Markscheme

May 2026

Mathematics: analysis and approaches

Higher level

Paper 1

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".

SECTION A

1. (a) (i) arc length $= r \times 1.5 \ (= 1.5r)$ ***A1***

(ii) perimeter $= 2r + 1.5r \ (= 3.5r)$ ***A1***

[2 marks]

(b) equates their perimeter to 14 ***(M1)***

$3.5r = 14$

$r = 4$ cm ***A1***

[2 marks]

(c) substitution of their r into area formula ***(M1)***

area $= \frac{1}{2} \times 4^2 \times 1.5$

$= 12\text{cm}^2$ ***A1***

[2 marks]

Total [6 marks]

2. (a) $\dfrac{2\pi}{b} = 4\pi$ OR $\dfrac{\pi}{b} = 2\pi$ OR $2\pi b = \pi$ OR $\cos 2\pi b = \cos\pi$ ***A1***

Note: Accept if $\cos 2\pi b = -1$ and $\cos\pi = -1$ are both seen.

$b = \dfrac{1}{2}$ ***AG***

[1 mark]

(b) $f(x) = 3 + \cos\dfrac{x}{2}$

recognises to integrate $f(x)$ ***(M1)***

area $= \displaystyle\int_0^{2\pi}\left(3 + \cos\frac{x}{2}\right)\mathrm{d}x$

$= \left[3x + 2\sin\dfrac{x}{2}\right]_0^{2\pi}$ ***A1A1***

Note: Award ***A1*** for $3x$ and ***A1*** for $2\sin\dfrac{x}{2}$. These may be seen with their limits substituted. Condone absence or incorrect limits up to this point.

attempt to substitute (0 and) 2π into their integrated expression (in any order) ***(M1)***

$= \left(3(2\pi) + 2\sin\left(\dfrac{2\pi}{2}\right)\right) - \left(3(0) + 2\sin\left(\dfrac{0}{2}\right)\right) = (6\pi + 0) - (0 + 0)$

Note: Condone not seeing the substitution of the 0 limit, and therefore subtraction.

$= 6\pi$ ***A1***

Note: Check the integration carefully. Incorrect expressions may lead to 6π. For example, $3x + \dfrac{1}{2}\sin\dfrac{1}{2}x$ could only earn a maximum of ***M1A1A0M1A0***.

[5 marks]

Total [6 marks]

3. attempt to form a composite function ***(M1)***

$(f \circ g)(x) = \left(e^x - 10\right)^2 + 5\left(e^x - 10\right)$

$\left(e^x - 10\right)^2 + 5\left(e^x - 10\right) = 50$

EITHER

expanding and simplifying

$\Rightarrow e^{2x} - 15e^x = 0$ ***(M1)A1***

OR

recognising quadratic form of equation

$w^2 + 5w - 50 = 0$ or $w^2 - 15w = 0$ or equivalent ***(M1)A1***

THEN

attempt to solve ***(M1)***

$e^x = 15$ ***(A1)***

$x = \ln 15$ ***A1***

Note: Do not award the final ***A1*** if extra incorrect solutions are seen.

[6 marks]

4. (a) **EITHER**

attempts to use $(x+1)$ to factorise $f(x)$ ***(M1)***

$f(x) = (x+1)\left(ax^2 + bx + c\right)$

$(x+1)\left(x^2 + 2x - 2\right)$ ***A1***

OR

attempts long division ***(M1)***

quotient is $x^2 + 2x - 2$ ***A1***

OR

attempts to form two equations using product and sum of their roots ***(M1)***

$-1 + \alpha + \beta = -3 \quad \text{and} \quad (-1)\alpha\beta = 2$

$\Rightarrow \beta^2 + 2\beta - 2 = 0$ or equivalent ***A1***

THEN

attempts to solve their quadratic equation ***(M1)***

$x = -1 \pm \sqrt{3}$ ***A1***

[4 marks]

(b) $x = -2, -2 \pm 2\sqrt{3}$ ***A1A1***

[2 marks]

Note: Award ***A1*** for -2, ***A1*** for $-2 \pm 2\sqrt{3}$.

