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CAMBRIDGE
International Education

Cambridge International A Level

MATHEMATICS **9709/31**

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.

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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.

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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.

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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
	Accuracy mark awarded zero
	Accuracy mark awarded one
	Independent accuracy mark awarded zero
	Independent accuracy mark awarded one
	Independent accuracy mark awarded two
	Benefit of the doubt
	Blank Page
	Incorrect
Dep	Used to indicate DM0 or DM1

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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

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

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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.

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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

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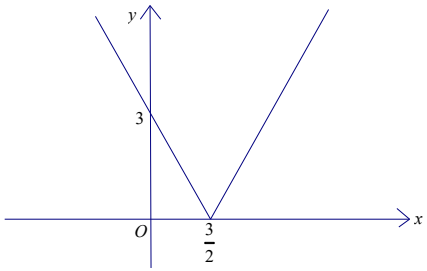
Question	Answer	Marks	Guidance
1(a)		**B1**	Symmetrical. In correct position. Condone if no complete scale shown, but must see 3 and $\frac{3}{2}$ marked. Needs to exist for negative x. Must be intending straight lines. Ignore $y = 3x - 1$ if seen.
		1	
1(b)	Obtain critical value $\frac{4}{5}$ from $3x - 1 = 3 - 2x$	**B1**	
	State final answer $x < \frac{4}{5}$	**B1**	
	Alternative Method for Question 1(b)		
	Obtain critical value $\frac{4}{5}$ from $(3x-1)^2 = (3-2x)^2$	**B1**	Ignore $x = -2$ if seen.
	State final answer $x < \frac{4}{5}$	**B1**	
		2	

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Question	Answer	Marks	Guidance
2	Use logarithm of a root or a power	**M1**	E.g. $2\ln p = \ln p^2$, $\frac{1}{2}\ln(q+1) = \ln\sqrt{q+1}$ or $3 = \ln e^3$.
	Obtain $p^2(p-1) = \mathrm{e}^3\sqrt{q+1}$	**A1**	OE without logs.
	Obtain $q = \left(\frac{p^2(p-1)}{\mathrm{e}^3}\right)^2 - 1$	**A1**	OE, ISW
		3	

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Question	Answer	Marks	Guidance
3	$\dfrac{x+\mathrm{i}(y+5)}{(x-5)+\mathrm{i}y}\times\dfrac{(x-5)-\mathrm{i}y}{(x-5)-\mathrm{i}y}$	***M1**	Multiply numerator (and denominator) by the conjugate of the denominator.
	Equate imaginary part of numerator to zero	**DM1**	Numerator $=x(x-5)+y(y+5)+\mathrm{i}\big((y+5)(x-5)-xy\big).$
	Obtain $x-y=5$	**A1**	OE
	Correct use of modulus and solve for x and y	**M1**	$x^2+(x-5)^2=17 \Rightarrow x^2-5x+4=0$ Or $x-y=5$ and $xy=-4$.
	$\Rightarrow z=4-\mathrm{i}$	**A1**	
	$\Rightarrow z=1-4\mathrm{i}$	**A1**	
	Alternative Method for the first two marks of Question 3		
	Quotient real $\Rightarrow$ $\dfrac{x}{x+5}=\dfrac{y+5}{y}$	**M1**	
	Rearrange to linear form and simplify	**M1**	
		6	

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Question	Answer	Marks	Guidance
4	At $(e, 3)$, $\tan t = 1$ or $t = \frac{\pi}{4}$	**B1**	SOI
	$\frac{dx}{dt} = \sec^2 t \times e^{\tan t}$	**B1**	
	$\frac{dy}{dt} = 6\tan t \times \sec^2 t$	**B1**	
	$\frac{dy}{dx} = \frac{6\tan t \times \sec^2 t}{\sec^2 t \times e^{\tan t}}$ $\left(= 6\tan t \times e^{-\tan t}\right)$	***M1**	Correct use of *their* derivatives.
	$y - 3 = \frac{6}{e}(x - e)$	**DM1**	Substitute for t, and use correct method for the equation of the line.
	$y = \frac{6}{e}x - 3$	**A1**	Or exact equivalent.
	Alternative Method for Question 4		
	Correct cartesian form, e.g. $x = e^{\sqrt{\frac{y}{3}}}$ or $\ln x = \sqrt{\frac{y}{3}}$ or $y = 3(\ln x)^2$	**B1**	SOI
	Differentiate function of a function	***M1**	Complete method.
	Obtain $\frac{dx}{dy} = k\sqrt{\frac{e}{y}}e^{\sqrt{\frac{y}{3}}}$ or $\frac{dy}{dx} = k \times \frac{1}{x}\ln x$	**A1**	
	Obtain $\frac{dx}{dy} = \frac{1}{6}\sqrt{\frac{3}{y}}e^{\sqrt{\frac{y}{3}}}$ or $\frac{dy}{dx} = 6 \times \frac{1}{x}\ln x$	**A1**	
	$y - 3 = \frac{6}{e}(x - e)$	**DM1**	Use correct method for the equation of the line.

