

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

- A 3
B 2
C 4
D 1

1.2 How many terms are in the expression $2x^2 + 3x + 2$? _____ (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; 57
C 47; 56
D 47; 57

1.4 Prime numbers that lie between 8 and 23: _____ (3)

- A 11, 13, 17, 19, 23
B 11, 13, 17, 19
C 11, 13, 17, 19, 23
D 11, 13, 17, 19, 23

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

- A 18
B 74
C 18 and 74
D 18

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

- A 10
B 12
C 14
D 16

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 in km/h. _____ (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 $2 \times 10^3 + 3 \times 10^2 + 4 \times 10^1 + 5$
2.5.2 $2 \times 10^3 + 3 \times 10^2 + 4 \times 10^1 + 5$

[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 $\sqrt{5^2}$ _____ (3)

[10]

Grade 9 Mathematics Paper For November 2014

Ann Dowker, Hans-Christoph Nuerk



Grade 9 Mathematics Paper For November 2014:

Global Action on School Library Guidelines Barbara A. Schultz-Jones, Dianne Oberg, 2015-06-16 This book celebrates the new IFLA School Library Guidelines and shows how the Guidelines can be used in improving school library services Each chapter describes innovative initiatives for developing implementing and promoting school library guidelines The book provides inspiration and guidance for the creation of national school library standards and for the development and use of standards and guidelines to change school library practice to define the teaching role of school librarians to guide the initial preparation of school librarians and to advocate for school library services Contributors to the book come from around the world Australia Canada Ethiopia France Malaysia Norway Poland Portugal Spain Sweden and the United States Their work illustrates the shared commitment of school librarians around the world to teaching and learning for all as envisioned in the IFLA UNESCO School Library Manifesto

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

Daily Graphic Ransford Tetteh, 2014-04-22

Dilemmas of Educational Ethics Meira Levinson, Jacob Fay, 2019-01-02 Educators and policy makers confront challenging questions of ethics justice and equity on a regular basis Should teachers retain a struggling student if it means she will most certainly drop out Should an assignment plan favor middle class families if it means strengthening the school system for all These everyday dilemmas are both utterly ordinary and immensely challenging yet there are few opportunities and resources to help educators think through the ethical issues at stake Drawing on research and methods developed in the Justice in Schools project at the Harvard Graduate School of Education *Dilemmas of Educational Ethics* introduces a new interdisciplinary approach to achieving practical wisdom in education one that honors the complexities inherent in educational decision making and encourages open discussion of the values and principles we should collectively be trying to realize in educational policy and practice At the heart of the book are six richly described realistic accounts of ethical dilemmas that have arisen in education in recent years paired with responses written by noted philosophers empirical researchers policy makers and practitioners including Pedro Noguera Howard Gardner Mary Pattillo

Andres A Alonso Jamie Ahlberg Toby N Romer and Michael J Petrilli The editors illustrate how readers can use and adapt these cases and commentaries in schools and other settings in order to reach a difficult decision deepen their own understanding or to build teams around shared values

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

Using Peer Tutoring to Improve Reading Skills Keith Topping,David Duran,Hilde Van Keer,2015-10-08 Using Peer Tutoring to Improve Reading Skills is a very practical guide offering a straightforward framework and easy to implement strategies to help teachers help pupils progress in reading A succinct introduction it shows how schools can make positive use of differences between pupils and turn them into effective learning opportunities Outlining the evidence base supporting peer tutoring approaches it explores the components of the reading process and explains how peer tutoring in reading can be used with any method of teaching reading Core topics covered include Planning and implementing peer tutoring Getting your school on board How to structure effective interaction Training peer tutors and tutees Paired Reading cross ability approaches One Book for Two fostering fluency reading comprehension and motivation Reading in Pairs cross and same year tutoring Supporting struggling readers Involving families in peer tutoring Evaluation and feedback Illustrated throughout with practical examples from diverse schools across Europe Using Peer Tutoring to Improve Reading Skills is an essential introduction offering easy to use guidelines that will support teachers in primary and secondary schools as they enhance pupil motivation and improve reading standards

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Drawing for Science Education Phyllis Katz,2017-03-23 This book argues for the essential use of drawing as a tool for science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their

thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of identity development in science teaching and learning

