

1. Explanation

At the end of paragraph 1, the author of Passage 1 refers to folk music and folklore as being “nothing more than collections of orphaned compositions.” This comes after he or she has referred to folk music as being like “‘folklore,’ which refers to a collection of tales... without a clear author.” That implies that folklore and folk music both have authors but that their authors are unknown. In suggesting that they are “orphaned compositions,” the author metaphorically refers to the unknown authors as being parents. “Orphaned” children would be children abandoned by their parents, so “orphaned compositions” are stories or songs abandoned by their authors. The author is, thus, being humorous, and choice (C) is correct.

Though the author refers to folk music and folklore as being similar in that both were passed down between generations, he or she does not suggest that they were both passed down orally. Music, for instance, cannot really be passed down orally, as it involves not just words but also music. As such, choice (A) is incorrect.

Though the author of Passage 1 does argue that folk music has not been accurately defined, he or she does not suggest that folklore has not. In fact, he or she implies that folklore is well understood and that folk music is similar. Choice (B) is incorrect because of this.

The author of Passage 1 does not argue that folk music and folklore do not have clear origins. Instead, he or she makes it clear that they have unknown authors. Unknown origins are different from unknown authors because unknown origins would imply that no one knows where the songs and tales are from, not just who wrote them. Therefore, choice (D) is incorrect.

Though the author of Passage 1 does argue that folk music has not been well defined by those who claim to like it, he or she makes no such claims about folklore, as he or she only uses folklore for the sake of comparing it to folk music. As such, choice (E) is incorrect.

2. Explanation

Passage 1 opens by stating that what “folk music is often believed to be” is “not totally accurate.” It goes on to state what the term “folk music” is “closer in meaning to,” and it adds a description of how the term is understood in America in the second paragraph. As such, the main purpose of Passage 1 is to clarify a misunderstood musical term, namely “folk music,” making choice (B) correct.

Passage 1 describes how folk music is defined, but it never traces its history in any detail. Instead, it only implies that the music sounds historic to some listeners. As such, choice (A) is incorrect.

Passage 2 explains why a generation embraced folk music, but this question asks about the purpose of Passage 1. As such, choice **(C)** is incorrect.

Passage 1 describes folk music and how it is defined. It argues that it has been misunderstood and that the term is too broad, but it never suggests that there is no such thing as folk music. Because of this, choice **(D)** is incorrect.

Though the second paragraph of Passage 1 does suggest that folk music does sound “more authentic than most recorded music,” that point is not the main point of Passage 1. Rather, Passage 1 discusses how the genre is defined in broader terms, so choice **(E)** is incorrect because it is too specific.

3. Explanation

In the first paragraph of Passage 2, the author describes the reasons the folk revivalists started “the urban folk boom” described in paragraph 2. It states that “the rock and roll music being released was sweet and melodic, polished, and no longer a valid avenue of expression because it was designed to turn a profit.” In the second paragraph, the author states that the folk songs “seemed authentic” and were thus appropriate for criticizing “a plastic and electric world.” As such, choice **(D)** is correct.

In fact, Passage 2 makes it clear that rock and roll “was designed to turn a profit,” so choice **(A)** is incorrect because it contradicts the passage.

The first paragraph of Passage 2 refers to the “rock and roll music being released” in the early 1960s, making it clear that the music was still being produced. Choice **(B)** is incorrect then, because it contradicts the passage.

Passage 1 describes folk music being passed from generation to generation, but Passage 2 never suggests that this was so. It provides no information about how the folk revivalists learned the songs they sang, so choice **(C)** is incorrect.

Though Passage 2 does state that the folk revivalists used acoustic guitars, it does not suggest that they had acoustic guitars before they began learning folk songs. Additionally, it never describes the ease or lack thereof of playing folk songs, so choice **(E)** is incorrect.

Explanation

4. At the end of Passage 2, the author mentions that the folk revivalists viewed folk music as “an appropriate way to criticize a plastic and electric world.” In doing so, the author makes a connection between folk music and protest (as public criticism is an act of protest), something the author of Passage 1 never does in his or her own passage. Because of this, choice **(C)** is correct.

