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By Wee Xin Yi

### What are simultaneous equations in the PSLE context, and why are they important?

Simultaneous equations are also known as the "units and parts" method commonly used in Primary 6. Forming and solving equations can be used to solve a variety of Section C challenging word problems, usually worth 4 or 5 marks.

In almost every Primary 6 Math exam paper, you can find at least two to five questions that can be solved with the forming and solving of equations. For some 5-mark word problems, the use of equations is the only method to getting full marks for that question.

### Why is the ability to form and solve equations crucial for an A\* in PSLE?

Educators, parents and students alike, are beginning to realise that to achieve A\* in Primary 6 Mathematics, knowledge and mastery of equations are an absolute necessity. Like it or not, this knowledge and ability is a large differentiating factor between A students and A\* students. Hence, this skill is considered a must-have if your child is an A student aiming for an A\* for PSLE Mathematics.

Equipping your child with the skills and techniques of solving equations also replaces methods like Guess and Check, Making a List, Model Drawing, Working Backwards, amongst others. In other words, learning to form and solve equations means being able to use a single technique to tackle a large variation of question types in the PSLE Mathematics paper.

### What are the thought processes involved?

<b>Step 1</b>	Identify the 2 unknown variables & name them (e.g. Let 'x' represent the number of girls at first, & let 'y' represent the number of boys at first)
<b>Step 2</b>	Form 2 equations involving the two variables and information given in the question
<b>Step 3</b>	Solve the 2 equations either using Elimination/ Comparison Method or Substitution Method
<b>Step 4</b>	Use the values of your variables to answer the question as required

### Can equations be used to solve word problems in PSLE?

Of course! In PSLE, marks will be awarded as long as the correct answers are derived logically and presented in a clear manner.

#### Worked Example 1:

A box contained some magazines and diaries. The number of magazines was twice of the number of diaries. Each time, 3 magazines and 5 diaries were removed from the box. After some time, only 56 magazines were left in the box.

- How many diaries were removed from the box? (4m)
- What was the total number of magazines and diaries in the box at first? (1m)

#### Solution

Let 'p' be the number of times magazines/diaries were removed from the box

Magazines : Diaries

$$\begin{array}{l} 2u : 1u \\ [-3p] \quad [-5p] \\ 56 : 0 : \end{array}$$

$$\begin{array}{l} 56 + 3p \rightarrow 2u \text{ (Magazines)} \\ 5p \rightarrow 1u \text{ (Diaries)} \end{array} \quad (\times 2)$$

$$\begin{array}{l} 10p \rightarrow 2u \\ 56 + 3p \rightarrow 10p \\ 56 \rightarrow 7p \\ 8 \rightarrow p \end{array}$$

- $8 \times 5 = 40$   
**40 diaries** were removed from the box.
- $(8 \times 8) + 56 = 120$   
There were **120 magazines and diaries** at first.

#### Worked Example 2:

Alan and Jay had an equal amount of flour. Jay packed his flour equally into 6 big bags. Alan packed his flour into smaller bags and found that he had twice as many bags as Jay. The mass of 3 small bags of flour and 1 big bag of flour was 20 kg.

- What was the mass of the flour they had? (3m)
- Find the total mass of a big bag and a small bag of flour. (2m)

#### Solution

Let the mass of a big bag be "b"  
Let the mass of a small bag be "s"

$$\begin{array}{l} 6 \times 2 = 12 \\ 6b \rightarrow 12s \\ b \rightarrow 2s \end{array}$$

$$\begin{array}{l} 3s + 1b \rightarrow 20\text{kg} \\ 3s + 2s \rightarrow 20\text{kg} \\ 1s \rightarrow 4\text{kg} \end{array}$$

- $12 \times 2 \times 4 = 96$   
They had **96 kg** of flour.
- $1b + 1s \rightarrow 2s + 1s = 3s$   
 $3 \times 4 = 12$   
The total mass of a big bag and a small bag is **12 kg**.

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