

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2014 series**

**0606 ADDITIONAL MATHEMATICS**

**0606/22**

Paper 2, maximum raw mark 80

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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0606	22

1	<p>rationalise the denominator to get <math>\frac{(2+\sqrt{5})^2(\sqrt{5}+1)}{5-1}</math> or better</p> <p>squaring to get <math>\frac{(4+4\sqrt{5}+5)(\sqrt{5}+1)}{\text{their}4}</math> or better</p> <p><math>\frac{29}{4} + \frac{13}{4}\sqrt{5}</math> oe isw</p>	<p><b>M1</b></p> <p><b>M1</b></p> <p><b>A1 + A1</b></p>	<p>or squaring to get <math>\frac{(4+4\sqrt{5}+5)}{\sqrt{5}-1}</math> or better</p> <p>or rationalising the denominator to get <math>\frac{\text{their}(9+4\sqrt{5})(\sqrt{5}+1)}{5-1}</math> or better</p> <p>correct simplification</p> <p>Allow <math>\frac{29+13\sqrt{5}}{4}</math> etc.</p>
2	<p>Correctly eliminate <math>y</math></p> <p><math>2x^2 + (k-9)x + 2 [= 0]</math> oe</p> <p>Use <math>b^2 - 4ac</math> oe</p> <p>Reach <math>\text{their}(k-9 = \pm 4)</math> or solves <math>\text{their}(k^2 - 18k + 65) = 0</math></p> <p><math>k = 5</math> and <math>13</math> cao</p>	<p><b>M1</b></p> <p><b>A1</b></p> <p><b>M1</b></p> <p><b>M1</b></p> <p><b>A1</b></p>	<p><math>-kx + 2 = 2x^2 - 9x + 4</math> oe</p> <p>allow even if <math>x</math> terms not collected; condone <math>\dots = y</math> provided later work implies it should be 0</p> <p>must be applied to a 3 term quadratic expression containing <math>k</math> as a coefficient; condone <math>&lt; 0</math> etc.</p> <p>condone <math>9 - k = \pm 4</math>; condone an inequality at this stage</p> <p>mark final answer, do not isw; <b>A0</b> if inequalities for final answers</p>

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0606	22

3	(i)	$3(-1)^3 - 14(-1)^2 - 7(-1) + d = 0$ with completion to $d = 10$	<b>B1</b>	at least $-3 - 14 + 7 + d = 0$ , $d = 10$ ; N.B. $= 0$ must be seen or implied by $\dots = d$ or $\dots = -d$ , may be seen in following step.  or convincingly showing $3(-1)^3 - 14(-1)^2 - 7(-1) + 10 = 0$ ; at least $-3 - 14 + 7 + 10 = 0$  or correct synthetic division at least as far as
	(ii)	$3x^2 - 17x + 10$ isw or $a = 3, b = -17, c = 10$ isw	<b>B2, 1, 0</b>	$-1$ each error; must be seen or referenced in (ii) even if found in (i) or (iii)
	(iii)	$(x+1)(x-5)(3x-2)$  $-1, 5, \frac{2}{3}$	<b>M1</b>  <b>A1</b>	for factorising quadratic <b>ft</b> correct; condone omission of $(x+1)$ or for <b>ft</b> correct use of formula or <b>ft</b> correct completing the square  If <b>M0</b> then <b>SC1</b> for all three roots stated without working or verified/found by trials

