

Instructions

There are 14 questions on this examination paper. Answer **all** questions.

Questions do not necessarily carry equal marks. To help you manage your time during this examination, a maximum time for each question is suggested. If you remain within these times you should have about 10 minutes left to review your work.

Write your answers in the spaces provided in this booklet. You may lose marks if you do not do so. There is space for extra work at the back of the booklet. You may also ask the superintendent for more paper. Label any extra work clearly with the question number and part.

The superintendent will give you a copy of the *Formulae and Tables* booklet. You must return it at the end of the examination. You are not allowed to bring your own copy into the examination.

You may lose marks if your solutions do not include supporting work.

You may lose marks if you do not include the appropriate units of measurement, where relevant.

You may lose marks if you do not give your answers in simplest form, where relevant.

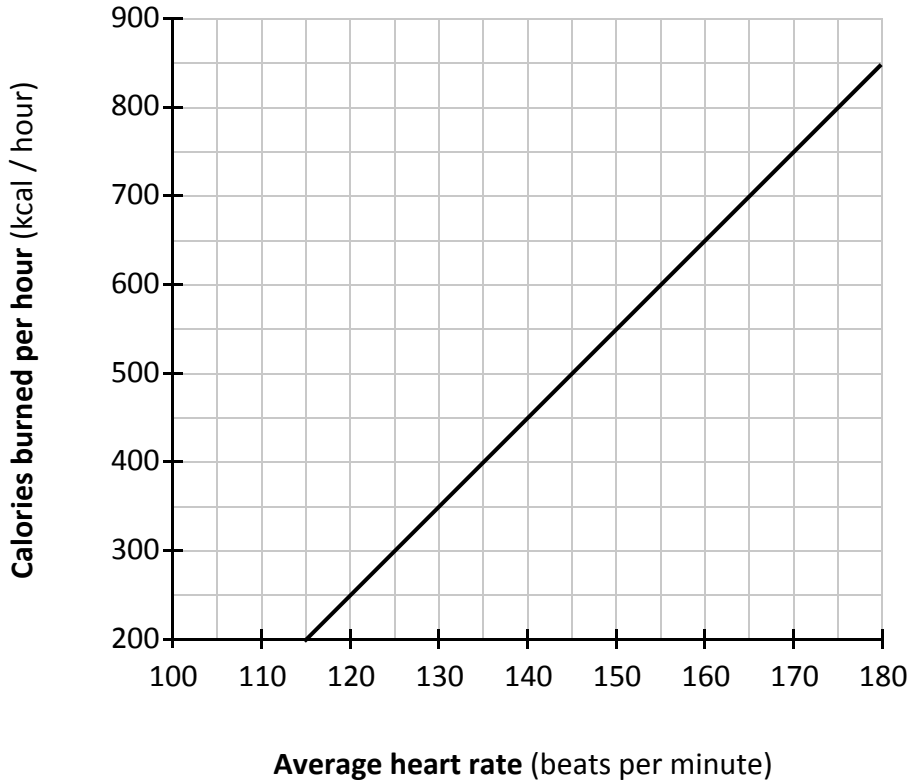
Write the make and model of your calculator(s) here:

Question 2

(Suggested maximum time: 15 minutes)

- (a) Phil is an athlete. The graph below shows the number of calories (in kcal) she burns per hour, depending on her average heart rate.

Note: the axes do not start at (0, 0).

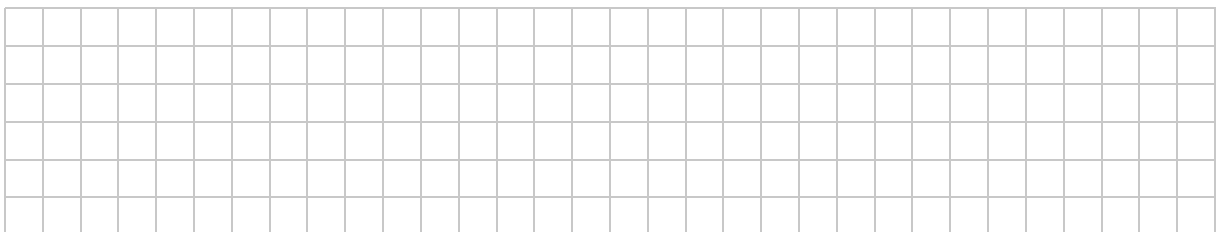


- (i) Use the graph to estimate how many calories Phil would burn in one hour if she had an average heart rate of **170 beats per minute**.

Calories burnt in one hour = kcal

- (ii) Use the graph to work out Phil's average heart rate when she burns **300 kcal in 30 minutes**.

Average heart rate = beats per minute

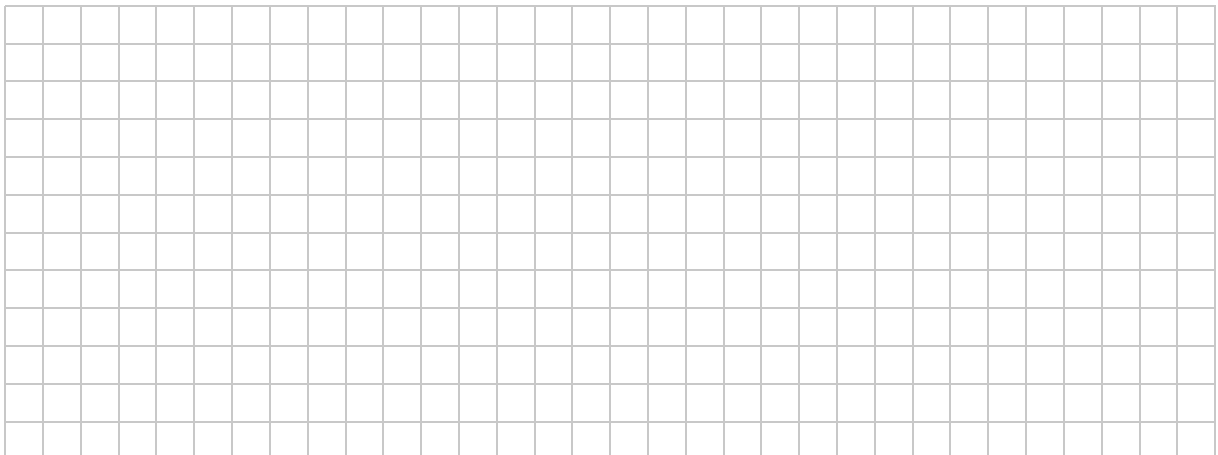


- (b) Phil runs a series of stages. In each stage she runs a slow run of 60 m, and then a sprint. In each stage after stage 1, she sprints 50 m more than she did in the previous stage.

Complete the table below, showing the distance that she runs slowly and the distance that she sprints in each stage, as well as the total distance per stage.

Give the values in the last row in terms of n , where appropriate.

