## <u>A Level H2 Math</u> <u>Vectors Test 13</u>

Q1

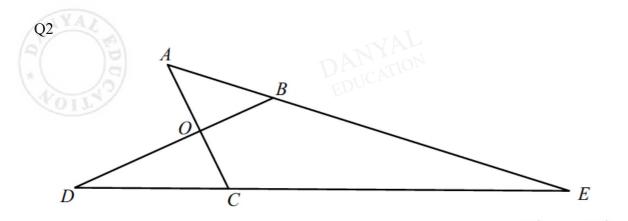
The point *A* has coordinates (3, 1, 1). The line *l* has equation  $\mathbf{r} = \begin{pmatrix} 1 \\ 1 \\ -1 \end{pmatrix} + \lambda \begin{pmatrix} 2 \\ 1 \\ 1 \end{pmatrix}$ , where  $\lambda$  is a

parameter. *P* is a point on *l* when  $\lambda = t$ .

- (i) Find cosine of the acute angle between AP and l in terms of t. Hence or otherwise, find the position vector of the point N on l such that N is the closest point to A. [6]
- (ii) Find the coordinates of the point of reflection of A in l.

The line *L* has equation x = -1, 2y = z + 2.

- (iii) Determine whether L and l are skew lines.
- (iv) Find the shortest distance from A to L.



With reference to origin *O*, the points *A*, *B*, *C* and *D* are such that  $\overrightarrow{OA} = \mathbf{a}$ ,  $\overrightarrow{OB} = \mathbf{b}$ ,  $\overrightarrow{OC} = -\mathbf{a}$ and  $\overrightarrow{OD} = -2\mathbf{b}$ . The lines *AB* and *DC* meet at *E*. Find  $\overrightarrow{OE}$  in terms of  $\mathbf{a}$  and  $\mathbf{b}$ . [4]

Hence show that 
$$\frac{BE}{AB} = 3$$
. [1]

It is given that A and E have coordinates (1, -4, 3) and (-3, 15, -5) respectively.

- (i) Show that the lines AC and BD are perpendicular.
- (ii) Find the equation of the plane p that contains E and is perpendicular to the line BD. [2]
- (iii) Find the distance between the line AC and p.

[4]

[2]

[2]

[2]

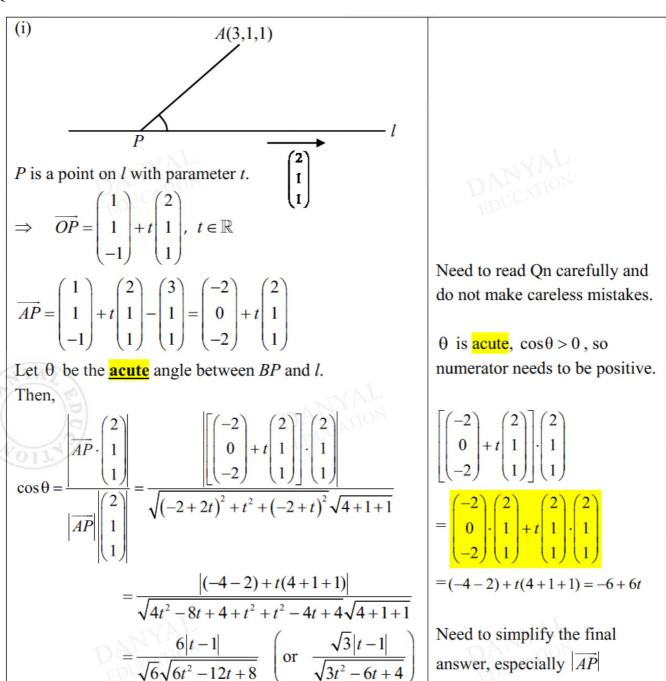
[3]

