H

National
Qualifications
EXEMPLAR PAPER ONLY

EP30/H/01

Mathematics
Paper 1
(Non-Calculator)

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

SQA ©

General Marking Principles for Higher Mathematics

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

(a) Marks for each candidate response must <u>always</u> be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.

(b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

(c) Credit must be assigned in accordance with the specific assessment guidelines.

(d) Candidates may use any mathematically correct method to answer questions except in cases where a particular method is specified or excluded.

(e) Working subsequent to an error must be followed through, with possible credit for the subsequent working, provided that the level of difficulty involved is approximately similar. Where, subsequent to an error, the working is easier, candidates lose the opportunity to gain credit.

(f) Where transcription errors occur, candidates would normally lose the opportunity to gain a processing mark.

(g) Scored-out or erased working which has not been replaced should be marked where still legible. However, if the scored-out or erased working has been replaced, only the work which has not been scored out should be judged.

(h) Unless specifically mentioned in the specific assessment guidelines, do not penalise:

- working subsequent to a correct answer
- correct working in the wrong part of a question
- legitimate variations in solutions
- a repeated error within a question

Definitions of Mathematics-specific command words used in this Paper are:

Determine: obtain an answer from given facts, figures or information;

Expand: multiply out an algebraic expression by making use of the distributive law or a compound trigonometric expression by making use of one of the addition formulae for $\sin(A \pm B)$ or $\cos(A \pm B)$;

Express: use given information to rewrite an expression in a specified form;

Find: obtain an answer showing relevant stages of working;

Hence: use the previous answer to proceed;

Hence, or otherwise: use the previous answer to proceed; however, another method may alternatively be used;

Identify: provide an answer from a number of possibilities;

Justify: show good reason(s) for the conclusion(s) reached;

Show that: use mathematics to prove something, eg that a statement or given value is correct — all steps, including the required conclusion, must be shown;

Sketch: give a general idea of the required shape or relationship and annotate with all relevant points and features;

Solve: obtain the answer(s) using algebraic and/or numerical and/or graphical methods.

Detailed Marking Instructions for each question

Question		Expected response (Give one mark for each •)	Max mark	Additional guidance (Illustration of evidence for awarding a mark at each •)
1		$y-12=6(x-5)$	3	
		•[1] know to differentiate •[2] calculate gradient •[3] state equation of tangent		•[1] $2x-4$ •[2] 6 •[3] $y-12=6(x-5)$
2		$a=1$, $b=-2$ and $k=-1$	3	
		•[1] interpret a and b •[2] know to substitute (1, 2) •[3] state the value of k		•[1] $a=1$, $b=-2$ or $a=-2$, $b=1$ •[2] $2=k\times1\times(1+1)\times(1-2)$ •[3] -1
3		$\frac{1}{12}$	3	
		•[1] complete integration •[2] substitute limits •[3] evaluate		•[1] $-\frac{1}{6}x^{-1}$ •[2] $\left(-\frac{1}{6\times2}\right)-\left(-\frac{1}{6\times1}\right)$ •[3] $\frac{1}{12}$
4		Statements B and D are true.	3	
		•[1] statements B and D correct •[2] calculate maximum value •[3] calculate value of x		•[1] B **and** D •[2] max is $2-3\times-1$ **or** $f\left(\frac{11\pi}{6}\right)=2-3\sin\left(\frac{11\pi}{6}-\frac{\pi}{3}\right)=2-3\sin\left(\frac{3\pi}{2}\right)=5$ •[3] $x-\frac{\pi}{3}=\frac{3\pi}{2}\Rightarrow x=\frac{3\pi}{2}+\frac{\pi}{3}\Rightarrow x=\frac{11\pi}{6}$

