Introduction - Grade 4 Mathematics

The following released test questions are taken from the Grade 4 Mathematics Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 4 Mathematics. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, and 2006. First on the pages that follow are lists of the standards assessed on the Grade 4 Mathematics Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
Number Sense – Decimals, Fractions, and Negative Numbers	16	17
Number Sense – Operations and Factoring	15	13
Algebra and Functions	18	18
Measurement and Geometry	12	12
Statistics, Data Analysis, and Probability	4	4
TOTAL	65	64

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 4 Mathematics Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at http://www.cde.ca.gov/ta/tg/sr/resources.asp.

THE NUMBER SENSE STRAND

In Grade 4, there are two reporting clusters within the Number Sense strand: 1) Decimals, Fractions, and Negative Numbers and 2) Operations and Factoring. This booklet contains released test questions for each of these clusters.

The following 10 California content standards are included in the Decimals, Fractions, and Negative Numbers reporting cluster of the Number Sense strand and are represented in this booklet by 17 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 4 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Number Sense	
Standard Set 1.0	**Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:**
4NS1.1*	Read and write whole numbers in the millions.
4NS1.2*	Order and compare whole numbers and decimals to two decimal places.
4NS1.3*	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.
4NS1.5	Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).
4NS1.6	Write tenths and hundredths in decimal and fraction notations, and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75).
4NS1.7	Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.
4NS1.8*	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").
4NS1.9*	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.
Standard Set 2.0	**Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:**
4NS2.1	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.
4NS2.2	Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

The following six California content standards are included in the Operations and Factoring reporting cluster of the Number Sense strand and are represented in this booklet by 13 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 4 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Number Sense	
Standard Set 3.0*	**Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:**
4NS3.1*	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.
4NS3.2*	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.
4NS3.3*	Solve problems involving multiplication of multidigit numbers by two-digit numbers.
4NS3.4*	Solve problems involving division of multidigit numbers by one-digit numbers.
Standard Set 4.0	**Students know how to factor small whole numbers:**
4NS4.1	Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).
4NS4.2*	Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

THE ALGEBRA AND FUNCTIONS STRAND/REPORTING CLUSTER

The following seven California content standards are included in the Algebra and Functions strand/reporting cluster and are represented in this booklet by 18 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 4 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Algebra and Functions	
Standard Set 1.0	**Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:**
4AF1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).
4AF1.2*	Interpret and evaluate mathematical expressions that now use parentheses.
4AF1.3*	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.
4AF1.4	Use and interpret formulas (e.g., area = length × width or $A = lw$) to answer questions about quantities and their relationships.
4AF1.5*	Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.
Standard Set 2.0*	**Students know how to manipulate equations:**
4AF2.1*	Know and understand that equals added to equals are equal.
4AF2.2*	Know and understand that equals multiplied by equals are equal.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

THE MEASUREMENT AND GEOMETRY STRAND/REPORTING CLUSTER

The following 15 California content standards are included in the Measurement and Geometry strand/reporting cluster and are represented in this booklet by 12 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 4 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Measurement and Geometry	
Standard Set 1.0	**Students understand perimeter and area:**
4MG1.1	Measure the area of rectangular shapes by using appropriate units such as square centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2).
4MG1.2	Recognize that rectangles that have the same area can have different perimeters.
4MG1.3	Understand that rectangles that have the same perimeter can have different areas.
4MG1.4	Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.
Standard Set 2.0*	**Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:**
4MG2.1*	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).
4MG2.2*	Understand that the length of a horizontal line segment equals the difference of the *x*-coordinates.
4MG2.3*	Understand that the length of a vertical line segment equals the difference of the *y*-coordinates.
Standard Set 3.0	**Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:**
4MG3.1	Identify lines that are parallel and perpendicular.
4MG3.2	Identify the radius and diameter of a circle.
4MG3.3	Identify congruent figures.
4MG3.4	Identify figures that have bilateral and rotational symmetry.

