

Version 1.0: 01.08



# **General Certificate of Education**

## **Mathematics 6360**

**MPC1      Pure Core 1**

## **Mark Scheme**

*2008 examination - January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this 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. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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### Key to mark scheme and abbreviations used in marking

M	mark is for method		
m or dM	mark is dependent on one or more M marks and is for method		
A	mark is dependent on M or m marks and is for accuracy		
B	mark is independent of M or m marks and is for method and accuracy		
E	mark is for explanation		
√ or ft or F	follow through from previous incorrect result	MC	mis-copy
CAO	correct answer only	MR	mis-read
CSO	correct solution only	RA	required accuracy
AWFW	anything which falls within	FW	further work
AWRT	anything which rounds to	ISW	ignore subsequent work
ACF	any correct form	FIW	from incorrect work
AG	answer given	BOD	given benefit of doubt
SC	special case	WR	work replaced by candidate
OE	or equivalent	FB	formulae book
A2,1	2 or 1 (or 0) accuracy marks	NOS	not on scheme
-x EE	deduct x marks for each error	G	graph
NMS	no method shown	c	candidate
PI	possibly implied	sf	significant figure(s)
SCA	substantially correct approach	dp	decimal place(s)

### No Method Shown

Where the question specifically requires a particular method to be used, we must usually see evidence of use of this method for any marks to be awarded. However, there are situations in some units where part marks would be appropriate, particularly when similar techniques are involved. Your Principal Examiner will alert you to these and details will be provided on the mark scheme.

Where the answer can be reasonably obtained without showing working and it is very unlikely that the correct answer can be obtained by using an incorrect method, we must award **full marks**. However, the obvious penalty to candidates showing no working is that incorrect answers, however close, earn **no marks**.

Where a question asks the candidate to state or write down a result, no method need be shown for full marks.

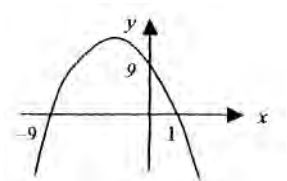
Where the permitted calculator has functions which reasonably allow the solution of the question directly, the correct answer without working earns **full marks**, unless it is given to less than the degree of accuracy accepted in the mark scheme, when it gains **no marks**.

**Otherwise we require evidence of a correct method for any marks to be awarded.**

**MPC1**

Q	Solution	Marks	Total	Comments
<b>1(a)</b>	Mid-point of $BC = (3, -2)$	B1 B1	2	Either coordinate correct Both cords correct. Accept $x = 3, y = -2$
<b>(b)(i)</b>	$\frac{\Delta y}{\Delta x} = \frac{3-1}{-2-4}$ $= -\frac{1}{3}$	M1 A1	2	$\pm \frac{2}{6}$ OE implies M1
<b>(ii)</b>	$y - 3 = \text{“their grad”}(x + 2)$ or $y - 1 = \text{“their grad”}(x - 4)$ Hence $x + 3y = 7$	M1 A1	2	Or $y = mx + c$ and correct attempt to find $c$
<b>(iii)</b>	$y + 5 = \text{“their grad } AB\text{”}(x - 2)$ $y + 5 = -\frac{1}{3}(x - 2)$ or $x + 3y + 13 = 0$	M1 A1	2	Or “their $x + qy = c$ ” and attempt to find $c$ OE
<b>(c)</b>	Grad $BC = 3$ (from $\frac{\Delta y}{\Delta x} = \frac{1+5}{4-2}$ OE) $m_1 m_2 = -1$ stated <b>or</b> grad $BC = 3$ and grad $AB = -\frac{1}{3}$ <b>or</b> grad $BC \times \text{grad } AB (= 3 \times -\frac{1}{3})$ Product of gradients $= -1$ Hence $AB$ and $BC$ are perpendicular	B1 M1 A1 CSO	3	Or 2 lengths correct: $AB = \sqrt{40}; BC = \sqrt{40}; AC = \sqrt{80}$  Or attempt at Pythagoras or Cosine Rule  $AC^2 = AB^2 + BC^2 \Rightarrow \angle ABC = 90^\circ$ Completing proof and statement
<b>Total</b>			<b>11</b>	
<b>2(a)</b>	$\frac{dy}{dx} = 4x^3 - 32$	M1 A1 A1	3	Reduce one power by 1 One term correct All correct (no + c etc)
<b>(b)</b>	Stationary point $\Rightarrow \frac{dy}{dx} = 0$ $\Rightarrow x^3 = 8$ $\Rightarrow x = 2$	M1 A1 $\checkmark$ A1	3	$x^n = k$ following from their $\frac{dy}{dx}$ CSO
<b>(c)(i)</b>	$\frac{d^2y}{dx^2} = 12x^2$	B1 $\checkmark$	1	FT their $\frac{dy}{dx}$
<b>(ii)</b>	When $x = 2, \frac{d^2y}{dx^2}$ considered $\Rightarrow$ minimum point	M1 E1 $\checkmark$	2	Or complete test with $2 \pm \epsilon$ using $\frac{dy}{dx}$
<b>(d)</b>	Putting $x = 0$ into their $\frac{dy}{dx}$ ( $= -32$ ) $\frac{dy}{dx} < 0 \Rightarrow$ decreasing	M1 A1 $\checkmark$	2	Allow “increasing” if their $\frac{dy}{dx} > 0$
<b>Total</b>			<b>11</b>	

