Cambridge Assessment International Education

Cambridge IGCSE™

ADDITIONAL MATHEMATICS **0606/13**

Paper 1 **May/June 2021**

MARK SCHEME

Maximum Mark: 80

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.

This document consists of **9** printed pages.

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.

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.

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.

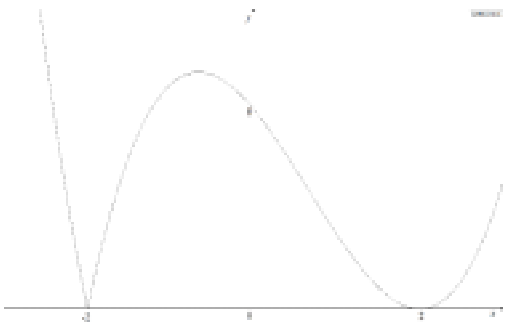
Abbreviations

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

Question	Answer	Marks	Guidance
1	$(4k)^2 - 4k(3k+1)$	M1	For use of the discriminant to obtain a two term quadratic expression.
	$4k^2 - 4k = 0$	M1	Dep to find critical values, allow if only one is found
	$k = 0,\ k = 1$	A1	For both critical values
	$k < 0 \quad k > 1$	A1	
2(a)	$x^2(3e^{3x}) + 2xe^{3x}$	3	**M1** for differentiation of a product **A1** for $x^2(3e^{3x})$ **A1** for $+2xe^{3x}$
2(b)(i)	$2x(3x^2+4)^{-\frac{2}{3}}$	2	**M1** for $kx(3x^2+4)^{-\frac{2}{3}}$
2(b)(ii)	$\left[\frac{1}{2}(3x^2+4)^{\frac{1}{3}}\right]_0^2$	M1	For $k(3x^2+4)^{\frac{1}{3}}$
	$\left[\frac{1}{2}\left(16^{\frac{1}{3}}\right) - \frac{1}{2}\left(4^{\frac{1}{3}}\right)\right]$	M1	**Dep** for correct substitution of limits into *their* integral
	0.466	A1	
3	$(\cot^2\theta + 1) + 2\cot^2\theta = 2\cot\theta + 9$	B1	For use of correct identity
	$(3\cot\theta + 4)(\cot\theta - 2) = 0$ $\cot\theta = -\frac{4}{3},\quad \cot\theta = 2$	M1	For attempt to solve *their* quadratic in $\cot\theta$ to obtain $\cot\theta = k$
	$\tan\theta = -\frac{3}{4},\quad \tan\theta = \frac{1}{2}$	M1	For dealing with $\cot\theta = k$ correctly to get $\tan\theta = \frac{1}{k}$
	$\theta = -0.644$	A1	
	$\theta = 0.464$	A1	
4(a)	$64 - 48x^2 + 15x^4$	3	**B1** for 64 **B1** for $-48x^2$ **B1** for $15x^4$

Question	Answer	Marks	Guidance
4(b)	$9-\frac{6}{x^2}+\frac{1}{x^4}$	**B1**	
	$(their 64\times 9)+(their -48\times -6)+(their 15)$	**M1**	For considering terms independent of x, must have 3 terms
	879	**A1**	
5	$e^y = mx^2 + c$	**B1**	May be implied by later work
	$10 = 4.74m + c$ $5 = 2.24m + c$	**M1**	For at least one correct equation
	$5 = 2.5m$	**M1**	Dep for attempt to solve for m
	$m = 2,\quad c = 0.52$	**A1**	For both
	$y = \ln(2x^2 + 0.52)$	**A1**	
	Alternative $e^y = mx^2 + c$	**(B1)**	May be implied by later work
	Gradient = $m = \frac{10-5}{4.74-2.24}$	**(M1)**	
	$10 = 4.74(their\ m) + c$ or $5 = 2.24(their\ m) + c$	**(M1)**	
	$m = 2,\quad c = 0.52$	**(A1)**	For both
	$y = \ln(2x^2 + 0.52)$	**(A1)**	
6(a)	$\frac{\pi}{3}$	**B1**	
6(b)	$\frac{\pi a}{3} + 4a$	**2**	**B2 FT** for $\left(their \frac{\pi}{3}\times a\right)+4a$ or **B1 FT** for $their \frac{\pi}{3}\times a$

