



**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  $3x^2 + 4xy + y^2 = 6$  (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  $x + 2\sqrt{\frac{x}{x+1}} = 1.5$ . 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:  $3x - 2, x + 5, 3x + 2$

- 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:  $-1, 20, -40, -60, -20, \dots$

- 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  $T_n = -4n^2 + 16n - 20$ , 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)

**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 11 Mathematics Paper 1 5 November 2014

**Akihiko Takahashi, Geoffrey Wake**



## **Grade 11 Mathematics Paper 1 5 November 2014:**

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

**The Mathematics Practitioner's Guidebook for Collaborative Lesson Research** Akihiko Takahashi, Geoffrey Wake, 2023-10-04 This resource provides mathematics educators with tools for conducting Collaborative Lesson Research CLR a form of Lesson Study developed out of the original Japanese Lesson Study and intended to improve student and teacher learning Renowned mathematics education researchers Akihiko Takahashi and Geoffrey Wake bring together educators across the US and UK with first hand experience using CLR in their schools Readers will learn the essentials for an impactful Lesson Study directly from the scholars who coined the term and benefit from the dual perspectives of math education researchers and teachers who have used CLR when reflecting on their own classroom pedagogy These contributors define CLR and provide examples of successful CLR using real life case studies as well as introducing pathways for getting started and practical suggestions for implementation into different school environments Across these examples readers will understand the essence of Lesson Study considered as CLR and its important features be advised what participants in CLR should expect to do observing research lessons designing lessons teaching research lessons facilitating post lesson discussion etc and provide guidance and support with this enactment be advised on how to develop embed and sustain CLR communities preview potential outcomes over time from undertaking CLR Research lesson proposals and plans to support readers in understanding CLR are also included Ideal for practicing teachers teacher leaders teacher educators and professional developers involved in mathematics teaching this book offers first of its kind entry points for CLR Its combination of theory and practice will empower educators to implement this increasingly popular vehicle for understanding students learning of mathematics

*The Meritocracy Trap* Daniel Markovits, 2020-09-08 A revolutionary new argument from eminent Yale Law professor Daniel Markovits attacking the false promise of meritocracy It is an axiom of American life that advantage should be earned through ability and effort Even as the country divides itself at every turn the meritocratic ideal that social and economic rewards should follow achievement rather than breeding reigns supreme Both

Democrats and Republicans insistently repeat meritocratic notions Meritocracy cuts to the heart of who we are It sustains the American dream But what if both up and down the social ladder meritocracy is a sham Today meritocracy has become exactly what it was conceived to resist a mechanism for the concentration and dynastic transmission of wealth and privilege across generations Upward mobility has become a fantasy and the embattled middle classes are now more likely to sink into the working poor than to rise into the professional elite At the same time meritocracy now ensnares even those who manage to claw their way to the top requiring rich adults to work with crushing intensity exploiting their expensive educations in order to extract a return All this is not the result of deviations or retreats from meritocracy but rather stems directly from meritocracy's successes This is the radical argument that Daniel Markovits prosecutes with rare force Markovits is well placed to expose the sham of meritocracy Having spent his life at elite universities he knows from the inside the corrosive system we are trapped within Markovits also knows that if we understand that meritocratic inequality produces near universal harm we can cure it When The Meritocracy Trap reveals the inner workings of the meritocratic machine it also illuminates the first steps outward towards a new world that might once again afford dignity and prosperity to the American people

**The Boy Crisis** Warren Farrell, John Gray, 2018-03-13 What is the boy crisis It's a crisis of education Worldwide boys are 50 percent less likely than girls to meet basic proficiency in reading math and science It's a crisis of mental health ADHD is on the rise And as boys become young men their suicide rates go from equal to girls to six times that of young women It's a crisis of fathering Boys are growing up with less involved fathers and are more likely to drop out of school drink do drugs become delinquent and end up in prison It's a crisis of purpose Boys old sense of purpose being a warrior a leader or a sole breadwinner are fading Many bright boys are experiencing a purpose void feeling alienated withdrawn and addicted to immediate gratification So what is The Boy Crisis A comprehensive blueprint for what parents teachers and policymakers can do to help our sons become happier healthier men and fathers and leaders worthy of our respect

