Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

CAMBRIDGE INTERNATIONAL MATHEMATICS **0607/62**

Paper 6 (Extended) **May/June 2018**

MARK SCHEME

Maximum Mark: 40

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.

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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.

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MARK SCHEME NOTES

The following notes are intended to aid interpretation of mark schemes in general, but individual mark schemes may include marks awarded for specific reasons outside the scope of these notes.

Types of mark

M Method marks, awarded for a valid method applied to the problem.

A Accuracy mark, awarded for a correct answer or intermediate step correctly obtained. For accuracy marks to be given, the associated Method mark must be earned or implied.

B Mark for a correct result or statement independent of Method marks.

When a part of a question has two or more 'method' steps, the M marks are in principle independent unless the scheme specifically says otherwise; and similarly where there are several B marks allocated. The notation '**dep**' is used to indicate that a particular M or B mark is dependent on an earlier mark in the scheme.

Abbreviations

awrt	answers which round to
cao	correct answer only
dep	dependent
FT	follow through after error
isw	ignore subsequent working
nfww	not from wrong working
oe	or equivalent
rot	rounded or truncated
SC	Special Case
soi	seen or implied

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Partial Marks</th></tr>
<tr><td>A</td><td colspan="3">INVESTIGATION TILE PATTERNS</td></tr>
<tr><td>1(a)</td><td>Correct border</td><td>1</td><td></td></tr>
<tr><td>1(b)</td><td>Correct border</td><td>1</td><td></td></tr>
<tr><td>2(a)</td><td>
<table>
<tr><th>Pattern finishes with</th><th>Number of white tiles in border</th><th>Total number of white tiles</th></tr>
<tr><td>1st white border</td><td>8</td><td>8</td></tr>
<tr><td>2nd white border</td><td>24</td><td>32</td></tr>
<tr><td>3rd white border</td><td>40</td><td>72</td></tr>
<tr><td>4th white border</td><td>56</td><td>128</td></tr>
<tr><td>5th white border</td><td>72</td><td>200</td></tr>
</table>
</td><td>2</td><td>B1 for any 2 correct</td></tr>
<tr><td>2(b)</td><td>$8n^2$ oe</td><td>2</td><td>M1 for their three correct second differences

or B1 for recognising factor of 8 in the total number of white tiles.</td></tr>
<tr><td>2(c)(i)</td><td>7
11
$4n - 1$ oe</td><td>2</td><td>B1 for 7 and 11
or for $4n - 1$

C opportunity</td></tr>
<tr><td>2(c)(ii)</td><td>$(4n - 1)^2$ oe isw</td><td>1</td><td>FT their$(4n - 1)$</td></tr>
<tr><td rowspan="2">2(d)</td><td>their $(4n - 1)^2$ – their $8n^2$</td><td>M1</td><td>$16n^2 - 8n + 1$ may be seen in 4(c)(ii)</td></tr>
<tr><td>$16n^2 - 8n + 1 - 8n^2$</td><td>A1</td><td>answer given</td></tr>
<tr><td>3(a)</td><td>[number of white tiles =] 200
[number of grey tiles =] 161</td><td>4</td><td>B1 for 19 or 361

B1 for $n = 5$ seen or substituted in their $8n^2$ or $8n^2 - 8n + 1$
or B1 for at least 4 terms of sequence
1 17 49 97 161 …

