

## English Section One

1. E
2. B
3. C
4. E
5. D
6. C
7. A
8. D
9. C
10. A

## English Section Two (Part A) example answers

1. In "The Wild Swans at Coole," W.B. Yeats presents a complex mix of feelings about the swans. At the beginning of the poem, the poet is enchanted and captivated by the swans' beauty and presence, describing them as "brilliant creatures" that inspire wonder and awe, representing a moment of enchantment and renewal. However, as the poem progresses, a more somber and reflective tone emerges as the poet becomes aware of his own mortality and the swans' eternal, ageless nature, leading to a sense of melancholy. The poet expresses a fear of waking up one day to find the swans gone, underscoring the deep emotional connection he has developed with them, as they symbolize enduring beauty and inspiration in the face of life's impermanence

2. The specific number "nine-and-fifty swans" may not hold a direct symbolic meaning. Instead, it emphasizes the sheer abundance of swans in the scene. This abundance is meant to heighten the sense of beauty and grandeur in the natural setting. The poem is not about the precise number of swans but about the impression they leave on the poet. The focus is on the collective spectacle and its impact on the poet's sensibility.
3. The poet's perception of the swans changes over time. In the past, their presence had a profound impact on the poet. Their "bell-beat of their wings" had a transformative effect, making the poet "trode with a lighter tread." Initially, the swans represented a source of enchantment, youthfulness, and inspiration. However, with the passage of time, the poet's heart has grown "sore," indicating a sense of melancholy or wistfulness. This change signifies the poet's evolving relationship with the swans and the recognition of the fleeting nature of such enchanting moments.

# Maths

Question	Answer	
<b>1</b>	0.309, 0.32, 0.35, 0.4	for 0.309, 0.32, 0.35, 0.4
<b>2</b>	18	
<b>3</b>	5	
<b>4</b>	0.75	
<b>5</b>	700	for 700 Accept 7 hundred
<b>6</b>	$\frac{51}{80}, \frac{9}{13}, \frac{88}{110}, \frac{25}{31}, \frac{61}{65}$	

Question	Answer	
7	18 cm	Side Length = 6 cm (as 6 cm x 6 cm = 36 cm <sup>2</sup> ) 3 x 6 = 18 cm
8	<p>(a) (2, 3)</p> <p>(b) (0, -1)</p> <p>(c) C at (-2, 1)</p>	

Question	Answer	
<p><b>9</b> (a)</p> <p>(b)</p>	<p><math>\frac{3}{7}</math></p> <p>1 : 2.5</p>	<p>for appropriate method shown eg <math>30 \div 12 (= 2.5)</math>  <b>or</b> for a method that involves simplification of 12 : 30 approaching 1 : <math>n</math> ,  eg. 4 : 10 or 6 : 15 or 2 : 5  <b>or</b> for 2.5 : 1 or <math>2\frac{1}{2} : 1</math></p> <p>for 1 : 2.5 or <math>1 : 2\frac{1}{2}</math>  <b>or</b> for <math>n = 2.5</math></p>
<b>10</b>	660	<p>for a process to work out the <b>number</b> of large marbles eg <math>12 \div 4 (=3)</math>  <b>or</b> the <b>number</b> of small marbles eg <math>12 - [\text{number of large marbles}]</math>  <b>or</b> <math>12 \times (1 - \frac{1}{4}) (=9)</math></p> <p>(dep) for a process to work out the <b>weight</b> of large marbles eg “3” <math>\times 70 (=210)</math>  <b>or</b> to work out the <b>weight</b> of small marbles eg “9” <math>\times 50 (=450)</math></p> <p>for a complete process eg <math>(12 \div 4) \times 70 + 12 \times (1 - \frac{1}{4}) \times 50</math></p>
<b>11</b>	3971.43 g	<p><math>3000 / 10 = 300</math>, so 2700 g at the end of week 1  <math>2 \times 2700 / 7 = 771.43</math>. So 3471.43 g at the end of week 2  <math>3471.43 + 500 = 3971.43</math> g at the end of week 3</p>

Question	Answer	
<p><b>12</b> (a)</p> <p>(b)</p>	<p>11</p> <p>22</p>	<p>Starts to find input using inverse operations, <math>41 + 3 (= 44)</math></p> <p><b>or</b> sight of <math>+3</math> <b>and</b> <math>\div 2</math></p> <p><b>or</b> derivation of equation eg <math>2n - 3 = 41</math></p>
<p><b>13</b></p>	<p><math>\frac{9}{25}</math></p> <p><math>\frac{9}{25}</math></p>	<p>For <math>\frac{n}{6+9+10}</math> where n is an integer <math>&lt; 25</math></p>

Question	Answer																					
14	Completed table	<p>for correctly entering <b>two</b> of 11, 2, 5, 10 (= 30 – 20)</p> <p>(indep) for using the rule for the top row eg. ([10 males] – [2 male tennis]) ÷ 2 (=4)</p> <p>for complete correct table</p> <table border="1" data-bbox="527 562 1388 772"> <thead> <tr> <th></th> <th>Cricket</th> <th>Tennis</th> <th>Swimming</th> <th>Total</th> </tr> </thead> <tbody> <tr> <th>Male students</th> <td>4</td> <td>2</td> <td>4</td> <td>10</td> </tr> <tr> <th>Female students</th> <td>1</td> <td>8</td> <td>11</td> <td>20</td> </tr> <tr> <th>Total</th> <td>5</td> <td>10</td> <td>15</td> <td>30</td> </tr> </tbody> </table>		Cricket	Tennis	Swimming	Total	Male students	4	2	4	10	Female students	1	8	11	20	Total	5	10	15	30
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Male students	4	2	4	10																		
Female students	1	8	11	20																		
Total	5	10	15	30																		
15	7	<p>for <math>750 \times 9</math> (=6750)</p> <p><b>or</b> <math>1 + 9</math> (=10)</p> <p><b>or</b> <math>750 \div 1000</math> (= 0.75)</p> <p>(dep) for “6750” + 750 (=7500)</p> <p><b>or</b> for “10” × 750 (=7500)</p> <p><b>or</b> “0.75” × “1 + 9” (= 7.5)</p> <p><b>Alternative</b></p> <p>for <math>100 + 900</math> (= 1000)</p> <p>(dep) for <math>750 \div 100</math> (= 7.5)</p>																				

