
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e



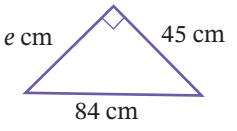
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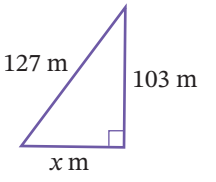
EXAMPLE 13

3 Find the value of the variable in each triangle as a surd.

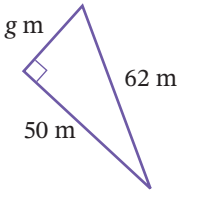
a



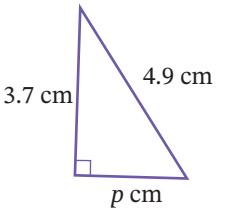
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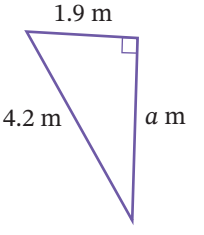
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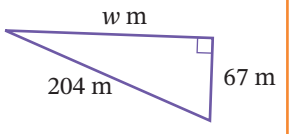
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e



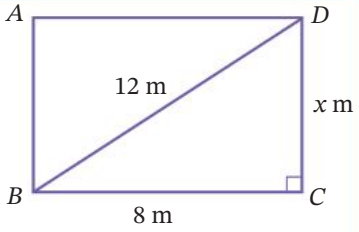
f



Foundation Standard Complex

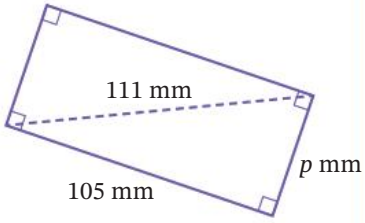
9780170479585

4 Find the value of x in this rectangle.
Select the correct answer **A**, **B**, **C** or **D**.



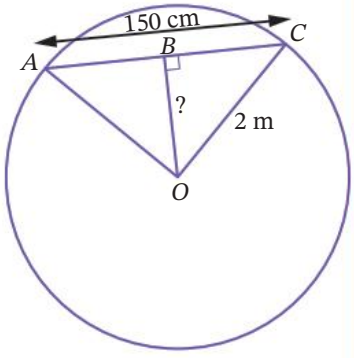
A $\sqrt{20}$
B $\sqrt{80}$
C $\sqrt{136}$
D $\sqrt{208}$

5 Find the value of p in this rectangle.
Select **A**, **B**, **C** or **D**.



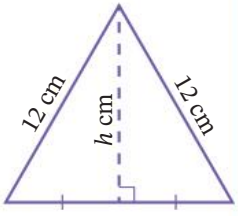
A 40
B 36
C 32
D 28

6 In this diagram, O is the centre of a circle.
A perpendicular line is drawn from O to B such that $OB \perp AC$ and $AB = BC$. Calculate the length of OB.
Select **A**, **B**, **C** or **D**. PS R



A 1.3 m
B 1.8 m
C 1.9 m
D 3.4 m

7 An equilateral triangle has sides of length 12 cm.
Find the perpendicular height, h cm, of the triangle, correct to 2 decimal places. PS R



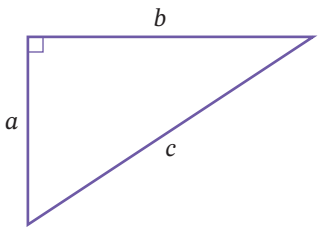
8 A square has a diagonal of length 30 cm. What is the length of each side of the square, correct to the nearest millimetre? PS R

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Technology

Finding a shorter side

Use a spreadsheet to calculate the length of a shorter side, b, of a right-angled triangle, given the length of the hypotenuse and the other side (c and a).



1 Enter the headings shown below into cells A1, B1, C1 and D1. Then enter the values shown into columns A and B.

	A	B	C	D
1	c	a	c^2 - a^2	b
2	25	20		
3	37	12		
4	18	16		
5	11	7		
6				

2 Click on cell C2. Type the formula **=A2^2-B2^2**. Use **Fill Down** to copy this formula into cells C3 to C5.

3 To calculate the values of b, we need to find the square root of each of the values in column C. So, in cell D2, enter **=sqrt(C2)**. Then click on cell D2 and use **Fill Down** to copy this formula into cells D3 to D5.

4 Use your spreadsheet to find the length of the unknown shorter side, given the following pairs of values for the hypotenuse and other side.

a $c = 61, a = 11$ **b** $c = 87, a = 60$ **c** $c = 35, a = 22$

d $c = 9.2, a = 2.7$ **e** $c = 158, a = 63$ **f** $c = 24.5, a = 12.8$

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Pythagoras' theorem problems 2.07

When using Pythagoras' theorem to solve problems, it is useful to follow these steps.

- Read the problem carefully
- Draw a diagram involving a right-angled triangle and label any given information
- Choose a variable to represent the length or distance you want to find
- Use Pythagoras' theorem to find the value of the variable
- Answer the question

Video Pythagoras' theorem problems

Worksheet Applications of Pythagoras' theorem

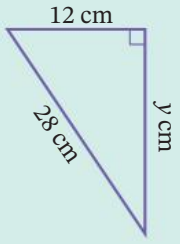
Puzzles Pythagoras 1

Pythagoras 2

Pythagorean two-step problems

Example 14

Find the value of y as a surd.



Solution

y is the length of a shorter side.

$$28^2 = y^2 + 12^2$$
$$784 = y^2 + 144$$
$$y^2 + 144 = 784$$
$$y^2 = 784 - 144$$
$$= 640$$
$$y = \sqrt{640}$$
$$= \sqrt{64} \times \sqrt{10}$$
$$= 8\sqrt{10}$$

Example 15

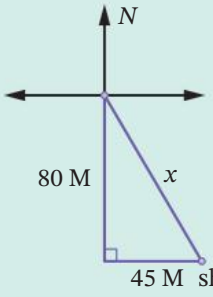
A ship sails 80 nautical miles south and then 45 nautical miles east. How far is it from its starting point, correct to one decimal place?

Solution

Let x be the distance the ship is from the starting point.

$$x^2 = 80^2 + 45^2$$
$$= 8425$$
$$x = \sqrt{8425}$$
$$= 91.7877...$$
$$\approx 91.8\text{ M}$$

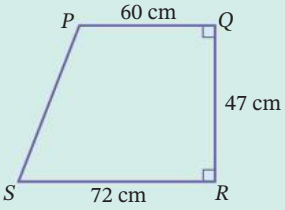
From the diagram, this looks like a reasonable answer



M is the symbol for nautical miles

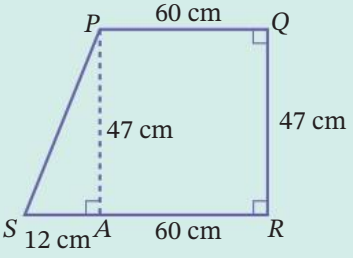
Example 16

Find the perimeter of this trapezium, correct to one decimal place.



Solution

The unknown side is PS. Form the right-angled $\triangle PSA$, as shown.



By comparing sides:

$PA = QR = 47$ cm and $AR = PQ = 60$ cm.

$\therefore SA = 72 - 60 = 12$ cm

$\therefore PS^2 = 47^2 + 12^2$

$= 2353$

$PS = \sqrt{2353}$

$= 48.5077...$

Perimeter $= 60 + 48.5077... + 72 + 47$

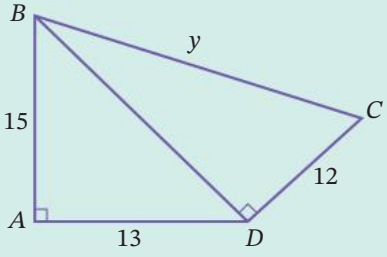
$= 227.5077...$

≈ 227.5 cm

From the diagram, this looks like a reasonable answer.

Example 17

Find the value of y, correct to 2 decimal places.



Solution

We need to find BD first.

In $\triangle ABD$,

$BD^2 = 15^2 + 13^2$

$= 394$

$BD = \sqrt{394}$ Leave BD as a surd for further working

In $\triangle BCD$,

$y^2 = \left(\sqrt{394}\right)^2 + 12^2$ $\left(\sqrt{394}\right)^2 = 394$

$= 538$

$y = \sqrt{538}$

$= 23.1948...$

≈ 23.19

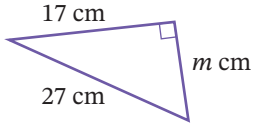
From the diagram, this looks like a reasonable answer.

EXERCISE 2.07 ANSWERS ON P. 614

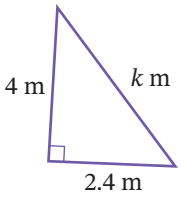
Pythagoras' theorem problems U F PS R

1 Find the value of the variable in each triangle, correct to one decimal place.

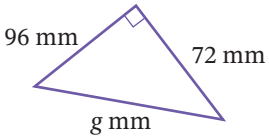
a



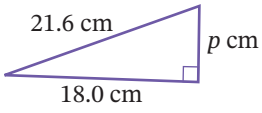
b



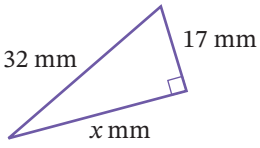
c



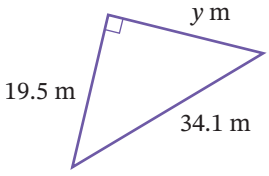
d



e



f

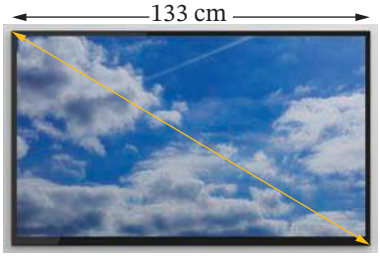


2 A ladder 5 m long is leaning against a wall. If the base of the ladder is 2 m from the bottom of the wall, how far does the ladder reach up the wall? Answer correct to 2 decimal places. PS



iStock.com/bmcent1

3 The size of a TV screen is described by the length of its diagonal. If a TV screen is 133 cm wide and 75 cm high, what is the size of the screen? Answer to the nearest centimetre.



Shutterstock.com/rawf8

4 Cooper wanted to find the length XY of the lake shown. He placed a marker at Z so that $\angle YXZ = 90°$. He measured XZ to be 450 m long and ZY to be 780 m long. What is the length of the lake? Answer correct to one decimal place.



Shutterstock.com/.Jamen Percy

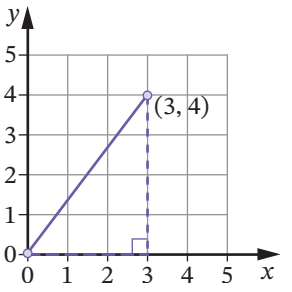
Foundation | Standard | Complex

EXAMPLE 15

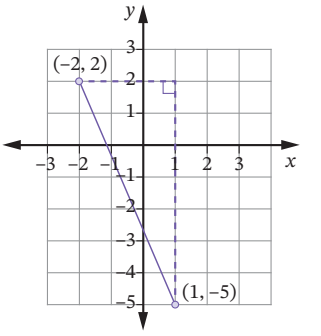
5 A ship sails 70 nautical miles west and then 60 nautical miles north. How far is it from its starting point, correct to one decimal place? PS

6 Use Pythagoras' theorem to calculate the distance between the 2 points on each number plane. In part **b**, write the answer as a surd. R

a



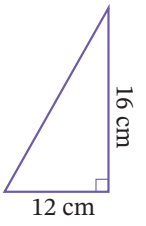
b



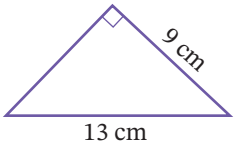
EXAMPLE 16

7 Calculate the perimeter of each shape, correct to one decimal place where necessary.

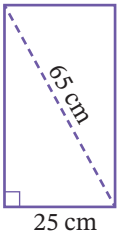
a



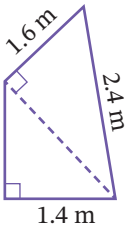
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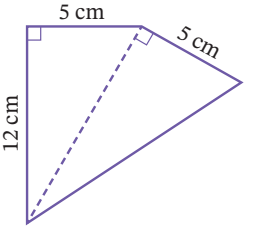
c



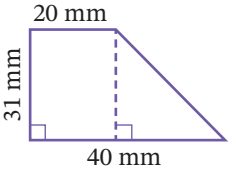
d



e

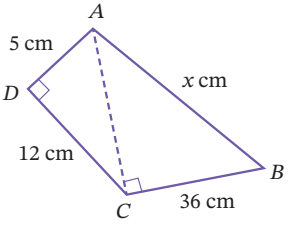


f

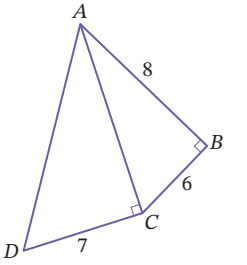


EXAMPLE 17

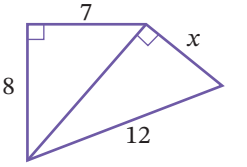
8 **a** Find the value of x, correct to 1 decimal place. R



b Find the length of AD, correct to 2 decimal places. R



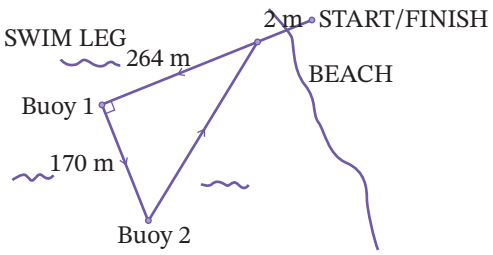
c Calculate the length of x as a surd. R



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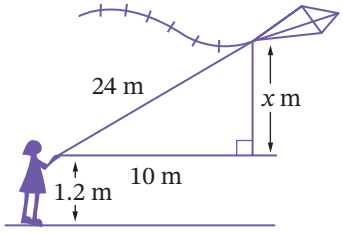
9 The swim course of a triathlon race has the shape of a right-angled triangle joined by a 2-metre link to the beach as shown. Calculate the total distance covered in this course (starting and finishing on the beach) PS



10 A kite is attached to a 24 m piece of string. The rope is held 1.2 m above the ground and covers a horizontal distance of 10 m. Find:

a the value of x, correct to one decimal place

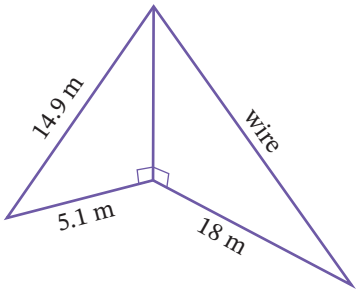
b the height of the kite above the ground, correct to the nearest metre.



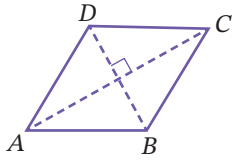
11 The diagonal of a rectangle is 200 mm in length. One of the side lengths of the rectangle is 167 mm. Find the length of the other side, correct to the nearest millimetre. PS

12 To keep a power pole vertically upright, it is supported by 2 wires as shown.

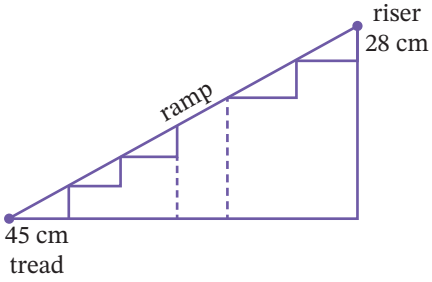
Find, correct to one decimal place, the length of the second wire. R



13 $DCBA$ is a rhombus with diagonals $AC = 18$ cm and $DB = 12$ cm. Find the perimeter of the rhombus, correct to one decimal place. PS R



14 A set of 24 steps is to be replaced by a ramp as shown. Each step has a tread of 45 cm and a riser of 28 cm. Find the length of the ramp in metres. PS R



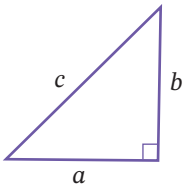
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2.08 Testing for right-angled triangles

Worksheet
Testing for right-angled triangles

Pythagoras' theorem says that if a right-angled triangle has sides of length a, b, and c, then $c^2 = a^2 + b^2$.

The reverse of this is also true:



The converse of Pythagoras' theorem

If any triangle has sides of length a, b, and c that follow the formula $c^2 = a^2 + b^2$, then the triangle must be right-angled.

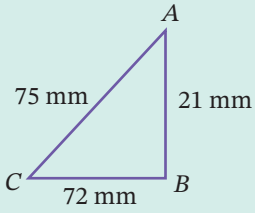
The right angle is the angle that is opposite the hypotenuse.

This is called the **converse** (or opposite) of Pythagoras' theorem, because it is the 'back-to-front' version of the theorem.

Video
Testing for right-angled triangles

Example 18

Test whether $\triangle ABC$ is right-angled.



Solution

$75^2 = 5625$	Square the longest side
$21^2 + 72^2 = 5625$	Square the 2 shorter sides, then add
$\therefore 75^2 = 21^2 + 72^2$	The sides of this triangle follow $c^2 = a^2 + b^2$
$\therefore \triangle ABC$ is right-angled.	The right angle is $\angle B$

Example 19

Rahul constructed a triangle with sides of length 37 cm, 12 cm and 40 cm. Show that these measurements do not form a right-angled triangle.

Solution

$40^2 = 1600$	Square the longest side
$12^2 + 37^2 = 1513 \neq 1600$	Square the 2 shorter sides, then add
$\therefore 40^2 \neq 12^2 + 37^2$	The sides of this triangle do not follow $c^2 = a^2 + b^2$
$\therefore$ The triangle is not right-angled.	

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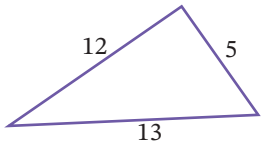
EXERCISE 2.08 ANSWERS ON P. 614

Testing for right-angled triangles U F R C

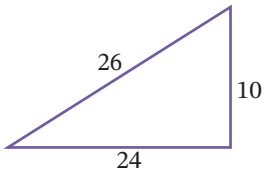
EXAMPLE 18

1 Test whether each triangle is right-angled. C

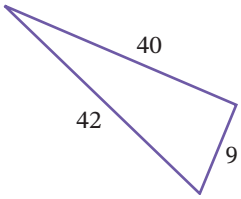
a



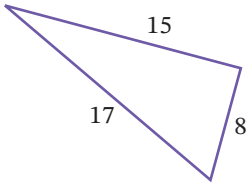
b



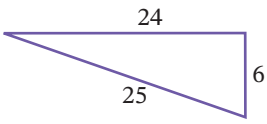
c



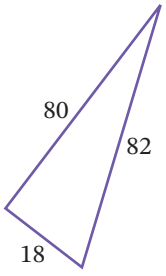
d



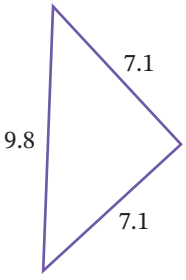
e



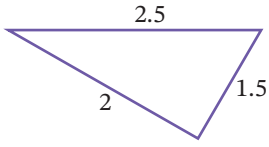
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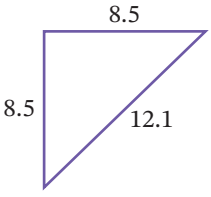
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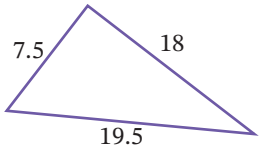
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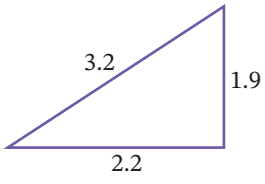
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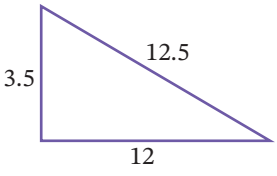
j



k



l



EXAMPLE 19

2 Paba constructed a triangle with sides of length 17 cm, 21 cm and 30 cm. Show that these measurements do *not* form a right-angled triangle. C

3 Which set of measurements would make a right-angled triangle? Select the correct answer **A**, **B**, **C** or **D**. C

A 2 cm, 3 cm, 4 cm

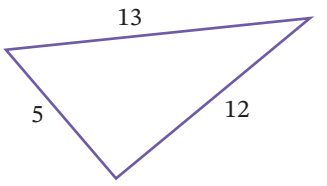
B 5 mm, 10 mm, 15 mm

C 12 cm, 16 cm, 20 cm

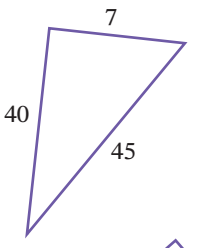
D 7 m, 24 m, 31 m

4 Which one of these triangles is not right-angled? Select **A**, **B**, **C** or **D**. C

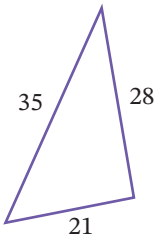
A



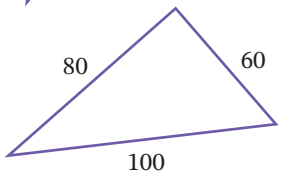
B



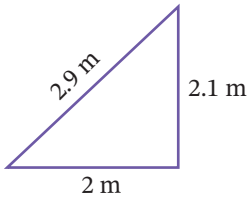
C



D



5 A pole 2.1 m tall is supported by a wire 2.9 m long. The other end of the wire is attached to the ground 2 m from the base of the pole. Is the pole standing vertically upright? R C



Quiz
Mental skills 2B

Mental skills 2B: Maths without calculators ANSWERS ON P. 614

Multiplying and dividing by a multiple of 10

1 Consider each example.

a $4 \times 700 = 4 \times 7 \times 100 = 28 \times 100 = 2800$

b $5 \times 60 = 5 \times 6 \times 10 = 30 \times 10 = 300$

c $12 \times 40 = 12 \times 4 \times 10 = 48 \times 10 = 480$

d $3.2 \times 30 = 3.2 \times 3 \times 10 = 9.6 \times 10 = 96$ (by estimation, $3 \times 30 = 90 \approx 96$)

e $4.6 \times 50 = 4.6 \times 5 \times 10 = 23 \times 10 = 230$ (by estimation, $5 \times 50 = 250 \approx 230$)

f $9.4 \times 200 = 9.4 \times 2 \times 100 = 18.8 \times 100 = 1880$ (by estimation, $9 \times 200 = 1800 \approx 1880$)

2 Now evaluate each product.

a	8×2000	**b**	3×70	**c**	11×900	**d**	2×300
e	4×4000	**f**	5×80	**g**	7×70	**h**	1.3×40
i	2.5×600	**j**	5.8×200	**k**	3.6×50	**l**	4.4×3000

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3 Consider each example.

a $8000 \div 400 = 8000 \div 100 \div 4 = 80 \div 4 = 20$

b $200 \div 50 = 200 \div 10 \div 5 = 20 \div 5 = 4$

c $6000 \div 20 = 6000 \div 10 \div 2 = 600 \div 2 = 300$

d $282 \div 30 = 282 \div 10 \div 3 = 28.2 \div 3 = 9.4$

e $3520 \div 40 = 3520 \div 10 \div 4 = 352 \div 4 = 88$

f $8940 \div 200 = 8940 \div 100 \div 2 = 89.4 \div 2 = 44.7$

4 Now evaluate each quotient.

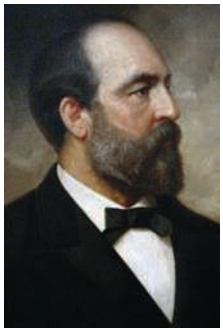
a	$560 \div 70$	**b**	$2500 \div 500$	**c**	$3200 \div 400$	**d**	$440 \div 20$
e	$160 \div 40$	**f**	$1500 \div 30$	**g**	$450 \div 50$	**h**	$744 \div 80$
i	$2550 \div 300$	**j**	$846 \div 200$	**k**	$576 \div 60$	**l**	$2160 \div 90$

Did you know?

Pythagoras and President Garfield

According to *The Guinness Book of Records*, Pythagoras' theorem has been proved the greatest number of times, with a book published in 1940 containing 370 different proofs, including one by US president James Garfield (1831–1881). Before becoming involved in politics, Garfield studied mathematics and taught in a public school. He published his proof in 1876 and was the 20th president of the United States, governing for only 150 days in 1881.

Find the main mathematical feature of President Garfield's proof.



Alamy Stock Photo/Prisma Archivo

Pythagorean triads

2.09

A **Pythagorean triad** or **Pythagorean triple** is any set of 3 positive integers that follow Pythagoras' theorem, for example, {3, 4, 5} or {5, 12, 13}. The word **triad** means a group of 3 related items ('tri-' means 3).

Pythagorean triad

$\{a, b, c\}$ is a Pythagorean triad if $c^2 = a^2 + b^2$.

Any multiple of $\{a, b, c\}$ is also a Pythagorean triad.

Worksheet
Pythagorean triads

Technology
Pythagorean triples

Spreadsheet
Pythagorean triples

Example 20

Test whether {5, 12, 13} is a Pythagorean triad.

Solution

$13^2 = 169$ — Squaring the largest number

$5^2 + 12^2 = 169$ — Squaring the 2 smaller numbers and adding them

$\therefore 13^2 = 5^2 + 12^2$ — These 3 numbers follow Pythagoras' theorem

$\therefore$ {5, 12, 13} is a Pythagorean triad.

Example 21

{3, 4, 5} is a Pythagorean triad. Create other Pythagorean triads by multiplying (3, 4, 5) by:

a 2 **b** 9 **c** $\frac{1}{2}$

Solution

a $2 \times \{3, 4, 5\} = \{6, 8, 10\}$

Checking: $10^2 = 100$

$6^2 + 8^2 = 100$

$\therefore 10^2 = 6^2 + 8^2$

$\therefore$ {6, 8, 10} is a Pythagorean triad.

b $9 \times \{3, 4, 5\} = \{27, 36, 45\}$

Checking: $45^2 = 2025$

$27^2 + 36^2 = 2025$

$\therefore 45^2 = 27^2 + 36^2$

$\therefore$ {27, 36, 45} is a Pythagorean triad.

c $\frac{1}{2} \times \{3, 4, 5\} = \{1.5, 2, 2.5\}$

Checking: $2.5^2 = 6.25$

$1.5^2 + 2^2 = 6.25$

$\therefore 2.5^2 = 1.5^2 + 2^2$

$\therefore$ {1.5, 2, 2.5} is a Pythagorean triad.

Strictly speaking, these are not Pythagorean triads because they are not whole numbers.

EXERCISE 2.09 ANSWERS ON P. 614

Pythagorean triads U F R C

EXAMPLE 20

1 Test whether each triad is a Pythagorean triad.

a {8, 15, 17} **b** {10, 24, 26} **c** {30, 40, 50}

d {5, 7, 9} **e** {9, 40, 41} **f** {4, 5, 9}

g {11, 60, 61} **h** {7, 24, 25} **i** {15, 114, 115}

2 Which of the following is a Pythagorean triad? Select the correct answer **A**, **B**, **C** or **D**.

A {4, 6, 8} **B** {5, 10, 12} **C** {6, 7, 10} **D** {20, 48, 52}

3 Use the spreadsheet you created in **Technology: Finding the hypotenuse** on page 58 to check your answers to questions **1** and **2**.



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EXAMPLE 21

4 For each Pythagorean triad, create another triad by multiplying each number in the triad by:

i a whole number **ii** a fraction **iii** a decimal.

a {5, 12, 13} **b** {8, 15, 17} **c** {30, 40, 50} **d** {7, 24, 25}

Check that each answer follows Pythagoras' theorem.

5 Pythagoras developed formulas for finding Pythagorean triads $\{a, b, c\}$. If one number in the triad is a, the formulas for the other 2 numbers are $b = \frac{1}{2}(a^2 - 1)$ and $c = \frac{1}{2}(a^2 + 1)$.

a If $a = 5$, use the formulas to find the values of b and c.

b Show that $\{a, b, c\}$ from part **a** is a Pythagorean triad.

6 Use the formulas to find Pythagorean triads for each value of a.

a $a = 7$ **b** $a = 11$ **c** $a = 15$ **d** $a = 4$

e $a = 9$ **f** $a = 19$ **g** $a = 10$ **h** $a = 51$

7 Prove that if $b = \frac{1}{2}(a^2 - 1)$ and $c = \frac{1}{2}(a^2 + 1)$, then $c^2 = a^2 + b^2$ is true. R C

8 There are many other formulas for creating Pythagorean triads. Use the Internet to research some of them.

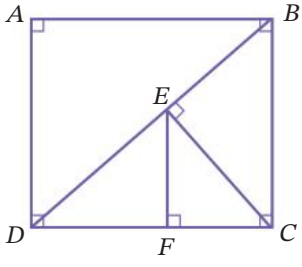
Power plus ANSWERS ON P. 614

1 Simplify each expression as an exact value.

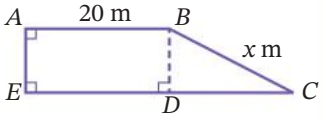
a $\left(\sqrt{2}\right)^3$ **b** $\left(\sqrt{2}\right)^4$ **c** $\left(-\sqrt{3}\right)^4$

d $\left(-\sqrt{3}\right)^3$ **e** $\left(2\sqrt{5}\right)^3$ **f** $\left(-3\sqrt{6}\right)^4$

2 Name the 5 hypotenuses on this diagram.



3 The rectangle $ABDE$ in the diagram has an area of 160 m^2. Find the value of x as a surd if $\triangle BDC$ is an isosceles triangle.

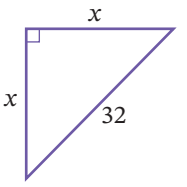


2.09

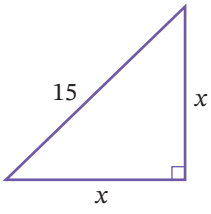
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4 Find the exact value of x in each triangle.

a



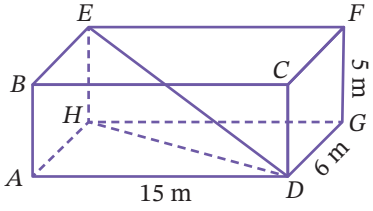
b



5 For this rectangular prism, find, correct to one decimal place, the length of diagonal:

a HD

b DE

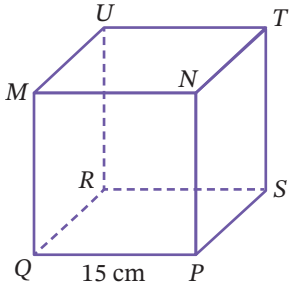


6 Find, correct to one decimal place, the length of the interval joining points $A(-2, 1)$ and $B(3, -2)$ on the number plane.

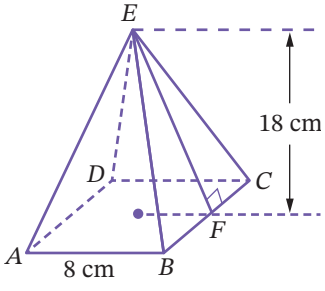
7 For this cube, find, correct to 2 decimal places, the length of diagonal:

a QS

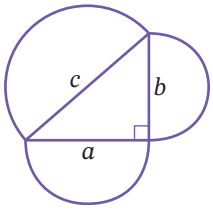
b QT



8 For this square pyramid, find, as a surd, the slant height EF.



9 Use Pythagoras' theorem to prove that for a right-angled triangle, the area of the semicircle constructed on the hypotenuse is equal to the areas of the semicircles constructed on the other 2 sides.



CHAPTER 2 REVIEW

Language of maths

area	converse	diagonal	formula
hypotenuse	irrational	perimeter	Pythagoras
right-angled	shorter	side	square root
surd	theorem	triad	unknown

1 State Pythagoras' theorem in words.

2 Describe the **hypotenuse** of a right-angled triangle in 2 ways.

3 What is another word for 'theorem'?

4 For what type of triangle is **Pythagoras' theorem** used?

5 What is a **surd**?

6 What is the name given to a set of 3 numbers that follows Pythagoras' theorem?

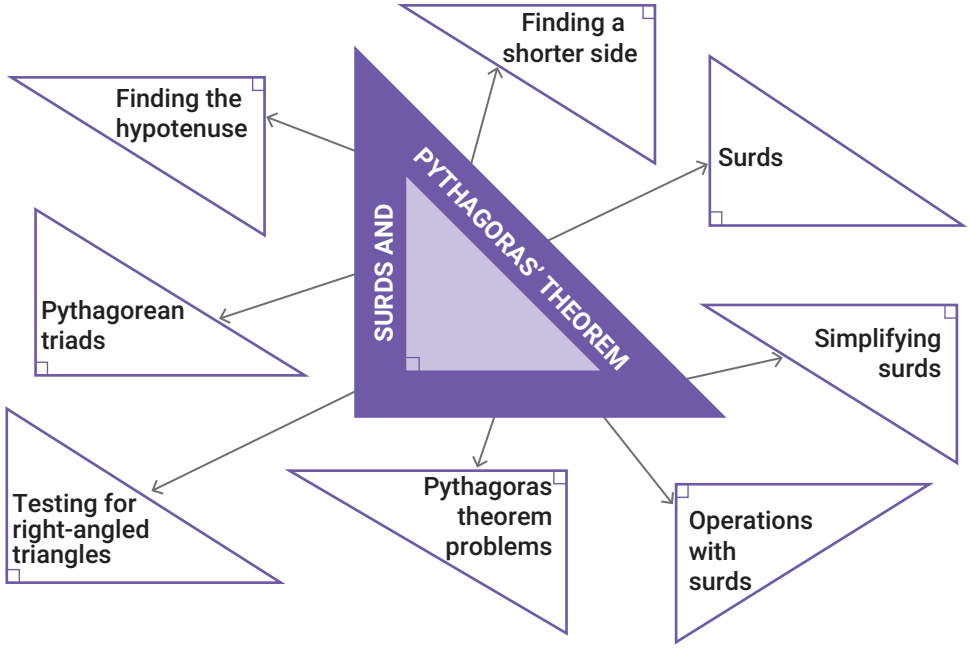
Quiz
Language of maths 2

Puzzle
Pythagoras' theorem find-a-word

Topic summary

- How relevant do you think Pythagoras' theorem is to our world? Give reasons for your answer.
- Give 3 examples of jobs where Pythagoras' theorem would be used.
- What did you find especially interesting about this topic?
- Is there any section of this topic that you found difficult? Discuss any problems with your teacher or a friend.

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



Worksheet
Mind map: Surds and Pythagoras' theorem

Quiz
Test yourself 2

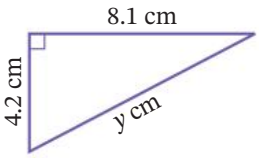
TEST YOURSELF 2

ANSWERS ON P. 615

2.01

1 Find the value of y. Select the closest answer **A**, **B**, **C** or **D**.

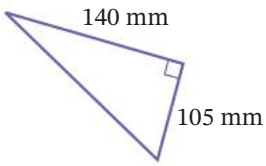
A 12.3 **B** 9.1
C 6.9 **D** 3.5



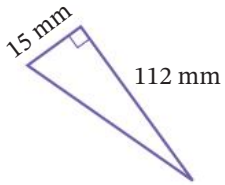
2.01

2 For each triangle, find the length of the hypotenuse. Give your answer as an exact value.

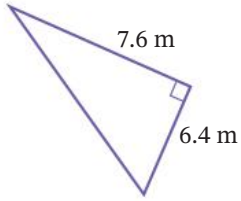
a



b



c



2.02

3 Is each number rational (R) or irrational (I)?

a $\sqrt{8}$ **b** $\frac{22}{7}$ **c** $0.5\dot{7}$ **d** $3\sqrt{5}$ **e** $\sqrt{81}$
f $\sqrt[3]{125}$ **g** $\sqrt[3]{-8}$ **h** $0.1\dot{2}3$ **i** $5+\sqrt{3}$

PATH

2.03

4 Simplify each surd.

a $\sqrt{72}$ **b** $\sqrt{98}$ **c** $\sqrt{275}$ **d** $\sqrt{128}$ **e** $3\sqrt{150}$
f $7\sqrt{28}$ **g** $4\sqrt{288}$ **h** $5\sqrt{45}$ **i** $7\sqrt{48}$

2.04

5 Simplify each expression.

a $8\sqrt{5}-\sqrt{5}$ **b** $\sqrt{7}-3\sqrt{2}+2\sqrt{7}$
c $6+\sqrt{5}-4+5\sqrt{5}$ **d** $7\sqrt{7}-\sqrt{7}-3\sqrt{7}$
e $\sqrt{200}+\sqrt{18}$ **f** $3\sqrt{5}+\sqrt{50}-2\sqrt{125}$
g $7\sqrt{32}-\sqrt{27}-2\sqrt{98}+4\sqrt{75}$ **h** $4\sqrt{45}-3\sqrt{63}+5\sqrt{80}$

2.05

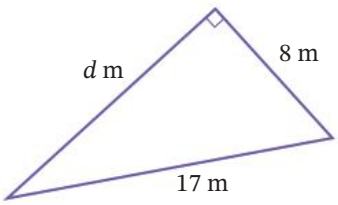
6 Simplify each expression.

a $\sqrt{3}\times\sqrt{7}$ **b** $\sqrt{8}\times\sqrt{5}$ **c** $\sqrt{6}\times\sqrt{8}$
d $\sqrt{5}\times\sqrt{11}$ **e** $\sqrt{8}\times\sqrt{3}$ **f** $\sqrt{98}\div\sqrt{7}$
g $8\sqrt{42}\div2\sqrt{7}$ **h** $\sqrt{125}\div5\sqrt{5}$ **i** $4\sqrt{147}\div12\sqrt{98}$
j $\frac{\sqrt{18}\times\sqrt{3}}{\sqrt{12}}$ **k** $\frac{\sqrt{6}\times\sqrt{24}}{\sqrt{27}\times2\sqrt{3}}$

2.06

7 Find the value of d. Select **A**, **B**, **C** or **D**.

A 12 m **B** 15 m
C 16.8 m **D** 18.9 m

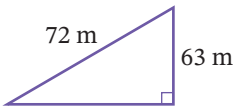


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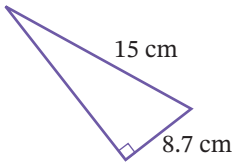
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8 For each triangle, find the length of the unknown side, correct to one decimal place. 2.06

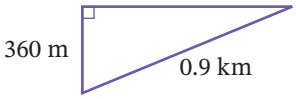
a



b

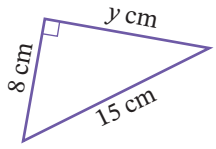


c

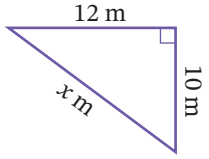


9 Find the exact value of the variable in each triangle. 2.07

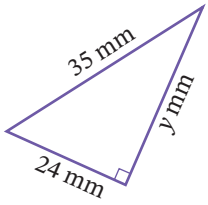
a



b



c



10 In $\triangle DEF$, $\angle F = 90°$, $DF = 84$ cm, and $EF = 1.45$ m. Find DE, correct to the nearest centimetre. 2.07

11 Julie walks 6 km due east from a starting point P, while Luka walks 4 km due south from P. 2.07

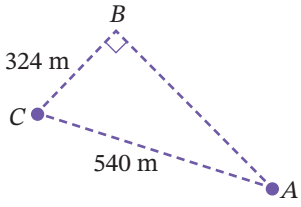
a Draw a diagram showing this information.

b How far are Julie and Luka apart? Give your answer correct to one decimal place.

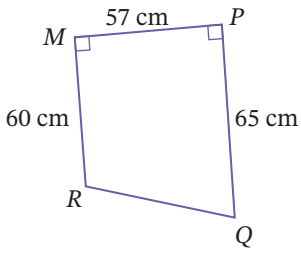
12 On a cross-country ski course, checkpoints C and A are 540 m apart and checkpoints C and B are 324 m apart. Find the distance: 2.07

a between checkpoints A and B

b skied in one lap of the course in kilometres.

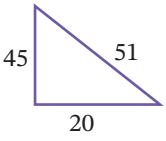


13 Find the perimeter of this trapezium, correct to one decimal place. 2.07

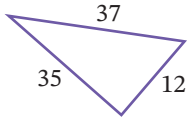


14 Test whether each triangle is right-angled. 2.08

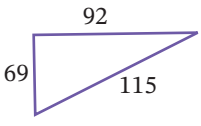
a



b



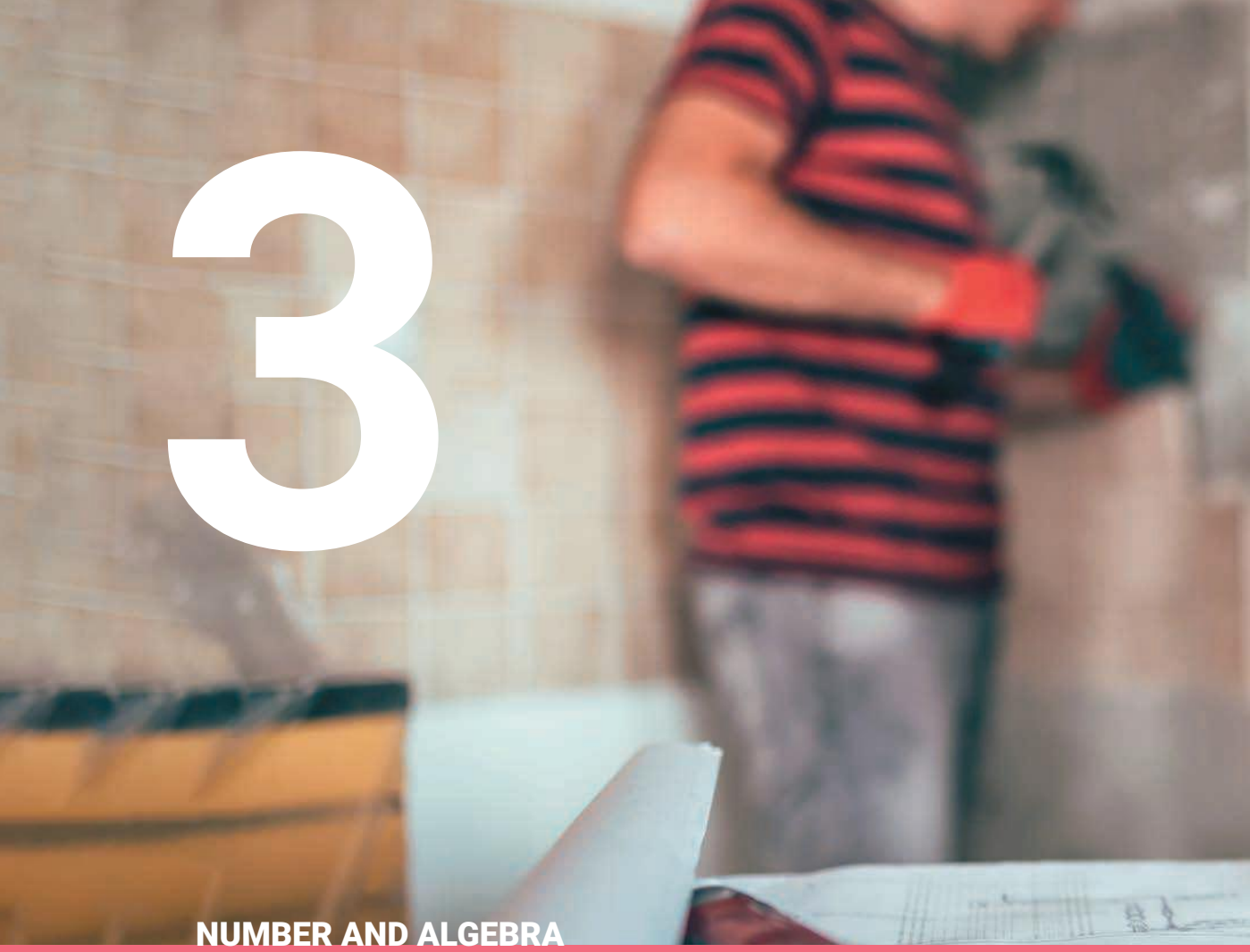
c



15 Test whether each triad is Pythagorean. 2.09

a {7, 24, 25} **b** {5, 7, 10} **c** {20, 21, 29} **d** {1.1, 6, 6.1}

Foundation | Standard | Complex

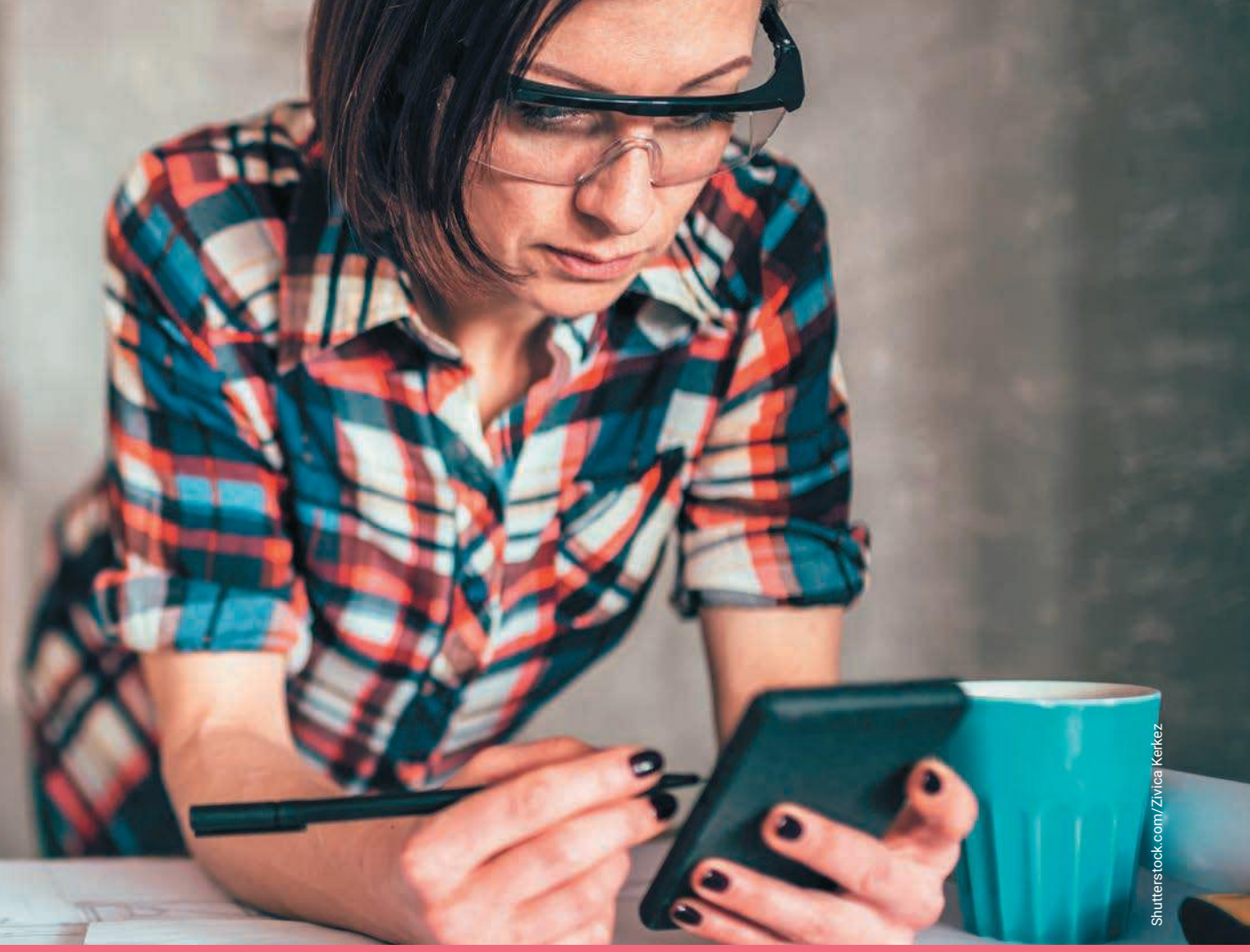


3

NUMBER AND ALGEBRA

NUMERACY AND CALCULATION

Numbers are an important part of our lives. We work with numbers when we shop for the best deal and when we borrow or invest money. Calculations are made when using recipes to cook and in the design and construction of houses. Whenever numbers are used to help us solve problems in our lives, calculations will need to be made.



Chapter outline

	Working mathematically				
3.01 Recurring decimals	U	F	PS	R	C
3.02 Applying percentages	U	F	PS	R	C
3.03 Profit, discounts and GST	U	F	PS	R	
3.04 Simple interest	U	F	PS	R	
3.05 Ratios and rates	U	F	PS	R	
3.06 Converting rates	U	F	PS	R	

Wordbank

cost price The price an item costs the retailer

GST Goods and services tax, a 10% tax added to the original price of an item or service

loss The amount lost when selling an item at a lower price

per annum (p.a.) Per year

principal An amount of money invested or borrowed, on which interest is given or charged

profit The amount made when selling an item at a higher price

recurring decimal A decimal with one or more digits that repeat endlessly, for example, $0.16 = 0.1666\ldots$

unitary method A method of finding a quantity by finding one part or 1% first

Quiz
Wordbank 3

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (10):

3.02 Percentage increase and decrease • The unitary method

3.03 Profit and loss • Discounts and GST • GST

3.04 Simple interest

3.05 Ratio problems • Dividing a quantity in a given ratio • Rate problems

3.06 Converting rates 2

Twig video (1):

SkillCheck Chinese development of maths

PhET interactives (3):

3.05 Ratio and proportion • Proportion playground • Unit rates

Quizzes (6):

- Wordbank 3
- SkillCheck 3
- Mental skills 3A
- Mental skills 3B
- Language of maths 3
- Test yourself 3

Skillsheets (6):

SkillCheck Integers • Integers using diagrams • Decimals

3.02 Fractions, decimals and percentages • Mental percentages

3.05 Ratios

Worksheets (8):

SkillCheck Where's the point?

3.01 Fraction families

3.02 Working with percentages

3.03 Profit and loss • Discounts and special offers

3.04 Simple interest

3.05 Rates exercise

Mind map Numeracy and calculation (Advanced)

Puzzles (5):

3.02 Percentages to fractions • Fractions to percentages • Percentages of an amount

3.03 Percentage profit and loss

Language of maths Numbers crossword

Technology (3):

3.01 Terminating and recurring decimals

3.02 Percentages, fractions and decimals • Converting marks to percentages

Spreadsheet (1):

3.02 Percentages, fractions and decimals

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- convert between fractions and decimals
- (PATH) convert recurring decimals to fractions
- solve problems involving percentages, ratios and rates
- solve problems involving profit, loss, discounts, GST and simple interest
- convert between units for rates, for example, kilometres per hour to metres per second

SkillCheck ANSWERS ON P. 615

1 Evaluate each expression.

a	$7 \times (-8)$	**b**	$-120 \div (-6)$	**c**	$7 - (-15)$
d	$-10 \times 5 \times (-2)$	**e**	$\frac{27}{-3}$	**f**	$20 - 5 \times 8$
g	$(-3)^2 + (-2)^2$	**h**	$(-10 + 7) \times 4$	**i**	$-24 \div 6 \times (-5)$
j	$\frac{-100}{-5} \times 4$	**k**	$-8 - (10 - 15)$	**l**	$(-4)^3$
m	$6 - (-30) \div 6$	**n**	$40 + 8 \times (-9)$	**o**	$(-5)^2 + 4 \times (-7)$
p	$24 \div (-6) + (-5) \times 3$	**q**	$12 - (4 \times 8)$	**r**	$64 \div (-4)^2$

2 Robyn had to calculate $36.024 \div 0.08$ without using a calculator. Which of these calculations will give her the same answer? Select **A**, **B**, **C** or **D**.

A $36\,024 \div 8$ **B** $36.024 \div 8$ **C** $3602.4 \div 8$ **D** $0.360\,24 \div 8$

3 Evaluate each expression.

a	$\frac{2}{3} + \frac{4}{7}$	**b**	$\frac{3}{5} + \frac{1}{2}$	**c**	$\frac{5}{9} - \frac{1}{4}$	**d**	$\frac{9}{10} - \frac{2}{3}$
e	$\frac{5}{7} \times \frac{3}{4}$	**f**	$\frac{1}{2} \times \frac{3}{5}$	**g**	$6 \times \frac{3}{4}$	**h**	$\frac{2}{3} \times 7$
i	$\frac{3}{4} \div \frac{1}{2}$	**j**	$\frac{2}{3} \div \frac{4}{5}$	**k**	$\frac{3}{7} \div 5$	**l**	$\frac{6}{7} \div \frac{2}{3}$

4 Express each number as a percentage.

a	$\frac{1}{4}$	**b**	0.3	**c**	0.07	**d**	$\frac{3}{5}$

Video
Chinese development of maths

Quiz
SkillCheck 3

Skillsheets
Integers
Integers using diagrams
Decimals

Worksheet
Where's the point?

3.01

Recurring decimals 3.01

Recurring decimals have a pattern of numbers that repeat or recur. We use dots to indicate the digits that repeat. Here are some examples:

$0.4444... = 0.\dot{4}$

$0.588\,88... = 0.5\dot{8}$

$0.636\,363... = 0.\dot{6}\dot{3}$

$0.415\,415\,415... = 0.\dot{4}1\dot{5}$

Terminating decimals do not repeat (terminating means 'stopping'). Here are some examples:

0.6 0.875 0.057

Worksheet
Fraction families

Technology
Terminating and recurring decimals

To convert a fraction to a decimal, divide its **numerator** by its **denominator**.

Example 1

Convert each fraction to a decimal and state whether it is recurring or terminating.

a $\frac{5}{6}$ **b** $\frac{11}{40}$

Solution

a $\frac{5}{6} = 5 \div 6$
$= 0.8333...$
$= 0.8\dot{3}$ (a recurring decimal)

b $\frac{11}{40} = 11 \div 40$
$= 0.275$ (a terminating decimal)

Because both terminating and recurring decimals can be written as fractions, they are both examples of **rational numbers**.

Some decimals are neither recurring nor terminating. They have an infinite number of digits but there is no pattern. These are **irrational numbers**. Here are some examples:

$\pi = 3.141\ 592\ 653...$ $\sqrt{3} = 1.732\ 050\ 808...$

The rational and irrational numbers together make up the **real numbers**.

PATH

Converting recurring decimals to fractions

A recurring decimal can be converted to a fraction using an algebraic method.

Example 2

Convert each recurring decimal to a simple fraction.

a $0.1\dot{7}$ **b** $0.\dot{5}\dot{4}$

Solution

a Let $x = 0.1\dot{7}$
$= 0.177777...$
$\therefore 10x = 1.77777...$ One digit is recurring, so multiply by 10. This deletes the recurring digits.
$\therefore 10x - x = 1.77777... - 0.177777...$
$9x = 1.6$
$x = \frac{1.6}{9}$
$= \frac{16}{90}$ Multiplying numerator and denominator by 10.
$= \frac{8}{45}$

Since $x = 0.1\dot{7}$, $0.1\dot{7} = \frac{8}{45}$

This answer can be checked by converting $\frac{8}{45}$ to a decimal on a calculator:

$\frac{8}{45} = 0.177777...$

On some calculators, you can enter many digits of a recurring decimal and it will convert it into a fraction. For example:

0.17777777777777777777777777 = S⇔D.

The S⇔D key converts between standard fractions and decimals.

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

$= 0.545454...$

$\therefore 100x = 54.545454...$ 2 digits are recurring, so multiply by 100.

$\therefore 100x - x = 54.545454 .... - 0.545454...$ This deletes the recurring digits.

$99x = 54$

$x = \frac{54}{99}$

$= \frac{6}{11}$

Since $x = 0.\dot{5}\dot{4}$, $0.\dot{5}\dot{4} = \frac{6}{11}$

Checking:

$\frac{6}{11} = 0.545454 ....$

Or converting by calculator:

0.545454545454545454 = S⇔D.

PATH

3.01

EXERCISE 3.01 ANSWERS ON P. 615

Recurring decimals U F PS R C

1 Write each recurring decimal using dot notation. C

a 0.166 666... **b** 0.273 273 27... **c** 0.888 88... **d** 0.209 99...

2 Show the repeating pattern for each recurring decimal. C

a $0.\dot{1}09\dot{8}$ **b** $0.1\dot{7}$ **c** $0.2\dot{5}$ **d** $8.3\dot{1}\dot{8}$

3 Convert each fraction to a decimal and state whether it is recurring or terminating. C

EXAMPLE 1

a $\frac{7}{8}$ **b** $\frac{3}{11}$ **c** $4\frac{8}{9}$ **d** $\frac{13}{5}$ **e** $\frac{19}{25}$

f $\frac{2}{3}$ **g** $\frac{13}{20}$ **h** $1\frac{7}{12}$ **i** $8\frac{13}{40}$ **j** $\frac{17}{24}$

4 **a** Convert $\frac{1}{3}$ to a recurring decimal. C

b Use your answer to part **a** to determine the value of: R

i $0.\dot{6}$ **ii** $0.\dot{9}$

5 Convert each recurring decimal to a simple fraction. C

PATH

EXAMPLE 2

a $0.\dot{2}$ **b** $0.\dot{8}$ **c** $0.1\dot{5}$ **d** $0.3\dot{8}$

e $0.4\dot{6}$ **f** $0.6\dot{5}$ **g** $0.3\dot{1}$ **h** $0.62\dot{4}$

i $0.58\dot{3}$ **j** $0.8\dot{3}2$ **k** $0.0\dot{3}$ **l** $0.7\dot{5}$

6 **a** Convert $0.4\dot{5}$ to a simple fraction.

b Use your answer from part **a** to write $0.\dot{9}0$ as a simple fraction. R C

7 **a** Convert $0.6\dot{3}\dot{4}$ to a simple fraction.

b Use your answer from part **a** to write $3.6\dot{1}\dot{5}$ as a simple fraction. PS R C

8 **a** Convert $2.04\dot{5}$ to a simple fraction.

b Use your answer from part **a** to write $7.08\dot{5}$ as a simple fraction. PS R C

Foundation Standard Complex

3.02 Applying percentages

Skillsheets
Fractions, decimals and percentages

Mental percentages

Worksheet
Working with percentages

Puzzles
Percentages to fractions

Percentages of an amount

Fractions to percentages

Video
Percentage increase and decrease

Example 3

Find:

a 12% of \$90 **b** $5\frac{1}{2}$% of \$540

Solution

a $12\% \times \$90 = \frac{12}{100} \times \$90$ or $0.12 \times \$90$

$= \$10.80$

Entering the decimal 0.12 for 12% on a calculator is faster

b $5\frac{1}{2}\% \text{ of } \$540 = 5\frac{1}{2} \div 100 \times \$540$ or $0.055 \times \$540 = \$29.70$

Example 4

a Increase \$200 by 7%. **b** Decrease \$150 by 12%.

Solution

a Increase $= 7\% \times \$200$

$= \$14$

$\therefore$ New amount $= \$200 + \$14$

$= \$214$

$100\% + 7\% = 107\%$

or New amount $= 107\%$ of \$200

$= 1.07 \times \$200$

$= \$214$

b Decrease $= 12\% \times \$150$

$= 18$

$\therefore$ New amount $= \$150 - \$18$

$= \$132$

$100\% - 12\% = 88\%$

or New amount $= 88\%$ of \$150

$= 0.88 \times \$150$

$= \$132$

Technology
Percentages, fractions and decimals

Converting marks to percentages

Spreadsheet
Percentages, fractions and decimals

Expressing quantities as percentages

To **express one quantity as a percentage of another**, write the appropriate fraction and then change it to a percentage:

$$\text{Percentage} = \frac{\text{amount}}{\text{whole amount}} \times 100\%$$

or Percentage = amount ÷ whole amount × 100%

Foundation Standard Complex

9780170479585

Example 5

a Jamila scores 43 out of 60 in a History test. What is her percentage mark to the nearest whole number?

b What percentage (correct to one decimal place) is 35 s of 5 min?

Solution

a $\text{Percentage mark} = \frac{43}{60} \times 100\%$

$= 71.666...\%$

$\approx 72\%$

Use $\text{Percentage} = \frac{\text{amount}}{\text{whole amount}} \times 100\%$

b $\text{Percentage} = \frac{35\text{ s}}{5\text{ min}} \times 100\%$

$= \frac{35\text{ s}}{300\text{ s}} \times 100\%$

$= 11.666...\ \%$

$\approx 11.7\%$

Change minutes to seconds so that the same units are being used.

$5\text{ min} = 5 \times 60\text{ s} = 300\text{ s}$

The **unitary method** can be used to find the whole amount (100%) when part of the amount is known. 'Unit' means 'one' and the unitary method involves finding 1% first.

The unitary method

Given a percentage of an amount, to find the whole amount:

1 find 1% of the amount by dividing by the known percentage

2 multiply by 100 to find the whole amount (100%).



Video
The unitary method

Example 6

This week, Julio received a bonus of $86, which was 9% of his weekly wage. Calculate Julio's weekly wage, correct to the nearest dollar.

Solution

9% of the wage = $86

$\therefore$ 1% of the wage = $86 ÷ 9

= $9.555...

$\therefore$ Julio's wage = $9.55... × 100

= $955.555...

≈ $956

100% of the wage.

EXERCISE 3.02 ANSWERS ON P. 615

Applying percentages U F PS R C

EXAMPLE 3

1 Find:

a 15% of $85 **b** 120% of 60 kg **c** 45% of 16 m

d 2.4% of $350 **e** $5\frac{1}{4}\%$ of $80 **f** 12% of 95 kg

g $2\frac{1}{2}\%$ of $870 **h** 150% of 16 L **i** 3.75% of $2850

j $33\frac{1}{3}\%$ of $6540 **k** 6.25% of 25 t **l** 0.4% of $3720

2 A total of 84 600 people attended the State of Origin match between NSW and Queensland in Sydney. If 71% of the crowd supported NSW:

a what percentage supported Queensland?

b how many people supported Queensland?



Newspix/Brett Costello

3 980 students attend St Klaas' College. If 19% of them are in Year 9, calculate the number of Year 9 students.

4 Buzz Coffee advertises an extra 20% of coffee for the same price. If the normal amount is 700 g, how much extra coffee will you get for the same price?

5 Jakub's weight is now 125% of what it was a year ago. If his weight then was 85 kg, what is his weight now?

EXAMPLE 4

6 Increase:

a $455 by 10% **b** $80 by 15.5% **c** $680 by 200%

d 80 kg by 2.5% **e** 35 m by 30% **f** 120 L by 140%

7 Decrease:

a $830 by 35% **b** 120 min by 5% **c** 90 L by 12%

d 6.8 m by 25% **e** 130 kg by 18% **f** $96.50 by 10%

8 Matt buys a bike for $860 and sells it, making a profit of 5%.

a How much profit did Matt make?

b For what price did Matt sell the bike?

9 T-shirts priced at $38 are reduced by 45% at an end-of-summer sale. What is the sale price of the T-shirts?

10 Due to severe storms in summer, the price of fresh fruit and vegetables increased by 34%. How much will broccoli cost if its original price was $4.99/kg?

11 Lucy's weekly wage of $895 increased by 5.5%. Find her new weekly wage.

12 A car dealer is offering new year sales. What will you pay for a used car marked at $16 500 if a **discount** of 12% is given?

13 Express each proportion as a percentage, correct to one decimal place if necessary. C

EXAMPLE 5

3.02

a	55 out of 80	**b**	80 out of 120	**c**	45 out of 70
d	15 out of 18	**e**	$8 out of $12	**f**	$9 out of $60
g	35 s out of 4 min	**h**	15 min out of 2 h	**i**	340 mm out of 2 m
j	3 hours out of 1 day	**k**	85 cm out of 5 m	**l**	140c out of $10

14 Selina achieved the following marks in two tests: PS R C
English: 32 out of 40
Mathematics: 47 out of 60
Convert each mark to a percentage to decide which is the better mark.

15 Travis earns $840 per week, of which $280 goes to rent. Find what percentage of Travis' wage goes to rent, correct to one decimal place.

16 Bozena earns $480 per week while she is completing Year 12 at school. If she spends $95 of it on petrol, what percentage of her wage is this, correct to one decimal place?

17 The nutritional information on a food label is shown. C

a What percentage of a 100 g serve is:

i protein?

ii carbohydrate?

b For a 100 g serve, what percentage of the total fat is saturated fat?

	Per 100 g
Energy	2105 kJ
Total Fat (of which is Saturated fat)	25 g 16 g
Carbohydrate (of which is sugars)	62 g 38 g
Protein	5 g
Salt	1 g

18 In the Netball World Cup final, Australia scored 15 goals in the second quarter. If this represented 29.4% of the goals Australia scored in the match, how many goals did Australia score in total? PS R

EXAMPLE 6

19 A jeweller charges $105 for valuing a diamond ring. If this charge represents 1.25% of the value of the ring, find this value correct to the nearest dollar.

20 A can of energy food drink contains 20% more for the same price as the standard can. If the extra amounts to 150 g, how much does the standard can contain?

21 Last year, Ben paid 28% of his salary in tax. If he paid $23 423 in tax, what was Ben's salary? Answer to the nearest dollar.

22 Indigo spent 65% of her money on rent and 50% of the remainder on food. What percentage of her money did she have left?

23 Increase $6580 by 6% and then decrease the result by 10%. Is this the same as decreasing $6580 by 4%? Show working to justify your answer. PS R

Foundation Standard Complex

24 An amount is increased by 10% and then decreased by 10%. What is the overall percentage change? PS R

25 An amount is decreased by 10% and then increased by 10%. What is the overall percentage change? PS R

Did you know?

Blood: it takes all types

The blood groups in Australia are as follows.

O		A		B		AB	
+	−	+	−	+	−	+	−
40%	9%	31%	7%	8%	2%	2%	1%



Shutterstock.com/ESB Professional

1 If Australia's population is 26 million, how many people would be in each blood group?

2 Do you know what your blood group is? How would you find out?

3.03 Profit, discounts and GST

Profit and loss

Worksheet
Profit and loss

Puzzle
Percentage profit or loss

Profit and loss

- When an item is sold for **more** than it costs, a **profit** is made.
- When an item is sold for **less** than it costs, a **loss** is made.
- The percentage profit and loss are usually calculated as a percentage of the **cost price**.

Video
Profit and loss

Example 7

The online store *Jackson's* buys notebook computers for $550 each and sells them for $680. Find:

a the profit on each computer

b the percentage profit on the cost price, correct to one decimal place.

Solution

a Profit = $680 − $550
= $130

b Percentage profit $= \frac{\text{profit}}{\text{cost price}} \times 100\%$
$= \frac{130}{550} \times 100\%$
$= 23.6363...$
$\approx 23.6\%$

Foundation Standard Complex

Discounts

Example 8

At *Jeans Minus*' end-of-season sale, jeans are discounted by 25%. What is the discount price of a pair of jeans marked at $148?

Solution

Method 1

Discount = 25% of $148

= $37

Discount price = $148 – $37

= $111

Method 2

Discount price = 75% of $148

= $111

Video
Discounts and GST

3.03

Worksheet
Discounts and special offers

Example 9

A home cinema costs $865 after a 24% discount. What was its original price, rounded to the nearest dollar?

Solution

Sale price = $865, discount = 24%

∴ 76% of the original price = $865 — 100% – 24% = 76%

$1\% = \frac{\$865}{76}$ — Using the unitary method

= $11.381 578...

∴ Original price = $11.381 578... × 100 — To find 100%

= $1138.157...

≈ $1138

Video
Discounts and GST

GST

Goods and Services Tax (GST) is a tax paid to the government on most goods (items) and services that we purchase. In Australia, GST is charged at 10% of the original price and is generally included in the marked price of the good or service.

Example 10

The **selling price** of a lounge suite is $2695 with GST included. How much of this price is the GST?

Solution

Selling price = 100% + 10% — Adding 10% GST

= 110%

110% of the original price = $2695

10% GST = $2695 ÷ 11

= $245

Videos
Discounts and GST
GST

EXERCISE 3.03 ANSWERS ON P. 616

Profit, discounts and GST U F PS R

In this exercise, express all percentages correct to one decimal place and all prices to the nearest cent.

EXAMPLE 7

1 A home theatre system with a cost price of $650 is sold for $1250. Find:

a the profit **b** the percentage profit on the cost price.

2 A motorbike originally priced at $16 000 is sold for $14 500. Find:

a the loss **b** the percentage loss

3 Alla bought an old car for $3000, spent another $1500 on repairs and then sold it for $6200. Find:

a the total amount that Alla spent on the car

b the profit made when she sold the car

c her percentage profit.

4 A car costing $12 000 is sold for $8000. Calculate the percentage loss.

5 *Home Necessities* store buys cutlery sets for $120 that are then sold for $230. Calculate the percentage profit.

EXAMPLE 8

6 GIA supermarket reduces the price of some items by 35%. Find the discount price of the following items given their original prices.

a 250 g butter, $2.40 **b** 2 L milk, $3

c 1 kg cheese, $11 **d** 24 cans of soft drink, $15.99

7 Calculate the selling price of a computer marked at $760, now discounted by 15%. Select the correct answer **A**, **B**, **C** or **D**.

A $114 **B** $660 **C** $646 **D** $636

8 At a book sale, all books are discounted by 35%. What is the discount price of a book marked at $25.50?

9 A factory-seconds washing machine has its price reduced from $980 to $750. What is the percentage discount?

10 A TV priced at $1599 is sold for $1250. Find the discount as a percentage of the marked price.

11 Calculate the percentage discount for each item.

a



b



12 A jacket discounted by 40% after Christmas sells for $84. What was the original price of the jacket?

EXAMPLE 9

13 A bedroom suite reduced by 15% is sold for $2801. What was its original price? Answer to the nearest dollar.

14 A plane fare from Brisbane to Sydney has been discounted by 45%. If Amy paid $159 for a discounted ticket, what was the full price, to the nearest dollar?

15 For each item, calculate the GST payable and the final price.

a a car priced at $20 900

b a home cinema priced at $1810

c a theatre ticket priced at $145

d plumber's fees of $180

16 Given the selling price of each item with GST included, calculate the GST and the original price, correct to the nearest cent. PS R

EXAMPLE 10

a haircut: $46.20

b car repairs: $739.20

c photo frame: $31.35

d pair of jeans: $65.89

e refrigerator: $924

f piano lessons: $198 per term

17 A discount warehouse has a 30% discount on all computers with a further 5% off the discount price if you pay in cash. Carlos wants to buy a computer priced at $1899. PS R

a What is the discount price of the computer?

b Carlos pays by cash. How much will he need to pay now, to the nearest 5 cents?

c What is the total discount Carlos received?

d Calculate his total percentage discount (on the original cost).

18 Justine buys 20 boxes of paper at $29.95 a box. PS R

a What is the cost of the 20 boxes of paper?

b Justine receives a business discount of 15%. How much will she need to pay?

c Justine pays by cash and receives a further discount of 5%. How much will she now pay, to the nearest 5 cents?

d Find the amount Justine would pay if she received a single discount of 20% on the cost of the paper.

e Is the single discount of 20% the same as the two successive discounts of 15% and 5%? Give reasons for your answer.

Quiz
Mental skills 3A

Mental skills 3A: Maths without calculators ANSWERS ON P. 616

Squaring a number ending in 5, 1 or 9

The square of a number ending in 5 always ends in 25.
For example, $35^2 = 1225$ and $105^2 = 11\,025$.
A mental calculation trick requires three easy steps:

- delete the 5 from the number
- multiply the remaining number by the next consecutive number
- write '25' at the end of the product.

1 Study each example.

a To calculate 35^2:

- deleting the 5 from 35 leaves 3
- multiply 3 by the next consecutive number: $3 \times 4 = 12$
- write '25'at the end: 1225

$35^2 = 1225$

b To calculate 105^2:

- deleting the 5 from 105 leaves 10
- multiply 10 by the next consecutive number: $10 \times 11 = 110$
- write 25 at the end: 11 025

$105^2 = 11\,025$

2 Now calculate each square number.

a	25^2	**b**	55^2	**c**	45^2	**d**	65^2	**e**	75^2	**f**	2.5^2
g	4.5^2	**h**	205^2	**i**	6.5^2	**j**	7.5^2	**k**	275^2	**l**	345^2

The square of a number ending in 1 always ends in 1.

For example, $41^2 = 1681$ and $71^2 = 5041$.

A mental calculation trick requires three steps.

- Round the number to the nearest 10 (by subtracting 1) to make a new number
- Square the new number
- Add to your answer the new number and its next consecutive number

3 Study each example.

a To calculate 41^2:

- Round 41 down to 40.
- Square 40: $40^2 = 1600$
- Add 40 and 41: $1600 + 40 + 41 = 1681$

$41^2 = 1681$

b To calculate 71^2:

- $70^2 = 4900$ Rounding down and squaring
- $4900 + 70 + 71 = 5041$

$71^2 = 5041$

4 Now calculate each square number.

a	21^2	**b**	101^2	**c**	31^2	**d**	91^2	**e**	5.1^2
f	81^2	**g**	61^2	**h**	201^2	**i**	2.1^2	**j**	9.1^2

The square of a number ending in 9 also ends in 1.

For example, $29^2 = 841$ and $99^2 = 9801$.

A mental calculation trick requires three steps:

- round the number to the nearest 10 (by adding 1) to make a new number
- square the new number
- subtract from your answer the new number and its *previous* consecutive number

5 Study each example.

a To calculate 29^2:

- round up to 30
- square 30: $30^2 = 900$
- subtract 30 and 29:

$900 - 30 - 29 = 841$

$29^2 = 841$

b To calculate 99^2:

- round up to 100
- square 100: $100^2 = 10\,000$
- $10\,000 - 100 - 99 = 9801$

$99^2 = 9801$

6 Now calculate each square number.

a	59^2	**b**	69^2	**c**	89^2	**d**	19^2	**e**	109^2
f	5.9^2	**g**	6.9^2	**h**	119^2	**i**	39^2	**j**	8.9^2

Simple interest 3.04

Banks, credit unions and other financial institutions reward investors by paying them interest on their savings or investments. Conversely, they charge borrowers by making them pay interest on their loans.



Worksheet
Simple interest

- The original amount of money invested or borrowed is called the **principal**.
- **Interest** is calculated as a percentage of the principal.
- This percentage is called the **interest rate**, usually written as a rate **per annum** ('per year'), abbreviated 'p.a.'
- **Simple interest** (or **flat rate interest**) is interest calculated simply on the original principal.

Example 11

Find the simple interest earned on an investment of $18 000 at 3.5% p.a. for 5 years.

Solution

Principal = $18 000, interest rate = 3.5% p.a., term = 5 years.

Term means the amount of time the investment or loan has occurred

Interest = $3.5\% \times \$18\,000 \times 5$ Over 5 years.

$= \$3150$

The simple interest formula

$I = Prn$, where:

I is the simple interest

P is the principal

r is the interest rate per year, expressed as a decimal

n is the number of years

Applying this to the above example,

$P = \$18\,000$, $r = 3.5\% = 0.035$, $n = 5$ years

$I = Prn$

$= \$18\,000 \times 0.035 \times 5$

$= \$3150$



Video
Simple interest

Example 12

Find the simple interest on:

a $8620 at 2.4% p.a. for 7 months

b $5600 at 6.25% p.a. for 220 days

Solution

a $P = \$8620$, $r = 2.4\% = 0.024$,

$n = 7$ months $= \frac{7}{12}$ years n must be in years

$I = Prn$

$= \$8620 \times 0.024 \times \frac{7}{12}$

$= \$120.68$

b $P = \$5600$, $r = 6.25\% = 0.0625$,

$n = 220$ days $= \frac{220}{365}$ years

$I = Prn$

$= \$5600 \times 0.0625 \times \frac{220}{365}$

$= \$210.9589...$

$\approx \$210.96$ rounded to the nearest cent

Example 13

After 2 years, an investment of \$1560 has earned \$87.36 in simple interest.

What is the annual interest rate?

Solution

$I = \$87.36$, $P = \$1560$, $n = 2$ years

$I = Prn$

$\$87.36 = \$1560 \times r \times 2$

$\$87.36 = \$3120r$

$r = \frac{\$87.36}{\$3120}$

$= 0.028$

$= 2.8\%$

$\therefore$ Annual interest rate $= 2.8\%$

Video
Simple interest

3.04

Example 14

For how long will \$12 000 need to be invested to earn \$1350 if the flat rate of interest is 4.5% p.a.?

Solution

$I = \$1350$, $P = \$12\,000$, $n = 4.5\% = 0.045$

$I = Prn$

$1350 = 12\,000 \times 0.045 \times n$

$1350 = 540n$

$n = \frac{1350}{540}$

$= 2.5$ years

EXERCISE 3.04 ANSWERS ON P. 616

Simple interest U F PS R

In this exercise, give all money answers correct to the nearest cent.

EXAMPLE 11

1 Calculate the simple interest earned on each investment.

a \$18 000 at 7% p.a. for 5 years

b \$5280 at 2.85% p.a. for 2 years

c \$3000 at 5.5% p.a. for 4 years

d \$9450 at $2\frac{1}{2}\%$ p.a. for 3 years

e \$6800 at 6.2% p.a. for 6 years

f \$12 500 at 7.3% p.a. for 2 years

2 Steffi invests \$17 000 at 6.45% p.a. simple interest for 4 years. To what final value will her investment grow?

EXAMPLE 12

3 Calculate the simple interest for each situation.

a \$2100 invested at 6% p.a. for 9 months

b \$3450 invested for 5 months at 3.25% p.a.

c \$10 000 invested at 6.2% p.a. for 150 days

d \$4000 borrowed for 14 months at 6.55% p.a.

e \$280 000 borrowed at 8.3% p.a. for 30 weeks

f \$18 400 borrowed for 160 days at 14.7% p.a.

EXAMPLE 13

4 Find the annual interest rate if:

a an investment of $3000 earns $756 simple interest after 4 years

b an investment of $17 630 earns $2715.02 simple interest after 2 years

c a flat rate loan of $9000 is charged $2115 after 5 years.

EXAMPLE 14

5 For how long will $12 350 need to be invested to earn $1778.40 if the flat rate of interest is 2.4% p.a.? PS R

6 How many months will it take for an investment of $22 000 to earn $12 650 in interest if the interest rate is 6.9% p.a.?

7 How many days will it take for $15 600 to earn $436.97 in interest if the flat rate of interest is 7.1%?

8 William took 2 years to pay off a flat rate loan of $7000. His total loan repayments amounted to $8400. Calculate:

a the interest charged **b** the interest rate

9 Simone and Jeff borrowed $4000 to build a garden in their backyard. They repaid the loan at $128 per month for 4 years. PS

a Calculate the total amount they paid for the garden.

b How much interest did they pay on the loan?

c Calculate the flat rate of interest charged.



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3.05 Ratios and rates

Skillsheet
Ratios

Interactives
Ratio and proportion
Proportion playground
Unit rates

A **ratio** compares quantities of the same type measured in the same units.

It is written in the form '$a : b$' (pronounced 'a to b'), where a and b are numbers.

Simplifying ratios

To **simplify a ratio**, keep dividing each term by the same number, preferably a large number such as their highest common factor (HCF), until each term is as small as possible.

Foundation Standard Complex

Example 15

Simplify each ratio.

a 36 : 48 : 18

b 425 mL to 5 L

Solution

a $36 : 48 : 18 = \frac{36}{6} = \frac{48}{6} = \frac{18}{6}$

$= 6 : 8 : 3$

b $425 \text{ mL} : 5 \text{ L} = 425 \text{ mL} : 5000 \text{ mL}$

$= 425 : 5000$

$= \frac{425}{25} : \frac{5000}{25}$

$= 17 : 200$

3.05

Ratio problems can be solved using **equivalent ratios** or the **unitary method**.
The unitary method requires finding one part first.

Video
Ratio problems

Example 16

During summer, the ratio of jeans to shorts sold at a beachside store was 3 : 10.
If 240 pairs of jeans were sold, how many pairs of shorts were sold?

Solution

Method 1: Equivalent ratios

Jeans : shorts = 3 : 10 = 240 : _____

Since $3 \times 80 = 240$,

Number of shorts $= 10 \times 80 = 800$

Method 2: Unitary method

Jeans : shorts = 3 : 10

Since 240 jeans were sold, 3 parts = 240

$\therefore$ 1 part $= 240 \div 3 = 80$

$\therefore$ Number of shorts $= 80 \times 10 = 800$

Dividing a quantity in a given ratio

- Find the total number of parts
- If using the **unitary method**, find the size of one part, then multiply to calculate each share
- If using the **fraction method**, calculate fractions of the quantity to find each share
- Check that the shares add up to the original quantity

Video
Dividing a quantity in a given ratio

Example 17

Divide a cash prize of $420 between Elyse and Henry in the ratio 3 : 4.

Solution

Method 1: Unitary method

Total number of parts = 3 + 4 = 7

∴ 7 parts = $420

1 part = $420 ÷ 7 = $60

∴ Elyse's share = 3 × $60 = $180

Henry' share = 4 × $60 = $240

Checking: $180 + $240 = $420

Method 2: Fraction method

Total number of parts = 3 + 4 = 7

∴ Elyse's share = $\frac{3}{7} \times \$420 = \$180$

Henry' share = $\frac{4}{7} \times \$420 = \$240$

Checking: $180 + $240 = $420

Simplifying rates

A **rate** compares 2 quantities of different types measured in different units.

It measures how one quantity changes with another quantity. It is written in the form 'a/b' (pronounced 'a per b'), where a and b are units of measurement.

Example 18

Write each statement as a rate.

a Travelling 600 km in 12 hours.

b A phone call costs $6.45 for 15 minutes.

Solution

a 600 km in 12 h = 600 ÷ 12
= 50 km/h

b $6.45 for 15 min = $6.45 ÷ 15
= $0.43/min

Video
Rate problems

Rate problems

Problems involving rates can be solved usually by multiplying or dividing.
The following strategy may help.

- Write the units of the rate x/y as a fraction: $\frac{x}{y}$
- To find the quantity in the numerator, x, **multiply** by the rate
- To find the quantity in the denominator, y, **divide** by the rate

Worksheet
Rates exercise

Example 19

A car travels at 92 km/h.

a How far will it travel in $4\frac{1}{2}$ hours?

b How long will it take to travel 800 km? Answer correct to one decimal place.

Solution

a Write the units of the rate as a fraction: km/h $= \frac{\text{km}}{\text{h}}$

To find the distance (km), multiply by the rate.

Distance $= 4\frac{1}{2} \times 92$

$= 414$ km

b To find the time (h), divide by the rate.

Time $= 800 \div 92$

$= 8.6956...$

≈ 8.7 h

EXERCISE 3.05 ANSWERS ON P. 616

Ratios and rates U F PS R

1 Simplify each ratio.

a	48 : 28	**b**	15 : 36	**c**	125 : 60	**d**	84 : 56
e	124 : 62	**f**	$\frac{3}{5} : \frac{1}{4}$	**g**	0.68 : 0.24	**h**	1.25 : 4.5
i	$5 : \frac{4}{5}$	**j**	$\frac{5}{8} : \frac{2}{3}$	**k**	4.8 : 0.64	**l**	15 : 18 : 6
m	27 : 36 : 9	**n**	120 : 20 : 80	**o**	$\frac{5}{6} : 3$	**p**	$2\frac{1}{2} : 5$

EXAMPLE 15

2 Simplify each ratio.

a	75c : \$4	**b**	5 kg : 800 g	**c**	2 hours : 45 min
d	600 mm : 2 m	**e**	8 hours : 1 day	**f**	8 mm : 4 cm
g	300 mL : 2 L	**h**	\$3.50 : 25c	**i**	6 min : 45 s

3 The ratio of Ken's age to his daughter Jess' age is 10 : 3. If Ken is 30, How old is Jess?

EXAMPLE 16

4 Bella and Suri invest in a business in the ratio 3 : 5. If the larger investment is \$520 000, find the amount of the smaller investment.

5 A survey of car buyers found that they purchased cars with colours in the ratio of white : grey : blue : other colour = 8 : 5 : 11 : 10.

A car dealer ordered 20 cars in colours other than white, grey and blue. How many white cars should be ordered?

6 A concrete mixture of gravel to sand to cement of 4 : 3 : 1 is needed for strong foundations. How much of each is needed to make 40 cubic metres of concrete? PS R

EXAMPLE 17

Foundation Standard Complex

7 At a busy intersection involving a red-light camera, the ratio of cars running a red light to cars stopping was 1 : 79. If 90 000 cars passed through the intersection last week, how many ran the red light?



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8 Shahid and Bridie won $60 000 in a lottery. If they share the prize in the ratio 23 : 27, how much does each person receive?

9 An alloy consists of nickel and copper in the ratio 4 : 7. If the alloy weighs 3.41 kg, how much copper was used? Select the correct answer **A**, **B**, **C** or **D**.

A 0.21 kg **B** 0.85 kg **C** 1.24 kg **D** 2.17 kg

EXAMPLE 18

10 Write each statement as a rate using the units in brackets. Round answers to one decimal place if needed.

a 540 km in 8 h (km/h)
b 5 kg for $42 ($/kg)
c 2800 words in 50 min (words/min)
d 14 L for 170 km (km/L)
e 200 m in 26 s (m/s)
f 5 kg of seed for 120 m^2 (g/m^2)
g 40 days to walk 900 km (km/day)
h $215 for 3 hours ($/h)

EXAMPLE 19

11 A truck maintains an average speed of 65 km/h. Calculate how far it will travel:

a in $2\frac{1}{2}$ h
b from 6:30 a.m. to 3:00 p.m.

12 Walid earns $220 for an 8-hour day. PS R

a Express this pay as an hourly rate ($/h).
b How much would he earn in a 40-hour week?
c How many days will it take him to earn $1760?

13 James' heart beats at 78 beats/min.

a How many times will it beat in one hour?
b How long will it take to beat 1000 times? Answer to the nearest second.

14 Gold jewellery is classified according to its gold content. The ratio of gold to other metals is given in carats. Pure gold is 24 carats, so 10-carat gold has gold mixed with other metals in the ratio 10 : 14. PS R

a Write the ratio of gold to other metals in:
i a 9-carat bracelet
ii an 18-carat ring

b Nami purchased a 14-carat gold necklace with a mass of 50 g. How much gold is in the necklace, correct to one decimal place?

Foundation Standard Complex

15 A utility van has a fuel consumption of 11.6 L/100 km. Calculate how much fuel it will use for a trip of:

a 640 km **b** 58 km **c** 140 km

16 Calculate the fuel consumption, in L/100 km, of a Toyota Prius hybrid that uses 30.6 L to travel 900 km.

17 Birth rates are given as births/1000 people. A city's birth rate is 16 births/1000 people. If there were 520 births in the city last year, what was its population?

18 David claims that 5 kg of Greenie grass seed will plant an area of 1200 m^2. How much grass seed is needed for an area of 60 m^2? Select **A**, **B**, **C** or **D**.

A 0.25 kg **B** 0.4 kg **C** 1.44 kg **D** 4 kg

19 **a** Indonesia has a population of 278 million and an area of 1 919 440 km^2. Calculate its population density in people/km^2, correct to one decimal place.

b Australia has a much smaller population of 26.6 million but a much larger area of 7 692 000 km^2. Calculate its population density, correct to one decimal place.

c If Australia was as densely populated as Indonesia, what would its population be? Answer to the nearest hundred.

20 A large pump takes 4 minutes to fill a tank. A smaller pump takes 10 minutes to fill the same tank. How long, in minutes and seconds, will it take to fill the tank, if both pumps are turned on at the same time?

Did you know?

The beat of life

The heart of an unfit person works harder whether at rest, during activity or even while recovering from activity. A fit person's heart copes with activity better and its beat returns to normal sooner.

	Heartbeats per minute		
	Fit	Unfit	Difference
Before activity	65	80	15
During activity	95	135	40
3 minutes after	80	115	35
6 minutes after	70	100	30
9 minutes after	65	95	30

What patterns do you notice in the differences in heart rates between fit and unfit persons?



Alamy Stock Photo/MBI

3.06 Converting rates

It is often necessary to convert rates from one set of units to another, for example, from kilometres/hour to metres/second, or from millilitres/minute to litres/day.

Video
Converting rates 2

Example 20

Convert:

a 80 L/kg to L/g **b** 5 m/s to km/h **c** 2 mL/min to L/day

Solution

a $80 \text{ L/kg} = \frac{80}{1000} \text{ L/g}$ (1 kg = 1000 g)

$= 0.08 \text{ L/g}$

b $5 \text{ m/s} = 5 \times 3600 \text{ m/h}$ (1 h = 3600 s)

$= 18\,000 \text{ m/h}$

$= \frac{18\,000}{1000} \text{ km/h}$ (1 km = 1000 m)

$= 18 \text{ km/h}$

c $2 \text{ mL/min} = 2 \times 60 \text{ mL/h}$ (1 h = 60 min)

$= 120 \text{ mL/h}$

$= 120 \times 24 \text{ mL/day}$ (1 day = 24 h)

$= 2880 \text{ mL/day}$

$= \frac{2880}{1000} \text{ L/day}$ (1 L = 1000 mL)

$= 2.88 \text{ L/day}$

EXERCISE 3.06 ANSWERS ON P. 616

Converting rates U F PS R

EXAMPLE 20

1 Convert:

a 5 m/s to m/h **b** 30 m/s to m/h **c** \$10/kg to \$/g

d 20 mL/min to mL/h **e** 40 mL/min to mL/h **f** 5 mL/s to mL/h

g 5 kg/m² to kg/ha **h** 2.5 tonnes/day to kg/day **i** \$750/week to \$/year

j 0.5 km/min to km/h **k** 15 sheep/h to sheep/day **l** \$60/day to \$/week

2 Convert (round to one decimal place if needed):

a 5 m/s to km/h **b** 35 cm/s to m/h **c** 10 cents/g to \$/kg

d 40 mL/min to L/h **e** 40 L/min to mL/s **f** 5 mL/s to L/day

g 25 g/m² to kg/ha **h** 2.5 tonnes/h to kg/day **i** 110 km/h to m/s

j 5 kg/m to g/cm **k** 8 km/L to m/mL **l** 70c/min to \$/h

m 45 mm/s to km/h **n** 0.03 g/mL to kg/kL **o** 0.45 kL/h to mL/s

Foundation Standard Complex

3 Convert each speed into kilometres per hour. Round your answers to two decimal places.

a An African cheetah was measured running at 27 m/s.

b A German peregrine falcon dived at 97 m/s.

c A Tanzanian snake can travel at a speed of 3.3 m/s.

d A sailfish off the coast of Florida was estimated to swim 30 m/s.

e A racing cyclist rode at 23 m/s.

4 If Nate's reaction time is 0.9 seconds, how far will his car travel in this time if its speed is: PS R

a 60 km/h? **b** 80 km/h? **c** 110 km/h?

Mental skills 3B: Maths without calculators ANSWERS ON P. 616

Quiz
Mental skills 3B

Estimating square roots

We can use the square numbers to estimate square roots.

n	1	2	3	4	5	6	7	8	9	10	11	12
n^2	1	4	9	16	25	36	49	64	81	100	121	144

1 Study each example.

a Estimate $\sqrt{7}$.

7 is between the square numbers 4 and 9 (2^2 and 3^2 respectively).

Because 7 is closer to 9, $\sqrt{7}$ is closer to 3.

An estimate is $\sqrt{7} \approx 2.6$. (Actual answer = 2.645...)

b Estimate $\sqrt{55}$.

55 is between the square numbers 49 and 64 (7^2 and 8^2 respectively).

Since 55 is closer to 49, $\sqrt{55}$ is closer to 7.

An estimate is $\sqrt{55} \approx 7.4$. (Actual answer = 7.416...)

2 Now estimate each square root correct to one decimal place.

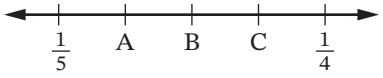
a $\sqrt{8}$ **b** $\sqrt{18}$ **c** $\sqrt{28}$ **d** $\sqrt{111}$

e $\sqrt{80}$ **f** $\sqrt{31}$ **g** $\sqrt{12}$ **h** $\sqrt{65}$

i $\sqrt{75}$ **j** $\sqrt{29}$ **k** $\sqrt{40}$ **l** $\sqrt{126}$

Power plus ANSWERS ON P. 616

1 What fractions do A, B and C represent on this number line if the intervals between the fractions are equal?



2 Deepti sold a car for $14 700, making a loss of 30% on its original price. Find the original price.

3 A store marks up the price of a lounge suite by 80%. What percentage discount would bring the price of the lounge suite back to its original price?

4 Ineke went to a supermarket and bought 5 kg of potatoes. If 3 kg of potatoes cost $4.99, how much change would Ineke receive from $20?

5 2 L of water is to be shared equally between 3 people.

a Calculate how much water each person would receive (correct to 3 decimal places).

b Explain why 3 decimal places would be too accurate for practical purposes.

6 Melinda bought a pair of shoes that were reduced by $\frac{1}{3}$. If the shoes sold for $72, what was their original price?

7 After training for 6 months, Owen improved his time for running 100 m by 8%. If his new time is 10.2 seconds, what was his old time? Answer correct to one decimal place.

8 At a local football game, the ratio of men to children was 5 : 8 and the ratio of women to children was 7 : 10. What is the ratio of men to women?

9 Hannah, Nicola and Olivia share an amount of money in the ratio 2 : 3 : 5. If Nicola gives $35 to Hannah, both of them will have an equal amount of money. How much money will Olivia receive?

10 James and Jordan each drove their cars to the beach. James drove his car at a speed of 40 km/h for half the distance and at 60 km/h for the other half. Jordan drove at 50 km/h for the entire distance. Who arrived first, James or Jordan? Give reasons for your answer.

11 **a** How long will it take for an investment of $5000 to double if it is invested at 5% p.a. simple interest?

b How long will it take for an investment of $10 000 to double at the same interest rate?

CHAPTER 3 REVIEW

Quiz
Language of maths 3

Puzzle
Numbers crossword

Language of maths

convert	cost price	decimal	decrease
discount	flat rate interest	fraction	GST
increase	interest rate	irrational	loss
per	per annum (p.a.)	percentage	principal
profit	rate	ratio	recurring
selling price	simple interest	terminating	unitary method

1 What is another name for **flat rate interest**?

2 What is the product of a fraction and its reciprocal?

3 Find a non-mathematical meaning for:

a reciprocal **b** recurring **c** terminating.

4 What is the difference between the selling price and the cost price called when the selling price is higher?

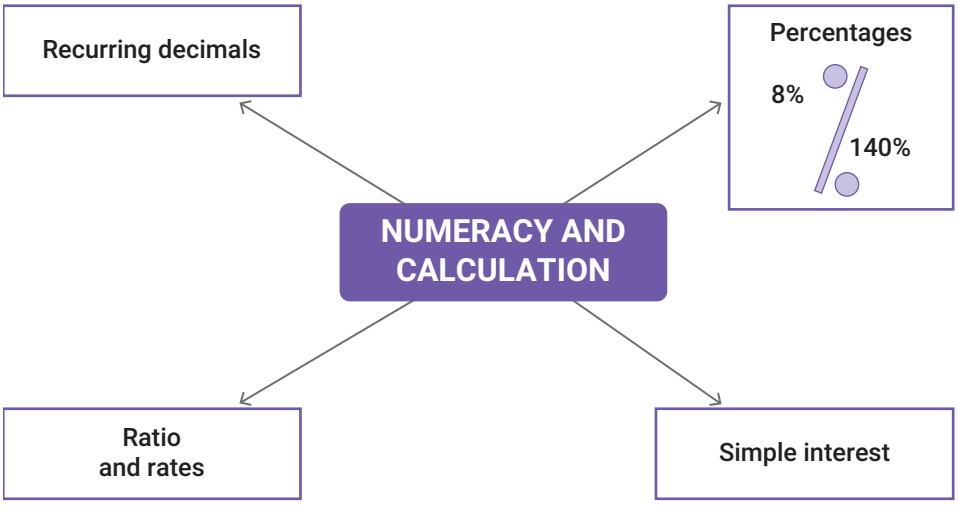
5 What does 'annum' mean, as in 'per annum'?

6 Which method involves finding the value of one part when given the value of the whole amount or several parts?

Topic summary

Write 10 questions (with solutions) that could be used in a test for this chapter. Include some questions that you have found difficult to answer.

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



Worksheet
Mind map: Numeracy and calculation (Advanced)

Quiz
Test yourself 3

TEST YOURSELF 3

ANSWERS ON P. 616

3.01 **1** Convert $\frac{4}{11}$ to a recurring decimal.

PATH

3.01 **2** Convert each recurring decimal to a simple fraction.

a $0.\dot{8}$ **b** $0.\dot{2}\dot{7}$ **c** $0.1\dot{6}$ **d** $2.\dot{6}4\dot{2}$

3.02 **3** **a** Increase 120 L by 35%. **b** Decrease $25 by 12.5%

3.02 **4** What percentage is (correct to one decimal place):

a 5 minutes of 1 hour? **b** 75c out of $4.50?

3.03 **5** A block of land was purchased for $250 000. Four years later, it was sold for $630 000. Calculate:

a the profit **b** the profit as a percentage of cost price.

3.03 **6** At a sale, Garrett and Kay bought a cutlery set, saving $150 on the original price. If this discount represented 55% of the price, what was the price of the cutlery?

3.04 **7** Calculate, to the nearest cent, the simple interest on $3890 borrowed for 7 months at 2.4% p.a.

3.04 **8** Calculate the annual simple interest rate if an investment of $7000 earns $1820 in interest over 2 years.

3.05 **9** Bill and Ben win $800 000 in Lotto. If they agree to share the prize in the ratio of 15 : 17, how much will each person receive?

3.05 **10** A truck travels 581 km in 7 hours.

a Calculate its average speed in km/h.

b How far does the truck travel in 4 hours?

c How long will it take to travel 1000 km? Answer correct to one decimal place.

3.05 **11** A farmer spreads fertiliser at the rate of 15 kg/ha. Calculate:

a the amount of fertiliser needed to cover an area of 26 000 m^2.

b the area, in hectares, which will be covered by 450 kg of fertiliser.

3.06 **12** Convert:

a 0.8 mL/s to mL/h **b** 140 g/m^2 to kg/m^2

c 30 km/h to m/s **d** 345.6 m/day to cm/min

3.05 **13** The ratio of Zoe's savings to Lucy's savings was 9 : 4. After Zoe spent $81, the ratio became 3 : 2. What was the value of Lucy's savings?

Foundation Standard Complex

9780170479585

PRACTICE SET 1

ANSWERS ON P. 617

1 Convert each fraction to a decimal and state whether it is recurring or terminating. 3.01

a $\frac{5}{8}$ **b** $\frac{7}{13}$ **c** $\frac{8}{9}$ **d** $4\frac{3}{4}$

2 Simplify each expression. 1.01

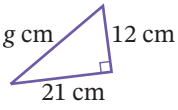
a $7 + 5m - 9$ **b** $8p - 3m + 12p + 4m$ **c** $5n^2 - 3n - 2n^2 - 7n$

3 Select the surds from this list of numbers. 2.02

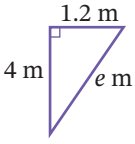
$\sqrt{98}$ $\sqrt{9}$ $\sqrt{225}$ $\sqrt{160}$ $\sqrt{36}$ $\sqrt{0.25}$ $\sqrt{52}$

4 Find, correct to one decimal place, the value of each variable. 2.01

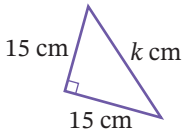
a



b



c



PATH

5 Convert each recurring decimal to a simple fraction. 3.01

a $0.\dot{4}\dot{2}$ **b** $0.2\dot{6}$ **c** $0.\dot{1}8\dot{0}$ **d** $3.\dot{2}1\dot{6}$

6 Simplify each surd. 2.03

a $\sqrt{75}$ **b** $\left(3\sqrt{7}\right)^2$ **c** $2\sqrt{28}$ **d** $\sqrt{162}$

7 Expand each expression. 1.09

a $(5y - 7)(5y + 7)$ **b** $(2g + 3m)(2g - 3m)$ **c** $\left(4u - \frac{1}{u}\right)\left(4u + \frac{1}{u}\right)$

8 Expand each expression. 1.06

a $(p + 4)(p - 8)$ **b** $(2n + 1)(3n + 5)$ **c** $(7 - y)(7 + y)$

PATH

9 Expand each expression. 1.10

a $(5a + 3)^2$ **b** $(3r + 4)(3r - 4)$ **c** $(x - 3)(x + 3) - (x - 3)^2$

10 Simplify each expression. 2.04

a $10\sqrt{2} - 3\sqrt{5} + 3\sqrt{2}$ **b** $\sqrt{18} - \sqrt{8}$ **c** $\sqrt{50} + 5\sqrt{32}$

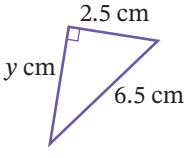
11 Simplify each expression. 2.05

a $\sqrt{3} \times \sqrt{18}$ **b** $3\sqrt{2} \times 5\sqrt{2}$ **c** $4\sqrt{5} \times \left(-\sqrt{8}\right)$

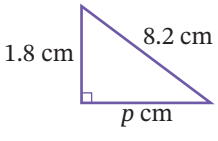
d $\sqrt{27} \div \sqrt{3}$ **e** $-8\sqrt{15} \div 2\sqrt{5}$ **f** $\frac{-7\sqrt{12}}{\sqrt{48}}$

12 Find the value of each variable. 2.06

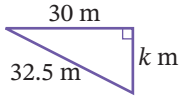
a



b



c



Foundation Standard Complex

1.07

13 Which expression is $16mn + 24m^2$ completely factorised? Select the correct answer **A**, **B**, **C** or **D**.

A $4(4n + 6m)$ **B** $8m(2n + 3m)$ **C** $4m(4n + 6m)$ **D** $m(16n + 24m)$

1.07

14 Factorise each expression.

a $3p - 15$ **b** $5(m + 4) - t(m + 4)$

c $-8x^2y - 12xy$ **d** $2ky^2 - 3ky - 2y + 3$

PATH

1.14

15 Factorise each expression.

a $36y^2 - 49x^2$ **b** $m^2 - 5mn + 3m - 15n$

c $8m^2 - 50$ **d** $2ky^2 - 3ky - 2y + 3$

1.08

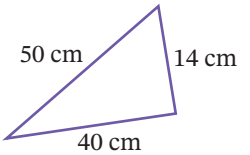
16 Expand each perfect square.

a $(3m - 5)^2$ **b** $(2y + 9)^2$ **c** $\left(h - \frac{4}{h}\right)^2$ **d** $(4p + 3w)^2$

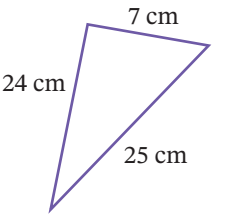
2.08

17 Test whether each triangle is right-angled.

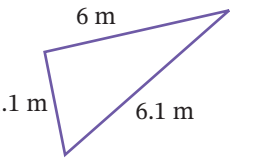
a



b



c



3.02

18 Calculate:

a 170% of \$60 **b** 14% of \$250 **c** $3\frac{1}{2}$% of \$670

3.03

19 Paba bought 55 L of petrol at 189.9 cents per litre.

a How much did Paba pay (to the nearest cent)?

b How many litres can be bought for \$60? Answer to one decimal place.

PATH

1.12

20 Factorise each expression.

a $y^2 - 2y - 63$ **b** $k^2 - 7k + 10$ **c** $w^2 + 5w - 14$ **d** $m^2 - 17m + 72$

1.13

21 Factorise each expression.

a $5k^2 + 14k - 3$ **b** $3y^2 + y - 24$ **c** $4h^2 - 7h - 15$ **d** $8w^2 - 38w + 35$

e $6y^2 + 25y + 14$ **f** $12m^2 - 31m + 20$ **g** $48a^2 + 22a - 15$ **h** $36x^2 + 73x + 35$

1.15

22 Simplify each expression.

a $\frac{7}{7k - 21}$ **b** $\frac{x + 3}{x^2 - 9}$ **c** $\frac{5y + 25}{30}$ **d** $\frac{d^2 - 49}{d^2 + 2d - 35}$

1.15

23 Simplify each expression.

a $\frac{n + 1}{n^2 - n} - \frac{2}{n^2 - 1}$ **b** $\frac{5y + 20}{9} \times \frac{3y}{y + 4}$ **c** $\frac{k^2 + 4k}{k - 3} \div \frac{4k}{k^2 - 4k + 3}$

d $\frac{w^2 + 5w - 24}{w^2 - 7w + 10} \times \frac{w^2 - 4}{w^2 + 5w + 6}$ **e** $\frac{4}{k^2 - 4k - 5} + \frac{2}{k^2 - 11k + 30}$

Foundation Standard Complex

9780170479585

PATH

24 Factorise each expression.

a $25 - 9y^2 - 30 + 18y$ **b** $28m^2 - 5m - 12$ **c** $4k^4 - 64$

25 Simplify each expression.

a $2a^2 \times 4a$ **b** $5 \times 4p \times 2pd$ **c** $9b^2d \times 3bd$ **d** $\frac{3}{4}xw^2 \times (-12xw)$

26 Simplify each expression.

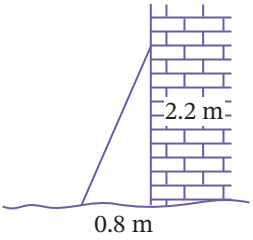
a $\frac{21mn}{7n}$ **b** $36x \div 12y$ **c** $\frac{w^2v^3}{2vw}$ **d** $35a^3d^2 \div 15a^2d^4$

27 A dishwasher costing \$525 is sold for \$699.95. Calculate the percentage profit on the cost price, correct to one decimal place.

28 Simplify:

a 160 : 96 **b** 3 h : 45 min **c** 1275 words in 15 minutes (as words/min)

29 The foot of a ladder is placed 0.8 m from the base of a wall. If the ladder reaches 2.2 m up the wall, calculate, correct to one decimal place, the length of the ladder.



30 **a** Increase 85 kg by 30%

b Decrease \$6.40 by 18%

31 Expand each expression.

a $8(5 - x)$ **b** $3h(2 - 7h)$ **c** $9c(2d - 3c)$

32 At a sale, the price of a TV was reduced by 30%. Find the original price of the TV if its sale price is \$339.50.

33 Expand and simplify each expression.

a $2(5w - 3) + 4(1 + 3w)$ **b** $3(1 - 4k) - 2(2k + 1)$ **c** $4(3t - 4) - 7(1 - 2t)$

34 Divide \$450 between Klaas, David and Sarah in the ratio 3 : 5 : 7.

35 The speed of a spacecraft leaving the Earth's gravitational pull must reach 11.2 km/s. Express this speed in km/h.

36 Simplify each expression.

a $\frac{9d}{11} - \frac{3d}{11}$ **b** $\frac{7k}{8} + \frac{11k}{8}$ **c** $\frac{3m}{5} + \frac{2m}{3}$ **d** $\frac{2y}{7} - \frac{3h}{4}$

37 Simplify each expression.

a $\frac{a}{6} \div \frac{m}{5}$ **b** $\frac{2d}{w} \times \frac{5w^2}{6m}$ **c** $\frac{3x}{5} \div \frac{9x^2}{10}$ **d** $\frac{a}{4m} \times \frac{2d}{5y} \div \frac{2y}{3m}$

38 A rectangle has side lengths of 5 cm and 7 cm. Find the length of a diagonal as a surd.

39 A discount of \$75 represents 4% of the marked price. What is the marked price?

40 Expand and simplify each expression.

a $4(2 + 3y - x^2) - 5(y - 1)$ **b** $-4(2 + 3y - x^2) + 5(y - 1)$

PATH: 1.14, 1.02, 1.02, 3.03, 3.05, 2.07, 3.02, 1.05, 3.03, 1.05, 3.05, 3.06, 1.03, 1.04, 2.07, 3.03, 1.05

Foundation Standard Complex



4

MEASUREMENT AND SPACE

TRIGONOMETRY

In the second century BCE, the Greek astronomer Hipparchus could calculate distances to the moon and the Sun and he was the first scientist to chart the positions of over 850 stars. How was he able to achieve this over 2100 years ago? Hipparchus started a branch of mathematics called **trigonometry**, meaning 'triangle measure', which uses angles, triangles and circles to calculate lengths and distances that cannot be physically measured. Trigonometry is used widely today in engineering, surveying, navigation, astronomy, electronics and construction.



Chapter outline

	Working mathematically				
4.01 The sides of a right-angled triangle	U	F			C
4.02 The trigonometric ratios	U	F		R	C
4.03 Similar right-angled triangles	U	F		R	C
4.04 Trigonometry on a calculator	U	F			
4.05 Finding an unknown side	U	F	PS		
4.06 Finding more unknown sides	U	F	PS		
4.07 Finding an unknown angle	U	F	PS		
4.08 Angles of elevation and depression	U	F	PS		
4.09 Bearings	U	F		R	C
4.10 Problems involving bearings	U	F	PS		C

Wordbank

adjacent side In a right-angled triangle, the side that is next to a given angle and pointing to the right angle

angle of depression The angle of looking **down**, measured from the horizontal

angle of elevation The angle of looking **up**, measured from the horizontal

bearing The angle used to show the direction of one location from a given point

minute (') A unit for measuring angle size, $\frac{1}{60}$ of a degree

opposite side In a right-angled triangle, the side that is facing a given angle and not one of its arms

theta (θ) A letter of the Greek alphabet used as a variable for angles

trigonometric ratio The ratio of 2 sides in a right-angled triangle, for example, sine is the ratio of the opposite side to the hypotenuse

Quiz
Wordbank 4

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (16):

4.01 The sides of a right-angled triangle
4.02 The trigonometric ratios
4.04 Trigonometry on a calculator • Rounding angles
4.05 Finding an unknown side • Trigonometry
4.06 Finding the hypotenuse
4.07 Finding an unknown angle • Trigonometry
4.08 Angles of elevation and depression • Angle of depression 1 • Angle of depression 2
4.09 Three-figure bearings
4.10 Bearings • Trigonometry 2 • True bearings • Problems involving bearings

Twig videos (3):

SkillCheck Measuring the Earth • The tunnel of Samos • Distance to the Sun and Moon

Quizzes (5):

- Wordbank 4
- SkillCheck 4
- Mental skills 4
- Language of maths 4
- Test yourself 4

Worksheets (9):

4.03 Investigating the tangent ratio
4.04 Trigonometric calculations
4.06 Finding an unknown side
4.07 Finding an unknown angle • Trigonometry problems
4.09 A page of bearings • NSW map bearings • 16 points of the compass
Mind map Trigonometry (Advanced)

Puzzles (7):

4.02 Trigonometry match-up
4.04 Trigonometry squaresaw
4.06 Trigonometry equations 1
4.07 Trigonometry squaresaw • Trigonometry: Finding angles • Trigonometry equations 2
4.09 Bearings match-up
Language of maths Trigonometry crossword

Technology (1):

4.02 Trigonometry values

Spreadsheet (1):

4.02 Trigonometry values

Presentation (1):

4.07 Applications of triangles

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- investigate the sine, cosine and tangent ratios in similar right-angled triangles
- use trigonometry to solve problems involving right-angled triangles
- find unknown sides and angles in right-angled triangles, where the angle is measured in degrees and minutes
- solve trigonometry problems involving bearings and angles of elevation and depression

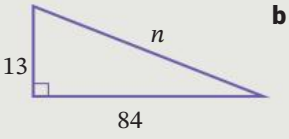
SkillCheck ANSWERS ON P. 617

1 Solve each equation.

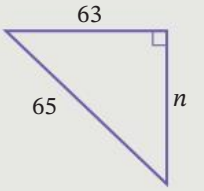
a $\frac{x}{5}=7$ **b** $\frac{h}{4}=8.3$ **c** $\frac{45}{y}=9$

2 For each triangle, find the value of n.

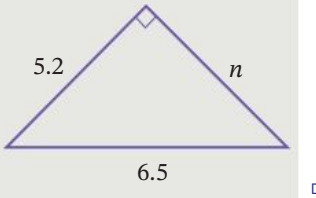
a



b



c



3 Round each time to the nearest hour.

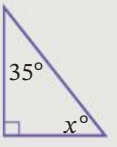
a 8 h 18 min **b** 3 h 45 min **c** 1 h 30 min

4 Convert each time to hours and minutes.

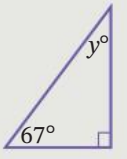
a 4.7 h **b** 2.25 h **c** 6.85 h

5 Find the value of each variable.

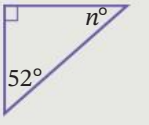
a



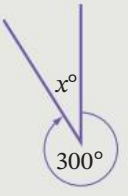
b



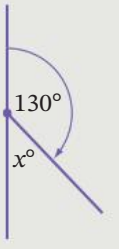
c



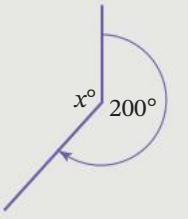
d



e



f



Quiz
SkillCheck 4

Videos
Measuring the Earth
The tunnel of Samos
Distance to the Sun and Moon

4.01 The sides of a right-angled triangle

The 3 sides of a **right-angled triangle** have special names. These names depend on the position of a given angle in the triangle.

- The **hypotenuse** is the longest side and is always opposite the right angle
- The **opposite side** directly faces the given angle
- The **adjacent side** runs from the given angle to the right angle

We have already learnt about the hypotenuse in Pythagoras' theorem.

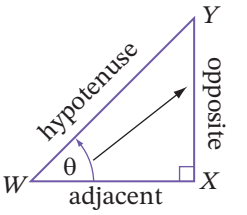
Adjacent means 'next to'.

In this diagram, the marked angle $\angle W$ has also been labelled with the Greek letter, θ, ('theta').

The hypotenuse is WY.

The opposite side is XY.

The adjacent side is WX.

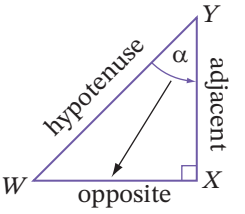


In this second diagram, the marked angle $\angle Y$ has also been labelled with the Greek letter α ('alpha'), so the opposite and adjacent sides are different.

The hypotenuse is WY.

The opposite side is WX.

The adjacent side is XY.

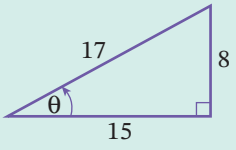


Video
The sides of a right-angled triangle

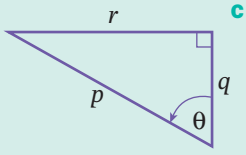
Example 1

For each triangle, name the hypotenuse, opposite and adjacent sides for angle θ.

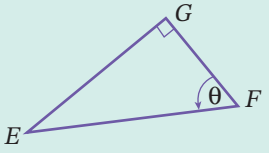
a



b



c



Solution

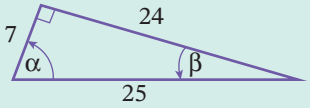
a Hypotenuse is 17.
Opposite side is 8.
Adjacent side is 15.

b Hypotenuse is p
Opposite side is r.
Adjacent side is q.

c Hypotenuse is EF.
Opposite side is EG.
Adjacent side is FG.

Example 2

For angles α and β, name the adjacent side.



Solution

For α, the adjacent side is 7.

For β, the adjacent side is 24.

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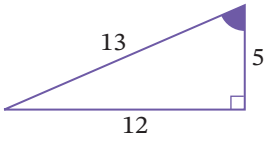
EXERCISE 4.01 ANSWERS ON P. 617

The sides of a right-angled triangle U F C

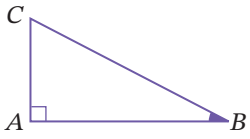
EXAMPLE 1

1 For the marked angle in each triangle, name the hypotenuse, opposite and adjacent sides. C

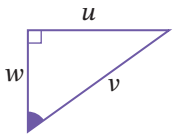
a



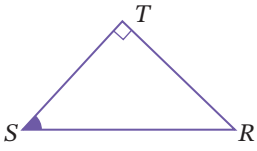
b



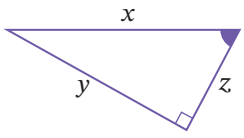
c



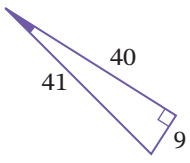
d



e



f



2 For $\triangle LKM$, name the angle:

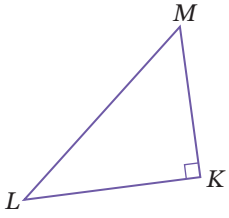
a opposite the hypotenuse

b opposite side KM

c opposite side LK

d adjacent to side KM

e adjacent to side LK.



3 Which one of these statements is **false** about $\triangle TSU$?

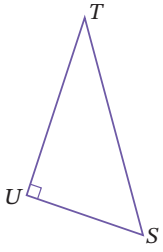
Select the correct answer **A**, **B**, **C** or **D**.

A The adjacent side to $\angle S$ is US.

B The adjacent side to $\angle T$ is TU.

C The hypotenuse is UT.

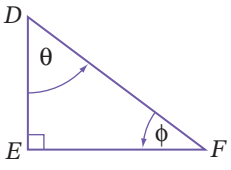
D The opposite side to $\angle T$ is US.



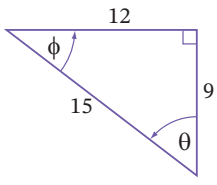
EXAMPLE 2

4 For each triangle, find the opposite sides for angles θ ('theta') and ϕ ('phi').

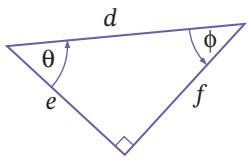
a



b

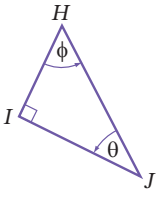


c

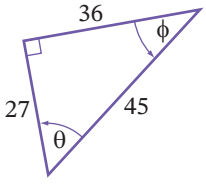


5 For each triangle, find the adjacent sides for angles θ and ϕ.

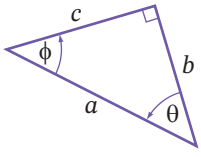
a



b



c



Foundation | Standard | Complex

6 Which side of a right-angled triangle is fixed and does not depend on a given angle? Select **A**, **B**, **C** or **D**.

A adjacent **B** hypotenuse **C** opposite **D** shortest

7 Given each description of a right-angled triangle, sketch the triangle with the correctly-labelled vertices and angle. C

a $\triangle ABC$ has hypotenuse AB and side AC opposite angle θ

b $\triangle XYZ$ has hypotenuse YZ and side XZ adjacent to angle α

c $\triangle PRQ$ has side RQ opposite $\angle P$ and adjacent to $\angle R$

d $\triangle DEF$ is right-angled at E, with the opposite and adjacent sides of $\angle D$ equal

Did you know?

The Greek alpha-bet

Here are 8 letters (in lower-case and capitals) from the Greek alphabet:

α, A alpha β, B beta γ, Γ gamma δ, $\triangle$ delta

θ, Θ theta π, Π pi σ, Σ sigma ω, Ω omega

Greek letters are commonly used as variables, particularly in geometry and trigonometry.

1 **Find how many letters there are in the Greek alphabet, and name each one.**

2 **Compare the Greek alphabet with our Roman alphabet.**

3 **Can you see where the word alphabet comes from? Explain how it originated.**

4.02 The trigonometric ratios

Puzzle Trigonometry match-up

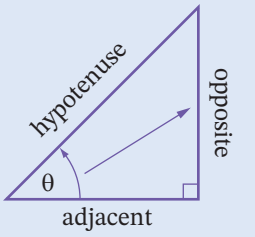
Technology Trigonometry values

Spreadsheet Trigonometry values

There are 3 special fractions called **trigonometric ratios** that relate the lengths of 2 sides of a right-angled triangle: **sine**, **cosine** and **tangent**.

The trigonometric ratios

Ratio	Abbreviation	Meaning
sine	sin	$\sin\theta = \frac{\text{opposite}}{\text{hypotenuse}}$
cosine	cos	$\cos\theta = \frac{\text{adjacent}}{\text{hypotenuse}}$
tangent	tan	$\tan\theta = \frac{\text{opposite}}{\text{adjacent}}$

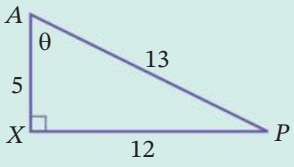


Foundation Standard Complex

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Example 3

In $\triangle AXP$, find $\sin\theta$, $\cos\theta$ and $\tan\theta$.



Solution

For angle θ, opposite = 12, adjacent = 5, hypotenuse = 13.

$$\sin\theta = \frac{\text{opposite}}{\text{hypotenuse}} = \frac{12}{13} \qquad \cos\theta = \frac{\text{adjacent}}{\text{hypotenuse}} = \frac{5}{13}$$

$$\tan\theta = \frac{\text{opposite}}{\text{adjacent}} = \frac{12}{5}$$

A useful **mnemonic** (memory aid) for remembering the 3 ratios is to look at the initials of the words in the ratios:

$$\sin = \frac{\text{opposite}}{\text{hypotenuse}} = \frac{\text{O}}{\text{H}} \qquad \text{SOH}$$

$$\cos = \frac{\text{adjacent}}{\text{hypotenuse}} = \frac{\text{A}}{\text{H}} \qquad \text{CAH}$$

$$\tan = \frac{\text{opposite}}{\text{adjacent}} = \frac{\text{O}}{\text{A}} \qquad \text{TOA}$$

If you remember **SOH-CAH-TOA** (pronounced 'so-car-toe-ah'), then you can remember the ratios for sin, cos and tan. Some students also learn a phrase where the first letter of each word follows the SOH-CAH-TOA sequence, for example, 'Sun Over Head Caused A Huge Tan On Arms'. Find your own mnemonic for the 3 ratios.

Example 4

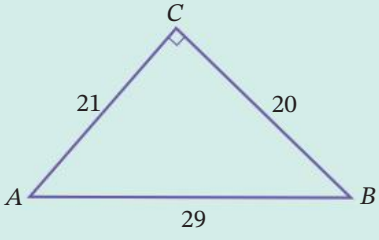
For the triangle shown, find:

a $\sin A$

b $\cos B$

c $\tan A$

d $\sin B$



Solution

For angle A, opposite = 20, adjacent = 21, hypotenuse = 29

For angle B, opposite = 21, adjacent = 20, hypotenuse = 29

a $\sin A = \frac{\text{opposite}}{\text{hypotenuse}} = \frac{20}{29}$

b $\cos B = \frac{\text{adjacent}}{\text{hypotenuse}} = \frac{20}{29}$

c $\tan A = \frac{\text{opposite}}{\text{adjacent}} = \frac{20}{21}$

d $\sin B = \frac{\text{opposite}}{\text{hypotenuse}} = \frac{21}{29}$

4.02

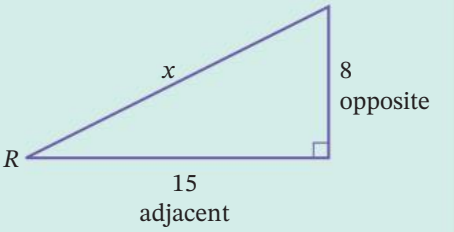
Video The trigonometric ratios

Example 5

If $\tan R = \frac{8}{15}$, find the value of sin R and cos R.

Solution

Since $\tan R = \frac{\text{opposite}}{\text{adjacent}} = \frac{8}{15}$, draw a right-angled triangle that has an angle R with opposite side 8 and adjacent side 15. Let x be the length of the hypotenuse.



Find x using Pythagoras' theorem.

$x^2 = 8^2 + 15^2$

$= 289$

$x = \sqrt{289}$

$= 17$

$\therefore \sin R = \frac{\text{opposite}}{\text{hypotenuse}} = \frac{8}{17}$

$\cos R = \frac{\text{adjacent}}{\text{hypotenuse}} = \frac{15}{17}$

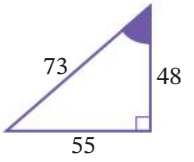
EXERCISE 4.02 ANSWERS ON P. 618

The trigonometric ratios U F R C

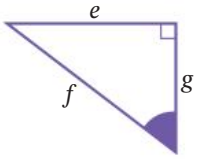
EXAMPLE 3

1 For each marked angle, find the sine, cosine and tangent ratios. C

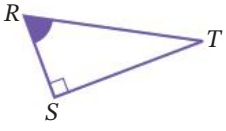
a



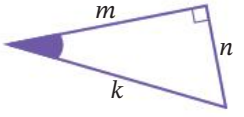
b



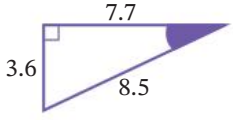
c



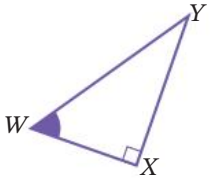
d



e



f

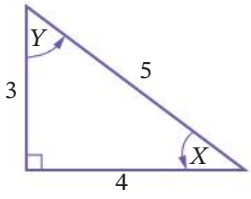


EXAMPLE 4

2 For the triangle shown, find:

a cos X **b** tan Y

c sin X **d** sin Y



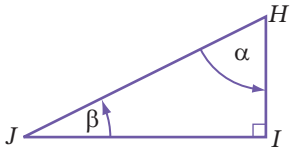
Foundation Standard Complex

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3 Complete each statement below with the correct angle (α or β).

a $\sin\square = \frac{IJ}{HJ}$ **b** $\sin\square = \frac{HI}{HJ}$ **c** $\cos\square = \frac{IJ}{HJ}$

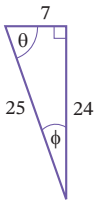
d $\cos\square = \frac{HI}{HJ}$ **e** $\tan\square = \frac{IJ}{HI}$ **f** $\tan\square = \frac{HI}{IJ}$



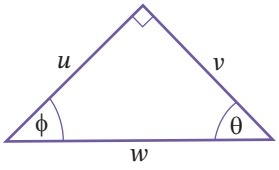
4 For each triangle below, find:

i $\tan\theta$ **ii** $\cos\theta$ **iii** $\cos\phi$ **iv** $\tan\phi$ ϕ = 'phi'

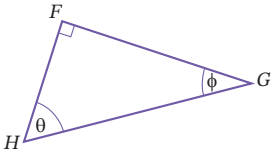
a



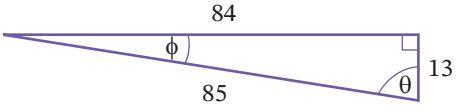
b



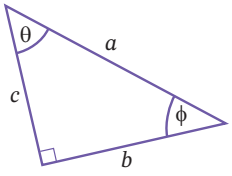
c



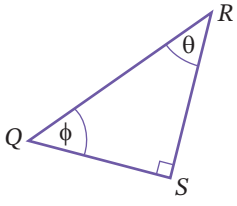
d



e



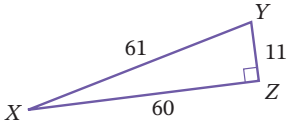
f



5 For each fraction, write a correct trigonometric ratio involving angle X or Y in the triangle. C

a $\frac{60}{11}$ **b** $\frac{11}{60}$

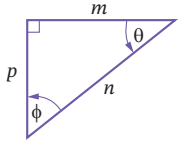
c $\frac{11}{61}$ **d** $\frac{60}{61}$



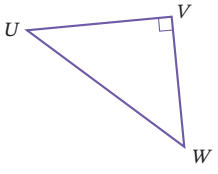
6 Which ratio is equal to $\frac{p}{m}$? Select the correct answer **A**, **B**, **C** or **D**.

A $\cos\theta$ **B** $\cos\phi$

C $\tan\theta$ **D** $\tan\phi$



7 Which statement is true for this triangle?
Select **A**, **B**, **C** or **D**. R C



A $\sin U = \cos W$ **B** $\tan U = \sin W$

C $\cos U = \tan W$ **D** $\tan U = \tan W$

8 Sketch a right-angled triangle for each trigonometric ratio, then use Pythagoras' theorem to find the length of the unknown side and the other 2 trigonometric ratios for the same angle.

a $\tan A = \frac{5}{12}$ **b** $\sin B = \frac{3}{5}$ **c** $\cos X = \frac{9}{41}$ **d** $\sin Y = \frac{7}{25}$

4.02

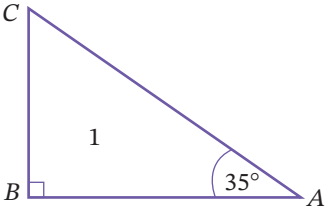
EXAMPLE 5

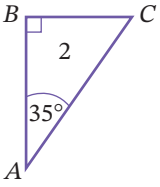
Foundation Standard Complex

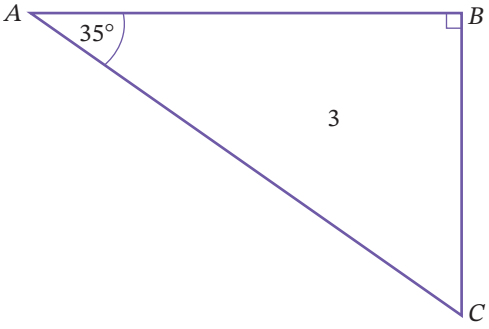
4.03 Similar right-angled triangles

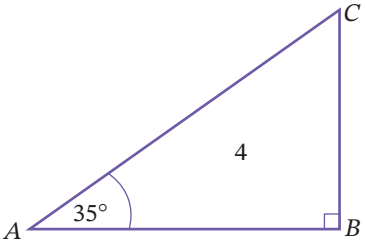
Worksheet
Investigating the tangent ratio

In each right-angled triangle below, $\angle A = 35°$.









Furthermore, because $\angle B = 90°$, $\angle C = 180° - 90° - 35° = 55°$ because of the angle sum of a triangle.

These 4 triangles are called **similar triangles** because they have the same shape but are not the same size. In fact, they are enlargements or reductions of one another.

Example 6

For each triangle above, measure the length of each side (correct to the nearest mm) and then calculate $\sin A$, $\cos A$ and $\tan A$ as decimals (correct to 2 decimal places).

Solution

	Side length (mm)			Trigonometric ratio		
	BC (opp)	AB (adj)	AC (hyp)	$\sin A = \frac{BC}{AC}$	$\cos A = \frac{AB}{AC}$	$\tan A = \frac{BC}{AB}$
1	25	36	44	25 ÷ 44 ≈ 0.57	36 ÷ 44 ≈ 0.82	25 ÷ 36 ≈ 0.69
2	14	20	24	0.58	0.83	0.70
3	40	57	69	0.59	0.83	0.70
4	29	41	50	0.58	0.82	0.71

Similar triangles have matching equal angles. We will learn more about them in Chapter 13, *Congruent and similar figures*.

Note: See **Technology: Similar right-angled triangles** after Exercise 4.03 for a dynamic geometry activity based on this example.

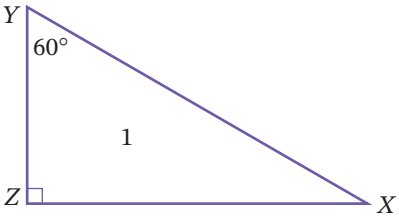
EXERCISE 4.03 ANSWERS ON P. 618

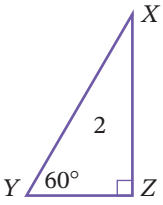
Similar right-angled triangles UFRC

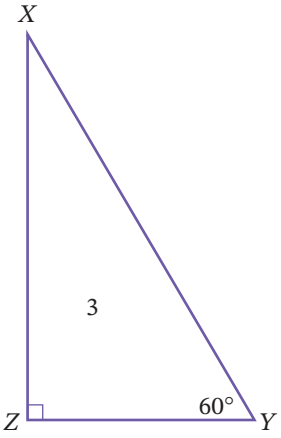
EXAMPLE 6

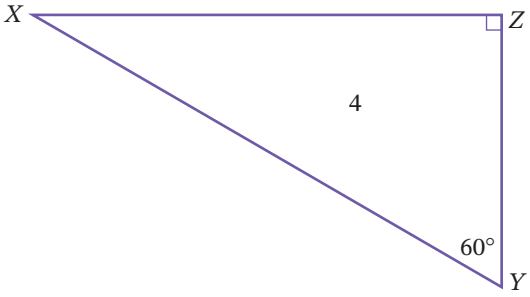
4.03

1 **a** For each similar right-angled triangle below, measure the length of each side (correct to the nearest mm) and then calculate sin Y, cos Y and tan Y as decimals (correct to 2 decimal places). Copy and complete the table. R C.









	Side length (mm)			Trigonometric ratio		
	XZ (opp)	ZY (adj)	XY (hyp)	$\sin Y = \frac{XZ}{XY}$	$\cos Y = \frac{ZY}{XY}$	$\tan Y = \frac{XZ}{ZY}$
1						
2						
3						
4						

b What do you notice about the value of sin Y for all 4 similar right-angled triangles?

c Use your calculator to evaluate sin 60° by pressing sin 60 =.
What do you notice about your answer?

d What do you notice about the value of cos Y for all 4 similar triangles?

e Use your calculator to evaluate cos 60°. What do you notice about your answer?

f What do you notice about the value of tan Y for all 4 similar triangles?

g Use your calculator to evaluate tan 60°. What do you notice about your answer?

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2 **a** Draw 4 similar right-angled triangles that have an angle of 48°, measure the length of each side (correct to the nearest mm) and then calculate sin 48°, cos 48° and tan 48° as decimals (correct to 2 decimal places). Copy and complete the table. R C

	Side length (mm)			Trigonometric ratio		
	Opp	Adj	Hyp	$\sin 48° = \frac{\text{opp}}{\text{hyp}}$	$\cos 48° = \frac{\text{adj}}{\text{hyp}}$	$\tan 48° = \frac{\text{opp}}{\text{adj}}$
1						
2						
3						
4						

b Examine the value of sin 48° for all 4 similar triangles, then evaluate sin 48° on a calculator. What do you notice?

c Examine the values of cos 48°, then evaluate cos 48° on a calculator.

d Examine the values of tan 48°, then evaluate tan 48° on a calculator.

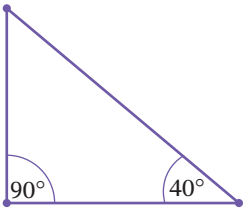
3 For each trigonometric ratio, draw a large right-angled triangle with the given angle, then by measurement and calculation, find the value of the ratio, correct to 3 decimal places. Compare your answer to the calculator's answer. R C

a tan 55° **b** cos 39° **c** sin 67° **d** cos 21°

Technology

Similar right-angled triangles

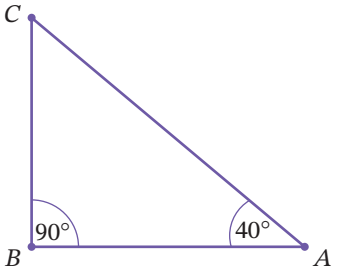
We will use dynamic geometry software to measure and calculate trigonometric ratios.



1 **a** Before you start, set the measuring tool to measure angles to degrees.

b By constructing intervals, draw a right-angled triangle. Then use the measuring tool to measure the right angle and another angle.

c Now keeping the triangle right-angled, move any of the other 2 vertices so that one angle is 40°.



2 Draw 2 more similar right-angled triangles with a 40° angle.

3 Label the vertices of each triangle as A, B and C.

Make sure $\angle A = 40°$ and $\angle B = 90°$.

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4 **a** Copy this table.

	Side length (mm)			Trigonometric ratio		
	BC (opp)	AB (adj)	AC (hyp)	$\sin A = \frac{BC}{AC}$	$\cos A = \frac{AB}{AC}$	$\tan A = \frac{BC}{AB}$
1						
2						
3						

b Use the measurement tool to measure the sides of each triangle and write them in the table.

c Then, for each triangle, calculate the trigonometric ratios, to 2 decimal places.

d What do you notice about the values of each ratio for all of the triangles?

Trigonometry on a calculator 4.04

In the previous section, we discovered that for any particular angle, the sine, cosine and tangent ratios stay constant (the same) for all right-angled triangles with that angle. For example, $\sin 35° \approx 0.57$ always, no matter what size the similar right-angled triangle.

Puzzle
Trigonometry squaresaw

Worksheet
Trigonometric calculations

Constancy of the sine, cosine and tangent ratios

For any given angle, the values of the sine, cosine and tangent ratios are constant.

This means that the value of a trigonometric ratio can be easily found on a calculator rather than through constructing and measuring triangles.

Angles are measured in **degrees**, but one degree can be subdivided into 60 **minutes**.

One minute can be further subdivided into 60 **seconds**. The abbreviations for minutes and seconds are shown below.

Degrees and minutes

$1° = 60'$ (1 degree = 60 minutes)

$1' = 60''$ (1 minute = 60 seconds)

For example, an angle size of $48° 35' 56''$ is 48 degrees, 35 minutes and 56 seconds, about halfway between 48° and 49°.

To enter degrees, minutes and seconds into a scientific calculator, use the °,," or D°M'S (Degrees-Minutes-Seconds) key.

Videos
Trigonometry on a calculator

Example 7

Evaluate each expression correct to 2 decimal places.

a $\sin 46°$ **b** $\tan 57.4$ **c** $4 \cos 20°$

d $68.3 \sin 38°25'$ **e** $\dfrac{23}{\cos 18°50'}$

Solution

Make sure that your calculator is in the degrees mode (D or DEG) or your answer will be incorrect.

a $\sin 46° = 0.71933...$
≈ 0.72

On calculator: sin 46 =

b $\tan 57.4° = 1.56365...$

This angle is 57.4° (a decimal), not 57°4′.

≈ 1.56

On calculator: tan 57.4 =

c $4 \cos 20° = 3.75877...$

This means $4 \times \cos 20°$.

≈ 3.76

On calculator: 4 cos 20 =

d $68.3 \sin 38°25' = 42.43996...$
≈ 42.44

On calculator: 68.3 sin 38 °'" 25 °'" =

e $\dfrac{23}{\cos 18°50'} = 24.30103...$
≈ 24.30

On calculator: 23 ÷ cos 18 °'" 50 °'" =

Rounding angle sizes

When rounding an angle to the nearest degree or minute, use 30 as the halfway mark.

Video
Rounding angles

Example 8

Round each angle correct to the nearest degree.

a 73° 27′ **b** 9° 41′ **c** 42° 30′ **d** 128° 29′ 47″

Solution

a $73°27' \approx 73°$ — $27' < 30'$, so round down.

b $9°41' \approx 10°$ — $41' \geq 30'$, so round up.

c $42°\ 30' \approx 43°$ — $30' \geq 30'$, so round up.

d $128°\ 29'\ 47'' \approx 128°$ — $29' < 30'$, so round down.

Example 9

Round each angle correct to the nearest minute.

a $33°53'30''$ **b** $44°15'40''$

Solution

a $33°53'30'' \approx 33°54'$ $30'' \geq 30''$, so round up.

b $44°15'40'' \approx 44°16''$ $40'' \geq 30''$, so round up.

Video
Rounding angles

4.04

Example 10

Convert each angle size to degrees and minutes, correct to the nearest minute.

a 82.5° **b** 60.81°

Solution

a $82.5° = 82°\ 30'$ On a calculator: 82.5 = °'"

b $60.81° = 60°\ 48'\ 36''$ On a calculator: 60.81 = °'"

$\approx 60°\ 49'$

EXERCISE 4.04 ANSWERS ON P. 618

Trigonometry on a calculator U F

1 Evaluate each expression, correct to 2 decimal places. EXAMPLE 7

a tan 84° **b** cos 15° **c** tan 47° **d** sin 33°

e sin 77° **f** cos 60.1° **g** tan 39.55° **h** cos 18°

i 8 tan 75° **j** 14 sin 56° **k** $12 \div \tan 20°$ **l** $\frac{7}{\sin 43°}$

m $50 \times \sin 70°\ 34'$ **n** $66.2 \cos 81°\ 42'$ **o** $18.53 \sin 11°\ 8'$ **p** $\frac{27}{\cos 35°22'}$

q $\frac{44.5}{\tan 65°58'}$ **r** $\frac{200}{\sin 54°47'}$ **s** $24.1 \div \tan 63°\ 2'$ **t** $\frac{15.7}{\cos 21°8'}$

2 Round each angle size correct to the nearest degree. EXAMPLE 8

a 27° 54′ **b** 40° 30′ **c** 19° 18′ **d** 33° 7′ 25″

e 33° 41′ 5″ **f** 56.4° **g** 29.75° **h** 44° 18′

3 Round each angle size correct to the nearest minute. EXAMPLE 9

a 68° 39′ 42″ **b** 54° 22′ 21″ **c** 24° 46′ 30″ **d** 18° 30′ 27″

e 9° 10′ 55″ **f** 47° 59′ 9.5″ **g** 3° 45′ 35″ **h** 57° 10′ 29″

4 Convert each angle size to degrees and minutes, correct to the nearest minute. EXAMPLE 10

a 55.5° **b** 14.15° **c** 72.38° **d** 33.77°

e 66.41° **f** 7.875° **g** 28.123° **h** 31.046°

i 34.45° **j** 71.087° **k** 5.4829° **l** 69.4545°

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5 By guess-and-checking with your calculator, find the angle size, θ (to the nearest degree), that gives each value.

a $\sin\theta = 0.7880$ **b** $\tan\theta = 0.2493$ **c** $\tan\theta = 1.2799$

d $\cos\theta = 0.5$ **e** $\sin\theta = 0.5446$ **f** $\cos\theta = 0.8829$

g $\tan\theta = 0.7265$ **h** $\sin\theta = 0.9998$

Quiz
Mental skills 4

Mental skills 4: Maths without calculators ANSWERS ON P. 619

Estimating answers

A quick way of estimating an answer is to round each number in the calculation.

1 Study each example.

a $631 + 280 + 51 + 43 + 96$
$\approx 600 + 300 + 50 + 40 + 100$
$= (600 + 300 + 100) + (50 + 40)$
$= 1000 + 90$
$= 1090$ (Actual answer = 1101)

b $55 + 132 - 34 + 17 - 78$
$\approx 60 + 130 - 30 + 20 - 80$
$= (60 + 20 - 80) + (130 - 30)$
$= 0 + 100$
$= 100$ (Actual answer = 92)

c $78 \times 7 \approx 80 \times 7$
$= 560$ (Actual answer = 546)

d $510 \div 24 \approx 500 \div 20$
$= 50 \div 2$
$= 25$ (Actual answer = 21.25)

2 Now estimate each answer.

a $27 + 11 + 87 + 142 + 64$ **b** $55 + 34 - 22 - 46 + 136$

c $684 + 903$ **d** $35 + 81 + 110 + 22 + 7$

e $517 - 96$ **f** $210 - 38 - 71 + 151 - 49$

g $766 - 353$ **h** 367×2

i 83×81 **j** 984×16

k $828 \div 3$ **l** $507 \div 7$

3 Study each example involving decimals.

a $20.91 - 11.3 + 2.5$
$\approx 21 - 11 + 3$
$= 13$ (Exact answer = 12.11)

b $4.78 \times 19.2 \approx 5 \times 20$
$= 100$ (Exact answer = 91.776)

c $75.13 \div 8.4 \approx 75 \div 8$
$< 80 \div 8$
< 10
≈ 9 (Exact answer = 8.944...)

d $\dfrac{37.6+9.3}{41.2-12.7} \approx \dfrac{38+9}{40-13}$
$= \dfrac{47}{27}$
$\approx \dfrac{50}{30}$
≈ 1.6 (Exact answer = 1.645...)

4 Now estimate each answer.

a $3.75 + 9.381 + 4.6 + 10.5$ **b** $14.807 + 6.6 - 7.22$

c 18.47×9.61 **d** 4.27×97.6

e $\dfrac{11.07+18.4}{12.2}$ **f** $\dfrac{38.18}{17.2-9.6}$

g $54.75 - 18.6 - 14.4$ **h** $\dfrac{18.46 \times 4.9}{39.72-15.2}$

i $62.13 \div 10.7$ **j** $(4.89)^2$

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Did you know?

Degrees, minutes and seconds

We use base 10 systems in number, measurement and currency: there are 100 centimetres in a metre, 1000 grams in a kilogram and 100 cents in a dollar. So why are there 360° in a revolution, 60 minutes in a degree and 60 seconds in a minute?

In 2000 BCE, the Babylonians used a base 60 or sexagesimal system of numeration, because 60 is a rounder, more convenient number than 10. This is because 60 has more factors and is divisible by 3, 4 and 6. Furthermore, $6 \times 60 = 360$, which was the Babylonian approximation for the number of days in a year, so that each day the Earth would travel 1° around the Sun.

As measuring devices and calculations required greater precision, each degree was subdivided into 60 equal parts called minutes, and these were further divided into 60 parts called seconds. This level of accuracy is essential in navigation and mapping.

1 **A minute is a 'small' part of a degree. Investigate how an alternative meaning (and pronunciation) of 'minute' is 'tiny'.**

2 **A second is the 'second' subdivision of a degree. Explain how there are 2 different meanings of 'second'.**

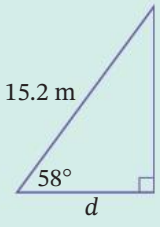
Finding an unknown side 4.05

Since the trigonometric ratio of any angle is a constant number, we can use it to calculate the length of an unknown side in a right-angled triangle if one other side is known. We need to select the correct ratio that links the given angle to the unknown side and known side.

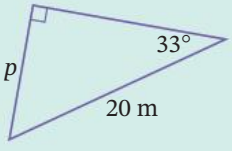
Example 11

Find the value of each variable, correct to 2 decimal places.

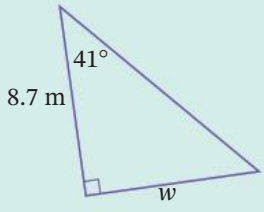
a



b



c



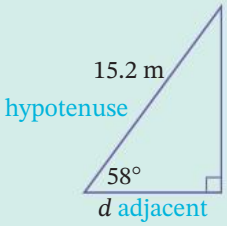
Solution

a SOH, CAH OR TOA?

The marked sides related to 58° are the adjacent side (A) and the hypotenuse (H), so use cos.

$$\cos 58° = \frac{\text{adjacent}}{\text{hypotenuse}}$$

$$= \frac{d}{15.2}$$

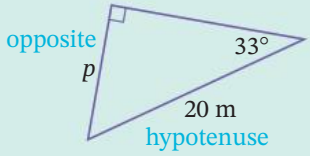


Videos
Finding an unknown side
Trigonometry

$15.2 \times \cos 58° = 15.2 \times \frac{d}{15.2}$ Multiplying both sides by 15.2

$15.2 \cos 58° = d$
$d = 15.2 \cos 58°$
$= 8.05477...$
$= 8.05$
From the diagram, a length of 8.05 m looks reasonable.

b SOH, CAH OR TOA?
The marked sides related to 33° are the opposite side (O) and the hypotenuse (H), so use sin.



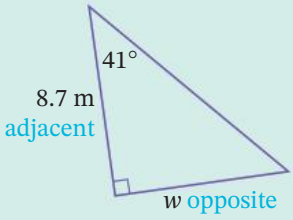
$\sin 33° = \frac{\text{opposite}}{\text{hypotenuse}}$

$= \frac{p}{20}$

$20 \times \sin 33° = 20 \times \frac{p}{20}$

$20 \sin 33° = p$
$p = 20 \sin 33°$
$= 10.8927...$
$= 10.89$
From the diagram, a length of 10.89 m looks reasonable.

c SOH, CAH OR TOA?
The marked sides related to 41° are the opposite side (O) and the adjacent side (A), so use tan.



$\tan 41° = \frac{\text{opposite}}{\text{adjacent}}$

$= \frac{w}{8.7}$

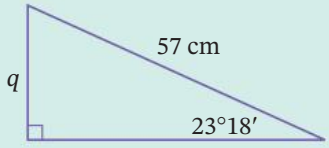
$w = 8.7 \tan 41°$
$= 7.5627...$
$= 7.56$
From the diagram, a length of 7.56 m looks reasonable.

Finding an unknown side in a right-angled triangle

1 Identify the 2 labelled sides and decide whether to use sin, cos or tan
2 Write an equation using the ratio, the given angle and the variable
3 Solve the equation to find the value of the variable

Example 12

Find the value of q, correct to the nearest centimetre.



Solution

q is opposite 23° 18′, 57 cm is the hypotenuse, so use sin.

$$\sin 23° 18' = \frac{\text{opposite}}{\text{hypotenuse}}$$

$$\sin 23°18' = \frac{q}{57}$$

$$q = 57 \sin 23° 18'$$
$$= 22.5460...$$
$$= 23 \text{ cm}$$

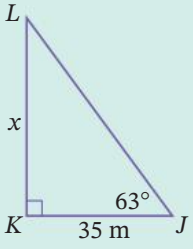
From the diagram, a length of 23 cm looks reasonable.

Example 13

$\triangle JKL$ is right-angled at K, $JK = 35$ m and $\angle J = 63°$. Find the length of LK, correct to the nearest metre.

Solution

Draw a diagram.



Let the length of LK be x.

x is opposite, 35 m is adjacent, so use tan.

$$\tan 63° = \frac{x}{35}$$

$$x = 35 \tan 63°$$
$$= 68.6913...$$
$$LK \approx 69 \text{ m}$$

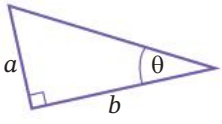
From the diagram, a length of 69 m looks reasonable.

EXERCISE 4.05 ANSWERS ON P. 619

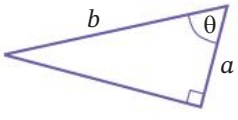
Finding an unknown side U F PS

1 For each triangle, which trigonometric ratio ($\sin\theta$, $\cos\theta$ or $\tan\theta$) is equal to $\frac{a}{b}$?

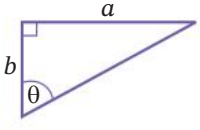
a



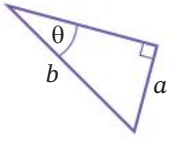
b



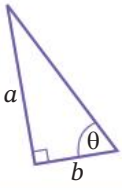
c



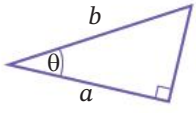
d



e



f

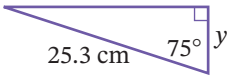


Foundation | Standard | Complex

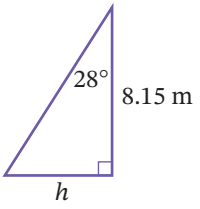
EXAMPLE 11

2 Find the value of the variable in each triangle, correct to 2 decimal places.

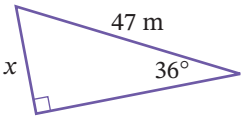
a



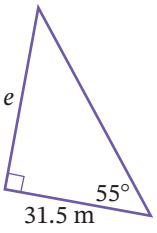
b



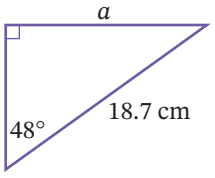
c



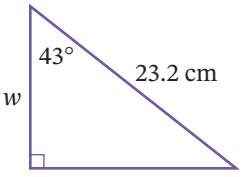
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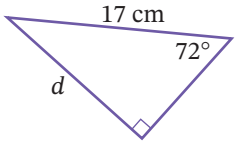
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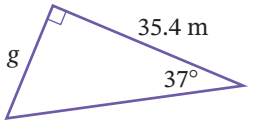
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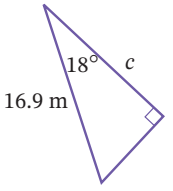
g



h



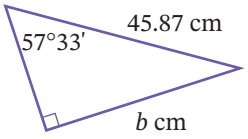
i



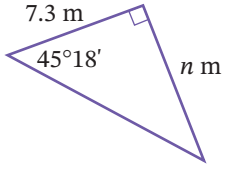
EXAMPLE 12

3 Find the value of the variable in each triangle, correct to 2 decimal places.

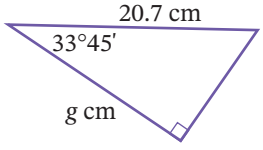
a



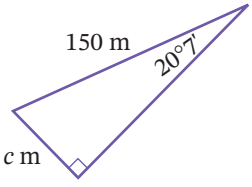
b



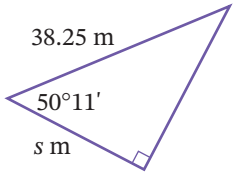
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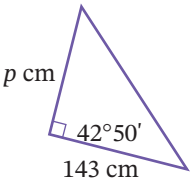
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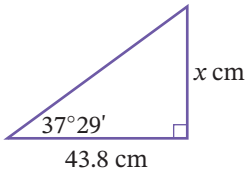
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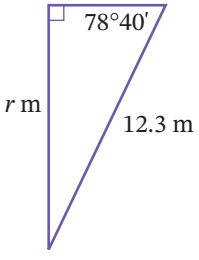
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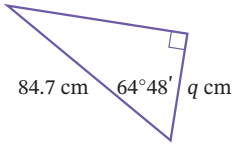
g



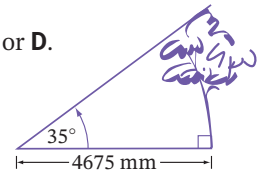
h



i



4 What is the height of this tree? Select the correct answer **A**, **B**, **C** or **D**.



A 2.68 m **B** 3.27 m

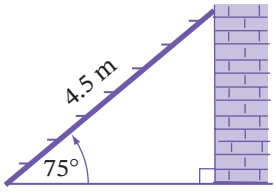
C 3.83 m **D** 6.68 m

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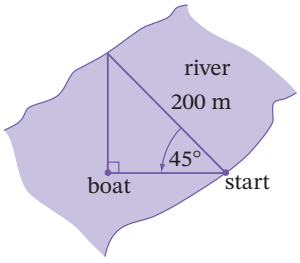
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5 Find each length or distance, correct to one decimal place. PS

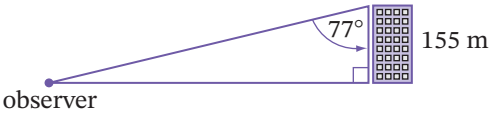
a How high the ladder reaches up the wall.



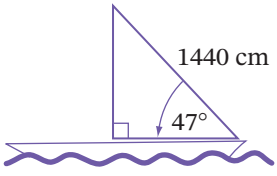
b The distance between the boat and the start.



c The distance from the observer to the base of the building.



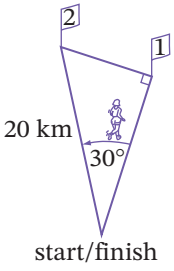
d The height of the boat's mast.



e The distance between:

i checkpoints 1 and 2

ii checkpoint 1 and the start.



EXAMPLE 13

6 $\triangle ABC$ is right-angled at B, $AC = 14.8$ m and $\angle C = 56°$. Find the length of side AB, correct to one decimal place.

7 $\triangle MNR$ is right-angled at M, $MN = 19$ cm and $\angle N = 27°$. Find the length of MR, correct to the nearest centimetre.

8 In $\triangle XYW$, $\angle X = 90°$, $\angle Y = 43.7°$ and $WY = 8.34$ m. Find the length of XW, correct to 2 decimal places.

9 $\triangle AHK$ is right-angled at K, $\angle H = 76°$ and $AH = 13.9$ m. Find the length of HK, correct to one decimal place.

10 A tree casts a shadow 20 m long. If the Sun's rays meet the ground at 25°, find the height of the tree, correct to the nearest cm. PS

11 A 6 m ladder is placed against a pole. If the ladder makes an angle of 17° with the pole, how far up the pole does the ladder reach? Answer to the nearest mm. PS

12 A boat is anchored by a rope 5.5 m long. If the anchor rope makes an angle of 23° with the vertical, calculate the depth of the water (correct to one decimal place). PS

Foundation | Standard | Complex

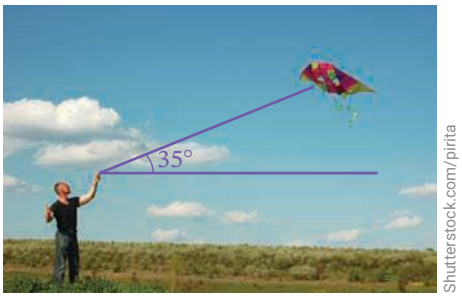
13 A rectangular gate has a diagonal brace that makes an angle of 60° with the bottom of the gate. If the length of the diagonal brace is 1860 mm, calculate the height of the gate. Select **A**, **B**, **C** or **D**. PS

A 2148 mm **B** 930 mm **C** 1611 mm **D** 3221 mm

14 Tayyab is flying a kite that is attached to a string 155 m long. The string makes an angle of 35° to the horizontal. How high, to the nearest metre, is the kite above Tayyab's hand? Select **A**, **B**, **C** or **D**. PS

A 78 m **B** 89 m

C 109 m **D** 127 m



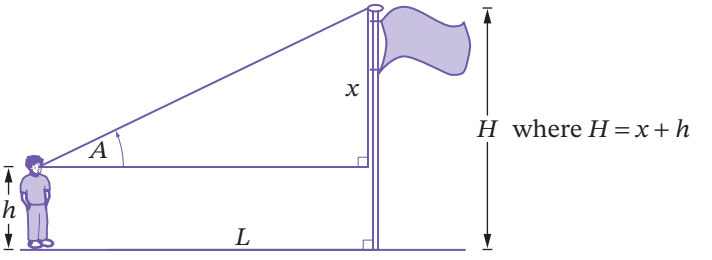
Shutterstock.com/pirita

Investigation

Calculating the height of an object

You will need: tape measure or trundle wheel, a clinometer (or protractor) to measure the angle.

Trigonometry can be used to find the heights of buildings, flagpoles and trees without actually measuring them. This can be done by measuring the distance along the ground from the base of the object to a person. The person then measures the angle to the top of the object. For example, the height of a flagpole can be calculated using the set-up shown in the diagram.



- h is the eye height of the person who measures the angle, A, to the top of the flagpole
- L is the distance the person is from the base of the flagpole
- x is the height of the flagpole above the person's eye height
- $H = x + h$ is the height of the flagpole above the ground.

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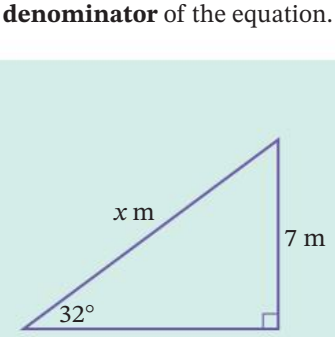
1. Select a tall object outside to measure.
2. Work with a partner to measure (in cm) the distance, L, along the ground, the height, h, of the person, and the angle (in degrees) to the top of the object. Copy the table below and record your information in the first row.

Distance, L (cm)	Angle, $A°$	Height of person, h (cm)	Calculated height, x cm	Height of flagpole, H cm

3. Use the tan ratio to calculate the value of x, correct to the nearest whole number.
4. Hence find H, the height of the kite, correct to the nearest centimetre. Write your answers in the table.
5. Repeat the measurements and calculations three more times from different positions, with different persons measuring the angle. This will help to improve the accuracy of your results and minimise errors. Write your results in the table.
6. Did you find similar values for H? Do they seem reasonable for the height of the object?
7. Calculate the average value for H.

Finding more unknown sides 4.06

In the following examples, the unknown appears in the **denominator** of the equation.



Example 14

Find the value of x, correct to one decimal place.

Solution

7 m is the opposite side, x m is the hypotenuse, so use sin.

$\sin 32° = \frac{7}{x}$

Note that the variable x appears in the denominator of the equation

$\sin 32° \times x = \frac{7}{x} \times x$

$x \sin 32° = 7$

$\frac{x \sin 32°}{\sin 32°} = \frac{7}{\sin 32°}$

$x = \frac{7}{\sin 32°}$

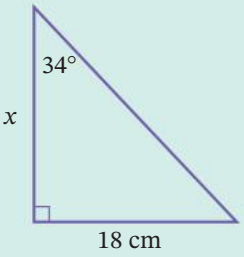
$= 13.2095...$

≈ 13.2

Note that when the unknown appears in the denominator of an equation, it can swap positions with the trigonometric ratio, so that $\sin 32° = \frac{7}{x}$ becomes $x = \frac{7}{\sin 32°}$.

Example 15

Find the length of x, correct to 2 decimal places.



Solution

18 cm is the opposite side, x is the adjacent side, so use tan.

$\tan 34° = \frac{18}{x}$ — x appears in the denominator

$x = \frac{18}{\tan 34°}$ — Swap the position of x with tan 34°

$= 26.6860...$

≈ 26.69 cm

Alternative method

To avoid having x in the denominator, we could use tan with the 3rd angle of the triangle.

3rd angle $= 180° - 90° - 34° = 56°$

$\tan 56° = \frac{x}{18}$

$x = 18 \tan 56°$

$= 26.6860...$

≈ 26.69 cm

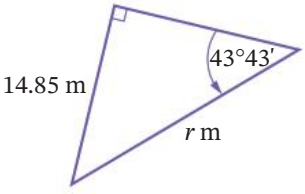
EXERCISE 4.06 ANSWERS ON P. 619

Finding more unknown sides U F PS

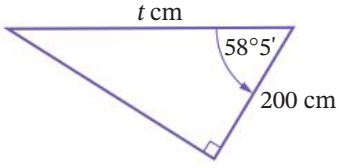
EXAMPLE 14

1 Find the value of each variable, correct to one decimal place.

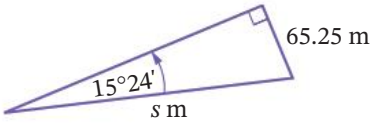
a



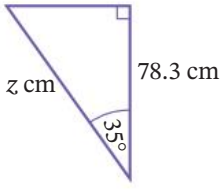
b



c



d



2 $\triangle XYZ$ is right-angled at Z, $ZY = 230$ mm and $\angle Y = 45°$. Find the length of XY, correct to the nearest millimetre.

3 In $\triangle KLW$, $\angle L = 90°$, $KL = 12$ m and $\angle W = 75.2°$. Find KW, correct to one decimal place.

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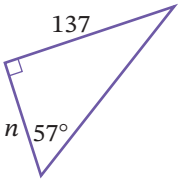
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EXAMPLE 15

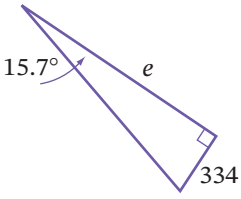
4.06

4 Find the value of each variable, correct to 2 decimal places.

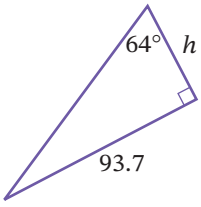
a



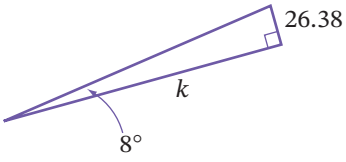
b



c



d

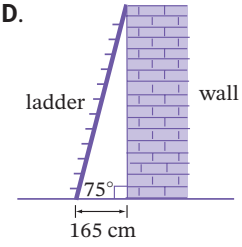


5 $\triangle CDE$ is right-angled at D, $\angle E = 36°$ and $CD = 5$ m. Find the length of side DE, correct to 2 decimal places.

6 Find the length of this ladder. Select the correct answer **A**, **B**, **C** or **D**.

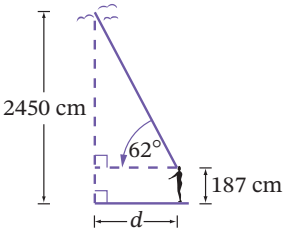
A 159 cm **B** 171 cm

C 243 cm **D** 638 cm

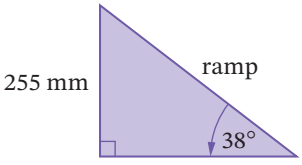


7 Find each length or distance, correct to one decimal place. PS

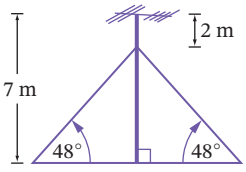
a How far the person is from being directly under the birds.



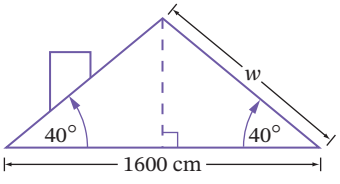
b The length of the ramp.



c The length of the support wire.



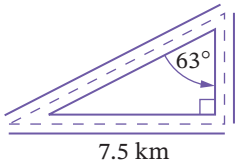
d The slant height of the roof.



e The length of:

i the shortest road

ii the longest road.



Foundation Standard Complex

EXAMPLE 15

8 A ladder rests against a wall. The foot of the ladder is 355 cm from the wall and makes an angle of 63° with the ground. How long (to the nearest cm) is the ladder? PS

9 A supporting wire is attached to the top of a flagpole. The wire meets the ground at an angle of 51° and the flagpole is 15 m high. How far, to the nearest 0.1 m, from the base of the flagpole is the wire anchored to the ground? PS

10 A glider is flying at an altitude (height) of 1.5 km. To land, it descends at an angle of 18° to the ground. How far, to the nearest 0.1 km, must the glider travel before landing? PS



Shutterstock.com/ Colombo Nicola

11 A shooter aims directly at a target, but just before firing, the rifle is lifted 1° off target. The shot misses the target by 67 mm. How far is the shooter standing from the target? Select **A**, **B**, **C** or **D**. PS

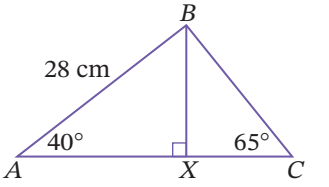
A 1169 mm **B** 3838 mm **C** 3839 mm **D** 6701 mm

12 A hot air balloon is anchored to the ground by a rope. When it drifts 20 m sideways, it makes an angle of 75° with the ground. How long is the rope (to one decimal place)? PS

13 For $\triangle ABC$, $\angle A = 40°$, $\angle C = 65°$, $AB = 28$ cm and BX is perpendicular to AC. Calculate, correct to one decimal place, the length of:

a BX

b CX



Investigation

Finding an angle, given a trigonometric ratio

You will need: a ruler, compasses and a calculator.

1 Copy and complete this table, calculating each ratio as a decimal, correct to 3 decimal places.

θ	sin θ	cos θ	tan θ
0°			
15°			
30°			
45°			
60°			
75°			
90°			undefined

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2 Can you work out why there is no answer for tan 90°?

3 What are the minimum and maximum values of sin θ?

4 What are the minimum and maximum values of cos θ?

5 Is there a pattern between the values of sin θ and cos θ?

6 Check the value of sin 30° by constructing a right-angled triangle with one angle that is 30°, measuring the opposite side and hypotenuse and dividing them.

7 Check the value of tan 45° by constructing a right-angled triangle with one angle that is 45°, measuring the opposite and adjacent sides and dividing them.

8 Use the table to estimate each trigonometric ratio and check your estimate using a calculator.

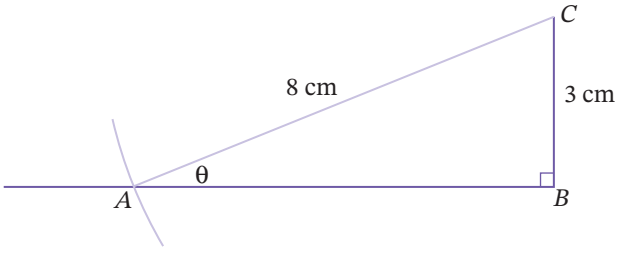
a sin 80° **b** cos 34° **c** tan 55°

9 If $\sin\theta = \frac{3}{8}$, find the value of the unknown angle θ, correct to the nearest degree:

a by using the table and estimating (change $\frac{3}{8}$ to a decimal first)

b using a calculator to guess-and-check

c constructing a right-angled triangle with one angle θ, opposite side 3 cm and hypotenuse 8 cm, then measuring the size of θ.



10 If $\cos\theta = \frac{2}{5}$, find the value of the unknown angle θ, correct to the nearest degree:

a by using the table and estimating (change $\frac{2}{5}$ to a decimal first)

b using a calculator to guess-and-check

c constructing a right-angled triangle with one angle θ, adjacent side 2 cm and hypotenuse 5 cm, then measuring the size of θ.

11 If $\tan\theta = \frac{7}{10}$, find the value of the unknown angle θ, correct to the nearest degree:

a by using the table and estimating (change $\frac{7}{10}$ to a decimal first)

b using a calculator to guess-and-check

c constructing a right-angled triangle with one angle θ, opposite side 7 cm and adjacent side 10 cm, then measuring the size of θ.

4.07 Finding an unknown angle

Worksheets
Finding an unknown angle
Trigonometry problems

Puzzles
Trigonometry squaresaw
Trigonometry: Finding angles
Trigonometry equations 2

Presentation
Applications of triangles

A scientific calculator can be used to evaluate a trigonometric ratio such as sin 38°, but it can also be used to find an unknown angle, θ, if the trigonometric ratio of the angle is known, for example, if sin θ = 0.9063.

An unknown angle can be found using the sin^{-1}, cos^{-1} and tan^{-1} keys on the calculator. These are called the **inverse sin**, **inverse cos** and **inverse tan** functions, found by pressing the SHIFT or 2nd F key before the sin, cos or tan key.

Example 16

a If sin θ = 0.9063, find angle θ, correct to the nearest degree.

b If tan X = 3.754, find angle X, correct to the nearest minute.

c If cos $\alpha = \frac{4}{7}$, find angle α, correct to the nearest degree.

Solution

a sin θ = 0.9063

θ = 64.9989...°

≈ 65°

On a calculator: SHIFT sin 0.9063 =

b tan X = 3.754

X = 75.0837 ...°

= 75° 5′ 1.62″

≈ 75° 5′

SHIFT tan 3.754 =

° ′ ″ or D°M′S

c cos $\alpha = \frac{4}{7}$

α = 55.1500...°

≈ 55°

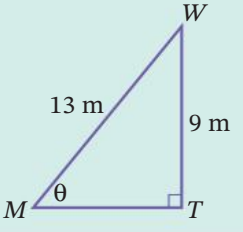
SHIFT cos 4 ▭ 7 =

Note: ▭ or a b/c is the fraction key.

Videos
Finding an unknown angle
Trigonometry

Example 17

Find the size of angle θ, correct to the nearest degree.



9780170479585

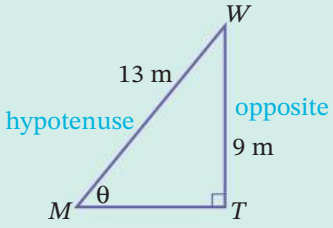
Solution

SOH, CAH or TOA?
The known sides for θ are the opposite (O) side and the hypotenuse (H), so use sin.

$\sin\theta = \frac{9}{13}$

$\theta = 43.8130...°$ SHIFT sin 9 ÷ 13 =
$\approx 44°$

From the diagram, an angle size of 44° looks reasonable.



Finding an unknown angle in a right-angled triangle

1 Identify the 2 known sides and decide whether to use the sin, cos or tan ratio.

2 Write an equation using the ratio, the angle and the 2 sides as a fraction.

3 Use the calculator's inverse trigonometric function to find the size of the angle.

Example 18

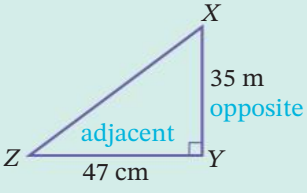
$\triangle XYZ$ is right-angled at Y, with $XY = 35$ cm and $YZ = 47$ cm. Find $\angle Z$, correct to the nearest degree.

Solution

Sketch a diagram.
SOH, CAH or TOA?
The known sides to $\angle Z$ are the opposite (O) and the adjacent (A), so use tan.

$\tan Z = \frac{35}{47}$

$Z = 36.6743...°$
$\approx 37°$
From the diagram, an angle size of 37° looks reasonable.



SHIFT tan 35 ÷ 47 =

EXERCISE 4.07 ANSWERS ON P. 619

Finding an unknown angle U F PS

1 Find the size of angle θ, correct to the nearest degree.

EXAMPLE 16

a $\cos\theta = 0.76$ **b** $\tan\theta = 2.0532$ **c** $\sin\theta = \frac{\sqrt{3}}{2}$

d $\tan\theta = 6$ **e** $\sin\theta = \frac{7}{8}$ **f** $\cos\theta = \frac{13}{15}$

g $\sin\theta = \frac{1}{10}$ **h** $\cos\theta = \frac{1}{\sqrt{2}}$ **i** $\tan\theta = \sqrt{3}$

j $\cos\theta = 0.1352$ **k** $\tan\theta = 8.836$ **l** $\sin\theta = \frac{1}{4}$

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2 Find the size of angle A, correct to the nearest minute.

a $\tan A = \frac{15}{7}$ **b** $\sin A = 0.815$ **c** $\cos A = \frac{4}{5}$

d $\cos A = 0.9387$ **e** $\tan A = \frac{19}{20}$ **f** $\cos A = \frac{3}{10}$

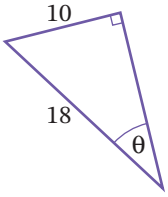
g $\sin A = \frac{5}{11}$ **h** $\sin A = 0.88$ **i** $\tan A = 15.07$

j $\cos A = \frac{1}{7}$ **k** $\tan A = \frac{\sqrt{2}}{2}$ **l** $\sin A = \frac{7}{9}$

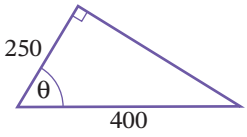
EXAMPLE 17

3 Find θ, correct to the nearest degree.

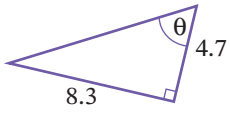
a



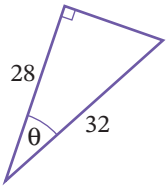
b



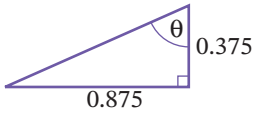
c



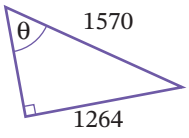
d



e



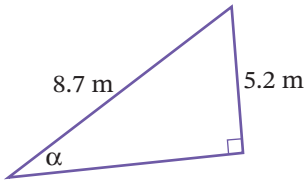
f



4 Find the size of angle α, correct to the nearest minute. Select the correct answer **A**, **B**, **C** or **D**.

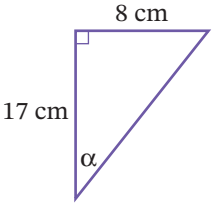
A 30° 52′ **B** 30° 53′

C 36° 42′ **D** 36° 43′

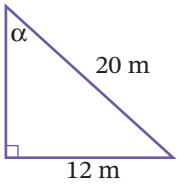


5 Find the size of angle α, correct to the nearest minute.

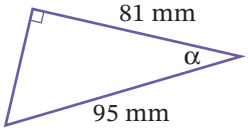
a



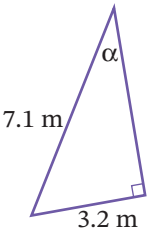
b



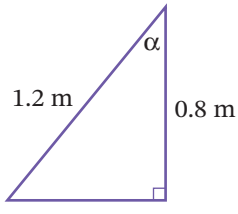
c



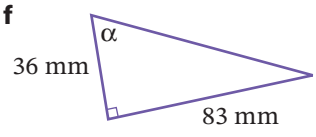
d



e



f

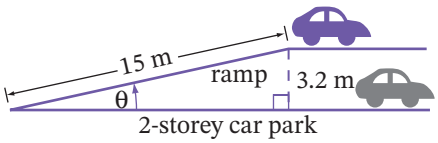


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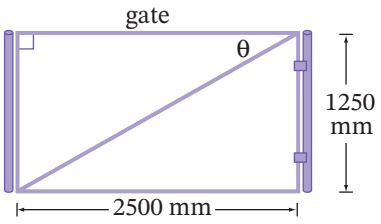
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6 Find the size of angle θ, correct to the nearest degree.

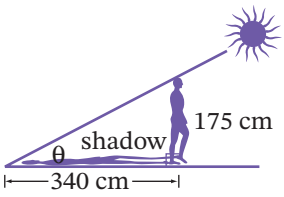
a



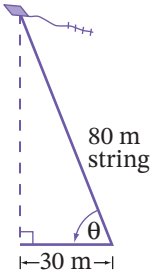
b



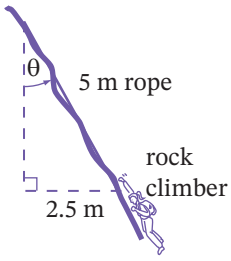
c



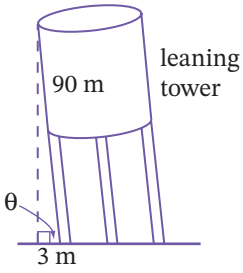
d



e



f



7 In $\triangle XYW$, $\angle X = 90°$, $XY = 8$ cm and $XW = 10$ cm. Find $\angle W$, correct to the nearest degree.

EXAMPLE 18

8 $\triangle HTM$ is right-angled at T, $HM = 45$ m and $MT = 35$ m. Find $\angle M$, correct to one decimal place.

9 In $\triangle FGH$, $\angle G = 90°$, $GH = 3.7$ m and $FH = 19.5$ m. Find the size of angle F, correct to the nearest minute.

10 In $\triangle CDE$, $\angle C = 90°$, $CD = 54$ mm and $CE = 42$ mm. Find $\angle E$, correct to the nearest minute.

For questions **11** to **17**, write answers correct to the nearest degree.

11 A stretch of freeway rises 55 m for every 300 m travelled along the road. Find the angle at which the road is inclined to the horizontal. PS

12 A ladder 20 m long is placed against a building. If the ladder reaches 16 m up the building, find the ladder's angle of inclination to the building. PS

13 An aircraft is descending in a straight line to an airport. At a height of 1270 m, it is 1500 m horizontally from the airport. Find its angle of descent to the horizontal. Select **A**, **B**, **C** or **D**. PS

A 32° **B** 40° **C** 50° **D** 58°

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14 A tree 8.5 m high casts a shadow 3 m long. What is the angle of the Sun from the ground? PS

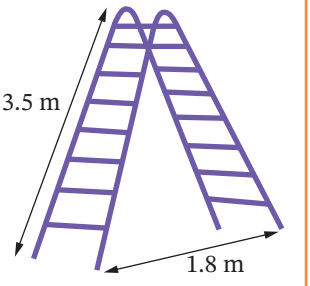
15 At a resort, an artificial beach slopes down at a steady angle. After walking 8.5 m down the slope from the water's edge, the water has a depth of 1.6 m. At what angle is the beach inclined to the horizontal? PS

16 A pile of wheat is in the shape of a cone that has a diameter of 35 m and measures 27 m up the slope to the apex. Calculate the angle of repose of the wheat (the angle the sloping side makes with the horizontal base). PS

17 A ship is anchored in water 40 m deep by a 65 m anchor chain. Find the angle at which the chain is inclined to the sea floor. PS

18 The arms of this fold out ladder are 3.5 m long. When fully spread, the feet of the ladder are 1.8 m apart.

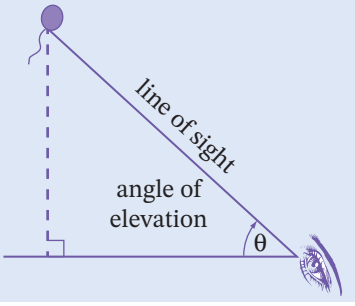
Calculate, correct to the nearest minute, the angle between the arms of the ladder when fully spread.



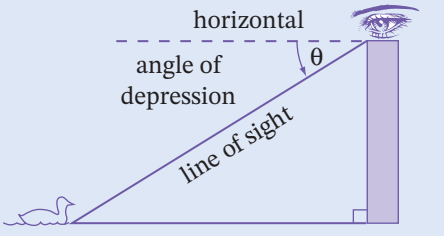
4.08 Angles of elevation and depression

Angles of elevation and depression

The **angle of elevation** is the angle of looking **up,** measured from the horizontal.



The **angle of depression** is the angle of looking **down,** measured from the horizontal.



Problems involving angles of elevation and depression usually require the tan ratio in their solutions.

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An instrument for measuring an angle of elevation or depression is a **clinometer**. It is like a protractor with a sighting tube attached.

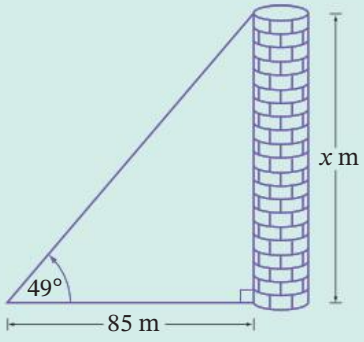


Getty Images/VW Pics

4.08

Example 19

The angle of elevation of a chimney is 49° at a distance of 85 m from its base. Find the height of the chimney, to the nearest metre.



Solution

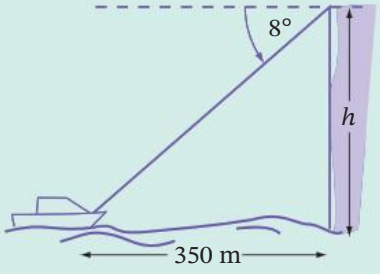
Let the height be x metres.

$$\tan 49° = \frac{x}{85}$$
$$x = 85 \tan 49°$$
$$= 97.7813 \ldots$$
$$\approx 98$$

The height of the chimney is 98 m.

Example 20

The angle of depression of a boat from the top of a cliff is 8°. If the boat is 350 m from the base of the cliff, calculate the height of the cliff, correct to the nearest metre.



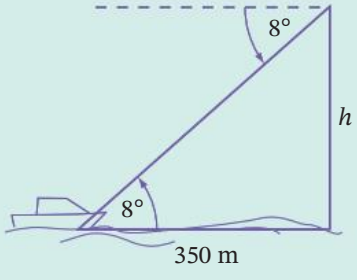
Videos
Angles of elevation and depression
Angle of depression 1
Angle of depression 2

Solution

By alternate angles on parallel lines, the angle of elevation of the top of the cliff from the boat is also 8°.

$$\tan 8° = \frac{h}{350}$$
$$h = 350 \tan 8°$$
$$= 49.1892...$$
$$\approx 49$$

The height of the cliff is 49 m.



Alternative method:
The third angle in the triangle (adjacent to the angle of depression) = 90° – 8° = 82°.

$$\tan 82° = \frac{350}{h}$$

$$h = \frac{350}{\tan 82°}$$

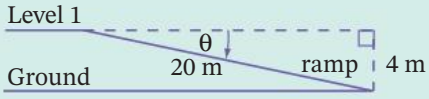
$$= 49.1892 \ldots$$

$$\approx 49$$

The height of the cliff is 49 m.

Example 21

The ramp from one level to the next in a car park is 20 m long and drops 4 m. Find the angle of depression of the ramp, to the nearest degree.



Solution

$$\sin\theta = \frac{4}{20}$$

$$\theta = 11.5369 \ldots°$$

$$\approx 12°$$

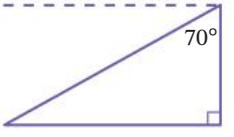
The angle of depression of the ramp is 12°.

EXERCISE 4.08 ANSWERS ON P. 619

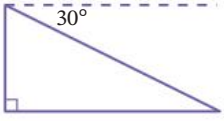
Angles of elevation and depression U F PS

1 Copy each diagram, mark the angle of elevation θ and find its size.

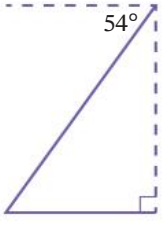
a



b

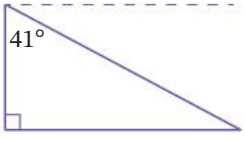


c

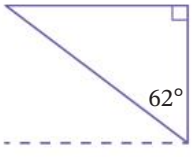


2 Copy each diagram, mark the angle of depression θ and find its size.

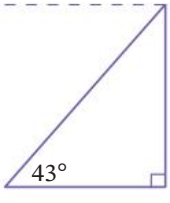
a



b



c

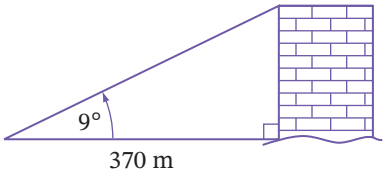


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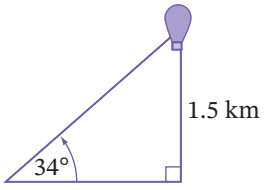
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3 Emily stands 370 m from the base of a building. Using a clinometer, she finds that the angle of elevation of the top is 9°. Find the height of the building, to the nearest metre.

EXAMPLE 19

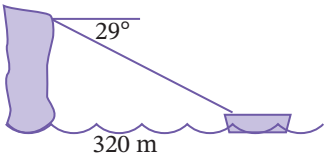


4 The angle of elevation of a weather balloon at a height of 1.5 km is 34°. How far (to the nearest metre) is the observer from being directly under the balloon?



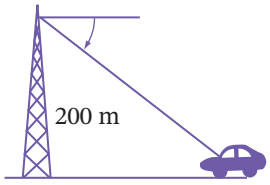
5 A raft is 320 m from the base of a cliff. The angle of depression of the raft from the top of the cliff is 29°. Find the height of the cliff, to the nearest metre. PS

EXAMPLE 20



6 From the top of a 200 m tower, the angle of depression of a car is 48°. How far is the car from the foot of the tower? PS

7 A 275 m radio mast is 1.7 km from a school. Find, correct to the nearest degree, the angle of elevation of the top of the mast from the school. PS



EXAMPLE 21

8 A monument 24 m high casts a shadow 20 m long. Calculate, correct to the nearest degree, the angle of elevation of the sun at this time of day. PS

9 In a concert hall, Ethan is sitting 20 m from the stage by line of sight. He is also 5 m above the level of the stage. At what angle of depression is the stage? Answer to the nearest minute. PS

10 A plane is 340 m directly above one end of a 1000 m runway. Find, correct to the nearest minute, the angle of depression to the far end of the runway. PS



Shutterstock.com/ verzellenberg

11 An observer 174 cm tall is standing 11.6 m from the base of a flagpole. The angle of elevation to the top of the flagpole is 43°. How high is the flagpole, to the nearest cm? PS

12 A flagpole is mounted on top of a tall building. At a distance of 250 m from the base of the building, the angles of elevation of the bottom and top of the flagpole are 38° and 40° respectively. Calculate the height of the flagpole, correct to one decimal place. PS

13 A news helicopter hovers at a height of 500 m. The angles of depression of a fire moving in the direction of the helicopter are first 10° and then 15°. How far (to the nearest metre) has the fire moved between the 2 observations? PS

14 The angle of elevation to the bottom of a transmission tower on a hill from an observer 1.8 km away from the base of the hill is 5°. The angle of elevation to the top of the tower from the observer is 6.8°. Find the height of the tower to the nearest metre. PS

Foundation | Standard | Complex

4.09 Bearings

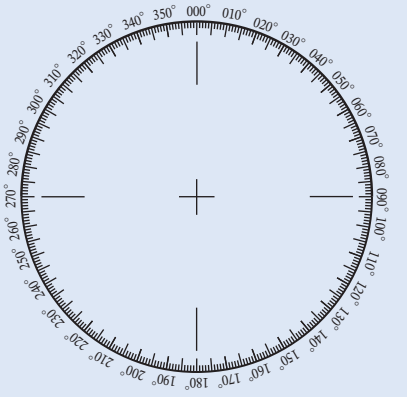
Worksheets
A page of bearings
NSW map bearings
16 points of the compass

Puzzle
Bearings match-up

Bearings are used in navigation. A **bearing** is an angle measurement used to describe precisely the direction of one location from a given reference point.

