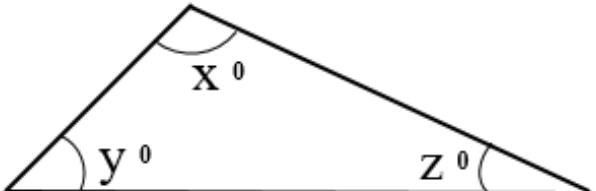
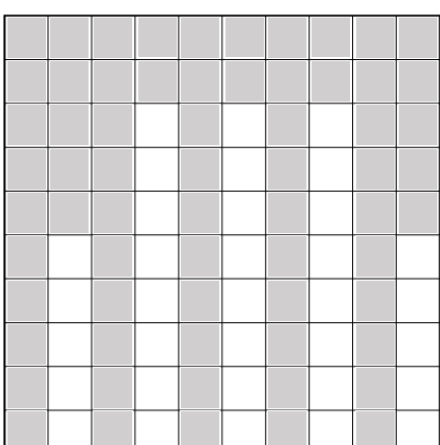


| SECTION A [30 MARKS] ANSWER ALL QUESTION | | Full mark |
|--|--|-------------|
| Question 1 | | [30] |
| <p>a) For each question, there are FOUR responses: A, B, C, and D. Choose the corresponding letter of your response and CIRCLE it neatly. NO score will be awarded, if you circle more than ONE letter.</p> | | |
| <p>i. The common factor of any natural number from the number cards below is</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">0</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div> </div> | | [2] |
| <p>A 0. B 1. C 2. D 3.</p> | | |
| <p>Sample Response: <i>1 is the common factor for all the natural number</i></p> | | |
| <p>ii. The sum of the angles in the given diagram is</p> <div style="text-align: center;">  </div> | | [2] |
| <p>A 60°. B 90°. C 180°. D 360°.</p> | | |
| <p>Sample Response: <i>The sum of the interior angle measures of a triangle always adds up to 180°.</i></p> | | |
| <p>iii. A student shaded the grid as given.</p> <div style="text-align: center;">  </div> <p>Which one represents the shaded parts of the grid?</p> | | [2] |
| <p>A 0.34 B 0.66 C 34 D 66</p> | | |

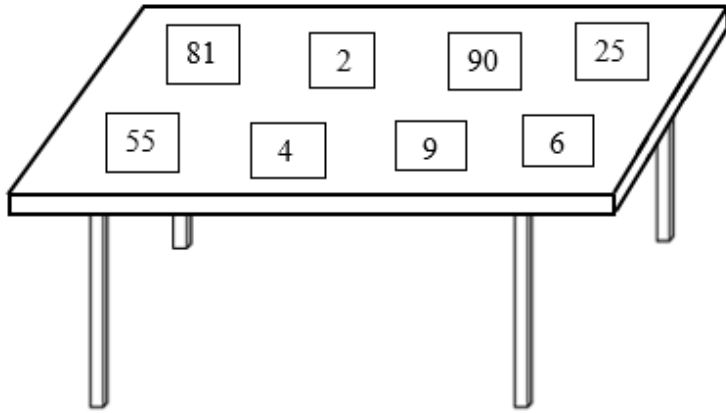
Sample Response:

66 squares out of 100 squares is shaded

$$= \frac{66}{100} = \underline{0.66}$$

iv. Identify all the square numbers from the cards displayed on the table.

[2]



- A 2, 6, 55, 90
- B 4, 9, 25, 90
- C 4, 9, 55, 81
- D 4, 9, 25, 81**

Sample Response:

The product of a number multiplied by itself is a square number.

$$4 = 2 \times 2$$

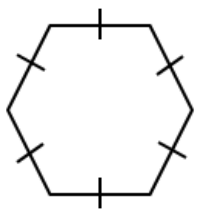
$$9 = 3 \times 3$$

$$25 = 5 \times 5$$

$$81 = 9 \times 9$$

v. The order of rotational symmetry of the given shape is

[2]



- A 1.
- B 2.
- C 6.**
- D 12.

