

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Subsidiary Level and GCE Advanced Level**

## **MARK SCHEME for the May/June 2014 series**

### **9709 MATHEMATICS**

**9709/13**

Paper 1, maximum raw mark 75

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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9709	13

### 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  $\nabla$  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 marks indicated in the scheme may not be subdivided. If there is genuine doubt whether a candidate has earned a mark, allow the candidate the benefit of the doubt. Unless otherwise indicated, marks once gained cannot subsequently be lost, e.g. wrong working following a correct form of answer is ignored.

- Wrong or missing units in an answer should not lead to the loss of a mark unless the scheme specifically indicates otherwise.
- For a numerical answer, allow the A or B mark if a value is obtained which is correct to 3 s.f., or which would be correct to 3 s.f. if rounded (1 d.p. in the case of an angle). As stated above, an A or B mark is not given if a correct numerical answer arises fortuitously from incorrect working. For Mechanics questions, allow A or B marks for correct answers which arise from taking  $g$  equal to 9.8 or 9.81 instead of 10.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – May/June 2014</b>	<b>9709</b>	<b>13</b>

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

AEF	Any Equivalent Form (of answer is equally acceptable)
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)
SR	Special Ruling (detailing the mark to be given for a specific wrong solution, or a case where some standard marking practice is to be varied in the light of a particular circumstance)

### **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. An MR –2 penalty may be applied in particular cases if agreed at the coordination meeting.
PA –1	This is deducted from A or B marks in the case of premature approximation. The PA –1 penalty is usually discussed at the meeting.

Page 4	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9709	13

<p><b>1</b> <math>\left(x^2 - \frac{2}{x}\right)^5</math></p> <p>Term in <math>x</math> is <math>10 \times (x^2)^2 \times \left(\frac{-2}{x}\right)^3</math></p> <p>Coefficient = <math>-80(x)</math></p>	<p>B1 B1</p> <p>B1</p> <p>[3]</p>	<p>B1 10 or <math>{}^5C_2</math> or <math>{}^5C_3</math>, B1 <math>\left(\frac{-2}{x}\right)^3</math></p> <p>co Must be identified</p>
<p><b>2</b> 36, 32, ...</p> <p>(i) <math>r = \frac{8}{9}</math> <math>S_\infty = (\text{their } a) \div (1 - \text{their } r)</math></p> <p><math>S_\infty = 36 \div \frac{1}{9} = 324</math></p> <p>(ii) <math>d = -4</math></p> <p><math>0 = \frac{n}{2} (72 + (n-1)(-4))</math></p> <p><math>\rightarrow n = 19</math></p>	<p>M1</p> <p>A1</p> <p>[2]</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>[3]</p>	<p>Method for <math>r</math> and <math>S_\infty</math> ok. (<math> r  &lt; 1</math>)</p> <p>co</p> <p>co</p> <p><math>S_n</math> formula ok and a value for <math>d</math> (<math>\neq \frac{8}{9}</math>)</p> <p>Condone <math>n = 0</math> but no other soln</p>
<p><b>3</b> (i) <math>s = r\theta</math></p> <p>Angle of major arc = <math>2\pi - 2.2 = (4.083)</math></p> <p>Perimeter = <math>12 + 24.5 = 36.5</math> or <math>12\pi - 1.2</math> (or full circle – minor arc B1)</p> <p>(ii) Area of major sector = <math>\frac{1}{2}r^2\theta = (73.49)</math></p> <p>Area of triangle = <math>\frac{1}{2} \cdot 6^2 \sin 2.2 = (14.55)</math></p> <p>Ratio = <math>5.05 : 1</math> (Allow <math>5.03 \rightarrow 5.06</math>)</p>	<p>M1</p> <p>B1</p> <p>A1</p> <p>[3]</p> <p>M1</p> <p>M1</p> <p>A1</p> <p>[3]</p>	<p>Used with major or minor arc</p> <p>Could be gained in (ii).</p> <p>co</p> <p>Used with major/minor sector.</p> <p>Correct formula or method. (<math>2\pi - 2.2</math>)/<math>\sin 2.2</math> gets M1M1</p> <p>co</p>
<p><b>4</b> <math>\frac{\tan x + 1}{\sin x \tan x + \cos x} \equiv \sin x + \cos x</math></p> <p>(i) LHS <math>\frac{\left(\frac{s}{c}\right) + 1}{\left(\frac{s^2}{c} + c\right)} = \frac{s+c}{s^2+c^2}</math></p> <p>= RHS</p> <p>(ii) <math>s + c = 3s - 2c</math></p> <p><math>\rightarrow \tan x = \frac{3}{2}</math> Allow <math>\cos^2 = \frac{4}{13}</math>, <math>\sin^2 = \frac{9}{13}</math></p> <p><math>\rightarrow x = 0.983</math> and <math>4.12</math> or <math>4.13</math></p>	<p>M1</p> <p>M1</p> <p>A1</p> <p>[3]</p> <p>M1</p> <p>A1 A1✓</p> <p>[3]</p>	<p>Use of <math>t = s/c</math> twice</p> <p>Correct algebra and use of <math>s^2 + c^2 = 1</math></p> <p>AG all ok</p> <p>Uses (i) and <math>t = \frac{s}{c}</math> <math>t = \frac{2}{3}</math> or 0 is M0</p> <p>co. ✓ <math>1st + \pi</math>, providing no excess solns in range. Allow <math>0.313\pi</math>, <math>1.31\pi</math></p>

