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Ed Anderson
Terry Bae
Steve Brown
Ersal Cahit
Karen Cole
Serge D’Alessio
Frank DeMaio
Jennifer Doucet
Fiona Dunbar
Mike Eden
Barry Ferguson
Barb Forrest
Judy Fox
Steve Furino
John Galbraith
Sandy Graham
Angie Hildebrand
Judith Koeller
Joanne Kursikowski
Bev Marshman
Dean Murray
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Overall Comments
The year 2012 marked the tenth writings of the Fryer, Galois and Hypatia Contests. The FGH Contests are designed to give students in Grades 9, 10 and 11 an additional mathematical challenge during the school year, and one that requires full written solutions. Being able to do mathematics is an important skill; being able to communicate one’s findings (in mathematics or in any other field) is also very important.

We were very pleased this year to see another healthy increase in the number of participants in these Contests. In general, many students writing these Contests are doing a better job each year of writing clear solutions to the problems. That being said, there is always work that can be done to help them improve these skills. Some students reduced their scores because they gave answers rather than solutions or presented untidy or illegible solutions.

The averages on the Fryer, Galois and Hypatia Contests this year were 23.9, 24.3 and 20.2, respectively. We will continue to try to keep the averages on these papers in this range. Here are some specific comments on the problems.

Fryer Contest
1. Average: 8.9
   Part (a) was very well done. Part (b) was also well done except that a few students mistakenly used the number 1008 from part (a). Parts (c) and (d) were well done expect for a few calculation errors.

2. Average: 6.0
   Parts (a) and (b) were very well done. Parts (c) and (d) were well done except that justifications were sometimes too brief, unclear or non-existent.

3. Average: 5.6
   Part (a) was very well done. Part (b) was done well by all who answered (a) correctly. In part (c), students needed to give clear explanations to obtain full marks. In part (d), many students obtained an answer that was off by 1 or off by 2 because of not accounting for the “endpoints” properly.

4. Average: 3.4
   Part (a) was very well done. A common difficulty in part (b) was struggling with using decimal approximations for $\frac{4}{3}$ and $\pi$. Part (c) was done extremely well by a few competitors; many others received partial marks for developing solutions for some parts of this question.

Galois Contest
1. Average: 9.3
   This question was well done by all students. The most common error was in part (c) where the lengths $AJ$ and $BJ$ were not compared before a conclusion was drawn. Many students, who appeared to be just learning trigonometry, used trigonometric ratios, the sine law or the cosine law to answer the various parts of this question.

2. Average: 8.0
   This question was well done by most students. Parts (a) and (b) presented few difficulties. In part (c), most students guessed the proper combination of modified averages while some found the proper combination using one of many methods. There were also a significant number of students who used a trial and error method.

3. Average: 5.4
   Part (a) was well done. Many in part (b) used the generic line $y = mx + b$ and did not reintroduce the point (2,6). It was unfortunate as well that “6” and “b” were confused so often in the algebra. Part (c) was not done as well. Many students guessed points $P$ and $Q$ and got one slope (usually $m = -2$) with many other incorrect slopes. There also was the problem of incorrect answers in part (b) leading to positive slopes in part (c) which did not satisfy the conditions.
4. Average: 1.7
Many students got part (a) but then proceeded no further. A large number of students talked about the midpoint of the road rather than the student in the middle. In part (b), students gave the “middle two students” or “between the middle two students” rather than include both conditions. Most correct solutions used the answer and then argued about what happens when you move a little left/right or north/south from that position. In part (c), some tried to find the intersection of the two piecewise functions for an answer.

Hypatia Contest

1. Average: 9.1
Students had good success on this problem. The majority of errors were simply computational.

2. Average: 6.9
This question was also relatively well answered. A frequent error in part (d) was to neglect to consider the negative answer.

3. Average: 3.0
Many contestants attempted to use the side lengths and the Pythagorean theorem for this question. This worked nicely for parts (a) and (b), and lead to rather messy attempts in part (c) which did not produce correct solutions.

4. Average: 1.2
Part (a) had the most serious attempts on this question. Those who understood the definition of the sum of the positive divisors handled the question well. Two common flaws in part (b) were not realizing that $m$ could be either greater or less than $n$, and not dismissing the value $p = 77$ since it is not prime. Part (c) saw very few attempts beyond getting the polynomial for $S(p^3q)$.

