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 $3x^2 - 4xy + y^2 = 0$ (6)

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 $x = -3 \pm 2\sqrt{7}$ are the roots of a quadratic function, $f(x)$, of which the y-intercept is 4. Determine $f(x)$. (5)

2.2 Given: $g(x) = \frac{x^2 - 2x + 1}{x - x}$

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: $\frac{2x}{x+3} < 6$. Graphically represent your answer. (5)

2.4 Simplify and leave an answer with positive exponents only:

$\sqrt{\dfrac{y^4 \cdot y^{n+1}}{2^{2n+2}}}$ (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: $-128; -94; -48; -28; \ldots$

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 $T_n = -4x^2 + 56x - 180$, 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)

[24]

QUESTION 4

Given: $f(x) = \frac{-3}{x+4} - 1$ 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]

Mathematics Exampler Grade11 November 2014

Jeannie Oakes,Martin Lipton,Lauren Anderson,Jamy Stillman

Mathematics Exampler Grade11 November 2014:

The Cognition of Sequences Snehlata Jaswal,2018-01-24 It is impossible to perceive the innumerable stimuli impinging on our senses all at once Out of the myriad stimuli external and internal a few are selected for further processing and even among these we try to put each in some sort of relation with the others to be able to make some sense about them all Time of course is an elementary dimension we use to organize our experiences Thus the perception of sequences is basic to human cognition Nevertheless research addressing sequences is rather sparse Partly this is due to difficulty in designing experiments in this area due to huge individual differences Then there is the assumption that temporal order has more to do with memory than perception Another problem is that sequences seem endemic to the auditory world So much so that some researchers have suggested that sound provides the auditory scaffolding for sequencing behavior Little wonder that research studies addressing sequences in modalities other than audition are extremely rare This research topic aimed to gather a holistic picture of sequencing behaviour among humans by collecting snapshots of the current research on the topic of sequencing We particularly sought contributions which addressed sequences beyond the auditory modality The single unifying criteria for these diverse contributions was that they shed new light on previously unexplored empirical relationships and or provoked new lines of research with incisive ideas regarding sequencing behavior Seasoned researchers contributed their views on perception memory and production of sequences *Why Do English Learners Struggle With Reading?* John J. Hoover,Leonard M. Baca,Janette K. Klingner,2016-03-22 Make the right instructional and eligibility decisions to help your English Learners Do your students reading difficulties reflect language acquisition issues or a learning disability Now in an updated second edition this essential guide helps educators make informed accurate choices about strategies and services to support English Learners Developed for general and special education teachers and service providers this trusted resource offers a variety of research based best practices and includes Nine common misconceptions that can lead to wrongful placement of students in special education Theories of second language acquisition Select evidence based methods for teaching reading to students learning English Issues to consider and techniques to use when assessing students for special education and making data based decisions Role of cultural influences in reading instruction Expanded coverage of multi tiered system of supports MTSS Readers will find helpful vignettes checklists and suggestions that support outstanding teaching practices and appropriate effective use of assessment and referrals This book provides a wealth of information on ELs within the RTI process The authors provide a number of practical checklists that can be used by any school district Very few books address the topic as well as this one does Jennifer Urbach Associate Professor University of Northern Colorado *Teaching to Change the World* Jeannie Oakes,Martin Lipton,Lauren Anderson,Jamy Stillman,2018-01-29 Teaching to Change the World is an up to the moment engaging social justice oriented introduction to education and teaching and the challenges and opportunities they present Both foundational and practical the chapters are

organized around conventional topics but in a way that consistently integrates a coherent story that explains why schools are as they are Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them This thoroughly revised fifth edition remains a vital introduction to the profession for a new generation of teachers who seek to become purposeful knowledgeable practitioners in our ever changing educational landscape for those teachers who see the potential for education to change the world Features and Updates of the New Edition Fully updated Chapter 1 The U S Schooling Dilemma reflects our current state of education after the 2016 U S presidential election First person observations from teachers including first year teachers continue to offer vivid authentic pictures of what teaching to change the world means and involves Additional coverage of the ongoing effects of Common Core highlights the heated public discourse around teaching and teachers and charter schools Attention to diversity and inclusion is treated as integral to all chapters woven throughout rather than tacked on as separate units Digging Deeper resources on the new companion website include concrete resources that current and future teachers can use in their classrooms Tools for Critique provides instructors and students questions prompts and activities aimed at encouraging classroom discussion and particularly engaging those students least familiar with the central tenets of social justice education

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