

# Mark Scheme (Results)

## Summer 2007

GCE

GCE Mathematics

Core Mathematics C1 (6663)

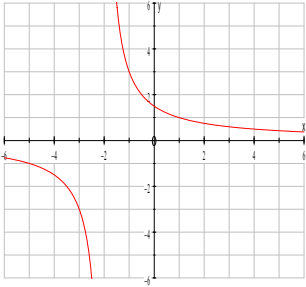
June 2007  
6663 Core Mathematics C1  
Mark Scheme

Question number	Scheme	Marks
1.	$9 - 5$ or $3^2 + 3\sqrt{5} - 3\sqrt{5} - \sqrt{5} \times \sqrt{5}$ or $3^2 - \sqrt{5} \times \sqrt{5}$ or $3^2 - (\sqrt{5})^2$ $= 4$	M1 A1cso (2) <b>2</b>
	<p>M1 for an attempt to multiply out. There must be at least 3 correct terms. Allow one sign slip only, no arithmetic errors.</p> <p>e.g. <math>3^2 + 3\sqrt{5} - 3\sqrt{5} + (\sqrt{5})^2</math> is M1A0</p> <p><math>3^2 + 3\sqrt{5} + 3\sqrt{5} - (\sqrt{5})^2</math> is M1A0 as indeed is <math>9 \pm 6\sqrt{5} - 5</math></p> <p>BUT <math>9 + \sqrt{15} - \sqrt{15} - 5 (= 4)</math> is M0A0 since there is more than a sign error.</p> <p><math>6 + 3\sqrt{5} - 3\sqrt{5} - 5</math> is M0A0 since there is an arithmetic error.</p> <p>If all you see is <math>9 \pm 5</math> that is M1 but please check it has not come from incorrect working.</p> <p>Expansion of <math>(3 + \sqrt{5})(3 + \sqrt{5})</math> is M0A0</p> <p>A1cso for 4 only. Please check that no incorrect working is seen.</p> <p>Correct answer only scores both marks.</p>	

Question number	Scheme	Marks
2.	(a) Attempt $\sqrt[3]{8}$ or $\sqrt[3]{(8^4)}$ $= \underline{16}$ (b) $\underline{5x^{\frac{1}{3}}}$	M1 A1 (2) B1, B1 (2) <b>4</b>
(a)	M1 for: 2 (on its own) or $(2^3)^{\frac{4}{3}}$ or $\sqrt[3]{8}$ or $(\sqrt[3]{8})^4$ or $2^4$ or $\sqrt[3]{8^4}$ or $\sqrt[3]{4096}$ $8^3$ or 512 or $(4096)^{\frac{1}{3}}$ is M0 A1 for 16 only	
(b)	1 <sup>st</sup> B1 for 5 on its own or $\times$ something. So e.g. $\frac{5x^{\frac{4}{3}}}{x}$ is B1 But $5^{\frac{1}{3}}$ is B0 An expression showing cancelling is not sufficient (see first expression of QC0184500123945 the mark is scored for the second expression) 2 <sup>nd</sup> B1 for $x^{\frac{1}{3}}$  Can use ISW (incorrect subsequent working) e.g. $5x^{\frac{4}{3}}$ scores B1B0 but it may lead to $\sqrt[3]{5x^4}$ which we ignore as ISW.  Correct answers only score full marks in both parts.	

