

GCE

Mathematics (MEI)

Unit **4754A**: Applications of Advanced Mathematics: Paper A

Advanced GCE

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.



All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations and abbreviations

| Annotation in scoris | Meaning |
|---|--|
|  and  | |
| BOD | Benefit of doubt |
| FT | Follow through |
| ISW | Ignore subsequent working |
| MO M1 | Method mark awarded 0, 1 |
| AO A1 | Accuracy mark awarded 0, 1 |
| B0 B1 | Independent mark awarded 0, 1 |
| SC | Special case |
| ^ | Omission sign |
| MR | Misread |
| Highlighting | |
| | |
| Other abbreviations in mark scheme | Meaning |
| E1 | Mark for explaining |
| U1 | Mark for correct units |
| G1 | Mark for a correct feature on a graph |
| M1 dep* | Method mark dependent on a previous mark, indicated by * |
| cao | Correct answer only |
| oe | Or equivalent |
| rot | Rounded or truncated |
| soi | Seen or implied |
| www | Without wrong working |

Subject-specific Marking Instructions for GCE Mathematics (MEI) Pure strand

- a Annotations should be used whenever appropriate during your marking.

The A, M and B annotations must be used on your standardisation scripts for responses that are not awarded either 0 or full marks. It is vital that you annotate standardisation scripts fully to show how the marks have been awarded.

For subsequent marking you must make it clear how you have arrived at the mark you have awarded.

- b An element of professional judgement is required in the marking of any written paper. Remember that the mark scheme is designed to assist in marking incorrect solutions. Correct *solutions* leading to correct answers are awarded full marks but work must not be judged on the answer alone, and answers that are given in the question, especially, must be validly obtained; key steps in the working must always be looked at and anything unfamiliar must be investigated thoroughly.

Correct but unfamiliar or unexpected methods are often signalled by a correct result following an *apparently* incorrect method. Such work must be carefully assessed. When a candidate adopts a method which does not correspond to the mark scheme, award marks according to the spirit of the basic scheme; if you are in any doubt whatsoever (especially if several marks or candidates are involved) you should contact your Team Leader.

- c The following types of marks are available.

M

A suitable method has been selected and *applied* in a manner which shows that the method is essentially understood. Method marks are not usually 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, eg by substituting the relevant quantities into the formula. In some cases the nature of the errors allowed for the award of an M mark may be specified.

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). Therefore M0 A1 cannot ever be awarded.

B

Mark for a correct result or statement independent of Method marks.

E

A given result is to be established or a result has to be explained. This usually requires more working or explanation than the establishment of an unknown result.

Unless otherwise indicated, marks once gained cannot subsequently be lost, eg wrong working following a correct form of answer is ignored. Sometimes this is reinforced in the mark scheme by the abbreviation isw. However, this would not apply to a case where a candidate passes through the correct answer as part of a wrong argument.

- d When a part of a question has two or more 'method' steps, the M marks are in principle independent unless the scheme specifically says otherwise; and similarly where there are several B marks allocated. (The notation 'dep *' is used to indicate that a particular mark is dependent on an earlier, asterisked, mark in the scheme.) Of course, in practice it may happen that when a candidate has once gone wrong in a part of a question, the work from there on is worthless so that no more marks can sensibly be given. On the other hand, when two or more steps are successfully run together by the candidate, the earlier marks are implied and full credit must be given.
- e The abbreviation ft implies that the A or B mark indicated is allowed for work correctly following on from previously incorrect results. Otherwise, A and B marks are given for correct work only — differences in notation are of course permitted. A (accuracy) marks are not given for answers obtained from incorrect working. When A or B marks are awarded for work at an intermediate stage of a solution, there may be various alternatives that are equally acceptable. In such cases, exactly what is acceptable will be detailed in the mark scheme rationale. If this is not the case please consult your Team Leader.

Sometimes the answer to one part of a question is used in a later part of the same question. In this case, A marks will often be 'follow through'. In such cases you must ensure that you refer back to the answer of the previous part question even if this is not shown within the image zone. You may find it easier to mark follow through questions candidate-by-candidate rather than question-by-question.

- f Wrong or missing units in an answer should not lead to the loss of a mark unless the scheme specifically indicates otherwise. Candidates are expected to give numerical answers to an appropriate degree of accuracy, with 3 significant figures often being the norm. Small variations in the degree of accuracy to which an answer is given (e.g. 2 or 4 significant figures where 3 is expected) should not normally be penalised, while answers which are grossly over- or under-specified should normally result in the loss of a mark. The situation regarding any particular cases where the accuracy of the answer may be a marking issue should be detailed in the mark scheme rationale. If in doubt, contact your Team Leader.

