

Ekurhuleni North	District Paper – Mathematics Paper 2 Grade 11 Marking Guideline	June 2023
SOLUTION NB: Accept valid alternate solutions. Consistent Accuracy applies to the whole memo.		
QUESTION 1		
1.1	$m_{HM} = \frac{6 - 4}{3 + 1}$ $= \frac{1}{2}$	✓ subs into formula ✓ answer
1.2	$R(x; y) = \left(\frac{3 + 4}{2}; \frac{6 + 1}{2} \right)$ $= \left(\frac{7}{2}; \frac{7}{2} \right)$	✓ Correct Substitution ✓ Answer
1.3	$m_{HM} = m_{AP}$ $\tan \theta = \frac{1}{2}$ $\theta = 26,57^\circ$	✓ $HM \parallel AT$ ✓ Correct substitution ✓ Answer
1.4	R is the midpoint of diagonal AH (Diags of a parm) Let the coordinates of A be $(x; y)$. $\frac{-1 + x}{2} = \frac{7}{2}$ $x = 8$ $\frac{4 + y}{2} = \frac{7}{2}$ $y = 3$ $\therefore A(8; 3)$	$\checkmark \frac{-1+x}{2} = \frac{7}{2}$ $\checkmark 8$ $\checkmark \frac{4+y}{2} = \frac{7}{2}$ $\checkmark 3$
1.5	$m_{AT} = \frac{1}{2} \text{ (parallel lines)}$ $y = \frac{1}{2}x + c$ Sub $T(4; 1)$	 ✓ Sub $T(4; 1)$ ✓ $c = -1$

2014 March Common Paper Memorandum Mathematics

**Susanne Kuger, Eckhard Klieme, Nina
Jude, David Kaplan**



2014 March Common Paper Memorandum Mathematics:

CDS 12 Years Topic-wise Solved Papers Mathematics, English & General Knowledge (2007-2018) - 3rd Edition Disha Experts, 2018-06-01 The thoroughly revised updated 3rd edition of CDS 12 Years Mathematics English General Knowledge Topic wise Solved Papers 2007 Feb 2018 Feb consists of last 12 years both Feb and November papers from 2007 Paper 1 2018 Paper 1 solved papers of Elementary Mathematics English and General Knowledge distributed into 42 topics In all there are 23 Question papers from 2007 to 2018 I which have been divided into the above discussed 42 topics Practicing these questions aspirants will come to know about the pattern and toughness of the questions asked in the examination All the papers are divided into following sections Section I Mathematics which is distributed into 25 topics Section II English is divided into 8 topics Section III General Knowledge is divided into 9 topics The book contains 6460 MILESTONE MCQ s from the above 23 Question papers The strength of the book lies in the originality of its question papers and Errorless Solutions The solution of each and every question is provided in detail step by step so as to provide 100% concept clarity to the students CDS 14 Years Mathematics, English & General Knowledge Topic-wise Solved Papers (2007 - 2020) - 4th Edition Disha Experts, 2020-06-20 Thinking and Acting Systemically Alan Daly, Kara Finnigan, 2016-05-19 This volume argues that districts are important as a lever for change given the limited success of school by school efforts Policies that focus on skill development recognize and support performance create opportunities for collaboration build leader capacity and create networks of knowledge sharing hold great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it away from blame and toward complex systems change

Failure Up Close Jay P. Greene, Michael Q. McShane, 2018-01-17 For many reasons failure in education reform is rarely admitted Even though it is incredibly hard work to try and improve the enormous and diverse American education system because there are political consequences of admitting that a particular effort did not live up to its promises and pressure from philanthropic funders to show success unsuccessful efforts are often swept under the rug or papered over with public relations efforts that avoid wrestling with the tough realities of educational improvement This doesn't help anyone As any educator will tell you failure is an essential part of learning Insofar as education reform needs to be a learning movement itself it has to be able to admit where it has failed and learn from it Failure Up Close engages a select group of scholars from across the ideological spectrum to examine particular education reform efforts of recent years that have not succeeded and offer lessons for school and system improvement that can be learned from them Rather than view failure as negative this volume looks at failure as an opportunity to learn and grow In fact the editors endeavored to find authors that would analyze reforms for which they had some fundamental sympathy The goal is not to bash particular efforts or castigate their supporters but rather to help those supporters understand how to do what they do better and ultimately do better for children *Topic-wise (set of 3 Books) 17 Years CDS Mathematics, English & General Knowledge Previous Year Solved*

