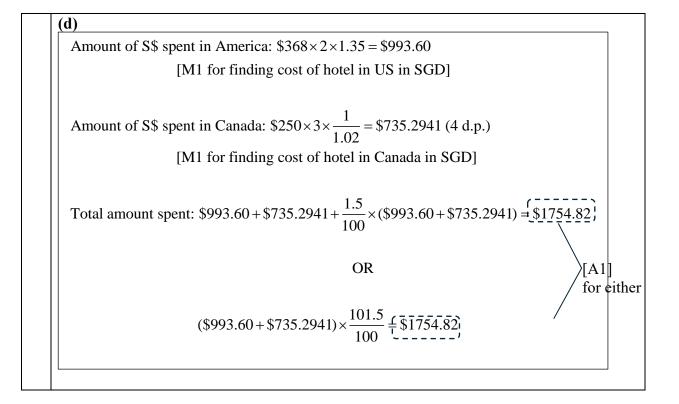
	Solution/ Mark Scheme
1	(a)
	$\frac{2x+7}{2} - \frac{7-x}{5} = 0$
	$\frac{2x+7}{2} = \frac{7-x}{5}$
	5(2x+7) = 2(7-x) [M1]
	10x + 35 = 14 - 2x
	12x = -21
	$x = -1\frac{3}{4}$ (also accept $-\frac{7}{4}$) [A1]
	Alternative
	$\frac{2x+7}{2} - \frac{7-x}{5} = 0$
	$\frac{1}{2} - \frac{1}{5} = 0$
	5(2x+7) - 2(7-x) = 0 - [M1]
	10x + 35 - 14 + 2x = 0
	12x = -21
	$x = -1\frac{3}{4}$ (also accept $-\frac{7}{4}$) [A1]
	(b)
	(2x-3)(x-4) = 2
	$2x^2 - 11x + 12 = 2$
	$2x^2 - 11x + 10 = 0[M1]$
	$x = \frac{-(-11) \pm \sqrt{(-11)^2 - 4(2)(10)}}{2(2)} [M1]$
	$x = \frac{11 \pm \sqrt{41}}{4}$
	<i>x</i> = 1.15 or 4.35 [A1, A1]
	(c)
	$\frac{15x^2}{2y} \div \frac{3x^2y}{8}$
	$=\frac{15x^2}{2y}\times\frac{8}{3x^2y}$
	2y $3x$ y
	$=\frac{20}{y^2}$ [B1]

(d)
ax + 3bx - 2a - 6b
$a^2 + ab - 6b^2$
$=\frac{x(a+3b)-2(a+3b)}{a^{2}+ab-6b^{2}}$
$= \frac{1}{a^2 + ab - 6b^2}$
$=\frac{(a+3b)(x-2)}{(a+3b)(a-2b)}$ [M1 for numerator; M1 for denominator]
$=\frac{x-2}{a-2b}$ [A1]

Solution/ Mark Scheme2(a) Each compound increases the principal amount, which in turn leads to greater interest
being generated. Cody should invest in account A as it provides more frequent
compounding than account B, hence, generating greater interest.ORCody should invest in account A because the interest is calculated 12 times each year as
compared to only once a year for Account B. Each time, the interest is calculated on a
larger amount of money. Therefore, account A will generate greater interest.*Do not accept if students provide a calculated example and arrive at a conclusion just
based on calculation. Key idea of more frequent compounding in account A, which will
lead to more interest generated, should be featured in students' explanation.(b)
$$20000 \left(1 + \frac{x}{100}\right)^3 = 22823.32 --- [M1]$$
 $\left(1 + \frac{x}{100}\right)^3 = \frac{22823.32}{20000} --- [M1]$ $\frac{x}{100} = \sqrt[3]{22823.32}{20000} --- [M1]$ $\frac{x}{100} = \sqrt[3]{22823.32}{20000} --- [M1]$ $\frac{x}{100} = \sqrt[3]{22823.32}{20000} --- [A1]$ (c)(i) $\frac{40}{100} \times \$156000 + 36 \times \$2800 ---- [M1]$ $=\$163200 --- [A1]$

