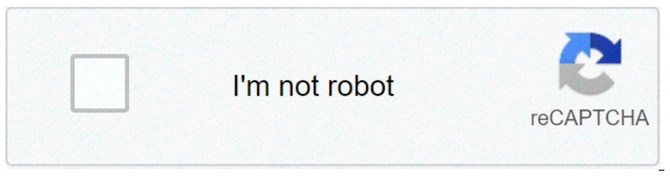

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Factoring the difference of two squares worksheet

Here we will learn how to factorise using the difference of two squares method for a quadratic in the form a2 – b2.There are also difference of two squares questions and an extensive worksheet based on Edexcel, AQA and OCR exam questions, along with further guidance on where to go next if you're still stuck.The difference of two squares is a method of factorising used when an algebraic expression includes two squared terms, one subtracted from the other:a2 – b2When we are subtracting a squared term from another squared term we can use the difference of two squares method. Square numbers are sometimes called perfect squares.An example of an expression we can factorise using the difference of two squares might be x2 – 4 or 4x2 – 25.To use quadratic factorisation on an expression in the form a2 – b2, we need double brackets. a2 – b2 = (a + b)(a – b) Get your free difference of two squares worksheet with 20+ reasoning and applied questions, answers and mark scheme. DOWNLOAD FREE x Get your free difference of two squares worksheet with 20+ reasoning and applied questions, answers and mark scheme. DOWNLOAD FREEIn order to factorise an algebraic expression using the difference of two squares:Write down two brackets.Square root the first term and write it on the left hand side of both brackets.Square root the last term and write it on the right hand side of both brackets.Put a + in the middle of one bracket and a – in the middle of the other (the order doesn't matter.)In order to factorise an algebraic expression using the difference of two squares:Write down two brackets.Square root the first term and write it on the left hand side of both brackets.Square root the last term and write it on the right hand side of both brackets.Put a + in the middle of one bracket and a – in the middle of the other.Fully factorisex2 – 9( )( )2Square root the first term and write it on the left hand side of both bracketsx2 – 9√x2(x)(x)3Square root the last term and write it on the right hand side of both brackets.(x2 – 9)√9(x 3)(x 3)4Put a + in the middle of one bracket and a – in the middle of the other (the order doesn't matter).(x + 3)(x – 3)We can check the final answer by multiplying out the brackets!(x + 3)(x – 3) = x2 – 9Fully factorise64 – y2Square root the first term and write it on the left hand side of both bracketsSquare root the last term and write it on the right hand side of both bracketsPut a + in the middle of one bracket and a – in the middle of the other (the order doesn't matter.)(8 + y)(8 – y)We can check the final answer by multiplying out the brackets!(8 – y)(8 + y) = 64 – y2Fully factorise25x2 – 16Square root the first term and write it on the left hand side of both bracketsSquare root the last term and write it on the right hand side of both bracketsPut a + in the middle of one bracket and a – in the middle of the other (the order doesn't matter.(5x + 4)(5x – 4)We can check the final answer by multiplying out the brackets!(5x + 4)(5x – 4) = 25x2 – 16Fully factorise4x2 – 81y2Square root the first term and write it on the left hand side of both bracketsSquare root the last term and write it on the right hand side of both brackets4x2 – 81y2√81y2(2x 9y)(2x 9y)Put a + in the middle of one bracket and a – in the middle of the other (the order doesn't matter.)(2x + 9y)(2x – 9y)We can check the final answer by multiplying out the brackets!(2x + 9y)(2x – 9y) = 4x2 – 81y2Fully factorisex3 – 64xBe careful, this one is not the difference of two squares!We first need to find the highest or greatest common factor (x) and write it outside of a single bracket.x(x2 – 64)Write down two brackets with the x at the frontSquare root the first term and write it on the left hand side of both bracketsSquare root the last term and write it on the right hand side of both bracketsPut a + in the middle of one bracket and a – in the middle of the other (the order doesn't matter.)x(x + 8)(x – 8)We can check the final answer by multiplying out the brackets!x(x + 8)(x – 8) = x3 – 64xThere must simply be a + in one bracket, and a – in the other, the order doesn't matter.