

**GRADE 8 MATHEMATICS
NOVEMBER EXAMINATION PAPER 1**

QUESTION 1

Choose and circle the correct answer.

1.1 The third multiple of $2\frac{1}{3}$ would be? (1)

- A $7\frac{1}{3}$
- B $6\frac{1}{3}$
- C $6\frac{2}{3}$
- D $7\frac{2}{3}$

1.2 67248,43 rounded off to the nearest tenth would be: (1)

- A 67250,00
- B 67248,50
- C 67248,40
- D 67248,00

1.3 Determine the following two terms in the sequence: -8; 6; -12; 24; ____; ____ (1)

- A 48; 96
- B -48; -96
- C -48; 96
- D 48; -96

1.4 Prime numbers that lie between 8 and 21: (1)

- A 9; 11; 13; 17; 19
- B 11; 13; 17; 19
- C 9; 11; 13; 17; 19
- D 11; 13; 15; 17; 19

1.5 $\sqrt{37^2 + 12^2} =$ _____ (1)

- A 37
- B 74
- C undefined
- D 1589

1.6 If $x = 2$, the value of $3x^2 + 4x$ would be: (1)

- A 28
- B 8
- C 20
- D 22

8 x 1 = 8

QUESTION 2

Write True or False:

2.1 18 out of 20 for a test would be 75%. _____

2.2 $3(3+2) = (3 \times 5) + (3 \times 2)$ _____

2.3 78432 is divisible by 4. _____

2.4 $\frac{39}{100}$ in decimal notation is 3,9. _____

2.5 $(x^2)^3 = x^5$ _____

5 x 1 = 5

QUESTION 3: WHOLE NUMBERS

3.1 Determine the mcf of 6, 8 and 12.

_____ (2)

3.2 Write down the multiples of 12 between 24 and 96.

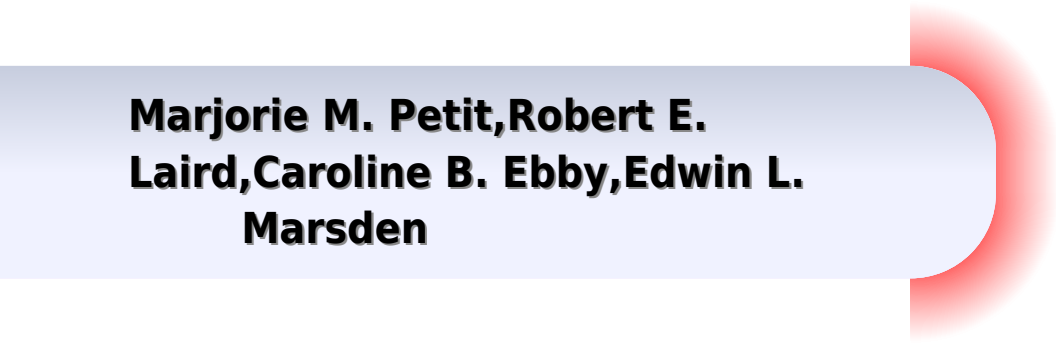
_____ (2)

3.3 Write as a number: two million, one hundred and sixty-two thousand, three hundred seventy-two.

_____ (2)

Mathematics 2014 November Grade 8 Questions

**Marjorie M. Petit, Robert E.
Laird, Caroline B. Ebby, Edwin L.
Marsden**



Mathematics 2014 November Grade 8 Questions:

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 *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 *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 student work to help teachers improve their ability to recognize assess and monitor their students errors and misconceptions as well as their developing conceptual understanding A discussion of decimal fractions also new to the third edition In chapter sections on how Common Core State Standards for Math CCSSM are supported by math education research End of chapter Looking Back questions to allow teachers to analyze student thinking and consider instructional strategies for their own students Instructional links to help teachers relate concepts from each chapter to their own instructional materials and programs Accompanying online Support Material includes an answer key to Looking Back questions as well as a copy of the OGAP Fraction Framework and Progression A Focus on Fractions is part of the popular A Focus on collection designed to aid the professional development of pre service and in service mathematics teachers As with the other volumes on addition and subtraction ratios and proportions and multiplication and division this updated new edition bridges the gap between what math education researchers know and what teachers need to know in order to better understand evidence in student work and make effective instructional decisions

Make It Happen Kim Bailey,Chris Jakicic,2018-12-07 Ensure every educator is engaged in the right work with a collective focus on improved student learning Aligned to the Professional Learning Communities PLC at Work model this resource includes instructional coaching tools processes protocols templates tips and strategies designed to support the multidimensional work of instructional coaches and PLC training Each chapter includes action steps and reflective coaching activities as well as suggestions for navigating some of the most common issues instructional coaches face Use this book to understand the unique requirements of instructional coaches in building a school that answers the four critical questions of a PLC at Work Learn how to provide PLC training and professional development for collaborative teacher teams Study three major variables that will affect instructional coaching capacity culture and context and four major actions that will act as guiding principles Explore issues that can arise in PLC schools as well as teacher coaching strategies to help resolve these issues Deepen your understanding of instructional coaching in a PLC with helpful online reproducibles and teacher coaching tools Acquire capacity building strategies aligned to the four PLC questions Contents Introduction Chapter 1 How to Get Started as an Instructional Coach Chapter 2 What Do We Want Students to Know and Be Able to Do Chapter 3 How Will We Know if They Have Learned It Chapter 4 How Will We Respond When Some Students Do Not Learn Chapter 5 How Will We Extend the Learning of Students Who Are Already Proficient Epilogue Maintaining the Momentum and Sustaining the Process References and Resources Index

