



2008 Mathematics

Intermediate 2 – Units 1, 2 and 3 Paper 1

Finalised Marking Instructions

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General Marking Principles

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- 2 The answer to one part of a question, even if incorrect, must be accepted as a basis for subsequent dependent parts of the question. Full marks in the dependent part(s) may be awarded provided the question is not simplified.
- 3 The following should not be penalised:
 - working subsequent to a correct answer (unless it provides firm evidence that the requirements of the question have not been met)
 - omission or misuse of units (unless marks have been specifically allocated for the purpose in the marking scheme)
 - bad form, eg $\sin x^\circ = 0.5 = 30^\circ$
 - legitimate variation in numerical values / algebraic expressions.
- 4 Solutions which seem unlikely to include anything of relevance must nevertheless be followed through. Candidates still have the opportunity of gaining one mark or more provided the solution satisfies the criteria for the mark(s).
- 5 Full credit should only be given where the solution contains appropriate working. Where the correct answer may be obtained by inspection or mentally, credit may be given, but reference to this will be made in the Marking Instructions.
- 6 In general markers will only be able to give credit for answers if working is shown. A wrong answer without working receives no credit unless specifically mentioned in the Marking Instructions. The rubric on the outside of the question papers emphasises that working must be shown.
- 7 Sometimes the method to be used in a particular question is explicitly stated; no credit should be given where a candidate obtains the correct answer by an alternative method.
- 8 Where the method to be used in a particular question is not explicitly stated, full credit must be given for alternative methods which produce the correct answer.
- 9 Do not penalise the same error twice in the same question.
- 10 Do not penalise a transcription error unless the question has been simplified as a result.
- 11 Do not penalise inadvertent use of radians in trigonometry questions, provided their use is consistent within the question.

Practical Details

The Marking Instructions should be regarded as a working document and have been developed and expanded on the basis of candidates' responses to a particular paper. While the guiding principles of assessment remain constant, details can change depending on the content of a particular examination paper in a given year.

- 1 Each mark awarded in a question is referenced to one criterion in the marking scheme by means of a bullet point.
- 2 Where a candidate has scored zero marks for any question attempted, "0" should be shown against the answer in the place in the margin.
- 3 Where a marker wishes to indicate how s/he has awarded marks, the following should be used:
 - (a) Correct working should be ticked, ✓.
 - (b) Where working subsequent to an error is followed through, if otherwise correct and can be awarded marks, it should be marked with a crossed tick, ✗.
 - (c) Each error should be underlined at the point in the working where it first occurs.
- 4 **Do not write any comments, words or acronyms on the scripts.**

Mathematics Intermediate 2: Paper 1, Units 1, 2 and 3 (non-calc)