Both authors associate folk music with the past. Passage 1 discusses it sounding “older and, thus, more authentic than most recorded music,” while Passage 2 refers to the folk revivalists finding “comfort in the past” through the music. Because of this, choice **(A)** is incorrect.

Passage 2 does discuss finance, which Passage 1 does not, but it does so in reference to rock and roll, not folk music. In fact, it argues that the folk revivalists liked folk music because it was not commodified in the way that rock and roll was. As such, choice **(B)** is incorrect because neither author connects folk music with finance.

Only Passage 1 really connects folk music with tradition, as it argues that folk music is like “folklore... passed on from generation to generation.” As such, choice **(D)** is incorrect.

Both authors associate folk music with authenticity. Passage 1 discusses it sounding “older and, thus, more authentic than most recorded music,” while Passage 2 refers to the folk songs seeming “more authentic than things in the present.” Because of this, choice **(E)** is incorrect.

5. Explanation

Since the author of Passage 1 argues that folk music is often incorrectly defined, as the commonly accepted definition “is not totally accurate,” he or she would likely argue that people attempting to sing folk songs or define the genre likely did not understand it fully. As Baez, Dylan, Rush, and Buckley are all folk singers, it seems likely that the author of Passage 1 would argue that they could not really define folk music accurately. Because of this, choice **(A)** is correct.

The author of Passage 2 implies that the singers in question were somewhat phony, the author of Passage 1 never describes anyone singing folk music as authentic or inauthentic; instead, he or she only describes the authenticity or seeming authenticity of the music itself. Therefore, choice **(B)** is incorrect.

Passage 2 implies that the singers in question played acoustic guitars when he or she refers to “young people trading electric guitars for acoustic ones.” Passage 1 also lists acoustic guitars as an example of “traditional instruments,” so choice **(C)** is incorrect.

Neither passage concerns itself with other forms of traditional music besides folk songs, so choice **(D)** is incorrect because it is off topic.

Though Passage 2 argues that the singers in question sought authenticity through folk songs, Passage 1 does not suggest that this pursuit or goal is unworthy. Because of this, there is no evidence to support choice **(E)**, making it incorrect.

6. In Passage 1, what does the author mean by the phrase "a collection of tales and stories that are traditionally passed on from generation to generation but without a clear author" in the context of folklore? **Answer: B. Folklore includes stories that have no definitive source or author and are passed down through generations.**
7. Based on the information provided in Passage 2, why did some young people in the 1960s turn to folk music during the urban folk boom? **Answer: D. They found folk music to be a more authentic form of expression in a troubled world.**
8. In Passage 1, the author mentions that folk music is often associated with traditional instruments like banjos, acoustic guitars, harmonicas, and dobros. What is the significance of these instruments in the context of folk music? **Answer: D. These instruments contribute to the perception of folk music as something from a simpler time.**
9. According to Passage 2, why did some people view the youth who embraced folk music during the urban folk boom as "phonies"? **Answer: C. Because they abandoned rock and roll, which was seen as more authentic.**

Maths answers:

1.	7	7	P1 for $20 - 6 (= 14)$ or $20 \div 2 (=10)$ and $6 \div 2 (=3)$ P1 for " 14 " $\div 2 (= 7)$ or " 10 " $-$ " 3 " $(= 7)$ A1 cao	May be seen as a build-up method or by a method of repeated subtraction, listing multiples of 2
2.	5	45% , $\frac{1}{2}$, 0.55	B1 Accept equivalent notation eg $\frac{45}{100}$, $\frac{50}{100}$, $\frac{55}{100}$ or 45%, 50%, 55% or 0.45, 0.5, 0.55 or a combination of notation	Do NOT accept reverse order
3.	??			
4.	10	27	M1 for $-15 + 42 (=27)$ oe A1 cao	SC: B1 for answer of 26 if M0 scored
5.	12	Yes, supported by correct working	P1 for $36 : 48$ oe OR $\frac{36}{84}$ oe or $\frac{48}{84}$ oe P1 for $\frac{4}{7}$ or $3 : 4$ oe (for group 2) OR $(\frac{36}{84} = \frac{3}{7})$ or $(\frac{48}{84} = \frac{4}{7})$ or $84 \times 3 \div 7 (= 36 \text{ boys})$ or $84 \times 4 \div 7 (= 48 \text{ girls})$ or $N \times 3 \div 7$ and $N \times 4 \div 7$ A1 for Yes with both ratios $3 : 4$ oe or for a correct pair of fractions and stating they are equivalent.	Relating to drama group 1 Relating to drama group 2 N can be any number (other than 84) of students in the 2 nd group Both equivalent forms of the ratios (fractions) must be the same "Yes" may be implied from working

6.

