# Young Lives $\dot{n} \hat{n} \hat{\sim} \tilde{i}$ 

An International Study of Childhood Poverty

## Young Lives 2016-17 School Surveys <br> Item level analysis

## Vietnam

Wave 2

## Subject: Mathematics

This booklet contains Maths items administered to students in Grade 10 at Wave 2 of Young Lives' school survey in Vietnam. This survey took place in 2016-17.

The item-level analyses in this booklet were undertaken by Educational Initiatives, Ahmedabad, India.

Items were selected following extensive piloting. For more details on item sources and the test development process, see Iyer et al, 2017. Young Lives School Survey, 2016-17: Evidence from Vietnam.

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## Question no: 1

Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English
The table below shows the relationship between the $x$ and $y$.


A: $y=2 x+2$
B: $y=x+2$
C: $y=4 x-4$
D: $y=3 x-2$

| Overall | A: $10.7 \%$ | B: $13.3 \%$ | C: $8.7 \%$ | D: $\mathbf{6 7 . 1 \%}$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.3 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Question no: 2
Skill: Number sense, related concepts and basic number competencyPaper Set: A, Medium: English
$\Delta$ is a common factor of 3 numbers $\mathrm{X}, \mathrm{Y}$ and Z .

Shown below are the prime factorisations of $\mathrm{X}, \mathrm{Y}$ and Z .
$\mathrm{X}=2 \times 3 \times 5 \times \Delta$
$\mathrm{Y}=2 \times 2 \times 3 \times 3 \times 5 \times \Delta$
$\mathrm{Z}=2 \times 2 \times 2 \times 3 \times 3 \times \Delta$
Which of the following is DEFINITELY a factor of the sum $\mathrm{X}+\mathrm{Y}+\mathrm{Z}$ ?
A: 4
B: 5
C: 6
D: 9


| Overall | A: $12.1 \%$ | B: $31.2 \%$ | C: 40.0\% | D: $15.0 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $1.7 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| Question no: 3 <br> Skill: Basic Shapes, Geometry and Visual estimationPaper Set: A, Medium: English |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Megha takes tablet A every 4 hours and tablet B every 6 hours. How often will she take both the medicines at the same time? <br> A: every 2 hours <br> B: every 10 hours <br> C: every 12 hours <br> D: every 16 hours |  |  |  |  |  |  |  |  |
| Overall | A: $10.4 \%$ | B: $22.1 \%$ | C: $61.8 \%$ | D: $5.5 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.2 \%$ |  |  |
| Question no: 4 <br> Skill: Integers and Rational numbers, Powers and BasesPaper Set: A, Medium: English |  |  |  |  |  |  |  |  |
| Numbers that can be written in the form $m n$ where $m$ and $n$ are integers and $n$ is not equal to 0 are called rational numbers. <br> Which of the numbers in the list below are rational numbers? <br> A: only -252 and 1 <br> B: only -252 and 0.3310 <br> C: only -252, 0.3333.... (recurring) and 1 <br> D: All of them are rational numbers. |  |  |  |  |  |  |  | $\begin{array}{\|cc\|} \hline * & 18 \% \\ -B & 25 \% \\ -C & 17 \% \\ \hline-D & 35 \% \\ \hline \end{array}$ |
| Overal | A: $18.6 \%$ | B: $25.9 \%$ | C: $17.2 \%$ | D: $\mathbf{3 5 . 9 \%}$ | Invalid Answer: 0.0\% | Not Attempted: $2.4 \%$ |  |  |