**ICTES 2018** Robbi Rahim, Kadek Suranata, Ifdil Ifdil, Itsar Bolo Rangka, 2019-03-13 The technical program of The First ICTES 2018 consisted of 114 full papers Aside from the high quality technical paper presentations we also held workshop and clinic manuscript that was carried out before the main track aims to strengthen the ability to write scientific publications Coordination with the steering chairs Dr Kadek Suranata S Pd M Pd Kons and the members of organizing committee is essential for the success of the conference We sincerely appreciate all the Advisory Boards for the constant support and guidance It was also a great pleasure to work with such an excellent organizing committee team for their hard work in organizing and supporting the conference In particular the Scientific Committee led by Cand Dr Robbi Rahim M Kom have completed the peer review process of technical papers and made a high quality technical program We are also grateful to Students Conference chairs were leading by Ida Ayu Made Diah Paramiswari for their support and all the authors who submitted their papers to the First ICTES 2018 We strongly believe that ICTES conference provides a good forum for all academicians researchers and

practitioners to discuss all Educational science and technology aspects that are relevant to issues and challenge for sustainability in the 4th industrial revolution We also expect that the future ICTES conference will be as successful and stimulating as indicated by the contributions presented in this volume *Mathematics and Technology* Gilles Aldon, Fernando Hitt, Luciana Bazzini, Uwe Gellert, 2017-04-05 This volume collects most recent work on the role of technology in mathematics education It offers fresh insight and understanding of the many ways in which technological resources can improve the teaching and learning of mathematics The first section of the volume focuses on the question how a proposed mathematical task in a technological environment can influence the acquisition of knowledge and what elements are important to retain in the design of mathematical tasks in computing environments The use of white smart boards platforms as Moodle tablets and smartphones have transformed the way we communicate both inside and outside the mathematics classroom Therefore the second section discussed how to make efficient use of these resources in the classroom and beyond The third section addresses how technology modifies the way information is transmitted and how mathematical education has to take into account the new ways of learning through connected networks as well as new ways of teaching The last section is on the training of teachers in the digital era The editors of this volume have selected papers from the proceedings of the 65th 66th and 67th CIEAEM conference and invited the correspondent authors to contribute to this volume by discussing one of the four important topics The book continues a series of sourcebooks edited by CIEAEM the Commission Internationale pour l'étude et l'amélioration de l'Enseignement des Mathématiques International Commission for the Study and Improvement of Mathematics Education **Helping Children Learn Mathematics, 5th Australian Edition** Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Leicha Bragg, Audrey Cooke, Melissa Fanshawe, Mark Gronow, 2025-10-10 On Your Mark Thomas R. Guskey, 2014-08-05 Create and sustain a learning environment where students thrive and stakeholders are accurately informed of student progress Clarify the purpose of grades craft a vision statement aligned with this purpose and discover research based strategies to implement effective grading and reporting practices Identify policies and practices that render grading inaccurate and understand the role grades play in students future success and opportunities Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Audrey Cooke, Sue Bennett, Bronwyn Ewing, John West, 2020-01-21 The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios

are in the e text     *The Use of Screencasting in Higher Education* Jetmir Abdija, Tunku Badariah Tunku Ahmad, Mohamad Sahari Nordin, 2018-09-15 Screencasting is a powerful instructional tool for learning yet few in higher education take advantage of its utility This book showcases the benefits of screencasting and how it can facilitate students acquisition of complex content like statistics It is a condensed version of a case study that examined the effects of screencasts on postgraduate students learning of advanced statistics Every chapter guides the reader through the intricate process of conducting the research and gives a complete picture of the design materials and instrumentation If you are a novice researcher and are interested in technology this book is for you     Struggling to Make the Grade: A Review of the Causes and Consequences of the Weak Outcomes of South Africa's Education System Mr. Montfort Mlachila, Tlhalefang