Total [6 marks]

5. (a) $\ln\left(1-\frac{1}{2}\right)+\ln\left(1-\frac{1}{3}\right)+\ldots+\ln\left(1-\frac{1}{8}\right)$

$=\ln\frac{1}{2}+\ln\frac{2}{3}+\ldots+\ln\frac{7}{8}$ ***(A1)***

attempts to use a log law, $\ln\left(\frac{a}{b}\right)=\ln a-\ln b$ or $\ln a+\ln b=\ln ab$ ***M1***

$\ln\left(\frac{1}{2}\times\frac{2}{3}\times\ldots\right)$ OR $(\ln 1-\ln 2)+(\ln 2-\ln 3)+\ldots$

attempt to cancel adjacent values from $\ln\left(\frac{1}{2}\times\frac{2}{3}\times\ldots\right)$ OR $(\ln 1-\ln 2)+(\ln 2-\ln 3)+\ldots$ ***(M1)***

$\ln 1-\ln 8$ OR $\ln\frac{1}{8}$ ***(A1)***

$=-\ln 8$ OR $a=8$ ***A1***

[5 marks]

(b) $-\ln 2026$ OR $\ln\frac{1}{2026}$ or equivalent ***A1***

[1 mark]

Total [6 marks]

6. attempts to use combinations *(M1)*

$^5C_3$ seen anywhere *(A1)*

EITHER

$^5C_3 \times \left(^4C_2 - 1\right)$ *(A1)*

10×5 *(A1)*

OR

$^5C_3 \times {}^2C_1 \times {}^2C_1 + {}^5C_3 \times {}^2C_2 \times {}^2C_0$ or equivalent *(A1)*

$40 + 10$ *(A1)*

OR

$^5C_3 \times {}^4C_2 - {}^5C_3 \times {}^2C_2 \times {}^2C_0$ or equivalent *(A1)*

$60 - 10$ *(A1)*

OR

4 students A, B, C, D select 2

AB AC AD BC BD CD gives 6 combinations, 1 not required

$5 \times {}^5C_3$ *(A1)*

5×10 *(A1)*

THEN

total number of committees $= 50$ ***A1***

[5 marks]

7. when $n=1$, $1^3+5\times 1=6$, (so true for $n=1$.) ***A1***

assume true for $n=k$ $\left(\text{assume true } k^3+5k=6p,\ p\in\mathbb{Z}\right)$ ***M1***

Note: Do not award ***M1*** for statements such as 'let $n=k$' or '$n=k$ is true'. 'Assume P_k is true' is accepted. Subsequent marks after this ***M1*** are independent of this mark and can be awarded.

consider $n=k+1$ case

$(k+1)^3+5(k+1)\left(=k^3+3k^2+3k+1+5k+5=k^3+3k^2+8k+6\right)$ ***M1***

$=6p-5k+3k^2+8k+6$ OR $6p+3k^2+3k+6$ OR $(k^3+5k)+3k^2+3k+6$ ***A1***

EITHER

$=6p+6+3k(k+1)$ ***A1***

either k or $k+1$ is even, therefore $3k(k+1)$ is a multiple of 6 ***R1***

OR

$=6p+3\left(k^2+k+2\right)$ or $=6p+6+3\left(k^2+k\right)$ or equivalent ***A1***

considers both k is even and k is odd, $\left(k^2+k+2\right)$ or $\left(k^2+k\right)$ is always even,

hence $3\left(k^2+k+2\right)$ or $3\left(k^2+k\right)$ is a multiple of 6 ***R1***

THEN

since true for $n=1$, and true for $n=k$ implies true for $n=k+1$, $\therefore$ true for $n\in\mathbb{Z}^+$ ***R1***

Note: Award the final ***R1*** mark provided at least four of the six previous marks have been awarded.

[7 marks]

8. (a) **METHOD 1**

attempts implicit differentiation ***(M1)***

$2\dfrac{dy}{dx}+3y^2+6xy\dfrac{dy}{dx}-4x=0$ (or equivalent) ***A1A1***

Note: Award first ***A1*** for $3y^2, -4x$ and $=0$, award second ***A1*** for $2\dfrac{dy}{dx},\ 6xy\dfrac{dy}{dx}$.

Award no marks if implicit differentiation is not shown.

