Rewarding Learning

General Certificate of Secondary Education
2013

Additional Mathematics

Paper 1
Pure Mathematics

[G0301]

TUESDAY 21 MAY, AFTERNOON

MARK SCHEME

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

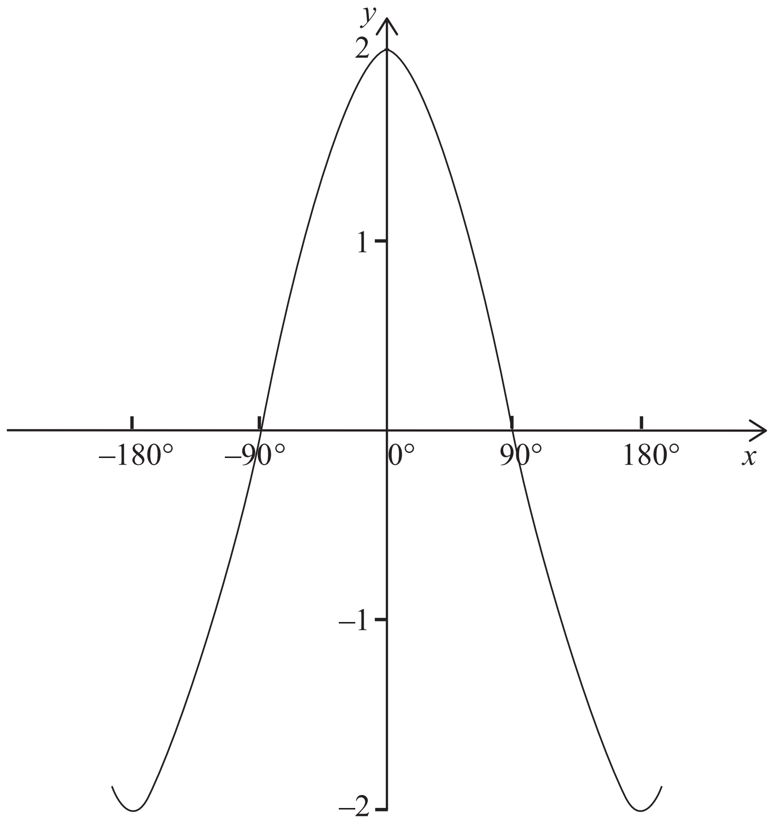
The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

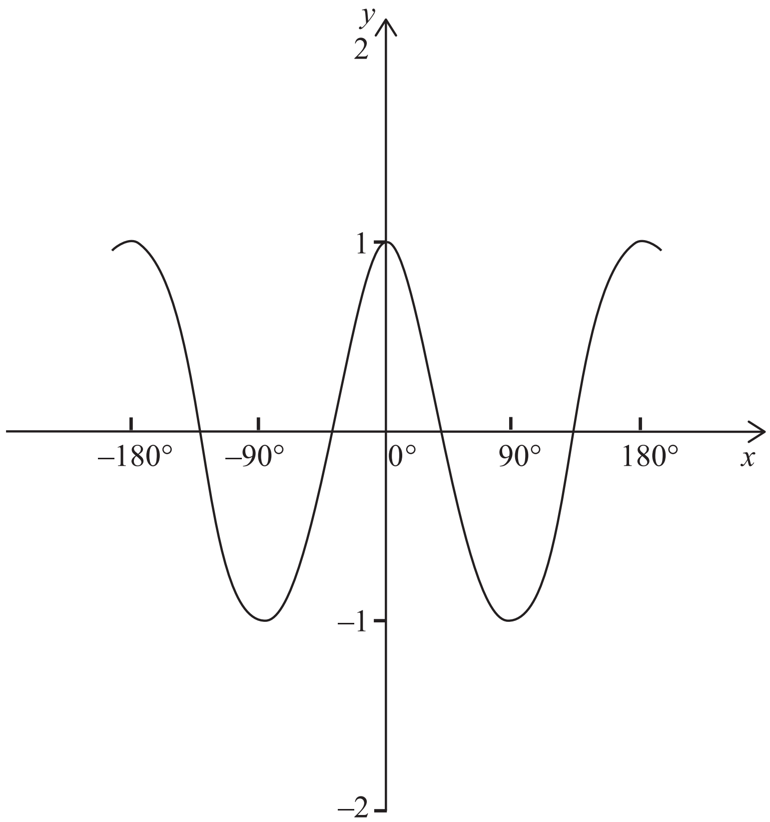
1 **(i)**



M1 (shape)

W1 (curve)