(c)(ii)	
	(0.92) ³ [M1] .328 (3 d.p.)
<u>Method 1</u>	Method 2
$\frac{\$121475.328}{\$163200} \times 100\% = 74.433\% \dots [M1]$ $100\% - 74.433\% = 25.6\% (3 \text{ s.f.}) \dots [A1]$	loss incurred: \$163200 - \$121475.328 = \$41724.672 % loss: $\frac{$41724.672}{$163200} \times 100\%$ [M1] = 25.566% = 25.66% (3 s.f.)[A1]
	= \$121475. <u>Method 1</u> <u>\$121475.328</u> \$163200 × 100% = 74.433% [M1]



	Solution/ Mark Scheme	
3	3 (a)(i) Median mark = 35	
	(a)(ii)	
	38–30 [M1]	
	= 8 [A1]	
	(a)(iii)	
	60 th percentile:	
	$\frac{60}{100} \times 80 = 48$	
	From graph, 60 th percentile: 36 [B1]	
	(b)	
	$\frac{85}{100} \times 80 = 68 [M1]$	
	$100 \\ 80 - 68 = 12$	
	12 students scored less than x marks. From graph: $x = 25$ [A1]	
	(c)(i)	
	Chemistry Test Physics Test	
	Median mark: 32 Median mark: 35	
	IQR: $40 - 25 = 15$ IQR: 8	
	1. The students <u>perform better for the Physics test</u> due to a <u>high</u> compared to the <u>Chemistry test</u> , with <u>a lower median mark c</u>	
	2. The performance of the students were <u>more consistent for the</u> <u>lower interquartile range of 8</u> , as compared to the <u>Chemistry</u> <u>interquartile range of 15.</u> [B1]	•
	*Note: Students need to draw reference to the values of median/ to be awarded the mark.	IQR in their explanation
	(c)(ii)	
	The entire box-and-whisker plot would shift to the right by one u	nit/ one mark [B1]

	Solution/ Mark Scheme
4	$\xi = \{2, 3, 4, \dots 15\}$
	$A = \{4, 8, 12\}$
	$B = \{2, 3, 4, 6, 8, 12\}$
	(a)(i) Elements in <i>B</i> ': 5,7,9,10, 11,13,14,15 [B1] [Accept if students write: {5,7,9,10,11,13,14,15}]
	(a)(ii) *Note: A is a proper subset of B. Answer: 2,3,6 [B1] B A B A B A B A A B A B A A B A B A B A B A B A B A B B A B B A B B B A B B B B B B B B
	(a)(iii)
	Answer: 0 [B1]

(b)(i)		
	Physics	Not Physics
Literature	$13 \int [A1] \text{ for}$	5[B1]
Not Literature	7 J both cor	rect 15

Let *x* represent number of students who took both Physics and Lit.

$$\frac{x}{40} \times \frac{x-1}{39} = \frac{1}{10} - [M1]$$

$$10x(x-1) = 40 \times 39$$

$$x^{2} - x - 156 = 0$$

$$(x - 13)(x + 12) = 0 - [M1]$$

$$x = 13 \text{ or } x = -12 \text{ (rej)}$$

Note: Award full credit if students managed to obtain the first column correctly by trial and error, with relevant workings provided. i.e.

13 + 7 = 20

By trial and error,

$$\frac{13}{40} \times \frac{12}{20} = \frac{1}{10}$$

Therefore, there are 13 students taking Physics and Literature.

7 students take Physics but not Literature.

(b)(ii)
$$\frac{18}{22} \times \frac{22}{22} \times \frac{18}{22} \times \frac{18}{22} \times \frac{22}{22} \times \frac{18}{22} \times \frac{18}{22$$

 $\frac{1}{40} \times \frac{22}{39} \times 2 \longrightarrow [M1, allow ecf]$ $=\frac{33}{65}$ --- [A1]

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Solution/ Mark Scheme

6 (a)

 $\angle PQS = \angle SRP$ (angles in the same segment)

 $\angle OSP = \angle OPS$ (base angles, isos. triangle) $\angle QSP = \angle QSO + \angle OSP$

 $= \angle RPO + \angle OPS$

 $= \angle RPS$

M1 for any two correct; M2 for all three correct

PS is the common side.

