



**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  $y$   
 $3x + y = 4$  and  $3x^2 + 4xy + y^2 = 6$  (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  $x + 2\sqrt{\frac{x}{x+1}} = 1.5$ . Graphically represent your answer. (5)

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

$$\frac{x^2 - 4}{x^2 + 2x - 3} \div \frac{x^2 + 3x - 4}{x^2 + 5x + 6}$$

(2)

- 2.5 Without solving the equation, determine the nature of the roots of  $4x^2 + 3x + 1$ . (2)

**P4**

**QUESTION 3**

- 3.1 The first three terms of a linear series is given as:  $3x - 2$ ,  $x + 5$ ,  $2x + 2$

- 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:  $-4, 20, -40, 40, -20, \dots$

- 3.2.1 Determine the next two terms of the series. (2)
- 3.2.2 Determine  $T_n$ , the general term of the series. (2)
- 3.2.3 Given that  $T_n = -4n^2 + 16n - 20$ , 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  $-170$ ? (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 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)

**P4**

**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  $a$ . (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)

**P4**

# Grade 1 mathematics Paper November 2010

**Thirumalaisamy P.**  
**Velavancorresponding**



## **Grade 1 mathematics Paper November 2010:**

**Math Education for America?** Mark Wolfmeyer, 2013-12-04 Math Education for America analyzes math education policy through the social network of individuals and private and public organizations that influence it in the United States. The effort to standardize a national mathematics curriculum for public schools in the U S culminated in 2010 when over 40 states adopted the Common Core State Standards for Mathematics. Rather than looking at the text of specific policy documents, this book complements existing critical reviews of the national math education curriculum by employing a unique social network analysis. Breaking new ground in detailing and theorizing the politics of math education, Wolfmeyer argues that the private interests of this network are closely tied to a web of interrelated developments: human capital education policy, debates over traditional and reform pedagogy, the assumed content knowledge deficit of math teachers, and the proliferation of profit-driven educational businesses. By establishing the interconnectedness of these interests with the national math education curriculum, he shows how the purported goals of math education reform are aligned with the prevailing political agendas of this social network rather than the national interest.

**The English Baccalaureate** Great Britain: Parliament: House of Commons: Education Committee, 2011-07-28 This report suggests that any new performance or curriculum measures affecting schools should only be implemented after proper consultation with key stakeholders and the wider public, something which didn't happen with the English Baccalaureate (EBac). The Committee says that the Government should also have waited until after the conclusion of the National Curriculum Review before introducing the EBac. They want the Government to deliver on its promise in the White Paper 'The Importance of Teaching' to use performance tables to put greater emphasis on the progress of every child. The report notes that certain academic subjects studied at A level are more valued by Russell Group universities than others but argues that a focus on a fairly narrow range of subjects demanding considerable curriculum time is likely to have negative consequences on the uptake of other subjects. The Committee does not make recommendations on which subjects should or should not be included but rather encourages the Government to reconsider the EBac's composition when the National Curriculum Review is concluded. The Government should confirm how it will monitor the attainment of children on free school meals in the EBac. The report also calls for further international evidence to inform debate on the merits of the EBac; evidence the inquiry received did not suggest a link in other countries between the prescribed study of certain academic subjects and improved attainment and prospects for poorer students. Elsewhere, the report argues that the current arrangements for certification of the EBac should be shelved as should calls for a Technical Baccalaureate to sit alongside the existing award.

**Professional Development of Mathematics Teachers** Berinderjeet Kaur, Oh Nam Kwon, Yew Hoong Leong, 2016-11-14 This book offers a counterpart to the extensive corpus of literature available on the same topic from a Western perspective. It showcases innovative approaches to professional development of mathematics teachers in Asian countries and reports on both empirical and expository studies of teachers.

professional development in these countries It provides scholars from non English speaking and under represented Asian countries the opportunity to engage in discourse with other scholars in the field and is the first book to present substantial contributions from scholars in Asia on the professional development of mathematics teachers in their respective countries It includes perspectives that shed valuable light on how the approaches pursued in Asian countries resemble or differ from those in the West *Theory and Empirical Practice in Research on Social and Emotional Skills* Miloš Kankaraš, Filip De Fruyt, Ricardo Primi, 2022-09-22

**Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches** Faulkner, Julie, 2011-12-31 This book examines a range of disruptive approaches exploring how challenge dissonance and discomfort might be mobilized in educational contexts in order to shift taken for granted attitudes and beliefs held by both educators and learners Provided by publisher *Mathematics Curriculum in School Education* Yeping Li, Glenda Lappan, 2013-11-19 Mathematics curriculum which is often a focus in education reforms has not received extensive research attention until recently Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education This book provides a unique international perspective on diverse curriculum issues and practices in different education systems offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts The book is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning in different education systems Understanding mathematics curriculum and its changes that are valued over time in different education systems Identifying and analyzing effective curriculum practices Probing effective infrastructure for curriculum development and implementation Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems This rich collection is indispensable reading for mathematics educators researchers curriculum developers and graduate students interested in learning about recent curriculum development research and practices in different education systems It will help readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning **The All-Day Kindergarten and Pre-K Curriculum** Doris Pronin Fromberg, 2012-03-22 Grounded in theory and research The All Day Kindergarten and Pre K Curriculum provides an activity based and classroom proven curriculum for educators to consider as they plan and interact with pre k and kindergarten children Allowing young children the opportunities to become independent caring critical thinkers who feel comfortable asking questions and exploring possible

solutions the Dynamic Themes Curriculum offers children the skills they need for responsible citizenship and academic progress This book describes a culturally sensitive pre k and kindergarten curriculum in the context of literacy technology mathematics social studies science the arts and play and also discusses How to use the seven integrated conditions for learning to meet and exceed content learning standards How to organize for differentiated instruction and to integrate multiple forms of assessment How to teach literacy tools and skills in fresh ways How to work with families colleagues and community Building off of author Doris Fromberg s groundbreaking earlier work The All Day Kindergarten and Pre K Curriculum presents a practical curriculum centering on how young children develop meanings This is a fantastic resource for pre and in service early childhood teachers administrators and scholars *The Teaching Revolution* William N.

Bender,Laura Waller,2011-08-15 Imagine the school of the future The Teaching Revolution challenges educators to imagine schools the way they should be with a big picture vision that includes student driven curricula interconnectivity and targeted responsiveness to students individual needs The authors provide a futuristic and provocative discussion on combining three major instructional innovations RTI technology and differentiation Drawing on the growing 21st century skills movement the text engagingly weaves these three areas into a vision for school transformation that includes Utilizing mobile technologies Web based instruction and social media RTI that benefits all students and whole schools in their improvement efforts Project based learning focused on answering real world questions The symbiosis of RTI technology and differentiated instruction is so impactful that it will soon dramatically reform teaching The Teaching Revolution will dare you to dream and guide you through the process of transforming education to become all that you can imagine **Preschool Geometry** Esther

Levenson,Dina Tirosh,Pessia Tsamir,2012-01-01 Recently the issue of early childhood mathematics has come to the fore and with it the importance of teaching geometrical concepts and reasoning from a young age Geometry is a key domain mentioned in many national curricula and may also support the learning of other mathematical topics such as number and patterns This book is based on the rich experience research and practice of the authors and is devoted entirely to the learning and teaching of geometry in preschool The first part of the book is dedicated to children s geometrical thinking building concept images in line with concept definitions and the dilemmas that arise in the process The second part focuses on geometrical tasks and their role in developing and assessing geometrical reasoning The third part focuses on teaching geometry to young children Each of the three parts is structured in a similar manner beginning with general theory and research continuing with specific examples related to those theories and moving on to elements of actual practice Written in a meaningful yet enjoyable manner any person who has an interest in the mathematics education of preschool children be it parents caregivers teachers teacher educators and researchers will find this book relevant **The Beginning Teacher's**

**K-6 Classroom** Cynthia Wheatley Glenn,2020-02-26 This book has three main foci the purpose of learning the theory of learning and the practice of teaching The first two chapters explore why learning is important and what it actually looks like

The second section concentrates on the theory of learning identifying a few of the more easily recognized and practiced theories used in classroom teaching as well as the author's own learning theory Cognitive Free Will Learning Theory which describes how students will only learn if they choose to The last three chapters in this section discuss the role of the teacher working with teens and tweens and unlocking creativity in the classroom so that learning is abundant and fun The final part of the book is more practical in nature and deals with the nuts and bolts of preparing mentally to teach children as well as setting up the physical space of the classroom and its management As such beginning elementary education teachers and teacher candidates will find this guide book extremely helpful

**Trapped in Mediocrity** Katherine Baird, 2012-08-09

Katherine Baird an economist clearly spells out how our educational system is trapped in mediocrity She points the direction to where we need to go to get out of the trap and carefully examines each factor that has led to the current state in education

**Design Thinking Research** Hasso Plattner, Christoph Meinel, Larry Leifer, 2012-09-19 This book summarizes the results of the third year in the Design Thinking Research Program a joint venture of Stanford University in Palo Alto and the Hasso Plattner Institute in Potsdam Understanding the evolution of innovation and how to measure the performance of the design thinking teams behind innovations is the central motivation behind the research work presented in this book Addressing these fundamental concerns all of the contributions in this volume report on different approaches and research efforts aimed at obtaining deeper insights into and a better understanding of how design thinking transpires In highly creative ways different experiments were conceived and undertaken with this goal in mind and the results achieved were analyzed and discussed to shed new light on the focus areas We hope that our readers enjoy this discourse on design thinking and its diverse impacts Besides looking forward to receiving your critical feedback we also hope that when reading these reports you too will get caught up in the fun our research teams had in carrying out the work they are based on understanding innovation and how design thinking fosters it which was the motivation for all the research work that is reported on in this book

