# THE <br> DUST(9N Lin Year 7 Maths 

## Knowledge Organiser

 Term 6
## Name:

## Class:

| Keyword | Definition |
| :---: | :---: |
| Median | The middle number in an ordered list. |
| Range | The difference between the smallest and largest values in a data set. |
| Mean | The sum of all the data divided by how many data there are. |
| Mode | The most common piece of data. |
| Average | An indication of the typical value. |
| Qualitative | Data which is non-numerical. |
| Quantitative | Data which is numerical. |
| Discrete | Data which can only take certain values in a range. |
| Continuous | Data which can take any value in a range. |
| Frequency | How often something happens |
| Systematic | Involving a method or plan. |
| Outcome | A possible result of an experiment. |
| Mutually <br> exclusive | Describes two events which cannot happen together. |
| Relative <br> frequency | An estimate of probability based on observation or experiment. |
| Experiment | A procedure that can be repeated which has a well-defined set of |
| outcomes. |  |

## Homework 1 due:

Homework 2 due:
Homework 3 due:


## Big Questions for the term

Data

- How can we record data?
- What is an average?
- How can we compare data using a bar chart?
- How do we use a stem and leaf diagram?
- How does a Pie Chart represent Data?
- What is a set?
- How can we use Venn diagrams to categorise numbers and objects?


## Probability

- How do we represent probabilities of events?
- How do we systematically list the outcomes of an experiment
- What does it mean for events to be mutually exclusive?
- How can we represent and work out problems involving mutual exclusivity?


## Unit 1 - Calculations and Accuracy

| \# | Question | Answer |
| :---: | :---: | :---: |
| 1 | What does the word sum mean? | The result of addition. |
| 2 | What does consecutive mean? | Following each other continuously. |
| 3 | How do you find the difference between two numbers? | Subtract the smaller number from the larger one. |
| 4 | What should your answer be if the question tells you to calculate? | A number |
| 5 | What should your answer be if the question tells you to evaluate? | A number |
| 6 | How do you divide a number by 10 ? | Move all the digits 1 place to the right |
| 7 | How do you multiply a number by 10 ? | Move all the digits 1 place to the left |
| 8 | What is subtracting a negative number equivalent to? | Adding a positive number |
| 9 | What is adding a negative number equivalent to? | Subtracting a positive number |
| 10 | What is a term-to-term rule? | A rule telling you how to get from one term to the next in a sequence |
| 11 | In a sequence, what is meant by a term? | One of the numbers in the sequence |
| 12 | What is the first step when trying to find the next term in a sequence? | Identify the pattern. |
| 13 | What is a linear sequence? | A number pattern which increases or decreases by the same amount each time. |
| 14 | How do you work out the value of a digit in a long number? | Ignore every other digit (make them zeroes) |
| 15 | How do you add decimals? | Same method as usual, lining up the decimal points |
| 16 | How do you subtract decimals? | Same method as usual, lining up the decimal points |

## Unit 2 - Integers, Powers and Roots

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | What does the word product mean? | The result of a multiplication. |
| 2 | What sign would the product of 2 negative numbers <br> have? | Positive |
| 3 | What sign would the product of a positive and a <br> negative number have? | Negative |
| 4 | What sign would the answer to a negative number <br> divided by a positive number have? | Negative |
| 5 | What is the definition of a square number? | The product of a number and itself |
| 6 | List the first 15 square numbers. | $1,4,9,16,25,36,49,64,81,100,121,144,169,196,225$ |
| 7 | What is the definition of a factor? | A number which divides another number exactly. |
| 8 | What is the definition of a multiple? | A number in another number's times table. |
| 9 | What does HCF stand for? | Highest Common Factor |
| 10 | What does LCM stand for? | Lowest Common Multiple |
| 11 | What is a cube number? | The product of 3 equal numbers. |
| 12 | How do you divide by a fraction? | Multiply by its reciprocal (the fraction flipped <br> over) |