**MPC1 (cont)**

Q	Solution	Marks	Total	Comments	
<b>3(a)</b>	$5\sqrt{8} = 10\sqrt{2}$	B1	3	Or $\frac{5\sqrt{16} + 6}{\sqrt{2}}$ gets B1 then M1 for rationalising; and A1 answer $n = 13$	
	$\frac{6}{\sqrt{2}} = \frac{6\sqrt{2}}{2} \quad (= 3\sqrt{2})$	M1			
	Answer = $13\sqrt{2}$	A1			
	<b>(b)</b> $\frac{\sqrt{2} + 2}{3\sqrt{2} - 4} \times \frac{3\sqrt{2} + 4}{3\sqrt{2} + 4}$	M1			
	Numerator = $6 + 6\sqrt{2} + 4\sqrt{2} + 8$	m1	4	Multiplying top & bottom by $\pm(3\sqrt{2} + 4)$ Multiplying out (condone one slip)	
	Denominator = $18 - 16 (= 2)$	B1			
	Final answer = $5\sqrt{2} + 7$	A1			
<b>Total</b>			<b>7</b>		
<b>4(a)</b>	$x^2 + (y - 5)^2$ RHS = 5	B1 B1	2	$b = 5$ $k = 5$	
<b>(b)(i)</b>	Centre (0, 5)	B1 $\checkmark$	1	FT their $b$ from part (a)	
<b>(ii)</b>	Radius = $\sqrt{5}$	B1 $\checkmark$	1	FT their $k$ from part (a); RHS must be $> 0$	
<b>(c)(i)</b>	$x^2 + 4x^2 - 20x + 20 = 0$ $\Rightarrow x^2 - 4x + 4 = 0$	M1 A1	2	May substitute into original or "their (a)" CSO; AG	
	<b>(ii)</b> $(x - 2)^2 = 0$ or $x = 2$ Repeated root implies tangent Point of contact is $P(2, 4)$	M1 E1 A1	3	Or $b^2 - 4ac$ shown = 0 plus statement	
<b>(d)</b>	$(CQ^2 =) 1^2 + 1^2$ $\sqrt{2} < \sqrt{5} \Rightarrow Q$ lies inside circle	M1 A1 CSO	2	FT their $C$ $CQ$ or $CQ^2$ OE must appear for A1	
	<b>Total</b>		<b>11</b>		
<b>5(a)</b>	$(9 + x)(1 - x)$	M1 A1	2	$\pm(9 \pm x)(1 \pm x)$ Correct factors	
<b>(b)</b>	$25 - (x^2 + 8x + 16) = 9 - 8x - x^2$	B1	1	AG	
<b>(c)(i)</b>	$x = -4$ is line of symmetry	B1	1		
<b>(ii)</b>	Vertex is $(-4, 25)$	B1, B1	2		
<b>(iii)</b>		M1 B1 A1	3	General $\cap$ shape $-9$ and $1$ marked on $x$ -axis or stated $9$ marked on $y$ -axis and maximum to the left of $y$ -axis Must continue below $x$ -axis at both ends	
		<b>Total</b>		<b>9</b>	

