Phase Two Bridging Work: Maths & Further Maths

Staff contact Details: jthrower@chippingnortonschool.org

Introduction to the course	GCSE Flashback	A level subject preparation tasks
Induction Power-point attached outlines the following • Why study maths? • Course description & examination details • Career opportunities • University courses & Apprenticeships • Other useful sources of information • Student expectations Specification – Edexcel A Level Maths Specification – Edexcel Further Maths **Resources that are required for the course:** • Graphical calculator – recommended calculator is Casio	The A level Maths course relies on students having a strong grasp of higher GCSE content. The first few topics of the A level course reviews some GCSE topics and extend these to a higher level. Therefore, it is very important that you start the course with a solid foundation of Higher GCSE concepts. Please complete the following tasks during the next 3 weeks so that you are ready to complete the overview task that will be posted on the website for the week beginning Mon 6th July. **Transition Support Tasks** • Please work through the following Edexcel A level transition tasks. You are not required to email in your work but you should keep your work in a folder so that you can show this work to your teacher at the start of Year 12.	**Overview tasks** **A level Maths** • On **Friday 3rd July** the overview task will be posted on the website. Please complete this task and email me your completed work by **Friday 10th July.** • Use the transition materials you have completed to support you **A level Further Maths** • On **Friday 3rd July** the task will be posted on the website. If you intend to take Further Maths you will need to complete this task as well as the A level Maths tasks and email me your completed work by **Friday 10th July.**

FX9750G II Plus Graphic Calculator. ***You will have the opportunity to purchase this through school at the start of the course ~ cost is around £50.*** **A level Transition work book – CGP online** • This is not compulsory however, you will find working through this booklet during the summer will give you a solid foundation to the start of Year12 • New Head Start to A-Level Maths (MBR71) **Text Books** • You will be given a text book and also online access at the start of y12 **Revision guides** • You can purchase these from CGP online. You will be able to purchase these through school at a cheaper price at the start of Year12	• Please mark your work and you can email me if you have any problems • Use mathswatch & revision guides to support you or online videos from Corbett Maths **1. Week beginning Monday 8th June** • Expanding brackets & simplifying • Surds • Rules of Indices • Factorising Expressions **2. Week beginning Monday 15th June** • Completing the square • Solving quadratic equations • Sketching quadratic graphs • Solving linear simultaneous equations **3. Week beginning Monday 22nd June** • Solving linear & quadratic simultaneous equations • Linear Inequalities • Quadratic Inequalities • Sketching cubic & reciprocal graphs **4. Week beginning Monday 29th June**	

• A-Level Maths for Edexcel: Year 1 & 2 Complete Revision & Practice with Online Edition (MER71) • AS & A-Level Further Maths for Edexcel: Complete Revision & Practice with Online Edition (MFER71)	• Translating graphs • Straight line graphs • Parallel & perpendicular lines • Rearranging equations	

There have been Overview tasks added to the end of this PDF for BOTH maths and further maths please complete these as well

Why study Mathematics?

A guide for Students, Parents and Carers

Why study Maths after GCSE?

- Stimulating and challenging courses;
- Increase knowledge and understanding of mathematical techniques and their applications;
- Support the study of other A levels;
- Develop key employability skills such as problem-solving, logical reasoning, communication and resilience;
- Excellent preparation for a wide range of university courses;
- Leads to versatile qualifications that are well-respected by employers and higher education.

Why study Maths & Further Maths?

- **Intellectual challenge**
- **Enjoy problem solving**
- **Satisfaction** of solving a problem
- Universities regard Maths & Further Maths as **one of the top academic 'A' level subjects**
- Many courses at university **require Maths** – Physics, Economics, Computer Science & Engineering.
- **Highly regarded** by many other courses such as Medicine, Architecture, all the sciences

What is covered in AS/A level Mathematics?

All of the content in the AS/A level Mathematics qualification is compulsory and is the same for all examination boards.

Pure Mathematics **(66%)**
methods and techniques which underpin the study of all other areas of mathematics, such as, proof, algebra, trigonometry, calculus, and vectors.

Statistics **(17%)**
working with data from a sample to make inferences about a population, probability calculations, modelling real life data using statistical distributions and hypothesis testing.

Mechanics **(17%)**
the study of the physical world, modelling the motion of objects and the forces acting on them.

Chipping Norton School Grade Requirements

- A level Maths require a grade 6 or higher
- Further Maths require grade 7 or higher

Maths

Pure Maths (Two 2 hour papers)

Mechanics & Statistics (One 2 hour paper)

Edexcel Further Maths

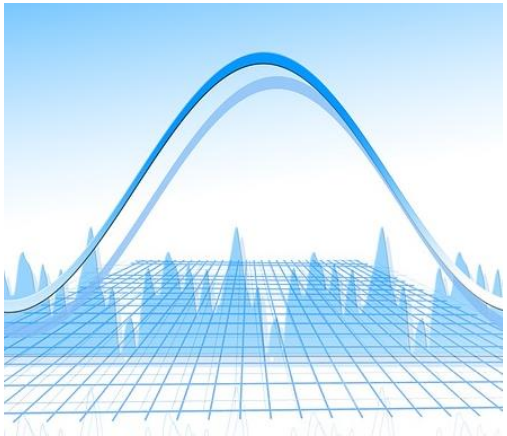
Further Maths Core 1 & 2 (Two 1 ½ hour papers)

Mechanics 1 (One 1 ½ hour paper)

Decision 1 (One 1 ½ hour paper)

What is Statistics?

Reaching conclusions from data and calculating the likelihood of an event occurring.



"The majority of private sector organisations believe the use of data analytics will be the most important factor in increasing growth in UK businesses"

Professor Sir Adrian Smith

Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/630488/AS_review_report.pdf

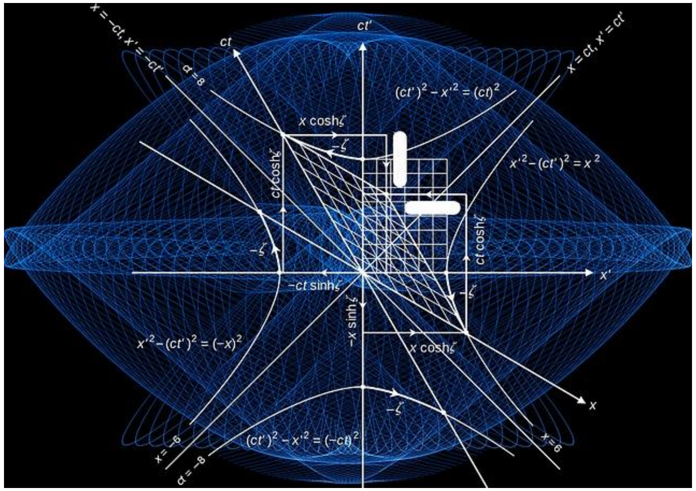
What is Mechanics?

The modelling of the world around us, the motion of objects and the forces acting on them.

Students planning careers in physics or engineering would find mechanics particularly useful.

What is Further Mathematics?

Further Mathematics is an additional AS/A level qualification taken **in addition to** an AS/A level in Mathematics.



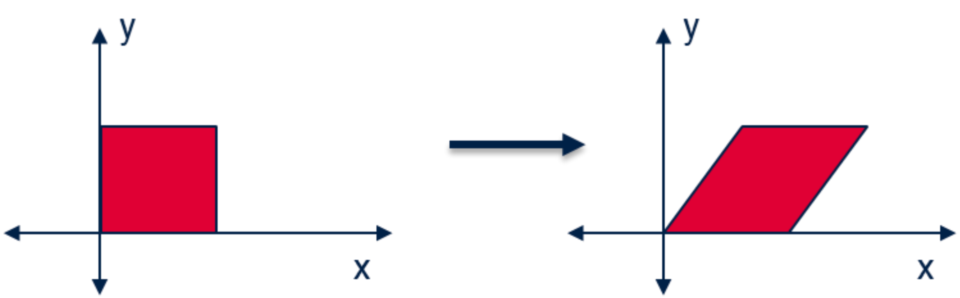
It is designed to stretch and challenge able mathematicians and prepare them for university courses in mathematics and related quantitative and scientific subjects.

Pure maths in Further Mathematics

Two examples of important Further pure topics are complex numbers and matrices.

Matrices are arrays of numbers such as $\begin{pmatrix} 1 & 0 \\ 0 & 2 \end{pmatrix}$. They can be used to solve sets of simultaneous equations and to represent transformations such as the shear shown in the diagram below.

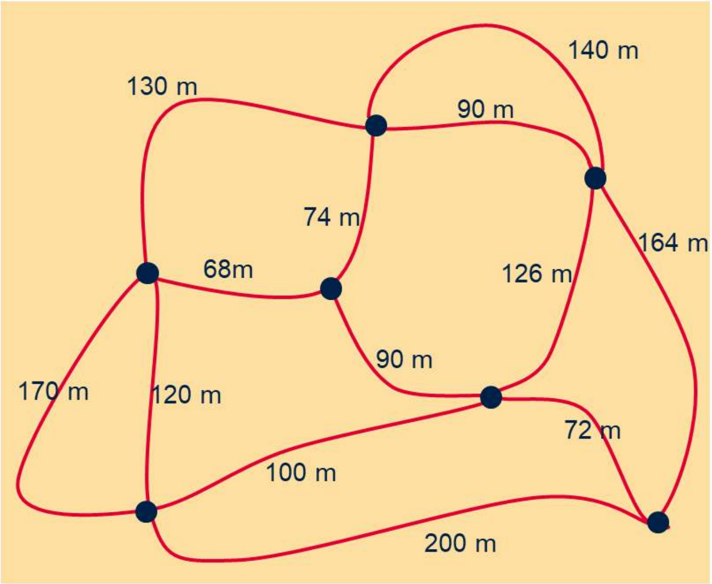
Complex numbers are based on the 'imaginary' number $\sqrt{-1}$. They lead to the study of lots of new areas of mathematics, including fractals like those shown in the image above.



What is Discrete/Decision Maths?

One area of discrete mathematics is graph theory, which includes solving problems such as:

What would be the most efficient route for delivering post around this network of streets?



This topic uses algorithms vital in computer science.

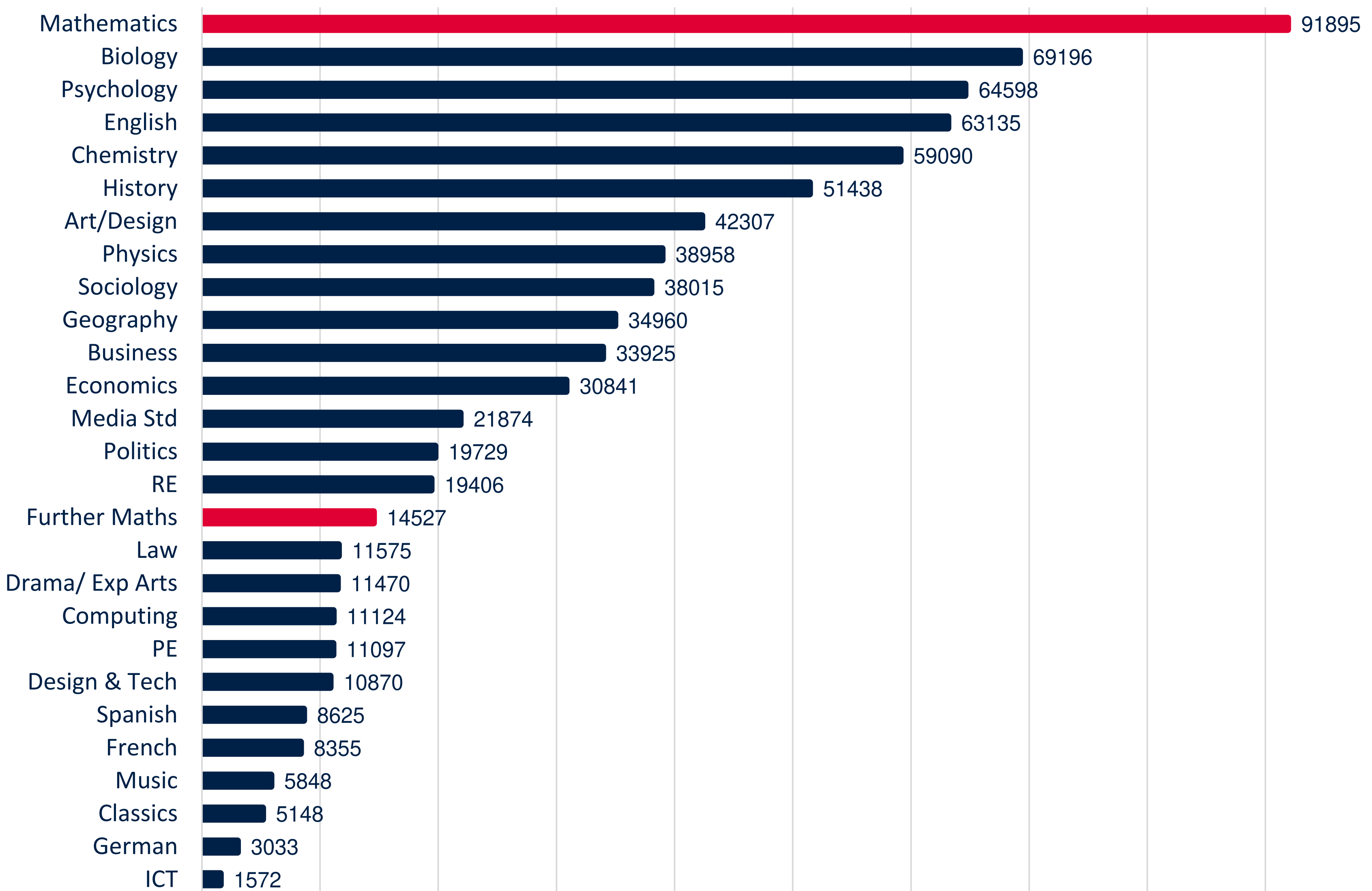
What skills does Maths help develop?

- **Logical thought**
- **Problem solving**
- **Model 'real world' situations**
- **Analytical skills**
- **Making deductions & reasoning skills**
- **Independent thinking & study skills**
- **Skills that employers want**

amsp®

Managed by MEI Mathematics® Education Innovation

2019 UK A level entries by subject (JCQ data)



Many subjects use maths

Physics

Biology

Business studies

Maths

Chemistry

Economics

Engineering

Psychology

Law

Computing

Geography

Sociology

Maths in other A levels

Geography (no specific percentage but geographical skills include quantitative and qualitative skills equally)

Economics (at least 20%)

Biology (at least 10%)

Business (at least 10%)

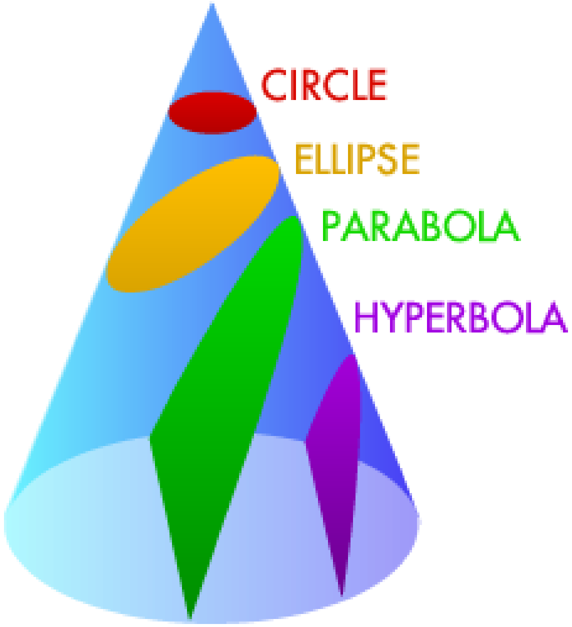
Psychology (at least 10%)

PE (at least 5%)

Sociology (no specific percentage but you will be analysing data)

Common career misconceptions

- Unless you plan to do a STEM (Science, Technology, Engineering, Mathematics) degree, you don't need to study mathematics post-GCSE
- Most careers that require A level Mathematics are male-dominated.
- You only do a mathematics degree to become a mathematics teacher.
- Further Mathematics is an A level just for students who want to become engineers or physicists.



These are not true!

Mathematics is relevant to many different careers, apprenticeships and degrees, all of which now require better quantitative skills.

amsp®

Managed by MEI Mathematics® Education Innovation

What are the career opportunities?

What are the career opportunities?

"Quantitative skills are required in a wide range of occupations and activities, embracing not only the mathematical and physical sciences but also the social sciences, the humanities and the creative arts. Mathematics is now intrinsic to some aspects of the creative arts… and learned societies argue that students across the sciences, social sciences and humanities need significant quantitative skills, and these should be a central component of their education."

Professor Sir Adrian Smith

Source: Review of Post-16 Mathematics

What are the career opportunities?

"…analysis highlights the economic value of good mathematical skills and of higher level qualifications… There is compelling evidence of continued wage returns of up to 11% to A level Mathematics. "

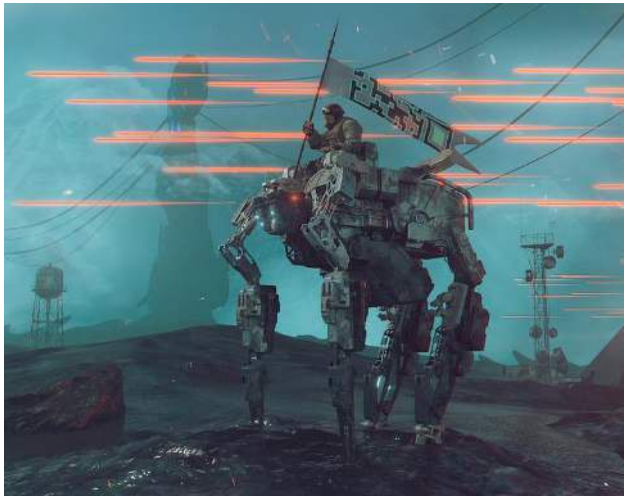
(Source: Rethinking the Value of Advanced Mathematics Participation, 2016 http://www.nottingham.ac.uk/education/documents/research/revamp-final-report-3.1.17.pdf)

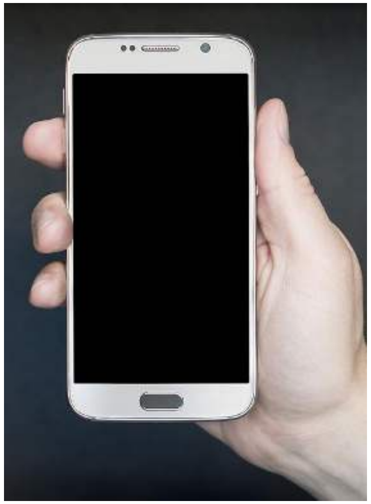
Careers using Maths

There is a huge shortage of people with STEM skills needed to enter the workforce.