Page 5	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9709	13

<p>5 <math>f(x) = \frac{15}{2x+3}</math></p> <p>(i) <math>f'(x) = \frac{-15}{(2x+3)^2} \times 2</math></p> <p>( )<sup>2</sup> always +ve <math>\rightarrow f'(x) &lt; 0</math> (No turning points) – therefore an inverse</p> <p>(ii) <math>y = \frac{15}{2x+3} \rightarrow 2x+3 = \frac{15}{y}</math></p> <p><math>\rightarrow x = \frac{\frac{15}{y}-3}{2} \rightarrow \frac{15-3y}{2y}</math></p> <p>(Range) <math>0 \leq f^{-1}(x) \leq 6</math>. Allow <math>0 \leq y \leq 6, [0,6]</math> (Domain) <math>1 \leq x \leq 5</math>. Allow <math>[1, 5]</math></p>	<p>B1 B1</p> <p>B1<sup>√</sup></p> <p>[3]</p> <p>M1</p> <p>A1</p> <p>B1</p> <p>B1</p> <p>[4]</p>	<p>Without the “×2”. For “×2” (indep of 1<sup>st</sup> B1).</p> <p>√ providing ( )<sup>2</sup> in f'(x). 1–1 insuff.</p> <p>Order of ops – allow sign error</p> <p>co as function of x. Allow y = ...</p> <p>For range/ domain ignore letters unless range/ domain not identified</p>
<p>6 <math>\frac{dy}{dx} = \frac{12}{\sqrt{4x+a}}</math> P (2, 14) Normal <math>3y + x = 44</math></p> <p>(i) <math>m</math> of normal = <math>-\frac{1}{3}</math></p> <p><math>\frac{dy}{dx} = 3 = \frac{12}{\sqrt{4x+a}} \rightarrow a = 8</math></p> <p>(ii) <math>\int y = 12(4x+a)^{\frac{1}{2}} \div \frac{1}{2} \div 4 (+c)</math></p> <p>Uses (2, 14) <math>c = -10</math></p>	<p>B1</p> <p>M1 A1</p> <p>[3]</p> <p>B1 B1</p> <p>M1</p> <p>A1</p> <p>[4]</p>	<p>co</p> <p>Use of <math>m_1 m_2 = -1</math>. AG.</p> <p>Correct without “÷4”. for “÷4”.</p> <p>Uses in an integral only. Dep ‘c’. co All 4 marks can be given in (i)</p>