(+)(–) or (–)(+)Square root the entire termRemember to square root the entire term including the coefficients of the variables.E.g.9x2 – 49√9x2 = 3x√49 = 7The term factorising can sometimes be written as 'factoring' or factorization'Practice difference of two squares questions Recognising the expression as a difference of two squares means we can square root each term \begin{aligned} \sqrt{x^{2}}&=x\\ \sqrt{25}&=5\\ \end{aligned} and then rewrite as a product of two brackets (x+5)(x-5) Recognising the expression as a difference of two squares means we can square root each term \begin{aligned} \sqrt{y^{2}}&=y\\ \sqrt{81}&=9\\ \end{aligned} and then rewrite as a product of two brackets (y+9)(y-9) Recognising the expression as a difference of two squares means we can square root each term \begin{aligned} \sqrt{49}&=7\\ \sqrt{y^{2}}&=y\\ \end{aligned} and then rewrite as a product of two brackets (7+y)(7-y) Recognising the expression as a difference of two squares means we can square root each term \begin{aligned} \sqrt{4}&=2\\ \sqrt{x^{2}}&=x\\ \end{aligned} and then rewrite as a product of two brackets (2+x)(2-x) Recognising the expression as a difference of two squares means we can square root each term \begin{aligned} \sqrt{16x^{2}}&=4x\\ \sqrt{100}&=10\\ \end{aligned} and then rewrite as a product of two brackets (4x+10)(4x-10) Recognising the expression as a difference of two squares means we can square root each term \begin{aligned} \sqrt{49}&=7\\ \sqrt{9y^{2}}&=3y\\ \end{aligned} and then rewrite as a product of two brackets (7+3y)(7-3y) Recognising the expression as a difference of two squares means we can square root each term \begin{aligned} \sqrt{81x^{2}}&=9x\\ \sqrt{16y^{2}}&=4y\\ \end{aligned} and then rewrite as a product of two brackets (9x+4y)(9x-4y) The first thing we need to do is divide by the highest common factor of the two terms and rewrite the expression 4x^{3}-36x=4x(x^{2}-9) Recognising the expression in the bracket as a difference of two squares means we can square root each term \begin{aligned} \sqrt{x^{2}}&=x\\ \sqrt{9}&=3\\ \end{aligned} and then rewrite as a product of two brackets. Don't forget to also multiply by the factor we initially divided by 4x(x+3)(x-3) Difference of two squares GCSE questions(2 marks)(2 marks)= 2(x2 – 25) = 2(x + 5)(x – 5)(2 marks)You have now learnt to:Manipulate algebraic expressions by taking out common factors to factorise into a single bracketFactorise quadratic expressions of the form x2 + bx + cFactorise quadratic expressions of the form of the difference of two squaresFactorising quadratic expressions of the form ax2 + bx + c (H)Simultaneous equationsSolving equationsQuadratic equationsPrepare your KS4 students for maths GCSEs success with Third Space Learning. Weekly online one to one GCSE maths revision lessons delivered by expert maths tutors.Find out more about our GCSE maths revision programme.We use essential and non-essential cookies to improve the experience on our website. Please read our Cookies Policy for information on how we use cookies and how to manage or change your cookie settings.AcceptPrivacy & Cookies Policy Here are the steps required for factoring a difference of squares: Step 1: Decide if the four terms have anything in common, called the greatest common factor or GCF. If so, factor out the GCF. Do not forget to include the GCF as part of your final answer. Step 2: Every difference of squares problem can be factored as follows: a2 – b2 = (a + b)(a – b) or (a – b)(a + b). So, all you need to do to factor these types of problems is to determine what numbers squares will produce the desired results. Step 3: Determine if the remaining factors can be factored any further. Example 1 – Factor: Step 1: Decide if the four terms have anything in common, called the greatest common factor or GCF. If so, factor out the GCF. Do not forget to include the GCF as part of your final answer. In this case, the two terms only have a 1 in common which is of no help. Step 2: To factor this problem into the form (a + b)(a – b), you need to determine what squares will equal x2 and what squared will equal 36. In this case the choices are x and 6 because (x)(x) = x2 and (6)(6) = 36. Step 3: Determine if any of the remaining factors can be factored further. In this case they can not so the final answer is: Example 2 – Factor: Step 1: Decide if the four terms have anything in common, called the greatest common factor or GCF. If so, factor out the GCF. Do not forget to include the GCF as part of your final answer. In this case, the two terms only have a 1 in common which is of no help. Step 2: To factor this problem into the form (a + b)(a – b), you need to determine what squares will equal 4x2 and what squared will equal 81. In this case the choices are 2x and 9 because (2x)(2x) = 4x2 and (9)(9) = 81. Step 3: Determine if any of the remaining factors can be factored further. In this case they can not so the final answer is: Click Here for Practice Problems Example 3 – Factor: Step 1:Decide if the four terms have anything in common, called the greatest common factor or GCF. If so, factor out the GCF. Do not forget to include the GCF as part of your final answer. In this case, the two terms have a 2 in common, which leaves: Step 2: To factor this problem into the form (a + b)(a – b), you need to determine what squares will equal 9x2 and what squared will equal 49y2. In this case the choices are 3x and 7y because (3x)(3x) = 9x2 and (7y)(7y) = 49y2. Step 3: Determine if any of the remaining factors can be