



...day June 20XX – Morning/Afternoon

A Level Mathematics A

H240/03 Pure Mathematics and Mechanics

SAMPLE MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 100



This document consists of 20 pages

Text Instructions

1. Annotations and abbreviations

Annotation in scoris	Meaning
✓ 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 a result or establishing a given result
dep*	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
AG	Answer given
awrt	Anything which rounds to
BC	By Calculator
DR	This question included the instruction: In this question you must show detailed reasoning.

2. Subject-specific Marking Instructions for A Level Mathematics A

- 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, escalate the question to your Team Leader who will decide on a course of action with the Principal Examiner. If you are in any doubt whatsoever 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, 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.

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

Mark for explaining a result or establishing a given result. This usually requires more working or explanation than the establishment of an unknown result.

Unless otherwise indicated, marks once gained cannot subsequently be lost, e.g. 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, what is acceptable will be detailed in the mark scheme. If this is not the case please, escalate the question to your Team Leader who will decide on a course of action with the Principal Examiner.
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 Unless units are specifically requested, there is no penalty for wrong or missing units as long as the answer is numerically correct and expressed either in SI or in the units of the question. (e.g. lengths will be assumed to be in metres unless in a particular question all the lengths are in km, when this would be assumed to be the unspecified unit.) We are usually quite flexible about the accuracy to which the final answer is expressed; over-specification is usually only penalised where the scheme explicitly says so. When a value is given in the paper only accept an answer correct to at least as many significant figures as the given value. This rule should be applied to each case. When a value is not given in the paper accept any answer that agrees with the correct value to 2 s.f. Follow through should be used so that only one mark is lost for each distinct accuracy error, except for errors due to premature approximation which should be penalised only once in the examination. There is no penalty for using a wrong value for *g*. E marks will be lost except when results agree to the accuracy required in the question.
- 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. Marks designated as cao may be awarded as long as there are no other errors. E marks are lost unless, by chance, the given results are established by equivalent working. ‘Fresh starts’ will not affect an earlier decision about a misread. Note that a miscopy of the candidate’s own working is not a misread but an accuracy error.
- i If a calculator is used, some answers may be obtained with little or no working visible. Allow full marks for correct answers (provided, of course, that there is nothing in the wording of the question specifying that analytical methods are required). Where an answer is wrong but there is some evidence of method, allow appropriate method marks. Wrong answers with no supporting method score zero. If in doubt, consult your Team Leader.
- j If in any case the scheme operates with considerable unfairness consult your Team Leader.

Question		Answer	Marks	AO	Guidance	
1	(a)	5 Substituting $x = -3$ into $ 2x - 1 $ 7	B1 M1 A1 [3]	1.1 1.1a 1.1		
1	(b)	$2x - 1 > x + 1$ therefore $x > 2$ $-(2x - 1) > x + 1$ (Allow \pm in bracket) $x < 0$ $\{x : x < 0\} \cup \{x : x > 2\}$	B1 M1 A1 A1 [4]	1.1 3.1a 1.1 2.5	OR B1 for a sketch of $y = 2x - 1 $ and $y = x + 1$ on the same axes M1 attempt to find the points of intersection A1 obtain $x > 2$ and $x < 0$ A1 $\{x : x < 0\} \cup \{x : x > 2\}$	OR B1 $(2x - 1)^2 > (x + 1)^2$ seen M1 attempt to multiply out and simplify, then solve quadratic A1 obtain $x > 2$ and $x < 0$ A1 $\{x : x < 0\} \cup \{x : x > 2\}$
2	(a)	$\frac{0.25}{2}(1 + 0.7071 + 2(0.970 + 0.8944 + 0.8))$ 0.880	B1 M1 A1 [3]	1.1 1.1a 1.1	Obtain all five ordinates and no others: 0.7071, 0.8944, 1, 0.8, 0.970 Use correct structure for trapezium rule with $h = 0.25$ 0.880 or better (0.87953077)	Accept exact values: $1, \frac{4}{\sqrt{17}}$, $\frac{2}{\sqrt{5}}, \frac{4}{5}, \frac{1}{\sqrt{2}}$ x -coordinates used M0 . Omission of large brackets unless implied by correct answer M0 Accept 0.88 (0.87953077)
2	(b)	“Use smaller intervals” or “use more trapezia”	B1 [1]	2.4		

