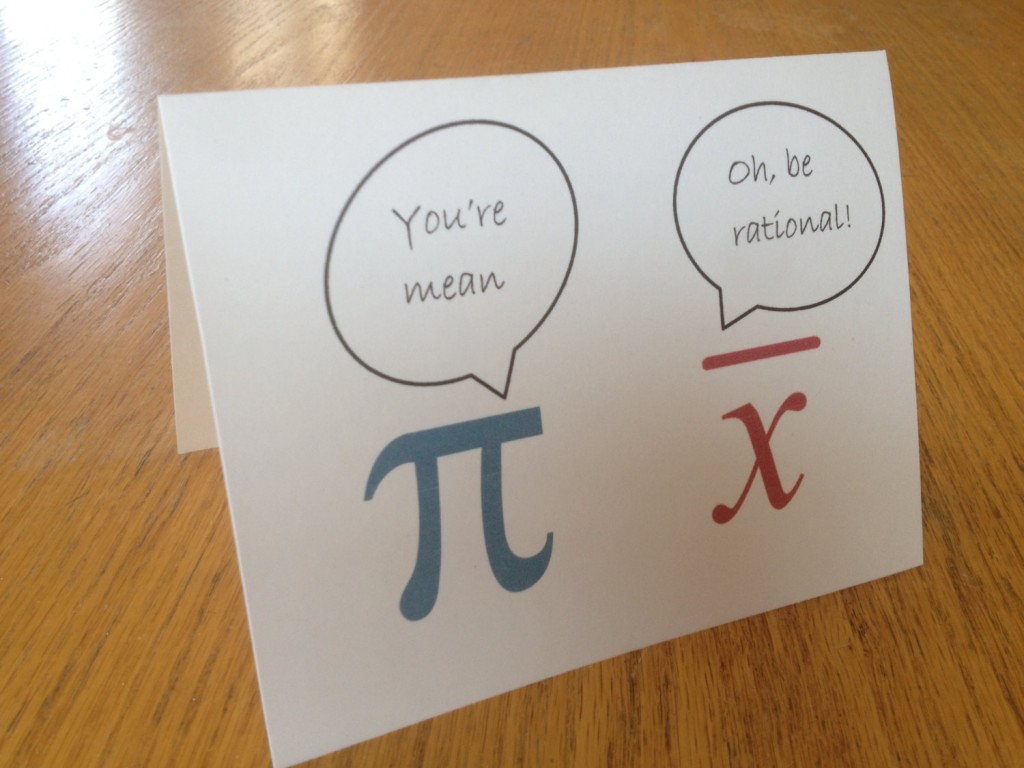
**NAME:**

**The Cottesloe School**

**DEPARTMENT OF MATHEMATICS**

**Introduction to A level Maths**



**INDUCTION BOOKLET**

**SUMMER 2022**

**INTRODUCTION TO A LEVEL MATHS AT THE COTTESLOE SCHOOL**

Thank you for choosing to study Mathematics in the sixth form at The Cottesloe School. The biggest thing that stands in the way of students fulfilling their potential in this subject is algebra. It is essential that these core skills are at the right standard at the start of the course and this booklet along with various other resources should support you in making sure they are.

It is vitally important that you spend time working through the questions in this booklet over the summer - you will need to have an excellent knowledge of these topics **before** you commence your course in September. You should have met all the topics before at GCSE. Work through the introduction to each chapter, making sure that you understand the examples. Then tackle the exercise. **In September you will be expected to hand in this booklet with all the exercises completed to the best of your ability.**

At the beginning of the course you will be given a test to check how well you understand these topics, so it is important that you have completed the booklet before then. If you do not pass this initial test, you will be provided with a programme of additional work in order to bring your basic algebra skills to the required standard during the first half term. You will then be re-tested in October. A mock test is provided at the back of this booklet.

We hope that you will use this introduction to give you a good start to your A-level work and that it will help you enjoy and benefit fully from the course.

Mrs L Evans

KS5 Coordinator

Here are some other suggestions for ways to keep your maths skills up to scratch over the summer…

**Try the free Sumaze apps**

Number and logic problems in a maze-style game.

