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4. [Maximum mark: 7]

5. [Maximum mark: 6]

The position vectors of points P and Q are $i + 2j - k$ and $7i + 3j - 4k$ respectively.

Events A and B are independent with $P(A \cap B) = 0.2$ and $P(A' \cap B) = 0.6$.

(a) Find a vector equation of the line that passes through P and Q. [4]

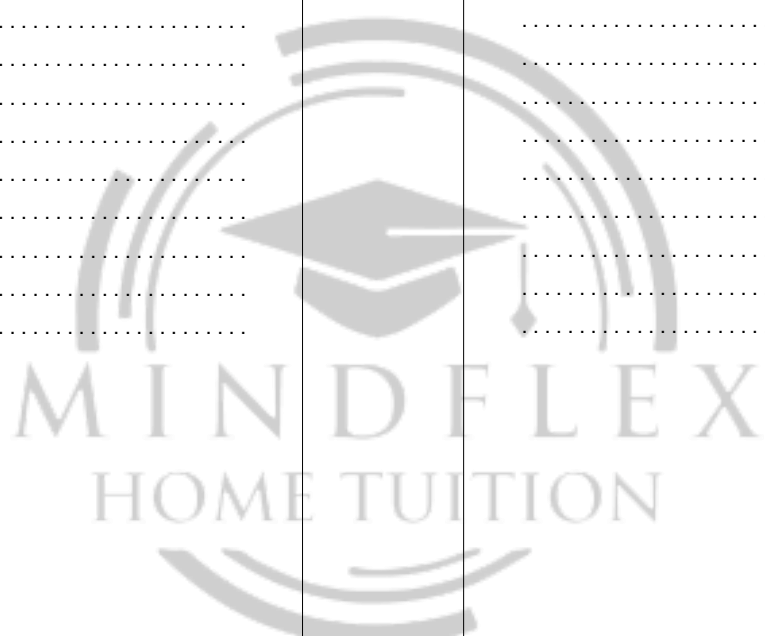
(a) Find $P(B)$. [2]

(b) The line through P and Q is perpendicular to the vector $2i + nk$. Find the value of n . [3]

(b) Find $P(A \cup B)$. [4]

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Do not write solutions on this page.

Section B

Answer all questions in the answer booklet provided. Please start each question on a new page.

8. [Maximum mark: 16]

Let $\vec{OA} = \begin{pmatrix} -1 \\ 0 \\ 4 \end{pmatrix}$ and $\vec{OB} = \begin{pmatrix} 4 \\ 1 \\ 3 \end{pmatrix}$.

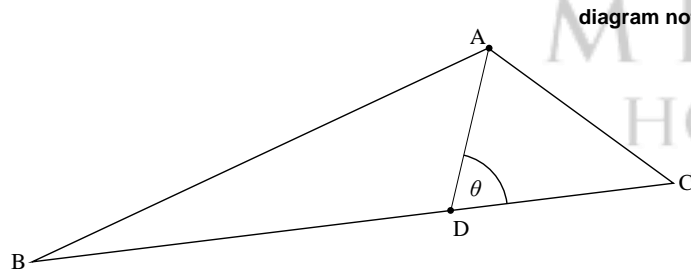
(a) (i) Find \vec{AB} .

(ii) Find $|\vec{AB}|$.

The point C is such that $\vec{AC} = \begin{pmatrix} -1 \\ 1 \\ -1 \end{pmatrix}$.

(b) Show that the coordinates of C are $(-2, 1, 3)$.

The following diagram shows triangle ABC. Let D be a point on [BC], with acute angle $\angle ADC = \theta$.



(c) Write down an expression in terms of θ for

(i) angle ADB;

(ii) area of triangle ABD.

(d) Given that $\frac{\text{area } \triangle ABD}{\text{area } \triangle ACD} = 3$, show that $\frac{BD}{BC} = \frac{3}{4}$.

(e) Hence or otherwise, find the coordinates of point D.

Do not write solutions on this page.

9. [Maximum mark: 13]

The first two terms of an infinite geometric sequence, in order, are

$2\log_2 x, \log_2 x$, where $x > 0$.

(a) Find r .

(b) Show that the sum of the infinite sequence is $4\log_2 x$.

The first three terms of an arithmetic sequence, in order, are

$\log_2 x, \log_2 \left(\frac{x}{2}\right), \log_2 \left(\frac{x}{4}\right)$, where $x > 0$.

(c) Find d , giving your answer as an integer.

Let S_{12} be the sum of the first 12 terms of the arithmetic sequence.

