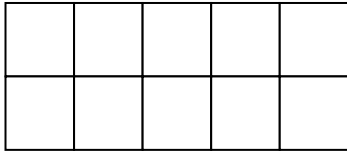
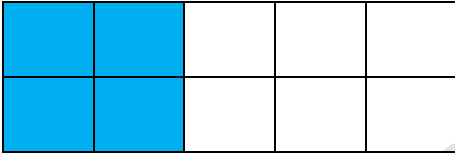
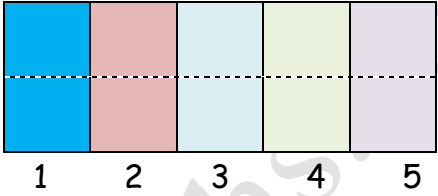
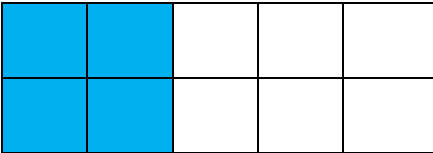




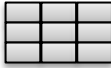



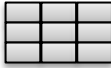

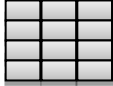


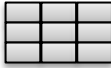

NATIONAL TEST 2013
Mathematics – Standard III

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>																												
1.	<p>In the number 3 426, the digit 4 represents</p> <p>(A) 4 tens (B) 4 hundreds (C) 4 thousands</p> <p>Answer: 4 hundreds</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center; color: red;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p style="text-align: center; margin-left: 100px;">↑ 4 hundreds</p>	Thousands	Hundreds	Tens	Ones	3	4	2	6																					
Thousands	Hundreds	Tens	Ones																												
3	4	2	6																												
2.	<p>Write the numbers from the smallest to the largest.</p> <p>4531 4351 4513</p> <p>Answer: 4351, 4513, 4531</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center; background-color: #e0f0ff;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center; background-color: #e0f0ff;">3</td> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center; background-color: #e0f0ff;">5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> <p>All the thousand digits are the same. Looking at the 'hundreds' digits, 3 is the smallest. So, 4 351 is the smallest number.</p> <p>In remaining two numbers the first two digits are the same.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center; background-color: #e0f0e0;">3</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center; background-color: #e0f0e0;">1</td> <td style="text-align: center;">3</td> </tr> </tbody> </table> <p>Looking at the 'tens' digits, 1 is smaller than 3. So, 4 513 is smaller than 4 531. The order from largest to smallest is: 4 351, 4 513, 4 531.</p>	Thousands	Hundreds	Tens	Ones	4	5	3	1	4	3	5	1	4	5	1	3	Thousands	Hundreds	Tens	Ones	4	5	3	1	4	5	1	3	
Thousands	Hundreds	Tens	Ones																												
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No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>														
3.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="text-align: center;"><u>Addition Fact</u></p> $5 + 5 + 5 + 5 =$ </div> <p>Write this addition fact as a multiplication fact.</p> <p>Answer: $5 \times 4 = 20$</p>	<p>The Addition fact is:</p> $\underbrace{5+5+5+5} = 20$ <p>5 added 4 Four times =20</p> <p>Since the same number 5 is to be added a total of 4 times, our multiplier is 4. We write this as 5 multiplied by 4 = 20</p> <p>Therefore. the multiplication fact is:</p> $5 \times 4 = 20$															
4.	<p>Circle two of the numbers whose sum is 89.</p> <p style="text-align: center;">70 9 60 19</p> <p style="text-align: center;"> 70 9 60 19 </p> <p>Answer: 70 and 19</p>	<p>To obtain 89, we must choose any combination of 60 or 70 with 9 or 19.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">70</td> <td style="text-align: right;">70</td> </tr> <tr> <td style="text-align: right;">+ 9</td> <td style="text-align: right;">+19</td> </tr> <tr> <td style="text-align: right;"><u>79</u></td> <td style="text-align: right;"><u>89</u></td> </tr> <tr><td colspan="2"> </td></tr> <tr> <td style="text-align: right;">60</td> <td style="text-align: right;">60</td> </tr> <tr> <td style="text-align: right;">+ 9</td> <td style="text-align: right;">+19</td> </tr> <tr> <td style="text-align: right;"><u>69</u></td> <td style="text-align: right;"><u>79</u></td> </tr> </table> <p>The only two numbers whose sum is 89 are the numbers 70 and 19.</p>	70	70	+ 9	+19	<u>79</u>	<u>89</u>			60	60	+ 9	+19	<u>69</u>	<u>79</u>	
70	70																
+ 9	+19																
<u>79</u>	<u>89</u>																
60	60																
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<u>69</u>	<u>79</u>																

