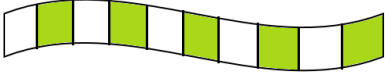
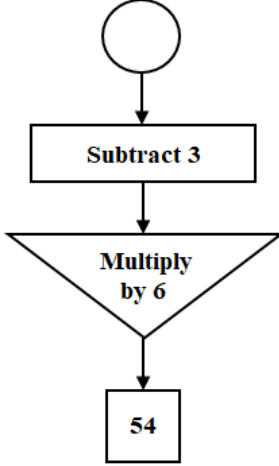

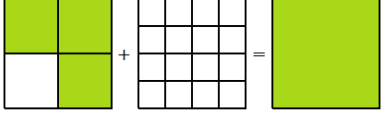
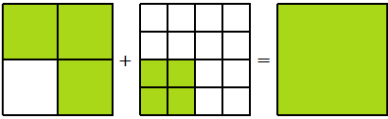



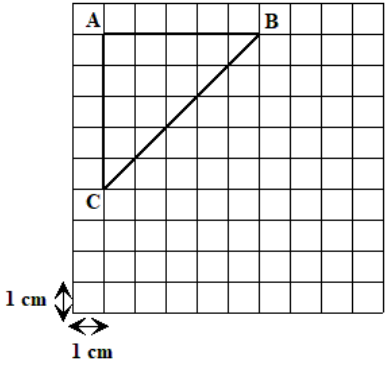
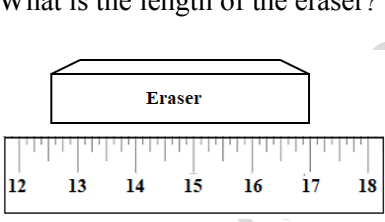
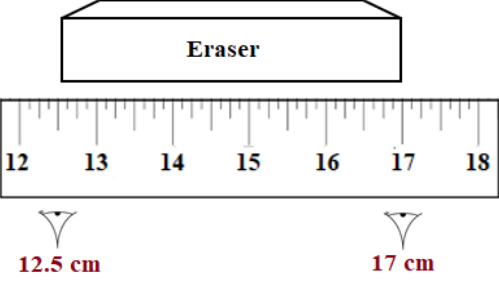
FAS-PASS  
**Maths**  
**YEAR 2018**  
**SECTION I**

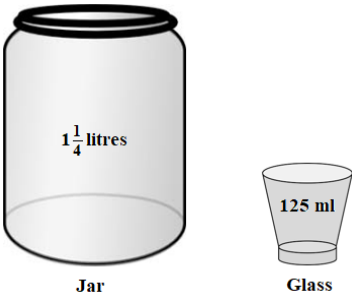
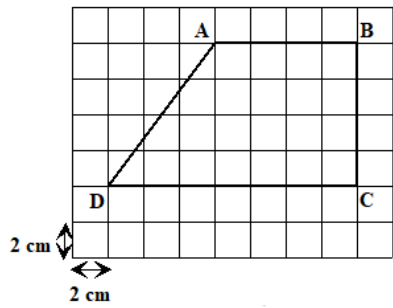
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here												
			KC	AT	PS										
1.	<p>State the value of the underlined digit in the number below.</p> <p style="text-align: center;"><u>2</u> 3 4 1 6</p> <p><b>Answer: 20 000</b></p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Tens of Thousands</th> <th style="width: 15%;">Thousands</th> <th style="width: 15%;">Hundreds</th> <th style="width: 15%;">Tens</th> <th style="width: 15%;">Units</th> </tr> </thead> <tbody> <tr> <td><u>2</u></td> <td>3</td> <td>4</td> <td>1</td> <td>6</td> </tr> </tbody> </table> <p>2 of tens of thousands = <math>2 \times 10000</math>            = 20000</p>	Tens of Thousands	Thousands	Hundreds	Tens	Units	<u>2</u>	3	4	1	6			
Tens of Thousands	Thousands	Hundreds	Tens	Units											
<u>2</u>	3	4	1	6											
2.	<p>What percentage of the shape below is shaded?</p>  <p><b>Answer: 50%</b></p>	<p>There are 10 strips in all.            5 of the 10 strips are shaded.            Assuming that the size of the strips (shaded and unshaded) are equal, the percentage of the shape that is shaded is <math>\frac{5}{10} \times 100 = 50\%</math></p>													
3.	<p>What number must be placed in the circle to given the result shown?</p> <div style="text-align: center;">  </div> <p><b>Answer:</b>  = 12</p>	<p>Using the reverse process and starting from the result of 54, we get:</p> <p style="text-align: center;">54            ↓            divided by 6     <math>6 \overline{)54}</math>            = 9                     <u>9</u>            ↓            add 3                 <math>9 + 3 = 12</math>            ↓            12</p>													

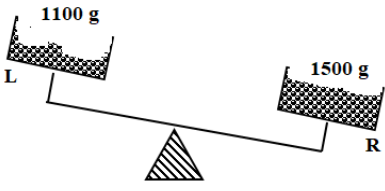
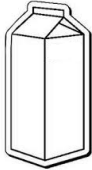



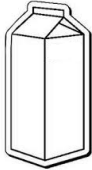



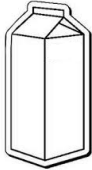



FAS-PASS  
Maths

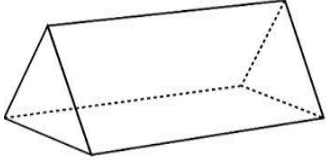
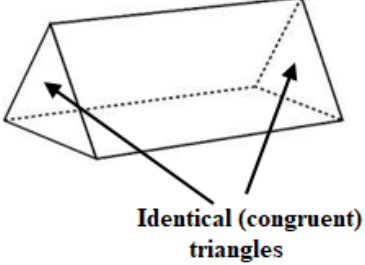
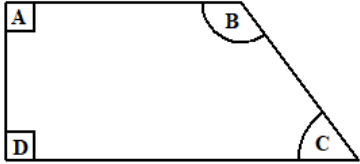
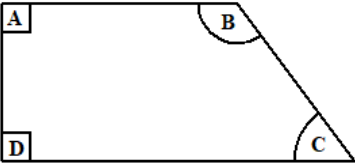

