

# Foreword

*“Give a man a fish – and you feed him for a day; teach him to fish – and you feed him for a lifetime.”*

— author unknown

**Knowledge is power. Total knowledge, acquired through accurate and completely true education, is absolute power.** But, there are many publications out there that provide **false information** and it may be difficult for students to separate **accurate education** from this *false information*. Once this false information is learnt, it is very hard for him to eradicate the mistakes; much like learning how to hold the tennis racket without a proper certified tennis coach. Initially, it is not obvious, but when the stress and tempo of the game increases, the student may just damage his elbow and be ousted from the game permanently.

Many of our publications are also meant to double-up as **tradebooks** for the **teachers**; as such these books have to fulfill a much-higher proviso – to assist in the *accurate impartation of true knowledge* to students. Our extremely rigorous publishing control allows us to be confident in that the **reliable truth** the student would ultimately receive.

Every one of the **guide** series is a *fisherman* book – they teach *concepts* that will equip the student for life. Each *concept* is thoroughly explained and further illustrated by *worked examples* and *problems*.

The **critical guide** fundamental series ❶ is best suited for beginners. Although these *guides* are complete on their own, we strongly encourage students to progress to more *extensive guides* as they become more familiar with the subject matter. It is not unusual for some schools to teach beyond the examination (exam) syllabus, to broaden their students’ minds. For this, students are best advised to immediately use the **complete guide** extensive series ❶.

Students with *extreme intelligence* might find the *guides* a little too cumbersome, therefore they should use the *fisherman fast-learner* books, *i.e.*, books that prepare students sitting for the actual exams soon. These books provide the **critical study notes** ❷ for every single exam concept.

Mastering the use of the fishing rod, line, sinker, hook and bait is not enough; one still needs to know the *encyclopedia of fish*, *i.e.*, the **challenging learn-by-example** (LBE) fundamental series ❸. There would be many kinds of fish; success for each may require a subtle but significantly different technique – for example, capturing a shark definitely demands a vastly different technique from that of catching a salmon. In the same way, one must get familiar with the various types of exam question to build confidence. The *challenging LBE* series provides training up to ordinary exam-standard. Again, for students going beyond the norm, the **demanding LBE** extensive series ❹ should be the choice of weapon.

Lastly, one should not neglect the fundamental *work-out* with our ever-popular **challenging drill questions** (with answer keys only) ❺ and **solutions** ❻. Again for students with *extreme intelligence*, do complement learning with our **extreme drill questions** (with answer keys only) ❼ and **solutions** ❼, an all-embracing extensive *work-out* series.

Every year, popular “past-years exam questions” books are usually printed without accompanying accurate solutions, mark schemes and appropriate examiners’ requirements. To make up for this lack, please use our **complete yearly solutions** series ❸ (there are no questions, only solutions). Due to popular demand, we have reinforced some of these commonly-asked-exam-question – types as **challenging practice questions** ❹ and **solutions** ❹. Just before taking the actual exams, one can and should attempt our **challenging examination questions** (intentionally published without answer keys) ❹ and **solutions** (with mark schemes & exam reports) ❿.

Continuous updates and errata are available at <[www.yellowreef.com](http://www.yellowreef.com)> .

*“Using the right tool at each appropriate stage of exam preparation saves time. No point trying to pretend that a simple screwdriver would suffice at all situations.”*



*“If I have seen yonder, it is by standing on the shoulders of giants.” – Sir Isaac Newton*

*“The actual journey of inspiration only begins when one takes the first step towards learning humbly from the masters.” – paraphrased by the authors*

*“The human form factor remains unchanged, so learn it, love it and master it and you lord over all things.” – Chris Hughes*

*“Look at the examples around you, therefore, never chase after money. If truth be told, it is one’s passion that gets the ultimate prize. Derive first the pleasure of creating things that are untouchable by all principalities.” – Thomas Bond*

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**Motto: Veni video cognito ergo sum**

**Motto in English Literal: I come, I see, I think, therefore I am.**

**Non-literal:** I **come** to this place (by my own free will), I **see** what's going on (learn from the teachers), I **think** of my current position and contemplate my future, then I become the person I want to **be** (my best self).

It starts when the student freely chooses to **come** to this place for the want of knowledge. This free will is important to the student. Without the free will, the student will find the subsequent knowledge acquisition arduous and tough.

From this place, the student will choose his giant teachers to acquire in-depth knowledge and **see** the true paths of these giants (“*learning from the giants*” by *Issac Newton*).

After knowing the ways of the giants, the student will **think** about his current position and at the same time, choose and decide his future weapon-of-choice. This weapon is his answer and challenge to the world. The student will proceed to create and hone this ultimate weapon.

The student will then become the giant he wants to be and **be** his best self ever in perfect harmony with the galaxy.



The **University of Cambridge** (informally *Cambridge University*, or simply *Cambridge*) is a public research university in Cambridge, England built in 1209. It is the second–oldest university in both the United Kingdom and the English–speaking world, and the seventh–oldest globally. In post–nominals the university's name is abbreviated as **Cantab**, a shortened form of *Cantabrigiensis* (an adjective derived from *Cantabria*, the Latinised form of *Cambridge*). Academically *Cambridge* ranks as one of the very top universities in the world. *Cambridge* regularly contends with *Oxford* for first place in UK league tables. In the most recently published ranking of UK universities, published by The Guardian newspaper, *Cambridge* was ranked first.