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here
5.	<p>A figure is divided into equal parts.</p> <p>a. Shade two fifths of the figure.</p>  <p>Answer:</p>  <p>b.</p> $\frac{2}{5} = \frac{\square}{10}$ <p>Answer:</p> $\frac{2}{5} = \frac{4}{10}$	<p>a. The whole shape is divided into five rectangles of the same size.</p>  <p>Each rectangle represents one fifth of the whole Since two of these five rectangles are shaded, the shaded portion represents two fifths of the whole.</p> <p>b. The whole shape is divided into 10 squares of the same size.</p>  <p>Each square part represents one tenth of the whole. The shaded portion is four tenths. Two of the five rectangles is the same fraction of the figure as four of the 10 squares.</p> $\frac{2}{5} = \frac{4}{10}$	


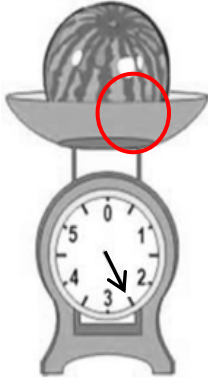
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>																														
6.	<p>Ava has to pack 272 gummy bears in bags of 8 each. How many bags will she use?</p> <p>Answer: 34 bags</p>	<p>Number of gummy bears to be packed = 272 Number of gummy bears in each bag = 8 We need to find out how many groups of 8 there are in 272 gummy bears. Therefore, the number of bags that Ava will use $= 272 \div 8$</p> <table border="1" data-bbox="889 898 1170 1020"> <tr> <td></td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>8</td> <td>2</td> <td>7</td> <td>32</td> </tr> <tr> <td></td> <td></td> <td>3</td> <td>4</td> </tr> </table> <p>The result of the division is 34. So, Ava will use 34 bags.</p>		H	T	O	8	2	7	32			3	4																			
	H	T	O																														
8	2	7	32																														
		3	4																														
7.	<p>Subtract 378 from 1049.</p> <p>Answer: 671</p>	<table border="1" data-bbox="873 1213 1188 1440"> <tr> <td></td> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td></td> <td></td> <td>9</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>10</td> <td>14</td> <td></td> </tr> <tr> <td>—</td> <td>1</td> <td>0</td> <td>4</td> <td>9</td> </tr> <tr> <td>—</td> <td></td> <td>3</td> <td>7</td> <td>8</td> </tr> <tr> <td></td> <td></td> <td>6</td> <td>7</td> <td>1</td> </tr> </table>		Th	H	T	O			9					10	14		—	1	0	4	9	—		3	7	8			6	7	1	
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No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here								
8.a.	<p>These numbers form a sequence.</p> <p>50 , 46 , 42 , 38 , 34 , ...</p> <p>Explain how to get the next number in the sequence.</p> <p>Answer: Subtract 4 from the last number to get the next number in the sequence.</p> <p>b. Continue the pattern, to obtain the 4th figure.</p> <table border="1" data-bbox="293 1125 729 1665"> <tr> <td data-bbox="293 1125 444 1215">Figure 1</td> <td data-bbox="444 1125 729 1215"></td> </tr> <tr> <td data-bbox="293 1215 444 1350">Figure 2</td> <td data-bbox="444 1215 729 1350"></td> </tr> <tr> <td data-bbox="293 1350 444 1484">Figure 3</td> <td data-bbox="444 1350 729 1484"></td> </tr> <tr> <td data-bbox="293 1484 444 1665">Figure 4</td> <td data-bbox="444 1484 729 1665"></td> </tr> </table>	Figure 1		Figure 2		Figure 3		Figure 4		<p>a. The pattern for the sequence is deduced as follows:</p> <p>50 46 42 38 34</p> <p> ↪ ↪ ↪ ↪</p> <p> -4 -4 -4 -4</p> <p>We subtract four each time to get the next number in the sequence.</p> <p>b. To continue the pattern, we make the following observations:</p> <p>Figure 1 has one row of 3 blocks</p> <p>Figure 2 has two rows of 3 blocks.</p> <p>Figure 3 has three rows of 3 blocks.</p> <p>Therefore, Figure 4 should have four rows of 3 blocks.</p> <p></p>	
Figure 1											
Figure 2											
Figure 3											
Figure 4											

