Markscheme

May 2023

Mathematics: analysis and approaches

Higher level

Paper 3

32 pages

Instructions to Examiners

Abbreviations

M Marks awarded for attempting to use a correct **Method**.

A Marks awarded for an **Answer** or for **Accuracy**; often dependent on preceding ***M*** marks.

R Marks awarded for clear **Reasoning**.

AG Answer given in the question and so no marks are awarded.

FT Follow through. The practice of awarding marks, despite candidate errors in previous parts, for their correct methods/answers using incorrect results.

Using the markscheme

1 General

Award marks using the annotations as noted in the markscheme *eg* ***M1, A2.***

2 Method and Answer/Accuracy marks

- Do **not** automatically award full marks for a correct answer; all working **must** be checked, and marks awarded according to the markscheme.
- It is generally not possible to award ***M0*** followed by ***A1***, as ***A*** mark(s) depend on the preceding ***M*** mark(s), if any.
- Where ***M*** and ***A*** marks are noted on the same line, *e.g.* ***M1A1***, this usually means ***M1*** for an **attempt** to use an appropriate method (*e.g.* substitution into a formula) and ***A1*** for using the **correct** values.
- Where there are two or more ***A*** marks on the same line, they may be awarded independently; so if the first value is incorrect, but the next two are correct, award ***A0A1A1***.
- Where the markscheme specifies ***A3***, ***M2*** *etc*., do **not** split the marks, unless there is a note.
- The response to a “show that” question does not need to restate the ***AG*** line, unless a **Note** makes this explicit in the markscheme.
- Once a correct answer to a question or part question is seen, ignore further working even if this working is incorrect and/or suggests a misunderstanding of the question. This will encourage a uniform approach to marking, with less examiner discretion. Although some candidates may be advantaged for that specific question item, it is likely that these candidates will lose marks elsewhere too.
- An exception to the previous rule is when an incorrect answer from further working is used **in a subsequent part**. For example, when a correct exact value is followed by an incorrect decimal approximation in the first part and this approximation is then used in the second part. In this situation, award ***FT*** marks as appropriate but do not award the final ***A1*** in the first part.

Examples:

	Correct answer seen	Further working seen	Any FT issues?	Action
1.	$8\sqrt{2}$	$5.65685...$ *(incorrect decimal value)*	No. Last part in question.	Award ***A1*** for the final mark *(condone the incorrect further working)*
2.	$\frac{35}{72}$	0.468111… (incorrect decimal value)	Yes. Value is used in subsequent parts.	Award ***A0*** for the final mark *(and full **FT** is available in subsequent parts)*

3 Implied marks

Implied marks appear in **brackets e.g. *(M1)***,and can only be awarded if **correct** work is seen or implied by subsequent working/answer.

4 Follow through marks (only applied after an error is made)

Follow through (***FT***) marks are awarded where an incorrect answer from one **part** of a question is used correctly in **subsequent** part(s) (e.g. incorrect value from part (a) used in part (d) or incorrect value from part (c)(i) used in part (c)(ii)). Usually, to award ***FT*** marks, **there must be working present** and not just a final answer based on an incorrect answer to a previous part. However, if all the marks awarded in a subsequent part are for the answer or are implied, then ***FT*** marks should be awarded for *their* correct answer, even when working is not present.

For example: following an incorrect answer to part (a) that is used in subsequent parts, where the markscheme for the subsequent part is ***(M1)A1***, it is possible to award full marks for *their* correct answer, **without working being seen.** For longer questions where all but the answer marks are implied this rule applies but may be overwritten by a **Note** in the Markscheme.

- Within a question part, once an **error** is made, no further ***A*** marks can be awarded for work which uses the error, but ***M*** marks may be awarded if appropriate.
- If the question becomes much simpler because of an error then use discretion to award fewer ***FT*** marks, by reflecting on what each mark is for and how that maps to the simplified version.
- If the error leads to an inappropriate value (*e.g.* probability greater than 1, $\sin\theta = 1.5$, non-integer value where integer required), do not award the mark(s) for the final answer(s).
- The markscheme may use the word “their” in a description, to indicate that candidates may be using an incorrect value.
- If the candidate’s answer to the initial question clearly contradicts information given in the question, it is not appropriate to award any ***FT*** marks in the subsequent parts. This includes when candidates fail to complete a “show that” question correctly, and then in subsequent parts use their incorrect answer rather than the given value.
- Exceptions to these ***FT*** rules will be explicitly noted on the markscheme.
- If a candidate makes an error in one part but gets the correct answer(s) to subsequent part(s), award marks as appropriate, unless the command term was “Hence”.

5 Mis-read

If a candidate incorrectly copies values or information from the question, this is a mis-read (***MR***). A candidate should be penalized only once for a particular misread. Use the ***MR*** stamp to indicate that this has been a misread and do not award the first mark, even if this is an ***M*** mark, but award all others as appropriate.

