

Exercise walk-through

12

F-series-logs · Sequences, finite sums, exponentials and logarithms

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12 Sequences, finite sums, exponentials and logarithms

Name: _____ Class: _____ Date: _____

Total: 16 marks

KEY WORDS arithmetic sequence

• geometric sequence

• logarithm

• argument

Objective

- Distinguish arithmetic difference from geometric ratio
- Find a term or finite sum while keeping indexing consistent
- Convert logarithmic equations to exponential form on the valid domain

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

1 Key knowledge and worked examples

An arithmetic sequence has constant difference d : $a_n = a_1 + (n-1)d$. Its finite sum is $n(a_1 + a_n)/2$. A geometric sequence has constant ratio r : $a_n = a_1 r^{(n-1)}$. For $r \neq 1$, a finite sum is $a_1(1-r^n)/(1-r)$; when $r=1$ it is simply $n a_1$. Match the requested

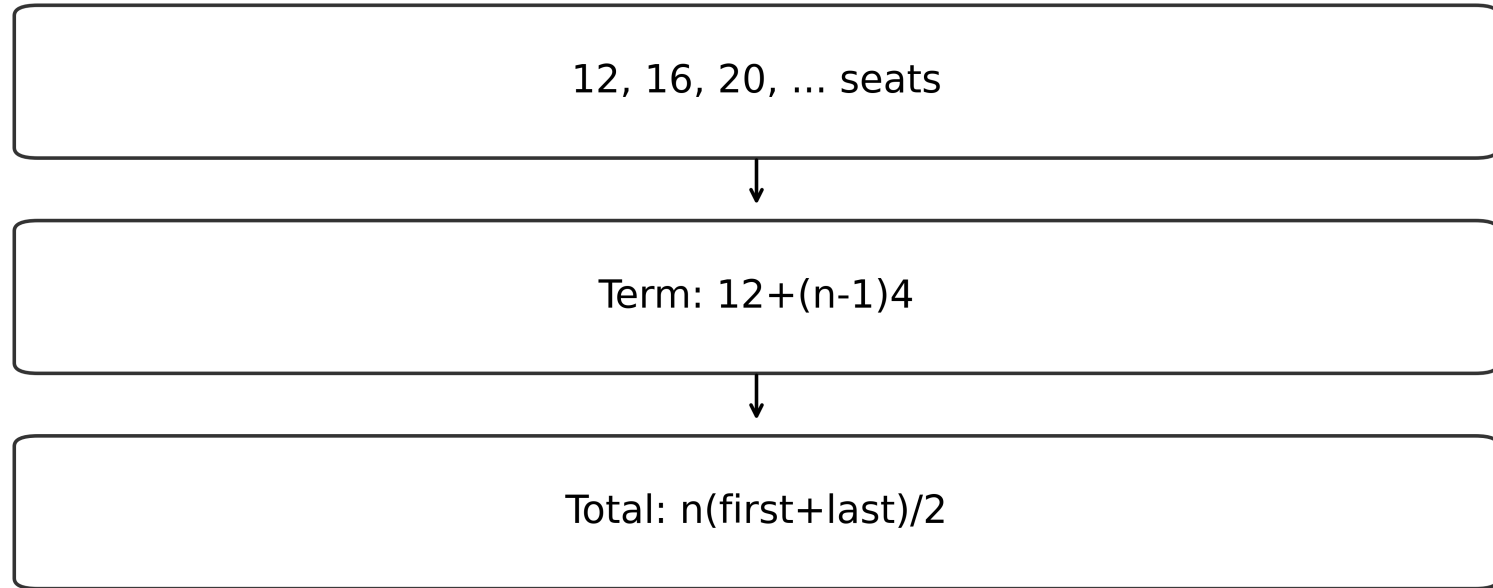
term or total.

An exponential model $A \cdot b^t$ represents multiplication by b per stated time unit. A percentage growth r uses factor $1+r$; repeated changes multiply factors rather than adding percentages. If doubling takes several time units, divide t by that interval in the exponent.

For base $b > 0$ with $b \neq 1$, $\log_b(a) = c$ means $b^c = a$ and requires $a > 0$. Solve a logarithmic equation by translating it to an exponential relationship, then check the argument. Logarithms of products add under valid positive arguments; logarithms do not distribute over addition.

Use exact powers when available. ACT may test a simple logarithmic relationship without requiring numerical logarithm tables. A calculated approximation must still respect the question's representation and domain. Keep a sequence's index, an exponential model's time and a logarithm's argument conceptually separate.

