GCE O'LEVEL MATHS

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MENDAKI

MATHEMATICS GCE O' Level
EXAMINATION GUIDANCE

Paper	Duration	Description	Marks	Weighting
Paper 1	2 hours	There will be about 23 short answer questions testing basic concepts and skills and computation. Candidates are to answer ALL questions.	80	50%
Paper 2	2 ½ hours	There will be about 10 to 12 questions of varying marks ranging from short to higher order thinking skills. Candidates are to answer ALL questions.	100	50%

NOTES:

1. Omission of essential working will result in loss of marks.
2. Some questions may integrate ideas from more than one topic of the syllabus where applicable.
3. Mathematical formulae will not be given/tested for candidates.
4. Scientific calculators are allowed in both Paper 1 and Paper 2.
5. Candidates should also have geometrical instruments with them for Paper 1 and Paper 2.
6. Unless stated otherwise within a question, three-figure accuracy will be required for values such as lengths, angles and areas. Where answers are to be given correct to a specified number of decimal places or significant figures, this will be stated in the question. Premature approximation will be penalised, where appropriate. Angles in degrees should be given to one decimal place.
7. "If" units will be assumed in questions involving money and measure. Both the 12-hour and 24-hour clock may be used for quoting times of day. So the 24h time of 0130 is equivalent to 1.30 a.m. and 1320 is equivalent to 1.20 p.m. Similarly, 5.15 a.m. will be denoted by 0515, 2.15 p.m. by 1515, noon by 1200 and midnight by 2400.
8. Candidates are expected to be familiar with the metric notation for the measurement of length, area, mass, speed and time. For example, 3.5 m/s is $\frac{3.5}{60}$ km/min or 3.5 m grams per cubic centimetre.
9. Unless specified otherwise, the answer(s) is/are to be given in terms of π, or to π or $\pi = 3.142$ should be used.
10. Answers will be provided on the question paper of Paper 1 for rewriting and answers.

Mathematical Formulae

Compound Interest:

Total amount $= P\left(1+\frac{r}{100}\right)^n$

Mensuration:

Curved surface area of a cone $= \pi rl$

Surface area of a sphere $= 4\pi r^2$

Volume of a cone $= \frac{1}{3}\pi r^2 h$

Volume of a sphere $= \frac{4}{3}\pi r^3$

Area of triangle ABC $= \frac{1}{2}ab\sin C$

Arc length $= r\theta$, where θ is in radians

Sector area $= \frac{1}{2}r^2\theta$, where θ is in radians

Trigonometry:

$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

$a^2 = b^2 + c^2 - 2bc\cos A$

Statistics:

Mean $= \frac{\sum fx}{\sum f}$

Standard deviation $= \sqrt{\frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2}$

Sample 'O' Level Maths Questions And Tips

Vectors

(A1) The coordinates of point A in (3, 4) and point B in (12, 10).
If point P lies on the line AB such that $\overrightarrow{AP} = \frac{2}{3}\overrightarrow{AB}$.

(1) Express $\overrightarrow{AP}$ as a column vector.
(2) Find $|\overrightarrow{AP}|$.
(3) Find the coordinates of P.

(B)

OABC is a parallelogram and M is the midpoint of BC.
OC is produced to N so that ON = 1.25 OM and is meet AB at N.
Given that $\overrightarrow{OA} = a$ and $\overrightarrow{OB} = b$, express the following vectors in terms of a and b.

(1) $\overrightarrow{OM}$
(2) $\overrightarrow{ON}$
(3) Given that $\overrightarrow{AN} = \frac{1}{4}\overrightarrow{AB}$, find the numerical value of

(a) $\frac{\text{area of } \triangle ABN}{\text{area of } \triangle ABO}$.
(b) $\frac{\text{area of trapezium } OABN}{\text{area of } \triangle BOM}$.