4MG3.5	Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively with 1/4, 1/2, 3/4, and full turns.
4MG3.6	Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.
4MG3.7	Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.
4MG3.8	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

* Denotes key standards (*Mathematics Framework for California Public Schools*)

THE STATISTICS, DATA ANALYSIS, AND PROBABILITY STRAND/REPORTING CLUSTER

The following five California content standards are included in the Statistics, Data Analysis, and Probability strand/reporting cluster and are represented in this booklet by four test questions. These questions represent only some ways in which these standards may be assessed on the Grade 4 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Statistics, Data Analysis, and Probability	
Standard Set 1.0	**Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:**
4PS1.1	Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.
4PS1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.
4PS1.3	Interpret one- and two-variable data graphs to answer questions about a situation.
Standard Set 2.0	**Students make predictions for simple probability situations:**
4PS2.1	Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).
4PS2.2	Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3/4).

* Denotes key standards (*Mathematics Framework for California Public Schools*)

1 **Which of these is the number 5,005,014?**

A five million, five hundred, fourteen

B five million, five thousand, fourteen

C five thousand, five hundred, fourteen

D five billion, five million, fourteen

CSM00433

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2 **The estimated cost to build a new baseball stadium is ninety-four million dollars. What is this number in standard form?**

A $90,400

B $94,000

C $90,400,000

D $94,000,000

CSM01958

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3 **Which of the following has the greatest value?**

A 12.1

B 0.97

C 4.23

D 5.08

CSM02216

4 **Which decimal should be placed in the box to have the numbers in order from least to greatest?**

0.28	0.32	0.54	?	0.86

A 0.25

B 0.45

C 0.61

D 0.93

CSM20031

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5 **What is 67,834,519 rounded to the nearest hundred thousand?**

A 67,000,000

B 67,800,000

C 67,830,000

D 67,900,000

CSM02232

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6 **What is 583,607 rounded to the nearest hundred?**

A 583,000

B 583,600

C 583,700

D 84,000

CSM01116

7 **Which fraction represents the largest part of a whole?**

A $\frac{1}{6}$

B $\frac{1}{4}$

C $\frac{1}{3}$

D $\frac{1}{2}$

CSM10865

8 **Which fraction means the same as 0.17?**

A $\frac{17}{10}$

B $\frac{17}{100}$

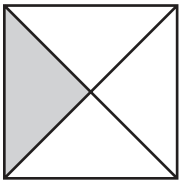
C $\frac{17}{1000}$

D $\frac{17}{1}$

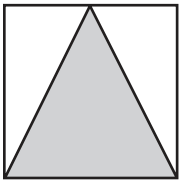
CSM00457

9 **Which square is $\frac{1}{4}$ shaded?**

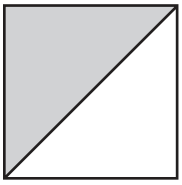
A



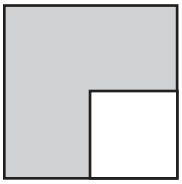
B



C



D



CSM01617

10 **The numbers in the pattern decrease by the same amount each time. What are the next three numbers in this pattern?**

10, 8, 6, 4, 2, __, __, __

A 0, $^{-}2$, $^{-}4$

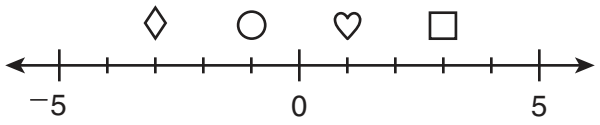
B 0, $^{-}1$, $^{-}2$

C 0, 2, 4

D 0, 1, 2

CSM01962

11 **Which symbol is located at $^{-}3$ on the number line below?**



A 

C 

B 

D 

CSM20257

12 **Marisol is counting by 3s. If she starts counting at $^{-}30$, what two numbers are missing below?**