- If the question becomes much simpler because of the ***MR***, then use discretion to award fewer marks.
- If the ***MR*** leads to an inappropriate value (*e.g.* probability greater than 1, $\sin\theta = 1.5$, non-integer value where integer required), do not award the mark(s) for the final answer(s).
- Miscopying of candidates' own work does **not** constitute a misread, it is an error.
- If a candidate uses a correct answer, to a "show that" question, to a higher degree of accuracy than given in the question, this is NOT a misread and full marks may be scored in the subsequent part.
- ***MR*** can only be applied when work is seen. For calculator questions with no working and incorrect answers, examiners should **not** infer that values were read incorrectly.

6 Alternative methods

Candidates will sometimes use methods other than those in the markscheme. Unless the question specifies a method, other correct methods should be marked in line with the markscheme. If the command term is 'Hence' and not 'Hence or otherwise' then alternative methods are not permitted unless covered by a note in the mark scheme.

- Alternative methods for complete questions are indicated by **METHOD 1**, **METHOD 2**, *etc*.
- Alternative solutions for parts of questions are indicated by **EITHER** . . . **OR**.

7 Alternative forms

Unless the question specifies otherwise, **accept** equivalent forms.

- As this is an international examination, accept all alternative forms of **notation** for example 1.9 and 1,9 or 1000 and 1,000 and 1.000.
- Do not accept final answers written using calculator notation. However, ***M*** marks and intermediate ***A*** marks can be scored, when presented using calculator notation, provided the evidence clearly reflects the demand of the mark.
- In the markscheme, equivalent **numerical** and **algebraic** forms will generally be written in brackets immediately following the answer.
- In the markscheme, some **equivalent** answers will generally appear in brackets. Not all equivalent notations/answers/methods will be presented in the markscheme and examiners are asked to apply appropriate discretion to judge if the candidate work is equivalent.

8 Format and accuracy of answers

If the level of accuracy is specified in the question, a mark will be linked to giving the answer to the required accuracy. If the level of accuracy is not stated in the question, the general rule applies to final answers: *unless otherwise stated in the question all numerical answers must be given exactly or correct to three significant figures.*

Where values are used in subsequent parts, the markscheme will generally use the exact value, however candidates may also use the correct answer to 3 sf in subsequent parts. The markscheme will often explicitly include the subsequent values that come "*from the use of 3 sf values*".

Simplification of final answers: Candidates are advised to give final answers using good mathematical form. In general, for an ***A*** mark to be awarded, arithmetic should be completed, and any values that lead to integers should be simplified; for example, $\sqrt{\frac{25}{4}}$ should be written as $\frac{5}{2}$. An exception to this is simplifying fractions, where lowest form is not required (although the numerator and the denominator must be integers); for example, $\frac{10}{4}$ may be left in this form or written as $\frac{5}{2}$. However, $\frac{10}{5}$ should be written as 2, as it simplifies to an integer.

Algebraic expressions should be simplified by completing any operations such as addition and multiplication, e.g. $4e^{2x} \times e^{3x}$ should be simplified to $4e^{5x}$, and $4e^{2x} \times e^{3x} - e^{4x} \times e^{x}$ should be simplified to $3e^{5x}$. Unless specified in the question, expressions do not need to be factorized, nor do factorized expressions need to be expanded, so $x(x+1)$ and $x^2 + x$ are both acceptable.

Please note: intermediate ***A*** marks do NOT need to be simplified.

9 Calculators

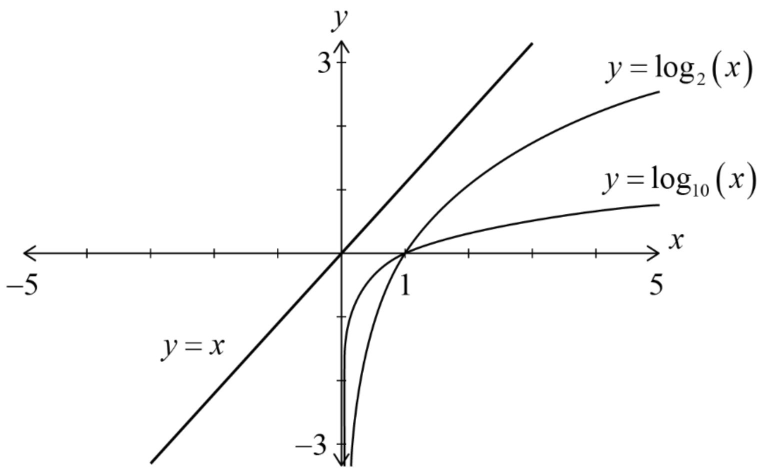
A GDC is required for this paper, but if you see work that suggests a candidate has used any calculator not approved for IB DP examinations (eg CAS enabled devices), please follow the procedures for malpractice.

