

**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  $g(x) = \frac{x^2 - 2x + 1}{x - 1}$
- 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:  $\frac{2x}{x+1} < 0$ . 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  $x$ . (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]**

# Grade 11 Mathematics 2014 November

**S Baum**



## **Grade 11 Mathematics 2014 November:**

*Mathematical Mindsets* Jo Boaler, 2022-02-23 Reverse mathematics trauma and find a universal blueprint for math success In *Mathematical Mindsets* Unleashing Students Potential through Creative Math Inspiring Messages and Innovative Teaching mathematics education expert and best selling author Jo Boaler delivers a blueprint to banishing math anxiety and laying a foundation for mathematics success that anyone can build on Perfect for students who have been convinced they are naturally bad at math the author offers a demonstration of how to turn self doubt into self confidence by relying on the mindset framework *Mathematical Mindsets* is based on thousands of hours of in depth study and research into the most effective and ineffective ways to teach math to young people This new edition also includes Brand new research from the last five years that sheds brighter light on how to turn a fear of math into an enthusiastic desire to learn Developed ideas about ways to bring about equitable grouping in classrooms New initiatives to bring 21st century mathematics to K 12 classrooms *Mathematical Mindsets* is ideal for K 12 math educators It also belongs on the bookshelves of the parents interested in helping their K 12 children with their math education as well as school administrators and educators in training **A Focus on Fractions** Marjorie M. Petit, Robert E. Laird, Caroline B. Ebby, Edwin L. Marsden, 2022-07-29 The third edition of this book offers a unique approach to making mathematics education research on the teaching and learning of fraction concepts readily accessible and understandable to pre service and in service K 8 mathematics teachers Revealing students thought processes with extensive annotated samples of student work and vignettes characteristic of classroom teachers experience this book provides teachers a research based lens to interpret evidence of student thinking inform instruction and ultimately improve student learning Based on research gathered in the Ongoing Assessment Project OGAP and updated throughout this engaging and easy to use resource also features Two new chapters dedicated to understanding the OGAP Fraction Framework and Progression based on research conducted with hundreds of teachers to gather and interpret evidence of student learning along a learning progression referenced throughout the book so readers can apply the concepts to their instruction A close focus on student work including 180 annotated pieces of student work to help teachers improve their ability to recognize assess and monitor their students errors and misconceptions as well as their developing conceptual understanding A discussion of decimal fractions also new to the third edition In chapter sections on how Common Core State Standards for Math CCSSM are supported by math education research End of chapter Looking Back questions to allow teachers to analyze student thinking and consider instructional strategies for their own students Instructional links to help teachers relate concepts from each chapter to their own instructional materials and programs Accompanying online Support Material includes an answer key to Looking Back questions as well as a copy of the OGAP Fraction Framework and Progression *A Focus on Fractions* is part of the popular *A Focus on* collection designed to aid the professional development of pre service and in service mathematics teachers As with the other volumes on addition and subtraction ratios and

proportions and multiplication and division this updated new edition bridges the gap between what math education researchers know and what teachers need to know in order to better understand evidence in student work and make effective instructional decisions *Psychological and Pedagogical Considerations in Digital Textbook Use and Development* Railean, Elena,2015-04-30 This book offers balanced coverage of the technological solutions that contribute to the design of digital textbooks and contribute to achieving learning objectives offering an emphasis on assessment mechanisms and learning theory **South African national bibliography** ,1999 Classified list with author and title index **Kids Count Data Book** ,2016 **Evidence, Politics, and Education Policy** Lorraine M. McDonnell,M. Stephen Weatherford,2021-02-01 In Evidence Politics and Education Policy political scientists Lorraine M McDonnell and M Stephen Weatherford provide an original analysis of evidence use in education policymaking to help scholars and advocates shape policy more effectively The book shows how multiple types of evidence are combined as elected officials and their staffs work with researchers advocates policy entrepreneurs and intermediary organizations to develop create and implement education policies Evidence Politics and Education Policy offers an in depth understanding of the political environment in which evidence is solicited and used Two key case studies inform the book s findings The primary case a major multimethod study examines the development and early implementation of the Common Core State Standards at the national level and in four states California Indiana Massachusetts and Tennessee A comparative case analyzes the evidence used in Congressional hearings over the twenty year history of the Children s Health Insurance Program Together the two cases illustrate the conditions under which different types of evidence are used and in particular how federalism the complexity of the policy problem and the policy s maturity shape evidence use McDonnell and Weatherford focus on three leverage points for strengthening the use of research evidence in education policy integrating research findings with value based policy ideas designing policies with incentives for research use built into their rules and organizational structures and training policy analysts to promote the use of research in policymaking venues Colorado School Laws Colorado,2019 *Everyday Mathematics* Max Bell,2004 Students use this hardbound reference book to access mathematical information and procedures that support the program By seeing numerous worked examples and simple explanations of mathematical procedures students learn to use numbers in context Calculator usage project descriptions game rules charts and tables and a glossary of mathematical terms are available for use with lessons and out of class explorations Spanish version available Libro de consulta del estudiante **New Jersey Register** ,2014-11 *The Smith Alumnae Quarterly* ,1911 **Annual Report** Mpumalanga (South Africa). Department of Education,2015 *The United States Army and Navy Journal and Gazette of the Regular and Volunteer Forces* ,1894 **Journal of Education** ,1902 Florida Administrative Register ,2010-11 **College of Agriculture & Home Economics Catalog ...** University of Arkansas, Fayetteville. College of Agriculture & Home Economics,1975 **The Journal of the Armed Forces** ,1878 **The Uganda Gazette** Uganda,2015-12 **The**

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