

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CIDRITHICAVU/SENIOR SERINDHICAVU
NATIONAL SENIOR CIDRITHICAVU/
NATIONALE SENIOR SERINDHICAVU

GRADE/GRAAD 12

MATHEMATICS P2/WISKUNDE V2

NOVEMBER 2020

MARKING GUIDELINES/NASIENRIGLYNE

MARKS/PUNTE: 150

DEPARTMENT OF BASIC
EDUCATION

PRIVATE BAG 9415, PRETORIA 0021

2020 -11- 23

APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Handwritten signature and date:
23/11/2020
approved

These marking guidelines consist of 27 pages.
Hierdie nasienriglyne bestaan uit 27 bladsye.

Approved

Handwritten signature
2020-11-23

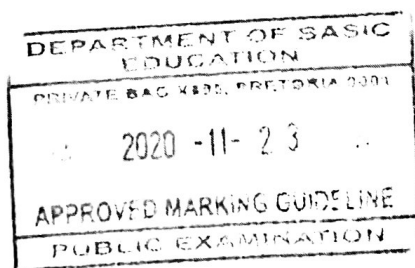
NOTE:

- If a candidate answers a question TWICE, only mark the FIRST attempt.
- If a candidate has crossed out an attempt of a question and not redone the question, mark the crossed out version.
- Consistent accuracy applies in ALL aspects of the marking memorandum. Stop marking at the second calculation error.
- Assuming answers/values in order to solve a problem is NOT acceptable.

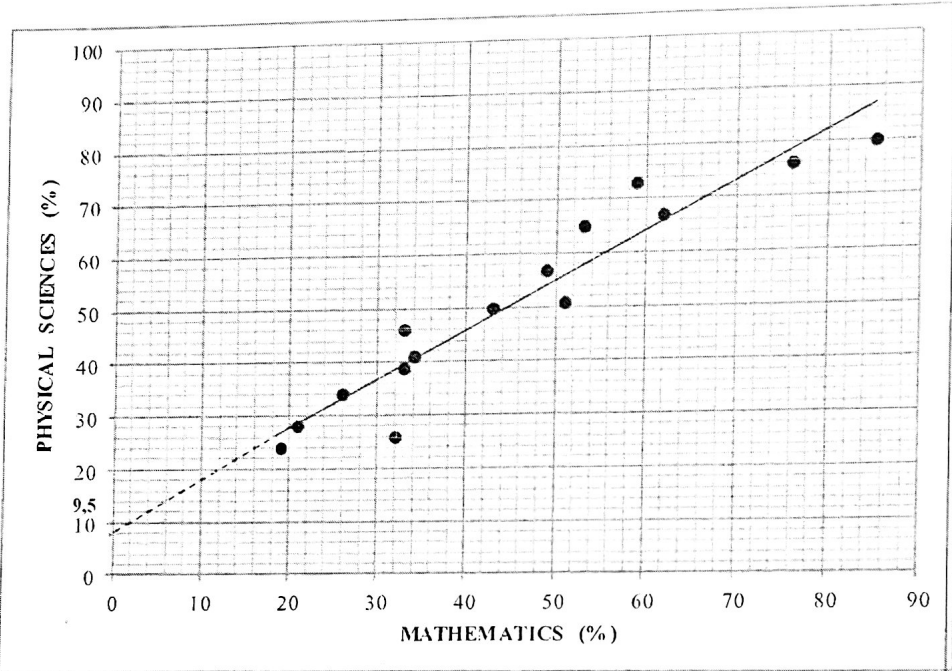
LET WEL:

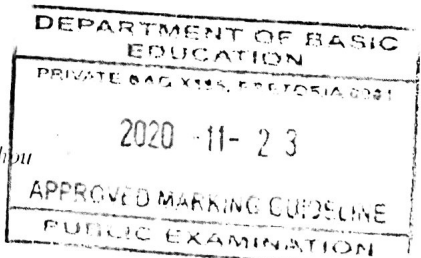
- *As 'n kandidaat 'n vraag TWEE KEER beantwoord, sien slegs die EERSTE poging na.*
- *As 'n kandidaat 'n antwoord van 'n vraag doodtrek en nie oordoen nie, sien die doodgetrekte poging na.*
- *Volgehoue akkuraatheid word in ALLE aspekte van die memorandum toegepas. Hou op nasien by die tweede berekeningsfout.*
- *Aanvaar van antwoorde/waardes om 'n probleem op te los, word NIE toegelaat nie.*

| GEOMETRY | |
|----------|---|
| S | A mark for a correct statement (A statement mark is independent of a reason) |
| | <i>'n Punt vir 'n korrekte bewering ('n Punt vir 'n bewering is onafhanklik van die rede)</i> |
| R | A mark for the correct reason (A reason mark may only be awarded if the statement is correct) |
| | <i>'n Punt vir 'n korrekte rede ('n Punt word slegs vir die rede toegeken as die bewering korrek is)</i> |
| S/R | Award a mark if statement AND reason are both correct |
| | <i>Ken 'n punt toe as die bewering EN rede beide korrek is</i> |



QUESTION/VRAAG 1

| | | |
|------|--|---|
| 1.1 | $a = 9,5$ $b = 0,909.. = 0,91$ $\hat{y} = 9,5 + 0,91x$ | ✓ $a = 9,5$ ✓ $b = 0,91$ ✓ equation (3) |
| 1.2 |  | ✓✓ correct slope going through 2 points: (50 ; 55) or (40 ; 46) or (60 ; 64) or (0 ; 9,5) or (45 ; 50) |
| 1.3 | Final exam mark $\approx 72,22\%$ (calculator) OR $\hat{y} = 9,5 + 0,91(69)$ $\approx 72,29\%$ | ✓✓ answer (2) ✓ substitution ✓ answer (2) |
| 1.4 | $r = 0,95$ | ✓ answer(A) (1) |
| 1.5 | There is a very strong positive correlation between the Mathematics and Physical Sciences mark. <i>Daar is 'n baie sterk positiewe korrelasie tussen die Wiskunde en Fisiese Wetenskappunte.</i> | ✓ strong/ sterk (1) |
| 1.6 | The teacher concludes that the higher the learners' Mathematics marks, the higher the learners' Physical Sciences marks. <i>Die onderwyser het waargeneem dat hoe hoër die wiskunde punte is, hoe hoër is die Fisiese Wetenskappunte.</i> | ✓ answer (1) |
| [10] | | |



QUESTION/VRAAG 2

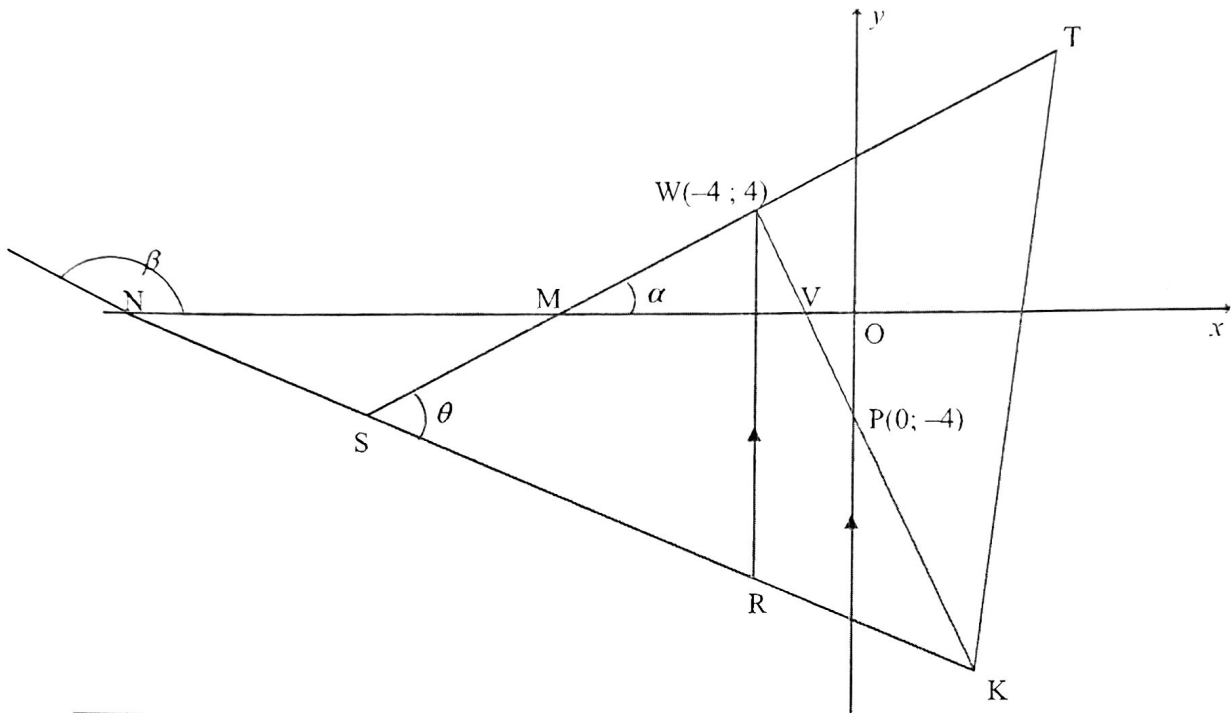
| | | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 2 018 | 2 175 | 2 182 | 2 215 | 2 254 | 2 263 | 2 267 | 2 271 | 2 293 | 2 323 | 2 334 | 2 346 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|