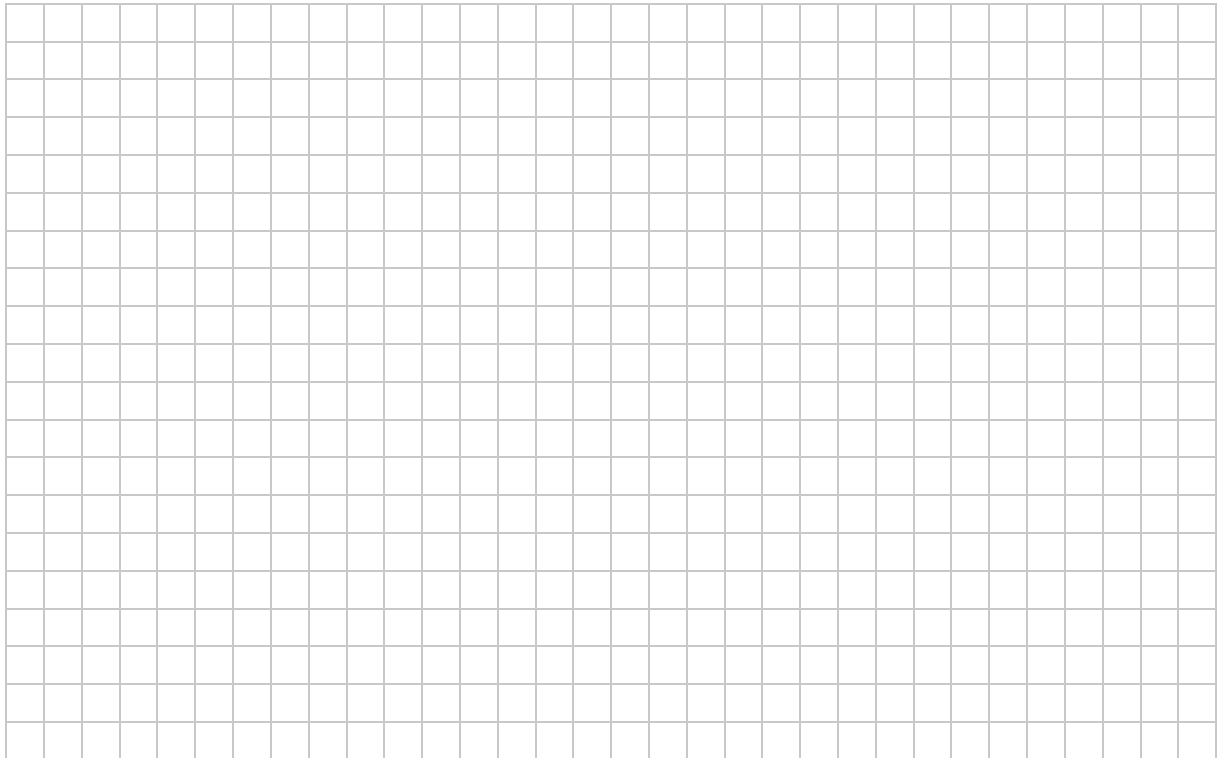
Stage	Slow run (metres)	Sprint (metres)	Total distance (metres)
1	60	50	110
2	60	100	160
3	60	150	
4			
5			
n			



This question continues on the next page.

- (c) In one of the stages, Phil:
runs slowly for 60 metres at 2 metres per second, and then
sprints 150 metres at 7.5 metres per second.

Work out Phil's **average speed** for this stage, in metres per second.

A large grid for working out the average speed. The grid is 20 columns wide and 20 rows high, providing a space for calculations.

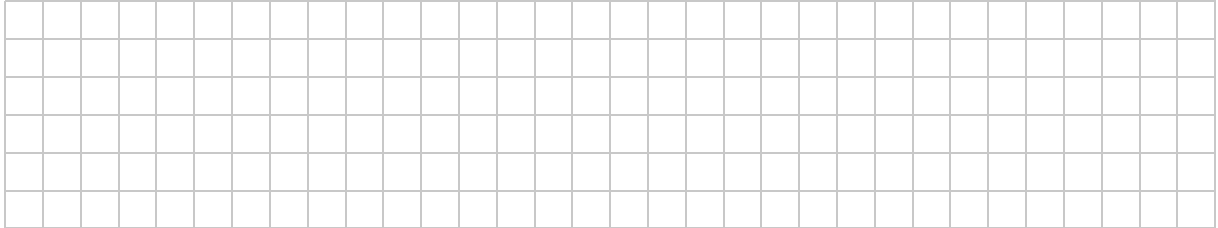
Question 4

(Suggested maximum time: 5 minutes)

F is the set of **factors** of **12**.

(a) List the six elements of the set F .

$$F = \{ \quad , \quad , \quad , \quad , \quad , \quad \}$$

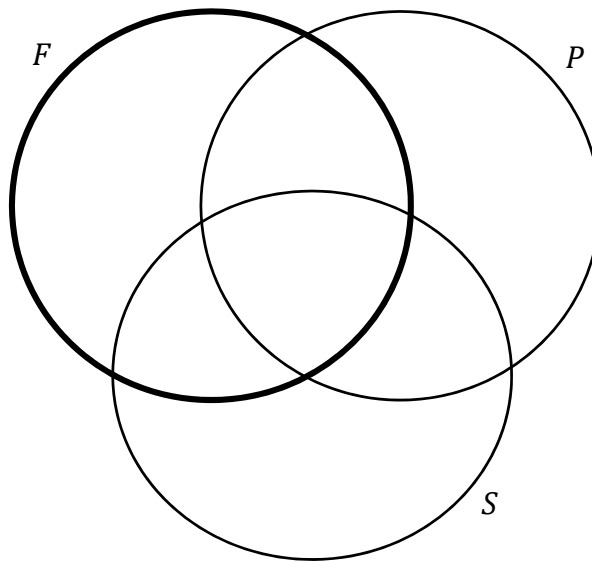


The sets P and S are as follows:

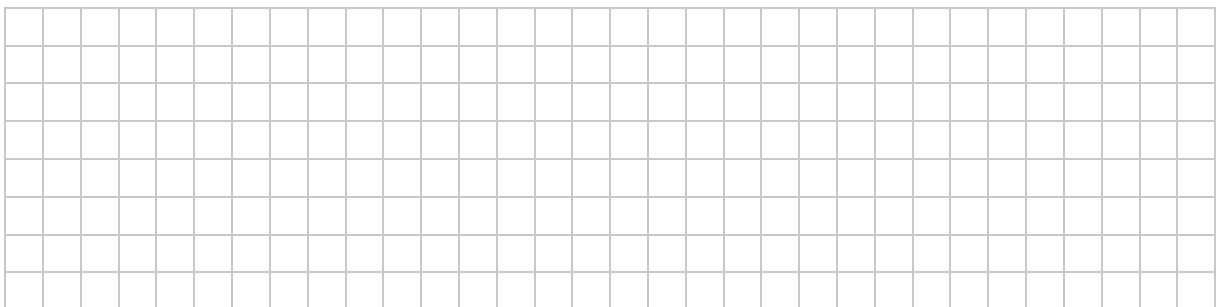
P is the set of **all prime** numbers

S is the set of **all square** numbers (i.e. all numbers n^2 , where $n \in \mathbb{N}$).

