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 $(2x - 3)(x + 5) = 0$ (3)

1.1.3 $x = \sqrt{x - 1} + 3$ (4)

1.1.4 $\cos x + 30 = -20$ (4)

1.1.5 $x^2 = 8$ (5)

1.1.6 $2^x - 4^{x+1} = 32$ (4)

1.2 Simultaneously solve x and y:
$2x - y = 3$ and $3x^2 - 4xy + y^2 = 4$ (5)

1.3 Solve the following inequalities:

1.3.1 $x^2 + 5x - 6 > 0$ (3)

1.3.2 $-5(x + 1)(x - 2) < 0$ (3)

[34]

QUESTION 2

2.1 $x = -3$ and $x = 2$ are the roots of a quadratic function, $f(x)$, of which the y-intercept is 4. Determine $f(x)$. (5)

2.2 Given $g(x) = \dfrac{x + 1}{x}$

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 for x: $\dfrac{x}{x - 1} < 1$. Graphically represent your answer. (5)

2.4 Simplify and leave an answer with positive exponents only:

$$\dfrac{\sqrt[3]{27 \cdot x^{n+1}}}{\sqrt[3]{729^n}}$$ (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 $3x - 2; x + 6; 2x + 3$

3.1.1 Determine the value of x. (2)

3.1.2 Determine the numerical value of T_1. (2)

3.2 Given the quadratic series $-1(3); -6; -9; -20; ...$

3.2.1 Determine the next two terms of the series. (2)

3.2.2 Determine T_n, the general term of the pattern. (3)

3.2.3 Given that $T_n = -4n^2 + 5n - 10$, determine the largest possible numerical value for T_n. (4)

3.3 Given $T_n = 13 - 3n$:

3.3.1 Which term of the series would be equal to -176? (3)

3.3.2 Determine the numerical value for the 19th 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, squares 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: $f(x) = \dfrac{-3}{x} - 1$ and $g(x) = -x^2$. The point $(1; -5)$ lies on g.

4.1 Determine the value of a. (2)

4.2 Draw a neat sketch of the two graphs on the same axes. Show all intercepts with the axes and asymptotes clearly. (5)

4.3 Determine the axis of symmetry of f that has a positive gradient. (2)

[24]

Grade 11 Maths Paper 1 November 2013

Raymond J. Stone,Anne Cox,Mihajla Gavin,Joseph Carpini

Grade 11 Maths Paper 1 November 2013:

Independent Schools Yearbook 2012-2013 none,2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA The Society of Heads IAPS ISA and COBIS   Human Resource Management, 11th Edition Raymond J. Stone,Anne Cox,Mihajla Gavin,Joseph Carpini,2024-06-04 The new edition of Raymond Stone s Human Resource Management is an AHRI endorsed title that has evolved into a modern relevant and practical resource for first year HRM students This concise 15 chapter textbook gives your students the best chance of transitioning successfully into their future profession by giving them relatable professional insights and encouragement to exercise their skills in authentic workplace scenarios   *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   **Psychology and Mathematics Education** Gila Hanna,Laura Macchi,Karin Binder,Laura Martignon,Katharina Loibl,2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved

or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program In Simon s bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content free norms of coherence e g transitivity   **Preschool Geometry** Esther Levenson,Dina Tirosh,Pessia Tsamir,2012-01-01 Recently the issue of early childhood mathematics has come to the fore and with it the importance of teaching geometrical concepts and reasoning from a young age Geometry is a key domain mentioned in many national curricula and may also support the learning of other mathematical topics such as number and patterns This book is based on the rich experience research and practice of the authors and is devoted entirely to the learning and teaching of geometry in preschool The first part of the book is dedicated to children s geometrical thinking building concept images in line with concept definitions and the dilemmas that arise in the process The second part focuses on geometrical tasks and their role in developing and assessing geometrical reasoning The third part focuses on teaching geometry to young children Each of the three parts is structured in a similar manner beginning with general theory and research continuing with specific examples related to those theories and moving on to elements of actual practice Written in a meaningful yet enjoyable manner any person who has an interest in the mathematics education of preschool children be it parents caregivers teachers teacher educators and researchers will find this book relevant   **Parliamentary Debates (Hansard).** Great Britain. Parliament. House of Commons,2012   New Frontiers for College Education Jim Gallacher,Fiona Reeve,2018-08-06 The college sector is facing a growing number of new challenges caused by technological change globalisation and the growth of mass higher education New Frontiers for College Education considers the impact these changes have had and explores the developing role of college education in countries throughout the world Whilst analysing the issues associated with providing high quality vocational education and training the book also reflects on the role of colleges in widening access to both further and higher education Drawing together contributions from leading international academics policymakers and practitioners the book explores common themes across these diverse societies as well as some of the key challenges experienced within individual countries It considers the distinctive contributions that colleges can make in responding to these challenges through apprenticeships and other types of vocational education and training Contributors discuss the growing emphasis on creating more integrated systems of tertiary education recognising that colleges and universities are now expected to work more closely together and that these diverse demands can be difficult to reconcile Providing an authoritative and timely analysis of the changing role of colleges in contemporary society this book will be of great interest to academics researchers and postgraduate students in the areas of further and

higher education vocational education and training lifelong learning and skills development It should also be essential reading for policymakers as well as practitioners working in colleges and other institutions of higher and further education

The Continuing Study of Newspaper Reading Advertising Research Foundation,1942   **Mathematics** ,2014   *OH MUD Rev. Math Grade 11 DPT Test 1 Single* Diane Miller,2009-01-01

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    - Chapter 2: Essential Elements of Grade 11 Maths Paper 1 November 2013
    - Chapter 3: Grade 11 Maths Paper 1 November 2013 in Everyday Life
    - Chapter 4: Grade 11 Maths Paper 1 November 2013 in Specific Contexts
    - Chapter 5: Conclusion

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Grade 11 Maths Paper 1 November 2013 Introduction

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