Sample Response:

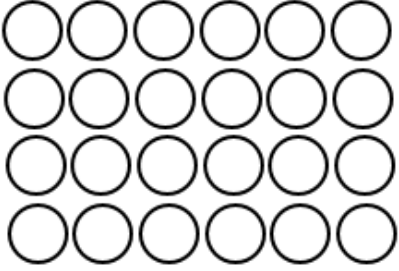
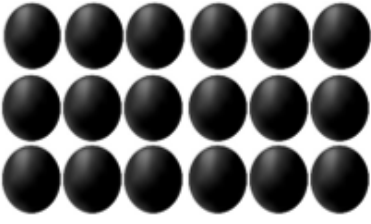
The given shape is a regular hexagon. Regular hexagons will have the order of 6 rotational symmetry.

vi. Sangay, Manju, Dema, and Kinley calculated the mean for the data set:

[2]

4, 6, 2, 7, 3, 2

| Name | Calculation |
|--------|--|
| Sangay | $4 + 6 + 2 + 7 + 3 + 2 = 24$ |
| Manju | $2, 2, \underline{3}, \underline{4}, 6, 7 = \frac{3+4}{2} = 3.5$ |
| Dema | $\underline{2}, \underline{2}, 3, 4, 6, 7 = 2$ |

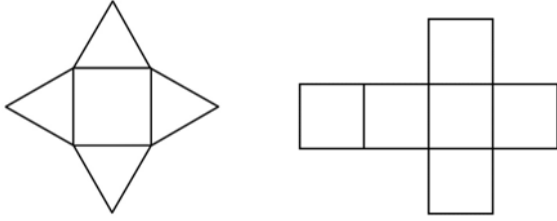
| <p>Karma</p> | $2 + 2 + 3 + 4 + 6 + 7 = \frac{24}{6} = 4$ | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------|---------------|-------------------|-----------------|---|---|-----------------|---|---|-----------------|---|---|-----------------|----|----|-----------------|-----|-----|-----------------|-----|-----|------------|
| <p>Who calculated the mean correctly?</p> <p>A Dema B Karma C Manju D Sangay</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Sample Response:</p> <p><i>A mean in Math is the average of a data set, found by adding all the data and then dividing the sum of the data by total number of data. .</i></p> <p><i>Therefore, Karma calculated the mean correctly as per the rule.</i></p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>vii. What is the ratio of Black Marbles to White Marbles in the simplest form?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>White Marbles</p> </div> <div style="text-align: center;">  <p>Black Marbles</p> </div> </div> | | <p>[2]</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>A 24:18 B 18:24 C 4:3 D 3:4</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Sample Response:</p> <p><i>18 black marbles and 24 white marbles</i></p> <p><i>Ratio = 18:24</i></p> <p><i>Simplest form = 3:4 (Each term is divided by 6)</i></p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>viii. Study the pattern below and answer the question.</p> <table border="1" data-bbox="205 1878 930 2249" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Position</th> <th>Square number</th> <th>Triangular number</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>1</td> <td>1</td> </tr> <tr> <td>2nd</td> <td>4</td> <td>3</td> </tr> <tr> <td>3rd</td> <td>9</td> <td>6</td> </tr> <tr> <td>4th</td> <td>16</td> <td>10</td> </tr> <tr> <td>5th</td> <td>...</td> <td>...</td> </tr> <tr> <td>6th</td> <td>...</td> <td>...</td> </tr> </tbody> </table> <p>What is the sum of the 5th square number and the 6th triangular number?</p> | | Position | Square number | Triangular number | 1 st | 1 | 1 | 2 nd | 4 | 3 | 3 rd | 9 | 6 | 4 th | 16 | 10 | 5 th | ... | ... | 6 th | ... | ... | <p>[2]</p> |
| Position | Square number | Triangular number | | | | | | | | | | | | | | | | | | | | | |
| 1 st | 1 | 1 | | | | | | | | | | | | | | | | | | | | | |
| 2 nd | 4 | 3 | | | | | | | | | | | | | | | | | | | | | |
| 3 rd | 9 | 6 | | | | | | | | | | | | | | | | | | | | | |
| 4 th | 16 | 10 | | | | | | | | | | | | | | | | | | | | | |
| 5 th | ... | ... | | | | | | | | | | | | | | | | | | | | | |
| 6 th | ... | ... | | | | | | | | | | | | | | | | | | | | | |
| <p>A 46 B 40 C 25 D 21</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Sample Response:</p> <p><i>5th square number is 25</i></p> | | | | | | | | | | | | | | | | | | | | | | | |

6th triangular number is 21

Their sum is $25 + 21 = 46$

ix. Identify the common properties of the given nets.

