Y1P11 XMQs and MS

(Total: 34 marks)

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1. P2_2018      Q2 .  5 marks - Y1P11 Vectors

2. P2_2020      Q2 .  3 marks - Y1P11 Vectors

3. P1(AS)_2018  Q3 .  4 marks - Y1P11 Vectors

4. P1(AS)_2019  Q16.  5 marks - Y1P11 Vectors

5. P1(AS)_2020  Q2 .  6 marks - Y1P11 Vectors

6. P1(AS)_2021  Q4 .  5 marks - Y1P11 Vectors

7. P1(AS)_2022  Q3 .  6 marks - Y1P11 Vectors
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2. Relative to a fixed origin O,

the point A has position vector $(2\mathbf{i} + 3\mathbf{j} - 4\mathbf{k})$,

the point B has position vector $(4\mathbf{i} - 2\mathbf{j} + 3\mathbf{k})$,

and the point C has position vector $(a\mathbf{i} + 5\mathbf{j} - 2\mathbf{k})$, where a is a constant and $a < 0$

D is the point such that $\overrightarrow{AB} = \overrightarrow{BD}$.

(a) Find the position vector of D.

(2)

Given $|\overrightarrow{AC}| = 4$

(b) find the value of a.

(3)

Question	Scheme	Marks	AOs
2	$\overrightarrow{OA} = 2\mathbf{i} + 3\mathbf{j} - 4\mathbf{k}$, $\overrightarrow{OB} = 4\mathbf{i} - 2\mathbf{j} + 3\mathbf{k}$, $\overrightarrow{OC} = a\mathbf{i} + 5\mathbf{j} - 2\mathbf{k}$, $a < 0$ $\overrightarrow{AB} = \overrightarrow{BD}$, $\lvert\overrightarrow{AB}\rvert = 4$		
(a)	E.g. $\overrightarrow{OD} = \overrightarrow{OB} + \overrightarrow{BD} = \overrightarrow{OB} + \overrightarrow{AB}$ **or** $\overrightarrow{OD} = \overrightarrow{OB} + \overrightarrow{BD} = \overrightarrow{OB} + \overrightarrow{AB} = \overrightarrow{OB} + \overrightarrow{OB} - \overrightarrow{OA} = 2\overrightarrow{OB} - \overrightarrow{OA}$ **or** $\overrightarrow{OD} = \overrightarrow{OB} + \overrightarrow{BD} = \overrightarrow{OB} + \overrightarrow{AB} = \overrightarrow{OA} + \overrightarrow{AB} + \overrightarrow{AB} = \overrightarrow{OA} + 2\overrightarrow{AB}$		
	$= \begin{pmatrix} 4 \\ -2 \\ 3 \end{pmatrix} + \begin{pmatrix} 4 \\ -2 \\ 3 \end{pmatrix} - \begin{pmatrix} 2 \\ 3 \\ -4 \end{pmatrix} \left\{ = \begin{pmatrix} 4 \\ -2 \\ 3 \end{pmatrix} + \begin{pmatrix} 2 \\ -5 \\ 7 \end{pmatrix} \right\}$ **or** $= \begin{pmatrix} 2 \\ 3 \\ -4 \end{pmatrix} + 2\left(\begin{pmatrix} 4 \\ -2 \\ 3 \end{pmatrix} - \begin{pmatrix} 2 \\ 3 \\ -4 \end{pmatrix}\right) \left\{ = \begin{pmatrix} 2 \\ 3 \\ -4 \end{pmatrix} + 2\begin{pmatrix} 2 \\ -5 \\ 7 \end{pmatrix} \right\}$	M1	3.1a
	$= \begin{pmatrix} 6 \\ -7 \\ 10 \end{pmatrix}$ or $6\mathbf{i} - 7\mathbf{j} + 10\mathbf{k}$	A1	1.1b
		(2)	
(b)	$(a-2)^2 + (5-3)^2 + (-2--4)^2$	M1	1.1b
	$\left\{\lvert\overrightarrow{AC}\rvert = 4 \Rightarrow\right\} (a-2)^2 + (5-3)^2 + (-2--4)^2 = (4)^2$ $\Rightarrow (a-2)^2 = 8 \Rightarrow a = \ldots$ **or** $\Rightarrow a^2 - 4a - 4 = 0 \Rightarrow a = \ldots$	dM1	2.1
	(as $a < 0 \Rightarrow$) $a = 2 - 2\sqrt{2}$ (or $a = 2 - \sqrt{8}$)	A1	1.1b
		(3)	
			(5 marks)

