



**Area of triangle**  
 $\text{Area of triangle} = \frac{1}{2} \times b \times h$   
 $= \frac{1}{2} \times 8 \times 3$   
 $= 12\text{cm}^2$

**Area of parallelogram**  
 $\text{Area of parallelogram} = b \times h$   
 $= 8 \times 3$   
 $= 24\text{cm}^2$

**Area of trapezium**  
 $\text{Area of trapezium} = \frac{(a+b) \times h}{2}$   
 $= \frac{(8+12) \times 3}{2}$   
 $= 30\text{cm}^2$

**Area of circle**  
 $\text{Area of circle} = \pi \times r^2$   
 $= \pi \times 4^2$   
 $= \pi \times 16$   
 $= 50.27\text{cm}^2$

**Circumference of circle**  
 $\text{Area of circle} = \pi \times d$   
 $= \pi \times 8$   
 $= 25.13\text{cm}$

**Volume of cuboid**  
 $\text{Volume} = l \times w \times h$   
 $= 5 \times 3 \times 2$   
 $= 30\text{cm}^3$

**Surface area of cuboid**  
 $\text{Front} = 5 \times 3 = 15$   
 $\text{Back} = 5 \times 3 = 15$   
 $\text{Top} = 5 \times 2 = 10$   
 $\text{Bottom} = 5 \times 2 = 10$   
 $\text{Side} = 3 \times 2 = 6$   
 $\text{Side} = 3 \times 2 = 6$   
**Total Surface Area (cm<sup>2</sup>)**

| Decimal | Percentage | Fraction       |
|---------|------------|----------------|
| 0       | 0%         | 0              |
| 0.1     | 10%        | $\frac{1}{10}$ |
| 0.2     | 20%        | $\frac{1}{5}$  |
| 0.25    | 25%        | $\frac{1}{4}$  |
| 0.3     | 30%        | $\frac{3}{10}$ |
| 0.3333  | 33.33%     | $\frac{1}{3}$  |
| 0.4     | 40%        | $\frac{2}{5}$  |
| 0.5     | 50%        | $\frac{1}{2}$  |
| 0.6666  | 66.67%     | $\frac{2}{3}$  |
| 0.75    | 75%        | $\frac{3}{4}$  |
| 1       | 100%       | 1              |

**Percentages**

- To increase £12 by 5%  
 $= 1.05 \times £12$  (100% + 5% = 105%)  
 OR  
 $= £12 + 5\% \text{ of } £12$   
 $= 0.05 \times £120$  (100% + 5% = 105%)  
 OR  
 $= £12 \times 1.05$
- To decrease £50 by 15%  
 $= 0.85 \times £50$  (100% - 15% = 85%)  
 OR  
 $= £50 - 15\% \text{ of } £50$

**Compound Interest**  
 Invest £250 at 4% for 3 years

**Amount** =  $250 \times 1.04^3$

**Fractions**

**Examples of fraction calculations:**

e.g.  $\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$

e.g.  $\frac{1}{2} \div \frac{3}{4} = \frac{1}{2} \times \frac{4}{3} = \frac{4}{6} = \frac{2}{3}$

e.g.  $\frac{1}{2} + \frac{3}{4} = \frac{2}{4} + \frac{3}{4} = \frac{5}{4} = 1\frac{1}{4}$

e.g.  $\frac{1}{2} - \frac{3}{4} = \frac{2}{4} - \frac{3}{4} = -\frac{1}{4}$

**Angles in Polygons**  
 Sum of interior angles =  $180^\circ \times (n-2)$

**Sum of exterior angles =  $360^\circ$**

**Metric Measures**

- 1 km = 1000 m
- 1 m = 100 cm or 1000 mm
- 1 cm = 10 mm
- 1 litre = 1000 ml or 1000 cm<sup>3</sup>
- 1 tonne = 1000 kg
- 1 kg = 1000 g

**Rules of Indices**

- $2^3 \times 2^3 = 2^{(3+3)} = 2^6$
- $7^3 \div 7^2 = 7^{(3-2)} = 7^1$
- $(2^3)^2 = 2^{(3 \times 2)} = 2^6$
- $2^{-1}$  = the reciprocal of 2 (i.e.  $\frac{1}{2}$ )

Multiples of 12 are: 12, 24, 36, 48 ...  
 Factors of 12 are: 1, 2, 3, 4, 6, 12  
 Prime numbers are: 2, 3, 5, 7, 11, 13 ...  
 Square numbers are: 1, 4, 9, 16, 25 ...  
 Triangle numbers are: 1, 3, 6, 10 ...  
 Cube numbers are: 1, 8, 27, 64 ...