Applications of mathematics in technology:

- Medical
- Games Design
- Internet Security
- Financial Cryptography
- Programming
- Communications

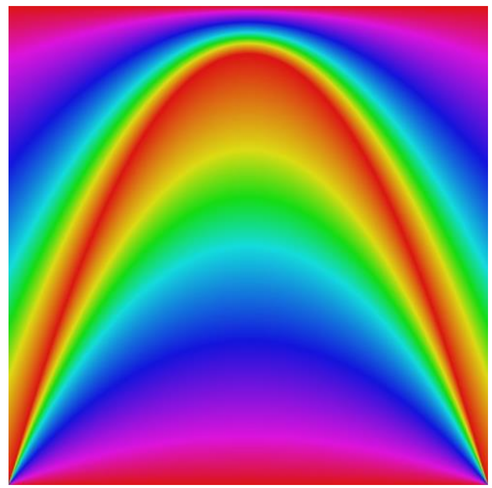




Careers using Maths

On-going applications in engineering, such as:

- Aircraft Modelling
- Fluid Flows
- Acoustic
- Engineering
- Electronics
- Civil Engineering.



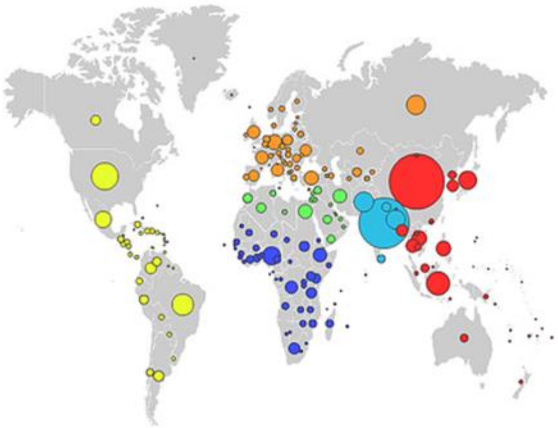
New scientific processes such as:

- Modelling populations and Diseases
- Quantum Physics
- Astronomy
- Forensics
- DNA sequencing

Careers using Maths

Applications relating to human behaviours and interactions:

- Data Science
- Psychology
- Law
- Economics
- Climate Change
- Environmental Modelling
- Political Science
- International Development



What are Higher/Degree Apprenticeships?

- Designed to offer degree-equivalent qualifications.
- A popular alternative to obtaining a degree directly from a university.
- The employer will cover the cost.
- Paid a salary while you study.
- A levels or equivalent qualifications required for entry.
- Mathematics is also essential or desirable for a wide range of apprenticeships.
- Examples include.
  - Actuarial
  - Software Engineering
  - Data Science
  - Quantity Surveying

Is A level Mathematics needed for entry to university degree courses?

- It is important to have strong maths skills for progression to many degree courses at university.
- A level Mathematics is also essential or desirable for a wide range of degree courses including economics, computing, social sciences and business.
- According to research by UCL, students with an A level in Mathematics are more likely to attend a Russell Group university.
- Any student applying to study a degree in a STEM subject should also consider taking Further Mathematics to at least AS level alongside A level Mathematics.

A level Maths and degree courses

Degree subject category	% of accepted students with A levels who have studied A level Maths (entry 2016)
Mathematics (G1)	100%
Physics (F3)	99%
Chemical, Process and Energy Engineering (H8)	98%
Mechanical Engineering (H3)	93%
Pre-clinical medicine (A1)	75%
Economics (L1)	70%
Computer Science (I1)	57%
Chemistry (F1)	34%

A level Further Maths and degrees

Degree subject category	% of accepted students with A levels who have studied A level Further Maths (entry 2016)
Mathematics (G1)	65%
Physics (F3)	38%
General Engineering (H1)	28%
Mechanical Engineering (H3)	26%
Chemical, Process and Energy Engineering (H8)	17%
Computer Science (I1)	16%
Economics (L1)	11%
Chemistry (F1)	8%

A level Maths opens the door to leading universities

"Taking maths at A-level is more helpful for landing a place at a Russell Group university than studying at a grammar or private school, research from University College London's Institute of Education suggests. There is even a maths premium for degree subjects that are not directly related to maths or which require a different skillset, such as languages and humanities."

Source: https://schoolsweek.co.uk/a-level-maths-is-more-useful-for-top-university-places-than-private-school

amsp®

Managed by MEI Mathematics Education Innovation

Exemplar Entry Requirements

Maths

- AAA / A*AB **alternatively**
  AAB / A*BB, including Further Mathematics **or**
  AAB / A*BB, PLUS Grade A in AS level Further Mathematics

In all cases, the first grade quoted is the Mathematics A level.

Leeds University (Mathematics degree), 2020 entry

- A*A*A -Mathematics, Further Mathematics and one other subject. Also, Grade 1 in STEP II and III.

Cambridge University (Mathematics degree), 2020 entry

Exemplar Entry Requirements

Engineering

- AAB-BBB to include Maths.

Swansea University (Chemical Engineering degree), 2020 entry

- AAB including Mathematics and either Physics, Electronics, Further Mathematics or Chemistry.

Manchester University (Electrical & Electronic Engineering degree), 2020 entry

Exemplar Entry Requirements

Science

- ABB to include Chemistry and one further science subject (from Biology, Human Biology, Physics, Maths, Further Maths, Psychology, Geography or Geology).

Southampton University (Chemistry degree), 2020 entry

- ABB-BBB including grade B in Maths.

Reading University (Meteorology and Climate degree), 2020 entry

Exemplar Entry Requirements

Social Science

- ABB. One science A level required, two science A levels preferred and may lead to a lower offer. (List of sciences includes Mathematics and Further Mathematics.)

Liverpool University (Psychology degree), 2020 entry

- A*AA. Applicants must have achieved an A in A level Maths.

University of Warwick (Economics degree), 2020 entry

Other sources of information

- AMSP website www.amsp.org.uk
- Maths Careers website www.mathscareers.org.uk
- Apprenticeship websites e.g. www.amazingapprenticeships.com
- Universities and Colleges Admissions Service (UCAS) www.ucas.com
- Russell Group Universities www.informedchoices.ac.uk
- Tomorrow's Engineers www.tomorrowsengineers.org.uk
- The Institute of Physics (IOP) www.iop.org

Y12 & 13 Checklist & Expectations

To be a successful 'A' level mathematician you must ……

- **Pick up your pen and do!**
  - Answer lots and lots of questions during your independent study time
  - Deal with issues immediately, don't let misunderstanding / misconceptions build up – speak to your teacher / come to clinic
- **Keep an organised folder**
  - Programme of study at start of topic
  - Notes & examples from lessons
  - Assessed work & feedback sheets together
  - Mark all questions from exercise book
  - Note areas of difficultly
  - Regular folder check by your teachers
- **Attend Thursday lunch in E6 or after school & E4**
- **High levels of understanding in every topic assessment**
  - Under performance in a topic assessment will require a re-take after school Thursday (E1 / E4) or Thursday lunchtime (E6)
- **Use Mymaths to consolidate understanding from lessons**
- **Pre-lesson preparation**
  - Use your programme of study & read through the notes for your next lesson
  - Watch you tube videos on that topic before lesson
- **Meet deadlines for your assignments**
  - If you have an issue with meeting a deadline then you must talk to your teacher before-hand. Good communication is key!

Expanding brackets and simplifying expressions

A LEVEL LINKS
Scheme of work: 1a. Algebraic expressions – basic algebraic manipulation, indices and surds

Key points

- When you expand one set of brackets you must multiply everything inside the bracket by what is outside.
- When you expand two linear expressions, each with two terms of the form $ax + b$, where $a \neq 0$ and $b \neq 0$, you create four terms. Two of these can usually be simplified by collecting like terms.

Examples

Example 1 Expand $4(3x - 2)$

$4(3x - 2) = 12x - 8$	Multiply everything inside the bracket by the 4 outside the bracket

Example 2 Expand and simplify $3(x + 5) - 4(2x + 3)$

$3(x + 5) - 4(2x + 3)$ $= 3x + 15 - 8x - 12$	**1** Expand each set of brackets separately by multiplying $(x + 5)$ by 3 and $(2x + 3)$ by -4
$= 3 - 5x$	**2** Simplify by collecting like terms: $3x - 8x = -5x$ and $15 - 12 = 3$

Example 3 Expand and simplify $(x + 3)(x + 2)$

$(x + 3)(x + 2)$ $= x(x + 2) + 3(x + 2)$	**1** Expand the brackets by multiplying $(x + 2)$ by x and $(x + 2)$ by 3
$= x^2 + 2x + 3x + 6$ $= x^2 + 5x + 6$	**2** Simplify by collecting like terms: $2x + 3x = 5x$

Example 4 Expand and simplify $(x - 5)(2x + 3)$

$(x - 5)(2x + 3)$ $= x(2x + 3) - 5(2x + 3)$	**1** Expand the brackets by multiplying $(2x + 3)$ by x and $(2x + 3)$ by -5
$= 2x^2 + 3x - 10x - 15$ $= 2x^2 - 7x - 15$	**2** Simplify by collecting like terms: $3x - 10x = -7x$

Practice

1 Expand.

a $3(2x - 1)$ **b** $-2(5pq + 4q^2)$

c $-(3xy - 2y^2)$

> **Watch out!**
>
> When multiplying (or dividing) positive and negative numbers, if the signs are the same the answer is '+'; if the signs are different the answer is '–'.

2 Expand and simplify.

a $7(3x + 5) + 6(2x - 8)$ **b** $8(5p - 2) - 3(4p + 9)$

c $9(3s + 1) - 5(6s - 10)$ **d** $2(4x - 3) - (3x + 5)$

3 Expand.

a $3x(4x + 8)$ **b** $4k(5k^2 - 12)$

c $-2h(6h^2 + 11h - 5)$ **d** $-3s(4s^2 - 7s + 2)$

4 Expand and simplify.

a $3(y^2 - 8) - 4(y^2 - 5)$ **b** $2x(x + 5) + 3x(x - 7)$

c $4p(2p - 1) - 3p(5p - 2)$ **d** $3b(4b - 3) - b(6b - 9)$

5 Expand $\frac{1}{2}(2y - 8)$

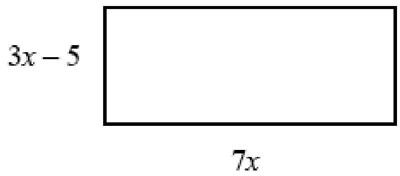
6 Expand and simplify.

a $13 - 2(m + 7)$ **b** $5p(p^2 + 6p) - 9p(2p - 3)$

7 The diagram shows a rectangle.

Write down an expression, in terms of x, for the area of the rectangle.

Show that the area of the rectangle can be written as $21x^2 - 35x$



8 Expand and simplify.

a $(x + 4)(x + 5)$ **b** $(x + 7)(x + 3)$

c $(x + 7)(x - 2)$ **d** $(x + 5)(x - 5)$

e $(2x + 3)(x - 1)$ **f** $(3x - 2)(2x + 1)$

g $(5x - 3)(2x - 5)$ **h** $(3x - 2)(7 + 4x)$

i $(3x + 4y)(5y + 6x)$ **j** $(x + 5)^2$

k $(2x - 7)^2$ **l** $(4x - 3y)^2$

Extend

9 Expand and simplify $(x + 3)^2 + (x - 4)^2$

10 Expand and simplify.

a $\left(x + \frac{1}{x}\right)\left(x - \frac{2}{x}\right)$ **b** $\left(x + \frac{1}{x}\right)^2$

edexcel

Answers

1 **a** $6x - 3$ **b** $-10pq - 8q^2$
c $-3xy + 2y^2$

2 **a** $21x + 35 + 12x - 48 = 33x - 13$
b $40p - 16 - 12p - 27 = 28p - 43$
c $27s + 9 - 30s + 50 = -3s + 59 = 59 - 3s$
d $8x - 6 - 3x - 5 = 5x - 11$

3 **a** $12x^2 + 24x$ **b** $20k^3 - 48k$
c $10h - 12h^3 - 22h^2$ **d** $21s^2 - 21s^3 - 6s$

4 **a** $-y^2 - 4$ **b** $5x^2 - 11x$
c $2p - 7p^2$ **d** $6b^2$

5 $y - 4$

6 **a** $-1 - 2m$ **b** $5p^3 + 12p^2 + 27p$

7 $7x(3x - 5) = 21x^2 - 35x$

8 **a** $x^2 + 9x + 20$ **b** $x^2 + 10x + 21$
c $x^2 + 5x - 14$ **d** $x^2 - 25$
e $2x^2 + x - 3$ **f** $6x^2 - x - 2$
g $10x^2 - 31x + 15$ **h** $12x^2 + 13x - 14$
i $18x^2 + 39xy + 20y^2$ **j** $x^2 + 10x + 25$
k $4x^2 - 28x + 49$ **l** $16x^2 - 24xy + 9y^2$

9 $2x^2 - 2x + 25$

10 **a** $x^2 - 1 - \frac{2}{x^2}$ **b** $x^2 + 2 + \frac{1}{x^2}$

Surds and rationalising the denominator

A LEVEL LINKS
Scheme of work: 1a. Algebraic expressions – basic algebraic manipulation, indices and surds

Key points

- A surd is the square root of a number that is not a square number, for example $\sqrt{2}, \sqrt{3}, \sqrt{5},$ etc.
- Surds can be used to give the exact value for an answer.
- $\sqrt{ab} = \sqrt{a} \times \sqrt{b}$
- $\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$
- To rationalise the denominator means to remove the surd from the denominator of a fraction.
- To rationalise $\frac{a}{\sqrt{b}}$ you multiply the numerator and denominator by the surd $\sqrt{b}$
- To rationalise $\frac{a}{b+\sqrt{c}}$ you multiply the numerator and denominator by $b-\sqrt{c}$

Examples

Example 1 Simplify $\sqrt{50}$

$\sqrt{50} = \sqrt{25 \times 2}$	**1** Choose two numbers that are factors of 50. One of the factors must be a square number
$= \sqrt{25} \times \sqrt{2}$	**2** Use the rule $\sqrt{ab} = \sqrt{a} \times \sqrt{b}$
$= 5 \times \sqrt{2}$ $= 5\sqrt{2}$	**3** Use $\sqrt{25} = 5$

Example 2 Simplify $\sqrt{147} - 2\sqrt{12}$

$\sqrt{147} - 2\sqrt{12}$ $= \sqrt{49 \times 3} - 2\sqrt{4 \times 3}$	**1** Simplify $\sqrt{147}$ and $2\sqrt{12}$. Choose two numbers that are factors of 147 and two numbers that are factors of 12. One of each pair of factors must be a square number
$= \sqrt{49} \times \sqrt{3} - 2\sqrt{4} \times \sqrt{3}$	**2** Use the rule $\sqrt{ab} = \sqrt{a} \times \sqrt{b}$
$= 7 \times \sqrt{3} - 2 \times 2 \times \sqrt{3}$	**3** Use $\sqrt{49} = 7$ and $\sqrt{4} = 2$
$= 7\sqrt{3} - 4\sqrt{3}$ $= 3\sqrt{3}$	**4** Collect like terms

Example 3 Simplify $\left(\sqrt{7}+\sqrt{2}\right)\left(\sqrt{7}-\sqrt{2}\right)$

$\left(\sqrt{7}+\sqrt{2}\right)\left(\sqrt{7}-\sqrt{2}\right)$ $= \sqrt{49}-\sqrt{7}\sqrt{2}+\sqrt{2}\sqrt{7}-\sqrt{4}$ $= 7-2$ $= 5$	**1** Expand the brackets. A common mistake here is to write $\left(\sqrt{7}\right)^2 = 49$ **2** Collect like terms: $-\sqrt{7}\sqrt{2}+\sqrt{2}\sqrt{7}$ $= -\sqrt{7}\sqrt{2}+\sqrt{7}\sqrt{2}=0$

Example 4 Rationalise $\frac{1}{\sqrt{3}}$

$\frac{1}{\sqrt{3}} = \frac{1}{\sqrt{3}}\times\frac{\sqrt{3}}{\sqrt{3}}$ $= \frac{1\times\sqrt{3}}{\sqrt{9}}$ $= \frac{\sqrt{3}}{3}$	**1** Multiply the numerator and denominator by $\sqrt{3}$ **2** Use $\sqrt{9}=3$

Example 5 Rationalise and simplify $\frac{\sqrt{2}}{\sqrt{12}}$

$\frac{\sqrt{2}}{\sqrt{12}} = \frac{\sqrt{2}}{\sqrt{12}}\times\frac{\sqrt{12}}{\sqrt{12}}$ $= \frac{\sqrt{2}\times\sqrt{4\times3}}{12}$ $= \frac{2\sqrt{2}\sqrt{3}}{12}$ $= \frac{\sqrt{2}\sqrt{3}}{6}$	**1** Multiply the numerator and denominator by $\sqrt{12}$ **2** Simplify $\sqrt{12}$ in the numerator. Choose two numbers that are factors of 12. One of the factors must be a square number **3** Use the rule $\sqrt{ab}=\sqrt{a}\times\sqrt{b}$ **4** Use $\sqrt{4}=2$ **5** Simplify the fraction: $\frac{2}{12}$ simplifies to $\frac{1}{6}$

Example 6 Rationalise and simplify $\dfrac{3}{2+\sqrt{5}}$

$\dfrac{3}{2+\sqrt{5}} = \dfrac{3}{2+\sqrt{5}} \times \dfrac{2-\sqrt{5}}{2-\sqrt{5}}$	**1** Multiply the numerator and denominator by $2-\sqrt{5}$
$= \dfrac{3\left(2-\sqrt{5}\right)}{\left(2+\sqrt{5}\right)\left(2-\sqrt{5}\right)}$	**2** Expand the brackets
$= \dfrac{6-3\sqrt{5}}{4+2\sqrt{5}-2\sqrt{5}-5}$	**3** Simplify the fraction
$= \dfrac{6-3\sqrt{5}}{-1}$	**4** Divide the numerator by −1 Remember to change the sign of all terms when dividing by −1
$= 3\sqrt{5}-6$	

Practice

Hint

One of the two numbers you choose at the start must be a square number.

1 Simplify.

a $\sqrt{45}$ **b** $\sqrt{125}$

c $\sqrt{48}$ **d** $\sqrt{175}$

e $\sqrt{300}$ **f** $\sqrt{28}$

g $\sqrt{72}$ **h** $\sqrt{162}$

Watch out!

Check you have chosen the highest square number at the start.

