Comparison of key skills specifications 2000/2002 with 2004 standardsX015461July 2004Issue 1

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In A Level Further Mathematics (9FM0)

Paper 02 Core Pure Mathematics

**Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK’s largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

**Pearson: helping people progress, everywhere**

Pearson aspires to be the world’s leading learning company. 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](http://www.pearson.com/uk)

Summer 2022

Question Paper Log Number P71801A\*

Publications Code 9FM0\_02\_2206\_MS\*

All the material in this publication is copyright  
© Pearson Education Ltd 2022

**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.

**EDEXCEL GCE MATHEMATICS**

**General Instructions for Marking**

1. The total number of marks for the paper is 75.
2. The Edexcel Mathematics mark schemes use the following types of marks:

* **M** marks: method marks are awarded for ‘knowing a method and attempting to apply it’, unless otherwise indicated.
* **A** marks: Accuracy marks can only be awarded if the relevant method (M) marks have been earned.
* **B** marks are unconditional accuracy marks (independent of M marks)
* Marks should not be subdivided.

1. Abbreviations

These are some of the traditional marking abbreviations that will appear in the mark schemes.

* bod – benefit of doubt
* ft – follow through
* the symbol will be used for correct ft
* cao – correct answer only
* cso - correct solution only. There must be no errors in this part of the question to obtain this mark
* isw – ignore subsequent working
* awrt – answers which round to
* SC: special case
* oe – or equivalent (and appropriate)
* dep – dependent
* indep – independent
* dp decimal places
* sf significant figures
* 🞸 The answer is printed on the paper
* The second mark is dependent on gaining the first mark

1. For misreading which does not alter the character of a question or materially simplify it, deduct two from any A or B marks gained, in that part of the question affected.
2. Where a candidate has made multiple responses and indicates which response they wish to submit, examiners should mark this response.

If there are several attempts at a question which have not been crossed out, examiners should mark the final answer which is the answer that is the most complete.

1. Ignore wrong working or incorrect statements following a correct answer.
2. Mark schemes will firstly show the solution judged to be the most common response expected from candidates. Where appropriate, alternatives answers are provided in the notes. If examiners are not sure if an answer is acceptable, they will check the mark scheme to see if an alternative answer is given for the method used.