[2]



- I. Both can be folded to make 3-D shapes.
- II. Both have polygonal bases.
- III. Their shape and number of bases are the same.
- IV. None of them have round sides.

- A I, II, III
- B I, II, IV**
- C I, III, IV
- D II, III, IV

Sample Response:

Figures given are 3_D shapes (Solid).

Prism will have rectangular faces, whereas pyramid will have triangular faces.

Prism will have two identical polygonal bases and pyramid will have one polygonal base.

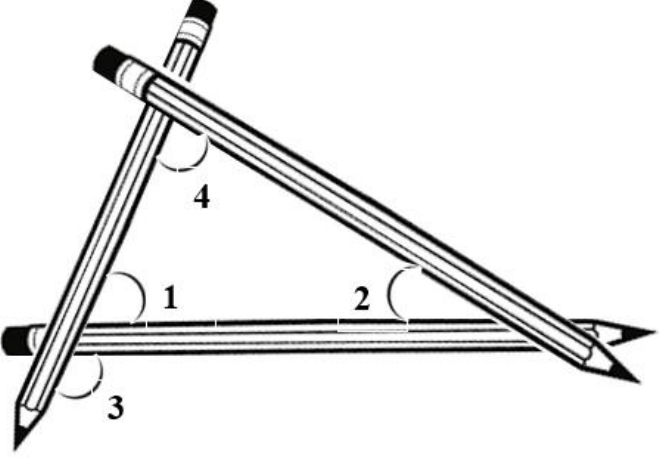
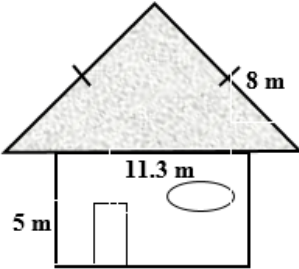
x. Following candidates contested for the local government election.

[2]

| Candidate | Number of Votes Secured |
|-----------------|------------------------------------|
| 1 st | Four-fifteenths of the total votes |
| 2 nd | One-third of the total votes |
| 3 rd | Two-fifths of the total votes |

How many more votes did 3rd candidate secure than 1st candidate?

- A $\frac{10}{15}$
- B $\frac{6}{10}$
- C $\frac{2}{10}$
- D $\frac{2}{15}$**

| | |
|--|-----|
| <p>xi. Which of these angles is closest to the size of the right angle?</p>  | [2] |
| <p>A 4 B 3 C 2 D 1</p> | |
| <p>Sample Response: <i>Angle 1 is about 60°</i> <i>Angle 2 is about 45°</i> <i>Angle 3 is about 120°</i> <i>Angle 4 is about 90°</i></p> | |
| <p>xii. Shopkeeper A earned a profit of Nu 2,350,000 and Shopkeeper B earned a profit of Nu 0.235 million in a month. Which of the following justifications best describe the statement?</p> | [2] |
| <p>A Shopkeeper A earned more profit because 2 million in Nu. 2,350,000 is greater than 0 million in 0.235 million. B Shopkeeper B earned more profit because 0.235 million is greater than Nu. 2,350,000 C Shopkeeper B earned more profit because the ngultrum given in millions is greater. D Shopkeepers A and B earned the equal profit.</p> | |
| <p>Sample Response: <i>Shopkeeper A = Nu 2,350,000</i> <i>Shopkeeper B = Nu 0.235 million (Rename it into a standard form)</i> $\text{Nu } 0.235 \text{ million} = 235,000$ <i>Therefore, 2 million in 2,350,000 is greater than 0 million in 235,000</i> <i>(Option A is the best comparison made in identifying who earned more)</i></p> | |
| <p>xiii. Deepak designs the house with an isosceles right triangle.</p>  <p>What is the area of the roof?</p> | [2] |
| <p>A 90.4 m^2 B 64.0 m^2 C 45.2 m^2 D 32.0 m^2</p> | |