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
1	<p>Ans: gradient is 4</p> <p>•¹ interpret: find gradient</p>	<p>•¹ 4</p> <p style="text-align: right;">1 mark</p>
<p>NOTES:</p> <p>1. For an answer of $m = 4, c = 5$ award 0/1</p> <p>2. For $4x$ award 0/1</p>		
2	<p>Ans: $3x^2 - 5x - 10$</p> <p>•¹ process: start to multiply out brackets</p> <p>•² process: complete process of multiplying out brackets</p> <p>•³ process: collect like terms which must include x^2 term</p>	<p>•¹ evidence of 2 correct terms (eg $3x^2 - 15x$)</p> <p>•² $3x^2 - 15x + 2x - 10$</p> <p>•³ $3x^2 - 5x - 10$</p> <p style="text-align: right;">3 marks</p>
<p>NOTES:</p>		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
5 (a)	Ans: 1, 3, 6, 11, 16, 22, 24, 25 • ¹ communicate: table with cumulative frequency column	• ¹ 1, 3, 6, 11, 16, 22, 24, 25 1 mark
NOTES:		
(b)	Ans: $Q_2 = 4, Q_1 = 2.5, Q_3 = 5$ • ¹ communicate: state median • ² communicate: state lower quartile • ³ communicate: state upper quartile	• ¹ $Q_2 = 4$ • ² $Q_1 = 2.5$ • ³ $Q_3 = 5$ 3 marks
NOTES: Where the quartiles have been obtained from (i) <i>Number of books</i> leading to $Q_2 = 3.5, Q_1 = 1.5, Q_3 = 5.5$ award 0/3 (ii) <i>Frequency (unordered)</i> leading to $Q_2 = 5, Q_1 = 2.5, Q_3 = 4$ award 0/3 (iii) <i>Frequency (ordered)</i> leading to $Q_2 = 2.5, Q_1 = 1.5, Q_3 = 5$ award 0/3 (iv) <i>Cumulative frequency</i> leading to $Q_2 = 13.5, Q_1 = 4.5, Q_3 = 23$ award 0/3		
(c)	Ans: 1.25 • ¹ process: calculate SIQR	• ¹ 1.25 1 mark
NOTES:		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
(d)	Ans: number of textbooks more spread out for girls • ¹ communicate: a valid statement	• ¹ a valid statement <p style="text-align: right;">1 mark</p>
NOTES:		
6	Ans: 40 sq cm • ¹ strategy: know how to find area • ² process: calculate area correctly	• ¹ $\text{area} = \frac{1}{2} \times 16 \times 20 \times \frac{1}{4}$ • ² 40 <p style="text-align: right;">2 marks</p>
NOTES: 1. For $(\frac{1}{2} \times 16 \times 20 \times \sin \frac{1}{4})$ leading to an answer of 40 cm ² award 1/2 2. For an answer of 40 cm ² , without working award 1/2 3. For an answer of 160 cm ² $(\frac{1}{2} \times 16 \times 20)$ award 0/2		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •		
7	<p>Ans: 19°</p> <ul style="list-style-type: none"> •¹ process: state the size of $\angle ABD$ •² process: calculate the size of $\angle BAD$ •³ process: calculate the size of $\angle BAC$ 	<ul style="list-style-type: none"> •¹ 90° •² 44° •³ 19° <p style="text-align: right;">3 marks</p>		
<p>NOTES:</p> <p>1. <u>Alternative method</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="288 842 914 1016" style="padding: 5px;"> <ul style="list-style-type: none"> •² process: calculate the size of $\angle BEA$ (where E is the point of intersection of AC and BD) </td> <td data-bbox="914 842 1398 1016" style="padding: 5px;"> <ul style="list-style-type: none"> •² 71° </td> </tr> </table> <p>2. Angle ABD, angle BAD and angle BEA may not be explicitly stated, they may be marked in a diagram and can be awarded the first and second marks.</p> <p>3. A correct answer, without working. award 3/3</p>			<ul style="list-style-type: none"> •² process: calculate the size of $\angle BEA$ (where E is the point of intersection of AC and BD) 	<ul style="list-style-type: none"> •² 71°
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8	<p>Ans: a = 5, b = 3</p> <ul style="list-style-type: none"> •¹ communicate: state the value of a •² communicate: state the value of b 	<ul style="list-style-type: none"> •¹ 5 •² 3 <p style="text-align: right;">2 marks</p>		
<p>NOTES:</p> <p>1. For a = 3, b = 5 award 1/2</p>				

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
9 (a)	Ans: $a = -5, b = 1$ • ¹ communicate: state value of a • ² communicate: state value of b	• ¹ -5 • ² 1 <p style="text-align: right;">2 marks</p>
NOTES:		
(b)	Ans: $x = 5$ • ¹ communicate: correctly state equation of axis of symmetry	• ¹ $x = 5$ <p style="text-align: right;">1 mark</p>
NOTES: 1. For any answer other than $x = 5$ award 0/1		
(c)	Ans: $P(0, 26), Q(10, 26)$ • ¹ communicate: state x -coordinates of P and Q • ² strategy: know how to find y -coordinate of P (or Q) • ³ process: find coordinates of P and Q	• ¹ $(0, ?)$ and $(10, ?)$ • ² $y = (0 - 5)^2 + 1$ • ³ $P(0, 26), Q(10, 26)$ <p style="text-align: right;">3 marks</p>
NOTES: 1. Where a candidate substitutes both 0 and 10 into an incorrect equation leading to different y coordinates for P and Q, all 3 marks are available 2. The third mark is available only when the y coordinates have been obtained by substitution into the quadratic equation		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
10	<p>Ans: $\frac{4}{3}$</p> <ul style="list-style-type: none"> •¹ strategy: know to use $\sin x / \cos x = \tan x$ •² process: calculate tan correctly 	<ul style="list-style-type: none"> •¹ $\tan x = 4/5 \div 3/5$ •² $\frac{4}{3}$ <p style="text-align: right;">2 marks</p>

TOTAL MARKS FOR PAPER 1
30

[END OF MARKING INSTRUCTIONS]



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Intermediate 2 – Units 1, 2 and 3 Paper 2

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Mathematics Intermediate 2: Paper 2, Units 1, 2 and 3