The **University of London** is a federal university made up of 31 affiliates: 19 separate university institutions, and 12 research institutes. As such, the *University of London* is the largest university in the UK by number of full–time students, with 135,090 campus–based students. The university was first established by a Royal Charter in 1836. Graduates of the *University of London* often use the post–nominal letters '**Lond.**' or, more rarely, '**Londin.**' (both from *Londiniensis*) after their degree abbreviations. Academically *University of London* remains one of most advanced and top–ranking universities in the world.

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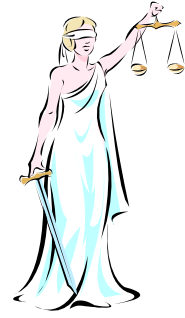
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## BOOK TYPES

- ① personal journey
- ② *critical* guide
- ③ *critical* study notes
- ④ *challenging* learn-by-example
- ⑤ *challenging* practice questions
- ⑥ *challenging* practice solutions
- ⑦ *complete* yearly solutions
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- ⑮ *challenging* drill solutions
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## MARK SCHEME LEGENDS

Marks are of the following four types:

- M** Method mark, awarded for a valid method applied to the problem. Method marks are not lost for numerical errors, algebraic slips or errors in units. However, it is not usually sufficient for a candidate just to indicate an intention of using some method or just to quote a formula; the formula or idea must be applied to the specific problem in hand, e.g. by substituting the relevant quantities into the formula.  
  
Correct application of a formula without the formula being quoted obviously earns the M mark and in some cases an M mark can be implied from a correct answer.
- C** Calculation/Compensation marks are interchangeable with Method marks, but are more specific to marks awarded to calculations
- A** Accuracy mark, awarded for a correct answer or intermediate step correctly obtained.  
  
Accuracy marks cannot be given unless the associated method mark is earned (or implied).
- B** Accuracy mark for a correct result or statement independent of method marks.



## MARK SCHEMES

Every examination has a *mark scheme*. **Mark schemes** are prepared by the **Chief Examiner** and considered, together with the relevant questions, by a panel of subject teachers. The *mark scheme* includes any amendments made at the *standardisation meeting* attended by all examiners and is the scheme which was used by them in the examination. The **standardisation meeting** ensures that the *mark scheme* covers the candidates' responses to questions and that every examiner understands and applies it in the **same correct way**.

## EXAM REPORTS

Every examination has an *examiner's report*. The **Examiners' Report** may refer in general terms to statistical outcomes. Statistical information on candidates' performances in all examination components are provided when results are issued; as well as a review of the performance of candidates in the examinations and detailed analysis of the standards of answering, especially **erroneous understanding and wrong application of relevant concepts**.

## CONTROVERSY

One would have assumed that the aim of the examination is to gauge and qualify candidates according to his/her standard of achievement and competence in the subject matter. Hence, after every examination, the *chief examiner* (internal or external) through the exam board will issue both the *mark scheme* and *exam report* to every school as a guide for teachers and future candidates helping them handle examinations more accurately.

Over the years, with the help of these relevant *mark schemes* and *examiner's reports*, candidates have steadily raised the quality and standard of answers.

The grades were concentrated at the top–end of the spectrum. This has caused problems to the exam boards trying to distinguish the better candidates from the poorer ones.

Instead of implementing a better qualification process, some exam boards chose the easy way out. These exam boards completely removed access to these important *mark schemes* and *examiner's reports* and classified these documents as “**confidential**”, thus, running contrary to the *original spirit of education*.

**We do not believe in this opacity.** We believe in educating students through *total true knowledge*. Hence, in **all** our publications, we have, as far as practicable, included all relevant *mark schemes* and *exam reports* to as many question types as we could possibly get hold of.

We have a duty to ensure

**“Knowledge is power. Total knowledge, acquired through accurate and completely true education, is absolute power.”**

*One simply must know how an examiner marks and what constitutes a complete and correct answer assuring **full credit**.*

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## A token of appreciation

Try as hard as we may for perfection, no matter how careful and repetitive the efforts, errors in our publications are, unfortunately, inevitable; some typographical, factual or calculation oversights still elude us. For that, we hope you could accept our sincere apologies here and would greatly appreciate it if you could kindly point them out to us either through the email [[sales@yellowreef.com](mailto:sales@yellowreef.com)] or website.

In our continuous and relentless pursuit of excellence, we would like to extend a very small token of appreciation to you for these selfless feedbacks (per mistake reported and accepted).

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By this partnership of *collective wisdom*, we truly hope to provide **accurate true education** to users of our publications.

Our management hereby reserves the rights to the compensation aforesaid to all original submissions. Due to the large number of *repeated* submissions, only the first successful original submissions are notified and awarded.

We also would like to take this opportunity to thank the numerous well-wishing contributors and wish all of you many happy returns. Without your support and feedbacks, we wouldn't be able to improve so quickly, accurately and truly. Once again, a big thank you.



# Note from the Authors

## Critical ❶ / Complete ❶ Guide

**“A guide is a person who leads anyone through unknown or unmapped country. This includes a guide of the real world (such as someone who conducts travellers and tourists through a place of interest), as well as a person who leads someone to more abstract places (such as to knowledge or wisdom).”**

— Wikipedia

A **textbook** on the other hand is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions (Source: *Wikipedia*).