Moeletsi, 2019-03-01 While South Africa has made significant improvements in basic and tertiary education enrollment the country still suffers from significant challenges in the quality of educational achievement by almost any international metric The paper finds that money is clearly not the main issue since the South Africa's education budget is comparable to OECD countries as a percent of GDP and exceeds that of most peer sub Saharan African countries in per capita terms The main explanatory factors are complex and multifaceted and are associated with insufficient subject knowledge of some teachers history race language geographic location and socio economic status Low educational achievement contributes to low productivity growth and high levels of poverty unemployment and inequality Drawing on the literature the paper sketches some policy considerations to guide the debate on what works and what does not     **Drawing for Science Education**

Phyllis Katz, 2017-03-23 This book argues for the essential use of drawing as a tool for science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of identity development in science teaching

and learning     Mathematical and Statistics Anxiety: Educational, Social, Developmental and Cognitive Perspectives Kinga Morsanyi,Irene Cristina Mammarella,Denes Szűcs,Carlo Tomasetto,Caterina Primi,Erin Anne Maloney,2017-01-19

Mathematical anxiety is a feeling of tension apprehension or fear which arises when a person is faced with mathematical content The negative consequences of mathematical anxiety are well documented Students with high levels of mathematical anxiety might underperform in important test situations they tend to hold negative attitudes towards mathematics and they are likely to opt out of elective mathematics courses which also affects their career opportunities Although at the university level many students do not continue to study mathematics social science students are confronted with the fact that their disciplines involve learning about statistics another potential source of anxiety for students who are uncomfortable with dealing with numerical content Research on mathematical anxiety is a truly interdisciplinary field with contributions from educational developmental cognitive social and neuroscience researchers The current collection of papers demonstrates the diversity of the field offering both new empirical contributions and reviews of existing studies The contributors also outline future directions for this line of research     **Concise Answers to Frequently Asked Questions About Assessment and Grading** Nicole Dimich,Cassandra Erkens,Jadi Miller,Tom Schimmer,Katie White,2022-04-12

Get answers to your most challenging questions about implementing effective assessment and grading practices How do we use assessments to increase hope efficacy and achievement Is reassessment important Can we change grading practices when stakeholders don't want us to All of these questions and dozens more are answered concisely making it easy to build strong assessment and grading practices quickly K 12 teachers and administrators will Understand the six tenets of assessment and grading Gain confidence in effective assessment and grading practices Access concise answers to common questions about assessment and grading Help implement schoolwide best practices through effective collaboration Contents Introduction Chapter 1 Hope Efficacy and Achievement Chapter 2 A Culture of Learning Chapter 3 Assessment Purpose Chapter 4 Communication Chapter 5 Accurate Interpretation Chapter 6 Assessment Architecture Chapter 7 Instructional Agility Chapter 8 Student Investment Table of Contents by Topic Glossary of Terms A Comprehensive Resource List From STAC References and Resources Index

Assessing the Nation's Report Card Chester E. Finn,2022-08-23 Assessing the Nation's Report Card examines the history of the National Assessment of Educational Progress NAEP and outlines plans for improving and modernizing the organization Educational policy analyst Chester E Finn Jr imparts a rare inside analysis of the evolution of the NAEP program at key moments in its history and provides a firsthand perspective of crucial decisions and core goals that have helped shape it The result is a revealing survey of the US's most influential source of data on K 12 achievement Assessing the Nation's Report Card offers readers an in depth understanding and appreciation of NAEP as well as an examination of its shortcomings its controversies and its current issues The book explores why NAEP is considered the gold standard of educational assessments yet is much lesser known than other types of standardized testing Finn underscores the

promise of applying the results in addressing achievement gaps boosting federal accountability and driving education reform and policy He also discloses how the data are collected and what the results can and cannot tell us For more than 50 years this ambitious federal testing program has informed the decisions of policy makers and educational leaders as they advocate for educational improvements in the US Acknowledging the nation s evolving need for actionable information about students and schools Finn provides an assured and rare overview of the existing program and proposes possibilities for the future

