

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:

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

(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 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)
- (P)**

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M Walker



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The Schenley Experiment Jake Oresick, 2017-04-14 The Schenley Experiment is the story of Pittsburgh's first public high school a social incubator in a largely segregated city that was highly even improbably successful throughout its 156 year existence Established in 1855 as Central High School and reorganized in 1916 Schenley High School was a model of innovative public education and an ongoing experiment in diversity Its graduates include Andy Warhol actor Bill Nunn and jazz virtuoso Earl Hines and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather The subject of investment as well as destructive neglect the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt Integrated decades before *Brown v Board of Education* Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace's reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America's oldest public schools

An Age of Accountability John L. Rury, 2023-10-13 *An Age of Accountability* highlights the role of test based accountability as a policy framework in American education from 1970 to 2020 For more than half a century the quest to hold schools and educators accountable for academic achievement has relied almost exclusively on standardized assessment The theory of change embedded in almost all test based accountability programs held that assessment with stipulated consequences could lead to major improvements in schools This was accomplished politically by proclaiming lofty goals of attaining universal proficiency and closing achievement gaps which repeatedly failed to materialize But even after very clear disappointments no other policy framework has emerged to challenge its hegemony The American public today has little confidence in institutions to improve the quality of goods and services they provide especially in the public sector As a consequence many Americans continue to believe that accountability remains a vital necessity even if educators and policy scholars disagree

The Global Achievement Gap Tony Wagner, 2014-03-11 Despite the best efforts of educators our nation's schools are dangerously obsolete Instead of teaching students to be critical thinkers and problem solvers we are asking them to memorize facts for multiple choice tests This problem isn't limited to low income school districts even our top schools aren't teaching or testing the skills that matter most in the global knowledge economy Our teens leave school equipped to work only in the kinds of jobs that are fast disappearing from the American economy Meanwhile young adults in India and China are competing with

our students for the most sought after careers around the world Education expert Tony Wagner has conducted scores of interviews with business leaders and observed hundreds of classes in some of the nation s most highly regarded public schools He discovered a profound disconnect between what potential employers are looking for in young people today critical thinking skills creativity and effective communication and what our schools are providing passive learning environments and uninspired lesson plans that focus on test preparation and reward memorization He explains how every American can work to overhaul our education system and he shows us examples of dramatically different schools that teach all students new skills In addition through interviews with college graduates and people who work with them Wagner discovers how teachers parents and employers can motivate the generation to excellence An education manifesto for the twenty first century The Global Achievement Gap is provocative and inspiring It is essential reading for parents educators business leaders policy makers and anyone interested in seeing our young people succeed as employees and citizens For additional information about the author and the book please go to a href <http://www.schoolchange.org> www.schoolchange.org

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