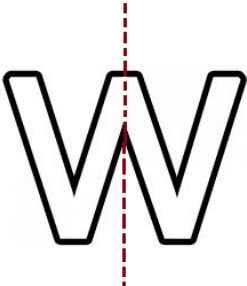
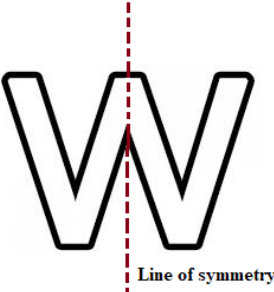
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
4.	Write the numeral that represents nine hundred and five thousand, four hundred and twelve.  <b>Answer: 905 412</b>	<p>Nine hundred and five thousand,  <math>\underbrace{\hspace{10em}}_{905000}</math>  four hundred and twelve  <math>\underbrace{\hspace{4em}}_{412}</math>  905 412</p>			
5.	Write $\frac{22}{5}$ as a mixed number.  <b>Answer: <math>4\frac{2}{5}</math></b>	<p>5 fifths = 1 whole  22 fifths = <math>22 \div 5</math> wholes</p> $\begin{array}{r} 4 \\ 5 \overline{)22} \\ \underline{20} \phantom{-} \\ 2 \text{ remainder} \end{array}$ <p>Therefore, <math>\frac{22}{5} = 4</math> wholes and <math>\frac{2}{5}</math>  <math>= 4\frac{2}{5}</math> as a mixed number</p>			
6.	Arrange the numbers below in ascending order.  3165 3651 3561 3156  <b>Answer: 3156, 3165, 3561, 3651</b>	<p>3165 3651 3561 3156  All four numbers have their thousands digit as 3, so we cannot distinguish the largest by looking at 3.</p> <p>Looking at the hundreds digit in the order stated, we see, 1, 6, 5, 1. Of these, 6 is the largest, then 5. Hence, 3651 is the largest and 3561 is the second largest number.</p> <p>We remain with 3165 and 3156 and observe that their tens digits are 6 and 5. Since 6 is the larger, 3165 is larger than 3156.</p> <p>The numbers, in ascending order, that is, smallest first will be  3156, 3165, 3561, 3651</p>			
7.	Add 4.75 and 2.16.  <b>Answer: 6.91</b>	$\begin{array}{r} 4 . 7 5 + \\ 2 . 1 6 \\ \hline 6 . 9 1 \end{array}$			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
8.	<p>Shade the fraction of the second shape to complete the statement below.</p>  <p><b>Answer:</b></p> 	<p>We observe that three quarters of the first square is shaded.</p> <p>To make up one whole, we need to add one quarter.</p> <p>Hence, we must shade one quarter of the second square.</p> <p>The whole square is made up of 16 equal parts. One quarter of 16 is 4. Hence, we shade 4 parts.</p>			
9.	<p>Write the time shown on the clock below.</p>  <p><b>Answer: Quarter past seven or 15 minutes past seven or 7:15</b></p>	<p>The minute hand points to 3, which indicates 15 minutes past the hour.</p> <p>The hour hand is slightly beyond 7, so that the hour of 7 has been passed.</p> <p>The time is 15 minutes past 7 or a quarter past 7 or 7:15.</p> <p>(We cannot say it is a.m. or p.m.)</p>			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
10.	<p>In the diagram below, the length of each square is 1 cm.</p>  <p>What is the area of triangle ABC?</p> <p><b>Answer: 12.5 cm<sup>2</sup> or 12½ cm<sup>2</sup></b></p>	<p>AB = 5 units long = 5 × 1 = 5 cm long</p> <p>AC = 5 units in height = 5 × 1 = 5 cm in height</p> <p>Area of triangle ABC = <math>\frac{Base \times Height}{2}</math></p> <p>= <math>\frac{5 \times 5}{2}</math> cm<sup>2</sup></p> <p>= <math>\frac{25}{2}</math> cm<sup>2</sup></p> <p>= 12.5 or 12½ cm<sup>2</sup></p>			
11.	<p>What is the length of the eraser?</p>  <p><b>Answer: 4.5 cm</b></p>	 <p>Length of the eraser = 17 - 12.5</p> $\begin{array}{r} 17.0 \\ - 12.5 \\ \hline 4.5 \end{array}$ <p>Length of eraser = 4.5 cm</p> <p>We can also count <b>four</b> 1 cm units from 13-17 and <b>one half</b> of a cm from 12.5 to 13.</p>			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
12.	<p>A glass and a jar are shown below. If the jar is full of water, how many glasses of water can be filled from the jar?</p>  <p><b>Answer: 10 glasses</b></p>	<p>Volume of the jar = <math>1\frac{1}{4}</math> litres  <math>1 \text{ litre} = 1000 \text{ ml}</math>  <math>\therefore</math> Volume of the jar = <math>1\frac{1}{4} \times 1000 \text{ ml}</math>  <math>= 1.25 \times 1000</math>  <math>= 1250 \text{ ml}</math></p> <p>Volume of the glass = 125 ml  <math>\therefore</math> The number of glasses that can be filled from the jar = <math>\frac{\text{Volume of jar}}{\text{Volume of glass}}</math>  <math>= \frac{1250}{125}</math>  <math>= 10 \text{ glasses}</math></p>			
13.	<p>In the diagram below, the length of each square is 2 cm. The perimeter of the shape is 40 cm.</p>  <p>What is the length of the side AD?</p> <p><b>Answer: 10 cm</b></p>	<p>The length of each square = 2 cm  The perimeter of the shape = 40 cm</p> <p>The length of AB + length of BC + length of CD + length of AD = 40 cm  <math>\therefore (4 \times 2) + (4 \times 2) + (7 \times 2) + \text{length of CD} = 40 \text{ cm}</math>  <math>8 + 8 + 14 + \text{CD} = 40 \text{ cm}</math>  <math>30 + \text{CD} = 40 \text{ cm}</math>  <math>\text{CD} = 40 - 30 \text{ cm}</math>  <math>\text{CD} = 10 \text{ cm}</math></p>			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here														
			KC	AT	PS												
14.	<p>How many grams must be removed from <b>R</b> and placed on <b>L</b>, to balance the scale?</p>  <p><b>Answer: 200 g</b></p>	<p>L weighs 1 100 g R weighs 1 500 g</p> <p>For the scale to balance, both sides must have the same weight. To obtain this weight, we must find the total on both sides and divide this total by 2.</p> $(1100 + 1500) \div 2 = 2600 \div 2 = 1300$ <p>Hence, 1300 g must be on each side. So, if <math>1500 - 1300 = 200</math> g is removed from R, then R will weigh 1 300 g.</p> <p>When this 200 g is added to L it will now weigh <math>1100 + 200 = 1300</math> g. Both will now weigh 1 300 g and the scale will balance.</p>															
15.	<p>Complete the bill shown below.</p> <table border="1" data-bbox="259 1134 649 1648"> <thead> <tr> <th>Item</th> <th>Price</th> </tr> </thead> <tbody> <tr> <td></td> <td>\$2.60</td> </tr> <tr> <td></td> <td>\$4.25</td> </tr> <tr> <td></td> <td>\$ _____</td> </tr> <tr> <td></td> <td>\$1.75</td> </tr> <tr> <td><b>Total</b></td> <td><b>\$9.85</b></td> </tr> </tbody> </table> <p><b>Answer: \$1.25</b></p>	Item	Price		\$2.60		\$4.25		\$ _____		\$1.75	<b>Total</b>	<b>\$9.85</b>	<p>Total cost for the carton, apple and cookies</p> $\begin{array}{r} \$2.60 \\ + \$4.25 \\ \hline \$1.75 \\ \hline \$8.60 \end{array}$ <p>Total including the lollipop = \$9.85 Hence, the cost of the lollipop is</p> $\begin{array}{r} \$9.85 \\ - \$8.60 \\ \hline \$1.25 \end{array}$			
Item	Price																
	\$2.60																
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<b>Total</b>	<b>\$9.85</b>																

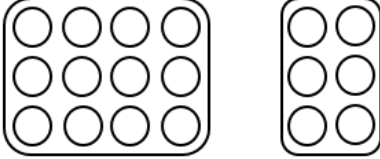
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
15.	<p>What is the name of the solid shown below?</p>  <p><b>Answer: Triangular prism</b></p>	<p>The opposite faces of the solid are the same and are triangles. Therefore, the figure or solid is a triangular prism.</p> 			
16.	<p>Which angle in the shape below is <b>greater than</b> a right angle?</p>  <p><b>Answer: B</b></p>	 <p>A and D are right angles (<math>90^\circ</math>). C is acute (less than <math>90^\circ</math>). B is obtuse (more than <math>90^\circ</math>).</p>			
18.	<p>Draw the line of symmetry on the letter below.</p>  <p><b>Answer:</b></p> 				




