ERRATA
MATHEMATICS FOR THE INTERNATIONAL STUDENT 8
MYP 3

First edition - 2012 reprint

page 515  ANSWERS  EXERCISE 10E
1  c  38 cm²

page 517  ANSWERS  EXERCISE 12C.2
1  c  0.000 0059 m³
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page 44 **RULES FOR ROUNDING** change 2nd and 3rd bullet points as follows:

- Rounding to one decimal place
- Rounding to two decimal places

page 75 **EXAMPLE 3** solution

\[
\begin{align*}
\text{b} & \quad 0.042 \\
& \quad = 0.042 \times 100\% \quad \{\text{shift decimal point 2 places to the right}\} \\
& \quad = 4.2\%
\end{align*}
\]

page 91 **TEXT** first line and blue box under the “SIMPLE INTEREST FORMULA” heading should be:

The **simple interest** \( I \) can be calculated using the formula:

\[
I = C r n
\]

where \( C \) is the **principal** or the amount borrowed or invested,
\( r \) is the **flat rate of interest per annum**, 
\( n \) is the **time** or **duration** of the loan in **years**.

page 95 **TEXT** first line under the “THE COMPOUND INTEREST FORMULA” heading should be:

Suppose you invest \$1000 in the bank for 3 years, earning 10\% p.a. compound interest.

page 120 **EXAMPLE 2**

**b** What percentage of the Australian budget was spent on mental health services?

page 122 **EXERCISE 5A** first paragraph of question 9 should read:

This line graph shows the variation in the value of a gram of gold over a number of years. Determine:

page 193 **INVESTIGATION 1**

\[
2 \quad \frac{\sqrt{15}}{\sqrt{5}}
\]

page 214 **TEXT** highlighted text in blue box at the bottom of page should read:

- 1 kilometre (km) = 1000 metres (m)
- 1 metre (m) = 100 centimetres (cm)
- 1 centimetre (cm) = 10 millimetres (mm)

page 224 **CONVERTING AREA UNITS** halfway down the page should read:

To convert units of area, we can use a conversion diagram:
**EXAMPLE 2**

Find, correct to 3 significant figures, the volume of the following solids:

\[ \text{volume} = \frac{2}{3} \times \pi \times \left( \frac{2}{3} \right) \times \left( \frac{2}{3} \right) \]

\[ = \frac{2}{27} \pi \]

\[ = 0.118 \text{ m}^3 \]

**TEXT** change 6th line from bottom of page:

\[ f(x) = 2 \cos(x) + 3 \]

**EXAMPLE 5** solution – last line of calculator instructions should read:

\[ \begin{array}{c}
\{ \text{2nd cos} \ \left[ \frac{2.67}{5.92} \right] \ \text{ENTER} \ \} \\
\end{array} \]

**FACTORISING WITH COMMON FACTORS**

is expansion

\[ 5(x - 1) = 5x - 5 \]

is factorisation

**EXAMPLE 10E**

1. \( c \) 38 cm\(^2\)

7. 2.89 m\(^2\)

**EXAMPLE 12C.2**

1. \( c \) 0.0000039 m\(^3\)

**EXAMPLE 18E**

1. \( a \) The fish sold in week 2 looks to be 4 times as much as in week 1 whereas it is actually only double.

**EXAMPLE 24A**

4. \( d \) add a direction to the edge

John \( \rightarrow \) Rupesh could indicate that John beat Rupesh.
First edition - 2009 reprint

page 8  **TABLE OF CONTENTS**  change section number:

26  **ACTIVITIES**  495

page 44  **RULES FOR ROUNDING**  change 2nd and 3rd bullet points as follows:

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\[ b = 0.042 \]
\[ = 0.042 \times 100\% \quad \text{(shift decimal point 2 places to the right)} \]
\[ = 4.2\% \]

page 91  **TEXT**  first line and blue box under the “**SIMPLE INTEREST FORMULA**” heading should be:

The **simple interest** \( I \) can be calculated using the formula:

\[ I = Crn \quad \text{where} \quad C \quad \text{is the principal or the amount borrowed or invested,} \]
\[ r \quad \text{is the flat rate of interest per annum,} \]
\[ n \quad \text{is the time or duration of the loan in years.} \]

page 95  **TEXT**  first line under the “**THE COMPOUND INTEREST FORMULA**” heading should be:

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page 193  **INVESTIGATION 1**

\[ 2 \quad d \quad \frac{\sqrt{15}}{\sqrt{5}} \]

page 224  **CONVERTING AREA UNITS**  halfway down the page should read:

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page 264 **EXAMPLE 2**

Find, correct to 3 significant figures, the volume of the following solids:

page 284 **TEXT** change 6th line from bottom of page: also, change the equation on the graph:

\[ y = \frac{1}{2}x - 1. \]

\[ (1.8, -0.1) \text{ also satisfies } y = \frac{1}{2}x - 1. \]

page 331 **TEXT UNDER THE SECTION HEADING** fifth line should read:

\[ AP = A'P, \quad BQ = B'Q, \quad \text{and so on.} \]

page 338 **TEXT** correct diagram:

page 356 **FACTORISING WITH COMMON FACTORS**

is **expansion**

\[ 5(x - 1) = 5x - 5 \]

is **factorisation**

page 420 **TEXT** last line on the page should read:

**every field of mathematics which existed in his day.**

page 463 **EXAMPLE 5** solution – last line of calculator instructions should read:

\[ \{ \text{2nd} \cos [(2.67 \div 5.92)] \text{ ENTER} \} \]

page 499 **ACTIVITY 5**

**Hint:** You could equate gradients of line segments.

page 512 **ANSWERS EXERCISE 7E** last line of the answer to question 4e should read:

So, opposite angles of the quadrilateral add to 180°.

page 515 **ANSWERS EXERCISE 10E**

1. \( 38 \text{ cm}^2 \)

7. \( 2.89 \text{ m}^2 \)

page 517 **ANSWERS EXERCISE 12C.2**

1. \( 0.000\ 0039 \text{ m}^3 \)

page 530 **ANSWERS EXERCISE 18E**

1. a. The fish sold in week 2 looks to be 4 times as much as in week 1 whereas it is actually only double.

page 538 **ANSWERS EXERCISE 24A**

4. d. add a direction to the edge

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![Diagram](image)

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