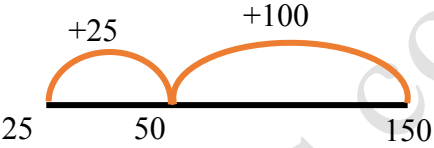
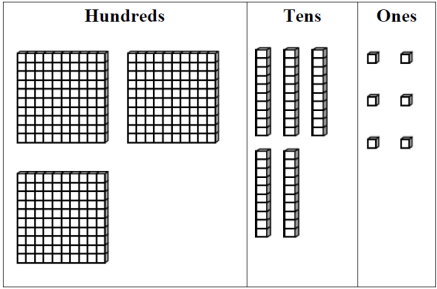

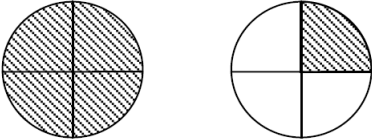
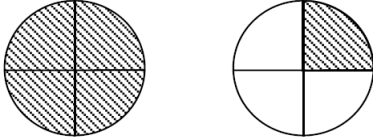








NATIONAL TEST 2016  
MATHEMATICS – STANDARD III

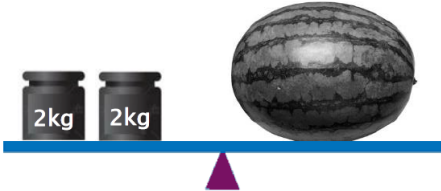
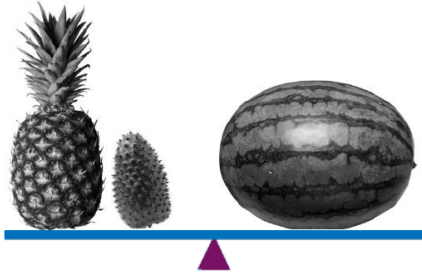
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>								
1.	<p>Write the <b>value</b> of the <u>underlined</u> digit.</p> <p style="text-align: center;"><u>3</u> 652</p> <p><b>Answer:</b> 3 000 or three thousand</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th><i>Thousands</i></th> <th><i>Hundreds</i></th> <th><i>Tens</i></th> <th><i>Ones</i></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>6</td> <td>5</td> <td>2</td> </tr> </tbody> </table> <p><math>3 \times 1000 = 3\ 000</math></p>	<i>Thousands</i>	<i>Hundreds</i>	<i>Tens</i>	<i>Ones</i>	3	6	5	2	
<i>Thousands</i>	<i>Hundreds</i>	<i>Tens</i>	<i>Ones</i>								
3	6	5	2								
2.	<p>Three numbers are arranged in <b>ascending</b> order as shown below.</p> <p style="text-align: center;">982, _____, 1 547</p> <p>Circle the missing number.</p> <p style="text-align: center;">1 203      1 567      1 980</p> <p><b>Answer:</b></p> <p style="text-align: center;">(1 203)      1 567      1 980</p>	<p>A number between 982 and 1547 is <b>larger than</b> 982 but <b>smaller than</b> 1 547.</p> <p>The numbers to choose from are:</p> <p style="text-align: center;">1 203      1 567      1 980</p> <p>Of these both 1 546 and 1 980 are larger numbers than 1 547.</p> <p>So, the middle number should be 1 203 since this number is larger than 982 and smaller than 1 547.</p>									
3.	<p>Round 2 764 to the nearest <b>hundred</b>.</p> <p><b>Answer:</b> 2 800</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th><i>Thousands</i></th> <th><i>Hundreds</i></th> <th><i>Tens</i></th> <th><i>Ones</i></th> </tr> </thead> <tbody> <tr> <td>2</td> <td>7</td> <td style="background-color: #d3d3d3;">6</td> <td>4</td> </tr> </tbody> </table> <p style="text-align: center;">↑</p> <p>Our decision to round up or down depends on the value of the digit to the immediate right of the hundreds digit which is the tens digit.</p> <p>If this digit is 5 or more, we round up and if it is less than 5 we round down.</p> <p>Our tens digit is 6 which is more than 5, so we round up to 2 800, maintaining the place values of the</p>	<i>Thousands</i>	<i>Hundreds</i>	<i>Tens</i>	<i>Ones</i>	2	7	6	4	
<i>Thousands</i>	<i>Hundreds</i>	<i>Tens</i>	<i>Ones</i>								
2	7	6	4								


