

2024-10-12 STEP Practice: Problem 6 (2010.01.01)

$$5x^2 + 2y^2 - 6xy + 4x - 4y \equiv a[x-y+z]^2 + b[cx+y]^2 + d$$

2nd order expression
in two variables: x and y
↓
represents conic section

$$\begin{aligned} [x-y+z][x-y+z] &= x^2 - xy + 2x - yx + y^2 + 2x - 2y + 4 \\ &= \underbrace{x^2 - 2xy + y^2}_{\text{quadratic terms}} + \underbrace{4x - 4y}_{\text{linear terms}} + \underbrace{4}_{\text{constant term}} \end{aligned}$$

$$\begin{aligned} \text{RHS} &\equiv ax^2 - 2axy + ay^2 + 4ax - 4ay + 4a + b[2cx^2 + 2bcxy + by^2] + d \\ &\equiv x^2[a + bc^2] + xy[2bc - 2a] + y^2[a + b] + 4ax - 4ay + 4a + d \end{aligned}$$

Comparing Coefficients:

$$a + bc^2 = 5$$

$$a + b = 2$$

$$2bc - 2a = -6$$

$$\begin{aligned} 4a &= 4 \\ -4a &= -4 \end{aligned} \quad \left. \vphantom{\begin{aligned} 4a &= 4 \\ -4a &= -4 \end{aligned}} \right\} \text{not independent}$$

$$4a + d = 0$$

$$\leadsto a = \frac{4}{4} = 1$$

$$\leadsto 4(1) + d = 0 \Rightarrow d = -4$$

$$\leadsto 1 + b = 2 \Rightarrow b = 1$$

$$\leadsto 2(1)c - 2(1) = -6 \Rightarrow 2c - 2 = -6 \Rightarrow c = -2$$

Solve the simultaneous equations

$$\text{Eq. 1)} \quad 5x^2 + 2y^2 - 6xy + 4x - 4y = 9$$

$$\text{Eq. 2)} \quad 6x^2 + 3y^2 - 8xy + 8x - 8y = 14$$

Eq. 1 - Comparing Coefficients:

$$a + bc^2 = 5$$

$$a + b = 2$$

$$2bc - 2a = -6$$

$$\begin{aligned} 4a &= 4 \\ -4a &= -4 \end{aligned} \quad \left. \vphantom{\begin{aligned} 4a &= 4 \\ -4a &= -4 \end{aligned}} \right\} \text{not independent}$$

$$4a + d = 0$$

$$\leadsto a = 1$$

$$\leadsto d = 0 - 4 = -4$$

$$\leadsto b = 2 - 1 = 1$$

$$\leadsto 2(1)c - 2(1) = -6 \Rightarrow 2c - 2 = -6 \Rightarrow c = -2$$

Eq. 2 - Comparing Coefficients

$$a+bc^2=6$$

$$a+b=3$$

$$2bc-2a=-8$$

$$\begin{array}{l} 4a=8 \\ -4a=-8 \end{array} \quad \text{not independent}$$

$$4a+d=-14$$

$$\leadsto a = \frac{8}{4} = 2$$

$$\leadsto b = 3 - 2 = 1$$

$$\leadsto 2(1)c - 2(2) = -8 \Rightarrow 2c - 4 = -8 \Rightarrow c = -2$$

$$\leadsto 4(2) + d = 0 \Rightarrow d = -8$$

\therefore

$$\text{Eq. 1)} \quad [x-y+2]^2 + [-2x+y]^2 - 4 = 9$$

$$\text{Eq. 2)} \quad 2[x-y+2]^2 + [-2x+y]^2 - 8 = 14$$

$$p = [x-y+2]^2$$

$$q = [-2x+y]^2$$

$$\text{Eq. 1)} \quad p + q - 4 = 9$$

$$\text{Eq. 2)} \quad 2p + q - 8 = 14$$

$$q = 13 - p$$

$$2p + 13 - p - 8 = 14$$

$$p + 5 = 14$$

$$\therefore p = 9$$

$$\therefore q = 13 - 9 = 4$$

$$\leadsto [x-y+2]^2 = 9 \Rightarrow x-y+2 = \pm 3$$

$$\vee [-2x+y]^2 = 4 \Rightarrow -2x+y = \pm 2$$

$$(A) \quad x-y+2=3 \Rightarrow x-y=1$$

$$(B) \quad x-y+2=-3 \Rightarrow x-y=-5$$

$$(C) \quad -2x+y=2$$

$$(D) \quad -2x+y=-2$$

4 combinations:
A&C, A&D, B&C, B&D

(A) & (C)

$$x = 1 + y$$

$$-2(1+y) + y = 2$$

$$-2 - 2y + y = 2$$

$$-y = 4$$

$$y = -4$$

$$x = 1 + (-4) = -3 \leadsto x = -3 \wedge y = -4 \text{ is a solution}$$

(A) & (D):

$$x = 1 + y$$

$$-2(1+y) + y = -2$$

$$-2 - 2y + y = -2$$

$$-y = 0$$

$$y = 0$$

$$x = 1 + 0 = 1 \implies x = 1 \wedge y = 0 \text{ is a solution}$$

(B) & (C):

