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GCSE MATHS

Algebra

Edexcel 1MA1 | Subtopic collection Topic 17

Linear equations

Higher tier

Answers and examiner comments

160	2003-2025	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 3

The full source mark scheme begins on page 244. Use the original paper code, tier and question number shown above.

Original question 7

The full source mark scheme begins on page 244. Use the original paper code, tier and question number shown above.

Original question 17

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Original question 2

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

Original question 11

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

Original question 21

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

Original question 1

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Original question 8

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Original question 12

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Original question 5

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

Original question 12

The full source mark scheme begins on page 359. Use the original paper code, tier and question number shown above.

Original question 22

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

4	(a)		Correct line	1	B1 For a single line of length in the range 6.8cm to 7.2cm drawn with or without using the given point P
	(b)		Correct point	1	B1 for point Q identified on their line within the range 2.8 cm to 3.2 cm from *P*

6	(a)		16	1	B1 cao
	(b)		12 cm^2	2	B1 for 12 cao, B1 (indep) for cm^2
	(c)		15	2	M1 for 5 × 3 A1 cao [SC: B1 for 10, 13 or 14]

1380/1F

25	(a)		Vertices at (2, -2), (7, -2), (7, -6), (4, -6), (4, -4), (2, -4)	2	B2 for a fully correct rotation [B1 for correct shape with correct orientation **OR** a 90° anticlockwise rotation about *O* **OR** a 180° rotation about *O* **OR** for any 3 correct sides in the correct position]
	(b)		Translation by $\begin{pmatrix} 3 \\ -1 \end{pmatrix}$	2	B1 for translation B1 (indep) for $\begin{pmatrix} 3 \\ -1 \end{pmatrix}$ or 3 right and 1 down

1380/1F

6	(a)		16	1	B1 cao
	(b)		12 cm^2	2	B1 for 12 cao, B1 (indep) for cm^2
	(c)		15	2	M1 for 5 × 3 A1 cao [SC: B1 for 10, 13 or 14]

1380/1F

19	(a)		56 Reason	2	B1 56° cao B1 sum of angles on a straight line is 180°
	(b)		22	1	B1 cao

1380/1F

Question		Working	Answer	Mark	Notes
10	(a)		$2a + 7c$	2	B2 for $2a + 7c$ (B1 for $2a$ or $7c$)
	(b)		$2y^2 - 3y$	1	B1 $2y^2 - 3y$ or $2\times y^2 - 3\times y$
	(c)		$x(x–4)$	2	B2 $x(x–4)$ or $(x+0)(x-4)$ condone omission of final bracket (B1 x(linear in x) condone omission of final bracket) (B1 for $x–4$)
	(d)	$2x + 6$ or $6x - 3$	$8x + 3$	2	B2 $8x + 3$ (B1 for $2x + 6$ or $6x - 3$)
	(e)		$\frac{2}{3}$	2	M1 for expansion of brackets or division by 3 A1 $\frac{2}{3}$ oe

Question		Working	Answer	Mark	Notes
12	(a)	$2x + 9 + 2x - 3 + 4x + 5$	$8x + 11$	2	M1 for attempting to add $2x + 9$, $2x - 3$ and $4x + 5$ or for $8x + c$, $c \neq 0$ A1 for $8x + 11$
	(b)	$8x + 11 = 39$ $8x = 28$	3.5	2	M1 for "ax $(+ c)$ " = 39 or $(39 - \text{'c'}) \div \text{'a'}$ A1f.t. for 3.5 oe provided 'c' $\neq 0$ in (a)

Question		Working	Answer	Mark	Notes
19	(a)	$x^2 - 3x + 5x - 15$	$x^2 + 2x - 15$	2	B2 for $x^2 + 2x - 15$ (B1 for $x^2 - 3x + 5x - 15$ with at least 3 terms correct or 4 terms correct ignoring signs)
	(b)	$\frac{29 - x}{4} \times 4 = x \times 4 + 5 \times 4$ $29 - 20 = 4x + x$ $5x = 9$	1.8	3	M1 for multiplying through by 4 or $\frac{29}{4} - \frac{x}{4} = x + 5$ M1 for correct rearrangement of their 4 terms to separate x and non-x terms A1 for 1.8 oe

28		Upper bound $\sqrt{\frac{6.435}{5.5135}} = 1.080340$ Lower bound $\sqrt{\frac{6.425}{5.5145}} = 1.079402$	1.08 because the LB and UB agree to that number of figures	5	B1 for either 6.435 or 6.425 or 6.434999… B1 for either 5.5145 or 5.5135 or 5.5144999… M1 for '6.435' ÷ '5.5135' where 6.43<'6.435'≤6.44 and where 5.513 ≤ '5.5135' < 5.514 OR for '6.425'÷ '5.5145 where 6.42≤'6.425'<6.43 and where 5.514 < '5.5145' ≤ 5.515 A1 for 1.0794(02…) and 1.0803(40…) A1 for 1.08 **and** 'both LB and UB round to 1.08' oe

1380 4H

1380/4H

Question		Working	Answer	Mark	Notes
29		$4(2x-1)+3(x+3)$ $=(x+3)(2x-1)$ $8x-4+3x+9$ $=2x^2-x+6x-3$ $2x^2-6x-8=0$ $2(x-4)(x+1)=0$	$x=-1,\ 4$	5	M1 multiplying both sides by a common denominator of $(x+3)(2x-1)$ oe or $\frac{4(2x-1)+3(x+3)}{(x+3)(2x-1)}$ $(=1)$ or better seen or multiplying all 3 terms by $(x+3)$ or by $(2x-1)$ M1 (indep) for $2x^2-x+6x-3$ oe seen or $8x-4+3x+9$ oe A1 for $2x^2-6x-8$ oe or $x^2-3x-4\ (=0)$ M1 (dep on M2) for correct method to solve a 3 term quadratic A1 cao for both solutions

1380 4H

3	(i) (ii)	$180-110=70$ 180 - 2 × 70	40 Reasons	4	M1 for $180-110$ or 70 seen M1 for $180-2\times"70"$ or 110 - "70" A1 cao B1 for two out of three of: angles on a line add to $180°$; isosceles triangle (accept 2 sides equal or 2 angles equal) ; sum of the angles in a triangle is equal to $180°$ **OR** for two out of three of: angles on a line add to $180°$; isosceles triangle (accept 2 sides equal or 2 angles equal) ; exterior angle of a triangle is equal to the sum of the interior opposite angles

1380_3H
Summer 2010

Question		Working	Answer	Mark	Notes
17	(a)		$3(x+4)$	1	B1 for $3(x+4)$ Accept 3 × (*x* + 4), (*x* + 4)3 and (*x* + 4) × 3
	(b)	$8x-12=5x+7$ $8x-5x=7+12$ $3x=19$	$\frac{19}{3}$ oe	3	M1 for 4 × 2*x* − 4 × 3 or $8x-12$ seen or for an intent to divide by 4 throughout eg. $\frac{5}{4}x+\frac{7}{4}$ oe seen M1 for a correct method to isolate terms in *x* **and** isolate number terms on opposite side of a 4-term equation eg. '8*x*' − 5*x* = 7 + '12' or 3*x* = 19 seen A1 for $\frac{19}{3}$ oe (accept 6.33 or better)
	(c)	$y^2+5y+4y+20$ *y* +4 *y* y^2 4*y* +5 5*y* 20	$y^2+9y+20$	2	B2 cao (B1 for 4 correct terms with or without signs, or 3 out of no more than 4 terms, with correct signs. The terms may be in an expression or in a table)
	(d)		$4x(2x+3y)$	2	B2 cao [B1 for 4(2x^2 + 3*xy*) or *x*(8*x* + 12*y*) or 2*x*(4*x* + 6*y*) or 2(4x^2 + 6*xy*) or 4*x*(a linear expression in x and y, with just one error); for example 4*x*(*kx* + 3*y*) or 4*x*(2*x* + *ky*) *k* ≠0]

1380_3H
Summer 2010

Question	Working	Answer	Mark	Notes
11 (a)		Base angles of an isosceles triangle are equal	1	B1 mentions **isosceles** (triangle) or **two sides the same** or **base angles equal**. Accept equivalent reasons. Do not accept incorrect statements.
(b)	$2x = 40$	20	2	M1 for an attempt to move x to LHS or -10 to RHS eg $-x$ each side or +10 each side or sight of $2x$ or 40 OR to move $3x$ or +30 or sight of $-2x$ or -40 A1 cao

Original question 15

The full source mark scheme begins on page 411. Use the original paper code, tier and question number shown above.

6	(a)		$6x + 5y$	2	B2 (B1 for either $6x$ or $5y$ seen)
	(b)	$2x = 10 - 3 = 7$ $x = 7 \div 2$	3.5	2	M1 for $2x = 10 - 3$ or $2x = 7$ or $(10 - 3) \div 2$ A1 for 3.5 oe
	(c)(i)		c^{11}	2	B1 accept c^{5+6}
	(ii)		e^{8}		B1 accept e^{12-4}

1380_4H

1380/4H

5MB1H_01

Question	Working	Answer	Mark	Notes
9 (a)	1 - (0.3 + 0.21 + 0.16 + 0.09) 0.24 ÷ 4	0.06	3	M1 for 1 - (0.3 + 0.21 + 0.16 + 0.09) or 1-0.76 or 0.24 M1 dep for "0.24" ÷ 4 A1 cao
(b)	0.3 × 0.16 + 0.16 × 0.3 + 0.21 × 0.21	0.1401	3	M1 for one correct product or 3 correct pairs identified by scores or probabilities. Ignore 4+4 repeated with no other errors. M1 for all correct products with intention to add A1 for 0.1401

13		4	2	M1 for an attempt to evaluate 2500 x 1.03^n for at least one value of *n* (not equal to 1) Or $\frac{2813.77}{2500}$ (=1.1255...) and 1.03^n evaluated, $n \geq 2$ Or finding at least two correct interest payments. ie 75 and 77.25 A1 for 4 cao

5	(a)(i)	$5 \times (-2)^2 + 2$ $= 5 \times 4 + 2$	22	1	B1 cao
	(ii)	$47 - 2 = 45$ $45 \div 5 = 9$	3	2	M1 for $\frac{47-2}{5}$ or $\frac{47+2}{5}$ A1 for 3 or -3 (accept ± 3)
	(b)		$-1, 0, 1, 2, 3$	2	B2 cao (B1 for at least 4 correct and not more than one incorrect integer)

Question		Working	Answer	Mark	Notes
22	(a)	$27^{\frac{1}{3}} = 3$ $3^{-2} = \frac{1}{3^2}$	$\frac{1}{9}$	2	M1 for a correct cube root, reciprocal or square A1 for $\frac{1}{9}$ or 0.11(1…)
	(b)	$\frac{8-\sqrt{18}}{\sqrt{2}} = \frac{8}{\sqrt{2}} - \frac{\sqrt{18}}{\sqrt{2}}$ $= \frac{8}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}} - \sqrt{\frac{18}{2}}$ $\frac{8\sqrt{2}}{2} - 3$	a = −3 b = 4	3	M1 for attempt to rationalise denominator, e.g. $\frac{8}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}} - \frac{\sqrt{18}}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}}$ or $\frac{8-\sqrt{18}}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}}$ Or $8 - \sqrt{18} = \sqrt{2}(a + b\sqrt{2})$ oe A2 for $-3 + 4\sqrt{2}$ (A1 for −3) (A1 for 4) SC B1 if M0 scored for –3 or 4 seen on either answer line

10	(a)		$7e + 2f$	2	B2 cao (B1 for $7e$ or $+ 2f$ seen)
	(b)	$8x - 4 = 3x - 19$ $8x - 3x = -19 + 4$ $5x = -15$	-3	3	B1 for $8x - 4$ or $3x/4 - 19/4$ seen correctly oe M1 for a fully correct process which results in the terms in x or the constant terms being on one side of the equation from '$ax+b$' = '$cx+d$' $b \neq 0$ A1 cao
	(c)	$y + 4 = 150$ $y = 150 - 4$	146	2	M1 for $y + 4 = 30 \times 5$ or $\frac{y}{5} = 30 - \frac{4}{5}$ oe A1 for 146

Question		Working	Answer	Mark	Notes
7	(a)	$3(2t-4) = 2t+12$ $6t-12 = 2t+12$ $6t-2t = 12+12$ $4t = 24$	6	3	B1 $6t-12$ or $\frac{2t}{3}+\frac{12}{3}$ M1 correctly isolating their terms in t or their constant terms in an equation A1 cao
	(b)	$2(x-y)-3(x-2y)$ $=2x-2y-3x+6y$	$-x+4y$	2	M1 $2x-2y$ or $3x-6y$ or $-3x+6y$ A1 $-x+4y$ or $4y-x$ [SC: B1 for $-x-8y$ or $x+4y$ with or without working if M0 scored]
	(c)	$(x-5)(x+7)$ $= x^2-5x+7x-35$	$x^2+2x-35$	2	M1 3 out of 4 terms correct with correct signs or all 4 terms correct ignoring any sign errors A1 cao

17	(a)	$-10 - 2 \times 3 \times (-5)^2 = -10 - 150$	-160	2	M1 $-10 - 2 \times 3 \times (-5)^2$ or 75 or 150 or -150 seen A1 cao
	(b)	$y = p - 2qx^2$ $2qx^2 = p - y$ $x^2 = \frac{p-y}{2q}$	$x = \pm\sqrt{\frac{p-y}{2q}}$	3	M1 at least one correct process from isolate $2qx^2$, divide by q, or by 2 or by $2q$ M1 (dep on M1) attempt to square root both sides of $x^2 = \text{‘}\frac{p-y}{2q}$, A1 $x = \pm\sqrt{\frac{p-y}{2q}}$ oe condone omission of $\pm$

Question		Working	Answer	Mark	Notes
6	(a)	$2x - 10 + x + 50$ (ext angle of a triangle = sum of interior opp angles) OR $180 - (2x - 10 + x + 50) = 140 - 3x$ (sum of the angles in a triangle = 180) $180 - (140 - 3x)$ (sum of the angles on a straight line = 180)	Show result, with reasons	3	M1 for $2x - 10 + x + 50$ **or** $2x + x$ and $50 - 10$ A1 for completing the algebra to complete the proof and showing $y = 3x + 40$ B1 for '**ext angle** of a **triangle** = **sum** of interior **opp** angles' OR M1 for $180 - (2x - 10 + x + 50)$ or $140 - 3x$ seen A1 for completing the algebra to complete the proof and showing $y = 3x + 40$ B1 for 'sum of the **angles** in a **triangle** = **180**' oe **and** 'sum of the **angles** on a straight **line** = **180**' oe
	(b)(i)	$3x = 145 - 40 = 105$ $105 \div 3$ $35 + 50 = 85$	35	4	M1 for clear attempt to subtract 40 from both sides of the equation **or** divide all 3 terms by 3 **or** ($3x =$) $145 - 40$ or 105 seen A1 cao
	(ii)	$2 \times 35 - 10 = 60$ $180 - 145 = 35$	85		M1 ft for $2\times$'35' $- 10$ **or** '35' $+ 50$ **or** $180 - 145$ **or** can be implied by sight of 85 or 60 **or** for substituting '35' in order to find at least one angle implied by sight of 85 or 60 A1 for 85 or ft for '35' provided 'x' < 47

1380_4H

Question		Working	Answer	Mark	Notes
7		$\frac{1}{2} \times 8 \times 15 = 60$ $60 \div 12$	5	4	M1 for $\frac{1}{2} \times 8 \times 15$ (=60) **or** $12x$ **or** $12 \times ?$ oe M1(dep) for equating 'area of triangle' to 'area of rectangle' ('areas' must be dimensionally correct) eg. $\frac{1}{2} \times 8 \times 15 = 12x$ **or** $60 = 12x$ (NB. x may have a numerical value) M1 (indep) for '60' ÷ 12 A1 cao SC : B3 for an answer of 10

Original question 11

The full source mark scheme begins on page 426. Use the original paper code, tier and question number shown above.

Question		Working	Answer	Mark	Notes
10	(a)		–1, 0, 1, 2, 3	2	B2 for all 5 correct values; ignore repeats, any order. (–1 for each omission or additional value)
	(b)	$7x - 3x < 4 + 9$ $4x < 13$	$x < 3.25$	2	M1 for a clear intention to use a correct operation to collect x terms or non-x terms in an (in)equality A1 for $x < 3.25$ oe (SC: B1 for 3.25 oe seen if M0 scored)

Question		Working	Answer	Mark	Notes
19		$\sqrt{\frac{8.5\times10^9 - 4\times10^8}{8.5\times10^9 \times 4\times10^8}}$ $= \sqrt{\frac{8.1\times10^9}{3.4\times10^{18}}}$ $= \sqrt{2.3823529...\times10^{-9}}$ **OR** $\sqrt{\frac{1}{4\times10^8} - \frac{1}{8.5\times10^9}}$ $= \sqrt{2.5\times10^{-9} - 1.17647\times10^{-10}}$ $= \sqrt{2.3823529...\times10^{-9}}$	4.9×10^{-5}	3	B3 for 4.88×10^{-5} to 4.9×10^{-5} (B2 for digits 238(23529) or 24 or 488(09353) or 49) (B1 for digits 81 or 34) **OR** B3 for 4.88×10^{-5} to 4.9×10^{-5} (B2 for digits 238(23529) or 24 or 488(09353) or 49) (B1 for digits 25 or 117(647))

Question		Working	Answer	Mark	Notes
16			84	4	M1 for $x - 1 + 3x + 1 + 3x$ (= 56) or $7x = 56+1-1$ or $\frac{3x(x-1)}{2}$ oe M1 for $7x = 56$ or 8 seen M1 for $0.5\times(\text{'8'} - 1)\times(3\times\text{'8'})$ A1 cao Ignore any statement of units. SC B2 for 8 as the answer or 7 identified as the height and 24 identified as the base of the triangle.

Question		Working	Answer	Mark	Notes
17		$\sin 60^o = \frac{x}{32}$ $x = 32 \times \sin 60$ (=27.712...)	27.7	3	M1 $\sin 60 = \frac{x}{32}$ **or** $\frac{x}{\sin 60} = \frac{32}{\sin 90}$ oe M1 (x =) 32 × sin 60 **or** (x =) $\frac{32}{\sin 90} \times \sin 60$ A1 27.7 − 27.72 **OR** M1 $\cos(90 - 60) = \frac{x}{32}$ M1 (x =) 32 × cos(90 − 60) A1 27.7 − 27.72 Radians : − 9.7539398... Gradians : 25.888554... SC : B2 for an answer in the range (−) 9.75 to (−)9.754 **or** 25.8 to 25.9

2		$x + x + 4 + x - 2 = 26$ $3x + 2 = 26$ $3x = 24$ $x = 8$ OR $26 - 4 = 22$ $22 + 2 = 24$ $24 \div 3$	8	4	M1 $x + x + 4$ or $x + x - 2$ or $x + 4 + x - 2$ or "expression in x" + $x + 4 = 26$ or "expression in x" + $x - 2 = 26$ M1(dep) "3"x + "2" = 26 M1 "3"x = 26 - "2" A1 cao OR M1 $26 - 4$ or $26 + 2$ M1 "22" + 2 or "28" - 4 M1 "24" ÷ 3 A1 cao OR M3 6 + 8 + 12 seen (M2 three ages that meet the criteria x, $x + 4$ and $x - 2$) (M1 two trials of three ages added or a set of three ages that would add to 26) A1 cao

5MB3H_01

6	(a)	$6p - 15 = 21$ $6p = 36$ OR $2p - 5 = 7$ $2p = 12$	6	3	M1 $3 \times 2p - 3 \times 5$ or $6p - 15$ M1 "6"p - "15" + "15" = 21 + "15" A1 cao OR M1 $2p - 5 = 21 \div 3$ M1 $2p$ - 5 + 5 = 5 + "7" A1 cao
	(b)	$9x - 11 = 5x + 7$ $9x - 5x = 7 + 11$ $4x = 18$	4.5	3	M1 correct method to isolate either the term in x or the numerical term e.g $9x - 5x - 11 = 5x - 5x + 7$ or $9x = 5x + 18$ A1 $4x = 18$ or $-18 = -4x$ A1 4.5 oe

7	(a)		$6x - 3y$	2	M1 for an attempt to combine terms in x **or** terms in y correctly eg $5x + x(= 6x)$, $4y - 7y(= -3y)$ A1 for $6x - 3y$ oe
	(b)	$7x + 14 = 7$ or $x + 2 = 1$ $7x = -7$	$x = -1$	2	M1 for correctly expanding the bracket or an attempt to divide both sides by 7 e.g. $7x + 14$ or $x + 2 = 7 \div 7$ oe A1 cao

1MA0_1H

17			$\frac{12}{13}$	3	M1 for multiplying throughout by 10 oe or writing LHS as a single fraction e.g $2(4x - 1) + 5(x + 4) = 3\times 10$ or $\frac{2(4x-1)+5(x+4)}{10}$ or $\frac{2(4x-1)}{10} + \frac{5(x+4)}{10}$ M1 (dep) for a complete correct method to obtain linear equation of the form $ax = b$ (condone one arithmetic error in multiplying out the bracket) A1 for $\frac{12}{13}$ oe (decimal equivalent is 0.923…)

1MA0_1H

Question		Working	Answer	Mark	Notes
14	(a)	$100 = 4 \times 2 \times c$	12.5	2	M1 for correct substitution into formula A1 for 12.5 oe
	(b)	$m^2 = \frac{k+1}{4}$ $4m^2 = k + 1$ $k = 4m^2 - 1$ or $2m = \sqrt{(k+1)}$ $4m^2 = k + 1$ $k = 4m^2 - 1$	$k = 4m^2 - 1$	3	M1 for correct method to clear fraction **or** remove square root sign M1 (dep) for a fully correct method to both clear fraction **and** remove square root sign A1 for $k = 4m^2 - 1$ **or** $k = (2m + 1)(2m - 1)$

Original question 24

The full source mark scheme begins on page 446. Use the original paper code, tier and question number shown above.

Original question 12

The full source mark scheme begins on page 467. Use the original paper code, tier and question number shown above.

Question		Working	Answer	Mark	Notes
10			1.5	4	M1 for correct expression for perimeter eg. $4 + 3x + x + 6 + 4 + 3x + x + 6$ oe M1 for forming a correct equation eg. $4 + 3x + x + 6 + 4 + 3x + x + 6 = 32$ oe M1 for $8x = 12$ or $12 \div 8$ A1 for 1.5 oe **OR** M1 for correct expression for semi-perimeter eg. $4 + 3x + x + 6$ oe M1 for forming a correct equation eg. $4 + 3x + x + 6 = 16$ oe M1 for $4x = 6$ or $6 \div 4$ A1 for 1.5 oe

PAPER: 1MA0_1H					
Question		**Working**	**Answer**	**Mark**	**Notes**
***11 QWC**		$\frac{30}{24} \times 60 = 75$	Debbie + explanation	4	M1 for reading 24 (mins) and 30 (km) or a pair of other values for Debbie M1 for correct method to calculate speed eg. 30 ÷ 24 oe A1 for 74 – 76 or for 1.2 – 1.3 and 1.1 C1 (dep on M2) for correct conclusion, eg Debbie is fastest from comparison of "74 – 76" with 66 (kph) or "1.2 – 1.3" and 1.1 (km per minute) **OR** M1 for using an appropriate pair of values for Ian's speed eg 66 and 60, 33 and 30, 11 and 10 M1 for pair of values plotted on graph A1 for correct line drawn C1 (dep on M2) for Debbie is fastest from comparison of gradients. **OR** M1 for reading 24 (mins) and 30 (km) or a pair other values for Debbie M1 for Ian's time for same distance or Ian's distance for same time. A1 for a pair of comparable values. C1 (dep on M2) for Debbie is fastest from comparison of comparable values.

PAPER: 1MA0_1H

Original question 12

The full source mark scheme begins on page 482. Use the original paper code, tier and question number shown above.

Question		Working	Answer	Mark	Notes
5	(a)	$3 \times -2 + 5$	-1	2	M1 for substitution of -2 into $3e + 5$ e.g. $3 \times -2 + 5$ A1 cao
	(b)	$4y - 2y = 14 - 3$ $2y = 11$ $y = \frac{11}{2}$	$\frac{11}{2}$	2	M1 for clear attempt to subtract $2y$ or 3 from both sides A1 for $\frac{11}{2}$ oe
	(c)	$3x - 15 = 21$ $3x = 36$ $x = 12$	12	2	M1 for $3 \times x - 3 \times 5$ or intention to divide both sides of equation by 3 as a first step A1 cao
	(d)		$-2, -1, 0, 1, 2, 3$	2	B2 for all 6 correct values; ignore repeats, any order (B1 for 5 correct and no incorrect values e.g. $-2, -1, 1, 2, 3$ or 6 correct and one incorrect value e.g. $-2, -1, 0, 1, 2, 3, 4$)

8		$x + 2x + 15 = 63$ $3x = 48$	16	3	M1 for $x + 2x + 15 = 63$ M1 for attempt to subtract 15 from each side of their equation A1 cao OR M1 for 63 – 15 (= 48) M1 for '48' ÷ 3 A1 cao OR M2 for 16 and 32 seen (M1 for a strategy using at least two pairs with the ratio 1 : 2) A1 cao

PAPER: 5MB3H_01

8			38	5	M1 $3x - 5 = 19 - x$ M1 for a correct operation to collect the x terms or the number terms on one side of an equation of the form $ax + b = cx + d$ A1 for $x = 6$ M1 for substituting their value of x in the three expressions and adding **or** substituting their value of x after adding the three expressions A1 cao

PAPER: 1MA0_1H

PAPER: 1MA0_1H

Question		Working	Answer	Mark	Notes
20	(a)		4	3	M1 for correct expansion to $32x - 8$ or multiplying both sides by $3x$ or dividing both sides by 4 M1 for a compete and correct method to isolate the x terms and the number terms (condone one arithmetic error in multiplying out the bracket) A1 cao
	(b)	$\frac{2(y-6)-(y+3)}{(y+3)(y-6)}$	$\frac{y-15}{(y+3)(y-6)}$	3	M1 for common denominator of $(y+3)(y-6)$ M1 for $\frac{2(y-6)}{(y+3)(y-6)} - \frac{y+3}{(y+3)(y-6)}$ oe or $\frac{2(y-6)-(y+3)}{(y+3)(y-6)}$ oe A1 for $\frac{y-15}{(y+3)(y-6)}$ or $\frac{y-15}{y^2-3y-18}$

PAPER: 1MA0_2H

Question	Working	Answer	Mark	Notes
16 (a)		6.25	3	M1 for clear intention to expand bracket **or** divide both sides of the equation by 5 as first step M1 for correct method to isolate terms in *f* A1 for 6.25 oe
(b)		−0.75	4	M1 for correct method to clear fractions eg. multiply all terms by 6 M1 for expansion of brackets oe M1 (dep on M1) for isolating the terms in *h* **and** the constant terms A1 for −0.75 oe

3			16	2	M1 for correct substitution of values eg $6^2 - 5\times4$ A1 cao

Original question 5

The full source mark scheme begins on page 503. Use the original paper code, tier and question number shown above.

Question		Working	Answer	Mark	Notes
10	(a)		10.25	2	M1 for an attempt to expand the bracket or divide both sides by 4 as a first step. A1 for 10.25 oe
	(b)		$t = \frac{P+3}{4}$	2	M1 for a correct first step of either adding 3 to both sides or dividing both sides by 4 A1 for $t = \frac{P+3}{4}$ oe [SC: B1 for $P + 3 \div 4$ if M0 scored]

Original question 5

The full source mark scheme begins on page 503. Use the original paper code, tier and question number shown above.

Question		Working	Answer	Mark	Notes
10	(a)		10.25	2	M1 for an attempt to expand the bracket or divide both sides by 4 as a first step. A1 for 10.25 oe
	(b)		$t = \frac{P+3}{4}$	2	M1 for a correct first step of either adding 3 to both sides or dividing both sides by 4 A1 for $t = \frac{P+3}{4}$ oe [SC: B1 for $P + 3 \div 4$ if M0 scored]

PAPER: 1MA0_1H

Question		Working	Answer	Mark	Notes
20			6	3	M1 for $\frac{15}{10}$ (=1.5) or $\frac{10}{15}$ (=0.66..) or $\frac{16}{10}$(=1.6) or $\frac{10}{16}$(=0.625) M1 for $\frac{15}{10}$ × 16 (=24) oe A1 cao OR M1 for $\frac{15}{16}$(=0.9375) or $\frac{16}{15}$ (=1.066…) or $\frac{16}{10}$(=1.6) or $\frac{10}{16}$(=0.625) M1 for $\frac{15}{16}$× 10 (=9.375) oe A1 20.625 oe

Original question 7

The full source mark scheme begins on page 521. Use the original paper code, tier and question number shown above.

PAPER: 1MA0_2H

Question		Working	Answer	Mark	Notes
9			$5\frac{2}{3}$	4	M1 for $AB = 2x$ or $DC = 2x + 4$ or for $38 - 4$ M1(dep) for x + "x" + "$2x$" + "$2x$ + 4" or for "38 – 4" ÷ 6 M1 for "$6x + 4$" = 38 A1 for $5\frac{2}{3}$ oe NB: Accept answers in the range 5.6 to 5.7 if M3 scored. SC if M0 then B2 for answer in range 5.6 – 5.7

10	(a)		p^6	1	B1 cao
	(b)		t^5	1	B1 cao
	(c)		6	1	B1 cao
	(d)		4	1	B1 cao

13	(a)		−4, −3, −2, −1, 0	2	B2 for all 5 correct values; ignore repeats, any order (B1 for 4 correct (and no incorrect) values or all 5 correct values and −5)
	(b)		$x > 4½$	2	M1 for an attempt to expand brackets (eg $6\times x - 6\times 2$) or $6x - 12$ or for an intention to divide both sides by 6 as the first step or for $4½$ oe seen A1 for $x > 4½$ oe

12		$\frac{11264}{27500}$ (= 0.4096) $0.8^n = 0.4096$	4	2	$\frac{11264}{27500}$ (= 0.4096) M1 for $\frac{11264}{27500}$ (= 0.4096) and 0.8^n evaluated for n = 2 OR attempt to evaluate 27500×0.8^n for at least one value of n (not equal to 1) OR finding at least 2 deductions, ie 2 of 5500, 4400, 3520 A1 for 4 cao

6	(a)		$5x - 3 = 52$	3	M1 for $2x$ or $2x - 3$ seen M1 for x and $2x$ and $2x - 3$ A1 for $5x - 3 = 52$ from correct working
	(b)		11	2	M1 for intention to either add 3 to both sides or to divide all terms by 5 as a first step A1 cao

21			−4, 1	4	M1 for method to clear the fraction., eg $4 - 2x = x(x + 1)$ oe M1 for rearranging to the form $ax^2 + bx + c = 0$ condone one error M1 (dep on previous M1) for a method to solve their quadratic equation A1 for −4 and 1

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**
Q03		1.5cm grid	
Q04		No pictures	
Q07		model provided as well as diagram	
Q09		diagram size X2 10km and 20km changed to 20km and 40 km	
Q10		grid x 2 2cm squares	
Q12		2 cm grid Q13 On the diagram crosses at tower and tree changed to filled in circles	

PAPER: 1MA0_1H

Question		Working	Answer	Mark	Notes
7			9	4	M1 for method to find area of one rectangle, eg 15 × 8 (=120) or 15 × 11 (=165) M1 (dep) for subtracting from/by given area, eg (138 – "120") (=18) or "165" – 138 (=27) M1 for final step from complete method shown, eg 15 − "18"÷ 3 or "27" ÷ 3 A1 cao **OR** M1 for a correct expression for the area of one rectangle, eg (8 + 3) × (15 − x) or 8 × x M1 (dep) for a correct equation eg (8 + 3) × (15 − x) + 8 × x = 138 M1 for correct method to isolate x, eg 3x = 27 A1 cao
*8			x = 130 + correct reasons	4	M1 for angle BFG = 65 may be seen on diagram M1 (dep) for correct method to calculate x, eg (x=) 65 + 65 (=130) **or** (x=) 180 − (180 – 2 × 65) (=130) C2 for x = 130 **and** full appropriate reasons related to method shown (C1 (dep on M1) for any one appropriate reason related to method shown) eg alternate angles; base angles in an isosceles triangle are equal; angles in a triangle add up to 180°; angles on a straight line add up to 180°; exterior angle of triangle = sum of two interior opposite angles; co-interior angles add up to 180° (allied angles) NB Any reasons stated **must** be used

PAPER: 1MA0_1H

3	(a)		–1	2	M1 for $3 \times -5 + 7 \times 2$ A1 cao
	(b)		$3(x + 2)$	1	B1 cao
	(c)		$7y - 16$	2	M1 for intention to expand a bracket eg $5y - 10$ or $2y - 6$ A1 cao
	(d)		m^8	1	B1 cao
	(e)		p^4	1	B1 cao

PAPER: 1MA0_2H

Original question 5

The full source mark scheme begins on page 537. Use the original paper code, tier and question number shown above.