$^{-}30, ^{-}27, ^{-}24, ^{-}21,$ ___, ___, $^{-}12$

A $^{-}18, ^{-}15$

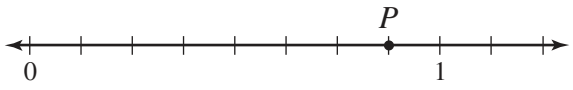
B $^{-}19, ^{-}17$

C $^{-}20, ^{-}13$

D $^{-}22, ^{-}23$

CSM20259

13 **What fraction is best represented by point *P* on this number line?**



A $\frac{1}{8}$

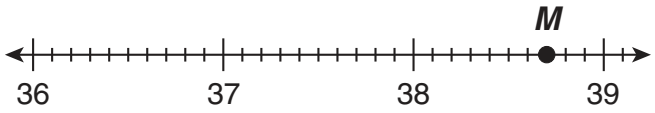
B $\frac{1}{5}$

C $\frac{3}{4}$

D $\frac{7}{8}$

CSM01145

14 **On the number line below, what number does point *M* represent?**



A $36\frac{2}{5}$

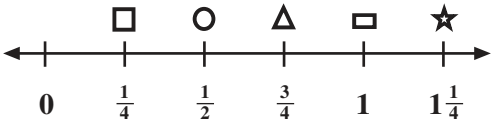
B $37\frac{1}{5}$

C $38\frac{7}{10}$

D $39\frac{1}{10}$

CSM10731

15 **Look at the number line.**



Between which two shapes is $\frac{2}{3}$?

A between □ and ○

B between ○ and △

C between △ and ▭

D between ▭ and ☆

CSM01194

16 **On Thursday Chris drove 167 miles, on Friday he drove 68 miles, and on Saturday he drove 73 miles. Approximately how many miles did Chris drive in the three days?**

A 100 miles

B 200 miles

C 300 miles

D 400 miles

CSM10628

17 **The total length of a vehicle is 205.83 inches. What is the length of the vehicle rounded to the nearest whole number?**

A 200 inches

B 205 inches

C 206 inches

D 210 inches

CSM10631

18 **$5894 - 2608 =$**

A 3276

B 3286

C 3294

D 3296

CSM01152

19

$$\begin{array}{r} 2489 \\ +\ 1678 \\ \hline \end{array}$$

A 3057

B 4067

C 4167

D 5157

CSM21177

20 **$267 \div 6 =$**

A 43

B 43 R3

C 44

D 44 R3

CSM02227

21 **Justin solved the problem below. Which expression could be used to check his answer?**

$$3\overline{)1364}\quad 454\,r2$$

A $(454 \times 3) + 2$

B $(454 \times 2) + 3$

C $(454 + 3) \times 2$

D $(454 + 2) \times 3$

CSM21079

22 **There are 58 cases of soda in a warehouse. If there are 24 cans of soda in each case, how many cans of soda are in the warehouse?**

A 1392

B 1362

C 1292

D 1262

CSM01164

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23 **There are 40 teachers at a school. Each teacher is provided with 2500 sheets of paper. How many sheets of paper is this in all?**

A 10,000

B 100,000

C 1,000,000

D 10,000,000

CSM01129

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24 **A year has 365 days, and a day has 24 hours. How many hours are in 365 days?**

A 2190

B 7440

C 7679

D 8760

CSM21080

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25 **There are 9 rows of seats in a theater. Each row has the same number of seats. If there is a total of 162 seats, how many seats are in each row?**

A 17

B 18

C 19

D 20

CSM01124

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26 **Maria read a 210-page book in 7 days. She read the same number of pages each day. How many pages did she read each day?**

A 30

B 32

C 34

D 36

CSM10370

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27 **Jeb paid $72 for a magazine subscription. If he is paying $4 for each issue of the magazine, how many issues of the magazine will he receive?**

A 18

B 20

C 22

D 24

CSM01166

28 **Which of these is another way to write the product 12×7?**

A $2 \times 3 \times 7$

B $3 \times 4 \times 7$

C $3 \times 6 \times 7$

D $6 \times 6 \times 7$

CSM00141

29 **Which statement is true?**

A The only factors of 8 are 1 and 8.

B The only factors of 9 are 1 and 9.

C The only factors of 10 are 1 and 10.

D The only factors of 11 are 1 and 11.