**Investigate YouTube**

Look for the Numberphile channel or videos by the 'Festival of the Spoken’ nerd team



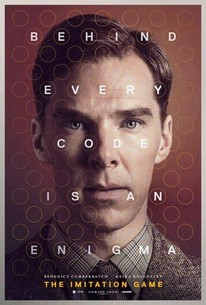
**Read a review and watch a film**

'Hidden Figures’ PG

'Beautiful Mind’ 12

'The Imitation Game’ 12

You'll be surprised how many results you get if you Google 'maths films on Netflix’, however they aren't all available on the UK service







**Read a book and follow the authors on social media**

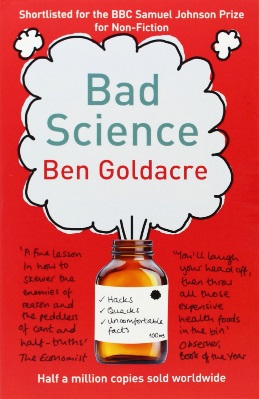
‘Alex’s Adventures in Numberland’

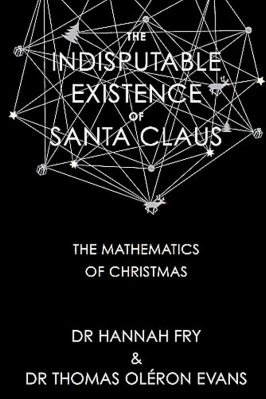
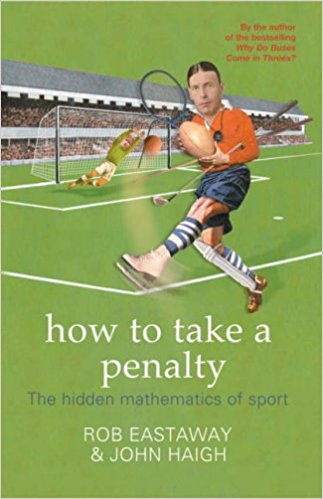
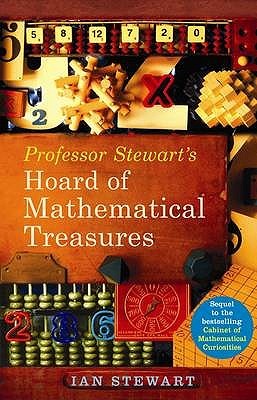
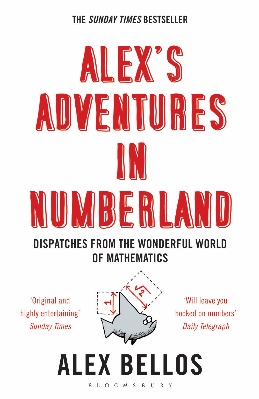
'Bad Science’ by Ben Goldacre

'Professor Stewart's hoard of mathematical treasures’ by Ian Stewart (one of many titles)

‘The indisputable existence of Santa Claus: The mathematics of Christmas’ by Dr Hannah Fry & Dr Thomas Oleron Evans

Anything by Rob Eastaway or Danica McKellar



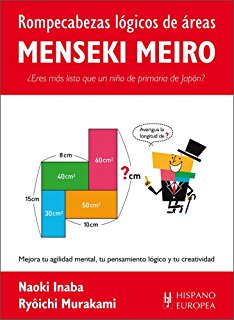
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**Go to an event**

If you get the opportunity to, go to a popular Maths or Science lecture. You'll be surprised where they pop up - even the famous Hay Literary festival has a maths lecture! Don't worry if you don't understand all of it, you won't be alone, but you'll start to see the links between different areas

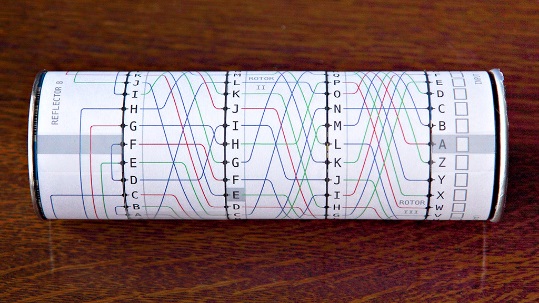
**Puzzles**

Invest in some Maths related puzzle books:

Sudoku, mathdoku, menseki meiro (books are in other languages, but you don’t need the instructions, just the pictures), logic problems

They'll all keep your brain alert

**Eat some tubes of Pringles with friends**

* Then Google​ Pringles Enigma machine
* Make enigma machines out of the tubes
* Text each other coded messages whilst sunbathing (in the rain)

**Complete a MOOC**

<https://www.edx.org/course/a-level-mathematics-for-year-12-course-1-algebraic>

https://lh3.googleusercontent.com/z5K2jkCPRu0K4_cQ67ZWQ0HRN44NfqTB-7xD_28lAbV6v9tvcoTBadkrLV_AmGgcOxNJFV06FZG6yQOjnZqZWIpMPyWBO9agVqj5VPbt4_z6DWaUhLzX1wt297-fxyV4LnC6C34v

My maths is another very useful resource when reviewing relevant GCSE topics.

