

**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 $f(x) = \frac{-1}{x+5} + 4$. 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 Grade 12 Paper 1

Mark Steyvers



Mathematics Grade 12 Paper 1:

Hands-On Mathematics, Grade 1 Jennifer Lawson, 2006 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 1 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum The resource also provides strategies and visual resources for developing students mental math skills The resource includes Mental Math Strategies Unit 1 Patterning and Algebra Unit 2 Data Management and Probability Unit 3 Measurement Unit 4 Geometry and Spatial Sense Unit 5 Number Sense and Numeration Each unit is divided into lessons that focus on specific curricular expectations Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals required **1995 National Data Volume (Vol. 1)** , *Mathematics for Kindergarten and Grades I-VI*. Saint Louis (Mo.). Board of Education, 1926 Teaching Learners with Visual Impairment Maximus M. Sefotho, Ronél Ferreira, 2020-12-31 This book Teaching Learners with Visual Impairment focuses on holistic support to learners with visual impairment in and beyond the classroom and school context Special attention is given to classroom practice learning support curriculum differentiation and assessment practices to mention but a few areas of focus covered in the book In this manner this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment Drum , 2002 *Resources in Education* , 1999 **Manitoba School Journal** , 1949 **Canadian Books in Print** , 2003 **Canadian Books in Print** Marian Butler, 2000 **Research in Education** , 1973 *Federal Programs for the Development of Human Resources* , 1968 **Data for the National Education Goals Report** , 1995 *The National Education Goals Report: The national report* United States. National Education Goals Panel, 1993 *Academic Language in Diverse Classrooms: Mathematics, Grades 6-8* Margo Gottlieb, Gisela Ernst-Slavit, 2013-05-01 Help your students unlock important mathematical concepts If you ve ever watched a student struggle with learning math concepts you know that academic English can sometimes create stumbling blocks to understanding To grasp complicated concepts build skills and demonstrate achievement students need to master academic language in math The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning Each grade specific chapter models the types of interactions and learning experiences that

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