No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here										
			KC	AT	PS								
19.	<p>The mean of 6, 12 and 30 is the same as the mean of 15 and <input type="text"/>.</p> <p>What number does <input type="text"/> represent?</p> <p><b>Answer: 17</b></p>	$6 + 12 + 30 = 48$ $\text{Mean} = \frac{48}{3}$ $= 16$ <p>Therefore, the mean of 15 and <input type="text"/> is 16.</p> <p>So total of <math>15 + \text{input} = 16 \times 2</math></p> $= 32$ $15 + \text{input} = 32$ $\text{input} = 32 - 15$ $\text{input} = 17$											
20.	<p>There are 25 students in a class. The incomplete tally chart below shows the ice cream flavours chosen by some of the students.</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Ice Cream Flavours</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Coconut</td> <td></td> </tr> <tr> <td>Mango</td> <td></td> </tr> <tr> <td>Soursop</td> <td></td> </tr> </tbody> </table> <p>How many students chose mango?</p> <p><b>Answer: 6</b></p>	Ice Cream Flavours	Number of Students	Coconut		Mango		Soursop		<p>Number of students who chose coconut = <math>5 + 5 + 1 = 11</math></p> <p>Number of students who chose soursop = <math>5 + 3 = 8</math></p> <p>Total number of students who chose coconut and soursop = <math>11 + 8 = 19</math></p> <p>Total in the class = 25</p> <p>Hence, the number who chose mango = <math>25 - 19 = 6</math></p> $\begin{array}{r} 25 \\ - 19 \\ \hline 6 \end{array}$			
Ice Cream Flavours	Number of Students												
Coconut													
Mango													
Soursop													



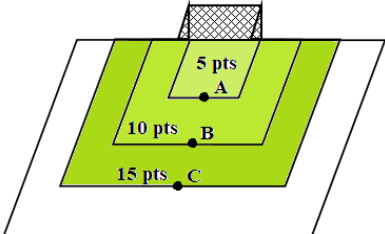
FAS-PASS  
**Maths**  
 SECTION II

No.	TEST ITEMS	WORKING COLUMN	<i>Do Not Write Here</i>		
			KC	AT	PS
21.	$2\frac{3}{4} - 1\frac{1}{2}$  <b>Answer: <math>1\frac{1}{4}</math></b>	$2\frac{3}{4} - 1\frac{1}{2}$  $2 - 1 = 1$  $\frac{3}{4} - \frac{1}{2} = \frac{3}{4} - \frac{2}{4} = \frac{1}{4}$  $1 + \frac{1}{4} = 1\frac{1}{4}$  OR  $2\frac{3}{4} - 1\frac{1}{2} = \frac{11}{4} - \frac{3}{2}$ $= \frac{11}{4} - \frac{6}{4}$ $= \frac{5}{4} \text{ or } 1\frac{1}{4}$  OR  $2\frac{3}{4} - 1\frac{1}{2} = \frac{11}{4} - \frac{3}{2}$ $= \frac{1(11) - 2(3)}{4}$ $= \frac{11 - 6}{4}$ $= \frac{5}{4} \text{ or } 1\frac{1}{4}$			
22.	<p>Two-fifths of a number is 36.            What is <b>half</b> of the same number?</p> <p><b>Answer: 45</b></p>	<p><math>\frac{2}{5}</math> of a number is 36.</p> <p>Therefore, <math>\frac{1}{5}</math> of the number is <math>\frac{36}{2} = 18</math></p> <p>The (whole) number = <math>18 \times 5</math>  <math>= 90</math></p> <p>Half of the number = <math>90 \div 2</math>  <math>= 45</math></p>			

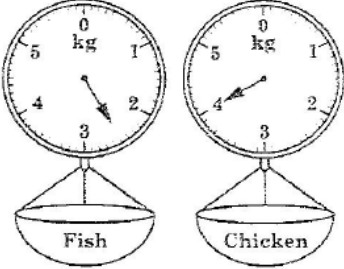
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
23.	<p>A bakery has two types of cupcake trays as shown below.</p>  <p>The bakery uses the same number of each type of tray to make 216 cupcakes. How many of each type of tray are used?</p> <p><b>Answer: 12 trays</b></p>	<p>The larger tray holds 12 cupcakes. The smaller tray holds 6 cupcakes. So 1 large tray and 1 small tray will hold <math>12 + 6 = 18</math> cupcakes. Total number of cupcakes to be made is 216. The trays hold 18 cupcakes together. Hence, the number of sets of 18 will be</p> $= \frac{216}{18}$ $= \frac{108}{9}$ $= 12$ <p>So the bakery will use 12 large trays to hold <math>12 \times 12 = 144</math> cupcakes and 12 small trays to hold <math>12 \times 6 = 72</math> cupcakes.</p> <p>The number of each type of tray used is 12.</p>			
24.	<p>A cinema has 7 rows. Each row has 20 seats. All of the seats in 6 rows were completely occupied while 5 seats in the 7<sup>th</sup> row were <b>not</b> occupied.</p> <p>How many seats were occupied altogether?</p> <p><b>Answer: 135 seats</b></p>	<p>6 rows with all 20 seats occupied will have <math>= 20 \times 6</math> <math>= 120</math> occupied seats</p> <p>5 seats were not occupied in the 7<sup>th</sup> row. So the 7<sup>th</sup> row has <math>20 - 5 = 15</math> occupied seats.</p> <p>Total number of occupied seats <math>= 120 + 15</math> <math>= 135</math> seats</p>			