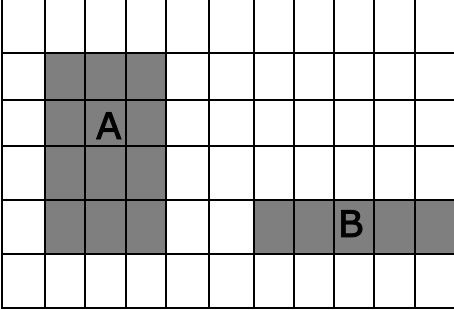
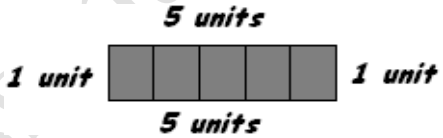
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
9.	<p>At a bakery, cupcakes are sold in packs of 6. Suren bought 27 packs.</p> <p>a. How many cupcakes did he buy altogether?</p> <p>Answer: 162</p> <p>b. Suren packs all the cupcakes in boxes with 10 each. How many cupcakes remained after packing?</p> <p>Answer: 2</p>	<p>a. Each pack of cupcakes has 6. The number of packs = 27 Therefore 27 packs will have 27 sets of 6 cupcakes = 6×27 cupcakes 6×27 is the same as 27×6 = $(20 + 7) \times 6$ = $(20 \times 6) + (7 \times 6)$ = $120 + 42$ = 162</p> <p>b. The cupcakes are packed in boxes of 10 each. The number of complete boxes of 10 which can be made is 16 because if we multiply $10 \times 16 = 160$ OR $162 \div 10 = 16$ and remainder 2.</p> <p>Therefore, when 162 cupcakes are packed into boxes of 10 each, they will fill 16 boxes and 2 cupcakes will remain. The remainder of 2 will be what is left over and will not completely fill a box.</p>	


No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>																																																				
10.	<p>A cinema show was held on two days, Saturday and Sunday.</p> <p>The number of children attending on Saturday was 2 856 and on Sunday was 1 945.</p> <p>a. How many more children attended the show on Saturday than on Sunday?</p> <p>Answer: 911</p> <p>b. What is the total attendance on both days?</p> <p>Answer: 4801</p>	<p>a. To find how many more attended on Saturday than on Sunday, we subtract 1945 from 2856.</p> <table border="1" data-bbox="935 646 1198 856"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr> <tr><td>1</td><td>18</td><td></td><td></td></tr> <tr><td>2</td><td>8</td><td>5</td><td>6</td></tr> <tr><td>–</td><td>1</td><td>9</td><td>4</td></tr> <tr><td></td><td></td><td>4</td><td>5</td></tr> <tr><td></td><td></td><td>9</td><td>1</td></tr> <tr><td></td><td></td><td>1</td><td>1</td></tr> </table> <p>911 more children attended the show on Saturday than on Sunday.</p> <p>a. To find the total attendance on both days we add the number who attended on Saturday to the number who attended on Sunday.</p> <table border="1" data-bbox="935 1388 1198 1598"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr> <tr><td>1</td><td>1</td><td>1</td><td></td></tr> <tr><td>2</td><td>8</td><td>5</td><td>6</td></tr> <tr><td>+</td><td>1</td><td>9</td><td>4</td></tr> <tr><td></td><td>4</td><td>8</td><td>0</td></tr> <tr><td></td><td></td><td>0</td><td>1</td></tr> </table> <p>The total number of students attending the concert on both days is 4 801.</p>	Th	H	T	O	1	18			2	8	5	6	–	1	9	4			4	5			9	1			1	1	Th	H	T	O	1	1	1		2	8	5	6	+	1	9	4		4	8	0			0	1	
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No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
11.	<p>Tick (✓) the unit that is used to measure the capacity of a container.</p> <p><input type="checkbox"/> Litre</p> <p><input type="checkbox"/> Metre</p> <p><input type="checkbox"/> Kilogram</p> <p>Answer:</p> <p><input checked="" type="checkbox"/> Litre</p> <p><input type="checkbox"/> Metre</p> <p><input type="checkbox"/> Kilogram</p>	<p>The kilogram is a measure of mass.</p> <p>The metre is a measure of length.</p> <p>The litre is a measure of volume.</p> <p>The capacity of a container can be measured in litres.</p>	
12.	<p>4 metres and 25 centimetres, expressed in centimetres is</p> <p>Answer: 425 centimetres</p>	<p>1 metre = 100 centimetres</p> <p>Therefore 4 metres</p> $= 100 + 100 + 100 + 100$ <p>OR</p> $= 100 \times 4$ $= 400 \text{ centimetres}$ <p>Therefore in 4 metres and 25 centimetres there would be</p> $\begin{array}{r} 400 \\ + 25 \\ \hline 425 \text{centimetres} \end{array}$	