Question number	Scheme	Marks
3.	<p>(a) <math>\left(\frac{dy}{dx}\right) = \underline{6x^1 + \frac{4}{2}x^{-\frac{1}{2}}}</math> or <math>\left(6x + 2x^{-\frac{1}{2}}\right)</math></p> <p>(b) <math>\underline{6 + -x^{-\frac{3}{2}}}</math> or <math>\underline{6 + -1 \times x^{-\frac{3}{2}}}</math></p> <p>(c) <math>\underline{x^3 + \frac{8}{3}x^{\frac{3}{2}} + C}</math>      A1: <math>\frac{3}{3}x^3</math> or <math>\frac{4x^{\frac{3}{2}}}{\left(\frac{3}{2}\right)}</math>      A1: both, simplified and + C</p>	<p>M1 A1 (2)</p> <p>M1 A1ft (2)</p> <p>M1 A1 A1 (3)</p> <p style="text-align: right;"><b>7</b></p>
(a)	<p>M1 for <u>some</u> attempt to differentiate: <math>x^n \rightarrow x^{n-1}</math>          Condone missing <math>\frac{dy}{dx}</math> or <math>y = \dots</math></p> <p>A1 for both terms correct, as written or better. No + C here. Of course <math>\frac{2}{\sqrt{x}}</math> is acceptable.</p>	
(b)	<p>M1 for some attempt to differentiate again. Follow through their <math>\frac{dy}{dx}</math>, at least one term correct or correct follow through.</p> <p>A1ft. as written or better, follow through must have 2 <u>distinct</u> terms and simplified e.g. <math>\frac{4}{4} = 1</math>.</p>	
(c)	<p>M1 for some attempt to integrate: <math>x^n \rightarrow x^{n+1}</math>. Condone misreading <math>\frac{dy}{dx}</math> or <math>\frac{d^2y}{dx^2}</math> for y.          (+C alone is not sufficient)</p> <p>1<sup>st</sup> A1 for either <math>\frac{3}{3}x^3</math> or <math>\frac{4x^{\frac{3}{2}}}{\left(\frac{3}{2}\right)}</math> (or better) <math>\frac{2}{3} \times 4x^{\frac{3}{2}}</math> is OK here too but not for 2<sup>nd</sup> A1.</p> <p>2<sup>nd</sup> A1 for <u>both</u> <math>x^3</math> and <math>\frac{8}{3}x^{\frac{3}{2}}</math> or <math>\frac{8}{3}x\sqrt{x}</math> i.e. simplified terms <u>and</u> +C all on one line.  <math>2\frac{2}{3}</math> instead of <math>\frac{8}{3}</math> is OK</p>	

Question number	Scheme	Marks
4.	<p>(a) Identify <math>a = 5</math> and <math>d = 2</math> (May be implied)</p> $(u_{200} =) a + (200 - 1)d \quad (= 5 + (200 - 1) \times 2)$ $= 403(p) \quad \text{or } (\pounds) 4.03$ <p>(b) <math>(S_{200} =) \frac{200}{2} [2a + (200 - 1)d]</math> or <math>\frac{200}{2} (a + \text{"their 403"})</math></p> $= \frac{200}{2} [2 \times 5 + (200 - 1) \times 2] \quad \text{or} \quad \frac{200}{2} (5 + \text{"their 403"})$ $= 40\,800 \quad \text{or} \quad \pounds 408$	<p>B1</p> <p>M1</p> <p>A1 (3)</p> <p>M1</p> <p>A1</p> <p>A1 (3)</p> <p style="text-align: right;"><b>6</b></p>
(a)	<p>B1 can be implied if the correct answer is obtained. If 403 is <u>not</u> obtained then the values of <math>a</math> and <math>d</math> must be clearly identified as <math>a = 5</math> and <math>d = 2</math>.</p> <p><b>This mark can be awarded at any point.</b></p> <p>M1 for attempt to use <math>n</math>th term formula with <math>n = 200</math>. Follow through their <math>a</math> and <math>d</math>. Must have use of <math>n = 200</math> and one of <math>a</math> or <math>d</math> correct or correct follow through. Must be 199 not 200.</p> <p>A1 for 403 or 4.03 (i.e. condone missing <math>\pounds</math> sign here). Condone <math>\pounds 403</math> here.</p> <p>N.B. <math>a = 3, d = 2</math> is B0 and <math>a + 200d</math> is M0 <u>BUT</u> <math>3 + 200 \times 2</math> is B1M1 and A1 if it leads to 403. Answer only of 403 (or 4.03) scores 3/3.</p>	
(b)	<p>M1 for use of correct sum formula with <math>n = 200</math>. Follow through their <math>a</math> and <math>d</math> and their 403. Must have <u>some</u> use of <math>n = 200</math>, and some of <math>a, d</math> or <math>l</math> correct or correct follow through.</p> <p>1<sup>st</sup> A1 for any correct expression (i.e. must have <math>a = 5</math> and <math>d = 2</math>) but can f.t. their 403 still.</p> <p>2<sup>nd</sup> A1 for 40800 or <math>\pounds 408</math> (i.e. the <math>\pounds</math> sign is required before we accept 408 this time). 40800p is fine for A1 but <math>\pounds 40800</math> is A0.</p> <p>ALT <u>Listing</u></p>	
(a)	<p>They might score B1 if <math>a = 5</math> and <math>d = 2</math> are clearly identified. Then award M1A1 together for 403.</p>	
(b)	<p><math>\sum_{r=1}^{200} (2r + 3)</math>. Give M1 for <math>2 \times \frac{200}{2} \times (201) + 3k</math> (with <math>k &gt; 1</math>), A1 for <math>k = 200</math> and A1 for 40800.</p>	