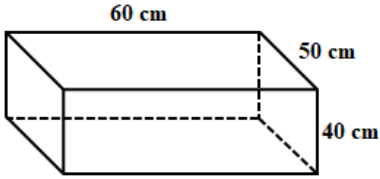
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here												
			KC	AT	PS										
25.	A pattern is formed using triangles as shown below.	<table border="1"> <thead> <tr> <th>Pattern</th> <th>Number of Triangles</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> </tr> <tr> <td>3</td> <td>6</td> </tr> <tr> <td>4</td> <td>10</td> </tr> </tbody> </table> <p>The pattern for the number of triangles</p> <p>1 <math>\xrightarrow{+2}</math> 3 <math>\xrightarrow{+3}</math> 6 <math>\xrightarrow{+4}</math> 10</p> <p>Filling the pattern from 4<sup>th</sup>:</p> <p>10 <math>\xrightarrow{+5}</math> 15 <math>\xrightarrow{+6}</math> 21 <math>\xrightarrow{+7}</math> 28</p> <p style="text-align: right;">7<sup>th</sup> pattern</p>	Pattern	Number of Triangles	1	1	2	3	3	6	4	10			
	Pattern	Number of Triangles													
1	1														
2	3														
3	6														
4	10														
	<div style="display: flex; flex-direction: column; align-items: center;"> <table border="1"> <tr> <td style="text-align: center;">1<sup>st</sup></td> <td style="text-align: center;">△</td> </tr> <tr> <td style="text-align: center;">2<sup>nd</sup></td> <td style="text-align: center;"> <div style="display: flex; justify-content: center;"> <span>△</span>  <span>△ △</span> </div> </td> </tr> <tr> <td style="text-align: center;">3<sup>rd</sup></td> <td style="text-align: center;"> <div style="display: flex; justify-content: center;"> <span>△</span>  <span>△ △</span>  <span>△ △ △</span> </div> </td> </tr> <tr> <td style="text-align: center;">4<sup>th</sup></td> <td style="text-align: center;"> <div style="display: flex; justify-content: center;"> <span>△</span>  <span>△ △</span>  <span>△ △ △</span>  <span>△ △ △ △</span> </div> </td> </tr> </table> <p>How many triangles will form the 7<sup>th</sup> pattern?</p> <p><b>Answer: 28 triangles</b></p> </div>	1 <sup>st</sup>	△	2 <sup>nd</sup>	<div style="display: flex; justify-content: center;"> <span>△</span>  <span>△ △</span> </div>	3 <sup>rd</sup>	<div style="display: flex; justify-content: center;"> <span>△</span>  <span>△ △</span>  <span>△ △ △</span> </div>	4 <sup>th</sup>	<div style="display: flex; justify-content: center;"> <span>△</span>  <span>△ △</span>  <span>△ △ △</span>  <span>△ △ △ △</span> </div>						
1 <sup>st</sup>	△														
2 <sup>nd</sup>	<div style="display: flex; justify-content: center;"> <span>△</span>  <span>△ △</span> </div>														
3 <sup>rd</sup>	<div style="display: flex; justify-content: center;"> <span>△</span>  <span>△ △</span>  <span>△ △ △</span> </div>														
4 <sup>th</sup>	<div style="display: flex; justify-content: center;"> <span>△</span>  <span>△ △</span>  <span>△ △ △</span>  <span>△ △ △ △</span> </div>														
26.	Paula has 125 cupcakes of three different flavours: chocolate, strawberry and vanilla. There are 45 strawberry cupcakes and an equal number of vanilla and chocolate cupcakes.	<p>Total number of cupcakes = 125            Number of strawberry flavoured = 45            Therefore, the number of chocolate and vanilla together = <math>125 - 45 = 80</math></p> <p>The number of vanilla and chocolate cupcakes is the same, so there are <math>= 80 \div 2 = 40</math> each</p> <p>Percentage of vanilla flavoured cupcakes  <math>= \frac{\text{No. of vanilla flavoured cupcakes}}{\text{Total no. of cupcakes}} \times 100\%</math></p> <p><math>= \frac{40}{125} \times 100\%</math>  <math>= \frac{40 \times 4}{5}</math>  <math>= \frac{160}{5}</math>  <math>= 32\%</math></p>													
	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="display: flex; justify-content: space-around; font-size: small;"> <span>Chocolate</span> <span>Strawberry</span> <span>Vanilla</span> </p> <p>What percentage of the cupcakes are vanilla flavoured?</p> <p><b>Answer: 32%</b></p>														

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here													
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27.	<p>The sum of Harry, Peter and Celina's ages is 45. Peter is 12 years older than Harry, and Celina is 15 years older than Harry.</p> <p>a) What is Harry's age?</p> <p><b>Answer: 6 years</b></p> <p>b) What is Celina's age?</p> <p><b>Answer: 21 years</b></p>	<p>a) Harry's age + Peter's age + Celina's age = 45 years Peter is 12 years older than Harry and Celina is 15 years older than Harry. This is a total of <math>12 + 15 = 27</math> years.</p> $\text{Harry's age} = \frac{45 - 27}{3}$ $= \frac{18}{3}$ $= 6 \text{ years}$ <p>b) Peter's age = <math>12 + 6</math> <math>= 18</math> Celina's age = <math>6 + 15</math> <math>= 21</math></p> <p><b>Alternative Method</b></p> <p>Let <input type="text"/> represent Harry's age.</p> <p>Then Peter's age is Harry's age + 12 <input type="text"/> 12</p> <p>Celina's age is Harry's age + 15 <input type="text"/> 15</p> <p>The sum of their ages is 45</p> <p>Harry's age    Peter's age    Celina's age</p> <p>age</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">12</td> <td style="border: 1px solid black; width: 40px; height: 20px;"></td> <td style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">15</td> <td style="padding-left: 10px;">= 45</td> </tr> </table> <p>The whole bar represents 45 Subtracting <math>(12+15)</math> from 45 <math>45 - 27 = 18</math> We must distribute 18 evenly among the 3 bars.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">6</td> <td style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">6</td> <td style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">12</td> <td style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">6</td> <td style="border: 1px solid black; width: 40px; height: 20px; text-align: center;">15</td> </tr> </table> <p>Harry's age is 6 Celina's age is <math>6 + 15 = 21</math></p>			12		15	= 45	6	6	12	6	15			
		12		15	= 45											
6	6	12	6	15												

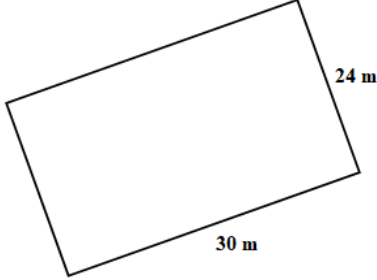


No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here																																									
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28.	<p>Tylon kicks a football into a goal post from three different positions, A, B and C, and earns the points as shown on the diagram.</p>  <p>Complete the table below to show how Tylon earns a total of 130 points.</p> <table border="1" data-bbox="263 982 649 1192"> <thead> <tr> <th>Position</th> <th>No. of Goals</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td></td> </tr> <tr> <td>B</td> <td>4</td> <td></td> </tr> <tr> <td>C</td> <td></td> <td></td> </tr> <tr> <td colspan="2">Total</td> <td>130</td> </tr> </tbody> </table> <p><b>Answer:</b></p> <table border="1" data-bbox="263 1255 649 1465"> <thead> <tr> <th>Position</th> <th>No. of Goals</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td>15</td> </tr> <tr> <td>B</td> <td>4</td> <td>40</td> </tr> <tr> <td>C</td> <td>5</td> <td>75</td> </tr> <tr> <td colspan="2">Total</td> <td>130</td> </tr> </tbody> </table>	Position	No. of Goals	Score	A	3		B	4		C			Total		130	Position	No. of Goals	Score	A	3	15	B	4	40	C	5	75	Total		130	<table border="1" data-bbox="711 331 1161 472"> <thead> <tr> <th>Position</th> <th>No. of Goals</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td><math>3 \times 5 = 15</math> pts</td> </tr> <tr> <td>B</td> <td>4</td> <td><math>4 \times 10 = 40</math> pts</td> </tr> </tbody> </table> <p>Total points earned from positions A and B  <math>= 40 + 15</math>  <math>= 55</math>                      Total number of points = 130</p> <p>So the number of points earned from C  <math>= 130 - 55</math>  <math>= 75</math></p> <p>15 points are earned for a goal from C.                      Hence, the number of goals scored from C                      is <math>75 \div 15 = 5</math></p>	Position	No. of Goals	Score	A	3	$3 \times 5 = 15$ pts	B	4	$4 \times 10 = 40$ pts			
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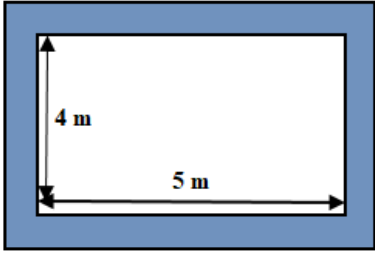
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
29.	<p>The cost of a cellphone is \$880 plus <math>12\frac{1}{2}\%</math> VAT.</p> <p>What is the <b>total</b> cost of the cellphone?</p> <p><b>Answer: \$990</b></p>	<p>Cost of cellphone before VAT = \$880</p> $\text{VAT} = 12\frac{1}{2}\%$ $= \frac{12\frac{1}{2}}{100} \times \$880$ $= \frac{25}{2 \times 100} \times \$880$ $= \$110$ <p>Cost of cellphone = \$ 8 8 0 +</p> $\begin{array}{r} \$ 1 1 0 \\ \hline \$ 9 9 0 \end{array}$ <p><i>It should be the marked price of a phone is \$880. We can't have 'cost' and then 'total cost'.</i></p>			
30.	<p>How many pieces of ribbon, each of length 25 cm, can be cut from a <math>6\frac{3}{4}</math> m roll of ribbon?</p> <p><b>Answer: 27 pieces</b></p>	<p>Length of 1 piece of ribbon = 25 cm</p> <p>Length of the roll is <math>6\frac{3}{4}</math> m = <math>6\frac{3}{4} \times 100</math> cm</p> $= 675 \text{ cm}$ <p>The number of pieces of ribbon</p> $= \frac{\text{Length of entire roll}}{\text{Length of 1 ribbon}}$ $= \frac{675}{25}$ $= \frac{135}{5}$ $= 27 \text{ pieces}$			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
31.	<p>The scales below show the mass of fish and the mass of chicken.</p>  <p>a) What is the mass of the fish?</p> <p><b>Answer: <math>2\frac{1}{2}</math> kg</b></p> <p>b) What is the <b>difference</b> in mass between the fish and the chicken?</p> <p><b>Answer: <math>1\frac{1}{2}</math> kg</b></p>	<p>a) The pointer showing the mass of fish is exactly between 2 and 3 and is therefore 2.5 or <math>2\frac{1}{2}</math> kg.</p> <p>b) The mass of chicken = 4 kg            Difference = <math>4 - 2\frac{1}{2}</math> kg  <math>= 1\frac{1}{2}</math> kg</p>			