Sample Response:

$Area\ of\ a\ triangle = (b \times h) \div 2$

$Base = 8\ m$

$Height = 8\ m$

$= (8\ m \times 8\ m) \div 2$

$= 64\ m^2 \div 2$

$= 32\ m^2$

xiv. Which of the following polygons has all the properties given below?

[2]

- The diagonals bisect each other.
- Both diagonals are lines of symmetry.
- It has four congruent right isosceles triangles.



P I



P II



P III



P IV

- A P I
- B P II
- C P III**
- D P IV

Sample Response:

P I (Parallelogram) will have only one property given above. "The diagonals bisect each other"

P II (Rhombus) will have two of the given properties above. "The diagonals bisect each other and Both diagonals are lines of symmetry"

P III (Square) will have all the properties given above.

P IV (Rectangle) will have two of the given properties above. "The diagonals bisect each other and Both diagonals are lines of symmetry"

xv. Four teams of students surveyed the favorite subjects of students in a school.

[2]

- Team I: It involved students' leaders.
- Team II: It involved parents and teachers only.
- Team III: It involved a maximum number of students from each class.
- Team IV: It involved all the members of the school.

Which team collected the data with the correct sample?

- A Team I
- B Team II
- C Team III**
- D Team IV

Sample Response:

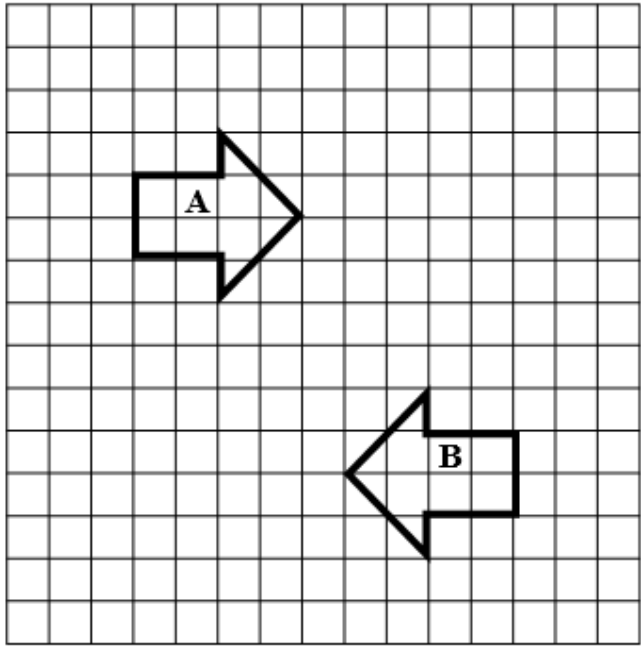
Sampling means selecting the group from which you will collect data in your research. The sample you choose must represent the population. "It involved a maximum number of students from each class".

SECTION B (30 MARKS)

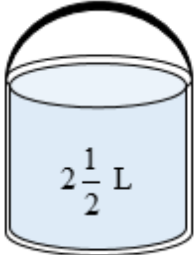
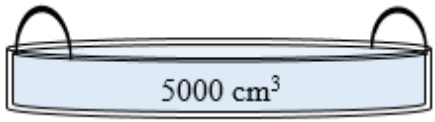
ANSWER ALL THE QUESTIONS