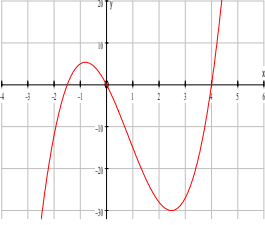
Question number	Scheme	Marks
5.	<p>(a) </p> <p>Translation parallel to <math>x</math>-axis  Top branch intersects +ve <math>y</math>-axis  Lower branch has no intersections  No obvious overlap</p> <p><math>\left(0, \frac{3}{2}\right)</math> or <math>\frac{3}{2}</math> marked on <math>y</math>-axis</p> <p>(b) <math>x = -2, y = 0</math></p> <p>S.C. [Allow ft on first B1 for <math>x = 2</math> when translated “the wrong way” but must be compatible with their sketch.]</p>	<p>M1  A1  B1 (3)  B1, B1 (2)  5</p>
	<p>(a) M1 for a horizontal translation – two branches with one branch cutting <math>y</math> – axis only.  If one of the branches cuts both axes (translation up and across) this is M0.  A1 for a horizontal translation to left. Ignore any figures on axes for this mark.  B1 for correct intersection on positive <math>y</math>-axis. More than 1 intersection is B0.  <math>x=0</math> and <math>y = 1.5</math> in a table alone is insufficient unless intersection of their sketch is with +ve <math>y</math>-axis.  A point marked on the graph overrides a point given elsewhere.</p> <p>(b) 1<sup>st</sup> B1 for <math>x = -2</math>. NB <math>x \neq -2</math> is B0.  Can accept <math>x = +2</math> if this is compatible with their sketch.  Usually they will have M1A0 in part (a) (and usually B0 too)  2<sup>nd</sup> B1 for <math>y = 0</math>.</p> <p>S.C. If <math>x = -2</math> and <math>y = 0</math> and some other asymptotes are also given award B1B0</p> <p>The asymptote equations should be clearly stated in part (b). Simply marking <math>x = -2</math> or <math>y = 0</math> on the sketch is insufficient <u>unless</u> they are clearly marked “asymptote <math>x = -2</math>” etc.</p>	