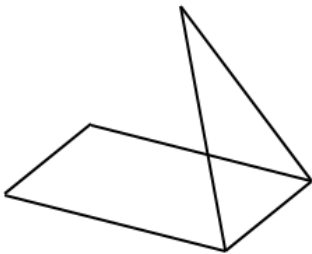
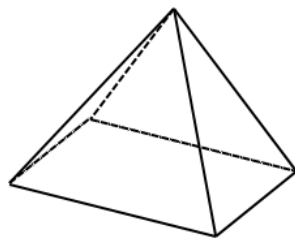
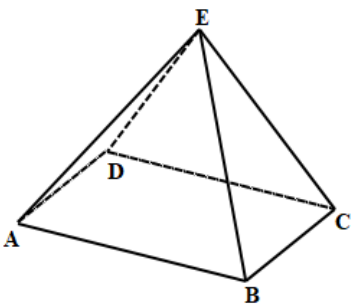
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
32.	<p>The diagram below represents an aquarium.</p>  <p>a) Calculate the volume of the aquarium.</p> <p><b>Answer: 120 000 cm<sup>3</sup></b></p> <p>b) How many litres of water will the aquarium hold when it is half-filled?</p> <p><b>Answer: 60 litres</b></p>	<p>a) Volume of the aquarium  <math>= \text{Length} \times \text{Width} \times \text{Height}</math>  <math>= 60 \times 50 \times 40</math>  <math>= 120\,000 \text{ cm}^3</math></p> <p>b) Volume of the aquarium in litres  <math>= \frac{120\,000}{1000} \text{ litres}</math>  <math>= 120 \text{ litres}</math></p> <p>Hence, when the aquarium is half-filled, it will hold <math>\frac{120}{2} = 60</math> litres of water.</p>			

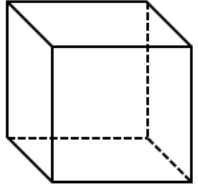


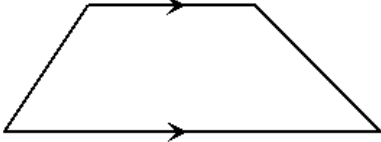
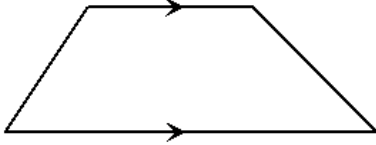
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
33.	<p>A farmer wants to fence a rectangular plot of land that is 30 metres long and 24 metres wide.</p>  <p>a) What length of wire is needed to completely fence the land?</p> <p><b>Answer: 108 m</b></p> <p>b) To fence the land, poles are placed 3 metres apart. How many poles are needed?</p> <p><b>Answer: 36 poles</b></p>	<p>a) Length of wire to be used will be the perimeter of the plot of land  <math>= (24 + 30 + 24 + 30) \text{ m}</math> or  <math>= 2(24 + 30) \text{ m}</math>  <math>= 108 \text{ m}</math></p> <p>b) Poles are placed 3 metres apart.  <b>Length of plot</b>  The number of 3m intervals that will cover a length of 30 m  <math>= 30 \div 3 = 10</math>  The number of poles is one more than the intervals, so 11 poles will fence 30 m, including the corners.</p>  <p>Note: The number of intervals is always one less than the number of poles.</p> <p><b>Width of plot</b>  The number of 3m intervals that will cover a width of 24 m  <math>= 24 \div 3 = 8</math>  The number of poles is one more than the intervals, so 9 poles will fence 30 m. However, the corner posts are already accounted for so we must subtract 2 posts and this would leave <math>9 - 2 = 7</math> posts</p>  <p>Therefore, one length and one width uses <math>11 + 7 = 18</math> poles</p> <p>Hence, to cover the entire rectangle the number of poles needed is <math>18 \times 2 = 36</math>.</p>			

