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GCSE MATHS

Number

Edexcel 1MA1 | Subtopic collection Topic 08

Rounding, estimation and error intervals

Higher tier

Answers and examiner comments

81	2004-2025	Higher
question groups	available papers	tier

Using this booklet

1. Answer numbers match the companion question booklet.
2. Follow the original question number on marking tables.
3. Examiner comments are included where available.

Name _____ **Date** _____

Some entries use full source marking material in an appendix. Any unavailable mark schemes are identified beside the relevant answer.

Original question 8

The full source mark scheme begins on page 135. Use the original paper code, tier and question number shown above.

Original question 17

The full source mark scheme begins on page 186. Use the original paper code, tier and question number shown above.

Original question 4

No matching mark scheme was available in the supplied archive for this question.

11	(a)		(4, 6)	1	B1 cao
	(b)		(0, 3)	1	B1 cao
	(c)	$\left(\frac{0+4}{2}, \frac{3+6}{2}\right)$	(2, 4.5)	2	B2 for (2, 4.5) ±0.2 on each coordinate [B1 for (2, b) b ≠ 4.5 or (a, 4.5) a ≠ 2 or (4.5, 2) or $\left(\frac{0+4}{2}, \frac{3+6}{2}\right)$ seen ±0.2 on each coordinate]

1380/1F

14	(a)		12	1	B1 cao
	(b)		24	1	B1 cao
	(c)		49	1	B1 cao

2		$\frac{30 \times 5}{0.2} = 150 \div 0.2 = 750$	750–775	3	M1 For correct roundings to 1 sig fig of two or three of the figures or consistent multiples e.g 150, or 155 or two of 30, 5, 0.2 or $\frac{31\times500}{20}$ or $\frac{30\times500}{20}$ or $\frac{30\times500}{21}$ Or A1 for any correct approximate expression which would give the answer after one operation e.g $\frac{150}{0.2}$ or $\frac{155}{0.2}$ or 150×5 or 30×25 or 31×25 or 155×5 or $\frac{1500}{2}$ A1 750–775 Do not accept attempts at full working out

1380 3H

1380/3H

Question		Working	Answer	Mark	Notes
9	(a)	(5×5)×6	150 cm^2	4	M1 for attempt to find the area of one face (eg 5×5 or 25) M1 for 6 faces with an intention to add A1 cao B1 (indep) for cm^2 (with or without numerical answer) NB Do not accept any calculation which should lead to 125
	(b)	125 × 10 × 10 × 10 or 50 × 50 × 50	125 000	2	M1 125×10^3 (oe) or 50^3 (oe) A1 cao
	(c) (i)		86.5	1	B1 cao for 86.5
	(ii)		87.5	1	B1 for 87.5, or $87.4\dot{9}$ or 87.499… (min with dots) or 87.49 with some indication of recurrence

1380 3H

1380/3H

6	$\frac{4000}{200\times5}$	4	2	M1 for rounding at least one of the numbers to 1 significant figure correctly A1 for answer between 3 and 4 inclusive

1380_3H

1380/3H

Question		Working	Answer	Mark	Notes
4		$\frac{7\times20}{0.5}$	280	3	M1 for any two of 7, 20 and 0.5 seen or 140 or 40 or 14 M1 for 14×20 or $\frac{140}{0.5}$ or 7×40 or 7.2×40 or $144 \div 0.5$ or 140×2 A1 for 280 – 300

8		$0.5 \times 0.6 = 0.3$ (0) 0.3×0.3	0.09	2	B1 0.5 or 0.6 or 0.3 seen B1 cao

1380_3H

25		642.5 × 397.5	255000	3	B1 for 642.5 or 647.5 or 397.5 or 402.5 seen M1 for $l_{LB} \times w_{LB}$ where $642.5 \leq l_{LB} < 645$ and $397.5 \leq w_{LB} < 400$ A1 for 255393.75 or 255 000 coming from 255393.75 or from correct method

Question		Working	Answer	Mark	Notes
5			600	3	(M2 for 300 ÷ 0.5 or 60 × 10 or 30 × 20) M1 for at least two of 30, 10 and 0.5 or sight of 300 or 60 or 20 A1 for 600 – 620 but not 601.1(198428…) **OR** (M2 for 310 ÷ 0.5 or 62 × 10 or 31 × 20) M1 for at least two of 31, 10 and 0.5 or sight of 310 or 62 or 20 A1 for 600 – 620 but not 601.1(198428…)

Question		Working	Answer	Mark	Notes
3		$\pi \times 20$	62.8 cm	3	M1 $\pi \times 20$ or $\pi \times 19.5$ or $\pi \times 19.95$ A1 62.8 – 63 B1(indep) for units consistent with answer
4*		1.22 + 0.96 + 2.42 = 4.60 1.15 + 0.86 + 2.28 = 4.29 4.60 × 0.95 = 4.37 4.37 > 4.29 OR 1.22 ×0.95 = 1.159 0.96 × 0.95= 0.912 2.42 × 0.95 = 229.9 1.159 + 0. 912 + 2.299 = 4.37 OR 1.22 ×0.95 = 1.159 0.96 × 0.95= 0.912 2.42 × 0.95 = 229.9 1.159>1.15 and 0.912>0.86 and 2.229>2.28	no 5% reduction will not be enough	3	M1 1.22 + 0.96 + 2.42 or 4.60 or 1.15 + 0.86 + 2.28 or 4.29 A1 4.37 and 4.29 C1 (dep on M1) ft clear statement of comparison based on their answers OR M1 1.22 ×0.95 oe or 0.96 × 0.95 oe or 2.42 × 0.95 oe A1 4.37 and 4.29 C1 (dep on M1) ft clear statement of comparison based on their answers OR M1 1.22 ×0.95 oe or 0.96 × 0.95 oe or 2.42 × 0.95 oe A1 115.9 or 116 or 115 **and** 91.2 or 91 or 92 **and** 229.9 or 229 or 230 C1(dep on M1) ft clear statement of comparison based on their answers NB Allow working throughout in pence or pounds

5MB3H_01

7	(a)		64.5	1	B1 cao
	(b)		65.5 or 65.4$\dot{9}$	1	B1 for 65.5 or 65.4$\dot{9}$ or 65.499 oe

Original question 9

The full source mark scheme begins on page 247. Use the original paper code, tier and question number shown above.

25			$x = 2.87$, $y = -0.87$ and $x = -0.87$, $y = 2.87$	6	M1 for $x^2 + (2 - x)^2 = 9$ M1 for $4 - 4x + x^2$ A1 for $2x^2 - 4x - 5 = 0$ oe 3 term simplified quadratic M1 for a correct method to solve their quadratic Eg $x = \frac{4 \pm \sqrt{(16 - 4\times2\times-5)}}{4}$ A1 for $x = 2.87$, $y = -0.87$ or better A1 for $x = -0.87$, $y = 2.87$ or better Award marks for equivalent algebraic expressions. Apply the same scheme as above for y first.

Modifications to the mark scheme for Modified Large Print (MLP) papers.

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme.

The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:
Angles: ±5°
Measurements of length: ±5 mm

PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
1		Model as well as diagram provided	Standard mark scheme
3	(a)	*y*-axis 2 cm for 1000. *x*-axis 2 cm for ½ Table: 8200 changed to 8000	Points plotted at (1,8000) and (3.5,5000
8		Braille diagram labelled A B E D C	Standard mark scheme
12	(a)	MLP only: *x* changed to *y*.	Standard mark scheme
13		Crosses at A and B changed to a filled-in circle. Braille: AB is joined with a line.	Standard mark scheme

PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
15		Table: wording added "There are four spaces to fill." *x*-axis 2 cm for ½. *y*-axis 2 cm for 1. Labelling remains same as on standard paper.	Standard mark scheme
17		Both box plots put on one page and labelled 'Girls' and 'Boys' Girls: LQ changed to 15, UQ changed to 40 Boys: figures changed to 5 20 35 40 50 2 cm grids.	Standard mark scheme
20		'horizontal ground' and 'vertical wall' labelled.	Standard mark scheme
24		Braille: Information about measurements given	Standard mark scheme

Question		Working	Answer	Mark	Notes
18			0.27 and –1.47	3	M1 for $\frac{-6 \pm \sqrt{6^2 - 4 \times 5 \times -2}}{2 \times 5}$, allow substitution of 2 or –2 for c M1 for $\frac{-6 \pm \sqrt{76}}{10}$ A1 for 0.27(17797…) and –1.47(17797…)

5MB1H_01

Question		Working	Answer	Mark	Notes
7	(a)		167.5	1	B1 cao
	(b)		168.5	1	B1 cao accept 168.499...

8		$\frac{90\times 0.5}{5}=\frac{45}{5}$	8.9 – 9.5	2	M1 for at least two of 90, 0.5 and 5 A1 for 8.9 – 9.5

15	(a)(i)		3.202(17….)	3	B2 for for 3.202(17.....) (B1 for 5.357 .. or 1.673... seen)
	(a)(ii)		3.20		B1 for 3.20 or ft from "(a)" [Note: 3.2 only gets B0]
	(b)		1.17×10^{10}	2	M1 for $2.34 \times 5 \times 10^{(5+4)}$ or $11.7 \times 10^{(5+4)}$ or 234000×50000 (= 11700000000) A1 for 1.17×10^{10}

PAPER: 5MB3H_01

15	(a)(i)		3.202(17….)	3	B2 for for 3.202(17.....) (B1 for 5.357 .. or 1.673... seen)
	(a)(ii)		3.20		B1 for 3.20 or ft from "(a)" [Note: 3.2 only gets B0]
	(b)		1.17×10^{10}	2	M1 for $2.34 \times 5 \times 10^{(5+4)}$ or $11.7 \times 10^{(5+4)}$ or 234000 × 50000 (= 11700000000) A1 for 1.17×10^{10}

PAPER: 5MB3H_01

PAPER: 1MA0_2H

Question		Working	Answer	Mark	Notes
15	(a)		7.5	3	M1 for $4.5^2 + 6^2$ (=56.25) M1 for $\sqrt{56.25}$ or $\sqrt{(4.5^2 + 6^2)}$ A1 for 7.5
	(b)		217	4	M1 for use of appropriate trig ratio eg $\tan CAB = \frac{4.5}{6}$ (= 0.75), $\sin CAB = \frac{4.5}{"7.5"}$ (= 0.6), $\cos CAB = \frac{6}{"7.5"}$ (= 0.8) M1 for inverse trig shown correctly eg $CAB = \tan^{-1}\frac{4.5}{6}$ (= 0.75), $CAB = \sin^{-1}\frac{4.5}{"7.5"}$ (= 0.6), $CAB = \cos^{-1}\frac{6}{"7.5"}$ (= 0.8) A1 for 36.8 to 37 (or 53 to 53.2 if identified as ACB) B1ft for bearing 180 + "36.8" if "36.8" is not 40-50 eg 216.8 to 217

13	(a)		5.0	3	M1 for $2.1^2 + 4.5^2$ or 4.41+20.25 or 24.66 M1 for $\sqrt{(2.1^2 + 4.5^2)}$ or $\sqrt{24.66}$ A1 for answer in the range 4.9 to 5.0
	(b)		115	4	M1 for a correct method to find the angle at the tower (A) or the angle at the tree (B), eg. $\tan(A) = \frac{4.5}{2.1}$ (= 2.14…) or $\tan(B) = \frac{2.1}{4.5}$ (= 0.46…) M1 for $\tan^{-1}\left(\frac{4.5}{2.1}\right)$ (= 64.98..) or $\tan^{-1}\left(\frac{2.1}{4.5}\right)$ (= 25.01…) A1 for 64.9(8...) or 25.0(1...) A1 for 115 or ft 180 – "64.98..." or 90 + "25.01"

Paper: 5MB3H_01

Original question 13

The full source mark scheme begins on page 262. Use the original paper code, tier and question number shown above.

PAPER: 5MB3H_01

Question		Working	Answer	Mark	Notes
1	(a)		0.8	1	B1 for 0.8 or $\frac{4}{5}$
	(b)		17.90 – 17.91	2	B2 for 17.90 − 17.91 (B1 for 0.53...)
*2			Medium	4	M1 for 52 ÷ 23 (= 2.26…) **or** 170 ÷ 72 (= 2.36...) **or** 960 ÷ 416 (= 2.30…) **or** 23 ÷ 52 (= 0.44...) **or** 72 ÷ 170 (= 0.42...) **or** 416 ÷ 960 (= 0.43...) M1 for 52 ÷ 23 (=2.26…) **and** 170 ÷ 72 (= 2.36...) **and** 960 ÷ 416 (= 2.3…) OR 23 ÷ 52 (= 0.44...) **and** 72 ÷ 170 (=0.42...) **and** 416 ÷ 960 (= 0.43...) A1 for 2.26… **and** 2.36…**and** 2.3… OR 0.44... **and** 0.42... **and** 0.43... C1 (dep on M1) for conclusion ft from three comparable figures [could use different figures relating to the three boxes]

10			43	3	M1 for $\pi \times 40$ or $2 \times \pi \times 20$ M1 for $34 \times 2 \times \pi \times 20$ A1 for 42.7 – 43

13			5	2	M1 for 1.15^n for integer $n > 1$ or 2.01...seen (may be as part of a calculation using a starting value, eg '1000'×1.15×1.15×1.15×1.15×1.15 or 2011.3...) A1 for 4.95 – 5

18			−2.87, 0.87	3	M1 for substitution into formula; allow sign errors in b and c M1 for reduction to $\frac{-4-\sqrt{56}}{4}$ or $\frac{-4+\sqrt{56}}{4}$ A1 for 0.87 to 0.88 and −2.87 to −2.88 OR M1 for $(x+1)^2$ M1 for reduction to $\sqrt{\frac{7}{2}}-1$ or $-\sqrt{\frac{7}{2}}-1$ A1 for 0.87 to 0.88 and −2.87 to −2.88

PAPER: 5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
*19		eg $2a + 3c = 28.2$ $3a + 5c = 44.75$ $6a + 9c = 84.6$ $6a + 10c = 89.5$ $c = 4.9$ $2a + 14.7 = 28.2$ $2a = 13.5$ $a = 6.75$	Adult ticket £6.75 Child ticket £4.90	5	M1 for correctly stating both equations algebraically M1 for correct process to eliminate one variable (condone one arithmetic error) M1 (dep) for correct substitution of their found value to find other variable OR (indep) correct process to eliminate second variable (condone one error in arithmetic) A1 for 6.75 or 4.9 C1 for Adult ticket £6.75 and Child ticket £4.90 in correct money notation

20			82.5	4	B1 for 70.5 M1 for $\sqrt[3]{}$(3 × "70.5" ÷ 4 ÷ π) (= 2.56…) M1 for 4 × π × "2.56…"^{2} A1 for 82.5 – 82.6

25		$\frac{-4\pm\sqrt{4^2-4\times3\times-12}}{2\times3}$	1.44 and −2.77	3	M1 for substitution of $a = 3$, $b = 4$, $c = -12$ into the formula (condone one sign error) or for completing the square M1 for $\frac{-4\pm\sqrt{160}}{6}$ or in simplified form A1 for answers in the ranges 1.43 to1.45 and −2.76 to −2.78

PAPER: 1MA0_2H

4	(a)		53.5	1	B1 cao
	(b)		54.5	1	B1 for 54.5 (accept $54.4\dot{9}$)

5MB1H/01 June 2015

Question	Working	Answer	Mark	Notes
1 (a)		$5\frac{1}{4}$	1	B1 for $5\frac{1}{4}$ oe
(b)		12	2	M1 for (28 ÷ 7) × 3 oe A1 cao
(c)		4000	2	M1 for 20 or 200 A1 for 4000 – 4040

Question		Working	Answer	Mark	Notes
19	(a)		4.25	1	B1 cao
	(b)		7.20-7.21	3	B1 4.35 or 0.35 M1 for $4.35+\frac{1}{0.35}$ A1 7.2(0)-7.21 or $\frac{1009}{140}$ from a correct method seen

5MB3H_01 November 2015

Question		Working	Answer	Mark	Notes
1	(a)		2.47	2	M1 for 7.66… A1 for 2.47 – 2.48
	(b)		400	1	B1 for 400 or 4×10^2

5MB3H_01 November 2015

Question		Working	Answer	Mark	Notes
20			0.063	3	B1 for 252.5 or 247.5 or 3950 or 3850 M1 for 247.5 ÷ 3950 or ft "lower bound for 250" ÷ "upper bound for 3900" A1 for 0.062−0.063 (from correct working)

20		$\frac{-6 \pm \sqrt{6^2 - 4 \times 3 \times -2}}{2 \times 3}$ $(x + 1)^2 - 1 - \frac{2}{3} = 0$	0.29 and – 2.29	3	M1 for substitution of $a = 3$, $b = 6$, $c = -2$ into the formula or for completing the square (condone **one** sign error) M1 for $\frac{-6 \pm \sqrt{60}}{6}$ or $-1 \pm \sqrt{\frac{5}{3}}$ or in simplified form A1 for answers in the range 0.29 to 0.292 and – 2.292 to – 2.29

4	(a) (b)		36.5 37.5	1 1	B1 B1 for 37.5 or 37.4$\dot{9}$ or 37.499

PAPER: 5MB1H/01

Original question 17

The full source mark scheme begins on page 276. Use the original paper code, tier and question number shown above.

Question	Working	Answer	Mark	Notes
19 (a)		$y^2 + 7y + 10$	2	M1 for all 4 terms (and no additional terms) correct ignoring signs **or** 3 terms correct A1 for $y^2 + 7y + 10$
(b)		$(e - 3)(e + 4)$	2	M1 for $(e \pm 3)(e \pm 4)$ A1 for $(e - 3)(e + 4)$
(c)		0.77, –0.43	3	M1 for $\frac{--1 \pm \sqrt{(-1)^2 - 4 \times 3 \times -1}}{2 \times 3}$ (condone one sign error) M1 for $\frac{1 \pm \sqrt{13}}{6}$ A1 for one answer in the range 0.767 to 0.77 and one answer in the range –0.43 to –0.4343

23	(a)		199.75	1	B1 cao
	*(b)		Yes	3	B1 for ub = 24.5 or 175.5 M1 ft for “24.5” + “175.5” (= 200) C1 (dep M1) for 200 and statement based on their working as to whether the cup will overflow (ie comparison with (a)).

12		270	3	M1 for correct use of formula for volume of a cylinder using exact or (some) approximate figures eg $\pi \times 31^2 \times 97.5$ or $\pi \times 31^2 \times 100$ or using an estimate of π eg $\pi = 3$ in the volume formula M1 for a complete method to find an estimate for the volume in cm^3 with at least 2 values rounded eg $\pi \times 30^2 \times 100$ (= 270 000) eg $3.1 \times 30^2 \times 100$ eg $3 \times 31^2 \times 100$ A1 accept answer in the range 270 − 300 from a method using estimates

Paper: 1MA0/1H

21	$\frac{-3\pm\sqrt{3^2-4\times2\times-7}}{2\times2}$	1.27, −2.77	3	M1 for substitution of $a = 2$, $b = 3$, $c = -7$ (condone one sign error) M1 for $\frac{-3\pm\sqrt{65}}{4}$ A1 for solutions in range 1.26 to 1.27 **and** –2.76 to –2.77

15	(a)		3.5 to 4.5	M1	substitution into formula $\frac{1}{3}\pi r^2 h$ of chosen values for r and V (accept $r = 5.13$ and $V = 98$) and starts rearrangement e.g. multiplies by 3, divides by π or divides by r^2 (both sides)
				M1	uses estimates in calculation e.g. $\frac{3\times100}{3\times25}$ (or in rearranged formula) or $\frac{12}{\pi}$
				A1	arrives at a single value from estimate in the range 3.5 to 4.5
	(b)		more	C1	ft e.g. more since number in numerator goes up; numbers in denominator go down.

7		$4.755 \leq n < 4.765$	B2 [B1	for $4.755 \leq n < 4.765$ for 4.755 or 4.765 or 4.764$\dot{9}$]

13 (a)		58600	M1	for a complete method, eg 50000×1.02^8 (= 58582(.969...)) or for finding the increase in value of the company after 8 years, eg 8582(.969...) or 8600
			A1	cao
(b)		4.5	P1	for a process to find multiplier for 6 year period, eg 325 ÷ 250 oe (= 1.3) or 130(%) or for $250000 \times y^6 = 325000$
			P1	for a process to find multiplier for one year, eg ("1.3")$^{\frac{1}{6}}$ or 1.044…or 1.045
			A1	4.4 – 4.5

Paper: 1MA1/2H

5	(a)		0.625	B1	cao
	(b)		$9.75 \leq x < 9.85$	B2	for $9.75 \leq x < 9.85$
				[B1	for 9.75 or 9.85 (or $9.84\dot{9}$)]

Question	Answer	Mark	Mark scheme	Additional guidance
21	0.43	B1	for one correct bound for mass or length eg 1967.5 **or** 1972.5 **or** 13.15 **or** 15.95 **or** 21.65 **or** 13.25 **or** 16.05 **or** 21.75	Can work in any units
		P1	for a correct process to find a bound for the volume, eg 13.15 × 15.95 × 21.65 (=454(0.925125)) **or** 13.25 × 16.05 × 21.75 (=462(5.409375))	Accept volumes truncated or rounded to at least 3 sig fig
		P1	for a correct process to find a bound for density, eg [mass LB] ÷ "462(5.409375)" (=0.425(367755)) where 1965 ≤ mass LB < 1970 **or** [mass UB] ÷ "454(0.925125)" (=0.434(3828506)) where 1970 < mass UB ≤ 1975	Accept densities truncated or rounded to at least 3 sig fig
		A1	for both correct bounds, 0.425(367755) **and** 0.434(3828506)	Accept bounds truncated or rounded to at least 3 sig fig At this point correct units must be used
		C1	(dep on A1) for a correct statement on degree of accuracy e.g. UB and LB both round to 0.43 to 2 decimal places or 2 significant figures	Must be 0.43 not 0.4

Modifications to the mark scheme for Modified Large Print (MLP) papers.

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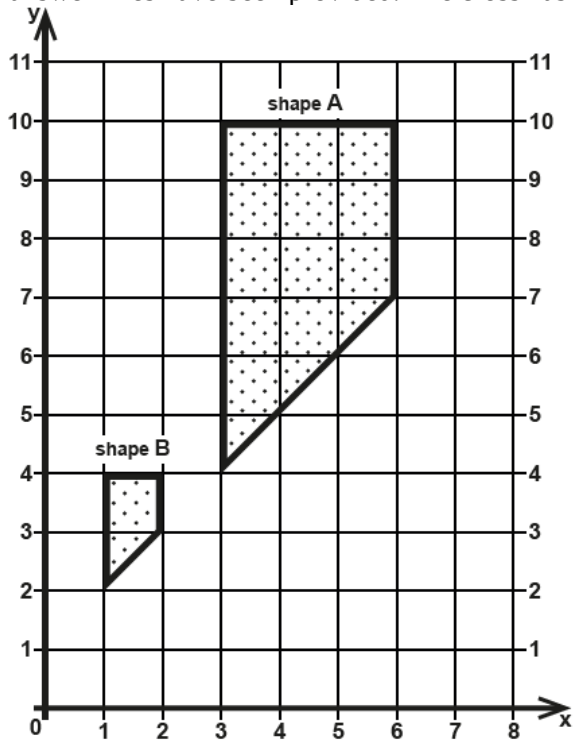
Angles: ±5°
Measurements of length: ±5 mm

Paper: 1MA1/2H			
Question		**Modification**	**Mark scheme notes**
3		Diagram enlarged	Standard mark scheme
5	(a)	Table has been turned to vertical format and left aligned. Wording added 'There are five spaces to fill.' Braille will label answer spaces (i) to (v) from left to right.	Standard mark scheme
5	(b)	Diagram enlarged	Standard mark scheme

Paper: 1MA1/2H			
Question		**Modification**	**Mark scheme notes**
7		Shape B has been drawn on the grid and the question has been changed to: 'It shows shape A and shape B given on a grid. Describe fully the single transformation that maps shape A onto shape B.' 3 answer lines have been provided. The cross has been removed from the y axis. 	B2 for all three aspects: enlargement scale factor 1/3 centre (0,1) (B1 for just two of these aspects)

Paper: 1MA1/2H			
Question		**Modification**	**Mark scheme notes**
10		Diagram enlarged. Right axis has been labelled. Arrows have been made longer. Intermediate labels have been added to the axes.	Standard mark scheme
12		Diagrams enlarged. Wording added 'There are four spaces to fill.' Braille will label answer spaces (i) to (iv) from top to bottom.	Standard mark scheme
13		Diagram enlarged. Angles moved outside of the angle arcs and the arcs have been made smaller. Wording added 'Angle BAD = y^o Angle BDO = x^o	Standard mark scheme
14		Diagram enlarged. Axes labels have been moved to the left of the horizontal axis and above the vertical axis. Right axis has been labelled. Graph line moved to go through (5, 40).	Standard mark scheme applied to the given graph, which will likely result in figures such as 40/2 =20; apply normal MLP tolerances, likely to result in an answer in the range 16 - 24 m/s
15		Wording added 'It shows a probability tree diagram.' Diagram enlarged. Wording added in (a): 'There are five spaces to fill.' Braille will label answers as shown below. (ii) 0.45 (iii) (iv) (i) (v)	Standard mark scheme
16		Diagram enlarged.	Standard mark scheme, but apply usual MLP tolerances to reading off the answers.
17		Diagram enlarged. Axes labels have been moved to the left of the horizontal axis and above the vertical axis. Right axis has been labelled. Shading has been changed to dotty shading. In part (a) wording added 'There are four spaces to fill.' Braille will label answer spaces (i) to (iv) from top to bottom.	Standard mark scheme

Paper: 1MA1/2H			
Question		**Modification**	**Mark scheme notes**
18		Model provided for all candidates. Diagram enlarged and also provided for MLP. Wording added ‘marked x on the model.’	Standard mark scheme
19		2 Models provided for all candidates. Diagrams enlarged and also provided for MLP. No diagram given for the formulae for braille candidates. Shape label has been moved above the diagram. Wording added ‘Model 1 is a solid sphere. Model 2, shape S is one quarter of a solid sphere, centre O.’	Standard mark scheme

15	(a)	488 to 507	M1	for method to find area of one strip using trapezia, eg $\frac{1}{2} \times 5 \times 22$ (= 55) or $\frac{1}{2} \times 5 \times (22 + 28)$ (= 125) or $\frac{1}{2} \times 5 \times (28 + 32)$ (= 150) or $\frac{1}{2} \times 5 \times (32 + 35)$ (= 167.5) **OR** for a method to find an estimate for the area using rectangles eg 5 × 22 or 5 × 28 or 5 × 32 or 5 × 35	May use area of triangle + area of rectangle for the second, third and fourth strips – lengths must be correct. May use triangle for first strip, $\frac{1}{2} \times 5 \times 22$
			M1	for complete and correct method to find the area using four strips, eg $\frac{1}{2} \times 5 \times 22 + \frac{1}{2} \times 5 \times (22 + 28) + \frac{1}{2} \times 5 \times (28 + 32)$ $+ \frac{1}{2} \times 5 \times (32 + 35)$ or 5 × 22 + 5 × 28 + 5 × 32 + 5 × 35	May use triangle for first strip, $\frac{1}{2} \times 5 \times 22$
			A1	for answer in the range 488 to 507 (SC B1 for using area under the curve)	
	(b)	Underestimate (supported)	C1	(dep M1) for underestimate since parts not included below the graph **OR** ft their method	

Paper: 1MA1/3H

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
9	$7 \leq N < 8$	M1	for identifying the key numbers 7 and 8	Ignore any inequality symbols used at this stage Accept 7.9 (recurring) for 8 as shown by 7.999 or 7.9… or recurring notation (or words)
		A1	cao	

Question	Answer	Mark	Mark scheme	Additional guidance
8 (a)	75 to 81	B2	for answer in the range 75 to 81	
		(B1	for 60 **or** 100 **or** 6000 **or** 6400 **or** $\sqrt{64\times100}$)	
(b)	0.000 148	B1	for 0.000 148 oe	Can use standard form
(c)	$\frac{1}{25}$	B1	for $\frac{1}{25}$ or 0.04	

6	8.3 and 8.4	B1 B1	for 8.3 in the correct position for 8.4 in the correct position	 Accept $8.3\dot{9}$ or 8.399…

2	127.5 and 128.5	B1 B1	for 127.5 in the correct position for 128.5 in the correct position	Accept $128.4\dot{9}$ or 128.499...

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
19	3.4	M1	for drawing a suitable tangent at $t = 6$	
		M1	for a full method to find the gradient of the tangent at t=6, eg 20 ÷ 5.8	Use of change in y over change in x
		A1	answer in the range 3.05 to 3.7	Answers of $\frac{10}{6}$ oe scores no marks

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
5	99.5	M1	for $\sin(34) = \frac{x}{178}$ oe **or** alternative method to find x	
		A1	for answer in range 99.5 to 99.7	If an answer in the range 99.5 to 99.7 is given in the working space then incorrectly rounded, award full marks

3	9.35, 9.45	B1 B1	for 9.35 in the correct position for 9.45 in the correct position	 Accept 9.44$\dot{9}$ oe or 9.4499…oe

Paper: 1MA1/3H

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
18	6.495190528	B1	for 11.25 or 11.35	
		M1	use $a^2 + a^2 + a^2$ oe for the square of the length of a diagonal	
		M1	for writing an equation to find the length of a side, eg $a^2 + a^2 + a^2 = [LB]^2$ where $11.25 \leq LB < 11.3$ oe	
		A1	for an answer in the range 6.49 to 6.50	If the answer is given in the range 6.49 to 6.5 without supportive evidence award 0 marks.

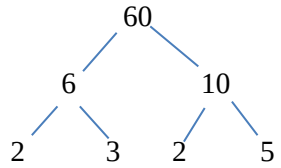
Paper: 1MA1/3H

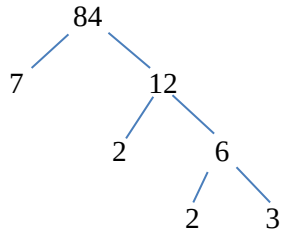
10	(a)	30	P1	for a start to the process, eg 5406 ÷ 6 (= 901) **or** 5400 ÷ 6 (= 900) **or** 5000 ÷ 6 (= 833.33..) **or** 5410 ÷ 6 (= 901.66..)	
			P1	for a process to find the length of one side, eg $\sqrt{"901"}$ **or** $\sqrt{"900"}$ **or** $\sqrt{"833.33.."}$ **or** $\sqrt{"901.66.."}$	
			A1	for 30	
	(b)	Explanation	C1	for a correct explanation based on their working in (a), eg underestimate because I rounded the total area down	Must be based on the use of a rounded value in a calculation

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
21	984.(3677853) and 969.(0181643)	B1	stating bound of 51.95 or 52.05 or 1.445 or 1.455	Accept $52.04\dot{9}$ or 52.0499… for 52.05 Accept $1.45\dot{4}9$ or 1.4549… for 1.455
		P1	for process to rearrange formula to give g as the subject, eg $g=\frac{4\pi^2 l}{T^2}$ oe	Rearrangement may occur after substitution, in this case correct bounds are not needed for this mark
		P1	for process to use LB of l **and** UB of T in formula for g or T **or** process to use UB of l **and** LB of T in formula for g or T eg $\frac{4\pi^2[\text{LB of } l]}{[\text{UB of } T]^2}$ or $\frac{4\pi^2[\text{UB of } l]}{[\text{LB of } T]^2}$	$51.95 \leq$ [LB of l] < 52.0 $1.45 <$ [UB of T] ≤ 1.455 $52.0 <$ [UB of l] ≤ 52.05 $1.445 \leq$ [LB of T] < 1.45 Rearrangement may not be correct
		A1	for upper bound = 984.(3677853) or 984.(1125639..) **and** lower bound = 969.(0181643) or 968.(7669227..)	NB: correct answer without supportive working gets 0 marks Accept answers rounded or truncated to 3sf or better

Question **1**

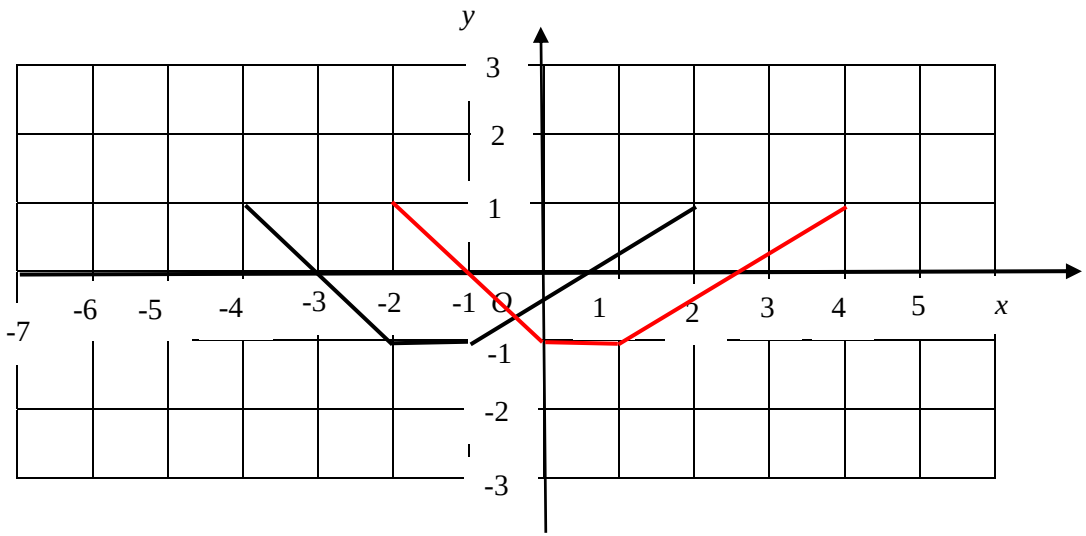




60: 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60

84: 1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42, 84

Question **18(c)**



Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 2H

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme.