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
1	<p>Ans: £9625.93</p> <ul style="list-style-type: none"> •¹ strategy: know how to increase by 4.5% •² strategy: know how to calculate amount •³ strategy: know how to calculate interest •⁴ process: carry out all calculations correctly within a valid strategy and round to nearest penny 	<ul style="list-style-type: none"> •¹ $\times 1.045$ •² $50\,000 \times 1.045^4$ •³ $50\,000 \times 1.045^4 - 50\,000$ •⁴ 9625.93 <p style="text-align: right;">4 marks</p>

NOTES:

- | | | |
|---|--|-----------|
| 1 | For an answer of £9625.93, with or without working | award 4/4 |
| 2 | For an answer of £59 625.93, with or without working | award 3/4 |
| 3 | For an answer of £2567.62 (the fourth year's interest), with working | award 3/4 |
| 4 | Where an incorrect percentage has been used, the working must be followed through to give the possibility of awarding 3/4
eg for an answer of £171 025.31 ($50\,000 \times 1.45^4 - 50\,000$), with working | award 3/4 |
| 5 | For an answer of £41 589.48 ($50\,000 \times 0.955^4$) | award 2/4 |
| 6 | For an answer of £8410.52 ($50\,000 - 41\,589.48$) | award 2/4 |
| 7 | For an answer of £9000 ($50\,000 \times 0.045 \times 4$) | award 0/4 |

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •																				
2 (a)	<p>Ans: 58 600 cubic cm</p> <ul style="list-style-type: none"> •¹ strategy: know how to calculate volume of basket •² process: substitute correctly into volume formulae •³ process: calculate total volume •⁴ process: round answer to 3 significant figures 	<ul style="list-style-type: none"> •¹ volume of cuboid + volume of cylinder •² $30 \times 24 \times 50 + \pi \times 12^2 \times 50$ •³ $58\,619 \text{ cm}^3$ •⁴ $58\,600 \text{ cm}^3$ <p style="text-align: right;">4 marks</p>																				
<p>NOTES:</p> <ol style="list-style-type: none"> 1 Accept variations in volume due to variations in the value of π 2 The fourth mark is available for rounding an answer correct to three significant figures. Where the answer requires no rounding, the fourth mark cannot be awarded. 3 Common wrong answers <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">43 200</td> <td style="width: 30%;">(cuboid + sphere)</td> <td style="width: 30%;">with working</td> <td style="width: 20%;">award 3/4</td> </tr> <tr> <td>47 300</td> <td>(cuboid + $\frac{1}{2}$ cylinder)</td> <td>with working</td> <td>award 3/4</td> </tr> <tr> <td>39 800</td> <td>(cuboid + πdh)</td> <td>with working</td> <td>award 3/4</td> </tr> <tr> <td>1170</td> <td>(area of cross section)</td> <td>with working</td> <td>award 2/4</td> </tr> <tr> <td>36 500</td> <td>(cuboid + πr^2)</td> <td>with working</td> <td>award 2/4</td> </tr> </table> 			43 200	(cuboid + sphere)	with working	award 3/4	47 300	(cuboid + $\frac{1}{2}$ cylinder)	with working	award 3/4	39 800	(cuboid + πdh)	with working	award 3/4	1170	(area of cross section)	with working	award 2/4	36 500	(cuboid + πr^2)	with working	award 2/4
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1170	(area of cross section)	with working	award 2/4																			
36 500	(cuboid + πr^2)	with working	award 2/4																			
(b)	<p>Ans: 29.9 cm</p> <ul style="list-style-type: none"> •¹ strategy: know how to find expression for volume of box •² process: equate volume with $\frac{1}{2}$ of answer to part (a) •³ communicate: state value for h 	<ul style="list-style-type: none"> •¹ $35 \times 28 \times h$ •² $35 \times 28 \times h = \frac{1}{2} \times 58\,600$ •³ $h = 29.9$ <p style="text-align: right;">3 marks</p>																				
<p>NOTES:</p>																						