- g Rules for replaced work

If a candidate attempts a question more than once, and indicates which attempt he/she wishes to be marked, then examiners should do as the candidate requests.

If there are two or more attempts at a question which have not been crossed out, examiners should mark what appears to be the last (complete) attempt and ignore the others.

NB Follow these maths-specific instructions rather than those in the assessor handbook.

- h For a *genuine* misreading (of numbers or symbols) which is such that the object and the difficulty of the question remain unaltered, mark according to the scheme but following through from the candidate's data. A penalty is then applied; 1 mark is generally appropriate, though this may differ for some units. This is achieved by withholding one A mark in the question.

Note that a miscopy of the candidate's own working is not a misread but an accuracy error.

| Question | Answer | Marks | Guidance |
|----------|---|--|--|
| 1 | $\cos \theta - 3 \sin \theta = R(\cos \theta \cos \alpha - \sin \theta \sin \alpha)$ $\Rightarrow 1 = R \cos \alpha, 3 = R \sin \alpha$ $R^2 = 1^2 + 3^2 = 10 \Rightarrow R = \sqrt{10}$ $\tan \alpha = 3 \Rightarrow \alpha = 1.249$ <p>Maximum value of $\cos \theta - 3 \sin \theta$ is $\sqrt{10} < 4$</p> | <p>M1 A1</p> <p>B1</p> <p>M1 A1</p> <p>B1</p> <p>[6]</p> | <p>Correct pairs. Condone sign errors for the M mark (so accept $R \sin \alpha = -3$)</p> <p>Or 3.2 or better, not $\pm\sqrt{10}$ unless $+\sqrt{10}$ chosen</p> <p>ft their pairs (condone sign errors but division must be the correct way round), A1 for 1.249 or better (accept 1.25), with no errors seen in method for angle</p> <p>Or equivalent convincing numerical statement that no solutions exist e.g. $\frac{4}{\sqrt{10}} > 1$. Maybe embedded in an attempt at a solution. Do not accept general statements e.g. ‘doesn’t work’ – must be clear why no solutions exist – dependent on first B1</p> <p>SC: If candidates state that $\cos \alpha = 1, \sin \alpha = 3 \Rightarrow \tan \alpha = 3$ this could score M0A0B1M1A1B1 (so max 4/6)</p> <p>Note that those candidates who state $R = \sqrt{10}$ and $\tan \alpha = 3$ with no (wrong) working seen could go on to score full marks</p> |

| Question | Answer | Marks | Guidance |
|----------|---|--|--|
| 3 | $V = \pi \int_0^4 x^2 dy$ $V = \pi \int_0^4 y^{\frac{1}{2}} dy$ $\frac{2}{3} y^{\frac{3}{2}}$ $= \pi \left[\frac{2}{3} y^{\frac{3}{2}} \right]_0^4 = \frac{16\pi}{3}$ | <p>M1</p> <p>A1</p> <p>B1</p> <p>A1</p> <p>[4]</p> | <p>M1 for $k(\pi) \int_0^4 x^2 (dy)$ with correct limits and $k=1$ or $\frac{1}{2}$, allow correct limits seen or implied later, if formula not stated then must substitute for their x^2 correctly to imply this formula – condone lack of π for the M mark and dy throughout (condone incorrect use of dx too)</p> <p>Correct (or with a 1/2) – limits may be seen or implied through later working</p> <p>$\frac{2}{3} y^{\frac{3}{2}}$ or $\frac{1}{3} y^{\frac{3}{2}}$ (but only if $k = \frac{1}{2}$), condone $\frac{y^{1.5}}{1.5}$ (oe)</p> <p>Exact – mark final answer (so no isw if correct answer is subsequently halved) but if exact value seen and is then followed by 16.755... then isw</p> |

