

**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  $x(x + 10) > -25$  (4)
- 1.1.5  $x^{\frac{1}{2}} = 4$  (3)
- 1.1.6  $2^x - 2^{x-1} = 12$  (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  $x = -1 \pm 2\sqrt{2}$  are the roots of a quadratic function,  $f(x)$ , of which the  $y$ -intercept is 4. Determine  $f(x)$ . (5)
- 2.2 Given  $g(x) = \frac{x^2 - 2x + 1}{x - 2}$
- 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:  $\frac{2x}{x+1} < 0$ . Graphically represent your answer. (5)

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

$$\frac{\sqrt{x^2 y^2 + 4}}{\sqrt{2x^2 + 4}}$$

(4)

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

(3)

**[P4]**

**QUESTION 3**

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

- 3.1.1 Determine the value of  $x$ . (3)
- 3.1.2 Determine the numerical value of  $T_5$ . (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  $-176$ ? (3)
- 3.3.2 Determine the numerical value for the 11<sup>th</sup> 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  $a$ . (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]**

# Math Lit Paper 1 November 2014 Grade 11

**Hussin A.Rothana**



## **Math Lit Paper 1 November 2014 Grade 11:**

**The Education Invasion** Joy Pullmann, 2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies

*Using Peer Tutoring to Improve Reading Skills* Keith Topping, David Duran, Hilde Van Keer, 2015-10-08 Using Peer Tutoring to Improve Reading Skills is a very practical guide offering a straightforward framework and easy to implement strategies to help teachers help pupils progress in reading A succinct introduction it shows how schools can make positive use of differences between pupils and turn them into effective learning opportunities Outlining the evidence base supporting peer tutoring approaches it explores the components of the reading process and explains how peer tutoring in reading can be used with any method of teaching reading Core topics covered include Planning and implementing peer tutoring Getting your school on board How to structure effective interaction Training peer tutors and tutees Paired Reading cross ability approaches One Book for Two fostering fluency reading comprehension and motivation Reading in Pairs cross and same year tutoring Supporting struggling readers Involving families in peer tutoring Evaluation and feedback Illustrated throughout with practical examples from diverse schools across Europe Using Peer Tutoring to Improve Reading Skills is an essential introduction offering easy to use guidelines that will support teachers in primary and secondary schools as they enhance pupil motivation and improve reading standards

*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 based programs aimed at enhancing it Psychosocial Skills and School Systems in the 21st Century is a must have resource for researchers graduate students clinicians mental health professionals and policymakers in child and school psychology educational policy and politics public health social work developmental psychology and educational psychology

**Practical Steps to Digital Research** Deborah B. Stanley, 2018-07-11 This hands on approach to teaching digital research skills breaks down each research skill into simple targeted steps that enable students to research more deeply and to accomplish real world tasks Today s rapidly diversifying digital world provides easy access to information making it increasingly important that students know how to conduct research online In this book you ll learn how to transition your instruction of the research process from a print context to a digital one and to expand your own knowledge of how to best assist students at all stages of their research Using six well defined steps that she developed in her 26 years of experience as a school librarian Deb Stanley provides practical strategies for each of the six steps of the research process accompanied by easily used and replicated lessons and handouts that are applicable and adaptable to all grade levels K 12 Step by step instruction links to Common Core state standards and ideas to help students succeed at each stage of the research process makes this title a must have for any school librarian

**Teaching Mathematics Creatively** Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom

**Risk,**

**Resilience, and Recovery Across Global Education Systems** Louis Volante, Kristof De Witte, Orazio Giancola, Luca Salmieri, Don A. Klinger, 2026-01-22 This book provides a critical review of the long term effectiveness of education and social protection policies enacted by G10 countries in response to the global pandemic The COVID 19 pandemic caused the most significant disruption to education systems since the devastation of World War II Successive waves and variants of the coronavirus resulted in school closures and spurred a range of policy interventions across national education systems to combat both the cognitive i e achievement in reading mathematics and science and non cognitive socioemotional development mental and physical health impacts on student achievement and wellbeing This book aims to evaluate the long term efficacy of such interventions drawing on an analysis of a cross section of nine industrialized countries the United Kingdom France Germany Italy Sweden Netherlands Belgium Canada and Japan It further offers cross national insights for policymakers and discusses the critical importance of broader notions of academic resilience in a post pandemic world Ultimately this volume aims to identify national policies that have helped to buffer students from the long term challenges associated with the aftermath of the pandemic A timely and important text it will be of interest to researchers and policymakers in education policy pandemic response impact evaluation and student mental health **Ambitious**

**Instruction** Brad Cawn, 2020-02-28 Ensure all learners have opportunities to engage deeply in meaningful intellectual work In *Ambitious Instruction* author Brad Cawn offers a blueprint for how to make rigor visible accessible and actionable in grade 6 12 classrooms The resource guides readers toward using the twin tenets of problem based learning and synthesis to significantly strengthen students ability to read write and think within and across disciplines Use this resource to reinvigorate and modernize daily learning and instruction Develop a working understanding of rigor that will serve as the basis for rigorous instructional excellence Discover how to integrate inquiry and dialogue into your instruction to help learners engage in meaningful exploration of complex problems Become familiar with actionable strategies that can be utilized to develop and increase rigor in the classroom Learn how to create and organize tasks texts and processes in order to improve teaching and learning Contents Acknowledgments Table of Contents About the Author Introduction Redefining Rigor Chapter 1 Determining What Rigor Will Look Like Chapter 2 Exploring the Two Tenets of Ambitious Instruction Chapter 3 Creating an Ambitious Instruction Road Map Chapter 4 Building Structured Inquiry to Power Ambitious Instruction Chapter 5 Facilitating Ambitious Instruction Through Dialogue Chapter 6 Launching and Sustaining Ambitious Instruction References and Resources **The Advertiser's ABC of Official Scales & Charges and Advertisement Press Directory**, 1895

*Australian Education Index*, 1980 *Standard & Poor's Stock Reports*, 1998-07 [The Uganda Gazette](#)  
Uganda, 2015-12 [Illinois Reading Council Journal](#), 2013 *Forthcoming Books* Rose Arny, 2003 **U S NEWS**  
**ULTIMATE COLLEGE DIRECTORY 2004** MCGRATH ANNE (EDITOR), 2003 *Current Index to Journals in Education*  
, 1992 **Cumulative Author Index to Psychological Abstracts**, 1978 **Who's who in America** John William

Leonard, Albert Nelson Marquis, 1962 Vols 28 30 accompanied by separately published parts with title Indices and necrology  
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