10. Presentation of candidate work

Crossed out work: If a candidate has drawn a line through work on their examination script, or in some other way crossed out their work, do not award any marks for that work unless an explicit note from the candidate indicates that they would like the work to be marked.

More than one solution: Where a candidate offers two or more different answers to the same question, an examiner should only mark the first response unless the candidate indicates otherwise. If the layout of the responses makes it difficult to judge, examiners should apply appropriate discretion to judge which is "first".

1. (a)



clearly labelled graphs of $y = \log_2 x$ and $y = \log_{10} x$ with correct domain, asymptotic behaviour and concavity evident ***A1***

correct relative positions of the two log graphs both above and below the x-axis ***A1***

$(1,0)$ indicated (coordinates not required) ***A1***

correct graph of $y = x$ ***A1***

[4 marks]

continued…

Question 1 continued

(b) $\frac{\mathrm{d}}{\mathrm{d}x}(x-\ln x)$

$=1-\frac{1}{x}$ ***A1***

attempts to solve their $\frac{\mathrm{d}y}{\mathrm{d}x}=0$ for x ***(M1)***

$1-\frac{1}{x}=0 \Rightarrow x=1$

(when $x=1$,) $x-\ln x=1$ ***A1***

EITHER

$\frac{\mathrm{d}}{\mathrm{d}x}\left(1-\frac{1}{x}\right)$

$=\frac{1}{x^2}$ ***A1***

$\frac{1}{x^2}>0$ (when $x=1$) ***R1***

hence $x-\ln x$ has a minimum value of 1

Note: Award ***R1*** for either '$1>0$' or a graph of $y=\frac{1}{x^2}>0$ or 'the graph of $y=x-\ln x$ is concave-up'. Do not award ***R1*** if the second derivative is incorrect.

continued…

Question 1 continued

OR

for $(0<)x<1$, $1-\frac{1}{x}<0$ ***R1***

for $x>1$, $1-\frac{1}{x}>0$ ***R1***

hence $x-\ln x$ has a minimum value of 1

Note: Award ***R1R1*** for either a clearly labelled sign diagram/table (accept correct numerical values) or the graph of $y=1-\frac{1}{x}$ with sign change in gradient indicated.

Note: Award a maximum of ***A0(M1)A1A0R1*** or ***A0(M1)A1R0R1*** if no symbolic derivatives are seen.

[5 marks]

(c)

EITHER

$x-\ln x\geq 1$ $\left(x\in\mathbb{R}^{+}\right)$ ***R1***

OR

$x-\ln x>0$ $\left(x\in\mathbb{R}^{+}\right)$ ***R1***

THEN

so $x>\ln x$ ***AG***

[1 mark]

continued…

Question 1 continued

(d)

Interval	Number of intersection points
$0 < a < 1$	$p = 1$
$1 < a < 1.4$	$q = 2$
$1.5 < a < 2$	$r = 0$

A1A2A1

Note: Award ***A1*** for $p = 1$, ***A2*** for $q = 2$ and ***A1*** for $r = 0$.

[4 marks]

(e) **METHOD 1**

EITHER

$y = \log_a x$

$\frac{dy}{dx} = \frac{1}{x \ln a}$ ***(A1)***

attempts to solve $\frac{1}{x \ln a} = 1$ for x ***(M1)***

OR

$y = x - \log_a x$

$\frac{dy}{dx} = 1 - \frac{1}{x \ln a}$ ***(A1)***

attempts to solve $1 - \frac{1}{x \ln a} = 0$ for x ***(M1)***

continued…

Question 1 continued

THEN

$x=\frac{1}{\ln a}$ OR $x\ln a=1$ OR $\ln a=\frac{1}{x}$ OR $\ln a^{x}=1$ OR $\frac{1}{a^{x}\ln a}=1$ ***A1***

at $x=\frac{1}{\ln a}$, $\log_{a}x=x$

attempts to solve $\frac{\ln x}{\ln a}=\frac{1}{\ln a}$ OR $\ln x=1$ OR $\left(e^{\frac{1}{x}}\right)^{x}=x$ for x ***(M1)***

$x=e$

coordinates of P are (e,e) (accept $x=e$, $y=e$) ***A1A1***

attempts to solve $\frac{1}{\ln a}=e$ OR $\log_{a}e=e$ for a analytically ***(M1)***

$\ln a=\frac{1}{e}$ OR $a^{e}=e$

$a=e^{\frac{1}{e}}$ ***A1***

continued…

Question 1 continued

METHOD 2

EITHER

$y = \log_a x$

$\frac{\mathrm{d}y}{\mathrm{d}x} = \frac{1}{x \ln a}$ ***(A1)***

attempts to solve $\frac{1}{x \ln a} = 1$ for x ***(M1)***

OR

$y = x - \log_a x$

$\frac{\mathrm{d}y}{\mathrm{d}x} = 1 - \frac{1}{x \ln a}$ ***(A1)***

attempts to solve $1 - \frac{1}{x \ln a} = 0$ for x ***(M1)***

THEN

$x = \frac{1}{\ln a}$ OR $x \ln a = 1$ OR $\ln a = \frac{1}{x}$ OR $\ln a^x = 1$ OR $\frac{1}{a^x \ln a} = 1$ ***A1***

at $x = \frac{1}{\ln a}$, $\log_a x = x$

attempts to solve $\log_a\left(\frac{1}{\ln a}\right) = \frac{1}{\ln a}$ for a ***(M1)***

