



# Mark Scheme (Results)

March 2013

GCSE Mathematics (Linear) 1MA0  
Higher (Non-Calculator) Paper 1H

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## NOTES ON MARKING PRINCIPLES

- 1** All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 2** Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- 3** 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.
- 4** Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 5** Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- 6** Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) *ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*  
Comprehension and meaning is clear by using correct notation and labeling conventions.
  - ii) *select and use a form and style of writing appropriate to purpose and to complex subject matter*  
Reasoning, explanation or argument is correct and appropriately structured to convey mathematical reasoning.
  - iii) *organise information clearly and coherently, using specialist vocabulary when appropriate.*  
The mathematical methods and processes used are coherently and clearly organised and the appropriate mathematical vocabulary used.

**7 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If working is crossed out and still legible, then it should be given any appropriate marks, as long as it has not been replaced by alternative work.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 it is clear from the working that the "correct" answer has been obtained from incorrect working, award 0 marks. Send the response to review, and discuss each of these situations with your Team Leader.

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

Any case of suspected misread loses A (and B) marks on that part, but can gain the M marks. Discuss each of these situations with your Team Leader.

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.

**8 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.

**9 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: e.g. 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 e.g. algebra.

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

**10 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.

**11 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.

**12 Parts of questions**

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

**13 Range of answers**

Unless otherwise stated, when an answer is given as a range (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 3.5, 4.2) and includes all numbers within the range (e.g 4, 4.1)

**Guidance on the use of codes within this mark scheme**

M1 – method mark

A1 – accuracy mark

B1 – Working mark

C1 – communication mark

QWC – quality of written communication

oe – or equivalent

cao – correct answer only

ft – follow through

sc – special case

dep – dependent (on a previous mark or conclusion)

indep – independent

isw – ignore subsequent working

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Question	Working	Answer	Mark	Notes																																															
1	$\begin{array}{r} 183 \\ \times 47 \\ \hline 1281 \\ 7320 \\ \hline 8601 \end{array}$ <p><b>or</b></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td></td> <td>1</td> <td>8</td> <td>3</td> <td style="border-left: 2px solid black;">×</td> </tr> <tr> <td></td> <td style="border-left: 2px solid black;">/</td> <td style="border-left: 2px solid black;">/</td> <td style="border-left: 2px solid black;">/</td> <td style="border-left: 2px solid black;">/</td> </tr> <tr> <td></td> <td style="border-left: 2px solid black;">4</td> <td style="border-left: 2px solid black;">3</td> <td style="border-left: 2px solid black;">2</td> <td style="border-left: 2px solid black;">1</td> </tr> <tr> <td></td> <td style="border-left: 2px solid black;">/</td> <td style="border-left: 2px solid black;">/</td> <td style="border-left: 2px solid black;">/</td> <td style="border-left: 2px solid black;">/</td> </tr> <tr> <td>8</td> <td style="border-left: 2px solid black;">7</td> <td style="border-left: 2px solid black;">5</td> <td style="border-left: 2px solid black;">2</td> <td style="border-left: 2px solid black;">4</td> </tr> <tr> <td></td> <td style="border-left: 2px solid black;">/</td> <td style="border-left: 2px solid black;">/</td> <td style="border-left: 2px solid black;">/</td> <td style="border-left: 2px solid black;">/</td> </tr> <tr> <td></td> <td style="border-left: 2px solid black;">6</td> <td style="border-left: 2px solid black;">0</td> <td style="border-left: 2px solid black;">1</td> <td style="border-left: 2px solid black;">7</td> </tr> </table> <p><b>or</b></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td>100</td> <td>80</td> <td>3</td> <td></td> </tr> <tr> <td style="border-left: 2px solid black;">4000</td> <td style="border-left: 2px solid black;">3200</td> <td style="border-left: 2px solid black;">120</td> <td style="border-left: 2px solid black;">40</td> </tr> <tr> <td style="border-left: 2px solid black;">700</td> <td style="border-left: 2px solid black;">560</td> <td style="border-left: 2px solid black;">21</td> <td style="border-left: 2px solid black;">7</td> </tr> </table> $4000 + 3200 + 120 + 700 + 560 + 21 = 8601$ <p><b>or</b></p> $183 \times 100 = 18\,300$ $183 \times 50 = 18\,300 \div 2 = 9150$ $183 \times 3 = 549$ $9150 - 549 = 8601$		1	8	3	×		/	/	/	/		4	3	2	1		/	/	/	/	8	7	5	2	4		/	/	/	/		6	0	1	7	100	80	3		4000	3200	120	40	700	560	21	7	86.01	3	<p>M1 for a complete method to multiply 183 by 47 and attempt at addition (condone one multiplication error)</p> <p>A1 for digits 8601 given as the answer</p> <p>B1 (dep on M1) for correctly writing their answer to 2 decimal places</p>
	1	8	3	×																																															
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4000	3200	120	40																																																
700	560	21	7																																																

