

GRADE 11 MATHEMATICS
NOVEMBER EXAMINATION PAPER 1

QUESTION 1

- 1.1 Solve for x :
- 1.1.1 $x^2 - 5x - 6 = 0$ (2)
- 1.1.2 $(2x - 3)(x + 1) = 9$ (3)
- 1.1.3 $x - \sqrt{x - 1} = 3$ (4)
- 1.1.4 $x(x + 18) > -25$ (4)
- 1.1.5 $x^{\frac{1}{2}} = 4$ (3)
- 1.1.6 $2^{2x} - 2^{x+1} = 12$ (4)
- 1.2 Simultaneously solve x and y :
- $2x - y = 1$ and $3x^2 - 4xy + y^2 = 0$ (5)
- 1.3 Solve the following inequalities:
- 1.3.1 $x^2 + 5x - 6 > 0$ (3)
- 1.3.2 $-3(x + 1)(x - 2) < 0$ (3)
- [P1]**

QUESTION 2

- 2.1 $x = -3 \pm 2\sqrt{2}$ are the roots of a quadratic function, $f(x)$, of which the y -intercept is 4. Determine $f(x)$. (5)
- 2.2 Given: $g(x) = \frac{x^2 - 2x + 1}{x - 1}$
- 2.2.1 For which values of x will $g(x)$ be undefined? (2)
- 2.2.2 Explain why $g(x)$ will never equal zero. (Show all your calculations). (3)
- 2.3 Solve x if: $\frac{2-x}{x+1} < 0$. Graphically represent your answer. (5)

- 2.4 Simplify and leave an answer with positive exponents only:

$$\frac{\sqrt[3]{x^2 y^{2x+1}}}{\sqrt[3]{x^{2x+1} y}} \quad (4)$$

- 2.5 Without solving the equation, determine the nature of the roots of: $4x^2 = 2x + 1$. (5)
- [P4]**

QUESTION 3

- 3.1 The first three terms of a linear series, is given as: $3x - 2$, $x + 1$, $2x + 5$
- 3.1.1 Determine the value of x . (3)
- 3.1.2 Determine the numerical value of T_4 . (2)
- 3.2 Given the quadratic series: $-120, -94, -68, -20, \dots$
- 3.2.1 Determine the next two terms of the series. (2)
- 3.2.1 Determine T_n , the general term of the pattern. (3)
- 3.2.3 Given that $T_n = -4n^2 + 56n - 180$, determine the largest possible numerical value for T_n . (4)
- 3.3 Given $T_n = 13 - 3n$:
- 3.3.1 Which term in the series would be equal to -17 ? (3)
- 3.3.2 Determine the numerical value for the 11th term. (2)

- 3.4 James and John look at the following patterns:

Pattern 1	Pattern 2	Pattern 3
		
		
		

James says if he increases the pattern number by one, square that number and then subtract the pattern number increased by one he will get the general formula.

John says he can derive the general formula for the number of blocks by taking the number of columns in each pattern and multiplying it by the number of rows.

- Who is correct between James and John? Prove your answer. (5)
- [P4]**

QUESTION 4

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

- 4.1 Determine the value of x . (2)
- 4.2 Draw a neat sketch of the two graphs on the same axis. Show all intercepts with the axes and asymptote clearly. (5)
- 4.3 Determine the axis of symmetry of f that has a positive gradient. (2)
- [P]**

2014 November Exam Mathematics Paper For Grade 11

Jill Adler, Anna Sfard



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Cambridge O Level Mathematics Coursebook Audrey Simpson, 2016-03-17 Cambridge O Level Mathematics is a resource to accompany the revised 4024 syllabus This coursebook provides a complete course for developing and practising the skills required for the O Level Mathematics qualification The content has been written to offer a range of tasks that support all aspects of the Cambridge O Level Mathematics syllabus 4024 giving students the confidence to use the mathematical techniques required to solve the range of maths problems required With detailed explanations of concepts worked examples and exercises this coursebook can be used as a classroom text and for self study