## Knowledge Retrieval Questions - From Term 2

## Unit 3 - Measures

| $\#$ | Question | Answer |
| :--- | :--- | :--- |
| 1 | How do you convert millimetres to metres? | Divide by 1000 |
| 2 | How do you convert metres to centimetres? | Multiply by 100 |
| 3 | How do you convert metres to kilometres? | Divide by 1000 |
| 4 | How do you convert hours into minutes? | Multiply by 60 |
| 5 | How do you convert seconds into minutes? | Divide by 60 |
| 6 | How do you convert kilograms into grams? | Multiply by 1000 |
| 7 | How do you convert kilograms into tonnes? | Divide by 1000 |
| 8 | How do you convert litres to millilitres? | Multiply by 1000 |

## Unit 4 - Fractions, decimals and percentages

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | What is a numerator? | Top number in a fraction |
| 2 | What is a denominator? | Bottom number in a fraction |
| 3 | What operation does a fraction represent? | Division |
| 4 | Which operation do we use for the word 'of? | Multiplication |
| 5 | What's the first step when adding or subtracting <br> fractions? | Write the fractions with a common <br> denominator |
| 6 | How do you multiply fractions? | Multiply the numerators and multiply the <br> denominators. |
| 7 | How do you convert a decimal to a percentage? | Multiply by 100 (\%) |
| 8 | How do you simplify fractions? | Divide both the numerator and denominator <br> by a common factor. |
| 9 | How do you find an equivalent fraction? | Multiply or divide the numerator and <br> denominator by the same number. |
| 10 | How do you convert a mixed number to an improper <br> fraction? | Multiply the whole number by the <br> denominator and add it to the numerator |
| 11 | How do you find a fraction of an amount? | Divide the amount by the denominator and <br> multiply by the numerator. |
| 12 | What does percent mean? | Out of 100 |
| 13 | How do you convert a fraction to a decimal if the <br> denominator is a factor of 100? | Write the equivalent fraction with a <br> denominator of 100 (then divide by 100) |
| 14 | How do you convert a decimal to a fraction? | The numerator is the same digits without the <br> decimal point, the denominator is the place <br> value of the last digit. |
| 15 | How do you convert a percentage to a decimal? | Divide by 100 (\%) |

## Knowledge Retrieval Questions - From Term 3

## Unit 5 - Ratio and Proportion

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | How do you simplify a ratio? | Divide both numbers by a common factor. |
| 2 | How do you write a ratio into the form 1:n? | Divide both numbers in the ratio by the first <br> number in the ratio. |
| 3 | What is the unitary method? | A method where the first step is making the <br> ratio 1:n or n:1 |
| 4 | How do you calculate best value? | Work out the cost of the same amount for each <br> option and compare those. |
| 5 | How do you share an amount in a ratio? | Add the ratio numbers and divide by that to <br> get the value of each part. |

## Unit 6-Simplifying and substitution

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | In algebra, what does "collecting like terms" mean? | Adding or subtracting terms with the exact <br> same letters |
| 2 | In algebra, what is substitution? | Replacing something in an expression with <br> something else which is equal to it |
| 3 | The symbol for which operation is not written in <br> algebra? | Multiplication |
| 4 | How is division represented algebraically? | As a fraction |
| 5 | How do you write expressions from sentences? | Replace unknown numbers with letters, <br> everything else should be a number or an <br> operation. |

## Knowledge Retrieval Questions - From Term 4

## Unit 7 - Lines, Angles and Shapes

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | What do the exterior angles of a polygon add up to? | 360 degrees |
| 2 | What do the angles in a triangle add to? | 180 degrees |
| 3 | What do the angles in a quadrilateral add up to? | 360 degrees |
| 4 | What is special about adjacent and opposite angles in a <br> parallelogram? | Adjacent angles sum to 180 degrees, opposite <br> angles are equal. |
| 5 | List the types of angles in order of size | Acute, Right, Obtuse, Reflex |
| 6 | What do angles which make a straight line sum to? | 180 degrees |
| 7 | What do angles around a point sum to? | 360 degrees |
| 8 | How do you work out what the interior angles of a <br> polygon add up to? | Count the sides, subtract 2, multiply by 180. |