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0606	22

4	(i)	$12\left(x - \frac{1}{4}\right)^2 + \frac{17}{4}$ isw	<b>B3, 2, 1,0</b>	<p>one mark for each of <math>p, q, r</math> correct in a correctly formatted expression; allow correct equivalent values;</p> <p>If <b>B0</b> then <b>SC2</b> for <math>12\left(x - \frac{1}{4}\right) + \frac{17}{4}</math></p> <p>or</p> <p><b>SC1</b> for correct 3 values seen in incorrect format e.g.</p> <p><math>12\left(x - \frac{1}{4}x\right) + \frac{17}{4}</math> or</p> <p><math>12\left(x^2 - \frac{1}{4}\right) + \frac{17}{4}</math></p> <p>or for a correct completed square form of the original expression in a different but correct format. e.g.</p> <p><math>3\left(2x - \frac{1}{2}\right)^2 + \frac{17}{4}</math></p>
	(ii)	<p><i>their</i> <math>\frac{4}{17}</math> or <i>their</i> 0.235</p> <p><i>their</i> <math>x = \frac{1}{4}</math> oe</p>	<p><b>B1ft</b></p> <p>strict ft ; <i>their</i> <math>\frac{4}{17}</math> must be a proper fraction or decimal rounded to 3sig figs or more or truncated to 4 figs or more</p> <p><b>B1ft</b></p> <p>strict ft ; <math>x</math> must be correctly attributed</p>	
5	(i)	$1 - 20x + 160x^2$	<b>B2, 1, 0</b>	<p>-1 each error</p> <p>if <b>B0</b> then <b>M1</b> for 3 correct terms seen; may be unsimplified e.g.</p> <p>1, <math>5(-4x)</math>, <math>\frac{5 \times 4}{2}(-4x)^2</math></p>
	(ii)	$a + (\textit{their} - 20) = -23$ soi	<b>M1</b>	condone sign errors only; must be <i>their</i> -20 from (i)
		$a = -3$	<b>A1</b>	validly obtained
	$b + (\textit{their} - 20)a + (\textit{their}160) = 222$ soi	<b>M1</b>	condone sign errors only ; must be <i>their</i> -20 and <i>their</i> 160 from (i) and <i>their</i> $a$ if used	
	$b = 2$	<b>A1</b>	validly obtained	

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0606	22

6	<p>(a) (i) 1</p> <p>(ii) <math>x = -1</math> or <math>-2</math></p> <p>(b) <math>\frac{\log_3 5}{\log_3 a}</math> seen or implied</p> <p><math>2\log_3 15 = \log_3 15^2</math> seen or implied</p> <p><math>\log_3 15^2 - \log_3 5 = \log_3 \left( \frac{15^2}{5} \right)</math></p> <p><math>\log_3 45</math> cao</p>	<p><b>B1</b></p> <p><b>B1 + B1</b></p> <p><b>B1*</b></p> <p><b>B1</b></p> <p><b>B1dep*</b></p> <p><b>B1</b></p>	<p>as final answers</p> <p>may be implied by <math>2\log_3 15 - \log_3 5</math></p> <p>not from wrong working</p> <p>must be 45 not e.g. <math>\frac{225}{5}</math>; with no wrong working seen</p>
7	<p>(i) <math>x^4(3e^{3x}) + 4x^3e^{3x}</math> isw</p> <p>(ii) <math>\frac{1}{2 + \cos x} \times (-\sin x)</math> isw</p> <p>(iii) <math>\frac{d}{dx}(\sin x) = \cos x</math> soi</p> <p><math>\frac{d}{dx}(1 + \sqrt{x}) = \frac{1}{2}x^{-\frac{1}{2}}</math> soi</p> <p><math>\frac{(1 + \sqrt{x}) \text{ their } \cos x - \left( \text{their } \frac{1}{2}x^{-\frac{1}{2}} \right) \sin x}{(1 + \sqrt{x})^2}</math> isw</p>	<p><b>B1 + B1</b></p> <p><b>B2</b></p> <p><b>B1</b></p> <p><b>B1</b></p> <p><b>B1ft</b></p>	<p>each term of the <b>sum</b> correct; must be a sum of two terms</p> <p>or <b>B1</b> for <math>\frac{1}{2 + \cos x} \times (k \pm \sin x)</math> and <math>k</math> a constant</p> <p>for correct form of quotient rule <b>ft</b> their <math>\cos x</math> and their <math>\frac{1}{2}x^{-\frac{1}{2}}</math>;</p> <p>allow correct use of product and chain rules to obtain</p> <p><math>\sin x \left( - (1 + \sqrt{x})^{-2} \times \frac{1}{2}x^{\frac{1}{2}} \right) +</math> <math>\cos x (1 + \sqrt{x})^{-1}</math> oe</p>

