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# Mark Scheme (Results)

# January 2013

## GCE Core Mathematics C1 (6663/01)

PEARSON

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## General Marking Guidance

- All candidates must receive the same treatment.  Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme.  Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

# General Principles for Core Mathematics Marking

**Method mark for solving 3 term quadratic:**

1. Factorisation

$(x^2 + bx + c) = (x + p)(x + q),$ where $|pq| = |c|,$ leading to $x = ...$

$(ax^2 + bx + c) = (mx + p)(nx + q),$ where $|pq| = |c|$ and $|mn| = |a|,$ leading to $x = ...$

2. Formula

Attempt to use <u>correct</u> formula (with values for *a*, *b* and *c*).

3. Completing the square

Solving $x^2 + bx + c = 0:$ $(x \pm \frac{b}{2})^2 \pm q \pm c,$ $q \neq 0,$ leading to $x = ...$

**Method marks for differentiation and integration:**

1. Differentiation

Power of at least one term decreased by 1. ($x^n \rightarrow x^{n-1}$)

2. Integration

Power of at least one term increased by 1. ($x^n \rightarrow x^{n+1}$)

**Use of a formula**

Where a method involves using a formula that has been learnt, the advice given in recent examiners' reports is that the formula should be quoted first.

Normal marking procedure is as follows:

**Method mark** for quoting a correct formula and attempting to use it, even if there are mistakes in the substitution of values.

Where the formula is <u>not</u> quoted, the method mark can be gained by implication from <u>correct</u> working with values, but may be lost if there is any mistake in the working.

**Exact answers**

Examiners' reports have emphasised that where, for example, an <u>exact</u> answer is asked for, or working with surds is clearly required, marks will normally be lost if the candidate resorts to using rounded decimals.

**Answers without working**

The rubric says that these <u>may</u> not gain full credit. Individual mark schemes will give details of what happens in particular cases. General policy is that if it could be done "in your head", detailed working would not be required.

# January 2013
## 6663 Core Mathematics C1
## Mark Scheme

| Question Number | Scheme | Marks |
|---|---|---|
| **1.** | $$x(1 - 4x^2)$$ Accept $x(-4x^2 + 1)$ or $-x(4x^2 - 1)$ or $-x(-1 + 4x^2)$ or even $4x(\frac{1}{4} - x^2)$ or equivalent<br><br>quadratic (or initial cubic) into two brackets<br><br>$x(1 - 2x)(1 + 2x)$ or $-x(2x - 1)(2x + 1)$ or $x(2x - 1)(-2x - 1)$ | B1<br><br>M1<br><br>A1<br><br>**[3]** |
| | | **3 marks** |

**Notes**

**B1**: Takes out a factor of *x* or –*x* or even 4*x*. This line may be implied by correct final answer, but if this stage is shown it **must be correct**. So **B0** for $x(1 + 4x^2)$

**M1:** Factorises the quadratic resulting from their first factorisation using usual rules (see note 1 in General Principles). e.g. $x(1 - 4x)(x - 1)$. Also allow attempts to factorise cubic such as $(x - 2x^2)(1 + 2x)$ etc
N.B. Should not be completing the square here.

**A1:** Accept either $x(1 - 2x)(1 + 2x)$ or $-x(2x - 1)(2x + 1)$ or $x(2x - 1)(-2x - 1)$ . (No fractions for this final answer)

**Specific situations**

**Note:** $x(1 - 4x^2)$ followed by $x(1 - 2x)^2$ scores B1M1A0 as factors follow quadratic factorisation criteria

**And** $x(1 - 4x^2)$ followed by $x(1 - 4x)(1 + 4x)$ **B1M0A0.**

**Answers with no working**: Correct answer gets all three marks B1M1A1

    **:** $x(2x - 1)(2x + 1)$ gets B0M1A0 if **no working** as $x(4x^2 - 1)$ would earn B0

**Poor bracketing: e.g.** $(-1 + 4x^2) - x$ gets B0 unless subsequent work implies bracket round the –*x* in which case candidate may recover the mark by the following correct work.
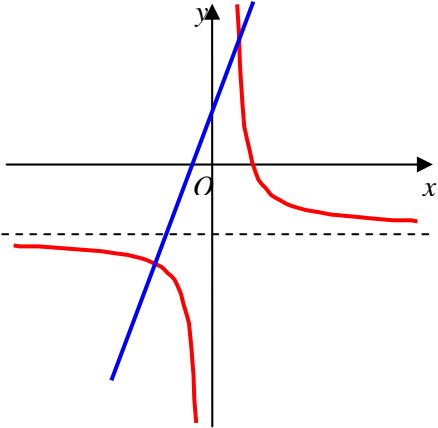
| Question Number | Scheme | Marks |
|---|---|---|
| **2.** | $(8^{2x+3} = \left(2^3\right)^{2x+3}) = 2^{3(2x+3)}$ or $2^{ax+b}$ with $a = 6$ **or** $b = 9$ | M1 |
| | $= 2^{6x+9}$ $or = 2^{3(2x+3)}$ as **final** answer with no errors  or  $(y =)6x + 9$ or $3(2x + 3)$ | A1 **[2]** |
| | | **2 marks** |

| **Notes** | |
|---|---|

**M1: Uses**  $8 = 2^3$, and **multiplies** powers   $3(2x + 3)$. Does **not** add powers.   ( Just $8 = 2^3$ or $8^{\frac{1}{3}} = 2$ is M0 )

