



Cambridge International AS & A Level

CANDIDATE NAME



CENTRE NUMBER

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CANDIDATE NUMBER

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MATHEMATICS

9709/33

Paper 3 Pure Mathematics 3

October/November 2025

1 hour 50 minutes

You must answer on the question paper.

You will need: List of formulae (MF19)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- If additional space is needed, you should use the lined page at the end of this booklet; the question number or numbers must be clearly shown.
- You should use a calculator where appropriate.
- You must show all necessary working clearly; no marks will be given for unsupported answers from a calculator.
- Give non-exact numerical answers correct to 3 significant figures, or 1 decimal place for angles in degrees, unless a different level of accuracy is specified in the question.

INFORMATION

- The total mark for this paper is 75.
- The number of marks for each question or part question is shown in brackets [].

This document has **20** pages.





- 4 On an Argand diagram shade the region whose points represent complex numbers z which satisfy both the inequalities $|z + 2i| \leq 3$ and $|z + 2i| \leq |z - 2 + 4i|$. [5]



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8 The curve with equation $y = e^{-5x} \ln 5x$ has a stationary point at $x = p$.

(a) Show that p satisfies the equation $\ln 5p = \frac{1}{5p}$. [3]

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(b) By sketching a suitable pair of graphs, show that the equation in part (a) has only one root. [2]

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(b) Using the substitution $u = 3 + 2 \tan x$, find the exact value of the area of the region bounded by the curve, the x -axis and the lines $x = -\frac{1}{4}\pi$ and $x = \frac{1}{4}\pi$. [6]

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Additional page

If you use the following page to complete the answer to any question, the question number must be clearly shown.

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