No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
4.	<p>What is the missing number in the sentence below?</p> $25 + \square = 150$ <p><b>Answer:</b> 125</p>	<p>Start at 25 and add on to reach 150. First add 25 to reach 50, then add 100 to reach 150. So, we added a total of 125.</p>  <p>We check to see that <math>25 + 125 = 150</math>.</p>	
5.	<p>The diagram below represents a number.</p>  <p>a) Use the diagram to fill in the statement below.</p> <p><input type="text"/> hundreds + <input type="text"/> tens + <input type="text"/> ones</p> <p><b>Answer:</b></p> <p><input type="text" value="3"/> hundreds + <input type="text" value="5"/> tens + <input type="text" value="6"/> ones</p> <p>b) Write the number represented in the diagram above.</p> <p><b>Answer:</b> 356 or three hundred and fifty six</p>	<p>There are:</p> <p>3 hundred blocks (flats) 5 ten blocks (longs) 6 ones (small cubes)</p> $300 + 50 + 6 = 356$	

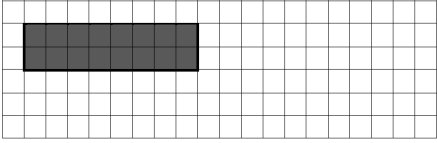
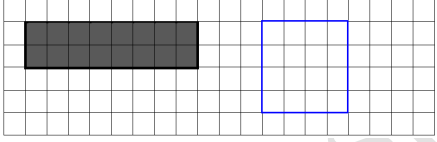
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>																		
6.	<p>Write the missing number to complete the pattern below.</p> <p>3, 10, _____, 24, 31</p> <p><b>Answer:</b> 17</p>	<p><math>3 \xrightarrow{+7} 10 \xrightarrow{+7} 17 \xrightarrow{+7} 24 \xrightarrow{+7} 31</math></p> <p>The pattern is formed by adding 7.</p> <p>So, the missing number is <math>10 + 7 = 17</math>.</p>																			
7.	<p>Multiply 23 by 12.</p> <p><b>Answer:</b> 276</p>	<table border="1" style="display: inline-table; margin-right: 10px;"> <thead> <tr> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td>2</td> <td>3</td> </tr> <tr> <td>×</td> <td>1</td> <td>2</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;">2 3 0</td> </tr> <tr> <td></td> <td>4</td> <td>6</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black;">2 7 6</td> </tr> </tbody> </table> <p><math>23 \times 10</math> <math>23 \times 2</math></p>	H	T	O		2	3	×	1	2	2 3 0				4	6	2 7 6			
H	T	O																			
	2	3																			
×	1	2																			
2 3 0																					
	4	6																			
2 7 6																					
8.	<p>a) The shape below represents ONE whole.</p>  <p>It is divided into equal parts. What fraction of the shape is shaded?</p> <p><b>Answer:</b> <math>\frac{2}{7}</math></p> <p>b) Each circle below is divided into 4 equal parts.</p>  <p>Complete the statement.</p> <p><math>1\frac{1}{4} =</math></p> <p><b>Answer:</b> <math>1\frac{1}{4} = \frac{5}{4}</math></p>	<p>a) The whole is divided into 7 parts. Two parts are shaded. So, the fraction shaded is <math>\frac{2}{7}</math>.</p> <p>b) The whole has 4 quarters shaded and the second diagram has one quarter shaded.</p> <p>4 quarters + 1 quarter = 5 quarters</p>  <p><math>\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{5}{4}</math></p>																			