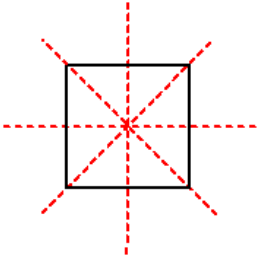
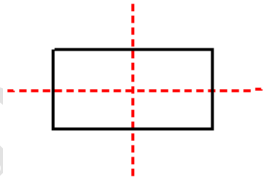
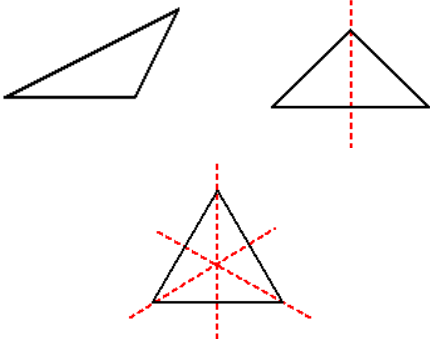
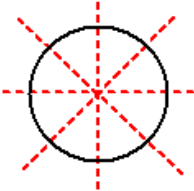
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
13.	<p>The scale shown below measures mass in kilograms.</p>  <p>The mass of the melon is _____ kg.</p> <p>Answer: The mass of the melon is $2\frac{1}{2}$ kg.</p>	<p>The arrow of the scale points halfway between 2 and 3, which is $2\frac{1}{2}$.</p>  <p>Therefore, the mass of the melon is $2\frac{1}{2}$ kg.</p>	