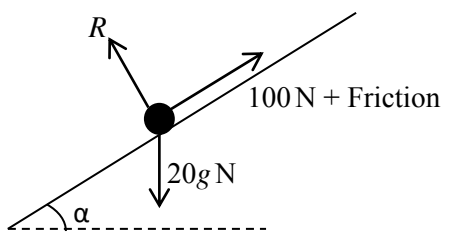
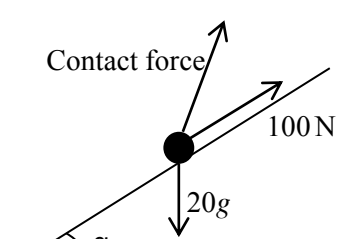
Question	Answer	Marks	AO	Guidance	
3	<p>DR $5\sin 2x = 3\cos x \Rightarrow 10\sin x \cos x = 3\cos x$</p> <p>$\cos x(10\sin x - 3) = 0$ $\cos x \neq 0$ for $0^\circ < x < 90^\circ$ so $\sin x = \frac{3}{10}$</p>	<p>B1</p> <p>M1</p> <p>E1</p> <p>A1</p> <p>[4]</p>	<p>1.1</p> <p>1.1a</p> <p>2.1</p> <p>1.1</p>	<p>Use $\sin 2x = 2\sin x \cos x$ to obtain correct identity</p> <p>Attempt to factorise</p>	<p>SC2 For use of identity followed by cancelling $\cos x$, leading to $\sin x = \frac{3}{10}$.</p>
4	<p>When θ is small $1 + \cos \theta - 3\cos^2 \theta$ $\approx 1 + \left(1 - \frac{1}{2}\theta^2\right) - 3\left(1 - \frac{1}{2}\theta^2\right)^2$</p> <p>$= 1 + \left(1 - \frac{1}{2}\theta^2\right) - 3\left(1 - \theta^2 + \frac{1}{4}\theta^4\right)$ $= 1 + 1 - \frac{1}{2}\theta^2 - 3 + 3\theta^2 - \frac{3}{4}\theta^4$</p> <p>Since θ is small, we can neglect the higher order terms</p> <p>so $1 + \cos \theta - 3\cos^2 \theta \approx -1 + \frac{5}{2}\theta^2$ as required</p>	<p>M1</p> <p>M1</p> <p>E1</p> <p>E1</p> <p>[4]</p>	<p>1.1a</p> <p>1.1</p> <p>2.5</p> <p>2.1</p>	<p>Attempt to use $\cos \theta \approx 1 - \frac{1}{2}\theta^2$ or $= 1 + \left(1 - \frac{1}{2}\theta^2 + \dots\right) - 3\left(1 - \frac{1}{2}\theta^2 + \dots\right)^2$</p> <p>Multiply out</p> <p>For explanation of loss of θ^4 term and consistent use of notation throughout (Working need not be fully correct)</p> <p>AG Clearly obtained www Condone θ^4 term missing without explanation and inconsistent notation</p>	<p>OR</p> <p>M1 Attempt to use $\cos \theta \approx 1 - \frac{1}{2}\theta^2$</p> <p>M1 use trigonometric identity $1 + \cos \theta - 3\cos^2 \theta$ $= 1 + \cos \theta - \frac{3}{2} - \frac{3}{2}\cos 2\theta$</p> <p>E1 For showing clearly which identity has been used and consistent use of notation throughout</p> <p>E1 AG Clearly obtained www Condone inconsistent notation</p>