2 Simplify.

a $\sqrt{72}+\sqrt{162}$ **b** $\sqrt{45}-2\sqrt{5}$

c $\sqrt{50}-\sqrt{8}$ **d** $\sqrt{75}-\sqrt{48}$

e $2\sqrt{28}+\sqrt{28}$ **f** $2\sqrt{12}-\sqrt{12}+\sqrt{27}$

3 Expand and simplify.

a $(\sqrt{2}+\sqrt{3})(\sqrt{2}-\sqrt{3})$ **b** $(3+\sqrt{3})(5-\sqrt{12})$

c $(4-\sqrt{5})(\sqrt{45}+2)$ **d** $(5+\sqrt{2})(6-\sqrt{8})$

4 Rationalise and simplify, if possible.

a $\frac{1}{\sqrt{5}}$ **b** $\frac{1}{\sqrt{11}}$

c $\frac{2}{\sqrt{7}}$ **d** $\frac{2}{\sqrt{8}}$

e $\frac{2}{\sqrt{2}}$ **f** $\frac{5}{\sqrt{5}}$

g $\frac{\sqrt{8}}{\sqrt{24}}$ **h** $\frac{\sqrt{5}}{\sqrt{45}}$

5 Rationalise and simplify.

a $\frac{1}{3-\sqrt{5}}$ **b** $\frac{2}{4+\sqrt{3}}$ **c** $\frac{6}{5-\sqrt{2}}$

Extend

6 Expand and simplify $\left(\sqrt{x}+\sqrt{y}\right)\left(\sqrt{x}-\sqrt{y}\right)$

7 Rationalise and simplify, if possible.

a $\frac{1}{\sqrt{9}-\sqrt{8}}$ **b** $\frac{1}{\sqrt{x}-\sqrt{y}}$

Answers

1 **a** $3\sqrt{5}$ **b** $5\sqrt{5}$
c $4\sqrt{3}$ **d** $5\sqrt{7}$
e $10\sqrt{3}$ **f** $2\sqrt{7}$
g $6\sqrt{2}$ **h** $9\sqrt{2}$

2 **a** $15\sqrt{2}$ **b** $\sqrt{5}$
c $3\sqrt{2}$ **d** $\sqrt{3}$
e $6\sqrt{7}$ **f** $5\sqrt{3}$

3 **a** -1 **b** $9-\sqrt{3}$
c $10\sqrt{5}-7$ **d** $26-4\sqrt{2}$

4 **a** $\frac{\sqrt{5}}{5}$ **b** $\frac{\sqrt{11}}{11}$
c $\frac{2\sqrt{7}}{7}$ **d** $\frac{\sqrt{2}}{2}$
e $\sqrt{2}$ **f** $\sqrt{5}$
g $\frac{\sqrt{3}}{3}$ **h** $\frac{1}{3}$

5 **a** $\frac{3+\sqrt{5}}{4}$ **b** $\frac{2(4-\sqrt{3})}{13}$ **c** $\frac{6(5+\sqrt{2})}{23}$

6 $x-y$

7 **a** $3+2\sqrt{2}$ **b** $\frac{\sqrt{x}+\sqrt{y}}{x-y}$

Rules of indices

A LEVEL LINKS
Scheme of work: 1a. Algebraic expressions – basic algebraic manipulation, indices and surds

Key points

- $a^m \times a^n = a^{m+n}$
- $\dfrac{a^m}{a^n} = a^{m-n}$
- $(a^m)^n = a^{mn}$
- $a^0 = 1$
- $a^{\frac{1}{n}} = \sqrt[n]{a}$ i.e. the nth root of a
- $a^{\frac{m}{n}} = \sqrt[n]{a^m} = \left(\sqrt[n]{a}\right)^m$
- $a^{-m} = \dfrac{1}{a^m}$
- The square root of a number produces two solutions, e.g. $\sqrt{16} = \pm 4$.

Examples

Example 1 Evaluate 10^0

$10^0 = 1$	Any value raised to the power of zero is equal to 1

Example 2 Evaluate $9^{\frac{1}{2}}$

$9^{\frac{1}{2}} = \sqrt{9}$ $= 3$	Use the rule $a^{\frac{1}{n}} = \sqrt[n]{a}$

Example 3 Evaluate $27^{\frac{2}{3}}$

$27^{\frac{2}{3}} = \left(\sqrt[3]{27}\right)^2$ $= 3^2$ $= 9$	**1** Use the rule $a^{\frac{m}{n}} = \left(\sqrt[n]{a}\right)^m$ **2** Use $\sqrt[3]{27} = 3$

Example 4 Evaluate 4^{-2}

$4^{-2} = \frac{1}{4^2}$ $= \frac{1}{16}$	**1** Use the rule $a^{-m} = \frac{1}{a^m}$ **2** Use $4^2 = 16$

Example 5 Simplify $\frac{6x^5}{2x^2}$

$\frac{6x^5}{2x^2} = 3x^3$	$6 \div 2 = 3$ and use the rule $\frac{a^m}{a^n} = a^{m-n}$ to give $\frac{x^5}{x^2} = x^{5-2} = x^3$

Example 6 Simplify $\frac{x^3 \times x^5}{x^4}$

$\frac{x^3 \times x^5}{x^4} = \frac{x^{3+5}}{x^4} = \frac{x^8}{x^4}$ $= x^{8-4} = x^4$	**1** Use the rule $a^m \times a^n = a^{m+n}$ **2** Use the rule $\frac{a^m}{a^n} = a^{m-n}$

Example 7 Write $\frac{1}{3x}$ as a single power of x

$\frac{1}{3x} = \frac{1}{3}x^{-1}$	Use the rule $\frac{1}{a^m} = a^{-m}$, note that the fraction $\frac{1}{3}$ remains unchanged

Example 8 Write $\frac{4}{\sqrt{x}}$ as a single power of x

$\frac{4}{\sqrt{x}} = \frac{4}{x^{\frac{1}{2}}}$ $= 4x^{-\frac{1}{2}}$	**1** Use the rule $a^{\frac{1}{n}} = \sqrt[n]{a}$ **2** Use the rule $\frac{1}{a^m} = a^{-m}$

Practice

1 Evaluate.

a 14^0 **b** 3^0 **c** 5^0 **d** x^0

2 Evaluate.

a $49^{\frac{1}{2}}$ **b** $64^{\frac{1}{3}}$ **c** $125^{\frac{1}{3}}$ **d** $16^{\frac{1}{4}}$

3 Evaluate.

a $25^{\frac{3}{2}}$ **b** $8^{\frac{5}{3}}$ **c** $49^{\frac{3}{2}}$ **d** $16^{\frac{3}{4}}$

4 Evaluate.

a 5^{-2} **b** 4^{-3} **c** 2^{-5} **d** 6^{-2}

5 Simplify.

a $\dfrac{3x^2 \times x^3}{2x^2}$ **b** $\dfrac{10x^5}{2x^2 \times x}$

c $\dfrac{3x \times 2x^3}{2x^3}$ **d** $\dfrac{7x^3y^2}{14x^5y}$

e $\dfrac{y^2}{y^{\frac{1}{2}} \times y}$ **f** $\dfrac{c^{\frac{1}{2}}}{c^2 \times c^{\frac{3}{2}}}$

g $\dfrac{(2x^2)^3}{4x^0}$ **h** $\dfrac{x^{\frac{1}{2}} \times x^{\frac{3}{2}}}{x^{-2} \times x^3}$

> **Watch out!**
>
> Remember that any value raised to the power of zero is 1. This is the rule $a^0 = 1$.

6 Evaluate.

a $4^{-\frac{1}{2}}$ **b** $27^{-\frac{2}{3}}$ **c** $9^{-\frac{1}{2}} \times 2^3$

d $16^{\frac{1}{4}} \times 2^{-3}$ **e** $\left(\dfrac{9}{16}\right)^{-\frac{1}{2}}$ **f** $\left(\dfrac{27}{64}\right)^{-\frac{2}{3}}$

7 Write the following as a single power of x.

a $\dfrac{1}{x}$ **b** $\dfrac{1}{x^7}$ **c** $\sqrt[4]{x}$

d $\sqrt[5]{x^2}$ **e** $\dfrac{1}{\sqrt[3]{x}}$ **f** $\dfrac{1}{\sqrt[3]{x^2}}$

8 Write the following without negative or fractional powers.

a x^{-3} **b** x^0 **c** $x^{\frac{1}{5}}$

d $x^{\frac{2}{5}}$ **e** $x^{-\frac{1}{2}}$ **f** $x^{-\frac{3}{4}}$

9 Write the following in the form ax^n.

a $5\sqrt{x}$ **b** $\frac{2}{x^3}$ **c** $\frac{1}{3x^4}$

d $\frac{2}{\sqrt{x}}$ **e** $\frac{4}{\sqrt[3]{x}}$ **f** 3

Extend

10 Write as sums of powers of x.

a $\frac{x^5+1}{x^2}$ **b** $x^2\left(x+\frac{1}{x}\right)$ **c** $x^{-4}\left(x^2+\frac{1}{x^3}\right)$

Answers

1	**a**	1	**b**	1	**c**	1	**d**	1
2	**a**	7	**b**	4	**c**	5	**d**	2
3	**a**	125	**b**	32	**c**	343	**d**	8
4	**a**	$\frac{1}{25}$	**b**	$\frac{1}{64}$	**c**	$\frac{1}{32}$	**d**	$\frac{1}{36}$
5	**a**	$\frac{3x^3}{2}$	**b**	$5x^2$				
	c	$3x$	**d**	$\frac{y}{2x^2}$				
	e	$y^{\frac{1}{2}}$	**f**	c^{-3}				
	g	$2x^6$	**h**	x				
6	**a**	$\frac{1}{2}$	**b**	$\frac{1}{9}$	**c**	$\frac{8}{3}$		
	d	$\frac{1}{4}$	**e**	$\frac{4}{3}$	**f**	$\frac{16}{9}$		
7	**a**	x^{-1}	**b**	x^{-7}	**c**	$x^{\frac{1}{4}}$		
	d	$x^{\frac{2}{5}}$	**e**	$x^{-\frac{1}{3}}$	**f**	$x^{-\frac{2}{3}}$		
8	**a**	$\frac{1}{x^3}$	**b**	1	**c**	$\sqrt[5]{x}$		
	d	$\sqrt[5]{x^2}$	**e**	$\frac{1}{\sqrt{x}}$	**f**	$\frac{1}{\sqrt[4]{x^3}}$		
9	**a**	$5x^{\frac{1}{2}}$	**b**	$2x^{-3}$	**c**	$\frac{1}{3}x^{-4}$		
	d	$2x^{-\frac{1}{2}}$	**e**	$4x^{-\frac{1}{3}}$	**f**	$3x^0$		
10	**a**	$x^3 + x^{-2}$	**b**	$x^3 + x$	**c**	$x^{-2} + x^{-7}$		

Factorising expressions

A LEVEL LINKS
Scheme of work: 1b. Quadratic functions – factorising, solving, graphs and the discriminants

Key points

- Factorising an expression is the opposite of expanding the brackets.
- A quadratic expression is in the form $ax^2 + bx + c$, where $a \neq 0$.
- To factorise a quadratic equation find two numbers whose sum is b and whose product is ac.
- An expression in the form $x^2 - y^2$ is called the difference of two squares. It factorises to $(x - y)(x + y)$.

Examples

Example 1 Factorise $15x^2y^3 + 9x^4y$

$15x^2y^3 + 9x^4y = 3x^2y(5y^2 + 3x^2)$	The highest common factor is $3x^2y$. So take $3x^2y$ outside the brackets and then divide each term by $3x^2y$ to find the terms in the brackets

Example 2 Factorise $4x^2 - 25y^2$

$4x^2 - 25y^2 = (2x + 5y)(2x - 5y)$	This is the difference of two squares as the two terms can be written as $(2x)^2$ and $(5y)^2$

Example 3 Factorise $x^2 + 3x - 10$

$b = 3$, $ac = -10$	**1** Work out the two factors of $ac = -10$ which add to give $b = 3$ (5 and −2)
So $x^2 + 3x - 10 = x^2 + 5x - 2x - 10$	**2** Rewrite the b term ($3x$) using these two factors
$= x(x + 5) - 2(x + 5)$	**3** Factorise the first two terms and the last two terms
$= (x + 5)(x - 2)$	**4** $(x + 5)$ is a factor of both terms

Example 4 Factorise $6x^2 - 11x - 10$

$b = -11,\ ac = -60$ So $6x^2 - 11x - 10 = 6x^2 - 15x + 4x - 10$ $= 3x(2x - 5) + 2(2x - 5)$ $= (2x - 5)(3x + 2)$	**1** Work out the two factors of $ac = -60$ which add to give $b = -11$ (-15 and 4) **2** Rewrite the b term ($-11x$) using these two factors **3** Factorise the first two terms and the last two terms **4** $(2x - 5)$ is a factor of both terms

Example 5 Simplify $\frac{x^2 - 4x - 21}{2x^2 + 9x + 9}$

$\frac{x^2 - 4x - 21}{2x^2 + 9x + 9}$	**1** Factorise the numerator and the denominator
For the numerator: $b = -4,\ ac = -21$ So $x^2 - 4x - 21 = x^2 - 7x + 3x - 21$ $= x(x - 7) + 3(x - 7)$ $= (x - 7)(x + 3)$	**2** Work out the two factors of $ac = -21$ which add to give $b = -4$ (-7 and 3) **3** Rewrite the b term ($-4x$) using these two factors **4** Factorise the first two terms and the last two terms **5** $(x - 7)$ is a factor of both terms
For the denominator: $b = 9,\ ac = 18$ So $2x^2 + 9x + 9 = 2x^2 + 6x + 3x + 9$ $= 2x(x + 3) + 3(x + 3)$ $= (x + 3)(2x + 3)$	**6** Work out the two factors of $ac = 18$ which add to give $b = 9$ (6 and 3) **7** Rewrite the b term ($9x$) using these two factors **8** Factorise the first two terms and the last two terms **9** $(x + 3)$ is a factor of both terms
So $\frac{x^2 - 4x - 21}{2x^2 + 9x + 9} = \frac{(x - 7)(x + 3)}{(x + 3)(2x + 3)}$ $= \frac{x - 7}{2x + 3}$	**10** $(x + 3)$ is a factor of both the numerator and denominator so cancels out as a value divided by itself is 1

Practice

1 Factorise.

a $6x^4y^3 - 10x^3y^4$ **b** $21a^3b^5 + 35a^5b^2$

c $25x^2y^2 - 10x^3y^2 + 15x^2y^3$

Hint

Take the highest common factor outside the bracket.

2 Factorise

a $x^2 + 7x + 12$ **b** $x^2 + 5x - 14$

c $x^2 - 11x + 30$ **d** $x^2 - 5x - 24$

e $x^2 - 7x - 18$ **f** $x^2 + x - 20$

g $x^2 - 3x - 40$ **h** $x^2 + 3x - 28$

3 Factorise

a $36x^2 - 49y^2$ **b** $4x^2 - 81y^2$

c $18a^2 - 200b^2c^2$

4 Factorise

a $2x^2 + x - 3$ **b** $6x^2 + 17x + 5$

c $2x^2 + 7x + 3$ **d** $9x^2 - 15x + 4$

e $10x^2 + 21x + 9$ **f** $12x^2 - 38x + 20$

5 Simplify the algebraic fractions.

a $\frac{2x^2+4x}{x^2-x}$ **b** $\frac{x^2+3x}{x^2+2x-3}$

c $\frac{x^2-2x-8}{x^2-4x}$ **d** $\frac{x^2-5x}{x^2-25}$

e $\frac{x^2-x-12}{x^2-4x}$ **f** $\frac{2x^2+14x}{2x^2+4x-70}$

6 Simplify

a $\frac{9x^2-16}{3x^2+17x-28}$ **b** $\frac{2x^2-7x-15}{3x^2-17x+10}$

c $\frac{4-25x^2}{10x^2-11x-6}$ **d** $\frac{6x^2-x-1}{2x^2+7x-4}$

Extend

7 Simplify $\sqrt{x^2+10x+25}$

8 Simplify $\frac{(x+2)^2+3(x+2)^2}{x^2-4}$

Answers

1 **a** $2x^3y^3(3x - 5y)$ **b** $7a^3b^2(3b^3 + 5a^2)$
c $5x^2y^2(5 - 2x + 3y)$

2 **a** $(x + 3)(x + 4)$ **b** $(x + 7)(x - 2)$
c $(x - 5)(x - 6)$ **d** $(x - 8)(x + 3)$
e $(x - 9)(x + 2)$ **f** $(x + 5)(x - 4)$
g $(x - 8)(x + 5)$ **h** $(x + 7)(x - 4)$

3 **a** $(6x - 7y)(6x + 7y)$ **b** $(2x - 9y)(2x + 9y)$
c $2(3a - 10bc)(3a + 10bc)$

4 **a** $(x - 1)(2x + 3)$ **b** $(3x + 1)(2x + 5)$
c $(2x + 1)(x + 3)$ **d** $(3x - 1)(3x - 4)$
e $(5x + 3)(2x + 3)$ **f** $2(3x - 2)(2x - 5)$

5 **a** $\frac{2(x+2)}{x-1}$ **b** $\frac{x}{x-1}$
c $\frac{x+2}{x}$ **d** $\frac{x}{x+5}$
e $\frac{x+3}{x}$ **f** $\frac{x}{x-5}$

6 **a** $\frac{3x+4}{x+7}$ **b** $\frac{2x+3}{3x-2}$
c $\frac{2-5x}{2x-3}$ **d** $\frac{3x+1}{x+4}$

7 $(x + 5)$

8 $\frac{4(x+2)}{x-2}$

Completing the square

A LEVEL LINKS
Scheme of work: 1b. Quadratic functions – factorising, solving, graphs and the discriminants

Key points

- Completing the square for a quadratic rearranges $ax^2 + bx + c$ into the form $p(x + q)^2 + r$
- If $a \neq 1$, then factorise using a as a common factor.

Examples

Example 1 Complete the square for the quadratic expression $x^2 + 6x - 2$

$x^2 + 6x - 2$ $= (x + 3)^2 - 9 - 2$ $= (x + 3)^2 - 11$	**1** Write $x^2 + bx + c$ in the form $\left(x+\frac{b}{2}\right)^2 - \left(\frac{b}{2}\right)^2 + c$ **2** Simplify

Example 2 Write $2x^2 - 5x + 1$ in the form $p(x + q)^2 + r$

$2x^2 - 5x + 1$ $= 2\left(x^2 - \frac{5}{2}x\right) + 1$ $= 2\left[\left(x-\frac{5}{4}\right)^2 - \left(\frac{5}{4}\right)^2\right] + 1$ $= 2\left(x-\frac{5}{4}\right)^2 - \frac{25}{8} + 1$ $= 2\left(x-\frac{5}{4}\right)^2 - \frac{17}{8}$	**1** Before completing the square write $ax^2 + bx + c$ in the form $a\left(x^2+\frac{b}{a}x\right)+c$ **2** Now complete the square by writing $x^2 - \frac{5}{2}x$ in the form $\left(x+\frac{b}{2}\right)^2 - \left(\frac{b}{2}\right)^2$ **3** Expand the square brackets – don't forget to multiply $\left(\frac{5}{4}\right)^2$ by the factor of 2 **4** Simplify

Practice

1 Write the following quadratic expressions in the form $(x + p)^2 + q$

a $x^2 + 4x + 3$

b $x^2 - 10x - 3$

c $x^2 - 8x$

d $x^2 + 6x$

e $x^2 - 2x + 7$

f $x^2 + 3x - 2$

2 Write the following quadratic expressions in the form $p(x + q)^2 + r$

a $2x^2 - 8x - 16$

b $4x^2 - 8x - 16$

c $3x^2 + 12x - 9$

d $2x^2 + 6x - 8$

3 Complete the square.

a $2x^2 + 3x + 6$

b $3x^2 - 2x$

c $5x^2 + 3x$

d $3x^2 + 5x + 3$

Extend

4 Write $(25x^2 + 30x + 12)$ in the form $(ax + b)^2 + c$.

Answers

1 **a** $(x + 2)^2 - 1$ **b** $(x - 5)^2 - 28$

c $(x - 4)^2 - 16$ **d** $(x + 3)^2 - 9$

e $(x - 1)^2 + 6$ **f** $\left(x + \frac{3}{2}\right)^2 - \frac{17}{4}$

2 **a** $2(x - 2)^2 - 24$ **b** $4(x - 1)^2 - 20$

c $3(x + 2)^2 - 21$ **d** $2\left(x + \frac{3}{2}\right)^2 - \frac{25}{2}$

3 **a** $2\left(x + \frac{3}{4}\right)^2 + \frac{39}{8}$ **b** $3\left(x - \frac{1}{3}\right)^2 - \frac{1}{3}$

c $5\left(x + \frac{3}{10}\right)^2 - \frac{9}{20}$ **d** $3\left(x + \frac{5}{6}\right)^2 + \frac{11}{12}$

4 $(5x + 3)^2 + 3$

Solving quadratic equations by factorisation

A LEVEL LINKS
Scheme of work: 1b. Quadratic functions – factorising, solving, graphs and the discriminants

Key points

- A quadratic equation is an equation in the form $ax^2 + bx + c = 0$ where $a \neq 0$.
- To factorise a quadratic equation find two numbers whose sum is b and whose products is ac.
- When the product of two numbers is 0, then at least one of the numbers must be 0.
- If a quadratic can be solved it will have two solutions (these may be equal).