Question number	Scheme	Marks
6.	<p>(a) <math>2x^2 - x(x - 4) = 8</math></p> <p><math>x^2 + 4x - 8 = 0</math> (*)</p> <p>(b) <math>x = \frac{-4 \pm \sqrt{4^2 - (4 \times 1 \times -8)}}{2}</math> or <math>(x + 2)^2 \pm 4 - 8 = 0</math></p> <p><math>x = -2 \pm</math> (any correct expression)</p> <p><math>\sqrt{48} = \sqrt{16}\sqrt{3} = 4\sqrt{3}</math> or <math>\sqrt{12} = \sqrt{4}\sqrt{3} = 2\sqrt{3}</math></p> <p><math>y = (-2 \pm 2\sqrt{3}) - 4</math> M: Attempt at least one y value</p> <p><u><math>x = -2 + 2\sqrt{3}, y = -6 + 2\sqrt{3}</math></u> <u><math>x = -2 - 2\sqrt{3}, y = -6 - 2\sqrt{3}</math></u></p>	<p>M1</p> <p>A1cso (2)</p> <p>M1</p> <p>A1</p> <p>B1</p> <p>M1</p> <p>A1 (5)</p> <p><b>7</b></p>
(a)	<p>M1 for correct attempt to form an equation in <math>x</math> only. Condone sign errors/slips but attempt at this line must be seen. E.g. <math>2x^2 - x^2 \pm 4x = 8</math> is OK for M1.</p> <p>A1cso for correctly simplifying to printed form. No incorrect working seen. The <math>= 0</math> is required.</p> <p><b>These two marks can be scored in part (b). For multiple attempts pick best.</b></p>	
(b)	<p>1<sup>st</sup> M1 for use of correct formula. If formula is not quoted then a fully correct substitution is required. Condone missing <math>x =</math> or just <math>+</math> or <math>-</math> instead of <math>\pm</math> for M1.</p> <p>For completing the square must have as printed or better.</p> <p>If they have <math>x^2 - 4x - 8 = 0</math> then M1 can be given for <math>(x - 2)^2 \pm 4 - 8 = 0</math>.</p> <p>1<sup>st</sup> A1 for <math>-2 \pm</math> any correct expression. (The <math>\pm</math> is required but <math>x =</math> is not)</p> <p>B1 for simplifying the surd e.g. <math>\sqrt{48} = 4\sqrt{3}</math>. Must reduce to <math>b\sqrt{3}</math> so <math>\sqrt{16}\sqrt{3}</math> or <math>\sqrt{4}\sqrt{3}</math> are OK.</p> <p>2<sup>nd</sup> M1 for attempting to find at least one y value. Substitution into one of the given equations and an attempt to solve for y.</p> <p>2<sup>nd</sup> A1 for correct y answers. Pairings need <u>not</u> be explicit but they must say which is <math>x</math> and which <math>y</math>. Mis-labelling <math>x</math> and <math>y</math> loses final A1 only.</p>	

Question number	Scheme	Marks
7.	<p>(a) Attempt to use discriminant <math>b^2 - 4ac</math></p> $k^2 - 4(k+3) > 0 \Rightarrow k^2 - 4k - 12 > 0 \quad (*)$ <p>(b) <math>k^2 - 4k - 12 = 0 \Rightarrow</math></p> $(k \pm a)(k \pm b), \text{ with } ab = 12 \text{ or } (k =) \frac{4 \pm \sqrt{4^2 - 4 \times 12}}{2} \text{ or } (k - 2)^2 \pm 2^2 - 12$ <p><math>k = -2 \text{ and } 6</math> (both)</p> <p><u><math>k &lt; -2, k &gt; 6</math></u> or <u><math>(-\infty, -2); (6, \infty)</math></u> M: choosing "outside"</p>	<p>M1</p> <p>A1cso (2)</p> <p>M1</p> <p>A1</p> <p>M1 A1ft (4)</p> <p><b>6</b></p>
(a)	<p>M1 for use of <math>b^2 - 4ac</math>, one of <math>b</math> or <math>c</math> must be correct. Or full attempt using completing the square that leads to a 3TQ in <math>k</math></p> <p>e.g. <math>\left( \left[ x + \frac{k}{2} \right]^2 = \right) \frac{k^2}{4} - (k+3)</math></p> <p>A1cso Correct argument to printed result. Need to state (or imply) that <math>b^2 - 4ac &gt; 0</math> and no incorrect working seen. Must have <math>&gt; 0</math>. If <math>&gt; 0</math> just appears with <math>k^2 - 4(k+3) &gt; 0</math> that is OK. If <math>&gt; 0</math> appears on last line only with no explanation give A0. <math>b^2 - 4ac</math> followed by <math>k^2 - 4k - 12 &gt; 0</math> only is insufficient so M0A0</p> <p>e.g. <math>k^2 - 4 \times 1 \times k + 3</math> (missing brackets) can get M1A0 but <math>k^2 + 4(k+3)</math> is M0A0 (wrong formula) Using <math>\sqrt{b^2 - 4ac} &gt; 0</math> is M0.</p>	
(b)	<p>1<sup>st</sup> M1 for attempting to find critical regions. Factors, formula or completing the square. 1<sup>st</sup> A1 for <math>k = 6</math> and <math>-2</math> only 2<sup>nd</sup> M1 for choosing the outside regions 2<sup>nd</sup> A1f.t. as printed or f.t. their (non identical) critical values</p> <p><math>6 &lt; k &lt; -2</math> is M1A0 but ignore if it follows a correct version <math>-2 &lt; k &lt; 6</math> is M0A0 whatever their diagram looks like</p> <p>Condone use of <math>x</math> instead of <math>k</math> for critical values and final answers in (b).</p>	
Treat this question as 3 two mark parts. If part (a) is seen in (b) or vice versa marks can be awarded.		



