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Cambridge International A Level

MATHEMATICS **9709/33**

Paper 3 Pure Mathematics 3 **May/June 2025**

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1: Marks must be awarded in line with: • the specific content of the mark scheme or the generic level descriptors for the question • the specific skills defined in the mark scheme or in the generic level descriptors for the question • the standard of response required by a candidate as exemplified by the standardisation scripts.
GENERIC MARKING PRINCIPLE 2: Marks awarded are always **whole marks** (not half marks, or other fractions).
GENERIC MARKING PRINCIPLE 3: Marks must be awarded **positively**: • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate • marks are awarded when candidates clearly demonstrate what they know and can do • marks are not deducted for errors • marks are not deducted for omissions • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
GENERIC MARKING PRINCIPLE 4: Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.
GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Mathematics-Specific Marking Principles

1 Unless a particular method has been specified in the question, full marks may be awarded for any correct method. However, if a calculation is required then no marks will be awarded for a scale drawing.

2 Unless specified in the question, non-integer answers may be given as fractions, decimals or in standard form. Ignore superfluous zeros, provided that the degree of accuracy is not affected.

3 Allow alternative conventions for notation if used consistently throughout the paper, e.g. commas being used as decimal points.

4 Unless otherwise indicated, marks once gained cannot subsequently be lost, e.g. wrong working following a correct form of answer is ignored (isw).

5 Where a candidate has misread a number or sign in the question and used that value consistently throughout, provided that number does not alter the difficulty or the method required, award all marks earned and deduct just 1 A or B mark for the misread.

6 Recovery within working is allowed, e.g. a notation error in the working where the following line of working makes the candidate's intent clear.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	**Meaning**
^	More information required
A0	Accuracy mark awarded zero
A1	Accuracy mark awarded one
B0	Independent accuracy mark awarded zero
B1	Independent accuracy mark awarded one
B2	Independent accuracy mark awarded two
BOD	Benefit of the doubt
BP	Blank Page
✗	Incorrect
Dep	Used to indicate DM0 or DM1

Annotation	Meaning
DM1	Dependent on the previous M1 mark(s)
FT	Follow through
~~	Indicate working that is right or wrong
Highlighter	Highlight a key point in the working
ISW	Ignore subsequent work
J	Judgement
JU	Judgement
M0	Method mark awarded zero
M1	Method mark awarded one
M2	Method mark awarded two
MR	Misread
O	Omission or Other solution
Off-page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to.
On-page comment	Allows comments to be entered in speech bubbles on the candidate response.
PE	Judgment made by the PE
Pre	Premature approximation
SC	Special case
SEEN	Indicates that work/page has been seen

Annotation	**Meaning**
SF	Error in number of significant figures
✓	Correct
TE	Transcription error
XP	Correct answer from incorrect working

Mark Scheme Notes

The following notes are intended to aid interpretation of mark schemes in general, but individual mark schemes may include marks awarded for specific reasons outside the scope of these notes.

Types of mark

M Method mark, awarded for a valid method applied to the problem. Method marks are not lost for numerical errors, algebraic slips or errors in units. However, it is not usually sufficient for a candidate just to indicate an intention of using some method or just to quote a formula; the formula or idea must be applied to the specific problem in hand, e.g. by substituting the relevant quantities into the formula. Correct application of a formula without the formula being quoted obviously earns the M mark and in some cases an M mark can be implied from a correct answer.

A Accuracy mark, awarded for a correct answer or intermediate step correctly obtained. Accuracy marks cannot be given unless the associated method mark is earned (or implied).

B Mark for a correct result or statement independent of method marks.

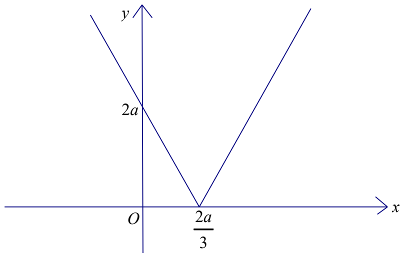
DM or **DB** When a part of a question has two or more 'method' steps, the M marks are generally independent unless the scheme specifically says otherwise; and similarly, when there are several B marks allocated. The notation DM or DB is used to indicate that a particular M or B mark is dependent on an earlier M or B (asterisked) mark in the scheme. When two or more steps are run together by the candidate, the earlier marks are implied and full credit is given.