(ii)



M1 (shape)

W1 (accuracy)

AVAILABLE MARKS

4

				AVAILABLE MARKS
2	**(i)**	$\cos\theta = 0.3$ $\therefore\ \theta = 72.54°$ or 287.46 (73° or 287° to nearest degree)	MW1 MW1	
	(ii)	$\cos\left(\frac{3}{4}x + 40°\right) = 0.3$		
		From **(i)**		
		$\frac{3}{4}x + 40° = 72.54°$ or $287.46°$	M1	
		$\therefore x = 43.39°$ or $329.95°$	W1 W1	
		(44° **or** 329° if 73° and 287° used from **(i)**)		5
3	**(i)**	$\mathbf{A} = \begin{bmatrix} -3 & -4 \\ 7 & 8 \end{bmatrix}$		
		$\therefore \mathbf{A}^{-1} = \frac{1}{4}\begin{bmatrix} 8 & 4 \\ -7 & -3 \end{bmatrix}$	MW1 MW1	
	(ii)	$-3x - 4y = 3$ $7x + 8y = -8$		
		$\therefore \begin{bmatrix} -3 & -4 \\ 7 & 8 \end{bmatrix}\begin{bmatrix} x \\ y \end{bmatrix} = \begin{bmatrix} 3 \\ -8 \end{bmatrix}$	M1	
		$\therefore \begin{bmatrix} x \\ y \end{bmatrix} = \begin{bmatrix} -3 & -4 \\ 7 & 8 \end{bmatrix}^{-1}\begin{bmatrix} 3 \\ -8 \end{bmatrix}$	M2	
		$= \frac{1}{4}\begin{bmatrix} 8 & 4 \\ -7 & -3 \end{bmatrix}\begin{bmatrix} 3 \\ -8 \end{bmatrix}$		
		$= \frac{1}{4}\begin{bmatrix} -8 \\ 3 \end{bmatrix} = \begin{bmatrix} -2 \\ \frac{3}{4} \end{bmatrix}$		
		$\therefore x = -2, \quad y = \frac{3}{4}$	W1	6

4 (a) $y = \frac{1}{5}x^{10} - \frac{10}{x^5}$

$y = \frac{1}{5}x^{10} - 10x^{-5}$

$\frac{dy}{dx} = 2x^9 + 50x^{-6}$

$= 2x^9 + \frac{50}{x^6}$ MW1 MW1

(b) $\int \left(2x^3 + \frac{1}{3x^2} - 4\right)dx$

$= \int \left(2x^3 + \frac{1}{3}x^{-2} - 4\right)dx$

$= \frac{2}{4}x^4 - \frac{1}{3}x^{-1} - 4x + c$

$= \frac{1}{2}x^4 - \frac{1}{3x} - 4x + c$ MW1 MW1 MW1 MW1 6

AVAILABLE MARKS

		AVAILABLE MARKS
5 **(i)** $y = 3x^2 + x - 4$		
$\frac{dy}{dx} = 6x + 1$		
At $x = -1$, $\frac{dy}{dx} = -6 + 1 = -5$	MW1	
(ii) Gradient of $l = \frac{1}{5}$	MW1	
$y = \frac{1}{5}x + c$ **or**		
At $x = -1$, $y = -2$; $y + 2 = \frac{1}{5}(x + 1)$ (M1)		
$-2 = -\frac{1}{5} + c$; $y = \frac{1}{5}x + \frac{1}{5} - 2$		
$-\frac{9}{5} = c$; $y = \frac{1}{5}x - \frac{9}{5}$ (W1)	M1	
Equation of l is $y = \frac{1}{5}x - \frac{9}{5}$	W1	
(iii) $3x^2 + x - 4 = \frac{1}{5}x - \frac{9}{5}$	M2	
$\therefore 15x^2 + 5x - 20 = x - 9$		
$\therefore 15x^2 + 4x - 11 = 0$		
$\therefore (x + 1)(15x - 11) = 0$		
$\therefore 15x = 11$ for second point		
$\therefore x = \frac{11}{15}$	W1	7

