

Name

Current school



WELLINGTON COLLEGE

13+ SCHOLARSHIP EXAMINATION 2021

MATHEMATICS

TIME ALLOWED: 90 minutes

You may use a calculator.

The marks available for each question are shown in square brackets.

This paper is divided into two sections:

Section A is worth 30 marks and contains seven questions. You should attempt all questions in Section A.

Section B is worth 60 marks and contains six questions each worth 10 marks. You may attempt all questions. Start with the ones that interest you most; answer as many questions as you can. You may find some easier than others.

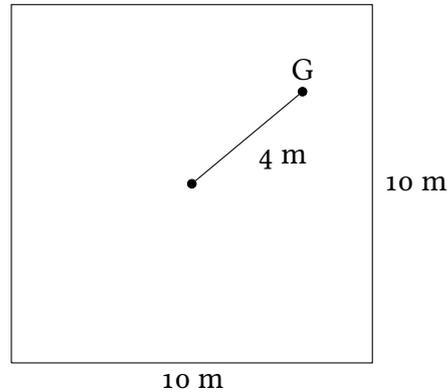
Write your answers on the question paper.

Credit will be given for the clarity of your work and your explanations.

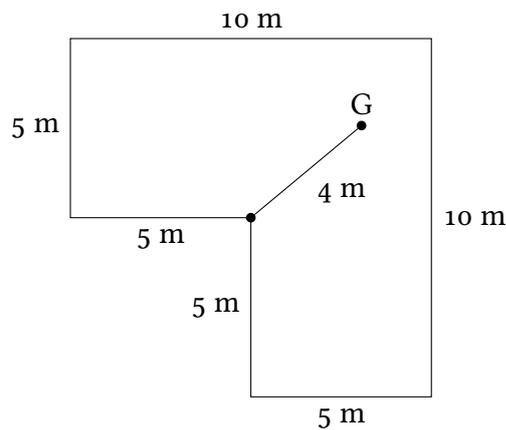
9. Give your answers correct to 1 decimal place.

- (a) A goat is tethered to a rope of length 4 m. The other end of the rope is attached to a pole in the centre of a square grassy field of side length 10 m. [3]

Assuming that the goat can graze anywhere up to 4 m away from the post, find the percentage of the field which the goat can graze.

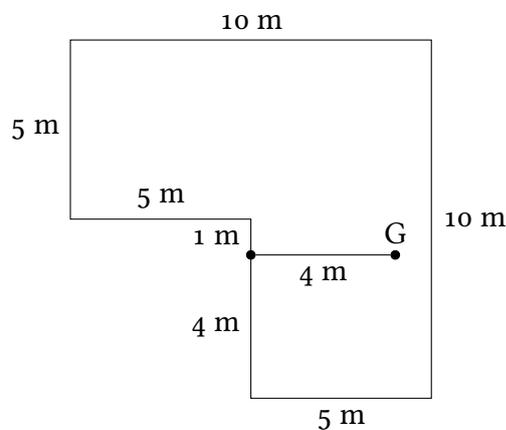


- (b) The goat is moved to an L-shaped field, which wraps around a building. It is tethered by a 4 m rope to a fixed point on the corner of the building. [2]