## Knowledge Retrieval Questions - From Term 5

Unit 8 - Area and Perimeter

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | State the properties of a square. | 4 edges, all equal length, 4 right angles. |
| 2 | State the two properties of a trapezium. | Quadrilateral with one pair of parallel edges |
| 3 | What is a vertex? | A point where edges meet |
| 4 | State the properties of a parallelogram. | Quadrilateral with 2 pairs of parallel edges. |
| 5 | What is the formula for calculating the area of a <br> rectangle? | Area = base $\times$ height |
| 6 | How do you work out the perimeter of a 2D shape? | Add all the edge lengths |
| 7 | What is the formula for calculating the area of a <br> triangle? | $1 / 2 \times$ base $\times$ height |
| 8 | How do you work out the height of a rectangle if you <br> know the area and the base length? | Area $\div$ Base length |
| 9 | What is the formula for calculating the area of a <br> trapezium? | Area $=1 / 2 \times(a+b) \times$ height |
| 10 | What is the formula for working out the area of a <br> parallelogram? | Area $=$ base $\times$ height |
| 11 | What are the properties of a rectangle? | Quadrilateral with 2 pairs of parallel edges and 4 <br> right angles. |
| 12 | What is the formula for working out the area of a <br> square? | Area $=$ base ${ }^{2}$ |
| 13 | How do you work out the height of a triangle if you <br> know the area and the base length? | $2 \times$ Area $\div$ Base length |
|  |  |  |

## Knowledge Retrieval Questions - From Term 6

Unit 9 - Data

| $\#$ | Question | Answer |
| :---: | :---: | :---: |
| 1 | How do you find the mean of a set of data? | Divide the total of the values by the number of <br> values |
| 2 | How do you find the mode of a set of data? | Identify the most frequent piece of data |
| 3 | What is qualitative data? | Data which isn't in numeric form. |
| 4 | What is quantitative data? | Data which is in numeric form. |
| 5 | What is discrete data? | Quantitative data which can only take certain |
| 6 | What is continuous data? | valive data which can take any value. |

Unit 10 - Probability

| \# | Question | Answer |
| :---: | :---: | :---: |
| 1 | What is the sum of the probabilities of all possible outcomes? | 1 |
| 2 | State the ways you can give the probability of something happening. | Fraction, decimal and percentage. |
| 3 | What does it mean if $A$ and $B$ are mutually exclusive? | They cannot both occur. |
| 4 | How do you work out the probability of an outcome as a fraction? | The numerator is the number of ways of it happening and the denominator is the total. |

Term 6 Homework 1

| $\#$ | Type | Question | Answer |
| :--- | :---: | :---: | :---: |
| $\mathbf{1}$ | Knowledge | How is division represented algebraically? |  |
|  | Application 1 | How do you write b divided by 5 <br> algebraically? |  |
|  | Application 2 | How do you write 18 divided by c <br> algebraically? |  |


|  | Knowledge | In algebra, what is substitution? |  |
| :--- | :---: | :---: | :--- |
| $\mathbf{2}$ | Application 1 | Evaluate $9 \mathrm{x}+2 \mathrm{y}$, if $\mathrm{x}=3$ and $\mathrm{y}=5$ |  |
|  | Application 2 | Evaluate $15 \mathrm{x}+20 \mathrm{y}$, if $\mathrm{x}=11$ and $\mathrm{y}=18$ |  |


|  | Knowledge | How do you work out the height of a <br> triangle if you know the area and the base <br> length? |  |
| :--- | :---: | :---: | :--- |
| 3 | Application 1 | Calculate the height of a triangle with an <br> area of $40 \mathrm{~cm}^{2}$ and a base length of 5 cm. |  |
| Application 2 | Calculate the height of a triangle with an <br> area of $85 \mathrm{~cm}^{2}$ and a base length of 5 cm. |  |  |


|  | Knowledge | How do you work out the perimeter of a 2D <br> shape? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Calculate the perimeter of a rectangle with <br> dimensions 9 cm and 2 cm. |  |
|  | Application 2 | Calculate the perimeter of a rectangle with <br> dimensions (3a) cm and (5a) cm. |  |


|  | Knowledge | What is the formula for calculating the area <br> of a rectangle? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Calculate the area of a rectangle with <br> dimensions 9 cm and 2 cm. |  |
|  | Application 2 | Calculate the area of a rectangle with <br> dimensions 15 cm and 20 cm. |  |