Notes for Question 2

(a)	
M1:	Complete ***applied*** strategy to find a vector expression for $\overrightarrow{OD}$
A1:	See scheme
Note:	Give M0 for subtracting the wrong way wrong to give e.g. $(4\mathbf{i} - 2\mathbf{j} + 3\mathbf{k}) + (2\mathbf{i} + 3\mathbf{j} - 4\mathbf{k}) - (4\mathbf{i} - 2\mathbf{j} + 3\mathbf{k}) = (4\mathbf{i} - 2\mathbf{j} + 3\mathbf{k}) + (-2\mathbf{i} + 5\mathbf{j} - 7\mathbf{k}) = (2\mathbf{i} + 3\mathbf{j} - 4\mathbf{k})$
Note:	Writing e.g. $\overrightarrow{OD} = \overrightarrow{OB} + \overrightarrow{AB}$ or $\overrightarrow{OD} = 2\overrightarrow{OB} - \overrightarrow{OA}$ with no other work is M0
Note:	Finding ***coordinates***, i.e. $(6, -7, 10)$ without reference to the correct position vectors is A0
Note:	Allow M1A1 for writing down $6\mathbf{i} - 7\mathbf{j} + 10\mathbf{k}$ with no working
Note:	M1 can be implied for at least two correct components in their position vector of D
(b)	
M1:	Finds the difference between $\overrightarrow{OA}$ and $\overrightarrow{OC}$, then squares and adds each of the 3 components **Note:** Ignore labelling
dM1:	Complete method of ***correctly*** applying Pythagoras' Theorem on $\lvert\overrightarrow{AC}\rvert = 4$ and using a correct method of solving their resulting quadratic equation to find at least one of $a = \ldots$
Note:	Condone at least one of either awrt 4.8 or awrt -0.83 for the dM mark
A1:	Obtains **only one** exact value, $a = 2 - 2\sqrt{2}$
Note:	Writing $a = 2 \pm 2\sqrt{2}$, without evidence of rejecting $a = 2 + 2\sqrt{2}$ is A0
Note:	Allow exact alternatives such as $2 - \sqrt{8}$ or $\frac{4 - \sqrt{32}}{2}$ for A1, and isw can be applied
Note:	Writing $a = -0.828...$, without reference to a correct exact value is A0

2. Relative to a fixed origin, points P, Q and R have position vectors $\mathbf{p}$, $\mathbf{q}$ and $\mathbf{r}$ respectively.

Given that

- P, Q and R lie on a straight line
- Q lies one third of the way from P to R

show that

$$\mathbf{q} = \frac{1}{3}(\mathbf{r} + 2\mathbf{p})$$

(3)

