

Question 1 (Suggested maximum time: 10 minutes)

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- (a) A bus company increases the price of all of its tickets by 6%.
Before the increase, the price of a ticket from Cork to Dublin was €17.00.

- (i) Find the price of this ticket **after** the increase.

[illegible]

Six months later, the company reduces the price of this ticket back to €17·00.

- (ii) Find the **percentage decrease** in the price of this ticket.
Give your answer correct to one decimal place.

[illegible]

- (b)** Insert brackets into each of the following statements to make them true. You may need more than one pair of brackets in some of the statements.

- (i) $5 + 4 \times 2 + 3 = 45$

$$5 + 4 \times 2 + 3 = 45$$

- (ii) $5 + 4 \times 2 + 3 = 25$

$$5 + 4 \times 2 + 3 = 25$$

- (iii) $5 + 4 \times 2 + 3 = 21$

$$5 + 4 \times 2 + 3 = 21$$

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Question 2 (Suggested maximum time: 10 minutes)

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- (a) (i) Write 20 cent as a **fraction** of €20. Give your answer in its simplest form.

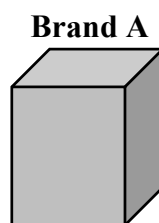
[illegible]

- (ii) Write 0.5 cm as a **fraction** of 2 m. Give your answer in its simplest form.

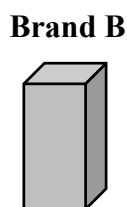
[illegible]

- (b)** A shop sells two brands of orange juice, **Brand A** and **Brand B**, as shown.

- (i)** Find which brand, **A** or **B**, is cheaper per litre.
Show all of your working out.



2 litres
€3.60



750 ml
€1.50

[illegible]

Samantha needs to buy **at least 5 litres** of orange juice.

- (ii) Find the **lowest price** that she could pay to do this, by buying **Brand A**, **Brand B**, or a **combination** of both. Justify your answer fully.

Lowest price =

Question 3 (Suggested maximum time: 5 minutes)

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Conor carries out a survey on all of the 25 students in his class (U).

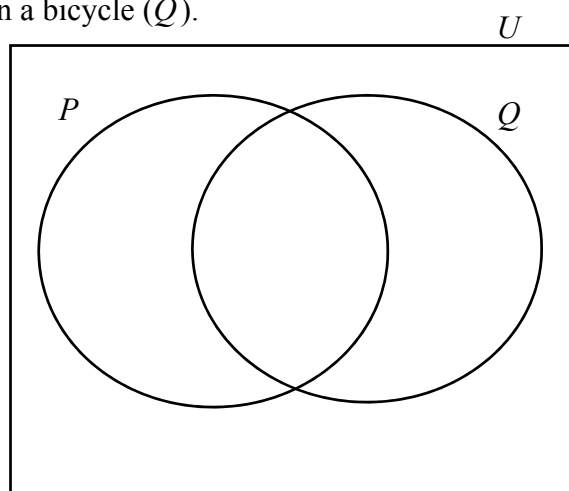
He asks each student if they own a pet (P), and if they own a bicycle (Q).

6 students own **neither** a pet **nor** a bicycle.

28% of the students own **both** a pet and a bicycle.

The ratio $\#(P \setminus Q) : \#(Q \setminus P) = 2 : 1$.

Use this information to fill in the Venn diagram.

[illegible][illegible]

Question 4 (Suggested maximum time: 5 minutes)

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Put a tick (✓) in the correct box in each row of the table below to show whether each statement is always true, sometimes true, or never true, for three **different** sets A , B , and C .

