



# Ministry of Education, Youth and Information

## Primary Exit Profile (PEP 6)

April 2022

### Curriculum - Based Test Mathematics

Time: 1 hour 30 minutes

**Write your name and the name of your school below:**

Name of Student

Name of School

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MOEYI/SAU/C Form 1110-202201-V11

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**Instructions:**

For items 1 to 34, there is only ONE (1) correct answer. Indicate your response to each item by shading the letter next to the answer you choose. An example is given below.

**Example**

What is the result of  $7 + 8$ ?

- A 1
- B 15
- C 56
- D 78

"B" is shaded because it is the ONLY correct answer.

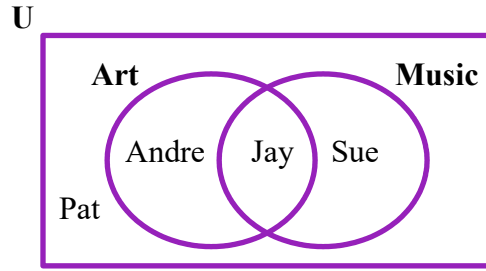
1. Which name **CORRECTLY** represents the number 524?

- A five hundred forty two
- B five hundred twenty four
- C two hundred fifty four
- D four hundred twenty five



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Examine the Venn diagram below. Use it to answer item 2.



2. Which student likes both Art and Music?

- (A) Andre
- (B) Jay
- (C) Pat
- (D) Sue

Five numbers are shown in the box below. The value of the digit 2 is less than one thousand in each of the numbers in the box. Examine the numbers carefully then answer item 3.



3. For which of the following is the value of the digit 2 also less than one thousand?

- (A) 1,234
- (B) 42,936
- (C) 329,463
- (D) 5,249,310

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4. In the number 81,509 the digit 8 is in the \_\_\_\_\_ place.

- (A) tens
- (B) hundreds
- (C) thousands
- (D) ten thousands

**A student made the following statement. Use it to answer item 5.**

*"When multiplying a number by 10, simply put zero at the end of the number."  
For example:  $42 \times 10 = 420$*

5. For which number will this strategy work?

- (A) 7.534
- (B) 7.53
- (C) 7.5
- (D) 7

6. Which statement is an example of an infinite set?

- (A) the set of numbers greater than ten
- (B) the set of letters in the alphabet
- (C) the set of grains of rice in a cup
- (D) the set of cars in a parking lot

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7. Which of the following ratios is equivalent to 2 : 3?

(A) 5 : 10

(B) 5 : 15

(C) 10 : 15

(D) 10 : 25

8. Which problem can be solved by adding  $\frac{1}{2}$  and  $\frac{1}{3}$ ?

(A) Jake puts  $\frac{1}{2}$  of his pencils into an empty bag. He then puts another  $\frac{1}{3}$  of his pencils into the same bag. What fraction of his pencils are now in the bag?

(B) Jake puts  $\frac{1}{2}$  of his pencils into his desk. He then gives  $\frac{1}{3}$  of the pencils in his desk to Lacy. What fraction of Jake's pencils did Lacy receive?

(C) Jake gives  $\frac{1}{2}$  of his pencils to Bill and some of his pencils to Kimmy. What fraction of his pencils did he give to Kimmy, if he now has  $\frac{1}{3}$  remaining?

(D) Jake gives  $\frac{1}{2}$  of his pencils to Jill and  $\frac{1}{3}$  of the remainder to Bill. What fraction of his pencils does he have left?