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Question		Working	Answer	Mark	Notes
2	(a)	Plot (2, 250) and (3.1, 190)	Plot points	1	B1 for both points plotted accurately
	(b)		Relationship	1	B1 for “As the distance from the centre increases the monthly rent decreases” or the nearer you are to the centre the more you have to pay oe (accept negative correlation)
	(c)		200 to 260	2	M1 for attempting a correct method, eg a line of best fit <b>or</b> any other indication, on a line that could be used as a line of best fit eg line to graph at $x = 2.8$ or a mark on the line at 2.8 A1 for value in the range 200 to 260
3	(a)		2 reasons	2	B2 for 2 different reasons from given examples (B1 for 1 reason from given examples)  eg No time frame eg No box for less than £10 accept no box for zero or none or £0 eg Overlapping intervals or boxes or £30 and/ or £50 in two boxes
	(b)		1 reason	1	C1 for reason why the sample is biased eg <ul style="list-style-type: none"> <li>• they are <b>only</b> in the CD store,</li> <li>• the people in the store are more likely to buy CDs</li> <li>• she needs to ask people outside the store oe</li> </ul>



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Question		Working					Answer	Mark	Notes	
4	(a)	$x$	-2	-1	0	1	2	3, 7, 9	2	B2 for all three values correct in the table (B1 for 2 values correct)
		$y$	(1)	3	(5)	7	9			
	(b)						graph of $y = 2x + 5$	2	<b>(From their table of values)</b> M1 ft for plotting at least 2 of their points (any points from their table must be correctly plotted) A1 for correct line from $x = -2$ to $x = +2$  <b>(Use of <math>y = mx + c</math>)</b> M1 for line drawn with gradient of 2 <b>or</b> line drawn with a y intercept of 5 <b>and</b> a positive gradient) A1 for correct line from $x = -2$ to $x = +2$	

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Question		Working	Answer	Mark	Notes
5	(a)		$6n - 3$	2	M1 for attempt to establish linear expression in $n$ with coefficient of 6 e.g. $6n + k$ where $k$ is an integer (accept $n = 6n - 3$ for one mark) A1 cao
	(b)		No + Reason	1	C1 ft from their answer to part (a) for decision and explanation eg “stating no and because all the terms in the sequence are odd <b>and</b> 150 is even” <b>or</b> “no and ‘ $6n - 3$ ’ = 150, $n = 153/6$ ... so $n$ is not an integer” <b>or</b> Continuing the sequence to show terms 147 <b>and</b> 153 and state “no as 150 is not in the sequence” oe

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Question		Working	Answer	Mark	Notes
6	(a)		8	1	B1 for 8 (.00)
	(b)		550	4	<p>M1 for <math>600 - 200 (= 400)</math>  M1 for correct method to convert '\$400' to £  M1 (dep on the previous M1) for <math>800 - '\$400'</math> in £s  A1 for value in the range 540 –560</p> <p><b>OR</b></p> <p>M1 for correct method to convert \$600 <b>and</b> \$200 to pounds  M1 for '375' – '125'  M1 (dep on the previous M1) <math>800 - '250'</math>  A1 for a value in the range 540-560</p> <p><b>OR</b></p> <p>M1 for correct method to convert £800 to dollars  M1 for '<math>1280' + 200 - 600</math>  M1 (dep on the previous M1) for attempt to convert '\$880' back to £  A1 for value in the range 540 – 560</p>
7	(a)		$6x - 3y$	2	<p>M1 for an attempt to combine terms in <math>x</math> <b>or</b> terms in <math>y</math> correctly  eg <math>5x + x (= 6x)</math>, <math>4y - 7y (= - 3y)</math>  A1 for <math>6x - 3y</math> oe</p>
	(b)	$7x + 14 = 7$ or $x + 2 = 1$ $7x = -7$	$x = -1$	2	<p>M1 for correctly expanding the bracket or an attempt to divide both sides by 7 e.g. <math>7x + 14</math> or <math>x + 2 = 7 \div 7</math> oe  A1 cao</p>