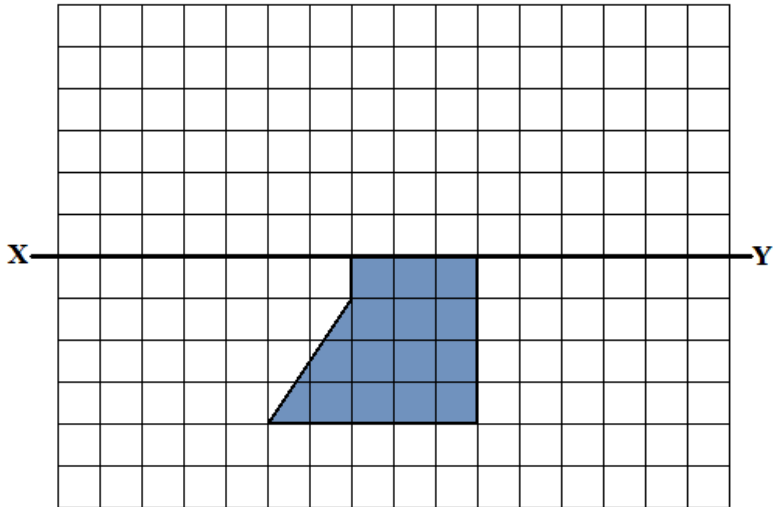
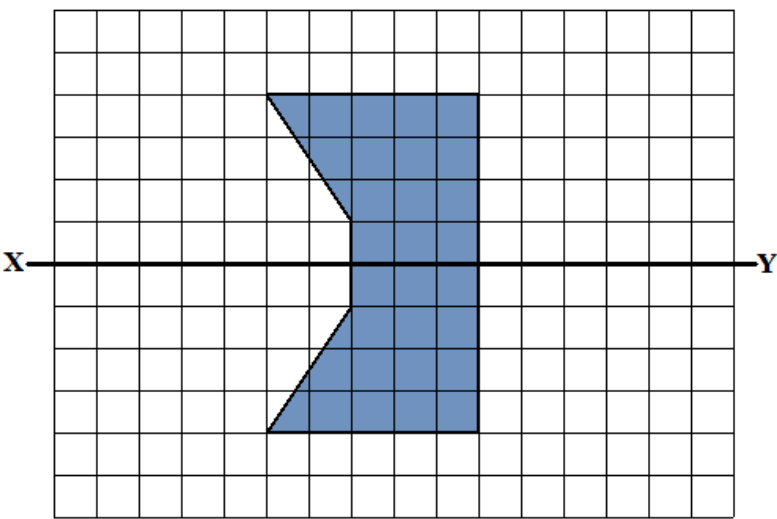
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34.	<p>The diagram below shows a tablecloth with a shaded border. The border is <math>\frac{1}{2}</math> m wide on all sides.</p>  <p>a) What is the <b>total</b> area of the tablecloth?</p> <p><b>Answer: 30 m<sup>2</sup></b></p> <p>b) What is the area of the border?</p> <p><b>Answer: 10 m<sup>2</sup></b></p>	<p>a) Length of the tablecloth</p> $= \frac{1}{2} + 5 + \frac{1}{2}$ $= 6 \text{ m}$ <p>Width of the tablecloth</p> $= \frac{1}{2} + 4 + \frac{1}{2}$ $= 5 \text{ m}$ <p>Area of the tablecloth</p> $= 6 \times 5 \text{ m}^2$ $= 30 \text{ m}^2$ <p>b) Area of the tablecloth not including the border</p> $= 5 \times 4$ $= 20 \text{ m}^2$ <p>Hence, the area of the border</p> $= \text{Area of entire tablecloth} - \text{Area of the tablecloth without the border}$ $= (30 - 20) \text{ m}^2$ $= 10 \text{ m}^2$			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
35.	<p>Mr. Khan borrowed \$6 000 from the bank at 8% interest per annum for 2 years.</p> <p>a) How much interest did he pay?</p> <p><b>Answer: \$960</b></p> <p>b) Mr. Khan repaid the loan in equal monthly payments.</p> <p>Calculate his monthly payment.</p> <p><b>Answer: \$290</b></p>	<p>a) Simple interest</p> $= \frac{\text{Principal} \times \text{Rate} \times \text{Time}}{100}$ $= \frac{\$6000 \times 8 \times 2}{100}$ $= \$960$ <p>b) Total to be repaid</p> $= \text{Principal} + \text{Interest}$ $= \$6000 + \$960$ $= \$6960$ <p>This amount is repaid in equal monthly payments over 2 years, that is, <math>12 \times 2 = 24</math> months. The monthly payment will be</p> $= \frac{\text{Total to be repaid}}{\text{Total number of months}}$ $= \frac{\$6960}{24}$ $= \$290$			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
36.	<p>A solid has 5 vertices. A part of the solid is drawn below.</p>  <p>a) Complete the drawing.</p>  <p>b) How many edges are there in the solid?</p> <p><b>Answer: 8</b></p>	 <p>A, B, C, D and E are the 5 vertices.</p> <p>Edges are AB, BC, CD, DA, AE, BE, CE and DE.</p> <p>There is a total of 8 edges.</p>			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
37.	<p>Donna has the solid shown below. Each edge measures 9 cm.</p>  <p>a) What is the name of the solid?</p> <p><b>Answer: Cube</b></p> <p>b) What is the total length of <b>all</b> the edges?</p> <p><b>Answer: 108 cm</b></p> <p>c) Donna stuck 7 stars on EACH face. How many stars did she use?</p> <p><b>Answer: 42 stars</b></p>	<p>a) Since all the edges are equal, then the solid is a cube.</p> <p>b) There are <math>4 + 4 + 4 = 12</math> edges Each edge is 9 cm long. Hence, the total length of all the edges <math>= 9 \times 12</math> cm <math>= 108</math> cm</p> <p>c) There are 6 faces. 7 stars are stuck on each face. Therefore, the number of stars used will be <math>6 \times 7 = 42</math> stars.</p>			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
38.	<p>a) Draw a quadrilateral with <b>one pair</b> of parallel sides and <b>no</b> right angles.</p> <p><b>Answer:</b></p>  <p>b) Write the name of the quadrilateral.</p> <p><b>Answer: Trapezium</b></p>	<p>a) The parallel lines are shown with the arrows.</p>  <p>b) The quadrilateral with only one pair of parallel sides is a trapezium.</p>			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
39.	<p>Complete the shape below using the line XY as the line of symmetry.</p> 				
	<p>Answer:</p> 				
	<p>XY is the line of reflective symmetry.</p>				

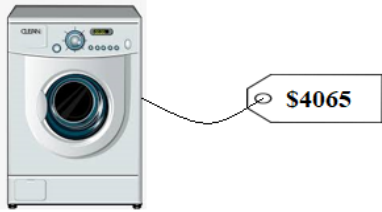
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40.	<p>The pictograph below shows the sports played by 75 boys.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Football</td> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> <tr> <td>Cricket</td> <td>○</td> <td>○</td> <td>○</td> <td>◐</td> </tr> <tr> <td>Tennis</td> <td>○</td> <td>○</td> <td>◐</td> <td></td> </tr> <tr> <td>Basket ball</td> <td>○</td> <td>○</td> <td>◐</td> <td></td> </tr> </table> <p>How many boys play basketball?</p> <p><b>Answer: 15 boys</b></p>	Football	○	○	○	○	Cricket	○	○	○	◐	Tennis	○	○	◐		Basket ball	○	○	◐		<p>Total number of complete circles = 11 Total number of half circles = 3</p> $= 3 \times \frac{1}{2}$ $= 1\frac{1}{2} \text{ circles}$ <p>Hence, <math>12\frac{1}{2}</math> circles represent 75 boys.</p> <p>1 circle will represent <math>\frac{75}{12\frac{1}{2}}</math> boys</p> $= \frac{75}{\frac{25}{2}}$ $= \frac{75}{1} \times \frac{2}{25}$ $= 6 \text{ boys}$ <p>The number of boys who play basketball is represented by <math>2\frac{1}{2}</math> circles.</p> <p>Number of boys who play basketball</p> $= 6 \times 2\frac{1}{2} \text{ boys}$ $= 6 \times \frac{5}{2} \text{ boys}$ $= 15 \text{ boys}$			
Football	○	○	○	○																					
Cricket	○	○	○	◐																					
Tennis	○	○	◐																						
Basket ball	○	○	◐																						



