

ADVANCED SUBSIDIARY (AS) General Certificate of Education 2022

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# **Mathematics**

Assessment Unit AS 2 assessing
Applied Mathematics



\*SMT21\*

[SMT21]

THURSDAY 9 JUNE, MORNING

### TIME

1 hour 15 minutes.

### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page. You must answer the questions in the spaces provided.

#### Do not write outside the boxed area on each page or on blank pages.

Complete in black ink only. Questions which require drawing or sketching should be completed using an HB pencil. **Do not write with a gel pen.** 

Candidates must answer all questions from sections A and B.

Equal time should be spent on each section. Show clearly the full development of your answers. Answers without working may not gain full credit.

Answers should be given to three significant figures unless otherwise stated.

You are permitted to use a graphic or scientific calculator in this paper.

### INFORMATION FOR CANDIDATES

The total mark for this paper is 70. The total available mark for each section of this paper is 35. Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

Answers should include diagrams where appropriate and marks may be awarded for them.

Take  $g = 9.8 \,\mathrm{m \, s^{-2}}$ , unless specified otherwise.

A copy of the Mathematical Formulae and Tables booklet is provided.

Throughout the paper the logarithmic notation used is  $\ln z$  where it is noted that  $\ln z \equiv \log_e z$ 



## Answer all questions.

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## **SECTION A**

## **Mechanics**

1 Three forces,  $F_1$ ,  $F_2$  and  $F_3$ , act on a body of mass 5 kg.

Given that

$$\mathbf{F_1} = (3\mathbf{i} - 2\mathbf{j})\mathbf{N}$$
  $\mathbf{F_2} = (7\mathbf{i} + 8\mathbf{j})\mathbf{N}$   $\mathbf{F_3} = (-15\mathbf{i} + 9\mathbf{j})\mathbf{N}$ 

| find the magnitude of the acceleration of the body. [6] |
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Fig. 1 below shows a car of mass 2000 kg towing a trailer of mass 500 kg along a 2 straight horizontal road. The resistances experienced by the car and trailer are 400 N and 200 N respectively. The car's engine produces a tractive force of 1800 N. Fig. 1 Find the acceleration of the car and trailer and the tension in the tow bar. [7] DE Learning

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3 A crate of mass 40 kg is held at rest on a rough plane by a horizontal force of magnitude 25 N.

The plane is inclined at an angle of 30° to the horizontal.

All forces act in the same vertical plane.

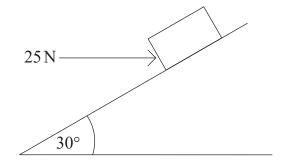
The crate is on the point of sliding down the plane.

(i) Complete the diagram below showing all the external forces acting on the crate.

[2]

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| (ii) | Find the coefficient of friction between the crate and the plane. [8] |
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| 4     | (a) | Αb         | pall is thrown vertically upwards with a speed of $20\mathrm{ms^{-1}}$   |
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|       |     | Thi<br>poi | ree seconds later a second ball is thrown vertically upwards from the same nt with a speed of $22\mathrm{ms^{-1}}$ |
|       |     | (i)        | Find how long it takes from when the first ball is thrown until the two balls collide. [7]                         |
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| (ii)  | Find the direction in which the first ball is moving when the two balls collide. [2] |
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**(b)** A ball bearing is dropped from a height onto a horizontal metal plate.

Each time the ball bearing strikes the metal plate, it rebounds with its direction of motion reversed and its speed reduced.

