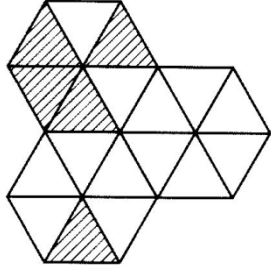
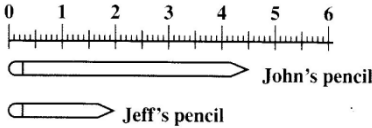
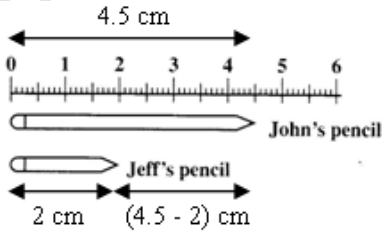
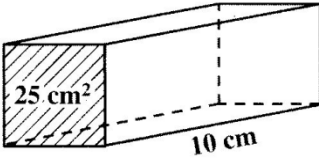


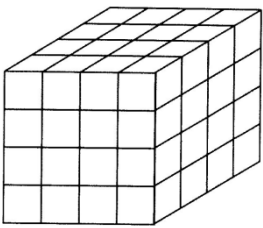
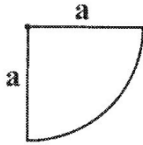
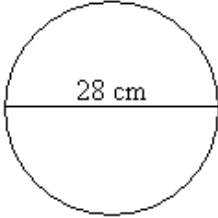
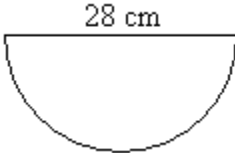
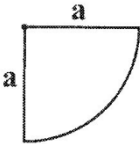
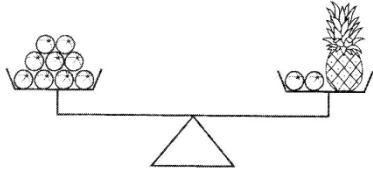
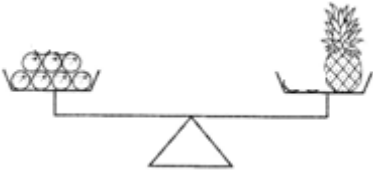


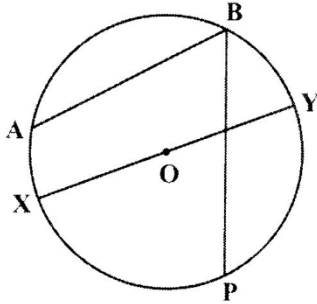
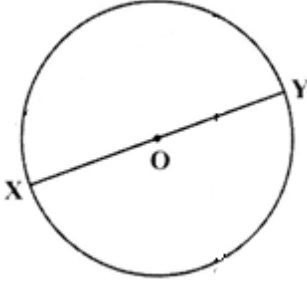
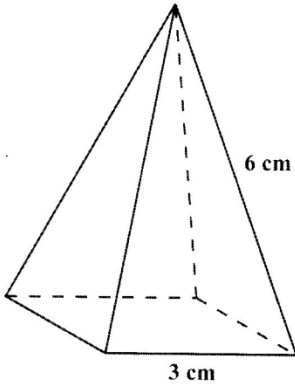


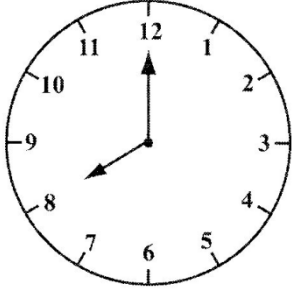
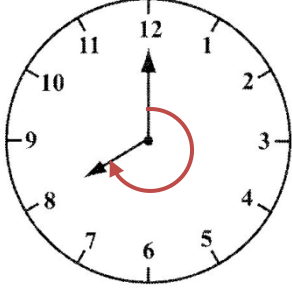










No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here																						
			KC	AT	PS																				
5.	<p>Carla scored 60 marks out of 75 on a Mathematics test.</p> <p>Express Carla's score as a <b>percentage</b>.</p> <p><b>Answer: 80%</b></p>	<p>Maximum marks possible on the test = 75 The score made by Carla = 60. Carla's score as a percent of the total:</p> $= \frac{\text{Marks scored}}{\text{Maximum mark}} \times 100$ $= \frac{60}{75} \times 100$ $= 80\%$																							
6.	<p>Circle the LARGEST decimal fraction in the set below.</p> <p>0.43      0.6      0.079</p> <p><b>Answer:</b></p> <p>0.43      <u>0.6</u>      0.079</p>	<p>We enter the decimal fractions in a decimal place value chart as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Ones</th> <th>Tenths</th> <th>Hundredths</th> <th>Thousandths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0.1</td> <td>0.01</td> <td>0.001</td> </tr> <tr> <td>0</td> <td>4</td> <td>3</td> <td>0</td> </tr> <tr> <td>0</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>0</td> <td>7</td> <td>9</td> </tr> </tbody> </table> <p>The place values in order of size is; Tenths, Hundredths, Thousandths. 0.43 has 4 tenths 0.6 has 6 tenths 0.079 has 0 tenths Therefore, 0.6 is the largest.</p>	Ones	Tenths	Hundredths	Thousandths	1	0.1	0.01	0.001	0	4	3	0	0	6	0	0	0	0	7	9			
Ones	Tenths	Hundredths	Thousandths																						
1	0.1	0.01	0.001																						
0	4	3	0																						
0	6	0	0																						
0	0	7	9																						
7.	<p>Each number in the pattern below is formed by removing 1 digit from the number above it.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>57 896</td></tr> <tr><td>5 786</td></tr> <tr><td>576</td></tr> <tr><td> </td></tr> </table> <p>Fill in the box to complete the pattern.</p> <p><b>Answer:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>57 896</td></tr> <tr><td>5 786</td></tr> <tr><td>576</td></tr> <tr><td>56</td></tr> </table>	57 896	5 786	576		57 896	5 786	576	56	<p>5 7 8 9 6 5 7 8 6 The tens digit is removed from the number directly above 5 7 6 The tens digit is removed from the number directly above</p> <p>Therefore, the next number in the pattern should be obtained by removing the 'tens digit' from the number directly above, to get 56.</p>															
57 896																									
5 786																									
576																									
57 896																									
5 786																									
576																									
56																									