Statement	Tick one box only, for each statement		
	Always true	Sometimes true	Never true
$A \cap B = B \cap A$			
$A \cup B = B \cup C$			
$A \cap (B \cup C) = (A \cap B) \cup (A \cap C)$			
$A \cup C = A \cap C$			
$A \setminus B = \{ \}$			

[illegible]

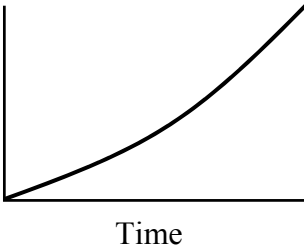
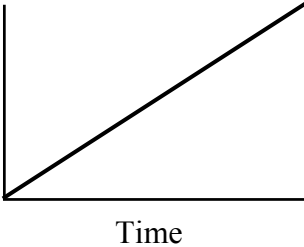
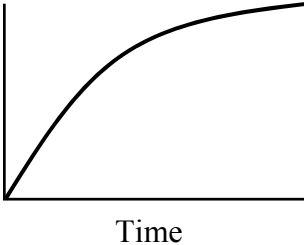
(Suggested maximum time: 10 minutes)

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- The graph shows the distance travelled along a track over time. The y-axis represents distance in metres, ranging from 0 to 400. The x-axis represents time in seconds, ranging from 0 to 100. The graph consists of two segments: Segment A, which is a straight line from (0,0) to (60,300), and Segment B, which is a straight line from (60,300) to (100,400).
- | Time (seconds) | Distance (metres) |
|----------------|-------------------|
| 0 | 0 |
| 60 | 300 |
| 100 | 400 |

- [illegible]

- [illegible]

- (b) **Table 1** shows graphs of the **distance** travelled along the track by Bill, Claire, and Dee during the same race. Each person's name is written next to their graph.

Table 1	
Distance travelled during the race	Name
	Bill
	Claire
	Dee

- (c) The graph below shows the distance Erik travelled along the track during the same race. **Sketch** the graph of Erik's **speed** during the race on the axes below.

Erik's **speed**
during the race

A blank coordinate plane with a vertical axis labeled "Speed" and a horizontal axis labeled "Time". The axes are represented by black lines forming an L-shape. The title "Erik's **speed** during the race" is centered above the graph area.

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Question 6 (Suggested maximum time: 10 minutes)

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- (a)** Write the following four numbers in order, from the smallest to the biggest.

3·14

- (b)** Put a tick (✓) in the correct box in each row of the table below to show whether each number is **rational** or **irrational**. Give a **reason** for each answer.

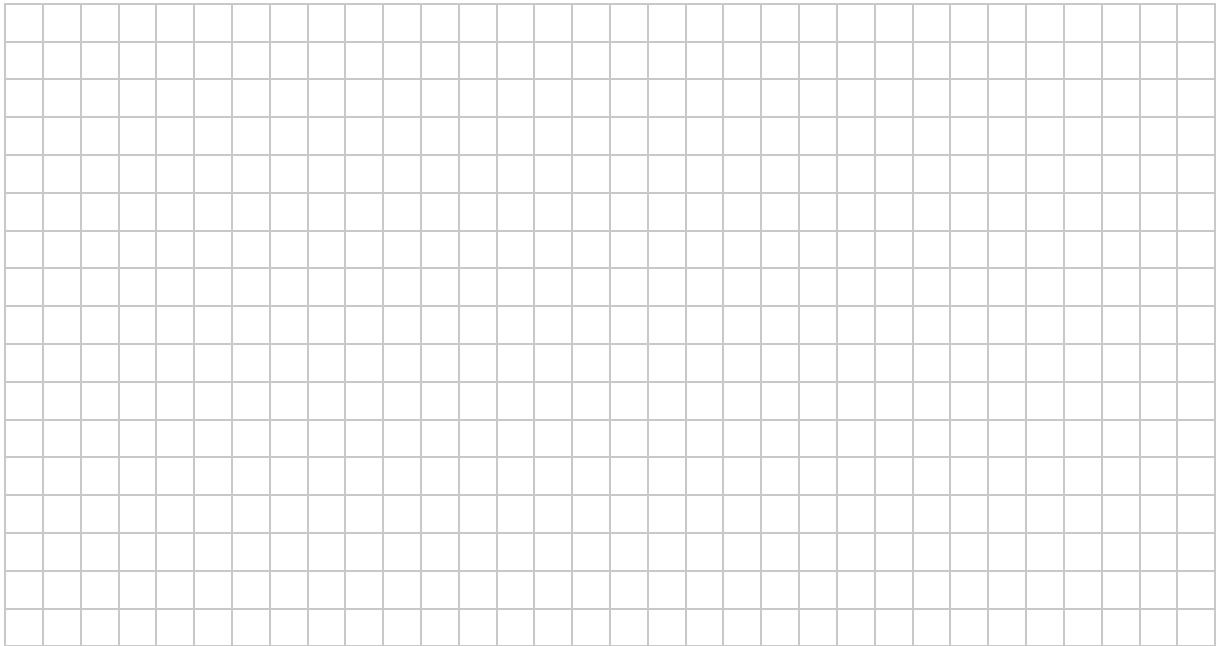
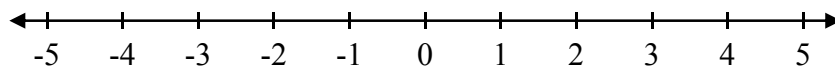
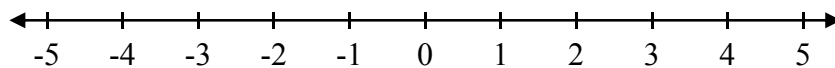
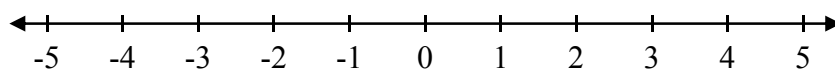
Number	Tick one box only, for each number		Reason
	Rational	Irrational	
$\sqrt{10}$			
$3 \cdot 14$			