The Venn diagram below shows the sets F , P , and S .



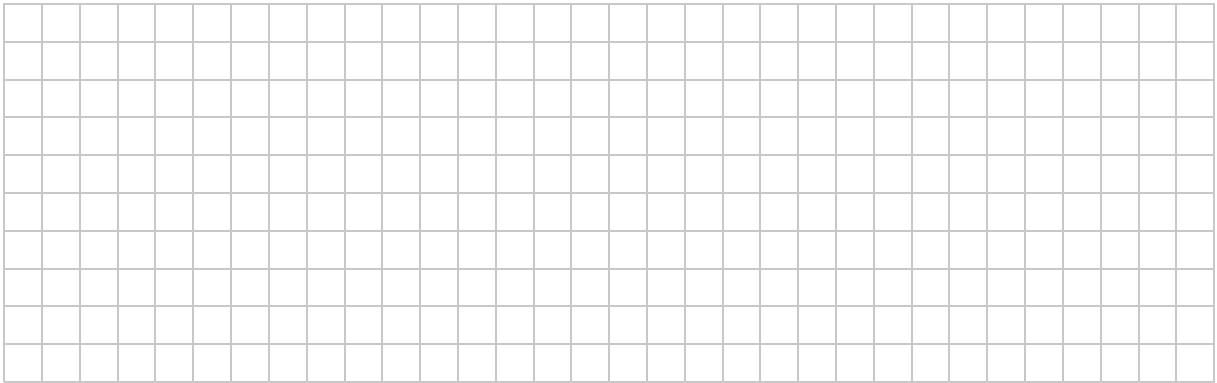
(b) Write each of the factors of 12 from part (a) into the correct region in the set F in the Venn diagram.



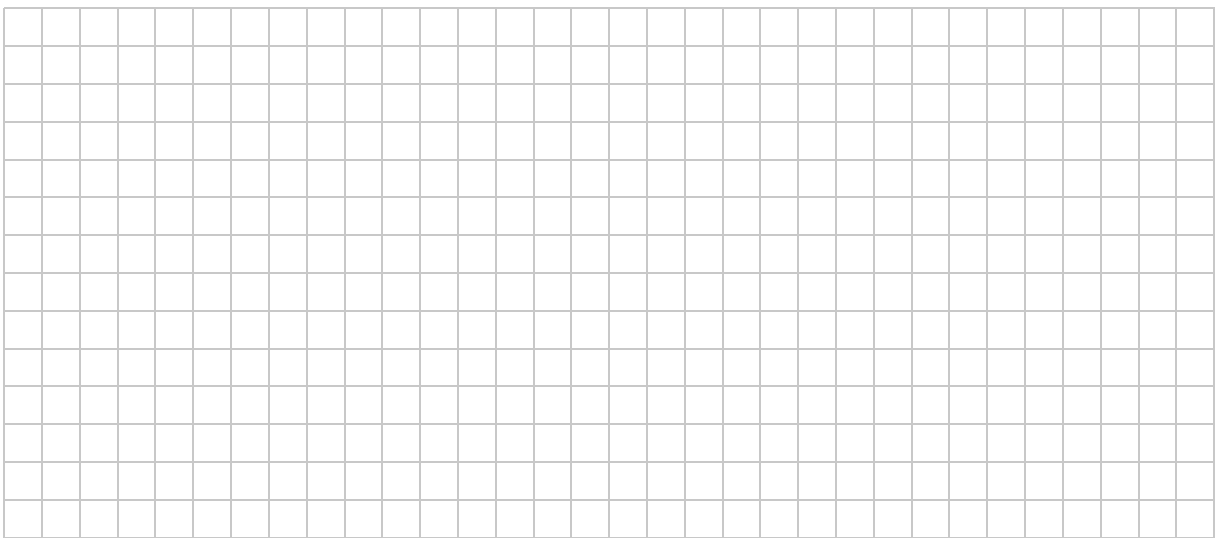
Question 5

(Suggested maximum time: 10 minutes)

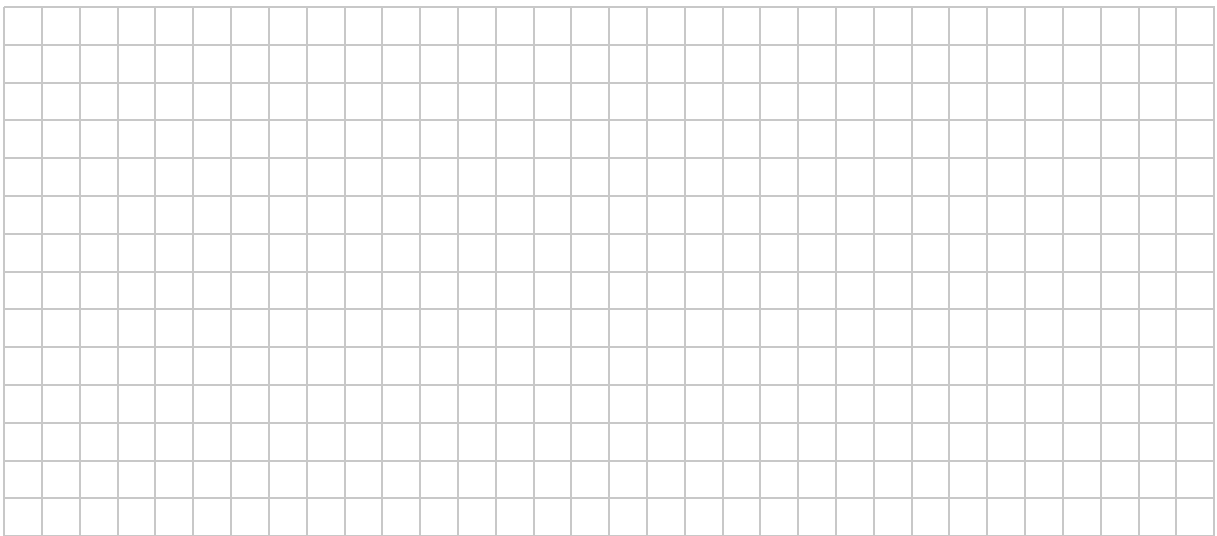
(a) Work out the value of $3p - 4t^2$, when $p = 6$ and $t = 5$.



(b) Multiply out and simplify $(2x - 3)(4 - 5x + x^2)$.



(c) Factorise fully $10de - df - 5ef + 2d^2$.



