

Mark Scheme (Results)

Summer 2012

International GCSE Mathematics
(4MB0) Paper 02

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2012

Publications Code UG032649

All the material in this publication is copyright

© Pearson Education Ltd 2012

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Types of mark
 - M marks: method marks
 - A marks: accuracy marks
 - B marks: unconditional accuracy marks (independent of M marks)
- Abbreviations
 - cao – correct answer only
 - ft – follow through
 - isw – ignore subsequent working
 - SC - special case
 - oe – or equivalent (and appropriate)
 - dep – dependent
 - indep – independent
 - eeoo – each error or omission
- No working

If no working is shown then correct answers normally score full marks

If no working is shown then incorrect (even though nearly correct) answers score no marks.
- With working

If there is a wrong answer indicated on the answer line always check the working in the body of the script (and on any diagrams), and award any marks appropriate from the mark scheme.

If it is clear from the working that the “correct” answer has been obtained from incorrect working, award 0 marks.

Any case of suspected misread loses A (and B) marks on that part, but can gain the M marks.

If working is crossed out and still legible, then it should be given any appropriate marks, as long as it has not been replaced by alternative work.

If there is a choice of methods shown, then no marks should be awarded, unless the answer on the answer line makes clear the method that has been used.

If there is no answer on the answer line then check the working for an obvious answer.

- Follow through marks

Follow through marks which involve a single stage calculation can be awarded without working since you can check the answer yourself, but if ambiguous do not award.

Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

- Ignoring subsequent work

It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question: eg. Incorrect cancelling of a fraction that would otherwise be correct.

It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect eg algebra.

Transcription errors occur when candidates present a correct answer in working, and write it incorrectly on the answer line; mark the correct answer.

- Probability

Probability answers must be given as fractions, percentages or decimals. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).

Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.

If a probability answer is given on the answer line using both incorrect and correct notation, award the marks.

If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

- Linear equations

Full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously indicated in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded.

- Parts of questions

Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

Question	Scheme	Marks		
<p>In general, all numerical answers must be exact or answers which round (awrt) to the 3 significant figures given in the scheme. The only accuracy penalty will be, at most, one mark in Question 11.</p>				
<p>1</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Notes: Ignore brackets and repeated elements</p> </div> <p>(a) 1, 10</p> <p>(b) 4</p> <p>(c) 2, 4, 5, 6, 8</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Notes: 'eeoo' stands for each error or omission So, one error here would be marked B1, B0</p> <p>SC: Accept $(A \cap C =)$ 2, 4, 6, 8 for first B1 then Isw if the answer given would invoke B0, B0</p> </div>	<p>B1</p> <p>B1</p> <p>B2 (-1eeoo)</p>	<p>1</p> <p>1</p> <p>2</p>	<p>4</p>

Question	Scheme	Marks		
2	(a) $x + y = 104$ (o.e.) (b) $2x + 4y = 404$ (o.e.) (c) Correct method for solving two simultaneous eqs	B1	1	
	<div style="border: 1px solid black; padding: 5px;"> <p>Notes: 'correct method' (i) Making x/y the subject of one equation and Substituting into other equation (no errors) e.g. $2(104 - y) + 4y = 404 \Rightarrow M1$</p> <p>'correct method' (ii) Correctly balancing and correctly deciding to add or subtract (no errors) e.g. $2x + 2y = 208$</p> $2x + 4y = 404$ $2y = 196 \Rightarrow M1$ </div>	B1	1	
	<div style="border: 1px solid black; padding: 5px;"> <p>$x = 6, y = 98$</p> <p>Notes: x and y the wrong way round loses, at most one mark. This will either be the mark in (b) or the final A mark. The first A mark is for x, the second A mark is for y.</p> </div>	A1, A1	3	5