Arithmetic sequence : $a_n = a_1 + (n - 1)d$. Its sum is $S_n = n(a_1 + a_n)/2$. Geometric sequence : $a_n = a_1 r^{n-1}$ and $S_n = a_1(1 - r^n)/(1 - r)$ for $r \neq 1$. A logarithm reverses exponentiation: $\log_b a = c$ means $b^c = a$, with $a > 0$, $b > 0$, $b \neq 1$.



Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: Arithmetic 4,7,10,... has $a_5=16$ and sum of first five $=5(4+16)/2=50$. Geometric 3,6,12,24 has four-term sum 45. $\log_2(x-1)=4$ gives $x-1=16$, so $x=17$, which satisfies $x>1$. A population $50 \cdot 2^{(t/3)}$ reaches 200 after six time units.

Exercise 2.1

2.1 Arithmetic sequence starts at 5 with difference 4. Fourth term:

[1]

- A 21
- B 9
- C 20
- D 17

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2.1 D – $5 + 3 \cdot 4 = 17$. A counts four increments instead of three; B gives the second term; C multiplies initial value by term number instead of adding the common difference.

Correct response linked to the given case.

Exercises 2.2·2.3

2.2 $\log_3 81$ equals:

[1]

- A 4
- B 3
- C 27
- D 9

2.3 The first three terms 2,6,18 have sum _____.

[1]

Exercises 2.2·2.3

2.2 $\log_3 81$ equals:

[1]

- A 4
- B 3
- C 27
- D 9

2.2 A – $3^4=81$. B gives the logarithm's base; C divides 81 by 3 once; D is not the exponent producing 81 from base 3.

Correct response linked to the given case.

2.3 The first three terms 2,6,18 have sum _____.

[1]

2.3 26 – Add the three terms; 18 alone is the last term.

Correct response linked to the given case.

Exercises 2.4·3.1

2.4 $\log(a+b)=\log a+\log b$ for all positive a,b .

[1]

3.1 Seats in successive rows number 12,16,20,... . Find the eighth row and the total in the first eight rows. State the model assumption.

[3]

Exercises 2.4·3.1

2.4 $\log(a+b)=\log a+\log b$ for all positive a,b . [1]

2.4 False – The product rule concerns ab , not $a+b$.

Correct response linked to the given case.

3.1 Seats in successive rows number 12,16,20,... . Find the eighth row and the total in the first eight rows. State the model assumption. [3]

3.1 Constant difference is 4 seats per row. $a_8 = a_1 + 7d = 12 + 7(4) = 40$ seats. $S_8 = 8(a_1 + a_8)/2 = 8(12 + 40)/2 = 208$ seats. This assumes the same four-seat increment through all eight rows.

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

Exercises 3.2·3.3

3.2 A geometric sequence starts 5,15,45,... . Find its fifth term and sum of the first five terms. Explain what changes if the ratio is 1. [3]

3.3 Solve $\log_2(x - 3) = 5$ and explain why $\log_2(x + 3)$ cannot generally be split into $\log_2 x + \log_2 3$. [3]

Exercises 3.2·3.3

3.2 A geometric sequence starts 5,15,45,... . Find its fifth term and sum of the first five terms. Explain what changes if the ratio is 1. [3]

3.2 $a_5 = a_1 r^4 = 5(3)^4 = 405$. $S_5 = a_1(1 - r^5)/(1 - r) = 5(1 - 243)/(1 - 3) = 605$. When $r = 1$, the fraction has zero denominator and the correct sum is na_1 , here 25 for five identical terms.

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

3.3 Solve $\log_2(x - 3) = 5$ and explain why $\log_2(x + 3)$ cannot generally be split into $\log_2 x + \log_2 3$. [3]

3.3 The domain requires $x > 3$. Exponential form gives $x - 3 = 32$, so $x = 35$ and the argument is positive. The sum of logs corresponds to the product $3x$, not $x + 3$; at $x = 1$, the proposed equality would equate 2 with $\log_2 3$.

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

Exercise 3.4

3.4 A culture model starts with 120 cells and grows by a factor of 1.5 every two hours. Write $N(t)$ for hours t , find $N(4)$, and distinguish factor from percentage growth. [3]

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3.4 $N(t) = 120(1.5)^{t/2}$ cells. $N(4) = 120(1.5)^2 = 270$ cells. The growth is 50% per two hours, not 150%; the four-hour factor is 2.25. The hourly factor would be $\sqrt{1.5}$.

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