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>																											
9.	<p>A farmer picked 522 oranges on Monday and 150 oranges on Tuesday.</p> <p>a) How many oranges did he pick altogether?</p> <p><b>Answer:</b> 672</p> <p>b) The farmer packs <b>all</b> of his oranges in bags of 6 for sale. How many bags of oranges did he pack?</p> <p><b>Answer:</b> 112 bags</p>	<p>a) Number of oranges picked on Monday and Tuesday = <math>522 + 150</math></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>H</td><td>T</td><td>O</td></tr> <tr><td>5</td><td>2</td><td>2</td></tr> <tr><td colspan="3" style="text-align: center;">+</td></tr> <tr><td>1</td><td>5</td><td>0</td></tr> <tr><td>6</td><td>7</td><td>2</td></tr> </table> <p>b) Number of bags packed = <math>672 \div 6 = 112</math></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td>4</td><td>6</td><td>7</td><td>12</td></tr> <tr><td></td><td>1</td><td>1</td><td>2</td></tr> </table>	H	T	O	5	2	2	+			1	5	0	6	7	2		H	T	O	4	6	7	12		1	1	2	
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5	2	2																												
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1	5	0																												
6	7	2																												
	H	T	O																											
4	6	7	12																											
	1	1	2																											
10.	<p>A stadium has 20 rows of seats. Each row has 33 seats.</p> <p>a) How many seats are there in the stadium?</p> <p><b>Answer:</b> 660</p> <p>b) At a football game, 437 seats were occupied. How many seats were empty?</p> <p><b>Answer:</b> 223 empty seats</p>	<p>a) Number of seats in one row = 33 Number of rows = 20 Total number of seats = <math>33 \times 20</math> = <math>33 \times 2 \times 10</math> = <math>66 \times 10 = 660</math></p> <p>b) Number of empty seats = <math>660 - 437</math></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td>5</td><td>10</td></tr> <tr><td>6</td><td>6</td><td>0</td></tr> <tr><td colspan="3" style="text-align: center;">-</td></tr> <tr><td>4</td><td>3</td><td>7</td></tr> <tr><td>2</td><td>2</td><td>3</td></tr> </table>	H	T	O		5	10	6	6	0	-			4	3	7	2	2	3										
H	T	O																												
	5	10																												
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-																														
4	3	7																												
2	2	3																												
11.	<p>Tick (✓) the unit used to measure the length of a pencil.</p> <p><input type="checkbox"/> kilometre (km) <input type="checkbox"/> metre (m) <input type="checkbox"/> centimetre (cm)</p> <p><b>Answer:</b> <input checked="" type="checkbox"/> centimetre (cm)</p>	<p>A metre is about the height of a desk and a kilometer is 100 metres - both units are much larger than the length of a pencil and cannot be used.</p> <p>Centimetres units are smaller than the length of a pencil and are suitable.</p>																												

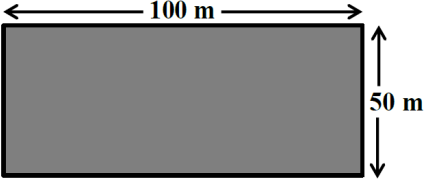


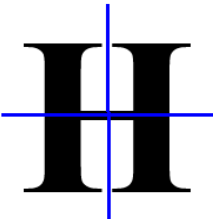
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>						
12.	<p>What is 3 000 millilitres expressed in litres?</p> <p>Answer: 3 litres</p>	<p>1000 millilitres = 1 litre</p> <p><math>3 \times 1000</math> millilitres = <math>3 \times 1</math> litres</p> <p>3000 millilitres = 3 litres</p>							
13.	<p>The table below shows the cost of similar pens at two stores.</p> <table border="1" data-bbox="293 747 727 968"> <thead> <tr> <th data-bbox="293 747 509 772">Store A</th> <th data-bbox="509 747 727 772">Store B</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 772 509 911">  </td> <td data-bbox="509 772 727 911">  </td> </tr> <tr> <td data-bbox="293 911 509 968">5 for \$15</td> <td data-bbox="509 911 727 968">2 for \$7</td> </tr> </tbody> </table> <p>Which stores sells the pen at a cheaper price? Explain how you arrived at your answer.</p> <p><b>Answer:</b> Store A because a pen at Store A is 50c less than the cost of a pen at Store B.</p>	Store A	Store B			5 for \$15	2 for \$7	<p>At Store A, 5 pens cost \$15. So, 1 pen will cost <math>\frac{\\$15}{5} = \\$3</math>.</p> <p>At Store B, 2 pens cost \$7. So, 1 pen will cost <math>\frac{\\$7}{2} = \\$3.50</math>.</p> <p>So, pens are sold cheaper at store A.</p>	
Store A	Store B								
									