**A1:**  Either  $2^{6x+9}$  $or = 2^{3(2x+3)}$  or     $(y =)6x + 9$ or $3(2x + 3)$

**Note:** Examples: $2^{6x+3}$ scores M1A0

: $8^{2x+3} = \left(2^3\right)^{2x+3} = 2^{3+2x+3}$ gets M0A0

**Special case:**   :       $= 2^{6x}\, 2^9$ without seeing as single power M1A0

**Alternative method using logs:** $8^{2x+3} = 2^y \Rightarrow (2x+3)\log 8 = y\log 2 \Rightarrow y = \dfrac{(2x+3)\log 8}{\log 2}$      **M1**

**So** $(y =)6x + 9$ or $3(2x + 3)$      **A1  [2]**

| Question Number | Scheme | Marks |
|---|---|---|
| **3.** (i) | $\left(5 - \sqrt{8}\right)\left(1 + \sqrt{2}\right)$ <br><br> $= 5 + 5\sqrt{2} - \sqrt{8} - 4$ <br><br> $= 5 + 5\sqrt{2} - 2\sqrt{2} - 4$        $\sqrt{8} = 2\sqrt{2}$, seen or implied at any point. <br><br> $= 1 + 3\sqrt{2}$        $1 + 3\sqrt{2}$ or $a = 1$ and $b = 3$. | M1 <br><br> B1 <br><br> A1   **[3]** |
| (ii) | Method 1             Method 2             Method 3 <br><br> **Either**    $\sqrt{80} + \dfrac{30}{\sqrt{5}}\left(\dfrac{\sqrt{5}}{\sqrt{5}}\right)$    **Or**   $\left(\dfrac{\sqrt{400} + 30}{\sqrt{5}}\right)\dfrac{\sqrt{5}}{\sqrt{5}}$    $\sqrt{80} + \dfrac{\sqrt{900}}{\sqrt{5}} = \sqrt{80} + \sqrt{180}$ <br><br>          $= 4\sqrt{5} + ...$                           $= 4\sqrt{5} + ...$ <br><br>             $= \left(\dfrac{20 + ..}{..}\right)\dfrac{..}{..}$ <br><br>          $= 4\sqrt{5} + 6\sqrt{5}$             $= \left(\dfrac{50\sqrt{5}}{5}\right)$           $= 4\sqrt{5} + 6\sqrt{5}$ <br><br>                           $= 10\sqrt{5}$ | M1 <br><br> B1 <br><br><br><br><br><br> A1 <br>**[3]** |
| **Alternative for (i)** | $\left(5 - 2\sqrt{2}\right)\left(1 + \sqrt{2}\right)$           This earns the B1 mark. <br><br> $= 5 + 5\sqrt{2} - 2\sqrt{2} - 2\sqrt{2}\sqrt{2}$    Multiplies out correctly with $2\sqrt{2}$. This may be seen <br>                                 or implied and may be simplified <br>                             e.g. $= 5 + 3\sqrt{2} - 2\sqrt{4}$ o.e. <br><br>                    For earlier use of $2\sqrt{2}$ <br> $= 1 + 3\sqrt{2}$             $1 + 3\sqrt{2}$ or $a = 1$ and $b = 3$. | M1 <br><br><br><br> B1 <br><br> A1   **[3]** <br><br> **6 marks** |

| | **Notes** | |
|---|---|---|
| (i) | **M1:** Multiplies out brackets correctly giving four correct terms or simplifying to correct expansion. (This may be implied by correct answer) – can appear as table <br> **B1:** $\sqrt{8} = 2\sqrt{2}$, seen or implied at any point <br> **A1:** Fully and correctly simplified to $1 + 3\sqrt{2}$ or $a = 1$ and $b = 3$. | |
| (ii) | **M1:** Rationalises denominator i.e. Multiplies $\left(\dfrac{k}{\sqrt{5}}\right)$ by $\left(\dfrac{\sqrt{5}}{\sqrt{5}}\right)$ or $\left(\dfrac{-\sqrt{5}}{-\sqrt{5}}\right)$, seen or implied or uses <br><br> Method 3 or similar e.g. $\left(\dfrac{30}{\sqrt{5}}\right) = \dfrac{6 \times 5}{\sqrt{5}} = 6\sqrt{5}$ <br><br> **B1**: (Independent mark) States $\sqrt{80} = 4\sqrt{5}$ Or either $\sqrt{400} = 20$ *or* $\sqrt{80}\sqrt{5} = 20$ at any point if they use Method 2. <br> **A1:** $10\sqrt{5}$ or $c = 10$. | |
| | N.B There are other methods e.g. $\sqrt{80} = \dfrac{20}{\sqrt{5}}$ (B1) then add $\dfrac{20}{\sqrt{5}} + \dfrac{30}{\sqrt{5}} = \dfrac{50}{\sqrt{5}}$ then M1 A1 as before <br><br> Those who multiply initial expression by $\sqrt{5}$ to obtain $\sqrt{400} + 30 = 20 + 30 = 50$ earn M0 B1 A0 | |