Examples

Example 1 Solve $5x^2 = 15x$

$5x^2 = 15x$ $5x^2 - 15x = 0$	**1** Rearrange the equation so that all of the terms are on one side of the equation and it is equal to zero. Do not divide both sides by x as this would lose the solution $x = 0$.
$5x(x - 3) = 0$	**2** Factorise the quadratic equation. $5x$ is a common factor.
So $5x = 0$ or $(x - 3) = 0$	**3** When two values multiply to make zero, at least one of the values must be zero.
Therefore $x = 0$ or $x = 3$	**4** Solve these two equations.

Example 2 Solve $x^2 + 7x + 12 = 0$

$x^2 + 7x + 12 = 0$ $b = 7$, $ac = 12$	**1** Factorise the quadratic equation. Work out the two factors of $ac = 12$ which add to give you $b = 7$. (4 and 3)
$x^2 + 4x + 3x + 12 = 0$	**2** Rewrite the b term ($7x$) using these two factors.
$x(x + 4) + 3(x + 4) = 0$	**3** Factorise the first two terms and the last two terms.
$(x + 4)(x + 3) = 0$	**4** $(x + 4)$ is a factor of both terms.
So $(x + 4) = 0$ or $(x + 3) = 0$	**5** When two values multiply to make zero, at least one of the values must be zero.
Therefore $x = -4$ or $x = -3$	**6** Solve these two equations.

Example 3 Solve $9x^2 - 16 = 0$

$9x^2 - 16 = 0$ $(3x + 4)(3x - 4) = 0$ So $(3x + 4) = 0$ or $(3x - 4) = 0$ $x = -\frac{4}{3}$ or $x = \frac{4}{3}$	**1** Factorise the quadratic equation. This is the difference of two squares as the two terms are $(3x)^2$ and $(4)^2$. **2** When two values multiply to make zero, at least one of the values must be zero. **3** Solve these two equations.

Example 4 Solve $2x^2 - 5x - 12 = 0$

$b = -5$, $ac = -24$ So $2x^2 - 8x + 3x - 12 = 0$ $2x(x - 4) + 3(x - 4) = 0$ $(x - 4)(2x + 3) = 0$ So $(x - 4) = 0$ or $(2x + 3) = 0$ $x = 4$ or $x = -\frac{3}{2}$	**1** Factorise the quadratic equation. Work out the two factors of $ac = -24$ which add to give you $b = -5$. (-8 and 3) **2** Rewrite the b term ($-5x$) using these two factors. **3** Factorise the first two terms and the last two terms. **4** $(x - 4)$ is a factor of both terms. **5** When two values multiply to make zero, at least one of the values must be zero. **6** Solve these two equations.

Practice

1 Solve

a $6x^2 + 4x = 0$ **b** $28x^2 - 21x = 0$

c $x^2 + 7x + 10 = 0$ **d** $x^2 - 5x + 6 = 0$

e $x^2 - 3x - 4 = 0$ **f** $x^2 + 3x - 10 = 0$

g $x^2 - 10x + 24 = 0$ **h** $x^2 - 36 = 0$

i $x^2 + 3x - 28 = 0$ **j** $x^2 - 6x + 9 = 0$

k $2x^2 - 7x - 4 = 0$ **l** $3x^2 - 13x - 10 = 0$

2 Solve

a $x^2 - 3x = 10$ **b** $x^2 - 3 = 2x$

c $x^2 + 5x = 24$ **d** $x^2 - 42 = x$

e $x(x + 2) = 2x + 25$ **f** $x^2 - 30 = 3x - 2$

g $x(3x + 1) = x^2 + 15$ **h** $3x(x - 1) = 2(x + 1)$

Hint

Get all terms onto one side of the equation.

Solving quadratic equations by completing the square

A LEVEL LINKS
Scheme of work: 1b. Quadratic functions – factorising, solving, graphs and the discriminants

Key points

- Completing the square lets you write a quadratic equation in the form $p(x + q)^2 + r = 0$.

Examples

Example 5 Solve $x^2 + 6x + 4 = 0$. Give your solutions in surd form.

$x^2 + 6x + 4 = 0$ $(x + 3)^2 - 9 + 4 = 0$	**1** Write $x^2 + bx + c = 0$ in the form $\left(x+\frac{b}{2}\right)^2 - \left(\frac{b}{2}\right)^2 + c = 0$
$(x + 3)^2 - 5 = 0$	**2** Simplify.
$(x + 3)^2 = 5$	**3** Rearrange the equation to work out x. First, add 5 to both sides.
$x + 3 = \pm\sqrt{5}$	**4** Square root both sides. Remember that the square root of a value gives two answers.
$x = \pm\sqrt{5} - 3$	**5** Subtract 3 from both sides to solve the equation.
So $x = -\sqrt{5} - 3$ or $x = \sqrt{5} - 3$	**6** Write down both solutions.

Example 6 Solve $2x^2 - 7x + 4 = 0$. Give your solutions in surd form.

$2x^2 - 7x + 4 = 0$ $2\left(x^2 - \frac{7}{2}x\right) + 4 = 0$	**1** Before completing the square write $ax^2 + bx + c$ in the form $a\left(x^2 + \frac{b}{a}x\right) + c$
$2\left[\left(x - \frac{7}{4}\right)^2 - \left(\frac{7}{4}\right)^2\right] + 4 = 0$	**2** Now complete the square by writing $x^2 - \frac{7}{2}x$ in the form $\left(x+\frac{b}{2a}\right)^2 - \left(\frac{b}{2a}\right)^2$
$2\left(x - \frac{7}{4}\right)^2 - \frac{49}{8} + 4 = 0$	**3** Expand the square brackets.
$2\left(x - \frac{7}{4}\right)^2 - \frac{17}{8} = 0$	**4** Simplify.

(continued on next page)

$2\left(x-\frac{7}{4}\right)^2=\frac{17}{8}$	**5** Rearrange the equation to work out x. First, add $\frac{17}{8}$ to both sides.
$\left(x-\frac{7}{4}\right)^2=\frac{17}{16}$	**6** Divide both sides by 2.
$x-\frac{7}{4}=\pm\frac{\sqrt{17}}{4}$	**7** Square root both sides. Remember that the square root of a value gives two answers.
$x=\pm\frac{\sqrt{17}}{4}+\frac{7}{4}$	**8** Add $\frac{7}{4}$ to both sides.
So $x=\frac{7}{4}-\frac{\sqrt{17}}{4}$ or $x=\frac{7}{4}+\frac{\sqrt{17}}{4}$	**9** Write down both the solutions.

Practice

3 Solve by completing the square.

a $x^2 - 4x - 3 = 0$ **b** $x^2 - 10x + 4 = 0$

c $x^2 + 8x - 5 = 0$ **d** $x^2 - 2x - 6 = 0$

e $2x^2 + 8x - 5 = 0$ **f** $5x^2 + 3x - 4 = 0$

4 Solve by completing the square.

a $(x - 4)(x + 2) = 5$

b $2x^2 + 6x - 7 = 0$

c $x^2 - 5x + 3 = 0$

Hint

Get all terms onto one side of the equation.

Solving quadratic equations by using the formula

A LEVEL LINKS
Scheme of work: 1b. Quadratic functions – factorising, solving, graphs and the discriminants

Key points

- Any quadratic equation of the form $ax^2 + bx + c = 0$ can be solved using the formula $x = \dfrac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
- If $b^2 - 4ac$ is negative then the quadratic equation does not have any real solutions.
- It is useful to write down the formula before substituting the values for a, b and c.

Examples

Example 7 Solve $x^2 + 6x + 4 = 0$. Give your solutions in surd form.

$a = 1, b = 6, c = 4$ $x = \dfrac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	**1** Identify a, b and c and write down the formula. Remember that $-b \pm \sqrt{b^2 - 4ac}$ is all over $2a$, not just part of it.
$x = \dfrac{-6 \pm \sqrt{6^2 - 4(1)(4)}}{2(1)}$	**2** Substitute $a = 1$, $b = 6$, $c = 4$ into the formula.
$x = \dfrac{-6 \pm \sqrt{20}}{2}$	**3** Simplify. The denominator is 2, but this is only because $a = 1$. The denominator will not always be 2.
$x = \dfrac{-6 \pm 2\sqrt{5}}{2}$	**4** Simplify $\sqrt{20}$. $\sqrt{20} = \sqrt{4 \times 5} = \sqrt{4} \times \sqrt{5} = 2\sqrt{5}$
$x = -3 \pm \sqrt{5}$	**5** Simplify by dividing numerator and denominator by 2.
So $x = -3 - \sqrt{5}$ or $x = \sqrt{5} - 3$	**6** Write down both the solutions.

Example 8 Solve $3x^2 - 7x - 2 = 0$. Give your solutions in surd form.

$a = 3, b = -7, c = -2$ $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	**1** Identify a, b and c, making sure you get the signs right and write down the formula. Remember that $-b \pm \sqrt{b^2 - 4ac}$ is all over $2a$, not just part of it.
$x = \frac{-(-7) \pm \sqrt{(-7)^2 - 4(3)(-2)}}{2(3)}$	**2** Substitute $a = 3$, $b = -7$, $c = -2$ into the formula.
$x = \frac{7 \pm \sqrt{73}}{6}$	**3** Simplify. The denominator is 6 when $a = 3$. A common mistake is to always write a denominator of 2.
So $x = \frac{7 - \sqrt{73}}{6}$ or $x = \frac{7 + \sqrt{73}}{6}$	**4** Write down both the solutions.

Practice

5 Solve, giving your solutions in surd form.

a $3x^2 + 6x + 2 = 0$ **b** $2x^2 - 4x - 7 = 0$

6 Solve the equation $x^2 - 7x + 2 = 0$

Give your solutions in the form $\frac{a \pm \sqrt{b}}{c}$, where a, b and c are integers.

7 Solve $10x^2 + 3x + 3 = 5$

Give your solution in surd form.

> **Hint**
>
> Get all terms onto one side of the equation.

Extend

8 Choose an appropriate method to solve each quadratic equation, giving your answer in surd form when necessary.

a $4x(x - 1) = 3x - 2$

b $10 = (x + 1)^2$

c $x(3x - 1) = 10$

Answers

1 **a** $x = 0$ or $x = -\frac{2}{3}$ **b** $x = 0$ or $x = \frac{3}{4}$

c $x = -5$ or $x = -2$ **d** $x = 2$ or $x = 3$

e $x = -1$ or $x = 4$ **f** $x = -5$ or $x = 2$

g $x = 4$ or $x = 6$ **h** $x = -6$ or $x = 6$

i $x = -7$ or $x = 4$ **j** $x = 3$

k $x = -\frac{1}{2}$ or $x = 4$ **l** $x = -\frac{2}{3}$ or $x = 5$

2 **a** $x = -2$ or $x = 5$ **b** $x = -1$ or $x = 3$

c $x = -8$ or $x = 3$ **d** $x = -6$ or $x = 7$

e $x = -5$ or $x = 5$ **f** $x = -4$ or $x = 7$

g $x = -3$ or $x = 2\frac{1}{2}$ **h** $x = -\frac{1}{3}$ or $x = 2$

3 **a** $x = 2 + \sqrt{7}$ or $x = 2 - \sqrt{7}$ **b** $x = 5 + \sqrt{21}$ or $x = 5 - \sqrt{21}$

c $x = -4 + \sqrt{21}$ or $x = -4 - \sqrt{21}$ **d** $x = 1 + \sqrt{7}$ or $x = 1 - \sqrt{7}$

e $x = -2 + \sqrt{6.5}$ or $x = -2 - \sqrt{6.5}$ **f** $x = \frac{-3+\sqrt{89}}{10}$ or $x = \frac{-3-\sqrt{89}}{10}$

4 **a** $x = 1 + \sqrt{14}$ or $x = 1 - \sqrt{14}$ **b** $x = \frac{-3+\sqrt{23}}{2}$ or $x = \frac{-3-\sqrt{23}}{2}$

c $x = \frac{5+\sqrt{13}}{2}$ or $x = \frac{5-\sqrt{13}}{2}$

5 **a** $x = -1 + \frac{\sqrt{3}}{3}$ or $x = -1 - \frac{\sqrt{3}}{3}$ **b** $x = 1 + \frac{3\sqrt{2}}{2}$ or $x = 1 - \frac{3\sqrt{2}}{2}$

6 $x = \frac{7+\sqrt{41}}{2}$ or $x = \frac{7-\sqrt{41}}{2}$

7 $x = \frac{-3+\sqrt{89}}{20}$ or $x = \frac{-3-\sqrt{89}}{20}$

8 **a** $x = \frac{7+\sqrt{17}}{8}$ or $x = \frac{7-\sqrt{17}}{8}$

b $x = -1 + \sqrt{10}$ or $x = -1 - \sqrt{10}$

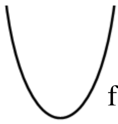
c $x = -1\frac{2}{3}$ or $x = 2$

Sketching quadratic graphs

A LEVEL LINKS
Scheme of work: 1b. Quadratic functions – factorising, solving, graphs and the discriminants

Key points

- The graph of the quadratic function $y = ax^2 + bx + c$, where $a \neq 0$, is a curve called a parabola.
- Parabolas have a line of symmetry and a shape as shown.

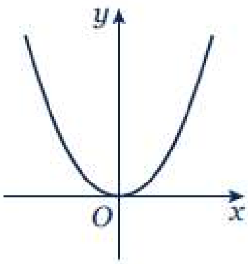

for $a > 0$


for $a < 0$

- To sketch the graph of a function, find the points where the graph intersects the axes.
- To find where the curve intersects the y-axis substitute $x = 0$ into the function.
- To find where the curve intersects the x-axis substitute $y = 0$ into the function.
- At the turning points of a graph the gradient of the curve is 0 and any tangents to the curve at these points are horizontal.
- To find the coordinates of the maximum or minimum point (turning points) of a quadratic curve (parabola) you can use the completed square form of the function.

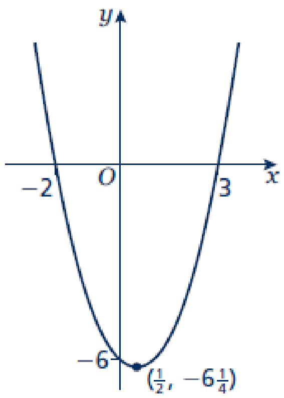
Examples

Example 1 Sketch the graph of $y = x^2$.

	The graph of $y = x^2$ is a parabola. When $x = 0$, $y = 0$. $a = 1$ which is greater than zero, so the graph has the shape: 

Example 2 Sketch the graph of $y = x^2 - x - 6$.

When $x = 0$, $y = 0^2 - 0 - 6 = -6$ So the graph intersects the y-axis at $(0, -6)$	**1** Find where the graph intersects the y-axis by substituting $x = 0$.
When $y = 0$, $x^2 - x - 6 = 0$	**2** Find where the graph intersects the x-axis by substituting $y = 0$.
$(x + 2)(x - 3) = 0$	**3** Solve the equation by factorising.
$x = -2$ or $x = 3$	**4** Solve $(x + 2) = 0$ and $(x - 3) = 0$.
So, the graph intersects the x-axis at $(-2, 0)$ and $(3, 0)$	**5** $a = 1$ which is greater than zero, so the graph has the shape: 
	(continued on next page)

$x^2 - x - 6 = \left(x - \frac{1}{2}\right)^2 - \frac{1}{4} - 6$ $= \left(x - \frac{1}{2}\right)^2 - \frac{25}{4}$ When $\left(x - \frac{1}{2}\right)^2 = 0$, $x = \frac{1}{2}$ and $y = -\frac{25}{4}$, so the turning point is at the point $\left(\frac{1}{2}, -\frac{25}{4}\right)$  	**6** To find the turning point, complete the square. **7** The turning point is the minimum value for this expression and occurs when the term in the bracket is equal to zero.

Practice

1 Sketch the graph of $y = -x^2$.

2 Sketch each graph, labelling where the curve crosses the axes.

a $y = (x + 2)(x - 1)$ **b** $y = x(x - 3)$ **c** $y = (x + 1)(x + 5)$

3 Sketch each graph, labelling where the curve crosses the axes.

a $y = x^2 - x - 6$ **b** $y = x^2 - 5x + 4$ **c** $y = x^2 - 4$

d $y = x^2 + 4x$ **e** $y = 9 - x^2$ **f** $y = x^2 + 2x - 3$

4 Sketch the graph of $y = 2x^2 + 5x - 3$, labelling where the curve crosses the axes.

Extend

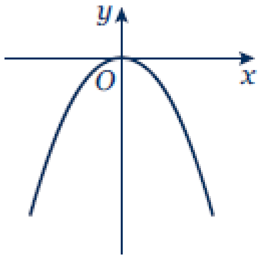
5 Sketch each graph. Label where the curve crosses the axes and write down the coordinates of the turning point.

a $y = x^2 - 5x + 6$ **b** $y = -x^2 + 7x - 12$ **c** $y = -x^2 + 4x$

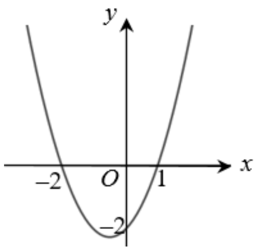
6 Sketch the graph of $y = x^2 + 2x + 1$. Label where the curve crosses the axes and write down the equation of the line of symmetry.