The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:
Angles: ±5°
Measurements of length: ±5 mm

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
1	(a)	Wording added 'Look at the diagram for Question 1(a) in the Diagram Booklet. It shows a number line.' Wording 'shown on this number line' removed and replaced with 'shown on the number line.' Diagram enlarged. The scale cut at −3, but −3 still marked. Axis label moved to the right. Scale markings moved above and below. Open headed arrows and shortened at the end of the scale.	Standard mark scheme
1	(b)	Wording added 'Look at the diagram for Question 1(b) in the Diagram Booklet. It shows a blank number line.' Diagram enlarged. The scale cut at −4, but −4 still marked. Open headed arrow and shortened at the end of the scale. Axis label moved to the right. Scale markings moved above and below. Braille: a spare diagram is provided with 4 round bumpons, 4 square bumpons, Wikki Stix and drawing film.	Standard mark scheme

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
3		Wording added 'Look at the diagram for Question 3 in the Diagram Booklet.' Wording added 'The travel graph for the first 15 minutes of his journey is shown in the Diagram Booklet.' Diagram enlarged. Right axis labelled. Open headed arrows. Axes labels moved to the top of the vertical axis and to the left of the horizontal axis. In (b) Wording added 'On the grid in the Diagram Booklet,…'. Braille: time shown with colons. Braille alternative wording: 'The diagram shows an incomplete travel graph for Sam's car journey.' 'The first 15 minutes of his journey is represented on the graph.' In part (b) for Braille a spare diagram is provided with 6 round bumpons and Wikki Stix.	Standard mark scheme
4	(a)	Table enlarged and turned vertical. Wording added 'There are four spaces to fill.' Braille: In the table (i), (ii), (iii), & (iv) in the blank spaces, then 'Ans: (i) __ (ii) __ (iii) __ (iv) __'	Standard mark scheme
4	(b)	Wording added 'Look at the diagram for Question 4(b) in the Diagram booklet. It shows a grid.' Diagram enlarged. Small squares removed. Open headed arrows. Axes labels moved to the top of the vertical axis and to the right of the horizontal axis. Braille: a spare diagram is provided with 16 round bumpons and Wikki Stix.	Standard mark scheme but in part (c) answers in the ranges 2.6 to 2.9 **and** –0.6 to –0.9
5		Wording added 'Look at Diagram 1 and Diagram 2 for Question 5 in the Diagram Booklet. Diagram 1 shows a right-angled triangle labelled shape A with a base length of 10 mm and a vertical height of 8 mm.' Diagrams enlarged. Right angles made more obvious. Wording added 'Diagram 2 is a shaded shape made from two shape A triangles.' 'shape A' wording added inside the triangles. Wording 'Work out the perimeter of the shaded shape in Diagram 2.'	Standard mark scheme

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
6	(a)	Wording added 'Look at the diagram for Question 6(a) in the Diagram Booklet. It shows a right-angled triangle, *ABC*.' Wording added: '*AC* = 12 cm, Angle *BAC* = 56º, Angle *CAB* is a right angle.' Diagram enlarged. Right angle made more obvious. Angle moved outside of the angle arc and the angle arc made smaller.	Standard mark scheme
6	(b)	Wording added 'Look at the diagram for Question 6(b) in the Diagram Booklet. It shows a right-angled triangle, *PQR*.' Wording added: '*PR* = 18 cm, *RQ* = 15 cm , Angle *PQR* is a right angle , Angle *PRQ* is marked *x*' Diagram enlarged. Right angle made more obvious. Angle moved outside of the angle arc and the angle arc made smaller.	Standard mark scheme
8		Wording added 'Look at Table 1 and Table 2 for Question 8 in the Diagram Booklet. Table 1 is a grouped frequency table which gives…'. Wording 'This is the table that Brian drew.' removed and replaced by 'Brian drew Table 2.' Tables enlarged. For Braille the alternative wording is 'The grouped frequency table below…' and 'The table that Brian drew is shown below.'	Standard mark scheme

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
9		Wording added 'Look at the diagram for Question 9 in the Diagram Booklet. It is a box plot which shows…'. The lower quartile moved down to 40 and the upper quartile moved down to 180. Small squares removed. Diagram enlarged. Open headed arrows. Horizontal axis label moved to the left. The box plot labelled 'Monday'.	Part (a): M1 for upper quartile = 180 or lower quartile = 40 **or** an indication that they are trying UQ – LQ A1 for 140 Part (b) standard mark scheme
9	(c)	Wording added 'Look at the table for Question 9(c) in the Diagram Booklet. It is shown below the box plot. It gives…'. Table enlarged. The lower quartile changed to 40. The table labelled 'Tuesday'.	Standard mark scheme but with the amended figures: M T Shortest time 20 20 Lower quartile 40 40 Median 120 100 Upper quartile 180 140 Longest time 200 210 Range 180 190 IQR 140 100
10		Wording added 'Look at the information for Question 10 in the Diagram Booklet.' The names '(Louise)' and '(Sadiq)' added beside each title.	Standard mark scheme
11		Wording added 'Look at the diagram for Question 11 in the Diagram Booklet. It shows a sketch…'. Diagram enlarged. Crosses changed to solid dots. Open headed arrows. Axes labels moved to the top of the vertical axis and to the right of the horizontal axis.	Standard mark scheme
12		The letter *x* changed to *y*.	Standard mark scheme but note the change in letters
14		Wording added 'Look at the diagram for Question 14 in the Diagram Booklet.' Diagram enlarged. The line *SBT* reduced slightly so that it is not too long. Angle moved outside of the angle arc and the angle arc made smaller.	Standard mark scheme

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
15		Wording added 'Look at the diagram for Question 15 in the Diagram Booklet. It shows the triangle ABC.' Wording added: 'AC = 8 cm, AB = 11 cm, Angle CAB = 72° ' Diagram enlarged. Angle moved outside of the angle arc and the angle arc made smaller.	Standard mark scheme
17		Wording added 'Look at the diagram for Question 17 in the Diagram Booklet. It shows a histogram.' The values changed as follows: 0 to 5 moved up to 1.0, 5 to 15 moved down to 1.5 15 to 25 moved up to 2.5, 25 to 40 moved down to 1.0 Diagram enlarged. Small squares removed. Open headed arrows. Axes labels moved to the top of the vertical axis and to the left of the horizontal axis. Shading changed to dotty shading. Right axis has been labelled.	P1 for process to find one correct frequency, eg. 1.0 × 5 (= 5) or 1.5 × 10 (= 15) or 2.5 × 10 (= 25) or 1.0 × 15 (= 15) **or** to find areas eg 5 × 10 (=50) or 10 × 15 (=150) or 10 × 25 (=250) or 15 × 10 (=150) P1 for process to find total number of people, eg. "5" + "15" + "25" + "15" (= 60) **or** to find total area eg "50" + "150" + "250" + "150" (= 600) P1 for process to find 20% of the total number of people, eg. "60" × 0.2 oe (= 12) **or** for process to find 20% of the total area eg"600" × 0.2 oe (=120) A1 cao for 28

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
18	(a), (b)	Wording added 'Look at the diagram for Question 18(a) and (b) in the Diagram Booklet. It shows…' Diagram enlarged. Small squares removed. Axes labels moved to the top of the vertical axis and to the right of the horizontal axis.	Standard mark scheme but in (a) accept answers in the ranges 32 to 45, 135 to 148, 392 to 405 and 495 to 508
18	(c)	Wording added 'Look at the diagram for Question 18(c) in the Diagram Booklet. It shows…' Diagram enlarged. Small squares removed. Axes labels moved to the top of the vertical axis and to the right of the horizontal axis	Standard mark scheme
21		Lowercase *l* to capital **L**.	Standard mark scheme

Question	Answer	Mark	Mark scheme	Additional guidance
4	260	P1	conversion to common units of capacity eg 2.2 × 4.54 (= 9.988) or 8 ÷ 4.54 (= 1.76...) **OR** for Company A 2400 ÷ 4.54 (= 528.63...) **OR** 2400 ÷ 8 (= 300) **OR** a rate per minute 8 ÷ [time for Company A] (= 4.8…) oe	Results of calculations may be truncated or rounded. [time for Company A] could be 1 min 40 sec or 1.66… or 1.6 or 1.40 etc as long as it is clear it relates to 1 min 40 sec
		P1	for a complete process to find the time for company A or company B in minutes. eg in litres Company A 2400 ÷ "4.8…" (= 500) or "300" × [1 min 40 sec] (= 500) **or** Company B 2400 ÷ "9.988" (= 240.28...) **OR** eg in gallons Company A "528.63.." ÷ ("1.76..." ÷ [1 min 40 sec]) (= 500) **or** Company B "528.63…" ÷ 2.2 (= 240.28…)	
		P1	for complete processes to find the times for both company A and company B in minutes. Company A eg in litres 2400 ÷ "4.8…" (= 500) or "300" × [1 min 40 sec](= 500) **or** in gallons "528.63.." ÷ ("1.76. .." ÷ [1 min 40 sec]) (= 500) **AND** Company B eg in litres 2400 ÷ "9.988" (= 240.28...) or in gallons "528.63…" ÷ 2.2 (= 240.28…)	
		A1	for an answer in the range 259 to 260	If the answer is given within the range but then rounded incorrectly award full marks.

Paper: 1MA1/3H	

Question	Answer	Mark	Mark scheme	Additional guidance
11	6.35, 6.45	B1	for 6.35 in the correct position	
		B1	for 6.45 in the correct position	Accept 6.44$\dot{9}$ oe or 6.4499… oe

15	0.7 to 1.1	M1 M1 A1	for tangent to the curve drawn at $t = 12$ for method to find the gradient of their tangent, eg $28 \div 30$ for answer in the range 0.7 to 1.1 dependent upon tangent drawn	 Working may be seen on the diagram Ignore negative signs

Paper: 1MA1/3H	

3	89.5 and 90.5	B1 B1	for 89.5 in the correct position for 90.5 in the correct position	 Accept $90.4\dot{9}$ or 90.499(…)

Paper: 1MA1/2H

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
4 (a)	19	P1	for process to find area available at festival B, eg 700 × 2000 (=1 400 000)	
		P1	for process to find the area available per person at one festival, eg 80 000 ÷ 425 (= 188.23...) **or** [area] ÷ 6750 (= 207.40...)	Accept either number rounded eg 207 or 188
		P1	for process to find the area available per person at both festivals, eg 80 000 ÷ 425 (= 188.23...) **and** [area] ÷ 6750 (= 207.40...)	Accept either number rounded eg 207 or 188
		A1	for an answer in the range 18.7 to 19.5	
(b)	explanation	C1	for a valid statement relating to scale factor for area, **Acceptable examples** There are 10000 (cm^2) in 1 (m^2) Because 1 m^2 is the same as 100 × 100 = 10000 cm^2 There are 2 side lengths that change from 1 m to 100 cm 300 ÷ 3 is 100 should use 100^2 300 ÷ 100 ÷ 100 = 0.03 3 × 100 × 100 = 30000 Because it's area not length. Because it's in m^2 not just metres He hasn't taken the squared sign into account **Not acceptable examples** There are 1000 cm in 1 m Callum is correct because ……. 300 ÷ 3 is 100 $3^2 = 9$ 300 × 300 = 90000 You have to square the number	

Paper: 1MA1/2H

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
20	56	P1	for a correct process to find AF, eg $\sqrt{13^2 - 9^2}$ (= 9.38…) **or** $2\sqrt{22}$ **or** $\sqrt{88}$	Decimal values truncated or rounded to 3 sf or more
		P1	for a correct process to find FH, eg $\frac{9}{\cos(49)}$ (= 13.7…)	
		P1	for a correct trig statement involving FAH, eg $\tan(FAH) = \frac{"13.7..."}{"9.38..."}$	
		A1	answer in the range 55.6 to 56	If a correct answer within the range is shown in working but incorrectly rounded award full marks

12	1.2, 1.3	B1 B1	for 1.2 in the correct position for 1.3 in the correct position	 Accept $1.2\dot{9}$ or 1.299… must be 9 recurring.

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
7	12.65, 12.75	B1	for 12.65 in correct position	
		B1	for 12.75 in correct position	Accept 12.74$\dot{9}$ or 12.7499(…)

2 (a)	11533	P1	for working with 68%, eg 800 × 0.68 (= 544 people) oe or "16960" × 0.68 oe	Percentage calculation could be done at any stage
		P1	for a correct process, other than that of finding a %, eg "544" × 2 (= 1088) or 10.6 × 2 (= 21.2) or 800 × 2 (= 1600) or "544" × 10.6 (= 5766.4) or 800 × 10.6 (= 8480)	
		P1	for full process to find amount of coffee required eg "1088" × 10.6 or "544" × "21.2" or "5766.4" × 2 (= 11532.8) or for an answer of 11532	
		A1	for answer in the range 11532.5 to 11533	An answer within the range shown in working but incorrectly rounded gets full marks.
(b)	Statement	C1	for a correct statement **Acceptable examples** the amount will be more he will need more coffee it is an underestimate my answer in part (a) means there would not be enough for everyone he will need 12211(.2) needs 678(.4) more **Not acceptable examples** amount will decrease amount of coffee will change	If figures are given as part of the answer they must be correct, but can allow ft.

Paper: 1MA1/3H

6	65	P1 P1 A1	for a correct process to find the number of seconds, eg 67 205 600 ÷ 11.9 (= 5 647 529.4...) **or** for a correct process to convert between seconds and days, eg 24 × 60 × 60 (= 86 400) oe, may be seen in stages or 11.9 × 60 × 60 × 24 (= 1 028 160) for a complete process, eg "5 647 529.4..." ÷ "86 400" or 67 205 600 ÷ "1 028 160" accept answers in the range 65 to 65.4 or 66	Note that this mark may be awarded at any stage in the working. If a correct answer within the range is shown in working but incorrectly rounded award full marks.

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
7	65	P1	for a full process to find the volume of the container, eg $\pi \times 15^2 \times 43$ (= 30 394.9…)	These steps may be completed in a different order Accept 9675π
		P1	for a process to convert between cm^3 and litres, eg "30 394.9…" ÷ 1000 (= 30.39…) **or** [volume] ÷ 1000 **or** 0.47 × 1000 (= 470)	Accept 9.675π or $\frac{387}{40}\pi$
		P1	for a process to find the time taken, eg [volume] ÷ 0.47 or [volume] ÷ "470"	[volume] can be any value they believe to be the volume that might have been incorrectly converted (or not at all)
		A1	answer in the range 64.6 to 65	If an answer is given in the range in working and then rounded incorrectly award full marks.

8	$1.85 \leq x < 1.95$	B1 B1	for 1.85 in correct position for 1.95 in correct position	 Accept $1.94\dot{9}$ or 1.9499(…)

Question	Answer	Mark	Mark scheme	Additional guidance
22	(£)9.37(9…) and conclusion	B1	for stating at least one bound 187.5 or 192.5 or 192.499… or 872.5 or 877.5 or 877.499… or 71.5 or 72.5 or 72.499…	May be seen in calculations Accept 192.499... or 192.4$\dot{9}$ or 877.499... or 877.4$\dot{9}$ or 72.499… or 72.4$\dot{9}$
		P1	for correct use of LB and UB find the lower bound for profit, eg [LB of selling price] – [UB of costs] (= 872.5 – 192.5 (= 680))	872.5 ≤ [LB selling price] < 875 190 < [UB costs] ≤ 192.5
		P1	(dep P1) for correct use of LB and UB to find the lower bound for hourly rate, eg [LB of profit] ÷ [UB of hours]	LB profit = "680" 72 < [UB hours] ≤ 72.5
		C1	for (£)9.37(9…) and conclusion that Ebony does earn more than minimum wage with value from working with correct bounds	$\frac{872.5 - 192.5}{72.5}$ Accept bounds truncated or rounded to at least 2 dp

Question	Answer	Mark	Mark scheme	Additional guidance
5 (a)	Estimated value	P1	for using a value rounded to 1sf in a calculation eg 500 ÷ 10 **or** 500 × 0.8 **or** 510 × 0.8 **or** 513 × 0.8 **or** 500 × 0.81	Their rounded value must be used in a calculation Rounding may occur after a correct process, eg 513 ÷ 10 = 51.3 ≈ 50 and 50 × 0.81 513 ÷ 10 = 51.3 ≈ 51 and 51 × 0.8 scores P1P1 Accept 0.81 rounded to 0.80 for this mark Condone 0.81 rounded to 1 for this mark
		P1	for a full process to find the total amount eg 500 ÷ 10 × 0.8 oe (= 40) **or** 510 ÷ 10 × 0.8 oe (= 40.8) **or** 500 ÷ 10 × 0.81 (= 40.5) **or** [distance] ÷ 10 × [amount] oe	Where [distance] is their rounded 513 or 513 and [amount] is their rounded 0.81 or 0.81 Accept 513 ÷ 10 × 0.81 for this mark
		A1	for a correct answer following through their correct rounded value(s)	Do not award this mark if 0.81 is rounded to 1
(b)	underestimate with reason	C1	ft from (a) eg underestimate as numbers rounded down	Must relate to estimation and not rounding of their final answer and they must have a final answer to part (a)

Paper: 1MA1/1H

9	(a)	7.25	B1	oe	
	(b)	No with supporting reason	C1	No with supporting reason **Acceptable reasons:** No, the 9 should be recurring No, 7.3491 is greater No, there are numbers between 7.349 and 7.350 **Not acceptable reasons:** Yes with any reason given Leila is correct … 7.350 would round down She has rounded to 3sf and should only round to 2sf 7.349 rounds to 7.4	

Paper: 1MA1/2H

7	63	P1 P1 P1 A1	for process to find volume, eg $\pi \times 100^2 \times 30$ (= $300\,000\pi$ or 942 477(.796...)) for process to find time in seconds, eg "942 477(.796...)" ÷ 250 (= 1200π or 3769(.911...)) **or** [volume] ÷ 250 **or** for converting rate to minutes, eg 250 × 60 (= 15 000) for complete process eg "3769(.911...)" ÷ 60 (= 20π) **or** "942 477(.796...)" ÷ "15 000" (= 20π) for answer in the range 62 to 63	(volume =) 942 478 implies P1 (time =) 3770 implies P2 [volume] ≠ 30, 60, 100, 250 A correct answer with no supportive working gets 0 marks If an answer is shown in the range in working and then incorrectly rounded award full marks

Paper: 1MA1/3H

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
19	1610	B1	for 5.875×10^8 or 5.885×10^8 or 3.55×10^5 or 3.65×10^5 or the digits 5875 or 5885 or 355 or 365	Accept $5.884\dot{9}$ for 5.885 Accept $3.64\dot{9}$ for 3.65
		M1	for method to find lower bound, $\frac{[LB]}{[UB]}$ eg $(5.875 \times 10^8) \div (3.65 \times 10^5)$ oe	$5.875 \times 10^8 \leq [LB] < 5.88 \times 10^8$ $3.6 \times 10^5 < [UB] \leq 3.65 \times 10^5$
		A1	for answer in range 1609 – 1610 from correct working	If an answer is shown in the range in working and then incorrectly rounded award full marks

<table>
<tr><th>Question</th><th>Answer</th><th>Mark</th><th>Mark scheme</th><th>Additional guidance</th></tr>
<tr><td>19</td><td>60
and reason</td><td>B1</td><td>for 432.5 or 437.5 or 9.75 or 9.85 or 2.45 or 2.55</td><td></td></tr>
<tr><td></td><td></td><td>M1</td><td>for a correct process to find a bound for T
eg [LB of w] ÷ [UB of a – LB of c]
where 432.5 „ [LB of w] < 435 and 9.8 < [UB of a] „ 9.85
and 2.45 „ [LB of c] < 2.5

or [UB of w] ÷ [LB of a – UB of c]
where 435 < [UB of w] „ 437.5 and 9.75 „ [LB of a] < 9.8
and 2.5 < [UB of c] „ 2.55</td><td>
<table>
<tr><th>Letter</th><th>Given</th><th>LB</th><th>UB</th></tr>
<tr><td>w</td><td>435</td><td>432.5</td><td>437.5</td></tr>
<tr><td>a</td><td>9.8</td><td>9.75</td><td>9.85</td></tr>
<tr><td>c</td><td>2.5</td><td>2.45</td><td>2.55</td></tr>
</table>
UB
<table>
<tr><th>Letter</th><th>Given</th><th>LB</th><th>UB</th></tr>
<tr><td>w</td><td>435</td><td>432.5</td><td>437.5</td></tr>
<tr><td>a</td><td>9.8</td><td>9.75</td><td>9.85</td></tr>
<tr><td>c</td><td>2.5</td><td>2.45</td><td>2.55</td></tr>
</table>
</td></tr>
<tr><td></td><td></td><td>M1</td><td>for a correct process to find both LB and UB bound for T
eg [LB of w] ÷ [UB of a – LB of c]
where 432.5 „ [LB of w] < 435 and 9.8 < [UB of a] „ 9.85
and 2.45 „ [LB of c] < 2.5

and [UB of w] ÷ [LB of a – UB of c]
where 435 < [UB of w] „ 437.5 and 9.75 „ [LB of a] < 9.8
and 2.5 < [UB of c] „ 2.55</td><td>LB
<table>
<tr><th>Letter</th><th>Given</th><th>LB</th><th>UB</th></tr>
<tr><td>w</td><td>435</td><td>432.5</td><td>437.5</td></tr>
<tr><td>a</td><td>9.8</td><td>9.75</td><td>9.85</td></tr>
<tr><td>c</td><td>2.5</td><td>2.45</td><td>2.55</td></tr>
</table>
</td></tr>
<tr><td></td><td></td><td>A1</td><td>(dep on all previous marks) for 58.44(5...) and 60.76(3...) with both values clearly coming from working with correct values</td><td>Accept bounds rounded or truncated to at least 4 sf</td></tr>
<tr><td></td><td></td><td>C1</td><td>for 60 from 58.44... and 60.76... and statement that both LB and UB round to 60</td><td></td></tr>
</table>

Paper: 1MA1/2H

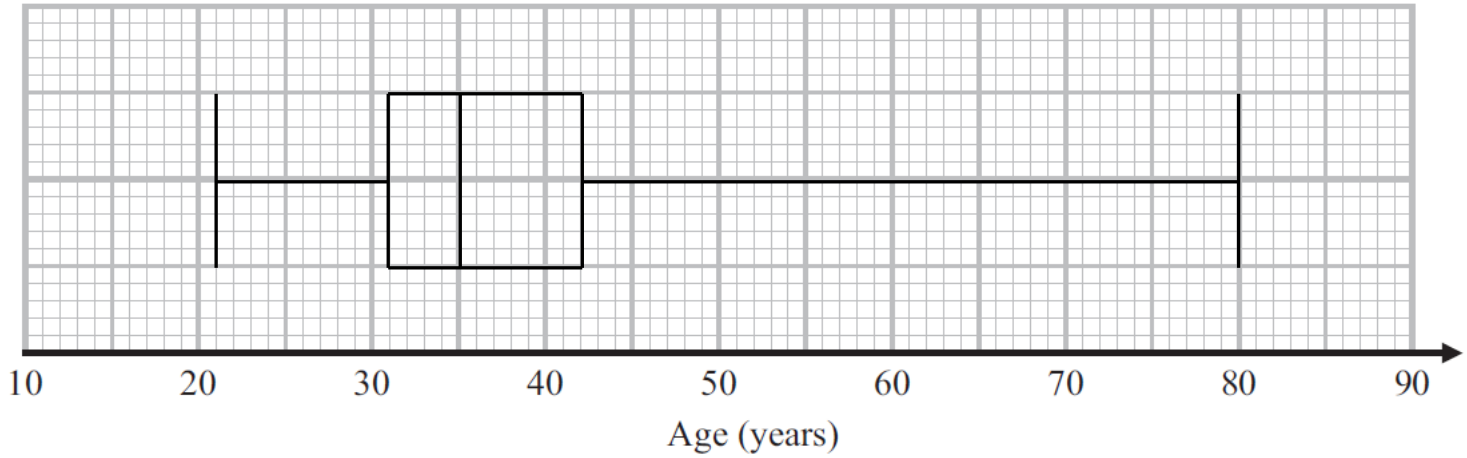
7	10.2 and 10.3	B1 B1	for 10.2 in the correct place for 10.3 in the correct place	 Accept $10.2\dot{9}$ or $10.299(99\ldots)$

11	304	P1 P1 A1	for start of process to find the arc length eg $34.3 - 2 \times 4.7$ (= 24.9) **or** for forming a suitable equation eg $\frac{\angle AOB}{360} \times \pi \times 2 \times 4.7 + 2 \times 4.7 = 34.3$ for process to isolate the arc length in an equation eg $\frac{\angle AOB}{360} \times \pi \times 2 \times 4.7 = "24.9"$ **or** for complete process to find AOB eg $\angle AOB = \frac{"24.9" \times 360}{\pi \times 2 \times 4.7}$ answer in the range 303 to 304	Condone omission of the addition of 2 radii in the equation for this mark only eg $\frac{\angle AOB}{360} \times \pi \times 2 \times 4.7 = 34.3$ If an answer is given in the range in working and then rounded incorrectly award full marks

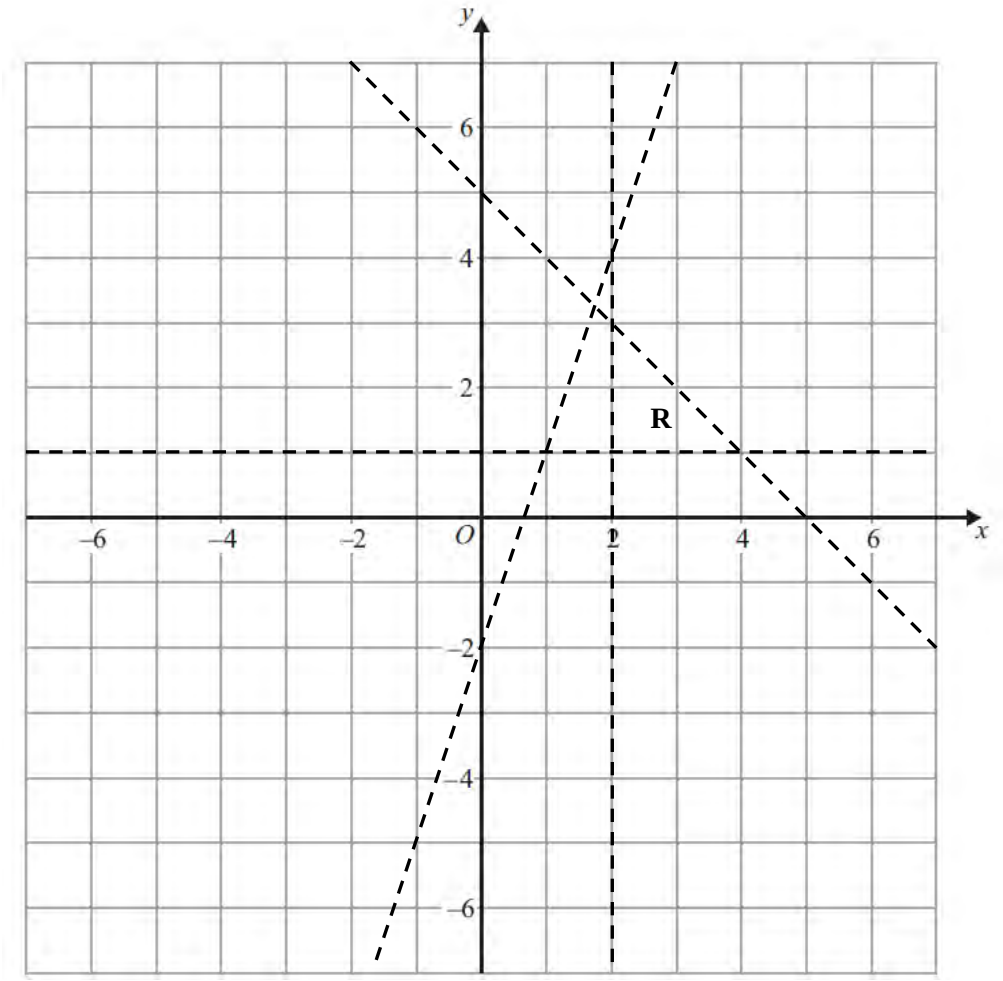
Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
23	73	P1	for process to work with cosine eg $\left(DB^2 =\right)12^2+9^2-2\times12\times9\times\cos 60\ (=117)$	
		P1	for a correct order of operations to find DB, eg $\sqrt{225-216\times\cos 60}$ **or** $\sqrt{"117"}\ (=10.8...)$	$\sqrt{117}=3\sqrt{13}$ Can be implied by correct use in subsequent calculations
		P1	for working with sine rule and 60° eg $\frac{\sin CBD}{9}=\frac{\sin 60}{[DB]}$ **or** $\sin CBD = 0.720...$ **or** $CBD = 46.10...$	3rd and 4th P1 can be awarded in any order [*DB*] must be clearly identified but may not be correct, but cannot be 6 or 9 or 12
		P1	for working with sine rule and 125° eg $\frac{\sin ABD}{6}=\frac{\sin 125}{[DB]}$ **or** $\sin ABD = 0.454...$ **or** $ABD = 27.02...$	*CBD* and *ABD* may be given as a variable, award marks unless contradicted
		A1	for answer within the range 72.5 to 73.5	

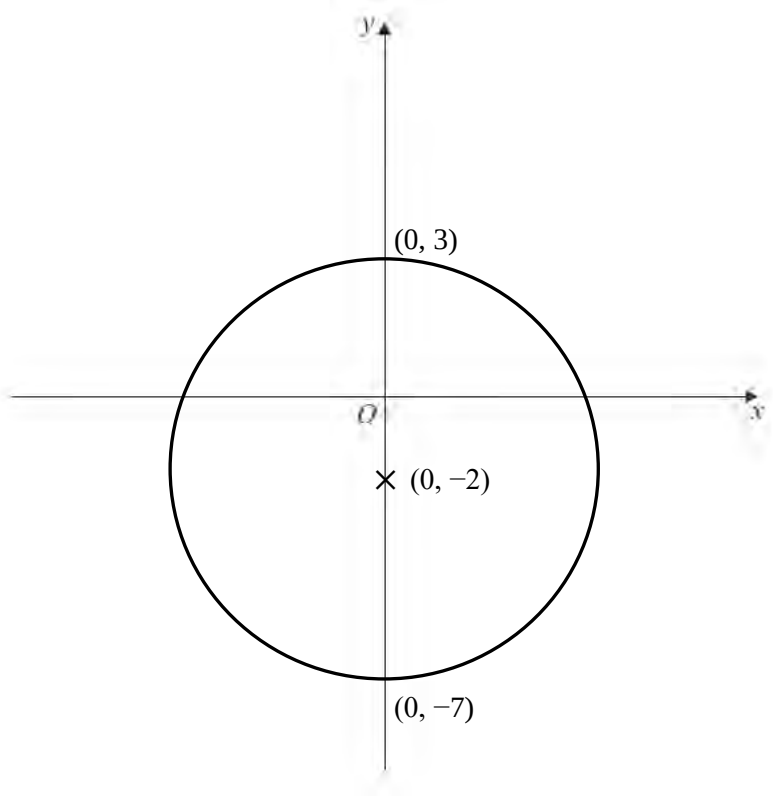
Question 12a



Qu15



Qu22



Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 2H

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme. Notes apply to both MLP papers and Braille papers unless otherwise stated.