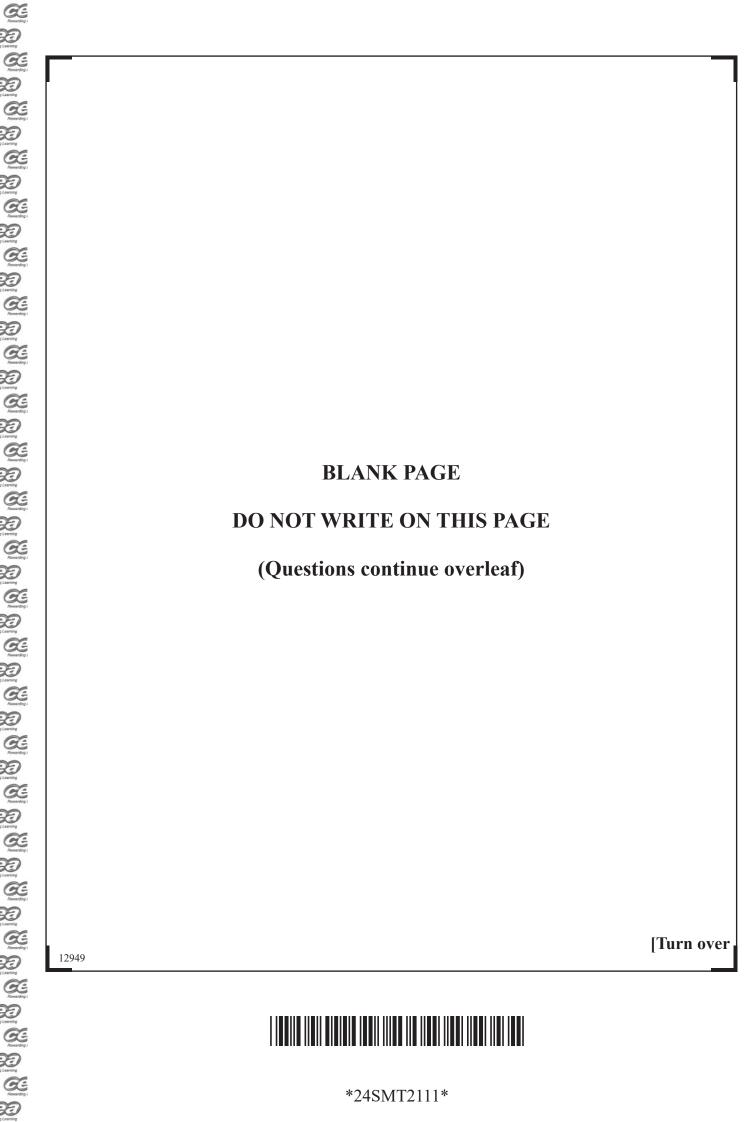
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On the axes below, sketch the velocity–time graph of the ball bearing until it strikes the plate for the third time. [3]

Velocity (m s<sup>-1</sup>)  $\uparrow$ Time (s)







### **SECTION B**

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### **Statistics**

5 Kevin is doing a Geography project about weather.

He has organised his data in a spreadsheet using one row for each day's results.

Table 1 below shows part of Kevin's spreadsheet.

Table 1

|    | A                           | В             | С                         | D                   | Е                         | F                          |
|----|-----------------------------|---------------|---------------------------|---------------------|---------------------------|----------------------------|
| 1  | Mean<br>temperature<br>(°C) | Rainfall (mm) | Mean<br>windspeed<br>(kn) | Sunshine<br>(hours) | Mean<br>pressure<br>(hPa) | Mean relative humidity (%) |
| 2  | 12.2                        | 0             | 6                         | 6.6                 | 1023                      | 89                         |
| 3  | 11.3                        | 4.2           | 21                        | 5.1                 | 1008                      | AB                         |
| 4  | 10.3                        | 0.7           | 12                        | 5.9                 | 1000                      | 95                         |
| 5  | 8.5                         | 0             | 6                         | 8.2                 | 1021                      | 86                         |
| 6  | 7.4                         | 0.1           | 4                         | 92                  | 1025                      | 81                         |
| 7  | 9.6                         | 6.1           | 9                         | 3.7                 | 1010                      | 97                         |
| 8  | 8.8                         | 0             | 8                         | 7.7                 | 1012                      | 88                         |
| 9  |                             | 2             | 13                        | 2.1                 | 1013                      | 89                         |
| 10 | 11.2                        | 5.7           | 12                        | 0.9                 | 1022                      | 95                         |

| Identify three reasons why Kevin needs to clean his data. | [3] |
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**(i)** 



Fig. 2 below shows the box plot Kevin drew for the rainfall, x mm, for all of the data in his spreadsheet.