I have come across many students whose feedbacks were unbelievably similar:

*“Since it is compulsory for me to get the textbook, I feel that there is no further need to get the guide. The guide is no more than regurgitating information from the textbook, I would rather try to learn by studying the textbook first and then follow by practising some of the readily available exercises provided by the teacher. I believe teacher knows best. When the going gets tough, it is usually due to my large class size. I will then seek private tuition instead.”*

Unfortunately, no matter how good the private tutor is, the private tutor is only willing or able to spend, at most 1–2 hours per week per subject coaching the student. This approach is clearly inadequate; else, every single student would have achieved easy distinctions. However, obviously, this is not the current scenario. **Accurate self–education is therefore of paramount importance.**

Having a competent *guide* is extremely important for the development of a student’s competence in the subject matter. The *guide* collates each and every important curriculum in the subject matter and presents it in a professional and logical manner. The aim is to provide **expert guidance** to the student by helping him to achieve competence as fast as possible; much like the *local trekking guide* who will take the unfamiliar climber through the safest and smoothest **uncharted passage** to the mountain top; regardless of his own competence. Although never mentioned in any of the official trekking guides, descending is way more treacherous than ascending. Hence, a competent mountain guide will always prepare a hand–made “walking stick” for his charges’ descend. This way, most of the permanent injuries associated with reckless descending can and will be minimized. Amusingly, contrary to popular belief, ascent is deemed very easy and safe.

To illustrate this important relationship, let’s go through the various aspects of a **competent guide**:

### ❶ Question–answering techniques:

*Textbooks* are not allowed to teach *question–answering techniques*. It is forbidden by the education institution. Education institutions are expected to maintain a holistic approach to the curriculum and to education. **Spoon–feeding is clearly not one of them.**

#### Example

*What is the difference between speed and velocity?*

Most students (and some junior teachers) would have smiled at the simplicity of the question asked and naively suggested the answer to be:

*Speed is a scalar quantity, with only a magnitude defined; while velocity is a vector quantity, with a magnitude and a direction defined.*

The students expect no less than a full credit. But, they are mistaken.

The examiner expects the student to be able to explain the defining difference unique to this case. Otherwise, the question could easily have been between the quantities of say, speed and magnetic field, or between air and building material, or any other two different things. Clearly the examiner meant that speed and velocity is somehow related and



hence, the examiner intends to examine the student's ability to discern its particular difference. The expected answer is therefore:

*Velocity is a vector quantity, with a magnitude and a direction defined; while speed is only the magnitude of the velocity, hence, a scalar quantity.*

Subtle, but different. This answer would have gained full credit.

② **Definitions:**

**Example**

*Define speed?*

Some students would have suggested the answer to be:

*Speed is defined as the change in the distance travelled per unit time.*

Some schools would have given full credit to this answer. But, some top schools would have deemed this answer as 'incorrect'. These top schools expect the students to give the answer as:

*Speed is defined as the change in the distance travelled with respect to time.*

The top schools reasoned that the former answer is a physical formula and not a statement of physical fact, which implies that the statement could not be applied in other planets or different system of base quantities.

A competent guide would have collated all these relevant examiner's reports to ensure the correct presentation of **accurate and true education**, so that the student can confidently score. A *textbook* doesn't perform this role.

③ **Working knowledge:**

**Example**

*Find the inverse of the function*

$$f : x \mapsto \frac{1}{x-1}, \quad x \in \mathbb{R} \setminus \{1\}.$$

Again, a fair number of local textbooks suggested the following working to the final answer, which many students not being wiser followed:

$$\text{Let } y = f(x) = \frac{1}{x-1},$$

*Rearranging and making x as the subject,*

$$x-1 = \frac{1}{y} \Rightarrow x = \frac{1}{y} + 1$$

*∴ The inverse function is:*

$$f : x \mapsto \frac{1}{x-1}, \quad x \in \mathbb{R} \setminus \{1\}. \quad (\text{ans})$$

The inverse function cannot "miraculously" appear after the statement,  $x = \frac{1}{y} + 1$ . It is

just not possible. **Mathematical deduction must be made on firm mathematical ground.** By being able to deduce the final answer is not the end itself, the approach must be sound and persuasive. Therefore, before granting full credit, the examiner must be convinced that the student knows the exact reasoning behind the derived answer.

The competent guide would have suggested this simple and yet exact approach:

$$\text{Let } y = f^{-1}(x), \text{ the required inverse function.} \quad \text{— ①}$$

*Perform a function operation on y:*



$$f(y) = f[f^{-1}(x)]$$

A property of function: Any function of variable,  $x$ , being operated upon by its own inverse function will yield back the variable,  $x$ :

$$\Rightarrow f(y) = x$$

$$\Rightarrow \frac{1}{y-1} = x \Rightarrow \frac{1}{x} = y-1 \Rightarrow \frac{1}{x} + 1 = y = f^{-1}(x)$$

$\therefore$  From ❶, the inverse function is:

$$f: x \mapsto \frac{1}{x} + 1, x \in \mathbb{R} \quad . \quad (\text{ans})$$

❷ **Facts:**

**Example**

Posted on <stomp.com.sg> on 10 Nov 2009

MOE approved Physics textbook teaches my nephew the wrong thing.

A STOMPer's nephew came home crying after his GCE 'O' level Physics exam. He answered a question according to what he studied from the MOE approved textbook, only to find out later that it was wrong.



How can the MOE approved textbooks, which so many students use, carry such errors and ambiguities, questions this STOMPer.

Says this STOMPer:

"My nephew who sat for his GCE 'O' level exam came back crying and showed me his Physics Paper 1 (5058/01) in which Q19 says:

What is the refractive index of a medium?

- A the ratio of the speed of light in air to the speed of light in the medium.
- B the ratio of the speed of light in the medium to the speed of light in air.
- C the ratio of the speed of light in the medium to the speed of light in vacuum.
- D the ratio of the speed of light in vacuum to the speed of light in the medium.

"According to the internet, which I have checked the answer is 'D'.

My nephew who wrote the answer as 'A' later consulted his teacher after the exam and was told that the answer is 'D'.

According to his textbook page 231 the authors say 'It has been proven that the refractive index is a ratio between the speed of light in air or vacuum and the speed of light in a medium'.