PAPER: 5MB3H_01

Question		Working	Answer	Mark	Notes
12	(a)		−2, −1, 0, 1, 2	2	B2 for −2, −1, 0, 1, 2 (B1 for one error or omission)
	(b)		$x > 3$	2	M1 for isolating either the constant terms or algebraic terms or for $x = 3$ A1 cao

2	(a)		36	1	B1 cao
	(b)		2.5 oe	2	M1 for collecting the terms in x or the number terms in an equation, eg. $5x - x + 4 = 14$ or $5x = 14 - 4 + x$ A1 for 2.5 oe (accept $\frac{10}{4}$)

Question		Working	Answer	Mark	Notes
23			$\frac{14}{3}$	5	M1 for correct substitution into a volume formula for a cylinder or a cone, eg. $\frac{1}{3}\times\pi\times3^2\times4$ (= 12π) or $\pi\times3^2\times(6-4)$ (= 18π) or $\pi\times3^2\times h$ (= $9\pi h$) or $\pi\times3^2\times(h-2)$ M1 for method to find volume after 5 hours, eg. "12π" + "18π" (= 30π) M1 (dep on M1) for use of a correct ratio, eg. "30π" $\times\frac{9}{5}$ (= 54π) or "30π" $\times\frac{4}{5}$ (= 24π) M1 for deriving an equation in h, eg. "54π" = "$9\pi h$" + "12π" A1 for $\frac{14}{3}$ or equivalent fraction

6		6	4	M1 for $7x + 22$ or $(5x+2)$ or $7b + 22p$ or $5b + 2p$ M1 for forming equation $7x + 22 = 2(5x + 2)$ M1 for correct intent to isolate x on one side A1 cao

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17			$x = 3\frac{1}{3}$ $y = -2$	4	M1 for a correct process to eliminate either variable (condone one arithmetic error) or to rearrange and substitute for elimination A1 cao for either x or y M1 (dep on M1) for correct substitution of found value into one of the equation or appropriate method after starting again (condone one arithmetic error) A1 cao

1MA0 1H November 2015

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Question		Working	Answer	Mark	Notes
16			$\frac{4}{7}$	4	M1 for multiplication of all terms by a multiple of 6 eg $3(x+1) + 2(2x-1) = 5$ M1 for $3\times x+3\times 1$ $(=3x+3)$ + $2\times 2x -2\times 1$ $(=4x-2)$ oe or $3x+3+4x-2=5$ M1 (dep) for collecting like terms on each side of the equation eg $3x+4x = 5 -3 +2$ or $7x + 1 = 5$ or $7x = 4$ A1 for $\frac{4}{7}$ or 0.57…
*17			56 supported	3	M1 for 180 – 85 (=95) A1 for 56 C1 for opposite angles of a cyclic quadrilateral add up to 180

Question	Working	Answer	Mark	Notes
17 (a)		$x < 7$	2	M1 for isolating term in x eg $3x < 16 + 5$ or $3x < 21$ or for $(x =) 7$ or $x > 7$ etc A1 cao
(b)		$\frac{7}{5}$	3	M1 for multiplying by 4 or adding $\frac{w}{4}$ or subtracting $\frac{11}{4}$ or subtracting 1 [all applied to both sides and as a first step] M1 for isolating terms in w on one side and number terms on the other side of the equation A1 for $\frac{7}{5}$ oe

3			9.25	3	M2 for $x + x + 4 + x + x + 4 = 45$ oe or $x + x + 4 = 22.5$ oe (M1 for $x + x + 4 + x + x + 4$ oe) A1 for 9.25 or $\frac{37}{4}$ oe OR M1 for $45 - 8$ (= 37) or $22.5 - 4$ (= 18.5) M1 for $(45 - 8) \div 4$ or $(22.5 - 4) \div 2$ A1 for 9.25 or $\frac{37}{4}$ oe

PAPER: 1MA0_2H

PAPER: 5MB1H/01

Question		Working	Answer	Mark	Notes
11			3	2	M1 for an attempt to evaluate 2800×1.025^n for at least one value of n (with $n > 1$) OR $\frac{3000}{2800}$ (=1.0714..) and 1.025^n evaluated (n>1) OR finding at least two correct interest payments (ie 70 and 71.75) A1 cao

2			3	2	M1 for substitution eg $2^3 - 5$ or $8 - 5$ A1 cao

16		$\frac{\sqrt{3}}{5}+\frac{2}{\sqrt{3}}\times\frac{\sqrt{3}}{\sqrt{3}}$ $=\frac{3\sqrt{3}}{15}+\frac{10\sqrt{3}}{15}$; $\frac{\sqrt{3}\sqrt{3}+10}{3\sqrt{3}}=\frac{13\sqrt{3}}{5\sqrt{3}\sqrt{3}}$	$\frac{13}{15}$	3	M1 for rationalising a denominator M1 for finding same denominator (dep M1 or with √3) A1 oe Accept $\frac{13}{15}\sqrt{3}$

Original question 4

The full source mark scheme begins on page 551. Use the original paper code, tier and question number shown above.

Original question 17

The full source mark scheme begins on page 551. Use the original paper code, tier and question number shown above.

Original question 19

The full source mark scheme begins on page 551. Use the original paper code, tier and question number shown above.

13	(a)		75	2	M1 for $3 \times 5 \times 5$ oe A1 cao
	(b)	$108 = 3t^2$ $t^2 = \frac{108}{3} = 36$	± 6	2	M1 for $(t^2 =) \frac{108}{3} (= 36)$ A1 for 6 or –6 or both
	(c)		$a = \frac{v-u}{t}$	2	M1 for subtracting u from both sides or dividing both sides by t as a first step A1 for $a = \frac{v-u}{t}$ oe

3		26	3	M1 for (360 − 90) ÷ 2 (= 135) M1 for $4x + 31 =$ "135" or $6x - 21 =$ "135" A1 cao OR M1 for forming an appropriate equation eg $4x + 31 = 6x - 21$ or $6x - 21 + 4x + 31 + 90 = 360$ oe M1 (dep) for isolating terms in x and number terms A1 cao

PAPER: 1MA0/2H

Question	Working	Answer	Mark	Notes
16		$\frac{8}{17}$	5	M1 for $5x + 4$ or $10 - x$ M1 (dep) for "$5x + 4$" = $\frac{2}{3}$ "$(10 - x)$" M1 for expanding the bracket or multiplying both sides by 3 in an equation of the form $(ax + b) = \frac{2}{3}(cx + d)$ A1 for correct equation with terms in x and number terms isolated, eg $15x + 2x = 20 - 12$ or $5x + \frac{2x}{3} = \frac{20}{3} - 4$ A1 for $\frac{8}{17}$ oe accept 0.47(0588...)

21		7	2	M1 for $6000 \times (1.03)^n$ for $n > 2$ OR M1 for $7379.24 \div 6000$ (= 1.2298733) A1 cao

PAPER: 5MB3H_01

Paper: 1MA1/1H

Question	Working	Answer	Mark	Notes
1 (a)		x^{12}	1	B1 cao
(b)		2	1	B1 cao
(c)		18	1	B1 cao
(d)		example given	1	B1 for stating a value of n for which $6n + 1$ is not prime eg 4, 8, 9, 14, 19, ... ,1000 etc

Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
*2		Yes (supported)	5	M1 for method to calculate profit on one laptop e.g. 400 × 0.3 oe (= 120) **or** 400 × 0.15 oe (= 60) M1 for method to calculate selling price of one of the two deals e.g. 400 × 1.3 oe (= 520) **or** 400 × 1.15 oe (= 460) M1 for method to calculate the total selling price of one laptop e.g. 40 × 400 × 1.3 oe (= 20 800) **or** 10 × 400 × 1.15 oe (= 4600) M1 for total income e.g. "20 800" + "4600" C1 for Yes **and** (£)25 400 **or** Yes with £400 more **OR** M1 for a method for the profit on one laptop e.g. 400 × 0.3 oe (=120) **or** 400 × 0.15 oe (= 60) M1 for a method for the total profit for one of the two deals e.g. 40 × "120" (= 4800) **or** 10 × "60" (= 600) M1 for a method for total profit "4800" + "600" (= 5400) M1 for a method for target profit e.g. 25 000 − 400 × 50 (= 5000) C1 for Yes with (£)5400 **and** (£)5000 **or** Yes with £400 more **OR** M1 for a method for the profit on one laptop e.g. 400 × 0.3 oe (= 120) **or** 400 × 0.15 oe (= 60) M1 for a method for the total profit for one of the two deals e.g. 40 × "120" oe (= 4800) **or** 10 × "60" (= 600) M1 for 50 × 400 + "4800" or 50 × 400 + "600" M1 for 50 × 400 + "4800" + "600" (= 25400) C1 for Yes **and** (£)25 400 **or** Yes with £400 more

Paper: 1MA0/1H

4		−2	3	M1 for expanding brackets eg $4x + 12$ $(= 2x + 8)$ or dividing by 4 as a first step eg $x + 3 = \frac{2x}{4} + \frac{8}{4}$ M1 ft their equation of the form $ax + b = 2x + 8$ or $x + 3 = ax + b$ for isolating terms in x and numbers e.g. $4x - 2x = 8 - 12$ seen as part of their solution oe A1 cao

Question	Working	Answer	Mark	Notes
17		0.5	4	M1 for identifying a common denominator in a correct expression or equation eg $\frac{4(x+1)}{12}+\frac{3(2x+5)}{12}$ (= 2) M1 (dep on M1) for expanding both brackets in an equation eg $\frac{4x+4}{12}+\frac{6x+15}{12}=2$ eg $4x + 4 + 6x + 15 = 12\times 2$ M1 (dep on M1) for isolating "like terms" on each side of an equation eg $4x + 6x = 24 - 15 - 4$ A1 for 0.5 oe

Question	Working	Answer	Mark	Notes
17 (a)		$\frac{3}{x+1}$	1	B1 oe
(b)		–2.5	3	M1 for attempting to multiply both sides by 5 as a first step and cancelling the LHS (can be implied by equations of the form $15 - x = 15x + ?$ or $15 - x = ?x + 55$) M1 for method to isolate terms in x and number terms from $ax + b = cx + d$ A1 for –2.5 oe OR M1 for splitting the LHS correctly into two parts $\frac{15}{5} - \frac{x}{5} = 3x + 11$ M1 for method to isolate terms in x and number terms from $ax + b = cx + d$ A1 for –2.5 oe
(c)		$m = \frac{2E}{v^2}$	3	M1 for a method to remove square root or clear fraction as a first step M1 for a method to remove square root **and** clear fraction A1 for $m = \frac{2E}{v^2}$

Question	Working	Answer	Mark	Notes
19		$\frac{2}{5}$	P1	for first step to solve the problem e.g. $\overrightarrow{AC} = -\mathbf{a} + \mathbf{c}$ or $\overrightarrow{OX} = \frac{1}{2}\mathbf{a} + \frac{1}{2}\mathbf{c}$ or demonstrates the location of D and X on the diagram
			P1	for a correct vector statement using $\overrightarrow{CD}$ eg $\overrightarrow{CD} = \overrightarrow{CX} + \overrightarrow{XD}$ or $\overrightarrow{CD} = \overrightarrow{OD} - \overrightarrow{OC}$ or $\overrightarrow{OD} = \frac{7}{2}\mathbf{c}$ or $\overrightarrow{CD} = 2.5\mathbf{c}$ oe
			P1	for a correct equation or ratio using k eg equating $\overrightarrow{XD} = 3\mathbf{c} - \frac{1}{2}\mathbf{a} = \frac{1}{2}(-\mathbf{a} + \mathbf{c}) + \frac{1}{k}\mathbf{c}$ or $\frac{\overrightarrow{OD}}{\overrightarrow{OC}} = \frac{k+1}{k}$ or $k = \frac{1}{2.5}$ or using a ratio approach eg $(\overrightarrow{OC} : \overrightarrow{CD}) = k : 1 = 1 : 2.5$
			A1	cao

11		$9\frac{1}{3}$	M1 M1 M1 A1	for writing at least 2 fractions with a common denominator eg. $\frac{3(3x-2)}{12}, \frac{4(2x+5)}{12}, \frac{2(1-x)}{12}$ with at least one correct numerator or for $\frac{3x}{4}-\frac{2}{4}-\frac{2x}{3}-\frac{5}{3}=\frac{1}{6}-\frac{x}{6}$ (accept $+\frac{5}{3}$ instead of $-\frac{5}{3}$) (dep) for a method to eliminate all fractions in an equation, ignore errors in any expanded terms eg. $3(3x-2)-4(2x+5)=2(1-x)$ or $6\times[3(3x-2)-4(2x+5)]=12\times[1-x]$ or $3\times3x-3\times2-4\times2x-4\times5=2\times1-2\times x$ OR for the correct expansion of brackets leading to $\frac{9x-6-8x-20}{12}=\frac{2-2x}{12}$ (dep on M2) for correctly isolating terms in x and number terms of their linear equation e.g. $9x - 8x + 2x = 2 + 6 + 20$ for $9\frac{1}{3}$ oe

Paper: 1MA1/2H

19		$a = 4$, $b = -42$	M1 M1 M1 A1	for at least two terms from $2(x-3)(x+3)$, $(x+2)(x+3)$, $(x-6)(x-3)$ (dep) for the correct expansion of at least two expressions, irrespective of signs, eg. $2x^2-18$, $x^2+2x+3x+6$, $x^2-6x-3x+18$ oe for $2x^2-18-x^2-5x-6-x^2+9x-18$ for $a = 4$, $b = -42$ (accept $4x-42$)

Paper: 1MA1/2H

Question	Working	Answer	Mark	Notes
10		6 (%)	P1 P1 A1	for y^5 oe or 8029.35 ÷ 6000 for a process to find 1+x e.g. $\sqrt[5]{(8029.35 \div 6000)}$ or 1.06 or 1.0599.. 5.99 to 6

6		Shows reasoning to reach $y=3$	M1 M1 M1 A1	forms equation eg $2x + 6 = 5x - 9$ isolates x and number terms $3x = 15$ substitutes "5" into side length eg $2 \times 5 + 6$ (=16) $48 \div 16 = 3$ **or** $16 \times 3 = 48$	$48 \div 3$ (=16) forms equation $2x+6=$"16" **or** $5x - 9 =$ "16" isolates x and number terms $2x =$ "10" **or** $5x =$ "25" shows $x=5$ for both solutions	$3(2x + 6) = 48$ **or** $3(5x - 9) = 48$, condone missing bracket Isolates x and number terms $6x =$ "30" **or** $15x =$ "75" forms the second equation $x=5$ from 2 different equations.

Paper: 1MA1/1H

20		$1+\sqrt{2}$	B1 P1 P1 A1	for a value for a known trigonometric ratio stated for process to form 2 equations in a and b **or** one correct value stated for complete process to solve to reach $a = 2$ and $b = 1$ for $1+\sqrt{2}$ oe

Paper: 1MA1/1H

Question	Working	Answer	Mark	Notes
1		$1\frac{1}{2}$	M1	for correct expansion of the bracket or dividing all terms by 3 as a first step eg $3x - 3$ or $(5x - 6)/3 = 3(x - 1)/3$
			M1	for isolating terms in x on one side of an equation eg $5x - 6 - 3x = -3$ or both constants on one side of an equation, eg $5x = 3x - 3 + 6$, ft $5x - 6 = 3x - 1$
			A1	for $1\frac{1}{2}$ oe

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

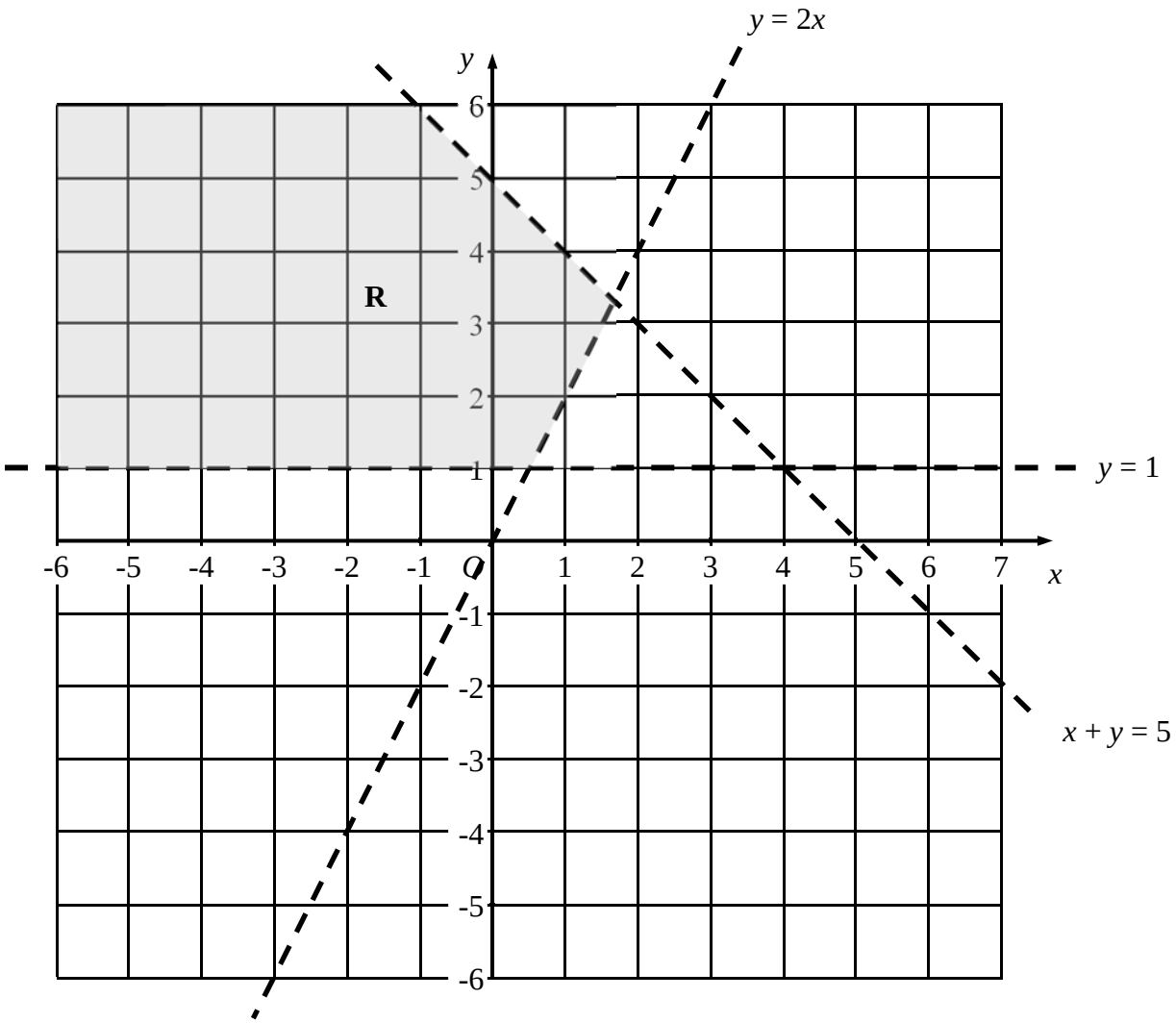
Paper: 1MA1/2H

16	$\frac{--4 \pm \sqrt{(-4)^2 - 4 \times 1 \times 1}}{2 \times 1}$	0.268, 3.73	M1 A1	for $x - 2 = \pm\sqrt{3}$ oe or one solution or use of $x^2 - 4x + 1 = 0$ to substitute into formula (allow one error in substitution) 0.267 – 0.27, 3.7 – 3.74

Paper: 1MA1/2H

Question	Working	Answer	Mark	Notes
23 (a)		2	M1	for start to express the common ratio algebraically, eg $1/(\sqrt{x} - 1)$ or $(\sqrt{x} + 1)/1$ or $\sqrt{x} + 1 = k \times 1$ or $1 = k \times (\sqrt{x} - 1)$
			M1	for setting up an appropriate equation in x, eg $1/(\sqrt{x} - 1) = (\sqrt{x} + 1)/1$
			C1	for convincing argument to show $x = 2$
(b)		Shown	M1	for expressing the relationship between the common ratio, one of the first three terms of the sequence and the fifth term, eg 5th term = 3rd term × (common ratio)^2
			C1	for a complete explanation to include eg, $(\sqrt{2} + 1)(\sqrt{2} + 1)^2 = 7 + 5\sqrt{2}$

Q14



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

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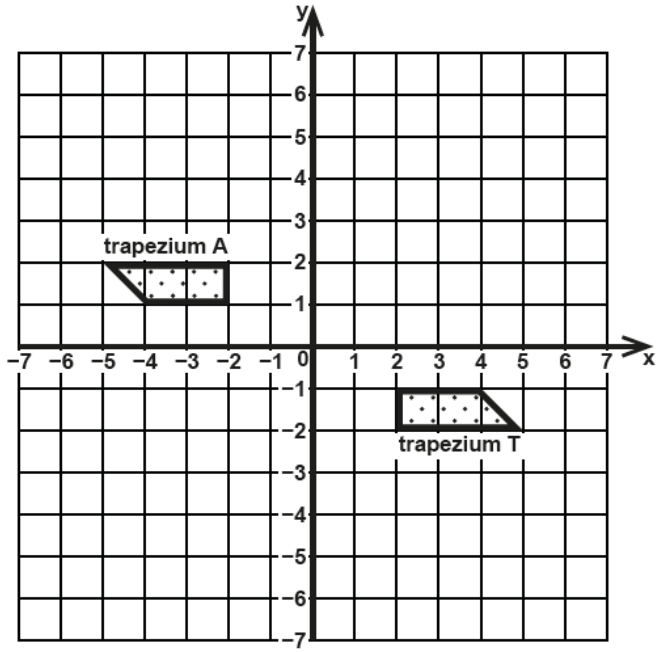
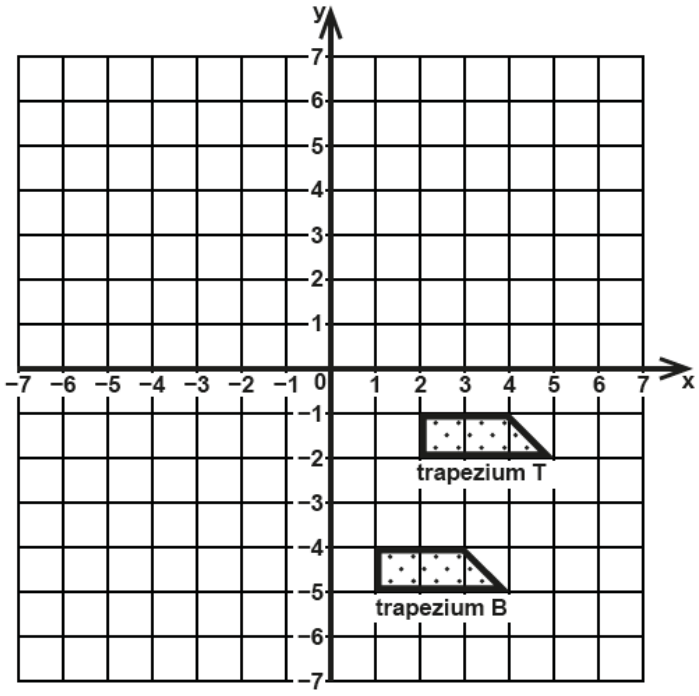
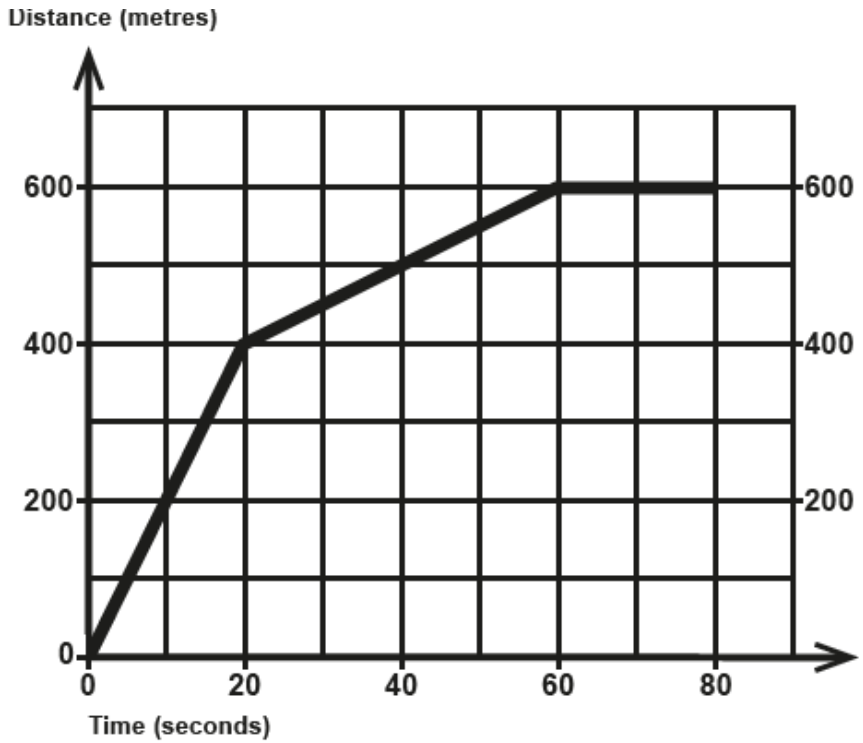
Angles: ±5°
Measurements of length: ±5 mm

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
3		Both diagrams enlarged and put on the same page in the diagram book. Wording changed to 'There are 8 points equally spaced on the circumference of the circle, as shown in the diagram for Question 18(a)'. Wording changed to 'Four of the points are moved, as shown in the diagram for Question 18(b)'.	Standard mark scheme

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
5		The grid has been split into two parts for part (a) and part (b).	
5	(a)	Question reversed. Trapezium T and A have been put on a grid. Question wording changed to 'It shows trapezium T and trapezium A given on a grid. Describe the single transformation that maps trapezium T onto trapezium A'. 3 answer lines and have been provided	B1 for "Rotation 180° about the origin"
			

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
5	(b)	Question reversed. Question wording changed to 'It shows trapezium T and trapezium B given on a grid. Write down the vector that translates trapezium T onto trapezium B.' Vector brackets have been provided.	B1 for $\begin{pmatrix} -1 \\ -3 \end{pmatrix}$
			

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
6	(c)	MLP and braille: a changed to e, b changed to f.	Standard mark scheme but for Braille letters changed as indicated.
7		Diagram enlarged. Arrows have been removed from 10cm and 6cm. Wording added 'BC = 10cm, AB = 7.5cm, AD = 24cm. The vertical height of the trapezium is 6cm.'	Standard mark scheme.

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
10		Diagram enlarged. Right axis has been labelled. Graph line moved to go through (20, 400) (60, 600) (80, 600). Axes labels moved to the left of the horizontal axis and above the vertical axis.	Standard mark scheme but in (b) the answer is 20
			

PAPER: 1MA1_2H			
Question		**Modification**	**Mark scheme notes**
11		Diagrams enlarged × 2 but angles have been kept the same size.	Standard mark scheme but P1 areas are 100π and 64π P1 working is $\frac{70}{360}\times\frac{100\pi}{164\pi}$
12		Diagram enlarged. Dashes made longer and thicker.	Standard mark scheme
14		Diagram enlarged. List of inequalities stacked vertically.	Standard mark scheme
17		Numbers on the table have changed from 51 to 50, 36 to 40 and 18 to 15. In (a) grid enlarged.	Standard mark scheme in (a) using amended figures. In (b) M1 for a method to find number of students in interval eg 30 + 50 + 40 + 1/3 × 15 or 150 − 15 − 2/3 × 15 A1 for 125/150 or 0.83 – 0.84 or 83 - 84%
20		Diagram enlarged. Shading has changed to dotty shading. Angle moved outside the angle arc and the angle arc made smaller.	Standard mark scheme
23	(a)	MLP and braille: *x* changed to *y*.	Standard mark scheme but for braille note change of letters.

9	(a)		5	M1	evaluates $(0.85)^n$ or $12\,500 \times (0.85)^n$ for at least one value of n
				A1	cao
	(b)		2.4	P1	for a process to find the amount of interest before tax, eg $79.20 \div 0.6$ (= 132)
				P1	for a process to find value of R, eg "132"÷5500×100
				A1	cao

Question	Working	Answer	Mark	Notes
21		$\frac{2}{5}$	P1	for process to find $\overrightarrow{AB}$ (= **b** – **a**) or $\overrightarrow{BA}$ (= **a** – **b**)
			P1	for process to find $\overrightarrow{MN}$ (= $-\frac{1}{2}$**b** + **a** + 2**a**) or $\overrightarrow{PN}$ (= –k(**b** – **a**) + 2**a**) or $\overrightarrow{MP}$ (= $-\frac{1}{2}$**b** + **a** + k(**b** – **a**) or $\frac{1}{2}$**b** + (1 – k)(**a** – **b**))
			P1	for process to find two of $\overrightarrow{MN}$, $\overrightarrow{PN}$ and $\overrightarrow{MP}$
			P1	for process to find k, using $\overrightarrow{MN}$ as a multiple of $\overrightarrow{PN}$ or using $\overrightarrow{MN}$ as a multiple of $\overrightarrow{MP}$ or using $\overrightarrow{PN}$ as a multiple of $\overrightarrow{MP}$
			A1	for $\frac{2}{5}$ oe

Question 2

London	1.089 × 1.46 = \$1.58(9..) per litre	→	1.589... × 3.785 = \$6.01(7..) per gallon
	1.089 × 3.785 = £4.12(1..) per gallon	→	4.121... × 1.46 = \$6.01(7..) per gallon
New York	2.83 ÷ 1.46 = £1.93(8..) per gallon	→	1.938... ÷ 3.785 = £0.51(2..) per litre
	2.83 ÷ 3.785 = \$0.74(7..) per litre	→	0.747... ÷ 1.46 = £0.51(2..) per litre

The table shows the most commonly used approaches. There are of course other approaches that can be used.

Question 9(a)

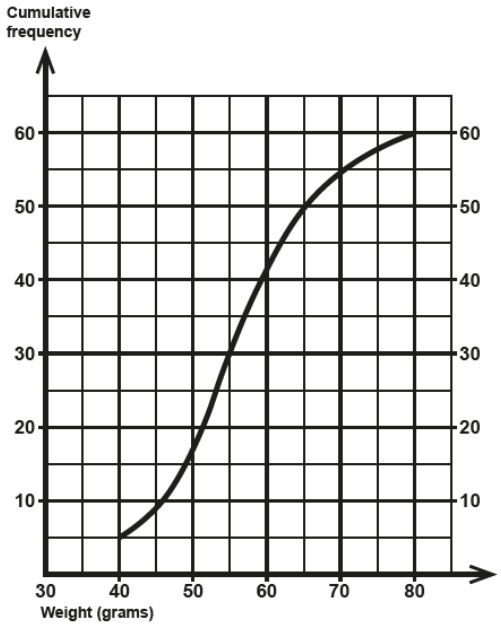
n	$(0.85)^n$	$12\,500 \times (0.85)^n$
1		10 625
2	0.7225	9031.25
3	0.614125	7676.5625
4	0.52200625	6525.078125
5	0.4437053125	5546.316406

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: 1MA1_3H			
Question		**Modification**	**Mark scheme notes**
1		Numbers in the table have changed to: 130-140: **5**; 140-150: **10**; 150-160: **20**; 160-170: **30**; 170-180: **15** In part (b) Diagram enlarged. Right axis has been labelled. Axes labels moved to the left of the horizontal axis and above the vertical axis. Vertical axis extended so it goes up to 35.	Standard mark scheme with the amendment: Line segments joining the points (135, 5), (145, 10), (155, 20), (165, 30) and (175, 15)
6		Diagram enlarged. Wording added 'Diagram (i) shows'. Shape labelled as 'Diagram (i)'. Wording added 'Diagram (ii)' after '8-sided shape,' Shape labelled as 'Diagram (ii)'.	Standard mark scheme
10		Table turned to vertical format.	Standard mark scheme

PAPER: 1MA1_3H			
Question		**Modification**	**Mark scheme notes**
11		Diagram enlarged and right axis labelled. Axes labels moved to the left of the horizontal axis and above the vertical axis. Graph line moved so it goes through (40, 5) (55, 30) and (65, 50).	Standard mark scheme
			(a) B1 55 cao (b) standard mark scheme (c) standard mark scheme with some adjustments: C1 reads from graph at weight 65 (= 50) or at cf 45 (in range 8 to 9.5) C1 eg 25% of 60 is 15 but only 10 potatoes have a weight greater than 65g or 25% of potatoes have a weight greater than 63g (approx.)

