CAMBRIDGE
International Education

Cambridge IGCSE™

CAMBRIDGE INTERNATIONAL MATHEMATICS **0607/23**

Paper 2 (Extended) **May/June 2026**

MARK SCHEME

Maximum Mark: 75

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Mathematics-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, non-integer 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 or sign 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 A or B 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.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	More information required
	Accuracy mark awarded zero
	Accuracy mark awarded one
	Accuracy mark awarded two
	Accuracy mark awarded three
	Independent mark awarded zero
	Independent mark awarded one
	Independent mark awarded two
	Independent mark awarded three
	Benefit of the doubt

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Annotation	Meaning
C	Communication mark
	Incorrect
FT	Follow through
Highlighter	Highlight a key point in the working
ISW	Ignore subsequent work
M0	Method mark awarded zero
M1	Method mark awarded one
M2	Method mark awarded two
M3	Method mark awarded three
MR	Misread
O	Omission
Off-page comment	Allows comments to be entered at the bottom of the RM marking window and then displayed when the associated question item is navigated to.
On-page comment	Allows comments to be entered in speech bubbles on the candidate response.
Pre	Premature rounding/approximation
SC	Special case
SEEN	Indicates that work/page has been seen

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Annotation	Meaning
TE	Transcription error
✓	Correct
XP	Correct answer from incorrect working

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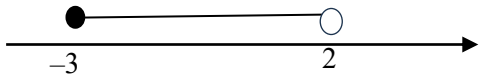
Question	Answer	Marks	Partial Marks	Guidance
1(a)	–1	**1**		
1(b)	0.0121 oe	**1**		Accept 1.21×10^{-2} or $\frac{121}{10000}$
1(c)	$\frac{3}{2}$ oe	**2**	**B1** for $\frac{9}{4}$	e.g. 1.5
2	Rhombus	**1**		
3	$\frac{7}{10}$ oe	**2**	**M1** for correct use of common denominator	Accept 0.4 + 0.3 for **M1**
4	$12x-y$ final answer	**2**	**B1** for $12x$ or $-y$ in final answer or $12x-y$ seen, then spoilt	
5(a)	16	**1**		
5(b)	18.5	**2**	**M1** for correct re-ordering of list	Might just be (first) 5 of the list, or 18 and 19 identified
6		**2**	**B1** for line from –3 to 2 with circles at both ends. (which may be incorrect)	Do NOT allow set notation
7(a)	1h 45min	**1**		
7(b)	64	**2**	**M1** for $\frac{96}{1.5}$ oe if **M0** scored **SC1** for figures 64	For **M1**, condone 1.3 (or better) for 1.5
8(a)	1080	**2**	**M1** for $180\times(8-2)$ oe or $8\times\left(180-\frac{360}{8}\right)$	

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Question	Answer	Marks	Partial Marks	Guidance
8(b)	$\frac{360}{180-a}$ oe	**2**	**B1** $180-a$ oe	
9(a)	$x^3y^3(2y-3x^2)$ final answer	**2**	**B1** for any correct partial factorisation	e.g. $x(2x^2y^4-3x^4y^3)$
9(b)	$(4x+3)(x-2)$ final answer	**3**	**B2** for $(ax+c)(bx+d)$ with two of $ab=4,\ cd=-6,\ ad+bc=-5$ or for $4x(x-2)+3(x-2)$ or **B1** for one of $ab=4,\ cd=-6,$ $ad+bc=-5$	
10	15	**2**	**M1** for $[x\times]\left(1+\frac{20}{100}\right)[=18]$ oe or better	
11	$\frac{42}{90}$ oe	**2**	**M1** for $\frac{7}{10}\times\frac{6}{9}$ If **M0** scored **SC1** for answer of $\frac{49}{100}$	Allow $\frac{7}{10}\times\frac{6}{9}\times 2$ for **M1** ISW incorrect cancelling after a correct answer
12(a)	$2\sqrt{3}$	**2**	**B1** for $5\sqrt{3}$ or $3\sqrt{3}$	
12(b)	$\frac{3\left(4+\sqrt{2}\right)}{2}$ or $\frac{12+3\sqrt{2}}{2}$ or $6+\frac{3\sqrt{2}}{2}$	**3**	**B2** for $\frac{21\left(4+\sqrt{2}\right)}{16+\left[2\sqrt{2}-2\sqrt{2}\right]-\sqrt{2}\times\sqrt{2}}$ oe or **B1** for $\times\frac{4+\sqrt{2}}{4+\sqrt{2}}$	