Question	Scheme	Marks		
3	<p>(a) $\frac{360}{5}$ OR $180 - \frac{6 \times 90}{5}$</p> <p>$72^\circ$</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Notes: Having evaluated the required answer of 72°:</p> <p>(i) If the candidate writes 108° and clearly identifies this as the exterior angle, then the A mark is lost</p> <p>(ii) If the candidate simply writes down 72° and 108° and does not identify which is the exterior angle then again, M1, A0</p> </div> <p>(b) $\angle BAE = 108^\circ$ or $\angle BAM = 72^\circ$ or $\angle NAE = 72^\circ$</p> <p>$\angle EFD = 72^\circ$</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Allow angles to be marked on the diagram.</p> </div> <p>One valid reason, related to the found angles, stating or implying the use of $AB \parallel FD$</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: 'parallel lines' or even 'angles between parallel lines' is not sufficient reasoning – there should be some indication of corresponding angles, allied angles, supplementary angles (between parallel lines)....</p> </div> <p>$\angle EFD = \angle FED = 72^\circ$ + conclusion</p>	M1		
		A1	2	
	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: 'parallel lines' or even 'angles between parallel lines' is not sufficient reasoning – there should be some indication of corresponding angles, allied angles, supplementary angles (between parallel lines)....</p> </div> <p>$\angle EFD = \angle FED = 72^\circ$ + conclusion</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Notes: (i) The candidate who states that $BD \parallel AE$ may pick up the first B mark but must prove that $BD \parallel AE$ before any more marks can be earned.</p> <p>(ii) Once proven, the mark for a valid reason could be awarded with a statement involving angles in a parallelogram.</p> <p>SC: (no numerical values seen)</p> <p>$\angle BAE + \angle EFD = 180^\circ$ (allied angles) \Rightarrow B1, M1</p> <p>$\angle DEA + \angle DEF = 180^\circ$ AND $\angle BAE = \angle DEA \Rightarrow$ B1</p> <p>So $\angle EFD = \angle FED$ + conclusion \Rightarrow A1</p> </div>	B1	B1	
		M1		
		A1	4	6

Question	Scheme	Marks		
4	<div data-bbox="325 226 1114 297" style="border: 1px solid black; padding: 5px;"> <p>Note: Correct answers seen in any part, award full marks.</p> </div> <p data-bbox="373 327 647 405">(a) $\frac{80}{N} = \frac{48}{360}$ (o.e.)</p> <p data-bbox="421 450 660 528">OR $\frac{80 \times 312}{48} + 80$</p> <p data-bbox="421 562 475 595">600</p> <p data-bbox="373 640 815 719">(b) $\frac{115}{\text{"600"}} \times 360$ OR $\frac{115 \times 48}{80}$</p> <p data-bbox="421 752 475 786">69°</p> <p data-bbox="373 831 1174 909">(c) $\frac{2}{3} \times (\text{"600"} - [115 + 80])$ OR $\frac{2}{3} (360 - [48 + \text{"69"}]) \times \frac{80}{48}$</p> <div data-bbox="325 943 978 1149" style="border: 1px solid black; padding: 5px;"> <p data-bbox="325 954 900 1021">Note: $\frac{2}{3} \times (\text{"600"} - [115 + 80]) = \frac{2}{3} \times \text{"405"}$</p> <p data-bbox="421 1066 911 1133">$\frac{2}{3} (360 - [48 + \text{"69"}]) \times \frac{80}{48} = \text{"162"} \times \frac{80}{48}$</p> </div> <p data-bbox="421 1178 475 1211">270</p> <div data-bbox="325 1234 1174 1339" style="border: 1px solid black; padding: 5px;"> <p data-bbox="325 1256 1158 1323">Note: If the candidate writes 270 followed by 135 isw here and award full marks</p> </div>	M1	A1	2
		M1	A1	2
		M1	A1	2
		M1	A1	2
		A1	2	6