Topic	Worked Solutions	Tips	Common Mistakes
Vectors	$\overrightarrow{AB} = \begin{pmatrix}12\\10\end{pmatrix} - \begin{pmatrix}3\\4\end{pmatrix}$ $= \begin{pmatrix}9\\6\end{pmatrix}$ $\overrightarrow{AP} = \frac{2}{3}\begin{pmatrix}9\\6\end{pmatrix}$ $= \begin{pmatrix}6\\4\end{pmatrix}$	- It is good to begin with the origin, O, as it is usually easier to work with. Subsequently, start from point A, as it is the given point. Also, it is usually more convenient to express your answer in column vector form.	Here, students may not write down the negative sign but also swap the positions of the numbers.
Vectors	$\lvert\overrightarrow{AP}\rvert = \sqrt{6^2+4^2}$ $= 7.21$ (3sf)	No choice. The answer is given in surd form, so we have to use Pythagoras' Theorem to find the actual value in decimal.	$\sqrt{a^2+b^2} \neq a+b$. Students are confused with the formula of finding the length of the two points.
Vectors	$\overrightarrow{OP} = \overrightarrow{OA} + \overrightarrow{AP}$ $= \overrightarrow{OA} + \frac{2}{3}\overrightarrow{AB}$ $= \begin{pmatrix}3\\4\end{pmatrix} + \frac{2}{3}\begin{pmatrix}9\\6\end{pmatrix}$ $= \begin{pmatrix}9\\8\end{pmatrix}$ Coordinate of P is (9, 8)	Name as Vectors.	Some students would leave the answer as $\begin{pmatrix}9\\8\end{pmatrix}$. There will lose marks as the question is asking for coordinates and vector form. In other words, the answer should be (a, b) form.
Vectors	$\overrightarrow{OM} = \overrightarrow{OB} + \overrightarrow{BM}$ $= \overrightarrow{OB} + \frac{1}{2}\overrightarrow{BC}$	Name as Vectors.	None
Vectors	$\overrightarrow{ON} = \overrightarrow{OA} + \overrightarrow{AN}$ $= \overrightarrow{OA} + \frac{1}{4}\overrightarrow{AB}$ $= a + \frac{1}{4}(-a+b)$ $= \frac{3}{4}a + \frac{1}{4}b$	Take note of the direction of $\overrightarrow{AB}$. It is in the direction of $\overrightarrow{OB}$ but in other words, you are required to change the signs.	Some students do not change the sign for $\overrightarrow{AB}$ in their working.
Vectors	$\overrightarrow{OM} = \frac{1}{2}\overrightarrow{OB}$ $= \frac{1}{2}b$	Take note that $\overrightarrow{BC}$ is parallel to $\overrightarrow{AO}$, hence it is a multiple. Also, $\overrightarrow{OA}$ is in the same direction as $\overrightarrow{AO}$, hence suggests an $-ve$ sign.	Some as (9(a)). Students do not change the sign for $\overrightarrow{BC}$.

Topic	Worked Solutions	Tips	Common Mistakes
Vectors	$\frac{\text{area of } \triangle AMN}{\text{area of } \triangle ABO} = \frac{\frac{1}{2}\times AN\times AM\times\sin\angle A}{\frac{1}{2}\times AB\times AO\times\sin\angle A}$ $= \frac{\frac{1}{2}\times\frac{1}{4}AB\times\frac{1}{2}AO\times\sin\angle A}{\frac{1}{2}\times AB\times AO\times\sin\angle A}$ $= \frac{1}{8}$	Compare the two triangles which are obviously one common angle (perpendicular height). Observe that all are within the length of these lengths.	Students need to understand the height concept, as they come in varying orders of the triangle.
Vectors	$\frac{\text{area of trapezium } OABN}{\text{area of } \triangle BOM}$ $= \frac{\frac{1}{2}\times(OM+AN)\times h}{\frac{1}{2}\times BM\times h}$ $= \frac{\frac{1}{2}+\frac{1}{4}}{\frac{1}{2}}$ $= \frac{3}{2}$	Observe that OABN is a trapezium and there are many triangles. OAB, OBM and ABM. Also, connection was that, ultimately, the common perpendicular height.	Students cannot see the relationship of triangle BMB and the quantities, where involving in finding the questions needs.

Algebra

(A1) Express as a single fraction in its simplest form

$$\frac{1}{x-2} - \frac{3}{2+5x-3x^2}$$

(B) It is given that $y = 2\sqrt{\frac{3-x}{x}}$.

