
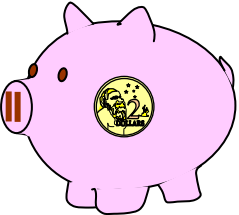

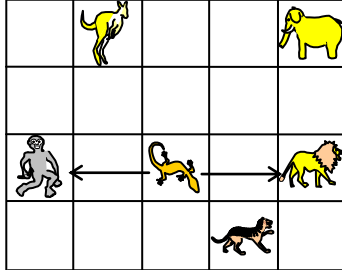
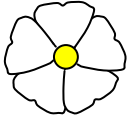
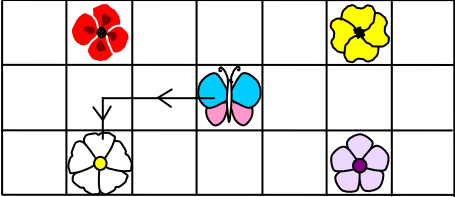

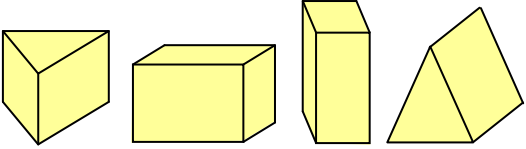
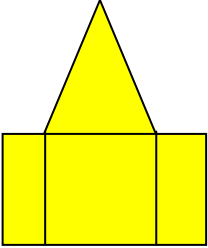
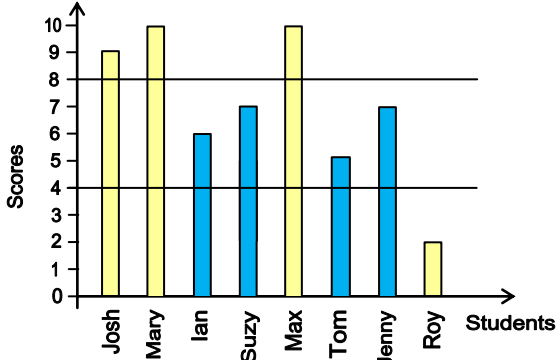
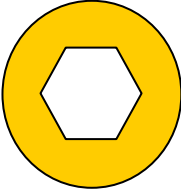


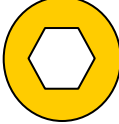
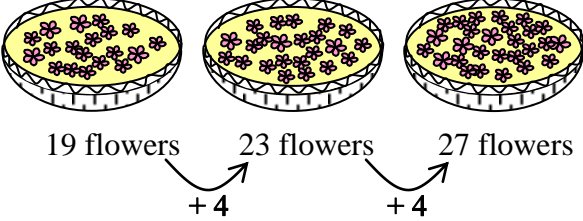

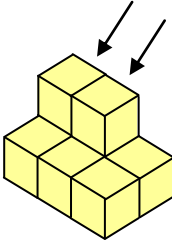
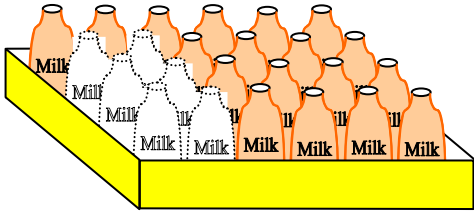


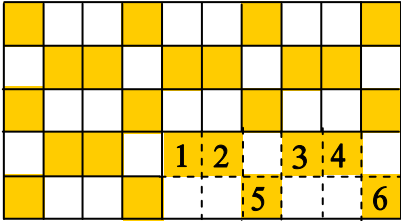
YEAR 3 – PAPER 5
NUMERACY WORKED SOLUTIONS

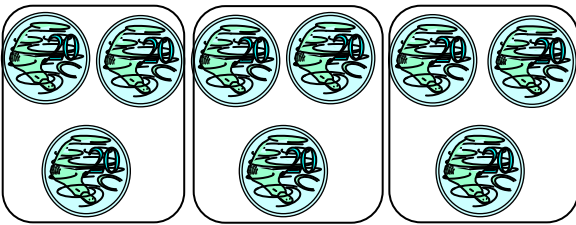
	ANSWER	EXPLANATION	Australian Curriculum Reference A student can	
1		9 students named the monkey as their favourite animal. This is more than the number of students who named any of the other animals.	create displays of data using lists and tables and interpret them. (ACMSP050)	
2	The girl is in front of the door.	The only statement that is true is that “the girl is in front of the door.”	identify the relative positions of key features. (ACMMG044)	
3	3	James watched 10 movies and Peter watched 7 movies. Hence, James watched $10 - 7 = 3$ movies more than Peter.	create displays of data using lists and tables and interpret them. (ACMSP050)	
4	Two hundred and fifteen dollars	The price has 2 in the hundreds column, 1 in the tens column and 5 in the units column. So the price is two hundred and fifteen dollars.	recognise, model, represent and order numbers to at least 1000. (ACMNA027)	
5		The first money box contains 60c. The second contains 25c. The fourth contains \$1.05. The third money box contains \$2, which is the greatest amount.	count and order small collections of Australian coins and notes according to their value. (ACMNA034)	
6		The lizard lies on the line between the monkey and the lion.		create and interpret simple grid maps to show position. (ACMMG065)

