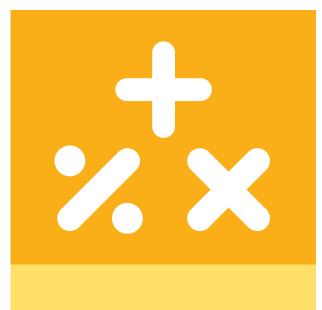


SAMPLE



MATHEMATICS

DO NOT OPEN THIS BOOKLET UNTIL INSTRUCTED.

STUDENT'S NAME:

Read the instructions on the **ANSWER SHEET** and fill in your **NAME**, **SCHOOL** and **OTHER INFORMATION**.

Use a pencil. Do **NOT** use a coloured pencil or a pen.

Rub out any mistakes completely.

You MUST record your answers on the ANSWER SHEET.

Mark only **ONE** answer for each question.

Your score will be the number of correct answers.

Marks are **NOT** deducted for incorrect answers.

There are **5 MULTIPLE-CHOICE QUESTIONS** (1–5).

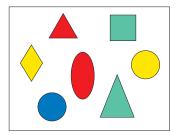
Use the information provided to choose the $\mbox{\bf BEST}$ answer from the four possible options.

On your **ANSWER SHEET** fill in the oval that matches your answer.

You may use a ruler and spare paper.

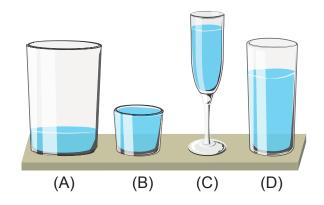
You are **NOT** allowed to use a calculator.

1. Here is a group of shapes.



How many circles are in this group?

- (A) 2
- (B) 3
- (C) 4
- (D) 5
- 2. Which glass contains the most water?



3. Here is a number pattern.

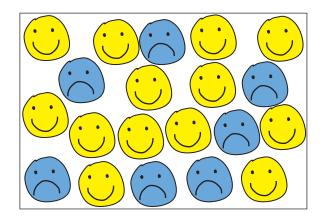
255, 365, 475, 585,

? , ...

Which number is next in this pattern?

- (A) 695
- (B) 685
- (C) 605
- (D) 595

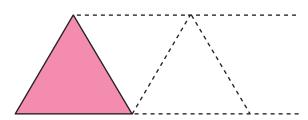
4. Here is a group of faces.



What fraction of the group has smiling faces?

- (A) $\frac{13}{13}$
- (B) $\frac{13}{20}$
- (C) $\frac{7}{13}$
- (D) $\frac{7}{25}$
- 5. Peter had some triangular tiles with sides 3 cm long.

He placed them side by side to make a trapezium.



If the perimeter of the trapezium was 27 cm, how many tiles did Peter use?

- (A) 3
- (B) 5
- (C) 7
- (D) 9

THIS PAGE MAY BE USED FOR WORKING.										

ACKNOWLEDGMENT

Copyright in this booklet is owned by UNSW Global Pty Limited, unless otherwise indicated. Every effort has been made to trace and acknowledge copyright. UNSW Global Pty Limited apologises for any accidental infringement and welcomes information to redress the situation.

THE FOLLOWING YEAR LEVELS SHOULD SIT THIS PAPER:

Australia	Year 5
Brunei	Primary 5
Hong Kong	Primary 5
Indian Subcontinent ¹	Class 5
Indonesia	Year 6
Malaysia	Standard 5
Middle East ²	Class 5
New Zealand/Pacific ³	Year 6
Singapore	Primary 4
Southern Africa ⁴	Grade 5

- Indian Subcontinent Region: India, Sri Lanka, Nepal, Bhutan and Bangladesh.
 Middle East Region: United Arab Emirates, Qatar, Kuwait, Saudi Arabia, Egypt, Bahrain, Oman, Turkey, Lebanon, Tunisia, Morocco, Libya, Algeria and Jordan.
 Pacific Region: Vanuatu, Papua New Guinea and Fiji.
 Southern Africa Region: South Africa, Botswana, Lesotho, Swaziland, Zimbabwe and Namibia.



© 2017 UNSW Global Pty Limited. Copyright in this document is owned by UNSW Global Pty Limited.