5 for \$15	2 for \$7								

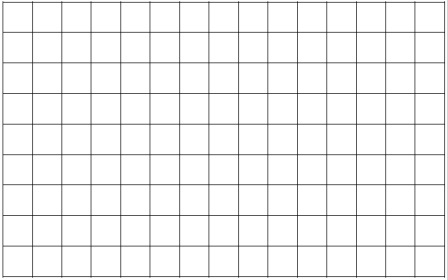
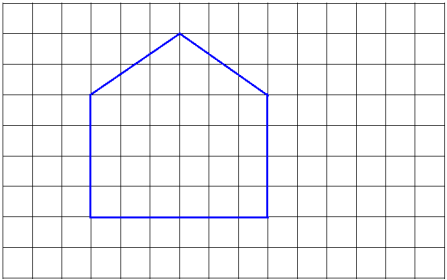
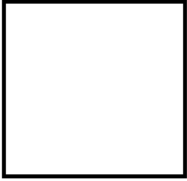
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>												
14.	<p>A melon is weighed as shown below.</p>  <p>a) What is the mass of the melon?</p> <p><b>Answer:</b> 4 kg</p> <p>The same melon is balanced with two fruits, a pineapple and a soursop, as shown below.</p>  <p>b) The pineapple weighs 2 kg more than the soursop. What is the mass of the pineapple?</p> <p><b>Answer:</b> 1 kg</p>	<p>a) Mass of the melon = <math>2 \text{ kg} \times 2</math> = 4 kg</p> <p>b) The melon weighs 4 kg. So, the pineapple and the soursop together weigh 4 kg.</p> <p>Possible weight in kg of both items</p> <table border="1" data-bbox="862 1157 1313 1310"> <thead> <tr> <th>Pineapple</th> <th>Soursop</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>4</td> </tr> <tr> <td>2</td> <td>2</td> <td>4</td> </tr> <tr> <td>3</td> <td>1</td> <td>4</td> </tr> </tbody> </table> <p>The pineapple weighs 2 kg more than the soursop.</p> <p>The pineapple weighs 3 kg and the soursop weighs 1 kg.</p>	Pineapple	Soursop	Total	1	3	4	2	2	4	3	1	4	
Pineapple	Soursop	Total													
1	3	4													
2	2	4													
3	1	4													

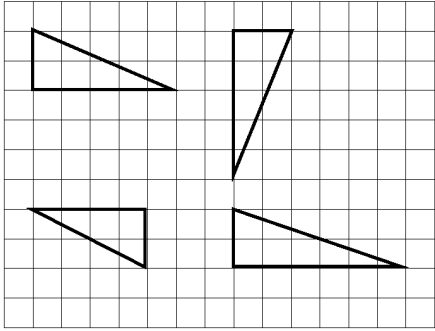
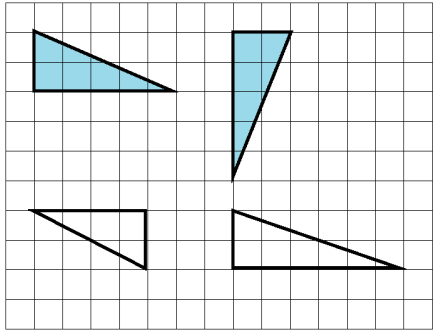
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
15.	<p>On Friday afternoon, Frank arrived at a supermarket at the time show on the clock below.</p>  <p>a) Write the time shown in the digital form.</p> <p><b>Answer:</b> 2:30</p> <p>b) Frank left the supermarket at 3:40 p.m. How long did he stay at the supermarket?</p> <p><b>Answer:</b> 1 hour 10 minutes</p>	<p>a) The time is half past two in the afternoon. On the digital clock this is 30 minutes past 2 pm. This is written as 2:30.</p> <p>b) Frank stayed in the supermarket from 2:30 to 3:40 pm.</p> <p>2:30 to 3:30 → 1 hour</p> <p>3:30 to 3:40 → 10 minutes</p> <p>The total time spent at the supermarket is 1 hour and 10 minutes</p>	







