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 $x^{\frac{2}{3}} = 4$ (3)

1.1.6 $2^{2x} - 4^{x-2} = 12$ (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)

[31]

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: $g(x) = \dfrac{x^2 - 2x + 1}{x - x}$

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 $\dfrac{2x}{x+2} < 6$. Graphically represent your answer. (5)

2.4 Simplify and leave an answer with positive exponents only:

$$\sqrt[4]{\dfrac{y^3 \cdot y^{x+1}}{2^{5x+2}}}$$ (4)

2.5 Without solving the equation, determine the nature of the roots of: $4x^2 = 2x + 1$ (5)

[24]

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_1. (2)

3.2 Given the quadratic series: $-128; -94; -46; -26; \ldots$

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 $T_n = -4x^2 + 56x - 188$, 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)

[24]

QUESTION 4

Given: $f(x) = \dfrac{-3}{x+2} - 1$ and $g(x) = -a^x$. 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)

[9]

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Jill Adler,Anna Sfard

Maths Exam Nevember 2014 Grd11:

[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 perenial 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 [Neuroscience, Learning and Educational Psychology](#) María Jesús Luque Rojas,Eduardo Blanco Calvo,María Teresa Martín-Aragoneses,2022-08-25 *Press Summary - Illinois Information Service* Illinois Information Service,2003-11-03

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