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Scheme** | **Marks** | **AOs** |
| **1(a) (i)**   1. **(ii)** | or  or  or  or  or states should be – 3 not 3 on top | B1 | 2.3 |
| States that  Or states that the arguments should be subtracted | B1 | 2.3 |
|  | **(2)** |  |
| **(b)** | Or | B1ft | 2.2a |
|  | **(1)** |  |
| **(3 marks)** | | | |
| **Notes:** | | | |
| **(a) (i)**  **B1:** See scheme, Condone – 45  Any incorrect arguments seen is B0.  is B0  Note: They used 3 instead of – 3 is B0, there are two 3’s in line 1 do they mean both should – 3  It should be negative is B0  **(a) (ii)**  **B1**: See scheme  **(b)**  **B1ft:** States a correct value forFollow through on their answer to part (a) (i), do not ISW | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Scheme** | **Marks** | **AOs** |
| **2(a)(i)**  **(ii)**  **(b)** | *x* / *C* = number of **Construction** students  *y* / *D* = number of **Design** students  *z / H* = number of **Hospitality** students | B1 | 3.3 |
| The increase in number of students in 2020  Or  The number of students in 2020 | M1 | 1.1b |
| o.e.  o.e.  or 2.997 o.e o.e.  o.e o.e. | M1  A1 | 3.3  1.1b |
|  | **(4)** |  |
| or | M1  A1ft | 1.1b  1.1b |
| or | dM1 | 1.1b |
| So in 2019, **720** students studied **C**onstruction, **40** students studied **D**esign and **350** students studied **H**ospitality | A1 | 3.2a |
|  | **(4)** |  |
| **(8 marks)** | | | |
| **Notes:** | | | |
| **Mark (i) and (ii) together**  **(a)(i)**  **B1:** Defines3 variables, minimum e.g. construction = *C*, Design = *D*, Hospitality = *H.* This may be seen in text of the question, abbreviations may be used  **(ii)**  **M1:** Finds either the increase or the number of students in 2020. This may be implied by any equation which equals 1113 or 1112.997. If students use 1100 instead of 1110 this is slip and we can award this mark.  **M1**: Attempts to use the model to set up at least 2 equations  **A1:** All 3 simplified equations correct (decimals or fractions), one for each different piece of information. Award with mark even if B0 is scored and it is clear what the variables used stand for.  Ignore any additional equations even if incorrect. As soon as 3 correct equations are seen you may award this mark.  **Alternative approach**  **(i) B1:** Construction = *H* + 370, Design = *D*, Hospitality = *H*  **(ii) M1M1A1:**  o.e  o.e. they do not need to be simplified | | | |
| 1. **This is M1 M1 A1 A1 on ePen but is marked M1A1M1A1**   **M1:** Uses their equation in part(a) to **s**et up a matrix equation of the form,where “…” are numerical values.  **A1ft:** Correct matrix equation for their equations  **dM1**: Dependent on previous method mark. Writes and obtains at least one value of *C*, *D* or *H*. The inverse matrix need not be found, writing  is sufficient. A correct matrix equation followed by correct values implies this mark.  Condone  as long as they reach some values. The values imply the correct method  **Note:**    **A1:** Interprets the answer in the context of the question, minimum is *C* = 720, *D* = 40, *H* = 350 with their variables. Condone the variable not been defined for this mark if it is clear which variable belong to what course.  **Note:** they must be using a matrix equation to solve the equation to score any marks.  **Alternative approach**  For example  Equations simplifies to ,  and  which leads to then  **Note:** A 2 x 2 matrix is fine if it is appropriate for their equation.  **Special Case:** Forming an equation in one variable  **(a)(i)** **B1**: Hospitality = *x*, Construction = *x* + 370, Design = 740 – 2*x*  **(ii) M1M1A1**:  **(a)(i)** **B1**: Hospitality = *x* – 370, Construction = *x* , Design = 1480 – 2*x*  **(ii) M1M1A1**:  **(b) M0A0M0A0**: They have an equation and are not forming and solving a matrix equation | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** | **Scheme** | | **Marks** | **AOs** |
| **3(a)** | {So the result is true for } | | B1 | 2.2a |
| Assume true for  Or assume | | M1 | 2.4 |
| A correct method to find an expression for    or | | M1 | 1.1b |
| or | | A1 | 1.1b |
|  | | A1 | 2.1 |
| **If** true for **then** true for and as it is **true** for the statement is **true for** all(positive integers) ***n*** | | A1 | 2.4 |
