

1.3 Percent

Name: _____ Class: _____ Date: _____

KEY WORDS multiplier

<!-- Session 2 native-skill companion -->

Objective

Practise percent within the labelled native lessons. Public original tasks; locally authored answer guidance.

1 Key knowledge and worked examples

■ Percentages, ratio and proportional reasoning · Foundation

A $p\%$ increase has multiplier $1+p/100$; a decrease has multiplier $1-p/100$. Reverse a percentage by dividing by the multiplier. In a ratio, first find the total number of parts.

$$P_{\text{new}} = P_{\text{old}} \left(1 + \frac{r}{100}\right)$$

Let the original price be P . The model is sale price $= 0.8P$. Hence $P = 240/0.8 = 300$. A later 20% increase gives $240 \times 1.2 = 288$, so the two changes do not cancel.

A percentage uses a stated base. Subtracting the percentages loses that base. For compound change, multiply the multipliers; do not add the percentages.

Use percentage multipliers and divide a total into ratio parts. This Foundation/Core lesson uses linear proportional contexts, not the advanced regression methods.

■ Percentages, ratio and proportional reasoning · Higher

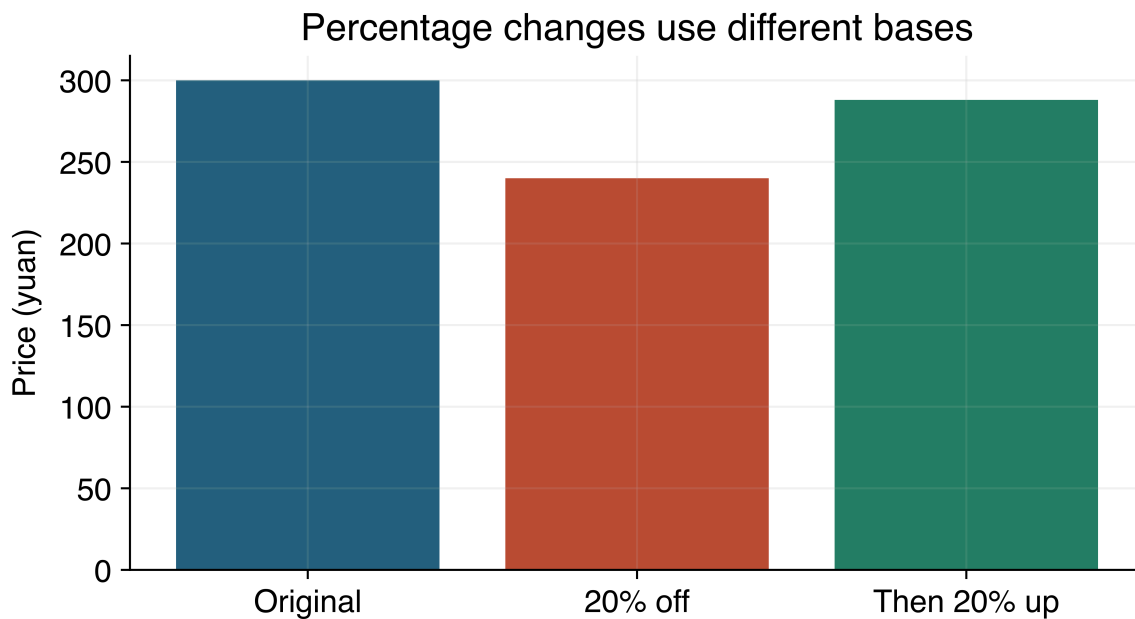
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For direct proportion use $y=kx$; for inverse proportion use $y=k/x$. Calculate k from a known pair before using a new value. State what you held constant.



Original native-lesson illustration; labels belong to its worked example.

2 Practice

2.1 (Foundation) A price of 80 rises by 15%. Find the new price.

2.2 (Foundation) A 25% discount leaves a price of 90. Find the original price.

2.3 (Foundation) Share 84 in the ratio 2:5. Find the larger share.

3 Exam-style questions

3.1 Decide whether this claim is true. Justify with a concrete calculation or counterexample: A 20% decrease followed by a 20% increase restores the starting price.
