



**GRADE 11 MATHEMATICS
NOVEMBER EXAMINATION PAPER 1**

QUESTION 1

- 1.1 Solve for x :
- 1.1.1 $x^2 + 3x - 4 = 0$ (2)
- 1.1.2 $3x + 10x + 5 = 0$ (2)
- 1.1.3 $x = \sqrt{27} - 2$ (2)
- 1.1.4 $\log x + 2\log x = 10$ (2)
- 1.1.5 $x^2 = 9$ (2)
- 1.1.6 $2^{3x} + 4^{3x} = 32$ (2)
- 1.2 Simultaneously solve x and y :
 $x + y = 4$ and $3x^2 - 4xy + y^2 = 0$ (5)
- 1.3 Solve the following inequalities:
- 1.3.1 $x^2 + 3x - 4 < 0$ (2)
- 1.3.2 $-8x + 5 > (x - 2) < 0$ (2)

QUESTION 2

- 2.1 $x = -0.4 \pm 0.2\sqrt{2}$ are the roots of a quadratic function, $f(x)$, of which the y-intercept is 4. Determine $f(x)$. (5)
- 2.2 Given $g(x) = \frac{2x^2 + 1}{x - 1}$
- 2.2.1 For what values of x will $g(x)$ be undefined? (2)
- 2.2.2 Explain why $g(x)$ will never equal zero. (Show all your calculations.) (2)
- 2.3 Solve $x + 2\sqrt{x} + 1 < 0$. Graphically represent your answer. (5)

- 2.4 Simplify and leave an answer with positive exponents only:

$$\frac{x^2 - 4}{x^2 + 2x - 3} \div \frac{x^2 + 3x - 4}{x^2 - 5x + 6}$$
 (5)
- 2.5 Without solving the equation, determine the nature of the roots of $4x^2 + 3x + 1$. (5)

QUESTION 3

- 3.1 The first three terms of a linear series is given as: $1x - 2$, $x + 5$, $3x + 2$
- 3.1.1 Determine the value of x . (2)
- 3.1.2 Determine the numerical value of T_5 . (2)
- 3.2 Given the quadratic series: $-1, 20, -40, 40, -20, \dots$
- 3.2.1 Determine the next two terms of the series. (2)
- 3.2.2 Determine T_n , the general term of the pattern. (2)
- 3.2.3 Given that $T_n = -4n^2 + 16n - 10$, determine the largest possible numerical value for T_n . (2)
- 3.3 Given $T_n = 12 - 3n$:
- 3.3.1 Which term in the series would be equal to -178 ? (2)
- 3.3.2 Determine the numerical value for the 17th 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 subtracts the pattern number increased by one he will get the general formula.
- John says he can derive the general formula for the number of dots by taking the number of columns in each pattern and multiplying it by the number of rows.
- Who is correct between James and John? Show your answer. (5)

QUESTION 4

- Given $f(x) = \frac{1}{x^2} + 1$ and $g(x) = -x^2$. The point $(3, -5)$ lies on g .
- 4.1 Determine the value of x . (2)
- 4.2 Draw a neat sketch of the two graphs on the same sets. Show all intercepts with the axes and asymptotes clearly. (5)
- 4.3 Determine the sets of intervals of $f(x)$ that has a positive gradient. (2)

Mathematics Memorandum Paper 2012 Grade 1

Nic Spaull, Jonathan D. Jansen



Mathematics Memorandum Paper 2012 Grade 1:

The Complete Book of Colleges, 2012 Edition Princeton Review (Firm), 2011-08-15 Presents a comprehensive guide to 1 571 colleges and universities and includes information on academic programs admissions requirements tuition costs housing financial aid campus life organizations athletic programs and student services

South African Schooling: The Enigma of Inequality Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

From GCSEs to EBCs Great Britain. Parliament. House of Commons. Education Committee, 2013 The Government's plans for replacing GCSEs with new English Baccalaureate Certificates in some subjects is trying to do too much too fast Introducing several fundamental changes at the same time and to a tight timetable will jeopardise the quality of the reforms and may threaten the stability of the wider exam system GCSEs need significant improvements in order to restore public confidence in the exam system but the Government still needs to make the case that the GCSE brand is so discredited that it is beyond repair MPs are also

concerned about the impact of the changes on subjects outside the English Baccalaureate where students will be taking GCSEs for some time to come according to the Government's plans. The report also questions how well the Government's proposals will serve lower attaining pupils who are often the most disadvantaged. There is no evidence that the proposed changes will help to tackle under achievement or narrow the attainment gap between the richest and poorest students any more effectively than GCSEs. The Government is also called upon to re-think its plans for a Statement of Achievement specifically for lower attaining pupils. MPs agree that changes are needed to the way in which exams are run but they raise serious concerns about franchising subjects to exam boards. The report is critical of the Government's decision to abolish some GCSEs before publishing the outcomes of the National Curriculum Review and its proposed changes to the school accountability system. MPs also note the wide ranging stakeholder opposition to many of the Government's proposals.