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
3 (a)	Ans: 14.8 <ul style="list-style-type: none"> •¹ process: calculate the mean •² process: calculate $(x - \bar{x})^2$ •³ process: substitute into formula •⁴ process: calculate standard deviation 	<ul style="list-style-type: none"> •¹ 27 •² 289, 81, 1, 25, 484 •³ $\sqrt{(880/4)}$ •⁴ 14.8 (disregard rounding) <p style="text-align: right;">4 marks</p>
<p>NOTES:</p> <p>1. <u>Alternative method</u></p> <ul style="list-style-type: none"> •¹ process: calculate $\sum x$ and $\sum x^2$ •² process: substitute into formula •³ process: simplify •⁴ process: calculate standard deviation <p style="text-align: right;">award 0/4</p>		
(b)	Ans: The physics marks were more consistent than the maths marks (since 6.8 < 14.8) <ul style="list-style-type: none"> •¹ communicate: valid comment about the spread of marks 	<ul style="list-style-type: none"> •¹ valid comment <p style="text-align: right;">1 mark</p>
<p>NOTES:</p>		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
(c)	<p>Ans: $y = \frac{1}{2}x + 20$</p> <ul style="list-style-type: none"> •¹ process: find gradient •² process: state y-intercept or c in $y = mx + c$ •³ communicate: state equation of line 	<ul style="list-style-type: none"> •¹ $m = \frac{1}{2}$ (or equivalent) •² $c = 20$ •³ $y = \frac{1}{2}x + 20$ <p style="text-align: right;">3 marks</p>
<p>NOTES:</p> <p>1 For correct answer without working award 3/3</p> <p>2 For $p = 0.5m + 20$ award 3/3</p> <p>3 For $y = 0.5x$ award 1/3</p> <p>4 Where m and/or c are incorrect the working must be followed through to give the possibility of awarding 1/3 or 2/3</p> <p>5 If the equation is stated incorrectly and there is no working, 1/3 can be awarded for correct gradient or correct y-intercept</p> <p>6 For an incorrect equation (ie both m and c incorrect), without working eg $y = 20x + 0.5$ award 0/3</p>		
(d)	<p>Ans: 58%</p> <ul style="list-style-type: none"> •¹ process: calculate physics % using equation 	<ul style="list-style-type: none"> •¹ $y = \frac{1}{2}(76) + 20 = 58$ <p style="text-align: right;">1 mark</p>
<p>NOTES:</p>		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
4 (a)	Ans: $280x + 70y = 5250$ • ¹ interpret: interpret the text	• ¹ $280x + 70y = 5250$ <p style="text-align: right;">1 mark</p>
NOTES: 1 Accept $280x + 70y = 52\cdot50$		
(b)	Ans: $210x + 40y = 3800$ • ¹ interpret: interpret the text	• ¹ $210x + 40y = 3800$ <p style="text-align: right;">1 mark</p>
NOTES: 1 Accept $210x + 40y = 38\cdot00$ when consistent with the answer to part (a)		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
4 (c)	<p>Ans: Calls cost 16 pence per minute, texts cost 11 pence each</p> <ul style="list-style-type: none"> •¹ strategy: know to solve system of equations •² process: follow a valid strategy through to produce a value for x and y •³ process: correct value for x and y •⁴ communicate: state result 	<ul style="list-style-type: none"> •¹ evidence •² a value for x and y •³ $x = 16, y = 11$ •⁴ a call costs 16p per minute a text costs 11 pence <p style="text-align: right;">4 marks</p>

NOTES:

- 1 Incorrect equations must be followed through to give the possibility of awarding 4/4
- 2 Any valid strategy must involve the use of two equations
- 3 Where the correct values for x and y have been obtained without using simultaneous equations, marks are available only if both values have been substituted correctly into **both** equations
 ie $280 \times 16 + 70 \times 11 = 5250$
 $210 \times 16 + 40 \times 11 = 3800$
 leading to $x = 16, y = 11$
 a call costs 16p per minute
 a text costs 11p award 4/4
- 4 For $x = 16, y = 11$ (with working) award 3/4 (loses communication mark)
- 5 For the award of the final mark the price of a call per minute and the price of a text must be stated in pence or pounds
- 6 For a wrong answer without working, or based on an invalid strategy, the final mark cannot be awarded
- 7 For a correct answer, without working award 0/4

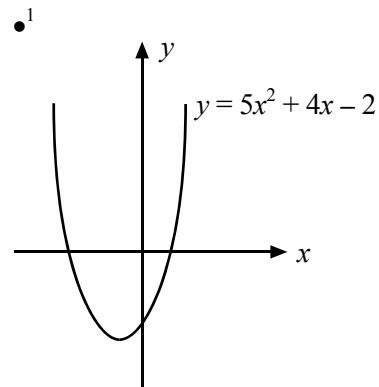
Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
5	<p>Ans: Angle EDF = 111.8°</p> <ul style="list-style-type: none"> •¹ strategy: know to apply cosine rule to find angle EDF •² process: correct application of cosine rule •³ process: calculate angle EDF 	<ul style="list-style-type: none"> •¹ evidence •² $\cos D = \frac{10.4^2 + 13.2^2 - 19.6^2}{2 \times 10.4 \times 13.2}$ •³ 111.8° <p style="text-align: right;">3 marks</p>
<p>NOTES:</p> <ol style="list-style-type: none"> 1 Where an angle other than angle EDF has been calculated ($\angle E = 38.7^\circ$, $\angle F = 29.5^\circ$), a maximum of 2/3 can be awarded provided that the value of the angle calculated is consistent with the application of the cos rule 2 1.95 (RAD), 124.2 (GRAD), with working award 3/3 3 For an answer obtained by scale drawing, award 0/3 		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
6	<p>Ans: 0.35, – 1.15</p> <ul style="list-style-type: none"> •¹ strategy: know to use quadratic formula •² process: correct substitution in formula •³ process: calculate $b^2 - 4ac$ correctly •⁴ process: state both values of x correct to two decimal places 	<ul style="list-style-type: none"> •¹ evidence •² $\frac{-4 \pm \sqrt{(4)^2 - 4(5)(-2)}}{2(5)}$ •³ 56 •⁴ 0.35, – 1.15 <p style="text-align: right;">4 marks</p>