- (c) How many digits does the number $3 \cdot 14 \times 10^{100}$ have, when it is written out fully? Justify your answer.

Answer:	
Justification:	

Question 7**(Suggested maximum time: 5 minutes)****(a)** Solve the following equation.

$$\frac{2x+4}{3} - \frac{5x-7}{2} = 5$$

**(b)** Graph each of the following inequalities on the number line given.**(i)** $x < 4$, where $x \in \mathbb{N}$.**(ii)** $x < 4$, where $x \in \mathbb{Z}$.**(iii)** $x < 4$, where $x \in \mathbb{R}$.

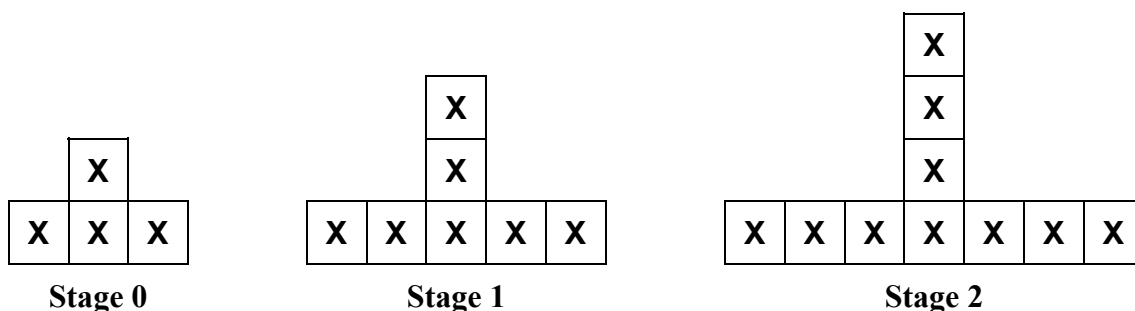
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Question 8 (Suggested maximum time: 15 minutes)

Question 8 (Suggested maximum time: 15 minutes)

John makes a sequence where each stage is made up of a certain number of **X**s arranged in a pattern. The first three stages of John's sequence are shown below.

The sequence starts at **stage 0**.



- (a) Draw the next stage of John's sequence.