(d) Show that $S_{12} = 12\log_2 x - 66$.

(e) Given that S_{12} is equal to half the sum of the infinite geometric sequence, find x , giving your answer in the form 2^p , where $p \in \mathbb{Q}$.



12EP09



12EP10

Do **not** write solutions on this page.

10. [Maximum mark: 16]

Let $f(x) = \cos x$.

- (a) (i) Find the first four derivatives of $f(x)$.
(ii) Find $f^{(19)}(x)$. [4]

Let $g(x) = x^k$, where $k \in \mathbb{Z}^+$.

- (b) (i) Find the first three derivatives of $g(x)$.
(ii) Given that $g^{(19)}(x) = \frac{k!}{(k-p)!} (x^{k-19})$, find p . [5]

Let $k = 21$ and $h(x) = (f^{(19)}(x) \times g^{(19)}(x))$.

- (c) (i) Find $h'(x)$.
(ii) Hence, show that $h'(\pi) = \frac{-21!}{2} \pi^2$. [7]

Please **do not** write on this page.
Answers written on this page will not
be marked.



12EP11



12EP12



Mathematics
Standard level
Paper 2

Friday 11 November 2016 (morning)

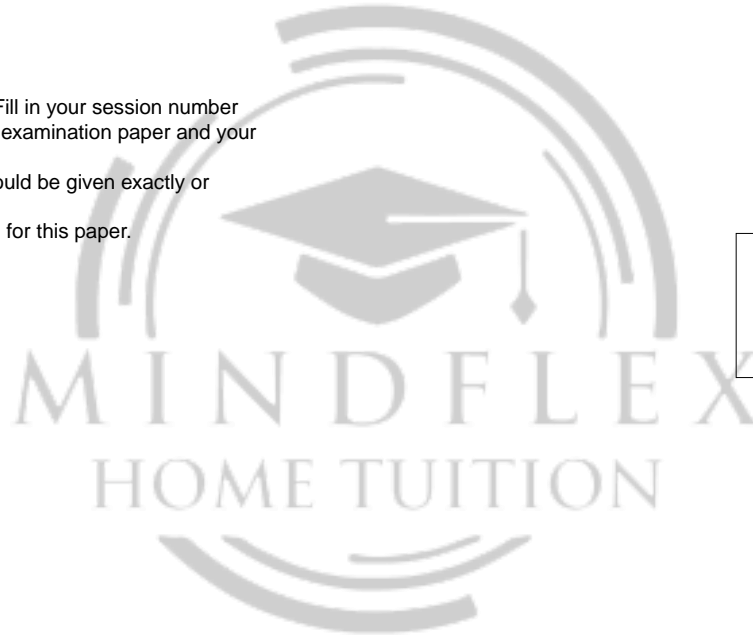
1 hour 30 minutes

Candidate session number

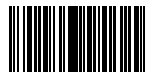
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Instructions to candidates

- Write your session number in the boxes above.
- Do not open this examination paper until instructed to do so.
- A graphic display calculator is required for this paper.
- Section A: answer all questions in the boxes provided.
- Section B: answer all questions in the answer booklet provided. Fill in your session number on the front of the answer booklet, and attach it to this examination paper and your cover sheet using the tag provided.
- Unless otherwise stated in the question, all numerical answers should be given exactly or correct to three significant figures.
- A clean copy of the **mathematics SL formula booklet** is required for this paper.
- The maximum mark for this examination paper is **[90 marks]**.