True bearings

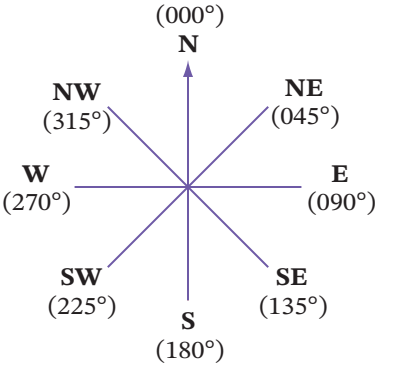
True bearings, also called **three-figure bearings**, use angles from 000° to 360° to show the amount of turning measured **clockwise from north 000°**. Note that the angles are always written with 3 digits.



True bearings

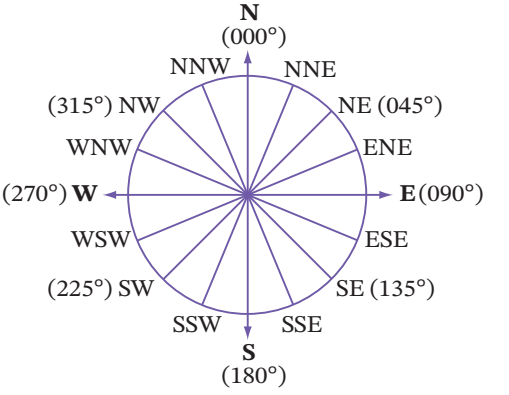
This **compass rose** shows the true bearings of 8 points on the compass. A bearing of due east is 090°, while a compass direction of southwest (SW) is 225°.

- Bearings from 000º to 090º are in the NE quadrant
- Bearings from 090º to 180º are in the SE quadrant
- Bearings from 180º to 270º are in the SW quadrant
- Bearings from 270º to 360º are in the NW quadrant



This diagram shows the 16 points of the compass.

N = north	NE = northeast
E = east	SE = southeast
S = south	SW = southwest
W = west	NW = northwest
NNE = north-northeast	ENE = east-northeast
ESE = east-southeast	SSE = south-southeast
SSW = south-southwest	WSW = west-southwest
WNW = west-northwest	NNW = north-northwest



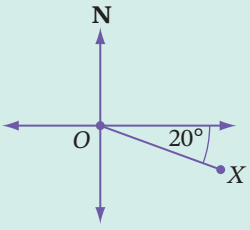
Foundation | Standard | Complex

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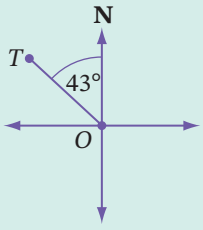
Example 22

Find the true bearing of each point from O.

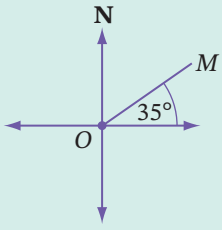
a



b



c



Solution

a Bearing of X from O is $90° + 20° = 110°$.

b Bearing of T from O is $360° - 43° = 317°$.

c Bearing of M from O is $90° - 35° = 055°$

This is sometimes written as 110°T to indicate that it is a True bearing.

Must be written as a 3-digit angle

Video
Three-figure bearings

4.09

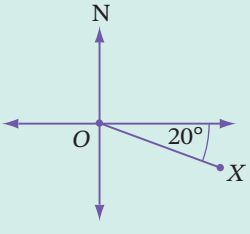
Compass bearings

Compass bearings use acute angles measured from the North-South axis towards East or West, such as N20°E or S57°W. They are named according to the quadrant in which they are located, and are used in land surveying.

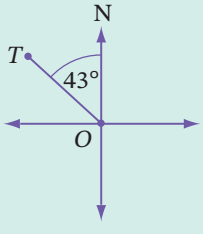
Example 23

Write the compass bearing of each point from O.

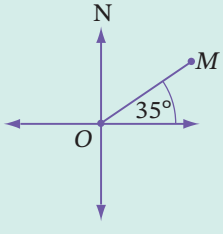
a



b



c



Solution

a X is in the southeast (SE) quadrant. From south, it is $90° - 20° = 70°$ towards east.

The compass bearing of X from O is S70°E.

b T is in the northwest (NW) quadrant. From north, it is 43° towards west.

The compass bearing of T from O is N43°W.

c M is in the northeast (NE) quadrant. From north, it is $90° - 35° = 55°$ towards east.

The compass bearing of M from O is N55°E.

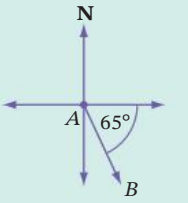
Video
Three-figure bearings

Example 24

Sketch point B on a compass rose if B has a bearing of 155° from A.

Solution

Draw the compass rose on the point where the bearing is measured from.
155° is between 90° and 180°, so B is in the southeast (SE) quadrant.
$155° - 90° = 65°$, so B is 65° from east (E).



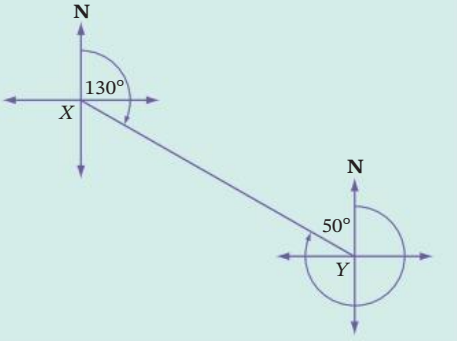
Video
Three-figure bearings

Example 25

The bearing of Y from X is 130°. What is the bearing of X from Y?

Solution

Sketch the bearing of Y from X.
On the same diagram, draw a compass rose at Y and find $\angle NYX$.
$\angle NYX = 50°$ (co-interior angles, $NX \parallel NY$)
$\therefore$ Bearing of X from $Y = 360° - 50°$
$= 310°$



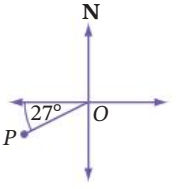
EXERCISE 4.09 ANSWERS ON P. 619

Bearings U F R C

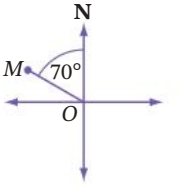
EXAMPLE 22

1 Find the true bearing of each point from O. C

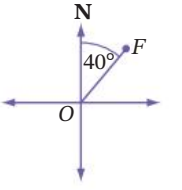
a



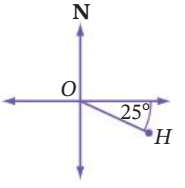
b



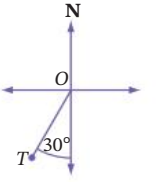
c



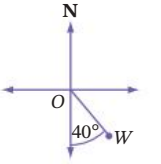
d



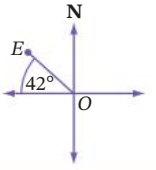
e



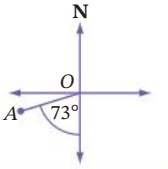
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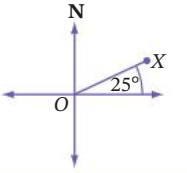
g



h



i



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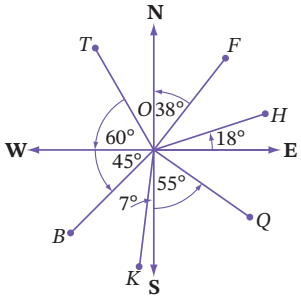
2 What is the bearing of each direction or point from O? C

a N **b** E **c** S

d W **e** F **f** Q

g T **h** B

i H **j** K



3 Find the compass bearing of each point from O in Question **1**. C

4 Find the true bearing of each compass bearing. C

a SW **b** E **c** NE **d** ESE

e NNW **f** W **g** SE **h** WSW

5 Sketch each bearing on a compass rose.

a 220° **b** 060° **c** 260° **d** 125°

e N10°W **f** S87°W **g** S9°E **h** N32°E

6 **a** What is the compass direction halfway between northwest and west?

b What is the compass bearing of this compass direction? C

7 Sketch P on a compass rose if P has a bearing of:

a 132° from T **b** 260° from M **c** 335° from X **d** 010° from K

8 If the bearing of P from A is 060°, what is the bearing of A from P? R

9 The bearing of T from Y is 100°. What is the bearing of Y from T? R

10 What is the (smallest) angle between:

a S and SW? **b** NE and SE? **c** E and NW?

d NE and SSW? **e** E and SSW? **f** SW and WNW?

11 The compass bearing of H from M is N65°W. Find the compass bearing of M from H. R C

12 Draw a diagram for each situation described. C

a A plane flies on a bearing of 280° for 150 km and then another 250 km on a bearing of 080°.

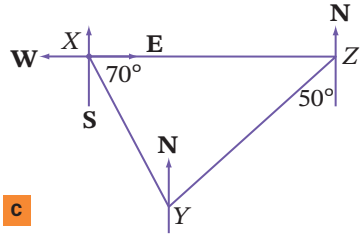
b A cyclist travels 15 km due east and then 20 km on a S45°W bearing.

13 For this diagram, find the true bearing of: C

a Y from Z

b X from Z

c Y from X



14 For the above diagram, find the compass bearing of: C

a X from Y

b Z from Y

c Z from X

4.09

EXAMPLE 23

EXAMPLE 24

EXAMPLE 25

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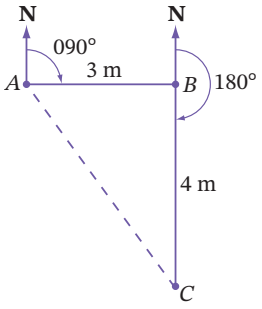
Investigation

Compass walks

You need: a directional compass and a tape measure or trundle wheel.

This activity can also be done in the classroom using scale drawings, graph paper, a ruler and a protractor.

A triangular walk



1. Starting at A, walk due east for 3 m to B.
2. From B, walk due south for 4 m to C.
3. How far is C from A?
4. What is the bearing of:
   - **a** A from C?
   - **b** C from A?

A square walk

1. Starting at P, walk at a bearing of 045° for 8 m to Q.
2. From Q, walk at a bearing of 315° for 8 m to R.
3. From R, walk at a bearing of 225° for 8 m to S.
4. How far is S from P?
5. What is the bearing of:
   - **a** P from S?
   - **b** S from P?

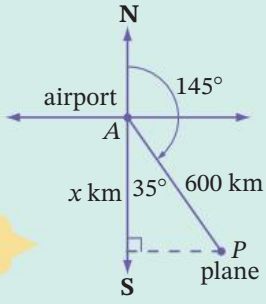
A pentagonal walk

1. Starting at U, walk at a bearing of S50°E for 4 m to V.
2. From V, walk at a bearing of N40°E for 7 m to W.
3. From W, walk at a bearing of N40°W for 4.8 m to X.
4. From X, walk at a bearing of west for 4.5 m to Y.
5. How far is Y from U?
6. What is the bearing of:
   - **a** U from Y?
   - **b** Y from U?

Problems involving bearings 4.10

Example 26

A plane leaves an airport and flies 600 km on a bearing of 145°. How far south of the airport is the plane (to the nearest km)?



Solution

To find x, create a right-angled triangle.

Let x km = distance south

$\therefore \angle SAP = 180° - 145°$ (angles on a straight line)

$= 35°$

$\cos 35° = \frac{x}{600}$

$x = 600 \cos 35°$

$= 491.4912 \ldots$

≈ 491

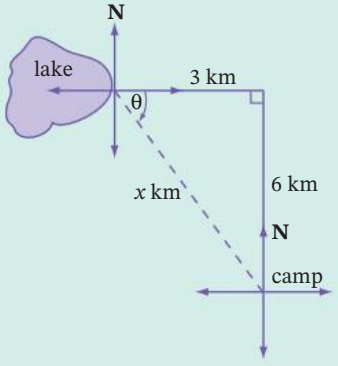
The plane is 491 km south of the airport.

Example 27

From camp, Sumaiyaa walks due north for 6 km, then 3 km due west to a lake.

a How far is Sumaiyaa from the camp, correct to the nearest 0.1 km?

b What is the bearing of the camp from the lake (to the nearest minute)?



Solution

a Let x = distance from camp.

$x^2 = 6^2 + 3^2$ by Pythagoras' theorem

$= 45$

$x = \sqrt{45}$

$= 6.708...$

≈ 6.7 km

Sumaiyaa is 6.7 km from the camp.

b Note angle θ in the diagram.

$\tan\theta = \frac{6}{3}$

$\theta = 63.434...°$

$= 63° 26' 5.82"$

$\approx 63° 26'$

Bearing of camp from lake

$= 90° + 63° 26'$

$= 153° 26'$

Videos
Bearings
Trigonometry 2
True bearings

Video
Problems involving bearings

EXERCISE 4.10 ANSWERS ON P. 620

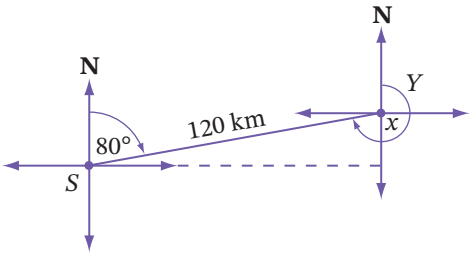
Problems involving bearings U F PS C

EXAMPLE 26

1 A yacht leaves Sydney and sails 120 km on a bearing of 080°.

a How far north (to the nearest km) of Sydney is the yacht?

b What is the bearing of Sydney from the yacht?

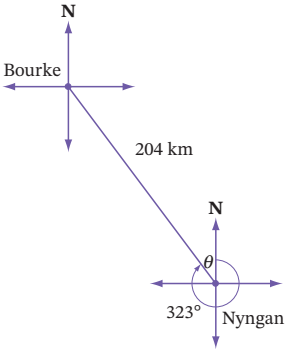


2 Declan leaves Nyngan and drives 204 km to Bourke. The bearing of Bourke from Nyngan is 323°.

a Find the value of θ.

b How far north (to the nearest km) of Nyngan is Bourke?

c What is the bearing of Nyngan from Bourke?



3 The distance 'as the crow flies' from Sydney to Wollongong is 69 km. If the bearing of Wollongong from Sydney is 205°, calculate:

a how far south Wollongong is from Sydney (correct to one decimal place)

b how far east Sydney is from Wollongong (correct to one decimal place)

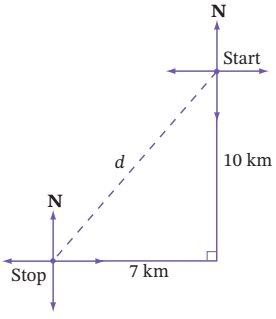
c the compass bearing of Sydney from Wollongong.

EXAMPLE 27

4 Jana cycles 10 km due south, then 7 km due west.

a How far (correct to one decimal place) is Jana from her starting point?

b What is her true bearing from the starting point, correct to the nearest degree?



5 A triathlete cycles 20 km on a SSE bearing to the finish line.

a How far (to the nearest km) has the triathlete travelled in a southerly direction?

b What is the compass bearing of the starting point from the finish line? PS C

6 A hiking group walks from Sandy Flats to Black Ridge (a distance of 20.9 km) in the direction 078°. They then turn and hike due south to Rivers End, then due west back to Sandy Flats. How far have they hiked altogether (to the nearest 0.1 km)? PS C

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7 A triangular orienteering run starts at Alpha and passes through the checkpoints of Bravo and Charlie before finishing at Alpha. Bravo is 8.5 km due east of Alpha, and Charlie is 10.5 km due south of Bravo. PS C

a Calculate, correct to 3 decimal places, the distance from Charlie to Alpha.

b Find the compass bearing of Alpha from Charlie to the nearest degree.

8 A plane takes off from Darwin at 10:15 a.m. and flies on a bearing of 150° at 700 km/h. PS C

a How far (to the nearest km) due south of Darwin is the plane at 1:45 p.m.?

b What is the bearing (correct to the nearest degree) of Darwin from the plane?

9 A fishing trawler sails 30 km from port on a bearing of S60°E until it reaches a submerged reef. How far (to the nearest km) is the port: PS C

a north of the reef? **b** west of the reef?

10 2 racing pigeons are set free at the same time. The first bird flies on a course of 040° while the second bird flies on a course of 130°. PS C

a The first bird flies 200 km until it is due north of the second bird. Find their distance apart, correct to 2 decimal places.

b How far has the second bird flown?

11 2 horse riders start from the same stable. The rider of the black horse goes due west for 5.5 km and stops. The rider of the chestnut horse travels in a direction of N57°W until he is due north of the black horse. How far did the rider of the chestnut horse travel? Answer correct to 2 significant figures. PS C

12 2 ships leave from the same port. One ship travels on a bearing of 157° at 20 knots. The second ship travels on a bearing of 247° at 35 knots. (1 knot is a speed of 1 nautical mile per hour.) PS C

a How far apart are the ships after 8 hours, to the nearest nautical mile?

b Calculate the bearing of the second ship from the first, to the nearest minute.

13 A plane flies 1200 km on a NE compass bearing and then changes direction to a bearing of NW and flies for a distance of 450 km. PS C

a How far, correct to the nearest km, is the plane from its starting point?

b What is the bearing of the plane from its starting point, to the nearest minute?

14 A fishing boat leaves Sydney Harbour on a compass bearing of ESE and after 15 nautical miles, changes direction to a bearing of SSW and travels a further 10 nautical miles.

Find the bearing of Sydney from the boat's final position, to the nearest minute. PS C

Power plus ANSWERS ON P. 620

1 **a** Copy and complete each pair of trigonometric ratios, correct to 3 decimal places.

i $\sin 20° =$ _____, $\cos 70° =$ _____ **ii** $\sin 47° =$ _____, $\cos 43° =$ _____

iii $\sin 55° =$ _____, $\cos 35° =$ _____ **iv** $\sin 85° =$ _____, $\cos 5° =$ _____

b What do you notice about each pair of answers in part **a**?

c What do you notice about each pair of angles in part **a**?

d If $\cos 30° \approx 0.8660$ and $\sin \theta \approx 0.8660$, what is the value of θ?

e Copy and complete each equation.

i $\sin 75° = \cos$ ____ **ii** ____ $80° = \cos 10°$

iii $\cos$ ____ $= \sin 72°$ **iv** $\sin 30° =$ ____ $60°$

v $\cos 65° = \sin$ ____ **vi** $\sin$ ____ $= \cos 58°$

f Copy and complete this general rule: $\sin x = \cos$ (_____).

g Use a right-angled triangle with one angle x and sides a, b and c to prove that the above rule is true.

2 A plane is flying at an angle of 15° inclined to the horizontal.

a How far will the plane have to travel along its line of flight to increase its altitude (height) by 500 m?

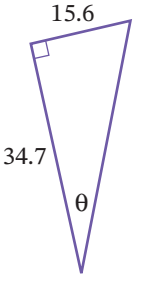
b At what angle must the plane climb to achieve an increase in altitude of 500 m in half the distance needed at an angle of 15°?

3 If $\sin 30° = \frac{1}{2}$, find, as a surd, the value of:

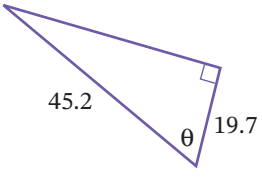
a $\cos 30°$ **b** $\tan 30°$

4 Find angle θ, correct to the nearest second.

a



b



5 By drawing an appropriate triangle, prove that:

a $\tan 45° = 1$ **b** $\sin 45° = \frac{1}{\sqrt{2}}$ **c** $\cos 45° = \frac{1}{\sqrt{2}}$

6 Sketch a right-angled triangle with side lengths a, b and c, where c is the hypotenuse. Let θ be one of the acute angles. Prove that $(\sin \theta)^2 + (\cos \theta)^2 = 1$.

CHAPTER 4 REVIEW

Quiz
Language of maths 4

Puzzle
Trigonometry crossword

Language of maths

adjacent	angle of depression	angle of elevation	bearing
clinometer	compass bearing	cosine (cos)	degree (°)
denominator	horizontal	hypotenuse	inverse ($^{-1}$)
minute (′)	opposite	right-angled	second (″)
sine (sin)	tangent (tan)	theta (θ)	true bearing
trigonometry	trigonometric ratio	unknown	vertical

1 When measuring angle size, what is a **second** and what is its symbol?

2 What word means 'next to'?

3 Which side of a right-angled triangle is fixed and does not depend on the position of an angle?

4 What are the first 2 letters of the Greek alphabet?

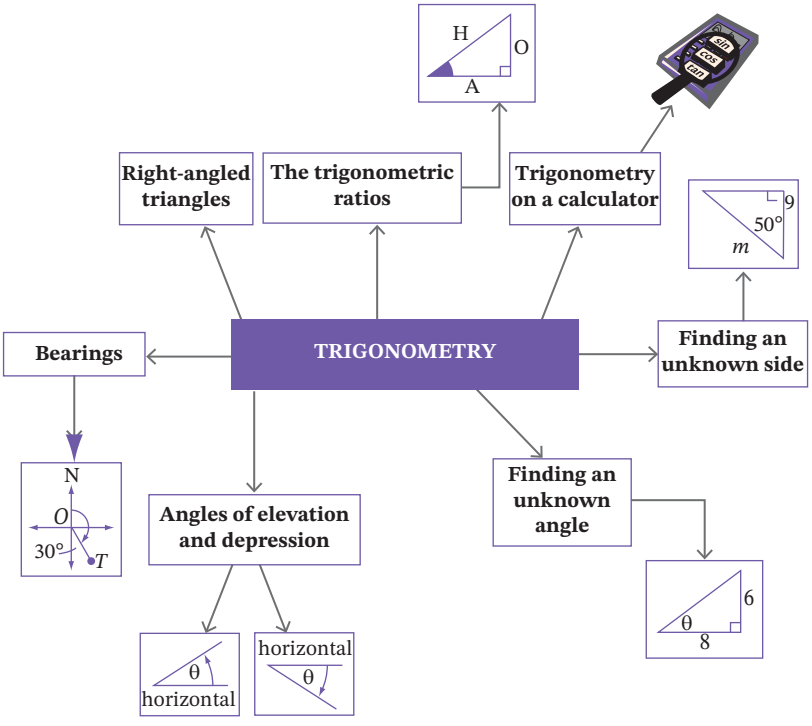
5 The word **minute** has an alternative pronunciation and meaning. What is its alternative meaning?

6 What does **inverse** mean and how is it used in trigonometry?

Topic summary

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.

Worksheet
Mind map: Trigonometry (Advanced)



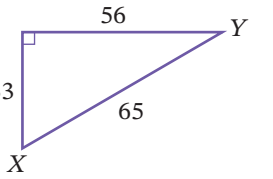
Quiz
Test yourself 4

TEST YOURSELF 4

ANSWERS ON P. 621

4.02

1 For this triangle, write as a fraction:



a $\sin Y$ **b** $\tan Y$

c $\sin X$ **d** $\cos X$

4.02

2 If $\sin \alpha = \frac{36}{85}$, find the values of $\cos \alpha$ and $\tan \alpha$ as fractions. (Draw a diagram.)

4.04

3 Round each angle to the nearest degree.

a 64° 27′ **b** 25° 43′ **c** 12° 8′ 50″

4.04

4 Round each angle to the nearest minute.

a 50° 19′ 26″ **b** 31° 55′ 55″ **c** 64° 18′ 30″

4.04

5 Evaluate each expression, correct to 4 decimal places.

a $\cos 32°$ **b** $\sin 50° 9'$ **c** $\tan 8° 45'$

d $200 \tan 18°$ **e** $14 \sin 87° 40'$ **f** $\frac{13}{\cos 18° 27'}$

4.04

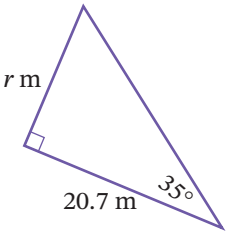
6 Convert each angle size to degrees and minutes, correct to the nearest minute.

a 45.8° **b** 33.175° **c** 5.346°

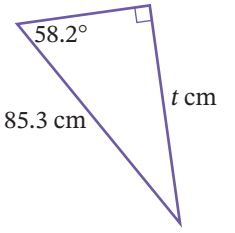
4.05

7 Find the value of each variable, correct to 2 decimal places.

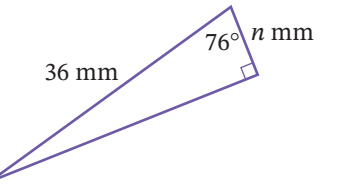
a



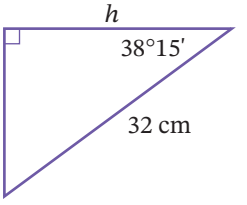
b



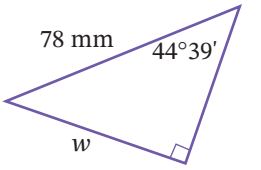
c



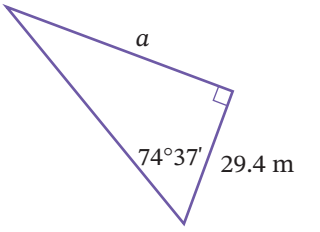
d



e



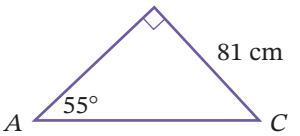
f



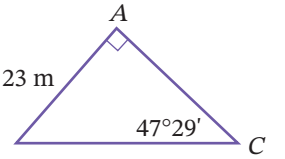
4.06

8 For each triangle, find the length of side AC, correct to one decimal place.

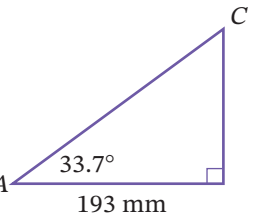
a



b



c



Foundation Standard Complex

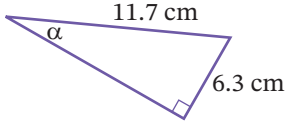
9780170479585

9 Find θ, correct to the nearest minute. 4.07

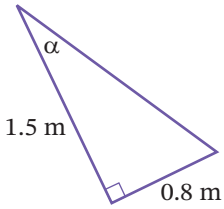
a $\tan\theta = 2.57$ **b** $\cos\theta = \frac{4}{7}$ **c** $\sin\theta = \frac{1.5}{1.6}$

10 Find the size of angle α, correct to the nearest degree. 4.07

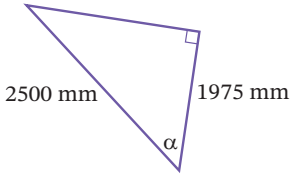
a



b



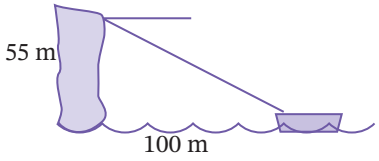
c



11 In $\triangle AEC$, $\angle C = 90°$, $CE = 3.9$ m and $AE = 4.2$ m. Find $\angle A$, correct to the nearest minute. 4.07

12 The angle of elevation of a tower roof is 26° at a point 400 m from its base. Find the height of the tower correct to the nearest metre. 4.08

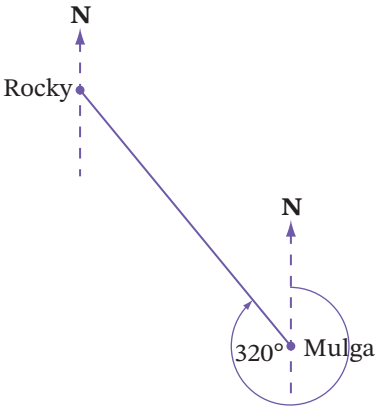
13 Find the angle of depression (correct to the nearest degree) of a boat that is 100 m from the base of a 55 m cliff. 4.08



14 What is the true bearing of: 4.09

a Rocky from Mulga?

b Mulga from Rocky?



15 Two planes leave an airport at the same time. The first travels on a bearing of N63°E at 500 km/h. The second travels on a bearing of S27°E at 400 km/h. 4.10

a How far apart are the planes after 2 hours, to the nearest km?

b Calculate, correct to the nearest degree, the compass bearing of the first plane from the second plane.

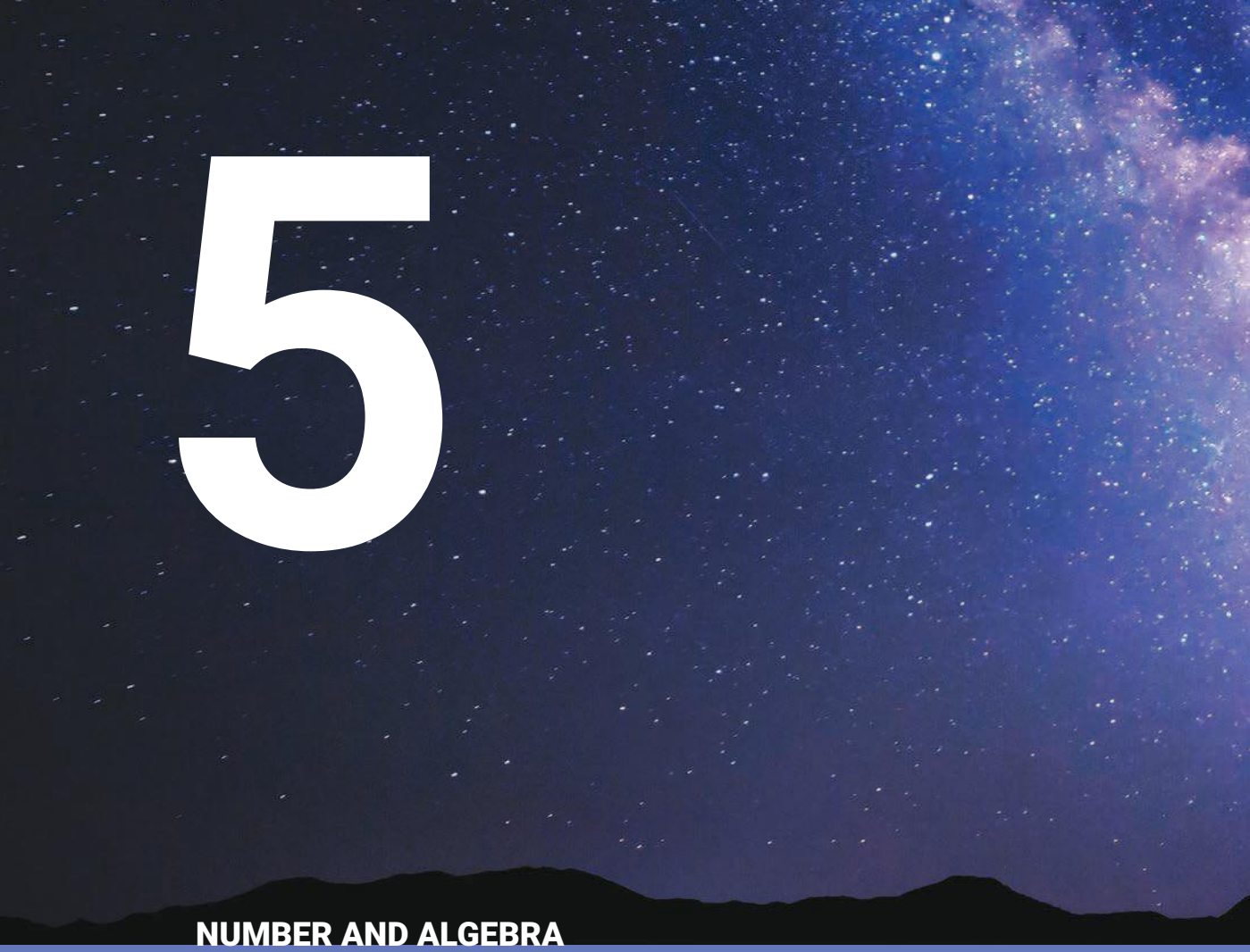
16 A boat sails from Perth on a compass bearing of SSW for 12 nautical miles and then changes direction to a bearing of WNW and sails a further 42 nautical miles. 4.10

a How far is the boat from Perth?

b What is the true bearing of the boat from Perth?

c On what bearing will it have to sail on its way directly back to Perth?

Foundation Standard Complex



5

NUMBER AND ALGEBRA

INDICES

The speed of light is about 300 000 000 metres per second. In one year, light travels approximately 9 460 000 000 000 km and this distance is called a light year.
Light from the stars travels for many years before it is seen on Earth. The Milky Way contains over 100 billion stars and the approximate diameter of our solar system is 10 000 000 000 km. On a smaller scale, the mass of a human cell is about 0.000 000 000 001 kg.
Powers or indices provide a way to work easily with very large and very small numbers.



Chapter outline

	Working mathematically				
5.01 Multiplying and dividing terms with the same base	U	F		R	
5.02 Power of a power	U	F		R	
5.03 Powers of products and quotients	U	F		R	
5.04 The zero index	U	F		R	
5.05 Negative indices	U	F		R	C
5.06 Fractional indices $\frac{1}{n}$*	U	F		R	C
5.07 Fractional indices $\frac{m}{n}$*	U	F		R	C
5.08 Summary of the index laws	U	F		R	C
5.09 Significant figures	U	F		R	C
5.10 Scientific notation	U	F		R	C
5.11 Scientific notation on a calculator	U	F	PS	R	C

*PATH

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Wordbank

base A number that is raised to a power, meaning it is multiplied by itself repeatedly, for example, in 2^5, the base is 2.

index laws Rules for simplifying algebraic expressions involving powers of the same base, for example, $a^m \div a^n = a^{m-n}$.

index notation A way of writing repeated multiplication using indices (powers), in the form a^n, for example, $2 \times 2 \times 2 \times 2 \times 2$ in index notation is 2^5.

negative power A power that is a negative number, as in the term 3^{-2}.

power (or index or exponent) The number of times a base appears in a repeated multiplication, for example, in 2^5, the power is 5.

scientific notation A shorter way of writing very large or very small numbers using powers of 10. For example, 9 460 000 000 000 in scientific notation is 9.46×10^{12}.

significant figures Meaningful digits in a numeral that tell 'how many'. For example, 28 000 000 has 2 significant figures: 2 and 8.

Quiz
Wordbank 5

Videos (11):

SkillCheck Powers, indices and exponents

5.01, 5.02, 5.03 Simplifying with the index laws

5.02 Power of a power

5.04 Index laws 1 • Index laws 2 • The zero index

5.05 Negative indices

5.06 Fractional indices 1

5.07 Fractional indices 2

5.09 Significant figures

5.10 Scientific notation

Twig videos (3):

5.09 Rounding: Snails vs rockets

5.10 What does the Internet weigh?

5.11 Binary: the computer language

Quizzes (5):

- Wordbank 5
- SkillCheck 5
- Mental skills 5
- Language of maths 5
- Test yourself 5

Skillsheet (1):

SkillCheck Indices

Worksheets (9):

SkillCheck Powers review

5.05 Power calculations

5.08 Index laws review

5.09 Significant figures

5.10 Scientific notation 1 • Scientific notation 2

5.11 Scientific notation problems • Binary number system

Mind map Indices (Advanced)

Puzzles (5):

5.02 Indices puzzle

5.08 Indices squaresaw (Advanced)

5.10 Scientific notation puzzle

5.11 Scientific notation: accomplishing great things

Language of maths Indices crossword

Technology (1):

5.10 Scientific notation

Spreadsheet (1):

5.10 Scientific notation

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- apply index laws to numerical and algebraic expressions with integer indices
- interpret and use zero and negative integer indices
- (PATH) interpret and use fractional indices
- round numbers to a significant figures
- interpret, write and order numbers in scientific notation
- interpret and use scientific notation on a calculator
- solve problems involving scientific notation

SkillCheck ANSWERS ON P. 621

1 For each term:

- **i** state the **base**
- **ii** state the index
- **iii** write the expression in words.

a 3^5 **b** 4^8 **c** h^5 **d** 7^y

2 Evaluate each product.

a 5×5 **b** $7 \times 7 \times 7$ **c** $10 \times 10 \times 10 \times 10$

d $2 \times 2 \times 2 \times 2 \times 2 \times 2$ **e** $\frac{2}{3} \times \frac{2}{3} \times \frac{2}{3}$ **f** 9^2

g 3^4 **h** 6^3 **i** 4^4

j $\left(\frac{1}{2}\right)^3$ **k** $\left(\frac{3}{4}\right)^2$ **l** 5^3

3 Express each repeated multiplication in index notation.

a $2 \times 2 \times 2 \times 2 \times 2$ **b** $3 \times 3 \times 3 \times 3 \times 7 \times 7 \times 7$

c $5 \times 5 \times 5 \times 5 \times 5 \times 5 \times 8 \times 8$ **d** $\frac{3}{7} \times \frac{3}{7} \times \frac{3}{7} \times \frac{3}{7}$

e $10 \times x \times x \times x \times x \times x$ **f** $6 \times 6 \times 6 \times k \times k$

g $x \times y \times x \times y \times x$ **h** $a \times b \times b \times b \times a$

i $5 \times n \times 5 \times n \times n$ **j** $q \times p \times q \times p \times q \times q$

4 Write each term in expanded form.

a 9^3 **b** 7^2 **c** d^5 **d** k^2 **e** $\left(\frac{4}{5}\right)^3$

5 Evaluate each expression.

a $4^2 \times 4^3$ **b** $10^6 \div 10^2$ **c** $(3^3)^2$ **d** 6^0

e 9^1 **f** $5^5 \times 5$ **g** $2^4 \div 2$ **h** $(-8)^2$

6 For each equation, find the missing power.

a $8 = 2^{\square}$ **b** $81 = 3^{\square}$ **c** $216 = 6^{\square}$ **d** $144 = 12^{\square}$

e $4096 = 4^{\square}$ **f** $2401 = 7^{\square}$ **g** $64 = 2^{\square}$ **h** $625 = 5^{\square}$

Quiz SkillCheck 5

Worksheet Powers review

Skillsheet Indices

Video Powers, indices and exponents

5

Investigation

Multiplying and dividing terms with powers

1 Write each expression in expanded form, then evaluate it.

a **i** $2^2 \times 2^3$ **ii** 2^5

b **i** $3^4 \times 3^3$ **ii** 3^7

c **i** $4^3 \times 4^3$ **ii** 4^6

d **i** $5^5 \times 5^3$ **ii** 5^8

2 What do you notice about each pair of answers in question **1**?

3 Is it true that $2^4 \times 2^6 = 2^{10}$? Give a reason for your answer.

4 Determine whether each equation is true (T) or false (F). Justify your answer.

a $2^5 \times 2^5 = 2^{10}$ **b** $6^3 \times 6^7 = 6^{21}$

c $4^3 \times 4^9 = 4^{27}$ **d** $3^5 \times 3^{10} = 3^{15}$

5 Write in words and as a formula the rule for multiplying a^m and a^n, 2 terms with the same base.

6 Use the rule to copy and complete each equation.

a $5^4 \times 5^2 = 5 \ldots$ **b** $4^5 \times 4^3 = 4 \ldots$ **c** $10^5 \times 10^7 = \ldots$

d $9^3 \times 9^2 = \ldots$ **e** $n^3 \times n^8 = \ldots$ **f** $p^3 \times p^7 = \ldots$

7 Use a calculator to evaluate each expression.

a **i** $3^6 \div 3^3$ **ii** 3^3

b **i** $2^8 \div 2^6$ **ii** 2^2

c **i** $5^8 \div 5^3$ **ii** 5^5

d **i** $10^8 \div 10^4$ **ii** 10^4

8 What do you notice about each pair of answers in question **7**?

9 Is it true that $4^8 \div 4^6 = 4^2$? Give a reason for your answer.

10 Use a calculator to determine whether each equation is true (T) or false (F).

a $3^{10} \div 3^6 = 3^4$ **b** $4^8 \div 4^2 = 4^4$

c $2^{12} \div 2^3 = 2^4$ **d** $6^{10} \div 6^5 = 6^5$

11 Write in words and as a formula the rule for dividing a^m and a^n, 2 terms with the same base.

12 Use the rule to copy and complete each equation.

a $2^6 \div 2^3 = 2^{\cdots}$ **b** $10^8 \div 10^6 = 10^{\cdots}$ **c** $3^7 \div 3^2 =$

d $4^{11} \div 4^6 = \ldots$ **e** $x^8 \div x^5 = \ldots$ **f** $g^{12} \div g^{10} = \ldots$

Multiplying and dividing terms with the same base

5.01

Consider $5^4 \times 5^3 = (5 \times 5 \times 5 \times 5) \times (5 \times 5 \times 5)$

$= 5 \times 5 \times 5 \times 5 \times 5 \times 5 \times 5$

$= 5^7$

$\therefore 5^4 \times 5^3 = 5^{4+3}$

$= 5^7$

Video
Simplifying with the index laws

5.01

Multiplying terms with the same base

When multiplying terms with the same base, add the powers:

$$a^m \times a^n = a^{m+n}$$

The rule above is called an **index law**.

Index is another name for **power**. The plural of index is **indices** (pronounced 'in-de-sees').

Proof:

$$a^m \times a^n = \underbrace{a \times a \times \cdots \times a}_{m \text{ factors}} \times \underbrace{a \times a \times \cdots \times a}_{n \text{ factors}}$$

$$= \underbrace{a \times a \times \cdots \times a}_{(m+n) \text{ factors}}$$

$$= a^{m+n}$$

Example 1

Simplify each expression, writing the answer in **index notation**.

a $8^4 \times 8^5$ **b** 10×10^3 **c** $d^3 \times d^5$

d $4m^2 \times 3m^6$ **e** $3r^2t \times 6rt^3$

Solution

a $8^4 \times 8^5 = 8^{4+5}$

$= 8^9$

b $10 \times 10^3 = 10^1 \times 10^3$

$= 10^{1+3}$

$= 10^4$

c $d^3 \times d^5 = d^{3+5}$

$= d^8$

d $4m^2 \times 3m^6 = (4 \times 3) \times (m^2 \times m^6)$

$= 12m^{2+6}$

$= 12m^8$

e $3r^2t \times 6rt^3 = 3r^2t^1 \times 6r^1t^3$

$= (3 \times 6) \times (r^2 \times r^1) \times (t^1 \times t^3)$

$= 18r^{2+1}t^{1+3}$

$= 18r^3t^4$

Consider $5^6 \div 5^4 = \dfrac{5^6}{5^4}$

$$= \frac{\cancel{5}\times\cancel{5}\times\cancel{5}\times\cancel{5}\times 5\times 5}{\cancel{5}\times\cancel{5}\times\cancel{5}\times\cancel{5}}$$

$$= 5\times 5$$

$$= 5^2$$

$\therefore 5^6 \div 5^4 = 5^{6-4}$

$= 5^2$

Dividing terms with the same base

When dividing terms with the same base, subtract the powers:

$$a^m \div a^n = \frac{a^m}{a^n} = a^{m-n}$$

This is another **index law**.

Proof:

$a^m \div a^n = \dfrac{a^m}{a^n}$

$= \dfrac{\cancel{a}\times\cancel{a}\times a\times a\times a\times\cdots\times a}{\cancel{a}\times\cancel{a}\times a\times\cdots\times a}$ $\left(\dfrac{m \text{ factors}}{n \text{ factors}}\right)$

$= a\times a\times \ldots \times a$ $(m-n)$ factors

$= a^{m-n}$

Example 2

Simplify each expression, writing the answer in index notation.

a $8^5 \div 8^3$ **b** $\dfrac{10^8}{10}$ **c** $d^{20} \div d^4$

d $20w^{10} \div 5w^2$ **e** $\dfrac{8x^3y^7}{24x^2y}$

Solution

a $8^5 \div 8^3 = 8^{5-3}$

$= 8^2$

b $\dfrac{10^8}{10} = \dfrac{10^8}{10^1}$

$= 10^{8-1}$

$= 10^7$

c $d^{20} \div d^4 = d^{20-4}$

$= d^{16}$

d $20w^{10} \div 5w^2 = \dfrac{\overset{4}{\cancel{20}}\, w^{10}}{\underset{1}{\cancel{5}}\, w^2}$

$= 4w^{10-2}$

$= 4w^8$

e $\dfrac{8x^3y^7}{24x^2y^1} = \dfrac{\overset{1}{\cancel{8}}x^{3-2}y^{7-1}}{\underset{3}{\cancel{24}}}$

$= \dfrac{xy^6}{3}$

Example 3

Simplify each expression, writing the answer in index notation.

a $5^3 \times 5^7 \times 5^4$ **b** $2^7 \times 2^3 \div 2^5$ **c** $m^7 \times m^6 \div m^4$

d $3e^5 \times 2e^4 \times 5e^2$ **e** $a^{12} \div a^4 \div a^5$ **f** $12y^4 \times 4y^3 \div 20y^5$

Solution

a $5^3 \times 5^7 \times 5^4 = 5^{3+7+4}$
$= 5^{14}$

b $2^7 \times 2^3 \div 2^5 = 2^{10} \div 2^5$
$= 2^5$

c $m^7 \times m^6 \div m^4 = m^{13} \div m^4$
$= m^9$

d $3e^5 \times 2e^4 \times 5e^2 = (3 \times 2 \times 5) \times (e^5 \times e^4 \times e^2)$
$= 30e^{11}$

e $a^{12} \div a^4 \div a^5 = a^{12-4-5}$
$= a^3$

f $12y^4 \times 4y^3 \div 20y^5 = \frac{12y^4 \times 4y^3}{20y^5}$
$= \frac{48y^{7-5}}{20}$
$= \frac{12y^2}{5}$

EXERCISE 5.01 ANSWERS ON P. 621

Multiplying and dividing terms with the same base U F R

EXAMPLE 1

1 Which expression is equal to $5^{12} \times 5^3$? Select the correct answer **A**, **B**, **C** or **D**.

A 5^9 **B** 5^{15} **C** 25^{15} **D** 25^{36}

2 Simplify each expression, writing the answer in index notation. R

a $10^3 \times 10^2$ **b** 2×2^4 **c** $3^2 \times 3^5$

d $7^4 \times 7$ **e** $8 \times 8^3 \times 8^4$ **f** $5^4 \times 5 \times 5^4$

g $6 \times 6^2 \times 6^3 \times 6^4$ **h** $4^4 \times 4^4 \times 4^4$ **i** $3^4 \times 3^0 \times 3^7$

j $x \times x^4$ **k** $g^4 \times g^4$ **l** $w^7 \times w$

m $b^3 \times b^{10}$ **n** $p^{10} \times p^{10}$ **o** $r \times r$

p $y^5 \times y^7$ **q** $m^{15} \times m^4$ **r** $n^8 \times n^2$

3 Which expression is equal to $10^4 \times 10$? Select **A**, **B**, **C** or **D**.

A 100^5 **B** 100^4 **C** 10^4 **D** 10^5

EXAMPLE 2

4 Which expression is equal to $5^{12} \div 5^3$? Select **A**, **B**, **C** or **D**.

A 5^4 **B** 5^9 **C** 1^4 **D** 1^9

5 Simplify each expression, writing the answer in index notation. R

a $10^7 \div 10^5$ **b** $8^5 \div 8$ **c** $20^{15} \div 20^5$ **d** $\frac{5^8}{5^2}$

e $\frac{9^{12}}{9^3}$ **f** $\frac{2^{27}}{2^3}$ **g** $7^4 \div 7^3$ **h** $\frac{2^{20}}{2}$

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i $11^4 \div 11^4$ **j** $p^{15} \div p^{10}$ **k** $n^7 \div n$ **l** $w^{24} \div w^6$

m $\frac{h^{20}}{h^4}$ **n** $\frac{y^8}{y^2}$ **o** $\frac{a^{12}}{a^4}$ **p** $b^{16} \div b^{15}$

q $\frac{w^{25}}{w}$ **r** $m^{16} \div m^{16}$

6 Which expression is equal to $10^4 \div 10$? Select **A**, **B**, **C** or **D**.

A 10^4 **B** 1^4 **C** 1^3 **D** 10^3

EXAMPLE 3

7 Which expression is equal to $6^7 \times 6^2 \times 6^4$?

A 216^{13} **B** 6^{56} **C** 6^{13} **D** 216^{56}

8 Which expression is equal to $2^7 \div 2^2 \times 2^4$?

A 2^9 **B** 2^{13} **C** 8^{13} **D** 4^9

9 Simplify each expression. R

a $3p^2 \times 2p^5$ **b** $4y^{10} \times 3y^2$ **c** $6m \times 3m^8$

d $h^3 \times 5h^8$ **e** $3q \times 8q^8$ **f** $2a^2 \times 5a^5$

g $5n^8t \times 6n^8t^4$ **h** $2ab^3 \times 15ab$ **i** $3e^4g^3 \times e^6g^2$

j $8p^4m^5 \times 4p^3m^5$ **k** $16qr^8 \times 3q^7$ **l** $9u^3v \times 6uv^2w^8$

10 Simplify each expression. R

a $10y^{15} \div 5y^3$ **b** $20w^9 \div 4w^3$ **c** $24r^8 \div 3r$

d $\frac{30x^4}{x^3}$ **e** $\frac{10m^{10}}{2m}$ **f** $\frac{4g^{12}}{8g^6}$

g $14d^4h^{10} \div 7hd^2$ **h** $15x^6y^8 \div 15xy^4$ **i** $6e^{25}d^{40} \div 18e^5d^4$

j $\frac{12q^5t^4}{16q^4t^3}$ **k** $\frac{45a^{10}b^8}{5a^5}$ **l** $\frac{36pq^3r^5}{24qr}$

11 Which expression is equal to $5d^7 \times 6d^2 \div 15d^4$? Select **A**, **B**, **C** or **D**.

A $2d^{13}$ **B** $2d^5$ **C** $15d^5$ **D** $5d^5$

12 Simplify each expression, writing the answer in index notation. R

a $3^3 \times 3^5 \times 3^2$ **b** $10^{15} \div 10^7 \div 10^2$ **c** $7^6 \times 7^8 \div 7^{10}$

d $8^9 \div 8^8 \times 8^4$ **e** $a^5 \times a^5 \times a^4$ **f** $m^3 \times m^8 \div m^{10}$

g $w^9 \div w^6 \times w^{10}$ **h** $x \times x^7 \div x^4$ **i** $p^{12} \div p \div p^6$

j $2c^5 \times 5c^8 \times 3c$ **k** $6y^4 \times 4y^8 \div 8y^4$ **l** $5d^2 \times 12d^4 \times 2d^5$

m $8q^7 \times 3q^3 \div 12q^8$ **n** $24g^{11} \div 8g^8 \div g$ **o** $6h^{10} \div h^8 \times 5h^{10}$

p $3v^5 \times 6v^4 \div 12v^6$ **q** $8b^6 \times 2b \div 10b^5$ **r** $24k^5 \div 6k^2 \div 2k^2$

13 Which expression is equal to $4p^3y^5 \times 5p^7y^3 \div 8p^6y^6$? Select **A**, **B**, **C** or **D**.

A $160p^4y^2$ **B** $\frac{20p^4y}{8}$ **C** $\frac{5p^4y}{2}$ **D** $\frac{5p^4y^2}{2}$

14 Simplify each expression, writing the answer in index notation.

a $a^{-3} \times a^3$ **b** $y \times y^{-2}$ **c** $n^{\frac{1}{2}} \times n^{\frac{1}{2}}$

d $h^{-1} \times h^{-4}$ **e** $b^4 \div b^4$ **f** $\frac{r^3}{r^5}$

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Investigation

Powers of powers

1 Write each expression in expanded form, then evaluate it.

a i $(2^3)^2$ ii 2^6

b i $(3^4)^3$ ii 3^{12}

c i $(5^2)^3$ ii 5^6

d i $(2^5)^4$ ii 2^{20}

2 What do you notice about each pair of answers in question **1**?

3 Is it true that: $(2^7)^3 = 2^{21}$? Give a reason for your answer.

4 Determine whether each equation is true (T) or false (F). Justify your answer.

a $(3^5)^3 = 3^{15}$ **b** $(2^3)^2 = 2^5$ **c** $(2^{10})^4 = 2^{14}$

d $(4^2)^5 = 4^{10}$ **e** $(3^3)^6 = 3^{18}$ **f** $(5^2)^4 = 5^6$

5 Write in words and as a formula the rule for raising a^m to a power of n, that is, $(a^m)^n$.

6 Use the rule to copy and complete each equation.

a $(3^7)^2 = 3^{\cdots}$ **b** $(5^2)^6 = 5^{\cdots}$ **c** $(4^5)^2 = 4^{\cdots}$

d $(a^3)^4 = a^{\cdots}$ **e** $(8^3)^7 = \ldots$ **f** $(k^4)^6 = \ldots$

5.01

Power of a power

5.02

Consider $(5^3)^4 = 5^3 \times 5^3 \times 5^3 \times 5^3$

$= (5 \times 5 \times 5) \times (5 \times 5 \times 5) \times (5 \times 5 \times 5) \times (5 \times 5 \times 5)$

$= 5 \times 5 \times 5 \times 5 \times 5 \times 5 \times 5 \times 5 \times 5 \times 5 \times 5 \times 5$

$= 5^{12}$

$\therefore (5^3)^4 = 5^{3\times4}$

$= 5^{12}$

Video
Simplifying with the index laws

Puzzle
Indices puzzle

Power of a power

When raising a term with a power to another power, multiply the powers:

$$(a^m)^n = a^{m\times n}$$

Proof:

$$(a^m)^n = \underbrace{a^m \times a^m \times \cdots \times a^m}_{n \text{ factors}}$$

$$= \underbrace{\underbrace{a\times a\times\cdots\times a}_{m \text{ factors}} \times \underbrace{a\times a\times\cdots\times a}_{m \text{ factors}} \times \cdots \times \underbrace{a\times a\times\cdots\times a}_{m \text{ factors}}}_{n \text{ lots of } m \text{ factors}}$$

$$= a^{m\times n}$$

Video
Power of a power

Example 4

Simplify each expression, writing the answer in index notation.

a $(8^5)^2$ **b** $(d^3)^5$ **c** $(2g)^4$

d $(5v^4)^3$ **e** $(-n)^6$ **f** $(-3t^4)^3$

Solution

a $(8^5)^2 = 8^{5\times 2}$
$= 8^{10}$

b $(d^3)^5 = d^{3\times 5}$
$= d^{15}$

c $(2g)^4 = 2^4 \times g^4$
$= 16g^4$

d $(5v^4)^3 = 5^3 \times (v^4)^3$
$= 125 \times v^{4\times 3}$
$= 125v^{12}$

e $(-n)^6 = (-1)^6 \times n^6$
$= 1 \times n^6$
$= n^6$

f $(-3t^4)^3 = (-3)^3 \times (t^4)^3$
$= -27 \times t^{4\times 3}$
$= -27t^{12}$

EXERCISE 5.02 ANSWERS ON P. 621

Power of a power U F R

EXAMPLE 4

1 Which expression is equal to $(10^3)^3$? Select the correct answer **A**, **B**, **C** or **D**.

A 30^3 **B** 1000^9 **C** 10^9 **D** 10^6

2 Simplify each expression, writing the answer in index notation. R

a $(4^3)^2$ **b** $(5^2)^8$ **c** $(3^3)^4$ **d** $(2^7)^4$ **e** $(2^1)^2$ **f** $(9)^3$

g $(10^0)^2$ **h** $(6^4)^5$ **i** $(5^3)^5$ **j** $(e^2)^4$ **k** $(t^5)^5$ **l** $(y^3)^7$

m $(c^1)^5$ **n** $(m^7)^5$ **o** $(y^4)^4$ **p** $(h^0)^6$ **q** $(q^6)^3$ **r** $(w^4)^1$

s $(2x)^{10}$ **t** $(5n^3)^8$ **u** $(4d^3)^3$ **v** $(-k^5)^9$ **w** $(-d^3)^4$ **x** $(2a^8)^8$

3 Which expression is equal to $(-3)^5$? Select **A**, **B**, **C** or **D**.

A -3^6 **B** -3^5 **C** 3^5 **D** -15

4 Simplify each expression. R

a $(2d^3)^4$ **b** $(5m^3)^2$ **c** $(4y^5)^2$ **d** $(3x^2)^4$

e $(5u^6)^5$ **f** $(2w^5)^3$ **g** $(10d^5)^4$ **h** $(3e)^3$

i $(2b^4)^1$ **j** $(6d^6)^2$ **k** $(3f^4)^5$ **l** $(2c^3)^{10}$

m $(-2r)^4$ **n** $(-5t)^3$ **o** $(-3m^3)^2$ **p** $(-y^3)^{12}$

q $(-x)^3$ **r** $(-m^3)^{10}$ **s** $(-4w^5)^4$ **t** $(-3f)^5$

u $(-3p^2)^3$ **v** $(-3h^5)^4$ **w** $(-10k)^2$ **x** $(-8y^3)^1$

5 Which expression is equal to $(-4m^3)^3$? Select **A**, **B**, **C** or **D**.

A $-64m^9$ **B** $-64m^6$ **C** $64m^6$ **D** $64m^9$

6 Simplify each expression. R

a $\left(d^{-1}\right)^3$ **b** $\left(x^2\right)^{-2}$ **c** $\left(w^{\frac{1}{2}}\right)^{\frac{1}{2}}$ **d** $\left(z^{-2}\right)^{-1}$ **e** $\left(u^{\frac{1}{2}}\right)^2$ **f** $\left(p^{-1}\right)^{-1}$

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Powers of products and quotients

5.03

Consider $(2 \times 5)^3 = (2 \times 5) \times (2 \times 5) \times (2 \times 5)$
$= 2 \times 2 \times 2 \times 5 \times 5 \times 5$
$= 2^3 \times 5^3$
$\therefore (2 \times 5)^3 = 2^3 \times 5^3$



Video
Simplifying with the index laws

Powers of products

When raising a product of terms to a power, raise each term to that power:

$$(ab)^n = a^n b^n$$

Proof:

$(ab)^n = \underbrace{ab \times ab \times \cdots \times ab}_{n \text{ factors}}$
$= \underbrace{a \times a \times \cdots \times a}_{n \text{ factors}} \times \underbrace{b \times b \times \cdots \times b}_{n \text{ factors}}$
$= a^n b^n$

Example 5

Simplify each expression.

a $(-2gh^2)^5$ **b** $(p^3q^4)^2$ **c** $(a^5x^2y)^3$

Solution

a $(-2gh^2)^5 = (-2)^5 \times g^5 \times (h^2)^5$
$= -32 \times g^5 \times h^{2 \times 5}$
$= -32g^5h^{10}$

b $(p^3q^4)^2 = (p^3)^2 \times (q^4)^2$
$= p^{3 \times 2} \times q^{4 \times 2}$
$= p^6q^8$

c $(a^5x^2y)^3 = (a^5)^3 \times (x^2)^3 \times y^3$
$= a^{5 \times 3} \times x^{2 \times 3} \times y^3$
$= a^{15}x^6y^3$

Consider $\left(\frac{5}{8}\right)^6 = \frac{5}{8} \times \frac{5}{8} \times \frac{5}{8} \times \frac{5}{8} \times \frac{5}{8} \times \frac{5}{8}$
$= \frac{5 \times 5 \times 5 \times 5 \times 5 \times 5}{8 \times 8 \times 8 \times 8 \times 8 \times 8}$
$= \frac{5^6}{8^6}$
$\therefore \left(\frac{5}{8}\right)^6 = \frac{5^6}{8^6}$

Powers of quotients

When raising a quotient of terms to a power, raise each term to that power:

$$\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}$$

Proof:

$$\left(\frac{a}{b}\right)^n = \underbrace{\frac{a}{b}\times\frac{a}{b}\times\cdots\times\frac{a}{b}}_{n \text{ factors}}$$

$$= \frac{a\times a\times\cdots\times a\ (n \text{ factors})}{b\times b\times\cdots\times b\ (n \text{ factors})}$$

$$= \frac{a^n}{b^n}$$

Example 6

Simplify each expression.

a $\left(\frac{7c}{d}\right)^2$ **b** $\left(\frac{4k^2}{5}\right)^3$ **c** $\left(\frac{6m^5p^3}{m^2p}\right)^4$ **d** $\frac{2x^4y^8}{(xy^2)^3}$

Solution

a $\left(\frac{7c}{d}\right)^2 = \frac{(7c)^2}{d^2}$

$= \frac{7^2c^2}{d^2}$

$= \frac{49c^2}{d^2}$

b $\left(\frac{4k^2}{5}\right)^3 = \frac{(4k^2)^3}{5^3}$

$= \frac{4^3(k^2)^3}{125}$

$= \frac{64k^6}{125}$

c $\left(\frac{6m^5p^3}{m^2p}\right)^4 = \frac{(6m^5p^3)^4}{(m^2p)^4}$

$= \frac{6^4m^{5\times4}p^{3\times4}}{m^{2\times4}p^4}$

$= \frac{1296m^{20}p^{12}}{m^8p^4}$

$= 1296m^{20-8}p^{12-4}$

$= 1296m^{12}p^8$

OR $\left(\frac{6m^5p^3}{m^2p}\right)^4 = (6m^{5-2}p^{3-1})^4$

$= (6m^3p^2)^4$

$= 6^4m^{3\times4}p^{2\times4}$

$= 1296m^{12}p^8$

d $\frac{2x^4y^8}{(xy^2)^3} = \frac{2x^4y^8}{x^3(y^2)^3}$

$= \frac{2x^4y^8}{x^3y^6}$

$= 2x^{4-3}y^{8-6}$

$= 2xy^2$

EXERCISE 5.03 ANSWERS ON P. 621

Powers of products and quotients U F R

EXAMPLE 5

1 Which expression is equal to $(-4\times5)^2$? Select the correct answer **A**, **B**, **C** or **D**.

A 16×25 **B** -16×25 **C** -8×10 **D** 8×10

2 Simplify each expression. R

a $(ab)^3$ **b** $(x^2y)^5$ **c** $(l^3m^5)^6$ **d** $(6dp^2)^4$

e $(-8k^4y^5)^2$ **f** $(3m^2n)^5$ **g** $(ek^3)^3$ **h** $(-w^3x^4)^7$

i $(-8d^3y^5)^2$ **j** $(4b^2c^3)^4$ **k** $(-3a^3d)^3$ **l** $(2p^2q^3)^4$

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3 Express each of the following in simplest form. R

a $(x^2yw^3)^2$ **b** $(h^2y^3m^5)^4$ **c** $(3d^7k^2p^3)^2$

d $(5a^3q^3r^4)^3$ **e** $(2d^4ew^3)^5$ **f** $(km^3p^2x^6)^4$

4 Which expression is equal to $\left(-\frac{3}{4}\right)^3$? Select **A**, **B**, **C** or **D**.

EXAMPLE 6

A $-\frac{9}{12}$ **B** $\frac{9}{12}$ **C** $\frac{27}{64}$ **D** $-\frac{27}{64}$

5 Simplify each expression. R

a $\left(\frac{6}{7}\right)^2$ **b** $\left(\frac{m}{2}\right)^3$ **c** $\left(\frac{5}{x}\right)^4$ **d** $\left(\frac{2n^5}{p}\right)^8$

e $\left(\frac{w^2}{t^3}\right)^5$ **f** $\left(\frac{m^2}{4n}\right)^4$ **g** $\left(-\frac{2}{3}\right)^4$ **h** $\left(-\frac{5h}{6}\right)^3$

i $\left(\frac{7k^4}{10}\right)^2$ **j** $\left(\frac{3r}{t^2}\right)^2$ **k** $\left(\frac{a^2b}{d^5}\right)^4$ **l** $\left(-\frac{2}{3c^2}\right)^5$

6 Simplify each expression. R

a $(2x^{10}y^{15})^3 \times 5x^2y^3$ **b** $(2x^{10}y^{15} \times 5x^2y^3)^3$ **c** $18q^5r^8 \div (3qr^2)^2$

d $(18q^5r^8 \div 3qr^2)^2$ **e** $\left(\frac{3a^5x^6}{ax}\right)^3$ **f** $\frac{3a^5x^6}{(ax)^4}$

g $(4p^3h^{10})^2 \times 2p^2h^9$ **h** $(4p^3h^{10})^2 \div 2p^2h^9$ **i** $(4p^3h^{10} \times 2p^2h^9)^2$

j $\left(\frac{2a^4d^5}{a^3d^2}\right)^3$ **k** $\left(\frac{7e^4y^2}{e^2y}\right)^2$ **l** $\frac{5x^7y^{10}}{(x^2y^3)^3}$

m $\frac{6h^9k^{12}}{(2h^2k^3)^3}$ **n** $(3m^5w^3)^4 \div 6m^9w^5$ **o** $\left(\frac{3c^5d^2}{c^2d}\right)^4$

Investigation

The power of 0

What is the value of a number raised to a power of 0, for example, 2^0?

1 Copy and complete each table of decreasing powers. Notice the pattern in your answers.

a

Power of 2	Number
2^5	32
2^4	16
2^3	
2^2	
2^1	
2^0	

b

Power of 3	Number
3^5	243
3^4	
3^3	
3^2	
3^1	
3^0	

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2 Simplify each expression in index notation.

a	$3^4 \times 3^0$	**b**	$5^2 \times 5^0$	**c**	$2^0 \times 2^7$
d	$7^0 \times 7^3$	**e**	$4^5 \times 4^0$	**f**	$5^0 \times 5^7$
g	$2^5 \div 2^0$	**h**	$3^5 \div 3^0$	**i**	$4^2 \div 4^0$
j	$9^3 \div 9^0$	**k**	$5^6 \div 5^0$	**l**	$8^4 \div 8^0$

3 Any number will remain unchanged when multiplied by what?

4 Any number will remain unchanged when divided by what?

5 What is the answer when any number is raised to the power of 0, that is, a^0? Justify your answer.

5.04 The zero index

Videos
Index laws 1
Index laws 2

Consider $5^3 \div 5^3 = \frac{5^3}{5^3}$
$= 1$ Any number divided by itself equals 1.

But also $5^3 \div 5^3 = 5^{3-3}$
$= 5^0$

$\therefore 5^0 = 1$.

Power of 0

Any number raised to the power of 0 is equal to 1.

$$a^0 = 1$$

Proof:

$a^m \div a^m = 1$ Any number divided by itself equals 1.

But also $a^m \div a^m = a^{m-m}$
$= a^0$

$\therefore\ a^0 = 1$.

Video
The zero index

Example 7

Simplify each expression.

a	11^0	**b**	$(-8)^0$	**c**	g^0
d	$(3r)^0$	**e**	$3r^0$	**f**	-8^0

Solution

a $11^0 = 1$

b $(-8)^0 = 1$

c $g^0 = 1$

d $(3r)^0 = 1$

e $3r^0 = 3 \times r^0$
$= 3 \times 1$
$= 3$

f $-8^0 = -1 \times 8^0$
$= -1 \times 1$
$= -1$

EXERCISE 5.04 ANSWERS ON P. 622

The zero index U F R

EXAMPLE 7

5.04

1 Simplify each expression. R

a 2^0 **b** $(-2)^0$ **c** -2^0 **d** $(-m)^0$

e $-m^0$ **f** $(4a)^0$ **g** $\left(\frac{2}{3}\right)^0$ **h** $7x^0$

i -1000^0 **j** $(p+3)^0$ **k** $\left(\frac{p}{3}\right)^0$ **l** $-2b^0$

m $(9k)^0$ **n** $(x^2y)^0$ **o** $(xyw)^0$ **p** $(-ab)^0$

q $(6r)^0$ **r** $-(6r)^0$ **s** $-6r^0$ **t** $6(-r)^0$

u $(cd)^0$ **v** $-(7x^2)^0$ **w** $-3(a^2b^3)^0$ **x** $(-5v^5w^4)^0$

2 Simplify each expression. R

a $7^0 + 2^0$ **b** $12^0 - 5^0$ **c** $2m^0 + (2m)^0$

d $5w^0 - (5w)^0$ **e** $(3a)^0 + 6a^0$ **f** $(8a)^0 - 6x^0$

g $(5y)^0 - 4$ **h** $(5y)^0 - 4^0$ **i** $3^0 \times 5^0$

j $3^2 \times 5^0$ **k** $\left(\frac{3}{4}\right)^0 + \frac{3}{4}y^0$ **l** $\left(\frac{1}{3}\right)^0 + \left(\frac{1}{3}d\right)^0$

m $2w^0 \times 3p^0$ **n** $12u^0 \div 3$ **o** $(5d^{\,0})^3$

p $8b^0 - (3b^0)^2$ **q** $\frac{12p^0}{(2p)^0}$ **r** $6n^3 \div 2n^3$

s $\frac{12q^5}{36q^5}$ **t** $(3x^3)^3 \div x^9$ **u** $(5h^4x^3)^0 - 4(h^3x)^0$

v $4m^0 + 7$ **w** $9c^0 + 2d^0$ **x** $3 - 2(8h)^0$

Mental skills 5: Maths without calculators ANSWERS ON P. 622

Quiz
Mental skills 5

Adding or multiplying in any order

Numbers can be added or multiplied in any order. We can use this property to make our calculations simpler.

1 Study each example.

a $19 + 5 + 5 + 1 = (19 + 1) + (5 + 5)$
$= 20 + 10$
$= 30$

b $13 + 8 + 20 + 27 + 80 = (13 + 27) + (20 + 80) + 8$
$= 40 + 100 + 8$
$= 148$

c $2 \times 36 \times 5 = (2 \times 5) \times 36$
$= 10 \times 36$
$= 360$

d $25 \times 11 \times 4 \times 7 = (25 \times 4) \times (11 \times 7)$
$= 100 \times 77$
$= 7700$

Foundation Standard Complex

2 Now evaluate each sum.

a $45 + 16 + 45 + 4 + 7$ **b** $38 + 600 + 50 + 12 + 40$

c $18 + 91 + 9 + 20$ **d** $75 + 33 + 7 + 25$

e $24 + 16 + 80 + 44 + 10$ **f** $56 + 5 + 20 + 15 + 4$

g $100 + 36 + 200 + 10 + 90$ **h** $54 + 27 + 9 + 16 + 3$

i $70 + 50 + 30 + 25 + 25$ **j** $32 + 120 + 40 + 80 + 40$

3 Now evaluate each product.

a $8 \times 4 \times 5$ **b** $50 \times 7 \times 2$ **c** $3 \times 5 \times 6$

d $5 \times 11 \times 40$ **e** $12 \times 2 \times 3$ **f** $2 \times 4 \times 25 \times 8$

g $3 \times 20 \times 7 \times 5$ **h** $6 \times 8 \times 5 \times 2$ **i** $2 \times 3 \times 2 \times 11$

Investigation

Negative powers

What is the value of a number raised to a negative power, for example, 2^{-1} or 2^{-2}?

1 Copy and complete each table showing decreasing powers. Notice the pattern in your answers.

a

Power of 2	Number
2^3	8
2^2	4
2^1	
2^0	
2^{-1}	
2^{-2}	
2^{-3}	

b

Power of 10	Number
10^3	1000
10^2	
10^1	
10^0	
10^{-1}	
10^{-2}	
10^{-3}	

2 Copy and complete this table showing decreasing powers in expanded form. Notice the pattern in your answers.

a

Power of 5	Expanded form
3^3	$3 \times 3 \times 3$
3^2	3×3
3^1	3
3^0	1
3^{-1}	$\frac{1}{3}$
3^{-2}	$\frac{1}{3 \times 3} = \frac{1}{3^2}$
3^{-3}	$\frac{1}{3 \times 3 \times 3} = \frac{1}{3^3}$
3^{-4}	
3^{-5}	

b

Power of 5	Expanded form
5^3	$5 \times 5 \times 5$
5^2	
5^1	
5^0	
5^{-1}	
5^{-2}	
5^{-3}	
5^{-4}	
5^{-5}	

3 If $3^{-2} = \frac{1}{3^2}$ and $5^{-3} = \frac{1}{5^3}$, then write each negative power in a similar way.

a 4^{-1} **b** 7^{-4} **c** 2^{-6}

4 Simplify each expression in index notation.

a $10^4 \div 10^7$ **b** $2^3 \div 2^8$ **c** $3^4 \div 3^5$

d $5^2 \div 5^8$ **e** $a^4 \div a^6$ **f** $a \div a^4$

5 Consider $\frac{10^4}{10^7} = \frac{\cancel{10} \times \cancel{10} \times \cancel{10} \times \cancel{10}}{\cancel{10} \times \cancel{10} \times \cancel{10} \times \cancel{10} \times 10 \times 10 \times 10}$

$= \frac{1}{10 \times 10 \times 10}$

$= \frac{1}{10^3}$

But also $\frac{10^4}{10^7} = 10^{4-7} = 10^{-3}$

$\therefore 10^{-3} = \frac{1}{10^3}$

Use the method above to show that:

a $\frac{2^3}{2^8} = 2^{-5} = \frac{1}{2^5}$ **b** $\frac{3^4}{3^5} = 3^{-1} = \frac{1}{3}$ **c** $\frac{5^2}{5^8} = 5^{-2} = \frac{1}{5^6}$ **d** $\frac{a^4}{a^6} = a^{-2} = \frac{1}{a^2}$

6 Write in words and as a formula the rule for raising a to a negative power $-n$, that is, a^{-n}.

Technology

Negative powers

In this activity we will discover the pattern for negative powers. We will consider base values from 2 to 10 shown in column A and indices (powers) –1, –2 and –3 shown in row 1. On a spreadsheet, the symbol for power is ^ (called a **carat,** press **SHIFT 6**) . For example, 3^{-1} is entered as **3^–1.**

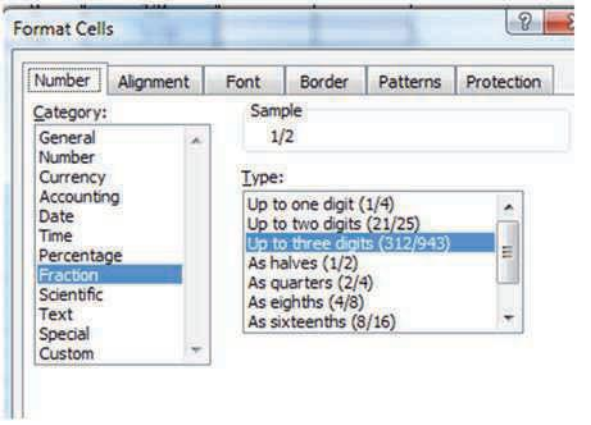
In this activity we will discover the pattern for negative powers. We will consider base values from 2 to 10 shown in column A and indices (powers) –1, –2 and –3 shown in row 1. On a spreadsheet, the symbol for power is ^ (called a **carat,** press **SHIFT 6**) . For example, 3^{-1} is entered as **3^–1.**

1 Create a spreadsheet as shown.

	A	B	C	D
1	Index	-1	-2	-3
2				
3	Base			
4	2			
5	3			
6	4			
7	5			
8	6			
9	7			
10	8			
11	9			
12	10			
13				

2 We will first examine the power of –1. In cell B4, enter **=A4^$B$1** to calculate 2^{-1}. $B$1 is an **absolute cell reference**, which ensures that the cell does not change when a formula is copied. This means that in column B, the power will always refer to cell B1 (–1) only. **Fill Down** from cell B4 to B12.

3 Use **Format cells** to set column B decimals to **Fraction** and **Up to three digits**.



4 Compare your answers in column B with the original values in column A. Can you describe the pattern when a base is raised to a power of –1?

5 Now consider powers of –2. Adapt steps from 1 to 3 for **column C**. Use **Fill Down** from cell C4 to C12.

	A	B	C	D
1	**Index**	-1	-2	-3
2				
3	**Base**			
4	2	1/2	=A4^$C$1	
5	3	1/3		
6	4	1/4		
7	5	1/5		

6 Compare your answers in column C with the original values in column A. Can you describe the pattern when a base is raised to a power of –2?

7 Now consider powers of –3. Adapt steps for **column D**. In cell D4, enter the formula **=A4^$D$1**.

Note: D12's fraction is missing as it has 4 digits in the denominator, which the spreadsheet doesn't allow for. Can you figure out what the fraction should be?

8 Compare your answers in column D with the original values in column A. Can you describe the pattern when a base is raised to a power of –3?

9 Write a rule for negative powers, given the answers you have found in this activity. Discuss with other students in your class.

Negative indices

5.05

Consider

$2^0 \div 2^3 = \frac{2^0}{2^3}$

$= \frac{1}{2^3}$

But also

$2^0 \div 2^3 = 2^{0-3}$

$= 2^{-3}$

$\therefore 2^{-3} = \frac{1}{2^3}$



Worksheet
Power calculations

5.05

Negative powers

A number raised to a negative power gives a fraction (with a numerator of 1):

$$a^{-n} = \frac{1}{a^n}$$

Proof:

$a^0 \div a^n = \frac{a^0}{a^n}$

$= \frac{1}{a^n}$

But also

$a^0 \div a^n = a^{0-n}$

$= a^{-n}$

$\therefore a^{-n} = \frac{1}{a^n}$

Example 8



Video
Negative indices

Simplify each expression using a positive index (power).

a 5^{-3} **b** $3n^{-2}$ **c** $(3n)^{-2}$ **d** $p^{-2}q^3$

Solution

a $5^{-3} = \frac{1}{5^3}$

b $3n^{-2} = 3 \times n^{-2}$

$= \frac{3}{1} \times \frac{1}{n^2}$

$= \frac{3}{n^2}$

c $(3n)^{-2} = \frac{1}{(3n)^2}$

$= \frac{1}{9n^2}$

d $p^{-2}q^3 = \frac{1}{p^2} \times q^3$

$= \frac{q^3}{p^2}$

Example 9

Write each expression with a negative index.

a $\frac{1}{c^3}$ **b** $\frac{5}{3k^2}$

Solution

a $\frac{1}{c^3} = c^{-3}$

b $\frac{5}{3k^2} = \frac{5}{3} \times \frac{1}{k^2}$

$= \frac{5}{3}k^{-2}$

PATH

Power of −1

Consider $9^{-1} = \frac{1}{9}$

$\frac{1}{9}$ is the **reciprocal** of 9.

Consider $\left(\frac{2}{3}\right)^{-1} = \frac{1}{\left(\frac{2}{3}\right)}$

$= 1 \div \frac{2}{3}$

$= 1 \times \frac{3}{2}$

$= \frac{3}{2}$

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

Power of −1

A number **raised to a power of −1** gives its **reciprocal**.

$$a^{-1} = \frac{1}{a}$$

$$\left(\frac{a}{b}\right)^{-1} = \frac{b}{a}$$

Example 10

Simplify each expression.

a $\left(\frac{4}{3}\right)^{-1}$ **b** $\left(\frac{y^2}{5}\right)^{-1}$

Solution

a $\left(\frac{4}{3}\right)^{-1} = \frac{3}{4}$ **b** $\left(\frac{y^2}{5}\right)^{-1} = \frac{5}{y^2}$

Negative powers of quotients

Consider $\left(\frac{4}{5}\right)^{-2} = \frac{1}{\left(\frac{4}{5}\right)^2}$

$= \frac{1}{\frac{16}{25}}$

$= 1 \div \frac{16}{25}$

$= 1 \times \frac{25}{16}$

$= \frac{25}{16}$

$= \frac{5^2}{4^2}$

$= \left(\frac{5}{4}\right)^2$

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PATH

5.05

Negative powers of quotients

A number **raised to a power of $-n$** gives its reciprocal raised to the power of n.

$$\left(\frac{a}{b}\right)^{-n} = \left(\frac{b}{a}\right)^{n} = \frac{b^n}{a^n}$$

Proof:

$$\left(\frac{a}{b}\right)^{-n} = \frac{1}{\left(\frac{a}{b}\right)^{n}}$$
$$= \frac{1}{\frac{a^n}{b^n}}$$
$$= \frac{b^n}{a^n}$$
$$= \left(\frac{b}{a}\right)^{n}$$

Example 11

Simplify each expression.

a $\left(\frac{4}{3}\right)^{-3}$ **b** $\left(2\frac{1}{2}\right)^{-2}$ **c** $\left(\frac{3a}{b^4}\right)^{-2}$

Solution

a $\left(\frac{4}{3}\right)^{-3} = \left(\frac{3}{4}\right)^{3}$ Take the reciprocal, then cube.

$$= \frac{27}{64}$$

b $\left(2\frac{1}{2}\right)^{-2} = \left(\frac{5}{2}\right)^{-2}$

$$= \left(\frac{2}{5}\right)^{2}$$
$$= \frac{4}{25}$$

c $\left(\frac{3a}{b^4}\right)^{-2} = \left(\frac{b^4}{3a}\right)^{2}$

$$= \frac{b^8}{9a^2}$$

EXERCISE 5.05 ANSWERS ON P. 622

Negative indices U F R C

EXAMPLE 8

1 Simplify each expression using a positive index. R C

a 6^{-2}	**b** 5^{-7}	**c** 3^{-1}	**d** 10^{-2}
e g^{-5}	**f** z^{-1}	**g** n^{-3}	**h** t^{-2}
i a^{-4}	**j** 5^{-3}	**k** y^{-d}	**l** r^{-m}

2 Evaluate each expression, giving your answers in fraction form. R C

a 3^{-2}	**b** 5^{-4}	**c** 6^{-1}	**d** 7^{-2}
e 25^{-1}	**f** 2^{-7}	**g** 4^{-3}	**h** 10^{-6}
i 2^{-10}	**j** 3^{-3}	**k** 6^{-2}	**l** 9^{-4}

Foundation Standard Complex

EXAMPLE 9

3 Write each expression using a negative index. R C

a $\frac{1}{n^2}$ **b** $\frac{1}{n}$ **c** $\frac{1}{8^3}$ **d** $\frac{1}{8}$

e $\frac{1}{10^5}$ **f** $\frac{2}{a^4}$ **g** $\frac{1}{3}$ **h** $\frac{-1}{b}$

i $\frac{6}{a}$ **j** $\frac{4}{t^2}$ **k** $\frac{-2}{w^5}$ **l** $\frac{5}{d^3}$

4 Simplify each expression using positive indices. R C

a $5h^{-1}$ **b** $2b^{-5}$ **c** $3e^{-3}$ **d** $4n^{-2}$

e pb^{-2} **f** r^2s^{-4} **g** $w^{-2}y$ **h** $d^{-3}y^3$

i $(2m)^{-1}$ **j** $(xy)^{-1}$ **k** $(4h)^{-2}$ **l** $(5k)^{-3}$

m $3m^3p^{-2}$ **n** $15k^{-1}w^{-4}$ **o** $12x^{-2}y^{-3}$ **p** $12x^{-2}y^3$

q $(3h)^{-2}$ **r** $(4k)^{-3}$ **s** $(2c)^{-4}$ **t** $(8y)^{-1}$

u $4pq^{-3}$ **v** $4p^{-1}q^{-3}$ **w** vm^{-2} **x** $v^{-1}m^{-2}$

PATH

EXAMPLE 10

5 Simplify each expression. R C

a $\left(\frac{2}{7}\right)^{-1}$ **b** $\left(\frac{8}{5}\right)^{-1}$ **c** $\left(\frac{9}{10}\right)^{-1}$ **d** $\left(\frac{3}{2}\right)^{-1}$

e $\left(-\frac{3}{4}\right)^{-1}$ **f** $\left(\frac{5}{2}\right)^{-1}$ **g** $\left(\frac{x}{3}\right)^{-1}$ **h** $\left(\frac{5}{a}\right)^{-1}$

i $\left(-\frac{m}{2}\right)^{-1}$ **j** $\left(\frac{5r}{4}\right)^{-1}$ **k** $\left(\frac{2}{3z}\right)^{-1}$ **l** $\left(\frac{1}{v}\right)^{-1}$

EXAMPLE 11

6 Simplify each expression. R C

a $\left(\frac{3}{4}\right)^{-2}$ **b** $\left(\frac{2}{3}\right)^{-3}$ **c** $\left(-\frac{1}{10}\right)^{-6}$ **d** $\left(\frac{5}{2}\right)^{-3}$

e $\left(-\frac{4}{3}\right)^{-5}$ **f** $\left(\frac{5}{4}\right)^{-4}$ **g** $\left(2\frac{1}{4}\right)^{-2}$ **h** $\left(1\frac{2}{5}\right)^{-3}$

i $\left(\frac{k}{3}\right)^{-2}$ **j** $\left(-\frac{3}{x}\right)^{-1}$ **k** $\left(\frac{a^2}{5}\right)^{-4}$ **l** $\left(\frac{4}{3g^3}\right)^{-2}$

m $\left(\frac{2d}{5t}\right)^{-2}$ **n** $\left(\frac{h^2}{m^3}\right)^{-5}$ **o** $\left(-\frac{5k^7}{3p^3}\right)^{-2}$ **p** $\left(-\frac{3c^3}{4a^2}\right)^{-3}$

q $\left(\frac{5k}{2m^2n^4}\right)^{-2}$ **r** $\left(-\frac{ac^3d^2}{3}\right)^{-4}$ **s** $\left(\frac{4y^5w^2}{7k^3}\right)^{-3}$ **t** $\left(\frac{2g^3h^7}{5x^4y}\right)^{-2}$

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Fractional indices $\frac{1}{n}$

5.06

PATH

5.06

We know now the meaning of zero and negative indices, that is, a^0, a^{-1} and a^{-n}.

What is the meaning of fractional indices, that is, $a^{\frac{1}{2}}$ and $a^{\frac{1}{n}}$?

Consider $\left(25^{\frac{1}{2}}\right)^2 = 25^{\frac{1}{2}\times 2}$ Power of a power

$= 25^1$

$= 25$

but $\left(\sqrt{25}\right)^2 = 25$

$\therefore 25^{\frac{1}{2}} = \sqrt{25} = 5$

Power of $\frac{1}{2}$

Any number raised to the power of $\frac{1}{2}$ is the square root of that number:

$$a^{\frac{1}{2}} = \sqrt{a}$$

Proof:

$\left(a^{\frac{1}{2}}\right)^2 = a^{\frac{1}{2}\times 2}$

$= a^1$

$= a$

But $\left(\sqrt{a}\right)^2 = a$

$\therefore a^{\frac{1}{2}} = \sqrt{a}$

Now consider $\left(27^{\frac{1}{3}}\right)^3 = 27^{\frac{1}{3}\times 3}$ Power of a power

$= 27^1$

$= 27$

but $\left(\sqrt[3]{27}\right)^3 = 27$

$\therefore 27^{\frac{1}{3}} = \sqrt[3]{27} = 3$

Power of $\frac{1}{3}$

Any number raised to the power of $\frac{1}{3}$ is the cube root of that number:

$$a^{\frac{1}{3}} = \sqrt[3]{a}$$

PATH

Proof:

$$\left(a^{\frac{1}{3}}\right)^3 = a^{\frac{1}{3}\times 3}$$
$$= a^1$$
$$= a$$

But $\left(\sqrt[3]{a}\right)^3 = a$

$$\therefore a^{\frac{1}{3}} = \sqrt[3]{a}$$

Now consider $\left(32^{\frac{1}{5}}\right)^5 = 32^{\frac{1}{5}\times 5}$ Power of a power

$$= 32^1$$
$$= 32$$

If $\left(32^{\frac{1}{5}}\right)^5 = 32$, then $32^{\frac{1}{5}}$ is called the 5th root of 32, written $\sqrt[5]{32}$.

$$2^5 = 32$$
$$\therefore 32^{\frac{1}{5}} = \sqrt[5]{32} = 2$$

On a calculator, the nth root key is $\sqrt[\square]{\square}$ or $\sqrt[x]{\square}$, found by pressing the SHIFT or 2nd F key before pressing $x^{\square}$ or y^x respectively.

Fractional powers $\frac{1}{n}$

Any number raised to the power of $\frac{1}{n}$ is the nth root of that number:

$$a^{\frac{1}{n}} = \sqrt[n]{a}$$

Proof:

$$\left(a^{\frac{1}{n}}\right)^n = a^{\frac{1}{n}\times n}$$
$$= a^1$$
$$= a$$

but $\left(\sqrt[n]{a}\right)^n = a$

$$\therefore a^{\frac{1}{n}} = \sqrt[n]{a}$$

Example 12

Video
Fractional indices 1

Evaluate each expression.

a $900^{\frac{1}{2}}$ **b** $125^{\frac{1}{3}}$ **c** $1024^{\frac{1}{10}}$

Solution

a $900^{\frac{1}{2}} = \sqrt{900}$
$= 30$

b $125^{\frac{1}{3}} = \sqrt[3]{125}$
$= 5$

c $1024^{\frac{1}{10}} = \sqrt[10]{1024}$
$= 2$

Enter on calculator: 10 $\sqrt[\square]{\square}$ 1024 =
Note: $2^{10} = 1024$

Example 13

Write each expression using a fractional index.

a $\sqrt{8}$ **b** $\sqrt[3]{39}$ **c** $\sqrt[4]{n}$ **d** $\sqrt[7]{ab}$ **e** $\sqrt[5]{12y}$

Solution

a $\sqrt{8} = 8^{\frac{1}{2}}$ **b** $\sqrt[3]{39} = 39^{\frac{1}{3}}$ **c** $\sqrt[4]{n} = n^{\frac{1}{4}}$

d $\sqrt[7]{ab} = (ab)^{\frac{1}{7}}$ **e** $\sqrt[5]{12y} = (12y)^{\frac{1}{5}}$

PATH

Video
Fractional indices 1

5.06

EXERCISE 5.06 ANSWERS ON P. 622

Fractional indices $\frac{1}{n}$ U F R C

1 Evaluate each expression.

EXAMPLE 12

a $25^{\frac{1}{2}}$ **b** $343^{\frac{1}{3}}$ **c** $625^{\frac{1}{2}}$ **d** $1000^{\frac{1}{3}}$

e $32^{\frac{1}{5}}$ **f** $(-0.027)^{\frac{1}{3}}$ **g** $(0.04)^{\frac{1}{2}}$ **h** $64^{\frac{1}{3}}$

i $(-8)^{\frac{1}{3}}$ **j** $(-729)^{\frac{1}{3}}$ **k** $256^{\frac{1}{8}}$ **l** $3125^{\frac{1}{5}}$

2 Write each expression using a radical (root) sign. R C

a $10^{\frac{1}{2}}$ **b** $17^{\frac{1}{3}}$ **c** $g^{\frac{1}{2}}$ **d** $m^{\frac{1}{4}}$

e $(8r)^{\frac{1}{2}}$ **f** $6h^{\frac{1}{3}}$ **g** $(3m^4)^{\frac{1}{6}}$ **h** $hk^{\frac{1}{2}}$

i $(xy^3)^{\frac{1}{7}}$ **j** $(3u^2w^5)^{\frac{1}{4}}$ **k** $d^{\frac{1}{2}}e$ **l** $15ab^{\frac{1}{3}}$

3 Write each expression using a fractional index. R C

EXAMPLE 13

a $\sqrt{5}$ **b** $\sqrt[3]{49}$ **c** $\sqrt{20}$ **d** $\sqrt[5]{400}$

e $\sqrt[6]{54}$ **f** $\sqrt[5]{80}$ **g** $\sqrt{a}$ **h** $\sqrt[3]{q}$

i $\sqrt[7]{h}$ **j** $\sqrt[6]{3w}$ **k** $\sqrt{4xy^3}$ **l** $\sqrt[5]{2m^2p^3}$

4 Evaluate each expression correct to 2 decimal places.

a $20^{\frac{1}{3}}$ **b** $215^{\frac{1}{2}}$ **c** $\sqrt[3]{36}$ **d** $\sqrt{201}$

e $(-24)^{\frac{1}{3}}$ **f** $\sqrt[4]{1111}$ **g** $\sqrt[5]{-47}$ **h** $\sqrt[6]{0.008}$

5 Simplify each expression. R

a $b^{\frac{1}{2}} \times b^{\frac{1}{2}}$ **b** $e^{\frac{1}{3}} \times e^{\frac{1}{3}} \times e^{\frac{1}{3}}$ **c** $y \times y^{\frac{1}{5}}$ **d** $m^{\frac{3}{5}} \times m^{\frac{2}{5}}$

e $2y^{\frac{1}{3}} \times 5y^{\frac{2}{3}}$ **f** $\left(-6a^{\frac{3}{2}}\right)^2$ **g** $\left(n^{12}m^4\right)^{\frac{1}{4}}$ **h** $\left(16a^2b^6\right)^{\frac{1}{2}}$

i $\left(8v^6w^9\right)^{\frac{1}{3}}$ **j** $40a^{\frac{1}{10}} \div 8a^{\frac{1}{10}}$ **k** $35x \div 5x^{\frac{1}{3}}$ **l** $36y^{\frac{1}{4}} \div 4y$

m $4m^2 \div 12m^{\frac{1}{2}}$ **n** $12k^{\frac{1}{3}} \div 15k^{\frac{1}{3}}$ **o** $\left(-2d^{\frac{1}{3}}\right)^9$ **p** $5c^{\frac{1}{3}} \times 4c^{\frac{1}{6}}$

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5.07 Fractional indices $\frac{m}{n}$

PATH

Video
Fractional indices 2

What is the meaning of fractional indices such as $a^{\frac{2}{3}}$ and $a^{\frac{3}{2}}$?

Consider $32^{\frac{3}{5}} = \left(32^{\frac{1}{5}}\right)^3$
$= \left(\sqrt[5]{32}\right)^3$
$= 2^3$
$= 8$

or consider $32^{\frac{3}{5}} = \left(32^3\right)^{\frac{1}{5}}$
$= \sqrt[5]{32^3}$
$= \sqrt[5]{32\,768}$
$= 8$

Fractional powers $\frac{m}{n}$

$$a^{\frac{m}{n}} = \left(\sqrt[n]{a}\right)^m \text{ or } \sqrt[n]{a^m}$$

Proof:

$a^{\frac{m}{n}} = \left(a^{\frac{1}{n}}\right)^m$ or $\left(a^m\right)^{\frac{1}{n}}$
$= \left(\sqrt[n]{a}\right)^m$ or $\sqrt[n]{a^m}$

Note: Taking the root first often makes the calculation simpler

Example 14

Evaluate each expression.

a $8^{\frac{2}{3}}$ **b** $81^{\frac{5}{4}}$ **c** $64^{-\frac{1}{3}}$ **d** $16^{-\frac{3}{4}}$

Solution

a $8^{\frac{2}{3}} = \left(\sqrt[3]{8}\right)^2$
$= 2^2$
$= 4$

b $81^{\frac{5}{4}} = \left(\sqrt[4]{81}\right)^5$
$= 3^5$
$= 243$

c $64^{-\frac{1}{3}} = \frac{1}{64^{\frac{1}{3}}}$
$= \frac{1}{\sqrt[3]{64}}$
$= \frac{1}{4}$

d $16^{-\frac{3}{4}} = \frac{1}{16^{\frac{3}{4}}}$
$= \frac{1}{\left(\sqrt[4]{16}\right)^3}$
$= \frac{1}{2^3}$
$= \frac{1}{8}$

Example 15

Evaluate $300^{\frac{3}{5}}$, correct to 2 decimal places.

Solution

$300^{\frac{3}{5}} = 30.638\,870\,63...$
≈ 30.64

Enter on calculator: 300 $x^{\blacksquare}$ 3 $\frac{\blacksquare}{\blacksquare}$ 5 =

Example 16

Write each expression using a fractional index.

a $\sqrt[4]{p^3}$ **b** $\sqrt{b^7}$ **c** $\frac{1}{\sqrt[5]{q^2}}$

Solution

a $\sqrt[4]{p^3} = (p^3)^{\frac{1}{4}}$
$= p^{\frac{3}{4}}$

b $\sqrt{b^7} = (b^7)^{\frac{1}{2}}$
$= b^{\frac{7}{2}}$

c $\frac{1}{\sqrt[5]{q^2}} = \frac{1}{(q^2)^{\frac{1}{5}}}$
$= \frac{1}{q^{\frac{2}{5}}}$
$= q^{-\frac{2}{5}}$

Example 17

Simplify each expression.

a $\sqrt[4]{(16r^2)^3}$ **b** $(\sqrt[3]{27k})^2$ **c** $(32a^5)^{-\frac{3}{5}}$

Solution

a $\sqrt[4]{(16r^2)^3} = (16r^2)^{\frac{3}{4}}$
$= 16^{\frac{3}{4}} r^{2\times\frac{3}{4}}$
$= 8r^{\frac{3}{2}}$

b $(\sqrt[3]{27k})^2 = (27k)^{\frac{2}{3}}$
$= 27^{\frac{2}{3}} k^{\frac{2}{3}}$
$= 9k^{\frac{2}{3}}$

c $(32a^5)^{-\frac{3}{5}} = \frac{1}{(32a^5)^{\frac{3}{5}}}$
$= \frac{1}{32^{\frac{3}{5}} a^{5\times\frac{3}{5}}}$
$= \frac{1}{8a^3}$

EXERCISE 5.07 ANSWERS ON P. 623

Fractional indices $\frac{m}{n}$ U F R C

1 Evaluate each expression. R C

EXAMPLE 14

a $4^{\frac{3}{2}}$ **b** $8^{\frac{5}{3}}$ **c** $128^{\frac{5}{7}}$ **d** $27^{\frac{2}{3}}$

e $1024^{\frac{3}{5}}$ **f** $64^{\frac{4}{3}}$ **g** $32^{\frac{3}{5}}$ **h** $81^{\frac{3}{4}}$

i $1000^{\frac{2}{3}}$ **j** $125^{\frac{2}{3}}$ **k** $8^{-\frac{1}{3}}$ **l** $81^{-\frac{1}{4}}$

m $25^{-\frac{3}{2}}$ **n** $36^{-\frac{3}{2}}$ **o** $256^{-\frac{3}{4}}$ **p** $3125^{-\frac{4}{5}}$

q $1024^{-\frac{4}{5}}$ **r** $400^{-\frac{3}{2}}$ **s** $128^{-\frac{4}{7}}$ **t** $1024^{-\frac{7}{10}}$

2 Evaluate each expression correct to 2 decimal places.

EXAMPLE 15

a $15^{\frac{3}{4}}$ **b** $8^{-\frac{7}{5}}$ **c** $50^{\frac{5}{4}}$ **d** $6^{-\frac{2}{3}}$

e $100^{-\frac{3}{4}}$ **f** $16^{\frac{3}{5}}$ **g** $12^{-\frac{3}{2}}$ **h** $179^{\frac{2}{5}}$

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EXAMPLE 16

EXAMPLE 17

3 Write each expression using a fractional index. R C

a $\sqrt[7]{g^2}$ **b** $\sqrt{e^5}$ **c** $\sqrt[6]{x^{18}}$ **d** $\frac{1}{\sqrt[4]{y^{16}}}$

e $\sqrt[3]{m^5}$ **f** $\sqrt[5]{m^3}$ **g** $\frac{1}{\sqrt[4]{n^3}}$ **h** $\frac{1}{\sqrt[3]{5h^4}}$

4 Simplify each expression. R C

a $\left(16n^4\right)^{\frac{3}{4}}$ **b** $\left(8w\right)^{\frac{2}{3}}$ **c** $\sqrt[5]{\left(32d^{10}\right)^3}$

d $\left(\sqrt{64m^8}\right)^3$ **e** $\left(\sqrt[4]{81r^4}\right)^5$ **f** $\sqrt[4]{\left(81h^{12}\right)^3}$

g $\frac{1}{\left(\sqrt[3]{8s^6}\right)^4}$ **h** $\left(\frac{1}{\sqrt[5]{1024x^{15}}}\right)^2$ **i** $\left(125b^6\right)^{-\frac{2}{3}}$

j $\left(625t^2\right)^{-\frac{3}{4}}$ **k** $\left(49p^4q^{10}\right)^{\frac{3}{2}}$ **l** $\left(1000x^3y^6\right)^{-\frac{2}{3}}$

5 Find the value of y if: R C

a $x^y = \frac{x^3}{\sqrt[5]{x^7}}$ **b** $x^y = \frac{\sqrt{x^5}}{\sqrt[3]{x^2}}$ **c** $x^y = \frac{\sqrt[3]{x^8}}{\sqrt{x^3}}$

d $\sqrt[4]{x^3} = \frac{x^y}{\sqrt[5]{x^2}}$ **e** $\sqrt[7]{x^2} = \frac{\sqrt[4]{x^5}}{x^y}$ **f** $x^y = \frac{\sqrt[5]{x^9}}{\sqrt{x^3}}$

5.08 Summary of the index laws

Puzzle Indices squaresaw (Advanced)

Worksheet Index laws review

PATH

The index laws

$a^m \times a^n = a^{m+n}$

$a^m \div a^n = \frac{a^m}{a^n} = a^{m-n}$

$(a^m)^n = a^{m \times n}$

$(ab)^n = a^n b^n$

$\left(\frac{a}{b}\right)^n = \frac{a^n}{b^n}$

$a^0 = 1$

$a^{-1} = \frac{1}{a}$

$a^{-n} = \frac{1}{a^n}$

$\left(\frac{a}{b}\right)^{-1} = \frac{b}{a}$

$\left(\frac{a}{b}\right)^{-n} = \left(\frac{b}{a}\right)^{-n} = \frac{b^n}{a^n}$

$a^{\frac{1}{2}} = \sqrt{a}$

$a^{\frac{1}{3}} = \sqrt[3]{a}$

$a^{\frac{1}{n}} = \sqrt[n]{a}$

$a^{\frac{m}{n}} = \left(\sqrt[n]{a}\right)^m = \sqrt[n]{a^m}$

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EXERCISE 5.08 ANSWERS ON P. 623

Summary of the index laws U F R C

1 Simplify each expression. R

a $a^4 \times a^3$ **b** $t^8 \times t$ **c** $n^8 \div n^2$ **d** $p^3 \div p$

e $(w^2)^4$ **f** $(g^3)^6$ **g** $2b^2 \times 3b^5$ **h** $4d^7 \times 5d^6$

i $\frac{30c^{12}}{5c^8}$ **j** $(5b^4)^4$ **k** $24m^6 \div 8m^4$ **l** $(3a)^2$

2 Evaluate each expression. R

a 4^0 **b** $(-9)^0$ **c** 7×2^0 **d** $(5 \times 3)^0$

e $(-2)^3$ **f** $(-3)^2$ **g** $(5^2)^4$ **h** $11^4 \times 11^3$

i $(9^2)^0$ **j** $3^5 \div 3^2$ **k** $8^2 \div 8^5$ **l** $10^3 \div 10^3$

m $5^2 \div 5^0$ **n** $10^{-2} \div 10^2$ **o** $\left(\frac{1}{2}\right)^0$ **p** $8^{-5} \times 8^5$

3 Evaluate each expression, giving your answers in fraction form. R C

a 5^{-2} **b** 3^{-5} **c** 20^{-1} **d** 10^{-3}

4 Evaluate each expression. R C PATH

a $16^{\frac{1}{2}}$ **b** $27^{\frac{1}{3}} + 4^0$ **c** $25^{\frac{5}{2}}$ **d** $8^{\frac{1}{3}} + 4^{\frac{1}{2}}$

e $\left(8^2\right)^{\frac{1}{3}}$ **f** $\left(9^3\right)^{\frac{1}{2}}$ **g** $81^{\frac{3}{4}}$ **h** $(-32)^{\frac{3}{5}}$

5 Simplify each expression. R

a $(3mn^3)^2$ **b** $8a^2w^2 \times 5a^3w^7$ **c** $(4a^2b^5)^4$ **d** $\frac{20p^3q^8}{5p^2q^6}$

e $\left(\frac{4}{5}\right)^3$ **f** $6c^2d^0$ **g** $\frac{48u^5v^4}{16uv}$ **h** $\left(\frac{3x}{10}\right)^2$

i $(-4n^2t)^3$ **j** $\left(-\frac{2}{3}\right)^4$ **k** $\frac{7x^2y^6}{35x^5y^3}$ **l** $\left(\frac{p^5}{9y}\right)^2$

m $(2p^3q^2)^5$ **n** $\left(\frac{1}{7n}\right)^3$ **o** $-2n^0$ **p** $\frac{(a^2b)^4 \times a^3}{b^5}$

6 Simplify each expression using a positive index. R C PATH

a 8^{-7} **b** 3^{-5} **c** y^{-1} **d** x^{-3}

e $(5b)^{-2}$ **f** $5b^{-2}$ **g** $(ab)^{-1}$ **h** ab^{-1}

i $11t^{-3}$ **j** $(11t)^{-3}$ **k** p^3q^{-5} **l** mw^{-3}

m $8u^{-3}v^{-4}$ **n** $-2r^6y^{-5}$ **o** $10e^{-1}f^3$ **p** $\frac{1}{2}k^{-4}n^7$

7 Simplify each expression. R

a $\left(\frac{7}{4}\right)^{-1}$ **b** $\left(\frac{5}{2}\right)^{-1}$ **c** $\left(\frac{2}{3}\right)^{-1}$ **d** $\left(\frac{1}{7}\right)^{-1}$

e $\left(\frac{r}{8}\right)^{-1}$ **f** $\left(\frac{1}{10p}\right)^{-1}$ **g** $\left(\frac{6y}{w}\right)^{-1}$ **h** $\left(\frac{2}{5a}\right)^{-1}$

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8 Write each expression using a negative index. R C

a $\frac{1}{4^3}$ **b** $\frac{1}{2}$ **c** $\frac{1}{10^4}$ **d** $\frac{1}{9^2}$

e $\frac{1}{k}$ **f** $\frac{1}{3m}$ **g** $\frac{12}{y^4}$ **h** $\frac{-4}{x^7}$

i $\frac{5}{2p^3}$ **j** $\frac{-2}{5a^6}$ **k** $\frac{1}{8w^4}$ **l** $\frac{-1}{6h^2}$

9 Simplify each expression, expressing your answer with a positive index. R C

a $q^5 \times q^{-2}$ **b** $d^{-3} \times d^7$ **c** $m^{-6} \div m^5$ **d** $y \div y^{-1}$

e $5g^3 \times 6g^{-1}$ **f** $8a^{-2} \times 3a^3$ **g** $7x^{-2} \times 4x$ **h** $\frac{64p^{-1}}{16p^2}$

i $48q \div 3q^{-2}$ **j** $\frac{5d^3}{10d^{-1}}$ **k** $2(b^{-1})^4$ **l** $(3h)^{-2}$

10 Write each expression using a fractional index. R C

a $\sqrt{5}$ **b** $\sqrt[3]{d}$ **c** $\sqrt{3y}$ **d** $\sqrt[4]{10}$

e $\left(\sqrt[3]{p}\right)^2$ **f** $\sqrt{(xy)^5}$ **g** $\sqrt[4]{(5a)^3}$ **h** $\left(\sqrt{\frac{y}{6}}\right)^5$

11 Simplify each expression. R

a $\left(\frac{4}{5a}\right)^{-3}$ **b** $\left(8c^3\right)^{\frac{2}{3}}$ **c** $\left(\frac{10}{7m}\right)^{-2}$ **d** $\left(25w^5\right)^{\frac{5}{2}}$

e $\left(\frac{49}{d^2}\right)^{\frac{3}{2}}$ **f** $\left(\frac{a^3b^9}{c^6}\right)^{\frac{2}{3}}$ **g** $\sqrt[4]{625m^6}$ **h** $\left(\frac{64}{y^3}\right)^{-\frac{2}{3}}$

i $\sqrt[5]{32m^{10}}$ **j** $\left(\frac{1}{3g^2}\right)^{-2}$ **k** $\left(16x^8\right)^{\frac{5}{4}}$ **l** $\left(\frac{2a^3}{c^2}\right)^4$

5.09 Significant figures



Worksheet
Significant figures

A way of rounding a number is to give the most relevant or important digits of the number. For example, a crowd of 47 321 people can be written as 47 000, which is rounded to the nearest thousand, or to 2 **significant figures**.

The first significant figure in a number is the first **non-zero** digit.



Video
Rounding: Snails vs rockets

Number	First significant digit	Number of significant digits
47 321	4	5
47 000	4	2
0.000 159 2	1	4
0.000 2	2	1

- When rounding to significant figures, start counting from the first digit that is not 0.
- If it is a large number, you may need to insert 0s at the end as placeholders.
- 0s at the end of a whole number or at the beginning of a decimal are **not significant:** they are necessary placeholders.

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- 0s *between* significant figures or at the end of a decimal *are* significant. For example, the significant figures are shown in bold in this table.

Number	First significant digit	Number of significant digits
809 000	8	3
0.0**20 70**	2	4

5.09

Example 18

State the number of significant figures in each number.

a 63.70 **b** 0.003 05 **c** 7600

Solution

a The 0 after 7 is significant.

∴ 63.70 has 4 significant figures.

b The first significant figure is 3, and the 0 between 3 and 5 is significant.

∴ 0.003 05 has 3 significant figures.

c The 0s after 6 are not significant.

∴ 7600 has 2 significant figures.

Example 19

Round each number to 3 significant figures.

a 56.357 **b** 9.249 **c** 548 307

Solution

a **56.3**57 ≈ 56.4 **b** **9.24**9 ≈ 9.25 **c** **548** 307 ≈ 548 000

The 0s in part **c** are not significant, but they are placeholders that are necessary for showing the place values of the 5, 4 and 8.

Video Significant figures

Example 20

Write each number correct to one significant figure.

a 0.007 39 **b** 0.025 **c** 0.963

Solution

a 0.00**7** 39 ≈ 0.007 **b** 0.0**2**5 ≈ 0.03 **c** 0.**9**63 ≈ 1

The 0s at the beginning of a decimal are not significant: they are placeholders.

Video Significant figures

EXERCISE 5.09 ANSWERS ON P. 623

Significant figures U F R C

EXAMPLE 18

1 State the number of significant figures in each number. R C

a	457	**b**	0.23	**c**	15 000
d	4.0004	**e**	0.0005	**f**	5000
g	0.002 07	**h**	89 072	**i**	0.040
j	76 000 000	**k**	0.000 328	**l**	169.320

EXAMPLE 19

2 Round each number to 3 significant figures. C

a	37.609	**b**	9435	**c**	168.39
d	2.813	**e**	15.99	**f**	60 522
g	1 769 000	**h**	385 764	**i**	10.2717

EXAMPLE 20

3 Write each number correct to 2 significant figures. C

a	0.0637	**b**	0.903	**c**	0.084 55
d	0.000 158	**e**	0.007 625	**f**	0.038 71
g	0.2795	**h**	0.018 944	**i**	0.3145

4 What is 45 067 853 rounded to 3 significant figures? Select the correct answer **A**, **B**, **C** or **D**.

A 45 167 853 **B** 45 100 000 **C** 45 067 900 **D** 45 070 000

5 What is 0.005 605 0 rounded to 2 significant figures? Select **A**, **B**, **C** or **D**.

A 0.01 **B** 0.010 000 0 **C** 0.0056 **D** 0.005 600 0

6 Round each number to one significant figure.

a	9.478	**b**	57.12	**c**	0.0367
d	0.007 66	**e**	0.5067	**f**	10 675
g	1856.78	**h**	0.000 28	**i**	56 239 400

7 A company makes a profit of $35 754 125. C

a Round the profit to the nearest million and state the number of significant figures in the answer.

b Round the profit to the nearest 10 million and state the number of significant figures in the answer.

8 Australia's population in 2019 was 25 498 000. To how many significant figures has this number been written? C

9 A total of 21 558 people attended a football match. Express this number to 3 significant figures. C

10 The radius of a hydrogen atom is 0.000 000 000 104 m. To how many significant figures has this number been written? Select **A**, **B**, **C** or **D**.

A 12 **B** 9 **C** 3 **D** 2

11 Evaluate each expression, correct to the number of significant figures shown in the brackets.

a $45.6 \times 8.7 - 2.75 \times 78.32$ [2]

b $15.5 - 9.87 \div 0.24 + 8.43 \times 2.4$ [1]

c $(63.73 - 27.89) \div 5.82$ [3]

d $\dfrac{63.25 + 76.03}{55.89 - 89.24}$ [4]

e $\dfrac{9.732 + 2.765}{12.27 \times 15.8}$ [1]

f $78.91 \div (23.6 + 94.7)$ [2]

g $\dfrac{1}{0.941} + \dfrac{253}{0.0076}$ [3]

h $\sqrt{84.3} \times 0.0715$ [4]

Did you know?

Big numbers

The table below lists the names of some big numbers and their meanings.

According to the Guinness Book of Records, the largest number for which there is an accepted name is the centillion, first recorded in 1852. It is equal to 10^{303}.

What is the special name for the number:

a $\mathbf{10^{100}}$**?**

b $\mathbf{10^{(10^{100})}}$**?**

Name	Numeral
million	$10^6 = 1\,000\,000$
billion	$10^9 = 1\,000\,000\,000$
trillion	10^{12}
quadrillion	10^{15}
quintillion	10^{18}
sextillion	10^{21}
septillion	10^{24}
octillion	10^{27}
nonillion	10^{30}
decillion	10^{33}

Scientific notation 5.10

Scientific notation is a short way of writing very large or very small numbers using powers of 10. It was invented in the early 20th century when scientists needed to describe very large values, such as astronomical distances, and very small values, such as the masses of atoms.

Scientific notation

Numbers written in **scientific notation** are expressed in the form

$$m \times 10^n$$

where m is a number between 1 and 10 and n is an integer.

Worksheets
Scientific notation 1
Scientific notation 2

Puzzle
Scientific notation puzzle

Technology
Scientific notation

Spreadsheet
Scientific notation

Foundation | Standard | Complex

Example 21

Express each number in scientific notation.

a 764 000 000 000 **b** 6000 **c** 0.0008 **d** 0.000 000 472

Solution

Videos
Scientific notation
What does the Internet weigh?

a Use the significant figures in the number to write a value between 1 and 10: 7.64

Count how many places the decimal point moves to the right to make 764 000 000 000.

764 000 000 000 — or count the number of places after the first significant figure, 7

11 places

$\therefore 764\,000\,000\,000 = 7.64 \times 10^{11}$

b Use the significant figures in the number to write a value between 1 and 10: 6

Count how many places the decimal point moves to the right to make 6000.

6000 — or count the number of places after the first significant figure, 6

3 places

$\therefore 6000 = 6 \times 10^{3}$

c Use the significant figures in the number to write a value between 1 and 10: 8

Count how many places the decimal point moves to the left to make 0.0008.

0.0008 — or count the number of decimal places to the first significant figure, 8

4 places

$\therefore 0.0008 = 8 \times 10^{-4}$

Note that small numbers are written with *negative* powers of 10.

d Use the significant figures in the number to write a value between 1 and 10: 4.72

Count the number of places the decimal point moves to the left to make 0.000 000 472.

0.000 000 472 — or count the number of decimal places to the first significant figure, 4

7 places

$\therefore 0.000\,000\,472 = 4.72 \times 10^{-7}$

Example 22

Express each number in decimal form.

a 2.7×10^{4} **b** 3.56×10^{-2}

Solution

a $2.7 \times 10^{4} = 2.7000$ Move the decimal point 4 places to the right.

$= 27\,000$

b $3.56 \times 10^{-2} = 0.0356$ Move the decimal point 2 places to the left.

$= 0.0356$

Example 23

a Which number is the larger: 3.65×10^{12} or 8.1×10^{12}?

b Write these numbers in **ascending order**: 4.3×10^6, 2.8×10^7, 1.9×10^7

Solution

To compare numbers in scientific notation, first compare the powers of 10.
If the powers of 10 are the same, then compare the decimal parts.

a The powers of 10 are the same. Compare the decimal parts: $8.1 > 3.65$.
$\therefore$ The larger number is 8.1×10^{12}

b Compare the powers of 10: $10^6 < 10^7$.
Then compare the 2 numbers with 10^7: $1.9 < 2.8$.
$\therefore$ The numbers in ascending order are 4.3×10^6, 1.9×10^7, 2.8×10^7.

EXERCISE 5.10 ANSWERS ON P. 623

Scientific notation U F R C

1 Express each number in scientific notation. R C

EXAMPLE 21

a	2400	**b**	786 000	**c**	55 000 000	**d**	95
e	7.8	**f**	348 000 000	**g**	59 670	**h**	15
i	3 000 000 000	**j**	80	**k**	763	**l**	10
m	0.035	**n**	0.000 076	**o**	0.8	**p**	0.0713
q	0.000 003	**r**	0.913	**s**	0.000 007 146	**t**	0.009
u	0.000 000 1	**v**	0.000 89	**w**	0.000 000 078	**x**	0.1

2 Express the value shown in each measurement in scientific notation. C


Alamy Stock Photo/WWPics/Francois Gohier

a The world's largest mammal is the blue whale, which can weigh up to 130 000 kg.

b The diameter of an oxygen molecule is 0.000 000 29 cm.

c The thickness of a human hair is 0.000 08 m.

d Light travels at a speed of 300 000 000 m/s.

e The nearest star to Earth, excluding the Sun, is Alpha Centauri, which is 40 000 000 000 000 km away.

f The thickness of a typical piece of paper is 0.000 12 m.

g The small intestine of an adult is approximately 610 cm long.

h The diameter of a hydrogen atom is 0.000 000 000 106 m.

i The diameter of our galaxy, the Milky Way, is 770 000 000 000 000 000 000 m.

j A microsecond means 0.000 001 s.

k The Andromeda Galaxy is the most remote body visible to the naked eye, at a distance of 2 200 000 light years away.

EXAMPLE 22

3 Express each number in decimal form. R C

a	6×10^5	**b**	7.1×10^3	**c**	3.02×10^8
d	3.14×10^0	**e**	6×10^{-5}	**f**	7.1×10^{-3}
g	3.02×10^{-8}	**h**	5.9×10^{-10}	**i**	1.1×10^{12}
j	4×10^{-4}	**k**	5×10^3	**l**	4.76×10^{-4}
m	8.03×10^{-1}	**n**	6.32×10^4	**o**	1.6×10^{-2}
p	2.2×10^{-7}	**q**	9.0×10^6	**r**	1.11×10^{-1}

EXAMPLE 23

4 For each pair of numbers, write the larger one. R

a	3×10^5 or 4×10^5	**b**	8.4×10^5 or 2.7×10^6
c	8.4×10^0 or 1.3×10^7	**d**	3.6×10^{-7} or 6.3×10^{-7}
e	9.3×10^9 or 7.6×10^9	**f**	3.5×10^{-6} or 9.3×10^2
g	3.04×10^0 or 3.04×10^{-4}	**h**	4.5×10^{-5} or 3.7×10^{-7}
i	2×10^{-15} or 2×10^{-17}	**j**	6.23×10^{-5} or 9.7×10^{-5}

5 Write each set of numbers in ascending order. R

a	3.8×10^9, 7.3×10^9, 5.5×10^9	**b**	2.2×10^{-4}, 5.8×10^{-6}, 7×10^{-4}
c	3.5×10^0, 5.3×10^2, 4.9×10^2		

6 Write each set of numbers in **descending order**. R

a	6×10^5, 2.9×10^2, 8×10^2	**b**	1.2×10^{-9}, 6.3×10^2, 8.1×10^{-4}
c	4.1×10^{-1}, 9.5×10^{-1}, 6.4×10^{-3}		

5.11 Scientific notation on a calculator

Worksheet Scientific notation problems

Puzzle Scientific notation: accomplishing great things

To enter a number in scientific notation on a calculator, use the $\times 10^x$ or EXP key.

Example 24

Evaluate each expression using scientific notation.

a $(4.25 \times 10^7) \times (8.2 \times 10^6)$ **b** $(1.08 \times 10^{-15}) \div (3 \times 10^{11})$ **c** $(4.9 \times 10^7)^2$

Solution

a Enter 4.25 $\times 10^x$ 7 × 8.2 $\times 10^x$ 6 =

$(4.25 \times 10^7) \times (8.2 \times 10^6) = 3.485 \times 10^{14}$

Note that with scientific notation on a calculator, there is no need to enter brackets ( ) around the numbers.

b Enter 1.08 $\times 10^x$ − 15 ÷ 3 $\times 10^x$ 11 =

$(1.08 \times 10^{-15}) \div (3 \times 10^{11}) = 3.6 \times 10^{-27}$

c Enter 4.9 $\times 10^x$ 7 x^2 =

$(4.9 \times 10^7)^2 = 2.401 \times 10^{15}$

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Example 25

Estimate the value of each expression in scientific notation, then evaluate it correct to 3 significant figures.

a $\dfrac{9.2 \times 10^9}{2.7 \times 10^5}$ **b** $(8.5 \times 10^4) \times (6.3 \times 10^7)$ **c** $(6.08 \times 10^5)^3$

Solution

Estimate

a
$$\frac{9.2 \times 10^9}{2.7 \times 10^5} \approx \frac{9 \times 10^9}{3 \times 10^5}$$
$$= \frac{9}{3} \times \frac{10^9}{10^5}$$
$$= 3 \times 10^4$$

b
$$(8.5 \times 10^4) \times (6.3 \times 10^7) \approx (9 \times 10^4) \times (6 \times 10^7)$$
$$= (9 \times 6) \times (10^4 \times 10^7)$$
$$= 54 \times 10^{11}$$
$$= 5.4 \times 10 \times 10^{11}$$
$$= 5.4 \times 10^{12}$$

c
$$(6.08 \times 10^5)^3 \approx (6 \times 10^5)^3$$
$$= 6^3 \times (10^5)^3$$
$$= 216 \times 10^{15}$$
$$= 2.16 \times 10^2 \times 10^{15}$$
$$= 2.16 \times 10^{17}$$

Calculated answer

a
$$\frac{9.2 \times 10^9}{2.7 \times 10^5} = 34\,074.074\,07$$
$$\approx 34\,000$$
$$= 3.40 \times 10^4$$

b
$$(8.5 \times 10^4) \times (6.3 \times 10^7) = 5.355 \times 10^{12}$$
$$\approx 5.36 \times 10^{12}$$

c
$$(6.08 \times 10^5)^3 = 2.24755... \times 10^{17}$$
$$\approx 2.25 \times 10^{17}$$

EXERCISE 5.11 ANSWERS ON P. 624

Scientific notation on a calculator U F PS R C

1 Evaluate each expression using scientific notation.

EXAMPLE 24

a $(2 \times 10^3) \times (3 \times 10^5)$ **b** $(8 \times 10^7) \div (4 \times 10^2)$ **c** $(2 \times 10^5)^3$

d $\sqrt{9 \times 10^{12}}$ **e** $(4 \times 10^7) \times (6 \times 10^8)$ **f** $(1 \times 10^8) \div (2 \times 10^3)$

g $(4 \times 10^3)^5$ **h** $24.08 \div (8 \times 10^6)$ **i** $\sqrt{3.969 \times 10^{19}}$

j $(2 \times 10^5)^{-2}$ **k** $\sqrt[3]{8 \times 10^{-9}}$ **l** $\dfrac{7.62 \times 10^9}{2 \times 10^{-4}}$

2 Estimate the value of each expression in scientific notation, then evaluate correct to 3 significant figures. R

EXAMPLE 25

a $(5.7 \times 10^3) \times (2.3 \times 10^5)$ **b** $(8 \times 10^5) \times (3.7 \times 10^7)$

c $(9.1 \times 10^{20}) \div (3.2 \times 10^5)$ **d** $(1.2 \times 10^8)^2$

e $(7.13 \times 10^{10}) \times (9.8 \times 10^8)$ **f** $(1.9 \times 10^{11}) \div (2.1 \times 10^7)$

g $(5.85 \times 10^4)^3$ **h** $(6 \times 10^{12}) \div (2.8 \times 10^3)$

3 The human body consists of approximately 6×10^9 cells, and each cell consists of 6.3×10^9 atoms. Roughly how many atoms are there in a human body? PS R

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4 *The Complete Sherlock Holmes* is a book that is 4.5 cm thick and contains 2000 pages. Find the thickness, in *millimetres*, of one page in scientific notation. PS R

5 Evaluate each expression in scientific notation, correct to 2 significant figures.

a $(7.4 \times 10^{30}) - (3.59 \times 10^{29})$

b $(1.076 \times 10^{17}) + (2.3 \times 10^{16})$

c $\sqrt{6.6 \times 10^{27}}$

d $(7.5 \times 10^{23}) \div (3.3 \times 10^{-13})$

e $(8.17 \times 10^{16})^3$

f $\sqrt{2.69 \times 10^{45}}$

g $(7.05 \times 10^{3}) \div (3.9 \times 10^{7})$

h $\dfrac{(5.6 \times 10^{4}) \times (3.9 \times 10^{5})}{(2.3 \times 10^{7})}$

i 1595×1959

j 5^{20}

k 801^{-1}

l 3^{-10}

m 9^{9}

n $(0.7)^{-5}$

6 The Earth is 1.50×10^{8} km from the Sun and the speed of light is 3×10^{5} km/s. How long does it take for light to travel from the Sun to Earth? Express your answer in: PS R C

a seconds

b minutes and seconds

7 The Sun burns 6 million tonnes of hydrogen a second. Calculate to 2 significant figures how many tonnes of hydrogen it burns in a year (that is, 365.25 days). PS R

8 Sound travels at approximately 330 metres per second. If Mach 1 is the speed of sound, how fast is Mach 5? Convert your answer to kilometres per second to 2 significant figures. PS R C

9 The distance that light travels in one year is called a light year. If the speed of light is approximately 3×10^{5} km per second, how far to 2 significant figures does light travel in a leap year? PS R

10 A thunderstorm is occurring 30 km from where you are standing. Use the speed of light (3×10^{5} km per second) and the speed of sound (330 metres per second) to calculate in seconds how long it takes: PS R C



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a the light from the lightning to reach you

b the sound from the thunder to reach you.

11 **a** What is the largest number that can be displayed on your calculator?

b What is the smallest number that can be displayed? PS R C

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9780170479585

Investigation

A lifetime of heartbeats

How many times does your heart beat in an average lifetime of 80 years?

1 Work in pairs and copy this table.

Name	Trial 1	Trial 2	Average beats per minute

2 Use 2 fingers to measure your pulse. Have your partner time you for a minute. Do this twice, record your results in the table and find the average.

3 Repeat Step **2** for your partner.

4 Calculate how many times your heart (and your partner's heart) beats in the following periods. Write your answers in scientific notation, correct to 2 significant figures.

a an hour **b** a day **c** a week

d a year (use 365.25 days) **e** an average lifetime of 80 years

Did you know?

Hairy numbers



Shutterstock.com/Tracy Whiteside

Straight hair
• round follicle



Alamy Stock Photo/Stephen Flint

Wavy hair
⬬ oval follicle



Shutterstock.com/Cookie Studio

Curly hair
▬ flat follicle

There are about 110 000 hairs on your head. Each hair grows at the rate of about 1.3×10^{-3} cm per hour. A single hair lasts about 6 years. Every day you lose between 30 and 60 hairs. Each hair grows from a small depression in the skin called a follicle (a gland). After the hair falls out, the follicle rests for about 3 to 4 months before the next hair starts growing. Hair follicles are either oval, flat or round in shape. How straight, wavy or curly your hair is depends on the shape of your hair follicles.

How many hairs are on all the heads in China if its population is approximately 1.445×10^9? Answer in both scientific notation and decimal notation.



Worksheet
Binary number system



Video
Binary: the computer language

Power plus ANSWERS ON P. 624

1 Write each number in scientific notation.

a 438.2×10^{9} **b** 0.52×10^{-7} **c** 0.0004×10^{12}

d 2013×10^{-3} **e** 57.8 thousand **f** 57.8 thousandths

g 6.7 millionths **h** 3.2 billion **i** 3.2 billionths

2 Evaluate each expression.

a $\sqrt{\sqrt{81}}$ **b** $\sqrt{\sqrt{625}}$ **c** $\sqrt{\sqrt{\sqrt{256}}}$

d $\sqrt{\sqrt[5]{1024}}$ **e** $\sqrt{\sqrt{\sqrt{6561}}}$ **f** $\sqrt[4]{\sqrt{256}}$

g $\sqrt{\sqrt[3]{1000000}}$ **h** $\sqrt[3]{\sqrt{1000000}}$

3 Find values of a, m and n so that each equation is true.

a $a^{\frac{m}{n}} = 2$ **b** $a^{\frac{m}{n}} = 3$ **c** $a^{\frac{m}{n}} = 64$ **d** $a^{\frac{m}{n}} = 125$

4 Find values of a and b that solve $a^b = b^a$. What if a and b are different?

5 The terms in the pattern 3, 5, 17, 257, 65 537, ... can all be generated by a simple method, using only the numbers 1 and 2.

a What is this method?

b What is the next number in the sequence?

6 What is the last digit of each number?

a 2^{200} **b** 3^{200} **c** 7^{200}

CHAPTER 5 REVIEW

Language of maths

ascending	base	descending	estimate
expanded form	exponent	fractional power	index
index laws	index notation	indices	negative power
product	power	quotient	reciprocal
significant figures	scientific notation	term	zero power

1 What does a power of $\frac{1}{2}$ mean?

2 Which 2 words from the list mean 'power'?

3 What is the $\times 10^x$ or EXP key on a calculator used for?

4 What is the index law for dividing terms with the same base?

5 Which digits in 0.006 701 are **significant figures**?

6 What power is associated with the **reciprocal** of a term or number?

7 What type of numbers when written in **scientific notation** have **negative** powers of 10?

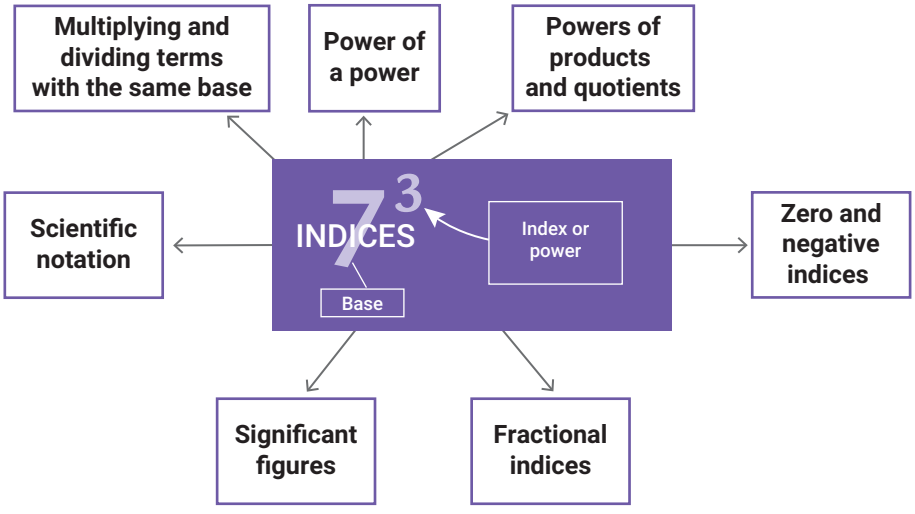
Quiz
Language of maths 5

Puzzle
Indices crossword

Topic summary

- What was this topic about? What was the main theme?
- What content was new and what was revision?
- What are the index laws?
- Write 10 questions (with solutions) that could be used in a test for this chapter.
- Include some questions that you have found difficult to answer.
- List the sections of work in this chapter that you did not understand. Follow up this work with a friend or your teacher.

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



Worksheet
Mind map: Indices (Advanced)

Quiz
Test yourself 5

TEST YOURSELF 5

ANSWERS ON P. 624

5.01 **1** Simplify each expression, writing the answer in index notation.

a $10^3 \times 10^7$ **b** $4^{20} \div 4^4$ **c** $a^{12} \div a^2$

d $h^8 \times h^2$ **e** $3n^3 \times 4n$ **f** $10d^{15} \div 5d^3$

g $20m^9 \div 4m$ **h** $3v^4w^2 \times 2v^3w^5$ **i** $5x^5y^2 \times 3xy$

j $\frac{24t^8h^8}{3t^4h^2}$ **k** $\frac{p^6q^{10}}{p^2q^2}$ **l** $\frac{100a^2b^4}{5ab^2}$

5.02 **2** Simplify each expression, writing the answer in index notation.

a $(2^2)^3$ **b** $(k^5)^5$ **c** $(x^3)^4$

d $(2y^3)^{10}$ **e** $(5t^2)^2$ **f** $(10g)^3$

g $(-2)^5$ **h** $(-2k)^5$ **i** $(-5m^3)^2$

5.03 **3** Simplify each expression.

a $(ab^2)^4$ **b** $(5x^3y^2)^2$ **c** $(4t^2)^3$

d $(-4h^2g)^3$ **e** $\left(\frac{a}{7}\right)^4$ **f** $(2pqr)^5$

g $\left(\frac{3m}{2}\right)^5$ **h** $(-3np^2)^4$ **i** $\left(\frac{2a^7}{b}\right)^4$

j $(4t^4u^5)^3 \times 8t^2u$ **k** $\left(\frac{b^8y^6}{8b^2y}\right)^3$ **l** $45c^6d^8 \div (3cd^2)^2$

5.04 **4** Simplify each expression.

a 7^0 **b** $(-23)^0$ **c** e^0

d $(-k)^0$ **e** $-m^0$ **f** $8g^0h$

g $(5wy)^0$ **h** $\left(\frac{2p^5}{3}\right)^0$ **i** $\frac{2p^0}{3}$

j $15u^2 \div 20u^0$ **k** $(13a)^0 - 13a^0$ **l** $4^0 \times 5 \times (6x)^0$

5.05 **5** Simplify each expression using a positive index.

a 8^{-3} **b** 19^{-2} **c** x^{-1} **d** p^{-5}

e $(4m)^{-1}$ **f** $(3g^2)^{-3}$ **g** $\left(\frac{2}{b}\right)^{-4}$ **h** $5b^{-1}$

i $-2x^{-4}$ **j** $\left(\frac{3}{5a^2c}\right)^{-1}$ **k** $c^{-4}d^2$ **l** $\left(\frac{100}{9}\right)^{-1}$

5.05 **6** Write each expression using a negative index.

a $\frac{1}{10^3}$ **b** $\frac{1}{r^5}$ **c** $\frac{1}{kg}$ **d** $\frac{3}{b}$

PATH

5.05 **7** Simplify $\left(-\frac{8}{3x}\right)^{-2}$ using a positive index.

5.06 **8** Write each expression using a radical (root) sign.

a $q^{\frac{1}{3}}$ **b** $u^{\frac{1}{2}}$ **c** $(2q)^{\frac{1}{3}}$ **d** $(ar)^{\frac{1}{2}}$

5.07 **9** Evaluate each expression.

a $64^{\frac{2}{3}}$ **b** $(-32)^{\frac{3}{5}}$ **c** $36^{-\frac{3}{2}}$

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10 Simplify each expression.

a $\left(125d^{15}\right)^{\frac{4}{3}}$ **b** $\left(16y^{20}\right)^{\frac{1}{4}}$ **c** $\left(32x^{8}\right)^{\frac{2}{5}}$ **d** $\sqrt[3]{-64n^{12}}$

e $\left(\sqrt[5]{32k^{10}}\right)^{3}$ **f** $\left(\frac{1}{\sqrt{4g}}\right)^{5}$ **g** $\left(\sqrt[4]{81a^{2}}\right)^{6}$ **h** $\left(\frac{\left(2\sqrt[3]{8y}\right)^{4}}{10}\right)^{-2}$

11 Simplify each expression using a positive index.

a $\left(\frac{3}{2m}\right)^{-2}$ **b** $3q^{-5} \times 2q^{3}$ **c** $\left(36w^{2}\right)^{\frac{3}{2}}$ **d** $24k^{3} \div 8k^{-5}$

e $\sqrt[3]{125y^{9}}$ **f** $\left(\frac{5d}{3k}\right)^{-3}$ **g** $36p^{-4} \div 27p^{-5}$ **h** $\left(\frac{8}{m^{3}}\right)^{\frac{2}{3}}$

i $4a^{2}b^{-5} \times 8ab^{4}$ **j** $\left(2d^{-2}\right)^{-3}$ **k** $\left(\frac{16}{81w^{8}}\right)^{\frac{1}{4}}$ **l** $\sqrt[5]{32g^{5}h^{15}}$

m $\left(\frac{3x^{2}}{u^{5}}\right)^{4}$ **n** $\left(\frac{8n^{6}}{27c^{9}}\right)^{-\frac{2}{3}}$ **o** $8h^{3} \div 12h^{8}$ **p** $\frac{(2c^{4}e^{3})^{4}}{\sqrt[3]{c^{3}e^{6}}}$

12 Round each value correct to the number of significant figures shown in the brackets.

a 8.5678 [2] **b** 15 712 [3] **c** 476 [1]

d 0.007 126 6 [4] **e** 0.9045 [3] **f** 301 378 [2]

g 4805.28 [3] **h** 0.000 87 [1] **i** 67 000 000 [1]

13 Express each number in scientific notation.

a 37 000 **b** 0.61 **c** 250 000

d 0.000 49 **e** 13 **f** 0.000 000 000 08

14 Express each number in decimal form.

a 8.1×10^{5} **b** 6×10^{7} **c** 5.182×10^{0}

d 2.03×10^{-4} **e** 3×10^{-8} **f** 9.475×10^{-2}

15 Write these numbers in ascending order: 3×10^{3}, 9.1×10^{-8}, 2.4×10^{3}.

16 Evaluate each expression using scientific notation.

a $(3.65 \times 10^{12}) \times (7.4 \times 10^{8})$ **b** $(1.47 \times 10^{10}) \div (3.72 \times 10^{4})$

c $(8.41 \times 10^{5})^{3}$ **d** $\sqrt{6.25 \times 10^{-8}}$

17 Estimate the value of each expression in scientific notation, then evaluate correct to 2 significant figures.

a $(8.9 \times 10^{9}) \times (1.1 \times 10^{7})$ **b** $(9.3 \times 10^{15}) \div (4 \times 10^{2})$

c $(3.1 \times 10^{4})^{2}$

PATH

5.07

5.08

5.09

5.10

5.10

5.10

5.11

5.11

TEST YOURSELF 5

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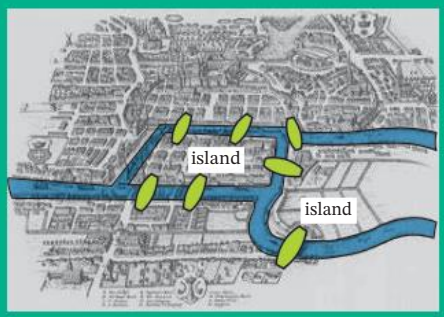
6

MEASUREMENT AND SPACE

GEOMETRY AND NETWORKS

During the 18th century, in the Prussian town of Königsberg (now Kaliningrad, Russia, pictured), there were 7 bridges connecting 2 islands and the banks of the Pregel River (see map below). There was a tradition on Sundays where people would walk through the town try to complete a walk crossing each bridge only once. No person was able to do it but no one could prove that it was impossible.

In 1736, the Swiss mathematician Leonhard Euler solved the problem by reducing the map to a network diagram, creating a new field of mathematics called **graph theory**. Euler proved that it was impossible to do the walk. Eventually, another bridge was built.



Alamy Stock Photo/Album



Chapter outline

	Working mathematically				
6.01 Triangle geometry	U	F		R	C
6.02 Quadrilateral geometry	U	F		R	C
6.03 Angle sum of a polygon*	U	F		R	C
6.04 Exterior angle sum of a convex polygon*	U	F		R	C
6.05 Line and rotational symmetry*	U	F		R	C
6.06 Transformations on the number plane*	U	F		R	C
6.07 Networks*	U	F		R	C
6.08 Planar graphs and Euler's formula*	U	F		R	C

***PATH**

Wordbank

angle sum The total of the sizes of all the angles in a shape, such as a triangle

convex quadrilateral A quadrilateral whose vertices all point outwards

diagonal An interval joining 2 non-adjacent vertices of a shape

edge (of a network) A line that connects vertices (points) together

exterior angle of a triangle An 'outside' angle of a triangle formed after extending one of the sides of the triangle

planar graph A connected network (graph) where the edges do not cross (overlap)

regular polygon A polygon with all angles equal and all sides equal, such as a square

transformation Translation (slide), reflection (flip) or rotation (turn)

vertex (of a network) A point representing an item that is connected by lines called edges.

Quiz
Wordbank 6

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (5):

6.01 Angle sum of a triangle • Exterior angle of a triangle 1 • Exterior angle of a triangle 2

6.07 Networks

6.08 Euler's formula for planar graphs

***Twig* videos (2):**

6.07 The seven bridges of Konigsberg • Networks: Labyrinths and mazes

Quizzes (5):

- Wordbank 6
- SkillCheck 6
- Mental skills 6
- Language of maths 6
- Test yourself 6

Skillsheets (2):

6.01 Naming shapes

6.05 Line and rotational symmetry

Worksheets (15):

6.02 Classifying quadrilaterals • Properties of triangles and quadrilaterals • Naming quadrilaterals • Deductive geometry • Diagonal properties of quadrilaterals • Shapes and angles review

6.03 Angle sum of a polygon • Find the unknown angle • Equal angles

6.04 Angles in polygons

6.05 Symmetry • Symmetry of flat shapes

6.06 Transformations • 5 mm grid paper

Mind map Geometry and networks (Advanced)

Puzzles (3):

6.02 Mixed angle problems • Parallel lines • Triangles and quadrilaterals

Presentation (1):

6.02 Angles and shapes

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

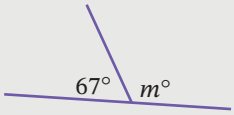
In this chapter you will:

- classify triangles, quadrilaterals and polygons
- solve geometrical problems involving the angle sum of a triangle and quadrilateral and the exterior angle of a triangle
- (PATH) solve geometrical problems involving the angle sum of a polygon and the exterior angle sum of a convex polygon
- (PATH) identify line and rotational symmetries in plane shapes
- (PATH) translate, reflect and rotate points and shapes on a number plane using coordinates, where the reflections are across the x- or y- axis and the rotations through multiples of 90° about the origin
- (PATH) describe networks using appropriate terminology, including vertex, edge, path and degree
- (PATH) describe a planar graph and apply Euler's formula

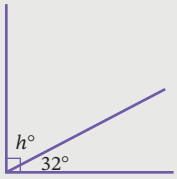
SkillCheck ANSWERS ON P. 625

1 Find the value of each variable.

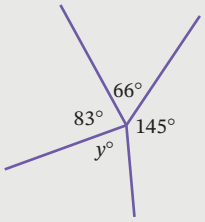
a



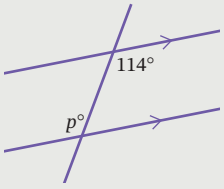
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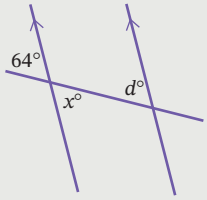
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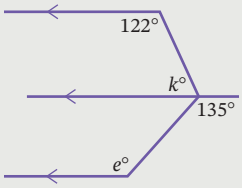
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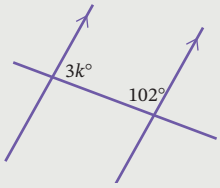
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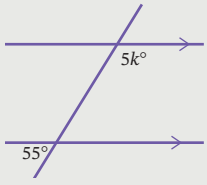
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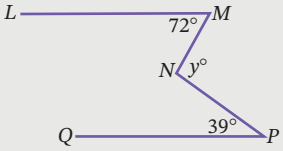
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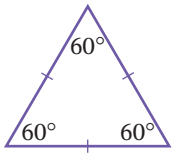
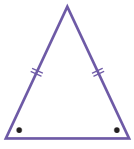
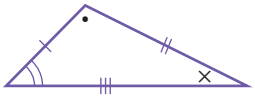
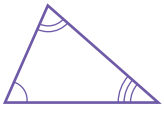
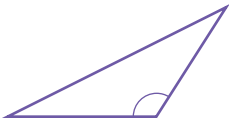
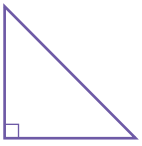


i



Triangle geometry 6.01

Triangles can be classified in 2 ways: by their sides or by their angles.

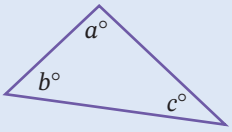
Classifying by sides		
Equilateral triangle	**Isosceles triangle**	**Scalene triangle**
 3 equal sides (Also 3 equal angles, each 60°)	 2 equal sides (Also 2 equal angles, opposite the equal sides)	 No equal sides (Also no equal angles)
Classifying by angles		
Acute-angled triangle	**Obtuse-angled triangle**	**Right-angled triangle**
 3 acute angles (less than 90°)	 One obtuse angle (between 90° and 180°)	 One right angle (90°)

Video
Angle sum of a triangle

Angle sum of a triangle

The **angle sum** of a triangle is 180°.

$a + b + c = 180$



Proof:

Consider any triangle PQR with angles $a°$, $b°$ and $c°$.

Construct a line through P parallel to QR.

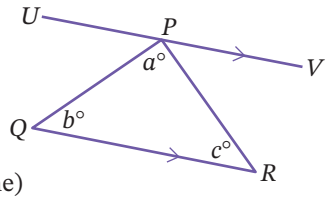
$\therefore \angle UPQ = b°$ (alternate angles, $UV \parallel QR$)

and $\angle VPR = c°$ (alternate angles, $UV \parallel QR$)

But $\angle UPQ + \angle QPR + \angle VPR = 180°$ (angles on a straight line)

$\therefore a° + b° + c° = 180°$

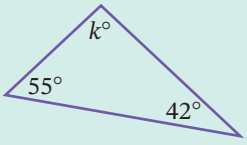
$\therefore$ The sum of the angles of a triangle is 180°.



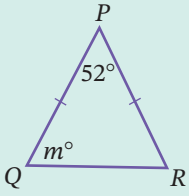
Example 1

Find the value of each variable, giving reasons.

a



b



Solution

a $k + 55 + 42 = 180$ (angle sum of a triangle)

$k = 180 - 55 - 42$

$= 83$

b $\angle R = \angle Q = m°$ ($\triangle PQR$ is isosceles)

$m + m + 52 = 180$ (angle sum of a triangle)

$2m + 52 = 180$

$2m = 128$

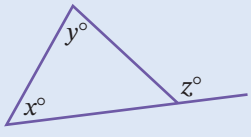
$m = 64$

Video
Exterior angle of a triangle 1

The exterior angle of a triangle

The **exterior angle** of a triangle is equal to the sum of the 2 interior opposite angles.

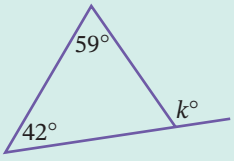
$z = x + y$



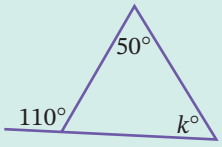
Example 2

Find the value of k in each diagram.

a



b



Solution

a $k = 42 + 59$ (exterior angle of triangle)
$= 101$

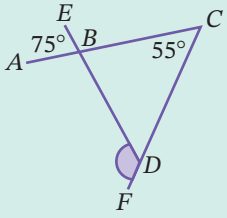
b $k + 50 = 110$ (exterior angle of triangle)
$k = 60$

Video
Exterior angle of a triangle 2

6.01

Example 3

Find the size of the marked angle $\angle BDF$.



Solution

$\angle DBC = \angle ABE = 75°$ (vertically opposite angles)
$\angle BDF = 75° + 55°$ (exterior angle of $\triangle BCD$)
$= 130°$

Video
Exterior angle of a triangle 2

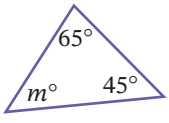
EXERCISE 6.01 ANSWERS ON P. 625

Triangle geometry U F R C

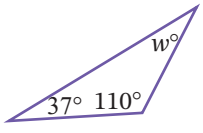
1 Find the value of each variable, giving reasons. R C

EXAMPLE 1

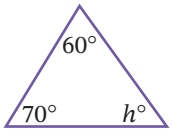
a



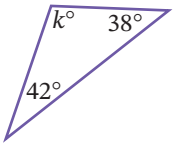
b



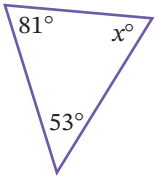
c



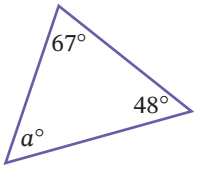
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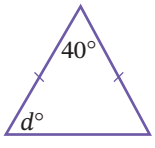
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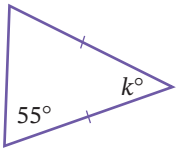
f



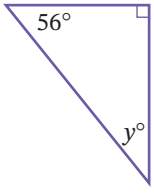
g



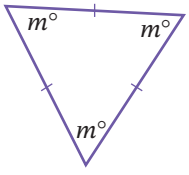
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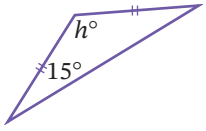
i



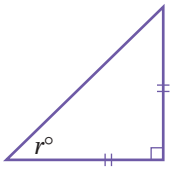
j



k



l



Foundation | Standard | Complex

2 What is the size of each angle in an equilateral triangle? Select **A**, **B**, **C** or **D**.

A 30° **B** 45° **C** 60° **D** 90°

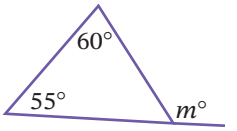
3 One angle of an isosceles triangle is equal to 80°. Which 2 of the following could be the sizes of the other angles? Select 2 of **A**, **B**, **C** or **D**. R

A 80° and 20° **B** 40° and 60° **C** 40° and 40° **D** 50° and 50°

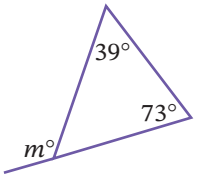
EXAMPLE 2

4 Find the value of m. R C

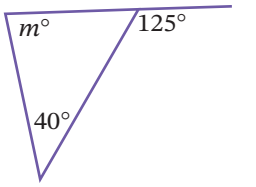
a



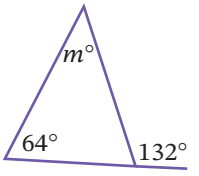
b



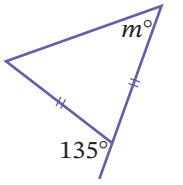
c



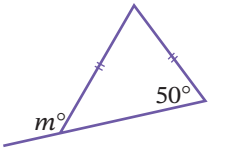
d



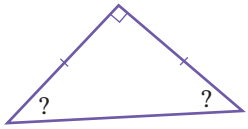
e



f



5 What is the size of the unknown angles in this triangle? Select **A**, **B**, **C** or **D**. R



A 30° **B** 45°

C 60° **D** 90°

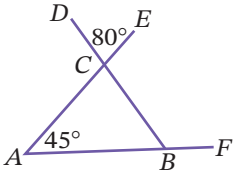
6 One angle of an obtuse-angled triangle is 50°. Which of the following could be the sizes of the other angles? Select **A**, **B**, **C** or **D**. R

A 80° and 50° **B** 100° and 30° **C** 65° and 65° **D** 45° and 95°

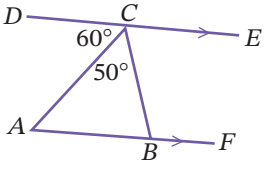
EXAMPLE 3

7 Find the size of $\angle CBF$ in each diagram. R C

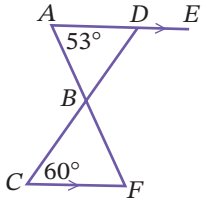
a



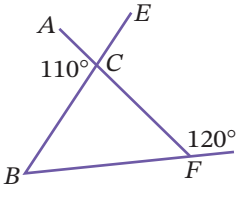
b



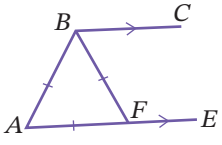
c



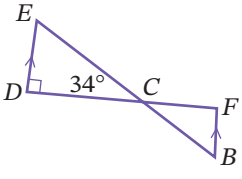
d



e



f

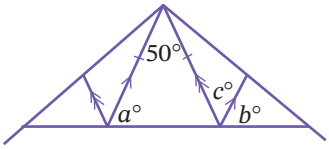


Foundation Standard Complex

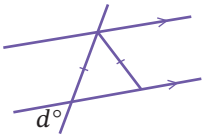
9780170479585

8 An isosceles triangle has a side length of 6 cm and one of its angles equal to 40°. Draw all possible shapes of the triangle. R

9 The diagram shows the shape of a roof truss. Find the value of each variable. R

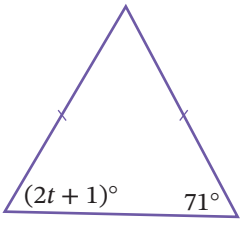


10 Copy this diagram and mark all angles equal to the angle marked $d°$. R

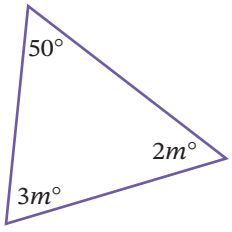


11 Find the value of each variable. R C

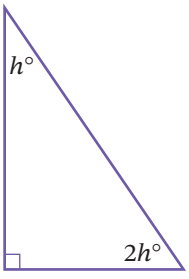
a



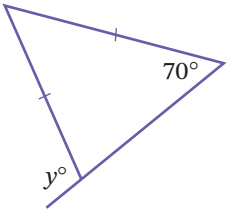
b



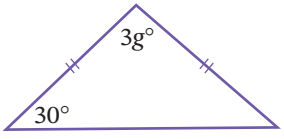
c



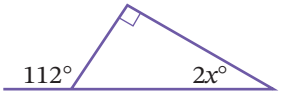
d



e

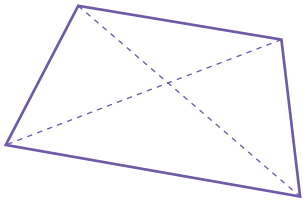
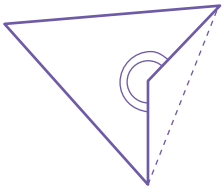


f



Quadrilateral geometry 6.02

A **quadrilateral** is any shape with 4 straight sides. A quadrilateral may be either **convex** or **non-convex** (**concave**).

Convex quadrilateral	Non-convex quadrilateral
	
• All **vertices** (corners) point outwards. • All **diagonals** lie within the shape. • All angles are less than 180°.	• One vertex points inwards. • One diagonal lies outside the shape. • One angle is more than 180° (reflex angle).

Worksheets
Classifying quadrilaterals
Properties of triangles and quadrilaterals
Naming quadrilaterals
Deductive geometry
Diagonal properties of quadrilaterals
Shapes and angles review

Foundation Standard Complex

Skillsheet
Naming shapes

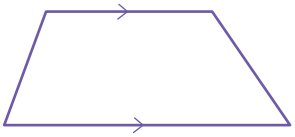
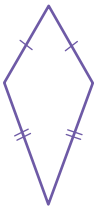
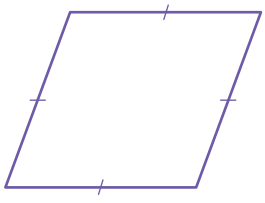
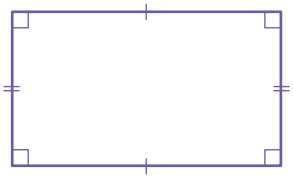
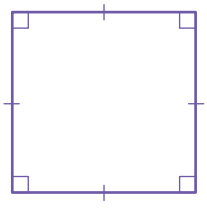
Puzzles
Mixed angle problems

Parallel lines

Triangles and quadrilaterals

Presentation
Angles and shapes

There are 6 special types of quadrilaterals.

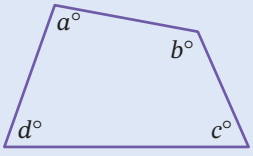
Trapezium	Kite	Parallelogram
		
One pair of parallel sides	2 pairs of equal adjacent sides 'Adjacent' means 'next to each other'.	2 pairs of parallel sides
Rhombus	**Rectangle**	**Square**
		
4 equal sides	4 right angles	4 equal sides and 4 right angles

Angle sum of a quadrilateral

The **angle sum of a quadrilateral** is 360°.

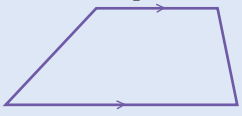
$a + b + c + d = 360$

This property is true for both convex and non-convex quadrilaterals.



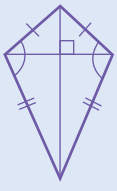
Properties of quadrilaterals

Trapezium



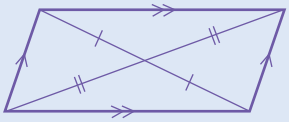
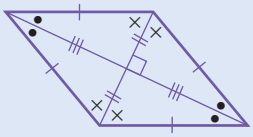
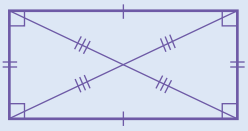
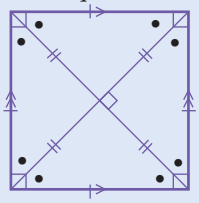
- One pair of opposite sides parallel
- No axes of symmetry

Kite



- 2 pairs of equal adjacent sides
- One pair of opposite angles equal
- One axis of symmetry
- Diagonals intersect at right angles

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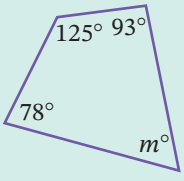
Parallelogram 	• Opposite sides are parallel and equal • Opposite angles are equal • No axes of symmetry • Diagonals bisect each other
Rhombus 	• All sides are equal • 2 axes of symmetry • A special type of parallelogram • Diagonals bisect each other at right angles • Diagonals bisect the angles of the rhombus
Rectangle 	• All angles are 90° (right angles) • 2 axes of symmetry • A special type of parallelogram • Diagonals are equal (in length) • Diagonals bisect each other
Square 	• All sides are equal • All angles are 90° (right angles) • 4 axes of symmetry • A special type of rhombus and rectangle • Diagonals are equal • Diagonals bisect each other at right angles • Diagonals bisect the angles of the square

6.02

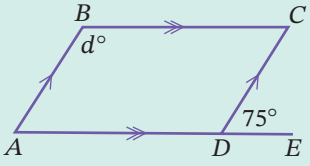
Example 4

Find the value of each variable.

a



b



Solution

a $m + 78 + 125 + 93 = 360$ (angle sum of a quadrilateral)

$m = 360 - 78 - 125 - 93$

$= 64$

b $\angle CDA = 180° - 75°$ (angles on a straight line)

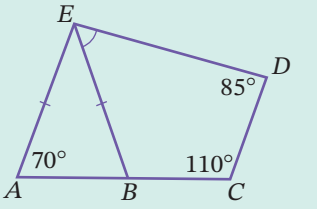
$= 105°$

$d = 105$ (opposite angles of a parallelogram)

Can you see another method for finding d?

Example 5

Find the size of $\angle BED$.



Solution

$\angle ABE = 70°$ (equal angles in isosceles $\triangle ABE$)

$\angle EBC = 180° - 70°$ (angles on a straight line)

$= 110°$

$\angle BED = 360° - 85° - 110° - 110°$ (angle sum of quadrilateral $BCDE$)

$= 55°$

Can you see another method for finding $\angle BED$?

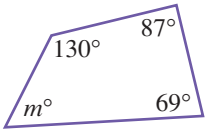
EXERCISE 6.02 ANSWERS ON P. 625

Quadrilateral geometry U F R C

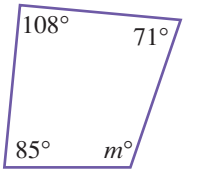
EXAMPLE 4

1 Find the value of m in each diagram. R

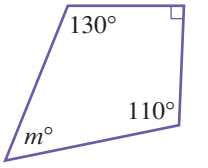
a



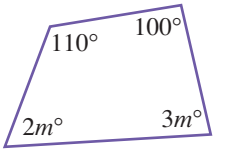
b



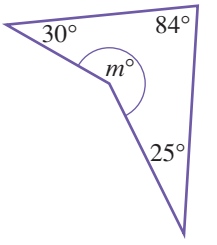
c



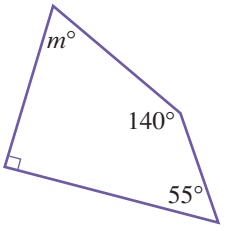
d



e



f



2 Copy and complete this table. R C

Property	Trapezium	Kite	Parallelogram	Rhombus	Rectangle	Square
One pair of opposite sides parallel						
Opposite sides parallel						
Opposite sides equal			✓			
All sides equal						
2 pairs of adjacent sides equal						
Diagonals equal					✓	

Foundation Standard Complex

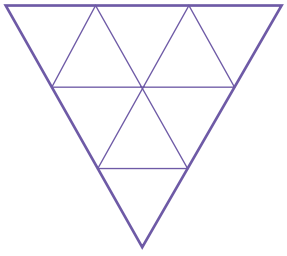
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Property	Trapezium	Kite	Parallelogram	Rhombus	Rectangle	Square
Diagonals bisect each other						
Diagonals meet at right angles						
Diagonals bisect the angles of the shape						
Opposite angles equal						
One pair of opposite angles equal						
All angles 90°						
Axes of symmetry	0					

3 Refer to the table you completed in question **2**, and name all quadrilaterals that have: R C

a no axes of symmetry
b one pair of parallel sides
c 4 equal sides
d equal diagonals
e opposite sides equal
f 4 axes of symmetry
g adjacent sides equal
h one axis of symmetry
i opposite sides parallel
j all angles measuring 90°
k 2 axes of symmetry
l diagonals which bisect each other
m opposite angles equal
n diagonals meeting at 90°

4 Each triangle in this diagram is an equilateral triangle. R



a Name the different types of quadrilaterals that you can find in the diagram.
b How many of each type of quadrilateral are there in the diagram?
c How many triangles are there? (It may help to copy the diagram so that you can draw on it using coloured pencils.)

5 Which statements are *always* true? R

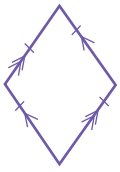
A A rhombus is a parallelogram.
B The diagonals of a parallelogram meet at right angles.
C A square is a rhombus.
D A parallelogram is a quadrilateral with a pair of opposite sides equal and parallel.
E A square is a rectangle.
F The diagonals of an isosceles trapezium bisect each other.
G The opposite angles of a rhombus are equal.
H The diagonals of a rhombus are equal and bisect each other at right angles.
I A rectangle is a parallelogram.

6 Name each quadrilateral using the properties marked on it. R

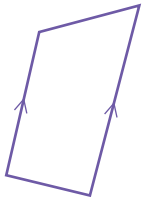
a



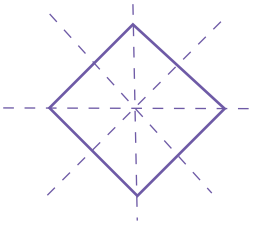
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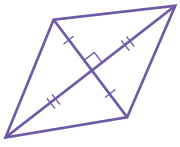
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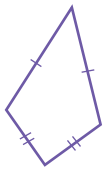
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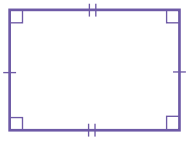
e



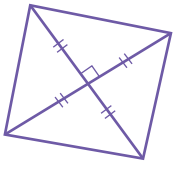
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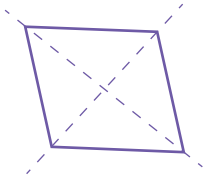
g



h

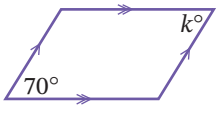


i

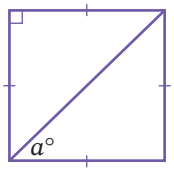


7 Find the value of each variable, giving reasons. R C

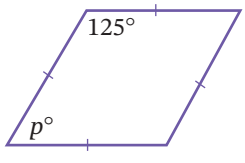
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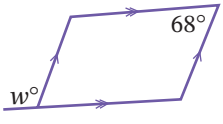
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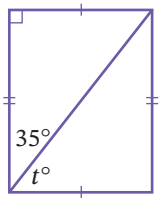
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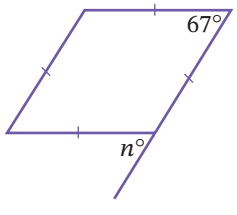
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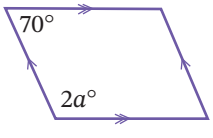
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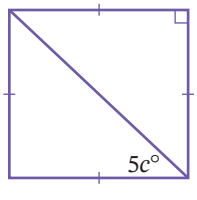
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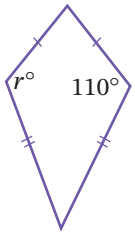
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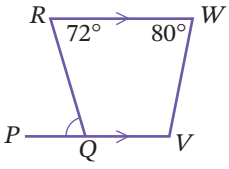


Foundation Standard Complex

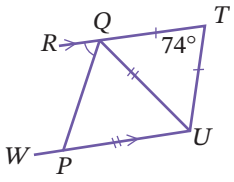
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8 Find the size of $\angle PQR$ in each diagram, giving reasons. R C

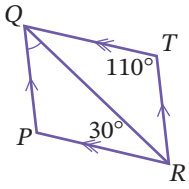
a



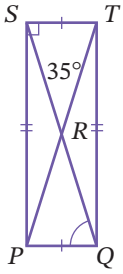
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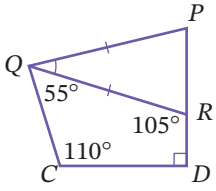
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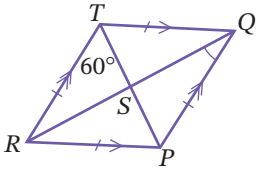
d



e



f



9 Use geometrical instruments or dynamic geometry software to construct each quadrilateral.

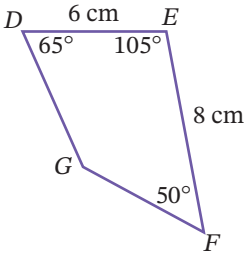
a Parallelogram $TUVW$ with sides $TU = 30$ mm, $UV = 60$ mm and $\angle TUV = 113°$.

b Rhombus with side length 5 cm.

c Convex quadrilateral $WXYZ$ with $WX = 65$ mm, $WZ = 40$ mm, $\angle ZWX = 54°$, $\angle WZY = 114°$ and $XY = 24$ mm.

d Non-convex quadrilateral with one side 4.5 cm and one angle 200°.

e

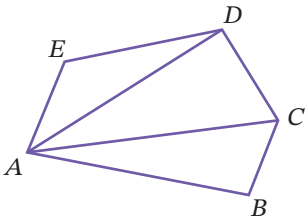


Investigation

Angle sum of a polygon

To find the angle sum of a pentagon $ABCDE$ (5 sides), follow this reasoning.

From one vertex of the pentagon, draw all the diagonals. The diagonals from vertex A have divided the pentagon into 3 triangles.



$\therefore$ Angle sum of a pentagon = angle sum of the 3 triangles

$= 3 \times 180°$

$= 540°$

1 **a** Draw a hexagon (6 sides) and from one vertex draw all the diagonals.

b How many diagonals are there?

c How many triangles did you form?

d Hence find the angle sum of a hexagon.

2 Repeat the procedure to find the angle sum of:

a an octagon (8 sides) **b** a decagon (10 sides)

3 Copy and complete this table.

Polygon	Number of sides	Number of triangles	Angle sum
triangle	3	1	180°
quadrilateral	4	2	
pentagon	5		
hexagon			
octagon			
decagon			

4 Copy and complete this pattern: The number of triangles formed is always 2 _____ than the number of _____ of the polygon.

5 **a** Using your own words, describe the rule for finding the angle sum of a polygon.

b What is the angle sum of a polygon with 20 sides?

c For a polygon with n sides, write a formula for the sum of its angles. Discuss your result with other students.

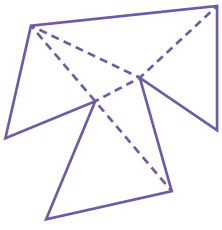
6 **a** Draw a non-convex octagon.

b Divide the polygon into triangles as shown.

c How many triangles have been formed?

d Find the angle sum of this non-convex octagon.

e Does your rule for the angle sum of a polygon also apply to the non-convex polygon?



Angle sum of a polygon

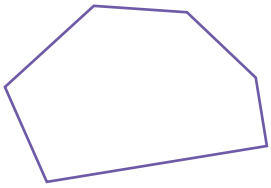
6.03

PATH

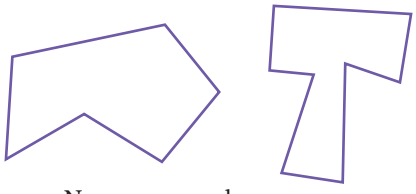
6.03

Worksheet
Angle sum of a polygon

A **polygon** is a general name for any shape with straight sides. The word is derived from the Greek, meaning 'many angles'. Shapes with curved sides, such as circles, ellipses and semicircles, are *not* polygons.



Convex polygon



Non-convex polygons

In a non-convex polygon, some vertices point inwards, some diagonals lie outside the shape and some angles are more than 180° (reflex angles).

Name	Number of sides
Pentagon	5
Hexagon	6
Heptagon	7
Octagon	8
Nonagon	9
Decagon	10
Undecagon	11
Dodecagon	12

Angle sum of a polygon

The **angle sum of a polygon** with n sides is given by the formula $A = 180(n - 2)°$.

This formula applies to both convex and non-convex polygons.

Example 6

Find the angle sum of a nonagon (9 sides).

Solution

Substitute $n = 9$ into $A = 180(n - 2)°$.

Angle sum $= 180(9 - 2)°$

$= (180 \times 7)°$

$= 1260°$

PATH

Example 7

Find the number of sides of a polygon that has an angle sum of 720°.

Solution

$180(n-2) = 720 \quad A = 720$

$180n - 360 = 720$

$180n = 1080$

$n = \frac{1080}{180}$

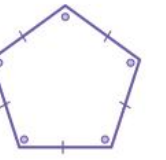
$= 6$

$\therefore$ The polygon has 6 sides (hexagon).

Worksheet
Equal angles

Regular polygons

A **regular polygon** has all angles equal and all sides equal. For example, a regular pentagon has 5 equal sides and 5 equal angles. A square is a regular polygon but a rhombus is not.



Angle in a regular polygon

The size of each angle in a **regular polygon** with n sides is

$$\frac{\text{Angle sum}}{\text{No. of sides}} = \frac{180(n-2)^\circ}{n}$$

Example 8

Find the size of one angle in a regular hexagon.

Solution

A hexagon has 6 sides ($n = 6$).

Size of one angle $= \frac{180(6-2)^\circ}{6}$

$= \frac{(180 \times 4)^\circ}{6}$

$= 120^\circ$

Each angle in a regular hexagon is 120°.

EXERCISE 6.03 ANSWERS ON P. 626

Angle sum of a polygon U F R C

1 How many sides has:

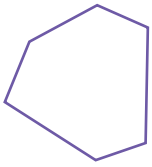
a a hexagon? **b** a quadrilateral? **c** a nonagon?

d a decagon? **e** a heptagon? **f** a pentagon?

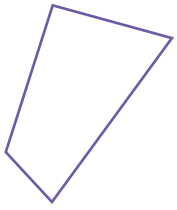
g a dodecagon? **h** an octagon? **i** an undecagon?

2 Name each polygon. R C

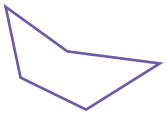
a



b



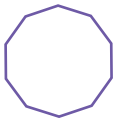
c



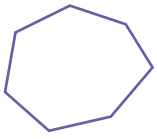
d



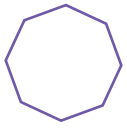
e



f



g



h

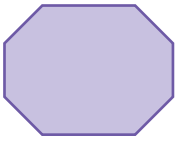


3 Which polygons from question **2** are: R C

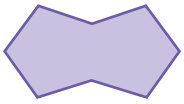
a convex? **b** regular? **c** concave?

4 Which shape is a regular octagon? Select **A**, **B**, **C** or **D**.

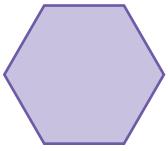
A



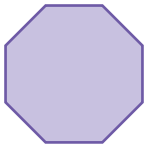
B



C



D



5 What is the more common name for: R C

a a regular triangle? **b** a regular quadrilateral?

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PATH

EXAMPLE 6

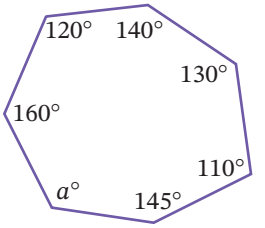
6 Find the angle sum of a polygon with:

a 5 sides **b** 8 sides **c** 15 sides **d** 12 sides

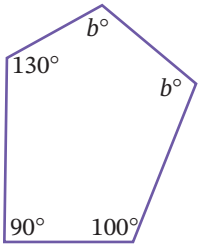
e 7 sides **f** 10 sides **g** 20 sides **h** 11 sides

7 Find the value of each variable. R

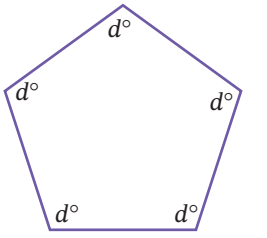
a



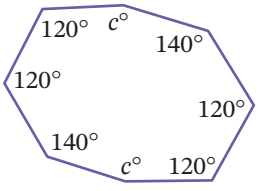
b



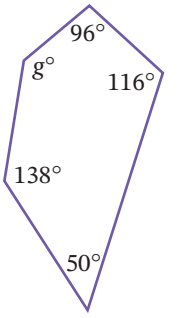
c



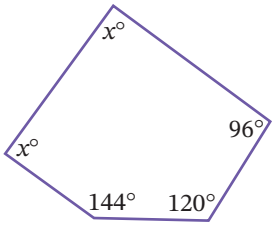
d



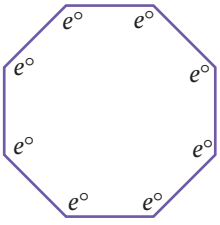
e



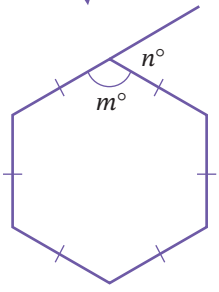
f



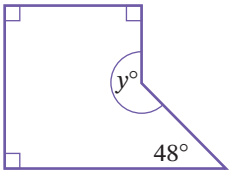
g



h



i



EXAMPLE 7

8 Find the number of sides of a polygon that has an angle sum of: R

a 2160° **b** 1620° **c** 3960° **d** 2700°

9 Which polygon has an angle sum of 1440°? Select **A**, **B**, **C** or **D**. R

A pentagon **B** decagon **C** nonagon **D** octagon

EXAMPLE 8

10 Find the size of one angle in a regular: R

a octagon **b** decagon **c** dodecagon **d** hexagon

11 The angle sum of a regular polygon is 6840°. R

a How many sides does the polygon have?

b Find the size of each angle.

12 How many sides does a regular polygon have if each of its angles is: R

a 165°? **b** 170°? **c** 144°?

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Mental skills 6: Maths without calculators ANSWERS ON P. 626

Quiz
Mental skills 6

Dividing decimals

To divide one decimal by another, first move the decimal points in both decimals the same number of places to the right so that the second decimal is a whole number.

1 Study each example.

a $0.24 \div 0.06 = 24 \div 6 = 4$

b $0.45 \div 0.5 = 4.5 \div 5 = 0.9$

c $0.006 \div 0.3 = 0.06 \div 3 = 0.02$

d $27 \div 0.9 = 270 \div 9 = 30$

e $1.6 \div 0.4 = 16 \div 4 = 4$

f $5.6 \div 0.07 = 560 \div 7 = 80$

2 Now evaluate each quotient.

a $0.25 \div 0.5$ **b** $63 \div 0.7$ **c** $3.2 \div 0.4$ **d** $0.18 \div 0.2$

e $2.7 \div 0.03$ **f** $0.042 \div 0.06$ **g** $4 \div 0.5$ **h** $1.2 \div 0.04$

i $0.072 \div 0.9$ **j** $0.35 \div 0.1$ **k** $0.28 \div 0.07$ **l** $0.033 \div 0.11$

3 Study each example.

Given that $112 \div 14 = 8$, evaluate each expression.

a
$$\begin{aligned} 112 \div 1.4 &= 112.0 \div 1.4 \\ &= 1120 \div 14 \\ &= 112 \times 10 \div 14 \\ &= 112 \div 14 \times 10 \\ &= 8 \times 10 \\ &= 80 \end{aligned}$$

Estimate: $112 \div 1.4 \approx 112 \div 1 = 112$

b
$$\begin{aligned} 0.112 \div 0.14 &= 0.112 \div 0.14 \\ &= 11.2 \div 14 \\ &= 112 \div 10 \div 14 \\ &= 112 \div 14 \div 10 \\ &= 8 \div 10 \\ &= 0.8 \end{aligned}$$

Estimate: $0.112 \div 0.14 \approx 0.1 \div 0.1 = 1$

c
$$\begin{aligned} 1120 \div 1.4 &= 11\,200 \div 14 \\ &= 112 \times 100 \div 14 \\ &= 112 \div 14 \times 100 \\ &= 8 \times 100 \\ &= 800 \end{aligned}$$

Estimate: $1120 \div 1.4 \approx 1120 \div 1 = 1120$

d
$$\begin{aligned} 1.12 \div 14 &= 112 \div 100 \div 14 \\ &= 112 \div 14 \div 100 \\ &= 8 \div 100 \\ &= 0.08 \end{aligned}$$

Estimate: $1.12 \div 14 \approx 1.12 \div 10 = 0.112$

4 Now given that $368 \div 23 = 16$, evaluate each quotient.

a $36.8 \div 2.3$ **b** $368 \div 2.3$ **c** $3.68 \div 2.3$ **d** $0.368 \div 0.23$

e $36.8 \div 23$ **f** $3.68 \div 0.23$ **g** $36.8 \div 0.23$ **h** $0.368 \div 2.3$

I $0.368 \div 23$ **j** $3.68 \div 0.023$ **k** $3.68 \div 23$ **l** $0.368 \div 230$

PATH

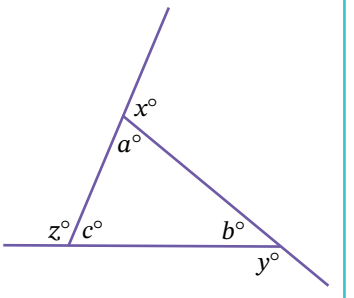
Investigation

Exterior angle sum of a convex polygon

1 **a** Draw a triangle and extend each side to show the exterior angles of the triangle as shown.

Exterior angles are $x°$, $y°$ and $z°$.

Interior angles are $a°$, $b°$ and $c°$.



b Use a protractor to measure angles $x°$, $y°$ and $z°$.

c Find the sum of the exterior angles.

d Looking at the diagram, what must be the value of $a° + x° + b° + y° + c° + z°$?

e But what do we know about the value of $a° + b° + c°$?

f Therefore, what must be the value of $x° + y° + z°$?

2 Repeat this procedure for the exterior angles of a convex quadrilateral. What is the sum of the exterior angles of a convex quadrilateral?

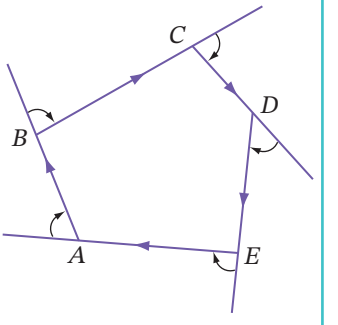
3 Repeat the procedure for a convex pentagon and a convex hexagon. What do you notice about the sum of the exterior angles of those polygons?

4 **a** Draw any convex polygon and extend the sides. Label the vertices of your polygon A, B, C, etc.

b Start at A and move around the polygon, turning in the direction indicated at each vertex.

c Continue until you return to A, facing the same way you started. What must be the sum of the turns in any round trip of a convex polygon?

d Test whether this rule works for a non-convex polygon.



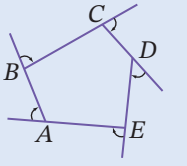
6.04 Exterior angle sum of a convex polygon

PATH

Worksheet
Angles in polygons

Exterior angle sum of a convex polygon

The **sum of the exterior angles** of a convex polygon is 360°.

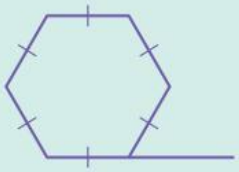


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Example 9

For a regular hexagon, find the size of:

a each exterior angle **b** each (interior) angle.



Solution

a Sum of exterior angles = 360°

One exterior angle = 360° ÷ 6 = 60°

b Each angle = 180° − 60° = 120° OR: Each angle $= \frac{180(6-2)^\circ}{6} = 120^\circ$

Example 10

Find the number of sides of a regular polygon if:

a each exterior angle is 12° **b** each (interior) angle is 160°.

Solution

a Sum of exterior angles = 360°

Number of exterior angles = 360 ÷ 12 = 30

∴ The regular polygon has 30 sides.

b Exterior angle = 180° − 160° = 20° (angles on a straight line)

Sum of exterior angles = 360°

Number of exterior angles = 360 ÷ 20 = 18

∴ The regular polygon has 18 sides.

OR: $\frac{180(n-2)^\circ}{n} = 160^\circ$

$180(n-2) = 160n$

$180n - 360 = 160n$

$20n - 360 = 0$

$20n = 360$

$n = \frac{360}{20} = 18$

∴ The regular polygon has 18 sides.

EXERCISE 6.04 ANSWERS ON P. 626

Exterior angle sum of a convex polygon U F R

EXAMPLE 9

1 Find the size of each exterior angle of a regular:

a octagon **b** decagon **c** 15-sided polygon **d** nonagon

2 Find the size of each angle of a regular: R

a pentagon **b** dodecagon **c** nonagon **d** 16-sided polygon

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EXAMPLE 10

3 Find the number of sides of a regular polygon if each exterior angle is:

a 24° **b** 36° **c** 40°

d 10° **e** 18° **f** 60°

4 Find the number of sides of a regular polygon if each angle is: R

a 150° **b** 175° **c** 162°

d 140° **e** 108° **f** 176°

6.05 Line and rotational symmetry

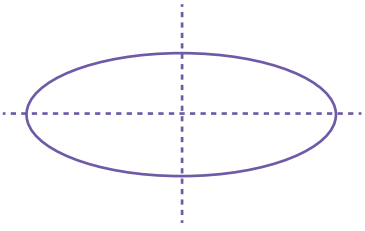
PATH

Skillsheet
Line and rotational symmetry'

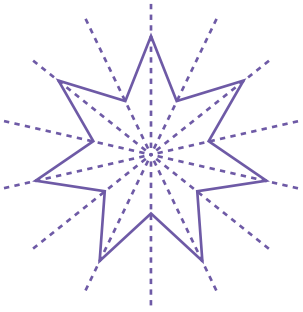
Worksheets
Symmetry

Symmetry of flat shapes

When a shape with **line symmetry** is folded along a line, one half of the shape will fit exactly on top of the other half. The fold line is called the **axis of symmetry**.

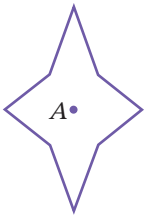


This ellipse has 2 axes of symmetry.

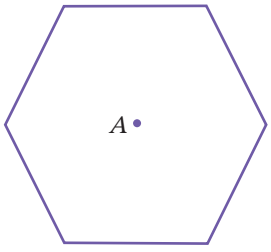


This star shape has 7 axes of symmetry.

When a shape with **rotational symmetry** is rotated about the point, called the **centre of symmetry**, it fits on itself at least once before one complete revolution.



This star shape fits on itself twice in one revolution, so it has rotational symmetry of order 2.



The regular hexagon fits on itself 6 times in one revolution, so it has rotational symmetry of order 6.

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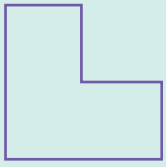
Example 11

For each shape:

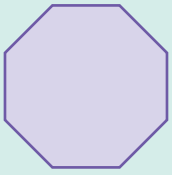
i count how many axes of symmetry it has

ii state whether it has rotational symmetry and the order if it does.

a



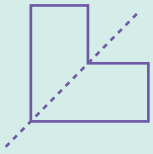
b



Solution

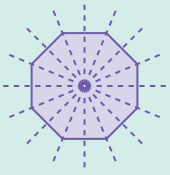
a **i** 1 axis of symmetry

ii no rotational symmetry



b **i** 8 axes of symmetry

ii rotational symmetry of order 8



EXERCISE 6.05 ANSWERS ON P. 626

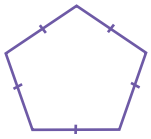
Line and rotational symmetry U F R C

1 Copy each shape and mark its axes of symmetry. R C

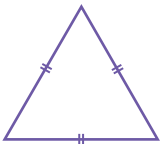
a



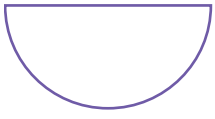
b



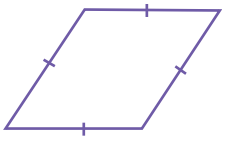
c



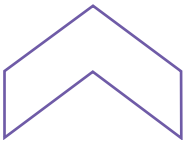
d



e



f

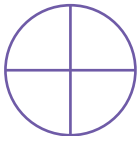


2 State whether each shape has rotational symmetry and the order if it does. R C

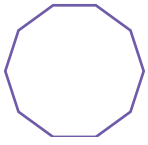
a



b



c



PATH

3 Which of these capital letters have: R C

B C H M O P S W X Y Z

a line symmetry? **b** rotational symmetry?

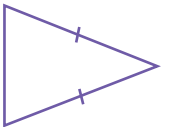
EXAMPLE 11

4 For each shape: R C

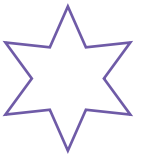
i find how many axes of symmetry it has

ii state whether it has rotational symmetry and the order if it does.

a



b



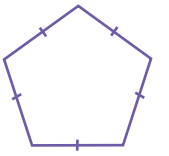
c



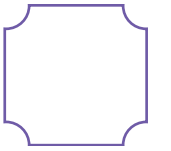
d



e



f



5 For each shape, find: R C

i the number of axes of symmetry

ii the order of rotational symmetry

a square **b** rhombus **c** regular decagon (10 sides)

d circle **e** kite

6 **a** Find the number of axes of symmetry and the order of rotational symmetry for:

i a scalene triangle **ii** an isosceles triangle **iii** an equilateral triangle

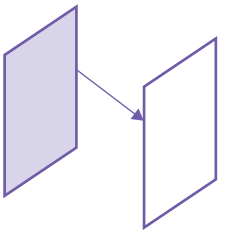
b What do you notice about your answers to part **a**? R C

6.06 Transformations on the number plane

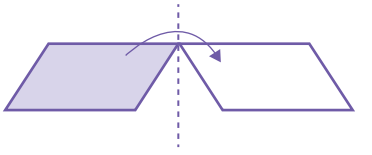
PATH

Worksheet
Transformations

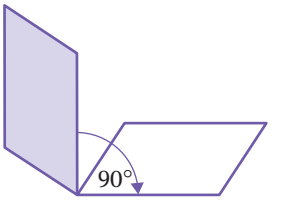
There are 3 types of **transformations**.



translation ('slide')



reflection ('flip')



rotation ('spin')

The shapes have changed position (transformed) but still have the same shape and size.

The original shape is called the **original**.

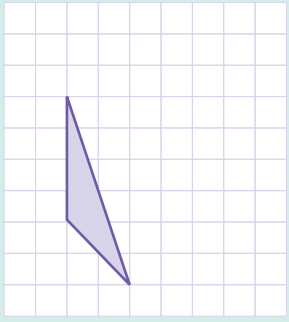
The transformed shape is called the **image**.

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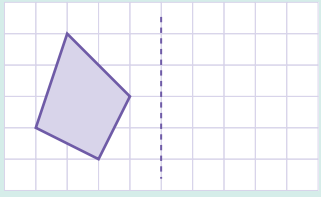
Example 12

a Translate this triangle 4 units right and 2 units up.



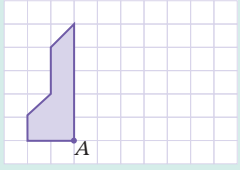
b Reflect the quadrilateral across the dotted line.

The dotted line is called the **line of reflection**.