**MPC1 (cont)**

Q	Solution	Marks	Total	Comments					
<b>6(a)(i)</b>	$p(-1) = -1 + 7 - 6 = 0$ therefore $x + 1$ is a factor	M1 A1	2	Finding $p(-1)$ Shown to $= 0$ <b>plus statement</b>					
	<b>(ii)</b> $p(x) = (x+1)(x^2 - x - 6)$ $p(x) = (x+1)(x+2)(x-3)$	M1 A1 A1		3	Long division/inspection (2 terms correct) Quadratic factor correct May earn M1,A1 for correct second factor then A1 for $(x+1)(x+2)(x-3)$				
<b>(b)(i)</b>	$A(-2,0)$	B1	1	Condone $x = -2$					
<b>(ii)</b>	$\frac{x^4}{4} - \frac{7x^2}{2} - 6x + c$ (may have $+c$ or not)	M1 A1 A1	5	One term correct Another term correct All correct unsimplified					
	$\left[ \frac{81}{4} - \frac{63}{2} - 18 \right] - \left[ \frac{1}{4} - \frac{7}{2} + 6 \right]$ $= -32$	m1 A1		F(3) – F(-1) attempted in correct order CSO; OE					
	<b>(iii)</b> Area of shaded region = 32	B1 $\checkmark$		1	FT their (b)(ii) but positive value needed				
<b>(iv)</b>	$\frac{dy}{dx} = 3x^2 - 7$ When $x = -1$ , gradient = $-4$	M1 A1 A1	3	One term correct All correct (no $+c$ etc) CSO					
	<b>(v)</b> Gradient of normal = $\frac{1}{4}$ $y =$ “their gradient” $(x \pm 1)$ $y = \frac{1}{4}(x+1)$	B1 $\checkmark$ M1 A1	3	Must be finding <b>normal</b> , not tangent CSO; any correct form eg $4y - x = 1$					
<b>Total</b>			<b>18</b>						
<b>7(a)</b>	$x^2 + 7 = k(3x+1) \Rightarrow x^2 - 3kx + 7 - k = 0$	B1	1	AG					
<b>(b)</b>	$b^2 - 4ac = (-3k)^2 - 4(7 - k)$ (2 distinct roots when) $b^2 - 4ac > 0$ $9k^2 + 4k - 28 > 0$	M1 B1 A1	3	Clear attempt at $b^2 - 4ac$ Condone slip in one term of expression Must involve $k$ CSO; AG					
	<b>(c)</b> $(9k - 14)(k + 2)$ Critical points $-2$ and $\frac{14}{9}$ Sketch $\cup$ or sign diagram correct $k < -2, k > \frac{14}{9}$	M1 A1 M1 A1	4	Factors or formula correct unsimplified <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">+ve</td> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">-ve</td> <td style="padding: 5px; text-align: center;">+ve</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">-2</td> <td style="padding: 5px; text-align: center;"><math>\frac{14}{9}</math></td> </tr> </table>	+ve	-ve	+ve		-2
+ve	-ve	+ve							
	-2	$\frac{14}{9}$							
<b>Total</b>			<b>8</b>						
<b>TOTAL</b>			<b>75</b>						