



**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  $3x^2 + 4xy + y^2 = 0$  (5)
- 1.3 Solve the following inequalities:
- 1.3.1  $x^2 + 3x - 4 < 0$  (2)
- 1.3.2  $-8x + 5 > 3x - 12 < 0$  (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  $x + 2\sqrt{x} + 1 = 0$ . Graphically represent your answer. (5)

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

$$\frac{x^2 + 2x + 1}{x^2 - 1} \div \frac{x^2 - 4}{x^2 + 3x + 2}$$
 (5)
- 2.5 Without solving the equation, determine the nature of the roots of  $4x^2 + 3x + 1$ . (5)

**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  $-170$ ? (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 |
|-----------|-----------|-----------|
|           |           |           |
|           |           |           |
|           |           |           |

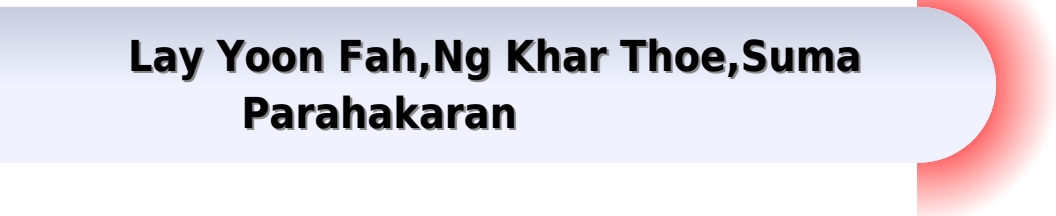
- James says if he increases the pattern number by one, squares that number and then subtracts the pattern number increased by one he will get the general formula.
- John says he can derive the general formula for the number of dots by taking the number of columns in each pattern and multiplying it by the number of rows.
- Who is correct between James and John? Show your answer. (5)

**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)

# Mathematics November Paper 1 2013

**Lay Yoon Fah, Ng Khar Thoe, Suma  
Parahakaran**



## **Mathematics November Paper 1 2013:**

Collected Papers, Volume VII Florentin Smarandache, 2022-02-01 This seventh volume of Collected Papers includes 70 papers comprising 974 pages on theoretic and applied neutrosophics written between 2013 2021 by the author alone or in collaboration with the following 122 co authors from 22 countries Mohamed Abdel Basset Abdel Nasser Hussian C Alexander Mumtaz Ali Yaman Akbulut Amir Abdullah Amira S Ashour Assia Bakali Kousik Bhattacharya Kainat Bibi R N Boyd mit Budak Lulu Cai Cenap zel Chang Su Kim Victor Christianto Chunlai Du Chunxin Bo Rituparna Chutia Cu Nguyen Giap Dao The Son Vinayak Devvrat Arindam Dey Partha Pratim Dey Fahad Alsharari Feng Yongfei S Ganesan Shivam Ghildiyal Bibhas C Giri Masooma Raza Hashmi Ahmed Refaat Hawas Hoang Viet Long Le Hoang Son Hongbo Wang Hongnian Yu Mihaiela Iliescu Saeid Jafari Temitope Gbolahan Jaiyeola Naeem Jan R Jeevitha Jun Ye Anup Khan Madad Khan Salma Khan Ilanthenral Kandasamy W B Vasantha Kandasamy Darjan Karaba evi Kifayat Ullah Kishore Kumar P K Sujit Kumar De Prasun Kumar Nayak Malayalan Lathamaheswari Luong Thi Hong Lan Anam Luqman Luu Quoc Dat Tahir Mahmood Hafsa M Malik Nivetha Martin Mai Mohamed Parimala Mani Mingcong Deng Mohammed A Al Shumrani Mohammad Hamidi Mohamed Talea Kalyan Mondal Muhammad Akram Muhammad Gulistan Farshid Mofidnakhaei Muhammad Shoaib Muhammad Riaz Karthika Muthusamy Nabeela Ishfaq Deivanayagampillai Nagarajan Sumera Naz Nguyen Dinh Hoa Nguyen Tho Thong Nguyen Xuan Thao Noor ul Amin Dragan Pamur Gabrijela Popovi S Krishna Prabha Surapati Pramanik Priya R Qiaoyan Li Yaser Saber Said Broumi Saima Anis Saleem Abdullah Ganeshsree Selvachandran Abdulkadir Seng r Seyed Ahmad Edalatpanah Shahbaz Ali Shahzaib Ashraf Shouzen Zeng Shio Gai Quek Shuangwu Zhu Shumaiza Sidra Sayed Sohail Iqbal Songtao Shao Sundas Shahzadi Dragi a Stanujki eljko Stevi Udhayakumar Ramalingam Zunaira Rashid Hossein Rashmanlou Rajkumar Verma Luige Vl d reanu Victor Vl d reanu Desmond Jun Yi Tey Sel uk Topal Naveed Yaqoob Yanhui Guo Yee Fei Gan Yingcang Ma Young Bae Jun Yuping Lai Hafiz Abdul Wahab Wei Yang Xiaohong Zhang Edmundas Kazimieras Zavadskas Lemnaouar Zedam