FT Implies that the A or B mark indicated is allowed for work correctly following on from previously incorrect results. Otherwise, A or B marks are given for correct work only.

- A or B marks are given for correct work only (not for results obtained from incorrect working) unless follow through is allowed (see abbreviation FT above).
- For a numerical answer, allow the A or B mark if the answer is correct to 3 significant figures or would be correct to 3 significant figures if rounded (1 decimal place for angles in degrees).
- The total number of marks available for each question is shown at the bottom of the Marks column.
- Wrong or missing units in an answer should not result in loss of marks unless the guidance indicates otherwise.
- Square brackets [ ] around text or numbers show extra information not needed for the mark to be awarded.

Abbreviations

AEF/OE	Any Equivalent Form (of answer is equally acceptable) / Or Equivalent
AG	Answer Given on the question paper (so extra checking is needed to ensure that the detailed working leading to the result is valid)
CAO	Correct Answer Only (emphasising that no 'follow through' from a previous error is allowed)
CWO	Correct Working Only
ISW	Ignore Subsequent Working
SOI	Seen Or Implied
SC	Special Case (detailing the mark to be given for a specific wrong solution, or a case where some standard marking practice is to be varied in the light of a particular circumstance)
WWW	Without Wrong Working
AWRT	Answer Which Rounds To

Question	Answer	Marks	Guidance
1(a)		**B1**	Symmetrical. In correct position. Lines intended to be straight. Must be in both first and second quadrants. Key coordinates must be correct. Ignore $y = x + 5a$ if seen.
		1	

Question	Answer	Marks	Guidance
1(b)	Obtain critical value $\frac{7a}{2}$ from $x+5a=3x-2a$	**B1**	Allow if seen in an inequality.
	Obtain critical value $-\frac{3a}{4}$ from $x+5a=2a-3x$	**B1**	Allow if seen in an inequality.
	State final answer $-\frac{3a}{4}<x<\frac{7a}{2}$	**B1**	**SC B1** only for $-\frac{3a}{4}<x<\frac{7a}{2}$ with *their a* from part **(a)**. Allow any equivalent notation. Allow $-\frac{3a}{4}<x$ and $x<\frac{7a}{2}$.
	Alternative Method for Question 1(b)		
	Solve quadratic equation $(3x-2a)^2=(x+5a)^2$	**M1**	$8x^2-22ax-21a^2=0$
	Obtain critical values $-\frac{3a}{4}$ and $\frac{7a}{2}$	**A1**	
	State final answer $-\frac{3a}{4}<x<\frac{7a}{2}$	**A1**	**SC B1** only for $-\frac{3a}{4}<x<\frac{7a}{2}$ with *their a* from part **(a)**. Allow any equivalent notation. Allow $-\frac{3a}{4}<x$ and $x<\frac{7a}{2}$.
		3	

Question	Answer	Marks	Guidance
2	Use the correct rule for logarithm of a power, product or quotient or an equivalent method using exponentials	*M1	Use of any correct law applied to original terms.
	Obtain an equation free of logarithms	A1	E.g. $\frac{(2x+3)^2}{2x+5}=3x$.
	Form a 3-term quadratic from completely correct use of logarithms and solve for x	DM1	$2x^2+3x-9=0$
	State final answer $\frac{3}{2}$ only	A1	OE Rejection of negative value if given must be clear.
		4	

Question	Answer	Marks	Guidance
3	Use correct double angle formula	M1*	$\frac{1}{2}(1+\cos 10x)$
	Obtain $\frac{3}{20}\sin 10x+\frac{3}{2}x$	A1	OE
	Use correct limits correctly	DM1	$\frac{3}{20}(-0)+\frac{15\pi}{40}-\frac{12\pi}{40}$
	Obtain $\frac{3}{20}+\frac{3}{40}\pi$	A1	Or exact simplified equivalent.
		4	