Question 7

(Suggested maximum time: 10 minutes)

Joonas has an unlimited supply of €5 notes and €2 coins.

- (a) Fill in the table to show three different ways in which he can use these to make exactly €27. One way is already done.

	Number of €5 notes	Number of €2 coins	Total amount of money
Way 1	1	11	€27
Way 2			€27
Way 3			€27

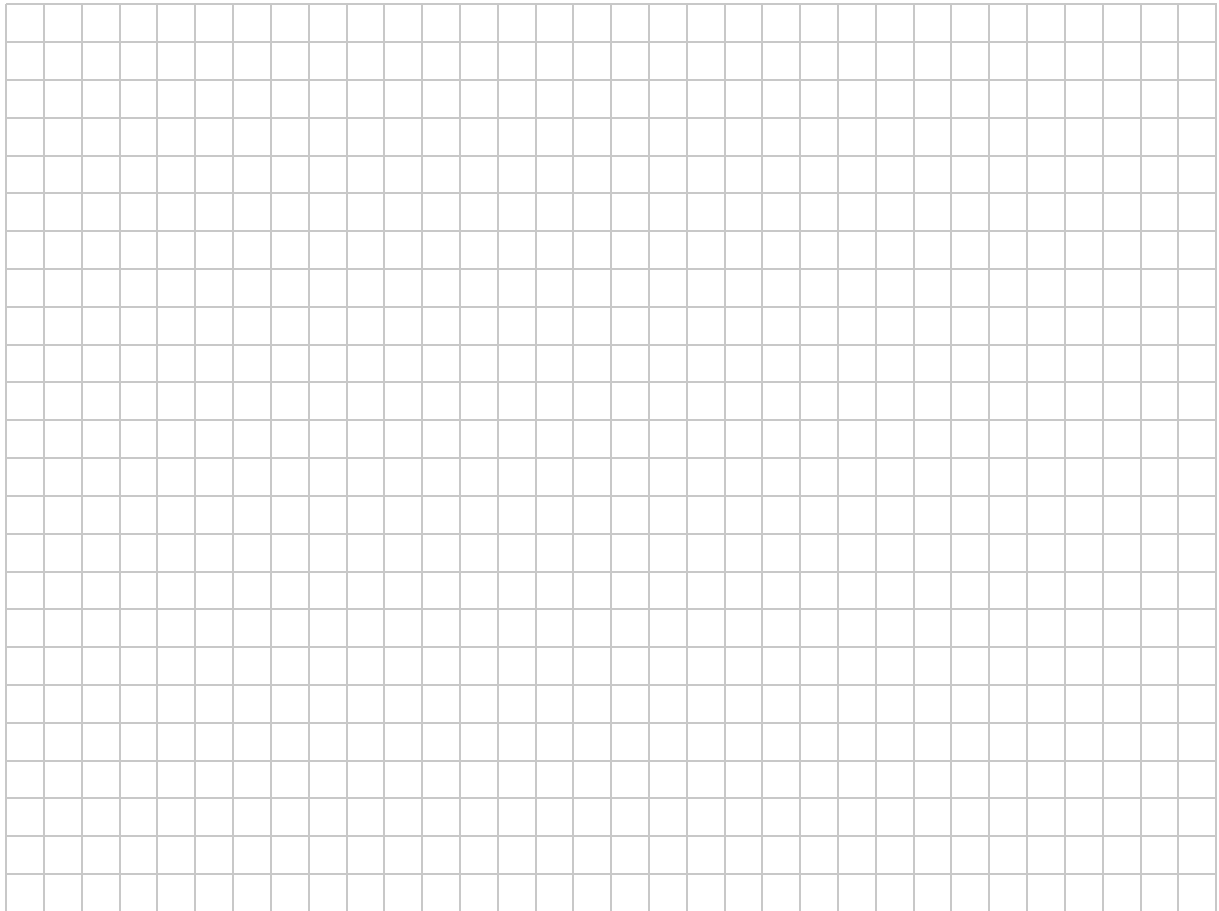
- (b) Explain how he could use his supply of €5 notes and €2 coins to make every whole number value of money greater than €3 (i.e. to make € n for every $n \in \mathbb{N}$, where $n > 3$).

Question 8

(Suggested maximum time: 10 minutes)

(a) Solve the following equation. Give each answer correct to two decimal places.

$$x^2 - 4x - 7 = 0$$



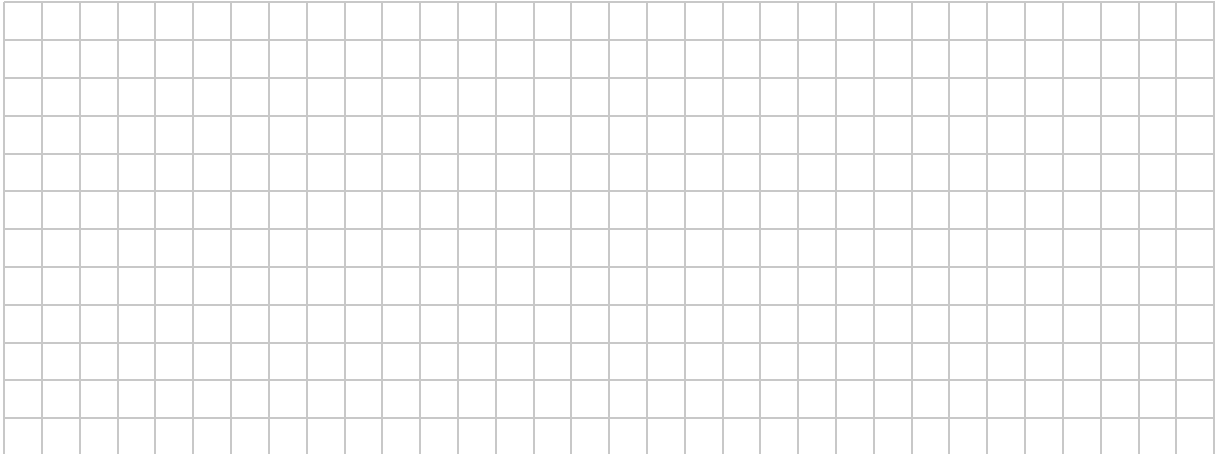
Question 10

(Suggested maximum time: 15 minutes)

The rates and bands for income tax are as follows:

