

2027 Sample pack

General Maths level 2

2027 sample pack

Discover how the course is structured through explicit theory, worked examples, guided practice and independent practice questions.

This sample pack includes select pages from each of the 5 units in the General Maths level 2 course.

Please note: The 2027 editions have been substantially revised and updated. To ensure page numbers, questions and teacher resources align, it is recommended that all students within a class use the same edition.

2027 available courses.

- General mathematics (level 2)
- General mathematics (level 3)

Student workbooks

Overview

- Comprehensive workbook set covering the entire school year.
- Structured around the gradual release model (I do, We do, You do)

WHAT IS AN ARITHMETIC SEQUENCE?

An arithmetic sequence is a pattern where the numbers change by the same amount each step. This amount can be:

- Positive (increasing sequence) → 4, 7, 10, 13, 16, ... (+3 each time)
 Negative (decreasing sequence) → 15, 10, 5, 0, -5 ... (-5 each time)
 Zero (constant sequence) → 8, 8, 8, 8, ... (no change, +0)

Arithmetic sequences add or subtract the SAME number each time.

Arithmetic sequences model situations where something increases or decreases by a fixed amount over time. These sequences can represent real life situations.

- Saving \$50 every week → 50, 100, 150, 200, ...
 Temperature drops 2°C each hour → 18, 16, 14, 12, ...
 A plant grows 3 cm each day → 5, 8, 11, 14, ...

Theory - Concepts are introduced using clear, student-friendly language.



Worked example. From sequence → graph

Jasmin starts a new job and earns \$200 in her first week. Each week, she earns \$50 more than the previous week as she takes on extra responsibilities. This sequence could be written as: 200, 250, 300, 350, 400, 450, ...

Step 1: Make a table of term position (n) and term value (t_n) for the first 6 terms.

Term position (n)	Value (t_n)	Point @ (n, t_n)
1	200	(1, 200)
2	250	(2, 250)
3	300	(3, 300)
4	350	(4, 350)
5	400	(5, 400)
6	450	(6, 450)

Step 2: Plot the points. We only plot the points (discrete values). We do not join them with a continuous line because sequences only exist at set intervals.

I do - Worked examples introduce each concept and model required skills.

With your teacher.

1. Identify if each sequence is arithmetic. If it is, state the common difference (d).

	Arithmetic sequence?	Common difference (d)
a) 3, 6, 9, 12, ...		
b) 10, 7, 4, 1, ...		
c) 5, 10, 20, 40, ...		
d) 5, 5, 5, 5, ...		
e) 2, 5, 9, 14, ...		
f) 100, 90, 80, 70, ...		

2. Write the first 5 terms (t_1, t_2, t_3, t_4, t_5) of each arithmetic sequence.

a) Start at 4, add 6 each time

We do - Guided practice questions for students to complete with their teacher.



Try it yourself (INTRO TO SEQUENCES)

1. State whether each of the following sequences are arithmetic. If they are, state the common difference (d), first term (t_1) and the third term (t_3)

- a) 9, 12, 15, 18, ...
 b) 16, 8, 4, 2, ...
 c) 5, 3, 1, -1, -3 ...
 d) 2, 5, 9, 14, ...
 e) -10, -5, 0, 5, ...
 f) 7, 7, 7, 7, ...

2. Fill in the missing terms.

- a) 2, __, __, 8, 10
 b) __, 14, 11, 8, __
 c) -3, __, 1, __, 5
 d) 50, 45, __, 35, __

You do - Independent practice questions to build confidence and skill

2027

**GENERAL
MATHEMATICS**
Level 2

ALGEBRA

SOLVING LINEAR EQUATIONS

An equation shows that two expressions are equal, just like the two sides of a balanced scale. When the left side has the same value as the right side, the equation is balanced.



When **solving an equation**, the goal is to isolate the variable (often x , but any letter or symbol can be used) by performing the same operation on both sides.



Worked example. Imagine you have two small buckets hanging from a scale.

One bucket has x coins plus 3 more ($x + 3$), and the other has exactly 7 coins (7).

If the scale is balanced, then both sides weigh the same: $x + 3 = 7$

To find out how many coins are in the first bucket (x), remove 3 from both sides:

$$x + 3 = 7$$

$$x + 3 - 3 = 7 - 3 \quad \leftarrow \text{Remove 3 from both sides}$$

$$x = 4$$

Therefore, the letter x represents 4 coins.

To isolate the variable, you need to remove everything on that side that isn't the variable you are trying to isolate. We remove terms by doing the opposite operation.

Opposite operations

Addition (+) and subtraction (−) are opposites

Multiplication (×) and division (÷) are opposites



Worked examples.

a) $h + 2 = 5$

$$h + 2 - 2 = 5 - 2$$

$$h = 3$$

b) $j - 5 = 12$

$$j - 5 + 5 = 12 + 5$$

$$j = 17$$

c) $3t = 12$

$$3t \div 3 = 12 \div 3$$

$$t = 4$$

d) $r/10 = 2$

$$r/10 \times 10 = 2 \times 10$$

$$r = 20$$



With your teacher.

a) $x + 4 = 9$

b) $x + 5 = 12$

c) $x - 2 = 7$

d) $x - 9 = -1$

e) $3x = 21$

f) $-2x = -10$

g) $-x = 6$

h) $x \div 5 = 6$

i) $\frac{j}{3} = 10$

Solving equations often require more than one step. In this situation, you need to do the **reverse of BODMAS**. Sometimes it helps to write down what order you would normally complete the steps, and then do them backwards.