PAPER: 1MA1_3H			
Question		**Modification**	**Mark scheme notes**
12		Diagram enlarged.	Standard mark scheme
17		Diagram enlarged. Angles moved outside of the angle arcs and the angle arcs made smaller. Wording added 'Angle ABC = 118°, Angle BCA = 48°, Angle ADC = 105° and AD = 11cm.'	Standard mark scheme
18		Diagram enlarged and right axis labelled. Axes labels moved to the left of the horizontal axis and above the vertical axis. Graph line moved to go through points (0, 0) (5, 2.5) (10, 5) (20, 17.5) (23.75, 25).	M1 for splitting the area into 4 strips and a method of finding the area of one shape under the graph, eg 0.5×5×2.5 (= 6.25) M1 for complete method to find the area under the curve, eg "6.25" + 0.5×5×(2.5+5) (= 18.5) + 0.5×5×(5+*12*) (= *42.5*) + 0.5×5×(*12*+17.5) (= *73.75*) [figures in italic will be approximate] A1 for value near to 140-141 (b) standard mark scheme
20		Diagram enlarged. Dot at O made bigger.	Standard mark scheme
21		Diagram enlarged.	Standard mark scheme

3	$y = 3x - 6$	M1 M1 A1	for a correct method to find the gradient of the line, or $m = 3$ **OR** identifies -6 as the intercept in words or in a partial equation **OR** $y - b = m(x - a)$ where $m \neq 3$ and (a, b) is a correct coordinate for $y = 3x + c$ **or** (L=) $3x - 6$ **or** $y =$ "3"$x - 6$ **OR** $y - y_1 = 3(x - x_1)$ **or** $y - b =$ "3"$(x - a)$ where (a, b) is a correct coordinate accept $y = 3x + -6$ oe	Just ringing –6 is insufficient Award of this mark implies the first M1 c must be seen either as a letter or a number

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
7	3.8	M1	for a correct first step, eg $5 - x = 2(2x - 7)$ or $5 - x = 4x - 14$ or $\frac{5}{2} - \frac{x}{2} = 2x - 7$	Method must show LHS ×2 and both terms on RHS ×2 or $5 - x$ and both terms on RHS ×2
		M1	(dep) for isolating terms in x eg $4x + x = 14 + 5$ or $-\frac{x}{2} - 2x = -7 - \frac{5}{2}$	eg $-4x$ both sides with -5 both sides or $+x$ both sides with $+14$ both sides
		A1	oe	Accept $\frac{19}{5}$, $3\frac{4}{5}$ oe but not $\frac{-19}{-5}$ oe

Paper: 1MA1/3H

Original question 9

The full source mark scheme begins on page 570. Use the original paper code, tier and question number shown above.

Question	Answer	Mark	Mark scheme	Additional guidance
14 (a)	$\frac{8}{27}$	M1	for showing the 4th root of 16 as 2 **and** the 4th root of 81 as 3 **or** $\frac{8}{n}$ $(n \neq 27)$ **or** $\frac{n}{27}$ $(n \neq 8)$ **or** an intention to find the 4th root and cube, eg. $\sqrt[4]{\left(\frac{16}{81}\right)^3}$ or $\left(\sqrt[4]{\frac{16}{81}}\right)^3$ oe	
		A1	cao	
(b)	0	M1	for writing $\frac{1}{9} = 3^{-2}$, $9\sqrt{3} = 3^{2.5}$, $\frac{1}{\sqrt{3}} = 3^{-0.5}$ as powers of 3, with at least 2 correct **or** for working out $\frac{1}{9} \times 9\sqrt{3} \times \frac{1}{\sqrt{3}} = 1$	
		A1	cao	

19	$9 < m < 11$ $-11 < m < -9$	M1	for a correct method to begin rearranging to solve for m^2 eg $88 < m^2 + 7$ or $m^2 + 7 < 128$ or $81 < m^2 < 121$	It is insufficient to just multiply all three elements by 4; some rearrangement must occur such as showing as two separate inequalities or isolating m^2
		M1	for a complete method to $m^2 = 81$ or $m^2 = 121$ or better	Accept an inequality used in place of "=". m^2 must be isolated at this stage.
		M1	for a set of critical values: at least two out of 9, 11, −9, −11	Do not award if other values are also given eg 10
		M1	for selecting a correct inequality for one set of critical values eg $9 < m$ and $m < -9$ **or** $m < 11$ and $-11 < m$ **or** $9 < m$ and $m < 11$ or a set of inequalities with some error eg $9 \; ? \; m \; ? \; 11$ and $-11 \; ? \; m \; ? \; -9$ where ? is an incorrect inequality symbol like $9 < m \leq 11$ or $9 \geq m \geq 11$ or answer given as $\pm 9 < m < \pm 11$	Could be shown as $9 < m < 11$ or $-11 < m < -9$ or $-11 < m < 11$
		A1	$9 < m < 11$ and $-11 < m < -9$ given as boundaries of m	Accept with an "and" or an "or" or neither

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
10 (a)	1.56	B1	1.56 to 1.563	
(b)	3.63	M1	for a complete method to find fg(34) eg 4 sin 65(=3.625..) **or** fg(x) eg 4 sin ($2x-3$)	
		A1	for answer in the range 3.6 to 3.63	If an answer in the range is seen in working and then incorrectly rounded award full marks.
(c)	Statement	C1	for statement eg positive and negative square root required. **Acceptable examples** The other answer is −9 The quadratic should have 2 solutions. **Not acceptable examples** He has not expanded the brackets. He needed to (x+4) twice as there is a squared sign. (x+4)² is 16 not 25. Didn't expand the bracket.	

5	$c = -6$ $d = -1$	M1 A1 A1	for reflection in x-axis shown on diagram for $c = -6$ or $d = -1$ for both $c = -6$ and $d = -1$ SCB2 for $c = -1$ and $d = -6$	Vertices (3, −2), (5, −2), (3, −5) One correct value is M1A1 regardless of second value or diagram

Paper: 1MA1/1H

7	8.5	P1 P1 P1 A1	for process to use the area of *PQRS* to find the length of *PQ*, eg $10y = 45$ **or** $45 \div 10$ (= 4.5) for process to use the perimeter of *ABCD*, eg $2x + 2 \times$ "4.5" = 26 **or** $26 - 2 \times$ "4.5" (= 17) **or** $26 \div 2$ (= 13) for process to use length of *BC* to find length of *AB*, eg solves $2x + 2 \times$ "4.5" = 26 **or** $(26 - 2 \times$ "4.5"$) \div 2$ **or** "13" – "4.5" for 8.5 **or** $8\frac{1}{2}$	Sets up equation for area Uses perimeter of *ABCD* Accept $\frac{17}{2}$

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
1 (a)	$n > 2$	M1	for a method to isolate terms in n in any inequality or equation eg $14n - 11n > 6$ or $n = 2$	Ignore incorrect inequality sign and accept "=" sign
		A1	cao	
(b)		M1	for $-2 - 3 < x \leq 4 - 3$ $(-5 < x \leq 1)$	A circle around −5 and 1 implies M1
		M1	for drawing a line from −5 to 1 **or** (indep) for an open circle at either −2 or −5 **or** (indep) for a closed circle at 4 or 1	A line from −5 to 1 implies M2 if no working shown
		A1	cao	

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…

Question	Answer	Mark	Mark scheme	Additional guidance
20 (a)	2**a**	M1	for **a** – **b** + **a** + **b** (=2**a**)	
		A1	cao	
(b)	4	P1	for a process to find $\overrightarrow{MF}$= −0.5**b**−**a**−(**a**−**b**) (=0.5**b**−2**a**) **or** $\overrightarrow{CE}$= **a** + **b** **or** $\overrightarrow{FM}$ = **a**−**b**+**a**+0.5**b** (=2**a**−0.5**b**)	Accept ft from (a) providing vectors are clearly stated
		P1	For finding a suitable vector expression for **two** of ($\overrightarrow{CE}$ or $\overrightarrow{EC}$), ($\overrightarrow{CX}$ or $\overrightarrow{XC}$) or ($\overrightarrow{EX}$ or $\overrightarrow{XE}$) eg, $\overrightarrow{CX}$ = **a** +0.5**b**+ $\frac{1}{n+1}$ (0.5**b**−2**a**) **or** $\overrightarrow{CX}$ = −**a** + **b** + $\frac{n}{n+1}$(2**a**−0.5**b**) $\overrightarrow{XE}$ = $\frac{1}{n+1}$ (2**a** −0.5**b**) + 0.5**b** **or** $\overrightarrow{XE}$ = $\frac{n}{n+1}$(0.5**b** – 2**a**) + 2**a** **or** $\overrightarrow{XC}$ = $\frac{n}{n+1}$(0.5**b**−2**a**)+**a**−**b** **or** $\overrightarrow{XC}$ = $\frac{1}{n+1}$ (2**a** – 0.5**b**) – 0.5**b** − **a** **or** $\overrightarrow{EX}$ = −0.5**b**+$\frac{1}{n+1}$(0.5**b**−2**a**) **or** $\overrightarrow{EX}$ = –2**a** + $\frac{n}{n+1}$(2**a** – 0.5**b**)	$\overrightarrow{CX}$ = $\frac{n-1}{n+1}$**a** + $\frac{n+2}{2(n+1)}$**b** $\overrightarrow{XE}$ = $\frac{2}{n+1}$ **a** + $\frac{n}{2(n+1)}$**b** $\overrightarrow{XC}$ = $\frac{1-n}{n+1}$ **a** + $\frac{-n-2}{2(n+1)}$**b** $\overrightarrow{EX}$ = $\frac{-2}{n+1}$ **a** − $\frac{n}{2(n+1)}$**b**
		P1	for complete process to equate the coefficients of **a** and **b** eg $\frac{n-1}{n+1} = \frac{n+2}{2(n+1)}$	
		A1	cao	

Paper: 1MA1/2H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
			ALTERNATIVE	
		P1	for a process to find $\overrightarrow{MF} = -0.5\mathbf{b} - \mathbf{a} - (\mathbf{a} - \mathbf{b})$ $(=0.5\mathbf{b} - 2\mathbf{a})$ **or** $\overrightarrow{CE} = \mathbf{a} + \mathbf{b}$ **or** $\overrightarrow{FM} = \mathbf{a} - \mathbf{b} + \mathbf{a} + 0.5\mathbf{b}$ $(=2\mathbf{a} - 0.5\mathbf{b})$	Accept ft from (a) providing vectors are clearly stated
		P1	For finding two suitable vector expressions for $\overrightarrow{FX}$ eg $\overrightarrow{FX} = \frac{n}{n+1}(2\mathbf{a} - 0.5\mathbf{b})$ **and** $\overrightarrow{FX} = \mathbf{a} - \mathbf{b} + k\mathbf{a} + k\mathbf{b}$	
		P1	for complete process to equate the coefficients of **a** and **b** eg $\frac{2n}{n+1} - 1 = 1 - \frac{n}{2(n+1)}$	
		A1	cao	

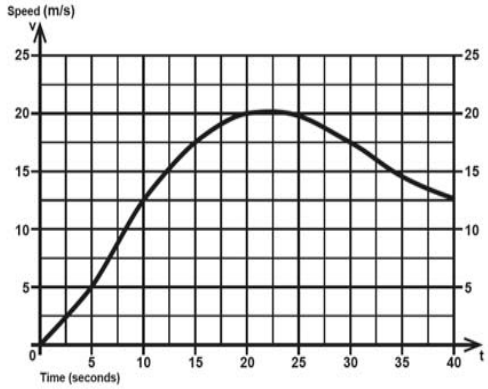
Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 2H

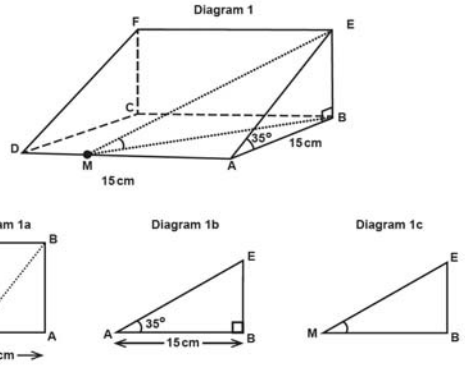
Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme.

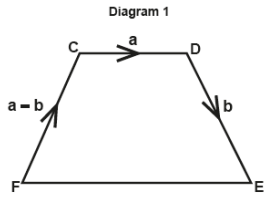
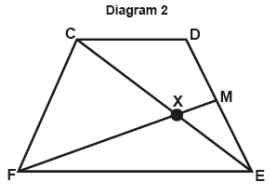
The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:
Angles: ±5°
Measurements of length: ±5 mm

PAPER: 1MA1/2H			
Question		**Modification**	**Mark scheme notes**
1	(b)	Diagram enlarged. Wording 'below' removed.	Standard mark scheme
2		Diagram enlarged. Wording 'below' removed.	Standard mark scheme
4		Diagram enlarged. Wording changed to 'It shows a container in the shape of a cuboid with length 30 cm, width 6 cm and height 19 cm.' Second 19 cm label added on the left of the diagram. Dashed line and 'Water' added.	Standard mark scheme
5		Diagram enlarged. Angle moved outside of the angle arc and the angle arc made smaller. Wording added: 'AC = 16 cm Angle ACB = 38° Angle ABC is a right angle.'	Standard mark scheme
9		Braille only: 'A' to 'P', 'B' to 'Q', 'E' to 'S', 'F' to 'T', 'e' and 'f' to 's' and 't'.	Standard mark scheme but note changes of letters for Braille.
10		Diagram enlarged. Braille only- spaces labelled (i) to (v).	Standard mark scheme

PAPER: 1MA1/2H			
Question		**Modification**	**Mark scheme notes**
11		Numbers in the frequency column now: 5, 25, 20, 15, 10, 5 (a) Wording added 'There are six spaces to fill.' (b) Diagram enlarged. Right axis labelled. Axis labels moved to the left of the horizontal axis and above the vertical axis.	(a) B1 for 5, 30, 50, 65, 75, 80 (b) use standard mark scheme (c) M1 for a clear method to read off the graph at 90 M1 for a full method to find the percentage eg (80 − "70") ÷ 80 × 100 (=12.5) A1 for an answer in the range 12.5 or ft their diagram
12		Diagram enlarged	Standard mark scheme

PAPER: 1MA1/2H			
Question		**Modification**	**Mark scheme notes**
14		Wording added 'It shows a graph.' Diagram enlarged. Graph line made thicker. Axis labels moved to the left of the horizontal axis and above the vertical axis. Right axis labelled. Graph line moved: Graph line changed to go through: (5,5), (10,12.5), (15,17.5), (20,20), (30,17.5)  	(a)(i) B1 for a tangent drawn at $t = 15$ M1 full method to use the tangent to find the gradient (eg 7.5÷9) A1 for answer in the range 0.6 to 1.0 (a)(ii) use standard mark scheme (c) use standard mark scheme leading to an answer of approx. 225 or in the range 215 to 235 Strips: 12.5 + 43.75 + 75 + 93.75
18		Diagram enlarged. Angle moved outside of the angle arc and the angle arc made smaller.	Standard mark scheme

PAPER: 1MA1/2H			
Question		**Modification**	**Mark scheme notes**
19		Model may be provided for candidates. Enlarged diagram for MLP. Three extra diagrams added and labelled 1a, 1b and 1c. See screen shot below. Wording added: 'Diagram 1 shows', 'shown in diagram 1a', 'Diagram 1b shows the face ABE.', 'Diagram 1c shows triangle *MBE*.' 	Standard mark scheme

PAPER: 1MA1/2H			
Question		**Modification**	**Mark scheme notes**
20	(a)	Original diagram enlarged/changed and labelled as Diagram 1.  	Standard mark scheme for both parts.
	(b)	A second diagram added for part (a) and labelled as Diagram 2. Wording added 'Below diagram 1, diagram 2 shows the same quadrilateral CDEF.' Line CXE added to diagram 2.  	

Question	Answer	Mark	Mark scheme	Additional guidance
2	2	P1	for a process to find the number of men, eg. (60 ÷ 2) ÷ 3 (= 10)	
	(supported)	P1	for a process to find the number of children, eg. 60 – "30" – "10" (= 20)	60 ÷ 3 = 20 scores no marks
		P1	for a start of a process to find the value of *n*, eg. ("20" : "10") ÷ 5 or 20 : 10 = 10 : 5 or "20" ÷ "10"	Any ratio must come from correct processes to find the number of children and the number of men
		A1	for 2 with supportive working	Award 0 marks for 2 with no correct supportive working Award full marks for 2 : 1 given as a final answer from correct supportive working

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
13	2.2	P1	works out interest for one year, eg 3550×0.026 (= 92.3(0)) **or** 3550×1.026 (=3642.3(0))	
		P1	for compound interest calculation, eg 3550×1.026^2 (= 3736.9…) **or** for an answer given as 0.0219… or 1.0219…	
		A1	answer in range 2.19 to 2.2	If an answer in the range is seen in working and then incorrectly rounded award full marks

20	160 (supported)	B1	stating bound of 10.85 or 10.95	Accept $10.94\dot{9}$ or 10.9499... for 10.95
		M1	using both UB **and** LB to work out value of d eg [UB of c]$^3 \div 8$ **and** [LB of c]$^3 \div 8$ **or** gives a bound of 159.66... from correct working **or** gives a bound of 164.11... from correct working	$10.9 < \text{UB} \leq 10.98$ $10.85 \leq \text{LB} < 10.9$
		A1	for 159.66... **and** 164.11... from correct working	Accept bounds rounded or truncated to at least 4 sig fig
		C1	for 160 from 159.66... and 164.11... with a supporting reason eg "since both UB and LB round to 160"	

Paper: 1MA1/2H

10	(a)	8.5	M1	for multiplying both sides by 7 as a first step eg $9 + x = 7(11 - x)$ **or** dividing each term on the left hand side by 7 eg $\frac{9}{7} + \frac{x}{7} = 11 - x$	× 7 written near the equation is not enough for this mark
			M1	(dep M1) for method to isolate the x terms on one side	
			A1	oe	
	(b)	$4(y + 3)$	B1	$4(y + 3)$ **or** $4y + 12$	

Paper: 1MA1/3H

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

14	116	P1	for setting up an equation, eg $(x + 4)^2 = x^2 + 70$	for setting up an equation, eg $x^2 – (x – 4)^2 = 70$	Equation must be in a single variable. If a candidate uses a trial and improvement method, it is either full marks or no marks.
		P1	for process to reduce equation down to a linear equation ready to solve eg $8x = 54$ oe	for process to reduce equation down to a linear equation ready to solve eg $8x = 86$ oe	Candidates must get as far as $ax = b$
		A1	for 6.75 oe	for 10.75 oe	
		B1	ft (dep P2) for finding the area of B **or** for answer in range 115 to 116		

8	Error in inequalites	C1	for identifying incorrect inequalities **Acceptable examples** gives at least one correct inequality eg $(10 < t \leq 20)$ should be $0 < t \leq 20$ it should be $t \leq 20$ (all) inequalities should start with 0 should start with 0 **Not acceptable examples** $10 < t \leq 20$ is wrong the numbers have been added wrong	

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
5	12	P1	for a process to find the fifth term, eg $3a + 5a$ (= 8a)	
		P1	for setting up the equation eg $a + 2a + 3a + 5a + [8a] = 228$	[8a] allow use of what is clearly indicated as the missing term $\frac{228}{19}$ or $\frac{228}{1+2+3+5+8}$ scores P1 P1 $\frac{228}{1+2+3+5+[8]}$ scores P0P1
		A1	cao	

12	49, 2	P1 A1	for setting up $6 \div n = 3$ oe **or** $7^n = a$ oe **or** one correct answer cao	 Accept the figures written as a complete statement eg $\left(49x^6\right)^{\frac{1}{2}}$

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
1	$x < 5$	M1	for adding 27 to both sides or dividing throughout by 7 (in an inequality or an equation) as a first step **or** showing 5 as the critical value	 Can be written as $x = 5$
		A1	cao	

11	8	P1 P1 A1	for a start to the process, eg $\frac{9}{9+4+x}$ **or** $(\frac{3}{7} =) \frac{9}{21}$ **or** states that the total number of sweets is 21 for forming a correct equation without fractions, eg $9 \times 7 = 3(9 + 4 + x)$ **or** $21 = 9 + 4 + x$ **OR** for $21 - 9 - 4$ oe **or** $1 - \frac{9}{21} - \frac{4}{21} (= \frac{8}{21})$ cao	

Paper: 1MA1/1H

2	(a)	25	M1	for $(T =)\ 4 \times (-3)^2 - 11$ or $4 \times (-3)^2 = 36$	Can accept missing brackets.
			A1	cao	
	(b)	$p = \frac{d-4}{3}$ oe	M1	for a correct first step, eg. $d - 4 = 3p$ or $\frac{d}{3} = p + \frac{4}{3}$ or for $\frac{d-4}{3}$ as answer	May be in unsimplified form, eg $d - 4 = 3p + 4 - 4$
			A1	for $p = \frac{d-4}{3}$ oe	

3	1.5	P1	for process to develop 3 algebraic expressions, eg. (R =) n, (S =) $2n$, (T =) $2n - 6$, oe, at least two must be correct. **or** for selecting 3 values satisfying the given criteria, eg. (R =) 10, (S =) 20, (T =) 14	
		P1	for process to sum 3 algebraic expressions and equating to 54, eg. n + "$2n$" + "$2n - 6$" = 54 **or** for finding the correct sum of their values eg. "10" + "20" + "14" = 44	
		P1	for start of process to solve the correct linear equation, eg. $5n = 54 + 6$ ($n = 12$) **or** for 12, 24, 18	
		P1	for "12" : 2 × "12" – 6 oe eg 12 : 18 oe or 18 : 12 linked to T, R	
		A1	for 1.5 or $\frac{3}{2}$ or $1\frac{1}{2}$	Accept 1 : 1.5 etc as answer

Paper: 1MA1/3H

5	8.73	M1 A1	for a correct trig statement, eg 14.5 × cos 53 or cos 53 = $x \div 14.5$ answer in the range 8.726 to 8.73	Can use a combination of skills but must have only one unknown in x to score this mark If an answer is given in the range in working and then rounded incorrectly award full marks.

Question	Answer	Mark	Mark scheme	Additional guidance
23	20	B1	stating bound, eg 10.65 **or** 10.55 **or** 31 min 48.5sec **or** 31 min 47.5sec **or** 1908.5sec **or** 1907.5sec	
		P1	(dep on B1) for a correct bound for time in hours, eg 0.5301(38…) **or** 0.5298(61…) **Or** a correct process to find one bound for speed in km per minute eg [UB of S] = [UB of D]÷[LB of T] or [LB of S] = [LB of D]÷[UB of T] **or** a correct process to find one bound for speed in km per second eg [UB of S] = [UB of D]÷[LB of T] or [LB of S] = [LB of D]÷[UB of T]	Bound rounded or truncated to 4 dp Where $10.6 < [\text{UB of D}] \leq 10.65$ **and** $31 \text{ min } 47.5 \text{ sec} \leq [\text{LB of T}] < 31 \text{ min } 48 \text{ sec}$ **Or** $10.55 \leq [\text{LB of D}] < 10.6$ **and** $31 \text{ min } 48 \text{ sec} < [\text{UB of T}] \leq 31 \text{ min } 48.5 \text{ sec}$ Where $10.6 < [\text{UB of D}] \leq 10.65$ **and** $1907.5 \text{ sec} \leq [\text{LB of T}] < 1908 \text{ sec}$ **Or** $10.55 \leq [\text{LB of D}] < 10.6$ **and** $1908 \text{ sec} < [\text{UB of T}] \leq 1908.5 \text{ sec}$
		P1	(dep on P1) for correct process to find one bound for speed in km per hour, eg [UB of S] = [UB of D]÷ 0.5298(61…) **or** [LB of S] = [LB of D]÷ 0.5301(38…) **OR** Correct process to convert a bound for speed in km per minute to km per hour eg [UB of S] = [UB of D]÷[LB of T] × 60 **or** [LB of S] = [LB of D]÷[UB of T] × 60 **OR** Correct process to convert a bound for speed in km per second to km per hour eg [UB of S] = [UB of D]÷[LB of T] × 60 × 60 **or** [LB of S] = [LB of D]÷[UB of T] × 60 × 60	Time used in hours Where $10.6 < [\text{UB of D}] \leq 10.65$ **and** $31 \text{ min } 47.5 \text{ sec} \leq [\text{LB of T}] < 31 \text{ min } 48 \text{ sec}$ **Or** $10.55 \leq [\text{LB of D}] < 10.6$ **and** $31 \text{ min } 48 \text{ sec} < [\text{UB of T}] \leq 31 \text{ min } 48.5 \text{ sec}$ Where $10.6 < [\text{UB of D}] \leq 10.65$ **and** $1907.5 \text{ sec} \leq [\text{LB of T}] < 1908 \text{ sec}$ **Or** $10.55 \leq [\text{LB of D}] < 10.6$ **and** $1908 \text{ sec} < [\text{UB of T}] \leq 1908.5 \text{ sec}$
		A1	for both correct bounds from correct working, 20.099… **and** 19.900…	Figures rounded or truncated to 3 sf or better
		C1	for 20 correct to 2 significant figures as both bounds agree.	

Paper: 1MA1/2H

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
19	7	P1	for process to use product rule to find number of desserts, eg $5 \times 12 \times$ desserts $= 420$ or $420 \div (5 \times 12)$ oe	
		A1	cao	

20	(a)	$(5x-2)^2$	M1	for a first step to change the subject of $y=\frac{\sqrt{x}+2}{5}$ or $x=\frac{\sqrt{y}+2}{5}$, eg $5y=\sqrt{x}+2$ or $5x=\sqrt{y}+2$	
			A1	oe	
	(b)	55	M1	for method to find gf(x), eg $\frac{\sqrt{3x+4}+2}{5}$ **or** method to find $g^{-1}(3)$, eg $(5\times 3-2)^2$ (= 169)	
			M1	for method to solve as far as 2 steps away, eg $(5\times 3-2)^2=3x+4$ or $3x+4=$ "169" **or** for a complete method, eg ("169" – 4) ÷ 3	
			A1	cao	

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
5	1.25	P1	for finding an expression for the area of one shape, eg $\frac{1}{2} \times 8 \times 6x$ (= $24x$) or $5(4x - 1)$ (= $20x - 5$) oe	Condone missing brackets for area of rectangle for all process marks
		P1	for finding an expression for the area of both shapes, eg $\frac{1}{2} \times 8 \times 6x$ **and** $5(4x - 1)$ oe **or** [area of triangle] – 10 or [area of rectangle] + 10 oe or [area of triangle] – [area of rectangle]	
		P1	for writing a correct equation, eg $\frac{1}{2} \times 8 \times 6x = 5(4x - 1) + 10$ oe **or** (dep on 1st P1) eg, [area of triangle] – 10 = [area of rectangle] or [area of triangle] = [area of rectangle] + 10 or [area of triangle] – [area of rectangle] = 10	
		A1	for 1.25 oe	

21	-2 and $-\frac{3}{2}$	M1 M1 M1 A1	for writing a correct equation without fractions eg $(2-2x)+3(x+4)=(2-2x)(x+4)$ oe for simplifying to a correct equation in the form $ax^2+bx+c\ (=0)$, eg $2x^2+7x+6\ (=0)$ for method to solve a correct quadratic equation, eg $(2x+3)(x+2)\ (=0)$ or correct substitution into the formula or for correctly completing the square for -2 and $-\frac{3}{2}$ oe	

Paper: 1MA1/3H

7	2400	P1 P1 P1 P1 A1	for setting up an equation in x, eg $x + (3x + 1) + (2x – 5) = 44$ **or** $6x – 4 = 44$ **or** $x = 48 \div 6$ (= 8) for substituting "8" into either $(3x + 1)$ or $(2x – 5)$ eg $3 \times$ "8" + 1 (= 25) **or** $2 \times$ "8" – 5 (= 11) for finding the mass of one book, eg $7500 \div$ "25" (= 300) for finding the mass of the books on shelf **A**, eg "300" $\times$ "8" cao	

4	11	M1 M1 A1	for one correct step to isolate x term or constant term on one side, eg adds x to both sides to get $5x - 14 + x = 52 - x + x$ **or** adds 14 to both sides to get $5x - 14 + 14 = 52 - x + 14$ oe for both correct steps to isolate terms in x on one side and constant term on one side, eg "$6x$" $- 14 + 14 = 52 + 14$, **or** $5x + x =$ "66" $+ x - x$ cao	May be seen in different equivalent forms but must be carried out, not just intention seen. Can be implied by eg $4x = 66$ or $6x = 38$

Question	Answer	Mark	Mark scheme	Additional guidance
9	$y = -2x + 3$	M1	for a correct method to find the gradient of the line, eg $\frac{-1-3}{2-0}$ $(=-2)$ **or** uses 3 as the intercept in $y = mx + c$, eg $y = mx + 3$ oe, $y = 1.5x + 3$	
		M1	for $y = [-2]x + c$, $c \neq 0$ or for (L=) $3 - 2x$ or uses their gradient and a point on the line, eg $y - -1 = [-2](x - 2)$	$[-2]$ must be identifiable as their gradient
		A1	for $y = -2x + 3$ oe	Any correct equation gets 3 marks

9	30	B1	cao	

20	$5\frac{5}{6}$	P1	for $2^x = 2^{n-\frac{1}{3}}$ **or** $2^y = 2^{\frac{5}{2}}$ **or** $x = n - \frac{1}{3}$ oe **or** $y = \frac{5}{2}$ oe **or** for $(2^{x+y} =) \frac{2^n}{\sqrt[3]{2}} \times \left(\sqrt{2}\right)^5$	
		P1	for $2^{x+y} = 2^{n-\frac{1}{3}+\frac{5}{2}}$ **or** $x + y = n - \frac{1}{3} + \frac{5}{2}$ oe **or** $\frac{11}{2} = n - \frac{1}{3}$ oe	
		A1	oe eg $\frac{35}{6}$	

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
7	Shown	M1	for deriving a suitable equation, eg $4x + 15 + 2x + 15 + 4x + 8 + 3x - 3 = 360$ $(13x + 35 = 360)$ or $4x + 15 + 2x + 15 = 180$ $(6x + 30 = 180)$ or $4x + 8 + 3x - 3 = 180$ $(7x + 5 = 180)$	
		M1	(dep) for a method to isolate terms in x, eg $4x + 2x + 4x + 3x = 360 - 15 - 15 - 8 + 3$ or $4x + 2x = 180 - 15 - 15$ or $4x + 3x = 180 - 8 + 3$	
		A1	for solving equation to $x = 25$	
		C1	for substituting $x = 25$ into $A + B$ or $C + D$ and showing = 180, and gives a suitable statement, eg co-interior/allied angles (sum to 180), **or** since $A + B = 180$ the lines are parallel	If starting with an equation = 180 need to substitute into the opposite pair.
			Alternative solution assuming it is a trapezium	
7	Shown	M1	for deriving a suitable equation, eg $4x + 15 + 2x + 15 = 4x + 8 + 3x - 3$ $(6x + 30 = 7x + 5)$	
		M1	(dep) for a method to isolate terms in x, eg $15 + 15 - 8 + 3 = 4x + 3x - 4x - 2x$	
		A1	for solving equation to $x = 25$	
		C1	for a fully correct statement, eg since $A + B = 180$ the lines are parallel	

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
10	1.25	B1	for $(\sin a =) \frac{7-2x}{8}$ or $(\tan b =) \frac{1+x}{4}$	
		P1	for start of a process to solve $\frac{7-2x}{8} = \frac{1+x}{4}$, eg $4(7-2x) = 8(1+x)$ or $28-8x = 8+8x$ or $7-2x = 2(1+x)$ or $7-2x = 2+2x$ or $\frac{7-2x}{8} = \frac{2(1+x)}{8}$ or $\frac{7-2x}{8} = \frac{2x+2}{8}$	Must come from a correct equation
		A1	for 1.25 oe	

Paper: 1MA1/2H

16	$-5 < x < \frac{3}{4}$	M1 A1	for critical values -5 **and** $\frac{3}{4}$ oe oe	Could be written as two separate expressions, eg $x > -5$ **and** $x < \frac{3}{4}$ oe

Paper: 1MA1/2H

20	(a)	3.5	P1	for process to find the common difference between the first and second and the common difference between the third and second term eg $(3x + 1) - (x + 2)$ $(= 2x - 1)$ **and** $(x + 2) - (x - 4)$ $(= 6)$ **or** for process to write a correct equation in x, eg $(3x + 1) - (x + 2) = (x + 2) - (x - 4)$ or $2x - 1 = 6$ oe	
			A1	for 3.5 oe eg $\frac{7}{2}$	
	(b)	-0.5, 8	P1	for process to write a correct equation in terms of the common ratio and y eg $r(y - 4) = y + 2$ or $r(y + 2) = 3y + 1$	r can be any letter apart from y
			P1	for process to write a correct equation in y eg $\frac{3y + 1}{y + 2} = \frac{y + 2}{y - 4}$ oe	
			P1	for process to write a correct equation without fractions eg $(3y + 1)(y - 4) = (y + 2)(y + 2)$ oe	
			P1	for process of writing a correct simplified equation eg $2y^2 - 15y - 8(= 0)$	The quadratic does not have to equal 0, ie accept $2y^2 - 15y = 8$
			A1	cao	

