Paper Reference(s)

6663/01

Edexcel GCE

Core Mathematics C1

Advanced Subsidiary

Monday 11 January 2010 – Morning

Time: 1 hour 30 minutes

Materials required for examination	**Items included with question papers**
Mathematical Formulae (Pink or Green)	Nil

Calculators may NOT be used in this examination.

Instructions to Candidates

Write the name of the examining body (Edexcel), your centre number, candidate number, the unit title (Core Mathematics C1), the paper reference (6663), your surname, initials and signature.

Information for Candidates

A booklet 'Mathematical Formulae and Statistical Tables' is provided.
Full marks may be obtained for answers to ALL questions.
The marks for the parts of questions are shown in round brackets, e.g. **(2)**.
There are 10 questions in this question paper. The total mark for this paper is 75.

Advice to Candidates

You must ensure that your answers to parts of questions are clearly labelled.
You must show sufficient working to make your methods clear to the Examiner.
Answers without working may not gain full credit.

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1. Given that $y = x^4 + x^{\frac{1}{3}} + 3$, find $\frac{dy}{dx}$.

(3)

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2. (*a*) Expand and simplify $(7 + \sqrt{5})(3 - \sqrt{5})$.

(3)

(*b*) Express $\frac{7+\sqrt{5}}{3+\sqrt{5}}$ in the form $a + b\sqrt{5}$, where a and b are integers.

(3)

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3. The line l_1 has equation $3x + 5y - 2 = 0$.

(*a*) Find the gradient of l_1.

(2)

The line l_2 is perpendicular to l_1 and passes through the point (3, 1).

(*b*) Find the equation of l_2 in the form $y = mx + c$, where m and c are constants.

(3)

4.

$$\frac{dy}{dx} = 5x^{-\frac{1}{2}} + x\sqrt{x}, \qquad x > 0.$$

Given that $y = 35$ at $x = 4$, find y in terms of x, giving each term in its simplest form.

(7)

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5. Solve the simultaneous equations

$$y - 3x + 2 = 0$$

$$y^2 - x - 6x^2 = 0$$

(7)

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6. The curve C has equation

$$y = \frac{(x+3)(x-8)}{x}, \quad x > 0.$$

(*a*) Find $\frac{dy}{dx}$ in its simplest form.

(4)

(*b*) Find an equation of the tangent to C at the point where $x = 2$.

(4)

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7. Jill gave money to a charity over a 20-year period, from Year 1 to Year 20 inclusive. She gave £150 in Year 1, £160 in Year 2, £170 in Year 3, and son on, so that the amounts of money she gave each year formed an arithmetic sequence.

(*a*) Find the amount of money she gave in Year 10.

(2)

(*b*) Calculate the total amount of money she gave over the 20-year period.

(3)

Kevin also gave money to charity over the same 20-year period.

He gave £A in Year 1 and the amounts of money he gave each year increased, forming an arithmetic sequence with common difference £30.

The total amount of money that Kevin gave over the 20-year period was **twice** the total amount of money that Jill gave.

(*c*) Calculate the value of A.

(4)

8.

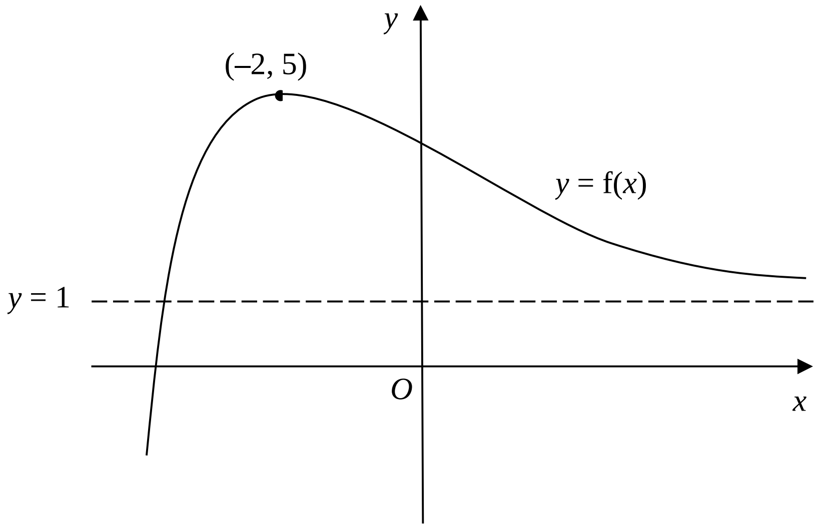

Figure 1

Figure 1 shows a sketch of part of the curve with equation $y = \text{f}(x)$.