Log in (user name Cottesloe password Square) and choose the booster pack option from the menu. Scroll down to the GCSE booster level 8 and 9 worksheets (and possibly level 6 and 7).

All practice is helpful but the following are the most useful

* Algebra
* Formula and functions
* Quadratics
* Simultaneous Equations
* Inequalities

In each topic there are revision lessons followed by an online worksheet.  Your aim is to be able to complete the online worksheets **confidently**.

If you have a student user name and password, it is helpful to use it when tackling the online worksheets so that your results can be saved.

Another good place to find some excellent video demonstrations and LOTS more practice question is Corbett Maths.

**CONTENTS**

Chapter 1 Removing brackets

Chapter 2 Linear equations

Chapter 3 Simultaneous equations

Chapter 4 Factors

Chapter 5 Change the subject of the formula

Chapter 6 Solving quadratic equations

Chapter 7 Indices

Practice test

answers

The link below takes you to a website TLmaths which has some great (and short) videos to help recap some of the topics covered above.

<https://sites.google.com/view/tlmaths/home/gcse-to-a-level-maths-bridging-the-gap?authuser=0>

. You may also find the following book useful:

***Head start to A-level Maths***

**Published by CGP Workbooks**

**ISBN: 978 1 78294 792 9**

**Cost: £5.95**

# Chapter 1: EXPANDING BRACKETS

To remove a single bracket, we multiply every term in the bracket by the number or the expression on the outside:

**Examples**

1) 3 (*x* + 2*y*) = 3*x* + 6*y*

2) -2(2*x* - 3) = (-2)(2*x*) + (-2)(-3)

= -4*x* + 6

To expand two brackets, we must multiply everything in the first bracket by everything in the second bracket. We can do this in a variety of ways, including

\* the smiley face method

\* FOIL (First Outside Inside Last)

\* using a grid.

**Examples**:

1) (*x* + 1)(*x* + 2) = *x*(*x* + 2) + 1(*x* + 2)

or

(*x* +1)(*x* + 2) = *x*2+ 2 + 2*x* + *x* = *x*2 + 3*x* +2

or

|  |  |  |
| --- | --- | --- |
|  | *x* | 1  (*x* +1)(*x* + 2) = *x*2 + 2*x* + *x*+ 2 = *x*2 + 3*x* +2 |
| *x* | *x*2 | *x* |
| 2 | 2*x* | 2 |

2) (*x* - 2)(2*x* + 3) = *x*(2*x* + 3) - 2(2*x* +3) = 2*x*2 + 3*x* – 4*x* -6

= 2*x*2 – *x* – 6

or

(*x* - 2)(2*x* + 3) = 2*x*2 – 6 + 3*x* – 4*x* = 2*x*2 – *x* – 6

or

(2*x* +3)(*x* - 2) = 2*x*2 + 3*x* - 4*x*- 6 = 2*x*2 - *x* - 6

|  |  |  |
| --- | --- | --- |
|  | *x* | -2 |
| 2*x* | 2*x*2 | -4*x* |
| 3 | 3*x* | -6 |

**EXERCISE A** Multiply out the following brackets and simplify.

1. 7(4*x* + 5)
2. -3(5*x* - 7)
3. 5*a* – 4(3*a* - 1)
4. 4*y* + *y*(2 + 3*y*)
5. -3*x* – (*x* + 4)
6. 5(2*x* - 1) – (3*x* - 4)
7. (*x* + 2)(*x* + 3)
8. (*t* - 5)(*t* - 2)
9. (2*x* + 3*y*)(3*x* – 4*y*)
10. 4(*x* - 2)(*x* + 3)
11. (2*y* - 1)(2*y* + 1)
12. (3 + 5*x*)(4 – *x*)

**Two Special Cases**

**Perfect Square: Difference of two squares:**

(*x* + *a*)2  = (*x + a*)(*x + a*)= *x*2+ 2*ax* +*a*2 (*x - a*)(*x + a*) = *x*2 –*a*2

(2*x* - 3)2  = (2*x* – 3)(2*x* – 3) = 4*x*2 – 12*x* + 9 (*x* - 3)(*x* + 3) = *x*2 –32

= *x*2 – 9

**EXERCISE B** Multiply out

1. (*x* - 1)2

2. (3*x* + 5)2

3. (7*x* - 2)2

4. (*x* + 2)(*x* - 2)

5. (3*x* + 1)(3*x* - 1)

6. (5*y* - 3)(5*y* + 3)

# Chapter 2: LINEAR EQUATIONS

When solving an equation, you must remember that whatever you do to one side must also be done to the other. You are therefore allowed to

* add the same amount to both side
* subtract the same amount from each side
* multiply the whole of each side by the same amount
* divide the whole of each side by the same amount.