Linguistic Influences on Mathematical Cognition Ann Dowker,Hans-Christoph Nuerk,2017-06-16 For many years an abstract amodal semantic magnitude representation largely independent of verbal linguistic representations has been viewed as the core numerical or mathematical representation This assumption has been substantially challenged in recent years Linguistic properties affect not only verbal representations of numbers but also numerical magnitude representation spatial magnitude representations calculation parity representation place value representation and even early number acquisition Thus we postulate that numerical and arithmetic processing are not fully independent of linguistic processing This is not to say that in patients magnitude processing cannot function independently of linguistic processing we just suppose these functions are connected in the functioning brain So far much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without investigating the level at which a particular language influence operates After an overview we present new findings on language influences on seven language levels Conceptual Conceptual properties of language Syntactic The grammatical structure of languages beyond the word level influences Semantic The semantic meaning or existence of words Lexical The lexical composition of words in particular number words Visuo spatial orthographic Orthographic properties such as the writing reading direction of a language Phonological Phonological phonetic properties of languages Other language related skills Verbal working memory and other cognitive skills related to language representations We hope that this book provides a new and structured overview on the exciting influences of linguistic processing on numerical cognition at almost all levels of language processing

Child Development From Infancy to Adolescence Laura E. Levine,Joyce Munsch,2023-05-12 Chronologically organized Child Development from Infancy to Adolescence Third Edition introduces topics within the field of child development through unique and engaging Active Learning opportunities How Chinese Acquire and Improve

Mathematics Knowledge for Teaching Yeping Li,Rongjin Huang,2018-05-16 While the importance of knowledge for effective instruction has long been acknowledged and the concept and structure of mathematics knowledge for teaching are far from being new the process of such knowledge acquisition and improvement remains underexplored empirically and theoretically The difficulty can well associate with the fact that different education systems embody different values for what mathematics teachers need to learn and how they can be assisted to develop their knowledge To improve this situation with needed consideration about a system context and policies How Chinese Acquire and Improve Mathematics Knowledge for Teaching takes a unique approach to present new research that views knowledge acquisition and improvement as part of teachers life long professional learning process in China The book includes such chapters that can help readers to make possible connections of teachers mathematical knowledge for teaching in China with educational policies and program structures for mathematics teacher education in that system context How Chinese Acquire and Improve Mathematics Knowledge for Teaching brings invaluable inspirations and insights to mathematics educators and teacher educators who wish to help teachers improve their knowledge and to researchers who study this important topic beyond a static knowledge conception

The Boy Crisis Warren Farrell,John Gray,2018-03-13 What is the boy crisis It s a crisis of education Worldwide boys are 50 percent less likely than girls to meet basic proficiency in reading math and science It s a crisis of mental health ADHD is on the rise And as boys become young men their suicide rates go from equal to girls to six times that of young women It s a crisis of fathering Boys are growing up with less involved fathers and are more likely to drop out of school drink do drugs become delinquent and end up in prison It s a crisis of purpose Boys old sense of purpose being a warrior a leader or a sole breadwinner are fading Many bright boys are experiencing a purpose void feeling alienated withdrawn and addicted to immediate gratification So what is The Boy Crisis A comprehensive blueprint for what parents teachers and policymakers can do to help our sons become happier healthier men and fathers and leaders worthy of our respect The Question is the

Answer Molly Ness,2015-12-08 The Question is the Answer is a teacher s guide to helping young readers generate text based questions The purpose of this book is to help teachers and parents value and promote student generated questions to facilitate motivation engagement and cognitive development **Learning to Teach in the Secondary School** Susan

Capel,Marilyn Leask,Sarah Younie,2019-04-11 For all undergraduate postgraduate and school based routes to qualified teacher status Learning to Teach in the Secondary School is an essential introduction to the key skills and knowledge needed to become a secondary teacher Underpinned by evidence informed practice and focussing on what you need to know to thrive in the classroom the eighth edition is fully updated in light of changes in the field covers new topics and provides additional guidance on topics such as developing your resilience using digital technologies closing the achievement gap and using data to inform your teaching and pupil learning The text includes a wealth of examples and tasks to demonstrate how to successfully apply theory to practice and how to critically reflect on and analyse your practice to maximise pupil learning

