

GRADE 11 MATHEMATICS
NOVEMBER EXAMINATION PAPER 1

QUESTION 1

- 1.1 Solve for x :
- 1.1.1 $x^2 - 5x - 6 = 0$ (2)
- 1.1.2 $(2x - 3)(x + 1) = 9$ (3)
- 1.1.3 $x - \sqrt{x - 1} = 3$ (4)
- 1.1.4 $x(x + 18) > -25$ (4)
- 1.1.5 $x^{\frac{1}{2}} = 4$ (3)
- 1.1.6 $2^{2x} - 2^{x+1} = 12$ (4)
- 1.2 Simultaneously solve x and y :
- $2x - y = 1$ and $3x^2 - 4xy + y^2 = 0$ (5)
- 1.3 Solve the following inequalities:
- 1.3.1 $x^2 + 5x - 6 > 0$ (3)
- 1.3.2 $-3(x + 1)(x - 2) < 0$ (3)
- [P1]**

QUESTION 2

- 2.1 $x = -3 \pm 2\sqrt{2}$ are the roots of a quadratic function, $f(x)$, of which the y -intercept is 4. Determine $f(x)$. (5)
- 2.2 Given: $g(x) = \frac{x^2 - 2x + 1}{x - 1}$
- 2.2.1 For which values of x will $g(x)$ be undefined? (2)
- 2.2.2 Explain why $g(x)$ will never equal zero. (Show all your calculations). (3)
- 2.3 Solve x if: $\frac{2-x}{x+1} < 0$. Graphically represent your answer. (5)

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

$$\frac{\sqrt{2^4 \cdot 3^{2x+1}}}{2^{2x+1}}$$

(4)

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

[P4]

QUESTION 3

- 3.1 The first three terms of a linear series, is given as: $3x - 2$, $x + 1$, $2x + 5$

- 3.1.1 Determine the value of x . (3)
- 3.1.2 Determine the numerical value of T_5 . (2)

- 3.2 Given the quadratic series: $-120, -94, -68, -20, \dots$

- 3.2.1 Determine the next two terms of the series. (2)
- 3.2.1 Determine T_n , the general term of the pattern. (3)
- 3.2.3 Given that $T_n = -4n^2 + 56n - 180$, determine the largest possible numerical value for T_n . (4)

- 3.3 Given $T_n = 13 - 3n$:

- 3.3.1 Which term in the series would be equal to -17 ? (3)
- 3.3.2 Determine the numerical value for the 11th 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, square that number and then subtract the pattern number increased by one he will get the general formula.

John says he can derive the general formula for the number of blocks by taking the number of columns in each pattern and multiplying it by the number of rows.

Who is correct between James and John? Prove your answer.

(5)

[P4]

QUESTION 4

Given: $f(x) = \frac{x^2}{x+1} - 1$ and $g(x) = -x^2$. The point $(1, -3)$ lies on g .

- 4.1 Determine the value of x . (2)
- 4.2 Draw a neat sketch of the two graphs on the same axis. Show all intercepts with the axes and asymptote clearly. (5)
- 4.3 Determine the axis of symmetry of f that has a positive gradient. (2)

[P1]

Mathematics Grade 11 Term 3 Test 2014

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A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology Renee Fabus, 2024-06-01 Learning to assess speech and language disorders and write diagnostic reports may be an overwhelming experience especially when most texts don't cover both topics at once. With that in mind, *A Guide to Clinical Assessment and Professional Report Writing in Speech Language Pathology Second Edition* combines the latest assessment protocols and diagnostic techniques with vital diagnostic report writing tools into a single definitive guide. Cyndi Stein Rubin, Renee Fabus, and their contributors recognize that clinical assessment is inextricably linked to report writing and have updated this Second Edition to synthesize the two. Following the introductory chapters which discuss the basics of assessment and report writing, each subsequent chapter focuses on a particular disorder, provides in-depth assessment tools, and presents a corresponding sample report. **Key Features:** An inventory and explanation of formal and informal assessment measures; A glossary of key vocabulary; Sample case histories with assessment tools; Relevant and useful interview questions; Each disorder's background and characteristics; Assessment parameters; A differential diagnosis section; A model report. The accessible format of *A Guide to Clinical Assessment and Professional Report Writing in Speech Language Pathology Second Edition* will help students learn how to assess and document speech and language disorders and will also make for a perfect reference for them as clinicians for years to come.

