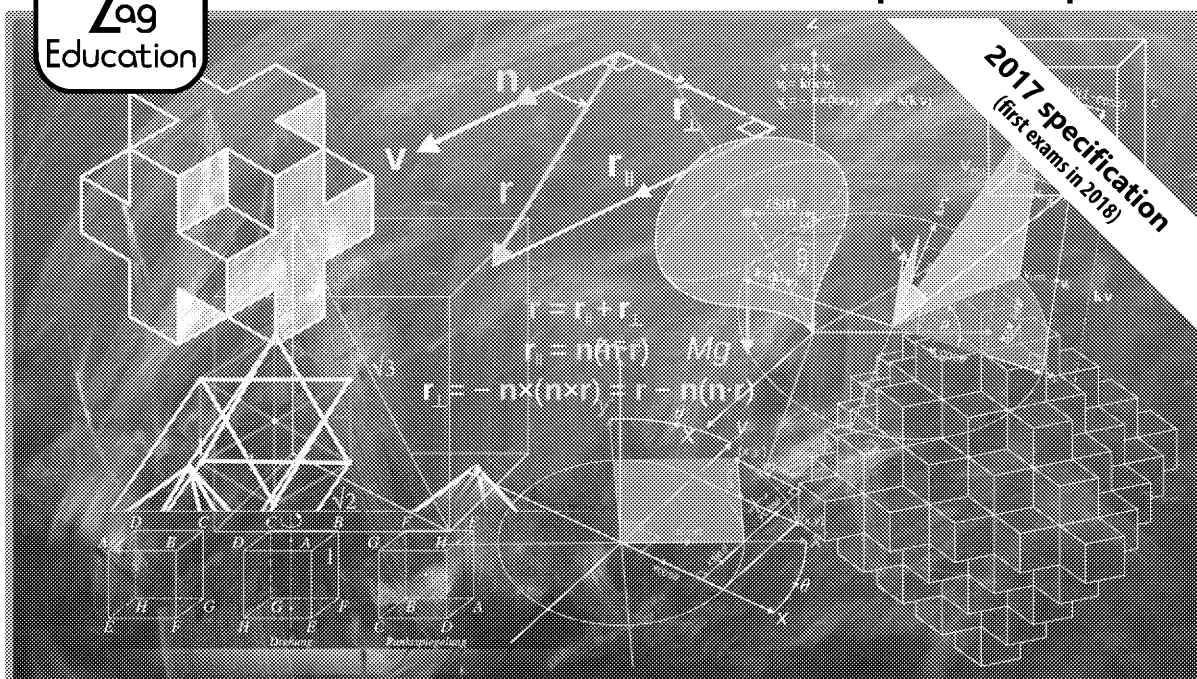




Topic Tests:

Fundamentals Tests – Set B

For A Level Year 2 Edexcel
Pure Mathematics

zigzageducation.co.uk

**POD
8928**

Publish your own work... Write to a brief...
Register at publishmenow.co.uk

Contents

Thank You for Choosing ZigZag Education	ii
Teacher Feedback Opportunity.....	iii
Terms and Conditions of Use	iv
Teacher's Introduction.....	1
Cross-referencing Grid	2

Tests

- Test 1 – Algebraic Methods
- Test 2 – Functions and Graphs
- Test 3 – Sequences and Series
- Test 4 – Binomial Expansion
- Test 5 – Radians
- Test 6 – Trigonometry Part I
- Test 7 – Trigonometry Part II
- Test 8 – Parametric Equations
- Test 9 – Differentiation Part I
- Test 10 – Differentiation Part II
- Test 11 – Numerical Methods
- Test 12 – Integration Part I
- Test 13 – Integration Part II
- Test 14 – Vectors

Solutions

Teacher's Introduction

Content

This pack contains 14 fundamentals level topic tests and solutions for the Edexcel Pure Mathematics Year 2 A Level content.

These topic tests have been **fully cross-referenced** to the Pearson, Hodder and Collins textbooks for your convenience (see reference sheet on page 2). Each test has been designed to reflect the specification fully.