Question	Answer	Marks	Guidance
4(a)	State $z_1 z_2 = r_1 r_2 e^{i(\theta_1+\theta_2)}$	**B1**	Allow equivalent forms.
	State correct conjugate of $z_1 z_2$, z_1 or z_2	**B1**	Allow equivalent forms.
	Obtain given result from correct working	**B1**	Clear demonstration that the product of the conjugates is identical to the conjugate of the product. Need to see a conclusion.
		3	
4(b)	State $\left(z^* =\right)\ 3e^{-\frac{1}{4}\pi i}$	**B1**	Allow equivalent forms. Allow $3e^{\frac{7}{4}\pi i}$.
	Complete method to find both b and c	**M1**	E.g. find the product and sum of the roots, or expand $\left(z-3e^{-\frac{1}{4}\pi i}\right)\left(z-3e^{\frac{1}{4}\pi i}\right)$.
	Obtain $b=-3\sqrt{2},\ c=9$	**A1**	OE Allow $z^2-3\sqrt{2}z+9=0$.
		3	

Question	Answer	Marks	Guidance
5(a)	State or imply $y + x\dfrac{dy}{dx}$ as the derivative of xy	**B1**	
	State or imply $2ye^{-x}\dfrac{dy}{dx} - y^2e^{-x}$ as the derivative of y^2e^{-x}	**B1**	
	Equate attempted derivative to zero and solve for $\dfrac{dy}{dx}$	**M1**	Need implicit differentiation and attempt at a product.
	Obtain $\dfrac{dy}{dx} = \dfrac{y^2 - ye^x}{xe^x + 2y}$ from correct working	**A1**	AG Need to see sufficient correct detail.
	Alternative Method for Question 5(a)		
	State or imply $xe^x\dfrac{dy}{dx} + y\left(xe^x + e^x\right)$ as the derivative of xye^x	**B1**	Using $xye^x + y^2 - 4e^x = 0$.
	State or imply $2y\dfrac{dy}{dx} - 4e^x$ as the derivative of $y^2 - 4e^x$	**B1**	Using $xye^x + y^2 - 4e^x = 0$.
	Equate attempted derivative to zero and solve for $\dfrac{dy}{dx}$	**M1**	Must make use of $4 - xy = y^2e^{-x}$
	Obtain $\dfrac{dy}{dx} = \dfrac{y^2 - ye^x}{xe^x + 2y}$ from correct working	**A1**	AG Need to see sufficient correct detail.
		4	

Question	Answer	Marks	Guidance
5(b)	Obtain one correct gradient	**B1**	E.g. $\frac{1}{2}$ at $(0, 2)$.
	Obtain second correct gradient	**B1**	E.g. $\frac{-3}{2}$ at $(0, -2)$.
		2	

Question	Answer	Marks	Guidance
6	$\frac{(x+4)+\mathrm{i}y}{x+\mathrm{i}(y+4)} \times \frac{x-\mathrm{i}(y+4)}{x-\mathrm{i}(y+4)}$	***M1**	Multiply numerator (and denominator) by the conjugate of the denominator.
	Equate imaginary part of numerator to zero	**DM1**	Numerator $= x(x+4) + y(y+4) + \mathrm{i}[xy - (y+4)(x+4)]$
	Obtain $x + y = -4$	**A1**	OE
	Correct use of modulus and solve for x or y	**DM1**	$x^2 + (-x-4)^2 = 10 \Rightarrow x^2 + 4x + 3 = 0$ or $(-y-4)^2 + y^2 = 10 \Rightarrow y^2 + 4y + 3 = 0$
	$\Rightarrow z = -3 - \mathrm{i}$	**A1**	One correct solution A1. **SC A1 A0** for both pairs of x and y correct but not in given form.
	or $z = -1 - 3\mathrm{i}$	**A1**	Two solutions only.

Question	Answer	Marks	Guidance
6	**Alternative Method for Question 6**		
	$z+4=c(z+4i)$, $c\in\mathbb{R}$ or $x+iy+4=c(x+iy+4i)$	***M1**	Equate to a real constant
	$x+4=cx$ and $y=cy+4c$	**DM1**	Equate real and imaginary parts
	$x=\dfrac{4}{c-1}$, $y=\dfrac{4c}{1-c}$ or $\dfrac{y}{x+4}=\dfrac{y+4}{x}$	**A1**	
	Correct use of modulus and solve for a value of *c*, or *x* or *y*	**DM1**	$6c^2+20c+6=0$ OE $x^2+(-x-4)^2=10\Rightarrow x^2+4x+3=0$ or $(-y-4)^2+y^2=10\Rightarrow y^2+4y+3=0$.
	$c=-\frac{1}{3}$ leading to $z=-3-\mathrm{i}$	**A1**	One correct solution A1. **SC A1 A0** for both pairs of *x* and *y* correct but not in given form.
	$c=-3$ leading to $z=-1-3\mathrm{i}$	**A1**	Two solutions only.