$$x = y - 5$$

$$-2(y-5) + y = 2$$

$$-2y + 10 + y = 2$$

$$-y = -8$$

$$y = 8$$

$$x = 8 - 5 = 3 \implies x = 3 \wedge y = 8 \text{ is a solution}$$

(B) & (D):

$$x = y - 5$$

$$-2(y-5) + y = -2$$

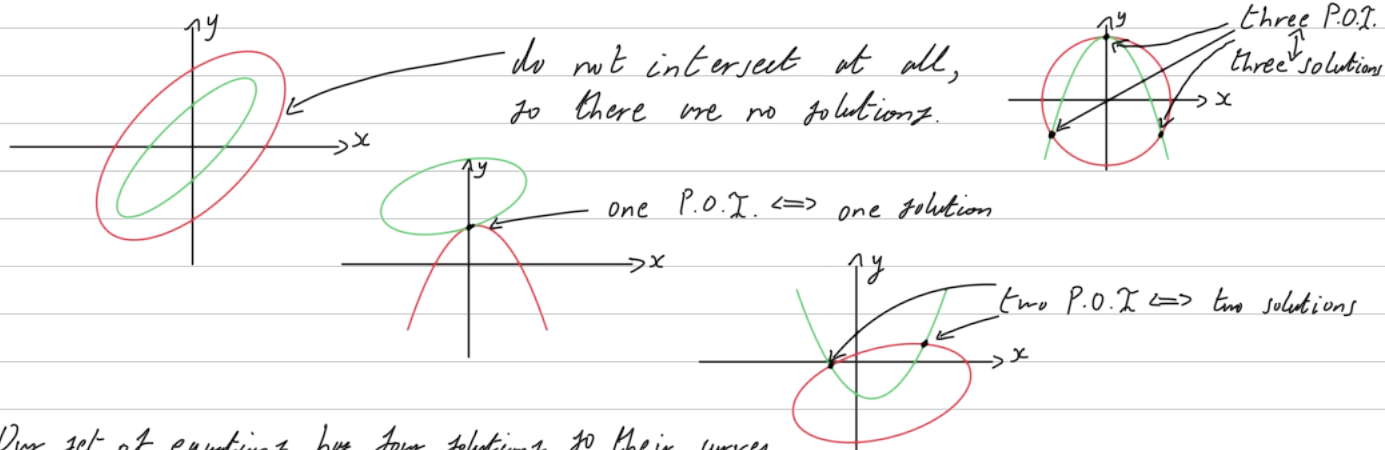
$$-2y + 10 = -2$$

$$-y = -12$$

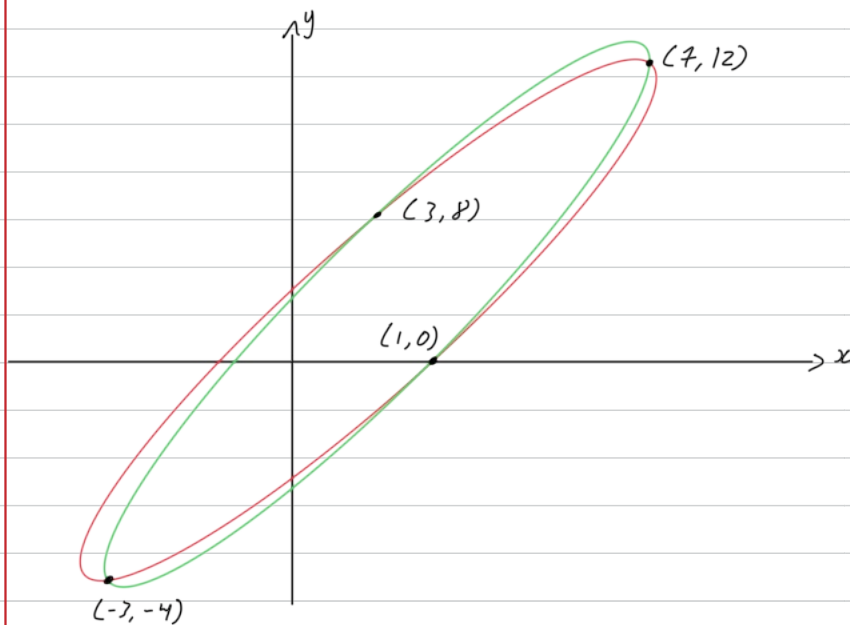
$$y = 12$$

$$x = 12 - 5 = 7 \implies x = 7 \wedge y = 12 \text{ is a solution}$$

Two second order equations in two variables will have — at most — four solutions. If we graphed the two equations, there would be four points where the two curves intersect. However, they can have less than four solutions; you can even get no solutions. This is shown below:



Our set of equations has four solutions, so their curves will intersect at four points. It should look something like this:



Note: You need 5 points to specify a unique conic sections.

Bezout's Theorem:

For two polynomial curves, of order m and n , there will be up to $m \cdot n$ points of intersection
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 can have fewer than $m \cdot n$ P.O.I.

Note:

From this problem, I have learnt that some STEP problems may be impossibly difficult without the information that is given to you at the start. This is a problem I would not have been able to solve - if I was not given a way to rewrite the equations. Also, these problems have reinforced the idea of STEP problems requiring you to learn something from one part in order to apply it to a later part of the problem.