



**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 $x = \sqrt{25-16} + 2$ (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 $-6x + 5 > 3x - 12 < 0$ (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 $x + 2\sqrt{\frac{x}{2} + 1} = 1.5$. Graphically represent your answer. (5)

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

$$\frac{a^2 b^3 c^4}{a^3 b^2 c^5} \cdot \frac{a^4 b^5 c^6}{a^5 b^4 c^7}$$

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

QUESTION 3

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

Maths Paper Grade 1 november 2009

Philip Adey, Justin Dillon



Maths Paper Grade 1 November 2009:

Transformation Audit 2011 Jan Hofmeyr, 2012-03-07 The 2011 Transformation Audit presents a collection of articles by South African thought leaders which asks how the country can set goals and achieve them in a hostile global climate that threatens developmental gains that have been painstakingly achieved For nearly two decades South Africans have conducted exhaustive analyses of the country's challenges embarked on bold scenario exercises and more recently produced forward looking strategies aimed at addressing these challenges The most eminent of these in recent years were the Department of Economic Development's New Growth Path and the National Planning Commission's Draft National Development Plan We know now what the problems are and by and large what needs to change to address them Courage is required now to forge consensus to take decisions on strategies and to start implementing them As in previous years this publication with its slightly different format and appearance seeks to provide analysis and provoke debate on how this might be achieved

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

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 *Helping Children Learn Mathematics* Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Audrey Cooke, Sue Bennett, Bronwyn Ewing, John West, 2020-01-21 The third edition of Reys *Helping Children Learn Mathematics* is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text

Research for Educational Change Jill Adler, Anna Sfard, 2016-06-17 *Research for Educational Change* presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research

Visual Informatics: Bridging Research and Practice Halimah Badioze Zaman, Peter Robinson, Maria Petrou, Patrick Olivier, Heiko Schröder, 2009-11-14 Visual informatics is a field of interest not just among the information technology and computer science community but also other related fields such as engineering medical and health informatics and education starting in the early 1990s Recently the field is gaining more attention from researchers and industry It has become a multidisciplinary and transdisciplinary field related to research areas such as computer vision visualization information visualization real time image processing medical image processing image information retrieval virtual reality augmented reality pervasive visual mathematics 3D graphics multimedia fusion visual data mining visual ontology as well as services and visual culture Various efforts have been vested in

different research but operationally many of these systems are not prominent in the mass market and thus knowledge and research on these phenomena within the mentioned areas need to be shared and disseminated. It is for this reason that the Visual Informatics Research Group from Universiti bangsaan Malaysia UKM decided to spearhead this initiative to bring together experts in this very diversified but important research area so that more concerted efforts can be undertaken not just within the visual informatics community in Malaysia but from other parts of the world namely Asia Europe Oceania and USA. This first International Visual Informatics Conference IVIC 2009 was conducted collaboratively by the visual informatics research community from the various public and private institutions of higher learning in Malaysia and hosted by UKM.

Helping Children Learn Mathematics, 5th Australian Edition Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Leicha Bragg, Audrey Cooke, Melissa Fanshawe, Mark Gronow, 2025-10-10 **International Handbook of Mathematical Learning Difficulties** Annemarie Fritz, Vitor Geraldi Haase, Pekka Räsänen, 2019-01-30. This comprehensive volume provides teachers, researchers and education professionals with cutting edge knowledge developed in the last decades by the educational behavioural and neurosciences integrating cognitive developmental and socioeconomic approaches to deal with the problems children face in learning mathematics. The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades but the most part of this research has been conducted in non applied settings and there is still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings. Now it is time to bring the results from the laboratory to the classroom. Apart from bringing the theoretical discussions to educational settings the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments. It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues. And it does so from an international perspective dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world. All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society.

Free Schools David Gillespie, 2014-02-01. The bestselling author of *Sweet Poison* shows us how to get the better of an education system that is costing a fortune in fees yet failing to deliver. David Gillespie has six kids. When it came time to select high schools he thought it worth doing some investigation to assess the level of advantage his kids would enjoy if he spent the required 1.3 million to send them all to private schools. Shockingly the answer was none whatsoever. Intrigued David continued his research only to discover he was wrong on most counts as are most parents when it comes to working out what factors deliver a great education. He discovered that class size doesn't matter, your kids aren't any better off in co-ed than single sex schools and vice versa, composite classes are fine, fancy buildings are a waste of money, the old tie network

won't cut it in the new industries and NAPLAN is misread by everyone so is largely meaningless as a measure of quality. Taking on an ingrained and historical system of vested interests, the unions, the government, our own sense of worth, privilege and entitlement, this book is controversial and absolutely necessary. It is well researched, authoritative and accessible. It is a must read for parents as well as teachers and policy makers.

Psychology and Mathematics Education

Gila Hanna, Laura Macchi, Karin Binder, Laura Martignon, Katharina Loibl, 2023-09-05. Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems. Thus it is par excellence a model of rational inquiry. Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades. Indeed, the Enlightenment view of the rational human mind that reasons, makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century. Cognitive psychologists discovered that human thoughts and actions often deviate from rules imposed by strict normative theories of inference. Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats. Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving a problem. This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education. We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program. In Simon's bounded rationality and its direct descendant ecological rationality, rationality is understood in terms of cognitive success in the world, correspondence rather than in terms of conformity to content-free norms of coherence, e.g. transitivity.