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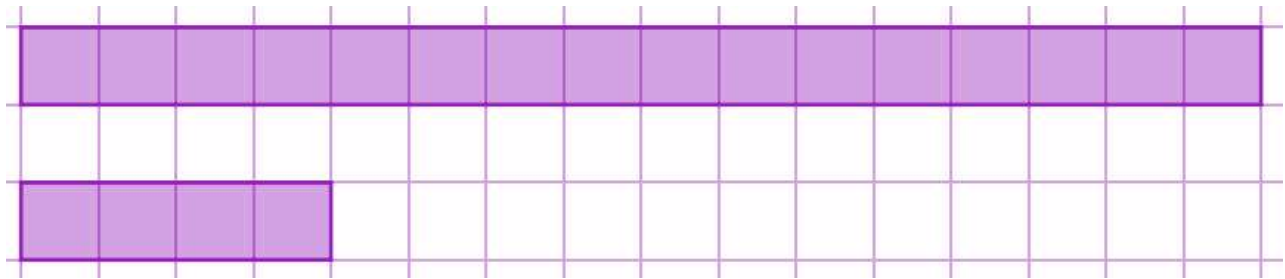
The table below shows the number of boys and girls in grades 2 to 5 at Rose Mountain Primary School. Use it to answer item 11.

Grade	Boys	Girls
2	24	16
3	15	25
4	12	15
5	16	15

11. In which grade is the ratio of boys to girls 4 : 5?

- A Grade 2
- B Grade 3
- C Grade 4
- D Grade 5

Examine the two bars shown on the diagram below. The longer bar represents 400% of the shorter bar OR 160 units. Use this information to answer item 12.



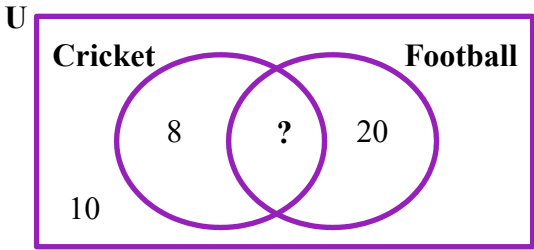
12. Which statement is **TRUE** about the length of the shorter bar?  
The length of the shorter bar is \_\_\_\_\_.

- A 16 units, because  $160 \div 10 = 16$
- B 40 units, because  $160 \div 4 = 40$
- C 100 units, because  $400 \div 4 = 100$
- D 4 units, because  $400 \div 100 = 4$





The students in 6G were asked to name the sport they played. The data collected is shown in the Venn diagram below. Use it to answer item 13.



13. What information could be used to determine how many students played both cricket and football?

- (A) The number of students who play football only.
- (B) The number of students who play cricket.
- (C) The number of students who play football only or cricket only.
- (D) The number of students who do not play football or cricket.

14. Which number is both a factor and a multiple of 24?

- (A) 6
- (B) 12
- (C) 24
- (D) 48

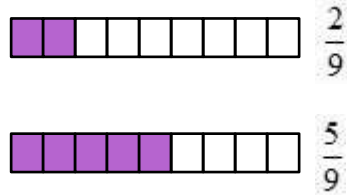
15. Which of the following shows the reciprocal of the product of 5 and 6?

- (A) 11
- (B) 30
- (C)  $\frac{1}{11}$
- (D)  $\frac{1}{30}$





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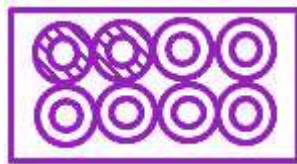
The diagrams below show two fractions,  $\frac{2}{9}$  and  $\frac{5}{9}$ . Use them to answer item 16.



16. Determine the value of  $\frac{2}{9} + \frac{5}{9} =$

- (A)  $\frac{3}{9}$
- (B)  $\frac{7}{9}$
- (C)  $\frac{7}{18}$
- (D)  $\frac{10}{18}$

The diagram below shows 8 donuts in a box. The ratio of coconut donuts (  ) to vanilla donuts (  ) is 2 : 6. Use the diagram and this information to answer item 17.



