

THE SUM OF A STUDENT'S THREE SCORES IS 228. IF THE FIRST IS 15 POINTS MORE THAN THE SECOND, AND THE SUM

THE SUM OF A STUDENT'S THREE SCORES IS 228. IF THE FIRST IS 15 POINTS MORE THAN THE SECOND, AND THE SUM

UNDERSTANDING HOW TO APPROACH AND SOLVE WORD PROBLEMS INVOLVING MULTIPLE VARIABLES AND THEIR RELATIONSHIPS IS ESSENTIAL FOR STUDENTS AIMING TO EXCEL IN MATHEMATICS. THIS PARTICULAR PROBLEM INVOLVES THREE SCORES WITH SPECIFIED RELATIONSHIPS AND A TOTAL SUM, PROVIDING AN EXCELLENT OPPORTUNITY TO PRACTICE ALGEBRAIC REASONING, PROBLEM-SOLVING STRATEGIES, AND CRITICAL THINKING. IN THIS ARTICLE, WE WILL EXPLORE THE PROBLEM IN DETAIL, BREAK DOWN THE SOLUTION STEP-BY-STEP, AND DISCUSS RELATED CONCEPTS TO DEEPEN YOUR UNDERSTANDING.

PROBLEM OVERVIEW AND BREAKDOWN

BEFORE DIVING INTO THE SOLUTION, LET'S ANALYZE THE PROBLEM CAREFULLY:

- THE TOTAL SUM OF THREE SCORES IS 228.
- THE FIRST SCORE IS 15 POINTS MORE THAN THE SECOND SCORE.
- THE PROBLEM MAY INCLUDE AN ADDITIONAL STATEMENT ABOUT THE THIRD SCORE AND THE SUM, WHICH IS COMMON IN SUCH WORD PROBLEMS.

GIVEN THE FRAGMENT, A REASONABLE ASSUMPTION IS THAT THE PROBLEM STATES:

"THE SUM OF A STUDENT'S THREE SCORES IS 228. IF THE FIRST SCORE IS 15 POINTS MORE THAN THE SECOND, AND THE SUM OF THE SECOND AND THIRD SCORES IS ALSO GIVEN, FIND THE INDIVIDUAL SCORES."

ALTERNATIVELY, IT MIGHT BE:

"THE SUM OF A STUDENT'S THREE SCORES IS 228. IF THE FIRST SCORE IS 15 POINTS MORE THAN THE SECOND, AND THE THIRD SCORE IS EQUAL TO THE SECOND, FIND ALL SCORES."

SINCE THE INITIAL STATEMENT IS INCOMPLETE, LET'S CONSIDER A TYPICAL PROBLEM STRUCTURE:

> THE SUM OF THREE SCORES IS 228. THE FIRST SCORE IS 15 POINTS MORE THAN THE SECOND SCORE, AND THE THIRD SCORE IS EQUAL TO THE SECOND. FIND THE THREE SCORES.

THIS IS A COMMON TYPE OF ALGEBRA PROBLEM AND ALIGNS WITH THE PARTIAL INFORMATION PROVIDED.

KEY DETAILS:

- LET THE SECOND SCORE BE x .
- THE FIRST SCORE IS $x + 15$.
- THE THIRD SCORE IS x (ASSUMING IT EQUALS THE SECOND SCORE).

TOTAL SUM:

$$[\text{First}] + [\text{Second}] + [\text{Third}] = 228$$

WHICH TRANSLATES TO:

$$[(x + 15) + x + x = 228]$$

NOW, LET'S PROCEED TO SOLVE FOR x .

STEP-BY-STEP SOLUTION APPROACH

STEP 1: DEFINE VARIABLES CLEARLY

TO SOLVE THE PROBLEM SYSTEMATICALLY, ASSIGN VARIABLES:

- x = SECOND SCORE
- $x + 15$ = FIRST SCORE
- x = THIRD SCORE

THIS APPROACH SIMPLIFIES THE PROBLEM INTO AN ALGEBRAIC EQUATION.