The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:
Angles: ±5°
Measurements of length: ±5 mm

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
3		Wording changed: 'Look at the diagram for Question 3 in the Diagram Booklet. It shows a plan…' m changed to metres. Wording added: 'The triangle has a base of 16 metres and a height of 14 metres.' Diagram enlarged. Open headed arrows.	Standard mark scheme
4		Wording changed: 'Look at the diagram for Question 4 in the Diagram Booklet. It shows point C on a grid. 1 square length on the grid represents 1cm.' Wording added: 'in the Diagram Booklet' Diagram enlarged. Cross changed to a solid dot.	Standard mark scheme
6		Wording changed: 'Two lists of numbers are shown below.' Braille: Wording changed 'Below are two lists of numbers'	Standard mark scheme
7		Wording changed: 'Look at the diagram for Question 7 in the Diagram Booklet. It shows right-angled triangle ABC. AB = 7cm BC = 4cm Angle BCA = x° Angle ABC is a right angle.' Diagram enlarged. Angles moved outside of angle arcs and angle arcs made smaller.	Standard mark scheme
9		Letter 'a' changed to 'p' and letter 'b' changed to 'q'	Standard mark scheme but note the change of letters
11	(a)	Wording added: 'Look at the diagram for Question 11 in the Diagram Booklet. It shows an incomplete probability tree diagram.' Wording added: 'in the Diagram Booklet. There are four spaces to fill.' Diagram enlarged. Braille: Wording added 'by writing the missing values labelled (i) to (iv).'	Standard mark scheme but note change of letter

12	(a)	Wording added: 'Look at the diagram for Question 12 in the Diagram Booklet. It shows a blank grid.' Wording added 'below'. Values in the table changed from 21, 80, 31, 42, 35 to 25, 60, 30, 45, 35 Wording added: 'on the blank grid in the Diagram Booklet.' Diagram enlarged. Open headed arrows. Grid cropped at 20 and 70. Braille: Wording added 'Drawing film and Bumpons are provided if you wish to use them.'	Standard mark scheme but note change of values
	(b)	'31' changed to '30' and '42' changed to '45'.	Standard mark scheme
15		Wording added: 'Look at the diagram for Question 15 in the Diagram Booklet. It shows a grid.' Last inequality changed to $y < 3x - 1$ Diagram enlarged. Open headed arrows. Vertical and horizontal axis cropped at -2 and 6 Braille: Wording changed: 'On the grid show the region R that satisfies all these inequalities. Shade or mark with a square bumpon the region.' Braille: Wording added 'Drawing film and Bumpons are provided if you wish to use them.'	Standard mark scheme but note change from $y < 3x - 2$ to $y < 3x - 1$
16		Wording changed: 'Look at the diagram for Question 16 in the Diagram Booklet. It shows two jars that are mathematically similar. The smaller jar has volume 90 cm^3 and height marked h cm. The larger jar has volume 1350 cm^3 and height 12 cm.' Diagram enlarged. Open headed arrows. 3D diagram removed and replaced with a 2D view.	Standard mark scheme
17		Wording changed: 'Look at the diagram for Question 17 in the Diagram Booklet. It shows a sketch…' Diagram enlarged. Open headed arrows. Cross changed to a solid dot.	Standard mark scheme

19		Wording changed: 'Look at diagrams 1-4 for Question 19 in the Diagram Booklet. You may be provided with a model. They are NOT accurate. ABCDEFGH is a cuboid. The model shows faces CBGH, GFEH and CDEH with a frame work to show the other sides of the cuboid. There is a rod inside the model to show BE. Diagram 1 shows a 3D view of the cuboid. Diagram 2 shows face CBGH. Diagram 3 shows face GFEH. Diagram 4 shows the internal triangle GEB. On the diagrams, BH, GE and BE are shown with dashed lines. Diagram enlarged. 2D views added. Model provided. Braille: 3D diagram removed and replaced with 2D views.	Standard mark scheme
20		Wording added: 'Look at the diagram for Question 20 in the Diagram Booklet.' Letter 'f' changed to 'p'. Diagram enlarged. Open headed arrows.	Standard mark scheme but note change of letter
22		Wording added: 'Look at the diagram for Question 22 in the Diagram Booklet. It shows x and y axes crossing at the origin, O' Diagram enlarged. Open headed arrows. Braille: Wording changed 'Describe or sketch on the axes circle B.' Braille: Wording changed from 'Show' to 'Write'. Braille: Wording added 'Drawing film and Bumpons are provided if you wish to use them.'	Standard mark scheme
23		Wording changed: 'Look at the diagram for Question 23 in the Diagram Booklet. It shows quadrilateral ABCD.' Wording added: BC = 12cm CD = 9cm DA = 6cm Angle BCD = 60° Angle DAB = 125°' Diagram enlarged. Angles moved outside of angle arcs and angle arcs made smaller.	Standard mark scheme

5	23.75 and 23.85	B1 B1	for 23.75 in the correct position for 23.85 in the correct position	Accept $23.84\dot{9}$ or 23.8499(9...)

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
19	633	B1	for stating any correct bound, eg 10.35 or 10.45 or 103.5 or 104.5 or 0.165 or 0.175 or 0.0165 or 0.0175	Accept $10.44\dot{9}$ or 10.4499(9…) for 10.45 Accept $0.174\dot{9}$ or 0.17499(9…) for 0.175
		P1	for process to find the upper bound, eg [UB of height] ÷ [LB of thickness] or 104.5 ÷ 0.165 or 10.45 ÷ 0.0165 **or** eg [UB of height] ÷ [LB of thickness] × 10 or 10.45 ÷ 0.165 × 10	104 < [UB of height] ≤ 104.5 and 0.165 ≤ [LB of thickness] < 0.17 **or** 10.4 < [UB of height] ≤ 10.45 and 0.0165 ≤ [LB of thickness] < 0.017 **or** 10.4 < [UB of height] ≤ 10.45 and 0.165 ≤ [LB of thickness] < 0.17
		A1	(dep on all previous marks) for an answer of 633 or 633(.33…) clearly coming from working with correct values eg 104.5 ÷ 0.165 = 633	Condone 630 from a correct calculation If correct answer is seen and then incorrectly rounded award full marks Award 0 marks for a correct answer with no (or incorrect) supportive working

Paper: 1MA1/3H

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Mark Scheme

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July 2004

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NOTES ON MARKING PRINCIPLES

NOTES ON MARKING PRINCIPLES

1 Three types of mark are available

M marks - awarded for correct working seen or implied.
A marks - conditional accuracy marks which are awarded for accurate working following the award of M marks.
B marks - unconditional accuracy marks (independent of M).

2 Abbreviations

cao - correct answer only.
ft - follow through.
$\surd$ - Denotes a "follow through" answer.

SC - special case.
isw - ignore subsequent working.
oe - or equivalent (and appropriate).
NB: a candidate cannot benefit from both isw and ft.

3 If no working shown, then

correct answers normally score full marks
incorrect (even though nearly correct) answers score no marks.

4 Marking instructions

Misread loses A marks (and sometimes B marks) on that part but ft can be allowed on subsequent parts. M marks can still be earned. If in doubt contact your team leader.
If there is a wrong answer in the answer space DO CHECK the working in the body of the script.

- If it is clear from working that the "correct" answer has been obtained from incorrect working, award no marks. If in doubt contact your team leader.
- If there is a wrong answer in the answer space DO CHECK the working in the body of the script.
- If it is clear from working that the "correct" answer has been obtained from incorrect working, award no marks. If in doubt contact your team leader.

5 Style of marking

Answer correct: tick and write part mark in margin NEXT TO BRACKETED MARK.
Answer incorrect: cross, but show M, A or B marks if any earned in body of script and transfer the total of these to the margin next to the bracket mark.
Total for each double page at bottom right page (except for back if used), FINAL TOTAL IN RELEVANT BOX ON FRONT COVER.
Nought in margin for fully incorrect question or page AND FOR NO ATTEMPT.
Where no attempt has been made a line should be put in the answer space and zero in the margin next to the bracketed mark
CHOICE OF METHOD – No marks unless one answer is in answer space – then mark that.
CROSSED OUT WORK - if not replaced this should be marked (if legible).
There must always be a mark next to bracketed mark in the margin/

6 Follow Through Marks

Follow throughs are guided by two principles:

(a) Follow throughs which involve a single stage calculation can be awarded without working since you can check the answer yourself, but if ambiguous, do not award.
(b) Follow throughs which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

7 Probability

Probability answers must be given as fractions, percentages or decimals. If a candidate gives a decimal equivalent to a probability, this should be written to at least two decimal places (unless tenths).
Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.

6 Linear Equations

Full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously indicated in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded.

8 Parts of questions

Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

PAPER 5501					
No		**Working**	**Answer**	**Mark**	**Notes**
1			K: 1020 L: 8.06	2	B1 for 1020 or 1,020 B1 for 8.06 Accept £8.06p and £8,06
2	(a)		28, 33	2	B1, B1 (B1 ft for "28" + 5 if both numbers >25)
	(b)			1	B1 for add 5, +5, for going up in 5's the difference is 5 oe
	(c)			1	B1 for they end in 3 and 8, it ends in 7; or refers to 383 and 388 are in sequence
3	(a)(i)		$\frac{1}{2}$	2	B2 for ½ accept half (B1 for an equivalent unsimplified fraction eg 4/8 or 50% or 0.5)
	(ii)		2 rectangles shaded	1	B1 for correct shading (any 2 rectangles)
	(b)(i)		40	4	B1 for 40 cao
	(ii)		150 000		B1 for 150 000 cao (accept 150,000 not 150.000)
	(iii)		6.55		B1 for 6.55 cao not $6.5^{½}$
	(iv)		$\frac{3}{8}$		B1 for $\frac{3}{8}$ oe accept 0.375
	(c)		Cross 3cm from *A*	1	B1 mark a cross 3 cm (±2 mm) from *A*
4	(a)(i)		metres	2	B1 for metres (m)
	(ii)		grams		B1 for grams (g)
	(b)		miles	1	B1 for miles
5	(a)		(3, 2)	1	B1 for (3, 2)
	(b)(i)		*Q* at (0, 3)	1	B1 for *Q* plotted correctly on *y*-axis at (0, 3) ±2mm
	(ii)		*R* at (−2, −3)	1	B1 for *R* plotted correctly at (−2, −3) ±2mm
6	(a)(i)		30	2	B1 for 30
	(ii)		25		B1 for 25
	(b)(i)		4 shapes	2	B1 for drawing 4 shapes
	(ii)		1½ shapes		B1 for drawing 1½ shapes

PAPER 5501					
	No	Working	Answer	Mark	Notes
7	(a)		30	1	B1 for 30
	(b)	$20 \times 3 + 5$	65	2	M1 for $20 \times 3 + 5$ oe A1 for 65
8	(a)		Draws perp.	1	B1 for correctly drawing perp must touch line or cut line *AB* ± 2mm
	(b)		Sketches a cylinder	1	B1 for sketching cylinder
9	(a)	1974 6580 8554	855.4	3	M1 for complete method with relative place value correct, condone 1 error in multiplication A2 cao (A1 for digits 8554 seen or A1 for "855.4" dependent on 1 arithmetic error)
	(b)	990 ÷ 69 = 14.3…. or 14 rem 24	14	4	Method 1 - Everything excluding long division M2 for a valid method with no errors …need to see 966 or 1035 (M1 for a valid method, including estimation, that reaches an answer between 901 and 1099 inclusive. Ignore errors.) A2 for 14 with a fully correct method (A1 (dep on 1st M1) for an answer between 14 and 15 inclusive. Ignore errors. Cannot have used estimation.) Note: Estimation can only score a maximum of M1 unless accompanied by another method or 966 or 1035 see (award M2) Method 2 – long division method M2 for 990 ÷ 69 = integer answer between 12 and 19 inclusive and rem 30 seen (M1 for 990 ÷ 69 with 1 in tens column.) A2 for 14 with fully correct method (A1 (dep on 1st M1) for an answer between 14 and 15 inclusive.)

PAPER 5501					
No		**Working**	**Answer**	**Mark**	**Notes**
10	(a)(i)		7	2	B1 for 7
	(ii)		−10		B1 for −10
	(b)(i)		6	2	B1 for 6 (accept −6)
	(ii)		8		B1 for 8 (accept −8)
	(c)		−7	1	B1 for −7 cao
11	(a)		B and D	2	B1, B1 (–1 each extra)
	(b)(i)		A	2	B1 for A
	(ii)		3		B1 for 3
12	(a)	800 − 144	656	2	M1 for at least 1 digit correct and in correct position needs to be 3 digit number A1 for 656
	(b)	144 is less than 200 so Trudy is wrong		2	B1 for 200 B1ft for 'correct' explanation based on cand's "200"
	(c)	$\frac{45\times800}{100}$	360	2	M1 for 45 × 800 ÷ 100 oe A1 for 360
	(d)	$\frac{176}{800}\times100$	22	2	M1 for $\frac{176}{800}\times100$ oe A1 for 22
13	(a)(i)		25	4	B1 for 25
	(ii)		28		B1 for 28
	(iii)		5 and 20		B1 for 5 and 20
	(iv)		26 and 33		B1 for 26 and 33
	(b)	$2^3 = 8$ or $2^3 = 2 \times 2 \times 2$ (which is not 6)		1	B1 for valid 'explanation'
14			10 m^2	2	B1 for 10 B1 indep for m^2.

PAPER 5501				
No	**Working**	**Answer**	**Mark**	**Notes**
15 (a)	$\frac{11}{12}-\frac{10}{12}$	$\frac{1}{12}$	2	M1 for correctly writing both fractions to a common denominator A1 for $\frac{1}{12}$ oe
(b)	$\frac{70\times400}{200}$	140	2	B2 for 140 (accept 136) (B1 for sight of any two of 70, 400 or 200)
16 (a)		$2y$	1	B1 for $2y$ or $2\times y$, $y2$, $y\times2$
(b)		$3p^2$.	1	B1 for $3p^2$ or $3\times p^2$ or $p^2\times3$ or $p^2 3$
(c)		$x(x-3)$	2	B2 for $x(x-3)$ (B1 for x (x…….)) $\frac{25}{60}$ wrongly cancelled gets B1 ISW
17 (a)		2 23 9 34 15 2 9 26 17 25 18 60	3	B3 for all correct (B2 for 4 or 5 entries correct) (B1 for 2 or 3 entries correct)
(b)		$\frac{25}{60}$	1	B1 for $\frac{25}{60}$ or $\frac{5}{12}$ oe $\frac{25}{60}$ wrongly cancelled gets B1 ISW

PAPER 5501					
	No	**Working**	**Answer**	**Mark**	**Notes**
18	(a)(i)		60	2	B1 for 60
	(ii)				B1 for all **angles equal** so equilateral triangle oe
	(b)(i)		130	3	B1 for 130
	(ii)				B1 for isosceles triangle oe or 2 angles equal accept $\angle Q = \angle R$ B1 for angles on a straight **line** add up to **180°**oe (180° could be in working)
	(c)		64	1	B1 for 64
19	(a)		1	1	B1 for 1
	(b)		3	1	B1 for 3
	(c)	$9\times1+3\times2+5\times3+3\times4$ (= 42) "42" ÷ 20	2.1	3	M1 for 9×1, 3×2, 5×3, 3×4 or for 42 seen M1 (dep) for "42" ÷ 20 A1 for 2.1 or $2\frac{1}{10}$ or $2\frac{2}{20}$
20	(a)		09 05	1	B1 for 09 05 oe
	(b)		7	1	B1 for 7
	(c)		10	1	B1 for 10
	(d)	7km in 20 mins	21	3	B1 for 20 (minutes) oe or $\times3$ seen M1 for $\frac{"7"}{"20"}$ A1 cao [SC: "7" × 3 seen gets B1 M1]

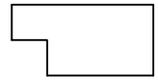
PAPER 5501				
No	**Working**	**Answer**	**Mark**	**Notes**
21	Vertices of new triangle at (2, −2) (2, 6) and (6, −2)	Correct triangle drawn	3	B3 cao (B2 for either correct triangle in wrong translated position or for 2 vertices correct) (B1 a right angled triangle with horizontal length 4 or vertical length 8 in the same orientation as the shaded triangle) SC B2 for s + 3 totally correct
22 (a) (b) (c)	 8560 ÷ (10 × 10)	8 Pentagon 85.6	1 1 2	B1 for 8 B1 for pentagon M1 for 8560 ÷ (10 × 10) oe A1 for 85.6
23	$2x + x + 100 + 47 = 360$ $2x + x = 360 - 100 - 47$ $x = 71$ Largest angle = $2x$ =	142	4	M1 for $2x + x + 100 + 47 = 360$ or 360 – 147 or 213 seen M1 dep for correctly separating x-terms and non x terms or "360 – 147" ÷ 3 A1 for $x = 71$provided M2 awarded A1 ft for 142

PAPER 5502					
	No	**Working**	**Answer**	**Mark**	**Notes**
1	(a)		Diagram	1	B1 cao
	(b)		22, 26	1	B1 cao
	(c)		46	1	B1 cao
2	(a)	£5.95 + £1.62 + 25p + 2 × 48p = £8.78	1.22	3	M1 for 3 of £5.95, £1.62, 25p, 48p seen with intention to add or 170 seen A1 for £8.78 A1 ft from " 8.78"
	(b)	160 ÷ 12 = 13.(333…)	14	2	M1 for 160 ÷ 12, or 13 or better or 12×13 or 12×14 A1 14 cao
	(c)	"14" × £12.20 = £170.8**0**	170.80	2	M1 for "14" × 12.20 A1 for 170.8**0** or 158.6**0** if 13 in (b) NB: 170.8 or 158.6 gets M1 A0
3	(a)(i)		1459	1	B1 cao
	(ii)		9541	1	B1 cao
	(b)		9 + 5 = 14	1	B1 cao
	(c)		0	1	B1 cao
4	(a)		1123	1	B1 cao
	(b)		1125	1	B1 cao
	(c)		43	1	B1 cao
	(d)	67 – "43"	24	2	M1 for 67 – "43" A1 ft from "43"
	(e)(i)		80	2	B1 cao
	(ii)		56 – 58		B1 answer in range 56 to 58 inc
	(f)		Completes graph	2	B2 for (Apr , 70) and (May , 60 < p < 65) plotted and joined (B1 for one point plotted)

PAPER 5502					
	No	Working	Answer	Mark	Notes
5	(a)(i)		4	1	B1 cao
	(ii)		10	1	B1 cao
	(b)		28	2	B2 for 28 (B1 for 29 or 14×2)
6	(a)		$\frac{3}{4}$	1	B1 accept 0.75, 75%
	(b)	$\frac{3}{4} \times 28 = 21$	15.54	3	M1 for $\frac{3}{4} \times 28$ or 21 seen M1 for "21" $\times$ 74 or 28×74 or 7×74 A1 cao
	(c)(i)		44 – 46	2	B1 44 – 46 inc
	(ii)		5.2 – 5.4		B1 5.2 – 5.4 inc
7	(a)		Correct shape	1	B1
	(b)		Correct shape	1	B1
8	(a)		Hexagon	1	B1
	(b)		Right	1	B1 cao
	(c)		Drawing	2	B2 for 7 additional hexagons with at least 2 points at which 3 hexagons meet (B1 for one point at which 3 hexagons meet)
9	(a)		$\frac{3}{4}$	2	M1 $\frac{80-20}{80}$ or $\frac{60}{80}$ or 0.75 (oe) A1 cao Do not accept equivalents
	(b)		15	1	B1 cao
	(c)		Iron and Cook set	1	B1 for both Accept mixer and fryer
	(d)		Microwave	1	B1 cao
	(e)		Bar chart	2	B1 one column (mixer): 70, 90 B1 second column (fryer): 70, 85 [SC: B1 columns correct but reversed]

PAPER 5502					
No		**Working**	**Answer**	**Mark**	**Notes**
10	(a)		Acute	1	B1
	(b)		Reflex	1	B1
	(c)		reason	1	B1 reason eg 120 + 230 = 350 ≠ 360
11	(a)		$\frac{1}{2}$	1	B1 for $\frac{1}{2}$ oe
	(b)		reason	1	B1 for reason e.g could get 30 heads
12	(a)	7.5×4	30	2	M1 for 7.5×4 or $7\frac{1}{2} \times 4$ A1 cao
	(b)	$\sqrt{(42.25)}$	6.5	2	B2 for 6.5 (B1 for 42.25)
13	(a)		$6x$	1	B1 accept $6 \times x$, $x6$ oe
	(b)		$x - 4$	1	B1 cao
	(c)		$12(x - 4)$	1	B1 for $12(x - 4)$ or $12x - 48$ or $12 \times x - 48$ oe
	(d)		$18x - 48$	2	M1 for "$6x$" + "$12(x-4)$" or "$6x$" + "$12x - 48$" oe A1 ft $18x - 48$, $2(9x - 24)$, $3(6x - 16)$, $6(3x - 8)$
14	(a)		90	2	B2 for 90 ± 2 (B1 for 9 ± 0.2)
	(b)		317	1	B1 for 317 ± 4
15	(a)	Accurate drawing of triangle		2	B1 cao for 38° (±2°) B1 cao (indep) for BC drawn 7.3 cm (±2mm) and completing the triangle.
	(b)	Measure angle A	63°	1	B1 for 63° (±2°) or ft their diagram (±2°)

PAPER 5502					
	No	Working	Answer	Mark	Notes
16	(a)	$0 \times 1 = 0$ $1 \times 1 = 1$ $2 \times 4 = 8$ $3 \times 8 = 24$ $4 \times 8 = 32$ $5 \times 7 = 35$	100	3	M1 col 1 × col 2 (at least 3 shown) M1 (dep) sum of totals A1 cao SC: M1 M1 A0 for 101
	(b)	Either $35.50 \div 1.42 = 25$; $26.99 - 25 = 1.99$ Cheaper in the USA Or $26.99 \times 1.42 = 38.33$; $38.33 - 35.50 = 2.83$ Cheaper in the USA		3	M1 $35.50 \div 1.42$ A1 25 seen B1 ft (dep on M1) £1.99 with conclusion (must have units) **OR** M1 26.99×1.42 A1 38.32 or 38.33… seen B1 ft (dep on M1) \$2.83 or \$2.82 with conclusion (must have units) must be to 2dp
17	(a)		-1, (1), (3), 5, 7, 9	2	B2 cao (B1 for 2 values)
	(b)		Graph	2	B1 ft for plotting points ±1/2 square B1 cao for line between $x = -2$ and $x = 3$
	(c)(i)		0.4	2	B1 for 0.4 or ft from single straight line with positive gradient
	(ii)		1.2		B1 for 1.2 or ft from single straight line with positive gradient

PAPER 5502					
	No	Working	Answer	Mark	Notes
18	(a)		Plots	1	B1 cao
	(b)		description	1	B1 dynamic relationship or "positive" (correlation)
	(c)		line of best fit	1	Line within overlay region, and to the extent of.
	(d)(i)	280 g →	reading	2	B1 ft from single straight line of positive gradient (±1/2 square)
	(ii)	120 pages →	reading		B1 ft from single straight line of positive gradient (±1/2 square)
19			200 150 225 150 10	3	B3 cao (B2 for three correct, or B1 for one correct)
20	(a)			2	B1 B1 for correct sketch – ignore additional internal lines B1 B0 for rectangle or right-angled triangle or correct shape without line NB 3-D sketch gets B0 B0
	(b)			2	B1 B1 for correct plan – ignore internal lines – accept a rotated plan, not reflected B1 B0 for a single rectangle drawn NB 3-D sketch gets B0 B0
21	(a)	163.25 – 35.50 = 127.75 127.75 ÷ 18.25 = 7	8	3	M1 163.25 – 35.50 (or sight of 127.75) M1 (dep) "127.75" ÷ 18.25 A1 cao SC: M2 for 7 days
	(b)	1.175 × £64 or $\frac{17.5}{100}$ × 64 or £11.20 seen	75.20	2	M1 1.175 × 64, 0.175 × 64 oe or 11.20 or 75.2 seen or 6.40, 3.20 and 1.60 seen A1 cao

PAPER 5502					
	No	Working	Answer	Mark	Notes
22	(a)		6	1	B1 cao
	(b)		$t^2 - 2t$	1	B1 oe
	(c)		$3(y - 4)$	1	B1 Accept $3 \times (y - 4)$ or $3(y - 4$
23	(a)		Reason	1	B1 Makes some mention of bias either directly or making reference to an insufficient or biased range of responses
	(b)		Reason	1	B1 (a) an insufficient range of responses (b) No mention of money (c) No time frame in the question (d) Misunderstanding of "A lot" and "Not much"

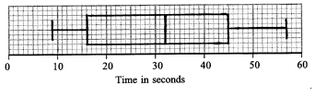
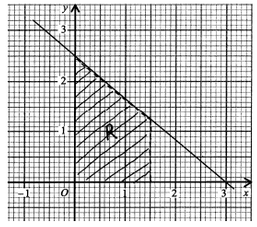
PAPER 5503					
No		**Working**	**Answer**	**Mark**	**Notes**
1			10.	1	B1 for 10
2	(a)(i)		$3e + 2f$	2	B1 for $3e + 2f$
	(ii)		$3p^2$		B1 for $3p^2$
	(b)	$5 \times -3 + 1$	-14	2	M1 for $5 \times -3 + 1$ A1 for -14
3		1974 $\frac{6580}{8554}$	855.4	3	M1 for complete correct method with relative place value correct, condone 1 error in multiplication. A2 cao (A1 for digits 8554 seen or A1 ft for "855.4" dependent on one arithmetic error only)
4	(a)		2 23 9 34 15 2 9 26 17 25 18 60	3	B3 all correct (B2 for 4 or 5 entries correct) (B1 for 2 or 3 entries correct)
	(b)		$\frac{25}{60}$	1	B1 for $\frac{25}{60}$ or $\frac{5}{12}$ oe
5	(a)	$\frac{45}{100} \times 800$	360	2	M1 for $\frac{45}{100} \times 800$ oe A1 for 360
	(b)	$\frac{176}{800} \times 100$	22	2	M1 for $\frac{176}{800} \times 100$ oe A1 for 22

PAPER 5503					
	No	Working	Answer	Mark	Notes
6	(a)	$\frac{11}{12}-\frac{10}{12}$	$\frac{1}{12}$	2	M1 for correctly writing both fractions to a common denominator A1 for $\frac{1}{12}$ oe
	(b)	$\frac{70\times400}{200}$	140	2	B2 for 140 (accept 136) (B1 for sight of any two of 70, 400 or 200)
7	(a)(i)		60	2	B1 for 60
	(ii)				B1 for all angles equal so equilateral triangle oe
	(b)(i)		130	3	B1 for 130
	(ii)				B1 for isosceles triangle oe B1 for angles on a straight line add up to 180°oe
	(c)		64	1	B1 for 64
8		$9\times1+3\times2+5\times3+3\times4$ (=42) "42" ÷ 20	2.1	3	M1 for 9×1, 3×2, 5×3, 3×4 or for 42 seen M1 (dep) "42" ÷20 A1 for 2.1 or $2\frac{1}{10}$ or $2\frac{2}{20}$
9	(a)		09 05	1	B1 for 09 05 oe
	(b)		7	1	B1 for 7
	(c)		10	1	B1 for 10
	(d)	7 km in 20 minutes	21	3	B1 for 20 (minutes) oe or $\times3$ seen M1 for $\frac{"7"}{"20"}$ A1 cao SC: "7" $\times3$ gets B1 M1

PAPER 5503					
No		**Working**	**Answer**	**Mark**	**Notes**
10		Vertices of new triangle at (2, −2) (2, 6) and (6, −2)	Correct triangle drawn	3	B3 cao (B2 for either correct triangle in wrong translated position or for 2 vertices correct) (B1 for a right-angled triangle with horizontal length 4 or vertical length 8 in the same orientation as shaded triangle) SC B2 for scale factor 3, totally correct
11		$2^2 + 3 =$	7 which is not even	2	B2 (B1 for correctly evaluating $n^2 + 3$ with a prime number value for n.)
12	(a)	360 ÷ 5	72	2	M1 for 360 ÷ 5 oe A1 for 72
	(b)	8560 ÷ (10 × 10)	85.6	2	M1 for 8560 ÷ (10 × 10) oe A1 for 85.6
	(c)(i)	Least length = 100.5	100.5	2	B1 for 100.5
	(ii)	Greatest length = 101.5	101.5		B1 for 101.5 or 101.499 or better
13		$2x + x + 100 + 47 = 360$ $2x + x = 360 - 100 - 47$ $x = 71$ Largest angle = $2x$ =	142	4	M1 for $2x + x + 100 + 47 = 360$ or 360 – 147 or 213 seen M1 (dep) for correctly separating x-terms and non x terms or $\frac{"360-147"}{3}$ A1 for $x = 71$ A1 ft (provided M2 awarded) for "142"
14	(a)(i)		2.21	2	B1 for 2.21
	(ii)		0.013		B1 for 0.013
	(b)	LCM = 3 × 13 × 17 = 3 × 221	663	2	M1 for 3 × 13 × 17 oe A1 for 663

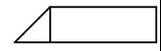
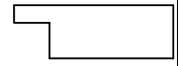
PAPER 5503				
No	**Working**	**Answer**	**Mark**	**Notes**
15		Tick boxes 1,3 & 6	3	B1 for $\frac{\pi abc}{2d}$; B1 for $2a^2$; B1 for $2\left(c^2+d^2\right)$ (−B1 for each additional expression ticked (>3) to a minimum of 0)
16	200×0.2	40	2	M1 for 200×0.2 or $\frac{40}{200}$ seen A1 for 40
17 (a)	eg 2 | 108 2 | 54 3 | 27 3 | 9 3	$2^2 \times 3^3$	3	M2 for full systematic method of at least 4 divisions by prime numbers oe factor trees; condone 1 calculation error (M1 for 108 written as a correct product(s) with only one non-prime or equivalent division or a full process with 2 calculation errors.) A1 for $2^2 \times 3^3$ (accept $2 \times 2 \times 3 \times 3 \times 3$)
(b)		12	1	B1 for 12
18	Perpendicular from P to intersecting arcs (within tramlines); perpendicular at least 2cm long		2	M1 relevant pair of arcs crossing within tramlines A1 SC M1 AO for a full construction of a perpendicular to AB not passing through P.
19	15×10	150 cm^3.	3	M1 for 15×10 A1 for 150 B1 for cm^3.

PAPER 5503				
No	**Working**	**Answer**	**Mark**	**Notes**
20		$y = 2x + 6$	2	B2 for $y = 2x + 6$ (B1 for $y = 2x + k$, $k \neq 1$ or for $y = mx + 6$, m $\neq 0$ or for $2x + 6$)
21	$6\frac{2}{5} = \frac{32}{5}$ Area of triangle = $\frac{1}{2} \times \frac{5}{8} \times 6\frac{2}{5}$ (=2) Length of a side of sq. = $\sqrt{18 \times "2"}$ (=6) Perimeter of square = 4 × 6	24	5	B1 for $6\frac{2}{5} = \frac{32}{5}$ oe or $3\frac{1}{5} = \frac{16}{5}$ or $\frac{30}{8} + \frac{2}{8}$ oe (or implied by area of triangle=2) M1 for $\frac{1}{2} \times \frac{5}{8} \times 6\frac{2}{5}$ oe M1 for area of square = 18 × product of two lengths A1 for $\sqrt{18 \times "2"}$ A1 for 24
22 (a)		$x(x-3)$	2	B2 for $x(x-3)$ (B1 for x (…….))
(b)		k^3.	1	B1 for k^3.
(c)(i)	$4x + 20 + 3x - 21$	$7x - 1$	4	M1 for **three** of 4 terms $4x + 20 + 3x - 21$ (or better) A1 for $7x - 1$
(ii)	$x^2 + 3yx + 2xy + 6y^2$	$x^2 + 5xy + 6y^2$		M1 for **three** of 4 terms $x^2 + 3yx + 2xy + 6y^2$ A1 for $x^2 + 5xy + 6y^2$
(d)		$(p+q)(p+q+5)$	1	B1 for $(p+q)(p+q+5)$

PAPER 5503					
	No	Working	Answer	Mark	Notes
23	(a)		32	1	B1 for 32 (accept 31.5 to 33.5 inclusive)
	(b)			3	B1 for ends of whiskers at 9 and 57, (with a box) B1 for ends of box at 16 and 45 (± 0.5) B1 for median marked at 32 or a complete box and whisker diagram drawn with a median inside the box
	(c)	Median(B)>Median(G); on average boys take longer IQR(B)>IQR(G); times for boys have a greater spread		2	B1 eg for comparison of medians B1 eg for comparison of (interquartile) ranges
24	(a)	$6y = 15 - 5x$	$y = \frac{15-5x}{6}$	2	M1 for either $6y = 15 - 5x$ or -6 $y = 5x - 15$ or for $\frac{5x}{6} + y = \frac{15}{6}$ or a correct ft on sign error to $y=$ A1 for $y = \frac{15-5x}{6}$ oe
	(b)	$6k + 5(-21) = 15$	20	2	M1 for substitution of $x = -21$ (or $x = 21$) into given equation or candidate's answer to (a) A1 for $k = 20$
	(c)(i)		Region R indicated	3	B2 correct region shaded (accept unshaded if R clear) (B1 shaded or R region satisfies 3 of the 4 given inequalities with same boundaries)
	(ii)		(1,1)		B1 for (1,1)

PAPER 5503					
	No	Working	Answer	Mark	Notes
25	(a)		60	1	B1 for 60 B1 for *BDC* = 25
	(b)	eg Angle *BDC* = 25 *ADB* = 60 − 25	35	2	[Award the mark for equivalent approaches] B1 ft for (a) − 25
	(c)	Ben is correct; angle *DAB* = 65 + 25 = 90 and since angle in a semi-circle is 90°, *BD* must be a diameter		1	B1 for full valid justification

PAPER 5504					
	No	Working	Answer	Mark	Notes
1	(a)	Accurate drawing of triangle		2	B1 cao for 38º (±2º) B1 cao (indep) for BC drawn 7.3 cm (±2mm) and completing the triangle.
	(b)	Measure angle A	63º	1	B1 for 63º (±2º) or ft their diagram (±2º)
2	(a)	0 × 1 = 0 1 × 1 = 1 2 × 4 = 8 3 × 8 = 24 4 × 8 = 32 5 × 7 = 35	100	3	M1 col 1 × col 2 (at least 3 shown) could be implied by answers. M1 (dep) sum of totals A1 cao SC: M1 M1 A0 for 101
	(b)	Either $35.50 ÷ 1.42 = £25; £26.99 - £25 = £1.99 Cheaper in the USA Or £26.99 × 1.42= $38.33; $38.33 - $35.50 = $2.83 Cheaper in the USA		3	M1 35.50 ÷ 1.42 A1 25 seen B1 ft (dep on M1) £1.99 with conclusion; units needed OR: M1 26.99 × 1.42 A1 38.33 or 38.32…seen B1 ft (dep on M1) $2.83 or $2.82 with conclusion; units needed
3	(a)		-1, (1), (3), 5, 7, 9	2	B2 cao (B1 for 2 values)
	(b)		Graph	2	B1 ft for plotting points ±1/2 square B1 cao for line between $x = -2$ and $x = 3$
	(c)(i)		0.4	2	B1 0.4 or ft single straight line with positive gradient
	(ii)		1.2		B1 1.2 or ft single straight line with positive gradient