16	(a)	(0)8 45	<p>P1 for $50 \div 40 (= 1.25)$ oe or (time =) (0)8 30 (after travelling for) 40 miles</p> <p>P1 for a process to convert their time to minutes or hours and minutes, eg "$1.25 \times 60 (= 75 \text{ mins} = 1 \text{ hr } 15 \text{ mins})$" or for $\frac{10}{40} \times 60 (= 15 \text{ mins})$</p> <p>A1 for (0)8 45 oe</p>	<p>May be seen as a build-up method and may state 1 hour 15 mins</p> <p>SC: B2 for answer of (0)8 55 ($= 7.30 + 1.25$)</p>
	(b)	Explanation	<p>C1 Acceptable examples It will be earlier Time will be reduced He will get there quicker/faster He will arrive at a different time The journey will be shorter so he will arrive earlier</p> <p>Not acceptable examples He will arrive later The time will increase</p>	<p>Explanations must be unambiguous</p>

7.

100	M1	M1 for a correct first step, eg $25 \div 10 (= 2.5)$ or $40 \div 10 (= 4)$ or 20 (scones) = $40 \times 2 (= 80\text{g})$ or 5 (scones) = $40 \div 2 (= 20\text{g})$	Multiplier may be seen as evidence of this mark
	A1	cao	

8.

$\frac{39}{88}$	M1	for finding the gap (A) $1 - \frac{5}{8} (= \frac{3}{8} = \frac{33}{88})$ or (C) $1 - \frac{9}{11} (= \frac{2}{11} = \frac{16}{88})$ or $\frac{5}{8} + \frac{9}{11} (= \frac{55}{88} + \frac{72}{88} = \frac{127}{88})$	
	M1	for $\frac{9}{11} - \frac{3}{8} (= \frac{72}{88} - \frac{33}{88} = \frac{39}{88})$ or $\frac{5}{8} - \frac{2}{11} (= \frac{55}{88} - \frac{16}{88} = \frac{39}{88})$ or $1 - \frac{3}{8} - \frac{2}{11} (= 1 - \frac{33}{88} - \frac{16}{88} = \frac{39}{88})$ oe or $\frac{5}{8} + \frac{9}{11} - 1 (= \frac{55}{88} + \frac{72}{88} - 1)$	
	A1	oe	

9.

3.3(0)	P1	for a process to find cost of 1 kg of carrots, eg $1.80 \div 3 (= 0.60)$	Could work in £ or p for P marks Condone incorrect money notation
	P1	for a start to a process to find cost of 1kg of potatoes, eg $3.45 - 2 \times "0.60" (= 2.25)$ or $(1.80 + 3.45) \div 5 (= 1.05)$	1 kg of potatoes = (£)0.45 or 45p
		OR for a process to find the cost of 4 kg of carrots, eg " $0.60 \times 4 (= 2.40)$ "	
	P1	(dep on P2) for a complete process to find the cost of 4 kg of carrots and the cost of 2 kg of potatoes, eg " $0.60 \times 4 (= 2.40)$ and $(2.25 \div 5) \times 2 (= 0.90)$ " or " $0.60 \times 4 (= 2.40)$ and $(1.05 - "0.60") \times 2 (= 0.90)$ "	
	A1	cao	Award 0 marks for a correct answer with no supportive working.

10.

Area of rectangle = length \times width

$$72 = 12 \times \text{width}$$

$$72 \div 12 = \text{width}$$

$$\text{width} = 6 \text{ cm}$$

Perimeter of Rectangle = $2 \times (l + w)$

$$= 2 \times (12 + 6)$$

$$= 2 \times 18$$

$$= 36 \text{ cm}$$

Perimeter of Square = $4 \times$ Side of square

$$36 = 4 \times \text{Side of square}$$

$$36 \div 4 = \text{Side of square}$$

$$9 = \text{Side of square}$$

Area of square = Side \times Side

$$= 9 \times 9$$

$$= \underline{81 \text{ cm}^2}$$

Answer:81..... cm^2

11.

b) Which two men will not run on the same day as each other in February?

