Cambridge Assessment International Education

Cambridge IGCSE™

MATHEMATICS **0580/21**

Paper 2 (Extended) **May/June 2021**

MARK SCHEME

Maximum Mark: 70

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

© UCLES 2021

[Turn over

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

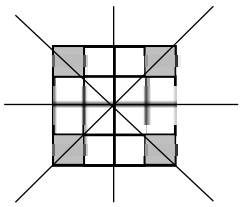
GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

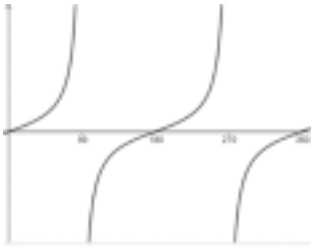
© UCLES 2021

Maths-Specific Marking Principles	
1	Unless a particular method has been specified in the question, full marks may be awarded for any correct method. However, if a calculation is required then no marks will be awarded for a scale drawing.
2	Unless specified in the question, answers may be given as fractions, decimals or in standard form. Ignore superfluous zeros, provided that the degree of accuracy is not affected.
3	Allow alternative conventions for notation if used consistently throughout the paper, e.g. commas being used as decimal points.
4	Unless otherwise indicated, marks once gained cannot subsequently be lost, e.g. wrong working following a correct form of answer is ignored (isw).
5	Where a candidate has misread a number in the question and used that value consistently throughout, provided that number does not alter the difficulty or the method required, award all marks earned and deduct just 1 mark for the misread.
6	Recovery within working is allowed, e.g. a notation error in the working where the following line of working makes the candidate's intent clear.

© UCLES 2021

Question	Answer	Marks	Partial Marks
1(a)	4	**1**	
1(b)		**2**	**B1** for 2 or 3 correct lines drawn or for 4 correct lines and one wrong extra line
2	0.85 oe	**1**	
3(a)	28	**1**	
3(b)	21	**1**	
3(c)	35	**1**	
4	[a =] 59 [b =] 37 [c =] 84	**3**	**B1** for each If 0 scored **SC1** for *their* ($a + b + c$) = 180 if $a, b, c > 0$
5(a)	$\begin{pmatrix} 14 \\ -6 \end{pmatrix}$	**1**	
5(b)	$\begin{pmatrix} -12 \\ 21 \end{pmatrix}$	**1**	
6(a)	4 10 18	**2**	**B1** for 2 correct
6(b)	$32 - 7n$ oe final answer	**2**	**B1** for $32 - kn$ oe $k \neq 0$ *or* $j - 7n$ oe or $32 - 7n$ seen then spoilt
7	correctly eliminating 1 variable	**M1**	
	$x = 5$	**A1**	
	$y = -7$	**A1**	If M0 scored **SC1** for two values satisfying one of the original equations

Question	Answer	Marks	Partial Marks
8	$\frac{11}{8}$ [$-\frac{5}{6}$] $\frac{3}{8}+\frac{1}{6}$	**B1**	Correct step for dealing with mixed number Allow $\frac{11k}{8k}$
	$\frac{33}{24}$ and $\frac{20}{24}$ $\frac{9}{24}$ and $\frac{4}{24}$	**M1**	Correct method to find common denominator e.g. 1 $\frac{9}{24}$ and $\frac{20}{24}$
	$\frac{13}{24}$ cao	**A1**	
9(a)	(7, − 1)	**2**	**B1** for each
9(b)	8.94 or 8.944…	**3**	**M2** for $\sqrt{(9-5)^2+(3--5)^2}$ oe or **M1** for $(9-5)^2+(3--5)^2$ oe
10(a)(i)	Rotation 90° anticlockwise oe (0, − 1)	**3**	**B1** for each
10(a)(ii)	enlargement [s.f.] $\frac{1}{3}$ (6, 6)	**3**	**B1** for each
10(b)	triangle at (− 4, 7) (− 4, 1) (− 1, 1)	**2**	**B1** for translation by $\begin{pmatrix}k\\10\end{pmatrix}$ or $\begin{pmatrix}2\\k\end{pmatrix}$
11(a)	$256a^4b^{20}$ final answer	**2**	**B1** for two correct elements in final answer
11(b)	27	**1**	
11(c)	6	**2**	**M1** for $3^k \div 3^t = 3^2$ or $3^8 \div 3^t = 3^k$ oe or better or $3^t = 729$ oe
12	9080 or 9080.13	**2**	**M1** for $9500\times\left(1-\frac{0.9}{100}\right)^5$
13	1.8432	**2**	**M1** for $\frac{32\times24000\times24000}{100000\times100000}$ oe If 0 scored, **SC1** for figs 184[32]... as answer

Question	Answer	Marks	Partial Marks
14	24	**3**	**M1** for $y = k\sqrt{x-3}$ oe **M1** for $y = \textit{their}\ k\sqrt{39-3}$ oe
15	$\frac{g}{2m+g}$ final answer	**4**	**M1** for expanding brackets or $\div g$ **M1** for isolating terms in h **M1** for factorising **M1** for dividing by bracket to isolate h Incorrect/unsimplified final answer scores max 3 marks
16(a)	$-\frac{3}{4}$ or -0.75	**2**	**M1** for correct rise over run or **B1** for answer $\frac{3}{4}$ oe
16(b)	$[y=]-\frac{3}{4}x+2$ oe	**2**	**FT** $[y=]\textit{their}$ **(a)**$x+2$ oe **B1** for $[y=]\textit{their}$ **(a)**$x+c$ or $[y=]mx+2$.
16(c)	$[y=]\frac{4}{3}x-23$ oe	**3**	**M1** for gradient $\frac{-1}{\textit{their}\ \textbf{(a)}}$ **M1** for (12, − 7) substituted into $y = \textit{their}\ mx+c$
17	$\frac{19}{60}$ oe	**3**	**M2** for $\frac{8}{16}\times\frac{7}{15}+\frac{5}{16}\times\frac{4}{15}$ or **M1** for $\frac{8}{16}\times\frac{7}{15}$ or $\frac{5}{16}\times\frac{4}{15}$ If 0 scored **SC1** for $\frac{89}{256}$ oe
18	$\frac{5}{9}$ **a** + $\frac{4}{9}$ **b**	**2**	**M1** for $\frac{4}{9}$ (**b** – **a**) or $\frac{5}{9}$ (**a** – **b**) or a correct route
19(a)	Correct sketch 	**2**	**1** for one correct branch or correct sketch but with branches joined
19(b)	11.3 or 11.30 to 11.31 and 191.3 or 191.30 to 191.31	**2**	**B1** for each If 0 scored **SC1** for two answers with a difference of 180°

Question	Answer	Marks	Partial Marks
20	68 nfww	**3**	**M2** for $\frac{600-5}{8\text{h}40 \text{ to} 8\text{h}50}$ or $\frac{590 \textit{ to } 600}{8\text{h}40 + 5[\text{m}]}$ oe or **M1** for 600 – 5 oe or 8h 40 + 5[m] oe or 520 + 5 oe[m] seen