

**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  $x \in \mathbb{R} : \frac{2-x}{x+1} < 0$ . Graphically represent your answer. (5)

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

$$\frac{\sqrt[3]{x^2 y^{2x+1}}}{\sqrt[3]{x^{2x+1} y}}$$

(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  $-179$ . (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                                                                           |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
|  |  |  |
|                                                                                     |  |  |

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]**

# Mathematics Paper 1 Grade 11 2014 November Question Paper

**L Darling-Hammond**



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

Handbook of Research-Based Practices for Educating Students with Intellectual Disability Karrie A. Shogren, 2016-10-14  
The Handbook of Research Based Practices for Educating Students with Intellectual Disability provides an integrated transdisciplinary overview of research based practices for teaching students with intellectual disability This comprehensive volume emphasizes education across life stages from early intervention in schools through the transition to adulthood and highlights major educational and support needs of children and youth with intellectual disability The implications of history recent research and existing information are positioned to systematically advance new practices and explore promising possibilities in the field Driven by the collaboration of accomplished nationally recognized professionals of varied approaches and philosophies the book emphasizes practices that have been shown to be effective through multiple methodologies so as to help readers select interventions based on the evidence of their effectiveness Resources in Education ,2001-10

Teaching ,1921 **The City Record** New York (N.Y.),1903 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 Research in Education ,1974 **Pharmaceutical Journal** ,1914 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

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