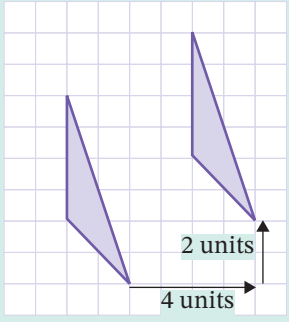
c Rotate the shape 90° in a clockwise direction about the point A.

A is called the **centre of rotation**.



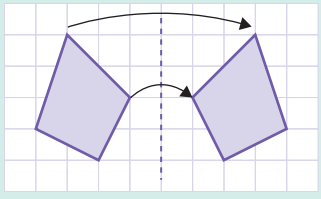
Solution

a



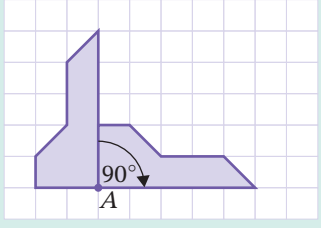
Every point on the original is shifted 4 units right and 2 units up.

b



The original and its mirror image are the same distance from the line of reflection.

c

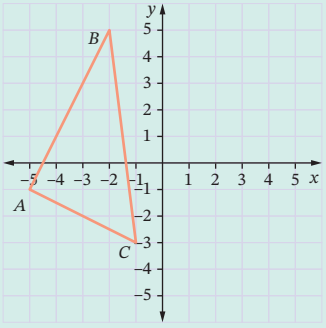


Every point on the original and image are the same distance from the centre of rotation.

PATH

When a point or vertex P of an original shape is transformed, the corresponding point or vertex on the image is labelled P', pronounced 'P-dash' or 'P-prime'.

Example 13



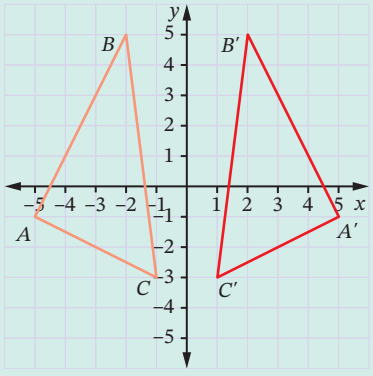
a Reflect the $\triangle ABC$ across the y-axis to obtain the image $\triangle A'B'C'$.

b Compare the coordinates of each vertex of $\triangle ABC$ to its matching vertex in $\triangle A'B'C'$.

c Now reflect $\triangle ABC$ across the x-axis to obtain the image $\triangle A'B'C'$. Compare the coordinatesof each vertex of the original to its matching vertex in its image.

Solution

a



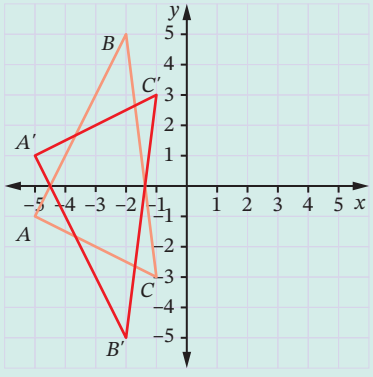
b $A\,(-5, -1) \rightarrow A'\,(5, -1)$

$B\,(-2, 5) \rightarrow B'\,(2, 5)$

$C\,(-1, -3) \rightarrow C'\,(1, -3)$

When reflected in the y-axis, the x-coordinate of each vertex changes sign while the y-coordinate stays the same.

c



$A\,(-5, -1) \rightarrow A'\,(-5, 1)$

$B\,(-2, 5) \rightarrow B'\,(-2, -5)$

$C\,(-1, -3) \rightarrow C'\,(-1, 3)$

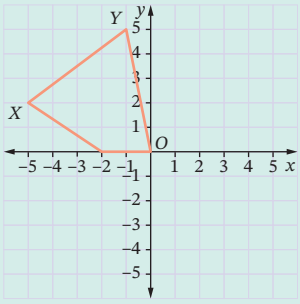
When reflected in the x-axis, the y-coordinate of each vertex changes sign while the x-coordinate stays the same.

Example 14

a Rotate $OWXY$ clockwise about the origin O through each angle to obtain $OW'X'Y'$.

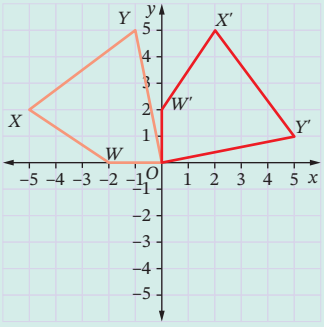
i 90° **ii** 180° **iii** 270°

b Compare the coordinates of each vertex of $OWXY$ to each vertex of the image $OW'X'Y'$ for each rotation in part **a**.



Solution

a, b i



$O\,(0, 0) \rightarrow O\,(0, 0)$

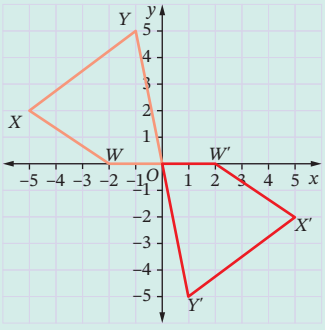
O is the centre of rotation

$W\,(-2, 0) \rightarrow W'(0, 2)$

$X\,(-5, 2) \rightarrow X'(2, 5)$

$Y\,(-1, 5) \rightarrow Y'(5, 1)$

ii



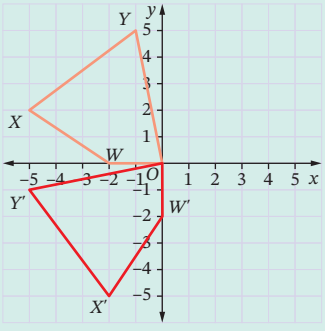
$O\,(0, 0) \rightarrow O\,(0, 0)$

$W\,(-2, 0) \rightarrow W'(2, 0)$

$X\,(-5, 2) \rightarrow X'(5, -2)$

$Y\,(-1, 5) \rightarrow Y'(1, -5)$

iii



$O\,(0, 0) \rightarrow O\,(0, 0)$

$W\,(-2, 0) \rightarrow W'(0, -2)$

$X\,(-5, 2) \rightarrow X'(-2, -5)$

$Y\,(-1, 5) \rightarrow Y'(-5, -1)$

PATH

Example 15

Find the new position of the point $M\,(4, 1)$ if it is:

a reflected in the x-axis.

b rotated anticlockwise through 90° about the origin.

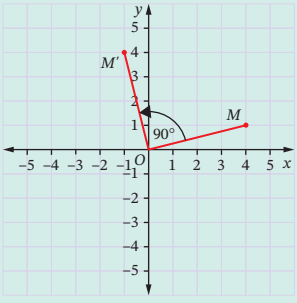
c translated 7 units left and 4 units down.

Solution

a M is reflected in the x-axis so the x-coordinate stays the same
$\therefore$ the new position of M is $(4, -1)$

b M is rotated anticlockwise about the origin
$\therefore$ the new position of M is $(-1, 4)$

c The new position of M is $(4 - 7, 1 - 4) = (-3, -3)$



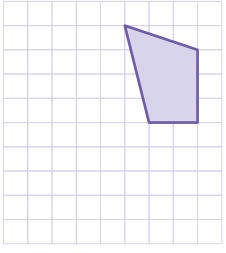
EXERCISE 6.06 ANSWERS ON P. 627

Transformations on the number plane UFRC

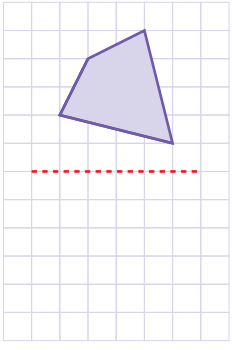
EXAMPLE 12

1 Copy each shape onto grid paper and draw the image after the stated transformation.

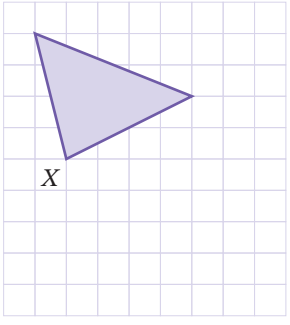
a Translate 3 units left and 4 units down.



b Reflect across the dotted line.

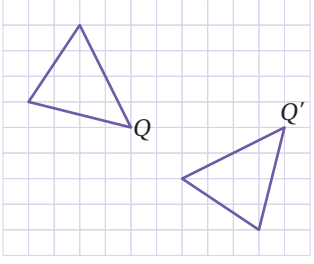


c Rotate 90° clockwise about X.

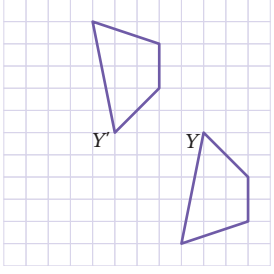


2 State the combination of 2 transformations used on the original to obtain the image.

a



b



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PATH

EXAMPLE 13

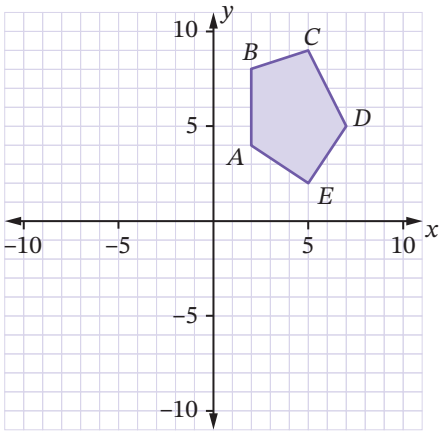
6.06

3 **a** Copy and reflect the shape *ABCDE* across the *y*-axis to obtain the image *A′B′CD′E′*.

b Compare the coordinates of each vertex of *ABCDE* to its matching vertex in *A′B′C′D′E′*.

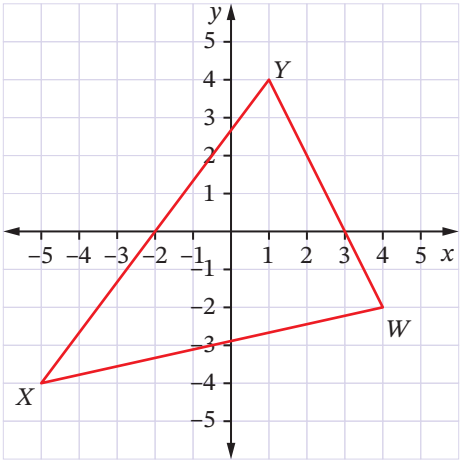
c Now copy and reflect *ABCDE* across the *x*-axis to obtain the image *A′B′C′D′E′*.

Compare the coordinates of each vertex of the original to its matching vertex in its image. R C



4 **a** Copy and reflect the △*WXY* across the *x*-axis to obtain the image △*W′X′Y′*.

b Write the coordinates of each vertex of △*W′X′Y′* and compare them to the coordinates of the vertices of △*WXY*. R C



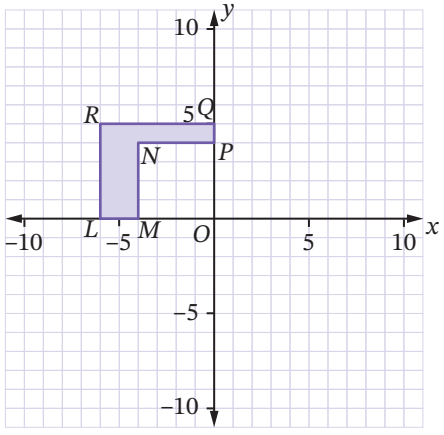
EXAMPLE 14

5 **a** Copy and rotate the shape *LMNPQR* clockwise about *O* through 90° to create the image *L′M′N′P′Q′*.

b Write down the coordinates of *P′* and *R′* and compare them to the coordinates of *P* and *R*.

c Write down the new positions of *M*, *N* and *Q* if *LMNPQ* is rotated about *O* through. R C

i 180° **ii** 270°



Foundation Standard Complex

PATH

6 **a** Copy and rotate $\triangle MPT$ clockwise about M through the following angles to obtain $\triangle M'P'T'$:

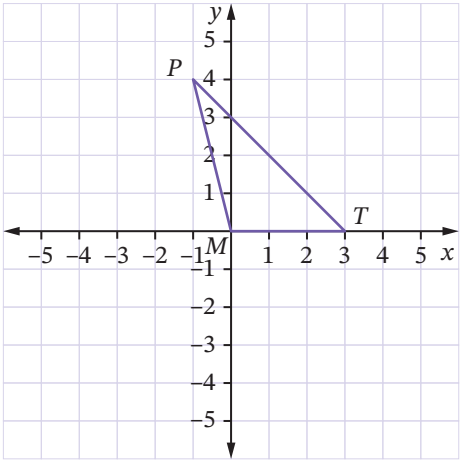
i 90° **ii** 180° **iii** 270°

b Compare the coordinates of the vertices of $\triangle MPT$ to those of $\triangle M'P'T'$ for each of the rotations. R C

c Copy and rotate $\triangle MPT$ anticlockwise about M through the following angles

i 90° **ii** 180° **iii** 270°

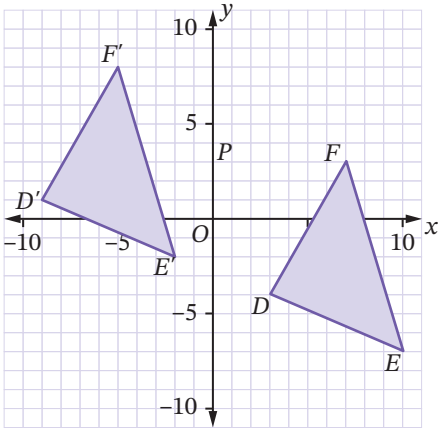
d Which of the images from part **c** are the same as the images from part **a**?



7 **a** Describe the transformation that has been performed on $\triangle DEF$.

b Compare the coordinates of each vertex of $\triangle DEF$ to its matching vertex in $\triangle D'E'F'$.

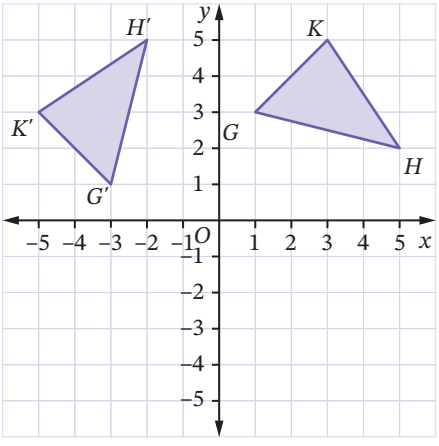
c Reflect $D'E'F'$ in the x-axis. Compare each vertex of the image of $\triangle D'E'F'$ to its matching vertex of $\triangle DEF$. R C



8 **a** Describe the transformation that has been performed on $\triangle GHK$.

b Compare the coordinates of each vertex of $\triangle GHK$ to its matching vertex in $\triangle G'H'K'$.

c Reflect $\triangle G'H'K'$ in the x-axis. Compare each vertex of the image of $\triangle G'H'K'$ to its matching vertex of $\triangle GHK$. R C



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PATH

EXAMPLE 15

6.06

9 Find the new position of the point $K(-5, 3)$ if it is: R C

a reflected in the x-axis. **b** reflected in the y-axis.

c rotated clockwise through 90° about the origin.

d translated 5 units left and 3 units up.

10 What are the coordinates of the image point P' if $P(-3, -7)$ is: R C

a reflected in the y-axis **b** reflected in the x-axis

c translated 5 units right and 4 units up

d rotated clockwise about the origin through

i 90° **ii** 180° **iii** 270°

11 Find the new position of the point $W(2, 3)$ if it is: R C

a translated 5 units right and 4 units down.

b rotated through 180° about the origin. **c** reflected in the y-axis.

d reflected in the x-axis and then translated 4 units left and 2 units down.

e rotated clockwise through 270° about the origin and then reflected in the x-axis.

12 $A(-4, 5)$ is reflected in the y-axis and then translated 5 units left and 2 units down. What are the new coordinates of the point A? Select the correct answer **A, B, C** or **D**.

A $(-9, 3)$ **B** $(-1, 3)$ **C** $(-1, -3)$ **D** $(9, -3)$

13 What are the coordinates of the image point X′ if X $(-4, -8)$ has been rotated about the origin through 180° and then reflected in the x-axis. Select **A, B, C** or **D**.

A $(-4, 8)$ **B** $(4, 8)$ **C** $(8, -4)$ **D** $(4, -8)$

14 **a** The point $A(3, -4)$ is the image of a point after it has been translated 5 units right and 3 units down. Find the original point. R C

b The point G $(-2, 5)$ is the image of a point after it been rotated 90° about the origin O. Find the original point.

c Find the original point if $(6, -1)$ is the image of a point after it has been translated 2 units left and 4 units down and then reflected in the y-axis.

Technology

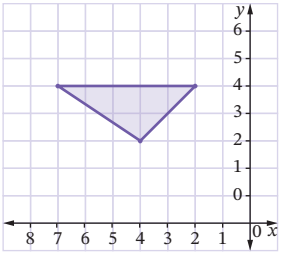
Transformations on the number plane

In this activity you will create reflections, rotations and translations of various shapes using **dynamic geometry software.** Create a number plane that shows all 4 quadrants and values of x and y from –10 to 10.

Activity 1: Reflection

1 Draw a **triangle** with vertices at (–7, 5), (–2, 5) and (–4, 3).

2 Draw a **reflection line on the *y*-axis,** through the points (0, 6) and (0, 0).



3 Reflect the triangle across the line.

4 Click a vertex and drag it. What happens?

5 Draw a new **reflection line** through the points (2, 7) and (–5, –2).

6 Reflect the triangle across this line.

Activity 2: Rotation

1 Draw a **polygon** with vertices at (0, 3), (–2, 3), (–3, 2), (–2, 0) and (0, 3).

2 Select the polygon and rotate it 45° clockwise about the point (0, 3).

3 Repeat step **2**, then rotate the polygon 180° clockwise about (0, 3). What happens?

4 Try other points as the centre point and enter different angles. What happens?

Activity 3: Translation

1 Draw a **polygon** with vertices at (–3, 4), (–3, –1), (1, –1), (1, 1), (–2, 1), (–2, 4) and (–3, 4).

2 Translate the polygon so that the image of (1, 1) is (4, 3).

3 Now translate the shape in 2 other ways.

Activity 4

1 Construct a **Polygon**.

2 Reflect the polygon about a point.

3 Reflect the polygon about a line.

4 Rotate the polygon by an angle.

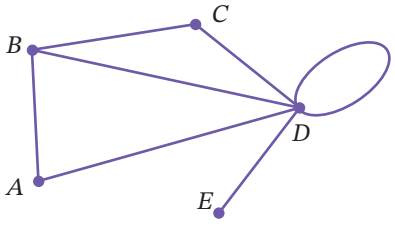
5 Translate the polygon by a vector.

Networks

6.07

A **network** is a collection of objects connected to each other in some way or system. Examples of networks include bus, rail and air routes, computer systems and family or friend relationships.

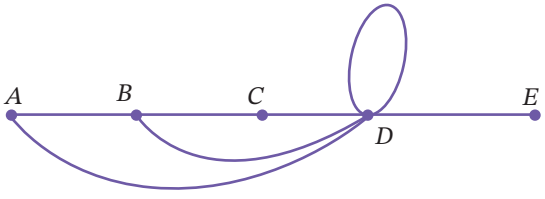
A **graph** is a diagram of a network where the objects are represented by points called **vertices** (or **nodes**), which are joined by lines called **edges**. The study of networks is called **graph theory**.



This graph or network diagram has 5 vertices, *A, B, C, D, E,* and 7 edges, *BC, BD, BA, AD, ED, CD, DD.*

A **loop** is an edge that connects a vertex to itself, such as *DD* in the diagram.

A network can be drawn in different ways as long as it shows the same connections. This diagram represents the same network as above.



PATH

Videos
Networks
The seven bridges of Konigsberg
Networks: Labyrinths and mazes

6.07

Degree of a vertex

The **degree** (or **order**) of a vertex is the number of edges connected to it, with loops counted as 2 edges. An **even vertex** has an even number of edges connected to it. An **odd vertex** has an odd number of edges.

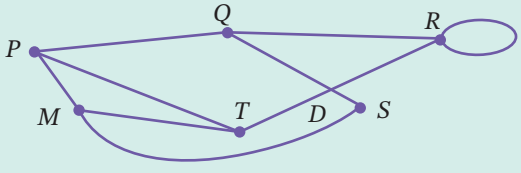
The **sum of the degrees** of all vertices in a network is equal to **twice the number of edges**, because each edge belongs to 2 vertices. This means that the sum of the degrees in a network is always even.

Example 16

a Find the degree of each vertex in this network.

b How many vertices are odd?

c Show that the sum of the degrees is equal to twice the number of edges.



Solution

a

Vertex	*M*	*P*	*Q*	*R*	*S*	*T*
Degree	3	3	3	4	2	3

b There are 4 odd vertices.

c Number of edges = 9.

Sum of degrees of vertices = 3 + 3 + 3 + 4 + 2 + 3 = 18,

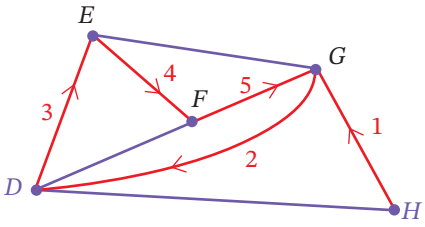
which is twice the number of edges (2 × 9).

PATH

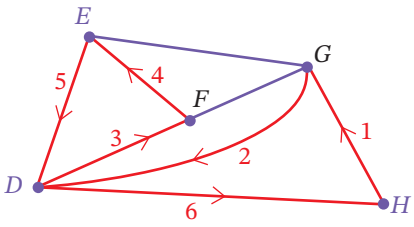
Walks, trails, paths and cycles

A **walk** is *any* route along the edges of a network, and may include repeated vertices or edges. Any walk that starts and ends at the same vertex is called a is **closed walk**.

A **trail** is a walk with no repeated edges, such as shown in the network below. However, a vertex can be repeated, such as *G* in *HGDEFG*. A **circuit** is a **closed trail**, such as *HGDFEDH* shown below (starts and ends at *H*).



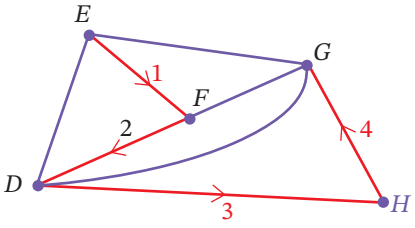
trail



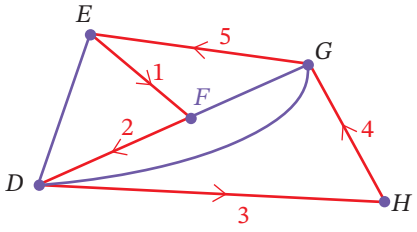
circuit

Think of a bushwalker walking on a trail or circuit and not repeating an edge.

A **path** is a walk with no repeated vertices (or edges), such as *EFDHG* shown in the network below. A **cycle** is a **closed path**, such as *EFDHGE* shown below (starts and ends at *E*, no repeated vertices).



path



cycle

Think of a cyclist riding along a bicycle path or cycle and not revisiting any points.

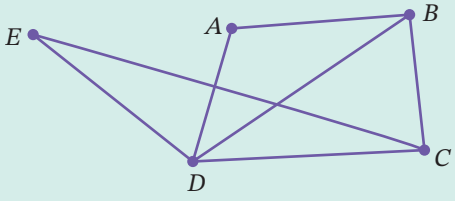
Example 17

a State whether each walk is a trail or path.

i *BCED* **ii** *ADECBDC*

b Write down a circuit that uses the edge *DC*.

c Write down 2 cycles that use the edge *DC*.



Solution

a **i** *BCED* is a path since no vertices (and edges) are repeated.

ii *ADECBDC* is a trail as no edges are repeated but vertex *D* is repeated.

b *ABDCEDA* is a circuit because it starts and ends at *A* with no repeated edges.

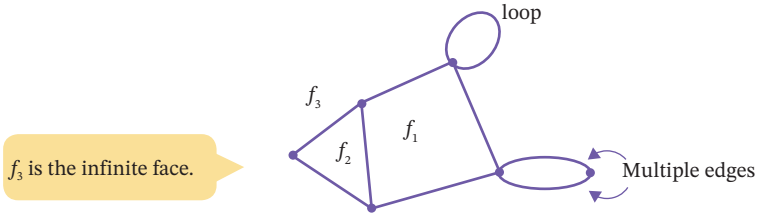
c *ADCBA* and *CEDC* are cycles because they are closed and have no repeated vertices.

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Faces of a network

A **face** of a network is a region bounded by edges. Regions formed by loops or multiple edges between the same vertices are *not* faces, but the external (outside) region of a network is a face. The external face is called the **infinite face**.

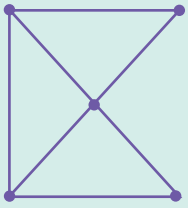
This network has 3 faces, f_1, f_2, f_3.



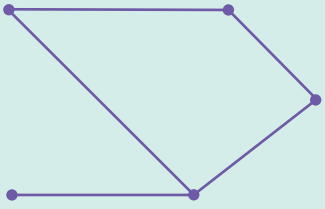
Example 18

Count the number of faces in each network.

a

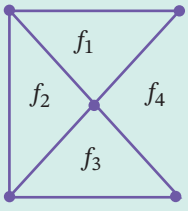


b



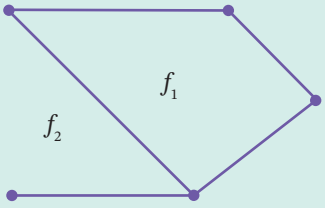
Solution

a



4 faces

b



2 faces

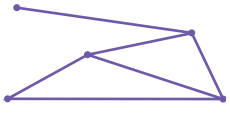
EXERCISE 6.07 ANSWERS ON P. 629

Networks UFRC

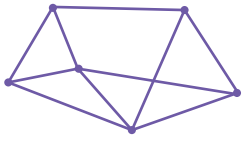
1 For each network, count the number of:

i vertices **ii** edges

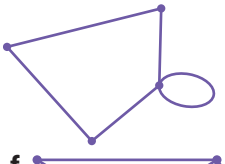
a



b



c



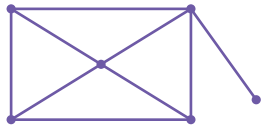
d



e



f



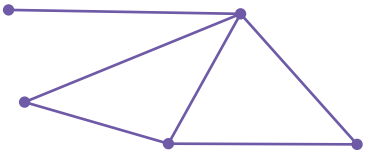
EXAMPLE 16

Foundation Standard Complex

PATH

2 How many even vertices has this network?

Select the correct answer **A**, **B**, **C** or **D**.

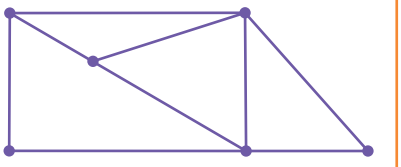


A 1 **B** 2

C 3 **D** 4

3 How many odd vertices has this network?

Select **A**, **B**, **C** or **D**.



A 2 **B** 3

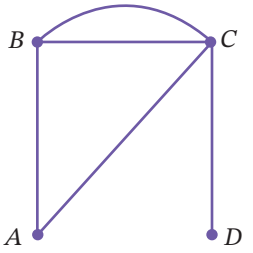
C 4 **D** 5

4 For each network: R C

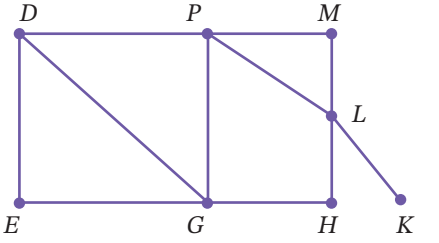
i find the degree of each vertex

ii show that the sum of the degrees is equal to twice the number of edges.

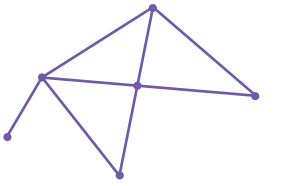
a



b



5 What is the sum of the degrees of all vertices in this graph? Select **A**, **B**, **C** or **D**.

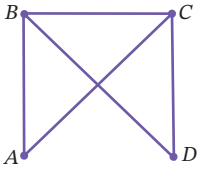


A 8 **B** 12

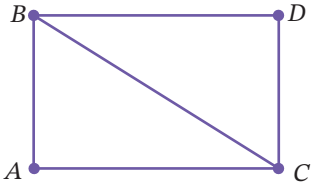
C 16 **D** 20

6 Which of these graphs does ***not*** show the same information as the given network diagram?

Select **A**, **B**, **C** or **D**. R C



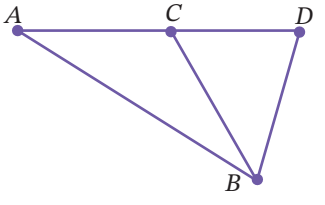
A



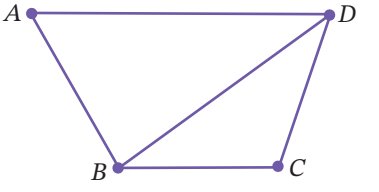
B



C



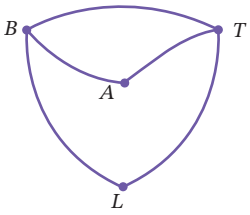
D



Foundation Standard Complex

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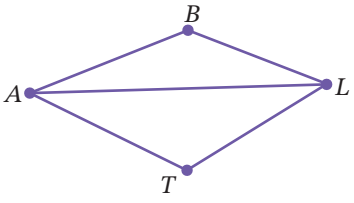
7 This network shows the friendship connections between Lara (L), Tasnuba (T), Aditi (A) and Belinda (B). An edge represents a friendship between 2 people.



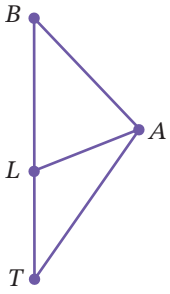
Which graph shows the same information?

Select **A**, **B**, **C** or **D**. R C

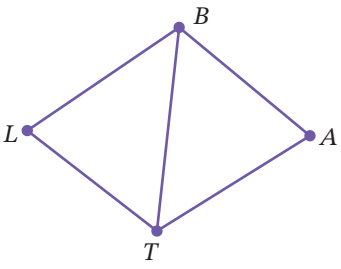
A



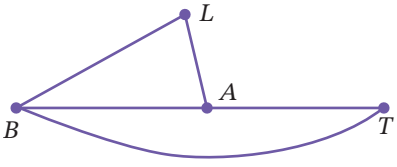
B



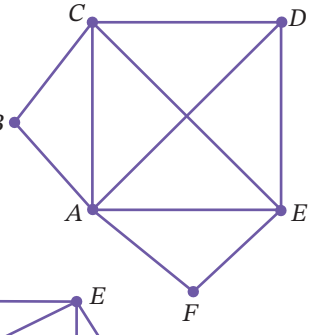
C



D



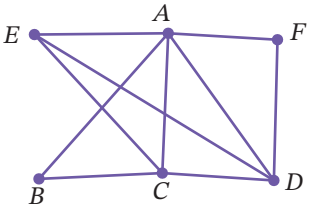
8 The graph shows the communication network between division managers in a business.



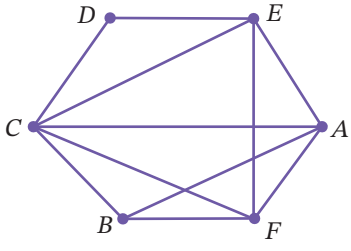
Which graph shows the same information?

Select **A**, **B**, **C** or **D**. R C

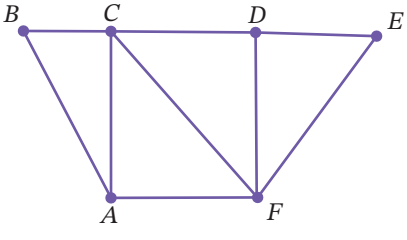
A



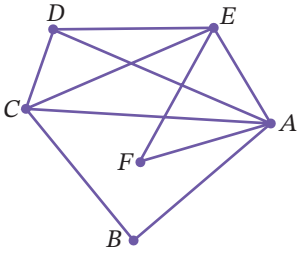
B



C



D



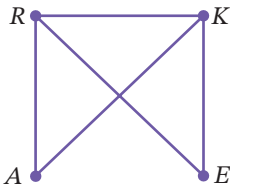
Foundation | Standard | Complex

PATH

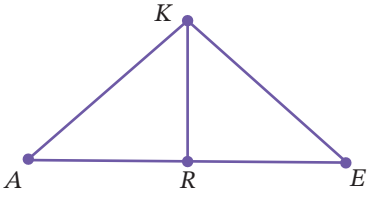
9 This graph shows social media connections between Ashley (A), Emily (E), Kristy (K) and Robyn (R).

Which graph shows the same information?

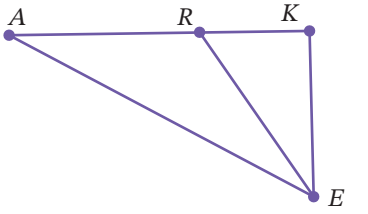
Select **A**, **B**, **C** or **D**. R C



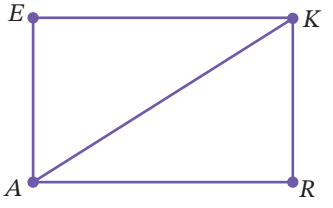
A



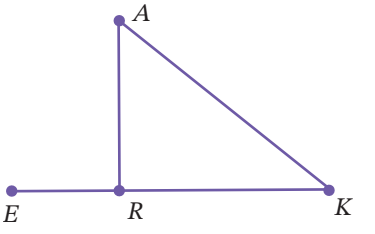
B



C

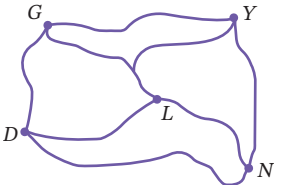


D

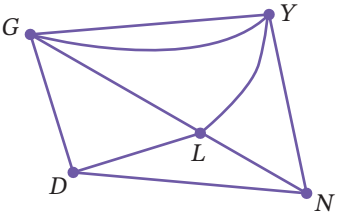


10 Which network diagram represents this map showing the roads that connect 5 towns?

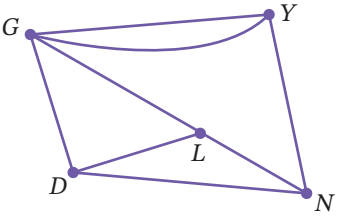
Select **A**, **B**, **C** or **D**. R C



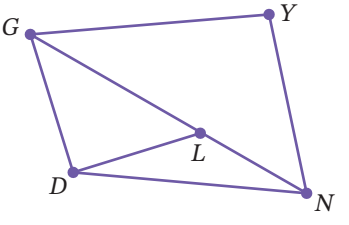
A



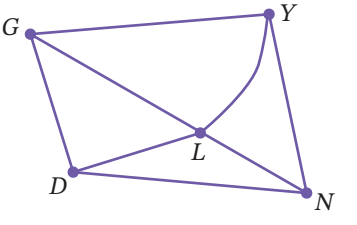
B



C

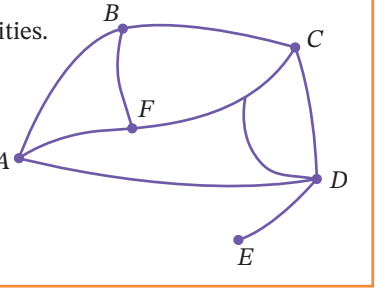


D



11 The diagram shows the airline connections between 6 cities.

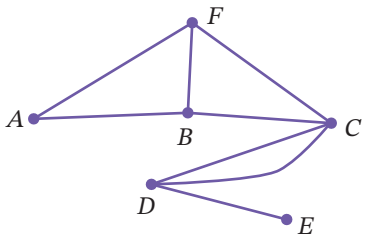
Which of the following represents the same information? Select **A**, **B**, **C** or **D**. R C



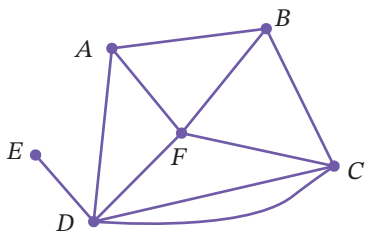
Foundation Standard Complex

9780170479585

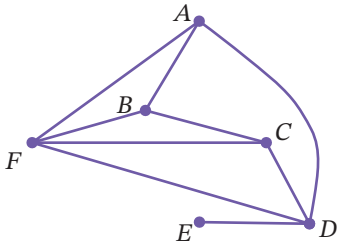
A



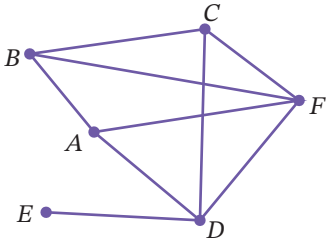
B



C



D



12 Arya, Cassie, Naved, Lachlan, Riya and Shayaan attend the same high school.

- Naved is friends with Arya, Shayaan and Riya
- Arya is friends with Naved and Riya
- Shayaan is friends with Naved, Riya, Lachlan and Cassie
- Lachlan is friends with Riya, Shayaan and Cassie
- Cassie is friends with Shayaan and Lachlan
- Riya is friends with Arya, Shayaan and Lachlan R C

a Draw a graph to represent the above network of friends.

b Who is not a friend with Riya?

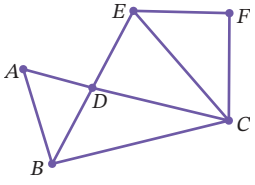
13 **a** State whether each walk is a trail or path. R C

i *ABDCED* **ii** *CFEDBC*

iii *FEDBA* **iv** *DECBA*

v *BDCFEDAB* **vi** *BDCB*

EXAMPLE 17



b Which of the walks in part **a** is:

i a circuit (a closed trail)? **ii** a cycle (a closed path)?

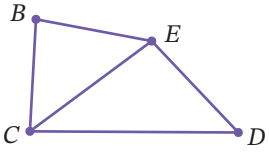
c Write down a circuit that contains the edge *DC*.

d Write down a cycle that contains the edges *AB* and *FE*.

14 Which of the following is a trail? Select **A**, **B**, **C** or **D**. R C

A *CEDCB* **B** *DECBEC*

C *ECBDE* **D** *CBECDEB*

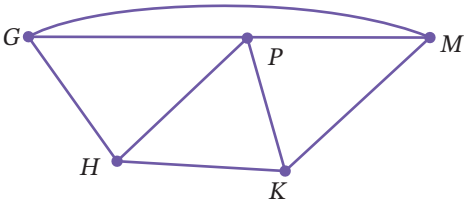


Foundation Standard Complex

PATH

15 Which of the following is a circuit?

Select **A**, **B**, **C** or **D**. R C



A *HPKMPH*

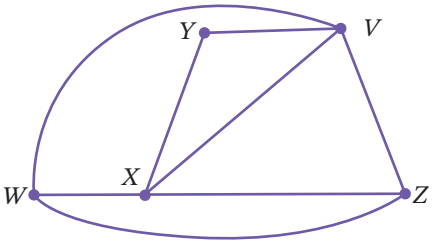
B *GHPKMPG*

C *PKMGHKM*

D *KHGPHKMG*

16 Which of the following is a cycle?

Select **A**, **B**, **C** or **D**. R C



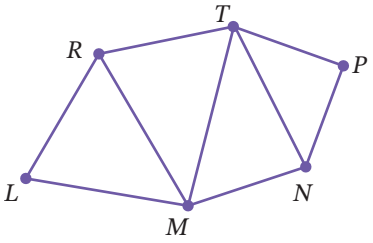
A *ZVXYVZW*

B *ZXYVXZW*

C *YXZWVY*

D *ZXVWY*

17 For the network diagram shown, write down: R C



a a trail that includes the edge *MN*

b a walk that includes the edges *PT* and *RM*

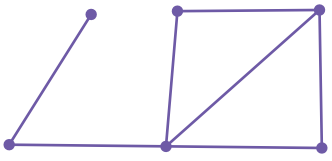
c a circuit that begins at *L* and includes edge *NT*

d a walk that begins at *T* and includes the edge *RM*

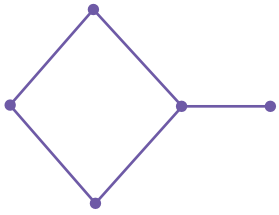
EXAMPLE 18

18 Count the number of faces in each network.

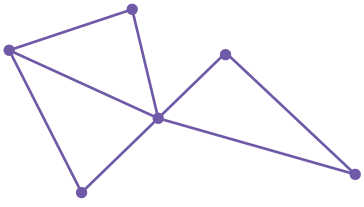
a



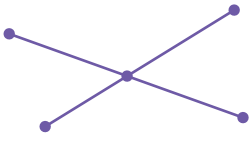
b



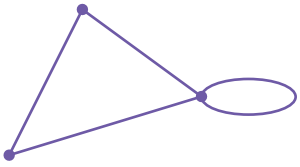
c



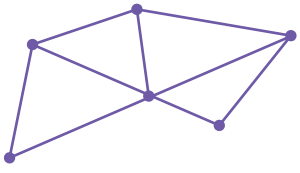
d



e



f



Foundation Standard Complex

9780170479585

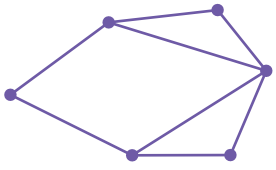
Investigation

Euler's rule

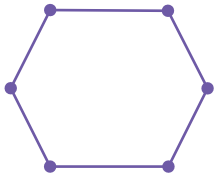
Copy and complete this table using each network below.

	Number of vertices, v	Number of faces, f	$v + f$	Number of edges, e
1				
2				
3				
4				
5				
6				
7				
8				
9				

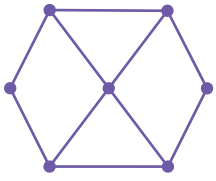
1



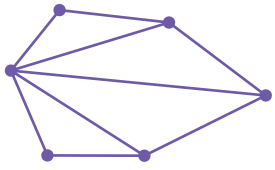
2



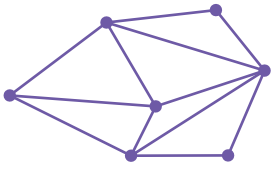
3



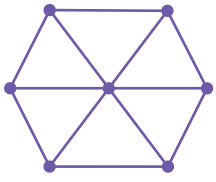
4



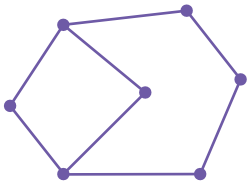
5



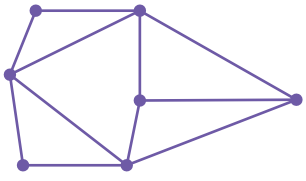
6



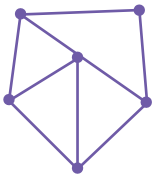
7



8



9



In 1758, the Swiss mathematician Leonhard Euler (pronounced 'oiler') discovered a relationship between $v + f$ (number of vertices and faces) and e (number of edges) for these networks.

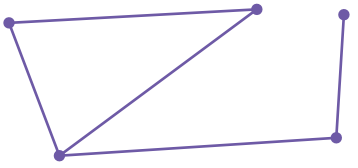
What was Euler's rule?

6.08 Planar graphs and Euler's formula

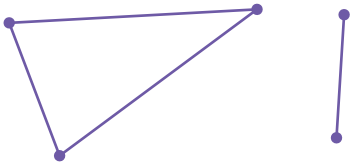
PATH

Video
Euler's formula for planar graphs

A network or graph is **connected** if there is a path between any 2 vertices on the network.

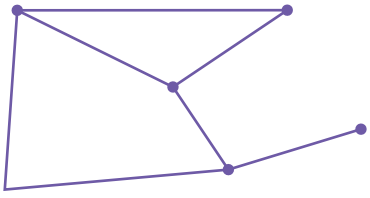


Connected

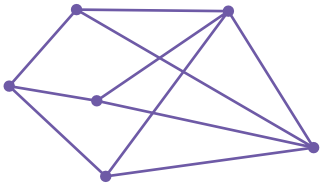


Not connected

A **planar graph** is a connected graph that can be drawn so that no edges cross over.
'Planar' means 2D, on a flat plane, and a planar graph can be drawn on a flat plane so that its edges don't overlap.

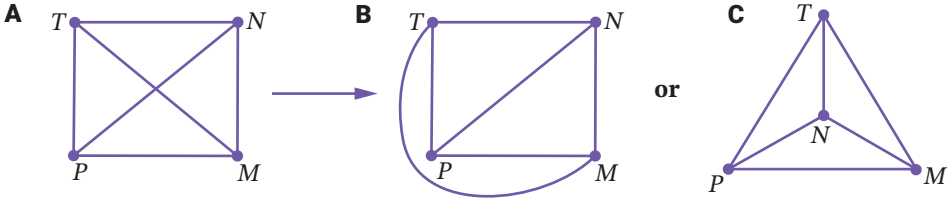


Planar graph



A non-planar graph

Some graphs may have edges crossing but they are planar graphs because they can be *redrawn* without any of the edges crossing. For example, Graph **A** below is planar because it can be redrawn as **B** or **C**.



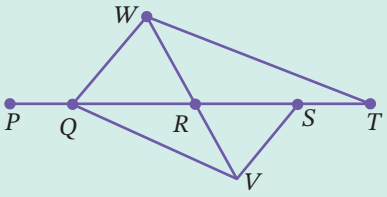
A **non-planar graph** has edges crossing and cannot be drawn so that the edges do not cross.

9780170479585

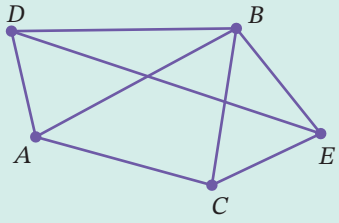
Example 19

State whether each network is a planar or non-planar graph.

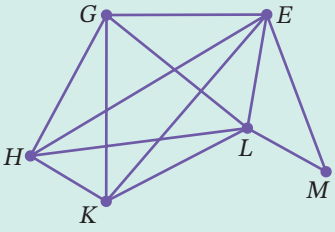
a



b



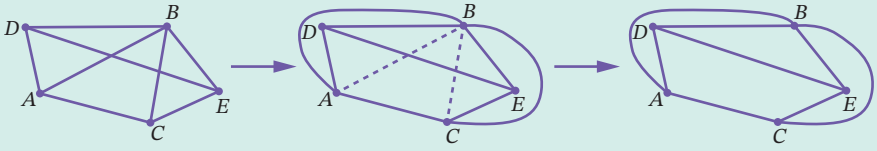
c



Solution

a A planar graph because no edges cross.

b The graph can be redrawn by moving AB and BC as shown.

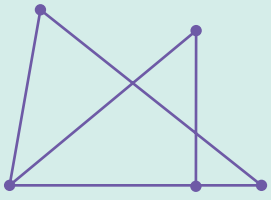


There are now no edges crossing so it's a planar graph.

c It is impossible to move the edges so that no edges cross over, so this is a non-planar graph.

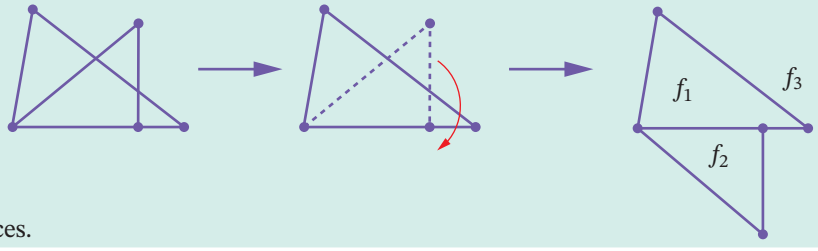
Example 20

Count the number of faces in this planar graph.



Solution

First redraw the graph so that no edges cross.



3 faces.

PATH

Euler's formula

The Swiss mathematician Leonhard Euler (pronounced 'oiler') discovered a relationship between the vertices, edges and faces of a planar graph.

Euler's formula for planar graphs

For a graph to be planar,

$$v - e + f = 2$$

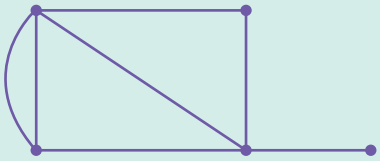
where v = number of vertices, e = number of edges, f = number of faces

Example 21

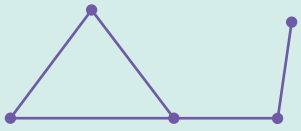
Verify Euler's formula for each planar graph.

'Verify' means to show that something is true or correct.

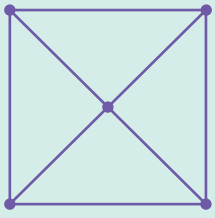
a



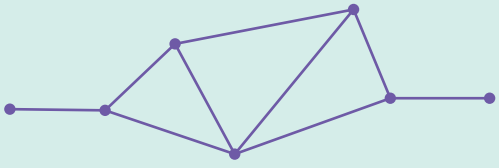
b



c



d



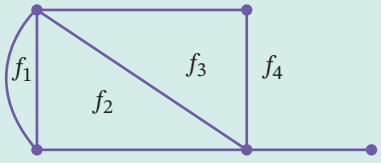
Solution

a $v = 5, e = 7$ and $f = 4$

$\therefore v - e + f = 5 - 7 + 4$

$= 2$

$\therefore$ Euler's formula is true.

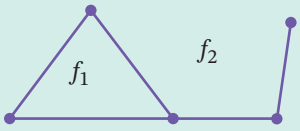


b $v = 5, e = 5$ and $f = 2$

$\therefore v - e + f = 5 - 5 + 2$

$= 2$

$\therefore$ Euler's formula is true.

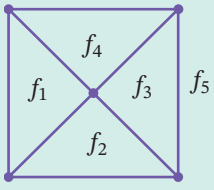


c $v = 5, e = 8$ and $f = 5$

$\therefore v - e + f = 5 - 8 + 5$

$= 2$

$\therefore$ Euler's formula is true.

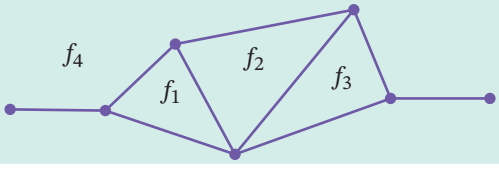


d $f = 4, v = 7$ and $e = 9$

$\therefore v - e + f = 7 - 9 + 4$

$= 2$

$\therefore$ Euler's formula is true.



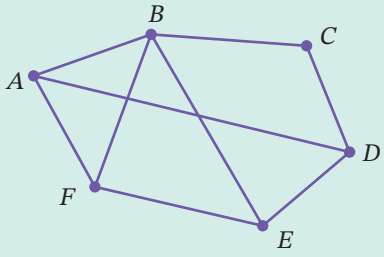
9780170479585

Example 22

Show that this graph is planar by:

a redrawing it so that no edges cross

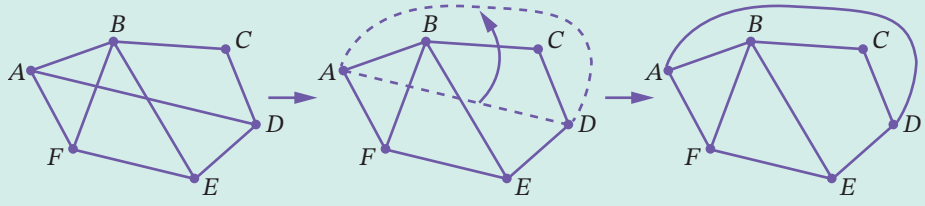
b using Euler's formula



Solution

a Edge AD crosses edges BF and BE, so move edge AD to the outside of vertices B and C.

Since the graph can redrawn without any edges crossing, it is a planar graph.

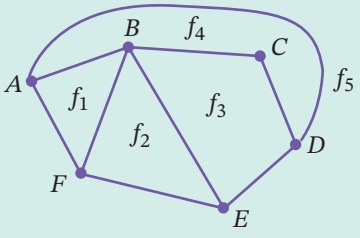


b $v = 6$, $e = 9$ and $f = 5$

$\therefore v - e + f = 6 - 9 + 5$

$= 2$

$\therefore$ The graph is planar.

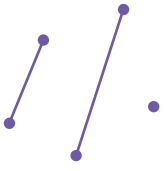


EXERCISE 6.08 ANSWERS ON P. 629

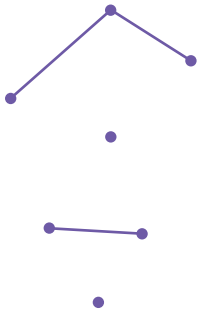
Planar graphs and Euler's formula U F R C

1 What is the smallest number of edges required to make each graph a connected network? R C

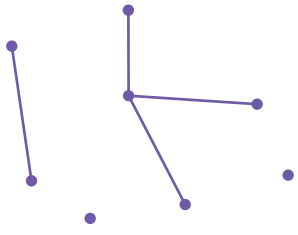
a



b



c



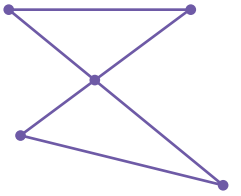
Foundation | Standard | Complex

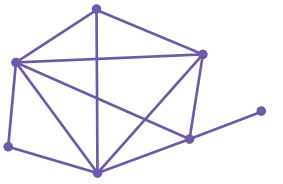
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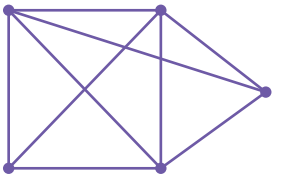
PATH

EXAMPLE 19

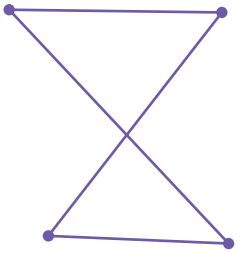
2 State whether each network is a planar or non-planar graph. Give a reason for your answer. C

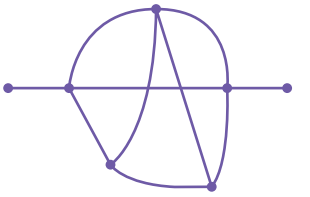
a 

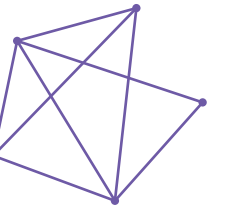
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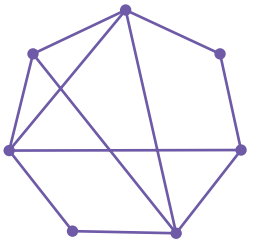
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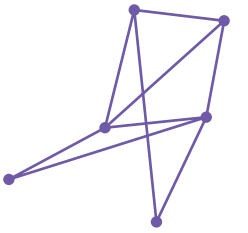
3 Redraw each graph to show that it is planar. C

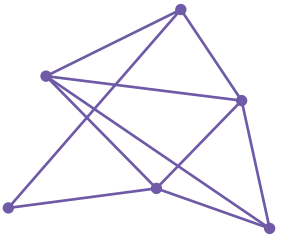
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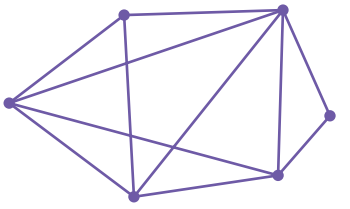
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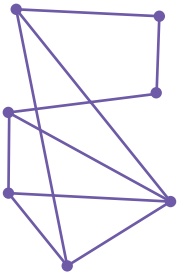
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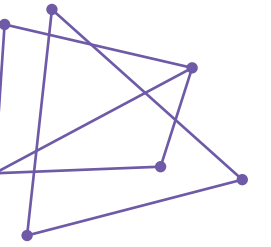
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e 

f 

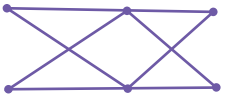
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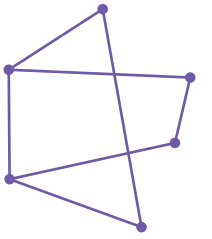
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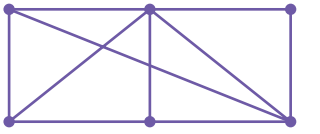
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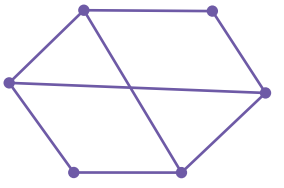
EXAMPLE 20

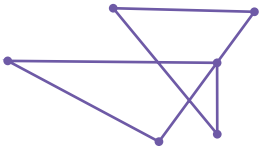
4 Redraw each planar graph to count its number of faces. R C

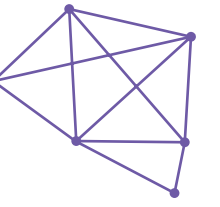
a 

b 

c 

d 

e 

f 

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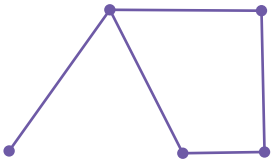
PATH

EXAMPLE 21

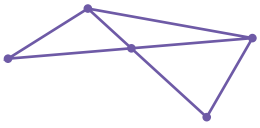
6.08

5 Verify Euler's formula for each planar graph. R C

a



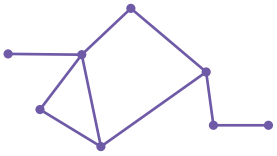
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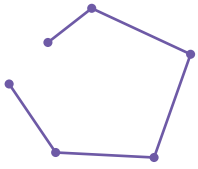
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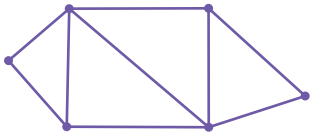
d



e

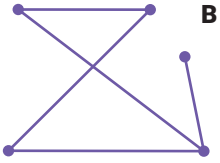


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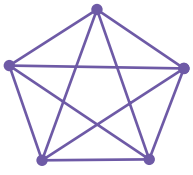


6 For which graph does Euler's formula NOT apply? R C

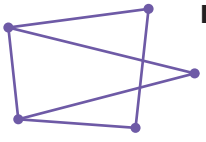
A



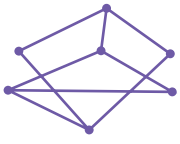
B



C



D

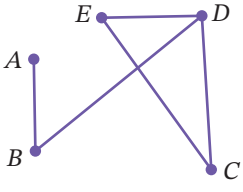


EXAMPLE 22

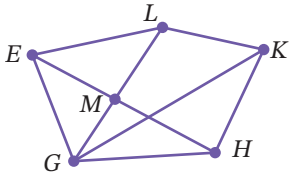
7 Show that each graph is planar by: R C

i redrawing it so that no edges cross **ii** using Euler's formula

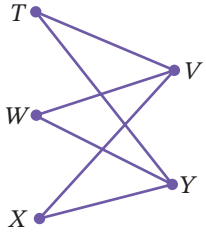
a



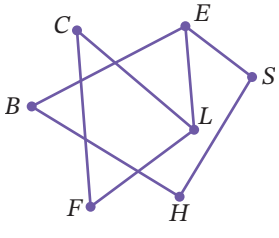
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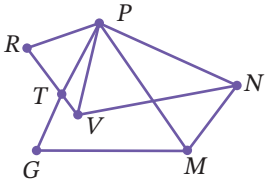
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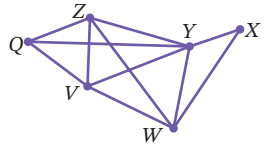
d



e



f



8 A planar graph has 14 edges and 8 faces. How many vertices has it?

Select the correct answer **A**, **B**, **C** or **D**.

A 5 **B** 6 **C** 7 **D** 8

9 A planar graph has 6 edges and 5 vertices. What is the number of faces?

Select **A**, **B**, **C** or **D**.

A 1 **B** 3 **C** 5 **D** 7

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PATH

10 A planar graph has 12 vertices and 7 faces. What is the number of edges?

Select **A**, **B**, **C** or **D**.

A 20 **B** 17 **C** 14 **D** 11

11 A planar graph has 9 faces. Which of the following could be its number of vertices and edges?

Select **A, B**, **C** or **D**.

A 6 vertices and 12 edges **B** 10 vertices and 7 edges

C 9 vertices and 13 edges **D** 11 vertices and 18 edges

Power plus ANSWERS ON P. 630

1 How many diagonals has:

a a quadrilateral? **b** an octagon? **c** a dodecagon?

2 Name all quadrilaterals whose diagonals:

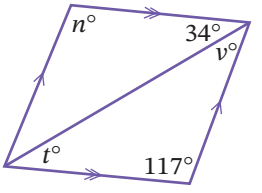
a bisect each other at right angles **b** bisect each other

c intersect at right angles **d** have equal length

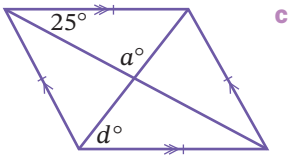
e bisect the angles of the quadrilateral **f** are equal and bisect each other

3 Find the value of each variable, giving reasons.

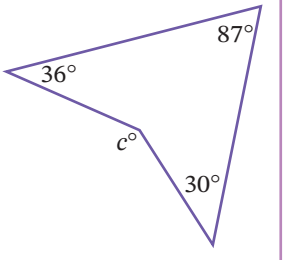
a



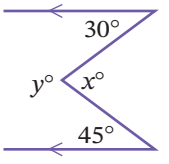
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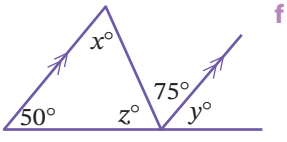
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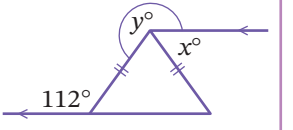
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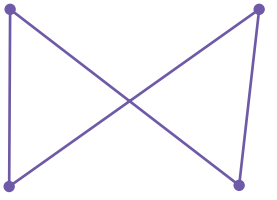


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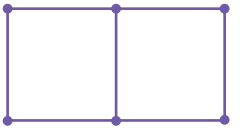


4 Draw each network without lifting your pen or pencil (drawing each edge only once). Check your work with that of other students.

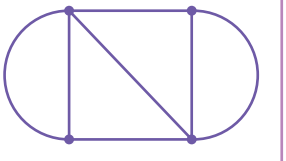
a



b



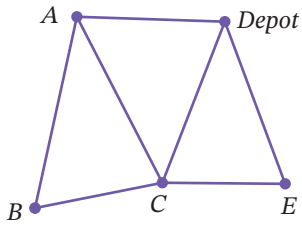
c



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5 A roadworks crew is line marking along some roads as shown in the network diagram. The crew starts at the depot and wants to go along each road only once.



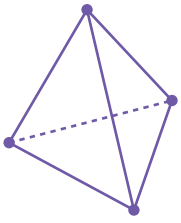
a Is it possible for the crew to go along each road only once?

b Is it possible for the crew to start and end at the depot?

6 **a** Redraw each solid as a (flat) network diagram.

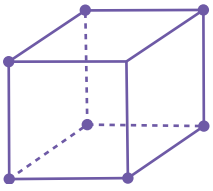
i tetrahedron

a



ii cube

b



b Are the networks of the solids planar graphs?

CHAPTER 6 REVIEW

Quiz
Language of maths 6

Language of maths

angle sum	convex	degree	edge
equilateral	Euler	exterior angle	face
isosceles	kite	line symmetry	network
parallelogram	planar graph	quadrilateral	reflection
regular polygon	rhombus	rotation	rotational symmetry
transformation	translation	trapezium	vertex (node)

1 What shape has 2 pairs of equal adjacent sides?

2 Name one property of a convex quadrilateral.

3 What type of angle is created when one side of a triangle is extended?

4 What is the degree of a vertex in a network?

5 What is a **regular polygon?** Are all regular polygons also **convex**?

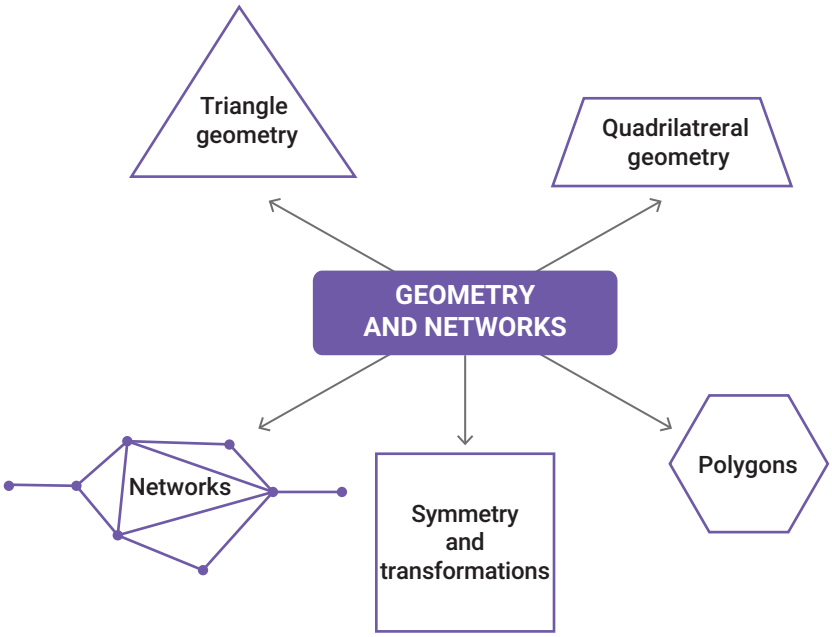
6 Write Euler's formula for planar graphs.

Topic summary

Worksheet
Mind map: Geometry and networks (Advanced)

- Write 3 ideas from this topic that were new to you.
- Name the types of triangles, choose one and list all of its properties.
- Name the 6 special quadrilaterals, choose one and list all of its properties.
- Summarise what you know about the features of a network.

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



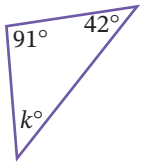
TEST YOURSELF 6

ANSWERS ON P. 630

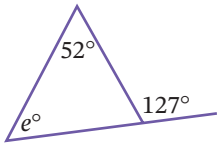
Quiz
Test yourself 6

1 Find the value of each variable, giving reasons. 6.01

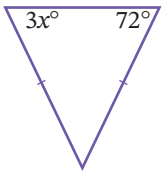
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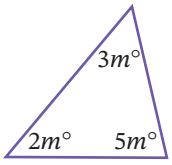
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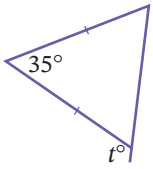
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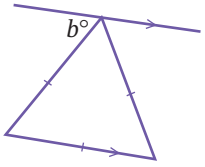
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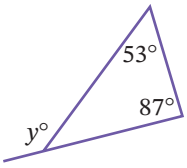
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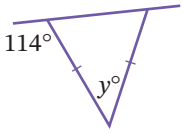
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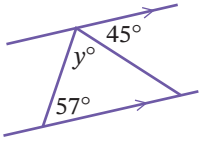
g



h



i

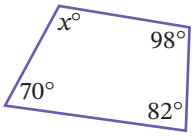


2 What are the sizes of the angles in: 6.01

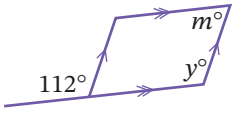
a an equilateral triangle? **b** a right-angled isosceles triangle?

3 Find the value of each variable, giving reasons. 6.02

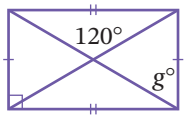
a



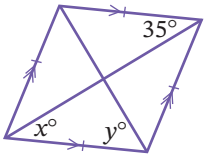
b



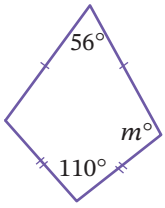
c



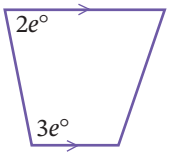
d



e



f



4 Name all quadrilaterals that have: 6.02

a both pairs of opposite sides parallel **b** 2 equal diagonals

c all sides equal **d** diagonals that bisect each other.

5 Draw: 6.03

a a regular pentagon **b** a non-regular pentagon **c** a concave pentagon

Foundation | Standard | Complex

9780170479585

PATH

6.03 6.04 6.05 6.06 6.06 6.07

6 **a** Show that the angle sum of a decagon is 1440°.

b Find the size of one angle in a regular nonagon.

7 **a** Find the size of each exterior angle in a regular hexagon.

b If each angle in a regular polygon is 150°, how many sides does it have?

8 For each shape, find:

i the number of axes of symmetry

ii the order of rotational symmetry

a rectangle **b** regular hexagon **c** rhombus

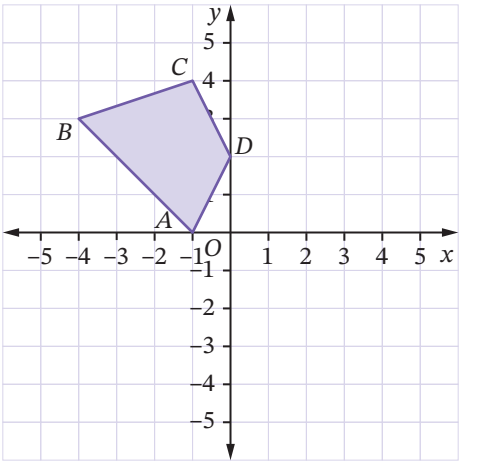
9 **a** Copy the shape $ABCD$ onto grid paper and draw its image after:

i reflecting it across the x-axis

ii reflecting it across the y-axis

iii rotating it clockwise about O through 90°.

iv translating it 4 units to the right and 3 units down.



b For each of the above transformations, compare the coordinates of each vertex of the original to its matching vertex in its image.

Worksheet
5 mm grid paper

10 Find the new position of the point $T(-3, -2)$ if it is:

a reflected in the x-axis.

b reflected in the y-axis.

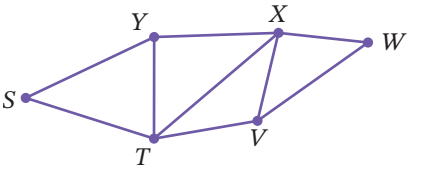
c rotated clockwise about O through 90°.

d translated 7 units right and 4 units up.

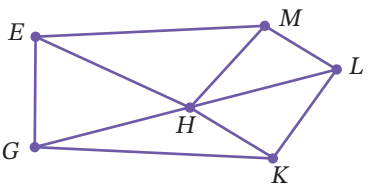
e rotated 180° about O and then reflected in the y-axis.

11 Find the degree of each vertex and show that the sum of the degrees is equal to twice the number of edges.

a



b



Foundation Standard Complex

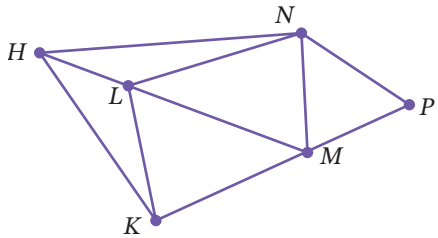
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12 **a** State whether each walk is a trail or a path.

i *HLNPML* **ii** *HKMNP*

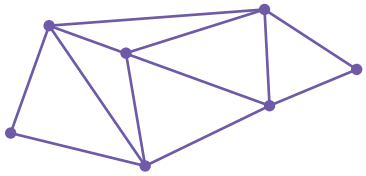
iii *HKMPNLH* **iv** *LNMLKM*

b Which of the walks in part **a** is a cycle?

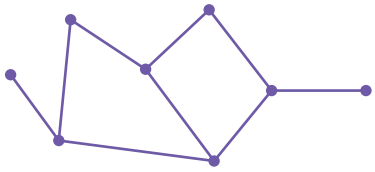


13 Verify Euler's formula for each planar graph.

a



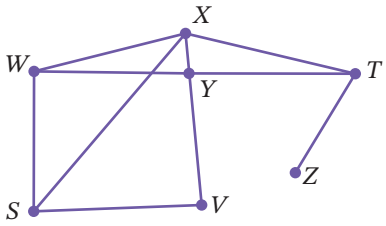
b



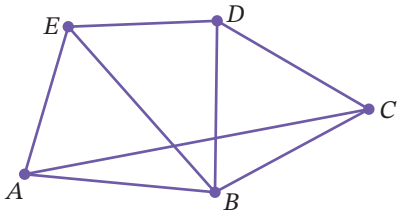
14 Show that each graph is planar by:

i redrawing it so that no edges cross **ii** using Euler's formula

a



b





7

NUMBER AND ALGEBRA

EQUATIONS

Equation-solving has been recorded as far back as 1500 BCE. It was first used in ancient Babylon and Egypt and was brought to Europe from India by the Arabs during the 9th century. The word 'algebra' comes from the Arabic word *al-jabr*, meaning restoration, the process of performing the same operation on both sides of an equation to solve the equation.



Chapter outline

	Working mathematically				
7.01 Equations with variables on both sides	U	F		R	
7.02 Equations with brackets	U	F		R	C
7.03 Equation problems	U	F	PS	R	C
7.04 Equations with algebraic fractions	U	F		R	
7.05 Simple quadratic equations $ax^2 = c$	U	F		R	C
7.06 Quadratic equations $x^2 + bx + c = 0$*	U	F			
7.07 Simple cubic equations $ax^3 = c$*	U	F		R	C
7.08 Equations and formulas	U	F	PS	R	
7.09 Changing the subject of a formula*	U	F		R	C

*** PATH**

Wordbank

cubic equation An equation involving a variable cubed (power of 3), such as $2x^3 = 250$.

equation A mathematical statement that 2 quantities are equal, involving algebraic expressions and an equals sign (=)

formula A rule written as an algebraic equation, using variables.

inverse operation An opposite used in solving an equation, for example, the inverse operation of multiplying is dividing

linear equation An equation involving a variable that is not raised to a power, such as $2x + 9 = 17$.

quadratic equation An equation involving a variable squared (power of 2), such as $3x^2 - 6 = 69$.

solution The answer to an equation or problem, the correct value(s) of the variable that makes an equation true

solve (an equation) To find the value of an unknown variable in an equation

Quiz
Wordbank 7

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (13):

7.01 Two-step equations 1 • Two-step equations 2 • Equations with variables on both sides

7.02 Solving equations • Equations with brackets

7.03 Equation problems

7.04 Solving equations with fractions • Equations with algebraic fractions

7.05 Simple quadratic equations $ax^2 = c$

7.06 Quadratic equations by factorising

7.08 Equations and formulas 1 • Equations and formulas 2

7.09 Changing the subject of a formula

Twig video (1):

7.01 The Arabic science of balancing

PhET interactives (2):

7.01 Equality explorer: Basics • Equality explorer

Quizzes (6):

- Wordbank 7
- SkillCheck 7
- Mental skills 7A
- Mental skills 7B
- Language of maths 7
- Test yourself 7

Skillsheets (3):

SkillCheck Solving equations by balancing • Solving equations by backtracking • Solving equations using diagrams

Worksheets (9):

7.02 Equations 2 • Checking solutions

7.03 Word problems with equations • Angle problems with algebra

7.04 Equations 3

7.05 Equations review

7.08 Working with formulas

7.09 Changing the subject of a formula

Mind map Equations (Advanced)

Puzzles (9):

SkillCheck Solving equations • Backtracking

7.01 Equations with unknowns on both sides

7.02 Equations • Equations order activity

7.03 Writing and solving equations

7.04 Equations code puzzle

7.09 Formulas squaresaw

Language of maths Equations crossword

Presentation (1):

7.03 Applying linear equations

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- solve linear equations
- solve problems involving equations
- (PATH) solve linear equations involving algebraic fractions
- solve simple quadratic equations of the form $ax^2 = c$
- (PATH) solve quadratic equations of the form $x^2 + bx + c = 0$
- (PATH) solve simple cubic equations of the form $ax^3 = c$
- use formulas to solve problems
- (PATH) change the subject of a formula

SkillCheck ANSWERS ON P. 631

1 Solve each **equation**. Use substitution to check your **solutions**.

a $3x - 10 = 5$ **b** $4 + 2y = 21$ **c** $12y + 5 = 23$ **d** $\frac{m}{4} - 6 = 2$

e $\frac{x-5}{4} = 7$ **f** $\frac{5r}{3} = 10$ **g** $\frac{-2x}{5} = 3$ **h** $11 - 2a = 17$

i $20 + 4d = -6$ **j** $\frac{w}{2} + 3 = 4$ **k** $\frac{a}{6} - 1 = 7$ **l** $6 - \frac{n}{3} = 4$

2 Using n to represent 'the number', write an expression for each of these statements.

a The product of the number and 7.
b The square of the number.
c 5 times the sum of the number and 8.
d The number decreased by 20.
e The product of 6 and the number, decreased by 9.
f If the number is even, the *next* even number.

3 Factorise each expression.

a $x^2 + 10x + 21$ **b** $a^2 + 12a - 45$ **c** $y^2 + 24y$

Quiz
SkillCheck 7

Puzzles
Solving equations

Backtracking

7.01

Skillsheets
Solving equations by balancing

Solving equations by backtracking

Solving equations using diagrams

Equations with variables on both sides 7.01

Equations with variables on both sides

For **equations with variables on both sides**, perform operations on both sides to move:

- all the variables onto one side of the equation
- all the numbers onto the other side of the equation.

Puzzles
Equations with unknowns on both sides

Interactives
Equality explorer: Basics

Equality explorer

Example 1

Solve each equation.

a $7x + 7 = 2x + 2$ **b** $9 - 6y = 10 - 2y$

Solution

a

$7x + 7 = 2x + 2$

$7x - 2x + 7 = 2x - 2x + 2$ Subtracting $2x$ from both sides

$5x + 7 = 2$

$5x + 7 - 7 = 2 - 7$ Subtracting 7 from both sides

$5x = -5$

$\frac{5x}{5} = \frac{-5}{5}$ Dividing both sides by 5

$x = -1$

Check:

LHS $= 7 \times (-1) + 7 = 0$

RHS $= 2 \times (-1) + 2 = 0$

LHS = RHS.

LHS = left-hand side, RHS = right-hand side.

Videos
The Arabic science of balancing

Two-step equations 1

Two-step equations 2

Equations with variables on both sides

b

$$9 - 6y = 10 - 2y$$

$9 - 6y + 2y = 10 - 2y + 2y$ — Adding $2y$ to both sides

$$9 - 4y = 10$$

$9 - 4y - 9 = 10 - 9$ — Subtracting 9 from both sides

$$-4y = 1$$

$\frac{-4y}{-4} = \frac{1}{-4}$ — Dividing both sides by (-4)

$$y = -\frac{1}{4}$$

Check:

LHS $= 9 - 6 \times \left(-\frac{1}{4}\right) = 10\frac{1}{2}$

RHS $= 10 - 2 \times \left(-\frac{1}{4}\right) = 10\frac{1}{2}$

LHS = RHS.

EXERCISE 7.01 ANSWERS ON P. 632

Equations with variables on both sides U F R

EXAMPLE 1

1 Solve each equation and check your solutions. R

a $5w + 3 = 2w + 21$ **b** $2q - 10 = q - 4$ **c** $13x + 1 = 8x + 26$

d $12n + 3 = 5n - 11$ **e** $8y - 10 = 10y - 30$ **f** $3m - 2 = 10 - 3m$

g $9 - 2a = a - 9$ **h** $9 - 2x = 18 + 7x$ **i** $12y + 6 = 6 + 9y$

j $-12 - 10u = -20 - 18u$ **k** $15 - 7x = 22 - 3x$ **l** $10 - 6x = -15 - 11x$

2 For each equation, select the correct solution **A**, **B**, **C** or **D**.

a $6x - 1 = 2x + 11$

A $x = 12$ **B** $x = 3$ **C** $x = 0$ **D** $x = 2.5$

b $11 - 4p = 2p + 2$

A $p = 6.5$ **B** $p = 2$ **C** $p = 1.5$ **D** $p = 3$

3 Solve each equation. R

a $7w + 15 = w + 3$ **b** $10 - 3t = 16 + t$ **c** $4a + 2 = 10 - 4a$

d $50 + 7y = 20 - 3y$ **e** $8y - 2 = 10y + 1$ **f** $9y + 3 = 9 - y$

g $9 - t = 7t - 2$ **h** $5y + 2 = 17 - y$ **i** $25 - 12k = 15 - 6k$

4 Solve $-3n - 8 = -7n - 12$. Select **A**, **B**, **C** or **D**.

A $n = 5$ **B** $n = 2$ **C** $n = -1$ **D** $n = -0.4$

Foundation Standard Complex

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Did you know?

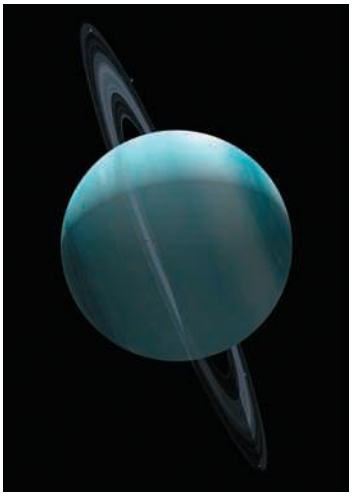
Uranus and Neptune

In 1781, British astronomer William Herschel discovered the planet Uranus (pictured). At that time, it was the farthest planet known in our solar system. However, astronomers found that Uranus' orbit around the Sun did not follow the expected path.

Working separately, mathematicians John Couch Adams of England and Urbain Leverrier of France both predicted that this different orbit was caused by an unknown planet. They calculated the position of this undiscovered planet using a number of equations.

In 1846, a German astronomer called Johann Galle located this planet and named it Neptune.

How long is one day on Uranus?



Science Photo Library/Claus Lunau

Equations with brackets 7.02

Equations with brackets

For **equations with brackets (grouping symbols)**, expand the expressions and then solve as usual.

Example 2

Solve each equation.

a $3(a + 7) = 6$ **b** $9(m - 5) = 7(m + 1)$ **c** $10y - 3(2y - 5) = 6(8 - 3y)$

Solution

a

$3(a + 7) = 6$

$3a + 21 = 6$ Can you think of another way to solve this equation without expanding?

Expanding the expression to make it a 2-step equation

$3a + 21 - 21 = 6 - 21$ Subtract 21 from both sides

$3a = -15$

$\frac{3a}{3} = \frac{-15}{3}$ Divide both sides by 3

$a = -5$ Check: $3(-5 + 7) = 3 \times 2 = 6$

Worksheets
Equations 2
Checking solutions

Puzzle
Equations

Puzzle
Equations order activity

Videos
Equations with brackets
Solving equations

b $9(m-5) = 7(m+1)$

$9m - 45 = 7m + 7$ Expanding brackets on both sides

$9m - 7m - 45 = 7m - 7m + 7$ Subtracting $7m$ from both sides

$2m - 45 = 7$

$2m - 45 + 45 = 7 + 45$ Adding 45 to both sides

$2m = 52$

$\frac{2m}{2} = \frac{52}{2}$ Dividing both sides by 2

$m = 26$

Check:
LHS $= 9 \times (26 - 5) = 9 \times 21 = 189$
RHS $= 7 \times (26 + 1) = 7 \times 27 = 189$
LHS = RHS.

c $10y - 3(2y - 5) = 6(8 - 3y)$

$10y - 6y + 15 = 48 - 18y$ Expanding brackets on both sides

$4y + 15 = 48 - 18y$ Collecting like terms

$4y + 18y + 15 = 48 - 18y + 18y$ Adding $18y$ to both sides

$22y + 15 = 48$

$22y + 15 - 15 = 48 - 15$ Subtracting 15 from both sides

$22y = 33$

$\frac{22y}{22} = \frac{33}{22}$ Dividing both sides by 22

$y = 1\frac{1}{2}$

EXERCISE 7.02 ANSWERS ON P. 632

Equations with brackets UFRC

EXAMPLE 2

1 Solve each equation. R

a $2(m + 3) = 8$ **b** $3(x + 1) = 9$ **c** $5(y - 2) = 15y$
d $35 = 7(k + 1)$ **e** $4(3 - a) = 16$ **f** $11 = 9(1 + 2p)$
g $3h = 4(h + 6)$ **h** $6(m - 10) = -6$ **i** $8u = 11(u - 3)$
j $27 = 7(2y + 1)$ **k** $5(2 + 3p) = -8$ **l** $22x = 9(4x - 3)$

2 In which line has an error been made in solving $5(x - 3) = 25$? Select **A**, **B**, **C** or **D**.

$5(x - 3) = 25$

$5x - 8 = 25$ **A**

$5x - 8 + 8 = 25 + 8$ **B**

$5x = 33$ **C**

$x = \frac{33}{5}$ **D**

$= 6\frac{3}{5}$

Foundation Standard Complex

9780170479585

3 Show that $k = 5$ is the solution to $12(k - 1) = 48$. R C

4 Show that $a = 6$ is the solution to $10 + a = 2(2 + a)$. R C

5 Solve each equation. R

a $8(m + 2) = 5(m + 5)$ **b** $2(y - 3) = 4(y - 5)$ **c** $3(2 + x) = 4(1 + x)$

d $5(p + 2) = 3(6 + p)$ **e** $5n + 6 = 2(2n + 1)$ **f** $2(4 - 3x) = 4(7 - 3x)$

g $4(3w - 1) = 5(4 + 3w)$ **h** $-2(x + 1) = 16 - 5x$ **i** $-8y - 5 = 5(2y - 3)$

6 Show that the solution to $5(2m - 2) = 6(m + 1)$ is $m = 4$. R C

7 Solve each equation. R

a $5(m + 6) + 10 = 3(m + 2) + 20$ **b** $3(y + 2) - 10 = 2(y - 1) + 5$

c $7y + 2(y + 5) = 4(y - 10)$ **d** $3x + 4(5 + x) = 6(2 + x) + 20$

e $5y + 2(y - 3) = 4y + 2(2y + 10)$ **f** $11 - 2(5 + y) = 4(3 + y) - 1$

g $8 - 3(1 - m) = 5(m + 3) + 4$ **h** $12 - 7(2y - 5) = 6 - 15(2 - 5y)$

Equation problems 7.03

Steps in solving word problems using equations

1 Read the problem carefully and determine what needs to be found: 'What is the question?'

2 Use a variable to represent the unknown quantity.

3 Write the problem as an equation.

4 Solve the equation.

5 Answer the problem.

Worksheets
Word problems with equations

Angle problems with algebra

Puzzle
Writing and solving equations

Example 3

When three-quarters of a number is decreased by 8, the result is 46. What is the number?

Solution

Let the number be x.

$\frac{3x}{4} - 8 = 46$ Translating from words to algebra

$\frac{3x}{4} - 8 + 8 = 46 + 8$ Adding 8 to both sides

$\frac{3x}{4} = 54$

$\frac{3x}{4} \times 4 = 54 \times 4$ Multiplying both sides by 4

$3x = 216$

Foundation Standard Complex

$\frac{3x}{3} = \frac{216}{3}$ Dividing both sides by 3

$x = 72$ Check: $\frac{3\times72}{4} - 8 = 54 - 8 = 46$

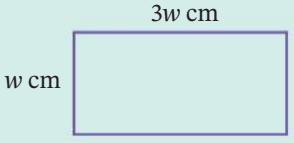
The number is 72.

Example 4

A rectangle is 3 times as long as it is wide. If its perimeter is 60 cm, find its dimensions.

Solution

Let the width of the rectangle be w cm. Then the length is $3w$ cm.



The perimeter is $w + 3w + w + 3w$ and this is given as 60.

$w + 3w + w + 3w = 60$

$8w = 60$

$w = 7.5$

∴ The width of the rectangle is 7.5 cm and the length is $3 \times 7.5 = 22.5$ cm.

Check: The perimeter of a rectangle with dimensions 7.5 cm and 22.5 cm is $7.5 + 22.5 + 7.5 + 22.5 = 60$ cm.

Example 5

The sum of 3 consecutive numbers is 150. Find the numbers.

Solution

Let the first number be x.

The next number is $x + 1$ and the third number is $x + 2$.

Consecutive numbers follow each other in order, such as 7, 8, 9.

Their sum is $x + (x + 1) + (x + 2)$ and this is given as 150.

$x + x + 1 + x + 2 = 150$

$3x + 3 = 150$

$3x = 147$

$x = \frac{147}{3}$

$= 49$

∴ The consecutive numbers are 49, 50 and 51. Check: $49 + 50 + 51 = 150$.

Example 6

Ryan is 6 years older than his sister Kelsey. Their mother is 3 times Ryan's age.

a If the sum of the 3 ages is 59, write a simplified equation to find Ryan's age.

b Solve the equation and find each person's age.



Shutterstock.com/Syda Productions

Solution

a Let x = Ryan's age.
Kelsey's age is $x - 6$. Kelsey is 6 years younger than Ryan
The mother's age is $3x$.
$x + (x - 6) + 3x = 59$
$5x - 6 = 59$ Simplify the equation

b $5x - 6 = 59$
$5x = 65$
$x = 13$

Ryan is 13 years old.
Kelsey is $13 - 6 = 7$ years old.

Their mother is $3 \times 13 = 39$ years old. Check: $13 + 7 + 39 = 59$

Presentation
Applying linear equations

Video
Equation problems

7.03

EXERCISE 7.03 ANSWERS ON P. 632

Equation problems U F PS R C

1 When 7 is subtracted from 4 times a certain number, the answer is 37. What is the number? PS R C

EXAMPLE 3

2 If 15 more than a number is 3 more than double the number, what is the number?

3 Two-thirds of a number is 16. What is the number?

4 When two-fifths of a number is increased by 15, the result is 27. What is the number?

5 A rectangle is 4 times as long as it is wide. The perimeter of the rectangle is 100 cm. Find the dimensions of the rectangle. PS R C

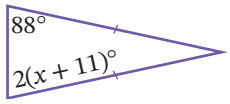
EXAMPLE 4

6 The length of a rectangle is 7 cm longer than its width.

a Let w be the width of the rectangle. Write an equation for w if the perimeter of the rectangle is 94 cm.

b Solve the equation and find the dimensions of the rectangle.

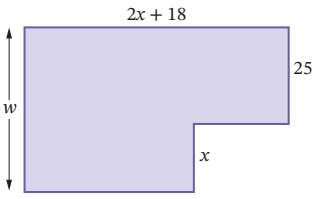
7 Find the value of x in this triangle.



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8 This block of land has a perimeter of 164 m.

Find the width (w) of the block. PS R C



9 Brad had to walk, run and then catch a bus to get to the train station 5.8 km away. The bus ride was 3.5 km and Brad walked 4 times as far as he ran. How far did Brad run in metres? PS R C

EXAMPLE 5

10 The sum of 2 consecutive numbers is 87. Find the numbers. PS R C

11 The sum of 3 consecutive numbers is 87. Find the numbers.

12 The sum of 3 consecutive even integers is 168. What are the 3 integers?

13 The sum of 3 consecutive *odd* integers is 75. Find the integers.

EXAMPLE 6

14 Dean's father, Franco, is 5 times Dean's age. Dean is 8 years older than his sister, Helen. The sum of all their ages is 62 years. How old is each person? (*Hint:* Let Dean's age be x.) PS R C

15 Bill is 3 times as old as his daughter, Rebekah, who is 6 years younger than her brother, Tyrone. How old is Rebekah if the sum of their 3 ages is 76 years?

16 In my money box I have only \$1 and \$2 coins. I have 240 coins in total, worth \$318. How many \$2 coins do I have in the money box?

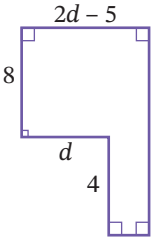
17 Aerin bought 4 ice creams and received \$2.80 change from his \$20 note. How much did each ice cream cost?

18 Ashvin is twice as tall as his little sister, Sureti, and 30 cm shorter than his father. Their combined height is 3.8 m. Find the height of each person.

19 The length of a rectangle is 9.5 cm longer than its width. The perimeter of the rectangle is 87 cm. Find the dimensions of the rectangle.

20 Janine is 6 years younger than her husband, Vila, who is 3 times the age of their son Brett. Brett is 5 years older than his sister Amanda. The sum of all their ages is 125 years. How old is each person?

21 A house is constructed in the shape shown below. If the house has a floor area of 54m^2, what is the value of d? PS R C



22 Ashleigh only collects 20-cent and 50-cent coins. Last week she counted 420 coins to the value of \$156. How many 50-cent coins did Ashleigh have?

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Mental skills 7A: Maths without calculators ANSWERS ON P. 632

Quiz
Mental skills 7A

Fraction of a quantity

Learn these commonly-used fractions and their decimal equivalents.

Fraction	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{8}$	$\frac{3}{4}$	$\frac{1}{5}$	$\frac{1}{10}$	$\frac{1}{20}$	$\frac{2}{5}$
Decimal	0.5	0.25	0.125	0.75	0.2	0.1	0.05	0.4

Now we will use them to find a fraction or decimal of a quantity.

1 Study each example.

a $\frac{1}{4} \times 72 = 72 \div 4$
$= 18$

b $\frac{2}{5} \times 40 = (\frac{1}{5} \times 40) \times 2$
$= 8 \times 2$
$= 16$

c $\frac{3}{4} \times 32 = (\frac{1}{4} \times 32) \times 3$
$= 8 \times 3$
$= 24$

d $0.5 \times 66 = \frac{1}{2} \times 66$
$= 33$

e $0.05 \times 80 = \frac{1}{20} \times 80$
$= 4$

f $0.125 \times 56 = \frac{1}{8} \times 56$
$= 7$

2 Now simplify each expression.

a $\frac{1}{2} \times 28$ **b** $\frac{1}{4} \times 36$ **c** $\frac{1}{10} \times 70$ **d** $\frac{1}{8} \times 64$

e $\frac{1}{5} \times 15$ **f** $\frac{1}{10} \times 80$ **g** $\frac{2}{5} \times 25$ **h** $\frac{1}{20} \times 100$

i $\frac{3}{4} \times 44$ **j** $\frac{1}{8} \times 40$ **k** 0.25×60 **l** 0.4×45

m 0.1×260 **n** 0.125×48 **o** 0.75×48 **p** 0.05×120

q 0.2×70 **r** 0.5×320 **s** 0.25×56 **t** 0.125×16

Equations with algebraic fractions 7.04

Worksheet
Equations 3

Puzzle
Equations code puzzle

Video
Solving equations with fractions

Example 7

Solve each equation.

a $\frac{x+11}{4}+9=-3$

b $\frac{a-2}{4}=\frac{2a+5}{3}$

Solution

a $\frac{x+11}{4}+9=-3$

$\frac{x+11}{4}+9-9=-3-9$

$\frac{x+11}{4}=-12$

$\frac{x+11}{4}\times 4=-12\times 4$

$x+11=-48$

$x+11-11=-48-11$

$x=-59$

b $\frac{a-2}{4}=\frac{2a+5}{3}$

For equations where all terms are fractions, multiply both sides by a common multiple of the denominators to remove the fractions. The **lowest common multiple (LCM)** of 3 and 4 is 12, so multiply both sides by 12.

$12\times\frac{(a-2)}{4}=12\times\frac{(2a+5)}{3}$

$12^{3}\times\frac{(a-2)}{4_{1}}=12^{4}\times\frac{(2a+5)}{3_{1}}$

$3(a-2)=4(2a+5)$

$3a-6=8a+20$

$-5a-6=20$

$-5a=26$

$a=\frac{26}{-5}$

$a=-5\frac{1}{5}$

PATH

Example 8

Solve each equation.

a $\frac{k}{3}+\frac{k}{7}=4$

b $\frac{2m}{3}-\frac{m}{2}=2$

Solution

a Multiply both sides by 21, the LCM of 3 and 7.

$$21\left(\frac{k}{3}+\frac{k}{7}\right)=21\times 4$$

$$21\times\frac{k}{3}+21\times\frac{k}{7}=84$$

$$^{7}\cancel{21}\times\frac{k}{\cancel{3}_{1}}+\cancel{21}^{3}\times\frac{k}{\cancel{7}_{1}}=84$$

$$7k+3k=84$$

$$10k=84$$

$$k=\frac{84}{10}$$

$$k=8\frac{2}{5}$$

Check by substituting that this solution is correct.

Note: We can also solve this equation by simplifying the LHS first:

$$\frac{k}{3}+\frac{k}{7}=4$$

$$\frac{7k}{21}+\frac{3k}{21}=4$$

$$\frac{10k}{21}=4$$

$$10k=84$$

$$k=\frac{84}{10}$$

$$k=8\frac{k}{3}$$

However, the first method may be faster and easier because operations with fractions are not needed.

b Multiply both sides by 6, the LCM of 3 and 2.

$$6\left(\frac{2m}{3}-\frac{m}{2}\right)=6\times 2$$

$$\cancel{6}^{2}\times\frac{2m}{\cancel{3}_{1}}-\cancel{6}^{3}\times\frac{m}{\cancel{2}_{1}}=12$$

$$4m-3m=12$$

$$m=12$$

PATH

Video Equations with algebraic fractions

7.04

Example 9

Solve each equation.

a $\frac{2n+1}{3}-\frac{3n-2}{2}=-5$

b $\frac{a+5}{6}+\frac{3a}{4}=5$

Solution

a Multiply both sides by 6, the LCM of 3 and 2.

$$6\left(\frac{2n+1}{3}-\frac{3n-2}{2}\right)=6\times(-5)$$

$$\cancel{6}^{2}\left(\frac{2n+1}{\cancel{3}_{1}}\right)-\cancel{6}^{3}\left(\frac{3n-2}{\cancel{2}_{1}}\right)=-30$$

$$2(2n+1)-3(3n-2)=-30$$

$$4n+2-9n+6=-30$$

$$-5n+8=-30$$

$$-5n=-38$$

$$n=\frac{-38}{-5}$$

$$=7\frac{3}{5}$$

b Multiply both sides by 12, the LCM of 6 and 4.

$$12\left(\frac{a+5}{6}+\frac{3a}{4}\right)=12\times 5$$

$$^{2}\cancel{12}\left(\frac{a+5}{\cancel{6}_{1}}\right)+^{3}\cancel{12}\left(\frac{3a}{\cancel{4}_{1}}\right)=60$$

$$2(a+5)+3(3a)=60$$

$$2a+10+9a=60$$

$$11a+10=60$$

$$11a=50$$

$$a=\frac{50}{11}$$

$$=4\frac{6}{11}$$

Video Equations with algebraic fractions

EXERCISE 7.04 ANSWERS ON P. 632

Equations with algebraic fractions U F R

EXAMPLE 7

1 Solve each equation. R

a $\frac{a+1}{4}+5=15$ **b** $\frac{x+4}{5}-10=2$ **c** $\frac{x-5}{5}-1=4$

d $\frac{y-2}{5}-2=6$ **e** $\frac{p+1}{3}-11=8$ **f** $5+\frac{4y+6}{9}=15$

g $1+\frac{10x-2}{2}=-10$ **h** $\frac{3y+5}{4}+9=-1$ **i** $\frac{12-x}{3}-1=6$

j $\frac{15-d}{7}+10=0$ **k** $\frac{3-2w}{11}+4=5$ **l** $\frac{6-4p}{9}-10=-6$

PATH

2 Solve each equation. R

a $\frac{x+5}{4}=\frac{x+4}{5}$ **b** $\frac{y+8}{3}=\frac{y-2}{2}$ **c** $\frac{2p-1}{4}=\frac{p+5}{3}$

d $\frac{2w+5}{3}=\frac{3w+1}{5}$ **e** $\frac{8x-4}{3}=\frac{4x+5}{2}$ **f** $\frac{m-6}{4}=\frac{2m-3}{10}$

g $\frac{2y+4}{3}=\frac{5y-2}{5}$ **h** $\frac{4x-2}{6}=\frac{x+7}{4}$ **i** $\frac{12-2x}{4}=\frac{9+x}{3}$

j $\frac{8-3w}{5}=\frac{2w+1}{4}$ **k** $\frac{7-5x}{2}=\frac{1-9x}{4}$ **l** $\frac{8-x}{2}=\frac{2x+1}{3}$

EXAMPLE 8

3 Solve $\frac{x}{3}+\frac{x}{2}=1$. Select the correct answer **A**, **B**, **C** or **D**. R

A $x=1\frac{1}{5}$ **B** $x=1\frac{1}{2}$ **C** $x=1$ **D** $x=2$

4 Solve each equation. R

a $\frac{d}{4}+\frac{d}{3}=14$ **b** $\frac{k}{2}-\frac{k}{3}=3$ **c** $\frac{m}{3}+\frac{m}{2}=10$

d $\frac{x}{8}+\frac{x}{3}=10$ **e** $\frac{p}{3}-\frac{p}{5}=4$ **f** $\frac{k}{4}-\frac{k}{5}=1$

g $\frac{4k}{3}-\frac{k}{5}=34$ **h** $\frac{3m}{5}+\frac{m}{2}=11$ **i** $\frac{4a}{5}+\frac{2a}{3}=10$

5 What is the solution to $\frac{p-1}{5}-\frac{p+3}{2}=4$? Select **A**, **B**, **C** or **D**. R

EXAMPLE 9

A $p=-12$ **B** $p=-19$ **C** $p=14$ **D** $p=3$

6 Solve each equation. R

a $\frac{x}{7}+\frac{x-1}{4}=0$ **b** $\frac{2p}{3}-\frac{p+1}{6}=2$

c $\frac{m+2}{2}+\frac{m+1}{3}=12$ **d** $\frac{c-2}{5}-\frac{c-3}{2}=4$

e $\frac{2y-1}{4}+\frac{y+1}{2}=6$ **f** $\frac{x-1}{3}+\frac{x-4}{6}=-5$

g $\frac{7+2p}{5}-\frac{1-p}{2}=-1$ **h** $\frac{6y-1}{4}-\frac{y+2}{3}=8$

i $\frac{a+5}{4}+3=\frac{2a}{5}$ **j** $\frac{3x-1}{4}=2x+\frac{5}{6}$

k $\frac{12u+3}{7}=2u-\frac{u+4}{6}$ **l** $\frac{m-6}{5}+2m=\frac{3m-1}{4}$

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Simple quadratic equations $ax^2 = c$ 7.05

An equation in which the highest power of the variable is 2 is called a **quadratic equation**, for example, $x^2 = 5$, $3m^2 + 7 = 10$, $d^2 - 4 = 0$ and $4t^2 - 3t = 8$.

Worksheet
Equations review

7.05

The quadratic equation $x^2 = c$

The quadratic equation $x^2 = c$ (where c is a positive number) has 2 solutions:

$$x = \pm\sqrt{c} \text{ (which means } x = \sqrt{c} \text{ and } x = -\sqrt{c}).$$

Video
Simple quadratic equations $ax^2 = c$

Example 10

Solve each quadratic equation.

a $y^2 = 16$ **b** $p^2 = 65$ **c** $5a^2 = 245$

Solution

a $y^2 = 16$

$y = \pm\sqrt{16}$

$= \pm 4$

b $p^2 = 65$

$p = \pm\sqrt{65}$

65 is not a square number, so leave the answer as a surd.

c $5a^2 = 245$

$a^2 = \frac{245}{5}$

$a^2 = 49$

$a = \pm\sqrt{49}$

$= \pm 7$

Example 11

Solve each quadratic equation, writing the solution correct to one decimal place.

a $4x^2 = 500$ **b** $\frac{3h^2}{5} = 26$

Solution

a $4x^2 = 500$

$x^2 = \frac{500}{4}$

$x^2 = 125$

$x = \pm\sqrt{125}$

$= \pm 11.1803...$

$\approx \pm 11.2$

b $\frac{3h^2}{5} = 26$

$3h^2 = 26 \times 5$

$3h^2 = 130$

$h^2 = \frac{130}{3}$

$h^2 = 43\frac{1}{3}$

$h = \pm\sqrt{43\frac{1}{3}}$

$= \pm 6.5828...$

$\approx \pm 6.6$

EXERCISE 7.05 ANSWERS ON P. 632

Simple quadratic equations $ax^2 = c$ U F R C

EXAMPLE 10

1 Solve each quadratic equation, writing the solutions as surds if necessary.

a	$m^2 = 144$	**b**	$x^2 = 400$	**c**	$y^2 = 225$	**d**	$k^2 = 59$
e	$y^2 = 10$	**f**	$w^2 = 36$	**g**	$8x^2 = 200$	**h**	$9t^2 = 81$
i	$\frac{a^2}{2} = 8$	**j**	$5k^2 = 40$	**k**	$3w^2 = 30$	**l**	$2d^2 = 288$
m	$\frac{k^2}{2} = 8$	**n**	$\frac{w^2}{10} = 7$	**o**	$4x^2 = 1$	**p**	$\frac{m^2}{3} = 27$
q	$8y^2 = 40$	**r**	$2p^2 + 3 = 21$	**s**	$3k^2 = 48$	**t**	$\frac{y^2}{5} - 2 = 9$
u	$6x^2 = 42$						

EXAMPLE 11

2 Solve each equation, writing the solution correct to one decimal place.

a	$m^2 = 20$	**b**	$b^2 = 17$	**c**	$v^2 = 6$	**d**	$2p^2 = 35$
e	$9k^2 = 63$	**f**	$\frac{x^2}{5} = 8$	**g**	$\frac{k^2}{16} = 6$	**h**	$\frac{7u^2}{10} = 2$
i	$6y^2 = 84$	**j**	$\frac{3w^2}{4} = 20$	**k**	$a^2 + 11 = 28$	**l**	$2y^2 - 14 = 63$

3 Explain why the quadratic equation $k^2 + 25 = 0$ has no solutions. R C

4 State which of these quadratic equations has no solutions. Give reasons. R C

a	$x^2 = -9$	**b**	$2k^2 + 5 = 9$	**c**	$3m^2 + 8 = 4$
d	$\frac{9w^2}{2} - 1 = 1$	**e**	$4 + \frac{d^2}{3} = 8$	**f**	$\frac{5a^2}{2} + 3 = 2$

7.06 Quadratic equations $x^2 + bx + c = 0$

PATH

Video Quadratic equations by factorising

The quadratic equation $x^2 + bx + c = 0$

To solve quadratic equations of the form $x^2 + bx + c = 0$, factorise $x^2 + bx + c$ into a binomial product of the form $(x + d)(x + e)$.

Example 12

Solve $x^2 + 7x + 12 = 0$

Solution

To factorise $x^2 + 7x + 12$, find 2 numbers that have a sum of 7 and a product of 12.
The correct numbers are 3 and 4.
$\therefore x^2 + 7x + 12 = 0$
$(x + 3)(x + 4) = 0$

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The LHS has been factorised into 2 binomials, $(x + 3)$ and $(x + 4)$, whose product is 0.
If 2 numbers have a product of 0, then one of the numbers *must* be 0.
$\therefore x + 3 = 0$ or $x + 4 = 0$
$\therefore x = -3$ or $x = -4$
$\therefore$ The solution to $x^2 + 7x + 12 = 0$ is
$x = -3$ or $x = -4$

Check:
When $x = -3$,
LHS $= (-3)^2 + 7 \times (-3) + 12 = 0$
RHS $= 0$
LHS = RHS

When $x = -4$,
LHS $= (-4)^2 + 7 \times (-4) + 12 = 0$
RHS $= 0$
LHS = RHS

Example 13

Solve each quadratic equation.

a $m^2 - 5m - 14 = 0$

b $d^2 + 3d - 40 = 0$

c $w^2 = 15w$

d $k^2 - 12k + 36 = 0$

Solution

a $m^2 - 5m - 14 = 0$

Find 2 numbers that have a sum of -5 and a product of -14.
They are -7 and 2.
$(m - 7)(m + 2) = 0$
$\therefore m - 7 = 0$ or $m + 2 = 0$
$\therefore m = 7$ or $m = -2$
$\therefore$ The solution to $m^2 - 5m - 14 = 0$ is $m = 7$ or $m = -2$.
Check:
When $m = 7$,
LHS $= (7)^2 - 5 \times (7) - 14 = 0$
RHS $= 0$
LHS = RHS

When $m = -2$,
LHS $= (-2)^2 - 5 \times (-2) - 14 = 0$
RHS $= 0$
LHS = RHS

b $d^2 + 3d - 40 = 0$
$(d - 5)(d + 8) = 0$
$\therefore d - 5 = 0$ or $d + 8 = 0$
$\therefore d = 5$ or $d = -8$
$\therefore$ The solution to $d^2 + 5d - 40 = 0$ is $d = 5$ or $d = -8$.

PATH

c $w^2 = 15w$

$w^2 - 15w = 0$

You cannot divide both sides by w because if $w = 0$ then you are dividing by 0.

This requires a simpler factorisation as there are only 2 terms, both involving w.

$w(w - 15) = 0$

$\therefore w = 0$ or $w - 15 = 0$

$\therefore w = 0$ or $w = 15$

$\therefore$ The solution to $w^2 - 15w = 0$ is $w = 0$ or $w = 15$.

d $k^2 - 12k + 36 = 0$

$(k - 6)(k - 6) = 0$

$\therefore k - 6 = 0$ or $k - 6 = 0$

$\therefore k = 6$ or $k = 6$

$\therefore$ The solution to $k^2 - 12k + 36 = 0$ is $k = 6$ (only one solution).

Note: Quadratic equations of the form $ax^2 + bx + c = 0$ will be met in Chapter 10, *Quadratic equations and the parabola*, of *New Century Maths 10 Advanced*.

EXERCISE 7.06 ANSWERS ON P. 632

Quadratic equations $x^2 + bx + c = 0$ U F

EXAMPLE 12

1 Solve each equation.

a $h^2 + 5h + 4 = 0$ **b** $y^2 + 9y + 20 = 0$ **c** $g^2 + 10g + 24 = 0$

d $p^2 + 15p + 56 = 0$ **e** $m^2 + 19m + 88 = 0$ **f** $u^2 + 12u + 32 = 0$

EXAMPLE 13

2 Solve each equation.

a $x^2 - 3x - 4 = 0$ **b** $n^2 + 8n - 33 = 0$ **c** $y^2 + 4y - 96 = 0$

d $w^2 - 9w - 10 = 0$ **e** $a^2 + 14a - 51 = 0$ **f** $v^2 - 2v - 35 = 0$

3 Solve each quadratic equation. Select the correct answer **A**, **B**, **C** or **D**.

a $x^2 - 8x = 0$

A $x = 4, -4$ **B** $x = 0, -4$ **C** $x = 0, -8$ **D** $x = 8, 0$

b $q^2 + 5q = 0$

A $q = 5, -5$ **B** $q = 10, -5$ **C** $q = 0, -5$ **D** $q = 5, 0$

c $h^2 = 21h$

A $h = 21, 0$ **B** $h = 3, -7$ **C** $h = 7, -3$ **D** $h = 0, -21$

4 Solve each equation.

a $g^2 - 4g + 4 = 0$ **b** $m^2 + m = 0$ **c** $k^2 = 12k$

d $p^2 - 14p + 49 = 0$ **e** $a^2 + 8a + 16 = 0$ **f** $y^2 = 24y$

5 Solve each equation.

a $d^2 - 9d - 36 = 0$ **b** $y^2 + 16y + 63 = 0$ **c** $m^2 = 2m$

d $w^2 + 8w + 15 = 0$ **e** $a^2 - 4a = 0$ **f** $p^2 - 11p + 30 = 0$

g $e^2 - 24e + 144 = 0$ **h** $c^2 - 8c - 20 = 0$ **i** $s^2 + 10s + 25 = 0$

j $b^2 = 9b$ **k** $u^2 + 13u + 40 = 0$ **l** $g^2 + 6g - 7 = 0$

m $r^2 - 2r + 1 = 0$ **n** $w^2 + 8w = 0$ **o** $x^2 - x - 72 = 0$

6 Solve each equation.

a $6x^2 = 42x$ **b** $3p^2 + 15p + 18 = 0$ **c** $2k^2 - 4k - 48 = 0$

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Investigation

PATH

Solving $x^3 = c$

1 $x^3 = 27$ has only one solution. What is it?

2 What is the solution to each equation?

a $x^3 = 125$ **b** $x^3 = 64$ **c** $x^3 = -8$

3 What is the inverse operation of 'cubing'?

4 Study this example:

$x^3 = -27$

$x = \sqrt[3]{-27}$

$x = -3$

The cube root of a negative number is also negative.

Check: When $x = -3$, $x^3 = (-3)^3 = -27$

Now use the same method to solve each equation and check your answers.

a $r^3 = -1000$ **b** $u^3 = 216$

5 How many solutions does each cubic equation have?

a $n^3 = 1$ **b** $t^3 = -343$ **c** $x^3 = -1$

7.07

Simple cubic equations $ax^3 = c$

7.07

PATH

An equation in which the highest power of the variable is 3 is called a **cubic equation**, for example, $x^3 = 12$, $2m^3 + 1 = 25$, $d^3 - 14 = 4$ and $x^3 - 3x^2 + 5x + 4 = 0$.

The cubic equation $x^3 = c$

The cubic equation $x^3 = c$ has one solution:

$$x = \sqrt[3]{c}$$

PATH

Example 14

Solve each cubic equation.

a $n^3 = 729$ **b** $d^3 = 40$ **c** $-3y^3 = 1029$

Solution

a
$$n^3 = 729$$
$$n = \sqrt[3]{729}$$
$$= 9$$
Finding the cube root of both sides

b
$$d^3 = 40$$
$$d = \sqrt[3]{40}$$
Finding the cube root of both sides.
40 is not a cube number so leave the answer as a surd.

c
$$-3y^3 = 1029$$
$$y^3 = \frac{1029}{-3}$$
$$y^3 = -343$$
$$y = \sqrt[3]{-343}$$
$$= -7$$
Dividing both sides by -3

Example 15

Solve each cubic equation, writing the solution correct to one decimal place.

a $2h^3 = -18$ **b** $\frac{z^3}{7} = 11$

Solution

a
$$2h^3 = -18$$
$$h^3 = \frac{-18}{2}$$
$$h^3 = -9$$
$$h = \sqrt[3]{-9}$$
$$= -2.0800\ldots$$
$$\approx -2.1$$

b
$$\frac{z^3}{7} = 11$$
$$z^3 = 11 \times 7$$
$$z^3 = 77$$
$$z = \sqrt[3]{77}$$
$$= 4.2543\ldots$$
$$\approx 4.3$$

EXERCISE 7.07 ANSWERS ON P. 632

Simple cubic equations $ax^3 = c$ UFRC

EXAMPLE 14

1 Solve each cubic equation, writing the solutions as surds if necessary.

a $r^3 = 1$ **b** $k^3 = 216$ **c** $d^3 = -27$

d $x^3 = -45$ **e** $w^3 = 100$ **f** $f^3 = 64$

g $4m^3 = 32$ **h** $2t^3 = -250$ **i** $\frac{c^3}{2} = 108$

j $-3k^3 = 192$ **k** $7a^3 = 105$ **l** $\frac{2p^3}{9} = -4$

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PATH

m $4q^3 = 665.5$ **n** $\frac{n^3}{5} = -345.6$ **o** $8s^3 = 150$

p $\frac{e^3}{8} = -1$ **q** $-6y^3 = 40$ **r** $2v^3 - 10 = 1014$

s $\frac{4b^3}{5} = 12$ **t** $\frac{z^3}{6} + 4 = -8$ **u** $-4x^3 = -144$

2 Solve each equation, writing the solution correct to one decimal place.

EXAMPLE 15

a $c^3 = 47$ **b** $g^3 = 151$ **c** $y^3 = -450$

d $-8p^3 = 728$ **e** $3u^3 = 245$ **f** $\frac{x^3}{5} = -11$

g $-\frac{h^3}{20} = 25$ **h** $\frac{11a^3}{7} = 80$ **i** $-6d^3 = 186$

j $\frac{5v^3}{8} = -27$ **k** $a^3 - 45 = 220$ **l** $4j^3 + 72 = -166$

3 **a** Does a cubic equation of the form $x^3 = c$ always have a solution?

b When is the solution to $x^3 = c$ positive?

c When does $x^3 = c$ have 2 solutions? R C

7.08

Equations and formulas 7.08

A **formula** is an algebraic equation that shows a relationship between variables. For example, the formula for the area of a circle is $A = \pi r^2$, where A is the area and r is the radius of the circle (π is a constant). Because the formula is for the area, A is called the **subject** of the formula and it is the variable on its own on the left side of the '=' sign.

Worksheet Working with formulas

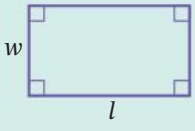
Videos Equations and formulas 1

Equations and formulas 2

Example 16

The formula for the perimeter (P) of a rectangle of length l and width w is given by

$$P = 2(l + w).$$



Use the formula to find:

a the perimeter of a rectangle with length 20 cm and width 9 cm

b the width of a rectangle if its length is 12 m and its perimeter is 70 m

c the length of a rectangle if its width is 42 cm and its perimeter is 1.8 m.

Solution

a $l = 20, w = 9$:

$P = 2(l + w)$

$= 2(20 + 9)$

$= 2 \times 29$

$= 58$

$\therefore$ The perimeter is 58 cm.

b $l = 12, P = 70$:

$P = 2(l + w)$

$70 = 2(12 + w)$

$70 = 24 + 2w$

$46 = 2w$

$w = \frac{46}{2}$

$= 23$

$\therefore$ The width is 23 cm.

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c $w = 42, P = 1.8 \text{ m} = 180 \text{ cm}$ since w is given in cm

$P = 2(l + w)$

$180 = 2(l + 42)$

$180 = 2l + 84$

$96 = 2l$

$l = \frac{96}{2}$

$= 48$

∴ The length is 48 cm.

Example 17

The cost of hiring a sound system for a party is $250 plus $75 per hour. The cost can be represented by the formula $C = 250 + 75h$, where C is the total cost (in dollars), and h is the number of hours.

a Find the cost of hiring the sound system for 4 hours.

b A family is willing to spend $750 for hiring the sound system. What is the maximum number of *whole* rental hours that the family can afford?



iStock.com/Bet_Noire

Solution

a $h = 4$:

$C = 250 + 75h$

$= 250 + 75 \times 4$

$= 550$

∴ The cost is $550.

b $C = 750$:

$750 = 250 + 75h$

$500 = 75h$

$h = \frac{500}{75}$

$= 6\frac{2}{3}$

∴ The maximum number of whole hours is 6.

EXERCISE 7.08 ANSWERS ON P. 633

Equations and formulas U F PS R

1 Given the formula $y = 5x + c$, find:

a y if $x = 5$ and $c = 3$

b y if $x = -1$ and $c = 16$

c c if $y = 40$ and $x = 3$

d c if $y = -6$ and $x = -1$

e x if $y = 27$ and $c = 12$

f x if $y = 64$ and $c = -16$

EXAMPLE 16

2 A temperature in degrees Celsius (°C) can be converted to degrees Fahrenheit (°F) using the formula $F = \frac{9C}{5} + 32$. Convert each temperature to °F.

a 35°C **b** −10°C **c** 16°C

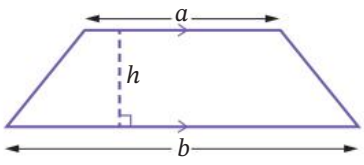
Foundation Standard Complex

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3 Use the formula in question **2** to convert each temperature to °C, correct to one decimal place. PS R

a 100°F **b** −45°F **c** 78°F

4 The formula $A = \frac{1}{2}(a + b)h$ is used to find the area of a trapezium, where A is the area, a and b are the lengths of the parallel sides, and h is the perpendicular height between them.



Use the formula to find:

a the area of a trapezium with height 6 cm and parallel sides of length 9 cm and 15 cm

b the height of a trapezium if its area is 420 cm^2 and it has parallel sides of length 22 cm and 20 cm

c the length of one side of a trapezium if its parallel side is 20.5 m, its area is 318 m^2 and its height is 12 m.

5 Find the value of S in the formula $M = \frac{kS}{5}$ if $M = 12.6$ and $k = 3.15$. Select **A**, **B**, **C** or **D**.

A 60 **B** 7.938 **C** 20 **D** 0.8

6 The cost C (in dollars) of hiring a limousine is given by the formula $C = 2500 + 150h$, where h is the number of hours of hire. Find: PS R

a the cost of hiring a limousine for 4 hours

b the cost of hiring a limousine for 2 days

c the number of hours for which you could hire a limousine for $4000

d the maximum number of whole hours for which a limousine could be hired at a cost of $5250

7 The profit, $\$P$, made by an online store selling games is given by $P = 35x - 750$, where x represents the number of games sold. Find: PS R

a the profit made when 230 games are sold

b the number of games sold if the profit is $18 010.

8 A catering company charges $\$C$ for a function with P people using the formula $C = 1500 + 75.5P$. PS R

a How much does the company charge for a function with 10 guests?

b Find the cost of catering for a group of 60 people.

c Diane has $10 000 to spend on catering for her wedding reception. What is the maximum number of people she can invite?

9 The perimeter of a rectangle is given by the formula $P = 2(l + w)$, where l is the rectangle's length and w is its width. What is the length of a rectangle with a width of 4 and a perimeter of 52? Select **A**, **B**, **C** or **D**.

A 9 **B** 12 **C** 18 **D** 22

7.08

EXAMPLE 17

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10 The temperature T (in °C) of a hot liquid as it cools is given by the formula $T = 100 - 17.5h$, where h is the number of hours it has been cooling. Find: PS R

a the temperature of the liquid after 2 hours

b the temperature of the liquid after 30 minutes

c the number of hours it takes for the temperature of the liquid to reach 30°C.

11 Archeologists use the formula $H = 2.52t + 75.8$ to estimate the height, H cm, of a man when the tibia (shin bone) length, t cm, is measurable. PS R

a A male tibia 42 cm long was found intact. Estimate the height of the male, correct to the nearest centimetre.

b Estimate, to the nearest centimetre, the length of the tibia of a male whose height is 174 cm.

Quiz
Mental skills 7B

Mental skills 7B: Maths without calculators ANSWERS ON P. 633

Percentage of a quantity

Learn these commonly-used percentages and their fraction equivalents.

Percentage	50%	25%	12.5%	75%	20%	10%	$33\frac{1}{3}\%$	$66\frac{2}{3}\%$
Fraction	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{8}$	$\frac{3}{4}$	$\frac{1}{5}$	$\frac{1}{10}$	$\frac{1}{3}$	$\frac{2}{3}$

Now we will use them to find a percentage of a quantity.

1 Study each example.

a $20\% \times 25 = \frac{1}{5} \times 25$
$= 5$

b $50\% \times 120 = \frac{1}{2} \times 120$
$= 60$

c $12.5\% \times 32 = \frac{1}{8} \times 32$
$= 4$

d $75\% \times 56 = \frac{3}{4} \times 60$
$= (\frac{1}{4} \times 60) \times 3$
$= 15 \times 3$
$= 45$

e $33\frac{1}{3}\% \times 27 = \frac{1}{3} \times 27$
$= 9$

f $66\frac{2}{3}\% \times 60 = \frac{2}{3} \times 60$
$= (\frac{1}{3} \times 60) \times 2$
$= 20 \times 2$
$= 40$

2 Now simplify each expression.

a $25\% \times 44$ **b** $33\frac{1}{3}\% \times 120$ **c** $20\% \times 35$ **d** $66\frac{2}{3}\% \times 36$

e $10\% \times 230$ **f** $12\frac{1}{2}\% \times 48$ **g** $50\% \times 86$ **h** $20\% \times 400$

i $75\% \times 24$ **j** $33\frac{1}{3}\% \times 45$ **k** $25\% \times 160$ **l** $10\% \times 650$

m $12.5\% \times 88$ **n** $66\frac{2}{3}\% \times 21$ **o** $20\% \times 60$ **p** $75\% \times 180$

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Changing the subject of a formula 7.09

In the formula $v = u + at$, v is the **subject** of the formula. When the formula is rearranged so that one of the other variables becomes the subject, the process is called **changing the subject of the formula**. To change the subject of a formula, use the same rules as for solving an equation. The answer is not a number but an algebraic expression (another formula).

Example 18

a For the formula $v = u + at$, change the subject to a

b Make b the subject of the formula $x = \sqrt{b^2 - 4ac}$.

c Given $P = \dfrac{m-1}{m+1}$, change the subject of the formula to m.

Solution

a To make a the subject of the formula, solve it like an equation for a.

$v = u + at$

$u + at = v$	Swapping sides so the new subject a appears on the LHS
$at = v - u$	Subtracting u from both sides
$a = \dfrac{v-u}{t}$	Dividing both sides by t

b $x = \sqrt{b^2 - 4ac}$

$\sqrt{b^2 - 4ac} = x$	Swapping sides
$b^2 - 4ac = x^2$	Squaring both sides
$b^2 = x^2 + 4ac$	Adding $4ac$ to both sides
$b = \pm\sqrt{x^2 + 4ac}$	Taking the positive and negative square root of both sides

c $P = \dfrac{m-1}{m+1}$

$\dfrac{m-1}{m+1} = P$	Swapping sides
$m - 1 = P(m+1)$	Multiplying both sides by $m + 1$
$= Pm + P$	Expanding
$m - Pm = P + 1$	Moving the m-terms to the LHS, the 1 to the RHS
$m(1 - P) = P + 1$	Factorise m from the LHS
$m = \dfrac{P+1}{1-P}$	Dividing both sides by $1 - P$

PATH

Puzzle Formulas squaresaw

Worksheet Changing the subject of a formula

Video Changing the subject of a formula

PATH

EXERCISE 7.09 ANSWERS ON P. 633

Changing the subject of the formula U F R C

EXAMPLE 18

1 Change the subject of each formula to x. R C

a $d = x + c$ **b** $y = mx + c$ **c** $p = ax - y$

d $y = \frac{x}{m} + p$ **e** $k = mrx$ **f** $v = \frac{m}{x}$

g $A = \frac{x+y}{2}$ **h** $c = ax + by$ **i** $A = \frac{1}{2}h(x+y)$

2 The volume of a pyramid has the formula $V = \frac{1}{3}Ah$, where A is the area of the base and h is the perpendicular height. Change the subject of the formula to A.

Select the correct answer **A**, **B**, **C** or **D**. R C

A $A = \frac{1}{3}Vh$ **B** $A = \frac{3}{Vh}$ **C** $A = 3Vh$ **D** $A = \frac{3V}{h}$

3 Make y the subject of each formula. R C

a $m = an + ay$ **b** $x = y^2$ **c** $k = \frac{x}{y}$

d $Q = P + \sqrt{y}$ **e** $x^2 + y^2 = r^2$ **f** $M = ny^2$

g $m = \frac{r}{\sqrt{y}}$ **h** $b = c^2 - 2ay$ **i** $t = \sqrt{y - x}$

4 Change the subject of each formula to the variable shown. R C

a $V = lbh;\ h = ?$ **b** $A = \pi r^2;\ r = ?$ **c** $K = \frac{1}{2}mv^2;\ v = ?$

d $F = \frac{9C}{5} + 32;\ C = ?$ **e** $s = ut + \frac{1}{2}at^2;\ a = ?$ **f** $A = \frac{h}{2}(x+y);\ y = ?$

5 What is the correct formula for $p = m(n + x)$ if x is the subject?

Select **A**, **B**, **C** or **D**. R C

A $x = p - mn$ **B** $x = \frac{p}{mn}$ **C** $x = \frac{p}{m} - n$ **D** $x = \frac{p}{n} - m$

6 The cost ($\$C$) of a hire car is given by $C = 80 + 4.2d$, where d is the distance travelled in kilometres. R C

a Find the cost of hiring the car for a journey of 50 km.

b Make d the subject of the formula.

c Find the number of whole kilometres that can be travelled in the hire car for $402.

7 The angle sum of a shape with n sides is $A°$, where $A = 180(n - 2)$. R C

a Use the formula to find the angle sum of a shape with 7 sides.

b Make n the subject of the formula.

c If the angle sum of a polygon is 1440°, how many sides does it have?

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PATH

8 The body-mass index of an adult is given by the formula $B = \frac{m}{h^2}$, where m is the adult's mass in kilograms and h is their height in metres. R C

a Change the subject of the formula to h.

b Hence find, correct to 2 decimal places, the height of a person with a body mass index of 25 and a mass of 60 kg.

9 Make r the subject of the formula $\frac{1}{x} = \frac{1}{r} + \frac{1}{s}$. R C

10 Solve each equation for a. R C

a $\frac{a}{5} = ap + q$ **b** $ar = 3(a+b)$ **c** $Da = D - 2a$

d $p = \frac{ax}{a+y}$ **e** $k = \frac{1-a}{1+a}$ **f** $M(a+b) = N(a-b)$

Power plus ANSWERS ON P. 633

1 Solve each equation.

a $\frac{5}{2y} = 14$ **b** $\frac{7}{r} = \frac{1}{r-3}$ **c** $\frac{y^2+8}{12} = 4\frac{2}{3}$

d $4m^2 - 3 = m^2 + 72$ **e** $\frac{3(m+5)}{4} - \frac{2(m-1)}{3} = m - 10 + \frac{m-6}{2}$

2 Given $W = \frac{X-Y}{X+Y}$, find:

a W when $X = 15$ and $Y = 10$ **b** W when $X = 6$ and $Y = -12$

c X when $W = 25$ and $Y = 6$ **d** Y when $W = 5$ and $X = 1$

3 Karlie is a farmer who raises pigs and chickens. From a total of 42 animals, she can count 116 legs. Write an equation and solve it to find how many chickens she has.

4 Joe is twice as old as his daughter, Wendi. 10 years ago, he was 3 times as old as her. Write an equation and solve it to calculate how old Wendi is now.

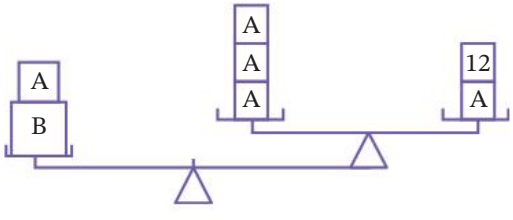
5 Consider $x^2 + y^2 = 4$.

a Explain why the smallest value for x is -2 and the largest value for x is 2.

b Are there any restrictions on the values that y can take? Explain why.

c By making y the subject, show that $y = \pm\sqrt{4 - x^2}$.

6 Find the value of B in the balance scale below.



7 Solve each cubic equation.

a $x^2 = x$ **b** $x^2 = x + 6$ **c** $x^3 = x$

d $x^3 = -x^2$ **e** $x^3 = 6x^2 - 9x$

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CHAPTER 7 REVIEW

Quiz
Language of maths 7

Puzzle
Equations crossword

Language of maths

backtracking method	balancing method	brackets
consecutive	cube root	equation
expand	flowchart	formula
inverse operation	LHS	lowest common multiple (LCM)
linear equation	quadratic equation	RHS
solution	solve	square root
subject	substitute	surd
undoing	unknown	variable

1 Which method of solving equations involves using inverse operations on both sides of the equation?

2 What is the **subject** of the formula $A = \frac{1}{2}(a + b)h$?

3 What name is given to numbers that follow each other in order, such as 9, 10, 11?

4 Write an example of:

a a quadratic equation **b** a linear equation

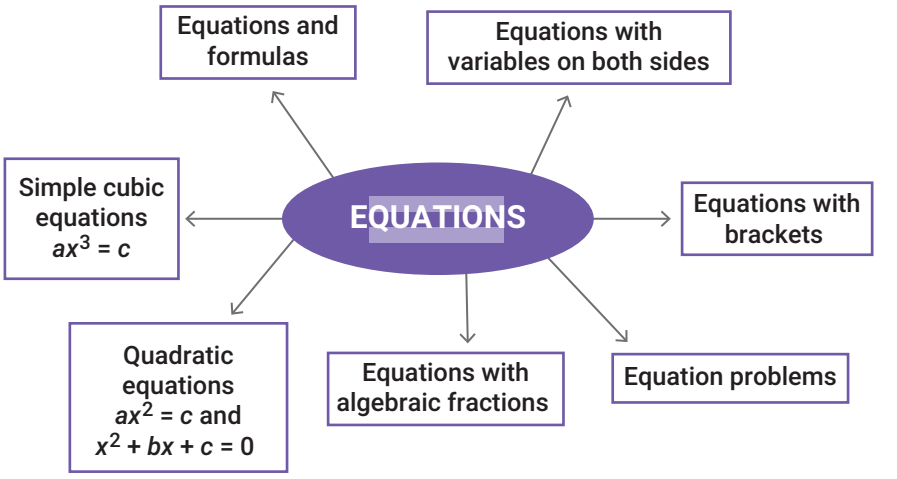
5 How many solutions does a linear equation have?

6 What does **LHS** stand for?

Topic summary

Worksheet
Mind map: Equations (Advanced)

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



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TEST YOURSELF 7

ANSWERS ON P. 633

Quiz
Test yourself 7

1 Solve each equation. Check your solutions. 7.01

a $3x + 4 = 2x + 7$ **b** $5n - 3 = 2n - 15$ **c** $2d - 8 = -5d - 71$

d $4t = 12 - 4t$ **e** $8j - 17 = 10j$ **f** $6 - 3q = 8 - q$

2 Write an equation with x on both sides that has the solution $x = 3$. 7.01

3 Solve each equation. 7.02

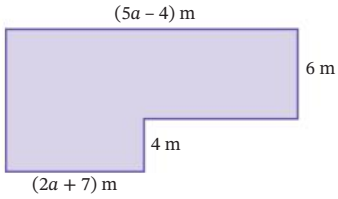
a $2(w - 5) = 4$ **b** $3(1 + 4n) = 15$ **c** $5(1 - 3p) = 20$

d $2(3 + x) = 5(x + 1)$ **e** $3(1 - y) = 4(2 - y)$ **f** $2(3 - 4x) = -(2x + 3)$

g $18 - 3a = 5a - 2(a - 6)$ **h** $11g + 2(g + 3) = 5(2g + 10)$

4 The length of a rectangle is 6 cm longer than it is wide. The perimeter of the rectangle is 76 cm. Find the dimensions of the rectangle. 7.03

5 This diagram shows the floor plan of a house. 7.03
If the area of the floor is 99 m^2, find the value of a.



6 If 6 more than a number equals 5 more than double the number, what is the number? 7.03

PATH 7.04

7 Solve each equation.

a $\frac{d-4}{2} + 9 = 4$ **b** $\frac{8n+6}{3} = \frac{6n+5}{2}$ **c** $\frac{2p}{3} - \frac{p}{2} = 4$

8 Solve each quadratic equation. 7.05

a $d^2 = 64$ **b** $8p^2 = 288$ **c** $3z^2 = 105$

PATH 7.06 7.07

9 Solve each quadratic equation.

a $w^2 - 6w + 5 = 0$ **b** $m^2 = 16m$ **c** $u^2 - 3u - 18 = 0$

10 Solve each cubic equation.

a $x^3 = 1331$ **b** $-4h^3 = 864$ **c** $\frac{t^3}{2} = 62.5$

11 The body mass index (BMI) of an adult is $B = \frac{M}{h^2}$, where M is the mass in kilograms and h is the height in metres. 7.08

a Find the BMI of Ned who is 1.85 m tall and has a mass of 72 kg.

b Find the mass of a person with a BMI of 24, who is 2.1 m tall.

12 The cost, C, in dollars, of hiring a taxi is $C = 5 + 2.4d$, where d is the distance travelled in kilometres. Find: 7.08

a the cost of a taxi trip if the distance travelled is 15 km

b the distance travelled if the cost of a taxi trip was \$78.20.

PATH 7.09

13 Make w the subject of each formula.

a $a = kw + v$ **b** $p = m(t - w)$ **c** $x = \frac{1}{w} + y$

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PRACTICE SET 2

ANSWERS ON P. 633

5.09 **1** State the number of significant figures in each number.

a 1203 **b** 0.008 **c** 1.092 **d** 15 700

5.01 **2** Simplify each expression.

a $y^9 \times y$ **b** $3g^7 \times 4g^8$ **c** $2p^3q \times 9p^2q^2$

d $\frac{k^{18}}{k^6}$ **e** $\frac{x^{11}}{x^7}$ **f** $h^{10} \div h$

g $54k^7 \div 6k^3$ **h** $\frac{h^3y^7}{hy^4}$ **i** $12m^5n^8 \div 18mn^7$

5.04 **3** Simplify each expression.

a $6y^0$ **b** $4^0 \times 3^0$ **c** $(4k)^0$ **d** $x \times (3y)^0$ **e** $2q^0 - (2q)^0$

4.09 **4** Sketch on a compass rose point A if it has a bearing of:

a 260° from point M **b** N56°W from point W.

5.05 **5** Evaluate each expression, giving answers in fraction form.

a 2^{-1} **b** 5^{-3} **c** 10^{-2}

6.03 **6** **a** Calculate the size of one angle in a regular hexagon.

b Name the polygon that has an angle sum of 1440°.

PATH

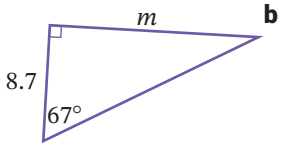
5.05 **7** Simplify each expression.

a $\left(\frac{1}{2}\right)^{-1}$ **b** $\left(\frac{8}{3}\right)^{-2}$ **c** $\left(\frac{4d}{5}\right)^{-2}$ **d** $\left(\frac{3}{10x}\right)^{-3}$

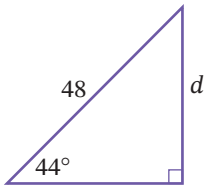
7.09 **8** Make y the subject of the formula $T = a + py^2$.

4.05 **9** Calculate the value of each variable, correct to 2 decimal places.

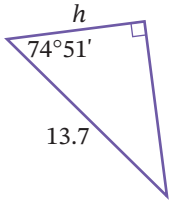
a



b



c



5.02 **10** Simplify each expression, giving the answers in index notation.

a $(2^3)^5$ **b** $(4^2)^6$ **c** $(3p^7)^2$ **d** $(2w^5)^3$

5.10 **11** Express each number in decimal form.

a 1.54×10^7 **b** 3.2×10^{-3} **c** 9.837×10^{-1} **d** 2.4×10^4

4.10 **12** A plane flies on a bearing of S85°W for 300 km. How far south (correct to the nearest kilometre) from its starting point has the plane flown?

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13 Find θ, correct to the nearest minute if: 4.07

a $\cos\theta = 0.21$ **b** $\sin\theta = \frac{9}{10}$ **c** $\tan\theta = 1.5$

14 Write each expression using a negative index. 5.05

a $\frac{1}{n}$ **b** $\frac{1}{2^3}$ **c** $\frac{1}{k^5}$ **d** $\frac{7}{y^2}$

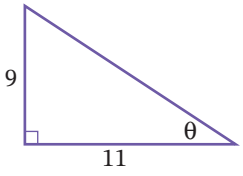
15 Write 7 280 000 in scientific notation. 5.10

16 Evaluate each expression, giving your answers in scientific notation correct to 2 significant figures. 5.11

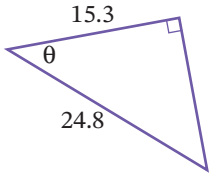
a $(7.08 \times 10^7) \times (3.8 \times 10^8)$ **b** $(4.65 \times 10^{-3}) \div (3.9 \times 10^7)$

17 Find θ, correct to the nearest degree. 4.07

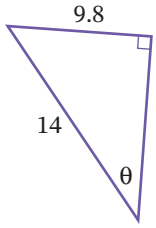
a



b

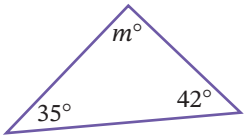


c

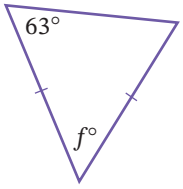


18 Find the value of each variable, giving reasons. 6.01

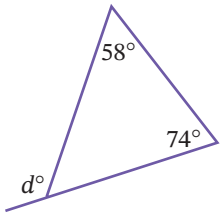
a



b



c



19 Solve $12 - 5k = 2k - 9$. Select the correct answer **A**, **B**, **C** or **D**. 7.01

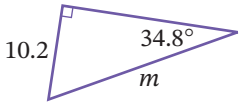
A $k = 3$ **B** $k = 1$ **C** $k = \frac{3}{7}$ **D** $k = 7$

20 Select the larger number for each pair of numbers. 5.10

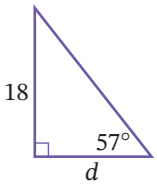
a 5.3×10^9 or 8.6×10^8 **b** 3.73×10^5 or 3.4×10^5

21 Find the value of each variable, correct to one decimal place. 4.06

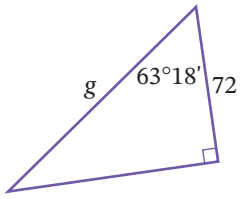
a



b



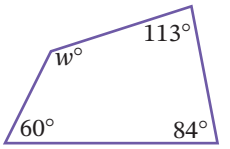
c



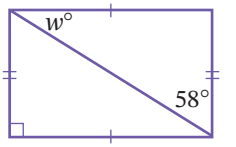
6.02

22 Find the value of w in each quadrilateral.

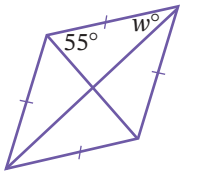
a



b



c



PATH

5.07

23 Write each expression using a fractional index.

a $\sqrt{13}$ **b** $\sqrt[3]{20}$ **c** $\sqrt[5]{3p}$ **d** $\left(\sqrt{x}\right)^3$

7.08

24 The volume of useable timber (in cubic metres) in a tree is calculated using the formula:

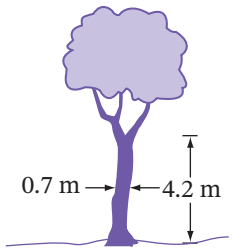
$$v = 0.5hd^2 + 10$$

where: d = the diameter of the tree

h = the height to the first branch

Calculate the volume of useable timber in this tree.

Select **A, B, C** or **D.**



A 16.2 m^3 **B** 11.5 m^3 **C** 11.0 m^3 **D** 18.8 m^3

PATH

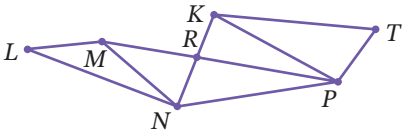
5.06

25 Evaluate each expression.

a $25^{\frac{3}{2}}$ **b** $4^{-\frac{5}{2}}$ **c** $\left(\sqrt[4]{16}\right)^3$ **d** $\sqrt[3]{27^2}$

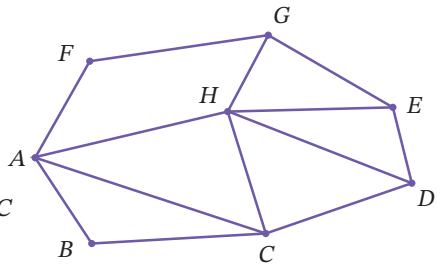
6.08

26 Verify Euler's formula for this planar graph.



6.07

27 This graph shows a road network between 8 towns.



a Find the degree of each vertex.

b State whether each walk is a trail or path

i *ACHGEHA* **ii** *HDEGFA*

iii *AHDCBA* **iv** *HDEGFAHC*

c Why is the graph a planar graph?

7.04

28 Solve each equation.

a $\frac{3k-1}{2} = \frac{5k+1}{3}$ **b** $\frac{h}{5} + \frac{h}{2} = 6$

5.09

29 Round:

a 43 759 to 2 significant figures

b 10.7614 to 3 significant figures

c 0.000 038 9 to one significant figure

Foundation Standard Complex

9780170479585

30 In $\triangle ABC$, $\angle A = 90°$, $AC = 12.7$ cm and $BC = 17.8$ cm. Find $\angle B$, correct to the nearest minute. 4.07

31 A formula for cooking roast beef is $T = 40M + 25$, where T is the cooking time in minutes and M is the mass of the beef in kilograms. 7.08

a How long will it take to cook a 5 kg piece of beef?

b What mass of beef has a cooking time of $2\frac{1}{2}$ hours?

32 A 3.5 m ladder leans against a wall, making an angle of 50° with the ground. 4.05

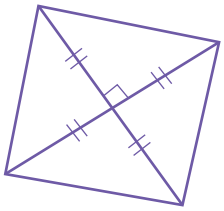
a Draw a diagram showing this information.

b Calculate, correct to the nearest 0.1 m:

i how far up the wall the ladder reaches

ii how far the foot of the ladder is from the base of the wall

33 What type of quadrilateral is shown here? 6.02



PATH

34 Find the new position of the point M (−5, −2) if it is: 6.06

a reflected in the y-axis

b rotated clockwise through 90° about the origin

c translated 7 units right and 3 units down

d reflected in the x-axis and then rotated 180° about the origin.

35 **a** The sum of 4 consecutive numbers is 82. Find the 4 numbers. 7.03

b Sean collected \$1 and \$2 coins until he had 275 coins, having a total value of \$402. How many \$2 coins did Sean have?

36 Amit is at ground level 72 metres from the base of an apartment building. The angle of elevation to the top of the building is 35°. Find the height of the building, correct to the nearest metre. 4.08

37 Solve each equation. 7.05

a $5m^2 + 1 = 81$ **b** $\frac{x^2}{3} = 12$

PATH

38 Solve each equation. 7.07

a $2r^3 = 1024$ **b** $\frac{y^3}{6} = -121.5$

39 Solve each equation. 7.06

a $n^2 + n - 72 = 0$ **b** $u^2 - 5u - 66 = 0$ **c** $a^2 - 6a + 9 = 0$

Foundation Standard Complex



8

NUMBER AND ALGEBRA

EARNING MONEY

An Australian person working full-time works an average of 38 hours per week. The median weekly pay was $1345 for individuals and $1759 for households in 2022. What is it now, and how much does your household earn each week?



Shutterstock.com/IR Stone

Chapter outline

	Working mathematically				
8.01 Wages and salaries	U	F	PS	R	
8.02 Overtime pay	U	F	PS	R	
8.03 Commission, piecework and leave loading	U	F	PS		
8.04 Income tax	U	F	PS		
8.05 PAYG tax and net pay	U	F	PS	R	C

Wordbank

allowable deduction A part of a person's yearly income that is not taxed, such as work-related expenses and donations to charities

annual leave loading Extra payment to a worker based on 17.5% of 4 weeks annual leave

income tax A tax paid to the government based on the size of a person's income

net pay Pay received after deductions from gross pay; 'take-home' pay

overtime Time worked beyond normal working hours, such as at night or on weekends, at a higher rate of pay

time-and-a-half Overtime pay that is calculated at 1.5 times the normal pay rate

salary A fixed yearly amount of money that is paid weekly, fortnightly or monthly, not dependent on the number of hours worked

wage An amount of money paid to people for work, calculated on the number of hours worked

Quiz
Wordbank 8

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (4):

8.01 Annual salaries
8.02 Overtime
8.03 Commission
8.04 Income tax

***Twig* video (1):**

8.04 Percentages: Tax breaks

Quizzes (5):

- Wordbank 8
- SkillCheck 8
- Mental skills 8
- Language of maths 8
- Test yourself 8

Skillsheet (1):

8.03 Percentage calculations

Worksheets (9):

SkillCheck Time and money calculations
8.01 Wages and salaries
8.03 Earning money • Percentages without calculators
8.04 Income tax tables • Tax return form • Income tax and Medicare levy
8.05 Pay day
Mind map Earning money

Puzzle (1):

Language of maths Earning money crossword

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- calculate wages, salaries, overtime, commission, piecework and royalties
- calculate weekly, fortnightly, monthly and yearly incomes
- calculate annual leave loading
- use tables to calculate income tax and PAYG instalments
- calculate net pay from gross pay

Quiz
SkillCheck 8

Worksheet
Time and money calculations

SkillCheck ANSWERS ON P. 634

1 How many:

a days in one year?
b weeks in one year?
c days in 4 weeks?
d months in 3 years?
e days in a fortnight?
f weeks in a quarter of a year?
g months in 5 years?
h fortnights in one year?

2 Evaluate (correct to the nearest cent where necessary):

a $38 \times \$12.87 \times 1.5$
b $\$75\,430 \div 12$
c $0.42 \times \$7500$
d $0.13 \times \$9217$
e $\$4758 \times 0.073 \times 2$
f $0.47 \times \$31\,726$
g $\$69\,870 \div 52.18$
h $\$2150 \times 1.09$
i $\$3276 \times 0.175 \times 4$

3 Evaluate $\$5092 + 0.325 \times (\$53\,210 - \$45\,000)$.

9780170479585

Wages and salaries

8.01

People who work usually earn a wage or a salary.

A **wage** is calculated by the number of hours worked and is usually paid weekly. People such as supermarket cashiers, electricians and gardeners earn a wage. Wage earners can earn more income by working extra hours (overtime).

A **salary** is a fixed annual amount, paid weekly, fortnightly or monthly. People such as architects, software designers and the police earn a salary. Salary earners do not earn overtime pay, but can receive benefits such as a company car, expense account, shares in the company or paid medical expenses.



Worksheet
Wages and salaries

Example 1

Peter's job pays him \$26.75 per hour. If he works 35 hours each week, calculate his weekly income.

Solution

Weekly income $= 35 \times \$26.75$

$= \$936.25$

Units of time

1 year = 12 months

1 fortnight = 2 weeks

1 year = 52 weeks for wage earners

1 year = 52.18 weeks for salary earners

To convert a salary to a weekly amount, divide by 52.18 because

1 year $= 365\frac{1}{4}$ days $= 365\frac{1}{4} \div 7$ weeks ≈ 52.18 weeks.

Video
Annual salaries

Example 2

Greta earns a salary of $72 600 p.a.
How much (correct to the nearest cent) does she earn:

'per annum' (p.a.) = per year'

a each week? **b** each fortnight? **c** each month?

Solution

a Weekly income = $72 600 ÷ 52.18
= $1391.3376...
≈ $1391.34

b Fortnightly income = 2 × $1391.34 1 fortnight = 2 weeks
= $2782.68

c Monthly income = $72 600 ÷ 12 1 year = 12 months
= $6050

Video
Annual salaries

Example 3

Sarah earns a salary of $62 500 and works 38 hours per week. Anh earns $1087 per week for working 35 hours. Who has the higher hourly rate of pay?

Solution

Sarah's hourly pay rate = $62500 ÷ 52.18 ÷ 38
= $31.5204....
≈ $31.52

Anh's hourly pay rate = $1087 ÷ 35
= $31.0571...
≈ $31.06

Sarah has the higher hourly rate of pay.

EXERCISE 8.01 ANSWERS ON P. 634

Wages and salaries U F PS R

Express all answers correct to the nearest cent where necessary.

EXAMPLE 1

1 Find the weekly wage for each person.

a Alex, who earns $26.24 per hour and works for 40 hours.

b Bella, who earns $34.60 per hour and works for 38.5 hours.

c Christy, who works 8 hours a day, Monday to Friday, and is paid $22.38 per hour.

d Dilshan, who works Monday to Wednesday, 6 hours per day, and is paid $17.85 per hour.

2 What is Kim's annual salary if she earns $1980 per week?

3 If Sunil earns $6875 per month, what is his annual salary? Select **A**, **B**, **C** or **D**.

A $357 500 **B** $178 750 **C** $89 375 **D** $82 500

4 Rhys earns $3038.47 per fortnight. How much does he earn in a year?

5 Kelly earns a salary of $158 340 p.a. How much does she earn:

a each week? **b** each fortnight? **c** each month?

EXAMPLE 2

8.01

6 Mitch earns $12.40 per hour before midnight and $18.60 per hour after midnight for each shift. Calculate his income for working each of these shifts:

a 7:00 p.m. to 3:00 a.m. **b** 9:00 p.m. to 5:30 a.m. **c** 10:30 p.m. to 6:00 a.m.

7 Danica earns $18.47 an hour and works for 38 hours each week. Trent earns $19.16 per hour for his 35 hours of work each week. Who earns more per week and by how much? PS R

8 Abdul considers 2 jobs, one with a salary of $97 640 p.a. and the other with a fortnightly income of $3865. Calculate the weekly income for each job to determine which pays more. PS R

EXAMPLE 3

9 Who earns the higher hourly rate of pay for each pair of workers, and by how much? PS R

a Mick worked 40 hours for $2584 pay.
Marisol worked 38 hours for $2501.60 pay.

b Phil worked 30 hours for $1441 pay.
Paula worked 27 hours for $1384.75 pay.

c Faith worked Monday to Friday, 8.5 hours per day, for $1092.50 pay.
Fabian worked Monday to Thursday, 9 hours per day, for $1015.60 pay.

d Ranjan earned $92 760 p.a., working 9:00 a.m. to 5:30 p.m., five days per week.
Rhonda earned $98 620 p.a., working 6:00 a.m. to 6:00 p.m., Monday to Thursday.

10 A printer earns $64 per hour, working from 8:00 a.m. to 4:30 p.m., Monday to Friday. Find how much he earns:

a each day **b** each week **c** each month.

11 Ziad earns $10 640 per month. Calculate his:

a annual salary **b** weekly income

12 Priya earns a salary of $88 720 p.a. and works 42 hours per week. Find how much Priya earns:

a per month **b** per week **c** per hour

13 Liam works 9 hours per day from Tuesday to Friday. He is paid $27.84 per hour. He also works on Saturday for 6 hours at a special rate of $41.76 per hour. How much did Liam earn for the week? PS

14 Charlie works from 7:30 a.m. to 3 p.m. Monday to Wednesday and from 8 am to 4 p.m. Thursday and Friday. His hourly pay rate is $27.38. Calculate Charlie's weekly wage.

15 Radka packs shelves at a supermarket and is paid $28.50 per hour on weekdays and $42.75 per hour on Saturdays. She worked the following hours last week. PS R

Day	Hours worked
Monday	6:30 a.m. – 2:00 pm
Tuesday	8:00 a.m. – 4:00 p.m.
Wednesday	11:00 a.m. – 4:30 p.m.
Friday	9:30 a.m. – 3:30 p.m.
Saturday	10:00 a.m. – 4:00 p.m.

What was Radka's total income for the week?

16 Jack is a café manager and works the following hours in a week:

Day	Hours worked
Monday	6:30 a.m. – 2:30 p.m.
Tuesday	7:00 a.m. – 4:00 p.m.
Thursday	11:30 a.m. – 8:30 p.m.
Friday	7:30 a.m. – 3:30 p.m.
Saturday	10:30 a.m. – 5:00 p.m.

He is paid at the following rates:

Day	Rate of pay
Monday to Friday	$24.22 per hour
Thursday after 4:00 p.m. and all day Saturday	$36.33 per hour

What is Jack's total income for the week? PS R

17 Andrew works from 8:00 a.m. to 4:00 p.m. from Monday to Wednesday and from 7:30 a.m. to 5:30 p.m. on Thursday and Friday. If his weekly wage is $1274, find his hourly rate of pay. PS R

18 Lidija's monthly income is $7600. Convert this amount to a fortnightly income.

Investigation

Positions vacant

1 **a** Find 5 job advertisements from a newspaper or employment website.

b For each advertisement, write:

- a brief job description, including whether the job is full-time or part-time, permanent or casual
- whether a salary or wage is paid, and how much
- whether there are any other payments, incentives, or benefits that may come with the job.

2 This job advertisement is for a courier.

COURIERS

Full-time Permanent Positions

Baulkham Hills, Lidcombe, Pymble, Five Dock, Wahroonga, Dural and Hornsby

Part-time Permanent Positions

Thomson – 21 hours per week; shifts start at approximately 6:30am
Wetherill Park – 20 hours per week; shifts start at approximately 7:30am

Fixed-term Positions

PART-TIME

Regents Park – until 14 June 2025; 20 hours per week; shifts start at approximately 6:00am
Thomson – until 10 June 2025; 24 hours per week; shifts start at approximately 6:30am

FULL-TIME

Regents Park – until 10 August
North Bank – until 19 June
Camperdown
Blacktown – until 22 October
Lane Cove – until 31 May

All full-time positions are from Monday to Friday, 36.75 hours per week. Shifts start at approximately 6:00am.

Essential Conditions/Requirements:
• Must hold a current unrestricted motorcycle licence

a How many hours would a full-time permanent employee be expected to work in a week?

b Explain what a 'fixed-term' position is.

c The advertisement does not give wage rates. Can you give a reason for this?

3 According to this advertisement, how much would a glasscutter earn in one year if he is expected to work 35 hours per week?

Glasscutters
$27 p/h

Exp. Cutters req. in Gladstone for immediate start. Must be able to cut up to 10 mm, be familiar with cutting machinery and have a minimum 2 years exp.

8.02 Overtime pay

Wage earners receive **overtime** pay when they work more than their standard number of hours.

Overtime pay

The two most common rates of overtime pay are:

- **time-and-a-half** = 1.5 × normal hourly rate
- **double time** = 2 × normal hourly rate

Video
Overtime

Example 4

Siki works 35 hours at $28.94 per hour and 4 hours overtime at time-and-a-half. Calculate his total earnings.

Solution

Normal pay = $35 \times \$28.94 = \$1012.90$

Overtime pay = $4 \times \$28.94 \times 1.5 = \$173.64$

Total earnings = $\$1012.90 + \$173.64 = \$1186.54$

Alternative method:

Equivalent number of normal hours = $35 + (4 \times 1.5) = 41$

Total earnings = $41 \times \$28.94$

$= \$1186.54$

Example 5

Sinead earns time-and-a-half on Saturdays and double time on Sundays. She works 38 hours from Monday to Friday, 6 hours on Saturday and 4 hours on Sunday. Calculate Sinead's total earnings if her normal rate of pay is $24.50 per hour.

Solution

Normal pay (Monday to Friday) = $38 \times \$24.50$

$= \$931$

Saturday pay = $6 \times \$24.50 \times 1.5$

$= \$220.50$

Sunday pay = $4 \times \$24.50 \times 2$

$= \$196$

Total pay = $\$931 + \$220.50 + \$196$

$= \$1347.50$

Example 6

Carrie and Vinh are cadet hamburger chefs. Last week, Carrie worked for 40 hours and Vinh worked for 43 hours. Calculate their respective total earnings based on the following award.

Award for cadet hamburger chefs	
Normal rate = $23.80 per hour	
Normal rate	For first 38 hours worked
Time-and-a-half	For the next 3 hours
Double time	For each additional hour after that



Shutterstock.com/Triff

Solution

For Carrie (40 hours):

Normal pay $= 38 \times \$23.80 = \$904.40$ — First 38 hours

Time-and-a-half pay $= 2 \times \$23.80 \times 1.5 = \$71.40$ — Remaining 2 hours

Total earnings $= \$904.40 + \$71.40 = \$975.80$

For Vinh (43 hours):

Normal pay $= \$904.40$ — First 38 hours

Time-and-a-half pay $= 3 \times \$23.80 \times 1.5 = \$107.10$ — Next 3 hours

Double time pay $= 2 \times \$23.80 \times 2 = \$95.20$ — Remaining 2 hours

Total earnings $= \$904.40 + \$107.10 + \$95.20$
$= \$1106.70$

Example 7

Last week Rani worked her normal 38 hours, then 4 hours at time-and-a-half and 5 hours at double time. She was paid $1167.48 for the week. Find her hourly rate of pay.

Solution

Equivalent number of normal hours $= 38 + (4 \times 1.5) + (5 \times 2)$
$= 54$

Hourly rate of pay $= \$1167.48 \div 54$
$= \$21.62$

EXERCISE 8.02 ANSWERS ON P. 634

Overtime U F PS R

EXAMPLE 4

1 The hourly rate of pay for workers in a factory is $28.65. Calculate the total earnings for each employee. PS

a Soo-jin works 28 hours at normal rates.

b Jemima works 33.5 hours at normal rates.

c Ethan works 38 hours at normal rates and 3 hours at time-and-a-half.

d Stavros works 35 hours at normal rates and 5.5 hours at time-and-a-half.

e Lana works 37 hours at normal rates, 6 hours at time-and-a-half and 4 hours at double-time.

f Marco works 40 hours at normal rates, 5 hours at time-and-a-half and 4 hours at double-time.

2 Pavel works 20 hours at normal rates with an hourly pay rate of $25.46 and 4 hours at time-and-a-half. Which calculation could be used to find his weekly wage? Select the correct answer **A**, **B**, **C** or **D**.

A $25.46 × 24

B $25.46 × 20 + $12.73 × 24 × 1.5

C $25.46 × 20 + $25.46 × 4 × 1.5

D $25.46 × 24 × 1.5

3 Josie works 38 hours at $26.87 per hour and 3 hours overtime at time-and-a-half. Calculate her total earnings.

4 Wayne is a store assistant manager who works 40 hours at $37.32 per hour, 5 hours overtime at time-and-a-half and 3.5 hours double-time. Calculate his total earnings.

EXAMPLE 5

5 Pancake House pays employees normal rates for Monday to Friday, time-and-a-half for Saturday and double-time for Sunday. Mia works 36 hours Monday to Friday, 5.5 hours on Saturday and 4 hours on Sunday. Calculate her total earnings if her normal rate of pay is $21.40 per hour. PS

6 Anu works at a mobile phone store. She is paid normal rates for shifts worked on Monday to Friday, time-and-a-half for Thursday nights from 5 p.m. onwards, and double-time on Saturdays. In a single week, Anu worked 37 normal hours and on Thursday night she worked from 5 p.m. to 8 p.m. On Saturday, she worked from 9:30 a.m. until 2:30 p.m. If her normal pay rate is $23.74 per hour, what is Anu's total wage for the week?

7 Holly works from 9 a.m. until 4 p.m. each day on Monday, Tuesday and Wednesday at a normal rate of $19.60 per hour. She works Thursday nights from 4:30 p.m. to 9:30 p.m. at time-and-a-half and Sundays from 8:00 a.m. until 4:00 p.m. at double-time. Which expression is used to calculate her weekly wage? Select **A**, **B**, **C** or **D**.

A $19.60 × 34 + $19.60 × 1.5 × 4 + $19.60 × 12 × 2

B $19.60 × 21 + $19.60 × 1.5 × 5 + $19.60 × 8 × 2

C $19.60 × 7 + $19.60 × 1.5 × 6 + $19.60 × 8 × 2

D $19.60 × (13 + 1.5 × 11 + 2 × 12)

Foundation Standard Complex

8 *Elegant Jewellery* pays its staff at the following rates:

EXAMPLE 6

Weekly Award Normal rate = $23.70/h	
Normal	**For the first 35 hours**
Time-and-a-half	For the next 5 hours
Double-time	For each hour after that

Calculate the weekly wages for each employee. PS R

a Grant, who works 33 hours
b Tashi, who works 36 hours
c Kylie, who works 40 hours
d Mannix, who works 44.5 hours
e Noah, who works 38.5 hours
f Jennifer, who works 42 hours

8.02

9

Nuts and bolts machinists' enterprise agreement	
Normal rate	Applies Monday to Friday
Time-and-a-half	For any hours worked on Saturday
Double time	For any hours worked on Sunday

Calculate the total earnings for each employee. PS R

			Hours worked		
	Name	**Hourly rate**	**Mon–Fri**	**Sat**	**Sun**
a	Alan Douglas	$19.60	36	4	8
b	Ava Hawkes	$27.30	38	0	6
c	Seetha Mehta	$28.60	38	4	2.5
d	Tarek Mifsud	$25.00	40	8	0
e	Ivan Vitsic	$38.00	34	4	6
f	John Hackett	$26.40	36	4.5	6

10 Calculate the normal hourly rate of pay for each person. PS R

EXAMPLE 7

a Ket earns $1262.40 by working 36 hours at normal rates and 4 hours at double time.
b Fiona earns $1469.60 by working 37 hours at normal rates, 3 hours at time-and-a-half and 4 hours at double time.
c Thierry earns $340 by working 6 hours at normal rates and 4 hours at double time.
d Sana earns $263.80 by working 4 hours at time-and-a-half and 3 hours at double time.
e Anton earns $1127.60 by working 30 hours at normal rates, 5 hours at time-and-a-half and 3 hours at double time.
f Tara earns $126.50 by working 7 hours at normal rates and 1.5 hours at time-and-a-half.

Technology

Calculating incomes

In this activity, we will use a spreadsheet to calculate the incomes of employees at J-mart department store. The award for all workers is as follows.

- Normal rate for up to 36 hours worked
- Time-and-a-half for the next 4 hours worked
- Double-time for any hours worked after that

1 Create a spreadsheet as shown below, then for each employee enter the correct number of hours for columns D, E and F.

Name	Hourly Pay	Hours Worked	Normal	Time-and-a-half	Double time	TOTAL PAY
R Jones	$42.85	38				
A Watson	$39.40	34				
Q Tran	$35.67	40				
L Djokovic	$23.90	42				
C Lam	$22.96	39				
J Hampen	$20.76	41.5				
L Ngo	$20.28	43				
K Barnett	$19.22	45.5				

2 In cell G1, enter the heading **Total Pay.**

3 To calculate R Jones' total pay, in cell G2 enter the formula **B2*D2+B2*1.5*E2+B2*2*F2**

4 **Fill Down** the formula from G2 to G9. Use **Format Cells** to change the values in column G to **Currency.**

Did you know?

Labour Day



Alamy Stock Photo/picturelibrary

Each year, Australians have a public holiday on a Monday called Labour Day (Eight-Hours Day in Tasmania, May Day in the Northern Territory). This day celebrates the significant improvement of wages and working conditions in the 19th century.

In the early 1800s, the Australian worker was working up to 14 hours per day, 6 days per week, often under difficult conditions. Sick leave or holidays did not exist, and employees could be sacked immediately without reason.

In 1856, Victorian workers won the right to limit their working time to 8 hours per day. This was a world first, allowing workers more time in the day for recreation, reading, education and family, dividing the day into '8 hours labour, 8 hours recreation, 8 hours rest'. The Eight-hour Day was adopted in all Australian states by the 1920s. There is an Eight Hour monument that stands in central Melbourne with the numbers '888' featured at the top.

Labour Day is celebrated on a different day for each state in Australia. Find out when these are.

Commission, piecework and leave loading

8.03

Some workers are not paid by the amount of time they work, but by the number of items they sell, make or process.

Commission is earned by salespeople or agents of a business or company. It is calculated as a percentage of the value of items sold or income made. A fixed amount called a **retainer** may also be paid. Real estate agents and actors' agents earn a commission.

Worksheets
Earning money
Percentages without calculators

skillsheet
Percentage calculations

Video
Commission

Example 8

Nathan sells cars and is paid a weekly retainer of $750 plus 7.5% of the value of cars he sells. Calculate his income if he sells cars worth a total value of $44 000 this week.



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Solution

Nathan's income $= \$750 + 7.5\% \times \$44\,000$

$= \$4050$

Video
Commission

Example 9

Corrina is a real estate agent and is paid according to the following commission rates.

- 2% on the first $100 000 of property sold
- 1.5% on any value thereafter.

Calculate Corrina's commission for selling an apartment for $580 000.

Solution

Commission on 1st $100 000 $= 2\% \times \$100\,000$

$= \$2000$

Remaining amount $= \$580\,000 - \$100\,000$

$= \$480\,000$

Commission on remaining amount $= 1.5\% \times 480\,000$

$= \$7200$

Corrina's commission $= \$2000 + \$7200$

$= \$9200$

Piecework is earned according to the number of items made or tasks completed. Fruit pickers and dressmakers earn money this way.

Example 10

Sue earns $18 750 for each garden she designs. How many gardens must Sue design to earn over $100 000?

Solution

Number of gardens $= \$100\,000 \div 18\,750$

$= 5.333...$

≈ 6 Round up

Sue must design at least 6 gardens to earn over $100 000.

A **royalty** is similar to a commission, but it is income paid to artists, authors and musicians for the sale or use of their work. When an artwork appears in a publication, a book is sold or a song is performed or played on the radio, the artist or author earns a royalty, a percentage of the fee or price.

Example 11

Kahil earns a 15% royalty on the sales of his app. The price of the app is $18.95.

a Last week, his app was downloaded 343 times. How much did he earn from those sales?

b How many apps must Kahil sell to earn $2000?

Solution

a Total sales $= 343 \times \$18.95$

$= \$6499.85$

Kahil's royalty $= 15\% \times \$6499.85$

$= \$974.9775$

$\approx \$974.98$

b 15% of sales $= \$2000$

1% of sales $= \$2000 \div 15$ Using the unitary method.

$= \$133.333...$

$\therefore$ Total sales $= \$133.333... \times 100$ 100%

$= \$13\,333.333...$

Apps sold $= \$13\,333.333... \div \$18.95$ Rounding up.

$= 703.605\,98...$

≈ 704

Annual leave loading

Annual leave loading or **holiday loading** is extra pay given during annual leave (holidays). It is paid at the rate of 17.5% of 4 weeks' normal pay.

Example 12

For her Christmas holidays, Katrina received 4 weeks normal pay plus 17.5% annual leave loading for the 4 weeks. If Katrina's annual salary is $91 485, find:

a her normal weekly pay

b her leave loading

c her total pay for the 4-week holiday.

Solution

a Weekly income $= \$91\,485 \div 52.18$
$= \$1753.2579...$
$\approx \$1753.26$

b Leave loading $= 17.5\% \times \$1753.26 \times 4$
$= \$1227.282$
$\approx \$1227.28$

c Total holiday pay $= 4 \times \$1753.26 + \$1227.28$
$= \$8240.32$

EXERCISE 8.03 ANSWERS ON P. 634

Commission, piecework and leave loading U F PS

EXAMPLE 8

1 Anita is paid a commission of 3% on the value of kitchenware she sells. How much will Anita earn if she sells goods to the value of $24 560 in one week?

2 Dan is paid a commission of 5.5% of the value of the book sales he makes in excess of $5000. In one week, Dan sells books to the value of $37 427. Calculate his income for that week.

'in excess of' means to go over or above

3 Karen is a real estate agent who is paid a monthly retainer of $800 and a commission of 1.5% of the value of properties sold. Her sales in January were $1 780 400. Calculate Karen's income for January.

4 Consider these 2 salespeople and their method of payment.

- Perry: $1250 retainer and 2.5% of the value of holidays sold.
- Amy: no retainer and 7.5% of the value of holidays sold.

Calculate the income earned by Perry and Amy if they each sell holidays worth $54 000.

5 Lara earns 2.5% commission on the sale of thoroughbred horses. Last year she sold horses worth $2 750 000. What is Lara's commission? Select the correct answer **A**, **B**, **C** or **D**.

A $6 875 000 **B** $1 100 000

C $68 750 **D** $11 000



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EXAMPLE 9

6 A real estate agency pays the following rates of commission.

- 5% on the first $500 000
- 2.5% on the next $250 000
- 1.25% on any value thereafter.

Calculate the commission earned by selling property valued at:

a $500 000 **b** $750 000 **c** $1 350 000

7 Xanthe is paid 5% of the value of used cars she sells and 2.5% of the value of new cars. What commission is earned by selling new cars worth $108 400 and used cars worth $36 200?

EXAMPLE 10

8 Calculate the income for each amount of piecework.

a assembling 450 boxes at 75 cents per box
b delivering 2300 pamphlets at 10 cents per pamphlet
c assembling 95 prams at $5.85 per pram
d polishing 16 cars at $19.75 per car
e mowing nine lawns at $45 per lawn
f hemming 320 pairs of trousers at $1.50 per pair
g polishing 18 shoes at $2.50 per shoe
h laying 30.75 m^2 of paving at $24 per m^2

9 Fiona earns 85 cents for each toy she assembles. PS

a How much does she earn for assembling:
i 146 toys? **ii** 203 toys?
b Last week Fiona earned $459. How many toys did she assemble?
c Find the number of toys that Fiona must assemble to earn (at least) the following amounts:
i $200 **ii** $620


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10 Ricky earns $7.50 for each car he washes. Calculate his income if he washes 16 cars.

EXAMPLE 11

11 Jackson earns a 12% royalty on each of his books sold. If his book sells for $34.95, how much will he earn if 40 000 books are sold?

12 A songwriter earns a royalty of $1.20 every time her song is played on the radio. If her song was played 350 times this week on radio stations, calculate her royalty payment for this week.

13 Sienna is paid 6.5% of the selling price of all T-shirts that feature her original design. PS

a How much does Sienna earn from the sale of 270 T-shirts that were sold for $25 each?
b How many T-shirts would need to be sold so that Sienna earns $1000 from the sale?

14 Ed earns 8% of each song downloaded and 12.5% of the sales of his album. This month, 1 200 000 of Ed's songs were downloaded at $5.41 each and 750 610 copies of his album were sold at $26.80 each. Calculate: PS

a the total value of Ed's song sales

b the total value of Ed's album sales

c Ed's total royalties from song and album sales

15 Frank works 40 hours a week and is paid $27.40 per hour. Calculate:

a Frank's weekly income

b the annual leave loading of 17.5% on 4 weeks pay

c Frank's total pay for the four-week holiday.

16 Astra is the manager of a computer megastore. Her salary is $252 000 p.a. Calculate:

a Astra's fortnightly pay

b the holiday loading Astra would receive when she takes her 4 weeks' annual leave

c her total holiday pay.

17 A process worker is paid $1.15 per article assembled, up to 500 articles, then $1.65 per article assembled after that. Calculate the total income earned for assembling each number of articles.

a 346 **b** 506 **c** 1406

18 Kevin works at the SuperGlo Hand Car Wash. He earns $7.50 per car for a wash only and $12.50 per car for a wash and polish. His job sheet for last week is shown. PS

Day	Wash only (number of cars)	Wash and polish (number of cars)
Monday	11	4
Tuesday	12	8
Wednesday	7	10
Thursday	16	0
Friday	18	13
Saturday	10	12

Calculate Kevin's:

a total earnings for the week

b average daily earnings

c average hourly rate of pay if he worked for 8.5 hours each day.

19 Zlatko, a construction supervisor, has signed a contract worth $970 000 to ensure that a factory is built by June 30. He will receive a bonus of 0.5% of his contract for each day the job is completed ahead of time. How much will Zlatko earn if the factory is completed on June 22? PS

20 Valentine, a storeman, works from 8:00 a.m. to 4:00 p.m., Monday to Friday. Valentine's rate of pay is $25.80 per hour. Calculate:

a his weekly wage **b** his holiday pay for 4 weeks (including leave loading).

8.04 Income tax

Worksheets
Income tax tables
Tax return form
Income tax and Medicare levy

Videos
Income tax
Percentages: Tax breaks

Anyone who earns more than $18 200 in a **financial year** (1st July to 30th June the following year) must pay **income tax** to the federal government. Income includes money earned from a job or interest earned from investments. The government uses the money paid in tax to fund public services such as schools, hospitals, roads and the defence forces.



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Not all of a person's income is taxed. If we use some of our income for work-related expenses or to donate money to charities, these amounts are called **allowable deductions** (or **tax deductions**) and are not taxed. Other examples of allowable deductions are tools of trade, uniforms, car-related expenses, subscriptions to professional organisations and journals.

Taxable income

Income tax is calculated on a person's **taxable income**, which is the **gross income** (total earnings) less all allowable deductions, **rounded down to the nearest dollar**.

Taxable income = gross income – allowable deductions

The more a person earns, the higher the rate of tax to be paid. The table below shows how income tax is calculated.

Tax rates for Australian residents	
Taxable income	**Tax on this income**
0 – $18 200	Nil
$18 201 – $45 000	19c for each $1 over $18 200
$45 001 – $120 000	$5092 plus 32.5c for each $1 over $45 000
$120 001 – $180 000	$29 467 plus 37c for each $1 over $120 000
$180 001 and over	$51 667 plus 45c for each $1 over $180 000
Source: © Commonwealth of Australia	

Example 13

Harry earned $65 660 last financial year and has allowable deductions of $727 in work-related car expenses and $259 in donations to charities.

a Calculate his taxable income.

b Use the tax table to calculate the income tax Harry must pay.

Solution

a Taxable income = $65 660 – $727 – $259
= $64 674

b According to the table, a taxable income of $64 674 is in the $45 001 – $120 000 tax bracket.

Income tax = $5092 + 0.325 × ($64 674 – $45 000)
= $11 486.05

'32.5c for each $1' means 32.5% or 0.325'

Example 14

Alice is an accountant who earned $148 642 one financial year. She also earned $532.51 in interest from her bank savings. Alice has allowable deductions of $287.20 for office supplies and $75.88 in books. Calculate:

a Alice's taxable income

b the amount of income tax payable

Solution

a Taxable income = $148 642 + $532.51 – $287.20 – $75.88
= $148 811.43
≈ $148 811 Rounded **down** to the nearest dollar

b According to the table, a taxable income of $148 811 is in the $120 001 – $180 000 tax bracket.

Tax payable = $29 467 + 0.37 × ($148 811 – $120 000)
= $40 127.07

EXERCISE 8.04 ANSWERS ON P. 635

Income tax U F PS

In this exercise, use the tax table on the previous page to calculate the income tax when needed.

1 Jake works as a plumber and earned $93 219 this year. He is entitled to these deductions: tools $1527.40, training courses $735.26 and office supplies $321.55. What is Jake's taxable income, rounded down to the nearest dollar?

2 Raina earns $75 660 in a year and has allowable deductions of $986.40.

a Calculate her taxable income, rounded down to the nearest dollar.

b Calculate the income tax Raina must pay.

EXAMPLE 13

3 Ali had a yearly income of $125 157 and earned $3240 in dividends from his shares. He also had allowable deductions of $540 for car expenses and $332 in the depreciation of his photocopier. Calculate: PS

a Ali's taxable income **b** the amount of tax payable.

EXAMPLE 14

4 Kadin earns $2145 per fortnight and has allowable annual deductions of $337. Calculate his income tax for the financial year. Select **A**, **B**, **C** or **D**.

A $5744.60 **B** $8701.78 **C** $8482.73 **D** $11 439.90

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5 Joemon is a dive instructor and earns $67 300 per year. He has allowable deductions of $1126 for diving equipment and $912 for a wetsuit. Calculate:

a his taxable income

b his income tax.



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6 Cassie earns $1956.55 per week and claims deductions of $655.30 in travel expenses, $276 depreciation of computer equipment and $155 membership to a professional association. She also donated $32 each month to a charity. Calculate Cassie's: PS

a taxable income **b** income tax payable

7 Jamie is a swimming pool manager with a yearly income of $85 958. He also earned $327.58 in interest from his bank savings account. Jamie also had allowable deductions of $134 and $55 in donations to charity. Calculate Jamie's: PS

a gross annual income **b** taxable income **c** the amount of tax payable

8 Addison is a casual dance teacher who earns $32.50 per hour. She works 12 hours a week for 35 weeks of the year. How much should she pay in income tax? Select **A**, **B**, **C** or **D**.

A $2593.50 **B** $5092 **C** $639.91 **D** no tax paid

9 Sefu earns $295 160 p.a. His allowable deductions are donations to charity of $3045, uniforms costing $595 and car-related work expenses worth $890. Calculate the income tax payable. PS

10 Eerin earns $2846.87 per fortnight and claims deductions of $1955.30 in travel expenses, $572 depreciation of camera equipment, $180.20 membership to a professional association and $150 donated to a charity. Calculate Eerin's income tax payable. PS

Technology

Online income tax calculators

The Australian Taxation Office (ATO) website www.ato.gov.au has an online calculator for income tax. Visit the website and search 'Simple Tax Calculator' to find the income tax calculator for individuals.

1 Enter the taxable income $63 000 as '63000' (no spaces).

2 Select the current financial year.

3 Select 'Resident for full year' and click 'Next'.

4 The estimated tax payable will be shown on a new screen.

Repeat for at least 2 more taxable incomes. Compare the amount of tax payable with the results of other students in your class.

Mental skills 8: Maths without calculators ANSWERS ON P. 635

Quiz
Mental skills 8

Percentage increase and decrease

The fraction equivalents of commonly-used percentages can help us when we need to increase or decrease a number by a percentage.

Percentage	1%	5%	10%	$12\frac{1}{2}$%	20%	25%	$33\frac{1}{3}$%	50%
Fraction	$\frac{1}{100}$	$\frac{1}{20}$	$\frac{1}{10}$	$\frac{1}{8}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$

1 Study each example.

a Increase 360 by 25%.

$$25\% \text{ of } 360 = \frac{1}{4} \times 360$$
$$= 360 \div 4$$
$$= 90$$
$$360 + 90 = 450$$

b Increase \$80 by 5%.

$$5\% \text{ of } \$80 = \frac{1}{20} \times \$80$$
$$= \$80 \div 20$$
$$= \$4$$
$$\$80 + \$4 = \$84$$

or

$$10\% \text{ of } \$80 = \$8$$
$$\therefore 5\% \text{ of } \$80 = \$8 \div 2$$
$$= \$4$$

2 Now increase:

a \$340 by 20%
b 66 by 50%
c 150 by $33\frac{1}{3}$%
d \$400 by 1%
e 640 by 5%
f \$72 by $12\frac{1}{2}$%
g \$470 by 10%
h 180 by 25%
i 420 by $33\frac{1}{3}$%
j \$80 by 5%
k \$280 by 25%
l 70 by 20%

3 Study each example.

a Decrease \$225 by $33\frac{1}{3}$%.

$$33\tfrac{1}{3}\% \text{ of } \$225 = \frac{1}{3} \times \$225$$
$$= \$225 \div 3$$
$$= \$75$$
$$\$225 - \$75 = \$150$$

b Decrease \$70 by 15%.

$$10\% \text{ of } \$70 = \frac{1}{10}\$70 = \$7$$
$$\therefore 5\% \text{ of } \$70 = \frac{1}{2} \times \$7 = \$3.50$$
$$\therefore 15\% \text{ of } \$70 = (10\% \times \$70) + (5\% \times \$70)$$
$$= \$7 + \$3.50$$
$$= \$10.50$$
$$\$70 - \$10.50 = \$59.50$$

4 Now decrease:

a 440 by 25%
b \$300 by 20%
c 2400 by $33\frac{1}{3}$%
d \$500 by 15%
e \$250 by 10%
f \$120 by 50%
g \$72 by $12\frac{1}{2}$%
h 80 by 5%
i \$85 by 20%
j \$3800 by 1%
k \$440 by 15%
l \$150 by $33\frac{1}{3}$%

8.05 PAYG tax and net pay

Worksheet
Pay day

To avoid paying income tax as a huge sum at the end of the financial year, your employer takes out an estimate of the tax from your pay every payday. This is called **PAYG (Pay As You Go) tax**. The total amount of PAYG tax paid over the year is usually more than the actual income tax payable, so at the end of the financial year you will receive the difference as a **tax refund**. However, if the PAYG tax paid is less than the income tax payable, you will have a **tax debt** and have to pay more.

Example 15

Employers use a PAYG tax table to determine how much tax to deduct from their employees' pays.

Weekly earnings ($)	PAYG tax withheld ($)
182–185	40
186–189	41
190–194	42
195–198	43
199–202	44

While he was at university, Li worked casually in a factory outlet store and earned $196 per week for 8 weeks.

a Calculate Li's gross income for the 8 weeks.

b How much PAYG tax was deducted from his pay over the 8 weeks?

Solution

a Gross income = $196 × 8 = $1568

b In the table, $196 falls in the $195–$198 range.
Weekly PAYG tax = $43

Total PAYG tax = $43 × 8 = $344

Gross and net pay

Gross pay is the total amount a person earns or receives each payday.

Most income earners have a variety of deductions made against their gross pay before they receive it, including PAYG tax, superannuation contributions, union fees and health fund payments. The amount of income left after the deductions is called **net pay**.

Net pay

Net pay = gross pay – tax – other deductions

Example 16

Paula earns a gross pay of $700.70 per fortnight. Her deductions are for PAYG tax, $45.60 for private health insurance and $35 for superannuation.

a Use the PAYG tax table to find Paula's PAYG tax per fortnight.

Fortnightly earnings ($)	PAYG tax withheld ($)
672–678	152
680–686	154
688–694	156
696–704	158
706–712	160

b Calculate Paula's net pay.

c What are Paula's total deductions as a percentage of her gross income (correct to one decimal place)?

Solution

a In the table, $700.70 falls in the $696–$704 range.

Fortnightly PAYG tax = $158

b Net pay = $700.70 − $158 − $45.60 − $35

= $462.10

c Total deductions = $158 + $45.60 + $35

= $238.60

$$\text{Deductions percentage} = \frac{\$238.60}{\$700.70} \times 100\%$$

$$= 34.0516...\%$$

$$\approx 34.1\%$$

EXERCISE 8.05 ANSWERS ON P. 635

PAYG tax and net pay U F PS R C

Use the table on the previous page when calculating PAYG tax in questions **1** to **6**.

EXAMPLE 15

1 Xavier earned $200 per week for 16 weeks in a casual job as a party clown.

a Calculate his gross income.

b How much PAYG tax was deducted from his pay in total?

2 Rose is a part-time dental nurse. She is paid $192 to work half a day per week.

a Calculate Rose's gross income over 42 weeks.

b Find the total amount she paid in PAYG tax.

3 Pushkara earned $184 per week over the summer holidays working as a casual at the local plant nursery. How much did he pay in tax for the 6 weeks that he worked?

Foundation | Standard | Complex

4 Sonja is a part-time music teacher who earns $195 per week. PS

a How much tax will she pay per week?

b What percentage of her gross pay will she pay in tax? Answer correct to 1 decimal place.

c Calculate her net pay per week.

5 In the holidays Phoebe earns $201 per week, while Jemima earns $191 per week. If they both work for 12 weeks in these jobs, who pays more in tax and by how much?

6 Huan wants to work during his school holidays over Christmas. He has been offered 2 different jobs for 6 weeks: PS R C

- Cinema: Earn $368 per fortnight (fortnightly tax of $80)
- Electronics store: Earn $190 per week

Over 6 weeks, which job offers the higher net pay? Show all working to justify your answer. PS R C

EXAMPLE 16

7 Goran earns $698 per fortnight. He also pays $19.20 in union fees and $84.90 in superannuation per fortnight.

a Use the table from Example **16** on the previous page to calculate how much PAYG tax he pays per fortnight.

b Calculate Goran's fortnightly net pay.

c What percentage (correct to one decimal place) of his gross pay is made up of deductions?

8 Caleb paid $154 in tax for one fortnight's work at the local cinema. Use the fortnightly tax table to determine how much he could have possibly earned. Select **A**, **B**, **C** or **D**.

A $672 **B** $679 **C** $685 **D** $690

9 Cooper has a gross income of $1125.86 per week. His deductions are $219.48 tax, $64.35 for private health insurance and $30 for superannuation. Calculate Cooper's:

a net income

b total deductions as a percentage of his gross income (correct to one decimal place).

10 Stefan earns a gross income of $864.25 per week. His deductions are $141.94 tax and $51.33 for private health insurance. Calculate:

a Stefan's net income

b the percentage (to one decimal place) of Stefan's gross income that is paid in tax.

11 Copy and complete each pay slip. PS R

a

Employee: Janice Hall		Hourly pay rate: $28.80	
Hours worked		**Deductions**	
Normal	38	Tax: $215	Other: $124.60
Time-and-a-half	0	Gross weekly income	
Double time	0	Total deductions	
		Net weekly income	

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b

Employee: Amber Menzies		Hourly pay rate: $32.50	
Hours worked		**Deductions**	
Normal	39	Tax: $275	Other: $229.10
Time-and-a-half	4	Gross weekly income	
Double time	1	Total deductions	
		Net weekly income	

12 Jodie earns a gross fortnightly pay of $1027.60. Apart from tax, she has the following deductions: superannuation ($26.80), health insurance ($21.60), union fees ($5.20) and savings plan ($65).

a If Jodie's net fortnightly pay is $657.30, find how much tax is taken out.

b Express the tax she pays as a percentage of her gross income (to one decimal place).

