



GCE

Mathematics (MEI)

Unit 4798/01: Further Pure Mathematics with Technology GCE

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation in scoris	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
✓ and ✗	
BOD	Benefit of doubt
FT	Follow through
ISW	Ignore subsequent working
M0, M1	Method mark awarded 0, 1
A0, 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.

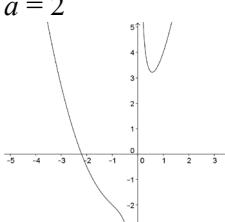
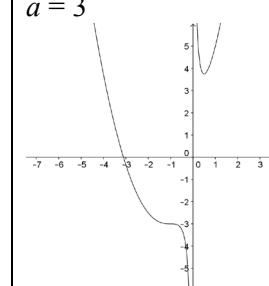
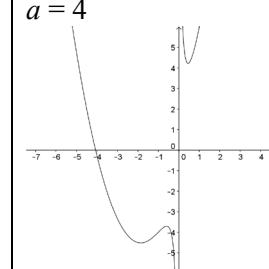
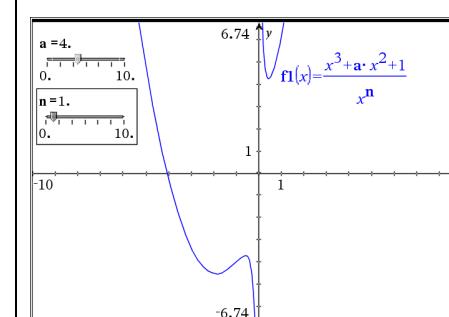
If there are two or more attempts at a question which have not been crossed out, examiners should mark what appears to be the last

(complete) attempt and ignore the others.

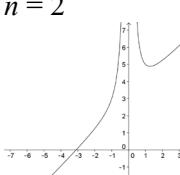
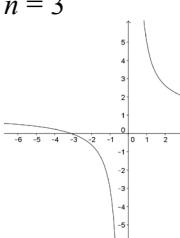
NB Follow these maths-specific instructions rather than those in the assessor handbook.

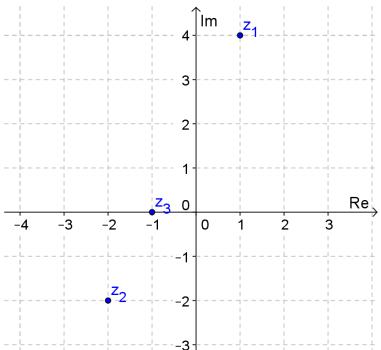
h For a *genuine* misreading (of numbers or symbols) which is such that the object and the difficulty of the question remain unaltered, mark according to the scheme but following through from the candidate's data. A penalty is then applied; 1 mark is generally appropriate, though this may differ for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

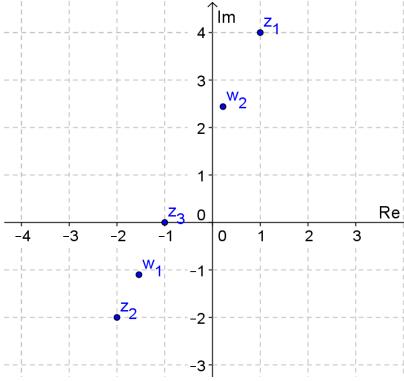
Note that a miscopy of the candidate's own working is not a misread but an accuracy error.

Question		Answer	Marks	Guidance
1	(i)	$a = 2$  $a = 3$  $a = 4$  <p>Correct number of stationary points in all 3 cases</p> <p>Any two distinct comments, e.g. Asymptote at $x=0$ or The curve has two branches Minimum in the first quadrant Single point of intersection with the x-axis when x is negative. x^2 is dominant for large x.</p>	G1 G1 G1 G1	Correct shape Correct shape Correct shape Correct shape
			E1 E1	
			[6]	

