



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 (learners) 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.

| KEY |                          |
|-----|--------------------------|
| M   | Method mark              |
| CA  | Consistent Accuracy mark |
| A   | Accuracy mark            |

QUESTION 1

|    |     |   |     |   |     |   |     |   |      |   |                                      |      |
|----|-----|---|-----|---|-----|---|-----|---|------|---|--------------------------------------|------|
| 1. | 1.1 | D | 1.2 | C | 1.3 | B | 1.4 | A | 1.5  | D | Give 1 mark for each correct answer. | [10] |
|    | 1.6 | C | 1.7 | C | 1.8 | D | 1.9 | B | 1.10 | D |                                      |      |

QUESTION 2

|       |                                                                                        |    |                                                                                                                 |     |
|-------|----------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------------------------------|-----|
| 2.1   | $2.07 \times 10^{-7}$ ✓A                                                               |    | Answer: 1 mark                                                                                                  | (1) |
| 2.2.1 | $\sqrt[3]{73 - (-3)^2} = \sqrt[3]{73 - 9}$<br>$= \sqrt[3]{64}$ ✓M<br>$= 4$ ✓CA         |    | Calculation: 1 mark<br>Answer: 1 mark<br>(Answer only: 1 mark)<br>(If the answer is a decimal number, no mark.) | (2) |
| 2.2.2 | $\sqrt{100} < \sqrt{110} < \sqrt{121}$ ✓M<br>$10 < \sqrt{110} < 11$ ✓A                 |    | $\sqrt{100}$ and $\sqrt{121}$ : 1 mark<br>Answer: 1 mark<br>(Answer only: 1 mark)                               | (2) |
| 2.2.3 | $\frac{3 \times 5^3}{5^2} = 3 \times 5^1$ ✓M<br>$= 75$ ✓CA                             |    | Applying exponential law: 1 mark<br>Answer: 1 mark<br>(Answer only: 1 mark)                                     | (2) |
| 2.3   | $1.03 \times 10^{-2} + 3.8 \times 10^{-3}$<br>$= 0.0103 + 0.0038$ ✓M<br>$= 0.0141$ ✓CA |    | Simplification: 1 mark<br>Answer: 1 mark<br>(Answer only: 1 mark)                                               | (2) |
|       | or                                                                                     |    | or                                                                                                              |     |
|       | $= 10^{-2}(1.03 + 0.38)$ ✓M<br>$= 10^{-2}(1.41)$<br>$= 0.0141$ ✓CA                     | or | $= 10^{-2}(1.03 + 3.8)$ ✓M<br>$= 10^{-2}(14.1)$<br>$= 0.0141$ ✓CA                                               |     |
|       |                                                                                        |    | Taking out common factor: 1 mark<br>Answer: 1 mark<br>(Answer only: 1 mark)                                     | [9] |

# 2014 Grade 9 Maths Ana Exemplar

**Osvaldo Gervasi, Beniamino  
Murgante, Chiara Garau, David  
Taniar, Ana Maria A. C. Rocha, Maria  
Noelia Faginas Lago**

## **2014 Grade 9 Maths Ana Exemplar:**

### **Improving Primary Mathematics Education, Teaching and Learning** Mellony Graven,Hamsa Venkat,2017-01-19

This book focuses on how to improve the teaching and learning of primary level mathematics education within resource constrained contexts It builds on two large numeracy projects within South Africa which speak to broader global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education

Computational Science and Its Applications - ICCSA 2014 Beniamino Murgante,Sanjay Misra,Ana Maria Alves Coutinho Rocha,Carmelo Torre,Jorge Gustavo Rocha,Maria Irene Falcão,David Taniar,Bernady O. Apduhan,Osvaldo Gervasi,2014-07-03 The six volume set LNCS 8579 8584 constitutes the refereed proceedings of the 14th International Conference on Computational Science and Its Applications ICCSA 2014 held in Guimar es Portugal in June July 2014 The 347 revised papers presented in 30 workshops and a special track were carefully reviewed and selected from 1167 initial submissions The 289 papers presented in the workshops cover various areas in computational science ranging from computational science technologies to specific areas of computational science such as computational geometry and security