| Question Number | Scheme | Marks |
|---|---|---|
| **4.** | $u_2 = 9$, $u_{n+1} = 2u_n - 1$, $n \geqslant 1$ | |
| (a) | $u_3 = 2u_2 - 1 = 2(9) - 1$ $(=17)$ $\hspace{3cm} u_3 = 2(9) - 1.$ <br> $u_4 = 2u_3 - 1 = 2(17) - 1 = 33$ $\hspace{2cm}$ Can be implied by $u_3 = 17$ <br> $\hspace{6cm}$ Both $u_3 = 17$ and $u_4 = 33$ | M1 <br><br><br> A1 <br> **[2]** |
| (b) | $\displaystyle\sum_{r=1}^{4} u_r = u_1 + u_2 + u_3 + u_4$ <br><br> $(u_1) = 5$ $\hspace{6cm}$ $(u_1) = 5$ <br><br> $\displaystyle\sum_{r=1}^{4} u_r = "5" + 9 + "17" + "33" = 64$ $\hspace{1cm}$ Adds their first four terms obtained <br> $\hspace{6cm}$ legitimately (see notes below) <br> $\hspace{8cm}$ 64 | <br><br><br> B1 <br><br><br> M1 <br> A1 <br> **[3]** <br><br> **5 marks** |
| | **Notes** | |
| (a) <br><br> (b) | **M1**: Substitutes 9 into RHS of iteration formula <br> **A1**: Needs **both** 17 and 33 (but **allow if either or both seen in part (b)**) <br> **B1: for** $u_1 = 5$ ( however obtained – may appear in (a)) May be called *a=5* <br><br> **M1:** Uses their $u_1$ found from $u_2 = 2u_1 - 1$ stated explicitly, or uses $u_1 = 4$ *or* $5\frac{1}{2}$, and adds it to $u_2$, their <br> $u_3$ and their $u_4$ only. (See special cases below). <br> There should be no fifth term included. <br> Use of sum of AP is irrelevant and scores M0 <br> **A1**: 64 | |
| | | |
| | | |

| Question Number | Scheme | Marks |
|---|---|---|
| **5.** (a) | Gradient of $l_2$ is $\dfrac{1}{2}$ or 0.5 or $\dfrac{-1}{-2}$ | B1 |
| | Either $y - 6 = "\frac{1}{2}"(x - 5)$ $\qquad$ or $\quad y = "\frac{1}{2}"x + c$ and $6 = "\frac{1}{2}"(5) + c \implies c = ("\frac{7}{2}")$ | M1 |
| | $x - 2y + 7 = 0$ $\quad$ or $\quad -x + 2y - 7 = 0$ $\qquad$ or $k(x - 2y + 7) = 0$ with **$k$ an integer** | A1 **[3]** |
| (b) | Puts $x = 0$, or $y = 0$ in **their** equation and solves to find appropriate co-ordinate | M1 |
| | $x$-coordinate of $A$ is -7 and $y$-coordinate of $B$ is $\frac{7}{2}$. | A1 cao **[2]** |
| (c) | Area $OAB = \dfrac{1}{2}(7)\left(\dfrac{7}{2}\right) = \dfrac{49}{4}$ (units)$^2$ $\qquad\qquad$ Applies $\pm \frac{1}{2}$(base)(height) $\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad \dfrac{49}{4}$ | M1 A1**cso** **[2]** |
| | | **7 marks** |