Question 2

| <p>a) The number cards are drawn from a bag.</p> <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">9</div> <div style="border: 1px solid black; padding: 2px 10px;">11</div> <div style="border: 1px solid black; padding: 2px 10px;">16</div> <div style="border: 1px solid black; padding: 2px 10px;">29</div> </div> <p>Sort out the numbers and fill in the table.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Prime Numbers</th> <th style="padding: 5px;">Composite Numbers</th> </tr> </thead> <tbody> <tr style="height: 40px;"> <td></td> <td></td> </tr> </tbody> </table> <p>Write one difference between the prime number and the composite number.</p> | Prime Numbers | Composite Numbers | | | [3] |
|--|-------------------|-------------------|--|--|-----|
| Prime Numbers | Composite Numbers | | | | |
| | | | | | |
| <p>Sample Response:</p> <p><i>Sorting:</i></p> <p>Prime numbers 11 and 29 -----[0.5 mark + 0.5 mark]</p> <p>Composite numbers 9 and 16 -----[0.5 mark+0.5 mark]</p> <p><u>Difference between prime and composite numbers</u></p> <p>Prime numbers have only two factors and Composite numbers have more than two factors -----</p> <p>---- [1 mark]</p> <p>OR</p> <p><u>Can only be divided evenly by 1 and itself</u></p> <p><u>Can be divided evenly by at least one other number besides 1 and itself -----[1 mark]</u></p> | | | | | |
| <p>b) Kinley has 8 more stickers than Leela. Together they have 26 stickers.</p> <p>How many stickers does Leela have?</p> | [2] | | | | |
| <p>Sample Response:</p> <p>Let Leela's stickers be 'x' } Kinley's stickers: 8 + x } ----- [0.5 mark]</p> <p>$8 + x + x = 26$ OR $8 + 2x = 26$ ----- [0.5 mark]</p> <p>$2x = 26 - 8$ -----[0.5 mark]</p> <p>$x = 18 \div 2 = 9$ (Leela's Stickers)-----[0.5 mark]</p> | | | | | |
| <p>Question 3</p> | | | | | |

| | |
|---|-----|
| <p>a) A student transformed Shape A to B as shown in the diagram.</p> <div style="text-align: center;">  </div> <p>(Show and) Write down the transformations used to move Shape A to Shape B.</p> | [3] |
|---|-----|

| | |
|--|--|
| <p>Sample Response: <u>Reflection and Translation -----[1.5 mark + 1.5 mark]</u> OR <u>Rotation and Translation -----[1.5 mark + 1.5 marks]</u></p> | |
|--|--|

| | |
|--|-----|
| <p>b) A farmer filled the containers with milk.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Container A</p> </div> <div style="text-align: center;">  <p>Container B</p> </div> </div> <p>Which container holds more milk? Justify your answer.</p> | [2] |
|--|-----|

| | |
|--|--|
| <p>Sample Response: $1 L = 1000 mL$ $2 \frac{1}{2} L = 2500 mL$ ----- [0.5 mark] $1 cm^3 = 1 mL$ $5000 cm^3 = 5000 mL$ -----[0.5 mark] $2500 mL < 5000 mL$ OR <u>Container B holds more milk.</u>-----[1 mark] OR $1 L = 1000 mL = 1000 cm^3$ $2 \frac{1}{2} L = 2500 mL = 2500 cm^3$ -----[1 mark] $2500 cm^3 < 5000 cm^3$ OR <u>Container B holds more milk.</u>-----[1 mark]</p> | |
|--|--|

| | |
|---|-----|
| Question 4 | |
| <p>a) The table shows the import of goods in year 2020.</p> | [3] |

| Goods | Price (Nu) |
|-------------|---------------|
| Coke | 1,717,380,000 |
| Cooking Oil | 968 million |
| Rice | 2.38 billion |

Which goods was imported least in the country? Show your work.

Sample Response:

(Converting to standard form)

Cooking oil: Nu 968 million = Nu 968,000,000 -----[1 mark]

Rice: Nu 2.35 billion = Nu 2,350,000,000 -----[1 mark]

Cooking oil is imported least -----[1 mark]

OR

Cooking oil: Nu 0.968 billion -----[1 mark]

Coke: 1.71738 billion -----[1 mark]

Cooking oil is imported least -----[1 mark]

OR

Coke: Nu 1,717.38 million ----- [1 mark]

Rice: Nu 2,380 million ----- [1 mark]

