



**SAMPLE**

# Conquesta 2014

(International Multiple Choice Primary School Olympiads – Est. 1998)

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## Mathematics 1 – Grade 7

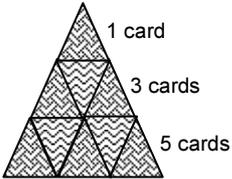
Welcome to your Conquesta Olympiad. When you have decided which of the answers is correct, scratch out the letter in the matching square on your answer sheet using **ONLY a black or blue ballpoint or black khoki pen.** (Do not use pencils, crayons, pencil crayons, highlighters, tippex or glue.) If the answer to question 4 is c, then scratch out the letter c in the square containing c next to the number 4 (see example 1 below). If you've made a mistake and b should have been the answer, neatly cross out the mistake and then scratch out b (see example 2 below).

Example 1:- 

4.	a	b	<input checked="" type="checkbox"/>	d
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Example 2:- 

4.	a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	d
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<p><i>Useful tip:- When you have number sentences using different operations, apply the rule of <b>BODMAS</b>, which is the order of operations:- Firstly, calculate whatever is in <u>B</u>rackets, then <u>O</u>ther (of, square roots, power of, etc), then <u>D</u>ivision and <u>M</u>ultiplication (from left to right as they rank equally), and lastly, <u>A</u>ddition and <u>S</u>ubtraction (also from left to right).</i></p>	<p><b>9. 930 girls and boys were divided into 30 teams. In each of the teams there were 21 girls. How many boys were there altogether?</b></p> <p>(a) 200      (b) 300      (c) 270      (d) 321</p>
<p><b>1. Three hundred and twenty million, four hundred and six thousand, three hundred and one, can be written as .....</b></p> <p>(a) 3 246 301                      (b) 32 460 301 (c) 300 264 631                      (d) 320 406 301</p>	<p><b>10. The diagram shows the front view of a house of cards of 3 storeys high. How many cards are needed for a house of 10 storeys?</b></p> <div style="text-align: right;">  </div> <p>(a) 155      (b) 165      (c) 100      (d) 135</p>
<p><b>2. In the number 27 999 199 what is the value of the nine which is three places from the left of the number?</b></p> <p>(a) ninety thousand (b) ninety-nine thousand (c) nine hundred thousand (d) nine hundred</p>	<p><b>11. What are the next two numbers in this sequence?</b></p> <p style="text-align: center;">-23, -17, -11 ....., .....</p> <p>(a) -5, -1      (b) +5, -1      (c) -5, -2      (d) -5, +1</p>
<p><b>3. What is 10 less than one million?</b></p> <p>(a) 999 990      (b) 199 000 (c) 90 000      (d) 999 000</p>	<p>Match the mathematical terms in (a) – (d) with the definitions given in questions 12–15.</p> <p>(a) equation      (b) ratio (c) formula      (d) frequency</p>
<p><b>4. Which one of the following becomes 474 000, when rounded off to the nearest thousand?</b></p> <p>(a) 473 059      (b) 473 590 (c) 473 390      (d) 474 530</p>	<p><b>12. The use of letters or words to give a rule.</b></p> <hr/> <p><b>13. The number of times that something happens.</b></p> <hr/> <p><b>14. Where symbols and letters are used instead of numbers.</b></p> <hr/> <p><b>15. The comparison of one amount to another.</b></p> <hr/>
<p><b>5. 12 000 ÷ 400 is the same as .....</b></p> <p>(a) 1200 ÷ 40 ÷ 20                      (b) 12 000 ÷ 20 ÷ 100 (c) 12 000 ÷ 2 ÷ 100                      (d) 12 000 ÷ 2 ÷ 200</p>	<p><b>16. The high temperature in the Antarctic on one day was -42 degrees. The low on the same day was -62 degrees. What was the difference between the two?</b></p> <p>(a) -20 degrees                      (b) -109 degrees (c) +20 degrees                      (d) +109 degrees</p>
<p><b>6. 600 000 ÷ 300 = ..... x 100</b></p> <p>(a) 2      (b) 20      (c) 200      (d) 2 000</p>	<p><b>Did you know?</b></p> <ul style="list-style-type: none"> <li>• The <b>mean</b> is the average – add all numbers together and divide by how many numbers there are; the <b>median</b> is the middle number in a list of sorted numbers (if there are 2 middle numbers, add them together and divide by 2); the <b>mode</b> is the most popular; the <b>range</b> is the difference between the highest and lowest numbers in a range.</li> <li>• Always first read the x-axis of a <b>coordinate graph/grid</b>.</li> <li>• Use <b>inverse operations</b> when dividing with fractions, eg., <math>12 \div \frac{4}{9}</math>, so, invert the operation (do the opposite, in this case ÷ becomes x) and invert the <u>second</u> fraction (turn it upside down). So, <math>12 \times \frac{9}{4}</math>, reduced is <math>3 \times 9 = 27</math>.</li> <li>• To <b>make denominators the same</b>, find the lowest common multiple of all the denominators (by multiplying them together), then multiply both the numerator and the denominator of each fraction by the same number, so that all the denominators become that lowest common multiple.</li> </ul>
<p><b>7. 625 - 5 x 51 + 39 = ..... (Apply the BODMAS rule.)</b></p> <p>(a) 31 659      (b) 55 800 (c) 409      (d) 175</p>	
<p><b>8. (250 + 45 x 2) x 12 + 8 - 13 x 2 = ..... (BODMAS rule)</b></p> <p>(a) 14 150      (b) 7 062 (c) 5 874      (d) 4 062</p>	