|  | | **(6)** |  |
| **(b)(i)**  **(ii)** | or | | B1 | 1.1b |
| Uses | | M1 | 3.1a |
|  | | A1 | 1.1b |
|  | | M1 | 1.1b |
|  | | A1 | 1.1b |
|  | | **(5)** |  |
| **(11 marks)** | | | | |
| **Notes:** | | | | |
| **(a)**  **B1:** Shows that the result holds for . Must see substitution in the RHS minimum required isand reaches  **M1:** Assumes the result is true for some value of . Assume (true for)  is sufficient. Alternatively states assume  **M1:** Sets up a matrix multiplication of their assumed result multiplied by the original matrix, either way round. Allow a slip as long as the intention is clear.  **A1:** Achieves a correct un-simplified matrix  **A1:** Reaches a correct simplified matrix with **no errors, the correct un-simplified matrix seen previously and at least one intermediate line which must be correct.**  **A1:** Correct conclusion. This mark is dependent on all previous marks except B mark but *n* = 1 must have been attempted. It is gained by conveying the ideas of **all four bold** points either at the end of their solution or as a narrative in their solution. Condone | | | | |
| **(b)(i)**  **B1:** States correct determinant. This can be implied by a correct equation  **M1:** Correct method to find a value of *n* using which involves solving an index equation of the form  where *n* > 1  **A1:**  **(ii)**  **M1:** Sets up an equation by multiplying the matrix  by  setting equal to  and reaches a value for *a*. You may just see  Follow through on their value for *n*.  **A1:** | | | | |
| **Question** | **Scheme** | | **Marks** | **AOs** |
| **4(i)** | Or  where *a* and *b* are constants, the trig function must be evaluated | | M1 | 3.1a |
| Clearly show the method to find modulus **and** argument for    **and** | **Alternative 1**      **Alternative 2** | dM1 | 2.1 |
| \* | Therefore \* | A1\* | 1.1b |
|  | | **(3)** |  |
|  | **Alternative 3** | | M1 | 3.1a |
|  | | dM1 | 2.1 |
| \* | | A1\* | 1.1b |
|  | | **(3)** |  |
|  | **Alternative 4** | | M1 |  |
| Either  **and**  Or | | dM1 |  |
| \* | | A1\* |  |
|  | | **(3)** |  |
|  | **Alternative 5**  Uses geometry to show that form a right-angled triangle | | M1 | 3.1a |
|  | | dM1 | 1.1b |
| \* | | A1\* | 1.1b |
|  | | **(3)** |  |
| **(ii)** |  | | M1 | 3.1a |
|  | | M1 | 1.1b |
|  | | A1 | 1.1b |
|  | | **(3)** |  |
|  | **Alternative 1**  Gradient =   leading to  or      or | | M1 | 3.1a |
|  | | M1 | 1.1b |
|  | | A1 | 1.1b |
|  | | **(3)** |  |
|  | **Alternative 2**  Gradient =   leading to  Perpendicular line through the origin  and find the point of intersection of the two lines | | M1 | 3.1a |
| Finds the distance from the origin to their point of intersection | | M1 | 1.1b |
|  | | A1 | 1.1b |
|  | | **(3)** |  |
| **(6 marks)** | | | | |
| **Notes:** | | | | |
| **(i)**  **M1:** A complete method to find both and in the form and adds them together.  **dM1:** Dependent on previous method mark, finds the modulus and argument of . They must show their method, just stating modulus = 12 and argument =  is not sufficient as this is a show question.  **Alternative 1:** Factorises out 12 and find the argument  **Alternative 2:** uses  **A1\*:** Achieves the correct answer following no errors or omissions**.**  Alternatively shows that and concludes therefore \*  **Alternative 3**  **M1:** Factorises out 12 and writes in the form  **dM1:** Dependent on previous mark**.** Writes in the form  leading to the form  **A1\*:** Achieves the correct answer following no errors or omissions**.**  **Alternative 4**  **M1:** Factorises out 6 and writes in the form  **dM1:** Dependent on previous method mark, finds the modulus and argument of  or  leading to the form  **A1\*:** Achieves the correct answer following no errors or omissions**.**  **Alternative 5**  **M1:** Draws a diagram to show that and  form a right-angled triangle.  **dM1:** Dependent on previous method mark, finds the modulus and argument of  **A1\*:** Achieves the correct answer following no errors or omissions**.**  **Note:** Writing  therefore  with no diagram or finding  is **M0dM0A0** | | | | |