5	**(a)**	$a=-7$ and $b=10$	4	
		$\bullet^1$ know to use $x=1$ and obtain an equation		$\bullet^1$ $(1)^3-4(1)^2+a(1)+b=0$
		$\bullet^2$ know to use $x=2$ and obtain an equation		$\bullet^2$ $(2)^3-4(2)^2+a(2)+b=-12$
		$\bullet^3$ process equations to find one value		$\bullet^3$ $a=-7$ and $b=10$
		$\bullet^4$ find the other value		$\bullet^4$ $b=10$ and $a=-7$
Notes		1 An incorrect value at $\bullet^3$ should be followed through for the possible award of $\bullet^4$. However, if the equations are such that no solution exists, then $\bullet^3$ and $\bullet^4$ are not available. 2 Synthetic Division is an acceptable alternative method.		
5	**(b)**	$x=1$, $x=5$, $x=-2$	4	
		$\bullet^5$ substitute for a and b and know to divide by $x-1$		$\bullet^5$ $\left(x^3-4x^2-7x+10\right)\div(x-1)$ stated or implied by $\bullet^6$
		$\bullet^6$ obtain quadratic factor		$\bullet^6$ $(x-1)\left(x^2-3x-10\right)$
		$\bullet^7$ complete factorisation		$\bullet^7$ $(x-1)(x-5)(x+2)$
		$\bullet^8$ state solution		$\bullet^8$ $x=1$, $x=5$, $x=-2$
Notes		3 For candidates who substitute $a=-7$ into the correct quotient from part (a), $\bullet^5$, $\bullet^6$ and $\bullet^7$ are available. 4 Candidates who use incorrect values obtained in part (a) may gain $\bullet^5$, $\bullet^6$ and $\bullet^7$. 5 Where the quadratic factor obtained is irreducible, candidates must clearly demonstrate that $b^2-4ac<0$ to gain mark $\bullet^7$. 6 Do not penalise the inclusion of "$=0$" or for solving for x. 7 Candidates who use values, ex nihilo, for a and b can gain $\bullet^5$, if division is correct.		

<table>
<tr><td>6</td><td>(a)</td><td>$y-3=\frac{1}{3}(x-1)$</td><td>4</td><td></td></tr>
<tr><td></td><td></td><td>●[1] find midpoint of PQ

●[2] find gradient of PQ

●[3] interpret perpendicular gradient

●[4] state equation of perpendicular bisector</td><td></td><td>●[1] (1, 3)

●[2] -3

●[3] $\frac{1}{3}$

●[4] $y-3=\frac{1}{3}(x-1)$</td></tr>
<tr><td colspan="2">Notes</td><td colspan="3">1 ●[4] is only available if a midpoint and a perpendicular gradient are used.
2 Candidates who use $y=mx+c$ must obtain a numerical value for c before ●[4] is available.</td></tr>
<tr><td>6</td><td>(b)</td><td>$y-(-2)=-3(x-1)$</td><td>2</td><td></td></tr>
<tr><td></td><td></td><td>●[5] use parallel gradients

●[6] state equation of line</td><td></td><td>●[5] -3

●[6] $y-(-2)=-3(x-1)$</td></tr>
<tr><td colspan="2">Notes</td><td colspan="3">3 ●[6] is only available to candidates who use R and their gradient of PQ from (a).</td></tr>
<tr><td>6</td><td>(c)</td><td>$x=-\frac{1}{2}$, $y=\frac{5}{2}$</td><td>3</td><td></td></tr>
<tr><td></td><td></td><td>●[7] use valid approach

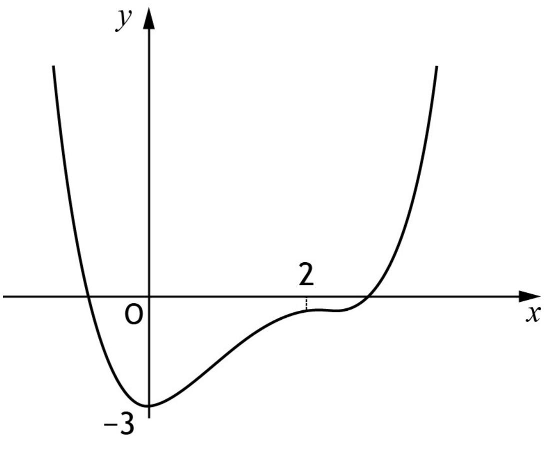
●[8] solve for one variable

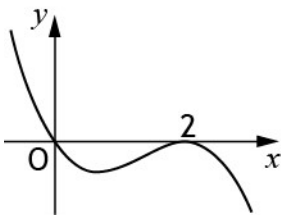
●[9] solve for other variable</td><td></td><td>●[7] $x-3y=-8$ and $9x+3y=3$ or
$-3x+1=\frac{1}{3}x+\frac{8}{3}$ or $3(3y-8)+y=1$

●[8] $x=-\frac{1}{2}$

●[9] $y=\frac{5}{2}$</td></tr>
<tr><td colspan="2">Notes</td><td colspan="3">4 Neither $x-3y=-8$ and $3x+y=1$ nor $y=-3x+1$ and $3y=x+8$ are sufficient to gain ●[7].
5 ●[7], ●[8] and ●[9] are not available to candidates who:
— equate zeros
— give answers only, without working
— use R for equations in both (a) and (b)
— use the same gradient for the lines in (a) and (b)</td></tr>
</table>