13 Lina earns a salary of $76 800 p.a. Each fortnight she has deductions of $186.50 for family health insurance and $65.12 for superannuation taken from her gross income. She also pays tax at the rate of 32.5 cents in the dollar. Calculate: PS R

a Lina's fortnightly gross income

b the amount of tax Lina pays per fortnight

c Lina's total deductions each fortnight

d Lina's net income for the fortnight.

14 Balun earns a salary of $128 900 p.a. Each month he has deductions of $43.26 for union fees and he pays $341.05 per month for health insurance taken from his gross income. He also pays $36 432 tax for the year. Calculate:

a Balun's annual union fees

b his annual health insurance payments

c Balun's annual net income

d the percentage of Balun's gross income that is paid in tax (correct to one decimal place).

Technology

Online PAYG tax calculator

Visit the Australian Tax Office website **www.ato.gov.au/taxtables** to use the online PAYG tax calculator or to download the PAYG tax tables. It contains the PAYG tax amounts for weekly, fortnightly and monthly incomes. Find the PAYG tax payable and net pay for a gross pay of:

a $505 weekly **b** $1466 fortnightly **c** $2730 monthly

Did you know?

The Medicare levy

The Medicare levy is a tax that helps fund Australia's public health system, known as Medicare. The federal government introduced Medicare in 1984. The Medicare levy is currently 2% of your taxable income and is additional to the income tax you pay. The PAYG amount your employer takes from your salary or wages includes an amount to cover the Medicare levy. The actual Medicare levy is calculated by the Australian Taxation Office when you lodge your income tax return.

Use the online Medicare levy calculator at www.ato.gov.au to check that it calculates 2% of taxable income.

Power plus ANSWERS ON P. 635

1. In one year, tennis player Roger Federer earned $136.7 million. How much is this per minute? Assume 365 days in a year.
2. Danielle is paid $2500 per month. On average, how much does she earn in 4 hours, if she works 9 hours per day, 5 days per week, for 48 weeks a year?
3. A fitness instructor conducts a class with 12 participants who pay $18 each. The class lasts for 45 minutes. What is the instructor's average hourly income?
4. Felicity and Rose have the same net pay. Felicity has $187.60 deducted from her fortnightly gross pay of $514. Rose, who is paid weekly, has $64.20 deducted from her gross pay each week. Calculate the difference between Felicity's and Rose's gross fortnightly pays.
5. Mirko earns $63 for working from 7:30 a.m. to 9:15 a.m. At this rate, how much will he earn for a 38-hour week?
6. Anya earned $903 for working 36 hours at normal rates and 4 hours at time-and-a-half. Find her hourly rate of pay.
7. When Bhavin works 6 hours overtime at time-and-a-half, his gross income increases by $202.50. Find his weekly income for working 38 hours at normal rates.
8. One year, Robert received a holiday loading of $589.05, which was 17.5% of 4 weeks' pay. What was his normal weekly pay?
9. If Ingrid paid income tax of $34 561 last financial year, what was her taxable income?
10. Maddy earns $2420 for a 40-hour week. How long, in hours and minutes, will Maddy need to work overtime at time-and-a-half so her overtime is equivalent to her annual leave loading?

CHAPTER 8 REVIEW

Quiz
Language of maths 8

Puzzle
Earning money crossword

Language of maths

allowable deduction	annual leave loading	commission	deduction
double time	financial year	fortnight	gross pay
income tax	net pay	overtime	PAYG tax
per annum	piecework	retainer	royalty
salary	taxable income	time-and-a-half	wage

1 What is the difference between a **wage** and a **salary?**

2 What is an **allowable deduction?** Give an example of one.

3 What earnings are calculated by 17.5% of 4 weeks of normal pay?

4 What earnings are calculated as a percentage of the value of items sold?

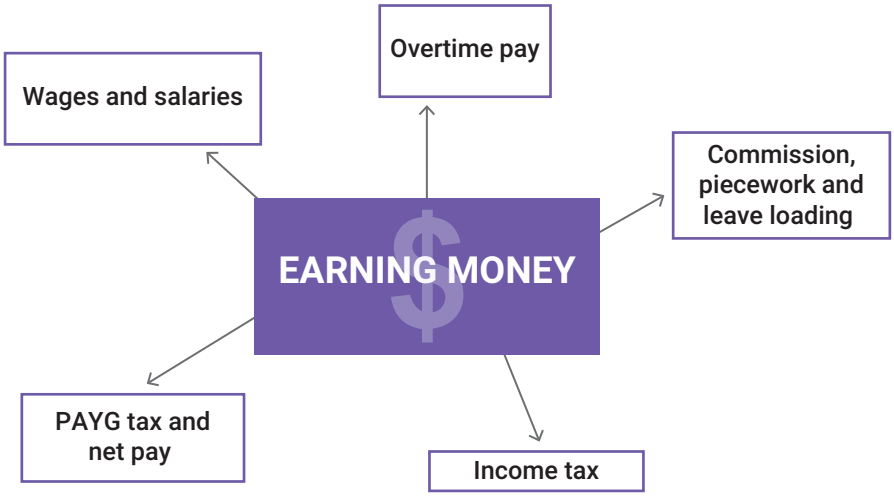
5 What does **PAYG** stand for?

6 What is a **financial year?**

Topic summary

- Write 10 questions (with solutions) that could be used in a test for this chapter
- Swap your questions with another student and check their solutions against yours
- Write down any part of this topic that you did not understand and discuss it with your teacher

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



Worksheet
Mind map: Earning money

Quiz
Test yourself 8

TEST YOURSELF 8

ANSWERS ON P. 635

8.01 **1** Milan has an annual salary of $87 410. How much would he be paid:

a per week? **b** per fortnight? **c** per month?

8.01 **2** Diane is paid $23.65 per hour and works a 37-hour week. Find her weekly wage.

8.02 **3** Riley works 38 hours at $37.38 per hour and 5 hours overtime at time-and-a-half. Calculate his total earnings.

8.02 **4** Liam works at a warehouse under the following weekly award:

Award schedule: Normal rate is $24.75 per hour	
Normal rate	For 0 to 38 hours worked
Time-and-a-half	For the next 3 hours worked
Double time	For each hour worked after that

Calculate his wage for working:

a 38 hours **b** 44 hours.

8.03 **5** Nikky is a bookseller who earns 4% commission on the value of books she sells. She is also paid a monthly retainer of $900. If Nicole's sales for March were $82 500, find her total income for March.

8.03 **6** Sam is paid commission on a sliding scale of 3% on the first $50 000 of sales and 1.5% on all sales after that. Calculate Sam's income if he sells goods worth $80 000.

8.03 **7** Calculate the piecework pay for:

a delivering 1500 pamphlets at 50 cents per pamphlet

b washing 45 cars at $27.50 per car

c laying 35.5 m^2 of tiles at $35 per m^2.

8.03 **8** A jockey earns $500 per race and 4.5% of the value of prize money his horses win. Last week, Dan had 12 rides and his horses won prize money worth $120 000. How much did Dan earn?

8.03 **9** Zoe earns $1786 per week and is about to begin her annual holidays. Along with her 4 weeks pay, she also receives a 17.5% annual holiday loading on the 4 weeks. Find Zoe's total holiday pay.

8.04 **10** Emily is a department store manager who earned a gross salary last financial year of $187 542 and had the following allowable deductions: $378 uniform cleaning costs, $218 training course costs and $1492 travel expenses. Calculate:

a Emily's taxable income

b the amount of income tax Emily should pay using the table on page 297

Foundation Standard Complex

9780170479585

11 Raj earns $1492.44 per fortnight and pays PAYG tax, $33.15 for life insurance, $20.16 in union fees and $48.17 in superannuation.

8.05

a Use the PAYG table to find Raj's PAYG tax paid per fortnight.

Fortnightly earnings ($)	PAYG tax withheld ($)
1470–1475	174
1476–1481	176
1482–1485	178
1486–1491	180
1492–1497	182

b Calculate Raj's fortnightly net pay.

c Calculate, correct to one decimal place, the percentage of Raj's gross pay that was paid in tax.

12 For the pay slip below, calculate the:

a gross income **b** total deductions **c** net income.

8.05

Employee: Shan Zhou Hours worked		Hourly pay rate: $22.80 Deductions	
Normal	37	Tax: $275.10	Other: $84.50
Time-and-a-half	4	Gross weekly income	
Double time	2	Total deductions	
		Net weekly income	



9

STATISTICS AND PROBABILITY

ANALYSING DATA

Statistical data are used by governments and businesses to make decisions about health and welfare, the population, production, tourism and the environment. Data collected from a census, through market research (such as online surveys, questionnaires, street polls) can lead to advertising campaigns for health issues and road safety, improved customer service and new products. However, before any action can be taken, the data must be carefully analysed in order to avoid misinterpretation and to check it for relevance and reliability.



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Chapter outline

	Working mathematically				
9.01 The mean, median, mode and range	U	F		R	C
9.02 Histograms and stem-and-leaf plots	U	F		R	C
9.03 The shape of a distribution	U	F		R	C
9.04 Comparing data sets	U	F		R	C
9.05 Sampling and types of data	U	F		R	C
9.06 Bias and questionnaires*	U	F	PS	R	C

***PATH**

Wordbank

bias Something unwanted that causes a sample to not truly represent the population

cluster Values in a data set that are close or 'bunched' together

frequency histogram A special column graph that shows the frequencies of numerical data

outlier An extreme value that is very different from the other values in a set of data

population All of the items being studied, the entire group

random sample A sample in which every item in the population has an equal chance of being selected

skewed distribution A distribution in which most of the values are clustered at one end, creating a 'tail' at the other end

symmetrical distribution A distribution in which all values are distributed equally on both sides of the centre, its shape having line symmetry

Quiz
Wordbank 9

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (8):

SkillCheck Statistics

9.01 The mode, median and mean • Analysing dot plots • Statistics from a frequency table • Cumulative frequency and the median

9.02 Frequency histograms and polygons • Back-to-back stem-and-leaf plots

9.03 The shape of a frequency distribution

Twig videos (6):

9.01 Cumulative frequency: You're fired?

9.02 Histograms: snapshot

9.05 Counting crowds • Can fish oil make you smarter? • Can you trust your IQ?

9.06 The wrong guy won

PhET interactive (1):

9.01 Centre and variability

Quizzes (5):

- Wordbank 9
- SkillCheck 9
- Mental skills 9
- Language of maths 9
- Test yourself 9

Skillsheet (1):

9.01 Statistical measures

Worksheets (9):

9.01 Mean, median and mode • Collecting and describing data • The mean and *fx* tables

9.02 Statistics review • Analysing data • Stem-and-leaf plots

9.04 Comparing word lengths • Investigating young drivers

Mind map Analysing data

Puzzles (5):

9.01 Mode, median and mean

9.02 Highway elephants

9.03 Statistical match-up

9.05 Data match-up

Language of maths Statistics crossword

Technology (3):

9.01 Statistical measures calculator

9.04 Population polygons • World climate

Spreadsheets (2):

9.01 Statistical measures calculator

9.04 World climate

Nelson MindTap

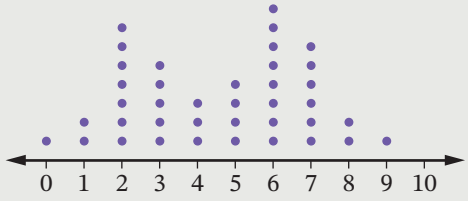
To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- calculate and interpret the mean, median, mode and range for a set of data
- investigate the effect of an outlier on the mean and median
- construct histograms and stem-and-leaf plots
- describe the shape of a statistical distribution by identifying skewness, symmetry and modality
- compare 2 or more sets of data by analysing their graphs and statistics
- (PATH) investigate sampling compared to a census
- identify categorical and numerical data, sort categorical data into ordinal and nominal data, and sort numerical data into discrete and continuous data
- (PATH) evaluate statistics found in the media and detect bias in reports of surveys

SkillCheck ANSWERS ON P. 635

1 This dot plot shows the number of apps purchased by students last month.



Number of apps purchased

a How many students were surveyed?

b What was the most frequent number of apps purchased?

c What percentage (correct to one decimal place) of students purchased over 5 apps?

2 This stem-and-leaf plot shows the ages of people at a café during 8:00–8:30 a.m. on a Saturday morning.

Stem	Leaf
1	4 6 7 9 9
2	0 4 5 7 8 8
3	1 5 5 6 6 6 7 8 9
4	2 3 3 5 7
5	0 0 1 4 5 6 8 8
6	3 5 6 7 7

a How many people were in the café?

b How many of them were aged in their 20s?

c What was the most common age?

d What was the youngest age?

e What percentage (correct to one decimal place) of people were 45 or older?

3 The length of a queue at a supermarket checkout was recorded every 5 minutes for 3 hours.

4	3	6	5	1	4	7	5	4	1	4	4
4	3	6	3	1	3	4	2	4	5	1	3
5	4	2	3	5	2	5	2	6	5	1	3

a Arrange the data in a frequency table.

b Draw a frequency histogram and a frequency polygon.

c What was the most common number of people in the queue?

d How many times was the length of the queue longer than 3 people?

Quiz
SkillCheck 9

Video
Statistics

9.01

9.01 The mean, median, mode and range

Video
The mode, median and mean

Worksheets
Mean, median and mode

Collecting and describing data

Skillsheet
Statistical measures

Puzzle
Mode, median and mean

Interactive
Centre and variability

Technology
Statistical measures calculator

Spreadsheet
Statistical measures calculator

The **mean**, **median** and **mode** are called **measures of centre**, **measures of central tendency**, **measures of location** or **averages**, because they indicate a central value of a set of **data**.

The **range** is called a measure of spread because it indicates how widely the values are spread in a set of data.

Measures of centre and spread

Mean, $\bar{x} = \dfrac{\text{sum of data values}}{\text{number of data values}}$

$= \dfrac{\sum x}{n}$

where Σx means 'the sum of the values' and n is the total number of values.

Σ is the Greek letter **sigma**, and stands for 'the sum of'.

The **mode** is the value (or values) that occurs most often.

When the data values are arranged in order, the **median** is:

- the middle value, for an odd number of values
- the average of the 2 middle values, for an even number of values.

Range = highest value – lowest value

An **outlier** (pronounced 'out-ly-er') is an extremely high or low value that is separated from the other values in the data set.

Comparing the mean, median and mode

The **mean** is usually the best measure of centre because it takes into account every data value.

If there are outliers in the set of data, then the mean may be affected by these extreme values and will not accurately represent all of the values. In this case, the **median** is the best measure because it is not affected by outliers.

The **mode** is useful when the most common value is important, or when the data is categorical (such as make of car or hair colour). With categorical data, it is not possible to have a mean or median.

Example 1

The maximum daily temperatures (in °C) in Sydney for a fortnight in March were:

34	22	32	26	23	24	24
26	31	26	27	28	28	27

Find:

a the mean

b the median

c the mode

d the range

Solution

a $\text{Mean} = \frac{34+22+32+\cdots+28+27}{14}$

$= \frac{378}{14}$

$= 27$

b Arranging the values from lowest to highest: the middle values

22 23 24 24 26 26 **26 27** 27 28 28 31 32 34

There is an even number of values (14), so we have 2 middle values, the 7th and 8th values 26 and 27.

$\text{Median} = \frac{26+27}{2}$

$= 26.5$

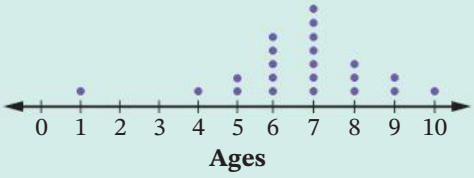
c Mode = 26 The most common value, occurring 3 times

d Range = 34 – 22 Highest value – lowest value

$= 12$

Example 2

This **dot plot** shows the ages of the children at Soshanna's birthday party.



Find:

a the mean (correct to one decimal place)

b the median

c the mode

d the range

e the outlier

Solution

a $\text{Mean} = \frac{1+4+5+5+\cdots+10}{22}$

$= 6.636363...$

≈ 6.6

b There are 22 values, so the median is the average of the 11th and 12th values. Counting dots from the left and upwards, these are 7 and 7.

$\text{Median} = \frac{7+7}{2} = 7$

c Mode = 7 The value with the most dots

d Range = 10 – 1 = 9

e Outlier = 1 This value is much different from the rest

9.01

Video
Analysing dot plots

The mean from a calculator's statistics mode

Scientific and graphics calculators have a statistics mode (SD or STAT). Follow the instructions in the table below to calculate the mean of the data from Example **1** using your calculator's statistics mode.

Operation	Casio	Sharp
Start statistics mode.	MODE STAT 1-VAR	MODE STAT =
Clear the statistical memory.	SHIFT 1 Edit, Del-A	2nd F DEL
Enter data.	SHIFT 1 Data to get table 34 = 22 = , etc. to enter in column AC to leave table	34 M+ 22 M+, etc.
Calculate the mean. ($\bar{x}$ = 27:0714)	SHIFT 1 Var $\bar{x}$ =	RCL $\bar{x}$
Check the number of values. (n = 14)	SHIFT 1 Var n =	RCL n
Return to normal (COMP) mode.	MODE COMP	MODE 0

The mean from a frequency table

Worksheet
The mean and fx tables

For a large set of data, we can use a **frequency distribution table** to organise the data. By adding an fx column, the mean can be easily found.

Score (x)	Frequency (f)
3	2
4	5
5	10
6	36
7	25
8	13
9	4
10	3

Video
Statistics from a frequency table

Example 3

The scores of Year 9 students giving a speech in English (out of 10) are shown in the frequency table above.

a How many students were there?

b Use an fx column to calculate the mean score.

c Find the mode.

d What is the range?

Solution

a The total sum of the Frequency column is 98.

There were 98 students.

b

Mark (x)	Frequency (f)	fx
3	2	6
4	5	20
5	10	50
6	36	216
7	25	175
8	13	104
9	4	36
10	3	30
	$\sum f = 98$	$\sum fx = 637$

fx means $f \times x$, which multiplies each value by its frequency.

$\sum f$ is the sum of the frequency column (that is, the total number of values).

$\sum fx$ is the sum of the fx column (that is, the sum of all values).

$$\bar{x} = \frac{\sum fx}{\sum f}$$

$$\text{Mean} = \frac{637}{98}$$

$$= 6.5$$

Sum of all values divided by the number of values

c Mode = 6

Value with the highest frequency

d Range = 10 − 3 = 7

Mean, mode and range for data in a frequency table

- **Mean**, $\bar{x} = \frac{\text{sum of } fx}{\text{sum of } f} = \frac{\sum fx}{\sum f}$
- The **mode** is the value(s) with the highest frequency, f
- The **range** is the difference between the last and first values in the score (x) column

This table shows calculator instructions for finding the mean of data presented in a frequency table. It uses the table of data from Example **3**.

Operation	Casio	Sharp
Start statistics mode.	MODE STAT 1-VAR SHIFT MODE scroll down to STAT Frequency? ON	MODE STAT =
Clear the statistical memory.	SHIFT 1 Edit, Del-A	2nd F DEL
Enter data.	SHIFT 1 Data to get table 3 = 4 =, etc. to enter in x column 2 = 5 =, etc. to enter in FREQ column AC to leave table	3 2nd F STO 2 M+ 4 2nd F STO 5 M+, etc.
Calculate the mean. ($\bar{x}$ = 6.5)	SHIFT 1 Var $\bar{x}$ =	RCL $\bar{x}$
Check the number of values. (n = 98)	SHIFT 1 Var n =	RCL n
Return to normal (COMP) mode.	MODE COMP	MODE 0

Cumulative frequency and the median

Videos
Cumulative frequency: You're fired?

Cumulative frequency and the median

To find the median of data presented in a frequency table, add a **cumulative frequency** column, which is a progressive total of the frequency column.

Example 4

Find the median of the Year 9 student speech scores from Example **3**.

Solution

The cumulative frequency column is a running total of the frequencies.

$2 + 5 = 7$

$7 + 10 = 17$, etc.

There are 98 scores, so the 2 middle values are the 49th and 50th scores. Using the cumulative frequency column, the 17th score is a 5 and the 53rd score is 6, so the 49th and 50th scores must both be 6s.

$\text{Median} = \frac{6+6}{2} = 6$

Mark (x)	Frequency (f)	Cumulative frequency (cf)
3	2	2
4	5	7
5	10	17
6	36	53
7	25	78
8	13	91
9	4	95
10	3	98
	$\Sigma f = 98$	

EXERCISE 9.01 ANSWERS ON P. 635

The mean, median, mode and range **U F R C**

Round all means to one decimal place where necessary, unless otherwise specified.

EXAMPLE 1

1 For each set of data, find:

i the mean **ii** the median **iii** the mode **iv** the range

a	23	20	12	15	28	19	15	14	18		
b	5	3	8	7	1	6	7	7	5	15	12
c	32	45	12	45	38	32					
d	8.8	8.2	8.8	8.3	8.5	8.9	9.2	8.8			
e	−5	0	−2	4	6	−2	5	−1	−2	0	

2 The maximum and minimum daily temperatures (in °C) over a week at Point Perpendicular on the NSW south coast are listed.

Maximum	23	24	22	23	22	23	23
Minimum	17	17	15	16	15	15	14

a Calculate the mean daily maximum and mean daily minimum temperature.

b What was the difference between the 2 means?

c Find the mode of daily maximum and minimum temperatures.

d What was the difference between the 2 modes?

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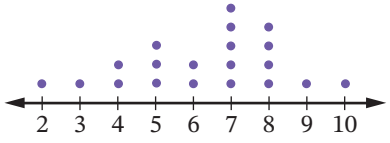
3 The monthly rainfall (in mm) in Cairns is shown in the table.

Month	J	F	M	A	M	J	J	A	S	O	N	D
Rainfall	413	435	442	191	94	49	28	27	36	38	90	175

a What is the range? **b** Find the mean (correct to the nearest mm).

c Find the median.

4 A number of homes were surveyed on how many digital devices they had, with the results shown in the dot plot.



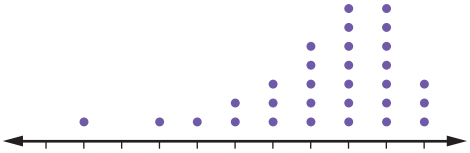
Number of devices

Find:

a the mean **b** the median

c the mode **d** the range

5 This dot plot shows the results of a maths quick quiz (out of 10). R C



Quiz results

a Are there any outliers? (Give reasons)

b What is the mode?

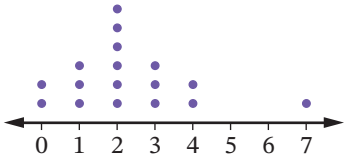
c Find the mean.

d Find the median.

e What percentage of results (correct to one decimal place) were above:

i the mean? **ii** the median?

6 This dot plot shows the number of goals scored by a soccer team during the season.



Number of goals

a Are there any outliers?

b Find the mean and median:

i without the outlier

ii with the outlier

c Which measure (mean or median) is affected by the outlier?

7 The salaries of 10 people working at a software company are:

$80 000	$105 000	$70 000	$93 000	$78 500
$180 000	$90 000	$72 000	$93 000	$101 000 R C

a Which salary is an outlier?

b Find the mean and median:

i without the outlier **ii** with the outlier

c Which measure, the mean or the median, represents the salaries better?

d Find the mode and range:

i without the outlier **ii** with the outlier

e Which measure, the mode or the range, is affected by the outlier?

EXAMPLE 2

9.01

Foundation Standard Complex

8 Use your calculator in the statistics mode to find the mean of each set of data.

a 5 7 8 3 6 8 5 4
8 3 8 10 6 8 4 9

b 13.5 14.2 11.9 15.7 18.4 17.6 12.0

c 56 72 84 57 49 65 59
79 80 76 57 66 68

9 Cameron played in a golf tournament. His average score for the 4 rounds was 71. If the scores in his first 3 rounds were 72, 66 and 70, what was his score in the 4th round? R

10 Tasnuba scored a mean of 74% for 5 maths tests that she completed. R

a What was the total number of marks Tasnuba scored for the 5 tests?

b Tasnuba did a 6th test and her mean test mark increased to 77%.
What is the total that she scored for the 6 tests?

c What mark did she achieve in the last test?

11 Alice's average mark for 4 Science exams is 68%. Can Alice score enough marks in her 5th exam so that her average mark increases to 75%? Give reasons. R C

EXAMPLE 3

12 Copy and complete each frequency table, then calculate the mean, correct to 2 decimal places.

a

Score, x	Frequency, f	fx
2	5	
3	3	
4	7	
5	6	
6	4	
	Σf =	Σfx =

b

x	f	fx
22	3	
23	8	
24	7	
25	9	
26	5	
27	4	
	Σf =	Σfx =

13 Use your calculator in the statistics mode to find the mean of each frequency table.

a

Score, x	Frequency, f
32	5
33	8
34	12
35	9
36	7
37	4

b

x	f
10	12
11	18
12	27
13	37
14	23
15	15
16	9

EXAMPLE 4

9.01

14 For each frequency table, add a cumulative frequency column and find:

i the median **ii** the mode **iii** the range

a

x	f
2	2
3	5
4	11
5	7
6	10
7	9
8	6

b

x	f
17	3
18	8
19	20
20	15
21	11
22	7

15 The number of seedlings that have sprouted in each punnet at a nursery are shown:

10	5	7	7	9	8	8	11	7	8	5	8	4	6	4
12	11	9	4	6	6	10	7	6	9	10	9	7	8	8
8	7	4	7	7	11	10	9	8	9	9	8	8	8	9

a Complete a frequency table and find the median.

b What is the mode?

c Find the range.

d Calculate the mean.

Investigation

The effect of outliers

1 Find the mean, median, mode and range of each data set.

a 1 2 2 2 3 4 5 5 5

b 1 2 2 2 3 4 5 5 6

c 1 2 2 2 3 4 5 5 8

d 1 2 2 2 3 4 5 5 17

2 The 4 sets of data in question **1** are the same, apart from the last value in each set. If one value is changed, what is the effect on:

a the mean? **b** the median? **c** the mode? **d** the range?

3 Consider these 2 sets of data:

A	1	10	11	14	15	12	13	11		
B	3	4	2	6	3	14	6	3	5	4

a Find the mean, median and range of each set of data.

b Identify the outlier for each set.

c Find the mean, median and range of each set of data, excluding the outlier.

d What effect does the size of the outlier have on:

i the mean? **ii** the median? **iii** the range?

e Why is the median not affected by the size of the outlier?

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Technology

Most valuable player

A team of basketball players would like to compare the number of points each player has scored per game over 10 games.

1 Enter the following data into a spreadsheet.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	NAME	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8	Game 9	Game 10	Total	Mean	Mode	Median	Range
2	Sirisha	5	8	2	10	6	8	4	4	6	10					
3	Colin	4	8	6	7	7	9	10	6	5	8					
4	Eloise	12	8	8	16	4	5	7	10	11	8					
5	Diana	4	3	5	2	6	8	4	3	3	6					
6	Tran	10	14	7	8	12	16	10	10	8	6					
7	Michelle	12	4	6	10	9	9	5	16	8	12					
8	Anish	4	7	6	8	7	5	3	8	9	2					
9	Jamar	14	12	8	7	10	9	5	12	15	8					
10	Total															
11	Mean															

2 In B10, enter **=sum(B2:B9)** to calculate the **total score** for Game 1. **Fill Right** to repeat this step for cells C10 to K10.

3 In L2, enter **=sum(B2:K2)** to calculate the **total score** for Sirisha for the 10 games. **Fill Down** to repeat this step for cells L3 to L9.

4 In B11, enter **=average(B2:B9)** to calculate the **mean** score per player for Game 1. **Fill Right** from cell B11 across to K11.

5 In M2, enter **=average(B2:K2)** to calculate the **mean** score for Sirisha for the 10 games. **Fill Down** into cells M3 to M9.

6 In N2, enter **=mode(B2:K2)** to calculate the **mode** score for Sirisha. **Fill Down** to cell N9.

7 In column O, use the formula **=median(B2:K2)** and **Fill Down**.

8 There is no formula for the **range**, but we can create one using the formulas for the **maximum** and **minimum** values. In P2, enter **=max(B2:K2)–min(B2:K2)** for Sirisha's range, then **Fill Down**.

9 Now answer these questions, writing each answer in your spreadsheet in the given cell [ ].

- **a** Which player had the best mean score? [A13]
- **b** Which player was the most inconsistent? Why? [A14]
- **c** Which of the statistics is the most useful for describing the players' overall contribution to team score? [A15]
- **d** Who do you think was the MVP (Most Valuable Player)? Why? [A16]

Histograms and stem-and-leaf plots 9.02

Frequency histograms and polygons

A **frequency histogram** is a column graph of numerical data where the columns stand together without gaps between them.

A **frequency polygon** is a line graph that is constructed by joining the midpoints of the tops of the columns of a frequency histogram, starting and ending on the horizontal axis. It is called a 'polygon' because the graph and the horizontal axis together make a shape with straight sides.

Worksheets
Statistics review
Analysing data
Stem-and-leaf plots

Puzzle
Highway elephants

Videos
Frequency histograms and polygons
Histograms: snapshot

Example 5

45 students were surveyed on the number of hours of homework they did in the past week. The results were as follows:

3	7	5	8	8	7	7	4	8	7	9	8	8	5	7
4	2	5	3	8	6	6	7	9	6	5	4	9	8	4
2	3	6	7	8	2	8	8	4	5	6	8	7	2	5

a Arrange the data in a frequency table.

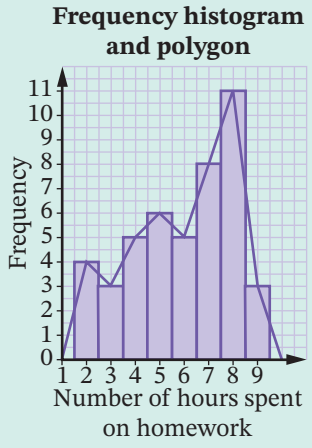
b Draw a frequency histogram and polygon for this data.

Solution

a

No. of hours, x	Tally	Frequency, f
2	IIII	4
3	III	3
4	𝍸	5
5	𝍸 I	6
6	𝍸	5
7	𝍸 III	8
8	𝍸 𝍸 I	11
9	III	3
	Total	45

b



Note that each column of the histogram is centred on each value marked on the horizontal axis, so there is a half-column gap at the start between the Frequency axis and the first column.

Stem-and-leaf plots

A **stem-and-leaf plot** lists the values of a data set, usually in order. It shows:

- any **clusters** where values are grouped or bunched together
- any **outliers**
- how the values are spread out

Example 6

This stem-and-leaf plot shows the pulse rate (in heartbeats per minute) of 30 people in a shopping centre.

The stem is formed by the 10s digit of the values.

Stem	Leaf
5	1 5 8
6	1 3 4 4 5 6 8 8 9
7	0 1 2 3 3 4 4 5 7 8 8 9
8	0 3 4 6 7
9	0

The leaves are formed by the units digits of the values.

The data shown by this row is 80, 83, 84, 86 and 87.

a Are there any outliers?

b Is there any clustering of data?

c Find the mean, correct to one decimal place.

d What is the median?

e What is the mode?

f What is the range?



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Solution

a There are no outliers as no values are 'separate' from the main body of data.

b The values are bunched in the 60s and 70s, so we say that there is clustering in the 60s and 70s.

c $\text{Mean} = \frac{51+55+58+\cdots+87+90}{30}$

$= \frac{2156}{30}$

$= 71.8666...$

≈ 71.9

d The 30 data values in the stem-and-leaf plot are in order, so the median is the average of the 15th and 16th values, 72 and 73 (counting from top to bottom, left to right).

$\text{Median} = \frac{72+73}{2} = 72.5$

e Modes = 64, 68, 73, 74, 78 Each occurs 2 times.

f The lowest value is 51 and the highest is 90.

Range = 90 – 51

= 39

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Back-to-back stem-and-leaf plots

When 2 related sets of data are compared, we can use back-to-back stem-and-leaf plots.

Videos
Back-to-back stem-and-leaf plots

9.02

Example 7

Buzz batteries and *Eternal* batteries are to be compared by testing 15 batteries of each brand until they fail. The lengths of the battery lives are recorded to the nearest hour as shown.

Buzz	8	12	22	18	23	20	11	15	18	8	9	19	26	30	31
Eternal	14	16	24	32	35	36	37	28	31	30	24	26	19	35	32

a Arrange the data into a back-to-back stem-and-leaf plot to determine which battery is better.

b Describe any clusters in each distribution.

c Compare the median of each brand.

d Compare the mean of each brand.

e Which brand of battery is better? Justify your answer.

Solution

a

Buzz		Eternal
9 8 8	0	
9 8 8 5 2 1	1	4 6 9
6 3 2 0	2	4 4 6 8
1 0	3	0 1 2 2 5 5 6 7

b Buzz is clustered in the 10–20 hours' life, Eternal is clustered in the 30s hours of life.

c Median for Buzz = 18 — The 8th value, counting from top to bottom, right to left

Median for Eternal = 30 — The 8th value, counting from top to bottom, left to right

Eternal has the higher median of 30 hours.

d Mean for Buzz = 18

Mean for Eternal = 27.933...

Eternal has the higher mean of approximately 27.9 hours.

e From looking at the statistics and the stem-and-leaf plot, Eternal is better as its median and mean are higher.

EXERCISE 9.02 ANSWERS ON P. 636

Histograms and stem-and-leaf plots UFRC

EXAMPLE 5

1 The results of an Art project (out of 10) for 30 students are shown.

7	9	3	5	6	6	7	5	2	8
7	8	6	5	5	4	3	6	6	7
8	10	7	5	8	9	8	5	4	5

a Arrange the data into a frequency distribution table.

b Draw a frequency histogram and polygon.

c Find the mean, correct to one decimal place.

d Find the median.

e Find the mode.

f Find the range.

g Are there any outliers and is there any clustering? C

2 A sample of people were surveyed on the number of children in their families.

1	2	6	5	3	3	2	1	7	4	4	4	7	2
3	5	3	1	2	1	1	2	7	4	2	2	3	6
3	6	5	3	5	7	9	8	3	2	3	4		

a Arrange the data into a frequency table and construct a frequency histogram and polygon.

b Find the mode and the range.

c Are there any outliers and is there any clustering?

d Find the median.

e Find the mean, correct to one decimal place.

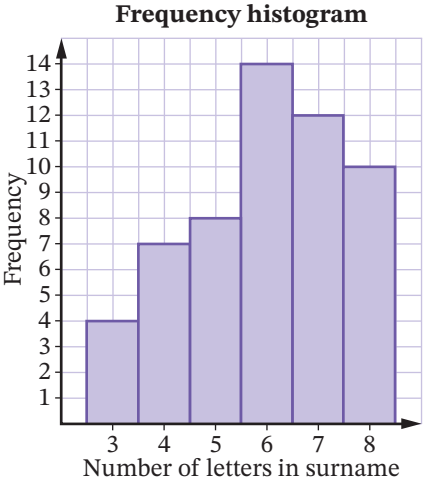
3 The numbers of letters in the surnames of 55 students are shown in this frequency histogram.

a What is the mode? How is this shown on the frequency histogram?

b Find the mean, correct to 2 decimal places.

c Find the median.

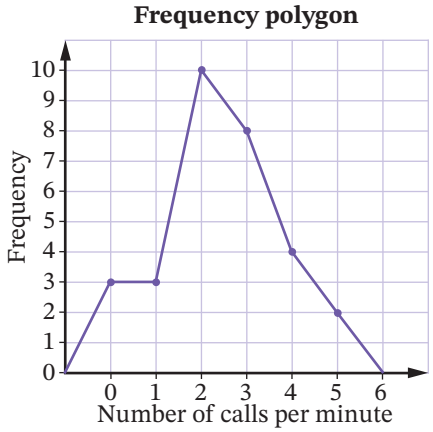
d Find the range.



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4 This frequency polygon shows the number of calls made per minute to a customer support line over a 30-minute period. R C



a How many calls were made altogether?

b How many times were there 3 or more calls received per minute?

c What is the mode? How is this shown on the frequency polygon?

d Find the range.

e Find the median.

f Find the mean, correct to 2 decimal places.

g Is there any clustering of data?

5 This unordered stem-and-leaf plot shows the marks of a class of students in a Science test.

Stem	Leaf
4	0 1 5
5	3 1 5 6 8
6	7 7 8 6 4 3 5 7
7	9 1 7 4 2
8	8 2 7
9	2 0 4

EXAMPLE 6

a Construct an ordered stem-and-leaf plot.

b Find the range.

c Are there any outliers or clusters?

d How many students are there in the class?

e Find the mean, correct to 2 decimal places.

f Find the median.

6 This stem-and-leaf plot shows the points scored by a basketball team in different matches.

Stem	Leaf
3	0 7
4	1 1 3 5
5	4 6 6 8 9
6	3 5 8 8 8 9
7	2 4 5 5
8	0 2

a Find the range.

b What is the mode?

c Find the mean, correct to one decimal place.

d Find the median.

7 When 30 students ran 100 m, their times (in seconds) were recorded.

13.5	15.0	12.1	12.5	17.6	13.7	15.7	18.7	13.1	11.8
12.6	15.7	14.4	15.4	14.9	15.0	18.3	16.3	15.4	15.1
11.9	16.1	14.3	14.5	16.3	14.6	14.9	15.0	16.1	13.5

Stem	Leaf
11	8 9
12	
13	
14	
15	
16	
17	
18	

a Copy and complete this stem-and-leaf plot.

b Are there any:

i outliers? **ii** clusters?

c How many students ran the 100 m in less than 13.7 seconds?

d What percentage of students took more than 14 seconds to run the 100 m?

e What percentage (to one decimal place) of students ran times that were below:

i the mean **ii** the median?

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8 This ordered stem-and-leaf plot shows the marks obtained by students in a History exam.

Stem	Leaf
2	□
3	0 2 3 4
4	1 5 7 8
5	2 4 □ 6 9 9
6	0 2 3 3 6 8 8 7
7	2 5 6 7 7
8	2 5

a One of the marks in the 50s is missing. What could this missing mark be?

b The entry for the lowest mark is missing. If the range of the marks is 63, find the lowest mark. R

c Find the median.

EXAMPLE 7

9 This back-to-back stem-and-leaf plot shows the number of goals scored per match by 2 netball teams during a season.

Rockets		Blues
7 5 4 3	1	7
8 7 6 5 4 2	2	0 5 6 8
7 6 4 3	3	4 5 7 7 8 9
5 4 0	4	2 3 7 8
2	5	1 3 7

a How many times did each team score more than 30 goals?

b Find the highest number of goals scored by each team.

c Which team had the greater range?

d Which team performed better? Give reasons. R C

e Which team had the greater median?

10 The number of hamburgers made by Rashmi and Anthony at lunchtime over 14 days was: R

Rashmi	37	23	33	35	17	42	37	54	45	42	37	27	36	41
Anthony	35	28	29	36	43	37	55	42	47	51	36	34	35	39

a Construct an ordered back-to-back stem-and-leaf plot.

b Who made more hamburgers?

c On how many days did Rashmi make more hamburgers than Anthony?

d Are there any outliers in the figures for either Rashmi or Anthony?

e Is there any clustering of figures for either person?

f Which person had the higher mean?

11 A sample of commuters were surveyed on how far (in kilometres) they live from the closest railway station. R C

1.5	4.8	6.5	1.1	3.3	3.4	3.5	4.5	4.5	12.5	3.1	3.6
3.8	4.0	4.2	2.3	2.5	1.9	4.7	5.5	2.7	3.2	5.2	

a Arrange the data in a stemplot.

b Are there any outliers? Give reasons.

c Are there any clusters?

d Find the mean, correct to 2 decimal places.

e Find the median.

f Which is the better measure of centre, the mean or median? Give reasons.

12 The results for a writing task for 20 girls and 20 boys are shown.

Girls:	18	48	56	59	67	73	76	94	76	78
	82	39	45	59	60	85	80	74	51	36
Boys:	50	88	76	72	10	28	40	95	74	63
	67	55	32	29	16	75	26	82	57	50

a Construct a back-to-back stem-and-leaf plot for the data.

b What was the highest mark? Was it scored by a girl or boy?

c What is the median for:

i girls **ii** boys?

d What percentage of boys scored more than 60?

e What percentage of girls scored more than 60?

f Find the mean mark for:

i girls **ii** boys.

g Is there a there a significant difference between the median mark and the mean mark for:

i girls? **ii** boys?

Technology

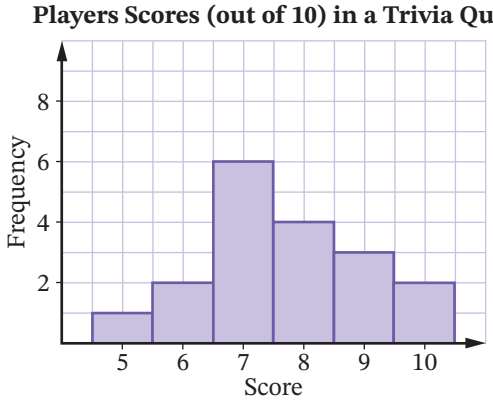
Histograms

In this activity, we will use statistical, spreadsheet or dynamic geometry software to construct a histogram of players' scores (out of 10) in a trivia quiz.

Score	Frequency
5	1
6	2
7	6
8	4
9	3
10	2

1 Enter the data shown.

2 Your histogram should also have a heading and the axes labelled as shown below.



3 Remember, the data represents one-variable statistics. In the menu, select **1VAR** (or similar) to show calculations such as mean, median and mode.

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9.03 The shape of a distribution

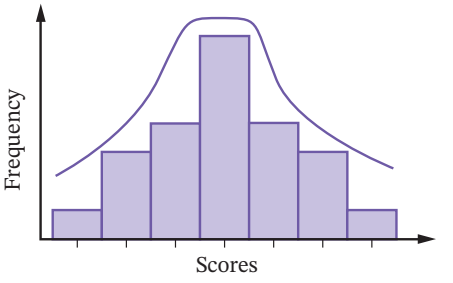
Puzzle
Statistical match-up

A **statistical distribution** is the way the values of a data set are arranged, especially when graphed. When looking at histograms, dot plots and stem-and-leaf plots, an overall pattern can be seen from the **shape of a distribution**.

The shape of a statistical distribution shows how the data is spread and can be seen by drawing a curve around the graph or display.

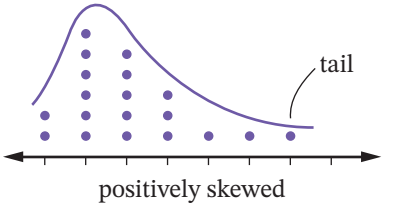
A distribution is **symmetrical** if the data is evenly spread or balanced about the centre.

For example, the frequency histogram and stem-and-leaf plot shown below are both symmetrical in shape.

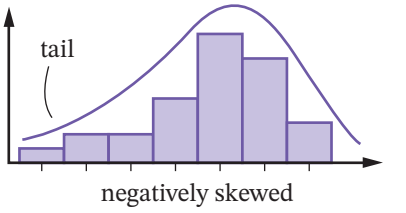


Stem	Leaf
2	6
3	3 7 9
4	5 8
5	0 2 3 3 7 8
6	0 4
7	6 7 8
8	9

A distribution is **skewed** if most of the data is bunched or clustered at one 'end' of the distribution and the other end has a 'tail', as shown on this dot plot and frequency histogram.



A distribution is **positively skewed** if its tail points to the right.

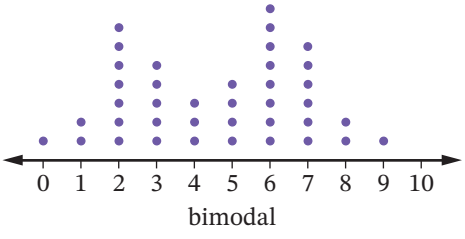


A distribution is **negatively skewed** if its tail points to the left.

A distribution is **unimodal** if it has one peak. All the above distributions are unimodal, and the peak indicates the mode, the data value with the highest frequency.

A distribution is **bimodal** if it has 2 peaks. The higher peak is the mode, while the other peak indicates another data value that has a high frequency.

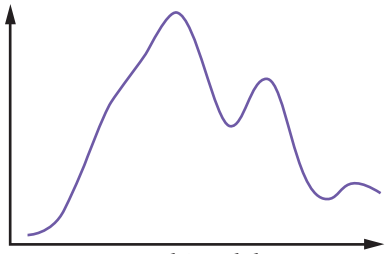
For example, this dot plot has peaks at 2 and 6 so it is bimodal. The mode, however, is 6.

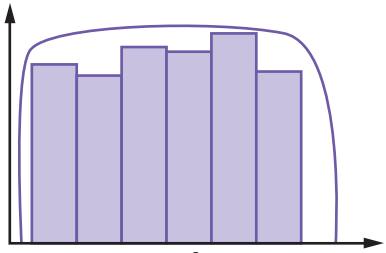


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A distribution is **multimodal** if it has 2 or more peaks (including a bimodal distribution).

A distribution is **uniform** if all the data values have roughly the same frequency. There are no peaks, and its shape is rectangular.


multimodal


uniform

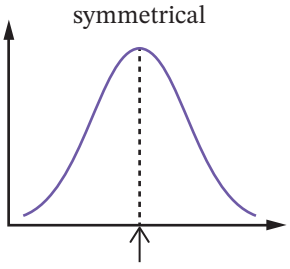
The **mode** of a statistical distribution is data value that has the highest peak of the distribution.

The **median** of a distribution is the data value that divides the area under the curve into half.

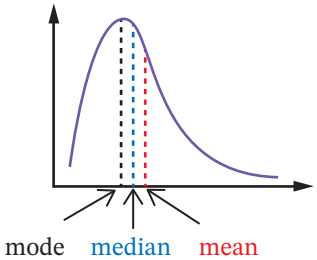
The **mean** of a distribution is most affected by outliers.

For a **symmetrical distribution**, the mean, median and mode are the same value.

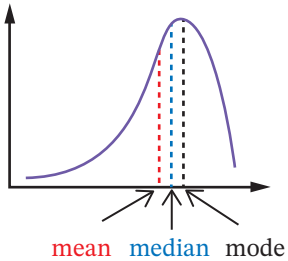
For a **skewed distribution**, the mean and median are pulled to the left or right so that the mean is further from the centre.



positively skewed



negatively skewed



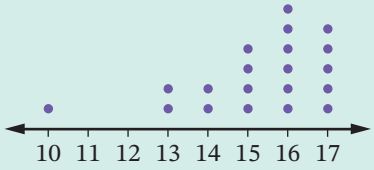
Example 8

For each statistical distribution:

i describe the shape

ii identify any outliers and clusters.

a



b

Stem	Leaf
3	0 1 2
4	1 3 4 4 5 6
5	0 4 5 7 8
6	3 7 8
7	0 1
8	4
9	8

Video
The shape of a frequency distribution

Solution

a **i** The shape is negatively skewed (tail points towards the lower values).

ii 10 is an outlier and clustering occurs at 15, 16 and 17.

b **i** The shape is positively skewed (tail points towards the higher values).

ii 84 and 98 are outliers and clustering occurs in the 40s and 50s.

EXERCISE 9.03 ANSWERS ON P. 637

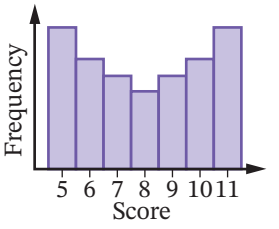
The shape of a distribution U F R C

EXAMPLE 8

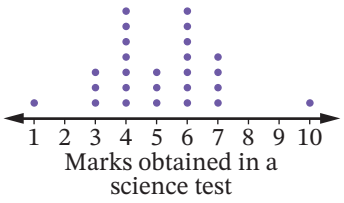
1 For each statistical distribution:

i describe the shape **ii** identify any outliers and clusters. C

a



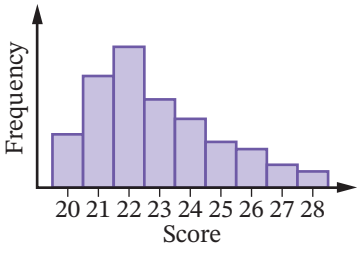
b



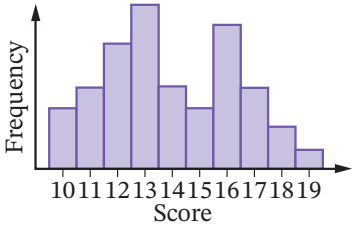
c

Stem	Leaf
2	0 2
3	1 4
4	2 5 6
5	2 3 6 7 8
6	0 4 4 9 9 9
7	1 2 4 5 5 6 7 8 8
8	2 4 5 6 7 7 8
9	0 2 2

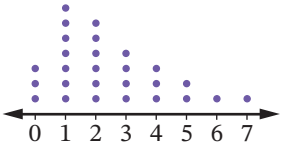
d



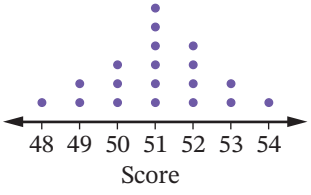
e



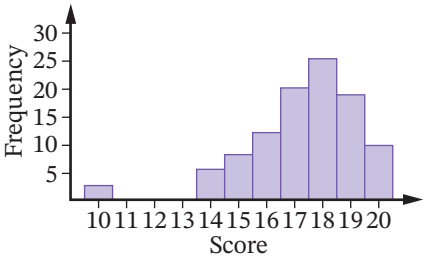
f



g



h



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2 The results of a Mathematics test for a Year 9 class are shown in the stem-and-leaf plot. R C

Stem	Leaf
1	8
2	3 5 8 8
3	2 4 6 7 8 8 9
4	0 4 5 5 7 7
5	3 6 7 8
6	0 4 4
7	2 5
8	1 2
9	2

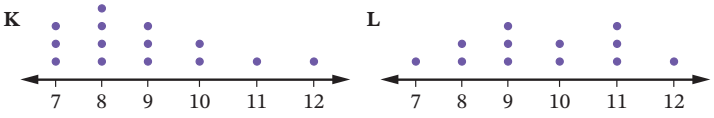
a How many students are in the class?
b Where does the clustering occur?
c Describe the shape of the data.
d Give a possible reason for the shape of the distribution.
e Find the mean, median and mode.

3 The number of children in the families of students at Eastleigh High School are shown below. C

4 4 7 3 3 6 8 6 3 3 4 2 9 5 1 2 3 3 4
7 2 7 2 2 3 5 3 1 4 1 4 1 2 5 6 3 5 2

a Arrange the data into a frequency table and construct a frequency histogram.
b Are there any outliers?
c Describe the shape of the distribution.
d Where does clustering occur?
e Find the mode, the mean (to one decimal place) and the median and show their position on the histogram.

4 Which statement is true about the 2 sets of data? Select the correct answer **A**, **B**, **C** or **D**.



A K is positively skewed and L is symmetrical.
B K is negatively skewed and L is bimodal.
C L has two peaks and K is positively skewed.
D K is positively skewed and the median of L is 9.

5 The results of an entrance exam to select apprentices for an energy supplier are shown in the stem-and-leaf plot. R C

Stem	Leaf
9	2 3 5 6 7 8
8	3 3 6 7
7	2 4 8
6	0 3 4 4
5	3 5 6 6 8 9
4	
3	
2	6

a Describe the shape of the distribution, excluding the outlier.
b What is the mode?
c Find the median.
d Find the mean, correct to one decimal place.
e Find the range.
f Is the range a good indicator of the spread of scores? Give reasons.

6 The average monthly maximum temperatures for Sydney and Melbourne are shown. R C

Month	J	F	M	A	M	J	J	A	S	O	N	D
Sydney	26	26	25	22	19	17	16	18	20	22	24	26
Melbourne	26	26	24	20	17	14	13	15	17	20	22	24

a **i** Display the data for Sydney and Melbourne on dot plots.
ii For each city, describe the shape of the dot plot.
b Find the mean (to 2 decimal places), median, mode and range for each city.
c Which city is generally warmer? Give reasons for your answer.

9.04 Comparing data sets

Worksheets
Comparing word lengths
Investigating young drivers

Technologies
Population polygons
World climate

Interactive
World climate

Example 9

This back-to-back stem-and-leaf plot shows the results of a Year 9 class in a Health exam.

Girls		Boys
2	2	3 4 8
8 3 1	3	0 3 5 9 9
6 2	4	1 3 7 8 8 8 9 9
7 3 0	5	0 2 3 4 5 5 8 9 9
8 7 7 6 2 1	6	0 1 1 4 7 8
9 8 8 7 5 4 4 3	7	0 2 6 7
9 9 8 7 7 5 3 2 2 0	8	1 3 8
8 5 4 0	9	1 6

a Find the mean (to one decimal place) for:

i the girls **ii** the boys **iii** the whole group.

b Find the median for:

i the girls **ii** the boys

c Where are the scores clustered for:

i the girls? **ii** the boys?

d Compare the shapes of the 2 data sets.

e Which group, girls or boys, performed better? Justify your answer.

Solution

a i Mean for girls $= \frac{2600}{37}$

≈ 70.3

ii Mean $= \frac{2234}{40}$

≈ 55.9

iii Mean for group $= \frac{4834}{77}$

≈ 62.8

b i Median for girls $= 75$ 19th score

ii Median for boys $= \frac{54+55}{2}$ Average of the 20th and 21st scores

$= 54.5$

c i The girls' scores are clustered at 70s and 80s.

ii The boys' scores are clustered at 40s and 50s.

d The scores for the girls are negatively skewed, while the scores for the boys are positively skewed. The scores for the girls are generally higher than the scores for the boys.

e The girls performed better, which can be seen from their mean of 70.3 being greater than the mean of 55.8 for the boys. Also, the median for the girls was 75, which was higher than the median of 54.5 for the boys.

EXERCISE 9.04 ANSWERS ON P. 638

Comparing data sets U F R C

1 The times (in seconds) taken for swimming 100 metres by Brooke and Ryan are shown. R C

Brooke:	59.71	59.20	60.21	60.13	59.69	59.50	60.41	59.33	58.95	58.70
Ryan:	55.60	56.20	57.50	56.70	57.15	57.65	58.10	59.70	60.15	56.65

a Find the mean for each swimmer.
b Find the median for each swimmer.
c Find the range for each swimmer.
d Which swimmer is faster? Give reasons.
e Which swimmer is more consistent? Give reasons.

2 The maximum daily temperatures in Sydney and Adelaide for a 15-day period in March are shown. R C

Sydney	34.3	21.9	32.3	30.6	21.2	22.0	25.1	29.2
	31.5	29.2	25.9	30.6	32.1	27.3	24.7	
Adelaide	22.0	22.4	24.3	24.3	26.2	34.6	34.9	23.2
	22.1	21.6	26.8	32.0	28.3	27.1	29.0	

a Find the range for each city.
b Find, correct to 2 decimal places, the mean for each city.
c Find the median for each city.
d On how many days was Sydney warmer than Adelaide?
e Which city was warmer? Give reasons.

3 A class was given a topic test on trigonometry. The results were disappointing and, after some more work on the topic, the class was given a second test on trigonometry. The results of the 2 tests are shown in this back-to-back stem-and-leaf plot. R C

EXAMPLE 9

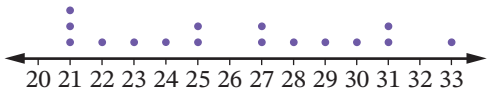
a Find the median for each test.
b Find, correct to one decimal place, the mean for each test.
c Find the range for each test.
d Describe the shape of each test.
e Has significant improvement been made from Test 1 to Test 2? Give reasons.

4 The dot plots show the temperatures (in °C) at 3 p.m. for Logan City, Queensland and Wollongong, NSW for 16 days in Autumn. R C

Logan City



Wollongong



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a Which city's temperatures are more skewed?

b Find, correct to 2 decimal places, the mean for each city.

c Find the range for each city.

d Which city had a more consistent temperature? Give reasons.

e Find the median for each city.

f Which city had cooler temperatures? Give reasons.

Test 1		Test 2
1	9	0 9
5 2	8	4 8 8
4 3 2	7	0 1 5 5 8 8
7 4 4 1 0	6	0 3 4 4 7 7 7 8
9 9 9 6 5 3 2 2	5	3 4 4 9 9
9 8 7 4 3 0	4	5 7 8
4 2	3	



AAP Image/DARREN ENGLAND

5 The reaction times (in seconds) of a group of men and women were measured. R C

Men:	38	29	37	28	30	32	31	53	31	26
	49	47	33	55	29	44	32	48	43	29
Women:	51	34	40	35	45	40	36	48	57	39
	42	35	51	54	36	37	37	39	43	45

a Arrange the 2 sets of data in a back-to-back stem-and-leaf plot.

b Would dot plots be suitable for displaying the 2 sets of data? Give reasons.

c Are the mean and median the same or different for:

i men? **ii** women?

d Find the mode for each group.

e Describe the shape of each distribution. Are there any outliers or clusters?

f Which group has the faster reaction times?

g Which group has the greater spread of reaction times?

6 Use the Internet to find the gold medal winning times for the 100 metre race for men and women for each Olympic Games from 1960 to 2021. R C

a Copy and complete this table by entering the winning times in seconds.

	1960	1964	1968	1972	1976	1980	1984	1988	1992	1996	2000	2004	2008	2012	2016	2021
Men																
Women																

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b Calculate the mean winning time (correct to 2 decimal places) for:
- **i** men
- **ii** women.

c Find the median for:
- **i** men
- **ii** women.

d Where are the data values mainly clustered for:
- **i** men?
- **ii** women?

e Identify any outliers for:
- **i** men
- **ii** women.

f Compare the shape of the 2 data sets.

g Did either group show a significant improvement in the winning time for the period 1960–2021? Identify any contributing factors.



Alamy Stock Photo/PCN Photography

Technology

Comparing relative humidities

Relative humidity is the amount of moisture in the atmosphere, measured as a percentage of water vapour per area at a certain temperature. It is reported more often in summer. When presented together with a high temperature, it shows that a day has been particularly warm and 'muggy'. In this activity, we will compare the relative humidity in Adelaide at 9 a.m. and again at 3 p.m. each day for the first fortnight in September in 2 consecutive years.

1 Enter the data into a spreadsheet (as shown).

	A	B	C	D	E	F	G
1	Sept 2018	Relative Humidity 9am Adelaide 2018 (%)	Relative Humidity 3pm Adelaide 2018 (%)		Sept 2019	Relative Humidity 9am Adelaide 2019 (%)	Relative Humidity 3pm Adelaide 2019 (%)
2	1	92	55		1	79	44
3	2	62	62		2	39	26
4	3	57	35		3	97	57
5	4	38	27		4	92	71
6	5	23	22		5	82	57
7	6	76	53		6	70	62
8	7	70	40		7	74	55
9	8	54	38		8	78	69
10	9	54	53		9	53	49
11	10	63	20		10	53	38
12	11	17	56		11	33	22
13	12	62	52		12	47	60
14	13	65	39		13	91	65
15	14	35	31		14	58	35

Foundation | Standard | Complex

2 Select **Scatter graph with smooth lines and markers** to graph this data on one set of axes. Give the graph a title and label the axes.

3 In B16, C16, F16 and G16, enter formulas to calculate the **average (mean)** relative humidity at 9 a.m. and 3 p.m. for each fortnight.

5 In B17, C17, F17 and G17, enter formulas to calculate the **maximum** relative humidity.

6 In B18, C18, F18 and G18, enter formulas to calculate the **minimum** relative humidity.

7 In B19, C19, F19 and G19, enter formulas to calculate the **range**.

8 In B20, C20, F20 and G20, enter formulas to calculate the **median**.

9 Compare your graphs as well as your statistical values. What do they suggest about the relative humidity each year? Is there a year and time of day showing a more consistent relative humidity? Justify your answer.

10 Visit the Bureau of Meteorology website **www.bom.gov.au** and select **Daily Weather Observations** to find the relative humidity for the past fortnight in your area. Compare the data with this time last year.

- **a** Can you see any patterns?
- **b** Is the relative humidity consistent?
- **c** Are there any outliers?
- **d** Analyse the data and describe any similarities or differences you can see.

Quiz
Mental skills 9

Mental skills 9: Maths without calculators ANSWERS ON P. 638

Finding a percentage of a multiple of 10

We can use the unitary method to calculate a percentage of a multiple of 10. To do this, we first find 1% of the number by dividing it by 100. This is easily done by moving the decimal point two places to the left.

1 Study each example.

a $1\% \times 300 = 3.00$
$= 3$

b $4\% \times \$500$
$1\% \times \$500 = \$5$
$\therefore 4\% \times \$500 = 4 \times \$5$
$= \$20$

c $9\% \times 40$
$1\% \times 40 = 0.4$
$\therefore 9\% \times 40 = 9 \times 0.4$
$= 3.6$

d $12\% \times \$700$
$1\% \times \$700 = \$7$
$\therefore 12\% \times \$700 = 12 \times \$7$
$= \$84$

2 Now evaluate each expression.

a	$1\% \times 800$	**b**	$1\% \times 30$	**c**	$3\% \times \$400$
d	$4\% \times 20$	**e**	$8\% \times \$600$	**f**	$3\% \times 40$
g	$7\% \times 80$	**h**	$2\% \times \$900$	**i**	$6\% \times \$50$
j	$8\% \times \$90$	**k**	$11\% \times 700$	**l**	$13\% \times 200$

3 Study each example.

a $4\% \times 320$
$1\% \times 320 = 3.2$
$\therefore 4\% \times 320 = 4 \times 3.2$
$= 12.8$

b $1.5\% \times \$200$
$1\% \times \$200 = \$2$
$\therefore 1.5\% \times \$200 = 1.5 \times \$2$
$= \$3$

c $3\% \times 250$
$1\% \times 250 = 2.5$
$\therefore 3\% \times 250 = 3 \times 2.5$
$= 7.5$

d $4.5\% \times \$800$
$1\% \times \$800 = \$8$
$\therefore 4.5\% \times \$800 = 4.5 \times \$8$
$= \$36$

4 Now evaluate each expression.

a	$5\% \times 250$	**b**	$1.5\% \times \$300$	**c**	$2\% \times \$540$
d	$9\% \times 110$	**e**	$2.5\% \times \$600$	**f**	$3\% \times 160$
g	$4\% \times \$750$	**h**	$4.5\% \times \$2000$	**i**	$3.5\% \times \$400$
j	$6\% \times \$120$	**k**	$3\% \times 190$	**l**	$1.5\% \times \$700$

Sampling and types of data 9.05

When the marketing department of a large company wishes to launch a new product, it collects information about consumer tastes. Governments collect information about the population so that they can provide for transport, housing, health and education needs. A school may need to collect information regarding school uniforms or food to be sold in the school canteen.

Sample vs census

In statistics, the **population** refers to all the items under investigation or being studied. For example, if the life of AAA batteries is being tested, then the population is all the different brands or types of AAA batteries.

A **census** is a survey of the entire population. If the population is too large or difficult to survey, then a **sample** of the population is selected instead. The sample must be representative of the population, by being:

- **random:** every item in the population should have an equal chance of being selected for the sample
- **unbiased:** there should not be any factors that may influence the sample and prevent it from being a true indicator of the population
- **large:** the bigger the sample, the more representative it will be.

Example 10

Determine whether a census or a sample should be used for each investigation.

a Finding the number of primary school children in Victoria.

b Determining people's opinions on public transport.

c Finding the most streamed TV series in Australia.

PATH

Puzzle
Data match-up

Videos
Counting crowds
Can fish oil make you smarter?
Can you trust your IQ?

PATH

Solution

a Census, because accurate figures are needed and these figures would be recorded.

b Sample, because it would be too expensive and time-consuming to survey all people.

c Census, because data can be collected about the number of accounts with a provider that streamed a certain TV series.

Types of data

There are 2 types of data: categorical and numerical.

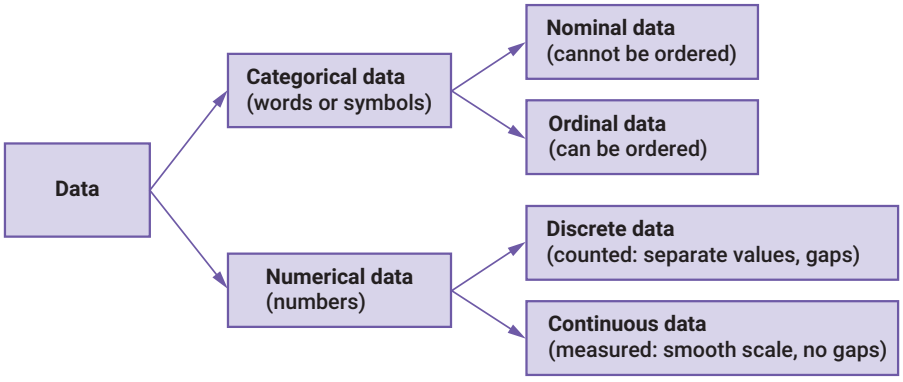
Categorical data are usually words and can be grouped into categories, such as a person's hair colour or cultural background. Categorical data is either nominal or ordinal.

- **Nominal data** cannot be ordered, for example, colour of car (nominal means 'name').
- **Ordinal data** can be ordered, for example, month of birth.

Numerical data (or quantitative data) are numbers describing things that can be counted or measured, like the number of goals scored or a person's height. Numerical data is either discrete or continuous.

- **Discrete data** are counted or measured and can only take on separate, distinct values, with 'gaps' or 'jumps', for example, the number of girls in a family is discrete because it could be 0, 1, 2, etc, but not 2.3 or $1\frac{2}{5}$.
- **Continuous data** are measured on a smooth scale with no 'gaps' or 'jumps' between values, e.g., temperature during the day is continuous because it can be 28°C, 29°C, 29.5°C, 30.1°, etc.

Worksheet
Surds on the number line



Example 11

Classify whether each type of data is categorical or numerical. If categorical, classify whether it is ordinal or nominal. If numerical, then classify whether it is discrete or continuous.

a School report grades (for example, A, B, C).

b The noise level at a concert.

c People's shoe sizes.

d Marital status (for example, single, married).

Solution

a	School report grades is ordinal categorical data.	Involves words or categories, can be ordered.
b	Noise level is continuous numerical data.	Takes on a smooth scale of values.
c	People's shoe sizes is discrete numerical data.	Takes on separate values.
d	Marital status is nominal categorical data.	Involves words or categories, cannot be ordered.

EXERCISE 9.05 ANSWERS ON P. 638

PATH

EXAMPLE 10

Sampling and types of data U F R C

1 Determine whether a census or a sample should be used for each investigation. R

a Finding the number of people in Adelaide who were born overseas.

b Testing the quality of running shoes.

c Determining whether Australia needs a new flag.

d Determining the number of people in Darwin who earn $60 000–$70 000 per year.

e Determining the average family size in Australia.

2 In Australia, a national census was held in 2011, 2016 and 2021.

a How often is a census held in Australia?

b When will the next census be held?

3 The table shows the number of students in each year at Southwest High.

Year	7	8	9	10	11	12
Students	148	151	160	153	132	128

a What is the school population?

b What percentage (to one decimal place) of the school population is formed by:

i Year 8? **ii** Year 11?

c A sample of 100 students is to be surveyed on the amount of time that they spend on the Internet. How many students should be selected from:

i Year 8? **ii** Year 11?

4 Students are surveyed about how they travel to school. The first 30 students arriving at school were selected for surveying. Is this a representative sample to use? Give reasons. R C

5 People were asked how often they eat take-away food. A sample of 100 people was surveyed at a shopping centre. Is this a representative sample to use? Give reasons. R C

EXAMPLE 11

6 Classify each sample of data as either categorical or numerical. If categorical, state whether it is nominal or ordinal. R C

- **a** The number of people absent from school today.
- **b** The distance travelled by a car on a trip.
- **c** The amount of petrol bought when filling up the car.
- **d** The different types of pies available at the supermarket.
- **e** The grade/belt colour of a Taekwondo student.
- **f** The amount of time spent on devices during the week.
- **g** The time for swimming 100 m.
- **h** The country of birth of people living in Australia.
- **i** The computer games played by students.
- **j** The age you turn this year.

7 Students are asked to rate a movie on a scale of 1 to 5 stars. What type of data is this? Select **A**, **B**, **C** or **D**.

A continuous **B** categorical **C** discrete **D** random

8 Classify whether each type of numerical data is discrete or continuous. R C

- **a** The number of people watching a cricket match.
- **b** The temperature in Perth over a 24-hour period.
- **c** The amount of time spent doing homework.
- **d** The speed of a car passing through an intersection.
- **e** The age you turn this year.
- **f** The results in a maths test.
- **g** The amount of rainfall in a month.
- **h** The number of dogs at the RSPCA.

Did you know?

Australia's first census

The first census in Australia was conducted in November 1828. Before this, statistical information was collected by musters on the same day each year. Worried about the accuracy of the figures, Governor Darling and the Legislative Council passed an Act requiring a census to be held at regular intervals. Each citizen needed to disclose his or her name, age, marital status, number of children, the name of the ship on which they arrived, the amount of land owned and the number of cattle and other stock owned. Collectors were employed to gather this information by personal interview.

The first census showed that the total non-Aboriginal population was 36 598 and nearly 30% of that population lived in Sydney.

How many national censuses have there been in Australia?

Technology

Random numbers

Random numbers can be used to select people or items for a sample. A calculator or spreadsheet can be set up to generate a random number from 1 to 100, for example, and that number can be matched to the name of a person or item from a list. For a scientific calculator:

Casio	Sharp
Enter the formula RanInt#(1,100) as shown: ALPHA . 1 SHIFT) 100) =	2nd F 7 (RANDOM), select 3 R-INT, + 1 =

This generates a random number from 1 to 100. Press = more times to generate more random numbers.

On a **spreadsheet,** type **=INT(RAND()*100+1)** into a cell and press the ENTER key, then the F9 key repeatedly for more random numbers.

1. Use your calculator or spreadsheet to generate 12 random numbers from 1 to 100.
2. How many students are there in your class?
3. Use your calculator or spreadsheet to generate 12 random numbers from 1 to the number of students in your class.
4. Use a class roll to number the students in your class from 1 onwards. Suppose you need to choose a random sample of 10 students from your class for a survey on homework. Use your calculator or spreadsheet to generate 10 random numbers to select the 10 students for your survey.
5. Choose 4 students from each Year 9 maths class to answer some questions. Devise several different methods to ensure that your selection is random. Prepare a short class talk about your methods.

Investigation

Australian Bureau of Statistics

The Australian Bureau of Statistics (ABS) is the official organisation in charge of collecting data for government departments. The data collected covers many areas, from the height of children in Australia, the alcohol consumption in the country to the number of Internet subscribers and Internet providers. The ABS conducts a census of the entire Australian population every 5 years.

Visit the ABS website www.abs.gov.au to answer the following questions.

1. a What is a population clock?
   b What is the current predicted population of Australia?
   c On average, another baby is born in Australia after how many minutes?
   d On average, another person dies in Australia after how many minutes?
   e A new migrant arrives in Australia after how many minutes?
   f Australia's population increases by one after how many minutes?

2 Go to Australian Demographic Statistics and find the populations of the states and territories.
   a What percentage of Australia's population lives in:
      i NSW ii ACT?
   b Which state had the greatest percentage increase over the previous year?
3 Find the population pyramid for Australia's population.
   a What is a population pyramid?
   b What percentage of Australian males are aged 15–19?
   c What is the modal age?
   d How many people are aged 100 years and over?
   e Which group, males or females, have the higher life expectancy? Justify your answer.
4 a Explain why Australia's population is said to be ageing.
   b What is the median age of Australia's population?
   c Find the median ages of the people for all states and territories and display them in a table. Which has the:
      i highest median age? ii lowest median age?
5 Use the ABS website to find the number of people that live in your local area.

9.06 Bias and questionnaires

PATH



Video
The wrong guy won

Bias in sampling

When taking a sample, it is important that each item in the population has an equal chance of being chosen to be surveyed. This is called **random sampling**. To find a sample of students to survey about school uniform, we could place students' names in a box, mix them up, and then choose 100 names without looking. Alternatively, we could use a computer or calculator to generate random numbers to select students.

A sample that is not random is called a **biased sample**, and is not truly representative of the population. For example, if you survey the first 100 students to arrive at school today, or the first 100 students on the school roll, then not all students in the school have an equal chance of being selected. Your sample would not represent students who arrive at school later or whose names begin with letters at the end of the alphabet.

Example 12

A random sample of students is to be selected for their views on a new school uniform. Will each of the following sampling methods provide a sample that is representative or biased? If biased, explain why.

a Randomly selecting one student from each class
b Selecting 20 students from your mathematics class
c Selecting the students from the school's netball teams
d Randomly selecting students from the school roll by rolling a die and counting down the roll.

Solution

a	Representative.	Every student in the school has an equal chance.
b	Biased.	Because your mathematics class does not represent the other Year groups (or even the other Year 9 classes) at your school.
c	Biased.	Because the netball teams do not represent the whole school; it will also have mainly female students.
d	Representative.	Every student in the school has an equal chance.

Designing a questionnaire

Questionnaires are often used to collect information. They may ask for details about a person's opinions and attitudes, their lifestyle and behaviours, such as their recreational activities, TV viewing habits and types of foods eaten.

When designing a questionnaire, it is important that the questions asked are clear, fair and not biased.

- Decide what questions you want answered before you begin.
- Write the questions in plain English so that they are easily understood: make sure they are not vague, too open-ended or have a 'double meaning'.
- Ask for only one piece of information per question.
- Do not allow for too many different answers, provide choices if possible:
  - a tick or a cross beside each response
  - 'Yes', 'No', 'Don't know' or 'Other' responses
  - a rating on a scale
  - a one-word response
  - a sentence
- Determine how you are going to present and use the data you collect.
- Do not try to influence a particular answer unfairly (this is also called bias).
- Do not ask for information that may be too personal, such as phone numbers.

Example 13

Explain what is wrong with each survey question and suggest an alternative.

a 'How old are you?'

b 'How much pocket money do you receive each week?'

Solution

a The question is not precise enough. Possible answers could be:

15 15 years, 4 months 14 years 10 months and 3 days $16\frac{1}{2}$

A better question might be:

'What age do you turn this year?' or 'What is your date of birth?'

14☐ 15☐ 16☐ ...../...../..... (dd/mm/yy)

PATH

b The question is too general and responses could be:

Nothing $5/day $40/week Whatever I need

A better question could be:

'Circle the amount of pocket money you receive in a normal week:'

$5 or less $6 to $10 $11 to $15 more than $15

EXERCISE 9.06 ANSWERS ON P. 638

Bias and questionnaires U F PS R C

EXAMPLE 12

1 When collecting data, it is important to have an unbiased sample. Write, in your own words, what is meant by an 'unbiased sample'. C

2 List the possible areas of bias in each sampling method. R C

a A survey about the amount of time spent doing homework, taken at a football match.

b A survey about violence in sport, taken at a sporting event.

c A survey about the use of alternative fuels, taken at a car show.

d A survey about types of music listened to, taken at a rock concert.

3 A market research company uses a telephone survey to determine the most popular news program on TV. List some of the advantages and disadvantages of using this type of survey to collect data. C

4 In order to determine what type of music should be played on the school radio station, 20 students were given a questionnaire. PS R C

a Is the sample suitable for obtaining the required information? Give reasons.

b List some of the advantages of using a questionnaire to obtain the data.

c List some of the disadvantages of using this method.

d What other methods could be used to find out the type of music that should be played?

5 You need to determine how many students at your school have part-time jobs. Which of the following methods would be most suitable? Give reasons. C

A You ask 15 students in your class at school.

B You randomly select 15 students from each Year level at your school.

C You ask all students at your school to fill in a questionnaire and return them to you.

EXAMPLE 13

6 For each survey question, explain what is wrong with the question and suggest a better question. R C

a For how much time do you study?

b What is your favourite sport?

c What is your income?

d What do you have for lunch each day?

e What do you do in the holidays?

f How often do you exercise?

g How much time do you spend on social media websites?

h How many text messages do you send in one day?

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9.06

7 Select one topic for a questionnaire. PS R C

- Amount of TV watched at home.
- How students in Year 9 spend their time on a Sunday.
- The amount of time spent on homework during the week.
- The amount of time spent on the internet.
- Another topic of your choice.

a Design the questionnaire.
b Select a sample of students to answer it.
c Collect and present the information.
d Did the questions obtain the required data?
e Do you need to change any of the questions?
f Are there any questions you forgot to ask?
g Are there any questions you would omit next time?

8 Describe how you would collect data about each topic. PS C

a The most popular fast food eaten by students at your school.
b The average daily amount of money spent by students at your school canteen.
c The most popular TV series watched by students at your school.
d The most popular Australian artist listened to by students at your school.
e The average number of girls in a classroom in NSW.
f The most commonly used brand of toothpaste.

Investigation

Media reports of surveys

We live in a world of 24-hour news, often quoting the results of surveys. To detect bias in news reports, we need to always consider where the news item comes from and what types of samples the statistics are based on. Is the information supplied by a reporter, the police, a company executive, a government official or an opinionated blogger? Are the statistics based on a small sample, large sample, unrepresentative sample, or a phone or Internet poll of volunteers? Each may have a particular bias that may influence how the story is reported.

Find a report of a statistical survey from a newspaper, magazine or the Internet and investigate the following questions.

a Where did the article come from?
b Who wrote the article and what claims does it make about the population?
c Does it show any bias?
d What type of sampling was used? Was it representative?
e How many people were questioned?
f When was the survey conducted?
g Was there any bias in the sample?
h Was there any bias in the survey questions?

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Investigation

Year 9 student survey

The survey below is designed to collect data about Year 9 students. Questions can be changed or more can be added, but remember that the data is only useful if good questions are asked in a controlled way.

1 What is your gender? ☐ Male ☐ Female

2 What is your age (as of last birthday)? _____ years

3 How tall are you? _____ cm

4 How many people are in your household? _____ people

5 What is your position in your household (1 = oldest)? _____

6 How many pets do you have? _____ pets

7 How far from school do you live (to nearest 0.1 km)? _____ km

8 How did you travel to school today?
☐ Car ☐ Bus ☐ Walk ☐ Train

9 How long did the journey take? _____ minutes

10 On a scale of 0–10, rate your enjoyment of school (10 = most). _____

11 Which subject do you like best?
☐ Maths ☐ Science ☐ English
☐ Art ☐ PE ☐ History ☐ Other

12 Which subject do you study most?
☐ Maths ☐ Science ☐ English
☐ Art ☐ PE ☐ History ☐ Other

13 How much home study do you do each week? _____ hours

14 How many hours do you study maths each week? _____ hours

15 On a scale of 0–10, rate your enjoyment of maths (10 = most) _____

16 How many hours each week do you play sport out of school? _____ hours

17 How many sports do you play out of school? _____ sports

18 Which sport do you prefer to watch?
☐ Football ☐ Soccer ☐ Basketball
☐ Tennis ☐ Cricket ☐ Other

19 What is your favourite social network platform? _____

20 What is your favourite video streaming service? _____

Steps in conducting the survey

1 Finalise the questions and print the survey sheets.

2 Decide how many students you want to respond to the survey.

3 Decide how you will select the sample of students.

4 Decide whether the survey will be handed to selected students or if an interviewer will record responses.

5 Decide whether you will interpret the questions/responses or not.

6 Ask the selected students to complete the survey.

7 Collect all the sheets and label the first sheet 1, the second sheet 2 and so on.

8 Decide on the code you will use for each response, then code the responses and enter the results in a table, either on a spreadsheet or in your workbook.

9 Decide what to do if a question is not answered or the answer appears to be a mistake.

Power plus ANSWERS ON P. 639

1 The number of yoghurts sold daily in a school canteen were:

25	28	22	35	26	36	33	48	42	37	25	25	37	44	19	40	23
38	42	32	28	21	36	22	39	46	28	45	28	41	43	26	17	28

a Complete a frequency table by grouping the data into class intervals like this:

b Draw a frequency histogram and describe the shape, identifying any outliers or clusters.

c What is the modal class?

d Add a cumulative frequency column to your frequency table and find the median class.

Class interval	Frequency
16–21	
22–27	
28–33	
34–39	
40–45	
46–51	

2 When would it be impractical to use a stem-and-leaf plot?

3 Seeds were sown in 40 large boxes. The number of seedlings that sprouted per box were:

14	23	18	18	17	28	28	33	4	24
17	27	11	19	13	18	18	7	25	16
14	3	31	4	5	12	23	26	11	17
19	20	24	7	30	16	25	8	19	20

a Organise the data into a stem-and-leaf plot using intervals of:

i 10 for the stem ii 5 for the stem (0^0 for 0–4, 0^5 for 5–9, 1^0 for 10–14, ...)

b Describe the shape of both plots, identifying outliers and clusters.

c Which plot gives a better indication of how the seedlings have grown? Explain your answer.

CHAPTER 9 REVIEW

Quiz
Language of maths 9

Language of maths

bias	categorical data	census	cluster
continuous	cumulative frequency	discrete	distribution
histogram	mean	measure of centre	median
mode	negatively skewed	nominal	numerical data
ordinal	outlier	polygon	population
positively skewed	sample	stem-and-leaf plot	symmetrical

1 What is the collective name for the mean, median and mode?

2 Is a person's arm length an example of discrete data or continuous data?

3 What is the meaning of 'skewed'?

4 Explain the difference between a *population* and a *sample*.

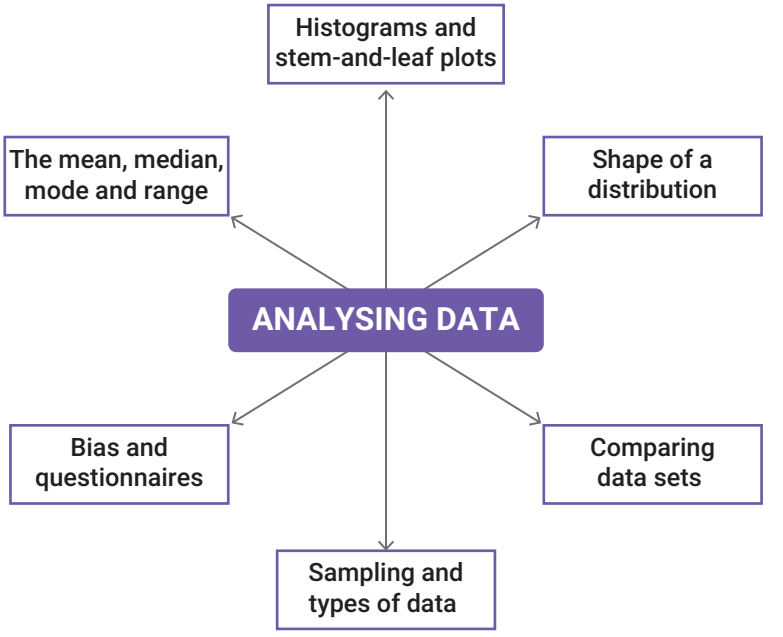
5 What name is given to an extreme value that is very different from the other values in a data set?

6 Name one way of avoiding bias when selecting a sample.

Topic summary

Quiz
Mind map: Analysing data

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



TEST YOURSELF 9

ANSWERS ON P. 639

Quiz
Test yourself 9

1 Find the mean, median, mode and range of this set of data. 9.01

8 6 9 4 10 8 5 5 8

2 A real estate agent sold 10 properties during one week. The prices of these properties are: 9.01

$420 000	$485 000	$379 000	$295 000	$1 750 000
$515 500	$315 500	$408 000	$368 000	$315 000

a Find the mean price of the properties.

b Find the median price of the properties.

c Compare the mean price with the median price. Which is the better measure of centre? Give reasons.

d When data on sales of properties are given, the median price is used, not the mean. Explain why.

3 These percentage marks were scored by 30 students in a Maths test. 9.02

45	67	78	54	22	38	58	64	73	89
84	70	78	62	56	59	42	47	86	90
64	63	72	77	43	85	75	71	70	83

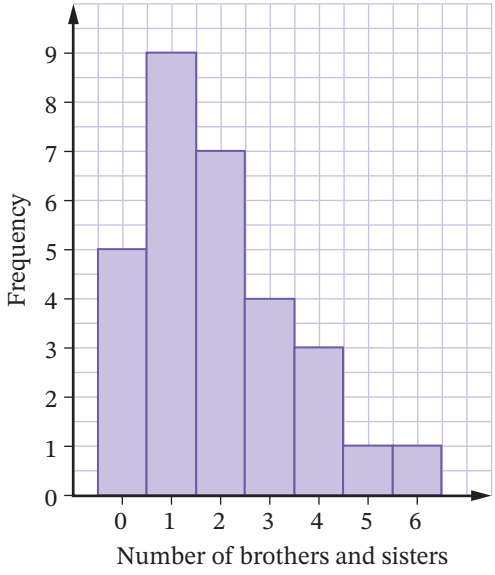
a Construct an ordered stem-and-leaf plot for the data.

b Find the mean, median, mode and range of the marks.

c Are there any outliers?

d Compare the mean and median. Which is more accurate? Give reasons.

4 A group of people were surveyed on the number of brothers and sisters they had. The results are displayed on the histogram. 9.02



a What is the range of this data?

b What is the mode?

c Find the mean, correct to 2 decimal places.

d What is the median?

e Which is the best measure of centre?

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9.02

5 24 patients were chosen at random from 2 medical centres. The waiting times (in minutes) for each patient are listed below.

Northbridge:	7	16	28	27	30	30	47	9	9	15	27	11
	38	35	42	53	23	22	45	32	37	37	18	16
Westvale:	44	13	7	9	25	26	37	35	8	18	18	15
	22	24	7	5	24	24	33	37	24	15	36	43

a Display the information in a back-to-back stem-and-leaf plot.

b Find the mean, median and range of both sets of data.

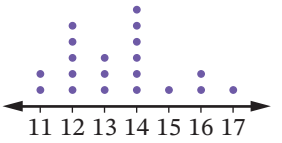
c Identify any outliers or clusters.

d Are there significant differences between the 2 sets of data? Explain your answer.

9.03

6 For each distribution, describe the shape and identify any outliers or clusters.

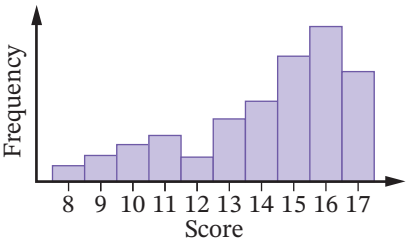
a



b

Stem	Leaf
8	7 8
9	1 3 4 4
10	0 2 7 8 8 9
11	1 2 2
12	0 7

c



9.04

7 The heights (in centimetres) of students in a Year 9 class are:

Girls:	160	153	155	156	142	163	162
	148	150	150	131	138	147	145
Boys:	150	165	164	178	170	171	164
	148	154	176	134	180	176	175

a Arrange the data in a back-to-back stem-and-leaf plot.

b Describe the shape of the display for:

i the girls **ii** the boys.

c Are there any outliers or clusters for either group?

d Find the mean (correct to 2 decimal places) and median for both groups.

e Which measure is the better indicator of the measure of centre?

f Which group is shorter?

g Which group has the greater spread of heights?

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9.05

8 Should a sample or a census be used to investigate each topic?

- **a** The most popular car colour
- **b** Whether energy-saving light globes really use less electricity
- **c** The number of retired people living on the Gold Coast, Queensland
- **d** People's views on which nation will win the soccer World Cup

9.05

9 Classify each type of data as categorical or numerical. If categorical, then classify it as nominal or ordinal. If numerical, then classify it as discrete or continuous.

- **a** The temperature in Alice Springs.
- **b** The number of views of a TikTok video.
- **c** Suburb or town of home.
- **d** The make of car passing through a motorway toll collection point.
- **e** The probability of rain today.

PATH

9.06

10 Explain why each of the following samples is biased.

- **a** A sample of online gamers were surveyed to investigate teenagers' views on road safety.
- **b** Customers in a café can give feedback about their meal by filling in a survey and posting it to the café.
- **c** At a factory, a sample of executives were surveyed about safety in the workplace.
- **d** A sample of audience members at a movie premiere were surveyed about their views on the film.
- **e** Classic Gold FM radio listeners were asked to vote for the best song of the year.

9.06

11 Explain what is wrong with each survey question and suggest an alternative.

- **a** Are you happy?
- **b** How did you enjoy your meal at our restaurant?
- **c** Australian soldiers have fought under our country's flag. Do you think that it should be changed?



10

MEASUREMENT AND SPACE

SURFACE AREA AND VOLUME

The Sydney Opera House was designed by Danish architect Jørn Utzon, with construction taking place between 1959 to 1973 at a cost of $102 million. Its shell design represents a ship under full sail, with each concrete shell being segments of a sphere of radius 75.2 metres. The shells are covered by 1 056 006 white and cream 120 mm square tiles. The Sydney Opera House stands on 1.3 hectares of land, is 183 metres long and 120 metres wide at its widest point.



Chapter outline

	Working mathematically				
10.01 Metric units	U	F		R	C
10.02 Precision and absolute error	U	F		R	C
10.03 Percentage error	U	F		R	C
10.04 Perimeters and areas of composite shapes	U	F	PS	R	
10.05 Areas of quadrilaterals	U	F	PS	R	
10.06 Circumferences and areas of circular shapes	U	F	PS	R	
10.07 Surface area of a prism	U	F	PS	R	
10.08 Surface area of a cylinder	U	F	PS	R	
10.09 Volumes of prisms and cylinders	U	F	PS	R	C
10.10 Volumes of pyramids and cones*	U	F	PS	R	C

***PATH**

Wordbank

absolute error The greatest possible error of a measurement, equal to half of the precision (smallest unit) on the measuring instrument's scale

capacity The amount of fluid (liquid or gas) in a container

cross-section A 'slice' of a solid, taken across the solid rather than along it

mega- (abbreviated M) A metric prefix meaning one million

micro- (abbreviated μ) A metric prefix meaning one-millionth

precision The smallest unit on the scale of a measuring instrument

prism A solid shape with identical cross-sections and ends with straight sides

sector A region of a circle cut off by 2 radii, shaped like a slice of pizza

surface area The total area of all the faces of a solid shape

Quiz
Wordbank 10

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (8):

10.03 Percentage error

10.06 Circumference of a circle • Area of a circle • Perimeter and area of a sector

10.07 Surface area of a prism • Surface area of prisms

10.08 Surface area of a cylinder

10.09 Volumes of prisms and cylinders

Twig videos (3):

10.02 Decimal places: Photofinish

10.06 Beating the U-boats

10.07 Cubist art

Quizzes (6):

- Wordbank 10
- SkillCheck 10
- Mental skills 10A
- Mental skills 10B
- Language of maths 10
- Test yourself 10

Skillsheets (3):

10.04 What is area?

10.07 Solid shapes

10.09 What is volume?

Worksheets (14):

10.02 Accuracy in measurement

10.05 Area ID

10.06 A page of circular shapes • Applications of area • Back-to-front problems • Area and perimeter investigations • Nets of solids

10.07 Surface area 1 • Nets of solids

10.08 Surface area 2 • A page of prisms and cylinders • Applications of area 3

10.09 A page of prisms and cylinders • Volume and capacity

10.10 Back-to-front problems (Advanced)

Mind map: Surface area and volume (Advanced)

Puzzles (4):

10.06 Carpet talk

10.08 Car song

10.09 Formula matching game

Language of maths Surface area and volume crossword (Advanced)

Technology (3):

10.07, 10.08 Surface area calculator

10.09 Measuring pyramids • Approximating the volume of a cone

Spreadsheets (1):

10.07, 10.08 Surface area calculator

Presentation (1):

10.07 Surface area

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- learn the metric prefixes for very small and very large units of measurement
- calculate the absolute error and percentage error of a measurement
- calculate the perimeters and areas of triangles, quadrilaterals, circles, sectors and composite shapes
- calculate the surface areas, volumes and capacities of right prisms and cylinders
- (PATH) calculate the volumes of pyramids and cones

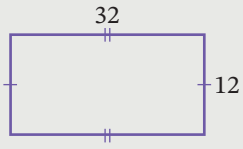
SkillCheck ANSWERS ON P. 640

Quiz
SkillCheck 10

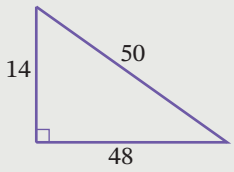
1 The measurements shown on the shapes below are in centimetres. For each shape, find (correct to one decimal place if necessary):

i its perimeter **ii** its area

a



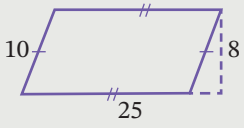
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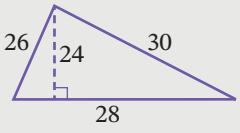
c



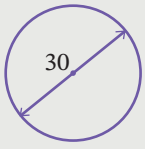
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e

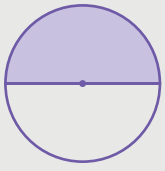


f

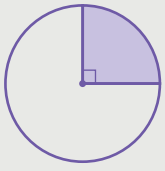


2 What fraction of each circle is shaded?

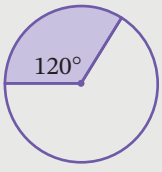
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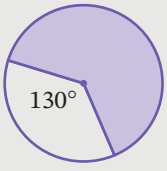
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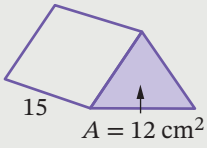


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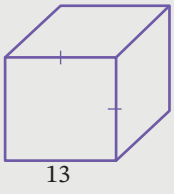


3 Calculate the volume of each prism (all units are in cm).

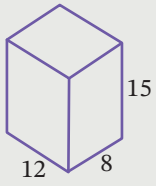
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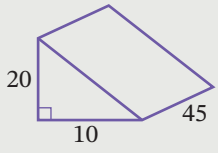
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c



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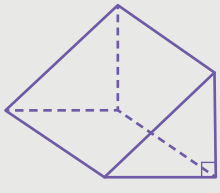
4 For each prism:

i count the number of faces

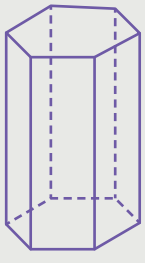
ii name the shapes of the different faces

iii name the prism.

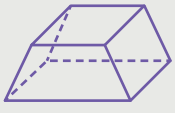
a



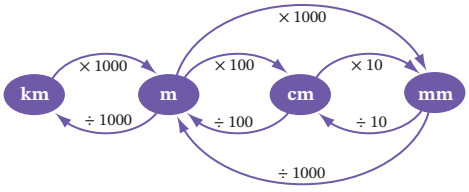
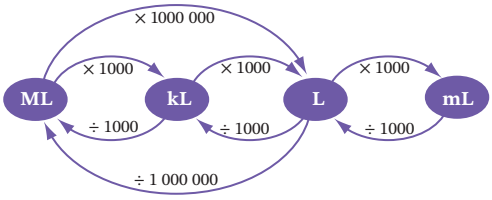
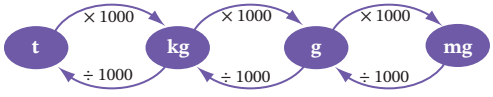
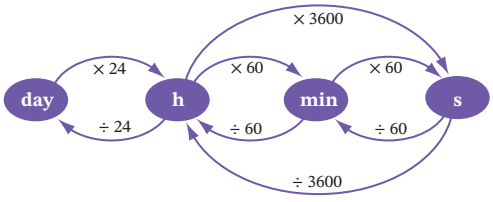
b



c



10.01 Metric units

Length	Capacity
1 cm = 10 mm 1 m = 100 cm = 1000 mm 1 km = 1000 m	1 L = 1000 mL 1 kL = 1000 L 1 ML = 1000 kL = 1000 000 L
	
Mass	**Time**
1 g = 1000 mg 1 kg = 1000 g 1 t = 1000 kg	1 min = 60 s 1 h = 60 min = 3600 s 1 day = 24 h
	

Other than for time, units of the metric system have prefixes based on powers of 10.

- **kilo-** means 1000 (thousand) or 10^3 — 1 kilogram = 1000 grams
- **mega-** means 1 000 000 (million) or 10^6 — 1 megalitre = 1 000 000 litres
- **centi-** means $\frac{1}{100}$ (hundredth) or 10^{-2} — 1 centimetre = $\frac{1}{100}$ metre
- **milli-** means $\frac{1}{1000}$ (thousandth) or 10^{-3} — 1 millilitre = $\frac{1}{1000}$ litre

Example 1

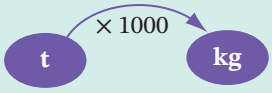
Convert:

a 5.8 t to kg **b** 16 km to cm **c** 23 700 mL to L **d** 1500 min to h

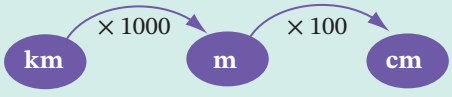
Solution

a $5.8\text{ t} = 5.8 \times 1000\text{ kg}$
$= 5800\text{ kg}$

To convert from large to small units, multiply (×).

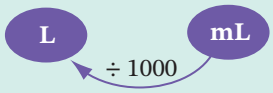


b $16\text{ km} = 16 \times 1000 \times 100\text{ cm}$
$= 1\,600\,000\text{ cm}$

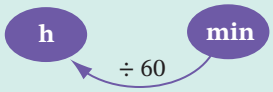


c $23\ 700\ \text{mL} = 23\ 700 \div 1000\ \text{L}$
$= 23.7\ \text{L}$

To convert from small to large units, divide (÷).



d $1500\ \text{min} = 1500 \div 60\ \text{h}$
$= 25\ \text{h}$



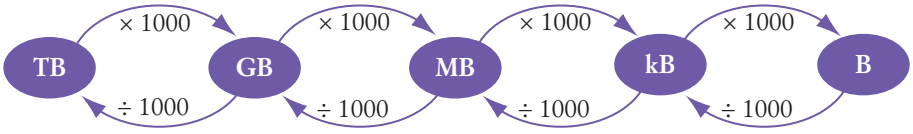
Metric prefixes

This table shows a more detailed list of metric prefixes.

Prefix (abbreviation)	Meaning	Example
pico (p)	10^{-12}	
nano (n)	$10^{-9} = \frac{1}{1000000000}$	nanosecond (ns) = billionth of a second
micro (μ)	$10^{-6} = \frac{1}{1000000}$	microgram (μg) = millionth of a gram
milli (m)	$10^{-3} = \frac{1}{1000}$	millibar (mbar) = thousandth of a bar (air pressure)
centi (c)	$10^{-2} = \frac{1}{100}$	centimetre (cm) = hundredth of a metre
deci (d)	$10^{-1} = \frac{1}{10}$	decibel (dB) = tenth of a bel (sound level)
deca (da)	$10^{1} = 10$	decametre (dam) = ten metres
hecto (h)	$10^{2} = 100$	hectopascal (hPa) = hundred pascals (air pressure)
kilo (k)	$10^{3} = 1000$	kilojoule (kJ) = thousand joules (energy)
mega (M)	$10^{6} = 1\ 000\ 000$	megahertz (MHz) = million hertz (frequency)
giga (G)	10^{9}	gigalitre (GL) = billion litres (water)
tera (T)	10^{12}	terawatt (TW) = trillion watts (power)

Metric prefixes are used in units of digital (computer) memory. A **byte**, abbreviated B, is the amount of memory used to store one character, such as @, g, #, 7 or ?.

Unit	Relationship	Size
kilobyte (kB)	1 kB = 1000 B	About half a page of text.
megabyte (MB)	1 MB = 1000 kB	A million bytes, about the size of a novel.
gigabyte (GB)	1 GB = 1000 MB	A billion bytes, about 500 photos or 7.5 hours of video.
terabyte (TB)	1 TB = 1000 GB	A trillion bytes, about the size of all of the books in a large library.



Some examples of digital memory sizes:

E-mail (without attachment): 75 kB
Photo: 2 MB
Music file: 4 MB
CD: 750 MB
Streaming a video: 790 MB per hour
DVD: 4.7 GB
Blu-ray disc: 25 GB
Online game: 40 to 300 MB per hour

Example 2

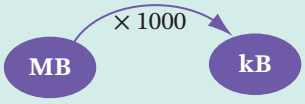
Convert:

a 3.2 MB to kB **b** 147 000 MB to GB **c** 2 TB to GB

Solution

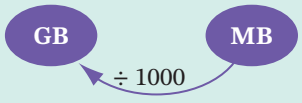
a 3.2 MB = 3.2 × 1000 kB
= 3200 kB

To convert from large to small units, multiply (×)

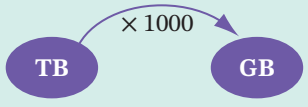


b 147 000 MB = 147 000 ÷ 1000 GB
= 147 GB

To convert from small to large units, divide (÷)



c 2.6 TB = 2.6 × 1000 GB
= 2600 GB



Very small and very large units

Some very small and very large units of length, distance and time also use metric prefixes.

Length and distance

- One **nanometre** (nm) $= \frac{1}{1\,000\,000\,000}$ m: your fingernails grown 1 nm every second, the diameter of a helium atom is 0.1 nm
- One **micrometre** (μm) $= \frac{1}{1\,000\,000}$ m: used to measure diameters of bacteria
- One **astronomical unit** (AU) = 149 597 871 km: the average distance between the Earth and the Sun, used to measure distances between planets in our solar system
- One **light year** (ly) $= 9.46 \times 10^{12}$ km: the distance light travels in a year, for measuring distances between stars
- One **parsec** (pc) $= 3.0857 \times 10^{13}$ km or 3.26 ly: for measuring distances between stars, the nearest star *Proxima Centauri* is 1.30 parsecs away

Time

- One **nanosecond** (ns) $= \frac{1}{1\,000\,000\,000}$ s: the time it takes electricity to travel along a 30 cm wire
- One **microsecond** (μs) $= \frac{1}{1\,000\,000}$ s
- One **millisecond** (ms) $= \frac{1}{1\,000}$ s: the duration of the flash on a camera
- One **decade** = 10 years
- One **century** = 100 years
- One **millennium** = 1000 years
- One **mega-annum** (Ma) = 1 000 000 years: used in geology and paleontology, the *Tyrannosaurus Rex* dinosaur lived 65 Ma ago
- One **giga-annum** (Ga) = 1 000 000 000 years: the Earth formed 4.57 Ga ago

Example 3

Convert:

a 0.73 s to μs

b 25 610 000 km to AU

c 4.57 Ma to years

d 1 920 000 nm to m

Solution

a $0.73 \text{ s} = 0.73 \times 1\,000\,000 \text{ μs}$
$= 730\,000 \text{ μs}$

b $25\,610\,000 \text{ km} = 25\,610\,000 \div 149\,597\,871 \text{ AU}$
$= 0.17119...$
$\approx 0.17 \text{ AU}$

c $4.57 \text{ Ma} = 4.57 \times 1\,000\,000 \text{ years}$
$= 4\,570\,000 \text{ years}$

d $1\,920\,000 \text{ nm} = 1\,920\,000 \div 1\,000\,000\,000 \text{ m}$
$= 1.92 \times 10^{-3} \text{ m}$
$= 0.001\,92 \text{ m}$

EXERCISE 10.01 ANSWERS ON P. 640

Metric units U F R C

1 What metric unit would you use for each measurement? R C

a Width of a computer screen
b Mass of an apple
c Distance between Newcastle and Forster
d Capacity of a car's fuel tank
e Amount of water in a swimming pool
f Time taken to fly overseas

EXAMPLE 1

2 Convert:

a 750 g to mg
b 36 kL to L
c 67 kg to g
d 1.5 L to mL
e 6.7 cm to mm
f 3.5 km to m
g 9.4 t to kg
h 3.75 g to mg
i 4.25 m to cm
j 0.2 kg to g
k 26.2 L to mL
l 0.3 km to m
m 3 kL to mL
n 4 days to min
o 15 hr to s
p 2.7 km to cm
q 5 kg to mg
r 0.7 m to mm
s 29.375 t to g
t 18.14 km to mm
u 3.27 g to mg

3 Select the most appropriate answer **A**, **B** or **C** for each measurement.

a height of a door
A 20 cm **B** 200 cm **C** 20 m

b capacity of a soft drink can
A 37.5 mL **B** 375 mL **C** 3.5 L

c time to run 100 metres
A 12.3 s **B** 34.3 s **C** 50.3 s

d height of Sydney Tower
A 30.5 m **B** 3050 m **C** 305 m

e mass of a family car
A 100 kg **B** 1000 kg **C** 10 000 kg

4 Convert:

a 8000 L to kL
b 90 mm to cm
c 180 s to min
d 240 min to h
e 375 mL to L
f 14 700 kg to t
g 8600 mg to g
h 750 cm to m
i 223 mm to cm
j 800 g to kg
k 125 L to kL
l 3.5 kg to t
m 17 000 000 mg to kg
n 7200 min to days
o 45 000 000 g to t
p 144 000 s to h
q 86 400 s to days
r 2500 cm to km
s 75 000 mL to kL
t 34 700 mm to m
u 628 L to ML

5 The capacity of Sydney Harbour is approximately a quarter of Warragamba Dam's capacity. If the capacity of Warragamba dam is 2013 GL, what is the capacity of Sydney Harbour in litres?

6 Convert: R C

EXAMPLE 2

a	4.8 MB to kB	**b**	2.1 TB to GB	**c**	8.5 GB to MB
d	10.8 MB to B	**e**	2910 B to kB	**f**	740 MB to GB
g	1050 kB to MB	**h**	5900 GB to TB	**i**	0.94 kB to MB
j	57 GB to MB	**k**	0.43 GB to kB	**l**	21 TB to GB

7 Ritu made a video call lasting $1\frac{1}{4}$ hours. If it used 3MB/min, how much data did the call take?

8 Calculate the number of MP3 files of average size 5 MB that can be stored on a 64 GB MP3 player. R

9 Convert, correct to 2 significant figures: R C

EXAMPLE 3

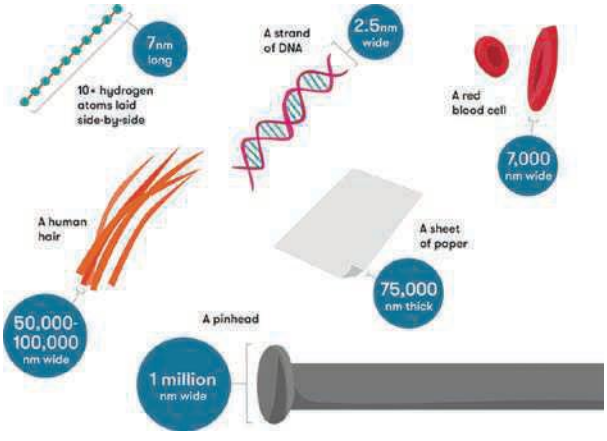
a	3.5 AU to km	**b**	6000 ms to s	**c**	7.5 centuries to years
d	12 000 000 nm to m	**e**	0.64 Gm to m	**f**	2.1 ly to km
g	0.07 s to ms	**h**	0.25 Ma to years	**i**	4 800 000 μs to s
j	5 290 000 km to Mm	**k**	0.2 pc to km	**l**	6 mm to μm
m	0.94 Ma to millennia	**n**	849 years to centuries	**o**	8×10^{14} km to ly
p	0.000 008 cm to nm	**q**	20 ly to pc	**r**	156 millennia to Ma

Did you know?

Nanotechnology

One nanometre is equal to one billionth of a metre. This length is so small that it is used to measure cells and bacteria. Nanotechnology is the study of extremely small matter of size 1 to 100 nanometres, also known as the nanoscale. At this scale, matter can possess unusual physical, chemical and biological properties, different to single atom and molecule properties, as nanostructured matter is stronger or contains different magnetic properties in comparison to other forms or sizes of similar material. Such materials can be more chemically reactive, reflect light better or change colour, as their size or form changes.

To understand the comparative size of a nanometre, some examples include:



Reproduced from Nanoscience: thinking big, working small' by Professor Chennupati Jagadish FAA ATSE and Dr Amanda Barnard, Australian Academy of Science, https://www.science.org.au/curious/nanoscience

Sunscreen, clothing, furniture and computers all incorporate nanotechnology. Research how this is done and find other objects that exist using nanotechnology.

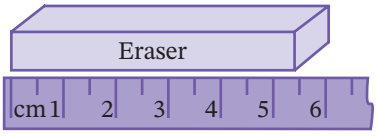
Foundation Standard Complex

10.02 Precision and absolute error

Worksheet
Accuracy in measurement

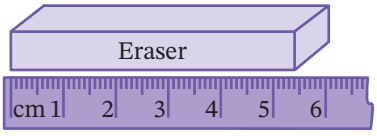
Video
Decimal places: Photofinish

All measurements are only approximations.
No measurement is ever **exact**.



For example, we might measure this eraser to be **5.5 cm** long, because the scale on the ruler measures to the nearest 0.5 cm.

If we used a ruler with a more precise scale, such as 0.1 cm markings, then we may find the length to be **5.4 cm**.

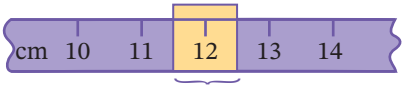


If we used an instrument such as a micrometer that measured to the nearest 0.01 cm, we may find that the length is **5.41 cm**.

Notice that we can always find a more accurate measurement using a more precise measuring instrument. So all measurements are approximations.

A measuring instrument such as a ruler has **limits of accuracy** due to its level of **precision**. 'Accuracy' means how close a measured value is to the true value, while 'precision' means how fine the scale is on the measuring instrument. In measurement, 'error' refers to the difference between a measured value and the true value.

For example, this ruler is marked in centimetres, so any length measured with it can only be given to the nearest centimetre. This ruler has a **precision** of 1 cm.



Any measurement in the shaded region should be recorded as 12 cm. The measured length is 12 cm, but the actual length is 12 ± 0.5 cm, meaning '12 centimetres, give or take 0.5 centimetres' or '11.5 to 12.5 cm'.

The **absolute error** of this ruler is **0.5 cm**, which represents the greatest possible error the actual measurement can differ from the recorded measurement (12 cm), the furthest your measurement could be wrong.

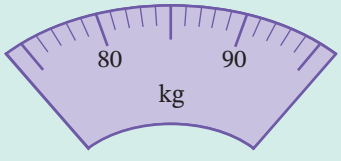
Absolute error of a measurement

The **absolute error** of a measuring instrument is 0.5 (half) of the precision of the measuring instrument's scale.

Example 4

Find the absolute error of each measuring scale.

a



b



Solution

a The precision (size of one unit) of the scale is 1 kg.
The absolute error is $0.5 \times 1 \text{ kg} = 0.5 \text{ kg}$

b The precision of the scale is 5 mL.
The absolute error is $0.5 \times 5 \text{ mL} = 2.5 \text{ mL}$.

9780170479585

EXERCISE 10.02 ANSWERS ON P. 641

Precision and absolute error U F R C

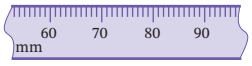
EXAMPLE 4

10.02

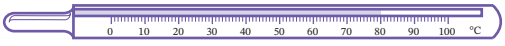
1 For each measuring instrument, state: R C

i its precision **ii** its absolute error

a



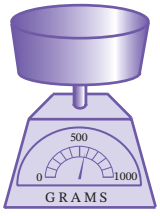
b



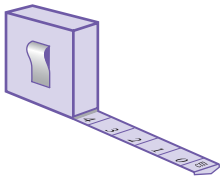
c



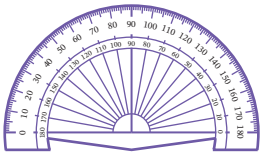
d



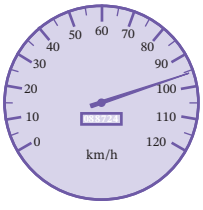
e



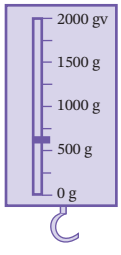
f



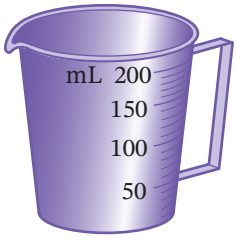
g



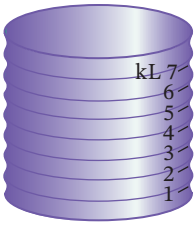
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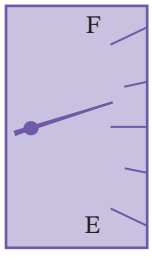
i



j



k



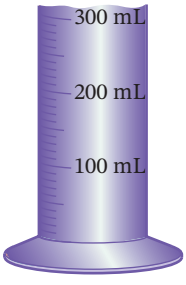
2 What is the absolute error of this measuring cylinder?
Select the correct answer **A**, **B**, **C** or **D**.

A 0.5 mL

B 10 mL

C 20 mL

D 5 mL



3 Measuring with a ruler, Gemma correctly gives a measurement as 26.5 to 27.5 cm. R C

a What is the precision of the ruler?

b What is the absolute error of this measurement?

c Using a ruler marked in millimetres, Emily gives the same measurement as 26.8 cm. What is the absolute error of this measurement?

d What is the range within which this measurement must lie?

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10.03 Percentage error

All measurements are approximate. Whether we are using a ruler to measure distance, weighing scales for recipe ingredients or using a thermometer to measure temperature, there is some error in every measurement we make. An absolute error of 1 metre may not be much when measuring the length of a bridge, but it is huge when measuring the length of a bathroom. To understand how big the errors are when something is measured and be able to compare errors in measurement, we can calculate **percentage error**, the absolute error as a percentage of the measurement.

Percentage error of a measurement

$$\text{Percentage error} = \frac{\text{absolute error}}{\text{measurement}} \times 100\%$$

The smaller the percentage error, the more accurate the measurement, the closer it is to the actual value.

Example 5

Sydney Tower is 309 metres tall.

Find the percentage error of this measurement, correct to 2 decimal places.



Shutterstock.com/trabantos

Solution

$\text{Absolute error} = 0.5 \times 1 \text{ m}$
$= 0.5 \text{ m}$

$\text{Percentage error} = \frac{0.5}{309} \times 100$
$= 0.1618123 \ldots$
$\approx 0.16\ \%$

EXERCISE 10.03 ANSWERS ON P. 641

Percentage error U F R C

EXAMPLE 5

1 Copy and complete this table. R C

	Measurement	Precision	Absolute error
a	60 cm		
b	42 seconds		
c	10.5 mL		
d	150 cm (to the nearest cm)		
e	150 cm (to the nearest 10 cm)		

Foundation Standard Complex

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2 Find the absolute error of each measurement.

a 150 mL

b 3640 mm

c 5.2 g

d 200 g (to the nearest g)

e 200 g (to the nearest 10 g)

f 200 g (to the nearest 100 g)

3 Dinika's car weighs 1200 kg, to the nearest 100 kg. Calculate the absolute error of this measurement and then its percentage error, correct to 2 decimal places.

EXAMPLE 5

10.03

4 The Sydney Harbour Bridge spans 503 metres.

a Find the absolute error of this measurement.

b Hence calculate the percentage error correct to 3 decimal places.

5 **a** Q1 Tower on the Gold Coast in Queensland is 322.5 metres high. Calculate its percentage error, correct to 3 decimal places.

b Which measurement is more accurate, the length of the Sydney Harbour Bridge from Question 4, or the height of the Q1 Tower from part **a**? R C



Shutterstock.com/GiselleA

6 The longest non-stop passenger flight was from Perth to London in 2022, a distance of 14 498 km. Calculate the percentage error of this measurement, correct to 5 decimal places.

7 The size of an Olympic swimming pool is 50 metres in length. Given it is measured to the nearest metre, what is the percentage error?

8 **a** A standard cricket pitch, between the stumps, is 20.12 metres long. Determine the percentage error of this measurement, correct to 3 decimal places.

b Which measurement is more accurate, the length of the pool from Question **7**, or the length of the cricket pitch from part **a**? R C

9 Jenny was filling her car with petrol and told Claire that she had put 44 L of petrol in. Claire looked at the fuel pump and replied that 44.0 L of fuel had been added. Explain which measurement is more accurate. R C

10 The side length of a cube was measured. Find the percentage error of each measurement.

a 4 cm

b 4.0 cm

10.04 Perimeters and areas of composite shapes

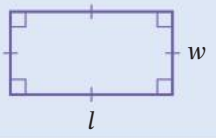
Skillsheet
What is area?

The **perimeter** of a shape is the distance around the shape, the sum of the lengths of the sides of the shape.

The **area** of a shape is the amount of surface covered by the shape, measured in **square units**.

Areas of rectangles and triangles

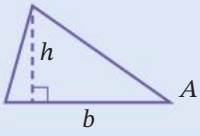
Rectangle



$A = \text{length} \times \text{width}$

$A = lw$

Triangle



$A = \frac{1}{2} \times \text{base} \times \text{perpendicular height}$

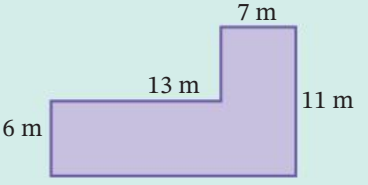
$A = \frac{1}{2}bh$

Example 6

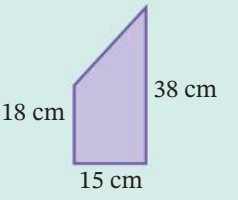
For each composite shape, find:

i its perimeter **ii** its area.

a

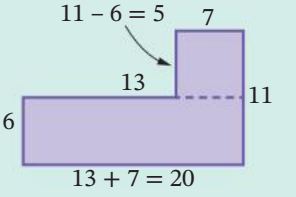


b



Solution

a i Find any unknown lengths on the shape.



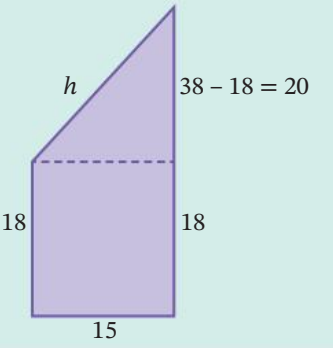
Perimeter $= 6 + 13 + 5 + 7 + 11 + 20$

$= 62$ m

ii Area $= (7 \times 5) + (20 \times 6)$ Sum of areas of 2 rectangles

$= 155$ m^2

b i Divide the shape into a rectangle and a triangle, and find the unknown length, h, using Pythagoras' theorem.



$h^2 = 15^2 + 20^2$

$= 625$

$h = \sqrt{625}$

$= 25$ cm

Perimeter $= 18 + 25 + 38 + 15$

$= 96$ cm

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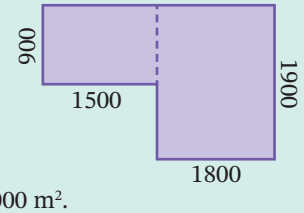
ii $\text{Area} = \left(\frac{1}{2} \times 15 \times 20\right) + (15 \times 18)$ Area of triangle + Area of rectangle

$= 420 \text{ cm}^2$

Example 7

This is the plan of a farm up for sale.

All measurements are in metres.



a Find the area of the farm.

b Express the area in square kilometres.

c Find the area of the property in **hectares**, where 1 ha = 10 000 m².

Solution

a $\text{Area} = 900 \times 1500 + 1900 \times 1800$

$= 4\,770\,000 \text{ m}^2$

b Since 1 km = 1000 m, $1 \text{ km}^2 = 1000^2 \text{ m}^2 = 1\,000\,000 \text{ m}^2$

$\therefore \text{Area} = 4\,770\,000 \div 1\,000\,000$

$= 4.77 \text{ km}^2$

c 1 ha = 10 000 m²

$\therefore \text{Area} = 4\,770\,000 \div 10\,000$

$= 477 \text{ ha}$

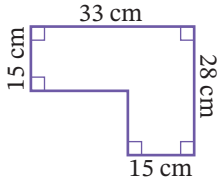
EXERCISE 10.04 ANSWERS ON P. 641

Perimeters and areas of composite shapes U F PS R

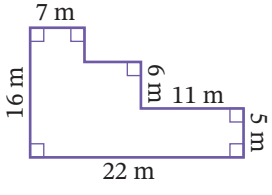
1 For each composite shape, find: PS R

i its perimeter **ii** its area.

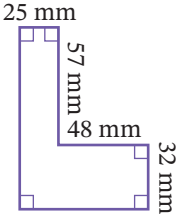
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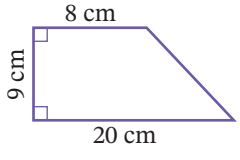
b



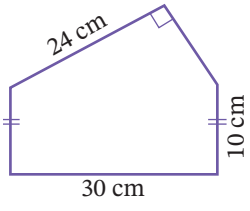
c



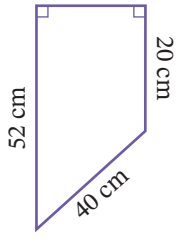
d



e



f



EXAMPLE 6

Foundation Standard Complex

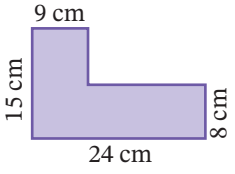
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2 The length of a rectangular block of land is 112 m and its perimeter is 334 m.
How wide is the block? Select the answer **A**, **B**, **C** or **D**. R

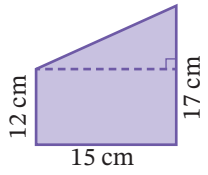
A 222 m **B** 110 m **C** 55 m **D** 224 m

3 Find the area of each composite shape. PS R

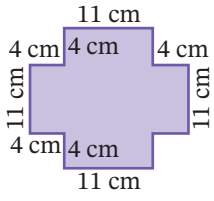
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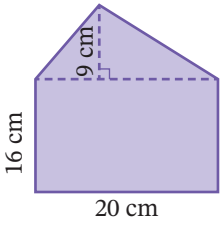
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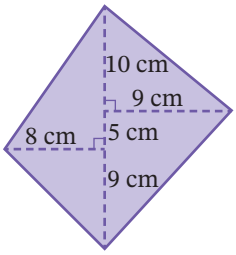
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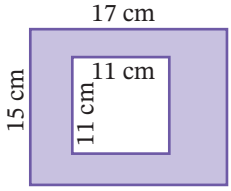
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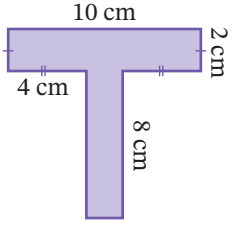
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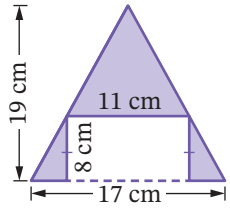
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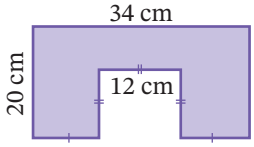
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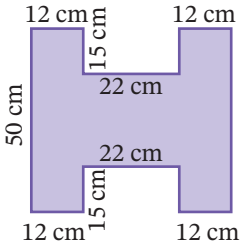
h



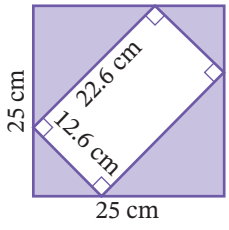
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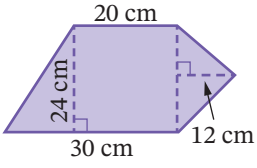
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k



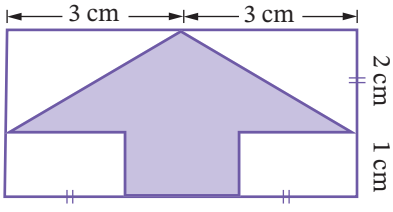
l



4 What is the area of the shaded arrow?
Select the correct answer **A**, **B**, **C** or **D**.

A 14 cm^2 **B** 8 cm^2

C 9 cm^2 **D** 12 cm^2

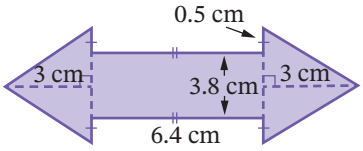


Foundation Standard Complex

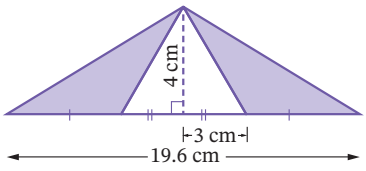
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5 Find each shaded area. PS R

a



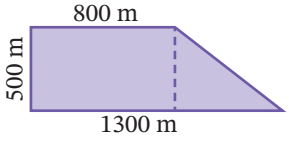
b



6 **a** Find the area of the large block of land shown in the diagram (in m^2).

b Express the area of the land in:

i km^2 **ii** hectares



7 The area of a large rectangular property is 8.6 ha. Calculate the width if its length is 400 m. Select the correct answer **A**, **B**, **C** or **D**.

A 21.5 m **B** 215 m **C** 2150 m **D** 0.0215 km

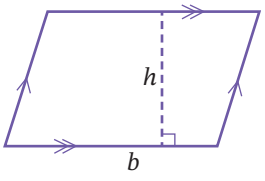
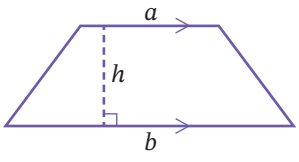
EXAMPLE 7

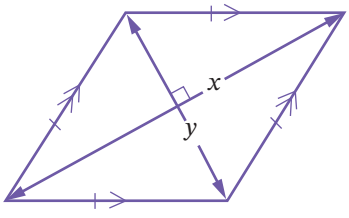
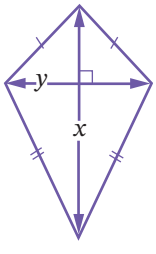
10.05

Areas of quadrilaterals 10.05

Areas of special quadrilaterals

Worksheet
Area ID

Parallelogram	Trapezium
	
Area = base × perpendicular height $A = bh$	Area = $\frac{1}{2}$ × (sum of parallel sides) × perpendicular height $A = \frac{1}{2}(a + b)h$

Rhombus	Kite
	

Area = $\frac{1}{2}$ × (product of diagonals)

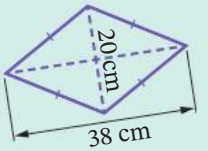
$A = \frac{1}{2}xy$

Foundation Standard Complex

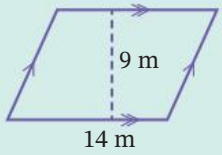
Example 8

Find the area of each quadrilateral.

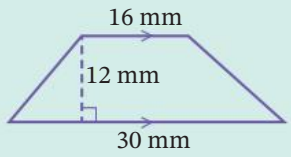
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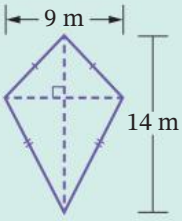
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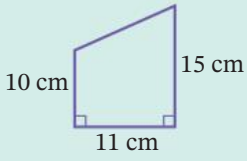
c



d



e



Solution

a Area of rhombus $= \frac{1}{2} \times 38 \times 20$ $\qquad A = \frac{1}{2}xy$

$= 380 \text{ cm}^2$

b Area of parallelogram $= 14 \times 9$ $\qquad A = bh$

$= 126 \text{ m}^2$

c Area of trapezium $= \frac{1}{2} \times (16 + 30) \times 12$ $\qquad A = \frac{1}{2}(a + b)h$

$= 276 \text{ mm}^2$

d Area of kite $= \frac{1}{2} \times 9 \times 14$ $\qquad A = \frac{1}{2}xy$

$= 63 \text{ m}^2$

e Area of trapezium $= \frac{1}{2} \times (10 + 15) \times 11$ $\qquad A = \frac{1}{2}(a + b)h$

$= 137.5 \text{ cm}^2$

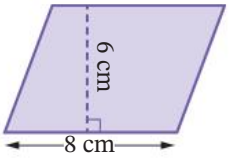
EXERCISE 10.05 ANSWERS ON P. 641

Areas of quadrilaterals U F PS R

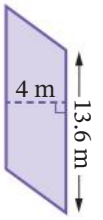
EXAMPLE 8

1 Find the shaded area of each shape.

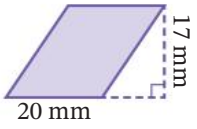
a



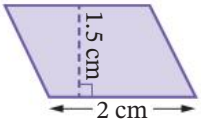
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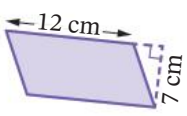
c



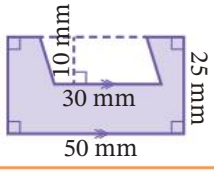
d



e



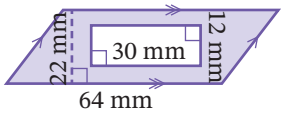
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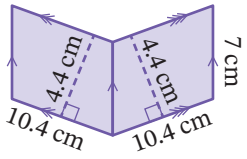
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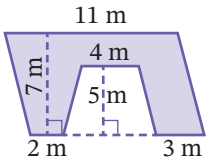
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h

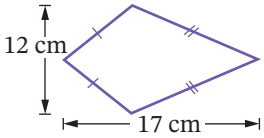


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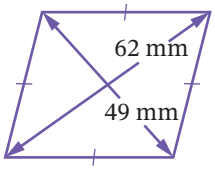


2 Find the area of each shape.

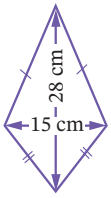
a



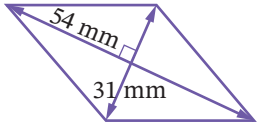
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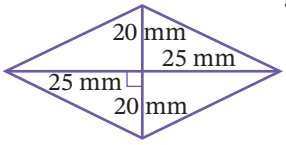
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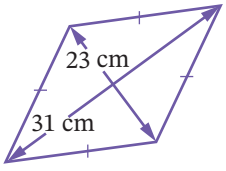
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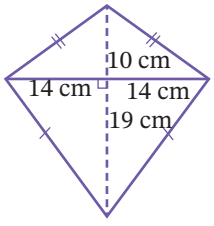
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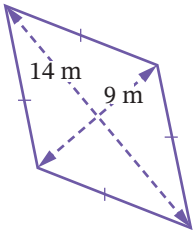
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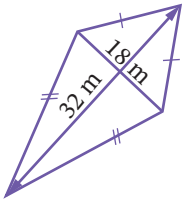
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h

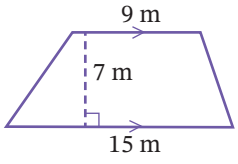


i

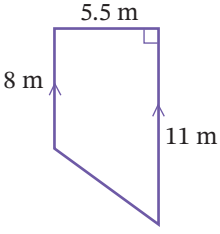


3 Find the area of each shape.

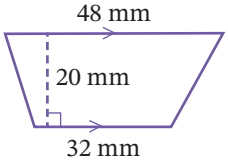
a



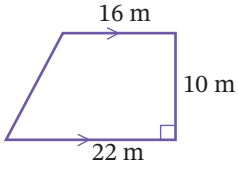
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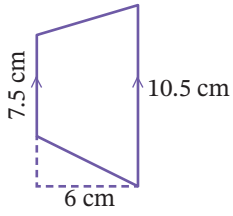
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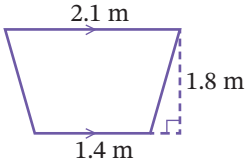
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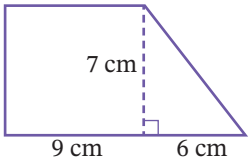
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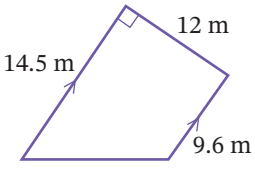
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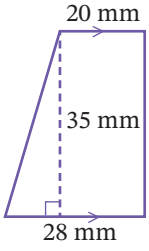
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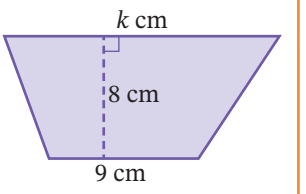


i



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4 The area of the trapezium is 96 cm². What is the length of the missing side? Select the correct answer **A**, **B**, **C** or **D**.

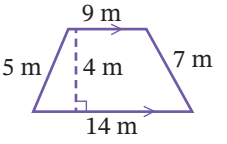


A 10 cm **B** 15 cm

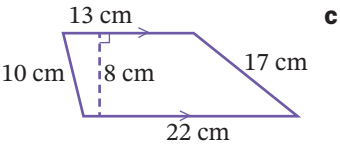
C 17 cm **D** 12 cm

5 Find the area of each shape.

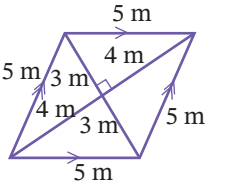
a



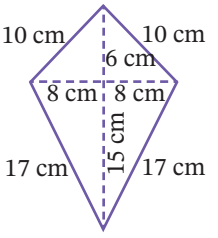
b



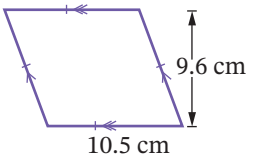
c



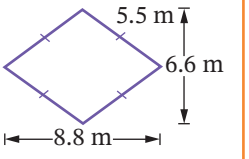
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e

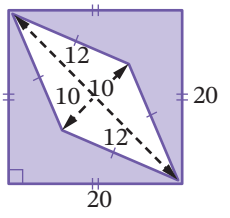


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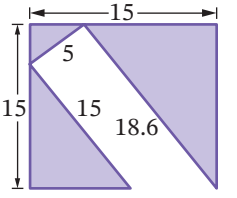


6 Calculate each shaded area (all measurements are in metres). PS R

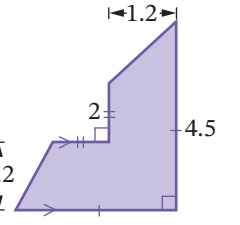
a



b



c



Quiz
Mental skills 10A

Mental skills 10A: Maths without calculators ANSWERS ON P. 641

Finding 10%, 20% and 5%

To find 10% or $\frac{1}{10}$ of a number, simply divide the number by 10 by moving the decimal point one place to the left.

1 Study each example.

a $10\% \times 150 = 15\,0. = 15$

b $10\% \times \$1256.80 = \$125\,6.\,8 = \$125.68$

c $10\% \times 4917 = 491\,7. = 491.7$

d $10\% \times \$48.55 = \$4\,8.\,55 = \$4.885$

2 Now find 10% of each amount.

a	190	**b**	$75	**c**	875	**d**	$202
e	$37.60	**f**	400	**g**	$9.25	**h**	896
i	$2700	**j**	$3.80	**k**	$1527.60	**l**	$72.50
m	3154	**n**	$10.70	**o**	426	**p**	$24 317.60

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20% is 10% doubled, so to find 20% of a number, first find 10% then double it.

3 Study each example.

a
$20\% \times 700$
$10\% \times 700 = 70$
$\therefore 20\% \times 700 = 70 \times 2$
$= 140$

b
$20\% \times \$876$
$10\% \times \$876 = \$87.60$
$\therefore 20\% \times \$876 = \$87.60 \times 2$
$= \$175.20$

c
$20\% \times 325$
$10\% \times 325 = 32.5$
$\therefore 20\% \times 325 = 32.5 \times 2$
$= 65$

d
$20\% \times \$38.50$
$10\% \times \$38.50 = \$3.85$
$\therefore 20\% \times \$38.50 = \$3.85 \times 2$
$= \$7.70$

4 Now find 20% of each amount.

a	50	**b**	620	**c**	\$2450	**d**	\$8.60
e	72	**f**	\$12 700	**g**	390	**h**	\$5.80
i	\$45	**j**	\$84	**k**	\$4600	**l**	320

5% is half of 10%, so to find 5% of a number, first find 10% then divide it by 2.

5 Study each example.

a
$5\% \times 180$
$10\% \times 180 = 18$
$\therefore 5\% \times 180 = 18 \div 2$
$= 9$

b
$5\% \times \$76$
$10\% \times \$76 = \$7.60$
$\therefore 5\% \times \$76 = \$7.60 \div 2$
$= \$3.80$

c
$5\% \times 120$
$10\% \times 120 = 12$
$\therefore 5\% \times 120 = 12 \div 2$
$= 6$

d
$5\% \times \$142.20$
$10\% \times \$142.20 = \$14.22$
$\therefore 5\% \times \$142.20 = \$14.22 \div 2$
$= \$7.11$

6 Now find 5% of each amount.

a	2000	**b**	\$12	**c**	50	**d**	\$27
e	\$36.80	**f**	\$84	**g**	800	**h**	130
i	\$9.60	**j**	\$138	**k**	\$72	**l**	840

10.06 Circumferences and areas of circular shapes

The **circumference** of a circle is found by multiplying its **diameter** by **pi** (π).
The **area** is found by multiplying π by the **radius squared.**

Worksheets
A page of circular shapes
Applications of area
Back-to-front problems
Area and perimeter investigations

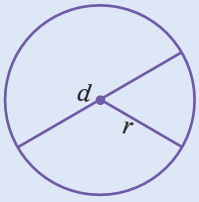
Puzzle
Carpet talk

Circumference of a circle

The **circumference** (**perimeter**) **of a circle** is:

$C = \pi \times \text{diameter}$ or $C = 2 \times \pi \times \text{radius}$

$C = \pi d$ or $C = 2\pi r$



Area of a circle

The **area of a circle** is:

$$A = \pi \times (\text{radius})^2$$

$$A = \pi r^2$$

$\pi = 3.141\ 592\ 653\ 897\ 93...$ and can be found by pressing the π key on your calculator. It has no exact decimal or fraction value, so like a surd such as $\sqrt{2}$, it is an **irrational number**.

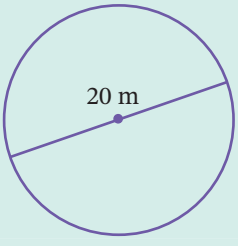
Videos
Circumference of a circle
Area of a circle
Beating the U-boats

Example 9

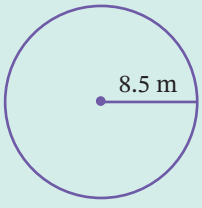
For each circle, calculate correct to 2 decimal places:

i its circumference **ii** its area.

a



b



Solution

a i $C = \pi \times 20$ $C = \pi d$
$= 62.8318...$
≈ 62.83 m

ii $A = \pi \times 10^2$ $A = \pi r^2$
$= 314.1592...$
≈ 314.16 m^2

b i $C = 2 \times \pi \times 8.5$ $C = 2\pi r$
$= 53.4070...$
≈ 53.41 m

ii $A = \pi \times 8.5^2$ $A = \pi r^2$
$= 226.9800...$
≈ 226.98 m^2

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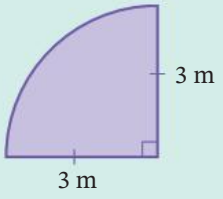
Example 10

For each sector, calculate correct to one decimal place:

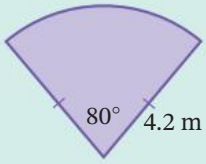
A **sector** is a fraction of a circle 'cut' along 2 radii, like a pizza slice.

i its perimeter **ii** its area.

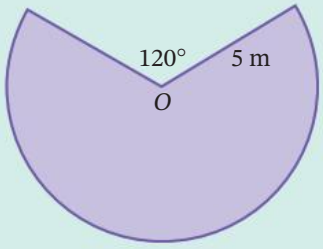
a



b



c



Video
Perimeter and area of a sector

10.06

Solution

a i This sector is a **quadrant**, a quarter of a circle. $\frac{1}{4} \times$ circumference + radius + radius

$$\text{Perimeter} = \frac{1}{4} \times 2 \times \pi \times 3 + 3 + 3$$
$$= 10.71238...$$
$$= 10.7 \text{ m}$$

ii $\text{Area} = \frac{1}{4} \times \pi \times 3^2$ $\frac{1}{4} \times$ area of circle

$$= 7.06858...$$
$$= 7.1 \text{ m}^2$$

b i $\text{Perimeter} = \frac{80}{360} \times 2 \times \pi \times 4.2 + 4.2 + 4.2$ $\frac{80}{360} \times$ circumference + radius + radius

$$= 14.26430...$$
$$= 14.3 \text{ m}$$

There are 360° in a circle, but a sector is a fraction of a circle.

ii $\text{Area} = \frac{80}{360} \times \pi \times 4.2^2$ $\frac{80}{360} \times$ area of circle

$$= 12.31504...$$
$$= 12.3 \text{ m}^2$$

c i $\text{Sector angle} = 360° - 120°$

$$= 240°$$
$$\text{Perimeter} = \frac{240}{360} \times 2 \times \pi \times 5 + 5 + 5$$
$$= 30.94395...$$
$$= 30.9 \text{ m}$$

ii $\text{Area of sector} = \frac{240}{360} \times \pi \times 5^2$

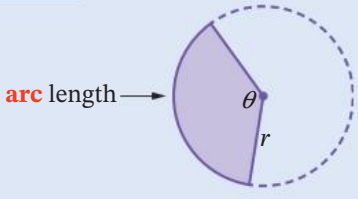
$$= 52.35987...$$
$$= 52.4 \text{ m}^2$$

Arc length, perimeter and area of a sector

For a sector with angle θ:

- Arc length $= \frac{\theta}{360} \times 2\pi r$
- Perimeter of the sector $= \frac{\theta}{360} \times 2\pi r + r + r$

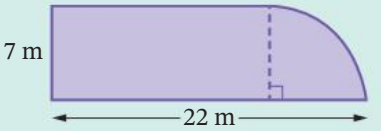
  (arc length + radius + radius)
- Area of the sector $= \frac{\theta}{360} \times \pi r^2$



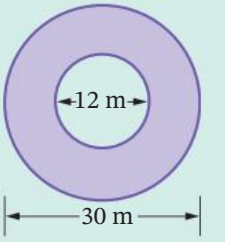
Example 11

Find, correct to one decimal place, the area of each shape.

a



b



Solution

a The shape is made up of a rectangle and a quadrant.

Radius of quadrant $= 7$ m

Length of rectangle $= 22 - 7$

$= 15$ m

Area of shape = area of rectangle + quadrant

$= 15 \times 7 + \frac{1}{4} \times \pi \times 7^2$

$= 143.4845...$

≈ 143.5 m^2

b This ring shape is called an **annulus**, it is the area enclosed by 2 circles with the same centre.

Radius of large circle $= \frac{1}{2} \times 30$ m

$= 15$ m

Radius of small circle $= \frac{1}{2} \times 12$ m

$= 6$ m

Shaded area = large circle – small circle

$= \pi \times 15^2 - \pi \times 6^2$

$= 593.7610...$

≈ 593.8 m^2

EXERCISE 10.06 ANSWERS ON P. 642

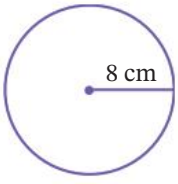
Circumferences and areas of circular shapes U F PS R

EXAMPLE 9

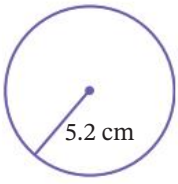
1 For each circle, calculate correct to 2 decimal places:

i its circumference **ii** its area.

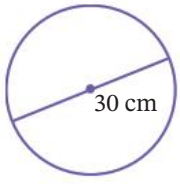
a



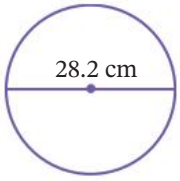
b



c



d

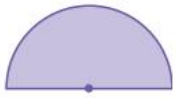


EXAMPLE 10

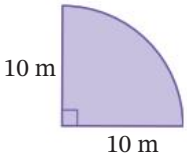
2 For each sector, calculate correct to one decimal place:

i its perimeter **ii** its area.

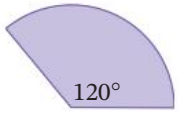
a



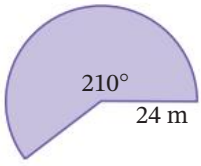
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c



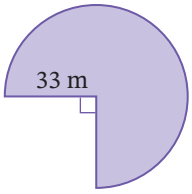
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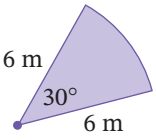
Foundation Standard Complex

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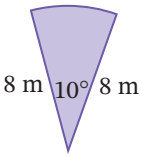
e



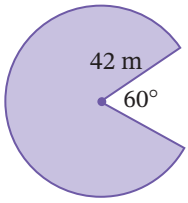
f



g

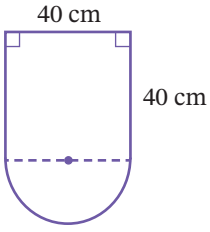


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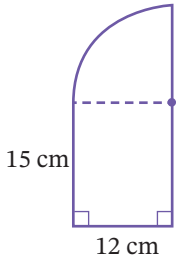


3 Calculate the perimeter of each shape, correct to 2 decimal places.

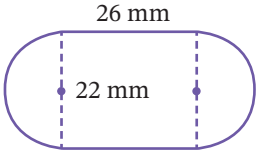
a



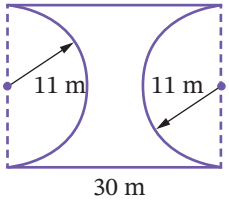
b



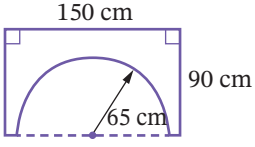
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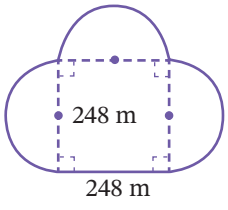
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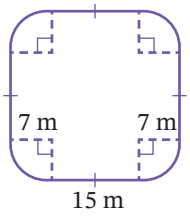
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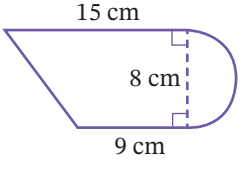
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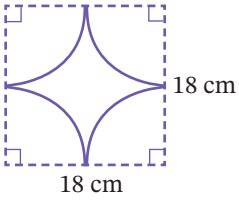
g



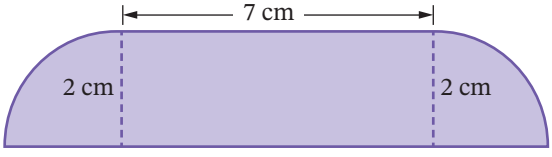
h



i



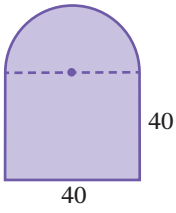
4 Calculate the area of the shape. Select the correct answer **A**, **B**, **C** or **D**.



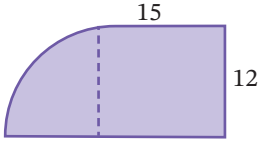
A 26.57 cm^2 **B** 20.28 cm^2 **C** 24.28 cm^2 **D** 28.28 cm^2

5 Calculate the area of each shape, correct to the nearest square metre.
All measurements are in metres.

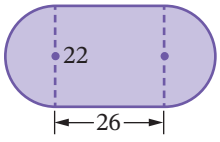
a



b



c

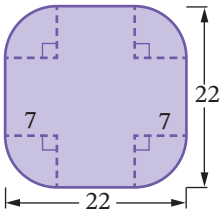


10.06

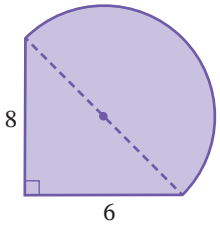
EXAMPLE 11

Foundation Standard Complex

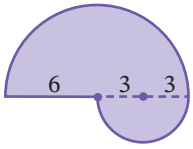
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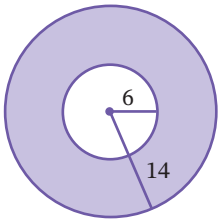
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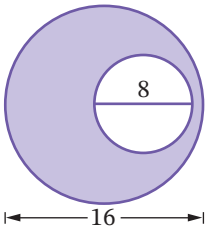
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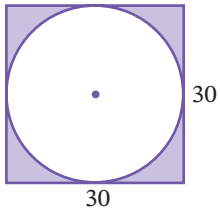
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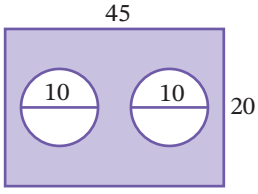
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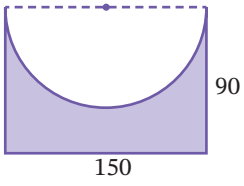
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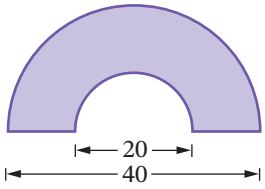
j



k



l



6 A circular playing field has a radius of 80 m. A rectangular cricket pitch measuring 25 m by 2 m is placed in the middle. The field, excluding the pitch, is to be fertilised. PS R

a Calculate, to the nearest square metre, the area to be fertilised.

b How much will this cost if the fertiliser is $19.95 per 100 square metres? Give your answer to the nearest dollar.

7 The diameter of the Earth is 12 756 km.

a Find the circumference of the Earth to the nearest kilometre.

b The International Space Station orbits the Earth at an average height of 400 km above the Earth's surface. Find the distance it travels in one orbit of the Earth.



Shutterstock.com/Dima Zel

8 A circular plate of diameter 2 m has 250 holes of diameter 10 cm drilled in it. What is the remaining area of the plate? Answer to the nearest 0.1 m^2.

9 A circular pond of diameter 10 m is surrounded by a path one metre wide. PS R

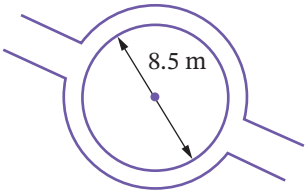
a Calculate the area of the path, correct to 2 decimal places.

b If pavers are $165 per square metre laid, what is the cost of the path?

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10 A circular patch of grass has a diameter of 8.5 m. How much further does Arya walk if she walks around the border instead of directly across it? Give your answer correct to the nearest 0.1 m. PS R



11 A new tractor tyre has a diameter of 120 cm, while a worn tyre has a diameter of 115 cm.

a Calculate the difference in circumference between a new and a worn tyre, correct to 3 decimal places.

b Over 1000 revolutions, how much further (to the nearest metre) will a new tyre travel compared to a worn tyre?



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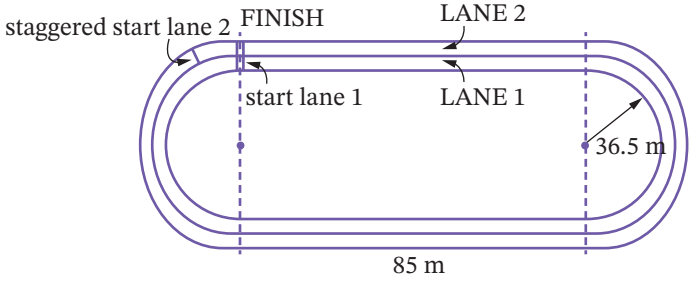
12 A square courtyard measuring 5 m by 5 m has a semi-circular area added to each side. PS R

a Calculate the area of the semi-circular additions, correct to the nearest square metre.

b By what percentage has the area of the courtyard increased?

(This can be calculated as $\frac{\text{increase in area}}{\text{original area}} \times 100\%$)

13 The measurements of a running track are shown below. Each lane is 1 m wide and the athletes run along the insides of the lanes. PS R



a Izabella runs one lap in lane 1. What distance does she cover, correct to one decimal place?

b Noah runs one lap in lane 2. What distance does he cover, correct to one decimal place?

c By how much should the start line be staggered in lane 2 (from lane 1) so that Izabella and Noah run the same distance in one lap?

14 The wheels of a bicycle have a diameter of 66 cm.

a How far (correct to 2 decimal places) will the bicycle move after one rotation of the wheel?

b How many rotations of the wheel are needed to cover a distance of 5 km?

10.06

Foundation Standard Complex

10.07 Surface area of a prism

The **surface area** of a solid is the total area of all the faces of the solid. To calculate the surface area of a solid, find the area of each face and add the areas together.

Worksheets
Surface area 1
Nets of solids

SkillSheet
Solid shapes

Presentation
Surface area

Technology
Surface area calculator

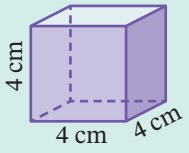
Spreadsheet
Surface area calculator

Video
Cubist art

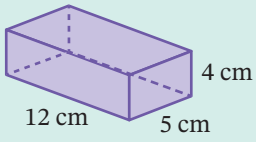
Example 12

Calculate the surface area of each prism.

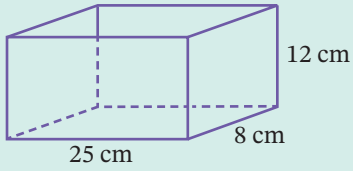
a cube



b rectangular prism



c open rectangular prism



Solution

a A cube has 6 identical faces in the shape of a square. $6 \times$ area of a square

$$\text{Surface area} = 6 \times 4^2$$
$$= 96 \text{ cm}^2$$

b A rectangular prism has 6 faces that are not all the same. However, opposite faces, such as the top and bottom, are the same.

$$\text{Surface area} = 2 \text{ top and bottom faces} + 2 \text{ end faces} + 2 \text{ side faces}$$
$$= (2 \times 5 \times 12) + (2 \times 5 \times 4) + (2 \times 12 \times 4)$$
$$= 256 \text{ cm}^2$$

For the surface area of an open solid, we only count the *external* surfaces, not the internal ones (so that we don't count each surface twice).

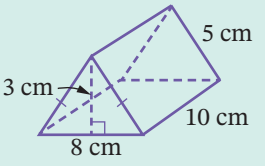
c The open rectangular prism has no top so it has 5 faces that are not all the same.

$$\text{Surface area} = \text{Bottom face} + 2 \text{ front and back faces} + 2 \text{ side faces}$$
$$= (25 \times 8) + (2 \times 25 \times 12) + (2 \times 8 \times 12)$$
$$= 992 \text{ cm}^2$$

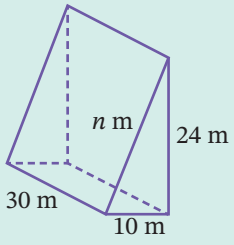
Example 13

Calculate the surface area of each triangular prism.

a



b

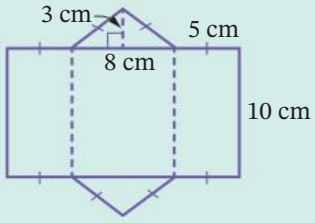


Videos
Surface area of a prism
Surface area of prisms

9780170479585

Solution

a This triangular prism has 5 faces: 2 identical triangles (front and back), 2 identical rectangles (sides) and another rectangle (bottom). Drawing the net of the prism may help you see this.



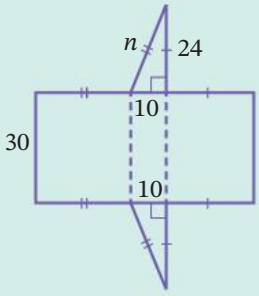
$$\text{Surface area} = (2 \times \tfrac{1}{2} \times 8 \times 3) + (2 \times 10 \times 5) + (8 \times 10)$$
$$= 204 \text{ cm}^2$$

Front and back faces + side faces + bottom face

b This triangular prism has 5 faces: 2 identical triangles (front and back), 3 different rectangles.

To calculate the area of the left face, we need to know the value of n, which can be found using Pythagoras' theorem.

$$n^2 = 10^2 + 24^2$$
$$= 676$$
$$n = \sqrt{676}$$
$$= 26$$

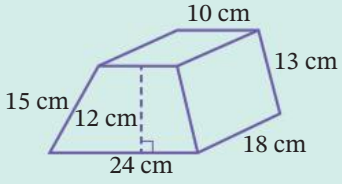


$$\text{Surface area} = (2 \times \tfrac{1}{2} \times 10 \times 24) + (30 \times 26) + (30 \times 10) + (30 \times 24)$$
$$= 2040 \text{ m}^2$$

Front and back + left + bottom + right

Example 14

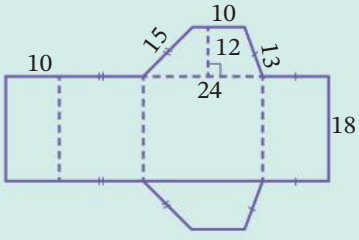
Calculate the surface area of this trapezoidal prism.



Solution

This trapezoidal prism has 6 faces: 2 identical trapeziums (front and back), 4 different rectangles.

$$\text{Area of each trapezium} = \tfrac{1}{2} \times (10 + 24) \times 12$$
$$= 204 \text{ cm}^2$$



$$\text{Surface area} = (2 \times 204) + (18 \times 10) + (18 \times 15) + (18 \times 24) + (18 \times 13)$$
$$= 1524 \text{ cm}^2$$

2 trapeziums + 4 rectangles

10.07

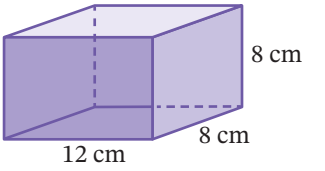
Video
Surface area of a prism

EXERCISE 10.07 ANSWERS ON P. 642

Surface area of a prism U F PS R

EXAMPLE 12

1 What is the surface area of this rectangular prism?
Select the correct answer **A**, **B**, **C** or **D**.



A 320 cm^2 **B** 352 cm^2

C 512 cm^2 **D** 768 cm^2

2 Draw a net of each solid.

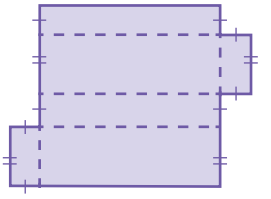
a cube **b** rectangular prism **c** triangular prism **d** cylinder

3 Match each net of a solid to the name of the solid.

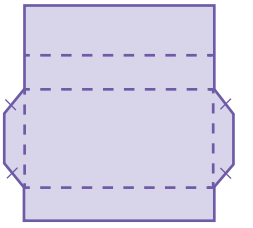
triangular prism cube rectangular prism

square pyramid cylinder trapezoidal prism

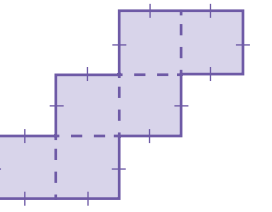
a



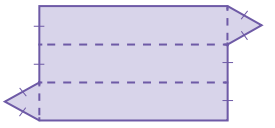
b



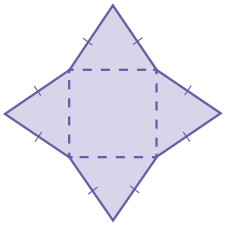
c



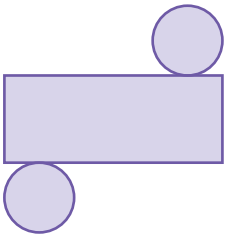
d



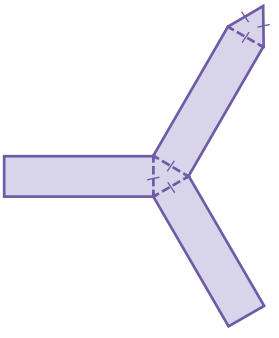
e



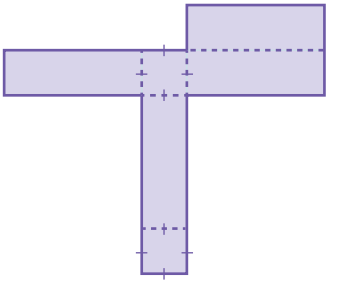
f



g



h



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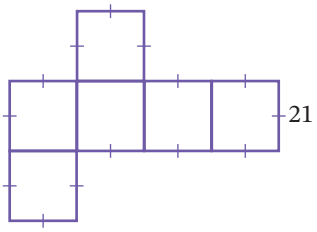
9780170479585

EXAMPLE 13

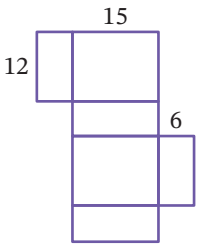
10.07

4 Name the prism that each net represents, then calculate the surface area of the prism. All lengths are in metres.

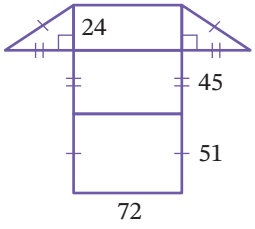
a



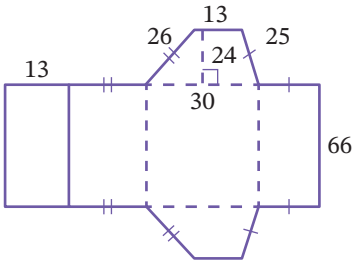
b



c

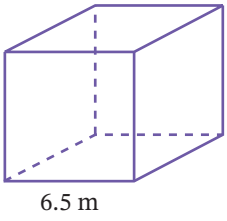


d

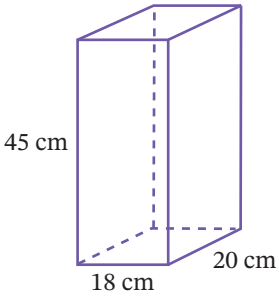


5 Calculate the surface area of each prism. PS R

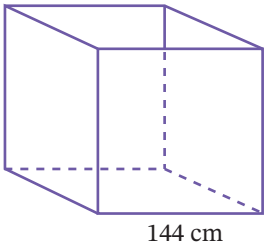
a cube



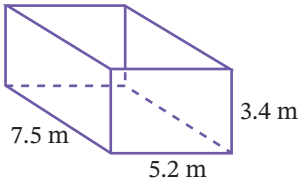
b rectangular prism



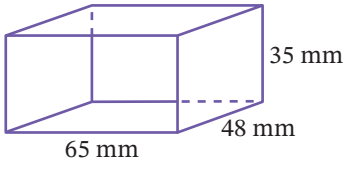
c open cube (no top)



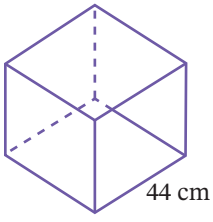
d open rectangular prism



e rectangular prism, open front and back



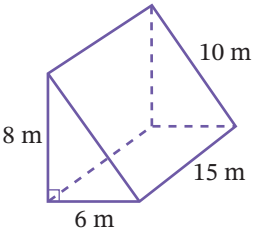
f cube, open one end



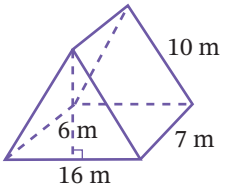
Foundation Standard Complex

6 Find the surface area of each triangular prism. PS R

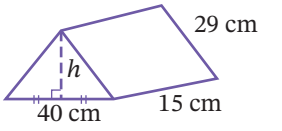
a



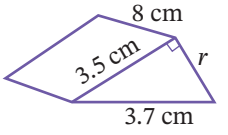
b



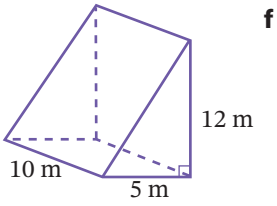
c



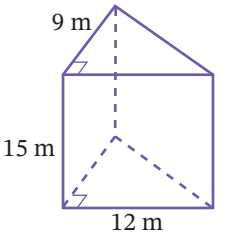
d



e



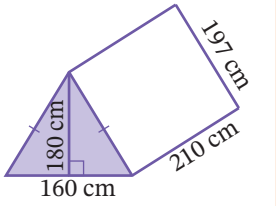
f



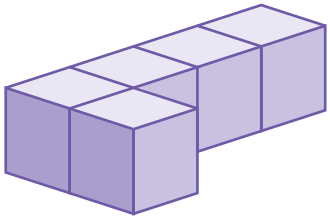
7 Yasmin made this tent. PS R

a Find the surface area of the tent, including the floor.

b Yasmin bought material at $12 per square metre.
How much did it cost her for the material to make the tent?



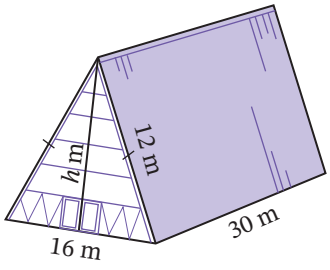
8 5 cubes of side length 1 cm are joined to make this solid. What is the surface area of the solid? Select the correct answer **A**, **B**, **C** or **D**.



A 17 cm^2 **B** 18 cm^2

C 5 cm^2 **D** 22 cm^2

9 An art gallery has a width of 16 metres, a length of 30 metres and a slant height of 12 metres, as shown in the diagram. PS R



a Find the perpendicular height, h, of the building, correct to one decimal place.

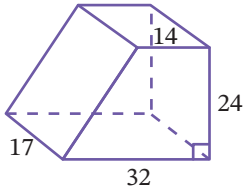
b Find the area of the front wall.

c Find the surface area of the art gallery, without the floor.

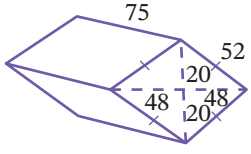
EXAMPLE 14

10 Calculate the surface area of each prism. Measurements are in centimetres. PS R

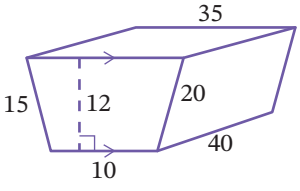
a



b



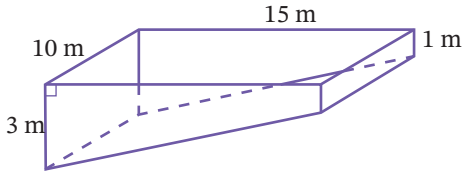
c



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11 This swimming pool is 15 m long and 10 m wide. The depth of the water ranges from 1 m to 3 m. PS R



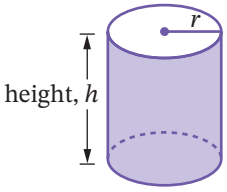
Calculate, correct to 2 decimal places:

a the area of the floor of the pool

b the total surface area of the pool.

Investigation

Surface area of a cylinder



Collect 5 different cylindrical cans with paper labels.

1 Copy this table with rows for Cans 1 to 5 and complete it as you perform the following measurements and calculations.

		Circular ends				Curved surface			Surface area
	Height	Diameter	Radius	Area	Circumference	Length	Width	Area	
Can 1									
Can 2									

2 Measure the height and diameter of the first can.

3 Calculate the radius, area and circumference of one circular end, correct to 2 decimal places.

4 Cut the label off the first can and lay it out flat. What shape is this curved surface?

5 Measure the length, width and area of the curved surface (label).

6 Calculate the surface area of the can by adding the areas of the 2 circular ends and the area of the label.

7 Why is the height of each can and the width of its label the same?

8 Why is the circumference of each circular end and the length of the label the same?

9 Repeat Steps **2** to **6** for the other 4 cans.

10.08 Surface area of a cylinder

Worksheets
Surface area 2
A page of prisms and cylinders
Applications of area 3

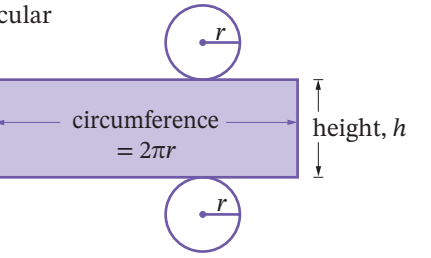
Puzzle
Car song

Technology
Surface area calculator

Spreadsheet
Surface area calculator

Video
Surface area of a cylinder

A closed **cylinder** has 3 faces made up of 2 circles (the circular ends) and a rectangle (the curved surface). The length of the rectangle is the circumference of the circular end, while the width of the rectangle is the height of the cylinder.



Surface area of a cylinder = area of 2 circles
+ area of rectangle

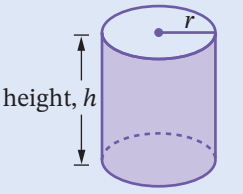
$$SA = 2 \times \pi r^2 + 2\pi r \times h$$
$$= 2\pi r^2 + 2\pi rh$$

Surface area of a closed cylinder

$SA = 2\pi r^2 + 2\pi rh$

where r = radius of circular base

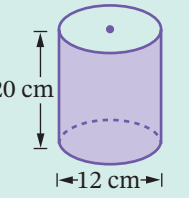
h = perpendicular height



The area of the 2 circular ends = $2\pi r^2$ and the area of the curved surface = $2\pi rh$.

Example 15

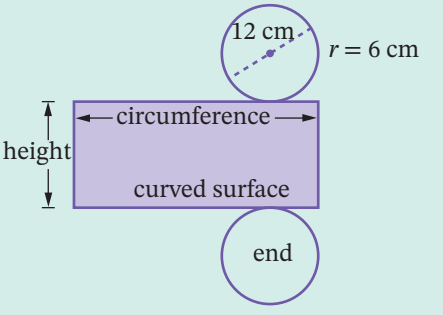
Find, correct to one decimal place, the surface area of a cylinder with diameter 12 cm and height 20 cm.



Solution

Radius = $\frac{1}{2} \times 12$ cm $\frac{1}{2}$ of diameter
= 6 cm

Surface area = area of 2 ends + area of the curved surface

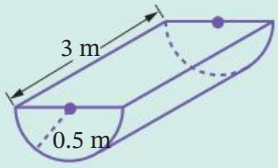


$$SA = 2\pi r^2 + 2\pi rh$$
$$= 2 \times \pi \times 6^2 + 2 \times \pi \times 6 \times 20$$
$$= 980.1769...$$
$$\approx 980.2 \text{ cm}^2$$

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Example 16

Find, correct to 2 decimal places, the surface area of this open half-cylinder with radius 0.5 m and height 3 m.

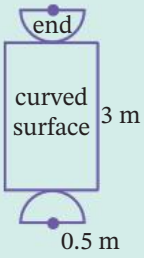


Note: For the surface area of an open solid, we only count the external surfaces, not the internal ones (so that we don't count each surface twice).

Solution

Surface area = 2 semicircle ends + $\frac{1}{2}$ × curved surface

$$SA = 2 \times (\tfrac{1}{2} \times \pi \times 0.5^2) + \tfrac{1}{2} \times (2 \times \pi \times 0.5 \times 3)$$
$$= 5.49778...$$
$$\approx 5.50\,\text{cm}^2$$



10.08

EXERCISE 10.08 ANSWERS ON P. 642

Surface area of a cylinder U F PS R

1 Calculate, correct to 2 decimal places, the surface area of a cylinder with: EXAMPLE 15

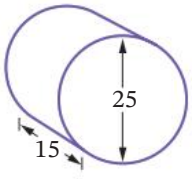
a radius 7 m, height 10 m
b diameter 28 cm, height 15 cm
c diameter 6.2 m, height 7.5 m
d radius 0.8 m, height 2.35 m

2 Find, correct to one decimal place, the curved surface area of a cylinder with:

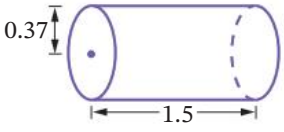
a diameter 9 cm, height 32 cm
b radius 85 mm, height 16 mm

3 Calculate, correct to one decimal place, the surface area of each solid. All lengths shown are in metres. PS R EXAMPLE 16

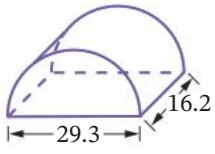
a closed cylinder



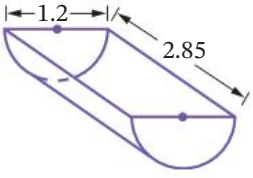
b cylinder with one open end



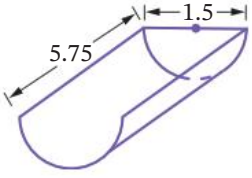
c closed half-cylinder



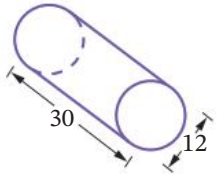
d half-cylinder with open top



e half-cylinder with open top, one end open

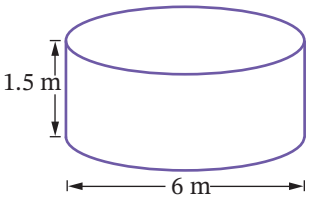


f cylinder open at both ends



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4 A swimming pool is in the shape of a cylinder 1.5 m deep and 6 m in diameter. The inside of the pool is to be repainted, including the floor. Find: PS

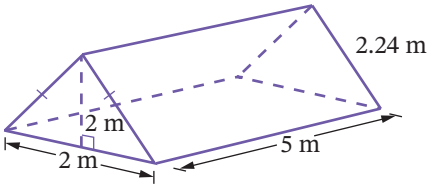


a the area to be repainted, correct to one decimal place

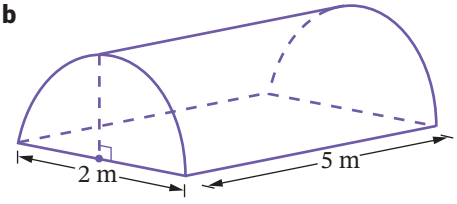
y the number of whole litres of paint needed if coverage is 9 m^2 per litre.

5 Which tent has the greater surface area?

a

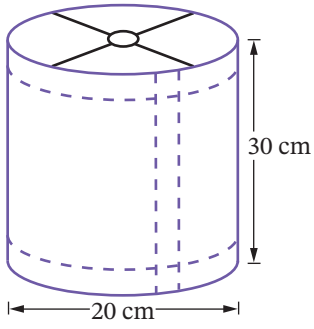


b



(*Note*: the floor is included for both tents)

6 This lampshade is to be covered. Find the area of material needed, correct to one decimal place, if 10% extra is allowed for seams and overlaps. Note: The lampshade is a cylinder open at both ends. PS



10.09 Volumes of prisms and cylinders

Worksheets
A page of prisms and cylinders
Volume and capacity

Skillsheet
What is volume?

Puzzle
Formula matching game

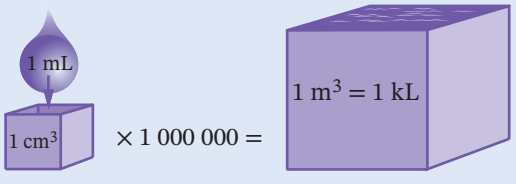
The **volume** of a solid is the amount of space it takes up. Volume is measured in **cubic units**, for example, cubic metres (m^3) or cubic centimetres (cm^3).

The **capacity** of a container is the amount of fluid (liquid or gas) it holds, measured in millilitres (mL), litres (L), kilolitres (kL) and megalitres (ML).

Volume and capacity

1 cm^3 contains 1 mL

1 m^3 contains 1000 L or 1 kL



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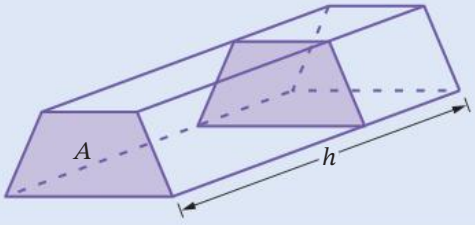
9780170479585

Volume of a prism

$V = Ah$

where A = area of base

h = perpendicular height



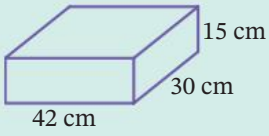
10.09

Video
Volumes of prisms and cylinders

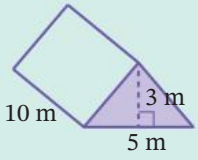
Example 17

Find the volume of each prism.

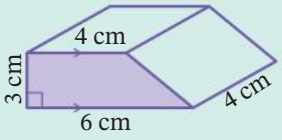
a



b



c



Solution

a $V = 42 \times 30 \times 15$
$= 18\,900 \text{ cm}^3$

For a rectangular prism, volume = length × width × height ($V = lwh$)

b $A = \frac{1}{2} \times 5 \times 3$
$= 7.5$

Area of a triangle.

$V = 7.5 \times 10$
$= 75 \text{ m}^3$

$V = Ah$, where height $h = 10$

c $A = \frac{1}{2} \times (4 + 6) \times 3$
$= 15 \text{ cm}^2$

Area of a trapezium

$V = 15 \times 4$
$= 60 \text{ cm}^3$

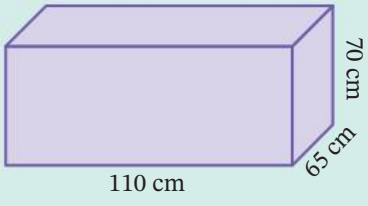
$V = Ah$, where height $h = 4$

Example 18

A storage box in the shape of a rectangular prism is 110 cm long, 65 cm wide and 70 cm high.

a Find the volume of the box in cm^3.

b What is the volume in m^3?



Solution

a $V = 110 \times 65 \times 70$
$= 500\,500 \text{ cm}^3$

b $1 \text{ m} = 100 \text{ cm}$, so $1 \text{ m}^3 = 100^3 \text{ cm}^3 = 1\,000\,000 \text{ cm}^3$

$\therefore V = 500\,500 \div 1\,000\,000$
$= 0.5005 \text{ m}^3$

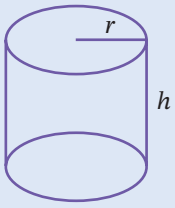
Alternatively, you could convert 110 cm, 65 cm and 70 cm to metres, then multiply them together for the volume.

Volume of a cylinder

$V = \pi r^2 h$

where r = radius of circular base

h = perpendicular height



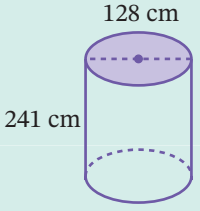
Example 19

Video
Volumes of prisms and cylinders

For this cylinder, calculate:

a its volume, correct to the nearest cm^3

b its capacity in kL, correct to 1 decimal place.



Solution

a Radius $= \frac{1}{2} \times 128$ cm $\quad \frac{1}{2}$ of diameter

$= 64$ cm

$V = \pi \times 64^2 \times 241 \quad V = \pi r^2 h$

$= 3\,101\,179.206...$

$\approx 3\,101\,179\ cm^3$

b Capacity $= 3\,101\,179$ mL $\quad 1\ cm^3 = 1$ mL

$= (3\,101\,179 \div 1000 \div 1000)$ kL

$= 3.101\,179$ kL

≈ 3.1 kL



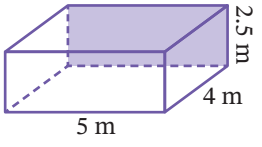
EXERCISE 10.09 ANSWERS ON P. 642

Volumes of prisms and cylinders U F PS R C

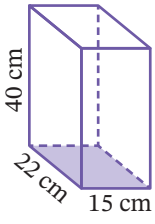
EXAMPLE 17

1 Find the volume of each rectangular prism using the formula $V = lwh$.

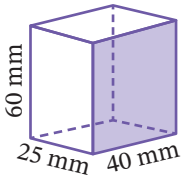
a



b



c



EXAMPLE 18

2 The volume of a cube is 125 000 cm^3. Convert this to m^3.
Select the correct answer **A**, **B**, **C** or **D**.

A 1250 m^3 **B** 12.5 m^3 **C** 1.25 m^3 **D** 0.125 m^3

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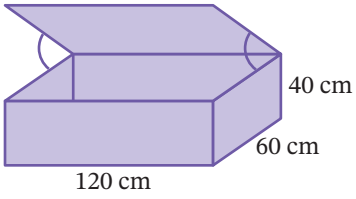
9780170479585

3 Find the volume of this toolbox in cubic metres by: PS R C

a calculating the volume in cm^3, then converting to m^3

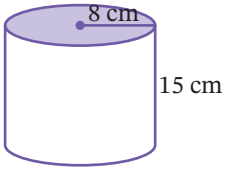
b converting each length to metres first, then calculating the volume.

Which method is easier?

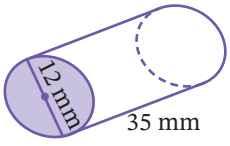


4 Find, correct to nearest whole unit, the volume of each cylinder.

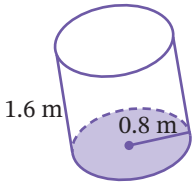
a



b

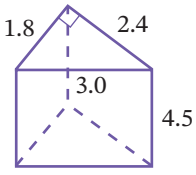


c

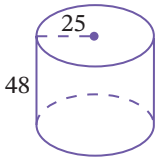


5 Calculate, correct to one decimal place, the volume of each solid. All lengths are in metres.

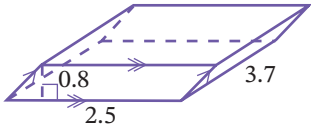
a



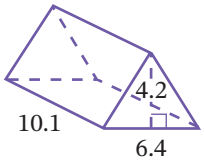
b



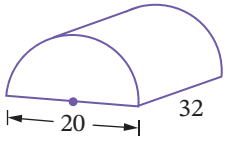
c



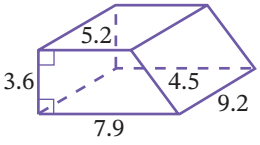
d



e



f

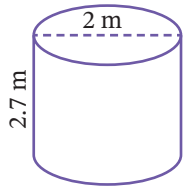


6 What is the capacity of this cylinder in litres?

Select the closest answer **A**, **B**, **C** or **D**.

A 33 900 L **B** 8482 L

C 6280 L **D** 16 964 L



7 A triangular prism has base length 15 cm, height 8 cm and volume 630 cm^3. What is its length? R

8 A fish tank that is 55 cm long, 24 cm wide and 22 cm high is filled to 4 cm below the top. Calculate the amount of water in the tank in litres.

9 A wedding cake with 3 tiers rests on a table. Each tier is 6 cm high. The layers have radii of 20 cm, 15 cm and 10 cm respectively. Find the total volume of the cake, correct to the nearest cm^3.



Shutterstock.com/John Wollwerth

EXAMPLE 19

10.09

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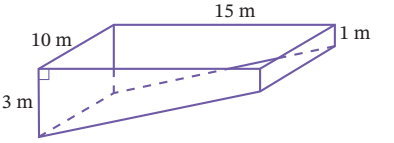
10 Calculate the volume of the skip bin, correct to the nearest m^3.



Shutterstock.com/ Stephen Rees

11 This swimming pool is 15 m long and 10 m wide. The depth of the water ranges from 1 m to 3 m.

Calculate the capacity of this pool in kilolitres.



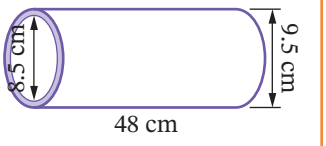
12 Robyn and Anthony are planning to make a raised vegetable garden. If the dimensions of the garden bed are 7.5 m × 9 m × 60 cm, calculate how much soil they will need to buy. Select the correct answer **A**, **B**, **C** or **D**.

A 405 m^3 **B** 40.5 m^3

C 4050 cm^3 **D** 4050 m^3

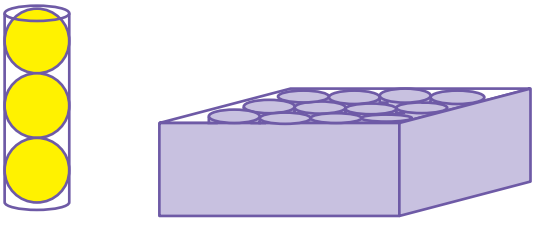

Shutterstock.com/ Alison Hancock

13 This metal pipe has an inner diameter of 8.5 cm and an outer diameter of 9.5 cm. Calculate, correct to 2 decimal places, the volume of metal needed to make the pipe. PS R



14 A cube has a volume of 2150 mm^3. What is its side length, correct to the nearest millimetre? R

15 The official diameter of a tennis ball is defined as 6.54 cm to 6.86 cm. PS R C



a Find the average diameter of a tennis ball.

b The tennis balls are packed in cylinders as shown. Using the larger diameter, calculate the radius and height of one cylinder.

c **i** To find the volume of the cylinder, its radius and height are rounded *up* to one decimal place. Explain why, and write the radius and height rounded up.

ii Hence, calculate the volume of a cylinder, correct to one decimal place.

d For packaging, 12 cylinders are put in a cardboard box, as shown above.

i What are the dimensions of the box?

ii Calculate the volume of the box.

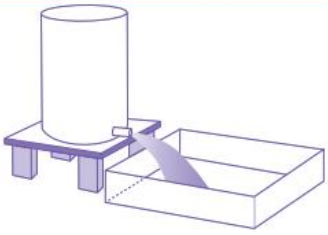
e Calculate the volume of the box not taken up by the cylinders.

f What percentage (correct to one decimal place) of the box is not taken up by the cylinders?

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16 A cylindrical water tank of diameter 2 metres and depth 3 metres is full of water. The water flows out of the base of the cylinder into a rectangular prism that is 8 metres long and 4 metres wide. Calculate correct to the nearest centimetre the height of the water in the rectangular prism after all the water has left the cylinder. PS R



10.09

Investigation

Volume vs surface area

You will need: At least 20 centicubes

1 Copy the following table.

Length	Width	Height	Volume	Surface area
			8	
			8	
			⋮	

2 Build as many rectangular prisms as you can with a volume of 8 cubes, but with different dimensions. *Note*: $1 \times 1 \times 8$ is the same as $1 \times 8 \times 1$ and $8 \times 1 \times 1$.

3 Record your dimensions in the table and calculate the surface area of each prism.

4 What are the dimensions of the solid that has the smallest surface area?

5 What name do we give to this solid?

6 Repeat the experiment for a volume of:

a 12 cubes **b** 20 cubes.

Mental skills 10B: Maths without calculators ANSWERS ON P. 643

Quiz
Mental skills 10B

Finding 15%, $2\frac{1}{2}$%, 25% and $12\frac{1}{2}$%

- To find 10% or $\frac{1}{10}$ of a number, divide by 10.
- To find 5% of a number, find 10% first, then halve it (since 5% is half of 10%).
- So to find 15% of a number, find 10% and 5% of the number separately, then add the answers together.

1 Study each example.

a $15\% \times 80 = (10\% \times 80) + (5\% \times 80)$
$= 8 + 4$
$= 12$

b $15\% \times \$170 = (10\% \times \$170) + (5\% \times \$170)$
$= \$17 + \$8.50$
$= \$25.50$

c $15\% \times 3600 = (10\% \times 3600) + (5\% \times 3600)$
$= 360 + 180$
$= 540$

d $15\% \times \$28 = (10\% \times \$28) + (5\% \times \$28)$
$= \$2.80 + \$1.40$
$= \$4.20$

Foundation Standard Complex

2 Now find 15% of each amount.

a	120	**b**	\$840	**c**	260	**d**	\$202
e	\$50	**f**	72	**g**	\$180	**h**	400
i	\$1600	**j**	\$22	**k**	6000	**l**	\$350

To find $2\frac{1}{2}\%$ of a number, first find 5%, then halve it.

3 Study each example.

a $2\frac{1}{2}\% \times 600$

$10\% \times 600 = 60$

$5\% \times 600 = \frac{1}{2} \times 60 = 30$

$2\frac{1}{2}\% \times 600 = \frac{1}{2} \times 30 = 15$

b $2\frac{1}{2}\% \times \$820$

$10\% \times \$820 = \$82$

$5\% \times \$820 = \frac{1}{2} \times 82 = \$41$

$2\frac{1}{2}\% \times \$820 = \frac{1}{2} \times \$41 = \$20.50$

4 Now find $2\frac{1}{2}\%$ of each amount.

a	400	**b**	6640	**c**	\$2000	**d**	\$880
e	1500	**f**	\$232	**g**	5400	**h**	\$904

To find 25% of a number, halve the number twice as $25\% = \frac{1}{4}$.

5 Study each example.

a $25\% \times 700$

$50\% \times 700 = \frac{1}{2} \times 700 = 350$

$25\% \times 700 = \frac{1}{2} \times 350 = 175$

b $25\% \times \$86$

$50\% \times \$86 = \frac{1}{2} \times \$86 = \$43$

$\therefore 25\% \times \$86 = \frac{1}{2} \times \$43 = \$21.50$

6 Now find 25% of each of each amount.

a	2000	**b**	\$80	**c**	18	**d**	\$25
e	\$324	**f**	\$140	**g**	66	**h**	298
i	\$780	**j**	\$1700	**k**	\$126	**l**	1160

To find $12\frac{1}{2}\%$ of a number, find 25% first, then halve it.
In other words, halve 3 times because $12\frac{1}{2}\% = \frac{1}{8}$.