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
8.	<p>What FRACTION of the entire shape below is shaded?</p>  <p><b>Answer:</b> <math>\frac{5}{18}</math></p>	<p>The entire shape is composed of shaded and un-shaded equilateral triangles.</p> <p>The total number of triangles, both shaded and un-shaded, in the shape is 18 The number of shaded triangles is 5</p> <p>The fraction of the shape that is shown shaded</p> $= \frac{\text{Number of shaded triangles}}{\text{Total number of triangles}}$ $= \frac{5}{18}$			
9.	<p>How many centimetres LONGER is John's pencil than Jeff's pencil?</p>  <p><b>Answer:</b> 2.5 cm</p>	<p>John's pencil measures 4.5 cm. Jeff's pencil measures 2 cm. John's pencil is <math>(4.5 - 2)</math> cm = 2.5 cm longer than Jeff's pencil.</p> 			
10.	<p>The length of the cuboid below is 10 cm. The area of the shaded face is <math>25 \text{ cm}^2</math>.</p>  <p>Calculate the volume of the cuboid.</p> <p><b>Answer:</b> <math>250 \text{ cm}^3</math></p>	<p>Volume of the cuboid</p> $= \text{Area of shaded face} \times \text{Length}$ $= (25 \times 10) \text{ cm}^3$ $= 250 \text{ cm}^3$			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here																	
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11.	<p>The cost of a football and a cricket ball are shown below:</p> <p style="text-align: center;"><b>Football</b></p>  <p style="text-align: center;">\$199.00</p> <p style="text-align: center;"><b>Cricket ball</b></p>  <p style="text-align: center;">\$72.50</p> <p>How much MORE does the football cost than the cricket ball?</p> <p><b>Answer: \$126.50</b></p>	<p>The football costs \$199.00 The cricket ball costs \$72.50 The football costs more than the cricket ball.</p> <p>The football costs (\$199.00 - \$72.50) more than the cricket ball.</p> $\begin{array}{r} \$199.00 \\ - \$72.50 \\ \hline \$126.50 \end{array}$ <p>Hence, the football costs \$126.50 more than the cricket ball.</p>																		
12.	<p>Kyle started a test at 9:45 a.m. and finished at 11:30 a.m. How long did he take to complete the test?</p> <p><b>Answer: 1 hour 45 minutes</b></p>	<p>Finish time on test = 11:30 a.m. Start time = 9:45 a.m. Time taken to complete the test is found by subtraction.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Hr</td> <td style="text-align: center;">min</td> <td></td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td style="text-align: center;"><del>11</del></td> <td style="text-align: center;"><del>30</del></td> <td style="text-align: center;">← 1 hr + 30 min = 90 min</td> </tr> <tr> <td style="text-align: center;">- 9</td> <td style="text-align: center;">45</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">45</td> <td></td> </tr> </table>	Hr	min		10	30		<del>11</del>	<del>30</del>	← 1 hr + 30 min = 90 min	- 9	45		1	45				
Hr	min																			
10	30																			
<del>11</del>	<del>30</del>	← 1 hr + 30 min = 90 min																		
- 9	45																			
1	45																			
13.	<p>The large cube below is built with small 1 cm<sup>3</sup> blocks.</p>  <p>What is the volume of the cube?</p> <p><b>Answer: 64 cm<sup>3</sup></b></p>	<p>Each small cube has a volume of 1 cm<sup>3</sup>. The large cube has 4 small cubes along its length, 4 along its width and 4 along its height.</p> <p>Volume of the large cube</p> $= (4 \times 4 \times 4) \text{ cm}^3$ $= 64 \text{ cm}^3$																		

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
14.	<p>A piece of paper in the shape of a circle has a diameter of 28 cm. The paper is folded equally 2 times to form the shape below.</p>  <p>What is the length of the side <b>a</b>?</p> <p><b>Answer: 14 cm</b></p>	<p>The original circle has a diameter of 28 cm as shown:</p>  <p>When folded once, the paper becomes semi-circular:</p>  <p>When folded a second time, the paper becomes a quarter circle, with radius, <b>a</b>,</p>  <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>The radius of a circle is one half of the diameter</p> </div> <p>The diameter of the circle = 28 cm  The radius of the circle = <math>28 \div 2 = 14</math>  Length of <b>a</b> = 14 cm</p>			
15.	<p>The scale below is balanced. EACH orange weighs 120 g.</p>  <p>What is the weight of the pineapple?</p> <p><b>Answer: 840 g</b></p>	<p>The scale is balanced with 9 oranges on one side and 2 oranges and 1 pineapple on the other side.</p> <p>If we remove 2 oranges from both sides of the scale, it will still be balanced.</p>  <p>Therefore, 7 oranges are equal in weight to 1 pineapple.  So, 1 pineapple weighs the same as the total weight of 7 oranges.  <math>= 7 \times 120</math> g  <math>= 840</math> g</p>			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
16.	<p>The diagram below shows a circle with centre, O.</p>  <p>Identify the line of symmetry shown in the circle.</p> <p><b>Answer: XY</b></p>	 <p>Since O is the centre of the circle, and XY passes through O, then XY is a diameter. When a circle is folded along a diameter both parts will overlap exactly.</p> <p>Hence XY is a line of symmetry.</p>			
17.	<p>A solid with a square base is shown below.</p>  <p>How many edges measure 3 cm?</p> <p><b>Answer: 4 edges</b></p>	<p>Only the four sides or edges of the square base would measure 3 cm.</p>			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here										
			KC	AT	PS								
18.	<p>What is the size of the LARGER angle formed between the hands on the clock face shown below?</p>  <p><b>Answer: 240 degrees</b></p>	 <p>1 complete revolution = <math>360^\circ</math>. As the hand rotates from one number to the next, it turns through 12 equal angles. Size of each angle = <math>360^\circ \div 12 = 30^\circ</math>.</p> <p>The larger angle, shown above is made up of 8 equal angles of <math>30^\circ</math>. Therefore, the size of the larger angle between the hands of the clock, <math>8 \times 30^\circ = 240^\circ</math></p>											
19.	<p>The pictograph below shows the number of houses on three streets in a village.</p> <table border="1" data-bbox="289 1213 667 1392"> <thead> <tr> <th>Streets</th> <th>Number of Houses</th> </tr> </thead> <tbody> <tr> <td>First</td> <td></td> </tr> <tr> <td>Second</td> <td></td> </tr> <tr> <td>Third</td> <td></td> </tr> </tbody> </table> <p> = 5 houses</p> <p>Calculate the TOTAL number of houses on the three streets.</p> <p><b>Answer: 65 houses</b></p>	Streets	Number of Houses	First		Second		Third		<p>Since the single picture of a house indicates 5 houses:</p> <p>On the first street there are <math>3 \times 5 = 15</math> houses</p> <p>On the second street there are <math>6 \times 5 = 30</math> houses</p> <p>On the third street there are <math>4 \times 5 = 20</math> houses</p> <p>Total number of houses on all three streets = <math>(15 + 30 + 20)</math> houses = 65 houses</p> <p style="text-align: center;"><b>OR</b></p> <p>Total number of house pictures = 13 1 picture represents 5 houses Therefore, number of houses = <math>13 \times 5 = 65</math> houses</p>			
Streets	Number of Houses												
First													
Second													
Third													