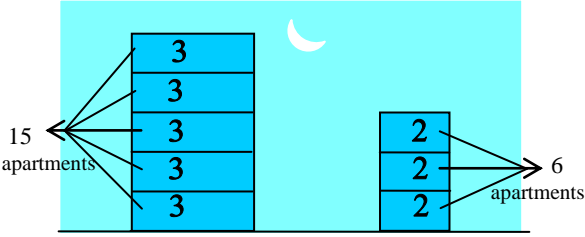
7	6	<p>Cheryl had 12 cherries. She ate half of them, which is 6 cherries.</p>	<p>recognise and interpret common uses of halves of shapes and collections. (ACMNA033)</p>
8		 <p>As shown in the diagram, the butterfly will be on .</p>	<p>create and interpret simple grid maps to show position and pathways. (ACMMG065)</p>
9	Even	<p>The soccer ball is on 2 out of the 4 equal sectors of the spinner. So the chance of the spinner stopping on the soccer ball is a half. This is called an even chance.</p>	<p>describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’. (ACMSP047)</p>
10	4	<p>A prism can be sliced in a way such that each slice is exactly the same shape and size. These four shapes are the only prisms.</p> 	<p>make models of three-dimensional objects and describe key features. (ACMMG063)</p>
11		<p>The front view should show the cone sitting on the cylinder as a triangle on the top of a rectangle. Only the second view shows this.</p>	<p>make models of three-dimensional objects and describe key features. (ACMMG063)</p>

12	\$19	<p>After Kevin spent \$4 at the canteen, he had $\\$23 - \\$4 = \\$19$ left.</p> <p>After he bought the ball he had no money left, so he must have paid \$19 for the ball.</p>	<p>solve simple addition and subtraction problems using a range of efficient mental and written strategies. (ACMNA030)</p>
13	March	<p>February has 28 days or 29 in a leap year. April and June have 30 days each.</p> <p>Only March has 31 days.</p>	<p>determine the number of days in each month. (ACMMG041)</p>
14	652	<p>$600 + 50 = 650$ and $650 + 2 = 652$</p>	<p>solve simple addition and subtraction problems using a range of efficient mental and written strategies. (ACMNA030)</p>
15	4	 <p>From the graph, only Ian, Suzy, Tom, and Jenny scored between 4 and 8.</p>	<p>organise data into categories and create displays using simple column graphs. (ACMSP069)</p>
16	a cube and a square pyramid.	<p>The top part of this solid is a square pyramid.</p> <p>The lower part of this solid is a cube.</p>	<p>make models of three-dimensional objects and describe key features. (ACMMG063)</p>
17	Half past 7	<p>The hour hand is halfway between 7 and 8 and the minute hand is pointing at the 6.</p> <p>So the time shown is half past 7.</p>	<p>tell time to the quarter-hour, using the language of 'past' and 'to'. (ACMMG039)</p>

18		<p>This shape  can be turned to look like this  which is the same as the symbol shown on this token </p>	<p>describe and draw two-dimensional shapes. (ACMMG042)</p>
19	27	<p>The number of flowers in each basket is increasing by 4 each time.</p> <p>Basket 4 Basket 5 Basket 6</p>  <p>19 flowers 23 flowers 27 flowers</p> <p>+4 +4</p>	<p>describe, continue, and create number patterns resulting from performing addition or subtraction. (ACMNA060)</p>
20		<p>When there are 2 balls, 3 cubes are needed. So when there are 4 balls, 6 cubes will be needed to balance the scales.</p>	<p>compare masses of objects using balance scales. (ACMMG038)</p>
21	2	<p>The 2 blocks which are below these 2 blocks are completely hidden</p> 	<p>make models of three-dimensional objects and describe key features. (ACMMG063)</p>
22	6	 <p>By counting, we can see that 6 milk bottles are missing from the tray. Hence, Tommy sold 6 milk bottles.</p>	<p>describe the features of three-dimensional objects. (ACMMG043)</p>