| | | | |
|-----|--|--|-----------------------------|
| 2.1 | July / Julie | ✓ answer | (1) |
| 2.2 | $\bar{x} = \frac{26941}{12}$ $= 2\,245,083.. \approx 2\,245,08 \text{ aircraft landings}$ | <div style="border: 1px solid black; padding: 2px; display: inline-block;">Answer only: Full marks</div> | ✓ 26 941 ✓ answer (2) |
| 2.3 | Standard deviation for landings at the King Shaka International airport: $\sigma = 86,30$ | ✓✓ answer | (2) |
| 2.4 | $(\bar{x} - \sigma; \bar{x} + \sigma) = (2\,245,08 - 86,30 ; 2\,245,08 + 86,30)$ limit = (2 158,78 : 2 331,38) There were 9 months when the aircraft arrivals at the King Shaka International airport were within one standard deviation of the mean. | ✓ $\bar{x} - \sigma$ ✓ $\bar{x} + \sigma$ ✓ answer | (3) |
| 2.5 | The standard deviation of the number of landings at the Port Elizabeth Airport will be higher than the standard deviation of the number of arrivals at the King Shaka International Airport OR C . | ✓ answer | (1) |
| | | | [9] |

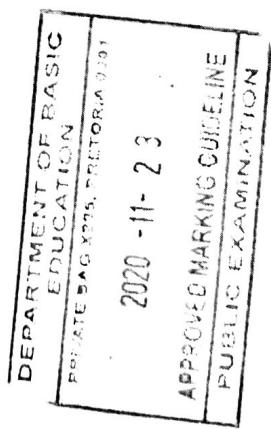
DEPARTMENT OF BASIC
 EDUCATION
 PRIVATE BAG X895, PRETORIA 0001
 2020 -11- 23
 APPROVED MARKING GUIDELINE
 PUBLIC EXAMINATION

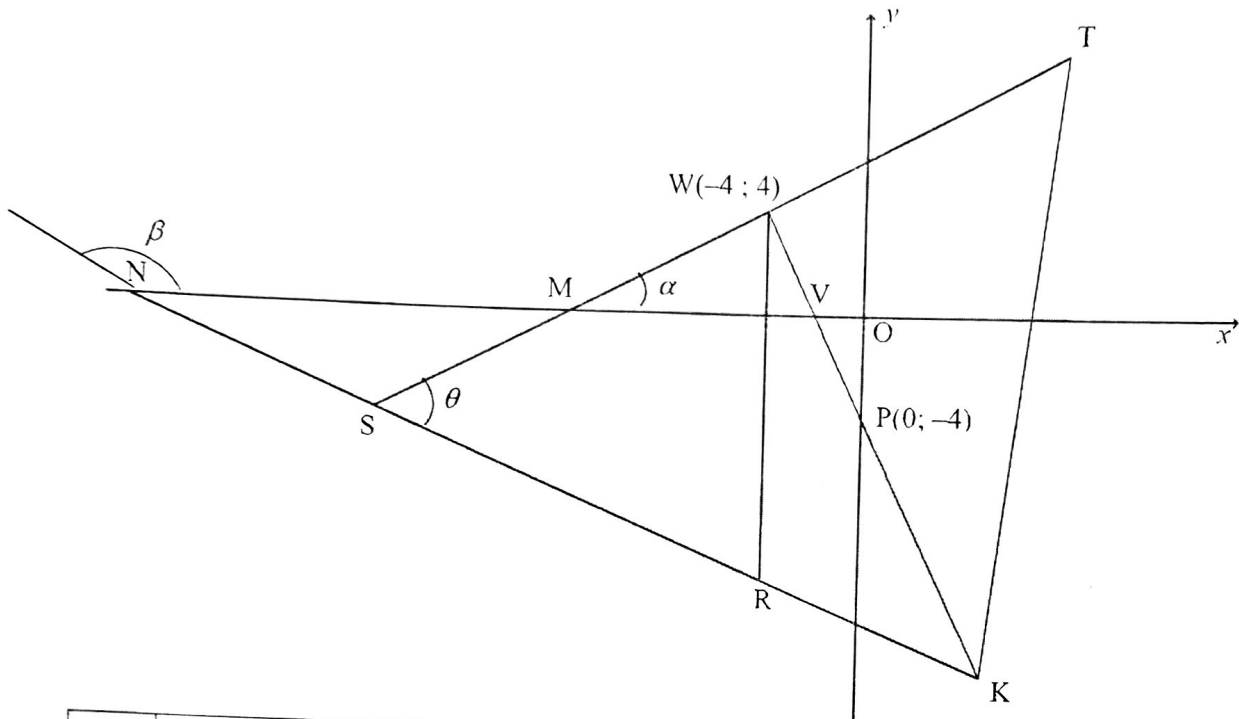


QUESTION/VRAAG 3



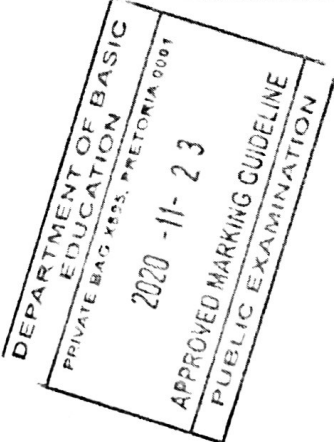
| | | |
|-----|---|---|
| 3.1 | $m_{WP} = \frac{4 - (-4)}{-4 - 0} = \frac{8}{-4}$ $m_{WP} = -2$ | ✓ substitution of W and P ✓ m_{WP} (2) |
| 3.2 | $m_{ST} = \frac{1}{2} \text{ (given)}$ $(m_{WP})(m_{ST}) = (-2)\left(\frac{1}{2}\right)$ $= -1$ $\therefore ST \perp WP$ | ✓ $(m_{WP})(m_{ST})$ ✓ $(m_{WP})(m_{ST}) = -1$ (2) |
| 3.3 | $5y + 2x + 60 = 0$ $\therefore y = -\frac{2}{5}x - 12$ $-\frac{2}{5}x - 12 = \frac{1}{2}x + 6$ $-4x - 120 = 5x + 60$ $9x = -180$ $x = -20$ $\therefore y = -\frac{2}{5}(-20) - 12$ $\therefore y = -4$ $\therefore S(-20; -4)$ <p>OR</p> | ✓ equating ✓ x value ✓ substitution ✓ y value (4) |





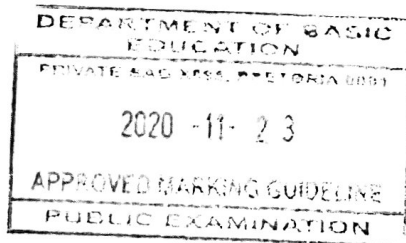
| | |
|---|---|
| $5y + 2x + 60 = 0$ $5\left(\frac{1}{2}x + 6\right) + 2x + 60 = 0$ $\frac{5}{2}x + 30 + 2x + 60 = 0$ $\frac{9}{2}x = -90 \quad \therefore x = -20$ $\therefore y = -\frac{2}{5}(-20) - 12$ $\therefore y = -4$ $\therefore S(-20; -4)$ | <p>✓ substitution</p> <p>✓ x value</p> <p>✓ substitution</p> <p>✓ y value</p> |
| <p>OR</p> $5y + 2x = -60 \quad \dots\dots(1)$ $2y - x = 12 \quad \dots\dots(2)$ $(1) + 2(2) : 9y = -36$ $y = -4$ $2(-4) - x = 12$ $x = -20$ | <p>✓ adding</p> <p>✓ y value</p> <p>✓ substitution</p> <p>✓ x value</p> |

DEPARTMENT OF BASIC EDUCATION
 PRIVATE BAG 3115, PRETORIA 0001
 2020 -11- 23
 APPROVED MARKING GUIDELINE
 PUBLIC EXAMINATION