PAPER 5504					
	No	Working	Answer	Mark	Notes
4	(a)			2	B1 Rectangle drawn B1 Triangle attached Ignore additional internal lines; 3D sketch gets B0
	(b)			2	B1 single Rectangle drawn B1 Attached smaller rectangle drawn Accept rotated plan, Ignore internal lines down; Nets get B0
5	(a)	£163.25 - £35.50 = £127.75 £127.75 ÷ £18.25 = 7	8	3	M1 163.25 – £35.50 (or sight of £127.75) M1 (dep) "127.75" ÷ 18.25 A1 cao SC: M2 for 7 days
	(b)	1.175 × £64 or $\frac{17.5}{100}$ × 64 or £11.20 seen	75.20	2	M1 1.175 × 64.00 0.175 × 64 oe or 11.20 or 75.2 seen OR 6.40, 3.20, and 1.60 seen A1 cao
	(c)	54 × £2.38 =	128.52	2	M1 54 × £2.38 A1 cao
6		Tessellation	Drawing	2	B2 seven additional hexagons, with at least 2 points at which 3 hexagons meet (B1 one point at which 3 hexagons meet).
7			200 150 225 150 10	3	B3 cao (B2 for three correct, or B1 for one correct)
8	(a)(i)	Bearing measured	70	2	B1 70 ± 4
	(ii)	Bearing measured	317		B1 317 ± 4
	(b)	Locus (circle) drawn & shaded		2	B1 circle ±2 mm centre Manchester B1 shading with accurate or approximate circle within tolerance

PAPER 5504					
	No	Working	Answer	Mark	Notes
9	(a)		Plots	1	B1 cao
	(b)		Description	1	B1 dynamic relationship or "positive" (correlation)
	(c)		Line of best fit	1	Line within overlay region, and to the extent of.
	(d)(i)	280 g →	Reading	2	B1 ft from single straight line of positive gradient (±1/2 square) B1 ft from single straight line of positive gradient (±1/2 square)
	(ii)	120 pages →	Reading		
10	(a)	$\frac{1}{6}, \frac{3}{8}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}$		2	B2 for all correct (B1 for 1 error or all correct but wrong order, or use of a common denominator decimals).
	(b)	3/5, 65%, 2/3, 0.72, 3/4		2	B2 for all correct (B1 for 1 error or all correct but wrong order or conversions to decimals oe)
11	(a)		182, 178, 180, 184	2	M1 mean of any three consecutive months, eg (147 + 161 + 238) ÷ 3 oe A1 cao
	(b)	Sale price = 80% Fun Friday price = 70% of 80% = 56% (oe)		2	B1 B1 for a fully correct explanation involving a worked example (oe) B1 a partially complete explanation

PAPER 5504					
	No	Working	Answer	Mark	Notes
12	(a)		Reason	1	B1 makes a mention of bias, either directly, or making reference to an insufficient or biased range of responses.
	(b)(i)		Reason	1	B1 make some mention of any one of (a) an insufficient range of responses (b) no mention of money (c) no time frame in the question (d) misunderstanding of "a lot" or "not much"
					B2
	(ii)		Question	2	B1 for each of the following upto B2 (a) an improved question eg time frame made clear (b) response boxes (imperfect) (c) response boxes no errors OR For suggesting a generally improved question (a) a question clearly in the context of changes to the canteen (b) at least 3 boxes showing a full range of responses
13	(a)	$20y - 18y = 16 - 9$ oe $2y = 7$	$3\frac{1}{2}$ oe	3	M1 $20y - 18y = 16 - 9$ oe M1 $2y = 7$ A1 cao
	(b)	$40 - x = 3(4 + x)$ $40 - x = 12 + 3x$ $40 - 12 = x + 3x$ $4x = 28$	7	3	M1 multiplying through by 3: $3 \times \frac{40 - x}{3} = 3 \times 4 + 3 \times x$ A1 $40 - 12 = x + 3x$ A1 cao
14	(a)		$12(x\text{-}4)$	1	B1 for $12(x - 4)$ or $12x - 48$ or $12 \times x - 48$ oe $x = 12\ (x - 4)$ gets B0
	(b)		$18x\text{-}48$	2	M1 $6x +$ "$12(x - 4)$" or $6x +$ "$12x - 48$" A1 ft a linear expression $18x - 48$, $2(9x - 24)$, $3(6x - 16)$, $6(3x - 8)$

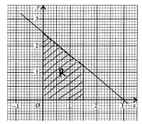
PAPER 5504					
No		**Working**	**Answer**	**Mark**	**Notes**
15		x $x^3 - 2x$ 4.1 60.7(21) 4.2 65.6(88) 4.3 70.9(07) Accept answer to 1 dp 4.22 66.7(114) or more 4.23 67.2(269) 4.24 67.7(45) 4.25 68.2(656)	4.2	4	B2 for trial $4.1 \leq x \leq 4.3$ evaluated (B1 for trial $4 < x < 5$ evaluated) B1 for different trial $4.225 \leq x \leq 4.25$ evaluated B1 (dep on at least one previous B1) for 4.2 cao
16	(a)		1.0×10^{-9}	1	B1 accept 1×10^{-9} or just 10^{-9}
	(b)	$1 \div 5 \times 10^{-9}$	2×10^{8}	2	M1 for $1 \div$ ("5×10^{-9}") or digit 2 with zeros only seen Condone omission of bracket for M1. A1 cao
17	(a)	$\frac{6.27 \times 4.52}{4.81 + 9.63} = \frac{28.3404}{14.44} = 1.962631579$	1.9626…	2	B2 for 1.9626… (B1 for 28.34 or 14.44)
	(b)		1.96	1	B1 ft from (a) as rounded to 1dp or 2dp. Do not accept 2, 2.00, but accept 2.0
18			$d = 4n + 6$	2	B2 $d = 4n + 6$ oe (B1 $d = 4n + k$, k an integer or 0, $4n + 6$, $n = 4n + 6$)
19		Vol = $\pi \times 3.8^2 \times 2.5 = \pi \times 14.44 \times 2.5$ = 45.36… × 2.5 = 113.411 Mass = "113" × 1.5 = 170.1165	170	4	M1 for $\pi \times r^2 \times 2.5$ where r = is 3.8 or 7.6 A1 if $r = 3.8$ M1 for "113" × 1.5 A1 for 169.5 – 170.3 cao

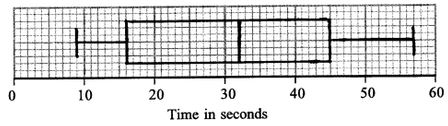
PAPER 5504					
	No	Working	Answer	Mark	Notes
20	(a)	$10^2 + 6^2$ or 136 $\sqrt{(100+36)}$ or $\sqrt{136} = 11.66\ldots$	11.7	3	M1 $10^2 + 6^2$ or 136 seen M1 (dep) $\sqrt{100+36}$ or $\sqrt{136}$ A1 11.66 – 11.7
	(b)	$\cos x = \frac{8}{10}$ or 0.8 $x = \cos^{-1} 0.8 = 36.869^\circ$	36.9	3	M1 for $\cos = \frac{8}{10}$, cos = 0.8 (oe) M1 (dep) for $\cos^{-1}$ (oe) A1 for 36.86 – 36.9
21		$18x - 6y = 99$ $\quad 12x - 4y = 66$ $8x + 6y = 18$ $\quad 12x + 9y = 27$ $26x = 117$ $\quad -13y = 39$	$x = 4\frac{1}{2}$ $y = -3$	4	M1 correct process to eliminate either x or y (condone one error) A1 cao for non – eliminated one. M1 (dep on 1st M1) for correct substitution of their found value. A1 cao (need both)
22		$\frac{133}{72} = 1.8472, \frac{160}{82} = 1.9512$ OR $\frac{72}{133} = 0.54135, \frac{82}{160} = 0.5125$ OR $\frac{160}{133} = 1.203...., \frac{82}{72} = 1.1388....$ OR $\frac{133}{160} = 0.83125...., \frac{72}{82} = 0.878$	1.84..≠ 1.95.. 1.20..≠ 1.13..	3	M1 for $\frac{133}{72}$ (= 1.8472…) oe Accept 1.8, 1.85 M1 for $\frac{160}{82}$ (=1.9512…) oe consistent pairing Accept 2.0, 1.9 **OR** M1 for $\frac{160}{133}$ (= 1.203…) oe M1 for $\frac{82}{72}$ (=1.1388) oe A1 for enough decimal places to show that the ratios are not equal; since the scale factors are different the shapes cannot be similar. NB Do Not need conclusion

PAPER 5504					
	No	Working	Answer	Mark	Notes
23	(a)		0.4, 0.6 0.4, 0.6, 0.4	2	B1 for LHS: (0.6), 0.4 B1 for RHS: 0.6, 0.4, 0.6, 0.4
	(b)	(30 × 42) – (25 × 42.8) = 1260 – 1070 = 190 190 ÷ 5 =	38	3	M1 for (30 × 42) – (25 × 42.8) or 1260 – 1070 or 190 seen M1 (dep) for "190" ÷ 5 A1 cao
24	(a)	£12000 × 0.25 = £3000; £12000 – £3000 = £9000 £9000 × 0.25 = £2250; £9000 – £2250 = £6750 £6750 × 0.25 = £1687.50; £6750 – £1687.50 =	£5062.50	3	M1 for 12000 × 0.75 (=9000) oe or £3000 or £23437.50 seen M1 (dep) for at least two further depreciation calculations (complete steps) A1 cao **OR** M2 for $12000 \times (0.75)^3$ or 5062.50 seen (M1 for $12000 \times (0.75)^n$, $n = 2$ or 4)
	(b)	0.8 × 0.8 × 0.8 × 0.8 (oe)	0.4096	2	M1 0.8^4 (oe) A1 cao

PAPER 5505					
	No	Working	Answer	Mark	Notes
1	(a)(i) (ii) (b)	 LCM = 3 × 13 × 17 = 3 × 221	2.21 0.013 663	2 2	B1 for 2.21 B1 for 0.013 M1 for 3 × 13 × 17 oe A1 for 663
2			Tick boxes 1,3 & 6	3	B1 for $\frac{\pi abc}{2d}$; B1 for $2a^2$; B1 for $2(c^2 + d^2)$ (−B1 for each additional expression ticked (>3) to a minimum of 0)
3	(a) (b)	200 × 0.2 0.2 + 0.4	40 0.6	2 2	M1 for 200 × 0.2 or $\frac{40}{200}$ seen A1 for 40 M1 for 0.2 + 0.4 A1 for 0.6
4	(a) (b)	eg 2 | 108 2 | 54 3 | 27 3 | 9 3 12	$2^2 \times 3^3$ 12	3 1	M2 for full systematic method of at least 4 divisions by prime numbers oe factor trees; condone 1 calculation error (M1 for 108 written as a correct product with only one non-prime or equivalent division or a full process with 2 calculation errors.) A1 for $2^2 \times 3^3$ (accept 2 × 2 × 3 × 3 × 3) B1 for 12
5		Perpendicular from P to intersecting arcs (within tramlines); perpendicular at least 2 cm long		2	M1 relevant pair of arcs crossing within tramlines A1 SC M1A0 for full construction of a line perpendicular to AB not through P
6		15 × 10	150 cm^3.	3	M1 for 15 × 10 A1 for 150 B1 for cm^3

PAPER 5505					
	No	Working	Answer	Mark	Notes
7	(a)		k^3.	1	B1 for k^3.
	(b)(i)	$4x + 20 + 3x - 21$	$7x - 1$	4	M1 for **three** of 4 terms $4x + 20 + 3x - 21$ (or better) A1 for $7x - 1$
	(ii)	$x^2 + 3yx + 2xy + 6y^2$	$x^2 + 5xy + 6y^2$		M1 for **three** of 4 terms $x^2 + 3yx + 2xy + 6y^2$ A1 for $x^2 + 5xy + 6y^2$
	(c)		$(p+q)(p+q+5)$	1	B1 for $(p+q)(p+q+5)$
	(d)		m^8	1	B1 for m^8.
	(e)		$6r^3t^6$	2	B2 for $6r^3t^6$ (B1 for $.....r^3t^6$ or for $6....t^6$)
8	(i)	Least length = 100.5	100.5	2	B1 for 100.5
	(ii)	Greatest length = 101.5	101.5		B1 for 101.5; ACCEPT 101.499 or better
9		$6\frac{2}{5} = \frac{32}{5}$ Area of triangle = $\frac{1}{2} \times \frac{5}{8} \times 6\frac{2}{5}$ (= 2) Length of a side of sq. = $\sqrt{18 \times "2"}$ (=6) Perimeter of square = 4 × 6	24	5	B1 for $6\frac{2}{5} = \frac{32}{5}$ oe or $3\frac{1}{5} = \frac{16}{5}$ oe or $\frac{30}{8} + \frac{2}{8}$ oe (or implied by area of triangle=2) M1 for $\frac{1}{2} \times \frac{5}{8} \times 6\frac{2}{5}$ oe M1 for (area of square) = 18 × product of two lengths A1 = $\sqrt{18 \times "2"}$ A1 for 24

PAPER 5505					
	No	Working	Answer	Mark	Notes
10	(a)	$6y = 15 - 5x$	$y = \frac{15-5x}{6}$	2	M1 for either $6y = 15 - 5x$ or for $\frac{5x}{6} + y = \frac{15}{6}$ or $-6y = 5x - 15$ or a correct ft on sign error to $y =$ A1 for $y = \frac{15-5x}{6}$ oe
	(b)	$6k + 5(-21) = 15$	20	2	M1 for subst. of $x = -21$ (or $x = 21$) into given eq^n or answer to (a) A1 for $k = 20$
	(c)(i)		Region R indicated	3	B2 correct region shaded (accept unshaded if R clear) (B1 shaded (R) region satisfies 3 of the 4 given inequalities with same boundaries)
	(ii)		(1,1)		B1 for (1,1)
11	(a)		$y = 2x + 6$	2	B2 for $y = 2x + 6$ (B1 for $y = 2x + k$, $k \neq 1$ or for $y = mx + 6$, $m \neq 0$ or for $2x+6$)
	(b)	Grad of $AB = 2$; Grad of $BC = \frac{-1}{"2"}$	$y = -\frac{1}{2}x + 6$	2	M1 for Grad of $BC = \frac{-1}{"2"}, -\frac{1}{2}$ or grad of $BC = -\frac{1}{\text{grad of AB}}$ A1 ft for $y = -\frac{1}{2}x + 6$ oe ft on wrong coeff. of x in (a)
	(c)	Eg A rectangle is always a cyclic quadrilateral because the opposite angles of a rectangle always add up to 180° (90+90)		1	B1 for valid explanation. (eg lines from the pt of int. of diagonals of rect to all 4 vertices are equal(radii))
12		Vertices of new triangle at $(-1, -4)$ $(-4, 2)$ and $(2, 2)$	Correct triangle drawn	3	B3 cao (B2 for 3 correct vertices no triangle or triangle with 2 correct vertices (B1 for triangle with two of six co-ordinates correct from using P as centre or any isosceles triangle with base 6 and height 6)

PAPER 5505					
	No	Working	Answer	Mark	Notes
13	(a)		32	1	B1 for 32 (accept 31.5 to 33.5 inclusive)
	(b)			3	B1 for ends of whiskers at 9 and 57 (with a box) B1 for ends of box at 16 and 45/46 ($\pm$ 0.5) B1for median marked at "32"or complete box and whisker diagram drawn with a median inside the box
	(c)	Median(B)>Median(G); on average boys take longer IQR(B)>IQR(G); times for boys have a greater spread		2	B1 eg for comparison of medians (ft on diagrams) B1 eg for comparison of (interquartile) ranges (ft on diagram)
14		Reading top to bottom frequencies are 20; 18; 45; 52		2	B2 all correct (B1 for one frequency correct)
15	(a)	$1600 = p\,q^0$.; $400 = pq^2$ $q^2 = 0.25$	$p = 1600$ $q = 0.5$	3	M1 for either $400 = pq^2$ or $1600 = pq^0$ B1 for $p = 1600$ A1 for $q = 0.5$
	(b)	$V = pq^{-2}$	6400	2	M1 for recognition that t = –2 A1 for 6 400

PAPER 5505					
No		**Working**	**Answer**	**Mark**	**Notes**
16	(a)	(I) $AB = AC$ (triangle ABC is isosceles) (II) PB = PC tangents (from a point to a circle are) equal (III) AP = AP (common side) so the 2 triangles are congruent ,SSS.		3	B3 for I, II, III with congruency reason (B2 for any two of I, II or III) (B1 for any one of the I, II or III)
	(b)	$BPC = 20°$ PBC (or PCB) = 90-1/2 "20" (= 80°) $BAC = PBC$ = "80"	50°	4	B4 for 50° (B3 for $BAC = 80°$) (B2 for $PBC = 80°$ or $PCB = 80°$) (B1 for $APC = 10°$ or $BPC = 20°$ or a middle angle = 90°) SC if clear numerical slip seen eg "PBC = 180 – 90 – 10 = 70" then goes on to get correct ft angle $ABC = 55$ deduct 1 from total so this cand would get B4–1 = B3
17	(a)	$\overrightarrow{OP} = \overrightarrow{OA} + \overrightarrow{AP}$ $= \overrightarrow{OA} + \frac{2}{3}(6\mathbf{c} - 6\mathbf{a})$ $= 6\mathbf{a} + 4\mathbf{c} - 4\mathbf{a}$	$2\mathbf{a} + 4\mathbf{c}$	3	M1 for $\overrightarrow{OP} = \overrightarrow{OA} + \overrightarrow{AP}$ or any correct vector journey involving $\overrightarrow{OP}$ M1 for $\overrightarrow{AP} = \frac{2}{3}(6\mathbf{c} - 6\mathbf{a})$ oe or $\overrightarrow{CP} = \frac{1}{3}(-6\mathbf{c} + 6\mathbf{a})$ oe or reverse vectors A1 for $2\mathbf{a} + 4\mathbf{c}$ oe (accept unsimplified)
	(b)	Eg $\overrightarrow{OM} = \overrightarrow{OC} + \overrightarrow{CM} = 6\mathbf{c} + 3\mathbf{a}$ $\overrightarrow{OM} = 1.5\overrightarrow{OP}$	$\overrightarrow{OM} = 1.5\overrightarrow{OP}$ so OPM is a straight line	2	B1 for $\overrightarrow{OM} = 6\mathbf{c} + \frac{1}{2}(6\mathbf{a})$ or $\overrightarrow{PM} = 2\mathbf{c} + \mathbf{a}$ unsimplified or reverse vectors B1 for a fully correct proof.

PAPER 5505					
	No	Working	Answer	Mark	Notes
18	(a)		4	1	B1 for 4 condone $\pm$ 4
	(b)		2	1	B1 for 2 condone ± 2
	(c)	$\sqrt{160} = 4\sqrt{10}$; $\left[\frac{\sqrt{8}\left(\sqrt{5}+\sqrt{20}\right)-\sqrt{2}\times\sqrt{5}}{\sqrt{8}\left(\sqrt{5}+\sqrt{20}\right)}\right]\times 100$ $\left[\frac{6\sqrt{10}-\sqrt{10}}{6\sqrt{10}}\right]\times 100$	$\frac{500}{6}$	4	B1 for **either** $\sqrt{160} = 4\sqrt{10}$ or $\sqrt{8} = 2\sqrt{2}$ **or** $\sqrt{20} = 2\sqrt{5}$ M1 for $\left[\frac{\sqrt{8}\left(\sqrt{5}+\sqrt{20}\right)-\sqrt{2}\times\sqrt{5}}{\sqrt{8}\left(\sqrt{5}+\sqrt{20}\right)}\right]$ oe $(\times 100)$ B1 for either $6\sqrt{10} - \sqrt{10}$ or $6\sqrt{10}$ A1 for $\frac{500}{6}$ (accept 83.3 if no obvious earlier error)

PAPER 5505					
	No	Working	Answer	Mark	Notes
19	(a)(i)		$(2x-7)(x-14)$	3	M1 x^2 term and constant term (± 98) obtained or $2x(x-14) - 7(x-14)$ or $x(2x-7) - 14(2x-7)$ A1 for $(2x-7)(x-14)$
	(ii)		$x = \frac{7}{2}$; $x = 14$		B1ft ft (i) provided of form $(2x\pm a)(x\pm b)$
	(b)(i)		$\frac{7}{n+7}$	3	B1 for $\frac{7}{n+7}$ oe
	(ii)	$\frac{7}{n+7} = \frac{2}{5} \Rightarrow 2(n+7) = 5 \times 7$ $2n = 21$	$n=10.5$ is not possible since n has to be an integer		M1 for $2(n+7) = 5\times 7$ or $n+7=5\times 3.5$ (can be implied) ft (b)(i) fractional in terms of n and < 1 A1 ft for $n=10.5$ not possible (since n not integer) oe
	(c)	$2\times\left(\frac{n}{n+7}\right)\times\left(\frac{7}{n+7}\right) = \frac{4}{9}$ $14n\times 9 = 4(n+7)^2$ $14n\times 9 = 4(n^2+14n+49)$ $4n^2+56n+196-126n = 0$	$2n^2 - 35n + 98 = 0$	5	M1 for $\left(\frac{n}{n+7}\right)\times\left(\frac{7}{n+7}\right)$ seen M1 for $2\times\left(\frac{n}{n+7}\right)\times\left(\frac{7}{n+7}\right)$ oe $(=\frac{4}{9})$ M1(dep on 1st M) elimination of fractions within an equation B1 3 terms correct in expansion of $(n+7)^2 = n^2 + 7n + 7n + 49$ A1 full valid completion to printed answer

PAPER 5505					
	No	Working	Answer	Mark	Notes
	(d)	$\frac{7}{n+7}\times\frac{7}{n+7}=\frac{7}{21}\times\frac{7}{21}=$	$\frac{1}{9}$	2	M1 for $\frac{7}{n+7}\times\frac{7}{n+7}$ or better or ft [answer (b)(i)]^2 or $1-\frac{4}{9}-(\frac{n}{n+7})^2$ A1 for $\frac{1}{9}$ oe cao
20	(a)(i)		$y=1+\sin x$	2	B1 for $y=1+\sin x$
	(ii)		$y=2\sin x$		B1 for $y=2\sin x$ SC both (i) f(x) + 1, (ii) 2f(x) B1
	(b)	Stretch parallel to y-axis scale factor 3 Stretch parallel to x-axis scale factor $\frac{1}{2}$		3	M1 for 'stretch' A1 for Stretch parallel to y-axis scale factor 3 oe A1 for Stretch parallel to x-axis scale factor $\frac{1}{2}$ oe SC if M0 award BI for "sf 3 vertically" **and** "sf $\frac{1}{2}$ horizon."

PAPER 5506				
No	**Working**	**Answer**	**Mark**	**Notes**
1		Question	2	B1 for each of the following upto B2 (a) an improved question eg time frame made clear (b) response boxes (imperfect) (c) response boxes no errors OR For suggesting a generally improved question (a) a question clearly in the context of changes to the canteen (b) at least 3 boxes showing a full range of responses
2	Locus (circle) drawn & shaded		2	B1 circle centre Manchester ±2mm B1 shading with accurate or approximate circle within tolerance
3 (a)		182, 178, 180, 184	2	M1 mean of any three consecutive months, eg (147 + 161 + 238) ÷ 3 oe A1 cao
(b)	Sale price = 80% Fun Friday price = 70% of 80% = 56% (oe)		2	B1 B1 for a fully correct explanation involving a worked example (oe) B1 a partially complete explanation
4	x $x^3 - 2x$ 4.1 60.7(21) 4.2 65.6(88) 4.3 70.9(07) 4.22 66.7(114) 4.23 67.2(269) 4.24 67.7(45) 4.25 68.2(656)	4.2	4	B2 for trial $4.1 \leq x \leq 4.3$ evaluated (B1 for trial $4 < x < 5$ evaluated) B1 for different trial $4.225 \leq x \leq 4.25$ evaluated B1 (dep on at least one previous B1) for 4.2 cao

PAPER 5506					
	No	Working	Answer	Mark	Notes
5	(a)		1.0×10^{-9}	1	B1 accept 1×10^{-9} or just 10^{-9}
	(b)	$1 \div (5 \times 10^{-9})$	2×10^{8}	2	M1 for $1 \div$ ("5×10^{-9}") or digit 2 with zeros only seen Condone omission of bracket for M1. A1 cao
6	(a)	$\frac{6.27 \times 4.52}{4.81 + 9.63} = \frac{28.3404}{14.44} = 1.962631579$	1.9626…	2	B2 for 1.9626… (B1 for 28.34… or 14.44)
	(b)		1.96	1	B1 ft from (a) as rounded to 1dp or 2dp. Do not accept 2, 2.00, but accept 2.0
7			$d = 4n + 6$	2	B2 $d = 4n + 6$ oe (B1 $d = 4n + k$, k an integer $\neq 6$, $4n + 6$, $n = 4n + 6$)
8		Vol = $\pi \times 3.8^2 \times 2.5 = \pi \times 14.44 \times 2.5$ $= 45.36\ldots \times 2.5 = 113.411$ Mass = "113" × 1.5 = 170.1165	170	4	M1 for $\pi \times r^2 \times 2.5$ where r = is 3.8 or 7.6 A1 if $r = 3.8$ M1 for "113" × 1.5 A1 for 169.5 – 170.3 cao

PAPER 5506					
	No	Working	Answer	Mark	Notes
9	(a)	$10^2 + 6^2$ or 136 $\sqrt{(100 + 36)}$ or $\sqrt{136} = 11.66\ldots$	11.7	3	M1 for $10^2 + 6^2$ or 136 seen M1 (dep) $\sqrt{100+36}$ or $\sqrt{136}$ A1 11.66 – 11.7
	(b)	Cos x = 8/10 or 0.8 $x = \cos^{-1} 0.8 = 36.869^o$	36.9	3	M1 for cos = $\frac{8}{10}$, cos = 0.8(oe) M1 (dep) for $\cos^{-1}$ (oe) A1 for 36.86 – 36.9 M1 Use of sine rule and x found M1 for $x = 90 - \sin^{-1}$("0.8") A1 for 36.86 – 36.9
10		$18x - 6y = 99$ $12x - 4y = 66$ $8x + 6y = 18$ $12x + 9y = 27$ $26x = 117$ $-13y = 39$	$x = 4\frac{1}{2}$ $y = -3$	4	M1 correct process to eliminate either x or y (condone one error) A1 cao for non – eliminated one. M1 (dep on 1st M1) for correct substitution of their found value. A1 cao (need both)

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	No	Working	Answer	Mark	Notes
11		$\frac{133}{72} = 1.8472\,,\ \frac{160}{82} = 1.9512$ OR $\frac{72}{133} = 0.54135, \frac{82}{160} = 0.5125$ OR $\frac{160}{133} = 1.203...., \frac{82}{72} = 1.1388....$ OR $\frac{133}{160} = 0.83125...., \frac{72}{82} = 0.878$	1.84..≠ 1.95.. 1.20..≠ 1.13..	3	M1 for $\frac{133}{72}$ (= 1.8472…) oe Accept 1.8, 1.85 M1 for $\frac{160}{82}$ (=1.9512…) oe consistent pairing Accept 2.0, 1.9 **OR** M1 for $\frac{160}{133}$ (= 1.203…) oe M1 for $\frac{82}{72}$ (=1.1388) oe A1 for enough decimal places to show that the ratios are not equal; since the scale factors are different the shapes cannot be similar. NB Do Not need conclusion
12	(a)	£12000 × 0.25 = £3000; £12000 – £3000 = £9000 £9000 × 0.25 = £2250; £9000 – £2250 = £6750 £6750 × 0.25 = £1687.50; £6750 – £1687.50 =	£5062.50	3	M1 for 12000 × 0.75 (=9000) oe or £3000 or £23437.50 seen M1 (dep) for at least two further depreciation calculations (complete steps) A1 cao **OR** M2 for 12000 × $(0.75)^3$ or 5062.50 seen (M1 for 12000 × $(0.75)^n$, $n = 2$ or 4)
	(b)	0.8 × 0.8 × 0.8 × 0.8 (oe)	0.4096	2	M1 0.8^4 (oe) A1 cao

PAPER 5506				
No	**Working**	**Answer**	**Mark**	**Notes**
13	$r^2 = \frac{3\times10}{\pi h} = \frac{3\times10}{\pi 1.5} = \frac{3\times10}{4.712..} = 6.36, 6.37$ $r = \sqrt{6.366\ldots}$	2.52-2.54	3	M1 for correct rearrangement to give $r^2 = \frac{3V}{\pi h}$ or $30 \div 4.712..$ or $6.36 - 6.37$ *Allow 0.3, 0.33 for* $\frac{1}{3}$ M1 (dep) for $\sqrt{}$ A1 cao 2.52 – 2.54
14 (a)		0.4 0.6,0.4, 0.6,0.4	2	B1 for LHS: (0.6), 0.4 B1 for RHS: 0.6, 0.4, 0.6, 0.4
(b)	0.6×0.6	0.36	2	M1 $0.6 \times$ "0.6" [0 < "0.6" < 1] A1 cao
(c)	$(30 \times 42) - (25 \times 42.8) = (1260 - 1070 = 190$ $190 \div 5 =$	38	3	M1 for $(30 \times 42) - (25 \times 42.8)$ or $1260 - 1070$ or 190 seen M1(dep) for "190" ÷ 5 A1 cao 38

PAPER 5506					
	No	Working	Answer	Mark	Notes
15	(a)	$S = \frac{k}{f^2};\ 125 = \frac{k}{8^2};\ k = 8000$	$S = \frac{8000}{f^2}$	3	M1 for $S = \frac{k}{f^2}$ M1 for $125 = \frac{k}{8^2}$ A1 cao These marks can be awarded if the full formula appears in part (b), rather than in part (a). [SC: $S = \frac{125}{64} f^2$ M1 M0 A0, $S = 1.95(3125) f^2$ M1 M0 A0 $S = \frac{1000}{f}$ M1 M0 A0]
	(b)		500	1	B1 cao

PAPER 5506				
No	**Working**	**Answer**	**Mark**	**Notes**
16	$0.5 \times 3.2 \times 8.4 \times \text{Sin } B = 10$ sin $B = 0.74404\ldots$ 48.077 $AC^2 = 3.2^2 + 8.4^2 - 2 \times 3.2 \times 8.4 \times \cos B$ $AC^2 = 44.8815\ldots..$ $AC = 6.69\ (936\ldots)$ Perimeter = 18.3 Use the altitude AD, $\frac{h \times 8.4}{2} = 10 \Rightarrow h = (2.381)$ $BD = \sqrt{3.2^2 - h^2} = 2.139$ $DC = 6.261$ $AC = \sqrt{2.38^2 + '6.261'^2} = 6.69(936)$ Perimeter = 18.3	18.3	6	M1 for $0.5 \times 3.2 \times 8.4 \times \sin B$ (= 10) A1 for sin B = 0.74(404…) or B = 47.7 – 48.1 M1 for $3.2^2 + 8.4^2 - 2 \times 3.2 \times 8.4 \times \cos$ "48.077" M1(dep) for AC^2 = "44.8(815)"….. with correct order of evaluation A1 $AC = 6.69 - 6.7$ A1 18.29 – 18.3 **for** $\frac{h \times 8.4}{2} = 10 \Rightarrow h = (2.381)$ M1 for $BD^2 = 3.2^2 - "2.381"^2$ A1 $BD = 2.1 - 2.2$ M1 (dep) $AC^2 = "2.381"^2 + "6.261"^2$ A1 $AC = 6.69 - 6.7$ A1 18.29 – 18.3

PAPER 5506					
	No	Working	Answer	Mark	Notes
17	(a)	$(x + 8)^2 = x^2 + (x + 5)^2$ $x^2 + 16x + 64 = 2x^2 + 10x + 25$		4	B1 for angle $OTA = 90°$ (implied by use of Pythagoras with OA as hypotenuse) M1 $(x + 8)^2 = x^2 + (x + 5)^2$ oe M1 for correct squaring of x+8 or x+5 A1 for completion following correct working
	(b)	$(+6 + \sqrt{(6^2 - - 4\times39)})/2$ $= (6 \pm \sqrt{(36 + 156)})/2$ $= (6 \pm \sqrt{192})/2 = (6 + 13.856)/2$	9.93	3	M1 for substitution into quadratic formula, allow sign errors in b and c M1 for $x = (6 \pm \sqrt{192})/2$ [+ alone will do] A1 for 9.92 – 9.93 M1 for $(x-3)^2-9-39$ M1 for $x = 3 \pm \sqrt{48}$ [+ alone will do it] A1 for 9.92 – 9.93 T&I= 9.93 gets M1,M0,A0
18		$EB = 60 \times \tan 30°$ $BD = \sqrt{(60^2 + 60^2)}$ $\tan BDE = 34.64 \div 84.85$ $EB = 60 \times \tan 30°$ (= 34.64) $ED^2 = 60^2 + (\frac{60}{\cos 30})^2$ $ED = \sqrt{8400} = (91.65)$ $\text{Angle} = \sin^{-1}\left(\frac{EB}{\sqrt{8400}}\right) = 22.2$	22.2°	4	M1 for $EB = 60\times\tan30$ M1 for $BD = \sqrt{(60^2 + 60^2)}$ M1 for $\tan BDE$ = "34.64" ÷ "84.85" A1 22.17 – 22.21 M1 for $EB = 60 \times \tan 30°$ oe M1 for fully correct method for ED M1 for $\sin BDE = \left(\frac{'34.84'}{'\sqrt{8400}'}\right)$ (oe) A1 22.17 – 22.21

PAPER 5506					
	No	Working	Answer	Mark	Notes
19	(a)	$x^2 + 6^2 = 25$ $x^2 = -11$		2	M1 substitutes y=6 to get x^2+36 = 25 A1 deduces x^2=25-36<0; impossible, (so line does not intersect curve)
	(b)	$y^2 = (2x - 2)^2$ $x^2 + (2x - 2)^2 = 25$ $x^2 + 4x^2 - 8x + 4 = 25$ $5x^2 - 8x + 4 - 25 = 0$ $5x^2 - 8x - 21 = 0$ $(5x + 7)(x - 3) = 0$ or $x = \frac{--8 \pm \sqrt{(-8)^2 - 4 \times 5 \times (-21)}}{10} = \frac{8 \pm \sqrt{484}}{10}$ So $x = 3$, or $x = -1.4$ Subs into either equation gives: $y = 4$, or $y = -4.8$	$x = 3$ $y = 4$ $x = -1.4$ $y = -4.8$	6	M1 $y^2=(2x-2)^2$ seen or implied A1 $x^2 + 4x^2 - 8x + 4 = 25$ (oe expanded form) M1 correct attempt to solve 3 term quadratic equation A1 $x = 3$, $x = -1.4$ M1 (dep on previous Ms) Sub one value of x into either equation gives: A1 $y = 4$, $y = -4.8$ NB: incorrectly matched pairs loses the final A1.