STEP 2: FORMULATE THE EQUATION

BASED ON THE SUM:

$$(x + 15) + x + x = 228$$

SIMPLIFY:

$$\begin{aligned} x + 15 + x + x &= 228 \\ 3x + 15 &= 228 \end{aligned}$$

STEP 3: SOLVE FOR THE VARIABLE

SUBTRACT 15 FROM BOTH SIDES:

$$\begin{aligned} 3x &= 228 - 15 \\ 3x &= 213 \end{aligned}$$

DIVIDE BOTH SIDES BY 3:

$$x = \frac{213}{3} = 71$$

SO, THE SECOND SCORE IS 71.

STEP 4: FIND ALL SCORES

NOW THAT $x = 71$, DETERMINE THE OTHER SCORES:

- FIRST SCORE: $(71 + 15 = 86)$
- THIRD SCORE: (71)

FINAL SCORES:

- FIRST SCORE: 86
- SECOND SCORE: 71
- THIRD SCORE: 71

VERIFICATION OF THE SOLUTION

IT'S CRUCIAL TO VERIFY THAT THE CALCULATED SCORES SATISFY THE ORIGINAL CONDITIONS.

1. SUM CHECK:

$$\begin{aligned} &[\\ 86 + 71 + 71 &= 228 \\ &] \end{aligned}$$

2. DIFFERENCE CHECK:

FIRST SCORE IS 15 POINTS MORE THAN THE SECOND:

$$\begin{aligned} &[\\ 86 - 71 &= 15 \quad \checkmark \\ &] \end{aligned}$$

3. SUM OF SECOND AND THIRD:

$$\begin{aligned} &[\\ 71 + 71 &= 142 \\ &] \end{aligned}$$

WHICH ALIGNS WITH THE ASSUMPTION THAT THE THIRD SCORE EQUALS THE SECOND.

THUS, THE SOLUTION SATISFIES ALL CONDITIONS.

ADDITIONAL VARIATIONS AND RELATED PROBLEMS

UNDERSTANDING THE CORE APPROACH ALLOWS FOR TACKLING RELATED PROBLEMS INVOLVING DIFFERENT RELATIONSHIPS BETWEEN SCORES.

SCENARIO 1: DIFFERENT RELATIONSHIPS

- IF THE THIRD SCORE IS TWICE THE SECOND SCORE:
- SET THIRD SCORE AS $(2x)$.
- TOTAL SUM: $((x + 15) + x + 2x = 228)$.

- SOLVE SIMILARLY:

$$(x + 15) + x + 2x = 228$$

$$4x + 15 = 228$$

$$4x = 213$$

$$x = \frac{213}{4} = 53.25$$

- SCORES:

- SECOND: 53.25

- FIRST: 68.25

- THIRD: 106.5

- NOTE: WHEN NON-INTEGERS ARE INVOLVED, VERIFY IF SUCH RESULTS ARE ACCEPTABLE BASED ON THE CONTEXT.

SCENARIO 2: ADDITIONAL CONSTRAINTS

- IF THE PROBLEM STATES THE SCORES ARE INTEGERS AND POSITIVE, ENSURE SOLUTIONS MEET THIS CRITERION.
- ADJUST VARIABLES ACCORDINGLY OR RECONSIDER ASSUMPTIONS.

TIPS FOR SOLVING SIMILAR WORD PROBLEMS

- READ CAREFULLY: IDENTIFY WHAT IS GIVEN AND WHAT NEEDS TO BE FOUND.
- DEFINE VARIABLES: ASSIGN SYMBOLS TO UNKNOWN QUANTITIES.
- TRANSLATE WORDS INTO EQUATIONS: EXPRESS RELATIONSHIPS MATHEMATICALLY.
- SOLVE SYSTEMATICALLY: USE ALGEBRAIC METHODS TO FIND VARIABLE VALUES.
- VERIFY SOLUTIONS: CHECK IF THEY SATISFY ALL CONDITIONS.
- CONSIDER SPECIAL CASES: SUCH AS INTEGER CONSTRAINTS OR BOUNDS.

CONCLUSION AND KEY TAKEAWAYS

SOLVING WORD PROBLEMS INVOLVING MULTIPLE SCORES AND THEIR RELATIONSHIPS HINGES ON CLEAR VARIABLE DEFINITION, FORMING ACCURATE EQUATIONS, AND METHODICAL SOLVING. IN THE CASE OF THE PROBLEM WHERE THE TOTAL SUM OF SCORES IS 228, WITH THE FIRST SCORE 15 POINTS HIGHER THAN THE SECOND, AND THE THIRD EQUAL TO THE SECOND, THE SOLUTION INVOLVES STRAIGHTFORWARD ALGEBRA:

- ASSIGNING x TO THE SECOND SCORE.
- EXPRESSING THE FIRST AND THIRD SCORES IN TERMS OF x .
- FORMULATING AND SOLVING THE RESULTING EQUATION.
- VALIDATING THE SOLUTION AGAINST THE ORIGINAL PROBLEM CONDITIONS.

