

IM SYLLABUS (2011)

PURE MATHEMATICS

IM 27

SYLLABUS

Pure Mathematics Syllabus	IM 27	(Available in September) 1 Paper (3 hrs)
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1. Aims:

- To encourage confidence, enjoyment and satisfaction through the development and use of Mathematics.
- To develop an awareness of the relevance of Mathematics to other fields of study and of work.
- To be able to formulate a mathematical representation of a real life situation.
- To use appropriate technology such as computers and calculators as a mathematical tool.
- To develop abilities to reason logically and to construct mathematical proofs.

The syllabus assumes a good knowledge of the subject at SEC level and coverage of the extension topics in Paper 2A. It aims to consolidate this knowledge and to extend it to include more advanced concepts. Most of these new concepts are inclined to provide a general and coherent view of the subject but they will not be treated with the same rigour and at the same depth as in the Advanced level course in the subject.

2. Assessment objectives:

- To demonstrate the understanding of mathematical concepts, theories and techniques
- To recognise and apply standard models in different contexts.
- To use calculator technology and formulae booklets efficiently.

3. Scheme of Assessment:

There will be one examination paper of three hours. The paper will contain questions of possibly varying difficulty. Marks allotted to each question will be shown.

No question should carry more than 15 marks. Ten questions will be set and candidates are required to answer all questions. The total number of marks will be 100. Any examination question can contain material on more than one topic.

Scientific calculators may be used but all necessary working must be shown. The use of Graphical calculators is however prohibited. Disciplinary action will be taken against students making use of such calculators. A booklet with mathematical formulae will be provided.

4. Grade Description:

Grade A

- Candidates who are able to recall and select almost all concepts and techniques required in various contexts.
- Candidates who derive results to a high degree of accuracy.
- Candidates who can use mathematical language correctly and able to proceed logically in the solution of almost all of the set problems.

Grade C

- Candidates who are able to recall and select most of the concepts and techniques required in various contexts.
- Candidates who derive results to an appropriate degree of accuracy.
- Candidates who can use mathematical language correctly and able to proceed logically in the solution of most of the set problems.

Grade E

- Candidates who are able to recall and select some of the concepts and techniques required in various contexts.
- Candidates who derive results to an acceptable degree of accuracy.
- Candidates who can use mathematical language correctly and able to proceed logically in the solution of a fair number of the set problems

5. Subject content:

The topics in the syllabus are not arranged in teaching order. The syllabus is not meant as a teaching scheme and teachers are free to adopt a teaching sequence that they deem to be suitable for their students.

Topics	Notes
1. Positive and negative rational indices. Laws of indices. Laws of logarithms	Solution of simple equations involving indices and logarithms of the form $a^{px+q} = b$ only. Problems involving change of base will not be set.
Use and manipulation of surds.	
2. Polynomials, rational functions, factor and remainder theorems. Simple partial fractions.	Simplification of rational expressions including factorising and cancelling, and algebraic division. Problems on partial fractions could include denominators such as: $(ax+b)(cx+d)$, $(ax+b)(cx+d)^2$ and $(ax+b)(cx^2+dx+e)$. The degree of the denominator must not be greater than <i>three</i> .
3. The quadratic equation in one variable.	Solution of the quadratic equation by completing the square or the use of the formula. Nature of roots. Knowledge of the relation between the roots α , β and the coefficients of a quadratic equation. Forming new equations with roots related to the original. Calculation of expressions such as: $\alpha^2 + \beta^2$, $\frac{\alpha}{\beta} + \frac{\beta}{\alpha}$. Problems involving the expression $\alpha^3 + \beta^3$ will not be set.
4. Arithmetic series, finite and infinite geometric series. Pascal's triangle. The binomial expansion for positive integral indices.	The general term and the summation of an arithmetic and geometric series. Arithmetic and geometric mean. Knowledge of the notation \sum and $\binom{n}{r}$.

