

**QUESTION 9**

In the diagram,  $ABCD$  is a parallelogram with  $AB = 14$  units.  $AD$  is produced to  $E$  such that  $AD : DE = 4 : 3$ .  $EB$  intersects  $DC$  in  $F$ .  $EB = 21$  units.



9.1 Calculate, with reasons, the length of  $FB$ . (3)

9.2 Prove, with reasons, that  $\triangle AEDF \sim \triangle EAB$ . (3)

9.3 Calculate, with reasons, the length of  $FC$ . (3)  
[9]

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# 2014 Grade 9 November Maths Scope

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**22 Topic-wise CTET Paper 1 Previous Year Solved Papers (2024 - 2011) Class 1 - 5 Teachers | Child Development & Pedagogy, English, Hindi, EVS & Mathematics** Disha Experts,2024-10-22 The First edition of the book 22 TOPIC WISE CTET Paper 1 Solved Papers 2024 2011 English Edition contains detailed Solutions to the Past 22 Solved Papers of the CTET exam from 2011 to 2024 The past 22 CTET Solved papers included are June 2011 Jan Section II mathematics has 15 Topics Section III EVS has 13 Topics Section IV English 11 Topics Section V Hindi has 10 Topics The detailed solutions are provided immediately after each topic Solutions are provided for each question The languages covered in the tests are English 1st language and Hindi 2nd language The book is 100% useful for UPTET HTET MPTET CGTET UKTET HPTET BTET PTET and other STET Exam *Very Practical Ethics* David Benatar,Emeritus Professor Philosophy David Benatar,2024 In Very Practical Ethics David Benatar discusses some of the moral problems that ordinary people face in their everyday lives These are not moral problems that arise only in extraordinary circumstances nor those which are confronted only by select people in their professional or public roles rather they are problems that most people face on a daily basis Written accessibly and covering topics not often discussed by moral philosophers Very Practical Ethics will be of interest to students and other readers who care about how we might resolve the kinds of ethical issues we all face every day

*From West to East: Recent Advances in Psychometrics and Psychological Instruments in Asia* Mengcheng Wang,Yiyun Shou,Joseph Wu,Hui-Fang Chen,Cheng-Ta Yang,Kazuhisa Takemura,2022-03-03 *Drawing for Science Education* Phyllis Katz,2017-03-23 This book argues for the essential use of drawing as a tool for science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of identity development in science teaching

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