

**GRADE 9 MATHEMATICS
 NOVEMBER EXAMINATION PAPER 2**

QUESTION 1

1.1 Draw a rhombus and indicate all properties in mathematical language. (5)

1.2 Choose the correct answer and write only the LETTER on your answer sheet.

1.2.1 Which of the following statements is NOT true about a kite?

- A. The longer diagonal bisects the shorter diagonal at 90°
- B. The shorter diagonal bisects the longer diagonal at 90°
- C. Diagonals bisect each other
- D. Diagonals are equal

1.2.2 An isosceles triangle has a top angle of 70° . The individual value of the equal angles will be:

- A. 60°
- B. 55°
- C. 70°
- D. 65°

1.2.3 A translation is:

- A. Any horizontal or vertical change in position of a shape.
- B. A mirror image of the original position.
- C. An enlargement of the original shape.
- D. A reduction of the original shape.

1.2.4 What is the length of AC in the figure below:



- A. 16cm
- B. 15cm
- C. 13cm
- D. 5cm

1.2.5 A point on a shape has coordinates $(-2; 3)$, what would the new coordinates be after a $y' = -y$ reflection

- A. $(3; -2)$
- B. $(2; 3)$
- C. $(-3; 2)$
- D. $(3; 2)$

(7)

(10)

QUESTION 2: GEOMETRY

Use the following structure to answer this question:

Statement:	Reason:
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2.1 In the diagram below $\angle ASE = 65^\circ$ and $\angle DCF = 32^\circ$



2.1.1 Calculate the size of $\angle BAC$. Give reasons and show your calculations.

(3)

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Ransford Tetteh



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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. November 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts, 2019-10-21

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

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

Psychosocial Skills and School Systems in the 21st Century Anastasiya A Lipnevich,Franzis Preckel,Richard D. Roberts,2016-04-02 This book provides a comprehensive overview and in depth analysis of research on psychosocial skills examining both theory and areas of application It discusses students psychosocial skills both as components of academic success and desired educational outcomes in grades K through 12 The book describes an organizing framework for psychosocial skills and examines a range of specific constructs that includes achievement motivation self efficacy creativity emotional intelligence resilience and the need for cognition In addition it reviews specific school based interventions and examines issues that concern the malleability of psychosocial skills It addresses issues relating to the integration of psychosocial skills into school curriculum as well as large scale assessment policies Topics featured in this book include Development of psychosocial skills in grades K 12 Assessment of psychosocial skills Conscientiousness in education and its relation to meaningful educational outcomes

Creativity in schools including theory assessment and interventions Academic emotions and their regulation through emotional intelligence Resilience and school based programs aimed at enhancing it Psychosocial Skills and School Systems in the 21st Century is a must have resource for researchers graduate students clinicians mental health professionals and policymakers in child and school psychology educational policy and politics public health social work developmental psychology and educational psychology

Primary Mathematics for Trainee Teachers Marcus Witt, 2014-11-19 With chapter sequencing following the new Curriculum this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Mathematics teaching Covering all of the areas of the new Curriculum for primary mathematics and offering insight into effective teaching this book helps students connect what they need to teach with how it can be taught Exploring opportunities in the new curriculum for creative and imaginative teaching it shows readers how to capitalize on opportunities to develop children's reasoning and problem solving skills It explores how to make links between mathematics and children's lived experiences to enhance their learning and enables trainees to develop an ability to plan with discernment making the most of existing thinking and research as well as building confidence in adapting and customizing ideas Includes the full National Curriculum Programme of Study for Maths key stages 1 and 2 as a useful reference for trainee teachers Other books in this series include Primary English for Trainee Teachers

Count Girls In Karen Panetta, Katianne Williams, 2018-08-01 Maybe you have a daughter who loves cooking soccer and musicals Maybe she's a social butterfly an athlete a fashionista and a humanitarian who wants to change the world Be honest do you think Well she's clearly not a math and science kid Do you assume that certain classes and careers won't appeal to her Count Girls In challenges these assumptions and presents a totally different way of thinking there is a place for all girls and young women not just the science fair winners and robotics club members in science technology engineering and math STEM fields if we can keep their and our minds and options open and meet them where they are To succeed in STEM fields today girls don't have to change who they are A girl who combines her natural talents interests and dreams with STEM skills has a greater shot than ever before at a career she loves and a salary she deserves Count Girls In encourages parents and other adults to raise authentic young women who have the confidence to put STEM to work in a way that best serves them and their passions The authors both STEM professionals present compelling research in a conversational accessible style and provide specific advice and takeaways for each stage of schooling from elementary school through college followed by comprehensive STEM resources This isn't a book about raising competitive test-acing girls in lab coats this is about raising happy confident girls who realize the world of opportunities before them

Daily Graphic Ransford Tetteh, 2014-04-22

Human-Inspired Computing and its Applications Alexander Gelbukh, Félix Castro Espinoza, Sofía N. Galicia-Haro, 2014-11-05 The two volume set LNAI 8856 and LNAI 8857 constitutes the proceedings of the 13th Mexican International Conference on Artificial Intelligence MICA 2014 held in Tuxtla Mexico in November 2014 The

total of 87 papers plus 1 invited talk presented in these proceedings were carefully reviewed and selected from 348 submissions The first volume deals with advances in human inspired computing and its applications It contains 44 papers structured into seven sections natural language processing natural language processing applications opinion mining sentiment analysis and social network applications computer vision image processing logic reasoning and multi agent systems and intelligent tutoring systems The second volume deals with advances in nature inspired computation and machine learning and contains also 44 papers structured into eight sections genetic and evolutionary algorithms neural networks machine learning machine learning applications to audio and text data mining fuzzy logic robotics planning and scheduling and biomedical applications

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