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Overall Comments
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.

The averages on the Fryer, Galois and Hypatia Contests this year were 27.1, 24.9 and 26.6, respectively. We will continue to try to keep the averages on these papers in this range. Here are some specific comments on the problems.

We would like to thank all participants, both teachers and students. This year’s contests were written under a variety of different situations, in many cases supervised by parents and guardians who wanted to ensure that students around the world had the ability to participate despite the continuing challenges of the global pandemic. Teachers deserve extra appreciation for coordinating students both in their schools and writing remotely – no easy task! Despite the circumstances, we hope that the papers provided you with some interesting mathematics to think about and play with. Thank you for your support! Please continue to encourage your colleagues and fellow students to become involved in our activities.

Fryer Contest
1. Average: 9.1
   This problem was very well done. Common difficulties in part (c) were a lack of explanation and incorrect rounding after doing division.

2. Average: 8.2
   This problem was well done. Some students mistakenly converted 3.25 minutes to 3 minutes and 25 seconds, while others did not use the straight line distance from the school to the two homes. Some students used the formula for the distance between the points (240,100) and (240,180) when they could have used the difference in y-coordinates. Some students also approximated $\frac{272}{3}$ as 90.6 or 90.7 or 90.67, when leaving this answer as $\frac{272}{3}$ is exact and thus more correct.

3. Average: 6.9
   Parts (a) and (b) were done well. In parts (c) and (d), some struggled to explain why a certain $m$ value was the smallest possible, often using “this is how I got the answer” to try to justify this.

4. Average: 2.8
   Part (a) was relatively straightforward and was solved by most students who read and tried it. Part (b) required a carefully worded argument, while part (c) required a combination of mathematical care and logical reasoning.

Galois Contest
1. Average: 9.2
   This problem was very well done. In part (c), many spotted the solution $p = 3$ because $3\triangle 3 = 3\triangle 3$ must be true. For full marks, it was necessary to rule out any other solutions by solving the equation $p(2 \times 3 + 4) = 3(2p + 4)$. In part (d), many students got to an equation like $m(2m + 6) = 0$; some only found one of the two solutions, $m = 0$ and $m = -3$. Other students simplified to $2m^2 = -6m$, divided by $m$ and found only the $m = -3$ solution, accidentally removing the possibility that $m = 0$.

2. Average: 8.2
   Parts (a) and (b) were well done. Many lost a mark in part (c) as they did arithmetic but did not explain why that showed you could not have 6 ties. In part (d), many students tried trial and error which was worth full marks if all possible combinations of wins and losses were considered.

3. Average: 4.8
   Part (a) was well done. In part (b), many students had difficulties with finding the area of the trapezoid
algebraically. In part (c), many students wrote many relationships but often missed involving the point $V(2,4)$ being involved, the slope of the line $UW$, the areas of the trapezoids, or the ratio of those areas. Those that worked with all of the pieces of the problem usually got the first case correct but only a few students noticed and solved for the second case as well.

4. Average: 2.7
Part (a) was very well done. In part (b), students usually did well if they could manipulate the equation to one of the forms $(x - 4)(y - 5) = 20$ or $x = 4 + \frac{20}{y - 5}$ or $y = 5 + \frac{20}{x - 4}$. These forms allow them to list a finite number of ordered pairs; for full marks, they must justify that divisor pairs are positive. Part marks were given to students who isolated $x = \frac{4y}{y - 5}$ or $y = \frac{5x}{x - 4}$, although such students did not tend to progress as easily. Students who proceeded by trial and error generally earned few if any marks. In part (c), many students proceeded by trial and error. A number of students could then list six of the seven solutions (excluding $p = 11$) by requiring each of $\frac{16}{x}$ and $\frac{25}{y}$ to be integers. The seventh solution of $p = 11$ was much harder to find. For full marks, students needed to find all seven solutions, and justify their work.

Hypatia Contest

1. Average: 9.5
   This problem was very well done.

2. Average: 8.3
   Overall this problem was also well done. Some students missed the fact that there were two possible solutions in part (d).

3. Average: 5.2
   Parts (a) and (b) were answered correctly by many students. Part (c) was quite challenging. Many students made assumptions early on that oversimplified their solution. In general, even students who got the correct answer struggled to justify why their answer was correct.