| | **Notes** | |
|---|---|---|
| (a) | **B1**: Must have ½ or 0.5 or $\dfrac{-1}{-2}$ o.e. stated and stops, or used in their line equation | |
| | **M1:** Full method to obtain an equation of the line through (5,6) with their "*m*". So $y - 6 = m(x - 5)$ with their gradient or uses $y = mx + c$ with $(5, 6)$ and their gradient to find $c$. Allow any numerical gradient here including –2 or –1 but **not zero** . (Allow (6,5) as a slip **if** $y - y_1 = m(x - x_1)$ is quoted first ) | |
| | **A1:** Accept any multiple of the correct equation, provided that the coefficients are integers and equation = 0 e.g. $-x + 2y - 7 = 0$ or $k(x - 2y + 7) = 0$ or even $2y - x - 7 = 0$ | |
| (b) | **M1:** Either one of the $x$ or $y$ coordinates using their equation | |
| | **A1:** Needs both correct values. Accept any correct equivalent.. Need not be written as co-ordinates. **Even** just –7 and 3.5 with **no** indication which is which may be awarded the A1. | |
| (c) | **M1:** Any correct method for area of triangle *AOB*, with their values for co-ordinates of *A* and *B* (may include negatives) *Method usually half base times height but determinants could be used.* | |
| | **A1**: Any exact equivalent to 49/4, e.g. 12.25. (**negative final** answer is A0 but replacing by **positive** is A1) Do not need units. | |
| | **c.s.o.** implies if A0 is scored in (b) then A0 is scored in (c) as well**. However** if candidate has correct line equation in (a) of wrong form may score A0 in (a) and A1 in (b) and (c) | |

| | | |
|---|---|---|
| | **Note: Special cases:** $\dfrac{1}{2}(-7)\left(+\dfrac{7}{2}\right) = -\dfrac{49}{4}$ (units)$^2$ is M1 A0 but changing sign to area $= +\dfrac{49}{4}$ gets M1A1 (recovery) | |
| | **N.B.** Candidates making sign errors in (b) and obtaining +7 and $-\frac{7}{2}$. may also get $\dfrac{49}{4}$ as their answer following previous errors. They should be awarded A0 as this answer is not ft and is for correct **solution** only | |
| | **Special Case**: In (a) and (b): Produces parallel line instead of perpendicular line: So uses *m* = -2 This is not treated as a misread as it simplifies the question. The marks will usually be B0 M1 A0, M1 A0, M1 A0 i.e. maximum of 3/7 | |

| Question Number | Scheme | Marks |
|---|---|---|
| **6.** (a) |  $y = \dfrac{2}{x}$ is translated up or down. | M1 |
| | $y = \dfrac{2}{x} - 5$ is in the correct position. | A1 |
| | Intersection with *x*-axis at $\left(\frac{2}{5}, \{0\}\right)$ **only** Independent mark. | B1 |
| | $y = 4x + 2$ : attempt at straight line, with positive gradient with positive *y* intercept. | B1 |
| | Intersection with *x*-axis at $\left(-\frac{1}{2}, \{0\}\right)$ **and** *y*-axis at $\left(\{0\}, 2\right)$. | B1 **[5]** |
| | **Check graph in question for possible answers and space below graph for answers to part (b)** | |
| (b) | Asymptotes : $x = 0$ (or *y*-axis) and $y = -5$.   An asymptote stated correctly. Independent of (a) | B1 |
| | (Lose second B mark for extra asymptotes)        These two lines only. Not ft their graph. | B1 **[2]** |
| (c) | Method 1: $\dfrac{2}{x} - 5 = 4x + 2$     Method 2: $\dfrac{y-2}{4} = \dfrac{2}{y+5}$ | M1 |
| | $4x^2 + 7x - 2 = 0 \Rightarrow x =$        $y^2 + 3y - 18 = 0 \rightarrow y =$ | dM1 |
| | $x = -2, \frac{1}{4}$                    $y = -6, 3$ | A1 |
| | When $x = -2$, $y = -6$, When $x = \frac{1}{4}$, $y = 3$    When $y = -6$, $x = -2$  When $y = 3$, $x = \frac{1}{4}$. | M1A1 **[5]** |
| | | **12 marks** |

### Notes

(a) **M1:** Curve implies *y* axis as asymptote and does not change shape significantly. Changed curve needs horizontal asymptote (roughly) Asymptote(s) need not be **shown** but shape of curve should be implying asymptote(s) parallel to *x* axis. Curve should not remain where it was in the given figure. Both sections move in the same direction. There should be no reflection

**A1:** Crosses positive *x* axis. Hyperbola has moved down. Both sections move by **almost** same amount. See sheet on page 19 for guidance.

**B1: Check diagram and text of answer.** Accept 2/5 or 0.4 shown on *x* -axis or $x = 2/5$, or ( 2/5 , 0) stated clearly in text or on graph. This is **independent** of the graph. Accept (0, 2/5) if clearly on *x* axis. Ignore any intersection points with *y* axis. Do not credit work in table of values for this mark.