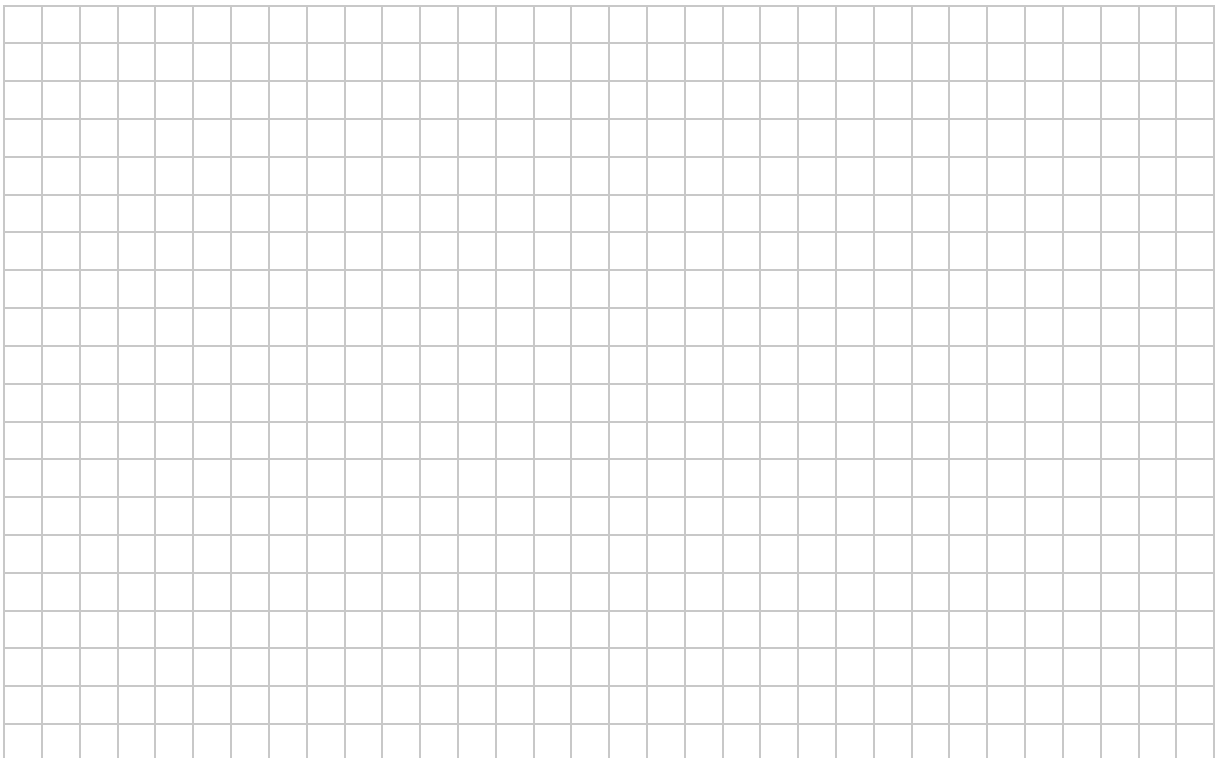
€35 000 @ 20%, balance @ 40%.

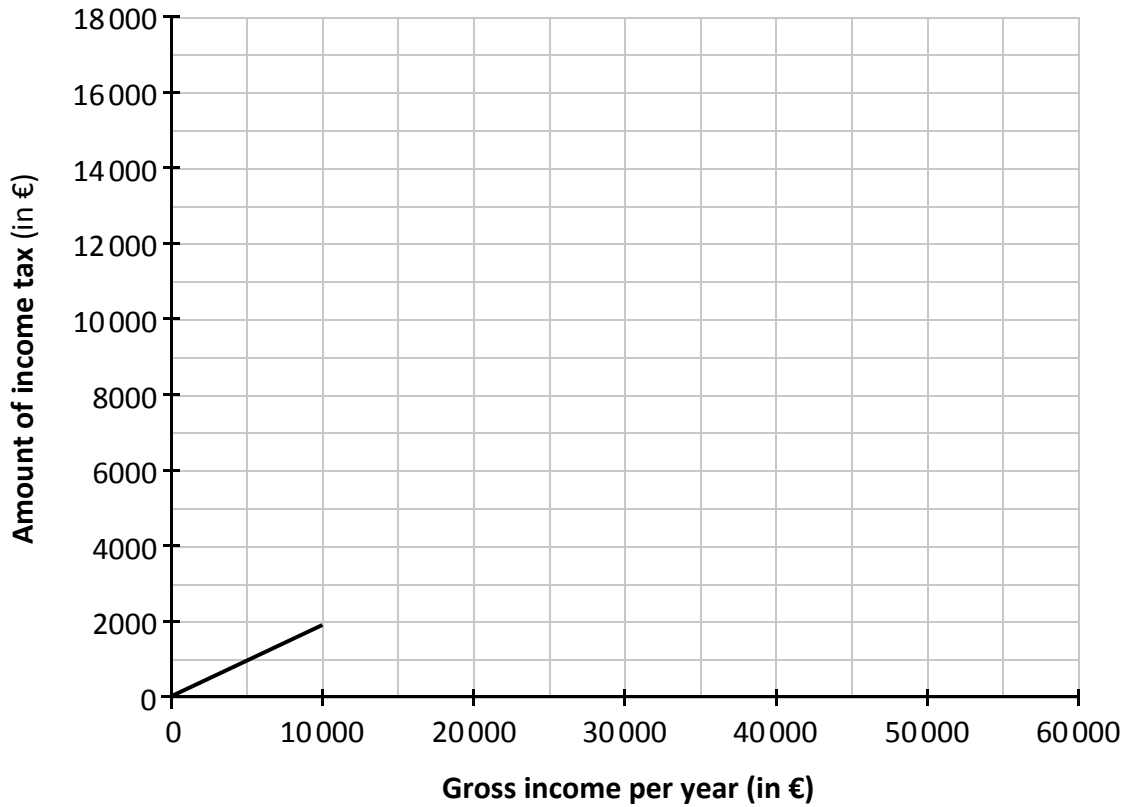
- (a) Lorna has a gross income of €50 000 for the year.
Using the rates and bands above, work out her **total** income tax for the year.



- (b) Complete the **graph** on the next page to show the amount of income tax for every gross income up to €60 000 per year. Show all your working out.

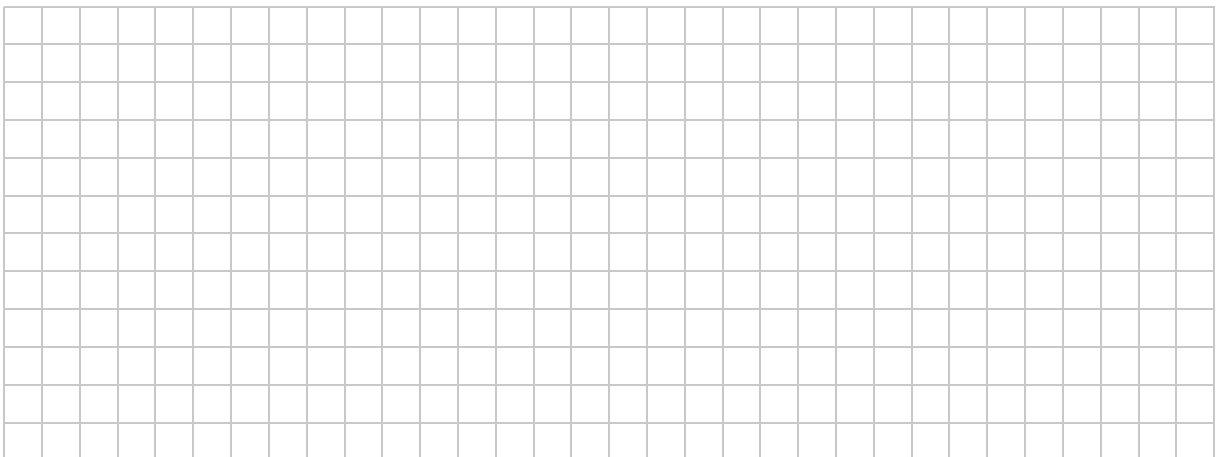
The amount of income tax is shown for gross incomes up to €10 000.