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
13	7	P1	for setting up an equation using volumes, eg $(x + 2)(2x – 1)(x – 1) = 2x(x + 3)(x – 3) + 142$	May occur later in the process Must use expressions for volumes but these may have been incorrectly expanded and simplified
		P1	for process to find an expanded expression for the area of **one** face, eg $(x + 2)(2x – 1) = 2x^2 – x + 4x – 2$ or $2x^2 + 3x – 2$ or $(x + 2)(x – 1) = x^2 – x + 2x – 2$ or $x^2 + x – 2$ or $(2x – 1)(x – 1) = 2x^2 – 2x – x + 1$ or $2x^2 – 3x + 1$ or $2x(x + 3) = 2x^2 + 6x$ or $2x(x – 3) = 2x^2 – 6x$ or $(x + 3)(x – 3) = x^2 – 3x + 3x – 9$ or $x^2 – 9$	Condone one incorrect term in expansion of two brackets
		P1	for a complete process to find a fully expanded expression for the volume of **one** cuboid, eg $2x^3 + 3x^2 – 2x – 2x^2 – 3x + 2$ or $2x^3 + x^2 – 5x + 2$ **or** $2x^3 + 6x^2 – 6x^2 – 18x$ or $2x^3 – 18x$	Expression need not be fully simplified, but must be correct
		P1	(dep P3) for correct rearrangement of the expanded terms in their equation leading to a 3-term quadratic eg $x^2 + 13x – 140$ (= 0) or $x^2 + 13x = 140$	
		A1	cao	

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
7	240	P1	for forming an appropriate equation, eg $2x + 11 = 4x - 4$ **or** $2x + 11 + 4x - 4 + 2x + 5 = 72$ **or** $8x + 12 = 72$	
		P1	(dep P1) for process to isolate terms in x for their equation, eg $4x - 2x = 11 + 4$ **or** $2x + 4x + 2x = 72 - 11 + 4 - 5$ **or** $x = 7.5$ oe	$8x = 60$ **or** $2x = 15$ implies P2 A correct length stated or shown on diagram implies P2 Eg $AB = 20$, $AC = 26$, $CB = 26$ [AC] [BC] [AB] [ACB] [CAB] and [BAC] must be clearly identified if incorrect. May be on diagram.
		P1	for correct application of Pythagoras, eg $("26")^2 - \left(\frac{"20"}{2}\right)^2$ **or** $[AC]^2 - \left(\frac{[AB]}{2}\right)^2$ **or** height = 24 **or** a complete method to find the height for a correct trig statement to find CAB or CBA or ACB, eg $\cos CAB = \cos CBA = \frac{"20" \div 2}{"26"}$ **or** $\cos CAB = \cos CBA = \frac{20^2 + 26^2 - 26^2}{2 \times 20 \times 26}$ **or** $\cos ACB = \frac{26^2 + 26^2 - 20^2}{2 \times 26 \times 26}$ **or** $CAB = 67.3\ldots$ **or** $CBA = 67.3\ldots$ **or** $ACB = 45.2\ldots$	$AB = 2 \times "7.5" + 5\ (= 20)$ $AC = 2 \times "7.5" + 11\ (= 26)$ $CB = 4 \times "7.5" - 4\ (= 26)$ Alternative scheme not expected on Foundation tier but may be seen.
		P1	for process to find area of triangle, eg "20" × "24" ÷ 2 **or** $[AB] \times [\text{height}] \div 2$ for process to find area of triangle, eg $\frac{1}{2} \times "26" \times "20" \times \sin "67.3..."$ **or** $\frac{1}{2} \times "26" \times "26" \times \sin "45.2..."$ **or** $\frac{1}{2} \times [AB] \times [AC] \times \sin [BAC]$ **or** $\frac{1}{2} \times [BC] \times [AC] \times \sin [ACB]$	ft incorrect figures providing at least one previous P1 awarded. [height] is what they clearly think is the height of the triangle but not 26 or 20 or 10
		A1	cao	

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
8	3.125×10^7	M1	for $(k =)\ (1.25\times10^{-12})\div(4\times10^{-20})$ **or** for the digits 3125	Can condone missing brackets on division 3.1×10^7 or 3.12×10^7 or 3.13×10^7 will score M1A0
		A1	cao	

12	5.9	P1	for a process to find the volume of the cylinder, eg $\pi \times 3^2 \times 8$ $(= 226.19...)$	Can be implied by 72π
		P1	for process to find mass of cylinder, eg "226.19" × 7.86 (= 1777.89...) **or** [volume$_1$] × 7.86	[volume$_1$] must be unambiguously the volume of the cylinder but cannot be 3 or 8
		P1	for process to find volume of cube, eg "1777.89" ÷ 8.5 (= 209.16...) **or** [mass] ÷ 8.5	[mass] must be unambiguously the mass of the cylinder
		P1	for process to find side length, eg $\sqrt[3]{"209.16..."}$ **or** $\sqrt[3]{[\text{volume}_2]}$	[volume$_2$] must be unambiguously the volume of the cube
		A1	for answer in range 5.9 to 5.94	

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
19	60 and reason	B1	for 432.5 **or** 437.5 **or** 9.75 **or** 9.85 **or** 2.45 **or** 2.55	
		M1	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	<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>
		M1	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	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>
		A1	(dep on all previous marks) for 58.44(5...) **and** 60.76(3...) with both values clearly coming from working with correct values	Accept bounds rounded or truncated to at least 4 sf
		C1	for 60 from 58.44... and 60.76... **and** statement that both LB and UB round to 60	

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 $10.299(99\ldots)$

Question	Answer	Mark	Mark scheme	Additional guidance
12 (a)	4775.38	M1	for a method to find the value after 1 year, eg 4500 × 1.024 (= 4608) oe	
		M1	for a complete method to find the value after 3 years, eg "4608" × 1.018^2 or "4608" × 1.018 (= 4690.944) **and** "4690.944" × 1.018 oe	Award of this mark implies the first M1 May be seen in more than 1 calculation M2A0 is implied by 275.37 or 275.38 Correct answer not rounded to 2dp gains M2A0
		A1	accept 4775.37 SCB1 for 4770 or 4824 if M0 scored	
(b)	26	P1	for a start to the process, eg 4107 ÷ 7500 (= 0.5476)	0.74 implies P1
		P1	for a process to find percentage change eg $\sqrt{"0.5476"} \times 100\ (= 74)$ or $\left(\sqrt{"0.5476"} - 1\right) \times 100\ (= -26)$ **or** $1 - \sqrt{"0.5476"}$ (= 0.26)	
		A1	cao	

Paper: 1MA1/3H

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
4 (a)	4.5	P1	for a process to find the number of dark chocolates, eg $280 \times \frac{1}{7}$ oe (= 40)	
		P1	for a process to find one part of the ratio for milk chocolates to white chocolates eg (280 – "40") ÷ (1 + 3) (= 60)	
		P1	for a process to find the number of white chocolates, eg "60" × 3 (= 180) or 280 – "40" – "60" (= 180)	Condone milk, white incorrectly labelled
		P1	for a ratio of white chocolates : dark chocolates eg "180" : "40" oe or for a process to find the value of *n* eg "180" ÷ "40"	Labels not required for this mark, but if seen must be correct Must be a 2-part ratio Allow "40" : "180" if labelled as dark chocolate : white chocolate oe
		A1	(dep P3) for 4.5 oe	A correct answer with no supportive working gets 0 marks Condone answer of 4.5 : 1
(b)	No with reason	C1	for No with reason **Acceptable examples** No, the number of dark chocolates and white chocolates has not changed No, the ratio of *n*:1 only involved white and dark chocolates No, eating milk chocolates doesn't change the rest No, the ratio of dark to white chocolates doesn't change **Not acceptable examples** Yes,… No, it doesn't matter how many milk chocolates are eaten No, the number of white chocolates doesn't change No, the number of dark chocolates doesn't change	Reason must refer to or imply both dark and white chocolates

Paper: 1MA1/1H

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
7 (a)	$6 - 3m$	B1	for $6 - 3m$ oe	Accept $3(2 - m)$
(b)	$x \geq 10$	M1	for a correct first step working with an inequality or an equation, eg $7 + x + 8 \leq \frac{5x}{2} - 8 + 8$ or $15 + x \leq \frac{5x}{2}$ **or** $7 + x - x \leq \frac{5x}{2} - 8 - x$ or $7 \leq \frac{3x}{2} - 8$ **or** $7 \times 2 + x \times 2 \leq \frac{5x}{2} \times 2 - 8 \times 2$ or $14 + 2x \leq 5x - 16$	Can work with an equation or incorrect inequality symbol for both M marks For M marks step must be carried out not just intention shown. For example, if you see $7 + x \leq \frac{5x}{2} - 8$ +8 +8 award M1 for $k + x \leq \frac{5x}{2}$ where $k > 7$ or indicating $-x$ and reaching $7 \leq kx - 8$ where $k < \frac{5}{2}$ or indicating multiplying by 2 and obtaining an equation or inequality with no more than one term incorrect and no term unchanged.
		M1	(dep M1) for a correct second step, eg subtracts x from both sides or adds 8 to both sides or subtracts $2x$ from both sides or multiplies both sides by 2 **or** gives the critical value of 10	The first 2 marks can be awarded for critical value of 10, eg $x = 10$
		A1	for $x \geq 10$ as final answer	Accept $10 \leq x$

Paper: 1MA1/1H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
7 (c)	$2.5 < y < 4$	M1	for a correct first step, eg $9 - 4 < 2y < 12 - 4$ or $5 < 2y < 8$ or $9 \div 2 < y + 2 < 12 \div 2$ or $4.5 < y + 2 < 6$ **or** showing 2.5 and 4 as the critical values	For M mark condone use of "=" and incorrect inequality signs For M mark step must be carried out not just intention shown. For example, if you see $9 < 2y + 4 < 12$ $-4 \quad -4 \quad -4$ award M1 for $a < 2y < b$ where $a < 9$ and $b < 12$ or if you see $9 < 2y + 4 < 12$ $\div 2 \quad \div 2 \quad \div 2$ award M1 for $a < y + 2 < b$ where $a < 9$ and $b < 12$
		A1	for $2.5 < y < 4$ oe as final answer	Accept $y > 2.5$ and $y < 4$ oe

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
6	370	P1	for finding the mean of list **A**, eg (276 + 400 + 157 + 139) ÷ 4 (= 243) **OR** an expression for the mean of list **B**, eg $(530+500+270+x+440+320)\div 6\left(=\frac{2060+x}{6}\right)$ oe	
		P1	for beginning to work with ratio, eg "243" ÷ 3 (= 81) **or** [A] ÷ 3 **or** $"243"\times 5\ (=1215)$ **or** $[A]\times 5$ **OR** $"\left(\frac{2060+x}{6}\right)"\times 3$ **or** $[B]\times 3$ **or** $"\left(\frac{2060+x}{6}\right)"\div 5$ **or** $[B]\div 5$	[A] is what they believe to be the mean of **A** [B] must be clearly their mean of **B** and be an expression including x
		P1	for completing the work with ratio, eg "81" × 5 (= 405) **or** $[A]\div 3\times 5$ **or** $[B]\times 3\div 5$ or $"\left(\frac{2060+x}{6}\right)"\times\frac{3}{5}$ **OR** forms a suitable equation, eg $"243"\times 5=3\times"\left(\frac{2060+x}{6}\right)"$ **or** $[A]\times 5=3\times"\left(\frac{2060+x}{6}\right)"$	
		P1	for working with mean of list **B**, eg "405" ×6 (= 2430) **or** $[A]\div 3\times 5\times 6$ **OR** for process to remove brackets and denominator, eg $"243"\times 5\times 2="2060+x"$ **or** $[A]\times 5\times 2="2060+x"$ or $2060+x="405"\times 6$	
		A1	cao	

Paper: 1MA1/2H

9	12, – 3, 2	B2 (B1	all correct for one or two correct)	$12 - 3x^2$ seen in working space gets B2 unless contradicted May be seen in an expression of the correct form, eg $a + bx^n$

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
10	1.4	M1	for a correct first step eg $\frac{14-x}{3}\times 3 = 3x \times 3$ **or** $\frac{14}{3} - \frac{1}{3}x + \frac{1}{3}x = 3x + \frac{1}{3}x$ oe	For M mark, step must be carried out not just intention shown. For example if you see $\frac{14-x}{3} = 3x$ $\times 3$ $\times 3$ Only award M1 when you see $14 - x = kx$ where $k > 3$
		A1	oe, eg $\frac{14}{10}$	

Question	Answer	Mark	Mark scheme	Additional guidance
21	$-\frac{2}{5} < x < \frac{1}{3}$	B2 (B1	for $-\frac{2}{5} < x < \frac{1}{3}$ oe For correct critical values of $-\frac{2}{5}$ **and** $\frac{1}{3}$ oe)	May be given as two separate inequalities Accept -0.4 and 0.33 (or better)

17	$-\frac{1}{7}$	M1	for using a common denominator eg $\frac{5x(3x+1)-2x(3x-1)}{(3x-1)(3x+1)}(=1)$ **or** for removing the fraction eg $5x(3x+1)-2x(3x-1)=(3x-1)(3x+1)$	Allow one error in total in all the expansions (may be a sign error)
		M1	for correct methods to remove all fraction(s) **and** expand the brackets, eg $15x^2+5x-6x^2+2x=9x^2+3x-3x-1$	
		A1	for $-\frac{1}{7}$ oe	Allow –0.14(2…) for $-\frac{1}{7}$

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
23	$\frac{15}{4}$	P1	for process to find $\overrightarrow{BC}$ or $\overrightarrow{CB}$, eg $\overrightarrow{BC} = -3\mathbf{b} + \mathbf{a} + 2\mathbf{b}$ oe $(= \mathbf{a} - \mathbf{b})$ **or** $\overrightarrow{CB} = -2\mathbf{b} - \mathbf{a} + 3\mathbf{b}$ oe $(= -\mathbf{a} + \mathbf{b})$	Vectors must be unambiguously identified Accept *BC* for $\overrightarrow{BC}$ etc throughout Allow a for **a** and b for **b** throughout Vectors could be written on the diagram and may be in either direction. Throughout, do not condone missing brackets unless recovered Follow through candidates $\overrightarrow{BC}$ or $\overrightarrow{CB}$ provided full method to find subsequent vectors is clearly shown A correct expression for $\overrightarrow{BN}$ or $\overrightarrow{NB}$ or $\overrightarrow{CN}$ or $\overrightarrow{NC}$ implies the previous P mark
		P1	for process that uses the ratio 5 : 3, eg $\overrightarrow{BN} = \frac{5}{8}(-3\mathbf{b} + \mathbf{a} + 2\mathbf{b})$ $(= \frac{5}{8}\mathbf{a} - \frac{5}{8}\mathbf{b})$ or $\overrightarrow{NB} = -\frac{5}{8}\mathbf{a} + \frac{5}{8}\mathbf{b}$ oe **or** $\overrightarrow{CN} = \frac{3}{8}(-2\mathbf{b} - \mathbf{a} + 3\mathbf{b})$ $(= -\frac{3}{8}\mathbf{a} + \frac{3}{8}\mathbf{b})$ or $\overrightarrow{NC} = \frac{3}{8}\mathbf{a} - \frac{3}{8}\mathbf{b}$ oe	
		P1	for a process to find an expression, in terms of **a** and **b**, for $\overrightarrow{MN}$ **or** $\overrightarrow{MP}$ **or** $\overrightarrow{NP}$ eg $\overrightarrow{MN} = -\frac{1}{2}\mathbf{a} + 3\mathbf{b} + \frac{5}{8}(\mathbf{a} - \mathbf{b})$ oe $(= \frac{1}{8}\mathbf{a} + \frac{19}{8}\mathbf{b})$ **or** $\overrightarrow{MN} = \frac{1}{2}\mathbf{a} + 2\mathbf{b} + \frac{3}{8}(-\mathbf{a} + \mathbf{b})$ oe $(= \frac{1}{8}\mathbf{a} + \frac{19}{8}\mathbf{b})$ **or** $\overrightarrow{MP} = \frac{1}{2}\mathbf{a} + 2\mathbf{b} + k(2\mathbf{b})$ oe **or** $\overrightarrow{NP} = \frac{3}{8}\mathbf{a} - \frac{3}{8}\mathbf{b} + k(2\mathbf{b})$ oe	Follow through candidates $\overrightarrow{BN}$ or $\overrightarrow{NB}$ or $\overrightarrow{CN}$ or $\overrightarrow{NC}$ provided full method to find subsequent vectors is clearly shown May use $\overrightarrow{NM}$ or $\overrightarrow{PM}$ or $\overrightarrow{PN}$ Allow equivalent vectors throughout eg $\overrightarrow{MP} = \frac{1}{2}\mathbf{a} + 2\mathbf{b} + \mu(\mathbf{b})$ This mark may be awarded without the previous mark being awarded

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
		P1	for a process to find a **correct** expression, in terms of **a** and **b** for the same vector eg $\overrightarrow{MP}$ or $\overrightarrow{NP}$ **or** parallel vectors eg $\overrightarrow{MP}$ and $\overrightarrow{MN}$ or $\overrightarrow{NP}$ and $\overrightarrow{MN}$ **eg** $\overrightarrow{MP}=\frac{1}{2}\mathbf{a}+2\mathbf{b}+k(2\mathbf{b})$ oe **and** $\overrightarrow{MP}=\lambda\left(\frac{1}{8}\mathbf{a}+\frac{19}{8}\mathbf{b}\right)$ oe **or** $\overrightarrow{NP}=\frac{3}{8}\mathbf{a}-\frac{3}{8}\mathbf{b}+k(2\mathbf{b})$ oe **and** $\overrightarrow{NP}=\lambda\left(\frac{1}{8}\mathbf{a}+\frac{19}{8}\mathbf{b}\right)$ oe **or** $\overrightarrow{MP}=\frac{1}{2}\mathbf{a}+2\mathbf{b}+k(2\mathbf{b})$ oe **and** $\overrightarrow{MN}=\frac{1}{8}\mathbf{a}+\frac{19}{8}\mathbf{b}$ oe **or** $\overrightarrow{NP}=\frac{3}{8}\mathbf{a}-\frac{3}{8}\mathbf{b}+k(2\mathbf{b})$ oe **and** $\overrightarrow{MN}=\frac{1}{8}\mathbf{a}+\frac{19}{8}\mathbf{b}$ oe	Vectors do not have to be simplified May use $\overrightarrow{NM}$ or $\overrightarrow{PM}$ or $\overrightarrow{PN}$ Condone use of same variable for equivalent vector journeys Condone lack of labelling if vector journeys are correctly equated
			OR for a process to find a **correct** expression in terms of **a** and **b**, for $\overrightarrow{AP}$ or $\overrightarrow{CP}$ using $\overrightarrow{MN}$ $\overrightarrow{AP}=-\frac{1}{2}\mathbf{a}+\mu\left(\frac{1}{8}\mathbf{a}+\frac{19}{8}\mathbf{b}\right)$ oe **or** $\overrightarrow{CP}=-\frac{3}{8}\mathbf{a}+\frac{3}{8}\mathbf{b}+\mu\left(\frac{1}{8}\mathbf{a}+\frac{19}{8}\mathbf{b}\right)$ oe	May use $\overrightarrow{PA}$ or $\overrightarrow{PC}$ NB: $\overrightarrow{CP}=-\frac{1}{2}\mathbf{a}-2\mathbf{b}+\mu\left(\frac{1}{8}\mathbf{a}+\frac{19}{8}\mathbf{b}\right)$
			OR for a process to find a **correct** expression in terms of **a** and **b** for the same vector $\overrightarrow{BP}$ or $\overrightarrow{OP}$ $\overrightarrow{BP}=\mathbf{a}-\mathbf{b}+k(2\mathbf{b})$ oe **and** $\overrightarrow{BP}=\frac{5}{8}\mathbf{a}-\frac{5}{8}\mathbf{b}+\mu\left(\frac{1}{8}\mathbf{a}+\frac{19}{8}\mathbf{b}\right)$ oe $\overrightarrow{OP}=\mathbf{a}+2\mathbf{b}+k(2\mathbf{b})$ oe **and** $\overrightarrow{OP}=\frac{1}{2}\mathbf{a}+\mu\left(\frac{1}{8}\mathbf{a}+\frac{19}{8}\mathbf{b}\right)$ oe	May use $\overrightarrow{PB}$ or $\overrightarrow{PO}$
		A1	for $\frac{15}{4}$ oe	Award 0 marks for a correct answer with no supportive working

QUESTION 4 – Additional information NOT Exhaustive
Final comparable values, can be truncated or rounded, they just need to be accurate enough to allow a comparison

Cost per lb in $: 2 × 2.2 (= 4.4) 3.75 × 1.2(0) (= 4.5) "4.5" ÷ "4.4" (= 1.02…) and 4.9(0) ÷ 5 (= 0.98) New York **and** 1.02… **and** 0.98	**Cost per lb in £:** 2 × 2.2 (= 4.4) 4.9(0) ÷ 1.2(0) (= 4.08…) 3.75 ÷ "4.4" (= 0.85…) and "4.08…" ÷ 5 (= 0.81(6…)) New York **and** 0.85… **and** 0.81(6…)
Cost per kg in $: 5 ÷ 2.2 (= 2.27…) 3.75 × 1.2(0) (= 4.5) "4.5" ÷ 2 (= 2.25) and 4.9(0) ÷ "2.27…" (= 2.15(6)) New York **and** 2.25 **and** 2.15(6)	**Cost per kg in £:** 5 ÷ 2.2 (= 2.27…) 4.9(0) ÷ 1.2(0) (= 4.08…) 3.75 ÷ 2 (= 1.87(5)) and "4.08…" ÷ "2.27…" (= 1.79(6…)) New York **and** 1.87(5) **and** 1.79(6…)
Number of lbs per $: 2 × 2.2 (= 4.4) 3.75 × 1.2(0) (= 4.5) "4.4" ÷ "4.5" (= 0.97(7…)) and 5 ÷ 4.9(0) (= 1.02…) New York **and** 0.97(7…) **and** 1.02…	**Number of lbs per £:** 2 × 2.2 (= 4.4) 4.9(0) ÷ 1.2(0) (= 4.08…) "4.4" ÷ 3.75 (= 1.17…) and 5 ÷ "4.08…" (= 1.22…) New York **and** 1.17… **and** 1.22…
Number of kg per $: 5 ÷ 2.2 (= 2.27…) 3.75 × 1.2(0) (= 4.5) 2 ÷ "4.5" (= 0.44…) and "2.27…" ÷ 4.9(0) (= 0.46…) New York **and** 0.44… **and** 0.46…	**Number of kg per £:** 5 ÷ 2.2 (= 2.27…) 4.9(0) ÷ 1.2(0) (= 4.08…) 2 ÷ 3.75 (= 0.53…) and "2.27…" ÷ "4.08…" (= 0.55(6…)) New York **and** 0.53… **and** 0.55(6…)
Cost of 5 lb in $: 2 × 2.2 (= 4.4) 3.75 × 1.2(0) (= 4.5) "4.5" ÷ "4.4" × 5 (= 5.11…) New York **and** 5.11…	**Cost of 5 lb in £:** 2 × 2.2 (= 4.4) 4.9(0) ÷ 1.2(0) (= 4.08…) 3.75 ÷ "4.4" × 5 (= 4.26…) New York **and** 4.08… **and** 4.26…
Cost of 2 kg in $: 5 ÷ 2.2 (= 2.27…) 3.75 × 1.2(0) (= 4.5) 4.9(0) ÷ "2.27…" × 2 (= 4.31…) New York **and** 4.5 **and** 4.31…	**Cost of 2 kg in £:** 5 ÷ 2.2 (= 2.27…) 4.9(0) ÷ 1.2(0) (= 4.08…) "4.08…" ÷ "2.27…" × 2 (= 3.59…) New York **and** 3.59…

Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 3H

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_3H			
Question		**Modification**	**Mark scheme notes**
1		Wording added: 'Look at the diagram for Question 1 in the Diagram Booklet. It shows a grid.' Wording added 'below'. Wording added: 'on the grid in the Diagram Booklet' Values in the table changed: 12 changed to 15, 8 changed to 5 Braille: 12 changed to 15, 8 changed to 5 and final value removed. Diagram enlarged. Open headed arrows. Braille: Horizontal axis cropped at 40.	Standard mark scheme but note change of values (heights at 15, 25, 10, 5, 5) Braille: heights at 15, 25, 10, 5
7		Wording changed: 'Look at the diagram for Question 7 in the Diagram Booklet. It shows straight line ABC on a set of axes.' Diagram enlarged. Open headed arrows. Crosses changed to dots.	Standard mark scheme
8		Wording changed: 'Look at the diagram for Question 8 in the Diagram Booklet. It shows…' Wording added: 'Angle DAB and angle ADC are right angles.' Diagram enlarged.	Standard mark scheme
11	(b)	Letter 'a' changed to 'p'. Letter 'b' changed to 'r'.	Standard mark scheme but note the change of letters
13		Wording changed: 'Look at the diagram for Question 13 in the Diagram Booklet. It shows eight graphs.' Wording added: 'There are four spaces to fill.' Braille: Wording added 'By writing the missing values labelled (i) to (iv).' Diagram enlarged. Graphs relabelled 'graph A', 'graph B' etc.	Standard mark scheme
14		Wording changed: 'Look at the diagram for Question 14 in the Diagram Booklet. It shows triangle ABC.' Wording added: 'AB = 8.3 cm AC = 9.8 cm Angle BAC = 35°' Diagram enlarged. Angles moved outside of angle arcs and angle arcs made smaller.	Standard mark scheme

16		Wording changed: 'Look at Diagram 1, Diagram 2, and the formula for Question 16 in the Diagram Booklet. You may be provided with three models. They are NOT accurate. The models show a cylinder, a cone and the cone joined to the cylinder. Diagram 1 shows a solid shape made from a cylinder and a cone. Diagram 2 shows a cross section of the solid shape.' Braille: Wording changed 'Look at the diagram and the formula diagram for Question 16 in the diagram booklet. You are also provided with three models. They are NOT accurate. The models show a cylinder, a cone and the cone joined to the cylinder. The diagram shows a cross section of the solid shape. The formula diagrams show the base of a cone with r labelled and a side view of a cone with r and h labelled.' Diagrams enlarged. Open headed arrows. 2D view added. Models provided. Braille: 3D diagram removed.	Standard mark scheme
17		Letter 'x' changed to 'y'.	Standard mark scheme but note the change of letter
18		Wording added: 'Look at the diagram for Question 18 in the Diagram Booklet. It shows an incomplete Venn diagram.' Wording removed: '(C)', '(T)' and '(H)'. Wording added: 'in the Diagram Booklet' Diagram enlarged. Single letter labels replaced with the words, 'Coffee', 'Tea' and 'Hot chocolate'.	Standard mark scheme
20		Wording changed: 'Look at the diagram for Question 20 in the Diagram Booklet. It shows A, B, C and D, points on a …' Diagram enlarged. Angles moved outside of angle arcs and angle arcs made smaller.	Standard mark scheme
23		Wording added: 'Look at the diagram for Question 23 in the Diagram Booklet.' Diagram enlarged.	Standard mark scheme

GCSE

Mark Scheme

Mathematics A (1387)

June 2003

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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.

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.

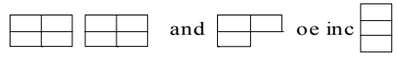
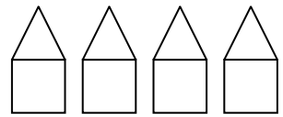
9 Parts of questions

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

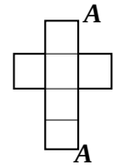
Paper 5501

No	Working	Answer	Mark	Notes
1 (a)		46	1	B1 cao
(b)		3.4	1	B1 oe
(c)		Arrow at 430	1	B1 allow ± half graduation
(d)		Arrow at 3.7	1	B1 allow ± half graduation Accept indications other than arrows as long as they are clear
2		1.60 2.05	2	B1) Condone B1) reversal
3 (a)	$\frac{18}{24}$ or $\frac{9}{12}$ or $\frac{6}{8}$	$\frac{3}{4}$	2	B2 for $\frac{3}{4}$ cao (B1 for $\frac{18}{24}$ or $\frac{9}{12}$ or $\frac{6}{8}$) SC B1 for $\frac{1}{4}$ only
(b)		16 squares shaded	1	B1 cao
4 (a)		line	1	B1 within overlay tolerance
(b)		midpoint	1	B1 within overlay tolerance ft from (a) ± 0.2cm
(c)		rectangle	1	B1 for rectangle 6 cm ± 0.2cm by 4 cm ± 0.2cm
5		kilograms, kg litre, *l* or cubic metres, m^3 inches, in	3	B1 B1 B1
6 (a)		parallel lines marked	1	B1
(b)		right angle marked	1	B1
(c)(i)		acute	1	B1
(ii)		reflex	1	B1

Paper 5501

No	Working	Answer	Mark	Notes
7 (i)		sphere	1	B1
(ii)		cylinder	1	B1 Accept circular prism
(iii)		pyramid	1	B1 Condone omission of "triangular" Accept tetrahedron
8 (a)(i)		40	2	B1 cao
(ii)		50		B1 cao
(b)		5 complete symbols	1	B1 cao
(c)		 and oe inc	1	B1
9 (i)		9, 37, 56, 59, 75	5	B1 cao
(ii)		0.067, 0.56, 0.6, 0.605, 0.65		B1 cao Ignore trailing zeros
(iii)		–10, –6, –4, 2, 5		B1 cao
(iv)		$\frac{2}{5}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}$		B2 for all 4 correct (B1 for any 3 in correct order) SC B1 for all 4 in reverse order (applies to(iv) only)
10 (a)			1	B1
(b)		Plotting (4, 24)	1	B1 ft from their matchsticks
(c)		60	1	B1 cao
(d)		$m = 6n$	2	B2 for $m = 6n$ oe (B1 for $6n$ oe or m = multiple of n except $m = n$)
11 (i)		6, 12	4	B1 cao
(ii)		4, 16		B1 cao
(iii)		3, 4, 6 or 3, 4, 6, 12		B1 Condone omission of 12
(iv)		8, 27		B1 cao

Paper 5501

No	Working	Answer	Mark	Notes
12		2.43	4	B1 for 36 or 0.36 B1 for 96 or 0.96 B1 for 125 or 1.25 If none of first 3 B1s awarded then SC B1 for four 24s and five 25s seen OR 4 × 24 and 5 × 25 seen B1 for 2.43 cao
13 (a)(i)		Edinburgh and Plymouth	3	B1 for Edinburgh or −7 B1 for Plymouth or 5
(ii)		12		B1ft from (i) if one positive and one negative
(b)		Cardiff and Belfast London and Plymouth	2	B1 for Cardiff and Belfast OR −6 and −4 B1 for London and Plymouth OR 3 and 5
14		5 9 8	3	B1 cao B1 cao B1 cao
15 (a)			2	✓ × : 2 0 B2; 1 0 B1; 1 1 B1; 2 1 B1
(b)	$2 \times 2 \times 2$	8	2	M1 for $2 \times 2 \times 2$ A1 for 8 cao
16 (a)		30	1	B1 cao
(b)		3	1	B1 cao
(c)	$2 \times 29 = 58$ $5 \times 30 = 150$ $2 \times 31 = 62$ $1 \times 32 = 32$ $\frac{302}{10} = 30.2$	30.2	3	M1 for freq × no pins M1 (dep on 1st M1) for totalling and ÷ 10 A1 for 30.2 cao

Paper 5501

No	Working	Answer	Mark	Notes
17		7 5 5 13 33 52 23	3	B3 all correct (B2 for 4, 5 or 6 correct B1 for 2 or 3 correct)
18 (a)(i) (ii) (iii) (iv) (b)		$4c$ p^4 $8g$ $10pr$ OR $10rp$ $10y - 15$	4 1	B1 oe B1 cao B1 oe B1 B1 cao Accept $10y + - 15$
19		$\frac{2}{3}$	3	M1 for 3 rows (9 squares) shaded M1 for 2 columns (10 squares) shaded A1 for $\frac{2}{3}$
	$\frac{3}{5} = \frac{9}{15}$ $\frac{2}{3} = \frac{10}{15}$	$\frac{2}{3}$	3	M1 for $\frac{3}{5} = \frac{9}{15}$ M1 for $\frac{2}{3} = \frac{10}{15}$ A1 for $\frac{2}{3}$
	$\frac{3}{5} = 0.6$ $\frac{2}{3} = 0.66$ or 0.67 or better	$\frac{2}{3}$	3	M1 for $\frac{3}{5} = 0.6$ M1 for $\frac{2}{3} = 0.66$ or 0.67 or better A1 for $\frac{2}{3}$) Accept)) percentages

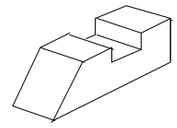
Paper 5501

No	Working	Answer	Mark	Notes
20 (a)	955 × 48 7640 38200 45840 OR 48 × 955 240 2400 43200 45840	458.40	3	M1 for complete correct method (condone one computational error) A2 for 458.40 cao (A1 for digits 4584 OR ft if M1 awarded)
(b)	14. 5 48 | 696. 0 48 216 192 24 0 24 0	14.50	3	M1 for 1 as first digit in answer and remainder 21 M1 (dep) 4 as second digit in answer A1 for 14.50 (Accept 14.5)
21 (a)		$12x$	1	B1 oe
(b)		$12x + 10y$	2	B2 oe ft from (a) (B1 $12x$ + multiple of y or $10y$ seen) SC B1 for $x = 12x + 10y$ OR $y = 12x + 10y$

Paper 5501

No	Working	Answer	Mark	Notes
22	$\frac{1}{3}+\frac{1}{4}=\frac{4}{12}+\frac{3}{12}=\frac{7}{12}$ $1-\frac{7}{12}=\frac{5}{12}$	$\frac{5}{12}$	3	M1 for $\frac{4}{12}$ **and** $\frac{3}{12}$ oe A2 for $\frac{5}{12}$ oe (A1 for $\frac{7}{12}$) B1 for 1–"$\left(\frac{1}{3}+\frac{1}{4}\right)$" correctly evaluated
	$1-\frac{1}{3}=\frac{2}{3}$, $1-\frac{1}{4}=\frac{3}{4}$ $\frac{8}{12}-\frac{3}{12}=\frac{5}{12}$ or $\frac{9}{12}-\frac{4}{12}=\frac{5}{12}$	$\frac{5}{12}$	3	B1 for $\frac{2}{3}$ or $\frac{3}{4}$ seen M1 for $\frac{8}{12}-\frac{3}{12}=\frac{5}{12}$ or $\frac{9}{12}-\frac{4}{12}=\frac{5}{12}$ A1 for $\frac{5}{12}$ oe
		$\frac{5}{12}$	3	M1 for 0.25 and 0.33 or better A1 for 0.58 or better A1 for $0.41\dot{6}$ or recurring
23 (a) (b)(i) (ii)	 180 – (54 + 54)	54 72 Reason	1 3	B1 cao M1 for 180 – (54 + 54) A1 ft from (a) if $x < 90$ B1 for mentioning isosceles and equal or base angles or equal sides and equal or base angles

Paper 5501

No	Working	Answer	Mark	Notes
24 (a)		Bryani	2	M1 for 4×9 or $4 \times 3 \times 3$ or $4 \times x \times x$ or square x first or square 3 first A1 SC 4×3^2 with Bryani scores B2
(b)		64	1	B1 cao
25 (a)		 dotted line may be solid	3	B2 for rectangle base 3 squares and height 4 squares (B1 for rectangle with one correct dimension) B1 for horizontal line 1 cm from top) SC B2 for completely correct elevation on its side
(b)			2	B2 for perspective drawing showing slant face and cutout B1 for perspective drawing with either slant face cutout omitted
26 (a)	20×2 or $\frac{20}{30} \times 60$ or $20 \div \frac{1}{2}$	40	2	M1 for 20×2 or $\frac{20}{30} \times 60$ or $20 \div \frac{1}{2}$ A1 cao
(b)	$\frac{20}{60}$ or $\frac{1}{3}$ or 20 minutes	line from (45, 20) to (65, 0)	2	M1 for $\frac{20}{60}$ or $\frac{1}{3}$ or 20 minutes seen A1 for correct line SC If M0, B1 for line from (45, 20) to (t, 0) where $t > 45$ or B1 for a line of the correct gradient.