Please visit our website at www.cemc.uwaterloo.ca to download the 2012 Fryer, Galois and Hypatia Contests, plus full solutions.
Commentaires généraux
L’année 2012 est la dixième édition des concours Fryer, Galois et Hypatie. Les concours de FGH ont été créés pour donner aux étudiants de 9e, 10e et 11e année (sec. III, IV et V) un défi mathématique supplémentaire pendant l’année scolaire qui exige des solutions écrites complètes. Être capable de faire des mathématiques est une aptitude importante. Pouvoir communiquer ses conclusions (en mathématiques ou autres domaines) est aussi très important.

Nous sommes ravis cette année de constater une croissance du nombre de participants à ces concours. En général, plusieurs des étudiants participant à ces concours s’améliorent d’année en année en ce qui concerne écrire des solutions claires. Cependant, il y a toujours du travail à faire pour les aider à développer leurs aptitudes. Certains des étudiants ont eu des notes plus basses car ils présentaient uniquement des réponses au lieu de solutions ou des solutions non soignées ou illisibles.

Cette année, les moyennes des concours Fryer, Galois et Hypatie étaient de 23,9, 24,3 et 20,2 respectivement. Nous tenterons de continuer à conserver cette gamme pour les moyennes de ces examens. Voici quelques commentaires spécifiques sur les problèmes de ces examens.

Concours Fryer

1. Moyenne: 8,9
La partie (a) a été très bien réussie. La partie (b) a aussi été bien réussie, mais certains élèves ont utilisé le nombre 1008 de la partie (a). À l’exception de quelques erreurs de calcul, les parties (c) et (d) ont été réussies.

2. Moyenne: 6,0
Les parties (a) et (b) ont été très bien réussies. Les parties (c) et (d) ont été bien réussies, mais parfois la justification était trop brève, peu claire ou absente.

3. Moyenne: 5,6
La partie (a) a été très bien réussie. La partie (b) a été réussie par tous ceux qui ont répondu correctement à la partie (a). Dans la partie (c), il fallait donner des explications claires pour obtenir le maximum de points. Dans la partie (d), bon nombre d’élèves ont obtenu une réponse proche de la bonne réponse, ayant mal placé les nombres au début ou à la fin d’une rangée.

4. Moyenne: 3,4
La partie (a) a été très bien réussie. Dans la partie (b), bon nombre d’élèves ont éprouvé de la difficulté en utilisant des approximations décimales de \(\frac{4}{3}\) et de \(\pi\). Quelques élèves ont très bien réussi la partie (c); d’autres élèves ont obtenu une partie des points en résolvant avec succès une partie du problème.

Concours Galois

1. Moyenne: 9,3
Cette question a été réussie par la majorité des élèves. L’erreur la plus commune se trouvait dans la partie (c) où les élèves ne comparaient pas les longueurs \(AC\) et \(BC\) avant de tirer une conclusion. Bon nombre d’élèves, qui semblaient être des débutants en trigonométrie, ont utilisé les rapports trigonométriques, de même que la loi des sinus et la loi du cosinus pour résoudre les différentes parties de ce numéro.

2. Moyenne: 8,0
Cette question a été réussie par la plupart des élèves. Les parties (a) et (b) ne semblaient présenter aucune difficulté. Dans la partie (c), la plupart des élèves ont deviné les combinaisons de moyennes modifiées, tandis que d’autres les ont obtenues en utilisant une variété d’approches. Un certain nombre d’élèves ont procédé par essais et erreurs.
3. Moyenne: 5,4
La partie (a) a été bien réussie. Dans la partie (b) beaucoup d’élèves ont utilisé l’équation \( y = mx + b \) pour la deuxième droite, sans utiliser les coordonnées du point (2, 6) qui doivent satisfaire à l’équation. Il est triste de constater que bon nombre d’élèves confondent le nombre “6” et la variable “b” dans leur travail algébrique. La partie (c) n’a pas été aussi bien réussie. Beaucoup d’élèves ont deviné la position des points \( P \) et \( Q \) pour obtenir une pente (souvent \( m = -2 \)) de même que d’autres pentes erronées. Des erreurs dans la partie (b) ont mené à des pentes positives dans la partie (c), ce qui ne correspondait pas aux conditions de l’énoncé.

4. Moyenne: 1,7
Beaucoup d’élèves ont réussi la partie (a) sans tenter de continuer. Un grand nombre d’élèves ont parlé du milieu (d’une rue) au lieu de l’élève placé au milieu. Dans la partie (b), des élèves ont répondu les deux élèves au milieu ou entre les deux élèves au milieu au lieu d’inclure les deux cas. La plupart des solutions correctes sont partis de la réponse et ont discuté de ce qui arrivant si on procédait un peu à droite ou à gauche (ou un peu plus haut ou un peu plus bas). Dans la partie (c), certains ont tenté de déterminer l’intersection des courbes définies par les deux ensembles d’élèves.