The cover of the school textbook titled GCE 'O' Level Physics matters by Charles Chew and Chow Siew Foong and there was a seal with the words 'Approved by Ministry of Education for use from 2007 - 2011'

This was the textbook used in many of our secondary schools and endorsed by the MOE.

If the textbook has errors or ambiguities why does MOE recommend that schools use this particular textbook?"

A competent guide would have explained that the determination of any physical standard, such as the refractive index, must be found based on invariant bench-mark(s). Air being

denser or less dense in different parts of earth would not have been a good candidate. At best, it can only be used as a good proxy or approximation.

***“Knowledge is power. Total knowledge, acquired through accurate and completely true education, is absolute power.”***

version 1.06

## Challenging Practice Questions ④ / Solutions ⑤

***“Now, here, you see, it takes all the running you can do, to stay in the same place. If you want to get somewhere else, you must run at least twice as fast as that!”***

– Lewis Carroll (author, *“Alice Through the Looking-Glass”, a sequel of his earlier work, Alice in Wonderland*)

The *Red Queen* is the one who runs hard but never gets anywhere because everything else in the landscape is also running. She tells Alice, “It takes all the running you can do to keep in place!” *Van Valen* used the *Red Queen* as a metaphor for his evolutionary principle – regardless how well a species can adapt to its current environment, it must keep evolving to keep up with its competitors and enemies who are also evolving. Thus, the **“Red Queen” effect**: do nothing and fall behind, or run hard to stay where you are.

**Leigh Van Valen** was one of the founders of the field of Paleo-biology, the combination of research on current life forms with the study of fossils to answer questions about large-scale evolutionary and ecological patterns. He was the famous evolutionary biologist, who coined the **“Red Queen Theory of Evolution”**, *i.e.*, as we improve, our competitors, preys and predators improve too.

Not only available resources for the student limited, **time is also scarce**.

Hence, one’s **natural choice** would therefore be to get the best guidebooks and procure some of the “hardest” and “trickiest” question books to practise. This works extremely well for the preliminary exams; the student scores extremely well. Most schools set their papers with question–types that are deemed the hardest and trickiest. Most students are exam–smart and are extremely proficient at “spotting” the question–types correctly. Most schools feel that after being tested on the most difficult question–types, the student is therefore now better prepared for the actual final external exams. How misleading!

For the actual final external exams, the student noticed that the question–types were a lot easier and demanded very few “acrobatics” but more than 50% of the questions asked were for explanations from the first principles! Something that the school took for granted, since it is so fundamental. It is sad that during this time, being ill–prepared or more accurately wrongly–prepared, some of the most able students (those who scored well in their prelims) leave the exam hall distressed, many have suffered immense mental agony as a result (some even gone mad). Unsurprisingly, many did very badly and tutors were puzzled by this poor performance. Good prelim results apparently did not show a good correlation with actual exam grades. For years, tutors were dumb–founded by this unusual display of diversity and frequently attributed it to “just–in–time” illnesses or sudden mental blocks.

If a student is well–prepared and comfortable about his / her ability, any exam is no more complicated than a common class test or classroom exercise. It should not induce any high mental stress that might cause extreme mood swings and mental discomfort.

Make no mistake about exam stress. The student must be prepared and aware of the question–types being tested in the actual final exam. It is a true battle, one must be clearly aware of the situation. There is absolutely no point scoring a distinction for the prelims while securing a less than ideal grade or even worse, a fail for the actual finals. It is the final exam grade that truly matters.



Therefore, one must practice and be well-versed in the actual question-types for real and most important final external exam.

The *challenging practice questions / solutions* set collates all these **actual question-types** and present them in a logical order to meet this exact need, a **must-have critical resource for the student**.

With all **'trick' questions covered** and **complete coverage of similar question-types since 1996**, one could hardly go wrong.

Give yourself a break, even if you have no *time*, practise this series, you can well be on the way to an **easy final distinction**.

version 1.04

## Challenging Drill Questions ④ / Solutions ⑤

*"If I have seen yonder, it is by standing on the shoulders of giants."*

— Sir Isaac Newton

*If a student is drilled to the hilt on the question-types, wouldn't the student be only exam-smart and may not be able to handle life or career at a later stage?*

This statement is only half-true when it comes the ultimate grading of students.

If a student is able to do nothing else, except to be drilled well and consequently, score well, then it is true that student may not do well in life after school. This student would be better off just by learning a basic technical skill and working hard for the rest of his / her remaining life. But, we are dealing with very intelligent beings here, the **homo sapiens** species. Scientists had all along estimated that our human brain is 40% too big. Even the lion, the earth's most ferocious predator, king of all beasts, has a brain that is much smaller (in proportion) than that of the human species.

So, what is the cause of this evolutionary misnomer?

The answer lies in the fact that although we, humans, being right at the top of the food chain and lack natural enemies, yet, we are our own and worst enemy. The constant fear of our *neighbours* and the resulting mental exercise is the main reason for the "grossly magnified" growth of our brains, through natural selection (the **evolution theory**). Hence, it is only natural that humans with more developed neural faculties are better adept at avoiding danger from his *neighbours* resulting in a greatly increased chance and rate of survival.

Recently, scientists have also dwelt in depth on the all important issue of **nature versus nurture**. A Cambridge scientist concluded that the human brain is much more sophisticated than we think it is. Instead of suggesting that we are born more or less capable than our *neighbours*, he suggested that the human brain is born very versatile and that the natural mind is built with adaptors to take advantage of his environment. This explains why a child born of "poor" parents can still ace the exams and do well in life, while a child born of more privileged origins may still fall by the way-side. Or a person with limited education can still build wealth beyond their wildest dreams, at the same time, a child with rich disposition and education, still lost and indecisive about his path. (Here I chose wealth as a measure for success, of course, one can choose other measures, but it should not affect the outcome of case study.)