The curve has a maximum point (–2, 5) and an asymptote $y = 1$, as shown in Figure 1.

On separate diagrams, sketch the curve with equation

(*a*) $y = \text{f}(x) + 2$,

(2)

(*b*) $y = 4\text{f}(x)$,

(2)

(c) $y = \text{f}(x + 1)$.

(3)

On each diagram, show clearly the coordinates of the maximum point and the equation of the asymptote.

9. (*a*) Factorise completely $x^3 - 4x$.

(3)

(*b*) Sketch the curve C with equation

$$y = x^3 - 4x,$$

showing the coordinates of the points at which the curve meets the axis.

(3)

The point A with x-coordinate -1 and the point B with x-coordinate 3 lie on the curve C.

(*c*) Find an equation of the line which passes through A and B, giving your answer in the form $y = mx + c$, where m and c are constants.

(5)

(*d*) Show that the length of AB is $k\sqrt{10}$, where k is a constant to be found.

(2)

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10. $$\mathrm{f}(x) = x^2 + 4kx + (3 + 11k), \quad \text{where } k \text{ is a constant.}$$

(*a*) Express f(x) in the form $(x + p)^2 + q$, where p and q are constants to be found in terms of k.

(3)

Given that the equation f(x) = 0 has no real roots,

(*b*) find the set of possible values of k.

(4)

Given that $k = 1$,

(*c*) sketch the graph of $y = \mathrm{f}(x)$, showing the coordinates of any point at which the graph crosses a coordinate axis.

(3)

TOTAL FOR PAPER: 75 MARKS

END

January 2010
Core Mathematics C1 6663
Mark Scheme

Question number	Scheme	Marks
Q1	$x^4 \to kx^3$ or $x^{\frac{1}{3}} \to kx^{-\frac{2}{3}}$ or $3 \to 0$ (k a non-zero constant)	M1
	$\left(\frac{\mathrm{d}y}{\mathrm{d}x}=\right)$ $4x^3$.......... , with '3' differentiated to zero (or 'vanishing')	A1
	$\left(\frac{\mathrm{d}y}{\mathrm{d}x}=\right)$ .... $+\frac{1}{3}x^{-\frac{2}{3}}$ or equivalent, e.g. $\frac{1}{3\sqrt[3]{x^2}}$ or $\frac{1}{3\left(\sqrt[3]{x}\right)^2}$	A1
		[3]
	1st A1 requires $4x^3$, <u>and</u> 3 differentiated to zero. Having '$+C$' loses the 1st A mark. Terms not added, but otherwise correct, e.g. $4x^3$, $\frac{1}{3}x^{-\frac{2}{3}}$ loses the 2nd A mark.	

Question number	Scheme	Marks
Q2	(a) $(7+\sqrt{5})(3-\sqrt{5}) = 21-5+3\sqrt{5}-7\sqrt{5}$ Expand to get 3 or 4 terms	M1
	$= 16, \ -4\sqrt{5}$ (1st A for 16, 2nd A for $-4\sqrt{5}$)	A1, A1
	(i.s.w. if necessary, e.g. $16-4\sqrt{5} \to 4-\sqrt{5}$)	(3)
	(b) $\frac{7+\sqrt{5}}{3+\sqrt{5}} \times \frac{3-\sqrt{5}}{3-\sqrt{5}}$ (This is sufficient for the M mark)	M1
	Correct denominator without surds, i.e. $9-5$ or 4	A1
	$4-\sqrt{5}$ or $4-1\sqrt{5}$	A1 (3) **[6]**
	(a) M1: Allowed for an attempt giving 3 or 4 terms, with at least 2 correct (even if unsimplified). e.g. $21-\sqrt{5}^2+\sqrt{15}$ scores M1. Answer only: $16-4\sqrt{5}$ scores full marks One term correct scores the M mark by implication, e.g. $26-4\sqrt{5}$ scores M1 A0 A1 (b) Answer only: $4-\sqrt{5}$ scores full marks One term correct scores the M mark by implication, e.g. $4+\sqrt{5}$ scores M1 A0 A0 $16-\sqrt{5}$ scores M1 A0 A0 Ignore subsequent working, e.g. $4-\sqrt{5}$ so $a=4$, $b=1$ Note that, as always, A marks are dependent upon the preceding M mark, so that, for example, $\frac{7+\sqrt{5}}{3+\sqrt{5}} \times \frac{3+\sqrt{5}}{3-\sqrt{5}} = \frac{........}{4}$ is M0 A0. <u>Alternative</u> $(a+b\sqrt{5})(3+\sqrt{5}) = 7+\sqrt{5}$, then form simultaneous equations in *a* and *b*. M1 Correct equations: $3a+5b=7$ and $3b+a=1$ A1 $a=4$ and $b=-1$ A1	