Worked examples.

a)

$$\begin{aligned} 2r - 10 &= 14 \\ 2r - 10 + 10 &= 14 + 10 \\ 2r &= 24 \\ 2r \div 2 &= 24 \div 2 \\ r &= 12 \end{aligned}$$

b)

$$\begin{aligned} 3a + 5 &= 2a + 12 \\ 3a + 5 - 5 &= 2a + 12 - 5 \\ 3a &= 2a + 7 \\ 3a - 2a &= 2a - 2a + 7 \\ a &= 7 \end{aligned}$$



With your teacher.

a) $2y + 3 = 11$

b) $5e - 4 = 16$

c) $\frac{w}{3} - 2 = 4$

d) $\frac{1}{4}q + 3 = 6$



With your teacher (continued).

e) $2(w - 4) = w + 3$

f) $6n - (2n + 1) = 3n + 7$

g) $\frac{1}{2}(j + 4) = 3j - 2$

h) $5u - 2 = 3(u + 1)$

SAMPLE ONLY



Try it yourself (SOLVING LINEAR EQUATIONS).

1. Solve each equation for y.

a) $y + 7 = 12$

b) $y - 4 = 9$

c) $y + 6 = -2$

d) $y - 3 = -7$

e) $5y = 35$

f) $-3y = 12$

g) $-5 = y - 3$

h) $y \div 4 = 6$

i) $y \div -5 = -2$

j) $y - \frac{3}{4} = \frac{1}{4}$

k) $y \div \frac{1}{2} = 10$



Try it yourself (SOLVING LINEAR EQUATIONS cont).

2. Solve each equation below for y.

a) $2y + 3 = 9$

b) $-4y + 5 = -7$

c) $-3y - 8 = 10$

d) $-5 + \frac{y}{2} = 1$

e) $\frac{y}{3} - 2 = 6$

f) $2(y + 3) = 14$

g) $4(y - 1) + 2 = 10$

h) $-3(y - 2) + 1 = -5$

i) $-4 + 2(y + 3) = 10$

SAMPLE ONLY

j) $3 + 2y + (3y - 4) = 9$

k) $2y + 3 = y + 9$

l) $4y - 5 = 2y + 3$

m) $6y + 2 = 3y + 8$

n) $12y - 3 = 3y + 2y + 4$



Try it yourself (SOLVING LINEAR EQUATIONS cont).

3. Rearrange each equation so **y** becomes the subject:

a) $y + 6 = x$

b) $4y = a$

c) $y - 3 = m$

d) $x = y - 8$

e) $z = 7y$

f) $3y + 5 = x$

g) $a = 6y - 4$

h) $t = 2y + 9$

i) $x = 5 - 4y$

j) $z = 4(y + 2) - 3$

k) $x = 3(y - 1) + 2(y + 2)$

l) $x = 2(y + 4)$

m) $a = 3(y - 5) + 6$



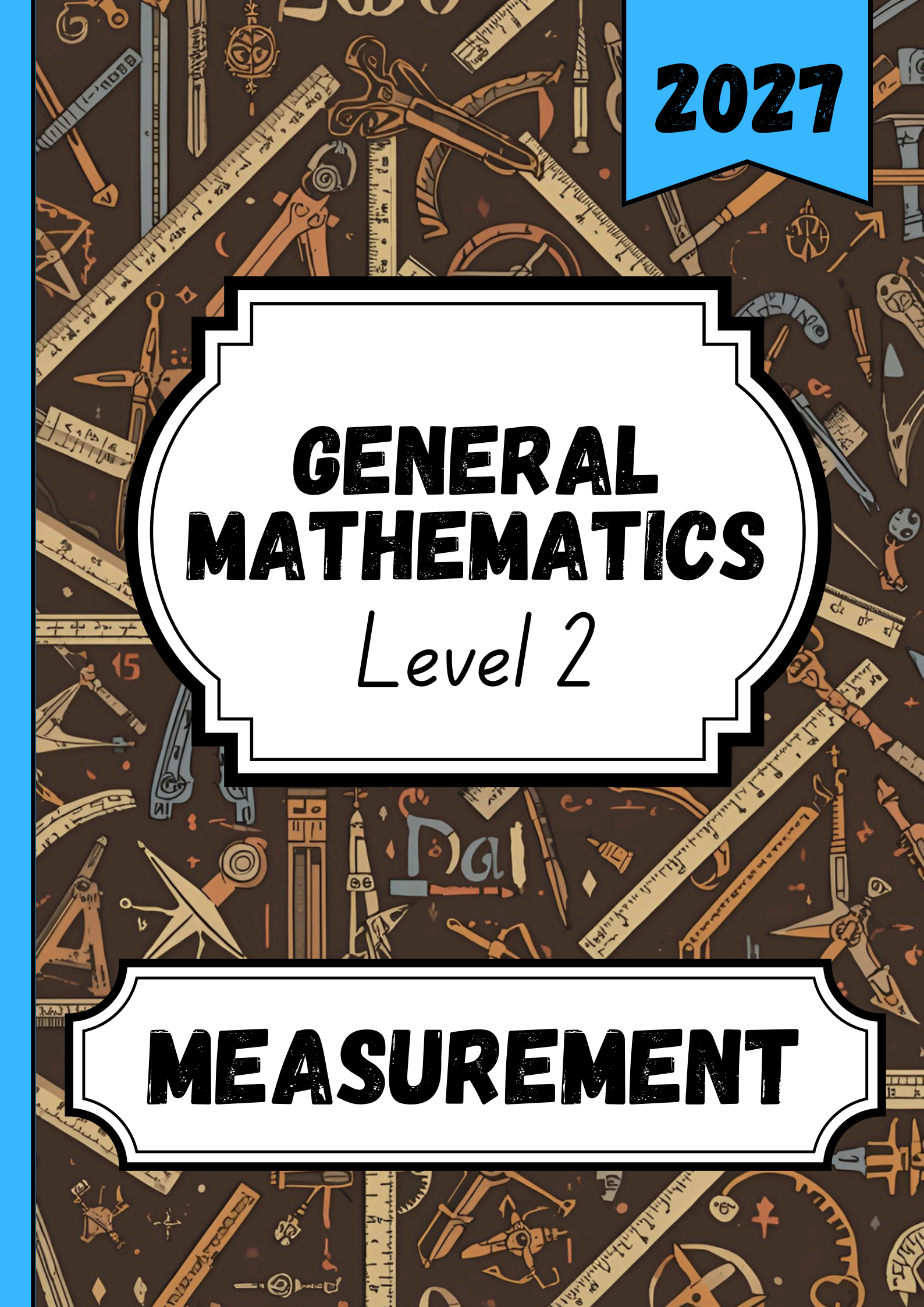
Try it yourself (SOLVING LINEAR EQUATIONS cont).

