



**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  $-8x + 5 > 3x - 12 < 0$  (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  $x + 2\sqrt{x - 1} = 5$ . 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:  $-1(2) - 4(1) - 4(0) - 2(1) \dots$
- 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  $T_n = -4n^2 + 10n - 2$ , 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 17<sup>th</sup> 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 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? Show your answer. (5)

**QUESTION 4**

- Given  $f(x) = \frac{1}{x^2} + 1$  and  $g(x) = -x^2$ . The point  $A$  is  $(1, 2)$  lies on  $g$ .
- 4.1 Determine the value of  $a$ . (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)

# Mathslite Paper 1 November 2013

**Stephen Dinham, Russell Tytler, David  
Hoxley, Deborah Corrigan**



## **Mathslite Paper 1 November 2013:**

**Assessing Mathematical Literacy** Kaye Stacey, Ross Turner, 2014-11-03 This book describes the design development delivery and impact of the mathematics assessment for the OECD Programme for International Student Assessment PISA First the origins of PISA's concept of mathematical literacy are discussed highlighting the underlying themes of mathematics as preparation for life after school and mathematical modelling of the real world and clarifying PISA's position within this part of the mathematics education territory The PISA mathematics framework is introduced as a significant milestone in the development and dissemination of these ideas The underlying mathematical competencies on which mathematical literacy so strongly depends are described along with a scheme to use them in item creation and analysis The development and implementation of the PISA survey and the consequences for the outcomes are thoroughly discussed Different kinds of items for both paper based and computer based PISA surveys are exemplified by many publicly released items along with details of scoring The novel survey of the opportunity students have had to learn the mathematics promoted through PISA is explained The book concludes by surveying international impact It presents viewpoints of mathematics educators on how PISA and its constituent ideas and methods have influenced teaching and learning practices curriculum arrangements assessment practices and the educational debate more generally in fourteen countries Mathematical Intelligence Mubeen

Junaid, 2022-11-01 A fresh exploration into the human nature versus technology argument revealing an unexpected advantage that humans have over our future robot masters we're actually good at mathematics There's so much discussion about the threat posed by intelligent machines that it sometimes seems as though we should simply surrender to our robot overlords now But Junaid Mubeen isn't ready to throw in the towel just yet As far as he is concerned we have the creative edge over computers because of a remarkable system of thought that humans have developed over the millennia It's familiar to us all but often badly taught in schools and misrepresented in popular discourse math Computers are of course brilliant at totting up sums pattern seeking and performing mindless tasks of well computation For all things calculation machines reign supreme But Junaid identifies seven areas of intelligence where humans can retain a crucial edge And in exploring these areas he opens up a fascinating world where we can develop our uniquely human mathematical talents Just a few of the fascinating subjects covered in MATHEMATICAL INTELLIGENCE include Humans are endowed with a natural sense of numbers that is based on approximation rather than precise calculation Our in-built estimation skills complement the precision of computers Interpreting the real world depends on both What sets humans apart from other animals is language and abstraction We have an extraordinary ability to create powerful representations of knowledge more diverse than the binary language of computers Mathematics confers the most robust logical framework for establishing permanent truths Reasoning shields us from the dubious claims of pure pattern recognition systems All mathematical truths are derived from a starting set of assumptions or axioms Unlike computers humans have the freedom to break free of convention and examine

the logical consequences of our choices Mathematics rewards our imagination with fascinating and on occasion applicable concepts that originate from breaking the rules Computers can be tasked to solve a range of problems but which problems are worth the effort Questioning is as vital to our repertoire of thinking skills as problem solving itself

**Turning Points** Alisa Belzer, 2017-09-29 Milestones for adult basic education include It was first federally funded in 1964 The National Literacy Act passed in 1991 The Workforce Investment Act WIA of 1998 was enacted The field then remained relatively static until 2014 when a new version of the GED test was launched new content standards were developed new data on adult cognitive skills were released and the Workforce Innovation and Opportunity Act WIOA with its laser focus on employment and training was enacted This volume reviews where the field is in relation to these turning points and discusses where it could go Taking up critical discussions of the many recent and influential changes as well as topics of enduring interest this volume will be valuable to practitioners researchers and policy makers This is the 155th volume of the Jossey Bass series New Directions for Adult and Continuing Education Noted for its depth of coverage it explores issues of common interest to instructors administrators counselors and policymakers in a broad range of education settings such as colleges and universities extension programs businesses libraries and museums