MASTERING THESE STEPS ENHANCES PROBLEM-SOLVING SKILLS AND PREPARES STUDENTS FOR MORE COMPLEX ALGEBRAIC CHALLENGES. WHETHER DEALING WITH SCORES, DISTANCES, COSTS, OR OTHER QUANTITIES, THE PRINCIPLES REMAIN CONSISTENT: UNDERSTAND THE PROBLEM, TRANSLATE IT INTO EQUATIONS, SOLVE SYSTEMATICALLY, AND VERIFY YOUR ANSWERS.

REMEMBER: PRACTICE WITH DIVERSE WORD PROBLEMS TO STRENGTHEN YOUR ALGEBRAIC REASONING AND BECOME CONFIDENT IN SOLVING REAL-WORLD MATH PUZZLES EFFICIENTLY.

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE POSSIBLE SCORES FOR THE THREE STUDENTS IF THEIR SUM IS 228, WITH THE FIRST SCORE 15 POINTS MORE THAN THE SECOND?

LET THE SECOND SCORE BE x . THEN THE FIRST SCORE IS $x + 15$. THE THIRD SCORE CAN BE FOUND USING THE EQUATION: $(x + 15) + x + \text{THIRD SCORE} = 228$. WITHOUT ADDITIONAL INFORMATION, THE THIRD SCORE CAN VARY DEPENDING ON THE VALUE OF x , PROVIDED ALL SCORES ARE POSITIVE AND LOGICAL.

HOW DO YOU SET UP AN ALGEBRAIC EQUATION TO FIND THE THREE SCORES BASED ON THE GIVEN CONDITIONS?

LET THE SECOND SCORE BE x . THEN, THE FIRST SCORE IS $x + 15$. IF THE THIRD SCORE IS y , THE EQUATION BECOMES: $(x + 15) + x + y = 228$. TO FIND SPECIFIC SCORES, YOU'D NEED ADDITIONAL INFORMATION ABOUT y OR OTHER CONSTRAINTS.

IF THE SECOND SCORE IS 70, WHAT IS THE FIRST SCORE AND THE THIRD SCORE?

IF THE SECOND SCORE IS 70, THEN THE FIRST SCORE IS $70 + 15 = 85$. THE SUM OF THE FIRST TWO SCORES IS $85 + 70 = 155$. THE THIRD SCORE IS $228 - 155 = 73$.

WHAT IS THE RANGE OF POSSIBLE SCORES FOR THE STUDENTS GIVEN THE TOTAL SUM IS 228 AND THE FIRST SCORE IS 15 POINTS MORE THAN THE SECOND?

ASSUMING ALL SCORES ARE POSITIVE INTEGERS, THE SECOND SCORE MUST BE LESS THAN $228 -$ (MINIMUM POSSIBLE FIRST AND THIRD SCORES). SINCE THE FIRST SCORE IS 15 MORE THAN THE SECOND, THE SECOND SCORE CAN RANGE FROM 1 UP TO 104, WITH CORRESPONDING FIRST SCORES FROM 16 UP TO 119, AND THE THIRD SCORE ADJUSTED ACCORDINGLY TO SUM TO 228.

HOW CAN THIS PROBLEM BE GENERALIZED TO FIND SCORES WHERE THE SUM IS KNOWN, AND ONE SCORE RELATES TO ANOTHER BY A FIXED AMOUNT?

SET VARIABLES FOR THE SCORES, EXPRESS ONE SCORE IN TERMS OF THE OTHER USING THE GIVEN RELATIONSHIP (E.G., FIRST SCORE = SECOND SCORE + 15), THEN WRITE AN EQUATION SUMMING ALL THREE SCORES TO THE TOTAL (228). SOLVE FOR THE VARIABLES TO FIND POSSIBLE SCORE COMBINATIONS, ENSURING ALL SCORES ARE REALISTIC (POSITIVE INTEGERS).

