



# **Cambridge Technicals Engineering**

## **Unit 1: Mathematics for Engineering**

Level 3 Cambridge Technical Certificate/Diploma in Engineering  
**05822 - 05825**

## **Mark Scheme for January 2019**

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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.

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<b>Annotation</b>	<b>Meaning</b>
✓ and ✗	
BOD	Benefit of doubt
FT	Follow through
ISW	Ignore subsequent working
M0, M1	Method mark awarded 0, 1
DM1	Method mark dependent on previous M mark
A0, A1	Accuracy mark awarded 0, 1
B0, B1	Independent mark awarded 0, 1
SC	Special case
λ	Omission sign
<b>Other abbreviations in mark scheme</b>	<b>Meaning</b>
oe	Or equivalent
Soi	Seen or implied
www	Without wrong working
ecf	Error carried forward

**Subject-specific marking instructions**

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. These annotations must be in the body of the work and **not** anywhere near the right hand margin of each page.

Mark in using a red pen.

Put the mark for each subquestion near to and to the right of the mark for the question. Total all marks for the question and put this total in a ring at the bottom right of each question.

Transfer these marks to the box on the front page.

Total the marks for the paper. I suggest that all unringed marks are then totalled to make sure that the final mark is correct.

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.

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, e.g. 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.

**DM**

A method mark which is dependent on a previous method mark.(Not used in this paper.)

**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.

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.

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. 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.

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.

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.

**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.

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
<b>1</b>	<b>(a)</b>	$5(x+2y)$	<b>B1</b>	
			<b>[1]</b>	
	<b>(b)</b>	$5x-15+20-x$ $=4x+5$	<b>B1</b> <b>B1</b>	$4x$ $+5$
			<b>[2]</b>	
	<b>(c)</b>	$=\frac{10x+4}{6}-\frac{(3x+3)}{6}$ $=\frac{7x+1}{6}$	<b>B1</b> <b>M1</b> <b>A1</b>	For 6 Using LCM correctly
			<b>[3]</b>	
	<b>(d)</b>	$=\frac{(x-3)(x+4)}{(x-3)}=x+4$	<b>M1</b> <b>A1</b>	Attempt to factorise numerator
			<b>[2]</b>	
	<b>(e)</b>	$6x-9=1-4x$ $\Rightarrow 10x=10$ $\Rightarrow x=1$	<b>B1</b> <b>M1</b> <b>A1</b>	Sight of $6x-9$ Collect terms giving $ax=b$
			<b>[3]</b>	
	<b>(f)</b>	$(x\pm a)(x\pm b)=0$ $\Rightarrow (x-2)(x-1)=0$ $\Rightarrow x=1, 2$	<b>M1</b>  <b>A1</b>	Attempt to factorise, or use the formula correctly  Both  Alternative: For arithmetic demonstration of $x=1$ and $x=2$ B1 Answer B1  Use of formula - must have correct substitutions
			<b>[2]</b>	

Question		Answer	Marks	Guidance
2	(a)	Sight of $2K$ oe  Sight of $\frac{m}{m}$  $\Rightarrow v = \sqrt{\frac{2K}{m}}$	<b>B1</b>  <b>B1</b>  <b>B1</b>	Soi  soi  Accept use of $\pm$ Accept $v = \sqrt{\frac{K}{\frac{1}{2}m}}$ or $v = \sqrt{\frac{K}{0.5m}}$
			[3]	
	(b) (i)	$30 = 30t - 5t^2$ Solve $5t^2 - 30t + 30 = 0$ $\Rightarrow t = \frac{30 \pm \sqrt{900 - 600}}{10}$ $= \frac{30 + 17.32}{10}$ and $\frac{30 - 17.32}{10}$ $= 4.73$ and $1.27$ Times are 1.27 and 4.73 seconds	<b>B1</b>  <b>M1</b>  <b>A1</b> <b>A1</b>	Turn into quadratic  Attempt to solve correct quadratic using correct formula Or completing the square  Answer must give units  Alternative: attempt to solve correct quadratic by trial M1 Each answers plus unit 3 s.f. A1 A1
			[4]	
	(ii)	$h = 30t - 5t^2$ $\Rightarrow \frac{dh}{dt} = 30 - 10t$ $= 0$ when $t = 3$ $\Rightarrow h = 45$ metres	<b>B1</b> <b>M1</b> <b>A1</b> <b>A1</b>	For $30 - 10t$ Setting <i>their</i> grad fn = 0 For $t$ soi Units required
			[4]	