Math Instruction for Students with Learning Problems Susan Perry Gurganus, 2017-02-24 *Math Instruction for Students with Learning Problems Second Edition* provides a research-based approach to mathematics instruction designed to build confidence and competence in pre and in-service PreK-12 teachers. This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific to mathematics disabilities, prior experiences, and cognitive and metacognitive factors. The material is rich with opportunities for class activities and field extensions, and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis.

Approximate Number System and Mathematics Jingguang Li, Xinlin Zhou, Marcus Lindskog, 2019-11-25 Humans process quantity information without the aid of language or symbols to guide a variety of everyday life decisions. The cognitive system that supports this intuitive skill is often referred to as the approximate number system (ANS). It has been argued that the ANS serves as the foundation of the formal symbolic number system in mathematics. Abundant empirical evidence is supportive of this view: acuity of the ANS is positively correlated with symbolic math performance; training of the ANS may cause improvements in symbolic math performance; and the ANS and symbolic number processing may share a common neural underpinning. However, recently several theories and empirical data cast doubt on the role of the ANS in symbolic math processing. This e-book aims to advance our understanding of the underlying mechanisms of the overlap between the ANS and mathematics.

International Perspectives on Writing Curricula and Development Jill Jeffery, Judy M. Parr, 2021-05-27

This book contributes to the innovation of writing education and research globally by providing crucial insights into how the structures and aims of literacy curricula vary internationally. It examines how nine education systems across five continents represent good writing in curricula that shape students' experiences learning to write in school. The book presents curricular analyses aimed at providing insight into how writing development can be better supported through innovative policy and research. The findings regarding international variation are presented under three broad dimensions: social and contextual factors that shape writing curricula; the discourses of writing reflected in curricula and official documents; and hallmarks of classroom practice including the relationship with official discourse. Case study chapters present integrated inductive and deductive document analyses, findings of which are compared in a concluding cross case analysis chapter. Offering a detailed comparative analysis of writing research, *International Perspectives on Writing Curricula and Development* will be of great interest to academics, researchers, and students in the fields of education, literacy, and curriculum studies. It will also be relevant reading for policymakers and curriculum designers. Chapters 1, 7, 9, 10, and 11 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license. [Math Instruction for Students with Learning Difficulties](#) Susan Perry

Gurganus, 2021-11-29. This richly updated third edition of *Math Instruction for Students with Learning Difficulties* presents a research-based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK-12 teachers. Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics, this essential text addresses teacher and student attitudes towards mathematics as well as language issues, specific mathematics disabilities, prior experiences, and cognitive and metacognitive factors. Chapters on assessment and instruction precede strands that focus on critical concepts. Replete with suggestions for class activities and field extensions, the new edition features current research across topics and an innovative thread throughout chapters and strands: multi-tiered systems of support as they apply to mathematics instruction. **Best Practices in School**

Neuropsychology Daniel C. Miller, Denise E. Maricle, Christopher L. Bedford, Julie A. Gettman, 2022-04-26. The latest edition of the gold standard in school neuropsychology references, *In the newly revised Second Edition of Best Practices in School Neuropsychology: Guidelines for Effective Practice, Assessment, and Evidence-Based Intervention*, a team of psychological experts delivers a thoroughly updated treatment of modern issues and challenges in school neuropsychology. The editors provide comprehensive discussions of current assessment and intervention models, best practices in assessing cognitive processes, and the important task of collaborating with parents, educators, and other professionals. This latest edition includes explorations of the unique challenges posed by working with culturally diverse student populations, clinical advice for learning specialists and neuropsychologists engaged with special populations and students with academic disabilities, processing deficits, or medical disorders, and new chapters on assessment and intervention with children suffering from trauma.

