

**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 5

- 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 22: _____ (3)

A 11, 13, 17, 19, 23
B 11, 17, 19, 23
C 11, 13, 17, 19
D 11, 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. _____ (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 $2 \frac{1}{2} \times 3 \frac{1}{2}$ _____ (3)
2.5.2 $2 \frac{1}{2} \div 3 \frac{1}{2}$ _____ (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 $\sqrt{5^2} \times 5^2$ _____ (3)
[10]

Memorandum For Mathematics Grade November 2014

Henry Pettus Randall



Memorandum For Mathematics Grade November 2014:

Caught in the Act Cyril Julie, Lorna Holtman, Charles R. Smith, 2019-12-11 The research reported in *Caught in the Act* draws together the insights gained from a continuous professional development initiative for high school mathematics teachers teaching in low socio economic status and socially challenged environments in South Africa The chapters show the possibilities for enhancing achievement in school mathematics if a strength based approach is adopted to develop teaching with teachers and when their concerns are taken seriously The book demonstrates that the ecological relevance fitness for the context in which teachers are teaching of the goods developed and distributed by initiatives should be a major consideration to offer hope for sustainable implementation to improve school mathematics education The book is of interest to mathematics teachers school leaders mathematics curriculum advisors policy makers and researchers *Monthly Catalogue, United States Public Documents*, 1965 Knowledge, Curriculum and Equity Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data *Knowledge Curriculum and Equity Social Realist Perspectives* contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all

Applied Public Relations Kathy Brittain Richardson, Marcie Hinton, 2015-03-27 With its practical orientation and scope *Applied Public Relations* is the ideal text for any public relations case studies or public relations management course that places an emphasis on stakeholder groups Through the presentation of current cases covering a wide variety of industries locations and settings Kathy Richardson and Marcie Hinton examine how real organizations develop and maintain their relationships offering valuable insights into business and organizational management practices The book s organization of case studies allows instructors to use the text in several ways instructors can focus on specific stakeholders by using the

chapters presented they can focus on particular issues such as labor relations or crisis management by selecting cases from within several chapters or they can select cases that contrast campaigns with ongoing programs or managerial behaviors A focus on ethics and social responsibility underlies the book and students are challenged to assess the effectiveness of the practices outlined and understand the ethical implications of those choices This Third Edition features 25 new and current domestic and international case studies specifically chosen for their relevancy and relatability to students New Professional Insights commentaries where practitioners respond to a set of questions relating to their work Increased emphasis on ethics and social responsibility Fully enhanced companion website that is connected with the text including a test bank and PowerPoint presentations for instructors and chapter specific discussion questions and additional readings for students

Competency-Based Education Rose L. Colby, 2019-01-02 Competency Based Education introduces educators to a new model for anytime anywhere schooling and provides tools and curriculum resources for redesigning the traditional structures of K 12 schools Based on pioneering work across multiple states the book shows how educators can design central elements of competency based education including performance tasks personal learning plans and grading systems to meet the needs and interests of all students Rose L Colby provides critical tools for creating these elements in collaborative teams and engaging stakeholders such as educators parents and community members The book incorporates case studies and voices from the field and examines the variety of competency models that schools have adopted highlighting the benefits for students Competency Based Education provides a much needed resource at a time when states districts and schools are working to implement competency based models and experimenting with new accountability systems that include evidence of learning beyond standardized tests

How We Teach Science John L. Rudolph, 2019-06-01 Despite an enduring belief that science should be taught there has been no enduring consensus about how or why This is especially true when it comes to teaching scientific process John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and determine how science is perceived by the public Resources in Education ,1998 *Who's who Among Students in American Universities and Colleges* Henry Pettus Randall, 1973

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