17. What percentage of the donuts are coconut?

- (A) 2%
- (B) 4%
- (C) 25%
- (D) 75%

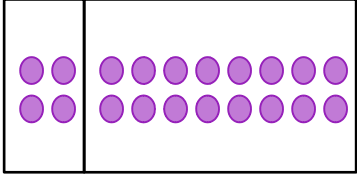
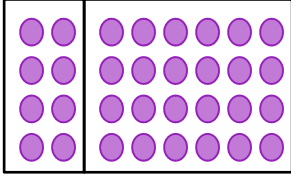


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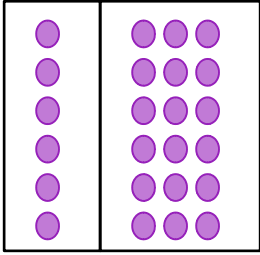
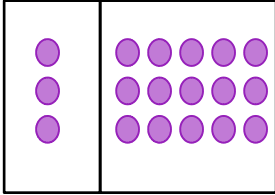
20. Which number is a prime factor of 50?

- (A) 1
- (B) 2
- (C) 10
- (D) 25

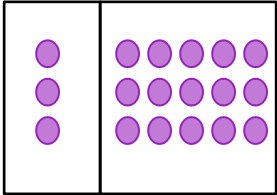
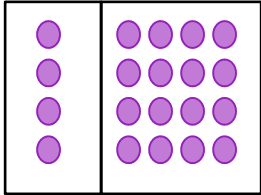
21. Which pair of diagrams represents equivalent ratios?

(A)  and 

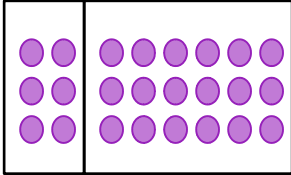
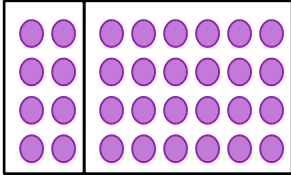
$4 : 16$                        $8 : 24$

(B)  and 

$6 : 18$                        $3 : 15$

(C)  and 

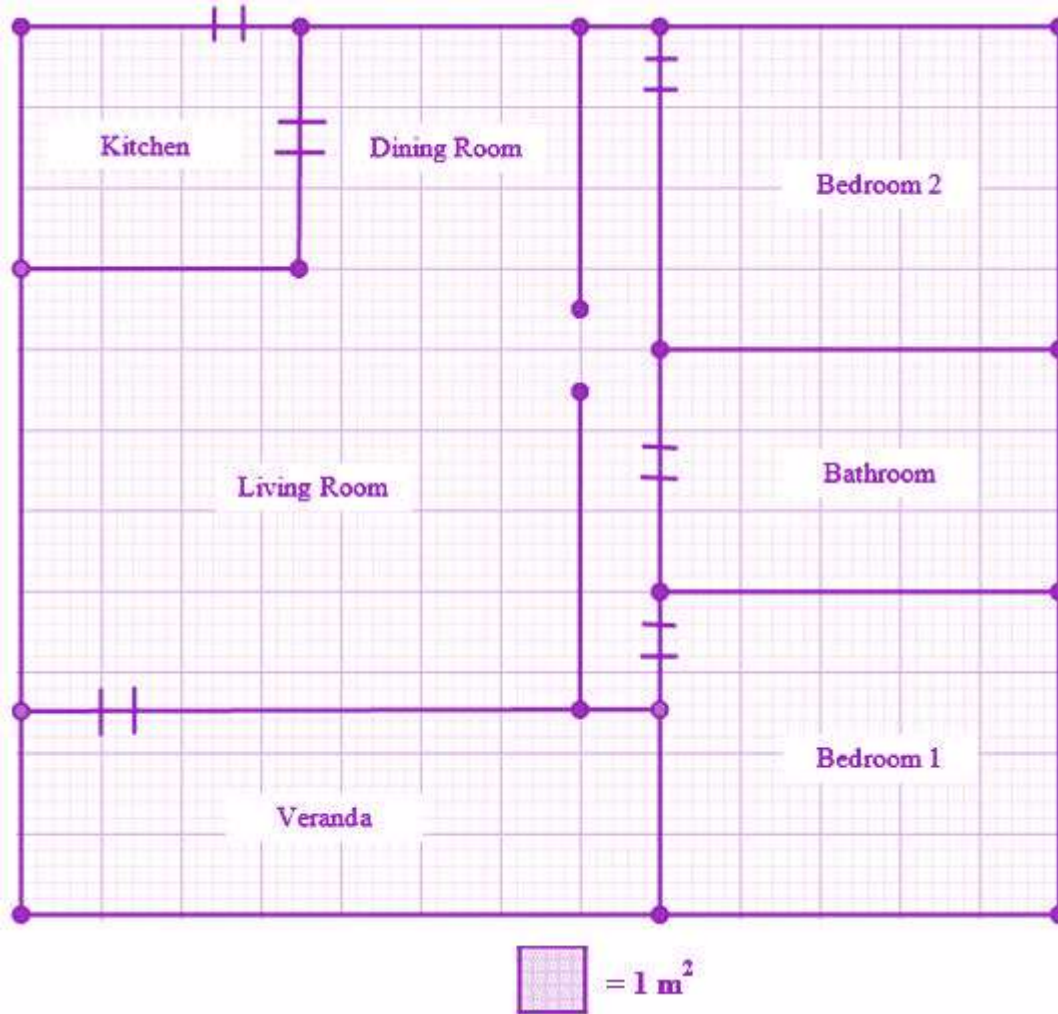
$3 : 15$                        $4 : 16$