PAPER 5506					
	No	Working	Answer	Mark	Notes
20	(a)	400.005 ÷ 59.95 = 6.672310 6.672310 ÷ 1000 × 3600 = 24.02032 399.995 ÷ 60.05 = 6.661032 6.661032 ÷ 1000 × 3600 = 23.97972	24.020 23.980	5	B1 for 400.005 or 59.95 seen oe M1 for "400.005" ÷ "59.95" where "400.005" ∈ [400.005,400.5] and "59.95" ∈ [59.5,59.95] oe B1 for 399.995 or 60.05 seen oe M1 for "399.995" ÷ "60.05" where "399.995" ∈ [399.5,399.95] and "60.05" ∈ [60.05,60.5] oe A1 23.979-23.980 and 24.020-24.0204
	(b)	24.0 because to 1dp the answers are the same		1	B1cao for 24.0 with reason
	(c)	177 × 50/477 = 18.553 → 19 → 18 111 × 50/477 = 11.635 → 12 86 × 50/477 = 9.0147 → 9 82 × 50/477 = 8.595 → 9 21 × 50/477 = 2.201 → 2	18 12 9 9 2	3	M1 for $\frac{50}{"477"} \times 177$ or 111 or 86 or 82 or 21 A1 for all integers or better answers, at least 3 correct A1 cao
21	(a)	$40 - x = 3(4 + x)$ $40 - x = 12 + 3x$ $40 - 12 = x + 3x$ $4x = 28$	7	3	M1 multiplying through by 3: $3 \times \frac{40 - x}{3} = 3 \times 4 + 3 \times x$ A1 $40 - 12 = x + 3x$ A1 cao
	(b)	$\frac{2x(2x - 3)}{(2x - 3)(2x + 3)} = \frac{2x}{2x + 3}$	$\frac{2x}{2x + 3}$	3	B1 for $(2x-3)(2x+3)$ B1 for $2x(2x-3)$ or $(2x + 0)(2x + 3)$ B1 cao

PAPER 5506				
No	**Working**	**Answer**	**Mark**	**Notes**
22	Distance from x axis is y. Distance from (0, 2) is $\sqrt{(x^2+(y-2)^2)}$ $y^2 = x^2 + (y-2)^2$ $y^2 = x^2 + y^2 - 4y + 4$ $0 = x^2 - 4y + 4$ $4y = x^2 + 4$ and finish		4	B1 for $(x-0)^2 + (y-2)^2$ or $\sqrt{((x-0)^2+(y-2)^2)}$ oe seen B1 for $y = \sqrt{(x-0)^2+(y-2)^2}$ or $y^2 = (x-0)^2 + (y-2)^2$ oe B1 $(y-2)^2 = y^2 - 4y + 4$ seen B1 for $4y = x^2 + 4$ and finish

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NOTES ON MARKING PRINCIPLES

1 Types of mark

- M marks: method marks
- A marks: accuracy marks
- B marks: unconditional accuracy marks (independent of M marks)

2 Abbreviations

cao – correct answer only
ft – follow through
isw – ignore subsequent working
SC: special case
oe – or equivalent (and appropriate)
dep – dependent
indep - independent

3 No working

If no working is shown then correct answers normally score full marks
If no working is shown then incorrect (even though nearly correct) answers score no marks.

4 With working

If there is a wrong answer indicated on the answer line always check the working in the body of the script (and on any diagrams), and award any marks appropriate from the mark scheme.
If it is clear from the working that the "correct" answer has been obtained from incorrect working, award 0 marks. Send the response to review, and discuss each of these situations with your Team Leader.
Any case of suspected misread loses A (and B) marks on that part, but can gain the M marks. Discuss each of these situations with your Team Leader.
If working is crossed out and still legible, then it should be given any appropriate marks, as long as it has not been replaced by alternative work.
If there is a choice of methods shown, then no marks should be awarded, unless the answer on the answer line makes clear the method that has been used.
If there is no answer on the answer line then check the working for an obvious answer.

5 Follow through marks

Follow through marks which involve a single stage calculation can be awarded without working since you can check the answer yourself, but if ambiguous do not award.
Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

6 **Ignoring subsequent work**
It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question: eg. incorrect cancelling of a fraction that would otherwise be correct
It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect eg algebra.
Transcription errors occur when candidates present a correct answer in working, and write it incorrectly on the answer line; mark the correct answer.

7 **Probability**
Probability answers must be given a fractions, percentages or decimals. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).
Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.
If a probability answer is given on the answer line using both incorrect and correct notation, award the marks.
If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

8 **Linear equations**
Full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously indicated in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded.

9 **Parts of questions**
Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

Paper 5521/01					
No		**Working**	**Answer**	**Mark**	**Notes**
1	(a)		17252	1	B1 cao
	(b)		5400	1	B1 cao
	(c)		thousands, 1000, 4000	1	B1
2	(a)		grams, g	3	B1 oe spelling
			centimetres, cm		B1 oe spelling
			millilitres, m*l*, cm^3		B1 oe spelling
	(b)		5	1	B1 cao
3	(a)		106, 102	1	B1 cao ignore extras
	(b)		eg take away 4	1	B1 could be indicated on the diagram
	(c)		46	1	B1 cao

Paper 5521/01

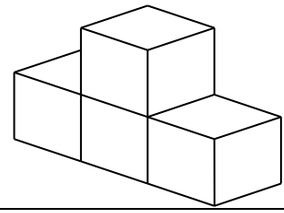
No	Working	Answer	Mark	Notes
4	286 × 43 = 11440 + 12298 = 12298 43 × 286 = 258 + 3440 + 8600 = 12298 286 × 40 = 1140 286 × 3 = 858 1140+858=12298 x | 40 | 3 200 | 8000 | 600 | 8600 80 | 3200 | 240 | 3440 6 | 240 | 18 | 258 12298 2 8 6 1 | 08 | 32 | 24 | 4 2 | 06 | 24 | 18 | 3 2 9 8	12298	3	M2 for complete correct method (condone one computational error) (M1 for complete correct method with two computational errors) A1 cao OR B2 inside of grid completed (condone missing zeros and one error) (B1 2 or 3 errors) B1 cao
5 (a)		18, 69	1	B1
(b)(i)		18 or 36	1	B1
(ii)		16 or 36	1	B1
(c)		factor	1	B1
(d)(i)		18	3	B1 cao
(ii)		11 or 88		B1
(iii)		69		B1 cao

Paper 5521/01					
No		**Working**	**Answer**	**Mark**	**Notes**
6	(a)		April & May	1	B1 for both
	(b)		Daffodil	1	B1
	(c)		Feb	1	B1
	(d)		Crocus	1	B1
	(e)(i)		$\frac{1}{5}$	2	B1 for $\frac{1}{5}$ oe
	(ii)		× from 56 mm to 64 mm from 0		B1 A single mark on the line, between 56 mm and 64 mm measured from end 0
7	(a)	$\frac{40}{100}$	$\frac{2}{5}$	2	B2 for $\frac{2}{5}$ B1 for $\frac{40}{100}$ or $\frac{4}{10}$ or $\frac{20}{50}$ or $\frac{8}{20}$
	(b)		0.98	1	B1 cao
	(c)		7 500 000	1	B1 cao
	(d)		25	1	B1 cao
	(e)		60	1	B1 cao

Paper 5521/01					
No		**Working**	**Answer**	**Mark**	**Notes**
8	(a)(i)		(0, 2)	2	B1 cao
	(ii)		(4, 1)		B1 cao
	(b)		$(2, 1\frac{1}{2})$ marked	1	B1 Allow 2mm tolerance from $(2, 1\frac{1}{2})$
9	(a)		2.40	1	B1 cao could be indicated on the diagram
	(b)	1.60 + 0.40	2.00	2	M1 for appropriate sum or product in £ or p or 200 seen eg 1.60 + 0.40, 160 + 40, 0.80 + 0.80 + 0.40, 80 + 80 + 40, 0.08×25, 0.80×2.5, 200 A1 cao
	(c)	$1 \div 0.8$ or $2.50 \div 2$	1.25	2	M1 for $1.00 \div 0.8$ or $2.50 \div 2$ or 125 or appropriate combination eg $1 + \frac{1}{2} \times 0.50$ A1 cao
10	(a)		hexagon	1	B1 Condone spelling error
	(b)		Sum of angles at a point is 360°	2	B1 for 360 seen B1 for "point", "complete turn" or "a circle" or similar unless accompanied by an incorrect angle SC If neither B1 scored, award B1 for a clear indication that the size of an angle, other than *x*, is 90° or a right angle (may be on diagram)
	(c)	$30 \times 4 + 8 \times 2$	136	2	M1 $30 \times 4 + 8 \times 2$ or attempt to sum 5 or 6 lengths A1 cao

Paper 5521/01					
No		**Working**	**Answer**	**Mark**	**Notes**
11	(a)		13, 67, 76, 103, 130	5	B1 cao
	(b)		$-7, -3, -1, 0, 5$		B1 cao
	(c)		0.07, 0.072,0.7, 0.702, 0.72		B1 cao
	(d)		0.6, $\frac{2}{3}$, 70%, $\frac{3}{4}$		B2 (B1 for any 3 in correct order)
12	(a)		16 30	1	B1 Accept 4 30 pm Do not accept 4 30
	(b)(i)	$33.56 \div 4$ oe	8.39	3	M1 for $33.56 \div 4$ oe eg $3356 \div 4$, division by 2 twice A1 cao
	(ii)		9		B1 ft from "8.39" unless whole number of pounds
13	(a)		6 cm^2	3	B2 for 6 cao for numerical answer (B1 for $5.5 < \text{Area} \leq 7$) then B1 (indep) for cm^2 with or without numerical answer
	(b)	See diagram	Correct shape	2	B2 (B1 for any 2 sides correct or a correct enlargement scale factor $\neq 1$ or 2)

Paper 5521/01				
No	**Working**	**Answer**	**Mark**	**Notes**
14 (a)	$(4+3)\times10$	70	2	M1 for (4 + 3) × 10 A1 cao
(b)	$120\div10-3$	9	2	M1 for $\frac{120}{10}$ or 12 seen eg $12\times10=120$ A1 cao
(c)		$C=10(n+3)$	3	B3 for $C=10(n+3)$ oe such as $C=(n+3)\times10$ (B2 for correct RHS or $C=n+3\times10$, $C=10n+3$ oe B1 for C = some other linear expression in n or for $n+3\times10$, $10n+3$ etc) Note: $C = n$ scores no marks
15		11 13 16 8 21	2	B2 all correct (B1 for 2 correct)

Paper 5521/01					
No		**Working**	**Answer**	**Mark**	**Notes**
16	(a)		$2p + 4q$	2	B2 for $2p + 4q$ (accept $2 \times p$ etc) (B1 for $2p$ or $4q$)
	(b)		$2y^2$	1	B1 accept $2 \times y^2$ oe inc $2 \times y \times y$
	(c)		$3c + 4d$	2	B2 for $3c + 4d$ (accept $3 \times c$ etc) (B1 for $3c$ or $4d$)
	(d)		$8pq$	1	B1 accept in any order but must not include $\times$ sign
17	(a)(i)		60	2	B1 cao
	(ii)		eg top triangle is equilateral		B1 for reason
	(b)		150	2	M1 for $\frac{180-"60"}{2} + 90$ A1 ft from (a)(i) if $x < 90$ SC B1 for "60" + 90 if $x < 90$
18			40	2	M1 for 60×2 or 120 or $60 \div 3$ or 20 or $\frac{120}{180}$ A1 cao
19			correct drawing	2	B2 Condone hidden detail shown with solid lines and missing lines on front face (B1 for a correct sketch with other incorrect sketch(es) or for prism with correct cross section >1 cube wide or for attempt to draw prism with correct cross section or prism with correct plan and side elevation)

Paper 5521/01					
No		**Working**	**Answer**	**Mark**	**Notes**
20		$\frac{600}{3\times10}$ or $\frac{640}{3.2\times10}$	$20\text{-}21\frac{1}{3}$	2	M1 for rounding at least two of the numbers to 1 sf or for sight of 640, 3.2 or 640, 32 or 600, 32 or 30 seen A1 for $20\text{-}21\frac{1}{3}$ Note: 20.3125 scores M0 A0
21	(a)		Points plotted	1	B1 $\pm$ 1 full (2 mm) square
	(b)		positive	1	B1 cao
	(c)		Line of best fit	1	B1 Must pass through (42.5, 1.45), (42.5, 1.55) AND (67.5, 1.75), (67.5, 1.85)
	(d)		~ 1.65	1	B1 ft from single line segment with positive gradient $\pm$ 1 full (2 mm) square
22	(a)	eg $50\times\frac{2000}{500}$	200	2	M1 for $\frac{2000}{500}$ or 4 seen A1 cao
	(b)	eg $400\times\frac{750}{500}$	600	2	M1 for $\frac{750}{500}$ or 1.5 seen or 400 + 200 A1 cao

Paper 5521/01					
No		Working	Answer	Mark	Notes
23	(a)	$4\times3-2\times1$ $12-2$	10	3	M1 for 3×4 (=12) or 1×2 or attempt to divide diagram up into rectangles M1 "12"– "2" or sum of areas of rectangles A1 cao
	(b)(i)	$\frac{10}{100}\times680$ or $680\div10$ 680 + 68	748	5	M1 $\frac{10}{100}\times680$ or 680÷10 or 68 seen M1 (dep) 680 + "68" or M2 for 680×1.10 A1 cao
	(ii)	"748"÷50 or 14.96	15		M1 For "748"÷50 or 14.96 Accept "748" rounded up or down to next 50 followed by $\div50$ A1 ft from (b)(i) rounded up SC B1 for 680 (seen) leading to 14

Paper 5521/02					
No		**Working**	**Answer**	**Mark**	**Notes**
1	(a)	Plain llll lll 8 Chicken lll 3 Bovril llll 5 S & Vin llll 4		3	M1 for attempt to tally A1 for 1 frequency correct or all tallies correct A1 for all frequencies correct (accept for /20)
	(b)		4	1	B1 ft
	(c)		Plain or 8	1	B1 ft
2	(a)(i)		11	2	B1 cao
	(ii)		16		B1 cao
	(b)	See diagram	Correct lines	2	B2 cao for both lines correct (B1 for one line correct)
	(c)		12	2	B2 cao (B1 for 11 or 13)
3	(a)		580	1	B1 for 580 (± 2) could be written on line
	(b)		7.2	1	B1 for 7.2 ± 0.02 could be written on line
	(c)		Arrow at 48	1	B1 allow ± half graduation
	(d)		Arrow at 6.7	1	B1 allow ± half graduation
4	(i)		Cylinder	2	B1 ignore spelling
	(ii)		Cuboid		B1 ignore spelling
5	(a)	£10 – (£2.15 + £2.30)	5.55	4	M1 £2.15 + £2.30 A1 for 4.45 M1 £10 – "4.45" A1 cao
	(b)	£60 ÷ £2.80 = 21.42857	21	2	M1 for £60 ÷ 2.80 or sight of digits 214… A1 for 21
	(c)	$120 \times 25 \div 100$	30	2	M1 ¼ of £120 (oe) A1 cao SC B2 for £90

Paper 5521/02					
No		Working	Answer	Mark	Notes
6	(a)(i)		143^0	2	B1 for 143 ($\pm 2^0$)
	(ii)		Obtuse		B1 for obtuse (ignore spelling)
	(b)	See diagram	Accurate drawing	1	B1 for accurate drawing ± 2mm
7	(a)(i)		5	2	B1 cao
	(ii)		23		B1 cao
	(b)	× 2 – 1		1	B1 for explaining a suitable method
	(c)	See their diagram		1	B1 for a correct diagram
	(d)		14, 17	2	B2 cao for both (B1 for one only ft from their 14)
8	(a)		90	1	B1 accept –90
	(b)		540	1	B1 accept –540
	(c)		Jupiter	1	B1 accept –150
	(d)		- 230	1	B1 cao

Paper 5521/02					
No		Working	Answer	Mark	Notes
9	(a)	2658 – 2430 = 228 "228" × 32	72.96	4	M1 2658 – 2430 A1 228 M1 "228" × 32 or "228" × 0.32 or digits 7296 seen A1 cao **Or** M1 for 2430 × 32 (or digits 77760 seen) or 2658 × 32 (or digits 85056 seen) A1 if 1 correct M1 for "85056" – "77760" or 7296 seen A1 cao
	(b)	$\frac{2}{5} \times 145 = 58$ 145 – "58"	87	3	M1 $\frac{2}{5} \times 145$ (or M1 $\frac{3}{5}$ seen) A1 58 (or M1 $\frac{3}{5} \times 145$) A1 for 87 ft
	(c)(i) (ii)		80 125	2	B1 for 80 (± 1) B1 125 (± 3)

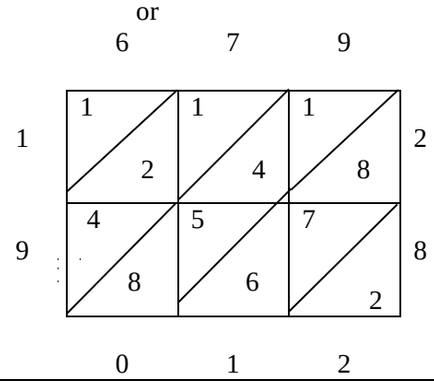
Paper 5521/02					
No		**Working**	**Answer**	**Mark**	**Notes**
10	(a)		1.5 – 2.0	1	B1 for height between 1.5m – 2.0m inclusive
	(b)	Height of man × "2.5"	3 – 6	3	B3 for height between 3m – 6m inclusive (B2 for multiplying (a) by a number between 2 and 3 inclusive) (B1 for multiplying (a) by a number)
11		61 – 19 = 42 42 ÷ 3 = 14	14	2	M1 for – 19 or 42 seen A1 cao
12	(a)		5	1	B1
	(b)	4+5+5+5+4+3+2+1+4+5 = 38 mean = 38 ÷ 10 = 3.8	3.8	2	M1 for attempt to add and ÷ 10 or 3.7 or 3.9 seen A1 for 3.8 SC B1 for 33.5 seen
13	(a)		$3x$	1	B1 cao Accept $3 \times x$, $x3$, $x \times 3$, $x + x + x$
	(b)		x - 9	1	B1 for x – 9 cao
14	(a)	14.44 – 8.660254038	5.77974(…)	2	M1 for 14.44 seen or 8.66(…) or 5.7 or 5.8 or better rounded or truncated
	(b)		6	1	A1 cao B1 ft
15		15 ÷ 24	62.5	2	M1 for 15 ÷ 24 or 1500 ÷ 24 or sight of digits 625 A1 cao
16		2.10 × 450	945	2	M1 for digits 210 × 450 or sight of digits 945 A1 cao
17		See diagram	$2(y + y)$ $2y + 2y$	2	B1 for $2(y + y)$ B1 for $2y + 2y$ (Deduct B1 for each additional tick (>2) to min 0)
18		360° ÷ 18 (=20) Sector angles: G= 60; S= 80; B=220; Correct sectors labelled correctly Use angle measurer	Angles drawn, labelled	4	B4 for fully correct and labelled pie chart (B3 for all angles correct or for a labelled pie chart with 2 correct angles) (B2 for labelled pie chart with 1 correct angle drawn) (B1 for 360° ÷ 18 or 20 seen or implied)

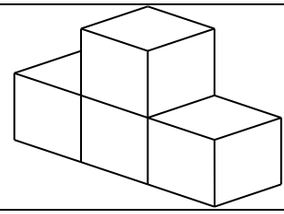
Paper 5521/02					
No		Working	Answer	Mark	Notes
19	(a)		Correct plane	2	B2 for a correct plane defined by showing at least 2 lines. (B1 for a line of symmetry on one face)
	(b)		Correct net	2	B2 cao (B1 for 2 equilateral triangles joined appropriately to at least one rectangle or for 1 equilateral triangle joined appropriately to one of 3 rectangles)
	(c)		Correct drawing	2	B1 for two extra sides of length 6cm (± 2mm) B1 for construction arcs 6cm from each of the ends of the given line.
20	(a)		15	1	B1 for 15 (± 1)
	(b)		15	1	B1 for 15 (± 0.4)
	(c)			2	B1 horiz. line from (2, 20) to (3, 20) B1 line from (3, 20) to (5,0) or horizontal translation of it SC B1 for any journey ending at (5,0)
21	(a)	$x+4+x+x+4+x$	$4x+8$	2	M1 for attempting to add x, $x + 4$, x, $x + 4$ may be implied by $4x + a$ ($a > 0$) A1 for $4x + 8$ or $4(x + 2)$
	(b)	$4x + 8 = 54$ $4x = 46$ $x = 11.5$ Length = "11.5" + 4	15.5	3	M1 for "$4x + 8$" = 54 A1 cao for 11.5 seen B1 ft for "11.5" + 4
22		0.4 + 0.15 1 – "0.55"	0.45	2	M1 for 1 – sum A1 for 0.45 o.e. SC B1 for 0.81
23	(a)		3:1	1	B1 cao
	(b)	$\pi \times 2.45$	7.7	2	M1 for $\pi \times 2.45$ (accept π as 3.1 or better) A1 for 7.59 to 7.70

Paper 5521/02					
No		**Working**	**Answer**	**Mark**	**Notes**
24		7×10000	70 000	2	M1 for 7 X 10 000 or 7 X 100 X 100 A1 cao
25		5.40 ÷ 3 × 7	12.60	3	M1 for 5.40 ÷ 3 or sight of 1.8 M1 dep for "1.80" × 7 A1 for 12.6 or equivalent
26		7.60 x $\frac{17.5}{100}$ = 1.33 7.60 + 1.33 = 8.93 1650 x "8.93"	£14 734.50	4	M1 for 7.60 x $\frac{17.5}{100}$ or 1.33 seen or 7.60 x 1.175 (oe) (Award M1 for 10%, 5% and 2½% correctly calculated) A1 for 8.93 or 893 M1 for 1650 x "8.93" or digits 147345 seen A1 cao Accept 14734.5 **Alternative** M1 for 1650 × 7.6(0) or 12540 seen M1 for "12540" × $\frac{17.5}{100}$ or 2194.5 seen or "12540"× 1.175 (oe) (Award M1 for 10%, 5% and 2½% correctly calculated) M1 for "12540" + "2194.5" (dep on both previous method marks) or digits 147345 seen A1 cao accept 14 734.5

Paper 5523/03				
No	**Working**	**Answer**	**Mark**	**Notes**
1		Correct shape	2	B2 B1 for any 2 sides correct, or a correct enlargement scale factor ≠1 or 2.
2 (a)		11 13 16 8 21	2	B2 all correct (B1 for 2 correct) sign
(b)		$\frac{31}{80}$	1	B1 oe
3 (a)		$2p+3q$	2	B2 for $2p+3q$ (accept $2\times p$ etc) (B1 for $2p$ or $3q$ or $2p3q$)
(b)		$2y^2$	1	B1 accept $2\times y^2$ or $2\times y\times y$
(c)		$3c+4d$	2	B2 for $3c+4d$ (accept $3\times c$ etc) (B1 for $3c$ or $4d$ or $3c4d$)
(d)		$8pq$	1	B1 accept in any order but must not include ×
4 (a)(i)		60	2	B1 cao
(ii)		eg top triangle is equilateral		B1 for reason
(b)		150	2	M1 $\frac{(180-"60")}{2}+90$ A1 ft from (a)(i) if $x < 90°$ SC:B1 for answer from "60" + 90 if $x < 90°$

Paper 5523/03					
No		Working	Answer	Mark	Notes
5	(a)	$4\times3-2\times1$ $12-2$	10	3	M1 for 3×4 (=12) or 1×2 or attempt to divide diagram up into rectangles M1 "12" – "2" A1 cao
	(b)(i)	$\frac{10}{100}\times680$ or $680\div10$ 680 + 68	748	5	M1 $\frac{10}{100}\times680$ or $680\div10$ or 68 seen M1 (dep) 680 +"68" (or M2 for 680×1.10) A1 cao
	(ii)	"748" ÷ 50 or 14.96	15		M1 for "748" $\div50$ or 14.96; accept "748" rounded up or down to next 50 followed by $\div50$ A1 ft from (b)(i) rounded up SC B1 for 680 (seen) leading to 14
6	(a)	$2\times5+5\times-3=10-15=$	-5	2	M1 substitute e.g 2×5 and 5×-3 or 10 and -15 A1 cao
	(b)	5×4^2 - 7 5×16 - 7	73	3	M1 substitution e.g 5×4^2 -7; do not accept 54^2-7 M1 $5\times16-7$ or $5\times4\times4$-7 or 80 – 7 (NB 4^2 as 4×4) A1 cao

Paper 5523/03					
No		**Working**	**Answer**	**Mark**	**Notes**
7		679 × 28 = 5432 + 13580 = 19012 or 28 × 679 = 252 + 1960 + 16800 = 19012 or  	190.12	3	M1 for an attempt to multiply the units and tens, or correct partitioning M1 complete correct method (condone one arithmetic error) A1 for 190.12 cao OR M1 for putting the numbers in a grid M1 for multiplying out and addition (condone one error) A1 answer shown with point OR M1 for correct partitioning M1 679×20 and 679×8 calculated oe (condone one error) A1 cao
8	(a)		Points plotted	1	B1 ±1 full (2mm) square
	(b)		positive	1	B1 cao
	(c)		Line of best fit	1	B1 must pass through (42.5, 1.45), (42.5, 1.55) AND (67.5, 1.75), (67.5, 1.85)
	(d)		approx 1.65	1	B1 ft from single line segment with positive gradient ± 1 full (2mm) square

Paper 5523/03					
No		**Working**	**Answer**	**Mark**	**Notes**
9	(a)	eg $50 \times \frac{2000}{500}$	200	2	M1 $2000 \div 500$ or 4 seen A1 cao
	(b)	eg $400 \times \frac{750}{500}$	600	2	M1 $750 \div 500$ or 1.5 seen or 400 + 200 A1 cao
10			$C = 10(n+3)$	3	B3 for $C = 10(n+3)$ oe such as $C = (n+3) \times 10$ (B2 for correct RHS or $C = n + 3 \times 10$, $C = 10n + 3$ etc B1 for C = some other linear expression in n or $n + 3 \times 10$, $10n + 3$ etc) NB: C=n scores no marks
11	(a)		$p(p+6)$	2	B2 for $p(p+6)$ or $p \times (p+6)$ (B1 for $p(ap+b)$ where a,b are numbers or $p+6$ seen on it's own, or part of an expression)
	(b)	$x^2 - 4x + 7x - 28$	$x^2 + 3x - 28$	2	M1 for 4 terms correct ignoring signs (e.g $x^2, 4x, 7x, 28$) or 3 terms with correct signs (e.g $x^2, -4x, 7x, -28$) A1 cao
12			correct drawing	2	B2. Condone hidden detail shown with solid lines, or missing lines on front face. (B1 for : one sketch correct with other sketches incorrect cross-section correct with depth > 1 cube, correct plan and side elevation)

Paper 5523/03					
No		**Working**	**Answer**	**Mark**	**Notes**
13		$\frac{600}{3\times10}$ or $\frac{640}{3.2\times10}$	20 to 21 $\frac{1}{3}$	2	M1 For rounding at least two of the numbers to 1 sf, or for sight of 640, 3.2 or 640, 32 or 600, 32 or 30 seen A1 for 20 to 21 $\frac{1}{3}$ NB: 20.3125 scores M0 A0
14	(a)		correct reflection	2	B2 (B1 reflection in line other than x=3)
	(b)		reflection in $y = x$	2	B2 cao Accept the word "reflected" (B1 any statement including the word "reflection")
15	(a)(i)		5^6	1	B1 accept 15125, 5^{4+2}
	(ii)		5^3	1	B1 accept 125, 5^{9-6}
	(b)	$x + y = 10$ and $x - y = 4$	$x = 7$ $y = 3$	3	M1 for either $x + y = 10$ or $x - y = 4$ A2 for both values correct [(A1 for one value correct) If M0, award B3 for both values correct or B2 for one value correct, otherwise B0] SC B2 for $x = 3$ and $y = 7$

Paper 5523/03					
No		**Working**	**Answer**	**Mark**	**Notes**
16	(a)	$5-3x=2x+2$ $5-2=2x+3x$	$\frac{3}{5}$	3	B1 for $2x+2$ seen OR $2.5-1.5x=x+1$ M1 for correct rearrangement of 4 terms A1 for $\frac{3}{5}$ oe
	(b)		$-3,-2,-1,0,1,2$	2	B2 (B1 for 5 correct and not more than one incorrect integers)
17			question + response boxes oe	2	1st aspect: One question with time period (eg each night); ignore other questions. 2nd aspect: Response list (at least two), not overlapping.* 3rd aspect: Some mention of units (eg hours) in either question or responses Award B2 for all three aspects, or B1 for just two aspects. * 0-1, 2-3, 4-5 is OK, but 0-1, 1-2, 2-3 is not OK.

