



The diagram shows a triangular piece of land  $PQR$  in which angle  $PQR = 90^\circ$ ,  $PQ = 8\text{ m}$  and  $QR = 12\text{ m}$ . A rectangle  $QUVW$  is to be used as the base of a greenhouse, where  $U$ ,  $V$  and  $W$  lie on  $QR$ ,  $RP$  and  $PQ$  respectively,  $QU = x\text{ m}$  and  $QW = y\text{ m}$ .

(i) Show that  $y = 8 - \frac{2x}{3}$ . [2]

(ii) Express the area,  $A\text{ m}^2$ , of the base of the greenhouse in terms of  $x$ . [1]

(iii) Given that  $x$  can vary, find the maximum value of  $A$ . [3]

**Solution:**

2. (i)  $\triangle PHV$  is similar to  $\triangle PQR$ .

$$\frac{PW}{PQ} = \frac{WV}{QR}$$

$$\frac{8-y}{8} = \frac{x}{12}$$

$$8-y = \frac{8x}{12}$$

$$8-y = \frac{2x}{3}$$

$$y = 8 - \frac{2x}{3} \text{ (shown)}$$

Use similar  $\Delta$   
concept to  
solve part (i)

(ii)  $A = xy$

$$= x \left( 8 - \frac{2x}{3} \right)$$

$$= 8x - \frac{2x^2}{3}$$

(iii)  $\frac{dA}{dx} = 8 - \frac{4x}{3}$

$$\frac{dA}{dx} = 0$$

$$8 - \frac{4x}{3} = 0$$

$$\frac{4x}{3} = 8$$

$$4x = 24$$

$$x = 6$$

$$\frac{d^2A}{dx^2} = -\frac{4}{3} < 0$$

$\therefore A$  is maximum at  $x = 6$ .

When  $x = 6$ ,

$$A = 8(6) - \frac{2(6)^2}{3}$$

$$= 48 - 24$$

$$= 24\text{ m}^2$$

To find the  
maximum value of  $A$ .  
find  $\frac{dA}{dx} = 0$ .  
Then substitute  
value of  $x$  into  
 $A$ .

# Gce O Level Mathematics Paper 2 2012 Answers

**Ben Woolley**



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*British Affairs* , 1957

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Tetteh, 2010-03-22 *The administration of examinations for 15-19 year olds in England* Great Britain: Parliament: House of Commons: Education Committee, 2012-07-03 Additional written evidence is contained in Volume 3 available on the Committee website at [www.parliament.uk/educom](http://www.parliament.uk/educom) *Examinations* John C. Mathews, 2021-11-29 First Published in 1985 Examinations presents a balanced overview and commentary on all the main aspects of public examinations The key themes are examinations and their context historical political social and educational functions of examination how they work equity and fairness of the process and future of public examinations Recurring issues in the book are the tension between the need for common national standards and the need for diverse individuality and the conflict between competitive functions of examinations as instruments of selection and their descriptive function as reports on standards of performance The author argues that the main aspects of examinations are not given a prominent place in the training of teachers though public examinations have widespread impact on society This book will be an essential read for scholars and researchers of

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