Cambridge Assessment International Education

Cambridge IGCSE™

ADDITIONAL MATHEMATICS **0606/22**

Paper 2 **October/November 2020**

MARK SCHEME

Maximum Mark: 80

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.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **8** printed pages.

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 descriptors 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.

Maths-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, 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 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 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.

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 marks, awarded for a valid method applied to the problem.

A Accuracy mark, awarded for a correct answer or intermediate step correctly obtained. For accuracy marks to be given, the associated Method mark must be earned or implied.

B Mark for a correct result or statement independent of Method marks.

When a part of a question has two or more 'method' steps, the M marks are in principle independent unless the scheme specifically says otherwise; and similarly where there are several B marks allocated. The notation '**dep**' is used to indicate that a particular M or B mark is dependent on an earlier mark in the scheme.

Abbreviations

awrt answers which round to
cao correct answer only
dep dependent
FT follow through after error
isw ignore subsequent working
nfww not from wrong working
oe or equivalent
rot rounded or truncated
SC Special Case
soi seen or implied

Question	Answer	Marks	Partial Marks
1	$x^2 - 18x + 45$ (= 0)	**B1**	Expand and simplify to three terms.
	$(x-15)(x-3)(=0)$ or $x = \dfrac{18 \pm \sqrt{18^2 - 4\times 45}}{2}$ or $(x-9)^2 = -45 + 81$	**M1**	Factorise or use formula on *their* 3 term quadratic or complete the square
	$x = 15$ and $x = 3$	**A1**	
	$x < 3$ or $x > 15$ or $(-\infty, 3) \cup (15, \infty)$	**A1**	oe Do not accept 'and'. Do not accept $3 > x > 15$. Mark final answer.
2	$\dfrac{2^{(2x+2)}}{2^{(x-1)}} = 2^{\frac{5x}{3}} \times 2^1$	**M1**	Convert all to powers of 2 – allow one error.
	$2^{(x+3)} = 2^{\left(\frac{5x}{3}+1\right)}$	**M1**	Use $\dfrac{2^x}{2^y}$ and $2^{(x-y)}$ correctly on *their* expression. Allow one arithmetic slip.
	$x + 3 = \dfrac{5x}{3} + 1$	**M1**	**Dep** on previous M1. Forms linear equation using *their* powers correctly.
	$x = 3$	**A1**	
3(a)	Gradient of line $\dfrac{3-1}{4-12} = \left(-\dfrac{1}{4}\right)$	**B1**	
	Gradient of perpendicular = 4	**M1**	$\dfrac{-1}{\textit{their}\text{ grad line}}$
	Mid-point is (8, 2)	**B1**	
	Equation: $\dfrac{y-2}{x-8} = 4$	**M1**	Using *their* perpendicular gradient and mid-point
	$y = 4x - 30$	**A1**	
3(b)	$x = 0 \rightarrow (y) = -30$	**B1**	**FT** equation must have 3 terms
	$y = 0 \rightarrow (x) = 7.5$	**B1**	**FT** equation must have 3 terms
	$AB = \sqrt{30^2 + 7.5^2} = 30.9$ or better	**B1**	nfww Accept exact answer of $\dfrac{15\sqrt{17}}{2}$