HOW TO FILL OUT THIS SHEET: USE A PENCIL

- Print your details clearly in the boxes provided.
- Make sure you fill in only <u>one</u> oval in each column.
- · Rub out all mistakes completely.
- Do not use a coloured pencil or pen.

E	EXAMPLE 1: Debbie Bach											
FIF	RST	N/	MI	E				LA	ST	NA	ME	
D	Ε	В	В	I	E	7		В	Α	С	Н	
	0	0	0	0	O			O	Q	0	0	7
B	B		(A)	B	(A) (B)				B	B	B	
	Ō	0	Ō	0	7			0	Ō	•	7	
E	9	(E)	9	Ç.				9	٩			

EXAMPLE 2: Chan Ai Beng FIRST NAME LAST NAME												
CHAN	AIBENG											
0000	000000											
BBBF	B B B B B B											
	000000											
(a)	000000											
(E)	E E E E											

EXAMPLE 3: Jamal bin Abas															
FIRST NAME LAST NAME															
	J	Α	M	Α	L		В	Ι	Ν		Α	В	Α	S	7
	Ō	Ō	Ō	Ō	Ō	•	Ō	Ō	\overline{C}		ō	Ō	Ō	O	
	(A)		(A) (B)	$\overline{}$	(A)	\sim	$\overline{}$	(A)	Ü				•	(A) (B)	
	90	\sim	0	\sim	$\overline{}$	\sim	_	e	,		00	Ö	0	۳	
	ō	\sim	Ō	\sim	$\overline{}$	\sim	ē				0	ō	ᠬ		
	Œ	Œ	(E)	Œ	Œ	F					Œ	F			

F	FIRST NAME to appear on certificate							L	AS	1 T	NΑ	ME	Ξ to	a _l	ope	ar	on	ce	rtifi	ica	te																						
				$\overline{}$																																	$\overline{}$		$\overline{}$			$\overline{}$	
l _																																											
(A																						(A) (A) (B) (E)) (B						AB											(A) (B)
(B																									- 1 -	_						©										_	0
1							17			_	_		_		_	_		_			_	0			-		_	_	_	_	_	(D)	- 1	_			_		_		_	_	(D)
1 -			_		_	_	_	_		_		_	_	_	_	_	_	_	_	_	_				-			_	_	_	_	(E)	- 1	_	_		_	_	_		_	_	
																						(F) (E						_	_	_	_	(F)	- 1	_		_		_				_	F
																						(a) (b)										(G)										_	-
																						\oplus			Ħ			_	_	_	_	(H)	- 1	_				_					
			_		_	_	_	_				_	_	_	_	_	_	_	_	_	_		_		C		L-	_	_	_	_	① ·	- 1	_				_					(I)
1 -										0													, -),								0											J
1										(K)												5			ı, K							(K)										_	- 1
																						4.1	کرر									<u> </u>											<u> </u>
M																					M	W.	D M									M										M	M
N	0	D (N)	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	()		OL I) (N		N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
@	0	D (<u></u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0		(o)	0)	© @	0		0	0	0	0	0	0	0	0	<u></u>	0	0	0	0	0	0	0	0	0	0
œ		ව (P (P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	0	P	PE	e e		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
0	0	D (<u>a</u> (Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	((I)	Q	(I)	(@	(@ @	0		Q	0	(Q	((I)	Q	Q	Q)	Q	Q	(I)	Q	(Q	(I)	(I)	Q	Q
R	0	হ) (R) (R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R E	R		R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	0	D	S) (S	S	S	S	S	(S)	S	S	S	S	S	S	S	S	S	S	S	S	S 3	S		S	S	(S)	S	S	S	S	S	3	S	S	S	S	S	S	S	S	S	S
Œ	0	D (D (T	T	T	(T)	T	1		1	T	1	T	1	T	T	T	T	T	1	① ①	DŒ		Œ	(T	(T)	T	1	T	T	T	D	T	①	(T)	1	T	1	T	1	T	T
Q	0	D (<u>U</u> (U	U	U	U	(U)	0	0	0	U	U	U	U	(U)	U	(U)	U	U	U	(()	D (C		U	(U)	0	U	U	(U)	U	U	U	U	U	U	U	U	U	U	U	U	0
V	0	D (V) (V	V	V	V				V	V	V	V	V	\bigcirc	V	\bigcirc	V	V	V	(V) (V	\mathbb{Z}		V	(V)	(V)	V	V	\bigcirc	V	V	V	V	V	V	V	V	V	V	V	V	V
(V	0	V) (w (W	W	W) W	(W)	(W)	w	W	W	W	W	W	W	W	W	W	W	W	W (V	v) (w		W	(W	(W)	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	w
Ø	0	0	X) (\otimes	X	\otimes	\propto	(X	\propto	\otimes	\otimes	X	X	X	\otimes	\otimes	X	\otimes	X	\otimes	\otimes	X 0	\odot		X	(X	(X)	\otimes	\otimes	\otimes	X	X	\otimes	\otimes	\otimes	X	X	X	X	X	X	X	X
1																						\bigcirc										Y										Y	(Y)
Z																						Z										Z										Z	Z
G																						0	0		(T	0						•										•	0
E										(=)															Œ	Ξ						<u> </u>										_	0
Ø) () (<i>D</i> (<u>()</u>								()		()		<u>()</u>		<u>()</u>		()		\bigcirc			(()		<u>()</u>		D	<u>()</u>	<u> </u>	<u>()</u>	<u>()</u>		<u>()</u>	<u>()</u>	<u>()</u>	<u>()</u>	
Aı	re	yo	u r	na	le	or	fen	nal	e?						0	M	ale)		0	F	emal	le		_		E O Mo							S		DEN otion		D					ASS onal)