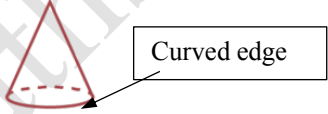
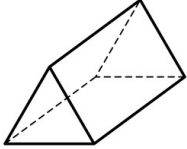

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
16.	<p>A rectangle is drawn on grid paper as shown below.</p>  <p>a) Calculate the area of the rectangle.</p> <p><b>Answer:</b> 16 square units</p> <p>b) Draw a <b>different</b> shape on the grid that has the same area as the rectangle.</p> <p><b>Answer:</b></p> 	<p>a) Length = 8 units Width = 2 units Area = <math>8 \times 2</math> = 16 square units</p> <p>b) A square of side 4 units will have an area of <math>4 \times 4 = 16</math> square units and which will be the same as the area of the rectangle.</p>	

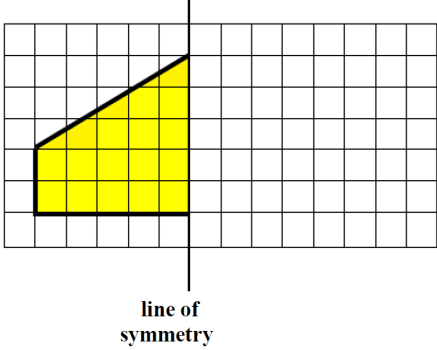
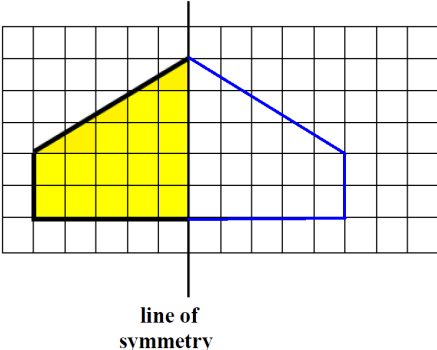


No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
17.	<p>The diagram below shows a rectangular plot of land.</p>  <p>a) Calculate the perimeter of the plot of land.</p> <p><b>Answer:</b> 300 m</p> <p>b) A fence is to be built along one of the sides measuring 100 m. Posts are to be placed 5 metres apart. How many posts are needed?</p> <p><b>Answer:</b> 21 posts</p>	<p>b) Perimeter = <math>2(100 + 50)</math> m  <math>= 2 \times 150</math> m  <math>= 300</math> m</p> <p><b>OR</b></p> <p>Perimeter = <math>100 + 50 + 100 + 50</math> m  <math>= 300</math> m</p> <p>c) The number of posts is one more than the number of intervals:</p>  <p>5 intervals require 6 posts</p> <p>For a length of 100 m with 5m intervals, the number of posts will be  <math>(100 \div 5) + 1 = 20 + 1</math></p> <p>21 posts are required</p>	
18.	<p>How many lines of symmetry does the shape below have?</p>  <p><b>Answer:</b> 2 lines of symmetry</p>	<p>The shape can be folded along vertical and horizontal lines and there will be no overlap.</p> 	

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
19.	<p>a) Name a plane shape that has four equal sides.</p> <p><b>Answer:</b> square</p> <p>b) Draw a shape with five corners.</p>  <p><b>Answer:</b></p> 	<p>a) A square has four equal sides.</p>  <p>b) A shape with five corners can take many forms. One such shape is shown.</p>	

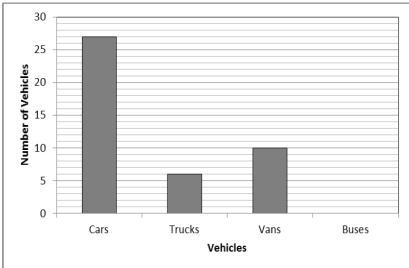
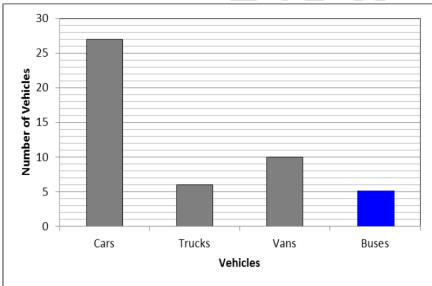
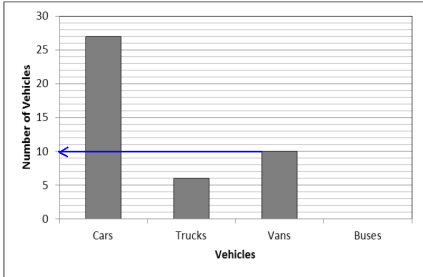
No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
	<p>c) Triangles are drawn on the grid below.</p>  <p>Shade two shapes which are identical.</p> <p><b>Answer:</b></p> 	<p>c) Two of these shapes have the same base and height. The shapes shaded are those with: Base = 4 cm Height = 2 cm</p>	