Question	Answer	Marks	Guidance
6	**Alternative Method 2 for Question 6**		
	$\arg(z+4)=\arg(z+4i)$	***M1**	Use of $\arg\left(\frac{z+4}{z+4i}\right)=0$.
	$\frac{y}{x+4}=\frac{y+4}{x}$	**DM1**	
	Obtain $x+y=-4$	**A1**	
	Correct use of modulus and solve for x or y	**DM1**	$x^2+(-x-4)^2=10 \Rightarrow x^2+4x+3=0$ or $(-y-4)^2+y^2=10 \Rightarrow y^2+4y+3=0$.
	$\Rightarrow z=-3-\mathrm{i}$	**A1**	One correct solution A1. **SC A1 A0** for both pairs of x and y correct but not in given form.
	or $z=-1-3\mathrm{i}$	**A1**	Two solutions only.
		6	

Question	Answer	Marks	Guidance
7(a)	State or imply the form $\dfrac{A}{3a+2x}+\dfrac{B}{2a-x}$ and use a correct method to find a constant	**M1**	
	Obtain one of $A=3$ and $B=-1$	**A1**	Allow M1 A1 if correct A or B found even if unwanted terms in the partial fractions expression.
	Obtain the second value	**A1**	ISW
		3	
7(b)	Use a correct method to obtain the first two terms in the expansion of $(3a+2x)^{-1}$, $\left(1+\dfrac{2x}{3a}\right)^{-1}$, $(2a-x)^{-1}$, or $\left(1-\dfrac{x}{2a}\right)^{-1}$	**M1**	
	Obtain the correct unsimplified expansions in terms of a, up to the term in x^2 .	**A2 FT**	A1 FT for each partial fraction. Follow *their* A, B $\dfrac{3}{3a}\left(1-\dfrac{2x}{3a}+\left(\dfrac{2x}{3a}\right)^2..\right)$, $-\dfrac{1}{2a}\left(1+\dfrac{x}{2a}+\left(\dfrac{x}{2a}\right)^2..\right)$.
	Obtain final answer $\dfrac{1}{2a}-\dfrac{11}{12a^2}x+\dfrac{23}{72a^3}x^2$	**A1**	Ignore terms in higher powers of x. Do not ISW. Allow reverse order.
		4	
7(c)	State $\lvert x\rvert<\frac{3}{2}a$	**B1**	OE
		1	

Question	Answer	Marks	Guidance
8(a)	Express the left hand side in terms of $\sin\theta$ and $\cos\theta$	**M1**	$\frac{\cos^2\theta}{\sin^2\theta}-\frac{\sin^2\theta}{\cos^2\theta}$
	Combine to a single term and factorise the numerator	**M1**	$\frac{(\cos^2\theta-\sin^2\theta)(\cos^2\theta+\sin^2\theta)}{\cos^2\theta\sin^2\theta}$
	Use correct double angle formulae in numerator and denominator	**M1**	$\frac{4\cos 2\theta}{\sin^2 2\theta}$
	Obtain $4\cot 2\theta \operatorname{cosec} 2\theta$ from correct working	**A1**	$\frac{4\cos 2\theta}{\sin 2\theta}\times\frac{1}{\sin 2\theta}$ or $\frac{4\cos 2\theta}{\sin 2\theta\sin 2\theta}$.
	Alternative Method for Question 8(a)		
	Express the right hand side in terms of $\sin 2\theta$ and $\cos 2\theta$ or $\tan 2\theta$ and $\sin 2\theta$	**M1**	$\frac{4\cos 2\theta}{\sin 2\theta}\times\frac{1}{\sin 2\theta}$ or $\frac{4}{\tan 2\theta}\times\frac{1}{\sin 2\theta}$ or $\frac{4\cos 2\theta}{\sin 2\theta\sin 2\theta}$.
	Use correct double angle formulae in numerator and denominator	**M1**	$\frac{(\cos^2\theta-\sin^2\theta)}{\sin^2\theta\cos^2\theta}$ or $\frac{4(1-\tan^2\theta)}{2\tan\theta}\times\frac{1}{2\sin\theta\cos\theta}$ OE
	Split into 2 terms and simplify	**M1**	$\operatorname{cosec}^2\theta-\sec^2\theta$
	Obtain $\cot^2\theta-\tan^2\theta$ from correct working	**A1**	$(1+\cot^2\theta)-(1+\tan^2\theta)$