- (b) Using a table, a graph, or otherwise, write a **formula** to express N in terms of S , where N is the number of **X** s in stage S of John's sequence.

[illegible]

- (c) There are exactly 130 **X**s in stage k of John's sequence. Find the value of k .

- (d) Yoko is also making a sequence, with each stage made up of a certain number of **X**s arranged in a pattern. In Yoko's sequence, the relationship between N and S is given by the formula:

$$N = 1 + 2S,$$

where N is the number of \mathbf{X} s in stage S of the sequence (starting at stage 0).

- (i) **Draw** one possible example of the first three stages of Yoko's sequence in the table below.

Yoko's sequence																	
Stage 0						Stage 1						Stage 2					

- (ii) p represents the number of **X**s in stage y of Yoko's sequence.
Write down the number of **X**s in stage $y + 3$ of Yoko's sequence.
Give your answer in terms of p .

[illegible]

Question 9 (Suggested maximum time: 5 minutes)

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- (a)** Write each of the following numbers in the form 3^k , where $k \in \mathbb{Q}$.

(i) 9

[illegible]

(ii) 1

(iii) $\sqrt{27}$

[illegible]

(iv) $\frac{1}{\sqrt[3]{3}}$

[illegible]

- (b)** Write $(-2n)^4$ in the form an^b , where $a, b \in \mathbb{Z}$.

[illegible]

- (c) x and $\sqrt{x^2}$ are **not** always equal.

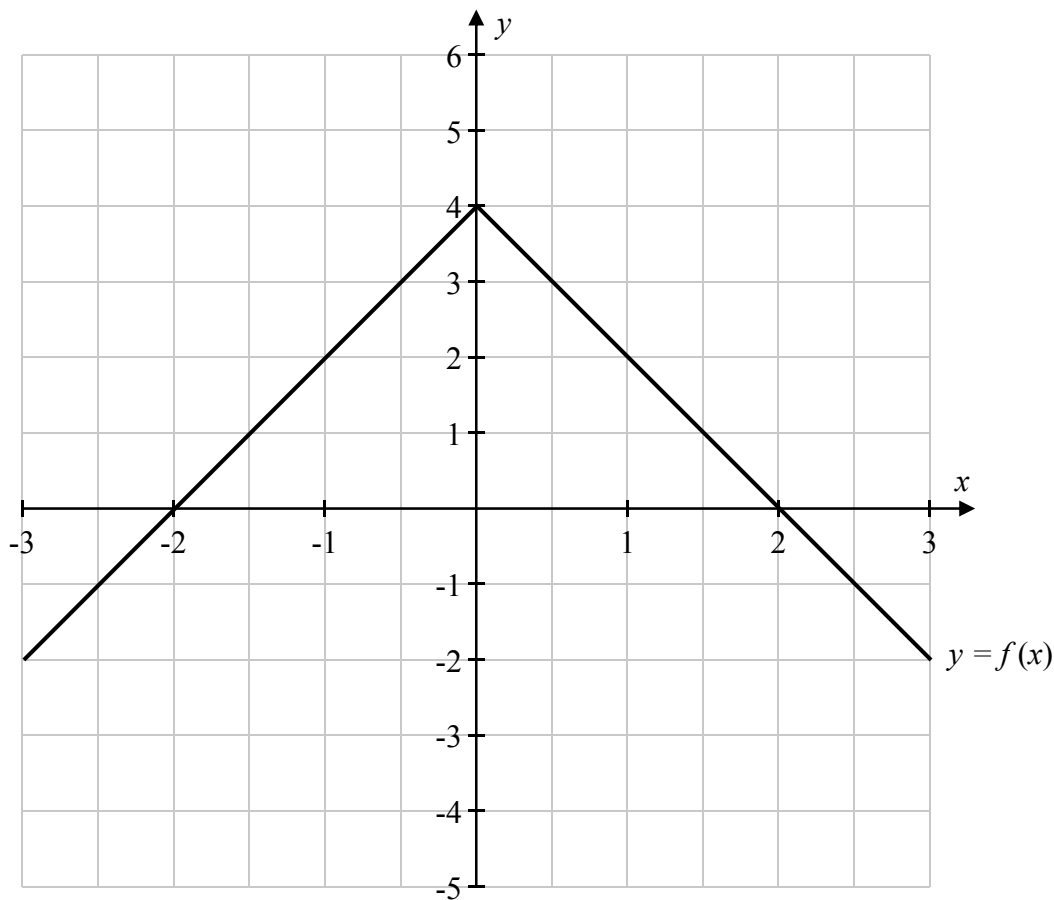
Give an example of a value of x , and the corresponding value of $\sqrt{x^2}$, which are **not** equal.