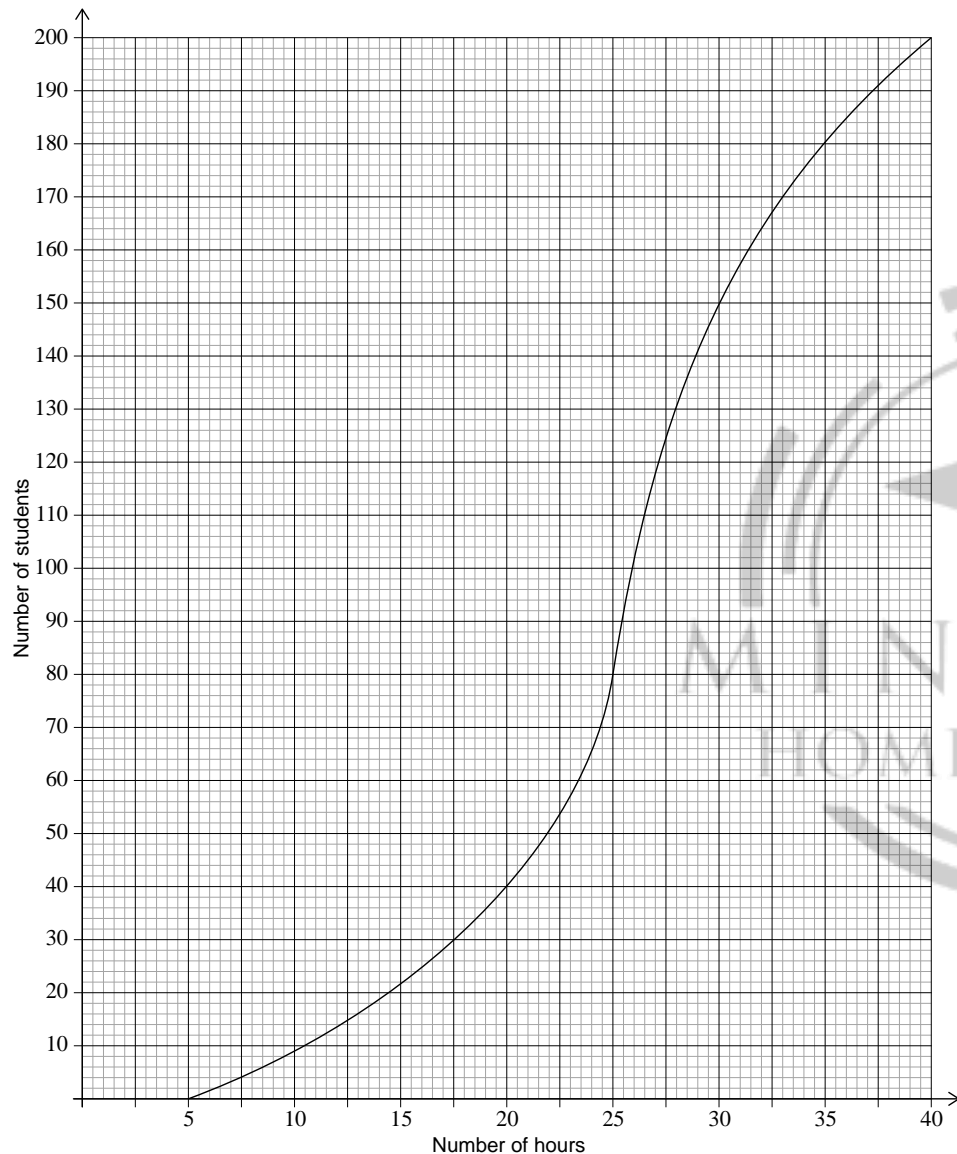


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(Question 8 continued)



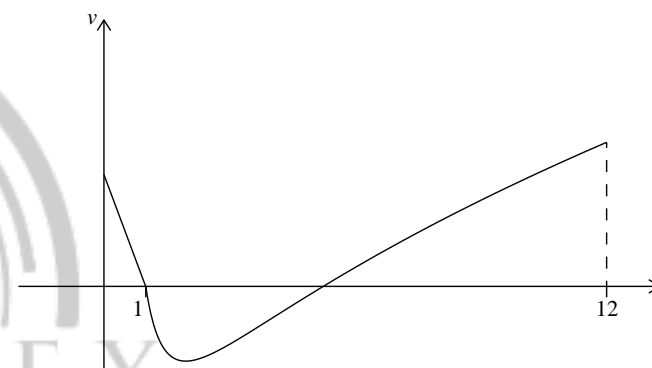
Do **not** write solutions on this page.

9. [Maximum mark: 14]

A particle P starts from a point A and moves along a horizontal straight line. Its velocity $v \text{ cm s}^{-1}$ after t seconds is given by

$$v(t) = \begin{cases} -2t + 2, & \text{for } 0 \leq t \leq 1 \\ 3\sqrt{t} + \frac{4}{t^2} - 7, & \text{for } 1 \leq t \leq 12 \end{cases}$$

The following diagram shows the graph of v .



(a) Find the initial velocity of P. [2]

P is at rest when $t = 1$ and $t = p$.

(b) Find the value of p . [2]

When $t = q$, the acceleration of P is zero.

