# MARK SCHEME for the May/June 2011 question paper for the guidance of teachers 

## 0581 MATHEMATICS

0581/13
Paper 1 (Core), maximum raw mark 56

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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| Qu. | Answers | Mark | Part Marks |
| :---: | :---: | :---: | :---: |
| 1 (a) <br> (b) | $\begin{aligned} & 10073 \\ & 13+20-2=31 \end{aligned}$ | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ | Accept 20 seen with answer 31 |
| 2 (a) <br> (b) | $\begin{aligned} & 32 \\ & 3 \end{aligned}$ | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |  |
| 3 | 1430 or (0) 2:30 pm June $4^{\text {th }}$ oe | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |  |
| 4 | $2 y(x-2 z)$ | 2 | B1 for $y(2 x-4 z)$ or $2(x y-2 y z)$ |
| 5 (a) <br> (b) | $\begin{aligned} & < \\ & < \end{aligned}$ | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |  |
| 6 | $(x=) 3(y-5)$ oe final answer | 2 | M1 for correct first move $y-5=\frac{x}{3}$ or $3 y=x+15$ <br> M1 for their correct second move |
| $7 \text { (a) }$ <br> (b) | $\begin{aligned} & 0 \\ & 2 \end{aligned}$ | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |  |
| 8 (a) <br> (b) | $\binom{-2}{1}$ <br> Point marked at $(1,-1)$ | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |  |
| $9 \text { (a) }$ <br> (b) | $\begin{aligned} & 21 \\ & 27 \end{aligned}$ | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ |  |
| 10 | 10.7 or 10.69(.....) www | 2 | M1 for $\frac{A C}{12}=\cos 27$ or better |
| 11 | 7.94 or 7.937(....) www | 3 | M2 for $\sqrt{\left(12^{2}-9^{2}\right)}$ or M1 for $12^{2}=x^{2}+9^{2}$ oe or better |