Question no: 7
Skill: Fractions, Decimals, Ratios and PercentagesPaper Set: A, Medium: English




| Question no: 10 <br> Skill: Mensuration - Area and Perimeter, Volume and Surface AreaPaper Set: A, Medium: English |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 of the different faces of a cuboidal box have surface areas $20 \mathrm{~cm}^{2}, 48 \mathrm{~cm}^{2}$, and 60 $\mathrm{cm}^{2}$ respectively. |  |  |  |  |  |  |  |  |
| Overal | A: $29.9 \%$ | B: $\mathbf{2 0 . 2 \%}$ | C: $27.1 \%$ | D: $21.7 \%$ | Invalid Answer: 0.0\% |  | mpted: $1.1 \%$ |  |


| Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English |
| :--- |
| What will happen to the perimeter of the larger square if the shaded part is cut out of it? |
| A: It will increase. |
| B: It will reduce. |
| C: It will stay the same. |
| D: It depends on the size of the square. |


| Question no: 12 <br> Skill: Mensuration - Area and Perimeter, Volume and Surface AreaPaper Set: A, Medium: English |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Shown here is a triangle with two of its sides as 9 cm and 4 cm and a square of side 5 cm <br> Both the figures have the same perimeter. What would be the length of the third side of the triangle? <br> A: 5 cm <br> B: 7 cm <br> C: 8 cm <br> D: 13 cm |  |  |  |  |  |  |  |  |
| Overa | A: $20.3 \%$ | B: $63.6 \%$ | C: $8.4 \%$ | D: 7.3\% | Invalid Answer: 0.0\% | Not Attempted: 0.4\% |  |  |
|  |  |  |  |  |  |  |  |  |




## Question no: 14

## Skill: Basic Shapes, Geometry and Visual estimationPaper Set: A, Medium: English

Anupam draws a triangle whose three sides are of length 5 cm each. He finds that all the three angles of the triangle measure $60^{\circ}$ each.

Now he draws a triangle all of whose sides are 10 cm each. Which of these is true about the three angles of this triangle?
A: All the three angles will measure $30^{\circ}$ each.
B: All the three angles will measure $60^{\circ}$ each.
C: All the three angles will measure $120^{\circ}$ each.
D: (We cannot say anything without measuring the angles.)


| Overall | A: $6.2 \%$ | B: $\mathbf{6 6 . 6 \%}$ | C: $14.1 \%$ | D: $12.8 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.4 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Question no: 15

Skill: Basic Shapes, Geometry and Visual estimationPaper Set: A, Medium: English
Three equilateral triangles are inscribed in a circle with center O as shown below.


Which of the three triangles are congruent?
A: triangles 1 and 2 only
B: triangles 2 and 3 only
C: triangles 1 and 3 only
D: all the three triangles

| Overall | A: $2.2 \%$ | B: $3.2 \%$ | C: $14.6 \%$ | D: 79.8\% | Invalid Answer: $0.0 \%$ | Not Attempted: $0.2 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Question no: 16
Skill: Basic Shapes, Geometry and Visual estimationPaper Set: A, Medium: English

This redacted item is not for public release.


| Overall | A: 73.6\% | B: $11.8 \%$ | C: $11.0 \%$ | D: $3.4 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.2 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Question no: 17
Skill: Basic Shapes, Geometry and Visual estimationPaper Set: A, Medium: English

Of the pieces shown here, which two could form a semicircle when placed next to each other with
their edges touching?
Skill:

## Question no: 19

Skill: Basic Shapes, Geometry and Visual estimationPaper Set: A, Medium: English
Line (d) passes point A (4;5) with the perpendicular vector $\stackrel{r}{n}=(2 ; 1)$. The parametric equation of $(\mathrm{d})$ is:

А: $\left\{\begin{array}{l}x=4+2 t \\ y=5+t\end{array}\right.$
$\left\{\begin{array}{l}x=2+4 t \\ y=1+5 t\end{array}\right.$
B:
$\left\{\begin{array}{l}x=4+t \\ y=5-2 t\end{array}\right.$


C:

$$
\left\{\begin{array}{l}
x=2+5 t \\
y=1-4 t
\end{array}\right.
$$

$$
\begin{array}{|l|l|l|l|l|l|l|}
\hline \text { Overall } & \text { A: } 40.0 \% & \text { B: } 14.1 \% & \text { C: } \mathbf{4 1 . 9 \%} & \text { D: 3.7\% } & \text { Invalid Answer: } 0.0 \% & \text { Not Attempted: } 0.4 \% \\
\hline
\end{array}
$$

