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2013 Gauss Contest Solutions

Page 3 Grade 7 1.

Evaluating, $(5 \ 3) \ 2 = 15 \ 2 =$

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13: Answer: (E) 2. Solution
1 A number is a multiple of 9 if it is the result of multiplying 9 by an integer. Of the answers given, only 45 results from multiplying 9 by an integer, since $45 = 9 \cdot 5$. Solution 2

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~~2013 Gauss Contests — CEMC~~
Problems, solutions and
results dating back to 1998
can be found in the chart
below. For the Gauss,
Pascal, Cayley, and Fermat
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Answer: (E) 13. The y-coordinates of points $P(15; 55)$ and $Q(26; 55)$ are equal. Therefore, the distance between P and Q is equal to the positive difference between their x-

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coordinates, or $26 - 15 = 11$.
Similarly, the x-coordinates
of points $R(26;35)$ and
 $Q(26;55)$ are equal.

~~2020 Gauss Contests - CEMC~~
2011 Gauss Contest Solutions
Page 3 Grade 7 1.

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Evaluating, $5 + 4 + 3 + 2 + 1 =$

$9 + 3 + 2 + 1 = 6 + 2 + 1 = 8 + 1 =$

7: Answer: (E) 2. We must

first add 9 and 16. Thus, $9 +$

$16 = 25 = 5$. Answer: (E)

3. Reading from the bar

graph, only 1 student chose

spring. Since 10 students

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were surveyed, then the percentage of students that chose spring was $\frac{1}{10} = 10\%$ or ...

~~2011 Gauss Contests - CEMC~~

Answer: (C) 13. The sum of the three numbers in the first

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column is $13 + 14 + 9 = 36$.

The sum of the numbers in each column and in each row in the square is the same and so the sum of the three numbers in the second row is also 36. That is, $14 + x + 10 = 36$ or $x + 24 = 36$, and so

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$$x = 36 - 24 = 12.$$

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1. Do not open the contest booklet until you are told to do so. 2. You may use rulers, compasses and paper for rough work. 3. Be sure that you understand the coding system for your

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answer sheet. If you are not sure, ask your teacher to explain it. 4. This is a multiple-choice test. Each question is followed by ve possible answers marked A, B, C ...

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~~Gauss Contest — CEMC~~

Scoring: There is no penalty for an incorrect answer.

Each unanswered question is worth 2, to a maximum of 10 unanswered questions. Part

A: Each correct answer is worth 5. 1. The number 10101

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is equal to (A) $1000 + 100 + 1$ (B) $1000 + 10 + 1$ (C)
 $10000 + 10 + 1$ (D) $10000 + 100 + 1$ (E) $100000 + 100 + 1$
2. One scoop of sh food can feed 8 gold sh.

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2013 CEMC Gauss (Grade 7) problems and solutions. The first link contains the full set of test problems. The rest contain each individual problem and its solution.

2013 CEMC Gauss (Grade 7)
Answer Key

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~~Art of Problem Solving~~

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Airfair~~

Scoring: There is no penalty for an incorrect answer.

Each unanswered question is worth 2, to a maximum of 10 unanswered questions. Part A: Each correct answer is

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worth 5. 1. Ali ate half of a mu n. What percentage of the mu n did Ali eat? (A) 10% (B) 17% (C) 21% (D) 40% (E) 50% 2. In the triangle shown, the value of x is (A) 30 (B) 60 (C) 45

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Wearing Gauss's Jersey

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focuses on "Gauss problems," problems that can be very tedious and time consuming when tackled in a traditional, straightforward way but if approached in a more insightful fashion, can yield the solution much more

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easily and elegantly. The book shows how mathematical problem solving can be fun and how students can improve their mathematical insight, regardless of their initial level of knowledge.

Illustrating the underlying

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unity in mathematics, it also explores how problems seemingly unrelated on the surface are actually extremely connected to each other. Each chapter starts with easy problems that demonstrate the simple

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insight/mathematical tools necessary to solve problems more efficiently. The text then uses these simple tools to solve more difficult problems, such as Olympiad-level problems, and develop more complex mathematical

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tools. The longest chapters investigate combinatorics as well as sequences and series, which are some of the most well-known Gauss problems. These topics would be very tedious to handle in a straightforward way but

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the book shows that there are easier ways of tackling them.

This book reminds students in junior, senior and graduate level courses in physics, chemistry and

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approach to mathematics begins with 12 examples of increasing complexity, designed to hone the student's ability to think in mathematical terms and to apply quantitative methods to scientific problems.

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students, scientists and engineers who want to use Microsoft Excel 2013 to its full potential. Electronic spreadsheet analysis has become part of the everyday work of researchers in all areas of engineering and

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use of the program for analysis and presentation of experimental results. New to this edition: The Backstage is introduced (a new Office 2013 feature); all the 'external' operations like Save, Print etc. are now in

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one place The chapter on charting is totally revised and updated - Excel 2013 differs greatly from earlier versions Includes many new end-of-chapter problems Most chapters have been edited to improve readability

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leader could take these ideas and questions and lead students into problem solving and mathematical discovery. This book contains thirty-seven interesting and engaging problem sets from the ARML

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Power Contests from 1994 to 2013. They are generally extensions of the high school mathematics classroom and often connect two remote areas of mathematics.

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situations for both the novice and the veteran mathlete. Thomas Kilkelly has been a mathematics teacher for forty-three years. During that time he has been awarded several teaching honors and has

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coached many math teams to state and national championships. He has always been an advocate for more discovery, integration, and problem solving in the mathematics classroom. In the interest of fostering a

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greater awareness and appreciation of mathematics and its connections to other disciplines and everyday life, MSRI and the AMS are publishing books in the Mathematical Circles Library series as a service to young

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people, their parents and
teachers, and the
mathematics profession.

Titles in this series are co-
published with the
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based community of on-site and decentralized wastewater professionals, which contains related tools and case studies. This handbook serves as a reference for training classes, certification programs, and

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higher education programs in civil and sanitary engineering. There is an increasing interest on the part of local government officials and private sector service providers to implement wastewater

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treatment systems to solve sanitation problems. The model presented in this handbook promotes activities that first generate data related to source and site conditions that represent critical inputs, and then

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applies this information to the technology selection process. Matching the most appropriate technologies to the specific needs of the wastewater project is the key that leads to long term sustainability. How to

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Design Wastewater Systems for Local Conditions in Developing Countries is an invaluable resource for public sector decision makers and private sector service providers in developing countries. It is

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also a useful text for students at engineering colleges in developing countries interested in taking a class that teaches the methods of decentralized wastewater management system (DWMS) development.

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Religious traditions in the United States have been characterized by an ongoing tension between assimilation to the broader culture, typically reflected by mainline Protestant

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churches, and defiant rejection of cultural incursions, as witnessed by more sectarian movements such as Mormonism and Hassidism. But legal theorist and theologian Cathleen Kaveny contends

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that religious traditions do not need to swim in either the Current of Openness or the Current of Identity.

There is a third possibility, which she calls the Current of Engagement, which accommodates and

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respects tradition but which recognizes the need to interact with culture to remain relevant and to offer a prophetic critique of social and political and legal and economic practice. In fifty-six brief articles

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Kaveny illustrates the implications of the Current of Engagement in American public life. The articles are organized into five chapters or sections: Law as Teacher; Religious Liberty and its Limits;

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Conversations about Culture;
Conversations about Belief;
and Cases and Controversies.
Kaveny provides astonishing
insights into a range of hot-
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sponsored torture,

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