

**GRADE 8 MATHEMATICS  
NOVEMBER EXAMINATION PAPER 2**

**QUESTION 1**

Choose and circle the correct answer.

1.1 Which statement is true about a parallelogram? (1)

- A opposite sides are parallel and equal.
- B opposite sides are equal but not parallel.
- C all angles are equal.
- D none of the above.

1.2 If a quadrilateral has angles of the following sizes,  $50^\circ$ ,  $126^\circ$ ,  $42^\circ$ , what would the size of the last angle be? (1)

- A  $180^\circ$
- B  $126^\circ$
- C  $136^\circ$
- D  $90^\circ$

1.3 The correct formula for calculating the volume of a triangular prism: (1)

- A  $\frac{1}{2}b \times h \times H$
- B  $l \times b \times H$
- C  $l + b$
- D  $x + x + x$

1.4 The theorem of Pythagoras states: (1)

- A Right side + Hypotenuse = Right side
- B Hypotenuse + Right side = Right side
- C Hypotenuse = Right side<sup>2</sup> + Right side<sup>2</sup>
- D Hypotenuse =  $\sqrt{\text{Right side}^2 + \text{Right side}^2}$

1.5 If the radius of a circle is doubled the circumference of the circle will: (1)

- A double
- B halve
- C remain the same
- D 4x the original circumference.

1.6 What would the area of a triangle with a base of 8 and perpendicular height of 3 be? (1)

- A 20units<sup>2</sup>
- B 40units
- C 12units<sup>2</sup>
- D 20units

$$8 \times 3 = 6$$

**QUESTION 2**

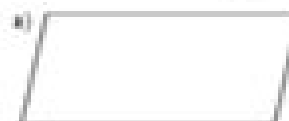
Add all the relevant properties of the following shape:



$$8 \times 2 = 36$$

**QUESTION 3: 2D GEOMETRY**

3.1 Name the following shapes:



\_\_\_\_\_ (1)

\_\_\_\_\_ (1)

# Maths Paper 2 Memo 2014 November Exam

**N Noddings**



## **Maths Paper 2 Memo 2014 November Exam:**

**The Schenley Experiment** Jake Oresick, 2017-04-14 The Schenley Experiment is the story of Pittsburgh's first public high school a social incubator in a largely segregated city that was highly even improbably successful throughout its 156 year existence Established in 1855 as Central High School and reorganized in 1916 Schenley High School was a model of innovative public education and an ongoing experiment in diversity Its graduates include Andy Warhol actor Bill Nunn and jazz virtuoso Earl Hines and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather The subject of investment as well as destructive neglect the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt Integrated decades before Brown v Board of Education Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace's reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America's oldest public schools

**Thinking and Acting Systemically** Alan Daly, Kara Finnigan, 2016-05-19 This volume argues that districts are important as a lever for change given the limited success of school by school efforts Policies that focus on skill development recognize and support performance create opportunities for collaboration build leader capacity and create networks of knowledge sharing hold great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it away from blame and toward complex systems change

**An Age of Accountability** John L. Rury, 2023-10-13 An Age of Accountability highlights the role of test based accountability as a policy framework in American education from 1970 to 2020 For more than half a century the quest to hold schools and educators accountable for academic achievement has relied almost exclusively on standardized assessment The theory of change embedded in almost all test based accountability programs held that assessment with stipulated consequences could lead to major improvements in schools This was accomplished politically by proclaiming lofty goals of attaining universal proficiency and closing achievement gaps which repeatedly failed to materialize But even after very clear disappointments no other policy framework has emerged to challenge its hegemony The American public today has little confidence in institutions to improve the quality of goods and services they provide especially in the public sector As a consequence many Americans continue to believe that accountability remains a vital necessity even if educators and policy scholars disagree

*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

Sand, Snow, and Stardust Gretchen Heefner, 2025-05-05 A vivid tour of US military efforts to understand survive and command harsh environments worldwide and beyond Deserts the Arctic outer space these extreme environments are often seen as inhospitable places at the edges of our maps But from the 1940s through the 1960s spurred by the diverse and unfamiliar regions the US military had navigated during World War II the United States defense establishment took a keen interest in these places dispatching troops to the Aleutian Islands North Africa the South Pacific and beyond To preserve the country's status as a superpower after the war to pave runways and build bridges engineers had to understand and then conquer dunes permafrost and even the surface of the moon Sand Snow and Stardust explores how the US military generated a new understanding of these environments and attempted to master them intending to cement America's planetary power Operating in these regions depended as much on scientific and cultural knowledge as on military expertise and technology From General George S Patton learning the hard way that the desert is not always hot to the challenges of constructing a scientific research base under the Arctic ice to the sheer implausibility of modeling Martian environments on Earth Gretchen Heefner takes us on a wry expedition into the extremes and introduces us to the people who have shaped our insight into these extraordinary environments Even decades after the first manned space flight plans for human space exploration and extraplanetary colonization are still based on what we know about stark habitats on Earth An entertaining survey of the relationship between environmental history and military might Sand Snow and Stardust also serves as a warning about the further transformation of the planet whether through desertification melting ice caps or attempts to

escape it entirely      *Education Reform in the American States* Jerry McBeath, Maria Elena Reyes, Mary Ehrlander, 2008-04-01 *Education Reform in the American States* is a timely evaluation of the accountability movement in American public education culminating in the No Child Left Behind Act federal legislation of 2002 The authors treat the current accountability movement placing it in historical context and addressing the evolution in public education policymaking from the overwhelming emphasis on state and local discretion to increasing federal oversight and mandates related to federal funding They provide case studies of the educational accountability movements in nine states and analyze the factors and forces which explain progress in achievement levels as measured on standardized tests and the states prospects for meeting their NCLB targets The book and the individual case studies acknowledge the merits of NCLB while exposing several significant flaws and unintended harmful consequences of the act particularly its incentives for states to lower their standards in order to meet annual yearly progress targets and its threat to withdraw federal funds from districts with the highest percentage of disadvantaged students The audience for this study includes local state and federal education policy makers administrators and instructors in schools of education and other teaching programs educators and the general public      **Anthropogenic Disturbances in the Deep Sea** Ricardo Serrão Santos, Christopher Kim Pham, Jeroen Ingels, 2020-01-15      *Resources in Education* ,1998      **Mayor Michael Bloomberg** Lynne A. Weikart, 2021-09-15 In Mayor Michael Bloomberg Lynne A Weikart dives into the mayoralty of Michael Bloomberg offering an incisive analysis of Bloomberg s policies during his 2002 2014 tenure as mayor of New York and highlighting his impact on New York City politics Michael Bloomberg became mayor of New York just four months after the 9 11 terrorist destruction of the World Trade Center and he lead the rebuilding of a physically and emotionally devastated city so well that within two years the city had budget surpluses Weikart reveals how state and federal governments constrained Bloomberg s efforts to set municipal policy and implement his strategic goals in the areas of homelessness low income housing poverty education and crime External powers of state and federal governments are strong currents and Bloomberg s navigation of these currents often determined the outcome of his efforts Weikart evaluates Michael Bloomberg s mayoral successes and failures in the face of various challenges externally the constraints of state government and mandates imposed by federal and state courts and internally the impasse between labor unions and Bloomberg Weikart identifies and explores both the self created restrictions of Mayor Bloomberg s own management style and the courage of Mike Bloomberg s leadership      **The Journal of Biolaw & Business** ,2004      **Aero/space Engineering** ,1958      **Government Reports Announcements & Index** ,1994

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