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Question		Working	Answer	Mark	Notes
8			09 36	3	<p>M1 for listing 9, 18, 27, 36, 45, ...(at least 3 correct multiples with at most one incorrect)  M1 for listing 12, 24, 36, 48, .... (at least 3 correct multiples with at most one incorrect)  A1 for 09 36 or 9 36 (am)</p> <p><b>OR</b>  M1 for listing 9.09 9.18 9.27 9.36 ...(at least 3 correct times with at most one incorrect)  M1 for listing 9.12 9.24 9.36 ... (at least 3 correct times with at most one incorrect)  A1 for 09 36 or 9 36 (am)</p> <p><b>OR</b>  M1 for <math>9 = 3 \times 3</math> <b>or</b> <math>12 = 2 \times 2 \times 3</math> (could be in factor tree)  M1 for <math>9 = 3 \times 3</math> <b>and</b> <math>12 = 2 \times 2 \times 3</math> (could be in a factor tree)  A1 for 09 36 or 9 36 (am)</p> <p><b>SC B2</b> for 9 36 pm or (after) 36 (minutes) on the answer line</p>
9	(a)		$a^9$	1	B1 for $a^{4+5}$ or $a^9$
	(b)		$9e^5f^6$	2	B2 cao (B1 for two of 9, $e^{6-1}$ , $f^{8-2}$ as a product)
	(c)		3	1	B1 (accept $\pm 3$ but not just $-3$ )

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Question	Working	Answer	Mark	Notes
*10	<p>Angle <math>AED = 38</math> <u>alternate angles</u> are <u>equal</u>            Angle <math>ADE = (180 - 38) \div 2 = 71</math>  <math>x = 180 - 71</math>            base <u>angles</u> of an <u>isosceles</u> triangle are <u>equal</u>  <u>angles</u> in a <u>triangle</u> add up to <u>180</u>  <u>angles</u> on a straight <u>line</u> sum to <u>180</u>  <b>OR</b>            angle <math>AEF = 142</math> <u>allied angles/co-interior</u>  <u>angles</u> add up to <u>180</u>  <math>ADE = 142 \div 2 = 71</math>            base <u>angles</u> of an <u>isosceles</u> triangle are <u>equal</u>  <u>exterior angle</u> of a triangle is <u>equal</u> to the sum            of the <u>interior opposite angles</u>,  <math>x = 180 - 71</math>  <u>angles</u> in a straight <u>line</u> add to <u>180</u>  <b>OR</b>            Angle <math>AED = 38</math> <u>alternate angles</u> are <u>equal</u> for            angles <math>BAE</math> and <math>AED</math> <b>and</b> <math>BAD</math> and <math>ADC</math> (<math>x</math>)            Angle <math>DAE = (180 - 38) \div 2 = 71</math>            base <u>angles</u> of an <u>isosceles</u> triangle are <u>equal</u>  <u>angles</u> in a <u>triangle</u> add up to <u>180</u>  <b>Or</b>            Angle <math>AED = 38</math> <u>alternate angles</u> are <u>equal</u>            Angle <math>ADE = (180 - 38) \div 2 = 71</math>            base <u>angles</u> of an <u>isosceles</u> <u>triangle</u> are <u>equal</u>            and <u>angles</u> in a <u>triangle</u> sum to <u>180</u>  <math>x = 38 + 71</math>  <u>alternate angles</u> <math>BAD</math> and <math>ADC(x)</math> are <u>equal</u></p>	$x = 109$	4	B1 for angle $AED = 38$ or $AEF = 142$ M1 for a complete method to find one of the base angles of the isosceles triangle C2 (dep M1) for $x = 109$ with complete reasons (C1 (dep M1) for one reason correctly used and stated)

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Question		Working	Answer	Mark	Notes
11			730	5	<p>M1 for <math>\frac{5}{100} \times 200 (= 10)</math> oe</p> <p>M1 for <math>\frac{10}{100} \times 350 (= 35)</math> oe</p> <p>M1 for <math>6 \times '10'</math> <b>or</b> <math>4 \times '35'</math></p> <p>M1 (dep on M1 earned for a correct method for a percentage calculation) for "60" + "140"+ 530</p> <p>A1 cao</p> <p><b>Or</b></p> <p>M1 for <math>6 \times 200 (= 1200)</math> or <math>4 \times 350 (= 1400)</math></p> <p>M1 for <math>\frac{5}{100} \times "1200" (= 60)</math> oe</p> <p>M1 for <math>\frac{10}{100} \times "1400" (= 140)</math> oe</p> <p>M1(dep on M1 earned for a correct method for a percentage calculation) for "60" + "140"+ 530</p> <p>A1 cao</p>