(c) (i) Find the value of q .
(ii) Hence, find the **speed** of P when $t = q$. [4]

(d) (i) Find the total distance travelled by P between $t = 1$ and $t = p$.
(ii) Hence or otherwise, find the displacement of P from A when $t = p$. [6]



16EP11

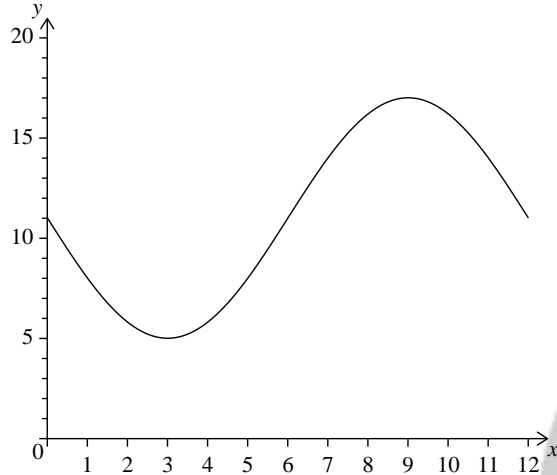


16EP12

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10. [Maximum mark: 15]

The following diagram shows the graph of $f(x) = a \sin bx + c$, for $0 \leq x \leq 12$.



The graph of f has a minimum point at $(3, 5)$ and a maximum point at $(9, 17)$.

- (a) (i) Find the value of c .
- (ii) Show that $b = \frac{\pi}{6}$.
- (iii) Find the value of a .

[6]

The graph of g is obtained from the graph of f by a translation of $\begin{pmatrix} k \\ 0 \end{pmatrix}$. The maximum point on the graph of g has coordinates $(11.5, 17)$.

- (b) (i) Write down the value of k .
- (ii) Find $g(x)$.

[3]

The graph of g changes from concave-up to concave-down when $x = w$.

- (c) (i) Find w .
- (ii) Hence or otherwise, find the maximum positive rate of change of g .

[6]

Please **do not** write on this page.

Answers written on this page will not be marked.



16EP13



16EP14

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be marked.

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Markscheme

November 2016

Mathematics

Standard level

Paper 2



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Instructions to Examiners

Abbreviations

- M** Marks awarded for attempting to use a valid **Method**; working must be seen.
- (M)** Marks awarded for a valid **Method**; may be implied by **correct** subsequent working.
- A** Marks awarded for an **Answer** or for **Accuracy**; often dependent on preceding **M** marks.
- (A)** Marks awarded for an **Answer** or for **Accuracy**; may be implied by **correct** subsequent working.
- R** Marks awarded for clear **Reasoning**.
- N** Marks awarded for **correct** answers if **no** working shown.
- AG** Answer given in the question and so no marks are awarded.

Using the markscheme

1 General

Mark according to RM assessor instructions.

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 **MO** followed by **A1**, as **A** mark(s) depend on the preceding **M** mark(s), if any. An exception to this rule is when work for **M1** is missing, as opposed to incorrect (see point 4).
- Where **M** and **A** marks are noted on the same line, eg **M1A1**, this usually means **M1** for an **attempt** to use an appropriate method (eg 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 **(M2)**, **N3**, etc., do **not** split the marks, unless there is a note.
- Most **M** marks are for a **valid** method, ie a method which can lead to the answer: it must indicate some form of progress towards the answer.
- Once a correct answer to a question or part-question is seen, ignore further correct working. However, if further working indicates a lack of mathematical understanding do not award final **A1**.

3 N marks

If **no** working shown, award **N** marks for **correct** answers – this includes acceptable answers (see accuracy booklet). In this case, ignore mark breakdown (**M**, **A**, **R**). Where a student only shows a final incorrect answer with no working, even if that answer is a correct intermediate answer, award **N0**.

- Do **not** award a mixture of **N** and other marks.
- There may be fewer **N** marks available than the total of **M**, **A** and **R** marks; this is deliberate as it penalizes candidates for not following the instruction to show their working.
- There may not be a direct relationship between the **N** marks and the implied marks. There are times when all the marks are implied, but the **N** marks are not the full marks; this indicates that we want to see some of the working, without specifying what.

- For consistency within the markscheme, **N** marks are noted for every part, even when these match the mark breakdown.
- If a candidate has incorrect working, which somehow results in a correct answer, do **not** award the **N** marks for this correct answer. However, if the candidate has indicated (usually by crossing out) that the working is to be ignored, award the **N** marks for the correct answer.

4 Implied and must be seen marks

Implied marks appear in brackets eg (M1).