Question Number	Scheme	Marks	AO's
2	Attempts any one of $\left(\pm\overrightarrow{PQ}=\right)\pm(\mathbf{q}-\mathbf{p}),\ \left(\pm\overrightarrow{PR}=\right)\pm(\mathbf{r}-\mathbf{p}),\ \left(\pm\overrightarrow{QR}=\right)\pm(\mathbf{r}-\mathbf{q})$ Or e.g. $\left(\pm\overrightarrow{PQ}=\right)\pm\left(\overrightarrow{OQ}-\overrightarrow{OP}\right),\ \left(\pm\overrightarrow{PR}=\right)\pm\left(\overrightarrow{OR}-\overrightarrow{OP}\right),\ \left(\pm\overrightarrow{QR}=\right)\pm\left(\overrightarrow{OR}-\overrightarrow{OQ}\right)$	M1	1.1b
	Attempts e.g. $\mathbf{r}-\mathbf{q}=2(\mathbf{q}-\mathbf{p})$ $\mathbf{r}-\mathbf{p}=3(\mathbf{q}-\mathbf{p})$ $\frac{2}{3}(\mathbf{q}-\mathbf{p})=\frac{1}{3}(\mathbf{r}-\mathbf{q})$ $\mathbf{q}=\mathbf{p}+\frac{1}{3}(\mathbf{r}-\mathbf{p})$ $\mathbf{q}=\mathbf{r}+\frac{2}{3}(\mathbf{p}-\mathbf{r})$	dM1	3.1a
	E.g. $\Rightarrow \mathbf{r}-\mathbf{q}=2\mathbf{q}-2\mathbf{p}\Rightarrow 2\mathbf{p}+\mathbf{r}=3\mathbf{q}\Rightarrow \mathbf{q}=\frac{1}{3}(\mathbf{r}+2\mathbf{p})$ *	A1*	2.1
		(3)	
			(3 marks)

Notes:

M1: Attempts any of the relevant vectors by subtracting either way around. This may be implied by sight of any one of $\pm(\mathbf{q}-\mathbf{p}),\ \pm(\mathbf{r}-\mathbf{p}),\ \pm(\mathbf{r}-\mathbf{q})$ ignoring how they are labelled

dM1: Uses the given information and writes it correctly in vector form that if rearranged would give the printed answer

A1*: Fully correct work leading to the given answer. Allow OQ = … as long as OQ has been defined as **q** earlier.

In the working allow use of P instead of **p** and Q instead of **q** as long as the intention is clear.

3. Given that the point A has position vector $4\mathbf{i} - 5\mathbf{j}$ and the point B has position vector $-5\mathbf{i} - 2\mathbf{j}$,

(a) find the vector $\overrightarrow{AB}$,

(2)

(b) find $|\overrightarrow{AB}|$.

Give your answer as a simplified surd.

(2)

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Question	Scheme	Marks	AOs
3(a)	Attempts $\overrightarrow{AB}=\overrightarrow{OB}-\overrightarrow{OA}$ or similar	M1	1.1b
	$\overrightarrow{AB}=-9\mathbf{i}+3\mathbf{j}$	A1	1.1b
		(2)	
(b)	Finds length using 'Pythagoras' $\lvert AB\rvert=\sqrt{(-9)^2+(3)^2}$	M1	1.1b
	$\lvert AB\rvert=3\sqrt{10}$	A1ft	1.1b
		(2)	
		(4 marks)	

Notes

(a)

M1: Attempts subtraction either way around.

This may be implied by one correct component $\overrightarrow{AB}=\pm 9\mathbf{i}\pm 3\mathbf{j}$

There must be some attempt to write in vector form.

A1: cao (allow column vector notation but not the coordinate)

Correct notation should be used. Accept $-9\mathrm{i}+3\mathrm{j}$ or $\begin{pmatrix}-9\\3\end{pmatrix}$ but not $\begin{pmatrix}-9\mathrm{i}\\3\mathrm{j}\end{pmatrix}$

(b)

M1: Correct use of Pythagoras theorem or modulus formula using their answer to (a)

Note that $\lvert AB\rvert=\sqrt{(9)^2+(3)^2}$ is also correct.

Condone missing brackets in the expression $\lvert AB\rvert=\sqrt{-9^2+(3)^2}$

Also allow a restart usually accompanied by a diagram.

A1ft: $\lvert AB\rvert=3\sqrt{10}$ ft from their answer to (a) as long as it has both an **i** and **j** component.

