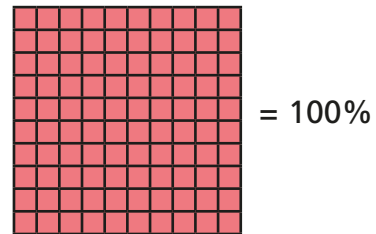
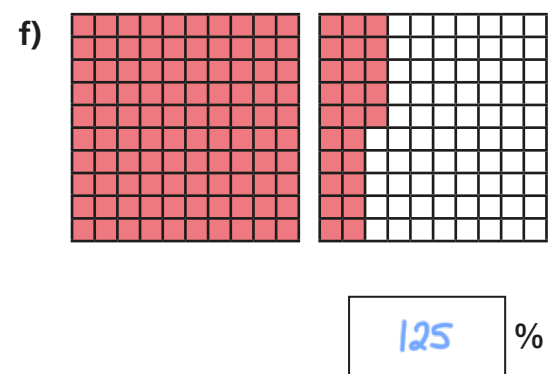
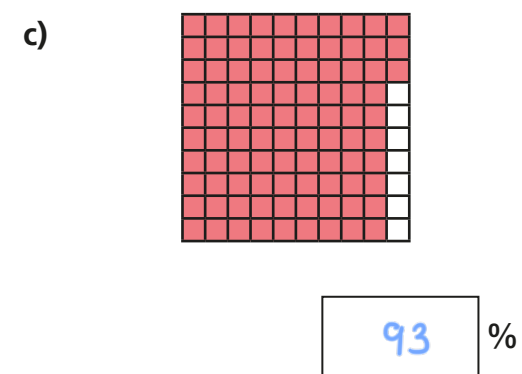
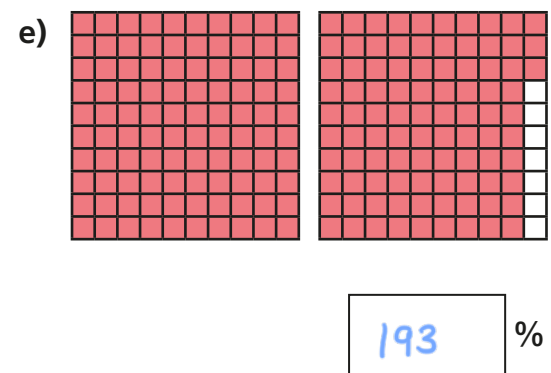
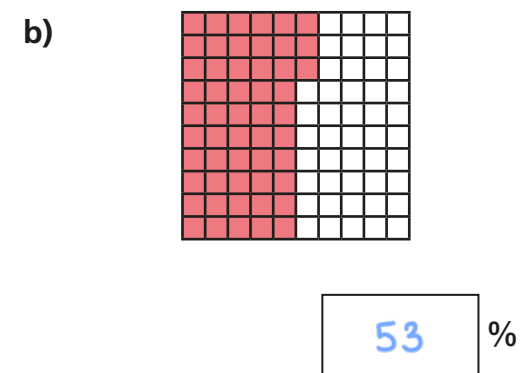
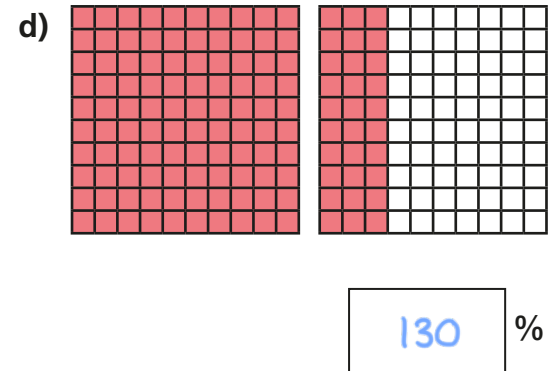
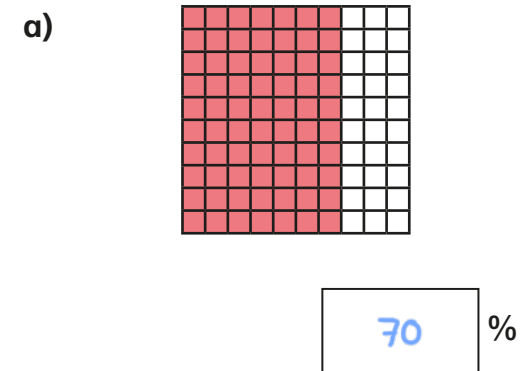


# Convert between decimals and percentages greater than 100%

1 Each hundred square represents 100%.



Write the percentages represented by the diagrams.