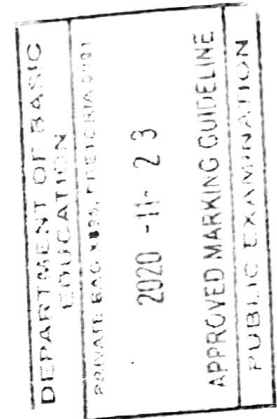
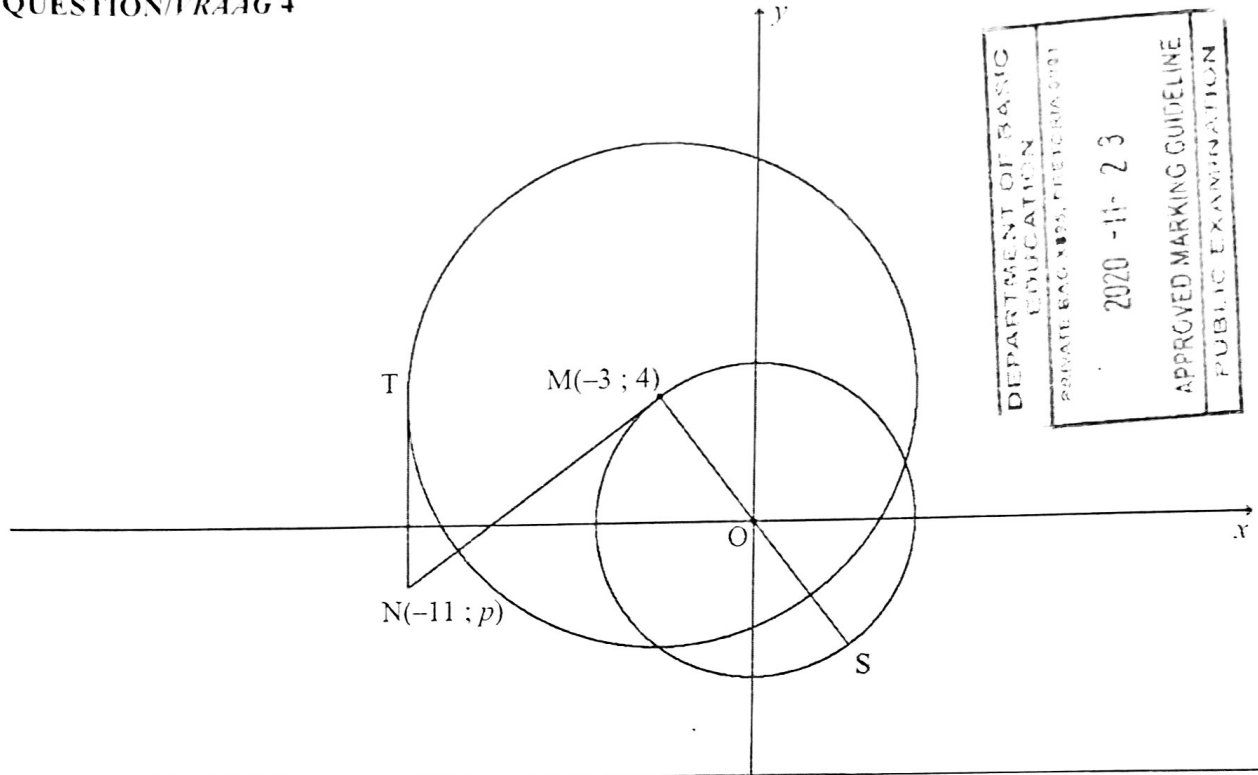
| | | |
|------------|---|--|
| <p>3.4</p> | $y = -\frac{2}{5}(-4) - 12 \quad \text{OR} \quad 5y + 2(-4) + 60 = 0$ $y = -\frac{52}{5}$ $\therefore R\left(-4; -\frac{52}{5}\right) \quad \text{OR} \quad R(-4; -10,4)$ $\therefore WR = 4 - \left(-\frac{52}{5}\right) \quad \text{OR} \quad WR = \sqrt{(-4 - (-4))^2 + \left(4 - \left(-\frac{52}{5}\right)\right)^2}$ $\therefore WR = \frac{72}{5} \text{ units} \quad \text{or} \quad WR = 14\frac{2}{5} \text{ units}$ <p>OR</p> $WR = ST - SK$ $= \frac{1}{2}x + 6 - \left(-\frac{2}{5}x - 12\right)$ $= \frac{9}{10}x + 18$ $= \frac{9}{10}(-4) + 18$ $= 14,4 \text{ units}$ | <ul style="list-style-type: none"> ✓ substitution ✓ y value ✓ method or subst into distance formula ✓ answer (4) ✓ substitution ✓ simplification ✓ subst $x = -4$ ✓ answer (4) |
| <p>3.5</p> | $m_{SK} = -\frac{2}{5}$ $\beta = 158,19\dots^\circ \quad (\text{Ref. } \angle = 21,801\dots^\circ)$ $\hat{M}\hat{N}\hat{S} = 21,80\dots^\circ$ $m_{ST} = \frac{1}{2}$ $\hat{N}\hat{M}\hat{S} = 26,56\dots^\circ$ $\theta = 21,80\dots^\circ + 26,56\dots^\circ \quad [\text{ext } \angle \text{ of } \Delta]$ $\theta = 48,366\dots^\circ = 48,37^\circ$ | <ul style="list-style-type: none"> ✓ m_{SK} ✓ size of β ✓ size of $\hat{N}\hat{M}\hat{S}$ ✓ method ✓ answer (5) |
| <p>3.6</p> | <p>In ΔSRW:</p> $\perp h = -4 - (-20)$ $\perp h = 16 \text{ units}$ $\text{Area } \Delta SRW = \frac{1}{2}(\perp h)(WR)$ $= \frac{1}{2}(16)\left(\frac{72}{5}\right)$ $= 115,2 \text{ square units}$ $\text{Area } SWRL = 2 \text{Area } \Delta SRW$ $= 2(115,2)$ $= 230,4 \text{ square units}$ <p>OR</p> | <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ✓ $\perp h$ ✓ substitution ✓ area Δ ✓ answer (4) |



| | |
|---|---|
| <p>In ΔSRW: $\perp h = -4 - (-20)$ $\perp h = 16$ units Area SWRL = $16 \times \frac{72}{5}$ $= 230,40$ square units</p> <p>OR</p> <p>$SW = \sqrt{(-20+4)^2 + (-4-4)^2} = 8\sqrt{5} = 17,89$ $SR = \sqrt{(-20+4)^2 + \left(-4+10\frac{2}{5}\right)^2} = \frac{16\sqrt{29}}{5} = 17,23$ Area SWRL = $2 \times \text{Area } \Delta SRW$ $= 2 \left(\frac{1}{2} SW \times SR \sin \theta \right)$ $= 2 \left(\frac{1}{2} 8\sqrt{5} \times \frac{16\sqrt{29}}{5} \sin 48,37^\circ \right)$ $= 230,41$ square units</p> | <p>✓ $\perp h$ ✓ ✓ substitution ✓ answer (4)</p> <p>✓ $SW = 8\sqrt{5}$ ✓ $SR = \frac{16\sqrt{29}}{5}$</p> <p>✓ substitution ✓ answer (4)</p> |
| <p>[21]</p> | |

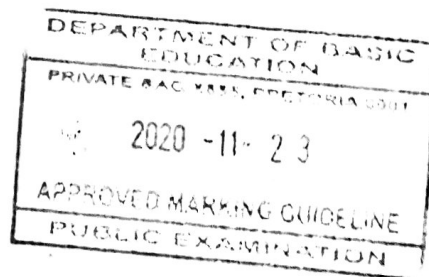
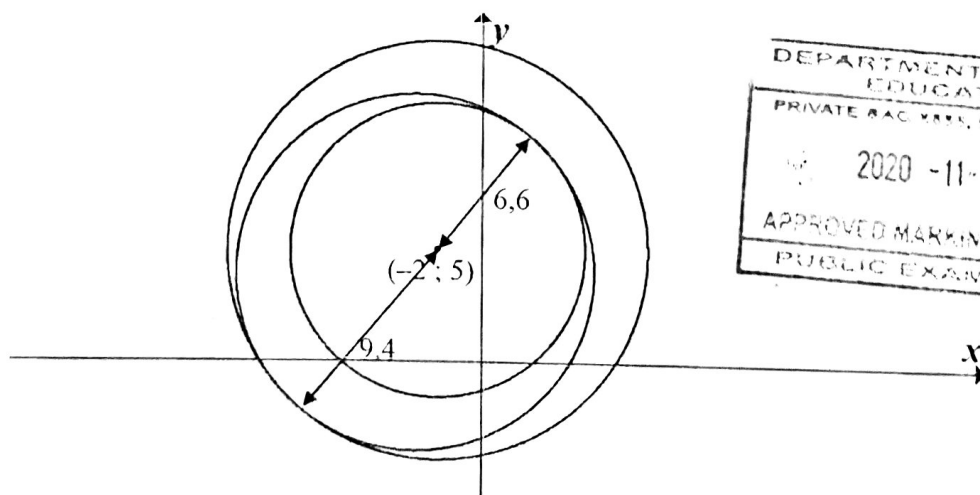


