UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Ordinary Level

MARK SCHEME for the October/November 2011 question paper for the guidance of teachers

4037 ADDITIONAL MATHEMATICS

4037/23 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 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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Mark Scheme Notes

Marks are of the following three types:

M Method mark, awarded for a valid method applied to the problem. Method marks are not lost for numerical errors, algebraic slips or errors in units. However, it is not usually sufficient for a candidate just to indicate an intention of using some method or just to quote a formula; the formula or idea must be applied to the specific problem in hand, e.g. by substituting the relevant quantities into the formula. Correct application of a formula without the formula being quoted obviously earns the M mark and in some cases an M mark can be implied from a correct answer.

A Accuracy mark, awarded for a correct answer or intermediate step correctly obtained. Accuracy marks cannot be given unless the associated method mark is earned (or implied).

B Accuracy 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 generally independent unless the scheme specifically says otherwise; and similarly when there are several B marks allocated. The notation DM or DB (or dep*) is used to indicate that a particular M or B mark is dependent on an earlier M or B (asterisked) mark in the scheme. When two or more steps are run together by the candidate, the earlier marks are implied and full credit is given.

- The symbol √ implies that the A or B mark indicated is allowed for work correctly following on from previously incorrect results. Otherwise, A or B marks are given for correct work only. A and B marks are not given for fortuitously "correct" answers or results obtained from incorrect working.

- Note: B2 or A2 means that the candidate can earn 2 or 0.
  B2, 1, 0 means that the candidate can earn anything from 0 to 2.

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The following abbreviations may be used in a mark scheme or used on the scripts:

AG Answer Given on the question paper (so extra checking is needed to ensure that the detailed working leading to the result is valid)

BOD Benefit of Doubt (allowed when the validity of a solution may not be absolutely clear)

CAO Correct Answer Only (emphasising that no "follow through" from a previous error is allowed)

ISW Ignore Subsequent Working

MR Misread

PA Premature Approximation (resulting in basically correct work that is insufficiently accurate)

SOS See Other Solution (the candidate makes a better attempt at the same question)

Penalties

MR –1 A penalty of MR –1 is deducted from A or B marks when the data of a question or part question are genuinely misread and the object and difficulty of the question remain unaltered. In this case all A and B marks then become "follow through √ " marks. MR is not applied when the candidate misreads his own figures – this is regarded as an error in accuracy.

OW –1,2 This is deducted from A or B marks when essential working is omitted.

PA –1 This is deducted from A or B marks in the case of premature approximation.

S –1 Occasionally used for persistent slackness – usually discussed at a meeting.

EX –1 Applied to A or B marks when extra solutions are offered to a particular equation. Again, this is usually discussed at the meeting.

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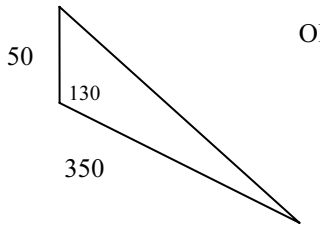
1		Rearrange to $2x^2 - x - 15 (> 0)$ and solve 3 term quadratic	M1
		$-\frac{5}{2}, 3$	A1
		$x < -\frac{5}{2}, x > 3$	A1
			[3]
2	**(i)**	$\frac{dy}{dx} = k(12 - 4x)^4$	M1
		$-20(12 - 4x)^4$	A1
	(ii)	Uses $\partial y = \frac{dy}{dx}_{(x=0.5)} \times p$	M1
		$-200000p$	A1√
			[4]
3	**(i)**	-8 or 35	B1
		-280	B1
	(ii)	-14 (x)	B1
		$(-280) + (-14) \times 3$	M1
		-322	A1√
			[5]
4		Correct use of quadratic formula	M1
		$\left(4 + 2\sqrt{2}\right)^2 = 16 + 16\sqrt{2} + 8$ or $\left(24 + 16\sqrt{2}\right)$	B1
		$\frac{\left(4 + 2\sqrt{2}\right) + \sqrt{64}}{2\left(5 - 2\sqrt{2}\right)}$	A1
		Multiply top and bottom by $10 + 4\sqrt{2}$ or $5 + 2\sqrt{2}$	M1
		Numerator $k\left(34 + 17\sqrt{2}\right)$ or denominator $17k$	A1
		$2 + \sqrt{2}$ only	A1
			[6]
5	**(i)**	$\frac{14 \times 13 \times 12 \times 11 \times 10 \times 9}{6 \times 5 \times 4 \times 3 \times 2 \times 1}$ or $\frac{14!}{8! \times 6!}$	M1
		3003	A1
	(ii)	Both 5 students + 1 teacher and 4 students + 2 teachers	M1
		56×6 or 70×15	B1
		1386	A1
	(iii)	30	B1
			[6]