$\dfrac{dy}{dx}=\dfrac{4x-3y^2}{2+6xy}$ ***A1***

METHOD 2

attempts to find the partial derivatives of C ***(M1)***

$F_x=3y^2-4x,\ F_y=2+6xy$ ***A1A1***

$\dfrac{dy}{dx}=-\dfrac{F_x}{F_y}$

$\dfrac{dy}{dx}=-\dfrac{F_x}{F_y}=\dfrac{4x-3y^2}{2+6xy}$ ***A1***

[4 marks]

(b) **METHOD 1**

attempts to form a related rate of change ***(M1)***

$\dfrac{dx}{dt}=\dfrac{dx}{dy}\times\dfrac{dy}{dt}$ or $\dfrac{dx}{dt}=\dfrac{1}{\frac{dy}{dx}}\times\dfrac{dy}{dt}$ or $\dfrac{dy}{dx}=\dfrac{dy}{dt}\times\dfrac{dt}{dx}$ (or equivalent)

substitution of $x=2,\ y=-1$ and $\dfrac{dy}{dt}=-6$ into their related rate expression ***(M1)***

$\dfrac{dx}{dt}=\dfrac{1}{\frac{4(2)-3(-1)^2}{2+6(2)(-1)}}\times-6=\dfrac{1}{\frac{5}{-10}}\times-6=-2\times-6$

$\dfrac{dx}{dt}=12$ units per second ***A1***

continued…

Question 8 continued

METHOD 2

attempts to differentiate C with respect to time ***(M1)***

$$2\frac{\mathrm{d}y}{\mathrm{d}t}+3y^2\frac{\mathrm{d}x}{\mathrm{d}t}+6xy\frac{\mathrm{d}y}{\mathrm{d}t}-4x\frac{\mathrm{d}x}{\mathrm{d}t}+0=0$$

substitution of $x=2,\ y=-1$ and $\frac{\mathrm{d}y}{\mathrm{d}t}=-6$ into their expression ***(M1)***

$2\times(-6)+3(-1)^2\frac{\mathrm{d}x}{\mathrm{d}t}+6(2)(-1)(-6)-4(2)\frac{\mathrm{d}x}{\mathrm{d}t}=0$ or equivalent

$\frac{\mathrm{d}x}{\mathrm{d}t}=12$ units per second ***A1***

[3 marks]

Total [7 marks]

9. METHOD 1

attempts to separate variables ***M1***

$$\int \frac{y}{1+y^2}\,\mathrm{d}y = \int \frac{1}{x}\,\mathrm{d}x$$

$\frac{1}{2}\ln\left(1+y^2\right) = \ln\left(|x|\right) + c$ or equivalent ***A1A1***

Note: Award ***A1*** for each side. Condone absence of constant.

EITHER

substitution of initial conditions ***(M1)***

$\frac{1}{2}\ln 1 = \ln 2 + c$

$c = -\ln 2$ OR $c = \ln\frac{1}{2}$ ***(A1)***

$\ln\left(1+y^2\right)^{\frac{1}{2}} = \ln\left(\frac{|x|}{2}\right)$ or equivalent ***(A1)***

$\sqrt{1+y^2} = \frac{x}{2}$

OR

$\frac{1}{2}\ln\left(1+y^2\right) = \ln\left(a|x|\right)$ or equivalent ***(A1)***

leading to $1+y^2 = Ax^2$

substitution of initial conditions ***(M1)***

$A = \frac{1}{4}$ ***(A1)***

THEN

$y^2 = \frac{x^2}{4} - 1$ ***A1***

Note: Condone absence of moduli throughout.

continued…

Question 9 continued

METHOD 2

attempts to use a substitution to form a separable DE ***M1***

eg $v=\frac{y}{x}$ and $\frac{\mathrm{d}y}{\mathrm{d}x}=v+x\frac{\mathrm{d}v}{\mathrm{d}x}$

$x^2v\left(v+x\frac{\mathrm{d}v}{\mathrm{d}x}\right)=1+(vx)^2$ or equivalent

$\Rightarrow v\frac{\mathrm{d}v}{\mathrm{d}x}=\frac{1}{x^3}$

$\int v\,\mathrm{d}v=\int\frac{1}{x^3}\mathrm{d}x$

$\frac{1}{2}v^2=-\frac{1}{2x^2}+c$ ***A1A1***

Note: Award ***A1*** for each side. Condone absence of constant.