If the equation has unknowns on both sides, you should collect all the letters onto the same side of the equation.

If the equation contains brackets, you should start by expanding the brackets.

A linear equation is an equation that contains numbers and terms in *x*. A linear equation does not contain any  terms.

**Example 1**: Solve the equation 64 – 3*x* = 25

**Solution**: There are various ways to solve this equation. One approach is as follows:

Step 1: Add 3*x* to both sides (so that the *x* term is positive): 64 = 3*x* + 25

Step 2: Subtract 25 from both sides: 39 = 3*x*

Step 3: Divide both sides by 3: 13 = *x*

So the solution is *x* = 13.

**Example 2**: Solve the equation 6*x* + 7 = 5 – 2*x*.

**Solution:**

Step 1: Begin by adding 2*x* to both sides 8*x* + 7 = 5

(to ensure that the *x* terms are together on the same side)

Step 2: Subtract 7 from each side: 8*x* = -2

Step 3: Divide each side by 8: *x* = -¼

**Exercise A**: Solve the following equations, showing each step in your working:

1) 2*x* + 5 = 19 2) 5*x* – 2 = 13 3) 11 – 4*x* = 5

4) 5 – 7*x* = -9 5) 11 + 3*x* = 8 – 2*x* 6) 7*x* + 2 = 4*x* – 5

**Example 3**: Solve the equation 2(3*x* – 2) = 20 – 3(*x* + 2)

Step 1: Multiply out the brackets: 6*x* – 4 = 20 – 3*x* – 6

(taking care of the negative signs)

Step 2: Simplify the right hand side: 6*x* – 4 = 14 – 3*x*

Step 3: Add 3x to each side: 9*x* – 4 = 14

Step 4: Add 4: 9*x* = 18

Step 5: Divide by 9: *x* = 2

**Exercise B:** Solve the following equations.

1) 5(2*x* – 4) = 4 2) 4(2 – *x*) = 3(*x* – 9)

3) 8 – (*x* + 3) = 4 4) 14 – 3(2*x* + 3) = 2

**EQUATIONS CONTAINING FRACTIONS**

When an equation contains a fraction, the first step is usually to multiply through by the denominator of the fraction. This ensures that there are no fractions in the equation.

**Example 4**: Solve the equation 

**Solution**:

Step 1: Multiply through by 2 (the denominator in the fraction): 

Step 2: Subtract 10: *y* = 12

**Example 5**: Solve the equation 

**Solution**:

Step 1: Multiply by 3 (to remove the fraction) 

Step 2: Subtract 1 from each side 2*x* = 14

Step 3: Divide by 2 *x* = 7

When an equation contains two fractions, you need to multiply by the lowest common denominator.

This will then remove both fractions.

**Example 6**: Solve the equation 

**Solution**:

Step 1: Find the lowest common denominator: The smallest number that both 4 and 5 divide into is 20.

Step 2: Multiply both sides by the lowest common denominator 

Step 3: Simplify the left hand side: 

5(*x* + 1) + 4(*x* + 2) = 40

Step 4: Multiply out the brackets: 5*x* + 5 + 4*x* + 8 = 40

Step 5: Simplify the equation: 9*x* + 13 = 40

Step 6: Subtract 13 9*x* = 27

Step 7: Divide by 9: *x* = 3

**Example 7**: Solve the equation 

**Solution**: The lowest number that 4 and 6 go into is 12. So we multiply every term by 12:



Simplify 

Expand brackets 

Simplify 

Subtract 10*x* 

Add 6 5*x* = 24

Divide by 5 *x* = 4.8

**Exercise C**: Solve these equations

1)  2) 

3)  4) 

**Exercise C (continued)**

5)  6) 

7)  8) 

**Forming equations**

**Example 8**: Find three consecutive numbers so that their sum is 96.

**Solution**: Let the first number be *n*, then the second is *n* + 1 and the third is *n* + 2.

Therefore *n* + (*n* + 1) + (*n* + 2) = 96

3*n* + 3 = 96

3*n* = 93

*n* = 31

So the numbers are 31, 32 and 33.

**Exercise D:**

1) Find 3 consecutive even numbers so that their sum is 108.