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Question		Working	Answer	Mark	Notes
12			240	4	<p>M1 for <math>16 \times 2</math> (= 32 girls)  M1 for <math>16 + '16 \times 2'</math> (= 48)  M1 (dep on the previous M1) for <math>(16 + '32') \times 5</math> <b>or</b>  <math>(16 + '32') \times (4 + 1)</math>  A1 cao</p> <p><b>OR</b>  M1 for <math>1 : 2 = 3</math> parts  M1 for <math>5 \text{ schools} \times 3 \text{ parts}</math> (= 15 parts)  M1 (dep on the previous M1) for <math>'15' \text{ parts} \times 16</math>  A1 cao</p> <p><b>SC B2</b> for 176 given on the answer line</p>
13			54	3	<p>M1 for <math>180 - 360 \div 5</math> <b>or</b> 108 seen as the interior angle of a pentagon  M1 (dep on previous M1) for <math>360 - 2 \times '108' - 90</math>  A1 for 54 cao</p> <p><b>OR</b>  M1 for <math>180 \times (5 - 2)</math> (= 540) <math>\div 5</math> or 108 given as the interior angle of a pentagon  M1 (dep on previous M1) for <math>360 - 2 \times '108' - 90</math>  A1 for 54 cao</p>

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Question		Working	Answer	Mark	Notes
14	(a)		8, 23, 53, 70, 77, 80	1	B1 cao
	(b)		graph	2	M1 ft from their table for at least 5 points plotted correctly at the ends of the intervals provided table values are cumulative, condoning one arithmetic error A1 cao for correct graph with points joined by curve or straight line segments  [SC B1 if the shape of the graph is correct and 5 points of their points are <b>not</b> at the ends but consistently within each interval <b>and</b> joined.]
	(c)	Readings at 60 and 20 420 to 440 – 280 to 295	120 – 160	2	M1 (dep on cf graph) for use of either cf = 20 or cf = 60 A1 ft from a cf graph
	(d)	80 – 71 to 74	6 – 9	2	M1 (dep on cf graph) for evidence of reading off the cf axis from £530 On the wages axis (could be the answer) A1ft for 6 - 9



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Question	Working	Answer	Mark	Notes
15		Required region	4	M1 arc radius 5 cm centre $C$ M1 bisector of angle $BAD$ M1 line 3 cm from $DC$ A1 for correct region identified (see overlay)
16	(a)	820 000	1	B1 cao
	(b)	$3.76 \times 10^{-4}$	1	B1 cao
	(c)	$5 \times 10^8$	2	M1 for $2.3 \div 4.6 \times 10^{12-3}$ oe or 500 000 000 or $0.5 \times 10^9$ A1 cao (accept $5.0 \times 10^8$ )
17		$\frac{12}{13}$	3	M1 for multiplying throughout by 10 oe or writing LHS as a single fraction e.g $2(4x - 1) + 5(x + 4) = 3 \times 10$ or $\frac{2(4x-1)+5(x+4)}{10}$ or $\frac{2(4x-1)}{10} + \frac{5(x+4)}{10}$ M1 (dep) for a complete correct method to obtain linear equation of the form $ax = b$ (condone one arithmetic error in multiplying out the bracket) A1 for $\frac{12}{13}$ oe (decimal equivalent is 0.923...)

1MA0_1H				
Question	Working	Answer	Mark	Notes
18	<p><b>Q</b> at <math>(-3, 1), (-6, 1)</math> <math>(-5, 3) (-3, 3)</math></p> <p><b>R</b> at <math>(-3, -1), (-6, -1),</math> <math>(-5, -3) (-3, -3)</math></p>	Rotation $180^\circ$ about $(-1, 0)$	3	<p>M1 for showing <b>R</b> correctly on the grid without showing <b>Q</b> or for showing <b>Q and R</b> correctly on the grid</p> <p>A1 for rotation of <math>180^\circ</math></p> <p>A1 for (centre) <math>(-1, 0)</math></p> <p><b>Or</b></p> <p>M1 for showing <b>R</b> correctly on the grid without showing <b>Q</b> or for showing <b>Q and R</b> correctly on the grid</p> <p>A1 for Enlargement Scale Factor <math>-1</math></p> <p>A1 for centre <math>(-1, 0)</math></p> <p><b>NB</b> Award no marks for any correct answer from an incorrect diagram or any Accuracy marks if more than one transformation is given</p>
19		68	3	<p>M1 for angle <math>OBC = 90^\circ</math> or angle <math>OAC = 90^\circ</math> (may be marked on the diagram or used in subsequent working)</p> <p>M1 for correct method to find angle <math>BOC</math> or <math>AOC</math> or <math>AOB</math></p> <p>e.g. angle <math>BOC = 180 - 90 - 34 (= 56)</math></p> <p>or angle <math>AOC = 180 - 90 - 34 (=56)</math></p> <p>or angle <math>AOB = 180 - 2 \times 34 (= 112)</math></p> <p>A1 cao</p> <p><b>NB</b> (68 must be clearly stated as an answer and not just seen on diagram)</p>