| Question | Answer | Marks | Guidance |
|----------|---|--|---|
| 5 (i) | $AC = x \sec \theta$ $AD = x \sec^2 \theta \text{ and } AE = x \sec^3 \theta$ $\Rightarrow x \sec^3 \theta = 2x$ $\Rightarrow \sec^3 \theta = 2^*$ <p>OR</p> $AD = 2x \cos \theta$ $AC = 2x \cos^2 \theta \text{ and } AB = 2x \cos^3 \theta$ $2x \cos^3 \theta = x \Rightarrow \sec^3 \theta = 2^*$ | <p>B1</p> <p>B1</p> <p>B1</p> <p>[3]</p> <p>B1</p> <p>B1</p> <p>B1</p> | <p>Accept any equivalent form (e.g. $AC \cos \theta = x$). If AC not seen then there must be a diagram as evidence of correct sides - $x \sec \theta$ with no AC is B0</p> <p>Accept $2x = x \sec^3 \theta$ (as $AE = 2x$) or any equivalent form. Otherwise there must be a corresponding diagram as evidence of correct sides. Accept $\cos^3 \theta = x / AC \times AC / AD \times AD / 2x$ for the first two marks</p> <p>This line (oe) must be seen before the x's cancelled</p> <p>NB AG – dependent on all previous marks</p> <p>Same principles as above for each corresponding mark</p> <p>or $x = 2x \cos^3 \theta$ (as $AB = x$)</p> <p>Must see $2x \cos^3 \theta = x$ (oe) before given answer</p> |
| 5 (ii) | $ED = 2x \sin \theta$ $CB = x \tan \theta$ $\frac{ED}{CB} = \frac{2x \sin \theta}{x \tan \theta} = 2 \cos \theta$ $= 2 / 2^{\frac{1}{3}} = 2^{\frac{2}{3}}^*$ | <p>B1</p> <p>B1</p> <p>B1</p> <p>B1</p> <p>[4]</p> | <p>oe e.g. $ED = \sqrt{4x^2 - AD^2}$ or $ED = AD \tan \theta$ with AD correctly expressed in terms of x and θ (or using $\theta = 37.5$ or better) - see (i) for alternatives for AD. Allow $ED = 1.22x$ (or better) but B0 if $ED = \dots$ missing</p> <p>oe e.g. $CB = \sqrt{AC^2 - x^2}$ or $CB = AC \sin \theta$ with AC correctly expressed in terms of x and θ (or using $\theta = 37.5$ or better) - see (i) for alternatives for AC. Allow $CB = 0.77x$ (or better) but B0 if $CB = \dots$ missing</p> <p>www must come from exact working (so not using $\theta = 37.46\dots$ oe) - accept $\frac{ED}{CB} = \frac{2}{\sec \theta}$ or $\frac{ED}{CB} = \sec^2 \theta$ (oe) (as from (i): $\sec^3 \theta = 2$)</p> <p>NB AG – dependent on all previous marks in (ii) – must be one step of intermediate working from $2 \cos \theta$ to given answer</p> |

| Question | Answer | Marks | Guidance |
|----------|--|---|---|
| 6 | $\frac{dy}{dx} = \frac{dy/dt}{dx/dt} = \frac{-2/t^2}{2} \left(= -\frac{1}{t^2} \right)$ $y - \frac{2}{t} = -\frac{1}{t^2}(x - 2t)$ When $x = 0$, $y = \frac{4}{t}$ When $y = 0$, $x = 4t$ So area of triangle = $\frac{1}{2} \times \frac{4}{t} \times 4t = 8$ (which is independent of t) | M1* A1 M1dep* A1 A1ft A1ft A1 [7] | M1 for their (dy/dt) / their (dx/dt) in terms of t with at least one term correct A1 cao (oe) – allow unsimplified even if subsequently cancelled incorrectly i.e. can isw M1dep* $y - \frac{2}{t} = f(t)(x - 2t)$ with any non-zero gradient expressed as a function of t - or any equivalent form (e.g. $y = mx + c$) but must have used the correct point $\left(2t, \frac{2}{t} \right)$ - if using $y = mx + c$ must explicitly have $c = \dots$ before M1 can be awarded A1 oe – need not be simplified A1ft Must be a function of t A1ft Must be a function of t A1 No ft on this mark – an answer of 8 (www) with no additional comment is sufficient to award this mark |
| | OR (for the first two marks) $y = \frac{2}{\left(\frac{x}{2}\right)} = \frac{4}{x} \Rightarrow \frac{dy}{dx} = -\frac{4}{x^2}$ $\Rightarrow \left(\frac{dy}{dx}\right) = -\frac{4}{(2t)^2}$ | M1* A1 | Attempt to eliminate t and correctly differentiates their Cartesian equation |