Since there are so many examples supporting both the necessity and superfluous nature of education, can we conclude that the latter is true?

The answer is obviously no and quite the opposite. The above-mentioned Cambridge scientist concluded that the nurture part of the child is more significant. Thus, the need for education is greater than ever.

Education is about learning what our predecessors have discovered. It would be absolutely inefficient and redundant to deny education and reinvent the wheel. Education for that reason alone, is the shortest path to success. **By knowing and mastering existing knowledge, one now has**

**the luxury of more time to uncover new truths and be better** (*i.e.*, a long-winded way of restating **Newton's quote**).

This *challenging drill questions / solutions* set is meant for direct use by students preparing for the exams. A sky diver repeatedly jumps to achieve precision and agility. A fighter pilot repeatedly flies his aircraft to co-ordinate his attack sequence and mission completion. A general of the army frequently conducts paper and ground exercises to prepare for that possible eventuality of war. Yet, no one laughs at their doggedness but instead, commends their fervour.

When it comes to students drilling for exams, these conscientious students have been labelled and teased as nerds and geeks (muggers). It is "uncool". This is not right. It came as no surprise that Mr Bill Gates, Microsoft, one time the youngest and richest billionaire, once said that "*the nerds and geeks will rule the world*".

- ❶ Every year, examiners from top schools like to create **new question-types** to test their students. This book collects faithfully these new question-types and presents them in its entirety in a **topical order to facilitate careful rapid mastery** and learning (**with complete answer keys**).
- ❷ No matter how creative the examiners are, there is a physical limit to the number of question-types one can reasonably create. The question-types are limited by the exam syllabus. This book is a **complete and thorough encyclopedia of question-types**. There shall be no surprises.
- ❸ Students are normally quite adept at dealing with *normal* question-types, but the exams more often than not include many "trick" questions. One would notice the more recent exam question-types were involved in advanced "trickery". "Tricks" are only surprising when they are encountered fresh. If the same "trick" reappears, the "magic" would have worn-off and no longer have any effect on the student. **But, these "trick" question-types must first be encountered.**
- ❹ Due to the time-constraint and vast array of question-types, it may not be reasonable to insist that the student practice every single question presented in the *questions book*, after all these questions tend to be more difficult and hence, more time-consuming. The *solutions book* with **step-by-step solution** to each question, serves as a remedy for this lack.
- ❺ Top schools by far set the most difficult question-types to drill their students. If the student can answer the questions in this *question book*, one can confidently score in every single exams. **The tendency towards carelessness is also greatly reduced.**

version 1.03



## Teacher's Reference 7

***"All roads lead to Rome."***

— Proverb

The Romans built roads wherever they went. Rome, the empire, spread along the roads. The Romans designed their roads carefully and purposefully so that they all led to Rome, with Rome as the central hub, hence the phrase.

Every publication will profess their way as the one and only true way. That is *not* correct. The truth is that there are many ways to reach the final objective.

This *teacher's reference* is not meant for direct use by students preparing for the exams, but, as a complete resource for teacher / student to sharpen their understanding of the subject matter. **This is an advanced tradebook.**

- 1 Every year, the examiner stresses on different objectives to test the student's ability. This book is thus segmented in such a way that the teacher / student will learn the **complete question-types** in its entirety in a chronological order and see for themselves how they have changed through the years.
- 2 The teacher / student will be able to see for themselves that despite the relative similarity of the syllabus over the years, the question-types have evolved to a rather different form now. During the earlier years, the question-types were sought to test the students on their competence on the subject matter. As the years advanced, one would notice the more recent question-types were involved in advanced "trickery". The authors have singled-out these seemingly easy-looking question-types to all. "Tricks" are only surprising when they are encountered fresh. If the same "trick" reappears, the "magic" would have worn-off and no longer have any effect on the student. But, **these "trick" question-types must first be encountered.**
- 3 Unless the question-types involved have only one approach in answering them, the book will provide very carefully **all possible step-by-step solution approaches.**
- 4 Another important feature in this book is the **various critical feedbacks and examination reports** from a wide range of teachers' authoritative resources to accentuate **common mistakes**, as well as **unusual habits** by students that led to wrong answers. This collection of *common mistakes* will be invaluable to all teachers / students.
- 5 **Short side-reading notes** are included "on-the-fly" to provide a quick look-up for those who need access to important facts and techniques immediately.
- 6 Since many teachers / students have given feedback that there is a great tendency for students to make careless mistakes under stressful exam conditions, the book has also incorporated a simple and easy-to-implement **check-back procedure for each and every question-type tested in actual examinations since 1996.** Students can learn how to check their work for any carelessness immediately after getting the answer (the teacher too can teach these valuable techniques early in the student's learning curve).
- 7 Before this book reached the current final-form, the authors have conducted a modest experiment on current students taking the exams. The students were given a small test and their scripts were marked. Common mistakes and unusual wrong habits were highlighted to them. A month later, the same students returned for a similar test. Interestingly, they all repeated the same common mistakes and unusual wrong habits. This proved one basic fact – **the students' sense of reality is not always grounded properly.** In fact, students need to go at it for an extended period of time, before they could realize their folly and correct their fundamental misconception.

version 1.04

# Levelling the playing field

A **level playing field** is a concept about fairness, not that each player has an equal chance to succeed, but that they all play by the same set of rules.