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>
20.	<p>Five solids labelled <b>A</b>, <b>B</b>, <b>C</b>, <b>D</b> and <b>E</b> are shown below.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <b>A</b></div> <div style="text-align: center;"> <b>B</b></div> <div style="text-align: center;"> <b>C</b></div> <div style="text-align: center;"> <b>D</b></div> <div style="text-align: center;"> <b>E</b></div> </div> <p><b>a)</b> Name the solid labelled A.</p> <p><b>Answer:</b> A is a cube</p> <p><b>b)</b> Which solid has ONE curved edge?</p> <p><b>Answer:</b> The cone (E) has one curved edge.</p> <p><b>c)</b> Which solid has five faces?</p> <p><b>Answer:</b> The triangular prism (D) has 5 faces.</p> <p><b>d)</b> Don made the frame of a solid using plasticine and straws. He used 6 straws for edges. Which of the solids shown above did he make?</p> <p><b>Answer:</b> Figure B has six edges.</p>	<p><b>a)</b> A is a cuboid, all the faces are squares of the same size.</p> <div style="text-align: center;"></div> <p><b>b)</b> The solids with curved edges are the cylinder and the cone. The cylinder has two curved edges while the cone has one.</p> <div style="text-align: center;">  </div> <p><b>c)</b> The triangular prism (D) has 5 faces, two triangular faces and three rectangular faces.</p> <div style="text-align: center;"></div> <p><b>d)</b> The triangular pyramid has six edges, three on the base and three slant edges which meet at the apex.</p> <div style="text-align: center;"></div>	

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>																
21.	<p>A part of a shape is drawn on the grid below. The complete shape has one line of symmetry. The line of symmetry is shown.</p>  <p>Complete the drawing on the grid to show the entire shape.</p> <p><b>Answer:</b></p> 	<p>The completed shape is shown. When folded along the line of symmetry all edges will overlap.</p>																	
22.	<p>Ten students scored the following points in a skipping competition.</p> <p>32, 26, 27, 26, 30, 23, 27, 20, 26, 31</p> <p>Write the most frequent score.</p> <p><b>Answer:</b> Most frequent score is 26.</p>	<table border="1"> <thead> <tr> <th>Score</th> <th>Number of times</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>1</td> </tr> <tr> <td>23</td> <td>1</td> </tr> <tr> <td>26</td> <td>3</td> </tr> <tr> <td>27</td> <td>2</td> </tr> <tr> <td>30</td> <td>1</td> </tr> <tr> <td>21</td> <td>1</td> </tr> <tr> <td>32</td> <td>1</td> </tr> </tbody> </table>	Score	Number of times	20	1	23	1	26	3	27	2	30	1	21	1	32	1	
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26	3																		
27	2																		
30	1																		
21	1																		
32	1																		

