

**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**

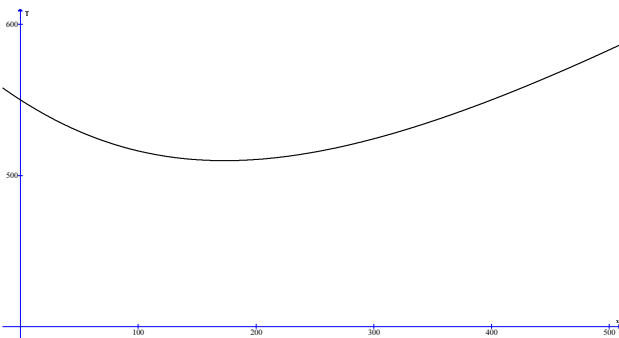
<b>1 (a)</b>	2	<b>B1</b>	
<b>(b)</b>	6	<b>B1 FT</b>	
<b>2 (a) (i)</b>	$x - 1$	<b>B1</b>	
<b>(ii)</b>	$y - 1$	<b>B1</b>	Accept <b>(i)</b> and <b>(ii)</b> swapped
<b>(iii)</b>	$x + y - 2$	<b>B1</b>	correct answer only
<b>(b) (i)</b>	$N + 1$ o.e.	<b>B1</b>	
<b>(ii)</b>	$x + y - 1$ o.e.	<b>B1</b>	
<b>(c)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

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

<b>4</b>	$6 \times 1, 5 \times 2, 4 \times 3$ $6 \times 2$ $6 \times 3$ $6 \times 6$	<b>B3</b>	<p>soi by diagrams in the ar space <math>5 + 2 - 1</math> etc. is insufficient</p> <p><b>B1</b> for any one row</p> <p><b>B2</b> for two or three rows</p> <p>Communication mark for showing correct numerical method or statement once. e.g. <math>x + y - 1 = S, S = 6</math> OR <math>x + y = 7</math> OR <math>5 + 2 - 1 = 6</math> But not <math>5 + 2 = 7 - 1 = 6</math></p> <p>Deduct 1 for each incorrect extra rectangle, but ignore repeated rectangles.</p>
		<b>1</b>	Communication seen in questions <b>3(b)</b> or <b>4</b>
<b>TOTAL</b>		<b>20</b>	

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>
	<b>IGCSE – May/June 2013</b>	<b>0607</b>

**B – MODELLING: DRILLING A TUNNEL**

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

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...] in $T = \frac{d-x}{2} + \sqrt{90000 + x^2}$ o.e. $= \frac{d}{2} - 86.5 + 346.4$ [...]	M1	Accept 346.3[...] 259.8 to 259.9 instead of $-86.5 + 346.4$ [...]
		$= \frac{d}{2} + 260$ OR One substitution of a minimum to check that $T = \frac{d}{2} + 260$ Two more substitutions of minima.	A1	
		[B1] [B1]	e.g. substituting 500 and/or <i>their</i> answer to 3(d)(iii)	
		1	Communication seen in 1 or 5(a).	
TOTAL			20	