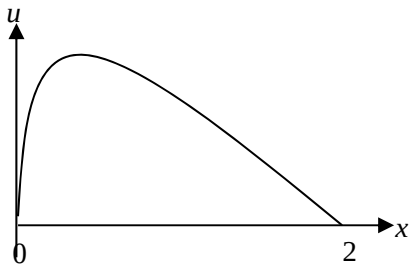
B1 for each correct answer

C opportunity</td></tr>
</table>

Question	Answer	Marks	Partial Marks
3(b)	(largest side length possible =) 8.7 or 870 (number of white tiles not used =) 108 (number of grey tiles not used =) 51	**4**	**M1** for [white] *their* $8n^2 = 500$ or *their* $(4n - 1)^2 = 1000$ or 961 or 729 or $n = 7$ or 8 soi or 8 32 72 128 200 288 or 8 + 24 + 40 + 56 + 72 + 88[+…] or for [grey] $8n^2 - 8n + 1 = 500$ or $(4n - 3)^2 = 1000$ or 961 or 1 17 49 97 161 241 or 1 + 16 + 32 + 48 + 64 + 80[+…] **B1** for each correct answer If 0 or 1 scored, replace with **SC2** for 29 soi or 392 or 449 or 841 seen. **C** opportunity
Communication: Seen in three of the following questions		**1**	
2(c)(i)	Two differences of 4 seen or difference = 4 corner tiles shown		
3(a)	$\frac{570}{30}$ or $\frac{5.7}{0.3}$ or $\frac{570\times570}{30\times30}$ or $\frac{324900}{900}$ oe		
3(a)	further correct working to find second number of tiles		
3(b)	Correct units on answer line for length of side after working with 30 or 0.3 seen.		
3(b)	annotation of working at least twice, e.g. 29 ‘grey tiles’		

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Question	Answer	Marks	Partial Marks
B	**MODELLING GOING WITH THE FLOW**		
4(a)(i)	$a + b + 12 = 21$ oe isw $4a + 2b + 12 = 24$ oe isw	**2**	**B1** for each equation If 0 scored, then **SC1** for $[v =]a + b + 12$ and $[v =]4a + 2b + 12$
4(a)(ii)	$v = \mathbf{-3}\ x^2 + \mathbf{12}\ x + 12$	**2**	**FT** *their* linear equations, each with a and b terms, leading to $a \neq 0$. **B1** for one correct. or **M1** for correctly eliminating one variable.
4(b)(i)	Smooth curve drawn through at least 9 correct points.	**2**	**B1** for 9 or 10 correct points plotted
4(b)(ii)	$1 < x < 2$ oe	**1**	
5(a)	24[.0]	**1**	**C** opportunity
5(b)(i)	[log v =] $\boldsymbol{m}\log\left(\frac{x}{2}\right) + \mathbf{log}\ \boldsymbol{their}\mathbf{24}$	**2**	**Strict FT** from *their* **5(a)** **B1** for each **C** opportunity
5(b)(ii)	$[m =]$ 0.2 or $\frac{1}{5}$ $v = \textit{their}\ k\left(\frac{x}{2}\right)^{\textit{their}\ m}$	**1**	
5(c)	0.06[25] oe or 6[.25] cm	**2**	**M1** for $12 = \textit{their}\ 24\left(\frac{x}{2}\right)^{\textit{their}\ 0.2}$ or better **A1FT** for $m \neq 1$ leading to $0 < x < 2$ **C** opportunity
6(a)	[Distance = $(2 - x)$m =] $100(2 - x)$ cm or [Speed =] $\frac{u}{100}$ m/s	**B1**	
	Time = $\frac{\text{distance}}{\text{speed}}$ oe	**B1**	
6(b)	$\frac{20\times100}{24\left(\frac{x}{2}\right)^{0.2}}$ or better isw	**1**	**FT** *their* v from **5(b)(ii)**

Question	Answer	Marks	Partial Marks
6(c)	$\frac{100(2-x)}{u} \leqslant \frac{20\times100}{24\left(\frac{x}{2}\right)^{0.2}}$ or better isw	**1**	answer given
6(d)(i)	Correct sketch 	**1**	**C** opportunity
6(d)(ii)	1.397 to 1.4	**1**	**C** opportunity
Communication: Seen in two of the following questions		**1**	
5(a)	$[k](1)^m$		
5(b)(i)	$\log v = \log\left(\frac{x}{2}\right)^m + \log k$		
5(c)	Correct units (normally metres)		
6(d)(i)	scale for u		