ADDITIONAL RESOURCES

THE SUM OF A STUDENT'S THREE SCORES IS 228. IF THE FIRST IS 15 POINTS MORE THAN THE SECOND, AND THE SUM

UNDERSTANDING THE PROBLEM INVOLVING A STUDENT'S THREE SCORES REQUIRES CAREFUL ANALYSIS AND LOGICAL REASONING. THIS CLASSIC ALGEBRAIC PROBLEM ENCOURAGES CRITICAL THINKING, COMPREHENSION OF BASIC EQUATIONS, AND APPLICATION OF PROBLEM-SOLVING STRATEGIES. IN THIS COMPREHENSIVE REVIEW, WE WILL EXPLORE THE PROBLEM IN-DEPTH, ANALYZE DIFFERENT APPROACHES TO SOLVING IT, DISCUSS COMMON PITFALLS, AND REFLECT ON ITS EDUCATIONAL VALUE. WHETHER YOU'RE A STUDENT LOOKING TO IMPROVE YOUR ALGEBRA SKILLS OR AN EDUCATOR SEEKING TO ENHANCE TEACHING METHODS, THIS ARTICLE AIMS TO PROVIDE A THOROUGH UNDERSTANDING OF THIS PROBLEM AND RELATED CONCEPTS.

BREAKING DOWN THE PROBLEM

THE PROBLEM STATEMENT CAN BE SUMMARIZED AS FOLLOWS:

- THE TOTAL OF THREE SCORES IS 228.
- THE FIRST SCORE IS 15 POINTS MORE THAN THE SECOND SCORE.
- THE RELATIONSHIP INVOLVING THE THIRD SCORE IS IMPLIED BUT NOT EXPLICITLY STATED IN THE EXCERPT; IT SEEMS TO BE INCOMPLETE.

GIVEN THE PARTIAL INFORMATION, THE CORE CHALLENGE INVOLVES SETTING UP APPROPRIATE ALGEBRAIC EQUATIONS. FOR CLARITY, WE WILL ASSUME THE PROBLEM CONTINUES WITH A TYPICAL STRUCTURE: PERHAPS THE THIRD SCORE IS RELATED TO THE FIRST TWO IN SOME WAY, OR WE ARE TO FIND THE SPECIFIC SCORES GIVEN ONLY THE FIRST TWO RELATIONSHIPS.

KEY POINTS TO ANALYZE:

- IDENTIFY VARIABLES REPRESENTING THE SCORES.
- TRANSLATE THE WORD PROBLEM INTO ALGEBRAIC EQUATIONS.
- SOLVE STEP-BY-STEP, CONSIDERING DIFFERENT POSSIBLE INTERPRETATIONS.

FORMULATING THE EQUATIONS

LET'S DEFINE VARIABLES TO REPRESENT THE SCORES:

- LET S_1 BE THE FIRST SCORE.
- LET S_2 BE THE SECOND SCORE.
- LET S_3 BE THE THIRD SCORE.

BASED ON THE PROBLEM:

1. THE SUM OF THE THREE SCORES IS 228:

$$S_1 + S_2 + S_3 = 228$$
2. THE FIRST SCORE IS 15 POINTS MORE THAN THE SECOND:

$$S_1 = S_2 + 15$$

THE PROBLEM MENTIONS "AND THE SUM" BUT CUTS OFF, INDICATING THAT PERHAPS THE THIRD SCORE IS RELATED TO THE FIRST TWO SCORES IN A SPECIFIED WAY — FOR EXAMPLE, "AND THE SUM OF THE FIRST AND THIRD IS ...", OR "AND THE THIRD SCORE IS ...".

ASSUMPTION FOR CLARITY:

SUPPOSE THE COMPLETE PROBLEM STATES: "THE SUM OF THE THREE SCORES IS 228. IF THE FIRST IS 15 POINTS MORE THAN THE SECOND, AND THE THIRD SCORE IS EQUAL TO THE SECOND SCORE."

THIS ASSUMPTION ALLOWS US TO PROCEED WITH A CONCRETE SOLUTION.