$\frac{1}{2}\frac{y^2}{x^2}=-\frac{1}{2x^2}+c$ ***(A1)***

substitution of initial conditions ***(M1)***

$c=\frac{1}{8}$ ***(A1)***

$y^2=\frac{x^2}{4}-1$ ***A1***

Total [7 marks]

Section B

10. (a) **EITHER**

attempt to find area of at least one triangle ***(M1)***

$\frac{1}{2}\times 2^2 \times \sin\left(\frac{\pi}{6}\right), \quad \frac{1}{2}\times 2^2 \times \sin\left(\frac{2\pi}{3}\right)$

$\sin\left(\frac{\pi}{6}\right)=\frac{1}{2}$ OR $\sin\left(\frac{2\pi}{3}\right)=\frac{\sqrt{3}}{2}$ (seen anywhere) ***(A1)***

$=4\times\frac{1}{2}+2\times\frac{\sqrt{3}}{2}$ ***(A1)***

OR

attempt to find area of trapezium with $\mathrm{BC}=2\times 2\times\sin\left(\frac{\pi}{3}\right)$ and $h=2\sin\left(\frac{\pi}{6}\right)$ ***(M1)***

$\sin\left(\frac{\pi}{3}\right)=\frac{\sqrt{3}}{2}$ OR $\sin\left(\frac{\pi}{6}\right)=\frac{1}{2}$ (seen anywhere) ***(A1)***

$=\frac{1}{2}\left(4\times\frac{\sqrt{3}}{2}+4\right)2\times\frac{1}{2}$ ***(A1)***

THEN

$=2+\sqrt{3}$ ***A1***

[4 marks]

continued…

Question 10 continued

(b)

Note: General case may be seen in part (a) before substitution of $\frac{\pi}{6}$. Award marks as appropriate.

EITHER

attempt to sum the area of two triangles (with θ) and a third triangle (not θ) ***M1***

$$A(\theta)=2\times\frac{1}{2}\times 2^2\times\sin(\theta)+\frac{1}{2}\times 2^2\times\sin(\pi-2\theta)$$

OR

attempt to find the area of trapezium ***M1***

$$A(\theta)=\frac{1}{2}\left(2\times 2\sin\left(\frac{\pi}{2}-\theta\right)+4\right)2\sin\left(\theta\right)$$

$$A(\theta)=\sin\theta\left(4\sin\left(\frac{\pi}{2}-\theta\right)+4\right)\left(=\sin\theta\left(4\cos\theta+4\right)\right)$$

THEN

$A(\theta)=4\sin\theta+2\sin 2\theta$ ***A1A1***

$\left(a=4, b=2\right)$

Note: Award ***M1A1A0*** for a correct answer with no working or a comparison of their answer for part (a) with the given form $2+\sqrt{3}=a\sin\frac{\pi}{6}+b\sin\frac{\pi}{3}$ leading to the correct values of a and b.

[3 marks]

continued…

Question 10 continued

(c) (i) $A'(\theta) = 4\cos\theta + 4\cos 2\theta$ (or equivalent) ***A1A1***

Note: Award marks as appropriate if a and b are used instead of values.
For example, $A'(\theta) = a\cos\theta + 2b\cos 2\theta$ **.**

(ii) setting their $A'(\theta) = 0$ ***M1***

$4\cos\theta + 4\cos 2\theta = 0$

attempts to write equation in terms of $\cos\theta$ (may be seen in part (c)(i)) ***M1***

$4\cos\theta + 4\left(2\cos^2\theta - 1\right) = 0$

$\cos\theta + 2\cos^2\theta - 1 = 0$

$\left(\cos\theta + 1\right)(2\cos\theta - 1) = 0$

$\cos\theta = \frac{1}{2}$

$\theta = \frac{\pi}{3}$ ***A1***

$A_{\max} = 4\sin\left(\frac{\pi}{3}\right) + 2\sin\left(\frac{2\pi}{3}\right)$

$A_{\max} = 3\sqrt{3}$ ***A1***

[6 marks]

(d) (i) accept any description which clearly describes the effect on shape ABCD ***A1***

For example,

it approaches a (right-angled isosceles) triangle OR

B and C approach (touch) on the semi-circle OR

BC becomes a single point

AB (or DC) increases and BC decreases

(do not accept 'area gets smaller')

(ii) $k = 4$ ***A1***

[2 marks]

Total [15 marks]