2) The perimeter of a rectangle is 79 cm. One side is three times the length of the other. Form an equation and hence find the length of each side.

3) Two girls have 72 photographs of celebrities between them. One gives 11 to the other and finds that she now has half the number her friend has.

Form an equation, letting *n* be the number of photographs one girl had at the **beginning**.

Hence find how many each has **now**.

# Chapter 3: SIMULTANEOUS EQUATIONS

An example of a pair of simultaneous equations is 3*x* + 2*y* = 8 ➀

5*x* + *y* = 11 ➁

In these equations, *x* and *y* stand for two numbers. We can solve these equations in order to find the values of *x* and *y* by eliminating one of the letters from the equations.

In these equations it is simplest to eliminate *y*. We do this by making the coefficients of *y* the same in both equations. This can be achieved by multiplying equation ➁ by 2, so that both equations contain 2*y*:

3*x* + 2*y* = 8 ➀

10*x* + 2*y* = 22 2×➁ = ➂

To eliminate the *y* terms, we subtract equation ➂ from equation ➀. We get: 7*x* = 14

i.e. *x* = 2

To find y, we substitute *x* = 2 into one of the original equations. For example if we put it into ➁:

10 + *y* = 11

*y* = 1

Therefore the solution is *x* = 2, *y* = 1.

**Remember**: You can check your solutions by substituting both x and y into the original equations.

**Example**: Solve 2*x* + 5*y* = 16 ➀

3*x* – 4*y* = 1 ➁

**Solution**: We begin by getting the same number of *x* or *y* appearing in both equation. We can get 20*y* in both equations if we multiply the top equation by 4 and the bottom equation by 5:

8*x* + 20*y* = 64 ➂

15*x* – 20*y* = 5 ➃

As the signs in front of 20*y* are different, we can eliminate the *y* terms from the equations by ADDING:

23*x* = 69 ➂+➃

i.e. *x* = 3

Substituting this into equation ➀ gives:

6 + 5*y* = 16

5*y* = 10

So… *y* = 2

The solution is *x* = 3, *y* = 2.

Remember we often use DASS to help us remember whether to add or subtract the equations.

Different

Add

Same

Subtract

**Exercise**:

Solve the pairs of simultaneous equations in the following questions:

1) *x* + 2*y* = 7 2) *x* + 3*y* = 0

3*x* + 2*y* = 9 3*x* + 2*y* = -7

3) 3*x* – 2*y* = 4 4) 9*x* – 2*y* = 25

2*x* + 3*y* = -6 4*x* – 5*y* = 7

5) 4*a* + 3*b* = 22 6) 3*p* + 3*q* = 15

5*a* – 4*b* = 43 2*p* + 5*q* = 14

# Chapter 4: FACTORISING

**Common factors**

We can factorise some expressions by taking out a common factor.

**Example 1**: Factorise 12*x* – 30

**Solution**: 6 is a common factor to both 12 and 30. We can therefore factorise by taking 6 outside a bracket:

12*x* – 30 = 6(2*x* – 5)

**Example 2**: Factorise 6*x*2 – 2*xy*

**Solution**: 2 is a common factor to both 6 and 2. Both terms also contain an *x*.

So we factorise by taking 2*x* outside a bracket.

6*x*2 – 2*xy* = 2*x*(3*x* – *y*)

**Example 3**: Factorise 9*x*3*y*2 – 18*x*2*y*

**Solution**: 9 is a common factor to both 9 and 18.

The highest power of *x* that is present in both expressions is *x*2.

There is also a *y* present in both parts.

So we factorise by taking 9*x*2*y* outside a bracket:

9*x*3*y*2 – 18*x*2*y* = 9*x*2*y*(*xy* – 2)

**Example 4**: Factorise 3*x*(2*x* – 1) – 4(2*x* – 1)

**Solution**: There is a common bracket as a factor.

So we factorise by taking (2*x* – 1) out as a factor.

The expression factorises to (2*x* – 1)(3*x* – 4)

**Exercise A**

Factorise each of the following

1) 3*x* + *xy*

2) 4*x*2 – 2*xy*

3) *pq*2 – *p*2*q*

4) 3*pq* - 9*q*2

5) 2*x*3 – 6*x*2

6) 8*a*5*b*2 – 12*a*3*b*4

7) 5*y*(*y* – 1) + 3(*y* – 1)

**Factorising quadratics**

**Simple quadratics: Factorising quadratics of the form **

The method is:

Step 1: Form two brackets (*x* … )(*x* … )

Step 2: Find two numbers that multiply to give *c* and add to make *b*. These two numbers get written at the other end of the brackets.