Paper 5523/03					
No		**Working**	**Answer**	**Mark**	**Notes**
18	(a)	$\frac{2}{3}\times\frac{3}{4}=\frac{6}{12}$	$\frac{1}{2}$	2	M1 for $\frac{6}{12}$ or $\frac{3}{6}$ or $\frac{2\times3}{3\times4}$ A1 accept 0.5
	(b)	$1+2+\frac{8}{12}+\frac{9}{12}$	$4\frac{5}{12}$	3	M1 for attempt to convert to fractions with common denominator e.g two fractions, denominator of 12 A1 correct conversion : $\frac{8}{12}$ and $\frac{9}{12}$, or $\frac{20}{12}$ and $\frac{33}{12}$ seen (oe) A1 cao for $4\frac{5}{12}$ OR attempts to convert to decimals: must use at least 2dp M1 0.66+0.75 (or 1.66+2.75) or 0.67+0.75 etc A1 4.41, 4.417, 4.416 A1 4.416 (*recurring*)
19		$2\times\frac{1}{2}\times6\times8$ or 48 $8\times9+6\times9+10\times9$ or 72 +54 + 90	264 cm^2	4	M1 attempt to find the area of one face; $\frac{1}{2}\times6\times8$ or (8×9) or (6×9) or (10×9) or 72 or 54 or 90 or 24 M1 all five faces with an intention to add A1 cao numerical answer of 264 B1 (indep) cm^2 with or without numerical answer

Paper 5523/03					
No		**Working**	**Answer**	**Mark**	**Notes**
20			$\frac{\pi ab^3}{3d}$ $3(c+d)^3$ $3\pi bc^2$	3	B3 (B1 for each one correct) Nb –B1 for each of the 4th,5th,6th tick
21	(a)	$x+0.3+0.2+x=1$	0.25	2	M1 for $x+0.3+0.2+x=1$ oe, or $0.5\div 2$ A1 oe
	(b)	0.3×200	60	2	M1 0.3×200 A1 cao Accept 60 out of 200 (in words) SC B1 for $\frac{60}{200}$
22	(a)		$(-12)-4$ -2 $(0)8$	3	B3 for all correct [(B1 for each one correct)
	(b)		points plotted accurately points joined with smooth curve	2	B1 ± 1 full (2mm) square ft table if at least B1 awarded (all 5 points plotted) B1 ft for any smooth curve if previous B1 gained NB: curve must pass within 1 full square of the points
23			$\frac{1}{4}$ on LH branch $\frac{2}{3}$ & $\frac{1}{3}$ & $\frac{2}{3}$ on RH branches	2	B1 B1
24			m=3 n=5	2	B1 for 3 B1 for 5 (B2 for $2^3\times 5$ or $2\times 2\times 2\times 5$) SC: award B1 only if m=5, n=3 or for 8×5 seen

Paper 5523/03					
No		Working	Answer	Mark	Notes
25		$\frac{5--1}{-1-2} = -2$	$y = -2x + 5$	4	M1 for clear attempt to find gradient eg fraction with -1,5 in numerator, 2,-1 in denominator A1 for -2 B2 ft for $y =$"-2"$x + 5$ oe (eg $y = \frac{-6}{3}x + 5$) (B1 for $y = mx + 5$ or , $-2x+5$ or $y =$"-2"$x + c$)
26	(a)(i)		150	2	B1 accept 150 or 210
	(ii)				B1 for angle at the centre is twice the angle at the circumference
	(b)	$360 - 90 - 90 -$"150"	30	3	B1 identifies angle between radius and tangent as $90°$ (may be in working or on diagram) M1 $360° - 90 - 90 -$"150" A1 ft from (a)(i) excluding a negative answer OR B1 for 90 M1 for $2 \times (180 - 90 -$"$\frac{150}{2}$"$)$ A1 ft from (a)(i) excluding a negative answer OR B3 for $180 -$(a)

Paper 5523/04					
No		**Working**	**Answer**	**Mark**	**Notes**
1	(a)	14.44 – 8.660254038	5.77974(….)	2	M1 for 14.44 seen or 8.66(……) seen or 5.7 or 5.8 or better, rounded or truncated A1 cao
	(b)		6	1	B1 ft
2		15 ÷ 24	62.5	2	M1 for 15 ÷ 24 or 1500 ÷ 24 or sight of digits 625 A1 cao
3	(a)	2.10 × 450	945	2	M1 for digits 210 × 450 or sight of digits 945 A1 cao
	(b)	63÷2.10	30	2	M1 for 63 ÷ digits 210 A1 cao
4		See diagram	$2(y + y)$ $2y + 2y$	2	B1 for $2(y + y)$ B1 for $2y + 2y$ (Deduct B1 for each additional tick (>2) to min 0)
5		360° ÷ 18 (=20) Sector angles: G= 60; S= 80; B=220; Correct sectors labelled correctly Use angle measurer	Angles drawn, labelled	4	B4 for fully correct and labelled pie chart (B3 for all angles correct or for a labelled pie chart with two angles correct) (B2 for labelled pie chart with one correct angle drawn) (B1 for 360÷18 or 20 seen or implied)
6	(a)		Correct plane	2	B2 for a correct plane defined by showing at least 2 lines. (B1 for a line of symmetry on one face)
	(b)		Correct net	2	B2 cao (B1 for 2 equilateral triangles joined appropriately to at least one rectangle or for 1 equilateral triangle joined appropriately to one of the three rectangles)
	(c)		Correct drawing	2	B1 for two extra sides of length 6 cm (± 2mm) B1 for construction arcs 6cm from each of the ends of the given line
7		61 – 19 = 42 42 ÷ 3 = 14	14	2	M1 for –19 or 42 seen or $3x + 19$ A1 cao

Paper 5523/04					
No		Working	Answer	Mark	Notes
8	(a) (b) (c)		15 15	1 1 2	B1 cao for 15(±1) B1 cao for 15(±0.4) B1 horiz. line from (2,20) to (3,20) B1 line from (3,20) to (5,0) or horiz. translation of it SC: B1 for any journey ending at (5,0)
9	(a)	x+4+x+x+4+x	4x+8	2	M1 for attempting to add $x+4, x, x+4, x$ may be implied by 4x+a, a>0 A1 for 4x+8 or 4(x + 2)
	(b)	4 x + 8 = 54 4 x = 46 x = 11.5 Length = "11.5" + 4	15.5	3	M1 for "4x + 8" = 54 A1 cao for 11.5 seen B1 ft for "11.5"+ 4
10		0.4 + 0.15 1 – 0.55	0.45	2	M1 for 1 – sum A1 for 0.45 oe SC: B1 for 0.81
11	(a) (b)	 π × 2.45	3:1 7.7	1 2	B1 cao M1 for π × 2.45 (accept π as 3.1 or better) A1 for 7.59 to 7.70
12		7 × 10000	70000	2	M1 for 7 × 10000 or 7 × 100 × 100 A1 cao
13		5.40 ÷ 3 × 7	12.60	3	M1 for 5.40 ÷ 3 or sight of 1.8 M1 (dep) for "1.80" × 7 A1 for 12.6 or equivalent

Paper 5523/04				
No	**Working**	**Answer**	**Mark**	**Notes**
14	$7.60 \times \frac{17.5}{100} = 1.33$ 7.60 + 1.33 = 8.93 1650 × "8.93"	£14734.50	4	M1 for $7.60 \times \frac{17.5}{100}$ or 1.33 seen or 7.60 ×1.175 (oe) (Award M1 for 10%, 5% and 2½% correctly calculated) A1 for 8.93 or 893 M1 for 1650 × "8.93" or digits 147345 seen A1 cao Accept 14734.5 OR M1 for 1650×7.6 or 12540 seen M1 for "12540" $\times \frac{17.5}{100}$ or 2194.5 seen or "12540"×1.175 (oe) (Award M1 for 10%, 5%, and 2½% correctly calculated) M1 for "12540" + "2194.5" (dep on both previous M marks) or digits 147345 seen A1 cao accept 14734.5

Paper 5523/04					
No		**Working**	**Answer**	**Mark**	**Notes**
15		$285 \times 1000/(60 \times 60) = 79.1\dot{6}$		3	M2 for $285 \times 1000 \div 60 \div 60$ or $80 \times 60 \times 60 \div 1000$ or for a correct method to obtain two comparable values e.g $80 \times 60 \times 60$ and 285×1000 (M1 for $285 \div 60 \div 60$ or 0.079(….) seen or $80 \times 60 \times 60$ or 288000 seen or for 285×1000 or 285000 seen or $80 \div 1000$ or 0.08 seen) A1 for 288 or 79.(….) or for two correctly calculated comparable values e.g 288000 and 285000
16	(a)	$4x + 12 = 6$ $4x = -6$	-1.5	3	B1 for $4x + 12$ or $x + 3 = \frac{6}{4}$ M1 for a correct re-arrangement of their 3 terms to isolate $4x$ or x A1 for -1.5 oe
	(b)	$v - u = 5t$	$\frac{v-u}{5}$	2	M1 for isolating $\pm 5t$ or $\pm t$ or for dividing through by 5 A1 oe

Paper 5523/04					
No		**Working**	**Answer**	**Mark**	**Notes**
17		3→15 4→48 3.1→17.3(91) 3.2→19.9(68) 3.3→22.7(37) 3.4→25.7(04) 3.5→28.8(75) 3.4→25.7(04) 3.3→22.7(37) 3.35→24.1(95375)	3.3	4	B2 for trial between 3.3 and 3.4 inclusive (B1 for trial between 3 and 4 inclusive) B1 for different trial between 3.3 and 3.4 exclusive B1 (dep on at least one previous B1) for 3.3 NB trials should be evaluated to at least 1 dp truncated or rounded
18	(a)	36 ÷ (7+3+2) "3" × 7	21	3	M1 for 36 ÷ (7+3+2) M1 (dep) for "3" × 7 or 3 or 2 A1 cao
	(b)	$51.5 \times \frac{8.5}{100} = 4.3775$ 51.5 – 4.3775 = 47.1225	47 or 47.1 or 47.12	4	M1 for $51.5 \times \frac{8.5}{100}$ or 4.37(75) seen M1 (dep) for 51.5 – "4.37(75)" A1 for 47 or better B1 (indep) for rounding their answer correctly to the nearest whole number or 1 or 2 d.p OR M1 for $51.5 \times \frac{100-8.5}{100}$ M1 for $51.5 \times$"0.915" or 0.515 × "91.5" A1 for 47 or better B1 (indep) for rounding their answer correct to the nearest whole number or 1 or 2 d.p

Paper 5523/04					
No		**Working**	**Answer**	**Mark**	**Notes**
19	(a)		Angle in a semicircle	1	B1 oe
	(b)	$12^2 + 16^2 = 400$ $\sqrt{400} = 20$	20	3	M1 for $12^2 + 16^2$ M1 for $\sqrt{144+256}$ A1 cao
	(c)	$\pi \times 10^2$	314	3	M1 for $\pi \times \left(\frac{"20"}{2}\right)^2$ M1 (indep) for correct order of evaluation of $\pi \times r^2$ for any r A1 for 314 – 315 inclusive

Paper 5523/04					
No		Working	Answer	Mark	Notes
20	(a)	$(1 \times 10)+(3 \times 15)+(5 \times 30)+(7 \times 35)+$ $(9 \times 25)+(11 \times 5) = 730$ "730" $\div$ 120 = 6.08333	6.08	4	M1 for use of *fx* with *x* consistent within intervals (including end points) M1 (dep) for use of midpoints M1 (dep on 1st M1) for use of $\frac{\sum fx}{\sum f}$ A1 6.08 to 6.085
	(b)		(10),25,55,90,115, 120	1	B1 for all correct
	(c)		graph	2	B1 ft for 5 or 6 points plotted correctly $\pm$ 1 full (2mm) square at the end of interval dep on sensible table (condone 1 addition error) B1(dep) for points joined by curve or line segments provided no gradient is negative – ignore any part of graph outside range of their points. (SC: B1 if 5 or 6 points plotted not at end but consistent within each interval and joined)

Paper 5523/04				
No	**Working**	**Answer**	**Mark**	**Notes**
(d)		72–74	2	M1 (ft dep on graph being cf) for reading from graph at 7 A1 ft ±1 full (2 mm) square Or B2 for $72-74$
21 (a)		a^7	1	B1 accept a^{4+3}
(b)		$15x^3y^4$	2	B2 cao (B1 for two of 15, x^3, y^4 in a product)
(c)		$x-1$	1	B1 cao
(d)		$(x + 3)(x - 3)$	1	B1 cao
22	80% = 220 $220 \div 80 \times 100$	275	3	M1 for recognising that 80% is equivalent to 220 M1 for $220 \div 80 \times 100$ oe A1 cao

Paper 5523/04					
No		**Working**	**Answer**	**Mark**	**Notes**
23			$x = 3$ $y = 0.5$	3	M1 for coefficients of x or y the same followed by correct operation, condone one arithmetical error M1 (dep) for substituting found value in one equation A1 cao SC: B1 for one correct answer only if M's not awarded
24			1.4×10^{10}	2	B2 for 1.4×10^{10} or 1.44×10^{10} (B1 for 14.4×10^{9} or 14400,000,000 or 14000,000,000 or 14×10^{9})
25	(a)	$\tan x = \frac{1.9}{3.2}$ $x = \tan^{-1}\left(\frac{1.9}{3.2}\right) = 30.7$	30.7	3	M1 for $\tan x = \frac{1.9}{3.2}$ or $\tan \frac{1.9}{3.2}$ M1 for $\tan^{-1}\left(\frac{1.9}{3.2}\right)$ A1 for 30.6 – 30.7
	(b)	90 + "30.7"	121	1	B1 (indep) ft for 90 + "30.7" rounded to 3 or 4 s.f

Paper 5523/04				
No	**Working**	**Answer**	**Mark**	**Notes**
26	SF$=\frac{12}{9}$ $\frac{12}{9}\times 6=8$	2	2	M1 for $\frac{12}{9}$ or $\frac{9}{12}$ or 1.33… seen or 0.75 seen or 8 seen or $\frac{6}{9}$ or $\frac{9}{6}$ or 0.66… or 1.5 or $\frac{1}{3}$ or 3 oe seen A1 cao

Paper 5525/05					
No		**Working**	**Answer**	**Mark**	**Notes**
1	(a)	$x^2-4x+7x-28$	$x^2+3x-28$	2	M1 for 4 terms correct ignoring signs (e.g $x^2,4x,7x,28$) or 3 terms with correct signs (e.g $x^2,-4x,7x,-28$) A1 cao
	(b)		y^4+2y^2	2	B2 cao B1 for y^4 or $2y^2$
	(c)		$p(p+6)$	2	B2 for $p(p+6)$ or $p\times(p+6)$ (B1 for $p(ap+b)$ where a,b are numbers or $p+6$ seen on it's own, or part of an expression)
	(d)		$3x(2x-3y)$	2	B2 (B1 for $3(2x^2-3xy)$ or $x(6x-9y)$ or $3x(...)$)
2			question + response boxes oe	2	1st aspect: One question with time period (eg each night); ignore other questions. 2nd aspect: Response list (at least two), not overlapping.* 3rd aspect: Some mention of units (eg hours) in either question or responses Award B2 for all three aspects, or B1 for just two aspects. * 0-1, 2-3, 4-5 is OK, but 0-1, 1-2, 2-3 is not OK.
3	(b)		reflection in $y=x$	2	B2 cao accept the word "reflected" (B1 any statement including the word "reflection")
4	(a)	$5-3x=2x+2$ $5-2=2x+3x$	$\frac{3}{5}$	3	B1 for $2x+2$ seen OR $2.5-1.5x=x+1$ M1 for correct rearrangement of 4 terms A1 for $\frac{3}{5}$ oe
	(b)		$-3,-2,-1,0,1,2$	2	B2 (B1 for 5 correct and not more than one incorrect integers)

Paper 5525/05					
No		**Working**	**Answer**	**Mark**	**Notes**
5	(a)	$\frac{2}{3}\times\frac{3}{4}=\frac{6}{12}$	$\frac{1}{2}$	2	M1 for $\frac{6}{12}$ or $\frac{3}{6}$ or $\frac{2\times3}{3\times4}$ A1 accept 0.5
	(b)	$1+2+\frac{8}{12}+\frac{9}{12}$	$4\frac{5}{12}$	2	M1 for attempt to convert to fractions with common denominator e.g two fractions, denominator of 12 A1 correct conversion : $\frac{8}{12}$ and $\frac{9}{12}$, or $\frac{20}{12}$ and $\frac{33}{12}$ seen (oe) A1 cao for $4\frac{5}{12}$ OR attempts to convert to decimals: must use at least 2dp M1 0.66+0.75 (or 1.66+2.75) or 0.67+0.75 etc A1 4.41, 4.417, 4.416 or 0.41, 0.417, 0.416 or 0.42, 4.42 A1 4.416 (*recurring*)
6	(a)(i)		5^6	1	B1 accept 15625, 5^{4+2}
	(ii)		5^3	1	B1 accept 125, 5^{9-6}
	(b)	$x+y=10$ and $x-y=4$	$x = 7$ $y = 3$	3	M1 for either $x + y = 10$ or $x-y=4$ A2 for both values correct [(A1 for one value correct) If M0, award B3 for both values correct or B2 for one value correct, otherwise B0] SC B2 for $x = 3$ or $y = 7$

Paper 5525/05					
No		**Working**	**Answer**	**Mark**	**Notes**
7		$2\times\frac{1}{2}\times6\times8$ or 48 $8\times9+6\times9+10\times9$ or 72 +54 + 90	264 cm^2	4	M1 attempt to find the area of one face; $\frac{1}{2}\times6\times8$ or (8×9) or (6×9) or (10×9) or 72 or 54 or 90 or 24 or 48 M1 all five faces with an intention to add A1 cao numerical answer of 264 B1 (indep) cm^2 with or without numerical answer
8			$\frac{\pi ab^3}{3d}$ $3(c+d)^3$ $3\pi bc^2$	3	B3 (B1 for each one correct) Nb –B1 for each of the 4th,5th,6th tick
9	(a)	$x+0.3+0.2+x=1$	0.25	2	M1 for $x+0.3+0.2+x=1$ oe, or 0.5 ÷ 2 A1 oe
	(b)	0.3×200	60	2	M1 0.3×200 A1 cao Accept 60 out of 200 (in words) SC B1 for $\frac{60}{200}$
10	(a)		$(-12)-4\quad-2\quad(0)8$	3	B3 for all correct [(B1 for each one correct)
	(b)		5 points plotted accurately points joined with smooth curve	2	B1 ±1 full (2mm) square ft table if at least B1 awarded (all 5 points plotted) B1 ft for any smooth curve if previous B1 gained NB: curve must pass within 1 full square of the points
11			m=3 n=5	2	B1 for 3 B1 for 5 (B2 for $2^3\times5$ or $2\times2\times2\times5$) SC: award B1 only if m=3, n=3, for 8×5 seen

Paper 5525/05					
No		**Working**	**Answer**	**Mark**	**Notes**
12		$\frac{5--1}{-1-2} = -2$	$y = -2x + 5$	4	M1 for clear attempt to find gradient eg fraction with -1,5 in numerator, 2,-1 in denominator A1 for -2 cao B2 ft for $y =$"-2"$x + 5$ oe (eg $y = \frac{-6}{3}x + 5$) (B1 for $y = mx + 5$ or , $-2x+5$ or $y =$"-2"$x + c$)
13	(a)		$\frac{1}{4}$ on LH branch $\frac{2}{3}$ & $\frac{1}{3}$ & $\frac{2}{3}$ on RH branches	2	B1 cao B1
	(b)	$\frac{3}{4} \times \frac{2}{3} + \frac{1}{4} \times \frac{1}{3} = \frac{6}{12} + \frac{1}{12}$	$\frac{7}{12}$	3	M1 for $\frac{3}{4} \times \frac{2}{3}$ or $\frac{1}{4} \times \frac{1}{3}$ from their tree diagram M1 for sum of two products A1 for $\frac{7}{12}$ oe
	(c)	$n = 21 \times 4$ or $\frac{1}{6} : \frac{1}{4}$ oe $\frac{1}{6} \times 84$ or $21 \times \frac{2}{3}$	14	3	M1 for either $\frac{1}{3} \times \frac{3}{4} \left(= \frac{1}{4}\right)$ or $\frac{2}{3} \times \frac{1}{4} \left(= \frac{1}{6}\right)$ from their tree diagram M1 for 21×4 (=84) or $\frac{21}{3} \times 2$ A1 for 14 cao SC: B2 for 63 seen in fraction or ratio

Paper 5525/05					
No		**Working**	**Answer**	**Mark**	**Notes**
14	(a)(i)		150	2	B1 accept 150 or 210
	(ii)				B1 for angle at the centre is twice the angle at the circumference
	(b)		30	3	B1 identifies angle between radius and tangent as $90°$ (may be in working or on diagram)
		$360 - 90 - 90 - "150"$ or $180 - "150"$			M1 $360° - 90 - 90 - "150"$ A1 ft from (a)(i) excluding a negative answer Or B1 for 90 M1 for $2 \times (180 - 90 - "\frac{150}{2}")$ A1 ft from (a)(i) excluding a negative answer Or B3 for $180 - (a)$ SC: 180 – "210" can get B1 for $90°$ and/or B1 for "cyclic quadrilateral"
15	(a)		0.2727…	1	B1 for 2.27 recurring or 0.2727…. oe or 0.273
	(b)	eg $x = 0.3939…$ so $100x = 39.3939…$ $99x = 39$ so $x = \frac{39}{99} = \frac{13}{33}$		3	M1 for $100x = 39.39…$ M1 dep for subtraction of both sides A1 for $\frac{13}{33}$ from correct proof **Alternative method** M1 for $13.000 \div 33$ M1 for remainders 31 and 13 A1 for 0.39 recurring SC:B1 for $\frac{39}{99}$

Paper 5525/05					
No		**Working**	**Answer**	**Mark**	**Notes**
16	(a)	$d = kt^2$ $80 = k \times 4^2$	$d = 5t^2$	3	M1 for $d = kt^2$ or $d \propto t^2$ M1 sub d=80 and t=4 into their equation A1 for $d = 5t^2$ oe (cao)
	(b)		245	1	B1 ft from (a) using "k"
	(c)	$45 = 5t^2$	3	2	M1 ft from (a) for substituting d=45 into their equation A1 for 3 cao (condone inclusion of -3)
17	(a)(i) (ii)		(0, 9) (8, 25)	3	B1 cao B1 for $x = 8$ cao B1 for $y = 25$ cao SC: B1 for (25, 8)
	(b)	LHS = $\left(\frac{100-(x^2-16x+64)}{4}\right)$ = $\left(\frac{36+16x-x^2}{4}\right)$ RHS = $\left(\frac{36-2x+18x-x^2}{4}\right)$ = LHS		3	M1 for expansion of either set of brackets with at least 3 of 4 terms correct M1 for common denominator of 4 or multiplying through by 4 or reducing each numerator to a single term A1 for fully correct solution **Alternative method** M1 for $(5-\frac{(x-8)}{2})(5+\frac{(x-8)}{2})$ M1 for $(\frac{2\times5-(x-8)}{2})(\frac{2\times5+(x-8)}{2})$ A1 for $\frac{(18-x)(x+2)}{4}$

Paper 5525/05					
No		Working	Answer	Mark	Notes
18	(a)	$\frac{810\pi}{90\pi}$ or 9 $\sqrt{9}$ or 3	12	3	M1 for $\frac{810\pi}{90\pi}$ or 9 or $\frac{1}{9}$ or 1:9 oe M1 for $\sqrt{\frac{810\pi}{90\pi}}$ or $\sqrt{9}$ or 3 or $\frac{1}{3}$ or $\sqrt{9}:\sqrt{1}$ oe A1 cao
	(b)	3^3 or 27 or 2700	2700π	2	SC:B1 for answer of 36 M1 for "3"^{3} or 27 or $\left(\sqrt{9}\right)^3 : (\sqrt{81})^3$ oe or 9^3 or 2700– A1 cao
19	(a)(i)		1	1	B1 cao
	(ii)		8	1	B1 cao
	(iii)	$64^{-\frac{2}{3}} = \frac{1}{64^{\frac{2}{3}}}$ or $64^{-\frac{2}{3}} = (4^2)^{-1}$	$\frac{1}{16}$	2	M1 for knowing negative power is a reciprocal or power of $\frac{1}{3}$ root is a cube root A1 cao for $\frac{1}{16}$
	(b)	$\sqrt{27} = \sqrt{9\times3}$ or $\sqrt{27} = 3\sqrt{3}$ or $\sqrt{27} = 3^{3/2}$	$\frac{5}{2}$ oe	2	M1 for $\sqrt{27} = \sqrt{9\times3}$ or $\sqrt{27} = 3^{3/2}$ A1 for $\frac{5}{2}$ oe (cao) **Alternative method** M1 for $9\times27 = 3^{2n}$ A1 for $\frac{5}{2}$ oe (cao)

Paper 5525/05					
No		**Working**	**Answer**	**Mark**	**Notes**
20	(a)(i) (ii) (b)(i) (ii)		(90, 1) (180, 0) (45, 0) (90, -3)	2 2 	B1 cao could be indicated on diagram B1 cao could be indicated on diagram B1 cao could be indicated on diagram B1 cao could be indicated on diagram
21		$\frac{1}{3}\pi x^2 h = \frac{4}{3}\pi(2x)^3$ $x^2 h = 4\times 8x^3$	$32x$	3	M1 for substitution in correct formulae M1 (dep.) for correct unsimplified expression eg $h = \frac{\frac{4}{3}\pi(2x)^3}{\frac{1}{3}\pi x^2}$ oe or $h = 8x$ oe A1 for $32x$ cao
22	(a) (b)	$\left(\overline{OM} =\right)\ \boldsymbol{a} + 2\boldsymbol{b}$ $\left(\overline{ON} =\right) 3\boldsymbol{a}$ or $\frac{6}{2}\boldsymbol{a}$ $\left(\overline{MN} =\right)\ -\boldsymbol{a} - 2\boldsymbol{b} + 3\boldsymbol{a}$ $\left(\overline{OX} =\right)\ 2\boldsymbol{a} + \boldsymbol{b}$ $\left(\overline{OY} =\right) \boldsymbol{b} + 4\boldsymbol{a}$ (½ $\overline{QR}$ =) $2\mathbf{a} - \boldsymbol{b}$ or (½ $\overline{RQ}$ =) $\boldsymbol{b} - 2\boldsymbol{a}$	$2\boldsymbol{a} - 2\boldsymbol{b}$ $\overline{XY} = 2\boldsymbol{a}$ (hence parallel)	2 2	B2 (B1 for either $\overline{OM}$ or $\overline{ON}$ or $-\boldsymbol{a} - 2\boldsymbol{b} + 3\boldsymbol{a}$ SC: B1 for $2\boldsymbol{b} - 2\boldsymbol{a}$ B1 for either $\overline{OX}$ or $\overline{OY}$ or (½ $\overline{QR}$) B1 for $\overline{XY} = 2\boldsymbol{a}$ or $\overline{YX} = -2\boldsymbol{a}$

Paper 5525/06					
No		Working	Answer	Mark	Notes
1	(a)	$v - u = 5t$	$\frac{v-u}{5}$	2	M1 for isolating $\pm 5t$ or $\pm t$ or for dividing through by 5 A1 oe
	(b)	$x - 3 = 5x - 25$ $22 = 4x$	$5\frac{1}{2}$	3	M1 for $x - 3 = 5(x-5)$ or $\frac{x}{5} - \frac{3}{5} = x - 5$ M1 for isolating terms in x correctly from $ax + b = cx + d$ A1 cao accept $5\frac{1}{2}$, $\frac{11}{2}$, 5.5
2	(a)	$36 \div (7+3+2)$ "3" $\times 7$	21	3	M1 for $36 \div (7+3+2)$ M1 (dep) for "3" $\times 7$ or 3 or 2 A1 cao
	(b)	$51.5 \times \frac{8.5}{100} = 4.3775$ $51.5 - 4.3775 = 47.1225$	47 or 47.1 or 47.12	4	M1 for $51.5 \times \frac{8.5}{100}$ or 4.37(75) seen M1 (dep) for 51.5 – "4.37(75)" A1 for 47 or better B1 (indep) for rounding their answer correctly to the nearest whole number or 1 or 2 d.p OR M1 for $51.5 \times \frac{100 - 8.5}{100}$ M1 for $51.5 \times$"0.915" or 0.515 ×"91.5" A1 for 47 or better B1 (indep) for rounding their answer correct to the nearest whole number or 1 or 2 d.p

Paper 5525/06					
No		**Working**	**Answer**	**Mark**	**Notes**
3		3→15 4→48 3.1→17.3(91) 3.2→19.9(68) 3.3→22.7(37) 3.4→25.7(04) 3.5→28.8(75) 3.4→25.7(04) 3.3→22.7(37) 3.35→24.1(95375)	3.3	4	B2 for trial between 3.3 and 3.4 inclusive (B1 for trial between 3 and 4 inclusive) B1 for different trial between 3.3 and 3.4 exclusive B1 (dep on at least one previous B1) for 3.3 NB trials should be evaluated to at least 1 dp truncated or rounded
4	(a)		Angle in a semicircle	1	B1 oe
	(b)	$12^2 + 16^2 = 400$ $\sqrt{400} = 20$	20	3	M1 for $12^2 + 16^2$ M1 for $\sqrt{144+256}$ A1 cao
	(c)	$\pi \times 10^2$	314	3	M1 for $\pi \times \left(\frac{"20"}{2}\right)^2$ M1 (indep) for correct order of evaluation of $\pi \times r^2$ for any r A1 for 314 – 315 inclusive

Paper 5525/06					
No		**Working**	**Answer**	**Mark**	**Notes**
5	(a)	$(1 \times 10)+(3 \times 15)+(5 \times 30)+(7 \times 35)+$ $(9 \times 25)+(11 \times 5) = 730$ "730" $\div$ 120 = 6.08333	6.08	4	M1 for use of *fx* with *x* consistent within intervals (including end points) M1 (dep) for use of midpoints M1 (dep on 1st M1) for use of $\frac{\sum fx}{\sum f}$ A1 6.08 to 6.085
	(b)		(10),25,55,90, 115,120	1	B1 for all correct
	(c)		graph	2	B1 ft for 5 or 6 points plotted correctly $\pm$ 1 full (2mm) square at the end of interval dep on sensible table (condone 1 addition error) B1(dep) for points joined by curve or line segments provided no gradient is negative – ignore any part of graph outside range of their points. (SC: B1 if 5 or 6 points plotted not at end but consistent within each interval and joined)
	(d)		72 – 74	2	M1 (ft dep on graph being cf) for reading from graph at 7 A1 ft ±1 full (2 mm) square Or B2 for $72 - 74$

Paper 5525/06					
No		**Working**	**Answer**	**Mark**	**Notes**
6	(a)		a^7	1	B1 accept a^{4+3}
	(b)		$15x^3y^4$	2	B2 cao (B1 for two of 15, x^3, y^4 in a product)
	(c)		$x-1$	1	B1 cao
	(d)		$(a + 3b)(a - 3b)$	2	B2 for $(a + 3b)(a - 3b)$ (B1 for $(a \pm 3b)(a \pm 3b)$
7		80% = 220 $220 \div 80 \times 100$	275	3	M1 for recognising that 80% is equivalent to 220 M1 for $220 \div 80 \times 100$ oe A1 cao
8			$x = 3$ $y = 0.5$	3	M1 for coefficients of x or y the same followed by correct operation, condone one arithmetical error M1 (dep) for substituting found value in one equation A1 cao SC: B1 for one correct answer only if Ms not awarded
9			1.4×10^{10}	2	B2 for 1.4×10^{10} or 1.44×10^{10} (B1 for 14.4×10^9 or 14400,000,000 or 14000,000,000 or 14×10^9)

Paper 5525/06					
No		**Working**	**Answer**	**Mark**	**Notes**
10	(a)	$\tan x = \frac{1.9}{3.2}$ $x = \tan^{-1}\left(\frac{1.9}{3.2}\right) = 30.7$	30.7	3	M1 for $\tan x = \frac{1.9}{3.2}$ or $\tan \frac{1.9}{3.2}$ M1 for $\tan^{-1}\left(\frac{1.9}{3.2}\right)$ A1 for 30.6 – 30.7
	(b)	90 + "30.7"	121	1	B1 (indep) ft for 90 + "30.7" rounded to 3 or 4 s.f
11	(a)	$SF = \frac{12}{9}$ $\frac{12}{9} \times 6 = 8$	2	2	M1 for $\frac{12}{9}$ or $\frac{9}{12}$ or 1.33… seen or 0.75 seen or 8 seen or $\frac{6}{9}$ or $\frac{9}{6}$ or 0.66… or 1.5 or $\frac{1}{3}$ or 3 oe seen A1 cao
	(b)	$SF = \frac{9}{12}, \frac{9}{12} \times 7 = 5.25$	5.25	2	M1 for $\frac{BE}{7} = \frac{9}{12}$ oe A1 cao

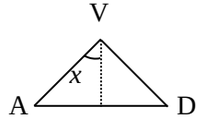
Paper 5525/06					
No		Working	Answer	Mark	Notes
12	(a)	$84 = 6.7\pi + 2 \times 6.7 + 2a$ $2a + 13.4 = 62.95\ldots$ or $2a + 34.44 = 84$	24.8	3	M1 for substituting correctly, π may be left M1 for correct rearrangement as far as $\pm 2a$ A1 for $24.7 - 24.8$
	(b)	$P = \pi r + 2r + 2a$ $P - 2a = \pi r + 2r$ $P - 2a = (\pi + 2)r$	$\frac{P-2a}{\pi+2}$	3	M1 subtracting $2a$ from each side M1 for factorising to get $(\pi+2)r$ A1 for $\frac{P-2a}{\pi+2}$ oe S.C $\frac{p-2a}{5.14}$ oe is M1 M1 A0
13		Area $\Delta ABC = \frac{1}{2} \times 14 \times 8 \times \sin 106$ (= 53.8)	53.8	3	M1 for $\frac{1}{2} \times 14 \times 8 \times \sin 106$ M1 (dep) for $56 \times 0.961(26..)$ or $107.6\ldots$ A1 $53.8 - 53.9$ SC 107.6 is B2
14	(a)		4.5	1	B1 cao
	(b)	$500 \times 1.045^{20} = 1205.857\ldots\ldots$	1205.86	2	M1 for 500×1.045^{20} A1 for $1205.85 - 1206$ (SC:B1 for $705.85 - 706$ no working)

Paper 5525/06				
No	**Working**	**Answer**	**Mark**	**Notes**
15 (a)	$6x^2 + 11x - 10 + 6x - 4 = 25$ $6x^2 + 17x - 39 = 0$		3	M1 for an expression for the area involving either $(3x-2)(2x+5)+2(3x-2)$ or $3x(3x-2)+(3x-2)(7-x)$ or $3x(2x+5)-2(7-x)$ or $(3x-2)^2 + 2(3x-2) + (3x-2)(7-x)$ where in each case at least one of 2 or 3 product terms must be correct M1 (indep) for one correct expansion involving x^2 A1 for simplification to final answer

Paper 5525/06					
No		Working	Answer	Mark	Notes
15	(b)(i)	$x = \frac{-17 \pm \sqrt{17^2 - 4\times 6\times(-39)}}{2\times 6}$ $= \frac{-17 \pm \sqrt{289+936}}{12}$ $x = +\frac{18}{12}$ or -4.33	1.5, $-\frac{13}{3}$	4	M1 for $x = \frac{-17 \pm \sqrt{17^2 - 4\times 6\times(-39)}}{2\times 6}$ up to signs in b & c M1 for $x = \frac{-17 \pm \sqrt{1225}}{12}$ A1 $x = 1.5$ or -4.33, or better OR M2 for $(3x+13)(2x-3)$ (M1 for $(3x \pm a)(2x \pm b)$ with ab = ±39 A1 x = 1.5 or – 4.33, or better
		$x^2 + \frac{17}{6}x - \frac{39}{6} = 0$ $\left(x+\frac{17}{12}\right)^2 - \left(\frac{17}{12}\right)^2 - \frac{39}{6} = 0$ $\left(x+\frac{17}{12}\right)^2 = \left(\frac{17}{12}\right)^2 + \frac{39}{6}$			OR M1 for $\left(x+\frac{17}{12}\right)^2$ *seen* M1 $\left(x+\frac{17}{12}\right)^2 = \left(\frac{17}{12}\right)^2 + \frac{39}{6}$ A1 x = 1.5 or – 4.33, or better SC:M1 for answer "1.5" with no working or T & I
	(ii)		8		B1 cao length = 8

Paper 5525/06					
No		**Working**	**Answer**	**Mark**	**Notes**
16	(a)	P(win) = $\frac{2}{5}\times\frac{3}{5}+\frac{2}{5}\times\frac{1}{5}(=\frac{8}{25})$	$\frac{8}{25}$	3	M1 for $\frac{2}{5}\times\frac{3}{5}$ or $\frac{2}{5}\times\frac{1}{5}$ or for clearly identifying in P(R) $\times$P(R) + P(B) $\times$ P(B) M1 for P(win) = " $\frac{2}{5}$ " $\times$ " $\frac{3}{5}$ " + " $\frac{2}{5}$ " $\times$ " $\frac{1}{5}$ " A1 for $\frac{8}{25}$, oe
	(b)	$\frac{8}{25}$ $\times$ 100 (=32) 100 $\times$ 20 – "32" $\times$ 50	£4	2	M1 for (" $\frac{8}{25}$ " $\times$100)$\times$50 or $\times$ 0.5 A1 cao

Paper 5525/06					
No		**Working**	**Answer**	**Mark**	**Notes**
17		Lower bound of 1200 is 1150 Upper bound of 60 is 65 $1150 \div 65$	17	4	B1 for 1150 or 1250 seen B1 for 65 or 55 seen M1 (Lower bound of load) ÷ (Upper bound of weight) Where 1150 ≤ LB load < 1200 and 60 < UB Weight ≤ 65 A1 for 17 requires fully correct working OR B1 for 1150 or 1250 seen B1 for 65 or 55 seen M1 (upper bound of load) ÷(lower bound of weight) Where 1200 ‹ UB load ≤ 1250 and 55 ≤ LB weight < 60 A1 for 22 requires fully correct working OR M2 $1200 \div 55$ A1 21.8 A1 21 requires fully correct working OR M2 $1200 \div 65$ A1 18.4(6) A1 18 requires fully correct working
18	(a)	$3^4 x^4 y^8$	$81x^4y^8$	2	B2 for $81x^4y^8$ (B1 for 2 of 81, x^4, y^8)
	(b)	$\frac{x(x-3)}{(x-5)(x-3)}$	$\frac{x}{x-5}$	3	B1 for $x(x-3)$ B1 for $(x-5)(x-3)$ B1 cao

Paper 5525/06					
No		Working	Answer	Mark	Notes
19	(a)	$6^2 - 2^2 = 32$	5.66	2	M1 for $6^2 - 2^2$ (= 32) A1 5.65 – 5.66
	(b)	V  $DVA = 2 \times \sin^{-1}(\frac{2}{6})$ OR $\cos DVA = \frac{6^2 + 6^2 - 16}{2 \times 6 \times 6}$ $= \frac{56}{72}$ $DVA = \cos^{-1}\left(\frac{56}{72}\right) = 38.94$	38.9	3	M1 $\sin x = \frac{2}{6}$ oe M1 for $DVA = 2 \times \sin^{-1}(\frac{2}{6})$ A1 38.9 – 38.95 OR M1 for $(\cos DVA =) \frac{6^2 + 6^2 - 4^2}{2 \times 6 \times 6}$ M1 for $DVA = \cos^{-1}\left(\frac{56}{72}\right)$ A1 38.9 – 38.95

Paper 5525/06				
No	**Working**	**Answer**	**Mark**	**Notes**
19 (c)	$AC^2 = 2^2 + 2^2 - 2 \times 2 \times 2 \times \cos 120^o$ $AC = \sqrt{12}$ **OR** $AN = 2 \times \sin 60 = \sqrt{3}$ **OR** VN = $\sqrt{"32"+1} = \sqrt{33}$ $\cos AVC = \frac{6^2 + 6^2 - 12}{2 \times 6 \times 6}$ $\cos AVC = \frac{60}{72}$ **OR** $AVC = 2 \times \sin^{-1}\frac{\sqrt{3}}{6}$, using AN **OR** $AVC = 2 \times \cos^{-1}\frac{\sqrt{33}}{6}$, using VN	33.6	4	M1 for any valid method for AC or AN or VN where N is the midpoint of AC A1 for $AC^2 = 12$ or $AC = \sqrt{12}$ (= 3.46…) or $AN = \sqrt{3}$ (=1.73…)or $VN = \sqrt{33}$ (=5.74…) M1 (indep) for correct method to find angle AVC A1 33.55 – 33.6

Paper 5525/06					
No		**Working**	**Answer**	**Mark**	**Notes**
20	(a)	Graph translated 1 unit to the right passing through the points (-1,0), (1,2) and (2,0)		2	M1 for translation of $\begin{pmatrix}1\\0\end{pmatrix}$ or $\begin{pmatrix}-1\\0\end{pmatrix}$ A1 for right through the 3 points, $\pm\frac{1}{4}$ sq
	(b)	Graph stretched 2 units parallel to y-axis; passing through the points (-2,0), (0,4) and (1,0)		2	M1 for graph stretched parallel to the y-axis by scale factor 2 A1 through all 3 points; $\pm\frac{1}{4}$ sq not on grid at $x = 2$

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NOTES ON MARKING PRINCIPLES

1 All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

2 Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

3 All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

4 Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

5 Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

6 Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) *ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
Comprehension and meaning is clear by using correct notation and labeling conventions.

ii) *select and use a form and style of writing appropriate to purpose and to complex subject matter*
Reasoning, explanation or argument is correct and appropriately structured to convey mathematical reasoning.

iii) *organise information clearly and coherently, using specialist vocabulary when appropriate*.
The mathematical methods and processes used are coherently and clearly organised and the appropriate mathematical vocabulary used.