**Inside the Mathematics Class** Uwe Gellert,Christine Knipping,Hauke Straehler-Pohl,2018-09-26 This volume is a forward looking intersection of Sociological perspectives on mathematics classrooms and socio political perspectives on mathematics education The first perspective has generated a substantial body of knowledge in the mathematics education Interactionist research has deepened our understanding of interaction processes socio mathematical norms and the negotiation of meaning generating a micro sociology or a micro ethnography of the mathematics classroom More recently socio political perspectives on mathematics education interrelate educational practices in mathematics with macro social issues of social equity class and race and with the policies that regulate institutionalized mathematics education This book documents strings together and juxtaposes research that uses ethnographical classroom data to explain on the one hand how socio political issues play out in the mathematics class On the other hand it illuminates how class race etc affect the micro sociology of the mathematics classroom The volume advances the knowledge in the field by providing an empirical grounding of socio political research on mathematics education and it extends the frame in which mathematical classroom cultures are conceived

**Beyond the Bubble Test** Linda Darling-Hammond,Frank Adamson,2014-06-16 Performance assessment is a hot topic in school systems and educators continue to analyze its costs benefits and feasibility as a replacement for high stakes testing Until now researchers and policymakers have had to dig to find out what we know and what we still have to learn about performance assessment Beyond the Bubble Test How Performance Assessments Support 21st Century Learning synthesizes the latest findings in the field and not a moment too soon Statistics indicate that the United States is in danger of

falling behind if it fails to adapt to our changing world The memory and recall strategies of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy Instead teachers need to engage students in deeper learning assessing their ability to use higher order skills Skills like synthesizing information understanding evidence and critical problem solving are not achieved when we teach to multiple choice exams Examples in Beyond the Bubble Test paint a useful picture of how schools can begin to supplement traditional tests with something that works better This book provides new perspectives on current performance assessment research plus an incisive look at what is possible at the local and state levels Linda Darling Hammond with a team of leading scholars bring together lessons learned new directions and solid recommendations into a single readily accessible compendium Beyond the Bubble Test situates the current debate on performance assessment within the context of testing in the United States This comprehensive resource also looks beyond our U S borders to Singapore Hong Kong and other places whose reform mindedness can serve as an example to us

**Teaching English Through ELA, Mathematics, Science, and Social Studies** Long Peng, 2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a starting point this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts direct instruction teacher modeling guided and individual practices and assessments which are further backed up by detailed discussions of their goals rationales and implementation This textbook also features a discussion of differentiation to address the varied needs of students To further assist readers in determining how to incorporate language instruction Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities Each chapter ends with three types of exercises multiple choice questions open ended discussion questions and problems of application to bolster understanding promote reflection and encourage application Complementing the book are additional online resources including ready to use PowerPoints which are available on the book's webpage at [Routledge.com/9780367521134](http://Routledge.com/9780367521134) Covering key issues such as characteristics of effective language instruction differentiation and the challenges associated with CBLT this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre service and in service ESL EFL teachers and content area teachers who are interested in