1st Feb is Thursday, so 6th Feb is Wednesday.

Mark runs on 6, 13, 20 and 27 of February.

Julian runs on 1, 5, 9, 13, 17, 21 and 25 of February.

Neill runs on 3, 4, 6, 8, 12, 14, 18, 20 and 24 of February.

Mark and Julian runs together on 13th of February.

Mark and Neil runs on 6th and 20th of February.

Julian and Neill do not run on the same day in February.

Answer: Julian and Neill [3]

12.

(a) How many different ways are there of ordering the letters M A T H S?

(the letters do not need to form real words)

1st place can be filled by 5 ways.

2nd place can be filled by 4 ways.

3rd place can be filled by 3 ways.

4th place can be filled by 2 ways.

5th place can be filled by 1 way.

Total number of ways to select = $5 \times 4 \times 3 \times 2 \times 1 = 120$

so, total number of ways to order all letters from M A T H S is 120.

Answer120.....

13.

Here is a set of numbers: 3, 2, 5, 1, 8, 3, 9, 5, *, #. If the mode of the set of numbers is 3 and the range is 10, what is * + #?



Numbers: 3, 2, 5, 1, 8, 3, 9, 5, *, #.

Given range = 10

Smallest = 1

Range = Highest value – Smallest value

Highest = 1 + 10 = 11

So, * or # can be 11

Given mode = 3

Both 3 and 5 appears twice, so for mode to be 3,
* or # should be 3

Hence, * + # = 3 + 11 = 14

Option A is correct.

A

A: 14

B: 15

C: 16

D: 17

E: 18

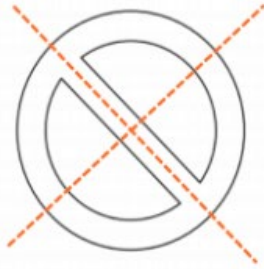
14. Put the following in order, starting with the smallest:

3.55, 53.5, 35.5, 5.35, 55.3, 5.53

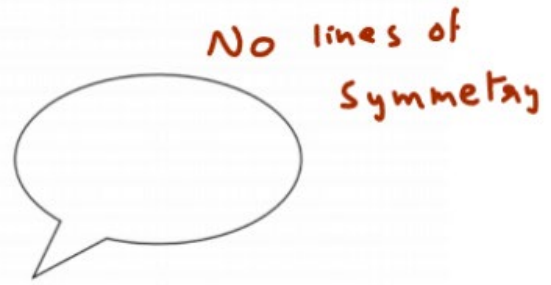
3.55, 5.35, 5.53, 35.5, 53.5, 55.3

15. Draw any lines of symmetry on these shapes. Some may have none or more than one.

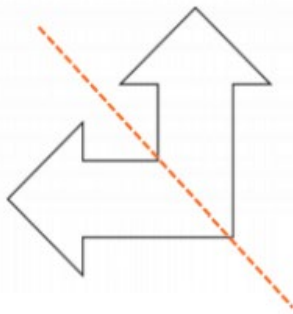
(a)



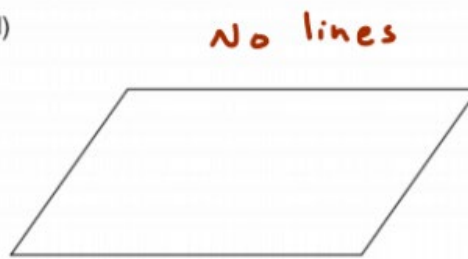
(b)