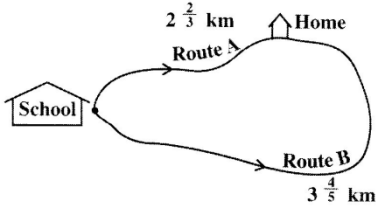
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
20.	<p>The pie chart below represents the types of books that Jim reads in a month.</p> <p>If Jim reads 12 comic books, how many books does he read ALTOGETHER?</p> <p><b>Answer: 48 books</b></p>	<p>The angle at the centre of a circle is <math>360^\circ</math>.</p> <p>The angle representing comic books is <math>90^\circ</math></p> <p><math>90^\circ</math> is one quarter of <math>360^\circ</math></p> <p>If <math>90^\circ</math> represents 12 books</p> <p><math>360^\circ</math> represents <math>12 \text{ books} \times 4</math></p> <p>Total number of books read by Jim  <math>= 12 \text{ books} \times 4</math>  <math>= 48 \text{ books}</math></p> <p>Altogether, Jim reads 48 books.</p>			



Section II

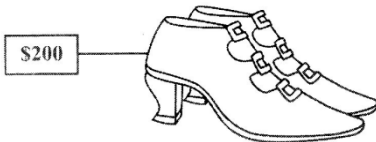
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
21.	<p>Mr. Chin's supermarket has 15 rows of canned peas. Each row has 25 cans.</p> <p>Calculate the TOTAL number of cans of peas in the supermarket.</p> <p><b>Answer: 375 cans</b></p>	<p>Number of rows of peas = 15 Number of cans per row = 25</p> <p>Total number of cans = Number of rows <math>\times</math> Number of cans per row = <math>15 \times 25</math> = 375</p>			
22.	<p>Four fractions are given below.</p> <p><math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{5}{6}</math>, <math>\frac{5}{12}</math></p> <p>Which THREE of these fractions when added result in a whole number?</p> <p><b>Answer: <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{5}{12}</math></b></p>	<p>The four given fractions are: <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{5}{6}</math> and <math>\frac{5}{12}</math>.</p> <p>Let us consider the denominators of each fraction, these are 3, 4, 6 and 12. A common denominator is 12. If we express each fraction in twelfths it is easy to compare them. We take <math>\frac{1}{3}</math> and express it as <math>\frac{?}{12}</math>. Then repeat the process for the others.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;"> <math>\frac{1}{3} = \frac{?}{12}</math> </div> <div style="margin: 0 10px;"> <math>\frac{1}{3} = \frac{4}{12}</math> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Since <math>3 \times 4 = 12</math> 4 is the multiplier</p> </div> </div> <p>Similarly, <math>\frac{1}{4} = \frac{3}{12}</math> (<math>\times 3</math>) and <math>\frac{5}{6} = \frac{10}{12}</math> (<math>\times 2</math>)</p> <p>So, the original fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{5}{6}</math>, <math>\frac{5}{12}</math> can be expressed as <math>\frac{4}{12}</math>, <math>\frac{3}{12}</math>, <math>\frac{10}{12}</math>, <math>\frac{5}{12}</math></p> <p>To make up one whole we choose: <math>\frac{4}{12} + \frac{3}{12} + \frac{5}{12} = \frac{12}{12} = 1</math></p>			




No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
23.	<p>A class is building 6 model houses with lollipop sticks. Each house requires 879 lollipop sticks. Lollipop sticks are sold in packs of 100. How many packs of sticks are needed to build these houses?</p> <p><b>Answer: 53 packs</b></p>	<p>Number of sticks required per house = 879            Number of houses being built = 6            Number of sticks required  <math>= 879 \times 6 = 5\,274</math>            The number of packs to be bought  <math>= 5\,274 \div 100</math>  <math>= 52</math> and remainder 74            Number of packs required is 52 full packs and 74 sticks from a 53<sup>rd</sup> pack.</p> <p>Number of packs of sticks required = 53</p>			
24.	<p>A class has 40 students. If 16 students are boys. What PERCENTAGE of the class are girls?</p> <p><b>Answer: 60%</b></p>	<p>Total number of students in class = 60            Number of boys = 16            The number of girls  <math>= \text{Total number of students} - \text{Number of boys}</math>  <math>= 40 - 16</math>  <math>= 24</math>            Percent of girls in the class:  <math>= \frac{\text{Number of girls}}{\text{Total number of students}} \times 100</math>  <math>= \frac{24}{40} \times 100</math>  <math>= 60\%</math></p> <p style="text-align: center;"><b>OR</b></p> <p>The percent of boys in the class  <math>= \frac{\text{Number of boys}}{\text{Total number of students}} \times 100</math>  <math>= \frac{16}{40} \times 100</math>  <math>= 40\%</math>            Hence the percentage that is girls  <math>= (100 - 40) = 60\%</math></p>			