| Question | Answer | Marks | Guidance |
|----------|---|--|---|
| 7 (i) | $AG = \sqrt{4^2 + 3^2 + 5^2}$ $= \sqrt{50} (= 5\sqrt{2})$ | B1 B1 [2] | Condone -4^2 etc. if recovered Correct answer implies both marks – accept 7.1 or better |
| 7 (ii) | $\overrightarrow{DP} = 4\mathbf{i} + 2\mathbf{j} - 5\mathbf{k} \text{ or } \overrightarrow{PD} = -4\mathbf{i} - 2\mathbf{j} + 5\mathbf{k}$ $\overrightarrow{DF} = 4\mathbf{i} + 3\mathbf{j} \text{ (or } \overrightarrow{PF} = \mathbf{j} + 5\mathbf{k})$ $\mathbf{n} \cdot \overrightarrow{DP} = 15 \times 4 - 20 \times 2 + 4 \times (-5) = 0$ $\mathbf{n} \cdot \overrightarrow{DF} = 15 \times 4 - 20 \times 3 = 0$ $\text{(or } \mathbf{n} \cdot \overrightarrow{PF} = -20 \times 1 + 4 \times 5 = 0)$ $\mathbf{r} \cdot \mathbf{n} = \mathbf{a} \cdot \mathbf{n} \Rightarrow 15x - 20y + 4z = 20$ | B1 B1 B1 B1 M1 A1 [6] | One correct direction vector in plane DPF (oe e.g. expressed as a column vector) Any other correct direction vector in plane DPF Scalar product with a direction vector in the plane (including evaluation and = 0) (OR M1 forms vector cross product with at least two correct terms in solution) Scalar product with a second direction vector in the plane (including evaluation and = 0) (following OR above, A1 all correct ie a multiple of $15\mathbf{i} - 20\mathbf{j} + 4\mathbf{k}$) (NB finding only one direction vector and its scalar product is B1 B0 B1 B0) $15x - 20y + 4z = c$ oe (accept any non-Cartesian form for M1 only) M1A0 for $15\mathbf{i} - 20\mathbf{j} + 4\mathbf{k} = 20$ or $15x - 20y + 4z = 20$ SC1: if states ‘if $15\mathbf{i} - 20\mathbf{j} + 4\mathbf{k}$ is normal then of the form $15x - 20y + 4z = c$ ’ and substitutes one coordinate gets M1A1, then substitutes the other two coordinates A3 (not A1, A1, A1). Then states ‘so $15\mathbf{i} - 20\mathbf{j} + 4\mathbf{k}$ is normal’ and states the correct equation of the plane this can get B1 provided that there is a clear argument ie M1A1A3B1. Without a clear argument this is B0 SC2: if finds two relevant direction vectors B1 B1 and then finds equation of the plane from vector form, $\mathbf{r} = \mathbf{a} + \lambda\mathbf{b} + \mu\mathbf{c}$ gets B1. Eliminating parameters B1 cao. If then states ‘so $15\mathbf{i} - 20\mathbf{j} + 4\mathbf{k}$ is normal’ can get B1, and then a valid reason why $15\mathbf{i} - 20\mathbf{j} + 4\mathbf{k}$ is normal scores the final B mark (each B mark is dependent on the previous one) |