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Question	Answer	Marks	Guidance
4	$y = \frac{6}{e}x - 3$	**A1**	Or exact equivalent.
		6	

Question	Answer	Marks	Guidance
5	Use $f(-2a) = -22a^3$	**M1**	Or use long division and equate a constant remainder to $-22a^3$.
	Obtain $-24a^3 + 4pa^3 - 14a^3 + qa^3 = -22a^3$	**A1**	Must evaluate the terms. OE, e.g. $4p + q = 16$.
	Use $f\left(\frac{a}{3}\right) = -a^3$	**M1**	Or use long division and equate a constant remainder to $-a^3$.
	Obtain $\frac{1}{9}a^3 + \frac{1}{9}pa^3 + \frac{7}{3}a^3 + qa^3 = -a^3$	**A1**	Must evaluate the terms. OE, e.g. $p + 9q = -31$
	Obtain $p = 5, q = -4$	**A1**	
		5	

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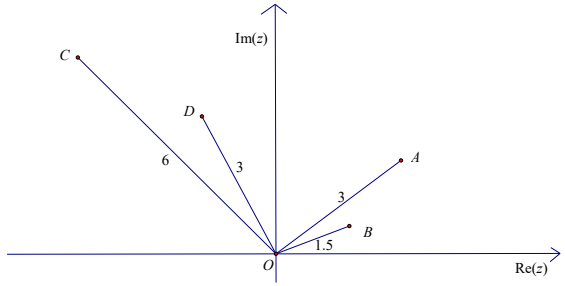
Question	Answer	Marks	Guidance
6(a)	Obtain $\omega z_1 = 6e^{i\frac{3}{4}\pi}$	**B1**	
	Obtain $\omega z_2 = 3e^{i\frac{2}{3}\pi}$	**B1**	
			SC B1 for both moduli correct or both arguments correct.
		2	
6(b)	*A* and *B* plotted correctly	**B1**	 Follow *their* answers to part (a)
	C and *D* plotted with angles relatively correct and the same stretch implied.	**B1FT**	*C* and *D* correct, or FT *their A* and *B*.
		2	
6(c)	Rotation $\frac{\pi}{2}$ radians (anticlockwise), or rotation $\frac{3\pi}{2}$ radians clockwise	**B1**	Accept 90°. Not required to state the centre of the rotation, but B0 if an incorrect statement seen.
	Enlargement (scale) factor 2	**B1**	Not required to state the centre of the enlargement, but B0 if an incorrect statement seen. Allow 'expansion' or 'stretch'.
		2	

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Question	Answer	Marks	Guidance
7(a)	Expand $5\sin\left(x+\frac{\pi}{6}\right)-4\cos x$ to obtain $\frac{5}{2}\sqrt{3}\sin x-\frac{3}{2}\cos x$	**B1**	Or exact 2 term equivalent.
	State $R=\sqrt{21}$	**B1ft**	Follow *their* $\frac{5}{2}\sqrt{3}$ and $\frac{3}{2}$.
	Use correct trig formulae to obtain $\tan\alpha$	**M1**	OE, WWW. E.g. $\tan\alpha=\frac{3}{5\sqrt{3}}\left(=\frac{\sqrt{3}}{5}\right)$, $\sin\alpha=\frac{3}{2\sqrt{21}}\left(=\frac{\sqrt{3}}{2\sqrt{7}}\right)$, $\cos\alpha=\frac{5\sqrt{3}}{2\sqrt{21}}\left(=\frac{5}{2\sqrt{7}}\right)$.
	Obtain $\alpha=0.333$	**A1**	
		4	
7(b)	$\sin^{-1}\left(\frac{\sqrt{7}}{\sqrt{21}}\right)$	**B1FT**	SOI 0.615... can be implied by one correct answer. Follow *their* $\sqrt{21}$.
	Use a correct method to obtain a value of θ in the interval	**M1**	
	Obtain one correct answer, e.g. 0.47	**A1**	
	Obtain second correct answer, e.g. 1.43, and no others in the interval	**A1**	
		4	