Question number	Scheme	Marks
Q3	(a) Putting the equation in the form $y = mx\ (+c)$ <u>and</u> attempting to extract the m or mx (<u>not</u> the c), or finding 2 points on the line and using the correct gradient formula. Gradient = $-\frac{3}{5}$ (or equivalent)	M1 A1 (2)
	(b) Gradient of perp. line = $\frac{-1}{"\left(-\frac{3}{5}\right)"}$ (Using $-\frac{1}{m}$ with the m from part (a)) $y - 1 = "\left(\frac{5}{3}\right)"(x-3)$ $y = \frac{5}{3}x - 4$ (Must be in this form... allow $y = \frac{5}{3}x - \frac{12}{3}$ but not $y = \frac{5x-12}{3}$) This A mark is dependent upon <u>both</u> M marks.	M1 M1 A1 (3) **[5]**
	(a) Condone sign errors and ignore the c for the M mark, so... both marks can be scored even if c is wrong (e.g. $c = -\frac{2}{5}$) or omitted. <u>Answer only</u>: $-\frac{3}{5}$ scores M1 A1. Any other <u>answer only</u> scores M0 A0. $y = -\frac{3}{5}x + \frac{2}{5}$ with no further progress scores M0 A0 (m or mx not extracted). (b) 2nd M: For the equation, in any form, of a straight line through (3, 1) with <u>any</u> numerical gradient (except 0 or ∞). (Alternative is to use (3, 1) in $y = mx + c$ to <u>find a value</u> for c, in which case $y = \frac{5}{3}x + c$ leading to $c = -4$ is sufficient for the A1). (See general principles for straight line equations at the end of the scheme).	

Question number	Scheme	Marks
Q4	$x\sqrt{x} = x^{\frac{3}{2}}$ (Seen, or implied by correct integration)	B1
	$x^{-1/2} \to kx^{1/2}$ or $x^{3/2} \to kx^{5/2}$ (k a non-zero constant)	M1
	$(y =)\ \dfrac{5x^{1/2}}{1/2} \ldots + \dfrac{x^{5/2}}{5/2}$ $(+C)$ ("$y =$" and " $+C$" are not required for these marks)	A1… A1
	$35 = \dfrac{5 \times 4^{1/2}}{1/2} + \dfrac{4^{5/2}}{5/2} + C$ An equation in C is required (see conditions below). (With their terms simplified or unsimplified).	M1
	$C = \dfrac{11}{5}$ or equivalent $2\dfrac{1}{5}$, 2.2	A1
	$y = 10x^{1/2} + \dfrac{2x^{5/2}}{5} + \dfrac{11}{5}$ (Or equivalent <u>simplified</u>)	A1 ft
	I.s.w. if necessary, e.g. $y = 10x^{1/2} + \dfrac{2x^{5/2}}{5} + \dfrac{11}{5} = 50x^{1/2} + 2x^{5/2} + 11$ The final A mark requires an <u>equation</u> "$y = \ldots$" with correct x terms (see below).	**[7]**
	B mark: $x^{\frac{3}{2}}$ often appears from integration of $\sqrt{x}$, which is B0. 1st A: Any unsimplified or simplified correct form, e.g. $\dfrac{5\sqrt{x}}{0.5}$. 2nd A: Any unsimplified or simplified correct form, e.g. $\dfrac{x^2\sqrt{x}}{2.5}$, $\dfrac{2(\sqrt{x})^5}{5}$. 2nd M: Attempting to use $x = 4$ <u>and</u> $y = 35$ in a changed function (even if differentiated) to form an equation in C. 3rd A: Obtaining $C = \dfrac{11}{5}$ with no earlier incorrect work. 4th A: Follow-through <u>only</u> the value of C (i.e. the other terms must be correct). Accept equivalent <u>simplified</u> terms such as $10\sqrt{x} + 0.4x^2\sqrt{x}$ ...	

