



**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 1
- D 0

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 49; 56
- D 49; 57

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

- A 11, 13, 17, 19
- B 11, 17, 19, 23
- C 11, 13, 17, 19, 23
- D 11, 13, 17, 19, 23, 29

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

- A 37
- B 74
- C 18
- D 36

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

- A 14
- B 16
- C 18
- D 20

6 x 1 = 6

QUESTION 2: WHOLE NUMBERS & INTEGERS

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

2.2 If 10 masons can build a house in 200 days. How many masons, 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 2000 as a product of its prime factors. Write the prime factors in exponential form. (4)

2.5 Calculate the following: (3)
 2.5.1 $2^3 \times 3^2$ (3)
 2.5.2 $2^3 \times 3^2 \times 5^1$ (3)
 [14]

QUESTION 3: EXPONENTS

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

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

3.3 $5^2 \times 5^3$ (3)

3.4 $5^2 \times 5^3 \times 5^4$ (3)
 [10]

Memorandum Grade Maths Paper 2014 November Exams

John L. Rudolph



Memorandum Grade Maths Paper 2014 November Exams:

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

The Gambler and the Scholars John F. Dooley, 2023-04-05 In May 1917 William and Elizebeth Friedman were asked by the U S Army to begin training officers in cryptanalysis and to decrypt intercepted German diplomatic and military communications In June 1917 Herbert Yardley convinced the new head of the Army's Military Intelligence Division to create a code and cipher section for the Army with himself as its head These two seminal events were the beginning of modern American cryptology the growth of which culminated 35 years later with the creation of the National Security Agency Each running their own cryptologic agencies in the 1920s the Friedman Yardley relationship was shattered after Yardley published a tell all book about his time in military intelligence Yet in the end the work they all started in 1917 led directly to the modern American intelligence community As they got older they became increasingly irrelevant in the burgeoning American cryptologic fraternity Topics and features Examines the lives of three remarkable and pioneering cryptologists Offers fascinating insights into spies codes and ciphers rumrunners poker and military history Sheds new light on interesting parts of the cryptologists careers especially Elizebeth Friedman whose work during World War II has just begun to be explored Recounts several good stories i e What if the Friedmans had gone to work for Herbert Yardley in his new Cipher Bureau in 1919 What if Yardley had moved back to Washington to work for William Friedman a decade later This enjoyable book has wide appeal for general readers interested in the evolution of American cryptology American historians particularly of World War I the inter war period and World War II signals intelligence and historians of and general readers

interested in American military intelligence It also can be used as an auxiliary text or recommended reading in introductory or survey courses in history or on the related topics

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