7 Study each example.

a $12\frac{1}{2}\% \times 400$

$50\% \times 400 = \frac{1}{2} \times 400 = 200$

$25\% \times 400 = \frac{1}{2} \times 200 = 100$

$12\frac{1}{2}\% \times 400 = \frac{1}{2} \times 100 = 50$

b $12\frac{1}{2}\% \times \$144$

$50\% \times \$144 = \frac{1}{2} \times \$144 = \$72$

$25\% \times \$144 = \frac{1}{2} \times \$72 = \$36$

$12\frac{1}{2}\% \times \$144 = \frac{1}{2} \times \$36 = \$18$

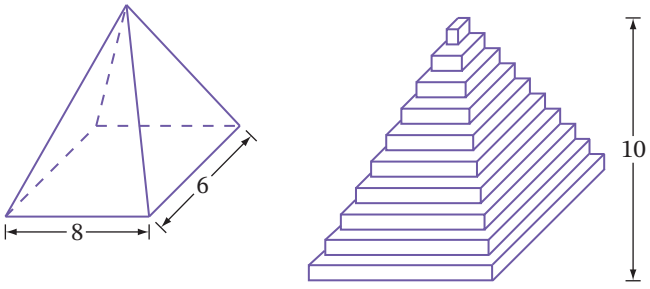
8 Now find $12\frac{1}{2}\%$ of each amount.

a	1280	**b**	\$12	**c**	60	**d**	\$260
e	\$540	**f**	\$250	**g**	304	**h**	1360

Technology

Approximating the volume of a pyramid

We can approximate the volume of a pyramid by dividing it into of layers of prisms as shown below.



We will create a spreadsheet that approximates the volume of a rectangular pyramid with a base of length 8 units and width 6 units, and a perpendicular height of 10 units.

The volume of each layer can be easily calculated using $V = lwh$. Finding the sum of the layers will then give an approximation of the volume of the pyramid.

Let n be the number of layers. Then the height of each layer is $\frac{10}{n}$.

The length and width of each layer decreases from 8 units and 6 units by a constant amount of $\frac{8}{n}$ and $\frac{6}{n}$ respectively from layer to layer.

1 Create this spreadsheet for calculating the volue if each layer and the sum of the volumes.

	A	B	C	D	E	F
1				Number of layers		
2						
3	Height	Length	Width	Thickness of layer	Volume of layer	Sum of volumes
4	10	8	6	=$A$4/$D$2	=B4*C4*D4	=E4
5		=B4-$B4/$D$2	=C4-$C$4/$D$2			=E5+F4
6						
⋮						
13						

2 **a** To divide the volume of the pyramid into 10 layers, enter **10** in cell D2.

b Copy each formula down to row 13.

c Explain the results in cells E13 and F13.

d How accurate was your result in F13? Explain.

e Print out your spreadsheet.

3 **a** To divide the pyramid into 40 layers to calculate a better approximation, enter **40** in cell D2 and copy each formula down to row 43.

b In one or 2 sentences, compare your volume approximation in F43 with the previous approximation in F13.

4 **a** Enter each of these values in cell D2, copy the formulas down to the appropriate row and write down the approximation for the volume of the pyramid.

i 100 (copy down to row 104)

ii 200 (copy down to row 204)

iii 400 (copy down to row 404)

b Use the formula $V = \frac{1}{3}Ah$ to calculate the exact volume of the pyramid.

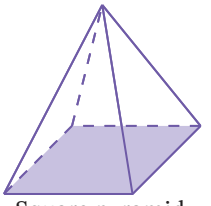
c Write a brief report about your results in parts **a** and **b**.

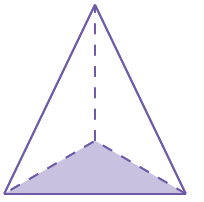
10.10 Volumes of pyramids and cones

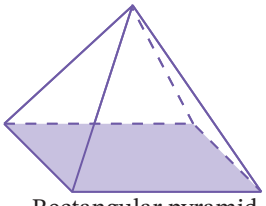
PATH

Worksheet
Back-to-front problems (Advanced)

A pyramid is named by the shape of its base.


Square pyramid


Triangular pyramid

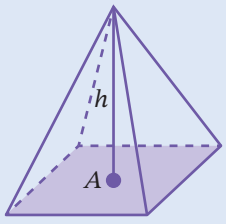

Rectangular pyramid

Volume of a pyramid

$V = \frac{1}{3}Ah$

where A = area of base

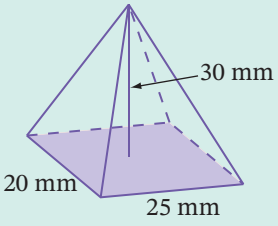
h = perpendicular height



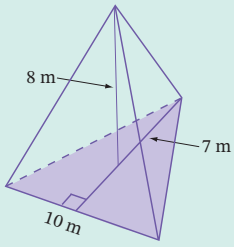
Example 20

Find the volume of each pyramid.

a



b



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Solution

a $A = 25 \times 20$ — Area of rectangular base

$= 500 \text{ mm}^2$

$V = \frac{1}{3} \times 500 \times 30$ — $V = \frac{1}{3}Ah$, where height $h = 30$

$= 5000 \text{ mm}^3$

b $A = \frac{1}{2} \times 10 \times 7$ — Area of triangular base

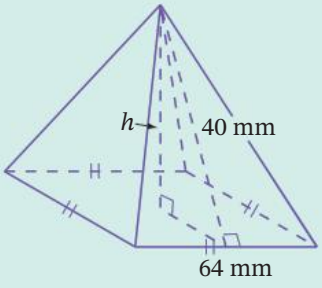
$= 35 \text{ mm}^2$

$V = \frac{1}{3} \times 35 \times 8$ — $V = \frac{1}{3}Ah$, where height $h = 8$

$= 93\frac{1}{3} \text{ m}^3$

Example 21

Find the capacity (to the nearest millilitre) of a square pyramid with base edge 64 mm and slant height 40 mm.



Solution

First find h, the perpendicular height of the pyramid.

$h^2 = 40^2 - 32^2$ — Using Pythagoras' theorem

$= 576$

$h = \sqrt{576}$

$= 24 \text{ mm}$

$A = 64^2$ — Area of square base

$= 4096 \text{ mm}^2$

$V = \frac{1}{3} \times 4096 \times 24$ — $V = \frac{1}{3}Ah$, where height $h = 24$

$= 32\,768 \text{ mm}^3$

$= 32.768 \text{ cm}^3$ — $1 \text{ cm}^3 = 1000 \text{ mm}^3$

Capacity $= 32.768$ mL — $1 \text{ cm}^3 = 1$ mL

≈ 33 mL

PATH

Example 22

The volume of a square pyramid is 100 cm^3. If its height is 12 cm, calculate the length of its base.

Solution

Let the length of the square base of the pyramid be x cm.

$V = \frac{1}{3}Ah$

$100 = \frac{1}{3} \times x^2 \times 12$

$100 = 4x^2$

$x^2 = \frac{100}{4}$

$= 25$

$x = \sqrt{25}$

$= 5$

$\therefore$ Length of base = 5 cm.

A cone is like a 'circular pyramid' so:

$$\text{Volume} = \frac{1}{3}Ah$$

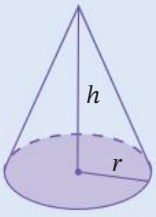
$$V = \frac{1}{3} \times \pi r^2 \times h$$

$$= \frac{1}{3}\pi r^2 h$$

Volume of a cone

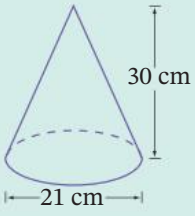
$$V = \frac{1}{3}\pi r^2 h$$

where r = radius of circular base and h = perpendicular height



Example 23

Calculate the volume of the cone, correct to the nearest cm^3.



Solution

$V = \frac{1}{3} \times \pi \times 10.5^2 \times 30$

$= 3463.6059...$

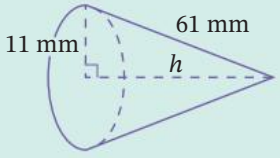
≈ 3464 cm^3

$V = \frac{1}{3}\pi r^2 h$, where $r = \frac{1}{2} \times 21 = 10.5$

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Example 24

A cone has a slant edge of 61 mm and a base radius of 11 mm. Find its volume, correct to one decimal place.



Solution

First, find the height, h.

$h^2 = 61^2 - 11^2$
$= 3600$

$h = \sqrt{3600}$
$= 60$

$V = \frac{1}{3} \times \pi \times 11^2 \times 60$
$= 7602.6542...$
$\approx 7602.7 \text{ mm}^2$

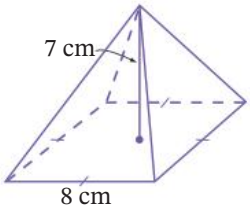
EXERCISE 10.10 ANSWERS ON P. 643

Volumes of pyramids and cones U F PS R C

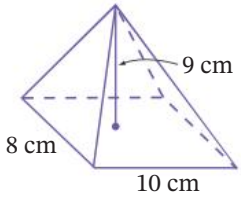
1 Calculate the volume of each pyramid (correct to one decimal place where necessary).

EXAMPLE 20

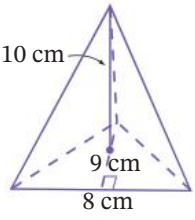
a



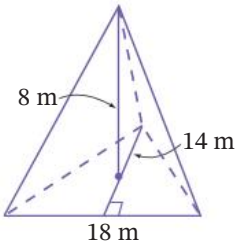
b



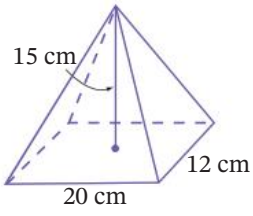
c



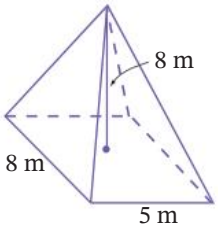
d



e



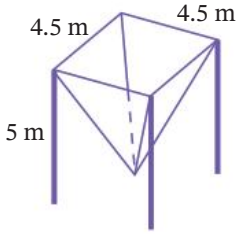
f



2 This grain hopper is in the shape of an inverted square pyramid.

What is its capacity? Select the correct answer **A**, **B**, **C** or **D**.

A 15 m^3
B 33.75 m^3
C 50.625 m^3
D 101.25 m^3



Foundation | Standard | Complex

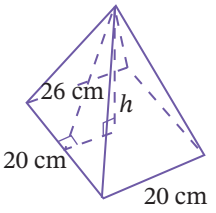
PATH

EXAMPLE 21

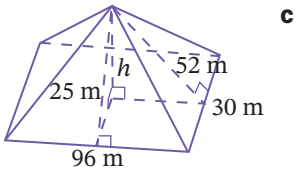
3 For each pyramid, find correct to 2 decimal places:

i its perpendicular height, h **ii** its volume **iii** its capacity.

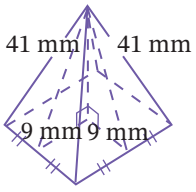
a



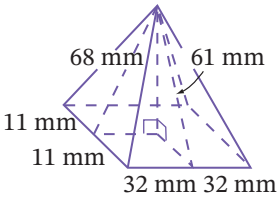
b



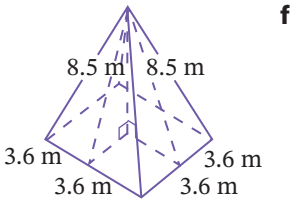
c



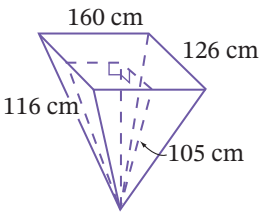
d



e



f



4 The great pyramid of Khufu (or Cheops) in Egypt was built on a square base with side lengths approximately 230 m.

a Find the volume in cubic metres if the original height of the pyramid was 147 m.

b There are an estimated 2.3 million stone blocks in the pyramid. Calculate the average volume of each block.



Shutterstock.com/Jeremy Red

EXAMPLE 22

5 The area of the base of a pyramid is 40 m^2. If its volume is 360 m^3, calculate its perpendicular height. R

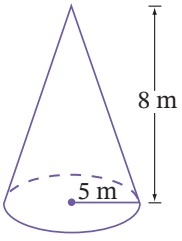
6 The volume of a square pyramid toy is 1620 mm^3. If the length of its base is 8 mm, calculate, correct to the nearest millimetre, the height of the pyramid. R

7 A square pyramid has a volume of 80 cm^3 and a height of 10 cm. Calculate, correct to one decimal place, the length of the base of the pyramid. R

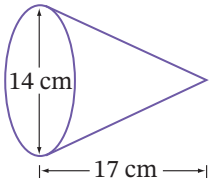
EXAMPLE 23

8 Calculate the volume of each cone, correct to the nearest whole number.

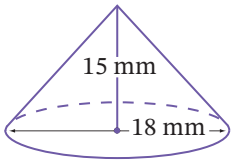
a



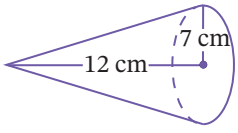
b



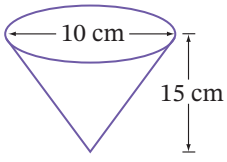
c



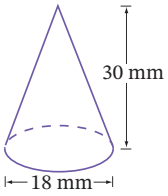
d



e



f



Foundation Standard Complex

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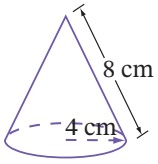
PATH

EXAMPLE 24

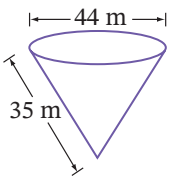
10.10

9 Calculate the volume of each cone, correct to one decimal place.

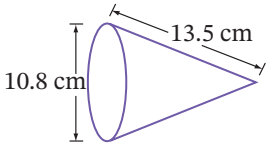
a



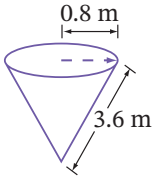
b



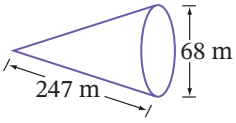
c



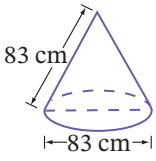
d



e

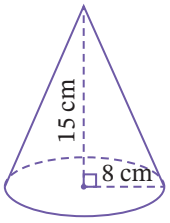


f

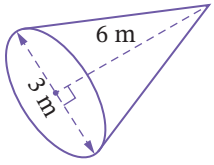


10 Calculate the volume of each cone, leaving your answer in terms of π.

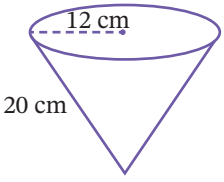
a



b



c

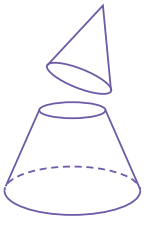


11 A cone has a volume of 1468 cm^3 and a base radius of 12 cm. Find its height, correct to one decimal place. R

12 A cone has a volume of 820 m^3 and a perpendicular height of 10 m. Find its radius, correct to one decimal place. R

13 A cone has a volume of 150 m^3. If the height and radius of the cone are equal in length, calculate the radius of the cone. Give your answer to 2 decimal places. R

14 A cone has a base radius of 20 cm and a perpendicular height of 48 cm.

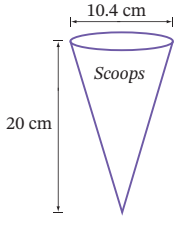


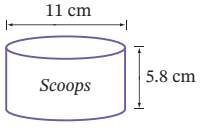
a Find the volume of the cone.

b The top of the cone is removed at half its height. What percentage of the cone remains? R

15 *Scoops* popcorn is sold in cones or cylindrical tubs.

Both the cone and the tub of popcorn have the same price. Which container is the better value for money? Give reasons for your answer. PS R C

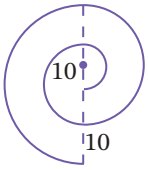




Foundation Standard Complex

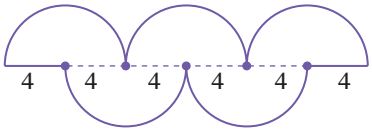
Power plus ANSWERS ON P. 643

1 A spiral is formed from 4 semicircles as shown. The diameter of the smallest semicircle is 10 cm, and the semicircles are 10 cm apart. Find the total length of the spiral:



a correct to 2 decimal places **b** in terms of π.

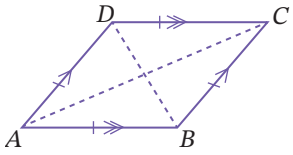
2 In this pattern, all lengths are in metres. Calculate, correct to 2 decimal places:



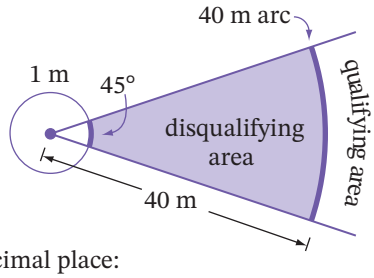
a its perimeter

b its area

3 A rhombus has diagonals of length 24 cm and 18 cm. Find its perimeter.



4 To qualify for the next round of the discus trials, Bronte must throw the discus beyond the 40 m arc. Find, correct to the nearest square metre, the shaded disqualifying area of the sector, given that the small circle has a radius of 1 m.

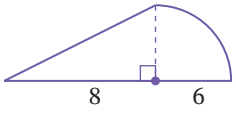


5 For each composite shape calculate, correct to one decimal place:

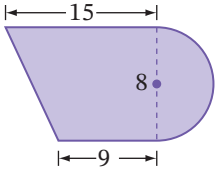
i its area **ii** its perimeter.

All measurements are in centimetres.

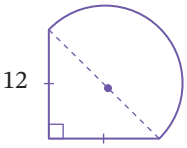
a



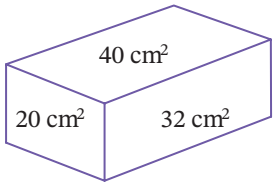
b



c

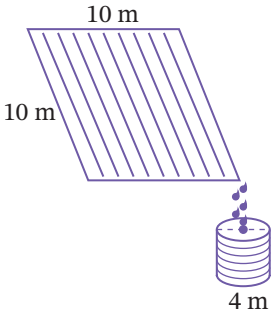


6 The 3 faces of a rectangular prism have areas as shown. Calculate the volume of the prism.



7 A cube opened at one end has an external surface area of 1125 cm^2. Find its volume.

8 A 10 m flat square roof drains into a cylindrical rainwater tank with a diameter of 4 m. If 5 mm of rain falls on the roof, by how much (to the nearest mm) does the level of water in the tank rise?



9 Calculate, correct to one decimal place, the volume of a tetrahedron with a side length of 24 cm.

 9780170479585

CHAPTER 10 REVIEW

Quiz
Language of maths 10

Puzzle
Surface area and volume crossword

Language of maths

absolute error	arc length	base	capacity
circumference	cone	cross-section	curved surface
diameter	giga-	micro- (μ)	net
percentage error	perpendicular height	pi (π)	precision
prefix	pyramid	radius/radii	rectangular prism
sector	surface area	triangular prism	

1 Draw a circle and label on it:

a a sector **b** a diameter **c** an arc length

2 In the formula $V = Ah$, explain what V, A and h stand for.

3 Which metric prefix means 'one-millionth'?

4 Write the definition of a **prism** using the word **cross-section**.

5 How do you find the **surface area** of a solid?

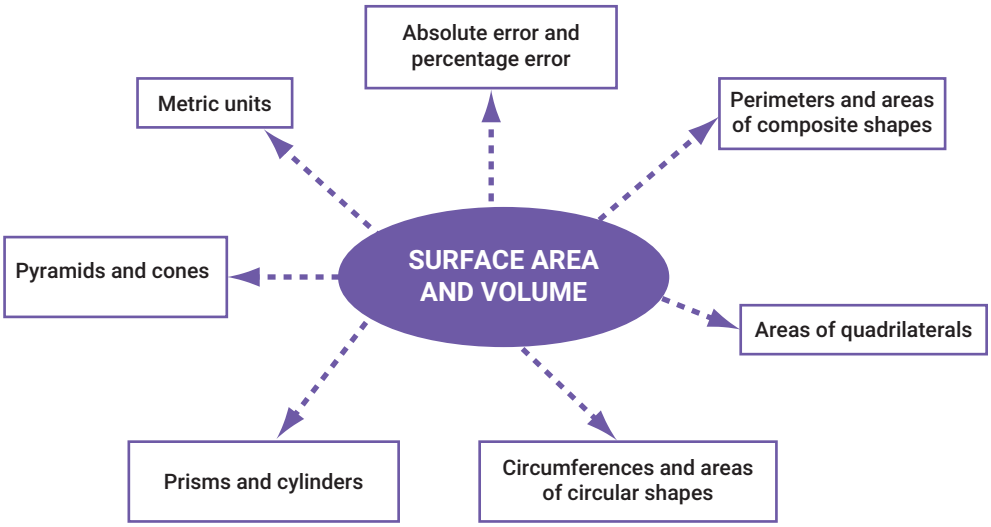
6 What is the **precision** of your ruler?

Topic summary

Worksheet
Mind map: Surface area and volume

- Write 10 questions (with solutions) that could be used in a test for this chapter. Include some questions that you have found difficult to answer.
- Swap your questions with another student and check their solutions against yours.
- List the sections of work in this chapter that you did not understand. Follow up this work with your friend or teacher.

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



Quiz
Test yourself 10

TEST YOURSELF 10

ANSWERS ON P. 643

10.01

1 Convert:

a	8 km to m	**b**	15 min to s	**c**	0.7 m to mm
d	250 000 g to kg	**e**	8.4 GB to MB	**f**	9.5 t to kg
g	300 min to h	**h**	34 000 B to kB	**i**	125 kL to L
j	2500 cm to km	**k**	17 000 000 kg to t	**l**	8900 GB to TB
m	10 500 ms to s	**n**	9.1 millennia to years	**o**	2.6 Mm to m
p	3 ly to km	**q**	0.000 000 4 s to μs	**r**	75 000 000 μm to m

10.02

2 For each measuring instrument, state:

i its precision **ii** its absolute error

a



Shutterstock.com/DG-Studio

b



c



iStock.com/SergeyMelnikov

d



10.03

3 A super yacht is 24 m long. Calculate:

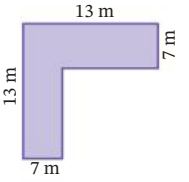
a its absolute error

b its percentage error correct to 2 decimal places

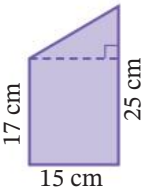
10.04

4 Calculate the perimeter of each shape.

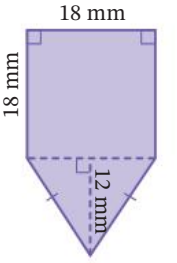
a



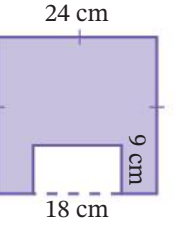
b



c



d

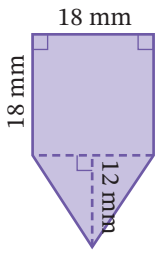


Foundation Standard Complex

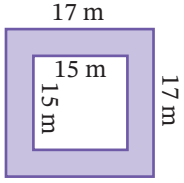
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5 Calculate the area of each shape. 10.04

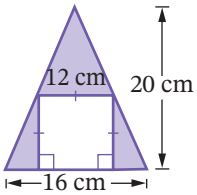
a



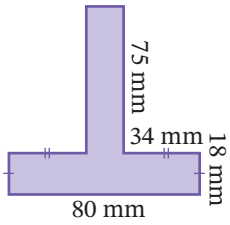
b



c

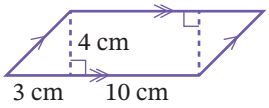


d

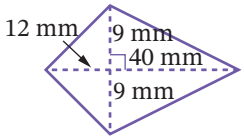


6 Calculate the area of each quadrilateral. 10.05

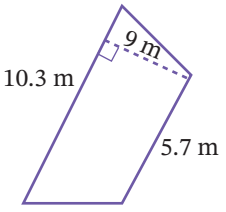
a



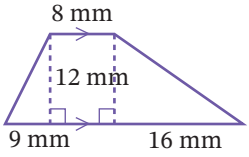
b



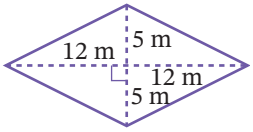
c



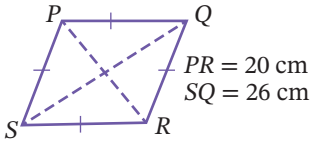
d



e



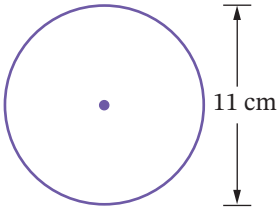
f



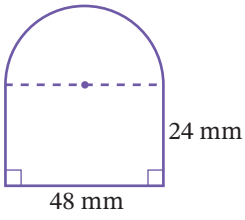
7 For each shape calculate, correct to one decimal place: 10.06

i its perimeter **ii** its area.

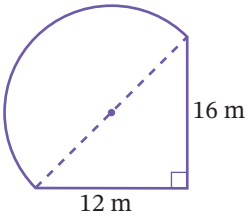
a



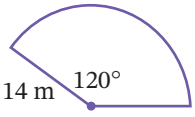
b



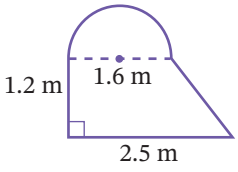
c



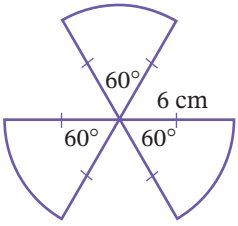
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e

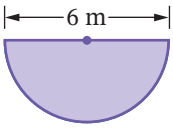


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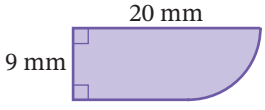


8 Calculate, correct to 2 decimal places, the area of each shape. 10.06

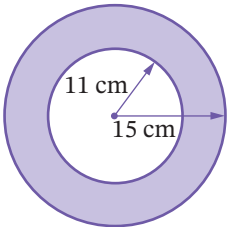
a



b



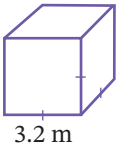
c



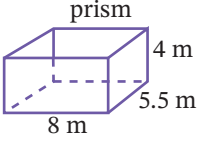
Foundation Standard Complex

10.07 **9** Calculate the surface area of each prism.

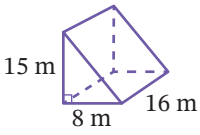
a closed cube



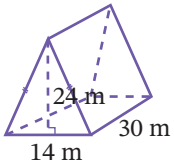
b open rectangular prism



c



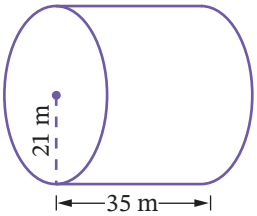
d



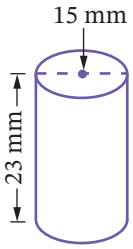
10.09 **10** Calculate the volume of each prism above.

10.08 **11** Calculate, correct to 2 decimal places, the surface area of each cylinder.

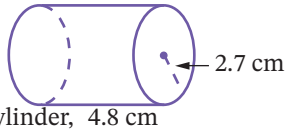
a



b



c



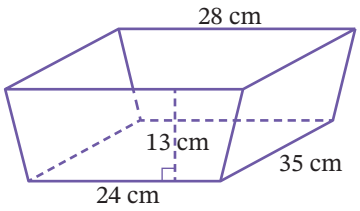
Cylinder, open at one end, 4.8 cm

10.09 **12** Calculate, correct to 2 decimal places, the volume of each cylinder above.

10.08 **13** A cylindrical pipe (open at both ends) is 50 cm long and has a diameter of 15 cm. Calculate its external surface area correct to the nearest square centimetre.

10.09 **14** A rectangular fish tank that is 75 cm long by 55 cm wide by 35 cm deep is filled to 5 cm from the top. How many litres of water is in the tank?

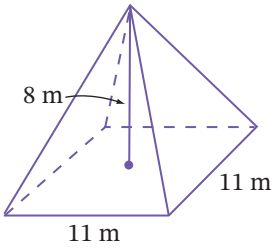
10.09 **15** Calculate the volume of this lunchbox.



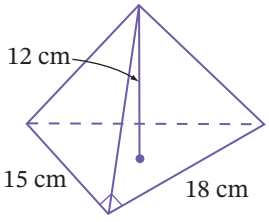
PATH

10.10 **16** Find the volume of each pyramid.

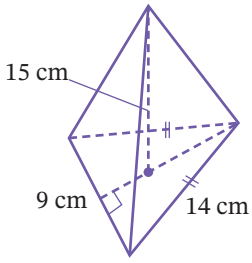
a



b



c

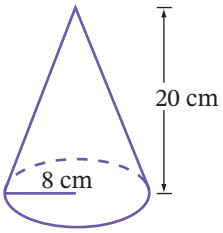


Foundation Standard Complex

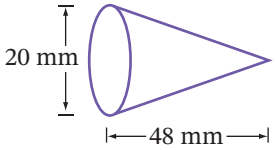
9780170479585

17 Find, correct to one decimal place, the volume of each cone.

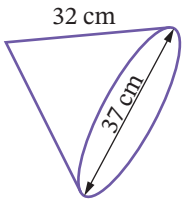
a



b



c



18 A cone has a volume of 115 cm^3 and a base radius of 3.2 cm. Find, correct to one decimal place, the height of the cone.

PATH

10.10

10.10

TEST YOURSELF 10

Foundation | Standard | Complex

PRACTICE SET 3

ANSWERS ON P. 643

10.01

1 Copy and complete each conversion.

a 750 min = _____ h

b 1350 mL = _____ L

c 512 MB = _____ GB

d 3.005 kg = _____ g

e 2.7 km = _____ m

f 0.25 MB = _____ kB

8.03

2 Mason is paid $3.94 for each toy he assembles.

a How much does he earn for assembling 140 toys?

b How many toys did Mason assemble if he earned $1260.80?

8.04

3 Katrina's annual salary is $85 000 and she earns another $4800 from investments. Katrina's work-related tax deductions amount to $2380. Calculate Katrina's:

a taxable income

b income tax payable using the table below.

Taxable income	Tax on this income
0–$18 200	Nil
$18 201–$45 000	19% for each $1 over $18 200
$45 001–$120 000	$5092 plus 32.5c for each $1 over $45 000
$120 001–$180 000	$29 467 plus 37c for each $1 over $120 000
$180 001 and over	$51 667 plus 45c for each $1 over $180 000

9.02

4 The shoe sizes of 30 Year 9 students are:

6	10	7	6	8	6	7	7	6	5
5	6	5	8	10	11	9	8	9	5
6	7	9	8	7	6	5	6	7	8

a Arrange the data in a frequency table.

b Draw a frequency histogram and polygon of this data.

c What percentage (correct to one decimal place) of students had shoe sizes less than 8?

d Find the mode and the range.

e Find the median.

f Calculate the mean, correct to one decimal place.

8.01

5 For a salary of $89 760 p.a., calculate, correct to the nearest cent, the:

a weekly income **b** fortnightly income **c** monthly income.

8.03

6 Bhavin works 38 hours a week and is paid $43.50 per hour. Calculate:

a Bhavin's weekly income

b the holiday loading of $17\frac{1}{2}$ % on 4 weeks' pay

c Bhavin's fortnightly pay when he receives his holiday loading.

Foundation Standard Complex

9780170479585

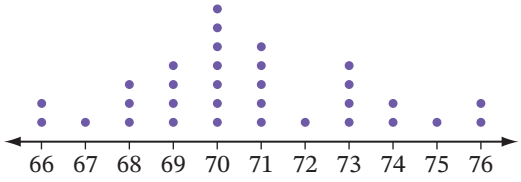
7 For each set of data, find: 9.01

i the mode **ii** the mean (correct to one decimal place)

iii the median **iv** the range

a 47 46 50 51 48 48 52 46 49

b



8 Classify whether each type of data is categorical or numerical. If categorical, then classify whether it is nominal or ordinal. If numerical, then classify whether it is discrete or continuous. 9.05

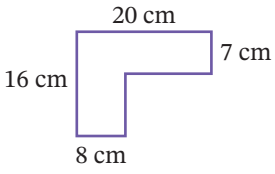
a the age Year 9 students turn this year **b** colour of cars in a car park

c travelling time between home and work **d** amount of rainfall

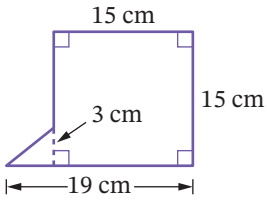
9 For each composite shape, find: 10.04

i its perimeter **ii** its area

a



b



10 Nadia's gross pay for a fortnight is $3038. She pays $724.50 in tax and her other deductions amount to $285. 8.05

a Calculate Nadia's net pay.

b Express her net pay as a percentage (correct to one decimal place) of her gross pay.

11 For the data in this stem-and-leaf plot, which statement is true? Select the correct answer **A**, **B**, **C** or **D**. 9.02

Stem	Leaf
6	0 1 5
7	3 4 4 8 9
8	0 1 2 2 5 6 6 6
9	3 4 7
10	6

A The mean is 82.

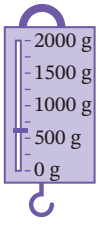
B The mode is 6.

C The range is 46.

D The median is 81.

12 Sefa is paid $27.40 per hour. Calculate his earnings for working 38 hours at normal time, 8 hours at time-and-a-half and 4 hours at double time. 8.02

13 What is the absolute error for these measuring scales? 10.02

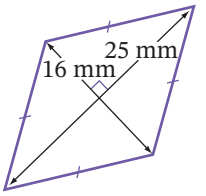


Foundation Standard Complex

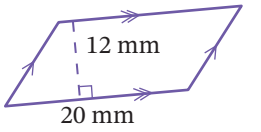
10.05

14 Find the area of each quadrilateral.

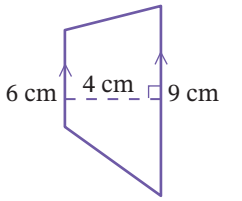
a



b



c



8.03

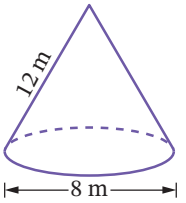
15 Thiago earns a commission of 2.75% on every property he sells. Calculate his commission for selling an apartment for $635 200.

PATH

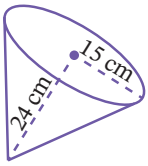
10.10

16 Calculate the volume of each solid (correct to one decimal place where necessary).

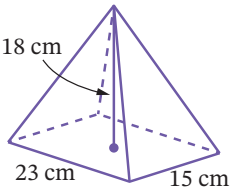
a



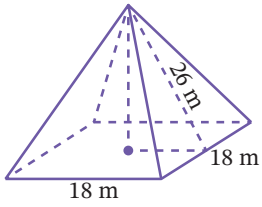
b



c



d



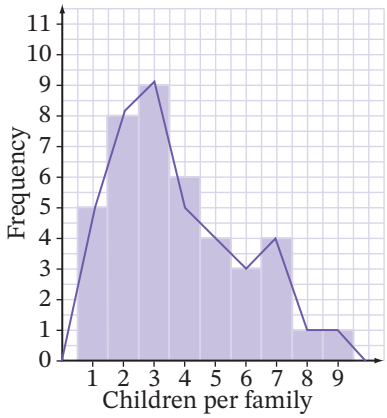
9.03

17 A sample of students was surveyed on the number of children in their families, and the results were graphed on a frequency histogram and polygon.

a Describe the shape of the distribution.

b Where does clustering occur?

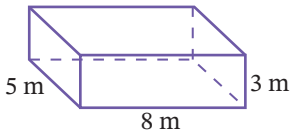
c Find the mode and range.



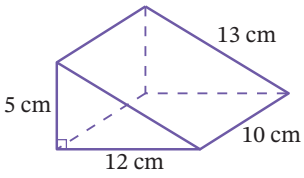
10.07

18 Find the surface area of each prism.

a

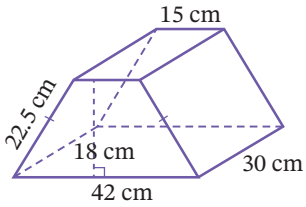


b



ž

c



10.03

19 The diameter of a ball is 8 cm, measured to the nearest centimetre.

a What is the absolute error of this measurement?

b Calculate its percentage error.

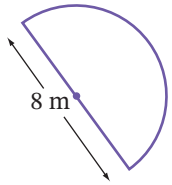
Foundation Standard Complex

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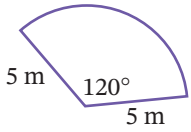
20 For each circular shape, calculate, correct to one decimal place: 10.06

i its perimeter **ii** its area.

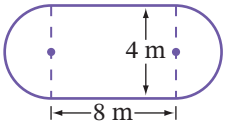
a



b



c



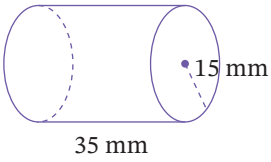
21 In a survey, a sample of people at a park were asked 'Are you employed?'. 9.06

a Why might this sample of people be biased?

b What is wrong with the survey question?

c Suggest a better-worded question.

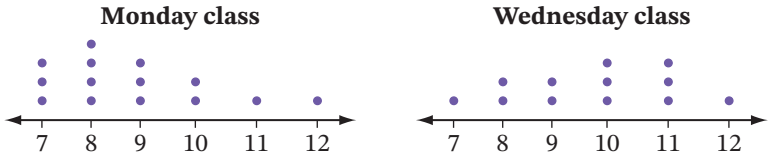
22 Find, correct to 3 significant figures, the volume of this cylinder. 10.09



23 Find, correct to 3 significant figures, the surface area of the cylinder above if it is open at one end. 10.08

24 Brooke is on a salary and earns $7850 per month. Calculate Brooke's fortnightly income. 8.01

25 These dot plots show the ages of students in 2 Taekwondo classes. 9.04



a Describe the shape of the age distribution for each class.

b Find the mean for each class.

c Find the median for each class.

d Which class had more consistent ages?

e Which class had more older students?

26 A cube has a surface area of 614 cm^2. Find its length, correct to one decimal place. 10.07

PATH

27 The volume of a square pyramid is 2000 cm^3. Calculate, correct to one decimal place, the length of the base of the pyramid if the perpendicular height is 25 cm. 10.10

28 Celine earns $1490.40 by working 38 hours at normal rates, 4 hours at time-and-a-half and 1 hour at double time. What is Celine's normal rate of pay? 8.02

29 Rabibah's mean mark for 4 science tests was 81%. After her 5th test, her mean test mark was 84%. What mark did Rabibah score in the 5th test? 9.01

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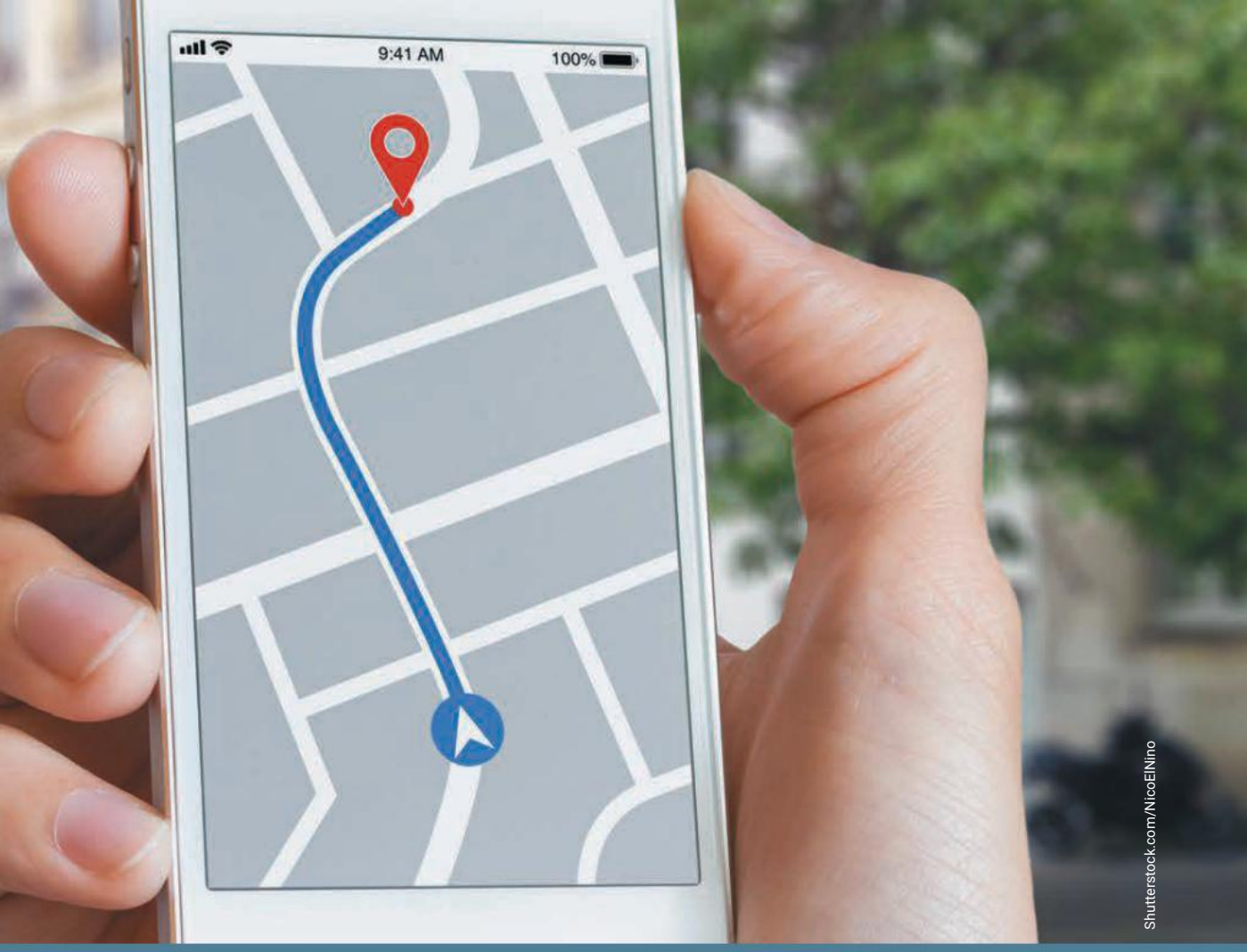


11

NUMBER AND ALGEBRA

COORDINATE GEOMETRY AND GRAPHS

The use of a coordinate system allows us to monitor the location of objects on Earth or in space. Whether reading street maps, using global positioning systems or managing road traffic flow, coordinates provide an accurate method for indicating position. Coordinates have important applications in many areas including astronomy, architecture, engineering and art design.



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Chapter outline

	Working mathematically				
11.01 The length of an interval	U	F		R	C
11.02 The midpoint of an interval	U	F		R	C
11.03 The gradient of a line	U	F		R	C
11.04 Graphing linear equations	U	F		R	C
11.05 The gradient-intercept equation $y = mx + c$	U	F			
11.06 Finding the equation of a line	U	F			
11.07 Solving linear equations graphically	U	F			
11.08 Applying linear equations	U	F		R	C
11.09 Direct variation*	U	F	PS	R	
11.10 Graphing quadratic equations $y = ax^2 + c$	U	F		R	C
11.11 Graphing quadratic equations $y = ax^2 + bx + c$*	U	F		R	C
11.12 Applying quadratic equations	U	F		R	C
11.13 Graphing circles*	U	F			

***PATH**

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Wordbank

direct variation A relationship between 2 variables in which one variable is a constant multiple of the other, for example, if $y = 8.5x$, then y is directly proportional to x

gradient The steepness of a line or interval, measured by the fraction $\frac{\text{rise}}{\text{run}}$

interval A part of a line with a definite length

linear equation An equation whose graph is a straight line

midpoint The point in the middle of an interval or halfway between 2 given points

parabola A U-shaped curve that is the graph of a quadratic equation

quadratic equation An equation involving a variable squared (power of 2), such as $y = 3x^2 - 6$, whose graph is a curve called a parabola

y-intercept The y-value at which a graph cuts the y-axis

Quiz
Wordbank 11

Videos (13):

11.01 The length of an interval • Distance, midpoint and gradient formulas

11.02 Distance, midpoint and gradient formulas

11.03 The gradient of a line • Gradient (slope) of a line • Distance, midpoint and gradient formulas

11.04 Graphing linear equations • Testing if a point lies on a line • Horizontal and vertical lines

11.05 Graphing $y = mx + c$

11.06 Finding the equation of a line

11.08 Applying linear functions

11.09 Direct proportion

11.10 The parabola $y = ax^2 + c$

11.12 Applying quadratic functions

Twig video (1):

SkillCheck Coordinate geometry: Descartes

PhET interactives (5):

11.04 Graphing lines • Function builder: Basics • Function builder

11.05 Graphing slope-intercept

11.10 Graphing quadratics

Quizzes (5):

- Wordbank 11
- SkillCheck 11
- Mental skills 11
- Language of maths 11
- Test yourself 11

Skillsheet (1):

SkillCheck The number plane

Worksheets (17):

SkillCheck Tables of values

11.01 Length of an interval

11.03 Drawing gradients • A page of intervals • A page of lines • Gradient between two points • Gradient, midpoint and distance

11.04 Graphing linear equations • A page of intervals • A page of lines • A page of number planes • Number plane grid paper • Straight-line equations

11.06 Finding the equation of a line • A page of intervals • A page of lines

11.10 Graphing parabolas

11.11 Graphing quadratic functions • Graphing quadratics • Features of a parabola

Mind map Coordinate geometry and graphs (Advanced)

Puzzles (7):

11.01 Length of a line segment

11.03 Find the gradient 1 • Intervals match-up

11.05 Equation of a line

11.06 Straight-line equations

11.13 Finding coordinates for given segment lengths

Language of maths Coordinate geometry crossword

Technology (3):

11.02 Finding midpoints • Midpoint and distance between 2 points

11.10, 11.13 Curve sketcher

Spreadsheets (4):

11.02 Finding midpoints • Midpoint and distance between 2 points

11.05 Drawing straight lines: $y = mx + c$

11.10, 11.13 Curve sketcher

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- find the distance between 2 points on a number plane
- find the midpoint and gradient of an interval on a number plane
- (PATH) use the distance, midpoint and gradient formulas for an interval on the number plane
- graph a linear equation on the number plane
- test whether a point lies on a line
- use the gradient–intercept equation of a straight line $y = mx + c$
- find the equation of a line from its graph
- solve linear equations graphically
- solve problems that can be modelled by linear equations
- (PATH) graph and solve problems involving direct variation
- graph quadratic equations of the form $y = ax^2$ and $y = ax^2 + c$
- (PATH) graph quadratic equations of the form $y = ax^2 + bx + c$
- solve problems that can be modelled by quadratic equations
- (PATH) graph circles with equations of the form $x^2 + y^2 = r^2$

SkillCheck ANSWERS ON P. 644

1 Complete each table of values using the given equation.

a $y = -2x + 1$

x	−2	−1	0	1	2
y					

b $y = \frac{x}{2} + 1$

x	−2	−1	0	1	2
y					

2 Given the equation $y = 5 - 2x$, find:

a y when $x = 0$

b y when $x = 3$

c x when $y = 0$

d x when $y = 7$

Quiz
SkillCheck 11

Worksheet
Tables of values

Skillsheet
The number plane

Video
Coordinate geometry: Descartes

11.01 The length of an interval

Worksheet
Length of an interval

Puzzle
Length of a line segment

A line is usually drawn with arrows at both ends to show that it runs infinitely in both directions. However, an **interval** or line segment is part of a line, with endpoints on both sides and a definite length. We can calculate the length of an interval if we know the coordinates of its endpoints.

Example 1

Find the distance between the points:

a $P(-4, -2)$ and $Q(2, 6)$

b $A(-2, 5)$ and $B(2, -2)$

Solution

a With P and Q plotted on a number plane, construct a right-angled triangle PTQ such that PQ is the hypotenuse.

$PT = 6$ units, $TQ = 8$ units.

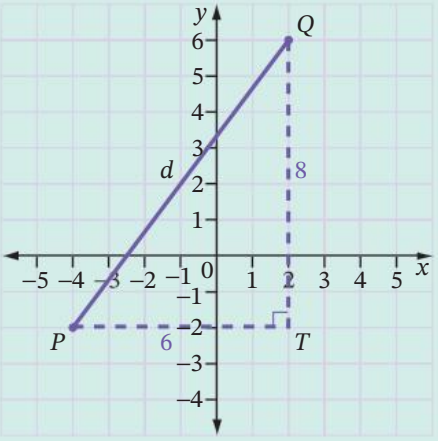
Let the length of PQ be d, so by Pythagoras' theorem:

$d^2 = 6^2 + 8^2$

$= 100$

$d = \sqrt{100} = 10$

The distance between the points P and Q is 10 units.



b By plotting A and B and constructing $\triangle ABC$, we have:

$AB^2 = 7^2 + 4^2$

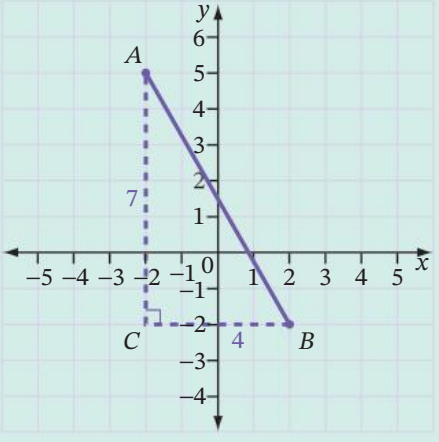
$= 65$

$AB = \sqrt{65}$

$= 8.0622...$

≈ 8.06 units

We can write the distance AB in **surd** form, $\sqrt{65}$ units as an exact answer, or we can approximate (round) it as a decimal, 8.06 units.



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Example 2

a Plot the points $A(0, 6)$, $B(5, 6)$, $C(5, 2)$ and $D(-4, 2)$ on a number plane and join them to make the quadrilateral $ABCD$.

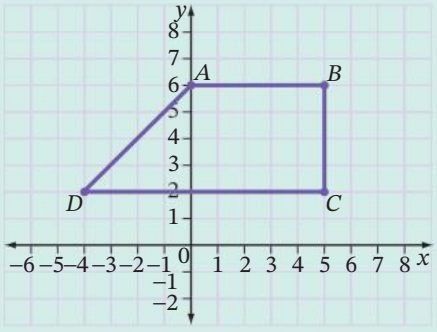
b What type of quadrilateral is $ABCD$?

c Find the exact length of AD.

d Hence find the perimeter of $ABCD$, correct to 2 decimal places.

Solution

a



b $ABCD$ is a trapezium.

c $AD^2 = 4^2 + 4^2$ By Pythagoras' theorem.

$= 32$

$AD = \sqrt{32}$ units In exact surd form.

d By counting grid squares, $AB = 5$, $BC = 4$, $CD = 9$.

Perimeter of $ABCD = 5 + 4 + 9 + \sqrt{32}$

$= 23.656...$

≈ 23.66 units

The distance formula

The method for finding the length of an interval can be summarised by a formula.

The is called the **distance formula** because it is used to calculate the distance (d) between any 2 points $P(x_1, y_1)$ and $Q(x_2, y_2)$, in other words, the length of the interval PQ.

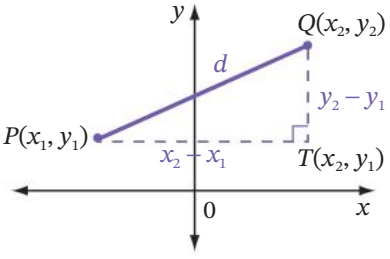
Length of $PT = x_2 - x_1$

Length of $TQ = y_2 - y_1$

By Pythagoras' theorem:

$d^2 = (x_2 - x_1)^2 + (y_2 - y_1)^2$

$\therefore d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$



PATH

The distance formula

The distance (d) between the 2 points (x_1, y_1) and (x_2, y_2) is given by the formula:

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

Group the x-coordinates together, group the y-coordinates together.

Videos
The length of an interval

Distance, midpoint and gradient formulas

Example 3

Find the length of the interval joining the points:

a $A(2, 6)$ and $B(4, 7)$, correct to one decimal place

b $P(-3, 5)$ and $Q(9, -11)$

Solution

a For $A(2, 6)$ and $B(4, 7)$:

$x_1 = 2, y_1 = 6, x_2 = 4, y_2 = 7$

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$
$$= \sqrt{(4-2)^2 + (7-6)^2}$$
$$= \sqrt{2^2 + 1^2}$$
$$= \sqrt{5}$$
$$= 2.2360...$$
$$\approx 2.2 \text{ units}$$

Group the x-coordinates together, group the y-coordinates together.

b For $P(-3, 5)$ and $Q(9, -11)$:

$x_1 = -3, y_1 = 5, x_2 = 9, y_2 = -11$

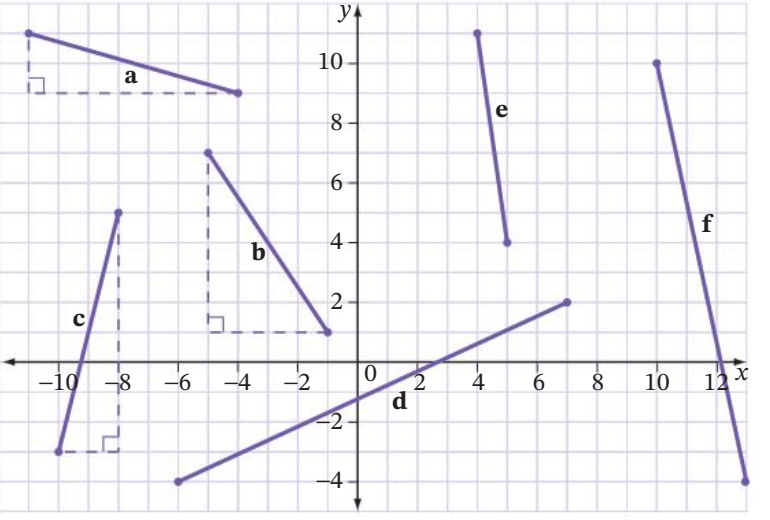
$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$
$$= \sqrt{[9-(-3)]^2 + (-11-5)^2}$$
$$= \sqrt{12^2 + (-16)^2}$$
$$= \sqrt{400}$$
$$= 20 \text{ units}$$

EXERCISE 11.01 ANSWERS ON P. 644

The length of an interval U F R C

EXAMPLE 1

1 Calculate the length of each interval shown on this number plane. Express your answers correct to one decimal place, where necessary.



Foundation | Standard | Complex

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2 Plot each pair of points on a number plane and construct a right-angled triangle to find the distance between the 2 points. Express your answer:

i as a surd **ii** correct to one decimal place.

a $A(7, 6)$ and $B(1, 9)$ **b** $P(0, -5)$ and $Q(6, 4)$

c $G(9, -2)$ and $H(1, 6)$ **d** $W(-5, -4)$ and $X(-3, 4)$

3 Use the distance formula to check your answers to question **2**.

4 What is the exact distance between the points $Y(6, -3)$ and $Z(-2, 4)$? Select **A**, **B**, **C** or **D**.

A $\sqrt{113}$ units **B** $\sqrt{65}$ units **C** $\sqrt{57}$ units **D** $\sqrt{15}$ units

5 A triangle is formed by joining the points $A(5, 2)$, $B(-2, 3)$ and $C(1, 7)$. Find, correct to 3 decimal places:

a the length AB **b** the length BC

c the length AC **d** the perimeter of $\triangle ABC$

6 The vertices of triangle RST are $R(-1, -1)$, $S(1, 3)$ and $T(3, 1)$.

a Find the exact length of each side of the triangle.

b What type of triangle is $\triangle ABC$? R C

7 A quadrilateral is formed by joining the points $M(-3, 5)$, $N(5, 5)$, $P(8, 1)$ and $T(-3, 1)$.

a What type of quadrilateral is $MNPT$? R C

b Find the perimeter of $MNPT$.

c Find the area of $MNPT$.

8 The vertices of a quadrilateral are $H(1, 6)$, $I(7, 2)$, $J(3, -4)$ and $K(-3, 0)$.

a What type of quadrilateral is $HIJK$? R C

b Find the exact length of each side of the quadrilateral.

c Find its perimeter, correct to one decimal place.

d Calculate its area.

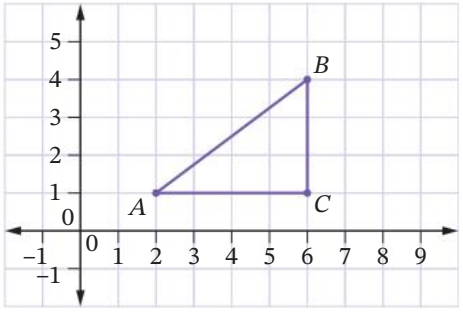
PATH
EXAMPLE 2
EXAMPLE 3

11.01

Technology

The length of an interval

In this activity, you will use dynamic geometry software to apply Pythagoras' theorem to find the length of an interval.



1 Insert a grid on the number plane, with x-values: 0 to 14 and y-values: 0 to 8.

2 Plot the points $A(2, 1)$, $B(6, 4)$ and $C(6, 1)$ on the grid. Join AB, BC and AC.

3 Find the lengths of AC and BC.

Foundation Standard Complex

4 Calculate $(AC)^2 + (BC)^2$ and $\sqrt{(AC)^2 + (BC)^2}$.

5 Now find the length of AB.

6 Compare answer **5** with answer **4**. What do you notice?

7 Move the number plane until the axes are centred in the middle of the screen. [Approx: x: –10 to 10 and y: –10 to 10]

8 Plot each pair of points and calculate the distance between them by repeating all the steps above.

a $X(-4, 2)$ and $Y(4, -4)$ **b** $P(-7, 5)$ and $Q(-2, -7)$

Did you know?

René Descartes



Alamy Stock Photo/IanDagnall Computing

The number plane is also called the Cartesian plane, named after its inventor, the French philosopher and mathematician René Descartes (1596–1650). In an age when Shakespeare and Galileo had made contributions to drama and science respectively, Descartes showed that many relationships and formulas could be represented by simple graphs. In 1637, he made a great contribution to mathematics when he published a book linking algebra and geometry for the first time.

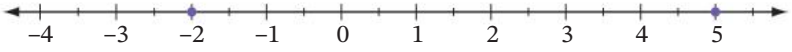
As a philosopher, the big question that Descartes spent many years thinking about was whether he, or the world, really existed. He finally concluded that he did exist, using a brilliant argument summarised by his famous quote.

Complete his famous quote: "I _____, therefore _____"

Investigation

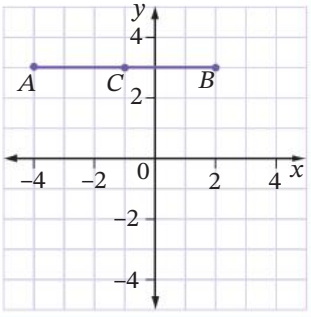
The midpoint of an interval

1 **a** What number is halfway between –2 and 5 on this number line?



b What is the average of –2 and 5?

2 **a** What are the coordinates of A and B on this number plane?



b What is the average of the x-values of A and B?

c What is the average of the y-values of A and B?

d What are the coordinates of C, the midpoint of AB?

e What do you notice about your answers for parts **b, c** and **d**?

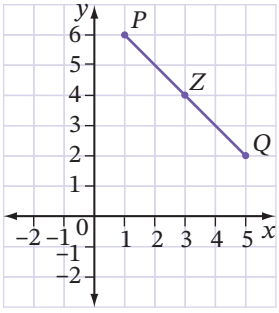
3 **a** What are the coordinates of P and Q?

b What is the average of the x-values of P and Q?

c What is the average of the y-values of P and Q?

d What are the coordinates of Z, the midpoint of PQ?

e How do the coordinates of Z relate to your answers for parts **b** and **c**?



4 Describe how to find the midpoint of any interval on a number plane given the coordinates of its endpoints.

Technology

The midpoint of an interval

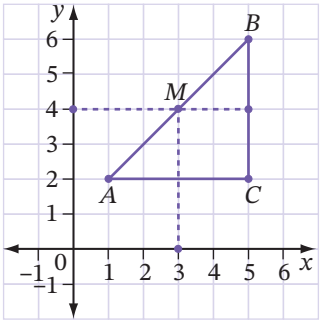
1 Use dynamic geometry software to create a number plane with x-values: 0 to 14 and y-values: 0 to 8.

2 Plot the points $A(1, 2)$, $B(5, 6)$ and $C(5, 2)$ and join AB, BC and AC.

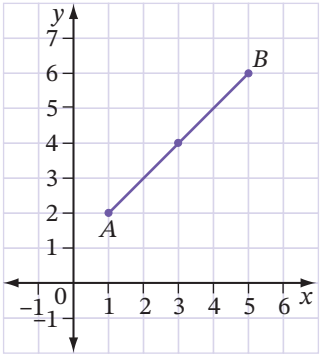
3 What is the average x-value on AC?

4 What is the average y-value on BC?

5 Label the midpoint of AB, M (as shown below). What are its coordinates?



6 Redraw interval AB. Select the midpoint and label it M. Does it have the same coordinates as you found in step **5**?



11.02 The midpoint of an interval

The **midpoint of an interval** is the point in the middle of an interval or halfway between 2 given points.

Technology
Finding midpoints

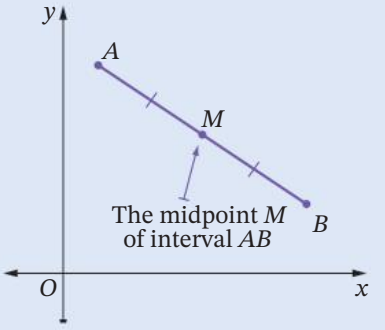
Spreadsheet
Finding midpoints

The midpoint of an interval

To find the midpoint of an interval joining 2 points A and B:

- calculate the average of the x-coordinates of A and B
- calculate the average of the y-coordinates of A and B

These 2 values give the coordinates of the midpoint.



Example 4

Find the midpoint of the interval joining:

a $A(5, -2)$ and $B(1, 6)$

b $P(-2, 7)$ and $Q(4, 0)$

Solution

a The x-coordinates are 5 and 1.

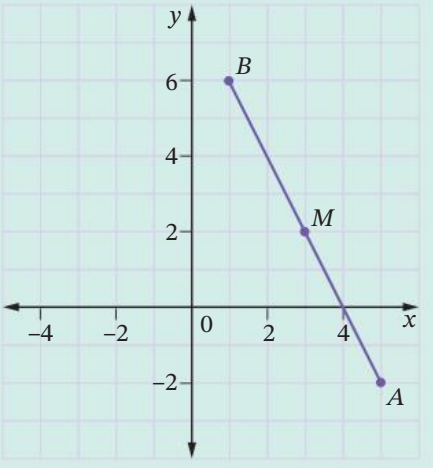
The average of 5 and 1 $= \frac{5+1}{2} = 3$.

The y-coordinates are -2 and 6.

The average of -2 and 6 $= \frac{-2+6}{2} = 2$

$\therefore$ The midpoint is the point $(3, 2)$.

The diagram shows that this is true.



b The x-coordinates are -2 and 4.

The average of -2 and 4 $= \frac{-2+4}{2} = 1$

The y-coordinates are 7 and 0.

The average of 7 and 0 $= \frac{7+0}{2} = 3\frac{1}{2}$

$\therefore$ The midpoint is the point $\left(1, 3\frac{1}{2}\right)$.

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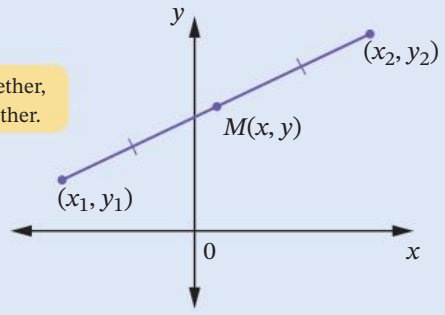
The midpoint formula

The midpoint, M, of the interval joining 2 points (x_1, y_1) and (x_2, y_2) has coordinates:

$$M(x, y) \equiv \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Add the x-coordinates together, add the y-coordinates together.

We've used '$\equiv$' ('is identical to') rather than '$=$' because we are referring to points (x, y), not numbers.



Example 5

Use the midpoint formula to find the midpoint of the interval joining $P(12, -8)$ and $Q(7, -2)$.

Solution

For $P(12, -8)$ and $Q(7, -2)$:

$x_1 = 12, y_1 = -8, x_2 = 7, y_2 = -2$

$$\text{Midpoint, } M \equiv \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Add the x-coordinates together, add the y-coordinates together.

$$\equiv \left(\frac{12 + 7}{2}, \frac{-8 + (-2)}{2} \right)$$

$$\equiv \left(\frac{19}{2}, \frac{-10}{2} \right)$$

$$\equiv \left(9\frac{1}{2}, -5 \right)$$

PATH

Video Distance, midpoint and gradient formulas

11.02

Technology Midpoint and distance between 2 points

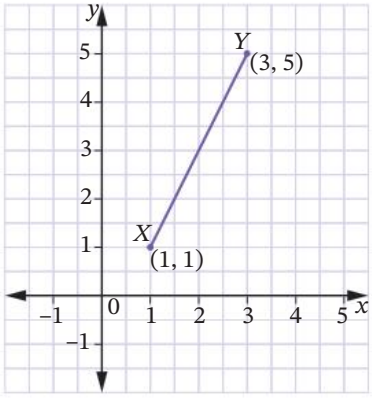
Spreadsheet Midpoint and distance between 2 points

EXERCISE 11.02 ANSWERS ON P. 644

The midpoint of an interval U F R C

1 What is the midpoint of interval XY?
Select the correct answer **A**, **B**, **C** or **D**.

A (2, 3) **B** (2, 4) **C** (3, 2) **D** (3, 3)



Foundation Standard Complex

2 On a number plane, plot and join each pair of points, then find and plot the midpoint of each interval.

a (1, 3) and (7, 5) **b** (0, 2) and (10, 4) **c** (−3, 3) and (5, −1)

EXAMPLE 4, 5

3 Find the midpoint of the interval joining:

a (10, 10) and (6, 4) **b** (2, 7) and (12, 9) **c** (0, 5) and (9, 3)

d (2, 2) and (2, 4) **e** (−2, 6) and (10, 3) **f** (9, −1) and (5, 2)

g (−8, 11) and (9, −4) **h** (−6, −1) and (0, 0) **i** (3, −3) and (−5, −10)

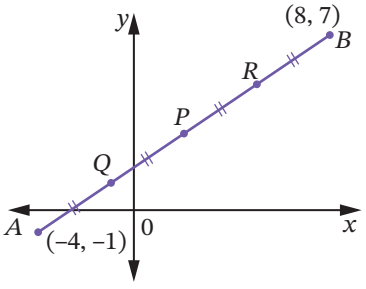
j (6, −1) and (−8, −1) **k** (5, −6) and (9, −10) **l** (−8, −7) and (−3, −5)

4 The interval AB has been subdivided into 4 equal parts. Find the coordinates of:

a P

b Q

c R



5 What is the midpoint of $K(6, 9)$ and $L(-2, 7)$? Select **A**, **B**, **C** or **D**.

A (4, 16) **B** (−4, 2) **C** (−2, 1) **D** (2, 8)

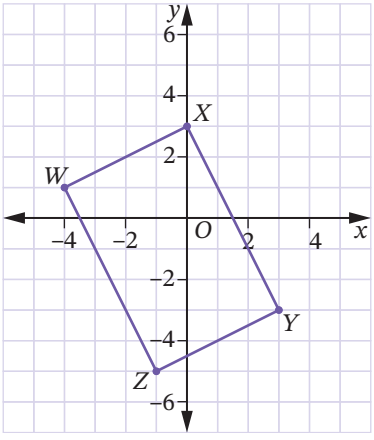
6 $WXYZ$ is a rectangle.

a Find the midpoint of:

i diagonal WY

ii diagonal XZ.

b What do you notice about the 2 midpoints in part **a**? Which property for the diagonals of a rectangle does this show? R C



7 The diagram shows an isosceles triangle, PQR.

a Find M, the midpoint of PQ.

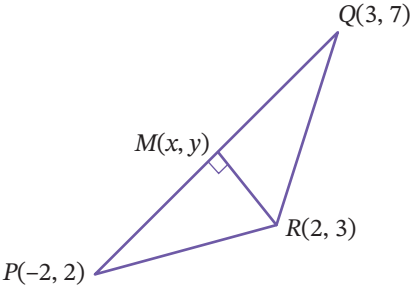
b Find, as a surd, the length of:

i PQ **ii** MR **iii** QR

c Calculate, correct to one decimal place

i the area of $\triangle PQR$

ii the perimeter of $\triangle PQR$.



Foundation Standard Complex

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8 The vertices of a square are $K(1, 6)$, $L(7, 2)$, $M(3, -4)$ and $P(-3, 0)$.

- **a** Find the length of the diagonal KM.
- **b** Find the length of the diagonal LP.
- **c** Are the diagonals equal in length?
- **d** Find the coordinates of the midpoint of KM.
- **e** Find the coordinates of the midpoint of LP.
- **f** Do the diagonals bisect each other? Explain.

The gradient of a line

11.03

The **gradient** of a line (or interval) is a measure of how steep the line is. It is represented by the variable m and is the ratio (fraction) of the vertical **rise** to the horizontal **run** between any 2 points on a line.

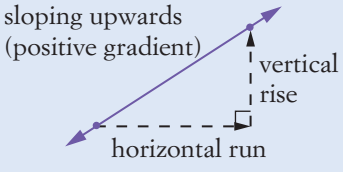
Worksheets
Drawing gradients
A page of intervals
A page of lines
Gradient between two points

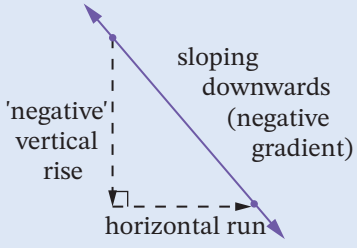
Puzzle
Find the gradient 1

The gradient of a line or interval

$$m = \frac{\text{vertical rise}}{\text{horizontal run}} = \frac{\text{rise}}{\text{run}}$$

- A line **sloping upwards** has a **positive rise** and a **positive gradient**.
- A line **sloping downwards** has a **negative rise** and a **negative gradient**.
- The **run** is always **positive**.

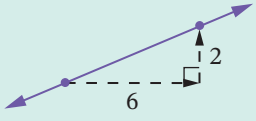




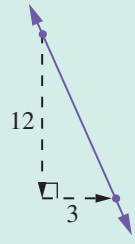
Example 6

Calculate the gradient of each line.

a



b



Foundation | Standard | Complex

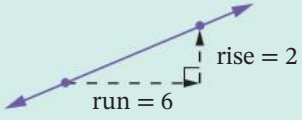
Solution

a The line has a positive rise (↑).

$m = \frac{2}{6}$

$= \frac{1}{3}$

$m = \frac{\text{rise}}{\text{run}}$

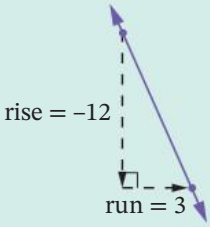


b The line has a negative rise or a drop (↓).

$m = \frac{-12}{3}$

$= -4$

$m = \frac{\text{rise}}{\text{run}}$



Videos
The gradient of a line

Gradient (slope) of a line

Example 7

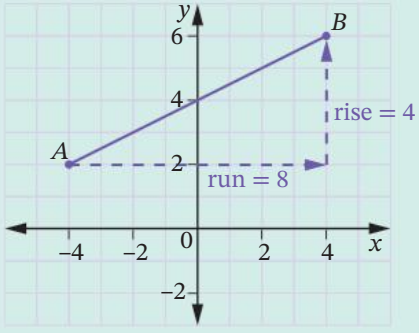
Calculate the gradient of the line going through:

a $A(-4, 2)$ and $B(4, 6)$ **b** $C(-2, 4)$ and $D(2, -4)$.

Solution

Form a right-angled triangle with the interval as the hypotenuse, as shown.

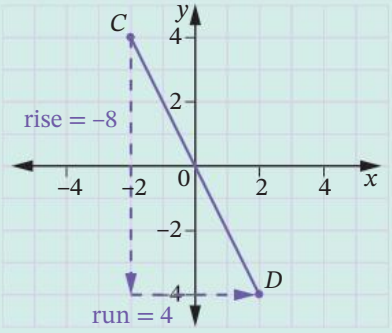
a



$m = \frac{4}{8}$

$= \frac{1}{2}$

b



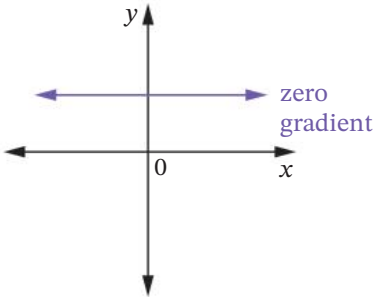
$m = \frac{-8}{4}$

$= -2$

The size and sign of the gradient

The **size** of the gradient shows how quickly the line is going up or down: the higher the number, the steeper the line. The **sign** of the gradient shows whether the line is sloping upwards (positive) or downwards (negative) as you look from left to right.

A **horizontal (flat) line** has **zero gradient**.



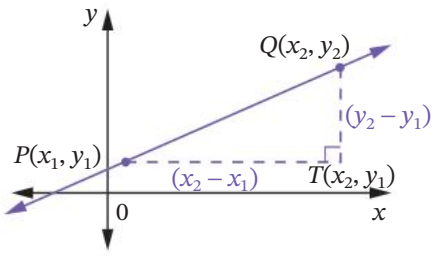
The gradient formula

Consider the line passing through the points $P(x_1, y_1)$ and $Q(x_2, y_2)$.

Vertical rise = difference in y-coordinates $= y_2 - y_1$

Horizontal run = difference in x-coordinates $= x_2 - x_1$

Gradient, $m = \dfrac{\text{difference in } y}{\text{difference in } x} = \dfrac{y_2 - y_1}{x_2 - x_1}$



The gradient formula

The gradient (m) of a line or interval joining 2 points (x_1, y_1) and (x_2, y_2) is given by the formula:

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

Subtract the y-coordinates **on top**, subtract the x-coordinates **below**.

Example 8

Use the gradient formula to calculate the gradient of the line going through $A(-4, 2)$ and $B(4, 6)$ (from Example **7 a**).

Solution

For $A(-4, 2)$ and $B(4, 6)$:

$x_1 = -4, y_1 = 2, x_2 = 4, y_2 = 6$

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$
$$= \frac{6-2}{4-(-4)}$$
$$= \frac{4}{8}$$
$$= \frac{1}{2}$$

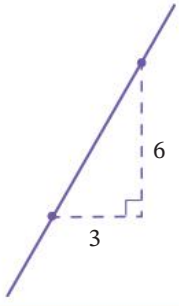
Subtract the y-coordinates **on top**, subtract the x-coordinates **below**.

EXERCISE 11.03 ANSWERS ON P. 644

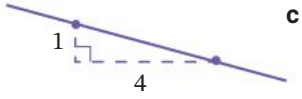
The gradient of a line U F R C

1 State whether the gradient of each line is positive (+) or negative (−).

a



b



c



PATH

Video Distance, midpoint and gradient formulas

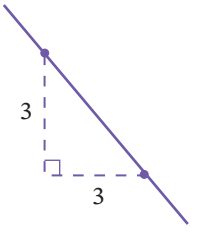
Worksheet Gradient, midpoint and distance

Puzzle Intervals match-up

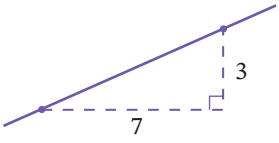
11.03

Foundation | Standard | Complex

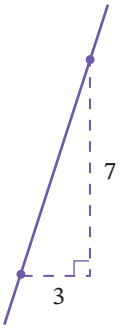
d



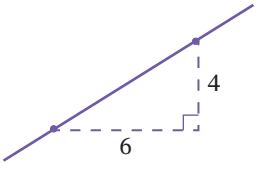
e



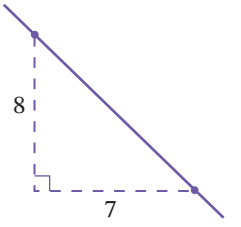
f



g



h



i

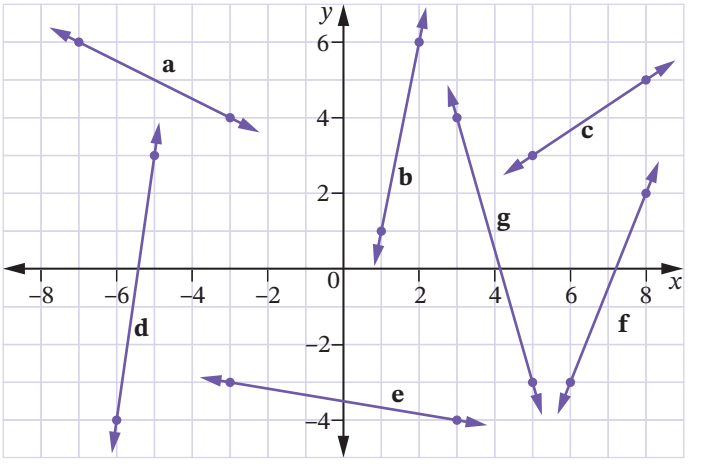


EXAMPLE 6

2 Calculate the gradient of each line in question **1**.

EXAMPLE 7

3 Calculate the gradient of each interval.



4 Which pair of points form an interval that has a gradient of 2?
Select the correct answer **A**, **B**, **C** or **D**.

A (0, 2), (2, 0) **B** (−5, 2), (5, 7) **C** (−2, −2), (1, 4) **D** (−6, −8), (−2, −6)

EXAMPLE 8

5 Calculate the gradient of the interval joining each pair of points, either by plotting the points on a number plane or by using the gradient formula.

a $A(1, 4)$ and $B(3, 6)$ **b** $Z(4, 7)$ and $T(1, 6)$ **c** $M(4, -2)$ and $D(3, 3)$

d $A(-2, -1)$ and $P(4, -4)$ **e** $D(0, -1)$ and $F(3, -1)$ **f** $H(9, -2)$ and $L(-1, 3)$

g $K(4, 9)$ and $M(-4, -5)$ **h** $Z(-8, -6)$ and $T(4, 0)$ **i** $F(0, 4)$ and $B(3, 4)$

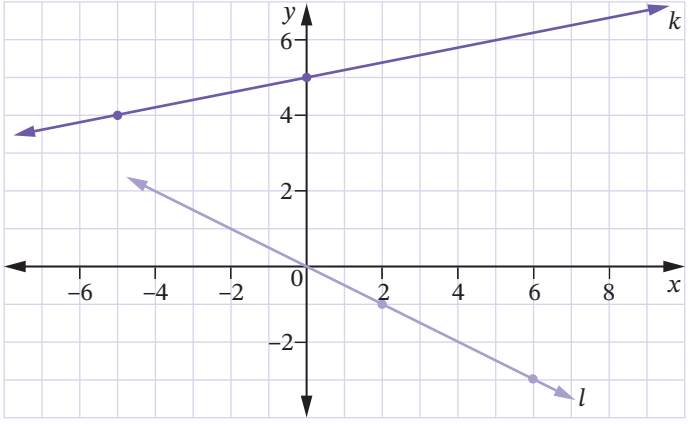
Foundation Standard Complex

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6 Which pair of points form an interval that has a gradient of –1? Select **A**, **B**, **C** or **D**.

A (1, 2), (2, 1)
B (–5, 6), (6, 7)
C (2, 2), (3, –1)
D (–5, –10), (4, –11)

7 Find the gradient of the lines labelled k and l.



8 Which pair of points lie on a line with a gradient of 0? Select **A**, **B**, **C** or **D**.

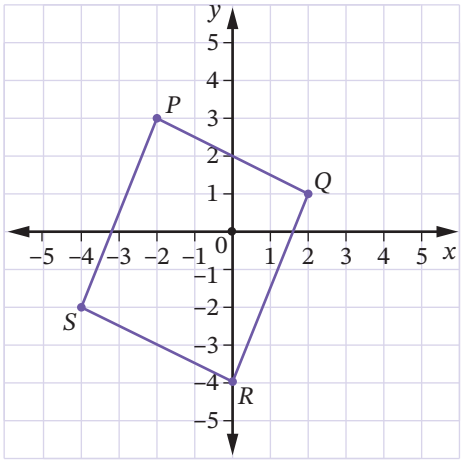
A (3, 3), (–3, –3)
B (–5, 7), (5, 7)
C (1, –6), (1, 4)
D (0, 9), (9, 0)

9 $PQRS$ is a quadrilateral. R C

a Find the gradient of each side of $PQRS$.

b Which sides have the same gradient? What does that mean about those sides?

c What type of quadrilateral is $PQRS$?



10 A triangle is formed by joining $P(-8, -2)$, $Q(-2, 10)$ and $R(4, 6)$. T is the midpoint of PQ, and Z is the midpoint of QR. R C

a Draw a diagram showing all the given information.

b Find the coordinates of T and Z.

c Calculate the gradient of interval TZ and side PR. What do you notice?

d Calculate the length of interval TZ and side PR. What do you notice?

Did you know?

Stairs, ramps and hills

- Some stairs are easier to climb than others: the gradient of stairs should not be more than 5 in 6 $\left(\frac{5}{6}\right)$.
- A ramp for walking should not have a gradient higher than $\frac{3}{10}$ and the gradient of a wheelchair ramp should be between $\frac{1}{14}$ and $\frac{1}{8}$.
- The maximum slope of a hill for parking your car safely is $\frac{2}{9}$.
- The steepest street in the world is Baldwin Street in Dunedin, New Zealand, with one section having a gradient of 35% or $\frac{7}{20}$.

Would it be safe to park your car on Bulli Pass in Wollongong, NSW, which has a slope of $\frac{1}{6}$?



Shutterstock.com/Deyan Denchev

Baldwin St, the steepest street in the world, in Dunedin, New Zealand.

Technology

The gradient of collinear points

In this activity, you will use dynamic geometry software to investigate collinear points.

1 Create a number plane with x-values: 0 to 30 and y-values: 0 to 16.

2 Plot the points $A(5, 2)$, $B(9, 5)$ and $C(17, 11)$. Create intervals AB and BC.

3 To check if the 3 points are collinear, select **Slope** for interval AB, and again for interval BC. Is the slope (gradient) the same for AB and BC? If so, these points are called **collinear points**. What do you think **collinear points** are? Discuss this with other students and explain it in your own words.

4 Now test whether each set of points are collinear.

a (0, 3), (2, 4) and (6, 6)

b (8, 0), (−8, 0) and (−6, −10)

c (1, 8), (2, 9) and (4, 10)

d (−2, 8), (−1, 6) and (0, 1)

e (2, 7), (4, 10), (5, 13) and (6, 17)

f (−14, 11), (−8, 9), (1, 6) and (16, 1)

Graphing linear equations 11.04

A relationship between 2 variables such as x and y whose graph is a **straight line** is called a **linear relationship**. The expression of that relationship as an algebraic formula, such as $y = x + 2$, is called a **linear equation**.

Example 9

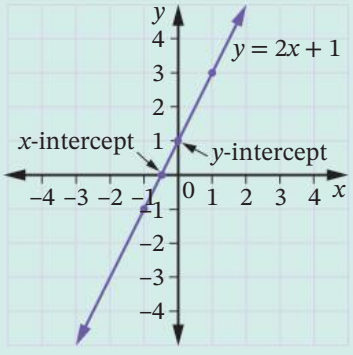
Graph $y = 2x + 1$ on a number plane.

Solution

Complete a table of values. Choose x-values close to 0 for easy calculation and graphing.

x	−1	0	1
y	−1	1	3

Graph the table of values on a number plane. Rule a straight line through the points, place arrows at each end, and label the line with its equation.



Note:

- the ***x*-intercept** of the line is $-\frac{1}{2}$: this is the x-value where the line cuts the ***x*-axis**
- the ***y*-intercept** of the line is 1: this is the y-value where the line cuts the ***y*-axis**
- every point on the line follows the linear equation $y = 2x + 1$: for example, (–4, –7), (–2, –3) and (2, 5) lie on the line and also follow the rule $y = 2x + 1$
- there are an infinite number of points that follow the rule: arrows on both ends of the line indicate that it has infinite length.

Using *x*- and *y*-intercepts to graph lines

We can also graph a linear equation by finding its x- and y-intercepts first.

Since any point on the x-axis has a y-coordinate of 0, we can substitute $y = 0$ into the equation to find the x-intercept.

Similarly, any point on the y-axis has an x-coordinate of 0, so we can substitute $x = 0$ into the equation to find the y-intercept.

Using *x*- and *y*-intercepts to graph lines

- To find the x-intercept, substitute $y = 0$ and solve the equation.
- To find the y-intercept, substitute $x = 0$ and solve the equation.

Video
Graphing linear equations

Worksheets
Graphing linear equations
A page of intervals
A page of lines
A page of number planes
Number plane grid paper

Interactives
Graphing lines
Function builder: Basics
Function builder

Example 10

Find the x- and y-intercepts for $y = -4x + 8$ to draw its graph.

Solution

For x-intercept, $y = 0$:

$0 = -4x + 8$

$4x = 8$

$x = 2$

The x-intercept is 2.

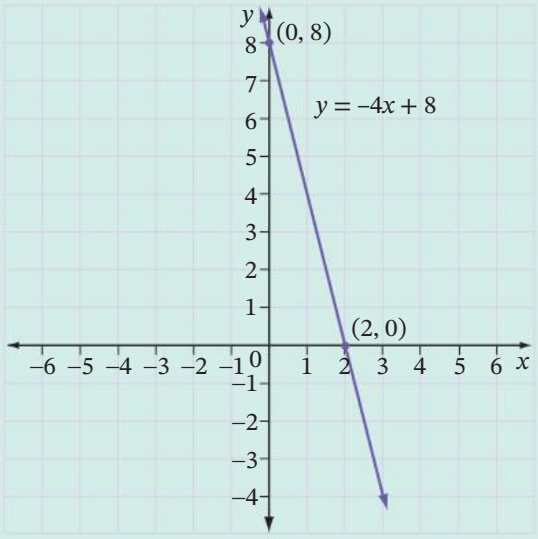
For y-intercept, $x = 0$:

$y = -4 \times 0 + 8$

$= 8$

The y-intercept is 8.

Plot both intercepts on the axes, draw a line through the 2 points and label the line with its equation.



Worksheets
Straight-line equations

Testing if a point lies on a line

A point lies on a line if its (x, y) coordinates satisfy the equation of the line.

- Separate the equation into LHS (left-hand side) and RHS (right-hand side)
- Substitute the coordinates of the point into both sides
- If LHS = RHS, the point satisfies the equation and lies on the line
- If LHS ≠ RHS, the point does not lie on the line.

Video
Testing if a point lies on a line

Example 11

Test whether each point lies on the line $y = 2x + 3$.

a (3, 9) **b** (8, –4)

Solution

a Substitute $x = 3$ and $y = 9$ into $y = 2x + 3$.

LHS $= y$ RHS $= 2x + 3$

$= 9$ $= 2 \times 3 + 3$

$= 9$

LHS = RHS, so (3, 9) lies on the line.

b Substitute $x = 8$ and $y = -4$ into $y = 2x + 3$.

LHS $= y$ RHS $= 2x + 3$

$= -4$ $= 2 \times 8 + 3$

$= 19$

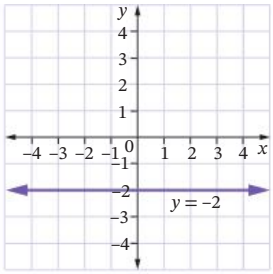
LHS ≠ RHS, so (8, –4) does not lie on the line.

Horizontal and vertical lines

A **horizontal line** is flat and runs across (sideways), parallel to the x-axis.

Every point on the horizontal line has y-coordinate -2, and the y-intercept is -2.

x	-1	0	1	2
y	-2	-2	-2	-2

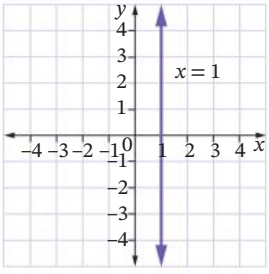


y is always equal to -2, so the equation of this horizontal line is $y = -2$.

A **vertical line** runs up and down, parallel to the y-axis and at right angles to a horizontal line.

Every point on the vertical line has x-coordinate 1, and the x-intercept is 1.

x	1	1	1	1
y	0	1	2	3



x is always equal to 1, so the equation of this vertical line is $x = 1$.

Horizontal and vertical lines

The **equation of a horizontal line** is of the form $\boldsymbol{y = c}$ (where c is a constant number).

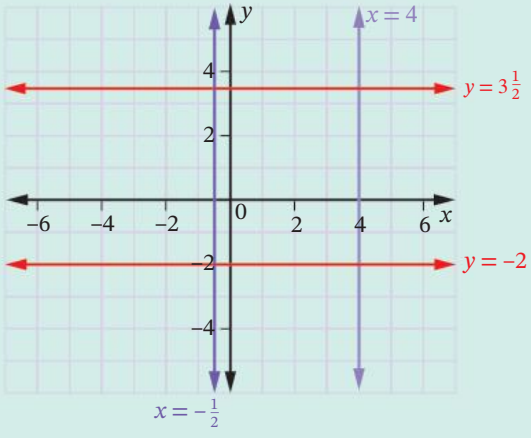
The **equation of a vertical line** is of the form $\boldsymbol{x = c}$ (where c is a constant number).

Example 12

Graph each line on the same number plane.

a $x = 4$ **b** $y = -2$ **c** $x = -\frac{1}{2}$ **d** $y = 3\frac{1}{2}$

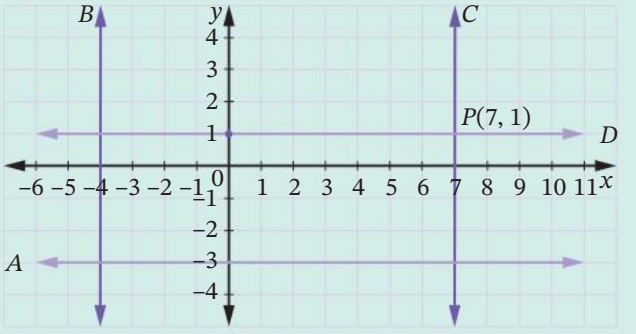
Solution



Video
Horizontal and vertical lines

Example 13

Find the equations of lines A, B, C and D.



Solution

- Line A is horizontal and has a y-intercept of -3, so its equation is $y = -3$.
- Line B is vertical and has an x-intercept of -4, so its equation is $x = -4$.
- Line C is vertical and goes through $(7, 1)$, so its equation is $x = 7$.
- Line D is horizontal and goes through $(7, 1)$, so its equation is $y = 1$.

EXERCISE 11.04 ANSWERS ON P. 645

Graphing linear equations UFRC

EXAMPLE 9

1 Graph each linear equation on a number plane, and write:

i its x-intercept **ii** its y-intercept.

a $y = x - 3$ **b** $y = 2x + 2$ **c** $y = -x + 5$ **d** $y = 3x$

e $y = -x$ **f** $y = 10 - 4x$ **g** $y = \frac{x+2}{2}$ **h** $y = 2x + 1$

i $y = \frac{x}{3} - 2$ **j** $y = \frac{3x}{4}$ **k** $x + y = 4$ **l** $x - y = 2$

2 What is the x-intercept of the graph of $y = 6 - 3x$? Select the correct answer **A**, **B**, **C** or **D**.

A -3 **B** 2 **C** 3 **D** 6

EXAMPLE 10

3 Graph each linear equation after finding its x- and y-intercepts.

a $y = 3x - 6$ **b** $y = \frac{6-x}{2}$ **c** $x + y = 7$

d $x - y = 6$ **e** $y = \frac{2x}{3} + 1$ **f** $3x - 4y = 12$

g $x + y = 4$ **h** $2x - y = 5$ **i** $\frac{x}{2} + \frac{y}{3} = 1$

Foundation Standard Complex

9780170479585

EXAMPLE 11

4 Test whether the point (3, –1) lies on each line:

a $y = 2x - 7$ **b** $y = -2x + 4$ **c** $x - y = 4$

d $x + 2y = 1$ **e** $y = -3x + 8$ **f** $x - 3y = 0$

5 Which of these points lies on the line $x - y = -2$? Select **A**, **B**, **C** or **D**.

A (1, 1) **B** (–1, –1) **C** (0, 2) **D** (–2, 4)

EXAMPLE 12

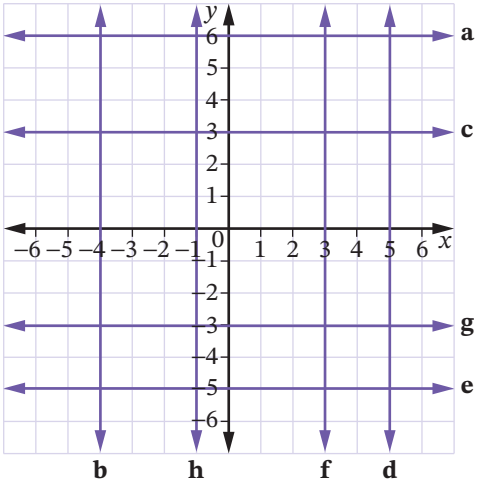
6 Graph each set of lines on a number plane.

a $x = 2, x = -3$ **b** $y = 6, y = -2$

c $x = 2\frac{1}{2}, x = 0, y = -5$ **d** $y = 1.5, y = 3, x = -2$

EXAMPLE 13

7 Write down the equation of each line shown.



8 **a** Show that the point (3, 2) lies on both the lines $x = 2y - 1$ and $x + y = 5$. R C

b So at what point do the lines $x = 2y - 1$ and $x + y = 5$ cross?

9 Show that the lines $y = -3x + 6$ and $y = -2x$ intersect at the point (6, –12). R C

10 Find the equation of each line described. R C

a A horizontal line that passes through the y-axis at 6.

b A vertical line that goes through (–5, 2).

c Each point on the line is 2 units above the x-axis.

d Each point on the line is 5 units to the left of the y-axis.

e The line is parallel to the x-axis and passes through the point (0, –2).

f A horizontal line that goes through (4, –1).

g The line goes through the points (–1, 8) and (–1, 2).

11 What is the equation of: R C

a the y-axis? **b** the x-axis?

Technology

Graphing linear equations

In this activity, we will use dynamic geometry software to graph a linear equation.

1 Create a number plane with axes: x: –10 to 10 and y: –10 to 10.

2 Enter the following linear equations in column A of the spreadsheet.

A1: $y = 3x + 1$ A2: $y = 3x$ A3: $y = 2x + 4$

A4: $y = -2x - 5$ A5: $y = x + 2$ A6: $y = -x - 1$

3 Read the gradient of each line by selecting the **Slope tool**. Select a line and you will see the right-angled triangle showing $\frac{\text{rise}}{\text{run}}$.

4 Enter each linear equation and find the gradient of each line.

a $y = x + 1$ **b** $y = -2x - 4$ **c** $y = 6x + 3$

d $y = 3x$ **e** $y = -8x$ **f** $y = -4x - 6$

Quiz
Mental skills 11

Mental skills 11: Maths without calculators ANSWERS ON P. 647

Divisibility tests

How can you tell if a number is divisible by 2? Look at its last digit. If that digit is 2, 4, 6, 8 or 0, then the number is divisible by 2 (that is, it is even).

How can you tell if a number is divisible by 5? If its last digit is 0 or 5, then the number is divisible by 5.

These are examples of **divisibility tests**—rules for checking whether a number is divisible by a certain number. The table below shows some common divisibility tests.

A number is divisible by:	if:
2	its last digit is 2, 4, 6, 8 or 0
3	the sum of its digits is divisible by 3
4	its last 2 digits form a number divisible by 4
5	its last digit is 0 or 5
6	it is even and the sum of its digits is divisible by 3
9	the sum of its digits is divisible by 9
10	its last digit is 0

1 Study each example.

a Test whether 748 is divisible by 2, 3 or 4.

- Last digit is 8 (even). ∴ 748 is divisible by 2.
- Sum of digits = 7 + 4 + 8 = 19, which is not divisible by 3. ∴ 748 is not divisible by 3.
- 48 is divisible by 4. ∴ 748 is divisible by 4 (748 ÷ 4 = 187).

b Test whether 261 is divisible by 5 or 9.

- Last digit is 1, not 0 or 5. ∴ 261 is not divisible by 5.
- 2 + 6 + 1 = 9, which is divisible by 9. ∴ 261 is divisible by 9 (261 ÷ 9 = 29).

c Test whether 570 is divisible by 4, 6 or 10.

- 70 is not divisible by 4. ∴ 570 is not divisible by 4.
- 570 is even and 5 + 7 + 0 = 12, which is divisible by 3. ∴ 570 is divisible by 6 (570 ÷ 6 = 95).
- Last digit is 0. ∴ 570 is divisible by 10 (570 ÷ 10 = 57).

2 Test whether each number is divisible by 2, 3, 5 or 6.

a	250	**b**	189	**c**	78	**d**	465
e	1024	**f**	840	**g**	715	**h**	627

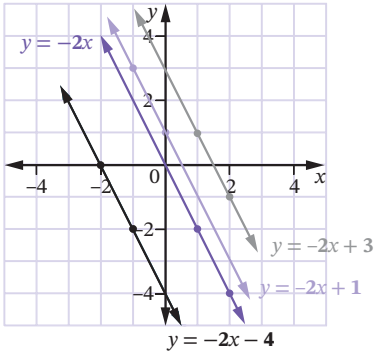
3 Test whether each number is divisible by 4, 9 or 10.

a	144	**b**	280	**c**	522	**d**	4170
e	936	**f**	726	**g**	342	**h**	5580

Investigation

Comparing gradients and *y*-intercepts

1 This number plane shows the graphs of 4 linear equations.



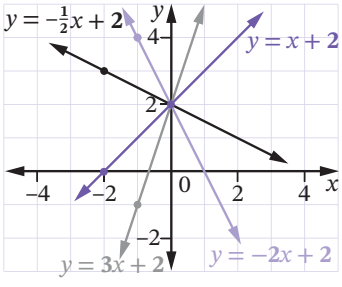
a Copy and complete this table by finding the gradient and *y*-intercept of each line.

Equation	Gradient	*y*-intercept
$y = -2x - 4$	−2	−4
$y = -2x$		
$y = -2x + 1$		
$y = -2x + 3$		

b How are the 4 lines:

i similar? **ii** different?

2 This number plane shows the graphs of another 4 linear equations.



a Copy and complete this table.

Equation	Gradient	*y*-intercept
$y = -2x + 2$		
$y = -\frac{1}{2}x + 2$		
$y = x + 2$		
$y = 3x + 2$		

b How are the 4 lines:

i similar? **ii** different?

3 Copy and complete this table for the 3 lines graphed.

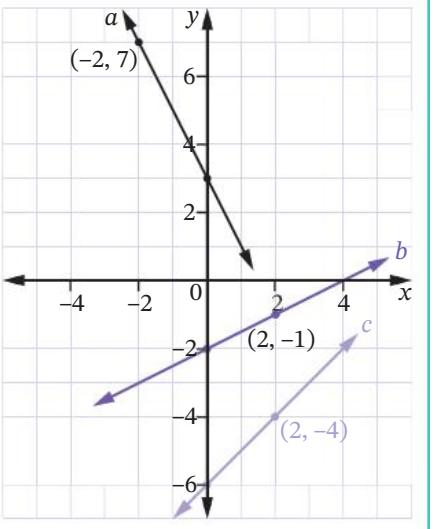
a

Equation	Gradient	*y*-intercept
$y = -2x + 3$		
$y = \frac{1}{2}x - 2$		
$y = x - 6$		

b Explain how the values for the gradient and *y*-intercept of each line relate to its equation.

c What is the equation of a line that has a gradient of 4 and a *y*-intercept of –1?

d What is the gradient and *y*-intercept of the line with equation $y = -x + 7$?



11.05 The gradient–intercept equation $y = mx + c$

Puzzle
Equation of a line

Interactive
Graphing slope-intercept

Spreadsheet
Drawing straight lines: $y = mx + c$

The gradient–intercept form of a linear equation

The equation of a straight line is $y = mx + c$, where m is the gradient and c is the *y*-intercept.

For this reason, $y = mx + c$ is also called the **gradient–intercept form** of a linear equation.

Example 14

Find the gradient and *y*-intercept of the line with equation:

a $y = 4x - 7$ **b** $y = \frac{1}{2}x + 3$ **c** $y = 3 - 5x$ **d** $y = \frac{3x}{4} - 1$

Solution

a $y = 4x - 7$ is in the form $y = mx + c$ $\therefore$ Gradient $m = 4$ and *y*-intercept $c = -7$

b For $y = \frac{1}{2}x + 3$, gradient $m = \frac{1}{2}$ and *y*-intercept $c = 3$

c $y = 3 - 5x$ can be rewritten as $y = -5x + 3$ $\therefore$ Gradient $m = -5$ and *y*-intercept $c = 3$

d For $y = \frac{3x}{4} - 1$, gradient $m = \frac{3}{4}$ and *y*-intercept $c = -1$

Example 15

Write the equation of the line that has a gradient of –4 and a y-intercept of –6.

Solution

$m = -4, c = -6$

$\therefore$ The equation of the line is $y = -4x - 6$. Using $y = mx + c$.

Example 16

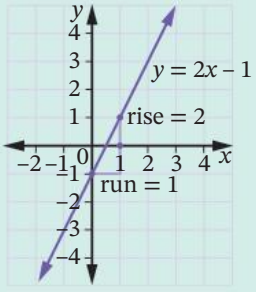
Graph each linear equation by finding the gradient and y-intercept first.

a $y = 2x - 1$ **b** $y = -2x + 5$ **c** $y = \frac{3}{4}x - 2$

Solution

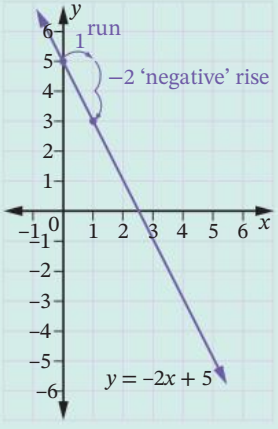
a $y = 2x - 1$ has a gradient of 2 and a y-intercept of –1.

- Plot the y-intercept –1 on the y-axis.
- Make a gradient of 2 by moving **across** 1 unit (**run**) and **up** 2 units (**rise**) and marking the point at (1, 1).
- Rule a line through this point and the y-intercept.
- Label the line with the equation $y = 2x - 1$



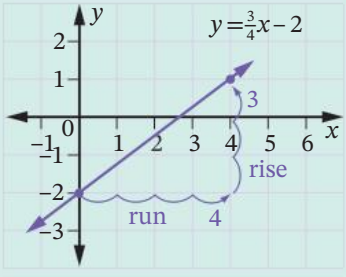
b $y = -2x + 5$ has a gradient of –2 and a y-intercept of 5.

- Plot the y-intercept 5 on the y-axis.
- Make a gradient of –2 by moving **across** 1 unit (**run**) and **down** 2 units (‘**negative**’ **rise**) and marking the point at (1, 3).
- Rule a line through this point and the y-intercept.



c $y = \frac{3}{4}x - 2$ has a gradient of $\frac{3}{4}$ and a y-intercept of –2.

- Plot the y-intercept –2 on the y-axis.
- Make a gradient of $\frac{3}{4}$ by moving **across** 4 units (**run**) and **up** 3 units (**rise**) and marking the point at (4, 1).
- Rule a line through this point and the y-intercept.



11.05

Video
Graphing
$y = mx + c$

EXERCISE 11.05 ANSWERS ON P. 647

The gradient–intercept equation $y = mx + c$ U F

EXAMPLE 14

1 Find the gradient and y-intercept of the line with equation:

a $y = 3x - 2$ **b** $y = 2x + 7$ **c** $y = x + 4$ **d** $y = -x - 9$

e $y = \frac{3x}{4} + 6$ **f** $y = x$ **g** $y = \frac{x}{2} - 11$ **h** $y = \frac{2}{3}x + 6$

i $y = 8 - 2x$ **j** $y = 5 - x$ **k** $y = \frac{x}{4}$ **l** $y = -3x + 11$

m $y = 5$ **n** $y = \frac{2}{5}x + 1$ **o** $y = x - \frac{7}{2}$ **p** $y = \frac{3x}{4} + 1$

2 Which equation has a gradient of 5? Select the correct answer **A**, **B**, **C** or **D**.

A $y = x + 5$ **B** $y = 5 - x$ **C** $y = 5$ **D** $y = 5x$

EXAMPLE 15

3 Write the equation of the line with:

a a gradient of 2 and a y-intercept of -1 **b** a gradient of $\frac{3}{4}$ and a y-intercept of 2

c a gradient of -3 and a y-intercept of 5 **d** a gradient of $-\frac{2}{5}$ and a y-intercept of 3

4 For each pair of lines, state which line is steeper.

a $y = 2x + 3$ or $y = x + 7$ **b** $y = -3x - 5$ or $y = -2x + 1$

c $y = -\frac{1}{2}x + 3$ or $y = -x + 3$ **d** $y = -5x - 2$ or $y = 4x + 2$

e $y = -2x + 7$ or $y = 2x - 6$ **f** $y = -4x - 5$ or $y = \frac{7}{3}x + 1$

g $y = 8 + \frac{5}{4}x$ or $y = x + 2$ **h** $y = 2x$ or $y = 6 - 2x$

EXAMPLE 16

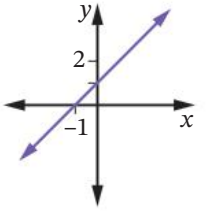
5 Graph each linear equation by finding the gradient and y-intercept first.

a $y = 2x + 1$ **b** $y = x - 4$ **c** $y = 3x + 2$ **d** $y = -4x$

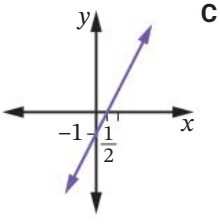
e $y = -3x - 3$ **f** $y = \frac{x}{2} + 2$ **g** $y = 8 - \frac{3x}{4}$ **h** $y = \frac{5x}{2} - 1$

6 Which diagram shows the graph of $y = 2x - 1$? Select **A**, **B**, **C** or **D**.

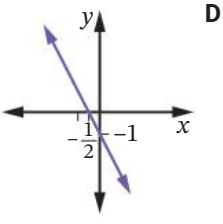
A



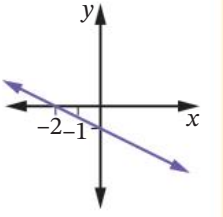
B



C



D



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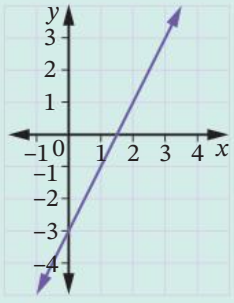
Finding the equation of a line

11.06

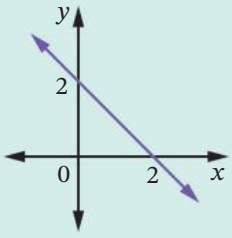
Example 17

Find the equation of each line.

a

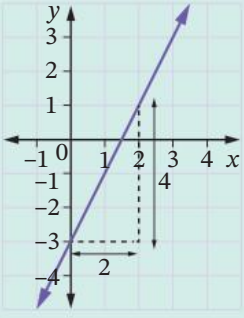


b



Solution

a Select 2 points on the line to find the gradient, say (0, −3) and (2, 1).



Gradient $m = \frac{\text{rise}}{\text{run}} = \frac{4}{2} = 2$

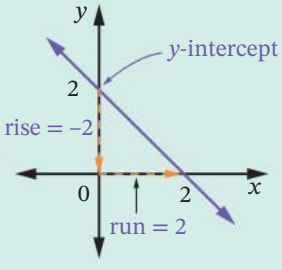
y-intercept $c = -3$ from graph

$\therefore$ The equation of the line is $y = 2x - 3$ $y = mx + c$

We can check that this equation is correct for another point, say (3, 3).

When $x = 3$, $y = 2 \times 3 - 3 = 3$

b Find the gradient of the line passing through (0, 2) and (2, 0).



Gradient $m = \frac{\text{rise}}{\text{run}} = \frac{-2}{2} = -1$

y-intercept $c = 2$ from graph

$\therefore$ The equation of the line is $y = -x + 2$ $y = mx + c$

Video
Finding the equation of a line

Worksheets
Finding the equation of a line
A page of intervals
A page of lines

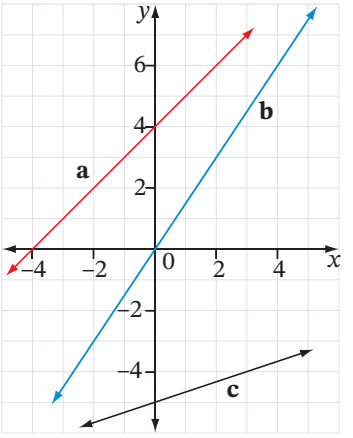
Puzzle
Straight-line equations

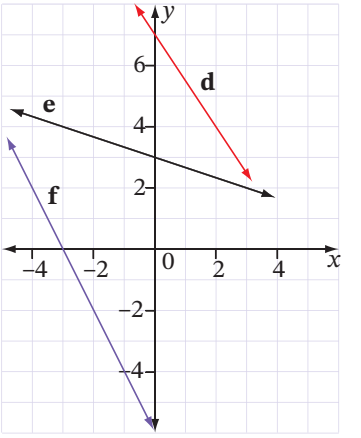
EXERCISE 11.06 ANSWERS ON P. 648

Finding the equation of a line U F

EXAMPLE 17

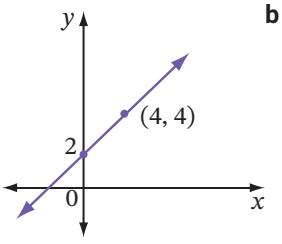
1 Find the equation of each line.



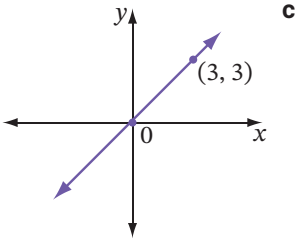


2 Find the equation of each line.

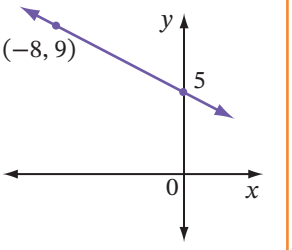
a



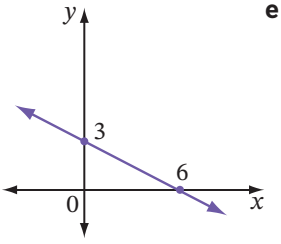
b



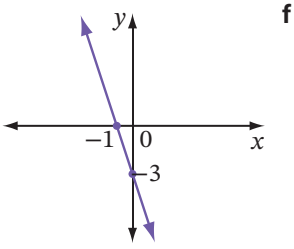
c



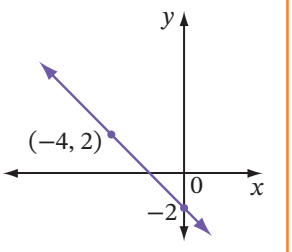
d



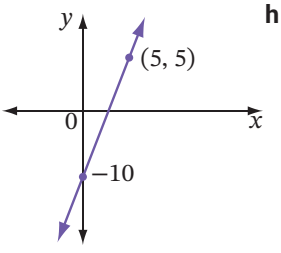
e



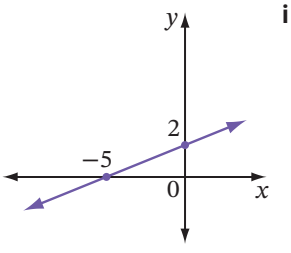
f



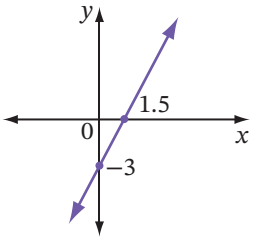
g



h



i



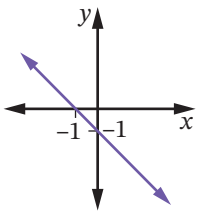
Foundation Standard Complex

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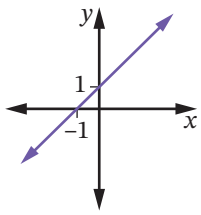
3 Match each linear equation to its graph.

a $y = x - 1$ **b** $y = x + 1$ **c** $y = -x - 1$ **d** $y = -x + 1$

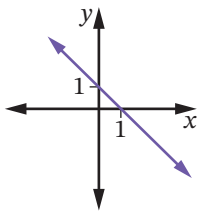
A



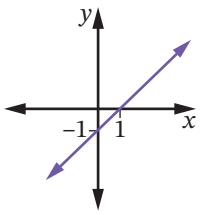
B



C



D



Solving linear equations graphically 11.07

In Chapter 7, *Equations*, we solved equations **algebraically**. We can also solve an equation **graphically** by first graphing it on the number plane.

Example 18

Solve the equation $2x - 3 = 5$ graphically.

Solution

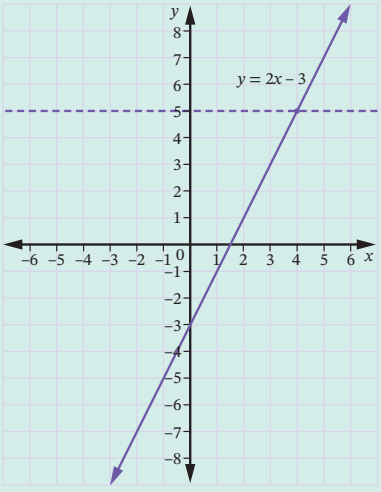
Graph $y = 2x - 3$ (the LHS of the equation) on a number plane.

For every point on the line, the y-coordinate is the value of $2x - 3$. So to solve $2x - 3 = 5$, we need to find the point whose y-coordinate is 5.

Draw a dotted horizontal line at $y = 5$ and read off the coordinates of the point on $y = 2x - 3$ crossed by this line.

This point is (4, 5), which means the solution to $2x - 3 = 5$ is $x = 4$.

Check: $2 \times 4 - 3 = 5$



EXERCISE 11.07 ANSWERS ON P. 649

Solving linear equations graphically U F

This exercise is best completed using graphing technology such as dynamic geometry software or graphing websites.

1 Use the graph above to solve each equation. Check your solutions.

a $2x - 3 = 3$ **b** $2x - 3 = -7$ **c** $2x - 3 = 0$

EXAMPLE 18

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2 Graph $y = 2x + 1$ and use it to solve each equation graphically.

a $2x + 1 = 7$ **b** $2x + 1 = 10$ **c** $2x + 1 = -5$

3 Solve each equation in question **2** algebraically.

4 At which point do the graphs of $y = 2x + 3$ and $y = 1$ intersect? Select the correct answer **A**, **B**, **C** or **D**.

A $(2, 1)$ **B** $(-1, 1)$ **C** $(4, -2)$ **D** $(8, -4)$

5 Graph $y = 3x - 2$ and use it to solve each equation graphically.

a $3x - 2 = 7$ **b** $3x - 2 = -11$ **c** $3x - 2 = -2$

6 Graph $y = -x + 1$ and use it to solve each equation graphically.

a $-x + 1 = -3$ **b** $-x + 1 = 4$ **c** $-x + 1 = -1$

7 Graph $y = -2x - 1$ and use it to solve each equation graphically.

a $-2x - 1 = -3$ **b** $-2x - 1 = 0$ **c** $-2x - 1 = 3$

8 Graph $y = \frac{1}{2}x + 3$ and use it to solve each equation graphically.

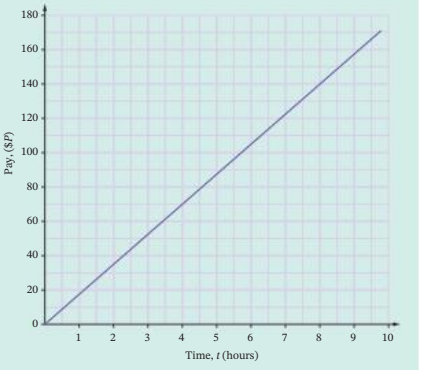
a $\frac{1}{2}x + 3 = 5$ **b** $\frac{1}{2}x + 3 = 1$ **c** $\frac{1}{2}x + 3 = 2$

11.08 Applying linear equations

Linear equations can be used to describe real-world situations.

Example 19

Jasmine is paid $17.50 per hour. The graph shows Jasmine's pay for a certain number of hours.



a What is the gradient of the line and what does it represent?

b Find the equation of the line.

c Use the graph to find Jasmine's pay for 8 hours.

d Use the graph to find the hours worked if Jasmine's pay was $105.

e Use the equation to find Jasmine's pay if she worked for:

i 3.5 hours **ii** 15 hours

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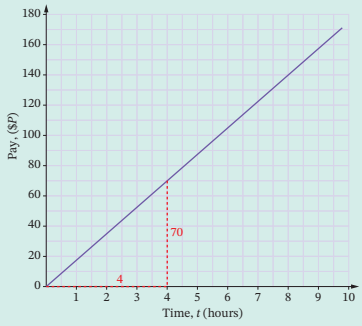
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Solution

a When $t = 4$, $P = 70$. Use this to find the gradient.

$$\text{Gradient} = \frac{70}{4}$$
$$= 17.5$$

The gradient represents Jasmine's rate of pay of \$17.50 per hour.



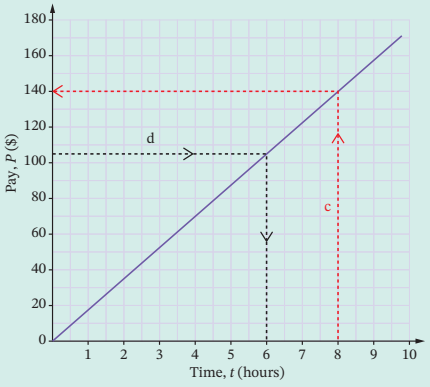
b Using $y = mx + c$ where $m = 17.5$, $c = 0$: $y = 17.5x$
But for this graph, the variables are P and t.
The equation is $P = 17.5t$.

c Reading from the graph, when $t = 8$, $P = 140$.
The pay for 8 hours is \$140.

d Reading from the graph, when $P = 105$, $t = 6$.
The pay of \$105 is for 6 hours' work.

e **i** $P = 17.5 \times 3.5$ $P = 17.5t$
$= \$61.25$
Pay of \$61.25 for 3.5 hours' work.

ii $P = 17.5 \times 15$
$= \$262.50$
Pay of \$262.50 for 15 hours' work.



Example 20

Sumaiyaa bought a computer for \$1500. Its value is depreciated each year using the graph shown.

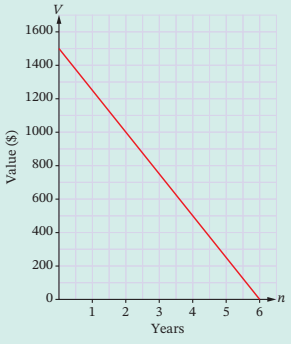
a What was the value of the computer after 3 years?

b Find the gradient and the vertical intercept of the line.

c Write down the equation of the line in terms of V and n.

d Use the equation to find the value of the computer after
i 4 years **ii** $5\frac{1}{2}$ years

e What is the amount of depreciation per year?

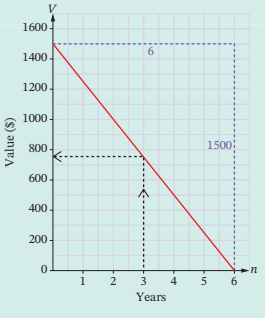


Solution

a Reading from the graph, the value of the computer after 3 years is \$750.

b $\text{Gradient} = \frac{-1500}{6}$
$= -250$

Vertical intercept $= 1500$



Vertical intercept is the general name for y-intercept when a variable other than y is used.

c $V = -250n + 1500$ $y = mx + c$

d **i** $n = 4, V = -250 \times 4 + 1500$
$= \$500$
Value after 4 years is \$500.

ii $n = 5\frac{1}{2}, V = -250 \times 5\frac{1}{2} + 1500$
$= \$125$
Value after $5\frac{1}{2}$ years is \$125.

e $m = -250$, so the depreciation is \$250 per year.

Video
Applying linear functions

Example 21

A taxi company charges a flagfall of \$2.90 and then charges \$2.17 per kilometre travelled.

Flagfall is the initial cost before any travelling starts.

a Write an equation to model the cost of a taxi trip for different distances.

b Construct a graph to model the costs for a trip from 0 to 50 km.

c Taksheel needs to use a taxi to get from his home to a friend's house 32 km away. Use your graph to determine the cost of this trip.

d Use the equation to determine the cost of this trip.

e Comment on any differences between your answers using the graph and equation.

Solution

a Let $y = mx + c$ where y is the cost of the taxi trip in dollars.

You could also name the equation $C = md + c$ where C = cost and d = distance.

The flagfall is a fixed amount and will be the starting value, so $c = 2.90$, the y-intercept.

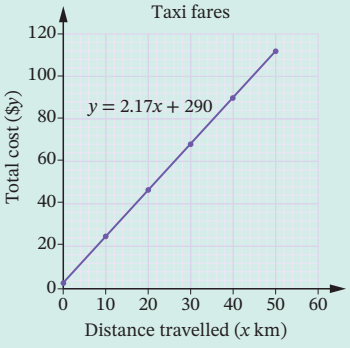
The charge per kilometre is a regular increase, so $m = 2.17$, which represents a positive gradient.

$y = 2.17x + 2.90$

b Construct a table of values that can be graphed. Distance goes up to 50 km so go up.

Spreadsheets and graphing software can also be used to complete the table and graph the equation.

x	0	10	20	30	40	50
y	2.90	24.60	46.30	68.00	89.70	111.40



c From the graph, when $x = 32$, $y = 72$.

The cost for travelling 32 km is approximately \$72.

d Algebraically, substitute $x = 32$ into the equation:

$y = 2.17x + 2.90$

$= 2.17 \times 32 + 2.9$

$= \$72.34$

e The algebraic solution is more accurate and 34 cents higher than the graphical solution. This is due to the scale used when constructing the graph.

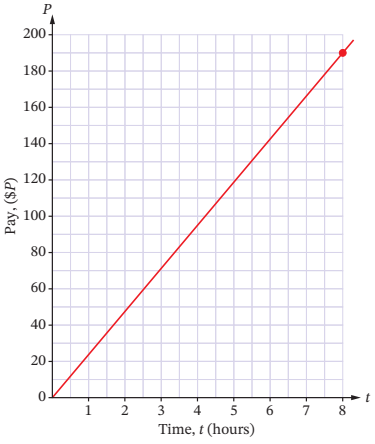
EXERCISE 11.08 ANSWERS ON P. 649

Applying linear equations U F R C

The questions in this exercise may also be completed with the aid of a spreadsheet and graphing software.

EXAMPLE 19

1 This graph shows Alex's pay for 8 hours' work. R C



a What is the gradient of the line and what does it represent?

b Find the equation of the line.

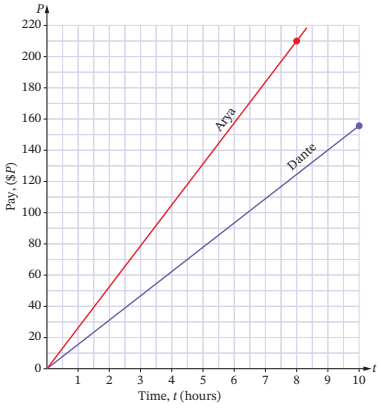
c Use the graph to find Alex's pay for 3.5 hours.

d Use the graph to find the hours worked if Alex's pay was \$142.50.

e Use the equation to find Alex's pay if he worked for:

i 7.5 hours **ii** 21 hours

2 This graph shows Arya's and Dante's pay. R C



a Find the gradient of each line.

b Find the equation of each line.

c Who earns more per hour? How is this shown by the graph of the lines?

d Use the graph to find the pay for Arya and Dante if they each worked for 4 hours.

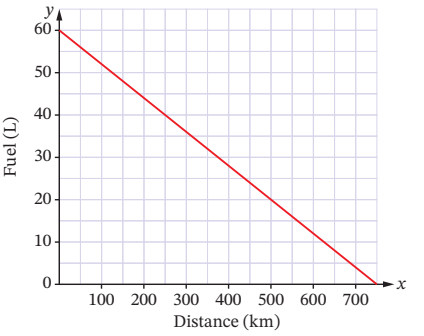
e Use the equations to find the pay for Arya and Dante if they worked for:

i 3.5 hours **ii** 10 hours **iii** 30 hours

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EXAMPLE 20

3 This graph shows the amount of fuel (y litres) remaining in a car after travelling a distance (x km) on a road trip. R C



a What is the y intercept and what does it represent?

b Find the gradient.

c Find the equation of the line.

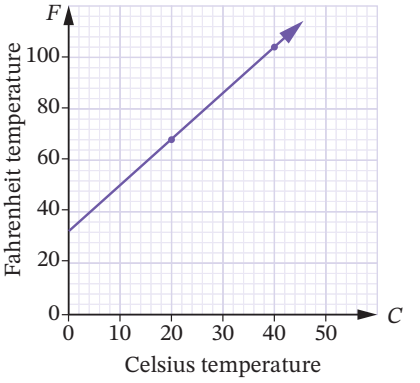
d How much fuel was remaining after 250 km?

e How much fuel was *used* after travelling 400 km?

f Use the equation to find the amount of fuel remaining after travelling:

i 300 km **ii** 700 km

4 The conversion of degrees Celsius (°C) temperatures to degrees Fahrenheit (°F) temperatures is shown by this graph. R C



a What is the temperature in °F when it is 0°C?

b Find the gradient of the line.

c Find the equation of the line (in the form $F = mC + c$).

d Use the equation to find the temperature in °F for:

i 25°C **ii** 34°C

e Use the graph to find the temperature in °C when it is 50°F.

f Use the equation to check your answer to part **e**.

EXAMPLE 21

5 An electrician charges a callout fee of $110 and then an hourly rate of $80. R C

a Copy and complete the table to show the electrician's charges.

Time, t (hours)	0	1	2	3	4
Cost ($C)	110	190			

b Graph this table of values.

c Find the gradient and vertical intercept of the graph.

d Find the linear equation of the graph.

e Use the graph to find the cost for 1.5 hours' work.

f Use the equation to find the cost for

i 2.5 hours **ii** 5.25 hours

g Use the equation to find the number of hours if the electrician charged $610.

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6 A school is organising a function for Year 10 students. The initial cost of catering will be $300 and then $10 per student. R C

a Copy and complete this table to show the cost of the function.

Number of students (x)	0	10	20	30	40	50	100	150
Cost ($\$y$)								

b Construct a graph that shows the cost of the function for 0 to 180 students. Use a scale of 1 cm = 20 students on the x-axis and 1 cm = $200 on the y-axis.

c What is the y-intercept of the graph and what does it represent?

d What is the gradient of the line and what does it represent?

e Find the linear equation in the form $y = mx + c$.

f Use the graph to find the cost of the function for:

i 90 students **ii** 145 students

g Use the equation to find the cost of the function for:

i 162 students **ii** 220 students.

h Find the number of students attending if the cost was $1650.

7 The equation $V = -750n + 4000$ describes the depreciated value of a photocopier, where V is the value in dollars and n is the time in years. R C

a Copy and complete this table of values for the equation.

Time (n years)	0	1	2	3	4	5
Value of photocopier ($\$V$)						

b Graph this table of values.

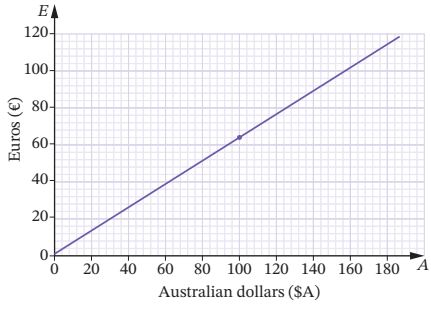
c What is the gradient of the line and what does it represent?

d What was the original value of the photocopier?

e Find the value of the photocopier after $3\frac{1}{2}$ years.

f Find the value of the photocopier after 6 years. What is the meaning of this result?

8 This graph can be used to convert Australian dollars ($A) to Euros (€). R C



a What is the vertical intercept?

b What is the gradient and what does it represent?

c Find the equation of the line (in the form $E = mA + c$)

d Use your equation to convert each amount to Euros.

i $A60 **ii** $A140 **iii** $A1500

e Use the graph to change each amount to Australian dollars.

i €80 **ii** €28 **iii** €120

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9 Bradley has saved \$120 so far for a holiday. He will add \$15 to that amount each week for one year. R C

a Copy and complete this table of Bradley's savings.

Number of weeks (w)	0	1	2	3	4	5	6	7
Savings (\$$S$)								

b Graph this table of values.

c What is the vertical intercept of the line and what does it represent?

d Find the gradient of the line.

e Find the equation of the line in the form $S = mw + c$.

f How much will Bradley have in his savings after:

i 5 weeks? **ii** 12 weeks? **iii** 1 year?

g How long before Bradley has \$360 in savings?

10 The graph shows the amount of water left in a leaking water tank. R C

a Find the gradient and vertical intercept of this line.

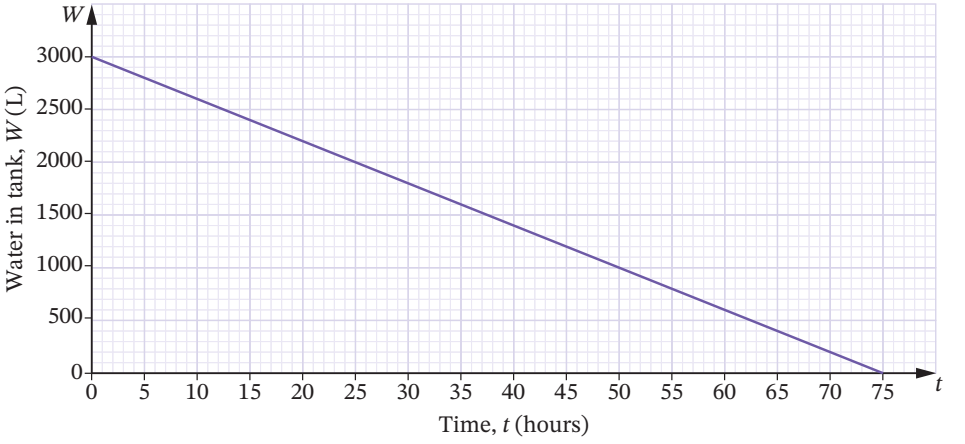
b Find the equation of the line.

c Find the amount of water in the tank after 45 hours using:

i the graph **ii** the equation

d Use the equation to find the amount of water in the tank after:

i 38 hours **ii** 3 days



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11 A sausage sizzle was organised at a high school fete. Cost of gas and other necessary items amounted to $45 and a sausage sandwich will cost $0.80 to make. R C

a Copy and complete the table to show the cost of making the sandwiches and then graph the table of values.

Number of sausage sandwiches (x)	0	20	40	60	80	100
Cost ($\$y$)						

b Find the linear equation of the line.

c Use the equation to find the cost of making 175 sandwiches.

d How many sausage sandwiches can be made for $245?

12 Christian borrowed $2300 from his parents to buy a mountain bike and has agreed to pay back $35 a week. R C

a Write an equation to show how much money ($\$A$) Christian owes after x weeks.

b Use the equation to find the amount owing after

i 40 weeks **ii** 1 year

Direct variation 11.09

PATH

Ann-Marie noticed a relationship between the amount of petrol used by her car and the distance travelled by the car, as shown in the table of values.

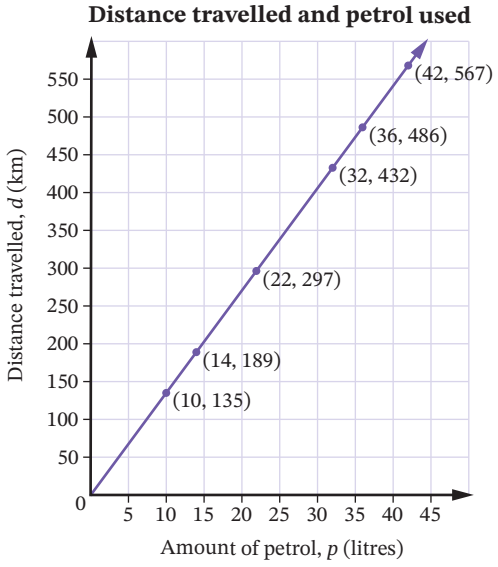
Amount of petrol used (L)	10	14	22	32	36	42
Distance travelled (km)	135	189	297	432	486	567

When she graphed these values, she found a linear relationship.

If p stands for the amount of petrol used and d stands for the distance travelled, then it can be shown that d is directly related to p by the formula $d = 13.5p$. This means that the distance travelled is a constant multiple of the amount of petrol used.

This is an example of **direct variation** (or **direct proportion**).

Two variables are **directly proportional** to each other if one variable is a constant multiple of the other, and when one variable changes, the other one changes by the same factor.



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Direct proportion

If y is **directly proportional** to x, written '$y \propto x$', then $y = kx$, where k is a constant (number) called the **constant of variation** or **constant of proportionality**.

- A direct linear relationship exists between x and y.
- If x increases (or decreases), y increases (or decreases).
- If x is doubled (or halved), y is doubled (or halved).
- Another way of saying 'y is directly proportional to x' is y **varies directly** as x'.
- A graph for direct variation is a straight line going through (0, 0) with gradient k.



Video
Direct proportion

Example 22

The distance (d), in metres, travelled by a car is directly proportional to the number of rotations (r) of its tyres. After 540 rotations, a distance of 950 m is travelled.

a What distance (to the nearest metre) will be travelled after 800 rotations?

b How many full rotations will be needed to cover 360 m?

Solution

a d is directly proportional to r.

$\therefore d = kr$ Forming a variation equation

To find k, substitute the information given for r and d.

When $r = 540$ and $d = 950$,

$950 = k \times 540$ Finding k

$$k = \frac{950}{540}$$
$$= 1.759...$$

$\therefore d = 1.759... r$ Rewriting the equation $d = kr$

When $r = 800$, Solving the problem

$d = 1.759... \times 800$

$= 1407.4074...$

≈ 1407 m

After 800 rotations, the distance travelled will be 1407 m.

b When $d = 360$, Solving the problem

$360 = 1.759... r$

$$r = \frac{360}{1.759...}$$
$$= 204.661...$$
≈ 205 rotations Rounding up for full rotations

For a distance of 360 m, there will be 205 rotations.

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Solving direct variation problems

1 Identify the 2 variables (say x and y) and form a variation equation, $y = kx$.

2 Substitute values for x and y to find k, the constant of variation.

3 Rewrite $y = kx$ using the value of k.

4 Substitute a value for x or y into $y = kx$ to solve the problem.

PATH

11.09

EXERCISE 11.09 ANSWERS ON P. 651

Direct variation U F PS R

EXAMPLE 22

1 The stretch, S cm, of a spring is directly proportional to the mass, M kg, pulling on it.

Mass, M (kg)	0	8	12	20	24	40
Stretch, S (cm)	0	5	7.5	12.5	15	25

a Graph the linear relationship between S and M.

b The equation of the line is $S = kM$. Use the table of values to find the value of k as a decimal, then rewrite the equation for S.

c Use the equation to find the stretch caused by a mass of 36 kg.

d What is the mass that will cause a stretch of 40 cm?

2 B varies directly as h. If when $h = 5$, $B = 16$, what is the value of k in $B = kh$? Select the correct answer **A**, **B**, **C** or **D**.

A 80 **B** 11 **C** 3.2 **D** 0.3125

3 Y is directly proportional to X. If when $X = 15$, $Y = 75$, find the constant of variation, then use the variation equation to find Y when $X = 23$.

4 The mass, M, in grams of a chemical is directly proportional to its volume, V, in cm^3. PS R

a Write the formula $M = kV$, where k is a decimal, given that $M = 140$ when $V = 80$.

b Use the formula to calculate the mass of 406 cm^3 of the chemical.

c Calculate (correct to 1 decimal place) the volume of the chemical if the mass is:

i 28 g **ii** 0.36 kg

5 Find the linear formula for n in terms of m for this table of values.

m	3	6	9	12	15
n	7.5	15	22.5	30	37.5

6 p varies directly as q. If $q = 7$ when $p = 42$, find p when $q = 18$.

7 The distance, D, travelled by Pete, a marathon runner, varies directly as time, t. Pete runs 8.25 km in 44 minutes.

a How far will he run in one hour?

b How long will it take him to run 24 km?

PATH

8 For an object that is cooling, the drop in temperature varies directly with time.

If the temperature drops 8°C in 5 minutes, how long would it take to drop 10°C?
Select **A**, **B**, **C** or **D**.

A 6.25 min **B** 7 min **C** 12.8 min **D** 16 min

9 The amount of interest, I, earned on an investment account varies directly as the size of the deposit, D. PS R

a If Hannah earns $35 interest on an investment of $1400, write an equation relating I to D.

b How much will she earn on an investment of $2500?

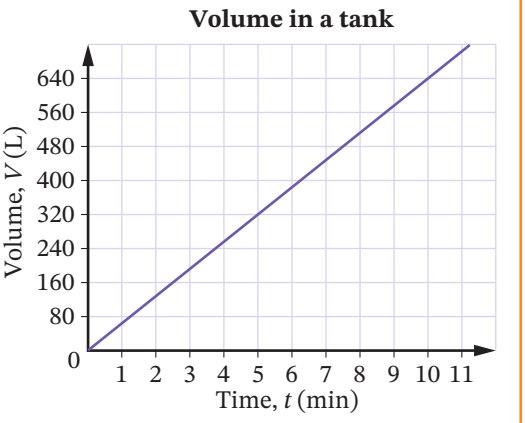
c If Hannah doubles the size of her investment in **b**, how much will she earn in interest?

10 The volume V (in litres) of water in a tank being filled is proportional to the time taken t (in minutes), as shown on the graph.

a Find the formula for V.

b Calculate the amount of water in the tank after 8 minutes.

c Calculate how long it takes to pump 960 L of water.



11 The weight of an astronaut on Mars is proportional to his weight on Earth. A 72 kg astronaut weighs 27.4 kg on Mars. PS R

a Calculate how much a 60 kg astronaut weighs on Mars, correct to 1 decimal place.

b If an astronaut weighs 32 kg on Mars, calculate his weight on Earth, correct to 1 decimal place.

12 The pressure experienced by a scuba diver is directly proportional to her depth under the water. The pressure at 25 m is 147 kilopascals (kPa). PS R

a What pressure is experienced at 40 m?

b At what depth is the pressure 833 kPa?

Investigation

Graphing $y = x^2$ and $y = ax^2$

You will need: 1 cm grid paper. This activity can also be completed using graphing software.

1 Copy and complete this table of values for $y = x^2$.

x	−4	−3	−2	−1	−0.5	0	0.5	1	2	3	4
y											

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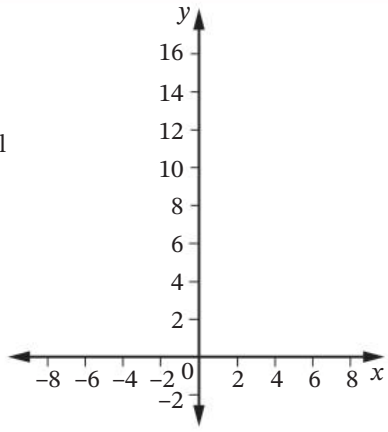
2 Draw this number plane on grid paper.

3 Plot the points from the table of values onto the number plane.

4 Draw a smooth curve through all the points and label the graph $y = x^2$.

5 Compare your graph with those of other students.

6 List as many features as you can about the graph of $y = x^2$ that you have drawn.
Compare your list with those of other students.



7 Copy and complete this table of values for $y = 2x^2$.

x	−3	−2	−1	0	1	2	3
y							

8 Graph $y = 2x^2$ on the same number plane as $y = x^2$ and label it.

9 How is the graph of $y = 2x^2$ different from the graph of $y = x^2$? Give an explanation for the difference.

10 On the same set of axes, draw these graphs:

a $y = x^2$ **b** $y = \frac{1}{2}x^2$ **c** $y = \frac{1}{3}x^2$

11 What do you notice about the graphs you have drawn? Give an explanation.

12 Compare your observations and explanation with those of other students.

Investigation

Graphing $y = ax^2 + c$

You will need: 1 cm grid paper. This activity can also be completed using graphing software.

1 Graph $y = x^2$ on a number plane for values of x from −3 to 3.

2 Copy and complete this table of values for $y = x^2 + 2$

x	−3	−2	−1	0	1	2	3
y							

3 Graph $y = x^2 + 2$ on the same number plane as $y = x^2$ and label it.

4 What do the graphs of $y = x^2$ and $y = x^2 + 2$ have in common?

5 How are the 2 graphs different?

6 Describe how the graph of $y = x^2 + 2$ could be drawn using the graph of $y = x^2$.

7 Graph each equation on the same number plane. Label your graphs clearly.

a $y = x^2 - 1$ **b** $y = x^2 + 4$ **c** $y = x^2 - 3$

8 Write a sentence to describe the effect of the constant term (which is added to, or subtracted from, x^2) on the shape and position of the parabola $y = x^2$.

9 Graph each equation on the same number plane. Label your graphs clearly.

a $y = -x^2$ **b** $y = -x^2 + 2$ **c** $y = -x^2 - 3$ **d** $y = -x^2 - 1$

10 What do you notice about the shape and position of each of the graphs in question **9**? Compare your results with those of other students.

11.10 Graphing quadratic equations $y = ax^2 + c$

In Chapter 7, *Equations*, we learnt that an equation in which the highest power of the variable is 2 is called a **quadratic equation**, for example, $y = 2x^2 - 5$, $y = x^2 + 7x + 12$ and $y = -5x^2$.

Worksheet Graphing parabolas

Technology Curve sketcher

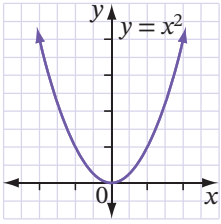
Spreadsheet Curve sketcher

Interactive Graphing quadratics

Video The parabola $y = ax^2 + c$

The graph of $y = x^2$

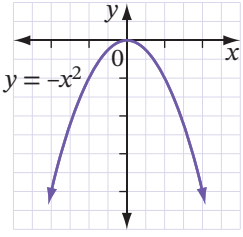
The graph of $y = x^2$ is a smooth U-shaped curve called a **parabola**.



- The axis of symmetry, called the **axis of the parabola**, is the y-axis.
- The **vertex** or **turning point** is (0, 0).
- Because x^2 is always positive or zero, the minimum value of the parabola is 0.
- The parabola's shape is **concave up** (looks like a smile ☺).

The graph of $y = -x^2$

The graph of $y = -x^2$ is the parabola $y = x^2$ reflected in the x-axis, because $-x^2$ is the 'negative' of x^2.



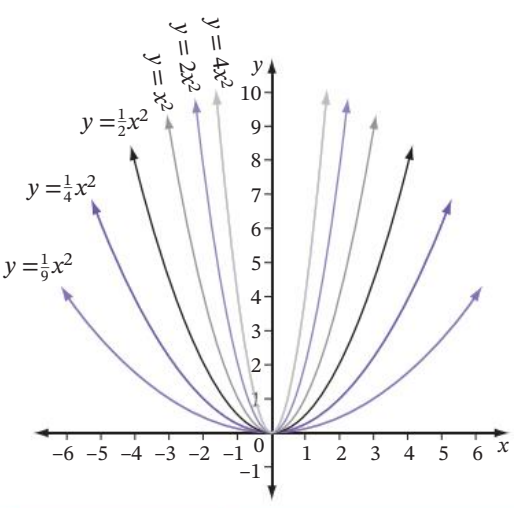
- The **axis of the parabola** is the y-axis.
- The **vertex** or **turning point** is (0, 0).
- Because $-x^2$ is always negative or zero, the maximum value of the parabola is 0.
- The parabola's shape is **concave down** (looks like a frown ☹).

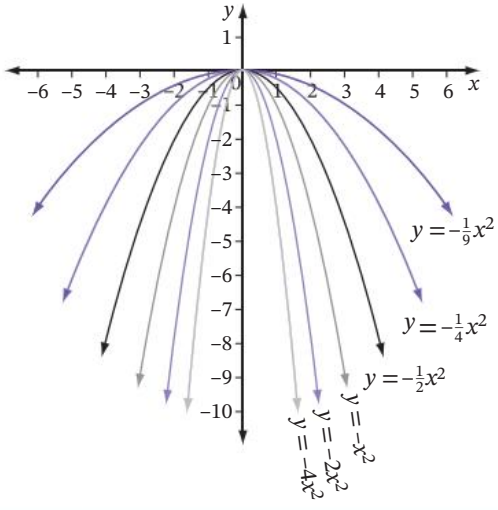
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The graph of $y = ax^2$

For the graph of a quadratic equation in the form $y = ax^2$, where a is a constant (number), the size of a affects whether the parabola is 'wide' or 'narrow'.

As the size of a increases, the parabola becomes 'narrower' and as the size of a decreases, the parabola 'widens'. If a is negative, then the parabola is concave down.





11.10

Example 23

a Graph $y = -x^2$ and $y = -2x^2$ on the same set of axes.

b What is the vertex of each parabola?

c Are the parabolas concave up or concave down?

d At what point do the 2 parabolas meet?

e Which parabola is 'wider'?

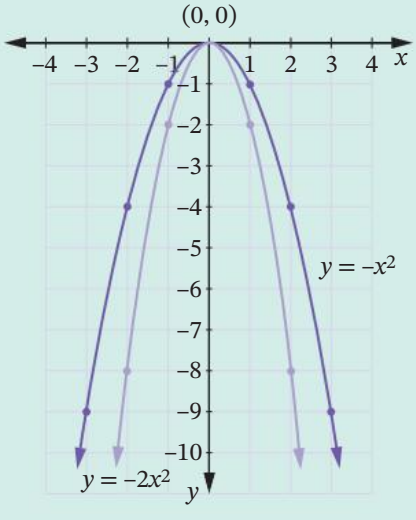
Solution

a $y = -x^2$

x	−3	−2	−1	0	1	2	3
y	−9	−4	−1	0	−1	−4	−9

$y = -2x^2$

x	−3	−2	−1	0	1	2	3
y	−18	−8	−2	0	−2	−8	−18



b The vertex of both parabolas is (0, 0).

c The parabolas are both concave down.

d The parabolas meet at (0, 0).

e The parabola $y = -x^2$ is wider.

The graph of $y = ax^2 + c$

For the graph of a quadratic equation in the form $y = ax^2 + c$, where a and c are constants, the effect of c is to move the parabola up or down from the **origin**. Also, c is the y-intercept of the parabola.

Example 24

a Graph $y = x^2$, $y = x^2 + 2$, $y = -x^2 - 1$ and $y = -x^2 - 4$ on the same set of axes.

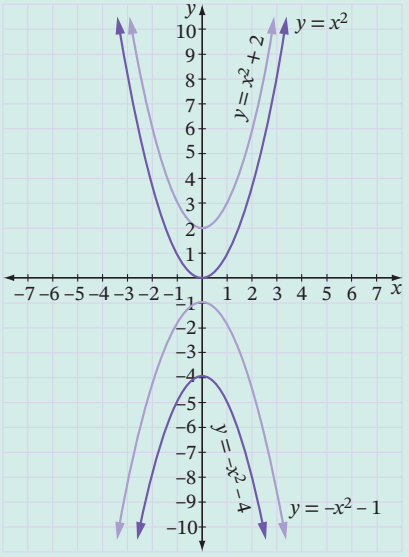
b Compare each parabola with the parabola $y = x^2$.

c What is the vertex of each parabola?

d Is each parabola concave up or concave down?

Solution

a



b $y = x^2 + 2$ is $y = x^2$ shifted up 2 units.

$y = -x^2 - 1$ is $y = x^2$ turned upside down and shifted down 1 unit.

$y = -x^2 - 4$ is $y = x^2$ turned upside down and shifted down 4 units.

c $y = x^2$ has vertex $(0, 0)$.

$y = x^2 + 2$ has vertex $(0, 2)$.

$y = -x^2 - 1$ has vertex $(0, -1)$.

$y = -x^2 - 4$ has vertex $(0, -4)$.

d $y = x^2$ and $y = x^2 + 2$ are concave up.

$y = -x^2 - 1$ and $y = -x^2 - 4$ are concave down.

EXERCISE 11.10 ANSWERS ON P. 652

Graphing quadratic equations $y = ax^2 + c$ U F R C

The questions in this exercise may also be completed using graphing software.

EXAMPLE 23

1 a Graph $y = 2x^2$ on a number plane after copying and completing this table of values.

x	−2	−1	0	1	2
y					

b Graph $y = \frac{1}{2}x^2$ on the same number plane after copying and completing this table of values.

x	−2	−1	0	1	2
y					

c Compare both parabolas. What features are the same? What is different? R C

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2 Which statement is correct about the parabola $y = x^2$? Select **A**, **B**, **C** or **D**.

A It has a y-intercept of 1.
B It is symmetrical about the x-axis.
C It is concave down.
D Its vertex is $(0, 0)$.

3 **a** Graph $y = -3x^2$ and $y = -0.1x^2$ on the same number plane after copying and completing this table of values for each equation. R C

x	−2	−1	0	1	2
y					

b Compare both parabolas. What features are the same? What is different?

4 Graph each pair of parabolas on the same set of axes and state: R C

i the vertex of each parabola
ii whether each parabola is concave up or concave down
iii which parabola is 'wider'
iv the point at which the 2 parabolas meet.

a $y = x^2$ and $y = \frac{1}{4}x^2$
b $y = 2x^2$ and $y = -2x^2$
c $y = -3x^2$ and $y = -\frac{1}{2}x^2$
d $y = 5x^2$ and $y = 0.2x^2$

5 Which statement is correct about the parabola $y = -6x^2$? Select **A**, **B**, **C** or **D**.

A It has a y-intercept of −6.
B It passes through $(-1, 6)$.
C It is concave down.
D Its vertex is $(0, -6)$.

6 Graph each pair of parabolas on the same set of axes and state: R C

EXAMPLE 24

i the vertex of each parabola
ii whether each parabola is concave up or concave down
iii which parabola is 'wider'
iv the y-intercept of each parabola.

a $y = x^2 + 1$ and $y = x^2 + 3$
b $y = -x^2 - 2$ and $y = 2x^2 + 4$
c $y = -5x^2 - 2$ and $y = -2x^2 - 1$
d $y = -3x^2 - 4$ and $y = 2x^2 + 2$

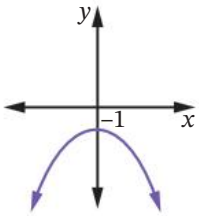
7 Which statement is correct about the parabola for $y = x^2 + 2$? Select **A**, **B**, **C** or **D**.

A It has a maximum value of 2.
B It is symmetrical about the x-axis.
C It is concave up.
D Its vertex is $(2, 0)$.

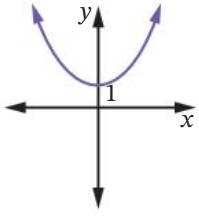
8 Match each quadratic equation to its parabola.

a $y = x^2 - 1$ **b** $y = x^2 + 1$ **c** $y = -x^2 - 1$ **d** $y = -x^2 + 1$

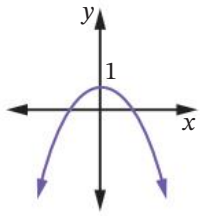
A



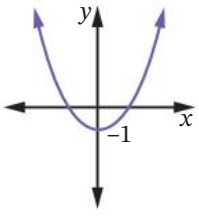
B



C



D



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11.11 Graphing quadratic equations $y = ax^2 + bx + c$

PATH

Worksheets
Graphing quadratic functions

Graphing quadratics

Features of a parabola

Now we will graph parabolas of the general form $y = ax^2 + bx + c$.

Example 25

For each quadratic equation:

i complete a table of values and draw the graph

ii find the x-intercepts

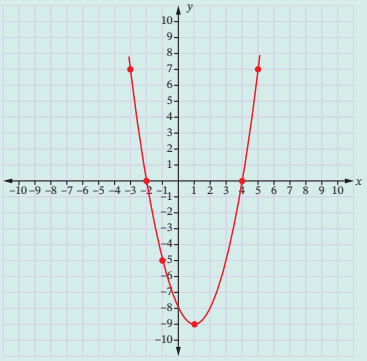
iii find the y-intercept

a $y = x^2 - 2x - 8$ **b** $y = 2x^2 + x - 6$

Solution

a **i** $y = x^2 - 2x - 8$

x	−3	−2	−1	0	1	2	3	4	5
y	7	0	−5	−8	−9	−8	−5	0	7



ii The x-intercepts are −2 and 4.

From the graph and table.

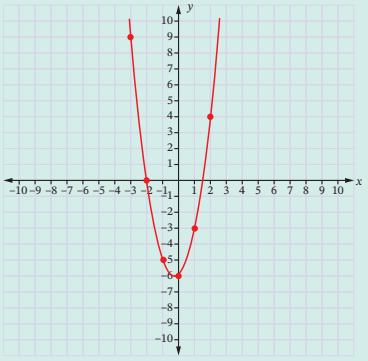
iii The y-intercept is −8.

From the graph and table.

Note that this is the constant term $c = -8$ in $y = x^2 - 2x - 8$.

b **i** $y = 2x^2 + x - 6$

x	−3	−2	−1	0	1	2
y	9	0	−5	−6	−3	4



ii The x-intercepts are −2 and $1\frac{1}{2}$.

iii The y-intercept is −6.

Note that this is the constant term $c = -6$ in $y = 2x^2 + x - 6$. Also note that (0, −6) is NOT the vertex. The vertex is slightly left and below it at (−0.25, −6.125).

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The graph of the parabola $y = ax^2 + bx + c$

If $a > 0$ (positive), the parabola is **concave up**

If $a < 0$ (negative), the parabola is **concave down**

The **y-intercept** is where $x = 0$, so it is the value of c, the constant term

The **x-intercepts** are where $y = 0$

Because the parabola is symmetrical, the x-coordinate of its vertex is halfway between the x-intercepts.

Example 26

For each quadratic equation:

i find the x-intercepts of its graph

ii find the y-intercept

iii find the coordinates of the vertex

iv draw its graph

a $y = x^2 + x - 12$ **b** $y = x(2x - 9)$

Solution

a **i** Substitute $y = 0$ to find x-intercepts:

$0 = x^2 + x - 12$

$x^2 + x - 12 = 0$

$(x + 4)(x - 3) = 0$

$x + 4 = 0$ or $x - 3 = 0$

$x = -4$ or $x = 3$

The x-intercepts are -4 and 3.

ii Look at the constant term, $c = -12$, or substitute $x = 0$ to find the y-intercept.

The y-intercept is -12.

iii By symmetry, the x-coordinate of the vertex is halfway between the x-intercepts -4 and 3.

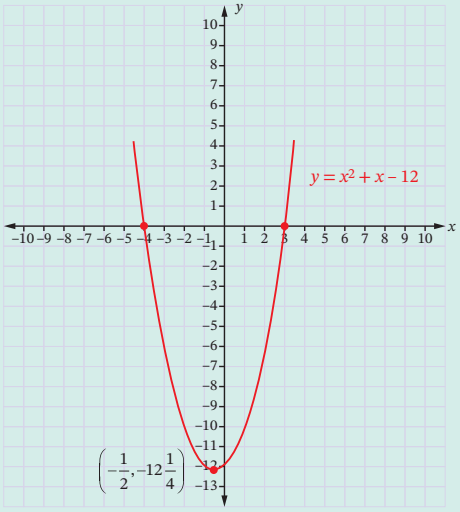
$$x = \frac{-4 + 3}{2} = -\frac{1}{2}$$

Substitute $x = -\frac{1}{2}$ to find y:

$$y = \left(-\frac{1}{2}\right)^2 + \left(-\frac{1}{2}\right) - 12 = -12\frac{1}{4}$$

Vertex $\left(-\frac{1}{2}, -12\frac{1}{4}\right)$

iv Draw the graph.



PATH

b i Substitute $y = 0$ to find x-intercepts:

$0 = x(2x - 9)$

$x(2x - 9) = 0$

$x = 0$ or $2x - 9 = 0$

$2x = 9$

$x = 4\frac{1}{2}$

The x-intercepts are 0 and $4\frac{1}{2}$.

ii Substitute $x = 0$ to find the y-intercept:

$y = 0(2(0) - 9)$

$= 0 \times (-9)$

$= 0$

The y-intercept is 0.

iii By symmetry, the x-coordinate of the vertex is halfway between the x-intercepts 0 and $4\frac{1}{2}$.

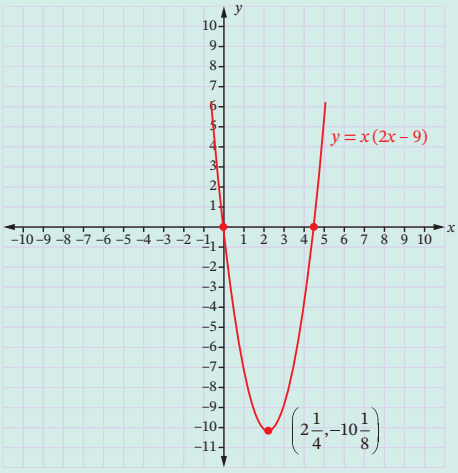
$$x = \frac{0 + 4\frac{1}{2}}{2} = 2\frac{1}{4}$$

Substitute $x = 2\frac{1}{4}$ to find y:

$$y = 2\frac{1}{4}\left[2\left(2\frac{1}{4}\right) - 9\right] = -10\frac{1}{8}$$

Vertex $\left(2\frac{1}{4}, -10\frac{1}{8}\right)$

iv Draw the graph.



EXERCISE 11.11 ANSWERS ON P. 653

Graphing quadratic equations $y = ax^2 + bx + c$ UFRC

EXAMPLE 25

1 For each quadratic equation:

i complete a table of values and draw the graph

ii find the x-intercepts

iii find the y-intercept

a $y = x^2 + 5x + 4$ **b** $y = 2x^2 - 9x + 7$

c $y = x^2 - 6x$ **d** $y = 2x^2 + 11x + 9$

EXAMPLE 26

2 Find the y-intercept of the parabola with equation:

a $y = 3x^2 + 5x - 4$ **b** $y = 2x^2 - 5x + 11$ **c** $y = 8x^2 + x$

3 Graph each equation, showing its x- and y-intercepts and vertex.

a $y = (x + 2)(x - 3)$ **b** $y = x^2 - 7x + 6$ **c** $y = x(x - 3)$

d $y = 4x(x + 2)$ **e** $y = -x^2 - 3x + 40$ **f** $y = x^2 + 12x + 35$

g $y = (x + 4)(2x - 5)$ **h** $y = (2x + 3)(2x - 5)$ **i** $y = -x^2 + 10x - 25$

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4 Which quadratic equation below is a parabola with x-intercepts 4 and −7? Select **A**, **B**, **C** or **D**.

A $y = x^2 - 3x - 28$ **B** $y = x^2 + 3x - 28$
C $y = x^2 - 3x + 28$ **D** $y = x^2 + 3x + 28$

5 Which quadratic equation below is a parabola with only one x-intercept of 2 and a y-intercept of 20? Select **A**, **B**, **C** or **D**.

A $y = x^2 - 2x - 5$ **B** $y = (x - 2)(x - 5)$
C $y = (x - 2)(x - 10)$ **D** $y = 5(x - 2)^2$

PATH

Applying quadratic equations 11.12

Parabolas can be seen in our everyday lives. When throwing a stone or kicking a ball, the path of the object is a parabola.

Video
Applying quadratic functions

Example 27

A ball is dropped from a balcony and its height (y metres) at any time (t seconds) is given by $y = -5t^2 + 45$.

a Complete this table of values to graph the equation.

Time (t seconds)	0	1	2	3	4
Height (y metres)					

b What is the y-intercept and what does this value represent?

c Use the graph to find the height of the ball after 1.5 seconds.

d How far has the ball dropped after 2 seconds?

e Find the total time the ball is in the air.

Solution

a

Time (t seconds)	0	1	2	3	4
Height (y metres)	45	40	25	0	−35

Spreadsheets and graphing software can also be used to complete the table and graph the equation.



We can ignore (4, −35) because height can't be negative and the ball has reached the ground at $t = 3$.

b y-intercept is 45, which represents the height of the balcony in metres

c 34 m

d Height after 2 s is 25 m, so the ball has dropped 20 m.

e 3 seconds (when the height of the ball is 0)

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EXERCISE 11.12 ANSWERS ON P. 655

Applying quadratic equations U F R C

The questions in this exercise may also be completed with the aid of a spreadsheet and graphing software.

EXAMPLE 27

1 A stone is dropped from a 50 m cliff and its height above ground level (h metres) at time t seconds is given by the quadratic equation $h = 50 - 4.9t^2$. R

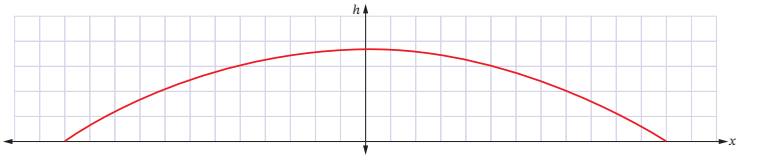
a Copy and complete this table of values to graph the equation.

Time, t (seconds)	0	1	2	3	4
Height, h (metres)					

b What is the height of the ball after 2 seconds?

c Estimate when the stone will hit the ground.

2 A bridge has a parabolic span as shown with equation $h = -0.005x^2 + 18$ where h is the height of the bridge in metres and x is the horizontal distance from the centre of the span in metres. R C



a Complete a table of values for x values from –60 to 60 (using intervals of 10), then graph the equation.

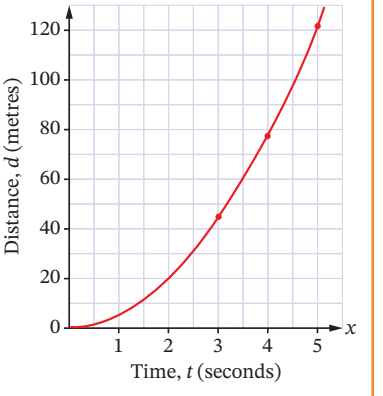
b Find the height of the bridge at its highest point.

c Find the total width of the span.

d What is the height of the span when the width is 80 m?

3 A ball is dropped from the top of a building 80 m high and the distance, d metres, it falls after t seconds is given by the equation $d = 4.9t^2$, also graphed here. R C

t	0	1	2	3	4	5
d	0	4.9	19.6	44.1	78.4	122.5



a How far has the ball fallen after:

i 2 seconds?

ii 3 seconds?

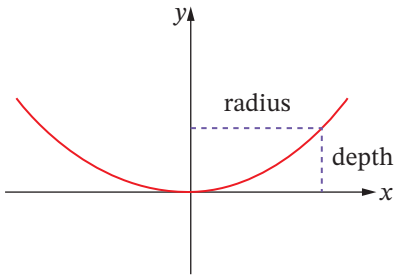
b How far did the ball fall:

i in the first second?

ii in the third second?

c After how many seconds did the ball hit the ground?

4 The inside of a satellite dish is the shape of a parabola and can be modelled by the equation $y = 0.04x^2$, where y metres is the depth and x metres is the radius.



a Graph $y = 0.04x^2$ for values of x from -6 to 6.

b Find the radius of the dish where the depth is 1 m.

c Find the depth of the dish where the radius is:

i 3.5 m **ii** 4 m

5 The shape of the cables between the 2 towers of the main span of the Golden Gate Bridge in San Francisco is very close to a parabola. The parabola is modelled by the equation $h = \frac{19}{51\,200}x^2 + 75$, where h is the height of the cables above the water level. R C



Shutterstock.com/bgrissom

The shape is actually a special curve called a **catenary**, caused by gravity acting on the hanging cables.

a Graph the equation for x values between -700 and 700, going up in steps of 100.

b What is the height above the water level of the cables at their lowest point?

c Use the graph to find the values of x where the height of the cable is 150 m.

d If the height of the towers at either end of the span is 227 m, estimate the distance between the towers.

e If $x = 250$, find the height of the cables above the water level.

6 The height y metres of a golf ball after time x seconds is given by the equation $y = -0.9375x^2 + 7.5x$. R C

a Graph this equation for x values from 0 to 8.

b What is the maximum height the ball reaches and when does it reach this height?

c At what times does the golf ball reach a height 14 m? Explain why there are 2 answers.

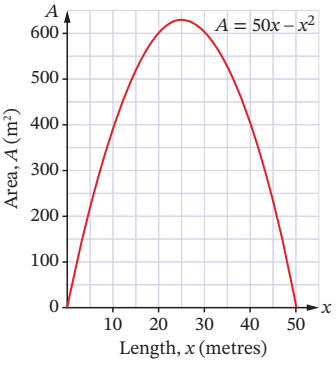
7 The area of a rectangular block of land is given by the equation $A = 50x - x^2$, where x metres is the length of the block. The equation is graphed below. R C

a What is the maximum area of the block of land and what is the length?

b Find the width of the block of land with maximum area.

c Use the graph to find the length and width of the block if the area is:

i 600 m^2 **ii** 400 m^2.



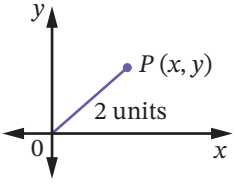
11.13 Graphing circles $x^2 + y^2 = r^2$

PATH

Technology
Curve sketcher

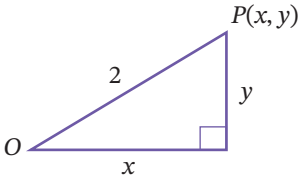
Spreadsheet
Curve sketcher

A circle is a completely round shape. Every point on a circle is exactly the same distance from its centre. We can use this fact to find the equation of a circle with a radius of 2 units.



Let $P(x, y)$ be any point so that the distance $OP = 2$ units and O is the origin.

If we plotted every possible position of P, we would graph a circle centred at O with a radius of 2. We can use Pythagoras' theorem to find the equation of this circle by drawing a right-angled triangle with OP as the hypotenuse.



Since P has coordinates (x, y), the triangle must have a base length of x and a height of y, so by Pythagoras' theorem:

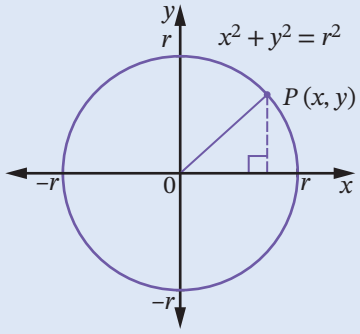
$x^2 + y^2 = 2^2 = 4$

$\therefore$ The equation of a circle with centre (0, 0) and radius 2 is $x^2 + y^2 = 4$.

This can be generalised for a circle of any radius.

Equation of a circle with centre (0, 0)

The **equation of a circle** with centre (0, 0) and radius r units is $x^2 + y^2 = r^2$.



We can use this formula to find the centre and radius of any circle.

Example 28

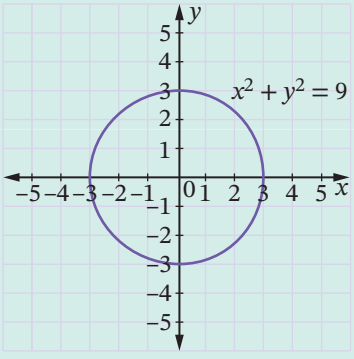
Find the centre and radius of the circle $x^2 + y^2 = 9$ and sketch its graph.

Solution

The centre is (0, 0). The radius is r, where $r^2 = 9$.

$r = \sqrt{9}$

$\therefore$ Radius, $r = 3$ units



Example 29

Find the equation of this circle.

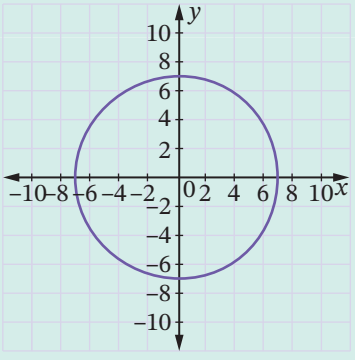
Solution

The circle has a radius of 7 units and the centre is (0, 0).

The equation of the circle is

$x^2 + y^2 = 7^2$

$x^2 + y^2 = 49$



PATH

EXERCISE 11.13 ANSWERS ON P. 657

Graphing circles U F

The questions in this exercise may also be completed using graphing software.

EXAMPLE 28

1 Find the centre and radius of the circle given by each equation and sketch its graph.

a $x^2 + y^2 = 4$ **b** $x^2 + y^2 = 1$ **c** $x^2 + y^2 = 81$

d $x^2 + y^2 = 100$ **e** $x^2 + y^2 = 25$ **f** $x^2 + y^2 = \frac{1}{4}$

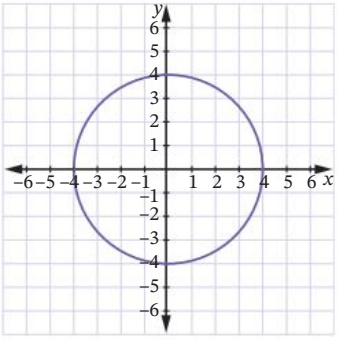
2 What is the equation of a circle with centre (0, 0) and radius 6 units?
Select the correct answer **A**, **B**, **C** or **D**.

A $x^2 + y^2 = 12$ **B** $x^2 + y^2 = 6$ **C** $x^2 + y^2 = 8$ **D** $x^2 + y^2 = 36$

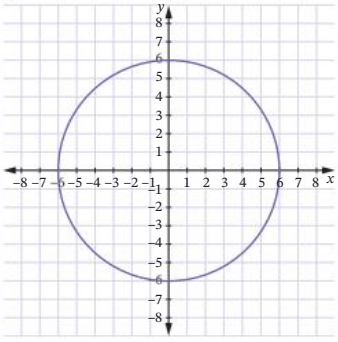
EXAMPLE 29

3 Find the equation of each circle shown.

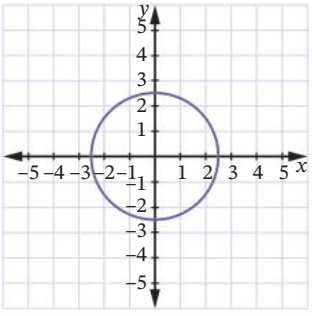
a



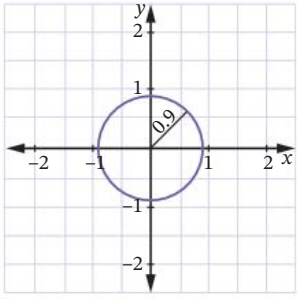
b



c



d



4 What is the equation of a circle with centre (0, 0) and radius 1.3 units? Select **A**, **B**, **C** or **D**.

A $x^2 + y^2 = 2.6$ **B** $x^2 + y^2 = 1.69$ **C** $x^2 + y^2 = 1.72$ **D** $x^2 + y^2 = 3.69$

5 What is the radius of a circle with equation $x^2 + y^2 = 144$? Select **A**, **B**, **C** or **D**.

A 12 units **B** 14 units **C** 36 units **D** 72 units

6 What is the equation of a circle with centre (0, 0) and diameter 16 units?

7 What is the radius of a circle with equation $x^2 + y^2 = \frac{9}{4}$? Select **A**, **B**, **C** or **D**.

A $2\frac{1}{4}$ units **B** $1\frac{1}{2}$ units **C** $\frac{3}{4}$ units **D** $\frac{7}{8}$ units

8 What is the diameter of the circle whose equation is $x^2 + y^2 = 196$?

9 **a** What is the radius of the circle whose equation is $x^2 + y^2 = 12$?

b Sketch the graph of $x^2 + y^2 = 12$

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Power plus ANSWERS ON P. 657

Puzzle
Finding coordinates for given segment lengths

11.13

1 $ABCD$ is a parallelogram. The coordinates of A, B and C are $(-1, 4)$, $(4, 6)$ and $(2, 7)$ respectively. Find the coordinates of D.

2 A line drawn through points $A(0, -2)$ and $B(3, 0)$ also goes through point C with x-coordinate 9. Find:

a the equation of the line

b the y-coordinate of C.

3 $M(1, 1)$ is the midpoint of the interval XY. If the coordinates of X are $(-3, -2)$, what are the coordinates of Y?

4 A circle is drawn with its centre at $C(2, 3)$. The point $A(-1, -5)$ lies on the circumference.

a Calculate the radius of the circle.

b The point P is 10 units from C. Explain why P lies outside the circle.

5 The points of $R(2, 19)$, $S(-3, 7)$ and $T(10, 7)$ are joined to form a triangle. Show that the triangle is isosceles.

6 The point $(2, 1)$ is a vertex of a square. $M(5, 1)$ is the point of intersection between the diagonals of the square. Find the coordinates of the other 3 vertices of the square.

7 Three vertices of a quadrilateral are $(-3, -3)$, $(4, -1)$ and $(6, 4)$. Find the coordinates of the fourth vertex so that the quadrilateral is parallelogram.

8 P is proportional to the *square* of M. If $P = 400$ when $M = 16$, find:

a P when $M = 20$ **b** M when $P = 256$

CHAPTER 11 REVIEW

Quiz
Language of maths 11

Puzzle
Coordinate geometry crossword

Language of maths

axis/axes	constant of variation	direct variation
distance	exact	formula
gradient	horizontal	interval
length	linear equation	midpoint
number plane	parabola	quadratic equation
rise	run	surd
varies directly	vertex	vertical
vertical intercept	x–intercept	y–intercept

1 What is the name given to the graph of:

a a quadratic equation? **b** a linear equation?

2 Is the line $y = 3$ horizontal or vertical?

3 What is another name for the steepness of a line?

4 What is the value at which a line crosses the y-axis called?

5 What are the coordinates of the **vertex** of the parabola with equation $y = -x^2$?

6 If $y = kx$, what is the constant of variation?

7 When the length of an interval needs to be given as an **exact** length, what does this mean?

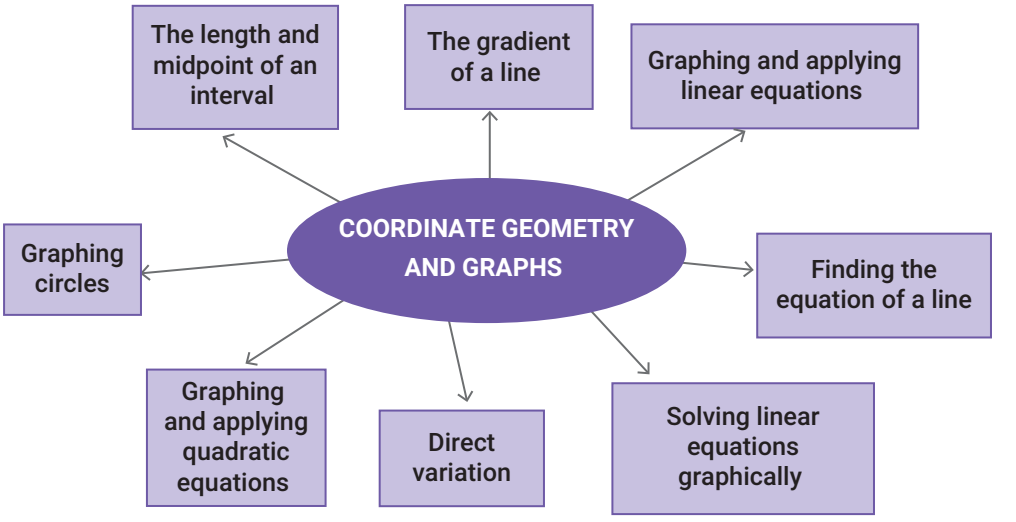
8 What is the equation of the x-axis?

Topic summary

Worksheet
Mind map: Coordinate geometry and graphs

- In your own words, describe what a gradient is.
- What parts of this topic did you find difficult?

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



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TEST YOURSELF 11 ANSWERS ON P. 657

Quiz
Test yourself 11

1 Find the length of the interval joining the points $H(7, 2)$ and $T(-2, 6)$. Express your answer: 11.01

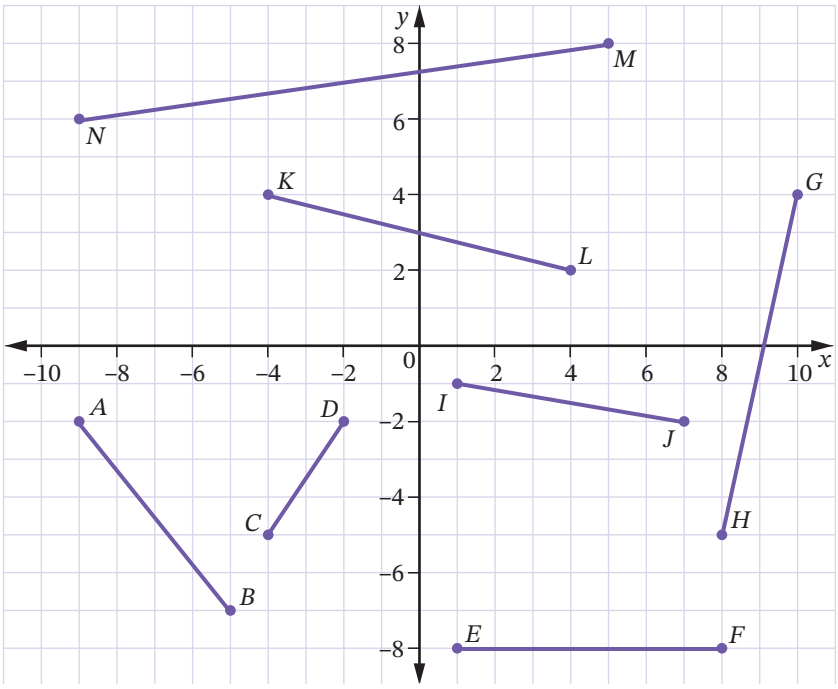
a as a surd **b** correct to one decimal place.

2 Find the coordinates of the midpoint of the interval joining: 11.02

a (8, 4) and (−2, 10) **b** (−1, −1) and (−7, 9) **c** (3, −6) and (−5, 10)

3 **a** Which intervals below have a gradient that is: 11.03

i positive? **ii** negative? **iii** 0?



b Find the gradient of:

i interval NM **ii** interval AB **iii** interval KL

c Find the midpoint of interval HG.

d Find the exact length of interval CD.

4 Find the gradient of the interval joining: 11.03

a (1, 9) and (3, 5) **b** (6, 0) and (8, −4) **c** (−1, −1) and (5, −3)

5 Graph $y = -3x + 6$ on a number plane and write: 11.04

a its x-intercept **b** its y-intercept.

6 Test whether the point (4, −2) lies on the line with equation: 11.04

a $y = x - 6$ **b** $y = -2x + 6$ **c** $x - 3y = 10$

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11.04 **7** **a** Graph and label each line on the same number plane:

$x = -4, \quad x = 3, \quad y = -6, \quad y = 2$

b What is the area of the rectangle enclosed by these lines?

11.04 **8** Write the equation of a line that is:

a horizontal with a y-intercept of 4

b parallel to the y-axis and passes through $(-1, 7)$

c the x-axis

11.05 **9** Find the gradient and y-intercept of the line with equation:

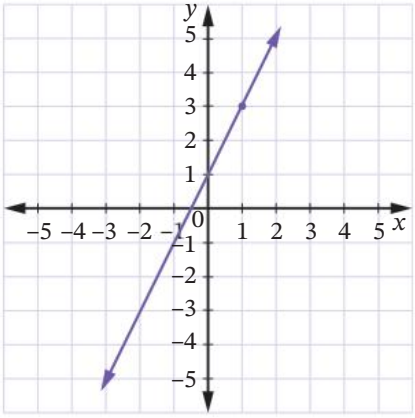
a $y = 3x + 1$ **b** $y = 8 - x$ **c** $y = \frac{x}{5} + 4$ **d** $y = -6x$

11.05 **10** Graph each linear equation by finding the gradient and y-intercept first.

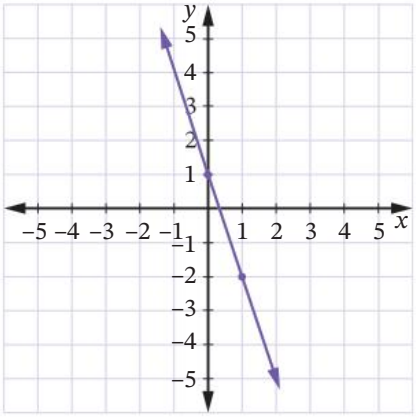
a $y = -3x - 1$ **b** $y = \frac{x}{2} + 6$

11.06 **11** Find the equation of each line.

a



b



11.07 **12** Solve the equation $3x - 4 = 5$ graphically.

11.08 **13** The cost of using a ridesharing service is a flagfall of \$3.50 and then a charge of \$2.25 per kilometre travelled.

a Copy and complete this table.

Distance (x km)	0	1	2	3	4	5	6
Cost (\$$y$)							

b Graph the table of values.

c Use the graph to find the cost of a 3.5 km trip.

d Find the gradient and y-intercept of the line.

e Find the equation of the line.

f Use the equation to find the cost of the taxi for a distance of:

i 12 km **ii** 76 km

g Find the distance travelled if the cost was:

i \$12.05 **ii** \$82.25

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PATH

14 During a thunderstorm, the time, T seconds, between seeing lightning and hearing thunder varies directly as the distance, d kilometres, of the observer from the centre of the storm. Thunder is heard 6 seconds after the lightning is seen when a storm is 35 km away. 11.09

a Find a formula for T in terms of d.

b Calculate, correct to the nearest kilometre, the distance of a storm when thunder is heard 10 seconds after the lightning.

15 Graph $y = x^2 + 1$ and $y = -2x^2$ on the same set of axes and state: 11.10

a the vertex of each parabola

b whether each parabola is concave up or concave down

c which parabola is 'wider'.

16 Which equation below represents a concave up parabola with vertex (0, 0)? Select **A**, **B**, **C** or **D**. 11.10

A $y = x^2 - 1$ **B** $y = 2x^2$ **C** $y = -x^2$ **D** $y = 3x^2 + 2$

17 A stone is dropped from a cliff and its height y metres at time t seconds is given by $y = -5t^2 + 20$. 11.12

a Copy and complete this table of values and graph the equation.

Time (t seconds)	0	1	2	3
Height (y metres)				

b What is the y-intercept and what does it represent?

c What is the height of the stone after:

i 0.5 seconds? **ii** 1.5 seconds?

d When will the height of the stone be 5 m?

e When will the stone hit the ground?

f What distance does the stone drop in the first second?

PATH

18 Graph each quadratic equation, showing x- and y-intercepts and the vertex. 11.11

a $y = -x^2 + x + 12$ **b** $y = 3x^2 - 9x$

19 Find the centre and radius of the circle with equation $x^2 + y^2 = 16$ and sketch its graph. 11.13

Foundation Standard Complex



12

STATISTICS AND PROBABILITY

PROBABILITY

Probability, the study of chance, was first used in France to solve problems in gambling in the 1600s. In 1654, the writer and gambler, the Chevalier de Méré, asked mathematician Blaise Pascal many questions involving gambling, including how many rolls of a pair of dice were required to have a better than 50% chance of rolling a double 6. Pascal wrote to another mathematician, Pierre de Fermat, about the problems, and the correspondence between them is regarded to be the beginning of probability theory.

Probability is now used widely in many areas, including determining the survival rate of newborn turtles, predicting the sales of a new version of smartphone and forecasting the weather for a week ahead.



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Chapter outline

	Working mathematically				
12.01 Probability	U	F	PS	R	C
12.02 Observed probability	U	F		R	C
12.03 Venn diagrams*	U	F		R	C
12.04 Two-way tables*	U	F		R	C
12.05 Tree diagrams	U	F	PS	R	C

***PATH**

Wordbank

complementary event The 'opposite' event, for example the complementary event to selecting an Ace from a deck of cards is selecting a card that is not an Ace

relative frequency The frequency of an event over repeated trials as a fraction of the total number of trials, used to calculate **observed probability**

tree diagram A diagram that uses branches to list all the possible outcomes in a multi-stage chance experiment

trial One go or run of a repeated probability experiment, for example, one roll of a die

two-stage experiment A chance experiment with 2 stages, such as rolling a pair of dice

two-way table A way of grouping items into 2 overlapping categories, such as gender and the ability to drive a car

Venn diagram A diagram of circles (usually overlapping) for grouping items into categories

Quiz
Wordbank 12

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (11):

12.01 Probability • Complementary events
12.02 Observed and expected frequencies • Experimental probability
12.03 Venn diagrams 2 • Venn diagrams 1
12.04 Two-way tables 2
12.05 Tables and tree diagrams • Tree diagrams 1 • Tree diagrams 2 • Tree diagrams 3

Twig videos (6):

12.01 Why do share prices change? • The card counter • The prisoner's dilemma • The Monty Hall problem
12.02 Freak waves
12.03 Venn diagrams: Global habitats

PhET interactive (1):

12.02 Plinko probability

Quizzes (5):

- Wordbank 12
- SkillCheck 12
- Mental skills 12
- Language of maths 12
- Test yourself 12

Worksheets (11):

12.01 Games of chance
12.02 Coins probability • Dice probability • Probability review • Relative frequencies • Final 6 investigation
12.03 Venn diagrams
12.04 Two-way tables • Two-way probability tables
12.05 Tree diagrams
Mind map Probability

Puzzles (4):

12.01 Matching probabilities
12.03 Venn diagrams matching activity • Venn diagrams
Language of maths Probability crossword

Presentation (1):

12.05 Combined events

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- calculate the theoretical and observed probabilities of events, including complementary events
- (PATH) describe compound events using terminology such as 'and', exclusive 'or', inclusive 'or' and 'at least'
- (PATH) use Venn diagrams and two-way tables to represent sample spaces and compound events to solve probability problems
- use tree diagrams and tables (arrays) to represent the sample space of two-stage chance experiments, with and without replacement, to solve probability problems

SkillCheck ANSWERS ON P. 659

1 A bag contains 3 green lollies, 4 red lollies, 5 white and 8 yellow lollies.

- **a** What fraction of the lollies are red?
- **b** What percentage of the lollies are yellow?
- **c** What percentage of the lollies are not yellow?
- **d** What fraction of the lollies are green or white?

2 If a die is rolled, which one of the following events is most likely?
Select the correct answer **A**, **B**, **C** or **D**.

A an even number
B a number greater than 2
C a number greater than 3
D a number greater than 4

3 A card is drawn at random from a deck of cards. What is the probability that it is:

a a 7?
b a heart card?
c a black card?

