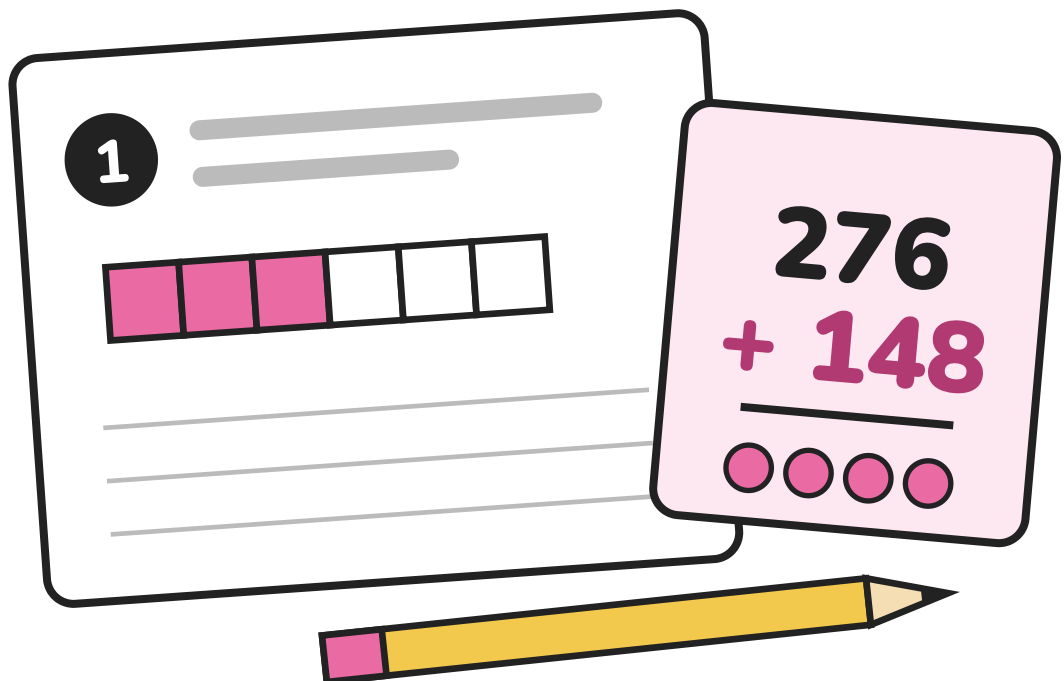


AEIS · PRIMARY 3 · FREE SAMPLE

AEIS Primary 3 Mathematics

12 questions with full worked solutions



Free sample. 12 questions in the format of the SEAB test for Primary 2 and 3 applicants, on Primary 2 content, each with a model solution. Print it, set a timer and write on the page.

Clearframe Press · aeis-daily.vercel.app · Original practice questions, not past papers. Not affiliated with SEAB or MOE.

Compiled 18 October 2026.

How to use this sample

Name _____

Date _____

Score _____

- Print the pages, or work on a tablet. The questions use the same two parts as the real paper: multiple-choice first, then short-answer questions with working space.
- Set a timer. The time guide on each part is worked out from SEAB's times (shown below), scaled to the number of questions here.
- No calculator and no dictionary, as in the real test. A ruler is on the list of items candidates may bring (Instructions to Candidates, June 2026).
- Write the working steps in the spaces provided, then the final answer. The test asks for both.
- Mark with the answers section, then read the worked solutions for every question, including the ones you got right.

What the test covers. SEAB: "the applicant needs to be familiar with the Mathematics topics taught in MOE's mainstream schools for the level preceding the one that he/she applied for." A Primary 3 applicant sits the Pri 2/3 test, so these questions are written on Primary 2 content from the MOE 2021 Primary Mathematics Syllabus.

The paper's shape

Mathematics, Pri 2/3 test

Part	Questions	Time
Part 1: multiple-choice	29 questions	25 minutes
Part 2: short-answer	17 questions	40 minutes
Whole test		65 minutes

Ruler. No calculator, no dictionary. Calculators are not allowed.

Source: SEAB, AEIS Test Details, last updated 1 July 2026 (seab.gov.sg/aeis/test-details/); checked 18 October 2026. Test dates, venues and fees are on the AEIS pages of aeis-daily.vercel.app.

Part 1: multiple-choice

7 questions



In the real test: 29 multiple-choice questions in 25 minutes. At that pace 7 questions take about 6 minutes.

Start _____ Finish _____

Choose the one correct answer. Shade your choice on the practice answer sheet at the back of this paper, as you would on the Optical Answer Sheet in the test.

1

In the number 574, what is the value of the digit 7?

- (a) 7 (b) 70 (c) 574 (d) 700

2

Find the missing number in this pattern: 438, 448, 458, _____, 478.

- (a) 459 (b) 558 (c) 478 (d) 468

3

A shop had 354 pens. It sold 168 of them. How many pens were left?