2 Complete the tables.

Percentage	Decimal
80%	0.8
90%	0.9
100%	1
110%	1.1
120%	1.2

Percentage	Decimal
98%	0.98
99%	0.99
100%	1
101%	1.01
102%	1.02

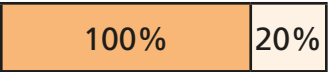

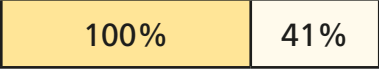

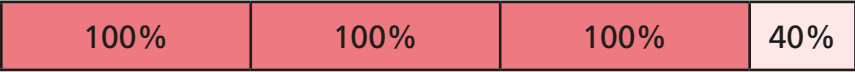
3 a) Convert the percentages to decimals.

84%	94%	104%	114%
0.84	0.94	1.04	1.14
126%	116%	106%	96%
1.26	1.16	1.06	0.96

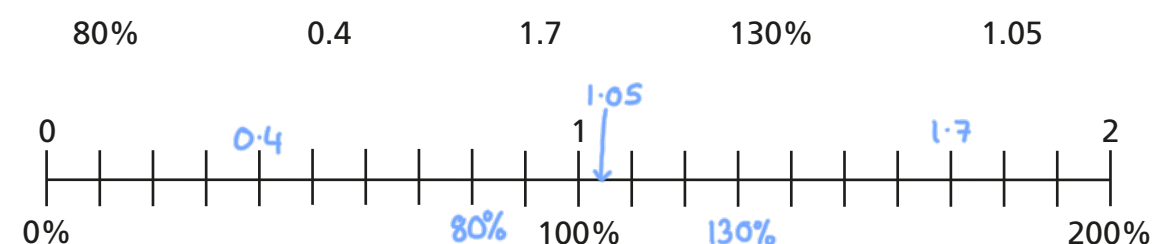
b) Convert the decimals to percentages.

0.75	0.85	0.95	1.05
75 %	85 %	95 %	105 %
0.38	1.38	2.38	0.08
38 %	138 %	238 %	8 %

4 Write the percentages represented by the bar models.

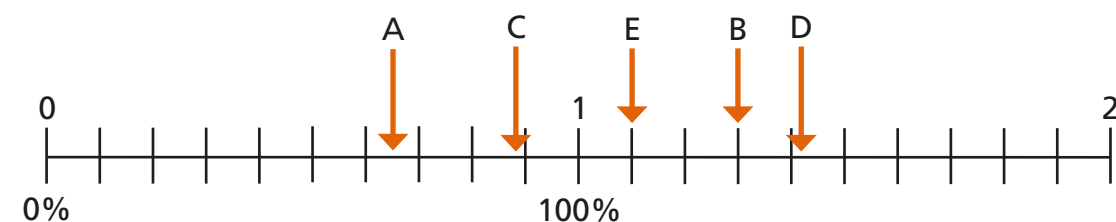
- a)  120 %
- b)  130 %
- c)  141 %
- d)  220 %
- e)  340 %

5 a) Label the positions of the numbers on the number line.



b) Write the numbers indicated by the arrows.

Give your answers as decimals and percentages.



- |   |         |   |            |   |
|---|---------|---|------------|---|
| A | decimal | <span style="border: 1px solid black; padding: 2px;">0.65</span>          | percentage | <span style="border: 1px solid black; padding: 2px;">65</span> %  |
| B | decimal | <span style="border: 1px solid black; padding: 2px;">1.3</span>           | percentage | <span style="border: 1px solid black; padding: 2px;">130</span> % |
| C | decimal | <span style="border: 1px solid black; padding: 2px;">0.88</span> (approx) | percentage | <span style="border: 1px solid black; padding: 2px;">88</span> %  |
| D | decimal | <span style="border: 1px solid black; padding: 2px;">1.42</span> (approx) | percentage | <span style="border: 1px solid black; padding: 2px;">142</span> % |
| E | decimal | <span style="border: 1px solid black; padding: 2px;">1.1</span>           | percentage | <span style="border: 1px solid black; padding: 2px;">110</span> % |

6 Sort the cards into three groups of equivalent numbers.

103%

$\frac{13}{10}$

0.7

30% less than 1 whole

1.03

3% more than 1 whole

$\frac{130}{100}$

30% more than 1 whole

1 - 0.3

$\frac{103}{100}$

130%

1 + 0.03

70%

Group 1	Group 2	Group 3
103% 3% more than 1 whole $1 + 0.03$ 1.03 $\frac{103}{100}$	$\frac{13}{10}$ $\frac{130}{100}$ 130% 30% more than one whole	0.7 30% less than one whole $1 - 0.3$ 70%

7 Tick the statements that are possible. Explain your answers.

- a) Giving 110% effort ☐
- Maximum effort would be 100%
- b) Increasing a test score by 110% ☒
- If you scored 10 out of 100, you could gain an extra 11 marks next time.
- c) Decreasing a test score by 110% ☐
- You would end up with a negative score.