By AAS test, triangles SQP and PRS are congruent. --- [A1]

*max 1 mark is deduced directly from the question for any wrong reason given.

(b)

 $\angle POS = 64^{\circ} \times 2 \ (\angle \text{ at centre} = 2\angle \text{ at circumference})$ = 128°

 $\angle OPT = \angle OST = 90^{\circ}$ (tangent perpendicular to radius)

$$\angle PTS = 360^{\circ} - 90^{\circ} - 90^{\circ} - 128^{\circ} - [M1]$$

= 52°

 $\angle PTS + \angle PRS = 64^\circ + 52^\circ = 116^\circ \ (\neq 180^\circ)$

By property of angles in opposite segment, since $\angle PTS + \angle PRS \neq 180^\circ$, we cannot draw a circle passing through P, R, S and T.

(c)(ii)

 $\tan 64^{\circ} = \frac{PT}{7.5100} --- [M1]$ $PT = 7.5100 \tan 64^{\circ}$ PT = 15.397

Method 1

Area of *OPTS*: $\frac{1}{2} \times 15.397 \times 7.5100 \times 2$ --- [M1, allow ecf] = 115.63 cm²

Area of major sector *OPQRS*: $\frac{232}{360} \times \pi \times 7.5100^2 --- [M1]$ = 114.18 cm²

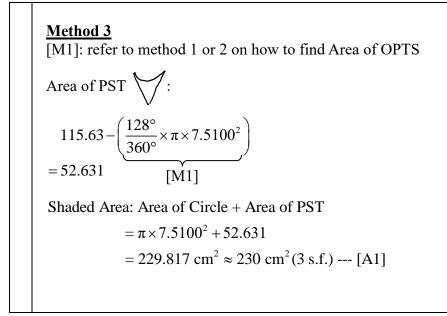
Total area: 115.63 cm² +114.18 cm² = 229.81 cm² ≈ 230 cm² (3 s.f.) --- [A1]