- (c) This graph doesn't take tax credits into account. Assume that everyone gets a **tax credit** of €3000.

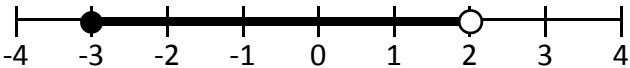
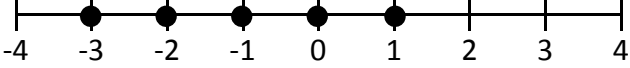
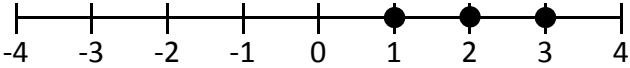
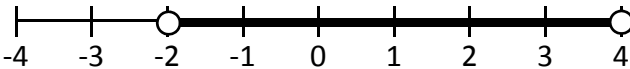
On the diagram above, **draw** a graph to show the amount of income tax to be paid for every gross income from €15 000 to €60 000 per year, taking this tax credit into account.

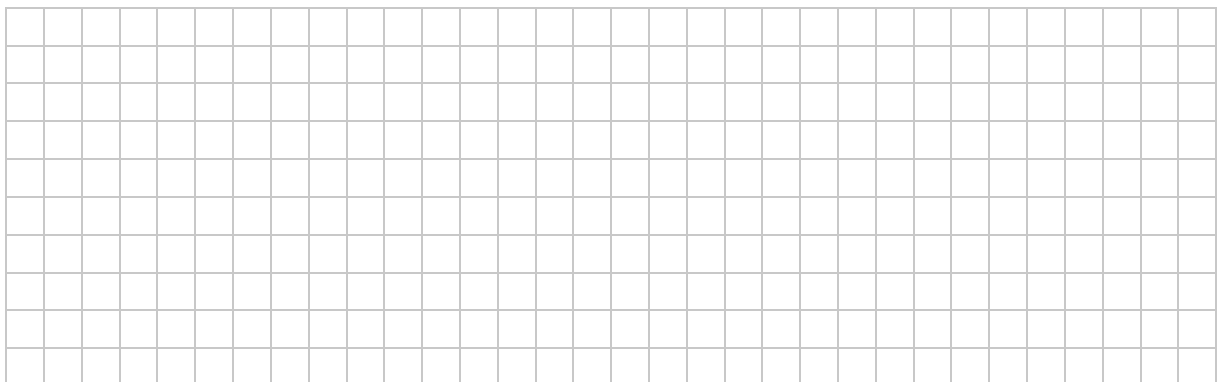


Question 11

(Suggested maximum time: 5 minutes)

Write down an inequality in x represented by each of the number lines shown below.
 Put a tick (\checkmark) in the correct box in each case to show whether $x \in \mathbb{N}$, $x \in \mathbb{Z}$, or $x \in \mathbb{R}$.
 The first one is done.

Number line	Inequality in x	Domain (Tick one box only in each case)						
	$-3 \leq x < 2$	<table style="width: 100%; text-align: center;"> <tr> <td>\mathbb{N}</td> <td>\mathbb{Z}</td> <td>\mathbb{R}</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	\mathbb{N}	\mathbb{Z}	\mathbb{R}	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
\mathbb{N}	\mathbb{Z}	\mathbb{R}						
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
		<table style="width: 100%; text-align: center;"> <tr> <td>\mathbb{N}</td> <td>\mathbb{Z}</td> <td>\mathbb{R}</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	\mathbb{N}	\mathbb{Z}	\mathbb{R}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\mathbb{N}	\mathbb{Z}	\mathbb{R}						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
		<table style="width: 100%; text-align: center;"> <tr> <td>\mathbb{N}</td> <td>\mathbb{Z}</td> <td>\mathbb{R}</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	\mathbb{N}	\mathbb{Z}	\mathbb{R}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\mathbb{N}	\mathbb{Z}	\mathbb{R}						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
		<table style="width: 100%; text-align: center;"> <tr> <td>\mathbb{N}</td> <td>\mathbb{Z}</td> <td>\mathbb{R}</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	\mathbb{N}	\mathbb{Z}	\mathbb{R}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\mathbb{N}	\mathbb{Z}	\mathbb{R}						
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Question 12

(Suggested maximum time: 10 minutes)

(a) Write the following as a single fraction in its simplest form.