The Intersection of International Achievement Testing and Educational Policy Louis Volante, 2016-06-10 Educational systems around the world look to student assessment programs as they initiate reforms and revise educational policies to increase student achievement This edited volume examines the intersection of international achievement testing and education policy development in key countries around the world exploring how assessments can inform curriculum pedagogy strategic planning and ultimately determine large scale education policy and governance Noted chapter contributors explore how educational leadership and governance issues have been influenced by assessment programs across a range of political economic cultural and educational contexts The Intersection of International Achievement Testing and Education Policy provides educators academics and policymakers with cultural insights historical contexts and a framework for negotiating and understanding the consequences of educational policy decisions in schools

**Instructional Practices with and without Empirical Validity** Bryan G. Cook, Melody Tankersley, Timothy J. Landrum, 2016-07-06 It is important for Stakeholders to be aware of both practices supported as effective as well as ineffective for students with learning and behavioral disabilities in order to provide instruction that results in improved learner outcomes in critical areas of education

**Mathematical Cultures** Brendan Larvor, 2016-05-25 This collection presents significant contributions from an international network project on mathematical cultures including essays from leading scholars in the history and philosophy of mathematics and mathematics education Mathematics has universal standards of validity Nevertheless there are local styles in mathematical research and teaching and great variation in the place of mathematics in the larger cultures that mathematical practitioners belong to The reflections on mathematical cultures collected in this book are of interest to mathematicians philosophers historians sociologists cognitive scientists and

mathematics educators      **CTET Success Master Maths & Science Paper-2 for Class 6 to 8 2020** Arihant

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**STEM and Social Justice: Teaching and Learning in Diverse Settings** Cheryl B. Leggon, Michael S. Gaines, 2017-06-06 This volume focuses on selected innovative programs designed to augment the science engineering engineering and mathematics STEM workforce through increasing and enhancing the participation of under represented groups The programs span the STEM career pathway primary secondary and tertiary education and professional development and socialization in the United States South Africa and New Zealand Similarities as well as differences between and among programs across nations will be systematically analyzed for lessons learned The conceptualization for this volume developed over the past several years during various international conferences starting in Havana Cuba in 2006 and continuing at meetings in Japan 2014 South Africa 2013 and 2015 and New Zealand 2015 *ECGBL2014-8th European Conference on Games Based Learning* Carsten Busch, 2014-11-11 J. L.

*Austin M. W. Rowe, 2023* J L Austin was one of the most influential philosophers of the twentieth century but also an intelligence officer in the Second World War This revelatory biography explores Austin s complex character his remarkable achievements in war and peace and the surprisingly dramatic events in his personal life The Routledge Companion to Accounting Education Richard M.S. Wilson, 2014-04-29 Many enquiries into the state of accounting education training undertaken in several countries over the past 40 years have warned that it must change if it is to be made more relevant to students to the accounting profession and to stakeholders in the wider community This book s overriding aim is to provide a comprehensive and authoritative source of reference which defines the domain of accounting education training and which provides a critical overview of the state of this domain including emerging and cutting edge issues as a foundation for facilitating improved accounting education training scholarship and research in order to enhance the educational base of accounting practice The Routledge Companion to Accounting Education highlights the key drivers of change whether in the field of practice on the one hand e g increased regulation globalisation risk and complexity or from developments in the academy on the other e g pressures to embed technology within the classroom or to meet accreditation criteria on the other Thirty chapters written by leading scholars from around the world are grouped into seven themed sections which focus on different facets of their respective themes including student curriculum pedagogic and assessment considerations Topics

and Trends in Current Statistics Education Research Gail Burrill, Dani Ben-Zvi, 2018-12-29 This book focuses on international research in statistics education providing a solid understanding of the challenges in learning statistics. It presents the teaching and learning of statistics in various contexts including designed settings for young children, students in formal schooling, tertiary level students and teacher professional development. The book describes research on what to teach and platforms for delivering content, curriculum strategies on how to teach for deep understanding and includes several chapters on developing conceptual understanding, pedagogy and technology, teacher knowledge and beliefs and the challenges teachers and students face when they solve statistical problems, reasoning and thinking. This new research in the field offers critical insights for college instructors, classroom teachers, curriculum designers, researchers in mathematics and statistics education as well as policy makers and newcomers to the field of statistics education. Statistics has become one of the key areas of study in the modern world of information and big data. The dramatic increase in demand for learning statistics in all disciplines is accompanied by tremendous growth in research in statistics education. Increasingly, countries are teaching more quantitative reasoning and statistics at lower and lower grade levels within mathematics, science and across many content areas. Research has revealed the many challenges in helping learners develop statistical literacy, reasoning and thinking and new curricula and technology tools show promise in facilitating the achievement of these desired outcomes.