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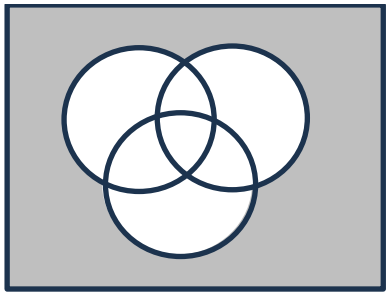
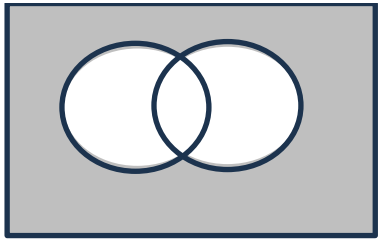
Question	Answer	Marks	Partial Marks	Guidance
13(a)		**1**		
13(b)		**1**		
14	$y = 3\sqrt{(x-1)}$	**2**	**B1** for $y = k\sqrt{(x-1)}$	
15(a)(i)	–2	**1**		
15(a)(ii)	32	**1**		
15(a)(iii)	0	**1**		
15(b)(i)	4	**2**	**B1** for $3x = 13 - 1$	
15(b)(ii)	–2	**2**	**B1** for $2^x = \frac{1}{4}$ oe or 2^{-2} seen	
15(c)	$\frac{2}{3}$	**4**	**B3** for $2^{3x+1} = 2^3$ OR **B1** for $\text{h}(100) = 2$ **B1** for $\text{gf}(x) = 2^{3x+1}$	

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Question	Answer	Marks	Partial Marks	Guidance
16(a)	**Tangents** from an external **point** are **equal** in length oe	**1**		
16(b)	4π	**4**	**B3** for $r = 2$ or **B1** for BD or $BE = 6 - r$ **B1** for $CF = 8 - r$ **B1** for $BC = their(6 - r) + their(8 - r) = 10$	Accept 4×3.14
16(c)	π	**2**	**M1** for (*their* **16(b)**)/4 or $\left(\frac{1}{2}\right)^2$ soi	
17(a)	$BC^2 = 5^2 - 1^2$ oe	**M1**	e.g. $BC^2 = 5^2 + 1^2 - 2 \times 5 \times 1 \times 0.2$	
	$\sqrt{5^2 - 1^2} = \sqrt{24}$ leading to $\sin A = \frac{\sqrt{24}}{5}$	**A1**		
17(b)(i)	$7^2 = 6^2 + 5^2 - 2 \times 6 \times 5 \cos Q$ or $\cos Q = \frac{6^2 + 5^2 - 7^2}{2 \times 6 \times 5}$	**M1**		
	$\cos Q = \frac{36 + 25 - 49}{60} = \frac{12}{60}$ $\cos Q = \frac{1}{5}$	**A1**		PI

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Question	Answer	Marks	Partial Marks	Guidance
17(b)(ii)	$6\sqrt{6}$	**3**	**M2** for $0.5\times6\times5\times\frac{\sqrt{24}}{5}$ OR **B1** for Area $=0.5\times6\times5\times\sin Q$	
18	$[x=]\ \frac{AB+3}{AB-6}$ or $\frac{-AB-3}{6-AB}$ final answer	**4**	**M1** for correct elimination of fractions **M1** for correct expansion of brackets **M1** for correct collection of terms **M1** for correct soln of equation of form $px=q$ Max 3 marks if final answer is incorrect	e.g. $AB(2-x)=AB-3(2x+1)$ $2AB-ABx=AB-6x-3$ $6x-ABx=-3-2AB$ $x(6-AB)=-3-2AB$
19(a)	$\sqrt{80}$	**3**	**M2** for $(-2-2)^2+(7--1)^2$ oe or **M1** for $(-2-2)$ or $(7--1)$ oe	ISW $4\sqrt{5}$ after $\sqrt{80}$
19(b)	$[y=]\ \frac{1}{2}x-2$ oe	**4**	**M1** for grad = $\frac{7--1}{-2-2}$ oe **M1** for grad perp = $\frac{-1}{their(-2)}$ **M1** for correct substitution of (2, –1) and *their* perp grad into $y=mx+c$ oe	-2 $\frac{1}{2}$ Not using grad = —2

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