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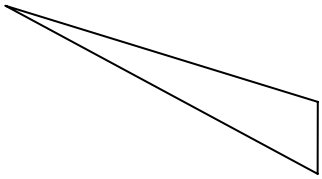
6	**(i)**	Completely correct idea of modulus quadratic shape cusps correct position	B1 B1 B1 B1
	(ii)	complete method 2	M1 A1 [6]
7	**(i)**	Gradient = –2 y intercept = 5 $\frac{y}{x} = -2x + 5$ $y = -2x^2 + 5x$	B1 B1 M1 A1√
	(ii)	$x = 7$ $y = -63$	B1 B1 [6]
8	**(i)**	$s = 200 - 2r$ or $2r + r\theta = 200$ Use $A = \frac{1}{2}rs$ or $A = \frac{1}{2}r^2\theta$ $A = 100r - r^2$ oe	B1 M1 A1
	(ii)	Differentiate non-linear function in r Solve $\frac{dA}{dr} = 0$ $A = 2500$	M1 DM1 A1 [6]

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9 **(i)**



OR



B1

$V^2 = 50^2 + 350^2 - 2 \times 50 \times 350 \cos 130$ M1

$V = 384$ A1

$T = \dfrac{480}{V}$ M1

1.25 hours A1

(ii) $\dfrac{\sin \alpha}{350} = \dfrac{\sin 130}{V}$ or $\dfrac{\sin \beta}{50} = \dfrac{\sin 130}{V}$ M1

$\alpha = 44.3$ or $\beta = 5.72$ A1

135.7 or 136 A1√

[8]

OR

(i) Diagram B1

$X = 350 \sin 50 (= 268)$

$Y = 50 + 350 \cos 50 (= 275)$

$V^2 = X^2 + Y^2$

Finds components and uses Pythagoras M1

$V = 384$ A1

$T = \dfrac{480}{V}$ M1

75 mins or 1.25 hours A1

(ii) $\tan \alpha = \dfrac{Y}{X}$ M1

$\alpha = 44.3$ A1

135.7 or 136 A1√

10 Eliminate x or y M1

$k\left(x^2 + 5x - 14\right) = 0$ or $k\left(y^2 - 10y - 56\right) = 0$ A1

Factorise 3 term quadratic M1

$x = -7$ and 2 A1

$y = -4$ and 14 B1√

Finds midpoint $\left(-\dfrac{5}{2}, 5\right)$ M1

$m_{AB} = 2$ (may be implied) B1

Uses $m_1 m_2 = -1$ in equation of line M1

$y - 5 = -\dfrac{1}{2}\left(x + \dfrac{5}{2}\right)$ or $4y + 2x = 15$ or $y = -0.5x + 3.75$ A1

[9]

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11 **(i)** $\tan\frac{1}{2}x = 4$	B1
$\left(\frac{1}{2}x = \right)76$	B1
151.9 or 152	B1√
(ii) $\tan y \cos y = \sin y$ and $\cos^2 y = 1 - \sin^2 y$	B1
Solve quadratic	M1
$\sin y = 0 \Rightarrow y = 180$	A1
36.9	A1
143(.1)	A1√
(iii) $\cos z = \pm\frac{\sqrt{3}}{2}$ or $\tan z = \pm\frac{1}{\sqrt{3}}$ or $\sin z = \pm\frac{1}{2}$	B1
$\frac{\pi}{6}$ and $\frac{11\pi}{6}$ or $\frac{\pi}{6}$ and $\frac{7\pi}{6}$ or $\frac{\pi}{6}$ and $\frac{5\pi}{6}$	B1
$\frac{5\pi}{6}$ and $\frac{7\pi}{6}$ or $\frac{5\pi}{6}$ and $\frac{11\pi}{6}$ or $\frac{7\pi}{6}$ and $\frac{11\pi}{6}$	B1
	[11]
12E (i) $\frac{dy}{dx} = \frac{1}{x}$	B1
Uses $m_1 m_2 = -1$	DM1
$y - 1 = -e(x - e)$	A1
Leading to $Q\left(e + \frac{1}{e}, 0\right)$	A1ag
(ii) $x \times \frac{1}{x} + \ln x$	B1ag
(iii) $\int \ln x dx = x \ln x - \int 1 dx$	M1
$\int \ln x dx = x \ln x - x(+c)$	A1
Uses limits of 1 and e in correct order	M1
Area under curve + Area triangle	M1
$1 + \frac{1}{2e}$ or 1.18	A1
	[10]

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12O (i)	Uses product rule	M1
	$\frac{dy}{dx} = e^x \cos x - e^x \sin x$	A1
	Uses $m_1 m_2 = -1$	DM1
	$B(1, 0)$	A1
(ii)	Uses product rule	M1
	$e^x \cos x - e^x \sin x + e^x \cos x + e^x \sin x = 2e^x \cos x$	A1ag
(iii)	$\int e^x \cos x dx = \frac{1}{2} e^x (\cos x + \sin x)(+ c)$	M1
	Uses limits of 0 and $\frac{\pi}{2}$ in correct order	M1
	Area under curve – Area triangle	M1
	1.40 or 1.41 or $\frac{1}{2} e^{\frac{\pi}{2}} - 1$	A1
		[10]

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