**B1**: Must be attempt at a straight line, with positive gradient & with positive *y* intercept (need not cross *x* axis)

**B1:** Accept $x = -1/2$, or –0.5 shown on *x* -axis or (-1/2 , 0) or (-0.5,0) in text or on graph and similarly accept 2 on y axis or $y = 2$ or (0, 2 ) in text or on graph. **Need not cross curve and allow on separate axes.**

(b) **B1:** For either correct asymptote equation. Second **B1**: For both correct (lose this if extras e.g. $x = \pm 1$ are given also). These asymptotes may follow correctly from equation after wrong graph in (a)

Just $y = -5$ **is B1 B0  This may be awarded if given on the graph.** However for other B mark it must be clear that $x = 0$ (or the *y*-axis) is an asymptote. NB $x \neq 0$, $y \neq -5$ is B1B0

(c) **M1**: Either of these equations is enough for the method mark (May appear labelled as part (b))

**dM1:** Attempt to solve a 3 term quadratic by factorising, formula, completion of square or implied by correct answers. (see note 1) This mark depends on previous mark.

**A1:** Need both correct *x* answers (Accept equivalents e.g. 0.25) or both correct *y* values (Method 2)

**M1:** At least one attempt to find *second variable* (usually *y*) using their *first variable* (usually *x*) related to line meeting curve. Should not be substituting *x* or *y* values from part (a) or (b). This mark is **independent** of previous marks. Candidate may substitute in equation of line or equation of curve.
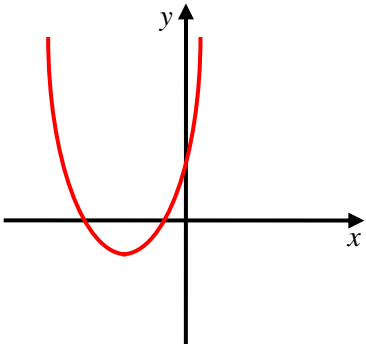
**A1:** Need both correct *second variable* answers Need not be written as co-ordinates (allow as in the scheme)

**Note: Special case:** Answer only with no working in part (c) can have 5 marks if completely correct, with **both** points found. If co-ordinates of just one of the points is correct – with no working – this earns M0 M0 A0 M1 A0  (i.e. 1 / 5)

| Question Number | Scheme | Marks |
|---|---|---|
| **7.**<br><br>(a) | Lewis; arithmetic series, $a = 140$, $d = 20$.<br><br>$T_{20} = 140 + (20 - 1)(20)$; $= 520$      Or lists 20 terms to get to $520$<br>OR $120 + (20)(20)$ | M1; A1<br>**[2]** |
| (b) | Method 1                                          Method 2<br>**Either:**   Uses $\frac{1}{2}n(2a + (n-1)d)$      **Or:**     Uses $\frac{1}{2}n(a + l)$<br><br>       $\frac{20}{2}\big(2 \times 140 + (20 - 1)(20)\big)$        $\frac{20}{2}(140 + "520")$     ft 520<br><br>                                         6600 | M1<br><br>A1<br><br>A1<br>**[3]** |
| (c) | Sian; arithmetic series,<br>$a = 300$, $l = 700$, $S_n = 8500$<br><br>                                    **Or:**   May use both<br>**Either:**   Attempt to use $8500 = \frac{n}{2}(a + l)$     $8500 = \frac{1}{2}n(2a + (n-1)d)$   and<br>                                        $l = a + (n-1)d$ **and eliminate** $d$<br><br>        $8500 = \frac{n}{2}(300 + 700)$             $8500 = \frac{n}{2}(600 + 400)$<br><br>                                $\Rightarrow n = 17$ | M1<br><br>A1<br><br><br>A1<br>**[3]** |
| | | **8 marks** |

| | **Notes** | |
|---|---|---|
| (a) | **M1:** Attempt to use formula for **20$^{\text{th}}$ term** of Arithmetic series with first term **140** and $d = $ **20. Normal formula rules** apply – see General principles at the start of the mark scheme re "Method Marks"<br>**Or:** uses $120 + 20n$ with $n = 20$<br>**Or: Listing method :** Lists 140, 160, 180, 200, 220, 240, 260, 280, …   520. M1A1 if correct M0A0 if wrong. (So 2 marks or zero)<br>**A1:** For 520 | |
| (b) | **M1:** An attempt to apply $\frac{1}{2}n(2a + (n-1)d)$ **or** $\frac{1}{2}n(a + l)$ with their values for $a$, $n$, $d$ and $l$<br><br>**A1:** Uses $a = 140$, $d = 20$, $n = 20$ in their formula (two alternatives given above) but **ft on their value of $l$** from (a) if they use Method 2.<br>**A1:** 6600 cao<br>**Or: Listing method :** Lists 140, 160, 180, 200, 220, 240, 260, 280, …   520 and adds<br>**6600** gets M1A1A1- any other answer gets M1 A0A0 provided there are 20 numbers, the first is 140 and the last is 520. | |
| (c)<br>**First method** | **M1:** Attempt to use $S_n = \dfrac{n}{2}(a + l)$ with their values for $a$, and $l$ and $S = 8500$<br><br>**A1:** Uses formula with correct values<br>**A1:** Finds exact value 17 | |
| **Alternative method** | **M1:** If both formulae $8500 = \frac{1}{2}n(2a + (n-1)d)$ and $l = a + (n-1)d$ are used, then $d$ **must be eliminated** before this mark is awarded by valid work. Should not be using $d = 400$. This would be **M0**.<br>**A1:** Correct equation in $n$ only<br>then **A1** for 17 exactly<br>**Trial and error methods:** Finds $d = 25$ and $n = 17$ and list from 300 to 700 with total checked – 3/3 | |