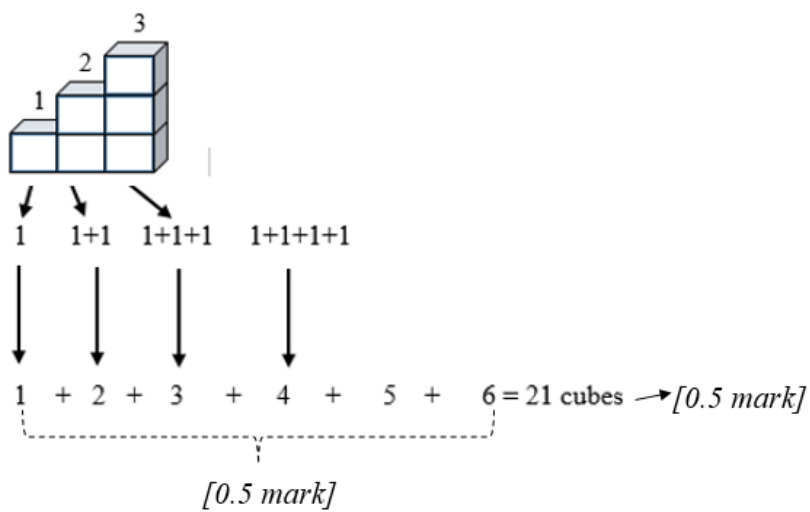
Cooking oil is imported least ----- [1 mark]

b) Dorji used 6 cubes to build a staircase with three steps. He says that he needs 20 cubes to build a staircase with six steps. Do you agree with him? Justify.

[2]

Sample Response:

No ----- [1 mark]



OR

No ----- [1 mark]

Since Dorji used 6 cubes to build the staircase with three steps, the number of steps increases by one. ----- [0.5 mark]

Therefore:

1st step: 1 cube

2nd step: 2 cubes

3rd step: 3 cubes

4th step: 4 cubes

5th step: 5 cubes
 6th step: 6 cubes
 Dorji needs to use 21 cubes. ----- [0.5 mark]

Question 5

a) A home science club in a school is knitting hats for 5 members. They want each member to get 2 red hats and 3 green hats. [3]

i. How many hats does the club need to knit? [2]

Sample Response:
 1 member = 5 hats (2 red + 3 green) ----- [0.5 mark]
 5 members = 5 × 5 ----- [0.5 mark]
 = 25 hats ----- [1 mark]
OR

$$\begin{array}{c} 5 \text{ members} = 5 \times 5 \\ \downarrow \quad \downarrow \\ [0.5 + 0.5 \text{ mark}] \\ = 25 \text{ hats} \text{ ----- } [1 \text{ mark}] \end{array}$$

ii. If there are 20 members, how many hats do they need to knit? [1]

Sample Response:
 1 member = 5 hats
 20 members = 20 × 5 ----- [0.5 mark]
 = 100 hats ----- [0.5 mark]

b) During Annual School Concert, the students performed different types of dances as shown in the table. [2]

| Types of dance | Number of students |
|----------------|--------------------|
| Rigsar | 40% |
| Boedra | $\frac{1}{4}$ |
| Others | 0.35 |

Which type of dance did most students prefer to perform? Justify.

Sample Response:
 (Converting into percent)
 Rigsar: 40%
 Boedra: $\frac{1 \times 25}{4 \times 25} = \frac{25}{100} = 25\%$ ----- [0.5 mark]
 Others: $0.35 = \frac{35}{100} = 35\%$ ----- [0.5 mark]
 Therefore, most students prefer Rigsar, since 40% is greater than 25% and 35%. ----- [1 mark]
OR
 (Converting into fraction)
 Boedra: $\frac{1}{4}$
 Rigsar: $40\% = \frac{40}{100} = \frac{4}{10} = \frac{2}{5}$ ----- [0.5 mark]
 Others: $0.35 = \frac{35}{100} = \frac{7}{20}$ ----- [0.5 mark]

Therefore, most students prefer Rigsar, since $\frac{40}{100}$ or $\frac{4}{10}$ or $\frac{2}{5}$ is greater than $\frac{1}{4}$ and $\frac{7}{20}$ ----- [1

mark]

OR

(Converting into decimal)

Others: 0.35

Rigsar: $40\% = \frac{40}{100} = 0.40$ ----- [0.5 mark]

Boedra: $\frac{1}{4} = \frac{25}{100} = 0.25$ ----- [0.5 mark]

Rigsar: 0.40 is greater than 0.25 and

0.35. ----- [1 mark]

Question 6

a) During a Tshechu, a group of players predicted events based on the probabilities given in the table.
Complete the given table.