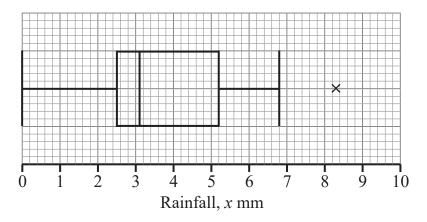


Fig. 2

Kevin claimed that one value was an outlier and marked it as  $\times$  on the box plot.

An outlier is defined as a value which is outside the range

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$$Q_1 - 1.5(Q_3 - Q_1) \le x \le Q_3 + 1.5(Q_3 - Q_1)$$

| Show that Kevin's claim is not correct. | [3] |
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| The | e results are summarised belo                         | OW.                         |                            |
|     | $\Sigma x = 2214.44$                                  | $\Sigma x^2 = 31454.76$     | n = 220                    |
| (i) | Calculate the mean and var passengers on this flight. | riance for the masses of th | ne hold luggage of the 220 |
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| In addition, each passenger is al                          | llowed to carry one piece  | of hand luggage on board | 1.              |
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| The mass, $y$ kg, of the hand luggalso recorded.           | gage of each of the same 2 | 220 passengers is        |                 |
| Some further summary statistics                            | s are as follows:          |                          |                 |
| $S_{xy} = 196.205$   | $S_{xx} = 9165.012$        | $S_{yy} = 2804.465$      |                 |
| (ii) Calculate the product—more hand luggage and hold lugg |                            | t between the masses of  | [2]             |
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| (iii) Comment on the value you                             | obtained in part (ii).     |                          | [2]             |
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| (i)  | Write down the probability that a seed from the batch will germinate.  |
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| (1)  | write down the probability that a seed from the batch will germinate.  |
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| Two  | elve seeds are sown.   |
| (ii) | Calculate the probability that exactly nine of these seeds germinate.  |
| (11) | Calculate the probability that exactly fille of these seeds germinate. |
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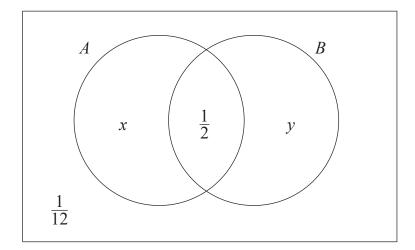


|           | Calculate the probability that at most ten of these seeds germinate.   |
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| 7)        | Find the most likely number of these twelve seeds that will germinate  |
| v)        | Find the most likely number of these twelve seeds that will germinate. |
| <b>7)</b> | Find the most likely number of these twelve seeds that will germinate. |
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**8 Fig. 3** below shows a Venn diagram with two events, *A* and *B*, and probabilities associated with these events.



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Fig. 3

| (i) | Show that $x + y = \frac{5}{12}$ | [1] |
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(ii) Given that the events 
$$A$$
 and  $B$  are independent and that  $P(A) > P(B)$ , find the values of  $x$  and  $y$ . [8]

