

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

9709 MATHEMATICS

9709/61

Paper 61, maximum raw mark 50

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 must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9709	61

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 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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9709	61

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 $\sqrt{}$ " 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.

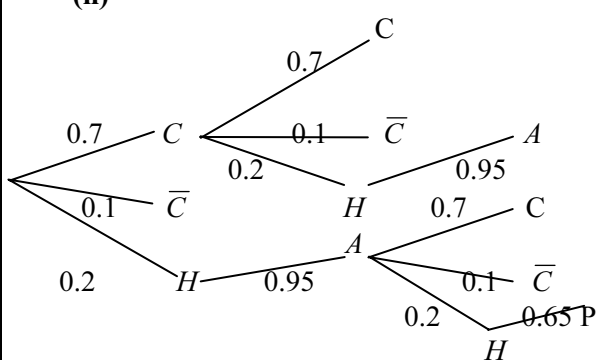
Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9709	61

<p>1 $a + b = 0.45$ $-3a - b + 1.6 = 0.75$ $a = 0.2$ $b = 0.25$</p>	<p>B1 M1 A1 A1 [4]</p>	<p>Correct sum probs = 1 o.e. Attempt at $\sum xp = 0.75$ Correct a Correct b</p>												
<p>2 (i)</p> <table style="margin-left: 40px;"> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">0</td> <td>2 5 6 8 8</td> <td style="padding-left: 20px;">Key</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">1</td> <td>2 4 6 7 7 9</td> <td style="padding-left: 20px;">1 2 represents</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">2</td> <td>1 2 3 3 3 5 6 7</td> <td style="padding-left: 20px;">12 people</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">3</td> <td>1 5</td> <td></td> </tr> </table>	0	2 5 6 8 8	Key	1	2 4 6 7 7 9	1 2 represents	2	1 2 3 3 3 5 6 7	12 people	3	1 5		<p>B1 B1 B1 [3]</p>	<p>Correct stem Correct leaves must be sorted and accurate Key; must have people o.e</p>
0	2 5 6 8 8	Key												
1	2 4 6 7 7 9	1 2 represents												
2	1 2 3 3 3 5 6 7	12 people												
3	1 5													
<p>(ii) median = 19 people LQ = 10, UQ = 24 IQ range = $24 - 10 = 14$ people</p>	<p>B1 B1 B1ft [3]</p>	<p>Correct median Correct quartiles Ft their quartiles</p>												
<p>(iii) median because mode could be any number which is duplicated more than twice</p>	<p>B1 [1]</p>	<p>Correct answer must say something about the mode being not much use or another sensible reason</p>												
<p>3 $(+/-) 1.045$, $(+/-) 0.313$</p> <p>$20.9 - \mu = -0.313 \sigma$ $30 - \mu = 1.045 \sigma$</p> <p>$\sigma = 6.70$ $\mu = 23.0$</p>	<p>B1, B1 M1 A1 A1 [5]</p>	<p>1 correct z-value, the other correct z-value. Valid attempt to solve 2 equations relating to μ, σ, 30, 20.9. No $\sqrt{\sigma}$, σ^2 correct answer correct answer</p>												
<p>4 (i) $sd = 0$ so all rides must cost the same i.e. the mean.</p>	<p>B1* B1 dep [2]</p>	<p>Must see this and some relevant comment, e.g. no change o.e.</p>												
<p>(ii) $1 \times 2.5 + 3 \times 2.5 + 6 \times x = 3.76 \times 10$</p> <p>$6x = 37.6 - 10$ $x = 4.6$ for revolving drum</p> <p>$\sigma^2 = (2.5^2 \times 1 + 2.5^2 \times 3 + 4.6^2 \times 6)/10 - 3.76^2$ $\sigma = 1.03$</p>	<p>M1 A1 A1 M1 A1 [5]</p>	<p>attempt to find cost of revolving drum ride correct equation correct x substituting in correct variance formula correct answer</p>												

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9709	61

<p>5 (i) $P(X=2) = (0.25)^2 \times (0.75)^6 \times {}^8C_2$ $= 0.311$</p>	<p>M1 A1 [2]</p>	<p>3 term binomial expression involving 8C something, powers summing to 8 correct answer</p>
<p>(ii) $12 \times 0.25 = 3, < 5$ so not possible</p>	<p>B1 [1]</p>	
<p>(iii) mean = $40 \times 0.25 (= 10)$ variance = $40 \times 0.25 \times 0.75 (= 7.5)$ $P(X \text{ at least } 13) = P\left(z > \frac{12.5 - 10}{\sqrt{7.5}}\right)$ $= P(z > 0.913)$ $= 1 - \Phi(0.913)$ $= 1 - 0.8194$ $= 0.181$</p>	<p>B1 M1 M1 M1 A1 [5]</p>	<p>40×0.25 and $40 \times 0.25 \times 0.75$ seen, o.e. standardising, \pm, with or without cc, must have sq rt continuity correction 12.5 or 13.5 correct area, i.e. < 0.5 legit correct answer</p>
<p>6 (i) ${}^{10}C_1 + {}^{10}C_3 + {}^{10}C_5 + {}^{10}C_7 + {}^{10}C_9$ $= 512$</p>	<p>M1 A1 A1 [3]</p>	<p>Summing some ${}^{10}C$ combinations with odd numbers, all different At least 3 correct unsimplified expressions Correct answer</p>
<p>(ii) $6! \times 7 \times 6 \times 5$ $= 151200$</p>	<p>B1 M1 A1 [3]</p>	<p>$6!$ seen multiplying by 7P_3 o.e. correct answer</p>
<p>(iii) $12! / (4! \times 7!)$ $= 3960$</p>	<p>B1 M1 A1 [3]</p>	<p>$12!$ Seen dividing by $4!7!$ correct answer</p>

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9709	61

<p>7 (i) $P(1^{\text{st}} \text{ correct}) = 0.7 + 0.2 \times 0.95$ $= 0.89$ AG</p>	B1	
<p>(ii)</p>  <p> $P(CC) = 0.7 \times 0.7 (= 0.49)$ $P(CHA) = 0.7 \times 0.2 \times 0.95 (= 0.133)$ $P(HAC) = 0.2 \times 0.95 \times 0.7 (= 0.133)$ $P(HAHP) = 0.2 \times 0.95 \times 0.2 \times 0.65 (= 0.0247)$ </p> <p>$P(\text{both correctly answered}) = 0.781$</p>	<p>M1</p> <p>M1</p> <p>M1</p> <p>B1</p> <p>B1</p> <p>A1</p> <p>[6]</p>	<p>Considering any 2 of CC, CHA, HAC or $HAHP$ [where C = Peter correct, H = ask for help, A = audience correct, P = phone correct] or tree diagram with 'top half' labels and probs shown</p> <p>Considering <i>other 2</i></p> <p>Summing 4 probabilities</p> <p>Two correct probabilities</p> <p>Three correct probabilities</p> <p>Correct</p>
<p>(iii) $P(\text{audience} \mid \text{both correct})$</p> $= \frac{P(CHA) + P(HAC) + P(HAHP)}{\text{ans (ii)}}$ <p>=</p> $\frac{0.7 \times 0.2 \times 0.95 + 0.2 \times 0.95 \times 0.7 + 0.2 \times 0.95 \times 0.2 \times 0.65}{0.7807}$ <p>= 0.2907/0.7807</p> <p>= 0.372</p>	<p>M1*</p> <p>M1dep</p> <p>A1</p> <p>[3]</p>	<p>Summing two or three 3-factor terms in numerator of a fraction</p> <p>Dividing by their (ii)</p> <p>Correct answer</p>