| Question | Answer | Marks | Guidance |
|----------|---|---|--|
| 7 (iii) | $\mathbf{r} = 4\mathbf{i} + \dots$ $\dots + \lambda(-4\mathbf{i} + 3\mathbf{j} + 5\mathbf{k})$ $15(4 - 4\lambda) - 20(3\lambda) + 4(5\lambda) = 20$ $\Rightarrow 40 = 100\lambda, \lambda = 0.4$ <p>Q is (2.4, 1.2, 2)</p> <p>AQ : QG = 2:3</p> | <p>B1</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>A1</p> <p>A1</p> <p>[6]</p> | <p>Need \mathbf{r} (or another single letter) = ... or $\begin{pmatrix} x \\ y \\ z \end{pmatrix} = \dots$ for first B1</p> <p>NB answer is not unique e.g. $\mathbf{r} = 3\mathbf{j} + 5\mathbf{k} + \mu(4\mathbf{i} - 3\mathbf{j} - 5\mathbf{k})$ - accept column vector form and condone row vectors (non-vector form scores B1 only)</p> <p>Substituting their line in their plane equation from (ii) (condone a slip if intention clear) – their line and plane must be of the correct form (e.g. the line must be of the form $\mathbf{r} = \mathbf{a} + t\mathbf{b}$)</p> <p>www cao NB λ is not unique as depends on choice of line seen in this part</p> <p>www - condone answer given as a position vector</p> <p>oe www</p> |
| 7 (iv) | <p>Angle between $(-4\mathbf{i} + 3\mathbf{j} + 5\mathbf{k})$ and $(15\mathbf{i} - 20\mathbf{j} + 4\mathbf{k})$ is θ where</p> $\cos \theta = \frac{(-4 \times 15) + (3 \times -20) + (5 \times 4)}{\sqrt{50}\sqrt{641}}$ <p>$\theta = 56.0$ or 124.0</p> <p>angle between line and plane = 34.0°</p> | <p>M1*</p> <p>M1dep*</p> <p>A1</p> <p>A1</p> <p>[4]</p> | <p>Selecting $15\mathbf{i} - 20\mathbf{j} + 4\mathbf{k}$ and their direction vector from (iii)</p> <p>Correct formula (including cosine), with correct substitution, using their direction vector from (iii) and the correct normal vector - condone either a single numerical slip or a single sign slip (but not one of each) if intention is clear. So it must be clear where the slip comes from e.g. if the magnitude of one vector is stated incorrectly with no working then this is M0</p> <p>www cao (accept 56 or better, 124 or better, 2.16 radians or better, 0.978 radians or better)</p> <p>www cao (accept 34 or better, 0.593 radians or better)</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-----------------------------|--|
| 8 (i) | $\frac{1}{2+x} + \frac{1}{2-x} = \frac{2-x+2+x}{(2+x)(2-x)} = \frac{4}{(2+x)(2-x)}^*$ | B1 [1] | NB AG – must be at least one intermediate step before given answer – correct application of partial fractions is fine |
| 8 (ii) | $\ln\left(\frac{2+x}{2-x}\right) = 0 \Rightarrow \frac{2+x}{2-x} = 1$ $2+x = 2-x \Rightarrow x = 0$ | B1 B1 [2] | or = e^0 or $\ln(2+x) = \ln(2-x)$ If only this line seen then award B0B1 SC: Allow B1 only for verifying that when $x = 0$, $t = 0$ |
| 8 (iii) | $t = \ln\left(\frac{2+x}{2-x}\right) = \ln(2+x) - \ln(2-x)$ $\left(\frac{dt}{dx}\right) = \frac{1}{2+x} + \frac{1}{2-x}$ $\frac{dt}{dx} = \frac{4}{(2+x)(2-x)} \Rightarrow \frac{dx}{dt} = \frac{1}{4}(2+x)(2-x)$ $k = \frac{1}{4}$ See next page for an alternative solution | B1 M1 A1 A1 [4] | Correct differentiation of their t OR for first two marks - If no subtraction law of logs seen e.g. $\frac{dt}{dx} = \left(\frac{1}{\left(\frac{2+x}{2-x}\right)}\right) \left(\frac{(2-x)(1) - (2+x)(-1)}{(2-x)^2}\right)$ award B1 for correct first bracket (reciprocal expression) and B1 for second correct bracket (quotient/chain rule)(oe) – if additional constant(s) added (e.g. $t = k \ln(\dots)$) then award B1 only for a constant times a fully correct derivative $\frac{dt}{dx}$ and $\frac{dx}{dt}$ must be correctly attributed to the correct expression for this mark Explicitly stating (that the constant of proportionality is) $\frac{1}{4}$ - therefore it is possible to score A0A1 in this part |

| Question | Answer | Marks | Guidance |
|----------|--|--|---|
| | OR $\frac{dx}{dt} = k(2+x)(2-x) \Rightarrow \int \frac{dx}{(2+x)(2-x)} = k \int dt$ $\lambda \ln(2+x) + \mu \ln(2-x) = kt(+c)$ $\frac{1}{4} [\ln(2+x) - \ln(2-x)] = kt(+c)$ $x=0, t=0 \Rightarrow c=0$ $\ln\left(\frac{2+x}{2-x}\right) = 4kt \Rightarrow k = \frac{1}{4}$ | B1 M1 A1 A1 | Allow omission of dx and/or dt Any non-zero constant λ, μ - further guidance in (v) for this and the next mark www oe (condone absence of c) www – must include c and show that $c=0$. Must explicitly state that $k = \frac{1}{4}$ |
| 8 (iv) | $e^t = \frac{2+x}{2-x}$ $(2-x)e^t = 2+x$ $\Rightarrow 2e^t - xe^t = 2+x$ $\Rightarrow x(1+e^t) = 2e^t - 2$ $x = \frac{2(e^t - 1)}{1+e^t} = \frac{2(e^t - 1)e^{-t}}{(1+e^t)e^{-t}} = \frac{2(1-e^{-t})}{1+e^{-t}} *$ $(x \rightarrow) 2 \text{ (as } t \rightarrow \infty)$ | B1 M1 A1 B1 [4] | Multiplying out, collecting x terms (condone sign slips and numerical errors (eg loss of a 2) only but M0 if e^t incorrectly replaced with e^{-t}) and factorising their x terms correctly www NB AG – as AG must be an indication of how previous line leads to the required result (eg stating or showing multiplying by e^{-t}) |
| | OR (for first three marks) $e^{-t} = \frac{2-x}{2+x}$ $(2+x)e^{-t} = 2-x$ $\Rightarrow 2e^{-t} + xe^{-t} = 2-x$ $\Rightarrow x(1+e^{-t}) = 2-2e^{-t}$ $x = \frac{2(1-e^{-t})}{1+e^{-t}} *$ | B1 M1 A1 | Multiplying out, collecting x terms (condone sign slips as above) and factorising their x terms correctly www NB AG |