Question		Answer	Marks	AO	Guidance
5	(a)	Obtain $1 + \frac{1}{3} px$	B1	1.1	Must be simplified
		$(\frac{1}{2})(\frac{1}{3})(\frac{-2}{3})(px)^2$	M1	1.1	
		Obtain $1 + \frac{1}{3} px - \frac{1}{9} p^2 x^2$	A1	1.1	Attempt the x^2 term at least in the form ${}^6C_2 kx^2$
			[3]		
5	(b)	$(1 + qx)(1 + \frac{1}{3} px - \frac{1}{9} p^2 x^2)$	M1	3.1a	Obtain two equations in p and q and show evidence of substitution for p or q to obtain an equation in one variable
		$= 1 + (\frac{1}{3} p + q)x + (\frac{1}{3} pq - \frac{1}{9} p^2)x^2$			
		$\frac{1}{3} p + q = 1$ (*)	M1	3.1a	
		$\frac{1}{3} pq - \frac{1}{9} p^2 = -\frac{2}{9}$			
		$2p^2 - 3p - 2 = 0$	M1	1.1	
		$p = 2$ or $-\frac{1}{2}$	A1	1.1	Solve a 3 term quadratic equation in a single variable.
		$q = \frac{1}{3}$ or $\frac{7}{6}$	A1FT	1.1	Obtain any two values
			[5]		Obtain all 4 values , or FT their p and (*)
					Expand $(1 + qx)$ and their $1 + \frac{1}{3} px - \frac{1}{9} p^2 x^2$ and compare coefficients
					Or $18q^2 - 27q + 7 = 0$ Solve their quadratic
					with indication of correct pairings

Question	Answer	Marks	AO	Guidance
6	$\frac{dy}{dx} = 2x + k + 4x^{-2}$ $2(-2) + k + 4(-2)^{-2} = 0$ $k = 3$ $\frac{d^2y}{dx^2} = 2 - 8x^{-3}$ $2 - 8x^{-3} = 0$ $x = 4^{\frac{1}{3}}$ <p>for $x < 4^{\frac{1}{3}} \Rightarrow \frac{d^2y}{dx^2} < 0$</p> <p>for $x > 4^{\frac{1}{3}} \Rightarrow \frac{d^2y}{dx^2} > 0$</p> <p>When $x = 4^{\frac{1}{3}}, \frac{dy}{dx} \neq 0$ hence not a stationary point</p>	<p>M1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>E1</p> <p>E1</p> <p>[7]</p>	<p>1.1a</p> <p>3.1a</p> <p>1.1</p> <p>3.1a</p> <p>1.1</p> <p>2.1</p> <p>2.1</p>	<p>Attempt to differentiate</p> <p>Substitute $x = -2$, equate to 0 and attempt to solve</p> <p>Equate second derivative to 0 and attempt to solve</p> <p>Consider convex/concave either side of $x = 4^{\frac{1}{3}}$ and conclude</p> <p>Consider gradient at $x = 4^{\frac{1}{3}}$, or justify that $x = -2$ is the only stationary point</p> <p>Power decreases by 1 for at least 2 terms</p>

Question		Answer	Marks	AO	Guidance	
7	(a)	$u = x^2 + 1$	M1	1.1a	Attempt a substitution of x and dx	M0 for $du = dx$
		$du = 2x dx$				
		$\frac{5}{2} \int (u-1)u^{\frac{1}{2}} du$	M1	1.1	Replace as far as $k \int (u-1)u^{\frac{1}{2}} du$	
		$\frac{5}{2} \int (u^{\frac{3}{2}} - u^{\frac{1}{2}}) du$	A1	1.1		
		$u^{\frac{5}{2}} - \frac{5}{3}u^{\frac{3}{2}} + c$	M1	1.1	Integrate their integral if in u	
		$(x^2 + 1)^{\frac{5}{2}} - \frac{5}{3}(x^2 + 1)^{\frac{3}{2}} + c$	A1	1.1	Do not condone missing $+c$ in both (a) and (b)	
			[5]			
7	(b)	$\int \tan^2 \theta d\theta = \int (\sec^2 \theta - 1) d\theta$	M1	1.1	Award for sight of the intermediate result	OR
						M1
		$= \tan \theta - \theta$	A1	1.1		$\int \theta \tan^2 \theta d\theta = \int \theta (\sec^2 \theta - 1) d\theta$
		$u = \theta, dv = \tan^2 \theta$	M1	3.1a	Recognise integration by parts with appropriate choice of u and dv	A1
		So $\int \theta \tan^2 \theta d\theta = \theta(\tan \theta - \theta) - \int (\tan \theta - \theta) d\theta$	A1	1.1	Obtain correct intermediate result	$= \int \theta \sec^2 \theta d\theta - \int \theta d\theta$
		$-\frac{1}{2}\theta^2 + \theta \tan \theta - \ln \sec \theta + c$	A1	1.1	M1 $u = \theta, dv = \sec^2 \theta$	
			[5]		A1 So $\int \theta \tan^2 \theta d\theta$	
					$= \theta \tan \theta - \int \tan \theta d\theta - \frac{1}{2}\theta^2$	
					A1	
					$= -\frac{1}{2}\theta^2 + \theta \tan \theta - \ln \sec \theta + c$	