Page 6	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9709	13

<p>7 (i) Angle <math>BAC</math> needs sides <math>AB, AC</math> or <math>BA, CA</math>  <math>\mathbf{AB} \cdot \mathbf{AC} = (\mathbf{b} - \mathbf{a}) \cdot (\mathbf{c} - \mathbf{a})</math></p> $= \begin{pmatrix} 4 \\ -2 \\ 4 \end{pmatrix} \cdot \begin{pmatrix} 0 \\ 3 \\ 4 \end{pmatrix} = 10$ $= \sqrt{36} \times \sqrt{25} \cos BAC$ $\rightarrow BAC = \cos^{-1} \frac{1}{3} \quad \text{AG}$ <p>(ii) <math>\sin BAC = \sqrt{1 - \frac{1}{9}}</math>  Area = <math>\frac{1}{2} \times 6 \times 5 \times \sqrt{\frac{8}{9}} = 5\sqrt{8}</math> oe</p>	<p>B1 M1</p> <p>M1M1</p> <p>A1</p> <p>[5]</p> <p>B1</p> <p>M1 A1</p> <p>[3]</p>	<p>Ignore <i>their</i> labels:</p> <p>One of <b>AB, BA, AC, CA</b> correct Use of <math>x_1x_2 + y_1y_2</math>, etc.</p> <p>M1 prod of moduli. M1 all linked</p> <p>If e.g. <b>BA.OC</b> max B1M1M1. If both vectors wrong 0/5. If e.g. <b>BA.AC</b> used <math>\rightarrow \cos^{-1}\left(-\frac{1}{3}\right)</math> final mark A0</p> <p>Use of <math>s^2 + c^2 = 1</math> – not decimals</p> <p>Correct formula for area. Decimals seen A0</p>
<p>8 <math>2x^2 - 10x + 8 \rightarrow a(x + b)^2 + c</math></p> <p>(i) <math>a = 2, b = -2\frac{1}{2}, c = -4\frac{1}{2}</math>  <math>\rightarrow</math> min value is <math>-4\frac{1}{2}</math> Allow <math>(2\frac{1}{2}, -4\frac{1}{2})</math></p> <p>(ii) <math>2x^2 - 10x + 8 - kx = 0</math>  Use of “<math>b^2 - 4ac</math>”  <math>(-10 - k)^2 - 64 &lt; 0</math> or <math>k^2 + 20k + 36 &lt; 0</math>  <math>\rightarrow k = -18</math> or <math>-2</math>  <math>-18 &lt; k &lt; -2</math></p>	<p><math>3 \times</math> B1</p> <p>B1✓</p> <p>[4]</p> <p>M1 M1 A1 A1</p> <p>[4]</p>	<p>Or <math>2\left(x - 2\frac{1}{2}\right)^2 - 4\frac{1}{2}</math></p> <p>Can score by sub <math>x = 2\frac{1}{2}</math> into original but not by differentiation</p> <p>Sets equation to 0 and uses discriminant correctly Realises discriminant <math>&lt; 0</math>. Allow <math>\leq</math> co Dep on 1<sup>st</sup> M1 only co</p>
<p>9 (i) <math>3x^2y = 288</math> <math>y</math> is the height  <math>A = 2(3x^2 + xy + 3xy)</math>  Sub for <math>y \rightarrow A = 6x^2 + \frac{768}{x}</math></p> <p>(ii) <math>\frac{dA}{dx} = 12x - \frac{768}{x^2}</math>  <math>= 0</math> when <math>x = 4 \rightarrow A = 288</math>. Allow <math>(4, 288)</math>  <math>\frac{d^2A}{dx^2} = 12 + \frac{1536}{x^3}</math>  <math>(= 36) &gt; 0</math> Minimum</p>	<p>B1 M1 A1</p> <p>[3]</p> <p>B1</p> <p>M1 A1</p> <p>M1</p> <p>A1</p> <p>[5]</p>	<p>co</p> <p>Considers at least 5 faces (<math>y \neq x</math>)</p> <p>co answer given</p> <p>co</p> <p>Sets differential to 0 + solution. co</p> <p>Any valid method</p> <p>co www dep on correct <math>f''</math> and <math>x = 4</math></p>

Page 7	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2014	9709	13

<p><b>10</b> pts of intersection <math>2x + 1 = -x^2 + 12x - 20</math>  <math>\rightarrow x = 3, 7</math></p> <p>Area of trapezium = <math>\frac{1}{2}(4)(7 + 15) = 44</math>  (or <math>\int (2x+1) dx</math> from 3 to 7 = 44)</p> <p>Area under curve = <math>-\frac{1}{3}x^3 + 6x^2 - 20x</math>  Uses 3 to 7 <math>\rightarrow (54\frac{2}{3})</math></p> <p>Shaded area = <math>10\frac{2}{3}</math></p> <p><b>OR</b></p> <p><math>\int_3^7 (-x^2 + 10x - 21) = -\frac{x^3}{3} + 5x^2 - 21x</math></p> <p>M1 subtraction, A1A1A1 for integrated terms,  DM1 correct use of limits, A1</p>	<p>M1A1</p> <p>M1A1</p> <p>B2,1</p> <p>DM1</p> <p>A1</p> <p>[8]</p>	<p>Attempt at soln of sim eqns. co</p> <p>Either method ok. co</p> <p>-1 each term incorrect</p> <p>Correct use of limits (Dep 1<sup>st</sup> M1)</p> <p>co</p> <p>Functions subtracted before integration</p> <p>Subtraction reversed allow A3A0.  Limits reversed allow DM1A0</p>
<p><b>11</b> Sim eqns <math>\rightarrow A(1, 3)</math>  Vectors or mid-point <math>\rightarrow C(12, 14)</math></p> <p>Eqn of <math>BC</math> <math>4y = x + 44</math> or <math>CD</math> <math>y = 3x - 22</math>  Sim eqns <math>\rightarrow B(4, 12)</math> or <math>D(9, 5)</math>  Vectors or mid-point <math>\rightarrow B(4, 12)</math> or <math>D(9, 5)</math></p>	<p>M1 A1</p> <p>M1 A1<sup>h</sup></p> <p>M1</p> <p>DM1A1</p> <p>DM1A1</p> <p>[9]</p>	<p>co Allow answer only B2</p> <p>Allow answer only B2<sup>h</sup></p> <p>equation ok – unsimplified</p> <p>Sim eqns. co</p> <p>Valid method (or sim eqns) co</p>