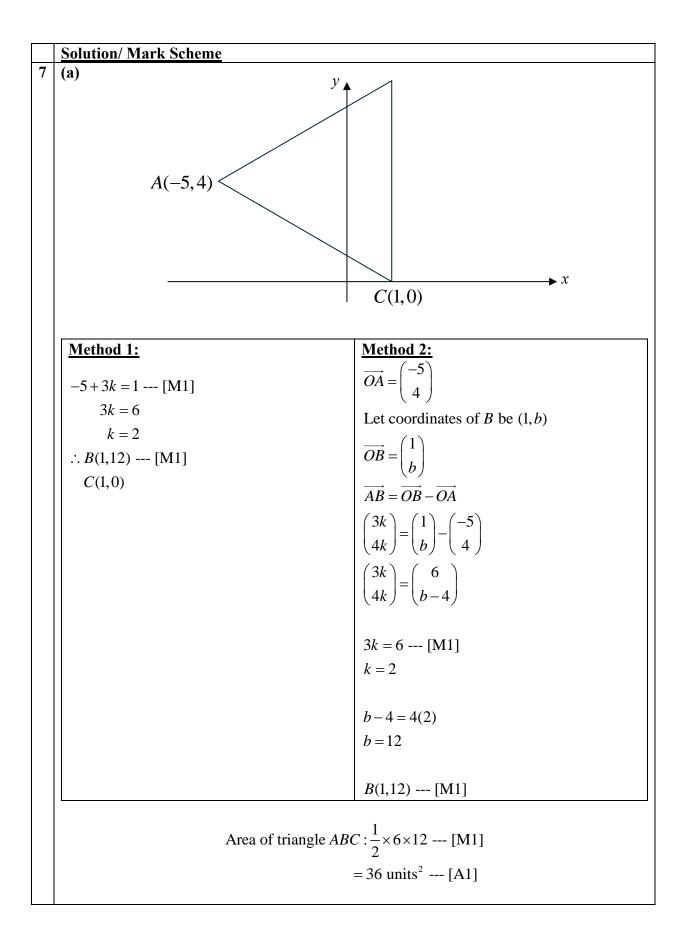
Method 2

Area of *OPTS*: Area of triangle POS + Area of triangle PTS = $\frac{1}{2} \times 7.5100^2 \times \sin 128^\circ + \frac{1}{2} \times 15.397^2 \times \sin 52^\circ ---$ [M1, allow ecf] = 115.627 cm²

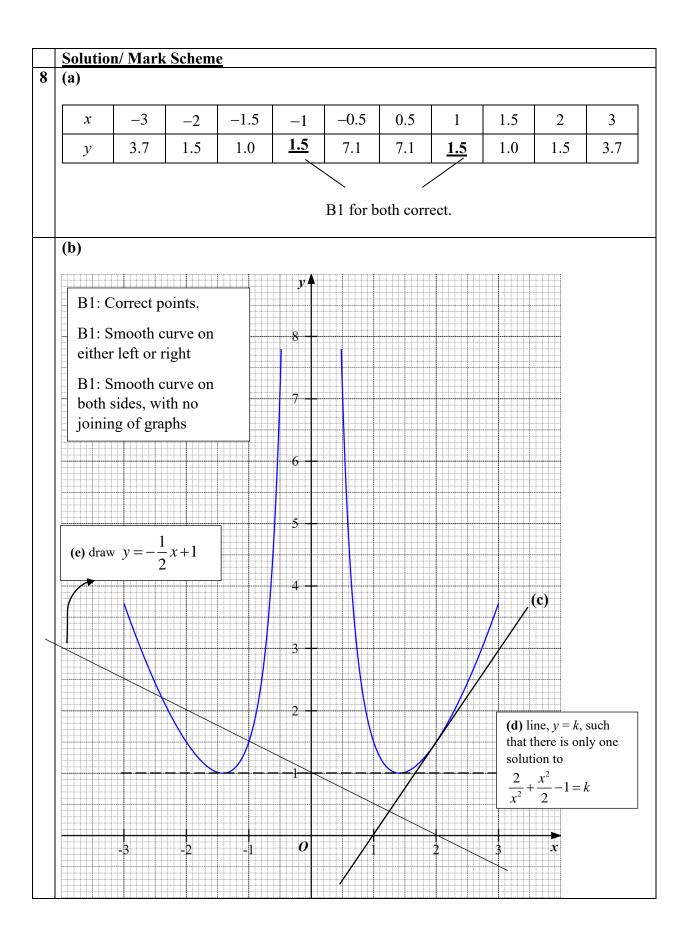
Area of major sector *OPQRS*: $\frac{232}{360} \times \pi \times 7.5100^2 --- [M1]$ = 114.18 cm²

Total area: 115.627 cm² +114.18 cm² = 229.807 cm² ≈ 230 cm² (3 s.f.) --- [A1]