or substance abuse Perfect for psychologists neuropsychologists clinicians and academics working in or studying school environments Best Practices in School Neuropsychology is a must read reference for practitioners working with children and students who seek a one stop reference for evidence informed assessment and intervention guidelines

The Math Teacher's Toolbox Bobson Wong, Larisa Bukalov, 2020-04-09 Math teachers will find the classroom tested lessons and strategies in this book to be accessible and easily implemented in the classroom The Teacher's Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Math Teacher's Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core math standards cover the underlying research required technology practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their mathematics courses Topics range from the planning of units lessons tests and homework to conducting formative assessments differentiating instruction motivating students dealing with math anxiety and culturally responsive teaching Easy to read content shows how and why math should be taught as a language and how to make connections across mathematical units Designed to reduce instructor preparation time and increase student engagement and comprehension this book Explains the usefulness application and potential drawbacks of each instructional strategy Provides fresh activities for all classrooms Helps math teachers work with ELLs advanced students and students with learning differences Offers real world guidance for working with parents guardians and co teachers The Math Teacher's Toolbox Hundreds of Practical ideas to Support Your Students is an invaluable source of real world lessons strategies and techniques for general education teachers and math specialists as well as resource specialists special education teachers elementary and secondary educators and teacher educators

Evaluating Language Assessments Antony John Kunnan, 2017-07-06 Evaluating Language Assessments offers a comprehensive overview of the theoretical bases and research methodologies for the evaluation of language assessments and demonstrates the importance of a fuller understanding of this widely used evaluative tool The volume explores language assessment evaluation in its wider political economic social legal and ethical contexts while also illustrating quantitative and qualitative methods through discussions of key research studies Suitable for students in applied linguistics second language acquisition and language assessment and education this book makes the case for a clear and rigorous understanding of the theoretical and methodological underpinnings of language assessment evaluation in order to achieve fair assessments and just institutions

Essentials of Intellectual Disability Assessment and Identification Alan W. Brue, Linda Wilmshurst, 2016-04-25 Brue's Essentials Intellectual Disability is a concise up to date overview of

intellectual disability evaluation and assessment This text offers a practical concise overview of the nature of intellectual disability and adaptive skills functioning in children adolescents and adults Coverage includes the latest information on prevalence causes differential diagnoses behavioral and social concerns test instruments and the new DSM 5 diagnostic criteria The discussion promotes a deeper understanding of the use of assessment data to inform interventions in clinical practice Designed for easy navigation each chapter highlights important points and key cautions to allow quick reference without sacrificing depth A sample assessment report illustrates how findings should be communicated to better inform treatment giving you a practical reference to ensure comprehensive reporting In 2013 the DSM 5 conceptualization of intellectual disabilities was significantly changed It s important for professionals to have access to the most current guidelines from a variety of sources and this book compiles them all into a single reference

Developmental Dyscalculia

Yarden Gliksman,Liane Kaufmann,Avishai Henik,2025-06-30 Developmental Dyscalculia From Brain Mechanisms to Educational Applications presents research with a domain general approach It examines issues in the fields of numerical and non numerical cognitive domains neuro mechanisms and pedagogic issues to pave the way to a bridge between lab research daily life and curriculum applications with a goal of finding a pathway to early diagnosis and interventions of developmental dyscalculia It will be of interest to researchers with interests in cognitive neuroscience and education to contribute fruitful discussions between education and neuro cognition Presents an interdisciplinary approach to developmental dyscalculia Highlights heterogeneity and variability in developmental dyscalculia Bridges research daily life and applications in curriculum Includes content on early diagnosis and interventions

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