Question	Answer	Marks	Guidance
8(a)	**Alternative Method 2 for Question 8(a)**		
	Express the left hand side as a difference of 2 squares in terms of $\tan\theta$	**M1**	$\left(\frac{1}{\tan\theta}-\tan\theta\right)\times\left(\frac{1}{\tan\theta}+\tan\theta\right)$
	Use correct formula for $\tan 2\theta$	**M1**	$\left(\frac{2}{\tan 2\theta}\right)\times\left(\frac{1}{\tan\theta}+\tan\theta\right)$
	Use $1+\tan^2\theta=\sec^2\theta$ and simplify using correct double angle formula	**M1**	$\left(\frac{2}{\tan 2\theta}\right)\times\left(\frac{\sec^2\theta}{\tan\theta}\right)$
	Obtain $4\cot 2\theta\operatorname{cosec}2\theta$ from correct working	**A1**	$\left(\frac{2}{\tan 2\theta}\right)\times\left(\frac{2}{\sin 2\theta}\right)$
	Alternative Method 3 for Question 8(a)		
	Express the left hand side using appropriate identities	**M1**	$\cot^2\theta=\operatorname{cosec}^2\theta-1$ and $\tan^2\theta=\sec^2\theta-1$ leading to $\operatorname{cosec}^2\theta-\sec^2\theta$.
	Combine to a single term in terms of $\sin\theta$ and $\cos\theta$	**M1**	$\frac{\left(\cos^2\theta-\sin^2\theta\right)}{\sin^2\theta\cos^2\theta}$
	Use correct double angle formulae in numerator and denominator	**M1**	$\frac{4\cos 2\theta}{\sin^2 2\theta}$
	Obtain $4\cot 2\theta\operatorname{cosec}2\theta$ from correct working	**A1**	$\frac{4\cos 2\theta}{\sin 2\theta}\times\frac{1}{\sin 2\theta}$ or $\frac{4\cos 2\theta}{\sin 2\theta\sin 2\theta}$.
		4	

Question	Answer	Marks	Guidance
8(b)	Use the identity to obtain an expression in one trigonometric function	*M1	
	Obtain $\tan^2 2x = \frac{4}{5}$	A1	OE
	Obtain one solution e.g. 20.9°	DM1	AWRT
	Obtain a second value e.g. 69.1° and no extras in range	A1	AWRT
		4	

Question	Answer	Marks	Guidance
9(a)	Use a correct method to form an equation for the line through B and C	M1	E.g. $\mathbf{r} = \overrightarrow{OB} + \lambda\overrightarrow{BC}$.
	Obtain $\mathbf{r} = \mathbf{i} + 3\mathbf{j} - 2\mathbf{k} + \lambda(\mathbf{i} - 4\mathbf{j} + 5\mathbf{k})$	A1	OE Must have $\mathbf{r}$ or component or column vector form. E.g. $\mathbf{r} = 2\mathbf{i} - \mathbf{j} + 3\mathbf{k} + \lambda(-\mathbf{i} + 4\mathbf{j} - 5\mathbf{k})$. $l = \ldots$ scores A0.
		2	

Question	Answer	Marks	Guidance
9(b)	Find $\overrightarrow{AP}$ for a general point P on l	**B1**	Allow unsimplified. E.g. $\mathbf{j}-\mathbf{2}k+\lambda(\mathbf{i}-4\mathbf{j}+5\mathbf{k})$ or $\mathbf{i}-3\mathbf{j}+3\mathbf{k}+\mu(\mathbf{i}-4\mathbf{j}+5\mathbf{k})$.
	Calculate the scalar product of $\overrightarrow{AP}$ (not $\overrightarrow{OP}$) and a direction vector for l and equate the result to zero.	**M1**	E.g. $(\mathbf{j}-\mathbf{2}k+\lambda(\mathbf{i}-4\mathbf{j}+5\mathbf{k}))\cdot(\mathbf{i}-4\mathbf{j}+5\mathbf{k})=0$ $\Rightarrow \lambda-4(1-4\lambda)+5(-2+5\lambda)=0$.
	Obtain $\lambda=\frac{1}{3}$ or $\mu=-\frac{2}{3}$	**A1**	Or correct equivalents.
	Obtain $\frac{4}{3}\mathbf{i}+\frac{5}{3}\mathbf{j}-\frac{1}{3}\mathbf{k}$	**A1**	Or equivalent column vector.
		4	
9(c)	Use a correct method to find *their* position vector of D	**M1**	E.g. $\overrightarrow{OD}=\overrightarrow{OA}+2\overrightarrow{AP}$ Allow a slip in one component.
	Obtain $\frac{5}{3}\mathbf{i}+\frac{4}{3}\mathbf{j}-\frac{2}{3}\mathbf{k}$	**A1**	Or equivalent column vector.
		2	

