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| Q | Scheme | Marks | AOs | Pearson Progression Step and Progress Descriptor |
| **1** | States or implies that | **M1** | 1.1b | 2nd  Calculate the argument of a complex number |
| Uses the definition of argument to write | **M1** | 2.2a |
| Makes an attempt to solve for *k*, for example 4 + *k* = 2*k* – 2 is seen. | **M1** | 1.1b |
| Finds *k* = 6 | **A1** | 1.1b |
| (4 marks) | | | | |
| Notes | | | | |

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| Q | Scheme | Marks | AOs | Pearson Progression Step and Progress Descriptor |
| **2a** | Finds *r* = 12, using | **M1** | 2.2a | 2nd  Write complex numbers in modulus–argument form, i.e. convert from the cartesian form to modulus–argument form |
| Finds . Likely states  and then deduces | **M1** | 2.2a |
| Writes | **A1** | 2.2a |
|  | **(3)** |  |  |
| **2b** | States . Award one method mark for  seen and one method mark for  or seen. | **M2** | 2.2a | 4th  Find the modulus and argument of quotients of complex numbers |
| States a fully correct answer: | **A1** | 1.1b |
|  | **(3)** |  |  |
| (6 marks) | | | | |
| **Notes** | | | | |

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| Q | Scheme | | | Marks | AOs | Pearson Progression Step and Progress Descriptor |
| **3a** | Deduces that the midpoint of (−8, 6) and (4, −2) is (−2, 2) | | | **M1** | 2.2a | 5th  Represent perpendicular bisectors as loci on an Argand diagram |
| Calculates that the slope of the line joining (−8, 6) and (4, −2) is | | | **M1** | 1.1b |
| Deduces that the slope of the perpendicular bisector is | | | **M1** | 2.2a |
| Finds the correct equation of the locus (perpendicular bisector): | | | **A1** | 1.1b |
|  | | | **(4)** |  |  |
| **3b** | **Figure 2**  \\192.168.1.10\TypeSetting\Silicon Chips\Pearson_Word Project\Common\Artwork\alevel_unittests_cp1_aw2.png­ | | Draws a straight line with a positive slope. | **M1** | 1.1b | 5th  Represent perpendicular bisectors as loci on an Argand diagram |
| Fully correct answer with (0, 5) and  labelled. | **A1** | 1.1b |
|  | | | **(2)** |  |  |
| **3c** | Demonstrates an understanding of the need to find the point of intersection of  and | | | **M1** | 2.2a | 6th  Solve geometry problems using loci on an Argand diagram |
| Solves to find  and | | | **M1** | 1.1b |
| Finds the distance: | | | **A1** | 2.1 |
|  | | | **(3)** |  |  |
| (9 marks) | | | | | | |
| Notes  **3a** An alternative algebraic approach is acceptable. | | | | | | |
| Q | Scheme | | | Marks | AOs | Pearson Progression Step and Progress Descriptor |
| **4a** | **Figure 3**  \\192.168.1.10\TypeSetting\Silicon Chips\Pearson_Word Project\Common\Artwork\alevel_unittests_cp1_aw3.png | Circle drawn with centre (6, 1). | | **M1** | 1.1b | 5th  Represent circles as loci on an Argand diagram |
| Circle should clearly cross the real axis and not touch the imaginary axis. | | **A1** | 2.2a |
|  | | | **(2)** |  |  |
| **4b** | Draws a line from the point (11, 10) that is tangential to the circle with centre (6, 1) and radius 5. | | | **M1** | 2.2a | 5th  Represent half-lines as loci on an Argand diagram |
| States or implies that length of the opposite side is 5 (the radius of the circle). | | | **M1** | 1.1b |
| Calculates the length of the hypotenuse of this triangle is . | | | **M1** | 1.1b |
| Deduces that | | | **M1** | 1.1b |
| **Figure 4** | Clearly explains that the minimum angle is with explanation referring to a diagram or providing a clear explanation. For example, as shown in the diagram opposite. | | **A1** | 2.1 |
|  | | | **(5)** |  |  |
| (7 marks) | | | | | | |
| Notes | | | | | | |

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| Q | Scheme | | Marks | AOs | Pearson Progression Step and Progress Descriptor |
| **5** | **Figure 5**  *\\192.168.1.10\TypeSetting\Silicon Chips\Pearson_Word Project\Common\Artwork\alevel_unittests_cp1_aw5.png* | Circle drawn with centre (1, 3). | **M1** | 1.1b | 6th  Solve geometry problems using regions on an Argand diagram |
| Circle should just touch the real axis and clearly cross the imaginary axis. | **A1** | 1.1b |
| Points (−2, −2) and (−2, 4) indicated on the diagram. | **M1\*** | 1.1b |
| Line drawn at *y* = 1. | **A1** | 2.2a |
| Shades correct region. | **M1** | 3.1a |
| Fully correct solution. | **A1** | 1.1b |
| (6 marks) | | | | | |
| Notes  **5** Award the method mark providing the line *y* = 1 is drawn correctly, even if the points (−2, −2) and (−2, 4) are not indicated. | | | | | |

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| Q | Scheme | | Marks | AOs | Pearson Progression Step and Progress Descriptor |
| **6** | **Figure 6**  *\\192.168.1.10\TypeSetting\Silicon Chips\Pearson_Word Project\Common\Artwork\alevel_unittests_cp1_aw6.png* | Circle drawn with centre (−3, 5). | **M1** | 1.1b | 6th  Solve geometry problems using regions on an Argand diagram |
| Circle should just touch the imaginary axis and clearly not touch the real axis. | **A1** | 1.1b |
| Two half lines drawn on the diagram. | **M1** | 1.1b |
| Half lines start at (−6, 5) and intersect the circle at the top and the bottom. | **A1** | 2.2a |
| Shades correct region. | **M1** | 3.1a |
| Fully correct solution. | **A1** | 1.1b |
| (6 marks) | | | | | |
| Notes | | | | | |