| **(ii)**  **M1**: Draws a diagram and recognises that the shortest distance will form a right-angled triangle.  **M1:** Uses trigonometry to find the shortest length.  **A1:** Correct exact value.  **Alternative 1**  **M1**: Finds the equation of the half-line by attempting *m* =  . Finds  in terms of *x*, differentiates, sets = 0 and finds the value of *x*.  **M1:** Uses their value of *x* to find the minimum value of  **A1:** Correct exact value.  **Alternative 2**  **M1**: Finds the equation of the half-line by attempting *m* =  . Finds the equation of the line perpendicular which passes through the origin. Finds the point of intersection of the lines  **M1:** Finds the distance from the origin to their point of intersection  **A1:** Correct exact value. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** | **Scheme** | | **Marks** | **AOs** |
| **5(a)** |  |  | M1 | 1.1b |
| Uses | | M1 | 2.1 |
| \* cso | | A1\* | 1.1b |
|  | | **(3)** |  |
| **(b)** | Using the answer to (a) | Restart | M1 | 3.1a |
|  |  | A1 | 1.1b |
| (or ) therefore, there are no stationary points  Alternatively,  leading to  which is impossible/undefined therefore there are no stationary points. | | A1 | 2.4 |
|  | | **(3)** |  |
| **(6 marks)** | | | | |
| **Notes:** | | | | |
| **(a)**  **M1:** Finds *x* in terms of *y* and differentiates  **M1:** Uses the trig identity  to express in terms of *x*. This may be seen in their derivative or stated on the side  **A1\*:** Correctly achieves the printed answer . cso | | | | |
| **(b)**  **M1:** Differentiates using the chain rule to achieve the correct form, condone  Note  is B0 for incorrect form  Alternatively restart, finds *x* in terms of *y* and differentiates  **A1:** Correct differentiation  **A1:** Follows correct differentiation. States that as  (or ) or no solutions to therefore there are no stationary points.  Alternatively,  leading to  which is impossible/undefined/error therefore there are no stationary points. Ignore any reference to the denominator = 0 | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Scheme** | **Marks** | **AOs** |
| **6(a)** |  | B1 | 3.1a |
| or | M1 | 3.1a |
| \* cso | A1\* | 1.1b |
|  | **(3)** |  |
| **(b)** |  | M1 | 1.1b |
|  | M1 | 1.1b |
|  | A1 | 1.1b |
|  | **(3)** |  |
|  | **Alternative** | M1 | 1.1b |
|  |  | M1 | 1.1b |
|  |  | A1 | 1.1b |
|  |  | **(3)** |  |
| **(c)** |  | M1  A1 | 1.1a  1.1b |
|  | dM1 | 1.1b |
|  | A1 | 1.1b |
|  |  | **(4)** |  |
| **Alt** | or substitutes in 1 | M1 | 1.1a |
|  | or | A1ft | 1.1b |
|  |  | dM1 | 1.1b |
|  |  | A1 | 1.1b |
|  |  |  |  |
| **(10 marks)** | | | |
| **Notes:** | | | |
| **(a)**  **B1:** Identifies the correct values for the sum and pair sum. This may be implied by substituting into an equation, it must be clear  **M1:** Uses the correct identity and values of their sum **and** their pair sum to find a value of *p*  **A1\*:**  cso there is no need to see a reason | | | |
| **(b)**  **M1:** Establishes a correct identity  **M1:** Uses their identity and their pair sum and their product of roots to find a value of *q*. Condone a slip but the intention must be clear.  **A1:**  Allow this mark from incorrect sign of both pair sum and product  **Alternative**  **M1:** Uses  the substitution  **M1:** Simplifies to an quartic equation of the form  and uses to find a value for *q*  **A1:** | | | |
| **(c)**  **M1:** Attempts to multiply out the three brackets.  **A1:** Correct expansion.  **dM1:** Dependent on previous method**.** Substitutes in the value of their sum, pair sum and the value of their product as appropriate. Condone a slip but the intention must be clear  **A1:** Correct value  **Alternative**  **M1**: Substitutes (*x* + 1) or *x* = 1 into the cubic with their value of *q*. Allow the use of different letters e.g. (*w* + 1)  **A1ft:** Correct constant terms, follow through on their value of *q*  **dM1:** Applies  **A1:** Correct value | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Scheme** | **Marks** | **AOs** |
| **7(a)** | or | M1 | 3.1a |
| or  or | A1 | 1.1b |
| For example        or    or    or | dM1 | 3.1a |
| therefore *A* \* | A1\* | 2.1 |
|  | **(4)** |  |
| **(b)** | Area bounded by the curve | M1 | 3.1a |
| or  or | A1 | 1.1b |
|  | dM1 | 1.1b |
| Area of triangle  The equation of the tangent is  then applies  Area bounded of triangle | M1 | 1.1b |
| Finds the required area = area of triangle – area bounded by the curve    May be seen within an integral | M1 | 3.1a |