EITHER

$\frac{\ln\left(\frac{1}{\ln a}\right)}{\ln a} = \frac{1}{\ln a} \Rightarrow \ln\left(\frac{1}{\ln a}\right) = 1$

OR

for example, writes $a^{\log_a\left(\frac{1}{\ln a}\right)} = a^{\frac{1}{\ln a}}$ and then attempts to apply appropriate index/log laws to both sides: $\ln a = \frac{\log_a a}{\log_a \mathrm{e}}$ and so $\frac{1}{\ln a} = \log_a \mathrm{e}$

$a^{\frac{1}{\ln a}} = a^{\log_a \mathrm{e}} = \mathrm{e}$

continued…

Question 1 continued

THEN

attempts to solve $\frac{1}{\ln a} = \mathrm{e}$ OR $\log_a \mathrm{e} = \mathrm{e}$ for a analytically ***(M1)***

$\ln a = \frac{1}{\mathrm{e}}$ OR $a^{\mathrm{e}} = \mathrm{e}$

$a = \mathrm{e}^{\frac{1}{\mathrm{e}}}$ ***A1***

$x = \frac{1}{\ln \mathrm{e}^{\frac{1}{\mathrm{e}}}} = \frac{1}{\frac{1}{\mathrm{e}}}$

coordinates of P are (e, e) (accept $x = \mathrm{e}$, $y = \mathrm{e}$) ***A1A1***

continued…

Question 1 continued

METHOD 3

$y = \log_a x$

$\frac{dy}{dx} = \frac{1}{x \ln a}$ ***(A1)***

(equation of the tangent at (x_1, y_1) is) $y = \frac{1}{x_1 \ln a}(x - x_1) + \frac{\ln x_1}{\ln a}$ (or equivalent) ***A1***

compares this equation with $y = x$ and attempts to form at least one of the following ***M1***

$\frac{1}{x_1 \ln a} = 1$ OR $\frac{\ln x_1 - 1}{\ln a} = 0$

attempts to solve $\frac{1}{x_1 \ln a} = 1$ OR $\frac{\ln x_1 - 1}{\ln a} = 0$ for x_1 ***(M1)***

$x_1 = \mathrm{e}$

coordinates of P are (e, e) (accept $x = \mathrm{e}$, $y = \mathrm{e}$) ***A1A1***

attempts to solve $\frac{1}{\mathrm{e} \ln a} = 1$ (or equivalent) for a analytically ***(M1)***

$\ln a = \frac{1}{\mathrm{e}}$ **OR** $a^{\mathrm{e}} = \mathrm{e}$

$a = \mathrm{e}^{\frac{1}{\mathrm{e}}}$ ***A1***

[8 marks]

continued…

Question 1 continued

(f) (i) $1 < a < \mathrm{e}^{\frac{1}{\mathrm{e}}}$ ***A1***

Note: Award ***A0*** for $a < \mathrm{e}^{\frac{1}{\mathrm{e}}}$.

[1 mark]

(ii) $a > \mathrm{e}^{\frac{1}{\mathrm{e}}}$ ***A1***

Note: Only award ***FT*** for $1.4 < a < 1.5$. If the value of a is not exact, e.g. 1.44, award at most ***A0A1*** in part (f) for a consistent approximate endpoint value.
If a value of a is not found in part (e), award at most ***A0A1*** in part (f) for a consistent approximate endpoint value provided that $1.4 < a < 1.5$.

[1 mark]

Total [24 marks]

2. (a) $m = 2$, $c = -1$

$r = \frac{1}{2}$ ***(A1)***

$2, \frac{1}{2}, -1$

EITHER

$d\left(= \frac{1}{2} - 2 = -1 - \frac{1}{2}\right) = -\frac{3}{2}$ ***A1***

OR

this sequence has a common difference of $-\frac{3}{2}$ ***A1***

OR

the (arithmetic) mean of 2 and -1 is $\frac{1}{2}$ ***A1***

THEN

hence $L(x) = 2x - 1$ is an AS-linear function ***AG***

[2 marks]

(b) (i) $\left(L(r) = 0 \Rightarrow\right) mr + c = 0$ ***A1***

$r = -\frac{c}{m}$ ***AG***

Note: Award ***A0*** for numerical verification from $L(x) = 2x - 1$ in part (a).