- Implied marks can only be awarded if the work is seen or if implied in subsequent working (a correct final answer does not necessarily mean that the implied marks are all awarded). There are questions where some working is required, but as it is accepted that not everyone will write the same steps, all the marks are implied, but the **N** marks are not the full marks for the question.
- Normally the correct work is seen in the next line.
- Where there is an **(M1)** followed by **A1** for each correct answer, if no working shown, one correct answer is sufficient evidence to award the **(M1)**.

Must be seen marks appear without brackets eg M1.

- Must be seen marks can only be awarded if the work is seen.
- If a must be seen mark is not awarded because work is missing (as opposed to **MO** or **A0** for incorrect work) all subsequent marks may be awarded if appropriate.

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

Follow through (FT) marks are awarded where an incorrect answer (final or intermediate) from one part of a question is used correctly in subsequent part(s) or subpart(s). 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 the only marks awarded in a subpart are for the final answer, then FT marks should be awarded if appropriate. Examiners are expected to check student work in order to award FT marks where appropriate.

- Within a question part, once an **error** is made, no further **A** marks can be awarded for work which uses the error, but **M** and **R** marks may be awarded if appropriate. (However, as noted above, if an **A** mark is not awarded because work is missing, all subsequent marks may be awarded if appropriate).
- Exceptions to this rule will be explicitly noted on the markscheme.
- If the question becomes much simpler because of an error then use discretion to award fewer **FT** marks.
- If the error leads to an inappropriate value (eg probability greater than 1, use of $r > 1$ for the sum of an infinite GP, $\sin \theta = 1.5$, 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 a candidate makes an error in one part, but gets the correct answer(s) to subsequent part(s), award marks as appropriate, unless the question says hence. It is often possible to use a different approach in subsequent parts that does not depend on the answer to previous parts.
- In a "show that" question, if an error in a previous subpart leads to not showing the required answer, do not award the final **A1**. Note that if the error occurs within the same subpart, the **FT** rules may result in further loss of marks.

6 Mis-read

If a candidate incorrectly copies information from the question, this is a mis-read (**MR**). A candidate should be penalized only once for a particular mis-read. Use the **MR** stamp to indicate that this is a misread. Do not award the first mark in the question, even if this is an **M** mark, but award all others (if appropriate) so that the candidate only loses one mark for the misread.

- 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 (eg probability greater than 1, use of $r > 1$ for the sum of an infinite GP, $\sin \theta = 1.5$, 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.

7 Discretionary marks (d)

An examiner uses discretion to award a mark on the rare occasions when the markscheme does not cover the work seen. In such cases the annotation **DM** should be used and a brief **note** written next to the mark explaining this decision.

8 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 in doubt, contact your team leader for advice.

- Alternative methods for complete parts are indicated by **METHOD 1**, **METHOD 2**, etc.
- Alternative solutions for parts of questions are indicated by **EITHER** . . . **OR**. Where possible, alignment will also be used to assist examiners in identifying where these alternatives start and finish.

9 Alternative forms

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

- As this is an international examination, accept all alternative forms of **notation**.
- In the markscheme, equivalent **numerical** and **algebraic** forms will generally be written in brackets immediately following the answer.
- In the markscheme, **simplified** answers, (which candidates often do not write in examinations), will generally appear in brackets. Marks should be awarded for either the form preceding the bracket or the form in brackets (if it is seen).

10 Calculators

A GDC is required for paper 2, but calculators with symbolic manipulation features (eg TI-89) are not allowed.

Calculator notation The mathematics SL guide says:

Students must always use correct mathematical notation, not calculator notation.

Do **not** accept final answers written using calculator notation. However, do not penalize the use of calculator notation in the working.

11 Style

The markscheme aims to present answers using good communication, eg if the question asks to find the value of k , the markscheme will say $k = 3$, but the marks will be for the correct value 3 – there is usually no need for the “ $k =$ ”. In these cases, it is usually acceptable to write

another variable, as long as there is no ambiguity in the question, eg if the question asks to find the value of p and of q , then the student answer needs to be clear. Generally, the only situation where the full answer is required is in a question which asks for equations – in this case the markscheme will say “must be an equation”.

The markscheme often uses words to describe what the marks are for, followed by examples, using the *eg* notation. These examples are not exhaustive, and examiners should check what candidates have written, to see if they satisfy the description. Where these marks are **M** marks, the examples may include ones using poor notation, to indicate what is acceptable. A valid method is one which will allow candidate to proceed to the next step eg if a quadratic function is given in factorised form, and the question asks for the zeroes, then multiplying the factors does not necessarily help to find the zeros, and would not on its own count as a valid method.

