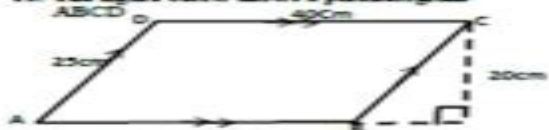


MATH revision EXAMS +ANSWERS WITH [KCPE STANDARD]

15. Oyalo bought three thermos flask at a total of shs. 1080. He later sold each of them at shs. 400. What was his percentage profit?
- A. 4% B. $11\frac{1}{3}\%$
C. $37\frac{1}{3}\%$ D. 20%
16. The figure below shows a parallelogram ABCD
- 
- What is the area of the parallelogram above?
- A. 100cm^2 B. 500cm^2
C. 800cm^2 D. 750cm^2
17. Karani read $\frac{1}{4}$ of a story book on Monday, $\frac{2}{5}$ of it on Tuesday and the remainder on Wednesday. If the story book had 280 pages, how many pages did he read on Tuesday and Wednesday together?
- A. 210 B. 98
C. 70 D. 112
18. The mean age of 6 boys is 12 years if the ages of five of them is 13, 14, 9, 13 and 10, how old is the sixth boy?
- A. 11 years B. 13 years
C. 12 years D. 61 years
19. Construct a triangle JKL such that line JK = 6.5cm KL=7cm and LJ=8cm. Draw a circle touching points JKL. What is the length of the diameter?
- A. 4.2cm B. 4cm
C. 2cm D. 8.4cm
20. The table below shows arrival and departure times for buses of a certain route from town A to town E
- | TOWN | ARRIVAL | DEPARTURE |
|------|---------|------------|
| A | | 8.30AM |
| B | 9.30 AM | 9.31AM |
| C | 11.40AM | 12.10 NOON |
| D | 2.45PM | 3.00PM |
| E | 4.45PM | 5.00PM |
- How long does it take the bus to travel from town C to town E
- A. 4hrs 35min B. 4hrs 30min
C. 4hrs 45min D. 5hrs 05min
21. Ken and Kelvin shared some money in the ratio 3 : 4 Kelvin got shs. 3600 more than Ken. How much money in total were they sharing
- A. Shs. 10 800 B. Shs. 3 600

- C. Shs. 14 400 D. Shs. 25 200
22. Joyce borrowed shs. 120,000 from a bank that charged a simple interest at the rate 12% per annum. How much money did she pay back after 2 years?
- A. Shs. 28 800 B. Shs. 14 400
C. Shs. 148 800 D. Shs. 134 400
23. In the figure below ABCD is a rhombus. Line ABF and DEF are straight lines. Angle BFE = 26° and angle BEF = 78°



- What is the size of angle ADE?
- A. 78° B. 106°
C. 74° D. 152°
24. What is the value of $\frac{2x+3}{x}$
- $x=5$ $y=\frac{1}{2}$ $z=4$ $w=3$
- A. $\frac{7}{2}$ B. 5 C. 8 D. 12
25. A closed cylindrical tin has a radius of 14 cm and a height of 20cm. what is the area of the curved surface?
- A. 1760cm^2 B. 12320cm^2
C. 1232cm^2 D. 2376cm^2
26. How many edges faces and vertices do the net drawn below have when folded into a solid?
- 
- | | | |
|------|---|---|
| E | F | V |
| A. 4 | 6 | 4 |
| B. 4 | 4 | 6 |
| C. 6 | 4 | 4 |
| D. 5 | 8 | 5 |
27. Ragina earns a total of shs. 16 250 after working for 25days. How much more would she earn if she works for 32 days?
- A. Shs. 20 800 B. Shs. 4 350
C. Shs. 650 D. Shs. 14 300

Answers Math 436 Exams Quebec

Sebastian Brünink



Answers Math 436 Exams Quebec:

Resources in Education, 2000-04 Mathematics 436 - Finely Explained Rob Shutler, 2004 This book deals with the geometric aspects of the Quebec mathematics course numbered 436 The history of this course depicts a difficult and confusing path with results measured in failures and frustration The course is meant for students expecting to go on to studies in the technical and scientific fields Unfortunately there has been a dearth of material to explain the course The reality is that it has been a source of confusion for administrators teachers parents and most unfortunately students Rob Shutler has attempted to leave the fighting and finger pointing behind and concentrate on explaining the material The book follows a traditional path and provides painstaking detail to explain each topic and provide a plethora of examples The underlying feature of this book is its secure connection to the provincial exam that provides the final and ultimately deciding evaluation for students The book could be used as a textbook for classroom use or as a stand alone resource for a committed besieged student It is an excellent foundation resource for any mathematics teacher **Cloze and Coherence** John W. Oller, Jon Jonz, 1994 Cloze procedure is a family of testing and teaching methods that leave blanks in discourse and ask examinees to restore the missing elements Edited and coauthored by award winning scholars Cloze and Coherence shows how and why cloze procedure is sensitive to discourse constraints and it offers a comprehensive theory of semiotics showing what coherence is and reviewing a great deal of cloze research It traces in particular the history of cloze research pertaining to studies of coherence from Hermann Ebbinghaus in the 1890s to Wilson L Taylor in the 1950s until today The research presented here aims to show that cloze scores tend to fall if discourse constraints are disrupted Also explored are many subtle questions associated with this tendency Populations discussed include native and nonnative speakers of English native and nonnative speakers of French and certain special populations such as deaf subjects and educable mentally retarded subjects Contrary to some experts it appears from the theory and the research that all of the normal subject populations as well as the special populations examined here benefit from the cognitive momentum gained from the episodic organization of ordinary discourse This finding is sustained by research from Taylor Oller et al Cziko Bachman Jonz and Taira Further some of Jonz's recent work shows why scrambling encyclopedic text Timothy Shanahan and colleagues failed to produce any significant decrement in cloze scores Jonz demonstrated empirically that some texts just as Gary A Cziko had predicted are not made more difficult by scrambling their sentences because the sentences of those texts are in some cases arranged in the manner of a list rather than a logically or chronologically structured series Scrambling the list therefore has no significant impact The final chapter of this study gives a comprehensive review of research reportedly showing that cloze is not sensitive to coherence The authors show that all those efforts suffer from fatal flaws Cloze and Coherence offers advances of two kinds First a better theoretical basis for experimental research on discourse comprehension and on literacy and language acquisition is presented which stems from a fleshed out semiotic theory Second experimental advances whose results are

published here for the first time appear in various studies by Jonz Chihara et al Oller et al and Taira This work is well researched and illustrated It includes figures tables appendices a glossary and an index It will be a valuable tool for language and literacy testers and teachers

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