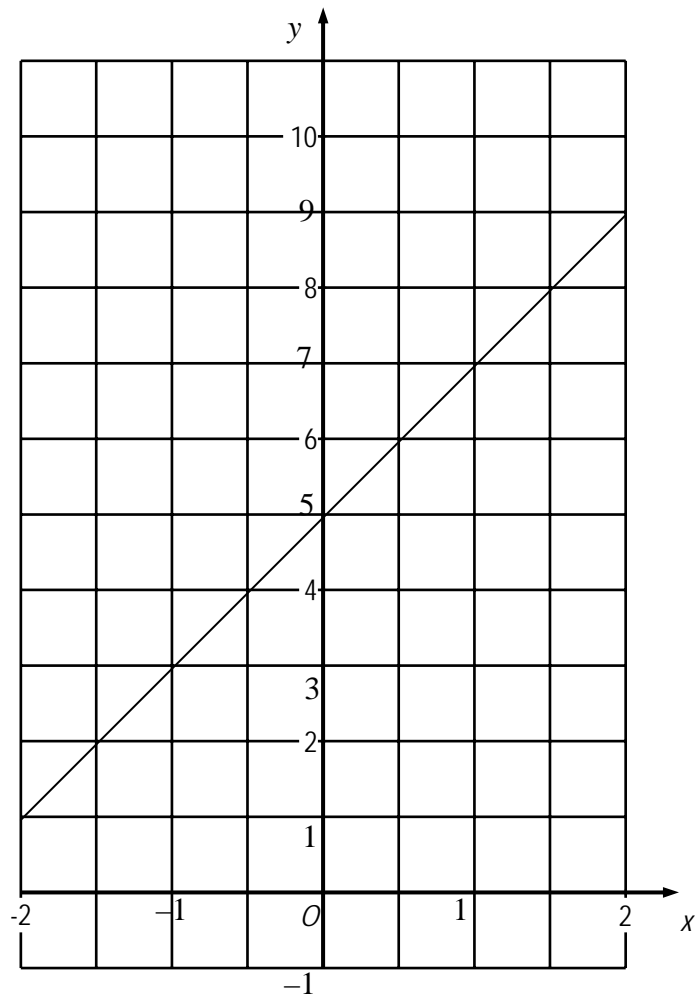
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Question		Working	Answer	Mark	Notes
20	(a)(i)		$(x - 9)(x - 3)$	3	M1 for $(x \pm 9)(x \pm 3)$ A1 for $(x - 9)(x - 3)$
	(ii)		$x = 9, x = 3$		B1 cao
	(b)		$(y + 10)(y - 10)$	1	B1 for $(y + 10)(y - 10)$
*21		$(n + 1)^2 - n^2$ $= n^2 + 2n + 1 - n^2 = 2n + 1$ $(n + 1) + n = 2n + 1$ <p>OR</p> $(n + 1)^2 - n^2$ $= (n + 1 + n)(n + 1 - n)$ $= (2n + 1)(1) = 2n + 1$ $(n + 1) + n = 2n + 1$ <p>OR</p> $n^2 - (n + 1)^2 = n^2 - (n^2 + 2n + 1) =$ $-2n - 1 = -(2n + 1)$ <p>Difference is <math>2n + 1</math></p> $(n + 1) + n = 2n + 1$	proof	4	<p>M1 for any two consecutive integers expressed algebraically eg <math>n</math> and <math>n + 1</math></p> <p>M1(dep on M1) for the difference between the squares of 'two consecutive integers' expressed algebraically eg <math>(n + 1)^2 - n^2</math></p> <p>A1 for correct expansion and simplification of difference of squares, eg <math>2n + 1</math></p> <p>C1 (dep on M2A1) for showing statement is correct, eg <math>n + n + 1 = 2n + 1</math> and <math>(n + 1)^2 - n^2 = 2n + 1</math> from correct supporting algebra</p>
22		Vertices at $(-2, -4), (-4, -4),$ $(-4, -6), (-2, -5)$	Correct diagram	3	<p>M1 for a similar shape in the correct orientation in the third quadrant</p> <p>M1 for an image in the correct orientation of the correct size</p> <p>A1 cao</p>