Question number	Scheme	Marks
8.	(a) $(a_2 =) \underline{3k + 5}$ [must be seen in part (a) or labelled $a_2 =$ ] (b) $(a_3 =) 3(3k + 5) + 5$ $= \underline{9k + 20}$ (*) (c)(i) $a_4 = 3(9k + 20) + 5$ ( $= 27k + 65$ ) $\sum_{r=1}^4 a_r = k + (3k + 5) + (9k + 20) + (27k + 65)$ (ii) $= 40k + 90$ $= \underline{10(4k + 9)}$ (or explain why divisible by 10)	B1 (1) M1 A1cso (2) M1 M1 A1 A1ft (4) <b>7</b>
(b)	M1 for attempting to find $a_3$ , follow through their $a_2 \neq k$ . A1cso for simplifying to printed result with no incorrect working seen.	
(c)	1 <sup>st</sup> M1 for attempting to find $a_4$ . Can allow a slip here e.g. $3(9k + 20)$ [i.e. forgot +5] 2 <sup>nd</sup> M1 for attempting sum of 4 relevant terms, follow through their (a) and (b). Must have 4 terms starting with $k$ . Use of arithmetic series formulae at this point is M0A0A0 1 <sup>st</sup> A1 for simplifying to $40k + 90$ or better 2 <sup>nd</sup> A1ft for taking out a factor of 10 or dividing by 10 or an explanation in words true $\forall k$ . Follow through their sum of 4 terms provided that both Ms are scored and their sum <u>is</u> divisible by 10. A comment is <u>not</u> required. e.g. $\frac{40k + 90}{10} = 4k + 9$ is OK for this final A1.	
S.C.	$\sum_{r=2}^5 a_r = 120k + 290 = 10(12k + 29)$ can have M1M0A0A1ft.	