About the fundamentals tests

These **fundamentals** tests focus on isolating and testing the core skills of each topic. The questions are designed to use simple numbers and contexts **so that students can show what they can do**, and to allow them to easily identify any weaknesses.

Each test comes with fully worked solutions, containing helpful tips, hints, and technique boxes to help students who may have made a mistake or who are struggling on a particular question.

Suggested use of the A and B tests

Each test in Set A has a corresponding test in Set B that features the same styles of questions but with different numbers. This allows for a variety of **flexible** uses including:

- **Test → Homework:** Students use test B as a homework to consolidate on areas of weakness identified from completing test A under test conditions in class.
- **Homework → Test:** Students revise as homework using test A before doing test B in class under test conditions.
- **Test → Classwork:** Students work through test B with teacher input to consolidate on areas of weakness identified from completing test A under test conditions in class.
- **Classwork → Test:** Students work through test A with teacher input, before checking their learning by completing test B under test conditions.

Timings

The recommended times for students to complete each test are given at the top of individual tests. Suggested times for our entire range of topic tests are also compiled in a table on the timings sheet for convenience (see page 3). For these fundamentals tests, the relevant times are the first two listed under each topic.

Calculator use

The effective use of a calculator is one of the objectives of the new specification and is encouraged for all the enclosed tests.

Also available from ZigZag Education

For students who have mastered the fundamentals, a complete set of **challenge** tests are available. 50% of the marks in these tests come from concepts covered in the fundamentals tests in order to reinforce learning and boost students' confidence, while the other 50% increases in difficulty and combines and extends the concepts covered.

To prepare students for the exam itself, our **expert** tests contain 25% repeated marks from the fundamentals and challenge tests, and 75% exam-style material with compound/multistep questions.

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Maths resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

Cross-referencing Grid

Topic	Edexcel spec. points	Subtopics
Algebraic Methods	1.1, 2.6, 2.10	Proof by contradiction, algebraic fractions, partial fractions, connected factors, algebraic division
Functions and Graphs	2.1–2.9	Graphs of the modulus function, functions and mappings, composite functions, inverse functions, $y = f(x) $ and $y = f(x)$, combining transformations, solving modulus problems
Sequences and Series	4.2–4.6	Arithmetic sequences, arithmetic series, geometric sequences, geometric series, sum to infinity, sigma notation, recurrence relations, modelling with series
Binomial Expansion	4.1	Expanding $(1+x)^n$, expanding $(a+bx)^n$, using partial fractions
Radians	5.1–5.3	Radian measure, arc length, areas of sectors and segments, solving trigonometric equations, small angle approximations
Trigonometry Part I	5.4–5.5	Secant, cosecant and cotangent, graphs of $\sec x$, $\operatorname{cosec} x$ and $\cot x$, using $\sec x$, $\operatorname{cosec} x$ and $\cot x$, trigonometric identities, inverse trigonometric functions
Trigonometry Part II	2.11, 5.6–5.9	Addition formulae, using the angle addition formulae, double-angle formulae, solving trigonometric equations, simplifying $a \cos x \pm b \sin x$, proving trigonometric identities, modelling with trigonometric functions
Parametric Equations	3.3–3.4	Parametric equations, using trigonometric identities, curve sketching, points of intersection, modelling with parametric equations
Differentiation Part I	7.1–7.5	Differentiating $\sin x$ and $\cos x$, differentiating exponentials and logarithms, the chain rule, parametric differentiation, using second derivatives
Differentiation Part II	7.2, 7.4–7.6	The product rule, the quotient rule, differentiating trigonometric functions, implicit differentiation, rates of change
Numerical Methods	9.1–9.3, 9.5	Locating roots, iteration, the Newton-Raphson method, applications to modelling
Integration Part I	6.2, 6.5	Integrating standard functions, integrating $f(ax+b)$, using trigonometric identities, reverse chain rule, integration by substitution, integration by parts, partial fractions
Integration Part II	8.3–8.4, 8.7–8.8, 9.4	Finding areas, the trapezium rule, solving differential equations, modelling with differential equations
Vectors	10.1–10.5	3D coordinates, vectors in 3D, solving geometric problems, applications to mechanics

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Timings Sheet

For the **fundamentals** tests, refer to the tests marked X.1a and X.1b.