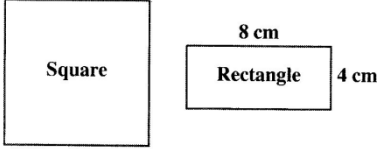
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
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25.	<p>The diagram below shows two routes that Moe can walk to get from school to home.</p>  <p>How much longer is Route B than Route A?</p> <p><b>Answer: <math>1\frac{2}{15}</math> km</b></p>	<p>From school to home by Route A = <math>2\frac{2}{3}</math> km</p> <p>From school to home by Route B = <math>3\frac{4}{5}</math> km. Route B is longer.</p> <p>Route B is longer by <math>\left(3\frac{4}{5} - 2\frac{2}{3}\right)</math> km</p> $= 3\frac{4}{5} - 2\frac{2}{3}$ $= 3\frac{12}{15} - 2\frac{10}{15}$ $= 3 - 2 + \frac{12}{15} - \frac{10}{15}$ $= 1\frac{2}{15}$ <p>Route B is <math>1\frac{2}{15}</math> km longer than Route A.</p>			
26.	<p>Mary has \$40.00. One half <math>\left(\frac{1}{2}\right)</math> of Mary's money is equal to <math>\frac{2}{3}</math> of Susie's money.</p> <p>a) How much money does Susie have?</p> <p><b>Answer: \$30.00</b></p> <p>b) How much is <math>\frac{3}{8}</math> of Mary's money?</p> <p><b>Answer: \$15.00</b></p>	<p>a) Mary has \$40.00</p> $\frac{1}{2} \text{ of Mary's money} = \frac{1}{2} \times \$40.00$ $= \$20.00$ <p>Two thirds of Susie's money = \$20.00</p> <p>One third of Susie's money = \$10</p> <p>Three thirds of Susie's money = <math>\\$10 \times 3</math></p> $= \$30$ <p>b) <math>\frac{3}{8}</math> of Mary's money:</p> $= \frac{3}{8} \times \$40.00$ $= \frac{3}{8} \times \cancel{\$40.00}^5$ $= \$15.00$			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
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27.	<p>In a town of 3 000 people, 40% are children.</p> <p>70% of the children are boys, how many girls are there in the town?</p> <p><b>Answer: 360 girls</b></p>	<p>The population of the town = 3000 40% of the population are children</p> <p>Number of children = 40% of 3000  <math>= \frac{40}{100} \times 3000</math>  <math>= 1200</math></p> <p>70% of the children are boys. The percentage of the children that are girls  <math>= (100 - 70)\%</math>  <math>= 30\%</math></p> <p>The number of girls = 30% of 1200  <math>= \frac{30}{100} \times 1200</math>  <math>= 360</math> girls</p> <p style="text-align: center;"><b>OR</b></p> <p>We may find the number of boys as 70% of 1200  <math>= \frac{70}{100} \times 1200</math>  <math>= 840</math></p> <p>Number of girls  <math>= \text{Number of children} - \text{Number of boys}</math>  <math>= 1200 - 840</math>  <math>= 360</math> girls</p>			

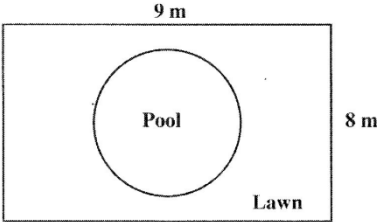
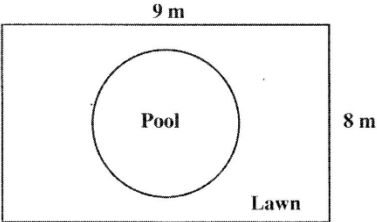
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
28.	<p>A library has 1 200 books. Of these, <math>\frac{1}{4}</math> are magazines and <math>\frac{2}{5}</math> are story books. The remainder is textbooks.</p> <p>a) How many magazines are there in the library?</p> <p><b>Answer: 300 magazines</b></p> <p>b) How many text books are there in the library?</p> <p><b>Answer: 420 text books</b></p>	<p>Number of books in the library = 1200</p> <p><math>\frac{1}{4}</math> of the books are magazines</p> <p>a) Number of magazines</p> $= \frac{1}{4} \text{ of } 1200$ $= \frac{1}{4} \times 1200$ $= 300 \text{ magazines}$ <p>b) <math>\frac{2}{5}</math> of the books are story books</p> <p>Number of story books</p> $= \frac{2}{5} \times 1200$ $= 480 \text{ story books}$ <p>Number of magazines + Number of story books = <math>300 + 480 = 780</math></p> <p>Number of text books</p> $= 1200 - 780$ $= 420 \text{ text books}$ <p style="text-align: center;"><b>OR</b></p> <p>Total fraction that comprises magazines and story books only</p> $= \frac{1}{4} + \frac{2}{5}$ $= \frac{5}{20} + \frac{8}{20} = \frac{13}{20}$ <p>Fraction that comprises text books</p> $= 1 - \frac{13}{20} = \frac{7}{20}$ <p>Number of text books</p> $= \frac{7}{20} \times 1200$ $= 420 \text{ text books}$			

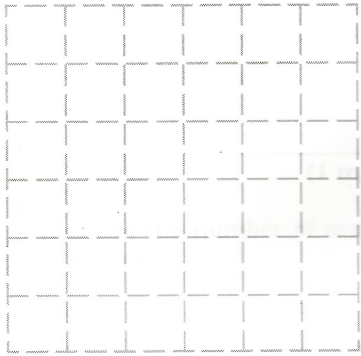
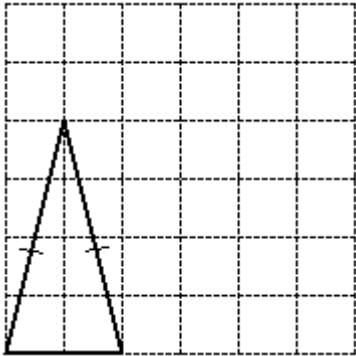
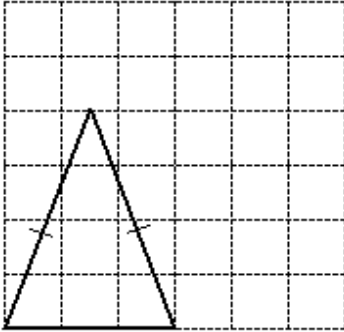
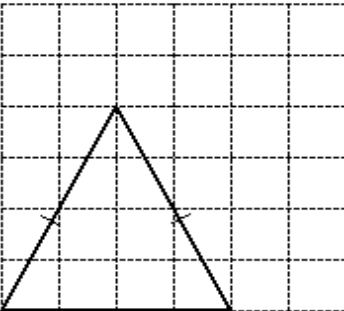
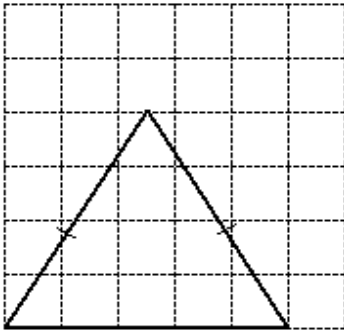
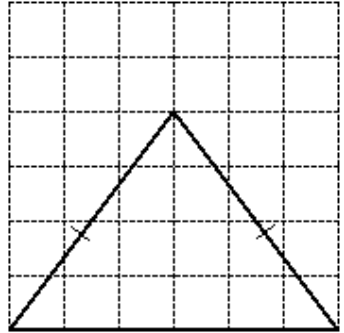
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
29.	<p>At a party of 20 children each drank 250 millilitres (ml) of lemonade. How many LITRES of lemonade did they drink ALTOGETHER?</p> <p><b>Answer: 5 litres</b></p>	<p>20 children each drank 250 ml of lemonade. Together they drank = <math>250 \times 20</math> ml = 5000 ml</p> <p>1000 ml = 1 litre So 5000 ml = <math>\frac{5000}{1000}</math> litres = 5 litres</p> <p><b>OR</b></p> <p>Each child drank <math>\frac{250}{1000} \text{ l} = \frac{1}{4} \text{ l}</math> 20 children drank <math>20 \times \frac{1}{4} \text{ l} = 5 \text{ l}</math></p>			
30.	<p>SALE: Buy 1 pair of shoes and get 50% off the second pair</p>  <p>Jenny bought two pairs of the shoes shown above at the sale. How much did she pay for BOTH pairs?</p> <p><b>Answer: \$300</b></p>	<p>Cost of 1<sup>st</sup> pair of shoes = \$200 The shoes are the same and so the price of the second pair would be the same, before the discount. The 2<sup>nd</sup> pair of shoes will now cost 50% of \$200 = <math>\frac{50}{100} \times \\$200</math> = \$100</p> <p>Both pairs will cost a total of <math>\\$200 + \\$100 = \\$300</math></p>			