7 With working

If there is a wrong answer indicated on the answer line always check the working in the body of the script (and on any diagrams), and award any marks appropriate from the mark scheme.
If working is crossed out and still legible, then it should be given any appropriate marks, as long as it has not been replaced by alternative work.
If it is clear from the working that the "correct" answer has been obtained from incorrect working, award 0 marks. Send the response to review, and discuss each of these situations with your Team Leader.
If there is no answer on the answer line then check the working for an obvious answer.
Any case of suspected misread loses A (and B) marks on that part, but can gain the M marks. Discuss each of these situations with your Team Leader.
If there is a choice of methods shown, then no marks should be awarded, unless the answer on the answer line makes clear the method that has been used.

8 Follow through marks

Follow through marks which involve a single stage calculation can be awarded without working since you can check the answer yourself, but if ambiguous do not award.
Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

9 Ignoring subsequent work

It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question: e.g. incorrect canceling of a fraction that would otherwise be correct
It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect e.g. algebra.
Transcription errors occur when candidates present a correct answer in working, and write it incorrectly on the answer line; mark the correct answer.

10 Probability

Probability answers must be given a fractions, percentages or decimals. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).
Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.
If a probability answer is given on the answer line using both incorrect and correct notation, award the marks.
If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

11 Linear equations

Full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously indicated in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded.

12 Parts of questions

Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

13 Range of answers

Unless otherwise stated, when an answer is given as a range (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 3.5, 4.2) and includes all numbers within the range (e.g 4, 4.1)

Guidance on the use of codes within this mark scheme
M1 – method mark A1 – accuracy mark B1 – Working mark C1 – communication mark QWC – quality of written communication oe – or equivalent cao – correct answer only ft – follow through sc – special case dep – dependent (on a previous mark or conclusion) indep – independent isw – ignore subsequent working

5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
*1			small and correct answers	3	M1 for 4.2 ÷ 1.75 (=2.4(0)) **or** 8.68 ÷ 3.5 (=2.48) M1 for 4.2 ÷ 1.75 (=2.4(0)) **and** 8.68 ÷ 3.5 (=2.48) C1 (dep on at least M1) for small and (£)2.4(0) and (£)2.48 **OR** M1 for 1.75 ÷ 4.2 (=0.41(6)) **or** 3.5 ÷ 8.68 (=0.40(3)) M1 for 1.75 ÷ 4.2 (=0.41(6)) **and** 3.5 ÷ 8.68 (=0.40(3)) C1 (dep on at least M1) for small and 0.41(6)(kg) and 0.40(3)(kg) **OR** M1 for 4.2 ÷ 1.75 (=2.4(0)) **or** 8.68 ÷ 3.5 (=2.48) M1 for (4.2 ÷ 1.75) × 3.5 (=8.4(0)) or (8.68 ÷ 3.5) × 1.75 (=4.34) C1 (dep on at least M1) for small and (£)8.4(0) or for small and (£)4.34 **OR** M1 for 1.75 ÷ 4.2 (=0.41(6)) or 3.5 ÷ 8.68 (=0.40(3)) M1 for (1.75 ÷ 4.2) × 8.68 (=3.61(6)) or (3.5 ÷ 8.68) × 4.2 (=1.69(3)) C1 (dep on at least M1) for small and 3.61(6)(kg) or 1.69(3)(kg) **OR** M2 for 8.68 ÷ 2 (=4.34) or 4.20 × 2 (=8.40) C1 (dep on at least M1) for small and (£)4.34 or (£8.40) **OR** Any other method considered equivalent. Figures may be truncated or rounded as long as their method is clear.

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5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
2		$7 \times 8^2 + 320 = 448 + 320$ 768p = 7.68	£7.68	3	M1 for 7×8^2 or 448 seen A1 for 768 B1 for correct monetary answer written correctly eg £7.68 or 768p
3			correct shaded region	2	B1 for arc of circle, centre oak tree, radius 4cm(±2mm) B1 for shaded region where the tree can be planted, bounded by sides of garden and arc of circle centre oak tree
4	(a)		−3, −2, −1,0,1	2	B2 for all 5 values and no others (B1 for 4 correct values and no others or -4,-3,-2,-1,0,1 or -3,-2,-1,0,1,2
	(b)		$-2 \leq x < 4$	2	B2 for $-2 \leq x < 4$ (B1 for $-2 \leq x$ or $x < 4$ or $-2 < x \leq 4$) [Note: accept the use of any letter other than x throughout and ignore any attempt to list integer values]
5			25.1-25.2	2	M1 for $2 \times 3.142 \times 4$ or 8π oe A1 for 25.1 – 25. 2
6	(a)		5, −4, −3	2	B2 for 5, −4 and −3 (B1 for 5 or −4 or −3)
	(b)		correct curve	2	B2 for fully correct curve (B1 ft for at least 5 points plotted correctly)

PMT

5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
7			enlargement, scale factor 2, centre (6, −5)	3	B1 for enlargement B1 for (scale) factor 2 or ×2 or sf 2 B1 for (6, −5) NB: award 0 marks for an explanation that includes reference to more than one transformation.
*8		Cost of wages, rent and other expenses last year 92 000+10 800+7000=109 800 Cost of wages, rent and other expenses this year $1.075\times92\,000 + \frac{7}{9} \times 10$ 800 + 7000÷2 = 98 900+8400+3500 = 110 800 Costs are more this year, so she cannot increase the amount she spends on goods	no, with working and reason	4	M1 for an attempt to calculate using 7.5% and 92000 (eg 7.5% of 92000 or increase of 7.5%) eg 92000 + 6900 or 98900 M1 for an attempt to find a fractional amount of 10800 (eg $\frac{7}{9}$ × 10800 or 8400 or $\frac{2}{9}$ × 10800 or 2400) M1 for complete method of increasing 92000 by 7.5%, finding $\frac{7}{9}$ of 10800, and halving 7000, with at least all of these three added together. C1 for statement eg "no" with both 110800 & 109800 seen, OR "no" with "1000 more" OR "no" and compares 181800 with 182800, oe.
9	(a)	$\sqrt{30} = 5.4772255\ldots$ $2.5^2 = 6.25$ 5.4772255...÷ 6.25 =	0.876	2	M1 for $\sqrt{30} \div 6.25$ or $5.4(7\ldots) \div 2.5^2$ A1 for any answer in the range 0.876 to 0.877
	(b)	4.5 × 1000 × 1000	4 500 000	2	M1 for complete method equivalent to 4.5 × 1000 × 1000 A1 for 4 500 000 oe

5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
10		3 → 21 4 → 56 3.1 → 23.5(9) 3.2 → 26.3(6) 3.3 → 29.3(3) 3.4 → 32.5(0) 3.5 → 35.8(7) 3.6 → 39.4(5) 3.7 → 43.2(5) 3.8 → 47.2(7) 3.9 → 51.(5) 3.35 → 30.8(9)	3.3	4	B2 for a trial between 3.3 and 3.4 inclusive (B1 for a trial between 3 and 4 inclusive) B1 for a different trial between 3.3 and 3.4 exclusive B1 (dep on at least one previous B1) for 3.3 NB trials should be evaluated to at least 1dp truncated or rounded
11			45	3	M1 for 60000 × 0.75 or ÷1000 or digits 45 or the numbers 60 or 0.00075) M1 for the complete method 60 000 × 0.75 ÷ 1000 oe A1 cao
12	(a)		−7	2	M1 for an attempt to get *x*s on one side or number terms on one side A1 cao
	(b)		8.5	2	M1 for an attempt to divide each side by 4 or an attempt to expand the bracket eg $4 \times x - 4 \times 5$ A1 for 8.5 oe

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5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
*13		2500×0.04×2 =£200 2500×$(1.039)^2$ = £2698.80 £2698.80 – £2500 = £198.80 Scheme A gives £1.20 more	statement	4	M1 for a correct method to find 4% of 2500 or 3.9% of 2500 A1 for a correctly calculated amount 2700 or 2698.8(0) or 200 or 198.8(0); or percentage rate calculated over the 2 years for comparison: 3.93% or 3.976% oe M1 for a correct compound interest method using 3.9% and 2500 over 2 years C1 for statement of scheme A, with two correct comparable figures.
14		$3x - 2y = 7$ $7x + 2y = 13$ $10x = 20$ $x = 2$ $3\times2 - 2y = 7$ $-2y = 1$ $y = -0.5$	2, −0.5	3	M1 for a correct process to eliminate either x or y (allow one arithmetic error) M1 (dep) for correct substitution of their found variable or an otherwise correct method to eliminate the other variable A1 for 2 and −0.5 oe
15	(a)		3.7×10^{-3}	1	B1 cao
	(b)		49 000	1	B1 cao
	(c)	500 ÷ 250 000 [= 0.002] OR $(5 \times 10^2) \div (2.5 \times 10^5)$ [= $(5\div2.5)\times10^{2-5}$] OR $\frac{500}{250} \times \frac{1}{10^3}$ [= 2×10^{-3}] OR $\frac{500 \div 100}{250000 \div 100} = \frac{5}{2500}$ [= 0.002]	2×10^{-3}	2	M1 for an attempt to divide using two numbers that are in consistent form eg following an attempt to convert to ordinary numbers, or standard form numbers. A1 for 2×10^{-3}

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5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
16			12.7	3	M1 for 3.142 × 5 × 5 oe or 3.142 × 5 × 5 × '*h*' (=78.5 – 78.55) M1 for 1000 ÷ (3.142 × 5 × 5) A1 for 12.7 – 12.8 NB: multiples of π acceptable for M marks
17		$4x - 3 = 2x + 2y$ $2x - 3 = 2y$ $2x = 2y + 3$ $x = y + 1.5$	$x = y + 1.5$	3	M1 for attempt to expand brackets eg $2\times x+2\times y$ or divide through by 2 (each term). M1 for attempt to get x on one side of equation. A1 for $(x =) y + 1.5$, $\frac{2y + 3}{2}$, oe
18			(11, 21)	3	M1 for 5 – 2 or 9 – 3 OR 3 or 6 as long as these are not related to the 3 from *A* or multiple 3 or 9,18 M1 for 2 + 3 × "3" and 3 + 3 × "6" OR for 5 + 2 × "3" and 9 + 2 × "6" OR for 2 + 3 × "3" (=11) and (y=) 2 × '11' – 1 A1 cao SC: B1 if no method shown and answer shows x coordinate as 11 or y coordinate as 21.

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5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
19			4.6	5	M1 for $AC = \sqrt{(3^2+4^2)}$ (=5) or $DA = \sqrt{(5^2+2^2)}$ M1 for tan BAC = 0.75 oe or (BAC=) 36.8(6) or 36.9 M1 for tan DAC = 0.4 oe or (DAC=) 21.8(0) M1 for $\sqrt{'5'^2+2^2}$ × sin("36.8(6)"+"21.8(0)") or 5.385 × sin 58.7 A1 for 4.59 – 4.61 OR M1 for $AC = \sqrt{3^2+4^2}(=5)$ or $DP = \sqrt{(29 - AP^2)}$ M1 for cos BAC = 0.8 oe or (BAC=) 36.8(6) oe M1 for angle CDP = angle BAC M1 for (DP=) 3 + 2×cos CDP or (AP=) 4 – 2×sin CDP A1 for 4.59 – 4.61
20			0.5, −3	3	M1 for $(2x \pm 1)(x \pm 3)$ M1 for $(2x - 1)(x + 3)$ A1 cao OR M1 for $\frac{-5 \pm \sqrt{5^2 - 4 \times 2 \times -3}}{2 \times 2}$ allow sub. of $c = \pm 3$ M1 for $\frac{-5 \pm \sqrt{49}}{4}$ A1 cao NB: any other method put in review.

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5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
21		$1180.5 \div \frac{4}{3}\pi(6.15)^3$	1.21	4	M1 for 1180 ± 0.5 or 6.2 ± 0.05 M1 for 'max. mass' ÷ 'min. volume' where "min volume" is defined as any expression involving 6.15 M1 for $1180.5 \div \frac{4}{3}\pi(6.15)^3$ A1 for 1.21 – 1.22
22			proof	3	B1 for *AD* = *AB* and *AE* = *AG* B1 for angle *EAB* = angle *DAG* (= 90 + angle *DAE*) B1 (dep on previous B marks) for 2 sides and included angle (SAS) oe
23	(a)		$3\boldsymbol{a} + \boldsymbol{b}$	1	B1 oe
	(b)		3**c**	4	M1 for writing *QB* as a combination of vectors eg $\frac{1}{2}$ ('3**a** + **b**') + **b** or 3**a** + 2**b** – $\frac{1}{2}$ ('3**a** + **b**') or 2**a** + 2**b** − **c** oe M1 for equating **a** + **b** = 2**c** or writing *PQ* in terms of vectors **a** and **b** eg −**a** + $\frac{1}{2}$ ('3**a** + **b**') or 2**a** + **b** – $\frac{1}{2}$ ('3**a** + **b**') A1 for (*PQ*=) $\frac{1}{2}$**a** + $\frac{1}{2}$**b or** (*QB*=) $\frac{3}{2}$**a** + $\frac{3}{2}$**b** or (*QB*=) 2**c**−**a** + **a** + **c** A1 cao NB: accept equivalent expressions throughout

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November 2014

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In Mathematics B (2MB01)
Higher (Calculator) Unit 1

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NOTES ON MARKING PRINCIPLES

1 All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

2 Mark schemes should be applied positively.

3 All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e if the answer matches the mark scheme. Note that in some cases a correct answer alone will not score marks unless supported by working; these situations are made clear in the mark scheme. Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

4 Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

5 Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

6 Mark schemes will award marks for the quality of written communication (QWC).
The strands are as follows:

i) *ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
Comprehension and meaning is clear by using correct notation and labelling conventions.

ii*) select and use a form and style of writing appropriate to purpose and to complex subject matter*
Reasoning, explanation or argument is correct and appropriately structured to convey mathematical reasoning.

iii) *organise information clearly and coherently, using specialist vocabulary when appropriate*.
The mathematical methods and processes used are coherently and clearly organised and the appropriate mathematical vocabulary used.

7 With working

If there is a wrong answer indicated on the answer line always check the working in the body of the script (and on any diagrams), and award any marks appropriate from the mark scheme.
If working is crossed out and still legible, then it should be given any appropriate marks, as long as it has not been replaced by alternative work.
If it is clear from the working that the "correct" answer has been obtained from incorrect working, award 0 marks. Send the response to review, and discuss each of these situations with your Team Leader.
If there is no answer on the answer line then check the working for an obvious answer.
Partial answers shown (usually indicated in the ms by brackets) can be awarded the method mark associated with it (implied).
Any case of suspected misread loses A (and B) marks on that part, but can gain the M marks; transcription errors may also gain some credit. Send any such responses to review for the Team Leader to consider.
If there is a choice of methods shown, then no marks should be awarded, unless the answer on the answer line makes clear the method that has been used.

8 Follow through marks

Follow through marks which involve a single stage calculation can be awarded without working since you can check the answer yourself, but if ambiguous do not award.
Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

9 Ignoring subsequent work

It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question: e.g. incorrect cancelling of a fraction that would otherwise be correct
It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect e.g. algebra.

10 Probability

Probability answers must be given as fractions, percentages or decimals. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).
Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.
If a probability answer is given on the answer line using both incorrect and correct notation, award the marks.
If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

11 Linear equations
Full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously indicated in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded (embedded answers).

12 Parts of questions
Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

13 Range of answers
Unless otherwise stated, when an answer is given as a range (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 3.5, 4.2) and includes all numbers within the range (e.g 4, 4.1)

14 The detailed notes in the mark scheme, and in practice/training material for examiners, should be taken as precedents over the above notes.

Guidance on the use of codes within this mark scheme
M1 – method mark for appropriate method in the context of the question A1 – accuracy mark B1 – Working mark C1 – communication mark QWC – quality of written communication oe – or equivalent cao – correct answer only ft – follow through sc – special case dep – dependent (on a previous mark or conclusion) indep – independent isw – ignore subsequent working

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Paper_5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
1.		12 | 3 5 9 13 | 0 3 3 5 7 8 14 | 7 7 8 9 15 | 0 1	3	B2 for a fully correct ordered diagram (B1 for correct unordered diagram or ordered with at most two errors) B1 for correct key eg 12 | 3 means 123 (cm)
2. (a)		2 different reasons	2	B1 for a reason relating to: Bias – due to gender or due to railway station location Size of sample too small B1 for one other reason
(b)		Question and response boxes	2	B1 for a suitable question with time period and units in question or response boxes B1 for at least 3 non-overlapping and exhaustive response boxes
3.		$\frac{x+x+5+2x}{3}$	2	M1 for intention to add x, $x + 5$, $2x$ or $4x + 5$ seen or ambiguous answer eg "$4x$+5"÷3 A1 for $\frac{x+x+5+2x}{3}$ oe

Paper_5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
4. (a)		Frequency polygon	2	B2 for fully correct frequency polygon - points plotted at the midpoint (B1 for all points plotted accurately but not joined with straight line segments) **or** all points plotted accurately and joined with last joined to first to make a polygon **or** all points at the correct heights and consistently within or at the ends of the intervals and joined (can include joining last to first to make a polygon) NB: ignore parts of graph drawn to the left of the 1st point or the right of the last point
(b)		$160 < h \leqslant 180$	1	B1 for $160 < h \leqslant 180$ (could be ft from diagram)
5. (a)		0.05	3	M1 for correct method using sum of probabilities = 1 eg $1 - 0.6 - 0.25$ (=0.15) or $0.6 + 0.25 + 2x + x = 1$ M1 (dep) for correct method to use P(blue) = 2 × (Green) Eg "0.15" ÷ 3 A1 cao
(b)		30	2	M1 for 0.6 × 50 oe A1 cao

Paper_5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
6.		15.42	4	M1 for method to find litres needed for either car A (eg 450÷10.3 (= 43.69)) or car B (eg 450÷14.6 = (30.82)) M1 for method to find cost of fuel for either car A (eg 1.39×43.69 (=60.73) or car B (eg 1.47×30.82 (=45.31)) M1 (dep M2) or method to find difference in fuel costs for car A and B A1 cao Or M1 for method to find cost per mile for car A (eg 1.39÷10.3 (=0.135) or for car B (eg 1.47÷14.6 (=0.101)) M1 for method to find total cost of fuel for either car A (eg 450×0.135 (=60.73)) or for car B (eg450×0.101 (=54.31)) M1 (dep M2) for method to find difference in fuel costs for car A and B A1 for £15.42 NB: Working throughout may be in £ or pence.
7.		28	5	M1 for method to find $\frac{1}{5}$ of children eg 60 ÷ 5 (=12) M1 for method to find number of boys or girls eg "12" × 2 (=24) or "12"×3 (=36) M1 for method to find total number going in the morning eg $\frac{3}{4} \times 60$ (= 45) M1 for complete method to find number of girls going in the morning eg 45 – (24 - 7) A1 cao
8.		0.7, 0.3 0.9, 0.1, 0.9, 0.1	2	B1 for 0.7, 0.3 in correct position B1 for 0.9, 0.1, 0.9, 0.1 in correct position

Paper_5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
9. (a)		Point at (47, 34)	1	B1 point plotted
(b)		Positive	1	Positive (correlation)
(c)		48 to 51 inclusive	2	M1 for a single straight line segment with positive gradient that could be used as a line of best fit or a horizontal line from 35 or point marked at (n,35). A1 for given answer in the range 48 – 51
10.		1615.34	3	M1 for correct method to find value of investment after 1 year eg 1500×0.025 or 37.5 or 1500×1.025 or 1537.5 oe) M1 for a complete compound interest method to to find value of investment after 3 years eg 1500×1.025^3 A1 cao
*11		Justification	4	M1 for method to find total mileage eg 55 × 5 + 50 (= 325) M1 for method to find mean eg 325 ÷ 6 A1 for 54.1 – 54.2 C1 (dep on at least M1) for justification comparing means. OR M1 for method to find total mileage for Andy's mean 52.5 × 6 (= 315) M1 for method to find correct total mileage 55 × 5 + 50 (= 325) A1 for 315 and 325 C1 (dep on at least M1) for justification comparing correct totals

Paper_5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
12. (a)		40	1	B1 cao
(b)		22-24	3	M1 for reading graph up from 43 and across [36-38] A1 for 22 or 23 or 24
(c)		Correct box plot	3	B3 for fully correct box plot (allow ft for median from (a)) (B2 for at least 3 correct values plotted including box **and** tails **or** 5 correct values indicated) (B1 for at least 2 correct values plotted including box **or** tails **or** 3 or 4 correct values plotted) Min LQ Median UQ Max 17 32 “40” 46 50
13.		223	3	B1 for using 4.5, 4. 4$\dot{9}$, 0.0045 or 0.0044$\dot{9}$ M1 for 1000 or 1 kg divided by 4.5, 4. 4$\dot{9}$, 0.0045 or 0.0044$\dot{9}$ (=222.72) or 222 seen A1 cao
14. (a)		Correct explanation	1	B1 for groups in the sample are in the same proportion as they are in the population.
(b)		33	2	M1 for $\frac{494}{1786} \times 120$ oe A1 cao

Paper_5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
15.	(50,10) (10,50) (20,20) (20,50) (50,20)	$\frac{12}{30}$	4	M1 for method to identify all correct pairs eg sample space or tree diagram (may be implied by correct products) M1 for all correct products $\frac{1}{6}\times\frac{3}{5}$, $\frac{3}{6}\times\frac{1}{5}$, $\frac{2}{6}\times\frac{1}{5}$, $\frac{1}{6}\times\frac{2}{5}$, $\frac{2}{6}\times\frac{1}{5}$ M1 for finding sum of correct products $\frac{1}{6}\times\frac{3}{5}+\frac{3}{6}\times\frac{1}{5}+\frac{2}{6}\times\frac{1}{5}+\frac{1}{6}\times\frac{2}{5}+\frac{2}{6}\times\frac{1}{5}$ A1 for $\frac{12}{30}$ oe OR M1 for method to identify all correct pairs < 40p eg sample space or tree diagram (may be implied by correct products) M1 for all correct products $\frac{3}{6}\times\frac{2}{5}$, $\frac{3}{6}\times\frac{2}{5}$, $\frac{2}{6}\times\frac{3}{5}$ M1 for completing working $1-(\frac{3}{6}\times\frac{2}{5}+\frac{3}{6}\times\frac{2}{5}+\frac{2}{6}\times\frac{3}{5})$ A1 for $\frac{12}{30}$ oe

Paper_5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
16. (a)		Correct histogram	3	B3 fully correct histogram with vertical axis correctly scaled. (B2 for 4 correct blocks or 5 correct blocks with incorrect or no scale) (B1 for 2 correct blocks of different widths or any 3 correct blocks or correct FD values for at least 3 frequencies) eg fd of 1.2, 2.1, 2.2, 1.6, 0.4
(b)		38	2	M1 for $\frac{1}{3} \times 33 + 21 + 6$ A1 cao OR M1 for vertical line at m= 20 or showing one third of $15 < m \leqslant 30$ bar. A1 cao

Modifications to the mark scheme for Modified Large Print (MLP) papers.

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme.

The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:
Angles: ±5°
Measurements of length: ±5 mm

PAPER: 5MB1H_01			
Question		**Modification**	**Notes**
1		Size x 1½. 4th horizontal line drawn in.	
4		Grid: 2 cm squares both axes, right axes labelled. Horizontal axis – heavier lines at 120, 140, 160, 180, and 200 Vertical axis heavier lines at 5, 10 and 15	
8		Braille (i) to (vi) given on diagram and candidates asked to write values for each.	
9		2 cm grid. Crosses changed to filled in circles. Right axis labelled	
12		Graph line changed – Curve goes through (15,1) (30, 15) (40, 30) (45, 45) (50, 60)	
	(c)	17 changed to 15 – will mean five points are 15, 30, 40, 45 and 50	
16		Table: 21 changed to 20 Top line 84 changed to 83 Grid: 2 cm	

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NOTES ON MARKING PRINCIPLES

1 All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

2 Mark schemes should be applied positively.

3 All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e if the answer matches the mark scheme. Note that in some cases a correct answer alone will not score marks unless supported by working; these situations are made clear in the mark scheme. Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

4 Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

5 Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

6 Mark schemes will award marks for the quality of written communication (QWC).
The strands are as follows:

i) *ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
Comprehension and meaning is clear by using correct notation and labelling conventions.

ii) *select and use a form and style of writing appropriate to purpose and to complex subject matter*
Reasoning, explanation or argument is correct and appropriately structured to convey mathematical reasoning.

iii) *organise information clearly and coherently, using specialist vocabulary when appropriate*.
The mathematical methods and processes used are coherently and clearly organised and the appropriate mathematical vocabulary used.

7 **With working**

If there is a wrong answer indicated on the answer line always check the working in the body of the script (and on any diagrams), and award any marks appropriate from the mark scheme.
If working is crossed out and still legible, then it should be given any appropriate marks, as long as it has not been replaced by alternative work.
If it is clear from the working that the "correct" answer has been obtained from incorrect working, award 0 marks. Send the response to review, and discuss each of these situations with your Team Leader.
If there is no answer on the answer line then check the working for an obvious answer.
Partial answers shown (usually indicated in the ms by brackets) can be awarded the method mark associated with it (implied).
Any case of suspected misread loses A (and B) marks on that part, but can gain the M marks; transcription errors may also gain some credit. Send any such responses to review for the Team Leader to consider.
If there is a choice of methods shown, then no marks should be awarded, unless the answer on the answer line makes clear the method that has been used.

8 **Follow through marks**

Follow through marks which involve a single stage calculation can be awarded without working since you can check the answer yourself, but if ambiguous do not award.
Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

9 **Ignoring subsequent work**

It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question: e.g. incorrect cancelling of a fraction that would otherwise be correct
It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect e.g. algebra.

10 **Probability**

Probability answers must be given a fractions, percentages or decimals. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).
Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.
If a probability answer is given on the answer line using both incorrect and correct notation, award the marks.
If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

11 Linear equations
Full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously indicated in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded (embedded answers).