[illegible]

Question 10

(Suggested maximum time: 15 minutes)

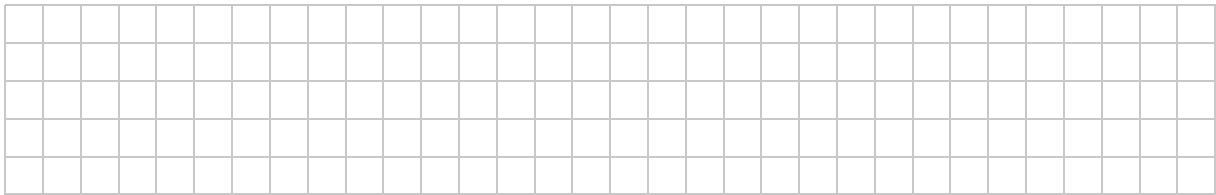
- (a) The graph of the function $y = f(x)$ is shown on the co-ordinate diagram below, for $-3 \leq x \leq 3$, $x \in \mathbb{R}$. The graph is made up of two line segments.



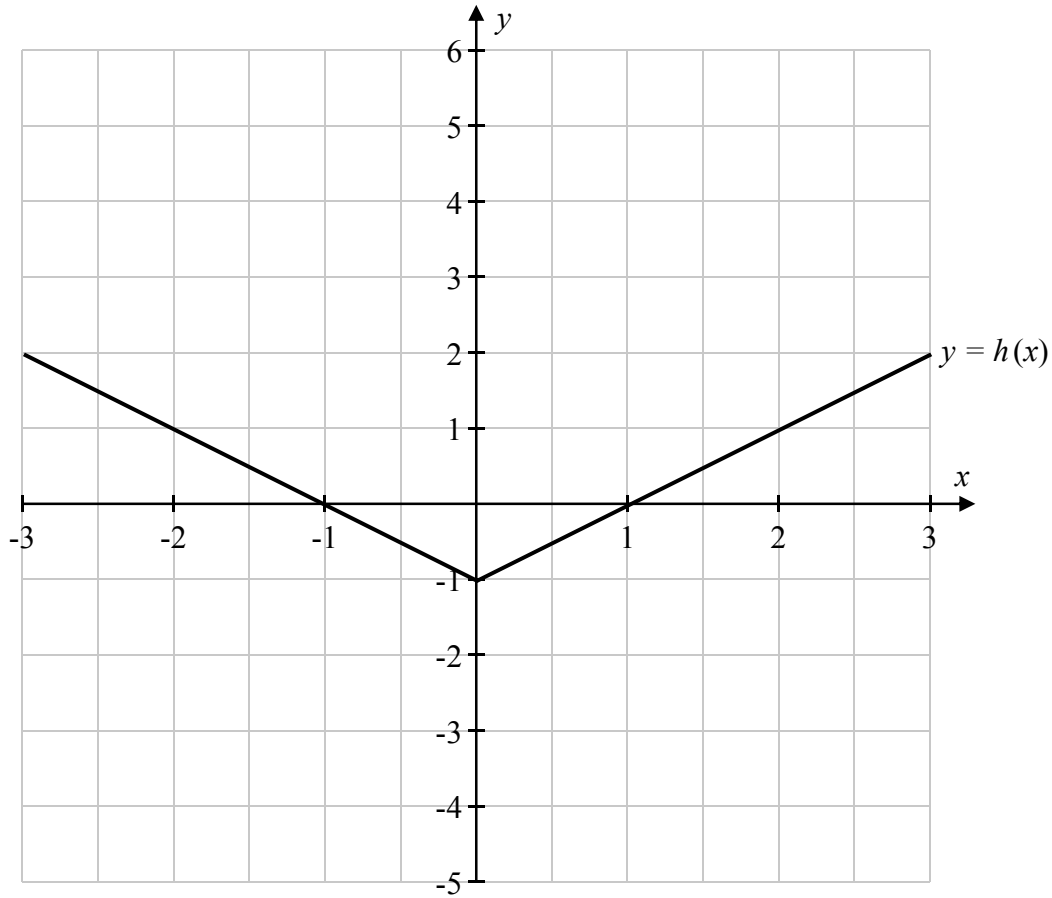
- (i) Fill in the table below to show the value of $f(x)$ and the value of $f(x) - 2$ for each of the given values of x .

