Diploma Programme
Programme du diplôme
Programa del Diploma

Markscheme

Specimen paper

Mathematics: applications and interpretation

Higher level

Paper 3

9 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.

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 ***M2***, ***A3***, *etc.*, do **not** split the marks, unless there is a note.
- 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 the final ***A1***. An exception to this may be in numerical answers, where a correct exact value is followed by an incorrect decimal. However, if the incorrect decimal is carried through to a subsequent part, and correct ***FT*** working shown, award ***FT*** marks as appropriate but do not award the final ***A1*** in that part.

Examples

	Correct answer seen	Further working seen	Action
1.	$8\sqrt{2}$	5.65685... *(incorrect decimal value)*	Award the final ***A1*** *(ignore the further working)*
2.	$\frac{1}{4}\sin 4x$	$\sin x$	Do not award the final ***A1***
3.	$\log a - \log b$	$\log(a-b)$	Do not award the final ***A1***

3 Implied marks

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

- Normally the correct work is seen or implied in the next line.
- Marks **without** brackets can only be awarded for work that is **seen**.

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) 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 answer (i.e. there is no working expected), then **FT** marks should be awarded if 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*** marks may be awarded if appropriate.
- 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 (*e.g.* 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.
- Exceptions to this rule 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 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.

5 Mis-read

*If a candidate incorrectly copies information from the question, this is a mis-read (**MR**). Apply a **MR** penalty of 1 mark to that question*

- 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.
- The ***MR*** penalty 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

- Alternative methods for complete questions are indicated by ***METHOD 1***, ***METHOD 2***, *etc*.
- Alternative solutions for part-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**.
- 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).

8 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. There are two types of accuracy errors, and the final answer mark should not be awarded if these errors occur.

- **Rounding errors**: only applies to final answers not to intermediate steps.
- **Level of accuracy**: when this is not specified 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*.

9 Calculators

A GDC is required for this examination, but calculators with symbolic manipulation features/ CAS functionality are not allowed.

Calculator notation
The subject 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.

1. (a) χ^2 (goodness of fit) ***A1***

[1 mark]

(b) ***EITHER***

because aim is to measure improvement

OR

because the students may be of different ability in the two schools ***R1***

[1 mark]

(c) (i) 0.1875 (accept 0.188, 0.19) ***A1***

(ii) 2.46 ***(M1)A1***

Note: Award ***(M1)A0*** for 2.63.

[3 marks]

(d) H_0: there has been no improvement

H_1: there has been an improvement ***A1***

attempt at a one-tailed paired t-test ***(M1)***

p-value $= 0.423$ ***A1***

there is no significant evidence that the students have improved ***R1***

Note: If the hypotheses are not stated award a maximum of ***A0M1A1R0***.

[4 marks]

(e) (i) H_0: there is no difference between the schools

H_1: school B did better than school A ***A1***

one-tailed 2 sample t-test ***(M1)***

p-value $= 0.0984$ ***A1***

$0.0984 > 0.05$ (not significant at the 5% level) so do not reject the null hypothesis ***R1A1***

Note: The final ***A1*** cannot be awarded following an incorrect reason.
The final ***R1A1*** can follow through from their incorrect p-value.
Award a maximum of ***A1(M1)A0R1A1*** for p-value $= 0.0993$.

(ii) sample too small for the central limit theorem to apply (and t-tests assume normal distribution) ***R1***

[6 marks]

continued…

Question 1 continued

(f) (i) $H_0: \rho = 0$

$H_1: \rho > 0$ ***A1***

Note: Allow hypotheses to be expressed in words.

p-value $= 0.00157$ ***A1***

$(0.00157 < 0.01)$ there is a significant evidence of a (linear) correlation between effort and improvement (so it is reasonable to assume a linear relationship) ***R1***

(ii) (gradient of line of regression =) 6.6 ***A1***

[4 marks]

(g) H_0: improvement and gender are independent

H_1: improvement and gender are not independent ***A1***

choice of χ^2 test for independence ***(M1)***

groups first two columns as expected values in first column less than 5 ***M1***

new observed table

	$(f-p)<0$	$0 \le (f-p) < 2$	$(f-p) \ge 2$
Male	14	10	9
Female	11	14	8

(A1)

p-value $= 0.581$ ***A1***

no significant evidence that gender and improvement are dependent ***R1***

[6 marks]

(h) *For example:*
larger samples / include data from whole school
take equal numbers of boys and girls in each sample
have a similar range of abilities in each sample
(if possible) have similar ranges of effort ***R1R1***

Note: Award ***R1*** for each reasonable suggestion to improve the validity of the test.

