



2011 Mathematics

Intermediate 2 – Units 1, 2 and Applications Paper 1

Finalised Marking Instructions

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General Marking Principles

These principles describe the approach to be taken when marking Intermediate 2 Mathematics papers. For more detailed guidance please refer to the notes which are included with the Marking Instructions.

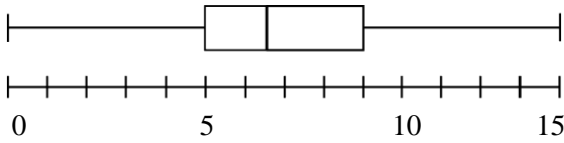
- 1 Marks must be assigned in accordance with the Marking Instructions. The main principle in marking scripts is to give credit for the skills demonstrated and the criteria met. Failure to have the correct method may not preclude a candidate gaining credit for the calculations involved or for the communication of the answer.
- 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 A transcription error, where a number has been erroneously transcribed from the examination question, is not normally penalised except where 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.
- 12 When multiple solutions are presented by the candidate and it is not clear which is intended to be the final one, mark all attempts and award the lower mark.

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.

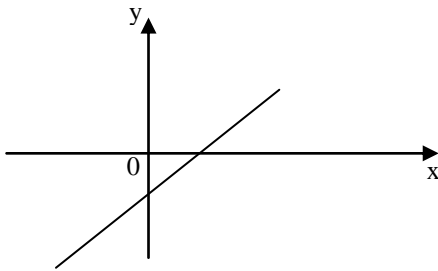
- 1** Each mark awarded in a question is referenced to one criterion in the marking scheme by means of a bullet point.
- 2** Where a candidate has scored zero marks for any question attempted, "0" should be shown against the answer in the place in the margin.
- 3** Where a marker wishes to indicate how 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 Applications (non-calc)

