

#### ANNUAL NATIONAL ASSESSMENT 2014 GRADE 9 MATHEMATICS

#### MEMORANDUM

#### This memorandum consists of 9 pages.

#### Important Information:

- This is a marking guideline. In instances where learners have used different but mathematically sound strategies to solve the problems they (seamers) should be credited.
- Unless stated otherwise, learners who give a correct answer only, should be awarded full marks.
- Underline errors committed by learners and apply Consistent Accuracy (CA) marking.
- Do not penalise learners if units of measurement are omitted.

K/EY					
MI	Method mark				
CA	Consistent Accuracy mark				
A	Accuracy mark				

#### QUESTION 1

1.	11010	D	1.2	C	1.3	В	1,4	A	1.5	0	Give 1 mark for each contect answer.	
	1.6	С	1.7	С	1.8	D	1.0	В	1.10	D		Liol

#### QUESTION 2

2.1	2.07 × 10 <sup>-7</sup> ✓ A	Answer: 1 mark		
2.2.1	<sup>3</sup> √73 - (-3) <sup>3</sup> = <sup>1</sup> √73 - 9 = <sup>1</sup> √64 ✓ M = 4✓ CA	Galovistion: 1 mark Answer: 1 mark (Answer only: 1 mark) (If the answer is a decimal number, no mark)	(2)	
2.2.2	√100 < √110 < √121 ✓ M 10 < √110 < 11 ✓ A	√100 and √121: 1 mark Answer: 1 mark (Answer only: 1 mark)	(2)	
2.23	= 3 × 5 <sup>2</sup> ✓ M = 75 ✓ CA	Applying exponential law: 1 mark Answer: 1 mark (Answer only: 1 mark)	(2)	
23	1.03 × 10 <sup>-1</sup> + 3.8 × 10 <sup>-3</sup> = 0.0103 + 0.0038 <b>✓M</b> = 0.0141 <b>✓CA</b>	Simplification: 1 mark Answer: 1 mark (Answer only: 1 mark)		
	or = 10 <sup>-2</sup> (1.03 + 0.38) <b>/M</b> or = 10 <sup>-2</sup> (1.41) = 0.0141 <b>/CA</b>	= 10 <sup>-2</sup> (10.3 + 3.8) <b>/M</b> = 10 <sup>-2</sup> (14.1) = 0.0141 <b>/CA</b>	Taking out common factor: 1 mark  Answer: 1 mark (Answer only: 1 mark)	(2)
		-		[19]

# **Mathematics Exampler 2014**

Keith Weber, Miloš Savić

## **Mathematics Exampler 2014:**

Teaching 6-12 Math Intervention Juliana Tapper, 2024-12-30 This practical resource offers a classroom tested framework for secondary math teachers to support students who struggle Teachers will explore an often overlooked piece of the math achievement puzzle the gatekeeping cycles of mathematics and the importance of teachers own expectations of students The immediately applicable strategies in this book developed through the author's work as a math intervention teacher intervention specialist and instructional coach will give teachers the tools to help students overcome math anxiety retention struggles and even apathy Beginning with a deep dive into the gatekeeping cycles to help teachers better understand their students who struggle the book then walks teachers through the five part B R E A K itTM Math Intervention Framework Build Community Routines to Boost Confidence Engage Every Student Advance Your Expectations Know Students Level of Understanding Educational research personal anecdotes from the author's own classroom and examples from case study teachers are woven into each chapter leading to clear action items planning strategies and best practices that are accessible enough to accommodate all grade levels and schedules The framework and activities in this book enable teachers to help students overcome math anxiety create a safe math environment for 6 12 students and ultimately increase achievement with effective research based suggestions for working with students who struggle Find additional resources at www Excellence in University Assessment David Carless, 2015-04-24 Assessment in higher education is gatebreakerbook com an area of intense current interest not least due to its central role in student learning processes Excellence in University Assessment is a pioneering text which contributes to the theory and practice of assessment through detailed discussion and analysis of award winning teaching across multiple disciplines It provides inspiration and strategies for higher education practitioners to improve their understanding and practice of assessment The book uses an innovative model of learning oriented assessment to analyze the practice of university teachers who have been recipients of teaching awards for excellence It critically scrutinizes their methods in context in order to develop key insights into effective teaching learning and assessment processes Pivotal topics include Competing priorities in assessment and ways of tackling them The nature of quality assessment task design The student experience of assessment Promoting student engagement with feedback An indispensable contribution to assessment in higher education Excellence in University Assessment is a valuable guide for university leaders middle managers staff developers teachers and researchers interested in the crucial topic of assessment

