

**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)

[24]

**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 Memo Grade 2013

**Rosina Ehmann**



## **Maths Paper Memo Grade 2013:**

**The Rotarian: March 2013** , **The Complete Book of Colleges, 2013 Edition** Princeton Review,2012-08-07 Profiles every four year college in the United States providing detailed information on academic programs admissions requirements financial aid services housing athletics contact names and campus life

**The Philosophers and Mathematics** Hassan Tahiri,2018-08-14 This book explores the unique relationship between two different approaches to understand the nature of knowledge reality and existence It collects essays that examine the distinctive historical relationship between mathematics and philosophy Readers learn what key philosophers throughout the ages thought about mathematics This includes both thinkers who recognized the relevance of mathematics to their own work as well as those who chose to completely ignore its many achievements The essays offer insight into the role that mathematics played in the formation of each included philosopher s doctrine as well as the impact its remarkable expansion had on the philosophical systems each erected Conversely the authors also highlight the ways that philosophy contributed to the growth and transformation of mathematics Throughout significant historical examples help to illustrate these points in a vivid way Mathematics has often been a favored interlocutor of philosophers and a major source of inspiration This book is the outcome of an international conference held in honor of Roshdi Rashed a renowned historian of mathematics It provides researchers students and interested readers with remarkable insights into the history of an important relationship throughout the ages

**PISA 2015 Assessment and Analytical Framework Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving** OECD,2017-08-31 What is important for citizens to know and be able to do The OECD Programme for International Student Assessment PISA seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills

**Assessing Contexts of Learning** Susanne Kuger,Eckhard Klieme,Nina Jude,David Kaplan,2016-12-05 This volume brings together educational effectiveness research and international large scale assessments demonstrating how the two fields can be applied to inspire and improve each other and providing readers direct links to instruments that cover a broad range of topics and have been shown to work in more than 70 countries The book s initial chapters introduce and summarize recent discussions and developments in the conceptualization implementation and evaluation of international large scale context assessments and provide an outlook on possible future developments Subsequently three thematic sections Student Background Outcomes of Education Beyond Achievement and Learning in Schools each present a series of chapters that provide the conceptual background for a wide range of important topics in education research policy and practice Each chapter defines a conceptual framework that relates recent findings in the educational effectiveness research literature to current issues in education policy and practice These frameworks were used to develop interesting and relevant indicators that may be used for meaningful reporting from international assessments other cross cultural research or national studies Using the example of one particular survey the

Programme for International Student Assessment PISA 2015 this volume links all theoretical considerations to fully developed questionnaire material that was field trailed and evaluated in questionnaires for students and their parents as well as teachers and principals in their schools The primary purposes of this book are to inform readers about how education effectiveness research and international large scale assessments are already interacting to inform research and policymaking to identify areas where a closer collaboration of both fields or input from other areas could further improve this work to provide sound theoretical frameworks for future work in both fields and finally to relate these theoretical debates to currently available and evaluated material for future context assessments **PISA 2015 Assessment and Analytical Framework Science, Reading, Mathematic and Financial Literacy** OECD,2016-04-19

What is important for citizens to know and be able to do The OECD Programme for International Student Assessment PISA seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills The SAGE Handbook of Curriculum, Pedagogy and Assessment Dominic Wyse,Louise Hayward,Jessica Pandya,2015-12-03 The research and debates surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment s breadth and rigour will make it essential reading for researchers and postgraduate students around the world *Third Symposium Proceedings. New Ways of Teaching and Learning* Janina Morska,Alan Rogerson, This volume contains the papers presented at the Third International Symposium on New Ways of Teaching Learning held from August 6 10 2024 at the Aemilia Hotel Bologna Italy The Conference was organized by The Mathematics Education for the Future Project an international educational project founded in 1986 and dedicated to innovation in mathematics statistics science and computer education world wide **The Complete Book of Colleges,**