4 Match each description (**a** to **f**) below with the correct set of all whole numbers (**A** to **F**) that meet that description.

a between 3 and 10
b **at least** 1
c more than 4
d at most 3
e 5 or less
f not more than 4
A {1, 2, 3, 4, 5}
B {4, 5, 6, 7, 8, 9}
C {1, 2, 3}
D {1, 2, 3, 4}
E {1, 2, 3, ...}
F {5, 6, 7, ...}

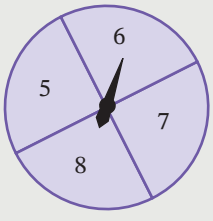
5 A die is rolled. Find the probability that the number that comes up is:

a 1
b more than 2
c odd
d composite

6 **a** Write the sample space for this spinner.

b Find, as a percentage, the probability that the number spun is:

i 5
ii at least 5
iii 5 or less
iv more than 5



Quiz
SkillCheck 12

12.01

Probability 12.01

The language of probability

A **chance experiment** is an activity or process that involves chance, for example, rolling a die or tossing a coin.

An **outcome** is the result of a chance experiment. For example, when rolling a die, there are 6 possible outcomes – the numbers 1 to 6.

The **sample space** is the set of all possible outcomes of an experiment. When rolling a die, the sample space is {1, 2, 3, 4, 5 and 6}.

Worksheet
Games of chance

Puzzle
Matching probabilities

Videos
Probability
Why do share prices change?
The card counter
The prisoner's dilemma
The Monty Hall problem

An **event** is one or more outcomes of an experiment. When rolling a die, one event may be rolling an odd number, which consists of the 3 outcomes 1, 3 and 5.

A **trial** is one go or run of an experiment, for example, one roll of the die.

In a **random** experiment, every possible outcome has an equal (fair) chance of occurring.

Probability of an event

$P(E)$ means 'the **probability** of an event, E (occurring)'. If all possible outcomes are **equally likely**, then:

$$P(E) = \frac{\text{number of favourable outcomes}}{\text{total number of outcomes}}$$

or $$P(E) = \frac{\text{number of outcomes matching } E}{\text{number of outcomes in the sample space}}$$

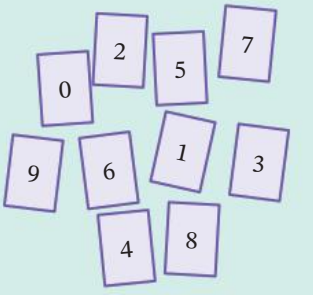
A **favourable outcome** is one of the outcomes in the event that you want, whose probability you are calculating.

Example 1

A card is chosen at random from a set of cards numbered 0 to 9.

Find the probability of selecting:

a the card numbered 8
b a number less than 4
c a number 5 or more



Solution

There are 10 outcomes in the sample space.

a $P(8) = \frac{1}{10}$ — 1 chance in 10

b Out of the 10 numbers, there are 4 numbers less than 4: {0, 1, 2, 3}.

$P(\text{less than } 4) = \frac{4}{10}$ — 4 chances in 10

$= \frac{2}{5}$

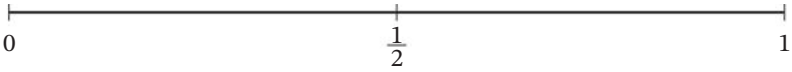
c Out of the 10 numbers, there are 5 numbers that are 5 or more: {5, 6, 7, 8, 9}.

$P(5 \text{ or more}) = \frac{5}{10}$ — 5 chances in 10

$= \frac{1}{2}$

The range of probability

The probability of an event can be written as a fraction, decimal or percentage. Probability is measured on a scale from 0 to 1, or as a percentage from 0% to 100%. If an event has a probability of 0, it is **impossible** and it will not occur. If an event has a probability of 1, it is **certain** and it *must* occur.



impossible event

(For example, rolling a 7 on a die)

even chance

(For example, tossing tails on a coin)

certain event

(For example, the Sun will rise in the east)

Complementary events



Video
Complementary events

12.01

Complementary events are 2 events that together make up all the possible outcomes, such as a head and a tail when tossing a coin. The **complement** of an event E is made up of those outcomes in the sample space that are 'not E', usually written as $\bar{E}$. Because an event and its complement covers all possible outcomes in the sample space, the sum of their probabilities must equal 1.

Complementary events

$P(\text{event}) + P(\text{complementary event}) = 1$

$P(E) + P(\bar{E}) = 1$

$P(\bar{E}) = 1 - P(E)$, where $\bar{E}$ is the complement of E.

Example 2

a List the sample space when this spinner is spun.

b Find $P(\text{red})$.

c What is the complementary event to the spinner landing on red?

d List the outcomes in the complementary event.

e Find $P(\text{not red})$.



Solution

a Sample space = {red, yellow, blue, green, white}

b $P(\text{red}) = \frac{1}{5}$

c The complementary event to landing on red is landing on a colour other than red.

d The outcomes in the complementary event are {yellow, blue, green, white}.

e $P(\text{not red}) = 1 - P(\text{red})$

$= 1 - \frac{1}{5}$

$= \frac{4}{5}$

EXERCISE 12.01 ANSWERS ON P. 659

Probability U F PS R C

EXAMPLE 1

1 A letter is drawn at random from the alphabet. PS R

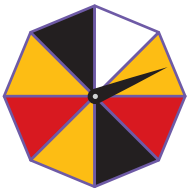
a How many outcomes are there in the sample space?

b Are all the outcomes equally likely?

c What is the probability of choosing a vowel?

d What is the probability of choosing a letter that is in the word PROBABILITY?

2 This spinner is spun. What is the decimal probability that the needle points to:

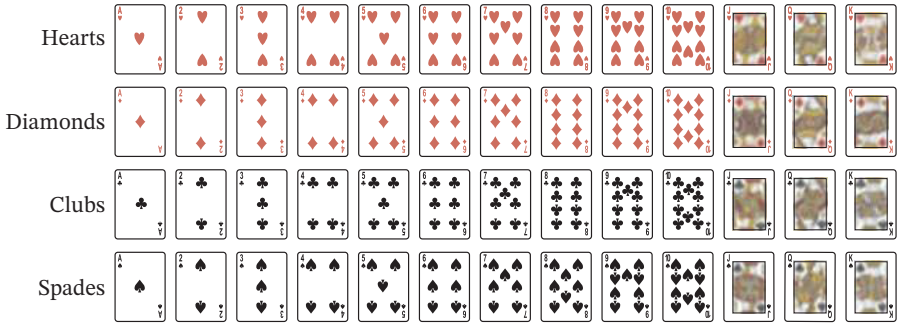


a yellow?

b black?

c red?

3 A normal pack of playing cards is divided into 4 suits as shown. PS R



A card is selected at random. Find the probability that it is:

a a black card

b an ace

c an even-numbered card

d a picture card

4 A die is rolled. What is the probability of rolling a number that is: PS R

a greater than 2?

b prime?

c a factor of 6?

d less than 4?

e greater than 6?

f less than 7?

5 A bag contains 15 red jelly beans and 20 blue jelly beans. One jelly bean is drawn at random from the bag. What is the probability it will be:

a blue?

b yellow?

c red or blue?

6 A student is selected at random from this group: Robert, Samantha, James, Joshua, Hayley, Jasmine, Caitlin, Dianne, Sarah. What is the probability of selecting a student: PS R

a who is male?

b who is female?

c whose name begins with J?

d whose name has one syllable?

e whose name contains an E?

7 A bag contains 14 black pens and 9 red pens. One pen is drawn at random from the bag. Calculate, as a percentage, the probability that it is:

a black **b** red **c** black or red **d** blue

8 A die with faces marked 1, 1, 2, 3, 4 and 5 is rolled. Find the probability of rolling:

a 1 **b** 5

c an odd number **d** a number greater than 1

9 A bag contains 35 blue badges, 45 green badges and 20 yellow badges. A badge is drawn at random. Calculate, as a percentage, the probability that it is:

a blue **b** green

c not green **d** neither blue nor yellow

10 For each event, write the complementary event. R C

a Selecting a consonant from the alphabet

b The weather being sunny tomorrow

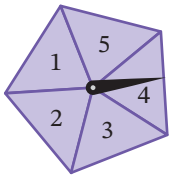
c A traffic light showing red

d Selecting a spade from a normal deck of cards

e Hitting the bullseye on a dartboard

f Selecting a blue ball from a bag containing blue, red and yellow balls

11 This spinner is spun. R C



a List the sample space.

b Find $P(4)$.

c What is the complementary event to spinning a 4?

d List the outcomes in the complementary event.

e If $P(\overline{4})$ means $P(\text{not } 4)$, find $P(\overline{4})$.

12 Dilone buys a ticket in a raffle in which 50 tickets are sold and there is only one prize.

a What is Dilone's chance of winning the prize? Write your answer as a:

i fraction **ii** decimal **iii** percentage

b Calculate the probability of Dilone not winning the prize. Write your answer as a:

i fraction **ii** decimal **iii** percentage

13 Tracey buys tickets in a raffle in which 200 tickets are sold and there is only one prize. She has a 40% chance of winning the prize. PS R

a What is the probability that Tracey will not win the prize?

b How many tickets did Tracey buy?

EXAMPLE 2

14 Tamin bought a ticket in a raffle in which 500 tickets were sold. If there are 5 prizes, what is the probability that Tamin does not win a prize? Select the correct answer **A**, **B**, **C** or **D**.

A $\frac{1}{100}$ **B** 49% **C** $\frac{499}{500}$ **D** 0.99

15 The probability of rain on Tuesday is 0.35. What is the probability that it will not rain?

16 What is the probability that a student chosen at random from your school was not born in a month beginning with the letter M?

17 Stephanie has a 76% chance of hitting the bullseye when playing darts. What is the probability that she misses the bullseye? Select **A**, **B**, **C** or **D**.

A 24% **B** 26% **C** 34% **D** 76%

18 What is the probability that a mobile phone number selected at random does not begin with a 0?

12.02 Observed probability

Videos
Observed and expected frequencies
Experimental probability
Freak waves

Worksheets
Coins probability
Dice probability
Probability review
Relative frequencies
Final 6 investigation

Probability calculated using the formula:

$$P(E) = \frac{\text{number of favourable outcomes}}{\text{total number of outcomes}}$$

is more specifically called the **theoretical probability** or **expected probability**.

We can also determine probability based on the results of a trial that has been repeated many times, such as testing the effectiveness of 100 light globes, or rely on past statistics, such as weather patterns or the ages of drivers having car accidents. This type of probability is called **observed probability** or **experimental probability**, which is based on **relative frequency**, the number of times an event occurred as a fraction of the total frequency of outcomes.

Observed probability

$$P(E) = \frac{\text{number of times the event happened}}{\text{total number of trials}}$$

$$\text{or } P(E) = \frac{\text{frequency of } E}{\text{total frequency}}$$

Expected frequency is the expected number of times an event will occur over repeated trials.

Expected frequency

Expected frequency = theoretical probability × number of trials.

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Example 3

Connor tossed a coin 100 times and recorded the results in a table.

Outcome	Frequency
Head	46
Tail	54
	100

a Calculate as a decimal:

- **i** the observed probability of tossing a head
- **ii** the theoretical probability of tossing a head.

b Are the observed and theoretical probabilities similar?

c For 100 tosses, what is the expected frequency of heads based on the theoretical probability? How does this compare with the observed frequency?

Solution

a i Observed probability: $P(H) = \frac{46}{100} = 0.46$

ii Theoretical probability: $P(H) = \frac{1}{2} = 0.5$

b By comparing the decimals for the 2 answers, we see that the observed and theoretical probabilities are similar.

c Expected frequency of heads $= 0.5 \times 100$ probability × number of trials

$= 50$

From the table, the observed frequency of heads = 46, which is close to 50.

Note: When calculating observed probability, the results will not always be consistent with what is expected, unless a very large number of trials are performed.

Example 4

Briana rolled a die 200 times and recorded her results.

Outcome	Frequency
1	38
2	40
3	29
4	24
5	35
6	34

a Find the observed probability of rolling:

- **i** an even number
- **ii** an even number or a number greater than 2
- **iii** an even number and a number greater than 2
- **iv** an even number not greater than 2.

b Calculate the probability of rolling a 5 or 6:

- **i** as an observed probability
- **ii** as an expected probability.

c What is the expected frequency of rolling a 5 or 6 in 200 rolls of a die? How does this compare with Briana's observed frequency?

Interactive
Plinko probability

12.02

Solution

a **i** Rolls of even numbers $= 40 + 24 + 34$ — Frequencies of 2, 4, 6.

$= 98$

Observed $P(\text{even}) = \frac{98}{200} = \frac{49}{100}$

ii Rolls of even numbers or numbers greater than 2 $= 40 + 24 + 34 + 29 + 35$ — Frequencies of 2, 4, 6, 3, 5.

$= 162$

Observed $P(\text{even or} > 2) = \frac{162}{200} = \frac{81}{100}$

iii Rolls of even numbers greater than 2 — Frequencies of 4 and 6.

$= 24 + 34$

$= 58$

Observed $P(\text{even and} > 2) = \frac{58}{200} = \frac{29}{100}$

iv Rolls of even numbers not greater than 2 $= 40$ — Frequency of 2.

Observed $P(\text{even and not} > 2) = \frac{40}{200} = \frac{1}{5}$

b **i** Rolls of 5 or 6 $= 35 + 34$ — Frequencies of 5 and 6.

$= 69$

Observed $P(5 \text{ or } 6) = \frac{69}{200}$

ii Expected $P(5 \text{ or } 6) = \frac{2}{6} = \frac{1}{3}$ — 2 chances out of 6.

c Expected frequency of 5 or 6 $= \frac{1}{3} \times 200$ — probability × number of trials

$= 66.666...$

≈ 67

From the table, the observed frequency $= 35 + 34 = 69$, which is close to 67.

EXERCISE 12.02 ANSWERS ON P. 660

Observed probability U F R C

EXAMPLE 3

12.02

1 Fatima spun this spinner 200 times and recorded the results in the table. R C



Event	Frequency
Red	90
Green	36
Blue	74
	200

a Calculate, as a decimal, the observed probability that the needle points to:

i red **ii** green

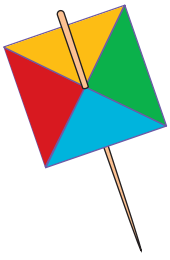
b Calculate, as a decimal, the theoretical probability that the needle points to:

i red **ii** green

c Are the observed and theoretical probabilities similar?

d For 200 spins, what is the expected frequency of red or blue based on the theoretical probability? How does this compare with the observed frequency?

2 Use cardboard and a toothpick to make a square spinner that has 4 colours as shown in the diagram below. Spin the spinner 50 times and record your results in a table similar to the one shown. R C



Event	Tally	Frequency
Red		
Blue		
Green		
Yellow		

a Calculate, as a percentage, the relative frequency of spinning:

i red **ii** blue

iii a colour that is not yellow **iv** blue or green

b Calculate, as a percentage, the expected probability of spinning blue. How does this compare with the relative frequency?

c For 50 spins, what is the expected frequency that blue should come up? How does this compare with the observed frequency?

3 A die is rolled. R C

Event	Tally	Frequency
1		
2		
3		
4		
5		
6		
		100

a Predict the number of times a 2 would appear if the die was rolled 100 times.

b Roll a die 100 times and record your results in a table similar to the one shown.

c What is the relative frequency of rolling a 2?

d How does your predicted frequency compare with the observed frequency?

e What is the relative frequency of rolling an even number?

4 Place 4 black counters, 5 red counters and 1 yellow counter in a bag.
Select a counter at random, record the colour and return the counter to the bag.
Run this experiment 50 times. R C

Event	Tally	Frequency
Black		
Red		
Yellow		

a What is the experimental probability of selecting:

i a black counter?

ii a red counter?

iii a yellow counter?

b What is the theoretical probability of selecting:

i a black counter?

ii a red counter?

iii a yellow counter?

c Compare your experimental probabilities to the theoretical probabilities.

d Repeat the experiment another 50 times and find the relative frequency of each event. Are the results different to the results found in part **a**?

EXAMPLE 4

5 A die was repeatedly rolled and the results are shown in the table.

Outcome	Frequency
1	90
2	84
3	92
4	76
5	83
6	75

a What was the total number of trials?

b Find the experimental probability (as a decimal) of rolling:

i an even number

ii a number greater than 3

iii a 3 or a 5

iv a number greater than 2 and even

v a number greater than 3 or odd.

c Calculate the probability of rolling a number not less than 3:

i as an experimental probability

ii as an expected probability.

d How do the 2 probabilities in part **c** compare?

6 Students at a high school were asked how they travelled to school. The results are presented in the table. Find the probability (correct to 2 decimal places) that a student chosen at random will:

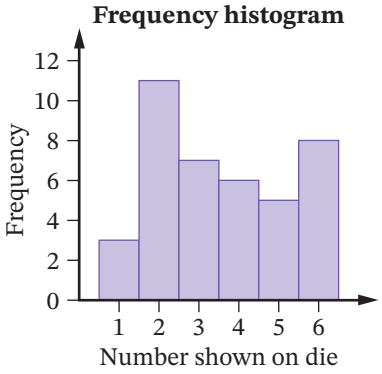
Outcome	Frequency
Walk	186
Bus	295
Car	103
Bicycle	74

a walk **b** be driven

c catch a bus **d** not ride a bicycle

e be driven or catch a bus.

7 A die was rolled many times and the results are shown in the frequency histogram.



a What is the total number of trials?

b Find the observed probability of rolling:

i 2

ii 5

iii an even number or a number greater than 3.

iv a number greater than 4 and odd.

8 The table shows the number of babies born per day at a hospital during the month of January. On any particular day, find the probability of the birth of exactly:

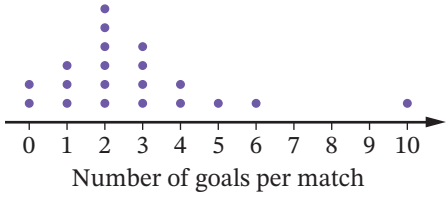
Number of babies per day	Frequency
0	1
1	4
2	7
3	10
4	5
5	4

a 1 baby **b** 3 babies

c 1 or 2 babies **d** at least 2 babies

e at most 1 baby **f** 4 or 5 babies.

9 This dot plot shows the number of goals per match scored by a soccer team during the season.



For a match selected from the season at random, find the probability of the team scoring:

a 2 goals **b** 4 goals per game **c** fewer than 2 goals

d 2 or 3 goals **e** at least 3 goals **f** not more than 4 goals

10 A card is drawn randomly from a normal pack of cards to see if it is an Ace. This trial is run 120 times, with each card being replaced in the deck before the next card is drawn. The results are shown in the table. R C

Outcome	Frequency
Ace	11
Not an Ace	109

a Calculate, correct to 3 decimal places:

i the observed probability of selecting an Ace

ii the theoretical probability of selecting an Ace.

b Are the observed and theoretical probabilities similar?

c If a card is drawn 300 times, what is the expected frequency of an Ace being drawn? Select **A**, **B**, **C** or **D**.

A 27 **B** 28 **C** 23 **D** 6

Worksheet
Coins probability

Technology

Throwing a coin

In this activity, a spreadsheet is used to simulate the throwing of a coin. The computer can quickly generate either a 1 (representing heads) or a 2 (tails).



Shutterstock.com/Yeti studio

1 In cell A1, enter the label 'Tossing a coin'.

2 In cell A2, enter the formula **=INT(RAND()*2+1)**, press Enter and either 1 or 2 will appear in the cell.

3 Select cell A2 and **Fill Down** to cell A11 to simulate the tossing of a coin 10 times.

4 Copy the table below and in the first blank row record your results for Trials 1–10 (the numbers of heads and tails in your first 10 'tosses').

Trial	Number of heads	Number of tails
1–10		
11–20		
21–30		
31–40		
41–50		
51–60		
61–70		
71–80		
81–90		
91–100		
Total		

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5 Simulate another 10 tosses of the coin by making the spreadsheet generate another set of random numbers. Do this by placing the cursor between the tops of columns A and B (so that it turns into a 'double arrow') and clicking.

6 Enter the results for Trials 11–20 in your table.

7 Repeat 8 more times so that you have 100 tosses of the coin recorded in the table.

8 **a** For 100 tosses of a coin, what is the expected frequency of heads based on the theoretical probability?

b Compare this with the actual frequency.

9 Calculate, as a decimal, the theoretical and observed probabilities of tossing heads.

10 Compare your results with those of other students in your class. Briefly explain any differences and why they may have occurred.

11 Combine the results of students in your class to calculate the observed probability of throwing heads, as a decimal. How does this compare with the theoretical probability?

Technology

Rolling dice

Worksheet
Dice probability

In this activity, we will use a scientific calculator to simulate the rolling of a die.

1 Copy the table shown.

Outcome	Tally	Frequency	Observed probability
1			
2			
3			
4			
5			
6			

2

Casio	Sharp
Enter the formula RanInt#(1,6) as shown: ALPHA · 1 SHIFT) 6) =	2nd F 7 (RANDOM), select 1 R-DICE, =

This generates a random number from 1 to 6. Press = more times to generate more random numbers. Alternatively, on a spreadsheet, type **=INT(RAND()*6+1)** into a cell and press the Enter key, then the F9 key repeatedly for more random numbers.

3 Run the simulation 50 times and record the results in the table.

4 Calculate the theoretical probability for each number being tossed on the die.

5 Compare the theoretical probability and observed probability for each number. Are there similarities or differences? How could the observed probabilities be more accurate? Explain.

6 Copy this table for rolling 2 dice and finding their sum.

Sum	Tally	Frequency	Observed probability
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

7 On a scientific calculator, rolling 2 dice is achieved by adding the result of rolling one die twice.

Casio	Sharp
Enter the formula RanInt#(1,6) + RanInt#(1,6) as shown below: ALPHA · 1 SHIFT) 6) + ALPHA · 1 SHIFT) 6) =	Enter the formula R.DICE + R.DICE as shown below: 2nd F 7 (RANDOM), select 1 R-DICE, + 2nd F 7 (RANDOM), select 1 R-DICE, =

This generates the sum of 2 random numbers from 1 to 6.

Press = more times to generate more sums.

8 Run the simulation 50 times and record the results in the table.

9 Which sum is the most likely to occur?

10 Which sum is the least likely to occur? Why?

11 Which sum is theoretically the:

a most likely? **b** least likely?

Why?

12 Compare your answers to questions **9**, **10** and **11** and then compare them with the answers of other students in your class. Write a few sentences explaining your observations.

13 If you ran 50 more simulations, would you expect your results to be similar or different to your first 50 results? Explain.

Venn diagrams

12.03

A **Venn diagram** is a diagram of circles (usually overlapping) for grouping items into categories. A rectangle represents the whole group, while the circles represent categories. Items common to 2 or more categories are placed in the intersection (overlapping region) of the circles. The Venn diagram was invented in 1880 by English mathematician and priest, John Venn (1834–1923).

PATH

12.03

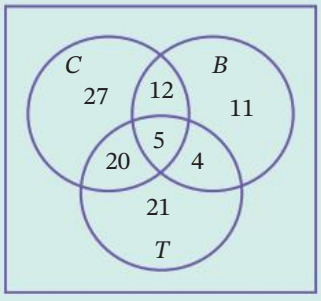
Videos
Venn diagrams 1
Venn diagrams 2
Venn diagrams: Global habitats

Worksheet
Venn diagrams

Puzzles
Venn diagrams matching activity
Venn diagrams

Example 5

This Venn diagram shows the results of a survey on how people travel to work (car (C), bus (B) or train (T)).



a How many people participated in the survey?

b How many people used all 3 methods: car, bus *and* train? Give an explanation on how this might happen.

c Calculate the probability of selecting a person from this survey who travels by:

i car only or bus only **ii** car and train

iii car and train only **iv** bus but not train.

d A person is chosen at random from the people who travel by car or train only (but not bus). What is the probability that the person travels by car only?

e If 110 people actually participated in the survey, what extra information would be needed on the diagram?

Solution

a Number of people $= 27 + 12 + 5 + 20 + 21 + 4 + 11$

$= 100$

b 5 people travelled by car, bus and train.

The region where the 3 circles intersect

They may have driven to the station, caught a train and then a bus to the workplace, or used different methods on different days.

c i People travelling by car only or bus only

$= 27 + 11$

$= 38$

The regions in C and B that don't overlap

$P(\text{car only or bus only}) = \frac{38}{100}$

'Car only or bus only' is an example of a **compound event**.

$= \frac{19}{50}$

PATH

ii People travelling by car and train $= 20 + 5$
$= 25$

The region where C and T intersect

$P(\text{car and train}) = \frac{25}{100}$
$= \frac{1}{4}$

'Car and train' is another example of a **compound event**.

iii People travelling by car and train only $= 20$

Where C and T intersect, but excluding B

$P(\text{car and train only}) = \frac{20}{100}$
$= \frac{1}{5}$

iv People travelling by bus but not train
$= 11 + 12$
$= 23$

The circle B excluding T

$P(\text{bus but not train}) = \frac{23}{100}$

d People travelling by car or train only $= 27 + 20 + 21$
$= 68$

People travelling by car only $= 27$.

$P(\text{car only}) = \frac{27}{68}$

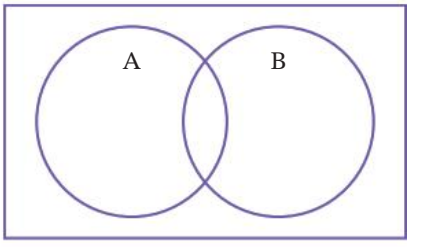
e $110 - 100 = 10$. This means that there were 10 people who did not use a car, bus or train. A '10' would need to be placed in the rectangle, but outside of the 3 circles.

When we combine 2 or more simple events, we get a **compound event**. In the above example, 'car and train' and 'bus but not train' are compound events.

'And' vs 'or'

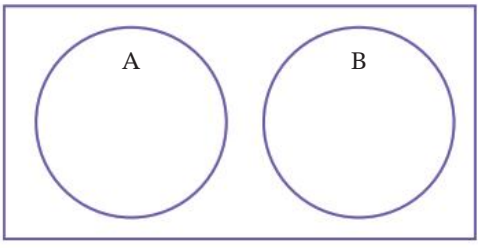
For 2 categories or events A and B, the compound event **'A and B'** means to have both of them occurring together. For example, 'to drive a car' **and** 'to ride a bus' means to do both things.

If A and B are **overlapping**, the compound event **'A or B'** means to have A or B or both. For example, 'to drive a car' **or** 'to ride a bus' means to drive a car only, or to ride a bus only, or to do both. In this case, 'A or B' actually **includes** 'A and B' so this is an example of an **inclusive** 'or'.



Overlapping events: 'A or B' means A or B or both

If A and B are **mutually exclusive**, this means that they are **not overlapping** and on a Venn diagram they appear as 2 separate circles. For mutually exclusive categories or events, the phrase **'A or B'** means to have A only or B only (but not both). For example, 'male' **or** 'female' means to be male, or female, but not both. In this case, 'A or B' **excludes** 'A and B' so this is an example of an **exclusive** 'or'.



Mutually exclusive events: 'A or B' means A or B but not both

Example 6

A survey of 110 students at Redford College showed that 61 students had dark hair, 42 students had brown eyes and 20 students had dark hair and brown eyes.


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Alamy Stock Photo/blickwinkel


Shutterstock.com/Dorota Zietek

a Represent this information on a Venn diagram.

b How many students had brown eyes or dark hair but not both?

c What is the probability of randomly selecting from this group a student:

i with dark hair?

ii with dark hair and brown eyes?

iii with dark hair or brown eyes?

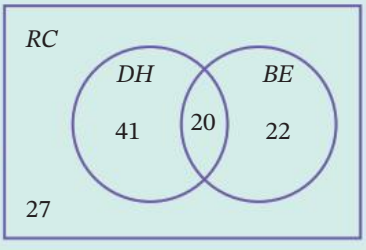
iv with neither dark hair nor brown eyes?

Solution

a RC = students at Redford College

DH = students with dark hair

BE = students with brown eyes



When completing a Venn diagram, always begin with the intersection.

There are 20 students with dark hair and brown eyes.

$\therefore$ Students with dark hair only $= 61 - 20$

$= 41$

$\therefore$ Students with brown eyes but not dark hair $= 42 - 20$

$= 22$

$\therefore$ (Remaining) Students with neither dark hair nor brown eyes $= 110 - 41 - 20 - 22$

$= 27.$

b Number of students with brown eyes or dark hair only $= 22 + 41$

$= 63$

c **i** Students with dark hair $= 41 + 20$

$= 61$

$P(\text{dark hair}) = \frac{61}{110}$

ii $P(\text{dark hair and brown eyes}) = \frac{20}{110}$

$= \frac{2}{11}$

'Dark hair and brown eyes' is a compound event.

iii Number of students with dark hair or brown eyes $= 41 + 20 + 22$

$= 83$

$P(\text{dark hair or brown eyes}) = \frac{83}{110}$

iv $P(\text{neither dark hair nor brown eyes}) = \frac{27}{110}$

PATH

Video
Venn diagrams 1

12.03

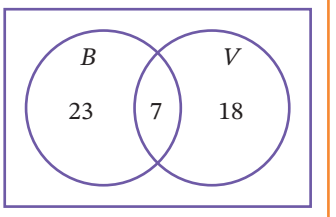
PATH

EXERCISE 12.03 ANSWERS ON P. 660

Venn diagrams U F R C

EXAMPLE 5

1 The Venn diagram shows the number of students who play either basketball (B) or volleyball (V). R



a Find the total number of students who play basketball or volleyball.

b Find the probability of randomly selecting a student who plays:

i basketball **ii** volleyball.

c What is the probability of selecting a student who plays:

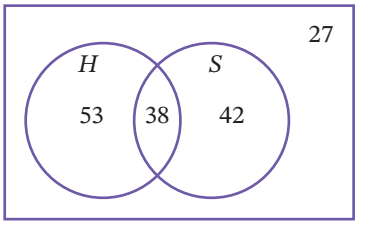
i basketball or volleyball? **ii** basketball and volleyball?

iii basketball but not volleyball? **iv** neither basketball nor volleyball?

d Of the students who play volleyball, find the probability of selecting a student who also plays basketball. Select the correct answer **A**, **B**, **C** or **D**.

A 0.28 **B** 0.375 **C** 0.72 **D** 0.92

2 The Venn diagram shows the number of Year 9 students who achieved Credit grades in their Science (S) and History (H) exams. R



a How many students are in Year 9?

b Find the probability of selecting a student who achieved a Credit in:

i History **ii** Science

iii History and Science **iv** History or Science

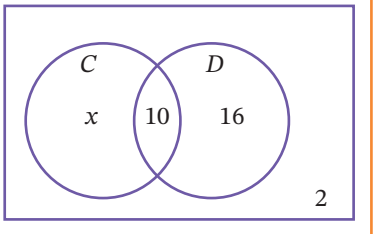
v History or Science but not both **vi** History only

vii Science only

c What is the percentage probability of selecting a student who did not achieve a Credit in both History and Science?

d Out of the students who achieved a Credit in History, what is the probability that the student also achieved a Credit in Science?

3 40 people were asked whether they preferred watching movies at the cinema (C) or on a device (D) at home. The results are shown in the Venn diagram. R C



a Describe the category that contains the pronumeral x in the diagram.

b Find the value of x.

c Calculate the decimal probability of randomly selecting a person who likes:

i the cinema and a device **ii** a device only

iii the cinema or a device **iv** neither the cinema nor a device.

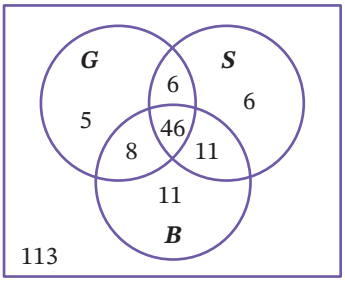
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PATH

12.03

4 This Venn diagram describes the number of countries that won gold, silver, bronze or no medals at the (postponed) 2021 Games in Tokyo, Japan. R C



a How many countries competed at these games? Select **A**, **B**, **C** or **D**.

A 93 **B** 177

C 206 **D** 218

b How many countries did not win a medal? How is this shown on the Venn diagram?

c What is the probability of randomly selecting a country that:

i won only gold medals?

ii won gold or silver medals, but not both?

iii won gold, silver and bronze medals?

iv won gold and bronze only?

v won gold only or silver only or bronze only?

vi did not win a gold medal?

vii did not win a gold or silver medal?

d Out of the countries that won medals, what is the probability of selecting a country that:

i won gold medals? **ii** won silver but not bronze?

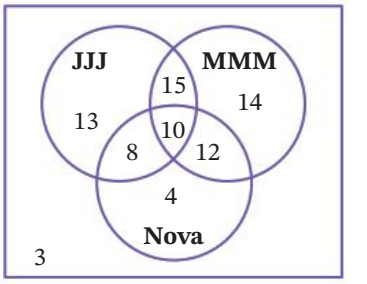


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5 A group of teachers were asked what radio stations they listened to and the results are shown in the Venn diagram. R



a How many teachers were surveyed?

b What is the probability of selecting a teacher who did not listen to the 3 stations?

c What is the probability of selecting a teacher who listens to:

i JJJ? **ii** MMM? **iii** Nova?

d What is the probability of selecting a teacher who listens to at least 2 of the stations? Select **A**, **B**, **C** or **D**.

A $\frac{50}{79}$ **B** $\frac{45}{79}$ **C** $\frac{35}{79}$ **D** $\frac{30}{79}$

e Find the probability of selecting a teacher who listens to:

i JJJ or MMM but not both **ii** all 3 stations

iii MMM only

EXAMPLE 6

6 In a drama group of 30 people, 18 people dance (D), 20 people sing (S) and 8 people dance and sing. R C

a Show this information on a Venn diagram.

b Find the probability of selecting a person who:

i dances and sings

ii sings but does not dance

iii dances but does not sing

iv dances or sings

v dances or sings but not both.

7 A class of 30 students were given the option of playing an indoor sport (S) or watching a movie (M) when regular sport was cancelled due to bad weather. 15 students wanted to play an indoor sport and 24 students wanted to watch a movie. R C

a How many students indicated that they would do either?

b Copy and complete a Venn diagram using the information given.

c For this Venn diagram, there are no values outside the circles. Explain why.

d What is the probability of selecting a student who prefers to:

i play an indoor sport or watch a movie, but not both?

ii watch a movie but not play an indoor sport?

iii play an indoor sport but not watch a movie?

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8 80 families living in Mt Robinson were surveyed on whether they had a dog (D) or a cat (C) as a pet. 12 families had no pets, 35 had a dog and 47 had a cat. R C



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a Draw Venn diagram showing the information given.

b How many families had:

i a dog and a cat?

ii a dog but not a cat?

iii at least a dog or a cat?

iv a dog or a cat, but not both?

c Find the decimal probability of selecting a family with:

i a dog only

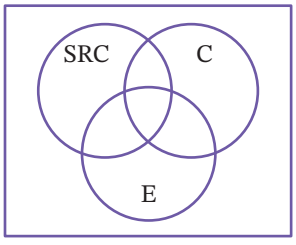
ii either a dog or a cat, but not both

iii at most one pet

iv at least one pet.

d Given that a family has a pet, what is the probability that it is a cat?

9 At Nelson River High School, the Student Representative Council (SRC) has 25 members, the Chess club has 20 members and the Environment club has 33 members. 5 students belong to all 3 groups, while 13 members belong to the SRC and no other club. 4 members of the Environment club are members of the SRC, but not the Chess club, while 10 members belong to both the Environment and Chess clubs. There are 8 members of the Chess club who are members of the SRC. R C



a Copy and complete the Venn diagram.

b How many students belong to the Environment club only?

c How many students belong to the Chess club and no others?

d Find the probability of selecting a student who belongs to exactly 2 clubs.

e What is the probability of a student belonging to at least 2 clubs?

f Find the probability of selecting a student who belongs to:

i the Environment club and the SRC, but not the Chess club

ii only one club

iii the SRC or the Chess club, but not the Environment club

iv at most 2 clubs

g Is it necessary to include the rectangle in this Venn diagram? Give reasons.

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12.04 Two-way tables

PATH

Video
Two-way tables 2

Worksheets
Two-way tables

Two-way probability tables

A **two-way table** is another way of grouping items into overlapping categories, especially when there are many overlaps that cannot easily be represented by Venn diagrams.

Example 7

This table categorises the heights and ages of 200 Year 9 students.

	Short	Tall
Aged 14	45	25
Aged 15	90	40

a How many students are:

i aged 15 and tall?

ii aged 14 or short?

b What fraction of students are neither tall nor aged 15?

c What is the probability of selecting a student at random who is:

i aged 14 and tall?

ii aged 15 but not tall?

iii tall or aged 14, but not both?

d If a short student is selected at random, what is the probability that he or she is aged 14?

Solution

a i Students aged 15 and tall = 40

ii Students aged 14 or short = 45 + 25 + 90

= 160

b Students who are neither tall nor 15 = 45

The short 14-year-olds

$\therefore$ Fraction of students neither tall nor 15 $= \frac{45}{200} = \frac{9}{40}$

c i $P(\text{tall and 14}) = \frac{25}{200}$

'Tall and 14' is a compound event.

$= \frac{1}{8}$

ii $P(\text{15 but not tall}) = \frac{90}{200}$

$= \frac{9}{20}$

iii Students tall or aged 14, but not both = 40 + 45

= 85

$P(\text{tall or 14, but not both}) = \frac{85}{200} = \frac{17}{40}$

d Short students = 90 + 45 = 135

Students who are short and 14 = 45

$P(\text{short student who is 14}) = \frac{45}{135} = \frac{1}{3}$

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EXERCISE 12.04 ANSWERS ON P. 661

PATH

Two-way tables U F R C

EXAMPLE 7

12.04

1 Households were surveyed at random to see whether or not they had dishwashers and clothes dryers. The results are in the table. R C

	Dishwasher	No dishwasher
Clothes dryer	75	108
No clothes dryer	49	68

a How many households were surveyed?

b How many households had a clothes dryer and a dishwasher?

c How many households had neither?

d What is the probability of selecting a household at random that has:

i a dishwasher?

ii a dishwasher and a dryer?

iii a dishwasher or a dryer, but not both?

iv at least one of these?

2 People at a train station were asked whether they had eaten breakfast or lunch that day. R C

	Ate lunch	No lunch
Ate breakfast	35	26
No breakfast	54	15

a How many people were surveyed?

b What percentage of people ate lunch?

c Find the probability of picking a person at random who ate:

i breakfast

ii lunch

iii breakfast but not lunch

iv breakfast or lunch

v breakfast and lunch

vi breakfast or lunch, but not both

d What is the probability of picking a person who has eaten lunch given that the person ate breakfast? Select the correct answer **A**, **B**, **C** or **D**.

A $\frac{26}{61}$ **B** $\frac{35}{61}$ **C** $\frac{35}{89}$ **D** $\frac{89}{130}$

e What is the probability of picking a person who has not eaten lunch given that the person did not eat breakfast?

3 People at a shopping mall were asked if they watched football on TV. R C

	Football	No football
Male	85	27
Female	36	92

a How many people were surveyed?

b How many people:

i watched football?

ii did not watch football?

c What percentage of people surveyed were females?

d What is the probability of randomly selecting a person who did not watch football and was male?

e Given that a person watched football, what is the probability that the person was female?

PATH

4 The results comparing gender and handedness of students at a primary school are shown in the table. R C

	Male	Female
Left-handed	14	18
Right-handed	86	65

a How many students are at the school?

b What is the probability of selecting a student at random who is:

i male and left-handed?

ii male or left-handed?

c Find the probability, expressed as a percentage, of randomly selecting a right-handed female.

d Given that a student is a male, what is the probability that he is right-handed?

e What is the probability of selecting a female or a right-handed student?

5 After a Federal election, the members (politicians) of the House of Representatives in the Australian Parliament were as shown. R C

	Government	Opposition
Male	62	43
Female	15	31

a How many members of parliament (MPs) were there in the House of Representatives?

b Find the percentage probability of randomly selecting an MP who is:

i male

ii female and in Opposition

iii in the Government or female

iv male and in Opposition.

c Find the probability of selecting an MP who is male and in Government.

d If a female MP is selected at random, what is the probability that she is in Government?



Getty Images/Tracey Nearmy

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6 Students at Nelson Anglican College were surveyed on whether they played video games. The results are shown in the table. R C

	Plays video games	Does not play video games
Female	178	267
Male	310	210

a How many students attend the college?

b Find the percentage probability that a student selected at random from the college:

i plays video games and is female

ii doesn't play video games

iii is male and doesn't play video games

iv is female and doesn't play video games.

c If a female student is selected at random, what is the probability that she plays video games?

d If a male student is selected at random, what is the probability that he plays video games?

7 A group of retired people was surveyed on whether they exercised regularly. R C

	Exercise	Don't exercise
Men	65	106
Women	74	75

a How many people were surveyed?

b What percentage of people exercised?

c What is the probability of selecting a person at random who doesn't exercise regularly?

d Of the women who were surveyed, what percentage exercised regularly?

e If a man was selected randomly from this survey, what is the probability that he exercises regularly? Select **A**, **B**, **C** or **D**.

A 38.0% **B** 62.0% **C** 20.3% **D** 53.4%

Investigation

Using two-way tables

Work in groups of 3 or 4.

Investigate 2 characteristics, for example, gender and exercise, gender and eating habits, eating habits and exercise, playing sport and going to the movies, eye colour and hair colour.

Conduct a survey to obtain the information required, then summarise your results in a two-way table similar to this one:

	Eat regular meals	Don't eat regular meals
Play sport		
Don't play sport		

Note any patterns in your data. This may include answering questions such as 'What percentage of ...' or 'What is the probability of picking a person who ...'.

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Quiz
Mental skills 12

Mental skills 12: Maths without calculators ANSWERS ON P. 661

The unitary method with percentages

The unitary method is used when you are only given a *percentage* of an amount and you need to find the amount. It is called the unitary method because we find 1% of the amount first, then multiply that by 100 to find the whole (100%).

1 Study each example.

a If 8% of a number is 24, what is the number?

8% of the number = 24

$\therefore$ 1% of the number = $24 \div 8 = 3$

$\therefore$ 100% of the number = $3 \times 100 = 300$

The number is 300. *Check*: $8\% \times 300 = 24$

b If 15% of an amount is \$90, what is the whole amount?

15% of the amount = \$90

$\therefore$ 1% of the amount = $\$90 \div 15 = \$6$

$\therefore$ 100% of the amount = $\$6 \times 100 = \$600$

The amount is \$600. *Check*: $15\% \times \$600 = \$90$

2 Find the whole amount if:

a 5% of the amount is \$35

b 11% of the amount is \$88

c 20% of the amount is 80

d 6% of the amount is 42

e 90% of the amount is \$270

f 15% of the amount is \$60

g 40% of the amount is 100

h 120% of the amount of \$360

i 25% of the amount is \$75

j 8% of the amount is 40

Did you know?

Lotto



iStock.com/askhamdesign

Lotto is a game of chance in which 6 balls are selected from a barrel of balls numbered 1 to 45. Players who correctly predict the 6 numbered balls share a first prize of at least 4 million dollars. The original Lotto game introduced in 1979 used 40 balls, and by increasing to 44 balls in 1989, the chance of winning first prize dropped from 1 in 3 838 380 to 1 in 7 059 052. The addition of 4 extra balls made Lotto almost twice as difficult to win. Another ball was added in 2004, making the chance of winning first prize even slimmer.

Research the probability of winning Lotto today now that it uses 45 balls.

Investigation

Are the Lotto numbers equally likely?

In each Lotto game, 8 numbers are selected at random from the barrel: 6 main numbers, plus 2 supplementary numbers. Between January 2015 and October 2019, there were 2000 Lotto numbers drawn on the Saturday game. The frequency of each number (from 1 to 45) were as follows:

1	53	10	50	19	36	28	36	37	38
2	37	11	53	20	45	29	49	38	47
3	39	12	41	21	43	30	47	39	47
4	41	13	44	22	53	31	42	40	35
5	53	14	41	23	43	32	48	41	39
6	44	15	47	24	47	33	45	42	45
7	46	16	51	25	39	34	45	43	35
8	41	17	41	26	52	35	39	44	45
9	40	18	57	27	52	36	46	45	43

a If 2000 numbers were drawn over the 5 years, and each number from 1 to 45 was equally likely, how often would you expect each number to come up?

b How many of the frequencies from the above table are equal to this expected number?

c Which Lotto number came up the:

i most often? **ii** least often?

d Do you think the Lotto numbers are equally likely, or is the Lotto draw biased? Give a reason for your answer.

Source: www.thelott.com

Tree diagrams 12.05

A **two-stage experiment** or **two-step experiment** is a chance experiment that has 2 parts or stages, for example:

- rolling 2 dice
- tossing a coin and die together
- drawing 2 prizes in a raffle
- observing the weather each day over a weekend.

The outcome of the second stage may or may not be affected by the outcome of the first stage. The sample space for a two-stage experiment can be displayed using lists, tables (also called arrays) or tree diagrams.

Video
Tables and tree diagrams

Presentation
Combined events

Example 8

2 coins are tossed together.

a Find all the outcomes in the sample space:

i by simply listing them **ii** using a table.

b What is the probability of tossing:

i a head and a tail? **ii** 2 tails? **iii** at least one head?

Solution

a Let H = heads and T = tails.

i The possible outcomes are {HH, HT, TH, TT}.

Finding the 4 outcomes by listing

ii

		1st coin	
		H	T
2nd coin	H	HH	TH
	T	HT	TT

Using a table ensures that all outcomes are counted.

b **i** $P(\text{a head and a tail}) = P(\text{HT or TH}) = \frac{2}{4} = \frac{1}{2}$ 2 chances out of 4

ii $P(\text{2 tails}) = P(\text{TT}) = \frac{1}{4}$ 1 chance out of 4

iii $P(\text{at least one head}) = P(\text{1 or 2 heads})$ 'At least one' means '1 or more'

$= P(\text{HT or TH or HH})$ 3 chances out of 4

$= \frac{3}{4}$

Example 9

While staying at a hotel, John-Paul can choose one item from each course of a breakfast menu.

1st course	2nd course
Cereal (C)	Bacon and eggs (B)
Raisin toast (R)	Pancakes (P)
Watermelon (W)	Sausages and hash browns (S)
Yoghurt (Y)	

a Use a table to list all the different 2-course breakfasts available.

b If one of these combinations is chosen at random, find the probability that it includes:

i watermelon but not pancakes **ii** yoghurt or pancakes

iii yoghurt and pancakes.

'Watermelon, not pancakes' is a compound event.

Solution

a

		1st course			
		C	R	W	Y
2nd course	B	CB	RB	WB	YB
	P	CP	RP	WP	YP
	S	CS	RS	WS	YS

$4 \times 3 = 12$ different breakfasts possible.

b i $P(\text{watermelon, not pancakes}) = \frac{2}{12}$ WB or WS

$= \frac{1}{6}$

ii $P(\text{yoghurt or pancakes}) = \frac{6}{12}$ column Y + row P

$= \frac{1}{2}$

iii $P(\text{yoghurt and pancakes}) = \frac{1}{12}$ YP

A **tree diagram** lists all the possible outcomes of each stage. Branches stretch out to show the possible pathways of outcomes at each stage. An outcomes column at the end of the diagram lists the sample space.

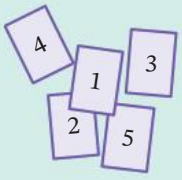
12.05

Worksheet
Tree diagrams

Videos
Tree diagrams 1
Tree diagrams 2
Tree diagrams 3

Example 10

From a set of cards numbered 1 to 5, 2 cards are drawn at random (without replacement) to make a 2-digit number.



a Show all outcomes in the sample space using a tree diagram.

b What is the probability of making a number:

i less than 32? **ii** divisible by 3?

Solution

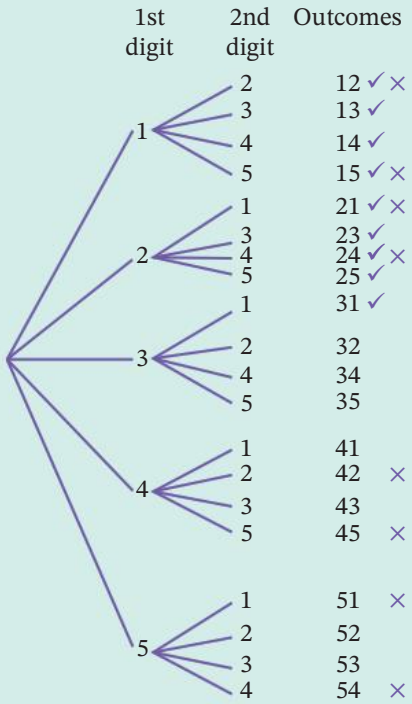
a This experiment has 2 stages: the 1st digit and the 2nd digit.

For the 1st digit, there are 5 possible digits: 1, 2, 3, 4 or 5.

For the 2nd digit, there are only 4 possible digits left because the 1st digit cannot be used again ('without replacement').

There are $5 \times 4 = 20$ possible 2-digit numbers in the sample space.

Using a tree diagram ensures that all outcomes are counted.



b i There are 9 numbers that are less than 32 (ticked in the tree diagram).

$\therefore P(\text{number} < 32) = \frac{9}{20}$.

ii There are 8 numbers that are divisible by 3 (crossed in the tree diagram).

$\therefore P(\text{number divisible by 3}) = \frac{8}{20}$

$= \frac{2}{5}$.

EXERCISE 12.05 ANSWERS ON P. 661

Tree diagrams U F PS R C

EXAMPLE 8

1 Two people out of Ben, Anita, William, Lachlan and Noreen are to be selected for the positions of president and secretary in a tennis club. PS R C

a List the possible pairings for the positions of president and secretary.

b What is the probability of the committee consisting of:

i Ben and Anita?

ii 2 males?

iii a female president?

iv at least one female?

2 The digits 5, 6, 8 and 9 are written on cards and put in a bag. 2 cards are drawn at random to make a 2-digit number. PS R C

a Make a list of all possible outcomes.

b How many 2-digit numbers are possible?

c Find as a decimal (**iv** to 2 decimal places) the probability that the number is:

i even

ii greater than 60

iii between 60 and 90

iv divisible by 3

EXAMPLE 9

3 A coin and a die are tossed together. PS R C

a Copy and complete the table to display the sample space.

		Die					
		1	2	3	4	5	6
Coin	H						
	T						

b Find the probability of tossing:

i a head and 4

ii a tail and an even number

iii a tail and a number less than 5.

4 Two dice are rolled and the sum of the numbers is calculated. PS R C

a Copy and complete this table to show all possible sums.

		1st die					
		1	2	3	4	5	6
2nd die	1						
	2					7	
	3						
	4		6				
	5						
	6						

b Find the probability of rolling a sum

i of 3

ii of 7

iii of at least 6

iv less than 10

v that is even

vi between 3 and 7.



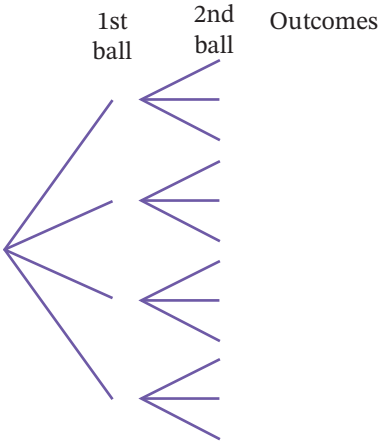
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EXAMPLE 10

12.05

5 A bag contains 2 blue balls, 1 yellow ball and 1 green ball. 2 balls are drawn out of the bag at random. PS R C



a Copy and complete the tree diagram to list the sample space.

b Find the probability of drawing:

i a blue and green ball, in that order

ii a yellow ball and a green ball, in any order

iii a blue ball and a yellow ball

iv at least one blue ball.

6 The numbers 3, 4, 5 and 8 are written on separate cards and placed in a bag. 2 cards are drawn at random, one after the other, to form a 2-digit number. PS R C

a Use a tree diagram to show all possible outcomes if the cards are drawn *with replacement*, that is, the same card can be used twice.

b Find the probability that the 2-digit number formed:

i ends in 4

ii is an odd number

iii is less than 45

iv begins with 3 and is even.

7 The weather this weekend will be either fine or rainy each day, with each outcome being equally likely. PS R C

a Draw a tree diagram to show the possible outcomes for Saturday and Sunday.

b What is the probability that:

i it is fine on both days?

ii Saturday is fine and it rains on Sunday?

iii it rains on at least one day of the weekend?

8 Two cards are chosen at random with replacement from a set of 4 cards consisting of the 2 red Kings and 2 red Queens from a normal deck of cards. Calculate the probability that the cards are: PS R C

a both Kings

b a King and a Queen

c a King and Queen of the same suit

d both Queens

e at least one King

f no Queens

9 Draw a table for the sample space when 2 dice are rolled. Find the probability of rolling: PS R C

a 2 numbers the same

b a 3 and a 6 (in any order)

c at least one 2

d a 4 or a 5 on only one of the dice.

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10 While staying at a hotel, Phoebe can choose one item from each course of a breakfast menu. PS R C

1st course	2nd course
Muesli (M)	Bacon and eggs (B)
Raisin toast (R)	Pancakes (P)
Watermelon (W)	Sausages and hash browns (S)
Yoghurt (Y)	

a Find all the different 2-course breakfasts available:

i by listing them **ii** using a tree diagram.

b If one of these combinations is chosen at random, find the probability that it includes raisin toast or bacon and eggs.

11 From a set of cards numbered 1 to 5, 2 cards are drawn at random to make a 2-digit number. PS R C

a Show all outcomes in the sample space:

i by simply listing them **ii** using a table.

b What is the probability of making a number:

i that is odd? **ii** greater than 30?

12 Three coins are tossed. P R C

a **i** Use a tree diagram to list the possible outcomes Show all outcomes in the sample space.

ii How many outcomes are there in the sample space altogether?

b Use your tree diagram to calculate:

i P(only 1 tail) **ii** P(exactly 2 tails)

iii P(no heads) **iv** P(at least 1 head)

Power plus ANSWERS ON P. 662

1 Consider a family with 4 children. Use a tree diagram to list the 16 possible orders of boys and girls in the family. Find the probability of the family having:

a 3 boys and 1 girl

b no boys

c 2 boys and 2 girls

d at least 1 girl

e at most one girl

f more than 2 boys.

2 A bag contains 5 yellow marbles and 4 red marbles. Two draws are made *without replacement*. Calculate the probability of drawing:

a 2 yellow marbles

b a yellow marble first and a red marble second

c a red marble and a yellow marble in any order

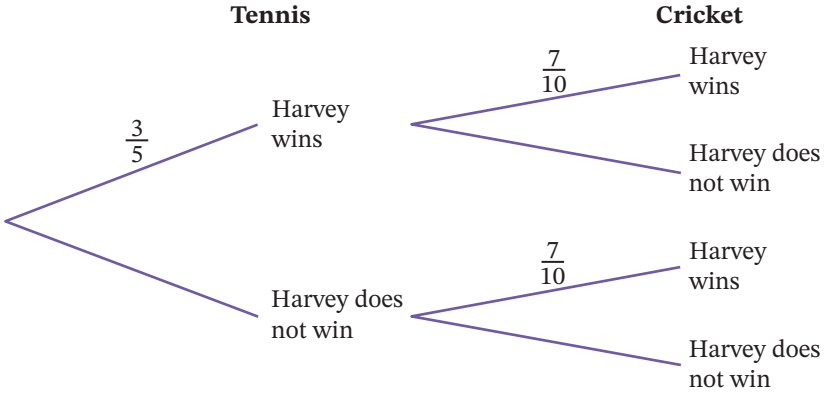
d at most one yellow marble.

3 A more advanced type of tree diagram has probabilities listed on the branches. Harvey is going to play one tennis match and one cricket match. Find the probability that Harvey wins both his tennis and cricket matches.

The probability that he will win the tennis match is $\frac{3}{5}$.

The probability that he and his team will win the cricket match is $\frac{7}{10}$.

This information is shown on some branches of this tree diagram.



To calculate the probability that Harvey wins both his tennis and cricket matches, we multiply the probabilities along the branches:

$P(\text{Harvey wins tennis and cricket}) = \frac{3}{5} \times \frac{7}{10} = \frac{21}{50}$

Read off the probability that Harvey wins his tennis match and multiply it by the probability that Harvey wins his cricket match.

a If the probability that Harvey wins the tennis match is $\frac{3}{5}$, what is the probability that he does not win the tennis match?

b Hence copy and complete the tree diagram above by writing the missing fractions on the branches.

c Use the tree diagram to calculate:

i $P(\text{Harvey wins only 1 match})$

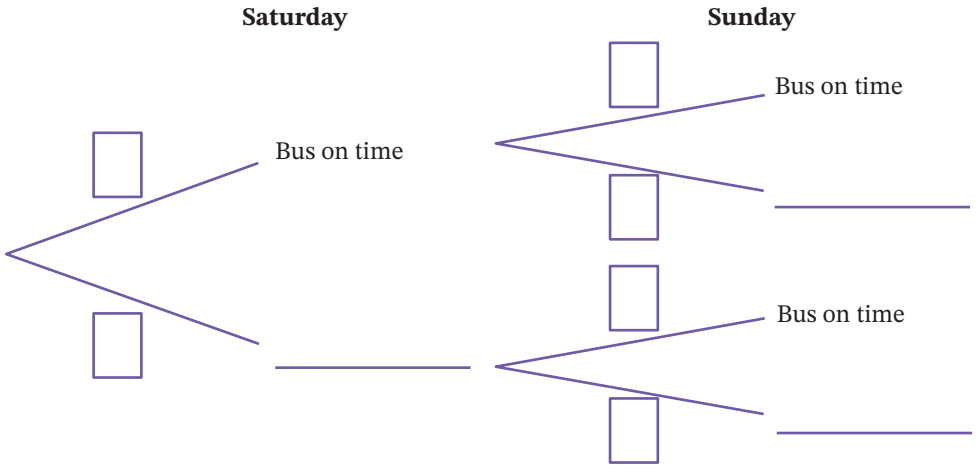
This means Harvey could win one of his matches but not both.

ii $P(\text{Harvey does not win either match})$

iii $P(\text{Harvey wins at least 1 match})$

4 Eilene takes a bus to her part-time job on Saturdays and Sundays. The probability that the bus will be late on either day is 0.3.

a Copy and complete this tree diagram by writing probability values on the branches and describing the events on the line.



b Calculate the probability that Eilene's bus is

i on time on both days

ii on time on only one of the days

iii late on at least one of the days.

5 Set theory can be used to describe different groups and represent calculations using special notation.

If we consider the set $S = \{2, 4, 6, 8, 10, 12, 14, 16, 18, 20\}$ that represents all the even numbers from 1 to 20, then $n(S) = 10$, where $n(S)$ represents the *number* of elements in set S.

a Let $E = \{3, 6, 9, 12, 15, 18\}$, which represents the multiples of 3 from 1 to 20.

Find $n(E)$.

b **i** $S \cup E$ represents the **union** of the 2 sets. It consists of all of the elements that are in S or in E or in both S and E.

Copy and complete: $S \cup E = \{ \quad ... \quad \}$

ii $S \cap E$ represents the **intersection** of the 2 sets. It consists of the elements that are common to both S and E.

Copy and complete: $S \cap E = \{ \quad ... \quad \}$

c Given F represents the set of multiples of 5 from 1 to 20, copy and complete:

i $F = \{ ... \}$

ii $n(F) =$ ____

iii $S \cap F = \{ ... \}$

CHAPTER 12 REVIEW

Language of maths

at least	at most	chance experiment
complementary event	compound event	die/dice
even chance	event	expected frequency
favourable	frequency	mutually exclusive events
observed frequency	observed probability	random
relative frequency	replacement	sample space
theoretical probability	tree diagram	trial
two-stage experiment	two-way table	Venn diagram

1 Which term from the above list is used to calculate **observed probability**?

2 What is the meaning of **expected frequency**?

3 What happens to the observed probability of an event as the number of trials becomes very large?

4 Which term describes the set of all possible outcomes of an experiment?

5 Name the event that is **complementary** to winning first prize in Lotto.

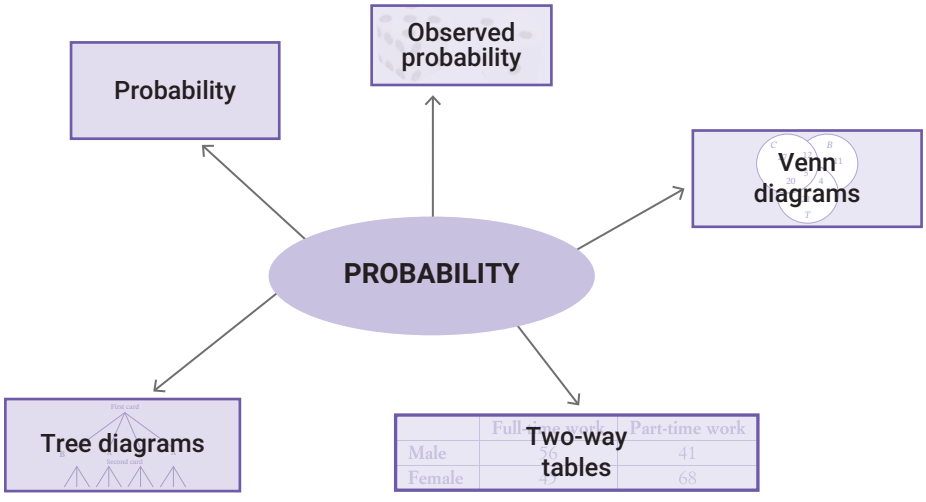
6 What is drawn using 2 or more circles, often overlapping?

Quiz
Language of maths 12

Puzzle
Probability crossword

Topic summary

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



Worksheet
Mind map: Probability

Quiz
Test yourself 12

TEST YOURSELF 12

ANSWERS ON P. 662

12.01

1 A jar contains only red and yellow marbles. The probability of selecting a red marble from the jar is 40%.

a What is the probability of selecting a yellow marble?

b If there are 40 marbles in the bag, how many red marbles are there?

12.01

2 A card is drawn randomly from a normal deck of cards. Find the probability that it is:

a a red card

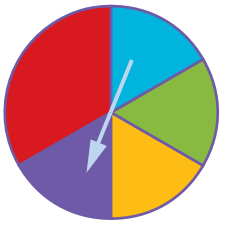
b a King or a Queen card

c a card with a number greater than 6

12.02

3 For the spinner shown, the red sector is twice as large as each of the other sectors. The spinner was spun 200 times and the results are shown in the table.

Outcome	Frequency
Blue	29
Green	35
Yellow	30
Purple	34
Red	72



a Find the observed probability (as a decimal) that the arrow lands on:

i red **ii** blue or green **iii** not purple **iv** green.

b Find the theoretical probability (as a decimal) that the arrow lands on:

i red **ii** blue or green **iii** not purple **iv** green.

c Are the observed probabilities from part **a** similar to the theoretical probabilities from part **b**?

d If the spinner is spun 500 times, calculate the expected frequency of spinning red using the theoretical probability. Select the correct answer **A**, **B**, **C** or **D**.

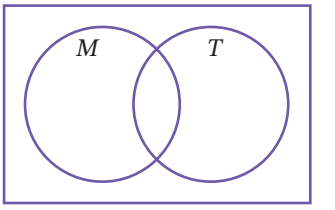
12.03

A 100 **B** 85 **C** 167 **D** 200

PATH

12.04

4 30 teenagers were surveyed on whether they preferred to listen to music (M) or watch TV (T). 21 students preferred music and 18 liked TV, while 4 students did not like either.



a How many students preferred both music and TV?

b Copy and complete the Venn diagram.

c Find the probability of randomly selecting a teenager who likes:

i music but not TV **ii** TV

iii music or TV, but not both **iv** both or neither music nor TV.

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5 A group of men and women was surveyed on whether they worked full-time or part-time.

	Full-time work	Part-time work
Male	56	41
Female	45	68

PATH 12.04

a How many people were surveyed?

b Find the probability (as a percentage, correct to one decimal place) of selecting a person who:

i works full-time **ii** is female and works part-time

iii does not work full-time **iv** works part-time or is female.

c If a part-time worker is selected at random, what is the probability that the person is female?

6 Four cards labelled with the letters A, B, C and D are placed in a bag. 2 cards are drawn from the bag at random without replacement.



12.05

a List all of the possible outcomes.

b Copy and complete the tree diagram.

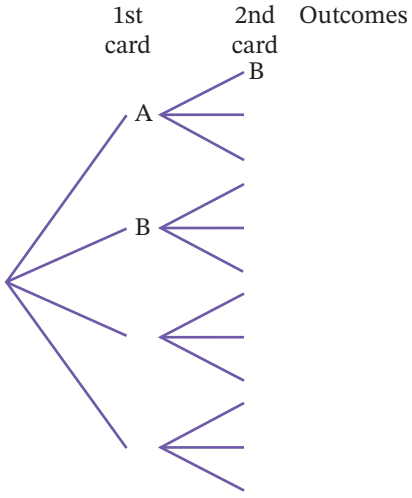
c Use the tree diagram to find the probability of drawing 2 cards with:

i the same letter

ii the letters A and B

iii the letters A or B or both

iv no letter D.



7 Two dice are rolled and the difference between the numbers is calculated.

12.06



photos.com

Die 2 \ Die 1	1	2	3	4	5	6
1						
2						
3						3
4						
5				1		
6		4				

6 − 3 = 3

5 − 4 = 1

6 − 2 = 4

a Copy and complete the table to show the sample space.

b Find the probability of rolling a difference of:

i 0 **ii** at least 2 **iii** 4 or 5.

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13

MEASUREMENT AND SPACE

CONGRUENT AND SIMILAR FIGURES

Unique to Australia are a number of tourist attractions known as the 'Bigs' or 'Biggies'.

- the Big Merino (Goulburn, NSW)
- the Big Banana (Coffs Harbour, NSW)
- the Big Golden Guitar (Tamworth, NSW)
- the Big Pineapple (Woombye, Qld)
- the Big Orange (Berri, SA)
- the Big Crocodile (Wyndham, WA)
- the Big Captain Cook (Cairns, Qld)
- the Big Mango (Bowen, Qld)
- the Big Rocking Horse (Gumeracha, SA)
- the Giant Koala (Dadsells Bridge, Vic)

Each attraction is a scale model or enlargement of an Australian object.
The Big Pineapple is 16 metres high.



Chapter outline

	Working mathematically				
13.01 Congruent figures*	U	F		R	C
13.02 Tests for congruent triangles*	U	F		R	C
13.03 Congruent triangle proofs*	U	F		R	C
13.04 Using congruence to prove geometrical properties*	U	F		R	C
13.05 Similar figures	U	F		R	C
13.06 Finding sides in similar figures	U	F	PS	R	
13.07 Scale drawings	U	F	PS	R	
13.08 Areas of similar figures*	U	F		R	
13.09 Tests for similar triangles*	U	F		R	C
13.10 Similar triangles proofs*	U	F		R	C

***PATH**

Wordbank

congruence test One of 4 tests for proving that triangles are congruent: SSS, SAS, AAS and RHS

congruent Identical; exactly the same (symbol: ≡)

enlargement An increase in the size of a shape

image A transformed shape after it has been enlarged or reduced

included angle The angle between two given sides of a shape

scale factor The amount by which a shape has been enlarged or reduced, equal to $\frac{\text{image length}}{\text{original length}}$

similar To have the same shape but not necessarily the same size, an enlargement or reduction (symbol: ~)

superimpose To place one figure on top of another figure so that sides and angles match

Quiz
Wordbank 13

U = Understanding | **F** = Fluency | **PS** = Problem solving | **R** = Reasoning | **C** = Communicating

Videos (9):

13.02 Test for congruent triangles
13.03 Congruent triangles proofs
13.04 Congruent triangles proofs • Proving properties of a rectangle
13.06 Finding an unknown side in similar figures
13.07 Scale drawings
13.08 Areas of similar figures
13.09 Similar triangles • Test for similar triangles

Twig videos (5):

13.07 Jai Singh (sundial) • Modelling the Spitfire • Queen Hatshepsut's ship • The history of the golden ratio • Fractals: The Koch snowflake

Quizzes (5):

- Wordbank 13
- SkillCheck 13
- Mental skills 13
- Language of maths 13
- Test yourself 13

Skillsheet (1):

13.06 Finding sides in similar triangles

Worksheets (16):

13.01 Congruent or different triangles? • Drawing different triangles • Triangle constructions group clues
13.04 Proving properties of quadrilaterals
13.05 A page of similar figures • A page of congruent and similar figures • Enlargements and reductions • Enlarging a logo • 5 mm grid paper
13.06 Finding sides in similar figures • Congruence and similarity review
13.07 Problems involving scale drawings
13.10 Congruent and similar triangle proofs • Complete the proofs • Investigating paper sizes
Mind map Congruent and similar figures
Test yourself 5 5 mm grid paper

Puzzles (4):

13.05 Cartoon enlargement
13.06 Similar triangles • Nested similar triangles
Language of maths Congruence and similarity crossword

Technology (2):

13.07 Converting map scales to ratios • Area of similar shapes

Spreadsheets (2):

13.07 Converting map scales to ratios • Area of similar shapes

Nelson MindTap

To access resources above, visit **cengage.com.au/nelsonmindtap**

In this chapter you will:

- (PATH) identify congruent figures and investigate their properties
- (PATH) investigate the 4 tests for congruent triangles and write formal proofs for congruent triangles
- (PATH) investigate properties of quadrilaterals using congruent triangles and solve related geometry problems
- identify similar figures and investigate their properties
- use scale factors to find unknown sides in similar figures
- measure and calculate using scale drawings
- (PATH) investigate ratios of areas of similar figures
- (PATH) investigate the 4 tests for similar triangles and write formal proofs for similar triangles

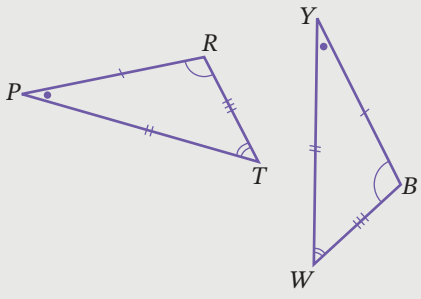
SkillCheck ANSWERS ON P. 663

Quiz
SkillCheck 13

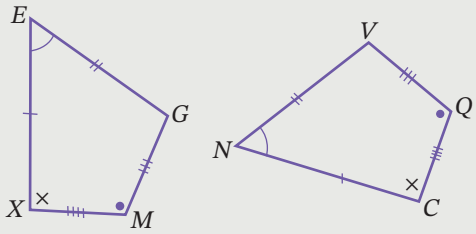
1 For each pair of identical figures, list all pairs of:

i matching angles **ii** matching sides

a



b



2 Solve each equation.

a $\frac{x}{24} = \frac{5}{8}$ **b** $\frac{m}{7} = \frac{10}{14}$ **c** $\frac{a}{2} = \frac{4}{8}$ **d** $\frac{k}{15} = \frac{2}{3}$

e $\frac{7}{12} = \frac{x}{3}$ **f** $\frac{5}{6} = \frac{n}{4}$ **g** $\frac{t}{2} = \frac{7}{3}$ **h** $\frac{d}{5} = \frac{17}{10}$

13.01

Congruent figures

13.01

Congruent figures

PATH

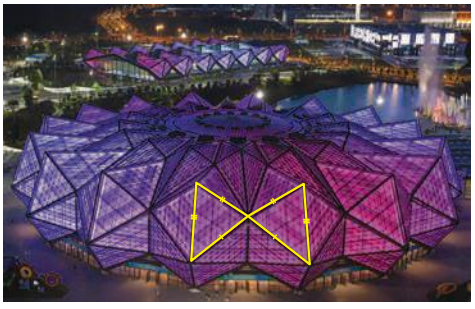
2 figures are **congruent** if they are identical in shape and size. For **congruent figures**:

- **matching sides** are equal
- **matching angles** are equal

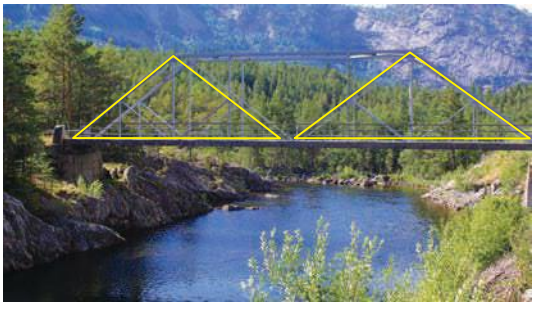
Matching sides are **corresponding sides** that are in the same position.

Matching angles are **corresponding angles** that are in the same position.

One way of testing whether 2 figures are congruent is to **superimpose** one shape onto the other, that is, to move it to a position on top of the other so that sides and angles match. Congruent figures may be identified by superimposing them through a combination of translations (slides), rotations (turns) and reflections (flips).



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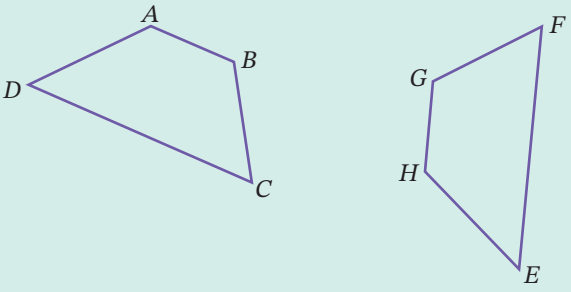
Shutterstock.com/Sketchart

PATH

Congruent triangles are commonly seen in the construction of bridges and buildings because they are considered more stable and strong to use.

Example 1

The 2 quadrilaterals *ABCD* and *EFGH* are congruent. List all pairs of matching sides and matching angles.



Solution

By rotating the figure *ABCD* anticlockwise, its shape can be superimposed exactly on *EFGH*.

The pairs of matching sides are:

AB and *HG*

BC and *GF*

CD and *FE*

AD and *HE*

The pairs of matching angles are:

$\angle A$ and $\angle H$

$\angle B$ and $\angle G$

$\angle C$ and $\angle F$

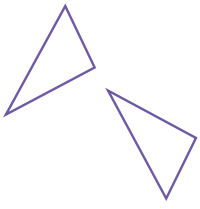
$\angle D$ and $\angle E$

EXERCISE 13.01 ANSWERS ON P. 663

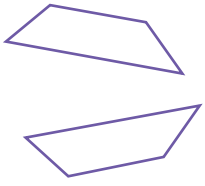
Congruent figures U F R C

1 Is each pair of figures congruent? Why? R C

a



b



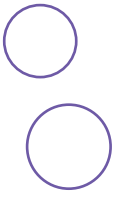
c



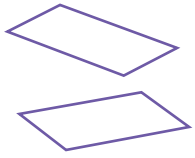
d



e



f



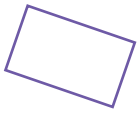
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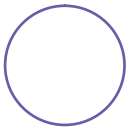
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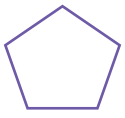
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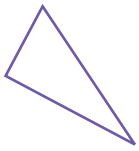
2 Match shapes that are congruent.

a 

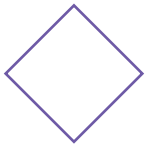
b 

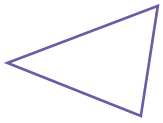
c 

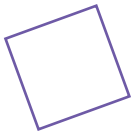
d 

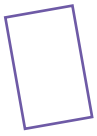
e 

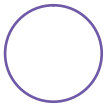
f 

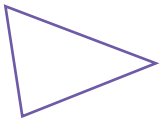
g 

h 

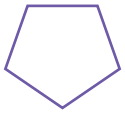
i 

j 

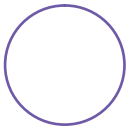
k 

l 

m 

n 

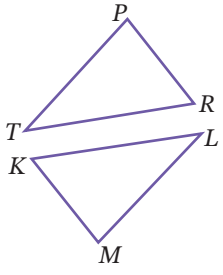
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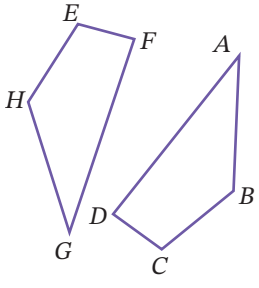
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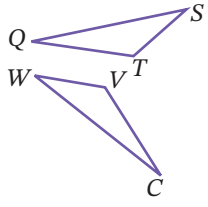
3 For each pair of congruent figures, list all pairs of:

i matching sides **ii** matching angles

EXAMPLE 1

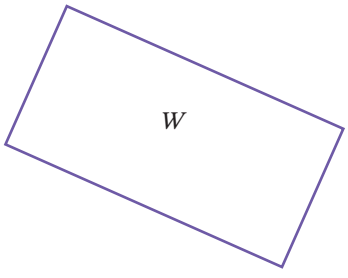
a 

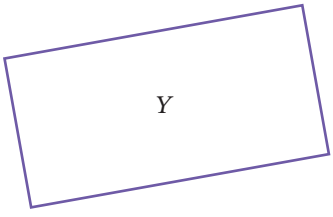
b 

c 

4 **a** For each rectangle, measure:

i its perimeter **ii** its area





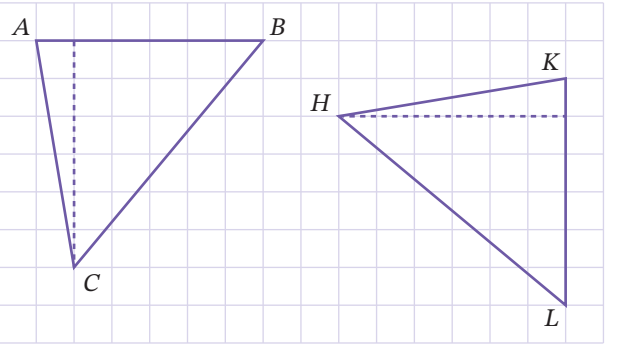
b Are the 2 rectangles congruent?

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5 **a** For each triangle (drawn on 5 mm grid), measure:

i its perimeter **ii** its area.



b Are the triangles congruent?

6 Copy and complete:

The p_____ and a_____ of congruent figures are e_____.

7 Draw 2 triangles that have the same perimeter but are not congruent. R C

8 Draw 2 triangles that have the same area but are not congruent. R C

9 Write True or False for each statement. R C

a If the perimeters of 2 rectangles are equal, then the 2 rectangles must be congruent.

b If the areas of 2 rectangles are equal, then the 2 rectangles must be congruent.

c If the perimeters and areas of 2 rectangles are equal, then the 2 rectangles must be congruent.

d Congruent figures must have the same perimeters and areas.

Technology

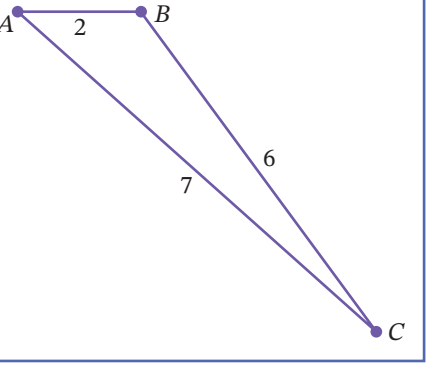
Tests for congruent triangles

Use dynamic geometry software to test whether 2 triangles are congruent.
It is best to do this activity in small groups.

Given 3 sides: SSS

1 Construct a triangle with side lengths 2 cm, 6 cm and 7 cm.

2 Can you construct a **different** triangle with the same 3 side lengths? What do you notice about the second triangle? Is it congruent (exactly the same shape and size) to the first triangle?



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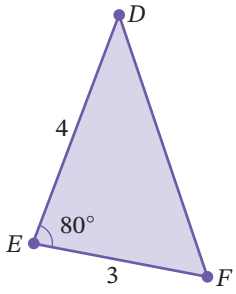
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13.01

Given 2 sides and the included angle: SAS

1 Construct a triangle with sides of length 3 cm and 4 cm, and the angle between them to be exactly 80°.

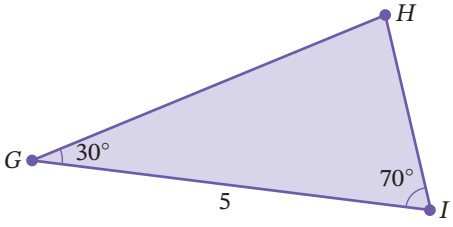
2 Can you construct a different triangle with the same 2 sides and included angle of 80°? Or is it congruent to the first triangle?



Given 2 angles and a side: AAS

1 Construct a triangle with a side length of 5 units between 2 angles of size 30° and 70°.

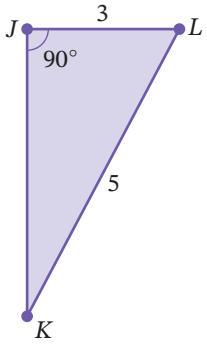
2 Can you construct a different triangle with the same 2 angles and a matching side of 5 cm? Or is it congruent to the first triangle?



Given a right angle, hypotenuse and side: RHS

1 Construct a right-angled triangle with one of the shorter sides being 3 cm and the hypotenuse 5 cm.

2 Can you construct a different triangle with the same 2 sides and right angle? Or is it congruent to the first triangle?

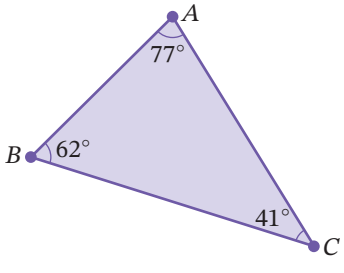


Given 3 angles: AAA

1 Construct a triangle with angles 77°, 62° and 41°.

2 Can you construct a different triangle with the 3 angles? Or is it congruent to the first triangle?

3 Are all triangles with angles 77°, 62° and 41° congruent?



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Worksheets
Congruent or different triangles?

Drawing different triangles

Triangle constructions group clues

Investigation

Congruent triangles

Work in groups of 3 or 4 to complete this investigation.

You will need: paper, a ruler, a pencil, a protractor, compasses and scissors.

1 **a** Individually, construct a triangle with side lengths 5 cm, 7 cm and 9 cm.

b Use your protractor to measure the angles of the triangle.

c Compare your results with those of the students in your group. Are all your group's triangles congruent?

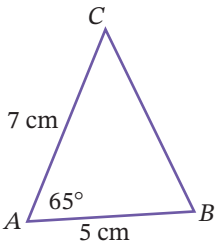
d Use your results to decide whether each statement is true or false.

i *If 3 sides of one triangle are respectively equal to the 3 sides of another triangle, then the matching angles of the triangles are equal.*

ii *If all sides of one triangle are equal to all sides of another triangle, then the 2 triangles are congruent.*

2 **a** Construct $\triangle ABC$ so that $AB = 5$ cm, $AC = 7$ cm and $\angle A = 65°$.

Since $\angle A$ lies between AB and AC, $\angle A$ is called the **included angle**.



b Measure the third side of the triangle, and the sizes of the other two angles.

c Compare your results with those of others in your group.

d Use your results to decide whether this statement is true or false:

If two sides and the included angle of one triangle are respectively equal to 2 sides and the included angle of another triangle, then the 2 triangles are congruent.

3 **a** Construct $\triangle XWY$ with $XW = 6$ cm, $\angle X = 75°$ and $\angle W = 50°$.

b Measure $\angle Y$ and the other 2 sides of the triangle.

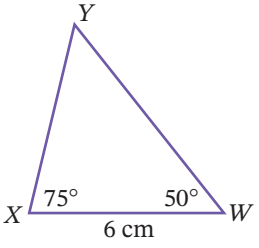
c Compare your results with those of your group members.

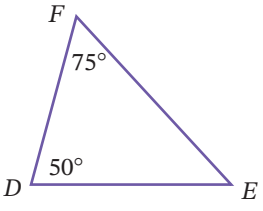
d Now construct $\triangle DEF$ with $DE = 6$ cm, $\angle D = 50°$ and $\angle F = 75°$.

e Are $\triangle XWY$ and $\triangle DEF$ congruent? Give reasons for your answer.

f Use your results to decide whether this statement is true:

If 2 angles and one side of one triangle are respectively equal to 2 angles and the matching side of another triangle, then the 2 triangles are congruent.





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4 a Construct $\triangle GHK$ with $\angle K = 90°$, $GH = 8$ cm, $GK = 5$ cm.

b What is another name for the side GH?

c Measure the other side and angles of the triangle and compare your results with those of other members in your group. Are their triangles congruent to your triangle?

d Use your results to decide whether the following statement is true or false:

If the hypotenuse and a second side of one right-angled triangle are respectively equal to the hypotenuse and a second side of another right-angled triangle, then the triangles are congruent.

5 a Draw a triangle with angles 40°, 63° and 77°.

b Compare your triangle with those of other members of your group. Are the triangles congruent? Give reasons.

6 Use your results to determine what information is needed to prove that 2 triangles are congruent.

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Tests for congruent triangles 13.02

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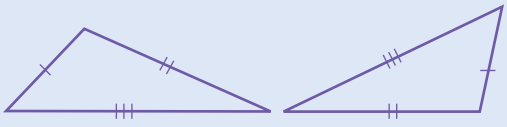
There are 4 sets of conditions that can be used to determine if 2 triangles are congruent. These are called the **tests for congruent triangles** or **congruence tests**.

Congruence tests

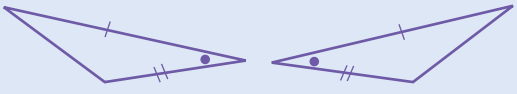
There are 4 tests for congruent triangles: **SSS**, **SAS**, **AAS** or **RHS**.

Two triangles are congruent if:

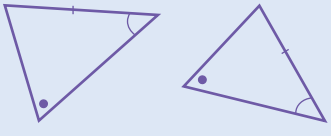
- the 3 sides of one triangle are respectively equal to the three sides of the other triangle **(SSS rule)**



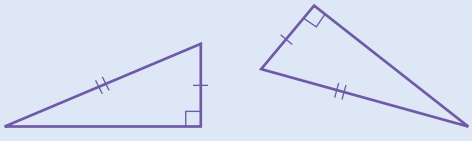
- 2 sides and the **included angle** of one triangle are respectively equal to 2 sides and the **included** angle of the other triangle **(SAS rule)**



- 2 angles and one side of one triangle are respectively equal to 2 angles and the matching side of the other triangle **(AAS rule)**



- they are right-angled and the hypotenuse and another side of one triangle are respectively equal to the hypotenuse and another side of the other triangle **(RHS rule).**

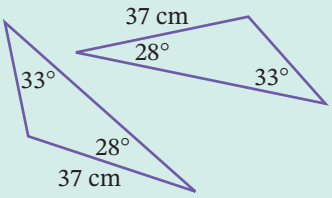


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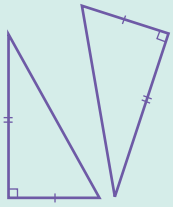
Example 2

Which congruence test (SSS, SAS, AAS or RHS) can be used to prove that each pair of triangles are congruent?

a



b



Solution

a 2 angles and one side of one triangle are equal to 2 matching angles and one matching side of the other triangle.

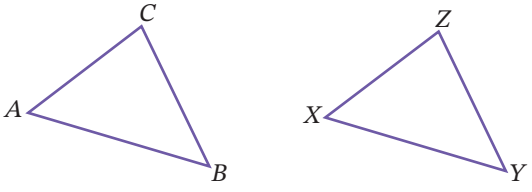
$\therefore$ The congruence test is AAS.

b 2 sides and the included angle of one triangle are equal to 2 matching sides and the included angle of the other triangle.

$\therefore$ The congruence test is SAS.

The congruence symbol $\equiv$

The symbol for 'is congruent to' is a special equals sign, written as '$\equiv$' (which also means 'is identical to'). The 2 triangles below are congruent, so we can write $\triangle \boldsymbol{ABC} \equiv \triangle \boldsymbol{XYZ}$, which is read: 'triangle *ABC* is congruent to triangle *XYZ*'.



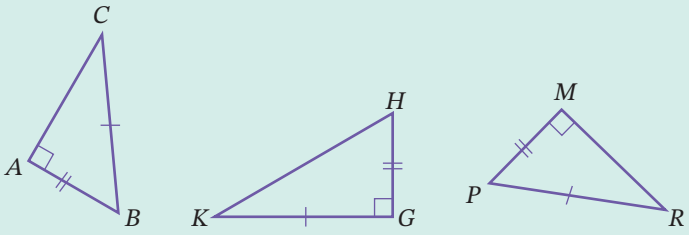
When using this notation, we must make sure that the vertices (and angles) of the congruent figures are written in matching order:

$\triangle ABC \equiv \triangle XYZ$ means $\angle A = \angle X$, $\angle B = \angle Y$, $\angle C = \angle Z$

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Example 3

a Decide which 2 of these triangles are congruent and state the congruence test used.



b Use the correct notation to write a congruency statement relating the 2 triangles.

Solution

a The 3 right-angled triangles all have 2 equal sides, but BC and PR are both hypotenuses while KG is not.

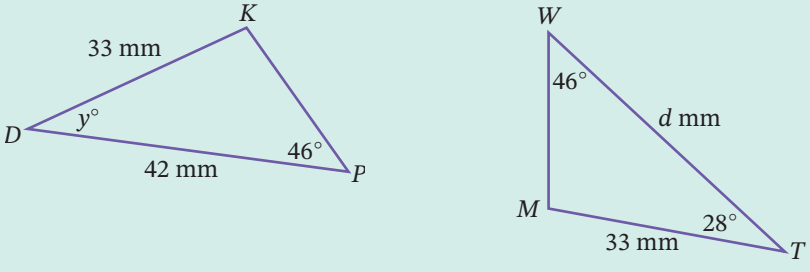
$\therefore \triangle CAB$ and $\triangle MPR$ are congruent by the RHS rule.

b $\angle A$ matches with $\angle M$, $\angle B$ matches with $\angle P$, $\angle C$ matches with $\angle R$. Matching order of vertices

$\therefore \triangle ABC \equiv \triangle MPR$

Example 4

If the 2 triangles are congruent, find the value of each variable.



Solution

Since $\triangle DPK \equiv \triangle TWM$,

$DP = TW$ Matching sides of congruent triangles

$\therefore d = 42$

$\angle T = \angle D$ Matching angles of congruent triangles

$\therefore y = 28$

PATH

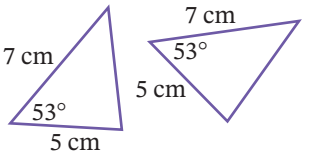
EXERCISE 13.02 ANSWERS ON P. 663

Tests for congruent triangles U F R C

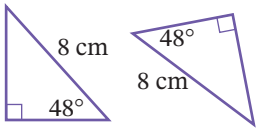
EXAMPLE 2

1 Which congruence test (SSS, SAS, AAS or RHS) can be used to prove that each pair of triangles are congruent? R C

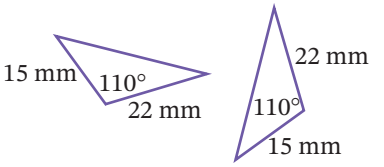
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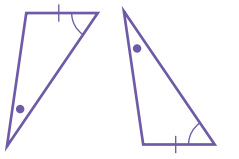
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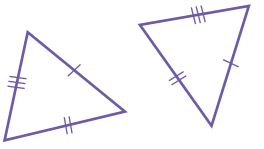
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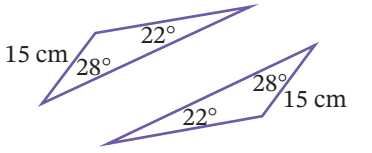
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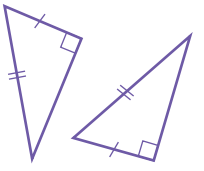
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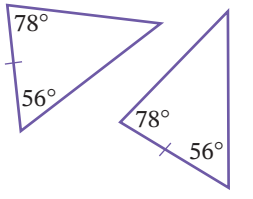
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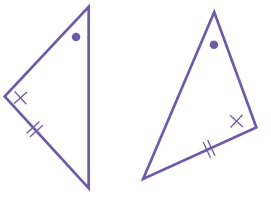
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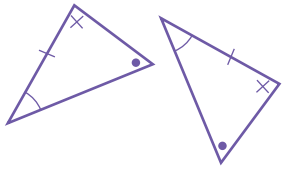
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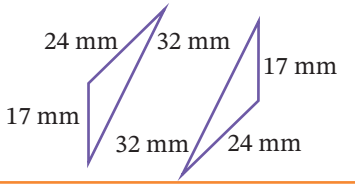
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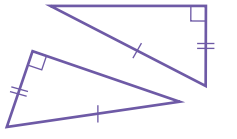
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k



l



Foundation Standard Complex

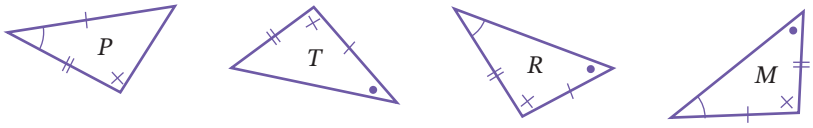
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PATH

13.02

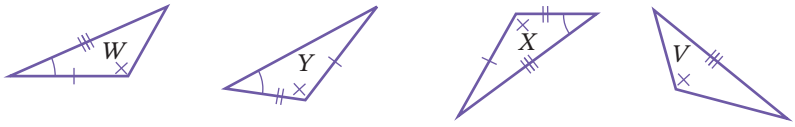
2 Find the 2 congruent triangles in each set. Select the correct answer **A**, **B**, **C** or **D**.

a



A P and T **B** T and R **C** M and R **D** M and P

b



A W and Y **B** Y and X **C** X and V **D** W and V

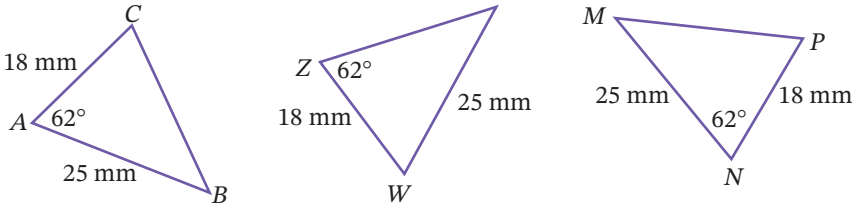
EXAMPLE 3

3 For each set of triangles: R C

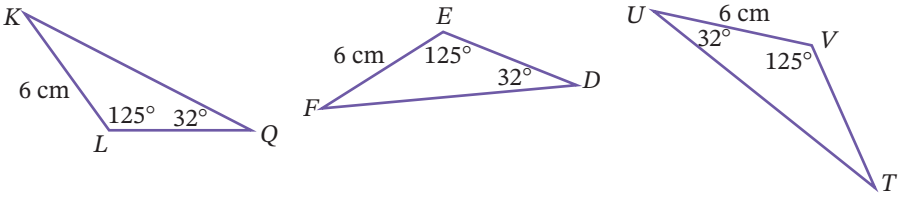
i decide which 2 are congruent and state the congruence test used

ii use the correct notation to write a congruency statement relating those 2 triangles.

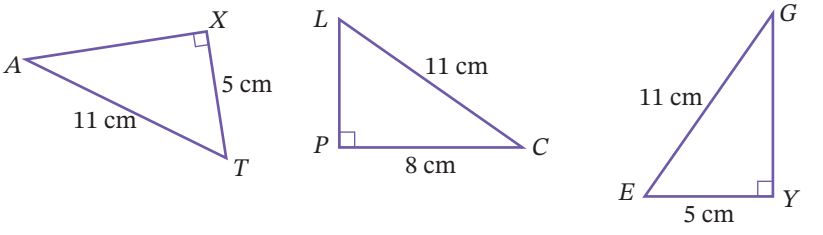
a



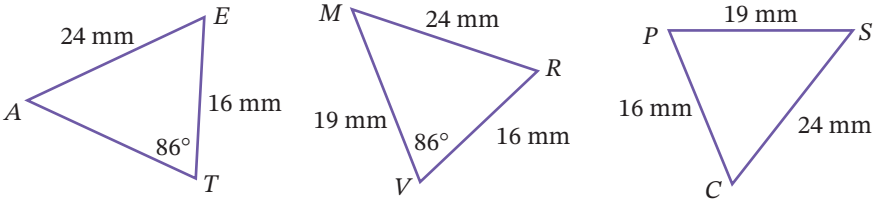
b



c



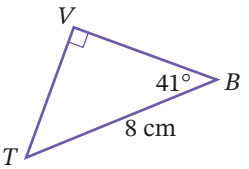
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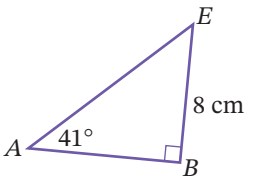


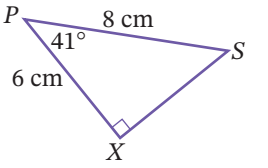
Foundation Standard Complex

PATH

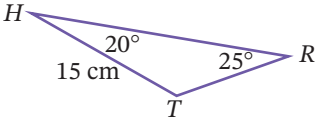
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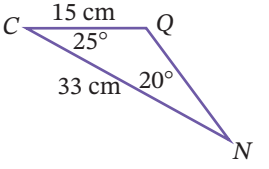


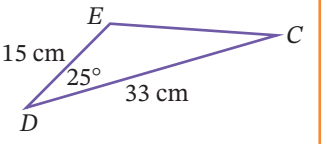




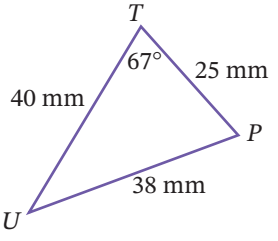
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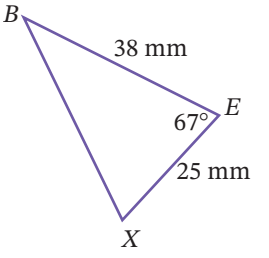


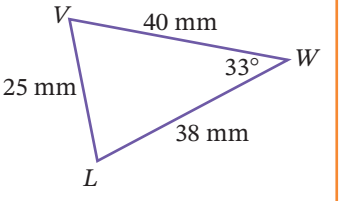




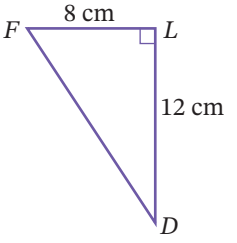
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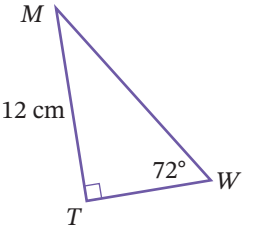


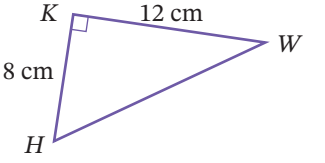




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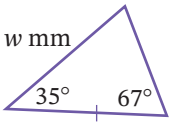


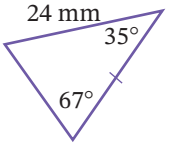


EXAMPLE 4

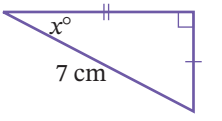
4 Find the value of the variable in each pair of congruent triangles. R

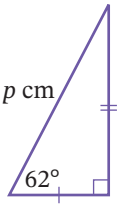
a



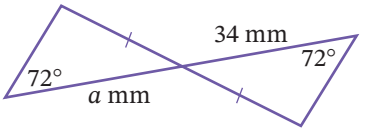


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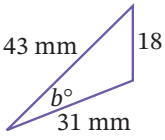


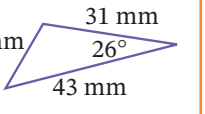


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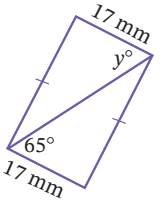


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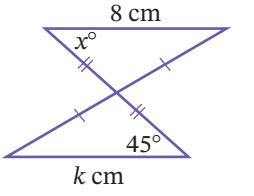




e



f



Foundation Standard Complex

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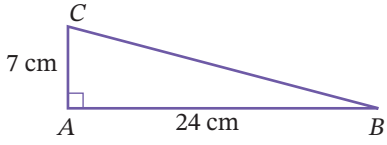
PATH

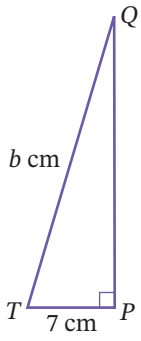
13.02

5 $\triangle ABC \equiv \triangle TPQ$. R

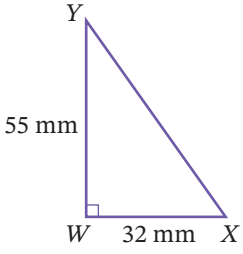
a Use Pythagoras' theorem to find BC.

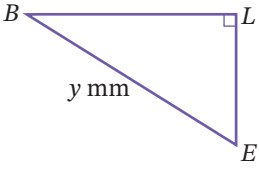
b Find the value of b.



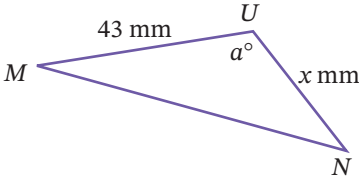


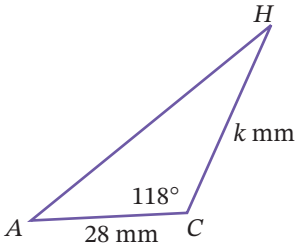
6 If $\triangle YXW \equiv \triangle BEL$, find y correct to one decimal place. R





7 If $\triangle NUM \equiv \triangle ACH$, find the value of each variable. R





8 The diagram shows 4 right-angled triangles joined together. State whether each pair of triangles are congruent, and if so, state the test used. R C

a W and X

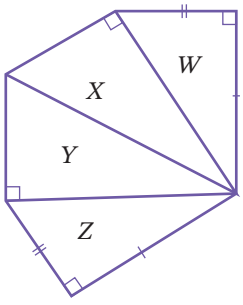
b W and Y

c W and Z

d X and Y

e X and Z

f Y and Z



Foundation Standard Complex

13.03 Congruent triangle proofs

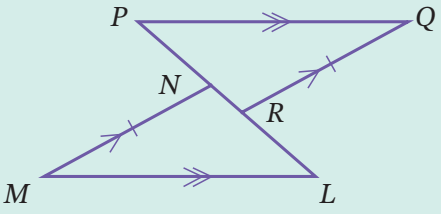
PATH

Video
Congruent triangle proofs

To formally prove that 2 triangles are congruent, there is a specific format using one of the 4 congruence tests SSS, SAS, AAS or RHS.

Example 5

In the diagram, $PQ \parallel LM$, $QR \parallel MN$ and $QR = MN$.
Prove that $\triangle PQR \equiv \triangle LMN$.

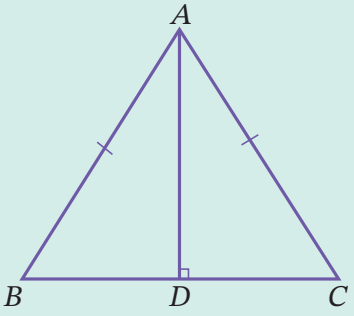


Solution

In $\triangle PQR$ and $\triangle LMN$:	Identifying the triangles in matching order of vertices
$QR = MN$ (given)	Stating each part of the congruence test, giving reasons
$\angle P = \angle L$ (alternate angles, $PQ \parallel LM$)	
$\angle QRP = \angle MNL$ (alternate angles, $QR \parallel MN$)	
$\therefore \triangle PQR \equiv \triangle LMN$ (AAS)	Concluding the congruence proof, stating the test used

Example 6

In $\triangle ABC$, $AB = AC$ and $AD \perp BC$.
Prove that $\triangle ABD \equiv \triangle ACD$ and hence AD bisects $\angle BAC$.



Solution

In $\triangle ABD$ and $\triangle ACD$:
$AB = AC$ (given)
AD is common.
$\angle ADB = \angle ADC = 90°$ ($AD \perp BC$)
$\therefore \triangle ABD \equiv \triangle ACD$ (RHS)
$\therefore \angle BAD = \angle CAD$ (matching angles of congruent triangles)
$\therefore AD$ bisects $\angle BAC$.

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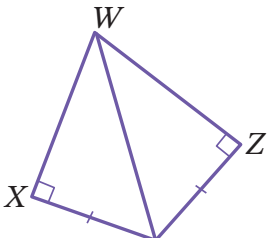
EXERCISE 13.03 ANSWERS ON P. 663

Congruent triangle proofs U F R C

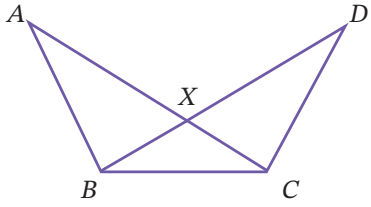
EXAMPLE 5

13.03

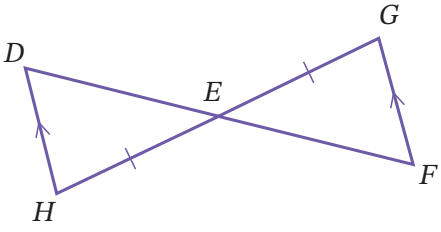
1 Prove that $\triangle WXY \equiv \triangle WZY$. R C



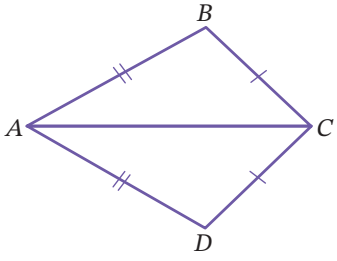
2 If $\angle ABC = \angle DCB$ and $AB = DC$, prove that $\triangle ABC \equiv \triangle DCB$. R C



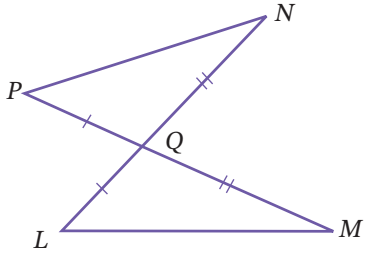
3 In the diagram, $EG = EH$ and $DH \parallel FG$. Show that $\triangle DEH \equiv \triangle FEG$. R C



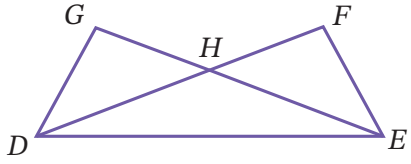
4 For this kite $ABCD$, prove that $\triangle ABC \equiv \triangle ADC$. R C



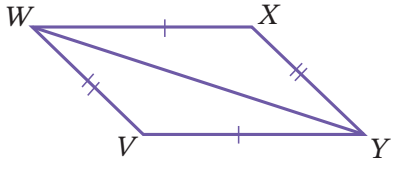
5 If $PQ = LQ$ and $NQ = MQ$, prove that $\triangle PQN \equiv \triangle LQM$. R C



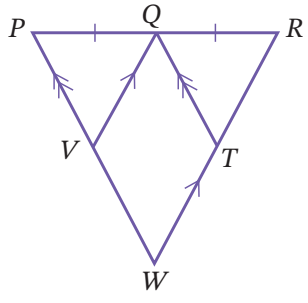
6 If $\angle DEG = \angle EDF$ and $GE = FD$, prove that $\triangle DEG \equiv \triangle EDF$. R C



7 Prove that $\triangle WXY \equiv \triangle YVW$. R C



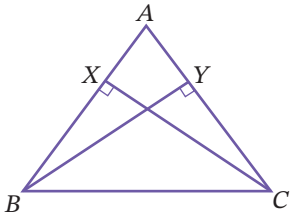
8 $PW \parallel QT$, $RW \parallel QV$ and $PQ = QR$. Prove that $\triangle PVQ \equiv \triangle QTR$. R C



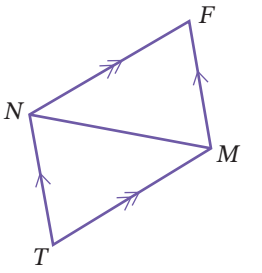
Foundation | Standard | Complex

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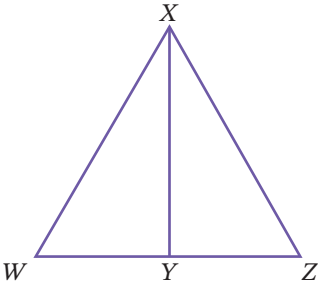
9 If $CX \perp AB$, $BY \perp AC$ and $XC = YB$, prove that $\triangle BCX \equiv \triangle CBY$. R C



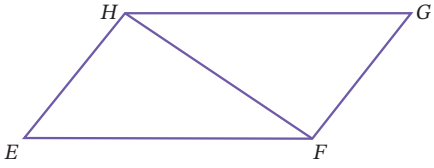
10 Prove that $\triangle FNM \equiv \triangle TMN$. R C



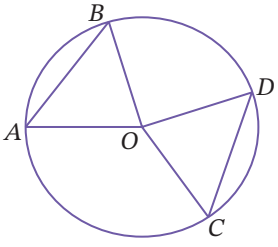
11 $XW = XZ$ in this isosceles triangle and Y is the midpoint of WZ. Prove that $\triangle WYX \equiv \triangle ZYX$. R C



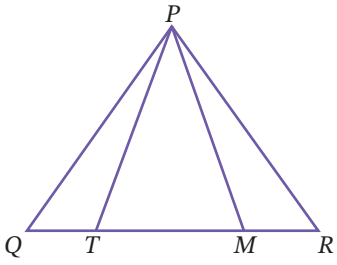
12 The opposite sides are equal for this quadrilateral. Prove that $\triangle EFH \equiv \triangle GHF$. R C



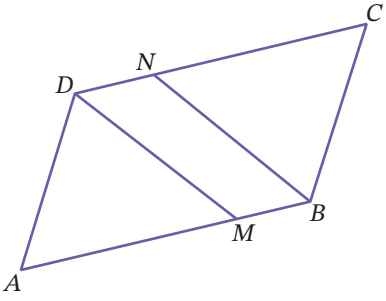
13 O is the centre of the circle and $AB = CD$. Prove that $\triangle AOB \equiv \triangle COD$. R C



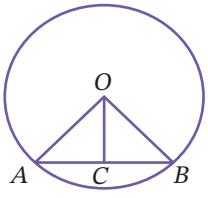
14 $\angle Q = \angle R$ in this isosceles triangle. If $QT = RM$, prove that $\triangle PQT \equiv \triangle PRM$. R C



15 $ABCD$ is a parallelogram and $DN = BM$. Prove that $\triangle AMD \equiv \triangle CNB$. R C



16 O is the centre of the circle and $OC \perp AB$. Prove that $\triangle OAC \equiv \triangle OBC$. R C



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PATH

EXAMPLE 6

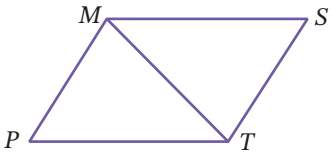
13.03

17 In the quadrilateral $MSTP$, opposite sides are equal. Prove that: R C

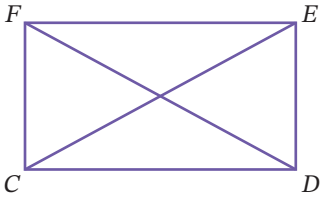
a $\triangle TPM \equiv \triangle MST$

b $\angle PMT = \angle STM$

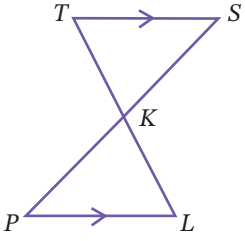
c $PM \parallel ST$



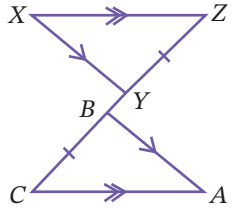
18 $CDEF$ is a rectangle. Prove that $\triangle FED \equiv \triangle EFC$ and that the diagonals of the rectangle are equal in length. R C



19 $TS \parallel PL$ and K is the midpoint of TL. Prove that $\triangle TSK \equiv \triangle LPK$. R C



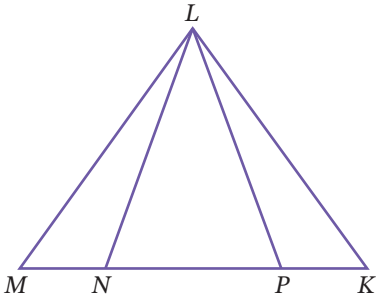
20 $AC \parallel XZ$, $XY \parallel AB$ and $BC = YZ$. R C



a Prove that $\angle XYZ = \angle ABC$.

b Hence prove that $\triangle XYZ \equiv \triangle ABC$.

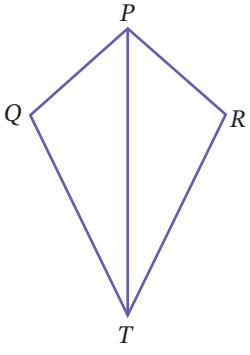
21 $LM = LK$ in this isosceles triangle LMK, and $MN = KP$. Prove that: R C



a $\triangle LMN \equiv \triangle LKP$

b $\triangle LNP$ is isosceles.

22 For this kite, prove that: R C



a $\triangle PQT \equiv \triangle PRT$

b $\angle Q = \angle R$

c PT bisects $\angle QTR$.

Foundation Standard Complex

13.04 Using congruence to prove geometrical properties

PATH

Video
Congruent triangles proofs

Worksheet
Proving properties of quadrilaterals

Properties of triangles and quadrilaterals can be proved using the congruence tests.

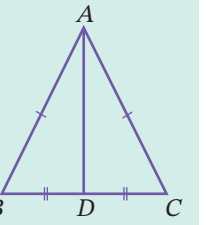
Example 7

$\triangle ABC$ is an isosceles triangle. AD bisects BC.

a Prove that $\triangle ABD \equiv \triangle ACD$.

b Hence prove that in an isosceles triangle, the angles opposite the equal sides are equal.

c Prove that $AD \perp BC$.



Solution

a In $\triangle ABD$ and $\triangle ACD$:

$AB = AC$ ($\triangle ABC$ is isosceles)

AD is common.

$BD = CD$ (AD bisects BC)

$\therefore \triangle ABD \equiv \triangle ACD$ (SSS)

b $\therefore \angle B = \angle C$ (matching angles of congruent triangles)

$\therefore$ The angles opposite the equal sides in an isosceles triangle are equal.

c $\angle ADB = \angle ADC$ (matching angles of congruent triangles)

$\therefore \angle ADB = \angle ADC = 90°$ (angles on a straight line)

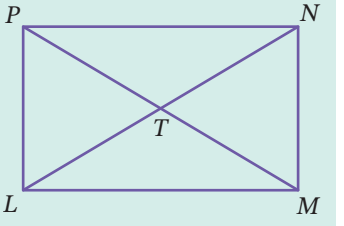
$\therefore AD \perp BC$.

Video
Proving properties of a rectangle

Example 8

a If $LMNP$ is a rectangle, prove that $\triangle PNT \equiv \triangle MLT$.

b Prove that the diagonals of a rectangle bisect each other.



Solution

a In $\triangle PNT$ and $\triangle MLT$:

$PN = ML$ (opposite sides of a rectangle)

$\angle PNT = \angle MLT$ (alternate angles on parallel lines, $PN \parallel ML$)

$\angle PTN = \angle MTL$ (vertically opposite angles)

$\therefore \triangle PNT = \triangle MLT$ (AAS)

b $\therefore PT = MT$ and $NT = LT$ (matching sides of congruent triangles)

$\therefore T$ is the midpoint of the diagonals LN and MP.

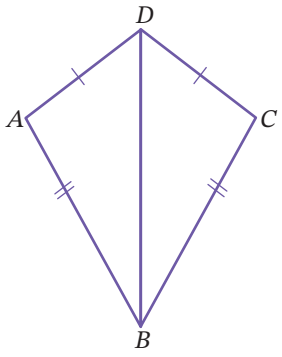
$\therefore$ The diagonals of a rectangle bisect each other.

EXERCISE 13.04 ANSWERS ON P. 664

Using congruence to prove geometrical properties U F R C

EXAMPLE 7

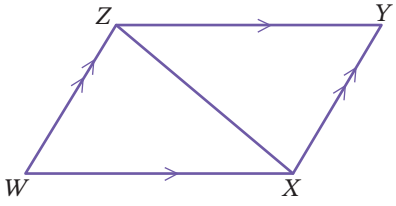
1 *ABCD* is a kite so adjacent sides are equal. R C



- **a** Prove that $\triangle ABD \equiv \triangle CBD$.
- **b** Prove that $\angle A = \angle C$.
- **c** Prove that diagonal *DB* bisects $\angle ADC$ and $\angle ABC$.
- **d** Copy the diagram and draw the other diagonal *AC*, intersecting *DB* at point *X*.
- **e** Prove that $\triangle DAX \equiv \triangle DCX$.
- **f** Prove that diagonal *DB* bisects diagonal *AC*.
- **g** Prove that $DB \perp AC$.

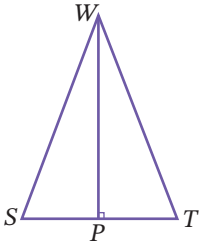
EXAMPLE 8

2 *WXYZ* is a parallelogram with opposite sides parallel. R C



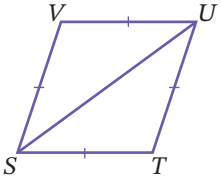
- **a** Copy the diagram into your book.
- **b** Prove that $\triangle WXZ \equiv \triangle YZX$.
- **c** Prove that $\angle W = \angle Y$.
- **d** Draw the other diagonal *WY* and prove that $\triangle WXY \equiv \triangle YZW$.
- **e** Prove that $\angle WXY = \angle YZW$.
- **f** What angle property of a parallelogram does this prove?

3 In the diagram, $\angle S = \angle T$ and $WP \perp ST$. R C



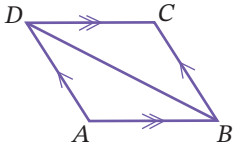
- **a** Prove that $\triangle SPW \equiv \triangle TPW$.
- **b** Prove that the sides opposite equal angles in a triangle are equal.

4 *STUV* is a rhombus, so all sides are equal. R C



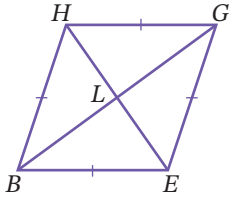
- **a** Prove that $\triangle VUS \equiv \triangle TUS$.
- **b** Prove that the diagonal *US* bisects the angles $\angle VUT$ and $\angle VST$.

5 *ABCD* is a parallelogram with opposite sides parallel. R C



- **a** Prove that $\triangle ABD \equiv \triangle CDB$.
- **b** Prove that opposite sides of a parallelogram are equal.

6 *BEGH* is a rhombus (a parallelogram with equal sides) whose diagonals *BG* and *EH* intersect at *L*. R C



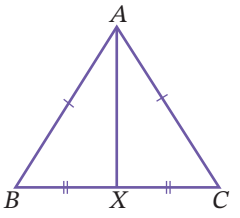
- **a** Prove that $\triangle BEL \equiv \triangle GHL$.
- **b** Prove that the diagonals of a rhombus bisect each other.
- **c** $\triangle BEH$ is isosceles, so which 2 angles are equal?
- **d** Hence prove that $\triangle BEL \equiv \triangle BHL$.
- **e** Hence prove that the diagonals of a rhombus cross at right angles.

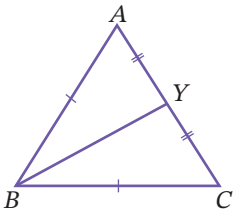
13.04

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PATH

7 $\triangle ABC$ is an equilateral triangle ($AB = BC = AC$). X is the midpoint of BC. R C



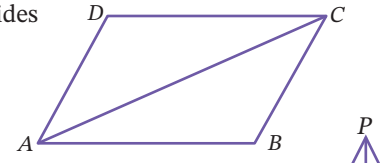


a Prove that $\triangle ABX \equiv \triangle ACX$ and $\angle B = \angle C$.

b In the second diagram, $\triangle ABC$ is redrawn so that Y is the midpoint of AC.
Prove that $\triangle BAY \equiv \triangle BCY$ and $\angle A = \angle C$.

c Calculate the sizes of the 3 angles of $\triangle ABC$.

8 $ABCD$ is a quadrilateral in which opposite sides are equal. R C

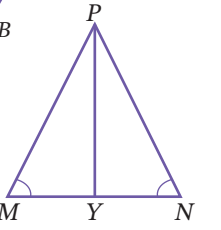


a Prove that $\triangle ACD \equiv \triangle ACB$.

b Prove that $AB \parallel CD$ and $AD \parallel BC$.

c What type of quadrilateral is $ABCD$?

9 In $\triangle PMN$, $\angle M = \angle N$ and YP bisects $\angle MPN$. R C

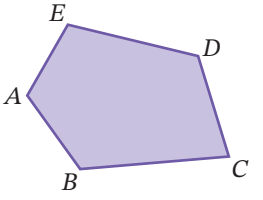


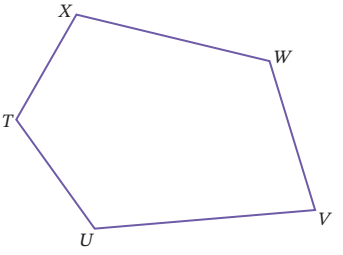
a Prove that $\triangle PMY \equiv \triangle PNY$.

b Prove that $MY = NY$ and $PY \perp MN$.

Investigation

Same shape, different size





1 **a** Consider the pentagons $ABCDE$ and $TUVWX$. Do they look similar?

b What do you think is meant by the word 'similar'?

c Copy and complete this table by measuring each angle and side in the 2 'similar' pentagons.

d What do you notice about the sizes of the matching angles?

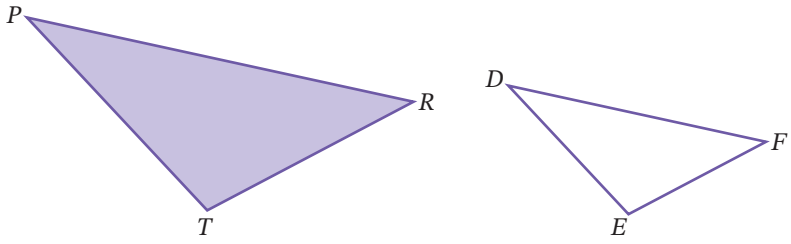
e What do you notice about the sizes of the matching sides?

Angles		Sides (in mm)	
$A =$	$T =$	$AB =$	$TU =$
$B =$	$U =$	$BC =$	$UV =$
$C =$	$V =$	$CD =$	$VW =$
$D =$	$W =$	$DE =$	$WX =$
$E =$	$X =$	$AE =$	$TX =$

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2 $\triangle PTR$ has been reduced to produce the similar triangle $\triangle DEF$.



a List the 3 pairs of matching angles and measure the size of each one.

b List the 3 pairs of matching sides and measure the length of each one.

3 Copy and complete:

a For similar figures, m_____ angles are e_____.

b Similar figures have the s_____ shape, but not the same s_____.

Similar figures 13.05

Similar figures have the same shape but are not necessarily the same size.

When a photograph is enlarged or reduced, all parts of the picture remain the same shape, but all lengths and distances will be respectively larger or smaller than the corresponding lengths and distances on the original.



iStock.com/aluxum

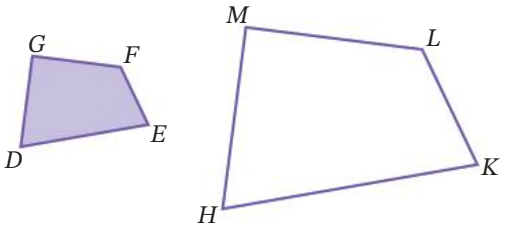
When a figure is enlarged or reduced, a **similar figure** is created. The original figure is called the **original**, while the enlarged or reduced figure is called the **image**.

Worksheets
A page of similar figures
A page of congruent and similar figures
Enlargements and reductions
Enlarging a logo

Puzzle
Cartoon enlargement

The scale factor

The **scale factor** describes by how much a figure has been enlarged or reduced. For example, if the quadrilateral *DEFG* is enlarged by doubling each side, the scale factor is 2. Quadrilaterals *DEFG* and *HKLM* are similar. $\angle D$ matches $\angle H$, $\angle E$ matches $\angle K$, and so on.



Original Image

$HK = 2 \times DE$

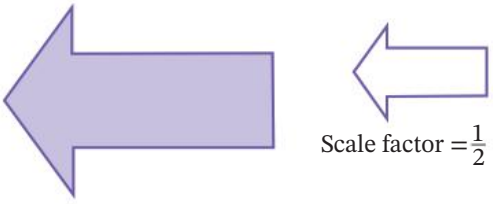
$KL = 2 \times EF$

$LM = 2 \times FG$

$HM = 2 \times DG$

$\therefore$ Scale factor $= 2$

In a similar manner, if the arrow figure is reduced by halving each side, the scale factor is $\frac{1}{2}$.



Original Image

Scale factor

$$\text{Scale factor} = \frac{\text{image length}}{\text{original length}}$$

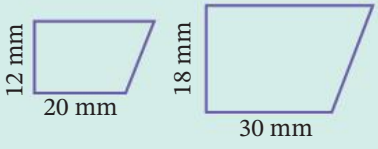
- If the scale factor is greater than 1, then the image is an enlargement.
- If the scale factor is between 0 and 1, then the image is a reduction.

Example 9

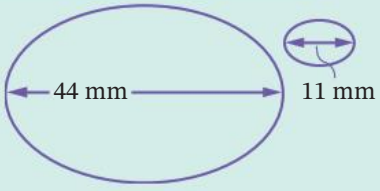
Find the scale factor for each pair of similar figures.

In all questions, assume the left figure is the original and the right figure the image.

a



b



Solution

a Scale factor $= \frac{30}{20}$ (or $\frac{18}{12}$)

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

$\frac{\text{image length}}{\text{original length}}$

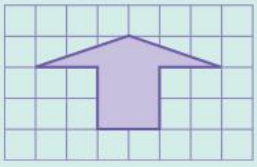
b Scale factor $= \frac{11}{44}$ $\left(\frac{\text{image length}}{\text{original length}}\right)$

$= \frac{1}{4}$

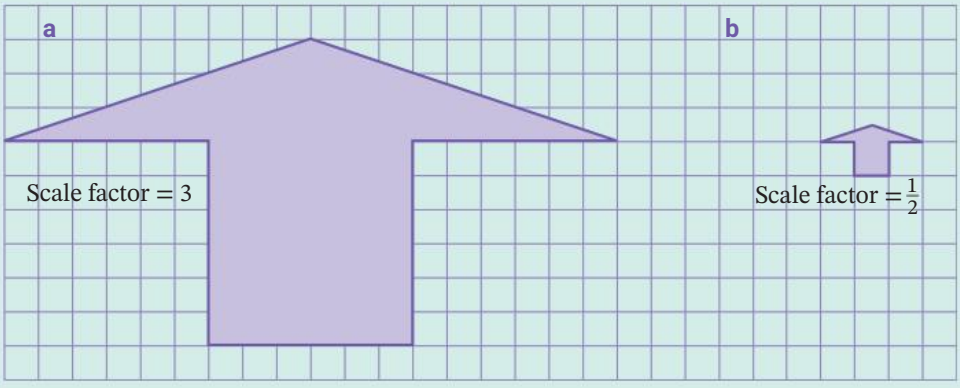
Example 10

Construct the image of the figure shown if the scale factor is:

a 3 **b** $\frac{1}{2}$



Solution



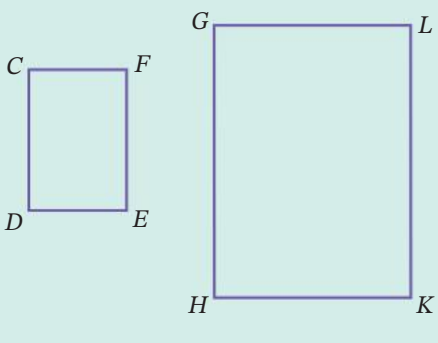
The similarity symbol ~

The symbol for 'is similar to' is '~' or '|||'. As with congruence notation, we must make sure that the vertices (or angles) of the similar figures are written in matching order.

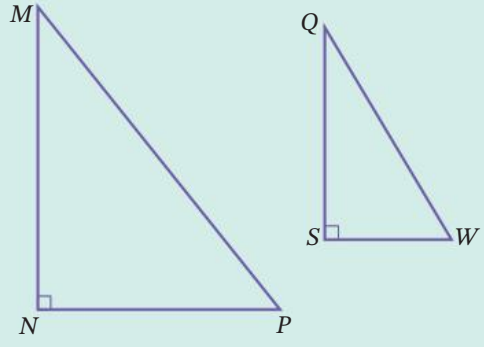
Example 11

Test whether each pair of figures are similar by measuring them.

a



b



Solution

a The rectangle $GHKL$ is an enlargement of rectangle $CDEF$.

$$\text{Scale factor} = \frac{GH}{CD} = \frac{36}{18} = 2$$

$$\frac{HK}{DE} = \frac{26}{13} = 2$$

$$\therefore \frac{GH}{CD} = \frac{HK}{DE}$$

$\therefore CDEF \,|||\, GHKL$ Matching order of vertices

b $\triangle QWS$ is not a reduction of $\triangle MPN$.

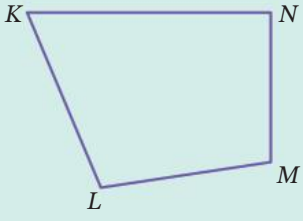
$$\frac{QS}{MN} = \frac{28}{40} = \frac{7}{10} \qquad \frac{SW}{NP} = \frac{16}{32} = \frac{1}{2}$$

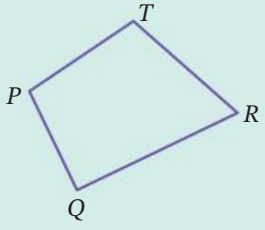
$$\frac{QS}{MN} \neq \frac{SW}{NP}$$

$\therefore \triangle MNP$ is not similar to $\triangle QSW$.

Example 12

The 2 quadrilaterals $KLMN$ and $PQRT$ are similar.





a List all pairs of matching sides and matching angles.

b Use the correct notation to write a similarity statement relating these 2 quadrilaterals.

Solution

a By rotating $KLMN$ and superimposing it over $PQRT$, its shape can be matched with $PQRT$.

The pairs of matching sides are:	The pairs of matching angles are:
KN and QR	$\angle K$ and $\angle R$
MN and PQ	$\angle N$ and $\angle Q$
ML and PT	$\angle M$ and $\angle P$
LK and TR.	$\angle L$ and $\angle T$.

b $\angle K$ matches with $\angle R$, $\angle L$ matches with $\angle T$, $\angle M$ matches with $\angle P$, $\angle N$ matches with $\angle Q$.

$\therefore KLMN \sim RTPQ$ Matching order of vertices

EXERCISE 13.05 ANSWERS ON P. 664

Similar figures UFRC

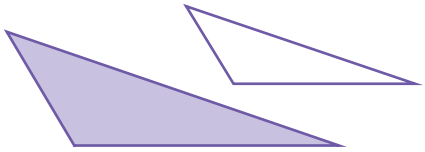
1 By measurement, find the scale factor for each pair of similar figures.

EXAMPLE 9

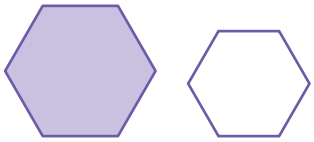
a



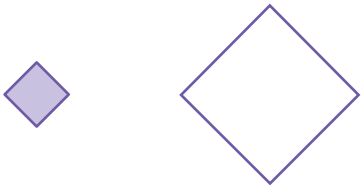
b



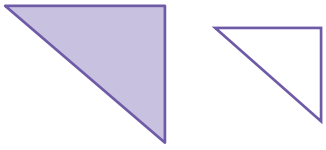
c



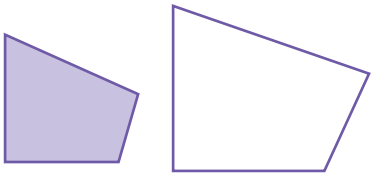
d



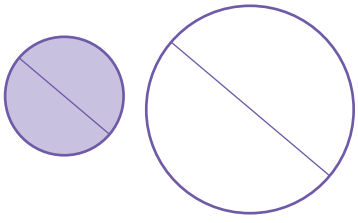
e



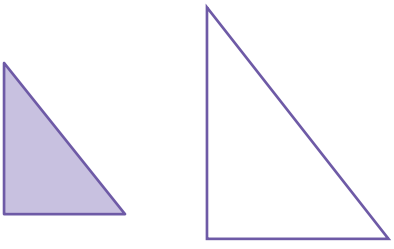
f



g



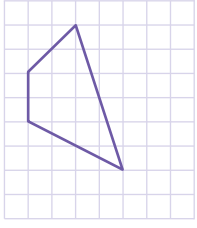
h



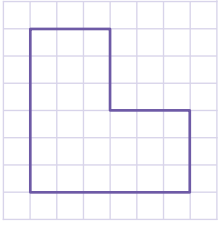
2 Copy each figure onto grid paper and draw its image using the given scale factor.

EXAMPLE 10

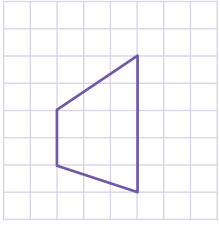
a Scale factor = 2



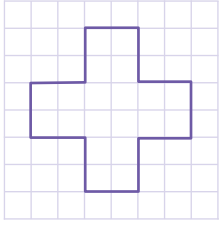
b Scale factor = $\frac{1}{3}$



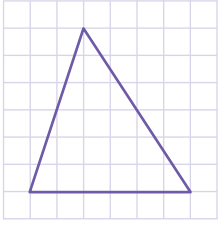
c Scale factor = 2



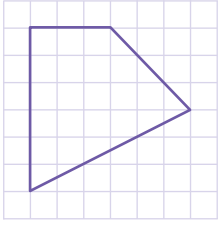
d Scale factor = 3



e Scale factor = $\frac{1}{2}$



f Scale factor = $\frac{2}{3}$



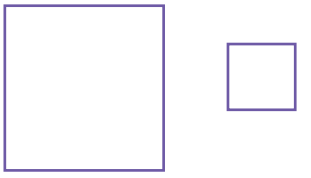
Worksheet
5 mm grid paper

Foundation | Standard | Complex

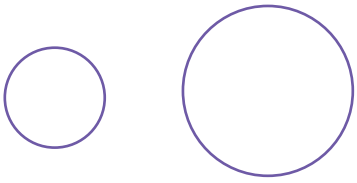
EXAMPLE 11

3 Are each pair of figures similar?

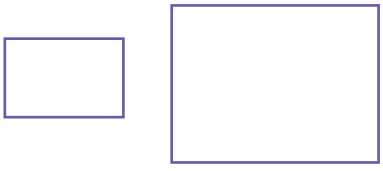
a



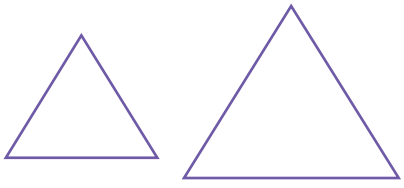
b



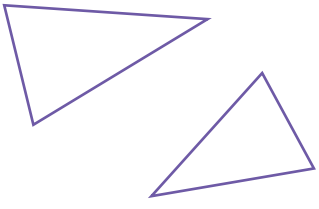
c



d



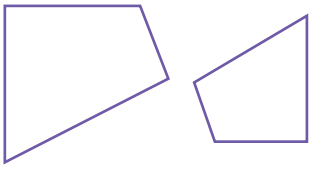
e



f



g



h



EXAMPLE 12

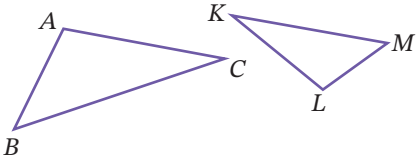
4 For each pair of similar figures: R C

i list all pairs of matching angles

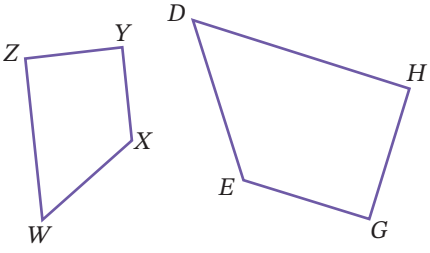
ii list all pairs of matching sides

iii use the correct notation ('~') to write a similarity statement relating them.

a

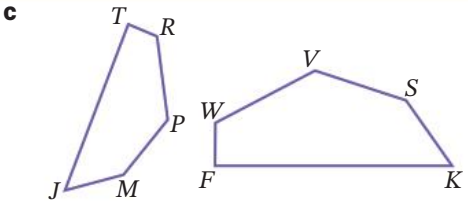


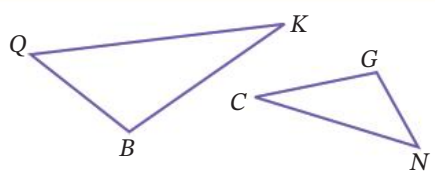
b

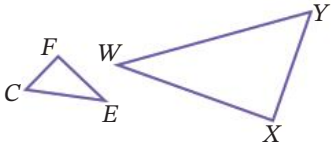


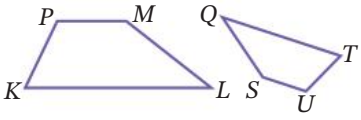
Foundation Standard Complex

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13.05

Mental skills 13: Maths without calculators ANSWERS ON P. 665

Quiz
Mental skills 13

Simplifying fractions and ratios

When simplifying a fraction or a ratio, look for a common factor to divide into both the numerator and the denominator, preferably the highest common factor (HCF). Remember the divisibility tests:

A number is divisible by ...	if ...
2	it is even (its last digit is 2, 4, 6, 8 or 0)
3	the sum of its digits is divisible by 3
4	its last 2 digits form a number divisible by 4
5	its last digit is 0 or 5
6	it is even and the sum of its digits is divisible by 3
9	the sum of its digits is divisible by 9
10	its last digit is 0

1 Study each example.

a Simplify $\frac{27}{45}$.

$\frac{27^{9}}{45_{15}} = \frac{9}{15}$ dividing numerator and denominator by 3

$\frac{9^{3}}{15_{5}} = \frac{3}{5}$ dividing numerator and denominator by 3 again

Note: This fraction could be simplified in one step if you divided by 9, the highest common factor (HCF) of 27 and 45.

b Simplify $\frac{160}{400}$.

$\frac{160}{400} = \frac{16}{40}$ dividing numerator and denominator by 10

$\frac{16^{2}}{40_{5}} = \frac{2}{5}$ dividing numerator and denominator by 8

Note: This fraction could be simplified in one step if you divided by 80, the HCF of 160 and 400.

Foundation | Standard | Complex

c Simplify 24 : 36.

$24:36 = \cancel{24}^{4}:\cancel{36}^{6} = 4:6$ dividing both terms by 6

$\cancel{4}^{2}:\cancel{6}^{3} = 2:3$ dividing both terms by 2

Note: This fraction could be simplified in one step if you divided by 12, the HCF of 160 and 400.

d Simplify 135 : 90.

$135:90 = \cancel{135}^{27}:\cancel{90}^{18} = 27:18$ dividing both terms by 5

$\cancel{27}^{3}:\cancel{18}^{2} = 3:2$ dividing both terms by 9

e Calculate $\frac{3}{8} \times \frac{2}{15}$ in simplest form.

$\frac{3}{8} \times \frac{2}{15} = \frac{3}{\cancel{8}_{4}} \times \frac{\cancel{2}^{1}}{15}$ dividing 2 and 8 by 2

$= \frac{\cancel{3}^{1}}{\cancel{8}_{4}} \times \frac{\cancel{2}^{1}}{\cancel{15}_{5}}$ dividing 3 and 15 by 3

$= \frac{1}{20}$

f What fraction is 36 minutes of 1 hour?

$\frac{36}{1\text{ h}} = \frac{36\text{ min}}{60\text{ min}} = \frac{3}{5}$

2 Now simplify each fraction or ratio.

a $\frac{10}{15}$	**b** $\frac{16}{20}$	**c** $\frac{30}{42}$	**d** $\frac{8}{16}$
e $\frac{20}{80}$	**f** $\frac{6}{36}$	**g** $\frac{20}{24}$	**h** $\frac{12}{30}$
i 20 : 36	**j** 25 : 45	**k** 18 : 40	**l** 28 : 35
m 27 : 21	**n** 16 : 12	**o** $\frac{5}{6} \times \frac{18}{25}$	**p** $\frac{12}{50} \times \frac{10}{21}$

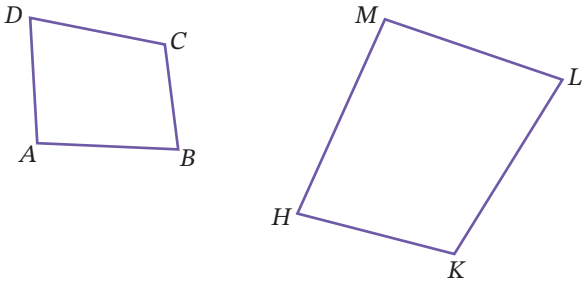
3 Express each as a simplified fraction.

a 425 g of 1 kg	**b** 8 months of 1 year	**c** 64 cm of 1 m
d 750 mL of 3 L	**e** 10 hours of 2 days	**f** 80c of $10

Investigation

Properties of similar figures

1 The quadrilaterals *ABCD* and *HKLM* are similar.



a Measure the sizes of each pair of matching angles. What do you notice?

b Measure the lengths of each pair of matching sides.

c Calculate each ratio of matching sides, as a decimal correct to one decimal place.

i $\frac{MH}{AB}$ **ii** $\frac{HK}{BC}$ **iii** $\frac{KL}{CD}$ **iv** $\frac{ML}{AD}$

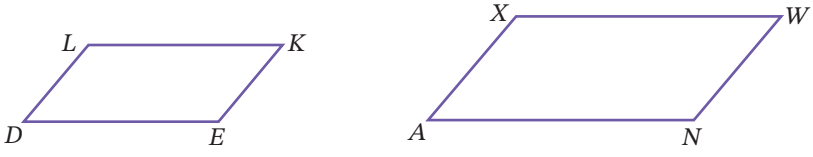
What do you notice?

d Copy and complete.

i The matching a_____ of similar figures are e_____.

ii Matching s_____ of similar figures are in the same r_____.

2 Consider the parallelograms *DEKL* and *ANWX*.



a Measure the sizes of each pair of matching angles. Are they equal?

b Measure the lengths of each pair of matching sides.

c Calculate each ratio of matching sides, as a decimal correct to one decimal place:

i $\frac{AN}{DE}$ **ii** $\frac{AX}{DL}$

Are they equal?

d *DEKL* is not similar to *ANWX*. Explain why.

13.06 Finding sides in similar figures

Skillsheet
Finding sides in similar triangles

Worksheets
Finding sides in similar figures

Congruence and similarity review

Puzzle
Similar triangles

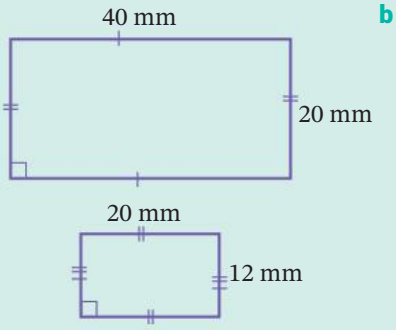
Properties of similar figures

- **Matching angles** are equal
- **Matching sides** are in the same ratio

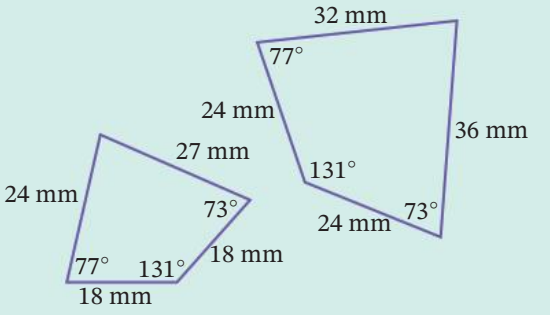
Example 13

Test whether each pair of figures are similar.

a



b



Solution

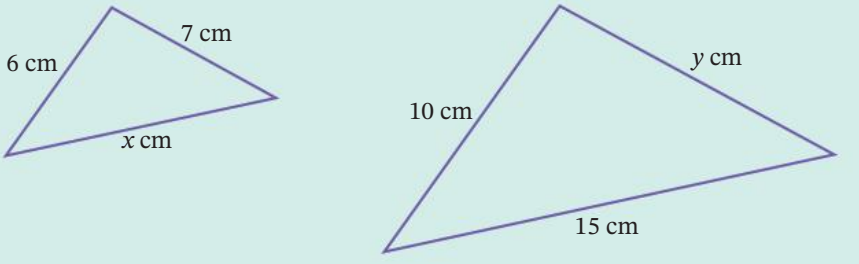
a For the 2 rectangles, matching angles are equal (90°), but the ratios of the matching sides are not equal $\left(\frac{20}{40}=\frac{1}{2}\text{ but }\frac{12}{20}=\frac{3}{5}\right)$.
∴ The rectangles are not similar.

b For the 2 quadrilaterals, matching angles are equal and the ratios of matching sides are equal $\left(\frac{32}{24}=\frac{36}{27}=\frac{24}{18}=\frac{4}{3}\right)$.
∴ The quadrilaterals are similar.

Video
Finding an unknown side in similar figures

Example 14

These 2 triangles are similar. Find the value of x and y.



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Solution

Since the triangles are similar, the ratios of matching sides are equal.

$\frac{x}{15} = \frac{6}{10}$

$x = \frac{6}{10} \times 15$

$= 9$

$\frac{y}{7} = \frac{10}{6}$

$y = \frac{10}{6} \times 7$

$= 11\frac{2}{3}$

Alternative method:

Scale factor $= \frac{10}{6} = \frac{5}{3}$

$x = 15 \div \frac{5}{3}$

$= 9$

$y = 7 \times \frac{5}{3}$

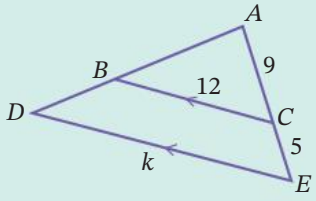
$= 11\frac{2}{3}$

13.06

Puzzle
Nested similar triangles

Example 15

$\triangle ABC \sim \triangle ADE$. Find the value of k.



Solution

$\frac{DE}{BC} = \frac{AE}{AC}$ Ratios of matching sides are equal

$\frac{k}{12} = \frac{14}{9}$ $AE = 9 + 5 = 14$

$k = \frac{14}{9} \times 12 = 18\frac{2}{3}$

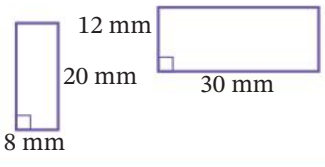
EXERCISE 13.06 ANSWERS ON P. 665

Finding sides in similar figures U F PS R

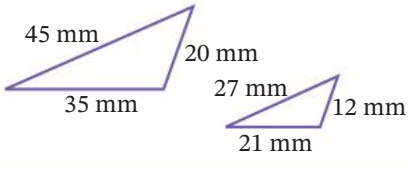
1 Test whether each pair of figures are similar. R

EXAMPLE 13

a

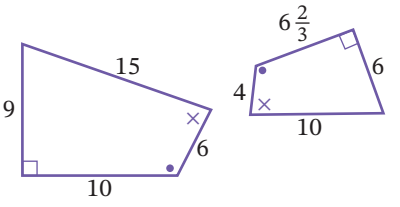


b

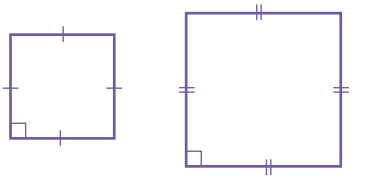


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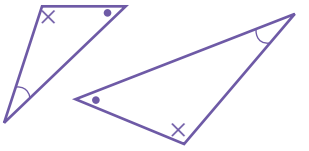
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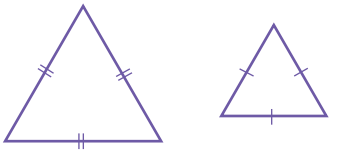
d



e



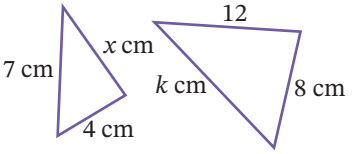
f



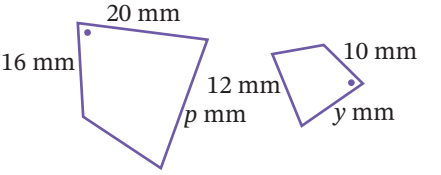
EXAMPLE 14

2 Find the value of each variable in each pair of similar figures. R

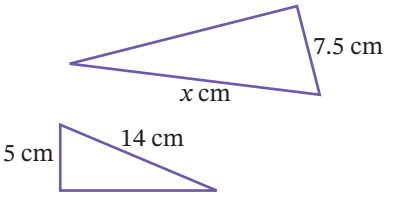
a



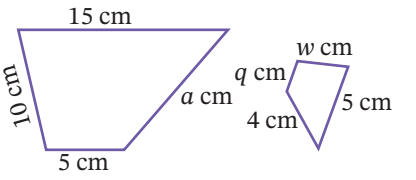
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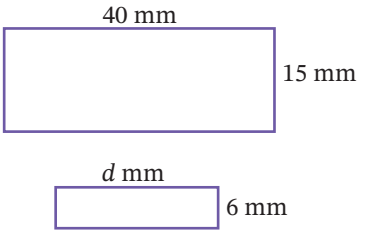
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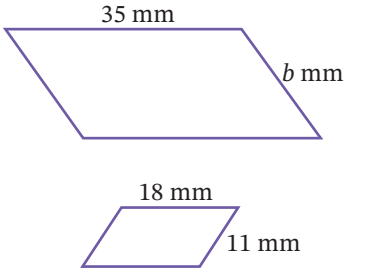
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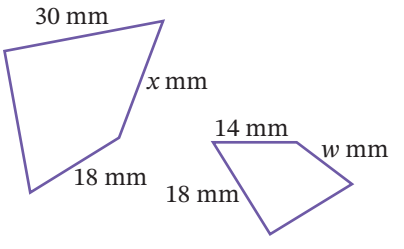
e



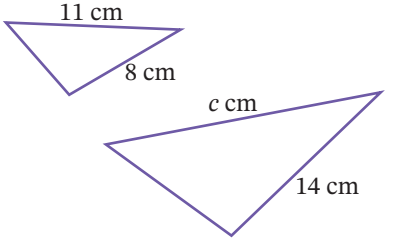
f



g



h



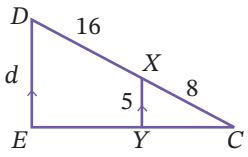
Foundation Standard Complex

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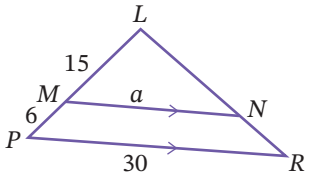
EXAMPLE 15

13.06

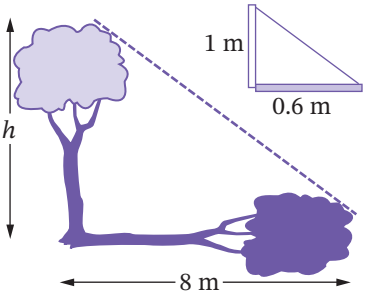
3 $\triangle CED \sim \triangle CYX$. Find the value of d. R



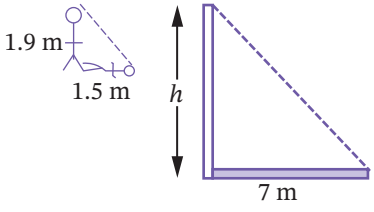
4 $\triangle LMN \sim \triangle LPR$. Find the value of a. R



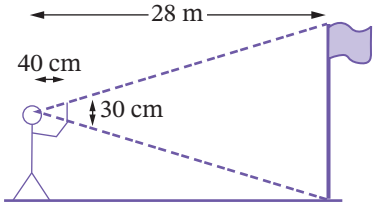
5 A metre stick casts a shadow of length 0.6 m when a tree casts a shadow of 8 m. Find the height h of the tree. R



6 Ayon, who is 1.9 m tall, casts a 1.5 m long shadow. At the same time, a light pole casts a shadow 7 m long. What is the height of the light pole, correct to one decimal place? R

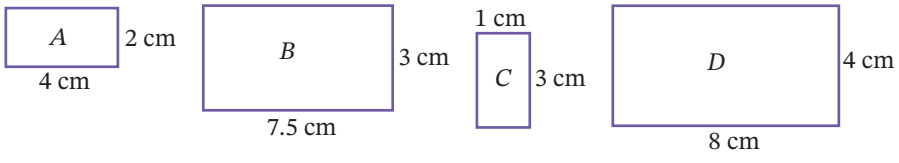


7 Emily holds up a small 40 cm long stick from her eye so that it appears to be the same height as the flagpole. She is standing 28 m from the flagpole and the stick is 30 cm long. Find the height of the flagpole. PS R



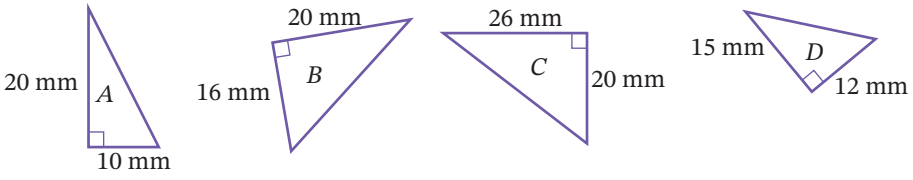
8 For each set of figures, find the pair of similar figures and the scale factor between them. R

a

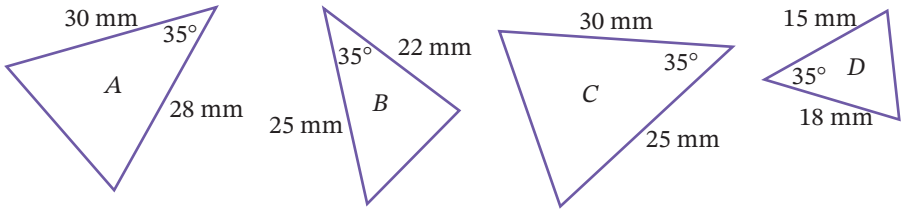


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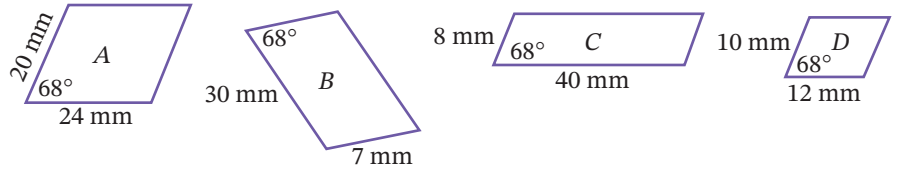
b



c



d



Investigation

Are all shapes similar?

Work in groups of 3 or 4 to complete this activity.

You will need: a ruler, a pencil, scissors.

1 **a** Draw 2 equilateral triangles, using a different side length for each triangle.

b Are the 2 equilateral triangles similar? Give reasons.

c Compare your triangles with those of other members of your group. Are all equilateral triangles similar? Give reasons.

2 **a** Draw a pair of similar isosceles triangles.

b Are all isosceles triangles similar? Give reasons.

3 **a** Draw a pair of rectangles that are similar.

b Draw a pair of rectangles that are *not* similar.

c When are rectangles similar? Discuss your answer with other students.

4 State whether the following statements are true or false. Give reasons for your answers. (Making a few sketches will help.)

a All parallelograms are always similar.

b All circles are always similar.

c All squares are always similar.

d All rhombuses are always similar.

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Scale drawings

13.07

A **scale drawing** accurately represents a larger or smaller object such that the lengths and distances on it are in the same ratio as the real lengths and distances. This means that the scale drawing is either an enlargement or reduction of the real object. The scale factor used is called the **scale** of the diagram.

A scale may be represented in different ways.

- 1 cm = 10 m or 1 cm to 10 m (a pair of corresponding measurements)
- 1 : 50 (a ratio)
- 

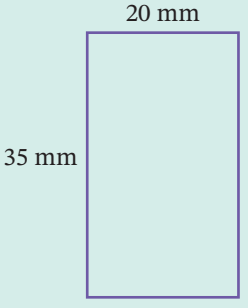
Scaled length

The scale on a scale drawing is written as a ratio of **scaled length : real length**, where **scaled length** is the length on the diagram.

For example, a scale of 1 : 100 means that the real lengths are 100 times larger than the lengths on the diagram.

Example 16

A scale drawing of a rectangular block of land has been drawn. What scale has been used?





Shutterstock.com/jax10289

Solution

By measurement, the length and width of the scale drawing are 35 mm and 20 mm.

Scale = 35 mm : 35 m (or 20 mm : 20 m) scaled length : real length

= 35 mm : 35 000 mm (or 20 mm : 20 000 m) 1 m = 1000 mm

= 1 : 1000

The actual length and width are 1000 times the scaled length and width.

Worksheet
Problems involving scale drawings

Technology
Converting map scales to ratios

Spreadsheet
Converting map scales to ratios

Videos
Scale drawings

Jai Singh (sundial)

Modelling the Spitfire

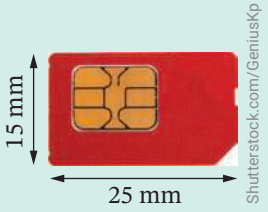
Queen Hatshepsut's ship

The history of the golden ratio

Fractals: The Koch snowflake

Example 17

A SIM card for a mobile phone has a length of 25 mm and a width of 15 mm. A scale diagram of the SIM card is shown below.



Shutterstock.com/GeniusKp



By measurement, determine what scale has been used.

Solution

By measurement, the length and width of the scale diagram are 75 mm and 45 mm respectively.

Scale = 75 mm : 25 mm (or 45 mm : 15 mm) scaled length : real length

= 3 : 1

The actual length and width are $\frac{1}{3}$ of the scaled length and width.

Example 18

The scale on a map is 1 : 500 000. If the distance from Campbelltown to Sydney on the scale drawing is 9 cm, calculate the actual distance from Campbelltown to Sydney.

Solution

Scaled distance = 9 cm

Actual distance = $9 \times 500\,000$ cm — 500 000 times larger

= 4 500 000 cm

= 45 000 m — 1 m = 100 cm

= 45 km — 1 km = 1000 m

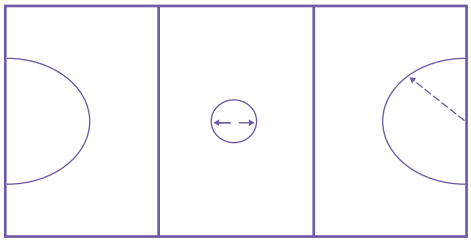
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EXERCISE 13.07 ANSWERS ON P. 665

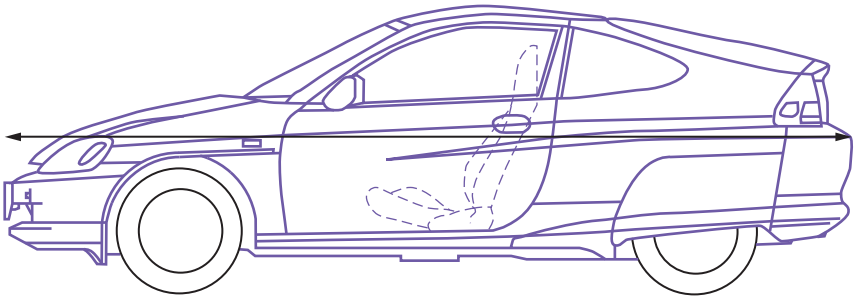
Scale drawings **U F R**

EXAMPLE 16

1 If the length of a netball court is 30.5 m, what scale has been used on this diagram?



2 What scale has been used on this diagram of a car if its actual length is 3.92 m?



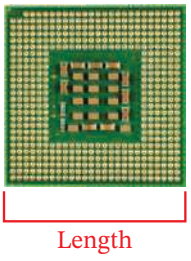
EXAMPLE 17

3 The picture of the Giant Brown Bull Ant has been enlarged. If its actual length is 25 mm, what scale has been used?



Nature Picture Library/Kim Taylor

4 A scale image of a microchip is shown. Determine the scale that has been used if its real length is 8 mm.



iStock.com/Fotokot197

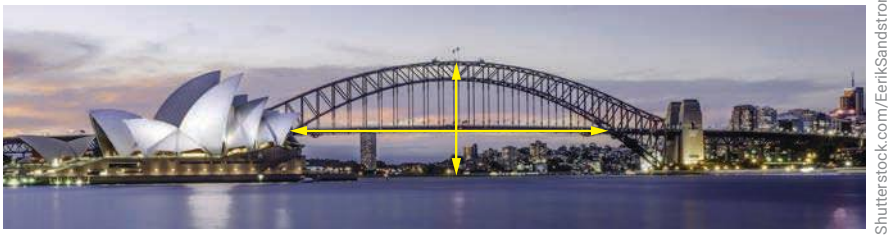
5 The Q1 Tower on the Gold Coast, Queensland, is 322 m high and is Australia's tallest building. What scale has been used in this photo if the scaled height is 40 mm?



Shutterstock.com/Steven Bostock

6 This photo of the Sydney Harbour Bridge has a scale of 1 : 9000. By measurement and calculation, find: R

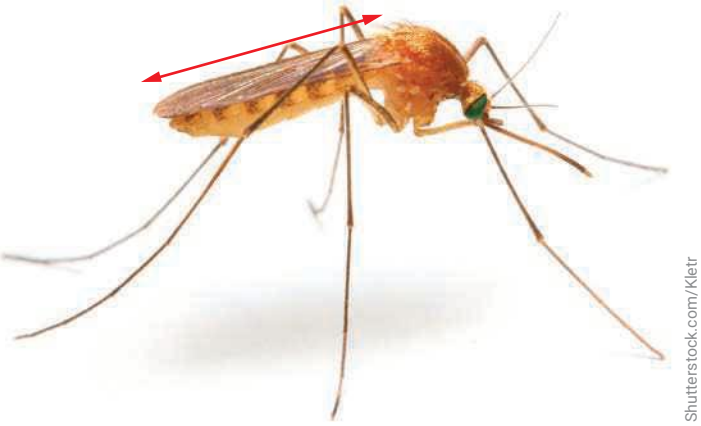
a the height of the top of the bridge above the water



Shutterstock.com/ErikSandstrom

b the length of the arch span of the bridge.

7 This is a photograph of a mosquito, at a scale of 15 : 1. Calculate, to the nearest 0.1 mm, the length of the wing. R



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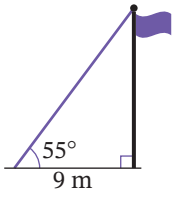
8 This box of cereal is 16 cm long and 22 cm tall. Construct a scale drawing of the front of the box, using a scale of 1 : 5.



Shutterstock.com/Nor Gal

9 **a** Construct a scale drawing of this flagpole using a scale of 1 : 300.

b Use the scale to calculate the actual height of the flagpole. R



10 The scale on a map of Australia is 1 : 10 000 000. If the distance from Perth to Adelaide on the map is 21.2 cm, calculate the actual distance in kilometres. PS R

EXAMPLE 18

11 Use the scale on this map to find, to the nearest kilometre, the distance from: R

a Nowra to Batemans Bay

b Bega to Moruya

c Mollymook/Ulladulla to Mogo

d Nowra to Eden.



Foundation Standard Complex

PATH

Technology
Area of similar shapes

Spreadsheet
Area of similar shapes

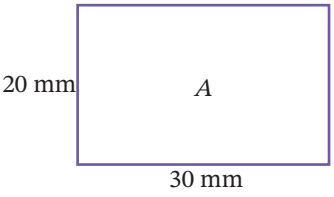
Investigation

Areas of similar figures

1 **a** The 2 rectangles A and B are similar. Explain why.

b What is the ratio of their matching sides (A to B)?

c What is the ratio of their areas (A to B)?



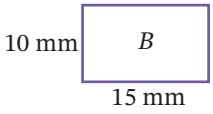
2 Triangles K and L are similar.

a What is the ratio of their matching sides (K to L)?

b Find the areas of both triangles.

c What is the ratio of their areas (K to L)?

d Copy and complete: When you double the lengths of a figure, the area is increased _____ times.



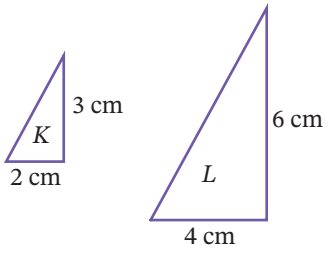
3 **a** What is the area of a rectangle with length 5 cm and width 4 cm?

b The length and width of the rectangle are both multiplied by 3. What is the area of the enlarged rectangle?

c What is the ratio of the matching sides of the 2 rectangles from parts **a** and **b**?

d What is the ratio of the areas of the 2 rectangles?

e Copy and complete: When you triple the lengths of a figure, the area is increased _____ times.



4 **a** What is the area of a circle with radius 2 cm?

b The radius of this circle is multiplied by 4.

c What is the area of the enlarged circle?

d What is the ratio of the areas of the 2 circles?

e Copy and complete: When you multiply the lengths of a figure by 4, the area is increased _____ times.

5 If the sides of a square are multiplied by 5, by how many times is the area increased?

6 If the sides of a figure are multiplied by k, by how many times is the area increased?

Technology

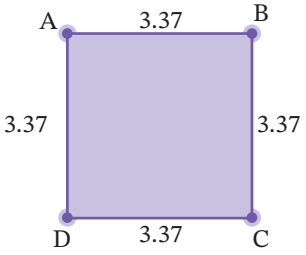
Areas of similar figures

For this activity, use dynamic geometry software to draw similar figures and compare their areas.

1 Construct a square. An example is shown.

2 Calculate the area of the square you have constructed in question 1.

3 Dilate (enlarge) the square by a scale factor of 2.



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4 Use the tools to:

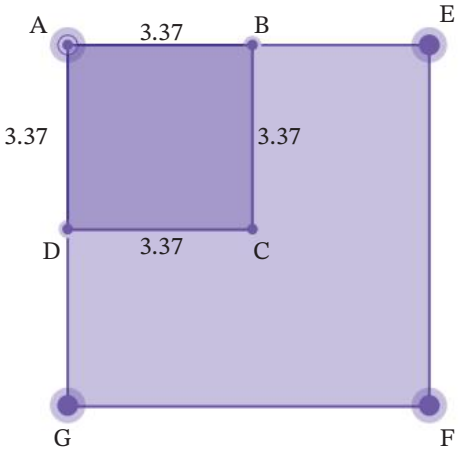
a measure the length of each side

b calculate the area of the enlarged square.

c What is the ratio of the sides $DC : GF$?

d What is the ratio of the areas of the squares $ABCD : AEFG$?

e Compare the 2 ratios, **c** and **d**. How are they related?



5 **a** Draw a rectangle with length 3 cm and width 1.5 cm. What is the area of the rectangle?

b Dilate the rectangle by a scale factor of 2 to enlarge the rectangle.

c Find the ratios of

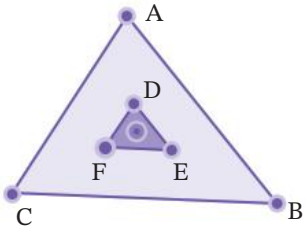
i sides $DC : GF$ **ii** sides $BC : EF$

iii areas of rectangles $ABCD : AEFG$.

d Compare the ratio of the sides to the ratio of the areas. How are they related?

6 **a** Draw a triangle with $AB = 8$ cm. It should look like triangle ABC shown.

b Dilate (reduce) the triangle by a scale factor of $\frac{1}{4}$ to reduce the triangle. Dilation can also be done by creating a point inside triangle ABC (it doesn't have to be one of the vertices, as shown in the diagram above).



c Find the ratios of:

i sides $AB : DE$ **ii** areas of triangles $ABC : DEF$

d Compare the ratio of the sides to the ratio of the areas. How are they related?

7 **a** Draw any polygon.

b Select **dilate** and either enlarge or reduce the polygon.

c Find the ratios of:

i matching sides of the similar shapes **ii** the areas of the similar shapes

d Compare the ratio of the sides to the ratio of the areas. How are they related?

13.08 Areas of similar figures

PATH

Areas of similar figures

If the matching sides of 2 similar figures are in the ratio $1 : k$, then their areas are in the ratio $1 : k^2$.

If the matching sides are in the ratio $m : n$, then their areas are in the ratio $m^2 : n^2$.

Example 19

a 2 similar triangles have sides in the ratio 1 : 5. Find the ratio of their areas.

b 2 similar parallelograms have sides in the ratio 3 : 1. Find the ratio of their areas.

Solution

a Ratio of sides $= 1 : 5$

Ratio of areas $= 1 : 5^2$ $\quad 1 : k^2$

$= 1 : 25$

b Ratio of sides $= 3 : 1$

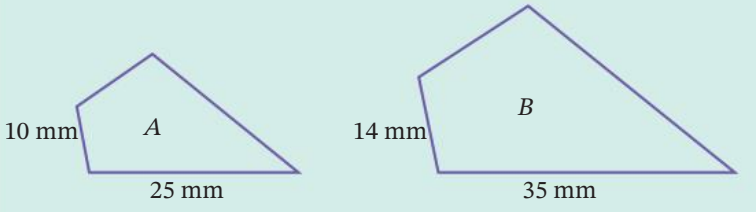
Ratio of areas $= 3^2 : 1$

$= 9 : 1$

Example 20

Video
Areas of similar figures

What is the ratio of the areas of the similar quadrilaterals shown?



Solution

Ratio of matching sides $(A \text{ to } B) = 25 : 35$ or $10 : 14$

$= 5 : 7$

Ratio of areas $(A \text{ to } B) = 5^2 : 7^2$

$= 25 : 49$

Example 21

Two similar trapeziums have their areas in the ratio 25 : 16.
Find the ratio of the lengths of the matching sides.

Solution

Ratios of areas $= m^2 : n^2 = 25 : 16$

$\therefore$ Ratio of sides $= m : n = \sqrt{25} : \sqrt{16} = 5 : 4$

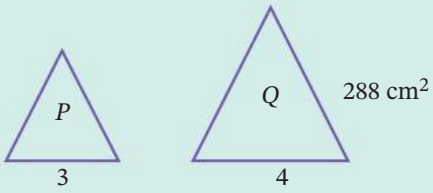
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Example 22

Two similar triangles P and Q have matching sides in the ratio 3 : 4.
If the area of the larger triangle is 288 cm², find the area of the smaller triangle.

Solution

Drawing a diagram of the problem is useful.



Ratio of matching sides = 3 : 4

Ratio of areas = $3^2 : 4^2 = 9 : 16$

$$\therefore \frac{\text{Area of } P}{288} = \frac{9}{16}$$

$$\text{Area of } P = \frac{9}{16} \times 288$$

$$= 162 \text{ cm}^2$$

The area of the smaller triangle is 162 cm².

EXERCISE 13.08 ANSWERS ON P. 666

Areas of similar figures UFR

1 2 similar rectangles have sides in the ratio 1 : 4. Find the ratio of their areas.

EXAMPLE 19

2 2 similar circles have radii in the ratio 1 : 2.5. Find the ratio of their areas.

3 The ratio of the matching sides for pairs of similar figures are as shown.
Find the ratio of the areas for each pair.

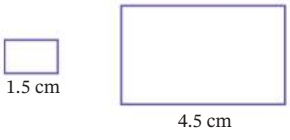
a 10 : 1 **b** 5.5 : 1 **c** 3 : 4 **d** 5 : 2

e 4 : 7 **f** 1 : 10 **g** 8 : 5 **h** 2 : 9

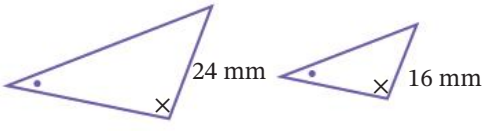
EXAMPLE 20

4 Find the ratio of the areas for each pair of similar figures.

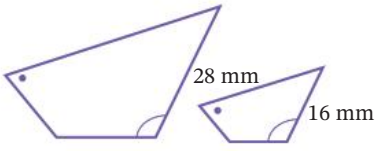
a



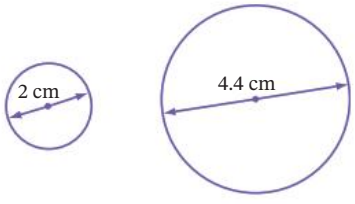
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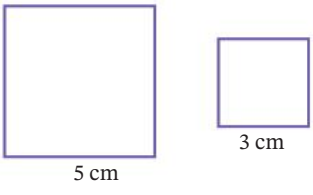
c



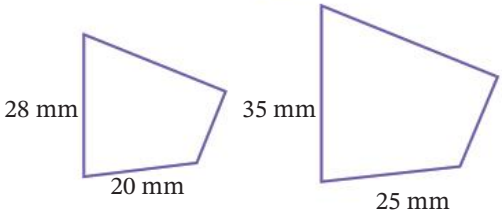
d



e



f



Foundation Standard Complex

PATH

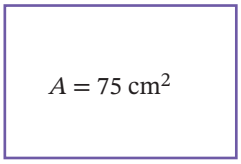
EXAMPLE 21

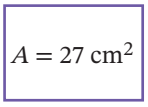
5 For each ratio between the areas of a pair of similar figures, find the ratio of the lengths of the matching sides.

a 64 : 49 **b** 36 : 1 **c** 9 : 400 **d** 1 : 20.25

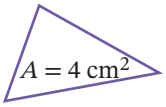
6 Find the ratio of the length of matching sides for each pair of similar figures.

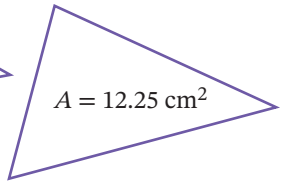
a



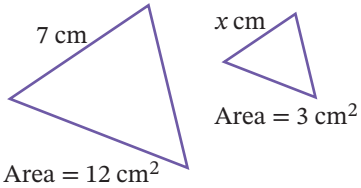


b





7 Find the value of x if these 2 triangles are similar.



EXAMPLE 22

8 2 similar triangles have matching sides in the ratio 4 : 1. If the area of the smaller triangle is 192 cm^2, find the area of the larger triangle. R

9 2 squares have sides in the ratio 3 : 4. If the area of the larger square is 288 cm^2, find the area of the smaller square. R

10 2 similar quadrilaterals have matching sides in the ratio 8 : 5. If the area of the smaller quadrilateral is 400 mm^2, find the area of the larger quadrilateral. R

11 2 circles have radii in the ratio 3 : 7. Find the area of the smaller circle if the area of the larger circle is 154 m^2. R

12 2 similar rectangles have areas in the ratio 36 : 121. If the width of the smaller rectangle is 84 mm, find the width of the larger rectangle. R

13 2 similar triangles have areas in the ratio 4 : 9. If the length of the base of the smaller triangle is 15 mm, find the length of the base of the larger triangle. R

14 2 squares have areas in the ratio 49 : 25. The length of the larger square is 17.5 cm. Find the length of the smaller square. R

15 If the radius of a circle is tripled, how has its area changed? R

16 If the area of a square is reduced by a factor of 4, how have the sides changed? R

17 The area of an equilateral triangle is decreased to $\frac{9}{16}$ of its original amount. How does its new area compare to its original area? R

18 A rectangle is reduced using a scale factor of $\frac{1}{2}$. If the area of the rectangle was 200 cm^2, what is the area of the reduced rectangle? R

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Investigation

Similar triangles

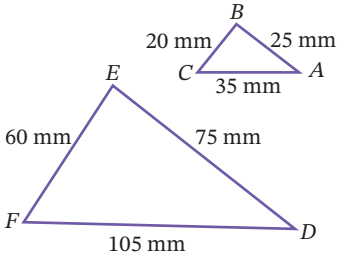
Work in groups of 3 or 4 to complete this investigation.

You will need: paper, a ruler, a pencil, a protractor, compasses and scissors.

1 **a** Draw $\triangle ABC$ with $AB = 25$ mm, $AC = 35$ mm and $BC = 20$ mm.

b How many different triangles can be drawn with sides of 25 mm, 35 mm and 20 mm? Is this triangle unique?

c Draw $\triangle DEF$ with $DE = 75$ mm, $DF = 105$ mm and $EF = 60$ mm.



d Are the matching sides of the triangles in the same ratio?

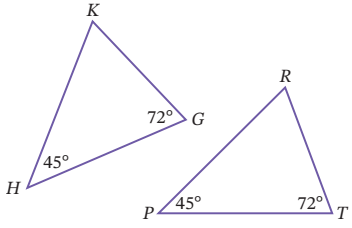
e Use your protractor to measure the angles of both triangles. Are matching angles equal?

f Is $\triangle ABC$ similar to $\triangle DEF$?

2 **a** Draw $\triangle GHK$ with $\angle G = 72°$ and $\angle H = 45°$.

b Draw $\triangle TPR$ with $\angle T = 72°$ and $\angle P = 45°$. Is $\triangle GHK \sim \triangle TPR$?

c Compare your triangles with those of other students. Are they all similar?

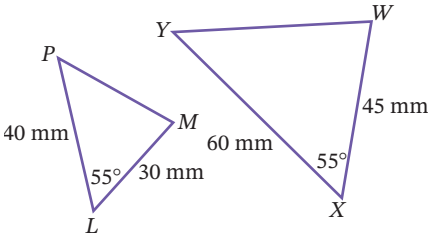


3 **a** Draw $\triangle LMP$ with $LM = 30$ mm, $LP = 40$ mm and $\angle L = 55°$ (the included angle).

b Draw $\triangle XWY$ with $XW = 45$ mm, $XY = 60$ mm and $\angle X = 55°$.

c Find the ratio of 2 pairs of matching sides $\frac{LM}{XW}$ and $\frac{LP}{XY}$. Are they equal?

d Are the 2 triangles similar? Explain.

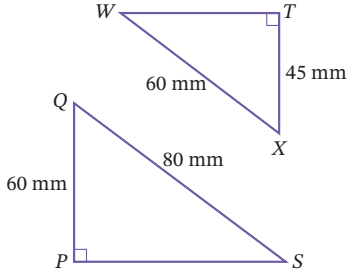


4 **a** Construct $\triangle PQS$ with $PQ = 60$ mm, $\angle P = 90°$ and $QS = 80$ mm (the hypotenuse).

b Construct $\triangle TXW$ with $TX = 45$ mm, $\angle T = 90°$ and $XW = 60$ mm.

c Calculate the ratios of matching sides $\frac{PQ}{TX}$ and $\frac{QS}{XW}$.

d Are the triangles similar? Explain.



5 **a** Compare and discuss your results with other students.

b What tests are necessary for 2 triangles to be similar?

c How do these conditions compare to the conditions for congruent triangles?

Foundation | Standard | Complex

13.09 Tests for similar triangles

PATH

Video
Similar triangles

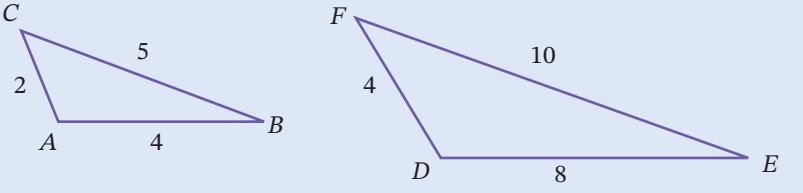
There are 4 sets of conditions that can be used to determine if 2 triangles are similar. These are called the **tests for similar triangles** or **similarity tests**.

Similarity tests

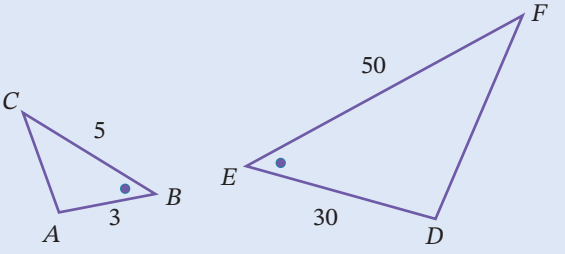
There are 4 tests for similar triangles.

Two triangles are similar if:

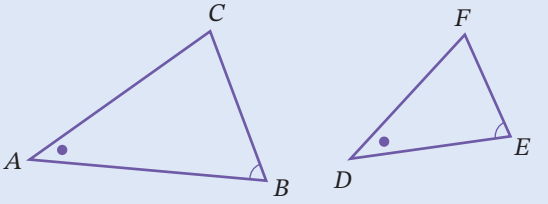
- the 3 sides of one triangle are proportional to the 3 sides of the other triangle **('SSS')**



- 2 sides of one triangle are proportional to 2 sides of the other triangle, and the **included** angles are equal **('SAS')**

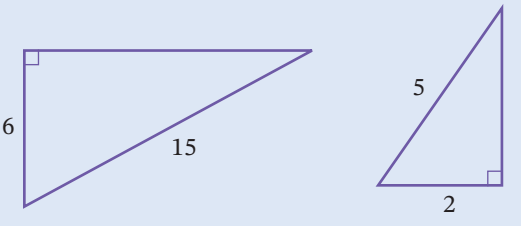


- 2 angles of one triangle are equal to 2 angles of the other triangle **('AA' or 'equiangular')**



Equiangular means 'equal angles'

- they are right-angled and the hypotenuse and a second side of one triangle are proportional to the hypotenuse and a second side of the other triangle **('RHS').**

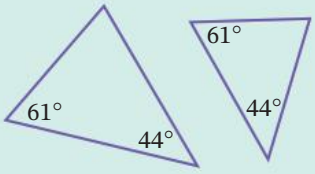


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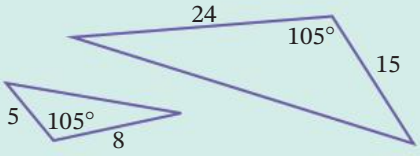
Example 23

Which test can be used to prove that each pair of triangles are similar?

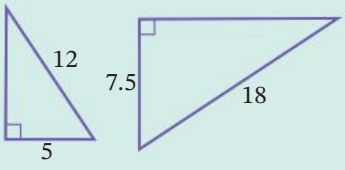
a



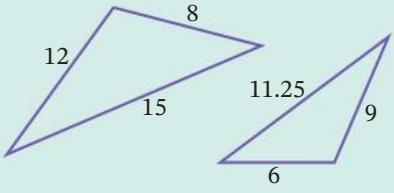
b



c



d



Solution

a 2 pairs of angles are equal, or equiangular ('AA').

b 2 pairs of matching sides are in the same ratio $\frac{15}{5} = \frac{24}{8} = 3$ and the included angles in both triangles are 105° ('SAS').

c In both right-angled triangles, the pairs of hypotenuses and second sides are in the same ratio $\frac{7.5}{5} = \frac{18}{12} = \frac{3}{2}$ ('RHS').

d All 3 pairs of matching sides are in the same ratio $\frac{11.25}{15} = \frac{9}{12} = \frac{6}{8} = \frac{3}{4}$ ('SSS').

PATH

Video
Tests for similar triangles

13.09

PATH

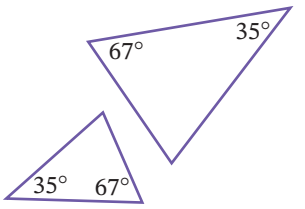
EXERCISE 13.09 ANSWERS ON P. 666

Tests for similar triangles U F R C

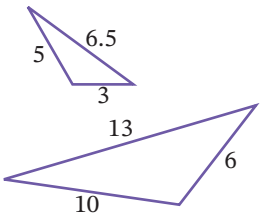
EXAMPLE 23

1 Which test can be used to prove that each pair of triangles are similar? R C

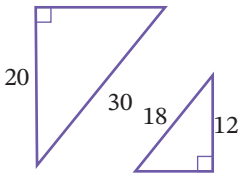
a



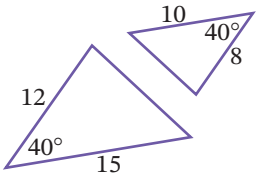
b



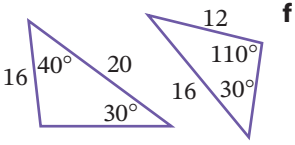
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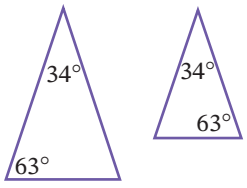
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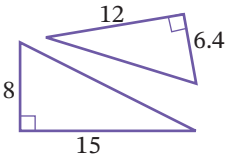
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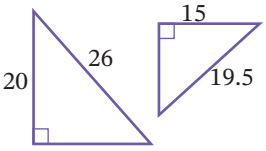
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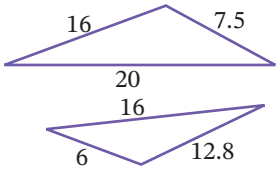
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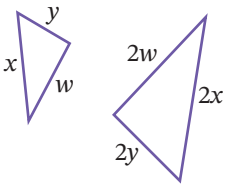
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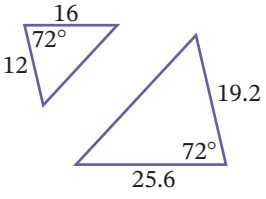
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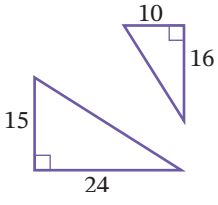
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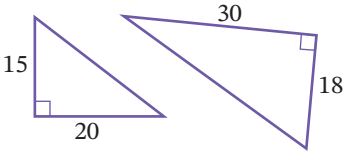


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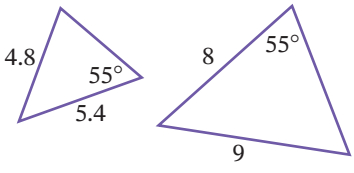


2 Which pair of triangles are similar? Select the correct answer **A**, **B**, **C** or **D**. R

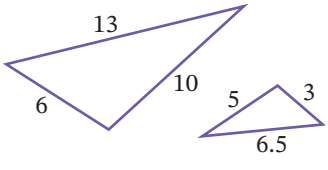
A



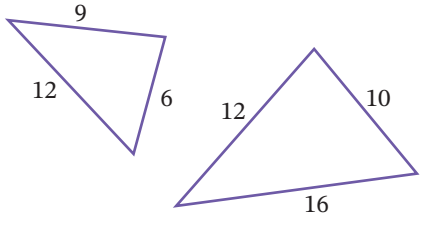
B



C



D

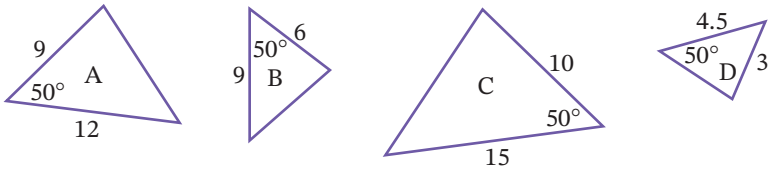


Foundation Standard Complex

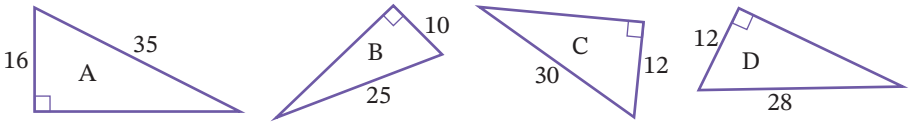
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3 For each set of triangles, find the pair of similar triangles. R

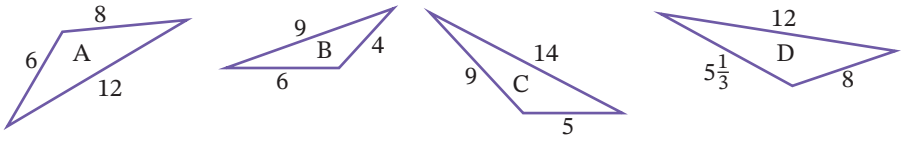
a



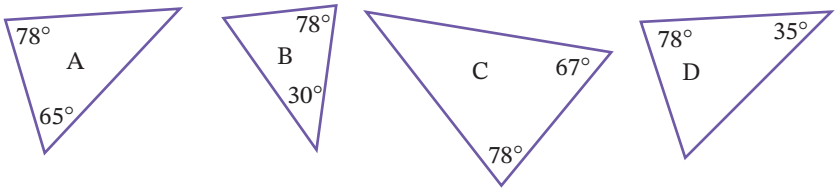
b



c

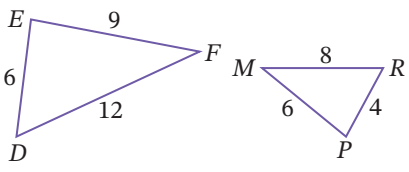


d

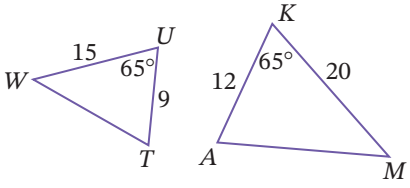


4 Use the correct notation to write a similarity statement relating each pair of similar triangles. R C

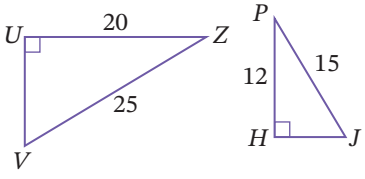
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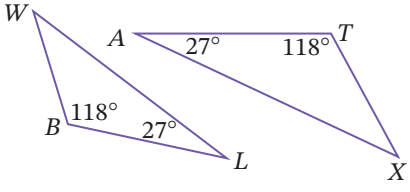
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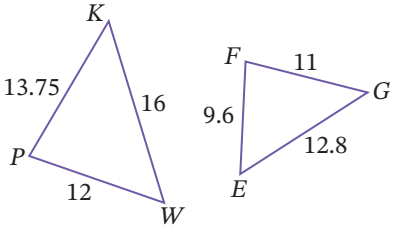
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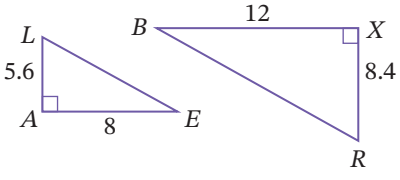
d



e



f



5 Similar triangles have 3 pairs of matching angles. So why is the similarity test AA and not AAA? R C

Foundation Standard Complex

13.10 Similar triangle proofs

PATH

To formally prove that 2 triangles are similar, we use a specific format that involves applying one of the 4 similarity tests SSS, SAS, AAA or RHS.