For the **challenge** tests, refer to the tests marked X.2a and X.2b.

For the **expert** tests, refer to the tests marked X.3a and X.3b.

Topic test reference	Recommended time (minutes)	Topic test reference	Recommended time (minutes)
Algebraic Methods		Trigonometry Part I	
1.1.a	35	6.1a	30
1.1b	35	6.1b	30
1.2a	40	6.2a	40
1.2b	40	6.2b	40
1.3a	40	6.3a	50
1.3b	40	6.3b	50
Functions and Graphs		Trigonometry Part II	
2.1a	20	7.1a	55
2.1b	20	7.1b	55
2.2a	35	7.2a	65
2.2b	35	7.2b	65
2.3a	40	7.3a	65
2.3b	40	7.3b	65
Sequences and Series		Parametric Equations	
3.1a	30	8.1a	30
3.1b	30	8.1b	30
3.2a	35	8.2a	50
3.2b	35	8.2b	50
3.3a	50	8.3a	50
3.3b	50	8.3b	50
Binomial Expansion		Differentiation Part I	
4.1a	25	9.1a	25
4.1b	25	9.1b	25
4.2a	50	9.2a	30
4.2b	50	9.2b	30
4.3a	60	9.3a	45
4.3b	60	9.3b	45
Radians		Differentiation Part II	
5.1a	30	10.1a	30
5.1b	16	10.1b	30
5.2a	20	10.2a	40
5.2b	20	10.2b	40
5.3a	35	10.3a	45
5.3b	35	10.3b	45

INSPECTION COPY

COPYRIGHT
PROTECTED



Vectors – Test B (40 mins)

Subtopics: 3D coordinates, vectors in 3D, solving geometric problems, applications

1. Find the **distances** between the following pairs of points:
 - a) $(0, 0, 0)$ and $(2, 5, 14)$
 - b) $(1, 0, -2)$ and $(2, 12, 10)$
 - c) $(-1, -10, 2)$ and $(4, 10, -2)$

2. Let $\mathbf{v} = 2\mathbf{i} - 5\mathbf{j} + \mathbf{k}$ and $\mathbf{w} = -\mathbf{i} + 4\mathbf{j} - 2\mathbf{k}$. Find the following vectors, give in **ijk** notation:
 - a) $\mathbf{v} + \mathbf{w}$
 - b) $\mathbf{v} - \mathbf{w}$
 - c) $2\mathbf{v} - 3\mathbf{w}$

3. Let $\mathbf{a} = \begin{pmatrix} 24 \\ 3 \\ -5 \end{pmatrix}$ and $\mathbf{b} = \begin{pmatrix} 3 \\ 1 \\ -10 \end{pmatrix}$. Show that the **resultant** of $\mathbf{a}$ and $\mathbf{b}$ is parallel to the **z-axis**.

4. Given that $\mathbf{v} = 8\mathbf{i} - 12\mathbf{j} + p\mathbf{k}$ and that $|\mathbf{v}| = 17$, find the **two possible values** of p .

5. Find the **unit vector** that is in the direction of each of the following vectors:
 - a) $\begin{pmatrix} 2 \\ 6 \\ 3 \end{pmatrix}$
 - b) $\begin{pmatrix} -2 \\ -11 \\ 10 \end{pmatrix}$
 - c) $\begin{pmatrix} 4 \\ -2 \\ -\sqrt{5} \end{pmatrix}$

6. Find, to **1 decimal place**, the angle in **degrees** made by the vector $\begin{pmatrix} 12 \\ -8 \\ 9 \end{pmatrix}$ with
 - a) the positive x -axis
 - b) the positive y -axis
 - c) the positive z -axis

7. O is the origin, while the points P and Q have coordinates $(1, 0, 5)$ and $(-2, -4, 6)$ respectively. Use **vectors** to find the coordinates of the point R such that $OPQR$ is a **parallelogram**.