Question number	Scheme	Marks
9.	<p>(a) <math>f(x) = \frac{6x^3}{3} - \frac{10x^2}{2} - 12x (+C)</math></p> <p><math>x = 5: \quad 250 - 125 - 60 + C = 65 \quad C = 0</math></p> <p>(b) <math>x(2x^2 - 5x - 12)</math> or <math>(2x^2 + 3x)(x - 4)</math> or <math>(2x + 3)(x^2 - 4x)</math></p> <p><math>= x(2x + 3)(x - 4)</math> (*)</p> <p>(c) </p> <p style="text-align: right;">Shape Through origin <math>\left(-\frac{3}{2}, 0\right)</math> and <math>(4, 0)</math></p>	<p>M1 A1</p> <p>M1 A1 (4)</p> <p>M1</p> <p>A1cso (2)</p> <p>B1</p> <p>B1</p> <p>B1 (3)</p> <p style="text-align: right;"><b>9</b></p>
(a)	<p>1<sup>st</sup> M1 for attempting to integrate, <math>x^n \rightarrow x^{n+1}</math></p> <p>1<sup>st</sup> A1 for all <math>x</math> terms correct, need not be simplified. Ignore <math>+ C</math> here.</p> <p>2<sup>nd</sup> M1 for some use of <math>x = 5</math> and <math>f(5)=65</math> to form an equation in <math>C</math> based on their integration.</p> <p>There must be some visible attempt to use <math>x = 5</math> and <math>f(5)=65</math>. No <math>+C</math> is M0.</p> <p>2<sup>nd</sup> A1 for <math>C = 0</math>. This mark cannot be scored unless a suitable equation is seen.</p>	
(b)	<p>M1 for attempting to take out a correct factor or to verify. Allow usual errors on signs.</p> <p>They must get to the equivalent of one of the given partially factorised expressions or, if verifying, <math>x(2x^2 + 3x - 8x - 12)</math> i.e. with no errors in signs.</p> <p>A1cso for proceeding to printed answer with no incorrect working seen. Comment <u>not</u> required.</p> <p>This mark is <u>dependent upon a fully correct solution to part (a)</u> so M1A1M0A0M1A0 for (a) &amp; (b).</p> <p>Will be common or M1A1M1A0M1A0. To score 2 in (b) they must score 4 in (a).</p>	
(c)	<p>1<sup>st</sup> B1 for positive <math>x^3</math> shaped curve (with a max and a min) positioned anywhere.</p> <p>2<sup>nd</sup> B1 for any curve that passes through the origin (B0 if it only touches at the origin)</p> <p>3<sup>rd</sup> B1 for the two points <u>clearly</u> given as coords or values marked in appropriate places on <math>x</math> axis.</p> <p>Ignore any extra crossing points (they should have lost first B1).</p> <p>Condone <math>(1.5, 0)</math> if clearly marked on <math>-ve</math> <math>x</math>-axis. Condone <math>(0, 4)</math> etc if marked on <math>+ve</math> <math>x</math> axis.</p> <p>Curve can <u>stop</u> (i.e. not pass through) at <math>(-1.5, 0)</math> and <math>(4, 0)</math>.</p> <p>A point on the graph overrides coordinates given elsewhere.</p>	

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10.	<p>(a) <math>x = 1: y = -5 + 4 = \underline{-1}</math>, <math>x = 2: y = -16 + 2 = \underline{-14}</math> (can be given in (b) or (c))</p> $PQ = \sqrt{(2-1)^2 + (-14 - (-1))^2} = \sqrt{170} \quad (*)$ <p>(b) <math>y = x^3 - 6x^2 + 4x^{-1}</math></p> $\frac{dy}{dx} = 3x^2 - 12x - 4x^{-2}$ <p><math>x = 1: \frac{dy}{dx} = 3 - 12 - 4 = -13</math> M: Evaluate at one of the points</p> <p><math>x = 2: \frac{dy}{dx} = 12 - 24 - 1 = -13</math> ∴ Parallel A: Both correct + conclusion</p> <p>(c) Finding gradient of normal <math>\left(m = \frac{1}{13}\right)</math></p> $y - -1 = \frac{1}{13}(x - 1)$ $\underline{x - 13y - 14 = 0} \quad \text{o.e.}$	<p>1<sup>st</sup> B1 for - 1 2<sup>nd</sup> B1 for - 14</p> <p>M1 A1cso (4)</p> <p>M1</p> <p>M1 A1</p> <p>M1</p> <p>A1 (5)</p> <p>M1</p> <p>M1 A1ft</p> <p>A1cso (4)</p> <p><b>13</b></p>
MR	<p>(a) M1 for attempting <math>PQ</math> or <math>PQ^2</math> using their <math>P</math> and their <math>Q</math>. Usual rules about quoting formulae. We must see attempt at <math>1^2 + (y_p - y_q)^2</math> for M1. <math>PQ^2 = \sqrt{\dots}</math> etc could be M1A0. A1cso for proceeding to the correct answer with no incorrect working seen.</p> <p>(b) 1<sup>st</sup> M1 for multiplying by <math>x^2</math>, the <math>x^3</math> or <math>-6x^2</math> must be correct. 2<sup>nd</sup> M1 for some correct differentiation, at least one term must be correct as printed. 1<sup>st</sup> A1 for a fully correct derivative. <b>These 3 marks can be awarded anywhere when first seen.</b> 3<sup>rd</sup> M1 for attempting to substitute <math>x = 1</math> or <math>x = 2</math> in their derivative. Substituting in <math>y</math> is M0. 2<sup>nd</sup> A1 for -13 from both substitutions <u>and</u> a brief comment. The - 13 must come from their derivative.</p> <p>(c) 1<sup>st</sup> M1 for use of the perpendicular gradient rule. Follow through their - 13. 2<sup>nd</sup> M1 for full method to find the equation of the normal or tangent at <math>P</math>. If formula is quoted allow slips in substitution, otherwise a correct substitution is required. 1<sup>st</sup> A1ft for a correct expression. Follow through their - 1 and their changed gradient. 2<sup>nd</sup> A1cso for a correct equation with = 0 and integer coefficients. This mark is dependent upon the - 13 coming from their derivative in (b) hence cso. Tangent can get M0M1A0A0, changed gradient can get M0M1A1A0 or M1M1A1A0. Condone confusion over terminology of tangent and normal, mark gradient and equation.</p>	