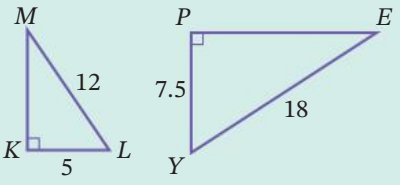
Worksheets
Congruent and similar triangle proofs

Complete the proofs

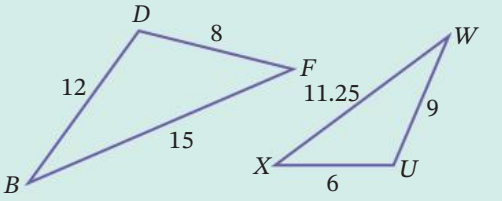
Example 24

Prove that each pair of triangles are similar.

a



b



Solution

a In $\triangle MKL$ and $\triangle EPY$:

$\frac{ML}{EY} = \frac{12}{18} = \frac{2}{3}$

$\frac{KL}{PY} = \frac{5}{7.5} = \frac{2}{3}$

$\therefore \frac{ML}{EY} = \frac{KL}{PY}$

$\angle K = \angle P = 90°$

$\therefore \triangle MKL \sim \triangle EPY$

(hypotenuses and another pair of matching sides of right-angled triangles in proportion, or 'RHS')

b In $\triangle DFB$ and $\triangle UXW$:

$\frac{BF}{WX} = \frac{15}{11.25} = \frac{4}{3}$

$\frac{BD}{WU} = \frac{12}{9} = \frac{4}{3}$

$\frac{DF}{UX} = \frac{8}{6} = \frac{4}{3}$

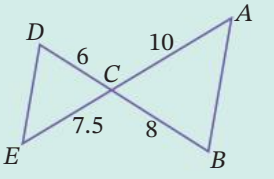
$\therefore \frac{BF}{WX} = \frac{BD}{WU} = \frac{DF}{UX}$

$\therefore \triangle DFB \sim \triangle UXW$

(3 pairs of matching sides in proportion, or 'SSS')

Example 25

Prove that $\triangle ABC \sim \triangle EDC$.



Solution

In $\triangle ABC$ and $\triangle EDC$:

$\frac{AC}{EC} = \frac{10}{7.5} = \frac{4}{3}$ $\quad \frac{BC}{DC} = \frac{8}{6} = \frac{4}{3}$

$\therefore \frac{AC}{EC} = \frac{BC}{DC}$

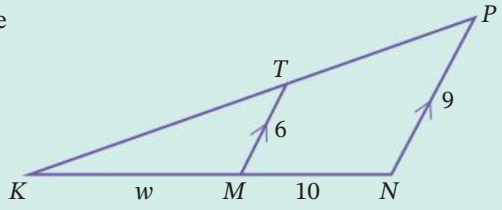
$\angle ACB = \angle DCE$ (vertically opposite angles)

$\therefore \triangle ABC \sim \triangle EDC$ (2 pairs of matching sides in proportion and the included angles equal, or 'SAS')

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Example 26

Prove that $\triangle KMT \sim \triangle KNP$ and hence find the value of w.



Solution

In $\triangle KMT$ and $\triangle KNP$:
$\angle K$ is common.

$\angle KMT = \angle KNP$ (corresponding angles, $MT \parallel NP$)

$\therefore \triangle KMT \sim \triangle KNP$ (equiangular, or 'AA')

$\therefore \dfrac{w}{w+10} = \dfrac{6}{9}$ (matching sides of similar triangles)

$$\begin{aligned} 9w &= 6(w+10) \\ &= 6w + 60 \\ 3w &= 60 \\ w &= 20 \end{aligned}$$

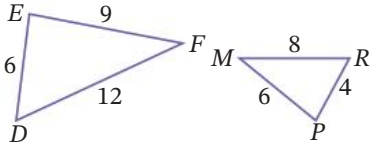
EXERCISE 13.10 ANSWERS ON P. 666

Similar triangle proofs UFRC

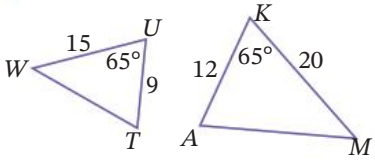
1 Prove that each pair of triangles are similar. R C

EXAMPLE 24

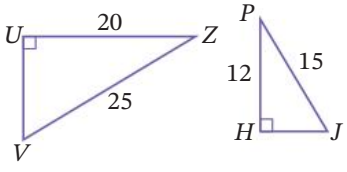
a



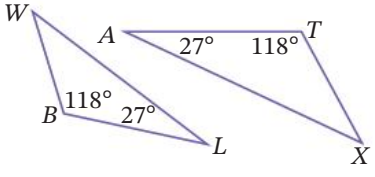
b



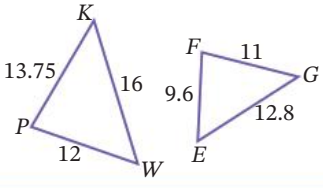
c



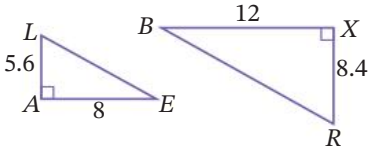
d



e



f



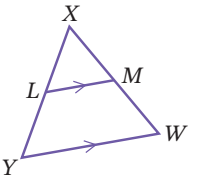
Foundation Standard Complex

PATH

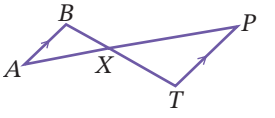
EXAMPLE 25

2 Prove that each pair of triangles are similar. R C

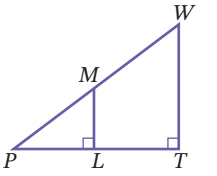
a $\triangle XYW \sim \triangle XLM$.



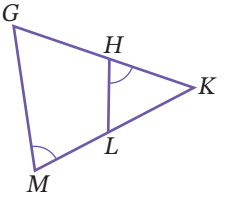
b $\triangle ABX \sim \triangle PTX$.



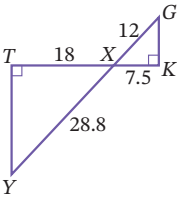
c $\triangle PLM \sim \triangle PTW$.



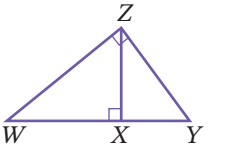
d $\triangle GKM \sim \triangle LKH$.



e $\triangle YTX \sim \triangle GKX$



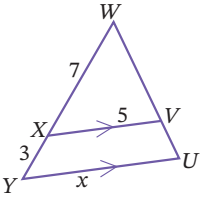
f $\triangle WZY \sim \triangle WXZ$



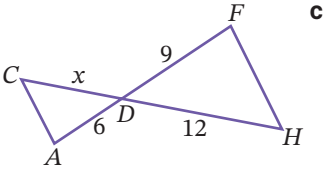
3 Find the value of x in each diagram after proving that 2 triangles are similar. R C

EXAMPLE 26

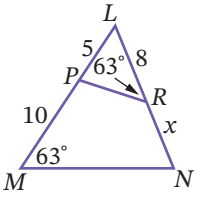
a



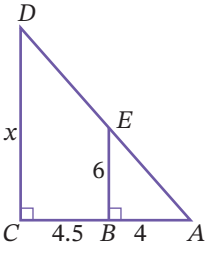
b



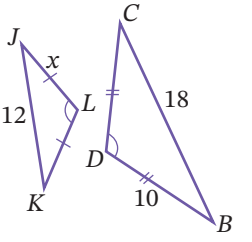
c



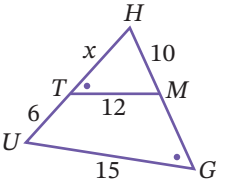
d



e

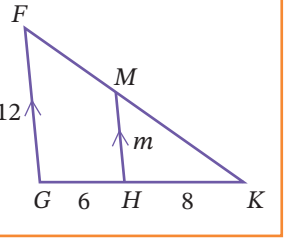


f



4 **a** Prove $\triangle KGF \sim \triangle KHM$. R C

b Find the value of m.



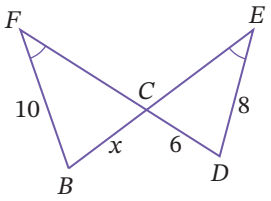
Foundation Standard Complex

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PATH

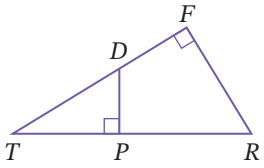
13.10

5 Prove $\triangle BCF \sim \triangle DCE$ and hence find the value of x. R C



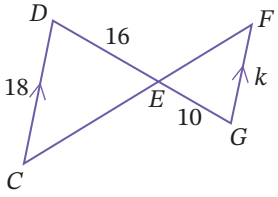
6 **a** Prove that $\triangle TFR \sim \triangle TPD$. R C

b If $FR = 9$ cm, $DP = 5$ cm and $TD = 8$ cm, find the length of TR.

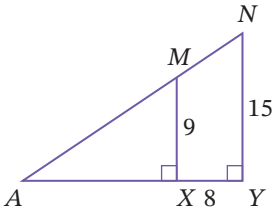


7 **a** Prove that $\triangle CDE \sim \triangle FGE$. R C

b Find the value of k.

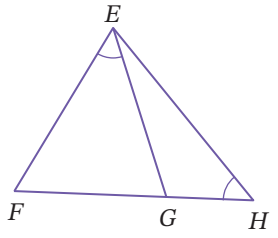


8 Prove $\triangle AXM \sim \triangle AYN$ and hence find the length of AX. R C



9 **a** Prove that $\triangle FGE \sim \triangle EFH$. R C

b If $FG = 16$ cm and $EF = 20$ cm, find the length of FH.



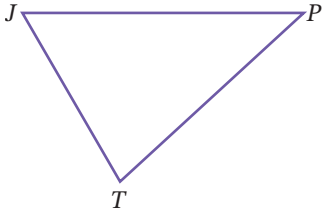
Foundation Standard Complex

Worksheet
Investigating paper sizes

Power plus ANSWERS ON P. 666

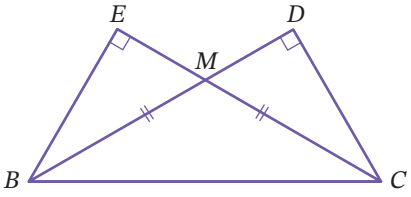
1 Construct $\triangle JPT$ by:

- **a** using compasses and the lengths of the 3 sides
- **b** using the length of one side and the size of the 2 angles
- **c** using the length of 2 sides and the size of one angle.



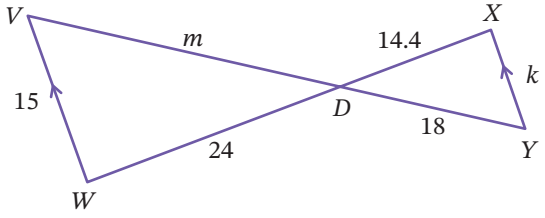
2 **a** List the information given in this diagram.

- **b** Why is $\angle BME = \angle CMD$?
- **c** Show that $\triangle BME \equiv \triangle CMD$.
- **d** Why is $EM = DM$?
- **e** Why is $\angle EBM = \angle DCM$?

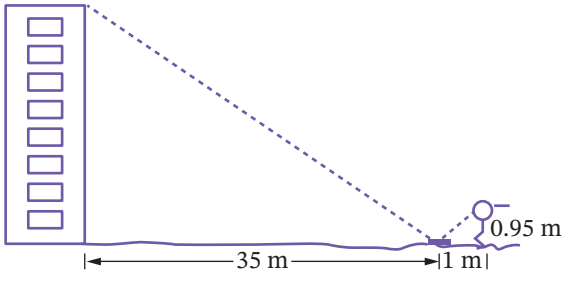


3 **a** What information is shown in the diagram?

- **b** Why is $\angle V = \angle Y$ and $\angle W = \angle X$?
- **c** Show that $\triangle VWD \sim \triangle YXD$.
- **d** Find the values of k and m.



4 Alexa places a mirror on the ground. She stands 1 m from the mirror and then bobs down until she can see the top of a building in the mirror. Her eyes are 95 cm above ground level when she can see the building. If the mirror is 35 m from the base of the building, what is the height of the building?



5 Is each statement true or false? Give reasons.

- **a** All equilateral triangles are similar.
- **b** All isosceles triangles are similar.
- **c** All circles are similar.
- **d** All rectangles are similar.
- **e** All squares are similar.
- **f** All regular pentagons are similar.

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CHAPTER 13 REVIEW

Language of maths

AAS	bisect	congruence test	congruent (≡)
diagonal	enlargement	hypotenuse	image
included angle	matching	original	parallel
proportional	ratio	reduction	RHS
SAS	scale	scale drawing	scale factor
similar (~)	similarity test	SSS	vertex/vertices

1 When an original figure is enlarged or reduced, what is the new figure called?

2 What is the angle between 2 given sides of a triangle called?

3 What is the symbol and meaning of 'is congruent to'?

4 What is the symbol and meaning of 'is similar to'?

5 Which word from the above list is another name for 'corresponding'?

6 What happens to a shape that is changed by a scale factor of 3?

7 What are the 4 tests for congruent triangles?

8 What does RHS stand for:

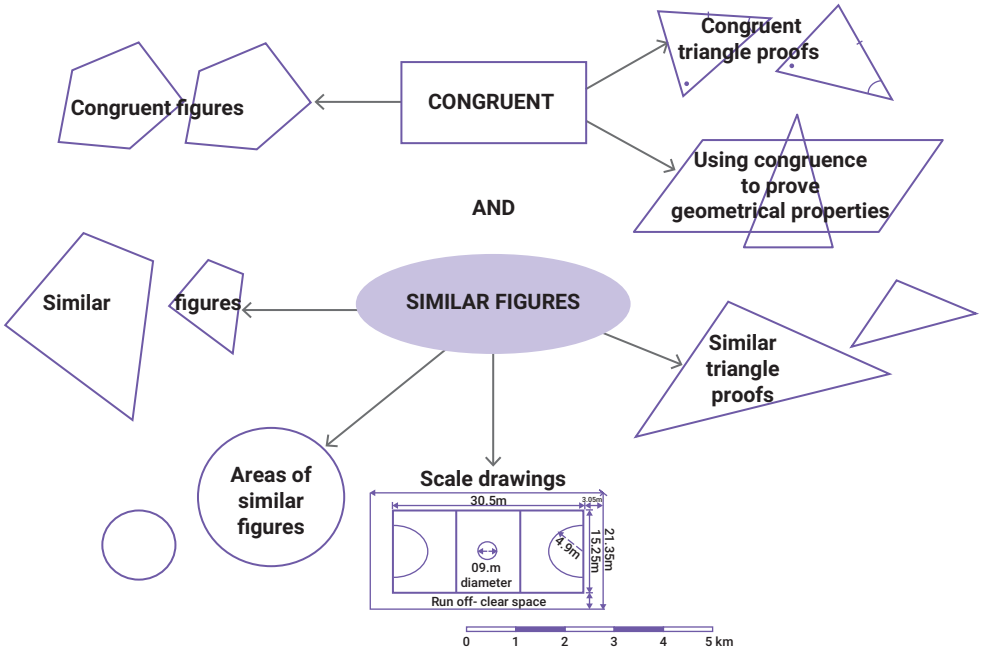
a in congruent triangles? **b** in solving equations?

Quiz
Language of maths

Puzzle
Congruence and similarity crossword

Topic summary

Print (or copy) and complete this mind map of the topic, adding detail to its branches and using pictures, symbols and colour where needed. Ask your teacher to check your work.



Worksheet
Mind map: Similar figures

Quiz
Test yourself 13

TEST YOURSELF 13

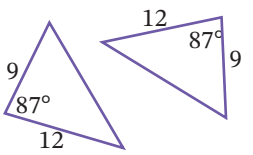
ANSWERS ON P. 667

PATH

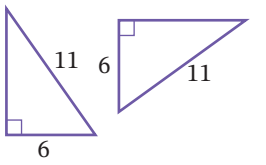
1 Which congruency test (SSS, SAS, AAS or RHS) can be used to prove that each pair of triangles are congruent?

13.02

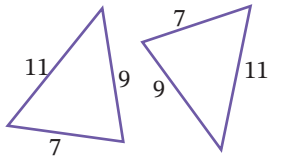
a



b

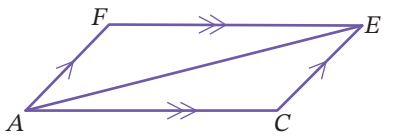


c



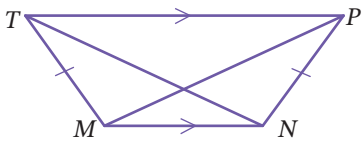
13.03

2 If $ACEF$ is a parallelogram, prove that $\triangle ACE \equiv \triangle EFA$.



13.03

3 If $MN \parallel TP$, $\angle MNP = \angle NMT$ and $TM = PN$, prove that $\triangle MNP \equiv \triangle NMT$.

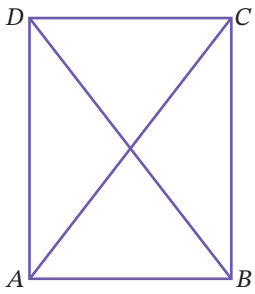


13.04

4 $ABCD$ is a rectangle.

a Prove that $\triangle ABD \equiv \triangle BAC$.

b Hence prove that the diagonals of a rectangle are equal in length.



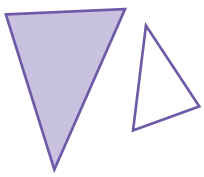
13.05

5 By measurement, find the scale factor for each pair of similar figures.

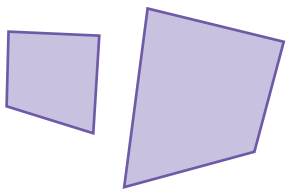
a



b



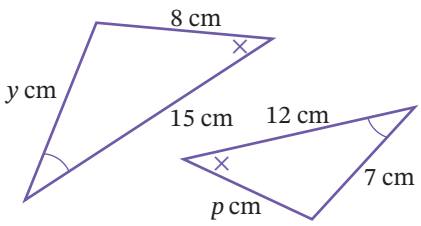
c



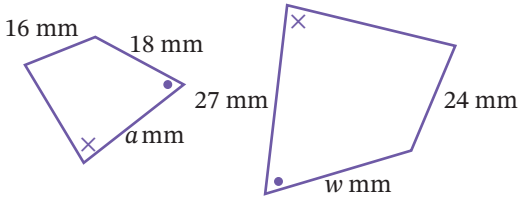
13.06

6 Find the value of each variable in each pair of similar figures.

a



b



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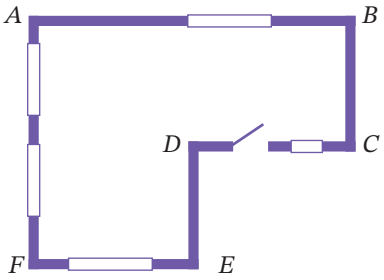
PATH

13.07

7 This floor plan of a holiday house is drawn to a scale of 1: 200. What is the actual (internal) length of:

a AB?

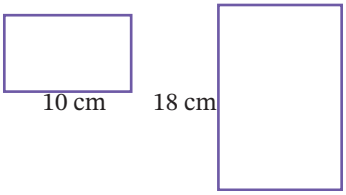
b CD?



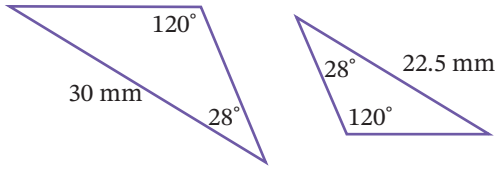
13.08

8 Find the ratio of the areas for each pair of similar figures.

a



b



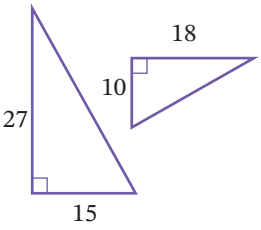
13.08

9 Two similar trapeziums have areas in the ratio 25 : 4. If the perpendicular height of the smaller trapezium is 40 cm, find the perpendicular height of the larger trapezium.

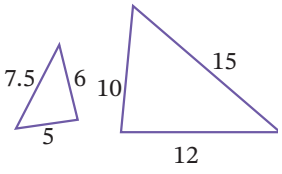
13.09

10 Which test can be used to prove that each pair of triangles is similar?

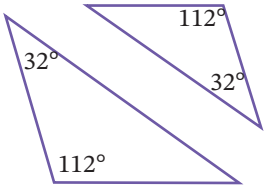
a



b



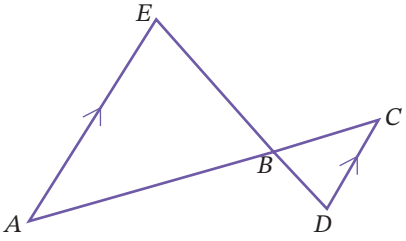
c



13.10

11 **a** Prove that $\triangle ABE \sim \triangle CBD$.

b If $DC = 8$ cm, $AE = 14$ cm and $CB = 7$ cm, find the length of AB.



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PRACTICE SET 4 ANSWERS ON P. 667

11.04

1 Test whether the point (2, 3) lies on each line.

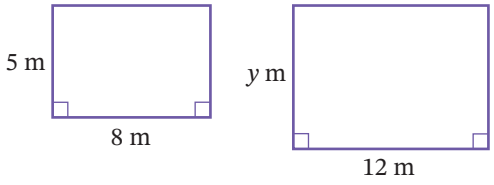
a $2x + y = 4$ **b** $y = 2x - 1$ **c** $x + y = 5$

13.06

2 The rectangle on the left has been enlarged to make the rectangle on the right.

a What is the scale factor?

b Find the value of y.



12.01

3 The probability of Eva hitting a bullseye on a target is 0.2. Find the probability of Eva missing the bullseye.

PATH

12.04

4 A class was surveyed on whether its students could swim. The results are shown.

	Can swim	Cannot swim
Boys	13	2
Girls	9	3

a Find the probability of randomly selecting a student who is:

i a boy **ii** a boy or someone who cannot swim

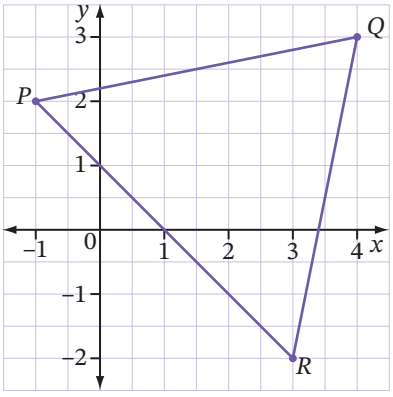
iii a girl who cannot swim **iv** a girl or someone who can swim, but not both

b If a swimmer is selected at random, what is the probability that it is a boy?

13.07

5 The scale on a tourist map of Sydney is 2 cm = 500 m. If the scaled distance from Circular Quay station to the Opera House is 2.5 cm, what is the actual distance?

Questions **6** to **9** refer to this triangle that has vertices $P(-1, 2)$, $Q(4, 3)$ and $R(3, -2)$.



11.01

6 Find the length of:

a side PQ, as a surd

b side PR, correct to one decimal place

11.01

7 Show that $\triangle PQR$ is isosceles.

11.02

8 Find the coordinates of the midpoint of side PR.

11.03

9 Find the gradient of:

a PQ

b PR

Foundation Standard Complex

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10 Graph $y = 4 - 2x$ on a number plane and write: 11.04

a its x-intercept

b its y-intercept.

11 Daniel rolled a biased die 90 times and the number 6 came up 24 times. 12.02

a What is the observed probability of rolling a 6?

b If the same die was rolled 400 times, what is the expected frequency of rolling a 6?

12 **a** Sketch the graph of $y = x^2 - 2$. 11.10

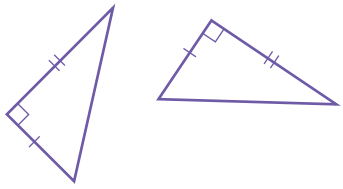
b Write the coordinates of the vertex.

c Is the graph concave up or concave down?

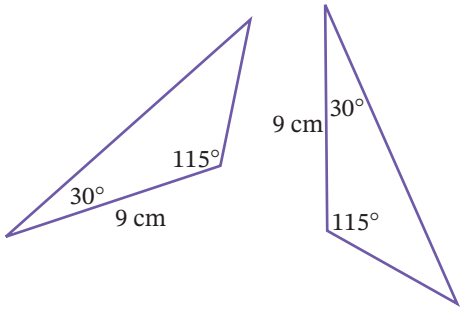
PATH

13 Which congruence test (SSS, SAS, AAS or RHS) can be used to prove that each pair of triangles are congruent? 13.02

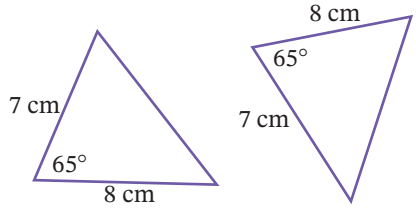
a



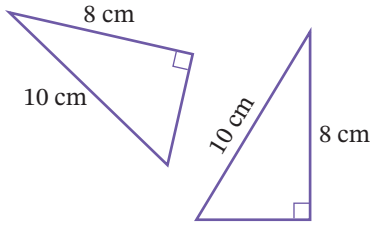
b



c



d



14 What is the equation of the horizontal line passing through (–2, 4)? 11.04

15 The numbers 1 to 30 are written on cards and the cards are placed in a bag. If one card is drawn at random from the bag, what is the probability that it is: 12.01

a a multiple of 5?

b greater than 10?

16 **a** Find the gradient and y-intercept of the line with equation $y = \frac{1}{2}x + 3$. 11.05

b Graph a line with gradient 2 and y-intercept –5 and write its equation.

17 The increase in pressure experienced by a scuba diver is directly proportional to the depth under the water. The increase in pressure at depth 40 m is 235 kPa (kilopascals). PATH 11.09

a What increase in pressure is experienced at a depth of 32 m?

b At what depth, to the nearest metre, is the increase in pressure 735 kPa?

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12.05

18 2 dice are rolled together. Copy and complete the table to show the sample space.

		1st die					
		1	2	3	4	5	6
2nd die	1						
	2					5, 2	
	3						
	4		2, 4				
	5						
	6						

Find the probability of rolling:

a a 3 and a 6 (in any order)

b at least one 2

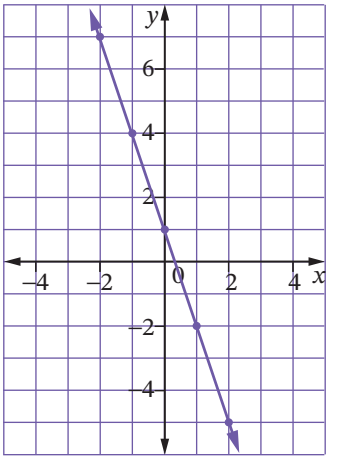
c 2 numbers the same

d a 4 or a 5 but not both

11.06

19 **a** Find the gradient of this line.

b Find the equation of this line.

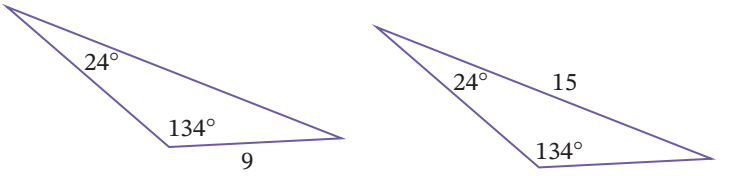


11.13

20 What is the equation of a circle with centre (0, 0) and radius 4 units?

13.09

21 Which test can be used to prove that this pair of triangles are similar?



11.13

22 Match each equation to the correct description of its graph.

a $y = x^2 + 9$

b $y = x + 9$

c $y = 9$

d $x = 9$

e $x^2 + y^2 = 9$

A straight line

B circle

C parabola

D vertical line

E horizontal line

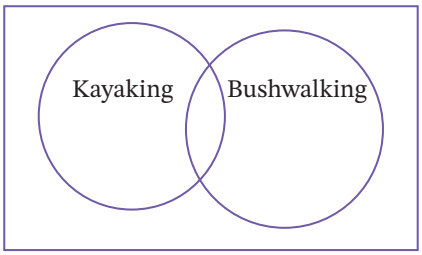
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PATH

12.03

23 40 students at a school camp could select kayaking or bushwalking as an activity, or both. A total of 35 students chose kayaking, 20 chose bushwalking, including some who chose both. There weren't any students who chose neither.



a Copy and complete the Venn diagram representing these students.

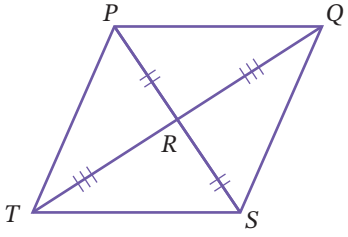
b What is the probability that a student selected at random:

i chose kayaking and bushwalking?

ii chose kayaking or bushwalking but not both?

13.04

24 The diagonals of this rhombus divide the rhombus into 4 congruent triangles.



a Prove that $\triangle PRQ \equiv \triangle PRT$.

b Hence find the size of $\angle PRQ$.

c Copy and complete: The diagonals of a rhombus _____ each other at _____ _____.

25 Two similar rectangles have their areas in the ratio 1 : 7.84. If the length of the larger rectangle is 5.04 m, calculate the length of the smaller rectangle.

13.08

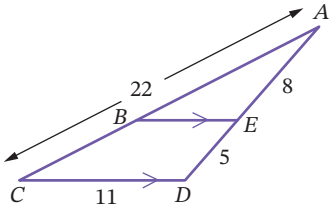
13.10

26 **a** Prove that $\triangle ABE \sim \triangle ACD$.

b Find the length of:

i BE

ii BC



11.12

27 A ball is thrown into the air and its height can be modelled by the equation $h = 3x - 0.5x^2$, where h is the height above the ground after x seconds.

a Copy and complete this table of values and then graph the equation.

Time, x (seconds)	0	1	2	3	4	5	6
Height, h (metres)							

b What is the maximum height the ball reaches?

c What is the height of the ball after 1.5 seconds (correct to 1 decimal place).

d At what times is the ball at a height of 3 m?

e How far does the ball travel in:

i the third second?

ii the fifth second?

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GENERAL PRACTICE ANSWERS ON P. 668

PATH
CHAPTER 2
CHAPTER 7
CHAPTER 10

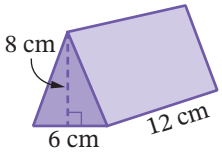
1 Simplify each expression.

a $\frac{\sqrt{125}}{5}$ **b** $7\sqrt{3}+\sqrt{12}$ **c** $-5\sqrt{7}\times 4\sqrt{7}$ **d** $\frac{9\sqrt{56}}{\sqrt{7}}$

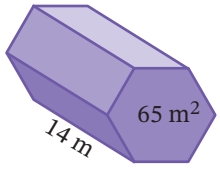
2 Make t the subject of the formula $k=my-\frac{1}{2}mt^2$.

3 Find the volume of each solid, correct to one decimal place for part **d**.

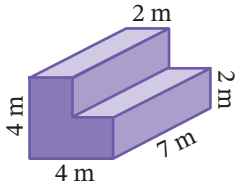
a



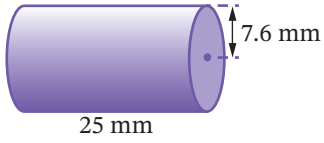
b



c

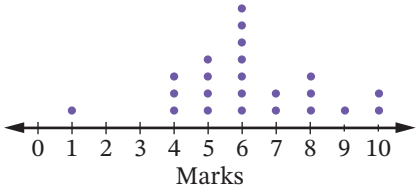


d



CHAPTER 9

4 This dot plot shows the project results (out of 10) for a Year 9 class.



a How many students were in the class?

b Find:

i the range

ii the mode

iii the mean, correct to one decimal place

iv the median

c Which of the marks can be considered as an outlier?

d Are there any clusters? If so, give details.

CHAPTER 9

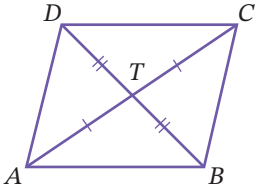
5 Classify each type of data as categorical nominal (CN), categorical ordinal (CO), numerical discrete (ND) or numerical continuous (NC).

a number of taxis on the road **b** rating of an app (1 star to 5 stars)

c masses of babies in a maternity ward **d** brands of mobile phones

PATH
CHAPTER 13

6 The diagonals of the quadrilateral $ABCD$ bisect each other.



a Prove that $\triangle DTC \equiv \triangle BTA$.

b Hence prove that $DC \parallel AB$.

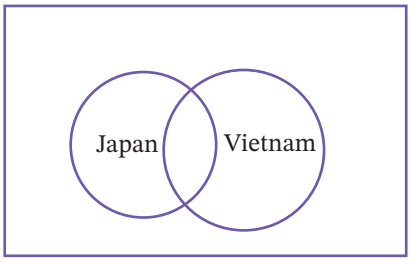
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7 A survey was held to find whether a sample of 30 Australians had travelled to Japan or Vietnam. The results are shown below:

Japan 9 Vietnam 18 Japan and Vietnam 5

a Copy and complete the Venn diagram to show this information.



b What is the probability that a person chosen at random from this sample:

i has not been to either country?

ii has been to Japan or Vietnam, but not both?

iii has been to Vietnam but not Japan?

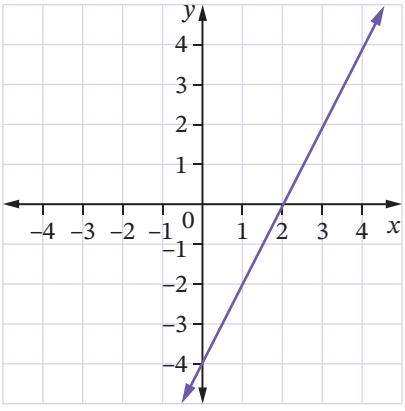
8 Convert:

a 40 m/s to km/h **b** 10 g/s to kg/min

CHAPTER 3

9 Find the equation of this line.

CHAPTER 11



10 Jotika earns a salary of $82 000 p.a. How much (correct to the nearest cent) did she earn:

a per week? **b** per month?

CHAPTER 8

11 In $\triangle LKM$, $\angle M = 90°$, $MK = 6$ m and $KL = 9$ m.

a Sketch a diagram of $\triangle LKM$.

b Find the length of ML, correct to 2 decimal places.

CHAPTER 4

PATH

CHAPTER 1 CHAPTER 5

12 Factorise each expression.

a $y^2 - 4y + 2y - 8$ **b** $m^2 - 8m + 15$ **c** $5m^2 - 245$

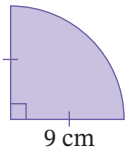
13 What is the value of $8^{-\frac{5}{3}}$? Select the correct answer **A**, **B**, **C** or **D**.

A $-13\frac{1}{3}$ **B** -32 **C** $\frac{1}{32}$ **D** $\frac{3}{40}$

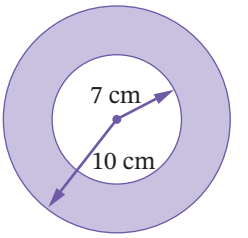
CHAPTER 10

14 Find each shaded area, correct to one decimal place.

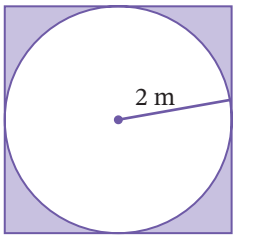
a



b



c



CHAPTER 8

15 Simok earns $21.45 per hour. How much does he earn for working 38 hours at normal rates and 6 hours at time-and-a-half?

CHAPTER 5

16 Simplify each expression.

a $4k^7 \times 8k^{11}$ **b** $d^{18} \div d^7$ **c** $(3p^2q^3)^2 \times 12p^3q^4$

d $20h^4k^5 \div 96h^5k^4$ **e** $\left(\frac{2r}{5}\right)^3$ **f** $5c^0 + (5c)^0$

CHAPTER 9

17 **a** Complete a frequency table for this data, including an '*fx*' column.

53	50	50	52	47	49	49	50	48	50
52	49	47	51	51	52	50	53	50	52
50	48	52	49	50	49	51	45	52	50
51	52	51	50	52	50	51	52	49	51

b Find the mean of this data.

c Show this data in a frequency histogram and polygon.

d Find the mode.

e Find the median.

PATH

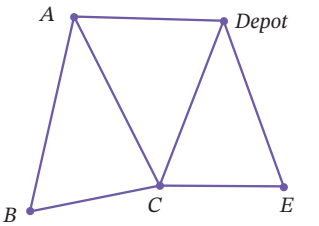
CHAPTER 6

18 **a** Explain why this graph is planar.

b What is the degree of the vertex marked *Depot*?

c How many faces has this graph?

d Verify Euler's formula for this planar graph.



CHAPTER 7

19 Simplify each expression.

a $\left(\frac{5a}{3}\right)^{-3}$ **b** $(16x)^{\frac{1}{4}}$ **c** $\sqrt[3]{-8p}$ **d** $r^{\frac{2}{3}}$

CHAPTER 10

20 Measuring with the kitchen scales, Ethan correctly gives a measurement as 112 g.

a What is the precision of this measurement?

b What is the range within which this measurement must lie?

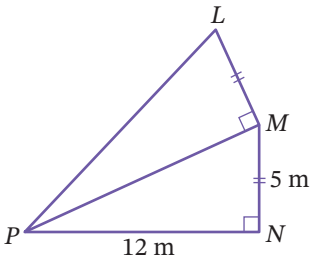
Foundation Standard Complex

9780170479585

21 For the quadrilateral *LMNP*, calculate its:

a perimeter, correct to 2 decimal places

b area



CHAPTER 10

22 The number of goals scored by Damien's hockey team in 18 games were:

1	3	1	3	4	1	3	3	2
1	1	1	2	2	3	3	3	4

If 5 goals were scored in the tenth game, which statistical measure will not change? Select **A**, **B**, **C** or **D**.

A the range **B** the mean **C** the median **D** the mode

CHAPTER 9

23 Tahlia is paid a weekly commission of 4.3% on the value of her sales of perfume over $1500. Calculate her commission if her sales during one week totalled $19 200.

CHAPTER 8

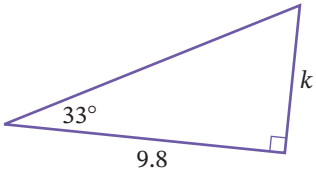
24 The Millennium Bridge in London is 325 metres long, correct to the nearest 5 metres. For this measurement, calculate:

a the absolute error **b** the percentage error, correct to 3 decimal places.

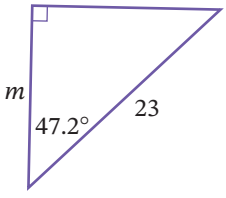
CHAPTER 10

25 Find, correct to 2 decimal places, the value of each variable.

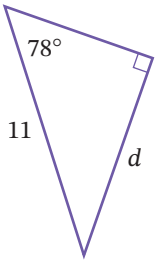
a



b



c



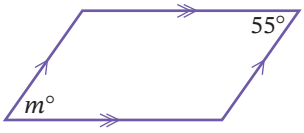
CHAPTER 4

26 Romesh buys a car for $11 000 and sells it for $5200 2 years later. Calculate the percentage loss, correct to one decimal place.

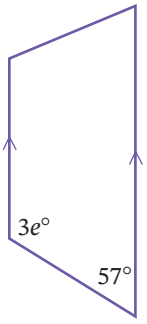
CHAPTER 3

27 Find the value of each variable, giving reasons.

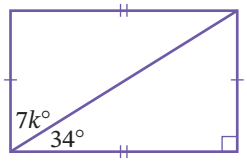
a



b



c



CHAPTER 6

Foundation Standard Complex

CHAPTER 11

28 What is the equation of the horizontal line that passes through the point $(-2, 5)$?

CHAPTER 11

29 For the interval joining the points $(5, 3)$ and $(-4, 2)$, find:

a its midpoint **b** its length in exact form **c** its gradient

CHAPTER 13

30 The scale of a plan is 1 : 2000. What distance, in centimetres, on the plan would represent a real distance of 50 m?

CHAPTER 6

31 Name the most general shape that matches each description.

a A quadrilateral with equal diagonals.

b A triangle with 3 equal sides.

c A quadrilateral with opposite sides equal and 2 axes of symmetry.

d A triangle with 2 equal angles.

CHAPTER 9

32 The median of the data shown in this stem-and-leaf plot is 154.

Stem	Leaf
13	2 3
14	0 5 6 7
15	1 □ 6 8 8 9
16	3 4 4 5

a What is the missing value shown by □?

b Find the range.

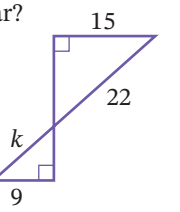
c Describe the shape of the distribution.

PATH

CHAPTER 13

33 **a** Which similarity test can be used to prove that these 2 triangles are similar?

b Find the value of k.



CHAPTER 11

34 **a** Graph each equation on a separate number plane.

i $y = 2x - 1$ **ii** $y = -x^2 + 3$ **iii** $x^2 + y^2 = 4$

b What is the gradient and y-intercept of the graph of $y = 2x - 1$?

c What are the coordinates of the vertex of the graph of $y = -x^2 + 3$?

CHAPTER 3

35 Calculate the simple interest on \$8750 invested at 5.5% for 4 years.

CHAPTER 3

36 The cost of a computer, including 10% GST, is \$968. What is the amount of the GST?

CHAPTER 11

37 Which point lies on the line $y = 2x - 5$? Select **A**, **B**, **C** or **D**.

A $(0, -3)$ **B** $(1, -3)$ **C** $(-3, 0)$ **D** $(-3, 1)$

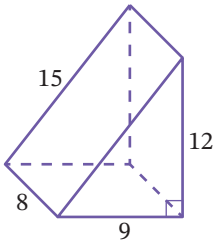
Foundation Standard Complex

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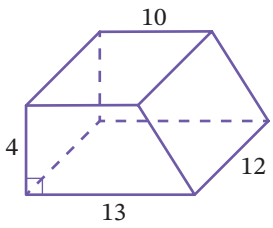
38 Find the surface area of each solid, correct to 3 significant figures where necessary. All measurements are in centimetres.

CHAPTER 10

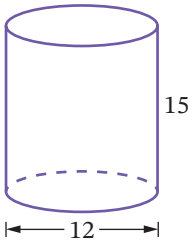
a



b



c



PATH

CHAPTER 7

39 Solve each equation.

a $\frac{m}{2} - \frac{m}{7} = 3$ **b** $\frac{3k-1}{5} = \frac{2k+1}{4}$ **c** $4(3y-1)+6 = 2(2y+7)$

d $3x^2 = 27$ **e** $-6(12-x) = 48$ **f** $\frac{3a-8}{2} = 7$

40 Express each number in scientific notation.

CHAPTER 5

a 714 000 **b** 0.000 35 **c** 15 763 000

41 Evaluate each expression in scientific notation, correct to 2 significant figures.

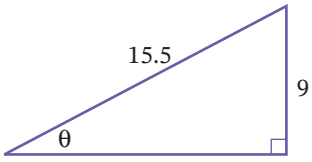
CHAPTER 5

a $(4.89 \times 10^7)^2$ **b** $\frac{9.3 \times 10^{-3}}{2.2 \times 10^8}$

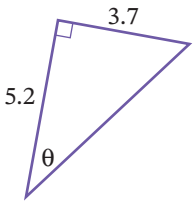
42 Find the value of θ, correct to the nearest minute.

CHAPTER 4

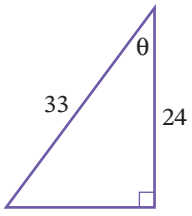
a



b



c



43 A die was repeatedly rolled and the results are shown in this table.

CHAPTER 12

Outcome	Frequency
1	40
2	35
3	53
4	45
5	50
6	47

a Find, correct to 2 decimal places, the observed probability of rolling:

i a 1

ii a 4

iii an even number

iv a number less than 5

v neither a 2 nor a 6.

b Based on the theoretical probability, what is the expected frequency of rolling a number less than 5? How does the observed frequency compare with the expected frequency?

PATH

CHAPTER 6

44 a What is the angle sum of a regular octagon?

b What is the size of one angle in a regular octagon?

c What is the size of one exterior angle in a regular octagon?

d What is the sum of the exterior angles of any polygon?

Foundation Standard Complex

ANSWERS

Chapter 1

SkillCheck

1 **a** $\$pQ$ **b** $\$(40 + t)$ **c** $1000h$ m
d $\frac{m+p+v+w}{4}$ **e** $\$\frac{y}{100}$

2 **a** 6 **b** 18 **c** 21
d 43 **e** 18 **f** 5

3 14.4 cm

4 **a** $11n$ **b** $6h$ **c** $9pq$ **d** $5x^2$
e $4w$ **f** $40x$ **g** $6gh$ **h** $18y^2$
i $5x$ **j** 6 **k** $2y$ **l** $\frac{3n}{5}$

5 **a** $\frac{11}{15}$ **b** $\frac{7}{20}$ **c** $\frac{5}{16}$ **d** $2\frac{4}{5}$
e $\frac{5}{22}$ **f** $1\frac{5}{24}$ **g** $1\frac{13}{27}$ **h** $\frac{1}{12}$
i $4\frac{13}{28}$ **j** $9\frac{1}{10}$ **k** $1\frac{1}{3}$ **l** $2\frac{7}{12}$

Exercise 1.01

1 **a** fg **b** $9uvw$ **c** $8t + 3$
d $3x + 10y$ **e** $2g + h$ **f** $3f - 2fg$
g $5p^2 - 3$ **h** $4p - 4q$ **i** $-2r + 3$
j $-10a + 4b$ **k** $6v + 10$ **l** $3x + 3y$
m $6p - 9q$ **n** $15 - 5w$ **o** $2 - 10n$
p $6e - 7f$ **q** $5l^2 - 4l$ **r** $-6b^2 - 14b$
s $2p^3 - 4p^2$ **t** $-2 - 17k$ **u** $6 - 13d$

2 C

3 **a** correct **b** incorrect **c** incorrect
d correct **e** correct **f** incorrect

4 **a** $4m + 6p$ **b** $16d$ **c** $4x + 5y$
d $6p + 3$ **e** $90h$ **f** $12a + 18c$

5 $5x$

6 $3d + 2$

7, 8 Teacher to check

Exercise 1.02

1 **a** $12de$ **b** $24vw$ **c** $88q^2$
d $20a^2$ **e** $24by$ **f** $-36w^2$
g $72chk$ **h** $8abc$ **i** $-30dew$
j $25n^2$ **k** $9r^2$ **l** a^2t^2
m $-10ad^2$ **n** ek^2 **o** $4x^2y^2$

2 **a** $4x$ **b** 15 **c** 9 **d** $3n$ **e** $\frac{1}{6}$
f $4ac$ **g** -6 **h** $-5z$ **i** $-\frac{1}{5q}$ **j** $3yz$
k $\frac{r}{4}$ **l** $-6k$ **m** $\frac{3k^2}{a}$ **n** $\frac{4w}{3}$ **o** $\frac{h}{3}$

3 C

4 **a** $30abc$ **b** $24pq$ **c** $8n$ **d** $\frac{1}{5}$ **e** $-36hk$
f $40k^2$ **g** $\frac{d}{2}$ **h** $\frac{1}{7}$ **i** $-11m$ **j** $\frac{1}{5}$
k $\frac{4a}{c}$ **l** $-6e^2f^2$ **m** $\frac{2c}{3}$ **n** $-24pq^2$ **o** $\frac{4vw}{3}$

5 **a** correct **b** incorrect **c** correct **d** incorrect
e correct **f** correct **g** correct **h** incorrect
i correct

6 **a** $6ad$ **b** $25m^2$ **c** $5hk$
d $12py$ **e** $3a^2$ **f** $10ck$

7 **a** $8m^3$ **b** $60dty$ **c** $12kw^2$

8 $10x$

9 Different answers possible, for example, $9p$ and $4q$

Exercise 1.03

1 **a** $\frac{3w}{4}$ **b** $\frac{11k}{8}$ **c** $\frac{m}{2}$ **d** x **e** $\frac{9}{q}$
f $\frac{1}{d}$ **g** $\frac{5r}{w}$ **h** $\frac{3}{c}$ **i** $\frac{4t+s}{3}$ **j** $\frac{2y}{h}$
k $\frac{1}{a}$ **l** $\frac{3}{e}$ **m** $\frac{p+3}{z}$ **n** $\frac{u}{4g}$ **o** $\frac{1}{3f}$
p $\frac{2e}{5}$ **q** $\frac{5a}{3}$ **r** $\frac{4}{d}$ **s** $\frac{4}{k}$ **t** $\frac{1}{a}$

2 C

3 **a** $\frac{7x}{12}$ **b** $\frac{4s}{21}$ **c** $\frac{8h}{15}$ **d** $-\frac{5m}{14}$
e $\frac{9w}{20}$ **f** $\frac{17t}{20}$ **g** $\frac{11p}{15}$ **h** $\frac{5r}{6}$
i $\frac{3y}{2}$ **j** $\frac{m}{3}$ **k** $\frac{7a}{18}$ **l** $\frac{23y}{30}$
m $\frac{13c}{10}$ **n** $\frac{6d-11r}{33}$ **o** $\frac{9h+10d}{15}$ **p** $\frac{25+24w}{30}$
q $\frac{21+8a}{28}$ **r** $\frac{6e}{35}$ **s** $\frac{33m-10n}{22}$ **t** $\frac{12k+5m}{30}$

4 B **5** C

Exercise 1.04

1 A

2 **a** $\frac{w}{6}$ **b** $\frac{st}{20}$ **c** $\frac{5}{2hk}$ **d** $\frac{12}{mn}$ **e** $\frac{5l}{3f}$
f $\frac{2}{3v^2}$ **g** $\frac{6}{x^2}$ **h** $\frac{ac}{bd}$ **i** $\frac{d}{g}$ **j** $\frac{d^2}{36}$
k $\frac{2}{3}$ **l** $\frac{12}{5k^2}$ **m** $\frac{3u}{5}$ **n** 1 **o** $\frac{2}{3d}$

3 **a** $\frac{5}{2}$ **b** $\frac{m}{2n}$ **c** 4 **d** $\frac{q}{3}$ **e** $\frac{3d}{10}$
f $\frac{20}{27}$ **g** $\frac{3}{5}$ **h** $\frac{9}{b}$ **i** $\frac{15}{2}$ **j** $\frac{h^2}{k^2}$
k 12 **l** $\frac{11}{8}$ **m** $\frac{5u}{9}$ **n** 6 **o** x

4 D

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5 **a** $\frac{6}{p}$ **b** $\frac{12}{35}$ **c** $\frac{3}{20y}$ **d** $\frac{5}{4}$ **e** $\frac{5x}{z}$
f $\frac{c}{3b}$ **g** $\frac{25b}{3}$ **h** $\frac{4t}{27}$ **i** $\frac{2}{3n}$ **j** $\frac{50p^2t}{7}$
k $\frac{2s}{35}$ **l** $\frac{1}{6h^2}$ **m** $25y^2$ **n** $\frac{2yh}{9}$ **o** $\frac{3af^2}{25}$

6 B

Mental skills 1A

2 **a** 160 **b** 70 **c** 240 **d** 900 **e** 2600
f 900 **g** 140 **h** 300 **i** 180 **j** 770
k 18 **l** 34 **m** 46 **n** 26 **o** 18
p 12 **q** 40 **r** 8 **s** 14 **t** 24

Exercise 1.05

1 **a** $4h + 24$ **b** $15 + 5t$ **c** $6b + 21$
d $40 + 15x$ **e** $x^2 + 9x$ **f** $5p + p^2$
g $6r^2 + 3r$ **h** $4y + 12y^2$ **i** $20e^2 + 40ef$

2 **a** $3t - 6$ **b** $35 - 7d$ **c** $64g - 24$
d $w^2 - 7w$ **e** $a^2 - a$ **f** $18h^2 - 6h$
g $12x^2 - 4x$ **h** $10x^2 - 20xy$ **i** $12ab - 21a^2$

3 C

4 **a** incorrect **b** correct

5 **a** $-a + 5$ **b** $-a - 5$ **c** $-2x - 12$
d $-2x + 12$ **e** $-11 - w$ **f** $-11 + w$
g $-y^2 - 9y$ **h** $-8x + xm$ **i** $-4t^2 + 32t$

6 B **7** D

8 **a** $19m + 10$ **b** $3 - 9e$
c -10 **d** $43 - 10x$
e $14a + 43$ **f** $d - 11$
g $29g - 19$ **h** $22 - 18w$
i $39c - 27$ **j** $t^2 + 7t + 12$
k $12 + 11h - 2h^2$ **l** $15e - 11$
m $6x^2 + 23x + 20$ **n** $2v^2 - 3v - 6$
o $w^2 - 8w + 3$ **p** $6y^2 - 29y + 35$
q $11x + 8y - 3$ **r** $12x^2 - 8xy + 3x - 1$

9 C

Exercise 1.06

1 **a** 6 **b** 8 **c** 5 **d** 3 **e** m
f c **g** $6p$ **h** $8w$ **i** $(x - 5)$

2 **a** $4r(4r - 3)$ **b** $3t(2t + 9)$ **c** $36p(p - 3)$
d $4x(3xy - 4)$ **e** $2p(9p + 8r)$ **f** $4mn(m - n)$
g $7bc(2a + 3)$ **h** $7vw(4 - 3vw)$ **i** $9rt(5 + 6r)$
j $36pr(q^2 - 4)$ **k** $16xy(3x + 4y)$ **l** $25gh(3g^2h - 5)$
m $5ab(5c + 2a)$ **n** $9my^2(6y + 5m)$
o $7ru^2(3r^2 - 5u)$

3 A

4 **a** $(a - 3)(a + 6)$ **b** $(8 + t)(t - 3)$
c $(b + 5)(b - 2)$ **d** $(2 - y)(x - 6)$
e $(a - 7)(5 + b)$ **f** $(a + 3)(y + 4)$
g $(g + 5)(3p - 2)$ **h** $(2 - 3m)(5 + 4n)$
i $(8 + r)(r + 1)$ **j** $(y - 6)(1 - y)$
k $(2w + 7)(3m - 1)$ **l** $(c + 3)(3c + 5)$

5 **a** $-4(q + 2)$ **b** $-9(u - 2)$ **c** $-3(g - 2)$
d $-6(3a - 2)$ **e** $-(n + 1)$ **f** $-(n - 1)$
g $-y(y + 9)$ **h** $-2t(3 - 5t)$ **i** $-3a(a + 2b)$
j $-a(p - q)$ **k** $-2e(10e + 11)$ **l** $-3m(3 - m)$

6 B

7 **a** $\frac{1}{2}(p+q)$ **b** $g(7 + 9g)$ **c** $\frac{1}{4}x(x-y)$
d $4(2a + 3y + 1)$ **e** $5(4xy - 2x^2 + y)$
f $tm(t + m + 1)$ **g** $(m + 2)(7y - p)$
h $-10p(p + q)$ **i** $5a(1 + 2ay)(x - y)$

Exercise 1.07

1 **a** $x^2 + 18x + 80$ **b** $12h^2 + 31h + 7$

2 **a** $x^2 + 3x - 54$ **b** $n^2 - 12n + 35$

3 Teacher to check diagrams. **a** $2y^2 + 11y + 15$
b $w^2 - 2w - 15$ **c** $p^2 - 8p - 15$

4 **a** $n^2 + 9n + 18$ **b** $t^2 + 11t + 30$ **c** $p^2 - 100$
d $x^2 - 5x - 24$ **e** $b^2 + 7b - 18$ **f** $u^2 - 15u + 56$
g $15 + 14r - r^2$ **h** $a^2 - 19a + 90$ **i** $c^2 - 8c + 15$
j $t^2 + t - 2$ **k** $y^2 + 6y - 40$ **l** $n^2 + 2n - 99$
m $e^2 - 4e + 4$ **n** $25 + 10w + w^2$
o $g^2 + 22g + 121$

5 D **6** A

7 **a** $2x^2 + 11x + 15$ **b** $12e^2 + 23e + 10$
c $3p^2 + 7p - 10$ **d** $49d^2 - 28d + 4$
e $6f^2 + 4f - 10$ **f** $12m^2 + 5m - 25$
g $6 + 7h - 20h^2$ **h** $8p^2 - 38p + 35$
i $-10m^2 + 23m - 12$ **j** $6t^2 + 7t - 5$
k $25y^2 - 25$ **l** $-4a^2 + 28a - 49$
m $9k^2 + 48k + 64$ **n** $16c^2 - 40c + 25$
o $6dx - 2d + 27x - 9$ **p** $5h + 15 - 2gh - 6g$
q $49 - 56w + 16w^2$ **r** $12n^2 + 7n - 45$

8 D

9 **a** $x^2 - x - 6$ **b** $9y^2 - 42y + 49$
c $4k^2 + k - 1.5$ **d** $15p^2 - 22p + 8$
e $7m^2 - 14.5m - 7.5$ **f** $2d^2 + 12d + 10$

10 **a** $100 + x$ **b** $75 + x$
c $A = x^2 + 175x + 7500$ cm^2
d $x^2 + 175x$ **e** 17.51 cm^2

11 **a** $l = 4 + x, w = 3 + y$
b $A = (4 + x)(3 + y)$
c $A = 12 + 4y + 3x + xy$ m^2
d $3x + 4y + xy$

12 Teacher to check

ANSWERS

Exercise 1.08

1 **a** $20x$ **b** m^2 **c** t^2 **d** $+8h$
e $-18k$ **f** $+80f$ **g** $4d^2+12d$ **h** $36a^2, 1$

2 **a** $m^2+18m+81$ **b** u^2+6u+9
c $y^2-12y+36$ **d** $64+16k+k^2$
e $25-10h+h^2$ **f** $49+14k+k^2$
g $f^2+40f+400$ **h** $q^2-22q+121$
i $100+20t+t^2$ **j** $x^2-2xw+w^2$
k $a^2+2ag+g^2$ **l** $4m^2-12m+9$
m $25x^2-60x+36$ **n** $81a^2+36a+4$
o $9e^2-24e+16$ **p** $25+70b+49b^2$
q $16-40p+25p^2$ **r** $121-44c+4c^2$
s $100g^2+60g+9$ **t** $9k^2+66k+121$

3 **a** $49h^2+28hk+4k^2$ **b** $64a^2-48ay+9y^2$
c $x^2y^2+2xyz+z^2$ **d** $1+\frac{2}{y}+\frac{1}{y^2}$
e $k^2-2+\frac{1}{k^2}$ **f** $\frac{9}{w^2}+6+w^2$

4 **a** 441 **b** 2025 **c** 841
d 3481 **e** 10 404 **f** 9604

5 **a** 2 squares of length x cm have been cut from the ends, so the length of the base is $(10-2x)$ cm.
b $100-40x+4x^2$ **c** $10x-2x^2$
e $10^2-4\times x^2=100-4x^2$

Exercise 1.09

1 **a** m^2-25 **b** c^2-100 **c** a^2-144
d $36-y^2$ **e** $64-m^2$ **f** p^2-1
g $25-e^2$ **h** v^2-121 **i** w^2-9
j x^2-100 **k** q^2-49 **l** $81-g^2$
m b^2-4 **n** $225-r^2$ **o** d^2-169

2 **a** $4h^2-9$ **b** $25r^2-16$ **c** $25b^2-64$
d $16p^2-49$ **e** $9-64k^2$ **f** $49x^2-25$
g $4-81m^2$ **h** $81k^2-16l^2$ **i** $49n^2-64m^2$
j $16g^2-25h^2$ **k** $49u^2-9w^2$ **l** $121a^2-9b^2$
m $a^2-\frac{1}{a^2}$ **n** $\frac{w^2}{9}-4$ **o** $1-\frac{1}{r^2}$

3 **a** $p-1$ **b** $p+1$ **c** p^2-1 **d** 7

4 899

5 **a** 399 **b** 2499 **c** 8099 **d** 6396

6 **a** 29 **b** 47 **c** 3000
d 400 **e** 240 **f** 196

7 **a** **i** $l=x+y$ **ii** $w=x-y$ **iii** $(x+y)(x-y)$
b $(x+y)(x-y)=x^2-y^2$

Exercise 1.10

1 **a** $4m^2-1$ **b** $5y^2+17y-12$
c $4k^2-28k+49$ **d** $d^2+18d+81$
e $2e^2+e-1$ **f** $25a^2-16$
g $-p^2+4p-4$ **h** $100-36y^2$
i $h^2-6hm+9m^2$ **j** $2xy+6x-3y-9$
k $121a^2-16b^2$ **l** $u^2-2+\frac{1}{u^2}$

2 **a** m^2 **b** y^2+18 **c** $-3x^2+7x+6$
d d^2+21 **e** $16k^2-48$ **f** $-4xy$
g $27a-10$ **h** $2f^2-8$ **i** $12h+18$
j $5xy-6x+3y+9$

3 **a** $60a^2$ **b** n^2+4n+4 **c** $-2u^2-8u$
d $8m^2+2n^2$ **e** $x-2$ **f** $1-2b^2$
g $3y^2+12y+14$ **h** $3x^2+9$ **i** $34n^2-34$
j $-4b^2$

Mental skills 1B

2 **a** 176 **b** 363 **c** 261 **d** 405
e 682 **f** 707 **g** 1818 **h** 3564
i 152 **j** 540 **k** 2142 **l** 588
m 288 **n** 693 **o** 3939 **p** 852

Exercise 1.11

1 **a** $(b+d)(4a+5c)$ **b** $(y+t)(2x-5w)$
c $(3c+4d)(3a+2b)$ **d** $(10+x)(x^2+3)$
e $3(a+b)(a+c)$ **f** $6(t+p)(r-3w)$
g $(7+d)(2e-3)$ **h** $(h-2)(k-h)$
i $(3m+p)(n-2)$ **j** $(9+q)(p^2-3)$
k $(f-10)(g-h)$ **l** $3(l+n)(3k-4m)$
m $(2-p)(p-c)$ **n** $(l-3)(l^2+m^2)$
o $(a+y)(x+1-k)$ **p** $(a-b+3q)(p-2q)$

2 **a** $(w+3)(w-3)$ **b** $(y+6)(y-6)$
c $(k+1)(k-1)$ **d** $(m+11)(m-11)$
e $(p+8)(p-8)$ **f** $(c+10)(c-10)$
g $(2e+f)(2e-f)$ **h** $(a+3b)(a-3b)$
i $(4y+1)(4y-1)$ **j** $(2+b)(2-b)$
k $(5+e)(5-e)$ **l** $(1+4x)(1-4x)$
m $(k+u)(k-u)$ **n** $(7+4m)(7-4m)$
o $(b+11d)(b-11d)$ **p** $(6c+5k)(6c-5k)$
q $(4+9h)(4-9h)$ **r** $(5a+8m)(5a-8m)$
s $(10+7n)(10-7n)$ **t** $(11p+12q)(11p-12q)$
u $\left(\frac{1}{2}+5c\right)\left(\frac{1}{2}-5c\right)$ **v** $\left(2w+\frac{1}{3}\right)\left(2w-\frac{1}{3}\right)$
w $\left(8h+\frac{3}{2}\right)\left(8h-\frac{3}{2}\right)$ **x** $(1+mn)(1-mn)$

3 **a** $2(a+b)(a-b)$ **b** $7(k+2)(k-2)$
c $3(1+5u)(1-5u)$ **d** $x(x+7)(x-7)$
e $k(1+4k)(1-4k)$ **f** $2(5q+1)(5q-1)$
g $3(d+2v)(d-2v)$ **h** $5t^3(t+5)(t-5)$
i $2(ab+1)(ab-1)$ **j** $x^2(y+w)(y-w)$
k $12(4f+3g)(4f-3g)$
l $5\left(3d+\frac{1}{2}\right)\left(3d-\frac{1}{2}\right)$ or $\frac{5}{4}(6d+1)(6d-1)$
m $2(x+2a)(x-2a)$ **n** $25(2+w)(2-w)$
o $5\left(\frac{1}{2}+4e\right)\left(\frac{1}{2}-4e\right)$ or $\frac{5}{4}(1+8e)(1-8e)$
p $\left(3c+2\frac{1}{2}\right)\left(3c-2\frac{1}{2}\right)$ or $\frac{1}{4}(6c+5)(6c-5)$

4 **a** $\left(\frac{p}{4}+\frac{b}{5}\right)\left(\frac{p}{4}-\frac{b}{5}\right)$ **b** $\left(x+\frac{1}{3}\right)\left(x-\frac{1}{3}\right)$
c $\left(\frac{v}{8}+\frac{u}{9}\right)\left(\frac{v}{8}-\frac{u}{9}\right)$ **d** $2\left(\frac{y}{3}-\frac{m}{11}\right)\left(\frac{y}{3}+\frac{m}{11}\right)$
e $\left(\frac{4a}{7}+\frac{5b}{2}\right)\left(\frac{4a}{7}-\frac{5b}{2}\right)$ **f** $(g+3)(g-3)(g^2+9)$
g $(10+n^2)(10-n^2)$ **h** $y(2x+y)$
i $-(p+3q)(3p-q)$ **j** $\left(\frac{x}{2}+\frac{y}{6}\right)\left(\frac{x}{2}-\frac{y}{6}\right)$
k $4ab$ **l** $(1+x)(9-x)$

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Exercise 1.12

1 **a** $-1, -6$ **b** $-3, 4$ **c** $-5, 3$
d $3, 4$ **e** $-5, -4$ **f** $-2, 7$
g $-2, 5$ **h** $-5, 5$ **i** $-2, 1$
j $-9, 2$

2 **a** $(m+3)(m+4)$ **b** $(x+7)(x+5)$
c $(k+4)(k+1)$ **d** $(p+5)(p+2)$
e $(w+5)(w+4)$ **f** $(b+1)(b+5)$
g $(e+2)(e+3)$ **h** $(r+2)^2$
i $(n+10)(n+1)$ **j** $(a+6)(a+5)$
k $(d+4)(d+6)$ **l** $(y+4)(y+11)$

3 **a** $(p-4)(p-1)$ **b** $(v-5)(v-6)$
c $(y-4)(y-3)$ **d** $(x-10)(x-2)$
e $(a-3)(a-6)$ **f** $(e-6)(e-2)$
g $(c-8)(c-6)$ **h** $(w-2)(w-3)$
i $(d-11)(d-7)$ **j** $(u-2)(u-1)$
k $(n-4)^2$ **l** $(b-7)(b-8)$

4 **a** $(x+4)(x-1)$ **b** $(g+8)(g-3)$
c $(y+1)(y-3)$ **d** $(r-7)(r+2)$
e $(m+5)(m-3)$ **f** $(a+2)(a-1)$
g $(m-4)(m-5)$ **h** $(h-4)(h+1)$
i $(d-3)^2$ **j** $(w+6)(w-2)$
k $(a-6)(a+2)$ **l** $(k-2)(k+7)$
m $(c-9)(c+2)$ **n** $(e-9)(e+3)$
o $(u-5)(u+11)$ **p** $(p+12)(p-3)$
q $(x-4)(x+13)$ **r** $(q-14)(q+5)$

5 **a** $(m+2)^2$ **b** $(p+10)^2$ **c** $(a-5)^2$
d $(y-7)^2$ **e** $(w+12)^2$ **f** $\left(a-1\frac{1}{2}\right)^2$

6 **a** $3(m+1)(m+2)$ **b** $2(y+2)(y-1)$
c $5(t-10)(t+8)$ **d** $5e^2(e+8)(e-3)$
e $x(x-11)(x+10)$ **f** $4(b-7)(b+6)$
g $4(w+4)(w-3)$ **h** $3a(a-4)(a+1)$
i $2(e+5)(e+4)$ **j** $-(t+8)(t-3)$
k $-(u-7)(u+6)$ **l** $-(x-7)(x+4)$
m $-(b+4)(b-3)$ **n** $-(k-3)(k-4)$
o $-(x-5)(x-7)$

7 **a** $(h-6)(h+3)$ **b** $-(t+9)(t-2)$
c $(w+1)(w+7)$ **d** $(k+3)(k-15)$
e $(v+10)(v-2)$ **f** $3(c+5)^2$
g $(q-1)(q-5)$ **h** $(a-3)(a-1)$
i $6(x+8)(x-2)$ **j** $(x-8)^2$
k $8(u-4)(u+1)$ **l** $(b+5)(b+6)$
m $(y-6)^2$ **n** $5(r-2)(r+1)$
o $4(l-4)(l+2)$ **p** $(g-20)(g-4)$
q $-2(d-6)(d+9)$ **r** $-(n+2)(n-13)$

Exercise 1.13

1 **a** $(x+5)(2x+1)$ **b** $(m+3)(4m+1)$
c $(y+3)(5y+2)$ **d** $(2u+5)(3u+2)$
e $(w+15)(2w+1)$ **f** $(e+3)(4e+3)$
g $(2f+3)(4f+1)$ **h** $(d+1)(3d+2)$
i $(b+1)(2b+7)$ **j** $(y+1)(5y+11)$
k $(4g+3)(2g+5)$ **l** $(3a+7)(2a+3)$

2 **a** $(y-4)(2y-3)$ **b** $(2k-3)(5k-2)$
c $(2e-3)(3e-2)$ **d** $(b-3)(4b-1)$
e $(w-3)(6w-5)$ **f** $(3f-4)(4f-3)$
g $(3m-4)(5m-2)$ **h** $(3x-2)^2$
i $(2a-5)(a-9)$ **j** $(3y-8)(4y-1)$
k $(4d-3)(2d-7)$ **l** $(2h-9)^2$

3 **a** $(y+1)(5y-11)$ **b** $(4d-5)(d+1)$
c $(2m+3)(m-3)$ **d** $(3t-10)(t+3)$
e $(6h-7)(h+1)$ **f** $(y-4)(2y+3)$
g $(2a+1)(4a-3)$ **h** $(5u-4)(3u+1)$
i $(3c+1)(3c-5)$ **j** $(3c-8)(2c+3)$
k $(4n-7)(5n+2)$ **l** $(4x-5)(3x+2)$

4 **a** $(5m+7)(m-1)$ **b** $(3g-4)(2g+3)$
c $(3p-2)(p+2)$ **d** $(7w-1)(w+1)$
e $(5y-1)(y+3)$ **f** $(3n-2)(n+4)$
g $(4b-3)(b+3)$ **h** $(4m-1)(2m+3)$
i $(3x+8)(x-2)$ **j** $(4u+15)(2u-1)$
k $(3e+5)(8e-3)$ **l** $(4h+7)(5h-6)$

5 **a** $(9w-10)^2$ **b** $4(y+1)^2$
c $(5h-4)^2$

6 **a** $2(y+2)(3y-1)$ **b** $3(g+4)(2g-3)$
c $4(2e-3)(3e+1)$ **d** $2(a-2)(4a+3)$
e $4(u+2)(3u-1)$ **f** $-(5q+3)(5q-2)$
g $-2(2m-1)(3m-2)$ **h** $-(3h+4)(4h-5)$
i $6(2c+3)(2c+1)$ **j** $-3(w+1)(2w-5)$
k $2(2d-3)(3d+5)$ **l** $-2(x-3)(3x-2)$

7 **a** $(a+1)(2a+3)$ **b** $(2m-5)(6m-1)$
c $(4x-1)(x+3)$ **d** $(w-1)(7w-1)$
e $(h-3)(4h+5)$ **f** $(4x-3)(2x+1)$
g $(r+5)(5r+1)$ **h** $(d-7)(2d-1)$
i $(3n+1)(2n-3)$ **j** $-(3m-2)(3m+4)$
k $-(5c-3)(c+1)$ **l** $(3g+2)(5g+3)$
m $-(4q+3)(2q-5)$ **n** $(x-2)(3x-7)$
o $-(3d-4)(d+4)$ **p** $-2(3y+7)(2y-3)$
q $4(d-2)(7d+3)$ **r** $4(5k+2)^2$

Exercise 1.14

1 **a** $(m-8)^2$ **b** $3d(d-1)$
c $(w-3)(3w+5)$ **d** $(3+h)(k-5)$
e $(5y+8)(5y-8)$ **f** $4(5f+4)(5f-4)$
g $q(q+3-3p)$ **h** $(3-g)(g+1)$
i $4(2n+5)(3n-2)$ **j** $(5r+1)(5r-1)$
k $(b^2+1)(b+1)$ **l** $(2x-5)^2$
m $-(5d-4)(d+1)$ **n** $(a-1)^2(a+1)$
o $2(2+v)(2-v)$ **p** $m(n+3)(n+p)$
q $2(w-6)^2$ **r** $(6h+1)^2$

2 **a** $(3r-8t)(5r+3t)$ **b** $(2d+1)^2$
c $9(g+2k)(g-2k)$ **d** $e(e-5)(e+2)$
e $-20(2p-3q)(3p-2q)$ **f** $7(2x+1)(2x-1)$
g $(a-b)(a+b+4)$ **h** $(c-2)^2(c+2)$

ANSWERS

i $(3a-1)(2a+5)$ **j** $(y+7)(y-5)$
k $2(3p+2)^2$ **l** $-(6a-1)(4a+1)$
m $9(x+2)(x-3)$ **n** $(a-3)(2ab-3)$
o $2(a+3)^2$ **p** $(5u-1)^2$
q $(k-3)(4k+7)$ **r** $3(4+w)(4-w)$
s $3(1+3c)(1-3c)$ **t** $(k+4)^2(k-4)$
u $5y(y^2-2y+3)$ **v** $mn(m+2)(m-2)$
w $-2(a+2)(a-2)$ **x** $4(2c-3)(4c+1)$

3 **a** $(3e+7)(4e-5)$ **b** $(2y+5k)(5y-3k)$
c $(2h-3)(2h+3)(4h^2+9)$
d $12(w-3)$ **e** $(d-4)(d^2+4d-1)$
f $(u-4-k)(u-4+k)$

Exercise 1.15

1 **a** $x+y$ **b** $\frac{1}{2(t-r)}$ **c** $\frac{b-c}{a}$
d -1 **e** $w-4$ **f** $\frac{5}{d+w}$
g $\frac{k+5}{k-5}$ **h** $3(c-1)$ **i** $\frac{a+1}{m+n}$
j $\frac{y+4}{2}$ **k** $\frac{k+1}{k+4}$ **l** $\frac{4a+5c}{a-c}$
m $\frac{x+2}{x-3}$ **n** $\frac{1-2c}{3c-1}$ **o** $\frac{a+4}{2(p+2)}$
p $\frac{c-5}{u+1}$ **q** $\frac{h+1}{2h}$ **r** $\frac{4e+3}{e(2e+5)}$

2 **a** $\frac{7m+10}{m(m+1)(m+2)}$ **b** $\frac{2w-20}{w(w+3)(w+5)}$
c $\frac{4b-7}{(b-1)(b+2)(b-3)}$ **d** $\frac{-k-2}{k(k+1)(k-1)}$
e $\frac{5h+12}{4h(h+1)}$ **f** $\frac{-4d-1}{(d+2)(d+1)}$
g $\frac{42-5r}{4(r+6)(r-6)}$ **h** $\frac{d^2+3d-6}{d(d+2)(d-2)}$
i $\frac{-k^2+9k-5}{(k+1)(k-1)(k-4)}$ **j** $\frac{3q-1}{(q+1)(q-1)}$
k $\frac{7a+13}{(a-3)(a-5)(a+7)}$ **l** $\frac{-5y-22}{(y+3)(y+2)(y-4)}$
m $\frac{-3e+27}{(e+2)(e+1)(e+7)}$ **n** $\frac{20h-11}{(3h-2)(2h+1)(4h-5)}$

3 **a** $6m$ **b** $1\frac{1}{24}$ **c** $\frac{1}{2}$
d $6k$ **e** $\frac{10}{h+1}$ **f** $\frac{3}{2(a-b)}$
g $\frac{-r}{5(r+t)}$ **h** $\frac{4m}{m-1}$ **i** $\frac{4}{p}$
j $\frac{3}{7}$ **k** $\frac{2}{3(x-2)}$ **l** $3\frac{1}{3}$
m $\frac{(d+1)(d-3)}{6}$ **n** $\frac{f+3}{4(f-3)}$ **o** $\frac{3}{f-2}$

Power plus

1 **a** $u+4t$ **b** $2u+3t$
c $10u+14t$ **d** $4u^2+8ut-2t^2$

2 $\frac{5r+6}{2}$

3 **a** y^2-5y **b** $4y-10$

4 $5t$ hours

5 **a** $a^2+b^2+2ab+ac+bc$
b $x^2+xy-5x-2y+6$
c $p^3-6p^2-7p+60$
d $xyw-xy-yw-xw+x+y+w-1$
e $a^2d^2-6rad+9r^2$
f x^6+4x^3+4

6 **a** $(n+2m)^2$ **b** $(x-y)^2$
c $(5x-4y)^2$ **d** $5(a-3b)^2$
e $(c^2+1)^2$ **f** $-(k^2+8)(k+1)(k-1)$
g $(x^2+1)(x+1)(x-1)$
h $(a+b-c)(a+b+c)$
i $4pq$

7 **a** both positive
b the larger of p, q is negative; the smaller of p, q is positive
c the larger of p, q is positive; the smaller of p, q is negative
d both negative

8 **a** $\frac{13x-1}{20}$ **b** $\frac{4x-3}{6}$ **c** $\frac{2x-3}{15}$

Test yourself 1

1 **a** $16y$ **b** $-3ab$ **c** $8x^2$
d $2p+2q$ **e** $6w-5$ **f** $3x^2-13x$
g $7m+10n$ **h** $3u+4$ **i** $12d^2-2d+4$

2 **a** $18n$ **b** $3gh$ **c** ad **d** $-6r$
e $4y$ **f** $\frac{x}{4}$ **g** $-4p$ **h** $\frac{3g}{5}$
i $\frac{4d}{3}$

3 **a** $\frac{5h}{6}$ **b** $\frac{k}{2}$ **c** $\frac{2}{m}$
d $-\frac{3w}{20}$ **e** $\frac{5k}{6}$ **f** $\frac{-3}{2d}$
g $\frac{d-15}{5k}$ **h** $\frac{5}{m+1}$ **i** $\frac{4y+15d}{10}$

4 **a** $\frac{20}{im}$ **b** $\frac{3h}{k^2}$ **c** $\frac{21}{d}$ **d** $\frac{5}{4}$
e $\frac{5}{2}$ **f** 1 **g** $\frac{2d}{5}$ **h** $\frac{p}{3}$
i $\frac{10a}{3}$ **j** $\frac{16}{9}$ **k** $\frac{45a^4}{16bc}$ **l** $\frac{75a}{4y}$

5 **a** $5r-10$ **b** a^2-10a **c** $6xy-15y^2$
d $12p^2-21pq$ **e** $-6n^2+54n$ **f** $-6t^2-42t$
g b^2+6b+5 **h** $6x^2-31x+35$ **i** $30-12x$
j $20p^2-15pq+9p+q$ **k** $10-21p-16q$

6 **a** $4(m-3)$ **b** $x(y+p)$
c $-3(g+10)$ **d** $8w(2w+3)$
e $-8(q-2)$ **f** $5k(3-2hk)$
g $(y-6)(3+y)$ **h** $(2x-1)(3x-2)$
i $(p+6)(p-2)$

7 **a** a^2+5a+6 **b** $y^2-4y-21$
c $t^2+5t-24$ **d** $h^2-9h+20$
e $12+g-g^2$ **f** $6p^2+11p+3$
g $20x^2-11x-3$ **h** $12r^2+r-20$
i $-6q^2+13q-5$

8 **a** $n^2 + 10n + 25$ **b** $u^2 - 6u + 9$
c $81 + 18x + x^2$ **d** $36 - 12k + k^2$
e $9y^2 + 6y + 1$ **f** $4x^2 - 20x + 25$
g $36 - 84b + 49b^2$ **h** $1 - 8h + 16h^2$

9 **a** $n^2 - 36$ **b** $100 - m^2$ **c** $9 - 64w^2$

10 **a** $3x^2 + 9x + 4$ **b** $7y + 18$ **c** $-6a - 2$
d $8p^2 + 18q^2$

11 **a** $(5m - 3)(n + 2)$ **b** $(b - 1)(a - 1)$
c $(x + y^2)(xy - 5)$ **d** $(p^2 + 3)(10 + p)$
e $(w + 3)(w - 3)$ **f** $(m + n)(m - n)$
g $(6 + r)(6 - r)$ **h** $(4a + 3)(4a - 3)$
i $(9x + y)(9x - y)$ **j** $(7a + 5b)(7a - 5b)$
k $3(q + 3)(q - 3)$ **l** $2(5m + 4)(5m - 4)$
m $6(2 + 5d)(2 - 5d)$ **n** $(d - e)(4d + 3e)$
o $(5h - 2k)(3h - k)$

12 **a** $(m - 12)(m + 1)$ **b** $(y - 3)(y - 1)$
c $(h - 13)(h + 5)$ **d** $(p + 9)(p - 3)$
e $3(n + 1)(n + 2)$ **f** $4(y + 2)(y - 1)$
g $-(x - 6)(x + 3)$ **h** $-5(b + 4)(b - 3)$
i $-(2k - 1)(3k - 4)$

13 **a** $(3x + 2)(2x - 1)$ **b** $(5p + 3)(p - 2)$
c $(4w - 1)(2w - 3)$ **d** $3(e + 2)^2$
e $3(2y - 3)(y + 4)$ **f** $4(3a + 1)(2a - 3)$
g $-3(3x - 2)^2$ **h** $-2(4k - 3)(2k - 5)$
i $2(3g - 1)(2g - 7)$

14 **a** $(8y + 5)(8y - 5)$ **b** $(x - 8)^2$
c $16(r - 3)$ **d** $(g - 5)(3 + h)$
e $(a - 1)^2(a + 1)$ **f** $3b(b + 1)(b - 1)$
g $(4y + 7)(y - 3)$ **h** $2(3q + 2)^2$
i $-(6p - 1)(4p + 1)$

15 **a** $\frac{3y+5}{4}$ **b** $\frac{x-1}{3x+2}$ **c** $\frac{w+5}{w-5}$

16 **a** $\frac{x-4}{x(x+1)(x-1)}$ **b** $\frac{2}{3(x-3)}$
c $\frac{k^2-3k+10}{2(k+3)(k-3)}$ **d** $\frac{5x-9}{(x+2)(x+3)(x-3)}$
e $\frac{4d^2-3d+3}{d(d-1)(d-2)}$ **f** $\frac{m+18}{(m+1)(m+4)(m-3)}$
g $\frac{9}{5}$ **h** $\frac{2(y-3)}{y^2}$ **i** $\frac{1}{2(d-2)}$ **j** $\frac{5}{4}$

Chapter 2

SkillCheck

1 **a** 16 **b** 106.09 **c** 34
d 28 **e** 7 **f** 11

2 **a** 25 cm **b** 28 cm **c** 76 mm

3 81, 25, 100, 16, 64

Exercise 2.01

1 **a** $k^2 = m^2 + n^2$ **b** $d^2 = p^2 + c^2$ **c** $x^2 = w^2 + y^2$
d $k^2 = h^2 + t^2$ **e** $z^2 = c^2 + r^2$ **f** $q^2 = f^2 + d^2$

2 **a** 10 cm **b** 13 m **c** 30 cm
d 37 cm **e** 26 mm **f** 34 cm
g 20 cm **h** 5.8 m **i** 25 cm
j 20.5 m **k** 61 mm **l** 19.5 m

3 **a** $\sqrt{325}$ cm **b** $\sqrt{377}$ cm **c** $\sqrt{3541}$ mm
d $\sqrt{4405}$ mm **e** $\sqrt{117}$ cm **f** $\sqrt{4122}$ mm

4 **a** 82.9 mm **b** 2.6 m **c** 107.4 mm
d 30.6 cm **e** 6.5 m **f** 85.4 mm

5 B **6** 4.8 m

7 **e** Yes
f The area of the square on the hypotenuse is equal to the sum of the areas of the squares on the other 2 sides of the triangle. The area of any square is its length squared. So this proves Pythagoras' theorem: the square of the hypotenuse in a right-angled triangle is equal to the sum of the squares of the other 2 sides.

8 **a** 69.1 cm **b** $\sqrt{19.45}$ m **c** 134 mm
d 179.6 mm **e** 12.8 m **f** 6.26 m

Exercise 2.02

1 C **2** B

3 $\sqrt{32}$, $\sqrt{33}$, $\sqrt{4.9}$, $\sqrt{52}$, $\sqrt{200}$

4 **a** R **b** I **c** R **d** R
e R **f** R **g** R **h** R
i I **j** R **k** I **l** I

5 **a** $1\frac{4}{7}, \frac{\pi}{2}, \sqrt{2}$ **b** $2\frac{7}{9}$, $\sqrt[3]{20}$, $2.\dot{6}$

6, 7 Teacher to check, $\sqrt{5} \approx 2.24$, $\sqrt{10} \approx 3.16$, $\sqrt{17} \approx 4.12$

8 C **9** No, only if $x \geq 0$

10 Yes, as $\sqrt{x}$ is defined for $x \geq 0$

Exercise 2.03

1 **a** 2 **b** 5 **c** 27 **d** 250
e 0.09 **f** 28 **g** 45 **h** 50

2 **a** $2\sqrt{2}$ **b** $3\sqrt{3}$ **c** $2\sqrt{6}$ **d** $3\sqrt{6}$
e $9\sqrt{3}$ **f** $3\sqrt{5}$ **g** $4\sqrt{3}$ **h** $10\sqrt{2}$
i $4\sqrt{6}$ **j** $3\sqrt{7}$ **k** $12\sqrt{2}$ **l** $6\sqrt{3}$
m $5\sqrt{3}$ **n** $7\sqrt{3}$ **o** $4\sqrt{2}$ **p** $11\sqrt{2}$
q $9\sqrt{2}$ **r** $7\sqrt{5}$ **s** $5\sqrt{5}$ **t** $16\sqrt{2}$

3 **a** $25\sqrt{2}$ **b** $6\sqrt{2}$ **c** $12\sqrt{3}$ **d** $56\sqrt{2}$
e $\sqrt{10}$ **f** $\sqrt{3}$ **g** $\frac{\sqrt{7}}{3}$ **h** $6\sqrt{6}$
i $18\sqrt{17}$ **j** $\frac{5\sqrt{5}}{2}$ **k** $3\sqrt{2}$ **l** $3\sqrt{3}$
m $40\sqrt{10}$ **n** $15\sqrt{3}$ **o** $14\sqrt{17}$ **p** $\frac{\sqrt{13}}{3}$

4 **a** F **b** F **c** T
d T **e** T **f** F

5 $-x$

Mental skills 2A

2 **a** 895.4 **b** 37 **c** 83.1 **d** 4200
e 5271.6 **f** 1561 **g** 31 840 **h** 6430
i 22.4 **j** 48.94 **k** 7389 **l** 1142

4 **a** 73.34 **b** 0.94 **c** 6.52 **d** 0.104
e 0.704 **f** 1.985 **g** 0.02 **h** 4.159
i 12.3 **j** 0.007 58 **k** 0.0849 **l** 0.0251

Exercise 2.04

1 **a** $7\sqrt{7}$ **b** $-5\sqrt{2}$ **c** $6\sqrt{5}$ **d** $4\sqrt{5}$
e 0 **f** $\sqrt{10}$ **g** $8\sqrt{15}$ **h** $-\sqrt{6}$
i $2\sqrt{3}$ **j** $10\sqrt{5}$ **k** $6\sqrt{10}$ **l** $-5\sqrt{3}$

2 **a** $5\sqrt{5}-8$ **b** $13\sqrt{10}+3\sqrt{2}$ **c** $-9\sqrt{3}+5\sqrt{2}$
d $7\sqrt{15}+8\sqrt{2}$ **e** $-3\sqrt{7}-2\sqrt{5}$ **f** $2\sqrt{6}-8\sqrt{3}$
g $13\sqrt{11}-\sqrt{3}$ **h** $-6\sqrt{13}+11\sqrt{7}$ **i** $-6\sqrt{7}$
j $-3\sqrt{5}$

3 **a** D **b** A

4 **a** $6\sqrt{2}$ **b** $3\sqrt{3}$ **c** $-2\sqrt{5}$
d $-\sqrt{7}$ **e** $5\sqrt{6}$ **f** $7\sqrt{5}$
g $-\sqrt{10}$ **h** $8\sqrt{11}$ **i** $6\sqrt{2}$
j $8\sqrt{3}$ **k** $3\sqrt{2}$ **l** $9\sqrt{2}$
m $11\sqrt{3}$ **n** $-\sqrt{5}$ **o** $-6\sqrt{3}$
p $30\sqrt{3}$ **q** $5\sqrt{7}$ **r** $41\sqrt{2}$
s $5\sqrt{6}$ **t** $29\sqrt{2}$ **u** $-15\sqrt{3}$
v 0 **w** $6\sqrt{2}+2\sqrt{3}$ **x** $12\sqrt{3}+3\sqrt{6}$
y $3\sqrt{2}-6\sqrt{5}$ **z** $4\sqrt{6}$

Exercise 2.05

1 **a** $\sqrt{14}$ **b** $-\sqrt{35}$ **c** $4\sqrt{3}$ **d** 6
e $-5\sqrt{2}$ **f** 45 **g** $15\sqrt{30}$ **h** $-10\sqrt{21}$
i 140 **j** $-30\sqrt{2}$ **k** 36 **l** $-60\sqrt{2}$
m -112 **n** $24\sqrt{6}$ **o** 80 **p** $90\sqrt{6}$
q -396 **r** $160\sqrt{5}$ **s** $216\sqrt{2}$ **t** $-96\sqrt{6}$
u $36\sqrt{5}$ **v** $-60\sqrt{10}$ **w** $252\sqrt{3}$ **x** $72\sqrt{14}$

2 **a** $\sqrt{5}$ **b** $-\sqrt{3}$ **c** $3\sqrt{6}$
d $2\sqrt{2}$ **e** $-\frac{\sqrt{7}}{2}$ or $-\frac{1}{2}\sqrt{7}$ **f** 21
g 1 **h** 8 **i** $5\sqrt{3}$
j $5\sqrt{2}$ **k** $4\sqrt{3}$ **l** $2\sqrt{6}$
m $2\sqrt{14}$ **n** $-\frac{\sqrt{2}}{4}$ **o** 1
p 10 **q** 4 **r** $-21\sqrt{2}$
s 12 **t** 2 **u** $\frac{2}{3}$

3 **a** 2 **b** $4\sqrt{6}$ **c** $\sqrt{30}$
d $\frac{2}{45}$ **e** $14\sqrt{3}$ **f** 2

Exercise 2.06

1 **a** 12 mm **b** 16 cm **c** 8 m
d 15 mm **e** 18 cm **f** 12 mm

2 **a** 18.1 cm **b** 14.4 cm **c** 93.7 cm
d 24.1 m **e** 35.0 cm **f** 48.4 m

3 **a** $\sqrt{5031}$ cm **b** $\sqrt{5520}$ m or $4\sqrt{345}$ m
c $\sqrt{1344}$ m or $8\sqrt{21}$ m **d** $\sqrt{10.32}$ cm
e $\sqrt{14.03}$ m **f** $\sqrt{37127}$ m

4 B **5** B **6** C

7 10.39 cm **8** 212 mm

Exercise 2.07

1 **a** 21.0 cm **b** 4.7 m **c** 120.0 mm
d 11.9 cm **e** 27.1 mm **f** 28.0 m

2 4.58 m **3** 153 cm **4** 637.1 m **5** 92.2 M

6 **a** 5 **b** $\sqrt{58}$

7 **a** 48 cm **b** 31.4 cm **c** 170 cm
d 6.5 m **e** 35.9 cm **f** 127.9 mm

8 **a** 38.3 cm **b** 12.21 **c** $\sqrt{31}$

9 752 m **10** **a** 21.8 m **b** 23 m

11 110 mm **12** 22.8 m

13 43.3 cm **14** 12.72 m

Exercise 2.08

1 **a** Yes **b** Yes **c** No **d** Yes
e No **f** Yes **g** No **h** Yes
i No **j** Yes **k** No **l** Yes

2 $30^2 = 900$
$17^2 + 21^2 = 730 \neq 900$
$\therefore$ not a right-angled triangle

3 C **4** B

5 The pole is vertically upright because {2.9, 2.1, 2} follows Pythagoras' theorem.

Mental skills 2B

2 **a** 16 000 **b** 210 **c** 9900 **d** 600
e 16 000 **f** 400 **g** 490 **h** 52
i 1500 **j** 1160 **k** 180 **l** 13 200

4 **a** 8 **b** 5 **c** 8 **d** 22
e 4 **f** 50 **g** 9 **h** 9.3
i 8.5 **j** 4.23 **k** 9.6 **l** 24

Exercise 2.09

1 **a** Yes **b** Yes **c** Yes
d No **e** Yes **f** No
g Yes **h** Yes **i** No

2 D **3, 4** Teacher to check.

5 **a** $b = 12, c = 13$
b $\sqrt{12^2+5^2} = \sqrt{169} = 13$
$\therefore$ {5, 12, 13} is a triad.

6 **a** {7, 24, 25} **b** {11, 60, 61}
c {15, 112, 113} **d** {4, 7.5, 8.5}
e {9, 40, 41} **f** {19, 180, 181}
g {10, 49.5, 50.5} **h** {51, 1300, 1301}

7 Proof: see worked solutions

Power plus

1 **a** $2\sqrt{2}$ **b** 4 **c** 9
d $-3\sqrt{3}$ **e** $40\sqrt{5}$ **f** 2916

2 *BD*, *BC*, *CE*, *DE*, *CD*

3 $\sqrt{128}$ m or $8\sqrt{2}$ m

4 **a** $16\sqrt{2}$ **b** $\frac{15}{\sqrt{2}}$ or $15\frac{\sqrt{2}}{2}$ or $7.5\sqrt{2}$

5 **a** 16.2 m **b** 16.9 m **6** 5.8 units

7 **a** 21.21 cm **b** 25.98 cm

8 $\sqrt{340} = 2\sqrt{85}$ cm

9 Proof: see worked solutions.

Test yourself 2

1 B

2 **a** 175 mm **b** 113 mm **c** $\sqrt{98.72}$ m

3 **a** I **b** R **c** R **d** I **e** R
f R **g** R **h** R **i** I

4 **a** $6\sqrt{2}$ **b** $7\sqrt{2}$ **c** $5\sqrt{11}$
d $8\sqrt{2}$ **e** $15\sqrt{6}$ **f** $14\sqrt{7}$
g $48\sqrt{2}$ **h** $15\sqrt{5}$ **i** $28\sqrt{3}$

5 **a** $7\sqrt{5}$ **b** $3\sqrt{7} - 3\sqrt{2}$ **c** $2 + 6\sqrt{5}$
d $3\sqrt{7}$ **e** $13\sqrt{2}$ **f** $5\sqrt{2} - 7\sqrt{5}$
g $14\sqrt{2} + 17\sqrt{3}$ **h** $32\sqrt{5} - 9\sqrt{7}$

6 **a** $\sqrt{21}$ **b** $2\sqrt{10}$ **c** $4\sqrt{3}$ **d** $\sqrt{55}$
e $2\sqrt{6}$ **f** $\sqrt{14}$ **g** $4\sqrt{6}$ **h** 1
i $\frac{\sqrt{6}}{6}$ or $\frac{\sqrt{3}}{3\sqrt{2}}$ **j** $\frac{3\sqrt{2}}{2}$ or $\frac{3}{\sqrt{2}}$ **k** $\frac{2}{3}$

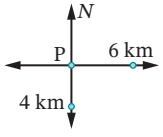
7 B

8 **a** 34.9 m **b** 12.2 cm **c** 824.9 m

9 **a** $\sqrt{161}$ **b** $\sqrt{244}$ or $2\sqrt{61}$ **c** $\sqrt{649}$

10 168 cm

11 **a**



b 7.2 km

12 **a** 432 m **b** 1.296 km

13 239.2 cm

14 **a** No **b** Yes **c** Yes

15 **a** Yes **b** No **c** Yes **d** Yes

Chapter 3

SkillCheck

1 **a** −56 **b** 20 **c** 22 **d** 100
e −9 **f** −20 **g** 13 **h** −12
i 20 **j** 80 **k** −3 **l** −64
m 11 **n** −32 **o** −3 **p** −19
q −20 **r** 4

2 C

3 **a** $1\frac{5}{21}$ **b** $1\frac{1}{10}$ **c** $\frac{11}{36}$ **d** $\frac{7}{30}$
e $\frac{15}{28}$ **f** $\frac{3}{10}$ **g** $4\frac{1}{2}$ **h** $4\frac{2}{3}$
i $1\frac{1}{2}$ **j** $\frac{5}{6}$ **k** $\frac{3}{35}$ **l** $1\frac{2}{7}$

4 **a** 25% **b** 30% **c** 7% **d** 60%

Exercise 3.01

1 **a** $0.1\dot{6}$ **b** $0.\dot{2}7\dot{3}$ **c** $0.\dot{8}$ **d** $0.20\dot{9}$

2 **a** 0.10981098..... **b** 0.17171717....
c 0.25555.... **d** 8.318318....

3 **a** 0.875 T **b** $0.\dot{2}\dot{7}$ R **c** $4.\dot{8}$ R
d 2.6 T **e** 0.76 T **f** $0.\dot{6}$ R
g 0.65 T **h** $1.58\dot{3}$ R **i** 8.325 T
j $0.708\dot{3}$ R

4 **a** $0.\dot{3}$ **b** **i** $\frac{2}{3}$ **ii** 1

5 **a** $\frac{2}{9}$ **b** $\frac{8}{9}$ **c** $\frac{7}{45}$ **d** $\frac{7}{18}$
e $\frac{7}{15}$ **f** $\frac{65}{99}$ **g** $\frac{31}{99}$ **h** $\frac{103}{165}$
i $\frac{7}{12}$ **j** $\frac{832}{999}$ **k** $\frac{1}{30}$ **l** $\frac{25}{33}$

6 **a** $\frac{5}{11}$ **b** $\frac{10}{11}$

7 **a** $\frac{634}{999}$ **b** $3\frac{205}{333}$

8 **a** $2\frac{1}{22}$ **b** $7\frac{17}{198}$

Exercise 3.02

1 **a** \$12.75 **b** 72 kg **c** 7.2 m **d** \$8.40
e \$4.20 **f** 11.4 kg **g** \$21.75 **h** 24 L
i \$106.88 **j** \$2180 **k** 1.5625 t **l** \$14.88

2 **a** 29% **b** 24 534

3 186 **4** 140 g **5** 106.25 kg

6 **a** \$500.50 **b** \$92.40 **c** \$2040
d 82 kg **e** 45.5 m **f** 288 L

7 **a** \$539.50 **b** 114 min **c** 79.2 L
d 5.1 m **e** 106.6 kg **f** \$86.85

8 **a** \$43 **b** \$903

9 \$20.90 **10** \$6.69

11 \$944.23 **12** \$14 520

13 **a** 68.8% **b** 66.7% **c** 64.3% **d** 83.3%
e 66.7% **f** 15% **g** 14.6% **h** 12.5%
i 17% **j** 12.5% **k** 17% **l** 14%

14 English 80%, Maths 78%. English is better.

15 33.3% **16** 19.8%

17 **a** **i** 5% **ii** 62% **b** 64%

18 51 goals **19** \$8400 **20** 750 g

21 \$83 654 **22** 17.5%

23 no, $1.06 \times 0.9 \times 6580 = \$6277.32$ and $0.96 \times 6580 = 6316.80$

24 decrease of 1% **25** decrease of 1%

ANSWERS

Exercise 3.03

1 **a** \$600 **b** 92.3%
2 **a** \$1500 **b** 9.4%
3 **a** \$4500 **b** \$1700 **c** 37.8%
4 $33\frac{1}{3}\%$ **5** $91\frac{2}{3}\%$
6 **a** \$1.56 **b** \$1.95 **c** \$7.15 **d** \$10.39
7 C **8** \$16.58 **9** 23.5%
10 21.8% **11** **a** 31.3% **b** 48.7%
12 \$140 **13** \$3295 **14** \$289
15 **a** \$2090, \$22 990 **b** \$181, \$1991
c \$14.50, \$159.50 **d** \$18, \$198
16 **a** \$4.20, \$42 **b** \$67.20, \$672 **c** \$2.85, \$28.50
d \$5.99, \$59.90 **e** \$84, \$840 **f** \$18, \$180
17 **a** \$1329.30 **b** \$1262.85 **c** \$636.15 **d** 33.5%
18 **a** \$599 **b** \$509.15 **c** \$483.70 **d** \$479.20
e No, the 15% discount followed by the 5% discount is the same as a 19.25% discount.

Mental skills 3A

2 **a** 625 **b** 3025 **c** 2025 **d** 4225
e 5625 **f** 6.25 **g** 20.25 **h** 42 025
i 42.25 **j** 56.25 **k** 75 625 **l** 119 025
4 **a** 441 **b** 10 201 **c** 961 **d** 8281
e 26.01 **f** 6561 **g** 3721 **h** 40 401
i 4.41 **j** 82.81
6 **a** 3481 **b** 4761 **c** 7921 **d** 361
e 11 881 **f** 34.81 **g** 47.61 **h** 14 161
i 1521 **j** 79.21

Exercise 3.04

1 **a** \$6300 **b** \$300.96 **c** \$660
d \$708.75 **e** \$2529.60 **f** \$1825
2 \$21 386
3 **a** \$94.50 **b** \$46.72 **c** \$254.79
d \$305.67 **e** \$13 407.69 **f** \$1185.67
4 **a** 6.3% p.a. **b** 7.7% p.a. **c** 4.7% p.a.
5 6 years **6** 100 months **7** 144 days
8 **a** \$1400 **b** 10% p.a.
9 **a** \$6144 **b** \$2144 **c** 13.4% p.a.

Exercise 3.05

1 **a** 12 : 7 **b** 5 : 12 **c** 25 : 12 **d** 3 : 2
e 2 : 1 **f** 12 : 5 **g** 17 : 6 **h** 5 : 18
i 25 : 4 **j** 15 : 16 **k** 15 : 2 **l** 5 : 6 : 2
m 3 : 4 : 1 **n** 6 : 1 : 4 **o** 5 : 18 **p** 1 : 2
2 **a** 3 : 16 **b** 25 : 4 **c** 8 : 3
d 3 : 10 **e** 1 : 3 **f** 1 : 5
g 3 : 20 **h** 14 : 1 **i** 8 : 1
3 9 **4** \$312 000 **5** 16
6 20 m^3 gravel, 15 m^3 sand, 5 m^3 cement **7** 1125
8 Shahid \$27 600, Bridie \$32 400 **9** D
10 **a** 67.5 km/h **b** \$8.40/kg **c** 56 words/min
d 12.1 km/L **e** 7.7 m/s **f** 41.7 g/m^2
g 22.5 km/day **h** \$71.67/h
11 **a** 162.5 km **b** 552.5 km
12 **a** \$27.50/h **b** \$1100 **c** 8 days
13 **a** 4680 beats/ hour **b** 12 min 49 seconds
14 **a** **i** 3 : 5 **ii** 3 : 1 **b** 29.2 g
15 **a** 74.24 L **b** 6.728 L **c** 16.24 L
16 3.4 L/100 km **17** 32 500 **18** A
19 **a** 144.8 people/km^2 **b** 3.5 people/km^2
c 1 113 801 600
20 2 min 51 s

Exercise 3.06

1 **a** 18 000 m/h **b** 108 000 m/h **c** \$0.01/g
d 1200 mL/h **e** 2400 mL/h **f** 18 000 mL/h
g 50 000 kg/ha **h** 2500 kg/day **i** \$39 000/year
j 30 km/h **k** 360 sheep/day **l** \$420/week
2 **a** 18 km/h **b** 1260 m/h **c** \$100/kg
d 2.4 L/h **e** 666.7 mL/s **f** 432 L/day
g 250 kg/ha **h** 60 000 kg/day **i** 30.6 m/s
j 50 g/cm **k** 8 m/mL **l** \$42/h
m 0.162 km/h **n** 30 kg/kL **o** 125 mL/s
3 **a** 97.2 km/h **b** 349.2 km/h **c** 11.88 km/h
d 108 km/h **e** 82.8 km/h
4 **a** 15 m **b** 20 m **c** 27.5 m

Mental skills 3B

2 **a** 2.8 **b** 4.2 **c** 5.3 **d** 10.5
e 8.9 **f** 5.6 **g** 3.5 **h** 8.1
i 8.7 **j** 5.4 **k** 6.3 **l** 11.2

Power plus

1 $A = \frac{17}{80}, B = \frac{9}{40}, C = \frac{19}{80}$
2 \$21 000 **3** $44.\dot{4}\%$ **4** \$11.68
5 **a** 0.667 L
b 0.001 L = 1 mL, and measuring cups do not measure to the nearest mL.
6 \$108 **7** 11.1 s **8** 25 : 28 **9** \$350
10 Jordan arrives first. Jordan takes $\frac{D}{50}$ h and James takes $\frac{D}{48}$ h, where D is the distance travelled.
11 **a** 20 years **b** 20 years

Test yourself 3

1 $0.\dot{3}\dot{6}$
2 **a** $\frac{8}{9}$ **b** $\frac{3}{11}$ **c** $\frac{1}{6}$ **d** $2\frac{214}{333}$
3 **a** 162 L **b** \$21.88
4 **a** 8.3% **b** 16.7%
5 **a** \$380 000 **b** 152%
6 \$272.73 **7** \$54.46 **8** 13%
9 Bill: \$375 000, Ben: \$425 000

9780170479585

10 **a** 83 km/h **b** 332 km **c** 12.0 h

11 **a** 39 kg **b** 30 ha

12 **a** 2880 mL/h **b** 0.14 kg/m^2

c $8\frac{1}{3}$ m/s **d** 24 cm/min

13 $108

Practice set 1

1 **a** 0.625, terminating **b** $0.\dot{5}38461\dot{}$, recurring

c $0.\dot{8}$, recurring **d** 4.75, terminating

2 **a** $5m - 2$ **b** $20p + m$ **c** $3n^2 - 10n$

3 $\sqrt{98}$, $\sqrt{160}$, $\sqrt{52}$

4 **a** $g = 24.2$ **b** $e = 4.2$ **c** $k = 21.2$

5 **a** $\frac{14}{33}$ **b** $\frac{4}{15}$ **c** $\frac{20}{111}$ **d** $3\frac{8}{37}$

6 **a** $5\sqrt{3}$ **b** 63 **c** $4\sqrt{7}$ **d** $9\sqrt{2}$

7 **a** $25y^2 - 49$ **b** $4g^2 - 9m^2$ **c** $16u^2 - \frac{1}{u^2}$

8 **a** $p^2 - 4p - 32$ **b** $6n^2 + 13n + 5$ **c** $49 - y^2$

9 **a** $25a^2 + 30a + 9$ **b** $9r^2 - 16$

c $6x - 18$

10 **a** $13\sqrt{2} - 3\sqrt{5}$ **b** $\sqrt{2}$ **c** $25\sqrt{2}$

11 **a** $3\sqrt{6}$ **b** 30 **c** $-8\sqrt{10}$

d 3 **e** $-4\sqrt{3}$ **f** $-\frac{7}{2}\left(\text{or} -3\frac{1}{2}\right)$

12 **a** $y = 6$ **b** $p = 8$ **c** $k = 12.5$

13 B

14 **a** $3(p - 5)$ **b** $(m + 4)(5 - t)$

c $-4xy(2x + 3)$ **d** $(2y - 3)(ky - 1)$

15 **a** $(6y + 7x)(6y - 7x)$ **b** $(m - 5n)(m + 3)$

c $2(2m + 5)(2m - 5)$ **d** $(2y - 3)(ky - 1)$

16 **a** $9m^2 - 30m + 25$ **b** $4y^2 + 36y + 81$

c $h^2 - 8 + \frac{16}{h^2}$ **d** $16p^2 + 24pw + 9w^2$

17 **a** No, $50^2 \neq 40^2 + 14^2$ **b** Yes, $25^2 = 7^2 + 24^2$

c Yes, $6.1^2 = 1.1^2 + 6^2$

18 **a** \$102 **b** \$35 **c** \$23.45

19 **a** \$104.45 **b** 31.6 L

20 **a** $(y - 9)(y + 7)$ **b** $(k - 2)(k - 5)$

c $(w + 7)(w - 2)$ **d** $(m - 9)(m - 8)$

21 **a** $(k + 3)(5k - 1)$ **b** $(y + 3)(3y - 8)$

c $(h - 3)(4h + 5)$ **d** $(2w - 7)(4w - 5)$

e $(3y + 2)(2y + 7)$ **f** $(3m - 4)(4m - 5)$

g $(8a - 3)(6a + 5)$ **h** $(9x + 7)(4x + 5)$

22 **a** $\frac{1}{k-3}$ **b** $\frac{1}{x-3}$ **c** $\frac{y+5}{6}$ **d** $\frac{d-7}{d-5}$

23 **a** $\frac{n^2+1}{n(n+1)(n-1)}$ **b** $\frac{5y}{3}$ **c** $\frac{(k+4)(k-1)}{4}$

d $\frac{(w+8)(w-3)}{(w-5)(w+3)}$ **e** $\frac{6k-22}{(k-5)(k+1)(k-6)}$

24 **a** $(5 - 3y)(3y - 1)$

b $(7m + 4)(4m - 3)$

c $4(k - 2)(k + 2)(k^2 + 4)$

25 **a** $8a^3$ **b** $40p^2d$ **c** $27b^3d^2$ **d** $-9x^2w^3$

26 **a** $3m$ **b** $\frac{3x}{y}$ **c** $\frac{wv^2}{2}$ **d** $\frac{7a}{3d^2}$

27 33.3%

28 **a** 5 : 3 **b** 4 : 1

c 85 words/min

29 2.3 m

30 **a** 110.5 kg **b** \$5.25

31 **a** $40 - 8x$ **b** $6h - 21h^2$ **c** $18cd - 27c^2$

32 \$485

33 **a** $22w - 2$ **b** $1 - 16k$ **c** $26t - 23$

34 Klaas \$90, David \$150, Sarah \$210

35 40 320 km/h

36 **a** $\frac{6d}{11}$ **b** $\frac{9k}{4}$ **c** $\frac{19m}{15}$ **d** $\frac{8y-21h}{28}$

37 **a** $\frac{5a}{6m}$ **b** $\frac{5dw}{3m}$ **c** $\frac{2}{3x}$ **d** $\frac{3ad}{20y^2}$

38 **a** $\sqrt{74}$ cm **39** \$1875

40 **a** $-4x^2 + 7y + 13$ **b** $4x^2 - 7y - 13$

Chapter 4

SkillCheck

1 **a** 35 **b** 33.2 **c** 5

2 **a** 85 **b** 16 **c** 3.9

3 **a** 8 h **b** 4 h **c** 2 h

4 **a** 4 h 42 min **b** 2 h 15 min **c** 6 h 51 min

5 **a** $x = 55$ **b** $y = 23$ **c** $n = 38$

d $x = 60$ **e** $x = 50$ **f** $x = 160$

Exercise 4.01

1 **a** hyp = 13, opp = 12, adj = 5

b hyp = BC, opp = AC, adj = AB

c hyp = v, opp = u, adj = w

d hyp = SR, opp = TR, adj = ST

e hyp = x, opp = y, adj = z

f hyp = 41, opp = 9, adj = 40

2 **a** $\angle K$ **b** $\angle L$ **c** $\angle M$ **d** $\angle M$ **e** $\angle L$

3 C

4 **a** $\angle\theta$ EF, $\angle\phi$ DE **b** $\angle\theta$ 12, $\angle\phi$ 9

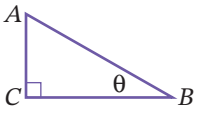
c $\angle\theta$ f, $\angle\phi$ e

5 **a** $\angle\theta$ IJ, $\angle\phi$ HI **b** $\angle\theta$ 27, $\angle\phi$ 36

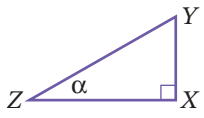
c $\angle\theta$ b, $\angle\phi$ c

6 B

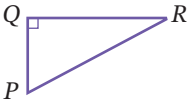
7 **a**



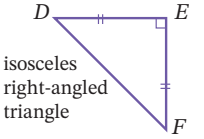
b



c



d



isosceles right-angled triangle

Exercise 4.02

1 **a** $\sin = \frac{55}{73}$ $\cos = \frac{48}{73}$ $\tan = \frac{55}{48}$

b $\sin = \frac{e}{f}$ $\cos = \frac{g}{f}$ $\tan = \frac{e}{g}$

c $\sin R = \frac{ST}{RT}$ $\cos R = \frac{RS}{RT}$ $\tan R = \frac{ST}{RS}$

d $\sin = \frac{n}{k}$ $\cos = \frac{m}{k}$ $\tan = \frac{n}{m}$

e $\sin = \frac{3.6}{8.5}$ $\cos = \frac{7.7}{8.5}$ $\tan = \frac{3.6}{7.7}$

f $\sin W = \frac{XY}{WY}$ $\cos W = \frac{WX}{WY}$ $\tan W = \frac{XY}{WX}$

2 **a** $\frac{4}{5}$ **b** $\frac{4}{3}$ **c** $\frac{3}{5}$ **d** $\frac{4}{5}$

3 **a** α **b** β **c** β
d α **e** α **f** β

4 **a** **i** $\frac{24}{7}$ **ii** $\frac{7}{25}$ **iii** $\frac{24}{25}$ **iv** $\frac{7}{24}$

b **i** $\frac{u}{v}$ **ii** $\frac{v}{w}$ **iii** $\frac{u}{w}$ **iv** $\frac{v}{u}$

c **i** $\frac{FG}{FH}$ **ii** $\frac{FH}{HG}$ **iii** $\frac{FG}{HG}$ **iv** $\frac{FH}{FG}$

d **i** $\frac{84}{13}$ **ii** $\frac{13}{85}$ **iii** $\frac{84}{85}$ **iv** $\frac{13}{84}$

e **i** $\frac{b}{c}$ **ii** $\frac{c}{a}$ **iii** $\frac{b}{a}$ **iv** $\frac{c}{b}$

f **i** $\frac{QS}{RS}$ **ii** $\frac{RS}{QR}$ **iii** $\frac{QS}{QR}$ **iv** $\frac{RS}{QS}$

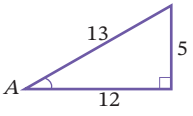
5 **a** $\tan Y = \frac{60}{11}$ **b** $\tan X = \frac{11}{60}$

c $\sin X = \frac{11}{61}$ or $\cos Y = \frac{11}{61}$

d $\cos X = \frac{60}{61}$ or $\sin Y = \frac{60}{61}$

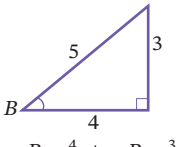
6 C **7** A

8 **a**



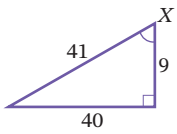
$\sin A = \frac{5}{13}$, $\cos A = \frac{12}{13}$

b



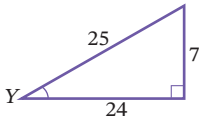
$\cos B = \frac{4}{5}$, $\tan B = \frac{3}{4}$

c



$\sin X = \frac{40}{41}$, $\tan X = \frac{40}{9}$

d



$\cos Y = \frac{24}{25}$, $\tan Y = \frac{7}{24}$

Exercise 4.03

1 **a**

	Side length (mm)			Trigonometric ratio		
	XZ (opp)	ZY (adj)	XY (hyp)	$\sin Y = \frac{XZ}{XY}$	$\cos Y = \frac{ZY}{XY}$	$\tan Y = \frac{XZ}{ZY}$
1	45	26	52	0.87	0.50	1.73
2	24	14	28	0.86	0.50	1.71
3	51	30	59	0.86	0.51	1.70
4	62	36	72	0.86	0.50	1.72

b All are approximately the same (0.9).

c The table answer is an approximation of the calculator answer.

d All are approximately the same (0.5).

e The table answer is an approximation of the calculator answer.

f All are approximately the same (1.7).

g The table answer is an approximation of the calculator answer.

2 **a** Teacher to check.

b, c, d The table answer is an approximation of the calculator answer.

3 Teacher to check.

Exercise 4.04

1 **a** 9.51 **b** 0.97 **c** 1.07 **d** 0.54
e 0.97 **f** 0.50 **g** 0.83 **h** 0.95
i 29.86 **j** 11.61 **k** 32.97 **l** 10.26
m 47.15 **n** 9.56 **o** 3.58 **p** 33.11
q 19.84 **r** 244.80 **s** 12.26 **t** 16.83

2 **a** 28° **b** 41° **c** 19° **d** 33°
e 34° **f** 56° **g** 30° **h** 44°

3 **a** 68° 40′ **b** 54° 22′ **c** 24° 47′ **d** 18° 30′
e 9° 11′ **f** 47° 59′ **g** 3° 46′ **h** 57° 10′

4 **a** 55° 30′ **b** 14° 9′ **c** 72° 23′ **d** 33° 46′
e 66° 25′ **f** 7° 53′ **g** 28° 7′ **h** 31° 3′
i 34° 27′ **j** 71° 5′ **k** 5° 29′ **l** 69° 27′

5 **a** 52° **b** 14° **c** 52° **d** 60°
e 33° **f** 28° **g** 36° **h** 89°

Mental skills 4

Other answers possible as these are estimates.

2 **a** 330 **b** 160 **c** 1580 **d** 260
e 420 **f** 200 **g** 410 **h** 740
i 6600 **j** 16 000 **k** 280 **l** 71

4 **a** 29 **b** 15 **c** 180 **d** 400 **e** 3
f 4 **g** 20 **h** 5 **i** 6 **j** 25

Exercise 4.05

1 **a** $\tan\theta$ **b** $\cos\theta$ **c** $\tan\theta$
d $\sin\theta$ **e** $\tan\theta$ **f** $\cos\theta$

2 **a** 6.55 **b** 4.33 **c** 27.63
d 44.99 **e** 13.90 **f** 16.97
g 16.17 **h** 26.68 **i** 16.07

3 **a** 38.71 **b** 7.38 **c** 17.21
d 51.59 **e** 24.49 **f** 132.57
g 33.59 **h** 12.06 **i** 36.06

4 B

5 **a** 4.3 m **b** 141.4 m **c** 671.4 m
d 1053.1 cm **e i** 10 km **ii** 17.3 km

6 12.3 m **7** 10 cm **8** 5.76 m

9 3.4 m **10** 933 cm

11 5738 mm **12** 5.1 m

13 C **14** B

Exercise 4.06

1 **a** 21.5 **b** 378.3 **c** 245.7 **d** 95.6

2 325 mm **3** 12.4 m

4 **a** 88.97 **b** 1188.24 **c** 45.70 **d** 187.70

5 6.88 m **6** D

7 **a** 1203.3 cm **b** 414.2 mm **c** 6.7 m
d 1044.3 cm
e i 3.8 km **ii** 8.4 km

8 782 cm **9** 12.1 m **10** 4.9 km

11 B **12** 77.3 m

13 **a** 18.0 cm **b** 8.4 cm

Exercise 4.07

1 **a** 41° **b** 64° **c** 60° **d** 81°
e 61° **f** 30° **g** 6° **h** 45°
i 60° **j** 82° **k** 84° **l** 14°

2 **a** 64° 59′ **b** 54° 35′ **c** 36° 52′ **d** 20° 10′
e 43° 32′ **f** 72° 33′ **g** 27° 2′ **h** 61° 39′
i 86° 12′ **j** 81° 47′ **k** 35° 16′ **l** 51° 3′

3 **a** 34° **b** 51° **c** 60°
d 29° **e** 67° **f** 54°

4 C

5 **a** 25° 12′ **b** 36° 52′ **c** 31° 30′
d 26° 47′ **e** 48° 11′ **f** 66° 33′

6 **a** 12° **b** 27° **c** 27°
d 68° **e** 30° **f** 88°

7 39° **8** 38.9° **9** 10°56′

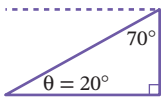
10 52° 8′

11 11° **12** 37° **13** B **14** 71°

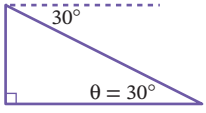
15 11° **16** 50° **17** 38° **18** 29°48′

Exercise 4.08

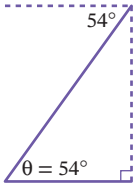
1 **a**



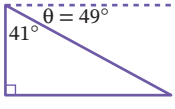
b



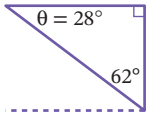
c



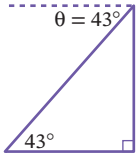
2 **a**



b



c



3 59 m **4** 2224 m or 2.224 km

5 177 m **6** 180 m **7** 9°

8 50° **9** 14° 2′ **10** 18° 47′

11 1256 cm **12** 14.5 m

13 970 m **14** 57 m

Exercise 4.09

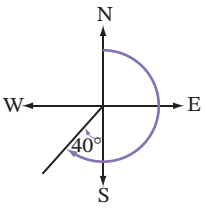
1 **a** 243° **b** 290° **c** 040° **d** 115° **e** 210°
f 140° **g** 312° **h** 253° **i** 065°

2 **a** 000° **b** 090° **c** 180° **d** 270° **e** 038°
f 125° **g** 330° **h** 225° **i** 072° **j** 187°

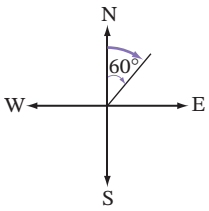
3 **a** S63°W **b** N70°W **c** N40°E
d S65°E **e** S30°W **f** S40°E
g N48°W **h** S73°W **i** N65°E

4 **a** 225° **b** 090° **c** 045° **d** 112.5° **e** 337.5°
f 270° **g** 135° **h** 247.5°

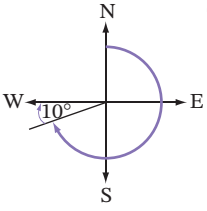
5 **a**



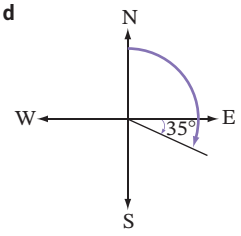
b



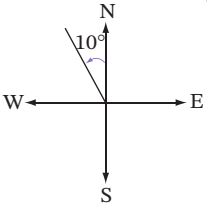
c



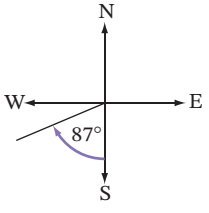
d



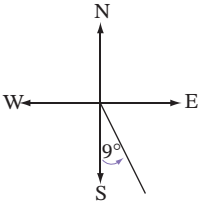
e



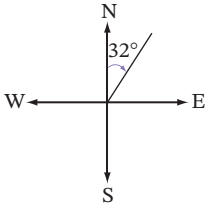
f



g

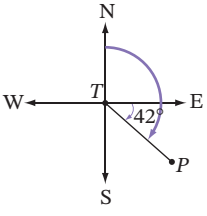


h

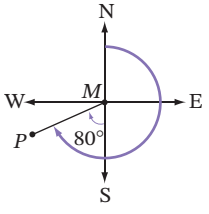


6 **a** WNW **b** N67.5°W

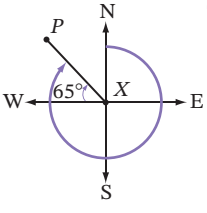
7 **a**



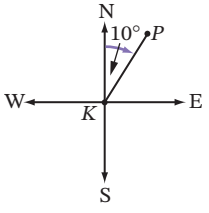
b



c



d

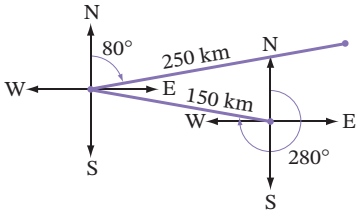


8 240° **9** 280°

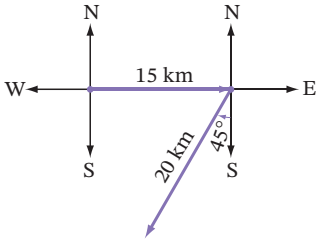
10 **a** 45° **b** 90° **c** 135°
d 157.5° **e** 112.5° **f** 67.5°

11 S65°E

12 **a**



b



13 **a** 230° **b** 270° **c** 160°
d N20°W **e** N50°E **f** E

Exercise 4.10

1 **a** 21 km **b** 260°
2 **a** 37° **b** 163 km **c** 143°
3 **a** 62.5 km **b** 29.2 km **c** N25°E
4 **a** 12.2 km **b** 215°
5 **a** 18 km **b** N22.5°W
6 45.7 km
7 **a** 13.509 km **b** N39°W
8 **a** 2122 km **b** 330°
9 **a** 15 km **b** 26 km
10 **a** 261.08 km **b** 167.82 km
11 6.6 km
12 **a** 322 nautical miles **b** 276° 45′
13 **a** 1282 km **b** 024° 27′
14 326° 11′

Power plus

1 **a** **i** 0.342, 0.342 **ii** 0.731, 0.731
iii 0.819, 0.819 **iv** 0.996, 0.996
b Each pair of trignometric ratios has the same value
c The pairs of angles are complementary (add to 90°)
d 60°
e **i** 15° **ii** sin **iii** 18°
iv cos **v** 25° **vi** 32°
f $\sin x = \cos(90° - x)$ **g** Teacher to check

2 **a** 1932 m **b** 31°

3 **a** $\frac{\sqrt{3}}{2}$ **b** $\frac{1}{\sqrt{3}}$

4 **a** 24° 12′ 26″ **b** 64° 9′ 41″

5, 6 Teacher to check

9780170479585

Test yourself 4

1 **a** $\frac{33}{65}$ **b** $\frac{33}{56}$ **c** $\frac{56}{65}$ **d** $\frac{33}{65}$

2 $\cos\alpha = \frac{77}{85}$; $\tan\alpha = \frac{36}{77}$

3 **a** 64° **b** 26° **c** 12°

4 **a** 50° 19′ **b** 31° 56′ **c** 64° 19′

5 **a** 0.8480 **b** 0.7677 **c** 0.1539
d 64.9839 **e** 13.9884 **f** 13.7044

6 **a** 45°48′ **b** 33°11′ **c** 5°21′

7 **a** 14.49 **b** 72.50 **c** 8.71
d 25.13 cm **e** 54.82 mm **f** 106.86 m

8 **a** 98.9 cm **b** 21.1 m **c** 232.0 mm

9 **a** 68°44′ **b** 55°9′ **c** 69° 38′

10 **a** 33° **b** 28° **c** 38°

11 68°13′ **12** 195 m **13** 29°

14 **a** 320° **b** 140°

15 **a** 1281 km **b** N24°E

16 **a** 44 nautical miles **b** 276.6° **c** 096.6°

Chapter 5

SkillCheck

1 **a** **i** 3 **ii** 5 **iii** three to the power of five
b **i** 4 **ii** 8 **iii** four to the power of eight
c **i** h **ii** 5 **iii** h to the power of five
d **i** 7 **ii** y **iii** seven to the power of y

2 **a** 25 **b** 343 **c** 10 000 **d** 64
e $\frac{8}{27}$ **f** 81 **g** 81 **h** 216
i 256 **j** $\frac{1}{8}$ **k** $\frac{9}{16}$ **l** 125

3 **a** 2^5 **b** $3^4 \times 7^3$ **c** $5^6 \times 8^2$
d $\frac{3^4}{7^4}$ or $\left(\frac{3}{7}\right)^4$ **e** $10^1 \times x^5$ **f** $6^3 \times k^2$
g $x^3 \times y^2$ **h** $a^2 \times b^3$ **i** $5^2 \times n^3$
j $p^2 \times q^4$

4 **a** $9 \times 9 \times 9$ **b** 7×7
c $d \times d \times d \times d \times d$ **d** $k \times k$
e $\frac{4}{5} \times \frac{4}{5} \times \frac{4}{5}$

5 **a** 1024 **b** 10 000 **c** 729 **d** 1
e 9 **f** 15 625 **g** 8 **h** 64

6 **a** 3 **b** 4 **c** 3 **d** 2
e 6 **f** 4 **g** 6 **h** 4

Exercise 5.01

1 B

2 **a** 10^5 **b** 2^5 **c** 3^7 **d** 7^5
e 8^8 **f** 5^9 **g** 6^{10} **h** 4^{12}
i 3^{11} **j** x^5 **k** g^8 **l** w^8
m b^{13} **n** p^{20} **o** r^2 **p** y^{12}
q m^{19} **r** n^{10}

3 D **4** B

5 **a** 10^2 **b** 8^4 **c** 20^{10} **d** 5^6 **e** 9^9
f 2^{24} **g** 7^1 **h** 2^{19} **i** 11^0 **j** p^5
k n^6 **l** w^{18} **m** h^{16} **n** y^6 **o** a^8
p b^1 **q** w^{24} **r** m^0

6 D **7** C **8** A

9 **a** $6p^7$ **b** $12y^{12}$ **c** $18m^9$
d $5h^{11}$ **e** $24q^9$ **f** $10a^7$
g $30n^{16}t^5$ **h** $30a^2b^4$ **i** $3e^{10}g^5$
j $32p^7m^{10}$ **k** $48q^8r^8$ **l** $54u^4v^3w^8$

10 **a** $2y^{12}$ **b** $5w^6$ **c** $8r^7$
d $30x$ **e** $5m^9$ **f** $\frac{g^6}{2}$
g $2d^2h^9$ **h** x^5y^4 **i** $\frac{e^{20}d^{36}}{3}$
j $\frac{3qt}{4}$ **k** $9a^5b^8$ **l** $\frac{3pq^2r^4}{2}$

11 B

12 **a** 3^{10} **b** 10^6 **c** 7^4 **d** 8^5 **e** a^{14}
f m **g** w^{13} **h** x^4 **i** p^5 **j** $30c^{14}$
k $3y^8$ **l** $120d^{11}$ **m** $2q^2$ **n** $3g^2$ **o** $30h^{12}$
p $\frac{3v^3}{2}$ **q** $\frac{8b^2}{5}$ **r** $2k$

13 D

14 **a** a^0 **b** y^{-1} **c** n^1 or n
d h^{-5} **e** b^0 **f** r^{-2}

Exercise 5.02

1 C

2 **a** 4^6 **b** 5^{16} **c** 3^{12} **d** 2^{28}
e 2^2 **f** 9^3 **g** 10^0 **h** 6^{20}
i 5^{15} **j** e^8 **k** t^{25} **l** y^{21}
m c^5 **n** m^{35} **o** y^{16} **p** h^0
q q^{18} **r** w^4 **s** $1024x^{10}$ **t** $390\,625n^{24}$
u $64d^9$ **v** $-k^{45}$ **w** d^{12} **x** $256a^{64}$

3 B

4 **a** $16d^{12}$ **b** $25m^6$ **c** $16y^{10}$ **d** $81x^8$
e $3125u^{30}$ **f** $8w^{15}$ **g** $10\,000d^{20}$ **h** $27e^3$
i $2b^4$ **j** $36d^{12}$ **k** $243f^{20}$ **l** $1024c^{30}$
m $16r^4$ **n** $-125t^3$ **o** $9m^6$ **p** y^{36}
q $-x^3$ **r** m^{30} **s** $256w^{20}$ **t** $-243f^5$
u $-27p^6$ **v** $81h^{20}$ **w** $100k^2$ **x** $-8y^3$

5 A

6 **a** d^{-3} **b** x^{-4} **c** $w^{\frac{1}{4}}$ **d** z^2
e u^1 or u **f** p^1 or p

Exercise 5.03

1 A

2 **a** a^3b^3 **b** $x^{10}y^5$ **c** $l^{18}m^{30}$
d $1296d^4p^8$ **e** $64k^8y^{10}$ **f** $243m^{10}n^5$
g e^3k^9 **h** $-w^{21}x^{28}$ **i** $64d^6y^{10}$
j $256b^8c^{12}$ **k** $-27a^9d^3$ **l** $16p^8q^{12}$

3 **a** $x^4y^2w^6$ **b** $h^8y^{12}m^{20}$ **c** $9d^{14}k^4p^6$
d $125a^9q^9r^{12}$ **e** $32d^{20}e^5w^{15}$ **f** $k^4m^{12}p^8x^{24}$

ANSWERS

4 D

5 **a** $\frac{36}{49}$ **b** $\frac{m^3}{8}$ **c** $\frac{625}{x^4}$ **d** $\frac{256n^{40}}{p^8}$

e $\frac{w^{10}}{t^{15}}$ **f** $\frac{m^8}{256n^4}$ **g** $\frac{16}{81}$ **h** $-\frac{125h^3}{216}$

i $\frac{49k^8}{100}$ **j** $\frac{9r^2}{t^4}$ **k** $\frac{a^8b^4}{d^{20}}$ **l** $-\frac{32}{243c^{10}}$

6 **a** $40x^{32}y^{48}$ **b** $1000x^{36}y^{54}$ **c** $2q^3r^4$

d $36q^8r^{12}$ **e** $27a^{12}x^{15}$ **f** $3ax^2$

g $32p^8h^{29}$ **h** $8p^4h^{11}$ **i** $64p^{10}h^{38}$

j $8a^3d^9$ **k** $49e^4y^2$ **l** $5xy$

m $\frac{3h^3k^3}{4}$ **n** $\frac{27m^{11}w^7}{2}$ **o** $81c^{12}d^4$

Exercise 5.04

1 **a** 1 **b** 1 **c** −1 **d** 1

e −1 **f** 1 **g** 1 **h** 7

i −1 **j** 1 **k** 1 **l** −2

m 1 **n** 1 **o** 1 **p** 1

q 1 **r** −1 **s** −6 **t** 6

u 1 **v** −1 **w** −3 **x** 1

2 **a** 2 **b** 0 **c** 3 **d** 4

e 7 **f** −5 **g** −3 **h** 0

i 1 **j** 9 **k** $1\frac{3}{4}$ **l** 2

m 6 **n** 4 **o** 125 **p** −1

q 12 **r** 3 **s** $\frac{1}{3}$ **t** 27

u −3 **v** 11 **w** 11 **x** 1

Mental skills 5

2 **a** 117 **b** 740 **c** 138 **d** 140 **e** 174

f 100 **g** 436 **h** 109 **i** 200 **j** 312

3 **a** 160 **b** 700 **c** 90

d 2200 **e** 72 **f** 1600

g 2100 **h** 480 **i** 132

Exercise 5.05

1 **a** $\frac{1}{6^2}$ **b** $\frac{1}{5^7}$ **c** $\frac{1}{3^1}$ **d** $\frac{1}{10^2}$

e $\frac{1}{g^5}$ **f** $\frac{1}{z^1}$ **g** $\frac{1}{n^3}$ **h** $\frac{1}{t^2}$

i $\frac{1}{a^4}$ **j** $\frac{1}{5^3}$ **k** $\frac{1}{y^d}$ **l** $\frac{1}{r^m}$

2 **a** $\frac{1}{9}$ **b** $\frac{1}{625}$ **c** $\frac{1}{6}$ **d** $\frac{1}{49}$

e $\frac{1}{25}$ **f** $\frac{1}{128}$ **g** $\frac{1}{64}$ **h** $\frac{1}{1000\,000}$

i $\frac{1}{1024}$ **j** $\frac{1}{27}$ **k** $\frac{1}{36}$ **l** $\frac{1}{6561}$

3 **a** n^{-2} **b** n^{-1} **c** 8^{-3} **d** 8^{-1}

e 10^{-5} **f** $2a^{-4}$ **g** 3^{-1} **h** $-b^{-1}$

i $6a^{-1}$ **j** $4t^{-2}$ **k** $-2w^{-5}$ **l** $5d^{-3}$

4 **a** $\frac{5}{h}$ **b** $\frac{2}{b^5}$ **c** $\frac{3}{e^3}$ **d** $\frac{4}{n^2}$

e $\frac{p}{b^2}$ **f** $\frac{r^2}{s^4}$ **g** $\frac{y}{w^2}$ **h** $\frac{y^3}{d^3}$

i $\frac{1}{2m}$ **j** $\frac{1}{xy}$ **k** $\frac{1}{16h^2}$ **l** $\frac{1}{125k^3}$

m $\frac{3m^3}{p^2}$ **n** $\frac{15}{kw^4}$ **o** $\frac{12}{x^2y^3}$ **p** $\frac{12y^3}{x^2}$

q $\frac{1}{9h^2}$ **r** $\frac{1}{64k^3}$ **s** $\frac{1}{16c^4}$ **t** $\frac{1}{8y}$

u $\frac{4p}{q^3}$ **v** $\frac{4}{pq^3}$ **w** $\frac{v}{m^2}$ **x** $\frac{1}{vm^2}$

5 **a** $\frac{7}{2}$ **b** $\frac{5}{8}$ **c** $\frac{10}{9}$ **d** $\frac{2}{3}$

e $-\frac{4}{3}$ **f** $\frac{2}{5}$ **g** $\frac{3}{x}$ **h** $\frac{a}{5}$

i $-\frac{2}{m}$ **j** $\frac{4}{5r}$ **k** $\frac{3z}{2}$ **l** v

6 **a** $\frac{16}{9}$ **b** $\frac{27}{8}$ **c** 1 000 000 **d** $\frac{8}{125}$

e $-\frac{243}{1024}$ **f** $\frac{256}{625}$ **g** $\frac{16}{81}$ **h** $\frac{125}{343}$

i $\frac{9}{k^2}$ **j** $-\frac{x}{3}$ **k** $\frac{625}{a^8}$ **l** $\frac{9g^6}{16}$

m $\frac{25t^2}{4d^2}$ **n** $\frac{m^{15}}{h^{10}}$ **o** $\frac{9p^6}{25k^{14}}$ **p** $-\frac{64a^6}{27c^9}$

q $\frac{4m^4n^8}{25k^2}$ **r** $\frac{81}{a^4c^{12}d^8}$ **s** $\frac{343k^9}{64y^{15}w^6}$ **t** $\frac{25x^8y^2}{4g^6h^{14}}$

Exercise 5.06

1 **a** 5 **b** 7 **c** 25 **d** 10

e 2 **f** −0.3 **g** 0.2 **h** 4

i −2 **j** −9 **k** 2 **l** 5

2 **a** $\sqrt{10}$ **b** $\sqrt[3]{17}$ **c** $\sqrt{g}$

d $\sqrt[4]{m}$ **e** $\sqrt{8r}$ or $2\sqrt{2r}$ **f** $6\sqrt[3]{h}$

g $\sqrt[6]{3m^4}$ **h** $h\sqrt{k}$ **i** $\sqrt[7]{xy^3}$

j $\sqrt[4]{3u^2w^5}$ **k** $e\sqrt{d}$ **l** $15a\sqrt[3]{b}$

3 **a** $5^{\frac{1}{2}}$ **b** $49^{\frac{1}{3}}$ **c** $20^{\frac{1}{2}}$

d $400^{\frac{1}{5}}$ **e** $54^{\frac{1}{6}}$ **f** $80^{\frac{1}{5}}$

g $a^{\frac{1}{2}}$ **h** $q^{\frac{1}{3}}$ **i** $h^{\frac{1}{7}}$

j $(3w)^{\frac{1}{6}}$ **k** $(4xy^3)^{\frac{1}{2}}$ or $2\left(xy^3\right)^{\frac{1}{2}}$

l $(2m^2p^3)^{\frac{1}{5}}$

4 **a** 2.71 **b** 14.66 **c** 3.30 **d** 14.18

e −2.88 **f** 5.77 **g** −2.16 **h** 0.45

5 **a** b **b** e **c** $y^{\frac{6}{5}}$ **d** m

e $10y$ **f** $36a^3$ **g** n^3m **h** $4ab^3$

i $2v^2w^3$ **j** 5 **k** $7x^{\frac{2}{3}}$ **l** $9y^{-\frac{3}{4}}$

m $\frac{m^{\frac{3}{2}}}{3}$ or $\frac{1}{3}m^{\frac{3}{2}}$ **n** $\frac{4}{5}$ **o** $-512d^3$

p $20c^{\frac{1}{2}}$

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Exercise 5.07

1 **a** 8 **b** 32 **c** 32 **d** 9
e 64 **f** 256 **g** 8 **h** 27
i 100 **j** 25 **k** $\frac{1}{2}$ **l** $\frac{1}{3}$
m $\frac{1}{125}$ **n** $\frac{1}{216}$ **o** $\frac{1}{64}$ **p** $\frac{1}{625}$
q $\frac{1}{256}$ **r** $\frac{1}{8000}$ **s** $\frac{1}{16}$ **t** $\frac{1}{128}$

2 **a** 7.62 **b** 0.05 **c** 132.96 **d** 0.30
e 0.03 **f** 5.28 **g** 0.02 **h** 7.96

3 **a** $g^{\frac{2}{7}}$ **b** $e^{\frac{5}{2}}$ **c** x^3 **d** y^{-4}
e $m^{\frac{5}{3}}$ **f** $m^{\frac{3}{5}}$ **g** $n^{-\frac{3}{4}}$ **h** $(5h^4)^{-\frac{1}{3}}$

4 **a** $8n^3$ **b** $4\sqrt[3]{w^2}$ **c** $8d^6$ **d** $512m^{12}$
e $243r^5$ **f** $27h^9$ **g** $\frac{1}{16s^8}$ **h** $\frac{1}{16x^6}$
i $\frac{1}{25b^4}$ **j** $\frac{1}{125\sqrt{t^3}}$ **k** $343p^6q^{15}$ **l** $\frac{1}{100x^2y^4}$

5 **a** $\frac{8}{5}$ **b** $\frac{11}{6}$ **c** $\frac{7}{6}$ **d** $\frac{23}{20}$
e $\frac{27}{28}$ **f** $\frac{3}{10}$

Exercise 5.08

1 **a** a^7 **b** t^9 **c** n^6 **d** p^2
e w^8 **f** g^{18} **g** $6b^7$ **h** $20d^{13}$
i $6c^4$ **j** $625b^{16}$ **k** $3m^2$ **l** $9a^2$

2 **a** 1 **b** 1 **c** 7 **d** 1
e −8 **f** 9 **g** 390 625 **h** 19 487 171
i 1 **j** 27 **k** $\frac{1}{512}$ **l** 1
m 25 **n** $\frac{1}{10000}$ **o** 1 **p** 1

3 **a** $\frac{1}{25}$ **b** $\frac{1}{243}$ **c** $\frac{1}{20}$ **d** $\frac{1}{1000}$

4 **a** 4 **b** 4 **c** 3125 **d** 4
e 4 **f** 27 **g** 27 **h** −8

5 **a** $9m^2n^6$ **b** $40a^5w^9$ **c** $256a^8b^{20}$ **d** $4pq^2$
e $\frac{64}{125}$ **f** $6c^2$ **g** $3u^4v^3$ **h** $\frac{9x^2}{100}$
i $-64n^6t^3$ **j** $\frac{16}{81}$ **k** $\frac{y^3}{5x^3}$ **l** $\frac{p^{10}}{81y^2}$
m $32p^{15}q^{10}$ **n** $\frac{1}{343n^3}$ **o** −2 **p** $\frac{a^{11}}{b}$

6 **a** $\frac{1}{8^7}$ **b** $\frac{1}{3^5}$ **c** $\frac{1}{y}$ **d** $\frac{1}{x^3}$
e $\frac{1}{25b^2}$ **f** $\frac{5}{b^2}$ **g** $\frac{1}{ab}$ **h** $\frac{a}{b}$
i $\frac{11}{t^3}$ **j** $\frac{1}{1331t^3}$ **k** $\frac{p^3}{q^5}$ **l** $\frac{m}{w^3}$
m $\frac{8}{u^3v^4}$ **n** $-\frac{2r^6}{y^5}$ **o** $\frac{10f^3}{e}$ **p** $\frac{n^7}{2k^4}$

7 **a** $\frac{4}{7}$ **b** $\frac{2}{5}$ **c** $\frac{3}{2}$ **d** 7
e $\frac{8}{r}$ **f** $10p$ **g** $\frac{w}{6y}$ **h** $\frac{5a}{2}$

8 **a** 4^{-3} **b** 2^{-1} **c** 10^{-4} **d** 9^{-2}
e k^{-1} **f** $(3m)^{-1}$ **g** $12y^{-4}$ **h** $-4x^{-7}$
i $\frac{5p^{-3}}{2}$ **j** $\frac{-2a^{-6}}{5}$ **k** $\frac{w^{-4}}{8}$ **l** $-\frac{h^{-2}}{6}$

9 **a** q^3 **b** d^4 **c** $\frac{1}{m^{11}}$ **d** y^2
e $30g^2$ **f** $24a$ **g** $\frac{28}{x}$ **h** $\frac{4}{p^3}$
i $16q^3$ **j** $\frac{d^4}{2}$ **k** $\frac{2}{b^4}$ **l** $\frac{1}{9h^2}$

10 **a** $5^{\frac{1}{2}}$ **b** $d^{\frac{1}{3}}$ **c** $(3y)^{\frac{1}{2}}$ **d** $10^{\frac{1}{4}}$
e $p^{\frac{2}{3}}$ **f** $(xy)^{\frac{5}{2}}$ **g** $(5a)^{\frac{3}{4}}$ **h** $\left(\frac{y}{6}\right)^{\frac{5}{2}}$

11 **a** $\frac{125a^3}{64}$ **b** $4c^2$ **c** $\frac{49m^2}{100}$ **d** $3125w^{\frac{25}{2}}$
e $\frac{343}{d^3}$ **f** $\frac{a^2b^6}{c^4}$ **g** $5m^{\frac{3}{2}}$ **h** $\frac{y^2}{16}$
i $2m^2$ **j** $9g^4$ **k** $32x^{10}$ **l** $\frac{16a^{12}}{c^8}$

Exercise 5.09

1 **a** 3 **b** 2 **c** 2 **d** 5
e 1 **f** 1 **g** 3 **h** 5
i 2 **j** 2 **k** 3 **l** 6

2 **a** 37.6 **b** 9440 **c** 168
d 2.81 **e** 16.0 **f** 60 500
g 1 770 000 **h** 386 000 **i** 10.3

3 **a** 0.064 **b** 0.90 **c** 0.085
d 0.000 16 **e** 0.0076 **f** 0.039
g 0.28 **h** 0.019 **i** 0.31

4 B **5** C

6 **a** 9 **b** 60 **c** 0.04
d 0.008 **e** 0.5 **f** 10 000
g 2000 **h** 0.0003 **i** 60 000 000

7 **a** \$36 000 000, 2 **b** \$40 000 000, 1

8 5 **9** 21 600 **10** C

11 **a** 180 **b** −5 **c** 6.16 **d** −4.176
e 0.06 **f** 0.67 **g** 33 300 **h** 0.6565

Exercise 5.10

1 **a** 2.4×10^3 **b** 7.86×10^5 **c** 5.5×10^7
d 9.5×10^1 **e** 7.8×10^0 **f** 3.48×10^8
g 5.967×10^4 **h** 1.5×10^1 **i** 3×10^9
j 8×10^1 **k** 7.63×10^2 **l** 1×10^1
m 3.5×10^{-2} **n** 7.6×10^{-5} **o** 8×10^{-1}
p 7.13×10^{-2} **q** 3×10^{-6} **r** 9.13×10^{-1}
s 7.146×10^{-6} **t** 9×10^{-3} **u** 1×10^{-7}
v 8.9×10^{-4} **w** 7.8×10^{-8} **x** 1×10^{-1}

2 **a** 1.3×10^5 **b** 2.9×10^{-7} **c** 8×10^{-5}
d 3×10^8 **e** 4×10^{13} **f** 1.2×10^{-4}
g 6.1×10^2 **h** 1.06×10^{-10} **i** 7.7×10^{20}
j 1×10^{-6} **k** 2.2×10^6

3 **a** 600 000 **b** 7100
c 302 000 000 **d** 3.14
e 0.000 06 **f** 0.0071
g 0.000 000 030 2 **h** 0.000 000 000 59
i 1 100 000 000 000 **j** 0.0004
k 5000 **l** 0.000 476
m 0.803 **n** 63 200
o 0.016 **p** 0.000 000 22
q 9 000 000 **r** 0.111

4 **a** 4×10^5 **b** 2.7×10^6 **c** 1.3×10^7
d 6.3×10^{-7} **e** 9.3×10^9 **f** 9.3×10^2
g 3.04×10^0 **h** 4.5×10^{-5} **i** 2×10^{-15}
j 9.7×10^{-5}

5 **a** 3.8×10^9, 5.5×10^9, 7.3×10^9
b 5.8×10^{-6}, 2.2×10^{-4}, 7×10^{-4}
c 3.5×10^0, 4.9×10^2, 5.3×10^2

6 **a** 6×10^5, 8×10^2, 2.9×10^2
b 6.3×10^2, 8.1×10^{-4}, 1.2×10^{-9}
c 9.5×10^{-1}, 4.1×10^{-1}, 6.4×10^{-3}

Exercise 5.11

1 **a** 6×10^8 **b** 2×10^5 **c** 8×10^{15}
d 3×10^6 **e** 2.4×10^{16} **f** 5×10^4
g 1.024×10^{18} **h** 3.01×10^{-6} **i** 6.3×10^9
j 2.5×10^{-11} **k** 2×10^{-3} **l** 3.81×10^{13}

2 **a** 1.31×10^9 **b** 2.96×10^{13} **c** 2.84×10^{15}
d 1.44×10^{16} **e** 6.99×10^{19} **f** 9.05×10^3
g 2.00×10^{14} **h** 2.14×10^9

3 3.78×10^{19} atoms **4** 2.25×10^{-2} mm

5 **a** 7.0×10^{30} **b** 1.3×10^{17} **c** 8.1×10^{13}
d 2.3×10^{36} **e** 5.5×10^{50} **f** 5.2×10^{22}
g 1.8×10^{-4} **h** 9.5×10^2 **i** 3.1×10^6
j 9.5×10^{13} **k** 1.2×10^{-3} **l** 1.7×10^{-5}
m 3.9×10^8 **n** 5.9×10^0

6 **a** 500 s **b** 8 mins 20 s

7 1.9×10^{14} t **8** 1.7×10^0 km/s **9** 9.5×10^{12} km

10 **a** 0.000 1 s **b** 91 s

11 **a** $9.999\,999\,999 \times 10^{99}$ **b** $1.000\,000\,000 \times 10^{-99}$

Power plus

1 **a** 4.382×10^{11} **b** 5.2×10^{-8} **c** 4×10^8
d 2.013×10^0 **e** 5.78×10^4 **f** 5.78×10^{-2}
g 6.7×10^{-6} **h** 3.2×10^9 **i** 3.2×10^{-9}

2 **a** 3 **b** 5 **c** 2 **d** 2
e 3 **f** 2 **g** 10 **h** 10

3 Different answers possible.

	a	m	n	
a	4	1	2	$4^{\frac{1}{2}} = 2$
b	9	1	2	$9^{\frac{1}{2}} = 3$
c	16	3	2	$16^{\frac{3}{2}} = 64$
d	625	3	4	$625^{\frac{3}{4}} = 125$

4 If $a = b$, there are an infinite number of solutions, otherwise $a = 2$, $b = 4$

5 **a** $2^n + 1$ where $n = 1, 2, 4, 8, \ldots$ (doubling the power each time), or $2^{2^n} + 1$ for $n = 1, 2, 3, \ldots$
b 4 294 967 297

6 **a** 6 **b** 1 **c** 1

Test yourself 5

1 **a** 10^{10} **b** 4^{16} **c** a^{10} **d** h^{10}
e $12n^4$ **f** $2d^{12}$ **g** $5m^8$ **h** $6v^7w^7$
i $15x^6y^3$ **j** $8t^4h^6$ **k** p^4q^8 **l** $20ab^2$

2 **a** 2^6 **b** k^{25} **c** x^{12} **d** $1024y^{30}$
e $25t^4$ **f** $1000g^3$ **g** -32 **h** $-32k^5$
i $25m^6$

3 **a** a^4b^8 **b** $25x^6y^4$ **c** $64t^6$ **d** $-64h^6g^3$
e $\frac{a^4}{2401}$ **f** $32p^5q^5r^5$ **g** $\frac{243m^5}{32}$ **h** $81n^4p^8$
i $\frac{16a^{28}}{b^4}$ **j** $512t^{14}u^{16}$ **k** $\frac{b^{18}y^{15}}{512}$ **l** $5c^4d^4$

4 **a** 1 **b** 1 **c** 1 **d** 1
e -1 **f** $8h$ **g** 1 **h** 1
i $\frac{2}{3}$ **j** $\frac{3u^2}{4}$ **k** -12 **l** 5

5 **a** $\frac{1}{8^3}$ **b** $\frac{1}{19^2}$ **c** $\frac{1}{x}$ **d** $\frac{1}{p^5}$
e $\frac{1}{4m}$ **f** $\frac{1}{27g^6}$ **g** $\frac{b^4}{16}$ **h** $\frac{5}{b}$
i $-\frac{2}{x^4}$ **j** $\frac{5a^2c}{3}$ **k** $\frac{d^2}{c^4}$ **l** $\frac{9}{100}$

6 **a** 10^{-3} **b** r^{-5} **c** $(kg)^{-1}$ **d** $3b^{-1}$

7 $\frac{9x^2}{64}$

8 **a** $\sqrt[3]{q}$ **b** $\sqrt{u}$ **c** $\sqrt[3]{2q}$ **d** $\sqrt{ar}$

9 **a** 16 **b** -8 **c** $\frac{1}{216}$

10 **a** $625d^{20}$ **b** $2y^5$ **c** $4x^{\frac{16}{5}}$ **d** $-4n^4$
e $8k^6$ **f** $\frac{1}{32g^{\frac{5}{2}}}$ **g** $729a^3$ **h** $\frac{25}{16\,384y^{\frac{8}{5}}}$

11 **a** $\frac{4m^2}{9}$ **b** $\frac{6}{q^2}$ **c** $216w^3$ **d** $3k^8$
e $5y^3$ **f** $\frac{27k^3}{125d^3}$ **g** $\frac{4p}{3}$ **h** $\frac{m^2}{4}$
i $\frac{32a^3}{b}$ **j** $\frac{d^6}{8}$ **k** $\frac{3w^2}{2}$ **l** $2gh^3$
m $\frac{81x^8}{u^{20}}$ **n** $\frac{9c^6}{4n^4}$ **o** $\frac{2}{3h^5}$ **p** $16c^{15}e^{10}$

12 **a** 8.6 **b** 15 700 **c** 500
d 0.007 127 **e** 0.904 **f** 300 000
g 4810 **h** 0.0009 **i** 70 000 000

13 **a** 3.7×10^4 **b** 6.1×10^{-1} **c** 2.5×10^5
d 4.9×10^{-4} **e** 1.3×10^1 **f** 8×10^{-11}

14 **a** 810 000 **b** 60 000 000 **c** 5.182
d 0.000 203 **e** 0.000 000 03 **f** 0.094 75

15 9.1×10^{-8}, 2.4×10^{3}, 3×10^{3}

16 **a** 2.701×10^{21} **b** 4×10^{5}
c 5.95×10^{17} **d** 2.5×10^{-4}

17 **a** 9.8×10^{16} **b** 2.3×10^{13} **c** 9.6×10^{8}

Chapter 6

SkillCheck

1 **a** $m = 113$ **b** $h = 58$ **c** $y = 66$
d $p = 114$ **e** $d = 64, x = 64$
f $k = 58, e = 135$ **g** $k = 26$
h $k = 25$ **i** $y = 111$

Exercise 6.01

1 **a** $m = 70$ **b** $w = 33$ **c** $h = 50$
d $k = 100$ **e** $x = 46$ **f** $a = 65$
g $d = 70$ **h** $k = 70$ **i** $y = 34$
j $m = 60$ **k** $h = 150$ **l** $r = 45$
Reasons: **a-f**, **i** (angle sum of a triangle), **g**, **h**, **k**, **l** (isosceles triangle, angle sum of a triangle), **j** (equilateral triangle)

2 C **3** A, D

4 **a** 115 **b** 112 **c** 85
d 68 **e** 67.5 **f** 130

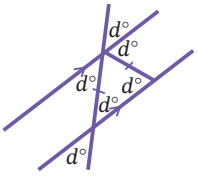
5 B **6** B

7 **a** 125° **b** 110° **c** 67°
d 50° **e** 60° **f** 56°

8 Teacher to check: 4 possible triangles, depending on whether 6 cm is one of the equal sides, and 40° is one of the equal angles. See worked solutions.

9 $a = 65, c = 50, b = 65$

10



11 **a** $t = 35$ **b** $m = 26$ **c** $h = 30$
d $y = 110$ **e** $g = 40$ **f** $x = 11$

Exercise 6.02

1 **a** $m = 74$ **b** $m = 96$ **c** $m = 30$
d $m = 30$ **e** $m = 221$ **f** $m = 75$

2

Properties	Trapezium	Kite	Parallelogram	Rhombus	Rectangle	Square
One pair of opposite sides parallel	✓					
Opposite sides parallel			✓	✓	✓	✓
Opposite sides equal			✓	✓	✓	✓
All sides equal				✓		✓
2 pairs of adjacent sides equal		✓				
Diagonals equal					✓	✓
Diagonals bisect each other			✓	✓	✓	✓
Diagonals meet at right angles		✓		✓		✓
Diagonals bisect the angles of the shape				✓		✓
Opposite angles equal			✓	✓	✓	✓
One pair of opposite angles equal		✓				
All angles 90°					✓	✓
Axes of symmetry	0	1	0	2	2	4

3 **a** trapezium, parallelogram
b trapezium **c** square, rhombus
d rectangle, square
e parallelogram, rectangle, square, rhombus
f square
g rhombus, square **h** kite
i parallelogram, rectangle, square, rhombus
j rectangle, square
k rectangle, rhombus
l parallelogram, rectangle, square, rhombus
m parallelogram, rectangle, square, rhombus
n rhombus, kite, square

4 **a** rhombus, parallelogram, trapezium
b 9 rhombuses, 6 parallelograms, 18 trapeziums
c 13

5 A, C, D, E, G, I

6 **a** parallelogram **b** rhombus
c trapezium **d** square
e rhombus **f** kite
g rectangle **h** square
i rhombus

ANSWERS

7 **a** $k = 70$ (opposite angles of parallelogram are equal)

b $a = 45$ (angles of square bisected by diagonals)

c $p = 55$ (co-interior angles, opposite sides of rhombus parallel)

d $w = 112$ (opposite angles of parallelogram are equal, then angles on a straight line)

e $t = 55$ (angles of a rectangle equal 90°)

f $n = 67$ (corresponding angles, opposite sides of a rhombus are parallel)

g $a = 55$ (co-interior angles)

h $c = 9$ (diagonals bisect angles of a square)

i $r = 110$ (angles between unequal sides of a kite are equal)

8 **a** $\angle PQR = 72°$ (alternate angles, $RW \parallel PV$)

b $\angle TQU = \angle TUQ = 53°$ (angles in an isosceles triangle)

$\angle QUP = 53°$ (alternate angles, $QT \parallel PU$)

$\angle UPQ = \angle PQU = 63.5°$ (angles in an isosceles triangle)

$\therefore \angle PQR = 63.5°$ (alternate angles, $RQ \parallel PU$)

c $(30° + \angle QRT) + 110° = 180°$ (co-interior angles, $QT \parallel PR$)

$\angle QRT = 40°$

$\therefore \angle PQR = 40°$ (alternate angles, $PQ \parallel RT$)

d $\angle PRQ = 35°$ (vertically opposite angles)

$\therefore \angle PQR = 72.5°$ (angles in isosceles $\triangle PQR$, diagonals of rectangle are equal and bisect each other)

e $\angle QRP = 75°$ (angle sum of straight line)

$\angle QPR = 75°$ (angles in isosceles triangle)

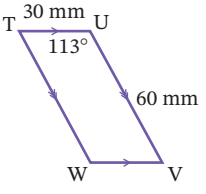
$\therefore \angle PQR = 30°$ (angle sum of triangle)

f $\angle TPQ = 60°$ (alternate angles, $RT \parallel PQ$)

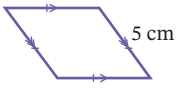
$\therefore \angle PQR = 30°$ (angle sum of triangle, diagonals of rhombus meet at 90°)

9 sample answers

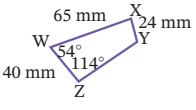
a



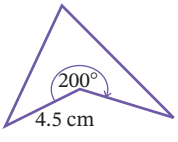
b



c



d



Exercise 6.03

1 **a** 6 **b** 4 **c** 9 **d** 10 **e** 7
f 5 **g** 12 **h** 8 **i** 11

2 **a** hexagon **b** quadrilateral
c pentagon **d** triangle
e regular decagon **f** heptagon
g regular octagon **h** nonagon

3 **a** **a, b, d, e, f, g** **b** **e, g** **c** **c, h**

4 D

5 **a** equilateral triangle **b** square

6 **a** 540° **b** 1080° **c** 2340° **d** 1800°
e 900° **f** 1440° **g** 3240° **h** 1620°

7 **a** $a = 95$ **b** $b = 110$
c $d = 108$ **d** $c = 160$
e $g = 140$ **f** $x = 90$
g $e = 135$ **h** $m = 120, n = 60$
i $y = 222$

8 **a** 14 **b** 11 **c** 24 **d** 17

9 B

10 **a** 135° **b** 144° **c** 150° **d** 120°

11 **a** 40 **b** 171°

12 **a** 24 **b** 36 **c** 10

Mental skills 6

2 **a** 0.5 **b** 90 **c** 8 **d** 0.9
e 90 **f** 0.7 **g** 8 **h** 30
i 0.08 **j** 3.5 **k** 4 **l** 0.3

4 **a** 16 **b** 160 **c** 1.6 **d** 1.6
e 1.6 **f** 16 **g** 160 **h** 0.16
i 0.016 **j** 160 **k** 0.16 **l** 0.0016

Exercise 6.04

1 **a** 45° **b** 36° **c** 24° **d** 40°

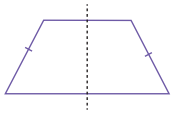
2 **a** 108° **b** 150° **c** 140° **d** 157.5°

3 **a** 15 **b** 10 **c** 9
d 36 **e** 20 **f** 6

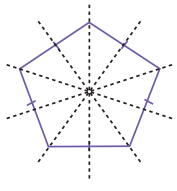
4 **a** 12 **b** 72 **c** 20
d 9 **e** 5 **f** 90

Exercise 6.05

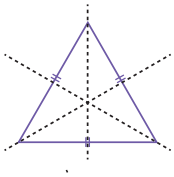
1 **a**



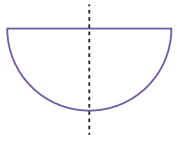
b



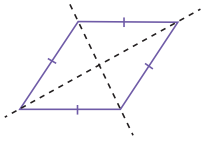
c



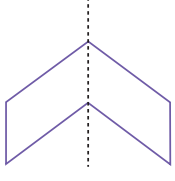
d



e



f



2 **a** Yes, order 2 **b** Yes, order 4 **c** Yes, order 10

3 **a** **C, H, M, O, W, X, Y** **b** **H, O, S, X, Z**

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4 **a** **i** 1 **ii** No
b **i** 6 **ii** Yes, order 6
c **i** 1 **ii** No
d **i** 0 **ii** Yes, order 3
e **i** 5 **ii** Yes, order 5
b **i** 4 **ii** Yes, order 4

5 **a** **i** 4 **ii** order 4
b **i** 2 **ii** order 2
c **i** 10 **ii** order 10
d **i** infinite **ii** order infinite
e **i** 1 **ii** no rotational symmetry

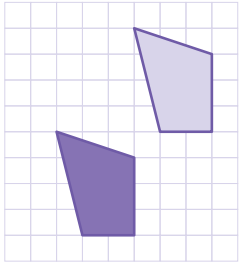
6 **a** **i** no axes of symmetry, no rotational symmetry
ii 1 axis of symmetry, no rotational symmetry
iii 3 axes of symmetry, order of rotational symmetry 3

b No rotational symmetry when a shape has 0 or 1 axis of symmetry

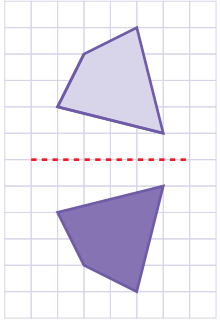
For 2 or more axes of symmetry, the order of rotation is the same as number of axes of symmetry.

Exercise 6.06

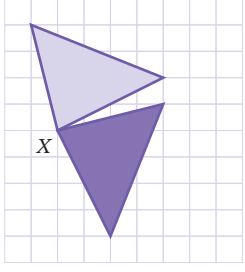
1 **a**



b



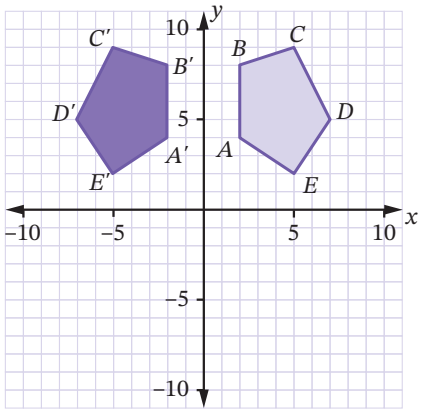
c



2 **a** Translate 6 units right then rotate anticlockwise 90° about Q.

b Translate 4 units left then reflect vertically about Y.

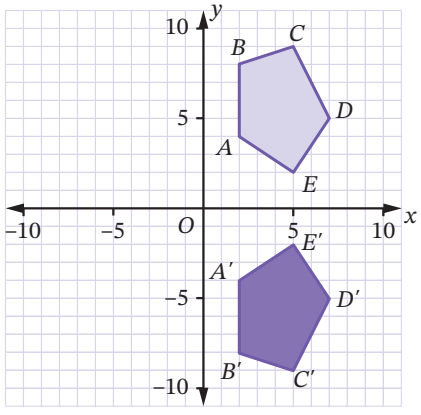
3 **a**



b $A\,(2, 4) \rightarrow A'\,(-2, 4)$
$B\,(2, 8) \rightarrow B'\,(-2, 8)$
$C\,(5, 9) \rightarrow C'(-5, 9)$
$D\,(7, 5) \rightarrow D'\,(-7, 5)$
$E\,(5, 2) \rightarrow E'\,(-5, 2)$

The x-coordinate of each vertex changes sign, while the y-coordinate stays the same.

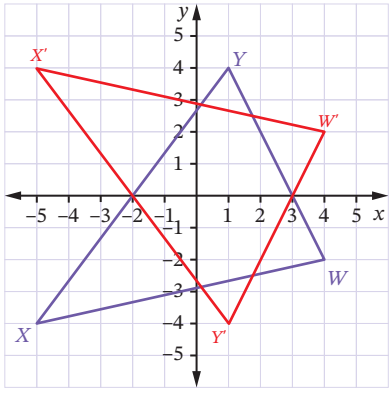
c



$A\,(2, 4) \rightarrow A'\,(2, -4)$
$B\,(2, 8) \rightarrow B'\,(2, -8)$
$C\,(5, 9) \rightarrow C'\,(5, -9)$
$D\,(7, 5) \rightarrow D'\,(7, -5)$
$E\,(5, 2) \rightarrow E'\,(5, -2)$

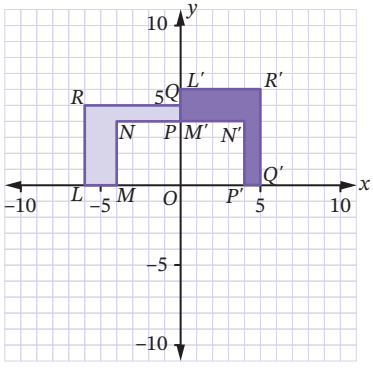
The y-coordinate of each vertex changes sign, while the x-coordinate stays the same.

4 a



b $W(4, -2) \rightarrow W'(4, 2)$
$Y(1, 4) \rightarrow Y'(1, -4)$
$X(-5, -4) \rightarrow X'(-5, 4)$
The y-coordinate of each vertex changes sign, while the x-coordinate stays the same.

5 a

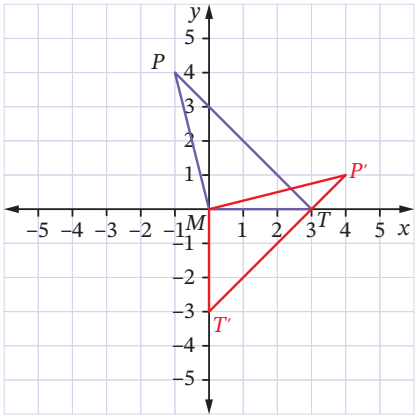


b $P(0, 4) \rightarrow P'(4, 0)$
$R(-6, 5) \rightarrow R'(5, 6)$
The y-coordinate of each vertex becomes the new x-coordinate, and the x-coordinate changes sign and becomes the new y-coordinate.

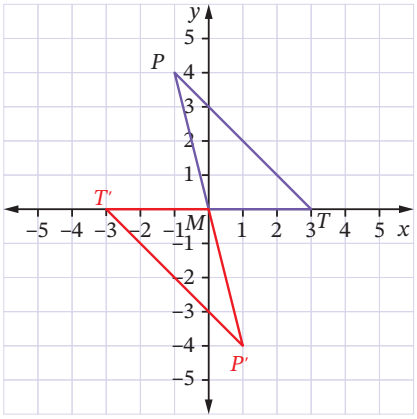
c i $M(-4, 0) \rightarrow M'(4, 0)$; $N(-4, 4) \rightarrow N'(4, -4)$; $Q(0, 5) \rightarrow Q'(0, -5)$

ii $M(-4, 0) \rightarrow M'(0, -4)$; $N(-4, 4) \rightarrow N'(-4, -4)$; $Q(0, 5) \rightarrow Q'(-5, 0)$

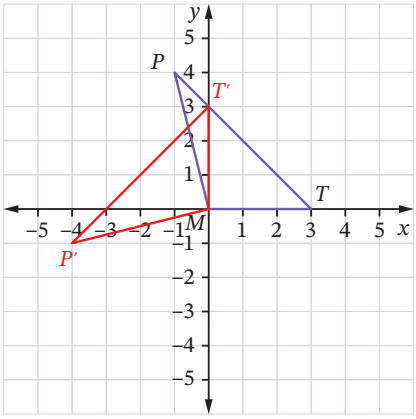
6 a i



ii



iii



b i $M(0, 0) \rightarrow M'(0, 0)$; $P(-1, 4) \rightarrow P'(4, 1)$; $T(3, 0) \rightarrow T'(0, -3)$

ii $M(0, 0) \rightarrow M'(0, 0)$; $P(-1, 4) \rightarrow P'(1, -4)$; $T(3, 0) \rightarrow T'(-3, 0)$

iii $M(0, 0) \rightarrow M'(0, 0)$; $P(-1, 4) \rightarrow P'(-4, -1)$; $T(3, 0) \rightarrow T'(0, 3)$

c Teacher to check

d Anticlockwise 90° rotation is the same as clockwise 270° rotation.
Anticlockwise 180° rotation is the same as clockwise 180° rotation
Anticlockwise 270° rotation is the same as clockwise 90° rotation.

7 a Translation 12 units left and 5 units up.

b $D(3, -4) \rightarrow D'(-9, 1)$; $E(10, -7) \rightarrow E'(-2, -2)$; $F(7, 3) \rightarrow F'(-5, 8)$

c $D(3, -4) \rightarrow D''(-9, -1)$; $E(10, -7) \rightarrow E''(-2, 2)$; $F(7, 3) \rightarrow F''(-5, -8)$

8 a Clockwise rotation of 270° about O (or anticlockwise rotation of 90° about O.)

b $G(1, 3) \rightarrow G'(-3, 1)$; $H(5, 2) \rightarrow H'(-2, 5)$; $K(3, 5) \rightarrow K'(-5, 3)$

c $G(1, 3) \rightarrow G''(-3, -1)$; $H(5, 2) \rightarrow H''(-2, -5)$; $K(3, 5) \rightarrow K''(-5, -3)$

9 a $(-5, -3)$ **b** $(5, 3)$ **c** $(3, 5)$ **d** $(-10, 6)$

10 a $(3, -7)$ **b** $(-3, 7)$ **c** $(2, -3)$
d i $(-7, 3)$ **ii** $(3, 7)$ **iii** $(7, -3)$

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11 **a** (7, –1) **b** (–2, –3) **c** (–2, 3)
d (–2, –5) **e** (–3, –2)

12 B **13** D

14 **a** (–2, –1)
b (–5, –2) if clockwise rotation,
(5, 2) if anticlockwise rotation
c (–4, 3)

Exercise 6.07

1 **a** **i** 5 **ii** 6
b **i** 6 **ii** 10
c **i** 4 **ii** 6
d **i** 6 **ii** 8
e **i** 7 **ii** 7
f **i** 6 **ii** 9

2 C

3 A

4 **a** **i**

Vertex	A	B	C	D
Degree	2	3	4	1

ii Edges = 5, Sum of degrees = 10 = 2 × 5

b **i**

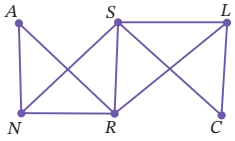
Vertex	D	E	G	H	K	L	M	P
Degree	3	2	4	2	1	4	2	4

ii Edges = 11, Sum of degrees = 22 = 2 × 11

5 C **6** D **7** C **8** D

9 A **10** A **11** B

12 **a**



b Cassie

13 **a** **i**, **v** trail; **ii**, **iii**, **iv**, **vi** path
b **v** circuit; **ii**, **vi** cycle
c *DCFEDBAD*; teacher to check other answers
d *EDABCFE*; teacher to check other answers

14 A **15** B **16** C

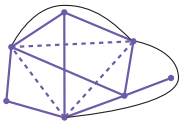
17 Teacher to check.

18 **a** 3 **b** 2 **c** 4
d 1 **e** 2 **f** 5

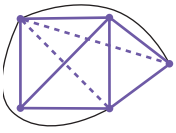
Exercise 6.08

1 **a** 2 **b** 3 **c** 3

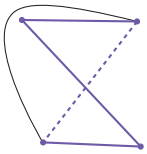
2 **a** Planar graph as no edges cross.
b Non-planar graph as it cannot be redrawn so that edges do not cross.
2 edges can be moved as shown but 2 other edges still cross.



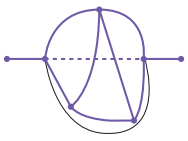
c Planar graph as it can be redrawn as shown.



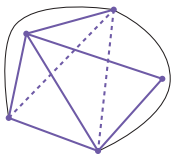
3 **a**



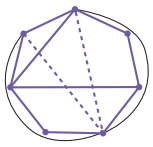
b



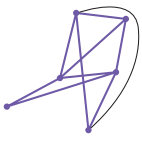
c



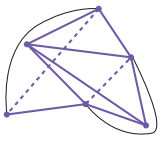
d



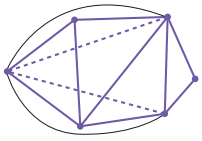
e



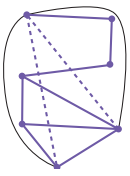
f



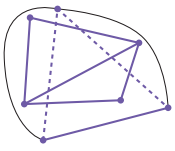
g



h



i



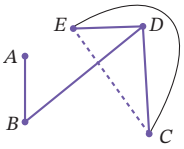
4 **a** 4 **b** 3 **c** 6
d 4 **e** 3 **f** 7

5 ($v - e + f = 2$)
a 5 – 5 + 2 = 2 **b** 5 – 7 + 4 = 2
c 3 – 2 + 1 = 2 **d** 8 – 9 + 3 = 2
e 6 – 5 + 1 = 2 **f** 6 – 9 + 5 = 2

6 B

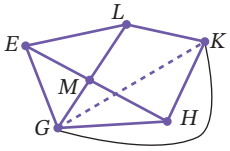
ANSWERS

7 a i



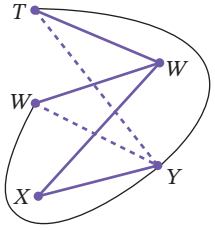
ii $5 - 5 + 2 = 2$

b i



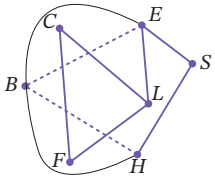
ii $6 - 10 + 6 = 2$

c i



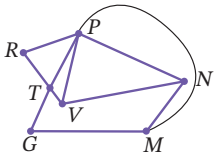
ii $5 - 6 + 3 = 2$

d i



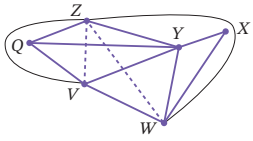
ii $7 - 8 + 3 = 2$

e i



ii $7 - 11 + 6 = 2$

f i



ii $6 - 11 + 7 = 2$

8 D **9** B **10** B **11** D

Power plus

1 a 2 **b** 20 **c** 54

2 a square, rhombus

b parallelogram, rhombus, rectangle, square

c kite, rhombus, square

d rectangle, square

e rhombus, square

f square, rectangle

3 Some reasons are abbreviated here.
Other reasons are also possible.

a $t = 34$ (alternate angles on parallel lines)
$n = 117$ (opposite angles of parallelogram)
$v = 29$ (angle sum of a triangle)

b $a = 90$ (diagonals of rhombus meet at right angles)
$d = 65$ (alternate angles on parallel lines, then angle sum of a triangle)

c $c = 153$ (angle sum of quadrilateral, then angles at a point)

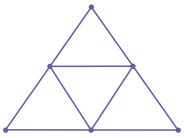
d $x = 75$ (construct a line parallel to the other lines, then sum of 2 alternate angles)
$y = 285$ (angles at a point)

e $x = 75$ (alternate angles)
$y = 50$ (corresponding angles)
$z = 55$ (either angle sum of a triangle or angles on a straight line)

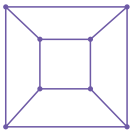
f $x = 68$ (angles on a straight line, isosceles triangle, then alternate angles)
$y = 248$ (alternate angles, angles at a point)

4, 5 Teacher to check

6 a i



ii



b Both graphs are planar.

Test yourself 6

1 a $k = 47$ (angle sum of triangle)

b $e = 75$ (exterior angle of a triangle)

c $x = 24$ (equal angles in an isosceles triangle)

d $m = 18$ (angle sum of triangle)

e $t = 107.5$ (equal angles in an isosceles triangle, exterior angle of a triangle)

f $b = 60$ (equilateral triangle , alternate angles on parallel lines)

g $y = 140$ (exterior angle of a triangle)

h $y = 48$ (angles on a straight line, isosceles triangle)

i $y = 78$ (co-interior angles on parallel lines)

2 a all 60° **b** 90°, 45°, 45°

3 a $x = 110$ (angle sum of quadrilateral)

b $y = 112$ (corresponding angles on parallel lines), $m = 68$ (co-interior angles on parallel lines)

c $g = 60$ (angles on a straight line, diagonals of a rectangle bisect each other, isosceles triangle)

d $x = 35$ (alternate angles on parallel lines)
$y = 55$ (diagonals of a rhombus bisect at right angles, angle sum of a triangle)

e $m = 97$ (one pair of opposite angles equal in a kite, angle sum of a quadrilateral)

f $e = 36$ (co-interior angles on parallel lines)

4 a parallelogram, rectangle, square, rhombus

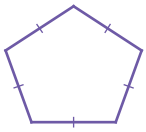
b square, rectangle

c square, rhombus

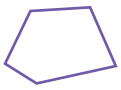
d square, rectangle, rhombus, parallelogram

9780170479585

5 **a**



b



c



6 **a** $(10-2)\times 180 = 1440°$ **b** 140°

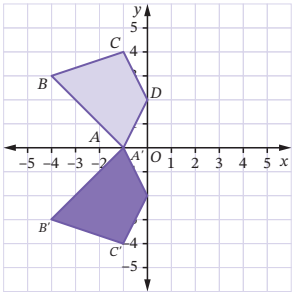
7 **a** 60° **b** 12

8 **a** **i** 2 **ii** order = 2

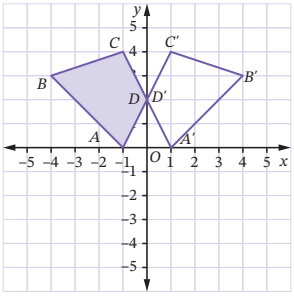
b **i** 6 **ii** order = 6

c **i** 2 **ii** order = 2

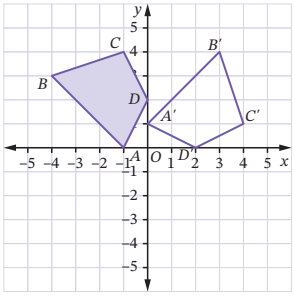
9 **a** **i**



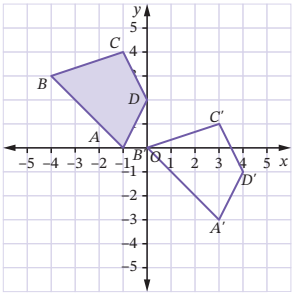
ii



iii



iv



b **i** $A(-1, 0) \to A'(-1, 0)$; $B(-4, 3) \to B'(-4, -3)$; $C(-1, 4) \to C'(-1, -4)$; $D(0, 2) \to D'(0, -2)$

ii $A(-1, 0) \to A'(1, 0)$; $B(-4, 3) \to B'(4, 3)$; $C(-1, 4) \to C'(1, 4)$; $D(0, 2) \to D'(1, 2)$

iii $A(-1, 0) \to A'(0, 1)$; $B(-4, 3) \to B'(3, 4)$; $C(-1, 4) \to C'(4, 1)$; $D(0, 2) \to D'(2, 0)$

iv $A(-1, 0) \to A'(3, -3)$; $B(-4, 3) \to B'(0, 0)$; $C(-1, 4) \to C'(3, 1)$; $D(0, 2) \to D'(4, -1)$

10 **a** (−3, 2) **b** (3, −2) **c** (−2, 3)

d (4, 2) **e** (−3, 2)

11 **a**

Vertex	S	T	V	W	X	Y
Degree	2	4	3	2	4	3

Sum of degrees = $18 = 2 \times 9$

b

Vertex	E	G	H	K	L	M
Degree	3	3	5	3	3	3

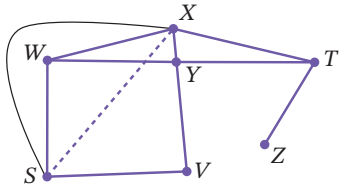
Sum of degrees = $20 = 2 \times 10$

12 **a** **i, iv** trail; **ii, iii** path **b** **iii**

13 **a** $v - e + f = 7 - 12 + 7 = 2$

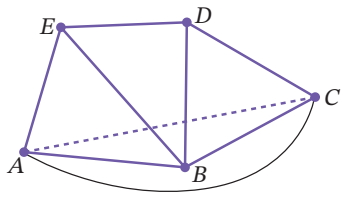
b $v - e + f = 8 - 9 + 3 = 2$

14 **a** **i**



ii $v - e + f = 7 - 10 + 5 = 2$

b **i**



ii $v - e + f = 5 - 8 + 5 = 2$

Chapter 7

SkillCheck

1 **a** $x = 5$ **b** $y = 8\frac{1}{2}$ **c** $y = 1\frac{1}{2}$ **d** $m = 32$

e $x = 33$ **f** $r = 6$ **g** $x = -7\frac{1}{2}$ **h** $a = -3$

i $d = -6\frac{1}{2}$ **j** $w = 2$ **k** $a = 48$ **l** $n = 6$

2 **a** $7n$ **b** n^2 **c** $5(n + 8)$

d $n - 20$ **e** $6n - 9$ **f** $n + 2$

3 **a** $(x + 3)(x + 7)$

b $(a + 15)(a - 3)$

c $y(y + 24)$

Exercise 7.01

1 **a** $w = 6$ **b** $q = 6$ **c** $x = 5$
d $n = -2$ **e** $y = 10$ **f** $m = 2$
g $a = 6$ **h** $x = -1$ **i** $y = 0$
j $u = -1$ **k** $x = -1\frac{3}{4}$ **l** $x = -5$

2 **a** B **b** C

3 **a** $w = -2$ **b** $t = -1\frac{1}{2}$ **c** $a = 1$
d $y = -3$ **e** $y = -1\frac{1}{2}$ **f** $y = \frac{3}{5}$
g $t = 1\frac{3}{8}$ **h** $y = 2\frac{1}{2}$ **i** $k = 1\frac{2}{3}$

4 C

Exercise 7.02

1 **a** $m = 1$ **b** $x = 2$ **c** $y = -1$ **d** $k = 4$
e $a = -1$ **f** $p = \frac{1}{9}$ **g** $h = -24$ **h** $m = 9$
i $u = 11$ **j** $y = 1\frac{3}{7}$ **k** $p = -1\frac{1}{5}$ **l** $x = 1\frac{13}{14}$

2 A **3** LHS = RHS = 48 **4** LHS = RHS = 16

5 **a** $m = 3$ **b** $y = 7$ **c** $x = 2$
d $p = 4$ **e** $n = -4$ **f** $x = 3\frac{1}{3}$
g $w = -8$ **h** $x = 6$ **i** $y = \frac{5}{9}$

6 LHS = RHS = 30

7 **a** $m = -7$ **b** $y = 7$ **c** $y = -10$ **d** $x = 12$
e $y = -26$ **f** $y = -1\frac{2}{3}$ **g** $m = -7$ **h** $y = \frac{71}{89}$

Exercise 7.03

1 11 **2** 12 **3** 24
4 30 **5** 40 cm × 10 cm
6 **a** $4w + 14 = 94$ **b** 27 cm × 20 cm
7 $x = 33$ **8** 38 m **9** 460 m
10 43, 44 **11** 28, 29, 30
12 54, 56, 58 **13** 23, 25, 27
14 Dean is 10, Franco is 50, Helen is 2.
15 Rebekah is 14.
16 78 **17** $4.30
18 Ashvin: 140 cm, Sureti: 70 cm, father: 170 cm.
19 26.5 cm × 17 cm
20 Brett is 17, Vila is 51, Amanda is 12, Janine is 45.
21 $d = 5.7$ m **22** 240

Mental skills 7A

2 **a** 14 **b** 9 **c** 7 **d** 8 **e** 3
f 8 **g** 10 **h** 5 **i** 33 **j** 5
k 15 **l** 18 **m** 26 **n** 6 **o** 36
p 6 **q** 14 **r** 160 **s** 14 **t** 2

Exercise 7.04

1 **a** $a = 39$ **b** $x = 56$ **c** $x = 30$ **d** $y = 42$
e $p = 56$ **f** $y = 21$ **g** $x = -2$ **h** $y = -15$
i $x = -9$ **j** $d = 85$ **k** $w = -4$ **l** $p = -7\frac{1}{2}$

2 **a** $x = -9$ **b** $y = 22$ **c** $p = 11\frac{1}{2}$ **d** $w = -22$
e $x = 5\frac{3}{4}$ **f** $m = 24$ **g** $y = 5\frac{1}{5}$ **h** $x = 5$
i $x = 0$ **j** $w = 1\frac{5}{22}$ **k** $x = 13$ **l** $x = 3\frac{1}{7}$

3 A

4 **a** $d = 24$ **b** $k = 18$ **c** $m = 12$
d $x = 21\frac{9}{11}$ **e** $p = 30$ **f** $k = 20$
g $k = 30$ **h** $m = 10$ **i** $a = 6\frac{9}{11}$

5 B

6 **a** $x = \frac{7}{11}$ **b** $p = 4\frac{1}{3}$ **c** $m = 12\frac{4}{5}$
d $c = -9\frac{2}{3}$ **e** $y = 5\frac{3}{4}$ **f** $x = -8$
g $p = -2\frac{1}{9}$ **h** $y = 7\frac{9}{14}$ **i** $a = 28\frac{1}{3}$
j $x = -\frac{13}{15}$ **k** $u = 9\frac{1}{5}$ **l** $m = \frac{19}{29}$

Exercise 7.05

1 **a** $m = \pm 12$ **b** $x = \pm 20$ **c** $y = \pm 15$
d $k = \pm\sqrt{59}$ **e** $y = \pm\sqrt{10}$ **f** $w = \pm 6$
g $x = \pm 5$ **h** $t = \pm 3$ **i** $a = \pm 4$
j $k = \pm\sqrt{8}$ **k** $w = \pm\sqrt{10}$ **l** $d = \pm 12$
m $k = \pm 4$ **n** $w = \pm\sqrt{70}$ **o** $x = \pm\frac{1}{2}$
p $m = \pm 9$ **q** $y = \pm\sqrt{5}$ **r** $p = \pm 3$
s $k = \pm 4$ **t** $y = \pm\sqrt{55}$ **u** $x = \pm\sqrt{7}$

2 **a** $m = \pm 4.5$ **b** $b = \pm 4.1$ **c** $v = \pm 2.4$
d $p = \pm 4.2$ **e** $k = \pm 2.6$ **f** $x = \pm 6.3$
g $k = \pm 9.8$ **h** $u = \pm 1.7$ **i** $y = \pm 3.7$
j $w = \pm 5.2$ **k** $a = \pm 4.1$ **l** $y = \pm 6.2$

3 $\sqrt{-25}$ doesn't exist for real numbers; there isn't a real number whose square is −25.