11. (a) attempts to form an appropriate equation *M1*

$$\frac{-x-7}{x^2+4x+3} \equiv \frac{A}{3+x} + \frac{B}{1+x}$$ OR $-x-7 \equiv A(1+x)+B(3+x)$ or equivalent

attempt to equate both coefficients OR substitute two values eg -1 and -3 *M1*

$-1 = A+B$ and $-7 = A+3B$ OR $1-7=2B,\ 3-7=-2A$

THEN

$\Rightarrow A = 2$ and $B = -3$ *A1*

$$\frac{-x-7}{x^2+4x+3} \equiv \frac{2}{3+x} - \frac{3}{1+x}$$ *AG*

[3 marks]

(b) attempts to integrate $\int_0^1 \frac{2}{3+x} - \frac{3}{1+x}\,\mathrm{d}x$ *(M1)*

$\left[2\ln|3+x| - 3\ln|1+x|\right]_0^1$ OR $\left[\ln(3+x)^2 - \ln(1+x)^3\right]_0^1$ OR $\left[\ln\frac{(3+x)^2}{(1+x)^3}\right]_0^1$ *A1*

Note: Condone absence of modulus signs and limits.

substitution of limits and use of at least one log law *(M1)*

$(2\ln 4 - 3\ln 2) - (2\ln 3 - 3\ln 1)$ OR $\ln 16 - \ln 8 - \ln 9 + 0$ OR $\ln\frac{16}{8} - \ln 9$

$= \ln\frac{2}{9}$ *A1*

region below axes so integral is negative but area positive *R1*

Area $= \ln\frac{9}{2}$ *AG*

[5 marks]

continued…

Question 11 continued

(c) attempts to use binomial expansion to find three terms on either fraction ***M1***

$$\frac{2}{3+x}=2\times 3^{-1}\left(1+\frac{x}{3}\right)^{-1}\ ;\ \frac{3}{1+x}=3\left(1+x\right)^{-1}$$ or equivalent

$$\frac{2}{3}\left(1+\left(-1\right)\left(\frac{x}{3}\right)+\frac{\left(-1\right)\left(-2\right)}{2!}\left(\frac{x}{3}\right)^{2}+\ldots\right)-3\left(1+\left(-1\right)\left(x\right)+\frac{\left(-1\right)\left(-2\right)}{2!}\left(x\right)^{2}+\ldots\right)$$

A1A1

$$\frac{2}{3}-\frac{2}{9}x+\frac{2}{27}x^{2}-\left(3-3x+3x^{2}\right)$$ ***A1***

$$=-\frac{7}{3}+\frac{25}{9}x-\frac{79}{27}x^{2}$$ ***AG***

[4 marks]

(d) (i) $$\int_{0}^{1}-\frac{7}{3}+\frac{25}{9}x-\frac{79}{27}x^{2}\mathrm{d}x$$

$$=\left[-\frac{7}{3}x+\frac{25}{18}x^{2}-\frac{79}{81}x^{3}\right]_{0}^{1}$$ ***A1***

$$=\left(-\frac{7}{3}+\frac{25}{18}-\frac{79}{81}\right)-0$$

$$=-\frac{311}{162}$$ ***A1***

(ii) $$\frac{311}{162}$$ ***A1***

Note: (d)(ii) award ***A1FT*** if their answer is the modulus of their answer to (d)(i).

[3 marks]

(e) compares 1.50 with $\frac{311}{162}$ $\left(1.5=\frac{243}{162}\text{ or }\frac{311}{162}=1.5+\frac{68}{162}\text{ or }\frac{311}{162}=\frac{243}{162}+\frac{68}{162}\text{ or }\frac{311}{162}\simeq 1.9\right)$
or equivalent ***A1***

overestimate since $\frac{311}{162}>1.50$ $\left(1.50<\frac{311}{162}\text{ or equivalent}\right)$ ***R1***

Note: Do not award ***A0R1.***

[2 marks]

Total [17 marks]

12. (a) (i) attempts to solve $Q(z)=0$ ***(M1)***

$$z=\frac{2\sqrt{3}\pm\sqrt{-4}}{2}$$

$$z=\frac{2\sqrt{3}\pm 2\mathrm{i}}{2}$$ ***(A1)***

$$z=\sqrt{3}\pm\mathrm{i}$$ ***A1***

(ii) attempts to find modulus or argument of their solutions in (i) ***(M1)***

$$|z|=2,\ \arg(z)=\pm\frac{\pi}{6}$$ ***A1***

$$z=2\operatorname{cis}\left(\frac{\pi}{6}\right),\quad z=2\operatorname{cis}\left(-\frac{\pi}{6}\right)$$ ***A1***

Note: Accept alternate polar forms and Euler form.