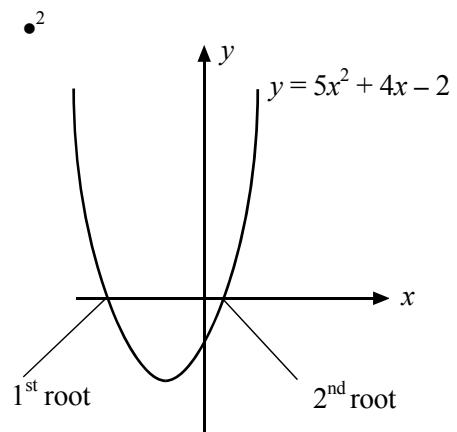
NOTES:

- 1 Where $b^2 - 4ac$ is calculated incorrectly, the fourth mark is available only if $b^2 - 4ac > 0$
- 2 Alternative method (graphical solution)

- ¹ strategy: know to graph
 $y = 5x^2 + 4x - 2$



- ² communicate: indicate position of roots



- ³ communicate: state first root correct to 2 decimal places

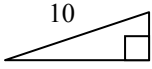
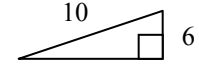
- ³ – 1.15

- ⁴ communicate: state second root correct to 2 decimal places

- ⁴ 0.35

- 3 For a correct answer, without working

award 0/4

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
9	<p>Ans: 16 cm</p> <ul style="list-style-type: none"> •¹ strategy: marshall facts and know to use right-angled triangle •² strategy: know that PQ bisects AB •³ process: use Pythagoras' Theorem •⁴ process: calculate length of third side •⁵ process: calculate PQ 	<ul style="list-style-type: none"> •¹  •²  •³ $x^2 = 10^2 - 6^2$ •⁴ $x = 8$ •⁵ 16 cm <p style="text-align: right;">5 marks</p>

NOTES:

1 SPECIAL CASE:

Where $\angle PAQ = 90^\circ$ or $\angle APQ = \angle AQP = 45^\circ$ are assumed, only the 3rd and 4th marks are available for correct Pythagoras or Trigonometric calculations

2 SOME COMMON ANSWERS (with working)

Answer

Maximum mark available

$$2 \times \sqrt{10^2 + 6^2} = 23.32$$

4/5

$$\sqrt{10^2 + 6^2} = 11.66$$

3/5

$$2 \times \sqrt{12^2 - 10^2} = 13.27$$

3/5

$$\sqrt{12^2 - 10^2} = 6.63$$

2/5

$$\sqrt{12^2 + 10^2} = 15.62$$

2/5

$$\sqrt{10^2 + 10^2} = 14.14$$

2/5

(see note 1)

3 For a correct answer, without working

award 0/5

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
10	Ans: $(p - q)^2$ <ul style="list-style-type: none"> •¹ process: start to re-arrange formula •² process: make a the subject 	<ul style="list-style-type: none"> •¹ $\sqrt{a} = p - q$ •² $a = (p - q)^2$ <p style="text-align: right;">2 marks</p>
<p>NOTES:</p> <p style="text-align: center;">1 For a correct answer, with or without working award 2/2</p>		
11	Ans: $\frac{8 - a}{a(a + 4)}$ <ul style="list-style-type: none"> •¹ process: state a valid common denominator •² process: find correct numerator of equivalent fraction •³ process: state answer in simplest form 	<ul style="list-style-type: none"> •¹ any valid denominator •² both numerators correct •³ $\frac{8 - a}{a(a + 4)}$ <p style="text-align: right;">3 marks</p>
<p>NOTES:</p>		

TOTAL MARKS FOR PAPER 2
50

[END OF MARKING INSTRUCTIONS]