4. Average: 3.5
   Parts (a) and (b) were answered correctly by many students. In part (c), some students used trial and error to find some solutions but were unable to determine a method that justified that they had found all solutions. Most students struggled to find a useful way to start part (d).

Please visit our website at cemc.uwaterloo.ca to download the 2021 Fryer, Galois and Hypatia Contests, plus full solutions.
**Commentaires généraux**

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.

Cette année, les moyennes des concours Fryer, Galois et Hypatie étaient de 27,1, 24,9 et 26,6 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.

Nous aimerions remercier tous les participants incluant les enseignants et les étudiants. Les concours de cette année ont été rédigés dans des situations très diverses, souvent sous la supervision de parents, tutrices et tuteurs qui voulaient s’assurer que les élèves du monde entier puissent participer malgré les difficultés persistantes de la pandémie mondiale. Les enseignantes et les enseignants méritent une reconnaissance particulière pour avoir coordonné les élèves à la fois dans leurs écoles et à distance – ce qui n’est pas une tâche facile ! Malgré les circonstances, nous espérons que ces concours ont fourni des mathématiques intéressantes qui vous ont amusés et poussés à réfléchir. Merci pour votre soutien continu!

**Concours Fryer**

1. Moyenne: 9,1
   En général, ce problème a été très bien réussi. Les difficultés courantes dans la partie (c) étaient un manque d’explication et une erreur d’arrondi après avoir effectué une division.

2. Moyenne: 8,2
   Ce problème a été bien réussi. Quelques élèves ont mal converti 3,25 minutes à 3 minutes et 25 secondes, tandis que d’autres n’ont pas utilisé les distances des chemins rectilignes reliant l’école aux deux maisons. Quelques élèves ont utilisé la formule de la distance entre les points (240, 100) et (240, 180) alors qu’ils auraient pu utiliser la différence entre les ordonnées. Quelques élèves ont également estimé que $\frac{272}{3}$ était égale à 90,6 ou 90,7 ou 90,67, alors qu’une réponse de $\frac{272}{3}$ est une valeur exacte et aurait donc été une meilleure réponse.

3. Moyenne: 6,9
   Les parties (a) et (b) ont été bien réussies. Dans les parties (c) et (d), quelques élèves ont eu du mal à expliquer pourquoi une certaine valeur de $m$ était la plus petite possible et tentaient souvent de justifier cela en disant « voici comment j’ai obtenu la réponse ».

4. Moyenne: 2,8
   La partie (a) était assez simple et a été résolue par la plupart des étudiants qui l’ont lue et essayée. La partie (b) exigeait un argument soigneusement formulé, tandis que la partie (c) exigeait une combinaison de précision mathématique et de raisonnement logique.

**Concours Galois**

1. Moyenne: 9,2
   En général, ce problème a été très bien réussi. Dans la partie (c), plusieurs élèves ont bien identifié la solution $p = 3$ car $3\Delta 3 = 3\Delta 3$ doit être vrai. Pour obtenir tous les points, il était nécessaire d’exclure toute autre solution en résolvant l’équation $p(2 \times 3 + 4) = 3(2p + 4)$. Dans la partie (d), plusieurs élèves sont arrivés à une équation comme $m(2m + 6) = 0$; quelques-uns n’ont trouvé qu’une des deux solutions, $m = 0$ et $m = -3$. D’autres élèves ont simplifié pour obtenir $2m^2 = -6m$ et ont divisé par $m$ et n’ont donc obtenu que $m = -3$ comme solution car ils ont accidentellement supprimé la possibilité que $m = 0$.

2. Moyenne: 8,2
   Les parties (a) et (b) ont été bien réussies. Plusieurs élèves ont perdu un point dans la partie (c) car, malgré leurs démarches arithmétiques, ils n’ont pas su bien expliquer pourquoi cela voulait dire qu’il ne pouvait y
avoir exactement 6 matchs nuls. Dans la partie (d), plusieurs élèves ont procédé par tâtonnements et ont pu obtenir tous les points possibles du moment que toutes les combinaisons possibles de victoires et de défaites étaient prises en compte.

3. Moyenne: 4,8
   La partie (a) a été bien réussie. Dans la partie (b), plusieurs élèves ont eu des difficultés à déterminer l’aire du trapèze de manière algébrique. Dans la partie (c), plusieurs élèves ont écrit de nombreuses relations mais ces relations n’impliquaient souvent pas: le point \( V(2,4) \), la pente de la droite \( UW \), les aires des trapèzes ou le rapport de ces aires. En général, ceux qui ont travaillé avec toutes les parties du problème ont obtenu une bonne réponse pour le premier cas, mais seuls quelques étudiants ont également remarqué et résolu le deuxième cas.