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Question	Working	Answer	Mark	Notes
23		$75\pi$	3	M1 for $(4 \times \pi \times 5^2) \div 2$ oe M1 for $\pi \times 5^2$ oe A1 for $75\pi$ accept 235.5 Condone the use of $\pi = 3.14\dots$
24	EE + CC + HH  <b>Or</b>  EC+EH+CE+CH+HE+HC  <b>Or</b>  E,not E+ C,not C + H,not H	$\frac{76}{110}$	5	M1 for use of 10 as denominator for 2 <sup>nd</sup> probability M1 for $\frac{4}{11} \times \frac{3}{10}$ or $\frac{5}{11} \times \frac{4}{10}$ or $\frac{2}{11} \times \frac{1}{10}$ M1 for $\frac{4}{11} \times \frac{3}{10} + \frac{5}{11} \times \frac{4}{10} + \frac{2}{11} \times \frac{1}{10} \left( = \frac{34}{110} \right)$ M1 (dep on previous M1 for $1 - \frac{34}{110}$ ) A1 for $\frac{76}{110}$ oe <b>Or</b> M1 for use of 10 as denominator for 2 <sup>nd</sup> probability M1 for $\frac{4 \times 5}{11 \times 10}$ or $\frac{4 \times 2}{11 \times 10}$ or $\frac{5 \times 4}{11 \times 10}$ or $\frac{5 \times 2}{11 \times 10}$ or $\frac{2 \times 4}{11 \times 10}$ or $\frac{2 \times 5}{11 \times 10}$ M2 for $\frac{4 \times 5}{11 \times 10} + \frac{4 \times 2}{11 \times 10} + \frac{5 \times 4}{11 \times 10} + \frac{5 \times 2}{11 \times 10} + \frac{2 \times 4}{11 \times 10} + \frac{2 \times 5}{11 \times 10}$ (M1 for at least 3 of these) A1 for $\frac{76}{110}$ oe <b>Or</b> M1 for use of 10 as denominator for 2 <sup>nd</sup> probability M1 for $\frac{4}{11} \times \frac{7}{10}$ or $\frac{5}{11} \times \frac{6}{10}$ or $\frac{2}{11} \times \frac{9}{10}$ M2 for $\frac{4}{11} \times \frac{7}{10} + \frac{5}{11} \times \frac{6}{10} + \frac{2}{11} \times \frac{9}{10}$ (M1 for two of these added) A1 for $\frac{76}{110}$ oe <b>PTO for SC's</b>

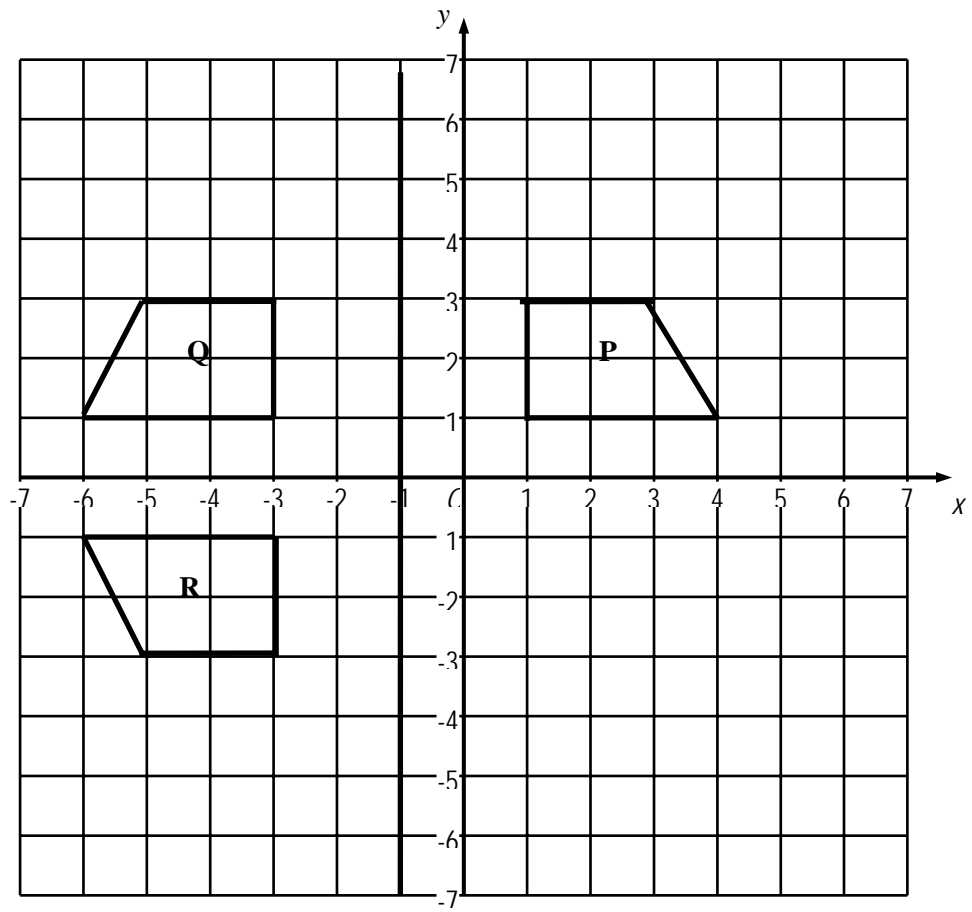
1MA0_1H					
Question		Working	Answer	Mark	Notes
					<p>SC: B2 for <math>\frac{76}{121}</math></p> <p>SC: B1 for <math>\frac{4}{11} \times \frac{4}{11} + \frac{5}{11} \times \frac{5}{11} + \frac{2}{11} \times \frac{2}{11} (= \frac{45}{121})</math></p> <p>Or</p> $\frac{4}{11} \times \frac{5}{11} + \frac{4}{11} \times \frac{2}{11} + \frac{5}{11} \times \frac{4}{11} + \frac{5}{11} \times \frac{2}{11} + \frac{2}{11} \times \frac{4}{11} + \frac{2}{11} \times \frac{5}{11}$ <p>Or</p> $\frac{4}{11} \times \frac{7}{11} + \frac{5}{11} \times \frac{6}{11} + \frac{2}{11} \times \frac{9}{11}$
25	(a)		sketch		<p>M1 for inverting the parabola, so maximum is at <math>(-2, 0)</math></p> <p>A1 for parabola passing through all three of the points <math>(-2, 0)</math>, <math>(0, -4)</math>, <math>(-4, -4)</math></p>
	(b)		$y = f(x - 6)$	1	B1 for $y = f(x - 6)$ or $y = (x - 4)^2$ oe