CSM00143

30 **Which is a prime number?**

A 4

B 5

C 8

D 9

CSM01127

31 **Which number is represented by n?**

$$8 \times n = 128$$

A 13

B 14

C 16

D 19

CSM11192

32 **What is the value of the expression below?**

$$(13 + 4) - (7 \times 2)$$

A 20

B 12

C 10

D 3

CSM02223

33 **What is the value of the expression below if $a = 3$?**

$$15 - (a + 8)$$

A 4

B 12

C 20

D 26

CSM01153

34 $(18 + 3) \div (3 - 2) =$

A 5

B 17

C 19

D 21

CSM21175

35 **What is the value of x?**

$$(16 \div 2) \times (4 - 2) = x$$

A 0
B 16
C 30
D 32

CSM20944

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36 $12 \div (4 + 2) =$

A 2
B 3
C 5
D 6

CSM01996

---

37 $5 \times (8 - 2) =$

A 25
B 30
C 38
D 42

CSM01965

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38 **Anna bought 3 bags of red gumballs and 5 bags of white gumballs. Each bag of gumballs had 7 pieces in it. Which expression could Anna use to find the total number of gumballs she bought?**

A $(7 \times 3) + 5 =$
B $(7 \times 5) + 3 =$
C $7 \times (5 + 3) =$
D $7 + (5 \times 3) =$

CSM10837

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39 $3 \times (9 + 1) - 6 =$

A 12
B 18
C 22
D 24

CSM01644

---

40 **Which equation below represents the area (A) of the rectangle in square centimeters?**

A $45 = A \times 9$
B $A = 45 \times 9$
C $A = (2 \times 45) + (2 \times 9)$
D $45 = (2 \times A) + (2 \times 9)$

CSM20944

41 **Look at the problem below.**

$$\square = \triangle + 4$$

If $\triangle = 7$, what is $\square$?

A 3

B 7

C 11

D 14

CSM01966

42 **The sum of x plus y equals 26. If $x = 17$, which equation can be used to find the value of y?**

A $y - 17 = 26$

B $17 + y = 26$

C $x - y = 26$

D $x + 17 = 26$

CSM20567

43 **The letters S and T stand for numbers. If $S - 100 = T - 100$, which statement is true?**

A $S = T$

B $S > T$

C $S = T + 100$

D $S > T + 100$

CSM01974

44 $35 + 6 = 35 + \square$

A $2 + 2$

B 2×2

C $2 + 3$

D 2×3

CSM20938

45 **Tina and Derek collect baseball cards. Each has the same number of cards. If Roberto gives Tina and Derek 5 more baseball cards each, who will have the greater number of baseball cards, Tina or Derek?**

A Tina

B Derek

C Tina and Derek will have the same number of baseball cards.

D There is not enough information to answer the question.

CSM01667

46 **What number goes in the box to make this number sentence true?**

$$(7 - 3) \times 5 = 4 \times \square$$

A 3

B 4

C 5

D 7

CSM00698

47 If $21 \times 7 = 7 \times a$, what is the value of a?

A 3

B 7

C 14

D 21

CSM10459

48

$$3 \times 2 \times 12 = 3 \times 2 \times \square$$

$$\square =$$

A 4×2

B 5×2

C 6×2

D 7×2

CSM20581

49 Which statement about the figures is true?

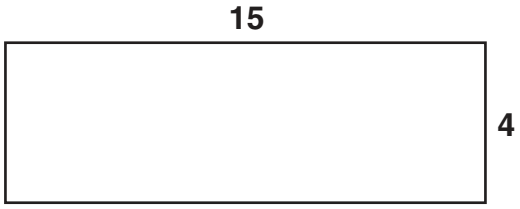


Figure 1

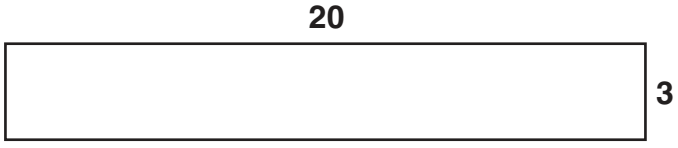


Figure 2

A They both have the same area.

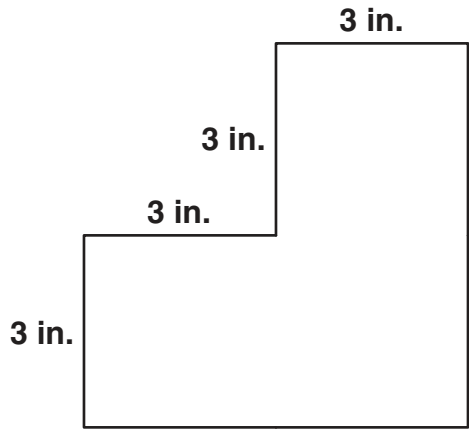
B They both have the same width.