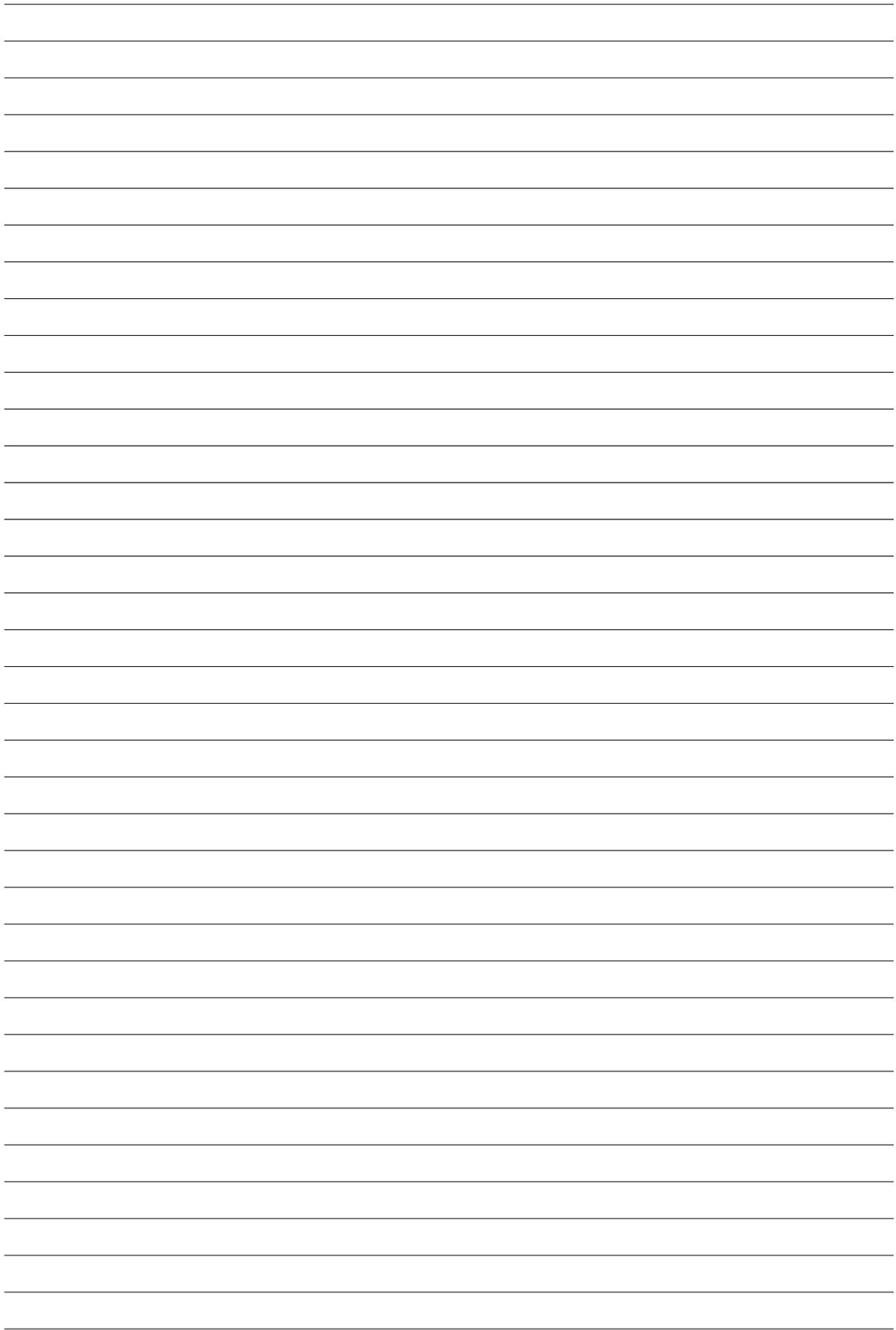


Find the percentage of the field which the goat can graze.

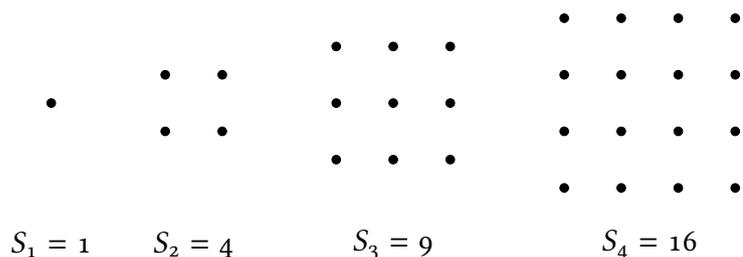
- (c) The goat is tethered to a new point in the same field, 1 m away from the corner of the building, as illustrated. [5]



Find the percentage of the field that the goat can graze.

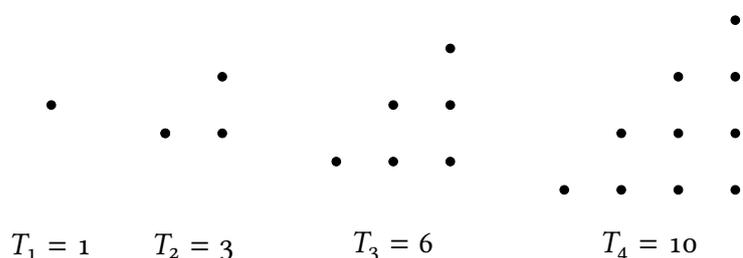


13. The square numbers S_1, S_2, S_3, \dots are so-called because they represent the number of dots required to make a square of varying side lengths:



The n th square number can be found using the formula $S_n = n^2$.

Similarly, the triangular numbers, $T_1, T_2, T_3, T_4, \dots$ are so-called because they represent the number of dots required to make triangles of varying side lengths:



- (a) Determine, by means of a diagram, the value of the 5th triangular number, T_5 . [1]
 (b) Blaise suggests that the n th triangular number can be found by the formula [1]

$$T_n = \frac{n(n+1)}{2}$$

Verify that this formula correctly calculates the 5th triangular number.

The n th tetrahedral number, U_n is formed by adding together the first n triangular numbers.

So $U_1 = 1, U_2 = 1 + 3 = 4, U_3 = 1 + 3 + 6 = 10, U_4 = 1 + 3 + 6 + 10 = 20$ and so on.

- (c) Find the value of U_5 . [1]
 (d) Pierre suggests that the tetrahedral numbers can be found using the formula [2]

$$U_n = \frac{3}{2}(n^2 - n) + 1$$

Show clearly that this correctly gives the value of U_1, U_2 and U_3 .

- (e) Show that it does not correctly give the value of U_4 . [1]

Sophie suggests that the tetrahedral numbers can in fact be found using a formula which looks like $U_n = an^3 + bn^2 + cn + d$. Suppose she is correct.

- (f) Use the value of U_1 to show that $a + b + c + d = 1$. [1]
 (g) Similarly, explain why $8a + 4b + 2c + d = 4$. [1]
 (h) Write down two further equations which must be satisfied by a, b, c , and d . You do not need to solve your equations. [2]