Are you male or i	remaie?	\bigcirc	waie	\bigcirc	remaie
	our home usually e other than English?	0	Yes	0	No
School name:					
Town / suburb:					
Today's date:	//	_	Postcode	:	

D.	DATE OF BIRTH						STUDENT ID									CLASS				
Da	ay	Мо	nth	Ye	ar		(optional)									(optional)				
D	0	0	0	0	0		0	0	0	0	0	0	0	0	0		A	K		
D	1	1	1	1	1		1	1	1	1	1	1	1	1	1		B	ᡅ		
0	2		2	2	2		2	2	2	2	2	2	2	2	2		0	M		
3)	3		3	3	3		3	3	3	3	3	3	3	3	3		0	N		
	4		4	4	4		4	4	4	4	4	4	4	4	4		Œ	0		
	5		(5)	5	5		5	5	5	5	5	(5)	5	5	5		(F)	P		
	6		6	6	6		6	6	6	6	6	6	6	6	6		G	@		
	7		7	7	7		7	7	7	7	7	7	7	7	7		H	R		
	8		8	8	8		8	8	8	8	8	8	8	8	8			S		
	9		9	9	9		9	9	9	9	9	9	9	9	9		J	T		

TO ANSWER THE QUESTIONS

MULTIPLE CHOICE

Questions 1 to 5

Example: 4 + 6 =

- (A) 2
- (B) 9
- (C) 10
- (D) 24

The answer is $\underline{10}$, so fill in the oval \bigcirc , as shown.



USE A PENCIL DO NOT USE A COLOURED PENCIL OR PEN









START

- 1
 - \bigcirc
- B
- B
- **(C)**

©

D

3

2

 \bigcirc

 \bigcirc

A

- B
- D

D

4

5

- A
- B

B

©

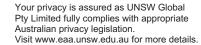
(C)

© D











QUESTION	KEY	SOLUTION	STRAND	LEVEL OF DIFFICULTY
1	A	There are two circles in the set.	Space and Geometry	Easy
2	D	This question tests estimation. By visual approximation based on the width of each glass and the height of the level of water in each glass, D contains the most water.	Measurement	Easy
3	A	The pattern is created by adding 110 to the previous number. $585 + 110 = 695$	Algebra and Pattern	Easy
4	В	There are 13 smiling faces out of the total of 20.	Number and Arithmetic	Easy
5	С	The two sides of the trapezium would be 3 cm + 3 cm = 6 cm. The rest of the trapezium, which is 21 cm, would have to be formed by the two bases (the top and the bottom base of the shape). Knowing that each tile has a side of 3 cm, we need to divide 21 by 3 to get the total number of tiles needed.	Measurement	Hard

Level of difficulty refers to the expected level of difficulty for the question.

Easy more than 70% of candidates will choose the correct option

Medium about 50–70% of candidates will choose the correct option

Medium/Hard about 30–50% of candidates will choose the correct option

Hard less than 30% of candidates will choose the correct option