

Exercise walk-through

10

A-radical-systems · Rational equations, radical branches and systems

ACT · ACT · ACT

10 Rational equations, radical branches and systems

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS candidate root • parabola

Objective

- Record denominator and radical restrictions before solving
- Check transformed-equation candidates in the original
- Find and interpret simultaneous solutions or allowed regions

Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

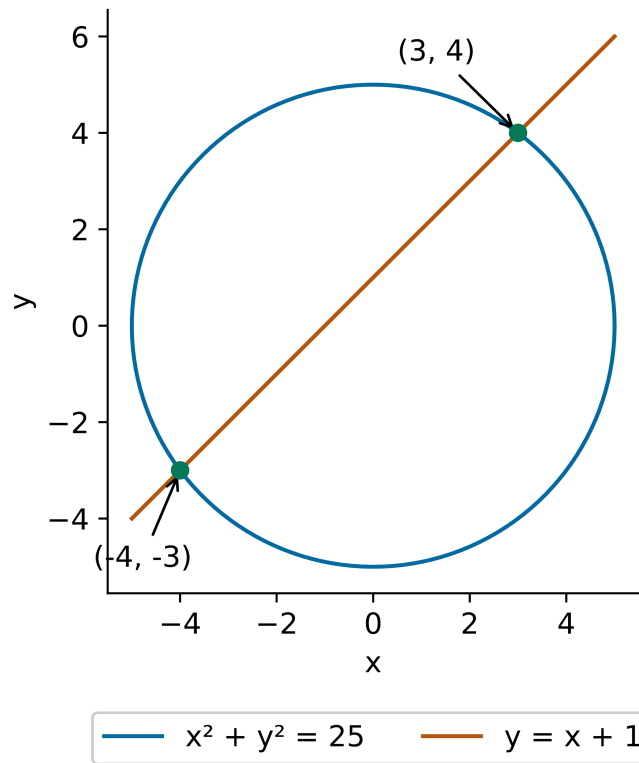
For rational expressions, identify denominator zeros before cancelling factors or multiplying an equation by a denominator. Simplification may remove a visible factor while its original restriction remains. Cancel whole factors, not selected terms in an addition.

Isolate a square root and respect its nonnegative value before squaring. Squaring preserves solutions but can add candidates, so substitute each candidate into the original. The same caution applies to multiplying by an expression that might be zero. A value that satisfies a transformed polynomial but fails the source is extraneous.

A system requires the same ordered pair to satisfy every equation. Substitute a line into a circle or parabola, solve the resulting quadratic and recover the second coordinate. Linear systems may have one intersection, no intersection or coincident lines. Do not confuse two algebraic roots with two separate systems.

For systems of inequalities, each condition supplies an allowed region and the solution is their intersection. A point on a strict boundary is excluded even if it satisfies the other inequality. Verify a proposed point by substituting into each original inequality, including its equality sign.

A candidate root must satisfy the original equation. In $\sqrt{x+6} = x$, the right side must be nonnegative. Squaring gives $x^2 - x - 6 = 0$, so candidates are $3, -2$. Only 3 survives the original check: $\sqrt{9} = 3$.



Original worked example from existing native teaching; transfer tasks use their own data.

Worked example from the native lesson: $\sqrt{x+6}=x$ implies $x \geq 0$. Squaring gives $x^2 - x - 6 = 0$ with candidates 3 and -2; only 3 works. For $x^2 + y^2 = 25$ and $y = x + 1$, substitution gives $x^2 + x - 12 = 0$, hence (3,4) and (-4,-3). $(x^2 - 4)/(x - 2)$ simplifies to $x + 2$ for $x \neq 2$, preserving the restriction.

Exercise 2.1

2.1 Which solves $\sqrt{x+2}=x$?

[1]

- A Neither
- B 2
- C -1
- D Both 2 and -1

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2.1 Which solves $\sqrt{x+2}=x$?

[1]

- **A** Neither
- **B** 2
- **C** -1
- **D** Both 2 and -1

2.1 B – Only nonnegative 2 satisfies the original equation. A discards the valid root 2; C has a negative right side and fails the principal root; D retains that extraneous negative candidate.

Correct response linked to the given case.

Exercises 2.2·2.3

2.2 $(x^2-1)/(x-1)$ has the original restriction: [1]

- A $x=1$
- B No restriction
- C $x \neq 1$
- D $x \neq -1$

2.3 For $x+y=9$ and $x-y=3$, $x=$ _____. [1]

Exercises 2.2·2.3

2.2 $(x^2-1)/(x-1)$ has the original restriction: [1]

- A $x=1$
- B No restriction
- C $x \neq 1$
- D $x \neq -1$

2.2 C – The denominator is zero at 1. A requires the prohibited input; B forgets the original denominator; D excludes a numerator zero rather than the denominator zero.

Correct response linked to the given case.

2.3 For $x+y=9$ and $x-y=3$, $x=_____$. [1]

2.3 6 – Adding gives $2x=12$; $y=3$.

Correct response linked to the given case.

Exercises 2.4·3.2

2.4 A point satisfying one inequality must satisfy their whole system.

[1]

3.1 Solve simultaneously $x^2 + y^2 = 25$ and $y = x - 1$. Check each ordered pair in both

3.2 Solve $\sqrt{3x + 4} = x$ and describe all points satisfying $y \geq x + 1$ and $y < 4 - x$. [3]

Exercises 2.4·3.2

2.4 A point satisfying one inequality must satisfy their whole system.

[1]

2.4 False – Every condition must hold simultaneously.

Correct response linked to the given case.

3.1 Solve simultaneously $x^2 + y^2 = 25$ and $y = x - 1$. Check each ordered pair in both

3.1 Substitute to get $x^2 + (x - 1)^2 = 25$, or $x^2 - x - 12 = 0$. Roots are 4, -3 , giving $(4, 3)$ and $(-3, -4)$. Both give squared sum 25 and satisfy $y = x - 1$.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence
. Accurate conditions, checks or qualification.

3.2 Solve $\sqrt{3x + 4} = x$ and describe all points satisfying $y \geq x + 1$ and $y < 4 - x$. [3]

3.2 Squaring with $x \geq 0$ gives $(x - 4)(x + 1) = 0$; only $x = 4$ works. The region is on/above $y = x + 1$ and below $y = 4 - x$. It exists only when $x + 1 < 4 - x$, so $x < 3/2$; their meeting point is excluded.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence.
Accurate conditions, checks or qualification.

Exercise 3.3

3.3 Simplify $F(x) = (x^2 - 4x)/(x^2 - 16)$. State every original restriction and explain why

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3.3 Factor numerator $x(x - 4)$ and denominator $(x - 4)(x + 4)$. The original domain excludes $x = 4, -4$. Cancellation gives $F(x) = x/(x + 4)$ for $x \neq 4, -4$. The latter formula alone permits 4, where it gives $1/2$, while $F(4)$ is undefined.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence.
Accurate conditions, checks or qualification.