Investigating Social Problems A. Javier Trevino, 2017-12-21 The author is a proud sponsor of the 2020 SAGE Keith Roberts Teaching Innovations Award enabling graduate students and early career faculty to attend the annual ASA pre-conference teaching and learning workshop. Given the complexity of the issues, the study of social problems requires indeed demands specialized focus by experts. A. Javier Trevino working with a panel of experts thoroughly examines all aspects of social problems providing a contemporary and authoritative introduction to the field. Each chapter is written by a specialist on that particular topic and the unique contributed format ensures that the research and examples provided are the most current and relevant available. The text is framed around three major themes: intersectionality, the interplay of race, ethnicity, class and gender, the global scope of many problems and how researchers take an evidence-based approach to studying problems. A Complete Teaching Learning Package Interactive eBook Includes access to multimedia tools and much more. Save when you bundle the interactive eBook with the new edition. Order using bundle ISBN 978 1 5443 3089 1. Learn more SAGE coursepacks FREE. Easily import our quality instructor and student resource content into your school's learning management system LMS and save time. Learn more SAGE edge FREE online resources for students that make learning easier. See how your students benefit.

**Reconceptualising Maths and Science Teaching and Learning** Stephen Dinham, Russell Tytler, David Hoxley, Deborah Corrigan, 2017-11-01 How do we enable young people to imagine themselves as the next generation of STEM professionals? How do we do this in a way that engages the desire to learn and explore? In Australia there is increasing concern at the declining participation in advanced level school mathematics and physical

sciences fewer students electing to study STEM programs at university and evidence of declining performance of Australian students on international comparative tests in mathematics and science This timely book highlights the need to reconceptualise Maths and Science Teacher Education Programs ReMSTEP in order to revitalise maths and science teaching approaches within primary and secondary schools Through a series of seven innovations such as offering maths and science specialisations within primary pre service teaching programs or creating opportunities to connect scientists and mathematicians with both pre service teachers and practitioners in developing activities for school contexts ReMSTEP recognises that teacher graduates are powerful change agents for making maths and science curricula more engaging challenging and relevant for primary and secondary students This substantively researched text based on ReMSTEP s extensive trialling and exhaustive consultation with researchers and practitioners alike enriches the debate on the educational relevance of maths and science and is a crucial reference for educational decision makers lecturers and pre service teachers and school leaders Part A examines the challenges around science and maths education Part B explores through case studies the seven ReMSTEP innovations around which the activities were organised Part C provides an overview of the impacts of the innovations and explores the implications of the findings

*Blended Learning in Engineering Education* Ataur Rahman,Vojislav Ilic,2018-11-06 Blended Learning combines the conventional face to face course delivery with an online component The synergetic effect of the two modalities has proved to be of superior didactic value to each modality on its own The highly improved interaction it offers to students as well as direct accessibility to the lecturer adds to the hitherto unparalleled learning outcomes Blended Learning in Engineering Education Recent Developments in Curriculum Assessment and Practice highlights current trends in Engineering Education involving face to face and online curriculum delivery This book will be especially useful to lecturers and postgraduate undergraduate students as well as university administrators who would like to not only get an up to date overview of contemporary developments in this field but also help enhance academic performance at all levels

*Effective Teaching* Daniel Muijs,David Reynolds,2017-10-16 This new edition of the popular textbook digs into the research behind different aspects of teaching in order to give students an informed understanding of what underpins high quality teaching It explores what the evidence shows about the effectiveness of different approaches drawing from a variety of educational schools of thought New to this edition enhanced discussion of what we can learn from cognitive science research new chapters on metacognition and thinking skills teacher subject knowledge evaluating teacher performance and international comparisons on teaching new Further Reading and Think Point features encouraging critical engagement with key research findings This is essential reading for all students on initial teacher education courses including undergraduate postgraduate School Direct Teach First and employment based routes into teaching and also qualified teachers wanting to deepen their understanding of educational research

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**Approaches to Qualitative Research in Mathematics Education** Angelika Bikner-Ahsbahr, Christine Knipping, Norma Presmeg, 2014-11-26 This volume documents a range of qualitative research approaches emerged within mathematics education over the last three decades whilst at the same time revealing their underlying methodologies Continuing the discussion as begun in the two 2003 ZDM issues dedicated to qualitative empirical methods this book presents a state of the art overview on qualitative research in mathematics education and beyond The structure of the book allows the reader to use it as an actual guide for the selection of an appropriate methodology on a basis of both theoretical depth and practical implications The methods and examples illustrate how different methodologies come to life when applied to a specific question in a specific context Many of the methodologies described are also applicable outside mathematics education but the examples provided are chosen so as to situate the approach in a mathematical context

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