The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties Steve Chinn, 2014-11-20 Mathematics plays an important part in every person's life so why isn't everyone good at it The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties brings together commissioned pieces by a range of hand-picked influential international authors from a variety of disciplines all of whom share a high public profile More than fifty experts write about mathematics learning difficulties and disabilities from a range of perspectives and answer questions such as What are mathematics learning difficulties and disabilities What are the key skills and concepts for learning mathematics How will IT help now and in the future What is the role of language and vocabulary How should we teach mathematics By posing notoriously difficult questions such as these and studying the answers The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties is the authoritative volume and is essential reading for academics in the field of mathematics It is an incredibly important contribution to the study of dyscalculia and mathematical difficulties in

children and young adults      *Neutrosophic Sets and Systems, Vol. I* Florentin Smarandache, Mumtaz Ali, This volume is a collection of ten papers written by different authors and co authors listed in the order of the papers F Smarandache Jun Ye M Shabir M Ali M Naz F Yuhua A A Salama S Vladutescu Y Guo A Sengur S Broumi P Chi and P Liu In first paper the author proposed Neutrosophic Measure and neutrosophic Integral Another Form of Correlation Coefficient between Single Valued Neutrosophic Sets and Multiple Attribute Decision Making Method is proposed in the second paper Soft Neutrosophic Group is studied in third paper In fourth paper Neutrosophic Example in Physics is discussed Similarly in fifth paper Filters via Neutrosophic Crisp Sets are discussed In paper six Communication vs Information an Axiomatic Neutrosophic Solution is presented by the authors A Novel Image Segmentation Algorithm Based on Neutrosophic Filtering and Level Set is given in seventh paper Paper eight is about to Neutrosophic Crisp Points and Neutrosophic Crisp Ideals In the next paper Several Similarity Measures of Neutrosophic Sets are discussed The authors introduced An Extended TOPSIS Method for the Multiple Attribute Decision Making Problems Based on Interval Neutrosophic Sets in the last paper      **Collected Papers.**