Question	Answer	Marks	Partial Marks
4	$x + y = 9$	**B1**	
	$(x + 1)^2 = y + 2$	**B1**	
	$x + (x + 1)^2 – 2 = 9$ or $(10 – y)^2 = y + 2$	**M1**	Replace y or x. Allow unsimplified using *their* three term expressions both containing x and y terms. Condone one sign or arithmetic error. Result must be a quadratic function.
	$x^2 + 3x – 10\ (= 0)$ or $y^2 – 21y + 98\ (= 0)$	**A1**	Correct 3 term quadratic
	$x = –5$ and $x = 2$ or $y = 7$ and $y = 14$ or $(x + 5)(x – 2)$ or $(y – 7)(y – 14)$	**M1**	**Dep** on correct method to solve their quadratic
	$x = 2$ and $y = 7$ **only**	**A1**	Reject $x = –5$, $y = 14$ as log –4 is not appropriate
5(a)	$x = 1 \rightarrow y = 8$	**B1**	
	$\frac{dy}{dx} = 3x^2 – 12x + 3$	**M1**	Attempt to differentiate. Powers reduced by 1 in all four terms.
	$x = 1 \rightarrow \frac{dy}{dx} = –6$	**A1**	
	$\frac{y-8}{x-1} = -6 \rightarrow y = -6x + 14$	**A1**	Either form. isw
5(b)	$x^3 – 6x^2 + 9x – 4 = 0$ $(x – 1)(x^2 – 5x + 4) = 0$ or $(x – 4)(x^2 – 2x + 1) = 0$	**2**	**M1** for equating *their* tangent to curve and simplifying to 4 term cubic. **M1Dep** for finding a factor or stating that $(x – 1)$ is a factor or makes at least 3 attempts to find a factor.
	$(x – 1)(x – 1)(x – 4) = 0$	**2**	**A1** for $(x – 1)$ or $x = 1$ can be implied. nfww **A1** for $(x – 4)$ or $x = 4$ not repeated. nfww
	$x = 4 \rightarrow y = –10$ only	**A1**	nfww

Question	Answer	Marks	Partial Marks
6	$\frac{(x+1)^2}{x^2} = \frac{x^2+2x+1}{x^2} = 1+\frac{2}{x}+\frac{1}{x^2}$	2	**B1** for expanding numerator seen anywhere. **M1** for attempt to divide *their* three term numerator by x^2.
	$\int 1+\frac{2}{x}+\frac{1}{x^2}\,dx = x+2\ln x-\frac{1}{x}+(c)$	2	**A2/1/0** minus 1 each error or omission.
	$\left[4-2\ln 4-\frac{1}{4}\right]-\left[2+2\ln 2-\frac{1}{2}\right]$	M1	**Dep** insert 4 and 2 into *their* three or two term integrand and subtract correctly.
	$=\frac{9}{4}+2\ln 2$	A1	oe must be exact two terms. isw
7 (a)	$a = 3 \quad r = \frac{2.4}{3} = 0.8$	B1	
	$S_8 = \frac{3(1-0.8^8)}{(1-0.8)}$	M1	Inserts *their* a and r into S_8
	= 12.48 awrt or 12.5	A1	
7(b)	$S_\infty = \frac{3}{(1-0.8)} = 15$	B1	
7(c)	$S_n = 15(1 - 0.8^n) > 0.95 \times 15$	M1	*their* correctly produced $S_n > 0.95S_\infty$
	$0.8^n < 0.05$	A1	oe
	$n < \frac{\log 0.05}{\log 0.8}$ or $n < \log_{0.8} 0.05$	M1	**Dep** takes logs correctly of *their* expression with power of n.
	$n = 14$	A1	nfww
8(a)	$\frac{1}{2}(2\sqrt{3}+1)AC\sin 30° = \frac{11}{2}$	M1	Correct use of area of a triangle
	$(2\sqrt{3}+1)AC = 22$	A1	oe
	$AC = \frac{22}{(2\sqrt{3}+1)} \times \frac{(2\sqrt{3}-1)}{(2\sqrt{3}-1)}$	M1	Multiply by *their* $(2\sqrt{3}+1)$
	$AC = 4\sqrt{3} - 2$	A1	