**Example 1**: Factorise *x*2 – 9*x* – 10.

**Solution**: We need to find two numbers that multiply to make -10 and add to make -9. These numbers are -10 and 1.

Therefore *x*2 – 9*x* – 10 = (*x* – 10)(*x* + 1).

**General quadratics: Factorising quadratics of the form **

The method is:

Step 1: Find two numbers that multiply together to make *ac* and add to make *b*.

Step 2: Split up the *bx* term using the numbers found in step 1.

Step 3: Factorise the front and back pair of expressions as fully as possible.

Step 4: There should be a common bracket. Take this out as a common factor.

**Example 2**: Factorise 6*x*2 + *x* – 12.

**Solution**: We need to find two numbers that multiply to make 6 × -12 = -72 and add to make 1. These two numbers are -8 and 9.

Therefore, 6*x*2 + *x* – 12 = 6*x*2 - 8*x* + 9*x* – 12

= 2*x*(3*x* – 4) + 3(3*x* – 4) (the two brackets must be identical)

= (3*x* – 4)(2*x* + 3)

**Difference of two squares: Factorising quadratics of the form **

Remember that  = (*x + a*)(*x – a*).

Therefore: 



Also notice that: 

And then 

**Factorising by pairing**

We can factorise expressions like  using the method of factorising by pairing:

 = *x*(2*x* + *y*) – 1(2*x* + *y*) (factorise front and back pairs, ensuring both brackets are identical)

= (2*x* + *y*)(*x* – 1)

**Exercise B**

Factorise

1) 

2) 

3) 

4)  (Factorise by taking out a common factor)

5) 

6) 

7) 

8) 

9) 

10)

11) 

12) 

13) 

14) 

# Chapter 5: CHANGING THE SUBJECT OF A FORMULA

We can use algebra to change the subject of a formula. Rearranging a formula is similar to solving an equation; we must do the same to both sides in order to keep the equation balanced.

**Example 1**: Make *x* the subject of the formula *y* = 4*x* + 3.

**Solution**: *y* = 4*x* + 3

Subtract 3 from both sides: *y* – 3 = 4*x*

Divide both sides by 4; 

So  is the same equation but with *x* the subject.

**Example 2**: Make *x* the subject of *y* = 2 – 5*x*

**Solution**: Notice that in this formula the *x* term is negative.

*y* = 2 – 5*x*

Add 5*x* to both sides *y* + 5*x* = 2 (the *x* term is now positive)

Subtract *y* from both sides 5*x* = 2 – *y*

Divide both sides by 5 

**Example 3**: The formula  is used to convert between ° Fahrenheit and ° Celsius.

We can rearrange to make *F* the subject.



Multiply by 9  (this removes the fraction)

Expand the brackets 

Add 160 to both sides 

Divide both sides by 5 

Therefore the required rearrangement is.

**Exercise A**

Make *x* the subject of each of these formulae:

1) *y* = 7*x* – 1 2) 

3)  4) 

**Rearranging equations involving squares and square roots**

**Example 4**: Make *x* the subject of 

**Solution**: 

Subtract  from both sides:  (this isolates the term involving *x*)

Square root both sides: 

Remember that you can have a positive or a negative square root. We cannot simplify the answer any more.

**Example 5**: Make *a* the subject of the formula 

**Solution**: 

Multiply by 4 

Square both sides 

Multiply by *h*: 

Divide by 5: 

**Exercise B:**

Make *t* the subject of each of the following

1)  2) 

3)  4) 

5)  6) 

**More difficult examples**

Sometimes the variable that we wish to make the subject occurs in more than one place in the formula. In these questions, we collect the terms involving this variable on one side of the equation, and we put the other terms on the opposite side.

**Example 6**: Make *t* the subject of the formula 

**Solution**: 

Start by collecting all the t terms on the right hand side:

Add *xt* to both sides: 

Now put the terms without a *t* on the left hand side:

Subtract *b* from both sides: 

Factorise the RHS: 

Divide by (*y+x*): 

So the required equation is 

**Example 7**: Make *W* the subject of the formula 

**Solution**: This formula is complicated by the fractional term. We begin by removing the fraction:

Multiply by 2*b*: 

Add 2*bW* to both sides:  (this collects the W’s together)

Factorise the RHS: 

Divide both sides by *a* + 2*b*: 

**Exercise C**

Make *x* the subject of these formulae:

1)  2) 

3)  4) 

# Chapter 6: SOLVING QUADRATIC EQUATIONS

A quadratic equation has the form.

