

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 $x(x + 18) > -25$ (4)
- 1.1.5 $x^{\frac{1}{2}} = 4$ (3)
- 1.1.6 $2^{2x} - 2^{x+1} = 12$ (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)
- [P1]**

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: $g(x) = \frac{x^2 - 2x + 1}{x - 1}$
- 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: $\frac{2-x}{x+1} < 0$. Graphically represent your answer. (5)

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

$$\frac{\sqrt[3]{x^2 y^{2x+1}}}{\sqrt[3]{x^{2x+1} y}}$$

(4)

- 2.5 Without solving the equation, determine the nature of the roots of: $4x^2 = 2x + 1$. (5)
- [P4]**

QUESTION 3

- 3.1 The first three terms of a linear series, is given as: $3x - 2$, $x + 1$, $2x + 5$
- 3.1.1 Determine the value of x . (3)
- 3.1.2 Determine the numerical value of T_5 . (2)
- 3.2 Given the quadratic series: $-120, -94, -68, -20, \dots$
- 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 $T_n = -4n^2 + 56n - 180$, 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 -17 ? (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)
- [P4]**

QUESTION 4

Given: $f(x) = \frac{x^2}{x+1} - 1$ and $g(x) = -x^2$. The point $(1, -3)$ lies on g .

- 4.1 Determine the value of x . (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)
- [P]**

Grade11 Mathematics Final Exam Revision Paper1 2014

Raffaela Di Napoli



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Methodologies and Intelligent Systems for Technology Enhanced Learning, 9th International Conference, Workshops Elvira Popescu, Ana Belén Gil, Loreto Lancia, Luigia Simona Sica, Anna Mavroudi, 2019-06-24 This book is based on the 9th International Conference in Methodologies and Intelligent Systems for Technology Enhanced Learning which was hosted by the University of Salamanca and held in Vila de la Gata, Spain from 26th to 28th June 2019. Expanding on the topics of the evidence-based TEL workshops series, it provides an open forum for discussing intelligent technologies for learning. In particular, it discusses recommendation mechanisms that enable us to tailor learning to different contexts and people, e.g., by considering their personality and learning analytics that help augment learning opportunities, e.g., by supporting the adaptation of the learning material. In addition to technologies, it covers methods from different fields such as educational psychology or medicine and from diverse communities, co-working with people such as making communities and participatory design communities to help create novel TEL opportunities. Further, it describes the use of methods and technologies to investigate and enhance learning for fragile users like children, the elderly, and those with special needs. We thank the sponsors: IEEE Systems, Man, and Cybernetics Society Spain Section Chapter and the IEEE Spain Section Technical Co-Sponsor IBM, Indra, Viewnext, Global Exchange, AEPIA, APPIA, and AIR Institute. [Innovative Approaches in Early Childhood Mathematics](#)

Oliver Thiel, Bob Perry, 2020-07-29 The chapters in this book investigate and reflect on many of the issues and challenges raised by the current trends and tensions in early childhood mathematics education. They emanate from seven countries: Australia, Northern Ireland, Norway, Portugal, Spain, Sweden, and Switzerland. Ever since Freinet invented the kindergarten, mathematics has been a part of early childhood pedagogy. Mathematics is an important part of children's daily life, which helps them to understand the world around them. Nowadays, early childhood mathematics is in the international spotlight. Partly, this is the result of myriad studies that seem to show that early childhood mathematics achievement is a strong predictor of success or otherwise in future school mathematics, other school subjects, and life itself. Another influence on early childhood mathematics education is the advent of the political and advocacy juggernaut known as STEM (Science, Technology, Engineering, and Mathematics). Early childhood mathematics education is important for children's present and future learning. This book provides a strong collection of current research for the consideration of all in the early childhood education field. It was originally published as a special issue of the *European Early Childhood Education Research Journal*.

Developing Historical Thinkers Bruce A. Lesh, 2023 This practical book addresses the consistent questions that were posed by secondary social studies teachers during professional learning sessions. In particular, it examines ways to break through the inclination and perception expressed by many teachers that "My kids cannot do that." Drawing on 22 years as a high school history teacher, 7 years as a state-level curriculum specialist, and extensive work with in-service teachers across the country, the author provides research-based guidance for engaging students in investigating the past. Lesh examines ways to develop effective questions that guide historical inquiry, how to utilize discussion in the classroom, and how to align