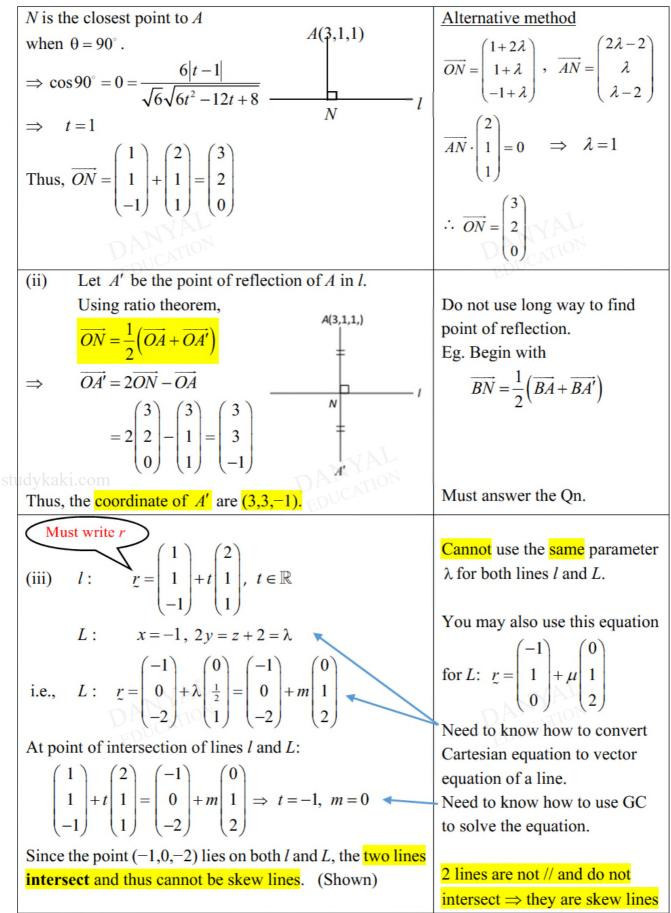
Referred to the origin *O*, the points *A* and *B* are such that  $\overrightarrow{OA} = \mathbf{a}$  and  $\overrightarrow{OB} = \mathbf{b}$ . The point *P* on *OA* is such that OP: PA = 2:3, and the point *Q* on *OB* is such that OQ: QB = 1:2. Given that *M* is the mid-point of *PQ*, state the position vector of *M* in terms of **a** and **b**.[1] Show that the area of triangle *OMP* can be written as  $k |\mathbf{a} \cdot \mathbf{b}|$ , where *k* is a constant to be determined. [4]

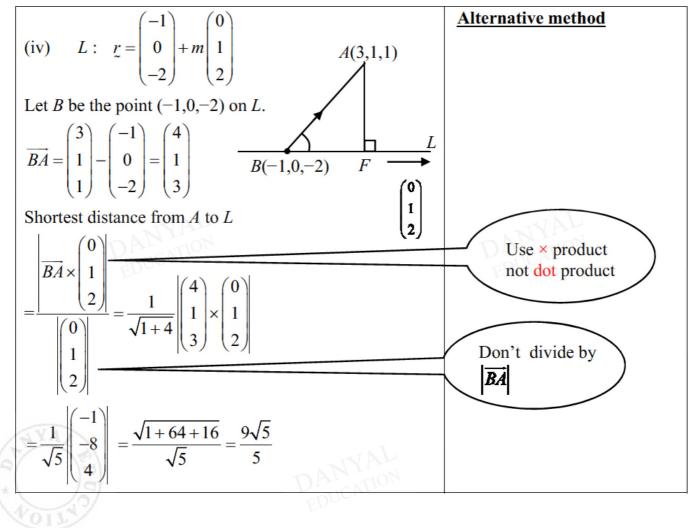
studykaki.com

Q3

## <u>Answers</u> <u>Vectors Test 12</u>









## Marker's comments

This is a straight forward question, but many students still did not score it well. They either made careless mistakes or cannot remember the correct formulae.

For (i), many students can get  $\overrightarrow{AP} = \begin{pmatrix} -2 \\ 0 \\ -2 \end{pmatrix} + t \begin{pmatrix} 2 \\ 1 \\ 1 \end{pmatrix}$  correctly but copied it down wrongly when

they use it to find  $\cos \theta$ .