Paper 5502

No	Working	Answer	Mark	Notes
1 (a)		$\frac{7}{100}$	1	B1 cao accept 0.07
(b)		0.18	1	B1 cao
(c)	20 in 100 oe	40	2	M1 for sight of 20 in 100 or 20 × 2 A1 cao
2 (a)		6cm	2	B1 for 6 ± 0.2 or 60 ± 2 B1 indep for cm or mm consistent with 1st B1
(b)		At centre	1	B1 within overlay
(c)		Circle drawn	1	B1 all within overlay
3		See diagram	3	B3 all correct – see separate sheet (B2 for 3 correct B1 for 2 correct)
4 (a)		$\frac{1}{4}$ oe	1	B1 cao
(b)		0.75	1	B1 cao
(c)		75%	1	B1 cao
(d)(i)		9	2	B1 accept answer in range 9 - 9.2
(ii)		15 - 16		B1 accept answers in range15 - 16
5 (a)		9:30	1	B1 cao
(b)		2hrs 45 min	2	B2 for 2hr 45 min or 2 $\frac{3}{4}$ hr or 165 minutes B1 2:45 or 2.45 or 165 or 45min + 1hr + 1hr oe
(c)		17	1	B1 cao
6 (a)	96 × 4	3.84	2	M1 for 96 × 4 or digits 384 A1 cao
(b)	3 × 96 + 40 = 328	(0).56	2	M1 for 3 × 96 + 40 or digits 328 or digits 56 A1 cao accept 56p

Paper 5502

No	Working	Answer	Mark	Notes
7 (a)		54 000	1	B1 cao accept 54 thousand
(b)		50 000	1	B1 (accept ten thousand or 10 000) oe
8 (a)		14	1	B1 cao
(b)		6	1	B1 cao
(c)		Correct reflection	2	B2 fully correct (B1 correct reflection in a line parallel to the mirror line or condoning 1 block error in shape or position of shape)
9 (a)		Missing horiz label 1 (and 6) missing on vertical scale	2	B1 B1
(b)		Correct graph	2	B1 for bar up to 4 for yellow B1 for bar up to 2 for green
(c)		Blue	1	B1 cao
(d)	3 + 5 + 4 + 2	14	1	B1 ft from (b)
(e)		$\frac{3}{14}$	1	B1 ft on '14'
10	Barry (8) because you double Kath (7) because you add, 1,2,3		2	B1 oe B1 oe SC: B1 for correct rules only
11 (a)		$2n$	1	B1 for $2n$ or $n + n$ OR $2 \times n$ OR $n \times 2$ OR $n2$
(b)		$2n + 15$	1	B1 for "$2n$" + 15 oe
(c)		20q	1	B1 cao
12 (a)	1 + 3 + 5 + 8 + 5	22	2	M1 add frequencies A1 cao
(b)		No, is>no of cups of coffee in the table	1	B1 'average cannot be bigger than 6' oe OR 'Average must be less than 6 oe'
13 (a)		Trapezium	1	B1 cao ignore spelling
(b)		(2, 3)	1	B1 cao
(c)		Isosceles	1	B1 cao ignore spelling
(d)		Q correct	1	B1 cao

Paper 5502

No	Working	Answer	Mark	Notes
14 (a)		250 000	1	B1 cao
(b)	$\frac{28}{4}$	7	2	M1 for $\frac{28}{4}$ oe or "250000" × 28 A1 cao **SC** B1 for 7 000 000
15 (a)		10	1	B1 cao
(b)		5.5	1	B1 ±0.3 pounds
(c)	$\frac{110}{22}$	50	3	M1 for use of graph at 11 or $\frac{110}{22}$ A1 for 5 A1 cao **SC** B2 for 49.5 – 50.6

Paper 5502

No	Working	Answer	Mark	Notes
16 (a)	$269.30 - 56.80 = 212.50$ $\frac{212.50}{42.50}$	6	2	M1 for $\frac{269.30 - 56.80}{42.50}$ or 5 seen A1 cao
(b)	5% of £269.30 £269.30 – "£13.465" OR $\frac{95}{100} \times 269.30$	255.83 or 255.84	3	M1 for $(5 \div 100) \times 269.30$ M1 for $269.30 - $ "13.465" A1 cao OR M2 for $\frac{95}{100} \times 269.30$ A1 cao **Alternative Method:** M1 for $\frac{5}{100} \times 56.80$ $(= 2.84)$ and $\frac{5}{100} \times 42.50$ (=2.12(5)) (OR 53.96 AND 40.38 (40.375) seen M1 for $56.80 -$ "2.84" (= 53.96) $42.50 -$ "2.12(5)" (= 40.375 or 40.38) "5" × "40.375" + "53.96" A1 cao
17	$4.1^2 \times 1.07 = 16.81 \times 1.07$	17.9867	2	M1 for ("4.1") followed by squaring, or sight of 16.81 A1 cao SC: *B1 for 18 or better with no working*
18 (a)		60	1	B1 cao
(b)	$360 - 60 - 90 - 90$	120	2	M1 for $360 -$ " 60 " $- 90 - 90$ or $180 -$ "60" A1 cao
(c)	6×2	12	2	M1 for 6×2 A1 cao for 12

Paper 5502

No	Working	Answer	Mark	Notes
19 (a)(i)	$240 \times 5 = 1200$	1250	3	B1 cao 1250
(ii)	$\frac{50}{'1250'}$	$\frac{1}{25}$		M1 cao $\frac{50}{'1250'}$ A1 for $\frac{1}{25}$ in its simplest form
(b)	$\frac{60}{100} \times 1000 = 600$	12:5	3	M1 for $\frac{60}{100} \times 1000$ oe A1 for 600 A1 cao
20 (a)		$x + 2$	1	B1 accept $2 + x$ but not $x = x + 2$
(b)	$x + 5 + x + 5 + x + 2 + x + 2$	$4x + 14$	2	M1 adding 4 sides, two of which are '$x + 2$' (all sides to be linear expressions in x) **SC** $x + 5 + x + 2 \times 2$ gets M1 A1 for correct simplified answer or $(20 - 14) \div 4$ oe gets M1
(c)	'$4x + 14$' = 20	1.5 oe	2	M1 for equation A1 cao
21	$\sum f = 90$	Angles drawn, labelled	3	M1 for 1 person = 4°or one angle correct in table or pie chart A1 any 2 correctly drawn angles in pie chart A1 fully correct chart labelled
22 (a)		$2p - q$	2	B1 cao for $2p$ B1 cao for $-q$ accept $(-q + 2p)$, $2p - 1q$ and $2p + -q$
(b)	$5x = 3 + 4$	1.4	2	M1 for either (+3 or sight of 7) or (÷ 5 or sight of 0.8 and 0.6) A1 cao accept $\frac{7}{5}$ or $1\frac{2}{5}$

Paper 5502

No	Working	Answer	Mark	Notes
23 (a)		$\frac{4\times5}{2}$	1	B1 cao
(b)	$1+2+3+4+5+6+7+8$	$\frac{8\times9}{2}$	1	B1 cao
(c)	$\frac{100\times101}{2}$	5050	1	B1 cao
24	0 | 5 7 8 8 1 | 0 0 0 0 2 5 5 5 6 2 | 0 0 0 4 5 3 | 3 5 Key 1 | 2 = 12 (min)	See working	3	B1 for stem 0, 1, 2, 3 or 0, 10, 20, 30 B1 for accurate unordered leaves condone 1 error or omission B1 for key and ordered leaves all correct
25	$3.2\times2.8=8.96$ $2\times4.5\times2.8=25.2$ $2\times4.5\times28.8=28.8$ $\frac{62.96}{2.5}\times2.99$	£75.30	5	M1 for area of any face found correctly M1 for 2 areas found correctly A1 for 62.96 or 54 M1 for $\frac{'62.96'}{2.5}\times2.99$ Al cao Alternate method for candidates who round up $\frac{"62.92"}{2.5}$ M1 for "26" × 2.99 A1 for £77.74 cao **SC**: *for top included B2 for 71.92 m^2 seen or* B3 for £86.02 seen **SC** B4 for £64.58 or £65.78 seen
26	$2.5\times10\,000$	25 000	2	M1 for $2.5\times100\times100$ A1 cao

Paper 5503

No	Working	Answer	Mark	Notes
1 (a)(i)		$8g$	2	B1 oe
(ii)		$10rp$		B1 for $10pr$ or $10\ rp$
(b)		$10y - 15$	1	B1 cao accept $10y$ - + 15
(c)	$6x + 8 - 12x + 15$	$-6x + 23$	2	M1 for 3 correct terms out of 4 A1 cao
2		$m = 6n$	2	B2 for $m = 6n$ oe accept $6 \times n$, n 6 (B1 for $6n$ alone, or $6n$ +1 oe OR m = multiple of n except $m = n$)
3 (i)		0.067, 0.56, 0.6, 0.605, 0.65	1	B1 cao Ignore trailing zeros
(ii)		−10, −6, −4, 2, 5	1	B1 cao
(iii)		$\frac{2}{5}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}$	2	B2 all four correct (B1 any three in correct order) SC: B1 all 4 in reverse order
4		7 5 5 13 33 52 23	3	B3 all correct (B2 for 4, 5 or 6 correct entries) (B1 for 2, 3 correct entries)

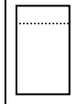
Paper 5503

No	Working	Answer	Mark	Notes
5		$\frac{2}{3}$	3	M1 for 3 rows (9 squares) shaded M1 for 2 columns (10 squares) shaded A1
	OR $\frac{3}{5}=\frac{9}{15}$ $\frac{2}{3}=\frac{10}{15}$ Therefore $\frac{2}{3}>\frac{3}{5}$	$\frac{2}{3}$		M1 for $\frac{3}{5}=\frac{9}{15}$ M1 for $\frac{2}{3}=\frac{10}{15}$ A1
	OR $\frac{3}{5}=0.6$ or percent $\frac{2}{3}=0.66$ or 0.67 or better Therefore $\frac{2}{3}>\frac{3}{5}$	$\frac{2}{3}$		M1 for $\frac{3}{5}=0.6$ or percent M1 for $\frac{2}{3}=0.66$ or 0.67 or better A1
6	$2\times 29=58$ $5\times 30=150$ $2\times 31=62$ $1\times 32=32$ $\frac{302}{10}=30.2$	30.2	3	M1 for freq × no. pins (at least 3) M1 for totalling and for ÷ 10 (dep on 1st M1) A1 cao
7 (a)			2	B1 for 180° rotation (wrong centre) B1 cao
(b)			3	B1 for any enlargement sf other than 1 B1 for all sides halved B1 for position

Paper 5503

No	Working	Answer	Mark	Notes
8 (a)		$12x$	1	B1 oe
(b)		$12x + 10y$	2	B2 oe or ft from (a) (B1 for $12x$ + a multiple of y or $10y$ seen) **SC** B1 for $x = 12x + 10y$ or $y = 12x + 10y$
9	$\frac{1}{3}+\frac{1}{4}=\frac{4}{12}+\frac{3}{12}=\frac{7}{12}$ $1-\frac{7}{12}=\frac{5}{12}$ OR $1-\frac{1}{3}=\frac{2}{3}, 1-\frac{1}{4}=\frac{3}{4}$ $\frac{9}{12}-\frac{4}{12}=\frac{5}{12}, \frac{8}{12}-\frac{3}{12}=\frac{5}{12}$	$\frac{5}{12}$	3	M1 for $\frac{4}{12}$ and $\frac{3}{12}$ oe A2 for $\frac{5}{12}$ oe (A1 for getting $\frac{7}{12}$) (B1 for $1 - \frac{"1}{3} + \frac{1"}{4}$ correctly evaluated) OR B1 for $\frac{2}{3}$ or $\frac{3}{4}$ seen M1 for $\frac{3}{4}-\frac{1}{3}=\frac{9}{12}-\frac{4}{12}$ or $\frac{2}{3}-\frac{1}{4}=\frac{8}{12}-\frac{3}{12}$ A1 for $\frac{5}{12}$ oe OR M1 0.25 and 0.33 or better A1 for 0.58 or better A1 for 0.416 *recurring*
10 (a)		54	1	B1 cao
(b)(i)	180 – (54 +54)	72	3	M1 for 180 – (“54” + “54”) A1 for 72° ft from (a) if $x < 90°$
(ii)				B1 for mentioning isosceles and equal or base angles or equal sides and equal or base angles

Paper 5503

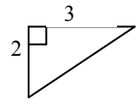
No	Working	Answer	Mark	Notes
11 (a)	Bryani was correct $4 \times 3^2 = 4 \times 9 = 36$	Bryani	2	M1 for 4×9 or $4 \times 3 \times 3$ or "square the three/x then multiply by four" A1 Bryani **SC** 4×3^2 with Bryani gets B2
(b)			1	B1 cao
12 (a)			3	B2 for rectangle height 4 squares, base 3 squares (B1 for rectangle with one correct dimension) B1for line 1 square from the top **SC** B2 for completely correct elevation on its side
(b)			2	B2 for perspective drawing showing slant face and cut out (B1 for perspective drawing with either slant face or cut out omitted or one aspect incorrect)
13 (a)	20×2 or $\frac{20}{30} \times 60$ or $20 \div \frac{1}{2}$	40	2	M1 for 20×2 or $\frac{20}{30} \times 60$ or $20 \div \frac{1}{2}$ A1 cao
(b)	$\frac{20}{60}$ or $\frac{1}{3}$ or 20 minutes seen	Line from (45, 20) to (65, 0)	2	M1 for $\frac{20}{60}$ or $\frac{1}{3}$ or 20 minutes seen A1 for correct line **SC** If M0, B1 for line from (45, 20) to (t, 0) where $t > 45$ or a line of the correct gradient
14 (i)		119.31	3	B1 cao
(ii)		119 310		B1 cao
(iii)		1.23		B1 cao

Paper 5503

No	Working	Answer	Mark	Notes
15	$\frac{10}{100}\times 12000$ 12 000 – 1200 = 10 800 $\frac{10800}{10}=1080$ 10 800 – 1080 = £9720	£9720	3	M1 for $\frac{10}{100}\times 12000$ or sight of 1200 or 2400 or 10 800 or 9600 M1 (dep) for $\frac{10}{100}\times(12\,000-\frac{10}{100}\times 12000)$ or sight of 1080 A1 cao Alternative mark scheme M2 for $12000\times(1-\frac{10}{100})^2$ (M1 for $12000\times(1-\frac{10}{100})$ A1 cao
16 (a)	$2p = 6$	$p = 3$	2	M1 for $7p – 5p = 8 – 2$ or $2p$ or 6 A1 cao
(b)	$7r – 5r = – 20 –2$	–11	2	M1 for $7r + 2 = 5r – 20$ or $\frac{7r}{5}+\frac{2}{5}=r-4$ or $7r – 5r = 20 – 2$ or $\frac{7r}{5}-r=-4-\frac{2}{5}$ A1 cao
17		$5n + 1$	2	B2 oe (B1 for $5n$ seen) NB: n = gets B1 max

Paper 5503

No	Working	Answer	Mark	Notes
18 (a)	–1, 0, 1		2	B2 for –1, 0, 1 (B1 for –1, 0 or 0,1 or –1,1 or –2, -1, 0, 1 only)
(b)	(–1, –1), (0, –1), (1, –1), (0, 0), (1, 0), (1, 1)		3	B3 for 6 points correct B2 for 3 points correct B1 for 1 point correct **NB** –B1 each additional point over six
19 (a)	Triangle with vertices at (0,0) (0,–2) and (3,0)		2	M1 for correct orientation A1 cao
(b)	Rotation, 180°, centre (0,1) Enlargement sf - 1 centre (0,1)		2	B2 for 180° 'rotation' centre (0, 1) B2 for Enlargement sf - 1 centre (0,1) (B1 for any two of the three parts) NB: B0 if additional transformation is included
20	Bisector of $\angle BAC$ Arc around A Region		3	B3 cao (B2 for either two correct boundaries, no shading/ wrong shading or one correct boundary, one incorrect boundary with valid shading) (B1 for either two incorrect boundaries but one drawn from A and one intersection, with valid shading or one correct boundary) Ignore shading outside the triangle
21		Length Volume Area	3	B1 for Length B1 for Volume B1 for Area
22 (a)	Unbiased question with choices		2	B1 for unbiased question B1 for at least 2 choices
(b)			2	Classification 1: A biased question Classification 2: A restricted sample of people Classification 3: Not specifying a range of foods Classification 4: Nothing to do with eating habits B2 reasons which satisfy 2 different classifications (B1 a reason which satisfies one classification)



Paper 5503

No	Working	Answer	Mark	Notes
23 (a)	$6 \times 10^2 \times 8 \times 10^4$ 48×10^6	4.8×10^7	3	M1 for $6 \times 10^a \times 8 \times 10^b$ oe, a and b integers including 0 A1 for 48×10^6 oe A1 cao
(b)	200 000 + 30 000	230000	2	B2 cao (B1 for sight of 200 000 or 30 000 or 2.3×10^5 or 23×10^4)
24 (i)		64	4	B1 cao
(ii)		3		B1 cao
(iii)	$\sqrt{16 \times 9} = \sqrt{144}$	12		B2 cao (B1 for sight of $\sqrt{2^4} \times \sqrt{9}$ or better, or 144 seen)
25 (i)	Tangent 90° to diameter /radius/ line from (through) centre	27°	4	B1 for 27° cao B1 for reason
(ii)	180 –(90+ "27") angle in semicircle (is 90°)/Alternate segments /angle at centre twice at circumference	63°		B1 ft for 90–"27" if not 63° B1 for reason
26 (a)(i)		152	2	B1 cao
(ii)		177		B1 cao
(b)			3	B1 for median marked at 167 B1 ft for postion of box with its ends at "152" and "177" B1 for position of whiskers with ends at 132 and 182 NB: For any points plotted between 141 and 149 give a tolerance of an extra ± 1 square
27	$x^2 + xy + xy + y^2$	$x^2 + 2xy + y^2$	2	M1 for at least 3 of the 4 terms correct A1 cao
		25	2	M1 for recognising 3.47 + 1.53 (= 5) A1 cao

Paper 5504

No	Working	Answer	Mark	Notes
1 (a)	$4.1^2 \times 1.07 = 16.81 \times 1.07$	17.9867	2	M1 for (4.1) followed by squaring, or sight of 16.81 A1 cao SC: B1 for 18 or better with no working
(b)		$(1.6 + 3.8 \times 2.4) \times 4.2$	1	B1 cao Allow additional brackets if they give an expression with value 45.024
2 (a)	269.30 – 56.80 = 212.50	6	2	M1 for $\frac{269.30 - 56.80}{42.50}$ or 5 seen A1 cao
(b)	5% of £269.30 £269.30 – "£13.465" OR $\frac{95}{100} \times 269.30$	255.83 or 255.84	3	M1 for (5 ÷ 100) × 269.30 M1 (dep) for 269.30 – "13.465" A1 cao OR M2 for $\frac{95}{100} \times 269.30$ A1 cao **Alternative Method:** M1 for $\frac{5}{100} \times 56.80$ (= 2.84) and $\frac{5}{100} \times 42.50$ (=2.12(5)) (OR 53.96 AND 40.38 (40.375) seen M1 for 56.80 – "2.84" (= 53.96) 42.50 – "2.12(5)" (= 40.375 or 40.38) "5" × "40.375" + "53.96" A1 cao

Paper 5504

No	Working	Answer	Mark	Notes
3 (a)		60	1	B1 cao
(b)	360 – 60 – 90 – 90	120	2	M1 for 360 – "60" – 90 – 90 or 180 – "60" A1 cao
(c)	6 × 2	12	2	M1 for 6 × 2 A1 cao 12
(d)		Correct drawing	2	B2 for triangle and construction lines (see overlay) (B1 for 1 line of length 4cm and correct arcs crossing OR for correct triangle with either no arcs or incorrect arcs) SC: B1 similar triangle drawn with construction lines
4 a(i)	240 × 5 = 1200	1250	3	B1 cao 1250
(ii)	$\frac{50}{1250}$	$\frac{1}{25}$		M1 $\frac{50}{"1250"}$ A1 oe in its simplest form
(b)	$\frac{60}{100} \times 1000 = 600$ 600: 250	12:5	3	M1 for $\frac{60}{100} \times 1000$ oe A1 for 600 A1 cao
5 (a)		$x + 2$	1	B1
(b)	$x + 5 + x + 5 + x + 2 + x + 2$	$4x + 14$	2	M1 adding 4 sides, two of which must be '$x + 2$' (all sides to be linear expressions in x) A1 for correct simplified answer
(c)	"$4x + 14$" = 20	1.5	2	M1 for equation "$4x + 14$" = 20 OR $\frac{20-14}{4}$ oe A1 cao

Paper 5504

No	Working	Answer	Mark	Notes
6 (a)		$2p - q$	2	B1 cao for $2p$ B1 cao for $-q$ accept $-q + 2p$ and $2p - 1q$
(b)	$5x = 3 + 4$	1.4	2	M1 for either (+3 or sight of 7) or (÷ 5 or sight of 0.8 and 0.6) A1 cao accept $\frac{7}{5}$ or $1\frac{2}{5}$
7 (a)		$\frac{4\times5}{2}$	1	B1 cao
(b)	$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8$	$\frac{8\times9}{2}$	1	B1 cao
(c)	$\frac{100\times101}{2}$	5050	1	B1 cao
(d)		$\frac{n(n+1)}{2}$	2	B2 cao (B1 for any quadratic in n)
8	$3.2 \times 2.8 = 8.96$ $2 \times 4.5 \times 2.8 = 25.2$ $2 \times 4.5 \times 3.2 = 28.8$ $\frac{62.96}{2.5} \times 2.99$	75.30	5	M1 for area of any face found correctly M1 for 2 areas seen A1 for 62.96 or 54 M1 for $\frac{'62.96'}{2.5} \times 2.99$ A1 cao Alternate method for candidates who round up $\frac{"62.96"}{2.5}$ M1 for "26" x 2.99 A1 for £77.74 cao SC: for top included B2 for 71.92 m^2 seen or B3 for £86.02 or £86.71 SC: B4 for £64.58 or £65.78 seen

Paper 5504

No	Working	Answer	Mark	Notes
9	2.5×10000	25000	2	M1 for 2.5×10000 or $2.5 \times 100 \times 100$ A1 cao
10 (a)	$\sum f = 90$ (88), 144, 32, 96	Angles drawn, labelled	3	M1 for 1 person = 4° or one angle correct in table or pie chart A1 any 2 angles correctly drawn in pie chart A1 fully correct chart labelled
(b)	$0.38 + 0.27 + 0.15$	0.20	2	M1 1 – sum A1 cao
11	0 | 5 7 8 8 1 | 0 0 0 0 2 5 5 5 6 2 | 0 0 0 4 5 3 | 3 5 Key 1 | 3 = 13 (min)	See working column	3	B1 for stem 0, 1, 2, 3 or 0, 10, 20, 30 B1 for accurate unordered leaves condone 1 error or omission B1 for key and ordered leaves all correct
12 (a)	$V = \pi \times 4^2 \times 10$	502 – 503	2	M1 for $\pi \times 4^2 \times 10$ A1 502 – 503
(b)	$P^2 = 10^2 + 8^2$ $P = \sqrt{164}$	$\sqrt{164} < 13$	3	M1 for sight of a correct right-angled triangle M1 for $10^2 + 8^2$ A1 for conclusion based on a correct calculation or 12.8 seen
13 (a)	2×30	$2 \times 2 \times 3 \times 5$	4	M1 for systematic method, eg division, factor trees (at least one prime) A1 cao
	2×48	$2^5 \times 3$		M1 for systematic method, eg division, factor trees (at least one prime) A1 cao
(b)		12	1	B1 cao
(c)	$2^5 \times 3 \times 5$	480	2	B2 cao B1 for $2^5 \times 3 \times 5$ or any correct common multiple

Paper 5504

No	Working	Answer	Mark	Notes
14 (a)		$150 < C \leq 200$	2	M1 use of cum freq to find the cost of the 20th or 20.5^{th} car OR $\frac{1}{2}\Sigma f$ or $\frac{1}{2}(\Sigma f + 1)$ A1 eg 150 to 200
(b)		No, because the 21st value is in the same interval	1	B1 20.5^{th} or 21st in same interval or an alternative correct explanation
(c)	80% = 5200 $\frac{5200}{80} \times 100$	6500	3	M1 for (100 – 20) % = 5200 M1 for $\frac{5200}{"80"} \times 100$ A1 cao
15 (a)	$x^2(x + 1) = 230$	AG	2	M1 for $x \times x \times (x+1)$ or $x \times x \times x + 1$ oe A1 cao from $x \times x \times (x+1)$
(b)	'5 – 150 5.1 – 158.7 5.2 – 167.6 5.3 – 177.0 5.4 – 186.6 5.5 – 196.6 5.6 – 207.0 5.7 – 217.7 5.8 – 228.8 5.9 –240.2 5.85 – 234.4	5.8	4	B 2 for trial between 5.8 and 5.9 inclusive (B1 for different trial between 5 and 6 inclusive) B1 for different trial between 5.8 and 5.85 (not including 5.8) B1 (dep on at least one previous B1) cao for 5.8, 5.81, 5.811

Paper 5504

No	Working	Answer	Mark	Notes
16	$\pi \times \left(\frac{15}{2}\right)^2 = 176.715$	88.4cm^2	3	M1 for $\pi \times \left(\frac{15}{2}\right)^2$ A1 88.3 – 88.4 B1(ind) for cm²
17 (a)	$5 = 0.5x + 1$	8	2	M1 for $5 = 0.5x + 1$ A1 cao
(b)		$y = \frac{1}{2}x + c$	1	B1 $y = \frac{1}{2}x + c$, c ≠ 1, oe
(c)		$x = 2y - 2$ OR $x = 2(y - 1)$	2	M1 for correctly multiplying both sides by 2 or correctly isolating $\frac{x}{2}$ A1 for $x = 2(y - 1)$, $x = \frac{y-1}{0.5}$, $x = \frac{y-1}{\frac{1}{2}}$ oe SC: B1 for $x = 2y - 1$
18	$4x - 6y = 22$ $15x + 6y = 54$ $19x = 76$	$x = 4,\ y = -1$	4	M1 for coefficients of x or y the same followed by correct operation , one arithmetical error A1 cao M1(dep on previous M mark) for sub for other variable A1 cao Trial and improvement –0 unless both x and y correct values found

Paper 5504

No	Working	Answer	Mark	Notes
19 (a)	$SF = \frac{10}{6}$ $\frac{10}{6} \times 4.8 = 8$	8	2	M1 for sight of $\frac{10}{6}$ or $\frac{6}{10}$ or 1.67 or better or $\frac{CD}{10} = \frac{4.8}{6}$ A1 cao
(b)	$\frac{10}{6} \times 4.5 - 4.5 = 3$	19.8	2	M1 for use of SF from (a) to find *BC* or *AC* and adding 4 sides A1 cao
20	$\frac{6 \times 10^{15}}{3.2 \times 10^{8}}$ 1.875×10^{7}	4.3×10^{3}	3	B3 for 4.3×10^{3} to 4.34×10^{3} (B2 for 1.875×10^{7} oe or 4300 to 4340 or final answer of 1.9×10^{7}) (B1 for sight of 6×10^{15} oe or 3.2×10^{8} oe)
21	$8.5 \times \tan 38 = 8.5 \times 0.7813$	6.64	3	M1 for correct use of trig, eg $\tan 38 = \frac{opp}{8.5}$ M1 for 8.5 × tan38 A1 6.64 – 6.641

Paper 5504

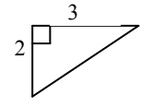
No	Working	Answer	Mark	Notes
22 (a)		No, as you would expect about 100. Yes, as it is possible to get 200 sixes with a fair dice	1	B1 for a consistent answer
(b)	$\frac{1}{6}, \frac{5}{6}$ + labels		3	B1 for $\frac{5}{6}$ on the red dice, *not six* branch B1 for a fully complete tree diagram with all branches labelled B1 for $\frac{1}{6}$, $\frac{5}{6}$ on all remaining branches as appropriate

Paper 5505

No	Working	Answer	Mark	Notes
1 (i) (ii) (iii)		119.31 119310 1.23	3	B1 cao B1 cao B1 cao
2	$\frac{10}{100}\times 12000 = 1200$ 12 000 – 1200 = 10 800 10 800 ÷ 10 =1080 10 800 – 1080 = £9720	9720	3	M1 for $\frac{10}{100}\times 12\,000$ or sight of 1200 or 2400 or 10 800 or 9600 M1 (dep) for $\frac{10}{100}\times(12\,000 - \frac{10}{100}\times 12\,000)$ or sight of 1080 A1 cao Alternative markscheme M2 for $12000\times\left(1-\frac{10}{100}\right)^2$ (M1 for $12000\times\left(1-\frac{10}{100}\right)$) A1 cao
3	$7r - 5r = -20 - 2$	–11	2	M1 for $7r + 2 = 5r - 20$ or $\frac{7r}{5} + \frac{2}{5} = r - 4$ or $7r - 5r = -20 - 2$ or $\frac{7r}{5} - r = -4 - \frac{2}{5}$ A1 cao

Paper 5505

No	Working	Answer	Mark	Notes
4 (a)		–1, 0, 1	2	B2 for –1, 0, 1 only (B1 for –1, 0 or 0,1 or –1, 1 or –2, -1, 0, 1 only)
(b)		(–1,–1)(0,–1) (1,–1) (0, 0) (1, 0) (1, 1)	3	B3 for 6 points correct (B2 for 3 points correct) (B1 for 1 point correct) *NB: –B1 for each additional point over six*
5		$5n + 1$	2	B2 oe (B1 for $5n$ seen) NB: n = gets B1 max
6 (a)	Triangle with vertices at (0,0) (0,–2) and (3,0)		2	M1 for correct orientation A1 cao
(b)	Rotation, 180°, centre (0,1) Enlargement sf –1 centre (0,1)		2	B2 for 180° 'rotation' centre (0, 1) or for Enlargement sf - 1 centre (0,1) (B1 for any two of the three parts) NB: B0 if additional transformation is included
7	Bisector of $\angle BAC$ Arc around A Region	See overlay	3	B3 cao (B2 for either two correct boundaries, no shading/ wrong shading or one correct boundary, one incorrect boundary with valid shading) (B1 for either two incorrect boundaries but one drawn from A and one intersection, with valid shading or one correct boundary) Ignore shading outside the triangle
8		Length Volume Area	3	B1 for Length B1 for Volume B1 for Area