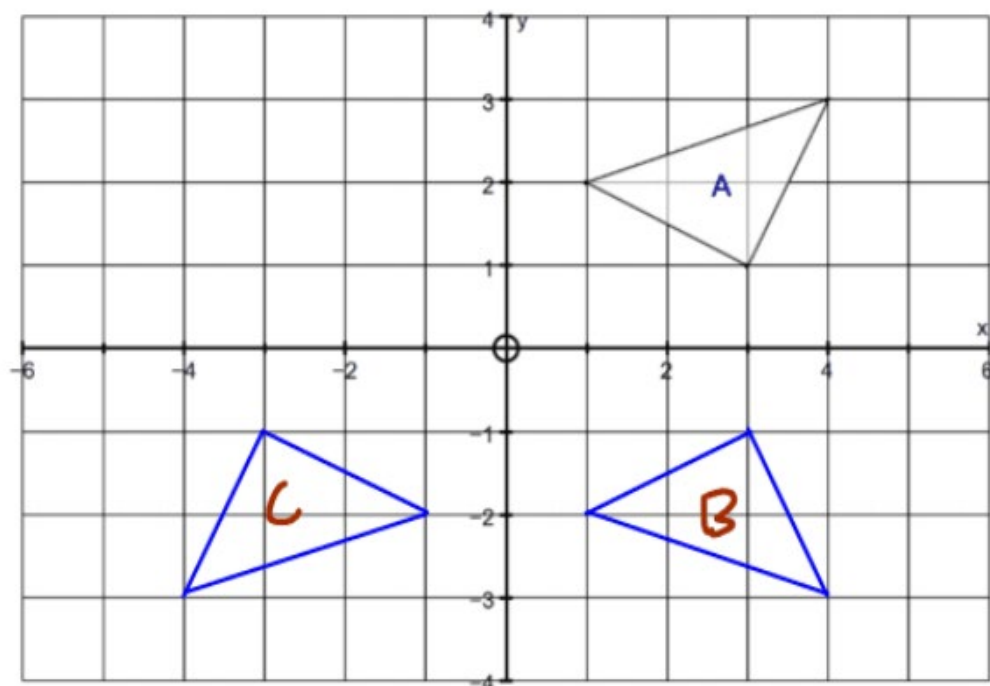
(c)



(d)



16.



(a) Reflect shape A in the x-axis and label the new shape B.

(b) Reflect shape B in the y-axis and label the new shape C.

17. Steve counts the number of goals he scores in six 5-a-side football games. The counts were:

3, 4, 2, 0, 1, 8

(a) What was the mean score for the games he counted?

3

$$\frac{(3+4+2+0+1+8)}{6} = \underline{3}$$

(b) What was the range?

0 to 8

(c) In the next game he scored enough goals to increase his mean to 4. How many goals did he score in the seventh game?

10

$$\frac{18+x}{7} = 4$$
$$\Rightarrow x = 28 - 18 = \underline{10}$$

18. (a) On a train there are 140 men and 200 women. What is the ratio of men to women written in its simplest form? -----

(7/10)

$$\frac{140}{200} = \frac{7}{10}$$

(b) I am making a scale model of The Eye-Full Tower, which is 120m tall. If the scale is 1:50, how long will the model be (in cm)? -----

240 cm

$$\begin{aligned} \frac{120}{50} &= 2.4\text{m} \\ &= \underline{240\text{ cm}} \end{aligned}$$

(c) My friend Sanjay is making a scale model of the London Ear (a famous landmark in London). The London Ear is 80m tall and his model is 150cm tall. What is the scale of the model, in its simplest form? -----

3:160

$$80\text{ m} = 800\text{ cm}$$

$$\frac{800}{150} = \frac{160}{3} \Rightarrow \underline{3:160}$$

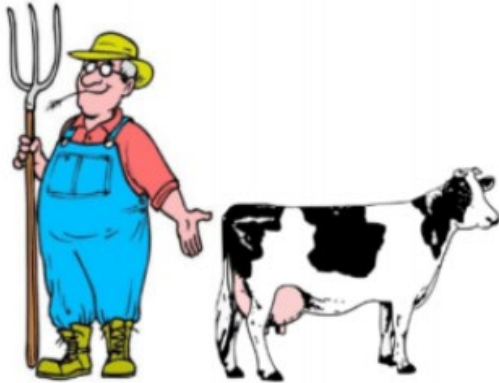
19. (a) My other friend Minka was doing some gardening when she snapped a bamboo cane. The cane was 2.05m long and is now 156cm long. What length of cane snapped off? = 49 cm 49 cm

$$205 - 156 = \underline{49 \text{ cm}}$$

(b) In her garden, Ying-Ge is sowing some grass seed. The garden has an area of 158m² and each packet has enough seed for 12m². How many packets does Ying-Ge need to buy? 14

$$\frac{158}{12} = 13.166$$
$$\approx \underline{14} \text{ (full packets)}$$

20. Farmer Giles has two legs and each of his cows have four legs. In the picture below, there are six legs in total. Fill in the table below for the total number of legs if Farmer Giles is always present, but the number of cows increases.



