

**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 $2x^2 + 3x - 5$ is _____ (3)

- A 5
B -5
C 3
D -3

1.2 How many terms are in the expression $3x^2 + 2x - 5$? _____ (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; -56
C -48; 56
D 48; 56

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
D 11, 13, 17, 19, 23

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

- A 18
B 74
C $\sqrt{324}$
D none

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

- A 10
B 14
C 16
D 18

6 x 1 = 6

QUESTION 2: WHOLE NUMBERS & INTEGERS

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

2.2 If 10 contractors can build a house in 10 days. How many contractors, 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. _____ (3)

2.4 Write the number 48 as a product of its prime factors. Write the prime factors in exponential form. _____ (4)

2.5 Calculate the following:

- 2.5.1 $3 \times 10^3 + 4 \times 10^2$ _____ (3)
2.5.2 $3 \times 10^3 + 4 \times 10^2$ _____ (3)
[16]

QUESTION 3: EXPONENTS

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

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

3.3 $\frac{5^2}{5^3}$ _____ (3)

3.4 $\sqrt{5^2} \times 5^3$ _____ (3)
[10]

Mathematics Paper 2 Grade 1november 2014

Ransford Tetteh



Mathematics Paper 2 Grade 1 november 2014:

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 does 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.

Spectrum Language Arts and Math, Grade 1 Spectrum, 2015-03-02 Spectrum R Language Arts and Math Common Core Edition for Grade 1 helps parents understand Common Core standards and helps students master essential Common Core skills. Engaging practice pages and sturdy flash cards help students with long vowels, sentences, vocabulary, place value, telling time, and more. Spectrum R Language Arts and Math Common Core Edition helps take the mystery out of current academic standards for busy parents. This unique resource for kindergarten to grade 5 provides easy-to-understand overviews of Common Core learning standards for each grade level. Each title includes more than 100 skill-building practice pages and more than 100 sturdy cut-apart flash cards. The handy cards make it easy to review important skills quickly at home or on the go. You will find all of the focused standards-based practice your child needs to succeed at school this year.

The Education Invasion Joy Pullmann, 2017-03-14 Most Americans had no idea what Common Core was in 2013, according to polls. But it had been creeping into schools nationwide over the previous three years, and children were feeling its effects. They cried over math homework so mystifying their parents could not help them, even in elementary school. They read motley assortments of informational text instead of classic literature. They dreaded the high-stakes tests in unfamiliar formats that were increasingly controlling their classrooms. How did this latest and most sweeping reform of American education come in mostly under the radar? Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and

it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies **Daily Graphic**

Ransford Tetteh,2014-09-19 *ECGBL2015-9th European Conference on Games Based Learning* Robin Munkvold and Line Kolås,2015-09-18 These proceedings represent the work of researchers participating in the 9th European Conference on Games Based Learning which is being hosted this year by Nord Trondelag University College Steinkjer Norway on the 8 9 October 2015 The Conference has become a key platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different areas and specialties within Games Based Learning It also offers the opportunity for like minded individuals to meet discuss and share knowledge ECGBL continues to evolve and develop and the wide range of papers and topics will ensure an interesting two day conference In addition to the main streams of the conference there are mini tracks focusing on the areas of the design of multiplayer collaborative serious games applied Games and gamification the teacher s role in game based learning games for STEM Science Technology Engineering Mathematics learning assessment of digital game based learning and pervasive and ubiquitous gaming for learning In addition to the presentations of research we are delighted to host the third year of the Serious Game competition which provides an opportunity for educational game designers and creators to participate in the conference and demonstrate their game design and development skills in an international competition This competition is again sponsored by SEGAN Serious Games Network With an initial submission of more than 60 games 28 finalists will present their games at the conference Prizes will be awarded to the games judged to demonstrate the best quality and originality of game play itself and the positioning and articulation of the game s contribution to the educational domain With an initial submission of 190 abstracts after the double blind peer review process there are 75 research papers 15 PhD research papers 4 Non Academic papers and 8 work in progress papers published in these Conference Proceedings These papers represent research from more than 40 countries including Australia Austria Belgium Brazil Bulgaria Canada Czech Republic Denmark Finland France Germany Greece Hungary Ireland Israel Italy Japan Malaysia Norway Portugal Russia Saudi Arabia Slovakia Slovenia South Africa Spain Sweden Switzerland Taiwan ROC The Netherlands The Netherlands United Arab Emirates UK and USA

November 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts,2019-10-21 *The End of*

Public Schools David W. Hursh, 2015-10-16 *The End of Public Schools* analyzes the effect of foundations corporations and non governmental organizations on the rise of neoliberal principles in public education By first contextualizing the privatization of education within the context of a larger educational crisis and with particular emphasis on the Gates Foundation and influential state and national politicians it describes how specific policies that limit public control are advanced across all levels Informed by a thorough understanding of issues such as standardized testing teacher tenure and charter schools David Hursh provides a political and pedagogical critique of the current school reform movement as well details about the increasing resistance efforts on the part of parents teachers and the general public

New Digital Technology in Education Wan Ng, 2015-04-25 This book addresses the issues confronting educators in the integration of digital technologies into their teaching and their students learning Such issues include a skepticism of the added value of technology to educational learning outcomes the perception of the requirement to keep up with the fast pace of technological innovation a lack of knowledge of affordable educational digital tools and a lack of understanding of pedagogical strategies to embrace digital technologies in their teaching This book presents theoretical perspectives of learning and teaching today s digital students with technology and propose a pragmatic and sustainable framework for teachers professional learning to embed digital technologies into their repertoire of teaching strategies in a systematic coherent and comfortable manner so that technology integration becomes an almost effortless pedagogy in their day to day teaching The materials in this book are comprised of original and innovative contributions including empirical data to existing scholarship in this field Examples of pedagogical possibilities that are both new and currently practised across a range of teaching contexts are featured

The Disorder of Mathematics Education Hauke Straehler-Pohl, Nina Bohlmann, Alexandre Pais, 2016-08-23 Research within a socio political paradigm or turn has been gradually recognized and institutionalized as an important part of mathematics education This book focuses on the neglected problems tensions and contradictions evoked by this process The authors do this by challenging current regimes of truth about mathematics education by identifying how recent technological developments challenge or suspend contemporary conceptions of mathematics education by critiquing the ideological entanglement of mathematics its education and schooling with capitalism by self reflective analyses of researchers impacts on shaping what is and can be perceived as the practice of mathematics education research and by confronting main stream mathematics education with socio political contexts that are usually neglected In this way mathematical rationality becomes contextualized within contemporary society where it reproduces itself through technologies social practices media and other spheres of social life

Research for Educational Change Jill Adler, Anna Sfard, 2016-06-17 *Research for Educational Change* presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The

question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research

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