| $\#$ | Type | Question | Answer |
| :--- | :---: | :---: | :---: |
|  | Knowledge | State the properties of a square. |  |
|  | Application | Sketch a square, using the appropriate <br> symbols. |  |


| 7 | Knowledge | What is the formula for working out the <br> area of a parallelogram? |  |
| :--- | :---: | :---: | :--- |
|  | Calculate the area of a paralellogram with <br> dimensions 4 cm and 3 cm. |  |  |
| Application 2 | Calculate the area of a paralellogram with <br> dimensions 11 cm and 19 cm. |  |  |


|  | Knowledge | How do you calculate best value? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | SHOW which is better value, Shop A: 5 pens <br> for 15p, or Shop B: 7 pens for 14p |  |
|  | Application 2 | SHOW which is better value, Shop A: 18 <br> pens for 198p, or Shop B: 20 pens for 240p? |  |


|  | Knowledge | How do you write expressions from <br> sentences? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | Write '3 lots of a number minus 5' as an <br> expression. |  |
|  | Application 2 | Write '15 more than $k$ ' as an expression. |  |


|  | Knowledge | How do you work out the height of a <br> rectangle if you know the area and the base <br> length? |  |
| :--- | :---: | :---: | :--- |
| $\mathbf{1 0}$ | Application 1 | Calculate the height of a rectangle with an <br> area of $15 \mathrm{~cm}^{2}$ and a base length of 5 cm. |  |
|  | Application 2 | Calculate the height of a triangle with an <br> area of $198 \mathrm{~cm}^{2}$ and a base length of 18 cm. |  |


| $\#$ | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
| $\mathbf{1 1}$ | Knowledge | How do you simplify a ratio? |  |
|  | Application 1 | Fully simplify 6:30 |  |
|  | Application 2 | Fully simplify 30:108 |  |


|  | Knowledge | State the properties of a parallelogram. |  |
| :--- | :--- | :--- | :--- |
|  | Application | Sketch a paralellogram, using the <br> appropriate symbols. |  |


|  | Knowledge | What is the unitary method? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | 9 pens cost 135p. Work out the cost of 10 <br> pens. |  |
|  | Application 2 | 15 pens cost 300p. Work out the cost of 16 <br> pens. |  |


|  | Knowledge | State the two properties of a trapezium. |  |
| :--- | :--- | :--- | :--- |
|  | Application | Sketch a trapezium, using the appropriate <br> symbols. |  |


|  | Knowledge | How do you share an amount in a ratio? |  |
| :---: | :---: | :---: | :--- |
| $\mathbf{1 5}$ | Application 1 | Share 63 into the ratio 2:5 |  |
|  | Application 2 | Share 180 into the ratio 9:3 |  |


| \# | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
| $\mathbf{1 6}$ | Knowledge | What is the formula for calculating the area <br> of a trapezium? |  |
| Application 1 | Calculate the area of this trapezium: 2 <br> parallel edges with lengths of 5 cm and 11 <br> cm. Two diagonal lines of length 4 cm and 5 <br> cm and a height of 3 cm. |  |  |
|  | Application 2 | Calculate the area of this trapezium: 2 <br> parallel edges with lengths of 8 cm and 10 <br> cm. Two diagonal lines of length 5 cm and 6 <br> cm and a height of 4 cm. |  |


|  | Knowledge | What are the properties of a rectangle? |  |
| :--- | :--- | :--- | :--- |
|  | Application | Sketch a rectangle, using the appropriate <br> symbols. |  |


|  | Knowledge | What is a vertex? |  |
| :--- | :---: | :---: | :---: |
|  |  | Sketch a shape and draw an arrow pointing <br> to a vertex. |  |


| 19 | Knowledge | In algebra, what does "collecting like terms" <br> mean? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | Simplify the following expression: $10 p+9 q-$ <br> $2 p+3 q$ |  |
|  | Application 2 | Simplify the following expression: $20 p+15 q$ <br> $-20 p+11 q$ |  |


|  | Knowledge | What is the formula for calculating the area <br> of a triangle? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Calculate the area of a triangle with <br> dimensions 9 cm and 2 cm. |  |
|  | Application 2 | Calculate the area of a triangle with <br> dimensions 15 cm and 20 cm. |  |