| Question Number | Scheme | Marks |
|---|---|---|
| 8. | $(\dfrac{dy}{dx} = )$ $\qquad -x^3 + "2"x^{-2} - "\left(\dfrac{5}{2}\right)"x^{-3}$ | M1 |
| | $(y =) \qquad -\dfrac{1}{4}x^4 + \dfrac{"2"x^{-1}}{(-1)} - "\left(\dfrac{5}{2}\right)"\dfrac{x^{-2}}{(-2)} (+c)$ <div align="right">Raises power correctly on any one term.<br>Any two follow through terms correct.</div> | M1<br>A1ft |
| | $(y =) \qquad -\dfrac{1}{4}x^4 + \dfrac{2x^{-1}}{(-1)} - \dfrac{5}{2}\dfrac{x^{-2}}{(-2)} (+c)$ <div align="right">This is not follow through – must be correct</div> | A1 |
| | Given that $y = 7$, at $x = 1$, then $\quad 7 = -\tfrac{1}{4} - 2 + \tfrac{5}{4} + c \;\Rightarrow\; c =$ | M1 |
| | So, $(y =) \quad -\dfrac{1}{4}x^4 - 2x^{-1} + \dfrac{5}{4}x^{-2} + c$, $c = 8$ $\quad$ **or** $\quad (y =) -\dfrac{1}{4}x^4 - 2x^{-1} + \dfrac{5}{4}x^{-2} + 8$ | A1<br><div align="right">**[6]**</div> |
| | | **6 marks** |
| | **Notes** | |
| | **M1:** Expresses as three term polynomial with powers 3, -2 and –3. Allow slips in coefficients. This may be implied by later integration having all three powers 4, -1 and -2.<br>**M1:** An attempt to integrate at least one term so $x^n \to x^{n+1}$ (not a term in the numerator or denominator)<br>**A1ft:** Any two integrations are correct – coefficients may be unsimplified (follow through errors in **coefficients only here**) so should have two of the powers 4, -1 and –2 after integration – depends on 2$^{nd}$ method mark only. There should be a maximum of three terms here.<br>**A1:** Correct three terms – coefficients **may be unsimplified**- do not need constant for this mark Depends on both Method marks<br>**M1: Need constant for this mark.** Uses $y = 7$ and $x = 1$ in their changed expression in order to find $c$, and attempt to find $c$. *This mark is available even after there is suggestion of differentiation.*<br>**A1:** Need **all four** correct terms to be **simplified** and need $c = 8$ here. | |