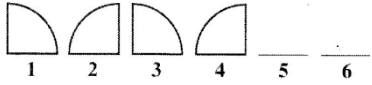

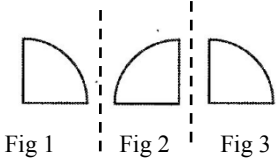

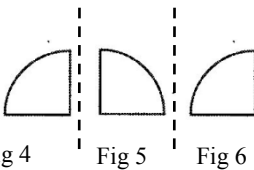
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			KC	AT	PS
31.	<p>A book has 60 pages. Michael reads 3 pages in 2 minutes. How long will it take him to finish the book?</p> <p><b>Answer: 40 minutes</b></p>	<p>Michael reads 3 pages in 2 minutes.            Since Michael read 60 pages, so he would have read <math>60 \div 3 = 20</math> sets of 3 pages.            Every 3 pages takes 2 minutes            20 sets of 3 pages will take <math>20 \times 2</math> minutes            Michael will read 60 pages in 40 minutes</p>			
32.	<p>The diagram below shows the cost of three stuffed toys.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">             \$45.00            POOH BEAR         </div> <div style="text-align: center;">             \$40.00            TIGGER         </div> <div style="text-align: center;">             \$30.00            PIGLET         </div> </div> <p>Grandma has \$200. She buys stuffed toys for her grandchildren.</p> <p>a) How much does Grandma pay for 2 Tiggers and 1 Pooh Bear?</p> <p><b>Answer: \$125.00</b></p> <p>b) How many Piglets can she purchase with the REMAINING money?</p> <p><b>Answer: 2 piglets</b></p>	<p>a) Cost of 2 Tiggers @ \$40.00 each  <math>= \\$40.00 \times 2</math>  <math>= \\$80.00</math></p> <p>Cost of 1 Pooh Bear = \$45.00</p> <p>Total cost of 2 Tiggers and 1 Pooh Bear  <math>= \\$ 80.00 +</math>  <math>\\$ 45.00</math>  <u>\$125.00</u></p> <p>b) Grandma has \$200.            After buying 2 Tiggers and 1 Pooh Bear, Grandma will have  <math>\\$200 - \\$125 = \\$75</math> remaining</p> <p>Now,            2 piglets cost = <math>\\$30 + \\$30 = \\$60</math>            3 piglets cost = <math>\\$30 + \\$30 + \\$30 = \\$90</math></p> <p>With \$75, Grandama can purchase only 2 piglets.</p>			

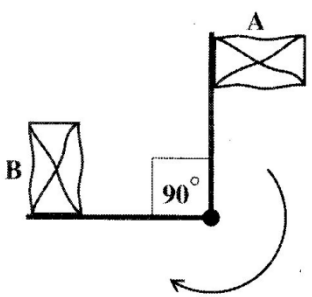
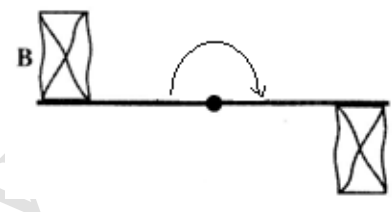
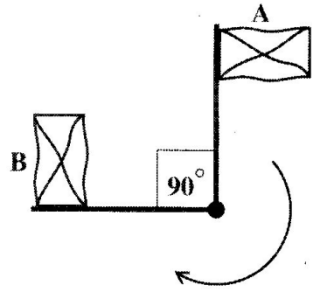
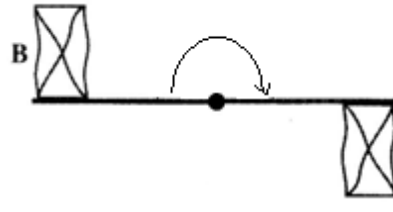
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
33.	<p>A square and a rectangle are shown below. The perimeter of the square is twice the perimeter of the rectangle.</p>  <p>a) Calculate the perimeter of the square.</p> <p><b>Answer: 48 cm</b></p> <p>b) Calculate the length of ONE side of the square.</p> <p><b>Answer: 12 cm</b></p>	<p>a) Perimeter of a rectangle  <math>= 2 (\text{Length} + \text{Width})</math>  <math>= 2(8 + 4) \text{ cm}</math>  <math>= 24 \text{ cm}</math>                      Perimeter of the square  <math>= 2 \times \text{Perimeter of rectangle}</math>  <math>= 2 \times 24 \text{ cm}</math>  <math>= 48 \text{ cm}</math></p> <p>b) Perimeter of a square  <math>= 4 \times \text{length of side}</math>                      Perimeter of the square = 48 cm  <math>\text{Length of side of square} = \frac{48 \text{ cm}}{4}</math>  <math>= 12 \text{ cm}</math></p>			
34.	<p>The total mass of mangoes and oranges in a bag is 2 kg. Each orange has a mass of 50 g and each mango has a mass of 200 g. the bag contains 6 mangoes.</p> <p>a) Calculate the TOTAL mass of the mangoes.</p> <p><b>Answer: 1200 g</b></p> <p>b) Calculate the number of oranges in the bag.</p> <p><b>Answer: 16 oranges</b></p>	<p>a) Total mass of 6 mangoes, each of mass 200 g  <math>= 200 \times 6 \text{ g}</math>  <math>= 1200 \text{ g}</math></p> <p>b) Total mass of mangoes and oranges  <math>= 2 \text{ kg}</math>  <math>= 2 \times 1000\text{g} \quad [1\text{kg} = 1000\text{g}]</math>  <math>= 2000 \text{ g}</math></p> <p>The mass of oranges  <math>= \text{Total mass} - \text{mass of mangoes}</math>  <math>= 2000 - 1200 \text{ g}</math>  <math>= 800 \text{ g}</math></p> <p>Each orange has a mass of 50 g.                      Number of oranges  <math>= \frac{\text{Total mass of oranges}}{\text{Mass of 1 orange}}</math>  <math>= \frac{800 \text{ g}}{50 \text{ g}}</math>  <math>= 16 \text{ oranges}</math></p>			