Workings Space

## Term 6 Homework 2

| \# | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | Knowledge | What does the word product mean? |  |
|  | Application 1 | What is the product of 6 and 9? |  |
|  | Application 2 | What is the product of 7 and 17? |  |


| $\mathbf{2}$ | Knowledge | How do you divide a number by 10? |  |
| :---: | :---: | :---: | :--- |
|  | Calculate 96 divided by 10. |  |  |
|  | Calculate 160 divided by 10. |  |  |


| 3 | Knowledge | What should your answer be if the <br> question tells you to evaluate? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | Evaluate $96+46$ |  |
|  | Evaluate $160+132$ |  |  |


|  | Knowledge | How do you convert kilograms into <br> grams? |  |
| :---: | :---: | :---: | :--- |
| 4 | Application 1 | Convert 2.1kg into grams |  |
| Application 2 | Convert 17.4kg into grams |  |  |


| 5 | Knowledge | How do you convert millimetres to <br> metres? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Convert 4600 mm into metres |  |
|  | Application 2 | Convert 11500 mm into metres |  |

$\qquad$

| $\# \#$ | Type | Question | Answer |
| :--- | :---: | :---: | :---: |
| $\mathbf{6}$ | Knowledge | How do you multiply fractions? |  |
|  | Application 1 | Calculate $1 / 20 \times 6 / 10$ |  |
|  | Application 2 | Calculate $15 / 180 \times 18 / 70$ |  |


| 7 | Knowledge | What does the word sum mean? |  |
| :--- | :---: | :---: | :--- |
| 7 | Application 1 | What is the sum of 7 and $1 ?$ |  |
|  | Application 2 | What is the sum of 12 and 15? |  |


|  | Knowledge | What is the definition of a square <br> number? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | What is the 5th square number? |  |
|  | Application 2 | What is the 20th square number? |  |


|  | Knowledge | How do you find the difference between <br> two numbers? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | What is the difference between 96 and <br> $21 ?$ |  |
|  | Application 2 | What is the difference between 160 and <br> $174 ?$ |  |


| $\mathbf{1 0}$ | Knowledge | What is a linear sequence? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | Is the following sequence linear? 2, 4, 9, <br> 11 |  |
|  | Application 2 | Is the following sequence linear? 20, 40, <br> 62,82 |  |


| $\#$ | Type | Question | Answer |
| :--- | :---: | :---: | :---: |
| $\mathbf{1 1}$ | Knowledge | How do you convert metres to <br> kilometres? |  |
|  | Application 1 | Convert 6400 m into km |  |
|  | Application 2 | Convert 19400 m into km |  |


|  | Knowledge | What is a term-to-term rule? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | What is the term-to-term rule in the <br> following sequence $7,8,9,10,11 ?$ |  |
|  | Application 2 | What is the term-to-term rule in the <br> following sequence $12,27,42,57,72 ?$ |  |


| $\mathbf{1 3}$ | Knowledge | How do you subtract decimals? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | What is the difference between 0.64 and <br> 4.6 |  |
|  | Application 2 | What is the difference between 1.94 and <br> 11.5 |  |


| $\mathbf{1 4}$ | Knowledge | In a sequence, what is meant by a term? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | What is the third term in the following <br> sequence? $96,117,138,159,180$ |  |
|  | Application 2 | What is the third term in the following <br> sequence? $160,334,508,682,856$ |  |


|  | Knowledge | What is the definition of a prime number? |  |
| :---: | :---: | :---: | :--- |
| $\mathbf{1 5}$ | Application 1 | Is the number 7 prime? |  |
|  | Application 2 | Is the number 12 prime? |  |


| $\#$ | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
| $\mathbf{1 6}$ | Knowledge | What does HCF stand for? |  |
|  | Application 1 | What is the HCF of 24 and 24? |  |
|  | Application 2 | What is the HCF of 115 and 100? |  |


| $\mathbf{1 7}$ | Knowledge | What does percent mean? |  |
| :--- | :--- | :--- | :--- |
|  | Write $64 \%$ as a fraction. |  |  |
|  | Application 2 | Write $194 \%$ as a fraction. |  |