There are two methods that are commonly used for solving quadratic equations:

\* factorising

\* the quadratic formula

Note that not all quadratic equations can be solved by factorising. The quadratic formula can always be used however.

**Method 1: Factorising**

Make sure that the equation is rearranged so that the right hand side is 0. It usually makes it easier if the coefficient of *x*2 is positive.

**Example 1** : Solve *x*2 –3*x* + 2 = 0

Factorise (*x* –1)(*x* – 2) = 0

Either (*x* – 1) = 0 or (*x* – 2) = 0

So the solutions are *x* = 1 or *x* = 2

Note: The individual values *x* = 1 and *x* = 2 are called the **roots** of the equation.

**Example 2**: Solve *x*2 – 2*x* = 0

Factorise: *x*(*x* – 2) = 0

Either *x* = 0 or (*x* – 2) = 0

So *x* = 0 or *x* = 2

**Method 2: Using the formula**

Recall that the roots of the quadratic equation  are given by the formula:



**Example 3**: Solve the equation 

**Solution**: First we rearrange so that the right hand side is 0. We get 

We can then tell that *a* = 2, *b* = 3 and *c* = -12.

Substituting these into the quadratic formula gives:

 (This is the *surd form* for the solutions)

If we have a calculator, we can evaluate these roots to get: *x* = 1.81 or *x* = -3.31

**EXERCISE**

1) Use factorisation to solve the following equations:

a) *x*2 + 3*x* + 2 = 0 b) *x*2 – 3*x* – 4 = 0

c) *x*2  = 15 – 2*x*

2) Find the roots of the following equations:

a) *x*2 + 3*x* = 0 b) *x*2 – 4*x* = 0

c) 4 *– x*2 = 0

3) Solve the following equations either by factorising or by using the formula:

a) 6*x*2  - 5*x* – 4 = 0 b) 8*x*2 – 24*x* + 10 = 0

4) Use the formula to solve the following equations to 3 significant figures. Some of the equations can’t be solved.

a) *x*2 +7*x* +9 = 0 b) 6 + 3*x* = 8*x*2

c) 4*x*2 – *x* – 7 = 0 d) *x*2 – 3*x* + 18 = 0

e) 3*x*2 + 4*x* + 4 = 0 f) 3*x*2 = 13*x*– 16

**Chapter 7: INDICES**

**Basic rules of indices**

. 4 is called the **index** (plural: indices), **power** or **exponent** of *y*.

There are 3 basic rules of indices:

1)  e.g. 

2)  e.g. 

3)  e.g. 

**Further examples**



 (Multiply the numbers and multiply the *a*’s)

 (Multiply the numbers and multiply the *c*’s)

 (Divide the numbers and divide the *d* terms i.e. by subtracting the powers)

**Exercise A**

Simplify the following:

1)  = (Remember that:)

2)  =

3)  =

4) =

5)  =

6)  =

7)  =

8)  =

**More complex powers**

**Zero index:**

Recall from GCSE that

.

This result is true for any non-zero number *a*.

Therefore 

**Negative powers**

A power of -1 corresponds to the reciprocal of a number, i.e. 

Therefore 



 (You find the reciprocal of a fraction by swapping the top and bottom over)

This result can be extended to more general negative powers .

This means:







**Fractional powers:**

Fractional powers correspond to roots: 

In general:



Therefore:

A more general fractional power can be dealt with in the following way: 

So 





**Exercise B:**

Find the value of:

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

9) 

10) 

11) 

12) 

Simplify each of the following:

13) 

14) 

15) 

**Practice Booklet Test**

Your test will ask similar questions to this one.

**You may NOT use a calculator**

If*ax*2 + *bx* + *c* = 0 then *x* **= **

1. Expand and simplify

(a) (2*x* + 3)(2*x* – 1) (b) (*a* + 3)2 (c) 4*x*(3*x* – 2) – *x*(2*x* + 5)

2. Factorise

(a) *x*2 – 7*x* (b) *y*2 – 64 (c) 2*x*2 + 5*x* – 3 (d) 6*t*2 – 13*t* + 5

3. Simplify

(a)  (b) + 

4. Solve the following equations

(a) +  = 4 (b) *x*2 – 8*x* = 0 (c)*p*2 + 4*p* = 12

5. Write each of the following as single powers of *x* and / y

(a)  (b) (*x*2*y*)3 (c) 

6. Work out the values of the following, giving your answers as fractions

(a) 4-2 (b) 100 (c) 

