

**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:

$$\frac{\sqrt[3]{x^2 y^{2x+1}}}{\sqrt[3]{x^{2x+1} y}}$$

(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_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 -179 . (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 1 For Grade 11

Lauren Gardner



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Arbuthnot, 2017-11-01 This book provides a refined definition of standardized educational test fairness that can be utilized in multiple contexts to better understand the experiences and perspectives of diverse groups of test takers **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 **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 **Sri Lanka National Bibliography** ,2015 **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 **The Civil service year book and official calendar** ,1892 [The DevOps Handbook](#) Gene Kim,Jez Humble,Patrick Debois,John Willis,Nicole Forsgren,2021-11-30 This award winning and bestselling business handbook for digital transformation is now

fully updated and expanded with the latest research and new case studies The DevOps Handbook remains a must read for any organization seeking to scale up its IT capability and expand DevOps practices across multiple departments or lines of business Mike Perrow TechBeacon For years The DevOps Handbook has been the definitive guide for taking the successes laid out in the bestselling The Phoenix Project and applying them in any organization Now with this fully updated and expanded edition it s time to take DevOps out of the IT department and apply it across the full business Technology is now at the core of every company no matter the business model or product The theories and practices laid out in The DevOps Handbook are tools to be used by anyone from across the organization to create joy and succeed in the marketplace The second edition features 15 new case studies including stories from Adidas American Airlines Fannie Mae Target and the US Air Force In addition renowned researcher and coauthor of Accelerate Dr Nicole Forsgren provides her insights through new and updated material and research With over 100 pages of new content throughout the book this expanded edition is a must read for anyone who works with technology The DevOps Handbook is a practical roadmap to improving IT in any organization It s also the most valuable book on software development I ve read in the past 10 years Adam Hawkins software developer and host of the podcast SmallBatches

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