ESTABLISHING THE THIRD SCORE

GIVEN THE ASSUMPTION:

- $S_3 = S_2$

NOW, FROM THE FIRST TWO EQUATIONS:

- $S_1 = S_2 + 15$
- $S_1 + S_2 + S_3 = 228$

SUBSTITUTING S_1 AND S_3 INTO THE SUM:

$$(S_2 + 15) + S_2 + S_2 = 228$$

SIMPLIFY:

$$S_2 + 15 + S_2 + S_2 = 228$$

$$(3S2) + 15 = 228$$

SUBTRACT 15 FROM BOTH SIDES:

$$3S2 = 213$$

DIVIDE BOTH SIDES BY 3:

$$S2 = 71$$

NOW, FIND S1:

$$S1 = S2 + 15 = 71 + 15 = 86$$

AND S3:

$$S3 = S2 = 71$$

RESULTING SCORES:

- FIRST SCORE: 86
- SECOND SCORE: 71
- THIRD SCORE: 71

CHECK SUM:

$$86 + 71 + 71 = 228 \text{ — CORRECT.}$$

ALTERNATIVE INTERPRETATIONS AND APPROACHES

WHILE THE ABOVE SOLUTION ASSUMES A SPECIFIC RELATIONSHIP FOR THE THIRD SCORE, ALTERNATIVE INTERPRETATIONS ARE COMMON IN SUCH PROBLEMS. IT'S BENEFICIAL TO EXPLORE THESE TO DEEPEN UNDERSTANDING.

SCENARIO 1: THE THIRD SCORE IS THE SUM OF THE FIRST TWO

SUPPOSE THE PROBLEM STATES: "THE THIRD SCORE IS EQUAL TO THE SUM OF THE FIRST TWO SCORES."

EQUATIONS:

- $S1 + S2 + S3 = 228$
- $S1 = S2 + 15$
- $S3 = S1 + S2$

SUBSTITUTE S3:

$$S1 + S2 + (S1 + S2) = 228$$

SIMPLIFY:

$$S1 + S2 + S1 + S2 = 228$$

$$2S1 + 2S2 = 228$$

DIVIDE ENTIRE EQUATION BY 2:

$$S1 + S2 = 114$$

SINCE $S1 = S2 + 15$, SUBSTITUTE INTO THE ABOVE:

$$(S2 + 15) + S2 = 114$$

SIMPLIFY:

$$2S2 + 15 = 114$$

SUBTRACT 15:

$$2S2 = 99$$

DIVIDE BOTH SIDES:

$$S2 = 49.5$$

THEN, $S1 = 49.5 + 15 = 64.5$
AND, $S3 = S1 + S2 = 64.5 + 49.5 = 114$

CHECK SUM:
 $64.5 + 49.5 + 114 = 228$ — CORRECT.

THIS SCENARIO RESULTS IN FRACTIONAL SCORES, WHICH MAY OR MAY NOT BE ACCEPTABLE DEPENDING ON CONTEXT.

SCENARIO 2: THE THIRD SCORE IS 15 POINTS LESS THAN THE FIRST

SUPPOSE THE PROBLEM STATES: "THE THIRD SCORE IS 15 POINTS LESS THAN THE FIRST."

EQUATIONS:
- $S1 + S2 + S3 = 228$
- $S1 = S2 + 15$
- $S3 = S1 - 15$

SUBSTITUTE $S1$ AND $S3$ INTO SUM:
 $(S2 + 15) + S2 + (S1 - 15)$

BUT $S3 = S1 - 15$, so:
 $(S2 + 15) + S2 + (S2 + 15 - 15) = 228$

SIMPLIFY:
 $S2 + 15 + S2 + S2 = 228$
 $3S2 + 15 = 228$

SUBTRACT 15:
 $3S2 = 213$

DIVIDE BY 3:
 $S2 = 71$

FIND $S1$:
 $S1 = S2 + 15 = 86$

FIND $S3$:
 $S3 = S1 - 15 = 86 - 15 = 71$

SUM CHECK:
 $86 + 71 + 71 = 228$ — VALID.

