

© International Baccalaureate Organization 2024

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2024

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2024

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

Mathematics: applications and interpretation
Higher level
Paper 3

6 May 2024

Zone A afternoon | **Zone B** afternoon | **Zone C** afternoon

1 hour

Instructions to candidates

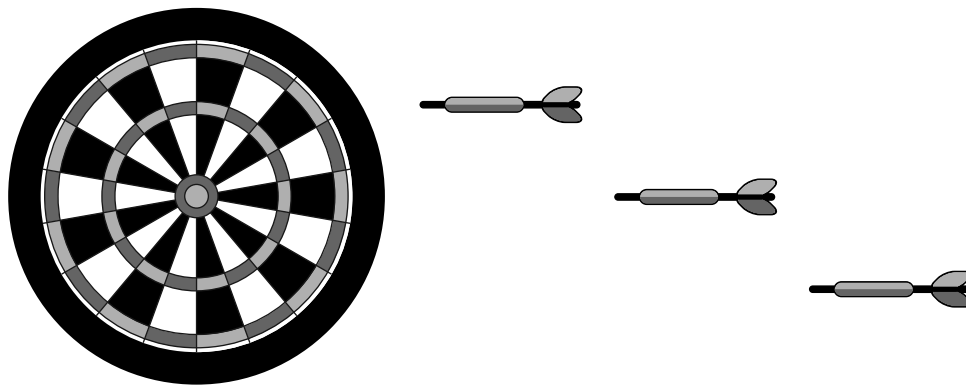
- Do not open this examination paper until instructed to do so.
- A graphic display calculator is required for this paper.
- Answer all the questions in the answer booklet provided.
- Unless otherwise stated in the question, all numerical answers should be given exactly or correct to three significant figures.
- A clean copy of the **mathematics: applications and interpretation HL formula booklet** is required for this paper.
- The maximum mark for this examination paper is **[55 marks]**.

Answer **both** questions in the answer booklet provided. Please start each question on a new page. Full marks are not necessarily awarded for a correct answer with no working. Answers must be supported by working and/or explanations. Solutions found from a graphic display calculator should be supported by suitable working. For example, if graphs are used to find a solution, you should sketch these as part of your answer. Where an answer is incorrect, some marks may be given for a correct method, provided this is shown by written working. You are therefore advised to show all working.

1. [Maximum mark: 24]

The following question examines the changes in darts players' scores using two statistical tests.

In the sport of darts, players take turns throwing darts at a board in order to score points.



A player's "three dart average" refers to the mean score achieved when throwing three darts.

Valia aimed to find out whether amateur darts players in her local area improved over a 12-month period. An increase in their "three dart average" would indicate an improvement.

She selected a random sample of eight darts players and recorded their mean "three dart average" from Year 1.

(This question continues on the following page)

(Question 1 continued)

She then recorded their mean “three dart average” from Year 2.

Valia’s results were as follows:

Table 1

Player	Year 1 mean	Year 2 mean
Justin	68.1	70.1
Fallon	72.2	72.0
Rob	65.8	65.0
Michael	73.7	74.9
Mensur	69.8	68.0
Deta	64.5	68.0
Meaghan	69.2	70.6
Peter	64.9	92.9

Valia calculated the median, quartiles and inter-quartile range for each year. The results are shown in **Table 2**.

Table 2

	Year 1 mean	Year 2 mean
Lower quartile	65.35	68
Median	68.65	a
Upper quartile	71	b
Inter-quartile range	5.65	c

- (a) Determine the values of a , b and c . [3]
- (b) By comparing the results for both years summarized in **Table 2**, state one conclusion, in context, that Valia might be justified in making. [1]

(This question continues on the following page)

(Question 1 continued)

Valia then decided to analyse the data from **Table 1** using a one-tailed paired t -test at the 10% significance level to determine whether the players' averages have increased.

- (c) State an assumption about the differences in means that is necessary in order for the test to be valid. [1]
- (d) (i) State the null and alternative hypotheses for the test. [2]
- (ii) Find the p -value. [2]
- (iii) State the conclusion of the test in context, justifying your answer. [2]
- (e) State one way Valia could have reduced the chance of her making
- (i) a Type I error. [2]
- (ii) a Type II error. [2]

Valia was not sure the assumption made in part (c) was correct and hence thought the results obtained from her paired t -test may not be valid.

Following further research, Valia decided to use the Wilcoxon signed-rank test, which does not require the assumption she made in part (c).

For this test, the magnitudes of the differences between the Year 2 and Year 1 means are ranked from 1 to 8, with the ranks of the positive differences (P) and the ranks of the negative differences (N) separated in columns.

This is partially shown in the following table, which Valia constructs to perform the test.