**Serious Games: The Challenge** Stefan De Wannemacker, Sylke Vandercruysse, Geraldine Clarebout, 2012-10-03 This book constitutes the refereed proceedings of the Joint Conference of the Interdisciplinary Research Group on Technology Education Communication and the Scientific Network on Critical and Flexible Thinking held in Ghent Belgium in October 2011 The 12 papers in this volume represent extended versions of the 20 papers presented at the conference and selected from numerous submissions The conference brought together scholars and researchers who study the use of serious games in educational settings from different perspectives such as instructional design domain specific didactics cognitive and computer science

**Principles of GNSS, Inertial, and Multisensor Integrated Navigation Systems, Second Edition** Paul D. Groves, 2013-04-01 This newly revised and greatly expanded edition of the popular Artech House book Principles of GNSS Inertial and Multisensor Integrated Navigation Systems offers you a current and comprehensive understanding of satellite navigation inertial navigation terrestrial radio navigation dead reckoning and

environmental feature matching It provides both an introduction to navigation systems and an in depth treatment of INS GNSS and multisensor integration The second edition offers a wealth of added and updated material including a brand new chapter on the principles of radio positioning and a chapter devoted to important applications in the field Other updates include expanded treatments of map matching image based navigation attitude determination acoustic positioning pedestrian navigation advanced GNSS techniques and several terrestrial and short range radio positioning technologies The book shows you how satellite inertial and other navigation technologies work and focuses on processing chains and error sources In addition you get a clear introduction to coordinate frames multi frame kinematics Earth models gravity Kalman filtering and nonlinear filtering Providing solutions to common integration problems the book describes and compares different integration architectures and explains how to model different error sources You get a broad and penetrating overview of current technology and are brought up to speed with the latest developments in the field including context dependent and cooperative positioning

**Teaching and Learning Secondary School Mathematics** Ann Kajander,Jennifer Holm,Egan J Chernoff,2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada The chapters address topics of broad applicability such as technology in learning mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step

*Primary Mathematics for Trainee Teachers* Marcus Witt,2014-11-19 With chapter sequencing following the new Curriculum this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Mathematics teaching Covering all of the areas of the new Curriculum for primary mathematics and offering insight into effective teaching this book helps students connect what they need to teach with how it can be taught Exploring opportunities in the new curriculum for creative and imaginative teaching it shows readers how to capitalize on opportunities to develop children s reasoning and problem solving skills It explores how to make links between mathematics and children s lived experiences to enhance their learning and enables trainees to develop an ability to plan with discernment making the most of existing thinking and research as well as building confidence in adapting and customizing ideas Includes the full National Curriculum Programme of Study for Maths key stages 1 and 2 as a useful reference for trainee teachers Other books in this series include Primary English for Trainee Teachers

**Assessment-Powered Teaching** Nancy W. Sindelar,2010-11-19 The purpose of Power Teaching is to change teachers

attitudes toward testing by illustrating the power that meaningful assessment brings to the art and science of teaching The book also shares efficient and practical tools and strategies for using formative and summative assessment results to actually enhance teaching effectiveness and students learning Using testimonials from power teachers the text shows classroom teachers how they too can use assessment analyses to inform their teaching provide motivational feedback to their students and monitor their students progress toward learning targets and standards This handy reference argues that testing can be a power tool for helping teachers rather than an intrusion on academic freedom and valuable instructional time A key distinction of the book is its coverage of using technology to collect and analyze assessment data     *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     *Good Teachers for Tomorrow's Schools* , 2021-05-25 Teachers in schools nowadays are challenged to create inclusive learning environments and safe spaces for encountering diversity in values cultures and religions as well as in disability and talent Classrooms are micro cosmoses in which local and global issues are confronted and addressed This volume discusses the characteristics of good teachers and the teaching that is needed in today s and tomorrow s schools The focus is on research based perspectives with contributions from several internationally renowned scholars on what constitutes good and quality in teaching studying learning processes The chapters focus on good teaching and good teachers from perspectives concerning the fundamental and transversal features of what constitutes a good teacher More specifically it is argued that good teachers in tomorrow s schools will need capabilities that reflect the purpose of education values in education and talent in education As an outcome the book provides insights into how in attending not only to the cognitive but also to the affective behavioral moral and spiritual domains teachers are able to support holistic growth and learning among their students in schools of the 21st century This volume discusses good teaching for schools in the future from the perspectives of school pedagogy educational psychology and neuropsychology     *Resources in Education* , 2000-04



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