4. Moyenne: 2,7
   La partie (a) était très bien réussie. Dans la partie (b), les élèves réussissent généralement bien s’ils arrivaient à récrire l’équation sous l’une des formes suivantes: \( (x - 4)(y - 5) = 20 \) ou \( x = 4 + \frac{20}{y - 5} \) ou \( y = 5 + \frac{20}{x - 4} \). Ces formes leur permettaient de dresser la liste d’un nombre fini de couples; pour obtenir tous les points, les élèves devaient justifier que les couples de diviseurs sont positifs. Des notes partielles ont été attribuées aux élèves qui ont isolé \( x = \frac{4y}{y - 5} \) ou \( y = \frac{5x}{x - 4} \), bien que ces élèves n’ont pas eu tendance à progresser aussi facilement dans la résolution de ce problème. Les élèves qui ont procédé par tâtonnements ont généralement obtenu peu ou pas de points. Dans la partie (c), plusieurs élèves ont procédé par tâtonnements. Les élèves pouvaient alors obtenir six des sept solutions (à l’exclusion de \( p = 11 \)) en supposant que \( \frac{16}{x} \) et \( \frac{25}{y} \) étaient des entiers. La septième solution (soit \( p = 11 \)) était beaucoup plus difficile à trouver. Pour obtenir tous les points, les élèves devaient trouver les sept solutions et justifier leur travail.

**Concours Hypatie**

1. Moyenne: 9,5
   En général, ce problème a été très bien réussi.

2. Moyenne: 8,3
   En général, ce problème a également été bien réussi. Quelques élèves ne se sont pas rendu compte du fait qu’il y avait deux solutions possibles dans la partie (d).

3. Moyenne: 5,2
   Plusieurs élèves ont répondu correctement aux parties (a) et (b). La partie (c) a posé un véritable défi. Plusieurs élèves ont fait des suppositions tôt dans leurs démarches qui ont mené à des solutions trop simplifiées. En général, même les élèves qui ont obtenu la bonne réponse ont eu du mal à justifier pourquoi leur réponse était bonne.

4. Moyenne: 3,5
   Plusieurs élèves ont répondu correctement aux parties (a) et (b). Dans la partie (c), quelques élèves ont tenté de procéder par tâtonnements pour trouver quelques solutions. Or, ces élèves n’ont pas été en mesure d’élaborer une méthode qui justifiait qu’ils avaient trouvé toutes les solutions. La plupart des élèves ont eu du mal à trouver un moyen qui leur permettrait de commencer la partie (d).

Veuillez visiter notre site Web à cemc.uwaterloo.ca pour télécharger les concours Fryer, Galois et Hypatie 2021, avec solutions complètes.
### Number of schools registered by province / Nombre d’écoles inscrit par province

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N.B. These rankings pertain to eligible contestants only /  
N.B. Ces rangs se rapportent seulement aux concurrents admissibles
# 2021 Fryer Contest/Concours Fryer
## Team Honour Rolls/Palmarès d’équipes

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# 2021 Fryer Contest/Concours Fryer
## Student Honour Roll/Palmarès d'étudiants

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### 2021 Fryer Contest/Concours Fryer
#### Student Honour Roll/Palmarès d'étudiants

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# Team Honour Rolls

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2021
Galois Contest/Concours Galois
Student Honour Roll/Palmarès d'étudiants
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## 2021

**Galois Contest/Concours Galois**  
**Student Honour Roll/Palmarès d'étudiants**

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## 2021 Hypatia Contest/Concours Hypatie
### Student Honour Roll/Palmarès d'étudiants

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## 2021 Hypatia Contest/Concours Hypatie
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## 2021 Fryer Contest/Concours Fryer
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## 2021 Fryer Contest/Concours Fryer
### Student Honour Roll/Palmarès d'étudiants
#### International

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## 2021 Galois Contest/Concours Galois
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# 2021 Galois Contest/Concours Galois
## Student Honour Roll/Palmarès d'étudiants
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# Hypatia Contest/Concours Hypatie
## Student Honour Roll/Palmarès d'étudiants
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