

## UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

### MARK SCHEME for the May/June 2006 question paper

#### 0606 ADDITIONAL MATHEMATICS

0606/01

Paper 1, maximum raw mark 80

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the *Report on the Examination* for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



## 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 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  $\surd$  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.



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


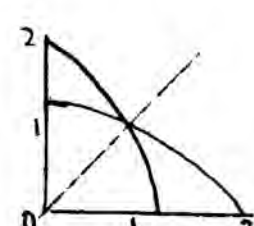
AG	Answer Given on the question paper (so extra checking is needed to ensure that the detailed working leading to the result is valid)
BOD	Benefit of Doubt (allowed when the validity of a solution may not be absolutely clear)
CAO	Correct Answer Only (emphasising that no "follow through" from a previous error is allowed)
CWO	Correct Working Only – often written by a 'fortuitous' answer
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 $\sqrt{\phantom{x}}$ " 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.



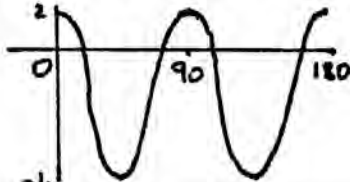
Page 1	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0606	01

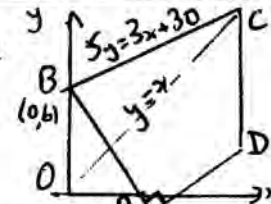
<p>1 <math>y = (x-1)(2x-3)^8</math>  differential of <math>(2x-3)^8 = 8(2x-3)^7 \times 2</math>  <math>\rightarrow (x-1) \times (\text{his } dy/dx) + 1 \times (2x-3)^8</math>  If <math>x=2</math>, <math>dy/dx = 17</math></p>	<p>B1 M1  M1  A1  [4]</p>	<p>B1 for <math>8(2x-3)^7</math> M1 for <math>\times 2</math>  Use of correct formula.  Correct only.</p>
<p>2 <math>y + 4x = 23</math> and <math>xy + x = 20</math>  <math>\rightarrow 4x^2 - 24x + 20 = 0</math> <math>y^2 - 22y + 57 = 0</math>  <math>\rightarrow (5,3)</math> and <math>(1,19)</math>  <math>m = -4</math> Perpendicular <math>= \frac{1}{4}</math>  Mid-point <math>= (3,11)</math>  <math>\rightarrow 4y = x + 41</math></p>	<p>M1  DM1 A1  M1  B1√  A1  [6]</p>	<p>Complete elimination of <math>x</math> or <math>y</math>  Soln of quadratic by scheme.  Use of <math>m_1 m_2 = -1</math>  For his two points  Co.</p>
<p>3 (i) Resultant speed <math>= 1000 \div 2 = 500</math>  Correct triangle – 500, 150, 45° inc    <math>V^2 = 500^2 + 150^2 - 2 \cdot 500 \cdot 150 \cos 45</math>  <math>V = 408</math>  (ii) <math>\frac{408}{\sin 45} = \frac{150}{\sin \alpha}</math>  <math>\alpha = 15.1^\circ</math>  wrong triangle – 500, 150, 45° not included  Max B1B0M1M1 3/6</p>	<p>B1  B1  M1  A1  M1  A1  [4]  [2]</p>	<p>Anywhere in the question.  Any triangle with 45° included  between 150 and his resultant.  Use of cosine rule.  Co.  Use of sine rule.  Co</p>
<p>4 (i) <math>f(x) = p - e^x</math>  <math>x=0 \rightarrow p - 1 = 2 \rightarrow p = 3</math>  (ii) <math>y=0 \rightarrow e^x = 3 \rightarrow x = \ln 3</math>  (iii) </p>	<p>M1 A1  [2]  M1 A1√  [2]  B2,1,0  [2]</p>	<p>M for forming equation. Co.  M for eqn + logs. Decimals ok.  Needs  • correct shape.  • reflection in <math>y=x</math> or stated  • <math>x=1.1</math> and <math>y=2</math> marked or implied.</p>