Number of Cows	1	2	3	4	10	100
Total Number of Legs	6	10	14	18	42	402

Hillary is trying to find a formula that links the Number of Cows, C, to the number of Legs, L. Fill in the gaps to help her:

$$L = \dots\dots\dots 4 \dots\dots\dots C + \dots\dots\dots 2 \dots\dots\dots$$

21. On my wall I want to put some stickers of my favourite pop star Singing Steve. The space I have available is 55cm by 60cm and the stickers are each 15cm by 5cm. What is the maximum number of stickers I can fit on the wall?



$$\underline{\underline{44}}$$

$$\frac{60}{15} = 4 \quad \& \quad \frac{55}{5} = 11$$

$$\begin{aligned} \text{Max. no of stickers} &= 11 \times 4 \\ &= 44 \end{aligned}$$

22. Two runners are having a race. Gary starts running from the start line at 10m/s. Two seconds later Andy starts running from the start line at 12m/s.

(a) How long after Gary starts running does Andy catch up with him?

12 Seconds

$$G = (10 \times t)$$

$$A = [12 \times (t - 2)]$$

$$\Rightarrow 12 \times (t - 2) = 10 \times t$$

$$\Rightarrow 12t - 10t = 2 \times 12$$

$$\Rightarrow 2t = 24 \Rightarrow \underline{t = 12s}$$

(b) How far are they both from the start line when Andy catches up with Gary?

120 m

Distance = speed \times time

$$\Rightarrow D = 10 \times 12 = \underline{120m}$$

23. These pictures show parts of a scale with equal gaps between each marking. What number should replace each letter?



$$A = \dots\dots\dots 0.7$$

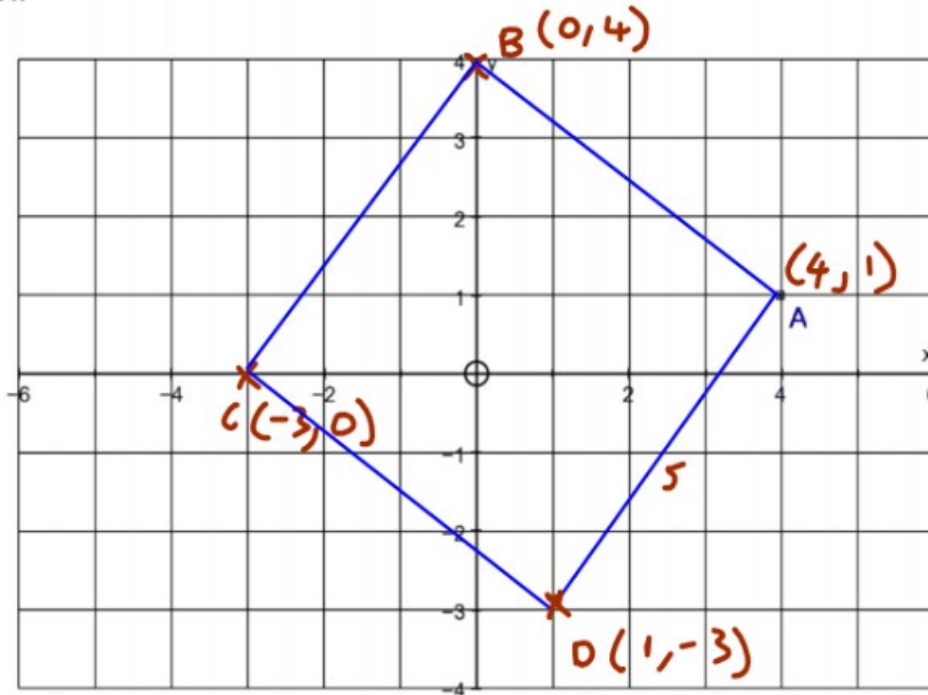
$$\frac{(0.2 + 1.2)}{2}$$



$$B = \dots\dots\dots 1.25$$

$$\frac{(0.7 + 1.8)}{2}$$

24.