8. The points P and Q have coordinates $(4, -6, 7)$ and $(-2, -4, 6)$ respectively.
 - a) Show that $\triangle OPQ$ is an **equilateral triangle**.
 - b) Find the **exact area** of the triangle $\triangle OPQ$.

9. A body is acted on by a force $(12\mathbf{i} - 8\mathbf{j} + 20\mathbf{k})$ N. Find the **resultant force** acting on the body, giving your answer in **ijk** notation.

10. A body is acted on by forces $(a\mathbf{i} + 2\mathbf{j} - 7\mathbf{k})$ N, $(7\mathbf{i} + b\mathbf{j} + \mathbf{k})$ N and $(-9\mathbf{i} + c\mathbf{j} - 4\mathbf{k})$ N. The body is in a state of **equilibrium**. Find the values of a , b and c .

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Solutions to Integration Part II – Test B

1. a) $\int_0^{\frac{\pi}{2}} \cos x \, dx = [\sin x]_0^{\frac{\pi}{2}}$ M1
 $= \sin \frac{\pi}{2} - \sin 0$ M1
 $= 1 - 0$
 $= 1$ A1
- b) $\int_0^1 \frac{2}{2x+1} \, dx = \left[2 \times \frac{1}{2} \ln |2x+1| \right]_0^1$ M1
 $= \ln |2 \times 1 + 1| - \ln |2 \times 0 + 1|$ M1
 $= \ln 3$ A1
- c) $\int_0^{\ln 3} 2e^x \, dx = [2e^x]_0^{\ln 3}$ M1
 $= 2e^{\ln 3} - 2e^0$ A1
 $= 2 \times 3 - 2 \times 1$
 $= 4$ A1
- d) $\int_0^{\frac{\pi}{3}} \tan x \, dx = [\ln |\sec x|]_0^{\frac{\pi}{3}}$ M1
 $= \ln \left(\frac{1}{\cos \frac{\pi}{3}} \right) - \ln \left(\frac{1}{\cos 0} \right)$ M1
 $= \ln 2 - \ln 1$
 $= \ln 2$ A1

[12 Marks]

2. Area of R is $\int_3^4 x\sqrt{x-3} \, dx$ M1

Let $u = x - 3$, so $\frac{du}{dx} = 1$

The lower limit of integration $x = 3$ becomes $u = 3 - 3 = 0$

The upper limit of integration $x = 4$ becomes $u = 4 - 3 = 1$

So $\int_3^4 x\sqrt{x-3} \, dx = \int_0^1 (u+3)\sqrt{u} \, du$ M1
 $= \int_0^1 \left(u^{\frac{3}{2}} + 3u^{\frac{1}{2}} \right) du$
 $= \left[\frac{2}{5} u^{\frac{5}{2}} + 2u^{\frac{3}{2}} \right]_0^1$ M1
 $= \left(\frac{2}{5} \times 1^{\frac{5}{2}} + 2 \times 1^{\frac{3}{2}} \right) - \left(\frac{2}{5} \times 0^{\frac{5}{2}} + 2 \times 0^{\frac{3}{2}} \right)$ M1
 $= \frac{12}{5} - 0$
 $= \frac{12}{5}$ A1

[5 Marks]

Technique
 curve
 the x-axis
 $x = b$
 $f(x) \geq 0$
 Other
 the area
 x-axis

Technique
 $\int \frac{1}{ax+b}$

Technique

Tip: For
 exam
 of the
 Some
 Integrals
 be done
 Different
 partial
 Integrals
 deduce
 the form
 its integral

Technique
 substitution
 • $x = f(u)$
 • $\frac{dx}{du}$
 • the new
 limits

INSPECTION COPY

COPYRIGHT
 PROTECTED



3. a) **Prove that $2\cos^2 x - \cos 2x \equiv 1$.**

From the question we have $\cos 2x \equiv \cos^2 x - \sin^2 x$

Using the identity $\sin^2 x + \cos^2 x = 1$, we can, therefore, write:

$$\begin{aligned}\cos 2x &\equiv \cos^2 x - \sin^2 x \\ &\equiv \cos^2 x - (1 - \cos^2 x) \quad \text{M1}\end{aligned}$$

$$\equiv 2\cos^2 x - 1$$

$$\therefore 2\cos^2 x - \cos 2x \equiv 1 \quad \text{A1}$$

- b) Area between the two curves is $\int_{-\pi/2}^{\pi/2} (2\cos^2 x - \cos 2x) dx$ M1

