

**GRADE 9 MATHEMATICS  
 NOVEMBER EXAMINATION PAPER 2**

**QUESTION 1**

1.1 Draw a rhombus and indicate all properties in mathematical language. (5)

1.2 Choose the correct answer and write only the LETTER on your answer sheet.

1.2.1 Which of the following statements is NOT true about a kite?

- A. The longer diagonal bisects the shorter diagonal at  $90^\circ$
- B. The shorter diagonal bisects the longer diagonal at  $90^\circ$
- C. Diagonals bisect each other
- D. Diagonals are equal

1.2.2 An isosceles triangle has a top angle of  $70^\circ$ . The individual value of the equal angles will be:

- A.  $60^\circ$
- B.  $55^\circ$
- C.  $70^\circ$
- D.  $65^\circ$

1.2.3 A translation is:

- A. Any horizontal or vertical change in position of a shape.
- B. A mirror image of the original position.
- C. An enlargement of the original shape.
- D. A reduction of the original shape.

1.2.4 What is the length of AC in the figure below:



- A. 16cm
- B. 15cm
- C. 13cm
- D. 5cm

1.2.5 A point on a shape has coordinates  $(-2; 3)$ , what would the new coordinates be after a  $y' = -y$  reflection

- A.  $(3; -2)$
- B.  $(2; 3)$
- C.  $(-3; 2)$
- D.  $(3; 2)$

(9)  
 (10)

**QUESTION 2: GEOMETRY**

Use the following structure to answer this question:

| Statement: | Reason: |
|------------|---------|
|------------|---------|

2.1 In the diagram below  $\angle ASE = 65^\circ$  and  $\angle DCF = 32^\circ$



2.1.1 Calculate the size of  $\angle BAC$ . Give reasons and show your calculations.

(3)

# Grade 9 Mathematics November 2014 Question Paper

**RJ Shavelson**



## **Grade 9 Mathematics November 2014 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 **Helping Children**

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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

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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

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