| \* cso | A1\* | 2.1 |
|  | **(6)** |  |
| **Alternative**  Area bounded by the curve  let  Leading to | M1 | 3.1a |
|  | A1 | 1.1b |
| or | dM1 | 1.1b |
| Area of triangle | M1 | 1.1b |
| Finds the required area = area of triangle – area bounded by the curve | M1 | 3.1a |
| \* | A1\* | 2.1 |
|  | **(6)** |  |
| **(10 marks)** | | | |
| **Notes:** | | | |
| **(a)**  **M1:** Substitutes the equation of *C* intoand differentiates to the required form  **A1:** Fully correct differentiation  **dM1:** Dependent on previous method mark.Sets their  and uses correct trig identities to find a value for *θ*. Alternatively substitutes  into their  and shows equals 0.  **A1\*:** Shows that *r* = 2 and hence the polar coordinates  from correct working | | | |
| **(b)**  **M1:** Applies area  multiplies out, uses the identity to get into an integrable form **and** integrates. Condone missing , limits are not required for this mark  **A1:** Correct integration. Note may include θ – θ if the one’s were not cancelled earlier.  **dM1**: Dependent on the first method mark. Applies the limits of  and  and subtracts the correct way round. Since substitution of the limit is 0 so may be implied  **M1:** Correct method to find the area of triangle seen. This may be minimal but area = 1 only is M0, they need to show some method.  **M1:** Finds the required area = area of triangle – area bounded by the curve  **A1\*:** Correct answer, with no errors or omissions. cso  **Alternative**  **M1:** Applies area  multiplies out, uses the substitution  to get into an integrable form **and** integrates. Limits are not required for this mark  **A1:** Correct integration  **dM1**: Dependent on the first method mark. Applies the limits of *u* = 0 and *u* = 1 or substitutes back using  and uses the limits  and  and subtracts the correct way round. Since substitution of the limit is 0 so may be implied  **M1:** Correct method to find the area of triangle  **M1:** Finds the required area = area of triangle – area bounded by the curve  **A1\*:** Correct answer, with no errors or omissions. cso | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Scheme** | **Marks** | **AOs** |
| **8(a)** | A complete method to use the scalar product of the direction vectors and the angle 120° to form an equation in *a* | M1 | 3.1b |
|  | A1 | 1.1b |
|  | M1 | 1.1b |
|  | A1 | 2.2a |
|  | **(4)** |  |
| **(b)** | Any two of | M1 | 3.4 |
| Solves the equations to find a value of  **and** | M1 | 1.1b |
| or | dM1 | 1.1b |
| or | A1 | 1.1b |
| Checks the third equation e.g.    therefore **common point/intersect/consistent/tick**  or substitutes the values of  and into the relevant lines and achieves the same coordinate | B1 | 2.1 |
|  | **(5)** |  |
| **(c)** | Full attempt to find the minimum distance from the point of intersection (nest) to the plane (ground)  E.g. Minimum distance  **Alternatively**      Minimum distance | M1  A1ft | 3.1b  3.4 |
| or awrt 2.1 | A1 | 2.2b |
|  | **(3)** |  |
|  | **Alternative**  Find perpendicular distance from plane to the origin   shortest distance  Find perpendicular distance from the plane containing the point of intersection to the origin  shortest distance  Minimum distance = | M1  A1ft | 3.1b  3.4 |
| or awrt 2.1 | A1 | 2.2b |
|  | **(3)** |  |
| **(d)** | For example  Not reliable as the birds will not fly in a straight line  Not reliable as angle between flights paths will not always be 120°  Not reliable/reliable as the ground will not be flat/smooth  Not reliable as bird’s nest is not a point | B1 | 3.2b |
|  |  | **(1)** |  |
| **(13 marks)** | | | |
| **Notes:** | | | |
| **(a)**  **M1:** See scheme, allow a sign slip and cos 60  **A1:** Correct simplified equation in *a*, cos 120 must be evaluated to – ½ and dot product calculated  **Note:** If the candidate states either  or then has the equation  award this mark. If the module of the dot product is not seen then award A0 for this equation.  **dM1:** Solve a quadratic equation for *a*, by squaring and solving an equation of the form  where  **A1:** Deduces the correct value of *a* from a correct equation. Must be seen in part (a) using the angle between the lines.  **Alternative cross product method**  **M1:**  **A1:**  Then as above  **Note If they use the point of intersection to find a value for *a* this scores no marks** | | | |