1MA0_1H					
Question		Working	Answer	Mark	Notes
26	(a)		$6\mathbf{b} - 3\mathbf{a}$	1	B1 for $6\mathbf{b} - 3\mathbf{a}$ oe
	(b)			4	<p>M1 for <math>\vec{AX} = \frac{1}{3}\vec{AB}</math> or <math>\frac{1}{3}'(6\mathbf{b} - 3\mathbf{a})'</math> or ft to <math>2\mathbf{b} - \mathbf{a}</math></p> <p>M1 for <math>\vec{OY} = \vec{OB} + \vec{BY} = 6\mathbf{b} + 5\mathbf{a} - \mathbf{b} (= 5\mathbf{b} + 5\mathbf{a})</math> oe</p> <p>M1 for <math>\vec{OX} = 3\mathbf{a} + '2\mathbf{b} - \mathbf{a}' = 2\mathbf{a} + 2\mathbf{b}</math> oe</p> <p><b>Or</b> <math>\vec{OX} = 6\mathbf{b} - \frac{2}{3}'(6\mathbf{b} - 3\mathbf{a})' (= 2\mathbf{a} + 2\mathbf{b})</math> oe</p> <p>C1 for <math>\frac{2}{5}\vec{OY} = \frac{2}{5} \times 5(\mathbf{a} + \mathbf{b}) = 2(\mathbf{a} + \mathbf{b}) = \vec{OX}</math></p>

4.

