

ANNUAL NATIONAL ASSESSMENT 2014 GRADE 9 MATHEMATICS

MEMORANDUM

This memorandum consists of 9 pages.

Important Information:

- This is a marking guideline. In instances where learners have used different but mathematically sound strategies to solve the problems they (seamers) should be credited.
- Unless stated otherwise, learners who give a correct answer only, should be awarded full marks.
- Underline errors committed by learners and apply Consistent Accuracy (CA) marking.
- Do not penalise learners if units of measurement are omitted.

K/EY					
MI	Method mark				
CA	Consistent Accuracy mark				
A	Accuracy mark				

QUESTION 1

1.	11010	D	1.2	C	1.3	В	1,4	A	1.5	0	Give 1 mark for each contect answer.	
	1.6	С	1.7	С	1.8	D	1.0	В	1.10	D		Liol

QUESTION 2

2.1	2.07 × 10 ⁻⁷ ✓ A	Answer: 1 mark		
2.2.1	³ √73 - (-3) ³ = ¹ √73 - 9 = ¹ √64 ✓ M = 4✓ CA	Galovistion: 1 mark Answer: 1 mark (Answer only: 1 mark) (If the answer is a decimal number, no mark)	(2)	
2.2.2	√100 < √110 < √121 ✓ M 10 < √110 < 11 ✓ A	√100 and √121: 1 mark Answer: 1 mark (Answer only: 1 mark)	(2)	
2.23	= 3 × 5 ² ✓ M = 75 ✓ CA	Applying exponential law: 1 mark Answer: 1 mark (Answer only: 1 mark)	(2)	
23	1.03 × 10 ⁻¹ + 3.8 × 10 ⁻³ = 0.0103 + 0.0038 ✓M = 0.0141 ✓CA	Simplification: 1 mark Answer: 1 mark (Answer only: 1 mark)		
	or = 10 ⁻² (1.03 + 0.38) /M or = 10 ⁻² (1.41) = 0.0141 /CA	= 10 ⁻² (10.3 + 3.8) /M = 10 ⁻² (14.1) = 0.0141 /CA	Taking out common factor: 1 mark Answer: 1 mark (Answer only: 1 mark)	(2)
		-		[19]

Ana Maths 2014 Grade 9

Robyn Jorgensen, Mellony Graven

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International Handbook of Teacher Education John Loughran, Mary Lynn Hamilton, 2016-05-04 The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history issues and research developments across those topics most relevant to the field of teacher education from an international perspective This volume is divided into two sections The organisation and structure of teacher education and knowledge and practice of teacher education. The first section explores the complexities of teacher education including the critical components of preparing teachers for teaching and various aspects of teaching and teacher education that create tensions and strains The second examines the knowledge and practice of teacher education including the critical components of teachers professional knowledge the pedagogy of teacher education and their interrelationships and delves into what we know and why it matters in teacher education Teaching and Learning Secondary School Mathematics Ann Kajander, Jennifer Holm, Egan J Chernoff, 2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada The chapters address topics of broad applicability such as technology in learning mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step **Lessons from the Kalahari** Monica Hendricks, 2020-05-05 Lessons from the Kalahari Tracking Teachers Professional Development explores how Northern Cape teachers who were enrolled in a Bachelor of Education in service course responded to three professional development modules specialising in mathematics education English language teaching and Foundation Phase teaching respectively Mainly through fine grained analyses of their classroom practice the studies in this volume demonstrate how these teachers grappled with new content knowledge and pedagogical innovations to improve the quality of teaching in their classrooms The chapters include case studies that range across a variety of pedagogical topics including mathematics and English teachers classroom practices involvement of parents of Foundation Phase learners and learners autonomous mathematics learning The book makes an original empirically based contribution to the understanding of the challenges confronting primary and secondary school teachers in remote rural parts of Northern Cape province South Africa Merging Numeracy with <u>Literacy Practices for Equity in Multilingual Early Year Settings</u> Robyn Jorgensen, Mellony Graven, 2022-01-01 This book draws on both in and out of school literacy practices with teachers and families to enhance the numeracy of early learners It

provides highly illustrative exemplars targeted for learners up to approximately eight years of age whose home language differs from the language of instruction It identifies the challenges faced by these learners and their families and shares ways of building both literacy and numeracy skills for some of the vulnerable learners nationally and internationally The book shares the outcomes and strategies for teaching mathematics to early years learners and highlights the importance of literacy practices for learners for whom the language of instruction is different from their home language Readers will gain a practical sense of how to create contexts classrooms and practices to scaffold these learners to build robust understandings Education in a New South Africa Robert J. Balfour, 2015-09-24 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education Visualisation and Epistemological Access to Mathematics Education in Southern Africa Marc Schäfer, 2023-04-27 This book demonstrates that using visualisation processes in mathematics education can help to enhance teaching and learning and bridge the inequality gap that exists between well resourced and under resourced schools in Southern Africa Drawing on classroom research conducted in the Southern African region it examines how epistemological access in a context of gross inequality can be constructively addressed by providing research based solutions and recommendations. The book outlines the visualisation process as an integral but often overlooked process of mathematics teaching and learning It goes beyond the traditional understanding of visualisation processes such as picture forming and using tools and considers visualisation processes that are semiotic in nature and includes actions such as gestures in combination with language It adds value to the visualisation in mathematics education research discourse and deliberation in Africa With a unique focus on Southern Africa and open avenues for further research and collaboration in the region it will be a highly relevant reading for researchers academics and post graduate students of mathematics education comparative education and social justice education Challenging the Apartheids of Knowledge in Higher Education through Social Innovation Joana Bezerra, Craig Paterson, Sharli Paphitis, 2021-05-12 In order to understand the relationship between social innovation and the reimagining of the knowledge economy necessary to reorient higher education most fully towards the public good we must draw from the experiences of those working on the front lines of change This collection represents diverse voices and disciplines drawing together the critical reflections of academics students and community partners from across South Africa The book seeks to bring together theoretical and practical lessons about how research methods can be used in socially innovative ways to challenge the apartheids of knowledge in higher education and to promote the democratization of the knowledge economy Annual Report Mpumalanga (South Africa). Department of Education, 2016 Lessons Learned from Research on Mathematics Curriculum Denisse R Thompson, Mary Ann Huntley, Christine

Lessons Learned from Research on Mathematics Curriculum Denisse R Thompson, Mary Ann Huntley, Christine Suurtamm, 2024-09-01 This volume focuses on research related to mathematics curriculum But rather than focusing on results of research it focuses on lessons learned about conducting research on curriculum whether about design and

development analysis of curriculum in the form of official standards or textbook instantiations teacher intentions related to curriculum implementation or actual classroom enactment For scholars interested in curriculum research the volume offers lessons about conducting curriculum research that have been learned by others engaged in such work including frameworks tools and techniques as well as challenges and issues faced with solutions to address them Sharing lessons from authors of different countries strengthens the broader mathematics research community and provides insights that can help researchers make important strides forward in research on mathematics curriculum The Sustainability of Higher Education in Sub-Saharan Africa Peter Neema-Abooki,2024-07-02 This book delves into the role of higher education as a means of sustainable development in Sub Saharan Africa Contributions from across the region examine the strategies and technological advances available to enable students to deal with an uncertain future and are organised under two key themes Curriculum and Teaching and Higher Education and Innovations The volume brings together theoretical and practical perspectives relating them to international benchmarks while maintaining the specificities of the African context It will be of interest to students and scholars as well as practitioners whose work interrogates higher education quality assurance and sustainable development goals

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