Many students make the following mistakes:

$$- \begin{bmatrix} \begin{pmatrix} -2\\0\\-2 \end{pmatrix} + t \begin{pmatrix} 2\\1\\1 \end{pmatrix} \end{bmatrix} \cdot \begin{pmatrix} 2\\1\\1 \end{pmatrix} = \begin{pmatrix} -4\\0\\-2 \end{pmatrix} + t \begin{pmatrix} 4\\1\\1 \end{pmatrix}$$

- Drop || in the numerator part half way in the calculation or totally did not put.

- Some students used  $\overrightarrow{OP}$  instead of  $\overrightarrow{AP}$  to find  $\cos \theta$ .

- Not many students use  $\theta = 90^{\circ}$  to find  $\overrightarrow{ON}$ .

(ii) Many students forgot to give coordinates of A'.

(iii) Badly done for this part.

- Quite a number of students cannot obtain the correct vector equation of line L.

- Of those who had the correct equation at the point of intersection, many of them gave no solution for the equation. (Do not know how to use GC to solve?)

- For those who can get the intersection point, many students conclude that: "Since there are intersection point, therefore they are skew lines."

(iv) Badly done for this part.

Careless mistake: Used line *l* instead of line *L*.

Use wrong formula: for e.g., used dot product instead of cross product

or divide by  $|\overrightarrow{BA}|$ 

Contact: 9855 9224

Q2

	2	
	Equation of line <i>AB</i> is $r = a + \lambda (b - a)$ .	
	Equation of line <i>DC</i> is $r = -a + \mu (-2b - (-a))$ , i.e.,	
	$\underline{r} = -\underline{a} + \mu \left(-2\underline{b} + \underline{a}\right).$	
	To find <i>E</i> , the point of intersection of lines <i>AB</i> and <i>CD</i> , consider $a + \lambda(b - a) = -a + \mu(-2b + a)$	
	$\Rightarrow (1-\lambda)\underline{a} + \lambda \underline{b} = (-1+\mu)\underline{a} - 2\mu \underline{b}$	
	$\Rightarrow (2-\lambda-\mu)\underline{a} = (-2\mu-\lambda)\underline{b}$	AL
	Since $\underline{a}$ is not parallel to $\underline{b}$ ,	DANYAL
	$\begin{cases} 2 - \mu - \lambda = 0 & \cdots (1) \\ -2\mu - \lambda = 0 & \cdots (2) \end{cases}$	EDUCATA
	$\int -2\mu - \lambda = 0  \cdots (2)$	
	Solving (1) and (2), we have $\mu = -2$ and $\lambda = 4$	
	$\therefore \overrightarrow{OE} = a + 4(b - a) = -3a + 4b$	
	$\therefore \overrightarrow{BE} = \overrightarrow{OE} - \overrightarrow{OB} = -3\underline{a} + 4\underline{b} - \underline{b} = 3(\underline{b} - \underline{a}) = 3\overrightarrow{AB}$	Students must know that there is
	$\therefore \frac{BE}{AB} = 3$	no such things as $\frac{vector}{vector}$ . In this
	LAVAL	case, students who have written
	DALCATION	$\frac{3(\mathbf{b}-\mathbf{a})}{(\mathbf{b}-\mathbf{a})} = 3$ will not be given any
	EDO	$(\mathbf{b}-\mathbf{a})$ = 5 with not be given any
		credit.
	(i) $\overrightarrow{OE} = -3\underline{a} + 4\underline{b} = \begin{pmatrix} -3\\15\\-5 \end{pmatrix}$	
	$\begin{pmatrix} 1 \end{pmatrix} \begin{pmatrix} -3 \end{pmatrix}$	
	$\Rightarrow -3 \begin{pmatrix} 1 \\ -4 \\ 3 \end{pmatrix} + 4b = \begin{pmatrix} -3 \\ 15 \\ -5 \end{pmatrix}$	
	$\begin{pmatrix} 3 \end{pmatrix}$ $\begin{pmatrix} -5 \end{pmatrix}$	ANYAL
	$\begin{pmatrix} -3 \\ 0 \end{pmatrix}$	DANYAL EDUCATION
	$\Rightarrow 4\underline{b} = \begin{pmatrix} -3\\15\\-5 \end{pmatrix} + 3 \begin{pmatrix} 1\\-4\\3 \end{pmatrix} \Rightarrow \underline{b} = \begin{pmatrix} 0\\\frac{3}{4}\\1 \end{pmatrix}$	
	$\begin{pmatrix} -5 \end{pmatrix} \begin{pmatrix} 3 \end{pmatrix}$ $\begin{pmatrix} 1 \end{pmatrix}$	
	$\underline{a} \cdot \underline{b} = \begin{pmatrix} 0 \\ -4 \\ 3 \end{pmatrix} \cdot \begin{pmatrix} 0 \\ \frac{3}{4} \\ 1 \end{pmatrix} = -4 \begin{pmatrix} 3 \\ 4 \end{pmatrix} + 3 = 0$	Students must give clear
	$\Rightarrow$ OA and OB are perpendicular	explanation for every step. In this
	$\Rightarrow AC \text{ and } BD \text{ are perpendicular}$	case, students must explain clearly why $OA \perp OB$ implies $AC \perp BD$ .
	(as AC is parallel to OA and BD is parallel to OB)	why OALOD implies ACLDD.