Express x in terms of y, a and b.

(C) Solve $x^2 - 3x = 18$.

(D) Simplify $\frac{4-p^2}{5p+6}$.

Topic	Worked Solutions	Tips	Common Mistakes
(a)	$\frac{1}{x-2} - \frac{3}{2+5x-3x^2}$ $= \frac{1}{x-2} - \frac{3}{2+6x-x-3x^2}$ $= \frac{1}{x-2} - \frac{3}{(2+6x)-(x+3x^2)}$ $= \frac{1}{x-2} - \frac{3}{2(1+3x)-x(1+3x)}$ $= \frac{1}{x-2} - \frac{3}{(2-x)(1+3x)}$ $= \frac{(2-x)(1+3x)-3(x-2)}{(x-2)(2-x)(1+3x)}$ or $\frac{3x}{(x-2)(x+3x-2)}$	No choice. Common mistakes are: Incorrect factorisation, (in fact/method). Other mistakes are: Incorrect factorisation, (in fact/method). Other mistakes are: Incorrect factorisation, (in fact/method).	Students are not able to factorise the cubic expression.
(b)	$y = 2\sqrt{\frac{3-x}{x}}$ $\frac{y}{2} = \sqrt{\frac{3-x}{x}}$ $\frac{y^2}{4} = \frac{3-x}{x}$ $\frac{y^2}{4x} = \frac{3}{x} - \frac{x}{x}$ $\frac{y^2}{4x} = 3 - 1$ $x = 3 - \frac{y^2}{4}\left(\text{or } \frac{12-y^2}{4}\right)$	"Wrong over to the other side" of the equation" for various, "without zeros" from the subject. In this case, you will see that it is the term that is "without zeros" from x, without the $\sqrt{\ }$, and lastly 2.	"Students are not able to factorise the cubic expression".
(c)	$(3x-2)^2 = 56$ $3x-2 = \pm\sqrt{56}$ $3x-2 = 8$ or -8 $x = 2$ or $-\frac{2}{3}$	There are two ways of solving this question. One way is through completing the square. The other way is by using the method shown in the left.	"Students often state the positive square rooted" answer only, leaving out the negative value.
(d)	$\frac{4-p^2}{5p+6}$ $= \frac{(2+p)(2-p)}{5p+2x}$ $= \frac{-(2+p)(p-2)}{5p+2x}$ $= \frac{-(2+p)}{x} = \left(\frac{-2-p}{x}\right)$	Always try to see whether the denominator and the denominator can be factorised. Most of the time, they can be factorised.	$4 - p^2 \neq$ factorised wrongly to become $(2-p)(2-p)$.

Trigonometry

In the diagram, P, Q, R and S are four markers on a horizontal field. Given that PQ = 40m, PR = 91m, $\angle RPS = 90°$, $\angle QPR = 74°$, $\angle PRQ = 90°$ and S is due west of P.

(A1) Calculate:
(1) the bearing of P from R,
(2) the bearing of P from Q,
(3) PQ,
(4) PS,
(5) the shortest distance from Q to PR.

(B) A vertical pole of height 7.2m is planted at S. A man walks along the path PR. Find the angle of elevation of the top of the pole when the man reaches any point along the path.