[1 mark]

continued…

Question 2 continued

(ii) **METHOD 1**

EITHER

attempts to use $(d =) r - m = c - r$ ***(M1)***

Note: Award ***(M1)*** for attempting to use $(d =) m - r = r - c$.

$(d =) -\frac{c}{m} - m = c - \left(-\frac{c}{m}\right)$ ***A1***

Note: Award ***A1*** for $(d =) -\frac{c}{m} - m = \frac{c - m}{2}$.

removes the denominator m from their expression involving m and c ***(M1)***

$m^2 + cm + 2c = 0$ (or equivalent)

OR

attempts to use $\frac{m + c}{2} = r$ ***(M1)***

$m + c = -\frac{2c}{m}$ ***A1***

removes the denominator m from their expression involving m and c ***(M1)***

$m^2 + cm + 2c = 0$ (or equivalent)

OR

attempts to use $c = m + 2d$ ***(M1)***

$c = m + 2\left(-\frac{c}{m} - m\right)$ ***A1***

Note: Award ***A1*** for $c = m + 2\left(c - \left(-\frac{c}{m}\right)\right)$.

removes the denominator m from their expression involving m and c ***(M1)***

$m^2 + cm + 2c = 0$ (or equivalent)

continued…

Question 2 continued

OR

attempts to use $r = m + d$ and $c = m + 2d$ $\left(c = m + 2\left(r - m\right)\right)$ ***(M1)***

$m^2 + dm + m + 2d = 0$ (or equivalent) ***A1***

substitutes $d = \dfrac{c - m}{2}$ into their expression involving m and d ***(M1)***

$m^2 + cm + 2c = 0$ (or equivalent)

THEN

$c\left(m + 2\right) = -m^2 \Rightarrow c = -\dfrac{m^2}{m + 2}$ ***A1***

Note: Award ***A1*** for a convincing demonstration that $c = -\dfrac{m^2}{m + 2}$.

so $L\left(x\right) = mx - \dfrac{m^2}{m + 2}$ ***AG***

Note: Do not accept working backwards from the ***AG***.

METHOD 2

considers $L\left(x\right) = mx - mr$

attempts to use $\left(d =\right) r - m = c - r$ ***(M1)***

Note: Award ***(M1)*** for attempting to use $\left(d =\right) m - r = r - c$.

$\left(d =\right) r - m = -mr - r$ ***A1***

attempts to express r in terms of m ***(M1)***

$2r + mr = m \Rightarrow r = \dfrac{m}{m + 2}$ ***A1***

so $L\left(x\right) = mx - \dfrac{m^2}{m + 2}$ ***AG***

Note: Do not accept working backwards from the ***AG***.

[4 marks]

continued…

Question 2 continued

(iii) $m \neq -2$ $(m \neq 0)$ ***A1***

[1 mark]

(c)

attempts to find an integer value of m ***(M1)***

e.g. uses the result that $m+2$ exactly divides 2 OR uses a table OR uses a graph and slider OR uses systematic trial and error

Note: Award ***(M1)*** for solving $m^2 = k(m+2)$ for m or solving $mr - \frac{m^2}{m+2} = 0$ for m or solving $m^2 + cm + 2c = 0$ for m.

$m = -4$ OR $m = -3$ ***(A1)***

$-4, 2, 8$ OR $-3, 3, 9$

$L(x) = -4x + 8$, $L(x) = -3x + 9$ ***A1***

Note: Award ***(M1)(A1)A0*** for $-4x+8$ and $-3x+9$.

[3 marks]

(d) (i) $-\frac{b}{a}$ ***A1***

[1 mark]

(ii) $\frac{c}{a}$ ***A1***

[1 mark]

continued…

Question 2 continued

(e) (i) $b-a$ ***A1***

Note: Award marks as appropriate in parts (e) (ii) and (iii) for use of $r_1 - r_2 = a - b$.

[1 mark]

(ii) attempts to eliminate r_2 ***M1***

$2r_1 = -\frac{b}{a} - (b-a) \Rightarrow 2r_1 = \frac{a^2 - ab - b}{a}$ (or equivalent) ***A1***

Note: Award ***A1*** for a correct alternative form of $\pm r_1$ or $\pm 2r_1$.

so $r_1 = \frac{a^2 - ab - b}{2a}$ ***AG***

Note: Do not accept working backwards from the ***AG***.