Answers

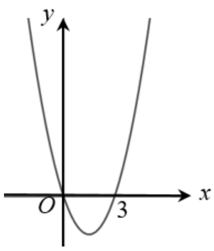
1



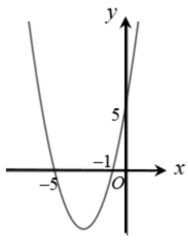
2 **a**



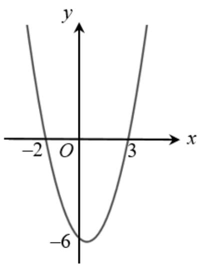
b



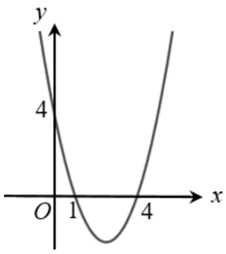
c



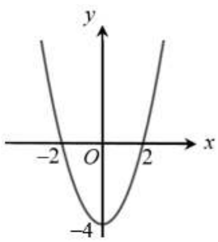
3 **a**



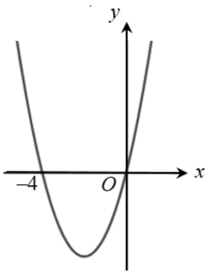
b



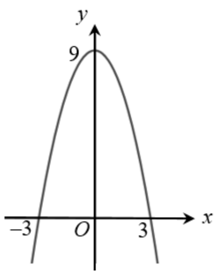
c



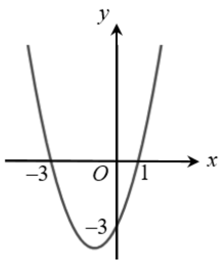
d



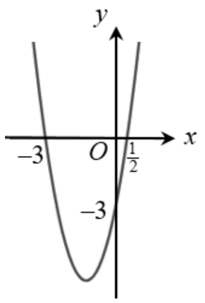
e



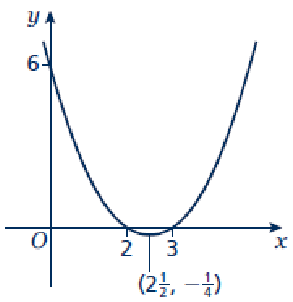
f



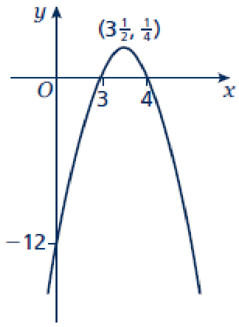
4



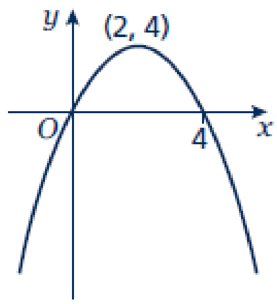
5 **a**



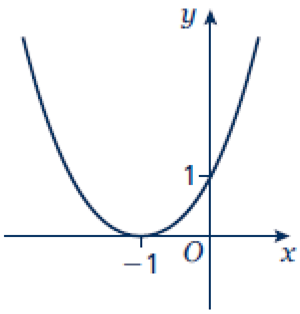
b



c



6



Line of symmetry at $x = -1$.

Solving linear simultaneous equations using the elimination method

A LEVEL LINKS
Scheme of work: 1c. Equations – quadratic/linear simultaneous

Key points

- Two equations are simultaneous when they are both true at the same time.
- Solving simultaneous linear equations in two unknowns involves finding the value of each unknown which works for both equations.
- Make sure that the coefficient of one of the unknowns is the same in both equations.
- Eliminate this equal unknown by either subtracting or adding the two equations.

Examples

Example 1 Solve the simultaneous equations $3x + y = 5$ and $x + y = 1$

$\begin{array}{r} 3x + y = 5 \\ -\quad x + y = 1 \\ \hline 2x \quad\; = 4 \end{array}$ So $x = 2$	**1** Subtract the second equation from the first equation to eliminate the y term.
Using $x + y = 1$ $2 + y = 1$ So $y = -1$	**2** To find the value of y, substitute $x = 2$ into one of the original equations.
Check: equation 1: $3 \times 2 + (-1) = 5$ YES equation 2: $2 + (-1) = 1$ YES	**3** Substitute the values of x and y into both equations to check your answers.

Example 2 Solve $x + 2y = 13$ and $5x - 2y = 5$ simultaneously.

$\begin{array}{r} x + 2y = 13 \\ +\quad 5x - 2y = 5 \\ \hline 6x \quad\; = 18 \end{array}$ So $x = 3$	**1** Add the two equations together to eliminate the y term.
Using $x + 2y = 13$ $3 + 2y = 13$ So $y = 5$	**2** To find the value of y, substitute $x = 3$ into one of the original equations.
Check: equation 1: $3 + 2 \times 5 = 13$ YES equation 2: $5 \times 3 - 2 \times 5 = 5$ YES	**3** Substitute the values of x and y into both equations to check your answers.

Example 3 Solve $2x + 3y = 2$ and $5x + 4y = 12$ simultaneously.

$(2x + 3y = 2) \times 4 \rightarrow \quad 8x + 12y = 8$ $(5x + 4y = 12) \times 3 \rightarrow \quad 15x + 12y = 36$ $7x = 28$ So $x = 4$	**1** Multiply the first equation by 4 and the second equation by 3 to make the coefficient of y the same for both equations. Then subtract the first equation from the second equation to eliminate the y term.
Using $2x + 3y = 2$ $2 \times 4 + 3y = 2$ So $y = -2$	**2** To find the value of y, substitute $x = 4$ into one of the original equations.
Check: equation 1: $2 \times 4 + 3 \times (-2) = 2$ YES equation 2: $5 \times 4 + 4 \times (-2) = 12$ YES	**3** Substitute the values of x and y into both equations to check your answers.

Practice

Solve these simultaneous equations.

1 $4x + y = 8$
$x + y = 5$

2 $3x + y = 7$
$3x + 2y = 5$

3 $4x + y = 3$
$3x - y = 11$

4 $3x + 4y = 7$
$x - 4y = 5$

5 $2x + y = 11$
$x - 3y = 9$

6 $2x + 3y = 11$
$3x + 2y = 4$

Solving linear simultaneous equations using the substitution method

A LEVEL LINKS
Scheme of work: 1c. Equations – quadratic/linear simultaneous
Textbook: Pure Year 1, 3.1 Linear simultaneous equations

Key points

- The subsitution method is the method most commonly used for A level. This is because it is the method used to solve linear and quadratic simultaneous equations.

Examples

Example 4 Solve the simultaneous equations $y = 2x + 1$ and $5x + 3y = 14$

$5x + 3(2x + 1) = 14$	**1** Substitute $2x + 1$ for y into the second equation.
$5x + 6x + 3 = 14$ $11x + 3 = 14$	**2** Expand the brackets and simplify.
$11x = 11$ So $x = 1$	**3** Work out the value of x.
Using $y = 2x + 1$ $y = 2 \times 1 + 1$ So $y = 3$	**4** To find the value of y, substitute $x = 1$ into one of the original equations.
Check: equation 1: $3 = 2 \times 1 + 1$ YES equation 2: $5 \times 1 + 3 \times 3 = 14$ YES	**5** Substitute the values of x and y into both equations to check your answers.

Example 5 Solve $2x - y = 16$ and $4x + 3y = -3$ simultaneously.

$y = 2x - 16$	**1** Rearrange the first equation.
$4x + 3(2x - 16) = -3$	**2** Substitute $2x - 16$ for y into the second equation.
$4x + 6x - 48 = -3$ $10x - 48 = -3$	**3** Expand the brackets and simplify.
$10x = 45$ So $x = 4\frac{1}{2}$	**4** Work out the value of x.
Using $y = 2x - 16$ $y = 2 \times 4\frac{1}{2} - 16$ So $y = -7$	**5** To find the value of y, substitute $x = 4\frac{1}{2}$ into one of the original equations.
Check: equation 1: $2 \times 4\frac{1}{2} - (-7) = 16$ YES equation 2: $4 \times 4\frac{1}{2} + 3 \times (-7) = -3$ YES	**6** Substitute the values of x and y into both equations to check your answers.

Practice

Solve these simultaneous equations.

7 $y = x - 4$
$2x + 5y = 43$

8 $y = 2x - 3$
$5x - 3y = 11$

9 $2y = 4x + 5$
$9x + 5y = 22$

10 $2x = y - 2$
$8x - 5y = -11$

11 $3x + 4y = 8$
$2x - y = -13$

12 $3y = 4x - 7$
$2y = 3x - 4$

13 $3x = y - 1$
$2y - 2x = 3$

14 $3x + 2y + 1 = 0$
$4y = 8 - x$

Extend

15 Solve the simultaneous equations $3x + 5y - 20 = 0$ and $2(x + y) = \frac{3(y - x)}{4}$.

Answers

1 $x = 1, y = 4$

2 $x = 3, y = -2$

3 $x = 2, y = -5$

4 $x = 3, y = -\frac{1}{2}$

5 $x = 6, y = -1$

6 $x = -2, y = 5$

7 $x = 9, y = 5$

8 $x = -2, y = -7$

9 $x = \frac{1}{2}, y = 3\frac{1}{2}$

10 $x = \frac{1}{2}, y = 3$

11 $x = -4, y = 5$

12 $x = -2, y = -5$

13 $x = \frac{1}{4}, y = 1\frac{3}{4}$

14 $x = -2, y = 2\frac{1}{2}$

15 $x = -2\frac{1}{2}, y = 5\frac{1}{2}$

Solving linear and quadratic simultaneous equations

A LEVEL LINKS
Scheme of work: 1c. Equations – quadratic/linear simultaneous

Key points

- Make one of the unknowns the subject of the linear equation (rearranging where necessary).
- Use the linear equation to substitute into the quadratic equation.
- There are usually two pairs of solutions.

Examples

Example 1 Solve the simultaneous equations $y = x + 1$ and $x^2 + y^2 = 13$

$x^2 + (x + 1)^2 = 13$ $x^2 + x^2 + x + x + 1 = 13$ $2x^2 + 2x + 1 = 13$	**1** Substitute $x + 1$ for y into the second equation. **2** Expand the brackets and simplify.
$2x^2 + 2x - 12 = 0$ $(2x - 4)(x + 3) = 0$ So $x = 2$ or $x = -3$	**3** Factorise the quadratic equation. **4** Work out the values of x.
Using $y = x + 1$ When $x = 2$, $y = 2 + 1 = 3$ When $x = -3$, $y = -3 + 1 = -2$ So the solutions are $x = 2,\ y = 3$ and $x = -3,\ y = -2$	**5** To find the value of y, substitute both values of x into one of the original equations.
Check: equation 1: $3 = 2 + 1$ YES and $-2 = -3 + 1$ YES equation 2: $2^2 + 3^2 = 13$ YES and $(-3)^2 + (-2)^2 = 13$ YES	**6** Substitute both pairs of values of x and y into both equations to check your answers.

Example 2 Solve $2x + 3y = 5$ and $2y^2 + xy = 12$ simultaneously.

$x = \frac{5-3y}{2}$	**1** Rearrange the first equation.
$2y^2 + \left(\frac{5-3y}{2}\right)y = 12$	**2** Substitute $\frac{5-3y}{2}$ for x into the second equation. Notice how it is easier to substitute for x than for y.
$2y^2 + \frac{5y-3y^2}{2} = 12$ $4y^2 + 5y - 3y^2 = 24$ $y^2 + 5y - 24 = 0$	**3** Expand the brackets and simplify.
$(y + 8)(y - 3) = 0$	**4** Factorise the quadratic equation.
So $y = -8$ or $y = 3$	**5** Work out the values of y.
Using $2x + 3y = 5$ When $y = -8$, $2x + 3 \times (-8) = 5$, $x = 14.5$ When $y = 3$, $2x + 3 \times 3 = 5$, $x = -2$ So the solutions are $x = 14.5$, $y = -8$ and $x = -2$, $y = 3$	**6** To find the value of x, substitute both values of y into one of the original equations.
Check: equation 1: $2 \times 14.5 + 3 \times (-8) = 5$ YES and $2 \times (-2) + 3 \times 3 = 5$ YES equation 2: $2\times(-8)^2 + 14.5\times(-8) = 12$ YES and $2 \times (3)^2 + (-2) \times 3 = 12$ YES	**7** Substitute both pairs of values of x and y into both equations to check your answers.

Practice

Solve these simultaneous equations.

1 $y = 2x + 1$
$x^2 + y^2 = 10$

2 $y = 6 - x$
$x^2 + y^2 = 20$

3 $y = x - 3$
$x^2 + y^2 = 5$

4 $y = 9 - 2x$
$x^2 + y^2 = 17$

5 $y = 3x - 5$
$y = x^2 - 2x + 1$

6 $y = x - 5$
$y = x^2 - 5x - 12$

7 $y = x + 5$
$x^2 + y^2 = 25$

8 $y = 2x - 1$
$x^2 + xy = 24$

9 $y = 2x$
$y^2 - xy = 8$

10 $2x + y = 11$
$xy = 15$

Extend

11 $x - y = 1$
$x^2 + y^2 = 3$

12 $y - x = 2$
$x^2 + xy = 3$

Answers

1 $x = 1, y = 3$

$x = -\frac{9}{5}, y = -\frac{13}{5}$

2 $x = 2, y = 4$

$x = 4, y = 2$

3 $x = 1, y = -2$

$x = 2, y = -1$

4 $x = 4, y = 1$

$x = \frac{16}{5}, y = \frac{13}{5}$

5 $x = 3, y = 4$

$x = 2, y = 1$

6 $x = 7, y = 2$

$x = -1, y = -6$

7 $x = 0, y = 5$

$x = -5, y = 0$

8 $x = -\frac{8}{3}, y = -\frac{19}{3}$

$x = 3, y = 5$

9 $x = -2, y = -4$

$x = 2, y = 4$

10 $x = \frac{5}{2}, y = 6$

$x = 3, y = 5$

11 $x = \frac{1+\sqrt{5}}{2}, y = \frac{-1+\sqrt{5}}{2}$

$x = \frac{1-\sqrt{5}}{2}, y = \frac{-1-\sqrt{5}}{2}$

12 $x = \frac{-1+\sqrt{7}}{2}, y = \frac{3+\sqrt{7}}{2}$

$x = \frac{-1-\sqrt{7}}{2}, y = \frac{3-\sqrt{7}}{2}$

Linear inequalities

A LEVEL LINKS
Scheme of work: 1d. Inequalities – linear and quadratic (including graphical solutions)

Key points

- Solving linear inequalities uses similar methods to those for solving linear equations.
- When you multiply or divide an inequality by a negative number you need to reverse the inequality sign, e.g. < becomes >.

Examples

Example 1 Solve $-8 \leq 4x < 16$

$-8 \leq 4x < 16$ $-2 \leq x < 4$	Divide all three terms by 4.

Example 2 Solve $4 \leq 5x < 10$

$4 \leq 5x < 10$ $\frac{4}{5} \leq x < 2$	Divide all three terms by 5.

Example 3 Solve $2x - 5 < 7$

$2x - 5 < 7$ $2x < 12$ $x < 6$	**1** Add 5 to both sides. **2** Divide both sides by 2.

Example 4 Solve $2 - 5x \geq -8$

$2 - 5x \geq -8$ $-5x \geq -10$ $x \leq 2$	**1** Subtract 2 from both sides. **2** Divide both sides by −5. Remember to reverse the inequality when dividing by a negative number.

Example 5 Solve $4(x - 2) > 3(9 - x)$

$4(x - 2) > 3(9 - x)$ $4x - 8 > 27 - 3x$ $7x - 8 > 27$ $7x > 35$ $x > 5$	**1** Expand the brackets. **2** Add $3x$ to both sides. **3** Add 8 to both sides. **4** Divide both sides by 7.

Practice

1 Solve these inequalities.

a $4x > 16$ **b** $5x - 7 \leq 3$ **c** $1 \geq 3x + 4$

d $5 - 2x < 12$ **e** $\frac{x}{2} \geq 5$ **f** $8 < 3 - \frac{x}{3}$

2 Solve these inequalities.

a $\frac{x}{5} < -4$ **b** $10 \geq 2x + 3$ **c** $7 - 3x > -5$

3 Solve

a $2 - 4x \geq 18$ **b** $3 \leq 7x + 10 < 45$ **c** $6 - 2x \geq 4$

d $4x + 17 < 2 - x$ **e** $4 - 5x < -3x$ **f** $-4x \geq 24$

4 Solve these inequalities.

a $3t + 1 < t + 6$ **b** $2(3n - 1) \geq n + 5$

5 Solve.

a $3(2 - x) > 2(4 - x) + 4$ **b** $5(4 - x) > 3(5 - x) + 2$

Extend

6 Find the set of values of x for which $2x + 1 > 11$ and $4x - 2 > 16 - 2x$.

Answers

1	**a**	$x > 4$	**b**	$x \leq 2$	**c**	$x \leq -1$
	d	$x > -\frac{7}{2}$	**e**	$x \geq 10$	**f**	$x < -15$
2	**a**	$x < -20$	**b**	$x \leq 3.5$	**c**	$x < 4$
3	**a**	$x \leq -4$	**b**	$-1 \leq x < 5$	**c**	$x \leq 1$
	d	$x < -3$	**e**	$x > 2$	**f**	$x \leq -6$
4	**a**	$t < \frac{5}{2}$	**b**	$n \geq \frac{7}{5}$		
5	**a**	$x < -6$	**b**	$x < \frac{3}{2}$		

6 $x > 5$ (which also satisfies $x > 3$)

Quadratic inequalities

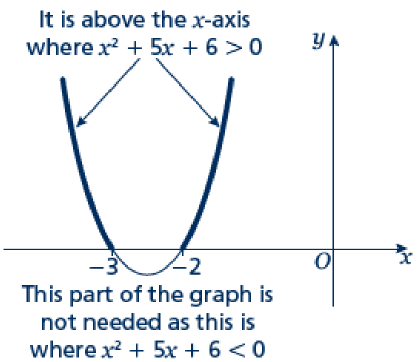
A LEVEL LINKS
Scheme of work: 1d. Inequalities – linear and quadratic (including graphical solutions)

Key points

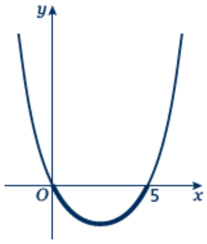
- First replace the inequality sign by = and solve the quadratic equation.
- Sketch the graph of the quadratic function.
- Use the graph to find the values which satisfy the quadratic inequality.

Examples

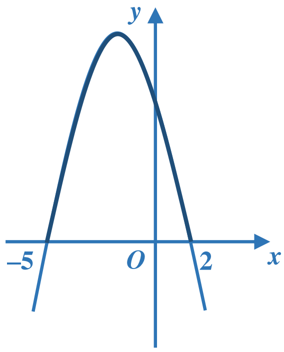
Example 1 Find the set of values of x which satisfy $x^2 + 5x + 6 > 0$

$x^2 + 5x + 6 = 0$ $(x + 3)(x + 2) = 0$ $x = -3$ or $x = -2$	**1** Solve the quadratic equation by factorising.
	**2** Sketch the graph of $y = (x + 3)(x + 2)$ **3** Identify on the graph where $x^2 + 5x + 6 > 0$, i.e. where $y > 0$
$x < -3$ or $x > -2$	**4** Write down the values which satisfy the inequality $x^2 + 5x + 6 > 0$

Example 2 Find the set of values of x which satisfy $x^2 - 5x \leq 0$

$x^2 - 5x = 0$ $x(x - 5) = 0$ $x = 0$ or $x = 5$	**1** Solve the quadratic equation by factorising.
	**2** Sketch the graph of $y = x(x - 5)$ **3** Identify on the graph where $x^2 - 5x \leq 0$, i.e. where $y \leq 0$
$0 \leq x \leq 5$	**4** Write down the values which satisfy the inequality $x^2 - 5x \leq 0$

Example 3 Find the set of values of x which satisfy $-x^2 - 3x + 10 \geq 0$

$-x^2 - 3x + 10 = 0$ $(-x + 2)(x + 5) = 0$ $x = 2$ or $x = -5$	**1** Solve the quadratic equation by factorising.
	**2** Sketch the graph of $y = (-x + 2)(x + 5) = 0$ **3** Identify on the graph where $-x^2 - 3x + 10 \geq 0$, i.e. where $y \geq 0$
$-5 \leq x \leq 2$	**3** Write down the values which satisfy the inequality $-x^2 - 3x + 10 \geq 0$

Practice

1 Find the set of values of x for which $(x + 7)(x - 4) \leq 0$

2 Find the set of values of x for which $x^2 - 4x - 12 \geq 0$

3 Find the set of values of x for which $2x^2 - 7x + 3 < 0$

4 Find the set of values of x for which $4x^2 + 4x - 3 > 0$

5 Find the set of values of x for which $12 + x - x^2 \geq 0$

Extend

Find the set of values which satisfy the following inequalities.