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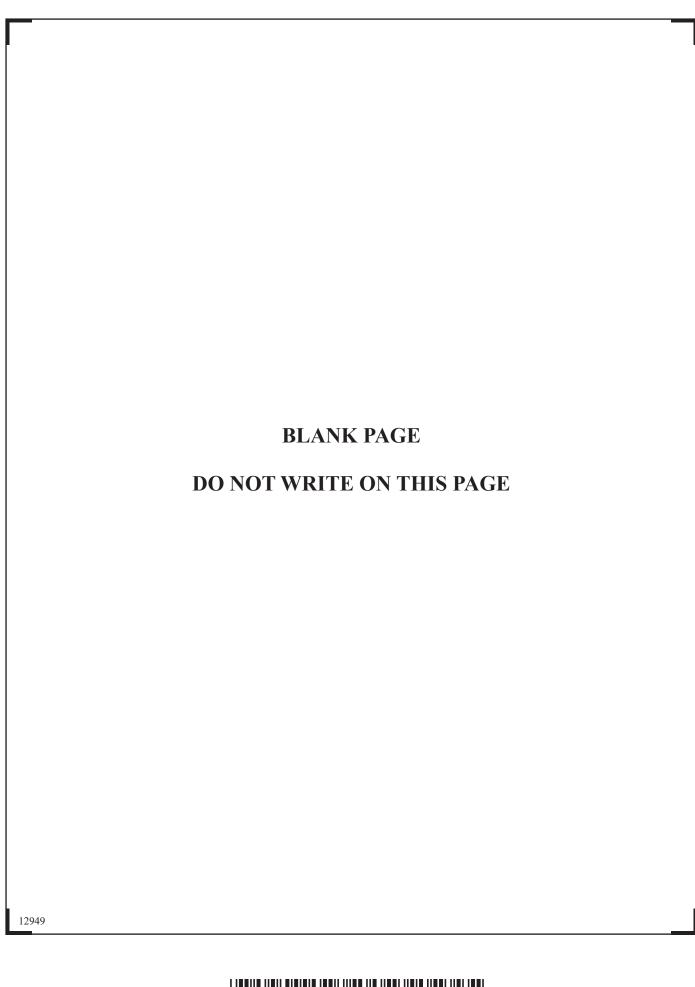
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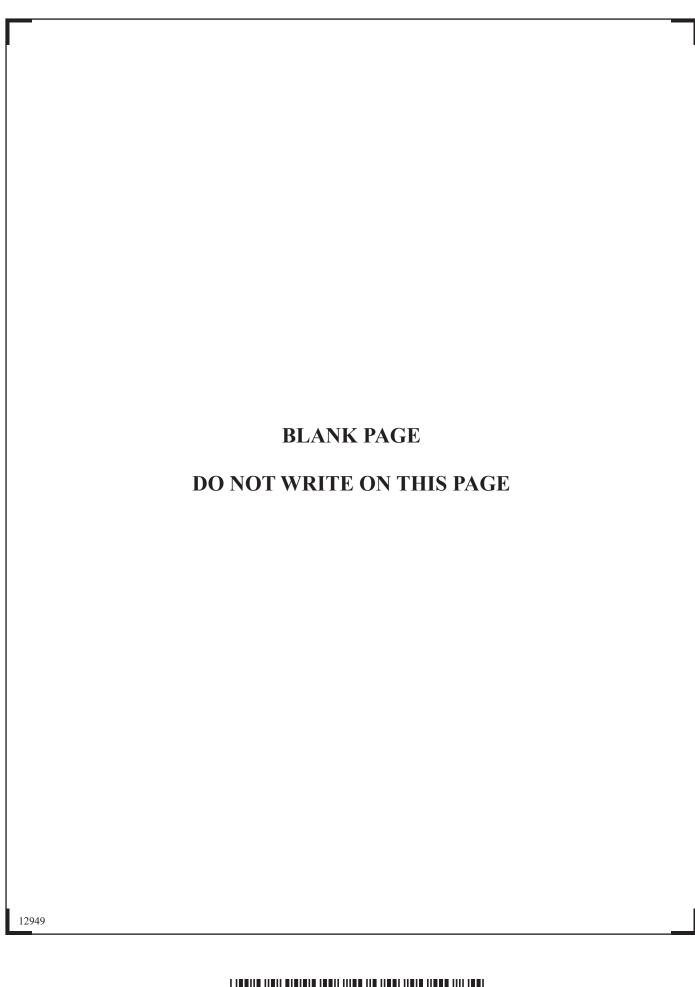
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