[2 marks]

continued…

Question 2 continued

(iii) **METHOD 1**

EITHER

$\left(r_1 =\right) \dfrac{a+b}{2}$ ***(A1)***

attempts to equate two expressions for either r_1 or $2r_1$ in terms of a and b ***M1***

$\dfrac{a+b}{2} = \dfrac{a^2-ab-b}{2a}$ OR $a+b = \dfrac{a^2-ab-b}{a}$

OR

$b - r_1 = r_1 - a$ ***(A1)***

attempts to use $b - r_1 = r_1 - a$ with $r_1 = \dfrac{a^2-ab-b}{2a}$ ***M1***

$b - \left(\dfrac{a^2-ab-b}{2a}\right) = \dfrac{a^2-ab-b}{2a} - a$

OR

$\left(r_1 =\right) a + d$ ***(A1)***

attempts to use $r_1 = a + d$ with $r_1 = \dfrac{a^2-ab-b}{2a}$ and $d = \dfrac{b-a}{2}$ ***M1***

$\dfrac{a^2-ab-b}{2a} = a + \dfrac{b-a}{2}$

THEN

$2a^2 + 2ab = 2a^2 - 2ab - 2b$ OR $a^2 + ab = a^2 - ab - b$

$4ab + 2b = 0$ OR $2ab + b = 0$

$2b(2a+1) = 0$ OR $b(2a+1) = 0$ ***A1***

Note: Award ***(A1)M1*** for any valid approach that correctly leads to $2ab + b = 0$ (or equivalent).
Do not accept numerical verification from the ***AG***.

so $b = 0$ or $a = -\dfrac{1}{2}$ ***AG***

continued…

Question 2 continued

METHOD 2

$(b=)a+2d$ OR $(r_1=)a+d$ ***(A1)***

attempts to equate two expressions for either r_1 or $2r_1$ in terms of a and d ***M1***

$$a+d=\frac{a^2-a(a+2d)-(a+2d)}{2a} \textbf{ OR } 2(a+d)=\frac{a^2-a(a+2d)-(a+2d)}{a}$$

$$2a^2+4ad+a+2d=0$$

$$(2a+1)(a+2d)=0$$ ***A1***

Note: Do not accept numerical verification from the ***AG***.

so $b=0$ or $a=-\frac{1}{2}$ ***AG***

[3 marks]

continued…

Question 2 continued

(f) **METHOD 1**

$r_1 = \frac{a}{2}$ OR $r_2 = -\frac{a}{2}$ OR $d = -\frac{a}{2}$ ***(A1)***

$c = -a$ ***(A1)***

attempts to find the values of a ***(M1)***

EITHER

the roots of $ax^2 - a = 0$ are ± 1 and $\frac{a}{2} = \pm 1$

OR

substitutes $x = \pm\frac{a}{2}$ into $ax^2 - a = 0$ giving $\frac{a^3}{4} - a = 0$

OR

$\left(r_1 r_2 =\right)\frac{c}{a} = -\frac{a^2}{4} \Rightarrow c = -\frac{a^3}{4}$ and so $-a = -\frac{a^3}{4} \Rightarrow \frac{a^3}{4} - a = 0$

Note: Award ***(M1)*** for attempting to find the values of a from their arithmetic sequence expressed in terms of a.

OR

$c - r_2 = r_2 - b \Rightarrow -\frac{a^3}{4} - \left(-\frac{a}{2}\right) = -\frac{a}{2} \Rightarrow \frac{a^3}{4} - a = 0$

THEN

$a = \pm 2$ ***(A1)***

$\left(r_1 = \pm 1,\ b = 0,\ r_2 = \mp 1,\ c = \mp 2\right)$

so $Q(x) = 2x^2 - 2$, $Q(x) = -2x^2 + 2$ ***A1***

Note: Award ***A0*** for $2x^2 - 2$ and $-2x^2 + 2$. Award ***(A1)(A1)(M1)(A0)A0*** for obtaining either $a = 2$ or $a = -2$.

continued…

Question 2 continued

METHOD 2

$r_1 = -d$ OR $r_2 = d$ OR $a = -2d$ ***(A1)***

$c = 2d$ ***(A1)***

attempts to find the values of d ***(M1)***

EITHER

the roots of $-2dx^2 + 2d = 0$ are ± 1

OR

substitutes $x = \pm d$ into $-2dx^2 + 2d = 0$ giving $-2d^3 + 2d = 0$

OR

attempts to use $r_1 r_2 = \frac{c}{a}$ to form $-d^2 = \frac{2d}{-2d}$

> **Note:** Award ***(M1)*** for attempting to find the values of d from their arithmetic sequence expressed in terms of d.

THEN

$d = \pm 1$ ***(A1)***

$\left(a = \pm 2,\ r_1 = \pm 1,\ b = 0,\ r_2 = \mp 1,\ c = \mp 2\right)$

so $Q(x) = 2x^2 - 2$, $Q(x) = -2x^2 + 2$ ***A1***

> **Note:** Award ***A0*** for $2x^2 - 2$ and $-2x^2 + 2$.
> Award ***(A1)(A1)(M1)(A0)A0*** for obtaining either $d = 1$ or $d = -1$.

continued…

Question 2 continued

METHOD 3

$a = 2r_1$ OR $r_2 = -r_1$ OR $d = -r_1$ ***(A1)***

$c = -2r_1$ ***(A1)***

attempts to find the values of r_1 ***(M1)***

EITHER

the roots of $2r_1x^2 - 2r_1 = 0$ are ± 1

OR

substitutes $x = \pm r_1$ into $2r_1x^2 - 2r_1 = 0$ giving $2r_1^3 - 2r_1 = 0$

OR

attempts to use $r_1r_2 = \dfrac{c}{a}$ to form $-r_1^2 = \dfrac{-2r_1}{2r_1}$

Note: Award ***(M1)*** for attempting to find the values of r_1 from their arithmetic sequence expressed in terms of r_1.