4. Harper buys one notebook and three identical pens. The notebook cost \$3 and she spends \$12 in total. Write and solve an equation to find the cost of each pen.

5. A phone plan has a fixed monthly fee plus charges \$5 for every gigabyte of data. If a \$45 bill included 6GB of data, what was the fixed monthly fee?

6. A plumber charges \$80 for a service call plus \$65 per hour. If the total bill was \$275, how many hours did the plumber work?

7. An Uber trip costs \$4.50 plus \$1.80 per kilometre. If you paid \$21.30, how many kilometres did you travel?

The background is a dark brown field filled with a dense, repeating pattern of various mathematical and drafting tools. These include rulers of different sizes and orientations, compasses, set squares, and other geometric instruments, all rendered in a stylized, hand-drawn manner with a color palette of browns, tans, and muted blues.

2027

GENERAL MATHEMATICS

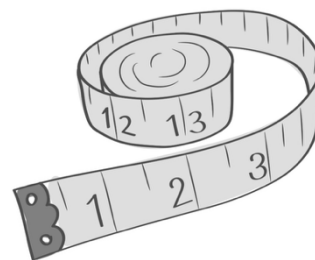
Level 2

MEASUREMENT

Part 1 MEASUREMENT

INTRODUCTION TO MEASUREMENT

Measurement is how we describe and compare the size of things in the real world. We use measurement every day - from checking our height, to filling up a petrol tank, to building houses and designing controversial AFL stadiums.



In mathematics, measurement allows us to connect numbers to real objects by using units such as centimetres, metres, and litres.

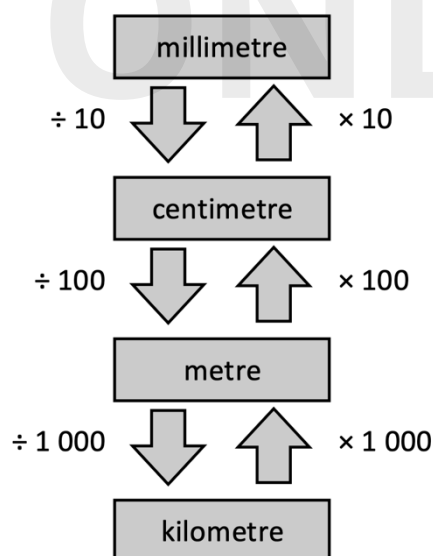
When solving problems, it's important to **use the same units** for all parts of the question. If measurements are given in different units, convert them first.



Complete with your teacher.

1. Convert the following measurements.

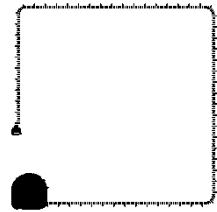
Original	Convert to
100mm	cm
3,506mm	cm
200cm	m
1,346cm	m
2,000m	km
3,506mm	m
210km	m
35m	cm
22.5cm	mm
2.5km	mm



2. Add together the following: 125mm + 35.6cm + 1050mm + 1.5m + 27.4cm

PERIMETER

Perimeter is the distance around the outside of a two-dimensional shape. It is a linear measurement, usually measured in millimetres (mm), centimetres (cm), metres (m) or kilometres (km).



To calculate perimeter, we add together the lengths of all the sides of the shape.

In this section we will cover how to find the perimeter of the following shapes:

- Rectangles
- Triangles
- Parallelograms
- Circles (including sectors)

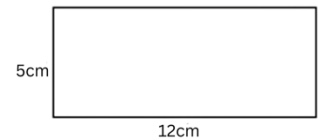


Worked Examples. (rectangles, triangles & parallelogram)

1. A rectangle has a length of 12 cm and a width of 5 cm.

$$\text{Perimeter} = 5 + 5 + 12 + 12$$

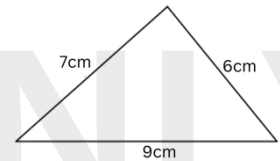
$$P = 34 \text{ cm}$$



2. A triangle has sides of 6 cm, 7 cm, and 9 cm.

$$\text{Perimeter} = 6 + 7 + 9$$

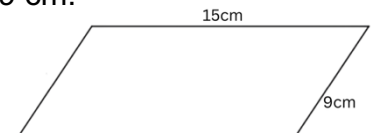
$$P = 22 \text{ cm}$$



3. A parallelogram has a base of 15 cm and a side length of 9 cm.

$$\text{Perimeter} = 15 + 9 + 15 + 9$$

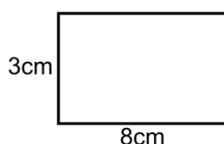
$$P = 48 \text{ cm}$$



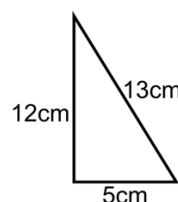
With your teacher.

1. Find the perimeter of the following shapes.

- a) Rectangle with length 8 cm and width 3 cm.



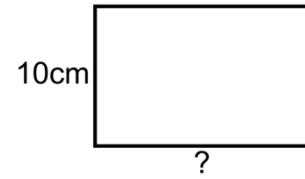
- b) Triangle with side lengths 5 cm, 12 cm, and 13 cm.