6 $x^2 + x \leq 6$

7 $x(2x - 9) < -10$

8 $6x^2 \geq 15 + x$

Answers

1 $-7 \le x \le 4$

2 $x \le -2$ or $x \ge 6$

3 $\frac{1}{2} < x < 3$

4 $x < -\frac{3}{2}$ or $x > \frac{1}{2}$

5 $-3 \le x \le 4$

6 $-3 \le x \le 2$

7 $2 < x < 2\frac{1}{2}$

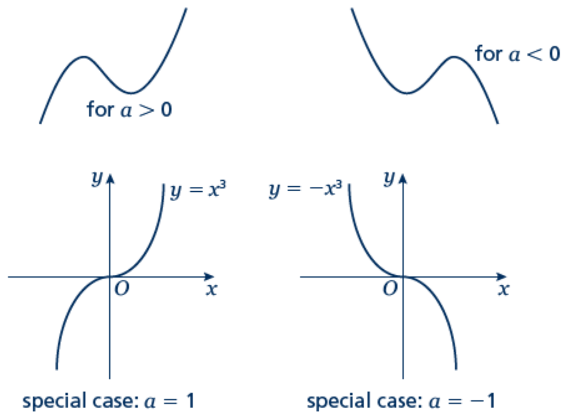
8 $x \le -\frac{3}{2}$ or $x \ge \frac{5}{3}$

Sketching cubic and reciprocal graphs

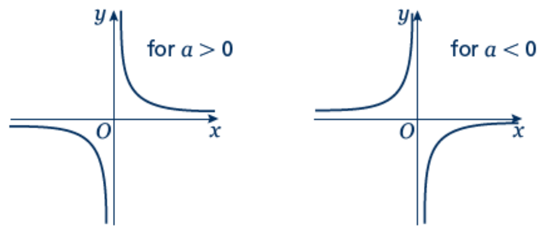
A LEVEL LINKS
Scheme of work: 1e. Graphs – cubic, quartic and reciprocal

Key points

- The graph of a cubic function, which can be written in the form $y = ax^3 + bx^2 + cx + d$, where $a \neq 0$, has one of the shapes shown here.



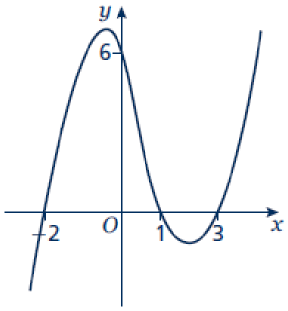
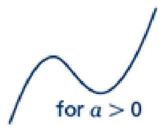
- The graph of a reciprocal function of the form $y = \frac{a}{x}$ has one of the shapes shown here.



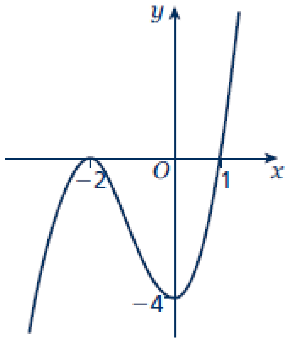
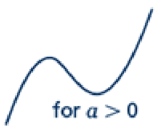
- To sketch the graph of a function, find the points where the graph intersects the axes.
- To find where the curve intersects the y-axis substitute $x = 0$ into the function.
- To find where the curve intersects the x-axis substitute $y = 0$ into the function.
- Where appropriate, mark and label the asymptotes on the graph.
- Asymptotes are lines (usually horizontal or vertical) which the curve gets closer to but never touches or crosses. Asymptotes usually occur with reciprocal functions. For example, the asymptotes for the graph of $y = \frac{a}{x}$ are the two axes (the lines $y = 0$ and $x = 0$).
- At the turning points of a graph the gradient of the curve is 0 and any tangents to the curve at these points are horizontal.
- A double root is when two of the solutions are equal. For example $(x – 3)^2(x + 2)$ has a double root at $x = 3$.
- When there is a double root, this is one of the turning points of a cubic function.

Examples

Example 1 Sketch the graph of $y = (x - 3)(x - 1)(x + 2)$

To sketch a cubic curve find intersects with both axes and use the key points above for the correct shape.	
When $x = 0$, $y = (0 - 3)(0 - 1)(0 + 2)$ $= (-3) \times (-1) \times 2 = 6$ The graph intersects the y-axis at (0, 6) When $y = 0$, $(x - 3)(x - 1)(x + 2) = 0$ So $x = 3$, $x = 1$ or $x = -2$ The graph intersects the x-axis at (−2, 0), (1, 0) and (3, 0) 	**1** Find where the graph intersects the axes by substituting $x = 0$ and $y = 0$. Make sure you get the coordinates the right way around, (x, y). **2** Solve the equation by solving $x - 3 = 0$, $x - 1 = 0$ and $x + 2 = 0$ **3** Sketch the graph. $a = 1 > 0$ so the graph has the shape: 

Example 2 Sketch the graph of $y = (x + 2)^2(x - 1)$

To sketch a cubic curve find intersects with both axes and use the key points above for the correct shape.	
When $x = 0$, $y = (0 + 2)^2(0 - 1)$ $= 2^2 \times (-1) = -4$ The graph intersects the y-axis at (0, −4) When $y = 0$, $(x + 2)^2(x - 1) = 0$ So $x = -2$ or $x = 1$ (−2, 0) is a turning point as $x = -2$ is a double root. The graph crosses the x-axis at (1, 0) 	**1** Find where the graph intersects the axes by substituting $x = 0$ and $y = 0$. **2** Solve the equation by solving $x + 2 = 0$ and $x - 1 = 0$ **3** $a = 1 > 0$ so the graph has the shape: 

Practice

1 Here are six equations.

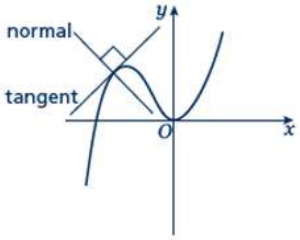
A $y = \frac{5}{x}$ **B** $y = x^2 + 3x - 10$ **C** $y = x^3 + 3x^2$

D $y = 1 - 3x^2 - x^3$ **E** $y = x^3 - 3x^2 - 1$ **F** $x + y = 5$

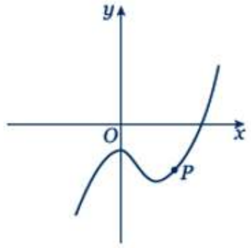
> **Hint**
>
> Find where each of the cubic equations cross the y-axis.

Here are six graphs.

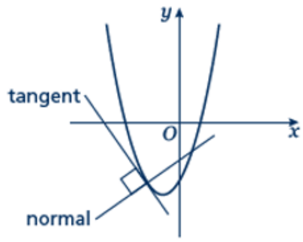
i



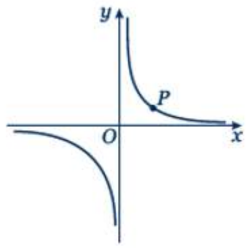
ii



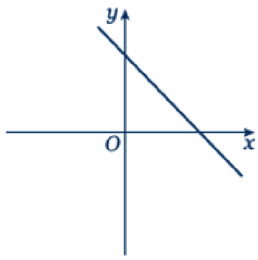
iii



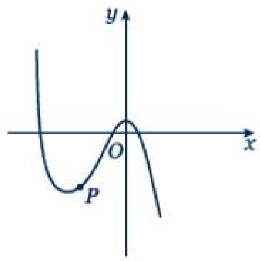
iv



v



vi



a Match each graph to its equation.

b Copy the graphs ii, iv and vi and draw the tangent and normal each at point P.

Sketch the following graphs

2 $y = 2x^3$

3 $y = x(x - 2)(x + 2)$

4 $y = (x + 1)(x + 4)(x - 3)$

5 $y = (x + 1)(x - 2)(1 - x)$

6 $y = (x - 3)^2(x + 1)$

7 $y = (x - 1)^2(x - 2)$

8 $y = \frac{3}{x}$

> **Hint:** Look at the shape of $y = \frac{a}{x}$ in the second key point.

9 $y = -\frac{2}{x}$

Extend

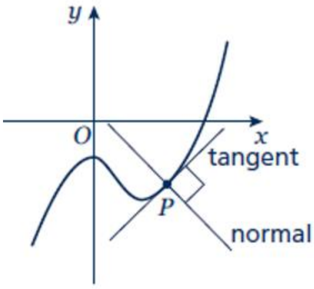
10 Sketch the graph of $y = \frac{1}{x + 2}$

11 Sketch the graph of $y = \frac{1}{x - 1}$

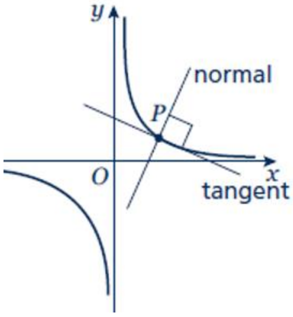
Answers

1 **a** i – C
ii – E
iii – B
iv – A
v – F
vi – D

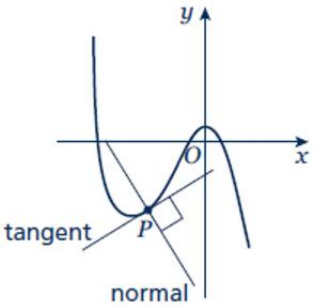
b **ii**



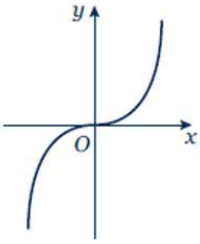
iv



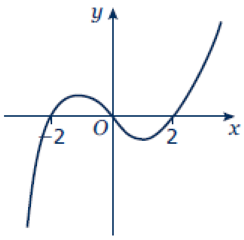
vi



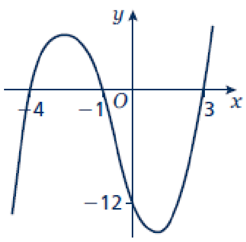
2



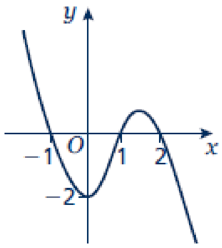
3



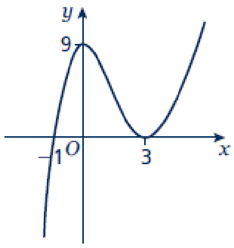
4



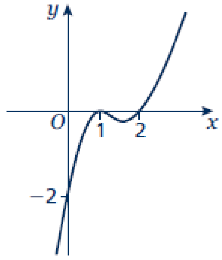
5



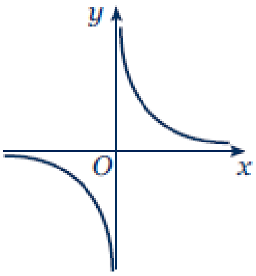
6



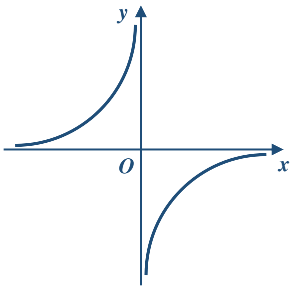
7



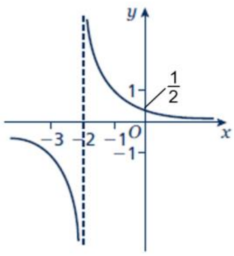
8



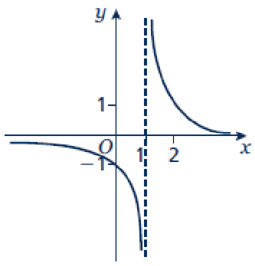
9



10



11



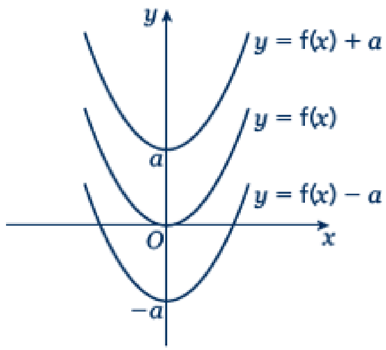
Translating graphs

A LEVEL LINKS
Scheme of work: 1f. Transformations – transforming graphs – f(x) notation

Key points

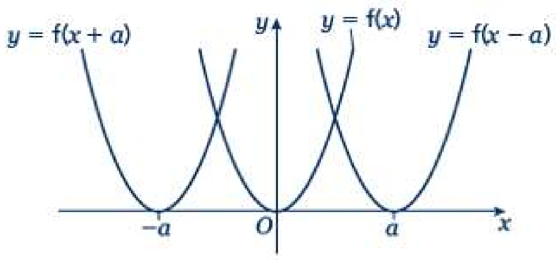
- The transformation $y = f(x) \pm a$ is a translation of $y = f(x)$ parallel to the y-axis; it is a vertical translation.

  As shown on the graph,
  - $y = f(x) + a$ translates $y = f(x)$ up
  - $y = f(x) - a$ translates $y = f(x)$ down.



- The transformation $y = f(x \pm a)$ is a translation of $y = f(x)$ parallel to the x-axis; it is a horizontal translation.

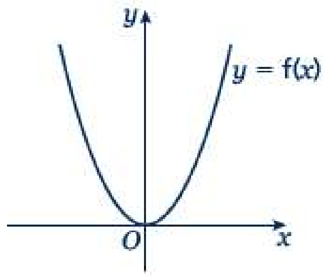
  As shown on the graph,
  - $y = f(x + a)$ translates $y = f(x)$ to the left
  - $y = f(x - a)$ translates $y = f(x)$ to the right.

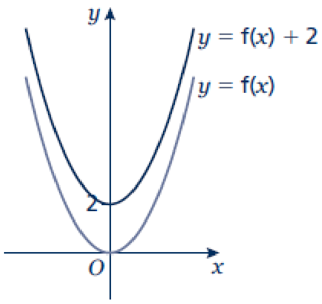


Examples

Example 1 The graph shows the function $y = f(x)$.

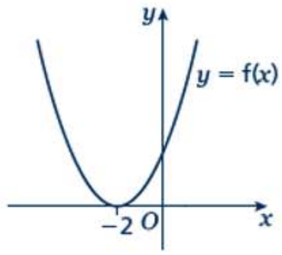
Sketch the graph of $y = f(x) + 2$.

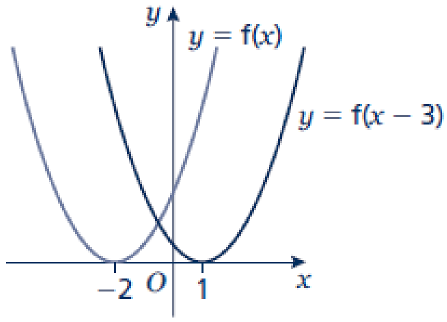


	For the function $y = f(x) + 2$ translate the function $y = f(x)$ 2 units up.

Example 2 The graph shows the function $y = \mathrm{f}(x)$.

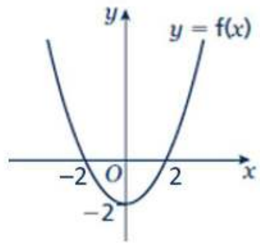
Sketch the graph of $y = \mathrm{f}(x - 3)$.



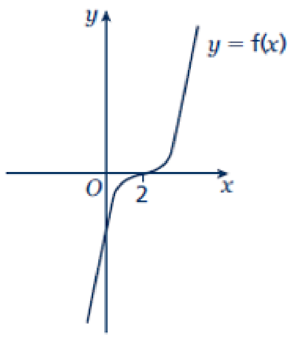
	For the function $y = \mathrm{f}(x - 3)$ translate the function $y = \mathrm{f}(x)$ 3 units right.

Practice

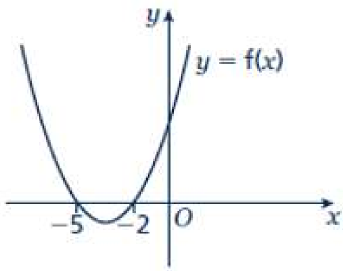
1 The graph shows the function $y = \mathrm{f}(x)$.
Copy the graph and on the same axes sketch and label the graphs of $y = \mathrm{f}(x) + 4$ and $y = \mathrm{f}(x + 2)$.



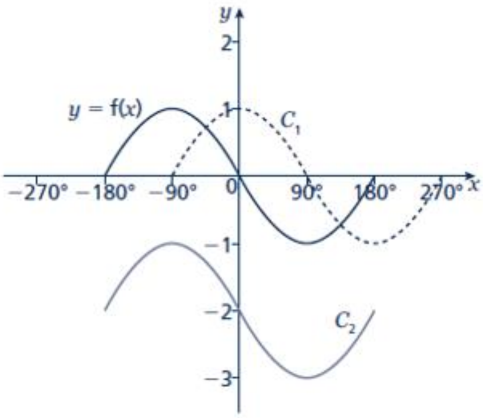
2 The graph shows the function $y = \mathrm{f}(x)$.
Copy the graph and on the same axes sketch and label the graphs of $y = \mathrm{f}(x + 3)$ and $y = \mathrm{f}(x) - 3$.



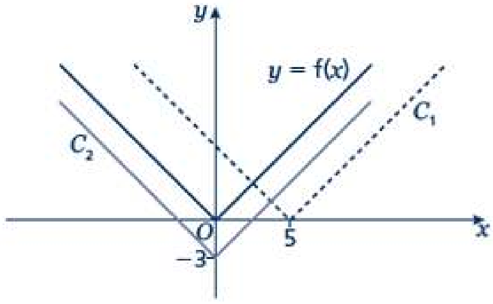
3 The graph shows the function $y = \mathrm{f}(x)$.
Copy the graph and on the same axes sketch the graph of $y = \mathrm{f}(x - 5)$.



4 The graph shows the function $y = f(x)$ and two transformations of $y = f(x)$, labelled C_1 and C_2. Write down the equations of the translated curves C_1 and C_2 in function form.



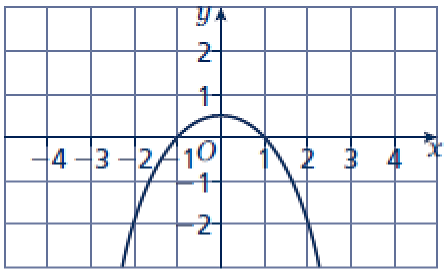
5 The graph shows the function $y = f(x)$ and two transformations of $y = f(x)$, labelled C_1 and C_2. Write down the equations of the translated curves C_1 and C_2 in function form.