THEN

$r_1 = \pm 1$ ***(A1)***

$(a = \pm 2,\ r_1 = \pm 1,\ b = 0,\ r_2 = \mp 1,\ c = \mp 2)$

so $Q(x) = 2x^2 - 2$, $Q(x) = -2x^2 + 2$ ***A1***

Note: Award ***A0*** for $2x^2 - 2$ and $-2x^2 + 2$. Award ***(A1)(A1)(M1)(A0)A0*** for obtaining either $r_1 = 1$ or $r_1 = -1$.

[5 marks]

continued…

Question 2 continued

(g) (i) attempts to express r_1 in terms of b with $a = -\frac{1}{2}$ ***(M1)***

> **Note:** Do not award ***(M1)*** if $a = \frac{1}{2}$ is used.

EITHER

uses $r_1 = \frac{a+b}{2}$

OR

uses $r_1 = \frac{a^2 - ab - b}{2a}$

OR

uses $r_1 - a = b - r_1$

THEN

$r_1 = \frac{2b-1}{4}\left(= \frac{b}{2} - \frac{1}{4}, = \frac{b - \frac{1}{2}}{2}\right)$ ***A1***

[2 marks]

continued…

Question 2 continued

(ii) **METHOD 1**

EITHER

substitutes their expression for r_1 with $a = -\frac{1}{2}$ into $Q(x)(=0)$ ***(M1)***

$$Q\left(\frac{2b-1}{4}\right)(=0) \Rightarrow -\frac{1}{2}\left(\frac{2b-1}{4}\right)^2 + b\left(\frac{2b-1}{4}\right) + c(=0)$$

OR

$$r_2 = \frac{6b+1}{4}\left(= \frac{3b}{2} + \frac{1}{4}\right)$$

substitutes their expression for r_2 with $a = -\frac{1}{2}$ into $Q(x)(=0)$ ***(M1)***

$$Q\left(\frac{6b+1}{4}\right)(=0) \Rightarrow -\frac{1}{2}\left(\frac{6b+1}{4}\right)^2 + b\left(\frac{6b+1}{4}\right) + c(=0)$$

THEN

$c = \frac{4b+1}{2}\left(= 2b + \frac{1}{2}\right)$ (seen anywhere) ***A1***

$4b^2 + 20b + 5 = 0$

attempts to solve their quadratic in b ***(M1)***

$b = \frac{-5 \pm 2\sqrt{5}}{2}$ ***A1***

substitutes into $c = \frac{4b+1}{2}$

$c = \frac{-9 \pm 4\sqrt{5}}{2}$ ***A1***

Note: Award ***A0A0*** for b and c expressed as decimal values.

Note: Award a maximum of ***(M1)A1(M1)A0A0FT*** for ***FT*** from part (g) (i).

continued…

Question 2 continued

METHOD 2

substitutes their expressions for r_1 and r_2 with $a=-\frac{1}{2}$ into $Q(x)$ ***(M1)***

$$-\frac{1}{2}\left(x-\left(\frac{2b-1}{4}\right)\right)\left(x-\left(\frac{6b+1}{4}\right)\right)$$

$$-\frac{1}{2}x^2+bx-\frac{3}{8}b^2+\frac{1}{8}b+\frac{1}{32}$$

$c=\frac{4b+1}{2}\left(=2b+\frac{1}{2}\right)$ (seen anywhere) ***A1***

$$2b+\frac{1}{2}=-\frac{3}{8}b^2+\frac{1}{8}b+\frac{1}{32}$$

$$4b^2+20b+5=0$$

attempts to solve their quadratic in b ***(M1)***

$b=\frac{-5\pm2\sqrt{5}}{2}$ ***A1***

substitutes into $c=\frac{4b+1}{2}$

$c=\frac{-9\pm4\sqrt{5}}{2}$ ***A1***

Note: Award ***A0A0*** for b and c expressed as decimal values.