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Strichartz Estimates and the Cauchy Problem for the Gravity Water Waves Equations T. Alazard, N. Burq, C. Zuily, 2019-01-08 This memoir is devoted to the proof of a well posedness result for the gravity water waves equations in arbitrary dimension and in fluid domains with general bottoms when the initial velocity field is not necessarily Lipschitz Moreover for two dimensional waves the authors consider solutions such that the curvature of the initial free surface does not belong to L^2 The proof is entirely based on the Eulerian formulation of the water waves equations using microlocal analysis to obtain sharp Sobolev and Hölder estimates The authors first prove tame estimates in Sobolev spaces depending linearly on Hölder norms and then use the dispersive properties of the water waves system namely Strichartz estimates to control these Hölder norms

Applications of Polyfold Theory I: The Polyfolds of Gromov-Witten Theory H. Hofer, K. Wysocki, E. Zehnder, 2017-07-13 In this paper the authors start with the construction of the symplectic field theory SFT As a general theory of symplectic invariants SFT has been outlined in Introduction to symplectic field theory 2000 by Y Eliashberg A Givental and H Hofer who have predicted its formal properties The actual construction of SFT is a hard analytical problem which will be overcome by means of the polyfold theory due to the present authors The current paper addresses a significant amount of the arising issues and the general theory will be completed in part II of this paper To illustrate the polyfold theory the authors use the results of the present paper to describe an alternative construction of the Gromov Witten invariants for general compact symplectic manifolds

Classification of E_0 -Semigroups by Product Systems Michael Skeide, 2016-03-10 In these notes the author presents a complete theory of classification of E_0 semigroups by product systems of correspondences As an application of his theory he answers the fundamental question if a Markov semigroup admits a dilation by a cocycle perturbations of noise It does if and only if it is spatial

A Geometric Theory for Hypergraph Matching Peter Keevash, Richard Mycroft, 2014-12-20 The authors develop a theory for the existence of perfect matchings in hypergraphs under quite general conditions Informally speaking the obstructions to perfect matchings are geometric and are of two distinct types space barriers from convex geometry and divisibility barriers from arithmetic lattice based constructions To formulate precise results they introduce the setting of simplicial complexes with minimum degree sequences which is a generalisation of the usual minimum degree condition They determine the essentially best possible minimum degree sequence for finding an almost perfect matching Furthermore their main result establishes the stability property under the same degree assumption if there is no perfect matching then there must be a space or divisibility barrier This allows the use of the stability method in proving exact results Besides recovering previous results the authors apply our theory to the solution of two open problems on hypergraph packings the minimum

degree threshold for packing tetrahedra in graphs and Fischer's conjecture on a multipartite form of the Hajnal Szemerédi Theorem. Here they prove the exact result for tetrahedra and the asymptotic result for Fischer's conjecture since the exact result for the latter is technical they defer it to a subsequent paper.

Assessing Contexts of Learning Susanne Kuger, Eckhard Klieme, Nina Jude, David Kaplan, 2016-12-05 This volume brings together educational effectiveness research and international large scale assessments demonstrating how the two fields can be applied to inspire and improve each other and providing readers direct links to instruments that cover a broad range of topics and have been shown to work in more than 70 countries. The book's initial chapters introduce and summarize recent discussions and developments in the conceptualization, implementation and evaluation of international large scale context assessments and provide an outlook on possible future developments. Subsequently three thematic sections: Student Background, Outcomes of Education Beyond Achievement and Learning in Schools each present a series of chapters that provide the conceptual background for a wide range of important topics in education research, policy and practice. Each chapter defines a conceptual framework that relates recent findings in the educational effectiveness research literature to current issues in education policy and practice. These frameworks were used to develop interesting and relevant indicators that may be used for meaningful reporting from international assessments, other cross cultural research or national studies. Using the example of one particular survey, the Programme for International Student Assessment (PISA) 2015, this volume links all theoretical considerations to fully developed questionnaire material that was field tested and evaluated in questionnaires for students and their parents as well as teachers and principals in their schools. The primary purposes of this book are to inform readers about how education effectiveness research and international large scale assessments are already interacting to inform research and policymaking, to identify areas where a closer collaboration of both fields or input from other areas could further improve this work, to provide sound theoretical frameworks for future work in both fields and finally to relate these theoretical debates to currently available and evaluated material for future context assessments.

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