Question	Scheme	Marks	
5	<p data-bbox="323 230 1182 320" style="border: 1px solid black; padding: 5px;">Note: Accept decimal equivalents or percentages either exact or to at least 2 significant figures.</p> <p data-bbox="323 353 371 398">(a)</p> <div data-bbox="443 432 1077 943" style="text-align: center;"> <pre> graph LR Root(()) --- 1/5 Train[Train] Root --- 4/5 Bus[Bus] Train --- 2/3 T1[Buys a newspaper] Train --- 1/3 T2[Not buy a newspaper] Bus --- 3/4 B1[Buys a newspaper] Bus --- 1/4 B2[Not buy a newspaper] </pre> </div> <p data-bbox="419 1010 1026 1048">Correct structure (six branches) and text labels</p> <p data-bbox="419 1081 786 1120">1/5 and 4/5 correctly placed</p> <p data-bbox="419 1153 786 1191">2/3 and 1/3 correctly placed</p> <p data-bbox="419 1225 786 1263">3/4 and 1/4 correctly placed</p> <p data-bbox="371 1305 831 1379">(b) Either "$\frac{1}{5} \times \frac{1}{3}$" OR "$\frac{4}{5} \times \frac{1}{4}$"</p> <p data-bbox="323 1424 1018 1514" style="border: 1px solid black; padding: 5px;">Note: If labels are missing from the diagram, these probabilities must be correct</p> <div data-bbox="427 1536 699 1615" style="text-align: center;"> $\frac{1}{5} \times \frac{1}{3} + \frac{4}{5} \times \frac{1}{4}$ </div> <p data-bbox="323 1648 1031 1715" style="border: 1px solid black; padding: 5px;">Note: Any extra terms loses the 2nd M mark</p> <p data-bbox="419 1738 475 1776">OR</p> <div data-bbox="419 1776 751 1854" style="text-align: center;"> $1 - \left(\frac{1}{5} \times \frac{2}{3} + \frac{4}{5} \times \frac{3}{4} \right)$ </div> <div data-bbox="419 1888 608 1966" style="text-align: center;"> $\frac{4}{15} (0.27, 27\%)$ </div>	<p data-bbox="1270 1021 1313 1059">B1</p> <p data-bbox="1270 1093 1313 1131">B1</p> <p data-bbox="1270 1164 1313 1202">B1</p> <p data-bbox="1270 1236 1313 1274">B1</p> <p data-bbox="1270 1308 1313 1346">M1</p> <p data-bbox="1238 1570 1345 1608">M1dep</p> <p data-bbox="1270 1787 1313 1825">M2</p> <p data-bbox="1270 1899 1313 1937">A1</p>	<p data-bbox="1398 1236 1425 1274">4</p> <p data-bbox="1398 1899 1425 1937">3</p> <p data-bbox="1461 1899 1489 1937">7</p>

Question	Scheme	Marks	
6	<p>Note: 'Simplification' means to gather like vector components together in any acceptable form.</p>		
	(a) (i) $\mathbf{b} - \mathbf{a}$	B1	
	(ii) $\mathbf{a} + \frac{1}{2}(\mathbf{b} - \mathbf{a})$ or $\mathbf{b} - \frac{1}{2}(\mathbf{b} - \mathbf{a})$	M1	
	$\frac{1}{2}(\mathbf{a} + \mathbf{b})$	A1	3
	<p>Note: Accept $\frac{\mathbf{a} + \mathbf{b}}{2}$ (o.e.)</p>		
	(b) $\overrightarrow{OD} = \frac{3}{4}\mathbf{b}$ (o.e.) OR $\overrightarrow{BD} = -\frac{1}{4}\mathbf{b}$ (o.e.)	B1	
	$\overrightarrow{CD} = -(\frac{1}{2}\mathbf{a} + \frac{1}{2}\mathbf{b}) + \frac{3}{4}\mathbf{b}$ or $\frac{1}{2}(\mathbf{b} - \mathbf{a}) - \frac{1}{4}\mathbf{b}$	M1	
	<p>Note: The B mark can be implied (if used correctly) in the method</p>		
	$= \frac{1}{4}\mathbf{b} - \frac{1}{2}\mathbf{a}$	A1	3
	<p>Note: Accept $\frac{1}{4}(\mathbf{b} - 2\mathbf{a})$ (o.e.)</p>		
(c) Seeing a scale factor of 2	M1		
$2(\frac{1}{4}\mathbf{b} - \frac{1}{2}\mathbf{a})$ or $\frac{1}{2}\mathbf{b} - \mathbf{a}$	A1ft	2	
<p>Note: An answer which is twice their (b) implies both marks</p>			
(d) 1 : 1 (o.e.)	B1	1	
<p>Note: Accept $m = 1, n = 1$ (o.e.)</p>		9	