[6 marks]

(b) $z^6=-64$

attempts to use De Moivre's theorem ***(M1)***

$$r^6\operatorname{cis}(6\theta)=64\operatorname{cis}(\pi)$$

$r=2$, any correct value of θ ***(A1)(A1)***

$$\theta=\frac{\pi}{6}+\frac{k\pi}{3},\ k=0,1,2,3,4,5$$

$$z=2\operatorname{cis}\left(\frac{\pi}{6}\right),2\operatorname{cis}\left(-\frac{\pi}{6}\right),2\operatorname{cis}\left(\frac{5\pi}{6}\right),2\operatorname{cis}\left(-\frac{5\pi}{6}\right),2\operatorname{cis}\left(\frac{\pi}{2}\right),2\operatorname{cis}\left(-\frac{\pi}{2}\right)$$ ***A1A1***

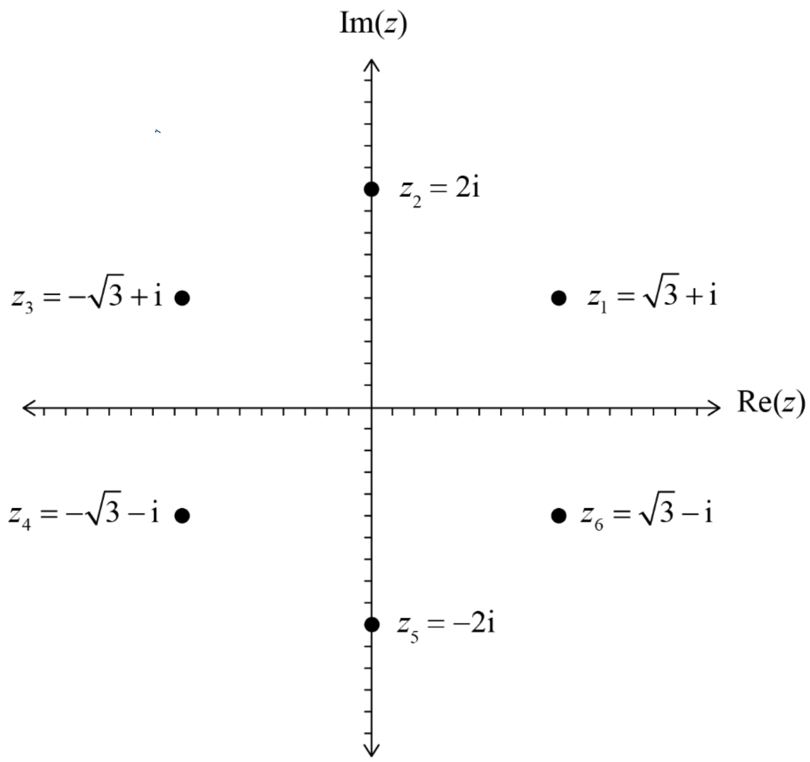
Note: Award ***A1*** for any two correct roots. Award ***A1A0*** if extra roots given. Condone $2\mathrm{i},-2\mathrm{i}$ for the last two roots. Accept equivalent arguments ie. $\frac{7\pi}{6},\ \frac{3\pi}{2},\ \frac{11\pi}{6}$.

[5 marks]

continued…

Question 12 continued

(c)



A1A1

Note: Award ***A1*** for any two correct z_n. Award ***A1A1*** for all 6 z_n. In all cases the roots must be approximately correctly positioned with similar moduli and labelled correctly.
Award maximum ***A0A1*** If no roots are on the imaginary axis.
Coordinates need not be shown.