furthering their students language and literacy development      *The Role of the History of Mathematics in the Teaching/Learning Process* Sixto Romero Sanchez, Ana Serradó Bayés, Peter Appelbaum, Gilles Aldon, 2023-06-15 This volume presents multiple perspectives on the uses of the history of mathematics for teaching and learning including the value of historical topics in challenging mathematics tasks for provoking teachers reflection on the nature of mathematics curriculum development questions that mirror earlier pedagogical choices in the history of mathematics education and the history of technological innovations in the teaching and learning of mathematics An ethnomathematical perspective on the history of mathematics challenges readers to appreciate the role of mathematics in perpetuating consequences of colonialism Histories of the textbook and its uses offer interesting insights into how technology has changed the fundamental role of curriculum materials and classroom pedagogies History is explored as a source for the training of teachers for good puzzles and problems and for a broad understanding of mathematics education policy Third in a series of sourcebooks from the International Commission for the Study and Improvement of Mathematics Teaching this collection of cutting edge research stories from the field and policy implications is a contemporary and global perspective on current possibilities for the history of mathematics for mathematics education This latest volume integrates discussions regarding history of mathematics history of mathematics education and history of technology for education that have taken place at the Commission s recent annual conferences      *Encyclopedia of Information Science and Technology, Fourth Edition* Khosrow-Pour, D.B.A., Mehdi, 2017-06-20 In recent years our world has experienced a profound shift and progression in available computing and knowledge sharing innovations These emerging advancements have developed at a rapid pace disseminating into and affecting numerous aspects of contemporary society This has created a pivotal need for an innovative compendium encompassing the latest trends concepts and issues surrounding this relevant discipline area During the past 15 years the Encyclopedia of Information Science and Technology has become recognized as one of the landmark sources of the latest knowledge and discoveries in this discipline The Encyclopedia of Information Science and Technology Fourth Edition is a 10 volume set which includes 705 original and previously unpublished research articles covering a full range of perspectives applications and techniques contributed by thousands of experts and researchers from around the globe This authoritative encyclopedia is an all encompassing well established reference source that is ideally designed to disseminate the most forward thinking and diverse research findings With critical perspectives on the impact of information science management and new technologies in modern settings including but not limited to computer science education healthcare government engineering business and natural and physical sciences it is a pivotal and relevant source of knowledge that will benefit every professional within the field of information science and technology and is an invaluable addition to every academic and corporate library      **The Wiley Handbook of Adult Literacy** Dolores Perin, 2019-10-15 Examines the widespread phenomenon of poor literacy skills in adults across the globe This handbook presents a wide range of research on adults who

have low literacy skills It looks at the cognitive affective and motivational factors underlying adult literacy adult literacy in different countries and the educational approaches being taken to help improve adults literacy skills It includes not only adults enrolled in adult literacy programs but postsecondary students with low literacy skills some of whom have reading disabilities The first section of The Wiley Handbook of Adult Literacy covers issues such as phonological abilities in adults who have not yet learned to read gender differences in the reading motivation of adults with low literacy skills literacy skills academic self efficacy and participation in prison education and more Chapters on adult literacy social change and sociocultural factors in South Asia and in Ghana literacy numeracy and self rated health among U S adults adult literacy programs in Southeastern Europe and Turkey and a review of family and workplace literacy programs are among the topics featured in the second section The last part examines how to teach reading and writing to adults with low skills adults transition from secondary to postsecondary education implications for policy research and practice in the adult education field educational technologies that support reading comprehension and more Looks at the cognitive processing challenges associated with low literacy in adults Features contributions from a global team of experts in the field Offers writing strategy instruction for low skilled postsecondary students The Wiley Handbook of Adult Literacy is an excellent book for academic researchers teacher educators professional developers program designers and graduate students It s also beneficial to curriculum developers adult basic education and developmental education instructors and program administrators as well as clinicians and counselors who provide services to adults with reading disabilities

**Computational Science and Its Applications - ICCSA 2024 Workshops** Osvaldo Gervasi,Beniamino Murgante,Chiara Garau,David Taniar,Ana Maria A. C. Rocha,Maria Noelia Faginas Lago,2024-07-30 This eleven volume set LNCS 14815 14825 constitutes the refereed workshop proceedings of the 24th International Conference on Computational Science and Its Applications ICCSA 2024 held at Hanoi Vietnam during July 1 4 2024 The 281 full papers 17 short papers and 2 PHD showcase papers included in this volume were carefully reviewed and selected from a total of 450 submissions In addition the conference consisted of 55 workshops focusing on very topical issues of importance to science technology and society from new mathematical approaches for solving complex computational systems to information and knowledge in the Internet of Things new statistical and optimization methods several Artificial Intelligence approaches sustainability issues smart cities and related technologies

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