

|   |           |  |                                      |
|---|-----------|--|--------------------------------------|
| <b>11</b>   | <b>6a</b> | Use mathematical induction to prove that, for $n \geq 1$ ,<br>$1 \times 5 + 2 \times 6 + 3 \times 7 + \dots + n(n + 4) = \frac{1}{6} n(n + 1)(2n + 13).$ | <b>3</b>                             |
| <p>Step 1: Prove true for <math>n = 1</math>:</p> $\begin{aligned} \text{LHS} &= 1 \times 5 \\ &= 5 \\ \therefore &\text{ true for } n = 1 \end{aligned}$ <p>Step 2: Assume true for <math>n = k</math><br/> i.e. <math>S_k = 1 \times 5 + 2 \times 6 + 3 \times 7 + \dots + k(k + 4) = \frac{1}{6} k(k + 1)(2k + 13).</math></p> <p>Now prove true for <math>n = k + 1</math><br/> i.e. <math>S_k + T_{k+1} = S_{k+1}</math></p> $\therefore \frac{1}{6} k(k + 1)(2k + 13) + (k + 1)(k + 5) = \frac{k + 1}{6} (k + 1)(k + 2)(2k + 15)$ $\begin{aligned} \text{LHS} &= \frac{1}{6} k(k + 1)(2k + 13) + (k + 1)(k + 5) \\ &= \frac{k + 1}{6} [k(2k + 13) + 6(k + 5)] \\ &= \frac{k + 1}{6} [2k^2 + 13k + 6k + 30] \\ &= \frac{k + 1}{6} [2k^2 + 19k + 30] \\ &= \frac{k + 1}{6} (k + 2)(2k + 15) \\ &= \text{RHS} \\ \therefore &\text{ true for } n = k + 1 \end{aligned}$ <p>Step 3: As true for <math>n = 1</math>, then true for <math>n = 2, 3, 4, \dots</math> for all integers <math>n \geq 1</math>.</p> |           |  | <p>State Mean:<br/><b>2.19/3</b></p> |

\* These solutions have been provided by [projectmaths](http://projectmaths.com.au) and are not supplied or endorsed by the Board of Studies

### Board of Studies: Notes from the Marking Centre

In most responses, candidates showed the statement true for  $n = 1$  by showing their substitution. Many responses did not demonstrate an understanding that the induction process depends on assuming the statement true for  $n = k$  and using this assumption to show the statement also true for  $n = k + 1$ . Good practice is to write the statement that is to be proved. Common errors in the proof of the statement for  $n = k + 1$  included transcription errors and poor or inefficient algebraic approaches. Many candidates expanded both sides of the statement to show they were equal, often factorising a cubic into the required linear factors without any justification. The better responses involved factorisation rather than expansion. In some responses, candidates simply wrote out the structure of a mathematical induction proof without any attempt at the proof.

Source: [http://www.boardofstudies.nsw.edu.au/hsc\\_exams/](http://www.boardofstudies.nsw.edu.au/hsc_exams/)