Method 1	Method 2
BA = OA - OB	$\overrightarrow{BA} = \overrightarrow{OA} - \overrightarrow{OB}$
$= \mathbf{a} - \mathbf{b}$	$= \mathbf{a} - \mathbf{b}$
$\overrightarrow{BX} = \frac{1}{2} (\mathbf{a} - \mathbf{b}) - [M1]$	$\overrightarrow{AX} = -\frac{1}{2}(-\mathbf{b} + \mathbf{a}) [M1]$
$\overrightarrow{OX} = \overrightarrow{OB} + \overrightarrow{BX}$	$=\frac{1}{2}\mathbf{b} - \frac{1}{2}\mathbf{a}$ $\overrightarrow{OX} = \overrightarrow{OA} + \overrightarrow{AX}$
$=\mathbf{b}+\frac{1}{2}(\mathbf{a}-\mathbf{b})$	
$= \frac{1}{2}\mathbf{a} + \frac{1}{2}\mathbf{b} [A1]$	$= \mathbf{a} - \mathbf{b} + \frac{1}{2}\mathbf{b} - \frac{1}{2}\mathbf{a}$ $= \frac{1}{2}\mathbf{a} + \frac{1}{2}\mathbf{b} [A1]$
(b)(i)(b)	
$\overrightarrow{OD} = 3 \times \overrightarrow{OA}$	
= 3 a [M1]	
$\overrightarrow{OY} = \overrightarrow{OD} + \overrightarrow{DY}$	
$=3\mathbf{a}-(2\mathbf{a}-\mathbf{b})$	
= a + b [A1]	
(b)(ii)	
1. O, X and Y are collinear	[B1]
2. $OX = \frac{1}{2}OY$ or X is the minimum	idpoint of <i>OY</i> [B1]
	I the above only if both answers in



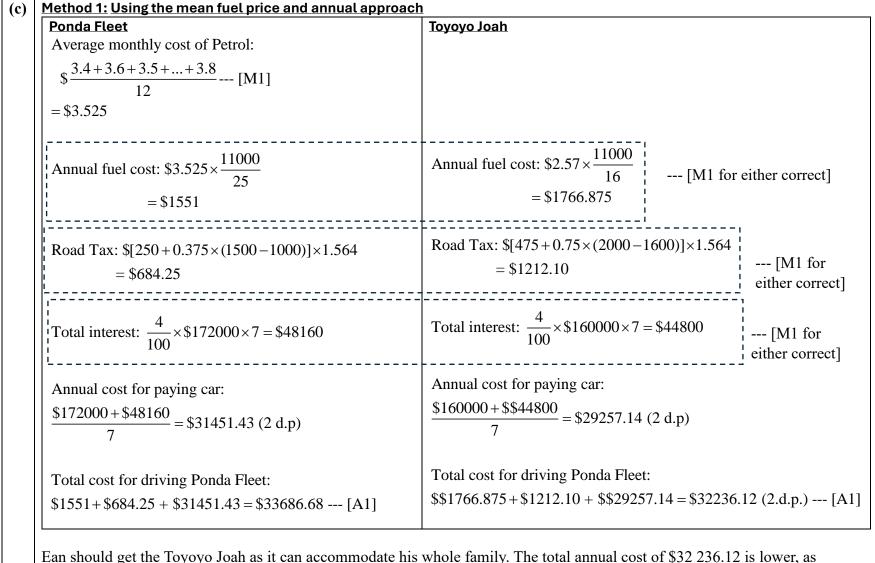
(c) M1: Drawing tangent line to the curve at point (2, 1.5) $\frac{3-0}{3-1} = 1.5$ Gradient: accept 1.3 to 1.7 --- [A1] (d) k = 0.9/0.95/1 --- [B1: accept either one] **(e)** $x^4 + x^3 - 4x^2 + 4 = 0$ Divide throughout by x^2 $x^2 + x - 4 + \frac{4}{x^2} = 0$ $x^2 - 4 + \frac{4}{x^2} = -x$ Divide throughout by 2 $\frac{1}{2}x^2 - 2 + \frac{2}{x^2} = -\frac{1}{2}x$ $\frac{2}{x^2} + \frac{x^2}{2} - 1 = -\frac{1}{2}x + 1 - -- [M1 \text{ for expression on RHS}]$ [M1: drawing linear graph $y = -\frac{1}{2}x+1$] x = -1.1 / -1.05 / -1 / -0.95 / -0.9 or --- [A1] -2.3/-2.35/-2.4/2.45/-2.5 --- [A1]