**Concours Hypatie**

1. Moyenne: 9,1
Cette question a été bien réussie. La plupart des erreurs étaient des erreurs de calcul.

2. Moyenne: 6,9
Cette question a été plutôt bien réussie. Dans la partie (d), on a souvent oublié la valeur négative.

3. Moyenne: 3,0
Beaucoup de candidats ont utilisé les longueurs des côtés des triangles et le théorème de Pythagore. Dans les parties (a) et (b), cette approche fonctionnait assez bien. Dans la partie (c), elle aboutissait à des démarches peu soignées et plutôt désastreuses.

4. Moyenne: 1,2
La partie (a) a été abordée par un bon nombre d’élèves. Ceux qui ont compris le sens de la somme des diviseurs positifs d’un nombre ont bien réussi. On a noté deux erreurs communes dans les solutions de la partie (b), soit de ne pas réaliser que \( m \) pouvait être inférieur ou supérieur à \( n \), et de ne pas rejeter \( p = 77 \) car ce nombre n’est pas premier. Dans la partie (c), très peu d’élèves ont tenté d’aller au-delà du polynôme \( S(p^3q) \).

Veuillez visiter notre site Web à www.cemc.uwaterloo.ca pour télécharger les concours Fryer, Galois et Hypatie 2012, avec solutions complètes.
### Number of students registered by province / Nombre d’étudiants inscrit par province

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N.B. These rankings pertain to ALL contestants /
N.B. Ces rangs se rapportent à TOUS concurrents
The top 25% of the competitors in each of the three Contests were divided into three categories: Gold Standard, Silver Standard and Bronze Standard, in the ratio 1 : 2 : 3. The names of the those students achieving the Gold Standard (that is, scoring in roughly the top 4%) are listed alphabetically below for each Contest.

Les candidats qui se classent dans le premier quart de classement dans chacun des trois concours ont été répartis en trois catégories: le niveau or, le niveau argent et le niveau bronze, selon le ratio 1 : 2 : 3. Le nom des étudiants qui ont obtenu le niveau or (c'est-à-dire ceux qui se classent parmi les premiers 4 p. 100) est donné par ordre alphabétique ci-dessous pour chaque concours.

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The top 25% of the competitors in each of the three Contests were divided into three categories: Gold Standard, Silver Standard and Bronze Standard, in the ratio 1 : 2 : 3. The names of the those students achieving the Gold Standard (that is, scoring in roughly the top 4%) are listed alphabetically below for each Contest.

Les candidats qui se classent dans le premier quart de classement dans chacun des trois concours ont été répartis en trois catégories: le niveau or, le niveau argent et le niveau bronze, selon le ratio 1 : 2 : 3. Le nom des étudiants qui ont obtenu le niveau or (c'est-à-dire ceux qui se classent parmi les premiers 4 p. 100) est donné par ordre alphabétique ci-dessous pour chaque concours.

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</table>
The top 25% of the competitors in each of the three Contests were divided into three categories: Gold Standard, Silver Standard and Bronze Standard, in the ratio 1 : 2 : 3. The names of the those students achieving the Gold Standard (that is, scoring in roughly the top 4%) are listed alphabetically below for each Contest.

Les candidats qui se classent dans le premier quart de classement dans chacun des trois concours ont été répartis en trois catégories: le niveau or, le niveau argent et le niveau bronze, selon le ratio 1 : 2 : 3. Le nom des étudiants qui ont obtenu le niveau or (c’est-à-dire ceux qui se classent parmi les premiers 4 p. 100) est donné par ordre alphabétique ci-dessous pour chaque concours.

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<td>Sir John A. Macdonald C.I.</td>
<td>Scarborough, ON</td>
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<td>HONG ZHENG</td>
<td>Shenzhen Concord College of Sino-Canada</td>
<td>Shenzhen, China</td>
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<td>GRACE ZHONG</td>
<td>Bayview S.S.</td>
<td>Richmond Hill, ON</td>
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<td>HELEN ZHOU</td>
<td>ICAE</td>
<td>Troy, MI</td>
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<td>JOEY ZHOU</td>
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<td>WUHAN ZHOU</td>
<td>Vincent Massey S.S.</td>
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<td>ANTONIA ZHU</td>
<td>St. John's-Ravenscourt School</td>
<td>Winnipeg, MB</td>
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<td>YURONG ZHU</td>
<td>Sentinel S.S.</td>
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