

**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)
 [20]

QUESTION 3

Given the sequence 2, 8, 10, 14,

3.1 What type of sequence is this? Justify your answer by calculation. (2)

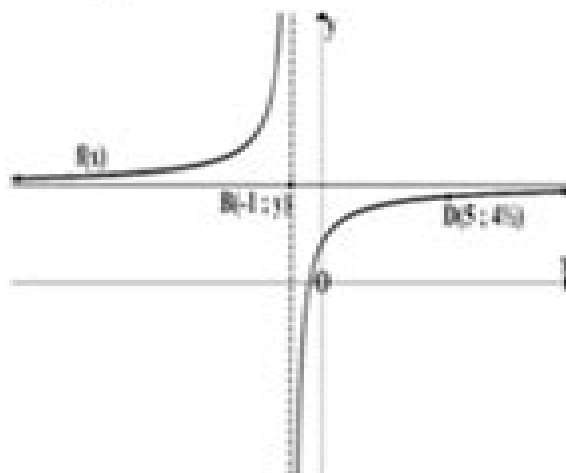
3.2 Calculate T_{10} . (3)

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]

Maths Paper Grade 12 November 2009

F Rizvi



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Teaching 14-19 Learners in the Lifelong Learning Sector Sheine Peart, Liz Atkins, 2011-01-14 More and more teachers in the lifelong learning sector are required to teach the 14-19 age group. This book is a practical guide to delivering learning to 14-19s. It begins by looking at the background to teaching 14-19 in FE and covers current pathways for achievement. Coverage of effective delivery of the new Diploma qualification is included, giving guidance on planning and assessment. It goes on to explore the challenges of behaviour, participation and re-engaging disaffected learners. Finally, it considers the wider context of building partnerships with schools and the needs of industry and employers.

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.

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

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 Cincinnati Magazine ,2003-04 Cincinnati Magazine taps into the DNA of the city exploring shopping dining living and culture and giving readers a ringside seat on the issues shaping the region Assessing Academic Literacy in a Multilingual Society Albert Weideman,John Read,Theo du Plessis,2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience *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 s still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings Now it s 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

Bad Education: Debunking Myths In Education Adey, Philip, Dillon, Justin, 2012-10-01 As Ben Goldacre's Guardian Bad Science column debunks popular scientific myths this book aims to do the same for education myths and unjustified claims

ICEL 2018 13th International Conference on e-Learning Professor Eunice Ivala, 2018-07-05

Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons, 2012

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

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

The Times Index, 2010 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational

supplement Scotland and the Times higher education supplement *Outlook* ,2009 **King of Infinite Space** Siobhan Roberts,2009-05-26 There is perhaps no better way to prepare for the scientific breakthroughs of tomorrow than to learn the language of geometry Brian Greene author of *The Elegant Universe* The word geometry brings to mind an array of mathematical images circles triangles the Pythagorean Theorem Yet geometry is so much more than shapes and numbers indeed it governs much of our lives from architecture and microchips to car design animated movies the molecules of food even our own body chemistry And as Siobhan Roberts elegantly conveys in *The King of Infinite Space* there can be no better guide to the majesty of geometry than Donald Coxeter perhaps the greatest geometer of the twentieth century Many of the greatest names in intellectual history Pythagoras Plato Archimedes Euclid were geometers and their creativity and achievements illuminate those of Coxeter revealing geometry to be a living ever evolving endeavor an intellectual adventure that has always been a building block of civilization Coxeter s special contributions his famed Coxeter groups and Coxeter diagrams have been called by other mathematicians tools as essential as numbers themselves but his greatest achievement was to almost single handedly preserve the tradition of classical geometry when it was under attack in a mathematical era that valued all things austere and rational Coxeter also inspired many outside the field of mathematics Artist M C Escher credited Coxeter with triggering his legendary Circle Limit patterns while futurist inventor Buckminster Fuller acknowledged that his famed geodesic dome owed much to Coxeter s vision *The King of Infinite Space* is an elegant portal into the fascinating arcane world of geometry *Universities Handbook* ,2010 *India Today* ,2009 **Who's who in American Education** ,1992 **Whitaker's Books in Print** ,1998 13+ Mathematics Paper 3 (Spring Term 2009) Iseb Iseb,2009-02-08

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