FAS-PASS  
**Maths**  
 SECTION III

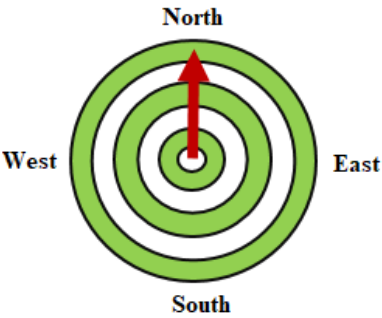
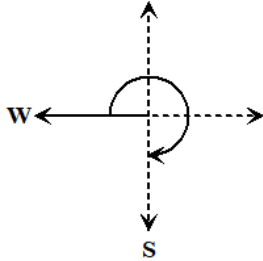
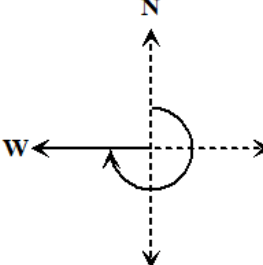
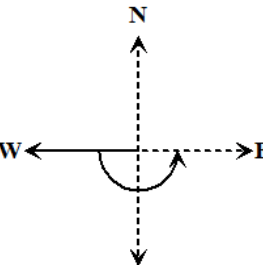
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41.	<p>A group of students uses sticks to create craft items. The number of sticks form a pattern as shown below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Item Number</th> <th>Number of Sticks Used</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>16</td> </tr> <tr> <td>2</td> <td>25</td> </tr> <tr> <td>3</td> <td>36</td> </tr> <tr> <td>4</td> <td>49</td> </tr> <tr> <td>5</td> <td>64</td> </tr> </tbody> </table> <p>a) What is the pattern rule for the number of sticks used?</p> <p><b>Answer: (Item number + 3)<sup>2</sup></b></p> <p>b) Using the same rule, how many sticks will be used to make Item Number 7?</p> <p><b>Answer: 100 sticks</b></p> <p>c) For which item number will 121 sticks be used?</p> <p><b>Answer: 8</b></p> <p>d) The group decides to use 265 sticks to make two items, with each item being made from more than 100 sticks.</p> <p>How many sticks will be used for each item?</p> <p><b>Answer: Item number 8 using 121 sticks and item number 9 using 144 sticks.</b></p>	Item Number	Number of Sticks Used	1	16	2	25	3	36	4	49	5	64	<p>a)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Item Number</th> <th>Number of Sticks Used</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><math>16 = 4 \times 4 = 4^2, (1 + 3 = 4)</math></td> </tr> <tr> <td>2</td> <td><math>25 = 5 \times 5 = 5^2, (2 + 3 = 5)</math></td> </tr> <tr> <td>3</td> <td><math>36 = 6 \times 6 = 6^2, (3 + 3 = 6)</math></td> </tr> <tr> <td>4</td> <td><math>49 = 7 \times 7 = 7^2, (4 + 3 = 7)</math></td> </tr> <tr> <td>5</td> <td><math>64 = 8 \times 8 = 8^2, (5 + 3 = 8)</math></td> </tr> </tbody> </table> <p>We are adding 3 to the number of item and then squaring the number obtained, that is, <math>(3 + \text{Item number})^2</math>.</p> <p>b) When the item number is 7, we add 3 to the 7 to obtain <math>7 + 3 = 10</math>. Then, we square 10 to obtain <math>10 \times 10 = 100</math>.</p> <p>c) <math>121 = 11 \times 11</math> or <math>11^2</math>        Hence, the item number <math>+3 = 11</math>        The item number <math>= 11 - 3 = 8</math></p> <p>d) The number of sticks used = 265        We need to find two perfect squares whose sum is 265. Also, each one must exceed 100.        By inspection  <math>265 = 121 + 144</math></p> <p><math>121 = 11 \times 11</math>  <math>11 - 3 = 8</math>, so the item number is 8.</p> <p><math>144 = 12 \times 12</math>  <math>12 - 3 = 9</math>, so the item number is 9.</p> <p>Item number 8 using 121 sticks and item number 9 using 144 sticks.</p>	Item Number	Number of Sticks Used	1	$16 = 4 \times 4 = 4^2, (1 + 3 = 4)$	2	$25 = 5 \times 5 = 5^2, (2 + 3 = 5)$	3	$36 = 6 \times 6 = 6^2, (3 + 3 = 6)$	4	$49 = 7 \times 7 = 7^2, (4 + 3 = 7)$	5	$64 = 8 \times 8 = 8^2, (5 + 3 = 8)$			
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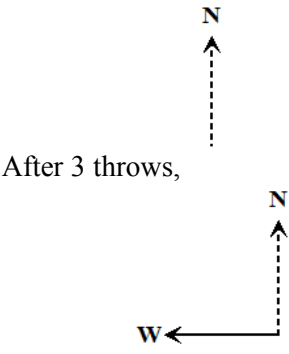
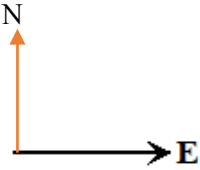
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
			KC	AT	PS
42.	<p>Khadija scored 820 points in a mathematics competition. Ricardo scored 46 fewer points than Khadija and 68 more than Winston.</p> <p>a) How many points did Winston score?</p> <p><b>Answer: 706 points</b></p> <p>b) Khadija placed 5<sup>th</sup> in the competition and there were three students between her and Ricardo.</p> <p>At what position did Ricardo place?</p> <p><b>Answer: 9<sup>th</sup> position</b></p> <p>c) Khadija wants to increase her score by 5% in her next competition.</p> <p>How many points should she obtain in her next competition?</p> <p><b>Answer: 861</b></p>	<p>a) Khadija scored 820 points. Ricardo scored 46 points fewer than Khadija. Therefore, Ricardo scored <math>820 - 46</math> points.</p> $\begin{array}{r} 820 \\ - 46 \\ \hline 774 \end{array}$ <p>Ricardo score 68 points more than Winston. Therefore, Winston scored <math>774 - 68</math> points.</p> $\begin{array}{r} 774 \\ - 68 \\ \hline 706 \end{array}$ <p>b) There are 3 students between Khadija and Ricardo. Therefore, Khadija 5<sup>th</sup>  1<sup>st</sup> student after <math>5 + 1 = 6^{\text{th}}</math>  2<sup>nd</sup> student after <math>6 + 1 = 7^{\text{th}}</math>  3<sup>rd</sup> student after <math>7 + 1 = 8^{\text{th}}</math>  And Ricardo <math>8 + 1 = 9^{\text{th}}</math></p> <p>c) Khadija scored 820 points. Khadija wishes to increase her score by 5%</p> $\begin{aligned} \text{Increase} &= \frac{5}{100} \times 820 \\ &= 41 \text{ points} \end{aligned}$ <p>In the next competition, Khadija's score should be</p> $\begin{aligned} &= \text{Present score} + \text{Expected increase} \\ &= 820 + 41 \\ &= 861 \end{aligned}$			