6 The graph shows the function $y = f(x)$.

a Sketch the graph of $y = f(x) + 2$

b Sketch the graph of $y = f(x + 2)$

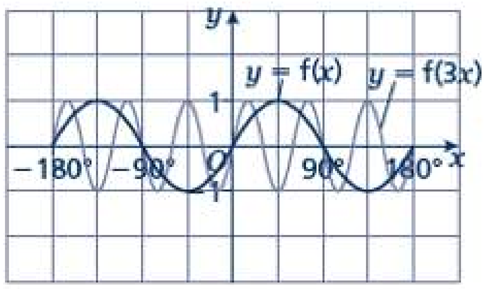


Stretching graphs

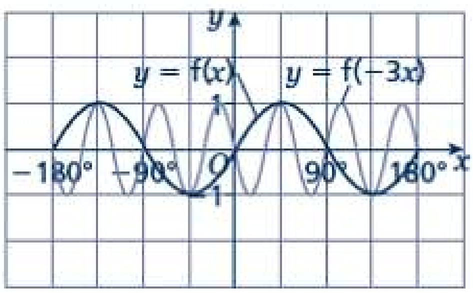
A LEVEL LINKS
Scheme of work: 1f. Transformations – transforming graphs – f(x) notation
Textbook: Pure Year 1, 4.6 Stretching graphs

Key points

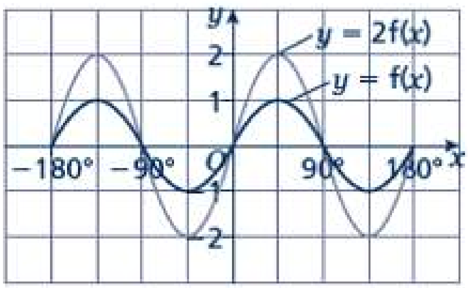
- The transformation $y = f(ax)$ is a horizontal stretch of $y = f(x)$ with scale factor $\frac{1}{a}$ parallel to the x-axis.



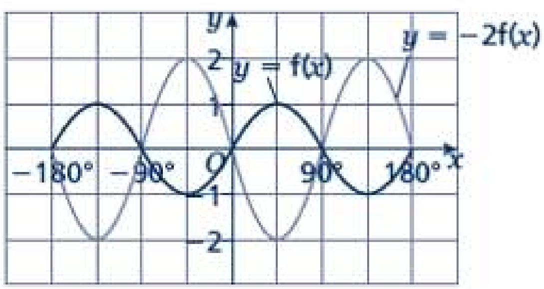
- The transformation $y = f(–ax)$ is a horizontal stretch of $y = f(x)$ with scale factor $\frac{1}{a}$ parallel to the x-axis and then a reflection in the y-axis.



- The transformation $y = af(x)$ is a vertical stretch of $y = f(x)$ with scale factor a parallel to the y-axis.



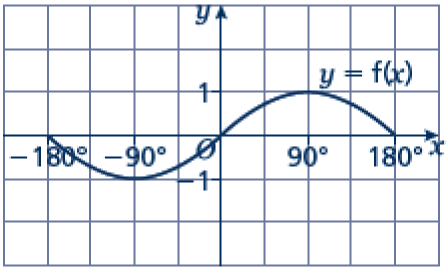
- The transformation $y = –af(x)$ is a vertical stretch of $y = f(x)$ with scale factor a parallel to the y-axis and then a reflection in the x-axis.

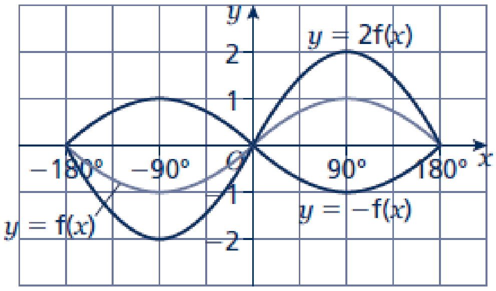


Examples

Example 3 The graph shows the function $y = f(x)$.

Sketch and label the graphs of $y = 2f(x)$ and $y = -f(x)$.



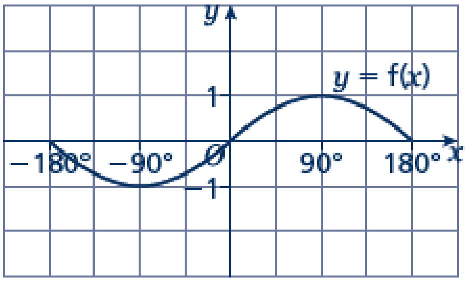


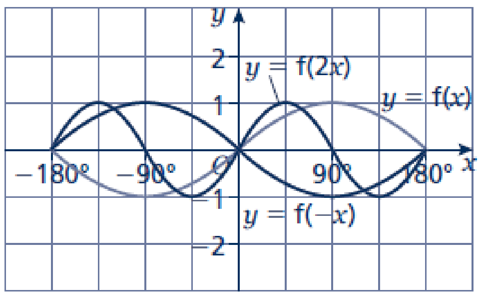
The function $y = 2f(x)$ is a vertical stretch of $y = f(x)$ with scale factor 2 parallel to the y-axis.

The function $y = -f(x)$ is a reflection of $y = f(x)$ in the x-axis.

Example 4 The graph shows the function $y = f(x)$.

Sketch and label the graphs of $y = f(2x)$ and $y = f(-x)$.





The function $y = f(2x)$ is a horizontal stretch of $y = f(x)$ with scale factor $\frac{1}{2}$ parallel to the x-axis.

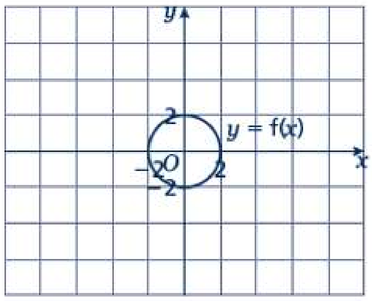
The function $y = f(-x)$ is a reflection of $y = f(x)$ in the y-axis.

Practice

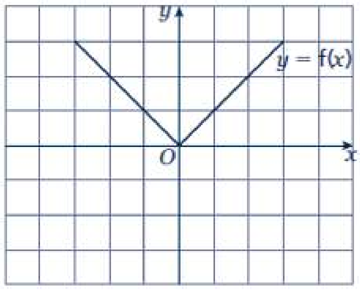
7 The graph shows the function $y = f(x)$.

a Copy the graph and on the same axes sketch and label the graph of $y = 3f(x)$.

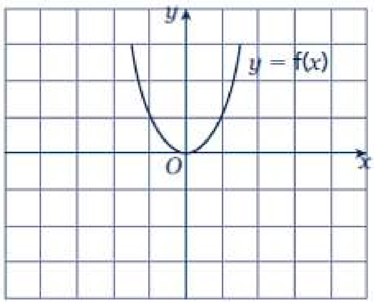
b Make another copy of the graph and on the same axes sketch and label the graph of $y = f(2x)$.



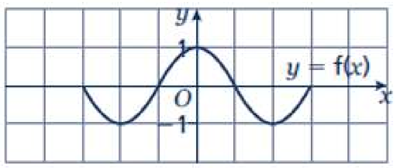
8 The graph shows the function $y = f(x)$. Copy the graph and on the same axes sketch and label the graphs of $y = -2f(x)$ and $y = f(3x)$.



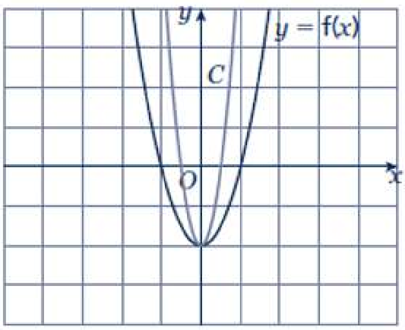
9 The graph shows the function $y = f(x)$. Copy the graph and, on the same axes, sketch and label the graphs of $y = -f(x)$ and $y = f\left(\frac{1}{2}x\right)$.



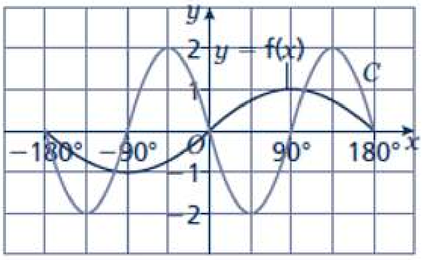
10 The graph shows the function $y = f(x)$. Copy the graph and, on the same axes, sketch the graph of $y = -f(2x)$.



11 The graph shows the function $y = f(x)$ and a transformation, labelled C. Write down the equation of the translated curve C in function form.



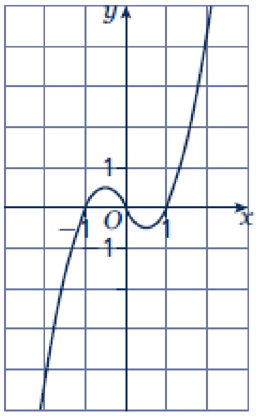
12 The graph shows the function $y = f(x)$ and a transformation labelled C.
Write down the equation of the translated curve C in function form.



13 The graph shows the function $y = f(x)$.

a Sketch the graph of $y = -f(x)$.

b Sketch the graph of $y = 2f(x)$.



Extend

14 **a** Sketch and label the graph of $y = f(x)$, where $f(x) = (x - 1)(x + 1)$.

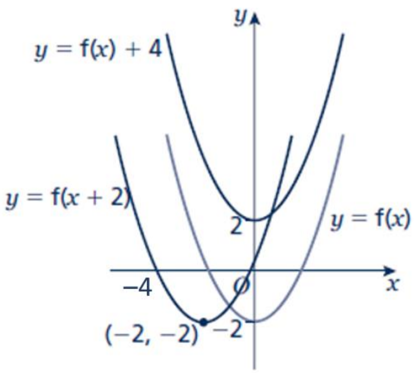
b On the same axes, sketch and label the graphs of $y = f(x) - 2$ and $y = f(x + 2)$.

15 **a** Sketch and label the graph of $y = f(x)$, where $f(x) = -(x + 1)(x - 2)$.

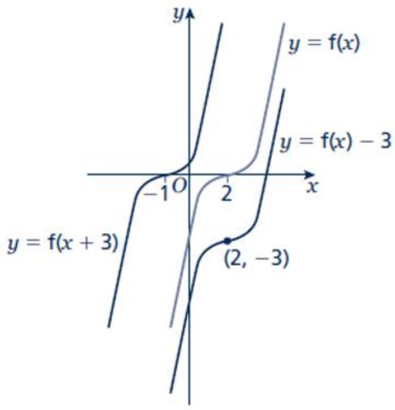
b On the same axes, sketch and label the graph of $y = f\left(-\frac{1}{2}x\right)$.

Answers

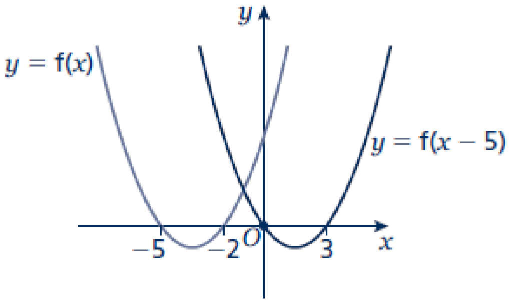
1



2



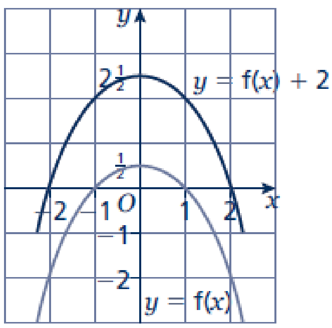
3



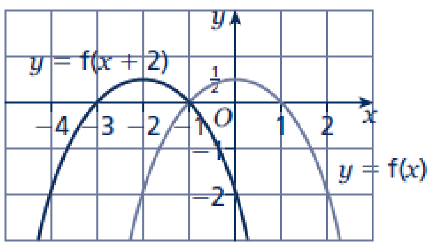
4 C_1: $y = \text{f}(x - 90°)$
C_2: $y = \text{f}(x) - 2$

5 C_1: $y = \text{f}(x - 5)$
C_2: $y = \text{f}(x) - 3$

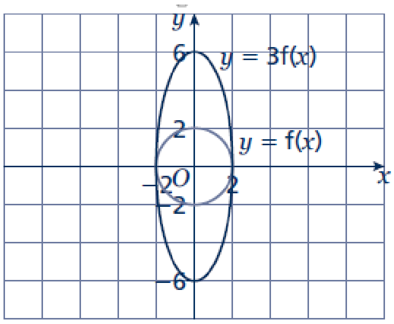
6 a



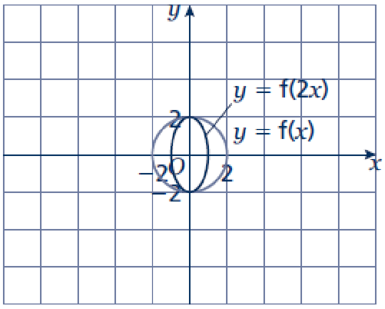
b



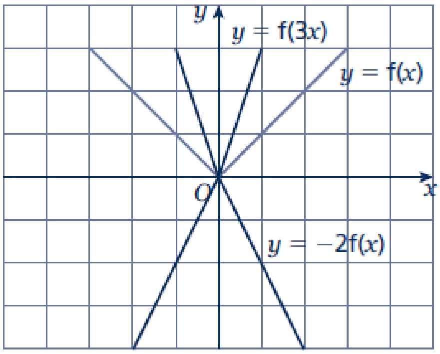
7 a



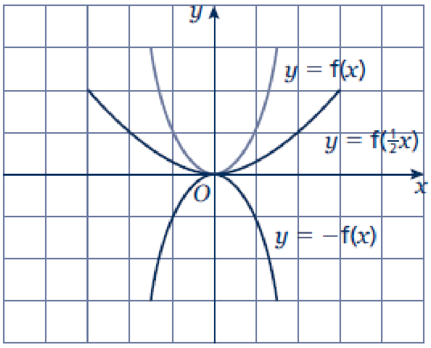
b



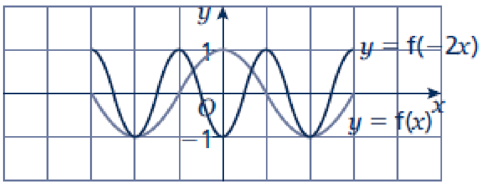
8



9



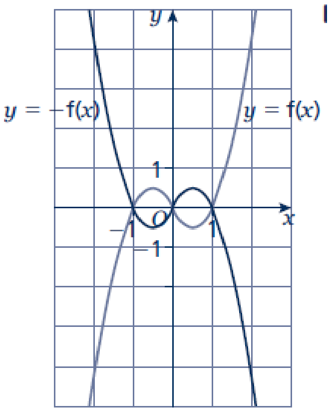
10



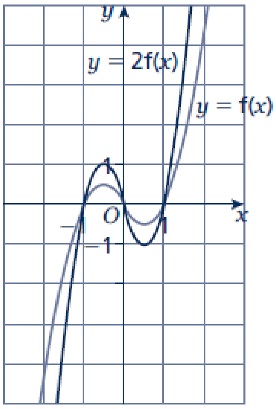
11 $y = \mathrm{f}(2x)$

12 $y = -2\mathrm{f}(2x)$ or $y = 2\mathrm{f}(-2x)$

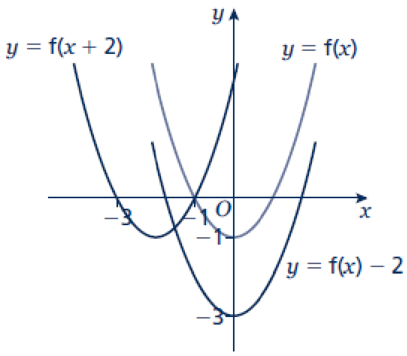
13 a



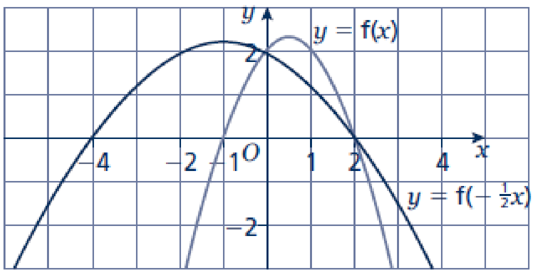
b



14



15



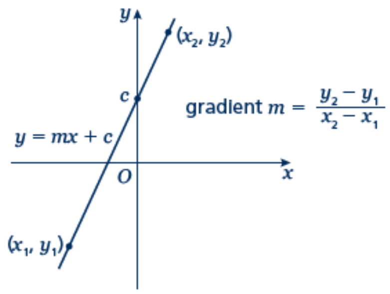
edexcel

Straight line graphs

A LEVEL LINKS
Scheme of work: 2a. Straight-line graphs, parallel/perpendicular, length and area problems

Key points

- A straight line has the equation $y = mx + c$, where m is the gradient and c is the y-intercept (where $x = 0$).
- The equation of a straight line can be written in the form $ax + by + c = 0$, where a, b and c are integers.
- When given the coordinates (x_1, y_1) and (x_2, y_2) of two points on a line the gradient is calculated using the formula $m = \dfrac{y_2 - y_1}{x_2 - x_1}$



Examples

Example 1 A straight line has gradient $-\frac{1}{2}$ and y-intercept 3.

Write the equation of the line in the form $ax + by + c = 0$.

$m = -\frac{1}{2}$ and $c = 3$ So $y = -\frac{1}{2}x + 3$ $\frac{1}{2}x + y - 3 = 0$ $x + 2y - 6 = 0$	**1** A straight line has equation $y = mx + c$. Substitute the gradient and y-intercept given in the question into this equation. **2** Rearrange the equation so all the terms are on one side and 0 is on the other side. **3** Multiply both sides by 2 to eliminate the denominator.

Example 2 Find the gradient and the y-intercept of the line with the equation $3y - 2x + 4 = 0$.

$3y - 2x + 4 = 0$ $3y = 2x - 4$ $y = \frac{2}{3}x - \frac{4}{3}$ Gradient $= m = \frac{2}{3}$ y-intercept $= c = -\frac{4}{3}$	**1** Make y the subject of the equation. **2** Divide all the terms by three to get the equation in the form $y = \ldots$ **3** In the form $y = mx + c$, the gradient is m and the y-intercept is c.

Pearson

Example 3 Find the equation of the line which passes through the point (5, 13) and has gradient 3.

$m = 3$ $y = 3x + c$	**1** Substitute the gradient given in the question into the equation of a straight line $y = mx + c$.
$13 = 3 \times 5 + c$	**2** Substitute the coordinates $x = 5$ and $y = 13$ into the equation.
$13 = 15 + c$ $c = -2$	**3** Simplify and solve the equation.
$y = 3x - 2$	**4** Substitute $c = -2$ into the equation $y = 3x + c$

Example 4 Find the equation of the line passing through the points with coordinates (2, 4) and (8, 7).