QUESTION/VRAAG 4

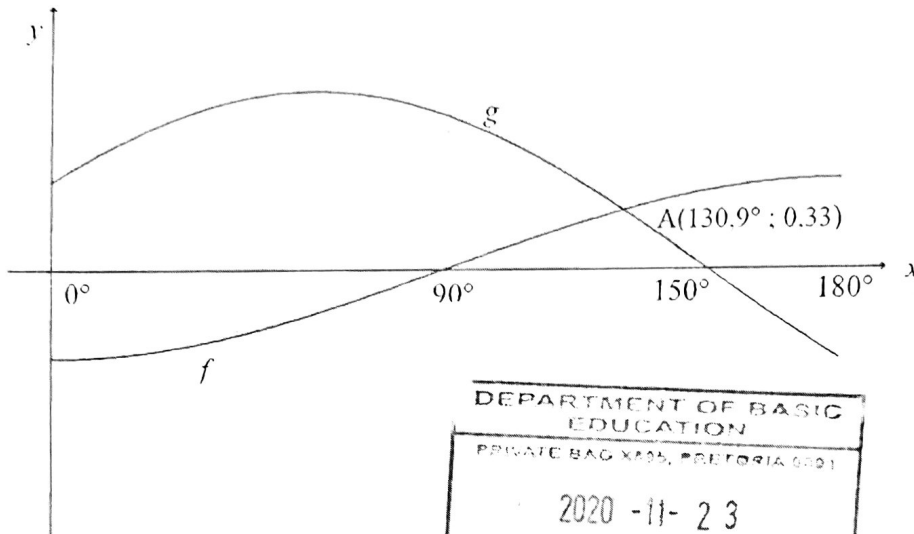


| | | |
|-----|---|---|
| 4.1 | $x^2 + y^2 = r^2$ $\therefore r^2 = (-3)^2 + (4)^2 = 25$ $x^2 + y^2 = 25$ | ✓ substitution ✓ answer (2) |
| 4.2 | $TM \perp TN \quad [\text{tangent} \perp \text{radius}]$ $T(-11; 4)$ $r = -3 - (-11) = 8$ $(x+3)^2 + (y-4)^2 = 64$ | ✓ $x_T = -11$ ✓ LHS ✓ RHS (3) |
| 4.3 | $O(0; 0) \text{ and } M(-3; 4)$ $m_{OM} = \frac{4-0}{-3-0} = -\frac{4}{3} \quad \text{OR} \quad \frac{0-4}{0-(-3)} = -\frac{4}{3}$ $m_{NM} = \frac{3}{4}$ $y-4 = \frac{3}{4}(x-(-3)) \quad \text{OR} \quad y = \frac{3}{4}x + c$ $y-4 = \frac{3}{4}x + \frac{9}{4} \quad \quad \quad 4 = \frac{3}{4}(-3) + c$ $\therefore y = \frac{3}{4}x + \frac{25}{4} \quad \quad \quad c = \frac{25}{4}$ $y = \frac{3}{4}x + \frac{25}{4}$ | ✓ $m_{OM} = -\frac{4}{3}$ ✓ $m_{NM} = \frac{3}{4}$ ✓ substitution of m and M ✓ equation (4) |

| | | |
|------------|--|---|
| <p>4.4</p> | <p>$N(-11; p)$</p> $y = \frac{3}{4}x + \frac{25}{4}$ $p = \frac{3}{4}(-11) + \frac{25}{4} \quad \text{OR} \quad \frac{4-p}{-3-(-11)} = \frac{3}{4}$ $p = -2$ <p>$\therefore N(-11; -2)$</p> $\frac{-3+x_s}{2} = 0 \quad \text{and} \quad \frac{4+y_s}{2} = 0$ <p>$\therefore S(3; -4)$</p> $SN = \sqrt{(-11-3)^2 + (-2-(-4))^2}$ $= 10\sqrt{2} \text{ units or } 14,14 \text{ units}$ | <p>✓ subst $x = -11$ into eq or gradient</p> <p>✓ $p = -2$</p> <p>✓ x_s ✓ y_s</p> <p>✓ answer (CA)</p> <p>(5)</p> |
| <p>4.5</p> | <p>$B(-2; 5)$</p> <p>$BM = \sqrt{2}$ units</p> <p>Radius of circle centred at $M = 8$ units</p> $k = 8 - \sqrt{2} = 6,59 \text{ units} = 6,6 \text{ units}$ <p>or</p> $k = 8 + \sqrt{2} = 9,41 \text{ units} = 9,4 \text{ units}$ | <p>✓ $\sqrt{2}$</p> <p>✓✓ $k = 6,6$</p> <p>✓✓ $k = 9,4$</p> <p>(5)</p> |
| | | [19] |

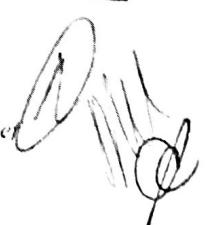


QUESTION/VRAAG 5

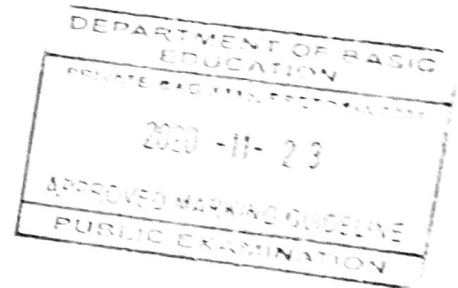
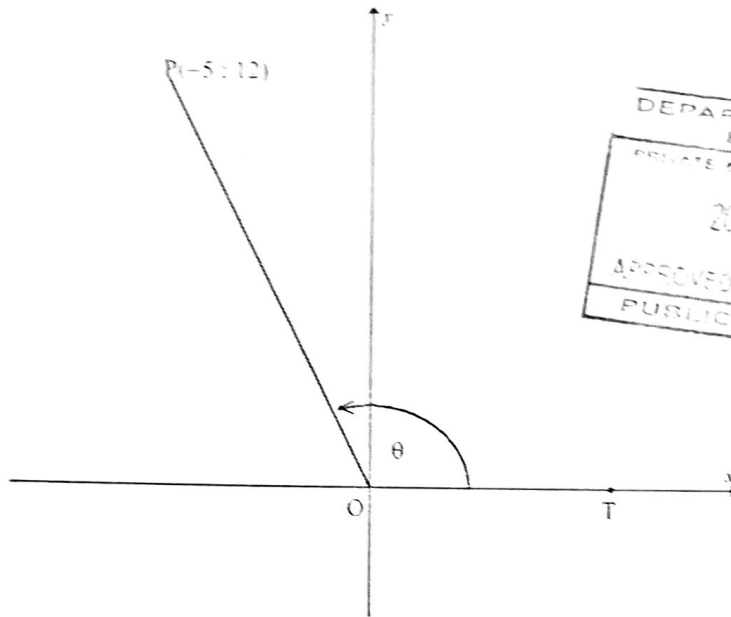


DEPARTMENT OF BASIC EDUCATION
 PRIVATE BAG X905, PRETORIA 0001
 2020 -11- 23
 APPROVED MARKING GUIDELINE
 PUBLIC EXAMINATION

| | | |
|-------|---|--|
| 5.1 | Period of $g = 360^\circ$ | ✓ answer (1) |
| 5.2 | Amplitude of $f = \frac{1}{2}$ | ✓ answer (A) (1) |
| 5.3 | $f(180^\circ) - g(180^\circ)$ $= \frac{1}{2} - \left(-\frac{1}{2}\right)$ $= 1$ | ✓ 1 (1) |
| 5.4.1 | $x = 140,9^\circ$ | ✓ $x = 140,9^\circ$ (1) |
| 5.4.2 | $\sqrt{3} \sin x + \cos x \geq 1$ $\frac{\sqrt{3}}{2} \sin x + \frac{1}{2} \cos x \geq \frac{1}{2}$ $\sin x \cos 30^\circ + \cos x \sin 30^\circ \geq \frac{1}{2}$ $\sin(x + 30^\circ) \geq \frac{1}{2}$ $\sin(x + 30^\circ) = \frac{1}{2}$ at $x = 0^\circ$ or $x = 120^\circ$ $\therefore x \in [0^\circ; 120^\circ]$ OR $0^\circ \leq x \leq 120^\circ$ | ✓ dividing by 2 ✓ $\cos 30^\circ; \sin 30^\circ$ ✓ $\sin(x + 30^\circ) \geq \frac{1}{2}$ ✓ interval (4) |
| | | [8] |

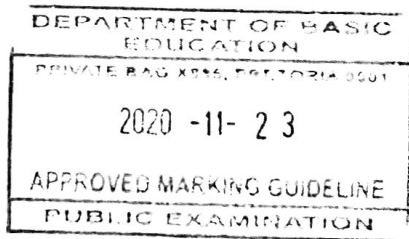


QUESTION 1R44G 6

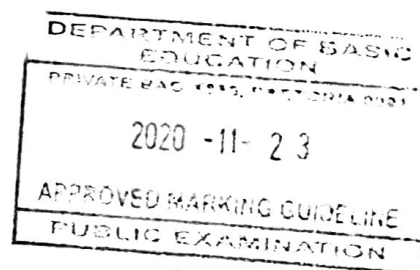


| | | |
|-------|---|---|
| 6.1.1 | $\tan \theta = -\frac{12}{5}$ or $-2\frac{2}{5}$ | ✓ answer (1) |
| 6.1.2 | $(OP)^2 = (-5)^2 + (12)^2$ $OP = 13$ $\cos \theta = -\frac{5}{13}$ | ✓ Pythagoras ✓ OP ✓ answer (3) |
| 6.1.3 | $\sin(\theta + 90^\circ) = \frac{b}{6,5}$ $\cos \theta = \frac{b}{6,5}$ $\frac{-5}{13} = \frac{b}{6,5}$ $b = -\frac{5}{2}$ OR $\cos(90^\circ + \theta) = \frac{a}{6,5}$ $-\sin \theta = \frac{a}{6,5}$ $-\frac{12}{13} = \frac{a}{6,5} \therefore a = -6$ $b = \sqrt{(6,5)^2 - (-6)^2} = -\frac{5}{2}$ | ✓ $\sin(\theta + 90^\circ) = \frac{b}{6,5}$ ✓ $\cos \theta$ ✓ $\frac{-5}{13} = \frac{b}{6,5}$ ✓ value of b ✓ $\cos(\theta + 90^\circ) = \frac{a}{6,5}$ ✓ $-\sin \theta$ ✓ value of a ✓ value of b (4) |