## Question no: 20

Skill: Basic Shapes, Geometry and Visual estimationPaper Set: A, Medium: English
Given is a circle (C) with the center $1(3 ;-4)$, the radius $R=5$. The equation of circle (C) is:

A: $(\mathrm{X}+3)^{2}+(\mathrm{Y}-4)^{2}=5$
B: $(\mathrm{X}-3)_{2}+(\mathrm{Y}+4)_{2}=5$
C: $(\mathrm{X}+3)_{2}+(\mathrm{Y}-4)_{2}=25$
D: $(\mathrm{X}-3)_{2}+(\mathrm{Y}+4)_{2}=25$


| Overall | A: $19.8 \%$ | B: $16.4 \%$ | C: $26.1 \%$ | D: $\mathbf{3 6 . 7 \%}$ | Invalid Answer: $0.0 \%$ | Not Attempted: $1.1 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Question no: 21

Skill: Mensuration - Area and Perimeter, Volume and Surface AreaPaper Set: A, Medium: English
Given are 3 random points $M, N, P$. Which following answer equals to $\overrightarrow{M N}^{\prime}$ ?


A:
$\overrightarrow{P N}-\overrightarrow{P M}$
B:
$\overrightarrow{M P}-\overrightarrow{P N}$

$\overrightarrow{P M}-\overrightarrow{P N}$

| Overall | A: $23.1 \%$ | B: $\mathbf{5 2 . 1 \%}$ | C: $12.7 \%$ | D: $11.9 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.2 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Question no: 22

Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English
The given statement " $\forall \in R, X^{2}-2 X+4>0$ ". Which statement is the negative clause of the mentioned clause?
A: " $\forall \in R, X 2-2 X+4 \leq 0 "$
B: " $\exists \in \mathrm{R}, \mathrm{X} 2-2 \mathrm{X}+4 \leq 0 "$
C: " $\exists \in R, \mathrm{X} 2-2 \mathrm{X}+4>0$ "
D: " $\exists \in R, X 2-2 X+4<0 "$


| Overall | A: $14.0 \%$ | B: 45.1\% | C: $16.2 \%$ | D: $24.2 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.5 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Question no: 23

Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English
In a vase, there are 6 times as many roses as lilies.
If R stands for the number of roses and L stands for the number of lilies, which of the following equations describes the above statement?
A: $\mathrm{R}=6 \mathrm{~L}$
B: $6 \mathrm{R}=\mathrm{L}$
C: $\mathrm{R}=\mathrm{L}+6$
D: $6 \mathrm{R}=6 \mathrm{~L}$


| Overall | A: 66.5\% | B: $20.0 \%$ | C: $8.9 \%$ | D: $4.3 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.3 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| Question no: 24 <br> Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| This redacted item is not for public release. |  |  |  |  |  |  |  |  |
| Overal | A: 4.7\% | B: $\mathbf{8 5 . 9 \%}$ | C: $3.0 \%$ | D: 6.3\% | Invalid Answer: 0.0\% ${ }^{\text {No }}$ | ot Attempted: $0.1 \%$ |  |  |
| Question no: 25 <br> Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English |  |  |  |  |  |  |  |  |
| Which following point belongs to the line representing $y=-3 x+1$ ? <br> A: $(1 ; 0)$ <br> B: $(-2 ; 5)$ <br> C: $(-2 ;-5)$ <br> D: $(-2 ; 7)$ |  |  |  |  |  |  |  |  |
| Overal | A: $19.0 \%$ | B: $11.6 \%$ | C: $15.6 \%$ | D: $\mathbf{5 3 . 2 \%}$ | Invalid Answer: $0.0 \%$ Not Attempted: $0.7 \%$ |  |  |  |