AVAILABLE MARKS

6 **(i)** $\dfrac{3x-4}{2x-1} - \dfrac{5x-2}{5x+1}$

$= \dfrac{(3x-4)(5x+1) - (5x-2)(2x-1)}{(2x-1)(5x+1)}$ M2

$= \dfrac{(15x^2-17x-4) - (10x^2-9x+2)}{(10x^2-3x-1)}$ MW1 MW1

$= \dfrac{5x^2-8x-6}{10x^2-3x-1}$

(ii) $\dfrac{3x-4}{2x-1} - \dfrac{5x-2}{5x+1} = \dfrac{2}{3}$

$\therefore \dfrac{5x^2-8x-6}{10x^2-3x-1} = \dfrac{2}{3}$

$\therefore\ 3(5x^2-8x-6) = 2(10x^2-3x-1)$ M2

$\therefore\ 15x^2-24x-18 = 20x^2-6x-2$

$\therefore\ 5x^2+18x+16 = 0$ W1

$\therefore\ (5x+8)(x+2) = 0$

$\therefore x = -\dfrac{8}{5}$ **or** $x = -2$ W1 8

7 (a) $25^{\left(1 - \frac{x}{2}\right)} = 6$ | AVAILABLE MARKS

$\log 25^{\left(1 - \frac{x}{2}\right)} = \log 6$ M1

$\left(1 - \frac{x}{2}\right) \log 25 = \log 6$ M1

$1 - \frac{x}{2} = \frac{\log 6}{\log 25}$ **or** $\log 25 - \frac{x}{2} \log 25 = \log 6$

$-\frac{x}{2} \log 25 = \log 6 - \log 25$ M1

$x = 2\left(1 - \frac{\log 6}{\log 25}\right)$ $-0.6990x = -0.6198$

$x = 0.887$

$x = 0.887$ W1

(b) $x^2 = 5$

$x = \sqrt{5}$ MW1

(c) (i) $\log_2 35 = \log_2 (7 \times 5)$

$= \log_2 7 + \log_2 5$

$= a + b$

MW1

(ii) $\log_2 2.8 = \log_2 \frac{14}{5}$

$= \log_2 \frac{7 \times 2}{5}$

$= \log_2 7 + \log_2 2 - \log_2 5$ M1

$= a + 1 - b$ MW1 | 8

8 **(i)** $X\hat{O}Y = 180° - 116.10° = 63.90°$ W1

$XY^2 = OX^2 + OY^2 - 2 . OX . OY . \cos X\hat{O}Y$

$= 3.75^2 + 2.40^2 - 2 \times 3.75 \times 2.40 \times \cos 63.90$ M1

$\therefore XY = 3.45$ km W1

(ii) $\dfrac{\sin O\hat{Y}X}{OX} = \dfrac{\sin X\hat{O}Y}{XY}$

$\therefore \sin O\hat{Y}X = \dfrac{3.75 \sin 63.90}{3.45}$ M1

$\therefore O\hat{Y}X = 77.45°$ W1

(iii) $YZ = XY = 3.45$ km

$O\hat{Y}Z = 180° - 77.45° = 102.55°$ MW1

(iv) $OZ^2 = OY^2 + YZ^2 - 2 . OY . YZ \cos O\hat{Y}Z$

$= 2.40^2 + 3.45^2 - 2 \times 2.40 \times 3.45 \times \cos 102.55$ M1

$\therefore OZ = 4.61$ km W1

(v) Ship must travel 4.61 km in 10 minutes

$\therefore$ speed $= 4.61 \times 6 = 27.66$ km/h MW1

(vi) $\dfrac{\sin Y\hat{O}Z}{YZ} = \dfrac{\sin O\hat{Y}Z}{OZ}$

$\therefore \sin Y\hat{O}Z = \dfrac{3.45 \sin 102.55}{4.61}$ M1

$\therefore Y\hat{O}Z = 46.93°$ W1

So bearing $= 116.10° - 46.93° = 069.17°$ MW1

AVAILABLE MARKS: 12

AVAILABLE MARKS

9 **(i)** $\log S = b \log L + \log a$ M1

$\log S$	$\log L$
1.176	1.398
1.398	1.839
1.544	2.127
1.653	2.346
1.740	2.521

M1
(taking logs)
W1

Straight line graph (see graph page) W1 labels
W1 accurate points
W1 straight line