Not every person is born with a silver spoon in his mouth and access to the same resources. There is, therefore, no such thing as a *level playing field* to begin with. Even so, it is not a peccadillo to be born poor.

Although wealth is not an absolute measure of one's happiness and self-worth, it nevertheless provides one with a sense of well-being.

If one is unskilled, one has no choice but to take on only lowly paying jobs which require little or no job-specific knowledge.

In order to improve one's standing in the society, one has to be schooled in both knowledge and skill. In the broadest sense of the word, **education** refers to any act or process of imparting or acquiring general knowledge and developing the powers of reasoning and judgment that has a formative effect on the mind, character, or physical ability of an individual, and generally of preparing oneself or others intellectually for mature life. It is usually transmitted through schools, colleges and universities.

With *education*, one can choose to be a chef, a dancer, an artiste, a lawyer, an engineer, a doctor, an accountant or even a banker. Even though one might have come from a lowly background, one can still advance comfortably to higher rungs of the society and improve one's life.

Despite this, if one still has the passion to be the best street-cleaner or dish-washer in town, why not? Indeed one can truly choose his / her own path.

Hence, *education* is about having one's own choice and definitely one's ultimate field leveller.

**But, the process of true education is not cheap.**

We are prepared to assist in whatever ways we can to provide this field leveller. Any students that are currently under any *financial assistance schemes* or deem unable to procure any of our publications to improve their grades or if you are a compassionate teacher or concerned parent involved with these students, please do get in touch with us at <[eBooks@yellowreef.com](mailto:eBooks@yellowreef.com)> on the number of **free copies** you need.

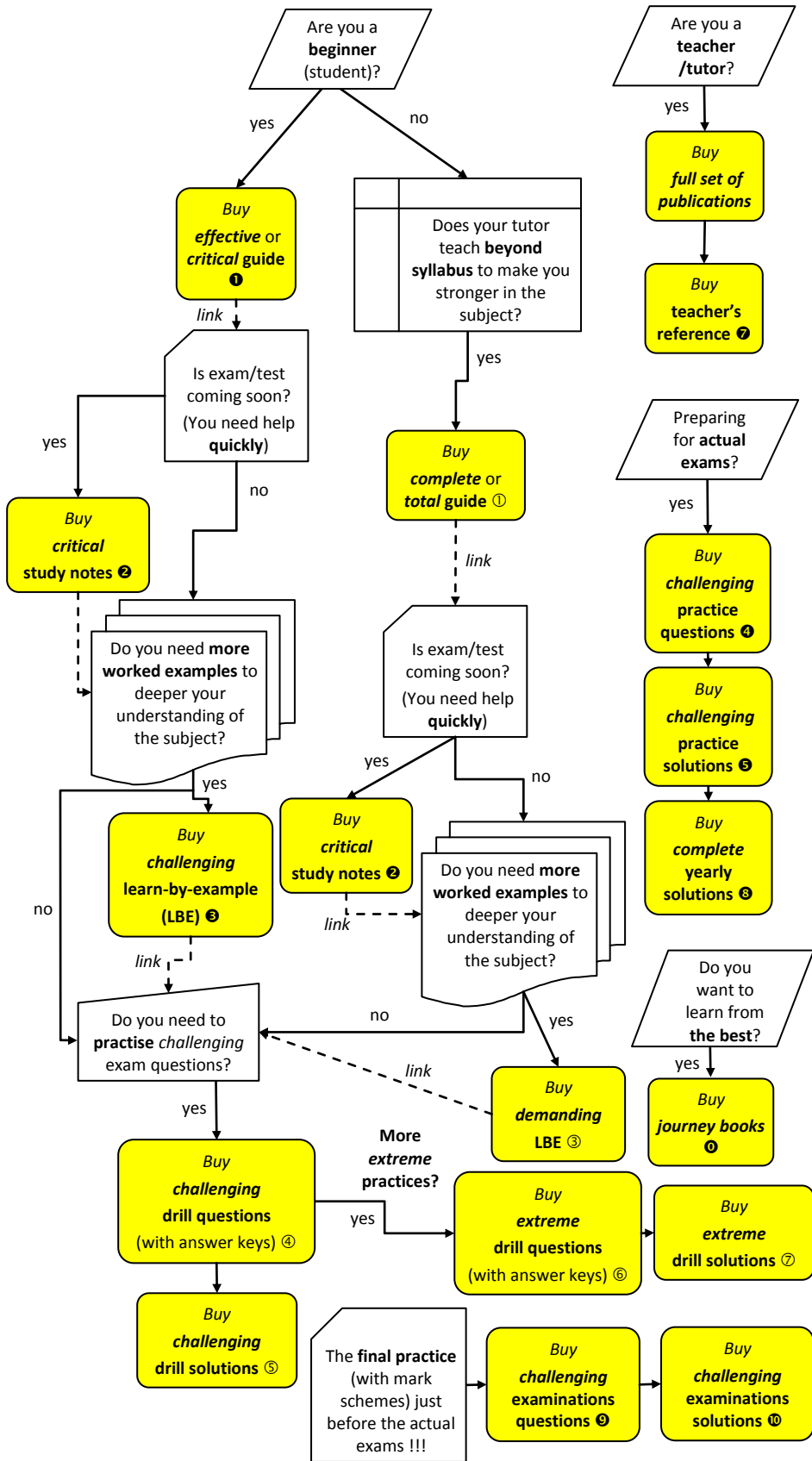
For those of you who are not eligible for this help, but still want some form of help, please visit <[www.yellowreef.com](http://www.yellowreef.com)> and look under the <*books*> or <*solutions*> sections for some free goodies.