It must be simplified, if appropriate. Note that $\pm 3\sqrt{10}$ would be M1 A0

Note that, in cases where there is no working, the correct answer implies M1A1 in each part of this question

16. (i) Two non-zero vectors, **a** and **b**, are such that

$$|\mathbf{a} + \mathbf{b}| = |\mathbf{a}| + |\mathbf{b}|$$

Explain, geometrically, the significance of this statement.

(1)

(ii) Two different vectors, **m** and **n**, are such that $|\mathbf{m}| = 3$ and $|\mathbf{m} - \mathbf{n}| = 6$
The angle between vector **m** and vector **n** is 30°

Find the angle between vector **m** and vector **m** – **n**, giving your answer, in degrees, to one decimal place.

(4)

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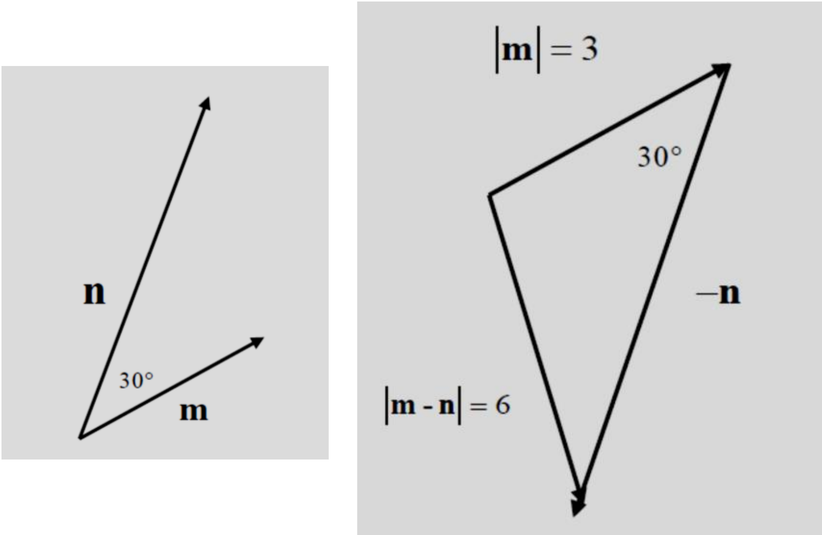
Question	Scheme	Marks	AOs
16(i)	Explains that **a** and **b** lie in the same direction oe	B1	2.4
		(1)	
(ii)		M1	1.1b
	Attempts $\frac{\sin 30°}{6} = \frac{\sin\theta}{3}$	M1	3.1a
	$\theta = \text{awrt } 14.5°$	A1	1.1b
	Angle between vector $\mathbf{m}$ and vector $\mathbf{m} - \mathbf{n}$ is awrt $135.5°$	A1	3.2a
		(4)	
			(5 marks)

Notes

(i)

B1: Accept any valid response E.g The lines are collinear. Condone "They are parallel"
Mark positively. ISW after a correct answer
Do not accept "the length of line a +b is the same as the length of line a + the length of line b
Do not accept $|\mathbf{a}|$ and $|\mathbf{b}|$ are parallel.

(ii)

M1: A triangle showing 3, 6 and $30°$ in the correct positions.
Look for 6' opposite $30°$ with another side of 3.
Condone the triangle not being obtuse angled and not being to scale.
Do not condone negative lengths in the tringle. This would automatically be M0

M1: Correct sine rule statement with the sides and angles in the correct positions.
If a triangle is drawn then the angles and sides must be in the correct positions.
This is not dependent so allow recovery from negative lengths in the triangle.
If the candidate has not drawn a diagram then correct sine rule would be M1 M1
Do not accept calculations where the sides have a negative length. Eg $\frac{\sin 30°}{6} = \frac{\sin\theta}{-3}$ is M0

A1: $\theta = \text{awrt } 14.5°$

A1: CSO awrt $135.5°$

2. [*In this question the unit vectors* **i** *and* **j** *are due east and due north respectively*.]

