

Red Swastika School
Primary 5
Class Test 2
Mathematics



Name: _____ ()

Date: ____ August 2022

Class: _____

Duration: 40 minutes
 (Use of calculator is not allowed)

Parent's Signature: _____

Questions 1 to 10 carry 2 marks each. For each question, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and write its number in the brackets provided. (20 marks)

- 1 What is the missing number in the ratio below?

$$27 : 2 = 9 : 21$$

- (1) 81
 (2) 63
 (3) 3
 (4) 7

()

- 2 What is 80% of 40?

- (1) 12
 (2) 32
 (3) 50
 (4) 200

()

- 3 Express 65.09 km in kilometres and metres.

- (1) 65 km 9 m
 (2) 65 km 90 m
 (3) 65 km 900 m
 (4) 650 km 90 m

()



Year 5 Exam Papers 2011

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literacy and retirement planning Angelina Scholtysik (geb. Haniecka), 2018-09-25 Seminar paper from the year 2014 in the subject Sociology Miscellaneous grade 1.0 University of Applied Sciences Dortmund Fachbereich Wirtschaft language English abstract The severe consequences of the current financial crisis have reaffirmed the great lag in financial knowledge. Apart from the change of economic conditions, there is also the demographic barrier which poses a risk to every individual. Therefore, individuals need to understand financial information in order to be able to react adequately. However, research suggests that financial literacy is low on a global scale, showing concerning gaps between certain groups that may be attributable to financial insecurity and old age poverty. In light of these findings, an empirical snapshot of the level of financial literacy and retirement planning is given, observing 165 students and non-students of German and non-German nationality aged between 20 and 30. The findings suggest that the research findings still apply to the current status. With regard to the financial literacy test, we find that overall only less than half of all respondents were able to answer all three questions correctly. With regard to the groups, women score lower than men; students do better than non-students. In addition, we found that age and nationality are not of importance, while the professional background at least in our sample can lead to a better test score. As a consequence, a female non-student working in studying a non-business/economics related field/discipline is most endangered. With regard to the savings behavior, we see differences among gender and academic backgrounds, implying that male students save on average more often, putting female non-students at risk. We did not find a statistically significant link between the financial literacy test score and savings behavior in our sample.

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