

PART A (Questions 1 to 25) : 1 mark each.

For each question choose the best answer by writing A, B, C or D in the space provided on the ANSWER SHEET.

QUESTION 1

Make **I** the subject in the formula $A = P + I$.

- A. $I = A + P$ B. $I = P - A$
C. $I = A/P$ D. $I = A - P$

QUESTION 2

Find the missing term in the sequence.

-2, 6, -18, _____, -162, 496.....

- A. 24 B. 42
C. 54 D. 62

QUESTION 3

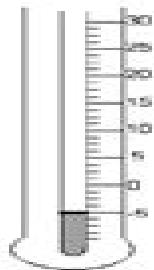
Simplify: $\frac{y^7 \times y^4}{y^3}$

- A. y^{56} B. y^8
C. y^{22} D. y^{23}

QUESTION 4

The temperature shown indicates the temperature of Mt. Wilhelm one morning.

What was the starting temperature if it had fallen by 20°C ?



- A. 30°C
B. 25°C
C. 20°C
D. 15°C

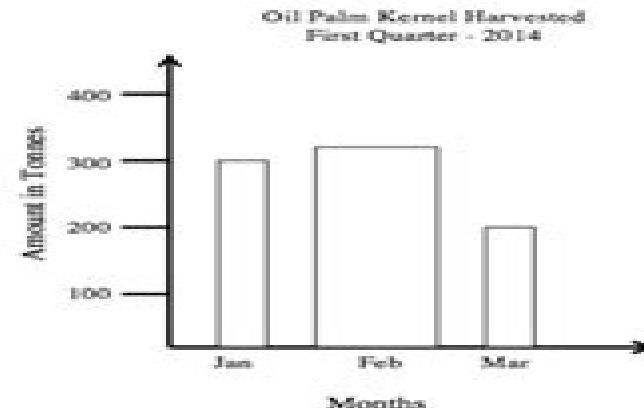
QUESTION 5

Rolland and Sammy shared K200 in the ratio 2 : 3 respectively. How much did Sammy receive?

- A. K80 B. K100
C. K120 D. K150

QUESTION 6

Which part of the graph shown is misleading?



- A. The scale used on the vertical axis.
B. Uneven sizes of bars used on the horizontal axis.
C. The Title of the graph
D. Uneven sizes of bars and the vertical axis

QUESTION 7

Factorise: $a(b+1) - 2(b+1)$

- A. $-2a(b+1)$ B. $a - 2(b+1)$
C. $(a-2)(b+1)$ D. $a - 2(b+1)(b+1)$

QUESTION 8

A man leaves town A and travels West for 80km. He then turns and travels East for 100km.

How far and in what direction is he from town A?

- A. 20 km East B. 20 km West
C. 30 km East D. 30 km West

QUESTION 9

A TV screen was selling at a cost of K900 in April. In May the price reduced to K720.

What was the percentage decrease of the price?

- A. 10% B. 20% C. 30% D. 40%

Grade 1final Exam Maths Paper 2 2014

KJ Lindholm-Leary



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Reasoning Mr. Rohit Manglik,2024-08-24 A practical guide to enhancing analytical and logical reasoning abilities ideal for competitive exam preparation *Resources in Education* ,1989 **Mathematics and Technology** Gilles Aldon,Fernando Hitt,Luciana Bazzini,Uwe Gellert,2017-04-05 This volume collects most recent work on the role of technology in mathematics education It offers fresh insight and understanding of the many ways in which technological resources can improve the teaching and learning of mathematics The first section of the volume focuses on the question how a proposed mathematical task in a technological environment can influence the acquisition of knowledge and what elements

are important to retain in the design of mathematical tasks in computing environments The use of white smart boards platforms as Moodle tablets and smartphones have transformed the way we communicate both inside and outside the mathematics classroom Therefore the second section discussed how to make efficient use of these resources in the classroom and beyond The third section addresses how technology modifies the way information is transmitted and how mathematical education has to take into account the new ways of learning through connected networks as well as new ways of teaching The last section is on the training of teachers in the digital era The editors of this volume have selected papers from the proceedings of the 65th 66th and 67th CIEAEM conference and invited the correspondent authors to contribute to this volume by discussing one of the four important topics The book continues a series of sourcebooks edited by CIEAEM the Commission Internationale pour l'étude et l'amélioration de l'Enseignement des Mathématiques International Commission for the Study and Improvement of Mathematics Education Identifying, Assessing and Supporting Learners with Dyscalculia Kathleen Kelly, 2020-07-13 Online Resources are open access No code is required It is vital to understand the challenges and provide the right support for learners with dyscalculia and specific learning difficulties in mathematics The book provides an overview of current research explaining the nature and causation of dyscalculia guidance on the identification of dyscalculia examples of how to carry out informal and formal assessments an explanation of the principles of multisensory mathematics teaching an outline of a structured programme for learners aged 5-14 together with examples of lesson planning and activities Designed for teachers specialising in the assessment and teaching of learners with dyscalculia and those undertaking courses leading to Approved Teacher Dyscalculia ATD and Associate Membership of the British Dyslexia Association AMBDA the book is useful to any professional looking for an understanding of this area of specific difficulty

The Electrical Review, 1936 The Compact Edition of the Oxford English Dictionary Sir James Augustus Henry Murray, 1971 Micrographic reproduction of the 13 volume Oxford English dictionary published in 1933 *CA MUD Form Assessment/DPT Math Grade 1 Test 2 Single* Diane Miller, 2009-01-01

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