**High-Level Adaptation and Aftereffects** Rocco Palumbo, Stefania D'Ascenzo, Luca Tommasi, 2017-04-28 Aftereffects generally occur after a prolonged exposure adaptation to a first stimulus possessing one given property followed by presentation of a stimulus bearing a neutral value of that property The aftereffect consists in a change in appearance of the neutral stimulus following the adapter compared to the appearance of the neutral stimulus when it is perceived without any previous exposure to the adapter The transient phenomena of perceptual aftereffects are believed to depend on the

activation of neuron populations that respond selectively to a given property of the stimuli Studying how adaptation occurs which stimulus properties are sensitive to it which timings are necessary whether individual differences modulate its occurrence has thus become an indirect way to probe the plasticity of sensory functions in the nervous system recently extending to more cognitive and representational aspects of neural coding In the last two decades indeed it has been demonstrated that aftereffects occur not only for low level properties of stimuli such as motion color or orientation but also for high level properties Many studies have proven that high level proprieties of the stimuli e g gender identity ethnicity or age of a face or a voice are sensitive to this phenomenon It has been shown for example that the prolonged exposure to a female or male face produces a gender misperception in the opposite direction when an androgynous face is shown after the adapter Furthermore recent studies have also shown that aftereffects are not strictly contingent upon the physical features that make up stimuli but they seem to run across the high level proprieties subjects are adapted to These evidences are supported by cross category adaptation studies which underlie how aftereffects occur even across stimuli that do not share physical features e g bodies and faces but that instead share common higher level properties such as gender Given the growing body of research focused on adaptation and aftereffects in high level perception at the boundaries with perceptual learning attention and cognition the purpose of this topic is to provide a picture of the state of the art relative to the specific phenomena of adaptation in high level perceptual processing Oswaal CBSE Question Bank Class 9 English, Mathematic, Science & Social Science (Set of 4 Books) Chapterwise and Topicwise Solved Papers For 2025 Exams Oswaal Editorial Board, 2024-02-15 Description of the product 100% Updated Syllabus Question Typologies We have got you covered with the latest and 100% updated curriculum along with the latest typologies of Questions Timed Revision with Topic wise Revision Notes Smart Mind Maps Study smart not hard Extensive Practice with 1000 Questions SAS Questions Sri Aurobindo Society To give you 1000 chances to become a champ Concept Clarity with 500 Concepts Concept Videos For you to learn the cool way with videos and mind blowing concepts NEP 2020 Compliance with Competency Based Questions Artificial Intelligence For you to be on the cutting edge of the coolest educational trends Sound structure and sound change Rebecca Morley, 2019 Research in linguistics as in most other scientific domains is usually approached in a modular way narrowing the domain of inquiry in order to allow for increased depth of study This is necessary and productive for a topic as wide ranging and complex as human language However precisely because language is a complex system tied to perception learning memory and social organization the assumption of modularity can also be an obstacle to understanding language at a deeper level This book examines the consequences of enforcing non modularity along two dimensions the temporal and the cognitive Along the temporal dimension synchronic and diachronic domains are linked by the requirement that sound changes must lead to viable stable language states Along the cognitive dimension sound change and variation are linked to speech perception and production by requiring non trivial transformations between acoustic and articulatory representations

The methodological focus of this work is on computational modeling By formalising and implementing theoretical accounts modeling can expose theoretical gaps and covert assumptions To do so it is necessary to formally assess the functional equivalence of specific implementational choices as well as their mapping to theoretical structures This book applies this analytic approach to a series of implemented models of sound change As theoretical inconsistencies are discovered possible solutions are proposed incrementally constructing a set of sufficient properties for a working model Because internal theoretical consistency is enforced this model corresponds to an explanatorily adequate theory And because explicit links between modules are required this is a theory not only of sound change but of many aspects of phonological competence The book highlights two aspects of modeling work that receive relatively little attention the formal mapping from model to theory and the scalability of demonstration models Focusing on these aspects of modeling makes it clear that any theory of sound change in the specific is impossible without a more general theory of language of the relationship between perception and production the relationship between phonetics and phonology the learning of linguistic units and the nature of underlying representations Theories of sound change that do not explicitly address these aspects of language are making tacit untested assumptions about their properties Addressing so many aspects of language may seem to complicate the linguist s task However as this book shows it actually helps impose boundary conditions of ecological validity that reduce the theoretical Sciences, Humanities, Technology, Engineering, Mathematics Education Howard L. Smith, Kalpana search space Mukunda Iyengar, Nadiah Sanabria Al-Gasem, 2025-09-18 Chapters in this book offer insights models strategies and theoretically based pedagogical approaches for K 16 instruction The book content not only supports educators as they offer instruction in the SHTEM fields but also enhances the multi literacy development of learners Guided by Flores Claeys and Gist 2018 the contributors present instructional activities and research findings that promote culturally efficacious and linguistically sustaining pedagogy The activities and findings in the book scaffold learners as they explore aspects of the SHTEM areas e g medicine epidemiology mathematics computations aeronautics engineering oceanography At the same time they are given opportunities to explore science fiction writing and the biographies of women who made contributions to mathematics science society and the world e g explorers inventors pioneers practitioners. In recognition of our vibrant multilingual society contributions that privilege or explore biliteracy multilingual Language Arts are presented in the edition

