

**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, 13, 17, 19
- C 11, 13, 17, 19
- D 11, 13, 17, 19

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 $3 \times 10^3 + 4 \times 10^2$ _____ (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 $5^2 \times 5^3$ _____ (3)

3.4 $5^2 \times 5^3$ _____ (3)

[10]

Nmathematics Past Question Papers Pretoria

CL Gary



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work in mathematics teaching and learning This book brings together diverse recent developments exploring social cultural political dimensions in mathematics education It builds theoretical ideas from a careful substantial description of practice in the attempt to improve both theory and practice in mathematics education In doing so it interrogates and develops theoretical research tools for mathematics education and simultaneously provides ideas for practice in mathematics classrooms

International Encyclopedia of Education ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

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Teaching Mathematics in Multilingual Classrooms J.B. Adler, 2005-12-21 Increasingly teachers all over the world are grappling on a daily basis with the fact of multilingual classrooms In this book Jill Adler captures three inter related dilemmas that lie at the heart of

teaching mathematics in multilingual classrooms Adler's identification and naming of the dilemma of code switching the dilemma of mediation and the dilemma of transparency arise from exploring the realities of actual classrooms and are shaped by a perspective of teaching as a social practice Adler provides a sharp analysis and strong theoretical grounding for her work pulling together research related to the relationship between language and mathematics communicating mathematics and mathematics in bi multilingual settings In so doing she offers a direct challenge to dominant research on communication in mathematics classrooms that has othered the multilingual setting in its normalisation of the monolingual classroom The norm is a multicultural one Set in contemporary South Africa a context of linguistic diversity and rapid change this book offers a spotlight whose beam is wide enough to illuminate dilemmas at work in all mathematics classrooms Social Justice and Transformative Learning Sandra M. Tomlinson-Clarke, Darren L. Clarke, 2016-03-10 The similarities between the United States and South Africa with respect to race power oppression and economic inequities are striking and a better understanding of these parallels can provide educational gains for students and educators in both countries Through shared experiences and perspectives this volume presents scholarly work from U S and South African scholars that advance educational practice in support of social justice and transformative learning It provides a comprehensive framework for developing transformational learning experiences that facilitates leadership for social justice and a deeper understanding of the factors influencing personal national and global identity Shades of Globalization in Three Early Childhood Settings Ailie Cleghorn, Larry Prochner, 2010-01-01 Shades of Globalization casts an ethnographic eye on the interplay between local and global influences on the organization and activities within three early childhood settings each of which is located in a context of rapid social change Stemming from a four year study of early childhood thought and practice each of the eight chapters touches on a different aspect of the three case study preschools one each in India South Africa and an aboriginal community in Canada The authors take a critical perspective on taken for granted assumptions about what constitutes the most appropriate preschool experience for children querying for example the meaning of school readiness within local communities This book will appeal to those who have an interest in the diversity of children's lives and preschool experiences throughout the world education and social policy makers teacher educators teachers pre service student teachers day care workers parents community leaders governmental and non governmental organizations and consultants early childhood program planners and evaluators community development workers university lecturers and developmental psychologists Ailie Cleghorn is Professor of Education at Concordia University in Montreal She teaches in the Educational Studies Masters Program and conducts research that is grounded in her field of comparative sociology of education Earlier publications include Issues in African Education Sociological Perspectives with Ali A Abdi Palgrave MacMillan and Missing the Meaning The Development and Use of Print and Non Print Text Materials in Diverse School Settings with Alan Peacock Palgrave MacMillan Larry Prochner is Professor of Early Childhood Education at the University of Alberta His research centres on the

historical and comparative study of education Recent publications include The History of Early Childhood Education in Canada Australia and New Zealand University of British Columbia Press and Early Childhood Care and Education Theory and Practice with Prerana Mohite Concept Publishers The Afterword is written by Professor Jessica Ball School of Child and Youth Care University of Victoria British Columbia Professor Ball is the Principal Investigator on projects in the Early Childhood Development Intercultural Partnerships program at the University of Victoria She is also Coordinator of First Nations Partnership Programs a two year diploma program in early childhood education and youth care delivered through partnerships with Indigenous communities and post secondary institutions in western Canada She has worked extensively to protect cultural diversity and support development of community based services to promote optimal child health and development

History of Mathematics in Africa: 2000-2011 Paulus Gerdes,Ahmed Djebbar,2011 **Issues in General and Specialized Mathematics Research: 2011 Edition** ,2012-01-09 Issues in General and Specialized Mathematics Research 2011 Edition is a ScholarlyEditions eBook that delivers timely authoritative and comprehensive information about General and Specialized Mathematics Research The editors have built Issues in General and Specialized Mathematics Research 2011 Edition on the vast information databases of ScholarlyNews You can expect the information about General and Specialized Mathematics Research in this eBook to be deeper than what you can access anywhere else as well as consistently reliable authoritative informed and relevant The content of Issues in General and Specialized Mathematics Research 2011 Edition has been produced by the world s leading scientists engineers analysts research institutions and companies All of the content is from peer reviewed sources and all of it is written assembled and edited by the editors at ScholarlyEditions and available exclusively from us You now have a source you can cite with authority confidence and credibility More information is available at <http://www.ScholarlyEditions.com>

South African national bibliography ,1999 Classified list with author and title index [Complex Classroom Encounters](#) Rinelle Evans,Ailie Cleghorn,2012-12-30 This scholarly work appears at a crucial moment in South Africa With the country now democratically independent for close to 20 years the authors provide a comprehensive description of schooling and overall education that allows the reader to see if or how the wide social development gaps that existed during the apartheid period are changing This book is a rare academic contribution to the current linguistic and culturally rich classroom that teachers now work in daily The authors report that some teachers are flummoxed by what they find newly trained teachers seem better prepared while others bring old but good teaching habits into the classroom Overall this book rooted as it is in meticulous long term ethnographic classroom observations and multiple teacher interviews shows that what is effective for the learning of learners is not by any means detachable from demographic economic or political contexts With that in mind the book s intentions and structure are clear and the initial historical analyses provide insight to the important linguistic social and cultural connections or disconnections present in contemporary South Africa

International Handbook of School Effectiveness

and Improvement Tony Townsend, 2007-09-21 This book reviews of the development implementation and practice of the disciplines of school effectiveness and school improvement Seven main topics are addressed History of the school effectiveness movement over the last 25 years Changes in accountability and standards Leadership in school effectiveness Changes in teacher education Impact of Diverse Populations Education Funding and its Impact and Best Practice Case Studies The contributors are active in school effectiveness research worldwide

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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Dublin Examination Papers Trinity College (Dublin, Ireland), 1901

The Palgrave Handbook of Race and Ethnic Inequalities in Education P. Stevens, A. Dworkin, 2014-01-22 This comprehensive state of the art reference work provides the first systematic review to date of how sociologists have studied the relationship between race ethnicity and educational inequality over the last thirty years in eighteen different national contexts

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