Question		Answer	Marks	Guidance
1	(ii)	$\frac{dy}{dx} = \frac{2x^3 + 3x^2 - 1}{x^2}$ $\frac{dy}{dx} = 0 \Rightarrow x = -1 \text{ or } x = \frac{1}{2} : 2 \text{ stationary points}$ <p>By comparing these values to the graph:</p> <p>The stationary point $x = \frac{1}{2}$ is a minimum.</p> <p>The stationary point at $x = -1$ is a point of inflection</p> $\frac{d^2y}{dx^2} = \frac{2(x^3 + 1)}{x^3}$ <p>At $x = \frac{1}{2}$ $\frac{d^2y}{dx^2} = 18$ i.e. a minimum</p> <p>At $x = -1$ $\frac{d^2y}{dx^2} = 0$, examining values either side shows that it is a point of inflection.</p>	M1 A1 M1 E1 E1 Or M1 A1 E1 [5]	Evaluation of second derivative. Any appropriate comment about about points/curve/gradient explaining why inflection

Question		Answer	Marks	Guidance
1	(iii)	$n = 2$  $n = 3$ 	G1 G1 G1 G1 [4]	Correct general shape. Evidence of oblique asymptote. Correct general shape. Clearly showing interception with negative x -axis and horizontal asymptote.
1	(iv)	$n = 2$ Vertical asymptote at $x = 0$. $\frac{x^3 + ax^2 + 1}{x^2} = x + a + \frac{1}{x^2}$ Oblique asymptote: $y = x + a$ Approached from above as $\frac{1}{x^2}$ is positive for all x . $n = 3$ Vertical asymptote at $x = 0$. $\frac{x^3 + ax^2 + 1}{x^3} = 1 + \frac{a}{x} + \frac{1}{x^3}$ Horizontal asymptote: $y = 1$ Approached from above as $x \rightarrow +\infty$ $\frac{a}{x} + \frac{1}{x^3}$ is positive for positive x . Approached from below as $x \rightarrow -\infty$ $\frac{a}{x} + \frac{1}{x^3}$ is negative for negative x .	B1 M1 A1 A1 B1 M1 A1 A1 [8]	Condone a numerical argument SC M0 B1 B1 Justification required. Accept numerical argument or reference to graph with suitable explanation. Condone a numerical argument SC M0 B1 B1 Both required, with justification. Accept numerical argument.

Question		Answer	Marks	Guidance
2	(i)	$z = 1 + 4i, -2 - 2i, -1$  $z_1 - z_3 = 2 + 4i$ $z_2 - z_3 = -1 - 2i$ $z_1 - z_3 = -2(z_2 - z_3)$	B2 B2 M1 A1 [6]	B1 for 1 or 2 correct only. B2 for points marked correctly. B1 for two correct. Evaluation of differences. Shown to be in same direction. Award full marks: M1A1 for showing each of the $z = x + iy$ is on the line $y = 2x + 2$ Any other acceptable method should be awarded full marks.

Question		Answer	Marks	Guidance
2	(ii)	$f'(z) = 3z^2 + (4-4i)z + 7-12i$ $f'(z) = 0 \Rightarrow z = \frac{-\sqrt{7}-2}{3} + \frac{2-2\sqrt{7}}{3}i \text{ or } \frac{\sqrt{7}-2}{3} + \frac{2+2\sqrt{7}}{3}i$  $\frac{-\sqrt{7}-2}{3} + \frac{2-2\sqrt{7}}{3}i - (-1) = \frac{-\sqrt{7}+1}{3} + \frac{2-2\sqrt{7}}{3}i$ $\frac{-\sqrt{7}+1}{3} + \frac{2-2\sqrt{7}}{3}i = \frac{\sqrt{7}-1}{3} \text{ which is real.}$ $\frac{\sqrt{7}-2}{3} + \frac{2+2\sqrt{7}}{3}i - (-1) = \frac{\sqrt{7}+1}{3} + \frac{2+2\sqrt{7}}{3}i$ $\frac{\sqrt{7}+1}{3} + \frac{2+2\sqrt{7}}{3}i = \frac{-\sqrt{7}-1}{3} \text{ which is real.}$	M1 A1 A1 M1 M1 A1	Points marked approximately correctly. Finding the difference between each root of $f'(z) = 0$ and a root of $f(z) = 0$. Showing this difference is a multiple of $1+2i$ or equivalent. Both shown correctly. Award full marks: M1M1A1 for showing each of the $z = x+iy$ is on the line $y = 2x+2$

