

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° , 126° , 42° , what would the size of the last angle be? (1)

- A 180°
- B 126°
- C 138°
- D 90°

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 side² + Right side²
- 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 20units²
- B 40units
- C 12units²
- D 20units

$$8 \times 3 = 24$$

QUESTION 2

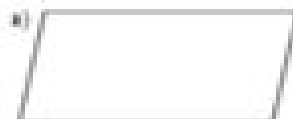
Add all the relevant properties of the following shape:



$$8 \times 2 = 16$$

QUESTION 3: 2D GEOMETRY

3.1 Name the following shapes:



_____ (1)

_____ (1)

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TD Snyder



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All authors of this volume are members of the International Community of Teachers of Mathematical Modelling ICTMA the peak research body into researching the teaching and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace

Effectiveness of teachers' guides in the Global South

Benjamin Piper, Yasmin Sitabkhan, Jessica Mejia, Kellie Betts, 2018-05-10 This report presents the results of RTI International Education's study on teachers guides across 13 countries and 19 projects Using quantitative and qualitative methods we examine how teachers guides across the projects differ and find substantial variation in the design and structure of the documents We develop a scripting index so that the scripting levels of the guides can be compared across projects The impact results of the programs that use teachers guides show significant impacts on learning outcomes associated with approximately an additional half year of learning showing that structured teachers guides contribute to improved learning outcomes During observations we find that teachers make a variety of changes in their classroom instruction from how the guides are written showing that the utilization of structured teachers guides do not create robotic teachers unable to use their own professional skills to teach children Unfortunately many changes that teachers make reduce the amount of group work and interactivity that was described in the guides suggesting that programs should encourage teachers to more heavily utilize the instructional routines designed in the guide The report includes a set of research based guidelines that material developers can use to develop teachers guides that will support effective instructional practices and help improve learning outcomes The key takeaway from the report is that structured teachers guides improve learning outcomes but that overly scripted teachers guides are somewhat less effective than simplified teachers guides that give specific guidance to the teacher but are not written word for word for each lesson in the guide

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A Focus on Fractions Marjorie M. Petit, Robert E. Laird, Caroline B. Ebby, Edwin L. Marsden, 2022-07-29 The third edition of this book offers a unique approach to making mathematics education research on the teaching and learning of fraction concepts readily accessible and understandable to pre service and in service K 8 mathematics teachers Revealing students thought processes with extensive annotated samples of student work and vignettes characteristic of classroom teachers experience this book provides teachers a research based lens to interpret evidence of student thinking inform instruction and ultimately improve student learning Based on research gathered in the Ongoing Assessment Project OGAP and updated throughout this engaging and easy to use resource also features Two new chapters dedicated to understanding the OGAP Fraction Framework and Progression based on research conducted with hundreds of teachers to gather and interpret evidence of student learning along a learning progression referenced throughout the book so readers can apply the concepts to their instruction A close focus on student work including 180 annotated pieces of

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