A Platonic Theory of Moral Education Mark Jonas, Yoshiaki Nakazawa, 2020-09-30 Discussing Plato's views on knowledge recollection dialogue and epiphany this ambitious volume offers a systematic analysis of the ways that Platonic approaches to education can help students navigate today s increasingly complex moral environment Though interest in Platonic education may have waned due to a perceived view of Platonic scholarship as wholly impractical this volume addresses common misunderstandings of Plato's work and highlights the contemporary relevance of Plato's ideas to contemporary moral education Building on philosophical interpretations the book argues persuasively that educators might

employ Platonic themes and dialogue in the classroom Split into two parts the book looks first to contextualise Plato s theory of moral education within political ethical and educational frameworks Equipped with this knowledge part two then offers contemporary educators the strategies needed for implementing Plato's educational theory within the pluralistic democratic classroom setting A Platonic Theory of Moral Education will be of interest to academics researchers and post graduate students in the fields of ethics Plato scholarship moral psychology educational foundations and the philosophy of education This book would also benefit graduate students and scholars in teacher education Mark E Jonas is Professor of Education and Professor of Philosophy by courtesy at Wheaton College US Yoshiaki Nakazawa is Assistant Professor of Education at University of Dallas US New Directions for Mathematics Education Research on Proving Keith Weber, Miloš Savić, 2025-08-03 This book summarizes new directions in mathematics education research on proving at the university level thereby providing contemporary extensions of the sub fields of proof that Annie and John Selden introduced to the field The chapters each describe an emerging new area of proof research review the relevant findings in this area present open research questions and the tools to address them The book also discusses proof as a literary genre and how students feelings during the proof writing process can influence their behavior The concluding chapter of the book reflects on new directions for research on proving As such this book provides mathematics educators who have extensive experience researching proof with an up to date review of the new methodologies and research questions with regard to proof and young scholars interested in proof can use these chapters as primers on which they can build a research program Maths and Science Teaching and Learning Stephen Dinham, Russell Tytler, David Hoxley, Deborah Corrigan, 2017-11-01 How do we enable young people to imagine themselves as the next generation of STEM professionals How do we do this in a way that engages the desire to learn and explore In Australia there is increasing concern at the declining participation in advanced level school mathematics and physical sciences fewer students electing to study STEM programs at university and evidence of declining performance of Australian students on international comparative tests in mathematics and science This timely book highlights the need to reconceptualise Maths and Science Teacher Education Programs ReMSTEP in order to revitalise maths and science teaching approaches within primary and secondary schools Through a series of seven innovations such as offering maths and science specialisations within primary pre service teaching programs or creating opportunities to connect scientists and mathematicians with both pre service teachers and practitioners in developing activities for school contexts ReMSTEP recognises that teacher graduates are powerful change agents for making maths and science curricula more engaging challenging and relevant for primary and secondary students This substantively researched text based on ReMSTEP's extensive trialling and exhaustive consultation with researchers and practitioners alike enriches the debate on the educational relevance of maths and science and is a crucial reference for educational decision makers lecturers and pre service teachers and school leaders Part A examines the challenges around science and maths education

Part B explores through case studies the seven ReMSTEP innovations around which the activities were organised Part C provides an overview of the impacts of the innovations and explores the implications of the findings The Routledge Handbook of Chinese Interpreting Riccardo Moratto, Cheng Zhan, 2024-11-29 This Handbook sheds light on the current trends in interpretation research with a particular focus on China and Chinese interpreting Over the years the field of Chinese interpreting has experienced remarkable growth not only in terms of market demand but also in research trends within the discipline of translation studies In China specifically interpretation studies have been at the forefront of developments in pioneering new approaches and methodologies The chapters in this Handbook delve into various aspects of interpretation research encompassing both theoretical frameworks and practical applications From examining the intricacies of consecutive and simultaneous interpretation to exploring the role of technology in shaping the future of the profession the contributors offer valuable insights into the advancements and challenges within Chinese interpreting By showcasing the latest research trends and sharing valuable experiences from renowned scholars and practitioners this collection contributes to the ongoing dialogue surrounding interpretation studies This Handbook is a comprehensive resource for academics researchers students and professionals seeking to deepen their understanding of Chinese interpreting and its evolving landscape

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