(D)  and 

$6 : 18$                        $8 : 24$

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The scaled drawing of a floor plan is shown below. Use it to answer item 22.



22. Which of the following is a reasonable estimate of the area of the living room?

- (A) 20 m<sup>2</sup>
- (B) 24 m<sup>2</sup>
- (C) 40 m<sup>2</sup>
- (D) 72 m<sup>2</sup>

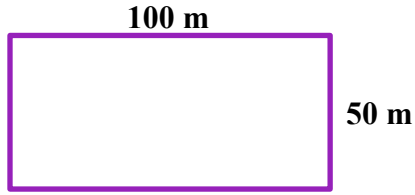
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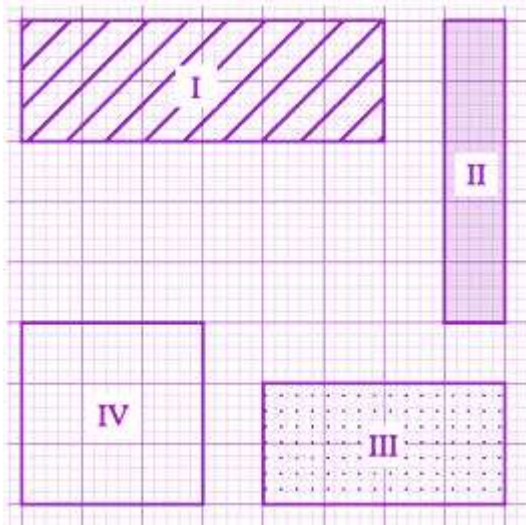
The rectangle below has length 100 m and width 50 m. Use it to answer item 23.



23. What is the perimeter of the rectangle?

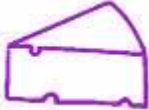
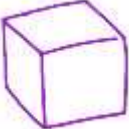


- (A) 150 m
- (B) 300 m
- (C) 500 m
- (D) 5000 m

24. Which rectangle has a perimeter that is different from the others?

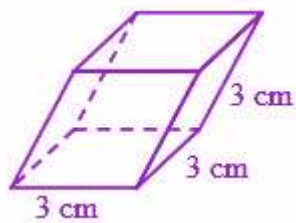


- (A) I
- (B) II
- (C) III
- (D) IV

25. Which object is a good example of a pyramid?

- (A) 
- (B) 
- (C) 
- (D) 

Marva saw the solid below. She is convinced that it is a cube. Use it to answer item 26.

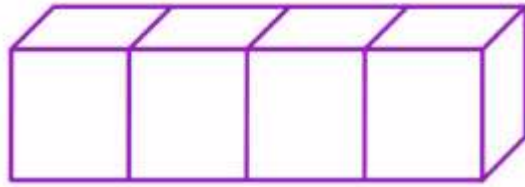


26. Which statement about cubes could you use to convince her that it is **NOT**?

- (A) All the edges have the same length.
- (B) Each face is a square.
- (C) It has 8 vertices.
- (D) Opposite faces are parallel.