x	-3	-2	-1	0	1	2	3
$f(x)$							
$f(x) - 2$							

- (ii) Hence, or otherwise, **draw** the graph of $y = f(x) - 2$ on the co-ordinate diagram above, for $-3 \leq x \leq 3$, $x \in \mathbb{R}$.

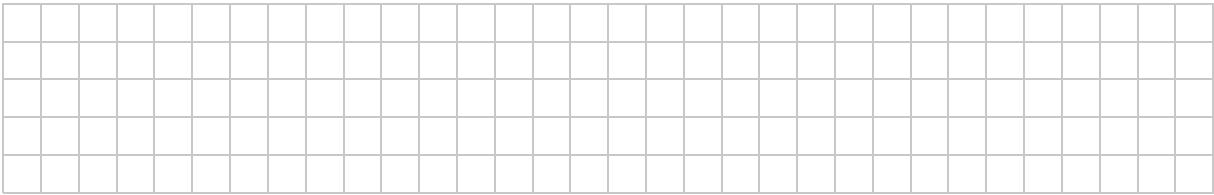


- (b) The graph of a different function, $y = h(x)$, is shown on the co-ordinate diagram below, for $-3 \leq x \leq 3$, $x \in \mathbb{R}$. The graph is made up of two line segments.

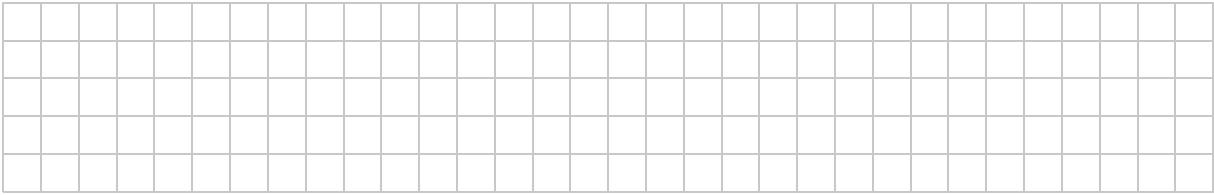


- (i) Fill in the table below to show the value of $h(x)$ for each of the given values of x .

x	-3	-2	-1	0	1	2	3
$h(x)$							



- (ii) Hence, or otherwise, **draw** the graph of $y = [h(x)]^2$ on the co-ordinate diagram above, for $-3 \leq x \leq 3$, $x \in \mathbb{R}$.



Question 11

(Suggested maximum time: 10 minutes)

- (a) (i)** Multiply out and simplify $(x + 5)^2$.

[illegible]

- (ii) Hence, or otherwise, show that the following expression is always divisible by 4.

$$(x+5)^2 - (x-5)^2$$

A full page of blank graph paper with a uniform grid of small squares. The grid consists of 20 columns and 15 rows, creating a total of 300 square units. The lines are thin and gray, set against a white background. There are no margins or additional markings on the page.