7. Solve the simultaneous equations 3*x* – 5y = -11

5*x* – 2y = 7

8. Rearrange the following equations to make *x* the subject

(a) *v*2 = u2 + 2a*x* (b) V = π*x*2h (c) y = 

9. Solve 5*x*2 – *x* – 1 = 0 giving your solutions in surd form

**SOLUTIONS TO THE EXERCISES**

**CHAPTER 1:**

Ex A

1) 28*x* + 35 2) -15*x* + 21 3) -7*a* + 4 4) 6*y* + 3*y*2 5) -4*x* – 4

6) 7*x* – 1 7) *x*2 + 5x + 6 8) *t*2 – 7*t* + 10 9) 6*x*2 + *xy* – 12*y*2

10) 4*x*2 + 4*x* – 24 11) 4*y*2 – 1 12) 12 + 17*x* – 5*x*2

Ex B

1) *x*2 – 2*x* + 1 2) 9*x*2 + 30*x* + 25 3) 49*x*2 – 28*x* + 4 4) *x*2 – 4

5) 9*x*2 -1 6) 25*y*2 – 9

**CHAPTER 2**

Ex A

1) 7 2) 3 3) 1½ 4) 2 5) -3/5 6) -7/3

Ex B

1) 2.4 2) 5 3) 1 4) ½

Ex C

1) 7 2) 15 3) 24/7 4) 35/3 5) 3 6) 2 7) 9/5 8) 5

Ex D

1) 34, 36, 38 2) 9.875, 29.625 3) 24, 48

**CHAPTER 3**

1) *x* = 1, *y* = 3 2) *x* = -3, *y* = 1 3) *x* = 0, *y* = -2 4) *x* = 3, *y* = 1

5) *a* = 7, *b* = -2 6) *p* = 11/3, *q* = 4/3

**CHAPTER 4**

Ex A

1)  *x*(3 + *y*) 2) 2*x*(2*x*– *y*) 3) *pq*(*q* – *p*) 4) 3*q*(*p* – 3*q*) 5) 2*x*2(*x* - 3) 6) 4*a*3*b*2(2*a*2 – 3*b*2)

7) (*y* – 1)(5*y* + 3)

Ex B

1) (*x* – 3)(*x* + 2) 2) (*x* + 8)(*x* – 2) 3) (2*x* + 1)(*x* + 2) 4) *x*(2*x* – 3) 5) (3*x* -1 )(*x* + 2)

6) (2*y* + 3)(*y* + 7) 7) (7*y* – 3)(*y* – 1) 8) 5(2*x* – 3)(*x* + 2) 9) (2*x* + 5)(2*x* – 5) 10) (*x* – 3)(*x* – *y*)

11) 4(*x* – 2)(*x* – 1) 12) (4*m* – 9*n*)(4*m* + 9*n*) 13) *y*(2*y* – 3*a*)(2*y* + 3*a*) 14) 2(4*x* + 5)(*x* – 4)

**CHAPTER 5**

Ex A

1)  2)  3)  4) 

Ex B

1)  2)  3)  4)  5)  6) 

Ex C

1)  2)  3)  4) 

**CHAPTER 6**

1) a) -1, -2 b) -1, 4 c) -5, 3 2) a) 0, -3 b) 0, 4 c) 2, -2

3) a) -1/2, 4/3 b) 0.5, 2.5 4) a) -5.30, -1.70 b) 1.07, -0.699 c) -1.20, 1.45

d) no solutions e) no solutions f) no solutions

**CHAPTER 7**

Ex A

1) 5*b*6 2) 6*c7* 3) *b*3*c*4 4) -12*n*8 5) 4*n*5 6) *d*2 7) *a*6 8) -*d*12

Ex B

1) 2 2) 3 3) 1/3 4) 1/25 5) 1 6) 1/7 7) 9 8) 9/4 9) ¼ 10) 0.2 11) 4/9 12) 64

13) 6*a*3  14)  *x* 15) *xy*2

**SOLUTIONS TO PRACTICE BOOKLET TEST**

1) a) 4*x*2 + 4*x* – 3 b) *a*2 + 6*a* + 9 c) 10*x*2 -13*x*

2) a) *x*(*x* – 7) b) (*y* + 8)(*y* – 8) c) (2*x* - 1)(*x* + 3) d) (3*t* - 5)(2*t* – 1)

3) a)  b) 

4) a) h = 5 b) *x* = 0 or *x* = 8 c) p = -6 or p = 2

5) a) *x-*4 b) *x*6*y*3 c) *x*7

6) a)  b) 1 c) 

7) *x* = 3, *y* = 4

8) a)  b)  c) 

9) 