12 Candidate 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.

Candidates are meant to write their answers to Section A on the question paper (QP), and Section B on answer booklets. Sometimes, they need more room for Section A, and use the booklet (and often comment to this effect on the QP), or write outside the box. That is fine, and this work should be marked.

The instructions tell candidates not to write on Section B of the QP. Thus they may well have done some rough work here which they assume will be ignored. If they have solutions on the answer booklets, there is no need to look at the QP. However, if there are whole questions or whole part solutions missing on answer booklets, please check to make sure that they are not on the QP, and if they are, mark those whole questions or whole part solutions that have not been written on answer booklets.

13. Diagrams

The notes on how to allocate marks for sketches usually refer to passing through particular points or having certain features. These marks can only be awarded if the sketch is approximately the correct shape. All values given will be an approximate guide to where these points/features occur. In some questions, the first **A1** is for the shape, in others, the marks are only for the points and/or features. In both cases, unless the shape is approximately correct, no marks can be awarded (unless otherwise stated). However, if the graph is based on previous calculations, **FT** marks should be awarded if appropriate.

14. Accuracy of Answers

If the level of accuracy is specified in the question, a mark will be allocated for giving the final answer to the required accuracy. When this is not specified in the question, all numerical answers should be given exactly or correct to three significant figures.

Do not accept unfinished numerical final answers such as $3/0.1$ (unless otherwise stated). As a rule, numerical answers with more than one part (such as fractions) should be given using integers (eg $6/8$). Calculations which lead to integers should be completed, with the exception of fractions which are not whole numbers. Intermediate values do not need to be given to the correct three significant figures. But, if candidates work with rounded values, this could lead to an incorrect answer, in which case award **A0** for the final answer. Where numerical answers are required as the final answer to a part of a question in the markscheme, the markscheme will show
a truncated 6 sf value
the exact value if applicable, the correct 3 sf answer
Units will appear in brackets at the end.

Section A

1. (a) attempt to substitute $x = 8$

eg $8^2 + 2 \times 8 + 1$

$f(8) = 81$

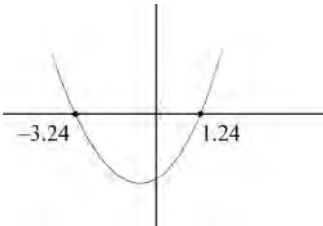
(b) attempt to form composition (in any order)

eg $f(x-5), g(f(x)), (x^2 + 2x + 1) - 5$

$(g \circ f)(x) = x^2 + 2x - 4$

(c) valid approach

eg $x = \frac{-2 \pm \sqrt{20}}{2}$



1.23606, -3.23606

$x = 1.24, x = -3.24$

(M1)

A1 N2
[2 marks]

(M1)

A1 N2
[2 marks]

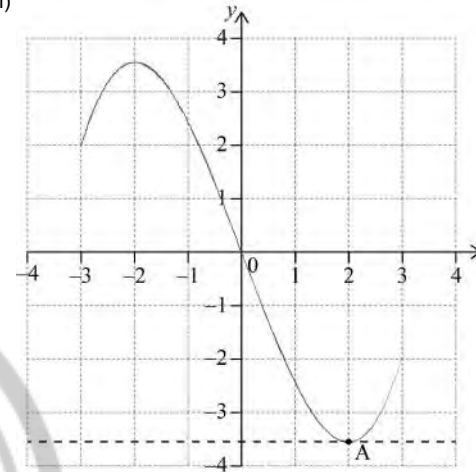
(M1)

A1A1 N3
[3 marks]
[Total 7 marks]

2. (a) A(2, -3.6)

A1A1 N2
[2 marks]

(b) (i) (ii)



A1
A1A1A1 N4
A1 N1

Notes: (i) Award **A1** for correct cubic shape with correct curvature. Only if this **A1** is awarded, award the following:
A1 for passing through **their** point A and the origin,
A1 for endpoints,
A1 for maximum.

(ii) Award **A1** for horizontal line through **their** A.

