



**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  $y$   
 $x + y = 4$  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  $-8x + 5 > (x - 2) < 0$  (2)
- P4**

**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:

$$\frac{a^2 - 4}{a^2 + 4a + 4} \div \frac{a^2 - 9}{a^2 + 3a}$$

(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:  $1x - 2$ ,  $x + 5$ ,  $3x + 2$

- 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:  $-1(2) - 4(4) - 9(9) - 16(16) \dots$

- 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  $T_n = -4n^2 + 10n - 10$ , 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 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 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)

**P4**

**QUESTION 4**

- Given  $f(x) = \frac{2x^2 + 1}{x - 1}$  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 Maths Caps November Paper 1

**David Baud**



## **Grade Maths Caps November Paper 1:**

### **Teaching Reading Comprehension to English Learners in Secondary Schools: A Research-Based Approach**

Cekiso, Madoda, Olifant, Florence, Mokhtari, Kouider, 2025-04-23 Teaching reading comprehension to English learners ELs in secondary schools presents unique challenges as these students must navigate the complexities of academic texts and the intricacies of language acquisition. Effective instruction requires a research-based approach that considers the diverse linguistic, cultural, and cognitive backgrounds of these learners. Recent studies highlight the importance of integrating strategies that build both language proficiency and content knowledge, essential for helping ELs develop the skills needed to comprehend complex materials. Fostering metacognitive awareness through strategies like summarizing, questioning, and making connections can empower students to become active and strategic readers. This approach recognizes the need for a supportive, inclusive classroom environment that encourages language development while promoting academic achievement in content areas. Further research may help educators provide English learners with the tools to thrive as capable readers in secondary school.

Teaching Reading Comprehension to English Learners in Secondary School: A Research-Based Approach explores various aspects of teaching reading comprehension to English Second Language (ESL) learners in secondary schools. It examines current challenges and evidence-based strategies in reading comprehension. This book covers topics such as language learning, reading strategies, and teacher training, and is a useful resource for academicians, researchers, and scientists.

*School*, 1928      **Resources in Education**, 1994      **School Rethink 2.0** Frederick M. Hess, Michael B. Horn, Juliet Squire, 2025-02-12 Ten brilliant approaches that are disrupting US education and actionable advice for their broader implementation      Army and Navy Register, 1929      **Army-Navy-Air Force Register and Defense Times**, 1929      **Research in Education**, 1973      **The Education Gazette of the Province of the Cape of Good Hope** Cape of Good Hope (South Africa). Education Department, 1913      Instruction papers International correspondence schools, 1903      **Minnesota Journal of Education**, 1963

## Whispering the Strategies of Language: An Mental Journey through **Grade Maths Caps November Paper 1**

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<https://staging.conocer.cide.edu/About/scholarship/Documents/its%20only%20love%20a%20novel.pdf>

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