

GRADE 11 MATHEMATICS NOVEMBER EXAMINATION PAPER 1

QUESTION 1

1.1 Solve for in-

$$3.3.3 \cdot x^2 - 5x - 6 = 0$$

$$1.12 (2x - 3)(x + 3) = 9$$

$$1.13 \cdot x + (x-1+3)$$

$$1.14 \cdot 2^{2d} - 4^{2-d} - 12$$

1.2 Simultaneously solve a and a:

$$2x - y = 1$$
 and $3x^2 - 4xy + y^2 = 0$

1.3 Solve the following inequalities:

$$1.3.1 \ x^2 + 5x - 6 > 0$$

-Cit

$$1.3.2 -3(x+1)(x-2) < 0$$

pq.

QUESTION 2

REPORT.

2.1 x = -3 ± 2√2 are the roots of a quadratic function, f(x), of which the y-intercept is 4. Determine (Vx).

- 2.2 Given: $g(x) = \frac{e^{x}-\cos x}{x}$
 - 2.2.1 For which values of x will y(x) be undefined.

2.2.2 Explain why y(x) will never equal zero. (Show all your calculations).

4.1 Determine the value of x. 4.2 Draw a neat sketch of the two-graphs on the same axis. Show all intercepts

QUESTION 4

QUESTION 3

Solve s if: 2-4 < 0. Graphically represent your answer.

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DOM:

(4)

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2.4 Simplify and leave an answer with positive exponents only:

3.1.1 Determine the value of x.

numerical value for 7...

3.4 James and John look at the following patterns:

3.3 Given I, = 13 - 3x:

Pattern 1

 \Box

п

3.1.2 Determine the numerical value of T₁.

3.2 Given the quadratic series: -129; -64; -49; -20; ...

3.2.1 Determine the next two learns of the series.

3.2.1 Determine I,, the general term of the pattern.

3.3.1 Which term in the series would be equal to -179.

3.3.2 Determine the numerical value for the 11° term.

Pattern 2

Without solving the equation, determine the nature of the roots of: $4x^2 = 2x + 1$.

3.1 The first three terms of a linear series, is given as: 3x - 2;x + 9;2x + 5.

3.2.3 Given that T_a = -4x² + Srix - 18th, determine the largest possible

Pattern 3

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000

John says he can derive the general formula for the number of blocks by taking the number

James says if he increases the patern number by one, square that number and then

subtract the pattern number increased by one he will get the general formula.

of columns in each pattern and multiplying if by the number of rows.

Who is correct between James and John? Prove your answer.

Given: $f(x) = \frac{-1}{-x^2} - 1$ and $g(x) = -a^x$. The point (1, -3) lies on g.

Determine the axis of simmetry of f that has a positive gradient.

with the axes and asymptote clearly.

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Ernest J. Zarra III

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that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perenial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research **Olympiad Champs** Mathematics Class 1 with Past Olympiad Questions 2nd Edition Disha Experts, The thoroughly Revised Updated 2nd Edition of Olympiad Champs Mathematics Class 1 with Past Olympiad Questions is a complete preparatory book not only for Olympiad but also for Class 1 Mathematics The book is prepared on content based on National Curriculum Framework prescribed by NCERT This new edition has been empowered with Past Ouestions from various Olympiad Exams like IMO IOM GTSE etc in both the exercises of every chapter Further the book Provides engaging content with the help of Teasers Do You Know Amazing Facts Illustrations which enriches the reading experience for the children The questions are divided into two levels Level 1 and Level 2 The first level Level 1 is the beginner's level which comprises of questions like fillers analogy and odd one out The second level is the advanced level Level 2 comprises of techniques like matching chronological sequencing picture passage and feature based statement correct incorrect integer based puzzle grid based crossword Venn diagram table chart based and much more Solutions and explanations are provided for all questions **Gender and STEM** Namrata Gupta, 2025-02-27 This book studies the prevalence of gender inequalities in the domains of science technology engineering and mathematics STEM in India It explores the paradox of an increasing number of women pursuing higher education in STEM fields while a relatively low percentage enter the job market The book analyzes the factors that contribute to the loss of potential contributions from women in science It underscores the need to understand the construction of masculinity and femininity as well as male privilege and female disadvantage and how these concepts are associated with STEM Lucid topical and rich in empirical data this book will be indispensable for scholars and researchers of women s studies gender studies sociology of science science and technology studies political studies and public policy It will also be useful to policymakers organizations and professionals working in the STEM fields 2024-25 TGT/PGT/LT-Grade/GIC

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156 year existence Established in 1855 as Central High School and reorganized in 1916 Schenley High School was a model of innovative public education and an ongoing experiment in diversity Its graduates include Andy Warhol actor Bill Nunn and jazz virtuoso Earl Hines and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather The subject of investment as well as destructive neglect the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt Integrated decades before Brown v Board of Education Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace s reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America's oldest public schools

