

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0607 CAMBRIDGE INTERNATIONAL MATHEMATICS

0607/06

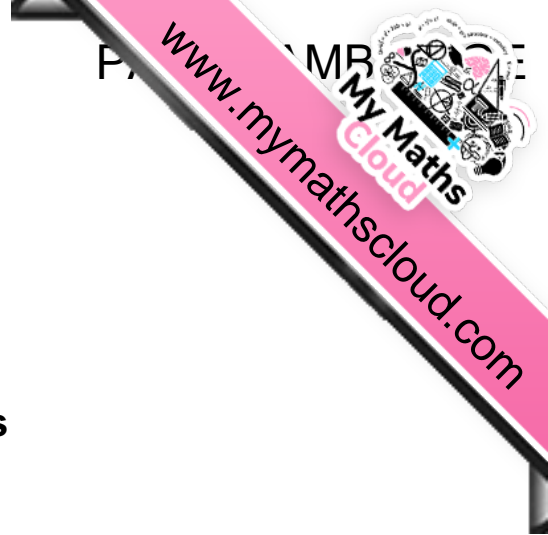
Paper 6 (Extended), maximum raw mark 40

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.



Page 2	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0607

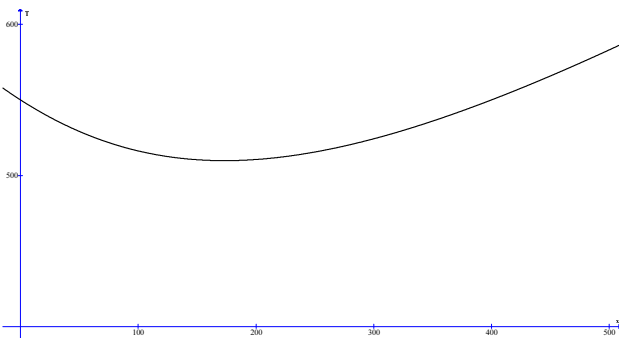
A – INVESTIGATION: DIAGONALS OF RECTANGLES

1 (a)	2	B1	
(b)	6	B1 FT	
2 (a) (i)	$x - 1$	B1	
(ii)	$y - 1$	B1	Accept (i) and (ii) swapped
(iii)	$x + y - 2$	B1	correct answer only
(b) (i)	$N + 1$ o.e.	B1	
(ii)	$x + y - 1$ o.e.	B1	
(c)	diagonal drawn with the 12 squares marked on the diagonal. $8 + 5 - 1 = 12$	B1 B1	 $8 + 5 = 13$ and $13 - 1 = 12$. Must use (b)(ii) If 0 then SC1 for 12 seen.
3 (a) (i)	12 squares clearly marked on the diagram. $9 + 6 - 1 = 14$ o.e.	C1 C1	2 simultaneous intersections marked. FT <i>their</i> 2(b)(ii) $\neq 12$
(ii)	$3 \times 4 = 12$ seen or implied	R1	Accept $3 \times (3 + 2 - 1)$ but not $9 + 6 - 3$
(b) (i)	$[3 \times 60 =] 180$	B2	B1 for 60 seen Accept using $x + y - 3$ or $x + y -$ common factor o.e. Without wrong working. Communication mark for numerical method used in either (i) or (ii) e.g. Common factor = 3 soi and $3 \times (31 + 30 - 1)$ o.e. Common factor = 3 soi and $93 + 90 - 3$
(ii)	$[5 \times 18 =] 90$	B2	B1 for 18 seen Without wrong working.

Page 3	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0607

4	$6 \times 1, 5 \times 2, 4 \times 3$ 6×2 6×3 6×6	<p>soi by diagrams in the all space $5 + 2 - 1$ etc. is insufficient</p> <p>B1 for any one row</p> <p>B2 for two or three rows</p> <p>Communication mark for showing correct numerical method or statement once. e.g. $x + y - 1 = S, S = 6$ OR $x + y = 7$ OR $5 + 2 - 1 = 6$ But not $5 + 2 = 7 - 1 = 6$</p> <p>Deduct 1 for each incorrect extra rectangle, but ignore repeated rectangles.</p>
		<p>1</p> <p>Communication seen in questions 3(b) or 4</p>
TOTAL		20

B – MODELLING: DRILLING A TUNNEL

1	583[.09...]	2	M1 for $500^2 + 300^2$ Communication mark for correct method, use of square root and no bad form seen.
2	800	1	
3 (a)	500 – x seen as a distance [PC ² =] $300^2 + x$ time = $\frac{\text{their distance}}{\text{speed}}$ soi	R1	$\frac{500-x}{2}$ on its own does not gain credit.
(b)	time added to change the drill's direction	R1	Explanation with numerator = distance and denominator = speed
(c)		R1	Any reason for extra time related to the context, not 'rounding', 'incorrect' or 'different' numbers.
		G1	Shape continuous curve required. Minimum in the left half and not more than 1 cm from T=500
		G1	Reaches T axis between 500 and 600 Dependent on shape (but not the restrictions) Not less than ½ cm from 500 or 600.
(d) (i)	173		If not 3 then B1 173 B1 510 SC2 for 173.2 ... and 509.8 ... OR 173 ... and 509.8 ... OR 173.2 ... and 510
(ii)	510	3	

Page 5	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0607

4	(a)	$(500 - x) + 3\sqrt{90000 + x^2}$ o.e.	B1 B1	SC1 Thousands included in expressions. Ignore subsequent working.
	(b) (i)	106	B1 FT	FT answers between 0 and 500 from <i>their</i> (a) of similar form producing a graph with a minimum. Accept 105.5 to 106.499 ...
	(ii)	1 350 000	B1 FT	FT (b)(i) from <i>their</i> (a) of similar form. Accept 1350 thousand. Accept range from 1 348 000 to 1 349 000
5	(a)	x stays the same o.e.	B1	$x = 173$ on its own is insufficient. Communication: method description or substitution of a $d > 500$ so i
	(b)	Substitute $x = 173[.2\dots]$ in $T = \frac{d-x}{2} + \sqrt{90000 + x^2}$ o.e. $= \frac{d}{2} - 86.5 + 346.4[\dots]$ $= \frac{d}{2} + 260$ OR One substitution of a minimum to check that $T = \frac{d}{2} + 260$ Two more substitutions of minima.	M1	
			A1	Accept 346.3[...] 259.8 to 259.9 instead of $-86.5 + 346.4[\dots]$
			[B1]	e.g. substituting 500 and/or <i>their</i> answer to 3(d)(iii)
		[B1]		
			1	Communication seen in 1 or 5(a).
TOTAL			20	