C They both have the same length.

D They both have the same perimeter.

CSM10700

50 This figure is made of three squares joined together.



What is the area of the figure in square inches?

A 9 square inches

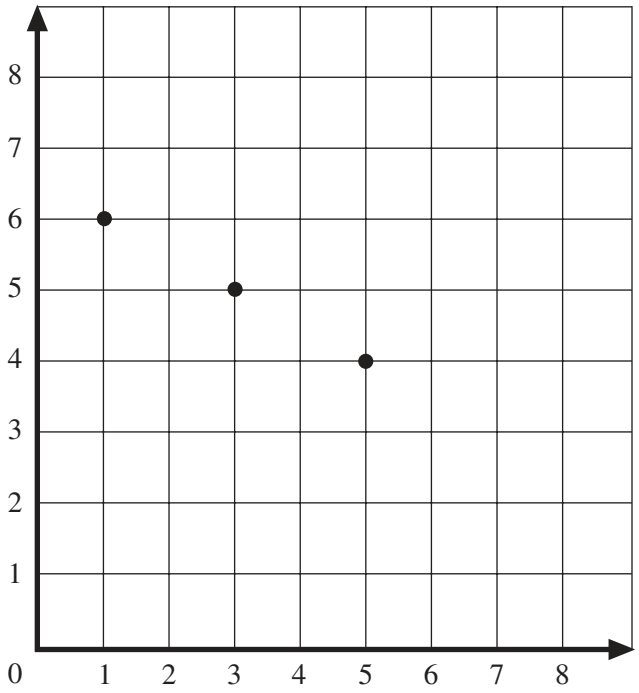
B 18 square inches

C 27 square inches

D 81 square inches

CSM00153

51 **Chu plotted 3 points on a grid. The 3 points were all on the same straight line.**



If she plots another point on the line, what could be its coordinates?

A $(2, 5)$

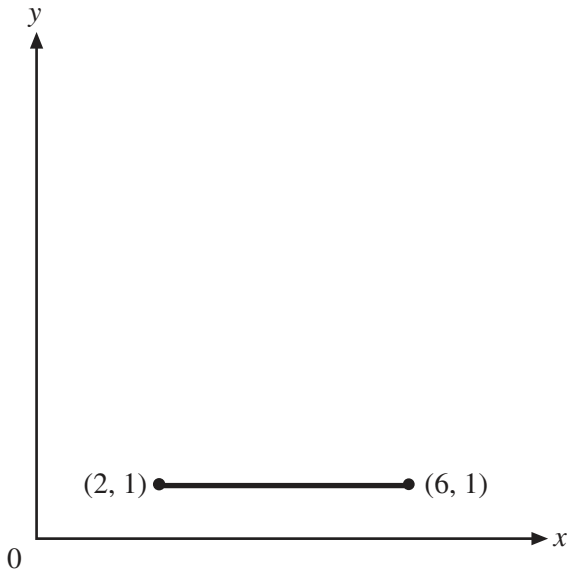
B $(4, 4)$

C $(6, 3)$

D $(7, 3)$

CSM01999

52 **Look at the line segment shown below.**



What is the length of the line segment?