Paper 5505

No		Working	Answer	Mark	Notes
9	(a)	Unbiased question with choices		2	B1 for unbiased question B1 for at least 2 choices
	(b)	Leading question and a restricted sample		2	Classification 1: A biased question Classification 2: A restricted sample of people Classification 3: Not specifying a range of foods Classification 4: Nothing to do with eating habits B2 reasons which satisfy 2 different classifications (B1 a reason which satisfies one classification)
10	(a)	$6 \times 10^2 \times 8 \times 10^4$ $48 \times 10^6 = 4.8 \times 10^7$	4.8×10^7	3	M1 for $6 \times 10^a \times 8 \times 10^b$ oe, a and b integers including 0 A1 for 48×10^6 oe A1 cao
	(b)	200 000 + 30 000 = 230 000	230 000	2	B2 cao (B1 for sight of 200 000 or 30 000 or 2.3×10^5 or 23×10^4)
11	(a)	$x^2 + xy + xy + y^2$	$x^2 + 2xy + y^2$	2	M1 for at least 3 of the 4 terms correct A1 cao
	(b)		25	2	M1 for recognising 3.47 + 1.53 (= 5) A1 cao
12	(i)	Tangent 90° to diameter /radius/ line from (through) centre	27°	4	B1 for 27° cao B1 for reason
	(ii)	180 –(90+ "27") angle in semicircle (is 90°)/Alternate segments /angle at centre twice at circumference	63°		B1 ft for 90–"27" if not 63° B1 for reason
13	(i)		p^9	1	B1 cao
	(ii)		$6q^6$	2	B2 for $6q^6$ (B1 for sight of $\frac{6q^9}{q^3}$ or $3q \times 2q^5$ or $3q^4 \times 2q^2$ or $6 \times q \times q \times q \times q \times q \times q$ or final answer of the form kq^6, $k > 0$)

Paper 5505

No	Working	Answer	Mark	Notes
14 (a)(i)		152	2	B1 cao
(ii)		177		B1 cao
(b)			3	B1 for median marked at 167 B1 ft for postion of box with its ends at "152" and "177" B1 for position of whiskers with ends at 132 and 182 NB: For any points plotted between 141 and 149 give a tolerance of an extra ± 1 square
15	(arc =) $\frac{40}{360} \times 2\pi \times 9$ $= 2\pi$	$2\pi + 18$	4	M1 for $\frac{40}{360} \times$ M1 for $2\pi \times 9$ M1 (dep) for $\frac{40}{360} \times 2\pi \times 9$ oe A1 for $\frac{18 \times \pi}{9} + 18$ oe exact form
16 (i)		1	1	B1 cao
(ii)		$\frac{1}{16}$	1	B1 cao accept 0.0625
(iii)		64	1	B1 cao condone ± 64

Paper 5505

No	Working	Answer	Mark	Notes
17 (a)	$F \propto 1/x^2$ $F = k/x^2$ $4 = k / 3^2$ $F = 36/x^2$	$F = \frac{36}{x^2}$	3	M1 for $F = k/x^2$ seen or implied. ($k \neq 1$) M1 (dep) for subst. or sight of $k = 36$ A1 for $F = 36/x^2$
(b)		9	1	B1 ft for 9 (ft on $F = kx^n$, $n \neq 0$)
(c)	$64 = \frac{36}{x^2}$ $x^2 = \frac{36}{64}$ $x = \pm\frac{3}{4}$	$\frac{6}{8}$	2	M1 for $x^2 = \frac{"36"}{64}$ A1 for $\frac{6}{8}$ oe (condone $\pm$) *SC: Use of $F = kx^2$ max M1 M1 A0 B1 ft M0 A0* *SC: Use of* $F = \frac{k}{\sqrt{x}}$ *max M1 M1 A0 B0 M1* ($\sqrt{x} = \frac{4\sqrt{3}}{64}$) *A0*
18	$(5+\sqrt{3})(5-\sqrt{3}) = 5\times5 - 5\sqrt{3} + 5\sqrt{3} - \sqrt{3}\sqrt{3}$ $= 5\times5 - 3$ $\frac{22}{\sqrt{22}} = \frac{22\sqrt{22}}{22}$	$\sqrt{22}$	3	B1 for correct expansion 25 - $5\sqrt{3}$ + $5\sqrt{3}$ - $\sqrt{3}$ $\sqrt{3}$ with 1st three terms reducing to 25 **without** any errors seen B1 (indep) for $\sqrt{3}$ $\sqrt{3}$ = 3 B1 for $\sqrt{22}$ coming from $\frac{22}{\sqrt{22}}$ (S.C $\frac{(5+\sqrt{3})(5-\sqrt{3})\sqrt{22}}{22}$ gets B1)

Paper 5505

No	Working	Answer	Mark	Notes
19 (a)		60 40	2	B1 cao B1 cao
(b)		correct bars	2	B1 for $30 < x \leq 40$ with an area of 2½ squares B1 for $40 < x \leq 70$ with an area of 3 squares *SC:* $\frac{0}{4}$ *give M1 if clearly using area or frequency density*
20 (a)	$6x + 8 - 12x + 15$	$-6x + 23$	2	M1 for 3 of the 4 terms $6x$, $+8$, $-12x$, $+15$ correct A1 cao
(b)		$32x^5y^{15}$	2	B2 cao (B1 for two of 32, x^5, y^{15})
(c)	$\frac{(n+1)(n-1)}{n+1} \times \frac{2}{n-2}$ $\frac{2(n-1)}{n-2}$	$\frac{2(n-1)}{n-2}$	3	M1 for $k(n + 1)(n - 1)$ M1 dep for $\frac{(n+1)(n-1)}{(n+1)} = n - 1$ A1 for $\frac{2(n-1)}{n-2}$
21	Vertices at $(-3, -1\frac{1}{2}), (-4\frac{1}{2}, -1\frac{1}{2}), (-3, -4\frac{1}{2})$		3	B1 for all sides $\times 1\frac{1}{2}$ B1 for correct orientation with 2 vertices almost correct B1 cao

Paper 5505

No	Working	Answer	Mark	Notes
22	Total = 3 + 5 + 2 (=10) $\frac{3}{10}\times\frac{3}{10}\times\frac{5}{10}\left(=\frac{45}{1000}\right), \frac{3}{10}\times\frac{3}{10}\times\frac{2}{10}\left(=\frac{18}{1000}\right)$ $\frac{5}{10}\times\frac{5}{10}\times\frac{3}{10}\left(=\frac{75}{1000}\right), \frac{5}{10}\times\frac{5}{10}\times\frac{2}{10}\left(=\frac{50}{1000}\right)$ $\frac{2}{10}\times\frac{2}{10}\times\frac{3}{10}\left(=\frac{12}{1000}\right), \frac{2}{10}\times\frac{2}{10}\times\frac{5}{10}\left(=\frac{20}{1000}\right)$ $3\times\left(\frac{"45"}{1000}+\frac{"18"}{1000}+\frac{"75"}{1000}+\frac{"50"}{1000}+\frac{"12"}{1000}+\frac{"20"}{1000}\right)$ $\frac{660}{1000}$	$\frac{660}{1000}$ oe	5	M3 for all six expressions seen OR their combined equivalents (M2 for four expressions seen OR their combined equivalents) (M1 for two expressions seen OR their combined equivalents) M1 sum of 18 relevant products condone 1 slip A1 for $\frac{660}{1000}$ oe *SC: without replacement maximum M4 A0* SC: Just 2 beads: Answer either $\frac{38}{100}$ oe OR $\frac{28}{90}$ oe B1

Paper 5505

No	Working	Answer	Mark	Notes
23 (a)(i)		$6\mathbf{b} - 6\mathbf{a}$	2	B1 for $6\mathbf{b} - 6\mathbf{a}$ oe
(ii)		$6\mathbf{a}$		B1 for $6\mathbf{a}$ oe
(b)	$\overrightarrow{EX} = \overrightarrow{EB} + \overrightarrow{BX}$ $= 12\mathbf{b} + \frac{1}{2}\overrightarrow{BC}$	$12\mathbf{b} - 3\mathbf{a}$	2	M1 for $\overrightarrow{EX} = \overrightarrow{EB} + \overrightarrow{BX}$ oe vector journey in a form ready for straightforward substitution A1 for $12\mathbf{b} - 3\mathbf{a}$ oe
(c)	$\overrightarrow{AY} = \frac{5}{3}\overrightarrow{AB}$ or $\overrightarrow{BY} = \frac{2}{3}\overrightarrow{AB}$ $\overrightarrow{EY} = 16\mathbf{b} - 4\mathbf{a}$ or $\overrightarrow{XY} = 4\mathbf{b} - \mathbf{a}$ $\overrightarrow{EY} = 4\overrightarrow{XY}$ or $\overrightarrow{EX} = 3\overrightarrow{XY}$ or $\overrightarrow{EY} = \frac{4}{3}\overrightarrow{EX}$	Printer Answer	3	B1 for either $\overrightarrow{AY} = \frac{5}{3}\overrightarrow{AB}$ or $\overrightarrow{BY} = \frac{2}{3}\overrightarrow{AB}$ oe B1 ft for either $\overrightarrow{EY} = 16\mathbf{b} - 4\mathbf{a}$ or $\overrightarrow{XY} = 4\mathbf{b} - \mathbf{a}$ ft only on parts (*a*) and (*b*) B1 for either $\overrightarrow{EY} = 4\overrightarrow{XY}$ or $\overrightarrow{EX} = 3\overrightarrow{XY}$ or $\overrightarrow{EY} = \frac{4}{3}\overrightarrow{EX}$ oe **plus** conclusion of *E*, *X*, *Y* on the same straight line
24 (a)(i)		$(5, -4)$	4	B1 cao
(ii)		$(2, -9)$		B1 cao
(iii)		$(2, 4)$		B1 cao
(iv)		$(1, -4)$		B1 cao
(b)		$(x-2)^2 - 4$	4	B4 for $(x-2)^2 - 4$ oe eg. $x^2 - 4x$ (B3 for $(x+2)^2 - 4$ or $(x-2)^2 + 4$) (B2 for $x^2 - 4$ or $(x-2)^2$ OR $x^2 + bx$, $b \neq 0$ OR $(x+2)^2 + 4$ OR $f(x-2) - 4$) (B1 for $x^2 + 4$ or $(x+2)^2$ or $ax^2 + bx$ or $x^2 + bx + c$ OR $x - 2 - 4$ or $x^2 - 2 - 4$, $a, b, c \neq 0$)

Paper 5506

No	Working	Answer	Mark	Notes
1 (a)	$V = \pi \times 4^2 \times 10$	502 – 503 cm^3	2	M1 for $\pi \times 4^2 \times 10$ A1 502 – 503
(b)	$P^2 = 10^2 + 8^2$ $P = \sqrt{164}$	$\sqrt{164} < 13$	3	M1 for sight of correct right angled triangle M1 for $10^2 + 8^2$ A1 for conclusion based on a correct calculation Or 12.8 seen
2 (a)(i)	2×30	$2 \times 2 \times 3 \times 5$	4	M1 for systematic method, eg division, factor trees (at least one prime) A1 cao
(ii)	2×48	$2^5 \times 3$		M1 for systematic method, division, factor trees (at least one prime) A1 cao
(b)		12	1	B1 cao
(c)	$2^5 \times 3 \times 5$	480	2	B2 cao B1 for $2^5 \times 3 \times 5$ or any correct common multiple

Paper 5506

No	Working	Answer	Mark	Notes
3 (a)		$150 < C \leq 200$	2	M1 use of cum freq to find the cost of the 20th or 20.5^{th} car OR $\frac{1}{2}\Sigma f$ th or $\frac{1}{2}(\Sigma f + 1)$ th car. A1 eg 150 to 200, 150 – 200
(b)		No, because the 21st value is in the same interval	1	B1 for 20.5^{th} or 21st value in the same internal consistent with 'a' OR Refers to the median value being low in the interval (statement to be mathematically correct) See additional sheet
(c)	80% = 5200 $\frac{5200}{80} \times 100$	6500	3	M1 for (100 – 20)% = 5200 M1 for $\frac{5200}{"80"} \times 100$ A1 cao

Paper 5506

No	Working	Answer	Mark	Notes
4 (a)	$x^2(x+1) = 230$	AG	2	M1 for $x \times x \times (x+1)$ or $x \times x \times x + 1$ oe, $x^2(x+1)$, $x^2 \times x + 1$ A1 cao from $x \times x \times (x+1)$, no need to see 230
(b)	5 – 150 6 – 252 5.1 – 158.7 5.2 – 167.6 5.3 – 177.0 5.4 – 186.6 5.5 – 196.6 5.6 – 207.0 5.7 – 217.7 5.8 – 228.8 5.9 –240.2 5.85 – 234.4	5.8	4	B2 for trial between 5.8 and 5.9 inclusive evaluated (B1 for trial between 5 and 6 inclusive evaluated) B1 for different trial between 5.8 and 5.85 (not including 5.8) B1 dep on at least are previous B1 5.8, 5.81, 5.811
5	$\pi \times \left(\frac{15}{2}\right)^2 = 176.715$	88.4 cm^2	3	M1 for $\pi \times \left(\frac{15}{2}\right)^2$ seen A1 88.3 – 88.4 B1 for cm² (independent)

Paper 5506

No	Working	Answer	Mark	Notes
6 (a)	$5 = 0.5x + 1$	8	2	M1 for $5 = 0.5x + 1$ A1 cao
(b)		$y = \frac{1}{2}x + c$	1	B1for $y = \frac{1}{2}x + c$, $c \neq 1$, oe
(c)		$x = 2y - 2$ OR $x = 2(y - 1)$	2	M1for correctly multiplying both sides by 2 or correctly isolating $\frac{x}{2}$ A1 for $x = 2(y - 1)$, $x = \frac{y-1}{0.5}$, $\frac{y-1}{\frac{1}{2}}$ oe SC B1 for x= 2y -1
7	$4x - 6y = 22$ $15x + 6y = 54$ $19x = 76$	$x = 4,\ y = -1$	4	M1 for coefficients of x or y the same followed by correct operation, allow one arithmetical error A1 cao M1 (dep) for correct sub for other variable A1 cao Trial and improvement 0 marks unless both correct values of x and y found
8 (a)	SF = $\frac{10}{6}$ $\frac{10}{6} \times 4.8 = 8$	8	2	M1 for sight of $\frac{10}{6}$ or $\frac{6}{10}$ or 1.67 or better or $\frac{CD}{10} = \frac{4.8}{6}$ A1 cao
(b)	$\frac{10}{6} \times 4.5 - 4.5 = 3$	19.8	2	M1 for use of SF from "a" to find AC or BC or $\frac{BC}{4.5} = \frac{4}{6}$ and adding 4 sides A1 cao

Paper 5506

No	Working	Answer	Mark	Notes
9	$\frac{6\times10^{15}}{3.2\times10^{8}}$ 1.875×10^{7}	4.3×10^{3}	3	B3 for 4.3×10^{3} to 4.34×10^{3} (B2 for 1.875×10^{7} oe or 4300 to 4340, final answer of 1.9×10^{7} B1 for sight of 6×10^{15} oe or 3.2×10^{8} oe)
10	$8.5\times\tan38$ $=8.5\times0.7813$ $\frac{8.5}{\sin(90-38)}=\frac{AB}{\sin38}$ $AB=\frac{8.5\times\sin38}{\sin(90-38)}$ $=\frac{5.2331}{0.788}=6.64$	6.64	3	M1 for correct use of trig, eg $\tan 38=\frac{opp}{8.5}$ M1 for $8.5\times\tan38$ A1 6.64 – 6.641 OR M1 for correct substitution into the sine rule M1 (dep) for correct rearrangement for AB= A1 6.64 – 6.641
11 (a)		No, as you would expect about 100. Yes, as it is possible to get 200 sixes with a fair dice	1	B1 for a consistent answer See additional sheet

Paper 5506

No	Working	Answer	Mark	Notes
(b)	$\frac{1}{6}, \frac{5}{6}$ + labels		3	B1 for $\frac{5}{6}$ on the red dice, *not six* branch B1 for a fully complete tree diagram with all branches labelled B1 for $\frac{1}{6}$ and $\frac{5}{6}$ on all remaining branches as appropriate
(c)(i)	$\left(\frac{1}{6}\right)^2$	$\frac{1}{36}$	2	M1 $\left(\frac{1}{6}\right)^2$ or $\frac{1}{6}\times\frac{1}{6}$ only or 0.28 A1 $\frac{1}{36}$ or 0.03 or better
(ii)	$1-\left(\frac{5}{6}\right)^2$ OR $\frac{1}{6}\times\frac{5}{6}+\frac{5}{6}\times\frac{1}{6}+\frac{1}{6}\times\frac{1}{6}$	$\frac{11}{36}$	3	M2 for $1-\left(\frac{5}{6}\right)^2$ or $1-\frac{5}{6}\times\frac{5}{6}$ A1 cao OR M1 for $\frac{1}{6}\times\frac{5}{6}$ oe M1 for 2 or 3 only of $\frac{1}{6}\times\frac{5}{6}, \frac{5}{6}\times\frac{1}{6}$, "a" A1 for $\frac{11}{36}$ or 0.31 or better

Paper 5506

No	Working	Answer	Mark	Notes
12 (a)	$\pi \times 30 \times \frac{7.5^2}{3} - \pi \times 10 \times \frac{2.5^2}{3} = 1767 - 65$	1700	3	M1 for either $\pi \times 30 \times \frac{7.5^2}{3}$ or $\pi \times 10 \times \frac{2.5^2}{3}$ M1 (dep) for difference A1 1700 – 1702 **SC** B1 Using d instead of r, 6800 – 6808
(b)	$\frac{S}{2\pi d} = \sqrt{h^2 + d^2}$ $\left(\frac{S}{2\pi d}\right)^2 = h^2 + d^2$	$h = \sqrt{\frac{S^2 - 4\pi^2 d}{4\pi^2 d^2}}$	3	M1 for correctly isolating $\sqrt{h^2 + d^2}$ or $h^2 + d^2$ or $h + d$ or kh^2 or kh M1(indep) squaring both sides A1 $h = \sqrt{\frac{S^2 - 4\pi^2 d^4}{4\pi^2 d^2}}$, $h = \frac{\sqrt{S^2 - 4\pi^2 d^4}}{2\pi d}$ $h = \sqrt{\left(\frac{S}{2\pi d}\right)^2 - d^2}$
(c)	$\left(\frac{30}{20}\right)^2 \times 450$ or $450 \div \left(\frac{20}{30}\right)^2$	1012.5	2	M1 for sight of correct SF^2 including 4:9 A1 1010 to 1013

Paper 5506

No	Working	Answer	Mark	Notes
13 (a)	$\frac{2x(x+20)}{2} = 400$	As given	2	M1 $\frac{2x(x+20)}{2}$ or $\frac{2x \times x + 20}{2}$ or $2x(x + 20) = 800$ A1 cao following correct working, no need for = 400 *SC B1* $2x \times x + \frac{1}{2} \times 2x(10 - \frac{x}{2}) \times 2$
(b)	$\frac{-20 \pm \sqrt{20^2 - 4 \times 1 \times (-400)}}{2}$ $= \frac{-20 \pm 44.721}{2}$	12.361	3	M1 for correct sub, up to signs, in the quad formula A1 for 44.7 or $\sqrt{2000}$ A1 for 12.3606 – 12.361, ignore negative solution T.I B3 for 12.361 OR Completing the square M1 for $(x+10)^2$ seen A1 for $-10 \pm \sqrt{500}$ A1 for 12.3606 – 12.361 ignore negative solution

Paper 5506

No	Working	Answer	Mark	Notes
14 (a)	$0.5\times 8\times 15\times \sin 70^0$	56.4	2	M1 for correct sub into area formula A1 56.38 – 56.4
(b)	$AB^2 = 8^2 + 15^2 - 2\times 8\times 15\times \cos 70^0 = 206.9$ EITHER $0.5\times AB\times CX = '56.38'$ OR $\frac{\sin B}{8} = \frac{\sin 70}{\sqrt{'206.9'}}$ $B = 31.5$ 15 sin '31.5'	7.84	4	M1 for correct sub into cos rule A1 for 206.9 - 207 or 14.38 – 14.4 EITHER M1 for use of area rule to find CX A1 7.83 – 7.84 OR M1 for correct use of sine rule to find sin B or sin A and then sight of 15sin B *or* 8 sin A A1 7.83 – 7.84

Paper 5506

No	Working	Answer	Mark	Notes
15 (a)	$4a^2 - 4a + 1 - (4b^2 - 4b + 1) =$	AG	3	Expansion Method M1 for a correct expansion of any one of the three terms M1(dep) on an attempt to expand all 3 terms and show LHS = RHS A1 fully correct algebra RHS exp is $4\left(a^2 + ab - a - ba - b^2 + b\right)$
	$4(a^2 - b^2) - 4(a - b)$ $4(a - b)(a + b - 1)$			
	OR $((2a - 1) - (2b - 1))((2a - 1) + (2b - 1))$ $(2a - 2b)(2a + 2b - 2)$			OR Factorisation Method M1 for attempt to use difference of 2 squares on LHS M1 for one bracket correctly simplified A1 fully correct
(b)	Any 2 odd square numbers have the above form If a and b are both even or odd then $a - b$ is even, so $4(a - b)$ is a multiple of 8 If one of a,b is odd, then $a + b - 1$ is even, so $4(a + b - 1)$ is a multiple of 8		3	B1 'any 2 square nos have the above form' (may be implied by sight of $(2a - 1)^2 - (2b - 1)^2$ in part (b)) B1 first reason B1 second reason SC B1 for $(2r + 1)^2 - (2r - 1)^2$ B1 for 8r
16 (a)	$g_L = \frac{2 \times 4.495}{1.35^2 \times \sin 30.5}$	9.719	4	B2 for any 4 of 4.505, 1.25, 29.5, 4.495, 1.35, 30.5 seen (B1 for any two or three seen) B1 for 11.710 – 11.7103
	$g_u = \frac{2 \times 4.505}{1.25^2 \times \sin 29.5}$	11.710		B1 cao 9.719 – 9.71904
(b)	Round, until lower and upper bounds agree	10	1	B1 for 10 + reason " they agree to this level of accuracy"

Paper 5506

No	Working	Answer	Mark	Notes
17 (a)(i)		xy	3	B1 cao
(ii)		y^2		B1 for y^2 or $y \times y$
(iii)		$\frac{x}{2}$		B1 for $\frac{x}{2}$ or $0.5x$ or $2^{-1}x$
(b)	Divide to get $2y = 1$	$q = -1$	2	M1 for $2y = 1$ or $\frac{x}{2} = 32$ or $p + q = 5$ or $1 + p + 2q = 5$
		$p = 6$		A1 cao
18 (a)	$x^2 - 2mx + m^2 - k$	$k = m^2$	2	M1 for correct exp of $(x - m)^2$ or correct completion of the square eg $\left(x - \frac{2m}{2}\right)^2 - \left(\frac{2m}{2}\right)^2$
				A1 cao
				SC B1 for $k = -m^2$
(b)(i)	Min value is $-m^2$	$-m^2$	3	M1 for recognition that min value occurs when $(x - m)^2 = 0$ (either (b)(i) or (b)(ii) correct implies this M1)
(ii)	$x = m$	m		A1 ft on 'k', " $-k$" gets M1 A0
				A1 cao
19	$0.06 \times 0.05 = 0.003$	No	2	M1 for 0.06×0.05
				A1 correct conclusion based on 0.003 or 0.06 x 0.05 stated as $\neq 0.0011$
				OR M1 for statement that for the two events to be independent P (BL and CL) = P(BL) × P(CL)

Paper 5506				
No	**Working**	**Answer**	**Mark**	**Notes**
20		50 50 4	3	B1 50 or $\frac{100}{2}$ B1 for 50 or "a" B1 4 or $\frac{360}{90}$ oe

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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

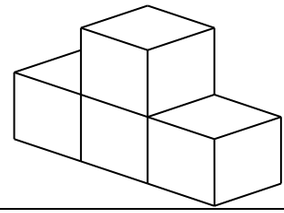
No	Working	Answer	Mark	Notes
4	286 × 43 = 11440 + 12298 = 12298 43 × 286 = 258 + 3440 + 8600 = 12298 286 × 40 = 1140 286 × 3 = 858 1140+858=12298 x | 40 | 3 200 | 8000 | 600 → 8600 80 | 3200 | 240 → 3440 6 | 240 | 18 → 258 12298 2 8 6 1: 0 8 | 3 2 | 2 4 → 4 2: 0 6 | 2 4 | 1 8 → 3 2 9 8	12298	3	M2 for 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) (ii) (b)		(0, 2) (4, 1) $(2, 1\frac{1}{2})$ marked	2 1	B1 cao B1 cao B1 Allow 2mm tolerance from $(2, 1\frac{1}{2})$
9	(a) (b) (c)	 1.60 + 0.40 $1 \div 0.8$ or $2.50 \div 2$	2.40 2.00 1.25	1 2 2	B1 cao could be indicated on the diagram 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 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) (b) (c)	 $30 \times 4 + 8 \times 2$	hexagon Sum of angles at a point is 360° 136	1 2 2	B1 Condone spelling error 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) 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)	$\times 2 - 1$		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)

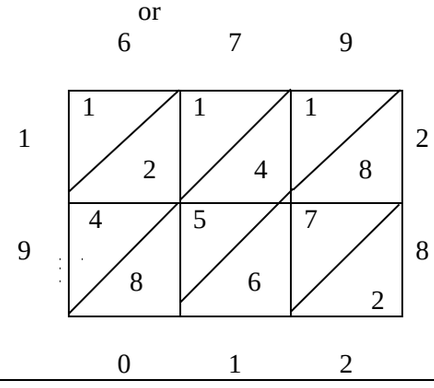
Paper 5521/02				
No	**Working**	**Answer**	**Mark**	**Notes**
10 (a)		1.5 – 2.0	1	B1 for height between 1.5m – 2.0m inclusive
(b)	Height of man × "2.5"	3 – 6	3	B3 for height between 3m – 6m inclusive (B2 for multiplying (a) by a number between 2 and 3 inclusive) (B1 for multiplying (a) by a number)
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)

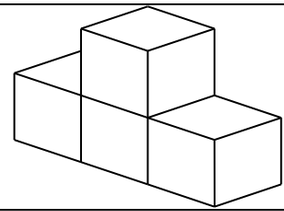
Paper 5521/02					
No		Working	Answer	Mark	Notes
19	(a)		Correct plane	2	B2 for a correct plane defined by showing at least 2 lines. (B1 for a line of symmetry on one face)
	(b)		Correct net	2	B2 cao (B1 for 2 equilateral triangles joined appropriately to at least one rectangle or for 1 equilateral triangle 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)		$(-12)-4\quad -2\quad (0)8$	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) (b) (c) (d)		a^7 $15x^3y^4$ $x-1$ $(x+3)(x-3)$	1 2 1 1	B1 accept a^{4+3} B2 cao (B1 for two of 15, x^3, y^4 in a product) B1 cao 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)		$(-12)-4$ -2 $(0)8$	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 $360^\circ - 90 - 90 - "150"$ 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 $x = 0.3939\ldots$ so $100x = 39.3939\ldots$ $99x = 39$ so $x = \frac{39}{99} = \frac{13}{33}$		3	M1 for $100x = 39.39\ldots$ 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)	$\left(\overline{OM} =\right)\ \boldsymbol{a} + 2\boldsymbol{b}$ $\left(\overline{ON} =\right) 3\boldsymbol{a}$ or $\frac{6}{2}\boldsymbol{a}$ $\left(\overline{MN} =\right)\ -\boldsymbol{a} - 2\boldsymbol{b} + 3\boldsymbol{a}$	$2\boldsymbol{a} - 2\boldsymbol{b}$	2	B2 (B1 for either $\overline{OM}$ or $\overline{ON}$ or $-\boldsymbol{a} - 2\boldsymbol{b} + 3\boldsymbol{a}$ SC: B1 for $2\boldsymbol{b} - 2\boldsymbol{a}$
	(b)	$\left(\overline{OX} =\right)\ 2\boldsymbol{a} + \boldsymbol{b}$ $\left(\overline{OY} =\right) \boldsymbol{b} + 4\boldsymbol{a}$ (½ $\overline{QR}$ =) $2\mathbf{a} - \boldsymbol{b}$ or (½ $\overline{RQ}$ =) $\boldsymbol{b} - 2\boldsymbol{a}$	$\overline{XY} = 2\boldsymbol{a}$ (hence parallel)	2	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" ÷ 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 ± 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

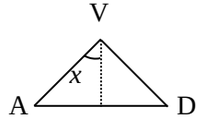
Paper 5525/06					
No		**Working**	**Answer**	**Mark**	**Notes**
12	(a)	$84 = 6.7\pi + 2 \times 6.7 + 2a$ $2a + 13.4 = 62.95\ldots$ or $2a + 34.44 = 84$	24.8	3	M1 for substituting correctly, π may be left M1 for correct rearrangement as far as $\pm 2a$ A1 for $24.7 - 24.8$
	(b)	$P = \pi r + 2r + 2a$ $P - 2a = \pi r + 2r$ $P - 2a = (\pi + 2)r$	$\frac{P-2a}{\pi+2}$	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… 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 $ab = \pm 39$ 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 **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.

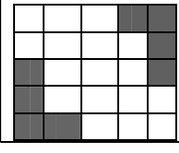
9 Parts of questions

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

Remember: if you are having difficulty making a decision on how you should mark a candidate response contact your Team Leader for advice, or send the item to review.