|  | Knowledge | What is the definition of a factor? |  |
| :--- | :---: | :---: | :--- |
| $\mathbf{1 8}$ | Application 1 | Give an example of a factor of 21 |  |
|  | Application 2 | Give an example of a factor of 84 |  |


| 19 | Knowledge | What is the definition of a multiple? |  |
| :--- | :---: | :---: | :--- |
| Application 1 | Give an example of a multiple of 9 |  |  |
| Application 2 | Give an example of a multiple of 17 |  |  |


| $\mathbf{2 0}$ | Knowledge | How do you convert seconds into <br> minutes? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Convert 360 seconds into minutes |  |
|  | Application 2 | Convert 1080 seconds into minutes |  |

Workings Space

Term 6 Homework 3

| \# | Type | Question | Answer |
| :--- | :---: | :---: | :---: |
| $\mathbf{1}$ | Knowledge | How do you work out the probability of an <br> outcome as a fraction? |  |
|  | Application 1 | In a bag there are 7 red, 8 blue and 4 green <br> marbles. What is the probability of <br> selecting a red marble at random? | In a bag there are 17 red, 12 blue and 16 <br> green marbles. What is the probability of <br> selecting a red marble at random? |


|  | Knowledge | What is qualitative data? |  |
| :--- | :---: | :---: | :---: |
| $\mathbf{2}$ | Application | Give an example of a question on a <br> questionnaire, the answer of which would <br> provide qualitative data. |  |


|  | Knowledge | What is quantitative data? |  |
| :--- | :---: | :---: | :---: |
| 3 | Application | Give an example of a question on a <br> questionnaire, the answer of which would <br> provide quantitative data. |  |


|  | Knowledge | What is continuous data? |  |
| :--- | :---: | :---: | :---: |
|  | Application | Give an example of a question on a <br> questionnaire, the answer of which would <br> provide continuous data. |  |


|  | Knowledge | What is discrete data? |  |
| :--- | :---: | :---: | :---: |
|  | Application | Give an example of a question on a <br> questionnaire, the answer of which would <br> provide discrete data. |  |


| \# | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
| $\mathbf{6}$ | Knowledge | What does it mean if A and B are mutually <br> exclusive? |  |
| Application 1 | In an experiment, a student rolls two dice <br> and says, at least one of the dice is even <br> and the sum of the dice is 9. Is this <br> possible? |  |  |
|  | Application 2 | In an experiment, a student rolls two dice <br> and says, at least one of the dice is odd and <br> at least one of the dice is even. Are these <br> events mutually exclusive? |  |


|  | Knowledge | State the ways you can give the probability <br> of something happening. |  |
| :--- | :---: | :---: | :--- |
| 7 | Application 1 | Write the probability of an event described <br> as even chance in each of those ways. |  |
|  | Application 2 | State the probability of an event described <br> as impossible. |  |


| Knowledge | What is the sum of the probabilities of all <br> possible outcomes? |  |  |
| :---: | :---: | :---: | :--- |
| $\mathbf{8}$ | Application 1 | In an experiment, a student spins a spinner <br> labelled A, B, C. The probability of getting A <br> is 0.4, the probability of getting B is 0.4. <br> What is the probability of getting C? |  |
| Application 2 | In an experiment, a student spins a spinner <br> labelled A, B, C. The probability of getting A <br> is 0.33, the probability of getting B is 0.13. <br> What is the probability of getting C? |  |  |


| 9 | Knowledge | How do you find the mean of a set of data? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Find the mean of these data: $7,8,4,8,17$ |  |
|  | Application 2 | Find the mean of these data: $17,12,16,13$, <br> 27 |  |


|  | Knowledge | How do you find the mode of a set of data? |  |
| :---: | :---: | :---: | :--- |
| $\mathbf{1 0}$ | Application 1 | Find the mode of these data: $1,1,1,1,2,1$, <br> $8,1,1,1$ |  |
|  | Application 2 | Find the mode of these data: $16,15,15,12$, <br> $16,20,13,15,15,12,15$ |  |

Workings Space