Note: Award a maximum of ***(M1)A1(M1)A0A0FT*** for ***FT*** from part (g) (i).

continued…

Question 2 continued

METHOD 3

$r_2 = \frac{6b+1}{4}\left(= \frac{3b}{2} + \frac{1}{4}\right)$

substitutes their expressions for r_1 and r_2 with $a = -\frac{1}{2}$ into $r_1 r_2 = \frac{c}{a}$ ***(M1)***

$\left(\frac{2b-1}{4}\right)\left(\frac{6b+1}{4}\right) = \frac{c}{-\frac{1}{2}}$ (or equivalent)

EITHER

$c = \frac{4b+1}{2}\left(= 2b + \frac{1}{2}\right)$ (seen anywhere) ***A1***

OR

$-\frac{1}{2}\left(\frac{2b-1}{4}\right)\left(\frac{6b+1}{4}\right) - \left(\frac{6b+1}{4}\right) = \frac{2b-1}{4} - \left(-\frac{1}{2}\right)$ ***A1***

THEN

$4b^2 + 20b + 5 = 0$

attempts to solve their quadratic in b ***(M1)***

$b = \frac{-5 \pm 2\sqrt{5}}{2}$ ***A1***

substitutes into $c = \frac{4b+1}{2}$

$c = \frac{-9 \pm 4\sqrt{5}}{2}$ ***A1***

Note: Award ***A0A0*** for b and c expressed as decimal values.

Note: Award a maximum of ***(M1)A1(M1)A0A0FT*** for ***FT*** from part (g) (i).

continued…

Question 2 continued

METHOD 4

attempts to equate two expressions for r_1 with $a = -\frac{1}{2}$ ***(M1)***

$$\frac{-b \pm \sqrt{b^2 + 2c}}{-1} = \frac{2b-1}{4} \left(\pm\sqrt{b^2 + 2c} = \frac{2b+1}{4} \right)$$

$c = \frac{4b+1}{2} \left(= 2b + \frac{1}{2} \right)$ (seen anywhere) ***A1***

$$12b^2 - 4b - 1 + 32\left(2b + \frac{1}{2}\right) = 0 \ \left(4b^2 + 20b + 5 = 0\right)$$

attempts to solve their quadratic in b ***(M1)***

$b = \frac{-5 \pm 2\sqrt{5}}{2}$ ***A1***

substitutes into $c = \frac{4b+1}{2}$

$c = \frac{-9 \pm 4\sqrt{5}}{2}$ ***A1***

Note: Award ***A0A0*** for b and c expressed as decimal values.

Note: Award a maximum of ***(M1)A1(M1)A0A0FT*** for ***FT*** from part (g) (i).

continued…

Question 2 continued

METHOD 5

EITHER

$r_1 = d - \frac{1}{2}$

substitutes their expression for r_1 in terms of d with $a = -\frac{1}{2}$ into $Q(x)(=0)$ ***(M1)***

$Q\left(d - \frac{1}{2}\right)(=0) \Rightarrow -\frac{1}{2}\left(d - \frac{1}{2}\right)^2 + b\left(d - \frac{1}{2}\right) + c(=0)$

OR

$r_2 = 3d - \frac{1}{2}$

substitutes their expression for r_2 in terms of d with $a = -\frac{1}{2}$ into $Q(x)(=0)$ ***(M1)***

$Q\left(3d - \frac{1}{2}\right)(=0) \Rightarrow -\frac{1}{2}\left(3d - \frac{1}{2}\right)^2 + b\left(3d - \frac{1}{2}\right) + c(=0)$

THEN

$b = 2d - \frac{1}{2}$ and $c = 4d - \frac{1}{2}$ (seen anywhere) ***A1***

$4d^2 + 8d - 1 = 0$

attempts to solve their quadratic in d ***(M1)***

$d = \frac{-2 \pm \sqrt{5}}{2}$

$b = \frac{-5 \pm 2\sqrt{5}}{2}$ ***A1***

substitutes into $c = \frac{4b+1}{2}$

$c = \frac{-9 \pm 4\sqrt{5}}{2}$ ***A1***

Note: Award ***A0A0*** for b and c expressed as decimal values.

Note: Award a maximum of ***(M1)A1(M1)A0A0FT*** for ***FT*** from part (g) (i).

continued…

Question 2 continued

METHOD 6

$r_1 = d - \frac{1}{2}$ and $r_2 = 3d - \frac{1}{2}$

substitutes their expressions for r_1 and r_2 in terms of d with $a = -\frac{1}{2}$ into $r_1 r_2 = \frac{c}{a}$ ***(M1)***

$\left(d - \frac{1}{2}\right)\left(3d - \frac{1}{2}\right) = \frac{c}{-\frac{1}{2}}$ (or equivalent)

$c = 4d - \frac{1}{2}$ (seen anywhere) ***A1***

$4d^2 + 8d - 1 = 0$

attempts to solve their quadratic in d ***(M1)***

$d = \frac{-2 \pm \sqrt{5}}{2}$

$b = \frac{-5 \pm 2\sqrt{5}}{2}$ ***A1***

substitutes into $c = \frac{4b + 1}{2}$

$c = \frac{-9 \pm 4\sqrt{5}}{2}$ ***A1***

Note: Award ***A0A0*** for b and c expressed as decimal values.

Note: Award a maximum of ***(M1)A1(M1)A0A0FT*** for ***FT*** from part (g) (i).

[5 marks]

Total [31 marks]