Question number	Scheme	Marks
Q5	$y = 3x - 2 \qquad (3x-2)^2 - x - 6x^2 (= 0)$	M1
	$9x^2 - 12x + 4 - x - 6x^2 = 0$ $3x^2 - 13x + 4 = 0$ (or equiv., e.g. $3x^2 = 13x - 4$)	M1 A1cso
	$(3x-1)(x-4) = 0 \qquad x = \ldots \qquad x = \frac{1}{3}$ (or exact equivalent) $\quad x = 4$	M1 A1
	$y = -1 \quad y = 10$ (Solutions need not be "paired")	M1 A1
		[7]

1st M: Obtaining an equation in x only (or y only). Condone missing "= 0"
Condone sign slips, e.g. $(3x+2)^2 - x - 6x^2 = 0$, but not other algebraic mistakes (such as squaring individual terms... see bottom of page).

2nd M: Multiplying out their $(3x-2)^2$, which must lead to a 3 term quadratic, i.e. $ax^2 + bx + c$, where $a \neq 0,\ b \neq 0,\ c \neq 0$, and collecting terms.

3rd M: Solving a 3-term quadratic (see general principles at end of scheme).
2nd A: Both values.
4th M: Using an x value, found algebraically, to attempt at least one y value (or using a y value, found algebraically, to attempt at least one x value)… allow b.o.d. for this mark in cases where the value is wrong but working is not shown.
3rd A: Both values.

If y solutions are given as x values, or vice-versa, penalise at the end, so that it is possible to score M1 M1A1 M1 A1 M0 A0.

"Non-algebraic" solutions:
No working, and only one correct solution pair found (e.g. $x = 4$, $y = 10$):
M0 M0 A0 M0 A0 M1 A0
No working, and both correct solution pairs found, but not demonstrated:
M0 M0 A0 M1 A1 M1 A1
Both correct solution pairs found, and demonstrated: Full marks

Alternative:

$x = \frac{y+2}{3} \qquad y^2 - \frac{y+2}{3} - 6\left(\frac{y+2}{3}\right)^2 = 0$ M1

$y^2 - \frac{y+2}{3} - 6\left(\frac{y^2+4y+4}{9}\right) = 0 \qquad y^2 - 9y - 10 = 0$ M1 A1

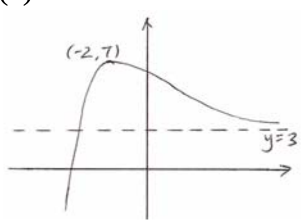
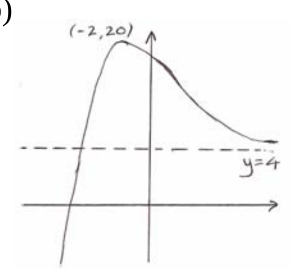
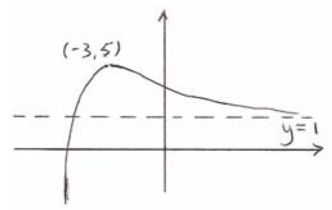
$(y+1)(y-10) = 0 \qquad y = \ldots \qquad y = -1 \quad y = 10$ M1 A1

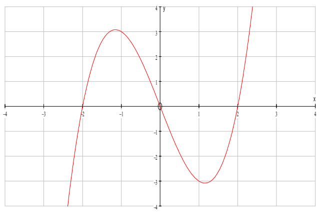
$x = \frac{1}{3} \quad x = 4$ M1 A1

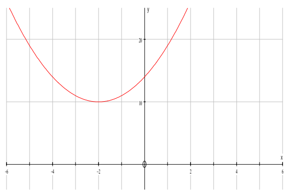
Squaring each term in the first equation,
e.g. $y^2 - 9x^2 + 4 = 0$, and using this to obtain an equation in x only could score at most 2 marks: M0 M0 A0 M1 A0 M1 A0.