**Volume XIV** Florentin Smarandache, 2022-11-01 This fourteenth volume of Collected Papers is an eclectic tome of 87 papers in Neutrosophics and other fields such as mathematics fuzzy sets intuitionistic fuzzy sets picture fuzzy sets information fusion robotics statistics or extenics comprising 936 pages published between 2008 2022 in different scientific journals or currently in press by the author alone or in collaboration with the following 99 co authors alphabetically ordered from 26 countries Ahmed B Al Nafee Adesina Abdul Akeem Agboola Akbar Rezaei Shariful Alam Marina Alonso Fran Andujar Toshinori Asai Assia Bakali Azmat Hussain Daniela Baran Bijan Davvaz Bilal Hadjadji Carlos D az Bohorquez Robert N Boyd M Caldas Cenap zel Pankaj Chauhan Victor Christiano Salvador Coll Shyamal Dalapati Irfan Deli Balasubramanian Elavarasan Fahad Alsharari Yonfei Feng Daniela G fu Rafael Rojas Gualdr n Haipeng Wang Hemant Kumar Gianey Noel Batista Hern ndez Abdel Nasser Hussein Ibrahim M Hezam Ilanthenral Kandasamy W B Vasantha Kandasamy Muthusamy Karthika Nour Eldeen M Khalifa Madad Khan Kifayat Ullah Valeri Kroumov Tapan Kumar Roy Deepesh Kunwar Le Thi Nhung Pedro L pez Mai Mohamed Manh Van Vu Miguel A Quiroz Mart nez Marcel Migdalovici Kritika Mishra Mohamed Abdel Basset Mohamed Talea Mohammad Hamidi Mohammed Alshumrani Mohamed Loey Muhammad Akram Muhammad Shabir Mumtaz Ali Nassim Abbas Munazza Naz Ngan Thi Roan Nguyen Xuan Thao Rishwanth Mani Parimala Ion P tra cu Surapati Pramanik Quek Shio Gai Qiang Guo Rajab Ali Borzooei Nimitha Rajesh Jes s Estupi an Ricardo Juan Miguel Mart nez Rubio Saeed Mirvakili Arsham Borumand Saeid Saeid Jafari Said Broumi Ahmed A Salama Nirmala Sawan Gheorghe S voiu Ganeshsree Selvachandran Seok Zun Song Shahzaib Ashraf Jayant Singh Rajesh Singh Son Hoang Le Tahir Mahmood Kenta Takaya Mirela Teodorescu Ramalingam Udhayakumar Maikel Y Leyva V zquez V Venkateswara Rao Luige Vl d reanu Victor Vl d reanu Gabriela Vl deanu Michael Voskoglou Yaser Saber Yong Deng You He Youcef Chibani Young Bae Jun Wadei F Al Omeri Hongbo Wang Zayen Azzouz Omar      **Mathematics and Multi-Ethnic Students** Yvelyne Germain-McCarthy, 2017-05-25

Mathematics and Multi Ethnic Students provides detailed profiles of teachers across the nation who have implemented effective mathematics instruction for diverse student populations In this revised edition Yvelyne Germain McCarthy expands upon the popular case studies and adds two new chapters to highlight the latest educational research and practices that are reflected in the case studies A third new chapter introduces the concept of the Life Long Learning Laboratory where courageous questions on issues such as the impact of race on student learning are discussed Featuring useful framing tools including the Discussion with Colleagues and Commentary sections Mathematics and Multi Ethnic Students translates concrete instances of access and equity into generalized problem solving methods for promoting ethnic diversity across grade levels An important resource for pre service and in service educators researchers administrators and policy makers this volume highlights the work of teachers who have gone beyond mere awareness of reform recommendations in mathematics instruction By uniting the goals of multicultural education with those of the mathematics curriculum educators will learn to conceptualize and implement best practices for effective equitable teaching and learning of mathematics for their students

**Contributing Factors to TIMSS 2011 Eighth Graders' Science Achievement: A Comparison between Malaysia and Singapore** Lay Yoon Fah, Ng Khar Thoe, Suma Parahakaran, 2020-05-03 Trends in International Mathematics and Science Study TIMSS is one of the projects of the International Association for the Evaluation of Educational Achievement IEA located at Amsterdam The Netherlands and Hamburg Germany IEA is an independent cooperative of national educational research institutions and governmental research agencies dedicated to improving education TIMSS is conducted regularly for every four years to assess students achievement in science and mathematics at both the fourth and eighth grades The project is dedicated to providing participating countries with information to improve teaching and learning in science and mathematics This book is written especially for the interest of undergraduate students postgraduate students and educators of science education who wish to know more about the contributing factors to Grade 8 students science achievement in TIMSS This book is also resourceful for individuals who are involved directly or indirectly in the administration and implementation of TIMSS at the national state district and school levels This book consists of seven chapters The first chapter gives a brief introduction to TIMSS which includes the TIMSS curriculum model and TIMSS science assessment frameworks The subsequent chapters compare the contribution of various factors i e home environment support school resources school climate teacher preparation and classroom instructions on Malaysian and Singaporean Grade 8 students science achievement in TIMSS 2011 Last but not least recommendations on ways to improve Malaysian Grade 8 students science achievement in the forthcoming TIMSS are suggested based on the experiences of the Singaporean education system

