

**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  $x(x + 10) > -25$  (4)
- 1.1.5  $x^{\frac{1}{2}} = 4$  (3)
- 1.1.6  $2^x - 2^{x-1} = 12$  (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  $x = -1 \pm 2\sqrt{2}$  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:  $\frac{2x}{x+1} < 0$ . Graphically represent your answer. (5)

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

$$\frac{\sqrt{x^2 y^2 + 4}}{\sqrt{2x^2 + 4}}$$

(4)

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

(3)

**[P4]**

**QUESTION 3**

- 3.1 The first three terms of a linear series, is given as:  $3x - 2, x + 9, 2x + 5$

- 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  $-176$ ? (3)
- 3.3.2 Determine the numerical value for the 11<sup>th</sup> term. (2)

- 3.4 James and John look at the following patterns:

Pattern 1	Pattern 2	Pattern 3
<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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)

**[P]**

**Grade 11 Mathematics Paper 1 November 2011**  
**Memorandum**

**Stanley S. Litow, Tina Kelley**



## **Grade 11 Mathematics Paper 1 November 2011 Memorandum:**

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In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Grade 11 Mathematics Paper 1 November 2011 Memorandum**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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