Question	Answer	Marks	Partial Marks
8(b)	$BC^2 = \left(2\sqrt{3}+1\right)^2 + \left(4\sqrt{3}-2\right)$ $-2\left(2\sqrt{3}+1\right)\left(4\sqrt{3}-2\right)\cos 30$	M1	Correct use of cosine rule with *their AC*.
	$BC^2 = \left[13+4\sqrt{3}\right] + \left[52-16\sqrt{3}\right]$ $+\left[-22\sqrt{3}\right]$	A2	**A1** for one correct expanded bracket **A1** for the other two correct expanded brackets
	$BC^2 = 65-34\sqrt{3}$	A1	
9(a)	$2\mathbf{b}+\mathbf{a}$	B1	
9(b)	$2\mathbf{a}-2\mathbf{b}$	B1	
9(c)	$2\mathbf{b}+\mathbf{a}+\mu(2\mathbf{a}-2\mathbf{b})$	B1	**FT** on *their* $\overrightarrow{OQ}$ and $\overrightarrow{QR}$ isw
9(d)	$\lambda(3\mathbf{a}+\mathbf{b})$	B1	$\lambda 3\mathbf{a}+\mathbf{b}$ is B0
9(e)	$3\lambda = 1+2\mu$ $\lambda = 2-2\mu$ $\lambda = \frac{3}{4}$, $\mu = \frac{5}{8}$	3	**M1** for forming two simultaneous equations equating correct terms. Each equation must have 3 terms. **M1Dep** for attempting to solve by removing μ or λ to $\lambda =$ or $\mu =$ **A1** for both
9(f)	$\frac{QX}{XS} = \frac{5}{3}$	B1	**FT** Must be positive from $\mu < 1$
9(g)	$\frac{OR}{OX} = \frac{4}{3}$	B1	**FT** Must be positive from $\lambda < 1$
10(a)	$P+Q=500$ and $P+Qe^2=600$	B1	
	$Q = \frac{100}{(e^2-1)} = 15.7$ or 15.6	2	**M1** for attempt to solve by removing *P* from two equations both containing 3 terms **A1** awrt
	$P = 484$ or 485	A1	awrt
10(b)	$B = 484.3+15.65e^4 = 1338$	B1	Integer value rounded down from 1338… if seen.

Question	Answer	Marks	Partial Marks
10(c)	$e^{2t}=\dfrac{1000000-484.3}{15.65}$	M1	Make e^{2t} the subject
	$2t=\ln\left(\dfrac{1000000-484.3}{15.65}\right)$	M1	Take logs correctly where $e^{2t}>0$ or $e^{n}>0$
	$[t=5.5(3)\text{ or }t=5.5\ldots]\to$ 6^{th} week.	A1	nfww
11(a)	$\text{LHS}=\dfrac{\sin x\times\dfrac{\sin x}{\cos x}}{1-\cos x}$	M1	Uses $\tan x=\dfrac{\sin x}{\cos x}$
	$=\dfrac{1-\cos^2 x}{\cos x(1-\cos x)}$	M1	**Dep** Uses $\sin^2 x=1-\cos^2 x$ to eliminate $\sin x$
	$\dfrac{(1-\cos x)(1+\cos x)}{\cos x(1-\cos x)}=\dfrac{1+\cos x}{\cos x}=\sec x+1$	2	**M1Dep** Factorise correctly and cancel correctly. **A1** Uses $\dfrac{1}{\cos x}=\sec x$
11(b)	$5\dfrac{\sin x}{\cos x}-3\dfrac{\cos x}{\sin x}=\dfrac{2}{\cos x}$	B1	Change $\tan x$, $\cot x$ and $\sec x$ into $\sin x$ and $\cos x$ correctly.
	$5\sin^2 x-3(1-\sin^2 x)=2\sin x$	M1	Multiply correctly by $\sin x\cos x$ and use $\cos^2 x+\sin^2 x=1$
	$8\sin^2 x-2\sin x-3=0$	A1	Three term quadratic.
	$(2\sin x+1)(4\sin x-3)=0$	M1	Factorise or use formula on *their* quadratic
	$\sin x=-\dfrac{1}{2}\to x=210°,330°$	A1	
	$\sin x=\dfrac{3}{4}\to x=48.6°,131.4°$	A1	