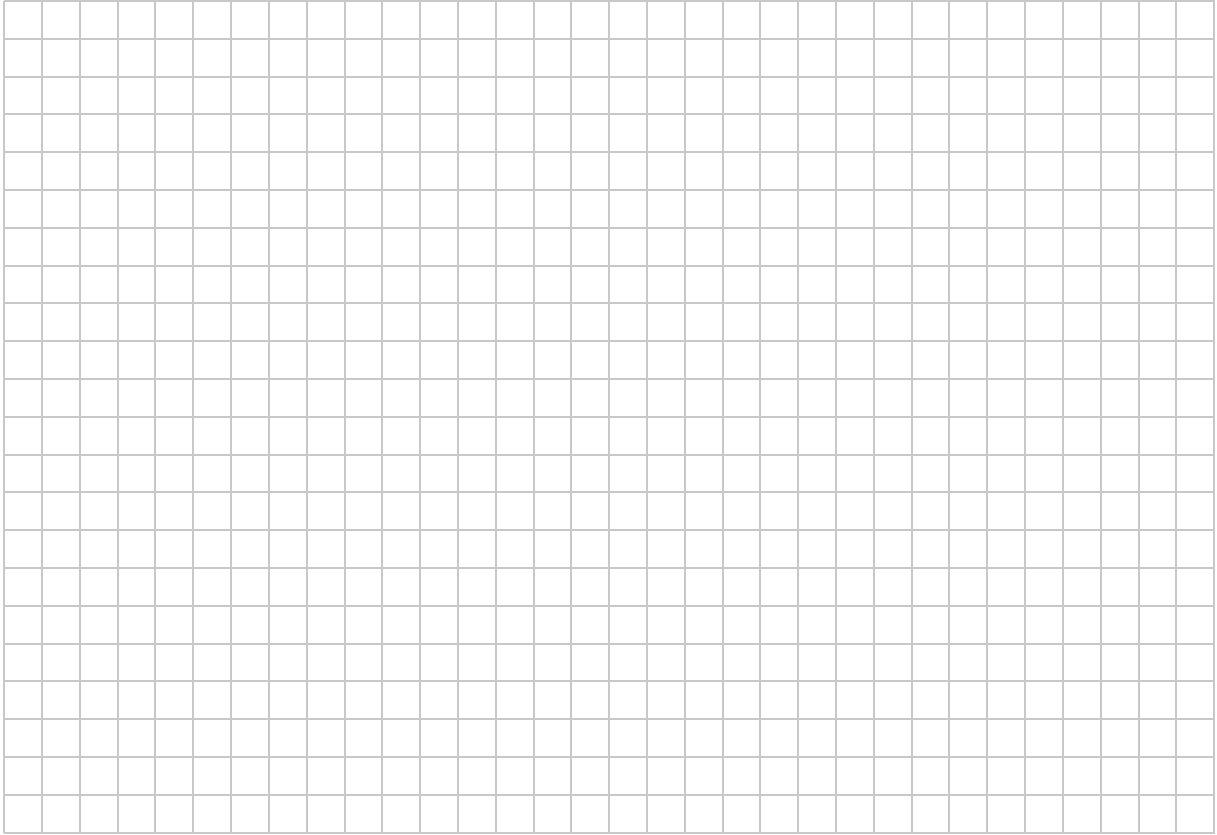
$$\frac{2}{n-3} - \frac{5}{2n+5}$$

(b) Show that $(4x - 3)^2 + 24x$ is **positive** for all values of $x \in \mathbb{R}$.

Question 14

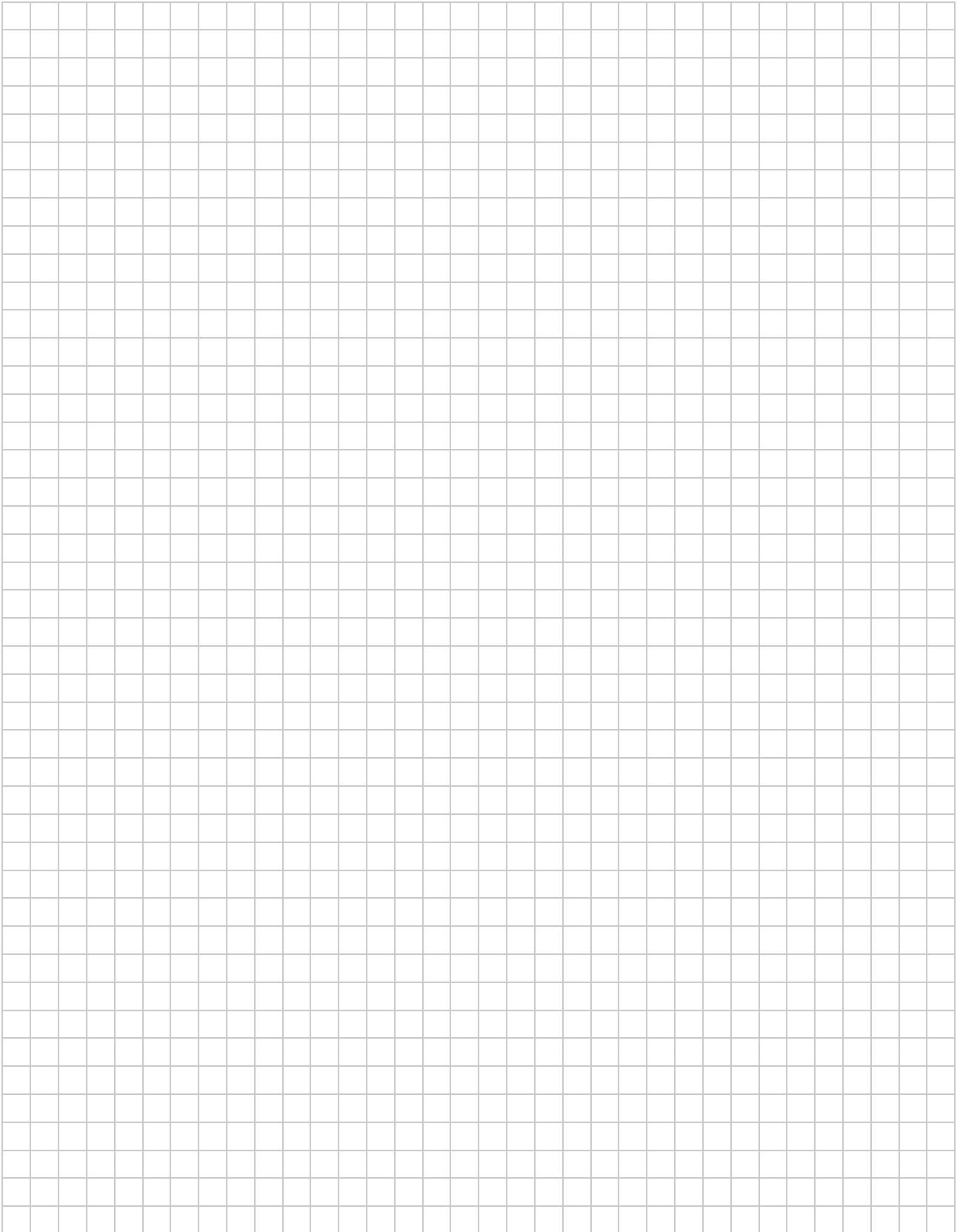
(Suggested maximum time: 10 minutes)

- (a) Use factors to simplify $\frac{2n^2+n-15}{n^2-9}$.



