#### AS Further Mathematics 8FM0/01

#### Specimen Paper 1 - Core Pure Mathematics Mark Scheme

Question	Scheme	Marks	AOs
1(a)	$\mathbf{M} = \mathbf{QP} = \begin{pmatrix} -1 & 0 \\ 0 & 1 \end{pmatrix} \times \frac{1}{2} \begin{pmatrix} 1 & \sqrt{3} \\ -\sqrt{3} & 1 \end{pmatrix}$	М1	1.1a
	$= \begin{pmatrix} -\frac{1}{2} & -\frac{\sqrt{3}}{2} \\ -\frac{\sqrt{3}}{2} & \frac{1}{2} \end{pmatrix} \text{ or } \frac{1}{2} \begin{pmatrix} -1 & -\sqrt{3} \\ -\sqrt{3} & 1 \end{pmatrix}$	A1	1.15
		(2)	
(ъ)	$\begin{bmatrix} -\frac{1}{2} & -\frac{\sqrt{3}}{2} \\ -\frac{\sqrt{3}}{2} & \frac{1}{2} \end{bmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} x \\ y \end{pmatrix} \Rightarrow -\frac{1}{2}x - \frac{\sqrt{3}}{2}y = x \text{ and } -\frac{\sqrt{3}}{2}x + \frac{1}{2}y = y$	М1	3.1a
	$\Rightarrow -y\sqrt{3} = 3x \text{ and } y = -x\sqrt{3}$	M1	1.16
	First equation gives $y = -\frac{3x}{\sqrt{3}} = -x\sqrt{3}$ , so equations are the same, hence M fixes all points on the line $y = -x\sqrt{3}$ .	Alft	2.1
		(3)	

(5 marks)

#### Notes:

(m)

- M1: Attempts the multiplication of the matrices the correct way round. If no working shown, needs correct answer to imply the method.
- A1: Correct matrix.

**(b)** 

- M1: Extracts simultaneous equations using their matrix M, or using  $M^{-1}$  from  $X = M^{-1}X$ .
- M1: Gathers terms from their two equations.
- Alft: Shows the equations are consistent and deduces the correct line. Accept equivalent equations as long as both have been shown to be the same. Follow through only on an incorrect order of matrices from part (a). If wrong order of matrices is used in (a) the equation will end up being  $\psi = x\sqrt{3}$ .
- ALT (b)
- M1: Identifies P is a rotation (through + clockwise) AND Q is a reflection (in the y-axis).
- M1: Hence deduce s M is a reflection (through line at angle f to the N-axis) and so has a line of fixed points.
- Alfr: All reasoning correct (including correct reflections/rotations if stated) and identifies the equation of the line. Follow through as above.

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# **Table of Contents May 2013 Core 1 Maths Mark Scheme**

- 1. Understanding the eBook May 2013 Core 1 Maths Mark Scheme
  - o The Rise of Digital Reading May 2013 Core 1 Maths Mark Scheme
  - Advantages of eBooks Over Traditional Books
- 2. Identifying May 2013 Core 1 Maths Mark Scheme
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an May 2013 Core 1 Maths Mark Scheme
  - User-Friendly Interface
- 4. Exploring eBook Recommendations from May 2013 Core 1 Maths Mark Scheme
  - Personalized Recommendations
  - May 2013 Core 1 Maths Mark Scheme User Reviews and Ratings
  - May 2013 Core 1 Maths Mark Scheme and Bestseller Lists
- 5. Accessing May 2013 Core 1 Maths Mark Scheme Free and Paid eBooks
  - May 2013 Core 1 Maths Mark Scheme Public Domain eBooks
  - May 2013 Core 1 Maths Mark Scheme eBook Subscription Services
  - May 2013 Core 1 Maths Mark Scheme Budget-Friendly Options

- 6. Navigating May 2013 Core 1 Maths Mark Scheme eBook Formats
  - o ePub, PDF, MOBI, and More
  - May 2013 Core 1 Maths Mark Scheme Compatibility with Devices
  - May 2013 Core 1 Maths Mark Scheme Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of May 2013 Core 1 Maths Mark Scheme
  - Highlighting and Note-Taking May 2013 Core 1 Maths Mark Scheme
  - o Interactive Elements May 2013 Core 1 Maths Mark Scheme
- 8. Staying Engaged with May 2013 Core 1 Maths Mark Scheme
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers May 2013 Core 1 Maths Mark Scheme
- 9. Balancing eBooks and Physical Books May 2013 Core 1 Maths Mark Scheme
  - $\circ$  Benefits of a Digital Library
  - o Creating a Diverse Reading Collection May 2013 Core 1 Maths Mark Scheme
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine May 2013 Core 1 Maths Mark Scheme
  - Setting Reading Goals May 2013 Core 1 Maths Mark Scheme
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of May 2013 Core 1 Maths Mark Scheme
  - Fact-Checking eBook Content of May 2013 Core 1 Maths Mark Scheme
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements

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