Question	Answer	Marks	Guidance
6(c)	$\frac{1}{2}(2a)^2 \sin\frac{\pi}{3}$	B1	**FT** *their* $\frac{\pi}{3}$
	$\frac{1}{2}a^2\frac{\pi}{3}$	B1	**FT** *their* $\frac{\pi}{3}$
	$\sqrt{3}a^2 - \frac{\pi a^2}{6}$	B1	**FT** *their* $\frac{\pi}{3}$
7(a)(i)	${}^8C_4$	M1	For realisation that there are 4 places left and 8 people available to fill them
	70	A1	
7(a)(ii)	1 teacher on committee: 5 ways	B1	
	${}^{12}C_8 - 5$	M1	
	490	A1	
	Alternative 2 teachers: 70 3 teachers: 210 4 teachers: 175 5 teachers: 35	(2)	**B1** for 2 correct cases
	490	(B1)	
7(b)	$\frac{n!}{(n-5)!} = 6\frac{(n-1)!}{(n-1-4)!}$	B1	
	$\frac{n}{(n-5)!} = \frac{6}{(n-5)!}$	M1	For simplification of either $n!$ and $(n-1)!$ or 'cancelling out' of the terms of $(n-5)!$
	$n = 6$	A1	nfww
8(a)	$b = 2$	B1	
	At $(0, 3)$: $3 = a + c$	B1	
	At $\left(\frac{5\pi}{6}, 0\right)$: $0 = a\cos\frac{5\pi}{3} + c$ $0 = \frac{a}{2} + c$	M1	For use of *their b* and $\left(\frac{5\pi}{6}, 0\right)$
	$a = 6$ $c = -3$	A1	For both

Question	Answer	Marks	Guidance
8(b)	$\left(\frac{\pi}{6}, 0\right)$	**B1**	Allow for $x = \frac{\pi}{6}$
8(c)	$\left(\frac{\pi}{2}, -9\right)$	**2**	**B1** for $\frac{\pi}{2}$ **B1** for -9
9(a)	$y = x^3 - 2x^2 - 4x + 8$	**B1**	
	$\frac{dy}{dx} = 3x^2 - 4x - 4$ $(3x+2)(x-2) = 0$	**M1**	For attempt to differentiate, allow one slip and for equating *their* $\frac{dy}{dx}$ to zero and attempt to solve to obtain $x = k$
	$\left(-\frac{2}{3}, \frac{256}{27}\right)$	**A1**	
	$(2, 0)$	**A1**	
9(b)		**4**	**B1** for curve with maximum in the second quadrant **B1** for $y = 8$ either on the curve or stated **B1** for $x = \pm 2$ either on the curve or stated **B1** for a cusp at $x = -2$ and a min at $x = 2$
9(c)	$0 < k < \frac{256}{27}$	**2**	**FT** on *their* $\frac{256}{27}$ **B1** for either $0 < k$ or $k < \frac{256}{27}$
10(a)	$\overrightarrow{CD} = \frac{3}{4}\mathbf{a}$	**B1**	
	$\overrightarrow{OD} = \mathbf{c} + \frac{3}{4}\mathbf{a}$	**B1**	
	$\overrightarrow{OE} = h\left(\mathbf{c} + \frac{3}{4}\mathbf{a}\right)$	**B1**	
	$\overrightarrow{DE} = h\left(\mathbf{c} + \frac{3}{4}\mathbf{a}\right) - \left(\mathbf{c} + \frac{3}{4}\mathbf{a}\right)$ oe cao	**B1**	
10(b)	$\overrightarrow{DE} = \frac{1}{4}\mathbf{a} + k\mathbf{c}$	**B1**	

Question	Answer	Marks	Guidance
10(c)	$\mathbf{c}(h-1)+\mathbf{a}\left(\frac{3h}{4}+\frac{3}{4}\right)=\frac{1}{4}\mathbf{a}+k\mathbf{c}$	**M1**	For equating *their* answer to (a) to *their* answer to (b)
	$\mathbf{c}(h-1)+\mathbf{a}\left(\frac{3h}{4}+\frac{3}{4}\right)=\frac{1}{4}\mathbf{a}+k\mathbf{c}$ $h-1=k$	**M1**	For attempt to equate like vectors once.
	$h=\frac{4}{3}$	**A1**	
	$k=\frac{1}{3}$	**A1**	
11(a)	$x+2y=10$ $x+y=2$	**M1**	For attempt to solve simultaneously
	$(-6, 8)$	**A1**	
	$x+2y=10$ $x+y=-2$	**M1**	For attempt to solve simultaneously
	$(-14, 12)$	**A1**	
	Alternative $x^2+x(10-x)+\frac{(10-x)^2}{4}=4$ or $(10-2y)^2+2y(10-2y)+y^2=4$	**(M1)**	For attempt to eliminate one of the variables using $(x+y)^2=4$
	$x^2+20x+84=0$ or $y^2-20y+96=0$	**(M1)**	**Dep** for attempt to obtain a 3 term quadratic equation = 0 and solve to obtain at least one solution, allow 1 arithmetic error
	$(-14, 12)$	**(A1)**	
	$(-6, 8)$	**(A1)**	
	Mid-point of *AB*: $(-10, 10)$	**M1**	For attempt to obtain the mid-point using *their* coordinates for *A* and *B*.
	Gradient of line perpendicular to *AB* = 2	**M1**	For attempt to obtain the perpendicular gradient using *their* coordinates for *A* and *B*.
	$y-\textit{their } 10=\textit{their } 2(x-\textit{their}(-10))$	**M1**	
	$20-10=2(-5+10)$ oe	**A1**	For verification

Question	Answer	Marks	Guidance
11(b)	$(10, 50)$	2	**FT** on *their* midpoint **B1** for each coordinate
	$(-20, -10)$	2	**FT** on *their* midpoint **B1** for each coordinate