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The figure below represents 4 white cubes that Ana glued together. She then painted the entire figure blue. Use this information to answer item 27.



27. How many faces of the 4 cubes were painted blue?

- (A) 6
- (B) 9
- (C) 18
- (D) 24

Read the information in the box below. Use it to answer item 28.

**Kim is building a model of an octahedron from match sticks and bubble gum balls. She uses the match sticks to represent the edges and the bubble gum balls to represent the vertices.**

28. Which statement is **TRUE** about the number of match sticks and the number of bubble gum balls she will need to build the model?

- (A) The number of bubble gum balls will be a half of the number of match sticks.
- (B) The number of bubble gum balls will be two thirds the number of match sticks.
- (C) The number of bubble gum balls will be the same as the number of match sticks.
- (D) The number of bubble gum balls will be two times the number of match sticks.



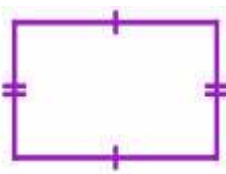
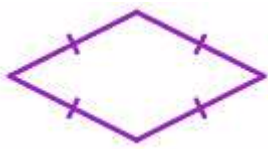
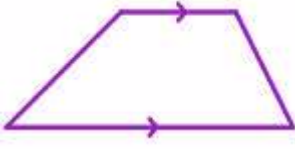



Read the conversation below. Use it to answer item 29.

**Toni:** "If the length of the sides of a quadrilateral are whole numbers, then the perimeter of the quadrilateral is always an even number because it has 4 sides."

**Marcus:** "I disagree, let me show you with one example."

29. Which quadrilateral could Marcus use to prove his claim?

- (A) 
- (B) 
- (C) 
- (D) 

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As part of her statistics project, Dacia is collecting information on the number of lunches sold in her school's canteen daily. She represented the data she collected in the table below. Use it to answer item 30.

Day	Number of Lunches
Monday	60
Tuesday	71
Wednesday	65
Thursday	57
Friday	42

30. Which graph represents Dacia's findings as seen in the table?



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A teacher conducted a survey to find out whether students liked to do homework or not. The table below shows the information the teacher collected. Use it to answer item 31.

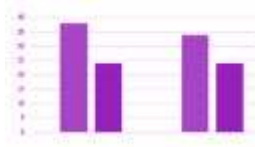
Question	Response	Gender		Total
		Male	Female	
Do you like to do homework?	Yes	38	24	62
	No	34	24	58
Total		72	48	120

31. Which chart/graph would be **most appropriate** to represent this information?

(A) Single Bar Graph



(B) Double Bar Graph



(C) Pie Chart



(D) Line Graph



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The stem and leaf plot below shows the number of bananas sold by a school's tuck shop over a three week period. Use this information to answer item 32.