12 Parts of questions
Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

13 Range of answers
Unless otherwise stated, when an answer is given as a range (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 3.5, 4.2) and includes all numbers within the range (e.g 4, 4.1)

Guidance on the use of codes within this mark scheme
M1 – method mark A1 – accuracy mark B1 – Working mark C1 – communication mark QWC – quality of written communication oe – or equivalent cao – correct answer only ft – follow through sc – special case dep – dependent (on a previous mark or conclusion) indep – independent isw – ignore subsequent working

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PAPER: 5MB3H/01					
Question		**Working**	**Answer**	**Mark**	**Notes**
1*			Decision (supported)	3	M1 for correct first step e.g. 15 ÷ 3 M1 for complete method C1 for correct decision with accurate figures
2	(a)		Correct diagram	2	B2 cao (B1 for correct orientation)
	(b)		Enlargement, sf 4, centre (0, 1)	3	B1 for enlargement B1 for scale factor 4 B1 for centre (0, 1)
3			$w = \frac{d+5}{2}$	2	M1 for attempt to add 5 to both sides or divide both sides by 2 as a first step, eg $d + 5 = 2w$ oe or $\frac{d}{2} = w - \frac{5}{2}$ oe A1 for $w = \frac{d+5}{2}$ oe

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PAPER: 5MB3H/01					
Question		Working	Answer	Mark	Notes
4			22.5	4	M1 for $4(x - 8) = 2x + 13$ M1 for expansion of bracket or division of all terms by 4, eg $4x - 32 = 2x + 13$, or $x - 8 = \frac{2x}{4} + \frac{13}{4}$ M1 for isolating x and number terms eg $2x = 45$, $\frac{x}{2} = \frac{45}{4}$ A1 for $\frac{45}{2}$ or 22.5 OR M1 for $(180 - 64) \div 2$ (= 58) M1 for $4(x - 8)$ = "58" or $2x + 13$ = "58" or "58" – 13 (= 45) M1 for isolating x and number terms eg $4x = 90$, $2x = 45$ or "45" ÷ 2 A1 for $\frac{45}{2}$ or 22.5 OR M1 for $64 + 4(x - 8) + 2x + 13$ M1 for $64 + 4(x - 8) + 2x + 13 = 180$ M1 for isolating x and number terms eg $6x = 135$ A1 for $\frac{45}{2}$ or 22.5
5			Correct region shaded	3	M1 for a circle centre M or N (accept arc of sufficient length to define the region) M1 for circle centre M radius 5 cm **and** circle centre N radius 3 cm (accept arc of sufficient length to define the region) A1 for correct region shaded

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PAPER: 5MB3H/01					
Question		Working	Answer	Mark	Notes
*6			Conclusion (supported)	4	M1 for $\pi \times 120^2$ (= 45 216 – 45 249) M1 for "$\pi \times 120^2$" ÷ 1800 A1 for 25 – 25.2 C1 ft (dep on M2) for appropriate conclusion from their figures OR M1 for $\pi \times 120^2$ (= 45 216 – 45 249) M1 for 20 × 1800 A1 for 36 000 and 45 216 – 45 249 C1 ft (dep on M2) for appropriate conclusion from their figures OR M1 for $\pi \times 120^2$ (= 45 216 – 45 249) M1 for "$\pi \times 120^2$" ÷ 20 A1 for 2260 – 2263 C1 ft (dep on M2) for appropriate conclusion from their figures OR M1 for 1800 × 20 M1 for 36 000 ÷ π (=11 457 – 11 465) A1 for 107(.0…) C1 ft (dep on M2) for appropriate conclusion from their figures
7			161.50	5	M2 for a correct method to decrease 6720 by 20%, eg 6720 × 0.8 (= 5376) or 6720 × 0.2 (= 1344 and 6720 – 1344 (= 5376)) (M1 for a correct method to find 20% of 6720 eg 6720 × 0.2 or $\frac{20}{100} \times 6720$ (= 1344)) M1 for subtracting 1500 (= 3876) after a percentage calculation M1 "3876" ÷ 24 after the subtraction of 1500 A1 for 161.5(0)

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PAPER: 5MB3H/01					
Question		**Working**	**Answer**	**Mark**	**Notes**
8		3 42 3.1 45.(291) 3.2 48.(768) 3.3 52.(437) 3.4 56.(304) 3.5 60.(375) 3.6 64.(656) 3.7 69.(153) 3.8 73.(872) 3.9 78.(819) 4 84 3.71 69.6(14811) 3.72 70.(078848) 3.73 70.5(45117) 3.74 71.(013624) 3.75 71.4(84375)	3.7	4	B2 for a trial between 3 and 4 exclusive (B1 for a trial at 3 or 4) B1 for a different trial of $3.7 < x \leq 3.75$ B1 (dep on at least one previous B1) for 3.7 NB. Trials should be evaluated to at least 2 sf truncated or rounded for values of x correct to 1 decimal place. Trials should be evaluated to at least 1 dp truncated or rounded for values of x correct to 2dp. **NB** No working scores 0 marks even if answer is correct
9			618	4	M1 for a method to find an area which is part of the cross section M1 (dep) for a complete method to find the total area of the cross section M1 (dep M1) for their cross sectional area × 12 A1 cao **OR** M1 for a method to find the volume of cuboid, 8 × 8 × 12 (= 768) M1 for a method to find the volume of the triangular prism, ½ ×5 × 5 × 12(= 150) M1 (dep M2) for a complete method for the volume of the prism A1 cao

5MB3H_01					
Question		Working	Answer	Mark	Notes
10	(a)		15.2	3	M1 for $12.7^2 + 8.3^2$ or 161.29 + 68.89 or 230.18 M1 for √"$(12.7^2 + 8.3^2)$" or √"161.29 + 68.89" or $\sqrt{230.18}$ A1 for 15.2 or 15.17(168…)
	(b)		16.1	3	M1 for $\sin 40° = \frac{DE}{25}$ oe or $\frac{DE}{\sin 40} = \frac{25}{\sin 90}$ oe M1 for 25 sin 40° A1 for 16.1 or 16.06(969…)
11	(a)		4.081	2	M1 for 8.875 or $\frac{71}{8}$ or 2.979…or 4.08 A1 for 4.081 or 4.0809(5…)…
	(b)		4×10^{-3}	2	M1 for 4×10^n, $n \neq -3$ or $a \times 10^{-3}$, $a \neq 4$ or 0.004 or 0.4×10^{-2} or 1/250 A1 cao
12			$x < 2$	2	M1 for an attempt to isolate x and number terms or multiply all terms by 2, or for $\frac{3}{2}x < 3$ or $-\frac{3}{2}x < -3$ or $x = 2$ A1 cao
13	(a)		0, 6, 4, –6	2	B2 for all values correct (B1 for any one value correct)
	(b)		Graph drawn	2	M1 ft (provided B1 in (a) for at least 6 points plotted correctly from their table A1 cao for correct curve drawn from (–4, –6) to (3, –6)
	(c)		1.5 to 1.6 and –2.5 to –2.6	2	M1 for correct use $y = 2$ (may be implied by one correct estimate) or correct use of formula. A1 for 1.5 to 1.6 and –2.5 to –2.6

5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
14*		Sher Yas **Old 19300 12560** New 20265 13502 **Inc 965 942**	Correct comparison (supported)	3	M1 for a correct method to calculate the population at the beginning of the 10 year period for at least one place. eg $\frac{20265}{1.05}$ (= 19 300) oe or $\frac{13502}{1.075}$ (= 12 560) oe A1 for 965 (Sherbury) **and** 942(Yaston) C1 (dep on M1) ft for statement comparing increases leading to conclusion based on two comparable amounts eg increase in Sherbury is greater than increase in Yaston
15		$20x + 10y = 35$ $6x - 10y = -48$ $x = -\frac{1}{2}$ $y = \frac{9}{2}$ OR $12x + 6y = 21$ $12x - 20y = -96$ $26y = 117$ $y = \frac{9}{2}$ $x = -\frac{1}{2}$	$-\frac{1}{2}, \frac{9}{2}$	4	M1 for a correct process to eliminate either variable (condone one arithmetic error) A1 cao for either x or y M1 (dep on M1) for correct substitution of found value into one of the equations or appropriate method after starting again (condone one arithmetic error) A1 cao OR M1 for full method to rearrange and substitute to eliminate either variable (condone one arithmetic error) A1 cao for either x or y M1 (dep on M1) for correct substitution of found value into one of the equations or appropriate method after starting again (condone one arithmetic error) A1 cao **NB** Trial and improvement methods score 0 marks unless both x and y are correct
16			226	2	M1 for angle $ABC = 180 - 67$ (= 113) A1 cao OR M1 for obtuse angle $AOC = 2 \times 67$ (= 134) A1 cao

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5MB3H_01					
Question		Working	Answer	Mark	Notes
17			– 2.82, 19.82	3	M1 for $\frac{--17 \pm \sqrt{(-17)^2 - 4\times1\times-56}}{2\times1}$ (condone one sign error) or $\left(x - \frac{17}{2}\right)^2$ oe M1 for $\frac{17 \pm \sqrt{513}}{2}$ or for method leading to $\frac{17}{2} \pm \sqrt{\frac{513}{4}}$ oe A1 for answers in the range 19.82 to 19.825; – 2.82 to –2.825
18			21.2	4	M1 for correct use of sine rule to find *AB* or *BC*, eg $\frac{6}{\sin 25} = \frac{AB}{\sin 120}$ or $\frac{6}{\sin 25} = \frac{BC}{\sin(180-120-25)}$ M1 for (*AB* =) $\frac{6}{\sin 25} \times \sin 120$ (= 12.2(951…)) or (*BC* =) $\frac{6}{\sin 25} \times \sin 35$ (= 8.1(431…) M1(dep M2) for method to find area, eg 0.5 × 6 × "*AB*" sin35 or 0.5 × 6 × "*BC*" sin 120 A1 for answer in the range 21.1 – 21.2 OR (with perpendicular from *A* meeting *BC* extended at a point *X*) M1 for method to find *AX* M1 for method to find *BX* M1(dep M2) for 0.5 × "*AX*" × "*BC*" A1 for answer in the range 21.1 – 21.2
*19			0.38 because the LB and UB agree to that number of figures	5	B1 for 10.75 or 10.85 or 10.84999… B1 for 75.055 or 75.065 or 75.064999… M1 for $\sqrt{\frac{10.85}{75.055}}$ as UB **OR** $\sqrt{\frac{10.75}{75.065}}$ as LB A1 (dep on all previous marks) for both 0.3802… and 0.3784 must clearly come from working with correct values C1 for 0.38 from 0.3784… and 0.3802 … **and** "both LB and UB round to 0.38" **NB** An answer of 038(932….) without working scores no marks

5MB3H_01					
Question		Working	**Answer**	**Mark**	**Notes**
20			7.35	3	M1 for $y \propto \frac{1}{\sqrt{x}}$ or $y = \frac{k}{\sqrt{x}}$ or $9 = \frac{k}{\sqrt{4}}$ M1 for $k = 9\sqrt{4}$ (=18) A1 for 7.35 or 7.348…
*21			$\frac{2}{3}$ (7**a** + 3**b**) and correct conclusion	4	M1 for correct vector for $\overrightarrow{OY}$, or $\overrightarrow{AP}$ eg $(\overrightarrow{OY}) = \overrightarrow{OA} + \overrightarrow{AY}$, or $\overrightarrow{OY} = \overrightarrow{OA} + \frac{2}{3}\overrightarrow{AP}$ may include terms in **a** and **b,** eg. 6**a** + $\overrightarrow{AY}$, 4**b** + 4**a** – **b** + $\overrightarrow{PY}$ or $\overrightarrow{AP} = \overrightarrow{AO} + \overrightarrow{OB} + \overrightarrow{BP}$ or –6**a** + 4**b** + 4**a** – **b** or – 2**a** + 3**b** M1 for $(\overrightarrow{AY}) = \frac{2}{3}\overrightarrow{AP}$ or ⅔(–6**a** + 4**b** + 4**a** – **b**) or ⅔(–2**a** + 3**b**) or $(\overrightarrow{PY} = \frac{1}{3}\overrightarrow{PA}$ or ⅓(– 4**a** + **b** – 4**b** + 6**a**) or ⅓(2**a** – 3**b**) M1 for correct expression for $\overrightarrow{OY}$ in terms of **a** and **b,** eg $\frac{14}{3}$ **a** + 2**b** C1 for $\frac{2}{3}$ (7**a** + 3**b**) and "$\overrightarrow{OY}$ is parallel to the vector 7**a** +3**b**" **oe**

Modifications to the mark scheme for Modified Large Print (MLP) papers.

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme.

The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:
Angles: ±5°
Measurements of length: ±5 mm

PAPER: 5MB3H_01			
Question		**Modification**	**Notes**
Q2	(a)	Grid enlarged. Shading changed to dotty shading. Labels added to shapes. Image labelled shape A. Rotation given and labelled shape B. Question changed to 'Describe fully the single transformation which maps shape A to shape B. One row top and bottom, one column left and right has been removed. Three answer lines given.	2 cao (B1 for correct orientation in third quadrant or correct quarter turn)
Q2	(b)	Grid enlarged. Shading changed to dotty shading. Labels added next to the triangles 'triangle P' and 'triangle Q'. One column removed from the left.	B1 for enlargement B1 for scale factor 4 B1 for centre (0, 1)

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PAPER: 5MB3H_01			
Question		**Modification**	**Notes**
Q4		Diagram enlarged. MLP only – x changed to y. Braille only – measurements given in the text.	M1 for $4(x - 8) = 2x + 13$ M1 for expansion of bracket or division of all terms by 4, eg $4x - 32 = 2x + 13$, $x - 8 = 2x/4 + 13/4$ M1 for isolating x and number terms eg $2x = 45$, $x/2 = 45/4$ A1 for 45/2 or 22.5 OR M1 for $(180 - 64) \div 2$ (= 58) M1 for $4(x - 8) = 58$ or $2x + 13 = 58$ M1 for isolating x and number terms eg $4x = 90$, $2x = 45$ A1 for 45/2 or 22.5 OR M1 for $64 + 4(x - 8) + 2x + 13$ M1 for $64 + 4(x - 8) + 2x + 13 = 180$ M1 for isolating x and number terms eg $6x = 135$ A1 for 45/2 or 22.5
Q5		Diagram kept the same size as original. Scale moved above the diagram and also put in the question paper.	B1 for circle centre M radius 5 cm B1 for circle centre N radius 3 cm B1 for correct region shaded

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PAPER: 5MB3H_01			
Question		**Modification**	**Notes**
Q6		Diagram enlarged. Cross changed to a filled in circle. Arrow heads removed.	M1 for $\pi \times 120^2$ (= 45238….) M1 for "$\pi \times 120^2$" ÷ 1800 A1 for 25.0 – 25.2 C1 for "surface is large enough as 25 > 20" oe OR M1 for $\pi \times 120^2$ (= 45238….) M1 for 20 × 1800 A1 for 36000 C1 for "surface is large enough as 36000 < 45238..." oe OR M1 for $\pi \times r^2 = 1800 \times 20$ M1 for 36000 ÷ π (=11459..) A1 for 107.0… C1 for "surface is large enough as 107…< 120" oe
Q9		Model provided for all candidates. Diagram enlarged and provided for MLP.	M1 for a method to find an area which is part of the cross section M1 (dep) for a complete method to find the total area of the cross section M1 (dep M2) for a complete method for the volume of the prism A1 cao OR M1 for a method to find the volume of cuboid, 8 × 8 × 12 M1 for a method to find the volume of the triangular prism M1 (depM2) for a complete method for the volume of the prism A1 cao

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PAPER: 5MB3H_01			
Question		**Modification**	**Notes**
Q10	(a)	Diagram enlarged. Braille only: measurements given in the text.	M1 for $12.7^2 + 8.3^2$ or $161.29 + 68.89$ or 230.18 M1 for $\sqrt{161.29 + 68.89}$ or $\sqrt{230.18}$ A1 for 15.2 or 15.17(168…)
Q10	(b)	Diagram enlarged. Braille only – measurements given in the text.	M1 for $\sin 40° = \frac{DE}{25}$ oe M1 for $25 \sin 40°$ A1 for 16.1 or 16.06(969…)
Q13	(a)	Wording added 'There are four spaces to fill.'	B2 for all values correct (B1 for any one value correct)
Q13	(b)	Grid enlarged.	M1 ft for at least 6 points plotted correctly from their table A1 cao for correct curve drawn from (–4, –6) to (3, –6)
Q16		Diagram enlarged. Dot added at centre.	M1 for angle ABC = 180 – 67 (= 113) A1 cao OR M1 for obtuse angle AOC = 2 × 67 (= 134) A1 cao

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PAPER: 5MB3H_01			
Question		**Modification**	**Notes**
Q18		Diagram enlarged.	M1 for correct use of sine rule to find *AB* or *BC*, eg $\frac{6}{\sin 25} = \frac{AB}{\sin 120}$ M1 for (*AB* =) $\frac{6}{\sin 25} \times \sin 120$ or (*BC* =) $\frac{6}{\sin 25} \times \sin 35$ M1(dep M2) for method to find area, eg 0.5×6×*AB*sin35 or 0.5×6×*BC* sin 120 A1 for answer in the range 21.1 – 21.2 OR (with perpendicular from *A* meeting *BC* extended at a point *X*) M1 for method to find *AX* M1 for method to find *BX* M1(dep M2) for 0.5 × "*AX*" × "*BC*" A1 for answer in the range 21.1 – 21.2
Q21		Diagram enlarged.	M1 for correct vector for $\overrightarrow{OY}$, eg $(\overrightarrow{OY}) = \overrightarrow{OA} + \overrightarrow{AY}$, may include terms in **a** and **b,** eg. 6**a** + $\overrightarrow{AY}$, 4**b** + 4**a** – **b** + $\overrightarrow{PY}$ M1 for $(\overrightarrow{AY} =) \frac{2}{3}\vec{A}P$ or $(\overrightarrow{PY} =) \frac{1}{3}\overrightarrow{PA}$ M1 for correct expression for $\overrightarrow{OY}$ in terms of **a** and **b,** eg $\frac{14}{3}$**a** + 2**b** C1 for $\frac{2}{3}$(7**a** + 3**b)** and "$\overrightarrow{OY}$ is parallel to the vector 7**a** +3**b" oe**

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Question 8

Last year's report advised that "centres and students should be aware that rounding values to 1 significant figure in order to estimate is not always the most appropriate way to solve a problem". Those students who rounded 63.5 to 60 and 101.7 to 100 in part (a) usually gained only one of the two marks because they could not deal with $\sqrt{6000}$. Many went on to give an answer in surd form. Students who rounded 63.5 to 64 and 101.7 to 100 were far more successful and 80 was the most common answer. Some students did not understand the implications of the word "estimate" and chose to multiply 64 by 102, gaining no marks.

Part (b) was answered very poorly indeed. Most answers did contain the digits 148 but the decimal point was usually incorrectly placed. The most common incorrect answer was 14.8.

Students were much more successful in part (c). Not surprisingly, the most common incorrect answer was –25.

Question 6

It is clear that students have practised error intervals from rounding but not from a truncated number. This question was answered very poorly, with lots of students giving the answers of 8.25 and 8.35 which gained zero marks. Centres need to spend time on this new topic and ensure students know the difference between the two types of error interval.

Question 2

There remains a lot of misunderstanding about the values used to state an error interval. The most common error was 128.4 as the top of the interval. Many who were unprepared for this topic gave 127 and 129 as their answers or writing the largest number first.

Question 19

Some students drew a tangent to answer this question but the most common incorrect answer was from 10/6 = 1.666… this was when students read off values at $x = 6$ and just divided the raw figures.

Those students that did draw a tangent often went on to calculate the gradient and obtained an answer within the acceptable range. However, there were a number of students who drew a tangent, thus

gaining the first method mark, but then incorrectly read the scales, or ignored the scales altogether. At this level it is expected that students should be able to accurately a read and apply scales on axes to gain an appropriate estimation.

Question 5

This question was answered well by the majority of students and two marks were typically scored. Where this wasn't the case it was often down to students clearly not understanding trigonometry at all and using a mixed method. A number also mis-labelled their diagram and ended up trying to use cosine rather than sine. An answer of 94.2 was seen on several occasions, apparently coming from the calculator being in radians mode; students should ensure they reset their calculators at the beginning of an exam.

Question 3

A majority of students scored both marks on this question. Where only one mark was scored, it was usually for the lower end of the interval and where the student had used 9.44 or 9.4 for the upper end of the interval.

Question 18

Very few students showed a full understanding of what was required to answer this question. The award of any marks was generally limited to the one mark for the appreciation that finding the lower bound for the length of the cube requires a bound (11.25) to be used for the length of the diagonal *AH*. About a half of all students gained this mark. It was rare to see students use Pythagoras' rule correctly in this context of three dimensions. Students who tried to make further progress often either assumed incorrectly that the lengths of *AF* and *FH* were equal or that the size of angles *FAH* and *FHA* were both 45°.

Question 10

Since students were asked to find an estimate for the length of one side of each square in part (a) it should have been evident to them that they would need to use a rounded value. Some students did this at the start of the process, rounding the total area to 5400 before dividing by 6. Others started by dividing 5406 by 6 and then rounded 901 to 900 before attempting to find the square root. Many students gained the first mark for dividing by 6 but the next stage in the process proved to be beyond a considerable number of these students. Those who recognised that they needed to find the square root often went on to get full marks for an answer of 30 but the incorrect processes seen were many and varied. Often these involved division by 4 or by 2. Some students gained the first mark and gave 900 or 901 as the final answer.

The mark in part (b) was not dependent on a complete process in part (a). To be in a position to say whether their answer was an underestimate or an overestimate, students must have used a rounded value in a calculation. Many students did state that their answer was an underestimate and gave a suitable reason; for example they had rounded the total area down or they had rounded 901 to 900.

Some students chose underestimate or overestimate but gave no reason for their choice. Overall, part (b) was not answered particularly well.

Question 21

This grade 9 problem was a struggle for most, however there was scope for a good number to gain a single mark for one correct bound. This was normally a bound for T rather than l. The bounds for l most commonly seen were 51.5 and 52.5. These were outside the range that was acceptable for the substitution mark, so those who made this error were unable to gain the third mark even if they chose the correct pair. The second mark was for rearrangement, either before or after substitution, and proved to be unattainable for the majority of students due to the complex nature of the stated formula. To gain the third mark students had to select the correct pairs, eg LB of l and UB of T, or vice versa, and substitute these into a formula.

In Summary

Based on their performance on this paper, students should:

- ensure they are familiar with sufficient higher tier content to be able to access the paper
- work on understanding standard topics such as trigonometry, graphs, and box plots
- spend more time working with ratio and proportional reasoning to allow them to work confidently with problems relating to these areas.
- be confident in the different applications of trigonometry, depending on the type of triangle presented
- practise solving problems which require conversion between units, in particular here for time in minutes and hours
- make use of the units given in questions to determine formulae eg density units of g/cm^3 lead to density = mass/volume
- use brackets around negative numbers when entering these into a calculator

Question 4

A good discriminator, this question attracted many fully correct solutions but also many attempts which were awarded each of the marks available. There were a number of possible routes that students could take to solve the problem. By far the most common route taken was for students to work in litres and so to start off by working out the number of 8 litres in 2400 litres. Most students then showed the intention to work out the time for company A to fill the tank by multiplying 300 by 1 minute 40 seconds. These students usually scored at least 2 marks for their working. However, a significant number of students did not change their 1 minute 40 seconds accurately to minutes and examiners saw figures such as 1.6 and 1.40 used frequently. This inevitably led to otherwise successfully completed answers scoring 3 of the 4 marks available.
About one third of students obtained full marks for their solution to this question.

Question 11

About a half of students scored both marks on this question. Where only 1 mark was scored, it was usually for the lower end of the interval and where the student had used 6.4 for the upper end of the interval.

Question 15

Higher attaining students often scored full marks for their answers to this question. Where tangents were drawn they were generally accurate and allowed them to be used to get a good estimate of the gradient. However there was a significant number of students who used the coordinates of the point on the curve at $t = 12$ and who simply divided the y coordinate by the x coordinate ($17 \div 12$) to get the gradient. Some of these students had already drawn a tangent to the curve at $t = 12$.

Question 3

Students are clearly getting used to this type of question, and it was pleasing to see so many scoring both of the marks. There are misconceptions that persist, and was still quite common to see ’80.5’ as an incorrect lower bound, and ’90.4’ for the upper bound.

Question 4

Part (a) was the first problem question on the paper and was looking for students to compare the people per unit area at two festivals. To be able to do so students had to first find the area at one of the festivals. However, students could gain the second and third marks even if they were unsuccessful in finding this area. These two marks were for finding the area per person at one or both festivals.

Part (b) required students to understand the mistake made in the unit conversion. To gain the mark students needed to explain that, for the conversion from cm^2 to m^2, the conversion factor is 10000 or 100^2. This was done with varying degrees of success with a good number able to work with the correct conversion factor, often showing the correct conversion for $3m^2$ to cm^2 or $300cm^2$ to m^2. The most common incorrect answer was to show that $300 \times 300 = 90{,}000$.

Question 20

Three dimensional Pythagoras and Trigonometry is always a challenging subject for candidates, and so it proved again. However, it was good to see many make a start and gain some credit. A decent number of candidates were able to complete a process to find *AF* using Pythagoras. It is worth noting, that at this grade a full process was required for a single mark, whereas at a lower level we may see 2 marks for Pythagoras. The step that troubled many was knowing to, and how to, find *FH*. Many took the base to be square and incorrectly used Pythagoras rather than Trigonometry. Of those who recognised the need to use trigonometry, far too many chose the wrong ratio, and were unable to gain further credit. The final step was for a correct trigonometry statement involving angle *FAH*. This was however, dependent on the processes for any values used in this step being correct, which was normally not the case.

Question 12

A minority of candidates scored both marks on this question. Most candidates were unable to appreciate that the question focused on truncation, rather than rounding and treated the question as if they had been told "1.2" was the result of a rounding process. As a result, they gave the bounds as 1.15 and 1.25. These bounds could not be given any credit. Where only 1 mark was scored, it was usually for the lower bound, 1.2(0).

Question 7

This is now a familiar question, and one that was answered very well. Candidates typically do better on this version of the error interval question, rather than when tested on truncation.

Question 2

The majority of students scored full marks on this question. There were a number of routes through the question and stages in the working could be seen in different orders. Most students started by calculating 68% of 800 then proceeded to take into account the other factors stated in the question. However, some students did not include all the

factors, for example, forgetting that each person will drink 2 cups of coffee. In cases where a student did not get a correct answer for the amount of coffee needed, a common error made was dividing 1088 by 10.6 instead of multiplying to give a final answer of 103g. Nearly all students earned the mark in part (b) for stating that "more coffee would be needed", or equivalent. Students should be reminded that if they calculate and use values to support their answer in part (b), the values must be correct.

Question 6

The majority of students made a good attempt at this problem. There were many fully correct solutions. Answers of 65 or 66 were accepted to reward students who rounded their answer to the nearest day and those who rounded up because they reasoned that in 65 days, not quite enough lava had flowed from the volcano. Students who could not be awarded full marks often scored one mark for either dividing by 11.9 or for a correct process to convert between seconds and days. The latter process is exemplified by $24 \times 60 \times 60$ (= 86 400) or by successively dividing by 60, 60 and 24. The most common errors seen were from students who multiplied together 67, 205, 600 and 11.9 and from students who used incorrect conversion factors such as 60×24 or $60 \times 60 \times 12$.

Question 7

Most were able to gain some credit on this volume and flow problem. This was either for correctly working out the volume of the cylinder, or for correctly using the rate of flow. Unfortunately, very few were able to put all the steps together. Many didn't work with the conversion at all which could have been used with either the rate of flow or the volume, and this meant in most cases the maximum they could score was 2 marks out of the 4.

Question 8

It was surprising to see how few students were able to gain marks on this question with it being such a familiar question on this specification. It is clear that many students need a greater understanding of rounding, and truncation, and the limits of accuracy.

Question 22

This question proved to be more of a challenge to the highest attaining students than any other question on the paper but there were still a good number of fully correct responses. Low attaining students often merely substituted values into the word formula without considering bounds. They could not be awarded any marks but of those students who did consider bounds, a large number of them wrote down at least one correct bound from the six bounds relevant to the three values given in the question. Only the best students could identify the correct bounds to use in order the minimise the profit (lower bound of selling price − upper bound of cost of materials). Students who showed a good understanding of the bounds needed for this could usually complete the process to find the lower bound of the hourly rate of pay and use it to give a statement to confirm that Ebony's rate of pay was definitely more than £8.20

Question 5

Marks were often lost in part (a) because students did not understand the implications of the word "estimate". Most students were able to demonstrate a full process to find the total amount that Sophie pays which earned them one mark but there was a significant number of students who used very little rounding or no rounding at all and gained no further marks. As this question was testing estimation skills students were expected to round at least one value to 1 significant figure in order to get a calculation that they could work out in their heads. Rounding 513 to 500 and 0.81 to 0.8 was quite a common route to a correct estimate. Some students divided 513 by 10 to get 51.3 and then rounded this to 50 before multiplying by 0.8 or 0.81. Many students chose to round 0.81 to 1 rather than to 0.8 and although this made the calculation much easier it did not result in a very good estimate of the total amount. This approach scored at most two of the three marks. The working for this problem was very variable. The good responses generally clearly stated the estimates that they were working with. In some of the poorer attempts, students seemed to have taken multiple approaches in a bid to find an easier calculation but often their lack of estimation prevented them from finding an easier calculation.

To be in a position to say whether their answer was an underestimate or an overestimate in part (b), students must have used a rounded value in a calculation in part (a). Many students did state that their answer was an underestimate and gave a suitable reason; for example, they had rounded both 513 and 0.81 down. Some students rounded one value up and the other value down but gave a reason that only mentioned rounding one value and they could not be awarded the mark. A small number of students were able to successfully explain that rounding 0.81 to 1 was more significant than rounding 513 down to 500 and could gain the credit here.

Question 9

Part (a) was answered well, as error intervals normally are. This is one of the new topics that students have taken to well.
Part (b) unfortunately, was answered less well. Students were required to recognise that there are an infinite number of values greater than 7.349 but still less than 7.350, and some did and articulated this well. Many didn't though, and it was common to see poorly worded explanation either contradicting themselves or being mathematically incorrect.

Question 7

This multi-step question required the use of a variety of skills being combined to solve a problem and appeared to be challenging to many students. Many students multiplied the radius by the height or finding the surface area or squaring pi instead of the radius or dividing the volume by 3 and, hence spoiling this process. The second process mark was often the only mark being awarded, usually for [volume] ÷ 250. On this occasion [volume] could be anything the student believed to be the volume provided it was not a value that was not allowed as stipulated in the mark scheme. It was unfortunate and relatively rare when students divided something labelled other than volume by 250 and hence not achieving this mark. Again, it is important that students show their method and process so that they have greater access to these marks. A number of students who had a fully correct process to find

the time in seconds often stopped short of finding the time in minutes and hence only gained 2 of the 4 marks. With this question, full marks were given for an answer within the range from 62 to 63 inclusive but as the questions stipulated that 'you must show all your working' a correct answer with no supportive working scored no marks. It is important that students heed this instruction given on specific questions to ensure that they do not fall foul of this.

Question 19

This question discriminated well with the full array of marks being awarded. The lower attaining students restricted their answer to calculating R by substituting in P as 5.88×10^8 and Q as 3.6×10^5, with some then writing the lower bound of this value, but these responses were not awarded any marks. Most students recognised the need to state bounds for P and/or Q and hence gained the first mark for the digits 5875 or 5885 or 355 or 365. This was to allow a mark to be awarded to the students who ignored the $\times10^8$ and $\times10^5$ from P and Q respectively. Many students did not progress beyond the first mark as they attempted to calculate the lower bound of R by dividing the lower bound of P by the lower bound of Q. Of those who gained 2 of the 3 marks it was usually for having the incorrect upper bound for Q, usually as 3.64×10^5 or 3.649×10^5 with no recurring notation. There were some students who were only awarded 2 of the 3 marks as they gave a final answer in standard form instead of an ordinary number. The final mark was only awarded for a final answer in standard form if an answer within the accepted range was given as an ordinary number first.

Question 19

This was a particularly challenging bounds problem. The difficulty arose here due to the complexity of the denominator. Here they needed an upper bound of a paired with a lower bound for c or visa versa, and that is what we failed to see.
Many gained the B1 for at least one correct bound. We often saw all 6, or at least 4. Learners struggled most with the bounds for w. however when it came to find the bounds for T, learners typically used all upper bounds, or all lower bounds and therefore no further marks could be awarded.

Question 7

This question was attempted by most but rarely resulted in full marks being awarded. Many were unable to appreciate that the question focused on truncation, rather than rounding and treated the question as if they had been told 10.2 was the result of a rounding process. As a result, they gave bounds of 10.15 and 10.25 which could not be given any credit. Where only 1 mark was scored, it was usually for the lower bound of 10.2(0); as an upper bound of 10.29 did not gain any credit.

Question 11

Responses on this question showed quite a lot of confusion between area and perimeter as it was not uncommon for learners to equate the area of the sector to 34.3 or even 24.9. Of the learners that were most successful in answering this question, most started with a complete equation.

Question 23

The final question was a 5-mark question requiring learners to use the cosine rule to find a diagonal that splits the quadrilateral in half, followed by 2 steps of the sine rule to find the desired angle.
The mark scheme progressed thus: the first 2 marks for correctly using the cosine rule to find BD. Once BD was found, this length, along with those lengths and angles given on the diagram, could be used to find angles ABD and DBC which together make ABC.
Firstly, it was pleasing to see so many learners attempting this question, with much fewer blank responses as we often see on the last question.
Those who knew to find BD, often gained both the first 2 marks for being able to correctly use the cosine rule, although we did see some calculative errors.
Even if it was incorrectly found, a value clearly believed to be BD, could be used in the two sine rule calculations and gain those marks.
The less successful responses made the incorrect assumption that angle ADC was $90°$, and used Pythagoras with the lengths of 6 and 9 to find the length AC. Making this assumption actually led to a length of $\sqrt{117}$ which was exactly the value for BD. However, since this method is incorrect it gained no marks.

Summary

Based on the performance on this paper, learners should:

- Remember not to round prematurely, and only do so once they reach their final answer
- When using trigonometry try to use the most efficient methods to not waste time and lesson opportunities for errors
- Gain more exposure to reverse % calculations including when expressed as a fractional change
- Check work for obvious errors and copy answers carefully within the stages of working, and to the answer line
- Gain an appreciation of the nature of an answer required ‘in exact form’ ie including surd or index form, and not a rounded value
- Use diagrams and explanation in their method to exemplify their work
- Note the definition of a C (communication mark): it is awarded for a fully correct answer/statement given with no contradiction or ambiguity; a correct answer/statement given with an incorrect statement will be awarded C0, so take care in succinctly writing their correct response to these questions.
- Appreciate the use of a box plot to split data into quartiles
- Recognise the use of a factorised expression for solving equations and inequalities

Question 5

This question required recognition that the bounds were +/-0.05 from 23.8 and placement of these values correctly within an inequality. Most responses attempted the question, with many successfully identifying at least one bound, more commonly the lower bound than the upper. The use of a number line to identify bounds was frequently seen in responses that achieved full marks. A significant number of responses, both correct and incorrect, included no working. The most common error was an incorrect evaluation of the upper bound, such as truncating to 23.849 or 23.84. Where the upper bound was correctly stated, it was usually given as 23.85 rather than 23.8499 or using recurring notation. Some responses placed the bounds in the wrong order, which was not credited. Others used symmetric bounds around 23.8 (e.g. 23.7 and 23.9), which did not reflect the correct rounding process.

Question 19

This question required the use of bounds within a division and a conversion between centimetres and millimetres to calculate an upper bound. Most responses gained the first mark by identifying one of the bounds, often using a number line or finding midpoints between values either side of 10.4 and 0.17. Where only one mark was awarded, it was typically due to an incomplete calculation for the upper bound. This was often seen in responses that did not attempt to convert units, such as leaving the calculation in centimetres rather than converting to millimetres. Responses that converted centimetres to millimetres, recognising that 10.4 cm is equivalent to 104 mm, were more likely to be fully correct.

Less successful responses applied bounds to the final answer rather than during the calculation, which limited the marks available. More accurate responses began by converting the total height of the pile to 104.5 mm as the upper bound and identified the lower bound of the sheet thickness as 0.165 mm. These responses then divided 104.5 by 0.165 and rounded the result down to the nearest whole number, producing a correct final answer.