- (a) 186 (b) 196 (c) 214 (d) 522

4

What fraction of the bar is shaded?



- (a) $\frac{3}{5}$ (b) $\frac{5}{8}$ (c) $\frac{3}{8}$ (d) $\frac{8}{3}$

5

\$3.45 is the same as _____.

- (a) 345 cents (b) 3045 cents (c) 34.5 cents (d) 3.45 cents

6

Which solid has exactly 1 flat face and 1 curved surface?

- (a) sphere (b) cone (c) cylinder (d) cuboid

7

28 eggs are packed equally into boxes. Each box holds 4 eggs. How many boxes are needed?

- (a) 5 (b) 6 (c) 7 (d) 8

Part 2: short-answer

5 questions



In the real test: 17 short-answer questions in 40 minutes. At that pace 5 questions take about 12 minutes.

Start _____ Finish _____

Write your working in the space provided and your final answer on the answer line. SEAB asks candidates to show the method of solution clearly in the spaces provided, in addition to the final answer.

8

Ali has 276 stamps. Ben has 148 more stamps than Ali. How many stamps do the two boys have altogether?

WORKING

Answer: _____

9

A baker bakes 5 trays of buns. Each tray has 10 buns. She sells 37 buns. How many buns are left?

WORKING

Answer: _____

10

A pizza is cut into 10 equal slices. Mei eats $\frac{3}{10}$ of the pizza and Jia eats $\frac{4}{10}$ of the pizza. What fraction of the pizza is left?

WORKING

Answer: _____

11

A film lasts 2 hours 5 minutes. Express this time in minutes.

WORKING

Answer: _____

12

The picture graph shows the favourite fruit of some pupils. How many more pupils chose apples than bananas?

Apple



Banana



Orange



● stands for 4 pupils

WORKING

Answer: _____

Practice answer sheet, Part 1

Shade one circle for each question with a pencil. In the test a candidate shades answers with a pencil; more than one shaded circle for a question is a wrong answer (Instructions to Candidates, June 2026).

1 ☐ a ☐ b ☐ c ☐ d

3 ☐ a ☐ b ☐ c ☐ d

5 ☐ a ☐ b ☐ c ☐ d

7 ☐ a ☐ b ☐ c ☐ d

2 ☐ a ☐ b ☐ c ☐ d

4 ☐ a ☐ b ☐ c ☐ d

6 ☐ a ☐ b ☐ c ☐ d

Answers

Mark your own paper. For short-answer and open-ended questions the final answer is listed here; check your working against the worked solutions that follow.

Sample

1 b

2 d

3 a

4 c

5 a

6 b

7 c

8	700 stamps
9	13 buns
10	$\frac{3}{10}$
11	125 minutes
12	8 pupils

Worked solutions

Each solution shows one correct method. Another correct method is fine if every step is clear and the answer matches.

1

Numbers up to 1000: place value

In the number 574, what is the value of the digit 7?

Correct answer: **(b) 70**

1. Write the places under the digits: 5 is hundreds, 7 is tens, 4 is ones.
2. The 7 is in the tens place, so its value is 7 tens = 70.

(a) 7 is not correct. 7 is the digit itself. Its value depends on the place it sits in.

(c) 574 is not correct. 574 is the whole number. The question asks only about the digit 7.

(d) 700 is not correct. 700 would be right if the 7 were in the hundreds place. The hundreds digit of 574 is 5.

Remember. The value of a digit is the digit times its place: the 7 in 574 is 7 tens, which is 70.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Whole Numbers 1.2: number notation, representations and place values (hundreds, tens, ones)

2

Numbers up to 1000: counting in tens, number patterns

Find the missing number in this pattern: 438, 448, 458, _____, 478.

Correct answer: **(d) 468**

1. Look at the numbers on the left: $448 - 438 = 10$ and $458 - 448 = 10$. The pattern goes up by 10.
2. The missing number is $458 + 10 = 468$. Check: $468 + 10 = 478$.

(a) 459 is not correct. 459 is 1 more than 458. The pattern goes up by 10 each time, not by 1.

(b) 558 is not correct. 558 is 100 more than 458. The pattern goes up by 10, so only the tens digit changes here.

(c) 478 is not correct. 478 is the number already printed after the gap. It cannot also fill the gap.

Remember. Counting in tens changes the tens digit by 1 and leaves the ones digit the same.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Whole Numbers 1.1: counting in tens/hundreds; 1.5: patterns in number sequences

3

Addition and subtraction up to 3 digits

A shop had 354 pens. It sold 168 of them. How many pens were left?