23	26	<p>On their next birthday they will each be 13 years old.</p> <p>The sum of their ages will be $13 + 13 = 26$</p>	<p>solve simple addition and subtraction problems using a range of efficient mental and written strategies.</p> <p>(ACMNA030)</p>
24	6	<p>As shown in diagram, Jeff needs six tiles to complete his work.</p> 	<p>describe patterns with numbers and identify missing elements.</p> <p>(ACMNA035)</p>
25	54	<p>28 girls and 26 boys chose snowboarding.</p> <p>So the total number of students who chose snowboarding is $28 + 26 = 54$.</p>	<p>create displays of data using lists and tables and interpret them.</p> <p>(ACMSP050)</p>
26	17	<p>The only odd number which is less than 20 is 17.</p> <p>It should be noted that 21 and 23 are odd, but more than 20.</p>	<p>investigate the conditions required for a number to be odd or even and identify odd and even numbers.</p> <p>(ACMNA051)</p>
27	$20 \div 4$	<p>We need to work out how many lots of 4 there are in 20.</p> <p>So we need to do $20 \div 4$.</p>	<p>recognise and represent division as grouping into equal sets and solve simple problems using these representations.</p> <p>(ACMNA032)</p>
28	53	<p>The jar contains 75 olives.</p> <p>Anthony is to use 22 olives.</p> <p>So, the number of olives left in the jar will be $75 - 22 = 53$.</p>	<p>solve simple subtraction problems using a range of efficient mental and written strategies.</p> <p>(ACMNA030)</p>

29	Bobby and Dolly	<p>Donna bought Bobby and Dolly, as they cost $\\$10 + \\$15 = \\$25$.</p> <p>In the other three options the cost of the two toys is $\\$19$, $\\$20$ or $\\$21$.</p>	<p>solve simple addition problems using a range of efficient mental and written strategies. (ACMNA030)</p>
30	60 cents	<p>The three friends are to share the coins equally.</p> <p>So we put the 9 coins into 3 equal group, as shown.</p>  <p>Hence, each of them will get three 20c coins, which is 60c.</p>	<p>recognise and represent division as grouping into equal sets and solve simple problems using these representations. (ACMNA032)</p>
31	9	<p>Jake gave away 3 lots of 5, which is 15 apples.</p> <p>As the tree had 24 apples to start with, then there would be $24 - 15 = 9$ apples left on the tree.</p>	<p>solve simple subtraction problems using a range of efficient mental and written strategies. (ACMNA030)</p>
32	90	<p>From the graph, Kevin has 110 marbles and Steven has 70 marbles.</p> <p>Together they have a total of $110 + 70 = 180$ marbles.</p> <p>As they must have an equal number of marbles each will have a half of 180, which is 90 marbles.</p>	<p>organise data into categories and create displays using simple column graphs. (ACMSP069)</p>

33	20	<p>By removing the 5 extra strawberry pieces, there will be an equal number of pieces of cherries and strawberries in the remaining 40 pieces.</p> <p>As half of 40 is 20, then Wendy used 20 cherry pieces and $20 + 5 = 25$ strawberries pieces.</p>	<p>solve simple addition and subtraction problems using a range of efficient mental and written strategies. (ACMNA030)</p>															
34	21	 <p>As we can see, in the two buildings there are a total of $6 + 15 = 21$ apartments.</p>	<p>represent and solve problems involving multiplication using efficient mental and written strategies. (ACMNA057)</p>															
35	4	<p>By trial and error, as shown in the table, we can see that Vanessa has four \$5 notes and one \$10 note.</p> <table border="1" data-bbox="557 1352 1107 1711"> <thead> <tr> <th>Number of \$5 notes</th> <th>Number of \$10 notes</th> <th>Total value</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> <td>\$45</td> </tr> <tr> <td>2</td> <td>3</td> <td>\$40</td> </tr> <tr> <td>3</td> <td>2</td> <td>\$35</td> </tr> <tr> <td>4</td> <td>1</td> <td>\$30</td> </tr> </tbody> </table>	Number of \$5 notes	Number of \$10 notes	Total value	1	4	\$45	2	3	\$40	3	2	\$35	4	1	\$30	<p>represent and solve problems involving multiplication using efficient mental and written strategies. (ACMNA057)</p>
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