6	**(d)**	$\sqrt{\frac{5}{2}}$	2	
		$\bullet^{10}$ identify appropriate points $\bullet^{11}$ calculate distance		$\bullet^{10}$ (1, 3) and $\left(-\frac{1}{2},\frac{5}{2}\right)$ $\bullet^{11}$ $\sqrt{\frac{5}{2}}$ accept $\frac{\sqrt{10}}{2}$ or $\sqrt{2\cdot5}$
Notes		6 $\bullet^{10}$ and $\bullet^{11}$ are only available for considering the distance between the midpoint of PQ and the candidate's answer from (c) **or** for considering the perpendicular distance from P or Q to l_2. 7 At least one coordinate at $\bullet^{10}$ stage must be a fraction for $\bullet^{11}$ to be available. 8 There should only be one calculation of a distance to gain $\bullet^{11}$.		
7	**(a)**	$0, 60, 300$	5	
		$\bullet^1$ know to use double angle formula $\bullet^2$ express as a quadratic in $\cos x°$ $\bullet^3$ start to solve $\bullet^4$ reduce to equations in $\cos x°$ only $\bullet^5$ process solutions in given domain		**Method 1:** Using factorisation $\bullet^1$ $2\cos^2 x° - 1 ...$ **stated or implied by** $\bullet^2$ $\bullet^2$ $2\cos^2 x° - 3\cos x° + 1 = 0$ $\bullet^3$ $(2\cos x° - 1)(\cos x° - 1)$ $= 0$ must appear at either of these lines to gain $\bullet^2$ **Method 2:** Using quadratic formula $\bullet^1$ $2\cos^2 x° - 1 ...$ **stated or implied by** $\bullet^2$ $\bullet^2$ $2\cos^2 x° - 3\cos x° + 1 = 0$ **stated explicitly** $\bullet^3$ $\frac{-(-3) \pm \sqrt{(-3)^2 - 4\times2\times1}}{2\times2}$ **In both methods:** $\bullet^4$ $\cos x° = \frac{1}{2}$ and $\cos x° = 1$ $\bullet^5$ $0, 60, 300$ Candidates who include 360 lose $\bullet^5$. **or** $\bullet^4$ $\cos x = 1$ and $x = 0$ $\bullet^5$ $\cos x° = \frac{1}{2}$ and $x = 60$ or 300 Candidates who include 360 lose $\bullet^5$.
Notes		1 $\bullet^1$ is not available for simply stating that $\cos 2A = 2\cos^2 A - 1$ with no further working. 2 In the event of $\cos^2 x - \sin^2 x$ or $1 - 2\sin^2 x$ being substituted for $\cos 2x$, $\bullet^1$ cannot		

		be awarded until the equation reduces to a quadratic in $\cos x$. 3 Substituting $\cos 2\text{A} = 2\cos^2 \text{A} - 1$ or $\cos 2a = 2\cos^2 a - 1$ etc should be treated as bad form throughout. 4 Candidates may express the quadratic equation obtained at the •² stage in the form $2c^2 - 3c + 1$ or $2x^2 - 3x + 1$ etc. For candidates who do not solve a trigonometric quadratic equation at •⁵, $\cos x$ must appear explicitly to gain •⁴. 5 •⁴ and •⁵ are only available as a consequence of solving a quadratic equation. 6 Any attempt to solve $ax^2 + bx = c$ loses •³, •⁴ and •⁵. 7 •⁵ is not available to candidates who work in radian measure and do not convert their answers into degree measure.		
7	**(b)**	0, 30, 150, 180, 210 and 330	2	
		•⁶ interpret relationship with (a) •⁷ state valid values		•⁶ $2x = 0$ and 60 and 300 •⁷ 0, 30, 150, 180, 210 and 330
Notes		8 Do not penalise the inclusion of 360 in (b). 9 Ignore extra answers, correct or incorrect, outside the given interval, but penalise incorrect answers within the interval. 10 Do not penalise candidates who use radians in (b) if they have already been penalised in (a). 11 Candidates who go back to "first principles" for (b) can only gain •⁶ and •⁷ for a correct method leading to valid solutions.		
8	**(a)**		3	
		•¹ reflection in x-axis •² translation $\begin{bmatrix} 0 \\ 2 \end{bmatrix}$ •³ annotation of "transformed" graph		•¹ reflection of graph in x-axis •² graph moves parallel to y-axis by 2 units upwards •³ two "transformed" points appropriately annotated