Question number	Scheme	Marks
Q6	(a) $y=\dfrac{x^2-5x-24}{x}=x-5-24x^{-1}$ (or equiv., e.g. $x+3-8-\dfrac{24}{x}$)	M1 A1
	$\dfrac{dy}{dx}=1+24x^{-2}$ or $\dfrac{dy}{dx}=1+\dfrac{24}{x^2}$	M1 A1 (4)
	(b) $x=2$: $y=-15$ Allow if seen in part (a).	B1
	$\left(\dfrac{dy}{dx}=\right)$ $1+\dfrac{24}{4}=7$ Follow-through from candidate's <u>non-constant</u> $\dfrac{dy}{dx}$. This must be simplified to a "single value".	B1ft
	$y+15=7(x-2)$ (or equiv., e.g. $y=7x-29$) Allow $\dfrac{y+15}{x-2}=7$	M1 A1 (4) **[8]**
	(a) 1st M: Mult. out to get x^2+bx+c, $b\neq 0$, $c\neq 0$ <u>and</u> dividing by x (<u>not</u> x^2). Obtaining one correct term, e.g. x…….. is sufficient evidence of a division attempt. 2nd M: <u>Dependent on the 1st M</u>: Evidence of $x^n \to kx^{n-1}$ for one x term (i.e. not just the constant term) is sufficient). Note that mark is <u>not</u> given if, for example, the numerator and denominator are differentiated separately. A mistake in the 'middle term', e.g. $x+5-24x^{-1}$, does not invalidate the 2nd A mark, so M1 A0 M1 A1 is possible. (b) B1ft: For evaluation, using $x=2$, of their $\dfrac{dy}{dx}$, even if unlabelled or called y. M: For the equation, in any form, of a straight line through (2, '−15') with candidate's $\dfrac{dy}{dx}$ value as gradient. Alternative is to use (2, '−15') in $y=mx+c$ to <u>find a value</u> for c, in which case $y=7x+c$ leading to $c=-29$ is sufficient for the A1). . (See general principles for straight line equations at the end of the scheme). Final A: 'Unsimplified' forms are acceptable, but… $y-(-15)=7(x-2)$ is A0 (unresolved 'minus minus').	

Question number	Scheme	Marks
Q7	(a) $a+9d = 150+9\times 10 = 240$	M1 A1 (2)
	(b) $\frac{1}{2}n\{2a+(n-1)d\} = \frac{20}{2}\{2\times 150+19\times 10\}$, $= 4900$	M1 A1, A1 (3)
	(c) Kevin: $\frac{1}{2}n\{2a+(n-1)d\} = \frac{20}{2}\{2A+19\times 30\}$ Kevin's total = $2\times$"4900" (or "4900" = $2\times$ Kevin's total) $\frac{20}{2}\{2A+19\times 30\} = 2\times$"4900" $A = 205$	B1 M1 A1ft A1 (4) **[9]**
	(a) M: Using $a+9d$ with at least one of a = 150 and d = 10. Being 'one off' (e.g. equivalent to a + 10d), scores M0. Correct answer with no working scores both marks. (b) M: Attempting to use the correct sum formula to obtain S_{20}, with at least one of a = 150 and d = 10. If the wrong value of n or a or d is used, the M mark is only scored if the correct sum formula has been quoted. 1st A: Any fully correct numerical version. (c) B: A correct expression, in terms of A, for Kevin's total. M: Equating Kevin's total to twice Jill's total, or Jill's total to twice Kevin's. For this M mark, the expression for Kevin's total need not be correct, but must be a linear function of A (or a). 1st A: (Kevin's total, correct, possibly unsimplified) = 2(Jill's total), ft Jill's total from part (b). 'Listing' and other methods (a) M: Listing terms (found by a correct method with at least one of a = 150 and d = 10), and picking the 10th term. (There may be numerical slips). (b) M: Listing sums, or listing and adding terms (found by a correct method with at least one of a = 150 and d = 10), far enough to establish the required sum. (There may be numerical slips). Note: 20th term is 340. A2 (scored as A1 A1) for 4900 (clearly selected as the answer). If no working (or no legitimate working) is seen, but the answer 4900 is given, allow one mark (scored as M1 A0 A0). (c) By trial and improvement: Obtaining a value of A for which Kevin's total is twice Jill's total, or Jill's total is twice Kevin's (using Jill's total from (b)): M1 Obtaining a value of A for which Kevin's total is twice Jill's total (using Jill's total from (b)): A1ft Fully correct solutions then score the B1 and final A1. The answer 205 with no working (or no legitimate working) scores no marks.	