Year 1 mean	Year 2 mean	Difference	P	N
68.1	70.1	2.0	A	
72.2	72.0	–0.2		1
65.8	65.0	–0.8		2
73.7	74.9	1.2	3	
69.8	68.0	–1.8		B
64.5	68.0	3.5	C	
69.2	70.6	1.4	D	
64.9	92.9	28	8	
		Total	$\sum P = 28$	$\sum N$

(This question continues on the following page)

(Question 1 continued)

(f) Determine the values of

(i) A , B , C and D . [3]

(ii) $\sum N$. [1]

For this test:

- the Wilcoxon signed-rank test statistic is T = the smaller value from a choice of $\sum P$ or $\sum N$.
- the null hypothesis is that the population's median for "three dart average" is the same in both years.

Valia chooses to carry out the test at the 5% level of significance. From statistical tables, she determines that the critical region is $T \leq 5$.

(g) (i) State the alternative hypothesis H_1 for this test. [1]

(ii) Write down the value of the test statistic, T . [1]

(iii) Determine the conclusion of the test in context. [2]

(h) Suggest briefly how Valia could assess the reliability of her results for either test. [1]

2. [Maximum mark: 31]

The following question explores a possible method of drawing phase portraits for non-linear coupled systems, taking a predator-prey model as a particular example.

Gander Green wildlife park contains a population of Czech geese (x , measured in hundreds), and a population of gray foxes (y , measured in hundreds).

Research indicates that the population growth of both geese and foxes can be modelled by the following differential equations, in which t is measured in years.

$$\left. \begin{aligned} \frac{dx}{dt} &= 2x - \frac{xy}{2} \\ \frac{dy}{dt} &= -3y + xy \end{aligned} \right\} \text{ for } x, y \geq 0$$

- (a) At a specific time, there are 500 geese and 500 foxes, represented here by the coordinate pair $(5, 5)$. At this time, determine the rate of change of

(i) geese. [2]

(ii) foxes. [1]

There are two equilibrium points for the populations: $A(0, 0)$ and $B(p, q)$.

- (b) (i) Explain why A is an equilibrium point. [1]

(ii) Find the value of p and the value of q . [3]

At points close to $A(0, 0)$, we can ignore the xy terms, so that the system can be approximated by:

$$\left. \begin{aligned} \frac{dx}{dt} &= 2x \\ \frac{dy}{dt} &= -3y \end{aligned} \right\} \text{ for } x, y \geq 0.$$

- (c) By solving these two differential equations,

(i) find an expression for x in terms of t . [4]

(ii) find an expression for y in terms of t . [1]

- (d) (i) Using your answers from part (c), show that phase portrait trajectories close to A may be given by the equation $x^3 y^2 = k$, where k is a positive constant. [3]

(ii) Hence sketch, on a phase portrait, one possible trajectory for small values of x and y . [3]

(This question continues on the following page)

(Question 2 continued)

Now consider points (x, y) close to B on the phase plane. These coordinates can be rewritten as $x = p + X$ and $y = q + Y$, where p and q are the values from part (b)(ii).

- (e) By substituting into the original model, show that, for small values of X and Y :

$$\dot{X} \approx -\frac{3Y}{2}. \quad [3]$$

Similarly, it can be shown that $\dot{Y} \approx 4X$.

- (f) Given that $\begin{pmatrix} \dot{X} \\ \dot{Y} \end{pmatrix} = \mathbf{M} \begin{pmatrix} X \\ Y \end{pmatrix}$, where $\mathbf{M}$ is a square matrix, write down $\mathbf{M}$. [1]
- (g) By finding the eigenvalues of $\mathbf{M}$, describe the path of the trajectories close to point B. [4]
- (h) Hence sketch a complete set of trajectories in the phase plane for the original model, clearly indicating both equilibrium points. [3]
- (i) In this wildlife park, at a specific time, there are 500 Czech geese and 500 gray foxes.

Based on the values found in part (a), the park's wildlife keeper is worried and assumes that the geese will quickly die out. Suggest whether this assumption is supported by the model. Justify your answer. [2]

Disclaimer:

Content used in IB assessments is taken from authentic, third-party sources. The views expressed within them belong to their individual authors and/or publishers and do not necessarily reflect the views of the IB.

References:

1. Panimoni, 2022. *Volume Target icon in flat style on color background. Darts game. Arrow in the center aim. Vector design element for you business projects.* [image online] Available at: <https://www.gettyimages.co.uk/detail/illustration/volume-target-icon-in-flat-style-on-color-royalty-free-illustration/1044319572> [Accessed 21 February 2022]. Source adapted.

All other texts, graphics and illustrations © International Baccalaureate Organization 2024