A 1 unit

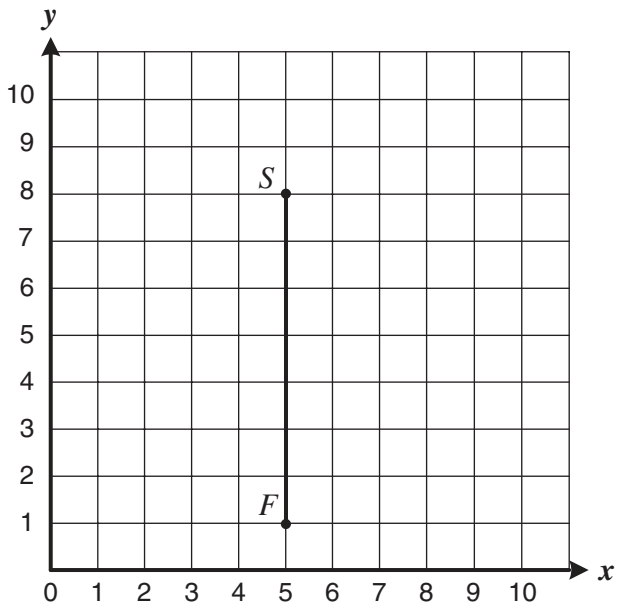
B 2 units

C 4 units

D 6 units

CSM01994

53 **Look at the graph. Point *S* is at (5, 8). Point *F* is at (5, 1).**



How can you find the number of units from point *S* to point *F*?

A Add: $5 + 8$

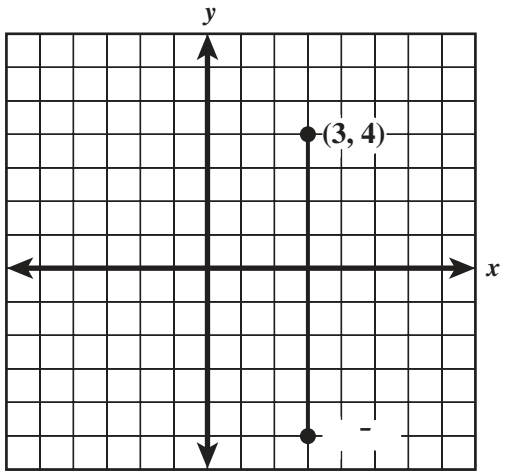
B Add: $1 + 8$

C Subtract: $8 - 5$

D Subtract: $8 - 1$

CSM01189

54 **What is the length of the line segment shown on the grid?**



A 9 units

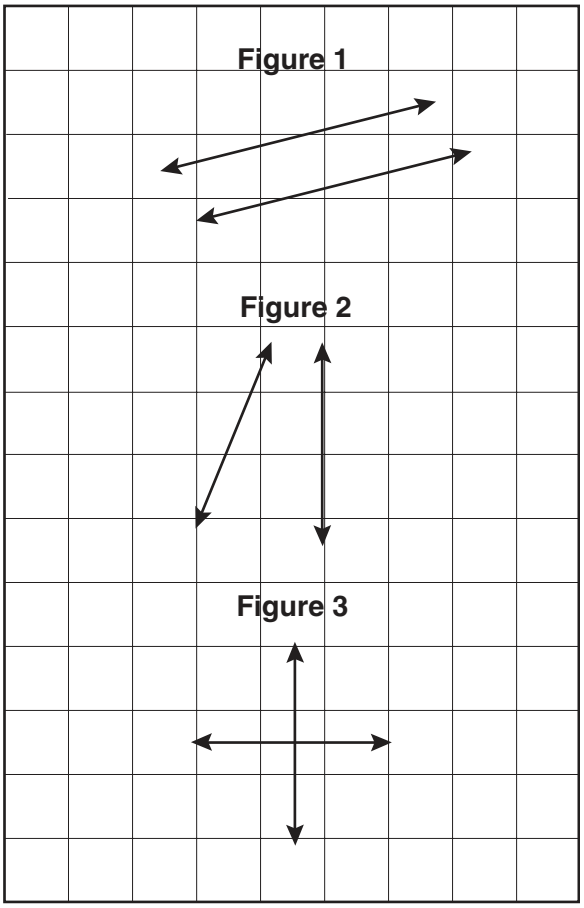
B 7 units

C 5 units

D 4 units

CSM00459

55 **Which figures below show pairs of lines that appear to be parallel?**



A Figure 1 only

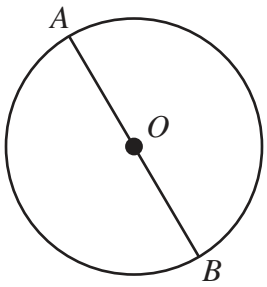
B Figure 3 only

C Figure 1 and Figure 2

D Figure 2 and Figure 3

CSM01976

56 **Look at the circle with center *O*.**



The line segment *AB* appears to be

A an arc.