[5 marks]

[Total 7 marks]

3. (a) $\theta = \frac{2\pi}{5}$
- (b) correct expression for area
eg $A = \frac{1}{2}r^2 \left(\frac{2\pi}{5}\right), \frac{\pi r^2}{5}$
evidence of equating their expression to 20π
eg $\frac{1}{2}r^2 \left(\frac{2\pi}{5}\right) = 20\pi, r^2 = 100, r = \pm 10$
 $r = 10$

A1 N1
[1 mark]

(A1)

(M1)

A1 N2
[3 marks]

(M1)

(A1)

- (c) **METHOD 1**
evidence of choosing cosine rule
eg $a^2 = b^2 + c^2 - 2bc \cos A$
correct substitution of **their** r and θ into RHS
eg $10^2 + 10^2 - 2 \times 10 \times 10 \cos\left(\frac{2\pi}{5}\right)$
11.7557
AB = 11.8 (mm)

METHOD 2

- evidence of choosing sine rule
eg $\frac{\sin A}{a} = \frac{\sin B}{b}$
correct substitution of **their** r and θ
eg $\frac{\sin \frac{2\pi}{5}}{AB} = \frac{\sin\left(\frac{1}{2}\left(\pi - \frac{2\pi}{5}\right)\right)}{10}$
11.7557
AB = 11.8 (mm)

A1 N2

(M1)

(A1)

A1 N2
[3 marks]

[Total 7 marks]

4. (a) valid attempt to find the intersection
eg $f = g$, sketch, one correct answer
 $p = 0.357402, q = 2.15329$
 $p = 0.357, q = 2.15$

(M1)

A1A1 N3
[3 marks]

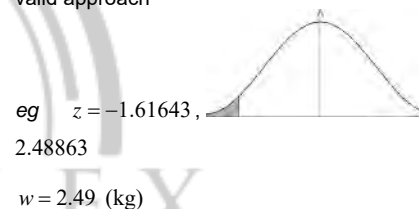
- (b) attempt to set up an integral involving subtraction (in any order)
eg $\int_p^q [f(x) - g(x)] dx, \int_p^q f(x) dx - \int_p^q g(x) dx$
0.537667
area = 0.538

(M1)

A2 N3
[3 marks]

[Total 6 marks]

5. (a) valid approach



(M1)

A2 N3
[3 marks]

- (b) correct value or expression (seen anywhere)
eg $0.053 - P(X \leq 2.15), 0.039465$
evidence of conditional probability
eg $\frac{P(2.15 \leq X \leq w)}{P(X \leq w)}, \frac{0.039465}{0.053}$
0.744631
0.745

(A1)

(M1)

A1 N2
[3 marks]

[Total 6 marks]

6. (a) attempt to substitute correct limits or the function into the formula involving y^2 (M1)
eg $\pi \int_{-0.5}^{0.5} y^2 dx, \pi \int (-0.8x^2 + 0.5)^2 dx$
0.601091
volume = 0.601 (m³) (A2 N3 [3 marks])
- (b) attempt to equate half **their** volume to V (M1)
eg $0.30055 = 0.8(1 - e^{-0.1t})$, graph
4.71104
4.71 (minutes) (A2 N3 [3 marks])
[Total 6 marks]
7. (a) $P(\text{red}) = \frac{5}{15+m}$ (A1 N1 [1 mark])
- (b) recognizing binomial distribution (M1)
eg $X \sim B(n, p)$
correct value for the complement of **their** p (seen anywhere) (A1)
eg $1 - \frac{5}{15+m}, \frac{10+m}{15+m}$
correct substitution into $\text{Var}(X) = np(1-p)$ (A1)
eg $4 \left(\frac{5}{15+m} \right) \left(\frac{10+m}{15+m} \right), \frac{20(10+m)}{(15+m)^2} < 0.6$
 $m > 12.2075$ (A1)
 $m = 13$ (A1 N3 [5 marks])
[Total 6 marks]

Section B

8. (a) attempt to substitute into formula for mean (M1)
eg $\frac{\sum x}{10}, \frac{252}{n}, \frac{252}{10}$
mean = 25.2 (hours) (A1 N2 [2 marks])
- (b) (i) mean = 30.2 (hours) (A1 N1)
(ii) $\sigma = 5$ (hours) (A1 N1 [2 marks])
- (c) (i) valid approach (M1)
eg 95%, 5% of 27
correct working (A1)
eg $0.95 \times 27, 27 - (5\% \text{ of } 27)$
median = 25.65 (exact), 25.7 (hours) (A1 N2)
- (ii) **METHOD 1**
variance = (standard deviation)² (seen anywhere) (A1)
valid attempt to find new standard deviation (M1)
eg $\sigma_{\text{new}} = 0.95 \times 5, 4.75$
variance = 22.5625 (exact), 22.6 (A1 N2)
- METHOD 2**
variance = (standard deviation)² (seen anywhere) (A1)
valid attempt to find new variance (M1)
eg $0.95^2, 0.9025 \times \sigma^2$
new variance = 22.5625 (exact), 22.6 (A1 N2 [6 marks])

continued...