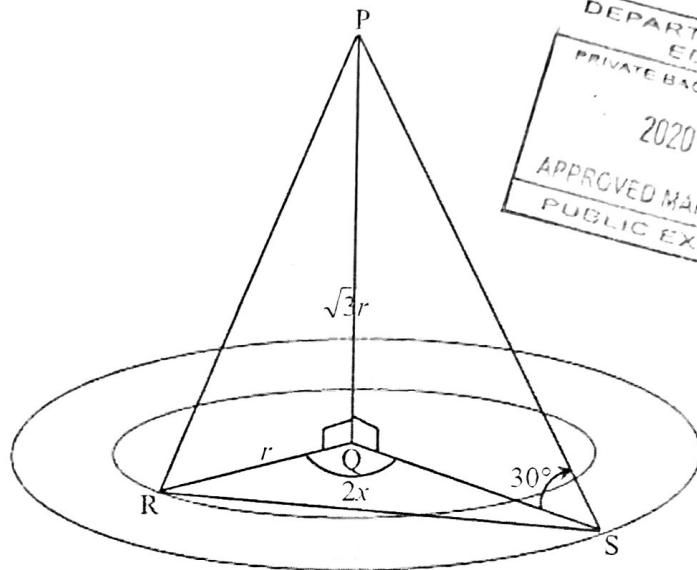
| | | |
|------------|--|--|
| <p>6.2</p> | $\frac{\sin 2x \cdot \cos(-x) + \cos 2x \cdot \sin(360^\circ - x)}{\sin(180^\circ + x)}$ $= \frac{\sin 2x \cos x + \cos 2x(-\sin x)}{-\sin x}$ $= \frac{\sin(2x - x)}{-\sin x}$ $= \frac{\sin x}{-\sin x}$ $= -1$ | <ul style="list-style-type: none"> ✓ $\cos(-x) = \cos x$ ✓ $\sin(360^\circ - x) = -\sin x$ ✓ $\sin(180^\circ + x) = -\sin x$ ✓ numerator = $\sin x$ ✓ answer <p style="text-align: right;">(5)</p> |
| <p>6.3</p> | $6 \sin^2 x + 7 \cos x - 3 = 0$ $6(1 - \cos^2 x) + 7 \cos x - 3 = 0$ $6 - 6 \cos^2 x + 7 \cos x - 3 = 0$ $6 \cos^2 x - 7 \cos x - 3 = 0$ $(3 \cos x + 1)(2 \cos x - 3) = 0$ $\cos x = -\frac{1}{3} \quad \text{or} \quad \cos x = \frac{3}{2} \text{ (N/A)}$ $\therefore x = 109,47^\circ + k \cdot 360^\circ; k \in Z \text{ or}$ $x = 250,53^\circ + k \cdot 360^\circ; k \in Z$ | <ul style="list-style-type: none"> ✓ identity ✓ standard form ✓ factors ✓ both solutions of $\cos x$ ✓ $x = 109,47^\circ$ & $250,53^\circ$ ✓ $+k \cdot 360^\circ; k \in Z$ <p style="text-align: right;">(6)</p> |
| <p>6.4</p> | $x + \frac{1}{x} = 3 \cos A$ $(3 \cos A)^2 = \left(x + \frac{1}{x}\right)^2$ $9 \cos^2 A = x^2 + \frac{1}{x^2} + 2$ $9 \cos^2 A = 2 + 2$ $\cos^2 A = \frac{4}{9}$ $\cos 2A = 2 \cos^2 A - 1$ $= 2\left(\frac{4}{9}\right) - 1$ $= -\frac{1}{9}$ <p style="margin-top: 20px;">OR</p> | <ul style="list-style-type: none"> ✓ squaring both sides ✓ $9 \cos^2 A = x^2 + \frac{1}{x^2} + 2$ ✓ $\cos^2 A = \frac{4}{9}$ ✓ $\cos 2A = 2 \cos^2 A - 1$ ✓ answer <p style="text-align: right;">(5)</p> |



| | |
|---|---|
| $x^2 - 2 + \frac{1}{x^2} = 0$ $\left(x - \frac{1}{x}\right)^2 = 0$ $x^2 = 1$ $x = \pm 1$ $3\cos A = 2 \quad \text{or} \quad 3\cos A = -2$ $\cos A = \frac{2}{3} \quad \text{or} \quad \cos A = -\frac{2}{3}$ $\cos 2A = 2\cos^2 A - 1$ $= 2\left(\pm \frac{2}{3}\right)^2 - 1$ $= -\frac{1}{9}$ | <p>✓ $x = \pm 1$</p> <p>✓ $\cos A = \frac{2}{3}$</p> <p>✓ $\cos A = -\frac{2}{3}$</p> <p>✓ double angle identity</p> <p>✓ answer</p> |
| | (5) |
| | [24] |



QUESTION/FRAGEN 7

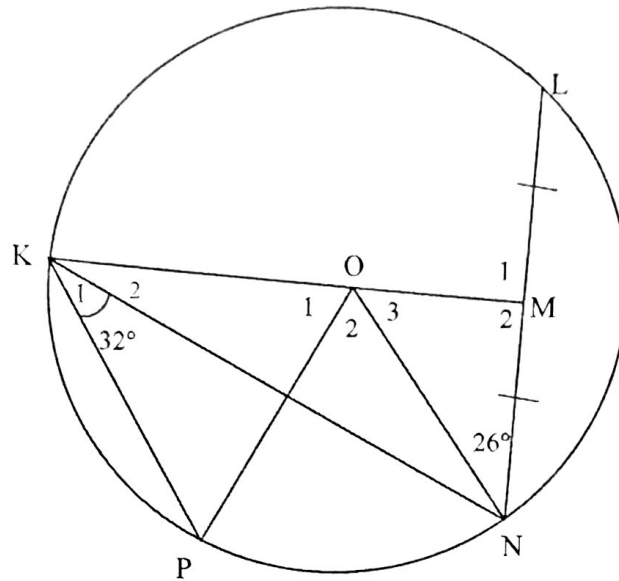


DEPARTMENT OF BASIC EDUCATION
 PRIVATE BAG 1193, PRETORIA 0001
 2020 -11- 23
 APPROVED MARKING GUIDELINE
 PUBLIC EXAMINATION

| | | | | | |
|-----|---|----|--|--|-------------|
| 7.1 | $\tan 30^\circ = \frac{\sqrt{3}r}{QS}$ $QS = \frac{\sqrt{3}r}{\tan 30^\circ}$ $= \frac{\sqrt{3}r}{\frac{1}{\sqrt{3}}} \quad \text{or} \quad \frac{\sqrt{3}r}{\frac{1}{3}}$ $= 3r$ | OR | $\tan 60^\circ = \frac{QS}{\sqrt{3}r}$ $\sqrt{3} = \frac{QS}{\sqrt{3}r}$ $QS = 3r$ | ✓✓ trig ratio ✓ QS subject | (3) |
| 7.2 | $\text{Area of flower garden} = \pi(3r)^2 - \pi r^2$ $= 9\pi r^2 - \pi r^2$ $= 8\pi r^2$ | | | ✓ substitution into difference of areas ✓ answer | (2) |
| 7.3 | $RS^2 = r^2 + (3r)^2 - 2(r)(3r)\cos 2x$ $= r^2 + 9r^2 - 6r^2 \cos 2x$ $= 10r^2 - 6r^2 \cos 2x$ $= r^2(10 - 6 \cos 2x)$ $RS = r\sqrt{10 - 6 \cos 2x}$ | | | ✓ substitution into cosine rule correctly ✓ $10r^2 - 6r^2 \cos 2x$ ✓ $r^2(10 - 6 \cos 2x)$ | (3) |
| 7.4 | $RS = 10\sqrt{10 - 6 \cos 2(56)}$ $= 34,9966\dots$ $\approx 35 \text{ m}$ | | | ✓ substitution ✓ answer | (2) |
| | | | | | [10] |



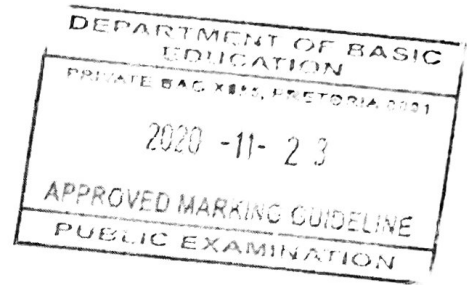
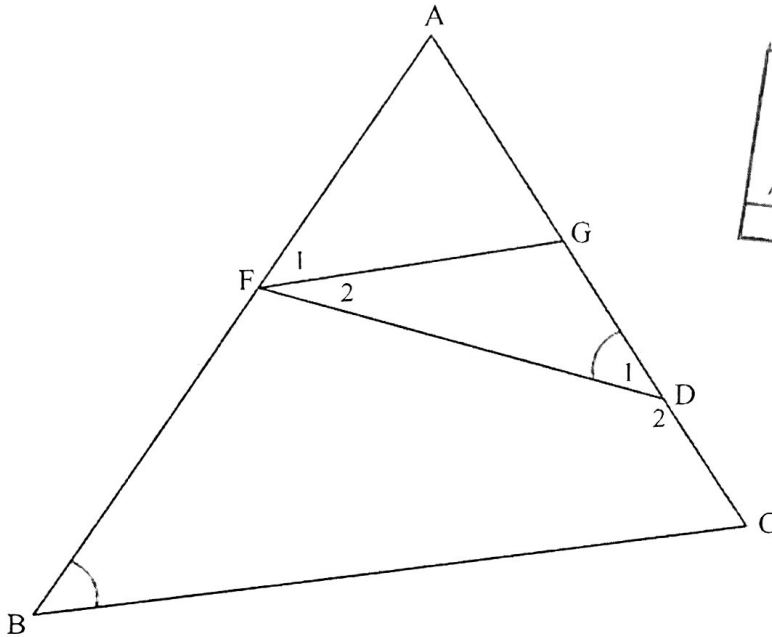
QUESTION/FRAG 8