| **(b)**  **M1:** Uses the model to write down any two correct equations  **M1:** Solve two equations simultaneously to find a value for and  **dM1**: Dependent on previous method mark. Substitutes and into a relevant equation. If no method shown two correct ordinates implies this mark.  **A1:** Correct coordinates. May be seen in part (c)  **B1**: Shows that the values of and give the same third coordinate or point of intersection and draws the conclusion that the **lines intersect/common point/consistent** or tick.  **Note:** If an incorrect value for *a* is found in part (a) but in part (b) they find that  this scores **B0** but all other marks are available | | | |
| **(c) This is M1M1A1 on ePen marking as M1 A1ft A1**  **M1:** Full attempt to find the minimum distance from a point to a plane. Condone a sign slip with the value of *d*.  **A1ft:** Following through on their point of intersection.Uses the model to find a correct expression for minimum distance from the nest to the ground  **A1:** Correct distance  **Alternative**  **M1:** Find the shortest distance from a point to plane by finding the perpendicular distance from the given plane to the origin and the perpendicular distance from the plane contacting their point of intersection to the origin and subtracts  **A1ft:** Following through on their point of intersection.Uses the model to find a correct expression for minimum distance from the nest to the ground  **A1:** Correct distance | | | |
| **(d)**  **B1:** Comments on one of the models   * Flight path of the birds modelled as a straight line * Angle between flight paths modelled as 120° * The bird’s nest is modelled as a point * Ground modelled as a plane   Then states unreliable  Any correct answer seen, ignore any other incorrect answers | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Scheme** | **Marks** | **AOs** |
| **9(a)(i)** | **Alternatively**  leading to | M1 | 1.1b |
| **Alternatively** | A1 | 2.1 |
|  | M1 | 2.1 |
| \* cso | A1\* | 1.1b |
|  | **(4)** |  |
| **(a)(ii)** |  | M1 | 1.1b |
|  | A1 | 1.1b |
|  |  | **(2)** |  |
| **Alternative 1**  using  leading to | M1 | 1.1b |
|  | A1 | 1.1b |
|  | **(2)** |  |
|  | **Alternative 2** | M1 | 1.1b |
|  |  | A1 | 1.1b |
|  |  | **(2)** |  |
| **Alternative 3**  Using leading to | M1 | 1.1b |
|  | A1 | 1.1b |
|  | **(2)** |  |
| **(b)** | When    Uses their values in the expansion | M1 | 1.1b |
| cso | A1 | 2.5 |
|  | **(2)** |  |
| **(8 marks)** | | | |
| **Notes:** | | | |
| **(a)(i)**  **M1:** Uses the chain rule and product rule to find the first and second derivatives which must be of the required form, condone sign slips  Alternatively uses the exponential definition and uses the chain rule and product rule to find the first and second derivatives which must be of the required form.  **A1:** Correct unsimplified first and second derivatives, may be in exponential form.  **M1:** Uses the identity  **A1\*:** Achieves the printed answer with no errors or omissions e.g. missing *x*’s | | | |
| **(a)(ii)**  **M1:** Uses the chain rule and product rule to find the third and fourth derivatives which must be of the required form, condone sign slips  **A1:** Correct fourth derivative, does not need to be simplified ISW  **Alternative 1**  **M1:** Using to find the third and fourth derivatives which must be of the required form, condone sign slips  **A1:** Correct fourth derivative, does not need to be simplified ISW  **Alternative 2**  **M1:** Using  leading to    **A1:** Correct fourth derivative, does not need to be simplified ISW  **Alternative 3**  **M1:** Uses the exponential definition and uses the chain rule and product rule to find the third and fourth derivatives which must be of the required form.  **A1:** Correct fourth derivative, does not need to be simplified ISW | | | |
| **(b)**  **M1:** Attempts the evaluation of all four of their derivatives at *x* = 0 and applies the Maclaurin formula with their values. Note that andmay be implied as they will have a multiple of sinh0. If their  they allow this mark for their first 3 non-zero terms  **A1:** Correct simplified expansion from correct derivatives cso | | | |