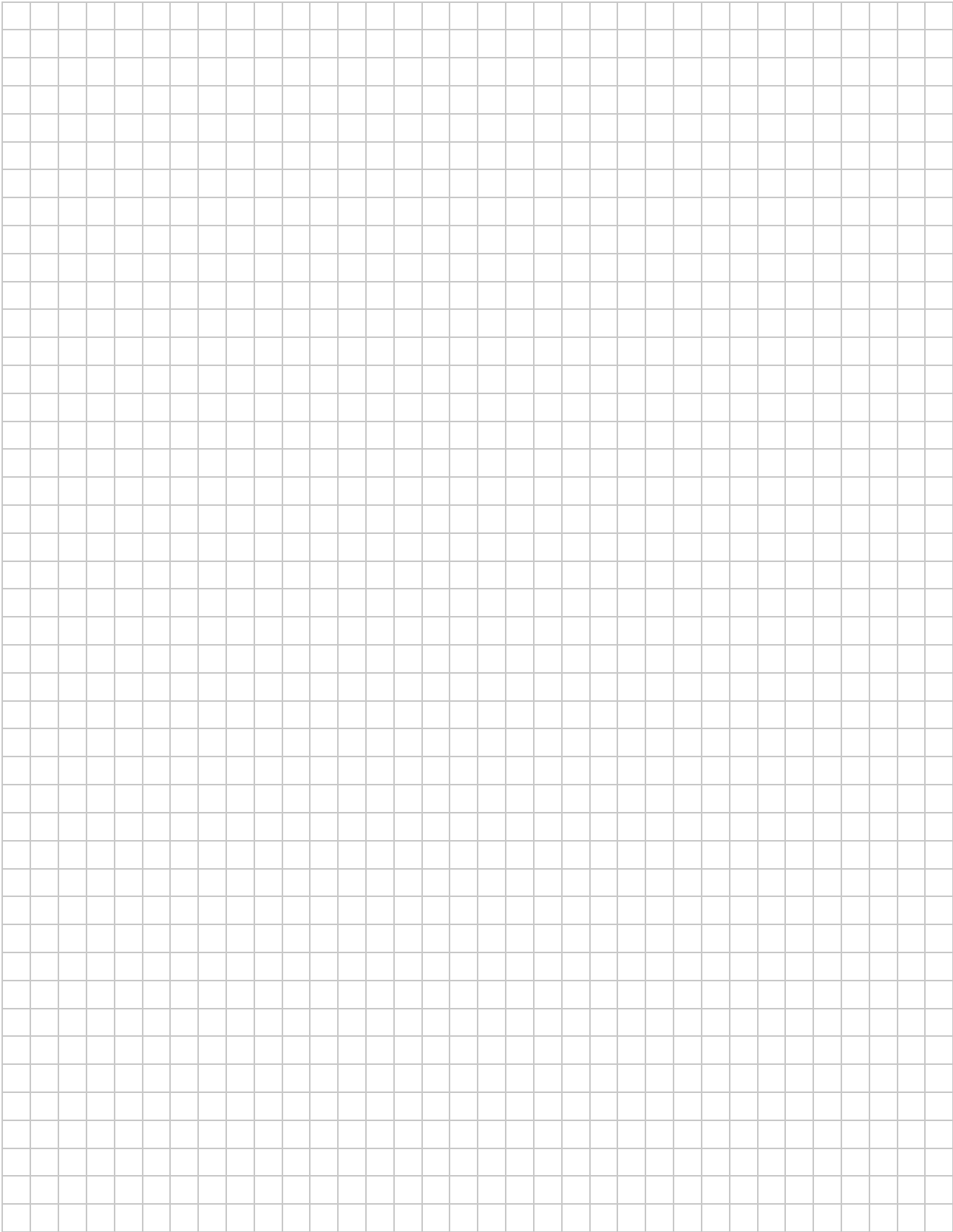
Page for extra work.

Label any extra work clearly with the question number and part.



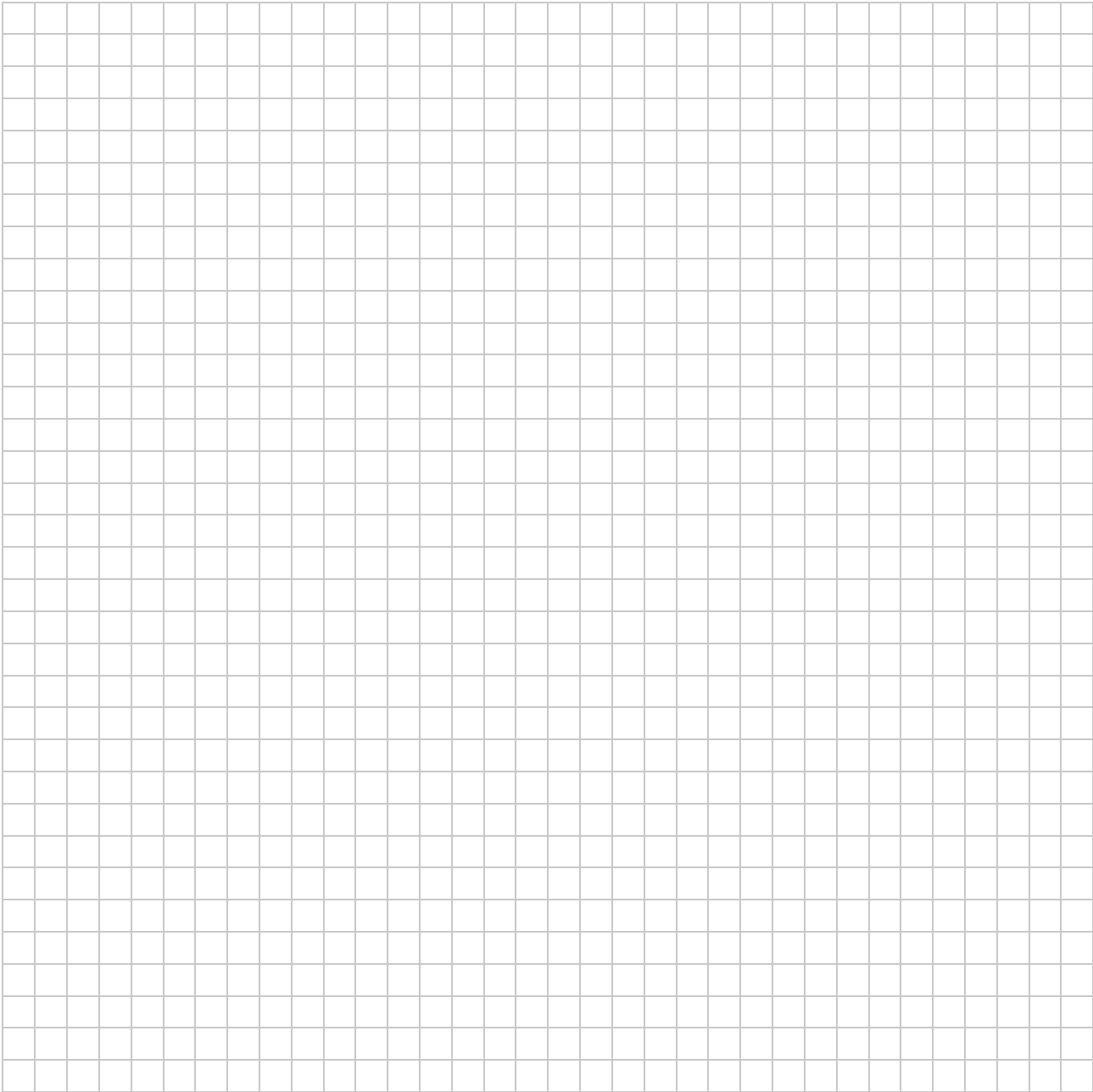
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Label any extra work clearly with the question number and part.



Page for extra work.

Label any extra work clearly with the question number and part.



Junior Certificate 2018

Mathematics – Paper 1

Higher Level

Friday 8 June

Afternoon 2:00 to 4:30