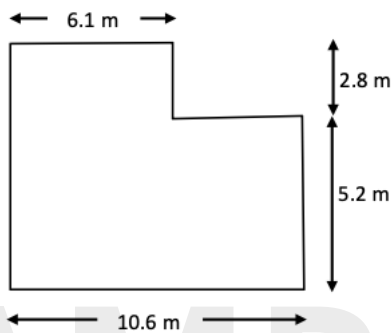


With your teacher.

2. A rectangle has a perimeter of 50 cm and a width of 10 cm. What is its length?



3. Find the perimeter of the following shape:



Try it yourself (PERIMETER).

1. Change the followings units. Round to 2 decimal places (2dp) if needed.

a) 5m in cm b) 4.63m in cm c) 5.4m in mm d) 5.28m in mm

e) 5276m in km f) 756m in km g) 1235mm in cm h) 135mm in cm

i) 5682mm in m j) 3682mm in m k) 39cm in mm l) 820cm in mm

m) 350cm in m n) 1274cm in m o) 3.5km in m p) 0.85km in m

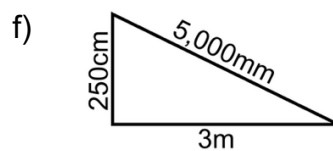
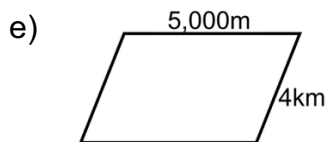
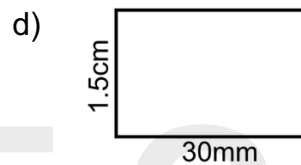
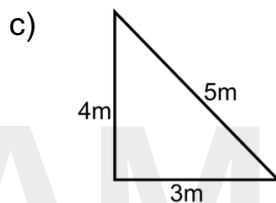
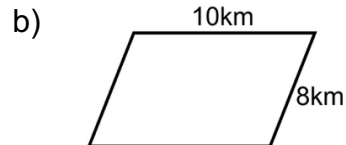
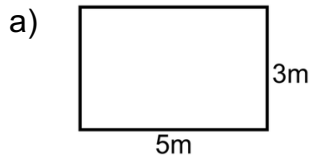


Try it yourself (PERIMETER cont).

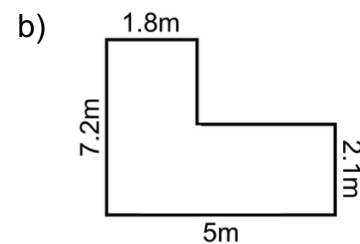
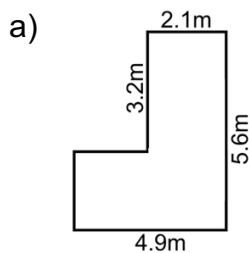
2. Arrange each of the following in ascending order (smallest to biggest):

1m, 3.5cm, 1cm, 450mm, 25mm, 2370mm, 320cm, 2.2m, 5mm

3. Find the perimeter of the following shapes.



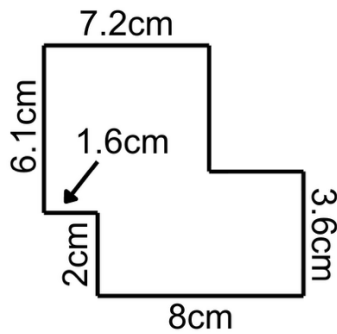
4. Find the perimeter of the following shapes.





Try it yourself (PERIMETER cont).

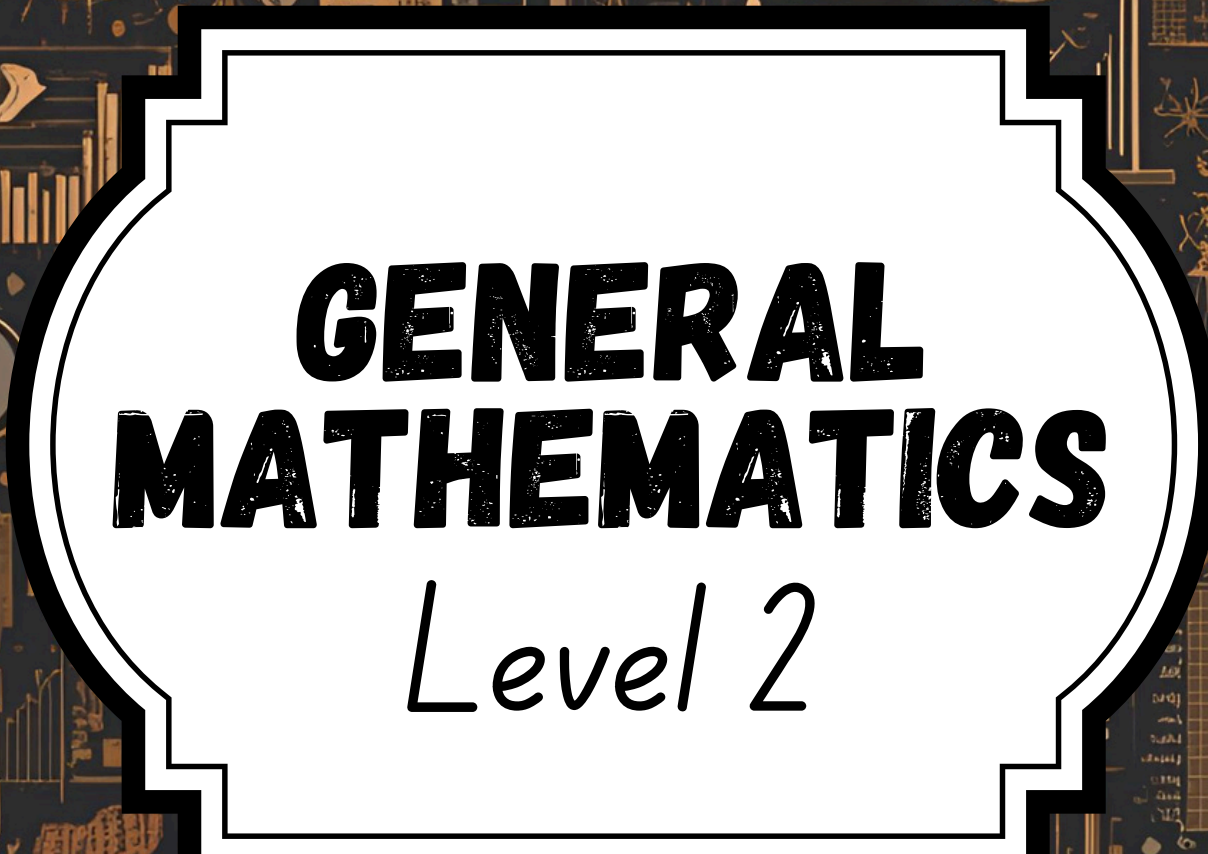
5. Find the perimeter of the below composite shape.