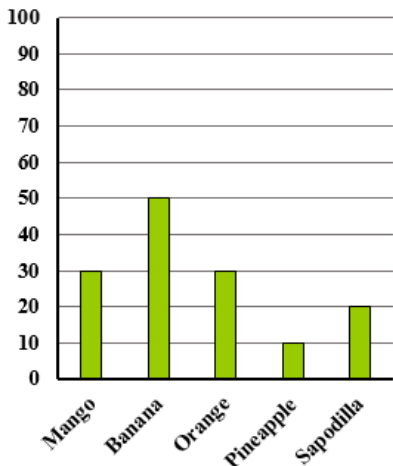
No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
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43.	<p>Sita bought the washing machine shown below.</p>  <p>a) She made a first payment of \$1 385. How much money does she still have to pay?</p> <p><b>Answer: \$2 680</b></p> <p>b) Sita was charged 20% interest on the remaining money. Calculate the new balance.</p> <p><b>Answer: \$3 216</b></p> <p>c) Sita paid the balance in 2 years. The amount paid in the first year was three times the amount paid in the second year.</p> <p>Calculate the amount of money Sita paid in the second year.</p> <p><b>Answer: \$804</b></p>	<p>a) Marked price of the washing machine = \$4065            First payment = \$1385            The amount still to be paid = Cost price – First payment            = \$4065 – \$1385            = \$2680</p> $\begin{array}{r} \$4065 \\ - \$1385 \\ \hline \$2680 \end{array}$ <p>b) Interest is 20% of the remainder            = <math>\frac{20}{100} \times \\$2680</math>            = \$536</p> <p>Therefore, Sita's new balance = Amount owed + Interest            = \$2680 + \$536            = \$3216</p> $\begin{array}{r} \$2680 \\ + \$536 \\ \hline \$3216 \end{array}$ <p>c) Balance to be paid is \$3216 and in two years.            The amount paid in the first year is 3 times the amount paid in the second year. Hence, she pays three quarters of the amount in the first year and the remaining quarter in the second year.            The amount paid in the second year</p> $\begin{array}{r} = \frac{1}{4} \times \$3216 \\ = \$804 \end{array}$			

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44.	The chart below shows the departure and arrival times of three flights, WA 23, FI 27 and BV 25.																																					
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	<p>a) How long was flight WA 23 from Piarco to Miami?</p> <p><b>Answer 4 hours 10 minutes</b></p> <p>b) At what time will flight FI 27 arrive in New York?</p> <p><b>Answer: 1:50 p.m.</b></p> <p>c) At what time did flight BV 25 depart New York?</p> <p><b>Answer: 8:10 p.m.</b></p>	<p>a) Time of flight of WA 23 from Piarco to Miami is Arrival time – Departure time (assuming no time difference)</p> $\begin{array}{r} 10:40 \\ - 6:30 \\ \hline 4:10 \end{array}$ <p>Time of flight is 4 hours and 10 minutes.</p> <p>b) The time that FI 27 arrives at New York = Departure time + Flight time = 11:45 +</p> $\begin{array}{r} 2:05 \\ \hline 13:50 \end{array}$ <p>= 1:50 minutes after midday or 1:50 pm</p> <p>c) BV 25 departed New York at Arrival time – Flight time = 9:45 –</p> $\begin{array}{r} 1:35 \\ \hline 8:10 \end{array}$ <p>= 8:10 p.m.</p>																																				

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here												
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	<p>d) The flying time from Miami to Boston is 1 hour and 40 minutes. A flight was scheduled to depart Miami at 10:00 a.m. The flight left <math>2\frac{1}{2}</math> late.</p> <p>At what time did the flight arrive in Boston?</p> <p><b>Answer: 2:10 p.m.</b></p>	<p>d) Scheduled time to leave Miami is 10:00 a.m.</p> <p>Duration of the delay = <math>2\frac{1}{2}</math> hours</p> <p>Hence, departure time = 10 : 00 + <u>2 : 30</u> 12 : 30 p.m.</p> <p>Time of flight = 1 hour 40 minutes Therefore, arrival time at Boston is 1 hour 40 minutes after 12:30.</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Hours</th> <th style="text-align: left;">Minutes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">40</td> </tr> <tr> <td style="text-align: center;">14</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p>70 min = 1 hour + 10 minutes</p> <p>The flight arrived at 2:10 p.m.</p>	Hours	Minutes	1		12	30	1	40	14	10			
Hours	Minutes														
1															
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45.	<p>The diagram below shows a circular target labelled North, South East and West, and an arrow pointing North. The target is used to play a game.</p> <p><u>Rules of the game</u></p> <p>If the target is hit, the arrow moves <math>\frac{1}{4}</math> turn clockwise. If the target is missed, the arrow moves <math>\frac{1}{4}</math> turn anti-clockwise.</p>  <p>a) How many <math>\frac{1}{4}</math> turns does the arrow move from West to South in a clockwise direction?</p> <p><b>Answer: 3</b></p> <p>b) Sally starts her game with the arrow pointing North. She has 3 hits followed by 2 misses. In what direction is the arrow now pointing?</p> <p><b>Answer: East</b></p>	<p>a)</p>  <p>From West to South in a clockwise direction require 3 of such <math>\frac{1}{4}</math> turns.</p> <p>b) Sally – 3 hits</p>  <p>3 hits will give 3 quarter turns clockwise so the arrow will be pointing West.</p> <p>Sally – 2 misses</p>  <p>Two misses will give 2 quarter turns anti-clockwise, so the arrow will be pointing East.</p>			

No.	TEST ITEMS	WORKING COLUMN	Do Not Write Here		
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	<p>c) Richard starts his game with the arrow pointing North. After 3 throws, the arrow points West. Using <b>hit</b> or <b>miss</b>, complete the list below to show the order of two possible hits and misses that Richard could have made.</p> <p>Hit, _____, _____ Miss, _____, _____</p> <p><b>Answer: Hit, Hit, Hit</b> <b>Hit, Miss, Miss</b> <b>Miss, Miss, Hit or</b> <b>Miss, Hit, Miss</b></p> <p>d) At the start of another game, the arrow is pointing East. What is the least number of throws a player can make for the arrow to point North?</p> <p><b>Answer: 1 throw</b></p>	<p>c)</p>  <p>After 3 throws,</p> <p>Possibilities for starting North and ending West after 3 throws.</p> <p>3 clockwise quarter turns <b>Hit, Hit, Hit</b> 1 clockwise quarter turn, 2 anticlockwise quarter turns <b>Hit, Miss, Miss</b> 2 anticlockwise quarter turns, 1 clockwise quarter turn <b>Miss, Miss, Hit</b> 1 anticlockwise quarter turn, 1 clockwise quarter turn, 1 anticlockwise quarter turn: <b>Miss, Hit, Miss</b></p> <p>d) If there is one turn which is a miss, the arrow turns <math>\frac{1}{4}</math> of turn anticlockwise to North.</p> 			

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46.	<p>A vendor has 100 of each fruit to sell. The bar graph below shows the fruits that were <b>not</b> sold.</p>  <p>a) Which fruit was sold the <b>most</b>?</p> <p><b>Answer: Pineapples</b></p> <p>b) How many fruits were sold <b>altogether</b>?</p> <p><b>Answer: 360</b></p> <p>c) How many more mangoes than bananas were sold?</p> <p><b>Answer: 20</b></p>	<p>a) The shortest bar is that of pineapple which reads 10 pineapples not sold. Hence, 90 pineapples were sold and this represents the most.</p> <p>b) The number of fruits sold  Mango <math>100 - 30 = 70</math>  Bananas <math>100 - 50 = 50</math>  Orange <math>100 - 30 = 70</math> +  Pineapple <math>100 - 10 = 90</math>  Sapodilla <math>100 - 20 = 80</math>  <math>= \underline{360}</math></p> <p>c) Number of mangoes sold = 70  Number of bananas sold = 50  Therefore, <math>(70 - 50) = 20</math> more mangoes were sold than bananas.</p>			

END OF TEST