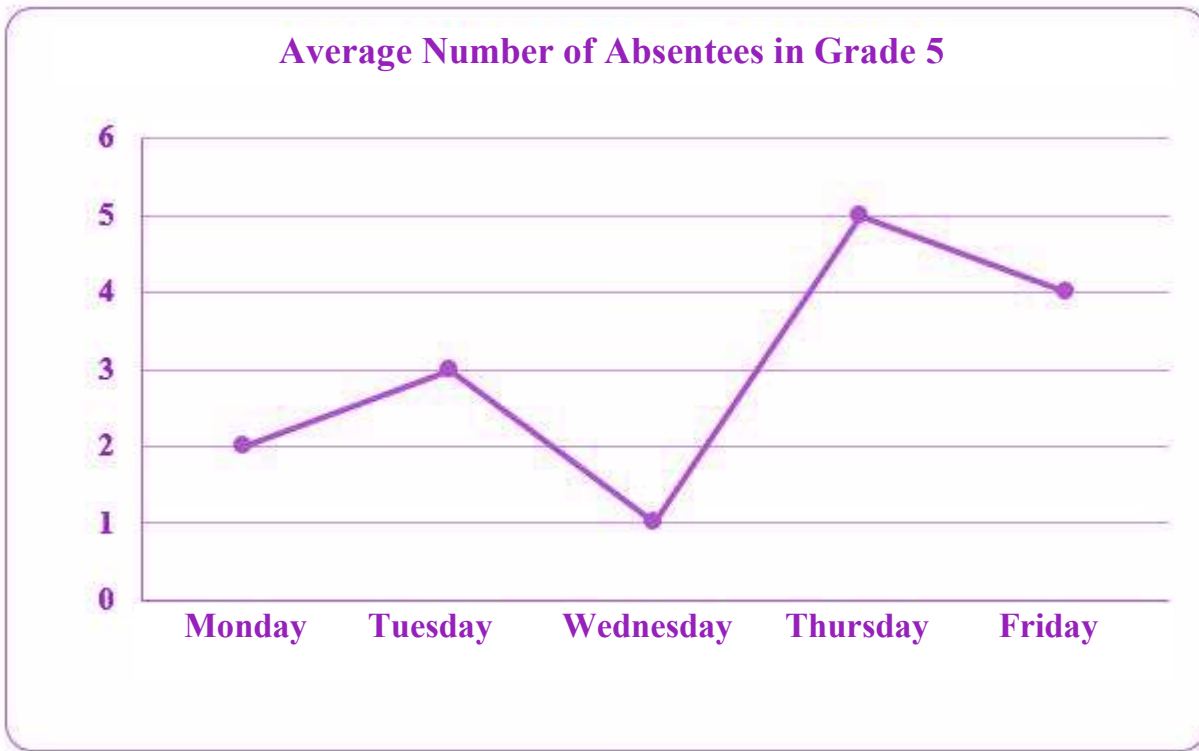
Stem	Leaf
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5	1 1 1 5 9
6	2 2
7	5 9 9

Key:  
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32. The shaded area shows that 51 bananas were sold on three days. How many days were 79 bananas sold?
- (A) 10
  - (B) 5
  - (C) 3
  - (D) 2
33. A student is trying to determine which of two charts: a pie chart or a bar chart, would be **BETTER** to represent the time taken for seven (7) competitors to finish a set of activities. Which of the following would best justify the choice?
- (A) the bar chart because it better represents changes over time
  - (B) the pie chart because it is better to use when comparing parts to a whole
  - (C) the bar chart because it is better to use when comparing individuals or groups
  - (D) the pie chart because it is easier to draw



The line graph below shows the average number of students absent from grade 5 over a six-week period. Use it to answer item 34.



34. On which day of the week are all grade 5 students **most likely** to be at school?

- (A) Monday
- (B) Wednesday
- (C) Thursday
- (D) Friday

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**Instructions:**

For items 35 and 36, there is more than one (1) correct answer. Indicate your responses to each item by shading the letters next to the answers you choose. An example is given below.