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0606	22

8	<p>Substitution of either <math>x - 5</math> or <math>y + 5</math> into equation of curve and brackets expanded</p> <p><math>2x^2 - 8x - 10 = 0</math> or <math>2y^2 + 12y = 0</math> obtained</p> <p>Solving their quadratic</p> <p><math>(-1, -6)</math> oe and <math>(5, 0)</math> oe isw</p> <p><math>\sqrt{72}</math> or <math>6\sqrt{2}</math> cao isw</p>	<p><b>M1</b></p> <p><b>A1</b></p> <p><b>M1</b></p> <p><b>A1*+A1*</b></p> <p><b>B1dep*</b></p>	<p>condone one sign error in either equation of curve or expansion of brackets; condone omission of <math>= 0</math>, BUT <math>x - 5</math> or <math>y + 5</math> must be correct</p> <p>dep on a valid substitution attempt</p> <p>or <b>A1</b> for correct pair of <math>x</math> coordinates or correct pair of <math>y</math> coordinates</p>
9	<p><b>(i)</b></p> <p><math>[y = ] \frac{(2x+1)^{\frac{3}{2}}}{2 \times \frac{3}{2}} (+c)</math> oe</p> <p><math>10 = \frac{2}{6} (2(4)+1)^{\frac{3}{2}} + c</math> oe</p> <p><math>y = \frac{(2x+1)^{\frac{3}{2}}}{2 \times \frac{3}{2}} + c</math> seen and <math>c = 1</math> or</p> <p><math>y = \frac{(2x+1)^{\frac{3}{2}}}{2 \times \frac{3}{2}} + 1</math> isw</p> <p><b>(ii)</b></p> <p><math>\int \left( \frac{1}{3} (2x+1)^{\frac{3}{2}} + 1 \right) dx = \frac{1}{15} (2x+1)^{\frac{5}{2}} + x (+const)</math></p> <p><math>\left[ \frac{1}{15} (2x+1)^{\frac{5}{2}} + x \right]_0^{1.5} =</math></p> <p><math>\left[ \frac{1}{15} (2(1.5)+1)^{\frac{5}{2}} + (1.5) \right] - \left[ \frac{1}{15} (2(0)+1)^{\frac{5}{2}} + 0 \right]</math></p> <p><math>\frac{107}{30}</math> oe isw</p>	<p><b>B2</b></p> <p><b>M1</b></p> <p><b>A1</b></p> <p><b>B1 + B1</b></p> <p><b>B1ft</b></p> <p><b>M1</b></p> <p><b>A1</b></p>	<p>or <b>B1</b> for <math>(2x+1)^{\frac{1}{2}+1}</math></p> <p>for valid attempt to find <math>c</math>; condone slips e.g. omission of power or sign error</p> <p>must have <math>y = \dots</math>; condone <math>f(x) = \dots</math></p> <p><b>B1</b> for <math>(2x+1)^{\frac{3}{2}+1}</math>,</p> <p><b>B1</b> for <math>\frac{1}{15} (2x+1)^{\frac{5}{2}}</math></p> <p><b>B1 ft</b> <i>their</i> <math>c</math> from <b>(i)</b> provided <math>c \neq 0</math></p> <p>for a genuine attempt to find <math>F(1.5) - F(0)</math> in an attempt to integrate <i>their</i> <math>y</math>; if their <math>F(0)</math> is 0 must see at least their <math>F(1.5) - 0</math>; condone <math>+c</math> as long as their <math>c</math> is <b>not</b> numerical.</p> <p>if decimal 3.57 or more accurate e.g. 3.566</p>