6. A triangle has two equal sides of 8cm and a base of 60mm. Find its perimeter.
7. A builder is constructing a deck that is 3.2m wide. How many decking boards will be used if each decking board is 70mm wide and a 6mm gap is to be left between each board?
8. A carpet costs \$140 per metre length and is cut from a roll that is 4m wide. Find the lowest cost of carpeting a hall which measures 11500mm x 8400mm.

**GENERAL
MATHEMATICS**

Level 2



**GENERAL
MATHEMATICS**

Level 2

DATA

STANDARD DEVIATION (SD)

Standard deviation is a measure of spread. It tells us, on average, roughly how far the data values are from the mean.



- A small SD means the data is tightly clustered around the mean (consistent).
- A large SD means the data is more spread out (less consistent).

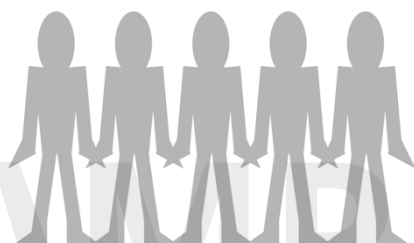
Standard deviation formula (from a table)

$$SD = \sqrt{\frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2}$$



Worked example.

Two basketball teams consist of 5 people each. Both teams have the same average height (173cm) but look different. Calculate the standard deviation.



Team A

Smaller standard deviation.

All values (heights) are closer to the average value (height)

H = 172, 175, 174, 172, 172 (cm)



Team B

Larger standard deviation.

Individual values (heights) are further away from the average height.

H = 170, 165, 170, 140, 220 (cm)

Calculating standard deviation for team A.

Height (x)	Frequency (f)	x ²	fx	fx ²
172	1	29,584	172	29,584
175	1	30,625	175	30,625
174	1	30,276	174	30,276
172	1	29,584	172	29,584
172	1	29,584	172	29,584
Σ	5	149,653	865	149,653

$$SD = \sqrt{\frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2}$$

$$SD = \sqrt{\frac{149,653}{5} - \left(\frac{865}{5}\right)^2}$$

$$SD = 1.26$$

Interpretation in context: The standard deviation of 1.26 means that, on average, most player's heights are 1.26cm away from the team's average height (173cm).



With your teacher.

Calculate the standard deviation of team B.

Height (x)	Frequency (f)	x^2	fx	fx^2
170	2			
165	1			
140	1			
220	1			
Σ	5			

$$SD = \sqrt{\frac{\Sigma fx^2}{\Sigma f} - \left(\frac{\Sigma fx}{\Sigma f}\right)^2}$$

In practice, standard deviation is usually calculated with technology.

You can use a CAS calculator, or an online calculator like Desmos or GeoGebra.

Free online calculators for standard deviation

Desmos scientific

<https://www.desmos.com/scientific>

→ Function → stdevp → stdevp(172,175,174,172,172) = 1.26

GeoGebra Scientific calculator

<https://www.geogebra.org/scientific>

→ Keyboard (bottom left) → f(x) → stdevp(172,175,174,172,172) = 1.26

Limitations of standard deviation

Standard deviation is a useful measure of spread, but only as part of a bigger picture.

- SD is heavily influenced by outliers and extreme values
- SD works best with a symmetric distribution; it may be misleading when used on skewed data.
- SD only makes sense when considered alongside the mean, not on its own.





Try it yourself (STANDARD DEVIATION).

1. Calculate the standard deviations for each of the below tables.

a)

x	f	x^2	fx	fx^2
20	5			
25	10			
35	6			
40	7			
Σ				

b)

x	f	x^2	fx	fx^2
4	12			
5	14			
7	6			
8	2			
Σ				

2. Use an online calculator like Desmos or GeoGebra to find the SD of this data:

a) 12, 15, 14, 12, 11, 16, 17, 13, 18, 15, 15, 16

b) 42.5, 47, 49.3, 50.55, 48.2, 45.7, 51.6

c) 100, 112, 110, 101, 105, 113, 110, 110, 110, 42



Try it yourself (STANDARD DEVIATION cont).

3. The table below shows the number of jellybeans in randomly chosen packets produced on an automatic packing machine. The company insists the process is consistent, with a standard deviation of less than 1 jellybean per packet.

# per pack (x)	f	x^2	fx	fx^2
20	5			
25	10			
30	4			
35	6			
40	7			
Σ				

- a) Complete the table and calculate the mean and standard deviation.