(ii) $b = \dfrac{1.740 - 1.176}{2.521 - 1.398} = 0.5$ M1 W1

$S = aL^{0.5}$

$15 = a\ 25^{0.5}$

$15 = 5a$

$a = 3$ M1W1

(iii) $S = 3L^{0.5}$

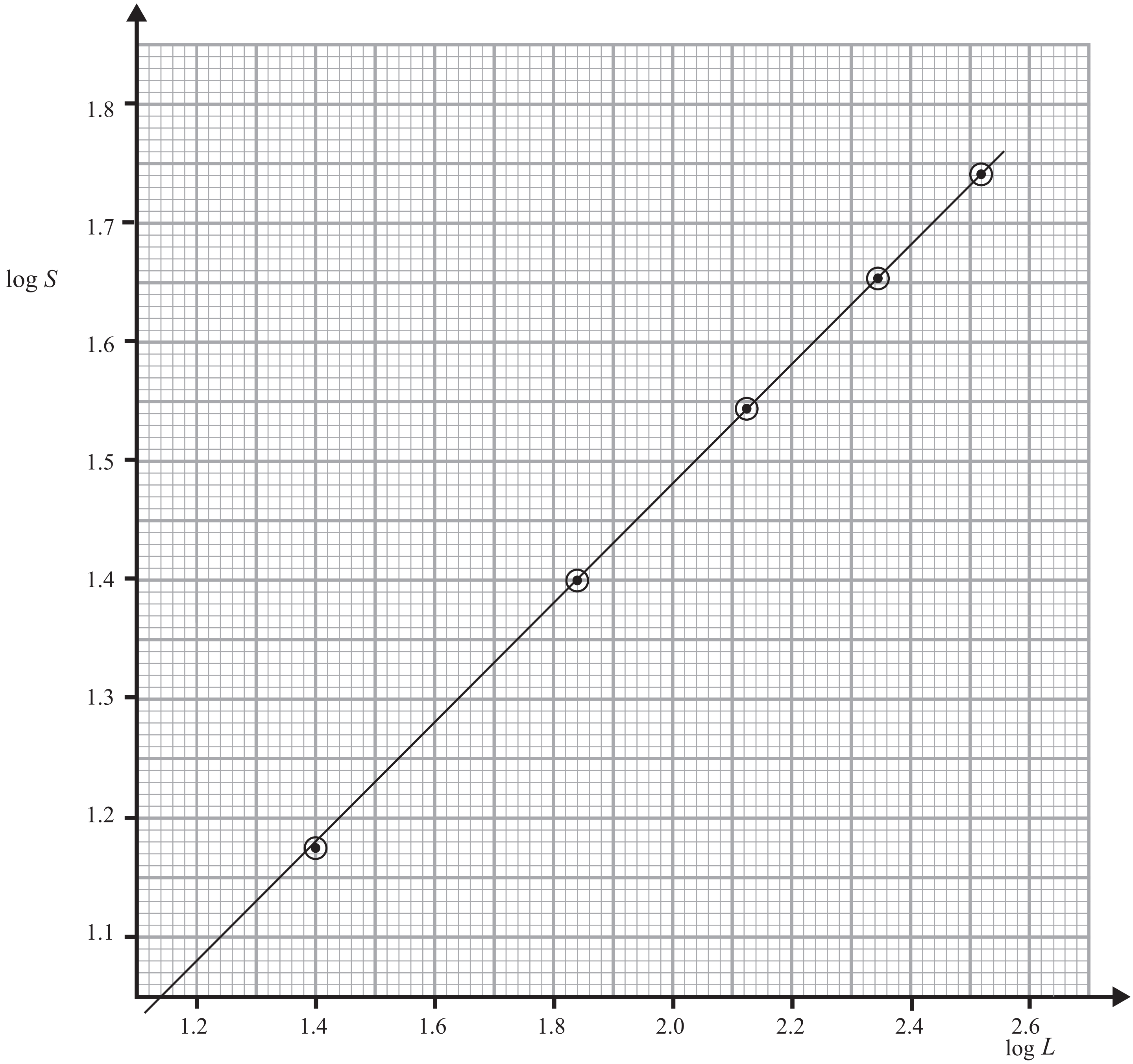
$S = 3 \times 45^{0.5} = 20.1$ mph to 3 s.f. MW1