Question		Answer	Marks	AO	Guidance
8	(a)	<p>DR</p> <p>$BE = \sqrt{3}$ from the standard triangle BDE</p> <p>$BC = AB \cos 45$</p> <p>$BC = \frac{1 + \sqrt{3}}{\sqrt{2}} = \frac{\sqrt{2} + \sqrt{6}}{2}$</p>	<p>B1</p> <p>M1</p> <p>E1</p> <p>[3]</p>	<p>2.2a</p> <p>2.1</p> <p>2.2a</p>	<p>Or $AB = 1 + \sqrt{3}$ seen</p> <p>oe or Pythagoras' theorem</p> <p>AG</p> <p>B0 for decimal</p> <p>Must be seen</p> <p>$\frac{1 + \sqrt{3}}{\sqrt{2}}$ must be seen</p>
8	(b)	<p>DR</p> <p>Triangle ABC is isosceles so $BC = AC$ but</p> <p>$AC = CD + \sqrt{2}$</p> <p>so $CD = \frac{\sqrt{2} + \sqrt{6}}{2} - \sqrt{2}$</p> <p>$= \frac{\sqrt{6} - \sqrt{2}}{2}$</p> <p>$\sin 15 = \frac{CD}{BD} = \frac{\sqrt{6} - \sqrt{2}}{2} \div 2 = \frac{\sqrt{6} - \sqrt{2}}{4}$</p>	<p>B1</p> <p>M1</p> <p>A1</p> <p>[3]</p>	<p>2.4</p> <p>2.1</p> <p>2.2a</p>	<p>State or imply that $BC = AC$ and state $AC = CD + \sqrt{2}$</p> <p>Obtain expression for CD, may be unsimplified</p> <p>Obtain expression for $\sin 15$ and simplify to answer given</p> <p>M0 if decimals seen</p> <p>SC1 for showing using addition formula</p>
9	(a)	<p>Attempt resolution of forces</p> <p>Horizontal component = $5 + 2 \cos 40$ (= 6.5321)</p> <p>Vertical component = $2 \sin 40$ (= 1.2856)</p> <p>$\sqrt{6.5321^2 + 1.2856^2} = 6.66 \text{ N}$</p>	<p>M1</p> <p>A1</p> <p>A1</p> <p>[3]</p>	<p>1.1a</p> <p>1.1</p> <p>1.1</p>	<p>Allow sin/cos confusion</p> <p>Allow for either the horizontal or vertical component correct</p> <p>Use correct method for magnitude</p> <p>OR</p> <p>M1 Form triangle of forces</p> <p>A1 Use cosine rule with 140°</p> <p>A1 Obtain 6.66 N</p>
9	(b)	<p>$\tan^{-1} \left(\frac{2 \sin 40}{5 + 2 \cos 40} \right) = 11.1^\circ$</p>	<p>B1FT</p> <p>[1]</p>	<p>1.1</p>	<p>FT their components from part (i)</p>

Question		Answer	Marks	AO	Guidance
10	(a)	 <p>Resolve parallel to the slope: $100 + F - 20g \sin \alpha = 0$ (*)</p> <p>Resolve perpendicular to the slope and friction force is maximum: $R = 20g \cos \alpha$ and $F = \mu R$</p> <p>Substitute and obtain $20g \sin \alpha = 20g \mu \cos \alpha + 100$</p>	B1	2.1	<p>Any equivalent which makes clear the relationships between:</p> <p>Reaction, 100 N force, friction acting upwards, weight of 20 g N</p> <p>A diagram is not <i>necessary</i> provided that sufficient explanation is given.</p> 
			M1	3.3	
			M1	3.3	
			E1	1.1	
		[4]			
10	(b)	<p>All forces shown on diagram of inclined plane</p> <p>Resolve parallel to the slope: $150 - F - 20g \sin \alpha = 0$ (**)</p> <p>From * and ** $250 - 40g \sin \alpha = 0$</p> <p>$\alpha = \sin^{-1} \frac{25}{4g}$</p>	B1	3.3	<p>Reaction, 150 N force, friction acting downwards, weight of 20 g N</p> <p>Eliminate μ and attempt to solve for α.</p> <p>One valid step after elimination required</p>
			M1	3.4	
			A1	1.1	
			[3]		