assessment to inquiry He also shows teachers how to incorporate difficult histories within an inquiry framework Each chapter uses a specific lesson framed by student work to illuminate approaches in real classroom scenarios Topics include The Pullman Strike of 1894 the Marcus Garvey question Dust Bowl Migrants Mao and Communist China the LGBTQ fight for rights and multiple lessons from World War I This follow up to the author s book Why Won t You Just Tell Us the Answer fills in gaps and expands tools and classroom examples to assist today s teachers Book Features Offers ways to promote teacher growth as it pertains to historical thinking Demonstrates how to align investigating the past with the needs of reluctant readers and students with special needs Provides lesson materials and instructional guidance Addresses how to teach difficult subjects such as LGBTQ history Aligns historical literacy with inquiry based instruction The Surveyor & Municipal & County Engineer ,1952 **Surveyor and Municipal and County Engineer** ,1951 *Bilum Books Phonics Activities for Papua New Guinea Grade 3 Student Book* E. Brown,J. Jackson,2015-10-05 Year 11 Preliminary Mathematics Lyn Baker,2003 This book has been specifically designed to help Year 11 students who roughly revise all topics in the Preliminary Mathematics course and prep are for their class tests half yearly and yearly exams Comprehensive revision in Year 11 will enable students to confidently progress into the HSC Mathematics course in Year 12 The book includes topics covering the complete Preliminary Year 11 Mathematics course almost 200 pages of practice exercises with topic tests for all chapters three sample examination papers answers to all questions **X-Factor Mathematics** ,2009 Bilum Books ADVANCED MATHEMATICS Grades 11&12 Past Exam Questions 3rd Edition Andrew Olesnicky,2022-05-16 **11+ Maths Revision Guide** Louise Martine,2016-06-24 Exam Board ISEB Level 11 Plus Subject Maths First Teaching September 2015 First Exam Autumn 2016 Secure the top marks in 11 plus independent school entrance exams and Pre Tests leading to a better chance at getting into the school of choice with this essential revision guide Complete coverage of the ISEB 11 Plus Maths syllabus and stretching extra content ensures that every topic is thoroughly revised ahead of the exams This book covers everything required for the 11 Plus Maths exam Prepares pupils for a wide range of independent school exams and pre tests with challenging extension material Consolidates revision with all the key information in one place Features helpful insight in to the exams with examples practical tips and advice Tests understanding and technique with timed levelled exam style questions Also available for 11 Plus Maths preparation 10 Minute Maths Tests Workbook Age 8 10 9781471829611 10 Minute Maths Tests Workbook Age 9 11 9781471829635 Mental Arithmetic Workbook Age 8 10 9781471829505 Mental Arithmetic Workbook Age 9 11 9781471829628 Revision Guides Workbooks and Practice Papers are also available for English Science Verbal Reasoning and Non Verbal Reasoning on www.galorepark.co.uk *Mathematics* ,2014 **Maths** , **Mathematics** Anne Eadie,Gretel Lampe,2012 Maths Gr. 11 Duard Le Roux,2024 **System maths** A. C. M. Seeliger,2016 **Bilum Books Exam Practice Guides Grade 10 MATHEMATICS** ,2016-02-01 A Mathematics revision book for use throughout Grades 9 10 in PNG Content is arranged in three sections 1 Questions from past exam papers for Gr

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Table of Contents Grade11 Mathematics Final Exam Revision Paper1 2014

1. Understanding the eBook Grade11 Mathematics Final Exam Revision Paper1 2014
 - The Rise of Digital Reading Grade11 Mathematics Final Exam Revision Paper1 2014
 - Advantages of eBooks Over Traditional Books
2. Identifying Grade11 Mathematics Final Exam Revision Paper1 2014
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Grade11 Mathematics Final Exam Revision Paper1 2014
 - User-Friendly Interface
4. Exploring eBook Recommendations from Grade11 Mathematics Final Exam Revision Paper1 2014
 - Personalized Recommendations
 - Grade11 Mathematics Final Exam Revision Paper1 2014 User Reviews and Ratings
 - Grade11 Mathematics Final Exam Revision Paper1 2014 and Bestseller Lists
5. Accessing Grade11 Mathematics Final Exam Revision Paper1 2014 Free and Paid eBooks
 - Grade11 Mathematics Final Exam Revision Paper1 2014 Public Domain eBooks
 - Grade11 Mathematics Final Exam Revision Paper1 2014 eBook Subscription Services
 - Grade11 Mathematics Final Exam Revision Paper1 2014 Budget-Friendly Options
6. Navigating Grade11 Mathematics Final Exam Revision Paper1 2014 eBook Formats
 - ePub, PDF, MOBI, and More
 - Grade11 Mathematics Final Exam Revision Paper1 2014 Compatibility with Devices
 - Grade11 Mathematics Final Exam Revision Paper1 2014 Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Grade11 Mathematics Final Exam Revision Paper1 2014
 - Highlighting and Note-Taking Grade11 Mathematics Final Exam Revision Paper1 2014
 - Interactive Elements Grade11 Mathematics Final Exam Revision Paper1 2014

8. Staying Engaged with Grade11 Mathematics Final Exam Revision Paper1 2014
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Grade11 Mathematics Final Exam Revision Paper1 2014
9. Balancing eBooks and Physical Books Grade11 Mathematics Final Exam Revision Paper1 2014
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Grade11 Mathematics Final Exam Revision Paper1 2014
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Grade11 Mathematics Final Exam Revision Paper1 2014
 - Setting Reading Goals Grade11 Mathematics Final Exam Revision Paper1 2014
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Grade11 Mathematics Final Exam Revision Paper1 2014
 - Fact-Checking eBook Content of Grade11 Mathematics Final Exam Revision Paper1 2014
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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