(iv) $3L^{0.5} = 80$

$L^{0.5} = \dfrac{80}{3} = 26.67$ M1

$L = 26.67^2 = 711$ feet to 3 s.f. W1

Assume formula holds for speeds greater than 55 mph W1 14


log S
1.8
1.7
1.6
1.5
1.4
1.3
1.2
1.1
1.2
1.4
1.6
1.8
2.0
2.2
2.4
2.6
log L

10 **(i)** $10x + 8y + 6z = 178$

$\therefore 5x + 4y + 3z = 89$ ① MW1

(ii) $9x + 9y + 15z = 219$

$\therefore 3x + 3y + 5z = 73$ ② MW1

(iii) $7x + 5y + 6z = 130$ ③ MW1

(iv) 5 × ② – 3 × ① → $3y + 16z = 98$ ④ M1 W1

7 × ① – 5 × ③ → $3y - 9z = -27$ ⑤ M1 W1

④ – ⑤ → $25z = 125$ M1

$\therefore z = 5$ W1

From ④ $3y + 80 = 98$

$\therefore y = 6$

From ① $5x + 24 + 15 = 89$

$\therefore x = 10$

So fares are: To Oldtown £10

To Newtown £6

To Hightown £5 M1 W1

(v) $10n + 6n + 5(n - 1) = 163$ MW1

(vi) $21n - 5 = 163$

$\therefore n = 8$ MW1

So: 8 journeys to Oldtown

8 journeys to Newtown

7 journeys to Hightown MW1

AVAILABLE MARKS 14

11 **(i)** Crosses x-axis when:

$x^3 - x^2 - 20x = 0$

$x(x^2 - x - 20) = 0$

$x(x - 5)(x + 4) = 0$

$\therefore\ x = 0, 5$ **or** -4

$\therefore$ points are (0, 0), (5, 0) and (–4, 0) MW1 MW1 MW1

(ii) $\frac{dy}{dx} = 3x^2 - 2x - 20$ MW1

At turning points, $3x^2 - 2x - 20 = 0$ M2

$$x = \frac{2 \pm \sqrt{4 - 4(3)(-20)}}{6}$$ M1

$\therefore\ x = 2.94$ **or** -2.27

When $x = 2.94$, $y = -42.03$

When $x = -2.27$, $y = 28.55$

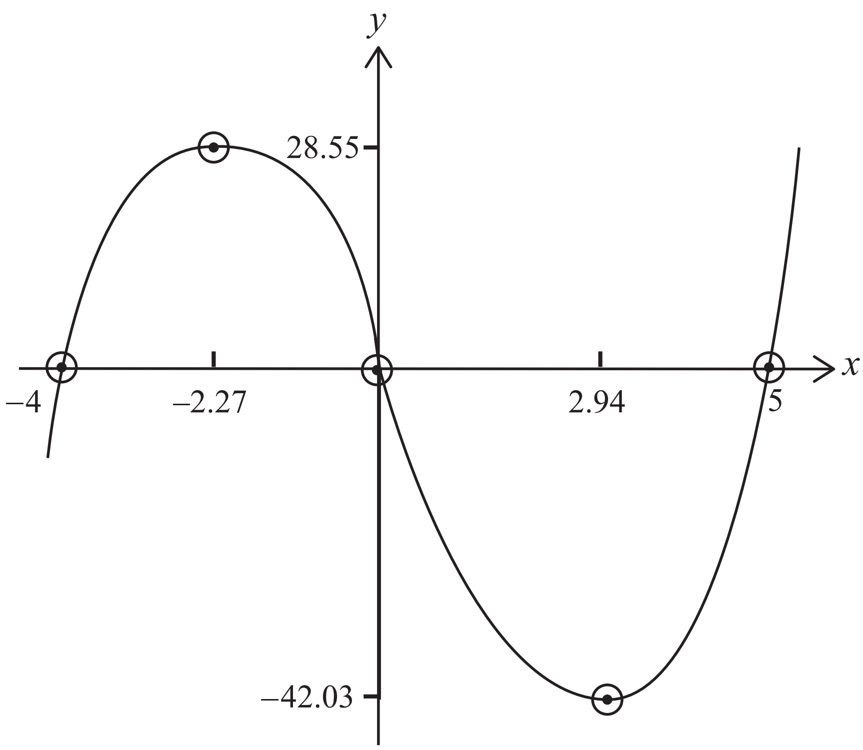
Turning points $(2.94, -42.03)$ and $(-2.27, 28.55)$ W2

(iii) $\frac{d^2y}{dx^2} = 6x - 2$

When $x = 2.94$, $\frac{d^2y}{dx^2} = 15.64 > 0$ $\therefore$ Min$(2.94, -42.03)$

When $x = -2.27$, $\frac{d^2y}{dx^2} = -15.62 < 0$ $\therefore$ Max$(-2.27, 28.55)$ M1 W1

(iv)



M1 (shape)

W1 (points)

			AVAILABLE MARKS
(v)	$\int_0^4 (x^3 - x^2 - 20x)\,dx$	M1	
	$= \left[\frac{1}{4}x^4 - \frac{1}{3}x^3 - 10x^2\right]_0^4$	MW1	
	$= 64 - \frac{64}{3} - 160$		
	$= -117\frac{1}{3}$		
	Area $= 117\frac{1}{3}$	W1	16
		Total	**100**