**Example**

**Which two (2) shapes are quadrilaterals?**

- A Rectangle
- B Triangle
- C Trapezium
- D Pentagon

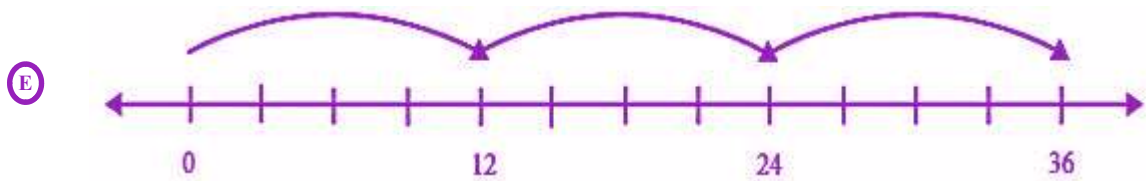
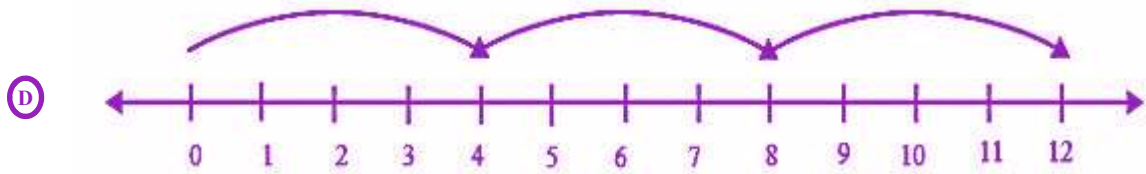
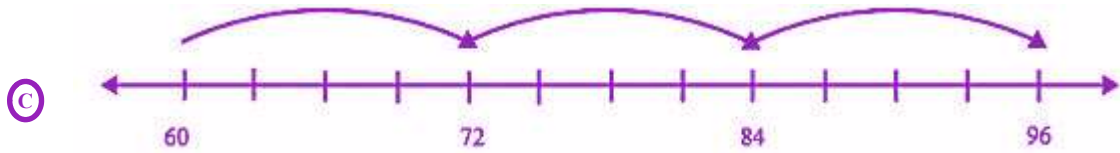
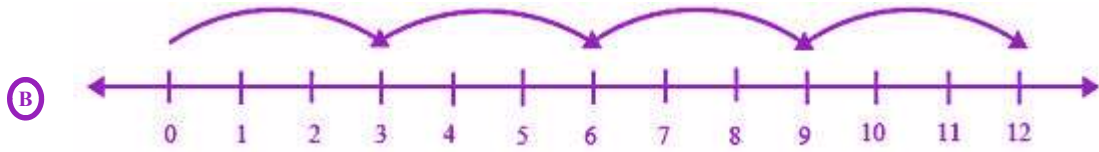
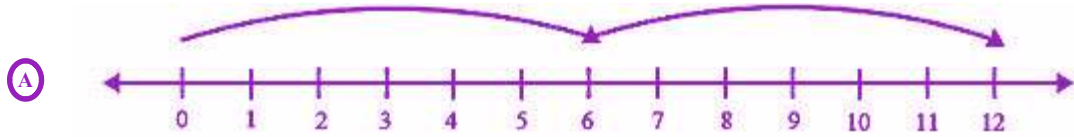
**"A" and "C" are shaded because they are both correct responses.**

35. The results from a survey showed that there were 1250 trees in a particular area. 42% of the trees were coconut trees, 28% were almond trees and the rest were mango trees. Which **TWO (2)** of the following statements are **TRUE**?

- A There are more mango trees than coconut and almond trees combined.
- B There are 875 coconut and almond trees combined.
- C There are 350 mango trees.
- D There are 725 coconut and almond trees combined.
- E There are 375 mango trees.



36. Which **TWO (2)** number lines show multiples of 12?



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**Instructions:**

For items 37, 38 and 39, indicate your responses by shading the appropriate letter in each row of the table given. Only ONE (1) letter is to be shaded in each row. An example is given below.

**Example**

For each number listed in the table below, shade the appropriate letter to indicate whether the number is prime or composite.

Number	Prime	Composite
3	<input checked="" type="radio"/> A	<input type="radio"/> B
6	<input type="radio"/> A	<input checked="" type="radio"/> B
13	<input checked="" type="radio"/> A	<input type="radio"/> B
15	<input type="radio"/> A	<input checked="" type="radio"/> B

"A" is shaded because 3 and 13 are prime numbers.

"B" is shaded because 6 and 15 are composite numbers.





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Anthony made the statement below. Read it and then use it to answer item 37.

*"For three consecutive counting numbers an even number will always follow an odd number."*

37. There are four sets of numbers listed in Column 1 of the table below. For each set of numbers given, shade the appropriate letter in each row to indicate whether the set of numbers is a **good example** or a **poor example** of Anthony's statement.