A coastguard station O monitors the movements of a small boat.

At 10:00 the boat is at the point $(4\mathbf{i} - 2\mathbf{j})$ km relative to O.

At 12:45 the boat is at the point $(-3\mathbf{i} - 5\mathbf{j})$ km relative to O.

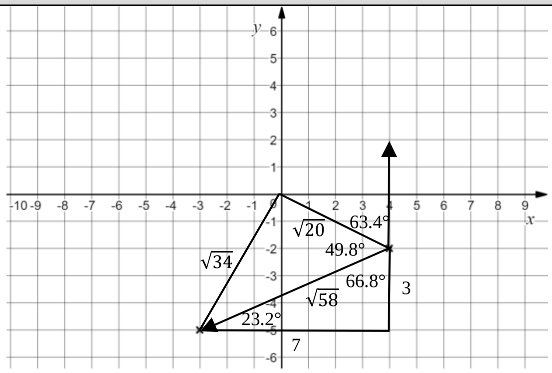
The motion of the boat is modelled as that of a particle moving in a straight line at constant speed.

(a) Calculate the bearing on which the boat is moving, giving your answer in degrees to one decimal place.

(3)

(b) Calculate the speed of the boat, giving your answer in km h^{-1}

(3)

Question	Scheme	Marks	AOs
2(a)			
	Attempts to find an "allowable" angle Eg $\tan\theta = \frac{7}{3}$	M1	1.1b
	A full attempt to find the bearing Eg $180° + "67°"$	dM1	3.1b
	Bearing = awrt $246.8°$	A1	1.1b
		(3)	
(b)	Attempts to find the distance travelled = $\sqrt{(4--3)^2+(-2+5)^2} = \left(\sqrt{58}\right)$	M1	1.1b
	Attempts to find the speed = $\frac{\sqrt{58}}{2.75}$	dM1	3.1b
	= awrt 2.77 km h^{-1}	A1	1.1b
		(3)	
			(6 marks)

Notes: Score these two parts together.

(a)

M1: Attempts an allowable angle. (Either the "66.8" , "23.2" or ("49.8" and "63.4"))

$\tan\theta = \pm\frac{7}{3}$, $\tan\theta = \pm\frac{3}{7}$, $\tan\theta = \pm\frac{-2--5}{4--3}$ etc

There must be an attempt to subtract the coordinates (seen or applied at least once)

If part (b) is attempted first, look for example for $\sin\theta = \pm\frac{7}{"\sqrt{58}"}$, $\cos\theta = \pm\frac{7}{"\sqrt{58}"}$, etc

They may use the cosine rule and trigonometry to find the two angles in the scheme. See above. Eg award for $\cos\theta = \frac{"58"+"20"-"34"}{2\times"\sqrt{58}"\times"\sqrt{20}"}$ **and** $\tan\theta = \pm\frac{4}{2}$ or equivalent.

dM1: A full attempt to find the bearing. $180° + \arctan\frac{7}{3}$, $270° - \arctan\frac{3}{7}$, $360° - "49.8°" - "63.4°"$. It is dependent on the previous method mark.

A1: Bearing = awrt $246.8°$ oe. Allow S $66.8°$ W

(b)

M1: Attempts to find the distance travelled. Allow for $d^2 = (4 - -3)^2 + (-2 + 5)^2$

You may see this on a diagram and allow if they attempt to find the magnitude from their "resultant vector" found in part (a).

dM1: Attempts to find the speed. There must have been an attempt to find the distance using the coordinates and then divide it by 2.75. Alternatively they could find the speed in km min^{-1} and then multiply by 60

A1: awrt 2.77 km h^{-1}

4. [*In this question the unit vectors* **i** *and* **j** *are due east and due north respectively*.]

A stone slides horizontally across ice.

