

7. A rational number between 2 and 3 is  
 (A) 2.010010001... (B)  $\sqrt{6}$  (C)  $5/2$  (D)  $4 - \sqrt{2}$
8. The coefficient of  $x^2$  in  $(2x^2-5)(4+3x^2)$  is  
 (A) 2 (B) 3 (C) 8 (D) -7
9. In triangles ABC and DEF,  $\angle A = \angle D$ ,  $\angle B = \angle E$  and  $AB=EF$ , then are the two triangles congruent? If yes, by which congruency criterion?  
 (A) Yes, by AAS (B) No (C) Yes, by ASA (D) Yes, by RHS
10. Two lines are respectively perpendicular to two parallel lines. Then these lines to each other are  
 (A) Perpendicular (B) Parallel  
 (C) Intersecting (D) inclined at some acute angle

### SECTION - B

Question numbers 11 to 18 carry 2 marks each.

11.  $x$  is an irrational number. What can you say about the number  $x^2$ ? Support your answer with examples.
12. Let OA, OB, OC and OD be the rays in the anticlock wise direction starting from OA, such that  $\angle AOB = \angle COD = 100^\circ$ ,  $\angle BOC = 82^\circ$  and  $\angle AOD = 78^\circ$ . Is it true that AOC and BOD are straight lines? Justify your answer.

OR

In  $\triangle PQR$ ,  $\angle P=70^\circ$ ,  $\angle R=30^\circ$ . Which side of this triangle is the longest? Give reasons for your answer.

13. In Fig. 2, it is given that  $\angle 1 = \angle 4$  and  $\angle 3 = \angle 2$ . By which Euclid's axiom, it can be shown that if  $\angle 2 = \angle 4$  then  $\angle 1 = \angle 3$ .



14. Is  $\left(\frac{8}{15}\right)^3 - \left(\frac{1}{3}\right)^3 - \left(\frac{1}{5}\right)^3 = \frac{8}{75}$ ?

How will you justify your answer, without actually calculating the cubes?

15. Evaluate  $\left(\frac{-1}{27}\right)^{\frac{-2}{3}}$ .

16. In Fig. 3, if  $AB \parallel CD$  then find the measure of  $x$ .



# Maths Past Papers Grade 9

**T. Craig, Hugh W. Springer**



## Maths Past Papers Grade 9:

Maths Handbook & Study Guide Grade 10 Kevin Smith, 2017-11-01 The Maths Handbook Study Guide is a comprehensive reference book and set of notes that covers everything in one book. The book is written in a clear, simple, visual and logical manner. The colour coding facilitates explanations, definitions, formulas, recaps of previous work, hints and ideas. It is easy to read, easy to understand, and it is easy to apply what has been learnt. It works in conjunction with all other Maths books. It is a welcome addition to the Handbook and Study Guide series. The Maths Handbook and Study Guide demystifies Maths and helps students to reach their potential in this challenging subject. The sub title of the book is Maths Made Easy, and this is what it aims to do. Kevin ensures that his work is up to date at all times and that it is suitable for IEB and National Curriculum students. There are exercises in the front of the book and solutions to problems at the back. **The Times Index**, 2008 Indexes the Times and its supplements. Meeting the Needs of Gifted and Talented Students Gwen Goodhew, 2009-02-26 This introductory guide for class teachers in primary and secondary schools looks at current strategies for identifying able, gifted and talented children and meeting their social, emotional and educational needs. Illustrated throughout with case studies and FAQs, the book will also be of interest to PGCE students, G.T. coordinators and those undergoing training as leading teachers. **Much Promise: Successful Schools in England** Barnaby Lenon, 2017-04-24 Barnaby Lenon, a former schoolmaster and headmaster who is chair of the Independent Schools Council, takes an in-depth look at the elements that make up a successful school. He examines leading and latest research on school leadership and management, looks at how teachers, pupils, parents and governors can achieve results, and puts the spotlight on subjects, exam systems and social mobility. For his research, he visited a number of schools that are achieving outstanding results: John Perryn Primary School, Acton; Tollgate Primary School, Newham; King Solomon Academy, Marylebone; Burlington Danes Academy, Hammersmith; West London Free School, Hammersmith; Michaela Community School, Wembley; St Mary Magdalene Academy, Islington; Dixons Kings Academy, Bradford; Tauheedul Boys School, Blackburn; London Academy of Excellence, Newham; and Brighton College. His analysis of their innovations and achievements provides an insight into some of England's most successful schools. Pure Maths Peter Sherran, Janet Crawshaw, 1997 A good grade at A Level or Scottish Higher Grade can depend on the student's ability to tackle exam questions confidently and to understand the technique involved in answering questions accurately. The aim of this text is to help students learn how to answer questions in an exam environment. It provides an insight into the mind of the examiner, highlighting what makes a good answer, how marks are allocated, and what the most common mistakes are. Questions are taken from past papers or newly written by the authors, with revision summaries, answers with full working, and examiner's tips. They are an ideal complement to A Level study guides. *South African national bibliography*, 1999 Classified list with author and title index. **Teacher's Skills Tests For Dummies** Colin Beveridge, Andrew Green, 2014-04-09 If you're preparing for the newly revised Numeracy and Literacy Skills

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**Whitaker's Cumulative Book List** ,1982      Commonwealth Universities Yearbook T. Craig,Hugh W. Springer,1979

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## **Table of Contents Maths Past Papers Grade 9**

1. Understanding the eBook Maths Past Papers Grade 9
  - The Rise of Digital Reading Maths Past Papers Grade 9
  - Advantages of eBooks Over Traditional Books
2. Identifying Maths Past Papers Grade 9
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Maths Past Papers Grade 9
  - User-Friendly Interface
4. Exploring eBook Recommendations from Maths Past Papers Grade 9
  - Personalized Recommendations
  - Maths Past Papers Grade 9 User Reviews and Ratings
  - Maths Past Papers Grade 9 and Bestseller Lists
5. Accessing Maths Past Papers Grade 9 Free and Paid eBooks
  - Maths Past Papers Grade 9 Public Domain eBooks
  - Maths Past Papers Grade 9 eBook Subscription Services
  - Maths Past Papers Grade 9 Budget-Friendly Options
6. Navigating Maths Past Papers Grade 9 eBook Formats

- ePub, PDF, MOBI, and More
- Maths Past Papers Grade 9 Compatibility with Devices
- Maths Past Papers Grade 9 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Maths Past Papers Grade 9
  - Highlighting and Note-Taking Maths Past Papers Grade 9
  - Interactive Elements Maths Past Papers Grade 9
- 8. Staying Engaged with Maths Past Papers Grade 9
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Maths Past Papers Grade 9
- 9. Balancing eBooks and Physical Books Maths Past Papers Grade 9
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Maths Past Papers Grade 9
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Maths Past Papers Grade 9
  - Setting Reading Goals Maths Past Papers Grade 9
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Maths Past Papers Grade 9
  - Fact-Checking eBook Content of Maths Past Papers Grade 9
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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