DEPARTMENT OF BASIC EDUCATION
 PRIVATE BAG 4815, PRETORIA 0001
 2020 -11- 23
 APPROVED MARKING GUIDELINE
 PUBLIC EXAMINATION

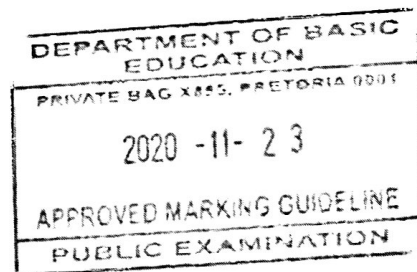
| | | |
|----------|--|--|
| 8.1.1(a) | $\hat{O}_2 = 64^\circ$ [\angle at centre = $2 \times \angle$ at circumference/ <i>Middelpts $\angle = 2 \times \angle$ omtreks \angle</i>] | ✓ S ✓ R (2) |
| 8.1.1(b) | $\hat{M}_2 = 90^\circ$ [Line from centre to midpt of chord/ <i>lyn v midpt na midpt v koord</i>] $\hat{KON} = 90^\circ + 26^\circ = 116^\circ$ [ext \angle of Δ / <i>buite \angle van Δ</i>] $\hat{O}_1 = 116^\circ - 64^\circ = 52^\circ$ OR $\hat{M}_2 = 90^\circ$ [Line from centre to midpt of chord/ <i>lyn v midpt na midpt v koord</i>] $\hat{O}_3 = 64^\circ$ [sum of \angle s in Δ] $\hat{O}_1 = 52^\circ$ [\angle s on straight line/ <i>op 'n reguitlyn</i>] | ✓ S ✓ R ✓ S ✓ answer ✓ S ✓ R ✓ S ✓ answer (4) (4) |
| 8.1.2 | $\hat{PKO} + \hat{P} = 128^\circ$ [sum of \angle s in Δ / <i>som \anglee van Δ</i>] $\hat{PKO} = \hat{P}$ [\angle s opp = sides/ <i>\anglee teenoor = sye</i>] $= 64^\circ$ $\therefore \hat{K}_2 = 32^\circ$ or $\hat{K}_2 = \hat{K}_1$ \therefore KN bisects/ <i>halveer</i> \hat{OKP} OR $\hat{K}_2 = \hat{KNO}$ [\angle s opp = sides/ <i>\anglee teenoor = sye</i>] $\hat{K}_2 + \hat{KNO} = 64^\circ$ [sum of \angle s in Δ / <i>som \anglee van Δ</i>] $\therefore \hat{K}_2 = 32^\circ$ or $\hat{K}_2 = \hat{K}_1$ \therefore KN bisects/ <i>halveer</i> \hat{OKP} | ✓ S ✓ S ✓ S (3) ✓ S ✓ S ✓ S (3) |

8.2



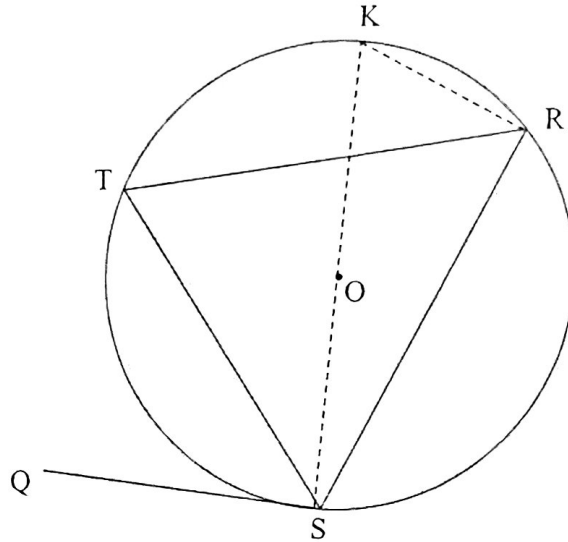
| | | |
|--------------|---|--|
| <p>8.2.1</p> | <p>$\hat{F}_1 = \hat{D}_1$ [tan chord theorem/raaklyn koordst] $\hat{D}_1 = \hat{B}$ [Given/Gegee] $\therefore \hat{F}_1 = \hat{B}$ $\therefore FG \parallel BC$ [corresp \angles =/Ooreenkomstige \anglee =]</p> | <p>✓ S ✓ R ✓ $\hat{F}_1 = \hat{B}$ ✓ R (4)</p> |
| <p>8.2.2</p> | <p>$\frac{GC}{AC} = \frac{FB}{AB}$ [line \parallel one side of Δ/lyn \parallel een sy v Δ] $\frac{x+9}{2x-6} = \frac{5}{7}$ $7x+63=10x-30$ $3x=93$ $x=31$ OR $AG=2x-6-(x+9)=x-15$ $\frac{AG}{GC} = \frac{AF}{FB}$ [line \parallel one side of Δ/lyn \parallel een sy v Δ] $\frac{x-15}{x+9} = \frac{2}{5}$ $5x-75=2x+18$ $3x=93$ $x=31$ OR</p> | <p>✓ S ✓ R ✓ substitution ✓ answer (4) ✓ S ✓ R ✓ substitution ✓ answer (4)</p> |

| | | |
|--|--|--|
| | $\frac{AF}{AB} = \frac{AG}{AC}$ [line \parallel one side of Δ /lyn \parallel een sy $v\Delta$] $\frac{2}{7} = \frac{x-15}{2x-6}$ $7x - 105 = 4x - 12$ $3x = 93$ $x = 31$ | \checkmark S \checkmark R \checkmark substitution \checkmark answer (4) |
| | | [17] |



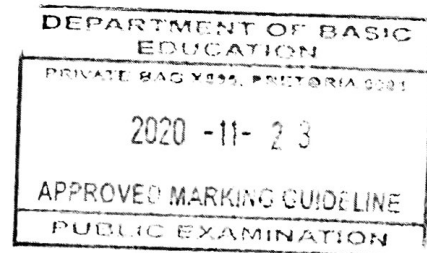
QUESTION/VRAAG 9

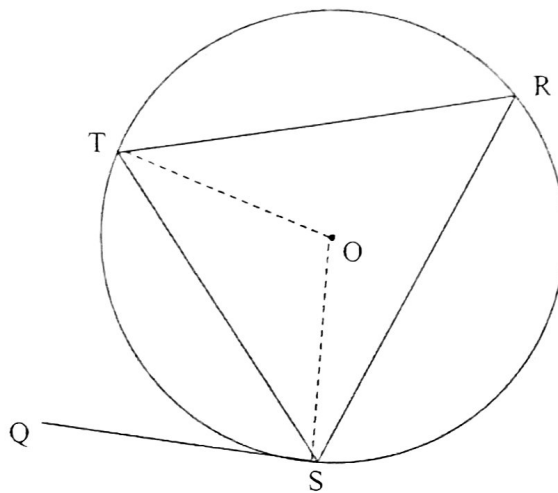
9.1



| | | |
|------------|--|---|
| <p>9.1</p> | <p>Construction: Draw diameter KS and draw KR <i>Konstruksie: Trek middellyn KS en verbind KR</i> $\hat{QST} = 90^\circ - \hat{TSK}$ [radius \perp tangent/raaklyn] $\hat{SRK} = 90^\circ$ [\angle in semi circle/halfsirkel] $\therefore \hat{SRT} = 90^\circ - \hat{KRT}$ $\hat{TSK} = \hat{TRK}$ [\angles same segment/\anglee dieselfde segment] $\therefore \hat{QST} = \hat{R}$</p> | <p>✓ construction ✓ S/R ✓ S/R ✓ S ✓ S/R (5)</p> |
|------------|--|---|