[2 marks]

Total [27 marks]

2. (a) (i) 2000 ***(M1)A1***

(ii) because the value of $\frac{\mathrm{d}x}{\mathrm{d}t}$ is positive (for $x > 0$) ***R1***

[3 marks]

(b) (i) substitute $x = 800,\ y = 600$ into both equations ***M1***

both equations equal 0 ***A1***

hence an equilibrium point ***AG***

(ii) $x = 0,\ y = 0$ ***A1***

$x = 2000,\ y = 0,\ x = 0,\ y = 3000$ ***M1A1A1***

Note: Award ***M1*** for an attempt at solving the system provided some values of x and y are found.

[6 marks]

(c) (i) $\int \frac{1}{x}\mathrm{d}x = \int 2\,\mathrm{d}t$ ***M1***

$\ln x = 2t + c$ ***A1A1***

Note: Award ***A1*** for RHS, ***A1*** for LHS.

$x = \mathrm{e}^{c}\mathrm{e}^{2t}$ ***M1***

$x = A\mathrm{e}^{2t}\ \left(\text{where } A = \mathrm{e}^{c}\right)$ ***AG***

(ii) $y = B\mathrm{e}^{3t}$ ***A1***

Note: Allow any letter for the constant term, including A.

(iii) $x = 15,\ y = 18$ ***(M1)A1***

[7 marks]

continued…

Question 2 continued

(d) (i) $x_{n+1} = x_n + 0.2\frac{x_n}{1000}(2000 - x_n - 2y_n)$

$y_{n+1} = y_n + 0.2\frac{y_n}{1000}(3000 - 3x_n - y_n)$ ***M1A1***

Note: Accept equivalent forms.

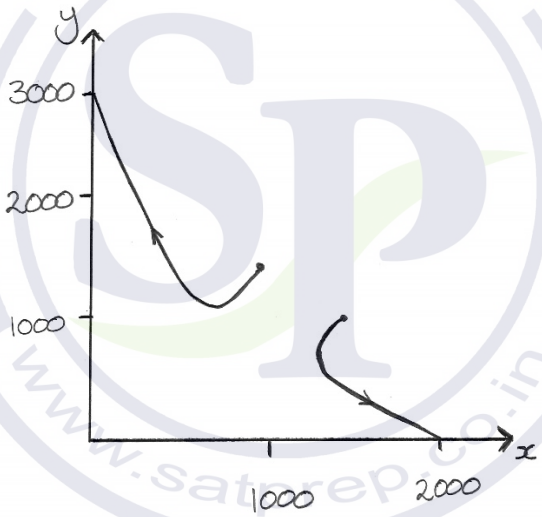
(ii) $x = 319,\ y = 617$ ***(M1)A1A1***

(iii) number of brown squirrels go down to 0,
number of black squirrels to a population of 3000 ***A1***

(iv) number of brown squirrels go to 2000,
number of black squirrels goes down to 0 ***A1***

[7 marks]

(e) (i) ***AND*** (ii)



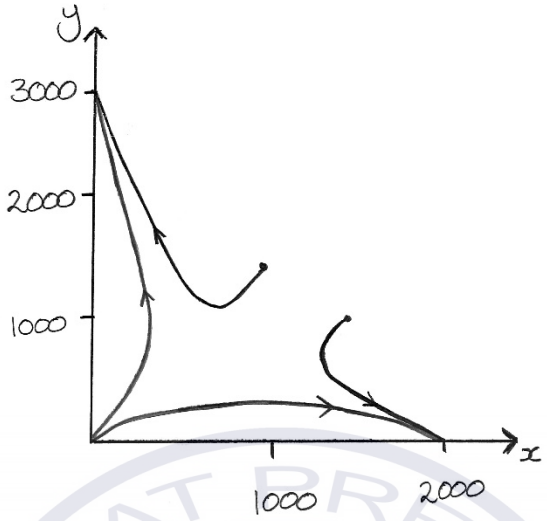
M1A1A1

[3 marks]

continued…

Question 2 continued

(f)



A1A1

Note: Award ***A1*** for a trajectory beginning close to $(0, 0)$ and going to $(0, 3000)$ and ***A1*** for a trajectory beginning close to $(0, 0)$ and going to $(2000, 0)$ in approximately the correct places.

[2 marks]

Total [28 marks]