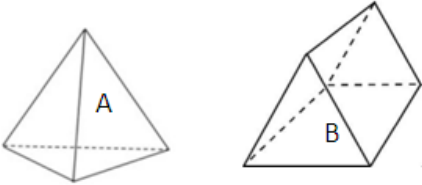
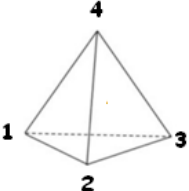
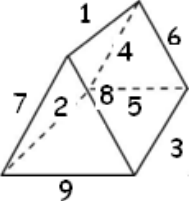
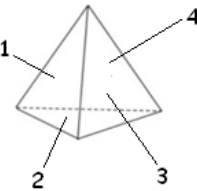
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>									
14.	<p>Anah bought a box of 8 pens for \$96. She sold all the pens at \$15 each. What is Anah's profit?</p> <p>Answer: \$24</p>	<p>8 pens were bought for \$96. Therefore, the cost of each pen = $96 \div 8$</p> <table border="1" data-bbox="922 562 1133 688"> <tr> <td></td> <td>T</td> <td>O</td> </tr> <tr> <td>8</td> <td>9</td> <td>6</td> </tr> <tr> <td></td> <td>1</td> <td>2</td> </tr> </table> <p>Cost of 1 pen = \$12 Selling price of 1 pen = \$15</p> <p>Profit on one pen = Selling price - Cost price = $15 - 12$ = \$3</p> <p>The profit on all 8 pens will be $3 \times 8 = 24$</p> <p>OR</p> <p>The selling price of all 8 pens is $15 \times 8 = 120$. Total Profit = Selling price - Cost price = $120 - 96$ = \$24</p>		T	O	8	9	6		1	2	
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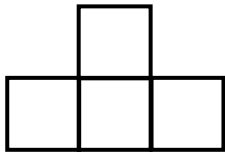
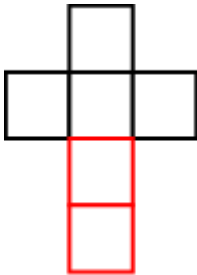
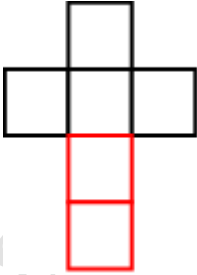
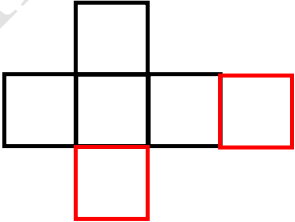
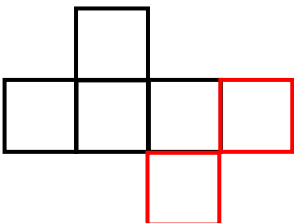
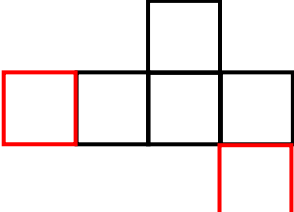
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
15.	<p>Two rectangles, A and B are drawn on a grid. The grid is divided into unit squares.</p>  <p>a. Calculate the area of rectangle A.</p> <p>Answer: 12 square units</p> <p>b. Calculate the perimeter of rectangle B.</p> <p>Answer: 12 units</p>	<p>a. Rectangle A has 4 rows of 3 squares each. The total number of squares is $3 + 3 + 3 + 3 = 12$ or $3 \times 4 = 12$.</p> <p>Therefore, the area of A is 12 square units</p> <p>b. Perimeter of Rectangle B</p>  <p>Rectangle B is 1 unit wide and 5 units long.</p> <p>The perimeter of Rectangle B = $1 + 5 + 5 + 1$ = 12 units</p>	

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
16.	<p>Keshorn left school at the time shown.</p>  <p>a. What time did Keshorn leave school?</p> <p>Answer: 4 o'clock</p> <p>b. Keshorn arrived at home $1\frac{1}{2}$ hours later.</p> <p>What time did he arrive at home?</p> <p>Answer: Half past 5.</p>	<p>a. The longer or minute hand of the clock points to 12. Therefore, the time is at an exact hour. The shorter or hour hand points to 4. Therefore, the time is exactly 4 o'clock.</p> <p>b. One hour after 4 o'clock is 5 o'clock. Half hour after 5 o'clock is 5:30 or half past five.</p> <p>Then Keshorn arrived at half past 5.</p> <p>(This is 30 minutes after 5 o'clock and is shown as 5:30 on a digital clock)</p>	

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
17.	<p>The prices of apples and oranges are shown below.</p>  <p>2 oranges cost \$7.00 3 apples cost \$12.00</p> <p>a. How much will 4 oranges and 6 apples cost?</p> <p>Answer: \$38.00</p> <p>b. Which fruit is sold cheaper? Show how you arrived at your answer.</p> <p>Answer: Oranges</p>	<p>a. 2 oranges cost \$7.00 4 oranges will cost = \$7.00 + \$7.00 = \$7.00 × 2 = \$14.00</p> <p>3 apples cost \$12.00 6 apples will cost = \$12.00 + \$12.00 = \$12.00 × 2 = \$24.00</p> <p>Therefore, the cost of 4 oranges and 6 apples = \$14.00 + \$24.00 = \$38.00</p> <p>b. The cost of 2 oranges = \$7.00 Cost of 1 orange = \$7.00 ÷ 2 = \$3.50</p> <p>The cost of 3 apples is \$12.00. The cost of 1 apple = \$12.00 ÷ 3 = \$4.00</p> <p>\$3.50 is less than \$4.00.</p> <p>Hence, oranges cost less than apples.</p>	