Question 8 continued

- (d) (i) both correct frequencies
eg 80, 150
subtracting **their** frequencies in either order
eg 150 - 80, 80 - 150
70 (students)
- (ii) evidence of a valid approach
eg 10% of 200, 90%
correct working
eg 0.90×200 , $200 - 20$, 180 students
 $k = 35$

(A1)

(M1)

A1 N2

(M1)

(A1)

A1 N3
[6 marks]

[Total 16 marks]

9. (a) valid attempt to substitute $t = 0$ into the correct function
eg $-2(0) + 2$

(M1)

2

A1 N2
[2 marks]

- (b) recognizing $v = 0$ when P is at rest

(M1)

5.21834

$p = 5.22$ (seconds)

A1 N2
[2 marks]

- (c) (i) recognizing that $a = v'$
eg $v' = 0$, minimum on graph

(M1)

1.95343

$q = 1.95$

A1 N2

- (ii) valid approach to find **their** minimum
eg $v(q)$, -1.75879 , reference to min on graph

(M1)

1.75879

speed = $1.76 \text{ (cm s}^{-1}\text{)}$

A1 N2
[4 marks]

- (d) (i) substitution of **correct** $v(t)$ into distance formula,

(A1)

eg $\int_1^p \left(3\sqrt{t} + \frac{4}{t^2} - 7 \right) dt$, $\left| \int_1^p \left(3\sqrt{t} + \frac{4}{t^2} - 7 \right) dt \right|$,

4.45368

distance = 4.45 (cm)

A1 N2

- (ii) displacement from $t = 1$ to $t = p$ (seen anywhere)

(A1)

eg -4.45368 , $\int_1^p \left(3\sqrt{t} + \frac{4}{t^2} - 7 \right) dt$

displacement from $t = 0$ to $t = 1$

(A1)

eg $\int_0^1 (-2t + 2) dt$, $0.5 \times 1 \times 2$, 1

valid approach to find displacement for $0 \leq t \leq p$

M1

eg $\int_0^1 (-2t + 2) dt + \int_1^p \left(3\sqrt{t} + \frac{4}{t^2} - 7 \right) dt$, $\int_0^1 (-2t + 2) dt - 4.45$

-3.45368

displacement = -3.45 (cm)

A1 N2
[6 marks]

[Total 14 marks]

10. (a) (i) valid approach (M1)
eg $\frac{5+17}{2}$
 $c = 11$ A1 N2
- (ii) valid approach (M1)
eg period is 12, per = $\frac{2\pi}{b}$, $9 - 3$
 $b = \frac{2\pi}{12}$ A1
 $b = \frac{\pi}{6}$ AG N0
- (iii) **METHOD 1**
valid approach (M1)
eg $5 = a \sin\left(\frac{\pi}{6} \times 3\right) + 11$, substitution of points
 $a = -6$ A1 N2
- METHOD 2**
valid approach (M1)
eg $\frac{17-5}{2}$, amplitude is 6
 $a = -6$ A1 N2
- (b) (i) $k = 2.5$ A1 N1
- (ii) $g(x) = -6 \sin\left(\frac{\pi}{6}(x-2.5)\right) + 11$ A2 N2

(M1)

A1 N2

(M1)

A1

AG N0

(M1)

A1 N2

(M1)

A1 N2

[6 marks]

A1 N1

A2 N2

[3 marks]

Question 10 continued

- (c) (i) **METHOD 1** Using g
recognizing that a point of inflexion is required M1
eg sketch, recognizing change in concavity
evidence of valid approach (M1)
eg $g''(x) = 0$, sketch, coordinates of max/min on g'
 $w = 8.5$ (exact) A1 N2
- METHOD 2** Using f
recognizing that a point of inflexion is required M1
eg sketch, recognizing change in concavity
evidence of valid approach involving translation (M1)
eg $x = w - k$, sketch, $6 + 2.5$
 $w = 8.5$ (exact) A1 N2
- (ii) valid approach involving the derivative of g or f (seen anywhere) (M1)
eg $g'(w)$, $-\pi \cos\left(\frac{\pi}{6}x\right)$, max on derivative, sketch of derivative
attempt to find max value on derivative M1
eg $-\pi \cos\left(\frac{\pi}{6}(8.5 - 2.5)\right)$, $f'(6)$, dot on max of sketch
3.14159
max rate of change = π (exact), 3.14 A1 N2
- [6 marks]
- [Total 15 marks]

continued...