SAMPLE ONLY

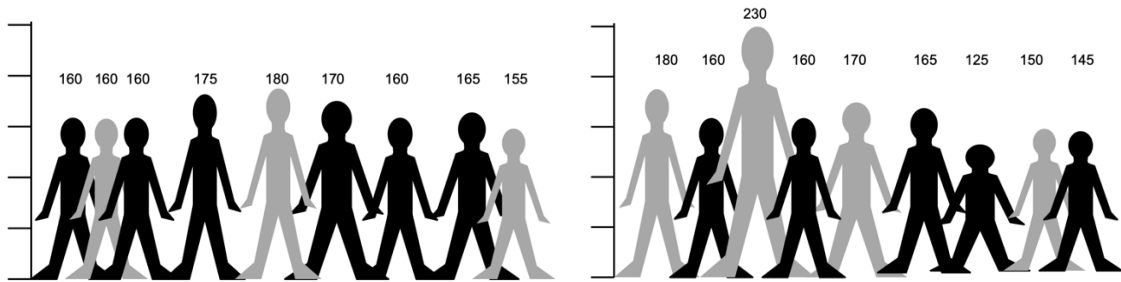
- b) Is the company correct in saying the standard deviation is less than 1?

- c) Comment on any limitations of using SD alone in this context.



Try it yourself (STANDARD DEVIATION cont).

4. For each of group of people pictured below (group A on the left, B on the right):



a) Find the mean, mode, range and standard deviation for both groups.

SAMPLE ONLY

b) If the tall person from group B was to stand in group A, how would the statistics of group A be affected?

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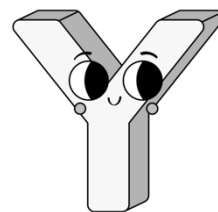
GENERAL MATHEMATICS

Level 2

LINEAR

DETERMINE THE Y INTERCEPT

Once we know the gradient of a line, we can find the y-intercept by substituting one of the points into the straight-line equation ($y = mx + c$). The steps are:



1. Find the gradient (m) using $m = \frac{y_1 - y_2}{x_1 - x_2}$
2. Choose one of the points - **doesn't matter which**
3. Substitute the x , y , and m values into the equation $y - y_1 = m(x - x_1)$



Worked example.

Find the equation of the line passing through the points (2, 3) and (6, 11).

Step 1: Find the gradient $\rightarrow m = \frac{3-11}{2-6} = \frac{-8}{-4} = 2$

Step 2: Sub points into formula $\rightarrow y - y_1 = m(x - x_1)$

$$y - 3 = 2(x - 2)$$

$$y - 3 = 2x - 4$$

$$y = 2x - 1$$



With your teacher.

1. Find the equation of the line that passes through the points (1,4) and (5,8)

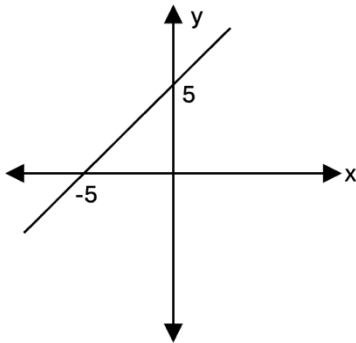
2. Find the equation of the line passing through (-4, 5) and (2, -1).



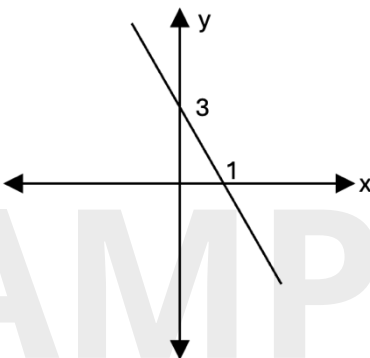
With your teacher.

3. Find the equation of the line for the following graphs.

a)



b)



Try it yourself (DETERMINE GRADIENT AND Y INTERCEPT).

1. Write the equation of a line given the gradient (m) and y intercept (c).

a) $m = 5, c = -2$

b) $m = 2, c = 3$

c) $m = -1, c = 4$

d) $m = 3, c = 1$

e) $m = 0.5, c = -1$

f) $m = -2, c = -3$

g) $m = 1, c = 0$

h) $m = -0.5, c = 3$

i) $m = -4, c = 2$

j) $m = 7, c = -5$

k) $m = 0, c = 6$

l) $m = 10, c = 0$



Try it yourself (DETERMINE GRADIENT AND Y INTERCEPT cont).

2. Find the gradient of the straight line passing through the following points.

a) (3,3) and (5,9)

b) (6,1) and (3,10)

c) (-5,8) and (-1, -4)

d) (0, -4) and (6,2)

e) (3,5) and (-9,3)

f) (-5,5) and (1,1)

3. When given the gradient, substitute the point to find the y intercept and the equation of the line. Write your answer in the form $y = mx + c$

a) Passing through (5,4)
with a gradient of 1

b) Passing through (2,4)
with a gradient of 2

c) Passing through (1,4)
with a gradient of -3

d) Passing through (2, -1)
with gradient -1

e) Gradient of -4, passing
through the point (-3,8)

f) Gradient of 3, passing through
the point (6,2)



Try it yourself (DETERMINE GRADIENT AND Y INTERCEPT cont).

4. Find the equation of the line passing through the points.

a) $(0,0)$ and $(2,2)$

b) $(1,1)$ and $(3,5)$

c) $(0,2)$ and $(4,6)$

d) $(-3, -2)$ and $(3,4)$

e) $(0,5)$ and $(5,0)$

f) $(1.5,2)$, $(3.5,6)$

g) $(1,4)$ and $(5, -2)$

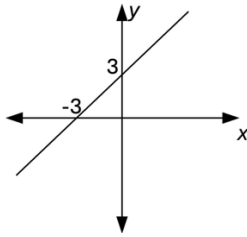
h) $(-2,6)$ and $(2,0)$



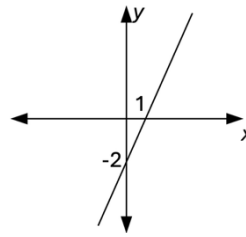
Try it yourself (DETERMINE GRADIENT AND Y INTERCEPT cont).