Initially the stone is at the point $A(-24\mathbf{i} - 10\mathbf{j})$ m relative to a fixed point O.

After 4 seconds the stone is at the point $B(12\mathbf{i} + 5\mathbf{j})$ m relative to the fixed point O.

The motion of the stone is modelled as that of a particle moving in a straight line at constant speed.

Using the model,

(a) prove that the stone passes through O,

(2)

(b) calculate the speed of the stone.

(3)

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Question	Scheme	Marks	AOs
4(a)	Attempts to compare the two position vectors. Allow an attempt using two of $\overrightarrow{AO}, \overrightarrow{OB}$ or $\overrightarrow{AB}$ E.g. $(-24\mathbf{i}-10\mathbf{j}) = -2\times(12\mathbf{i}+5\mathbf{j})$	M1	1.1b
	Explains that as $\overrightarrow{AO}$ is parallel to $\overrightarrow{OB}$ (and the stone is travelling in a straight line) the stone passes through the point *O*.	A1	2.4
		(2)	
(b)	Attempts distance $AB = \sqrt{(12+24)^2+(10+5)^2}$	M1	1.1b
	Attempts speed = $\dfrac{\sqrt{(12+24)^2+(10+5)^2}}{4}$	dM1	3.1a
	Speed = 9.75 ms^{-1}	A1	3.2a
		(3)	
			(5 marks)
Alt(a)	Attempts to find the equation of the line which passes through *A* and *B* E.g. $y-5=\dfrac{5+10}{12+24}(x-12)$ $\left(y=\dfrac{5}{12}x\right)$	M1	1.1b
	Shows that when $x=0$, $y=0$ and concludes the stone passes through the point *O*.	A1	2.4

Notes

(a)

M1: Attempts to compare the two position vectors. Allow an attempt using two of $\overrightarrow{AO}, \overrightarrow{OB}$ or $\overrightarrow{AB}$ either way around.
E.g. States that $(-24\mathbf{i}-10\mathbf{j}) = -2\times(12\mathbf{i}+5\mathbf{j})$
Alternatively, allow an attempt finding the gradient using any two of *AO*, *OB* or *AB*

Alternatively attempts to find the equation of the line through *A* and *B* proceeding as far as $y=...x$ Condone sign slips.

A1: States that as $\overrightarrow{AO}$ is parallel to $\overrightarrow{OB}$ or as *AO* is parallel to *OB* (and the stone is travelling in a straight line) the stone passes through the point *O*. Alternatively, shows that the point $(0,0)$ is on the line and concludes (the stone) passes through the point *O*.

(b)

M1: Attempts to find the distance *AB* using a correct method.
Condone slips but expect to see an attempt at $\sqrt{a^2+b^2}$ where *a* or *b* is correct

dM1: Dependent upon the previous mark. Look for an attempt at $\dfrac{\text{distance } AB}{4}$

A1: 9.75 ms^{-1} Requires units

3. The triangle PQR is such that $\overrightarrow{PQ} = 3\mathbf{i} + 5\mathbf{j}$ and $\overrightarrow{PR} = 13\mathbf{i} - 15\mathbf{j}$

(a) Find $\overrightarrow{QR}$

(2)

(b) Hence find $|\overrightarrow{QR}|$ giving your answer as a simplified surd.

(2)

The point S lies on the line segment QR so that $QS : SR = 3 : 2$

(c) Find $\overrightarrow{PS}$

(2)