$x_1 = 2,\ x_2 = 8,\ y_1 = 4$ and $y_2 = 7$ $m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{7-4}{8-2} = \frac{3}{6} = \frac{1}{2}$	**1** Substitute the coordinates into the equation $m = \frac{y_2 - y_1}{x_2 - x_1}$ to work out the gradient of the line.
$y = \frac{1}{2}x + c$	**2** Substitute the gradient into the equation of a straight line $y = mx + c$.
$4 = \frac{1}{2} \times 2 + c$	**3** Substitute the coordinates of either point into the equation.
$c = 3$	**4** Simplify and solve the equation.
$y = \frac{1}{2}x + 3$	**5** Substitute $c = 3$ into the equation $y = \frac{1}{2}x + c$

Practice

1 Find the gradient and the y-intercept of the following equations.

a $y = 3x + 5$ **b** $y = -\frac{1}{2}x - 7$

c $2y = 4x - 3$ **d** $x + y = 5$

e $2x - 3y - 7 = 0$ **f** $5x + y - 4 = 0$

> **Hint**
> Rearrange the equations to the form $y = mx + c$

2 Copy and complete the table, giving the equation of the line in the form $y = mx + c$.

Gradient	y-intercept	Equation of the line
5	0	
–3	2	
4	–7	

3 Find, in the form $ax + by + c = 0$ where a, b and c are integers, an equation for each of the lines with the following gradients and y-intercepts.

a gradient $-\frac{1}{2}$, y-intercept –7

b gradient 2, y-intercept 0

c gradient $\frac{2}{3}$, y-intercept 4

d gradient –1.2, y-intercept –2

4 Write an equation for the line which passes though the point (2, 5) and has gradient 4.

5 Write an equation for the line which passes through the point (6, 3) and has gradient $-\frac{2}{3}$

6 Write an equation for the line passing through each of the following pairs of points.

a (4, 5), (10, 17)

b (0, 6), (–4, 8)

c (–1, –7), (5, 23)

d (3, 10), (4, 7)

Extend

7 The equation of a line is $2y + 3x - 6 = 0$.
Write as much information as possible about this line.

Answers

1 **a** $m = 3, c = 5$ **b** $m = -\frac{1}{2}, c = -7$

c $m = 2, c = -\frac{3}{2}$ **d** $m = -1, c = 5$

e $m = \frac{2}{3}, c = -\frac{7}{3}$ or $-2\frac{1}{3}$ **f** $m = -5, c = 4$

2

Gradient	*y*-intercept	Equation of the line
5	0	$y = 5x$
–3	2	$y = -3x + 2$
4	–7	$y = 4x - 7$

3 **a** $x + 2y + 14 = 0$ **b** $2x - y = 0$

c $2x - 3y + 12 = 0$ **d** $6x + 5y + 10 = 0$

4 $y = 4x - 3$

5 $y = -\frac{2}{3}x + 7$

6 **a** $y = 2x - 3$ **b** $y = -\frac{1}{2}x + 6$

c $y = 5x - 2$ **d** $y = -3x + 19$

7 $y = -\frac{3}{2}x + 3$, the gradient is $-\frac{3}{2}$ and the *y*-intercept is 3.

The line intercepts the axes at (0, 3) and (2, 0).

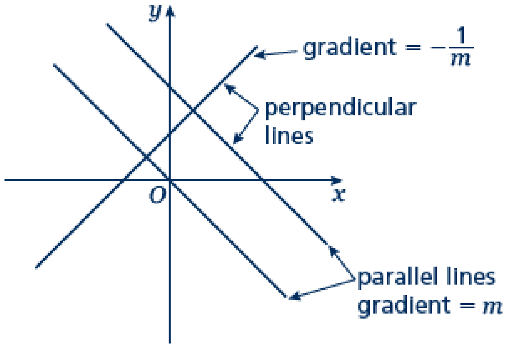
Students may sketch the line or give coordinates that lie on the line such as $\left(1, \frac{3}{2}\right)$ or $(4, -3)$.

Parallel and perpendicular lines

A LEVEL LINKS
Scheme of work: 2a. Straight-line graphs, parallel/perpendicular, length and area problems

Key points

- When lines are parallel they have the same gradient.
- A line perpendicular to the line with equation $y = mx + c$ has gradient $-\frac{1}{m}$.



Examples

Example 1 Find the equation of the line parallel to $y = 2x + 4$ which passes through the point (4, 9).

$y = 2x + 4$ $m = 2$ $y = 2x + c$	**1** As the lines are parallel they have the same gradient. **2** Substitute $m = 2$ into the equation of a straight line $y = mx + c$.
$9 = 2 \times 4 + c$	**3** Substitute the coordinates into the equation $y = 2x + c$
$9 = 8 + c$ $c = 1$	**4** Simplify and solve the equation.
$y = 2x + 1$	**5** Substitute $c = 1$ into the equation $y = 2x + c$

Example 2 Find the equation of the line perpendicular to $y = 2x - 3$ which passes through the point (−2, 5).

$y = 2x - 3$ $m = 2$ $-\frac{1}{m} = -\frac{1}{2}$	**1** As the lines are perpendicular, the gradient of the perpendicular line is $-\frac{1}{m}$.
$y = -\frac{1}{2}x + c$	**2** Substitute $m = -\frac{1}{2}$ into $y = mx + c$.
$5 = -\frac{1}{2} \times (-2) + c$	**3** Substitute the coordinates (–2, 5) into the equation $y = -\frac{1}{2}x + c$
$5 = 1 + c$ $c = 4$	**4** Simplify and solve the equation.
$y = -\frac{1}{2}x + 4$	**5** Substitute $c = 4$ into $y = -\frac{1}{2}x + c$.

Example 3 A line passes through the points (0, 5) and (9, −1).
Find the equation of the line which is perpendicular to the line and passes through its midpoint.

$x_1 = 0$, $x_2 = 9$, $y_1 = 5$ and $y_2 = -1$ $m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{-1-5}{9-0}$ $= \frac{-6}{9} = -\frac{2}{3}$	**1** Substitute the coordinates into the equation $m = \frac{y_2 - y_1}{x_2 - x_1}$ to work out the gradient of the line.
$-\frac{1}{m} = \frac{3}{2}$	**2** As the lines are perpendicular, the gradient of the perpendicular line is $-\frac{1}{m}$.
$y = \frac{3}{2}x + c$	**3** Substitute the gradient into the equation $y = mx + c$.
Midpoint = $\left(\frac{0+9}{2}, \frac{5+(-1)}{2}\right) = \left(\frac{9}{2}, 2\right)$	**4** Work out the coordinates of the midpoint of the line.
$2 = \frac{3}{2} \times \frac{9}{2} + c$	**5** Substitute the coordinates of the midpoint into the equation.
$c = -\frac{19}{4}$	**6** Simplify and solve the equation.
$y = \frac{3}{2}x - \frac{19}{4}$	**7** Substitute $c = -\frac{19}{4}$ into the equation $y = \frac{3}{2}x + c$.

Practice

1 Find the equation of the line parallel to each of the given lines and which passes through each of the given points.

a $y = 3x + 1$ (3, 2)
b $y = 3 - 2x$ (1, 3)
c $2x + 4y + 3 = 0$ (6, –3)
d $2y - 3x + 2 = 0$ (8, 20)

2 Find the equation of the line perpendicular to $y = \frac{1}{2}x - 3$ which passes through the point (–5, 3).

Hint
If $m = \frac{a}{b}$ then the negative reciprocal $-\frac{1}{m} = -\frac{b}{a}$

3 Find the equation of the line perpendicular to each of the given lines and which passes through each of the given points.

a $y = 2x - 6$ (4, 0)
b $y = -\frac{1}{3}x + \frac{1}{2}$ (2, 13)
c $x - 4y - 4 = 0$ (5, 15)
d $5y + 2x - 5 = 0$ (6, 7)

4 In each case find an equation for the line passing through the origin which is also perpendicular to the line joining the two points given.

a (4, 3), (–2, –9) **b** (0, 3), (–10, 8)

Extend

5 Work out whether these pairs of lines are parallel, perpendicular or neither.

a $y = 2x + 3$
$y = 2x - 7$

b $y = 3x$
$2x + y - 3 = 0$

c $y = 4x - 3$
$4y + x = 2$

d $3x - y + 5 = 0$
$x + 3y = 1$

e $2x + 5y - 1 = 0$
$y = 2x + 7$

f $2x - y = 6$
$6x - 3y + 3 = 0$

6 The straight line $\mathbf{L_1}$ passes through the points *A* and *B* with coordinates (–4, 4) and (2, 1), respectively.

a Find the equation of $\mathbf{L_1}$ in the form $ax + by + c = 0$

The line $\mathbf{L_2}$ is parallel to the line $\mathbf{L_1}$ and passes through the point *C* with coordinates (–8, 3).

b Find the equation of $\mathbf{L_2}$ in the form $ax + by + c = 0$

The line $\mathbf{L_3}$ is perpendicular to the line $\mathbf{L_1}$ and passes through the origin.

c Find an equation of $\mathbf{L_3}$

Answers

1 **a** $y = 3x - 7$ **b** $y = -2x + 5$

c $y = -\frac{1}{2}x$ **d** $y = \frac{3}{2}x + 8$

2 $y = -2x - 7$

3 **a** $y = -\frac{1}{2}x + 2$ **b** $y = 3x + 7$

c $y = -4x + 35$ **d** $y = \frac{5}{2}x - 8$

4 **a** $y = -\frac{1}{2}x$ **b** $y = 2x$

5 **a** Parallel **b** Neither **c** Perpendicular

d Perpendicular **e** Neither **f** Parallel

6 **a** $x + 2y - 4 = 0$ **b** $x + 2y + 2 = 0$ **c** $y = 2x$

Rearranging equations

A LEVEL LINKS
Scheme of work: 6a. Definition, differentiating polynomials, second derivatives
Textbook: Pure Year 1, 12.1 Gradients of curves

Key points

- To change the subject of a formula, get the terms containing the subject on one side and everything else on the other side.
- You may need to factorise the terms containing the new subject.

Examples

Example 1 Make t the subject of the formula $v = u + at$.

$v = u + at$ $v - u = at$	**1** Get the terms containing t on one side and everything else on the other side.
$t = \frac{v-u}{a}$	**2** Divide throughout by a.

Example 2 Make t the subject of the formula $r = 2t - \pi t$.

$r = 2t - \pi t$	**1** All the terms containing t are already on one side and everything else is on the other side.
$r = t(2 - \pi)$	**2** Factorise as t is a common factor.
$t = \frac{r}{2-\pi}$	**3** Divide throughout by $2 - \pi$.

Example 3 Make t the subject of the formula $\frac{t+r}{5} = \frac{3t}{2}$.

$\frac{t+r}{5} = \frac{3t}{2}$ $2t + 2r = 15t$	**1** Remove the fractions first by multiplying throughout by 10.
$2r = 13t$	**2** Get the terms containing t on one side and everything else on the other side and simplify.
$t = \frac{2r}{13}$	**3** Divide throughout by 13.

Example 4 Make t the subject of the formula $r = \dfrac{3t+5}{t-1}$.

$r = \dfrac{3t+5}{t-1}$	**1** Remove the fraction first by multiplying throughout by $t - 1$.
$r(t - 1) = 3t + 5$	**2** Expand the brackets.
$rt - r = 3t + 5$	**3** Get the terms containing t on one side and everything else on the other side.
$rt - 3t = 5 + r$	
$t(r - 3) = 5 + r$	**4** Factorise the LHS as t is a common factor.
$t = \dfrac{5+r}{r-3}$	**5** Divide throughout by $r - 3$.

Practice

Change the subject of each formula to the letter given in the brackets.

1 $C = \pi d$ [d]

2 $P = 2l + 2w$ [w]

3 $D = \dfrac{S}{T}$ [T]

4 $p = \dfrac{q-r}{t}$ [t]

5 $u = at - \dfrac{1}{2}t$ [t]

6 $V = ax + 4x$ [x]

7 $\dfrac{y-7x}{2} = \dfrac{7-2y}{3}$ [y]

8 $x = \dfrac{2a-1}{3-a}$ [a]

9 $x = \dfrac{b-c}{d}$ [d]

10 $h = \dfrac{7g-9}{2+g}$ [g]

11 $e(9 + x) = 2e + 1$ [e]

12 $y = \dfrac{2x+3}{4-x}$ [x]

13 Make r the subject of the following formulae.

a $A = \pi r^2$ **b** $V = \dfrac{4}{3}\pi r^3$ **c** $P = \pi r + 2r$ **d** $V = \dfrac{2}{3}\pi r^2 h$

14 Make x the subject of the following formulae.

a $\dfrac{xy}{z} = \dfrac{ab}{cd}$ **b** $\dfrac{4\pi cx}{d} = \dfrac{3z}{py^2}$

15 Make sin B the subject of the formula $\dfrac{a}{\sin A} = \dfrac{b}{\sin B}$

16 Make cos B the subject of the formula $b^2 = a^2 + c^2 - 2ac\cos B$.

Extend

17 Make x the subject of the following equations.

a $\dfrac{p}{q}(sx+t) = x - 1$ **b** $\dfrac{p}{q}(ax+2y) = \dfrac{3p}{q^2}(x-y)$

Answers

1 $d = \frac{C}{\pi}$

2 $w = \frac{P - 2l}{2}$

3 $T = \frac{S}{D}$

4 $t = \frac{q - r}{p}$

5 $t = \frac{2u}{2a - 1}$

6 $x = \frac{V}{a + 4}$

7 $y = 2 + 3x$

8 $a = \frac{3x + 1}{x + 2}$

9 $d = \frac{b - c}{x}$

10 $g = \frac{2h + 9}{7 - h}$

11 $e = \frac{1}{x + 7}$

12 $x = \frac{4y - 3}{2 + y}$

13 **a** $r = \sqrt{\frac{A}{\pi}}$ **b** $r = \sqrt[3]{\frac{3V}{4\pi}}$

c $r = \frac{P}{\pi + 2}$ **d** $r = \sqrt{\frac{3V}{2\pi h}}$

14 **a** $x = \frac{abz}{cdy}$ **b** $x = \frac{3dz}{4\pi cpy^2}$

15 $\sin B = \frac{b \sin A}{a}$

16 $\cos B = \frac{a^2 + c^2 - b^2}{2ac}$

17 **a** $x = \frac{q + pt}{q - ps}$ **b** $x = \frac{3py + 2pqy}{3p - apq} = \frac{y(3 + 2q)}{3 - aq}$

Year 12 Induction A level Maths Overview Task

Instructions

- Answer **all** questions.

Information

- The total mark for this paper is 48.
- The marks for each question are shown in brackets
  -*use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

YEAR 12 INDUCTION OVERVIEW TASK – TO BE EMAILED TO MR THROWER BY FRIDAY 10TH JULY

WRITE YOUR SOLUTIONS ON A SEPARATE PIECE OF PAPER NOT ON THE QUESTION PAPER

1 Simplify these expressions.

a $\frac{x^6 \times x^2}{x^5}$ **(1 mark)**

b $(3x^4)^2$ **(1 mark)**

c $\frac{4x^{\frac{1}{3}}}{(16x^{-3})^{\frac{3}{4}}}$ **(3 marks)**

2 Solve $2x^3 \times 3x^2 = 6144$ **(2 marks)**

3 Find the value of *x*.

$x^{-\frac{2}{3}} = \frac{1}{25}$ **(2 marks)**

4 **a** Write $\sqrt{448}$ in the form $a\sqrt{7}$, where *a* is an integer. **(1 mark)**

b Expand and simplify $(3-\sqrt{5})(2+3\sqrt{5})$. **(2 marks)**

c Simplify $\frac{4-2\sqrt{3}}{5+\sqrt{3}}$ giving your answer in the form $a+b\sqrt{c}$, where *a*, *b* and *c* are rational numbers. **(3 marks)**

5 The area of a triangle is given as $(16+4\sqrt{5})$ cm^2.

The base of the triangle is $(7-\sqrt{5})$ cm, and the perpendicular height is $(p+q\sqrt{5})$ cm.

Find the values of *p* and *q*. **(4 marks)**

6 Expand and simplify these expressions.

a $4(2x+3y)$ **(1 mark)**

b $(3x-1)(4x+3)$ **(2 marks)**

c $(x+1)^2(x-3)$ **(3 marks)**

7 Fully factorise these expressions.

a $3x-12xy$ **(1 mark)**

b x^2-5x+6 **(1 mark)**

8 Solve these equations.

a $2x + 15 = 7$ **(1 mark)**

b $x^2 - 11x + 10 = 0$ **(2 marks)**

c $3x^2 - 7x + 3 = 0$ **(2 marks)**

9 Solve these pairs of simultaneous equations.

a $3x + y = 2$ **(3 marks)**

$4x - y = -9$

b $y = 4x + 3$ **(3 marks)**

$2y = 2x + 3$

c $x - y = 1$ **(4 marks)**

$x^2 + y^2 = 13$

10 Solve these inequalities.

a $3x + 5 \leqslant 12$ **(1 mark)**

b $4x - 3 > 9x - 7$ **(2 marks)**

c $x^2 + x - 56 \leqslant 0$ **(2 marks)**

11 The function f is defined as $f(x) = x^2 - 7$

Find the value of $f(-3)$. **(1 mark)**

Year 12 Induction - A level Further Maths Overview Task

Instructions

- Answer **all** questions.

Information

- The total mark for this paper is 48.
- The marks for each question are shown in brackets
  -use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

YEAR 12 INDUCTION FURTHER MATHS OVERVIEW TASK – TO BE EMAILED TO MR THROWER BY FRIDAY 10TH JULY

WRITE YOUR SOLUTIONS ON SEAPARATE PIECE OF PAPER NOT ON THE QUESTION PAPER

1 Simplify these expressions as far as possible.

a $\dfrac{x^2-3x-10}{x^2+4x+4}$ **(3 marks)**

b $\dfrac{x^2-36}{x^2+x-12} \div \dfrac{x^2-4x-12}{x^2-9}$ **(4 marks)**

2 The line l is a tangent to the circle $x^2+y^2=13$ at the point $P(3, 2)$.

The tangent intersects the y-axis at point A. Find the area of the triangle OPA. **(5 marks)**

3 Expand and simplify $\left(2\sqrt{p}-3\sqrt{q}\right)\left(2\sqrt{p}+\sqrt{q}\right)$ **(3 marks)**

4 **a** Write $3x^2-9x+5$ in the form $a(x+b)^2+c$ **(3 marks)**

b Hence, or otherwise, write down the coordinates of the turning point of the graph of $y=3x^2-9x+5$. **(1 mark)**

5 Prove algebraically that the sum of the squares of two consecutive **odd** integers is always an even number. **(4 marks)**

6 The functions g and f are defined as $\mathrm{g}(x)=\dfrac{3x}{3+x}$ and $\mathrm{f}(x)=2x-5$

Given that $x \neq -3$, find the value(s) of x such that $\mathrm{g}(x)=\mathrm{f}(x)$, giving your answer(s) to 2 decimal places. **(6 marks)**

7 The line l_1 has equation $y=-\frac{1}{4}x+5$ and intersects the x- and y-axes at points A and B respectively.

a Find the exact length of the line segment AB. **(3 marks)**

b Find the equation of the line l_2 perpendicular to l_1 which passes through the point $P(1, -3)$.

The line l_2 intersects l_1 at the point C. **(2 marks)**

c Find the midpoint of the line segment AC. **(4 marks)**

8 A triangle ABC has side lengths $AB = 12$ cm, $BC = 7$ cm and $AC = 9$ cm.

a Find the size of the largest angle, giving your answer to 2 decimal places. **(3 marks)**

b Find the area of the triangle, giving your answer to 2 decimal places. **(2 marks)**

9 **a** Sketch the graph of $y = \sin x$ for $0 \leqslant x \leqslant 540°$, showing the points where the graph cuts the axes. **(2 marks)**

b Hence find the exact values of x in the interval $0 \leqslant x \leqslant 540°$ for which

$\sin x = \frac{1}{\sqrt{2}}$ **(3 marks)**