Correct answer: **(a) 186**

1. Pens left = pens at first – pens sold = $354 - 168$.
2. Ones: 4 is less than 8, so regroup 1 ten. $14 - 8 = 6$.
3. Tens: 4 tens are left, which is less than 6 tens, so regroup 1 hundred. $14 - 6 = 8$.
4. Hundreds: 2 hundreds are left. $2 - 1 = 1$. So $354 - 168 = 186$.

(b) 196 is not correct. 196 comes from forgetting to take 1 ten away after regrouping it for the ones. The tens column is $4 - 6$, so it must be regrouped again.

(c) 214 is not correct. 214 comes from taking the smaller digit from the larger in every column ($8 - 4$, $6 - 5$, $3 - 1$). Subtraction must go from the top number.

(d) 522 is not correct. 522 is $354 + 168$. The pens were sold, so we take away.

Remember. When you regroup, take the regrouped ten or hundred away from the column it came from.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Whole Numbers 2.1: addition and subtraction algorithms (up to 3 digits)

4

Fraction of a whole

What fraction of the bar is shaded?

Correct answer: **(c) $\frac{3}{8}$**

1. Count all the equal parts in the bar: 8. This is the bottom number.
2. Count the shaded parts: 3. This is the top number.
3. The fraction shaded is $\frac{3}{8}$.

(a) $\frac{3}{5}$ is not correct. $\frac{3}{5}$ compares the shaded parts with the white parts. The bottom number must be all the equal parts in the bar.

(b) $\frac{5}{8}$ is not correct. $\frac{5}{8}$ is the fraction that is not shaded. The question asks for the shaded part.

(d) $\frac{8}{3}$ is not correct. $\frac{8}{3}$ has the numbers the wrong way round. The shaded parts go on top and all the equal parts go below.

Remember. A fraction of a whole is shaded parts over all the equal parts.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Fractions 1.1: fraction as part of a whole; 1.2: notation and representations of fractions

5

Dollars and cents

\$3.45 is the same as ____.

Correct answer: **(a) 345 cents**

1. \$1 = 100 cents, so \$3 = 3×100 cents = 300 cents.

2. \$3.45 = 300 cents + 45 cents = 345 cents.

(b) 3045 cents is not correct. 3045 cents would be \$30.45. \$3 is 300 cents, not 3000 cents.

(c) 34.5 cents is not correct. 34.5 cents is less than 1 dollar. \$3.45 is more than 3 dollars.

(d) 3.45 cents is not correct. 3.45 cents is less than 4 cents. 3.45 is the number of dollars, not cents.

Remember. To change dollars to cents, multiply the dollars by 100 and add the cents.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Money 1.4: converting an amount of money in decimal notation to cents only, and vice versa

6

3D shapes

Which solid has exactly 1 flat face and 1 curved surface?

Correct answer: **(b) cone**

1. Count the flat faces and curved surfaces of each solid: sphere 0 and 1, cone 1 and 1, cylinder 2 and 1, cuboid 6 and 0.

2. Only the cone has exactly 1 flat face and 1 curved surface.

(a) sphere is not correct. A sphere has no flat face. All of it is one curved surface.

(c) cylinder is not correct. A cylinder has 2 flat faces (the top and the bottom) and 1 curved surface.

(d) cuboid is not correct. A cuboid has 6 flat faces and no curved surface.

Remember. Describe a solid by counting its flat faces and curved surfaces.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Geometry 2.1: identifying, naming, describing and classifying 3D shapes (cube, cuboid, cone, cylinder, sphere)

7

Multiplication and division

28 eggs are packed equally into boxes. Each box holds 4 eggs. How many boxes are needed?

Correct answer: **(c) 7**

1. We want the number of groups of 4 in 28, which is $28 \div 4$.

2. From the 4 times table, $7 \times 4 = 28$, so $28 \div 4 = 7$.

(a) 5 is not correct. 5 boxes hold $5 \times 4 = 20$ eggs. That is fewer than 28.

(b) 6 is not correct. 6 boxes hold $6 \times 4 = 24$ eggs. That is still fewer than 28.

(d) 8 is not correct. 8 boxes hold $8 \times 4 = 32$ eggs. That is more than 28, so one box would be left over.

Remember. Division asks how many equal groups fit. Use the times table backwards: $7 \times 4 = 28$ means $28 \div 4 = 7$.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Whole Numbers 3.2: use of the division sign; 3.4: multiplying and dividing within the multiplication tables

8

Addition and subtraction up to 3 digits

Ali has 276 stamps. Ben has 148 more stamps than Ali. How many stamps do the two boys have altogether?

1. Ben's stamps = $276 + 148 = 424$.
2. Altogether = $276 + 424 = 700$.

Answer: **700 stamps**

Remember. Find the missing amount first, then combine. Check each addition by estimating: $276 + 424$ is about $300 + 400$.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Whole Numbers 2.1: addition and subtraction algorithms (up to 3 digits)

9

Multiplication, addition and subtraction

A baker bakes 5 trays of buns. Each tray has 10 buns. She sells 37 buns. How many buns are left?