Question		Answer	Marks	AO	Guidance
11	(a)	$\mathbf{v} = 6t^2\mathbf{i} + (10t - 4)\mathbf{j}$ $\mathbf{v} = 2.94\mathbf{i} + 3\mathbf{j}$ $90 - \tan^{-1}\left(\frac{2.94}{3}\right)$ $= 044^\circ$	B1 M1 A1 [3]	1.1 3.1a 1.1	At least one term reduces in power by 1 Substitution of $t = 0.7$, use $\tan^{-1}\left(\frac{y}{x}\right)$ and obtain $90 - 45.578 = 44.4^\circ$ to give a 3 figure bearing For a complete method to find a bearing
11	(b)	$\mathbf{a} = 12t\mathbf{i} + 10\mathbf{j}$ $\mathbf{a} = 8.4\mathbf{i} + 10\mathbf{j}$ Use $\mathbf{F} = m\mathbf{a}$ and use Pythagoras Obtain 1.57 N	M1 A1 M1 A1FT [4]	1.1 1.1 3.3 3.4	Attempt differentiation of \mathbf{v} Substitute $t = 0.7$ FT their \mathbf{a} at $t = 0.7$
11	(c)	$6t^2 = 10t - 4$ $6t^2 - 10t + 4 = 0$ so $t = 1$ or $\frac{2}{3}$ E.g. \mathbf{i} component always positive so both values are valid	M1 E1 [2]	2.2a 2.3	Equate \mathbf{i} and \mathbf{j} components and solve FT their \mathbf{v} from part (i) if it leads to a quadratic BC Must include comment on why equating components is sufficient in this case.

Question			Answer	Marks	AO	Guidance
12	(a)	(i)	Vertical component of $U = 10\sin 40$ Vertical component of velocity = $10\sin 40 - gt = 0$ Obtain $t = 0.656$ Vertical displacement = $10\sin 40t - \frac{1}{2}gt^2 (+c)$ Obtain $2.11 + 1.5 = 3.61$ m	B1 M1 A1 M1 A1FT [5]	1.1 3.3 1.1 3.4 1.1	Use $v = u - gt$ with $v = 0$ Allow sign error or sin/cos confusion Use $s = ut + \frac{1}{2}gt^2$ or $s = \int v dt$ FT their "2.11" + 1.5 0.6559057242... Allow if initial height not seen M1 may be awarded if seen in part (a)(ii) 3.608040363...
12	(a)	(ii)	Horizontal component of $U = 10\cos 40$ $6 = 10\cos 40t$ $t = 0.783$ $(2.028586218 + 1.5) - 2.5 = 1.03$ m	B1 M1 A1 A1 [4]	1.1 3.3 1.1 3.4	Use the horizontal component of U Allow $10\sin 40$ if $10\cos 40$ given in part (i) Attempt horizontal resolution equated to 6 Allow sin/cos error Substitute t in $10\sin 40t - \frac{1}{2}gt^2 (+1.5)$ and subtract 2.5 0.7832443736...
12	(b)		Use $1 = 6 \tan 40 - \frac{(9.8)6^2 \sec^2 40}{2U^2}$ $U^2 = 74.5\dots$ Obtain $U = 8.63$	M1 M1 A1 [3]	3.1b 1.1 1.1	Use $y = x \tan \theta - \frac{gx^2 \sec^2 \theta}{2U^2}$ with $x = 6$ and $\theta = 40$ Attempt to make U the subject BC Allow $y = 2.5$ for M1 OR BC 8.631677404...