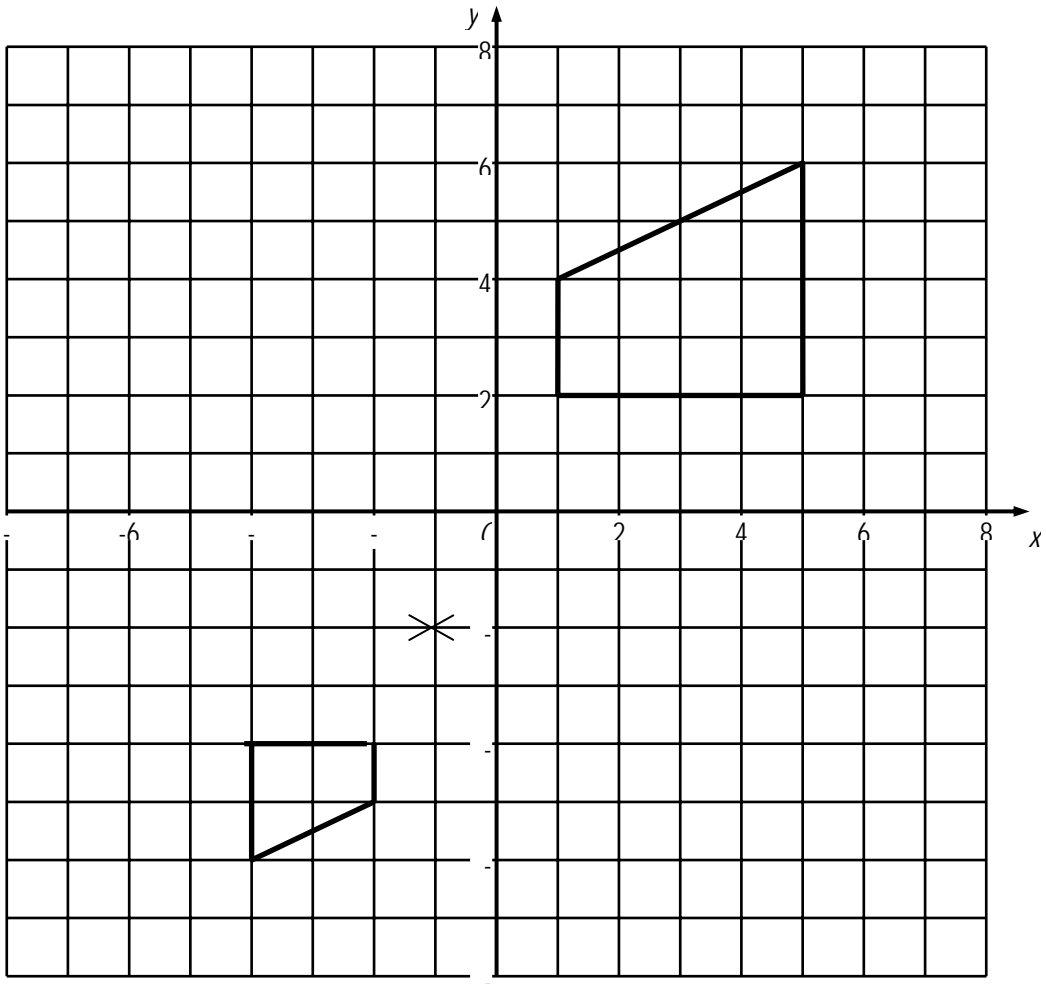


18.

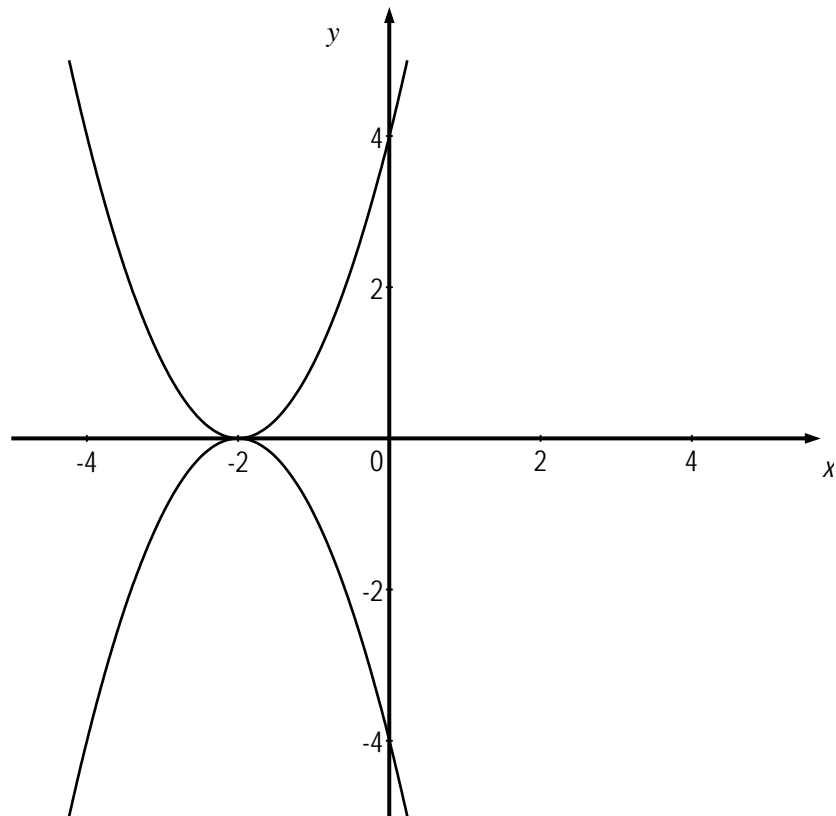




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25(a)





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