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0606	01

<p>5 (i) <math>B^2 = \begin{pmatrix} 0 &amp; -1 \\ 4 &amp; 3 \end{pmatrix} \begin{pmatrix} 0 &amp; -1 \\ 4 &amp; 3 \end{pmatrix} = \begin{pmatrix} -4 &amp; -3 \\ 12 &amp; 5 \end{pmatrix}</math></p> <p><math>B^2 - 2A = \begin{pmatrix} -4 &amp; -3 \\ 12 &amp; 5 \end{pmatrix} - \begin{pmatrix} -4 &amp; -2 \\ 12 &amp; 4 \end{pmatrix}</math></p> <p><math>P = \begin{bmatrix} 0 &amp; -1 \\ 0 &amp; 1 \end{bmatrix}</math></p> <p>(ii) <math>A^{-1} = \frac{1}{2} \times \begin{pmatrix} 2 &amp; 1 \\ -6 &amp; -2 \end{pmatrix}</math></p> <p><math>Q = BA^{-1}</math></p> <p><math>Q = \begin{pmatrix} 0 &amp; -1 \\ 4 &amp; 3 \end{pmatrix} \frac{1}{2} \begin{pmatrix} 2 &amp; 1 \\ -6 &amp; -2 \end{pmatrix} = \begin{pmatrix} 3 &amp; 1 \\ -5 &amp; -1 \end{pmatrix}</math></p>	<p>M1</p> <p>M1 A1 [3]</p> <p>B1 B1</p> <p>M1 A1 [4]</p>	<p>Needs two of the four elements correct</p> <p>Overall method co</p> <p>B1 for ½. B1 for all 4 elements ok. The order must be correct.</p> <p>Co.</p>
<p>6 (i) <math>f(x) = (x+2)(x-(1+\sqrt{3}))(x-(1-\sqrt{3}))</math>  <math>= (\dots)(x^2-2x-2)</math>  <math>= x^3-6x-4</math></p> <p>(ii) Substitute <math>x=3</math> Remainder = 5</p> <p>(iii) <math>-x = -2 \rightarrow x = 2</math>  <math>-x = 1+\sqrt{3} \rightarrow x = -1-\sqrt{3}</math>  <math>-x = 1-\sqrt{3} \rightarrow x = -1+\sqrt{3}</math></p> <p><math>(-x)^3 - 6(-x) - 4 = -x^3 + 6x - 4</math> has the same roots.</p>	<p>M1 B1 A1 [3]</p> <p>M1 A1√ [2]</p> <p>M1 A1 [2]</p>	<p>Realising link of roots &amp; cubic For <math>x^2-2x-2</math> Co</p> <p>Must put <math>x=3</math> into cubic – not for <math>-3</math></p> <p>Realising that <math>-x</math> equates with each root or for replacing <math>x</math> by <math>-x</math> and solving the cubic.</p>
<p>7 <math>v = pt^2 + qt + 4</math></p> <p><math>t=1 \rightarrow a = 2pt+q</math>  <math>\rightarrow 2p+q=8</math></p> <p><math>t=2 \rightarrow s = \frac{1}{3}pt^3 + \frac{1}{2}qt^2 + 4t \dots (+c)</math>  <math>\rightarrow 8p/3 + 2q + 8 = 22</math></p> <p>Sim equations <math>\rightarrow q=5</math> and <math>p=1\frac{1}{2}</math></p>	<p>M1 A1</p> <p>M1 A1 A1√</p> <p>DM1 A1 [7]</p>	<p>Using <math>a=dv/dt</math> Co</p> <p>Integrating for <math>s</math>. co. Putting <math>t=2</math> into his <math>s</math> to form linear eqn in <math>p,q</math>. Soln of equations. Co.</p>

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0606	01

<p>8 (i) <math>y = \frac{1 + \sin x}{\cos x}</math> Using quotient rule <math>\rightarrow</math></p> $\frac{dy}{dx} = \frac{\cos x \cos x - (1 + \sin x)(-\sin x)}{\cos^2 x}$ <p>Using <math>c^2 + s^2 = 1 \rightarrow \frac{1 + \sin x}{1 - \sin^2 x}</math></p> $\rightarrow \frac{dy}{dx} = \frac{1}{1 - \sin x}$ <p>(ii) <math>\int \frac{2}{1 - \sin x} dx = \left( \frac{1 + \sin x}{\cos x} \right) \times 2</math></p> $\left[ \frac{2(1 + \sin x)}{\cos x} \right]_{\frac{3\pi}{4}}^{\frac{5\pi}{4}} = -0.828 - -4.828 = 4$	<p>M1</p> <p>A2,1</p> <p>M1</p> <p>A1 ag [5]</p> <p>M1</p> <p>M1</p> <p>A1</p> <p>[3]</p>	<p>Correct quotient formula.</p> <p>Everything ok.</p> <p>Using <math>c^2 + s^2 = 1</math> Allow even if u/v incorrect</p> <p>Answer given – beware fortuitous answers</p> <p>Recognition of need to integrate and link with (i) – uses <math>\times 2</math></p> <p>Correct use of limits Co.</p>
<p>9 (a) <math>u = \log_4 x</math></p> <p>(i) <math>x = 4^u</math></p> <p>(ii) <math>\log_4 \left( \frac{16}{x} \right) = \log_4 16 - \log_4 x</math></p> $= 2 - u$ <p>(iii) <math>\log_x 8 = \frac{\log_4 8}{\log_4 x} = \frac{1.5}{u} = \frac{3}{2u}</math></p> <p>(b) <math>(\log_3 y)^2 + 2\log_3 y - 8 = 0</math> Solution of quadratic <math>\rightarrow 2</math> and <math>-4</math> <math>\log_3 y = 2 \rightarrow y = 9</math> <math>\log_3 y = -4 \rightarrow y = 1/81</math></p>	<p>B1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>[5]</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>A1</p> <p>[4]</p>	<p>Must be “log – log” – or <math>\log(4^2 \div 4^u)</math> Co</p> <p>Correct change of base from x to 4 Co</p> <p>Correct quadratic in <math>\log_3 y</math> Correct method for quadratic Co co</p>
<p>10 <math>f(x) = 3\cos 4x - 1</math>.</p> <p>(i) <math>\cos 4x = \frac{1}{3}</math> (base angle = 70.53) <math>4x = 70.53</math> or <math>289.47</math> or <math>430.53</math> or <math>649.47</math></p> <p><math>x = 17.6^\circ</math> or <math>72.4^\circ</math> or <math>107.6^\circ</math> or <math>162.4^\circ</math></p> <p>(ii) amplitude = 3</p> <p>(iii) period = <math>90^\circ</math> or <math>\frac{1}{2}\pi</math></p> <p>(iv) maximum value = <math>3 - 1 = 2</math> minimum value = <math>-3 - 1 = -4</math></p> <p>(v) </p>	<p>M1</p> <p>A1</p> <p>A1√</p> <p>[3]</p> <p>B1</p> <p>B1</p> <p>B1</p> <p>B1</p> <p>[4]</p> <p>B1</p> <p>B1√</p> <p>B1</p> <p>[3]</p>	<p><math>\cos 4x</math> subject then <math>\div</math> by 4</p> <p>One pair correct. Other pair correct to first answers.</p> <p>Co</p> <p>Co</p> <p>Co</p> <p>Co</p> <p>[4]</p> <ul style="list-style-type: none"> <li>• 2 complete cycles</li> <li>• Max “amp -1” Min “-amp-1”</li> <li>• Starts and finishes correctly</li> </ul>