The Entitled Generation Ernest J. Zarra III,2017-05-01 The Entitled Generation Helping Teachers Teach and Reach the Minds and Hearts of Generation Zbrings teachers into the twenty first century world of 24 7 technologically wired up and social media driven

students This book asks teachers to consider pragmatic and sensible ways to teach Gen Z and to understand the differences between today's students and those of the past Teachers are offered keen insights by colleagues in terms of how Gen Z thinks the various ways that males and females learn and the distractions and struggles each faces by device addiction affecting today's classrooms American culture is perpetuating the notion that today's students are entitled to economic and social outcomes on equal bases Gen Z feels everyone should be treated as equals receiving the same rewards for unequal efforts thus promoting a feeling of entitlement Teachers will understand the reality of today's American classrooms Even with the assumed addiction to smart technology and social media teachers can use this to their advantage and reach the minds and hearts of Gen Z to prepare them for their futures

Mathematical Mindsets Jo Boaler, 2022-02-23 Reverse mathematics trauma and find a universal blueprint for math success In *Mathematical Mindsets* Unleashing Students Potential through Creative Math Inspiring Messages and Innovative Teaching mathematics education expert and best selling author Jo Boaler delivers a blueprint to banishing math anxiety and laying a foundation for mathematics success that anyone can build on Perfect for students who have been convinced they are naturally bad at math the author offers a demonstration of how to turn self doubt into self confidence by relying on the mindset framework *Mathematical Mindsets* is based on thousands of hours of in depth study and research into the most effective and ineffective ways to teach math to young people This new edition also includes Brand new research from the last five years that sheds brighter light on how to turn a fear of math into an enthusiastic desire to learn Developed ideas about ways to bring about equitable grouping in classrooms New initiatives to bring 21st century mathematics to K 12 classrooms *Mathematical Mindsets* is ideal for K 12 math educators It also belongs on the bookshelves of the parents interested in helping their K 12 children with their math education as well as school administrators and educators in training

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

Using Design Research and History to Tackle a Fundamental Problem with School Algebra Sinan Kanbir, M. A. (Ken) Clements, Nerida F. Ellerton, 2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce's triadic signifier interpretant signified theory which is in the realm of semiotics with Johann Friedrich Herbart's theory of apperception and Ken Clements and Gina Del Campo's theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes Practicing classroom teachers formed part of the research team This book appears in Springer's series on the History of Mathematics Education Not only does it include an important analysis of the history of school algebra but it also adopts a theoretical frame which relies more on theories from the past than on contemporary theories in the field of mathematics education The results of the well designed classroom intervention are sufficiently impressive that the study might have created and illuminated a pathway for future researchers to take

Discrimination

based on Colour, Ethnic Origin, Language, Religion and Belief in Turkey's Education System Nurcan Kaya, 2015-10-27 The Turkish government is urged to make a fundamental shift in its approach to education by Minority Rights Group International MRG in a new report A long standing focus on state building has been supplemented by increasing emphasis on religious teaching Both feature strongly in the education system in Turkey making schools a focus of discrimination The report *Discrimination based on Colour Ethnic Origin Language Religion and Belief in Turkey's Education System* reveals evidence of discrimination of minority groups and suggests comprehensive reforms to effectively ensure equality The national education system which for decades aimed to create young Turkish nationalists has in recent years

become a vehicle for raising young religious Turkish nationalists says Nurcan Kaya Turkey Coordinator of Minority Rights Group International Religious education is compulsory from grade four in primary schools While some information on world religions has been introduced the emphasis remains on teaching Sunni Muslim religious practices Children of Jewish and Christian families may apply to opt out but the process can be cumbersome and in many schools alternatives are not provided for them Non Muslim students who have opted out can still find themselves having to remain in the religious instruction class or alternatively having to wander in the school corridor making them vulnerable to taunts from pupils and even teachers The opt out possibility is still not available to children of other minorities Another issue is mother tongue education In 2012 a new elective on the living languages and dialects in Turkey was introduced but due to various limitations minorities remain marginalised others in the education system Subsequent to the 2012 reform the report monitors discrimination in the formal education system in the period of the academic year of 2014 2015 The findings are based on the field work of the Monitoring Discrimination in Education Network an alliance of 16 organizations working in Turkey The report compiles numerous cases of discrimination based on language religion ethnicity skin colour and the level of income In order to bring about a fundamental solution to these problems in the education system the government must prioritise developing an approach that sees all groups as equal and that responds to demands for rights based on such an understanding of equality says Kaya The report highlights that Turkey has no anti discrimination law or an equality commission to which victims of discrimination can apply The existing legislation contains no effective and accessible means of judicial remedies or compensation Therefore many discriminatory practices are not reported to school administrations The entire education system is based on Turkishness Non Turkish groups are either not referred to or referred in a negative way says Kaya Education system has played a significant role in deepening conflict in society The positive representation of other groups in the education system would contribute to social peace and harmony In order to resolve the many problems in the education system that the current approach causes the overall aim of government education policy should be cleared of ideological references and the protection of children s best interests and the right to education in line with international standards should be considered its fundamental goal says the report

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