5. Find the equation of the line for each of the below graphs.

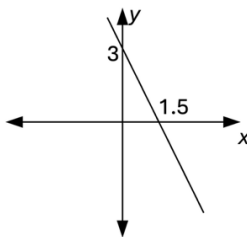
a)



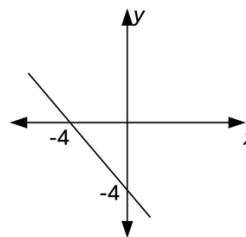
b)



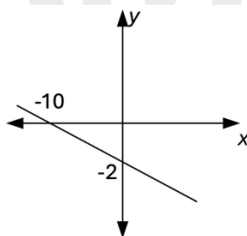
c)



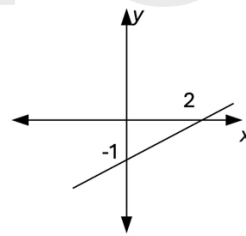
d)



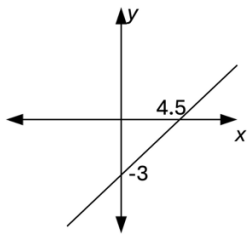
e)



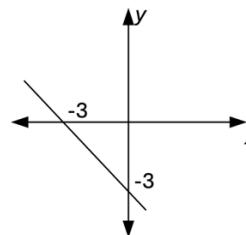
f)

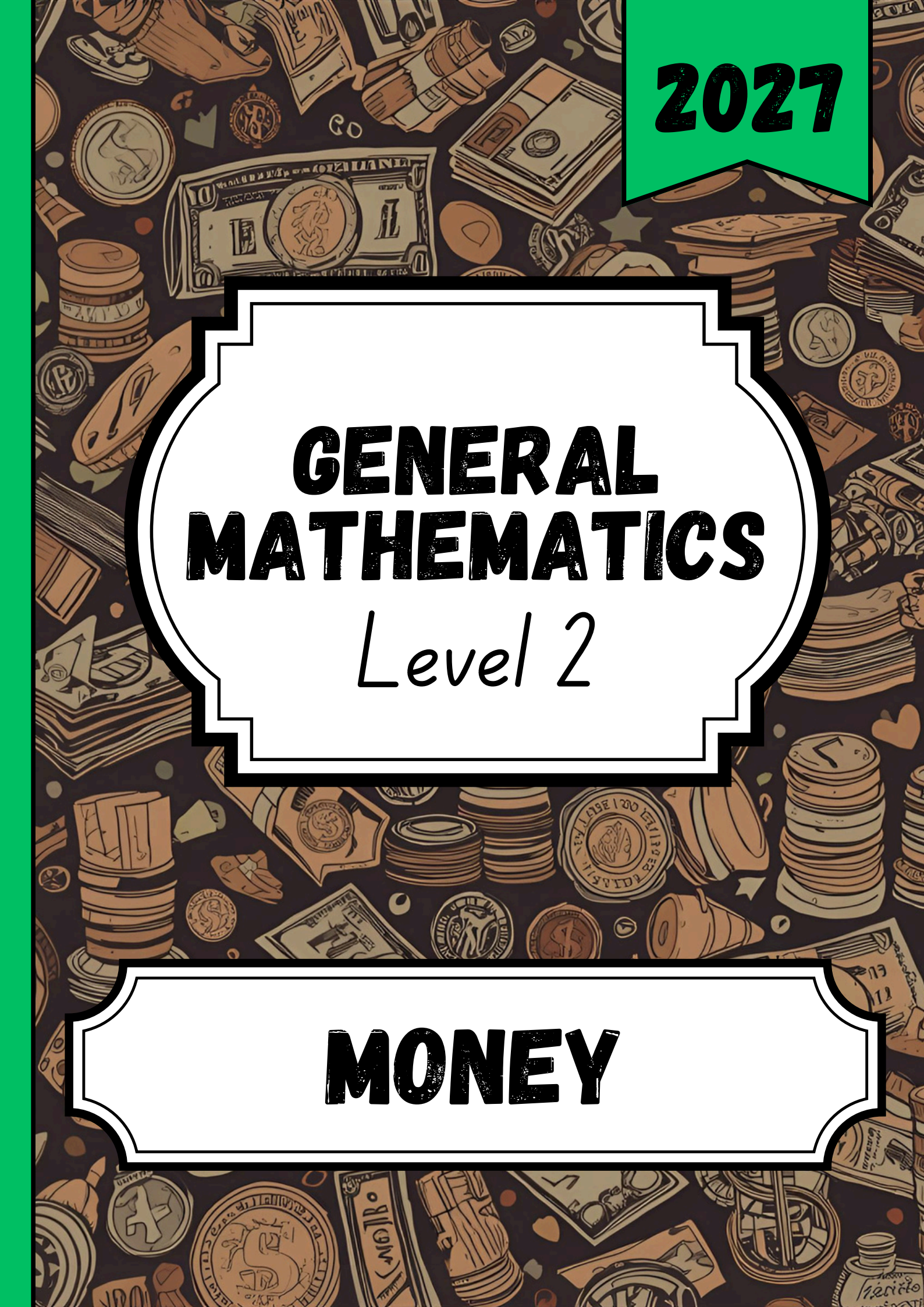


g)



h)



The background of the entire page is a dense, repeating pattern of various banknotes and coins in shades of brown, tan, and gold. The banknotes are of different denominations, and the coins are also of various sizes and designs. The pattern is set against a dark brown background. A solid green banner is located in the top right corner.