factored further. In this case they can not so the final answer is: Click Here for Practice Problems Example 4 – Factor: Step 1:Decide if the four terms have anything in common, called the greatest common factor or GCF. If so, factor out the GCF. Do not forget to include the GCF as part of your final answer. In this case, the two terms have a 9x in common, which leaves: Step 2: To factor this problem into the form (a + b)(a – b), you need to determine what squares will equal x2 and what squared will equal 9. In this case the choices are x and 3 because (x)(x) = x2 and (3)(3) = 9. Step 3: Determine if any of the remaining factors can be factored further. In this case they can not so the final answer is: Click Here for Practice Problems Example 5 – Factor: Step 1: Decide if the four terms have anything in common, called the greatest common factor or GCF. If so, factor out the GCF. Do not forget to include the GCF as part of your final answer. In this case, the two terms only have a 1 in common which is of no help. Step 2: To factor this problem into the form (a + b)(a – b), you need to determine what squares will equal 16x4 and what squared will equal 1. In this case the choices are 4x2 and 1 because (4x2)(4x2) = 16x4 and (1)(1) = 1. Step 3: Determine if any of the remaining factors can be factored further. In this case one of the factors is a difference of squares, which factors and the other factor is a sum of squares which does not factor. To factor the difference of squares, you need to determine what squares will equal 4x2 and what squared will equal 1. In this case the choices are 2x and 1 because (2x)(2x) = 4x2 and (1)(1) = 1. So, the final answer is: Step 4: Determine if any of the remaining factors can be factored further. In this case they can not so the final answer is: Click Here for Practice Problems Factoring a Difference of Squares – Practice Problems Move your mouse over the "Answer" to reveal the answer or click on the "Complete Solution" link to reveal all of the steps required to factor a difference of squares. Click Here for Additional Practice Problems Welcome to national5maths.co.uk A sound understanding of the Difference of two Squares is essential to ensure exam success. 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Difference of Two Squares The difference of two squares is two squared terms (two squares) separated by a minus sign (difference). x² – y² = (x + y)(x – y) Recognising the difference of two squares is the hard part. Factorising is the easy part! Would you recognise the difference of two squares below? 1 – 144y² We can change the above to. 1² – (12y)² Once recognised, factorisation is a simple process which is achieved by following the same process each time. 1 – 144y² = 1² – (12y)² = (1 + 12y)(1 – 12y) . 2. Quadratics – Worksheets Thanks to the SQA and authors for making the excellent resources below freely available. Please use the below for revision prior to assessments, tests and the final exam. Clear, easy to follow, step-by-step worked solutions to all Essential Skills worksheets and N5 Maths exam questions below are available in the Online Study Pack. . 3. 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I subscribed when I was studying for my National 5 exam (as an adult learner) and found it invaluable. I am delighted to have just discovered the huge amount of resources for younger learners too. My son who is in S2 will benefit from these, now and in future, as will my daughter when she moves up to S1 after summer. So just wanted to say thanks very much! Kind regards, Clare. Clare – January 2020 Hey, Just wanted to say thank you so much for this amazing resource! Last year I was expecting to scrape a B in my N5 exam if I was lucky, and after discovering this website and working through it over the past year, my teacher said she'll be surprised if I don't get an A1!!! So once again, thank you so much!!! Olivia – 29th April 2019 Thanks for this fantastic website you have here. So well laid out, easy to follow and as a parent trying to help their child with studying, this has been the best £9.99 ever spent. I will be continuing with this for Higher Maths and also for my younger child to ensure they are keeping up with the course. The worked solutions are so clear and easy to follow and I just cannot thank you enough. Wish there was something similar for the science subjects. Claire – April 2018 I got an 'A' in my National 5 Maths Exam! I'm very pleased as I did it my first attempt. Your website content definitely helped clarify and consolidate my understanding of the subject. Nigel – August 2018 Just had a look at the worked solutions for the 2018 N5 Math Past Paper – Calculator was absolutely fine, but some tricky questions in non-calculator part, particularly 19b. We found the non-calculator paper much harder than five previous past papers. Anyway hopefully she has