OR

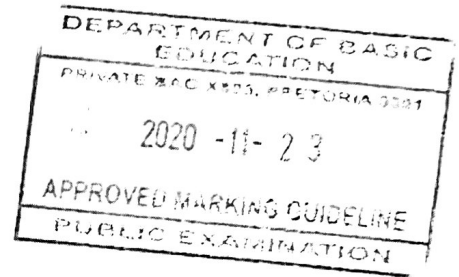
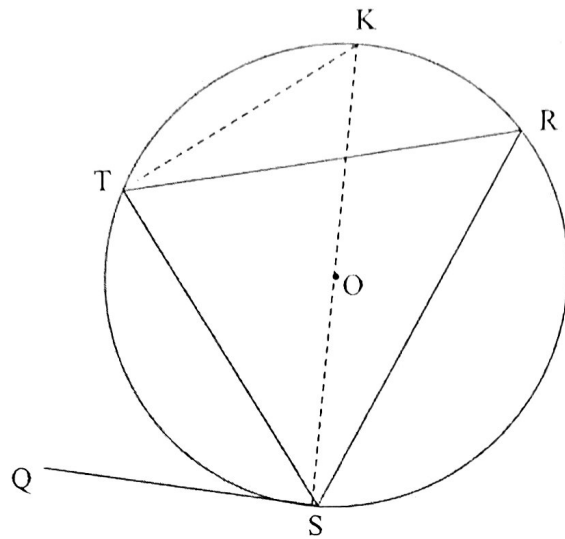




DEPARTMENT OF BASIC
EDUCATION
PRIVATE BAG X835, PRETORIA 0001
2020 -11- 23
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

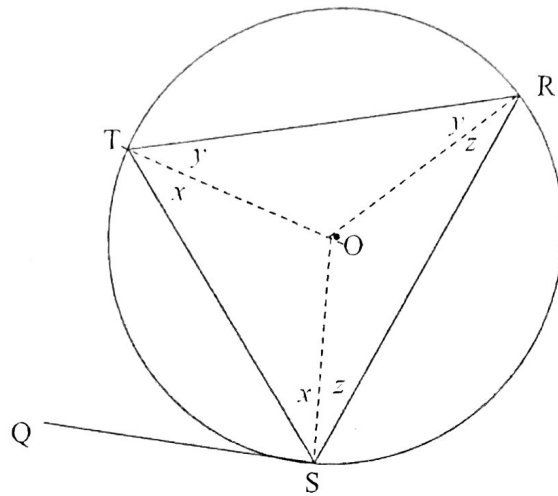
| | | |
|------------|--|---|
| <p>9.1</p> | <p>Construction: Draw radii OS and OT <i>Konstruksie: Trek radii OS en OT</i> $\hat{QST} = 90^\circ - \hat{OST}$ [radius \perp tangent/raaklyn] $\hat{OST} = \hat{STO}$ [\angles opp = sides/\anglee teenoor = sye] $\therefore \hat{SOT} = 180^\circ - 2\hat{OST}$ [\angles of Δ/\anglee van Δ] $\hat{R} = 90^\circ - \hat{OST}$ [\angle at centre = $2 \times \angle$ circumf/ <i>midpts $\angle = 2 \times$ omtreks \angle</i>] $\therefore \hat{QST} = \hat{R}$</p> | <p>✓ construction ✓ S/R ✓ S/R ✓ S ✓ S/R</p> |
| | | <p>(5)</p> |

OR



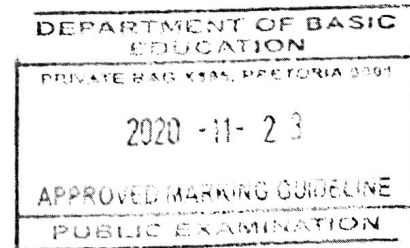
| | | |
|------------|--|---|
| <p>9.1</p> | <p>Construction: Draw diameter KS and join K to T. <i>Konstruksie:</i> Trek middellyn KS en verbind K tot T. $\hat{QST} = 90^\circ - \hat{TSK}$ [radius \perp tangent/raaklyn] $\hat{STK} = 90^\circ$ [\angle in semi circle/halvsirkel] $\therefore \hat{K} = 90^\circ - \hat{TSK}$ $\therefore \hat{QST} = \hat{K}$ but $\hat{R} = \hat{K}$ [\angles same segment/\anglee dieselfde segment] $\therefore \hat{QST} = \hat{R}$</p> | <p>✓ construction ✓ S/R ✓ S/R ✓ S ✓ S/R</p> |
| | | (5) |

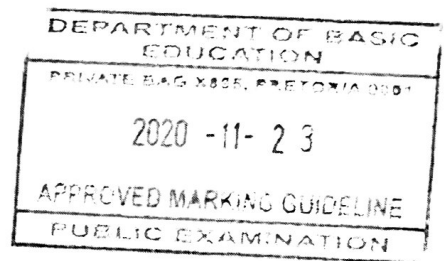
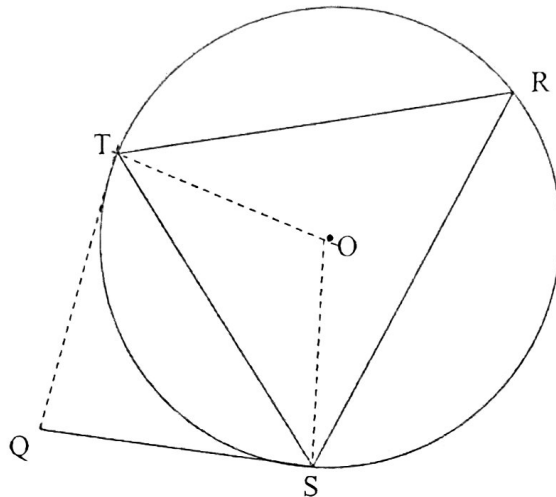
OR



| | | |
|------------|--|---|
| <p>9.1</p> | <p>Construction: Draw radii OT, OR and OS <i>Konstruksie: Trek radiuse OT, OR en OS</i> $\widehat{OST} = \widehat{OTS}$ [\angles opp = radii/\anglee teenoor = radiuse] Also: $\widehat{OTR} = \widehat{ORT}$ and $\widehat{ORS} = \widehat{OSR}$ $2x + 2y + 2z = 180^\circ$ [\angles of Δ] $x + y + z = 90^\circ$ $y + z = 90^\circ - x$ $\widehat{OSQ} = 90^\circ$ [radius \perp tangent/raaklyn] $\therefore \widehat{TSQ} = 90^\circ - x$ $\therefore \widehat{TSQ} = y + z = \widehat{R}$</p> | <p>✓ construction ✓ S/R ✓ S ✓ S/R ✓ S</p> |
| | | (5) |

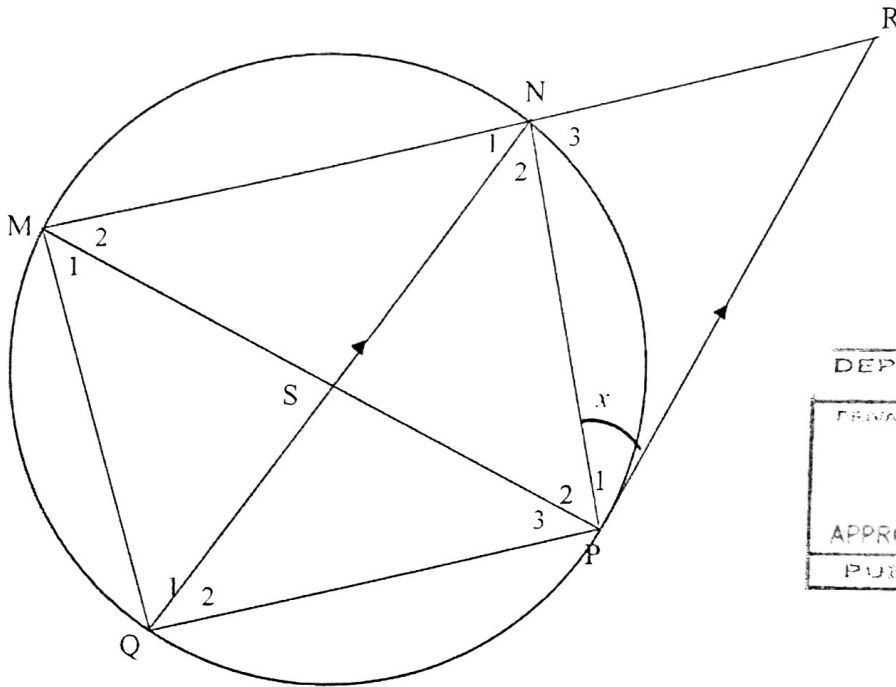
OR





| | | |
|------------|---|--|
| <p>9.1</p> | <p>Construction: Draw radii OT and OS, tangent QT <i>Konstruksie: Trek radiuse OT en OS, raaklyn QT</i> $\widehat{OSQ} = 90^\circ$ [radius \perp tangent/raaklyn] $\therefore \widehat{TSQ} = 90^\circ - \widehat{TSO}$ $\therefore \widehat{TSO} = \widehat{STO}$ [\angles opp = radii/\anglee teenoor = radiuse] $\widehat{TOS} = 180^\circ - 2\widehat{TSO}$ [\angles of Δ] $\widehat{R} = 90^\circ - \widehat{TSO}$ [\angle at centre = $2 \times \angle$ circumf/ <i>midpts $\angle = 2 \times$ omtreks \angle]</i> $\therefore \widehat{TSQ} = \widehat{R}$</p> | <p>✓ construction ✓ S/R ✓ S ✓ S ✓ S/R</p> <p style="text-align: right;">(5)</p> |
|------------|---|--|