9 (a) Solution/ Mark Scheme

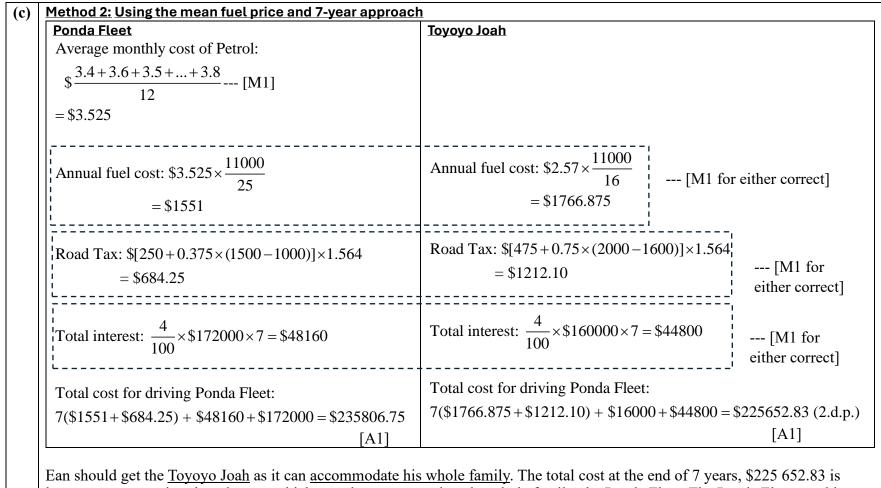
\$[250+0.375×(1400-1000)]×1.564 = \$625.60 --- [B1]

(b)

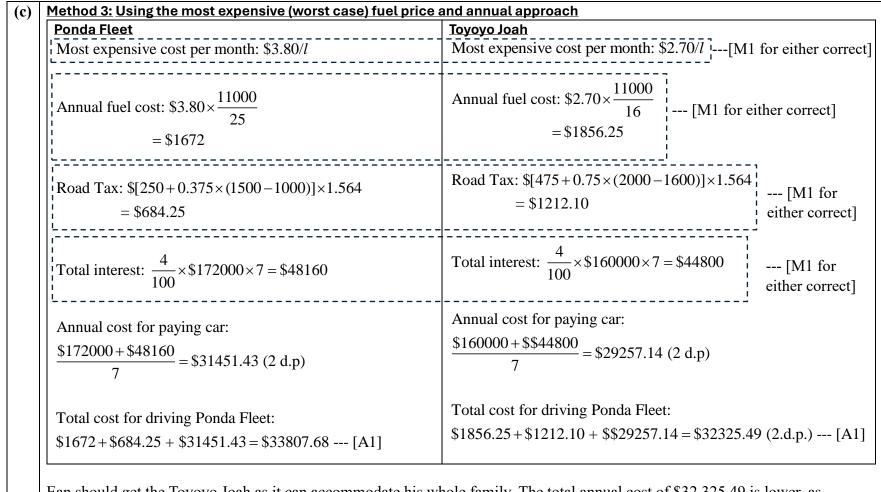
 $\frac{2.3 + 2.7 + 2.7 + ... + 2.5 + 2.7}{12} --- [M1]$ = \$2.57 (2 d.p.) --- [A1] **Important note:** There are two main approach: students compare prices which involves the calculation of either mean monthly fuel cost **OR** using the most expensive fuel cost of the year. Students need to be consistent in their comparison, i.e. award final A1 mark only if students compare costs using average monthly fuel with average monthly fuel or most exp. cost with most exp. cost.



Ean should get the <u>Toyoyo Joah</u> as it can <u>accommodate his whole family</u>. The total annual cost of \$32 236.12 is <u>lower</u>, as compared to the other car which can also accommodate the whole family, the Ponda Fleet. The Ponda Fleet would costs Ean \$33 686.68 annually. --- [A1]



<u>lower</u>, as compared to the other car which can also accommodate the whole family, the Ponda Fleet. The Ponda Fleet would costs Ean \$235 806.75 at the end of 7 years. --- [A1]



Ean should get the <u>Toyoyo Joah</u> as it can <u>accommodate his whole family</u>. The total annual cost of \$32 325.49 is <u>lower</u>, as compared to the other car which can also accommodate the whole family, the Ponda Fleet. The Ponda Fleet would costs Ean \$33 807.68 annually. --- [A1]