Question number	Scheme	Marks
11.	<p>(a) <math>y = -\frac{3}{2}x + 4</math>      Gradient = <math>-\frac{3}{2}</math></p> <p>(b) <math>3x + 2 = -\frac{3}{2}x + 4</math>      <math>x = \dots, \frac{4}{9}</math></p> $y = 3\left(\frac{4}{9}\right) + 2 = \frac{10}{3} \quad \left(= 3\frac{1}{3}\right)$ <p>(c) Where <math>y = 1</math>,      <math>l_1 : x_A = -\frac{1}{3}</math>      <math>l_2 : x_B = 2</math>      M: Attempt one of these</p> $\text{Area} = \frac{1}{2}(x_B - x_A)(y_P - 1)$ $= \frac{1}{2} \times \frac{7}{3} \times \frac{7}{3} = \frac{49}{18} = 2\frac{13}{18}$ <p style="text-align: right;">o.e.</p>	<p>M1 A1      (2)</p> <p>M1, A1</p> <p>A1      (3)</p> <p>M1 A1</p> <p>M1</p> <p>A1      (4)</p> <p style="text-align: right;"><b>9</b></p>
(a)	<p>M1      for an attempt to write <math>3x + 2y - 8 = 0</math> in the form <math>y = mx + c</math></p> <p>or a full method that leads to <math>m =</math>, e.g find 2 points, and attempt gradient using <math>\frac{y_2 - y_1}{x_2 - x_1}</math></p> <p>e.g. finding <math>y = -1.5x + 4</math> alone can score M1 (even if they go on to say <math>m = 4</math>)</p> <p>A1      for <math>m = -\frac{3}{2}</math> (can ignore the <math>+c</math>) or <math>\frac{dy}{dx} = -\frac{3}{2}</math></p>	
(b)	<p>M1      for forming a suitable equation in one variable and attempting to solve leading to <math>x =</math> ..or <math>y =</math></p> <p>1<sup>st</sup> A1      for any exact correct value for <math>x</math></p> <p>2<sup>nd</sup> A1      for any exact correct value for <math>y</math></p> <p>(These 3 marks can be scored anywhere, they may treat (a) and (b) as a single part)</p>	
(c)	<p>1<sup>st</sup> M1      for attempting the <math>x</math> coordinate of <math>A</math> or <math>B</math>. One correct value seen scores M1.</p> <p>1<sup>st</sup> A1      for <math>x_A = -\frac{1}{3}</math> and <math>x_B = 2</math></p> <p>2<sup>nd</sup> M1      for a full method for the area of the triangle – follow through their <math>x_A, x_B, y_P</math>.</p> <p>e.g. determinant approach <math>\frac{1}{2} \begin{vmatrix} 2 &amp; -\frac{1}{3} &amp; \frac{4}{9} &amp; 2 \\ 1 &amp; 1 &amp; \frac{10}{3} &amp; 1 \end{vmatrix} = \frac{1}{2}  2 - \dots - (-\frac{1}{3} \dots) </math></p> <p>2<sup>nd</sup> A1      for <math>\frac{49}{18}</math> or an exact equivalent.</p>	
	<p>All accuracy marks require answers as single fractions or mixed numbers not necessarily in lowest terms.</p>	