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
1 (a)	<p>Ans: (i) $Q_2 = 6.5$ (ii) $Q_1 = 5$ (iii) $Q_3 = 9$</p> <ul style="list-style-type: none"> •¹ process: calculate the median •² process: calculate the lower quartile •³ process: calculate the upper quartile 	<ul style="list-style-type: none"> •¹ $Q_2 = 6.5$ •² $Q_1 = 5$ •³ $Q_3 = 9$ <p>3 marks</p>
<p>NOTES:</p> <p>1. An incorrect answer for the median must be followed through with the possibility of awarding 2/3.</p>		
(b)	<p>Ans: boxplot</p>  <ul style="list-style-type: none"> •¹ communicate: correct endpoints •² communicate: correct box 	<ul style="list-style-type: none"> •¹ endpoints at 0 and 15 •² box showing Q_1, Q_2, Q_3 <p>2 marks</p>
<p>NOTES:</p> <p>1. The boxplot must be drawn to a reasonable scale.</p>		
(c)	<p>Ans: The trains are not as late as the buses <u>or</u> the trains are more reliable.</p> <ul style="list-style-type: none"> •¹ communicate: make a valid comment 	<ul style="list-style-type: none"> •¹ a valid comment <p>1 mark</p>
<p>NOTES:</p> <p>1. For a statement which is factually incorrect, award 0/1. eg The bus took longer than the train (refers to speed not lateness). The train was late less often than the bus (refers to number of times late rather than number of minutes late).</p> <p>2. A valid statement must mention train(s) and/or bus(es).</p> <p>3. Where two contradictory statements are made, award 0/1.</p>		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
2.	Ans: $(x - 7)(x + 3)$ • ¹ process: factorise trinomial expression • ² process: complete factorisation	• ¹ one correct factor • ² second correct factor 2 marks
NOTES: 1. For the following answers award 1/2: $(x + 7)(x - 3)$ $(x + 21)(x - 1)$ $(x - 21)(x + 1)$		
3.	Ans: $6x^2 - 12x - 14$ • ¹ process: start to multiply out brackets • ² process: complete the process of multiplying out brackets • ³ process: collect like terms which must include a term in x^2	• ¹ evidence of 2 correct terms (eg $6x^2 + 4x$) • ² $6x^2 - 21x + 4x - 14$ • ³ $6x^2 - 12x - 14$ 3 marks
NOTES:		
4	Ans: 138° • ¹ process: calculate size of angle BEP • ² process: calculate size of angle EPC or angle EPB • ³ process: calculate size of angle EPR	• ¹ 90° • ² 42° or 48° • ³ 138° 3 marks
NOTES: 1. For a correct answer without working award 0/3 2. For marks 1 and 2 angles need not be stated explicitly. They may be marked on a diagram. 3. Before awarding the second mark, markers must be clear that the 42° and 48° refer to angles EPC and EPB respectively. 4. For the final mark to be awarded the size of angle EPR must be stated explicitly.		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
5.	Ans: 25 metres • ¹ process: substitute correctly into formula • ² process: start to carry out calculations • ³ process: complete calculations correctly	• ¹ $D = \frac{1}{3} \left(30 + \frac{30^2}{20} \right)$ • ² $D = \frac{1}{3} (30 + 45)$ • ³ 25 <div style="text-align: right;">3 marks</div>
NOTES: 1. Where a candidate writes $D = \frac{1}{3} \left(30 + \frac{30^2}{20} \right)$ $= \frac{1}{3} \left(30 + \frac{90}{20} \right)$ $= \frac{1}{3} (30 + 45)$ $= \frac{1}{3} (75)$ $= 25$ <div style="text-align: right;">award 2/3 (✓ ✗ ✓)</div>		
6.	Ans: £235·13 or £235·12 • ¹ strategy: know how to work out the interest due • ² process: calculate the balance due	• ¹ $0.01 \times (240 - 7 \cdot 20)$ • ² 235·13 or 235·12 (or 235·128) <div style="text-align: right;">2 marks</div>
NOTES:		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
7	Ans: Proof <ul style="list-style-type: none"> •¹ strategy: know to use cosine rule •² process: substitute correctly into formula •³ process: complete proof 	<ul style="list-style-type: none"> •¹ evidence •² $\cos B = \frac{6^2 + 3^2 - 5^2}{2 \times 6 \times 3}$ •³ $\cos B = \frac{5}{9}$ <p style="text-align: right;">3 marks</p>
NOTES: <p>1. The third mark can only be awarded if it has been shown that $\cos B = \frac{20}{36}$.</p>		
8	Ans:  <ul style="list-style-type: none"> •¹ interpret: realise $m > 0$ represents an upward sloping line •² interpret: realise $c < 0$ represents a y-intercept below origin 	<ul style="list-style-type: none"> •¹ line with upward slope drawn on graph •² line drawn with y-intercept below origin <p style="text-align: right;">2 marks</p>
NOTES:		

Question No	Marking Scheme Give 1 mark for each •	Illustrations of evidence for awarding a mark at each •
9 (a)	Ans: P-G-A-N-E, P-G-E-A-N, P-G-E-N-A, P-G-N-A-E, P-G-N-E-A • ¹ • ² • ³ communication	• ¹ for any route correct • ² for further 2 correct routes • ³ for further 2 correct routes 3 marks
NOTES: 1. Where the final town has been omitted from each route in an otherwise correct tree diagram, award 2/3		
(b)	Ans: Shortest distance, finishing at Newcastle, is 431 miles • ¹ process: calculate distance of a route ending in Newcastle • ² process/communicate: calculate distances for all routes ending in Newcastle and state conclusion	• ¹ 449 or 431 • ² 431 miles 2 marks
NOTES:		
10	Ans: $\frac{4}{5}$ • ¹ communicate: state value of $\cos a^\circ$	• ¹ $\frac{4}{5}$ 1 mark
NOTES:		

TOTAL MARKS FOR PAPER 1 30

[END OF MARKING INSTRUCTIONS]