Question	Answer	Marks	Guidance
10(a)	Separate variables correctly	**B1**	
	Use correct double angle formula to simplify integral in y	***M1**	$\int \frac{\sin 4y}{\sin 2y}\,\mathrm{d}y = \int 2\cos 2y\,\mathrm{d}y$
	Obtain $\sin 2y$	**A1**	
	Commence integration by parts and obtain $px\cos 3x + q\int \cos 3x\,\mathrm{d}x$	***M1**	
	Obtain $-\frac{1}{3}x\cos 3x + \frac{1}{3}\int \cos 3x\,\mathrm{d}x$	**A1**	
	Complete integration and obtain $-\frac{1}{3}x\cos 3x + \frac{1}{9}\sin 3x$	**A1**	
	Use $y = \frac{1}{12}\pi$ when $x = \frac{1}{2}\pi$ in an expression with $\sin 2y$, $x\cos 3x$ and $\sin 3x$ to obtain the constant of integration	**DM1**	$\frac{1}{2} = 0 - \frac{1}{9} + c$
	Obtain $\sin 2y = -\frac{1}{3}x\cos 3x + \frac{1}{9}\sin 3x + \frac{11}{18}$	**A1**	OE ISW
		8	
10(b)	Solve $\sin 2y = \frac{11}{18}$ to obtain one solution, e.g. 0.329	**M1**	AWRT Allow for *their* constant from a solution involving $\sin 2y$, $x\cos 3x$ and $\sin 3x$. M0 for answers in degrees.
	Obtain a second solution, e.g. 1.24, and no others in range	**A1**	AWRT
		2	

Question	Answer	Marks	Guidance
11(a)	Use the correct product rule to differentiate	*M1	Could be working in terms of *a*. Obtain the form $\frac{p}{\sqrt{x}}\sin 2x + q\sqrt{x}\cos 2x$.
	Obtain $\frac{dy}{dx} = \frac{1}{2\sqrt{x}}\sin 2x + 2\sqrt{x}\cos 2x$	A1	
	Equate the derivative to zero and form an equation without surds	DM1	E.g. $\sin 2a + 4a\cos 2a = 0$. Could be working in terms of *x*.
	Obtain $\tan 2a = -4a$ from correct work	A1	AG
		4	
11(b)	Calculate the values of a relevant expression or pair of expressions at $x = 0.9$ and $x = 0.95$	M1	Allow smaller interval, provided it contains the root. Must be working in radians.
	Complete the argument correctly with correct calculated values	A1	E.g. $\begin{cases} \tan 1.8 + 3.6 = -0.686... < 0 \\ \tan 1.9 + 3.8 = 0.873... > 0 \end{cases}$
		2	
11(c)	State $a = \frac{1}{2}\left(\pi - \tan^{-1} 4a\right)$ and rearrange to $\pi - 2a = \tan^{-1} 4a$	B1	Or work from right to left. Allow working in *x* or *a*.
	State $\tan\left(\pi - 2a\right) = 4a$ and rearrange to $\tan 2a = -4a$	B1	Allow working in *x* or *a*.
		2	

Question	Answer	Marks	Guidance
11(d)	Use the iterative process correctly at least once	**M1**	M0 if working in degrees.
	Obtain final answer 0.9183	**A1**	
	Show sufficient iterations to at least 6 d.p. to justify 0.9183 to 4 d.p. or show there is a sign change in the interval $(0.91825, 0.91835)$	**A1**	E.g. $0.9, 0.920872, 0.917944, 0.918347, 0.918292...$
		3	