[3]

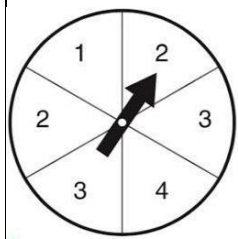
| Theoretical Probability | Event |
|-------------------------|-------|
| $\frac{1}{6}$ | |
| 50% | |
| Very likely | |

Sample Response:

$\frac{1}{6}$: Rolling a die and getting 1 (six faces die)-----[1 mark]

50%: Tossing a coin and getting head ----- [1 mark]

Very likely: Spinning a spinner and landing on prime numbers. -----[1 mark]



OR

$\frac{1}{6}$: Paper slips marked with number 1 to 6 or letter A to F placed inside the bag , and drawing any one

number for 1 to 6 OR a letter from A to F from the bag. ----- [1mark]

50%: Spinning a spinner divided into two equal halves and marked with two different colours

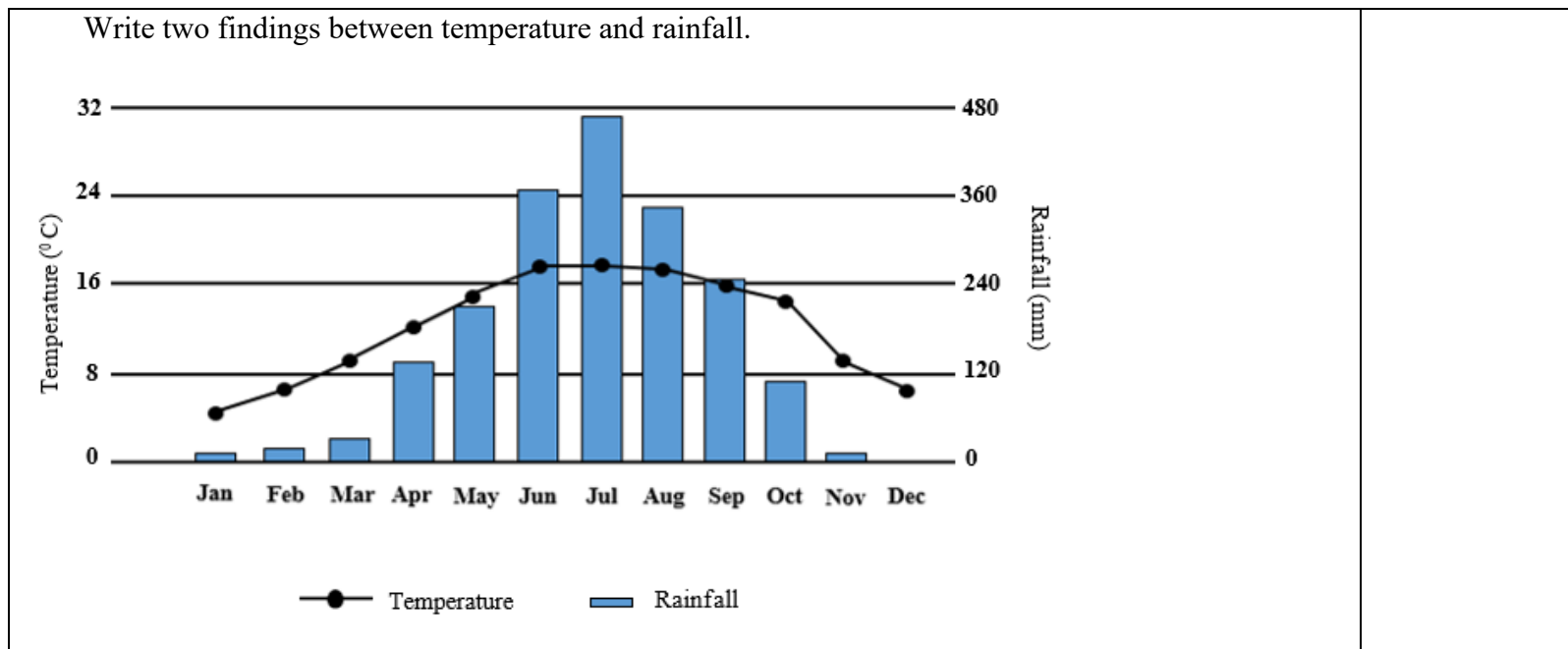
(Red/Blue)/numbers (1 & 2)/letters (A & B) and so on and getting