Page 7	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0606	22

<b>10</b>	<b>(i)</b>	Taking logs of both sides $\log y = \log A + x \log b$	<b>M1</b>	any base; must be an explicitly correct statement
	<b>(ii)</b>	$b$ : awrt 3 to one sf isw or awrt 4 to one sf isw  $A$ : awrt 0.5 to one sf	<b>A1</b>	correct form; any base; no recovery from incorrect method steps
	<b>(iii)</b>	Evidence of graph used at $\ln y = 5.4$ soi  awrt 4.4 to two sf	<b>B2</b>	or <b>M1</b> for $b = e^{\text{their gradient}}$ soi; their gradient must be correctly evaluated as rise/run  <b>B2</b> or <b>B1</b> for $A = e^{-0.6}$  or <b>SC1</b> for $A = e^{-0.3} = 0.7$ (giving an awrt 0.7)
			<b>M1</b>	or $\frac{220}{\text{their}0.5} = (\text{their}4)^x$  or $5.39\dots = \text{their}(1.4)x + \text{their} -0.6$  or $\ln(220) = x \ln(\text{their}4) + \ln(\text{their}0.5)$
			<b>A1</b>	

Page 8	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0606	22

11 (i)	$f(x) > 3$ or $[f(x) \in](3, \infty)$	<b>B1</b>	condone $y > 3$
(ii)	$x + 1 = 2^y$ $f^{-1}(x) = \log_2(x + 1)$	<b>M1</b>	or $y + 1 = 2^x$
	Domain $x > 3$	<b>A1</b>	mark final answer or $\log_2(y + 1) = x$ and $f^{-1}(x) = \log_2(x + 1)$
	Range $f^{-1}(x) > 2$		or for $f^{-1}(x) = \frac{\log(x + 1)}{\log 2}$ (any base for this form)
(iii)	$2^x(2^x - 1)$ oe isw	<b>B1ft</b>	<b>ft</b> their <b>range</b> of $f$ provided mathematically valid inequality or interval
	$2^x(2^x - 1) = 0$ leading to $2^x = 0$ , impossible oe	<b>B1</b>	condone $f(x) > 2$ or $y > 2$
	$2^x = 1 \Rightarrow x = 0$	<b>B1</b>	e.g. $(2^x - 1)^2 + (2x - 1)$ or $2^{2x} - 2 \times 2^x + 1 + 2^x - 1$
	0 is not in the domain (and so $gf(x) = 0$ has no solutions)	<b>B1</b>	or $2^x = 0$ which is outside domain of $gf$
		<b>M1</b>	or $2^x(2^x - 1) = 2^{2x} - 2^x = 0$
		<b>A1</b>	$[2^{2x} = 2^x] \Rightarrow x = 0$



Page 9	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0606	22

12 (i)	$\frac{dy}{dx} = 3x^2 - 18x + 24$ <p>Solving their <math>3x^2 - 18x + 24 \geq 0</math> by factorising or quadratic formula or completing the square</p> <p>Critical values 2 and 4 <math>x \leq 2, x \geq 4</math></p>	<b>B1</b>	attempt at differentiation resulting in quadratic expression with two terms correct; allow = or $\leq$ or < or > or $\geq 0$ omitted here.
(ii)	<p>Evaluating their <math>\frac{dy}{dx}</math> at <math>x = 3</math></p> <p>Use of <math>m_1 m_2 = -1</math> to get <math>m_{normal} = -\frac{1}{their(-3)}</math></p> <p><math>y = 18</math> soi</p> <p><math>y - their18 = \left( their \frac{1}{3} \right) (x - 3)</math> or</p> <p><math>y = their \frac{1}{3} x + c</math> and <math>c = their17</math> isw</p> <p><math>P(0, 17)</math> cao</p>	<b>M1</b>	<b>A0</b> if spurious attempt to combine; mark final answer
		<b>M1</b>	must be explicit statement of gradient of normal ; may be seen in equation
		<b>B1</b>	
		<b>A1ft</b>	<b>ft</b> their $m$ provided a genuine attempt at $m_{normal}$ ; no <b>ft</b> if $m = their m_{tangent}$
		<b>B1</b>	