Question		Answer	Marks	Guidance
3	(a) (i)	$OC^2 = \sqrt{3^2 + 4^2}$ $\Rightarrow OC = 5$	<b>M1</b> <b>A1</b>	Use of Pythagoras on OC, soi
			[2]	
	(ii)	Midpoint = $\left(\frac{1+3}{2}, \frac{3+4}{2}\right)$ i.e. $\left(2, 3\frac{1}{2}\right)$	<b>B1</b> <b>B1</b>	<i>x</i> coordinate <i>y</i> coordinate  Correct Numbers the wrong way round SC B1
			[2]	
	(iii)	Midpoint is half way to B, giving coordinates of B (4,7).	<b>B1</b>	Ft. Their midpoint Accept their orientation of parallelogram giving (2, 1)
			[1]	
	(b)		<b>B1</b>  <b>B1</b>	Correct amplitude and cos shape accept incorrect gradient at $x = 0$ and $2\pi$  Correct frequency
			[2]	

Question			Answer	Marks	Guidance
4	(a)	(i)	$114.6^0$	<b>B1</b>	Accept 115
				<b>[1]</b>	
		(ii)	$A = \pi 35^2 \times \frac{300}{360} (= 3845.45)$ $= 3207 \text{ cm}^2$	<b>M1</b> <b>M1</b> <b>A1</b>	Use of area of circle Multiply by correct fraction ( $\frac{5}{6}$ or $\frac{1}{6}$ )  SC2 if candidate gives answer of 641 seen (area of removed shape)
				<b>[3]</b>	
	(b)	(i)	$DB = \sqrt{10^2 + 9^2}$ $= 13.45$	<b>M1</b> <b>A1</b>	Using Pythagoras using correct substitutions
				<b>[2]</b>	
		(ii)	$\cos C = \frac{10^2 + 12^2 - 181}{2 \cdot 10 \cdot 12}$ $= 0.2625$  $\Rightarrow C = 74.8^0$	<b>M1</b> <b>A1</b> <b>A1</b>  <b>A1</b>	Correct formula used with <i>their</i> correct substitutions to find one of the angles in triangle BDC Correct rearrangement CosC  Accept answers rounding to 74.8 (74.757 is answer if using DB as 13.45) SC, B3 wrong angle found will give CosC = 0.5089, 0.6967  NB Allow "a" for "C" as a copy of formula book
				<b>[4]</b>	

Question		Answer	Marks	Guidance
5	(a)	$= \frac{1}{2} \sin 2x + x + c$	<b>B1</b> <b>B1</b> <b>B1</b>	$\frac{1}{2} \sin 2x$ seen $x$ seen All correct including the “+c” and $\frac{1}{2}$
			[3]	
	(b)	$\frac{dy}{dx} = 3x^2 - 4$ When $x = 2$ , $\frac{dy}{dx} = 12 - 4 = 8$ $\Rightarrow y - 5 = 8(x - 2)$ $\Rightarrow y = 8x - 11$	<b>M1</b> <b>A1</b> <b>M1</b> <b>A1</b>	Diffn 8 Use <i>their</i> gradient and (2, 5) Or $y = 8x + c$ seen <b>and</b> attempt to find $c$
			[4]	

Question		Answer	Marks	Guidance
6	(i)	$1/RC = 1/(2000 \times 0.005) = 1/10$ oe	<b>B1</b>	Accept statement showing $RC = 2000 \times 0.005 = 10$
			<b>[1]</b>	
	(ii)	$10 = 12 \left( 1 - e^{-\frac{t}{10}} \right)$ $\Rightarrow 1 - e^{-\frac{t}{10}} = \frac{10}{12} \Rightarrow e^{-\frac{t}{10}} = \frac{1}{6}$ $\Rightarrow -\frac{t}{10} = \ln \left( \frac{1}{6} \right) = -1.792$ $\Rightarrow t = 17.9 \text{ sec}$	<b>M1</b>  <b>M1</b>  <b>A1</b>	Substitute and change subject to find a value for $e^{-t/10}$  Take logs. Do not award if candidate attempts to take logs of $1 - e^{-t/10}$  Accept 18 seconds  Alternatively: By trial and improvement. M1 Substitute M1 (at least two values) A1 Accept 18 or better
			<b>[3]</b>	

Question		Answer	Marks	Guidance
7	(i)	Symmetric	<b>B1</b>	Anything that implies mirror images and the same pattern both sides equal, etc
			[1]	
	(ii)	11.4 Accept 11.698 using divisor of $n$	<b>B3</b>	If not B3 cao: B1 for evidence of using correct formula B1 for variance (130)
			[3]	
	(iii)	Curve symmetric Mean 1000 and stretching either side appropriately	<b>B1</b> <b>B1</b>	i.e. bell-shaped tapering to zero i.e. linear scale going up and down 3 or 4 SD from 1000
			[2]	
	(iv)	977.2 1022.8	<b>B1</b> <b>B1</b>	FT <i>their</i> answer to (ii)
			[2]	

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