| Question | Answer | Marks | Guidance |
|----------|--|---|--|
| 8 (v) | $\int \frac{1}{(2-x)(2+x)} dx = k \int e^{-t} dt$ $\alpha \ln(2+x) + \beta \ln(2-x) = \gamma e^{-t} (+c)$ $\ln(2+x) - \ln(2-x) = -4ke^{-t} (+c)$ <p>When $t = 0, x = 0 \Rightarrow c = 4k$</p> $\Rightarrow \ln\left(\frac{2+x}{2-x}\right) = 4k(1 - e^{-t})^*$ | <p>M1*</p> <p>A1</p> <p>A1</p> <p>M1dep*</p> <p>A1</p> <p>[5]</p> | <p>Separating variables - condone sign slips and issues with placement of k but M0 for $\int (2-x)(2+x)dx = \dots$ or equivalent algebraic error in separating variables unless recovered. If no subsequent work integral signs needed, but allow omission of dx and/or dt but must be correctly placed if present</p> <p>Any non-zero constants α, β, γ - this line must be seen and cannot be implied by later working (as this is an AG) – condone absence of c or if a constant present condone the use of k for their constant. Do not condone invisible brackets e.g. $\ln 2 + x$ unless recovered before subtraction law of logs applied – all of these points apply to the next A mark too</p> <p>www oe</p> <p>Substituting $x = 0, t = 0$ into each term in an attempt to find their c (must get $c = \dots$) – if they integrate and use k as their constant they must use $x = 0, t = 0$ to find this single k term only</p> <p>www NB AG must have obtained all previous marks in this part</p> |
| | <p>OR (for first 3 marks) – final M1A1 as above</p> $\int \frac{1}{(2-x)(2+x)} dx = k \int e^{-t} dt$ $\int \frac{1}{4-x^2} dx = k \int e^{-t} dt \Rightarrow \frac{1}{4} \ln\left(\frac{2+x}{2-x}\right) = -ke^{-t} (+c)$ | <p>M1*</p> <p>A2</p> | <p>Separating variables. If no subsequent work integral signs needed, but allow omission of dx or dt, but must be correctly placed if present</p> <p>Must see $1/(4-x^2)$ on lhs – please note that one A mark cannot be awarded</p> |
| 8 (vi) | <p>as $t \rightarrow \infty, x \rightarrow 1.85 \Rightarrow \ln 3.85/0.15 = 4k$</p> $\Rightarrow k = 0.811$ | <p>M1</p> <p>A1</p> <p>[2]</p> | <p>Sets e^{-t} to 0 and substitutes $x = 1.85$ – condone substitution of a ‘large’ value of t only if it leads to the correct value of k</p> <p>$k = 0.25 \ln(77/3)$ or 0.81 or better</p> |

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GCE

Mathematics (MEI)

Unit **4754B**: Applications of Advanced Mathematics: Paper B

Advanced GCE

Mark Scheme for June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.



All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations and abbreviations

| Annotation in scoris | Meaning |
|---|--|
|  and  | |
| BOD | Benefit of doubt |
| FT | Follow through |
| ISW | Ignore subsequent working |
| MO M1 | Method mark awarded 0, 1 |
| AO A1 | Accuracy mark awarded 0, 1 |
| B0 B1 | Independent mark awarded 0, 1 |
| SC | Special case |
| ^ | Omission sign |
| MR | Misread |
| Highlighting | |
| | |
| Other abbreviations in mark scheme | Meaning |
| E1 | Mark for explaining |
| U1 | Mark for correct units |
| G1 | Mark for a correct feature on a graph |
| M1 dep* | Method mark dependent on a previous mark, indicated by * |
| cao | Correct answer only |
| oe | Or equivalent |
| rot | Rounded or truncated |
| soi | Seen or implied |
| www | Without wrong working |

Subject-specific Marking Instructions for GCE Mathematics (MEI) Pure strand

- a Annotations should be used whenever appropriate during your marking.

The A, M and B annotations must be used on your standardisation scripts for responses that are not awarded either 0 or full marks. It is vital that you annotate standardisation scripts fully to show how the marks have been awarded.

For subsequent marking you must make it clear how you have arrived at the mark you have awarded.

- b An element of professional judgement is required in the marking of any written paper. Remember that the mark scheme is designed to assist in marking incorrect solutions. Correct *solutions* leading to correct answers are awarded full marks but work must not be judged on the answer alone, and answers that are given in the question, especially, must be validly obtained; key steps in the working must always be looked at and anything unfamiliar must be investigated thoroughly.

