



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CAMBRIDGE INTERNATIONAL MATHEMATICS

0607/62

Paper 6 (Extended)

October/November 2016

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.

Cambridge will not enter into discussions about these mark schemes.

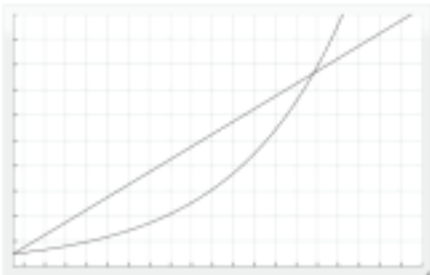
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Abbreviations

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

A		INVESTIGATION	RECTANGLES WITHIN RECTANGLES																			
Question		Answer	Mark	Part Marks																		
1	(a)	<i>PQDC</i> <i>ABDC</i> <i>CDRS</i>	3	B1 for each																		
	(b)	10	1	C opportunity																		
	(c)	15	1	C opportunity																		
	(d)	<table border="1"> <tr> <td>Number of lines</td> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> </tr> <tr> <td>Number of rectangles</td> <td>1</td><td>3</td><td>6</td><td>10</td><td>15</td><td>21</td><td>28</td><td>36</td> </tr> </table>	Number of lines	0	1	2	3	4	5	6	7	Number of rectangles	1	3	6	10	15	21	28	36	2	B1 for any two of 1, 21 and 28 C opportunity
	Number of lines	0	1	2	3	4	5	6	7													
	Number of rectangles	1	3	6	10	15	21	28	36													
(e)	Triangle [numbers]	1																				
(f)	66	1	C opportunity																			
2		<table border="1"> <tr> <td>Number of lines</td> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> </tr> <tr> <td>Number of rectangles</td> <td>1</td><td>3</td><td>6</td><td>10</td><td>15</td><td>21</td><td>28</td><td>36</td> </tr> </table>	Number of lines	0	1	2	3	4	5	6	7	Number of rectangles	1	3	6	10	15	21	28	36	1	FT <i>their</i> 1(d)
Number of lines	0	1	2	3	4	5	6	7														
Number of rectangles	1	3	6	10	15	21	28	36														
3	(a)	$[a =] \frac{1}{2}, [b =] \frac{3}{2}, [c =] 1$ oe	3	B1 each value C opportunity																		
	(b)	$\frac{1}{2} (n + 2)(n + 1)$ Final answer	1	FT <i>their</i> <i>a, b, c</i> C opportunity																		
4	(a)	9	1	C opportunity																		
	(b)	60	1	C opportunity																		
	(c)	$\frac{1}{2} (n + 2)(n + 1) \times \frac{1}{2} (m + 2)(m + 1)$ oe isw	1	FT (<i>their</i> 3(b) in terms of <i>n</i>) \times (<i>their</i> 3(b) in terms of <i>m</i>)																		

Question	Answer	Mark	Part Marks
5	$\left(\frac{1}{2}(n+2)(n+1)\right)^2$ oe seen Valid working to point where 76 gives non-integer solution and 78 gives integer solution	1 1	Formula and sketch give 11 and 10.8... Trial and Improvement gives 11 and (11 and 12)
Communication: seen in three of the following questions		1	
1 (b)	Method of counting, $4 + 3 + 2 + 1$ (implied addition), or list or drawing of 9 or 10 rectangles		
1 (c)	Method of counting, $5 + 4 + 3 + 2 + 1$ (implied addition), or list or drawing of 14 or 15 rectangles		
1 (d)	Differences of 4, 5, 6, 7 shown correctly		
1 (f)	Working shown, e.g. sequence continued ..., 45, 55, 66 or adding $11 + 10 + 9 + 8 + \dots$ or substitution into formula		
3 (a)	Use of correct method (formula, difference, simultaneous equations) to find one coefficient and attempt to find another		
3 (b)	$\frac{1}{2}(\dots\dots\dots)$ or $\frac{1}{2}(\dots\dots)(\dots\dots)$		
4 (a)	$3 \times 3 = 9$ or 9 distinct rectangles drawn		
4 (b)	$6 \times 10 = 60$		

B MODELLING BIRTHDAY MONEY			
Question	Answer	Mark	Part Marks
1 (a)	30	1	
(b)	$[A =] 5n + 5$ or $[A =] 10 + 5(n - 1)$ isw	1	
(c)	$5 \times 20 + 5$ or $10 + 5(20 - 1)$ or $100 + 5$ or $10 + 5 \times 19$	1	Accept $105 = 5n + 5$ leading to 20
2 (a)	100	1	C opportunity
(b) (i)	2.5 oe	1	FT <i>their</i> 2(a) C opportunity
(ii)	$2.5 \times 20(20 + 3)$ or $2.5 \times 20 \times 23$ oe leading to 1150 or $10 + 15 + \dots + 105 = 1150$	1	
(c)	39	2	M1 FT for substitution of <i>their</i> k and one correct step or sketch
3	14.64	1	C opportunity
4 (a)	10 is the first amount oe	1	
	1.1 is 110% or $1 + 10\%$ or $1 + \frac{10}{100}$ or $\frac{110}{100}$	1	
(b)	61.16	1	C opportunity
5 (a) (i)	Correct line	1	straight line with positive gradient, starting from above 0
(ii)	Correct sketch	1	Correct shaped curve starting from above 0
			If 0 scored in (i) and (ii) SC1 for both correct but starting at 0
(b)	30	1	

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Question	Answer	Mark	Part Marks
(c)	A, with 25 (or 24.0[4]) and 27 (or 26.7[4]) or A, with sketch showing two curves (labelled) and straight line and A crossing straight line before B	2	A may be implied by \$5 or first option etc. B1 for A, and incomplete evidence e.g. A with 25 (or 24.0[4]) or 27 (or 26.7[4]) or A, with valid calculations for age above 25 for A and B or A and unclear diagram or missing line
6 (a)	$A = d \times 1.1^{n-1}$	1	
(b)	20	1	C opportunity
Communication: seen in two of the following questions		1	
2 (a)	10 + 15 + 20 + 25 + 30 (implied addition) or use of appropriate formula		
2 (b) (i)	Substitution for T FT and one further correct step		
3	Some working and 11, 12.1[0], 13.31, 14.64[1] or 10×1.1^4 oe		
4 (b)	Substitution e.g. 10×1.1^{19}		
6 (b)	Substitution e.g. $148 = d \times 1.1^{21}$		