

**GRADE 9 MATHEMATICS
NOVEMBER EXAMINATION PAPER 1**

QUESTION 1

Choose and write the correct letter on your answer sheet.

- 1.1 The constant value in the expression $2x^2 + 3x + 2$ is _____ (3)

A 3
B 2
C 4
D 1

- 1.2 How many terms are in the expression $2x^2 + 3x + 2$? _____ (3)

A 1
B 2
C 3
D 4

- 1.3 Determine the following two terms in the sequence: _____ (3)

A 48; 56
B 48; 57
C 47; 56
D 47; 57

- 1.4 Prime numbers that lie between 8 and 22: _____ (3)

A 11, 13, 17, 19, 23
B 11, 17, 19, 23
C 11, 13, 17, 19
D 11, 17, 19, 23

- 1.5 $\sqrt{324}$ is _____ (3)

A 18
B 74
C 18 and 74
D 18

- 1.6 If $x = 2$, the value of $3x^2 + 4x$ would be: _____ (3)

A 10
B 12
C 14
D 16

6 x 1 = 6

QUESTION 2: WHOLE NUMBERS & INTEGERS

- 2.1 Write 345:15 in it's simplest form. _____ (2)

- 2.2 If 10 contractors can build a house in 10 days. How many contractors, working at the same rate, will be needed to build the house in 4 days? _____ (3)

- 2.3 John drove 620km in 5 and a half hours. Calculate his average speed. _____ (3)

- 2.4 Write the number 48 as a product of its prime factors. Write the prime factors in exponential form. _____ (4)

- 2.5 Calculate the following:
2.5.1 $2 \frac{1}{2} \times 3 \frac{1}{2}$ _____ (3)
2.5.2 $2 \frac{1}{2} \div 3 \frac{1}{2}$ _____ (3)
[16]

QUESTION 3: EXPONENTS

- 3.1 $5^2 \times \sqrt{5} + 5^2$ _____ (2)

- 3.2 $5^2 \times 5^3$ _____ (2)

- 3.3 $\frac{5^2}{5^3}$ _____ (3)

- 3.4 $\sqrt{5^2} \times 5^2$ _____ (3)
[10]

Grade 9 November 2014 Math Exam Questions

SJ Ball



Grade 9 November 2014 Math Exam Questions:

Ensign, November 2014 The Church of Jesus Christ of Latter-day Saints, 2014-11-01 Saturday Morning Session Welcome to Conference By President Thomas S Monson The Reason for Our Hope By President Boyd K Packer Which Way Do You Face By Elder Lynn G Robbins The Sacrament a Renewal for the Soul By Cheryl A Esplin Rescue in Unity By Elder Chi Hong Sam Wong Free Forever to Act for Themselves By Elder D Todd Christofferson Receiving a Testimony of Light and Truth By President Dieter F Uchtdorf Saturday Afternoon Session The Sustaining of Church Officers Presented by President Henry B Eyring Loving Others and Living with Differences By Elder Dallin H Oaks Joseph Smith By Elder Neil L Andersen Parents The Prime Gospel Teachers of Their Children By Tad R Callister Approaching the Throne of God with Confidence By Elder J rg Klebingat Yes Lord I Will Follow Thee By Elder Eduardo Gavarret Are We Not All Beggars By Elder Jeffrey R Holland Finding Lasting Peace and Building Eternal Families By Elder L Tom Perry Priesthood Session Choose Wisely By Elder Quentin L Cook I Know These Things of Myself By Elder Craig C Christensen The Law of the Fast A Personal Responsibility to Care for the Poor and Needy By Bishop Dean M Davies Lord Is It I By President Dieter F Uchtdorf The Preparatory Priesthood By President Henry B Eyring Guided Safely Home By President Thomas S Monson Sunday Morning Session Continuing Revelation By President Henry B Eyring Sustaining the Prophets By Elder Russell M Nelson Live according to the Words of the Prophets By Carol F McConkie Eternal Life to Know Our Heavenly Father and His Son Jesus Christ By Elder Robert D Hales The Sacrament and the Atonement By Elder James J Hamula Ponder the Path of Thy Feet By President Thomas S Monson Sunday Afternoon Session Stay in the Boat and Hold On By Elder M Russell Ballard Make the Exercise of Faith Your First Priority By Elder Richard G Scott The Lord Has a Plan for Us By Elder Carlos A Godoy The Book By Elder Allan F Packer Our Personal Ministries By Elder Hugo E Martinez Trifle Not with Sacred Things By Elder Larry S Kacher Come and See By Elder David A Bednar Until We Meet Again By President Thomas S Monson General Women s Session Prepared in a Manner That Never Had Been Known By Linda K Burton Covenant Daughters of God By Jean A Stevens Video Presentation The Holy Temple The Church of Jesus Christ of Latter day Saints Sharing Your Light By Neill F Marriott Living the Gospel Joyful By President Dieter F Uchtdorf