| Question Number | Scheme | Marks |
|---|---|---|
| | | |
| **9.** (a) | **Method 1:** Attempts $b^2 - 4ac$ for $a = (k + 3)$, $b = 6$ and their $c$.   $c \neq k$ | M1 |
| | $b^2 - 4ac = 6^2 - 4(k + 3)(k - 5)$ | A1 |
| | $(b^2 - 4ac =)$   $-4k^2 + 8k + 96$   or   $-(b^2 - 4ac =)$   $4k^2 - 8k - 96$ ( with no prior algebraic errors) | B1 |
| | As $b^2 - 4ac > 0$, then $-4k^2 + 8k + 96 > 0$    and so, $k^2 - 2k - 24 < 0$ | A1  * |
| | **Method 2:**   Considers $b^2 > 4ac$   for $a = (k + 3)$, $b = 6$ and their $c$.   $c \neq k$ | M1 |
| | $6^2 > 4(k + 3)(k - 5)$ | A1 |
| | $4k^2 - 8k - 96 < 0$  or  $-4k^2 + 8k + 96 > 0$   or   $9 > (k + 3)(k - 5)$    (with no prior algebraic errors) | B1 |
| | and so, $k^2 - 2k - 24 < 0$ following correct work | A1  *  **[4]** |
| (b) | Attempts to solve $k^2 - 2k - 24 = 0$ to give $k =$            ($\Rightarrow$ Critical values, $k = 6, -4$.) | M1 |
| | $k^2 - 2k - 24 < 0$ gives   $-4 < k < 6$ | M1 A1 |
| | | **[3]** <br> **7 marks** |
| | **Notes** | |
| (a) | **Method 1: M1:** Attempts $b^2 - 4ac$ for $a = (k + 3)$, $b = 6$ and their $c$.  $c \neq k$  or uses quadratic formula and has this expression under square root. (ignore $> 0$, $< 0$ or $= 0$ for first 3 marks) <br> **A1:** Correct expression for $b^2 - 4ac$  - need not be simplified (may be under root sign) <br> **B1:** Uses algebra to manipulate result **without error** into **one of these** three term quadratics. Again may be under root sign in quadratic formula. If inequality is used early in "proof" may see <br> $4k^2 - 8k - 96 < 0$   and B1 would be given for  $4k^2 - 8k - 96$   correctly stated. <br> **A1:** Applies $b^2 - 4ac > 0$ correctly ( **or writes** $b^2 - 4ac > 0$ ) to achieve the **result given** in the question. No errors should be seen. Any incorrect line of argument should be penalised here. There are several ways of reaching the answer; either multiplication of both sides of inequality by –1, or taking every term to other side of inequality. **Need conclusion i.e. printed answer.** <br> **Method 2: M1:** Allow $b^2 > 4ac$ , $b^2 < 4ac$  or $b^2 = 4ac$  for $a = (k + 3)$, $b = 6$ and their $c$.  $c \neq k$ <br> **A1:** Correct expressions on either side (ignore $>$, $<$ or $=$). <br> **B1:** Uses algebra to manipulate result into one of the two three term quadratics or divides both sides by 4 **again without error** <br> **A1:** Produces result with no errors seen from initial consideration of $b^2 > 4ac$ . |
| (b) | **M1:** Uses factorisation, formula, completion of square method to find two values for $k$ , or finds two **correct** answers with no obvious method <br> **M1:** Their Lower Limit $< k <$ Their Upper Limit . Allow the M mark mark for $\leq$ . (Allow $k <$ upper and $k >$ lower) <br> **A1:** $-4 < k < 6$   Lose this mark for $\leq$  Allow (-4, 6) [not square brackets] or $k > -4$ **and** $k < 6$  (must be **and** not **or**) Can also use intersection symbol $\cap$   **NOT** $k > -4$, $k < 6$ (M1A0) |
| | **Special case** : **In part (a)** uses $c = k$ instead of $k - 5$ - scores 0 . Allow $k + 5$ for method marks |
| | **Special Case:** **In part (b)** Obtaining $-6 < k < 4$ This is a common wrong answer.  Give M1 M1 A0 special case. |
| | **Special Case:** **In part (b)** Use of $x$ instead of $k$ – M1M1A0 |
| | **Special Case:**  $-4 < k < 6$ and $k < -4$, $k > 6$ both given  is M0A0 for last two marks. Do not treat as isw. |

| Question Number | Scheme | Marks |
|---|---|---|
| **10.** (a) | This may be done by completion of square or by expansion and comparing coefficients | |
| | $$a = 4$$ | B1 |
| | $$b = 1$$ | B1 |
| | All three of $a = 4$, $b = 1$ and $c = -1$ | B1 |
| | | **[3]** |
| (b) |     U shaped quadratic graph. | M1 |
| | The curve is correctly positioned with the minimum in the third quadrant. . It crosses $x$ axis twice on negative $x$ axis and $y$ axis once on positive $y$ axis. | A1 |
| | Curve cuts $y$-axis at $(\{0\}, 3)$. only | B1 |
| | Curve cuts $x$-axis at $\left(-\frac{3}{2}, \{0\}\right)$ and $\left(-\frac{1}{2}, \{0\}\right)$. | B1 |
| | | **[4]** |
| | | **7 marks** |
| | **Notes** | |
| (a) | **B1:** States $a = 4$ or obtains $4(x + b)^2 + c$, | |
| | **B1:** States $b = 1$ or obtains $a(x + 1)^2 + c$, | |
| | **B1:** States $a = 4$, $b = 1$ **and** $c = -1$ or $4(x + 1)^2 - 1$ (Needs all 3 correct for final mark) | |
| | **Special cases:** If answer is left as $(2x + 2)^2 - 1$ treat as misread B1B0B0 | |
| | or as $2(x + 1)^2 - 1$ then the mark is B0B1B0 from scheme | |
| (b) | **M1:** Any position provided U shaped (be generous in interpretation of U shape but V shape is M0) | |
| | **A1 :** The curve is correctly positioned with the minimum in the third quadrant. It crosses $x$ axis twice on negative $x$ axis and $y$ axis once on positive $y$ axis. | |
| | **B1:** Allow 3 on $y$ axis and allow either $y = 3$ or $(0, 3)$ if given in text  Curve does not need to pass through this point and this mark may be given even if there is no curve at all or if it is drawn as a line. | |
| | **B1:** Allow –3/2 and –1/2 if given on $x$ axis – need co-ordinates if given in text or $x = -3/2$, $x = -1/2$ . Accept decimal equivalents. Curve does not need to pass through these points and this mark may be given even if there is no curve. Ignore third point of intersection and allow touching instead of cutting. So even a cubic curve *might* get M0A0 B1 B1. | |
| | A V shape with two ruled lines for example might get M0A0B1B1 | |