Here, may we wish all talents, big and small, be allowed to blossom to their fullest extent.

version 1.11



# ROAD MAP



version 2.07



*ordinary level*  
(S1 – S3 or S4)

*advanced level*  
or DSE

<b>critical guide ①</b>	An ample <i>effective</i> guide for students starting out at junior Secondary 1 and ends at Secondary 3 or 4 or 5.	An ample <i>effective</i> guide for students starting out at Secondary 4 or lower Form 6 or JC year 1 and ends at Secondary 6 DSE or upper Form 6 or JC year 2 or 3.
<b>complete guide ①</b>	A total deliberation of extensive concepts taught in <i>top schools</i> .	A total deliberation of extensive concepts taught in <i>top colleges</i> .
<b>critical study notes ②</b>	An intense and sharp delivery of concepts. The structure and organization are direct verbatim imports from <i>top schools</i> .	An intense and sharp delivery of concepts. The structure and organization are direct verbatim imports from <i>top colleges</i> .
<b>challenging learn-by-example (LBE) ③</b>	The MCQs / structured question-types were taken from actual exams. The deliberations were from easy to hard. (topical)	The MCQs / structured question-types were taken from actual exams. The deliberations were from easy to hard. (topical)
<b>demanding LBE ③</b>	The MCQs / structured question-types were taken from actual exams worldwide. The deliberations were from easy to hard. (topical)	The MCQs / structured question-types were taken from actual exams worldwide. The deliberations were from easy to hard. (topical)
<b>challenging practice questions ④</b> (with answer keys) <b>/ solutions ⑤</b>	Actual exam questions arranged in a topical order. Its <i>comprehensive</i> solutions, with mark schemes.	Actual exam questions arranged in a topical order. Its <i>comprehensive</i> solutions, with mark schemes.
<b>challenging drill questions ④</b> (with answer keys) <b>/ solutions ⑤</b>	For practice. The MCQs / structured question-types were taken from actual preliminary exams of <i>top schools</i> . (topical)  plus <i>comprehensive</i> solutions.	For practice. The MCQs / structured question-types were taken from actual preliminary exams of <i>top colleges</i> . (topical)  plus <i>comprehensive</i> solutions.
<b>extreme drill questions ⑥</b> (with answer keys) <b>/ solutions ⑦</b>	For practice. The MCQs / structured question-types with solutions were taken from actual exams. (topical)	For practice. The MCQs / structured question-types with solutions were taken from actual exams. (topical)
<b>teacher's reference ⑦</b>	A complete and comprehensive reference for teachers.	A complete and comprehensive reference for teachers.
<b>complete yearly solutions ⑧</b>	The solutions to actual exams arranged in a yearly format. (only solutions, no questions; please purchase your own copy of the questions)	The solutions to actual exams arranged in a yearly format. (only solutions, no questions; please purchase your own copy of the questions)
<b>challenging examinations questions ⑨</b> (with answer keys) <b>/ solutions ⑩</b>	Accurate exam questions arranged in paper order. The answer key was deliberately not provided as it intended to simulate the actual exam condition. plus <i>comprehensive</i> solutions, with mark schemes.	Accurate exam questions arranged in paper order. The answer key was deliberately not provided as it intended to simulate the actual exam condition. plus <i>comprehensive</i> solutions, with mark schemes.
<b>journey books ⑪</b>		For in-depth learning.

version 1.87



# We need YOU !!!

- **Compile school notes /Write novels**
- **Draw /Design comics/art books**
- **Compose popular tunes /lyrics /Sing**
- **Act**

We are looking for talented person(s) who could help us to:

- prepare school education books for *dse, advanced, ordinary* or *primary* levels.
- write *short stories* or *novel* according to our requirements.
- write simple *English readers*.
- draw *comics* and design *cartoon guides/art books*.
- compose popular *tunes, lyrics* and perform the *compositions*.
- write, produce, direct or act in a *short skit, movie* or *talk-shows*.
- compose, write, conduct or sing a *song* and its *mtv*.

The person(s) must possess the following:

1. creative and genuine.
2. familiar with Microsoft Word 2007 or later, mathtype 6.6 (or Equation editor 2007 or later) and drawing tools. Adobe Acrobat Professional CS4 or later installed.
3. owns a fast Microsoft Windows PC (with proper internet connection), and skilled in working with clip arts and text. ability to produce quality work fast and on-time (only a short time would be allowed). must have distinction grade for the assignment subject-type (e.g. distinction for additional math for assignment in additional mathematics notes; other subjects may be english (AL), geography (AL), biology (AL), mathematics and so on).
4. must be an undergraduate / graduate / music school or higher.
5. must be committed to the job assigned (you cannot quit half-way, otherwise we will withhold payment).
6. Graphics, music or movie guys, please be familiar with your own skills and software.

This is not a pure typist job. Prospective candidate will work from home and be paid on a per-job basis. Further details and contract will be disclosed to successful candidates.

Interested applicant please email us at <[sales@yellowreef.com](mailto:sales@yellowreef.com)> with your name, recent photo, full CV (include all dse, o-level, a-level, uni results), contact numbers, email address, subject(s) that scored good distinction(s), scans of your identity card or identification papers (we don't wish to employ illegals).

Payment is by direct-bank-in to personal bank account.

*As you must learn and know more about us before your interview, you are required to go to any established popular bookstores and ask for the text/assessment department. In that section, look for the labels under the publisher.*

*Questions will be asked about these books/DVDs or music CDs.*

*If you are successful, you will serve under an appropriate supervisor.*

Lastly you must be a **fun guy** to work with ...

