

PART A: (Questions 1 - 25)**1 mark each**

Choose the best answer for each question and write the letter A or B or C or D in the space next to the question number on the ANSWER SHEET.

QUESTION 1

Which of these fractions is the largest?

- A. $\frac{1}{6}$ B. $\frac{1}{5}$ C. $\frac{1}{4}$ D. $\frac{1}{3}$

QUESTION 2

How many years is 60% of a century?

- A. 6 B. 60 C. 600 D. 6 000

QUESTION 3

Round 3,499 to the nearest hundred.

- A. 3,400 B. 3,490 C. 3,495 D. 3,500

QUESTION 4

50.263 rounded to 2 decimal places is

- A. 50.00 B. 50.25 C. 50.26 D. 50.27

QUESTION 5

In simple fraction, 60% is

- A. $\frac{2}{5}$ B. $\frac{3}{5}$ C. $\frac{4}{5}$ D. $\frac{3}{10}$

QUESTION 6

Simplify, $5^2 \times m^2$.

- A. $7m^2$ B. $10m^2$ C. $25m^2$ D. $500m^2$

QUESTION 7

Simplify $6a^6 \div 2a^3$

- A. $3a^4$ B. $3a^3$ C. $8a^4$ D. $8a^3$

QUESTION 8

What will be the new price of a phone costing K270.00 if it is reduced by $\frac{1}{3}$?

- A. K90.00 B. K135.00
C. K180.00 D. K200.00

QUESTION 9

Which fraction is equivalent to $\frac{98}{42}$?

- A. $\frac{49}{22}$ B. $\frac{14}{6}$ C. $\frac{147}{84}$ D. $\frac{7}{6}$

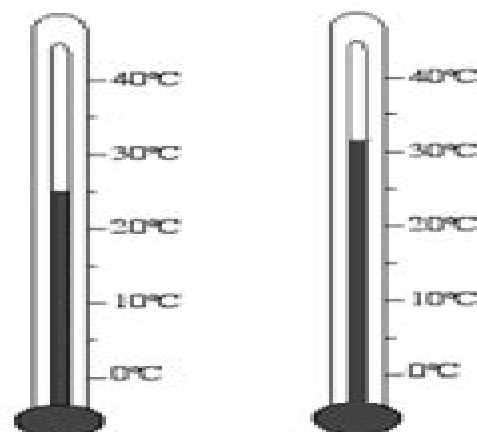
QUESTION 10

Find the product of 18 and 37 and round off the answer to the nearest hundred.

- A. 500 B. 600 C. 700 D. 800

QUESTION 11

The maximum temperatures for Mt Hagen and Madang at mid-day on a certain day are shown below.



What is the difference in temperatures between the two towns?

- A. 5°C B. 7°C C. 9°C D. 11°C

QUESTION 12

Calculate the sum of $2\frac{1}{2}$ and $3\frac{5}{6}$.

- A. $6\frac{1}{3}$ B. $5\frac{5}{12}$ C. $6\frac{1}{5}$ D. $5\frac{3}{4}$

Grade 8 Final Exam Papers For Maths 2014

Birgit Pepin, Bettina Roesken-Winter



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Look for to see student thinking and diagnose difficulties Guidance for using follow up questions and math conversations to create a rich math classroom

Fun & Fundamental Math for Young Children Marian Small, 2018-03-30 This book focuses on the most important concepts and skills needed to provide early learners preK2 with a strong foundation in mathematics in ways that are fun for both children and educators Professional developer Marian Small provides sample activities and lessons troubleshooting tips and formative assessments and much more

22 Topic-wise CTET Paper 2 Mathematics & Science Previous Year Solved Papers (2024 - 2011) Class 6 - 8 Teachers | Child Development & Pedagogy, English & Hindi Language Disha Experts, 2024-10-22 The First edition of the book 22 TOPIC WISE CTET Paper 2 Mathematics Science Solved Papers 2024 2011 English Edition contains detailed Solutions to the Past 22 Solved Papers of the CTET exam from 2011 to 2024 The past 22 CTET Solved papers included are June 2011 Jan Section II mathematics has 15 Topics Section III Science has 16 Topics Section IV English 11 Topics Section V Hindi has 10 Topics The detailed solutions are provided immediately after each topic Solutions are provided for each question The languages covered in the tests are English 1st language and Hindi 2nd language The book is 100% useful for UPTET HTET MPTET CGTET UKTET HPTET BTET PTET and other STET Exam

Innovative Applications of Online Pedagogy and Course Design Sharma, Ramesh C., 2018-05-09 New tools and technologies are being developed to cater to the e learning triangle of content technology and services These developments in technology needs of students emergence of new modes of education like MOOCs or flipped classrooms etc have resulted in a change in the approach to teaching Innovative Applications of Online Pedagogy and Course Design is a critical publication that explores e learning as a tool for instructional delivery across various kinds of educational institutions and at all levels Featuring coverage on a wide range of topics such as distance education cumulative sentence analysis and primary teacher training this book is geared toward educators professionals school administrators researchers and practitioners seeking current and relevant research on instructional design and delivery in online and technology based courses