Red/2/B ----- [1 mark]

Very likely: Rolling a six faced die numbered from 1 to 6 and landing on 5 different numbers. ----- [1 mark]

b) The graph shows average monthly temperature and rainfall in Bhutan in the year 2022.

[2]



Sample Response:
 Monthly average rainfall is shown in the form of single bar graph, whereas temperature is in the form of single line graph. ----- [1 mark]
 Patterns for the bar and the line graphs is similar, that is it increases and then decreases. ----- [1 mark]
OR
 The maximum rainfall and the temperature is in the month of June, July, and August. ----- [1 mark]
 The minimum rainfall and the temperature is in the month of December, January, and February. ----- [1 mark]

Question 7

a) There are two rectangular gardens. The area of the Garden A is 40 m^2 and the perimeter of Garden B is 40 m. Will they have same side lengths? Explain. [3]

Sample Response:

(Diagram)

Possible side length having area of 40 m^2 and calculating its perimeter:

Perimeter = 82 m ----- [0.5 mark]

Perimeter = 44 m ----- [0.5 mark]

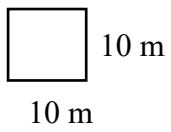
Perimeter = 28 m ----- [0.5 mark]

Perimeter = 26 m ----- [0.5 mark]

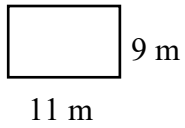
No, if the area is 40 m^2 , the perimeter will never be 40 m . ----- [1 mark]

OR

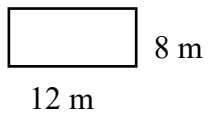
Possible side length having perimeter of 40 m and calculating its area:



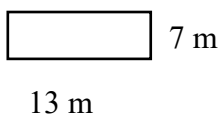
Area = 100 m^2 ----- [0.5 mark]



Area = 99 m^2 ----- [0.5 mark]



Area = 96 m^2 ----- [0.5 mark]



Area = 91 m^2 ----- [0.5 mark]

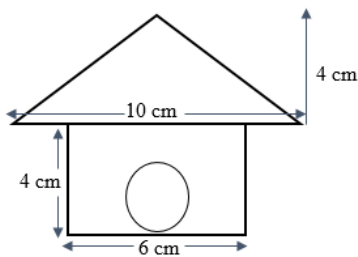
No, if the perimeter is 40 m , the area will never be 40 m^2 . ----- [1 mark]

b) Draw an outline of a house and calculate its area.

[2]

Sample Response:

“Award mark for the appropriateness on the drawing” ----- [0.5 mark]



$$\begin{aligned} \text{Area of a rectangle: } & 6 \text{ cm} \times 4 \text{ cm} \\ & = 24 \text{ cm}^2 \text{ ----- [0.5 mark]} \end{aligned}$$

$$\begin{aligned} \text{Area of a triangle: } & (10 \text{ cm} \times 4 \text{ cm}) \div 2 \\ & = 40 \text{ cm}^2 \div 2 \\ & = 20 \text{ cm}^2 \text{ ----- [0.5 mark]} \end{aligned}$$

$$\begin{aligned} \text{Area of the pet house} & = 24 \text{ cm}^2 + 20 \text{ cm}^2 \\ & = 44 \text{ cm}^2 \text{ ----- [0.5 mark]} \end{aligned}$$