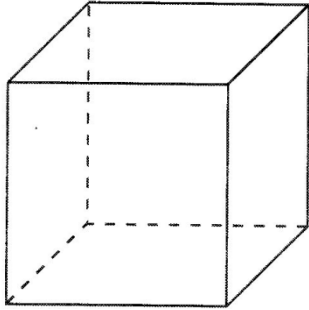
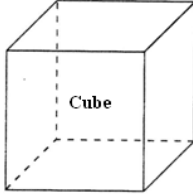
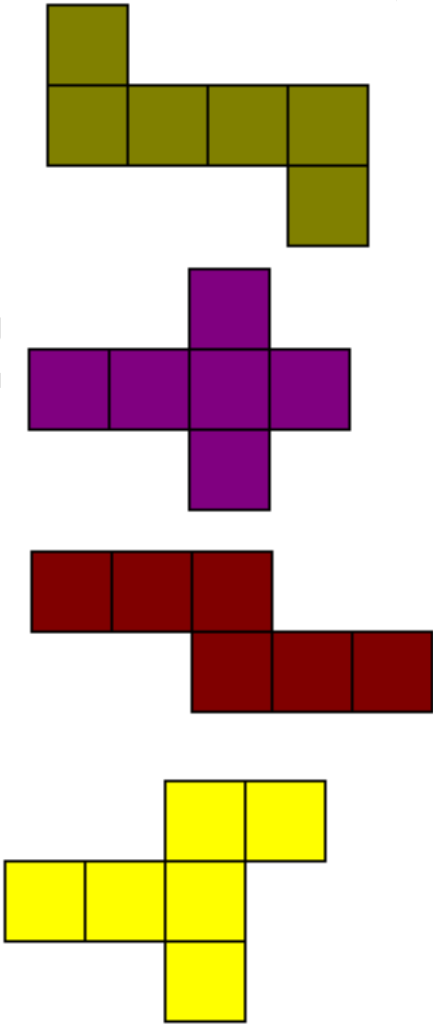


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35.	<p>In Mr. Jerry's yard there is a pool with a lawn around it. The yard is 9 metres long and 8 metres wide as shown below.</p>  <p>a) Calculate the area of the entire yard.</p> <p><b>Answer: 72 m<sup>2</sup></b></p> <p>b) The area of the pool is <math>\frac{1}{3}</math> of the area of the yard. Calculate the area of the lawn.</p> <p><b>Answer: 48 m<sup>2</sup></b></p>	 <p>a) Area of the entire yard = Area of the rectangle = Length <math>\times</math> Breadth = <math>9 \times 8 \text{ m}^2</math> = <math>72 \text{ m}^2</math></p> <p>b) Area of pool = <math>\frac{1}{3}</math> area of yard = <math>72 \text{ m}^2 \div 3</math> = <math>24 \text{ m}^2</math></p> <p>Area of lawn = Area of entire yard – Area of pool = <math>72 - 24 \text{ m}^2</math> = <math>48 \text{ m}^2</math></p> <p style="text-align: center;"><b>OR</b></p> <p>Fraction of yard that is lawn = <math>1 - \frac{1}{3}</math> = <math>\frac{2}{3}</math></p> <p>One third of the area of the yard = <math>24 \text{ m}^2</math> Two thirds the area of the yard = <math>48 \text{ m}^2</math> Area of the lawn = <math>48 \text{ m}^2</math></p>			

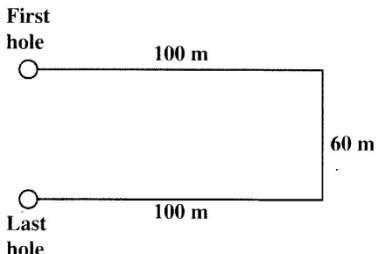

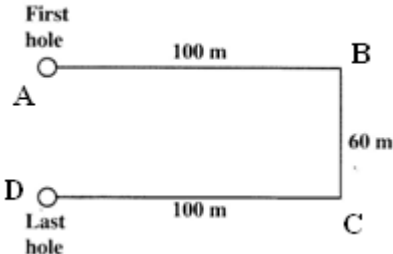
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			KC	AT	PS
36.	<p>The grid below is made up of 1 cm squares. Draw an isosceles triangle with a HEIGHT of 4 cm on the grid.</p>  <p><b>Answer:</b></p>  <p>[Other solutions are shown in the working column]</p>	<p>The diagrams below each show an isosceles triangle of height 4 cm. The length of the base varies.</p>    			