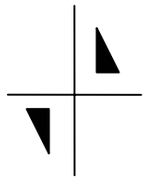
Paper 5521_01					
No		Working	Answer	Mark	Notes
1		Cat |||| /||| 8 Dog |||| | 6 Fish || 2 Hamster |||| 4	8, 6, 2, 4	3	M1 for attempt to tally or one frequency correct in either column A1 for 1 frequency correct or all tallies correct in correct column A1 for all frequencies correct (accept if /20)
2			27, 35, 42, 67, 118	1	B1 cao
3	(a)		Diameter drawn	1	B1 for a diameter
	(b)		Right angle marked	1	B1 *R* marked correctly
	(c)		Rectangle drawn	1	B1 for a rectangle
4	(a)		40	1	B1 cao
	(b)		50	1	B1 cao
	(c)		3 full loaves 4 full loaves + 1 half loaf	2	B1 for 3 full loaves B1 for 4 full loaves + 1 half loaf
5	(a)		7252	1	B1 cao
	(b)		Three thousand and eighty six	1	B1 accept 3 thousand and eighty six (condone 0 hundred)
	(c)		4600	1	B1 accept 4600
	(d)		200	1	B1 for 200 or 2 hundred or 100 or hundred
6	(i)		Cube	2	B1 for 'cube' (accept 'cuboid') ignore spelling
	(ii)		Cylinder		B1 for 'cylinder' ignore spelling
7		5×100	500	2	B2 for 490 or 500 or 510 (B1 for either 5 or 5.0 or 100 seen)

Paper 5521_01					
No		**Working**	**Answer**	**Mark**	**Notes**
8	(a)		8.4 cm or 84 mm	2	B2 allow ±2mm (B1 for 8.4 or 84, B1 for appropriate unit)
	(b)		37°	1	B1 allow ±2°
9	(a)		Carbon black	1	B1 accept 'black carbon' accept 26%
	(b)		0.1(0)	1	B1 cao
	(c)		0.04	1	B1 cao
	(d)	$\frac{26}{100}$	$\frac{13}{50}$	2	M1 for $\frac{26}{100}$ A1 cao
10	(a)		97	1	B1 cao
	(b)		London Reading	1	B1 cao
	(c)	41 + 57 + 58	156	3	M1 for two of 41, 57, 58 M1(dep) for '41' + '57' + '58' A1 cao
11	(a)		3	1	B1 cao allow ± 0.2
	(b)		–5	1	B1 cao allow ±0.2

Paper 5521_01					
No		**Working**	**Answer**	**Mark**	**Notes**
12	(a)		Centimetres (cm) miles litres (*l*)	3	B3 (B1 for each correct answer) accept abbreviations
	(b)		300	1	B1 cao
	(c)	'1500>1400' or '1.5>1.4'	Reason	1	B1 for No and '1500>1400' or '1.5>1.4'
13	(a)	Height of bars 12, 8, 6 lines drawn between points	Bars drawn	2	B2 for 3 bars correctly drawn (B1 for 2 bars correct)
	(b)		July and August	1	B1 oe
	(c)	24 – 4	20	1	B1 (Accept '4 to 24' oe)
	(d)	The temperatures are rising	Temp's rising oe	1	B1 for reason
14	(a) (i)		$(-4, 3)$	2	B1 cao
	(ii)		$(2, -1)$		B1 cao
	(b) (i)	*D* marked at $(-4, -1)$	Point marked on grid	2	B1 for point marked at $(-4, -1)$ cao
	(ii)		$(-4, -1)$		B1 ft
15	(a)			1	B1 cao
	(b)			1	B1 cao

Paper 5521_01				
No	**Working**	**Answer**	**Mark**	**Notes**
16 (a)		(Pat +) reason	1	B1 correct comment (Pat may be implied)
(b)	21 ÷ 3	7	1	B1 cao
17 (i)		S marked at 1	3	B1 for S within ½ cm of 1
(ii)		P marked at 0		B1 for P marked at 0 cao
(iii)		Q marked at "1/3"		B1 for Q marked at 1/3 ± 1 cm use overlay
18	6 + 6 + 3 or $2\frac{1}{2}\times 6$	15	3	M1 for realizing 6 glasses in one bottle M1 for realizing 3 glasses in ½ a bottle A1 cao (M2 for attempt to find $2\frac{1}{2}\times 6$) oe
19	15 and 16 parts shaded Alternative 1 $\frac{3}{4}=0.75,\ \frac{4}{5}=0.8$ Alternative 2 $\frac{3}{4}=\frac{15}{20},\ \frac{4}{5}=\frac{16}{20}$	$\frac{4}{5}$ + reason	3	M1 for correctly shading 15 parts for 3/4 M1 for correctly shading 16 parts for 4/5 A1 (dependent on M2) for selection of 4/5 Alternative 1 M1 for $\frac{3}{4}=0.75$ M1 for $\frac{4}{5}=0.8$ A1 (dep on M2) for selection of 0.8 or $\frac{4}{5}$ or $\frac{16}{20}$ Alternative 2 M1 for $\frac{3}{4}=\frac{15}{20}$ M1 for $\frac{4}{5}=\frac{16}{20}$ A1(dep on M2) for selection of $\frac{4}{5}$ or $\frac{16}{20}$

Paper 5521_01					
No		**Working**	**Answer**	**Mark**	**Notes**
20	(a)		−5 (−3) (−1) 1 3 5	2	B2 cao (B1 for any 2 or 3 correct)
	(b)	Points plotted	Line	2	B2 for line from (−1, −5) to (4, 5) (B1 ft for plotting at least 5 "points")
21		Shapes shaded on grid	6 tessellating shapes	2	B2 for fully correct with 5 or more additional shapes, no gaps (B1 for 4 shapes tessellating with at least one shape inverted, with or without the given shape ignore extras)
22	(a)		$\frac{7}{20}$	1	B1 for $\frac{7}{20}$ oe
	(b)	7 + 2 (or 20 – 11) are not lime flavour	$\frac{9}{20}$	1	B1 for $\frac{9}{20}$
	(c)		0	1	B1 for 0, zero or nought ($\frac{0}{20}$ gets B0)
23	(a)		$4a$	1	B1 accept $4\times a$, $a \times 4$, $a4$
	(b)		$12b$	1	B1 accept $12\times b$, $b \times 12$, $b12$
	(c)		$2a + 6b$	2	B2 cao (B1 for $2a$ or $6b$ seen)
	(d)		$x(x-6)$	2	B2 cao (B1 for $x(ax+b)$ where a, b are numbers not equal to 0 or x – 6 seen on its own, or as part of an expression)
24	(a)		40	1	B1 cao
	(b)		45	1	B1 for 42 – 48 accept ¾ hour
	(c)	40×2 or $\frac{40}{30}\times 60$ or $40\div\frac{1}{2}$	80	2	M1 for 40×2 or $\frac{40}{30}$ or $40\div\frac{1}{2}$ A1 cao NB $\frac{40}{45}\times 60$ gets M0 A0

Paper 5521_01					
No		**Working**	**Answer**	**Mark**	**Notes**
25	(a)		4560	1	B1 cao
	(b)		45.6	1	B1 cao
	(c)		2.4	1	B1 cao
26		$-7 - 3 = -10$ $2 \times -10 = -20$ $-20 \div 4$	-5	3	M1 for substitution of 2 and –7 into $p(q - 3)$ or sight of -20 or $-14 - 6$ M1dep for '–20' ÷ 4 A1 cao B1 SC for sight of –10 if M0 awarded
27	(a)		Reflection in y-axis	1	B1 cao
	(b)		Rotation by half turn about (0,0)	2	B2 cao (B1 for half turn not about (0,0).)
	(c)		Enlargement Scale factor 3 Centre (0,0)	3	B1 for 'enlargement' B1 for "scale factor 3" or 3 seen B1 for 'centre (0,0)
28	(a)		Reason	1	B1 for 'The frequencies are nearly equal' oe
	(b)	$1\times26+2\times26+3\times23+4\times25 = 247$ 247/100	2.47	3	M1 for fx (attempting at least 2 relevant products) M1 for $\sum fx \div 100$ A1 2.47 cao

Paper 5521_01				
No	**Working**	**Answer**	**Mark**	**Notes**
29	5 × 5 × 6	150	4	M1 for attempt at 1 division (e.g. 40 ÷ 8), may be implied by marks or number on one edge of diagram or by 5 or 6 seen M1 for attempt at 3 divisions (40÷8, 40÷8, 60÷10), may be implied by marks or numbers on diagram or by 5,5 and 6 seen. M1 (dep on 1st M1) for "5" × "5" × "6" A1 cao Alternatively M1 for 40 × 40 × 60 **or** 8 × 8 × 10 **or** 96000 or 640 seen M1 for 40 × 40 × 60 **and** 8 × 8 × 10 or 96000 **and** 640 seen M1 (dep on 1st M1) for "(40 × 40 × 60)" ÷ "(8 × 8 × 10)" A1 cao SC:B1 for dividing area of one carton face by area of corresponding box face if M0

Paper 5521_02					
No		Working	Answer	Mark	Notes
1	(a)	Draw diagram.	Diagram	1	B1 cao
	(b)		13,16	1	B1 cao
	(c)		31	1	B1 cao
2	(a)		8	1	B1 cao
	(b)		14	2	B2 for 14 (B1 for 13 or 15)
	(c)		16	2	B2 for 16 (B1 for 15, 17 or 8)
3	(a)		4,7 drawn	2	B2 for car height 4 and bus height 7, (B1 for one correct)
	(b)		6	1	B1 cao
	(c)		Walk	1	B1
	(d)		27	1	B1 cao
4	(a)		40	1	B1 for 40–41 inclusive
	(b)		12	1	B1 for 11.5 – 12.5 inclusive
5	(a)		Row complete	2	B2 for 1+..+11; 36 (B1 for one of the 2 cells complete)
	(b)		Square	1	B1 "square"
6		One line of symmetry		1	B1 within 2mm of centre of base / 2mm of vertex

Paper 5521_02				
No	**Working**	**Answer**	**Mark**	**Notes**
7 (a) (i)		09 06	2	B1 (accept 9 06 oe)
(ii)		39		B1 cao
(b)		06 55	1	B1 (accept 6 55 oe)
(c)		2h 6min	1	B1 cao
(d)		15 min	2	M1 for 0906 – 0645 – "(c)" or 0906 – 0645 – 2hr 6min or 2hr 21min – "(c)" or 2hr 21min – 2hr 6 min or 141 – 126 or 20 – 5 A1 cao SC: B1 for 55 or 75 or 93 seen
8 (i)		8,10,12,20 or 30	3	B1 at least one of 8, 10, 12, 20, 30 (no extras)
(ii)		8,12 or 20		B1 at least one of 8,12, 20 (no extras)
(iii)		3 or 5		B1 3 or 5 or both (no extras)
9 (a)		C or G	1	B1 at least one of C or G (no extras)
(b)		A and F	1	B1 cao
(c)		2	1	B1 (accept –2)
10 (a)		$\frac{7}{10}$	1	B1 7/10 oe
(b)(i)		4 squares	2	B1 4 squares shaded
(ii)		80%		B1 80% or ft from unshaded part (no ft from 0% or 100%)
(c)(i)		2.5	2	B1 2.4–2.6 inclusive
(ii)		1.7		B1 1.6–1.8 inclusive
11 (a)		2	1	B1 for 2 or –2
(b)		14	1	B1 for 14 or –14

Paper 5521_02					
No		**Working**	**Answer**	**Mark**	**Notes**
12		2 × 8.50 = 17.00 3 × 4.50 = 13.50 Total = 30.50 50.00 – 30.50	19.5(0)(*p*)	3	M1 for adding 5 correct values or 2 × 8.50 + 3 × 4.50 (ignore units) or 30.5(0) or 3050 seen M1 dep for 50 − "30.50" (ignore units) (OR M1for adding at least 1 adult ticket and at least 1 child ticket **and** subtracting from 50) A1 cao SC: B1 for 24 or 37 or 2400 or 3700 seen
13	(a)		Hexagon	1	B1
	(b)(i)		120	2	B1 cao
	(ii)		Str line		B1 reference to a (straight) line and 180°
	(c)		Obtuse	1	B1 Accept "interior"
14	(a)	2, 2, 3, 3, 3, 4, 4, 4, 5, 6	3.5	2	M1 ordering the numbers (condone 1 error or omission) A1 cao
	(b)	36 ÷ 10	3.6	2	M1 sum of numbers ÷ 10 A1 cao SC B1 for 3r 6
	(c)	6 – 2	4	1	B1 cao
15	(a)		Paul	1	B1 cao
	(b)	36 ÷ 2 oe	18	1	B1 cao
	(c)	60/360 =	1/6	2	M1 60/360 oe A1 cao

Paper 5521_02					
No		**Working**	**Answer**	**Mark**	**Notes**
16		4.7 ÷ 5.9 = 0.796610169	0.7966..	2	B2 for 0.7966 or better (B1 for 0.8, 0.80, 0.79, 0.796, 0.797 or digits 59 seen
17		$6x - 7 + 7 = 38 + 7$ $6x = 45$	7.5	2	M1 $6x = 45$ or +7 both sides A1 7.5 oe; accept 45/6 oe
18		**55** 61 74 **190** 33 **17** **10** 60 **88** **78** 84 250	**55** 61 74 **190** 33 **17** **10** 60 **88** **78** 84 250	3	B3 all six entries correct (B2 for 4 or 5 entries correct) (B1 for 2 or 3 entries correct)
19	(a)	900 × 1.70 =	1530	2	M1 900 × 1.7(0) or digits 153(0) seen A1 cao
	(b)	160 ÷ 1.70 =	£94.12 or £94.11	2	M1 160 ÷ 1.7(0) or digits 941(....) seen A1 cao
20	(a)(i)	180 – 54 (=126) "126" ÷ 2	63	3	M1 for (180–54) ÷ 2 A1 cao
	(ii)		Reason		B1 (indep) angles in triangle add to 180 OR equal angles in isosceles triangle OR equal angles and 2 sides the same (B0 if any incorrect reasoning given eg parallel, equilateral triangle)
	(b)	180 – "x"	117	1	B1 117 or ft 180 – "x" if $x < 90$
21	(a)	3 × 35 + 50	155	2	M1 for 3 × 35 + 50 or digits 155 seen A1 cao
	(b)	260 – 50 = 210 210 ÷ 35 =	6	3	M1 for 260–50 or 210 seen. M1 for "260-50" ÷ 35 or 210÷35 A1 cao SC B1 for starting at a number between 100 and 170 and adding at least two 35's and showing a total between 230 and 290 OR For adding at least three 35's, perhaps with other numbers, and showing a total between 180 and 240 (or between 230 and 290 if 50 is included in the sum)

Paper 5521_02				
No	**Working**	**Answer**	**Mark**	**Notes**
(c)		P=35h + 50	3	B3 for P=35h+50 or P=35×h+50 oe (B2 for correct RHS or P=h + 50 ×35 or P=35h+k where k is numerical oe) (B1 for P = some other linear expression in h, OR h + 50 ×35 OR 35h seen) NB: P=h scores no marks; ignore £ signs. SC B2 for $h = \frac{P-50}{35}$
22 (a)		Elevation	2	B2 for 4 vertical squares. Accept 4 by 1 rectangle. (B1 for 4 vertical squares with one square added or one parallelogram added at the top, or 3 vertical squares, or 4 horizontal squares)
(b)		Plan	2	B2 for 2 adjacent squares, vertical or horizontal. Accept 2 by 1 rectangle. (B1 for 3 adjacent horizontal or vertical squares or a rectangle with sides in the ratio 2:1)
23 (i) (ii) (iii)		5 9 6	3	B1 cao B1 cao B1 cao
24	$45.00 + 45.00 \times \frac{15}{100} =$ $45.00 + 6.75 =$	51.75	3	M2 for $45.00 + 45.00 \times \frac{15}{100}$ oe or 45.00×1.15 oe OR $45.00 + 6.75$ OR complete method or 5175 seen. (M1 for $45.00 \times \frac{15}{100}$ oe OR 6.75 seen OR 675 seen OR correct method for calculating 15% of 45) A1 cao SC Award B2 for an answer of 38.25

Paper 5521_02				
No	**Working**	**Answer**	**Mark**	**Notes**
25 (a)		Points	1	B1 all three points ±1 full square
(b)		Negative	1	B1 Negative (ignore additional descriptors unless contradictory)
(c)		lobf	1	B1 A single straight line drawn to cross between (5,30), (5,40) and (40,0), (40,15); accept freehand if considered to be straight.
(d)(i)		18–25	2	B1 18g–25g inclusive OR if not in this range ft ±1 square dep on single straight line with negative gradient.
(ii)		30–40		B1 30–40 min inclusive OR if not in this range ft ±1 square dep on single straight line with negative gradient
26		300 3 75 150	3	B3 for 4 correct answers (B2 for 2 or 3 correct answers) (B1 for 1 correct answer)
27	π × 0.65	2.04–2.05	2	M1 for π × 0.65 or 3.14 x 0.65 or 3.142 x 0.65 A1 for 2.04–2.05 SC Award B1 for 2.0 seen (not 2)
28	5 miles = 8 km 70mph÷5×8 = 112 km/h OR 120km/h ÷ 8 × 5 = 75 mph Faster than 70 mph	70mph (Great Britain) (112 km)	3	M1 5 miles = 8 km; OR 70 mph is about 100 km/h OR 1km=0.6(25) miles OR 1mile=1.6km oe M1 70 ÷ 5 × 8 (=112) or 120 ÷ 8 × 5 (=75) A1 (dep on at least M1) GB or 70 mph Refer to both answer line and working. NB GB or 70 mph without working scores 0 marks

Paper 5523_03				
No	**Working**	**Answer**	**Mark**	**Notes**
1		Cuboid drawn	2	B2 for correct isometric drawing in any orientation (ignore points 'behind', mark 7 vertices only); accept lines drawn near to dots as long as there is no ambiguity. (B1 for one of the three faces drawn correctly **or** for an isometric drawing of any cuboid)
2	Different makes of car Tally Frequency	Make of car Tally Frequency	3	B1 for make of car or list of at least 3 different makes B1 for tally or tally marks B1 for frequency or totals
3		6 tessellating shapes	2	B2 for fully correct with 5 or more additional shapes, no gaps (B1 for 4 or more shapes tessellating, with at least one shape inverted, with or without the given shape, ignore extras)
4	24.90 ÷ 3 or 8.30 24.90 – '8.30' or 2 × 8.30	16.6(0)	3	M1 for 24.90 ÷ 3 or 8.30 M1 (dep) for 24.90 – “8.30” or 2 × “8.30” A1 for 16.60 or 16.6

Paper 5523_03

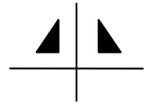
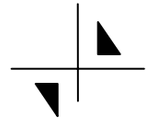
No	Working	Answer	Mark	Notes
5	315 × 24 24 × 315 1260 6300 7560 7560 **3 1 5** 0 6 | 0 2 | 1 0 — **2** 1 2 | 0 4 | 2 0 — **4** 7 5 6 0 **300 10 5** 6000 | 200 | 100 — **20** 1200 | 40 | 20 — **4** 6000+200+100+1200+40+20 = 7560 **3 0.1 0.05** 60 | 2 | 1 — **20** 12 | 0.4 | 0.2 — **4** 60 + 2 + 1 + 12 + 0.4 + 0.2 = 75.6	75.6(0)	3	M1 for a complete method with relative place value correct. Condone 1 multiplication error, addition not necessary. **OR** M1 for a complete grid with not more than 1 multiplication error, addition not necessary. **OR** M1 for sight of a complete partitioning method, condone 1 multiplication error, final addition not necessary. A1 for 7560 or digits 756(0) A1 (dep on M1, but not previous A1) for correct placement of decimal point.

Paper 5523_03				
No	**Working**	**Answer**	**Mark**	**Notes**
6	15 and 16 parts shaded Alternative 1 $\frac{3}{4} = 0.75$ or 75%, $\frac{4}{5} = 0.8$ or 80% Alternative 2 $\frac{3}{4} = \frac{15}{20}$, $\frac{4}{5} = \frac{16}{20}$	$\frac{4}{5}$ + reason	3	M1 for shading 15 parts for $\frac{3}{4}$ M1 for shading 16 parts for $\frac{4}{5}$ A1 (dep on M2) for selection of $\frac{4}{5}$ with correct shading Alternative 1 M1 for $\frac{3}{4} = 0.75$ or 75% M1 for $\frac{4}{5} = 0.8$ or 80% A1 (dep on M2) for selection of 0.8 or 80% or $\frac{4}{5}$ with correct decimals or percentages Alternative 2 M1 for $\frac{3}{4} = \frac{15}{20}$ oe M1 for $\frac{4}{5} = \frac{16}{20}$ oe A1 (dep on M2) for selection of $\frac{4}{5}$ or $\frac{16}{20}$ with equivalent fractions

Paper 5523_03					
No		**Working**	**Answer**	**Mark**	**Notes**
7		$5 \times 5 \times 6$	150	4	M1 for attempt at 1 division (e.g. 40 ÷ 8), may be implied by marks or number on one edge of diagram or by 5 or 6 seen M1 for attempt at 3 divisions (40÷8, 40÷8, 60÷10), may be implied by marks or numbers on diagram or by 5,5 and 6 seen. M1 (dep on 1st M1) for "5" × "5" × "6" A1 cao Alternatively M1 for 40 × 40 × 60 **or** 8 × 8 × 10 **or** 96000 or 640 seen M1 for 40 × 40 × 60 **and** 8 × 8 × 10 or 96000 **and** 640 seen M1 (dep on 1st M1) for "(40 × 40 × 60)" ÷ "(8 × 8 × 10)" A1 cao SC:B1 for dividing area of one carton face by area of corresponding box face if M0
8	(a)		$\frac{7}{20}$	1	B1 for $\frac{7}{20}$ oe
	(b)	7 + 2 (or 20 – 11) are not lime flavour	$\frac{9}{20}$	1	B1 for $\frac{9}{20}$ oe
	(c)		0	1	B1 for 0, zero or nought ($\frac{0}{20}$ gets B0)
9	(a)		$80x$	1	B1 for $80x$ (accept $80 \times x$, $x80$, $x \times 80$) seen
	(b)		$95y$	1	B1 for $95y$ (accept $95 \times y$, $y95$, $y \times 95$) seen
	(c)		$80x + 95y$	2	M1ft for adding "$80x$" and "$95y$" (algebraic expressions only) A1 for $80x + 95y$

Paper 5523_03

No	Working	Answer	Mark	Notes
10 (a)		40	1	B1 cao
(b)		45	1	B1 for 42 to 48 (accept 3/4 hour)
(c)	40×2 or $\frac{40}{30}\times60$ or $40\div\frac{1}{2}$	80	2	M1 for 40×2 or $\frac{40}{30}$ or $40\div\frac{1}{2}$ A1 cao NB $\frac{40}{45}\times 60$ gets M0 A0
11 (a)	$3\times3-4\times2$ or $9-8$	1	2	M1 for substitution of 3 and 2 into expression or 9 and 8 seen A1 cao
(b)	$-7-3=-10$ $2\times-10=-20$ $-20\div4$	-5	3	M1 for substitution of 2 and –7 into p(q – 3) or sight of -20 or –14 – 6 M1 (dep) for "–20" ÷ 4 A1 cao SC: B1 for –10 seen if M0
12 (a)	6 | 8 9 7 7 | 8 5 9 6 3 8 | 1 3 1 7 1 9 | 0 1	6 | 7 8 9 7 | 3 5 6 8 9 8 | 1 1 1 3 7 9 | 0 1	3	M1 for unordered diagram (condone one error) A1 cao B1 for key (eg 6 | 7 = 67)
(b)(i)		Explanation	2	B1 for '(order numbers and) select middle value' oe
(ii)		79		B1 cao

Paper 5523_03					
No		**Working**	**Answer**	**Mark**	**Notes**
13	(a)		Reflection in y-axis	1	B1 for triangle with vertices at (-1, 1) (-3, 1) and (-1,4)
	(b)		Rotation by half turn about (0, 0)	2	B2 for triangle with vertices (-1, -1) (-3, -1) and (-1, -4) (B1 for half turn not about (0,0))
	(c)		Enlargement Scale factor 3 Centre (0, 0)	3	B1 for 'enlargement' B1 for 'scale factor 3' or 3 seen B1 for 'centre (0,0)' B0 for any combination of transformations
14	(a)		4560	1	B1 cao
	(b)		45.6	1	B1 cao
	(c)		2.4	1	B1 cao
15	(a)	$4a-2a+5b+b$	$2a+6b$	2	B2 cao (B1 for $2a$ or $6b$ seen)
	(b)		$x(x-6)$	2	B2 cao (B1 for $x(ax+b)$ where a, b are numbers not equal to zero or $x-6$ seen on its own, or part of an expression)
	(c)		$3x-2x^3$	2	B2 cao (B1 for $3x$ or $2x^3$)
	(d)		$4x(3y+x)$	2	B2 cao (B1 for $2(6xy+2x^2)$ or $4(3xy+x^2)$ or $x(12y+4x)$ or $2x(6y+2x)$ or $4x(\quad)$)

Paper 5523_03					
No		**Working**	**Answer**	**Mark**	**Notes**
16	(a)	$1 - (0.2 + 0.3 + 0.1)$	0.4	2	M1 for $1 - (0.2 + 0.3 + 0.1)$ A1 for 0.4 oe, accept $\frac{0.4}{1}$
	(b)	0.2×200	40	2	M1 for 0.2×200 A1 cao NB $\frac{40}{200}$ is M1 A0, 40 out of 200 is M1 A1
17	(a) (i)	$180 - 2 \times 25$	130	3	M1 for $180 - 2 \times 25$ A1 cao
	(ii)		Reason		B1 for mentioning isosceles and equal (or base) angles or equal sides and equal (or base) angles
	(b)	$180 - 95$	85	1	B1 cao
18	(a) (i)		7^5	3	B1 cao
	(ii)		7^4		B2 cao (B1 for sight of 7^5 or 7^{2+3} or 7×7^3 or $7^1 \times 7^3$ or $7^2 \times 7^2$ or 7^{2+3-1})
	(b)		$\frac{1}{2}$	1	B1 for $\frac{1}{2}$ or 0.5 or 2^{-1}
19	(a)		3×10^7	1	B1 cao
	(b)		0.002	1	B1 cao

Paper 5523_03				
No	**Working**	**Answer**	**Mark**	**Notes**
20		Box plot	2	3 aspects: 1st aspect – vertical line for median 2nd aspect – box using correct quartiles 3rd aspect – whiskers (could be single line) drawn with correct end points B2 for fully correct box plot (B1 for 1 aspect)
21 (a)	e.g. 2 | 126 3 | 63 3 | 21 7	$2\times3\times3\times7$	2	M1 for a systematic method of at least 2 correct divisions by a prime number oe factor trees; can be implied by digits 2, 3, 3, 7 on answer line. A1 for $2\times3^2\times7$ or $2\times3\times3\times7$
(b)	$2\times3\times7$	42	2	B2 cao (B1 for 6, 14, 21 or $2\times3\times7$)
22	$\frac{8}{3}\times\frac{5}{4}=\frac{8\times5}{3\times4}=\frac{40}{12}$	$3\frac{1}{3}$	3	B1 for $\frac{8}{3}$ oe improper fraction or $\frac{5}{4}$ oe improper fraction M1 (dep on B1) for multiplying numerator and denominator of "$\frac{8}{3}$" and "$\frac{5}{4}$" A1 for $3\frac{1}{3}$ oe mixed number or $\frac{10}{3}$ OR B1 for 1.25 and 2.67 or 2.66(…) M1 (dep on B1) for correct method of multiplication A1 for $3.\dot{3}$

Paper 5523_03				
No	**Working**	**Answer**	**Mark**	**Notes**
23			2	M1 for a relevant pair of intersecting arcs A1 for line drawn within guidelines, at least 3cm in length, accept broken line [SC: B1 for line drawn within guidelines if M0]
24 (a)		$-1, 0, 1, 2, 3$	2	B2 cao (-1 each error or omission)
(b)(i)		$x \geq \frac{7}{2}$	3	M1 for $2x \geq 7$, condone use of = sign or wrong equality A1 for $x \geq \frac{7}{2}$ oe as final answer
(ii)		4		SC:B1 for 3.5 or $\frac{7}{2}$ seen if M0 B1 ft from $x \geq$ "$\frac{7}{2}$"
25	$4x + 2y = 8$ $4x - 10y = 20$ $12y = -12$ $y = -1$ $4x + 2(-1) = 8$ $x = 2.5$	$x = 2.5$ $y = -1$	3	M1 for correct process to eliminate either x or y (condone one arithmetical error) M1 (dep) for substituting found value into either equation A1 for $x = 2.5$, $y = -1$ [SC: B1 for $x = 2.5$ or $y = -1$ if M0]

Paper 5523_03					
No		**Working**	**Answer**	**Mark**	**Notes**
26		Interior angle of hexagon = 180 – (360 ÷ 6) = 120 360 – (90 + 120)	150	4	Alternative 1 M1 for 360 ÷ 6 A1 for 60 M1 (dep on M1) for "60" + 90 A1 cao Alternative 2 M1 for 360 ÷ 6 A1 for 60 M1 (dep on M1) for 360 – (2 × "60" + 90) A1 cao Alternative 3 M1 for (6 – 2) × 180 ÷ 6 A1 for 120 M1 (dep on M1) for 360 – (90 + "120") A1 cao
27	(a)		(16), 50, 82, 96, 100	1	B1 cao
	(b)	Cumulative freq. diag. curve/ segments	Cum. freq graph	2	B1 for 4 or 5 points plotted correctly ± 1 full (2mm) square depending 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 4 or 5 points plotted not at end but consistent within each interval and joined)
	(c)	100 – 42	58	2	M1 (ft dep on graph being cf) for reading from graph at 18 or 19, can be implied by answer in range 40 to 46 A1 for answer in range 56 to 60 or ft for 100 – '42' ±1 full (2mm) square

Paper 5523_04					
No		**Working**	**Answer**	**Mark**	**Notes**
1	(a)	900 × 1.70 =	1530	2	M1 900 × 1.7(0) or digits 153(0) seen A1 cao
	(b)	160 ÷ 1.70 =	£94.12 or £94.11	2	M1 160 ÷ 1.7(0) or digits 941(....) seen A1 cao
2	(a)	4.7 ÷ 5.9 = 0.796610169	0.7966..	2	B2 for 0.7966 or better (B1 for 0.8, 0.80, 0.79, 0.796, 0.797 or digits 59 seen)
	(b)	0.82, 0.8, 0.85, 0.66, 0.875 0.66, 0.8, 0.82, 0.85, 0.875 2/3, 4/5, 0.82, 85%, 7/8	2/3, 4/5, 0.82, 85%, 7/8	2	B2 correct order (oe decimals in order) (B1 correct order reversed, or one error in ordered listing) with or without decimal equivalents. NB Accept 0.67 or 0.66
3		**55** 61 74 **190** 33 **17** **10** 60 **88** **78** 84 250	**55** 61 74 **190** 33 **17** **10** 60 **88** **78** 84 250	3	B3 all 6 correct (B2 for 4 or 5 entries correct) (B1 for 2 or 3 entries correct)
4	(a)	–3 (–1) (1) 3 5 7	**–3**, 3, **5**, **7**	2	B2 all correct (B1 2,3 correct)
	(b)	(-2,-3),(-1,-1),(0,1),(1,3),(2,5),(3,7)	line	2	B2 cao for line from $x = -2$ to $x = 3$ (B1 plotting at least 5 points correctly or single line passing through (0, 1) or single line of gradient 2) The six possible points are: (-2,-3), (-1,-1), (0,1), (1,3), (2,5), (3,7)
	(c)(i)		–2	2	B1 $y = -2$ or ft from line segment
	(ii)		2.5		B1 $x = 2.5$ or ft from line segment

Paper 5523_04					
No		**Working**	**Answer**	**Mark**	**Notes**
5	(a) (i)	180 – 54 (=126) "126" ÷ 2	63	3	M1 for (180–54) ÷ 2 A1 cao
	(ii)		Reason		B1 (indep) angles in triangle add to 180 OR equal angles in isosceles triangle OR equal angles and 2 sides the same (B0 if any incorrect reasoning given eg parallel, equilateral triangle)
	(b)	180 – "x"	117	1	B1 117 or ft 180 – "x" if $x < 90$
6		15/120×360 = 45 Plain 40/120×360 = 120 Cheese & Onion 55/120×360 = 165 Salt & Vinegar 10/120 × 360 = 30 Beef	45°, 120°, 165°, 30°	4	M1 evidence of method for at least one angle (could be implied by one correct angle of four on pie chart or in the table) A2 All four angles drawn ±2° tolerance, any order (A1 at least 2 angles correctly drawn ±2°, or all 4 angles in the table) B1 (dep on at least 1 angle drawn correctly, and exactly 4 sectors) for labels (flavour or frequency; initials will do) NB: Ignore the table if the pie chart provides the marks.
7	(a)	260 – 50 = 210 210 ÷ 35 =	6	3	M1 for 260–50 or 210 seen. M1 for "260-50" ÷ 35 or 210÷35 A1 cao
	(b)		P=35h + 50	3	B3 for P=35h+50 or P=35×h+50 oe (B2 for correct RHS or P=h + 50 ×35 or P=35h+k where k is numerical oe) (B1 for P = some other linear expression in h, OR h + 50 ×35 OR 35h seen) NB: P=h scores no marks; ignore £ signs. SC B2 for $h = \frac{P-50}{35}$
8	(a)		Elevation	2	B2 for 4 vertical squares. Accept 4 by 1 rectangle. (B1 for 4 vertical squares with one square added or one parallelogram added at the top, or 3 vertical squares, or 4 horizontal squares)

Paper 5523_04					
No		**Working**	**Answer**	**Mark**	**Notes**
	(b)		Plan	2	B2 for 2 adjacent squares, vertical or horizontal. Accept 2 by 1 rectangle. (B1 for 3 adjacent horizontal or vertical squares or a rectangle with sides in the ratio 2:1)
9	(a)		Points	1	B1 all three points ±1 full square.
	(b)		Negative	1	B1 Negative. Ignore other descriptors unless contradictory.
	(c)		lobf	1	B1 A single straight line drawn to cross between (5,30), (5,40) and (40,0), (40,15); accept freehand if considered to be straight.
	(d)(i) (ii)		18–25 30–40	2	B1 18g–25g inclusive OR if not in this range ft ±1 square dep on single straight line with negative gradient. B1 30–40 min inclusive OR if not in this range ft ±1 square dep on single straight line with negative gradient.
10			300, 3, 75, 150	3	B3 for 4 correct (B2 for 2 or 3 correct) (B1 for 1 correct)
11	(a)	$6x - 7 + 7 = 38 + 7$ $6x = 45$	7.5	2	M1 $6x = 45$ or +7 both sides A1 7.5 oe; accept 45/6
	(b)	$5y - 2 = 10$ or $20y - 8 = 40$ $5y = 12$ $20y = 48$	$2\frac{2}{5}$	3	M1 $20y–8(=40)$ or $\frac{4(5y-2)}{4} = \frac{40}{4}$ or $5y–2=10$ M1 (indep) for correct rearrangement into the form $ay=b+c$ or better (eg $20y=40+8$ or $5y=10+2$, using own terms) A1 for $2\frac{2}{5}$, 2.4 oe
12		5 miles = 8 km 70mph÷5×8 = 122 km/h OR 120km/h ÷ 8 × 8 = 75 mph Faster than 70 mph	70mph (Great Britain) (112 km)	3	M1 5 miles = 8 km; OR 70 mph is about 100 km/h OR 1km=0.6(25) miles OR 1mile=1.6km oe M1 70 ÷ 5 × 8 (=112) or 120 ÷ 8 × 5 (=75) oe A1 (dep on at least M1) GB or 70 mph Refer to both answer line and working. NB GB or 70 mph without working scores 0 marks.