The wide range of pedagogical features supports both school and university based work up to Masters level Written by experts in the field the 37 concise units create unit by unit coverage that can be dipped into offering guidance on all aspects of learning to teach including Managing your workload Lesson planning Curriculum Motivating pupils Promoting behaviour for learning Assessment marking and feedback Special educational needs and disabilities SEND Applying for jobs developing as a professional and networking Learning to Teach in the Secondary School provides practical help and guidance for many of the situations and potential challenges you are faced with in school The text is extended by a companion website that includes additional information as well as specific units covering England Northern Ireland Scotland and Wales Supported by the subject specific titles in the Learning to Teach Subjects in the Secondary School Series it is an essential purchase for every aspiring secondary school teacher

The Best Class You Never Taught Alexis Wiggins, 2017-09-27 The best classes have a life of their own powered by student led conversations that explore texts ideas and essential questions In these classes the teacher's role shifts from star player to observer and coach as the students Think critically Work collaboratively Participate fully Behave ethically Ask and answer high level questions Support their ideas with evidence and Evaluate and assess their own work The Spider Web Discussion is a simple technique that puts this kind of class within every teacher's reach The name comes from the weblike diagram the observer makes to record interactions as students actively participate in the discussion lead and support one another's learning and build community It's proven to work across all subject areas and with all ages and you only need a little know how a rubric and paper and pencil to get started As students practice Spider Web Discussion they become stronger communicators more empathetic teammates better problem solvers and more independent learners college and career ready skills that serve them well in the classroom and beyond Educator Alexis Wiggins provides a step by step guide for the implementation of Spider Web Discussion covering everything from introducing the technique to creating rubrics for discussion self assessment to the nuts and bolts of charting the conversations and using the data collected for formative assessment She also shares troubleshooting tips ideas for assessment and group grading and the experiences of real teachers and students who use the technique to develop and share content knowledge in a way that's both revolutionary and truly inspiring

Sick Schools David V. Anderson, 2020-01-10 Who's afraid of for profit education Those who work in non profit or government owned and operated schools Many parents and other stakeholders have been made fearful by this education establishment What's more important to humans nutrition or education Nutrition is more important because it is the prerequisite for other human activities including education What organizations provide food and who pays for the food Food is provided by for profit farmers for profit processors for profit wholesalers and for profit retailers Most food is purchased with the consumers own money but a significant amount is purchased by low income individuals using food stamps Why can't education be provided similarly using education stamps We trust for profit enterprises to provide our food Why can't we trust for profit enterprises to provide K 12 education Fearmongers have frightened us and

made us into gullible compliant socialists who despise commercial activities in education Go to the supermarket and ponder its marvelous array of foods and then contemplate how a for profit K 12 education sector would please and amaze its customers

Handbook of Research-Based Practices for Educating Students with Intellectual Disability Karrie A. Shogren, 2016-10-14 The Handbook of Research Based Practices for Educating Students with Intellectual Disability provides an integrated transdisciplinary overview of research based practices for teaching students with intellectual disability This comprehensive volume emphasizes education across life stages from early intervention in schools through the transition to adulthood and highlights major educational and support needs of children and youth with intellectual disability The implications of history recent research and existing information are positioned to systematically advance new practices and explore promising possibilities in the field Driven by the collaboration of accomplished nationally recognized professionals of varied approaches and philosophies the book emphasizes practices that have been shown to be effective through multiple methodologies so as to help readers select interventions based on the evidence of their effectiveness Approaches to Teaching and Teacher Education Cheryl J. Craig, Juanjo Mena, Ruth G. Kane, 2023-08-10 This volume contains an Open Access Chapter The three ISATT 40th Anniversary Yearbook volumes celebrate the contributions of ISATT members over time and offers current scholarly research to inform current and future teacher education and teaching *A Unique Geological Heritage: Meerschaum Alp Baran Erkul*, 2022-12-27 A Unique Geological Heritage Meerschaum Alp Baran Erkul ISBN 978 605 06802 3 2 Kitab n t m geliri novasyon in E itim Vakf na ba lanmaktad r Elde edilen gelir ile entelekt el seviyesi y ksek gen lerin e itimi ve start up lar desteklenmektedir Ayr ca e itlik ve kapsay c l k g zetilmektedir Handbook for Achieving Gender Equity Through Education Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22 First published in 1985 the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latina os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making

education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents

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