Question number	Scheme	Marks
Q8	(a)  (b)  (c) 	
	(a) (–2, 7), $y = 3$ (Marks are dependent upon a sketch being attempted) See conditions below.	B1, B1 (2)
	(b) (–2, 20), $y = 4$ (Marks are dependent upon a sketch being attempted) See conditions below.	B1, B1 (2)
	(c) Sketch: Horizontal translation (either way)… (There must be evidence that $y = 5$ at the max and that the asymptote is still $y = 1$) (–3, 5), $y = 1$	B1 B1, B1 (3) **[7]**
	Parts (a) and (b): (i) If only one of the B marks is scored, there is no penalty for a wrong sketch. (ii) If both the maximum and the equation of the asymptote are correct, the sketch must be "correct" to score B1 B1. If the sketch is "wrong", award B1 B0. The (generous) conditions for a "correct" sketch are that the maximum must be in the 2nd quadrant and that the curve must not cross the positive *x*-axis... ignore other "errors" such as "curve appearing to cross its asymptote" and "curve appearing to have a minimum in the 1st quadrant". Special case: (b) Stretch $\frac{1}{4}$ instead of 4: Correct shape, with $\left(-2, \frac{5}{4}\right)$, $y = \frac{1}{4}$: B1 B0. Coordinates of maximum: If the coordinates are the wrong way round (e.g. (7, –2) in part (a)), or the coordinates are just shown as values on the *x* and *y* axes, penalise only once in the whole question, at first occurrence. Asymptote marks: If the equation of the asymptote is not given, e.g. in part (a), 3 is marked on the *y*-axis but $y = 3$ is not seen, penalise only once in the whole question, at first occurrence. Ignore extra asymptotes stated (such as $x = 0$).	

Question number	Scheme	Marks
Q9	(a) $x(x^2-4)$ Factor x seen in a <u>correct</u> factorised form of the expression. $=x(x-2)(x+2)$ M: Attempt to factorise quadratic (general principles). Accept $(x-0)$ or $(x+0)$ instead of x at any stage. Factorisation must be seen in part (a) to score marks.	B1 M1 A1 (3)
	(b)  Shape (2 turning points required) Through (or touching) origin Crossing x-axis or "stopping at x-axis" (<u>not</u> a turning point) at (–2, 0) and (2, 0). Allow –2 and 2 on x-axis. Also allow (0, –2) and (0, 2) if marked on x-axis. Ignore extra intersections with x-axis.	B1 B1 B1 (3)
	(c) <u>Either</u> $y=3$ (at $x=-1$) <u>or</u> $y=15$ (at $x=3$) Allow if seen elsewhere. Gradient = $\frac{"15-3"}{3-(-1)}$ $(=3)$ Attempt correct grad. formula with their y values. For gradient M mark, if correct formula not seen, allow one slip, e.g. $\frac{"15-3"}{3-1}$ $y-"15"=m(x-3)$ or $y-"3"=m(x-(-1))$, with any value for m. $y-15=3(x-3)$ or the <u>correct</u> equation in <u>any</u> form, e.g. $y-3=\frac{15-3}{3-(-1)}(x-(-1))$, $\frac{y-3}{x+1}=\frac{15-3}{3+1}$ $y=3x+6$	B1 M1 M1 A1 A1 (5)
	(d) $AB=\sqrt{("15-3")^2+(3-(-1))^2}$ (With their <u>non-zero</u> y values)... Square root is required. $=\sqrt{160}$ $\left(=\sqrt{16}\sqrt{10}\right)=4\sqrt{10}$ (Ignore ± if seen) ($\sqrt{16}\sqrt{10}$ need not be seen).	M1 A1 (2) **[13]**
	(a) $x^3-4x \rightarrow x(x^2-4) \rightarrow (x-2)(x+2)$ scores B1 M1 A0. $x^3-4x \rightarrow x^2-4 \rightarrow (x-2)(x+2)$ scores B0 M1 A0 (dividing by x). $x^3-4x \rightarrow x(x^2-4x) \rightarrow x^2(x-4)$ scores B0 M1 A0. $x^3-4x \rightarrow x(x^2-4) \rightarrow x(x-2)^2$ scores B1 M1 A0 Special cases: $x^3-4x \rightarrow (x-2)(x^2+2x)$ scores B0 M1 A0. $x^3-4x \rightarrow x(x-2)^2$ (with no intermediate step seen) scores B0 M1 A0 (b) The 2nd and 3rd B marks are not dependent upon the 1st B mark, but <u>are</u> dependent upon a sketch having been attempted. (c) 1st M: May be implicit in the equation of the line, e.g. $\frac{y-"15"}{3-"15"}=\frac{x-"3"}{-1-"3"}$ 2nd M: An equation of a line through (3, "15") or (–1, "3") <u>in any form</u>, with any gradient (except 0 or ∞). 2nd M: Alternative is to use one of the points in $y=mx+c$ to <u>find a value</u> for c, in which case $y=3x+c$ leading to $c=6$ is sufficient for both A marks. 1st A1: <u>Correct</u> equation in <u>any</u> form.	

