

**GRADE 12 MATHEMATICS
NOVEMBER EXAMINATION PAPER 1**

QUESTION 1

1.1 Solve for x

1.1.1 $x^2 - 9x + 20 = 0$ (3)

1.1.2 $x(x + 3) - 1 = 0$ (correct to 2 decimal points) (3)

1.1.3 $x^2 + 7x < 0$ (3)

1.1.4 $2x^{\frac{2}{3}} = 64$ (4)

1.2 Solve simultaneously for x and y if:

$2x - y = 8$, and
 $x^2 - xy + y^2 = 19$ (7)

1.3 Solve the expression below without the use of a calculator:

$$\frac{\sqrt[3]{4} + \sqrt[3]{2}}{\sqrt[3]{16}}$$
 (4)

QUESTION 2

2.1 The terms p , $(2p + 2)$, $(5p + 3)$ form an arithmetic sequence.

Determine:

2.1.1 The value of p . (4)

2.1.2 The rule in the form of $a_n = a + (n - 1)d$. (2)

2.1.3 The 15th term of the sequence. (4)

2.2 x , y , 81 is a geometric sequence.
And $y = 2x - 5$
All terms in the sequences are integers.
Calculate the values of x and y . (10)

[24]

QUESTION 3

Given the sequence 2, 8, 10, 14,

3.1 What type of sequence is this? Justify your answer by calculation. (2)

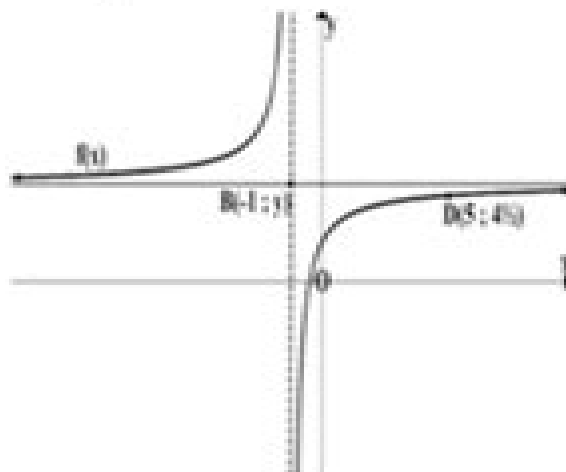
3.2 Calculate T_{10} . (3)

3.3 Which term has a value of 322? (3)

3.4 Determine by calculation if 1204 is a term in the sequence? (4) [12]

QUESTION 4

The sketch below shows the graph of $f(x) = \frac{-1}{x+5} + q$. The asymptotes of f intersects at $B(-1; y)$. The Point $D(5; 4)$ is a point on the graph.



4.1 Determine the value of p . (1)

4.2 Prove that $q = 5$. (2)

4.3 Calculate the x -intercept of f . (2)

4.4 Determine the equation of the vertical asymptote of h if $h(x) = f(x + 4)$. (2)

4.5 One of the symmetry axes of f is an increasing function. Determine the equation of the symmetry axis. (3)

4.6 Give the values x for $f(x) \geq x + 6$. (2)

4.7 Determine the equation of g , the reflection of f in the x -axis and move two units to the right. (3) [15]

Mathematics 2013 November Paper 1

Huangqi Zhang



Mathematics 2013 November Paper 1:

Early mathematics counts Yasmin A Sitabkhan, Linda Platas, 2018-07-23 This occasional paper examines common instructional strategies in early grade mathematics interventions through a review of studies in classrooms in low and middle income countries Twenty four studies met the criteria for inclusion and analyses reveal four sets of instructional strategies for which there is evidence from multiple contexts Of the 24 studies 16 involved the use of multiple representations 10 involved the use of developmental progressions 6 included supporting student use of explanation and justification and 5 included integration of informal mathematics Based on the review we provide conclusions and recommendations for future research and policy

Neutrosophic Sets and Systems, Vol. I Florentin Smarandache, Mumtaz Ali, This volume is a collection of ten papers written by different authors and co authors listed in the order of the papers F Smarandache Jun Ye M Shabir M Ali M Naz F Yuhua A A Salama S Vladutescu Y Guo A Sengur S Broumi P Chi and P Liu In first paper the author proposed Neutrosophic Measure and neutrosophic Integral Another Form of Correlation Coefficient between Single Valued Neutrosophic Sets and Multiple Attribute Decision Making Method is proposed in the second paper Soft Neutrosophic Group is studied in third paper In fourth paper Neutrosophic Example in Physics is discussed Similarly in fifth paper Filters via Neutrosophic Crisp Sets are discussed In paper six Communication vs Information an Axiomatic Neutrosophic Solution is presented by the authors A Novel Image Segmentation Algorithm Based on Neutrosophic Filtering and Level Set is given in seventh paper Paper eight is about to Neutrosophic Crisp Points and Neutrosophic Crisp Ideals In the next paper Several Similarity Measures of Neutrosophic Sets are discussed The authors introduced An Extended TOPSIS Method for the Multiple Attribute Decision Making Problems Based on Interval Neutrosophic Sets in the last paper