Question	Scheme	Marks		
7	<p>Note: To award A1 fts, answers must be whole number values (not rounded values)</p>			
	(a) $\frac{36}{100} \times 3750$	M1		
	1350	A1	2	
	(b) $\frac{3}{5} \times (3750 - "1350")$	M1		
	1440	A1 ft	2	
	(c) $\frac{75}{100} \times "1440"$ or $"1440" - \frac{25}{100} \times "1440"$	M1		
	1080	A1 ft	2	
	(d) $"1080" + \frac{2}{5} \times (3750 - "1350") + "1350"$ (3390)	M1		
	<p>Notes: For $\frac{2}{5} \times (3750 - "1350")$ accept $\frac{2}{3} \times "1440"$</p> <p>For $\frac{2}{5} \times (3750 - "1350") + "1350"$ accept $3750 - "1440"$</p>			
	$\frac{"1080" + \frac{2}{5} \times (3750 - "1350") + "1350"}{0.75}$	M1		
<p>Note: This second M mark is an independent mark and is for dividing any number by 0.75</p>				
4520	A1	3	9	

Question	Scheme	Marks		
8	<p>Notes: (i) Do not penalise lack of labelling</p> <p>(ii) As well as coordinates, accept column vectors and embedded coordinates in 2×3 matrices</p> <p>(iii) The diagram alone does not imply B marks for Parts (b) and (d)</p> <p>(a) Triangle <i>A</i> drawn</p> <p>(b) (-1, 1), (-6, 5), (-1, 2)</p> <p>(c) Triangle <i>B</i> drawn</p> <p>(d) (1, 1), (4, 2), (3, 5)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Note: Only ft where candidate shows working</p> </div> <p>(e) Triangle <i>C</i> drawn</p> <p>(f) reflection, $x - axis$</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Notes: For the A mark accept $y = 0$ For the M mark, the diagram must be consistent for a Reflection but isw after A mark awarded.</p> <p>For both marks to be awarded, both triangle <i>A</i> and triangle <i>C</i> must be correct.</p> <p>SC: IF MN is calculated as $\begin{pmatrix} 1 & 0 \\ 0 & -1 \end{pmatrix}$ award M1 The A1 is available for reflection and $x - axis$</p> </div> <p style="text-align: center; margin: 10px 0;">OR</p> <p>Rotation x° anticlockwise, centre (8, 0)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Note: You probably won't see it but...for method, we require Rotation x° anticlockwise where $50 \leq x \leq 55$</p> </div>	<p style="text-align: center;">B1</p> <p style="text-align: center;">B2 (-1eeoo)</p> <p style="text-align: center;">B1 ft</p> <p style="text-align: center;">B2 ft (-1eeoo)</p> <p style="text-align: center;">B1 ft</p> <p style="text-align: center;">M1, A1</p> <p style="text-align: center;">M1, A1</p>	<p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>2</p>	<p>9</p>