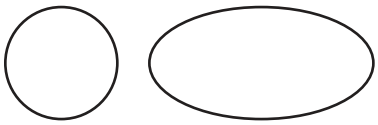
B a perimeter.

C a radius.

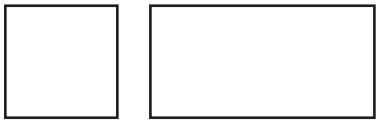
D a diameter.

CSM01168

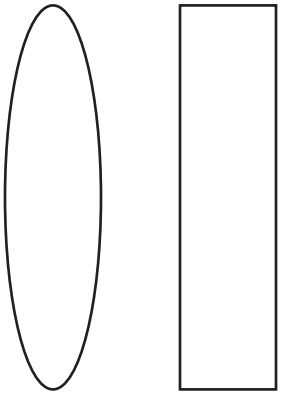
57 **Which pair of shapes is congruent?**



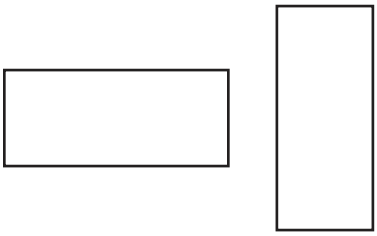
A



B



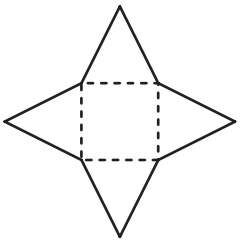
C



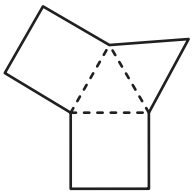
D

CSM11195

58 **Which figure can form a pyramid when folded on the dotted lines without overlapping?**

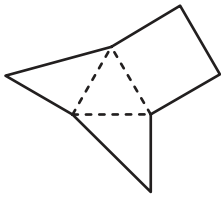


A



C

B



D

CSM21302

59 **What kind of a triangle always has 3 acute angles and 3 sides the same length?**

A isosceles

B right

C equilateral

D scalene

CSM00677

60 **Which shape must have four equal sides and four right angles?**

A square

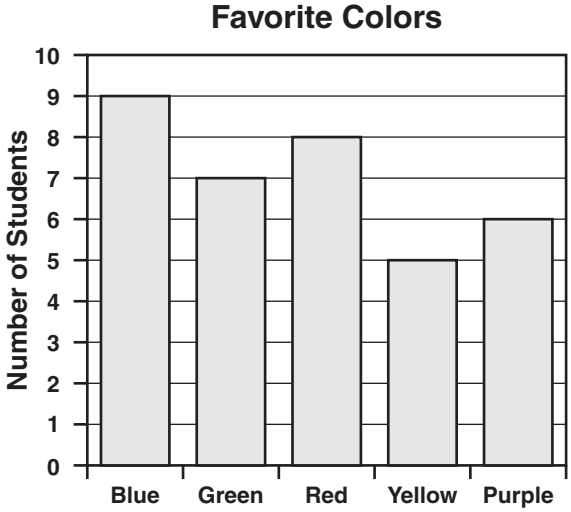
B rectangle

C rhombus

D parallelogram

CSM01626

61 **Pietro surveyed 35 students about their favorite colors and made this bar graph.**



Which of the following tally charts did he use to make this graph?