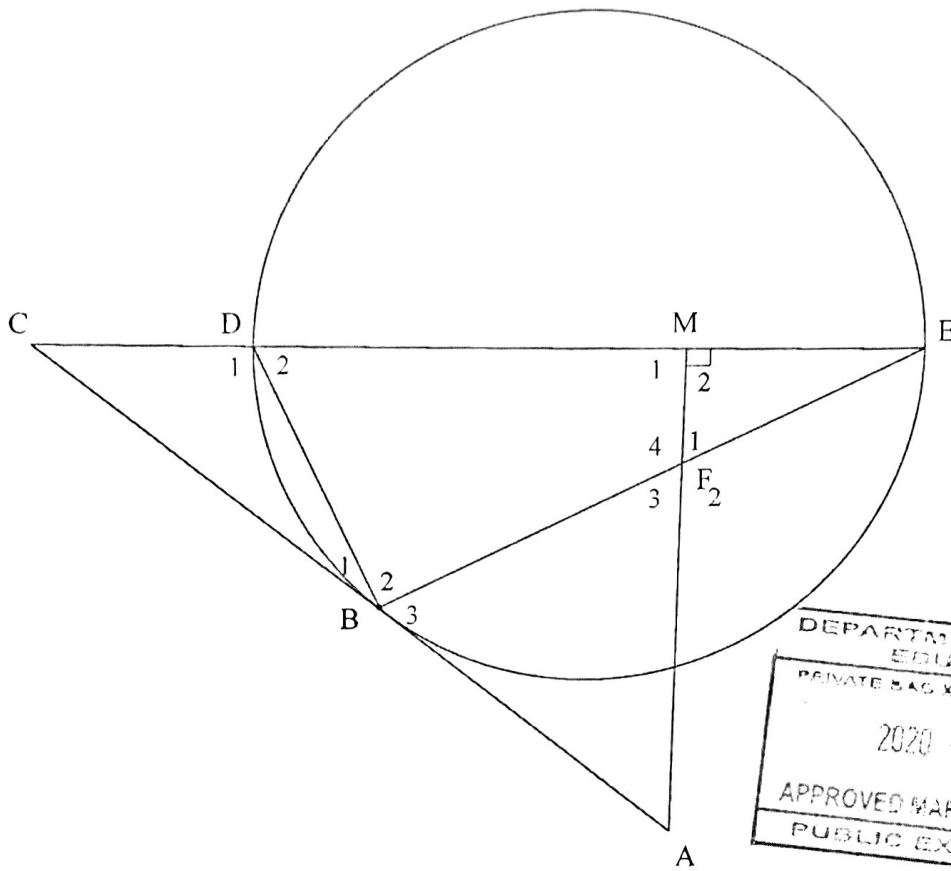
9.2



DEPARTMENT OF BASIC
EDUCATION
PRIVATE BAG 119, PRETORIA 001
2020 -11- 2 3
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

| | | | |
|----------|---|--|------|
| 9.2.1(a) | $\hat{N}_2 = x$ [alt \angle s; PR \parallel NQ/verw. \angle e; PR \parallel NQ] | \checkmark S \checkmark R | (2) |
| 9.2.1(b) | $\hat{Q}_2 = x$ [tan chord theorem/raaklyn koordstelling] | \checkmark S \checkmark R | (2) |
| | OR $M_2 = x$ [tan chord theorem/raaklyn koordstelling] | \checkmark S/R | |
| | $\hat{Q}_2 = x$ [\angle s in same segment/ \angle e in dieselfde segm] | \checkmark S/R | (2) |
| 9.2.2 | $\frac{MN}{NR} = \frac{MS}{SP}$ [QN \parallel PR; Prop Th] $\hat{N}_1 = \hat{N}_2 = x$ [given] $\hat{P}_3 = x$ [\angle s in same segment/ \angle e in dieselfde segm] $\hat{P}_3 = \hat{Q}_2$ [= x] SQ = PS [sides opp = \angle /syte teenoor = \angle e] $\frac{MN}{NR} = \frac{MS}{SQ}$ | \checkmark S \checkmark R \checkmark S \checkmark S \checkmark R \checkmark R | (6) |
| | | | [15] |

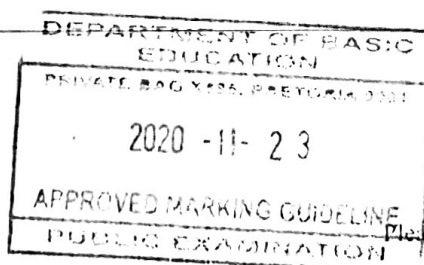
QUESTION/TRAAG 10



DEPARTMENT OF BASIC EDUCATION
 PRIVATE BAG 935, PRETORIA 0001
 2020 -11- 23
 APPROVED MARKING GUIDELINE
 PUBLIC EXAMINATION

| | | |
|--------|--|--|
| 10.1.1 | $\hat{D}\hat{B}E = 90^\circ$ [\angle in semi-circle/ \angle in <i>halfsirkel</i>] $\therefore \hat{D}\hat{M}A = 90^\circ$ [$AM \perp DE$] \therefore FBDM is a cyclic quadrilateral/ <i>koordevh</i> [converse opp \angle s cyclic quad/ <i>omgek teenoorst \anglee kvh</i>] OR $\hat{D}\hat{B}E = 90^\circ$ [\angle in semi-circle/ \angle in <i>halfsirkel</i>] $\hat{M}_2 = \hat{D}\hat{B}E = 90^\circ$ \therefore FBDM is a cyclic quadrilateral/ <i>koordevh</i> [converse ext \angle of cyclic quad/ <i>omgek buite \angle van kvh</i>] | ✓ S ✓ R ✓ R (3) ✓ S ✓ R ✓ R (3) |
|--------|--|--|

| | | |
|---------------|--|--|
| <p>10.1.2</p> | <p>$\hat{B}_3 = \hat{D}_2$ [tangent chord th/raaklyn koordst] $\hat{F}_1 = \hat{D}_2$ [ext \angle cyc quad/buite \angle koordevh] $\therefore \hat{B}_3 = \hat{F}_1$</p> <p>OR $\hat{B}_1 = \hat{E} = x$ [tangent chord th/raaklyn koordst] $\hat{F}_1 = 90^\circ - x$ [\angle sum in Δ/\angle van Δ] $\hat{D}_2 = 90^\circ - x$ [\angle sum in Δ/\angle van Δ] $\therefore \hat{F}_1 = \hat{D}_2$ $\hat{B}_3 = \hat{D}_2$ [tangent chord th/raaklyn koordst] $\therefore \hat{B}_3 = \hat{F}_1$</p> <p>OR $\hat{B}_1 = \hat{E} = x$ [tangent chord th/raaklyn koordst] $\hat{B}_3 = 90^\circ - x$ [straight line/reguitlyn] $\hat{F}_1 = 90^\circ - x$ [sum of \angles Δ/som van \anglee van Δ] $\therefore \hat{B}_3 = \hat{F}_1$</p> | <p>✓ S ✓ R ✓ S ✓ R (4)</p> <p>✓ S ✓ R ✓ $\hat{F}_1 = 90^\circ - x$ = \hat{D}_2</p> <p>✓ R (4)</p> <p>✓ S ✓ R ✓ S ✓ S (4)</p> |
| <p>10.1.3</p> | <p>In $\triangle CDB$ and $\triangle CBE$ $\hat{C} = \hat{C}$ [common \angle/gemeenskaplike \angle] $C\hat{B}D = C\hat{E}B$ [tangent chord th/raaklyn koordst] $C\hat{D}B = C\hat{E}B$ [\angle sum in Δ/\angle van Δ] $\triangle CDB \parallel \triangle CBE$</p> <p>OR In $\triangle CDB$ and $\triangle CBE$ $C\hat{B}D = C\hat{E}B$ [tangent chord th/raaklyn koordst] $\hat{C} = \hat{C}$ [common \angle/gemeenskaplike \angle] $\triangle CDB \parallel \triangle CBE$ [\angle, \angle, \angle]</p> | <p>✓ S ✓ S/R ✓ R (3)</p> <p>✓ S/R ✓ S ✓ R (3)</p> |
| <p>10.2.1</p> | <p>$\frac{BC}{EC} = \frac{DC}{BC}$ [\parallel Δs] $BC^2 = EC \times DC$ $= 8 \times 2$ $= 16$ $BC = 4$</p> | <p>✓ ratio ✓ substitution ✓ answer (3)</p> |



| | | |
|--------|--|--|
| 10.2.2 | $\frac{BC}{EC} = \frac{DB}{BE} \quad [\Delta s]$ $\frac{DB}{BE} = \frac{4}{8} = \frac{1}{2}$ $BE = 2DB$ $DB^2 + BE^2 = DE^2 \quad [\text{Pyth theorem}]$ $DB^2 + (2DB)^2 = 36$ $5DB^2 = 36$ $DB^2 = \frac{36}{5}$ $DB = \frac{6}{\sqrt{5}} = 2,68 \text{ units}$ | <p>✓ BE = 2DB</p> <p>✓ substitution into Pyth theorem</p> <p>✓ $DB^2 = \frac{36}{5}$</p> <p>✓ answer</p> <p>(4)</p> <p>[17]</p> |
|--------|--|--|

TOTAL/TOTAAL: 150