<p>11 EITHER <math>y = \frac{a}{x+b} \rightarrow xy = -by + a</math></p> <table border="1" style="margin-left: 40px;"> <tr><td>x</td><td>0.1</td><td>0.4</td><td>1.0</td><td>2.0</td><td>3.0</td></tr> <tr><td>y</td><td>8.0</td><td>6.0</td><td>4.0</td><td>2.6</td><td>1.9</td></tr> <tr><td>xy</td><td>0.8</td><td>2.4</td><td>4.0</td><td>5.2</td><td>5.7</td></tr> </table> <p>(i) accurate graph</p> <p>(ii) <math>m = -5/4 = -1/b</math> <math>b = 0.8 (\pm 0.1)</math>  <math>C = a/b = 9.0</math> <math>a = 7.2 (\pm 0.1)</math></p> <p>(iii) <math>x = a/y - b</math>  Gradient = a  Intercept = -b</p>	x	0.1	0.4	1.0	2.0	3.0	y	8.0	6.0	4.0	2.6	1.9	xy	0.8	2.4	4.0	5.2	5.7	<p>M1 A2,1 [3]</p> <p>M1 A1 M1 A1 [4]</p> <p>M1 A1√ A1√ [3]</p>	<p>Knows what to do. Accuracy – to within one small square – by eye.</p> <p>Recognition of <math>m = -1/b</math> Recognition that <math>\frac{a}{b} = C</math></p> <p>Attempt at making x subject. On his a. On his b.</p>
x	0.1	0.4	1.0	2.0	3.0															
y	8.0	6.0	4.0	2.6	1.9															
xy	0.8	2.4	4.0	5.2	5.7															
<p>11 OR</p>  <p>(i) Sim eqns with <math>y=x</math> and <math>5y=3x+30</math>  <math>\rightarrow (15, 15)</math>  Gradient of AB = <math>-3/2</math>  Perpendicular = <math>2/3</math>  Eqn of AD <math>y+3=2/3(x-6)</math>  Put <math>x=15 \rightarrow y=3</math> D(15,3)</p> <p>(ii) <math>AB = \sqrt{6^2+9^2}</math> <math>AD = \sqrt{6^2+9^2}</math>  Therefore isosceles.</p> <p>Either Area = <math>\frac{1}{2}bh = \frac{1}{2}\sqrt{117}\sqrt{117} = 58.5</math></p> <p>or MV of BD = (7.5,3)  Area = <math>\frac{1}{2}BD.MA = \frac{1}{2}\sqrt{234}\sqrt{58.5}</math>  = 58.5</p> <p>or matrix <math>\frac{1}{2} \begin{pmatrix} 0 &amp; 15 &amp; 6 &amp; 0 \\ 6 &amp; 3 &amp; -3 &amp; 6 \end{pmatrix}</math>  = <math>\frac{1}{2}(-45+36-90-18) = 58.5</math></p>	<p>M1 A1</p> <p>M1 M1A1 A1 [6]</p> <p>M1 A1</p> <p>M1A1 [4]</p>	<p>Uses sim equations Co.</p> <p>Uses <math>m_1m_2</math> – even if <math>2/3</math> incorrect Uses <math>y-k=m(x-h)</math> or <math>y=mx+c</math> Co.</p> <p>One length correct. Both correct.</p> <p>Correct method.</p>																		
<p>DM1 for quadratic equation. Equation must be set to 0 if using formula or factors.</p> <p><u>Formula.</u> Must be correct – ignore arithmetic and algebraic slips.</p> <p><u>Factors</u> Must attempt to put quadratic into 2 factors. Each factor then equated to 0.</p>																				

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0606	01

Q 11 EITHER.