Collected Papers, Volume XIV Florentin Smarandache, 2022-11-01 This fourteenth volume of Collected Papers is an eclectic tome of 87 papers in Neutrosophics and other fields such as mathematics fuzzy sets intuitionistic fuzzy sets picture fuzzy sets information fusion robotics statistics or extenics comprising 936 pages published between 2008 2022 in different scientific journals or currently in press by the author alone or in collaboration with the following 99 co authors alphabetically ordered from 26 countries Ahmed B Al Nafee Adesina Abdul Akeem Agboola Akbar Rezaei Shariful Alam Marina Alonso Fran Andujar Toshinori Asai Assia Bakali Azmat Hussain Daniela Baran Bijan Davvaz Bilal Hadjadji Carlos D az Bohorquez Robert N Boyd M Caldas Cenap zel Pankaj Chauhan Victor Christianto Salvador Coll Shyamal Dalapati Irfan Deli Balasubramanian Elavarasan Fahad Alsharari Yonfei Feng Daniela G fu Rafael Rojas Gualdr n Haipeng Wang Hemant Kumar Gianey Noel Batista Hern ndez Abdel Nasser Hussein Ibrahim M Hezam Ilanthenral Kandasamy W B Vasantha Kandasamy Muthusamy Karthika Nour Eldeen M Khalifa Madad Khan Kifayat Ullah Valeri Kroumov Tapan Kumar Roy Deepesh Kunwar Le Thi Nhung Pedro L pez Mai Mohamed Manh Van Vu Miguel A Quiroz Mart nez Marcel Migdalovici Kritika Mishra Mohamed Abdel Basset Mohamed Talea Mohammad Hamidi Mohammed Alshumrani Mohamed Loey Muhammad Akram Muhammad Shabir Mumtaz Ali Nassim

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Contributing Factors to TIMSS 2011 Eighth Graders' Science Achievement: A Comparison between Malaysia and Singapore Lay Yoon Fah, Ng Khar Thoe, Suma Parahakaran, 2020-05-03 Trends in International Mathematics and Science Study TIMSS is one of the projects of the International Association for the Evaluation of Educational Achievement IEA located at Amsterdam The Netherlands and Hamburg Germany IEA is an independent cooperative of national educational research institutions and governmental research agencies dedicated to improving education TIMSS is conducted regularly for every four years to assess students achievement in science and mathematics at both the fourth and eighth grades The project is dedicated to providing participating countries with information to improve teaching and learning in science and mathematics This book is written especially for the interest of undergraduate students postgraduate students and educators of science education who wish to know more about the contributing factors to Grade 8 students science achievement in TIMSS This book is also resourceful for individuals who are involved directly or indirectly in the administration and implementation of TIMSS at the national state district and school levels This book consists of seven chapters The first chapter gives a brief introduction to TIMSS which includes the TIMSS curriculum model and TIMSS science assessment frameworks The subsequent chapters compare the contribution of various factors i e home environment support school resources school climate teacher preparation and classroom instructions on Malaysian and Singaporean Grade 8 students science achievement in TIMSS 2011 Last but not least recommendations on ways to improve Malaysian Grade 8 students science achievement in the forthcoming TIMSS are suggested based on the experiences of the Singaporean education system

How the Brain Learns Mathematics David A. Sousa, 2014-11-13 To reach all your math students use your brain and theirs too This updated bestseller takes readers to the next level with new brain friendly strategies backed by the latest research and even more ways to seamlessly incorporate what you learn about your students developing minds into your math classroom Discover the cognitive mechanisms for learning math explore factors that contribute to learning difficulties and follow a four step teaching model that relates classroom experience to real world applications Features include New strategies for motivating adolescents Integration of the arts into mathematics instruction New information on how technology affects attention and memory Expanded sections on number sense and ELL instruction More than 160 new references

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use classroom resource provides a series of lessons templates and exemplars for practical classroom application and will help teachers understand the content standards and the mathematical practice standards in order to develop meaningful mathematics lessons This book primarily focuses on teachers procedural knowledge of standards implementation as they apply the information and resources presented in this book Mathematical rigor in the classroom for students includes lessons that target conceptual knowledge procedural knowledge factual knowledge meta cognitive knowledge and the application of this knowledge in context It also includes opportunities for teachers to develop all three dimensions of rigor as it applies to the Common Core **Bringing the Common Core Math Standards to Life** Yvelyne Germain-McCarthy,Ivan

Gill,2014-11-20 As high school math teachers shift to the Common Core State Standards the question remains What do the standards actually look like in the classroom This book answers that question by taking you inside of real Common Core classrooms across the country You ll see how exemplary teachers are meeting the new requirements and engaging students in math Through these detailed examples of effective instruction you will uncover how to bring the standards to life in your own classroom Special Features A clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Real examples of how exemplary teachers are using engaging strategies and tasks to teach algebra geometry trigonometry statistics mathematics across the curriculum and more A detailed analysis of each example to help you understand why it is effective and how you can try it with your own students Practical ready to use tools you can take back to your classroom including unit plans and classroom handouts **Mathematical Mindsets** Jo Boaler,2022-02-15

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

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Neutrosophic Sets and Systems, Vol. V Florentin

Smarandache, Mumtaz Ali, This book is a collection of nine papers contributed by different authors and co authors listed in the order of the papers A A Salama O M Khaled K M Mahfouz M Ali F Smarandache M Shabir L Vladareanu S Broumi K Mondal S Pramanik I Arockiarani I R Sumathi M Eisa and I Deli In first paper the authors studied Neutrosophic Correlation and Simple Linear Regression The Generalization of Neutrosophic Rings and Neutrosophic Fields is proposed in the second paper Cosine Similarity Measure of Interval Valued Neutrosophic Sets is studied in third paper In fourth paper A Study on Problems of Hijras in West Bengal Based on Neutrosophic Cognitive Maps is introduced Similarly in fifth paper Neutrosophic Crisp Set Theory is discussed In paper six Interval Valued Fuzzy Neutrosophic Soft Structure Spaces are presented by the authors Soft Neutrosophic Bi LA Semigroup and Soft Neutrosophic N LA Semigroup is given in seventh paper Introduction to Image Processing via Neutrosophic Technique is given in paper eight In the last paper Neutrosophic Soft Multi Set Theory and Its Decision Making is presented by the authors

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