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>										
23.	<p>A farmer conducted a survey of the animals on his farm. The table below shows the information he collected.</p> <table border="1" data-bbox="297 569 722 1003"> <thead> <tr> <th>Name of Animal</th> <th>Number of Animals</th> </tr> </thead> <tbody> <tr> <td>Cow</td> <td>12</td> </tr> <tr> <td>Goat</td> <td>9</td> </tr> <tr> <td>Pig</td> <td>—</td> </tr> <tr> <td>Duck</td> <td>8</td> </tr> </tbody> </table> <p>a) How many more cows are there than ducks?</p> <p><b>Answer:</b> There are 4 more cows than ducks</p> <p>b) If there are 35 animals on the farm, how many pigs are there?</p> <p><b>Answer:</b> 6</p> <p>c) Three cows can be housed in one pen. How many pens are needed to house all the cows?</p> <p><b>Answer:</b> 4 pens</p>	Name of Animal	Number of Animals	Cow	12	Goat	9	Pig	—	Duck	8	<p>a)</p> $\begin{array}{r} \text{Number of cows} \quad 12 \\ \text{Number of ducks} \quad - \quad 8 \\ \hline 4 \end{array}$ <p>b)</p> $\begin{array}{r} \text{Number of cows} \quad 12 \\ \text{Number of goats} \quad 9 \\ \text{Number of ducks} \quad 8 \\ \hline 29 \end{array}$ <p>There are 35 animals in all.</p> $\begin{array}{r} \text{Number of pigs} = 35 \\ - \quad 29 \\ \hline 6 \end{array}$ <p>c) 3 cows are housed in one pen. There are 12 cows in all. Number of pens required <math>12 \div 3 = 4</math> So, 12 cows will be kept in 4 pens.</p>	
Name of Animal	Number of Animals												
Cow	12												
Goat	9												
Pig	—												
Duck	8												

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>																														
24.	<p>The table below shows the number of runs scored by four students in a Cricket Match.</p> <table border="1" data-bbox="329 531 690 827"> <thead> <tr> <th>Name of student</th> <th>Tally</th> <th>Number of runs scored</th> </tr> </thead> <tbody> <tr> <td>Kenny</td> <td>     II</td> <td>7</td> </tr> <tr> <td>Jess</td> <td>        </td> <td>15</td> </tr> <tr> <td>Maria</td> <td></td> <td>8</td> </tr> <tr> <td>Troy</td> <td>         I</td> <td>11</td> </tr> </tbody> </table> <p>a) Complete the table.</p> <p><b>Answer:</b></p> <table border="1" data-bbox="321 976 698 1285"> <thead> <tr> <th>Name of student</th> <th>Tally</th> <th>Number of runs scored</th> </tr> </thead> <tbody> <tr> <td>Kenny</td> <td>     II</td> <td>7</td> </tr> <tr> <td>Jess</td> <td>        </td> <td>15</td> </tr> <tr> <td>Maria</td> <td>        </td> <td>8</td> </tr> <tr> <td>Troy</td> <td>         I</td> <td>11</td> </tr> </tbody> </table> <p>b) Which student scored the least number of runs?</p> <p><b>Answer:</b> Kenny</p> <p>c) Which student would most likely be chosen for the cricket team? Explain your answer.</p> <p><b>Answer:</b> Jess Based on the number of runs scored, it would be Jess who scored the most.</p>	Name of student	Tally	Number of runs scored	Kenny	II	7	Jess		15	Maria		8	Troy	I	11	Name of student	Tally	Number of runs scored	Kenny	II	7	Jess		15	Maria		8	Troy	I	11	<p>a) To complete the table, we need to insert the tally marks for Maria's score.  <math>8 = 5 + 3</math>                   </p> <p>b) The lowest score in 7, 15, 8 and 11 is 7. So, Kenny scored the least number of runs.</p> <p>c) The only information we have on the players is the number of runs scored. So, we select the player who scored the most runs as the one who would be most likely the one to be chosen for the cricket team.</p>	
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25.	<p>The bar graph below shows the number of different vehicles parked in a car park. The number of buses is not shown.</p> <p style="text-align: center;"><b>Vehicles parked in a car park</b></p>  <p>a) How many vans are parked in the car park?</p> <p><b>Answer:</b> 10</p> <p>b) Five buses were parked in the car park. Show this information on the graph.</p> <p><b>Answer:</b></p>  <p>c) The car park charges a fee of \$10 per vehicle. Calculate the amount of money collected from the parking of cars <b>ONLY</b>.</p> <p><b>Answer:</b> \$270</p>	<p>a) The height of the bar representing vans is 10.</p> <p>There are 10 vans parked in the car park.</p>  <p>b) We draw a bar of height 5 units to represent the 5 buses.</p> <p>c) Number of cars parked = 27</p> <p>At \$10 per car, the amount of money collected for the cars  <math>= \\$10 \times 27</math>  <math>= \\$270</math></p>	