**Neutrosophic Sets and Systems, Vol. V** Florentin Smarandache, Mumtaz Ali, This book is a collection of nine papers contributed by different authors and co authors listed in the order of the papers A A Salama O M Khaled K M Mahfouz M Ali F Smarandache M Shabir L Vladareanu S Broumi K Mondal S Pramanik I Arockiarani I R Sumathi M Eisa and

I Deli In first paper the authors studied Neutrosophic Correlation and Simple Linear Regression The Generalization of Neutrosophic Rings and Neutrosophic Fields is proposed in the second paper Cosine Similarity Measure of Interval Valued Neutrosophic Sets is studied in third paper In fourth paper A Study on Problems of Hijras in West Bengal Based on Neutrosophic Cognitive Maps is introduced Similarly in fifth paper Neutrosophic Crisp Set Theory is discussed In paper six Interval Valued Fuzzy Neutrosophic Soft Structure Spaces are presented by the authors Soft Neutrosophic Bi LA Semigroup and Soft Neutrosophic N LA Semigroup is given in seventh paper Introduction to Image Processing via Neutrosophic Technique is given in paper eight In the last paper Neutrosophic Soft Multi Set Theory and Its Decision Making is presented by the authors

Teaching and Learning about Family Literacy and Family Literacy Programs Jacqueline Lynch, Esther Prins, 2021-12-30 This book provides a systematic exploration of family literacy including its historic origins theoretical expansion practical applications within the field and focused topics within family literacy Grounded in sociocultural approaches to learning and literacy the book covers research on how families use literacy in their daily lives as well as different models of family literacy programs and interventions that provide opportunities for parent child literacy interactions and that support the needs of children and parents as adult learners Chapters discuss key topics including the roles of race ethnicity culture and social class in family literacy digital family literacies family school relationships and parental engagement in schools fathers involvement in family literacy accountability and employment and more Throughout the book Lynch and Prins share evidence based literacy practices and highlight examples of successful family literacy programs Acknowledging lingering concerns challenges and critiques of family literacy the book also offers recommendations for research policy and practice Accessible and thorough this book comprehensively addresses family literacies and is relevant for researchers scholars graduate students and instructors and practitioners in language and literacy programs

**Future Earth** Diana Dalbotten, Gillian Roehrig, Patrick Hamilton, 2014-06-23 Earth now is dominated by both biogeophysical and anthropogenic processes as represented in these two images from a simulation of aerosols Dust red from the Sahara sweeps west across the Atlantic Ocean Sea salt blue rises into the atmosphere from winds over the North Atlantic and from a tropical cyclone in the Indian Ocean Organic and black carbon green from biomass burning is notable over the Amazon and Southeast Asia Plumes of sulfate white from fossil fuel burning are particularly prominent over northeastern North America and East Asia If present trends of dust emissions and fossil fuel burning continues in what we call the Anthropocene epoch then we could experience high atmospheric CO<sub>2</sub> levels leading to unusual warming rarely experienced in Earth's history This book focuses on human influences on land ocean and the atmosphere to determine if human activities are operating within or beyond the safe zones of our planet's biological chemical and physical systems Volume highlights include Assessment of civic understanding of Earth and its future Understanding the role of undergraduate geoscience research and community driven research on the Anthropocene Effective communication of science to a broader audience that would include the public the K

12 science community or populations underrepresented in the sciences Public outreach on climate education geoscience alliance and scientific reasoning Future Earth is a valuable practical guide for scientists from all disciplines including geoscientists museum curators science educators and public policy makers **Bringing the Common Core Math**

**Standards to Life** Yvelyne Germain-McCarthy, Ivan Gill, 2014-11-20 As high school math teachers shift to the Common Core State Standards the question remains What do the standards actually look like in the classroom This book answers that question by taking you inside of real Common Core classrooms across the country You ll see how exemplary teachers are meeting the new requirements and engaging students in math Through these detailed examples of effective instruction you will uncover how to bring the standards to life in your own classroom Special Features A clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Real examples of how exemplary teachers are using engaging strategies and tasks to teach algebra geometry trigonometry statistics mathematics across the curriculum and more A detailed analysis of each example to help you understand why it is effective and how you can try it with your own students Practical ready to use tools you can take back to your classroom including unit plans and classroom handouts

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