## Question no: 26

Skill: Number sense, related concepts and basic number competencyPaper Set: A, Medium: English

Which of the following polynomials has a factor $(m+n)$ ?
A: $m^{2}+n^{2}$
B: $(m-n)^{2}$
$\mathrm{C}: m^{2}+m n+n^{2}$
D: $-k m-k n-(m+n)$


| Overall | A: $27.5 \%$ | B: $17.0 \%$ | C: $19.3 \%$ | D: 35.9\% | Invalid Answer: $0.0 \%$ | Not Attempted: $0.3 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Question no: 27
Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English

This redacted item is not for public release.


| Overall | A: $\mathbf{5 8 . 7 \%}$ | B: $17.8 \%$ | C: $15.5 \%$ | D: $7.2 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.7 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| Question no: 28 <br> Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| For any numbers $x$ and $y$ such that $x=70+y$, what can be said about $x$ and $y$ ? <br> A: $x=y$ <br> B: $x<y$ <br> C: $x>y$ <br> D: None of the above can be said as the exact values of $x$ or $y$ are NOT known. |  |  |  |  |  |  |  |  |  |  |  | \| |
| Overal | A: $6.3 \%$ | B: $9.7 \%$ | C: 51 |  | D: | 32.6\% I | Invalid A | nswer: 0.0\% | Not At | empted: $0.4 \%$ |  |  |
| Question no: 29 <br> Skill: Fractions, Decimals, Ratios and PercentagesPaper Set: A, Medium: English |  |  |  |  |  |  |  |  |  |  |  |  |
| $y+10<10$. Which of these is DEFINITELY true? <br> A: $y$ is any negative number. <br> B: $y$ is a positive number less than 10 . <br> C: $y$ has to be a negative number less than -10 . <br> D: $y+10$ cannot be less than 10 for any value of $y$. |  |  |  |  |  |  |  |  |  |  |  |  |
| Overal | A: $\mathbf{6 6 . 6 \%}$ | B: | 10.1\% | C: 12 |  | D: $10.5 \%$ | Invalid | Answer: 0.0 | \% Not | Attempted: 0.2\% |  |  |

## Question no: 30

Skill: Reasoning and Problem Solving (Advanced or challenging problems)Paper Set: A, Medium: English

The coordinates of $I$ of parabola (P): $y=-x^{2}-2 x+5$ is:
A: $\mathrm{I}(-2 ; 5)$
B: I $(-1 ; 6)$
C: I $(1 ; 2)$
D: I ( $2 ;-3$ )


| Overall | A: $23.3 \%$ | B: 45.3\% | C: $18.9 \%$ | D: $11.9 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.6 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Question no: 31
Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English

The line representing $y=3 x+2$ will intersect with the line representing which equation?
A: $y=3 x$
B: $y=-3 x+4$
$C: y=3 x+5$
D: $y=3 x-1$


| Overall | A: $16.9 \%$ | B: $\mathbf{5 7 . 1 \%}$ | C: $13.7 \%$ | D: $12.0 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.3 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| Question no: 32 <br> Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| The set of the roots of inequation $x^{2}-x-6<0$ is: <br> A: $(-\infty ;-3) \cup(2 ;+\infty)$ <br> B: $(-3 ; 2)$ <br> C: $(-2 ; 3)$ <br> D: $(-\infty ;-2) \cup(3 ;+\infty)$ |  |  |  |  |  |  |  |
| Overal | A: $15.1 \%$ | B: $16.2 \%$ | C: 46.0\% | D: $22.5 \%$ | Invalid Answer: 0.0\% | Not Attempted: $0.2 \%$ |  |
| Question no: 33 <br> Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English |  |  |  |  |  |  |  |
| Equation $x^{2}-2 x+m-1=0$ has roots when and only when: <br> A: $m \geq 2$ <br> B: $m>2$ <br> C: $\mathrm{m}<2$ <br> D: $\mathrm{m} \leq 2$ |  |  |  |  |  |  | $\begin{array}{\|cc\|} \hline * A & 32 \% \\ \hline-B & 17 \% \\ \hline-C & 14 \% \\ \hline-0 & 35 \% \\ \hline \end{array}$ |
| Overal | A: 32.7\% | B: $17.0 \%$ | C: $14.4 \%$ | D: $\mathbf{3 5 . 3 \%}$ | Invalid Answer: $0.0 \%$ Not Attempted: $0.6 \%$ |  |  |