7

(ii)	Equation of the plane p is $r \cdot \begin{pmatrix} 0 \\ 3 \\ 4 \end{pmatrix} = \begin{pmatrix} -3 \\ 15 \\ -5 \end{pmatrix} \cdot \begin{pmatrix} 0 \\ 3 \\ 4 \end{pmatrix}$ ,	
	i.e. $r \cdot \begin{pmatrix} 0 \\ 3 \\ 4 \end{pmatrix} = 25$	
(iii)	Distance between the line $AC$ and the plane $p$	
	= distance of <i>O</i> from $p = \frac{\begin{pmatrix} -3 \\ 15 \\ -5 \end{pmatrix} \cdot \begin{pmatrix} 0 \\ 3 \\ 4 \end{pmatrix}}{\sqrt{3^2 + 4^2}} = 5$	DANYAL EDUCATION
Mark	er's comments	1

The first part of this question is badly done. Students must know that problems involving vectors that are not given in the column vector way are very common in this syllabus. This question is just one example which requires you to find the intersection between two lines, in which position vectors of points on the lines are as generic vectors **a** and **b**. Students are advised to do more such practices from MSM and all other vectors revision resources that are given out.

$$\overrightarrow{OP} = \frac{2}{5}\mathbf{a} \qquad \overrightarrow{OQ} = \frac{1}{3}\mathbf{b}$$

$$\overrightarrow{OM} = \frac{1}{2}\left(\frac{2}{5}\mathbf{a} + \frac{1}{3}\mathbf{b}\right)$$
Area of triangle *OMP*

$$= \frac{1}{2}\left|\left(\frac{1}{2}\left(\frac{2}{5}\mathbf{a} + \frac{1}{3}\mathbf{b}\right)\right) \times \frac{2}{5}\mathbf{a}\right|$$

$$= \frac{1}{2}\left|\left(\left(\frac{1}{5}\mathbf{a} + \frac{1}{6}\mathbf{b}\right)\right) \times \frac{2}{5}\mathbf{a}\right|$$

$$= \frac{1}{2}\left|\frac{2}{25}\mathbf{a} \times \mathbf{a} + \frac{1}{15}\mathbf{b} \times \mathbf{a}\right|$$

$$= \frac{1}{2}\left|\frac{1}{15}\mathbf{b} \times \mathbf{a}\right|$$

$$= \frac{1}{30}|-\mathbf{a} \times \mathbf{b}|$$

$$= \frac{1}{30}|\mathbf{a} \times \mathbf{b}|$$