From part a) this is equal to $\int_{-\pi/2}^{\pi/2} 1 dx$

$$\begin{aligned}\text{And so the area is } \int_{-\pi/2}^{\pi/2} 1 dx &= [x]_{-\pi/2}^{\pi/2} \quad \text{M1} \\ &= \frac{\pi}{2} - \left(-\frac{\pi}{2}\right) \\ &= \pi \quad \text{A1}\end{aligned}$$

[5 Marks]

Technique: shade under then the curve which integrate

Tip: rule is sheet the left n strips strip the fur y1, y2 between

Tip: trapezium include

4. By the trapezium rule:

$$\int_0^{2\pi} e^{\sin x} dx \approx \frac{1}{2} h \{ (y_0 + y_4) + 2(y_1 + y_2 + y_3) \}$$

$$\text{where } h = \frac{b-a}{n} = \frac{2\pi-0}{4} = \frac{\pi}{2} \quad \text{M1}$$

and the y-values are given in the table

$$\begin{aligned}\text{So } \int_0^{2\pi} e^{\sin x} dx &\approx \frac{1}{2} \times \frac{\pi}{2} \times \{ (1+1) + 2(2.718+1+0.368) \} \quad \text{M1} \\ &= \frac{\pi}{4} \times 10.172 \\ &= 7.98907... \\ &= 7.99 \quad (3 \text{ s.f.}) \quad \text{A1}\end{aligned}$$

[3 Marks]

5. The graph of $y = 2^x$ is convex B1

So the line forming the top of each trapezium will be above the curve, and thus it overestimates the area.
[Allow use of sketch graph or other reasonable explanations, for example referring to gradient]

[2 Marks]

6. $\frac{dy}{dx} = x^2 + 1$

$$\therefore y = \int (x^2 + 1) dx \quad \text{M1}$$

$$\therefore y = \frac{1}{3}x^3 + x + c \quad \text{A1}$$

[1 Marks]

Tip: in the question include some

7. $x^2 \frac{dy}{dx} = -3 - x^2$

$$\therefore \frac{dy}{dx} = -\frac{3}{x^2} - 1$$

$$\therefore y = \int \left(-\frac{3}{x^2} - 1 \right) dx \quad \text{M1}$$

$$\therefore y = \frac{3}{x} - x + c \quad \text{A1}$$

Technique: the value there

Technique: bound the curve

We are told that $y = -3$ when $x = 3$, so $-3 = \frac{3}{3} - 3 + c$, so $c = -1$ M1

So the particular solution is $y = \frac{3}{x} - x - 1$ A1

[4 Marks]

**COPYRIGHT
PROTECTED**



8. a) $\frac{dB}{dt} = -0.25B$

$$\therefore \frac{1}{B} \frac{dB}{dt} = -0.25$$

$$\therefore \int \frac{1}{B} dB = \int (-0.25) dt \quad \text{M1}$$

$$\therefore \ln B = -0.25t + c \quad \text{A1}$$

$$\therefore B = e^{-0.25t+c} \quad \text{A1}$$

We can rewrite this as $B = e^{-0.25t} e^c = Ae^{-0.25t}$, where $A = e^c$

We are told that when $t = 0$, $B = 5000$, so $5000 = Ae^{-0.25 \times 0} = A$, so $A = 5000$

And so $B = 5000e^{-0.25t} \quad \text{A1}$

b) When $t = 12$, $B = 5000e^{-0.25 \times 12} = 5000e^{-3} \approx 249$ to the nearest whole number

c) As t increases B tends to zero

[Allow any acceptable explanation, e.g. mention of exponential decay or B always positive]

Technique
the variable
no 't' in
the denominator

Tip: The
usual
constant of
integration is c

INSPECTION COPY

COPYRIGHT
PROTECTED



Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.