ICT Education

Richard J. Barnett, Daniel B. le Roux, Douglas A. Parry, Bruce W. Watson, 2022-12-07. This book constitutes the refereed proceedings of the 51st Annual Conference of the Southern African Computer Lecturers Association (SACLA 2022) held in Cape Town, South Africa, during July 21-22, 2022. The 10 full papers included in this book were carefully reviewed and selected from 31 submissions. They were organized in topical sections as follows: curriculum assessment, teaching in context, innovative teaching and pandemic pedagogy.

Bad Education: Debunking Myths in Education

Philip Adey, Justin Dillon, 2012-10-16. This is an important and welcome book. Readers can see the faults of simplistic judgments, neglect of evidence, dismissal of researchers, and injudicious implementation. From the foreword by Paul Black: We all know that small classes are better than large classes, that children are best taught in groups according to their ability, that some schools are much better than others, and that we should teach children according to their individual learning styles, or do we? This book asks awkward questions about these and many other sacred cows of education. Each chapter tackles a persistent myth in education, confronting it with research evidence and teasing out any kernel of truth which may underlie the myth. Leading authors from the world of education each bring analysis and expertise to bear on their chosen subject, presenting their

argument in an accessible manner based on sound scholarship Some of the conclusions drawn in *Bad Education* are likely to be real eye openers for many teachers and parents who will find some of their basic assumptions about education called into question It is also essential reading for anyone involved in educational policy making or management Contributors Philip Adey Mike Anderson Ed Baines Paul Black Peter Blatchford Margaret Brown Guy Claxton Frank Coffield Justin Dillon Julian Joe Elliott Simon Gibbs Jeremy Hodgen Neil Humphrey Annette Karmiloff Smith Bill Lucas Bethan Marshall Brian Matthews Corinne Reid Rob Webster Dylan Wiliam As education policymakers it can be difficult to resist the comfort of our own experience and gut instincts or the lure of populism *Bad Education* is an invaluable myth buster that tears down common misconceptions and serves up hard facts in their place This is a politically unpalatable guide to the evidence that will challenge policymakers the press and parents alike Dale Bassett Head of Public Policy AQA This book should become a manifesto for change for all of those in education who want to ensure our children do not receive a *Bad Education* Every Headteacher should buy a copy for every teacher and hopefully somebody might even place a copy under the Secretary of State s Xmas tree Gary Phillips Head Teacher Lilian Bayliss School This is a welcome and important book It takes apart the myths which support the dearly held convictions simplistic assumptions prejudices and irrational certainties of both politicians and teachers Admitting that education is not itself a science but demonstrating how both neuroscience and psychology have become available to inform educational policy and practice it should provide food for more careful and well informed thought to all who can influence what happens in our schools Baroness Perry of Southwark

The Routledge International Handbook of Educational Effectiveness and Improvement Christopher Chapman, Daniel Muijs, David Reynolds, Pam Sammons, Charles Teddlie, 2015-08-14 The *International Handbook of Educational Effectiveness and Improvement* draws together leading academics and researchers in the field to reflect on the history traditions and the most recent developments in this dynamic and influential field This handbook provides a comprehensive overview of the foundations of the field the evolution of educational effectiveness theory and methodology the links with other research disciplines the links between policy and practice In conclusion the handbook sets out a new agenda for future educational effectiveness research This handbook is an essential resource for those interested in the effectiveness of educational systems organisations and classrooms It offers academics researchers students and policy makers new insights into the latest thinking and evidence about educational effectiveness

Social Sciences and Interdisciplinary Behavior Ford Lumban Gaol, Fonny Hutagalung, Nailya Bagautdinova, Lenar Safiullin, 2016-09-19 *Social Sciences and Interdisciplinary Behavior* contains papers that were originally presented at the 4th International Congress on Interdisciplinary Behavior and Social Science 2015 ICIBSoS 2015 held 22-23 October 2015 at The Institute of Management Economics and Finance of the Kazan Federal University Kazan Russia and 7-8 November 2015 in Arya Duta Hotel Jakarta Indonesia The contributions deal with various interdisciplinary research topics particularly in the fields of social sciences education economics and arts The papers

focus especially on such topics as language cultural studies economics behavior studies political sciences media and communication psychology and human development

The Routledge International Handbook of Teacher and School Development Christopher Day, 2012-06-25 The International Handbook of Teacher and School Development brings together a collection of research and evidence based authoritative writings which focus on international teacher and school development Drawing on research from eighteen countries across seven continents the forty chapters are grouped into ten themes which represent key aspects of teacher and school development Issues of Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Different Circumstances Student Voices in a Global Context Professional Learning and Development Innovative Pedagogies School Effectiveness and Improvement Successful Schools Successful Leader Professional Communities their practices problems possibilities Each theme expertly adds to the existing knowledge base about teacher and school development internationally They are individually important in shaping and understanding an appreciation of the underlying conditions which influence teachers and schools both positively and negatively and the possibilities for their further development This essential handbook will be of interest to teacher educators researchers in the field of teacher education and policy makers

Universities Handbook, 2010 *Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons, 2012

Children's Books in Print R R Bowker Publishing, Bowker, 1999-12 *Whitaker's Books in Print*, 1998

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