- (b)** Factorise each of the following expressions.

- (i) $25x^2 - 49n^2$




[illegible]

- (ii) $2x^2 - 9x - 18$

Question 12 (Suggested maximum time: 10 minutes)

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Three bags are shown in the table below. The mass of each bag (in kg) is also shown.

Bag			
Mass, in kg ($y \in \mathbb{R}$)	$y + 5$	19	$2y^2 + 1$

Two of the bags have the same mass (in kg).

- (a) Find the **three** possible positive values of y .
Give your irrational answer correct to two decimal places.

A full-page view of a blank sheet of graph paper. The grid consists of thin, light gray horizontal and vertical lines forming small squares across the entire page. There are no margins, text, or other markings on the paper.

- (b)** Explain why all three bags can **not** have the same mass (in kg).

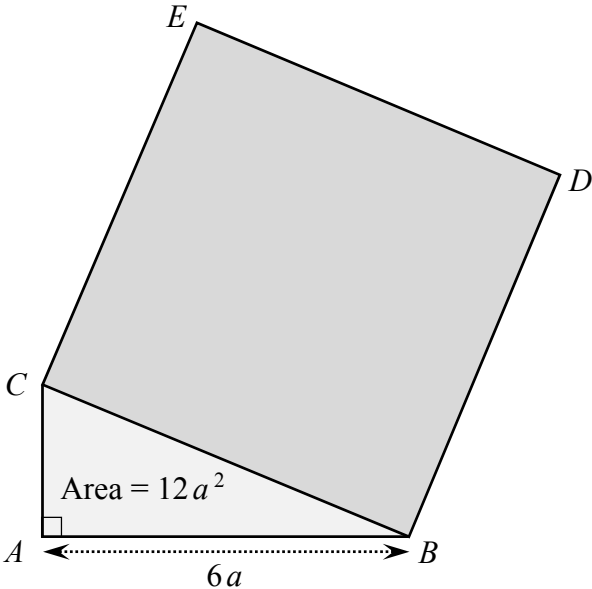
[illegible]