Topics	Notes
5. Simple counting problems involving permutations and combinations. Applications to simple problems in probability	The knowledge of probability expected will be limited to the calculation of probabilities arising from simple problems of enumeration of equally likely possibilities, including simple problems involving the probability of the complement of an event and of the union and intersection of two events. Knowledge of the rules: $P(A') = 1 - P(A),$ $P(A \cup B) = P(A) + P(B) - P(A \cap B)$ is expected Questions on conditional probability will not be set. Tree and Venn diagrams may be used and candidates are expected to understand set notation.
6. Plane Cartesian coordinates. Distance between two points and the perpendicular distance from a point to a line. Elementary treatment of lines. Intersection of a straight line with a curve.	Relations will be limited only to equations of the form: $y = ab^x, \quad y = ax^b$ and $\frac{1}{y} = \frac{1}{x} + \frac{1}{a}.$
7. The concept of a function as a mapping: domain and range. The exponential and logarithmic functions and their graphs. The six trigonometric functions	Use of function notations, e.g. $f(x) = 3x - 5$, $f : x \rightarrow 3x - 5$. Graphs of functions of the type $\sin nx, a \cos x, \tan(x + \alpha)$, where n is a positive integer. Graphs of reciprocal trigonometric functions are not required.
Solution of simple trigonometric equations.	Trigonometric equations of the type $a \sin(x + \alpha) = c$ and $a \cos nx = c$, where n is a positive integer only. Quadratic trigonometric equations may be included. General solutions are not required.
The identity $\cos^2 \theta + \sin^2 \theta \equiv 1$ and simple corollaries.	Other trigonometric identities and the addition theorems are not required.

Topics	Notes
<p>8. Radian measure. Knowledge of the values of cosine, sine, and tangent of π/k, $k = 1, 2, 3, 4, 6$ in surd or rational form. Use of the formulae:</p> $s = r\theta, \quad A = \frac{1}{2}r^2\theta.$	
<p>9. Simple curve sketching.</p> <p>Transformations.</p> <p>Simple inequalities in one variable.</p>	<p>Curve sketching of polynomials not higher than the third degree.</p> <p>Knowledge of the effect of the simple transformations</p> $y = f(x+a), \quad y = f(x) + a,$ $y = f(ax), \quad y = af(x) \text{ for } a > 0,$ $y = f(-x), \quad y = -f(x).$ <p>Transformations of exponential, logarithmic, trigonometric and polynomial functions. Combinations of transformations will not be required.</p> <p>Graphical or algebraic solution of inequalities such as the following :</p> <p>(i) $(x-a)(x-b)(x-c) > 0$,</p> <p>(ii) $(x-a)/(x-b) < c$.</p>
<p>10. The derivative as a limit. Differentiation of sums, products, quotients and composition of functions. Differentiation of algebraic, trigonometric, exponential and logarithmic functions.</p> <p>Applications of differentiation to gradients, tangents, maxima and minima, points of inflexion and curve sketching.</p> <p>Simple problems on rates of change.</p>	<p>A rigorous treatment of limits is not expected.</p> <p>Inverse trigonometric functions are excluded.</p> <p>Differentiation of implicit and parametric functions is not required.</p> <p>Second order derivatives are not required.</p> <p>Problems involving the chain rule of the type</p> $\frac{dy}{dt} = \frac{dy}{dx} \times \frac{dx}{dt} \text{ may be set.}$

Topics	Notes
<p>11. Integration as the limit of a sum and as the inverse of differentiation.</p> <p>The evaluation of integrals by means of standard forms and by partial fractions.</p> <p>Definite integrals. Application of integration to the calculation of areas.</p>	<p>A rigorous treatment is not required.</p> <p>Integrals of the functions x^n, $\frac{1}{x}$, $\frac{1}{ax+b}$, e^{kx}, $\sin kx$ and $\cos kx$.</p> <p>Use of the result $\int \frac{f'(x)}{f(x)} dx = \ln f(x) + c$.</p> <p>Evaluation of integrals by substitution and by parts is not required.</p> <p>To include finding the area of a region between two curves and between a line and a curve.</p>
<p>12. First order differential equations with separable variables.</p>	<p>Problems requiring the formation of a differential equation will not be set.</p>
<p>13. The algebra of matrices. Addition and multiplication. Distributivity of multiplication over addition. Associativity. The zero matrix and the identity matrix. Non-commutativity of multiplication. The inverse of a matrix.</p>	<p>Students will only be expected to be able to find inverses of 2×2 matrices but they should be able to verify that, say, two given 3×3 matrices are inverses of each other.</p> <p>Applications will be limited to linear transformations in the plane. Students are expected to find the matrices of the following transformations:</p> <ol style="list-style-type: none"> a) enlargement, b) rotation through multiples of 90°, c) reflections in the lines $x=0$, $y=0$, $y=x$ and $y=-x$.