Topic	Worked Solutions	Tips	Common Mistakes
Vectors	$\overrightarrow{PR} = \begin{pmatrix}91\\0\end{pmatrix} - \begin{pmatrix}0\\0\end{pmatrix}$ $= \begin{pmatrix}91\\0\end{pmatrix}$ Obviously, $\overrightarrow{PR}$ is not parallel to $\overrightarrow{QS}$. Therefore, lines PR and QS are not parallel.	Take note of the direction of $\overrightarrow{AB}$ and $\overrightarrow{BA}$. Hence, having most always the on it aligns.	None
Vectors	$\overrightarrow{RPQ} = 90° - 74°$ $= 52°$ Angle from North to line PQ $= 360° - 52° - 90° = 180°$ $= 218°$ Bearing of P from Q $= 180° + (180° - 218°)$ $= 318°$	Given that P is due west of Q. This will see that they are parallel and this will help you in solving the question.	None
Vectors	$\frac{PQ}{PR} = \tan 28°$ $\frac{PQ}{91} = \tan 28°$ $PQ = 91\tan 28°$ $= 48.5$m	Use the trigonometric ratios for right-angled triangle.	No cross multiplications, wrong use of tan ratio, etc. $\frac{PQ}{PR} = \frac{\tan 28°}{1}$
Vectors	$\frac{RS}{PR} = \tan\theta$ $\frac{7.2}{PR} = \tan 28°$ $PR = 13.5$m	Use some as questions 5 for equivalent ratios.	Some students do not change the sign for $\overrightarrow{BC}$.
Vectors	$\frac{RS}{PR} = \tan\theta$ $\frac{7.2}{91} = \tan\theta$ $\theta = 4.52°$	Use some as questions 5 for equivalent ratios.	Some students do not change the sign for $\overrightarrow{BC}$.

Trigonometry

Topic	Worked Solutions	Tips	Common Mistakes
Vectors	$\overrightarrow{OA} = \begin{pmatrix}0\\7.2\end{pmatrix}$ $\overrightarrow{OB} = \begin{pmatrix}91\\0\end{pmatrix}$ $\overrightarrow{AB} = \begin{pmatrix}91\\-7.2\end{pmatrix}$ $\lvert\overrightarrow{AB}\rvert = \sqrt{91^2+(-7.2)^2}$ $= 91.3$m	Use some as questions 5 for equivalent ratios.	Some students do not change the sign for $\overrightarrow{BC}$.

Algebra

(A1) Solve the equation $\frac{x}{3} - \frac{x-2}{4} = 1$.

(B) Solve the simultaneous equations
$$x + 2y = 5$$
$$x^2 + 3xy + y^2 = 11$$

(C) Solve the equation $\frac{1}{x-1} + \frac{2}{x+3} = 1$.

(D) Solve the equation $\frac{x}{x+1} = \frac{x+2}{x-3}$.

Topic	Worked Solutions	Tips	Common Mistakes
Algebra	$\frac{x}{3} - \frac{x-2}{4} = 1$ $\frac{4x}{12} - \frac{3(x-2)}{12} = \frac{12}{12}$ $4x - 3(x-2) = 12$ $4x - 3x + 6 = 12$ $x = 6$	No choice. Common mistakes are: Incorrect factorisation, (in fact/method). Other mistakes are: Incorrect factorisation, (in fact/method). Other mistakes are: Incorrect factorisation, (in fact/method).	None
Algebra	$\frac{x}{3} - \frac{x-2}{4} = 1$ $x = 6$	Name as Vectors.	Students do not add the zero as the denominator $\frac{x}{0}$ or $\frac{6}{0}$ or $\frac{0}{0}$.
(B)	$x + 2y = 5$ $x = 5 - 2y$ $(5-2y)^2 + 3(5-2y)y + y^2 = 11$ $25 - 20y + 4y^2 + 15y - 6y^2 + y^2 = 11$ $-y^2 - 5y + 25 = 11$ $y^2 + 5y - 14 = 0$ $(y+7)(y-2) = 0$ $y = -7$ or 2	Always consider the substitution for the subtracted by the shorter term.	Students need to forget to change 25 minutes to hours. Another mistake is that students tend to add instead the wrong operation as shown.
(C)	$x = \frac{-5 \pm \sqrt{5^2-4(1)(-14)}}{2(1)}$ $= \frac{-5 \pm \sqrt{81}}{2}$ $x = \frac{-5+9}{2}$ or $\frac{-5-9}{2}$ $= 2$ or -7	To use recall to factorise the trigonometric after rearrangement. If the coefficients are different, use the "a/b" method. You can get answer that is not applicable to the question.	Students have the calculators to solve the equations. Others will be deducted if the final steps to next steps. Students have to convert the answer to the "final" given in the question.
(D)	Total time taken $= \frac{100}{77.27} + \frac{60}{77.27}$ $= 2.2$ hours $= 132$ minutes	Hint	Students have to convert the answer to minutes as required.