### Fruition of the teacher's reference

知彼知己，百戰不殆；不知彼而知己，一勝一負；  
不知彼，不知己，每戰必殆。

Producing a reference for teachers is never easy, it took the better of 10 years to fruit. Originally we wanted the book to give an in-depth treatment to the subject matter. We wanted the teachers to be well-equipped. But, wouldn't that duplicate the efforts of varsity books? We stopped. Then we considered giving harder and more creative examples. Again we stopped. It was no difference to our other established books.

Meantime, we were bombarded with queries from students and teachers alike. Many users have followed the recommendations in our books and repeated some of the answers. But, more often than not, the schools marked them wrong as their "answers" don't usually conform to what they were taught. For example, although some of our best guides were accepted by top schools, there are still some other top schools, due to pride or reasons only known to themselves, will still mark these answers wrong as they didn't conform to their own style. Some top school A may accept definition as in "per unit time" but some other top school B may not accept it and only accept "with respect to time". B may insist that "per unit time" points to a mathematical equation and not a statement of fact, while "with respect to time" is a proper statement of fact. All these minute but important juggling will kill the zeal of our best students. What is then the correct and accurate answer?

Consequently, in order to score perfectly, we must find a way to find out what the examiners see as the correct and accurate answer. Indeed, there are currently no reference as to what the examiners want, *i.e.*, from the other side of the boundary marker. Never mind what the local teachers say, we need books viewed from the examiners' point of view: whether Cambridge or any renowned exam boards will take a certain class of answers and not take certain other class of answers. With these clear goggles, the eye-sight of the student is made perfect. The student can now confidently write his exams and assertively claim that it is correct and accurately presented.

Thus, the *teacher's reference* intends to perform this role. Each book (per subject matter), not only equipped with the mark scheme of the subject matter, will also collate at least 100 sets of examiner reports in a topical format for the teacher. The aim is to present a consistent view from the examiners' goggles as to the correct and accurate answers and way of presentation. If "with respect to time" is indeed the only correct way of presenting a statement of fact, so be it. *Let the students and teachers alike note this important differentiation.*

*Teacher's reference* is therefore an **advanced trade book**.

v1.03

### Conversation with a foreign parent

Some time back, I chanced upon a customer at a very prominent bookstore. She literally bought every single conceivable assessment book within a certain level (our books). Out of curiosity, I asked her why does she buy every single copy from one publisher and not spread her risk by buying a range of books from various publishers. Further, those publications that she chose were more expensive compared to similar publications from other publishers.

She explained that she was from a foreign land and her child is currently studying in a local school. It has not been easy for her as a foreigner to pay for the expensive monthly school fees and yet at the same time, still have enough to engage private tutors. She was left with no choice but to provide as much assessment books for the child to do self-improvement. To avoid confusion from incompatible and duplicated learning, she focused only on one single comprehensive renowned supplier.

She felt that investing in these books is only but a one-time payment, if these publications would then help the child to secure a future that will last a lifetime, why not? By saving in other areas of expenditure, a little pain and sacrifice now would have well worth it.

As for gauging the quality of books from various publishers, she opined that she is not in a position to judge, she can only hope that the pricier books would give an accurate collateral proxy to better quality.

*Such is the dilemma of many concerned parents.* v1.02

### Conversation with a local parent

The supervisor of a large bookstore approached me one day during one of my store visits asking whether I could answer an urgent query from a potential customer of our publications.

Her question was why is it that our assessment books are at least 2 to 10 times more expensive than our nearest competitor?

This is not the first time I received such feedbacks. I have always wanted to answer this interesting question in earnest.

To clarify, I told her unlike recommended school textbooks, she does have a choice in whether to buy our books or choose books from other publishers.

Our books have gone through very stringent planning and checks by very qualified professionals. Thus, our costs of production were extremely high compared to other publishers. As such, we were left with little choice but to price these books right. Even so, we still need to contend with the general affordability of the public. Overall, the price quoted is still at the lower end of the *price-performance* spectrum. Nevertheless, it is still the choice of the purchaser whether to buy or not to buy. There was never a compulsion.

She added that she has evaluated the various assessment books and keenly concluded our publications remain the best yet. She asked for that reason if we could sell them to her at a lower rate, as the cost of these purchases might prove a great financial burden to her.

I explained that quality education is never cheap. As a responsible corporate member of the civil society, we do provide on compassionate grounds free copies to students who might be left behind (by levelling their playing field).

She replied she wouldn't need such assistance at the moment.

As a suggestion to break the impasse, I held that she should just gather all the books she need and go straight to the cashier to pay. After the payment, I shall just refund her every cent to the dollar her purchases (I would like to term this an "investment").

She will then asked her student to use them and study for the coming exams. When the exam results are finally announced, she would feedback to me the results. For every distinction the student achieves, she will pay the publisher every year henceforth the total cost of the books bought.

She said this is totally unfair. The multiples would be too high.

I highlighted that this is precisely the issue. We have absolute faith in our books and confident about our "investment". But yet, we can only charge the fees once. Bar the good grades achieved are going to stay for a lifetime with the student. Given a choice, we would rather don't charge upfront the price of the book, but to bill only on success. That way we could easily and accurately be remunerated.

She summed up that she has a better understanding of the issues involved. She proceeded to procure what's necessary as she felt the value of these assessment books way surpasses the price quoted on the covers.

I smiled. *She has answered her own question.* v1.02

version 1.02

## PIN – COMPATIBLE

Many notes and guides made available in the market-place are just mere summaries or shortened versions of established text. This would not help the student taking the exams. Our notes and guides are intentionally made "*pin-compatible*", *i.e.*, every exam question can be answered simply by "*cutting-and-pasting*" the required notes or statements of fact from our publications to receive **full credit**.

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