1. Buns baked = $5 \times 10 = 50$.
2. Buns left = $50 - 37 = 13$.

Answer: **13 buns**

Remember. Two-step problems: do the multiplication to find the total, then subtract what was sold.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Whole Numbers 3.4: multiplying and dividing within the multiplication tables; 2.1: subtraction algorithm

10

Addition and subtraction of like fractions

A pizza is cut into 10 equal slices. Mei eats $\frac{3}{10}$ of the pizza and Jia eats $\frac{4}{10}$ of the pizza. What fraction of the pizza is left?

1. Eaten = $\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$.
2. The whole pizza is $\frac{10}{10}$, so left = $\frac{10}{10} - \frac{7}{10} = \frac{3}{10}$.

Answer: $\frac{3}{10}$

Remember. Like fractions have the same bottom number, so add or subtract only the top numbers. A whole is $\frac{10}{10}$ when the slices are tenths.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Fractions 2.1: adding and subtracting like fractions within one whole (denominators not exceeding 12)

11

Time **STRETCH**

A film lasts 2 hours 5 minutes. Express this time in minutes.

1. 1 hour = 60 minutes, so 2 hours = $2 \times 60 = 120$ minutes.
2. 2 hours 5 minutes = 120 minutes + 5 minutes = 125 minutes.

Answer: **125 minutes**

Remember. Change the hours to minutes first, then add the minutes. Do not write 2 h 5 min as 25.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Measurement, Time 2.3: converting time in hours and minutes to minutes only, and vice versa

Picture graphs with scales

The picture graph shows the favourite fruit of some pupils. How many more pupils chose apples than bananas?

1. Each circle stands for 4 pupils.
2. Apples: 6 circles, $6 \times 4 = 24$ pupils. Bananas: 4 circles, $4 \times 4 = 16$ pupils.
3. Difference = $24 - 16 = 8$ pupils.

Answer: **8 pupils**

Remember. Read the key first. Each symbol is worth the scale number, not 1.

Syllabus: 2021 Primary Mathematics Syllabus, P2 Statistics, Picture Graphs with Scales 1.1: reading and interpreting data from picture graphs with scales

Where each question comes from

Every question is written to a named syllabus node. The test covers the level before the one applied for, so a Primary 3 applicant works on Primary 2 content.

Topic	Syllabus node	Questions
Whole Numbers > Numbers up to 1000: place value	P2 Whole Numbers 1.2: number notation, representations and place values (hundreds, tens, ones)	1
Whole Numbers > Numbers up to 1000: counting in tens, number patterns	P2 Whole Numbers 1.1: counting in tens/hundreds; 1.5: patterns in number sequences	2
Whole Numbers > Addition and subtraction up to 3 digits	P2 Whole Numbers 2.1: addition and subtraction algorithms (up to 3 digits)	3, 8
Fractions > Fraction of a whole	P2 Fractions 1.1: fraction as part of a whole; 1.2: notation and representations of fractions	4
Money > Dollars and cents	P2 Money 1.4: converting an amount of money in decimal notation to cents only, and vice versa	5
Geometry > 3D shapes	P2 Geometry 2.1: identifying, naming, describing and classifying 3D shapes (cube, cuboid, cone, cylinder, sphere)	6
Whole Numbers > Multiplication and division	P2 Whole Numbers 3.2: use of the division sign; 3.4: multiplying and dividing within the multiplication tables	7
Whole Numbers > Multiplication, addition and subtraction	P2 Whole Numbers 3.4: multiplying and dividing within the multiplication tables; 2.1: subtraction algorithm	9
Fractions > Addition and subtraction of like fractions	P2 Fractions 2.1: adding and subtracting like fractions within one whole (denominators not exceeding 12)	10
Measurement > Time	P2 Measurement, Time 2.3: converting time in hours and minutes to minutes only, and vice versa	11
Data Representation and Interpretation > Picture graphs with scales	P2 Statistics, Picture Graphs with Scales 1.1: reading and interpreting data from picture graphs with scales	12

The full Primary 3 PDF

This sample shows the layout and the kind of working used throughout the full Primary 3 PDF.

- Complete papers in SEAB's shape: 29 multiple-choice questions and 17 short-answer questions per paper, with the time for each part.
- A practice answer sheet for every paper, so Part 1 is shaded the way it is in the test.
- An answers section and a worked solution for every question.
- A syllabus index that ties every question to an MOE syllabus node.

The daily quiz at **aeis-daily.vercel.app** is free for every level.

How these questions were checked

Each question was written from the MOE syllabus node named beside it, solved again by hand, and then solved blind by a second reader that was given only the question text. A question is marked verified only when both agree.

These are practice questions written for Clearframe Press. SEAB does not publish AEIS papers, and nothing here is a past paper.