The Arab Spring Five Years Later Hafez Ghanem, 2015-12-29 Volume 1 of The Arab Spring Five Years Later is based on extensive research conducted by scholars from a variety of backgrounds including many associated with the Japan International Cooperation Agency (JICA). The original research papers are gathered in volume 2 and are available for readers who wish to go even further in understanding the economic background of the Arab Spring. Papers examine women's issues and agricultural practices in Morocco, urban transportation, small enterprises, governance and inclusive planning in Egypt, reconstruction in Iraq, youth employment in Tunisia, education in Yemen and more. In addition to Hafez Ghanem, contributors include Mongi Boughzala, University of Tunis El Manar, Tunisia; Mohamed Tlili, Hamdi University of Sfax, Tunisia; Yuriko Kameyama, JICA; Hideki Matsunaga, JICA; Mayada Magdy, JICA; Yuko Morikawa, JICA; Akira Murata, JICA; Kei Sakamoto, JICA; Seiki Tanaka, JICA; Masanori Yoshikawa, JICA; and Takako Yuki, JICA.

PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematic and Financial Literacy OECD, 2016-04-19 What is important for citizens to know and be able to do? The OECD Programme for International Student Assessment (PISA) seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills.

PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving OECD, 2017-08-31 What is important for citizens to know and be able to do? The OECD Programme for International Student Assessment (PISA) seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills.

Handbook of Test Development Suzanne Lane, Mark R. Raymond, Thomas M. Haladyna, 2015-10-08 The second edition of the *Handbook of Test Development* provides graduate students and professionals with an up-to-date research-oriented guide to the latest developments in the field. Including thirty-two chapters by well-known scholars and practitioners, it is divided into five sections covering the foundations of test development, content definition, item development, test design and form assembly, and the processes of test administration, documentation and evaluation. Keenly aware of developments in the field since the publication of the first edition, including changes in technology, the evolution of

psychometric theory and the increased demands for effective tests via educational policy the editors of this edition include new chapters on assessing noncognitive skills measuring growth and learning progressions automated item generation and test assembly and computerized scoring of constructed responses The volume also includes expanded coverage of performance testing validity fairness and numerous other topics Edited by Suzanne Lane Mark R Raymond and Thomas M Haladyna The Handbook of Test Development 2nd edition is based on the revised Standards for Educational and Psychological Testing and is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups

Paperbound Books in Print ,1992 *System Recall* Alma Harris,Michelle S. Jones,2019-10-17 This book argues that much of what passes as contemporary educational reform in education is faulty and damaging It argues that it is time for a system recall and a need to look at what matters most in the pursuit of educational goals The book focuses on what we know about contemporary educational improvement transformation and change It will provide insights into what strategies work long term to build the capacity for principled change at the school and system level The book will consider what leaders can do to secure principled school and system improvement which fully embraces diversity equity and equality It will also dispel some myths about reform at scale and challenge some prevailing ideas about educational change that it will be posited are not helping many young people to reach their potential The main argument of the book is that too many school and system improvement initiatives have not paid sufficient attention to equity issues in their pursuit of ever higher achievement and that the net effect of large scale international assessments have been to distract policy makers in ways that have not always benefitted young people The book will use system examples to underpin and exemplify six core ways of rebotting the system and generating progress for all It will highlight the implications for school and system leaders

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[image detection and tracking on a video using matlab](#) - Jan 28 2022

web may 20 2014 the objective is to plot a red point in the center of moving rectangle part of the pendulum and to plot a line along the black stick calculating its angle for every frame i have handled the video frame by frame then i have used object detection in a cluttered scene using point feature matching

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web perform classification object detection transfer learning using convolutional neural networks cnns or convnets create customized detectors object detection is a computer vision technique for locating instances of objects in images or videos

object detection algorithms typically leverage machine learning or deep learning to produce

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commented image analyst on 5 aug 2020

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web jan 29 2021 presented here is a simple guide in plain language for understanding and implementing matlab s motion based multiple object tracking algorithm so that you can detect and track moving objects in your own videos the algorithm is tested on a video where a scenario was staged and recorded from a hovering drone

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web multiple object tracking tracking is the process of locating a moving object or multiple objects over time in a video stream unlike object detection which is the process of locating an object of interest in a single frame tracking associates detections of an object across multiple frames

zhouyifan233 movingobjdetector wami matlab github - Oct 05 2022

web moving object detection in wide area motion imagery matlab version moving object detection vehicles for wami images this code is the implementation for our paper detecting and tracking small moving objects in wide area motion imagery wami using convolutional neural networks cnns which has been accepted in 22nd

computer vision with matlab for object detection and tracking - Dec 07 2022

web jan 29 2013 track single objects with the kanade lucas tomasi klt point tracking algorithm perform kalman filtering to predict the location of a moving object implement a motion based multiple object tracking system this webinar assumes some experience with matlab and image processing toolbox we will focus on the computer vision

motion based multiple object tracking matlab simulink - Aug 15 2023

web the problem of motion based object tracking can be divided into two parts detecting moving objects in each frame associating the detections corresponding to the same object over time the detection of moving objects uses a background subtraction algorithm based on gaussian mixture models

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web this toolbox includes motion estimation algorithms such as optical flow block matching and template matching these algorithms create motion vectors which can relate to the whole image blocks arbitrary patches or individual pixels

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web jul 10 2015 answers 1 there are many different ways to detect and track moving objects kalman filter does assume either a constant velocity or a constant acceleration motion model however it also assumes system noise which is a way to account for the fact that the actual motion of an object does not exactly fit your model

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web object tracking consists of assigning a unique id to detected objects and tracking their movement across point cloud frames lidar toolbox includes detection and tracking workflows for vehicles road lanes and curbs

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web moving object detection and motion based tracking are important components of automated driver assistance systems such as adaptive cruise control automatic emergency braking and autonomous driving you can divide motion based object tracking into two parts detecting moving objects in each frame tracking the moving objects from