Core Practices for Project-Based Learning Pam Grossman, Zachary Herrmann, Sarah Schneider Kavanagh, Christopher G. Pupik Dean, 2022-10-18 Core Practices for Project Based Learning offers a framework and essential set of strategies for successfully implementing project based learning PBL in the classroom Centering on teaching practice this work moves beyond project planning to focus on the complex instructional demands of the student centered PBL approach Pam Grossman and her colleagues draw on their research with teachers educational leaders and curriculum designers to identify the instructional goals practices and mindsets that enable educators to effectively facilitate deep learning in PBL environments The authors first define the four primary teaching goals of the PBL model supporting subject area learning engaging students in authentic work encouraging student collaboration and agency and building an

iterative culture where students are always prototyping reflecting and trying again Grossman and her coauthors then equip educators with ten key practices that serve these goals These practices include methods to elicit higher order thinking to engage students in disciplinary and interdisciplinary practice and mentor student decision making The authors guide educators from a clear starting place through a series of concrete manageable steps that apply whether they are initiating PBL or working to improve existing PBL implementation Extended case studies illustrate the use of the core practices in real world situations Core Practices for Project Based Learning is an invaluable resource to help educators realize their instructional vision and create meaningful student experiences

Competence Assessment in Education Detlev Leutner, Jens Fleischer, Juliane Grünkorn, Eckhard Klieme, 2017-03-27 This book addresses challenges in the theoretically and empirically adequate assessment of competencies in educational settings It presents the scientific projects of the priority program Competence Models for Assessing Individual Learning Outcomes and Evaluating Educational Processes which focused on competence assessment across disciplines in Germany The six year program coordinated 30 research projects involving experts from the fields of psychology educational science and subject specific didactics The main reference point for all projects is the concept of competencies which are defined as context specific cognitive dispositions that are acquired and needed to successfully cope with certain situations or tasks in specific domains Koeppen et al 2008 p 62 The projects investigate different aspects of competence assessment The primary focus lies on the development of cognitive models of competencies complemented by the construction of psychometric models based on these theoretical models In turn the psychometric models constitute the basis for the construction of instruments for effectively measuring competencies The assessment of competencies plays a key role in optimizing educational processes and improving the effectiveness of educational systems This book contributes to this challenging endeavor by meeting the need for more integrative interdisciplinary research on the structure levels and development of competencies

Teaching and Learning Mathematics Online James P. Howard, II, John F. Beyers, 2020-05-10 Online education has become a major component of higher education worldwide In mathematics and statistics courses there exists a number of challenges that are unique to the teaching and learning of mathematics and statistics in an online environment These challenges are deeply connected to already existing difficulties related to math anxiety conceptual understanding of mathematical ideas communicating mathematically and the appropriate use of technology Teaching and Learning Mathematics Online bridges these issues by presenting meaningful and practical solutions for teaching mathematics and statistics online It focuses on the problems observed by mathematics instructors currently working in the field who strive to hone their craft and share best practices with our professional community The book provides a set of standard practices improving the quality of online teaching and the learning of mathematics Instructors will benefit from learning new techniques and approaches to delivering content Features Based on the experiences of working educators in the field Assimilates the latest technology developments for interactive distance