Question	Answer	Marks	Guidance
2 (iii)	$z^3 - (k+1)az^2 + ka^2z = z(z-a)(z-ka)$ <p>Roots are $z = 0, z = a, z = ka$</p> <p>As k is real $ka - 0 = ka$ is in the same direction as $a - 0 = a$.</p> $g'(z) = 3z^2 - 2a(k+1)z + a^2k$ $g'(z) = 0 \Rightarrow z = -\frac{(\sqrt{k^2 - k + 1} - k - 1)}{3}a \text{ and } z = \frac{(\sqrt{k^2 - k + 1} + k + 1)}{3}a$ <p>The discriminant of $k^2 - k + 1$ is -3, so $k^2 - k + 1$ is positive for all real k and hence $\sqrt{k^2 - k + 1}$ is real. Therefore each of these is in the same direction as a.</p>	M1 A1 E1 M1 M1 A1 M1 E1 [8]	Attempt at factorising or solving. Must reference k real. Showing that $\sqrt{k^2 - k + 1}$ is real.
2 (iv)	<p>When either all 3 roots are real.</p> <p>Any cubic with three real roots.</p> <p>Or when z_1 and z_2 are complex conjugates and $z_3 = \text{Re}(z_1) = \text{Re}(z_2)$.</p> <p>Attempt at multiplying out, e.g. $(z - (1+2i))(z - (1-2i))(z - 1)$</p> <p>Any cubic with roots in this orientation.</p>	E1 B1 E1 M1 B1 [5]	soi

Question		Answer	Marks	Guidance
3	(i)	<p>Example program:</p> <pre>Define program1(n,m)= Prgm Local a,b For a,1,m For b,1,m If a^(2)+b^(2)=(b+n)^(2) Then Disp a,b,b+n EndIf EndFor EndFor EndPrgm</pre> <p>$n = 1$ $3,4,5$ $5,12,13$ $7,24,25$ $9,40,41$ $11,60,61$ $13,84,85$</p> <p>$n = 3$ $9,12,15$ $15,36,39$ $21,72,75$ $27,120,123$ $33,180,183$</p>	<p>M5</p> <p>A2</p> <p>A2</p> <p>[9]</p>	<p>If the answers are incorrect allocate method marks as follows:</p> <p>M1 Appropriate structure program M1 Loop for a or equivalent M1 Loop for b or equivalent M1 maximum values m or 100 & 200. M1 Check (If) statement</p> <p>More efficient programs may be possible.</p> <p>All 6 correct. A1 for at least 4 correct.</p> <p>All 5 correct. A1 for at least 3 correct.</p>

Question		Answer	Marks	Guidance
3	(ii)	$a^2 + b^2 = (b+1)^2$ $a^2 = b^2 + 2b + 1 - b^2$ $a^2 = 2b + 1$ <p>If a is odd then a^2 is odd.</p> <p>Therefore $b = \frac{a^2 - 1}{2}$ will also be an integer > 0.</p>	M1 A1 E1 E1 [4]	Full marks for obtaining b explicitly from $a=2n+1$.
3	(iii)	$a^2 + b^2 = (b+p)^2$ $a^2 = b^2 + 2bp + p^2 - b^2$ $a^2 = 2bp + p^2$ $a^2 = p(2b + p)$ <p>As a^2 is a multiple of p then a must be a multiple of p.</p>	M1 A1 E1 [3]	
3	(iv)	$a^2 + b^2 = (b+b)^2$ $a^2 = 4b^2 - b^2$ $a^2 = 3b^2$ $a = \sqrt{3}b$ <p>So a and b cannot both be integers.</p> <p>Therefore there are no triples where $n = b$.</p>	M1 A1 E1 E1 [4]	
3	(v)	Change If statement 4,3,5 8,15,17 12,35,37 16,63,65 20,99,101	M1 M1 B2 [4]	B1 all correct. B1 no values with b a multiple of 2.

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