English Section One Answers

1. C
2. B
3. A
4. C
5. B
6. D
7. A
8. C
9. C
10. A, C
11. C, D
12. C, D

English Section Two example answers

1. In "One Art," the speaker conveys a complex and nuanced attitude towards the subject of loss. At first glance, the speaker appears to suggest that losing things is not a significant or devastating event, as they assert that "the art of losing isn't hard to master" and that many things are "filled with the intent to be lost." The speaker almost appears to downplay the significance of loss, urging the reader to "lose something every day" and accept the minor inconveniences it brings, such as misplaced keys or wasted time. However, as the poem progresses, the speaker's tone shifts, revealing a deeper emotional undercurrent. The poem progresses from the loss of trivial items to the loss of more profound and meaningful aspects of life, such as houses, cities, and even a loved one. In the end, the speaker admits that even though they claim that "the art of losing's not too hard to master," it is evident that loss, particularly the loss of a loved one, is indeed a deeply painful and profound experience. This ambivalence in the speaker's attitude towards loss suggests a struggle to come to terms with the inevitability of loss and the emotional impact it has on one's life.

2.(a) The quotation "I miss them, but it wasn't a disaster" reflects the speaker's complex relationship with loss. It suggests that the

speaker has experienced significant losses, including cities, houses, and likely people they cared about, which they admit to missing. However, the statement also conveys a sense of resilience and a coping mechanism. The speaker acknowledges the pain of these losses but insists that they do not view them as complete disasters. It signifies a certain level of emotional detachment or a way of rationalizing loss, indicating that while the losses are felt and missed, the speaker is able to carry on without being completely devastated.

2.(b) The line "the art of losing isn't hard to master" is a central theme and refrain in the poem. At first glance, it appears to suggest that losing things is not a difficult skill to acquire, as if it's a manageable or even trivial matter. However, as the poem progresses, this statement takes on a deeper meaning. It signifies the speaker's attempt to come to terms with the inevitability of loss in life. The word "art" implies that there is a certain skill or technique to dealing with loss, and the repeated assertion of its manageability may serve as a defense mechanism or a way to downplay the emotional turmoil that accompanies significant losses. In this way, the line reflects the speaker's struggle to grapple with the emotional impact of loss while trying to maintain a facade of control.

Maths Answers

1. 3
2. 73
3. 23 or 29

4.

(a) **819**

$7 \times 9 \times 13 = 819$

(b) $\frac{\mathbf{271}}{\mathbf{819}}$

The numerator is $(7 \times 9) + (9 \times 13) + (13 \times 7)$

$= 63 + 117 + 91$

$= 271$

5.

3000	P1	for a correct step for travel or/and spending money eg 4 × 150 (=600) or 4 × 250 (=1000) or 150 + 250 (=400)	Can be embedded eg 4×7×150
	P1	for an appropriate step with the hotel price eg 7× 50 (=350) or 4 × 50 (=200)	Can be 4×7×50
	P1	for combining at least two "costs" for 4 people for 7 nights eg 4 × 150 + 4 × 250 (=1600) or 4 × 150 + 7 × 4 × 50 (=2000)	Must be correct process for two costs eg not 4 × 150 ×7 but may be 2 correct costs and one incorrect
	A1	cao	

6.

7	P1	for process to find the number of blue flowers, eg 30 – 8 – 10 – 5	Allow one error
	A1	cao	
white	B1	for white or ft from (a)	Must be seen clearly for ft

7.

(a)	6	M1	for method to find distance, eg 4 × time difference **or** 30 mins = 2 miles	10.30 am – 9 am may be seen as 1.5(hr) or 1(hr) 30 (min) or 90 (min) or $\frac{3}{2}$(hr) or $1\frac{1}{2}$ (hr)
		A1	cao	
(b)	12 35 pm	M1	for method to add time using consistent units eg 11 20 **or** 50 + 75 **or** 2 hours 5 mins	
		A1	12 35 pm or 12 35 (h)	Allow 12 35 but not 12 35 am

8.

1, 2, 1, 5

No, Yes, No, Yes

9.

20	12.5	P1	starts to process the problem, eg assigns lengths of sides to squares **A** and **B** in the ratio 1 : 2 oe **and** calculates at least one area **OR** fits 4 of square **A** into square **B** **OR** for ratio of areas of squares eg 1 : 4 oe	May be seen in a diagram
		P1	for process to express relationship between area of shaded triangle and area of square B, eg 1 : 8, $\frac{1}{8}$ **OR** 0.125	May be seen in a diagram with figure given
		A1	for 12.5 oe	

10.

5, 5, 6, 9, 10

Median (middle value) is 6.

If 5 is the mode, there must be two 5s.

The range is 5, so the greatest number is 5 + 5 = 10.

Total of all five numbers = 5 × 7 = 35

So, the final number is 35 – (5 + 5 + 6 + 10) = 9

11.

14	P1	for process to find total number of boys, 40 – 22 (= 18) **OR** the number of girls who travel by bus 10 – 6 (= 4)	
	P1	for process to find the number of girls who cycle to school 22 – "4" – 9 (=9) **OR** the number of boys who walk to school "18" – 6 – 7 (= 5)	
	P1	full process to find the total number of students who walked to school eg "5"+ 9 or 40 – (6+ 7 + "4" + "9")	Note 16 is 7+9 and 10 is 6+4 6+7 is 13 and 4+9=13 may be seen as intermediate steps
	A1	cao	

	W	C	B	
boy	5	(7)	(6)	18
girl	(9)	9	4	(22)
	14	16	(10)	(40)

12.

0.4, 0.4	P1	for process to find sum of unknown probabilities, eg 1 – 0.2 (= 0.8)	Award mark for any two probabilities given that sum to 0.8, eg given in the table
	A1	oe	Accept any equivalent fraction or 40%
60	P1	for complete process to find total number of cubes, eg 12 ÷ 0.2 **or** 12 × 5 **or** ("0.4" ÷ 0.2) ×12 + ("0.4" ÷ 0.2) ×12 + 12 **OR** states 0.1 = 6 **or** 0.4 = 24	
	A1	cao	

13.

(a) **10**

72 ÷ 8 + 1 = 10

(b) **9**

54 ÷ (7 – 1) = 9

(c) **Top divided by bottom plus 1.**

14.

a) 4

The mode is the most common value, i.e. the number of hours with the highest frequency.

b) 12

4 + 2 + 2 + 3 + 1 = 12

c) 268

For each bar, multiply the number of hours by the frequency.
4 + 28 + 6 + 24 + 40 + 36 + 40 + 66 + 24 = 268 hours

15. 7,5 D
5,7 C

16.

482

(2 × 5 cm) + (118 × 4 cm) = 482 cm

17. ?

18.

$\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{7}{12}, \frac{3}{4}$

19.

174

[(3 × 5) + (3 × 9) + (5 × 9)] × 2 = 174

20.

(-4, -7)

Height and width of square = 4 units
x–coordinate: 2 – 2 – 4 = -4
y-coordinated: 3 – 4 – 4 – 2 = -7

21. ?

22. ?