Question 13

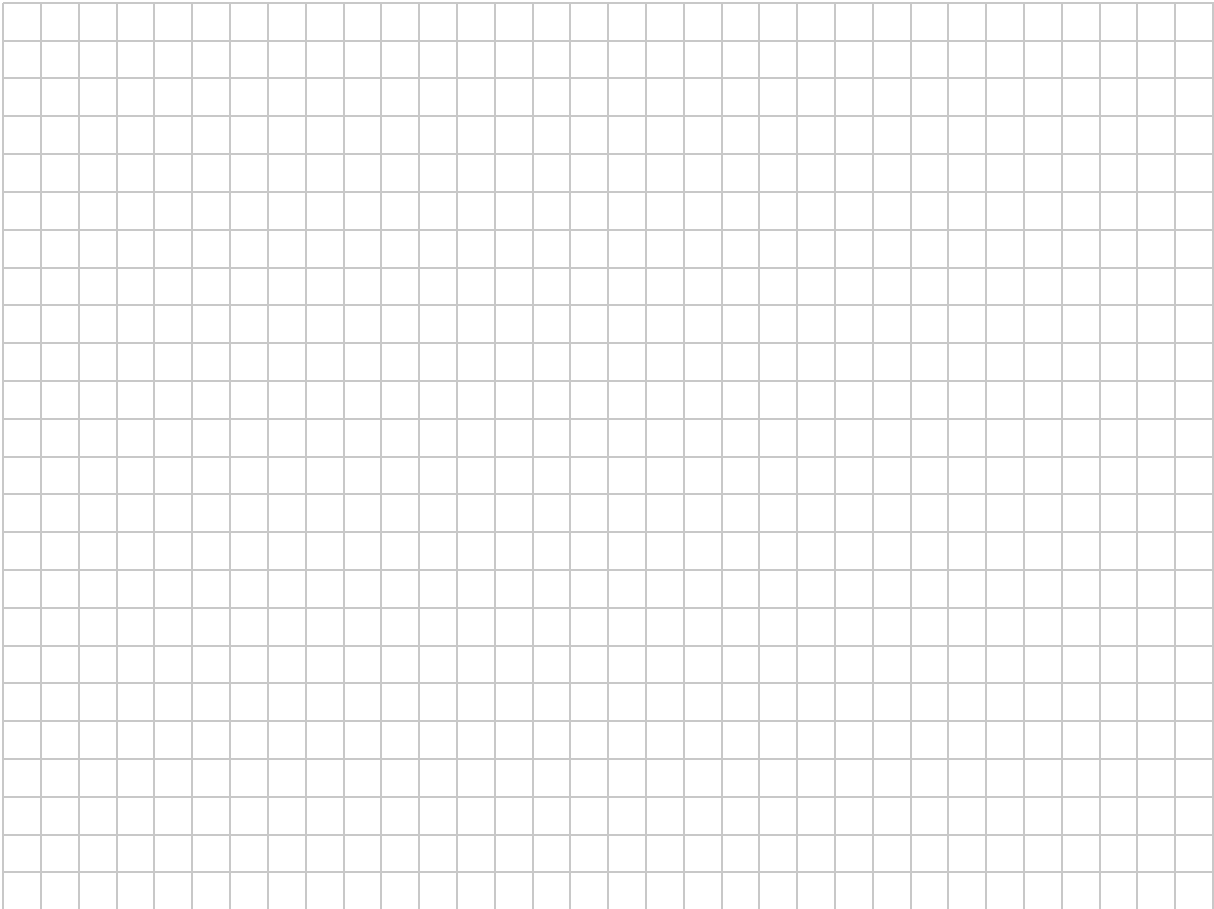
(Suggested maximum time: 10 minutes)

The right-angled triangle ABC is shown in the diagram below.
The square $BDEC$ is placed on the hypotenuse of this triangle.

The **area** of the **triangle** ABC is $12a^2$ square units, where $a \in \mathbb{R}$.
The **length** of the side $[AB]$ is $6a$ units.



Find the **area** of the **square** $BDEC$, in terms of a^2 .



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The function $h(x)$ below gives the approximate height of the water at Howth Harbour on a particular day, from 12 noon to 5 p.m.

where $h(x)$ is the height of the water in centimetres, and x is the time in hours after 12 noon.

-



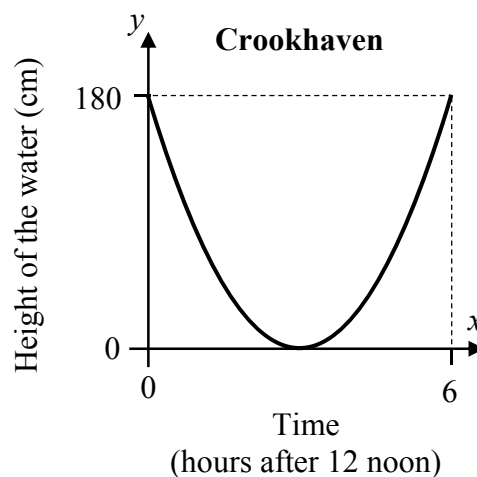
A blank sheet of graph paper featuring a uniform grid of small squares. The grid consists of 20 columns and 20 rows, creating a total of 400 square units. The lines are thin and gray, set against a white background. There are no margins or additional markings on the page.

- [illegible]

On this day, the height of the water at 12 noon was 180 cm, and the height of the water at the lowest point on the graph was 0 cm.

- $$g(x) = ax^2 + bx + c,$$

(i) Find the value of c .

[illegible]

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- This image shows a full page of blank graph paper. The grid consists of thin, light gray horizontal and vertical lines that intersect to form small squares across the entire surface. There are no margins, text, or other markings on the paper.

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