Question		Answer	Marks	AO	Guidance
12	(c)	<p>E.g. Not very appropriate since it relies on throwing at a very precise angle and velocity.</p> <p>E.g. Not very appropriate since it does not take into account air resistance which will cause the ball to fall short</p> <p>E.g. Not very appropriate since the target she is aiming at is actually a ring, so she has some flexibility</p>	<p>E1</p> <p>[1]</p>	3.5a	E1 for one valid statement
12	(d)	<p>E.g. The ball could not be modelled as a particle so that air resistance is included.</p> <p>E.g. The angle could be a variable.</p> <p>E.g. Angles and velocities could be given as ranges.</p> <p>E.g. The hoop could be modelled as a line of points.</p>	<p>E1</p> <p>[1]</p>	3.5c	E1 for one valid improvement

Question		Answer	Marks	AO	Guidance
13	(a)	Resolving vertically to the plane for Particle A $R = mg \cos \alpha = \frac{4}{5}mg$	B1	1.1	Obtain $\frac{4}{5}mg$
		Since A is in motion, $F_s = \mu R = \frac{1}{3}\left(\frac{4}{5}\right)mg = \frac{4}{15}mg$	B1	2.2a	Obtain $\frac{4}{15}mg$
		Resolving horizontally to the plane for both particles:	M1	3.1b	Must obtain two equations in T and a
		$T - \frac{13mg}{15} = ma$			Particle A: Attempt resolution as far as stating $T - F_s - mg \sin \alpha = ma$
		$-T + \frac{16mg}{5} = 4ma$	A1	2.1	Particle B: Attempt resolution as far as stating $-T + 4mg \sin \beta = 4ma$
		$a = \frac{7g}{15}$	M1	1.1	Solve their simultaneous equations to find a in terms of g .
			E1	2.4	AG Solution must include clear diagrams or explanation for F_s and for horizontal resolutions.
			[6]		
13	(b)	$\frac{7g}{30} = 2 \times \frac{7g}{15} \times s$	M1	1.1	Use $v^2 = 0^2 + 2as$
		$s = \frac{1}{4}$	E1	2.1	AG Must include sufficient working to justify the given answer from the constant acceleration formula
			[2]		

Question	Answer	Marks	AO	Guidance
14	<p>Let F_G be the frictional force at ground level and R_G the reaction</p> <p>Let F_W be the frictional force at the wall and R_W the reaction</p> <p>Let x be the distance the man can ascend before the ladder slips</p> <p>$F_G = \frac{1}{2}R_G$ and $F_W = \frac{1}{3}R_W$</p> <p>Resolve horizontally and vertically:</p> <p>$F_G = R_W$</p> <p>$R_G + F_W = 105g$</p> <p>$F_W = 15g$</p> <p>$R_W = 45g = F_G$</p> <p>$R_G = 90g$</p> <p>Moments about the foot of the ladder:</p> <p>$35g(3.5 \cos 45) + (70g \cos 45)x = 45g(7 \cos 45)$</p> <p>$+15g(7 \sin 45)$</p> <p>$x = 4.25$</p>	<p>B1</p> <p>B1</p> <p>B1</p> <p>M1</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>A1</p> <p>[8]</p>	<p>2.1</p> <p>3.3</p> <p>3.1b</p> <p>1.1</p> <p>3.2a</p> <p>3.3</p> <p>3.4</p> <p>1.1</p>	<p>Either on a diagram or in words, B1 is awarded for a clear definition of the force variables used</p> <p>Both statements required</p> <p>Both resolutions required Accept numerical value of g used</p> <p>Attempt to solve the 4 equations simultaneously to obtain at least two numerical values for the variables. May be implied by later working</p> <p>B1 for either F_W and R_W or F_G and R_G</p> <p>Allow sign errors and sin/cos confusion</p> <p>Correct statement</p> <p>cao</p> <p>Or similarly about the top of the ladder</p>

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3 (PS)	AO3 (M)	Total
1a	3				3
1b	2	1	1		4
2a	3				3
2b		1			1
3	3	1			4
4	2	2			4
5a	3				3
5b	3		2		5
6	3	2	2		7
7a	3				5
7b	5		1		5
8a	4	3			3
8b		3			3
9a	3				3
9b	1				1
10a	1	1		2	4
10b	1			2	3
11a	2		1		3
11b	2			2	4
11c		2			2
12ai	3			2	5
12aii	2			2	4
12b	2		1		3
12c				1	1
12d				1	1
13a	2	3	1		6
13b	1	1			2
14	2	1	2	3	8
Totals	53	21	11	15	100

PS = Problem Solving

M = Modelling

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Summary of Updates

Date	Version	Change
October 2018	2	We've reviewed the look and feel of our papers through text, tone, language, images and formatting. For more information please see our assessment principles in our "Exploring our question papers" brochures on our website.
November 2019	2.1	Amendment to Instructions rubric on the front cover.