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and Collecting Contextual Data Cresswell John, Schwantner Ursula, Waters Charlotte, 2015-12-11 The OECD has initiated PISA for Development PISA D in response to the rising need of developing countries to collect data about their education systems and the capacity of their student bodies

Olympiad Champs Mathematics Class 1 with Past Olympiad Questions 3rd Edition Disha Experts, 2020-04-18 *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

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[School Mathematics Curricula](#) Catherine P. Vistro-Yu, Tin Lam Toh, 2019-04-26 This book sheds light on school mathematics curricula in Asian countries including their design and the recent reforms that have been initiated By discussing and analyzing various problematic aspects of curriculum development and implementation in a number of East and South Asian countries and offering insights into these countries unique approaches to supplementing school mathematics curricula it contributes to shaping effective policies for implementation

assessment and monitoring of curricula The book covers a wide range of issues curriculum design localization of curricula directions of curricular reforms mathematics textbooks assessment within the curriculum and teachers professional development which are of interest to a wide international audience

Research for Educational Change Jill Adler, Anna Sfard, 2016-06-17 Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues 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 perennial 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

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Psychosocial Skills and School Systems in the 21st Century Anastasiya A Lipnevich, Franzis Preckel, Richard D. Roberts, 2016-04-02 This book provides a comprehensive overview and in depth analysis of research on psychosocial skills examining both theory and areas of application It discusses students psychosocial skills both as components of academic success and desired educational outcomes in grades K through 12 The book describes an organizing framework for psychosocial skills and examines a range of specific constructs that includes achievement motivation self efficacy creativity emotional intelligence resilience and the need for cognition In addition it reviews specific school based interventions and examines issues that concern the malleability of psychosocial skills It addresses issues relating to the integration of psychosocial skills into school curriculum as well as large scale assessment policies Topics featured in this book include Development of psychosocial skills in grades K 12 Assessment of psychosocial skills Conscientiousness in education and its relation to meaningful educational outcomes Creativity in schools including theory assessment and interventions Academic emotions and their regulation through emotional intelligence Resilience and school

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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

[Handbook of Research-Based Practices for Educating Students with Intellectual Disability](#) Karrie A. Shogren, 2016-10-14 The Handbook of Research Based Practices for Educating Students with Intellectual Disability provides an integrated transdisciplinary overview of research based practices for teaching students with intellectual disability This comprehensive volume emphasizes education across life stages from early intervention in schools through the transition to adulthood and highlights major educational and support needs of children and youth with intellectual disability The implications of history recent research and existing information are positioned to systematically advance new practices and explore promising possibilities in the field Driven by the collaboration of accomplished nationally recognized professionals of varied approaches and philosophies the book emphasizes practices that have been shown to be effective through multiple methodologies so as to help readers select interventions based on the evidence of their effectiveness

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Government School Prepared as per National Curriculum Framework here s representing the updated edition of Success Master CTET Paper I Class I V that serves as a study guide for the candidates who are willing to appear for the exam this year The book provides focused study material dividing the entire syllabus into 5 majors providing the complete coverage With more than 3000 MCQs are provided for the quick revision of the concepts Chapterwise coverage of the previous Years questions along with the Trend Analysis help aspirants for better preparation Lastly Solved Paper 2021 2 Practice Sets are given leaving no stones untouched Preparation done from this book proves to be highly useful for CTET Paper 1 in achieving good rank in the exam TOC Solved Paper 2021 January Solved Paper 2019 December Solved Paper 2019 July Solved Paper 2018 December Solved Paper 2016 September Child Development and Pedagogy English Language and Pedagogy Hindi Bhasha evm Shiksha shastra Mathematics and Pedagogy Environmental Studies and Pedagogy Practice Sets 1 2 **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 have created and illuminated a

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