| Skill: Number sense, related concepts and basic number competencyPaper Set: A, Medium: English |
| :--- | :--- |

## Question no: 36

Skill: Applications in daily life, commercial Maths, word and visual problemsPaper Set: A, Medium: English

Rahul's father is 6 times as old as Rahul. Rahul's mother is 25 years old. The average age of this family of three is 20 years. How old is Rahul?

A: 15 years
B: 10 years
C: 7 years
D: 5 years


| Overall | A: $7.6 \%$ | B: $8.5 \%$ | C: $11.3 \%$ | D: 72.0\% | Invalid Answer: $0.0 \%$ | Not Attempted: $0.6 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| Question no: 37 <br> Skill: Algebra: concepts and applicationsPaper Set: A, Medium: English |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A sheet of paper is 0.012 cm thick. What would be the height of a stack of 400 sheets of this paper? <br> A: 0.048 cm <br> B: 0.48 cm <br> C: 4.8 cm <br> D: 48 cm |  |  |  |  |  |  |  |  |
| Overal | A: $11.1 \%$ | B: $10.5 \%$ | C: $67.4 \%$ | D: $10.4 \%$ | Invalid Answer: 0.0\% | Not Attempted: 0.6\% |  |  |

## Question no: 38

Skill: Reasoning and Problem Solving (Advanced or challenging problems)Paper Set: A, Medium: English
Observe the number pattern in the number triangle below.



If it is extended, what will be the last number (on the right) in the $\underline{9}^{\text {th }}$ row?
A: 25
B: 36
C: 61
D: 81

| Overall | A: $4.2 \%$ | B: $9.7 \%$ | C: $9.8 \%$ | D: 76.1\% | Invalid Answer: $0.0 \%$ | Not Attempted: $0.2 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Question no: 39

Skill: Applications in daily life, commercial Maths, word and visual problemsPaper Set: A, Medium: English
A field PQRS is in the shape of a quadrilateral.

(Note: Figure not to scale.)
If you walked from Q to P to S to R along the boundary of the field, you would have
 covered 140 metres. If you walked from $P$ to $S$ to $R$ to Q along the boundary of the field, you would have covered 135 metres.

Based on this, which of the following can you conclude?
$\mathrm{A}: \mathrm{PQ}$ is 5 m longer than QR
$\mathrm{B}: \mathrm{QR}$ is 5 m longer than SR
$\mathrm{C}: \mathrm{PS}$ is 5 m longer than PQ
D: the perimeter of the field is 275 m

| Overall | A: 37.5\% | B: $30.2 \%$ | C: $12.9 \%$ | D: $18.8 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.6 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Question no: 40

Skill: Reasoning and Problem Solving (Advanced or challenging problems)Paper Set: A, Medium: English
80 girls and 100 boys appeared for the class 10 board exam from Pratibha School. $25 \%$ of the girls and $10 \%$ of the boys who appeared got A grades.

What percentage of the total number of students who appeared got A grades?
A: $16.70 \%$
B: $17.50 \%$
C: $25 \%$
D: $35 \%$


| Overall | A: $\mathbf{3 4 . 6 \%}$ | B: $15.3 \%$ | C: $12.8 \%$ | D: $37.0 \%$ | Invalid Answer: $0.0 \%$ | Not Attempted: $0.4 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Note: For each question, options marked with RED letters shows \% of students who gave wrong answers, options marked with GREEN letters shows $\%$ of students who gave correct answers.

