

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0607 CAMBRIDGE INTERNATIONAL MATHEMATICS

0607/62

Paper 6 – Extended, maximum raw mark 40


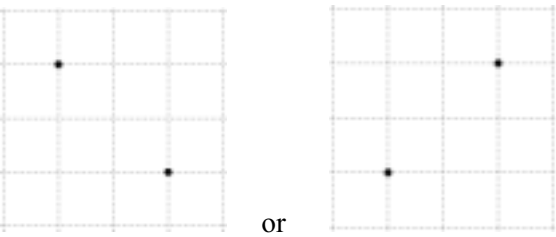
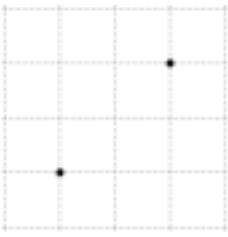
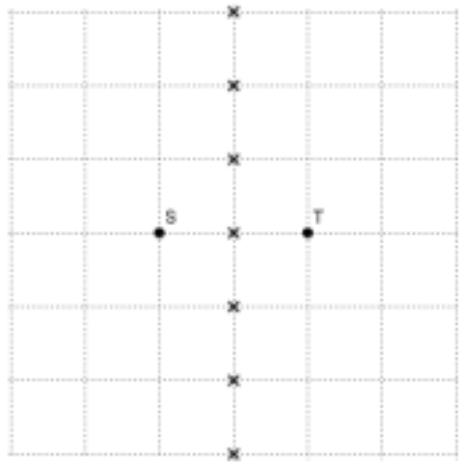
This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, 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.

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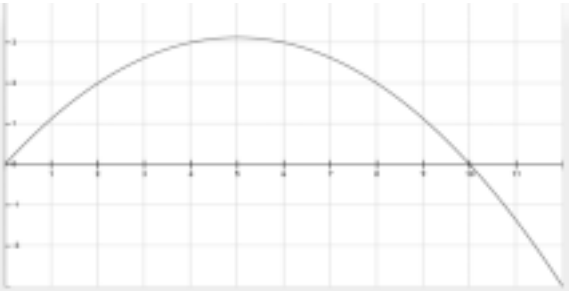
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A INVESTIGATION		TAXICAB GEOMETRY	
1	<p>(a) $[CD =] 3$ $[DE =] 4$</p> <p>(b) For 3 correct routes</p> <p>(c) For 4 correct routes</p> <p>(d) (i) </p> <p>(ii)  or </p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p>	<p>B1 for 3 correct</p> <p>Could be vertical</p> <p>If answer grid blank, mark working grid – must have only 2 correctly placed dots</p>
2	<p>(a) 1 beside each destination on x- and y- axes</p> <p>(b) Add [both] shortest routes oe</p> <p>(c) (1) 4 10 20 [35] (1) 3 6 10 15 (1) 2 3 4 5 (1) (1) (1) (1)</p> <p>(d) 84 9</p>	<p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p>	<p>$1 + 2 = 3$ with 1 and 2 correctly defined</p> <p>B1 for one complete row or column</p> <p>C opportunity</p>
3	<p>(a) </p> <p>(b) 0</p>	<p>1</p> <p>1</p>	

(c) (i)		1	
(ii)		1	
(iii)		1	
(iv)	$2\left(\frac{1}{2}n\right)^2 + 1$ oe	1FT	FT $n + 1$ following 3 leading diagonals in (i), (ii) and (iii). C opportunity
	Communication seen in at least one of 2(d) or 3(c)(iv)	1	

B MODELLING THROWING A BALL

Throughout, accept distances as metres. Accept distances given as centimetres provided cm included.

<p>1 (a) (i)</p>  <p>(ii) 10</p> <p>(iii) 3.125 or 3.13</p> <p>(iv) 1</p> <p>(v) 8</p> <p>(b) $y = \frac{1}{8}x^2 + \frac{5}{4}x + 1.5$ oe</p>		<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Negative parabola intended through (0, 0) and before 12 on x-axis</p> <p>Accept (8, 0)</p> <p>Accept + 1.5 or $c = 1.5$</p>
<p>2 (a)</p> <p>$0 = 0 + 0 + c$ oe isw</p> <p>$1.2 = 9a + 3b$ [+ c or + 0] isw</p> <p>$0 = 25a + 5b$ [+ c or + 0] isw</p> <p>(b)</p> <p>[$a =$] -[0].2 oe</p> <p>[$b =$] 1</p> <p>[$c =$] 0</p> <p>[$y = -0.2x^2 + x$] oe</p> <p>(c)</p> <p>Yes oe and 1.2 or [0].8 seen</p> <p>or</p> <p>Yes oe and 1.25 and maximum height or midpoint oe</p>		<p>2</p> <p>1FT</p> <p>1FT</p> <p>1</p>	<p>Accept 3^2 for 9 and 5^2 for 25</p> <p>B1 for 2 correct</p> <p>If 0 scored SC1 for $c = 0$</p> <p>FT from <i>their</i> three equations in 2(a) if $c = 0$</p> <p>If 0 scored and 0 scored in 2(a) then SC1 for $c = 0$</p> <p>C opportunity</p> <p>Accept on sketch</p> <p>C opportunity</p>

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2014	0607	62

3	(a) (i)	$\frac{2x(x-10)}{2(2-10)}$ seen or better	1FT	FT for $\frac{2x(x - \text{their 1(a)(ii)})}{2(2 - \text{their 1(a)(ii)})}$ or $\frac{2x(x-10)}{8(8-10)}$ or $\frac{2x(x-10)}{\text{their 1(a)(v)}(\text{their 1(a)(v)}-10)}$ or $\frac{2x(x - \text{their 1(a)(ii)})}{\text{their 1(a)(v)}(\text{their 1(a)(v)} - \text{their 1(a)(ii)})}$ or if 0 scored SC1 for $\frac{\text{their 3.125}x(x - \text{their 1(a)(ii)})}{5(5 - \text{their 1(a)(ii)})}$
	(ii)	Statement involving origin (ground level) or 1.5	1	Ignore extra comments
	(b) (i)	$y = \frac{2x(x-12)}{8(8-12)}$ or better isw	1	SC1 for $y = \frac{2x(x-12)}{4(4-12)}$ isw
	(ii)	4	1	Accept (4, 0)
	(c) (i)	15 30	1	C opportunity
	(ii)	$y = \frac{2.5x(x-15)}{10(10-15)}$ or $y = \frac{2.5x(x-15)}{5(5-15)}$ isw	1FT	FT their (c)(i)
		$y = \frac{2.5x(x-30)}{10(10-30)}$ or $y = \frac{2.5x(x-30)}{20(20-30)}$ isw	1FT	FT their (c)(i)
(iii)	2.81[25]	1	Allow $\frac{45}{16}$ Condone 2.8 or 2.813	
	Communication seen in at least one of 2(b), 2(c) or 3(c)(i)	1		