A

Favorite Colors

Blue	𝍸 |||
Green	𝍸 ||
Red	𝍸 |||
Yellow	𝍸
Purple	𝍸 |

C

Favorite Colors

Blue	𝍸 |||
Green	𝍸 |
Red	𝍸 ||
Yellow	||||
Purple	𝍸

B

Favorite Colors

Blue	𝍸 𝍸
Green	𝍸 |||
Red	𝍸 ||||
Yellow	𝍸 |
Purple	𝍸 ||

D

Favorite Colors

Blue	𝍸 |||
Green	𝍸 |||
Red	𝍸 ||
Yellow	𝍸 |
Purple	𝍸

CSM11197

62 **What is the mode of this set of numbers?**

{2, 2, 2, 3, 4, 4, 6}

A 2

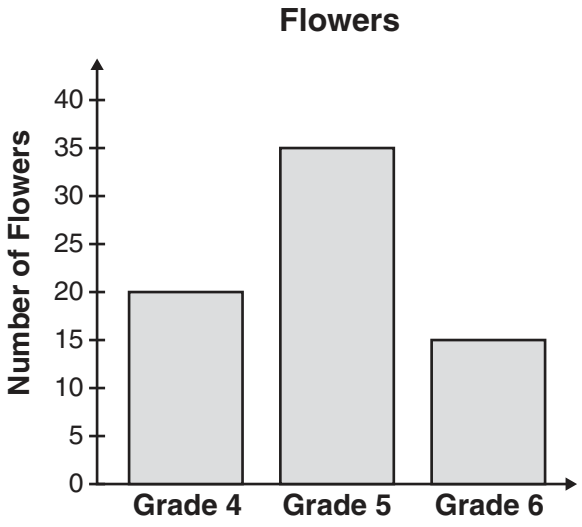
B 3

C 4

D 6

CSN00172

63 **At a local school, the fourth, fifth, and sixth graders sold flowers as a fundraiser. The bar graph below shows how many flowers were sold by each grade.**



How many flowers did the students sell in all?

A 20

B 35

C 40

D 70

CSM11090

64 **Royce has a bag with 8 red marbles, 4 blue marbles, 5 green marbles, and 9 yellow marbles all the same size. If he pulls out 1 marble without looking, which color is he most likely to choose?**

A red

B blue

C green

D yellow

CSN00254

Question Number	Correct Answer	Standard	Year of Test
1	*B*	4NS1.1	2003
2	*D*	4NS1.1	2004
3	*A*	4NS1.2	2004
4	*C*	4NS1.2	2006
5	*B*	4NS1.3	2003
6	*B*	4NS1.3	2005
7	*D*	4NS1.5	2004
8	*B*	4NS1.6	2003
9	*A*	4NS1.7	2006
10	*A*	4NS1.8	2004
11	*A*	4NS1.8	2005
12	*A*	4NS1.8	2006
13	*D*	4NS1.9	2003
14	*C*	4NS1.9	2004
15	*B*	4NS1.9	2006
16	*C*	4NS2.1	2005
17	*C*	4NS2.2	2005
18	*B*	4NS3.1	2003
19	*C*	4NS3.1	2005
20	*D*	4NS3.2	2004
21	*A*	4NS3.2	2005
22	*A*	4NS3.3	2003
23	*B*	4NS3.3	2004
24	*D*	4NS3.3	2006
25	*B*	4NS3.4	2003
26	*A*	4NS3.4	2005
27	*A*	4NS3.4	2006
28	*B*	4NS4.1	2003
29	*D*	4NS4.2	2004
30	*B*	4NS4.2	2005
31	*C*	4AF1.1	2004
32	*D*	4AF1.2	2003
33	*A*	4AF1.2	2004
34	*D*	4AF1.2	2005
35	*B*	4AF1.2	2005
36	*A*	4AF1.2	2006
37	*B*	4AF1.3	2003
38	*C*	4AF1.3	2006
39	*D*	4AF1.3	2006
40	*B*	4AF1.4	2004
41	*C*	4AF1.5	2004
42	*B*	4AF1.5	2005
43	*A*	4AF2.1	2003

Question Number	Correct Answer	Standard	Year of Test
44	*D*	4AF2.1	2005
45	*C*	4AF2.1	2006
46	*C*	4AF2.2	2003
47	*D*	4AF2.2	2006
48	*C*	4AF2.2	2006
49	*A*	4MG1.2	2004
50	*C*	4MG1.4	2006
51	*D*	4MG2.1	2003
52	*C*	4MG2.2	2003
53	*D*	4MG2.3	2004
54	*A*	4MG2.3	2005
55	*A*	4MG3.1	2004
56	*D*	4MG3.2	2003
57	*D*	4MG3.3	2006
58	*A*	4MG3.6	2005
59	*C*	4MG3.7	2005
60	*A*	4MG3.8	2006
61	*A*	4PS1.1	2005
62	*A*	4PS1.2	2004
63	*D*	4PS1.3	2006
64	*D*	4PS2.2	2003