**2017 Edition** Princeton Review,2016-07 The MEGA GUIDE to 1 355 COLLEGES AND UNIVERSITIES No one knows colleges better than The Princeton Review Inside The Complete Book of Colleges 2017 Edition you ll find meticulously researched information that will help you narrow the search for the best college for you Each of the 1 355 user friendly profiles answers your questions including How much are tuition and other student fees and costs What types of financial aid are available and when are the applications due What do admissions officers most look for in test scores and recommendations Which majors are the most popular and have the highest enrollment What is the housing like and how accessible is technology on campus What are the key campus organizations athletics and student activities How selective is the school Plus Indexes based on cost

selectivity and size that will help you narrow your search Get a leg up on your college search with this easy to use comprehensive and savvy guidebook from the experts at The Princeton Review      *2012 GCSE English results* Great Britain: Parliament: House of Commons: Education Committee,2013-06-11 The 2012 GCSE English results prompted significant controversy which ultimately resulted in an application for judicial review This report sets out the background to these events and identifies lessons to be learned The problems with GCSE English can be traced back to the 2007 09 development phase of the qualification in particular the turbulence which resulted from the shift away from a mostly linear to a modular system combined with a high proportion of controlled assessment and generous marking tolerances Exam board experts raised concerns at the time but these were not acted upon by the regulator the then interim Ofqual Further difficulties arose because of pressures from the school accountability system The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening with consequences for grade awarding The current status of Ofqual as an independent regulator accountable to Parliament is the right one However the Coalition Government is bringing in wholesale changes to GCSEs and A levels to a tight timetable and at the same time Ofqual must have systems in place The Committee is also concerned that there is a rush towards separate exam systems for England Wales and Northern Ireland without careful reflection on what might be lost or consensus that this is the right thing to do

*Assessing Writing to Support Learning* Sandra Murphy,Peggy O'Neill,2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education      **South African Schooling: The**

**Enigma of Inequality** Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch

RTI **14-19 diplomas** Great Britain: Parliament: House of Commons: Education and Skills Committee, 2007-05-17 In October 2004 the Tomlinson report downloadable at [http://www.dfes.gov.uk/14-19/documents/Final\\_Report.pdf](http://www.dfes.gov.uk/14-19/documents/Final_Report.pdf) set out wide ranging proposals for changes to the curriculum and examination arrangements for the education of 14 to 19 year olds In February 2005 the Government published its response in the form of a White Paper Cm 6476 ISBN 9780101647625 detailing a 10 year reform programme including the introduction of 14 new awards originally called vocational Diplomas thus rejecting the overarching Diploma award recommended in the Tomlinson report Whilst stating its belief that the proposed changes would have been better structured and more coherent had Tomlinson's proposals been adopted the Committee's report examines the design development and implementation of the Government's Diplomas scheme Mathematical Reasoning Lyn D. English, 2013-04-03 How we reason with mathematical ideas continues to be a fascinating and challenging topic of

research particularly with the rapid and diverse developments in the field of cognitive science that have taken place in recent years. Because it draws on multiple disciplines including psychology, philosophy, computer science, linguistics, and anthropology, cognitive science provides rich scope for addressing issues that are at the core of mathematical learning. Drawing upon the interdisciplinary nature of cognitive science, this book presents a broadened perspective on mathematics and mathematical reasoning. It represents a move away from the traditional notion of reasoning as abstract and disembodied to the contemporary view that it is embodied and imaginative. From this perspective, mathematical reasoning involves reasoning with structures that emerge from our bodily experiences as we interact with the environment; these structures extend beyond finitary propositional representations. Mathematical reasoning is imaginative in the sense that it utilizes a number of powerful illuminating devices that structure these concrete experiences and transform them into models for abstract thought. These thinking tools—analogy, metaphor, metonymy, and imagery—play an important role in mathematical reasoning, as the chapters in this book demonstrate. Yet their potential for enhancing learning in the domain has received little recognition. This book is an attempt to fill this void. Drawing upon backgrounds in mathematics education, educational psychology, philosophy, linguistics, and cognitive science, the chapter authors provide a rich and comprehensive analysis of mathematical reasoning. New and exciting perspectives are presented on the nature of mathematics, e.g., mind-based mathematics, on the array of powerful cognitive tools for reasoning, e.g., analogy and metaphor, and on the different ways these tools can facilitate mathematical reasoning. Examples are drawn from the reasoning of the preschool child to that of the adult learner.