Correct but unfamiliar or unexpected methods are often signalled by a correct result following an *apparently* incorrect method. Such work must be carefully assessed. When a candidate adopts a method which does not correspond to the mark scheme, award marks according to the spirit of the basic scheme; if you are in any doubt whatsoever (especially if several marks or candidates are involved) you should contact your Team Leader.

- c The following types of marks are available.

M

A suitable method has been selected and *applied* in a manner which shows that the method is essentially understood. Method marks are not usually 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, eg by substituting the relevant quantities into the formula. In some cases the nature of the errors allowed for the award of an M mark may be specified.

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). Therefore M0 A1 cannot ever be awarded.

B

Mark for a correct result or statement independent of Method marks.

E

A given result is to be established or a result has to be explained. This usually requires more working or explanation than the establishment of an unknown result.

Unless otherwise indicated, marks once gained cannot subsequently be lost, eg wrong working following a correct form of answer is ignored. Sometimes this is reinforced in the mark scheme by the abbreviation isw. However, this would not apply to a case where a candidate passes through the correct answer as part of a wrong argument.

- d When a part of a question has two or more 'method' steps, the M marks are in principle independent unless the scheme specifically says otherwise; and similarly where there are several B marks allocated. (The notation 'dep *' is used to indicate that a particular mark is dependent on an earlier, asterisked, mark in the scheme.) Of course, in practice it may happen that when a candidate has once gone wrong in a part of a question, the work from there on is worthless so that no more marks can sensibly be given. On the other hand, when two or more steps are successfully run together by the candidate, the earlier marks are implied and full credit must be given.
- e The abbreviation ft implies that the A or B mark indicated is allowed for work correctly following on from previously incorrect results. Otherwise, A and B marks are given for correct work only — differences in notation are of course permitted. A (accuracy) marks are not given for answers obtained from incorrect working. When A or B marks are awarded for work at an intermediate stage of a solution, there may be various alternatives that are equally acceptable. In such cases, exactly what is acceptable will be detailed in the mark scheme rationale. If this is not the case please consult your Team Leader.

Sometimes the answer to one part of a question is used in a later part of the same question. In this case, A marks will often be 'follow through'. In such cases you must ensure that you refer back to the answer of the previous part question even if this is not shown within the image zone. You may find it easier to mark follow through questions candidate-by-candidate rather than question-by-question.

- f Wrong or missing units in an answer should not lead to the loss of a mark unless the scheme specifically indicates otherwise. Candidates are expected to give numerical answers to an appropriate degree of accuracy, with 3 significant figures often being the norm. Small variations in the degree of accuracy to which an answer is given (e.g. 2 or 4 significant figures where 3 is expected) should not normally be penalised, while answers which are grossly over- or under-specified should normally result in the loss of a mark. The situation regarding any particular cases where the accuracy of the answer may be a marking issue should be detailed in the mark scheme rationale. If in doubt, contact your Team Leader.

- g Rules for replaced work

If a candidate attempts a question more than once, and indicates which attempt he/she wishes to be marked, then examiners should do as the candidate requests.

If there are two or more attempts at a question which have not been crossed out, examiners should mark what appears to be the last (complete) attempt and ignore the others.

NB Follow these maths-specific instructions rather than those in the assessor handbook.

- h For a *genuine* misreading (of numbers or symbols) which is such that the object and the difficulty of the question remain unaltered, mark according to the scheme but following through from the candidate's data. A penalty is then applied; 1 mark is generally appropriate, though this may differ for some units. This is achieved by withholding one A mark in the question.

Note that a miscopy of the candidate's own working is not a misread but an accuracy error.

| Question | | Answer | Marks | Guidance |
|--|-------|--|-------------------------|---|
| Note that throughout units are not required | | | | |
| 1. | | Blade radius = 45 m \Rightarrow Hub height = 149.5 – 45 = 104.5 m | B1 [1] | |
| 2. | | Scale Photomontage: Real size = 2.35 cm : 35 m 0.8 cm corresponds to $\frac{0.8 \times 35}{2.35} = 11.91\dots$ rounding to 12 m | M1 E1 [2] | values 2.35, 35 and 0.8 or 6.7, 99.5 and 0.8 or 99.5, 35, 2.35 and 5.9 seen in a calculation or $\frac{0.8 \times 99.5}{6.7} = 11.88\dots$ - in both cases must see 11.9 (or better) followed by 12 or $99.5 - \frac{35}{2.35}(5.9) = 11.627\dots$ leading to 12 so must see 11.6 (or better) followed by 12 (or equivalent correct calculation) |
| 3. | (i) | $\tan \alpha = \frac{125}{623} \Rightarrow \alpha = 11.3^\circ$ | B1 | 11.3 or better - allow 11.35 rounded to 11.4 but B0 if only 11.4 seen |
| | (ii) | Height = $\frac{125}{623} \times 51.4 = 10.3$ cm | B1 | 10.3 or better |
| | (iii) | 1.41 \times 7.3 or their (10.3) \div 1.41 1.41 \times 7.3 = 10.3 or 10.3 \div 1.41 = 7.3 or $\tan^{-1}\left(\frac{7.3 \times 1.41}{51.4}\right) = 11.3\dots^\circ$ | M1 A1 [4] | 1.41 or better (e.g. $\sqrt{2}$, $\frac{297}{210}$) Must see 10.3 (or better) or 7.3 (or better) – 10.3 with no working scores MOA0 11.3 or 11.4 |