achieved an 'A' Pass and we will definitely be using your excellent site for Higher Maths next term. Graham – May 2018 E-mailing you guys know that you are doing a great job compiling all these excellent resources, it has been a great help to me and probably many many others. It has allowed me to get a reassuring prelim mark and has given me confidence for the final exam (tomorrow). Thanks for all the help and keep up the good work. Umar – May 2018 Hello, I decided to write to you to thank you for this website, it has helped me incredibly and the amount of content you have is amazing. I was very happy to discover the many practice papers you have as I had began to run out of papers to do once completed all the SQA past papers. The checklists for the three different units is very helpful and I will definitely be taking these to school with me on the day of my exam to look over! Thank you again for being so helpful to us, it is greatly appreciated and I will be placing any success I have during the National 5 exam on this website due to the endless resources and help you have available. Thank you ☺ Emily, Nat 5 Maths student. Emily – April 2018 It is a great help to us this site, my daughter scored 86% in her prelim after doing the last 5 years past papers Mr Adams – March 2018 Hi there – we found your site an amazing help for nat 5 – in fact my son went from a C grade at prelim to an A for his nat 5 thanks to you. Thank you – the best £9.99 I've spent in a long time! Ms McCallum – October 2017 "My Dad and I have worked together through several topics and three Practice Past Papers. When I get stuck, the detailed worked solutions explain everything so clearly and even give alternative ways to find the correct answer – Thank you so much for producing this fantastic resource." Darcey, Secondary School Maths Student "Just want to say what a fantastic resource this is. An absolute godsend for my Nat 4 and Nat 5 classes. Many thanks". Mr Wilson, Teacher of Mathematics, Edinburgh (Sep 2016) "The website is great!! It is very easy to navigate through and it has helped me understand many of the topics I was previously struggling with." Dean, Secondary School Maths student "The website is really easy to follow and has absolutely everything you need to pass." Cameron, Secondary School Maths student "Everything about my Maths course is here on this fantastic website. I use the study guides all the time to help my classroom learning as everything is explained so clearly – I have no excuses so it is all down to me now!" Ben, Secondary School Maths Student "I'd highly recommend this maths website to all parents wishing the best for their son or daughter. The clarity in which the topics have been explained through the study guides are simply first class." Mr W, Mathematics Teacher "Hi, I am in my second year at Abertay University studying Forensics. Two years ago, while studying N5 Maths, my Maths teacher helped me realise my dreams by providing me with all the superb material which is now available on this website. With the right intention to study, everything is here for you to pass National 5 Maths" Ross, former National 5 Maths student "This material is quite the best that I've discovered. It helps students to focus on one subject at a time, gaining confidence as they work through the revision guides and self check booklets." Mr D, Mathematics Teacher "The simplified methods in the study guides are easy to follow. I feel that I have progressed enormously with my Maths and I would encourage all pupils who are struggling to go onto this website as soon as possible." Marc, Secondary School Maths Student "I am studying Maths at College since it a requirement for me to train to become a primary school teacher. I am delighted to have found this website and make my life long dream of becoming a teacher a reality!" Sharon, Mature Maths Student "I am studying GCSE Maths at College as I am hoping to go to University to study Accountancy. This website is just amazing!! I regularly refer to the Theory Guides to help me understand topics I am struggling with. The worked solutions in the Online Study Pack are also fantastic as it teaches me the correct way to lay out my working and, at the same time, check my answers." Hollie, Mature Maths Student "Although I am only in 3rd year we are working at National 5 level maths and have a Unit Assessment in the next few weeks. I really want to study Computer Games Development at University which requires me to pass Maths so I am studying hard now. The website is helping me so much." Oliver, Secondary School Maths Student "The website is really good as it breaks the whole course down into easy to understand sections. I need to get A-Level Maths next year as I want to go to university and study engineering. I am really glad to have found this website to help me on my way." Salim, Secondary School Maths Student