Question	Scheme	Marks	
9	(a) (i) 22	B1	
	(ii) 2+12, 148	B1, B1	3
	Note: SC. Award B1 for $(2 + \frac{4}{x})^2 - 3(2 + \frac{4}{x}) - 6$		
	(b) $x = 0$ OR $x \neq 0$	B1	1
	Note: Accept 0 Any extra values \Rightarrow B0		
	(c) $2 + \frac{4}{x^2 - 3x - 6} (= 0)$ OR $f(x) = -2$	M1	
	$2x^2 - 6x - 8 (= 0)$ (o.e.)	A1	
	Attempt to solve c's quadratic	M1	
	Notes: <i>Attempt to solve c's quadratic by</i> Factorisation: c's quadratic must be a trinomial and, when the two factors are multiplied out, the resultant quadratic must give at least two of the three terms Formula: A correct substitution into a correct formula.		
	$x = 4, x = -1$	A1, A1	5
Note: The A marks can only be awarded where 2nd M is earned and no wrong working seen			
(d) $y = 2 + \frac{4}{x}$			
$xy = 2x + 4$	M1		
$xy - 2x = 4$	M1 dep		
$x(y - 2) = 4$	M1 dep		
OR			
$y - 2 = \frac{4}{x}$	M1		
$x(y - 2) = 4$ or $\frac{x}{4} = \frac{1}{y - 2}$	M1, M1 (M2 dep)		

Question	Scheme	Marks	
	$g^{-1} : x \mapsto \frac{4}{x-2} \text{ (c.a.o)}$ <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: Accept the interchange of the letter x with the letter y (but not for the A mark.)</p> </div>	A1	4 13

Question	Scheme	Marks	
<p>10</p>	<p>(a) $\pi r^2 h - \frac{4}{3} \pi r^3$</p>	B1	1
	<p>(b) $h + 2r = 20$ OR $h = 20 - 2r$</p>	B1	1
	<p>Note: No isw here.</p>		
	<p>(c) substituting c's expression for h into c's(a) conclusion (with no errors)</p>	M1 A1	2
	<p>Note: No errors and at least one intermediary step.</p>		
	<p>(d) 16, 32, 25</p>	B1, B1, B1	3
	<p>(e) graph penalties -1 mark for: any straight line segments* each point missed ($\pm \frac{1}{2}$ small square) each missed segment each point incorrectly plotted ($\pm \frac{1}{2}$ small square) tramlines very poor curve</p>	B3	3
	<p>Notes: (i) Tramlines must be seen in two or more segments (ii) A poor curve is deemed one which is too thick or crosses $r = 6$ above the axis (iii) *Allow straight line segments between $x = 1$ and $x = 3$</p>		
	<p>(f) vertical line drawn at $r = 3.3$ OR horizontal line drawn in correct place $28.5 \rightarrow 29.5$</p>	M1 A1	2
	<p>Note: If answer is in range, (even if calculated), award both marks.</p>		
<p>(g) $\frac{180 \times 3}{10 \times \pi}$ (or 17.2) horizontal line drawn at position given above $2.1 (\pm 0.05)$ and $5.4 (\pm 0.1)$</p>	M1 M1 dep M1, A1	4	
<p>Note: If both answers within acceptable limits, award all four marks.</p>		16	

Question	Scheme	Marks	
11	<p data-bbox="325 241 1182 479">Notes: (i) In parts (c), (d), (e) and (f) penalise answers which are not correct to 3 SF once only – the first time the error occurs in a final answer (ii) Do not award marks for lengths or angles marked on the diagram. (iii) Ignore units</p> <p data-bbox="373 506 863 539">(a) Angle between <u>tangent</u> and <u>radius</u></p> <p data-bbox="325 562 799 618">Note: Accept diameter for radius.</p> <p data-bbox="373 651 612 685">(b) $6 \times PB = 144$</p> <p data-bbox="325 707 719 763">Note: Accept $6(x+6) = 12^2$</p> <p data-bbox="421 808 564 842">conclusion</p> <p data-bbox="373 875 1086 920">(c) $(BC^2 =) 24^2 + 12^2 - 2 \times 24 \times 12 \times \cos 50^\circ$ (o.e.)</p> <p data-bbox="325 943 1134 1032">Notes: Award M1 for a substitution into the cosine rule Award A1 for a correct substitution</p> <p data-bbox="421 1099 624 1133">BC = 18.7 cm</p> <p data-bbox="325 1155 1126 1223">Note: If 6 is used instead of 24, the length of BC = 9.35 cm.</p> <p data-bbox="373 1245 743 1323">(d) $\frac{18.7}{\sin 50^\circ} = \frac{24}{\sin BCP}$ (o.e.)</p> <p data-bbox="325 1346 1166 1447">Notes: Award M1 for a substitution into the sine rule for $\angle BCP$ Award A1ft for a correct substitution using their values</p> <p data-bbox="421 1469 727 1514">$\angle BCP = 100.5^\circ/100.6^\circ$</p> <p data-bbox="421 1547 703 1592">$\angle BCO = 10.5^\circ/10.6^\circ$</p> <p data-bbox="325 1615 1118 1872">Notes: In all methods, a final answer of $10.5^\circ/10.6^\circ$ implies both of these A marks are earned SC: Allow A1 for $79.4^\circ/79.5^\circ$ Allow A1 for $10.5^\circ/10.6^\circ$</p>	B1 M1 A1 M1, A1 A1 M1, A1ft A1 A1	1 2 3