Question	Answer	
<b>16</b>	$\frac{11}{10}$	11 x 6 minutes = 66 minutes 66 out of 60 = $\frac{11}{10}$





Question	Answer	
19	8 - 2	$60 / 10 = 6$ goals scored 1 part = $6 / 3 = 2$ goals $4 : 1 = 2 \times 4 : 2 \times 1$ Final score = $8 - 2$
20	(a) 84 cm	Side Length = 6 cm (as $6 \times 6 \times 6 = 216$ ) $14 \times 6 = 84$ cm
	(b) 216 cm <sup>2</sup>	$6 \times 6 \times 6 = 216$
	(c) 27	$3 \times 3 \times 3 = 27$ times bigger
21	$\frac{3}{5}$	eg $35 + 50 + 75 (= 160)$ or $400 - 35 - 50 - 75 (= 240)$ or $\frac{160}{400}$  for eg $\frac{400 - "160"}{400}$ or $\frac{2}{5}$ or $1 - \frac{160}{400}$  or for an unsimplified answer eg $\frac{"240"}{400}$ oe or as 60% oe
22	32	for a process to work out the missing length eg $6 - 4 (=2)$ or for a process to work out the length of the base eg $4 + 6 (= 10)$ <b>OR</b> for finding total perimeter of 2 rectangles, eg $2(6 + 4 + 6 + 4) (= 40)$ <b>OR</b> for writing at least 5 figures correctly on the diagram  for a process to work out the perimeter eg $4 + "2" + 6 + 4 + 6 + 4 + 6$ or $20 + 20 - 2 \times 4$ or $16 + 14 + "2"$
23	9	for a method to find the scaling factor eg $"10.8" \div "1.8" (= 6)$ or $"1.8" \div 1.5 (=1.2)$ or $1.5 \div "1.8" (=0.833..)$ or a sf given from 5.5 to 6.5 or from 1.06 to 1.4 or from 0.75 to 0.94 eg used with 1.5 accept an answer in the range 8 to 10

Question	Answer	
24	20%	<p>for process to find SP of 24 chocolate bars, eg. <math>0.50 \times 24 (= 12)</math></p> <p><b>or</b> for process to find the overall profit eg <math>(24 \times 0.5) - 10 (=2)</math></p> <p><b>or</b> for process to find CP of one chocolate bar, eg. <math>1000 \div 24 (= 41.66\dots)</math></p> <p>(dep) for start to a process to find percentage profit,  e.g. using <math>\frac{"12"-10}{10}</math> <b>or</b> <math>\frac{"12"}{10}</math></p> <p><b>or</b> <math>\frac{50-"41.66.."}{"41.66.."}</math> with consistent units</p>
25	<p>(a) 28</p> <p>(b) 2197</p> <p>(c) 406</p>	<p>Difference between terms: +3, +5, +3, +5  <math>23 + 5 = 28</math></p> <p>Sequence: <math>9^3, 10^3, 11^3, 12^3, \dots</math>  <math>13 \times 13 \times 13 = 2197</math></p> <p>Rule: multiply by 3 and then subtract 2  <math>136 \times 3 - 2 = 406</math></p>

Question	Answer	
26	96	<p>for process to find the ratio of the number of pens of each colour sold, eg <math>2 \times 7 : 5 \times 3 : 6 \times 4</math> (= 14 : 15 : 24)</p> <p>for process to find the proportion of green pens sold, eg <math>\frac{212}{"14"+"15"+"24"}</math> or <math>\frac{"24"}{"14"+"15"+"24"}</math></p> <p>for a complete process to find the number of green pens sold, eg <math>\frac{212}{"14"+"15"+"24"} \times "24"</math> or <math>\frac{"24"}{"14"+"15"+"24"} \times 212</math></p>
27	450	<p>for <math>18 \div 3(=6)</math></p> <p>for substitution eg. <math>75 = \frac{F}{"6"}</math> or <math>75 \times "6"</math></p>
28	<p>0.000 672,  <math>67.2 \times 10^{-4}</math>  <math>6.72 \times 10^5</math>  <math>672 \times 10^4</math></p>	<p>for correct conversions to same format, condoning one error.</p> <p><b>or</b> for 3 numbers in the correct order (ignoring one)</p> <p><b>or</b> for all 4 numbers listed in reverse order)</p>

Question	Answer	
29	78	<p>for process to find the number of rand, eg <math>850 \times 18.53 (= 15750.5)</math>  <b>OR</b> for process to find number of £, eg <math>200 \div 18.53 (= 10.79 \dots)</math></p> <p>(dep P1) for process to find the number of rand notes,  eg “<math>15750.5 \div 200 (= 78.7\dots)</math>”  <b>OR</b> <math>850 \div “10.79\dots” (= 78.7\dots)</math></p>
30	600	<p>for starting process to calculate amount of flour  eg <math>60 \div 15 (= 4)</math> <b>or</b> <math>3 \times 50 (= 150)</math></p> <p>for complete process eg <math>\frac{60}{15} \times “150”</math>  ---  ---</p>