

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0607 CAMBRIDGE INTERNATIONAL MATHEMATICS

0607/05

Paper 5 (Core), maximum raw mark 24

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.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<p>1 (a)</p> <table border="1" data-bbox="244 248 767 882"> <thead> <tr> <th>rectangle</th> <th>length (x)</th> <th>width (y)</th> <th>squares passed through (S)</th> </tr> </thead> <tbody> <tr> <td><i>Example</i></td> <td>5</td> <td>3</td> <td>7</td> </tr> <tr> <td><i>A</i></td> <td>3</td> <td>1</td> <td>3</td> </tr> <tr> <td><i>B</i></td> <td>3</td> <td>2</td> <td>4</td> </tr> <tr> <td><i>C</i></td> <td>5</td> <td>4</td> <td>8</td> </tr> <tr> <td><i>D</i></td> <td>7</td> <td>2</td> <td>8</td> </tr> <tr> <td><i>E</i></td> <td>7</td> <td>3</td> <td>9</td> </tr> <tr> <td><i>F</i></td> <td>6</td> <td>5</td> <td>10</td> </tr> <tr> <td><i>G</i></td> <td>7</td> <td>4</td> <td>10</td> </tr> <tr> <td><i>H</i></td> <td>9</td> <td>4</td> <td>12</td> </tr> <tr> <td><i>I</i></td> <td>8</td> <td>5</td> <td>12</td> </tr> </tbody> </table> <p>(b) $x + y = S + 1$ o.e.</p> <p>(c) $[x=]$ 6 $[y=]$ 1 5 2 4 3</p>	rectangle	length (x)	width (y)	squares passed through (S)	<i>Example</i>	5	3	7	<i>A</i>	3	1	3	<i>B</i>	3	2	4	<i>C</i>	5	4	8	<i>D</i>	7	2	8	<i>E</i>	7	3	9	<i>F</i>	6	5	10	<i>G</i>	7	4	10	<i>H</i>	9	4	12	<i>I</i>	8	5	12		<p>8 –1 per error or omission</p> <p>1 Equation required</p> <p>B2FT B1 for 2 correct</p> <p>Communication mark for $x + y =$ <i>their</i> 7 OR 3 correct substitutions in <i>their</i> (b).</p> <p>Accept x and y reversed Correct answers OR follow-through <i>their</i> (b)</p>	<p>x and y can be swapped in any or all rows.</p>
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3	<p>[minimum =] 6</p> <p>[maximum =] 18</p>	<p>B2</p> <p>B1</p> <p>B1</p>	<p>1 by 18, 2 by 9, 3 by 6 OR B1 for any two</p> <p>soi (e.g. 3 + 6 1, etc.) Accept diagrams in the working space.</p> <p>6 cao</p> <p>18 cao</p> <p>Accept 6 or 18 in wrong answer space.</p> <p>Communication mark for showing numerical method to get 6. e.g. common factor = 3 soi and $3 \times (2 + 1 - 1)$ o.e. Row as in the table.</p>
4	<p>[3 × 2]</p> <p>4 × 1</p> <p>4 × 2</p> <p>4 × 4</p>	<p>B1</p> <p>B1</p> <p>B1</p>	<p>soi by diagrams in the answer space.</p> <p>4 + 1 - 1 = 4 insufficient</p> <p>Deduct 1 for each extra incorrect rectangle but accept repeated rectangles.</p> <p>Communication mark for showing correct numerical method or statement once e.g. $x + y - 1 = S$, $S = 4$ $x + y = 5$ $3 + 2 - 1 = 4$ but not $3 + 2 = 5 - 1 = 4$ Row as in the table.</p>
	Communication	1	Seen in question 1(c), 3 or 4