The point A (4,1) has been marked.

- (a) Mark the point B with co-ordinates (0,4)
- (b) Mark the point C with co-ordinates (-3,0)
- (c) The point D forms a square 'ABCD'. Write down the coordinates of point D.

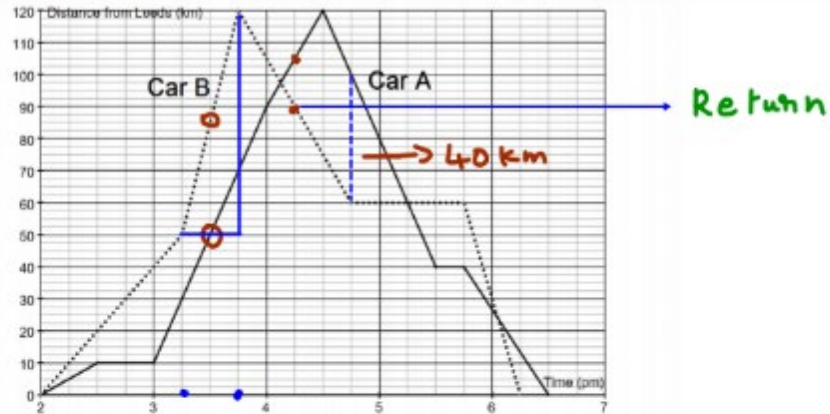
$$D = (1, -3)$$

- (d) What is the area of the square ABCD?

25 sq. units

$$\begin{aligned} AB &= \sqrt{3^2 + 4^2} \\ &= \sqrt{25} = 5 \end{aligned}$$

$$\begin{aligned} \Rightarrow \text{Area} &= 5^2 \\ &= \underline{25} \end{aligned}$$



(a) How far is it from Leeds to Blackpool?

120 km

(b) Which car was winning at 3.30pm?

Car - B

(c) Which car was winning at 4.15pm?

Car - B

(d) What was the distance between the cars at 4.45pm?

$$100 - 60 = \underline{40 \text{ km}}$$

(e) What happened just after 6pm?

Car - B crossed Car - A

(f) Which car achieved the highest speed, and between which times did this happen?

Car - B, between 3:15 pm & 3:45 pm

$$\text{Speed} = \frac{70}{0.5} = 140 \text{ km/hr}$$

(f) Which car won the race?

Car - B, since it reached Destination faster

(A, B and C are all different numbers)

$$\begin{array}{r} ABC \\ + ABC \\ \hline BBB \end{array}$$

$$\begin{array}{r} 148 \\ 148 \\ + 148 \\ \hline 444 \end{array}$$

$$A = \underline{1}, B = \underline{4}, C = \underline{8}$$

$$\frac{444}{3} = 148$$

(b) Can you find a four digit number which is reversed when multiplied by 9?

(i.e. $ABCD \times 9 = DCBA$)

$$\underline{1089}$$

$$ABCD \times 9 = DCBA$$

$$\Rightarrow ABCD(10-1) = DCBA$$

$$\Rightarrow ABCD0 - ABCD = DCBA$$

$$\begin{array}{r} ABCD0 \\ - ABCD \\ \hline DCBA \end{array}$$

$$\Rightarrow (10 - D) = A \rightarrow \textcircled{1}$$

$$(D-1-C) = B$$

$$(C-B) = C \Rightarrow \underline{B=0}$$

$$(AB-A) = D$$

$$\underline{B=0}$$

$$\Rightarrow D-1-C = 0$$

$$\Rightarrow D-C = 1$$

$$\Rightarrow C = D-1$$

$$C = \underline{8}$$

$$\Rightarrow (10A - A) = D$$

$$9A = D$$

$$\& A + D = 10 \text{ from } \textcircled{1}$$

$$\underline{A=1, D=9}$$