Specifications Grading 2.0 Linda B. Nilson, Joseph A. Packowski, 2025-09-15 This second edition of the alternative grading classic revisits specs grading with a robust body of research exemplars and strategies to elevate the quality of student work increase engagement and buy in reduce faculty stress and cultivate students career competencies Nilson and Packowski present the unique characteristics of the specs grading schema all of which simplify faculty decision making reduce antagonism between the evaluator and the evaluated and increase student receptivity to meaningful feedback thus facilitating a mutually beneficial rigorous learning process Used consistently over time specs grading can restore credibility to grades by demonstrating and making transparent to all stakeholders the learning outcomes that students achieve This book features five new chapters stemming from firsthand accounts of dozens of instructors actively using specs grading and new material in six of the remaining eight chapters It lays out the surprisingly simple transition process positioning specs grading as the most viable and easy to use system available to faculty

### **The School Reform Landscape Reloaded**

Christopher H. Tienken, 2020-10-30 The School Reform Landscape Reloaded More Fear Myths and Lies peels back the curtain of school reform to examine the tensions that exist between the democratic and equitable system of public education and the emerging dual system based on elite interests aimed at profit making and decreasing education equity The author takes in depth and controversial look at school reform since the launch of Sputnik I Education reform events proposals and policies are examined through the lens of progressivist philosophy and critical social theory Some of the issues and policies critiqued include the neoliberal corporate influence on education the Sputnik myth A Nation At Risk standardization charter schools and other relevant topics The author provides an evidence based view of the free market reform ideas and he pierces the veil of the new reform policies to find that they are not built upon empirical evidence but instead rest solidly on foundations of myth fear and lies Ideas for a new set of reform policies based on empirical evidence and supportive of a unitary equitable and democratic system of education are presented

### *ICONESS 2021* Subuh Anggoro, Sriyanto

Sriyanto, Ng Khar Thoe, Corrienna Abdul Talib, 2021-11-26 This book constitutes the thoroughly refereed proceedings of the 1st International Conference on Social Sciences ICONESS 2021 held in Purwokerto Indonesia in July 2021 The 60 full papers presented were carefully reviewed and selected from 100 submissions The papers reflect the conference sessions as follows Education Curriculum and Instruction Education and Development Educational Psychology Mathematic Education Science Education Social Science Education Measurement and Evaluation Primary Education and Higher Education Religion Islamic



Education Fiqh Science and Technology Halal Science Islamic Civilization Shariah Economic and Literation Teaching English as a Second Language TESL Language and Communication Literacy      **Using Design Research and History to Tackle a Fundamental Problem with School Algebra** Sinan Kanbir,M. A. (Ken) Clements,Nerida F. Ellerton,2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce s triadic signifier interpretant signified theory which is in the realm of semiotics with Johann Friedrich Herbart s theory of apperception and Ken Clements and Gina Del Campo s theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes Practicing classroom teachers formed part of the research team This book appears in Springer s series on the History of Mathematics Education Not only does it include an important analysis of the history of school algebra but it also adopts a theoretical frame which relies more on theories from the past than on contemporary theories in the field of mathematics education The results of the well designed classroom intervention are sufficiently impressive that the study might have created and illuminated a pathway for future researchers to take

**Mathematics (Education) in the Information Age** Stacy A. Costa,Marcel Danesi,Dragana Martinovic,2020-12-10 This book brings together ideas from experts in cognitive science mathematics and mathematics education to discuss these issues and to present research on how mathematics and its learning and teaching are evolving in the Information Age Given the ever broadening trends in Artificial Intelligence and the processing of information generally the aim is to assess their implications for how math is evolving and how math should now be taught to a generation that has been reared in the Information Age It will also look at the ever spreading assumption that human intelligence may not be unique an idea that dovetails with current philosophies of mind such as posthumanism and transhumanism The role of technology in human

evolution has become critical in the contemporary world Therefore a subgoal of this book is to illuminate how humans now use their sophisticated technologies to chart cognitive and social progress Given the interdisciplinary nature of the chapters this will be of interest to all kinds of readers from mathematicians themselves working increasingly with computer scientists to cognitive scientists who carry out research on mathematics cognition and teachers of mathematics in a classroom

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