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
18.	<p>Which shape has only 2 lines of symmetry?</p> <p>(A) Square (B) Rectangle (C) Triangle (D) Circle</p> <p>Answer: Rectangle</p>	<p>A square has 4 lines of symmetry.</p>  <p>A rectangle has 2 lines of symmetry.</p>  <p>A triangle can have 0, 1 or 3 lines of symmetry, depending on its shape.</p>  <p>A circle has many lines of symmetry.</p> 	

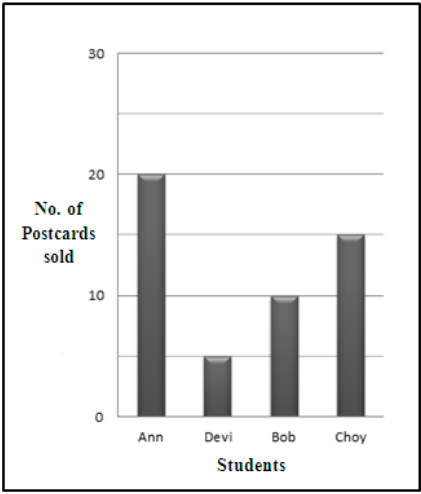
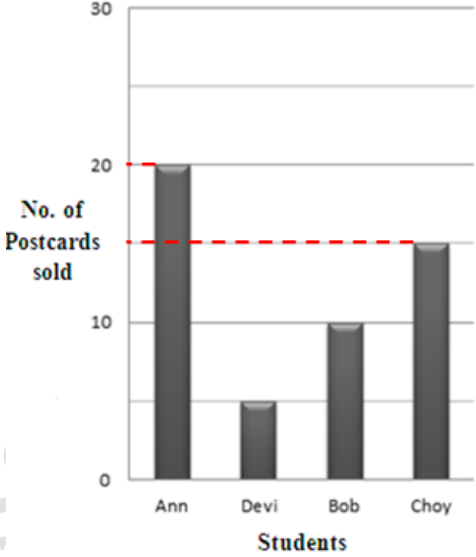
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here
19.	<p>Two solids, labelled A and B are shown below.</p>  <p>a. State the number of vertices in solid A.</p> <p>Answer: 4</p> <p>b. State the number of edges in solid B.</p> <p>Answer: 9</p> <p>c. Which of the solids is a triangular prism?</p> <p>Answer: B</p> <p>d. Which of the solids has four faces?</p> <p>Answer: A</p>	<p>a. Solid A has a triangular base with 3 vertices and one vertex at the top. A has 4 vertices.</p>  <p>b. Solid B has 3 edges (1-3) along the three rectangular faces. Each triangular face has three edges (4-6,7-9).</p>  <p>Total number of edges = 3 + 3 + 3 = 9.</p> <p>c. B is a triangular prism, it had a pair of parallel triangular faces</p> <p>d. A has 4 faces. Three are 3 slanting triangular faces and 1 triangular face at the base.</p> 	













No	TEST ITEMS	WORKING COLUMN	Do Not Write Here
20.	<p>The diagram below shows an incomplete drawing of the net of a cube. Complete the drawing.</p>  <p>Answer:</p> 	<p>The net of the cube can be completed in many ways, some of these are shown.</p>  <p>OR</p>  <p>OR</p>  <p>OR</p> 	

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here
21.	<p>On the grid of unit squares, A is moved two units to the right and one unit down. Shade the new position of A.</p> <p>a.</p> <p>Answer:</p> <p>b. Describe the movement from B to Z.</p> <p>Answer: 5 units to the right and 2 units up.</p>	<p>a. The green square shows the new position of A after moving two units to the right and one unit down.</p> <p>b. To move from B to Z, the square, B, was moved 5 units to the right and 2 units upwards to its new position, Z.</p>	