| Question | Answer | Marks | Guidance |
|----------|---|---|---|
| 4. | <p>Height above A of lowest visible point is</p> $99.5 + 120 - 20 = 199.5 \text{ m}$ <p>Using similar triangles or trigonometry</p> $\text{Height of C} = \frac{199.5}{320} \times 140 = 87.3 \text{ m}$ | <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> | <p>All three values 99.5, 120, 20 seen in a calculation – 199.5 with no working scores M1A1</p> <p>$\frac{x}{320} \times 140$ or $\tan \theta = \frac{x}{320}$ and $140 \tan \theta$ where $179.5 \leq x \leq 219.5$ (must be a complete method for finding the height)</p> <p>87.3 (or better)</p> |
| | | [4] | |
| 5. | $\alpha = \arctan\left(\frac{72}{800}\right) (= 5.142\dots)$ $\beta = \arctan\left(\frac{90}{800}\right) - \arctan\left(\frac{18}{800}\right) (= 5.129\dots)$ <p>The angles are both 5.1° to 2 significant figures.</p> | <p>B1</p> <p>B1</p> <p>E1</p> | <p>Beware: QB = 800.2</p> <p>Or cosine rule e.g.</p> $\cos \beta = \frac{(\sqrt{800^2 + 18^2})^2 + (\sqrt{800^2 + 90^2})^2 - 72^2}{2(\sqrt{800^2 + 90^2})(\sqrt{800^2 + 18^2})} \text{ (oe)}$ <p>Must see 5.14 (or better), 5.13 (or better) and 5.1</p> |
| | | [3] | |

| Question | Answer | Marks | Guidance |
|----------|---|---|--|
| 6. | <p>Those thinking they appear about right might be those who opted for 70 mm and 80 mm, so $85 + 85 = 170$ people</p> <p>Percentage = $\frac{170}{362} \times 100 = 46.96\dots$ so 47%</p> <p>Those saying too large would be people who opted for 50 mm or 60 mm, so $16 + 50 = 66$ people</p> <p>Those saying too small would be people who opted for 90 mm, 100mm or 110 mm, so $72 + 37 + 17 = 126$ people</p> <p>Percentages are 18% (too large) and 35% (too small)</p> | <p>B1</p> <p>B1</p> <p>B1</p> <p>B1</p> | <p>Assumption stated explicitly and must mention the bolded values/words (for 170 allow $85 + 85$ or use of 85 twice – may be seen in % calculation) – any reasonable assumptions must be justified (as in the case above) – it must be clear where the numbers are coming from (e.g. 220 is about right which comes from 60, 70 and 80 would score B1)</p> <p>For 47% (or better) or 23% (or better – accept 23.5%) (comes from using just the value of 85) or a percentage which comes from a justified assumption (so if the % is not 47 or 23 then they must have been awarded the first B mark)</p> <p>Assumptions stated explicitly and must mention the bolded values/words (allow ‘values less than or equal to 60’ for 50 and 60, allow ‘values greater than or equal to 90’ for 90,100 and 110) – see first B mark for further details. Note that for this mark the ‘too large’ and ‘too small’ must be attributed to the correct values</p> <p>For 18% (or better) and 35% (or better) or a percentage which comes from a justified assumption (so if the % are not 18 and 35 then they must have been awarded the third B mark). Note that for this mark the values of 18 and 35 do not need to be attributed correctly but any other values must correspond correctly to ‘large’ and ‘small’</p> |
| | | [4] | |

For guidance:

| | | | | | | | |
|---------------|----------|----------|----------|----------|----------|----------|----------|
| Focal length | 50 | 60 | 70 | 80 | 90 | 100 | 110 |
| Number of ... | 16 | 50 | 85 | 85 | 72 | 37 | 17 |
| % | 4.419... | 13.81... | 23.48... | 23.48... | 19.88... | 10.22... | 4.696... |

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