**Calculate fraction of quantity**  
 To find  $\frac{3}{5}$  of a quantity  $\Rightarrow \div 5 \times 3$

e.g.  $\frac{3}{5}$  of £20 =  $20 \div 5 \times 3 = £12$

**Equations**

- Multiply out brackets first
- If there are letters on both sides get rid of the smaller first
- Do the same to both sides

e.g. To solve  $5(x-3) = 3x+7$  (expand brackets)  
 $5x-15 = 3x+7$  (x from both sides)  
 $2x-15 = 7$  (x from both sides)  
 $2x = 22$  (+15 to both sides)  
 $x = 11$

**Inequalities**

**Standard Form**

$2.34 \times 10^4 = 23,400$   
 $1.7 \times 10^{-3} = 0.0017$

**Brackets**

Other things  $\times \div$

Divide  
 Multiply  
 Add  
 Subtract

**Order of Calculation**

| Order | Calculation | Order |
|-------|-------------|-------|
| 1     | 2+3         | 10    |
| 2     | 2-3         | 11    |
| 3     | 2*          | 12    |
| 4     | 2/          | 13    |
| 5     | 2^          | 14    |
| 6     | 2%          | 15    |
| 7     | 2<          | 16    |
| 8     | 2>          | 17    |
| 9     | 2<=         | 18    |
| 10    | 2>=         | 19    |
| 11    | 2<=         | 20    |
| 12    | 2>=         | 21    |

**Ratio**

e.g. Divide £240 between A and B in ratio of 3:5

A = 3  
 B = 5  
 One share = £240 ÷ 8 = £30  
 A = 3 shares = 3 x £30 = £90  
 B = 5 shares = 5 x £30 = £150

**Simplifying expressions**

$3x + 4y - 7 + 2y = 3x + 6y - 7$   
 $5p^2 - 2p + p^2 = 6p^2 - 2p$

**Expanding brackets**

Multiply everything inside the bracket by what is outside. Then collect like terms together.

e.g.  $3(x+2) + 2(x-5)$   
 $= 3x + 6 + 2x - 10$   
 $= 5x - 4$

Watch for the negative sign in front of the bracket. It changes the sign inside the bracket.

e.g.  $3(x-2) - 2(x+5)$   
 $= 3x - 6 - 2x - 10$   
 $= x - 16$

**Factorise**

$3x + 6 = 3(x+2)$   
 $6x^2 - 8x = 2x(3-2)$

**Expanding Double brackets**

$(x+3)(x+4) = x^2 + 7x + 12$

**Method:**

**Sequences**

If the 1<sup>st</sup> difference is constant, it is linear

e.g. 3, 7, 11, 15, 19, 23 ...  
 +4 +4 +4 +4 +4

The term to term rule is +4

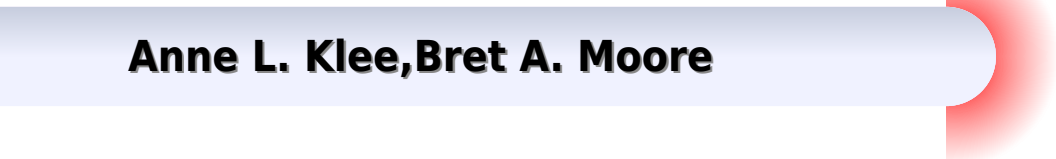
**n<sup>th</sup> term =  $4n - 1$**

The n<sup>th</sup> term can be used to find the term in any position

e.g. 10<sup>th</sup> term means n=10  
 $10^{\text{th}}$  term =  $4 \times 10 - 1 = 39$

# Ana Maths Test 2014 Revision

**Anne L. Klee, Bret A. Moore**



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Schäfer,2023-04-27 This book demonstrates that using visualisation processes in mathematics education can help to enhance teaching and learning and bridge the inequality gap that exists between well resourced and under resourced schools in Southern Africa Drawing on classroom research conducted in the Southern African region it examines how epistemological access in a context of gross inequality can be constructively addressed by providing research based solutions and recommendations The book outlines the visualisation process as an integral but often overlooked process of mathematics teaching and learning It goes beyond the traditional understanding of visualisation processes such as picture forming and using tools and considers visualisation processes that are semiotic in nature and includes actions such as gestures in combination with language It adds value to the visualisation in mathematics education research discourse and deliberation in Africa With a unique focus on Southern Africa and open avenues for further research and collaboration in the region it will be a highly relevant reading for researchers academics and post graduate students of mathematics education comparative education and social justice education      *Extreme Value Theory with Applications to Natural Hazards* Nicolas

Bousquet,Pietro Bernardara,2021-10-09 This richly illustrated book describes statistical extreme value theory for the quantification of natural hazards such as strong winds floods and rainfall and discusses an interdisciplinary approach to allow the theoretical methods to be applied The approach consists of a number of steps data selection and correction non stationary theory to account for trends due to climate change and selecting appropriate estimation techniques based on both decision theoretic features e g Bayesian theory empirical robustness and a valid treatment of uncertainties It also examines and critically reviews alternative approaches based on stochastic and dynamic numerical models as well as recently emerging data analysis issues and presents large scale multidisciplinary state of the art case studies Intended for all those with a basic knowledge of statistical methods interested in the quantification of natural hazards the book is also a valuable resource for engineers conducting risk analyses in collaboration with scientists from other fields such as hydrologists meteorologists climatologists      **GED Test 5-Hour Quick Prep For Dummies** Tim Collins,2024-02-06

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Wolfgang Faber,Gerhard Friedrich,Martin Gebser,Michael Morak,2021-05-12 This book constitutes the proceedings of the 17th European Conference on Logics in Artificial Intelligence JELIA 2021 held as a virtual event in May 2021 The 27 full papers and 3 short papers included in this volume were carefully reviewed and selected from 68 submissions The accepted papers span a number of areas within Logics in AI including argumentation belief revision reasoning about actions causality and change constraint satisfaction description logics and ontological reasoning non classical logics and logic programming answer set programming

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