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>																											
22.	<p>The table below, shows the games played by Standard 3 students in a class.</p> <table border="1" data-bbox="305 564 737 835"> <thead> <tr> <th>Game</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Cricket</td> <td> </td> <td>16</td> </tr> <tr> <td>Football</td> <td></td> <td>14</td> </tr> </tbody> </table> <p>Complete the table showing the tally marks for football.</p> <p>Answer:</p> <table border="1" data-bbox="297 1033 745 1314"> <thead> <tr> <th>Game</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Cricket</td> <td> </td> <td>16</td> </tr> <tr> <td>Football</td> <td> </td> <td>14</td> </tr> </tbody> </table>	Game	Tally	Frequency	Cricket	 	16	Football		14	Game	Tally	Frequency	Cricket	 	16	Football	 	14	<p>14 students played football. $14 = 5 + 5 + 4$</p> <p>The tally marks are shown in the column next to football.</p> <table border="1" data-bbox="824 695 1279 982"> <thead> <tr> <th>Game</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Cricket</td> <td> </td> <td>16</td> </tr> <tr> <td>Football</td> <td> </td> <td>14</td> </tr> </tbody> </table>	Game	Tally	Frequency	Cricket	 	16	Football	 	14	
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23.	<p>The table below, shows the favourite drinks of a group of 120 adults.</p> <table border="1" data-bbox="289 594 750 821"> <thead> <tr> <th>Type of drink</th> <th>Number of adults</th> </tr> </thead> <tbody> <tr> <td>Tea</td> <td>56</td> </tr> <tr> <td>Coffee</td> <td>35</td> </tr> <tr> <td>Cocoa</td> <td></td> </tr> </tbody> </table> <p>How many adults chose cocoa as their favourite drink?</p> <p>Answer: 29</p>	Type of drink	Number of adults	Tea	56	Coffee	35	Cocoa		<p>56 adults chose tea. 35 adults chose coffee. The number of adults who chose tea or coffee = $56 + 35$ = 91</p> <table border="1" data-bbox="1206 600 1325 825"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>5</td> <td>6</td> </tr> <tr> <td>3</td> <td>5</td> </tr> <tr> <td>9</td> <td>1</td> </tr> </tbody> </table> <p>Number of adults in all = 120</p> <p>The number of adults who chose cocoa = $120 - 91$</p> <p>The number of people who chose cocoa = $120 - 91$ = $120 - 90 - 1$ = $30 - 1$ = 29</p> <p>OR</p> <table border="1" data-bbox="1143 1390 1325 1627"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td>11</td> <td>10</td> </tr> <tr> <td></td> <td>1</td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td>0</td> </tr> <tr> <td></td> <td>9</td> <td>1</td> </tr> <tr> <td></td> <td>2</td> <td>9</td> </tr> </tbody> </table>	T	O	1		5	6	3	5	9	1	H	T	O		11	10		1		1	2	0		9	1		2	9	
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No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
24.	<p>At a school, students sold postcards to raise funds. The bar graph shows the number of postcards sold by four of the students.</p>  <p>How many more cards did Ann sell than Choy?</p> <p>Answer: 5 postcards</p>	<p>The graph shows that: Ann sold 20 postcards. Choy sold 15 postcards.</p>  <p>Therefore, Ann sold (20-15) more postcards than Choy.</p> <p>Ann sold 5 more postcards than Choy</p>	

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>						
25.	<p>The pictograph shows the favourite pet of students in a class.</p> <table border="1" data-bbox="305 600 743 915"> <tr> <td data-bbox="305 600 380 709">Cat</td> <td data-bbox="380 600 743 709">  </td> </tr> <tr> <td data-bbox="305 709 380 810">Dog</td> <td data-bbox="380 709 743 810">  </td> </tr> <tr> <td data-bbox="305 810 380 915">Rabbit</td> <td data-bbox="380 810 743 915">  </td> </tr> </table> <p> Represents 5 students</p> <p>a. How many students have a cat as their favourite pet?</p> <p>Answer: 15 students</p> <p>b. How many students did NOT have a dog as their favourite pet?</p> <p>Answer: 20</p>	Cat		Dog		Rabbit		<p>a. The number of students who have cats as their favourite pet is shown as .</p> <p>Each  = 5 students. This is</p> $= 5 + 5 + 5$ $= 15 \text{ students}$ <p>b. The students who did not have a dog as their favourite pet, had either a cat or a rabbit as their choice.</p> <p>Number who chose a cat = 15</p> <p>The number who chose a rabbit is shown by one  = 5 students.</p> <p>Therefore, the number of students who did not have a dog has their favourite pet</p> $= \text{The number who chose a cat} +$ $\text{the number who chose a rabbit}$ $= 15 + 5$ $= 20$	
Cat									
Dog									
Rabbit	