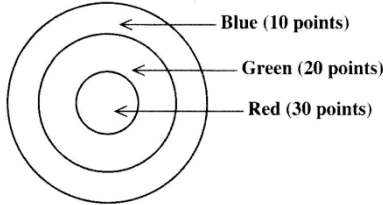
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37.	<p>Study the pattern below.</p>  <p>a) Which movement transforms EACH shape to the next?</p> <p><b>Answer: Reflection</b></p> <p>b) Complete the shape that should appear in Position 6.</p> 	<p>a) If Figure 1 is flipped about a vertical line, it will appear as Figure 2. Similarly, if Figure 2 is flipped about a vertical line it will appear as Figure 3 and so on. The movement is a reflection in a vertical line.</p>  <p>b) The pattern is such that; Figures 1, 3 and 5 will be the same Figures 2, 4 and 6 will be the same</p> <p>The shape that should appear in Position 6 is</p>  <p>OR</p> 			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
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38.	<p>The flag below was moved from Position A to Position B in the direction of the arrow.</p>  <p>a) What FRACTION of a complete turn was made?</p> <p><b>Answer:</b> <math>\frac{3}{4}</math></p> <p>b) Through how many degrees was the flag turned?</p> <p><b>Answer:</b> <math>270^\circ</math></p> <p>c) The flag is moved <math>180^\circ</math> from Position B, draw its NEW position on the diagram above.</p> 	<p>a)</p>  <p>1 complete turn = <math>360^\circ</math>  <math>\frac{1}{4}</math> turn = <math>90^\circ</math>                      The arrow shows the angle turned, and the fraction of the complete turn is:  <math>= 1 - \frac{1}{4} = \frac{3}{4}</math></p> <p>b) The angle through which the flag turns  <math>= \frac{3}{4} \times 360^\circ</math>  <math>= 270^\circ</math></p> <p>c)</p> <p>The flag is moved (rotated) through <math>180^\circ</math>. Its new position is shown in the diagram</p> 			

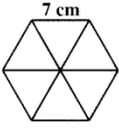
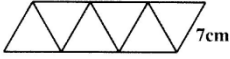
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
39.	<p>The diagram below shows a paper toy in the shape of a cube. The base is a square.</p>  <p>a) How many faces does the paper toy have?</p> <p><b>Answer: 6 faces</b></p> <p>b) Draw the net of the paper toy.</p>	<p>a)</p>  <p>The paper toy is in the shape of a cube and has 6 faces.</p> <p>b) Several nets of a cube can be drawn. There are 11 in all. Four of these are shown below.</p> 			

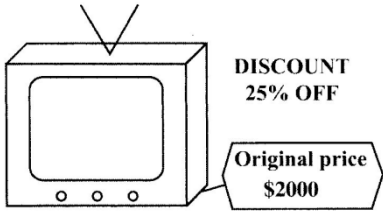
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40.	<p>The table below shows Pat's scores on four of her class tests.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Scores</th> </tr> </thead> <tbody> <tr> <td>Social Studies</td> <td>77</td> </tr> <tr> <td>Art</td> <td>74</td> </tr> <tr> <td>Science</td> <td>81</td> </tr> <tr> <td>Maths</td> <td>78</td> </tr> <tr> <td>English</td> <td><input type="text"/></td> </tr> </tbody> </table> <p>Her average score on all five tests is 80. How much did she score in English?</p> <p><b>Answer: 90 marks</b></p>	Subject	Scores	Social Studies	77	Art	74	Science	81	Maths	78	English	<input type="text"/>	<p>Pat's average score on 5 tests = 80</p> <p>Pat's total marks on all 5 tests            = Average score <math>\times</math> Number of tests            = <math>80 \times 5</math>            = 400 marks</p> <p>Total scores on the 4 subjects in the given table            = <math>77 + 74 + 81 + 78</math>            = 310 marks</p> <p>Pat's score in English            = Total score on all five subjects – total score on the four subjects given in the table            = <math>400 - 310</math>            = 90 marks</p>			
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Art	74																
Science	81																
Maths	78																
English	<input type="text"/>																

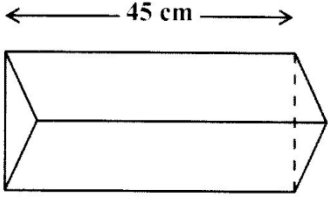
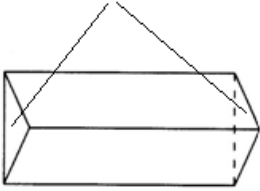
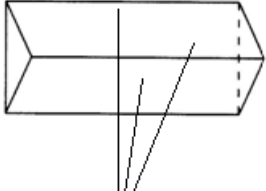
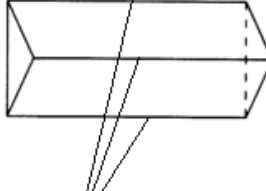
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41.	<p>a) Street lights along a straight road are 20 m apart. What is the distance between the first street light and the tenth street light?</p> <p><b>Answer: 180 m</b></p> <p>b) A gardener decides to plant palm trees 10 m apart around a rectangular park. The park is 100 m long and 60 m wide. The diagram below shows where he digs the first and last holes for the first and last palm trees.</p>  <p>How many palm trees does he plant <b>ALTOGETHER?</b></p> <p><b>Answer: 27 trees</b></p>	<p>a)</p>  <p>Each street light is 20 m apart. There are 9 equal distances of 20 m between the first and last street lights. Distance from the 1<sup>st</sup> to the 10<sup>th</sup> light: <math>= 20 \text{ m} \times 9</math> <math>= 180 \text{ m}</math></p> <p>b)</p>  <p>Observe that the number of equal distances between the first and last trees will always be one less than the number of trees.</p> <p>Total distance from A to D <math>= 100 + 60 + 100</math> <math>= 260 \text{ m}</math></p> <p>Plants 10 m apart The number of equal intervals of 10 m between the first and last trees is: <math>= \frac{260}{10} = 26</math></p> <p>The number of trees is one more than the intervals <math>= 26 + 1</math> <math>= 27 \text{ trees}</math></p> <p>[Note: if the counting were done in three stages, from A to B, then B to C and then C to D, care should be taken so that trees at points B and C are not counted twice.]</p>			