| Question Number | Scheme | Marks |
|---|---|---|
| **11.** | $C: y = 2x - 8\sqrt{x} + 5, \quad x \geqslant 0$ | |
| (a) | So, $y = 2x - 8x^{\frac{1}{2}} + 5$ | |
| | $\dfrac{dy}{dx} = 2 - 4x^{-\frac{1}{2}} + \{0\} \qquad\qquad (x > 0)$ | M1 A1 A1 **[3]** |
| (b) | (When $x = \frac{1}{4}$, $y = 2\left(\frac{1}{4}\right) - 8\sqrt{\left(\frac{1}{4}\right)} + 5 \qquad$ so ) $\qquad y = \frac{3}{2}$ | B1 |
| | $(\text{gradient} = \dfrac{dy}{dx} =) \ 2 - \dfrac{4}{\sqrt{\left(\frac{1}{4}\right)}} \ \{= -6\}$ | M1 |
| | **Either** : $y - "\frac{3}{2}" = "-6"\left(x - \frac{1}{4}\right)$ $\qquad$ **or**: $y = "-6"x + c$ and $\quad "\frac{3}{2}" = "-6"\left(\frac{1}{4}\right) + c \implies c = "3"$ | dM1 |
| | **So** $\quad \underline{y = -6x + 3}$ | A1 **[4]** |
| (c) | Tangent at $Q$ is parallel to $2x - 3y + 18 = 0$ | |
| | $(y = \frac{2}{3}x + 6 \implies)$ Gradient $= \frac{2}{3}$. so tangent gradient is $\frac{2}{3}$ | B1 |
| | So, $"2 - \dfrac{4}{\sqrt{x}}" = "\dfrac{2}{3}"$ $\qquad$ Sets their gradient function = their numerical gradient. | M1 |
| | $\implies \dfrac{4}{3} = \dfrac{4}{\sqrt{x}} \implies x = 9$ $\qquad$ Ignore extra answer $x = -9$ | A1 |
| | When $x = 9$, $y = 2(9) - 8\sqrt{9} + 5 = -1$ $\qquad$ Substitutes their found $x$ into equation of curve. $\qquad\qquad y = -1.$ | dM1 A1 **[5]** |
| | | **12 marks** |
| | **Notes** | |
| (a) | **M1:** Evidence of differentiation, so $x^n \to x^{n-1}$ at least once so $x^1 \to 1$ or $x^0$ or $x^{\frac{1}{2}} \to x^{-\frac{1}{2}}$ not just $5 \to 0$ <br> **A1:** Any two of the three terms correct – do not need to see zero – the 5 disappearing is sufficient; need not be simplified. <br> **A1:** $2 - 4x^{-\frac{1}{2}}$ Both terms correct, and simplified. Do not need to include domain $x > 0$ | |
| (b) | **B1:** Obtaining $y = 3/2$ or fractional or decimal equivalent (no working need be seen) <br><br> **M1:** An attempt to substitute $x = \frac{1}{4}$ into $\dfrac{dy}{dx}$ to establish **gradient**. This may be implied by $-6$ or $m = -6$ but <br><br> not $y = -6$. Can earn this M mark if they go on to use $m = \frac{1}{6}$ or use their numerical value of $\dfrac{dy}{dx}$. <br><br> **dM1: This depends on previous method mark.** Complete method for obtaining the equation of the tangent, using their **tangent** gradient and their value for $y_1$ (obtained from $x = ¼$, allow slip) i.e. <br><br> $y - y_1 = m_T\left(x - \frac{1}{4}\right)$ with their tangent gradient and their $y_1$ <br><br> or uses $y = mx + c$ with $\left(\frac{1}{4}, \text{their } y_1\right)$ and their tangent gradient. <br><br> **A1:** $y = -6x + 3$ or $y = 3 - 6x$ or $a = -6$ and $b = 3$ | |
| (c) | **B1:** For the value $2/3$ **not** $2/3\ x$ **not** $-3/2$ <br> **M1:** Sets their gradient function dy/dx = their numerical gradient <br> **A1:** Obtains $x = 9$ <br> **dM1:** Substitutes their $x$ (from gradient equation) into original equation of curve $C$ i.e. original expression $y =$ <br> **A1:** $(9, -1)$ or $x = 9$, $y = -1$, or just $y = -1$ | |
| | **Special Cases: In (b)** Finds normal could get B1 M1 M0 A0 i.e. max of 2/4 | |
| | **In (c)** Uses **perpendicular** instead of **parallel** then award B0 M1 A0 M1 A0 i.e max 2/5 – see over | |