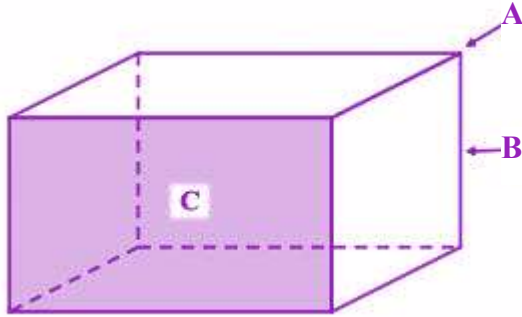
Column 1	Good Example	Poor Example
5, 10, 15	Ⓐ	Ⓑ
45, 46, 47	Ⓐ	Ⓑ
2, 3, 5	Ⓐ	Ⓑ
100, 101, 102	Ⓐ	Ⓑ

38. For each number given in Column 2 of the table below, shade the appropriate letter in each row, to indicate whether it is a **factor**, a **multiple** or **neither a factor nor multiple** of the number in Column 1.

Column 1	Column 2	Is a factor	Is a multiple	Is neither a factor nor a multiple
48	18	Ⓐ	Ⓑ	Ⓒ
18	9	Ⓐ	Ⓑ	Ⓒ
20	40	Ⓐ	Ⓑ	Ⓒ
52	13	Ⓐ	Ⓑ	Ⓒ

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The diagram below represents a cuboid. Use it to answer item 39.



39. For each part of the cuboid listed in the table below, shade the appropriate letter in each row that represents each part of the cuboid.

Part of the Cuboid	Letter
Edge	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
Face	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
Vertex	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C

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**Instructions:**

For item 40, indicate your response to each item by shading the appropriate letters in the sentence or paragraph that make it correct. Each letter corresponds to a symbol/word/expression from a given list of options. Each option should be used only once. Not all options have to be used. An example is given below.

**Example**

Choose two numbers from the list of options given below that make the number sentence that follows TRUE.

A	B	C	D
6	3	2	1

There are  A  B  C  D groups of 6 OR  A  B  C  D groups of 3 in the number 18.

The sentence should read:

There are 3 groups of 6 OR 6 groups of 3 in the number 18.

Therefore, "B" must be shaded first, then "A" second, in order to make the sentence correct.

Examine the two tables shown below. Use them to answer item 40.

A	B	C
$\frac{1}{3}$	2	3

D	E	F
$\frac{1}{4}$	12	16

40. Recall that factor  $\times$  factor = product.

Karen thinks that when we multiply two factors the product is always larger than each of the factors. Use one number from each table, as factors, to show that Karen's thinking is FALSE.

A  B  C  $\times$   D  E  F

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# Primary Exit Profile - 2022

Name: \_\_\_\_\_ {Name}

Date of Birth: \_\_\_\_\_ {DoB}

School Name: \_\_\_\_\_ {Schoolname}

School Code: \_\_\_\_\_ {Schoolcode}

Centre: \_\_\_\_\_ {Centrecode}

Parish: \_\_\_\_\_ {Parish}

Name of Test: \_\_\_\_\_ {Testname}

**IDENTIFICATION NUMBER**

↓

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DO NOT WRITE OR MAKE ANY MARK IN THIS BLOCK OR CHANGE ANYTHING IN IT

**A** Absent

## GENERAL INSTRUCTIONS

**Read the instructions below before answering the questions in the booklet:**

1. Your booklet contains 40 questions and the space for you to shade your answer. Shade ALL answers in the space provided IN your booklet.
  2. Read each instruction carefully, think about the answer and then make your choice.
  3. Be sure to completely shade the circle that matches the answer you have chosen.
- CORRECT:** ●      **INCORRECT:** ✓✗○●○
4. If you change your answer, erase the first shaded answer completely THEN shade in the new answer.
  5. Use a No. 2 or HB pencil only.

**DO NOT OPEN THIS BOOKLET UNTIL TOLD TO DO SO**

**BOOKLET # ASSIGNED**

MOEYI/SAU/C Form 1110-202201-V11

**28**



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