EDUCATIONAL SIGNIFICANCE AND LEARNING OUTCOMES

THIS PROBLEM EXEMPLIFIES SEVERAL EDUCATIONAL FEATURES AND LEARNING OUTCOMES:

- APPLICATION OF ALGEBRAIC MODELING: STUDENTS LEARN TO TRANSLATE WORD PROBLEMS INTO ALGEBRAIC EQUATIONS, A CRUCIAL SKILL IN MATHEMATICS.
- UNDERSTANDING RELATIONSHIPS: RECOGNIZING HOW DIFFERENT PARTS OF A PROBLEM RELATE HELPS DEEPEN COMPREHENSION OF VARIABLES AND THEIR INTERACTIONS.
- PROBLEM-SOLVING STRATEGIES: APPROACHES INCLUDE SUBSTITUTION, ELIMINATION, AND EXPLORING MULTIPLE SCENARIOS, FOSTERING FLEXIBLE THINKING.
- CRITICAL THINKING: ANALYZING ASSUMPTIONS AND VERIFYING SOLUTIONS ENCOURAGES METICULOUS REASONING.
- HANDLING AMBIGUITY: REAL-WORLD PROBLEMS OFTEN CONTAIN INCOMPLETE OR AMBIGUOUS DATA, SO EVALUATING DIFFERENT

INTERPRETATIONS ENHANCES ADAPTABILITY.

PROS AND CONS OF THE PROBLEM

PROS:

- ENCOURAGES ALGEBRAIC THINKING AND VARIABLE MANIPULATION.
- DEMONSTRATES THE IMPORTANCE OF INTERPRETING WORD PROBLEMS ACCURATELY.
- PROVIDES OPPORTUNITIES TO EXPLORE MULTIPLE SOLUTION PATHS.
- REINFORCES THE IMPORTANCE OF VERIFICATION AND CHECKING WORK.

CONS:

- AMBIGUITY IN THE PROBLEM STATEMENT CAN CAUSE CONFUSION.
- MAY REQUIRE ASSUMPTIONS THAT ARE NOT EXPLICITLY STATED, LEADING TO MULTIPLE SOLUTIONS.
- THE PROBLEM AS PRESENTED MAY BE INCOMPLETE OR CUT OFF, NECESSITATING CLARIFICATION.
- FOR BEGINNERS, SETTING UP EQUATIONS AND INTERPRETING RELATIONSHIPS CAN BE CHALLENGING.

FEATURES AND EDUCATIONAL TOOLS

- STEP-BY-STEP SOLUTION APPROACH: BREAKING DOWN THE PROBLEM INTO MANAGEABLE PARTS HELPS STUDENTS UNDERSTAND THE PROCESS.
- SCENARIO EXPLORATION: CONSIDERING DIFFERENT RELATIONSHIPS ENCOURAGES CREATIVE THINKING AND FLEXIBILITY.
- VISUALIZATION: USING DIAGRAMS OR TABLES CAN AID IN UNDERSTANDING SCORE RELATIONSHIPS.
- PRACTICE VARIATIONS: MODIFYING THE PROBLEM'S CONDITIONS CAN PROVIDE ADDITIONAL PRACTICE AND DEEPEN UNDERSTANDING.

CONCLUSION

THE PROBLEM INVOLVING THE SUM OF THREE SCORES TOTALING 228, WITH THE FIRST BEING 15 POINTS MORE THAN THE SECOND, EXEMPLIFIES THE POWER OF ALGEBRAIC REASONING IN SOLVING REAL-WORLD-LIKE PROBLEMS. ITS EXPLORATION REVEALS THE IMPORTANCE OF CLEAR ASSUMPTIONS, MULTIPLE APPROACHES, AND VERIFICATION OF SOLUTIONS. WHILE INITIAL INTERPRETATIONS MIGHT VARY, PRACTICING SUCH PROBLEMS EQUIPS STUDENTS WITH ESSENTIAL SKILLS IN ALGEBRAIC THINKING, PROBLEM-SOLVING, AND CRITICAL ANALYSIS. THIS TYPE OF PROBLEM NOT ONLY ENHANCES MATHEMATICAL PROFICIENCY BUT ALSO PREPARES LEARNERS FOR MORE COMPLEX SCENARIOS BY FOSTERING LOGICAL REASONING AND ADAPTABILITY. WHETHER APPROACHED THROUGH ASSUMPTIONS, SCENARIO ANALYSIS, OR DIRECT EQUATIONS, MASTERING THESE PROBLEMS FOSTERS CONFIDENCE AND COMPETENCE IN ALGEBRA AND BEYOND.

The Sum Of A Student S Three Scores Is 228 If The First Is15 Points More Than The Second And The Sum

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