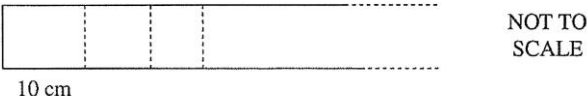


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12	15a	<p>Rectangles of the same height are cut from a strip and arranged in a row. The first rectangle has width 10 cm. The width of each subsequent rectangle is 96% of the width of the previous rectangle.</p>  <p>10 cm</p> <p>NOT TO SCALE</p> <p>(i) Find the length of the strip required to make the first ten rectangles.</p> <p>(ii) Explain why a strip of length 3 m is sufficient to make any number of rectangles.</p>	2 1
<p>10, 9.6, ...</p> <p>(i) $a = 10, r = 0.96, n = 10$</p> $S_n = \frac{a(1 - r^n)}{1 - r}$ $= \frac{10(1 - 0.96^{10})}{1 - 0.96}$ $= 83.791841 \dots$ $= 83.79 \text{ (2 dec pl)}$ <p>The strip would be 83.79 m</p>		<p>(ii) $\lim \text{sum} = \frac{a}{1 - r}$</p> $= \frac{10}{1 - 0.96}$ $= 250$ <p>As limiting sum is 250, then the strip has a maximum length of 250 cm, or 2.5 m, which means that 3 m is sufficient.</p>	<p>State Mean:</p> <p>1.60/2</p> <p>0.58/1</p>

* These solutions have been provided by [projectmaths](#) and are not supplied or endorsed by the Board of Studies

Board of Studies: Notes from the Marking Centre

(i) Responses that correctly identified the geometric progression usually obtained full marks. Simple addition of 10 terms in geometric progression was a successful technique, although this frequently led to rounding errors and took extra time. A common error was to find the tenth term rather than the sum of the first ten terms.

(ii) Candidates who correctly interpreted the need for a limiting sum were usually successful. In some responses, candidates did not realise that when an explanation is required, they need to supply some justification. Some candidates offered only a response with no calculations and did not come up with a limiting sum.

Source: http://www.boardofstudies.nsw.edu.au/hsc_exams/