2027

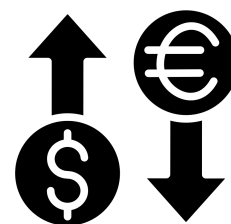
GENERAL MATHEMATICS

Level 2

MONEY

EXCHANGE RATES

Exchange rates tell you how much one country's currency is worth in another country's money. For example, if 1 Australian dollar (AUD) equals 0.65 US dollars (USD), then AUD\$100 is worth USD\$65.



Understanding exchange rates is important when:

- Travelling overseas (so you know how much your money is worth)
- Shopping online from international stores
- Sending or receiving money from other countries

Exchange rates change daily based on global economic factors like trade, inflation, interest rates, and market demand. You can check current rates online, through apps, or at banks and currency exchange services.

Steps to convert between currencies

1. Find the exchange rate

Look up how much 1 unit of your currency is worth in the other currency.

Example: 1 AUD = 0.80 USD

2. Determine the direction of conversion

- If you're converting **from** AUD to foreign currency, **multiply**.
- If you're converting **to** AUD from foreign currency, **divide**.

3. Perform the calculation

- From AUD to USD: $\$100 \times 0.80 = \$80 \rightarrow \text{AUD } \$100 = \text{USD } \$80$
- From USD to AUD: $\$80 \div 0.80 = \$100 \rightarrow \text{USD } \$80 = \text{AUD } \$100$



Worked examples.

1. You want to buy a book online from the USA. The book costs USD \$40, and the exchange rate is: 1 AUD = 0.80 USD.

$$\$40 \div 0.8 = \$50$$

$\therefore$ The book would cost AUD\$50.

2. You are planning a holiday to Italy. You want to exchange AUD\$1500 into euros. The exchange rate is 1AUD = 0.62EUR.

$$\$1500 \times 0.62 = \$930$$

$\therefore$ You would receive EUR\$930.

Exchange rates table (example only)

Currency	Amount per AUD
Australian Dollar (AUD)	1.00
US Dollar (USD)	0.6488
Euro (EUR)	0.5585
Japanese Yen (JPY)	96.34
Canadian Dollar (CAD)	0.8898
British Pound (GBP)	0.4844



With your teacher.

1. Use the above example rates to convert the following.

a) 80AUD to JPY

b) 120AUD to CAD

c) 150AUD to GBP

d) 1482EUR to AUD

e) 200USD to AUD

f) 150CAD to AUD

2. Blake is travelling from Canada to Australia. He has CAD\$850 to exchange. The exchange rate is $1\text{CAD} = 1.10\text{AUD}$. How many Australian dollars will Blake receive?

3. Fallon is investing in a US tech company. She plans to buy 10 shares, and each share costs USD \$135. The exchange rate is $1\text{AUD} = 0.75\text{USD}$. How much will Fallon pay in Australian dollars for the 10 shares?



Try it yourself (EXCHANGE RATES).

1. Convert each of the following into AUD (use the table on the previous page).
 - a) 300 USD b) 250 USD c) 500 USD
 - d) 250 EUR e) 325 EUR f) 860 EUR
 - g) 230 JPY h) 750 CAD i) 400 GBP

2. Convert each following AUD amount into the currency written in brackets.
 - a) 500 (GBP) b) 150 (GBP) c) 720 (GBP)
 - d) 245 (USD) e) 148 (EUR) f) 1,240 (JPY)
 - g) 1,800 (CAD) h) 468 (USD) i) 2,500 (EUR)

3. Adam is buying a laptop online from Japan for JPY120,000. The exchange rate is 1AUD = 97JPY. How much will Adam pay in Australian dollars?

4. Alexis has just returned from a trip to New Zealand with NZD\$600 left over. The exchange rate is 1NZD = 0.92AUD. How many Australian dollars will she receive when she exchanges the money?

5. Cristal is ordering art supplies from a UK website. The total cost is GBP245. The exchange rate is 1AUD = 0.50GBP. What is the total cost in Australian dollars?



Try it yourself (EXCHANGE RATES cont).

6. Steven is heading to Europe and wants to convert AUD\$1500 into Euros. The exchange rate is $1\text{EUR} = 1.65\text{AUD}$. How many euros will Steven receive?

7. Amanda is purchasing a book from a US store that costs USD\$45. The exchange rate is $1\text{AUD} = 0.70\text{USD}$. How much will the book cost in Australian dollars?

8. Mark returned from a trip to Europe with 560 Euros and 1,200 Norwegian Krone (NOK). The exchange rates are: $1\text{EUR} = 1.65\text{AUD}$ and $1\text{NOK} = 0.14\text{AUD}$. If the bank charges a 10% fee on each currency exchange, how much AUD will Mark receive in total?

SAMPLE ONLY

9. Sarah has 1,000 Canadian Dollars (CAD) and 800 Singapore Dollars (SGD) left after her trip. $1\text{CAD} = 1.10\text{AUD}$ and $1\text{SGD} = 1.15\text{AUD}$. The bank charges a 7% conversion fee. How much money in AUD will she receive after the fees?

10. Alex exchanged \$1,000 AUD to Japanese Yen (JPY) before his trip. $1\text{AUD} = 95.0\text{JPY}$. After returning, he had ¥47,500 remaining. The bank now converts $\text{JPY} \rightarrow \text{AUD}$ at a rate of $1\text{JPY} = 0.0102\text{AUD}$. If there is a 5% conversion fee, how much AUD will Alex get for his leftover Yen?

2027 Sample pack

Thank you for taking the time to explore Bertram Education's General Mathematics resources. Our goal is to provide schools with engaging, curriculum-aligned materials that reduce preparation time while supporting student success.

Learn more

The 2027 Information Pack will be available later this year and includes:

- Pricing information
- Ordering details
- Frequently Asked Questions

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