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Question	Answer	Marks	Guidance
8(a)	Use a correct method to form an equation for l_1	**M1**	Accept column vectors.
	Obtain $\mathbf{r} = (2\mathbf{i} + 4\mathbf{k}) + \lambda(3\mathbf{i} + \mathbf{j} + 2\mathbf{k})$	**A1**	OE, e.g. $\mathbf{r} = (5\mathbf{i} + \mathbf{j} + 6\mathbf{k}) + \lambda(3\mathbf{i} + \mathbf{j} + 2\mathbf{k})$. Must have **r** = …, or in x, y, z or $\boldsymbol{R}$ = ….
		2	
8(b)	Express general point of a line in component form	**B1ft**	E.g. $\begin{pmatrix} 2+\mu \\ 1+2\mu \\ 5+3\mu \end{pmatrix}$ or $\begin{pmatrix} 2+3\lambda \\ \lambda \\ 4+2\lambda \end{pmatrix}$ or $\begin{pmatrix} 5+3\lambda \\ 1+\lambda \\ 6+2\lambda \end{pmatrix}$.
	Equate two pairs of components of l_2 and *their* l_1, and solve for λ or μ	**M1**	$\begin{pmatrix} 2+\mu \\ 1+2\mu \\ 5+3\mu \end{pmatrix} = \begin{pmatrix} 2+3\lambda \\ \lambda \\ 4+2\lambda \end{pmatrix}$
	Obtain e.g. $\lambda = -\frac{1}{5}$, $\mu = -\frac{3}{5}$	**A1**	Or $\lambda = -\frac{1}{7}$, $\mu = -\frac{3}{7}$ or $\lambda = -1$, $\mu = -1$.
	Show that this does not fit the third component and hence the lines do not intersect.	**A1**	$\frac{16}{5} \neq \frac{18}{5}$ or $\frac{1}{7} \neq -\frac{1}{7}$ or $1 \neq -1$.
		4	
8(c)	Carry out the correct process for evaluating the scalar product of the direction vector of l_1 and l_2	**M1**	E.g. $(\mathbf{i} + 2\mathbf{j} + 3\mathbf{k}) \cdot (3\mathbf{i} + \mathbf{j} + 2\mathbf{k}) = 3 + 2 + 6$.
	Using the correct process for the moduli, divide their scalar product by the product of the moduli of their vectors and evaluate the inverse cosine of the result	**M1**	$\theta = \cos^{-1}\left(\frac{3+2+6}{\sqrt{14} \times \sqrt{14}}\right)$
	Obtain AWRT $38.2°$ or 0.667 radians	**A1**	
		3	

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Question	Answer	Marks	Guidance
9(a)	Commence integration and reach $px^2 \ln x + q\int x\,\mathrm{d}x$	**M1***	Allow M1 with $q\int \frac{x^2}{x}\,\mathrm{d}x$.
	Obtain $3x^2 \ln x - 3\int x\,\mathrm{d}x$	**A1**	$\frac{x^2}{x}$ must be simplified.
	Complete integration and obtain $3x^2 \ln x - \frac{3}{2}x^2$	**A1**	
	Use limits correctly in an expression of the form $ax^2 \ln x - bx^2$ and equate to 4, having integrated twice	**DM1**	$3a^2 \ln a - \frac{3}{2}a^2 - 0 + \frac{3}{2} = 4$
	Obtain $a = \exp\left(\frac{1}{6}\left(\frac{5}{a^2}+3\right)\right)$ correctly	**A1**	AG
		5	
9(b)	Calculate the values of a relevant expression or pair of expressions at $a = 2$ and $a = 2.1$	**M1**	Not from using calculator to evaluate the original integral.
	Justify the given statement with correct calculated values	**A1**	E.g., using $\mathrm{f}(x) = 6x^2 \ln x - 3x^2$ $\mathrm{f}(2) = 4.636 < 5$ and $\mathrm{f}(2.1) = 6.402 > 5$, or using the exponential, $2 < 2.0306$ and $2.1 > 1.9917$ or $0.0306 > 0$ and $-0.1083 < 0$..
		2	