[2 marks]

continued…

Question 12 continued

(d) **METHOD 1**

$z^2 = -4$ ***M1***

$(-4)^3 + 64 = 0$ $\therefore$ a factor ***R1***

METHOD 2

solve $z^2 + 4 = 0$ ***M1***

$z = \pm 2\mathrm{i}$ which are two roots of $P(z)$ ***R1***

METHOD 3

recognises that the product of z_2 and z_5 are required ***M1***

$2cis\left(\frac{\pi}{2}\right) = 2\mathrm{i}$

$2cis\left(-\frac{\pi}{2}\right) = -2\mathrm{i}$

$z^2 + 4 = (z - 2\mathrm{i})(z + 2\mathrm{i})$

same roots $\therefore$ a factor ***R1***

METHOD 4

attempts long division ***M1***

$z^2 + 0z + 4 \overline{\smash{\big)} z^6 + 0z^5 + ... + 64}$

quotient is $z^4 - 4z^2 + 16$ and remainder is 0. ***R1***

[2 marks]

(e) **METHOD 1**

attempts to form a product of factors with two of their roots ***(M1)***

$\sqrt{3} + \mathrm{i}$ with $\sqrt{3} - \mathrm{i}$ and $-\sqrt{3} + \mathrm{i}$ with $-\sqrt{3} - \mathrm{i}$ (real coefficients form from conjugate pairs)

attempt to expand their factors or equate their coefficients ***(M1)***

$\left(z - \sqrt{3} - \mathrm{i}\right)\left(z - \sqrt{3} + i\right) = z^2 - 2\sqrt{3}z + 4$ ***A1***

$\left(z + \sqrt{3} - \mathrm{i}\right)\left(z + \sqrt{3} + i\right) = z^2 + 2\sqrt{3}z + 4$ ***A1***

[4 marks]

continued…

Question 12 continued

METHOD 2

attempts to form an equation of the form
$\left(z^2+4\right)\left(z^4-4z^2+16\right)=\left(z^2+4\right)\left(z^2+az+b\right)\left(z^2+cz+d\right)$ ***M1***

attempts to expand and equate coefficients ***M1***

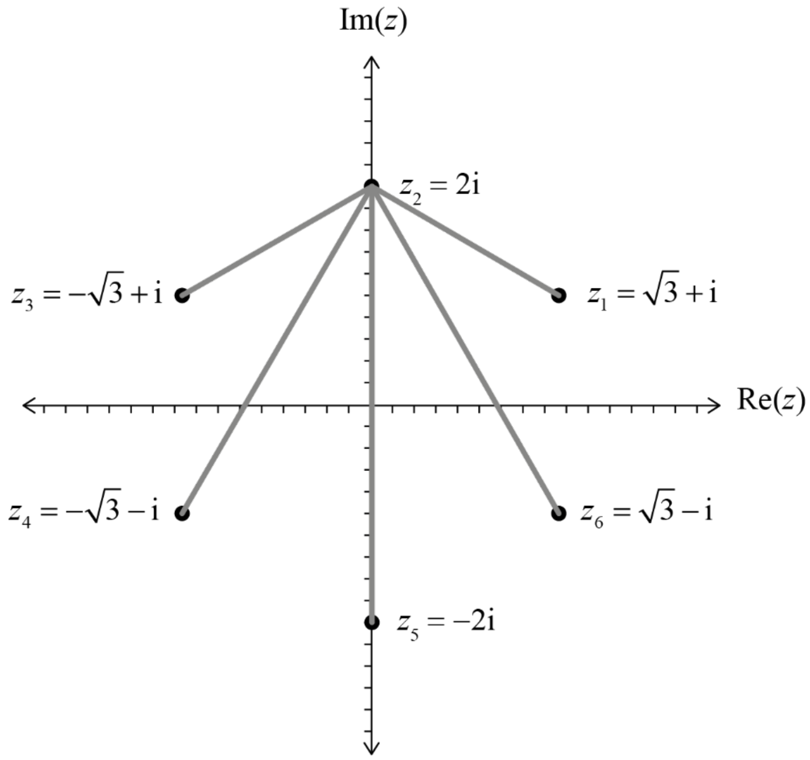
eg $a+c=0,\ ad+bc=0,\ ac+b+d=-4,\ bd=16$

$\Rightarrow a=c=\pm\sqrt{12},\ \ b=d=4$

$\left(z^2-2\sqrt{3}z+4\right)\left(z^2+2\sqrt{3}z+4\right)$ ***A1A1***

[***4 marks]***

(f)



attempts to find the length of one line segment ***(M1)***

$4+2+2+2\sqrt{3}+2\sqrt{3}$ ***A1***

Note: Award ***A1*** for at least two correct side lengths.

$=8+4\sqrt{3}$ ***A1***

[3 marks]

Total [22 marks]