Question	Scheme	Marks	
	<p>OR</p> $24^2 = 12^2 + "18.7"'^2 - 2 \times 12 \times "18.7" \times \cos BCP \text{ (o.e.)}$ <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Notes: Award M1 for a substitution into the cosine rule for $\angle BCP$ Award A1ft for a correct substitution using their values </div> $\angle BCP = 100.5^\circ/100.6^\circ$ $\angle BCO = 10.5^\circ/10.6^\circ$ <p>OR</p> $\frac{12}{\sin PBC} = \frac{"18.7"}{\sin 50^\circ} \text{ (o.e.)}$ <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Notes: Award M1 for a substitution into the sine rule for $\angle PBC$ Award A1ft for a correct substitution using their values </div> $(\angle PBC = 29.4^\circ/29.5^\circ)$ $\angle PCB = 100.6^\circ/100.5^\circ$ $\angle BCO = 10.5^\circ/10.6^\circ$ <p>OR</p> $AC^2 = 6^2 + 12^2 - 2 \times 6 \times 12 \times \cos 50^\circ$ $AC = 9.35\dots$ $\cos PAC = \frac{"9.35"'^2 + 6^2 - 12^2}{2 \times 6 \times "9.35"}$ <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Notes: Award M1 for a substitution into the second cosine rule for $\angle PAC$ Award A1ft for a correct substitution using their values </div> $\angle PAC = 100.5^\circ/100.6^\circ$ $\angle BCO = 10.5^\circ/10.6^\circ$	<p>M1, A1ft</p> <p>A1</p> <p>A1</p> <p>M1, A1ft</p> <p>A1</p> <p>A1</p> <p>M1, A1ft</p> <p>A1</p> <p>A1</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>4</p>

Question	Scheme	Marks		
	<p>(e) $\frac{1}{2} \times 18.7$</p> <p>$(OC =) \frac{\frac{1}{2} \times 18.7}{\cos 10.5}$</p> <p>OR</p> <p>$\frac{OC}{\sin 10.5} = \frac{18.7}{\sin 159}$</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Award M1 for a substitution into the sine rule for ΔBOC Award A1 for substituting their values. *The A1ft mark is equivalent to the B1ft (for ePen purposes)</p> </div> <p>9.51 cm</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Accept numeric answer in the range 9.47 → 9.51</p> </div> <p>(f) 158.8° or 159°</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Do not award this B1 for the appearance in part (e) unless it appears again in this part of the question. This value can be seen embedded in a numerical expression for the area</p> </div> <p>$\frac{159}{360} \times \pi \times 9.51 \times 9.51$</p> <p>125 (cm²)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Accept numeric answer in the range 124 → 125</p> </div>	B1ft		
		M1		
		M1, A1ft*		
		A1	3	
		B1		
		M1		
		A1	3	16

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG032649 Summer 2012

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
■■■■■■■■■■



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

