

**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 5

- 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 in km/h. \_\_\_\_\_ (3)

- 2.4 Write the number 48 in its prime factorised form. Write the prime factors in exponential form. \_\_\_\_\_ (4)

- 2.5 Calculate the following:

2.5.1  $2 \times 10^3 + 3 \times 10^2$  \_\_\_\_\_ (3)

2.5.2  $2 \times 10^3 + 3 \times 10^2$  \_\_\_\_\_ (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  $\sqrt{5^2 \times 5^3}$  \_\_\_\_\_ (3)

[10]

# Mathematics Paper November 2014 Grade Memorandum

**John L. Rudolph**



## **Mathematics Paper November 2014 Grade Memorandum:**

*Knowledge, Curriculum and Equity* Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data *Knowledge Curriculum and Equity Social Realist Perspectives* contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all

How We Teach Science John L. Rudolph, 2019-06-01 A former Wisconsin high school science teacher makes the case that how and why we teach science matters especially now that its legitimacy is under attack Why teach science The answer to that question will determine how it is taught Yet despite the enduring belief in this country that science should be taught there has been no enduring consensus about how or why This is especially true when it comes to teaching scientific process Nearly all of the basic knowledge we have about the world is rock solid The science we teach in high schools in particular laws of motion the structure of the atom cell division DNA replication the universal speed limit of light is accepted as the way nature works Everyone also agrees that students and the public more generally should understand the methods used to gain this knowledge But what exactly is the scientific method Ever since the late 1800s scientists and science educators have grappled with that question Through the years they've advanced an assortment of strategies ranging from the laboratory method to the five step method to science as inquiry to no method at all *How We Teach Science* reveals that each strategy was influenced by the intellectual cultural and political circumstances of the time In some eras learning about experimentation and scientific inquiry was seen to contribute to an individual's intellectual and moral improvement while in others it was viewed as a way to minimize public interference in institutional science John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and ultimately determine how science is perceived and received

by the public

**Resources in Education** ,1998

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