4 **a**, **c** and **f**. They all involve square roots of negative numbers.

Exercise 7.06

1 **a** $h = -1, -4$ **b** $y = -4, -5$ **c** $g = -4, -6$
d $p = -7, -8$ **e** $m = -8, -11$ **f** $u = -4, -8$

2 **a** $x = -1, 4$ **b** $n = -11, 3$ **c** $y = -12, 8$
d $w = -1, 10$ **e** $a = -17, 3$ **f** $v = -5, 7$

3 **a** D **b** C **c** A

4 **a** $g = 2$ **b** $m = -1, 0$ **c** $k = 0, 12$
d $p = 7$ **e** $a = -4$ **f** $h = 0, 24$

5 **a** $d = -3, 12$ **b** $y = -7, -9$ **c** $m = 0, 2$
d $w = -3, -5$ **e** $a = 0, 4$ **f** $p = 5, 6$
g $e = 12$ **h** $c = -2, 10$ **i** $s = -5$
j $b = 0, 9$ **k** $u = -5, -8$ **l** $g = -7, 1$
m $r = 1$ **n** $w = -8, 0$ **o** $x = -8, 9$

6 **a** $x = 0, 7$ **b** $p = -2, -3$ **c** $k = -4, 6$

Exercise 7.07

1 **a** $r = 1$ **b** $k = 6$ **c** $d = -3$
d $x = \sqrt[3]{-45}$ **e** $w = \sqrt[3]{100}$ **f** $f = 4$
g $m = 2$ **h** $t = -5$ **i** $c = 6$
j $k = -4$ **k** $a = \sqrt[3]{15}$ **l** $p = \sqrt[3]{-18}$
m $q = 5.5$ **n** $n = -12$ **o** $s = \sqrt[3]{18.75}$

p $e = -2$ **q** $y = \sqrt[3]{-6\frac{2}{3}}$ **r** $v = 8$

s $b = \sqrt[3]{15}$ **t** $z = \sqrt[3]{-72}$ **u** $x = \sqrt[3]{36}$

2 **a** $c \approx 3.6$ **b** $g \approx 5.3$ **c** $y \approx -7.7$ **d** $p \approx -4.5$
e $u \approx 4.3$ **f** $x \approx -3.8$ **g** $h \approx -7.9$ **h** $a \approx 3.7$
i $d \approx -3.1$ **j** $v = -3.5$ **k** $a \approx 6.4$ **l** $j \approx -3.9$

3 **a** Yes **b** When c is positive.
c Never; it always has exactly one solution.

Exercise 7.08

1 **a** $y = 28$ **b** $y = 11$ **c** $c = 25$
d $c = -1$ **e** $x = 3$ **f** $x = 16$

2 **a** 95°F **b** 14°F **c** 60.8°F

3 **a** 37.8°C **b** −42.8°C **c** 25.6°C

4 **a** $A = 72$ cm^2 **b** $h = 20$ cm **c** $b = 32.5$ m

5 C

6 **a** \$3100 **b** \$9700
c 10 hours **d** 18 hours

7 **a** \$7300 **b** 536

8 **a** \$2255 **b** \$6030 **c** 112 people

9 D

10 **a** 65°C **b** 91.25°C **c** 4 hours

11 **a** 182 cm **b** 39 cm

Mental skills 7B

2 **a** 11 **b** 40 **c** 7 **d** 24
e 23 **f** 6 **g** 43 **h** 80
i 18 **j** 15 **k** 40 **l** 65
m 11 **n** 14 **o** 12 **p** 135

Exercise 7.09

1 **a** $x = d - c$ **b** $x = \frac{y-c}{m}$
c $x = \frac{p+y}{a}$ **d** $x = my - mp$ or $m(y - p)$
e $x = \frac{k}{mr}$ **f** $x = \frac{m}{v}$
g $x = 2A - y$ **h** $x = \frac{c-by}{a}$
i $x = \frac{2A}{h} - y$

2 D

3 **a** $y = \frac{m-an}{a}$ or $\frac{m}{a} - n$ **b** $y = \pm\sqrt{x}$
c $y = \frac{x}{k}$ **d** $y = (Q - P)^2$
e $y = \pm\sqrt{r^2 - x^2}$ **f** $y = \pm\sqrt{\frac{M}{n}}$
g $y = \frac{r^2}{m^2}$ **h** $= y = \frac{c^2 - b}{2a}$
i $y = t^2 + x$

4 **a** $h = \frac{V}{lb}$ **b** $r = \pm\sqrt{\frac{A}{\pi}}$ **c** $V = \pm\sqrt{\frac{2K}{m}}$
d $C = \frac{5}{9}(F - 32)$ **e** $a = \frac{2(s-ut)}{t^2}$ **f** $y = \frac{2A}{h} - x$

5 C

6 **a** \$290 **b** $d = \frac{C-80}{4.2}$ **c** 76 km

7 **a** 900° **b** $n = \frac{A}{180} + 2$ or $\frac{A+360}{180}$
c 10

8 **a** $h = \sqrt{\frac{m}{B}}$ (h is positive) **b** 1.55

9 $r = \frac{sx}{s-x}$

10 **a** $a = \frac{5q}{1-5p}$ **b** $a = \frac{3b}{r-3}$ **c** $a = \frac{D}{D+2}$
d $a = \frac{-py}{p-x}$ or $\frac{py}{x-p}$ **e** $a = \frac{1-k}{k+1}$
f $a = \frac{-b(M+N)}{M-N}$ or $\frac{b(M+N)}{N-M}$

Power plus

1 **a** $y = \frac{5}{28}$ **b** $r = 3\frac{1}{2}$
c $y = \pm\sqrt{48}$ or $\pm 4\sqrt{3}$
d $m = \pm 5$ **e** $m = 12\frac{5}{17}$

2 **a** $W = \frac{1}{5}$ **b** $W = -3$ **c** $X = -6\frac{1}{2}$ **d** $Y = -\frac{2}{3}$

3 26 **4** Wendi is 20

5 **a** If $x^2 + y^2 = 4$, then x^2, which is always positive or zero, must be from 0 and 4. So the smallest value of x must be $-\sqrt{4} = -2$ and its largest value must be $\sqrt{4} = 2$.
b If $x^2 + y^2 = 4$, then y^2 must also be from 0 and 4. So y must be from −2 and 2.

6 $B = 30$

7 **a** $x = 0, 1$ **b** $x = -2, 3$ **c** $x = -1, 0, 1$
d $x = -1, 0$ **e** $x = 0, 3, 3$

Test yourself 7

1 **a** $x = 3$ **b** $n = -4$ **c** $d = -9$
d $t = 1\frac{1}{2}$ **e** $j = -8\frac{1}{2}$ **f** $q = -1$

2 Teacher to check.

3 **a** $w = 7$ **b** $n = 1$ **c** $p = -1$
d $x = \frac{1}{3}$ **e** $y = 5$ **f** $x = 1\frac{1}{2}$
g $a = 1$ **h** $g = 14\frac{2}{3}$

4 22 cm × 16 cm **5** $a = 2.5$ **6** 1

7 **a** $d = -6$ **b** $n = -1\frac{1}{2}$ **c** $p = 24$

8 **a** $d = \pm 8$ **b** $p = \pm 6$ **c** $z = \pm\sqrt{35}$

9 **a** $w = 1, 5$ **b** $m = 0, 16$ **c** $u = -3, 6$

10 **a** $x = 11$ **b** $h = -6$ **c** $t = 5$

11 **a** BMI = 21 **b** 105.84 kg

12 **a** \$41 **b** $d = 30.5$ km

13 **a** $w = \frac{a-v}{k}$ **b** $w = t - \frac{p}{m}$ **c** $w = \frac{1}{x-y}$

Practice set 2

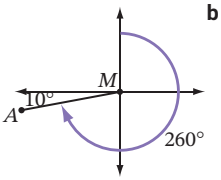
1 **a** 4 **b** 1 **c** 4 **d** 3

2 **a** y^{10} **b** $12g^{15}$ **c** $18p^5q^3$ **d** k^{12}
e x^4 **f** h^9 **g** $9k^4$ **h** h^2y^3
i $\frac{2m^4n}{3}$

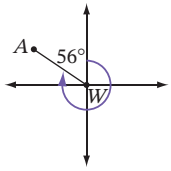
ANSWERS

3 **a** 6 **b** 1 **c** 1 **d** x **e** 1

4 **a**



b



5 **a** $\frac{1}{2}$ **b** $\frac{1}{125}$ **c** $\frac{1}{100}$

6 **a** 120° **b** decagon

7 **a** 2 **b** $\frac{9}{64}$ **c** $\frac{25}{16d^2}$ **d** $\frac{1000x^3}{27}$

8 $y = \pm\sqrt{\frac{T-a}{p}}$

9 **a** 20.50 **b** 33.34 **c** 3.58

10 **a** 2^{15} **b** 4^{12} **c** $9p^{14}$ **d** $8w^{15}$

11 **a** 15 400 000 **b** 0.0032 **c** 0.9837 **d** 24 000

12 26 km

13 **a** 77° 53′ **b** 64° 9′ **c** 56° 19′

14 **a** n^{-1} **b** 2^{-3} **c** k^{-5} **d** $7y^{-2}$

15 7.28×10^6

16 **a** 2.7×10^{16} **b** 1.2×10^{-10}

17 **a** 39° **b** 52° **c** 44°

18 **a** $m = 103$ (angle sum of triangle)
b $f = 54$ (equal angles of isosceles triangle, angle sum of triangle)
c $d = 132$ (exterior angle of triangle)

19 A

20 **a** 5.3×10^9 **b** 3.73×10^5

21 **a** $m = 17.9$ **b** $d = 11.7$ **c** $g = 160.2$

22 **a** $w = 103$ **b** $w = 32$ **c** $w = 35$

23 **a** $13^{\frac{1}{2}}$ **b** $20^{\frac{1}{3}}$ **c** $(3p)^{\frac{1}{5}}$ **d** $x^{\frac{3}{2}}$

24 C

25 **a** 125 **b** $\frac{1}{32}$ **c** 8 **d** 9

26 $v - e + f = 7 - 11 + 6 = 2$

27 **a** A4 B2 C4 D3 E3 H5 G3 F2
b **i** trail **ii** path
iii path **iv** trail
c No edges cross

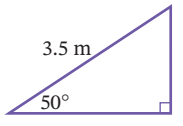
28 **a** $k = -5$ **b** $h = 8\frac{4}{7}$

29 **a** 44 000 **b** 10.8 **c** 0.000 04

30 **a** 45°31′

31 **a** 225 min or 3h 45 min **b** 3.125 kg

32 **a**



b **i** 2.7 m **ii** 2.2 m

33 square

34 **a** (5, −2) **b** (−2, 5) **c** (2, −5) **d** (5, −2)

35 **a** 19, 20, 21, 22 **b** 127 $2 coins

36 50 m

37 **a** $m = \pm 4$ **b** $x = \pm 6$

38 **a** $r = 8$ **b** $y = -9$

39 **a** $n = -9, 8$ **b** $u = -6, 11$ **c** $a = 3$

Chapter 8

SkillCheck

1 **a** 365 **b** 52 **c** 28 **d** 36
e 14 **f** 13 **g** 60 **h** 26

2 **a** $733.59 **b** $6285.83 **c** $3150
d $1198.21 **e** $694.67 **f** $14 911.22
g $1339.02 **h** $2343.50 **i** $2293.20

3 $7760.25

Exercise 8.01

1 **a** $1049.60 **b** $1332.10
c $895.20 **d** $321.30

2 $103 316.40 **3** D **4** $79 000.22

5 **a** $3034.50 **b** $6068.99 **c** $13 195

6 **a** $117.80 **b** $139.50 **c** $130.20

7 Danica, by $31.26.

8 Fortnightly income pays more

9 **a** Marisol by $1.23/h **b** Paula by $3.26/h
c Fabian by by $2.50/h **d** Ranjan by $2.46/h

10 **a** $544 **b** $2720 **c** $11 786.67

11 **a** $127 680 **b** $2446.91

12 **a** $7393.33 **b** $1700.27 **c** $40.48

13 $1252.80 **14** $1054.13

15 $1026 **16** $1114.12

17 $28.95/h **18** $3495.59

Exercise 8.02

1 **a** $802.20 **b** $959.78 **c** $1217.63
d $1239.11 **e** $1547.10 **f** $1590.08

2 C **3** $1141.98 **4** $2033.94

5 $1118.15 **6** $1222.61 **7** B

8 **a** $782.10 **b** $865.05 **c** $1007.25
d $1220.55 **e** $953.93 **f** $1102.05

9 **a** $1136.80 **b** $1365 **c** $1401.40
d $1300 **e** $1976 **f** $1445.40

10 **a** $28.69/h **b** $29.69/h **c** $24.29/h
d $21.98/h **e** $25.92/h **f** $13.68/h

Exercise 8.03

1 $736.80 **2** $1783.49 **3** $27 506

4 Perry: $2600, Amy: $4050 **5** C

6 **a** $25 000 **b** $31 250 **c** $38 750

7 $4520

8 **a** $337.50 **b** $230 **c** $555.75 **d** $316
e $405 **f** $480 **g** $45 **h** $738

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9 **a** **i** $124.10 **ii** $172.55
b 540 **c** **i** 236 **ii** 730
10 $120
11 $167 760
12 $420
13 **a** $438.75 **b** 616
14 **a** $6 492 000 **b** $20 116 348
c $3 033 903.50
15 **a** $1096 **b** $767.20 **c** $5151.20
16 **a** $9658.87 **b** $3380.60 **c** $22 698.34
17 **a** $397.90 **b** $584.90 **c** $2069.90
18 **a** $1142.50 **b** $190.42 **c** $22.40/h
19 $38 800 **20** **a** $1032 **b** $4850.40

Exercise 8.04

1 $90 634
2 **a** $74 673 **b** $14 735.73
3 **a** $127 525 **b** $32 251.25
4 C
5 **a** $65 262 **b** $11 677.15
6 **a** $100 270 **b** $23 054.75
7 **a** $86 285.58 **b** $86 096 **c** $18 448.20
8 D **9** $101 450.50 **10** $13 594.33

Mental skills 8

2 **a** $408 **b** 99 **c** 200
d $404 **e** 672 **f** $81
g $517 **h** 225 **i** 560
j $84 **k** $350 **l** 84
4 **a** 330 **b** $240 **c** 1600 **d** $425
e $225 **f** $60 **g** $63 **h** 76
i $68 **j** $3762 **k** $374 **l** $100

Exercise 8.05

1 **a** $3200 **b** $704
2 **a** $8064 **b** $1764
3 $240
4 **a** $43 **b** 22.1% **c** $152
5 Phoebe, by $24.
6 Electronics Store offers higher net pay by $24 over the 6 weeks.
7 **a** $158 **b** $435.90 **c** 37.6%
8 C
9 **a** $812.03 **b** 27.9%
10 **a** $670.98 **b** 16.4%
11 **a** gross weekly income = $1094.40,
total deductions = $339.60,
net weekly income = $754.80
b gross weekly income = $1527.50,
total deductions = $504.10,
net weekly income = $1023.40
12 **a** $251.70 **b** 24.5%
13 **a** $2943.66 **b** $956.69
c $1208.31 **d** $1735.35
14 **a** $519.12 **b** $4092.60
c $87 856.28 **d** 28.3%

Power plus

1 $260.08/min **2** $55.56 **3** $288/h
4 Felicity: $514; Rose: $454.80;
Difference: $59.20
5 $1368 **6** $21.50/h **7** $855
8 $841.50 **9** $133 767 **10** 18 h 40 min

Test yourself 8

1 **a** $1675.16 **b** $3350.33 **c** $7284.17
2 $875.05 **3** $1700.79
4 **a** $940.50 **b** $1200.38
5 $4200 **6** $1950
7 **a** $750 **b** $1237.50 **c** $1242.50
8 $11 400 **9** $8394.20
10 **a** $185 454 **b** $54 121.30
11 **a** $182 **b** $1208.96 **c** 12.2%
12 **a** $1071.60 **b** $359.60 **c** $712

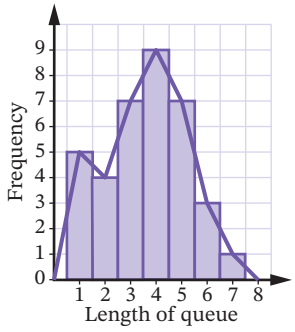
Chapter 9

SkillCheck

1 **a** 39 **b** 6 **c** 43.6%
2 **a** 38 **b** 6 **c** 36 **d** 14 **e** 39.5%
3 **a**

Length of queue	Frequency
1	5
2	4
3	7
4	9
5	7
6	3
7	1

b



c 4 **d** 20

Exercise 9.01

1 **a** **i** 18.2 **ii** 18 **iii** 15 **iv** 16
b **i** 6.9 **ii** 7 **iii** 7 **iv** 14
c **i** 34 **ii** 35 **iii** 32, 45 **iv** 33
d **i** 8.7 **ii** 8.8 **iii** 8.8 **iv** 1
e **i** 0.3 **ii** −0.5 **iii** −2 **iv** 11
2 **a** max $\bar{x}$ = 22.9°C, min $\bar{x}$ = 15.6°C
b 7.3°
c max mode = 23°C, min mode = 15°C
d 8°

ANSWERS

3 **a** 415 mm **b** 168 mm **c** 92 mm

4 **a** 6.3 **b** 7 **c** 7 **d** 8

5 **a** 1 is an outlier as it is away from the main body of data.

b 8, 9 **c** 7.3 **d** 8

e **i** 56.7% **ii** 33.3%

6 **a** Yes, 7

b **i** $\bar{x} = 2$, median = 2

ii $\bar{x} = 2.3$, median = 2

c The mean.

7 **a** \$180 000

b **i** $\bar{x}$ = \$86 944, median = \$90 000

ii $\bar{x}$ = \$96 250, median = \$91 500

c The median, as it is only \$1500 higher with the outlier included, while the mean is \$9306 higher.

d **i** mode = \$93 000, range = \$35 000

ii mode = \$93 000, range = \$110 000

e Range

8 **a** 6.4 **b** 14.8 **c** 66.8

9 76

10 **a** 370 **b** 462 **c** 92

11 No, as she needs to score 103%.

12 **a** 10, 9, 28, 30, 24

$\Sigma f = 25$, $\Sigma fx = 101$, $\bar{x} = 4.04$

b 66, 184, 168, 225, 130, 108

$\Sigma f = 36$, $\Sigma fx = 881$, $\bar{x} = 24.47$

13 **a** 34.4 **b** 12.9

14 **a** 2, 7, 18, 25, 35, 44, 50

i 5.5 **ii** 4 **iii** 6

b 3, 11, 31, 46, 57, 64

i 20 **ii** 19 **iii** 5

15 **a**

Number of seedlings per punnet	Frequency
4	4
5	2
6	4
7	8
8	11
9	8
10	4
11	3
12	1

Median = 8

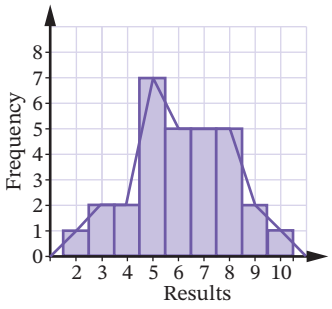
b 8 **c** 8 **d** 7.8

Exercise 9.02

1 **a**

Results (Score)	Frequency
2	1
3	2
4	2
5	7
6	5
7	5
8	5
9	2
10	1

b

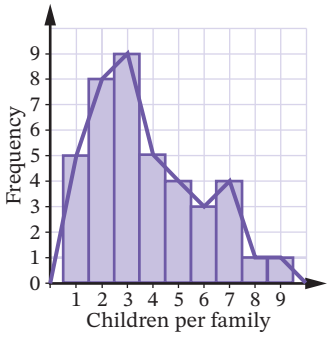


c 6.1 **d** 6 **e** 5 **f** 8

g No outliers but clustering at 5–8.

2 **a**

Children per family	Frequency
1	5
2	8
3	9
4	5
5	4
6	3
7	4
8	1
9	1



b mode = 3, range = 8

c no outliers, clustered near 2–3 children

d 3 **e** 3.8

3 **a** 6 It's the highest column.

b 5.96 **c** 6 **d** 5

4 **a** 73 **b** 14

c 2 It's the score with the greatest frequency.

d 5 **e** 2 **f** 2.43

g clustering at 2–3 calls per minute

5 **a**

Stem	Leaf
4	0 1 5
5	1 3 5 6 8
6	3 4 5 6 7 7 7 8
7	1 2 4 7 9
8	2 7 8
9	0 2 4

b 54 **c** Clustering occurs in the 60s.

d 27 **e** 67.85 **f** 67

6 **a** 52 **b** 68 **c** 60.0 **d** 63

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7 a

Stem	Leaf
11	8 9
12	1 5 6
13	1 5 5 7
14	3 4 5 6 9 9
15	0 0 0 1 4 4 7 7
16	1 1 3 3
17	6
18	3 7

b i no outliers
ii clustering occurs near 14–15 seconds
c 8 **d** 70%
e i 43.3% **ii** 50%

8 a 54, 55 or 56 **b** 22 **c** 59.5

9 a Rockets: 8, Blues: 13
b Rockets: 52, Blues: 57
c The Blues, 40.
d The Blues performed better as they had more games in which they scored more than 30 points.
e The Blues' median was higher – 37.5 compared to Rockets' median of 27.5.

10 a

Rashmi	Stem	Anthony
7	1	
7 3	2	8 9
7 7 7 6 5 3	3	4 5 5 6 6 7 9
5 2 2 1	4	2 3 7
4	5	1 5

b Anthony (547) made more than Rashmi (506).
c 7 **d** Rashmi, 54
e Clustering for both is in the 30's for both.
f Anthony

11 a

Stem	Leaf
1	1 5 9
2	3 5 7
3	1 2 3 4 5 6 8
4	0 2 5 5 7 8
5	2 5
6	5
12	5

b Yes, 12.5 – this value is away from the main body of data.
c Clustering occurs in the 3–4 km distances.
d 4.01 **e** 3.6
f The median is the better as it is not affected by the outlier of 12.5 km.

12 a

Girls	Stem	Boys
8	1	0 6
	2	6 8 9
9 6	3	2
8 5	4	0
9 9 6 1	5	0 0 5 7
7 0	6	3 7
8 6 6 4 3	7	2 4 5 6
5 2 0	8	2 8
4	9	5

b 95, boy
c i 63.5 **ii** 56
d 45% **e** 50%
f i 62.8 **ii** 54.25
g i no **ii** no

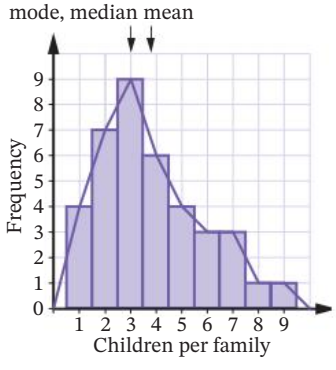
Exercise 9.03

1 a i symmetrical and bimodal
ii no outliers, some clustering near 5, 11
b i symmetrical and bimodal
ii 10 is an outlier, clustering near 4, 6
c i negatively skewed
ii no outliers, clustering in the 70s and 80s
d i positively skewed
ii no outlier, clustering near 21, 22
e i not symmetrical, bimodal
ii no outliers, some clustering 12–13, 16
f i positively skewed
ii no outliers, clustering near 1, 2
g i symmetrical
ii no outliers, some clustering near 51
h i negatively skewed
ii 10 is an outlier, clustering at 17–19

2 a 30 **b** in the 30s and 40s
c positively skewed
d Test was too hard or students did not prepare for the test.
e $\bar{x} = 48.6$, median = 45, mode is 28, 38, 45, 47, 64

3 a

Children per family	Frequency
1	4
2	7
3	9
4	6
5	4
6	3
7	3
8	1
9	1



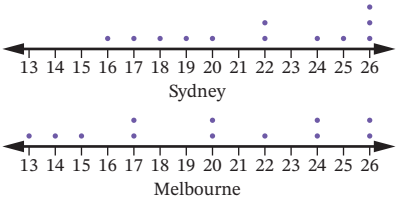
b No **c** positively skewed
d 2 to 4
e mode = 3, median = 3, $\bar{x} = 3.8$

4 C

5 a symmetrical and bimodal **b** 56, 64, 83
c 76 **d** 72.8 **e** 72
f No, because the range has been affected by the outlier of 26. Without the outlier, the range is 45.

ANSWERS

6 a i



ii Both are slightly negatively-skewed.

b Sydney: $\bar{x} = 21.75$, median = 22, mode = 26, range = 10
Melbourne: $\bar{x} = 19.83$, median = 20, mode(s) = 17, 20, 24, 26, range = 13

c Sydney is generally warmer – higher mean, median and lower range.

Exercise 9.04

1 a Brooke: 59.58 s Ryan: 57.54 s
b Brooke: 59.60 s Ryan: 57.33 s
c Brooke: 1.71 s Ryan: 4.55 s
d Ryan, his mean time is lower.
e Brooke, as her range is 1.71 s compared to Ryan's range of 4.55 s.

2 a Sydney: 13.1°C Adelaide: 13.3°C
b Sydney: 27.9°C Adelaide: 26.6°C
c Sydney: 29.2°C Adelaide: 26.2°C
d 8 days
e Sydney. Its mean and median were higher.

3 a Test 1: 53 Test 2: 64
b Test 1: 58.3 Test 2: 68.0
c Test 1: 59 Test 2: 54
d Test 1 is positively skewed. Test 2 is slightly positively skewed.
e Yes, the mean and median have increased significantly.

4 a Logan City
b Logan City: 27.25°C Wollongong: 26.13°C
c Logan City: 11°C Wollongong: 12°C
d Logan City, slightly lower range and temperatures clustered from 26°C to 28°C.
e Logan City: 27°C Wollongong: 26°C
f Wollongong, its mean and median are slightly lower and it had a temperature of 26°C or more on only 8 days compared to Logan City's 14 days.

5 a

Men	Stem	Women
9 9 9 8 6	2	
8 7 3 2 2 1 1 0	3	4 5 5 6 6 7 7 9 9
9 8 7 4 3	4	0 0 2 3 5 5 8
5 3	5	1 1 4 7

b No, the range is too high.
c i Different ($\bar{x} = 37.2$, median = 32.5).
ii Different ($\bar{x} = 42.2$, median = 40), but the difference is less.
d Men: 29 Women: 35, 36, 37, 39, 40, 45, 51
e Both are positively skewed. Clustering occurs in 30s for both.
f Men, as their mean and median are less than that for women.
g Men. Their range is 29 compared to a range of 23 for women.

6 Teacher to check.

Mental skills 9

2 a 8 **b** 0.3 **c** \$12 **d** 0.8
e \$48 **f** 1.2 **g** 5.6 **h** \$18
i \$3 **j** \$7.20 **k** 77 **l** 26

4 a 12.5 **b** \$4.50 **c** \$10.80 **d** 9.9
e \$15 **f** 4.8 **g** \$30 **h** \$90
i \$14 **j** \$7.20 **k** 5.7 **l** \$10.50

Exercise 9.05

1 a census **b** sample **c** sample
d census **e** census

2 a every 5 years
b 2026, 2031, ... – the next year ending in a 1 or 6

3 a 872
b i 17.3% **ii** 15.1%
c i 17 **ii** 15

4 No, as these students may live close to school or they may be early because they come by private transport.

5 No, as they only come from one shopping centre.

6 a N **b** N **c** N **d** C, N **e** C, O
f N **g** N **h** C, N **i** C, N **j** N

7 C

8 a D **b** C **c** C **d** C
e D **f** D **g** C **h** D

Exercise 9.06

1 Teacher to check.

2 a People at a football match would not be thinking and/or interested in the amount of time spent on homework.
b Many sports are/have body contact to some degree. Spectators may be less likely to complain about violence.
c Most of the cars at the car show will use petrol.
d People at a rock concert will usually favour rock music.

3 Advantages – high accessibility as most people have a telephone
– good quality control as questions are asked the same way
– anonymity of people being surveyed
– data can be processed quickly
Disadvantages – time taken for survey is limited so questions are restricted to short answer type ones
– people who screen calls may not answer when called
– if the survey is about a product, participants cannot see, taste or feel the product

4 a Depends on the number of students in the school. For a large school, more students need to be surveyed.

b Can be given out at random to students in a school, may only take a short time to compete.

c May take too much time to complete, some of the questions may require a lengthy response.

d Personal interview – students are asked at random at recess or lunch.

5 C as all students in the school are asked. Answer A means only year 9 students are asked and Answer B would only provide an estimate.

6 **a** The question is not precise enough. A better question might be:

'Circle the amount of time you spend studying per week:

0 – less than 2 hours 2 – less than 4 hours
4 hours or more '

b The question is too general. A better question could be:

'Select your favourite sport from the list below' and include 'Other' in the list.

c The question is too general. A better question could be:

'What is your income?

A $15 000 – <$25 000

B $25 000 – < $40 000

C $40 000 – < $60 000 .....'

d, e The question is too general. A better question could be:

'Select your favourite food/activity from the list below' and include 'Other' in the list.

f, g The question is not precise enough. A better question might be:

'Circle the amount of time you spend exercising/on social media per day or week:

0 – less than 1 hours
1 hour – less than 2 hours
2 hours or less than 4 hours
more than 4 hours '

h The question is too general. A better one might be:

'How many text messages do you send in one day?

❑ 0 – 10 ❑ 11 – 20
❑ 21 – 40 ❑ more than 40

7 Teacher to check.

8 **a** Students from each year group are chosen at random.

b Choose students at random as they leave the canteen.

c, d Choose students from each year group.

e Randomly select some classes from your school or from different schools.

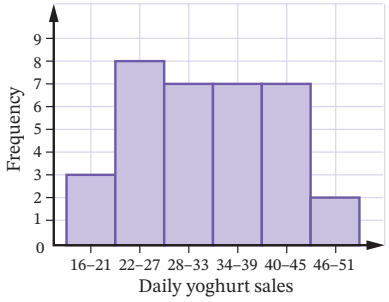
f Telephone survey or personal interview in a shopping centre.

Power plus

1 **a**

Class interval	Frequency	Cumulative frequency
16–21	3	3
22–27	8	11
28–33	7	18
34–39	7	25
40–45	7	32
46–51	2	34

b



Shape is nearly symmetrical. No outliers or clusters.

c 22–27 **d** 28–33

2 If the range is too large.

3 **a** **i**

Stem	Seedlings
0	3 4 4 5 7 7 8
1	1 1 2 3 4 4 6 6 7 7 7 8 8 8 8 9 9 9
2	0 0 3 3 4 4 5 5 6 7 8 8
3	0 1 3

ii

Stem	Seedlings
0^0	3 4 4
0^5	5 7 7 8
1^0	1 1 2 3 4 4
1^5	6 6 7 7 7 8 8 8 8 9 9 9
2^0	0 0 3 3 4 4
2^5	5 5 6 7 8 8
3^0	0 1 3

b **i** Positively skewed, no outliers, clustered in the 10s stem.

ii Symmetrical, no outliers, clustered in 15–19 stem.

c Plot **ii** gives the better indication. It gives a better breakdown of how many seedlings grow per box (modal group is 15–19).

Test yourself 9

1 $\bar{x} = 7$, median = 8, mode = 8, range = 6

2 **a** $525 100 **b** $393 500

c The median is the better measure as it is not affected by the high price of $1 750 000.

If $1 750 000 is excluded, the mean is $389 000.

d Because the mean is affected by either very high or very low prices (outliers).

ANSWERS

3 a

Stem	Leaf
2	2
3	8
4	2 3 5 7
5	4 6 8 9
6	2 3 4 4 7
7	0 0 1 2 3 5 7 8 8
8	3 4 5 6 9
9	0

b $\bar{x} = 65.5$, median = 68.5,
modes = 64, 70 and 78, range = 68

c Yes, 22

d The median, as the mean is affected by the outlier 22.

4 a 6 **b** 1 **c** 1.93 **d** 2

e The mean as there are no outliers.

5 a

Northbridge	Stem	Westvale
9 9 7	0	5 7 7 8 9
8 6 6 5 1	1	3 5 5 8 8
8 7 7 3 2	2	2 4 4 4 4 5 6
8 7 7 5 2 0 0	3	3 5 6 7 7
7 5 2	4	3 4
3	5	

b Northbridge: 27.25 min, 27.5 min, 46 min
Westvale: 22.875 min, 24 min, 39 min

c No outliers, some clustering for Northbridge in the 30s and for Westvale in the 20s.

d The waiting times for Westvale are less than for Northbridge and more consistent.

6 a positively skewed, bimodal, no outliers, clustering at 12, 14.

b symmetrical, no outliers, clustering near 100 – 109.

c negatively skewed, no outliers, clustering near 15 – 17.

7 a

Girls	Stem	Boys
8 1	13	4
8 7 5 2	14	8
6 5 3 0 0	15	0 4
3 2 0	16	4 4 5
	17	0 1 5 6 6 8
	18	0

b i Nearly symmetrical
ii negatively skewed

c No outliers or clusters for girls, 134 is an outlier for the boys, clustering in the 170s for boys.

d Girls: 150, 150;
Boys: 164.64, 167.5

e For the boys, the median is the better measure. For the girls, both measures are good.

f Girls

g Boys. Their range is 46 cm compared to the range for girls, which is 32 cm.

8 a sample **b** sample **c** census **d** sample

9 a numerical, continuous

b numerical, discrete

c categorical, nominal

d categorical, nominal

e numerical, continuous

10 a Not all teens necessarily play computer games.

b Only those customers interested in completing the survey are sampled.

c Need to sample workers as well, not only management who may have a biased view.

d People at a premiere are not the usual moviegoers.

e It is restricted to one radio station playing a specific type of music.

11 a The question is too general and many responses could be given. Instead, give choices such as always, most of the time, sometimes, half the time, not often, rarely, never.

b The question is too general. Give choices such as excellent, good, satisfactory, poor.

c The question encourages bias towards saying yes because the service of soldiers is mentioned. A more objective question might be 'Should Australia's flag should be changed?' with a Yes/No response

Chapter 10

SkillCheck

1 a i 88 cm **ii** 384 cm^2

b i 112 cm **ii** 336 cm^2

c i 37.7 cm **ii** 113.1 cm^2

d i 70 cm **ii** 200 cm^2

e i 84 cm **ii** 336 cm^2

f i 94.2 cm **ii** 706.9 cm^2

2 a $\frac{1}{2}$ **b** $\frac{1}{4}$ **c** $\frac{1}{3}$ **d** $\frac{23}{36}$

3 a 180 cm^3 **b** 2197 cm^3

c 1440 cm^3 **d** 4500 cm^3

4 a i 5 **ii** 3 rectangles and 2 triangles
iii Triangular prism

b i 8 **ii** 6 rectangles and 2 hexagons
iii Hexagonal prism

c i 6 **ii** 4 rectangles and 2 trapeziums
iii Trapezoidal prism

Exercise 10.01

1 a cm **b** g **c** km
d L **e** kL **f** hours

2 a 750 000 mg **b** 36 000 L
c 67 000 g **d** 1500 mL
e 67 mm **f** 3500 m
g 9400 kg **h** 3750 mg
i 425 cm **j** 200 g
k 26 200 mL **l** 300 m
m 3 000 000 mL **n** 5760 min
o 54 000 s **p** 270 000 cm
q 5 000 000 mg **r** 700 mm
s 29 375 000 g **t** 18 140 000 mm
u 3270 mg

3 **a** B **b** B **c** A **d** C **e** B

4 **a** 8 kL **b** 9 cm **c** 3 min **d** 4 h
e 0.375 L **f** 14.7 t **g** 8.6 g **h** 7.5 m
i 22.3 cm **j** 0.8 kg **k** 0.125 kL **l** 0.0035 t
m 17 kg **n** 5 days **o** 45 t **p** 40 h
q 1 day **r** 0.025 km **s** 0.075 kL **t** 34.7 m
u 0.000 628 ML

5 503 250 000 000 L or 5.0325×10^{11} L

6 **a** 4800 kB **b** 2100 GB **c** 8500 MB
d 10 800 000 B **e** 2.91 kB **f** 0.74 GB
g 1.05 MB **h** 5.9 TB **i** 0.000 94 MB
j 57 000 MB **k** 430 000 kB **l** 21 000 GB

7 225 MB **8** 12 800 files

9 **a** 520 000 000 $\approx 5.2 \times 10^8$ km
b 6 s **c** 750 y
d 0.012 m **e** 6.4×10^8 m
f 2.0×10^{13} km **g** 70 ms
h 250 000 years **i** 4.8 s
j 5290 Mm **k** 6.2×10^{12} km
l 6000 μm **m** 940 millennia
n 8.5 centuries **o** 85 ly
p 80 nm **q** 6.1 pc
r 0.16 Ma

Exercise 10.02

1 **a** **i** 1 mm **ii** 0.5 mm
b **i** 1°C **ii** 0.5°C
c **i** 1 min **ii** 0.5 min
d **i** 100 g **ii** 50 g
e **i** 1 cm **ii** 0.5 cm
f **i** 1° **ii** 0.5°
g **i** 5 km/h **ii** 2.5 km/h
h **i** 250 g **ii** 125 g
i **i** 10 mL **ii** 5 mL
j **i** 1 kL **ii** 0.5 kL
k **i** $\frac{1}{4}$ tank **ii** $\frac{1}{8}$ tank

2 D

3 **a** 1 cm **b** 0.5cm
c 0.5 mm **d** 26.75 to 26.85 mm

Exercise 10.03

1 **a** 1 cm, 0.5 cm **b** 1 s, 0.5 s
c 0.1 mL, 0.05 mL **d** 1 cm, 0.5 cm
e 10 cm, 5 cm

2 **a** 0.5 mL **b** 0.5 mm **c** 0.05 g
d 0.5 g **e** 5 g **f** 50 g

3 50 kg, 4.17%

4 **a** 0.5 m **b** 0.099 %

5 **a** 0.016%
b Q1 Tower, because its percentage error is lower.

6 0.00345% **7** 1%

8 **a** 0.025%
b cricket pitch, because its percentage error is lower.

9 44 L is measured correct to the nearest 1 L while 44.0 L is measured correct to 0.1 L, so 44.0 L is the more accurate. (Also can be explained using percentage error: 1.136% vs 0.1136%.)

10 **a** 12.5% **b** 1.25%

Exercise 10.04

1 **a** **i** 122 cm **ii** 690 cm^2
b **i** 76 m **ii** 211 m^2
c **i** 324 mm **ii** 3761 mm^2
d **i** 52 cm **ii** 126 cm^2
e **i** 92 cm **ii** 516 cm^2
f **i** 136 cm **ii** 864 cm^2

2 C

3 **a** 255 cm^2 **b** 217.5 cm^2 **c** 297 cm^2
d 410 cm^2 **e** 204 cm^2 **f** 134 cm^2
g 36 cm^2 **h** 73.5 cm^2 **i** 536 cm^2
j 1640 cm^2 **k** 340.24 cm^2 **l** 744 cm^2

4 B

5 **a** 38.72 cm^2 **b** 27.2 cm^2

6 **a** 525 000 m^2 **b** **i** 0.525 km^2 **ii** 52.5 ha

7 B

Exercise 10.05

1 **a** 48 cm^2 **b** 54.4 m^2 **c** 340 mm^2
d 3 cm^2 **e** 84 cm^2 **f** 950 mm^2
g 1048 mm^2 **h** 91.52 cm^2 **i** 52 m^2

2 **a** 102 cm^2 **b** 1519 mm^2 **c** 210 cm^2
d 837 mm^2 **e** 1000 mm^2 **f** 356.5 cm^2
g 406 cm^2 **h** 63 m^2 **i** 288 m^2

3 **a** 84 m^2 **b** 52.25 m^2 **c** 800 mm^2
d 190 m^2 **e** 54 cm^2 **f** 3.15 m^2
g 84 cm^2 **h** 144.6 m^2 **i** 840 mm^2

4 B

5 **a** 46 m^2 **b** 140 cm^2 **c** 24 m^2
d 168 cm^2 **e** 100.8 cm^2 **f** 29.04 m^2

6 **a** 160 m^2 **b** 141 m^2 **c** 7.8 m^2

Mental skills 10A

2 **a** 19 **b** $7.50 **c** 87.5 **d** $20.20
e $3.76 **f** 40 **g** $0.925 **h** 89.6
i $270 **j** $0.38 **k** $152.76 **l** $7.25
m 315.4 **n** $1.07 **o** 42.6 **p** $2431.76

4 **a** 10 **b** 124 **c** $490 **d** $1.72
e 14.4 **f** $2540 **g** 78 **h** $1.16
i $9 **j** $16.80 **k** $920 **l** 64

6 **a** 100 **b** $0.60 **c** 2.5 **d** $1.35
e $1.84 **f** $4.20 **g** 40 **h** 6.5
i $0.48 **j** $6.90 **k** $3.60 **l** 42

ANSWERS

Exercise 10.06

1 **a** **i** 50.27 cm **ii** 201.06 cm^2
b **i** 32.67 cm **ii** 84.95 cm^2
c **i** 94.25 cm **ii** 706.86 cm^2
d **i** 88.59 cm **ii** 624.58 cm^2

2 **a** **i** 92.5 m **ii** 508.9 m^2
b **i** 35.7 m **ii** 78.5 m^2
c **i** 4.1 m **ii** 1.0 m^2
d **i** 136.0 m **ii** 1055.6 m^2
e **i** 221.5 m **ii** 2565.9 m^2
f **i** 15.1 m **ii** 9.4 m^2
g **i** 17.4 m **ii** 5.6 m^2
h **i** 303.9 m **ii** 4618.1 m^2

3 **a** 182.83 cm **b** 72.85 cm **c** 121.12 mm
d 129.12 m **e** 554.20 cm **f** 1416.67 m
g 103.98 m **h** 46.57 cm **i** 56.55 cm

4 B

5 **a** 2228 m^2 **b** 293 m^2 **c** 952 m^2 **d** 442 m^2
e 63 m^2 **f** 71 m^2 **g** 503 m^2 **h** 151 m^2
i 193 m^2 **j** 743 m^2 **k** 4664 m^2 **l** 471 m^2

6 **a** 20 056 m^2 **b** $4001

7 **a** 40 074 km **b** 42 587 km

8 1.2 m^2

9 **a** 34.56 m^2 **b** $5702.40 **10** 4.9 m

11 **a** 15.708 cm **b** 157 m

12 **a** 39 m^2 **b** 157% increase

13 **a** Izabella 399.3 m **b** Noah 405.6 m
c 6.3 m

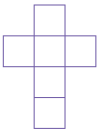
14 **a** 207.35 cm **b** 2411

Exercise 10.07

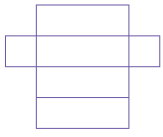
1 C

2 Other answers possible.

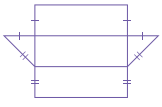
a



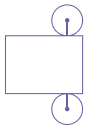
b



c



d



3 **a** rectangular prism **b** trapezoidal prism
c cube **d** triangular prism
e square pyramid **f** cylinder
g triangular prism **h** rectangular prism

4 **a** cube, $A = 2646$ m^2
b rectangular prism, $A = 684$ m^2
c right triangular prism, $A = 9720$ m^2
d trapezoidal prism, $A = 7236$ m^2

5 **a** 253.5 m^2 **b** 4140 cm^2 **c** 103 680 cm^2
d 125.36 cm^2 **e** 9600 mm^2 **f** 9680 cm^2

6 **a** 408 m^2 **b** 348 m^2 **c** 2310 cm^2
d 71.4 cm^2 **e** 360 m^2 **f** 648 m^2

7 **a** 145 140 cm^2 **b** $174.17 **8** D

9 **a** $h = 8.9$ m **b** 71.2 m^2 **c** 862.4 m^2

10 **a** 2804 cm^2 **b** 19 440 cm^2 **c** 3740 cm^2

11 **a** 151.33 m^2 **b** 251.33 m^2

Exercise 10.08

1 **a** 747.70 m^2 **b** 2550.97 cm^2
c 206.47 m^2 **d** 15.83 m^2

2 **a** 904.8 cm^2 **b** 8545.1 mm^2

3 **a** 2159 .8 m^2 **b** 3.9 m^2 **c** 1894.5 m^2
d 6.5 m^2 **e** 14.4 m^2 **f** 1131.0 m^2

4 **a** $A = 56.5$ m^2 **b** 7 L of paint

5 The triangular prism tent (a) has 7.6 m^2 more surface area.

6 2073.5 cm^2

Exercise 10.09

1 **a** 50 m^3 **b** 13 200 cm^3 **c** 60 000 mm^3

2 D

3 **a** 288 000 cm^3 = 288 000 ÷ 100^3 m^3 = 0.288 m^3
b $l = 1.2$ m, $b = 0.6$ m, $h = 0.4$ m,
$V = 1.2 \times 0.6 \times 0.4 = 0.288$ m^3
It is easier to convert each measurement to the required units before doing the calculation.

4 **a** 3016 cm^3 **b** 3958 mm^3 **c** 3 m^3

5 **a** 9.7 m^3 **b** 94 247.8 m^3 **c** 7.4 m^3
d 135.7 m^3 **e** 5026.5 m^3 **f** 216.9 m^3

6 B **7** 10.5 cm **8** 23.76 L

9 13 666 cm^3 **10** 6 m^3 **11** 300 kL

12 B **13** 678.58 cm^3 **14** 13 mm

15 **a** 6.7 cm
b radius = 3.43 cm, height = 20.58 cm
c **i** If the radius and height were rounded down to 3.4 cm and 20.5 cm instead, the balls would not fit in the container.
Radius = 3.5 cm, height = 20.6 cm.
ii 792.8 cm^3
d **i** length = 28 cm, width = 21 cm, height = 20.6 cm (after rounding up)
ii $V = 12\,112.8$ cm^3
e 2599.2 cm^3 **f** 21.5%

16 29 cm

9780170479585

Mental skills 10B

2 **a** 18 **b** \$126 **c** 39 **d** \$30.30
e \$7.50 **f** 10.8 **g** \$27 **h** 60
i \$240 **j** \$3.30 **k** 900 **l** \$52.50
4 **a** 10 **b** 166 **c** \$50 **d** \$22
e 37.5 **f** \$5.80 **g** 135 **h** \$22.60
6 **a** 500 **b** \$20 **c** 4.5 **d** \$6.25
e \$81 **f** \$35 **g** 16.5 **h** 74.5
i \$195 **j** \$425 **k** \$31.50 **l** 290
8 **a** 160 **b** \$1.50 **c** 7.5 **d** \$32.50
e \$67.50 **f** \$31.25 **g** 38 **h** 170

Exercise 10.10

1 **a** 149.3 cm^3 **b** 240 cm^3 **c** 120 cm^3
d 336 m^3 **e** 1200 cm^3 **f** 106.7 m^3
2 B
3 **a** **i** 24 cm **ii** 3200 cm^3
iii 3200 mL or 3.2 L
b **i** 20 m **ii** 19 200 m^3 **iii** 19 200 kL
c **i** 40 mm **ii** 4320 mm^3 **iii** 4.32 mL
d **i** 60 mm **ii** 28 160 mm^3 **iii** 28.16 mL
e **i** 7.7 m **ii** 133.056 m^3 **iii** 133.056 kL
f **i** 84 cm **ii** 564 480 cm^3
iii 564 480 mL or 564.48 L
4 **a** 2 592 100 m^3 **b** 1.127 m^3
5 27 m **6** 76 mm **7** 4.9 cm
8 **a** 209 m^3 **b** 872 cm^3 **c** 1272 mm^3
d 616 cm^3 **e** 393 cm^3 **f** 2545 mm^3
9 **a** 116.1 cm^3 **b** 13 796.9 m^3 **c** 377.8 cm^3
d 2.4 m^3 **e** 296 162.1 m^3 **f** 129 638.4 cm^3
10 **a** 320π **b** 4.5π **c** 768π
11 9.7 cm **12** 8.8 m **13** 5.23 m
14 **a** 20 106.2 cm^3 **b** 87.5%
15 Volume of cone 566.32 cm^3 > Volume of cylinder 551.19 cm^3. Cone is better value for money.

Power plus

1 **a** 157.08 cm **b** 50π cm
2 **a** 70.83 m **b** 125.66 m^2
3 60 cm **4** 628 m^2
5 **a** **i** $A = 52.3$ cm^2 **ii** $P = 33.4$ cm
b **i** $A = 121.1$ cm^2 **ii** $P = 46.6$ cm
c **i** $A = 185.1$ cm^2 **ii** $P = 50.7$ cm
6 160 cm^3 **7** 3375 cm^3 **8** 40 mm
9 1629.2 cm^3

Test yourself 10

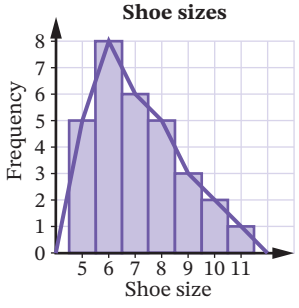
1 **a** 8000 m **b** 900 s **c** 700 mm
d 250 kg **e** 8400 MB **f** 9500 kg
g 5 h **h** 34 kB **i** 125 000 L
j 0.025 km **k** 17 000 t **l** 8.9 TB
m 10.5 s **n** 9100 years **o** 2 600 000 m
p 2.838×10^{13} km **q** 0.4 μs
r 75 m
2 **a** **i** 1 mm **ii** 0.5 mm
b **i** 1° **ii** 0.5°
c **i** 1 min **ii** 0.5 min
d **i** 10 km/h **ii** 5 km/h
3 **a** 0.5 m **b** 2.08%
4 **a** 52 m **b** 74 cm **c** 84 mm **d** 114 cm
5 **a** 432 mm^2 **b** 64 m^2 **c** 16 cm^2 **d** 2340 mm^2
6 **a** 52 cm^2 **b** 468 mm^2 **c** 72 m^2
d 246 mm^2 **e** 120 m^2 **f** 260 cm^2
7 **a** **i** $P = 34.6$ cm **ii** $A = 95.0$ cm^2
b **i** $P = 171.4$ mm **ii** $A = 2056.8$ mm^2
c **i** $P = 59.4$ m **ii** $A = 253.1$ m^2
d **i** $P = 57.3$ m **ii** $A = 205.3$ m^2
e **i** $P = 7.7$ m **ii** $A = 3.5$ m^2
f **i** 54.8 cm **ii** 56.5 cm^2
8 **a** 14.14 m^2 **b** 162.62 mm^2 **c** 326.73 cm^2
9 **a** 61.44 m^2 **b** 152 m^2 **c** 760 m^2 **d** 2256 m^2
10 **a** 32.768 m^3 **b** 176 m^3 **c** 960 m^3 **d** 5040 m^3
11 **a** 7389.03 m^2 **b** 1437.28 mm^2 **c** 104.33 cm^2
12 **a** 48 490.48 m^3 **b** 4064.44 mm^3 **c** 109.93 cm^3
13 2356 cm^2
14 123.75 L **15** 11 830 cm^3
16 **a** 323 m^3 **b** 540 cm^3 **c** 298 cm^3
17 **a** 1340.4 cm^3 **b** 5026.5 mm^3 **c** 9358.0 cm^3
18 10.7 cm

Practice set 3

1 **a** 12.5 h **b** 1.35 L **c** 0.512 GB
d 3005 g **e** 2700 m **f** 250 kB
2 **a** \$551.60 **b** 320
3 **a** \$87 420 **b** \$18 878.50
4 **a**

Shoe size	Frequency
5	5
6	8
7	6
8	5
9	3
10	2
11	1

b



c 63.3% **d** mode = 6, range = 6
e 7 **f** 7.1
5 **a** \$1720.20 **b** \$3440.40 **c** \$7480
6 **a** \$1653 **b** \$1157.10 **c** \$3884.55
7 **a** **i** 46, 48 **ii** 48.6 **iii** 48 **iv** 6
b **i** 70 **ii** 70.7 **iii** 70 **iv** 10

ANSWERS

8 **a** numerical, discrete **b** categorical, nominal
c numerical, continuous
d numerical, continuous

9 **a** Perimeter = 72 cm, Area = 212 cm^2
b Perimeter = 66 cm, Area = 231 cm^2

10 **a** \$2028.50 **b** 66.8%

11 C **12** \$1589.20 **13** 125 g

14 **a** 200 mm^2 **b** 240 mm^2 **c** 30 cm^2

15 \$17 468

16 **a** 189.6 m^3 **b** 5654.9 cm^3
c 2070 cm^3 **d** 2634.4 m^3

17 **a** Positively skewed **b** Near 2, 3
c mode = 3, range = 8

18 **a** 158 m^2 **b** 360 cm^2 **c** 4086 cm^2

19 **a** 0.5 cm **b** 6.25%

20 **a** **i** 20.6 m **ii** 25.1 m^2
b **i** 20.5 m **ii** 26.2 m^2
c **i** 28.6 m **ii** 44.6 m^2

21 **a** 'People at a park' does not represent everybody, as employed people are less likely to be at the park.
b Not enough information obtained as responses will just be Yes or No.
c Which of the following applies to you?
- ❏ going to school/TAFE/University
- ❏ working part time
- ❏ working full time
- ❏ retired
- ❏ carer for children and/or other person
- ❏ on unemployment benefits

(Other answers possible)

22 24 700 mm^3 **23** 4010 mm^2 **24** \$3610.58

25 **a** Monday: positively skewed
Wednesday: negatively skewed
b Monday: 8.79 Wednesday: 9.67
c Monday: 8.5 Wednesday: 10
d Monday
e Wednesday

26 10.1 cm **27** 15.5 cm **28** \$32.40

29 96

Chapter 11

SkillCheck

1 **a**

x	−2	−1	0	1	2
y	5	3	1	−1	−3

b

x	−2	−1	0	1	2
y	0	$\frac{1}{2}$	1	$1\frac{1}{2}$	2

2 **a** $y = 5$ **b** $y = -1$ **c** $x = 2\frac{1}{2}$ **d** $x = -1$

Exercise 11.01

1 **a** 7.3 **b** 7.2 **c** 8.2
d 14.3 **e** 7.1 **f** 14.3

2 **a** **i** $\sqrt{45}$ or $3\sqrt{5}$ **ii** 6.7
b **i** $\sqrt{117}$ or $3\sqrt{13}$ **ii** 10.8
c **i** $\sqrt{128}$ or $8\sqrt{2}$ **ii** 11.3
d **i** $\sqrt{68}$ or $2\sqrt{17}$ **ii** 8.2

4 A

5 **a** 7.071 **b** 5 **c** 6.403 **d** 18.474

6 **a** $RS = \sqrt{20}$, $ST = \sqrt{8}$, $RT = \sqrt{20}$
b isosceles triangle

7 **a** trapezium **b** $P = 28$ units
c $A = 38$ units^2

8 **a** square **b** $\sqrt{52}$ or $2\sqrt{13}$ units
c 28.8 units **d** 52 units^2

Exercise 11.02

1 A

2 **a** (4, 4) **b** (5, 3) **c** (1, 1)

3 **a** (8, 7) **b** (7, 8) **c** $\left(4\frac{1}{2}, 4\right)$
d (2, 3) **e** $\left(4, 4\frac{1}{2}\right)$ **f** $\left(7, \frac{1}{2}\right)$
g $\left(\frac{1}{2}, 3\frac{1}{2}\right)$ **h** $\left(-3, -\frac{1}{2}\right)$ **i** $\left(-1, -6\frac{1}{2}\right)$
j (−1, −1) **k** (7, −8) **l** $\left(-5\frac{1}{2}, -6\right)$

4 **a** $P(2, 3)$ **b** $Q(-1, 1)$ **c** $R(5, 5)$

5 D

6 **a** **i** $\left(-\frac{1}{2}, -1\right)$ **ii** $\left(-\frac{1}{2}, -1\right)$
b They are the same point. The diagonals bisect each other.

7 **a** $M\left(\frac{1}{2}, 4\frac{1}{2}\right)$
b **i** $\sqrt{50}$ or $5\sqrt{2}$ **ii** $\sqrt{4.5}$ **iii** $\sqrt{17}$
c **i** 7.5 units^2 **ii** $P = 15.3$ units

8 **a** $2\sqrt{26}$ units **b** $2\sqrt{26}$ units **c** Yes
d (2, 1) **e** (2, 1)
f Yes, their midpoints are the same.

Exercise 11.03

1 **a** + **b** − **c** − **d** − **e** +
f + **g** + **h** − **i** +

2 **a** 2 **b** $-\frac{1}{4}$ **c** −5 **d** −1 **e** $\frac{3}{7}$
f $\frac{7}{3}$ **g** $\frac{2}{3}$ **h** $-\frac{8}{7}$ **i** $\frac{2}{5}$

3 **a** $-\frac{1}{2}$ **b** 5 **c** $\frac{2}{3}$ **d** 7
e $-\frac{1}{6}$ **f** $\frac{5}{2}$ **g** $-\frac{7}{2}$

4 C

5 **a** 1 **b** $\frac{1}{3}$ **c** −5 **d** $-\frac{1}{2}$ **e** 0
f $-\frac{1}{2}$ **g** $\frac{7}{4}$ **h** $\frac{1}{2}$ **i** 0

9780170479585

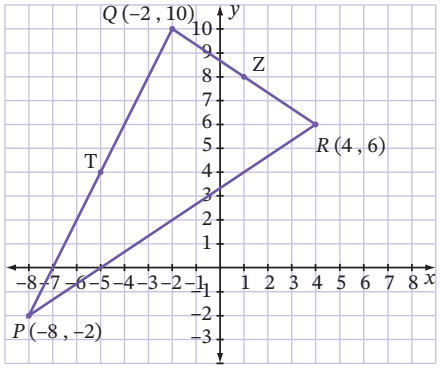
6 A **7** $k: \frac{1}{5}$, $l: -\frac{1}{2}$ **8** B

9 **a** $m_{PQ} = -\frac{1}{2}$, $m_{QR} = \frac{5}{2}$, $m_{RS} = -\frac{1}{2}$, $m_{PS} = \frac{5}{2}$

b QR and PS, PQ and RS. They are parallel.

c parallelogram

10 **a**

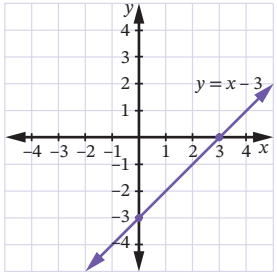


b $T(-5, 4)$, $Z(1, 8)$ **c** Both gradients are $\frac{2}{3}$.

d $TZ = 2\sqrt{13}$ units, $PR = 4\sqrt{13}$ units, PR is double the length of TZ.

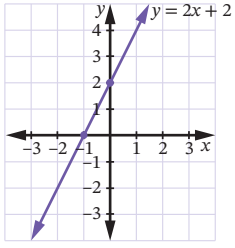
Exercise 11.04

1 **a**



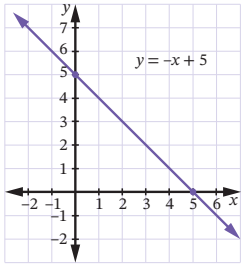
i 3 **ii** −3

b



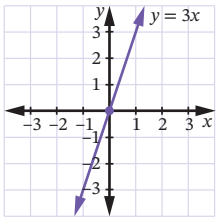
i −1 **ii** 2

c



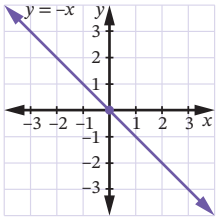
i 5 **ii** 5

d



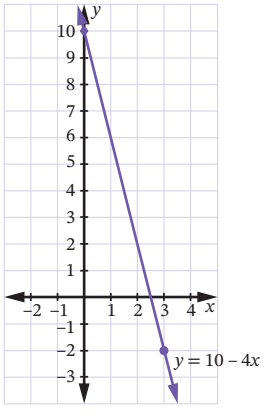
i 0 **ii** 0

e



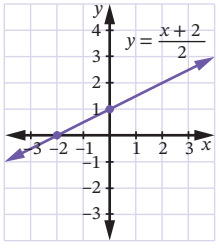
i 0 **ii** 0

f



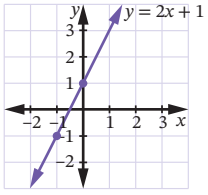
i $2\frac{1}{2}$ **ii** 10

g



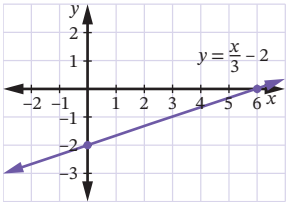
i −2 **ii** 1

h



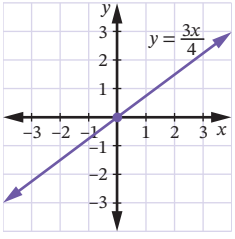
i $-\frac{1}{2}$ **ii** 1

i



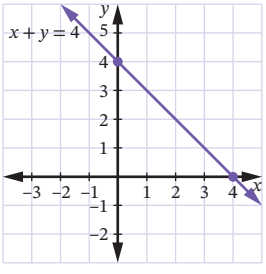
i 6 **ii** −2

j



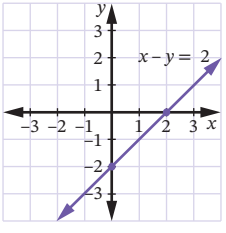
i 0 **ii** 0

k



i 4 **ii** 4

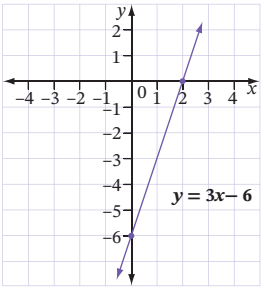
l



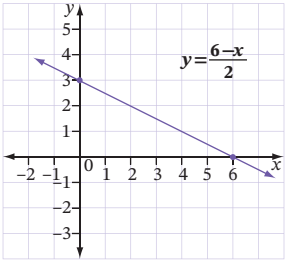
i 2 **ii** −2

2 B

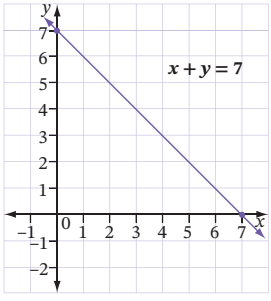
3 a



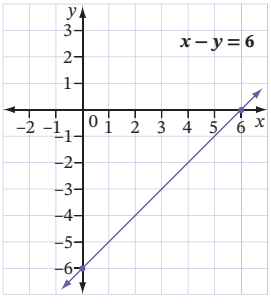
b



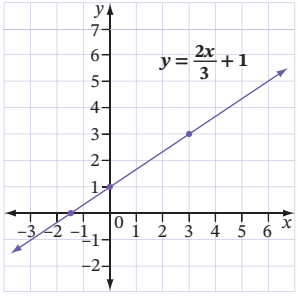
c



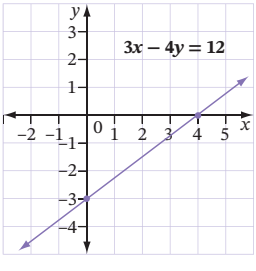
d



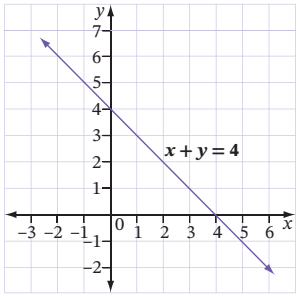
e



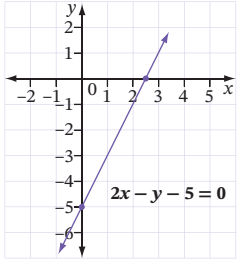
f



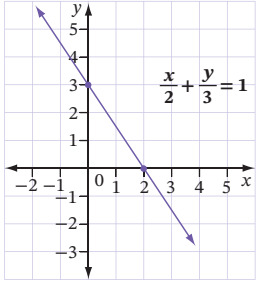
g



h



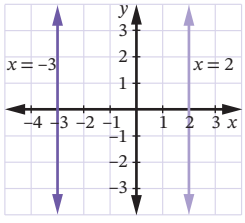
i



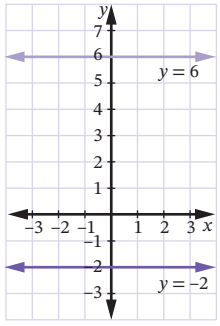
4 **a** yes **b** no **c** yes
d yes **e** yes **f** no

5 C

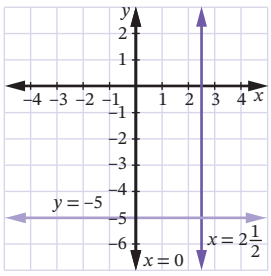
6 **a**



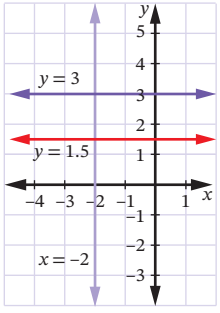
b



c



d



7 **a** $y = 6$ **b** $x = -4$ **c** $y = 3$ **d** $x = 5$
e $y = -5$ **f** $x = 3$ **g** $y = -3$ **h** $x = -1$

8 **a** LHS = RHS = 3 for $x = 2y - 1$; LHS = RHS = 5 for $x + y = 5$
b (3, 2)

9 LHS = RHS = −12 for $y = -3x + 6$; LHS = RHS = −12 for $y = -2x$

10 **a** $y = 6$ **b** $x = -5$ **c** $y = 2$ **d** $x = -5$
e $y = -2$ **f** $y = -1$ **g** $x = -1$

11 **a** $x = 0$ **b** $y = 0$

Mental skills 11

2 **a** 2, 5 **b** 3 **c** 2, 3, 6 **d** 3, 5
e 2 **f** 2, 3, 5, 6 **g** 5 **h** 3

3 **a** 4, 9 **b** 4, 10 **c** 9 **d** 10
e 4, 9 **f** None **g** 9 **h** 4, 9, 10

Exercise 11.05

1 **a** $m = 3, c = -2$ **b** $m = 2, c = 7$
c $m = 1, c = 4$ **d** $m = -1, c = -9$
e $m = \frac{3}{4}, c = 6$ **f** $m = 1, c = 0$
g $m = \frac{1}{2}, c = -11$ **h** $m = \frac{2}{3}, c = 6$
i $m = -2, c = 8$ **j** $m = -1, c = 5$
k $m = \frac{1}{4}, c = 0$ **l** $m = -3, c = 11$
m $m = 0, c = 5$ **n** $m = \frac{2}{5}, c = 1$
o $m = 1, c = -\frac{7}{2}$ **p** $m = \frac{3}{4}, c = 1$

2 D

3 **a** $y = 2x - 1$ **b** $y = \frac{3}{4}x + 2$
c $y = -3x + 5$ **d** $y = -\frac{2}{5}x + 3$

ANSWERS

4 **a** $y = 2x + 3$ **b** $y = -3x - 5$

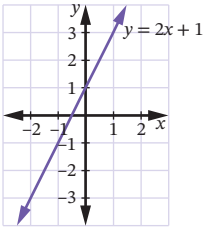
c $y = -x + 3$ **d** $y = -5x - 2$

e both the same but one slopes upwards and the other downwards

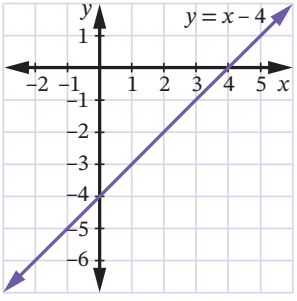
f $y = -4x - 5$ **g** $y = 8 + \frac{5}{4}x$

h both the same but one slopes upwards and the other downwards

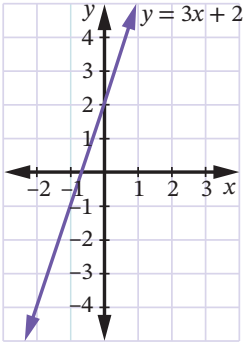
5 **a**



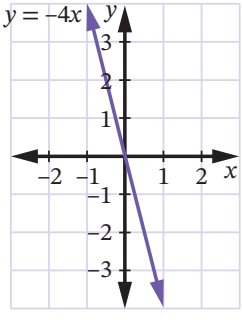
b



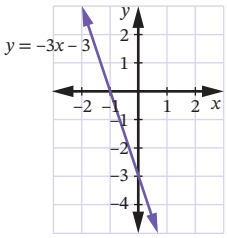
c



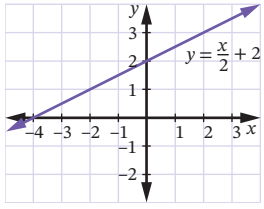
d



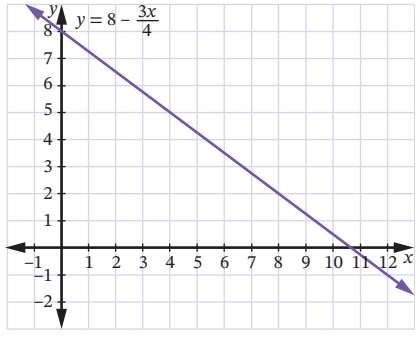
e



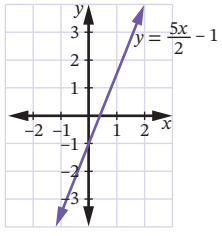
f



g



h



6 B

Exercise 11.06

1 **a** $y = x + 4$ **b** $y = \frac{3x}{2}$ **c** $y = \frac{x}{3} - 5$

d $y = \frac{-3x}{2} + 7$ **e** $y = -\frac{x}{3} + 3$ **f** $y = -2x - 6$

2 **a** $y = \frac{x}{2} + 2$ **b** $y = x$ **c** $y = -\frac{x}{2} + 5$

d $y = -\frac{x}{2} + 3$ **e** $y = -3x - 3$ **f** $y = -x - 2$

g $y = 3x - 10$ **h** $y = \frac{2x}{5} + 2$ **i** $y = 2x - 3$

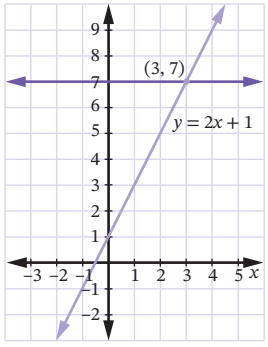
3 **a** D **b** B **c** A **d** C

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Exercise 11.07

1 **a** $x = 3$ **b** $x = -2$ **c** $x = 1\frac{1}{2}$

2 **a**



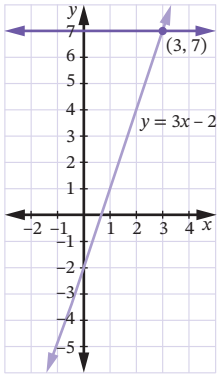
$x = 3$

b $x = 4.5$ **c** $x = -3$

3 **a** $x = 3$ **b** $x = 4\frac{1}{2}$ **c** $x = -3$

4 B

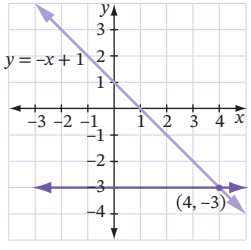
5 **a**



$x = 3$

b $x = -3$ **c** $x = 0$

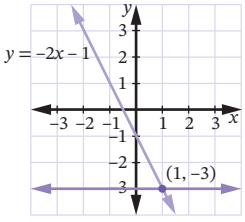
6 **a**



$x = 4$

b $x = -3$ **c** $x = 2$

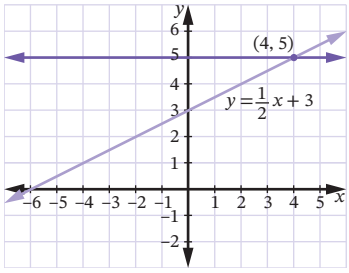
7 **a**



$x = 1$

b $x = -0.5$ **c** $x = -2$

8 **a**



$x = 4$

b $x = -4$ **c** $x = -2$

Exercise 11.08

1 **a** 23.75, wage rate per hour. **b** $P = 23.75t$

c \$83 **d** 6 hours

e **i** \$178.13 **ii** \$498.75

2 **a** Arya, $m = \frac{210}{8} = 26.25$. Dante, $m = \frac{155}{10} = 15.5$.

b Arya: $P = 26.25t$, Dante: $P = 15.5t$

c Arya, her line is steeper.

d Arya: \$105, Dante: \$62

e Arya **i** \$91.88 **ii** \$262.50 **iii** \$787.50

Dante **i** \$54.25 **ii** \$155 **iii** \$465

3 **a** 60 L, the amount of fuel in the car at the start

b –0.08 **c** $y = -0.08x + 60$ **d** 40 L **e** 32 L

f **i** 36 L **ii** 4 L

4 **a** 32°F **b** $\frac{9}{5}$ or 1.8

c $F = \frac{9}{5}C + 32$ or $F = 1.8C + 32$

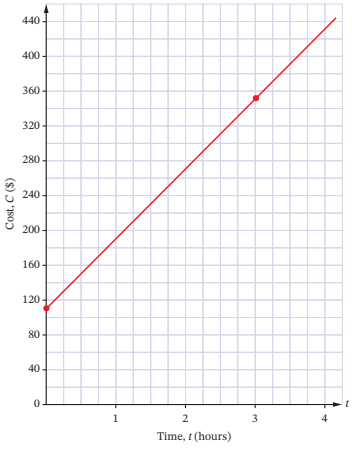
d **i** 77°F **ii** 93.2°F

e 10°C **f** $F = \frac{9}{5} \times 10 + 32 = 50$

5 **a**

Time, t (hours)	0	1	2	3	4
Cost (\$$C$)	110	190	270	350	430

b



c $m = 80$, $c = 110$ **d** $C = 80t + 110$

e \$230 **f** **i** \$310 **ii** \$530

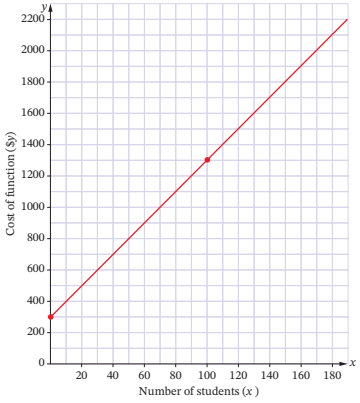
g 6.25 hours

ANSWERS

6 a

Number of students (x)	0	10	20	30	40	50	100	150
Cost ($\$y$)	300	400	500	600	700	800	1300	1800

b



c $300, initial cost of catering

d 10, cost per student

e $y = 10x + 300$

f **i** 1200 **ii** $1750

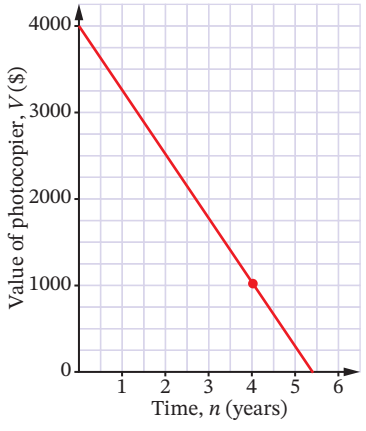
g **i** $1920 **ii** $2500

h 135

7 a

Time (n years)	0	1	2	3	4	5
Value of photocopier ($\$V$)	4000	3250	2500	1750	1000	250

b



c –750, the depreciation/year

d $4000

e $1375

f –$500, the depreciated value of the photocopier is $0

8 a 0

b 0.64, the exchange rate from Australian dollars to Euros ($A1 = €0.64)

c E = 0.64A

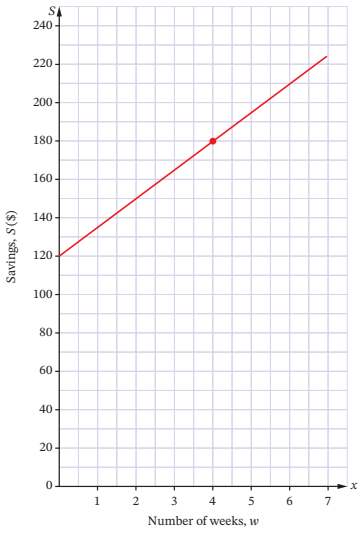
d **i** €38.40 **ii** €89.60 **iii** €960

e **i** $A125 **ii** $A43.75 **iii** $A187.50

9 a

Number of weeks (w)	0	1	2	3	4	5	6	7
Savings (S)	120	135	150	165	180	195	210	225

b



c $120, Bradley's initial savings

d 15

e $S = 15w + 120$

f **i** \$195 **ii** \$300 **iii** \$900

g 16 weeks

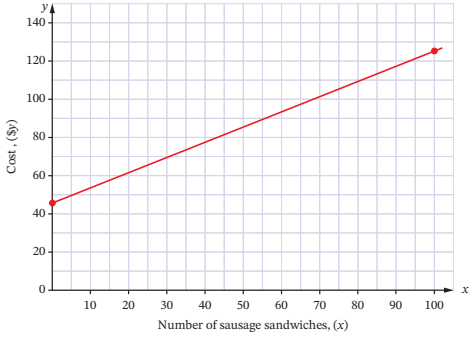
10 **a** −40, 3000 **b** $W = -40t + 3000$

c **i** 1200 L **ii** 1200 L

d **i** 1480 L **ii** 120 L

11 **a**

Number of sausage sandwiches (x)	0	20	40	60	80	100
Cost (\$$y$)	45	61	77	93	100	125



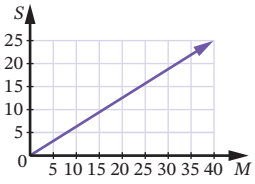
b $y = 0.8x + 45$ **c** \$185 **d** 250

12 **a** $A = -35x + 2300$

b **i** \$900 **ii** \$480

Exercise 11.09

1 **a**



b $k = 0.625$, $S = 0.625\,M$

c 22.5 cm **d** 64 kg

2 C **3** $k = 5$, $Y = 115$

4 **a** $M = 1.75V$ **b** 710.5 g

c **i** 16 cm^3 **ii** 205.7 cm^3

5 $n = 2.5m$ **6** $p = 108$

7 **a** 11.25 km **b** 2 h 8 min **8** A

9 **a** $I = 0.025D$ **b** \$62.50 **c** \$125

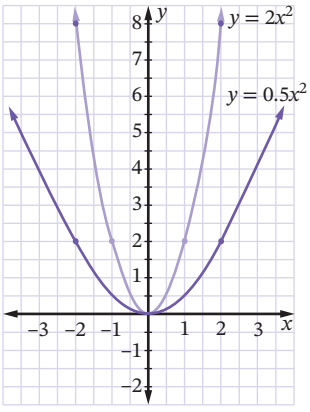
10 **a** $V = 64\,t$ **b** 512 L **c** 15 min

11 **a** 22.8 kg **b** 84.1 kg

12 **a** 235.2 kPa **b** 141.7 m

Exercise 11.10

1 **a**, **b**

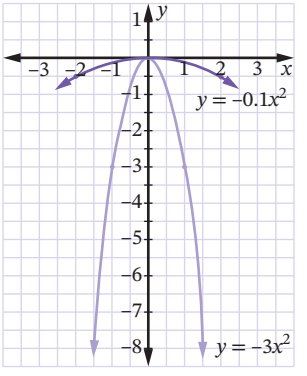


c Same: both concave up, vertex (0, 0)

Different: $y = 2x^2$ is narrower than $y = \frac{1}{2}x^2$

2 D

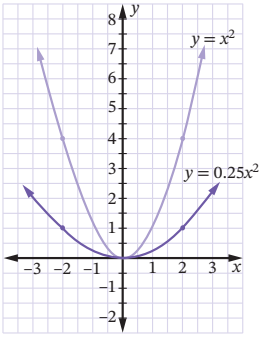
3 **a**



b Same: concave down, vertex (0, 0)

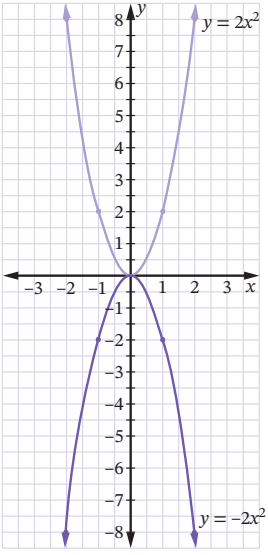
Different: $y = -3x^2$ narrower than $y = -0.1x^2$

4 **a** **i** vertex (0, 0)



ii Both concave up. **iii** $y = \frac{1}{4}x^2$ **iv** (0, 0)

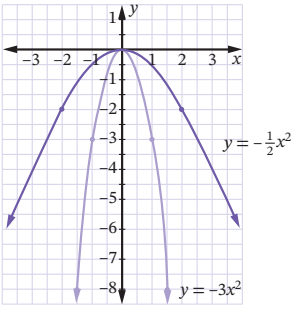
b **i** vertex (0, 0)



ii $y = 2x^2$ concave up, $y = -2x^2$ concave down

iii same width **iv** (0, 0)

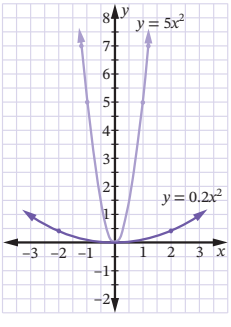
c **i** vertex (0, 0)



ii both concave down

iii $y = -\frac{1}{2}x^2$ wider **iv** (0, 0)

d **i** vertex (0, 0)



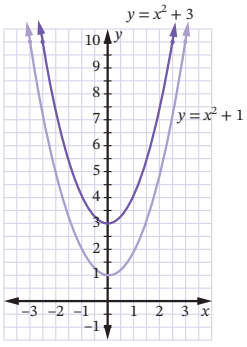
ii both concave up

iii $y = 0.2x^2$ is wider **iv** (0, 0)

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5 C

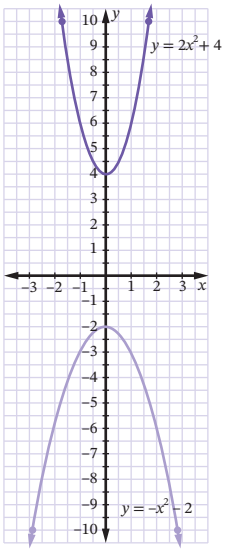
6 **a** **i** $y = x^2 + 1$, vertex (0, 1); $y = x^2 + 3$, vertex (0, 3)



ii both concave up **iii** both same width

iv $y = x^2 + 1$, y-int: 1; $y = x^2 + 3$, y-int: 3

b **i** $y = -x^2 - 2$, vertex (0, –2); $y = 2x^2 + 4$, vertex (0, 4)

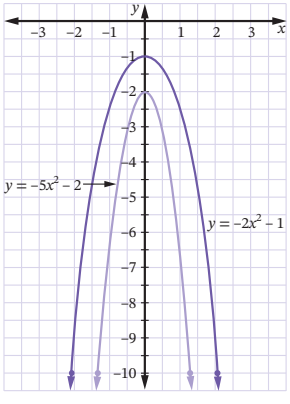


ii $y = 2x^2 + 4$ concave up;
$y = -x^2 - 2$ concave down

iii $y = -x^2 - 2$

iv $y = -x^2 - 2$, y-int: –2; $y = 2x^2 + 4$, y-int: 4

c **i**

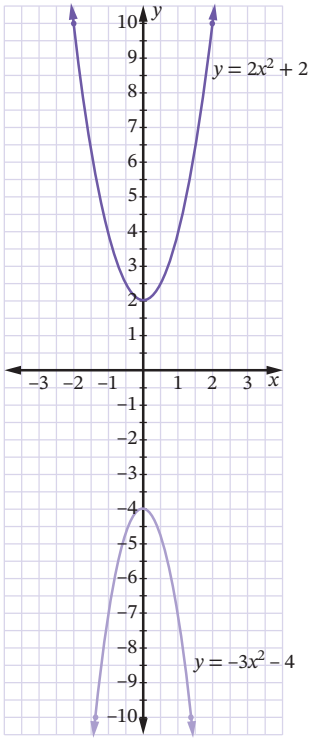


$y = -5x^2 - 2$, vertex (0, –2); $y = -2x^2 - 1$, vertex (0, –1)

ii Both concave down. **iii** $y = -2x^2 - 1$

iv $y = -5x^2 - 2$, y-int: –2; $y = -2x^2 - 1$, y-int: –1

d **i** $y = -3x^2 - 4$, vertex (0, –4); $y = 2x^2 + 2$, vertex (0, 2)



ii $y = 2x^2 + 2$ concave up;
$y = -3x^2 - 4$ concave down

iii $y = 2x^2 + 2$

iv $y = 2x^2 + 2$, y-int: 2; $y = -3x^2 - 4$, y-int: –4

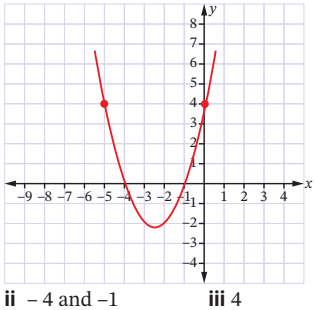
7 C

8 **a** D **b** B **c** A **d** C

Exercise 11.11

1 **a** **i**

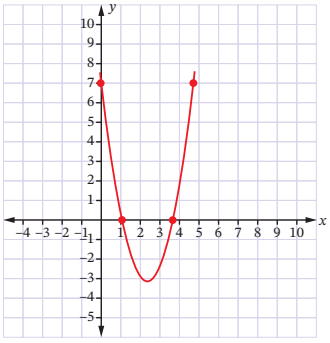
x	–6	–5	–4	–3	–2	–1	0	1
y	10	4	0	–2	–2	0	4	10



ii – 4 and –1 **iii** 4

b i

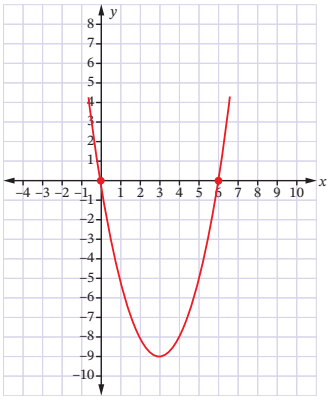
x	−1	0	1	2	3	4	5
y	18	7	0	−3	−2	3	12



ii 1 and $3\frac{1}{2}$ **iii** 7

c i

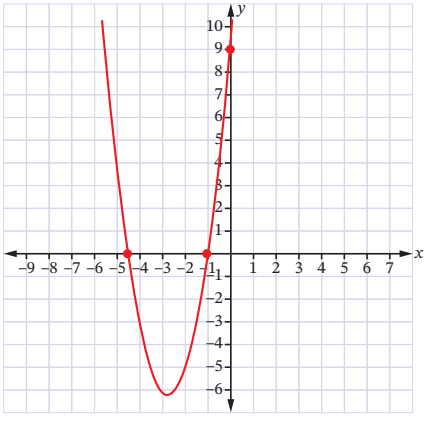
x	−1	0	1	2	3	4	5	6	7
y	7	0	−5	−8	−9	−8	−5	0	7



ii 0 and 6 **iii** 0

d

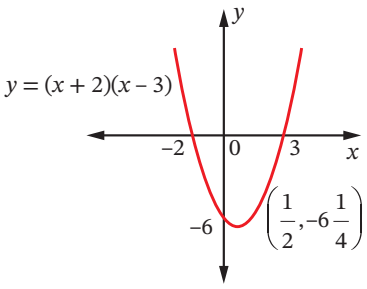
x	−5	−4	−3	−2	−1	0	1
y	7	0	−5	−8	−9	−8	−5



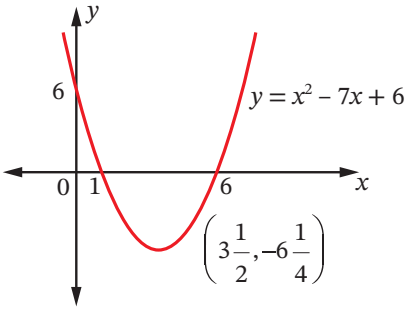
ii $-4\frac{1}{2}$ and −1 **iii** 9

2 a −4 **b** 11 **c** 0

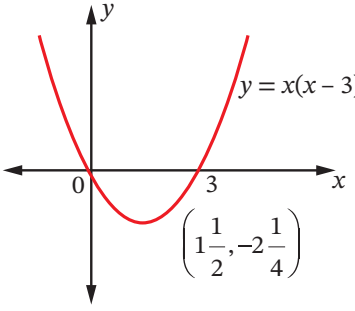
3 a



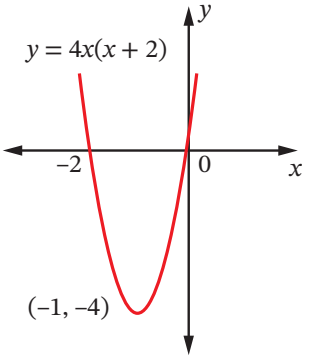
b



c

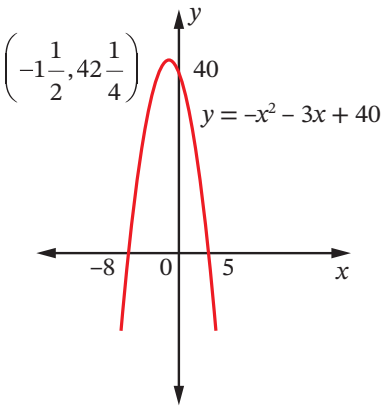


d

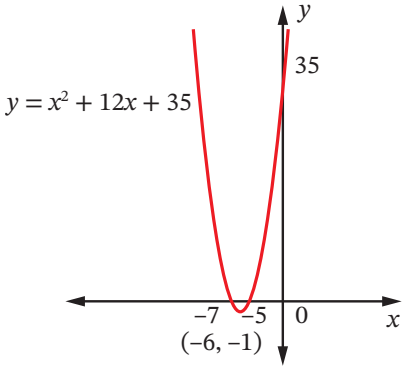


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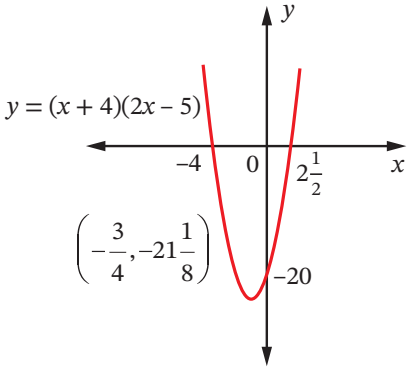
e



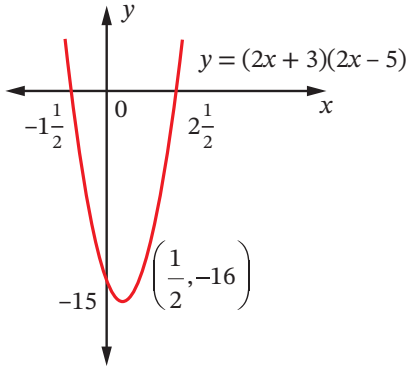
f



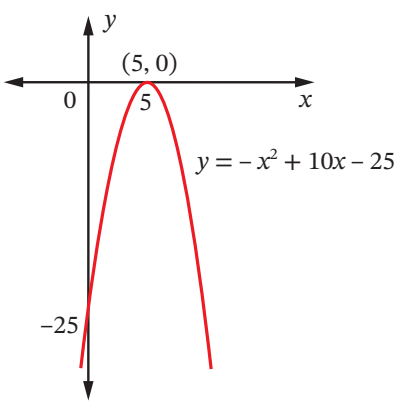
g



h



i



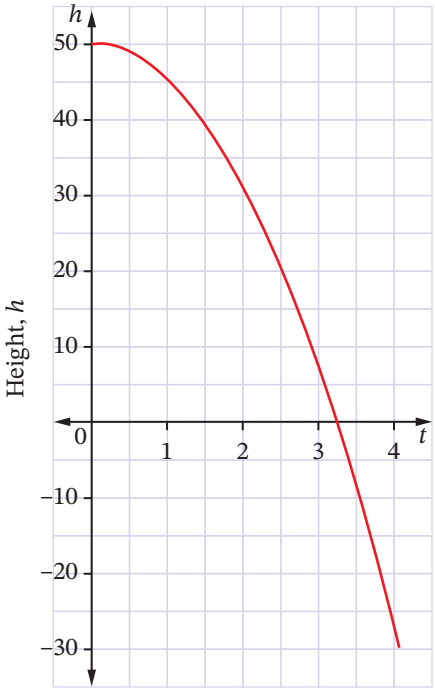
4 A

5 D

Exercise 11.12

1 **a**

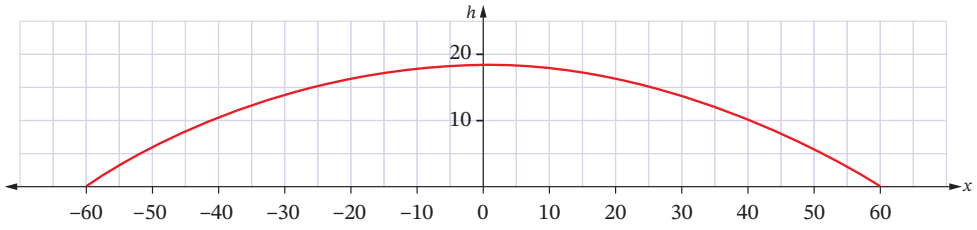
Time, t (seconds)	0	1	2	3	4
Height, h (metres)	50	45.1	30.4	5.9	−28.4



b 30.4 m **c** 3.2 seconds

2 a

x	−60	−50	−40	−30	−20	−10	0	10	20	30	40	50	60
h	0	5.5	10	13.5	16	17.5	18	17.5	16	13.5	10	5.5	0



b 18 m **c** 120 m **d** 10 m (when $x = 40$)

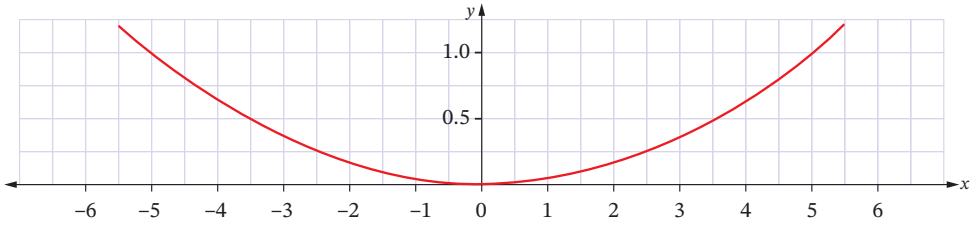
3 a i 19.6 m **ii** 44.1 m

b i 4.9 m **ii** 24.5 m

c 4 s

4 a

x	−6	−5	−4	−3	−2	−1	0	1	2	3	4	5	6
y	1.44	1	0.64	0.36	0.16	0.04	0	0.04	0.16	0.36	0.64	1	1.44



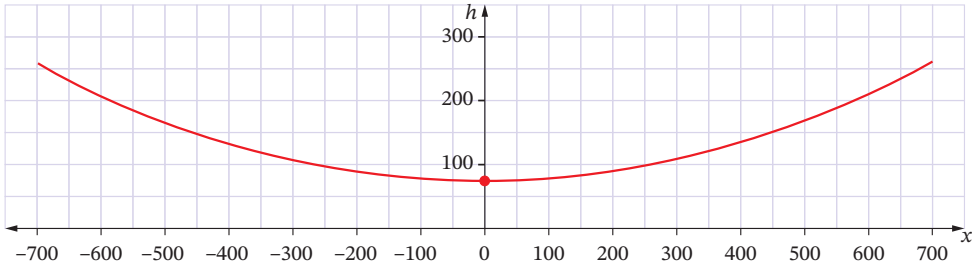
b 5 m

c i 0.5 m (from the graph), 0.49 m (using the equation)

ii 0.62 m (from the graph), 0.64 m (using the equation)

5 a

x	−700	−600	−500	−400	−300	−200	−100	0	100	200	300	400	500	600	700
y	257	209	168	134	108	90	79	75	79	90	108	134	168	209	257

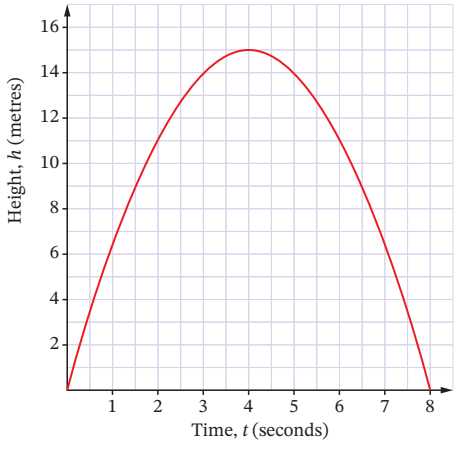


b 75 m **c** $x = -450, 450$

d 1280 m **e** 100 m

6 **a**

Time, x	0	1	2	3	4	5	6	7	8
Height, y	0	6.5625	11.25	14.0625	15	14.0625	11.25	6.5625	0



b 15 m, 4 s

c at 3 s and 5 s; the golf ball is going up at $t = 3$ s and going down at $t = 5$ s

7 **a** 625 m², 25 m **b** 25 m

c **i** 20 m × 30 m **ii** 10 m × 40 m

Exercise 11.13

1 **a** centre (0, 0), $r = 2$ **b** centre (0, 0), $r = 1$

c centre (0, 0), $r = 9$ **d** centre (0, 0), $r = 10$

e centre (0, 0), $r = 5$ **f** centre (0, 0), $r = \frac{1}{2}$

2 D

3 **a** $x^2 + y^2 = 16$ **b** $x^2 + y^2 = 36$

c $x^2 + y^2 = 6.25$ **d** $x^2 + y^2 = 0.81$

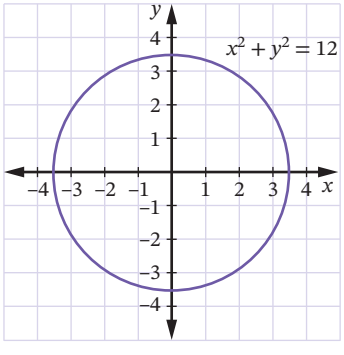
4 B **5** A

6 $x^2 + y^2 = 64$

7 B **8** 28 units

9 **a** $\sqrt{12}$ or $2\sqrt{3}$

b



Power plus

1 $D(-3, 5)$ **2** **a** $y = \frac{2}{3}x - 2$ **b** 4 **3** $Y(5, 4)$

4 **a** $r = \sqrt{73}$

b $r = \sqrt{73} \approx 8.54$; $10 > 8.54$, $\therefore P$ lies outside the circle as its distance from the centre C is greater than the radius of the circle.

5 $RS = 13$, $ST = 13$, $RT = \sqrt{208}$ $\therefore RS = ST = 13$ units $\therefore$ isosceles triangle

6 (5, 4), (8, 1), (5, −2)

7 (−1, 2), (−5, −8) or (13, 6)

8 **a** 625 **b** 12.8

Test yourself 11

1 **a** $\sqrt{97}$ **b** 9.8

2 **a** (3, 7) **b** (−4, 4) **c** (−1, 2)

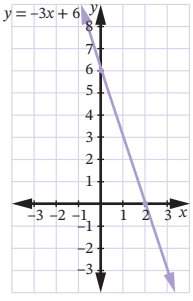
3 **a** **i** *MN*, *CD*, *GH* **ii** *KL*, *IJ*, *AB* **iii** *EF*

b **i** $\frac{1}{7}$ **ii** $-\frac{5}{4}$ **iii** $-\frac{1}{4}$

c $(9, -\frac{1}{2})$ **d** $\sqrt{13}$

4 **a** $m = -2$ **b** $m = -2$ **c** $m = -\frac{1}{3}$

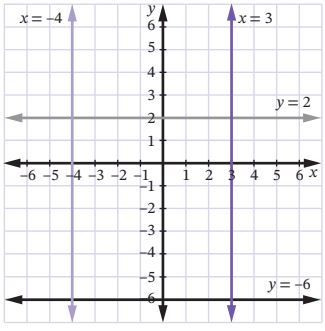
5



a 2 **b** 6

6 **a** yes **b** yes **c** yes

7 **a**

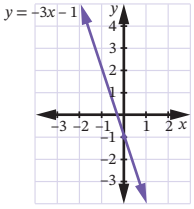


b 56 units²

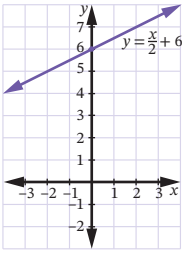
8 **a** $y = 4$ **b** $x = -1$ **c** $y = 0$

9 **a** $m = 3, c = 1$ **b** $m = -1, c = 8$

c $m = \frac{1}{5}, c = 4$ **d** $m = -6, c = 0$

10 **a** 

$m = -3, c = -1$

b 

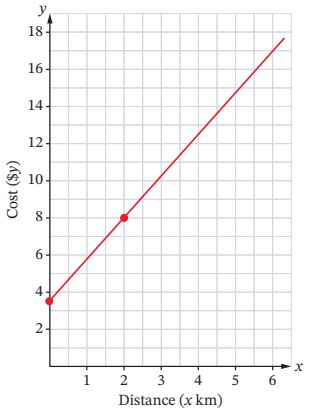
$m = \frac{1}{2}, c = 6$

11 **a** $y = 2x + 1$ **b** $y = -3x + 1$

12 $x = 3$

13 **a**

Number of kilometres (x)	0	1	2	3	4	5	6
Cost ($\$y$)	3.5	5.75	8	10.25	12.5	14.75	17

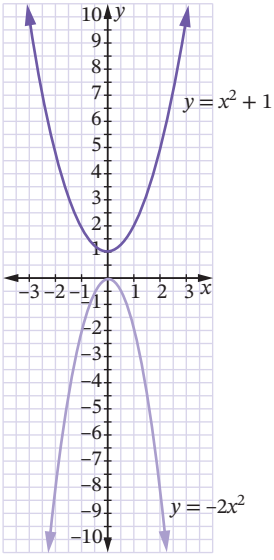
b 

c \$11.40 **d** 2.25, 3.5 **e** $y = 2.25x + 3.5$

f **i** \$30.50 **ii** \$174.50

g **i** 3.8 km **ii** 35 km

14 **a** $T = \frac{6}{35}d$ **b** $d = 58$ km

15 

a $y = x^2 + 1$, vertex (0, 1): $y = -2x^2$, vertex (0, 0)

b $y = x^2 + 1$ concave up; $y = -2x^2$ concave down

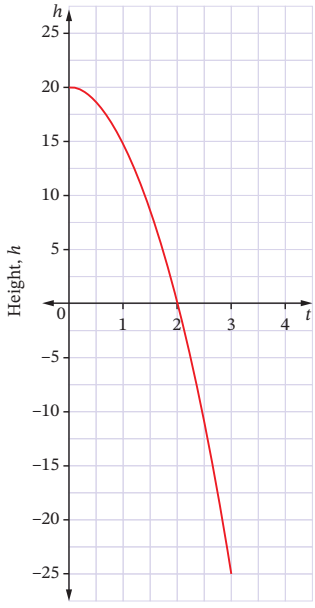
c $y = x^2 + 1$

16 B

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17 a

Time (x seconds)	0	1	2	3
Height (y metres)	20	15	0	−25

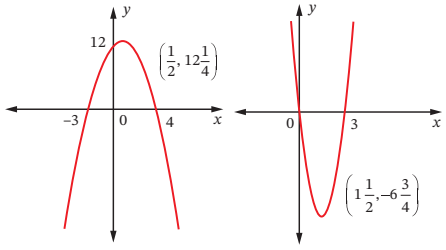


b 20, height of the cliff.

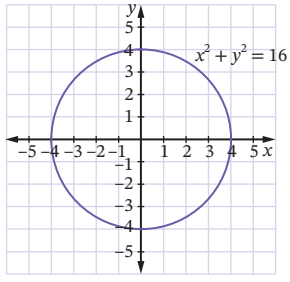
c i 18.75 m **ii** 8.75 m

d 1.7 s **e** 2 s **f** 5 m

18 a $y = -x^2 + x + 12$ **b** $y = 3x^2 - 9x$



19 centre (0, 0), radius 4



Chapter 12

SkillCheck

1 a $\frac{1}{5}$ **b** 40% **c** 60% **d** $\frac{2}{5}$

2 B

3 a $\frac{1}{13}$ **b** $\frac{1}{4}$ **c** $\frac{1}{2}$

4 a B **b** E **c** F

d C **e** A **f** D

5 a $\frac{1}{6}$ **b** $\frac{2}{3}$ **c** $\frac{1}{2}$ **d** $\frac{1}{3}$

6 a {5, 6, 7, 8}

b i 25% **ii** 100% **iii** 25% **iv** 75%

Exercise 12.01

1 a 26 **b** yes **c** $\frac{5}{26}$ **d** $\frac{9}{26}$

2 a 0.375 **b** 0.25 **c** 0.25

3 a $\frac{1}{2}$ **b** $\frac{1}{13}$ **c** $\frac{5}{13}$ **d** $\frac{3}{13}$

4 a $\frac{2}{3}$ **b** $\frac{1}{2}$ **c** $\frac{2}{3}$

d $\frac{1}{2}$ **e** 0 **f** 1

5 a $\frac{4}{7}$ **b** 0 **c** 1

6 a $\frac{1}{3}$ **b** $\frac{2}{3}$ **c** $\frac{1}{3}$

d $\frac{1}{9}$ **e** $\frac{5}{9}$

7 a 60.9% **b** 39.1% **c** 100% **d** 0 %

8 a $\frac{1}{3}$ **b** $\frac{1}{6}$ **c** $\frac{2}{3}$ **d** $\frac{2}{3}$

9 a 35% **b** 45% **c** 55% **d** 45%

10 a selecting a vowel

b weather not being sunny or weather being overcast

c traffic light showing amber or green

d selecting a heart, diamond or club

e not hitting the bullseye

f selecting a red or yellow ball

11 a {1, 2, 3, 4, 5} **b** $\frac{1}{5}$

c Spinning a number other than 4 (spinning a 1, 2, 3 or 5).

d {1, 2, 3, 5} **e** $\frac{4}{5}$

12 a i $\frac{1}{50}$ **ii** 0.02 **iii** 2%

b i $\frac{49}{50}$ **ii** 0.98 **iii** 98%

13 a 60% **b** 80

14 D **15** 0.65 **16** $\frac{5}{6}$ **17** A

18 0 as all mobile numbers begin with 0.

ANSWERS

Exercise 12.02

1 **a** **i** 0.45 **ii** 0.18
b **i** 0.4 **ii** 0.2
c They are similar but not equal.
d 160, which is close to the observed frequency of 164.

2 **a** Teacher to check **b** 25%, teacher to check.
c 12 or 13, teacher to check.

3 **a** 16 or 17 **b–e** Teacher to check.

4 **a** Teacher to check.
b **i** 0.4 **ii** 0.5 **iii** 0.1
c, d Teacher to check.

5 **a** 500
b **i** 0.47 **ii** 0.468 **iii** 0.35
iv 0.302 **v** 0.832
c **i** 0.652 **ii** 0.667
d The probabilities are close.

6 **a** 0.28 **b** 0.16 **c** 0.45 **d** 0.89 **e** 0.60

7 **a** 40
b **i** $\frac{11}{40}$ **ii** $\frac{1}{8}$ **iii** $\frac{3}{4}$ **iv** $\frac{1}{8}$

8 **a** $\frac{4}{31}$ **b** $\frac{10}{31}$ **c** $\frac{11}{31}$
d $\frac{26}{31}$ **e** $\frac{5}{31}$ **f** $\frac{9}{31}$

9 **a** $\frac{3}{10}$ **b** $\frac{1}{10}$ **c** $\frac{1}{4}$
d $\frac{1}{2}$ **e** $\frac{9}{20}$ **f** $\frac{17}{20}$

10 **a** **i** 0.092 **ii** 0.077
b They are similar. The experimental probability is just higher.
c C

Exercise 12.03

1 **a** 48 **b** **i** $\frac{5}{8}$ **ii** $\frac{25}{48}$
c **i** 1 **ii** $\frac{7}{48}$ **iii** $\frac{23}{48}$ **iv** 0
d A

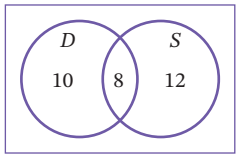
2 **a** 160
b **i** $\frac{91}{160}$ **ii** $\frac{1}{2}$ **iii** $\frac{19}{80}$ **iv** $\frac{133}{160}$
v $\frac{19}{32}$ **vi** $\frac{53}{160}$ **vii** $\frac{21}{80}$
c 76.25% **d** $\frac{38}{91}$

3 **a** People who preferred watching movies only at the cinema.
b 12
c **i** 0.25 **ii** 0.4 **iii** 0.95 **iv** 0.05

4 **a** C
b 113, inside the rectangle but outside of the circles.
c **i** $\frac{5}{206}$ **ii** $\frac{30}{206} = \frac{15}{103}$ **iii** $\frac{46}{206} = \frac{23}{103}$
iv $\frac{8}{206} = \frac{4}{103}$ **v** $\frac{22}{206} = \frac{11}{103}$
vi $\frac{141}{206}$ **vii** $\frac{124}{206} = \frac{62}{103}$
d **i** $\frac{65}{93}$ **ii** $\frac{12}{93} = \frac{4}{31}$

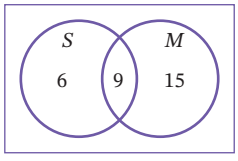
5 **a** 79 **b** $\frac{3}{79}$
c **i** $\frac{46}{79}$ **ii** $\frac{51}{79}$ **iii** $\frac{34}{79}$
d B
e **i** $\frac{47}{79}$ **ii** $\frac{10}{79}$ **iii** $\frac{14}{79}$

6 **a**



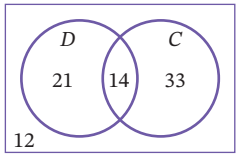
b **i** $\frac{4}{15}$ **ii** $\frac{2}{5}$ **iii** $\frac{1}{3}$ **iv** 1 **v** $\frac{11}{15}$

7 **a** 9
b



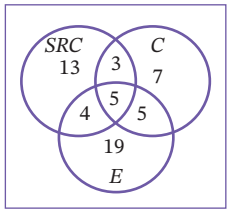
c Because neither playing sport nor watching a movie was not an option.
d **i** $\frac{7}{10}$ **ii** $\frac{1}{2}$ **iii** $\frac{1}{5}$

8 **a**



b **i** 14 **ii** 21 **iii** 68 **iv** 54
c **i** 0.2625 **ii** 0.675 **iii** 0.825 **iv** 0.85
d $\frac{47}{68}$

9 **a**



b 19 **c** 7 **d** $\frac{3}{14}$ **e** $\frac{17}{56}$
f **i** $\frac{1}{14}$ **ii** $\frac{39}{56}$ **iii** $\frac{23}{56}$ **iv** $\frac{51}{56}$
g No, because information is only given about numbers belonging to the clubs and not about the numbers attending the school.

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Exercise 12.04

1 **a** 300 **b** 75 **c** 68

d **i** $\frac{31}{75}$ **ii** $\frac{1}{4}$ **iii** $\frac{157}{300}$ **iv** $\frac{58}{75}$

2 **a** 130 **b** 68.5%

c **i** $\frac{61}{130}$ **ii** $\frac{89}{130}$ **iii** $\frac{1}{5}$

iv $\frac{23}{26}$ **v** $\frac{7}{26}$ **vi** $\frac{8}{13}$

d B **e** $\frac{5}{23}$

3 **a** 240 **b** **i** 121 **ii** 119

c 53.$\dot{3}$% **d** $\frac{9}{80}$ **e** $\frac{36}{121}$

4 **a** 183 **b** **i** $\frac{14}{183}$ **ii** $\frac{118}{183}$

c 35.5% **d** $\frac{43}{50}$ **e** $\frac{169}{183}$

5 **a** 151

b **i** 69.5% **ii** 20.5% **iii** 71.5% **iv** 28.5%

c $\frac{62}{151} = 41.1\%$ **d** $\frac{15}{46} = 32.6\%$

6 **a** 965

b **i** 18.4% **ii** 49.4% **iii** 21.8% **iv** 27.7%

c $\frac{2}{5}$ **d** $\frac{31}{52}$

7 **a** 320 **b** 43.4% **c** 56.6% $= \frac{181}{320}$

d 49.7% **e** A

Mental skills 12

2 **a** \$700 **b** \$800 **c** 400 **d** 700

e \$300 **f** \$400 **g** 250 **h** \$300

i \$300 **j** 500

Exercise 12.05

1 **a** BA, BW, BL, BN, AB, AW, AL, AN, WB, WA, WL, WN, LB, LA, LW, LN, NB, NA, NW, NL

b **i** $\frac{2}{20} = \frac{1}{10}$ **ii** $\frac{6}{20} = \frac{3}{10}$ **iii** $\frac{8}{20} = \frac{2}{5}$ **iv** $\frac{14}{20} = \frac{7}{10}$

2 **a** 56, 58, 59, 65, 68, 69, 85, 86, 89, 95, 96, 98

b 12

c **i** 0.5 **ii** 0.75 **iii** 0.5 **iv** 0.17

3 **a**

		Die					
		1	2	3	4	5	6
Coin	H	H1	H2	H3	H4	H5	H6
	T	T1	T2	T3	T4	T5	T6

b **i** $\frac{1}{12}$ **ii** $\frac{3}{12} = \frac{1}{4}$ **iii** $\frac{4}{12} = \frac{1}{3}$

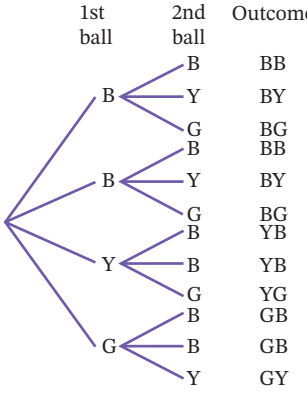
4 **a**

2nd die \ 1st die	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12

b **i** $\frac{2}{36} = \frac{1}{18}$ **ii** $\frac{6}{36} = \frac{1}{6}$ **iii** $\frac{26}{36} = \frac{13}{18}$

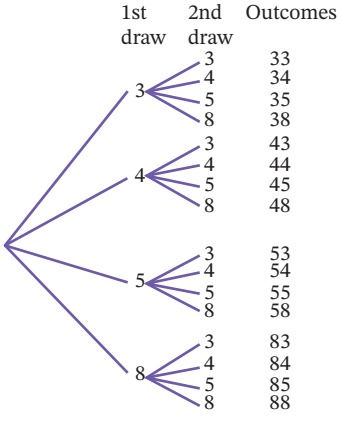
iv $\frac{30}{36} = \frac{5}{6}$ **v** $\frac{18}{36} = \frac{1}{2}$ **vi** $\frac{12}{36} = \frac{1}{3}$

5 **a**



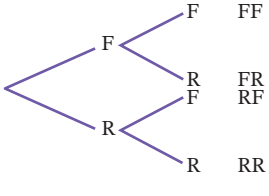
b **i** $\frac{2}{12} = \frac{1}{6}$ **ii** $\frac{2}{12} = \frac{1}{6}$ **iii** $\frac{4}{12} = \frac{1}{3}$ **iv** $\frac{10}{12} = \frac{5}{6}$

6 **a**



b **i** $\frac{4}{16} = \frac{1}{4}$ **ii** $\frac{8}{16} = \frac{1}{2}$ **iii** $\frac{6}{16} = \frac{3}{8}$ **iv** $\frac{2}{16} = \frac{1}{8}$

7 **a**



b **i** $\frac{1}{4}$ **ii** $\frac{1}{4}$ **iii** $\frac{3}{4}$

ANSWERS

8

		1st card			
		K♥	K♦	Q♥	Q♦
2nd card	K♥	K♥ K♥	K♦ K♥	Q♥ K♥	Q♦ K♥
	K♦	K♥ K♦	K♦ K♦	Q♥ K♦	Q♦ K♦
	Q♥	K♥ Q♥	K♦ Q♥	Q♥ Q♥	Q♦ Q♥
	Q♦	K♥ Q♦	K♦ Q♦	Q♥ Q♦	Q♦ Q♦

a $\frac{1}{4}$ **b** $\frac{1}{2}$ **c** $\frac{1}{4}$

d $\frac{1}{4}$ **e** $\frac{3}{4}$ **f** $\frac{1}{4}$

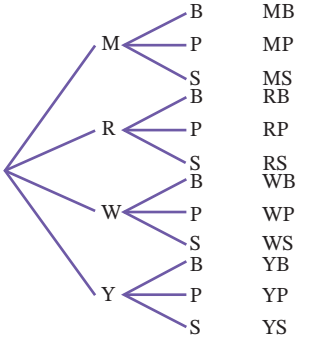
9

		1st die					
		1	2	3	4	5	6
2nd die	1	1, 1	2, 1	3, 1	4, 1	5, 1	6, 1
	2	1, 2	2, 2	3, 2	4, 2	5, 2	6, 2
	3	1, 3	2, 3	3, 3	4, 6	5, 3	6, 3
	4	1, 4	2, 4	3, 4	4, 4	5, 4	6, 4
	5	1, 5	2, 5	3, 5	4, 5	5, 5	6, 5
	6	1, 6	2, 6	3, 6	4, 6	5, 6	6, 6

a $\frac{1}{6}$ **b** $\frac{1}{18}$ **c** $\frac{11}{36}$ **d** $\frac{4}{9}$

10 a i MB, MP, MS, RB, RP, RS, WB, WP, WS, YB, YP, YS

ii



b $\frac{1}{2}$

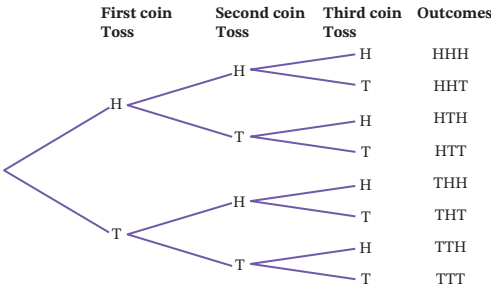
11 a i 12, 13, 14, 15, 21, 23, 24, 25, 31, 32, 34, 35, 41, 42, 43, 45, 51, 52, 53, 54

ii

		1st digit				
		1	2	3	4	5
2nd digit	1		21	31	41	51
	2	12		32	42	52
	3	13	23		43	53
	4	14	24	34		54
	5	15	25	35	45	

b i $\frac{3}{5}$ **ii** $\frac{3}{5}$

12 a i



ii 8 outcomes

b i $\frac{3}{8}$ **ii** $\frac{3}{8}$ **iii** $\frac{1}{8}$ **iv** $\frac{7}{8}$

Power plus

1 Teacher to check the tree diagram.

a $\frac{1}{4}$ **b** $\frac{1}{16}$ **c** $\frac{3}{8}$

d $\frac{15}{16}$ **e** $\frac{5}{16}$ **f** $\frac{5}{16}$

2 a $\frac{5}{18}$ **b** $\frac{5}{18}$ **c** $\frac{5}{9}$ **d** $\frac{13}{18}$

3 a $\frac{2}{5}$ **b** $\frac{2}{5}, \frac{3}{10}, \frac{3}{10}$

c i $\frac{23}{50}$ **ii** $\frac{3}{25}$ **iii** $\frac{22}{25}$

4 a Teacher to check.

b i 0.49 **ii** 0.42 **iii** 0.51

5 a 6

b i $S \cup E = \{2, 3, 4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 20\}$

ii $S \cap E = \{6, 12, 18\}$

c i $F = \{5, 10, 15, 20\}$

ii $n(F) = 4$ **iii** $S \cap F = \{10, 20\}$

Test yourself 12

1 a 60% **b** 16

2 a $\frac{1}{2}$ **b** $\frac{2}{13}$ **c** $\frac{4}{13}$

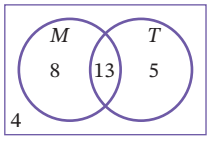
3 a i 0.36 **ii** 0.32 **iii** 0.83 **iv** 0.175

b i $0.\dot{3}$ **ii** $0.\dot{3}$ **iii** $0.8\dot{3}$ **iv** $0.1\dot{6}$

c They are similar but not equal. **d** C

4 a 13

b



c i $\frac{4}{15}$ **ii** $\frac{3}{5}$ **iii** $\frac{13}{30}$ **iv** $\frac{17}{30}$

9780170479585

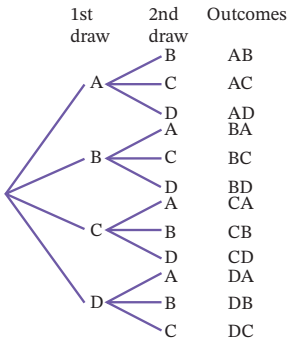
5 **a** 210

b **i** 48.1% **ii** 32.4% **iii** 51.9% **iv** 73.3%

c **i** $\frac{68}{109} = 62.4\%$

6 **a** AB, AC, AD, BA, BC, BD, CA, CB, CD, DA, DB, DC

b



c **i** 0 **ii** $\frac{1}{6}$ **iii** $\frac{5}{6}$ **iv** $\frac{1}{2}$

7 **a**

Die 1 / Die 2	1	2	3	4	5	6
1	0	1	2	3	4	5
2	1	0	1	2	3	4
3	2	1	0	1	2	3
4	3	2	1	0	1	2
5	4	3	2	1	0	1
6	5	4	3	2	1	0

b **i** $\frac{1}{6}$ **ii** $\frac{5}{9}$ **iii** $\frac{1}{6}$

Chapter 13

SkillCheck

1 **a** **i** $\angle P$ and $\angle Y$, $\angle R$ and $\angle B$, $\angle T$ and $\angle W$

ii PT and YW, PR and YB, RT and BW

b **i** $\angle E$ and $\angle N$, $\angle G$ and $\angle V$, $\angle M$ and $\angle Q$, $\angle X$ and $\angle C$

ii EX and NC, XM and CQ, MG and QV, GE and VN

2 **a** $x = 15$ **b** $m = 5$ **c** $a = 1$ **d** $k = 10$

e $x = 1\frac{3}{4}$ **f** $n = 3\frac{1}{3}$ **g** $t = 4\frac{2}{3}$ **h** $d = 8\frac{1}{2}$

Exercise 13.01

1 **a** Yes, same size and shape.

b Yes, same size and shape.

c No, different size. **d** Yes, same size and shape.

e No, different size. **f** Yes, same size and shape.

2 **a**, **d** and **j**, **b** and **p**, **c** and **n**, **f** and **m**, **g** and **i**, **h** and **l**

3 **a** **i** PR and MK, RT and KL, LM and TP

ii $\angle R$ and $\angle K$, $\angle P$ and $\angle M$, $\angle T$ and $\angle L$

b **i** EF and CD, FG and DA, GH and AB, HE and BC

ii $\angle E$ and $\angle C$, $\angle F$ and $\angle D$, $\angle G$ and $\angle A$, $\angle H$ and $\angle B$

c **i** ST and WV, SQ and WC, QT and CV

ii $\angle T$ and $\angle V$, $\angle S$ and $\angle W$, $\angle Q$ and $\angle C$

4 **a** **i** W: 12 cm, Y: 12 cm

ii W: 8 cm^2, Y: 8 cm^2

b Yes

5 **a** **i** $\triangle ABC$: 9.9 cm, $\triangle KLH$: 9.9 cm

ii $\triangle ABC$: 4.5 cm^2, $\triangle KLH$: 4.5 cm^2

b Yes

6 perimeter, area, equal

7, 8 Teacher to check.

9 **a** F **b** F **c** T **d** T

Exercise 13.02

1 **a** SAS **b** AAS **c** SAS **d** AAS

e SSS **f** AAS **g** RHS **h** AAS

i AAS **j** AAS **k** SSS **l** RHS

2 **a** B **b** B

3 **a** $\triangle ABC \equiv \triangle NMP$ (SAS)

b $\triangle KLQ \equiv \triangle FED$ (AAS)

c $\triangle AXT \equiv \triangle GYE$ (RHS)

d $\triangle MVR \equiv \triangle SPC$ (SSS)

e $\triangle BTV \equiv \triangle PSX$ (AAS)

f $\triangle CNQ \equiv \triangle DCE$ (SAS)

g $\triangle PTU \equiv \triangle LVW$ (SSS)

h $\triangle FLD \equiv \triangle HKW$ (SAS)

4 **a** $w = 24$ **b** $x = 28$, $p = 7$ **c** $a = 34$

d $b = 26$ **e** $y = 65$

f $x = 45$, $k = 8$

5 **a** 25 cm **b** $b = 25$

6 63.6

7 $a = 118$, $k = 43$, $x = 28$

8 **a** No **b** No **c** Yes, SAS

d Yes, RHS **e** No **f** No

Exercise 13.03

Congruence proofs: see worked solutions.

ANSWERS

Exercise 13.04

1 **a** Proof: see worked solutions.

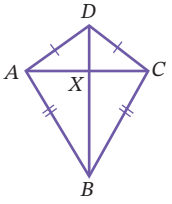
b $\angle A = \angle C$ (matching angles of congruent triangles)

c $\angle ADB = \angle CDB$ (matching angles of congruent triangles)

$\angle ABD = \angle CBD$ (matching angles of congruent triangles)

$\therefore DB$ bisects $\angle ADC$ and $\angle ABC$

d



e Proof: see worked solutions.

f $AX = CX$ (matching sides of congruent triangles)

$\therefore X$ is midpoint of AC

g $\angle AXD = \angle CXD$ (matching angles of congruent triangles) and $\angle AXD + \angle CXD = 180°$ (angles on a straight line)

$\therefore \angle AXD = \angle CXD = 90°$

$\therefore DX \perp AC$

$\therefore BD \perp AC$

2 **b** Proof: see worked solutions.

c $\angle W = \angle Y$ (matching angles of congruent triangles)

d Proof: see worked solutions.

e $\angle WXY = \angle YZW$ (matching angles of congruent triangles)

f Opposite angles of a parallelogram are equal.

3 **a** Proof: see worked solutions.

b $SW = TW$ (matching sides of congruent triangles)

$\therefore$ Sides opposite equal angles in a triangle are equal (SW is opposite to $\angle T$, TW is opposite to $\angle S$)

4 **a** Proof: see worked solutions.

b $\angle VUS = \angle TUS$ (matching angles of congruent triangles)

$\angle VSU = \angle TSU$ (matching angles of congruent triangles)

$\therefore US$ bisects $\angle VUT$ and $\angle VST$.

5 **a** Proof: see worked solutions.

b $AD = CB$ (matching sides of congruent triangles)

$AB = CD$ (matching sides of congruent triangles)

$\therefore$ opposite sides of a parallelogram are equal.

6 **a** Proof: see worked solutions.

b $BL = GL$ (matching sides of congruent triangles)

$EL = HL$ (matching sides of congruent triangles)

$\therefore$ diagonals of a rhombus bisect each other.

c $\angle BEH = \angle BHE$ (angles opposite equal sides in isosceles triangle)

$\therefore \angle BEL = \angle BHL$

d In $\triangle BEL$ and $\triangle BHL$

$\angle BEL = \angle BHL$ (proven in **c**)

$BE = BH$ (given)

$EL = HL$ (proven in **b**)

$\therefore \triangle BEL \equiv \triangle BHL$ (SAS)

e $\angle BLE = \angle BLH$ (matching angles of congruent triangles) and $\angle BLE + \angle BLH = 180°$ (angles on a straight line)

$\therefore \angle BLE = \angle BLH = 90°$

$\therefore$ The diagonals of a rhombus at right angles

7 **a, b** Proof: see worked solutions.

c Since $\angle B = \angle C$, $\angle A = \angle C$,

$\angle A = \angle B = \angle C$

$\angle A + \angle B + \angle C = 180°$ (angle sum of a triangle)

$\therefore \angle A = \angle B = \angle C = 60°$

8 **a** Proof: see worked solutions.

b $\angle DAC = \angle BCA$ (matching angles of congruent triangles)

$\therefore AD \parallel BC$ (alternate angles are equal)

$\angle DCA = \angle BAC$ (matching angles of congruent triangles)

$\therefore AB \parallel CD$ (alternate angles are equal)

c $ABCD$ is a parallelogram

9 **a** Proof: see worked solutions.

b $MY = NY$ (matching sides of congruent triangles)

$\angle PYM = \angle PYN$ (matching angles of congruent triangles) and $\angle PYM + \angle PYN = 180°$ (angles on a line)

$\therefore \angle PYM = \angle PYN = 90°$

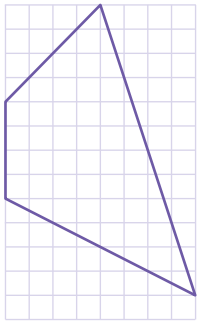
$\therefore PY \perp MN$

Exercise 13.05

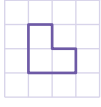
1 **a** 2 **b** $\frac{2}{3}$ **c** $\frac{4}{5}$ **d** $\frac{8}{3}$

e $\frac{2}{3}$ **f** $\frac{4}{3}$ **g** $\frac{9}{5}$ **h** $\frac{3}{2}$

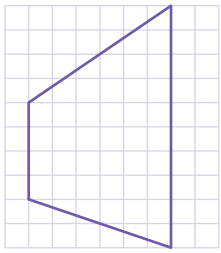
2 **a**



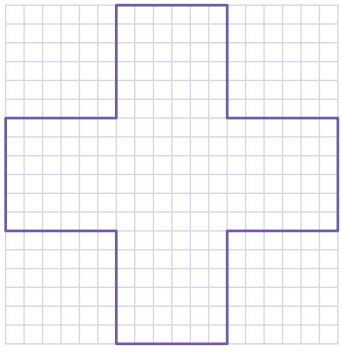
b



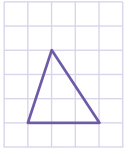
c



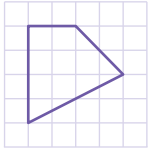
d



e



f



3 **a** No **b** Yes **c** No **d** Yes
e No **f** Yes **g** No **h** Yes

4 **a** **i** $\angle A$ and $\angle L$, $\angle B$ and $\angle M$, $\angle C$ and $\angle K$
ii AC and LK, AB and LM, BC and MK
iii $\triangle ACB \sim \triangle LKM$

b **i** $\angle W$ and $\angle D$, $\angle X$ and $\angle E$, $\angle Y$ and $\angle G$, $\angle Z$ and $\angle H$
ii WX and DE, XY and EG, YZ and GH, WZ and DH
iii $ZYXW \sim HGED$

c **i** $\angle T$ and $\angle F$, $\angle R$ and $\angle W$, $\angle P$ and $\angle V$, $\angle M$ and $\angle S$, $\angle J$ and $\angle K$
ii TR and FW, RP and WV, PM and VS, MJ and SK, TJ and FK
iii $TRPMJ \sim FWVSK$

d **i** $\angle Q$ and $\angle N$, $\angle K$ and $\angle C$, $\angle B$ and $\angle G$
ii QB and NG, BK and GC, KQ and CN
iii $\triangle QKB \sim \triangle NCG$

e **i** $\angle F$ and $\angle X$, $\angle E$ and $\angle W$, $\angle C$ and $\angle Y$
ii FE and XW, CE and YW, CF and YX
iii $\triangle FEC \sim \triangle XWY$

f **i** $\angle K$ and $\angle T$, $\angle L$ and $\angle Q$, $\angle M$ and $\angle S$, $\angle P$ and $\angle U$
ii KL and TQ, KP and TU, PM and US, LM and QS
iii $PMLK \sim USQT$

Mental skills 13

2 **a** $\frac{2}{3}$ **b** $\frac{4}{5}$ **c** $\frac{5}{7}$ **d** $\frac{1}{2}$
e $\frac{1}{4}$ **f** $\frac{1}{6}$ **g** $\frac{5}{6}$ **h** $\frac{2}{5}$
i 5 : 9 **j** 5 : 9 **k** 9 : 20 **l** 4 : 5
m 9 : 7 **n** 4 : 3 **o** $\frac{3}{5}$ **p** $\frac{4}{35}$

3 **a** $\frac{17}{40}$ **b** $\frac{2}{3}$ **c** $\frac{16}{25}$ **d** $\frac{1}{4}$
e $\frac{5}{24}$ **f** $\frac{2}{25}$

Exercise 13.06

1 **a** Yes $\left(\frac{8}{12}=\frac{20}{30}=\frac{2}{3}\right)$
b Yes $\left(\frac{12}{20}=\frac{27}{45}=\frac{21}{35}=\frac{3}{5}\right)$
c Yes $\left(\frac{4}{6}=\frac{6}{9}=\frac{6\frac{2}{3}}{10}=\frac{10}{15}=\frac{2}{3}\right)$
d Yes, all squares are similar.
e Yes, matching angles are equal.
f Yes, all equilateral triangles are similar.

2 **a** $k = 14, x = 6$
b $y = 12\frac{1}{2}, p = 19\frac{1}{5}$ **c** $x = 21$
d $a = 12, q = 1\frac{2}{3}, w = 3\frac{1}{3}$ **e** $d = 16$
f $b = 21\frac{7}{18}$ **g** $w = 10\frac{4}{5}, x = 23\frac{1}{3}$
h $c = 19\frac{1}{4}$

3 $d = 15$ **4** $a = 21\frac{3}{7}$

5 $13\frac{1}{3}$ m **6** 8.9 m **7** 21 m

8 **a** A and D, scale factor $= 2$
b B and D, scale factor $= \frac{3}{4}$
c C and D, scale factor $= \frac{3}{5}$
d A and D, scale factor $= \frac{1}{2}$

Exercise 13.07

1 1 : 500 **2** 1 : 35 **3** 2 : 1
4 3 : 1 **5** 1 : 8050
6 **a** 135 m **b** 378 m
7 2.1 mm
8 Scaled dimensions: 3.2 cm long by 4.4 cm tall
9 **a** Teacher to check: base 3 cm
b approx. 13 m
10 2120 km
11 **a** 100 km **b** 80 km **c** 54 km **d** 224 km

Exercise 13.08

1 1 : 16 **2** 1 : 6.25 or 4 : 25

3 **a** 100 : 1 **b** 30.25 : 1 or 121 : 4
c 9 : 16 **d** 25 : 4 **e** 16 : 49
f 1 : 100 **g** 64 : 25 **h** 4 : 81

4 **a** 1 : 9 **b** 9 : 4 **c** 49 : 16
d 25 : 121 **e** 25 : 9 **f** 16 : 25

5 **a** 8 : 7 **b** 6 : 1 **c** 3 : 20 **d** 1 : 4.5

6 **a** 5 : 3 **b** 4 : 7

7 3.5 **8** 3072 cm^2 **9** 162 cm^2

10 1024 mm^2 **11** $28\frac{2}{7}$ m^2 **12** 154 mm

13 22.5 mm **14** 12.5 cm

15 Increased 9 times

16 reduced by a factor of 2

17 9 : 16 **18** 50 cm^2

Exercise 13.09

1 **a** AA **b** SSS **c** RHS **d** SAS
e SAS **f** AA **g** SAS **h** RHS
i SSS **j** SSS **k** SAS **l** SAS

2 C

3 **a** B and C (SAS) **b** B and C (RHS)
c B and D (SSS) **d** C and D (AA)

4 **a** $\triangle EFD \sim \triangle PMR$ (SSS)
b $\triangle UTW \sim \triangle KAM$ (SAS)
c $\triangle UZV \sim \triangle HPJ$ (RHS)
d $\triangle WLB \sim \triangle XAT$ (AA)
e $\triangle KWP \sim \triangle GEF$ (SSS)
f $\triangle LEA \sim \triangle RBX$ (SAS)

5 In 2 triangles, if 2 pairs of matching angles are equal, then the remaining pair of matching angles must also be equal, due to the angle sum of all triangles being 180°

Exercise 13.10

1 **a** In $\triangle DEF$ and $\triangle RPM$

$\frac{DE}{RP} = \frac{6}{4} = \frac{3}{2}$

$\frac{EF}{PM} = \frac{9}{6} = \frac{3}{2}$

$\frac{FD}{MR} = \frac{12}{8} = \frac{3}{2}$

$\therefore \triangle DEF \sim \triangle RPM$ (3 pairs of matching sides in proportion, or 'SSS')

b In $\triangle WUT$ and $\triangle MKA$

$\frac{WU}{MK} = \frac{15}{20} = \frac{3}{4}$

$\frac{UT}{KA} = \frac{9}{12} = \frac{3}{4}$

$\angle U = \angle K = 65°$

$\therefore \triangle WUT \sim \triangle MKA$ (2 pairs of matching sides in proportion and the included angles equal, or 'SAS')

c In $\triangle UVZ$ and $\triangle HJP$

$\frac{UZ}{HP} = \frac{20}{12} = \frac{5}{3}$

$\frac{VZ}{JP} = \frac{25}{15} = \frac{5}{3}$

$\angle U = \angle H = 90°$

$\therefore \triangle UVZ \sim \triangle HJP$ (hypotenuses and another pair of matching sides of right-angled triangles in proportion, or 'RHS')

d In $\triangle WBL$ and $\triangle XTA$

$\angle B = \angle T = 118°$

$\angle L = \angle A = 27°$

$\therefore \triangle WBL \sim \triangle XTA$ (equiangular, or 'AA')

e In $\triangle KPW$ and $\triangle GFE$

$\frac{KP}{GF} = \frac{13.75}{11} = \frac{5}{4}$

$\frac{PW}{FE} = \frac{12}{9.6} = \frac{5}{4}$

$\frac{WK}{EG} = \frac{16}{12.8} = \frac{5}{4}$

$\therefore \triangle KPW \sim \triangle GFE$ (3 pairs of matching sides in proportion, or 'SSS')

f In $\triangle LAE$ and $\triangle RXB$

$\frac{LA}{RX} = \frac{5.6}{8.4} = \frac{2}{3}$

$\frac{AE}{XB} = \frac{8}{12} = \frac{2}{3}$

$\angle A = \angle X = 90°$

$\therefore \triangle LAE \sim \triangle RXB$ (2 pairs of matching sides in proportion and the included angles equal, or 'SAS')

2 Proof: see worked solutions.

3 **a** $x = 7\frac{1}{7}$ **b** $x = 8$ **c** $x = 1\frac{3}{8}$
d $x = 12\frac{3}{4}$ **e** $x = 6\frac{2}{3}$ **f** $x = 6\frac{1}{2}$

4 **a** Proof: see worked solutions.
b $m = 6\frac{6}{7}$

5 Proof: see worked solutions.
$x = 7\frac{1}{2}$

6 **a** Proof: see worked solutions.
b $TR = 14.4$ cm

7 **a** Proof: see worked solutions.
b $k = 11\frac{1}{4}$ or 11.25

8 Proof: see worked solutions.
$AX = 12$

9 **a** Proof: see worked solutions.
b $FH = 25$ cm

Power plus

1 Teacher to check.

2 **a** $\angle E = \angle D = 90°$, $BM = CM$
b Vertically opposite angles are equal.
c $\angle E = \angle D = 90°$
$\angle BME = \angle CMD$ (see part **b**)
$BM = CM$
$\therefore \triangle BME \equiv \triangle CMD$ (AAS)

d Matching sides of congruent triangles.
e Matching angles of congruent triangles.

3 **a** $VW \parallel XY$
b Alternate angles are equal, $VW \parallel XY$
c $\angle V = \angle Y$ (proved in **b**)
$\angle W = \angle X$ (proved in **b**)
$\therefore \triangle VWD \sim \triangle XYD$ (AA)
d $k = 9$, $m = 30$

4 33.25 m

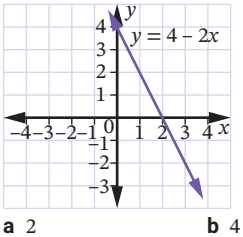
5 **a** true **b** false **c** true
d false **e** true **f** true

Test yourself 13

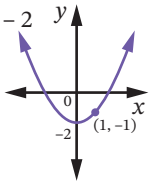
1 **a** SAS **b** RHS **c** SSS
2 Proof: see worked solutions.
3 Proof: see worked solutions.
4 Proof: see worked solutions.
5 **a** 2 **b** $\frac{3}{5}$ **c** 1.5
6 **a** $y = 8.75$, $p = 6.4$ **b** $a = 18$, $w = 27$
7 **a** 8.2 m **b** 4.2 m
8 **a** 25 : 81 **b** 16 : 9 **9** 100 cm
10 **a** 2 pairs of matching sides in proportion and the included angles equal, or 'SAS'
b 3 pairs of matching sides in proportion, or 'SSS'
c equiangular, or 'AA'
11 **a** Proof: see worked solutions.
b 12.25 cm

Practice set 4

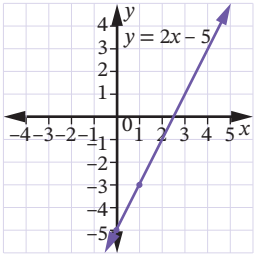
1 **a** no **b** yes **c** yes
2 **a** $\frac{3}{2}$ **b** 7.5 m **3** 0.8
4 **a** **i** $\frac{5}{9}$ **ii** $\frac{2}{3}$ **iii** $\frac{1}{9}$ **iv** $\frac{16}{27}$
b $\frac{13}{22}$
5 625 m **6** **a** $\sqrt{26}$ units **b** 5.7 units
7 $PQ = \sqrt{26} = QR$ Since 2 sides are equal it is an isosceles triangle
8 (1, 0) **9** **a** $\frac{1}{5}$ **b** –1
10



a 2 **b** 4
11 **a** $\frac{4}{15}$ **b** 107
12 **a** $y = x^2 - 2$



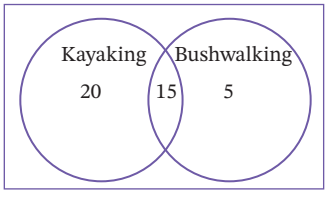
b (0, –2) **c** concave up
13 **a** SAS **b** AAS **c** SAS **d** RHS
14 $y = 4$ **15** **a** $\frac{1}{5}$ **b** $\frac{2}{3}$
16 **a** gradient $\frac{1}{2}$, y-intercept 3
b $y = 2x - 5$



17 **a** 188 kPa **b** 125 m
18

		1st die					
		1	2	3	4	5	6
2nd die	1	1, 1	2, 1	3, 1	4, 1	5, 1	6, 1
	2	1, 2	2, 2	3, 2	4, 2	5, 2	6, 2
	3	1, 3	2, 3	3, 3	4, 3	5, 3	6, 3
	4	1, 4	2, 4	3, 4	4, 4	5, 4	6, 4
	5	1, 5	2, 5	3, 5	4, 5	5, 5	6, 5
	6	1, 6	2, 6	3, 6	4, 6	5, 6	6, 6

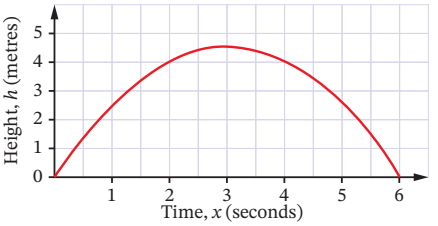
a $\frac{1}{18}$ **b** $\frac{11}{36}$ **c** $\frac{1}{6}$ **d** $\frac{1}{2}$
19 **a** –3 **b** $y = -3x + 1$
20 $x^2 + y^2 = 16$ **21** equiangular or AA
22 **a** C **b** A **c** E
d D **e** B
23 **a**



b **i** $\frac{3}{8}$ **ii** $\frac{5}{8}$
24 **a** Teacher to check (SSS)
b 90° **c** bisect, right angles
25 1.8 m
26 **a** Teacher to check (equiangular or AA)
b **i** $6\frac{10}{13}$ **ii** $8\frac{6}{13}$

27 a

Time (x seconds)	0	1	2	3	4	5	6
Height, h (metres)	0	2.5	4	4.5	4	2.5	0



b 4.5 m **c** 3.4 m **d** 1.3 s and 4.7 s
e i 0.5 m **ii** 1.5 m

General practice

1 a $\sqrt{5}$ **b** $9\sqrt{3}$ **c** -140 **d** $18\sqrt{2}$

2 $t = \pm\sqrt{\dfrac{2my-2k}{m}}$ or $t = \pm\sqrt{2y-\dfrac{2k}{m}}$

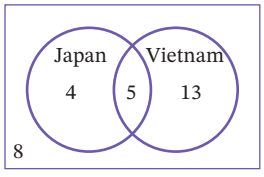
3 a 288 cm^3 **b** 910 m^3 **c** 84 m^3
d 4536.5 mm^3

4 a 23
b i 9 **ii** 6 **iii** 6.2 **iv** 6
c 1 **d** Yes, around 4 to 6.

5 a ND **b** ND **c** NC **d** CN

6 a Proof: see worked solutions
b $\angle CDT = \angle ABT$ (matching angles in congruent triangles)
$\therefore DC \parallel AB$ (alternate angles on parallel lines equal)

7 a

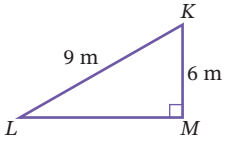


b i $\frac{4}{15}$ **ii** $\frac{17}{30}$ **iii** $\frac{13}{30}$

8 a 144 km/h **b** 0.6 kg/min

9 $y = 2x - 4$ **10 a** \$1571.48 **b** \$6833.33

11 a



b 6.71 m

12 a $(y-4)(y+2)$ **b** $(m-3)(m-5)$
c $5(m+7)(m-7)$ **13** C

14 a 63.6 cm^2 **b** 160.2 cm^2 **c** 3.4 m^2

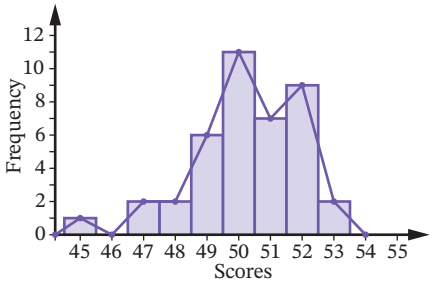
15 \$1008.15

16 a $32k^{18}$ **b** d^{11} **c** $108p^7q^{10}$
d $\frac{5k}{24h}$ **e** $\frac{8r^3}{125}$ **f** 6

17 a

Score	Tally	f	fx
45	|	1	45
47	||	2	94
48	||	2	96
49	𝍸 |	6	294
50	𝍸 𝍸 |	11	550
51	𝍸	7	357
52	𝍸 ||	9	468
53	||	2	106
	Total	40	2010

b 50.25
c



d 50 **e** 50

18 a No edges cross **b** 3 **c** 4
d $v = 5, e = 7, f = 4$. $v - e + f = 5 - 7 + 4 = 2$
$\therefore$ Euler's formula holds.

19 a $\dfrac{27}{125a^3}$ **b** $2\sqrt[4]{x}$ **c** $-2\sqrt[3]{p}$
d $\left(\sqrt[3]{r}\right)^2$ or $\sqrt[3]{r^2}$

20 a 1 g **b** 111.5 g to 112.5 g

21 a 35.93 m **b** 62.5 m^2

22 D **23** \$761.10

24 a 2.5 m **b** 0.769%

25 a 6.36 **b** 15.63 **c** 10.76

26 52.7%

27 a $m = 55$ (opposite angles of parallelogram)
b $e = 41$ (co-interior angles on parallel lines)
c $k = 8$ (angles in a right angle)

28 $y = 5$

29 a $\left(\frac{1}{2}, 2\frac{1}{2}\right)$ **b** $\sqrt{82}$ **c** $\frac{1}{9}$

9780170479585

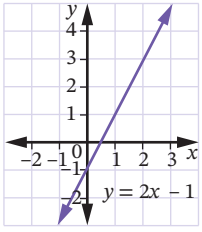
30 2.5 cm

31 **a** rectangle **b** equilateral triangle
c rectangle **d** isosceles triangle

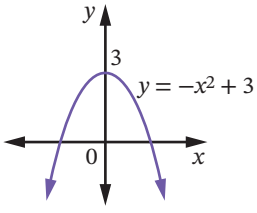
32 **a** 2 **b** 33
c negatively skewed

33 **a** equiangular (AA) **b** $k = 13\frac{1}{5}$

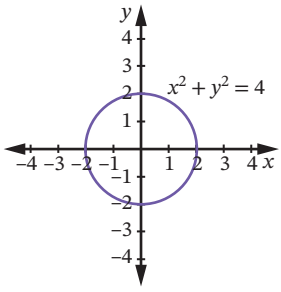
34 **a** **i**



ii



iii



b gradient 2, y-intercept -1 **c** (0, 3)

35 \$1925 **36** \$88 **37** B

38 **a** 396 cm^2 **b** 476 cm^2 **c** 792 cm^2

39 **a** $m = 8\frac{2}{5}$ **b** $k = 4\frac{1}{2}$ **c** $y = 1\frac{1}{2}$
d $x = \pm 3$ **e** $x = 20$ **f** $a = 7\frac{1}{3}$

40 **a** 7.14×10^5 **b** 3.5×10^{-4} **c** 1.5763×10^7

41 **a** 2.4×10^{15} **b** 4.2×10^{-11}

42 **a** 35° 30′ **b** 35° 26′ **c** 43° 21′

43 **a** **i** 0.15 **ii** 0.17 **iii** 0.47
iv 0.64 **v** 0.70
b 180; the observed frequency of 173 is close to this.

44 **a** 1080° **b** 135° **c** 45° **d** 360°

ANSWERS

GLOSSARY AND INDEX

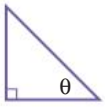
A

absolute error The difference between the actual value and the measured value of a quantity, as a positive value. Also a measure of the precision of an instrument, calculated as 0.5 of the smallest unit on the instrument. (p. 386)

acute angle A 'sharp' angle between 0° and 90°.

acute-angled triangle A triangle with all 3 angles acute. (p. 217)

adjacent side In a right-angled triangle, the side 'next to' the given angle, leading to the right angle. (p. 126)



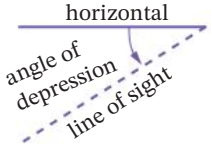
adjacent side
(to θ)

algebraic expression A number written in algebraic form using variables, for example, $2xy + 4y - 5$. (p. 5)

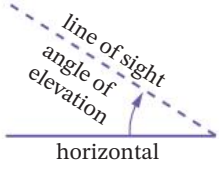
algebraic term A part of an algebraic expression. For example, $b^2 + 6b - 9$ has 3 terms: b^2, $6b$ and -9. (p. 6)

allowable (tax) deduction A part of a person's annual income that is not taxed, such as work-related expenses or donations to charities. All deductions are subtracted from annual income to determine **taxable income**. (p. 320)

angle of depression The angle of looking **down**, measured from the horizontal. (p. 154)



angle of elevation The angle of looking **up**, measured from the horizontal. (p. 154)



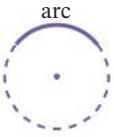
angle sum The total of the sizes of the angles in a shape. The angle sum of a triangle is 180°. (p. 218)

annual leave loading (or **holiday loading**) Extra payment to a worker during annual leave that is 17.5% of 4 weeks' pay. (p. 316)

annulus A ring shape between 2 different-sized circles with the same centre. (p. 400)



arc Part of the circumference of a circle. (p. 399)



area The amount of surface covered by a shape, measured in square units. (p. 390)

ascending order Going up, increasing, from smallest to largest (1-2-3). The opposite of **descending order**. (p. 205)

at least Referring to the smallest number, for example, 'at least 2' means 2, 3, 4, ..., or '2 or more'. (p. 501)

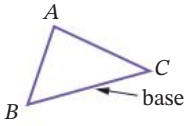
average See **mean**. (p. 336)

axis of symmetry See **line symmetry.** (p. 236)

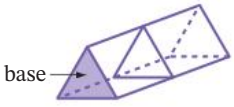
B

base (in index notation) When a number is raised to a power, the number raised is the base. In the expression 3^5, the 3 is called the base. (p. 3)

base (of a flat shape) The bottom side of a shape.



base (of a solid) The bottom or end face of a solid shape. (p. 410)

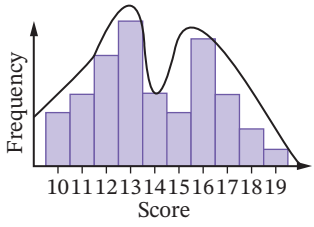


bearing The angle used to show the direction of one location from a given point. See also **compass bearing** and **true bearing**. (p. 158)

bias In statistics, something that causes a sample to not truly represent the population. (p. 366)

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bimodal distribution A statistical distribution that has 2 peaks. See also **unimodal distribution** and **multimodal distribution**. (p. 352)



binomial expression An algebraic expression with 2 terms, for example, $x + 9$, $2y - 12$. See also **trinomial**. (p. 21)

bisect To cut in half.

C

capacity The amount of material (usually liquid) that a container can hold, measured in millilitres (mL), litres (L), kilolitres (kL) and megalitres (ML). See also **volume**. (p. 412)

Cartesian plane Another name for **number plane**.

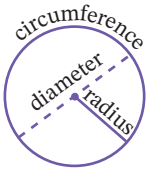
categorical data Data that can be classified into categories, such as hair colour, favourite radio station or postcode. Data that is not **numerical**. See also **nominal data** and **ordinal data**. (p. 362)

census A survey of the entire **population** of people or items, not just a survey of a **sample**. (p. 361)

chance experiment An activity or process that involves chance, for example, rolling a die or tossing a coin. (p. 501)

circuit A closed **trail** in a network, a walk that has no repeated edges and starts and ends at the same vertex. (p. 248)

circumference The perimeter of a circle. $C = \pi d$ or $C = 2\pi r$, where C is the circumference, π is pi, d is the diameter and r is theradius. (p. 398)



cluster A group of data values that are bunched or close together. (p. 346)

coefficient The number in front of a variable in an algebraic term. For example, the coefficient of x in $2x - 5$ is 2. (p. 35)

commission Pay earned by salespeople and agents, calculated as a percentage of the value of items sold or income made. (p. 315)

compass bearing A bearing that is an acute angle measured from North or South, towards East or West, for example, S25°E. See also **bearing** and **true bearing**. (p. 159)

compass rose A cross-shaped diagram that shows the direction of north. See also **compass bearing**. (p. 158)



complementary event All the outcomes that are *not* the event; the 'opposite' event. For example, the complementary event to rolling 1 on a die is rolling a number that is not 1. (p. 503)

compound event A chance event that is a combination of 2 or more simple events, for example, 'female or left-handed'. (p. 516)

congruent Identical, exactly the same. The symbol '≡' means 'is congruent to' or 'is identical to'. (p. 541)

congruence test One of 4 tests for proving that 2 triangles are congruent: SSS, SAS, AAS and RHS. (p. 547)

consecutive numbers Any series of integers that follow each other in order, for example, 8, 9 and 10. (p. 276)

constant of variation See **direct proportion**. (p. 476)

constant term The term in an algebraic expression that is a number only, with no variable. For example, the constant term in $x^2 - 4x + 6$ is 6. (p. 35)

continuous data Numerical data that can be measured on a smooth scale without any gaps, and can take on a full range of values, such as the height of people. Continuous data is measured on a scale without 'gaps', unlike **discrete data**. (p. 362)

converse The 'reverse' of a rule, the rule written 'back-to-front' or 'turned around'. The converse of Pythagoras' theorem is that if the square of the longest side of a triangle is equal to the sum of the squares of the other 2 sides, then the triangle is right-angled. (p. 80)

convex polygon A polygon whose vertices all point outwards. All diagonals lie within the shape, and all angles are less than 180°. (p. 221)



cosine A ratio in a right-angled triangle:

$$\cos\theta = \frac{\text{side adjacent to } \theta}{\text{hypotenuse}}$$

where θ is an angle. See also **sine** and **tangent**. (p. 128)

cost price The price it costs a retailer (shop) to buy an item (for reselling). The cost price is usually less than the **selling price**. (p. 100)

cross-section A 'slice' of a solid cut across it rather than along it, as shaded in the diagram. (p. 427)



cubic equation An equation in which the highest power of the variable is 3, that is, a variable cubed, for example, $x^3 = 12$. (p. 287)

cumulative frequency A progressive or running total of frequencies, the sum of frequencies of a particular data value and all values below it. (p. 340)

cycle A closed **path** in a network, a walk that has no repeated vertices (or edges) and starts and ends at the same vertex. (p. 248)

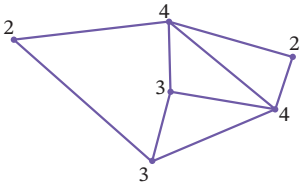
cylinder A can-shaped solid with ends that are circles. (p. 410)

D

data Information, a collection of facts. (p. 336)

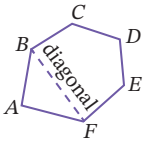
denominator The number below the line in a fraction. The denominator of $\frac{2}{3}$ is 3. (p. 94)

degree (of a vertex) The number of edges coming out of the vertex in a network. Loops are counted as 2 edges. (p. 247)



descending order Going down, decreasing, from largest to smallest (3-2-1). The opposite of **ascending order**. (p. 206)

diagonal An interval joining 2 non-adjacent vertices of a shape. (p. 221)



diameter An interval joining 2 points on the circumference and passing through the centre of a circle, and the length of that interval. The diameter is double the **radius**. (p. 398)

difference of 2 squares An algebraic expression of the form $a^2 - b^2$, that can be factorised into $(a + b)(a - b)$. For example, $x^2 - 25 = (x + 5)(x - 5)$. (p. 29)

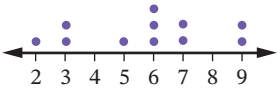
direct proportion (or **direct variation**) A relationship between 2 variables, where one variable is a constant multiple of the other, that is, $y = kx$, where k is a constant called the **constant of proportionality**. For example, if $y = 8.5x$, then y is directly proportional to x. (p. 475)

discount The saving made that is the difference between the original price of an item and the reduced price. (p. 99)

discrete data Numerical data that are counted or measured and only take on distinct, separate values, such as the number of children in a family (0, 1, 2, ...). Discrete data has a scale with 'gaps' or jumps, unlike **continuous data**. (p. 362)

distributive law A law of arithmetic that says you can multiply by a number by splitting it into the sum or difference of 2 other numbers. For example, $27 \times 12 = 27 \times (10 + 2) = 27 \times 10 + 27 \times 2$. Algebraically, $a(b + c) = ab + ac$ for any 3 numbers a, b and c. (p. 15)

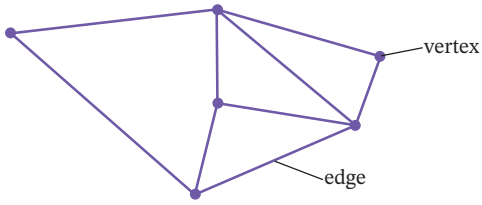
dot plot A graph that uses dots above a number line to represent the frequencies of data values. (p. 337)



double time Overtime pay that is calculated at 2 times the normal pay rate. (p. 310)

E

edge (of a network) The connecting lines that join vertices together. (p. 247)



equation A mathematical statement that 2 quantities are equal. For example, $8 + 2 = 10$ or $3b - 7 = 5$. (p. 271)

equilateral triangle A triangle with all 3 sides equal. (p. 217)

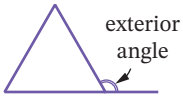
Euler's formula (for planar graphs) $v - e + f = 2$, where v is the number of vertices, e is the number of edges and f is the number of faces. (p. 258)

event In probability, a result involving one or more outcomes. For example, when rolling a die, the event 'rolling an even number' contains the 3 outcomes {2, 4, 6}. (p. 502)

expected frequency The expected number of times an event will occur over repeated trials, calculated by multiplying the probability of the event by the number of trials. (p. 506)

expected probability See **theoretical probability**. (p. 506)

exterior angle An 'outside' angle of a shape created by extending one of the sides of the shape. (p. 218)



F

face (of a network) A region bounded by the edges of the network, and the region outside the network (called the **infinite face**). (p. 249)

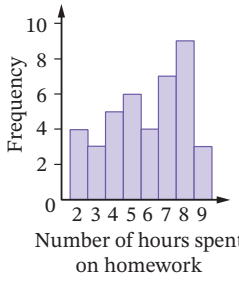
factor or **divisor** (**of a number**) A value that divides evenly into a given number. For example, the factors of 15 are 1, 3, 5 and 15. (p. 12)

formula (plural: **formulas** or **formulae**) A rule written as an algebraic equation, using variables. The formula for the area of a triangle is $A = \frac{1}{2}bh$. (p. 289)

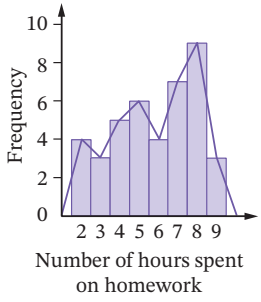
fraction A number written in the form $\frac{a}{b}$, where a and b are integers and $b \neq 0$. (pp. 10, 94)

frequency The number of times a value appears in a set of data, or the number of times an event occurs in repeated trials of a probability experiment.

frequency histogram A column graph that shows the frequencies of numerical data. There are no spaces between the columns. (p. 345)



frequency polygon A line graph that shows the frequencies of numerical data. It can be made by joining the midpoints of the tops of the columns of a histogram. (p. 345)



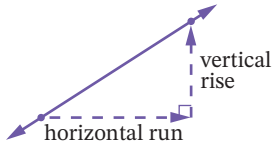
frequency (distribution) table A table listing the frequency of each value in a set of data, with columns for Score (x), Frequency (f) and sometimes Tally and fx. (p. 338)

G

giga- A prefix meaning one billion (1 000 000 000), represented by the letter G. (p. 381)

goods and services tax (GST) A 10% tax added to the original price of an item or service. (p. 101)

gradient The steepness of a line or interval, measured by the fraction $\frac{\text{rise}}{\text{run}}$. (p. 449)



gradient–intercept form (of a linear equation) The equation of a straight line $y = mx + c$, where m is the **gradient** and c is the **y-intercept.** (p. 462)

graph Another name for a network. The study of networks is called **graph theory**. (p. 247)

greatest common divisor (GCD) See **highest common factor**. (p. 17)

gross pay Pay received before tax and other deductions are taken out. (p. 324)

GST See **goods and services tax**. (p. 101)

H

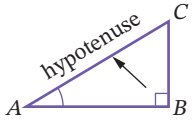
hectare A large metric unit of area, equivalent to 10 000 m^2 or to the area of a square 100 m × 100 m. (p. 391)

highest common factor (HCF) or **greatest common divisor (GCD)** The largest factor shared by 2 or more numbers or algebraic terms. For example, the HCF of 36 and 8 is 4 and the HCF of $6xy$ and $12y^2$ is $6y$. (p. 17)

horizontal Going across, sideways, flat. (p. 457)



hypotenuse The longest side of a right-angled triangle, opposite the right angle. (p. 126)

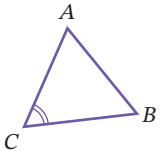


I

image A transformed shape after it has been enlarged or reduced. (p. 238)

improper fraction A fraction whose numerator is greater than or equal to its denominator, such as $\frac{7}{4}$.

included angle The angle between 2 given sides of a shape. For example, the included angle for sides AC and CB in this triangle is $\angle C$. (p. 547)



income tax A tax paid to the government based on the size of a person's income. (p. 320)

index (plural: **indices**) See **power**. (p. 175)

index law An algebraic rule for simplifying expressions involving powers of the same base, for example, $a^m \times a^n = a^{m+n}$. (p. 175)

index notation A way of writing repeated multiplication using indices (powers), in the form a^n. Index notation for $2 \times 2 \times 2 \times 2$ is 2^4. (p. 175)

interval A line segment (section of a line) with a definite length, such as AB shown. (p. 440)



inverse operation The opposite or reverse operation, used when solving equations. For example, the inverse operation to adding is subtracting, the inverse operation to dividing is multiplying. (p. 163)

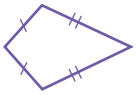
irrational number A number such as π or $\sqrt{2}$ that cannot be expressed as a fraction (rational number). In decimal form, its digits run endlessly without repeating. (pp. 59, 94, 398) See also **rational number** and **real number**.

isosceles triangle A triangle with 2 equal sides. (p. 217)

K

kilo- A prefix meaning one thousand (1000), represented by the symbol k. For example, one kilogram is 1000 grams. (p. 380)

kite A quadrilateral with 2 pairs of equal adjacent sides. (pp. 222, 393)



L

LHS The left-hand side (of an equation). (p. 271)

like terms Algebraic terms that have exactly the same variables. For example, $5xy$ and $2xy$ are like terms, $3xy$ and $4x^2$ are not like terms. (p. 6)

line symmetry A plane shape has line symmetry if it can be folded so that one half fits exactly on top of the other half; that is, one half is the mirror-image of the other. The folding line is called the **axis of symmetry** (plural: **axes**). An equilateral triangle has 3 axes of symmetry. See also **rotational symmetry.** (p. 236)

linear equation A formula whose graph is a straight line, or an equation involving a variable that is not raised to a power, such as $2x + 9 = 17$. (p. 455)

loss The money lost when selling an item at a lower price, when the selling price is less than the cost price. The opposite of **profit**. (p. 100)

lowest common multiple (**LCM**) The smallest multiple that is shared by two or more numbers. For example, the LCM of 4 and 10 is 20. (p. 280)

M

mean The average of a set of data, represented by $\bar{x}$, calculated by dividing the sum of the data values by the number of values. (p. 336)

measure of centre An average, middle or typical value of a set of data. The 3 measures of centre are the **mean**, **median** and **mode.** (p. 336)

median The middle value when the values of a data set are arranged in order. If the number of values is even, then the median is the average of the 2 middle values. (p. 336)

mega- A prefix meaning one million (1 000 000), represented by the letter M. A megalitre is one million litres. (p. 380)

micro- A prefix meaning one-millionth, represented by the Greek letter μ. One microsecond is one-millionth of a second. (p. 381)

midpoint The point in the middle of an interval or halfway between 2 given points. (p. 446)

milli- A prefix meaning one-thousandth $\left(\frac{1}{1000}\right)$, represented by the letter m. One millimetre is one-thousandth of a metre. (p. 380)

minute (**symbol ′**) A measure of angle size. $\frac{1}{60}$ of a degree. $1° = 60′$. (p. 135)

mode The most common or frequent value(s) in a set of data. (p. 336)

multimodal distribution A statistical distribution with 2 or more peaks. See also **unimodal distribution** and **bimodal distribution**. (p. 353)

mutually exclusive events Events or categories that have no items in common. (p. 516)

N

nano- A prefix meaning one-billionth, represented by the letter n. One nanosecond is one-billionth of a second. (p. 381)

net pay Pay received after deductions from gross pay; 'take-home' pay. (p. 324)

network (or graph) A collection of points called vertices connected together by lines called edges. (p. 247)

nominal data Categorical data that are names and cannot be ordered, such as colour of eyes. (p. 362)

number plane or **Cartesian plane** A coordinate grid system based on 2 number lines that cross at right angles: a horizontal line called the x-axis and a vertical line called the y-axis. (p. 440)

numerator The number above the line in a fraction. The numerator of $\frac{2}{3}$ is 2. (p. 94)

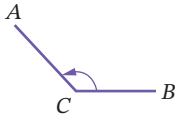
numerical data Data that can be measured or counted, such as a person's height or number of goals scored. Data that is not **categorical**. (p. 362)

O

observed probability An estimate of theoretical probability; the **relative frequency** of an event in repeated trials of an experiment, found using the formula:

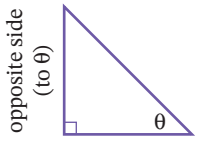
$$P(E) = \frac{\text{frequency of } E}{\text{total frequency}} \text{ (p. 506)}$$

obtuse angle A 'wide' angle greater than 90° but less than 180°.



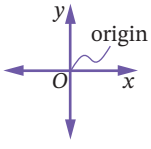
obtuse-angled triangle A triangle with one obtuse angle (between 90° and 180°). (p. 217)

opposite side In a right-angled triangle, the side directly facing the given angle. (p. 126)



ordinal data Categorical data that can be ordered, such as size of coffee cup. (p. 362)

origin The point $O(0, 0)$ at the centre of the number plane, where the x-axis and y-axis cross. (p. 482)



outcome In probability, a result of a situation or experiment. For example, when rolling a die, one possible outcome is rolling a 4. (p. 501)

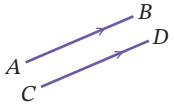
outlier An extreme data value that is much different from the other values in a set. (p. 336)

overtime Time worked beyond normal working hours, such as at night or on weekends, at a higher rate of pay. (p. 310)

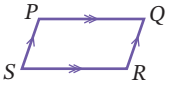
P

parabola A U-shaped curve that is the graph of a quadratic equation, such as $y = x^2$. (p. 480)

parallel lines Lines that point in the same direction and do not intersect. $AB \parallel CD$ means 'AB is parallel to CD'.



parallelogram A quadrilateral in which the opposite sides are parallel. (pp. 222, 393)



path A walk in a network that has no repeated vertices (or edges). (p. 248)

PAYG (Pay As You Go) tax Income tax deducted from your pay each payday by your employer. (p. 324)

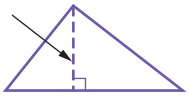
per annum (p.a.) Per year. (p. 105)

percentage error The absolute error of a measurement as a percentage of the actual value, the relative error expressed as a percentage. (p. 388)

perfect square A square number or an algebraic expression that represents one, for example, 64, $(x + 9)^2$, $(a - b)^2$. (p. 26)

perimeter The distance around the outside of a shape; the sum of the lengths of its sides. (p. 390)

perpendicular height The height of a shape, measured at right angles to its base.



pi (π) A special number, approximately 3.1416, used in calculating circle measurements. The circumference of any circle is found by multiplying π by the diameter of the circle. (p. 398)

piecework Earnings based on the number of items processed, made or delivered, paid at a rate per item rather than on the number of hours worked. (p. 316)

planar graph A connected network (graph) where the edges do not cross (overlap) (p. 256)

polygon Any flat shape made up of straight sides. (p. 229)

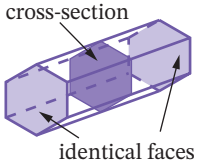
population In statistics, all of the items being studied, the entire group. (p. 361)

power (**or index or exponent**) The number of times a base is multiplied by itself. In 2^5, the power is 5. (p. 175)

precision 0.5 of the smallest unit on the instrument. (p. 386)

principal An amount of money invested or borrowed, on which interest is calculated. (p. 105)

prism A solid shape with identical cross-sections with straight sides, such as the hexagonal prism below. (p. 404)



probability The chance of an event occurring, measured as a fraction, decimal or percentage between 0 and 1. (p. 502)

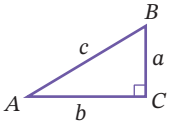
product The result of multiplication. The product of 7 and 3 is 21. (p. 12)

profit The amount made when selling an item at a higher price, when the selling price is more than the cost price. The opposite of **loss**. (p. 100)

pronumeral Another name for **variable**. (p. 7)

proportion See **direct proportion**. (p. 475)

Pythagoras' theorem The formula $c^2 = a^2 + b^2$ for a right-angled triangle, where c is the length of the hypotenuse and a and b are the lengths of the other 2 shorter sides. (p. 53)



Pythagorean triad A set of 3 positive integers that follow Pythagoras' theorem, such as {3, 4, 5}. (p. 83)

Q

quadrant (**of a circle**) A sector that is a quarter of a circle, containing a right angle. (p. 399)



quadrant (of a number plane) See **number plane**.

quadratic equation An equation in which the highest power of the variable is 2, that is, a variable squared, for example, $3x^2 - 6 = 69$, or an equation such as $y = 3x^2 - 6$ whose graph is a **parabola**. (pp. 283, 480)

quadratic trinomial See **trinomial**. (p. 35)

quadrilateral Any polygon with 4 sides. (p. 221)

R

radius (plural: **radii**) An interval joining the centre of a circle to the circumference, and the length of that interval. The radius is half of the **diameter**. (p. 398)

random In probability, describing a situation where every possible outcome has an equal chance, or is equally likely. (p. 502)

random sampling In statistics, selecting a sample in which every person or item in the population has an equal chance of being selected. A sample should be random to be truly representative of the population. (p. 366)

range In a set of data, the difference between the highest and lowest values. (p. 336)

rate A relationship between 2 quantities measured in different units. For example, a speed of 107 km/h compares distance travelled (in kilometres) with time (in hours). (p. 110)

ratio A relationship between quantities measured in the same units. For example, the ratio of 3 teachers to 40 students is 3 : 40 (read '3 to 40'). (p. 108)

rational number A number that can be written as a fraction in the form $\frac{a}{b}$, where a and b are integers and $b \neq 0$. See also **irrational number** and **real number**. (pp. 59, 94)

real number A **rational** or **irrational number**, that can be ordered on a number line. (pp. 59, 94)

reciprocal The product of any number and its reciprocal is 1. The reciprocal of any number is found by first writing the number as a fraction and then swapping the numerator with the denominator. The reciprocal of 5 is $\frac{1}{5}$ and the reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$. (pp. 12, 190)

rectangle A quadrilateral with 4 right angles. (p. 222)

recurring or **repeating decimal** A decimal with one or more digits that repeat endlessly. For example 0.1666..., abbreviated as $0.1\dot{6}$. (p. 93)

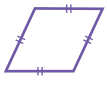
regular polygon A polygon that has all sides equal and all angles equal. For example, this regular pentagon has 5 equal sides and 5 equal angles. (p. 230)



relative frequency The number of times an event or data value occurred, written as a fraction of the total number of events or values. See also **observed probability**. (p. 506)

retainer A fixed amount paid to a salesperson before **commission** is added. (p. 315)

rhombus A quadrilateral with 4 equal sides. (pp. 222, 393)



RHS The right-hand side (of an equation). (p. 271)

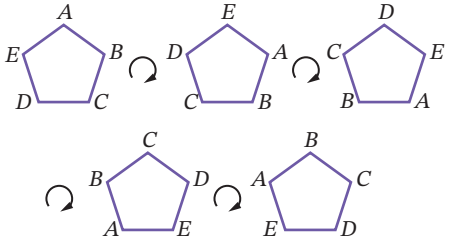
right angle A 90° angle.



right-angled triangle A triangle with one 90° angle. (pp. 53, 217)

rise Short for 'vertical rise', the change in vertical position between 2 points on a line or interval, the number of units 'going up', used with the **run** to calculate the **gradient** of a line or interval. See **gradient** for diagram. (p. 449)

rotational symmetry A plane shape has rotational symmetry if it can be spun around its centre so that it fits onto itself again before making a complete revolution. The centre point is called the **centre of symmetry**. A regular pentagon (pictured) has rotational symmetry, and because it can fit onto itself 5 times during one complete revolution, we say that it has *rotational symmetry of order 5*. See also **line symmetry.** (p. 236)



royalty Income earned by recording artists and authors, based on the number of copies of their work that are sold. (p. 316)

run Short for 'horizontal run', the change in horizontal position between 2 points on a line or interval, the number of units 'going right', used with the **rise** to calculate the **gradient** of a line or interval. See **gradient** for diagram. (p. 449)

S

salary A fixed annual amount of money that is paid weekly, fortnightly or monthly, not dependent on the number of hours worked. (p. 305)

sample In statistics, a group of people or items selected from a population for study. (p. 361)

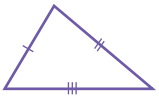
sample space In a probability situation, the set of all possible outcomes. (p. 501)

scale drawing A diagram that is in proportion to the object it represents, such as a house plan or map, that is drawn according to a scale (ratio). (p. 575)

scale factor The amount by which a shape has been enlarged or reduced, equal to $\frac{\text{image length}}{\text{original length}}$ (p. 562)

scaled length The length on a scale drawing, map or plan, not the actual length. (p. 575)

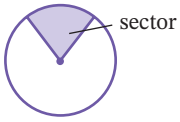
scalene triangle A triangle with no equal sides. (p. 217)



scientific notation A shorter way of writing very large or very small numbers using powers of 10, for example, 9 460 000 000 000 in scientific notation is 9.46×10^{12}. (p. 203)

second (″) A measure of angle size. $\frac{1}{60}$ of a minute. $1' = 60''$. (p. 135)

sector A region of a circle cut off by 2 radii. (p. 399)



selling price The price at which an item is sold by the retailer (shop). The shop buys the item for the **cost price**. (p. 101)

shape of a distribution The way the data in a frequency distribution is spread, can be **symmetrical**, **positively skewed** or **negatively skewed**. (p. 352)

significant figures The meaningful digits in a number that show its level of accuracy, the first non-zero digits, for example, 31 487 000 has 5 significant figures. (p. 200)

similar To have the same shape but not necessarily the same size, an enlargement or reduction. The symbol '~' means 'is similar to'. (p. 132)

similarity test One of 4 tests for proving that 2 triangles are similar. (p. 586)

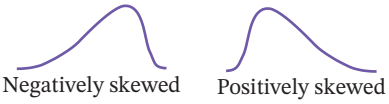
simple interest Interest that is calculated as a percentage of the original principal. (p. 105)

sine A ratio in a right-angled triangle:

$$\sin\theta = \frac{\text{side opposite to } \theta}{\text{hypotenuse}}$$

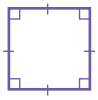
where θ is an angle. See also **cosine** and **tangent**. (p. 128)

skewed distribution A statistical distribution in which most of the data values are clustered at one end, creating a 'tail' at the other end. The tail determines whether the skew is positive or negative. See also **symmetrical distribution**. (p. 352)



solution In algebra, the value(s) that makes an equation or inequality true. (p. 271)

square A quadrilateral with 4 equal sides and 4 right angles. (p. 222)



stem-and-leaf plot A 'number graph' that lists all the data values in groups. Each value is split into a 'stem' and a 'leaf'. This stem-and-leaf plot shows 12 test marks, from 42 to 82. (p. 346)

Stem	Leaf
4	2 5
5	0 2 8
6	6 7
7	3 5 7 7
8	2

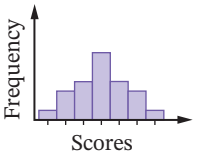
Key: 5|8 stands for 58

subject of a formula The variable for which a formula is written, the variable on the left-hand-side of a formula. For example, the subject of the formula $A = \frac{1}{2}bh$ is A. (pp. 289, 293)

surd A square root (or other root) whose exact value cannot be found because it is **irrational**, such as $\sqrt{10}$ or $\sqrt[3]{7}$. (pp. 59, 440)

surface area The total area of all the faces of a solid shape. (p. 404)

symmetrical distribution A statistical distribution in which all data values are distributed equally on both sides of the centre, its shape having line symmetry. See also **skewed distribution**. (p. 352)



T

tangent A ratio in a right-angled triangle:

$$\tan\theta = \frac{\text{side opposite to } \theta}{\text{side adjacent to } \theta}$$

where θ is an angle. See also **sine** and **cosine**. (p. 128)

tax deduction See **allowable deduction**. (p. 320)

taxable income The part of a person's income that is taxed, equal to annual income minus allowable deductions. (p. 320)

term (of an expression) See **algebraic term**. (p. 6)

terminating decimal A decimal whose digits do not repeat endlessly, for example, 0.125. (p. 93)

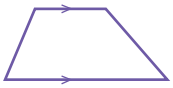
theoretical probability or **expected probability** Probability calculated using the formula:

$$P(E) = \frac{\text{number of favourable outcomes}}{\text{total number of outcomes}}$$ (p. 506)

time-and-a-half Overtime pay that is calculated at 1.5 times the normal pay rate. (p. 310)

trail A walk in a network that has no repeated edges. However, a vertex can be repeated. (p. 248)

trapezium A quadrilateral with one pair of opposite sides parallel. (pp. 222, 393)



tree diagram A diagram of branches for listing all of the possible outcomes in a multi-stage chance experiment. (p. 529)

trial One go or run of a repeated probability experiment, for example, one roll of a die. (p. 502)

trinomial An algebraic expression with 3 terms, for example, $3x + 2y - 5$. In a **quadratic** trinomial such as $x^2 + 4x + 6$, the highest power of the pronumeral is 2. See also **binomial** and **quadratic expression**. (p. 35)

true bearing or **three-figure bearing** A bearing that uses three-digit angles from 000° to 360° to show the amount of turning measured clockwise from north. See also **bearing** or **compass bearing**. (p. 158)

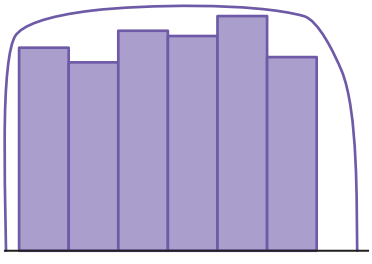
two-stage experiment (or **two-step experiment**) A chance experiment with 2 stages, such as rolling a pair of dice. (p. 527)

two-way table A table that shows the number of items belonging to overlapping categories. (p. 522)

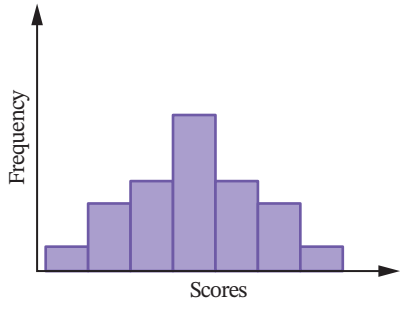
	Can swim	Cannot swim
Boys	13	2
Girls	9	3

U

uniform distribution The shape of a statistical distribution where each value has the same or similar frequency. Its graph is close to one big rectangle as the data values are evenly distributed. (p. 353)



unimodal distribution A statistical distribution with one mode or peak. See also **bimodal distribution** and **multimodal distribution**. (p. 352)



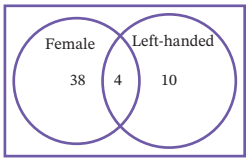
unitary method A method for finding a quantity by finding the size of one part or 1% first. (pp. 97, 109)

V

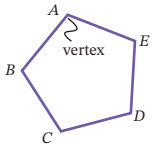
variable A symbol, usually a letter of the alphabet, that stands for a number. Also called a **pronumeral** or **unknown**. (p. 7)

variation See **direct proportion**. (p. 475)

Venn diagram. A diagram of circles (usually overlapping) for grouping items into categories. (p. 515)



vertex (or **node, of a network,** plural: **vertices)** A point representing an item that is connected by lines called edges. See **edge** for diagram. (p. 247)
vertex (plural: **vertices**) A corner of a shape, angle or curve. (p. 221)



vertical Going up and down, at a right angle to the **horizontal**. (p. 457)

volume The amount of space taken up by a solid object, measured in cubic units. (p. 412)

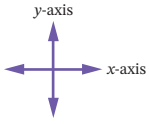
W

wage An amount of money paid to people for work, calculated on the number of hours worked. (p. 305)

walk Any route along the edges of a network. (p. 248)

X

***x*-axis** The horizontal axis of a number plane (running across). (p. 455)



***x*-intercept** The x value at which a graph cuts the x-axis. (p. 455)

Y

***y*-axis** The vertical axis of a number plane (running up and down, see diagram above). (p. 455)

***y*-intercept** The y value at which a line cuts the y-axis. (p. 455)