

## GRADE 7 MATHEMATICS NOVEMBER EXAMINATION PAPER 1

### QUESTION 1

Choose and circle the correct answer.

1.1 The number of factors in  $2^3$  is \_\_\_\_\_ (2)

- A 4
- B 5
- C 6
- D 2

1.2 67048 rounded off to the nearest 10 would be: \_\_\_\_\_ (2)

- A 67050
- B 67000
- C 67040
- D 67048

1.3 Determine the following two terms in the sequence: 3, 6, 7, 8. \_\_\_\_\_ (2)

- A 95, 10
- B 11, 10
- C 11, 10
- D 11, 10

1.4 An example of an improper fraction: \_\_\_\_\_ (2)

- A  $\frac{1}{2}$
- B  $\frac{3}{4}$
- C  $\frac{5}{3}$
- D 3 quarters of a cake.

1.5 The numerical value of the underlined number in 54032 is: \_\_\_\_\_ (2)

- A hundreds
- B thousands
- C 5000
- D 500

1.6 If  $x = 2$ , the value of  $2x^2$  would be: \_\_\_\_\_ (2)

- A 25
- B 36
- C 12
- D none of the above

8 x 2 = 16

### QUESTION 2

Write True or False:

2.1 80 out of 200 for a fruit would be 75%. \_\_\_\_\_

2.2  $(10 \div 2) \div (3 \times 5) \div (3 \times 2)$  \_\_\_\_\_

2.3 7812 is divisible by 4. \_\_\_\_\_

2.4  $\frac{20}{100}$  in decimal notation is 2,0. \_\_\_\_\_

2.5  $9,01 = 9, 10$  \_\_\_\_\_

5 x 2 = 10

### QUESTION 3: WHOLE NUMBERS

3.1 Determine the HCF of 8 and 32.  
\_\_\_\_\_ (2)

3.2 Write down the multiples of 8 between 24 and 64.  
\_\_\_\_\_  
\_\_\_\_\_ (2)

3.3 Write as a number: two million, one hundred and sixty-two thousand.  
\_\_\_\_\_ (2)

# Mathematics Paper 2014 November Grade 1

**C. Patrick Proctor, Alison  
Boardman, Elfrieda H. Hiebert**



## **Mathematics Paper 2014 November Grade 1:**

*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

*Effectiveness of teachers' guides in the Global South* Benjamin Piper, Yasmin Sitabkhan, Jessica Mejia, Kellie Betts, 2018-05-10 This report presents the results of RTI International Education s study on teachers guides across 13 countries and 19 projects Using quantitative and qualitative methods we examine how teachers guides across the projects differ and find substantial variation in the design and structure of the documents We develop a scripting index so that the scripting levels of the guides can be compared across projects The impact results of the programs that use teachers guides show significant impacts on learning outcomes associated with approximately an additional half year of learning showing that structured teachers guides contribute to improved learning outcomes During observations we find that teachers make a variety of changes in their classroom instruction from how the guides are written showing that the utilization of structured teachers guides do not create robotic teachers unable to use their own professional skills to teach

children Unfortunately many changes that teachers make reduce the amount of group work and interactivity that was described in the guides suggesting that programs should encourage teachers to more heavily utilize the instructional routines designed in the guide The report includes a set of research based guidelines that material developers can use to develop teachers guides that will support effective instructional practices and help improve learning outcomes The key takeaway from the report is that structured teachers guides improve learning outcomes but that overly scripted teachers guides are somewhat less effective than simplified teachers guides that give specific guidance to the teacher but are not written word for word for each lesson in the guide

**Psychological and Pedagogical Considerations in Digital Textbook Use and Development** Railean, Elena,2015-04-30 This book offers balanced coverage of the technological solutions that contribute to the design of digital textbooks and contribute to achieving learning objectives offering an emphasis on assessment mechanisms and learning theory

**Global Action on School Library Guidelines** Barbara A. Schultz-Jones,Dianne Oberg,2015-06-16 This book celebrates the new IFLA School Library Guidelines and shows how the Guidelines can be used in improving school library services Each chapter describes innovative initiatives for developing implementing and promoting school library guidelines The book provides inspiration and guidance for the creation of national school library standards and for the development and use of standards and guidelines to change school library practice to define the teaching role of school librarians to guide the initial preparation of school librarians and to advocate for school library services Contributors to the book come from around the world Australia Canada Ethiopia France Malaysia Norway Poland Portugal Spain Sweden and the United States Their work illustrates the shared commitment of school librarians around the world to teaching and learning for all as envisioned in the IFLA UNESCO School Library Manifesto

The Education Invasion Joy Pullmann,2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local

self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies **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 *South African national bibliography* ,1999 Classified list with author and title index *Assessing Academic Literacy in a Multilingual Society* Albert Weideman,John Read,Theo du Plessis,2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to

exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience *Executive Function and Education* Mariëtte Huizinga,Dieter Baeyens,Jacob A. Burack,2018-09-21 Executive function is an umbrella term for various cognitive processes that are central to goal directed behavior thoughts and emotions These processes are especially important in novel or demanding situations which require a rapid and flexible adjustment of behavior to the changing demands of the environment The development of executive function relies on the maturation of associated brain regions as well as on stimulation in the child s social contexts especially the home and school Over the past decade the term executive function has become a buzzword in the field of education as both researchers and educators underscore the importance of skills like goal setting planning and organizing in academic success Accordingly in initiating this Research Topic and eBook our goal was to provide a forum for state of the art theoretical and empirical work on this that both facilitates communication among researchers from diverse fields and provides a theoretically sound source of information for educators The contributors to this volume who hail from several different countries in Europe and North America have certainly accomplished this goal in their nuanced and cutting edge depictions of the complex links among various executive function components and educational success

**Child Development From Infancy to Adolescence** Laura E. Levine,Joyce Munsch,2023-05-12 Chronologically organized Child Development from Infancy to Adolescence Third Edition introduces topics within the field of child development through unique and engaging Active Learning opportunities

**Teaching Emergent Bilingual Students** C. Patrick Proctor,Alison Boardman,Elfrieda H. Hiebert,2016-09-08 Recent educational reform initiatives such as the Common Core State Standards CCSS largely fail to address the needs or tap into the unique resources of students who are developing literacy skills in both English and a home language This book discusses ways to meet the challenges that current standards pose for teaching emergent bilingual students in grades K 8 Leading experts describe effective standards aligned instructional approaches and programs expressly developed to promote bilingual learners academic vocabulary comprehension speaking writing and content learning Innovative policy recommendations and professional development approaches are also presented

**Journal for Research in Mathematics Education** ,2015 *Sri Lanka National Bibliography* ,2015

**Yearbook of International Organizations 2013-2014 (Volumes 1a-1b)** Union Of International Associations,Union of International Associations,2013-06-21 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events Canadian Books in Print ,1986 Editor & Publisher ,1928 The fourth estate

**The United States Army and Navy Journal and Gazette of the Regular and Volunteer Forces** ,1894 *Australian Education Index* ,1980 *The Advertiser's ABC of Official Scales & Charges and Advertisement Press Directory* ,1895 *The Uganda Gazette* Uganda,2015-12

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