



**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)

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:

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

- 2.5 Without solving the equation, determine the nature of the roots of $4x^2 + 2x + 1$. (5)

QUESTION 3

- 3.1 The first three terms of a linear series is given as: $1x - 2$, $x + 5$, $2x + 3$
- 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 $T_n = -n^2 + 10n - 16$, 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.

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)

Grade11 Maths Paper 1 November 2014

Jill Adler, Anna Sfard



Grade11 Maths Paper 1 November 2014:

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

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Table of Contents Grade11 Maths Paper 1 November 2014

1. Understanding the eBook Grade11 Maths Paper 1 November 2014
 - The Rise of Digital Reading Grade11 Maths Paper 1 November 2014
 - Advantages of eBooks Over Traditional Books
2. Identifying Grade11 Maths Paper 1 November 2014
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Grade11 Maths Paper 1 November 2014
 - User-Friendly Interface
4. Exploring eBook Recommendations from Grade11 Maths Paper 1 November 2014
 - Personalized Recommendations

- Grade11 Maths Paper 1 November 2014 User Reviews and Ratings
- Grade11 Maths Paper 1 November 2014 and Bestseller Lists
- 5. Accessing Grade11 Maths Paper 1 November 2014 Free and Paid eBooks
 - Grade11 Maths Paper 1 November 2014 Public Domain eBooks
 - Grade11 Maths Paper 1 November 2014 eBook Subscription Services
 - Grade11 Maths Paper 1 November 2014 Budget-Friendly Options
- 6. Navigating Grade11 Maths Paper 1 November 2014 eBook Formats
 - ePub, PDF, MOBI, and More
 - Grade11 Maths Paper 1 November 2014 Compatibility with Devices
 - Grade11 Maths Paper 1 November 2014 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Grade11 Maths Paper 1 November 2014
 - Highlighting and Note-Taking Grade11 Maths Paper 1 November 2014
 - Interactive Elements Grade11 Maths Paper 1 November 2014
- 8. Staying Engaged with Grade11 Maths Paper 1 November 2014
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Grade11 Maths Paper 1 November 2014
- 9. Balancing eBooks and Physical Books Grade11 Maths Paper 1 November 2014
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Grade11 Maths Paper 1 November 2014
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Grade11 Maths Paper 1 November 2014
 - Setting Reading Goals Grade11 Maths Paper 1 November 2014
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Grade11 Maths Paper 1 November 2014
 - Fact-Checking eBook Content of Grade11 Maths Paper 1 November 2014

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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