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Question	Scheme	Marks	AOs
3(a)	$\overrightarrow{QR}=\overrightarrow{PR}-\overrightarrow{PQ}=13\mathbf{i}-15\mathbf{j}-(3\mathbf{i}+5\mathbf{j})$	M1	1.1a
	$=10\mathbf{i}-20\mathbf{j}$	A1	1.1b
		(2)	
(b)	$\left\lvert\overrightarrow{QR}\right\rvert=\sqrt{"10"^2+"(-20)"^2}$	M1	2.5
	$=10\sqrt{5}$	A1ft	1.1b
		(2)	
(c)	$\overrightarrow{PS}=\overrightarrow{PQ}+\frac{3}{5}\overrightarrow{QR}=3\mathbf{i}+5\mathbf{j}+\frac{3}{5}("10\mathbf{i}-20\mathbf{j}")=...$ or $\overrightarrow{PS}=\overrightarrow{PR}+\frac{2}{5}\overrightarrow{RQ}=13\mathbf{i}-15\mathbf{j}+\frac{2}{5}("-10\mathbf{i}+20\mathbf{j}")=...$	M1	3.1a
	$=9\mathbf{i}-7\mathbf{j}$	A1	1.1b
		(2)	
		(6 marks)	

Notes

(a)

M1: Attempts subtraction either way round. This cannot be awarded for adding the two vectors. If no method shown it may be implied by one correct component. eg $10\mathbf{i}-10\mathbf{j}$ on its own can score M1.

A1: Correct answer. Allow $10\mathbf{i}-20\mathbf{j}$ and $\begin{pmatrix}10\\-20\end{pmatrix}$ but not $\begin{pmatrix}10\mathbf{i}\\-20\mathbf{j}\end{pmatrix}$

(b)

M1: Correct use of Pythagoras. Attempts to "square and add" before square rooting. The embedded values are sufficient. Follow through on their $\overrightarrow{QR}$

A1ft: $10\sqrt{5}$ following (a) of the form $\pm10\mathbf{i}\pm20\mathbf{j}$

(c)

M1: Full attempt at finding a $\overrightarrow{PS}$. They must be attempting $\overrightarrow{PQ}\pm\frac{3}{5}\overrightarrow{QR}$ or

$\overrightarrow{PS}=\overrightarrow{PR}\pm\frac{2}{5}\overrightarrow{RQ}$ but condone arithmetical slips after that.

Cannot be scored for just stating eg $\overrightarrow{PQ}\pm\frac{3}{5}\overrightarrow{QR}$

Follow through on their $\overrightarrow{QR}$. Terms do not need to be collected for this mark. If no method shown it may be implied by one correct component following through on their $\overrightarrow{QR}$

A1: Correct vector as shown. Allow $9\mathbf{i}-7\mathbf{j}$ and $\begin{pmatrix}9\\-7\end{pmatrix}$.

Only withhold the mark for $\begin{pmatrix}9\mathbf{i}\\-7\mathbf{j}\end{pmatrix}$ if the mark has not already been withheld in (a) for $\begin{pmatrix}10\mathbf{i}\\-20\mathbf{j}\end{pmatrix}$

Alt (c) (Expressing $\overrightarrow{PS}$ in terms of the given vectors) They must be attempting $\frac{2}{5}\overrightarrow{PQ}+\frac{3}{5}\overrightarrow{PR}$

M1: $(\overrightarrow{PS}=\overrightarrow{PQ}+\frac{3}{5}\overrightarrow{QR}=\overrightarrow{PQ}+\frac{3}{5}(\overrightarrow{PR}-\overrightarrow{PQ}))$

$\Rightarrow \frac{2}{5}\overrightarrow{PQ}+\frac{3}{5}\overrightarrow{PR}=\frac{2}{5}(3\mathbf{i}+5\mathbf{j})+\frac{3}{5}(13\mathbf{i}-15\mathbf{j})= \ldots$

A1: Correct vector as shown. Allow $9\mathbf{i}-7\mathbf{j}$ and $\begin{pmatrix}9\\-7\end{pmatrix}$.

Only withhold the mark for $\begin{pmatrix}9\mathbf{i}\\-7\mathbf{j}\end{pmatrix}$ if the mark has not already been withheld in (a) for $\begin{pmatrix}10\mathbf{i}\\-20\mathbf{j}\end{pmatrix}$