education Focuses on mathematical education for developing early mathematics courses **Engaging in Mathematics in the Classroom** Alf Coles, 2015-07-30 What comes first class management or student engagement How can the real world be used to engage learners What is the role of technology in engaging students And is understanding or exam success more engaging In the modern world success in school mathematics can determine life chances It is therefore vital to engage children and young people in learning mathematics Engaging in Mathematics in the Classroom brings together the debates concerning mathematical engagement and draws on first hand experience and key research to promote successful classroom practice It considers what engagement looks like at different ages and the implications of this for the classroom Accessibly written with examples of successful classroom practice activities and projects the book covers Planning and managing engagement in learning Mathematical understandings and meanings Early Primary and the number system Primary Secondary Transition and geometrical thinking Secondary school Adolescence and algebraic activity Post 16 and infinity Learning across the lifespan Written by a leading authority in the field this timely text will be essential reading for all trainee and practising teachers of mathematics 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 **Psychology and Mathematics Education** Gila Hanna, Laura Macchi, Karin Binder, Laura Martignon, Katharina Loibl, 2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves

problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program In Simon s bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content free norms of coherence e g transitivity

A Unique Geological Heritage: Meerschaum Alp Baran Erkul,2022-12-27 A Unique Geological Heritage Meerschaum Alp Baran Erkul ISBN 978 605 06802 3 2 Kitab n t m geliri novasyon in E itim Vakf na ba lanmaktad r Elde edilen gelir ile entelekt el seviyesi y ksek gen lerin e itimi ve start up lar desteklenmektedir Ayr ca e itlik ve kapsay c l k g zetilmektedir *Reach for Greatness* Yong Zhao,2018-01-09 Make education personalizable Every child can be great when they own their learning For years focusing on the achievement gap has led to the same result We hope for greatness and settle for competence But why settle It s time to recognize that the potential for greatness lies in a unique form within each child and that the goal of education should be to encourage and develop it This inspiring manifesto brings in research from different disciplines to show where children s strengths and passions can be found and how personalizable education uncovers them Also included Strategies for implementing personalizable education Examples showing practices that have gone wrong and right Guidance for teaching disadvantaged students Every child has the potential to be great Teaching for greatness gives students control of their own learning and guides them toward future happiness and success Are you tired of gimmicks like personalized learning that have become empty slogans but keen for the real depth and substance of an education that helps all students to reach their full potential If so Yong Zhao s *Reaching for Greatness* is the book for you With vivid examples and carefully scaffolded argumentation Zhao shows how what he calls personalizable education offers an exciting and practical future for all of our students truly to become great Zhao s writing is full of whimsy and humor so that you can t wait to see what this wonderful alchemist of educational change is going to say next Best of all this gem of a book is one that not only all teachers but also a rising generation of students will cherish as well Dennis Shirley Professor Lynch School of Education Boston College Editor in Chief *Journal of Educational Change* Once again Yong pulls us from our narrow view of what education is and reminds us what it needs to be Personalized education as opposed to the ubiquitous and limited notion of personalized learning is essential for a time in which we need to recognize and cultivate the diverse strengths of our students for their

own good and our shared future on earth Poignant stories from Yong's global travels to schools make the research in this call to action relatable and accessible for all educational stakeholders This is an important read Emily McCarren Academy Principal Punahou School co author of The Take Action Guides to World Class Learners book series Standards and Standardization: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2015-02-28 Effective communication requires a common language a truth that applies to science and mathematics as much as it does to culture and conversation Standards and Standardization Concepts Methodologies Tools and Applications addresses the necessity of a common system of measurement in all technical communications and endeavors in addition to the need for common rules and guidelines for regulating such enterprises This multivolume reference will be of practical and theoretical significance to researchers scientists engineers teachers and students in a wide array of disciplines

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