Matrices

A sports shop sells two brands of t-shirts, Nike and Adi. Each brand comes in small, medium and large sizes. The sales in two successive weeks are given in the tables below.

	First Week			Second Week		
	Small	Medium	Large	Small	Medium	Large
Nike	16	28	5	14	26	13
Adi	10	36	12	14	32	8

The information for the first week's sales can be represented by the matrix

$$\mathbf{F} = \begin{pmatrix}16 & 28 & 5\\10 & 36 & 12\end{pmatrix}$$

The information for the second week is represented by a matrix **Q**.

(A1) Write down the matrix Q.

(B) Calculate $\frac{1}{2}(\mathbf{F}+\mathbf{Q})$.

(C) Describe what is represented by the elements of $\frac{1}{2}(\mathbf{F}+\mathbf{Q})$.

(D) Given that $\mathbf{S} = \begin{pmatrix}x\\y\end{pmatrix}$, calculate $\mathbf{S} = \mathbf{FS}$.

(E) Describe what is represented by the elements of S.

(F) Given that $\mathbf{R} = \begin{pmatrix}0 & 1\\1 & 0\end{pmatrix}$, calculate $\mathbf{R} = \mathbf{YS}$.

(G) Describe what is represented by the elements of **Y**.

Topic	Worked Solutions	Tips	Common Mistakes
Matrices	$\mathbf{Q} = \begin{pmatrix}14 & 26 & 13\\14 & 32 & 8\end{pmatrix}$	Identify rows need to refer to (answer) as well. Here, the matrix is presented as a matrix.	None
(B)	$\frac{1}{2}(\mathbf{F}+\mathbf{Q})$ $= \frac{1}{2}\left(\begin{pmatrix}16 & 28 & 5\\10 & 36 & 12\end{pmatrix} + \begin{pmatrix}14 & 26 & 13\\14 & 32 & 8\end{pmatrix}\right)$ $= \frac{1}{2}\begin{pmatrix}30 & 54 & 18\\24 & 68 & 20\end{pmatrix}$ $= \begin{pmatrix}15 & 27 & 9\\12 & 34 & 10\end{pmatrix}$	Some students would not know how to add matrices. Some students would not know how to multiply by $\frac{1}{2}$.	Students need to multiply the matrix F by $\frac{1}{2}$ and not Q.
(C)	Average number of each type of t-shirts the each brand.	No choice as some explanation. Use words "each" correctly.	Students are not able to explain in a manner that is acceptable.
(D)	$\mathbf{S} = \mathbf{FS}$ $= \begin{pmatrix}16 & 28 & 5\\10 & 36 & 12\end{pmatrix}\begin{pmatrix}x\\y\end{pmatrix}$ $= \begin{pmatrix}16x+28y+5\\10x+36y+12\end{pmatrix}$	If $\mathbf{P} = \begin{pmatrix}a & b\\c & d\end{pmatrix}$ and $\mathbf{T} = \begin{pmatrix}e\\f\end{pmatrix}$, then $\mathbf{PT} = \begin{pmatrix}ae+bf\\ce+df\end{pmatrix}$. The answer will be in 2x1 matrix.	Students are not sure on how to multiply matrices. Or they do not get a 2x1 matrix.
(E)	Number of Nike and Adi t-shirts sold in the two weeks.	Name as (C).	Same as (C).
(F)	$\mathbf{R} = \mathbf{YS}$ $= \begin{pmatrix}0 & 1\\1 & 0\end{pmatrix}\begin{pmatrix}x\\y\end{pmatrix}$ $= \begin{pmatrix}y\\x\end{pmatrix}$	If $\mathbf{P} = \begin{pmatrix}a & b\\c & d\end{pmatrix}$ and $\mathbf{T} = \begin{pmatrix}e\\f\end{pmatrix}$, then $\mathbf{PT} = \begin{pmatrix}ae+bf\\ce+df\end{pmatrix}$. The answer will be in 2x1 matrix.	Students are not sure on how to multiply matrices. Some have the answer as in 2x2 matrix.
(G)	Total number of t-shirts sold in the two weeks.	Same as (C).	Same as (C).

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