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Question	Answer	Marks	Guidance
9(c)	Use the iterative process $a_{n+1} = \exp\left(\frac{1}{6}\left(\frac{5}{a_n^{\,2}} + 3\right)\right)$ correctly at least once.	**M1**	
	Obtain final answer 2.02	**A1**	
	Show sufficient iterations to at least 4 d.p. to justify 2.02 to 2 d.p. or show that there is a sign change in $(2.015, 2.025)$	**A1**	E.g. $2 \to 2.0306 \to 2.0180 \to 2.0231....$ $2.05 \to 2.0103 \to 2.0263 \to 2.0197 \to 2.0224..$ $2.1 \to 1.9917 \to 2.0342 \to 2.0166 \to 2.0237..$
		3	

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Question	Answer	Marks	Guidance
10(a)	Divide by $\left(x^2-3\right)$ to obtain $x+k$ $\left(k \neq 0\right)$	**M1**	$\begin{array}{r\|rrrr} & & & x & +5 \\ \hline x^2-3 & x^3 & +5x^2 & -2x & -15 \\ & x^3 & & -3x & \\ \hline & & +5x^2 & +x & \\ \hline & & +5x^2 & & -15 \\ \hline & & & x & \end{array}$
	Obtain quotient $x+5$	**A1**	
	Obtain remainder x	**A1**	ISW Allow $\dfrac{x}{x^2-3}$.
		3	

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Question	Answer	Marks	Guidance
10(b)	Separate variables correctly and obtain $\int 6y\,\mathrm{d}y = 3y^2$	**B1**	OE from $\int 6y\,\mathrm{d}y = \int \dfrac{x^3+5x^2-2x-15}{x^2-3}\mathrm{d}x$.
	Obtain $\frac{1}{2}x^2 + 5x$	**B1ft**	Follow *their* linear quotient.
	Obtain $\frac{1}{2}\ln\left(x^2-3\right)$	**B1ft**	From the x term in *their* remainder $ax + b$.
	Use $y=2,\ x=2$ to evaluate the constant of integration in an integral containing $k\ln\left(x^2-3\right)$	**M1**	$12 = 2+10+\frac{1}{2}\ln 1 + C \ \Rightarrow\ C = 0$
	Obtain $y^2 = \frac{1}{6}x^2 + \frac{5}{3}x + \frac{1}{6}\ln\left(x^2-3\right)$	**A1**	OE
		5	

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Question	Answer	Marks	Guidance
11(a)	$\frac{\mathrm{d}}{\mathrm{d}x}\sqrt{\sin 2x} = \frac{2\cos 2x}{2\sqrt{\sin 2x}}$ Accept $k\frac{\cos 2x}{\sqrt{\sin 2x}}$	**B1**	SOI
	Use correct product rule	**M1***	
	Obtain correct derivative in any form	**A1**	E.g. $\frac{\mathrm{d}y}{\mathrm{d}x} = -\sin x\sqrt{\sin 2x} + \cos x \times \frac{2\cos 2x}{2\sqrt{\sin 2x}}$.
	Equate the derivative to zero and obtain a horizontal equation	**DM1**	E.g. $-\sin a \sin 2a + \cos a \cos 2a = 0$
	Use correct trig formulae to obtain an equation in one trig function	**DM1**	E.g. $\cos 3a = 0$ or $\sin^2 a = \frac{1}{4}$.
	Obtain $a = \frac{1}{6}\pi$	**A1**	Exact answer in radians only.
		6	
11(b)	Use $[\pi]\int y^2 \,\mathrm{d}x$	**M1***	
	Use double angle formula to obtain a form that can be integrated directly, e.g. $\int \cos^2 x \sin 2x \,\mathrm{d}x = \int 2\cos^3 x \sin x \,\mathrm{d}x$	**DM1**	Or $\int \frac{1}{4}\sin 4x + \frac{1}{2}\sin 2x \,\mathrm{d}x$, or $\int 2\left(u - u^3\right)\mathrm{d}u$ by substituting $u = \sin x$.
	Obtain $-(\pi) \times \frac{1}{2}\cos^4 x$	**A1**	Or $-[\pi]\left(\frac{1}{16}\cos 4x + \frac{1}{4}\cos 2x\right)$, OE.
	Use correct limits correctly	**DM1**	$\left[-[\pi] \times \frac{1}{2}\cos^4 x\right]_0^{\frac{\pi}{2}} = -[\pi]\left(\frac{1}{2}\cos\left(\frac{1}{2}\pi\right) - \frac{1}{2}\right)$, or $-[\pi]\left(\frac{1}{16}\cos 2\pi + \frac{1}{4}\cos\pi - \frac{1}{16} - \frac{1}{4}\right)$ OE.
	Obtain final answer $\frac{1}{2}\pi$	**A1**	If the factor of π is missing throughout, allow the first 4 marks and A0 here.
		5	

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