Question number	Scheme	Marks
Q10	(a) $(x+2k)^2$ or $\left(x+\frac{4k}{2}\right)^2$ $(x \pm F)^2 \pm G \pm 3 \pm 11k$ (where *F* and *G* are <u>any</u> functions of *k*, not involving *x*) $(x+2k)^2 - 4k^2 + (3+11k)$ Accept unsimplified equivalents such as $\left(x+\frac{4k}{2}\right)^2 - \left(\frac{4k}{2}\right)^2 + 3 + 11k$, <u>and i.s.w. if necessary</u>.	M1 M1 A1 (3)
	(b) Accept part (b) solutions seen in part (a). $"4k^2 - 11k - 3" = 0$ $(4k+1)(k-3) = 0$ $k = \ldots,$ [Or, 'starting again', $b^2 - 4ac = (4k)^2 - 4(3+11k)$ and proceed to $k = \ldots$] $-\frac{1}{4}$ and 3 (Ignore any inequalities for the first 2 marks in (b)). Using $b^2 - 4ac < 0$ for no real roots, i.e. $"4k^2 - 11k - 3" < 0$, to establish inequalities involving their <u>two</u> critical values *m* and *n* (<u>even if the inequalities are wrong</u>, e.g. $k < m$, $k < n$). $-\frac{1}{4} < k < 3$ (See conditions below) Follow through their critical values. The final A1ft is still scored if the answer $m < k < n$ follows $k < m$, $k < n$. <u>Using *x* instead of *k* in the final answer</u> loses only the 2nd A mark, (condone use of *x* in earlier working).	M1 A1 M1 A1ft (4)
	(c)  Shape ∪ (seen in (c)) Minimum in correct quadrant, <u>not</u> touching the *x*-axis, <u>not</u> on the *y*-axis, and there must be no other minimum or maximum. (0, 14) or 14 on *y*-axis. Allow (14, 0) marked on *y*-axis. n.b. Minimum is at $(-2, 10)$, (but there is no mark for this).	B1 B1 B1 (3) **[10]**
	(b) 1st M: Forming and solving a 3-term quadratic in *k* (usual rules.. see general principles at end of scheme). The quadratic must come from $"b^2 - 4ac"$, or from the $"q"$ in part (a). Using <u>wrong discriminant</u>, e.g. $"b^2 + 4ac"$ will score <u>no marks</u> in part (b). 2nd M: As defined in main scheme above. 2nd A1ft: $m < k < n$, where $m < n$, for their critical values *m* and *n*. Other possible forms of the answer (in each case $m < n$): (i) $n > k > m$ (ii) $k > m$ <u>and</u> $k < n$ In this case the word "and" must be seen (implying intersection). (iii) $k \in (m, n)$ (iv) $\{k : k > m\} \cap \{k : k < n\}$ <u>Not</u> just a number line. <u>Not</u> just $k > m$, $k < n$ (without the word "and"). (c) Final B1 is dependent upon a sketch having been attempted in part (c).	