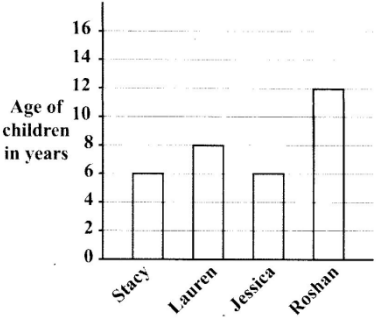
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here																																
			KC	AT	PS																														
42.	<p>The diagram below shows the number of points awarded for striking the colours on a dartboard.</p>  <p>a) Tommy threw darts and struck green twice and red once. What was his TOTAL score?</p> <p><b>Answer: 70 points</b></p> <p>b) Harry scored 100 points by striking each colour at least once. Complete the score sheet below to show how he scored the 100 points.</p> <table border="1" data-bbox="277 1220 667 1430"> <thead> <tr> <th>Colour</th> <th>No. of times</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td></td> <td></td> </tr> <tr> <td>Green</td> <td></td> <td></td> </tr> <tr> <td>Red</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td></td> <td>100</td> </tr> </tbody> </table> <p><b>Answer:</b></p> <table border="1" data-bbox="277 1528 667 1738"> <thead> <tr> <th>Colour</th> <th>No. of times</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td>2</td> <td>20</td> </tr> <tr> <td>Green</td> <td>1</td> <td>20</td> </tr> <tr> <td>Red</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td></td> <td>100</td> </tr> </tbody> </table>	Colour	No. of times	Score	Blue			Green			Red	2	60	Total		100	Colour	No. of times	Score	Blue	2	20	Green	1	20	Red	2	60	Total		100	<p>a) 2 green strikes at 20 points each, scores <math>20 \times 2 = 40</math> points 1 red strike at 30 points = 30 points Total points scored by Tommy <math>= 40 + 30</math> <math>= 70</math> points</p> <p>b) Harry scores 100 points and strikes each colour at least once. He also scored 60 of these points by striking red twice. Remaining points = <math>100 - 60 = 40</math></p> <p>He scored 40 points with at least one blue and one green: 1 blue + 1 green <math>= 10 + 20</math> <math>= 30</math> points To score 40 points he needs to get 10 more points, so he must strike another blue. 2 blue + 1 green <math>= 2(10) + 20</math> <math>= 40</math> points</p> <p>The table is complete with</p> <p>2 blue strikes = <math>10 \times 2 = 20</math> points 1 green strike = <math>20 \times 1 = 20</math> points. 2 red strikes = <math>30 \times 2 = 60</math> points Total points obtained = 100</p>			
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No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
43.	<p>Ken and Rob each use six <b>equilateral</b> triangles to make the two shapes below. The triangles have sides that are 7 cm long.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Ken</p> </div> <div style="text-align: center;">  <p>Rob</p> </div> </div> <p>a) What is the perimeter of Ken's shape?</p> <p><b>Answer: 42 cm</b></p> <p>b) How much longer is the perimeter of Rob's shape than Ken's shape?</p> <p><b>Answer: 14 cm</b></p>	<p>a) Ken's shape is a six sided polygon of equal sides, each = 7 cm</p> <p style="padding-left: 40px;">Perimeter of Ken's shape = <math>(6 \times 7)</math> cm = 42 cm</p> <p>b) Rob's shape is enclosed by 8 sides of six triangles. Hence, the perimeter of Rob's shape = <math>(8 \times 7)</math> cm = 56 cm</p> <p>Rob's shape is longer than Ken's shape by the difference of their perimeters. Rob's shape is <math>(56 - 42) = 14</math> cm longer than Ken's shape.</p>			

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44.	<p>Mr. John bought the television set shown below.</p>  <p>a) Calculate the discount in dollars.</p> <p><b>Answer: \$500</b></p> <p>b) What was the selling price of the television set AFTER the discount was given?</p> <p><b>Answer: \$1500</b></p> <p>c) After the discount was given, Mr. John paid VAT at 15%. How much VAT was paid?</p> <p><b>Answer: \$225</b></p> <p>d) What was the FINAL price of the television set?</p> <p><b>Answer: \$1725</b></p>	<p>a) Discount is 25% off the marked price of \$2000</p> $= \frac{25}{100} \times \$2000$ $= \$500$ <p>b) Selling price after discount</p> $= \text{Marked price} - \text{Discount given}$ $= \$2000 - \$500$ $= \$1500$ <p>c) VAT is 15% of the price after discount.</p> $= \frac{15}{100} \times \$1500$ $= \$225$ <p>d) Final price of the television</p> $= \text{Price after discount} + \text{VAT paid}$ $= \$1500 + \$225$ $= \$1725$			

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45.	<p>The diagram below shows a triangular prism.</p>  <p>a) How many faces of the prism are:</p> <p>i. Triangular?</p> <p><b>Answer: 2 faces</b></p> <p>ii. Rectangular?</p> <p><b>Answer: 3 faces</b></p> <p>b) How many edges have a length of 45 cm?</p> <p><b>Answer: 3 edges</b></p> <p>c) The volume of the prism is <math>90 \text{ cm}^3</math>. It is cut into identical prisms each of volume <math>10 \text{ cm}^3</math>.</p> <p>What is the length of EACH of the smaller prisms?</p> <p><b>Answer: 5 cm</b></p>	<p>a) (i) 2 triangular faces</p>  <p>(ii) 3 rectangular faces</p>  <p>b) 3 edges have a length of 45 cm.</p>  <p>c) Volume of prism = <math>90 \text{ cm}^3</math>  Each cut prism has a volume of <math>10 \text{ cm}^3</math></p> $\text{Number of prisms cut} = \frac{90 \text{ cm}^3}{10 \text{ cm}^3}$ $= 9$ <p>Total length of all 9 prisms =  Length of the original uncut prism  = 45 cm</p> <p>Length of each of the prisms cut</p> $= \frac{45 \text{ cm}}{9}$ $= 5 \text{ cm}$			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
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46.	<p>The bar graph below shows the ages of four cousins.</p>  <p>a) What is the mean age of the four children, in years?</p> <p><b>Answer: 8 years</b></p> <p>b) Both Lauren and Roshan were born in May. In May 2006 Lauren was six years old. In what year was Roshan born?</p> <p><b>Answer: 1996</b></p>	<p>a) From the bar chart we read:            The age of Stacy = 6 years            The age of Lauren = 8 years            The age of Jessica = 6 years            The age of Roshan = 12 years</p> <p>Total ages = <math>6 + 8 + 6 + 12</math>  <math>= 32</math> years</p> $\text{Mean age} = \frac{\text{Total age}}{\text{Number of children}}$ $= \frac{32 \text{ years}}{4}$ $= 8 \text{ years}$ <p>b) Lauren is 8 years old and Roshan is 12 years old.            That is, Roshan is <math>12 - 8 = 4</math> years older than Lauren.</p> <p>If on May 2006, Lauren was 6 years old, then she was born in May 2000.            Roshan was born 4 years before Lauren.            Roshan was born in the year <math>2000 - 4</math>  <math>= 1996</math></p>			