*The Complete Book of Colleges, 2018 Edition* Princeton Review, 2017-07. Includes information on admissions cost, financial aid required, and recommended admissions criteria, cost breakdowns, and types of financial aid for 1,355 colleges and universities.

**Advanced Educational Technologies for Mathematics and Science** David L. Ferguson, 2013-04-17. This book is the outgrowth of a NATO Advanced Research Workshop held in Milton Keynes, United Kingdom, in the summer of 1990. The workshop brought together about 30 world leaders in the use of advanced technologies in the teaching of mathematics and science. Many of these participants commented that the workshop was one of the more productive and exciting workshops that they had attended. It was not uncommon to see participants engaged in informal discussion far into the evenings and early mornings long after formal sessions had ended. It is my hope that this book captures the substance and excitement of many of the ideas that were presented at the workshop. Indeed, the process by which this book has come about has given every opportunity for the best thinking to get reflected here. Participants wrote papers prior to the workshop. After the workshop, participants revised the papers at least once. In a few instances, three versions of papers were written. Some participants could not resist the urge to incorporate descriptions of some of the newer developments in their projects. The papers in this book demonstrate how technology is impacting our view of what should be taught, what can be taught, and how we should go about teaching in the various disciplines. As such, they offer great insight into the central issues of teaching.

and learning in a wide range of disciplines and across many grade levels ranging from elementary school through undergraduate college education

**Lattices and Codes** Wolfgang Ebeling, 2013 The purpose of coding theory is the design of efficient systems for the transmission of information The mathematical treatment leads to certain finite structures the error correcting codes Surprisingly problems which are interesting for the design of codes turn out to be closely related to problems studied partly earlier and independently in pure mathematics In this book examples of such connections are presented The relation between lattices studied in number theory and geometry and error correcting codes is discussed The book provides at the same time an introduction to the theory of integral lattices and modular forms and to coding theory In the 3rd edition again numerous corrections and improvements have been made and the text has been updated Content Lattices and Codes Theta Functions and Weight Enumerators Even Unimodular Lattices The Leech Lattice Lattices over Integers of Number Fields and Self Dual Codes Readership Graduate Students in Mathematics and Computer Science Mathematicians and Computer Scientists About the Author Prof Dr Wolfgang Ebeling Institute of Algebraic Geometry Leibniz Universität Hannover Germany

*Creating the Coding Generation in Primary Schools* Steve Humble, 2017-09-14 Creating the Coding Generation in Primary Schools sets out the what why and how of coding Written by industry innovators and experts it shows how you can bring the world of coding to your primary school practice It is packed with a range of inspirational ideas for the cross curricular teaching of coding from demystifying algebra in maths to teaching music to designing digital storytelling as well as an insight into the global movement of free coding clubs for young people such as CoderDojo and Girls Learning Code Key topics explored include what we mean by coding understanding and teaching computational thinking building pupils passion for and confidence with technologies artificial intelligence systems how gender impacts on coding STEM learning and Computer Science using Minecraft to improve pupil engagement fun projects using a Raspberry Pi Designed to be read from cover to cover or dipped into for ideas and advice Creating the Coding Generation in Primary Schools offers all teachers a deeper knowledge and understanding of coding that will help them support and inspire the coding generation It is cool to code

**Congressional Record**, 1881 [I'm Not Here to Inspire You](#) Rob J. Quinn, 2013-07-29 In this collection of essays Rob J Quinn offers insights on his own experiences as a man living with cerebral palsy and challenges the perceptions of people with disabilities offered by the able bodied world Many of the pieces are meant to give teens and young adults living with physical disabilities a new perspective on some of the issues they are dealing with in their daily lives Quinn tackles topics such as going to school physical therapy dealing with the isolation that people with disabilities can experience and pushing the limits of the physical abilities people possess despite a disability Im Not Here to Inspire You is intended as a positive yet honest look at aspects of living with a physical disability After reading several essays from Quinn Philadelphia Inquirer columnist Daniel Rubin wrote that the writer chronicles his life unflinchingly



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