From beliefs to dynamic affect systems in mathematics education Birgit Pepin, Bettina Roesken-Winter, 2014-10-21 This book connects seminal work in affect research and moves forward to provide a developing perspective on affect as the decisive variable of the mathematics classroom In particular the book contributes and investigates new conceptual frameworks and new methodological tools in affect research and introduces the new field of collectives to explore affect systems in diverse settings Investigated by internationally renowned scholars the book is build up in three dimensions The first part of the book provides an overview of selected theoretical frames theoretical lenses to study the mosaic of relationships and interactions in the field of affect In the second part the theory is enriched by empirical research studies and provides relevant findings in terms of developing deeper understandings of individuals and collectives affective systems in mathematics education Here pupil and teacher beliefs and affect systems are examined more closely The final part investigates the methodological tools used and needed in affect research How can the different methodological

designs contribute data which help us to develop better understandings of teachers and pupils affect systems for teaching and learning mathematics and in which ways are knowledge and affect related

Educational Technology and Polycontextual Bridging Eyvind Elstad, 2016-08-18 Technology has become ubiquitous in nearly every contemporary situation while digital media have acquired considerable importance in the lives of young people. Alongside their interest in digital media, schooling constitutes a core component of the life of children and adolescents. Youth's use of digital media creates tensions between traditions and expectations of renewal within the school. The once sharp divide between school and leisure time is eroding. How will the school as an institution relate to this comprehensive process of change known as the digital revolution? How can the school build a bridge between the world of youth and school material to enable students to learn in a new digital age? This endeavor is named polycontextual bridging in this book. What are the good examples of polycontextual bridging? What novel educational goals can be achieved by net-related activities when incorporated into the school and how can out-of-school learning be successfully framed by educational purposes? These questions are addressed from different perspectives by several scholars in this book. The chapters in this volume offer the most thorough up-to-date discussion on the challenges of technology use in school education. In tackling the critical issues created by technology, this book provides an important resource for student teachers, teachers, education scholars, and those interested in a critical examination of digital expectations and experiences in school education. This book is motivated by a pressing need to come to grips with the dilemmas caused by an apparent clash of learning cultures in the individual classroom, in the schools, in the education of teachers, and in the institutions of teacher education. The book is also a tribute to Gavriel Salomon and his research on the cognitive effects of media's symbol systems, media and learning, and the design of cognitive tools and technology-afforded learning environments. The book also contains his masterpiece. It's not just the tool but the educational rationale that counts. Further, three internationally recognized experts, Howard Gardner, David Perkins, and Daniel Bar-Tal, describe Salomon's remarkable academic contributions. This book is an attempt to explicate, illustrate, and critically examine the idea of polycontextual bridging between youth's leisure cultures and school material to enable students to learn in a new digital age. The authors do not present a common front on the complex question of the proper use of information and communication technology in the school but instead present a diversity of arguments and viewpoints. The book is an attempt to raise questions and start a debate.

Inequality and Flourishing Mariama Ifode-Blease, 2022-06-30 It is no surprise that Christians have long been involved in education; the quest for human flourishing and wholeness is at the heart of the gospel, and education is critical to that quest. Good education has the power to transform our relationships with ourselves, with each other, with and within communities, and ultimately between nation-states. But what is surprising is our theological silence in the face of the deep injustices which lie at the heart of our education system. In *Inequality and Flourishing*, Mariama Ifode-Blease explores and exposes these inequalities and calls for a greater remembrance of the bountiful and daunting gift of

stewardship we have as we educate young people Drawing on interviews she offers a fresh vision of education as being about giving children the best tools to be stewards of their minds and bodies our communities and ultimately our planet

Researching Mathematical Modelling Education in Disruptive Times Hans-Stefan Siller,Vince Geiger,Gabriele Kaiser,2024-06-03 This edited volume documents research on mathematical modelling education before during and after the Covid 19 pandemic Mathematical modelling is essential for understanding natural and human generated phenomena and informs decision making about events such as the pandemic climate change and other disruptive events Communication to the public often by the media makes use of mathematical modelling to justify changes to public policy as seen during the COVID 19 crisis Consequently mathematical modelling has assumed an increasingly prominent role in curricula internationally providing opportunities to understand how it is used in current circumstances and to plan for the needs of future societies This book focuses on research on mathematical modelling education and its implementation at school and tertiary level Contributions to the book and point to directions for further innovation in mathematical modelling education Authors of this volume are members of the International Community of Teachers of Mathematical Modelling the peak research body for the teaching and learning of mathematical modelling

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