Notes		1 All graphs must include both the x and y axes (labelled or unlabelled), however the origin need not be labelled. 2 No marks are available unless a graph is attempted. 3 No marks are available to a candidate who makes several attempts at a graph on the same diagram, unless it is clear which is the final graph. 4 A linear graph gains no marks in both (a) and (b). 5 For $\bullet^3$ "transformed" means a reflection followed by a translation. 6 $\bullet^1$ and $\bullet^2$ apply to the entire curve. 7 A reflection in any line parallel to the y-axis does not gain $\bullet^1$ or $\bullet^3$. 8 A translation other than $\begin{bmatrix}0\\2\end{bmatrix}$ does not gain $\bullet^2$ or $\bullet^3$.		
8	(b)		3	
		$\bullet^4$ identify roots $\bullet^5$ interpret point of inflection $\bullet^6$ complete cubic curve		$\bullet^4$ 0 **and** 2 only $\bullet^5$ turning point at (2, 0) $\bullet^6$ cubic passing through origin with negative gradient
9	(a)	$k=2$ and $a=\frac{\pi}{3}$	4	
		$\bullet^1$ use appropriate compound angle formula $\bullet^2$ compare coefficients $\bullet^3$ process k $\bullet^4$ process a		$\bullet^1$ $k\cos A\cos B - k\sin A\sin B$ **stated explicitly** $\bullet^2$ $k\cos a = 1$ and $k\sin a=\sqrt{3}$ **stated explicitly** $\bullet^3$ 2 (do not accept $\sqrt{4}$) $\bullet^4$ $\frac{\pi}{3}$ **but** must be consistent with $\bullet^2$
Notes		1 Treat $k\cos A\cos B - \sin A\sin B$ as bad form only if the equations at the $\bullet^2$ stage both contain k. 2 $2\cos A\cos B - 2\sin A\sin B$ or $2(\cos A\cos B - \sin A\sin B)$ is acceptable for $\bullet^1$ and $\bullet^3$. 3 Accept $k\cos a = 1$ and $-k\sin a = -\sqrt{3}$ for $\bullet^2$. 4 $\bullet^2$ is not available for $k\cos 4x = 1$ and $k\sin 4x=\sqrt{3}$, however, $\bullet^4$ is still available. 5 $\bullet^4$ is only available for a single value of a. 6 Candidates who work in degrees and do not convert to radian measure in (a) do not gain $\bullet^4$.		

	7	Candidates may use any form of the wave equation for ●1, ●2 and ●3, however, ●4 is only available if the value of a is interpreted for the form $k\cos(4x+a)$.		
9	(b)	$\left(\frac{\pi}{24},0\right)\ \left(\frac{7\pi}{24},0\right)$	3	
		●5 strategy for finding roots ●6 start to solve for multiple angles ●7 state both roots in given domain		●5 $2\cos\left(4x+\frac{\pi}{3}\right)=0$ or $\sqrt{3}\sin 4x=\cos 4x$ ●6 $4x=\left(\frac{\pi}{2}-\frac{\pi}{3}\right),\left(\frac{3\pi}{2}-\frac{\pi}{3}\right)\ldots$ ●7 $\frac{\pi}{24},\frac{7\pi}{24}$
Notes		8 Candidates should only be penalised once for leaving their answer in degrees in (a) and (b). 9 If the expression used in (b) is not consistent with (a) then only ●6 and ●7 are available. 10 Correct roots without working cannot gain ●6 but will gain ●7. 11 Candidates should only be penalised once for not simplifying $\sqrt{4}$ in (a) and (b).		
10		$y=\frac{3}{2}\sin 2x+\frac{\sqrt{3}}{4}$	4	
		●1 know to integrate ●2 substitute $\left(\frac{7\pi}{6},\sqrt{3}\right)$ ●3 use exact values ●4 express y in terms of x		●1 $\frac{3}{2}\sin 2x+\ldots$ ●2 $\sqrt{3}=\frac{3}{2}\sin\left(2\times\frac{7\pi}{6}\right)+c$ ●3 $\sqrt{3}=\frac{3}{2}\times\left(\frac{\sqrt{3}}{2}\right)+c$ ●4 $y=\frac{3}{2}\sin 2x+\frac{\sqrt{3}}{4}$
11	(a)	$3\left(x^3-1\right)+1$	2	
		●1 interpret notation ●2 complete process		●1 $g\left(x^3-1\right)$ ●2 $3\left(x^3-1\right)+1$

11	**(b)**	$h(x)=\sqrt[3]{\dfrac{x+2}{3}}$	3	
		•[3] start to rearrange for $x=$ •[4] rearrange •[5] write in functional form: $h(x)=$ or $y=$		•[3] $3x^3=y+2$ •[4] $x=\sqrt[3]{\dfrac{y+2}{3}}$ •[5] $h(x)=\sqrt[3]{\dfrac{x+2}{3}}$

[END OF EXEMPLAR MARKING INSTRUCTIONS]