

Ekurhuleni North	District Paper – Mathematics Paper 2 Grade 11 Marking Guideline	June 2023
<b>SOLUTION</b> <b>NB:</b> Accept valid alternate solutions. <b>Consistent Accuracy</b> applies to the whole memo.		
<b>QUESTION 1</b>		
1.1	$m_{HM} = \frac{6 - 4}{3 + 1}$ $= \frac{1}{2}$	✓ subs into formula ✓ answer
1.2	$R(x; y) = \left( \frac{3 + 4}{2}; \frac{6 + 1}{2} \right)$ $= \left( \frac{7}{2}; \frac{7}{2} \right)$	✓ Correct Substitution  ✓ Answer
1.3	$m_{HM} = m_{AP}$ $\tan \theta = \frac{1}{2}$ $\theta = 26,57^\circ$	✓ $HM \parallel AT$ ✓ Correct substitution ✓ Answer
1.4	<p><math>R</math> is the midpoint of diagonal <math>AH</math> (Diags of a parm)          Let the coordinates of <math>A</math> be <math>(x; y)</math>.</p> $\frac{-1 + x}{2} = \frac{7}{2}$ $x = 8$ $\frac{4 + y}{2} = \frac{7}{2}$ $y = 3$ <p><math>\therefore A(8; 3)</math></p>	$\checkmark \frac{-1+x}{2} = \frac{7}{2}$ $\checkmark 8$ $\checkmark \frac{4+y}{2} = \frac{7}{2}$ $\checkmark 3$
1.5	$m_{AT} = \frac{1}{2} \text{ (parallel lines)}$ $y = \frac{1}{2}x + c$ <p>Sub <math>T(4; 1)</math></p>	    ✓ Sub $T(4; 1)$   ✓ $c = -1$

# Math Paper 2 Grade 11 2014

**JE Gale**



## **Math Paper 2 Grade 11 2014:**

Mathematics Strategies for Tier 1 and Tier 2 Interventions in a PLC at Work® Sarah Schuhl, Mona Toncheff, Jennifer Deinhart, Brian Buckhalter, 2024-12-02 Discover how your collaborative team can ensure all students learn grade level mathematics during Tier 1 and Tier 2 instruction This valuable guide provides preK 12 teachers with ready to use tools and strategies to help students communicate using mathematical language and develop number sense conceptual understanding procedural fluency mathematical reasoning problem solving and more PreK 12 educators can use this book to Collaborate with teams to build a shared understanding of essential mathematics standards Ensure students learn grade level mathematics during Tier 1 and Tier 2 instruction Learn how to help students make connections to prior learning and why that matters Create opportunities for students to reason through problems with their peers Develop students number sense procedural fluency and other key mathematics skills Contents Introduction Part 1 A Culture of Learning Chapter 1 Work as a Collaborative Mathematics Team Focused on Student Learning Chapter 2 Build a Community of Learners Part 2 Mathematics Foundations Chapter 3 Teach Grade or Course Level Content Chapter 4 Connect to Prior Knowledge Chapter 5 Develop Number Sense Chapter 6 Focus on Problem Solving Chapter 7 Develop Procedural Fluency Part 3 Student Engagement Chapter 8 Communicate Using Mathematical Language Chapter 9 Grow Learning Through Student Discourse Chapter 10 Use Meaningful Feedback for Learning Chapter 11 Empower Learners Through Student Investment Epilogue Appendix A Data Analysis Protocols Appendix B Cognitive Demand Level Task Analysis Guide References and Resources Index **Math Trailblazers 2E G2 Teacher Implementation Guide** Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago, 2004 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 Math Trailblazers, K-5, 2002

Math Trailblazers 2E G3 Teacher Implementation Guide TIMS Project, 2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover International Catalogue of Scientific Literature [1901-14]., 1902 Teaching Mathematics Creatively Linda Pound, Trisha Lee, 2015-04-24 This new and updated edition of Teaching Mathematics Creatively offers a range of strategies to enable trainee and practising teachers to take an innovative playful and creative approach to maths teaching It promotes creativity as a key element of practice and offers ideas to involve your students and develop knowledge understanding and enjoyment Exploring fresh approaches this text explains the role of play in bringing mathematics alive for children and teachers alike It identifies the power of story telling in supporting mathematical thinking examines cross curricular teaching and allows you to plan for teaching creatively Imaginative ideas underpinned by the latest research and theory include Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Giant maths how much food do you include on a giant shopping list Stimulating and accessible with contemporary and cutting edge practice at the forefront Teaching Mathematics Creatively includes a wealth of innovative ideas to enthuse teachers and enrich maths teaching This book is an essential purchase for any professional who wishes to embed creative approaches to teaching in their classroom **Everyday Mathematics** University of Chicago. School Mathematics Project, 2001 Math Explorations and Applications Stephen S. Willoughby, Carl Bereiter, Peter Hilton, Joseph H. Rubinstein, WrightGroup/McGraw-Hill Staff, 2002-07 **Resources in Education**, 1990-04 International Index to Periodicals, 1915 An author and subject index to publications in fields of anthropology archaeology and classical studies economics folklore geography history language and literature music philosophy political science religion and theology sociology and theatre arts **Future of STEM education: Multiple perspectives from researchers** Subramaniam Ramanathan, Ida Ah Chee Mok, 2023-03-28 *Missouri State Teachers Association Bulletin*, 1990 **International Index**, 1924 **Grade Teacher**, 1968 Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 5 University of Chicago. School Mathematics Project, 2007 The Teacher's Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support **St. Mary's College Kisubi Turns 100**, 2006 **Educational Administration & Supervision**, 1915 **The Seventh Mental Measurements Yearbook** Oscar Krisen Buros, 1972

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