Mathematical and Statistics Anxiety: Educational, Social, Developmental and Cognitive Perspectives Kinga Morsanyi, Irene Cristina Mammarella, Denes Szűcs, Carlo Tomasetto, Caterina Primi, Erin Anne Maloney, 2017-01-19 Mathematical anxiety is a feeling of tension apprehension or fear which arises when a person is faced with mathematical content The negative consequences of mathematical anxiety are well documented Students with high levels of mathematical anxiety might underperform in important test situations they tend to hold negative attitudes towards mathematics and they are likely to opt out of elective mathematics courses which also affects their career opportunities Although at the university level many students do not continue to study mathematics social science students are confronted with the fact that their disciplines involve learning about statistics another potential source of anxiety for students who are uncomfortable with dealing with numerical content Research on mathematical anxiety is a truly interdisciplinary field with contributions from educational developmental cognitive social and neuroscience researchers. The current collection of papers demonstrates the diversity of the field offering both new empirical contributions and reviews of existing studies The contributors also outline future directions for this line of research The Wrong Direction for Today's Schools Ernest J. Zarra III,2015-07-22 The Wrong Direction for Today's Schools The Impact of Common Core on American Education is an in depth analysis of the newest national American education fad intended to replace the 2002 incarnation of the ESEA No Child Left Behind Zarra delves into the seeds that produced the Common Core Standards as well as the groups involved in the political and corporate pressure to completely revamp America s K 16 education system The author lays out a strong case for political motives involving the advancement for nationalized education such as those found in select European and Asian nations Zarra also

follows the funding and provides solid documentation and analysis of international and national assessments and how the funding and assessments proved pivotal in the overhaul of American education After an analysis of the underpinnings of the Common Core Standards Zarra critiques the myths and facts of the Common Core and balances these with the emerging realities impacting average Americans and their families Zarra s book is a must read and will prove to be extremely useful to all who are concerned about public private and homeschool education in America **Educating for the 21st Century** Suzanne Choo, Deb Sawch, Alison Villanueva, Ruth Vinz, 2016-10-20 All over the world governments policymakers and educators are advocating the need to educate students for the 21st first century. This book provides insights into what this means and the ways 21st century education is theorized and implemented in practice The first part Perspectives Mapping our futures in the making uncovers the contradictions tensions and processes that shape 21st century education discourses The second part Policies Constructing the future through policymaking discusses how 21st century education is translated into policies and the resulting tensions that emerge from top down state sanctioned policies and bottom up initiatives The third part Practices Enacting the Future in Local Contexts discusses on the ground initiatives that schools in various countries around the world enact to educate their students for the 21st century This volume includes contributions from leading scholars in the field as well as educators from schools and those working with schools *Learning from the Federal* Market?Based Reforms William J. Mathis, Tina M. Trujillo, 2016-06-01 Over the past twenty years educational policy has been characterized by top down market focused policies combined with a push toward privatization and school choice The new Every Student Succeeds Act continues along this path though with decision making authority now shifted toward the states These market based reforms have often been touted as the most promising response to the challenges of poverty and educational disenfranchisement But has this approach been successful Has learning improved Have historically low scoring schools turned around or have the reforms had little effect Have these narrow conceptions of schooling harmed the civic and social purposes of education in a democracy This book presents the evidence Drawing on the work of the nation s most prominent researchers the book explores the major elements of these reforms as well as the social political and educational contexts in which they take place It examines the evidence supporting the most common school improvement strategies school choice reconstitutions or massive personnel changes and school closures From there it presents the research findings cutting across these strategies by addressing the evidence on test score trends teacher evaluation miracle schools the Common Core State Standards school choice the newly emerging school improvement industry and re segregation among others The weight of the evidence indisputably shows little success and no promise for these reforms Thus the authors counsel strongly against continuing these failed policies The book concludes with a review of more promising avenues for educational reform including the necessity of broader societal investments for combatting poverty and adverse social conditions While schools cannot single handedly overcome societal inequalities important work can take place within the

public school system with evidence based interventions such as early childhood education detracking adequate funding and full service community schools all intended to renew our nation s commitment to democracy and equal educational Using Design Research and History to Tackle a Fundamental Problem with School Algebra Sinan Kanbir, M. A. (Ken) Clements, Nerida F. Ellerton, 2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce's triadic signifier interpretant signified theory which is in the realm of semiotics with Johann Friedrich Herbart's theory of apperception and Ken Clements and Gina Del Campo's theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes Practicing classroom teachers formed part of the research team This book appears in Springer's series on the History of Mathematics Education Not only does it include an important analysis of the history of school algebra but it also adopts a theoretical frame which relies more on theories from the past than on contemporary theories in the field of mathematics education The results of the well designed classroom intervention are sufficiently impressive that the study might havecreated and illuminated a pathway for future researchers to take

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