Paper 5523_04				
No	**Working**	**Answer**	**Mark**	**Notes**
13 (a)	$\pi \times 0.65$	2.04–2.05	2	M1 for $\pi \times 0.65$ or 3.14×0.65 or 3.142×0.65 oe A1 2.04–2.05 SC Award B1 for 2.0 seen (not 2)
(b)	1000 ÷ "(a)"	487–491	2	M1 for 1000 (or 100) ÷ "(a)" A1 for 487–491
14	$45.00 + 45.00 \times \frac{15}{100} =$ $45.00 + 6.75 =$	51.75	3	M2 for $45.00 + 45.00 \times \frac{15}{100}$ oe or 45.00×1.15 oe OR $45.00 + 6.75$ OR complete method or 5175 seen. (M1 for $45.00 \times \frac{15}{100}$ oe OR 6.75 seen OR 675 seen OR correct method for calculating 15% of 45) A1 cao SC Award B2 for an answer of 38.25
15		273	2	M1 for 728 ÷ 8 or 728 ÷ "3+5" or 91 A1 cao SC B1 for 455, or for 273:455
16	3 24 3.7 46.9(53) 4 60 3.8 51.0(72) 3.1 26.6(91) 3.9 55.4(19) 3.2 29.5(68) 3.21 29.8(66…) 3.3 32.6(37) 3.22 30.1(66…) 3.4 35.9(04) 3.23 30.4(68..) 3.5 39.3(75) 3.24 30.7(72...) 3.6 43.0(56) 3.25 31.0(78...) or 31	3.2	4	B2 for trial between 3.2 and 3.3 inclusive (B1 for trial between 3 and 4 inclusive) B1 for different trial between 3.21 and 3.25 inclusive B1 (dep on at least one previous B1) cao for 3.2 as final answer. NB: embedded answers: –B1; award Bs for evaluations rounded or truncated to at least 1 dp or for 31

Paper 5523_04				
No	**Working**	**Answer**	**Mark**	**Notes**
17	$45^2 + 34^2 =$ $2025 + 1156 = 3181$ $\sqrt{3181} = 56.4$	56	4	M1 for $45^2 + 34^2$ M1 (dep) for $\sqrt{(2025 + 1156)}$ A1 for 56.4 … B1 for rounding their diagonal to the nearest integer (dep on evidence from decimal) NB 56 as the final answer gets full marks. NB Scale drawings result in 0 marks.
18	$2000 \times (1.055)^3$ Interest = 2348.48 – 2000 =	348.48	3	M1 for 5.5/100 × 2000 (oe) or 330 or 2330 or 110 or 2110 M1 (dep) for 5.5/100 × (2000 + "110" + "116.05") or 122.4… seen A1 cao (accept only 348.48 or 348.49) **OR** M2 for $2000 \times (1.055)^3$ or 2348.48(…) or 2348.49 seen (M1 for $2000 \times (1.055)^n$, $n \neq 3$) A1 for 348.48 or 348.49 [SC: B2 for 2348.48 - 2348.49]
19		Line	2	B2 line fully within tramlines, crossing AB and CD (B1 a straight line which crosses AB within the tramline, and also crosses CD) NB: Accept dotted or dashed lines, but not curves; accept freehand if considered to be straight. SC B1 for a perpendicular bisector of AB that is at least half way from AB to CD within the tramlines
20 (a)		$90<t\leq100$	1	B1 for $90<t\leq100$; accept 90-100.
(b)	65×12=780 75×22=1650 85×23=1955 95×24=2280 105×19=1995 8660/100=	86.6	4	M1 for use of fx with x consistent within intervals (including end points). Allow one slip. M1 (dep) for use of midpoints M1 (dep on 1st M1) for use of $\sum fx/100$ or $\sum fx/\sum f$ A1 86.6

Paper 5523_04					
No		**Working**	**Answer**	**Mark**	**Notes**
21	(a)	$8 \times \frac{10}{4}$	20	2	M1 $\frac{10}{4}$ or $\frac{4}{10}$ or 0.4 or 2.5 oe seen A1 cao NB ratios get M0 unless of the form 1:*n* OR M1 $\frac{8}{4}, \frac{4}{8}$ oe seen A1 cao
	(b)	$15 \times \frac{4}{10}$	6	2	M1 $15 \times \frac{4}{10}$ oe A1 cao
22	(a)	$x^2 - 4x + 3x - 12 = x^2 - x - 12$	$x^2 - x - 12$	2	M1 for exactly 4 terms correct ignoring signs (eg x^2, 4*x*, 3*x*, 12) or 3 correct terms out of 4 terms with correct signs (eg 3 out of 4 of x^2, –4*x*, +3*x*,–12) A1 cao
	(b)	$(x+2)(x+5)$	$(x+2)(x+5)$	2	B2 cao (B1 for exactly one of $(x+2)$, $(x+5)$)
	(c)	$6=15+4q-20$ $6-15=4(q-5)$ $p-3t=4q-4t$ $6-3\times5=4(q-5)$	2 ¾	3	M1 for correct substitution of *p* and *t*. M1 for correct expansion of $4(q-t)$ oe (eg $4q-20$, $4q-4t$) A1 11/4 or 2 ¾ or 2.75 OR M1 for correct substitution of *p* and *t*. M1 for $\frac{p-3t}{4} = q - t$ oe A1 11/4 or 2 ¾ or 2.75

Paper 5523_04					
No		**Working**	**Answer**	**Mark**	**Notes**
23	(a)	$9.9\times10^8 - 6.0\times10^7$	9.3×10^8	2	M1 for $99\times10^7 - 6\times10^7$ or $9.9\times10^8 - 0.6\times10^8$ or conversion of either to an ordinary number, or 930000000 or 93×10^7 or 9.3×10^n where n is any positive integer A1 cao
	(b)	$\frac{6.0-4.5}{4.5}\times100 = \frac{1.5}{4.5}\times100 =$ or $\frac{6.0\times10^7 - 4.5\times10^7}{4.5\times10^7}\times100$	33.3%	3	M2 $\frac{6.0\times10^7 - 4.5\times10^7}{4.5\times10^7}\times100$ oe (M1 for $\frac{6.0\times10^7 - 4.5\times10^7}{4.5\times10^7}$ or $\frac{6.0\times10^7 - 4.5\times10^7}{6.0\times10^7}\times100$ oe A1 cao OR M2 $\frac{6.0\times10^7}{4.5\times10^7}\times100$ -100 = (M1 $\frac{6.0\times10^7}{4.5\times10^7}\times100$ or 133.33(%)) A1 cao NB Accept any of the above expressions without any reference to 10^7.
24		LCM (40,24) = 120 Bread buns 120÷40 Burgers 120÷24 OR Bread buns: 40 is $2\times2\times2$ (×5) Burgers: 24 is $2\times2\times2$ (×3)	Bread buns 3 Burgers 5	3	M1 attempt to find LCM by eg lists of multiples, or summing of 40 and 24. A1 identify 120 (as LCM) A1 cao (both) OR M1 expansion of either number into its prime factors in a factor tree or 8×5 or 8×3 A1 both expansions correct A1 cao (both) SC B2 if answers given the wrong way around

Paper 5523_04				
No	**Working**	**Answer**	**Mark**	**Notes**
25	8 × 41 = 328 2 × 29 = 58 328 – 58 = 270 270 ÷ 6 = 45	45	3	M1 for either 8 × 41 (=328) or 2 × 29 (=58) M1 (dep) "328" – "58" (=270) A1 cao NB 328 and/or 58 on the answer line gets M1 (implied); 270 on the answer line gets M2 (implied)

Paper 5525_05				
No	**Working**	**Answer**	**Mark**	**Notes**
1 (a)	$1 - (0.2 + 0.3 + 0.1)$	0.4	2	M1 for $1 - (0.2 + 0.3 + 0.1)$ A1 for 0.4 oe, accept $\frac{0.4}{1}$
(b)	0.2×200	40	2	M1 for 0.2×200 A1 cao NB $\frac{40}{200}$ is M1 A0, 40 out of 200 is M1 A1
2	$650 - 430 = 220$ 1 choc ice costs 110p $650 - 5 \times 110 = 100$p	50	3	M1 for $650 - 430$ or 220 or 110 oe seen M1 for $650 - 5 \times \frac{'220'}{2}$ or $430 - 3 \times \frac{'220'}{2}$ oe A1 for 50p or £0.50 or £0.5 *Alternative scheme* $2x + 5y = 650$ $2x + 3y = 430$ oe M1 for subtracting two simultaneous equations to eliminate x (lollies)(2 or 3 terms correct) M1 for $650 - 5 \times 'y'$ or $430 - 3 \times 'y'$ oe A1 for 50p or £0.50 or £0.5 *Alternative scheme* M1 for $3\times (2x + 5y = 650)$ evaluated and $5 \times (2x + 3y = 430)$ evaluated oe (5 or 6 terms correct) M1 for subtraction of equations to eliminate y (choc ices)(2 or 3 terms correct ft) A1 for 50p or £0.50 or £0.5

Paper 5525_05				
No	**Working**	**Answer**	**Mark**	**Notes**
3		question + response boxes oe	2	1st aspect: One question (eg 'how long does it take you to travel to school?' or 'What time did you leave home to get to school?'); ignore other questions. 2nd aspect: Response list (at least two), not overlapping. 3rd aspect: Some mention of units (eg minutes) in either question or responses B2 for all three aspects, or B1 for just one aspects.
4	2 [(3×1) + (4×1)] + (3×6) + (1×6) + (2×6) + (4×6) + (1×6) + (5×6)	110 cm^2	4	M1 for attempt to find the area of one face M1 for at least 6 faces with intention to add A1 cao B1 (indep) for cm^2 (with or without numerical answer)
5	$\left(\frac{-6+4}{2}\right), \left(\frac{5+3}{2}\right)$	(–1, 4)	2	B2 cao [B1 for (–1,*a*) or (b,4) or (4,-1)]
6		Box plot	2	3 aspects: 1st aspect – vertical line for median 2nd aspect – box using correct quartiles 3rd aspect – whiskers (could be single line) drawn with correct end points B2 for fully correct box plot (B1 for 1 aspect)
7			2	M1 for a relevant pair of intersecting arcs A1 for line drawn within guidelines, at least 3cm in length, accept broken line [SC: B1 for line drawn within guidelines if M0]

Paper 5525_05					
No		**Working**	**Answer**	**Mark**	**Notes**
8	(a)	e.g. 2 | 126 3 | 63 3 | 21 7	$2\times3\times3\times7$	2	M1 for a systematic method of at least 2 correct divisions by a prime number oe factor trees; can be implied by digits 2, 3, 3, 7 on answer line. A1 for $2\times3^2\times7$ or $2\times3\times3\times7$
	(b)	$2\times3\times7$	42	2	B2 cao (B1 for 6, 14, 21 or $2\times3\times7$)
9	(a)		$-1,0,1,2,3$	2	B2 cao (-1 each error or omission)
	(b)(i)		$x\geq\frac{7}{2}$	3	M1 for $2x\geq7$, condone use of = sign or wrong equality A1 for $x\geq\frac{7}{2}$ oe as final answer
	(ii)		4		SC:B1 for 3.5 or $\frac{7}{2}$ seen if M0 B1 ft from $x\geq$ "$\frac{7}{2}$" or $x>$"$\frac{7}{2}$"
10	(a)(i)		7^5	3	B1 cao
	(ii)		7^4		B2 cao (B1 for sight of 7^5 or 7^{2+3} or 7×7^3 or $7^1\times7^3$ or $7^2\times7^2$ or 7^{2+3-1})
	(b)		$\frac{1}{2}$	1	B1 for $\frac{1}{2}$ or 0.5 or 2^{-1}
11	(a)	$5n=m+21$	$n=\frac{m+21}{5}$	2	M1 for $5n=m+21$ or for attempt to divide three terms by 5 A1 $n=\frac{m+21}{5}$ oe

Paper 5525_05				
No	**Working**	**Answer**	**Mark**	**Notes**
(b)	$4p-8q=3p+2$ $p-8q=2$ $p=8q+2$	$p=8q+2$	3	M1 for $4p-aq$ or $\frac{3}{4}p+b$ where a is an integer and b is a number M1 (dep) for taking one term correctly to LHS or RHS of expression A1 $p=8q+2$ oe
12		$y=\frac{1}{2}x+3$	2	B2 for $y = ½x + 3$ oe (B1 for $y = ½x + c$, $c \neq 7$ or $y = mx + 3$ oe or $½x + 3$ or $M = ½x + 3$)
13	$\frac{8}{3}\times\frac{5}{4}=\frac{8\times5}{3\times4}=\frac{40}{12}$	$3\frac{1}{3}$	3	B1 for $\frac{8}{3}$ oe or $\frac{5}{4}$ oe M1 (dep on B1) for multiplying numerator and denominator of "$\frac{8}{3}$" and "$\frac{5}{4}$" A1 for $3\frac{1}{3}$ oe mixed number or $\frac{10}{3}$ *OR* B1 for 1.25 and 2.67 or 2.66(…) M1(dep on B1) for correct method of multiplication A1 for $3.\dot{3}$
14	$4x+2y=8$ $4x-10y=20$ $12y=-12$ $y=-1$ $4x+2(-1)=8$ $x=2.5$	$x=2.5$ $y=-1$	3	M1 for correct process to eliminate either x or y (condone one arithmetical error) M1 (dep) for substituting found value into either equation A1 for $x = 2.5$, $y = -1$ [SC: B1 for $x = 2.5$ or $y = -1$ if M0]

Paper 5525_05					
No		**Working**	**Answer**	**Mark**	**Notes**
15		Interior angle of hexagon = 180 – (360 ÷ 6) = 120 360 – (90 + 120)	150	4	Alternative 1 M1 for 360 ÷ 6 A1 for 60 M1 (dep on M1) for "60" + 90 A1 cao Alternative 2 M1 for 360 ÷ 6 A1 for 60 M1(dep on M1) for 360 – (2 × "60" + 90) A1 cao Alternative 3 M1 for (6 – 2) × 180 ÷ 6 A1 for 120 M1(dep on M1) for 360 – (90 + "120") A1 cao
16	(a)		(16), 50, 82, 96, 100	1	B1 cao
	(b)	Cumulative freq. diag. curve/ segments	Cum. freq graph	2	B1 ft for 4 or 5 points plotted correctly ± 1 full (2mm) square depending 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 4 or 5 points plotted not at end but consistent within each interval and joined)

Paper 5525_05				
No	**Working**	**Answer**	**Mark**	**Notes**
(c)	$100 - 42$	58	2	M1 (ft dep on graph being cf) for reading from graph at 18 or 19, can be implied by answer in range 40 to 46 A1 for answer in range 56 to 60 or ft for 100 –'42' ±1 full (2mm) square
17 (a)		0.6 and 0.7,0.3,0.7	2	B1 for 0.6 on LH branch B1 for 0.7, 0.3 and 0.7 on RH branches
(b)	0.4×0.3	0.12	2	M1 for 0.4×0.3 A1 0.12 oe
(c)	$0.4\times0.7+0.6\times0.3$	0.46	3	M1 for '0.4×0.7' or '0.6×0.3' M1 for addition of two products from correct branches A1 0.46 oe Alternative M2 for an attempt to evaluate 1-(0.3×0.4 +'0.6×0.7') A1 cao
18	$x = 0.4545...$ so $100x = 45.4545...$ $99x = 45$ $x = \frac{45}{99} = \frac{15}{33}$	proof	3	M1 for $100x = 45.45\ldots$ or $10000x = 4545.45\ldots$ M1 (dep) for subtraction of both sides A1 for $\frac{15}{33}$ from correct proof
19	$\left(\sqrt{3}\right)^2 + \sqrt{3}\sqrt{2} - \sqrt{3}\sqrt{2} - \left(\sqrt{2}\right)^2$ $= 3 - 2$	1	2	B2 cao (B1 for $\sqrt{3}\sqrt{3} + \sqrt{3}\sqrt{2} - \sqrt{3}\sqrt{2} - \sqrt{2}\sqrt{2}$ oe, $\sqrt{3}\sqrt{3} - \sqrt{2}\sqrt{2}$ oe, or for 2,3, $\sqrt{4}$ $\sqrt{6}$ $\sqrt{9}$ seen)
20 (a)	$\frac{96}{24}$ or 4 $\sqrt{4}$ or 2	8	3	M1 for $\frac{96}{24}$ or $\frac{24}{96}$ or 4 or $\frac{1}{4}$ oe M1 for $\sqrt{\frac{96}{24}}$ or $\sqrt{\frac{24}{96}}$ or $\sqrt{'4'}$ or $\frac{1}{\sqrt{'4'}}$ or 2 or $\frac{1}{2}$ oe A1 cao

Paper 5525_05					
No		**Working**	**Answer**	**Mark**	**Notes**
	(b)	12×2^3	96	2	M1 for '2'^{3} or 8 A1 cao
21	(a)	$x\times3-x\times2x^2$	$3x-2x^3$	2	B2 cao (B1 for a two term expression with either $3x$ or $2x^3$)
	(b)		$4x(3y+x)$	2	M1 for taking out a factor of x, $2x$, 2, 4 or $4x$ A1 cao
	(c)	$\frac{5a}{b^2}$	$\frac{5a}{b^2}$	2	B2 for $\frac{5a}{b^2}$ or $5ab^{-2}$ (accept $\frac{5a}{1b^2}$) (B1 for either dealing with the numbers or dealing with the powers of a)
	(d)	$\frac{\cancel{x-3}}{\cancel{(x-3)}(x+3)}$	$\frac{1}{x+3}$	2	M1 for $(x-3)(x+3)$ A1 cao
22	(a)		$\mathbf{a}+\mathbf{b}$	1	B1 $\mathbf{a}+\mathbf{b}$ oe
	(b)	$ED=\mathbf{a}$ $DX=-2\mathbf{b}+2\ AC=2\mathbf{a}$ (So, $DX=2ED$)	$2\mathbf{a}$	3	M1 for $(DX=)\ DA+AX$ A1 for $(DX=)\ -2\boldsymbol{b}+2$ ("$\boldsymbol{a}+\boldsymbol{b}$") A1 $2\boldsymbol{a}$ from fully correct proof
23		$\pi(2x)^2h=\frac{4}{3}\pi(3x)^3$ $h=\frac{\frac{4}{3}\pi(3x)^3}{\pi(2x)^2}$	$9x$	3	M1 for $\pi(2x)^2h=\frac{4}{3}\pi(3x)^3$ (condone absence of brackets) M1 (dep) for valid algebra that gets to $h=ax$ (condone one error in powers of numerical constants) A1 cao

Paper 5525_05					
No		**Working**	**Answer**	**Mark**	**Notes**
24	(i)	$n^2+(n+1)^2=2(n^2+n)+1$	$2n^2+2n+1$	4	M1 for at least 3 terms correct from $n^2+n+n+1$ A1 for $2n^2+2n+1$ oe
	(ii)		$2(n^2+n)$ is always even so $2(n^2+n)+1$ is always odd		M1 for recognizing $2n^2$ is always even A1ft complete proof for their quadratic *Alternative method* M1 for recognizing that if n^2 is odd then $(n+1)^2$ is even or vice versa A1 for complete proof
25			42 318	2	B1 for answer in range 36 – 48 B1 for answer in range 312 – 324
26	(a)	$(x-3)^2-3^2+15$	$p=3, q=6$	2	B2 for $p=3$ and $q=6$ (B1 for $p=3$ OR $q=6$) SC: award B2 for $(x-3)^2+6$ if p and q are not identified
	(b)		Sketch	2	B1 for U shaped curve B1 ft for TP in first quadrant (ft if TP not in first quadrant)
27	(a)	Graph translated 2 units upwards through points (–4, 2), (–2, 4), (0,2) and (3,5)	Sketch	2	M1 for a vertical translation A1 curve through points (–4, 2), (–2, 4), (0,2) and (3,5) ± ½ square
	(b)	Graph reflected in x-axis through points (–4,0), (–2, –2), (0, 0) and (3, -3)	Sketch	2	M1 for reflection in x-axis or y-axis A1 curve through points (–4,0), (–2, –2), (0, 0) and (3, -3) ± ½ square

Paper 5525_06				
No	**Working**	**Answer**	**Mark**	**Notes**
1		273	2	M1 for 728 ÷ 8 or 728 ÷ "3+5" or 91 A1 cao SC B1 for 455 or 273:455
2		$3n - 1$	2	B2 for $3n - 1$ oe (B1 for $3n + k$ where $k \neq -1$ but k could be 0)
3	3 24 3.7 46.9(53) 4 60 3.8 51.0(72) 3.1 26.6(91) 3.9 55.4(19) 3.2 29.5(68) 3.21 29.8(66…) 3.3 32.6(37) 3.22 30.1(66…) 3.4 35.9(04) 3.23 30.4(68..) 3.5 39.3(75) 3.24 30.7(72...) 3.6 43.0(56) 3.25 31.0(78...) or 31	3.2	4	B2 for trial between 3.2 and 3.3 inclusive (B1 for trial between 3 and 4 inclusive) B1 for different trial between 3.21 and 3.25 inclusive B1 (dep on at least one previous B1) cao for 3.2 NB: embedded answers: –B1; award Bs for evaluations rounded or truncated to at least 1 dp or for 31
4	2 is the only even prime number and the product of 2 odd numbers is odd	Yes	2	B2 for 'yes' and '2 is the only even prime number and the product of two odd numbers is odd' oe (B1 for 'yes' and either '2 is the only even prime number' oe **or** 'the product of two odd numbers is odd' oe)
5	$45^2 + 34^2 =$ $2025 + 1156 = 3181$ $\sqrt{3181} = 56.4$	56	4	M1 for $45^2 + 34^2$ M1 for $\sqrt{(2025 + 1156)}$ A1 for 56.4 … B1 for rounding their diagonal to the nearest integer (dep on evidence from decimal) NB 56 with no incorrect working as the final answer gets full marks. NB Scale drawings result in 0 marks.

Paper 5525_06				
No	**Working**	**Answer**	**Mark**	**Notes**
6	$2000 \times (1.055)^3$ Interest = 2348.48 – 2000 =	£348.48	3	M1 for 5.5/100 × 2000 (oe) or 330 or 16.5/100×2000 or 2330 or 110 or 2110 M1 (dep) for 5.5/100 × (2000 + "110" + "116.05") or 122.4… seen A1 cao (accept only 348.48 or 348.49) **OR** M2 for $2000 \times (1.055)^3$ or 2348.48(…) or 2348.49 seen (M1 for $2000 \times (1.055)^n$, $n \neq 3$) A1 for 348.48 or 348.49 [SC: B2 for 2348.48 - 2348.49]
7 (a)		Line	2	B2 line fully within tramlines, crossing AB and CD (B1 a straight line which crosses AB within the tramline, and also crosses CD) NB: Accept dotted or dashed lines, but not curves; accept freehand if considered to be straight. SC B1 for the perpendicular bisector of *AB* reaching halfway or more from *AB*
(b)		Region		B2 correct arc ±2mm and shaded within. Allow dotty or continous arc. (B1 inaccurate arc and shaded or accurate arc unshaded)
8	65×12=780 75×22=1650 85×23=1955 95×24=2280 105×19=1995 8660/100=	86.6	4	M1 for use of fx with x consistent within intervals (including end points). Allow one slip even if outside interval M1 (dep) for use of midpoints M1 (dep on 1st M1) for use of $\sum fx/100$ or $\sum fx/\sum f$ A1 86.6

Paper 5525_06					
No		**Working**	**Answer**	**Mark**	**Notes**
9		Distance ÷ time: 1400 ÷ 2 h 20 min 20 mins is $\frac{1}{3}$ hour 1400 × 3 ÷ 7 =	600 kph	3	B1 20 mins as $\frac{1}{3}$ hour or as 0.33……hour M1 for distance ÷ time eg 1400 ÷ "2h 20 min" A1 cao OR B1 2 hour 20min = 140 (min) M1 Speed = $\frac{1400}{140}$ = (10 km per minute) A1 cao
10	(a)	$(x+18)+2x+(2x+7)=180$	Equation	2	B2 for $(x+18)+2x+(2x+7)=180$ oe (B1 for $(x+18)+2x+(2x+7)$)
	(b)	$5x+25 = 180$ $5x = 155$	31	2	M1 for simplifying to at least $5x+25=180$ or 360 (may be earned in (a)) A1 for $x=31$
11	(a)	(–14) –4 (0) 4 14	–4, 4, 14	2	B2 for all 3 values correct (B1 for 1 or 2 values correct)
	(b)		curve	2	B1 for all 5 points plotted correctly ± ½ square (ft from table if at least B1 awarded in (a)) B1 (indep) ft for any smooth curve through their points

Paper 5525_06				
No	**Working**	**Answer**	**Mark**	**Notes**
12 (a)	$8 \times \frac{10}{4}$	20	2	M1 $\frac{10}{4}$ or $\frac{4}{10}$ or 0.4 or 2.5 oe seen A1 cao NB ratios get M0 unless of the form 1:*n* OR M1 $\frac{8}{4}, \frac{4}{8}$ oe seen A1 cao
(b)	$15 \times \frac{4}{10}$	6	2	M1 $15 \times \frac{4}{10}$ oe A1 cao
13 (a)	$9.9\times10^8 - 6.0\times10^7$	$\pm 9.3\times10^8$	2	M1 for $99\times10^7 - 6.0\times10^7$ or $9.9\times10^8 - 0.60\times10^8$ or correct conversion of either to an ordinary number or 930000000 or 9.3×10^n where *n* is any positive integer A1 cao
(b)	$\frac{6.0-4.5}{4.5} \times 100 = \frac{1.5}{4.5} \times 100 =$ or $\frac{6.0\times10^7 - 4.5\times10^7}{4.5\times10^7} \times 100$	33.3%	3	M2 $\frac{6.0\times10^7 - 4.5\times10^7}{4.5\times10^7} \times 100$ oe (M1 for $\frac{6.0\times10^7 - 4.5\times10^7}{4.5\times10^7}$ or $\frac{6.0\times10^7 - 4.5\times10^7}{6.0\times10^7} \times 100$ oe A1 33.3 – 33.4 OR M2 $\frac{6.0\times10^7}{4.5\times10^7} \times 100$ -100 or 33.3% (M1 $\frac{6.0\times10^7}{4.5\times10^7} \times 100$ or 133.3%) A1 33.3-33.4 NB Accept any of the above expressions without any reference to 10^7.

Paper 5525_06				
No	**Working**	**Answer**	**Mark**	**Notes**
14	LCM (40,24) = 120 Bread buns 120÷40 Burgers 120÷24 OR Bread buns: 40 is 2 × 2 × 2 (×5) Burgers: 24 is 2 × 2 × 2 (×3)	Bread Buns 3 Burgers 5	3	M1 attempt to find LCM by eg lists of multiples, or summing of 40s and summing of 24s, with at least 3 numbers in each list A1 identify 120 as LCM A1 cao (both) **OR** M1 expansion of either number into its prime factors in a factor tree or 8×5 or 8×3 A1 both expansions correct A1 cao (both) SC B2 if answers given the wrong way around
15	$\sin 32 = \frac{AB}{12}$ $AB = 12 \times \sin 32$ $AB = 6.35903\ldots$	6.36	3	M1 $\sin 32 = \frac{AB}{12}$ (accept $\text{Sin}\ \frac{AB}{12}$) M1 $12 \times \sin 32$ or $12 \times 0.5299..$ A1 accept 6.359 – 6.360 SC Gradians 5.78(1…) Radians 6.62 Get M1M1A0 **OR** Use of Sine Rule $\frac{\sin 32}{AB} = \frac{\sin 90}{12}$ or $\frac{AB}{\sin 32} = \frac{12}{\sin 90}$ M1 $AB = \frac{12 \times \sin 32}{\sin 90}$ M1 AB = 6.359 – 6.36 A1 SC Gradians 5.85(…) Radians 7. 40(…) M1M1A0

Paper 5525_06					
No		**Working**	**Answer**	**Mark**	**Notes**
16		$8 \times 41 = 328$ $2 \times 29 = 58$ $328 - 58 = 270$ $270 \div 6 = 45$	45	3	M1 for either 8×41 (=328) or 2×29 (=58) M1 (dep) "328" – "58" (=270) A1 cao NB 328 and /or 58 on the answer line gets M1 (implied); 270 on the answer line gets M2 (implied)
17	(a)	$x^2 - 4x + 3x - 12 = x^2 - x - 12$	$x^2 - x - 12$	2	M1 for exactly 4 terms correct ignoring signs (x^2, $4x$, $3x$, 12) or 3 out of 4 terms with correct signs (x^2, $-4x$, $+3x$, -12) A1 cao
	(b)	$6x^2 - 8x + 15x - 20 = 6x^2 + 7x - 20$	$6x^2 + 7x - 20$	2	M1 for exactly 4 terms correct ignoring signs ($6x^2$, $8x$, $15x$, 20) or 3 out of 4 terms with correct signs ($6x^2$, $-8x$, $+15x$, -20) A1 cao
	(c)	$(x+2)(x+5)$	$(x+2)(x+5)$	2	B2 cao (B1 for exactly one of $(x + 2)$, $(x + 5)$)
	(d)		$12p^8q^3$	2	B2 cao (B1 for any 2 out of 3 terms correct in a product or 3 terms correct in a sum or part product)
	(e)	$6 = 15 + 4(q - 5)$ $6 = 15 + 4q - 20$ $11 = 4q$	$2\frac{3}{4}$	3	M1 for correct substitution of p and t. M1 for correct expansion of $4(q\text{-}t)$ oe (eg $4q$-20, $4q$-$4t$) A1 11/4 or 2 ¾ or 2.75 OR M1 for correct substitution of p and t. M1 for $\frac{p-3t}{4} = q - t$ oe A1 11/4 or 2 ¾ or 2.75
18	(a)	$T=kx$; $150=6k$; $k=25$	$T=25x$	3	M1 for $T=kx$, k algebraic M1 subs $T=150$ and $x=6$ into $T = kx^n$ $(n \neq 0)$ A1 for $T=25x$ oe SC B1 $T \propto 25x$ oe

Paper 5525_06					
No		**Working**	**Answer**	**Mark**	**Notes**
	(b)	$T = 25 \times 15 =$	375	1	B1 ft on k , $k \neq 1$
	(c)	$600 = 25x$; $x = 600 \div 25 =$	24	1	B1 ft on k , $k \neq 1$
19		$\frac{120}{570} \times 50 = 10.5263$ $\frac{250}{570} \times 50 = 21.9298$ $\frac{200}{570} \times 50 = 17.5438$	10 22 18	3	M1 method shown eg $\frac{120}{120+250+200} \times 50$ or one of 10.5(263) 21.9(298), 17.5(438) **OR** 570 ÷ 50 = 11.4 and one of 120 ÷ 11.4 =10.526…) , 270 ÷ 11.4 (=21.9298…) , 200 ÷ 11.4 (=17.5438…) A1 for 10.5(263), 21.9(298), 17.5(438) or 11, 22, 18 B1 correction to add to 50: 10, 22, 18 or 11, 22, 17
20		$x(x+1) + 4(2x–3) = (2x–3)(x+1)$ $x^2 + x + 8x – 12 = 2x^2 + 2x – 3x – 3$ $x^2 – 10x + 9 = 0$ $(x – 9)(x – 1) = 0$	$x = 1,9$	5	M1 for multiplying through by common denominator $(2x–3)(x+1)$ M1 (dep)for either $x^2 + x + 8x – 12$ or $2x^2 + 2x – 3x – 3$ oe A1 for correct quadratic (= 0) M1 for a correct method to solve 3 term quadratic A1 cao for both solutions
21		$AB^2 = 8^2 + 9^2 – 2\times8\times9\times\cos40$ $AB^2 = 64 + 81 – 144\times\cos40$ $AB^2 = 145 – 144 \times 0.766$ $AB^2 = 145 – 110.31… = 34.6896$ $AB = \sqrt{34.6796} = 5.8897877$	5.89	3	M1 Subs in Cos Rule: $8^2 + 9^2 – 2\times8\times9\times\cos40$ M1 correct order of evaluation of $8^2 + 9^2 – 2\times8\times9\times\cos40$ A1 cao 5.88 – 5.89 SC: Award B2 for one of $AB^2 = 241.03…$ or $AB = 15.525…$ (radians) $AB^2 = 28.50…$ or $AB = 5.33…$ (gradians)
22	(a)		24 30	2	B1 24 cao B1 30 cao
	(b)	Column $60 \leq w < 75$ at 10 Column $75 \leq w < 95$ at 4	10 4	2	B1 10 and correct width (tol $\pm\frac{1}{2}$ small square) B1 4 and correct width (tol $\pm\frac{1}{2}$ small square)

Paper 5525_06				
No	**Working**	**Answer**	**Mark**	**Notes**
23 (a)		100.5	1	B1 cao
(b)		10.515	1	B1 cao
(c)	$\frac{100.5}{10.515}$	9.5577746	2	M1 for greatest distance divided by least time Where 100 < greatest distance ≤ 100.5, 10.51 ≤ least time < 10.52 A1 for 9.555 – 9.56
(d)	$\frac{99.5}{10.525}$	9.45368..	2	M1 for least distance divided by greatest time Where 99.5 ≤ least distance < 100, 10.52 < greatest time ≤10.53 A1 for 9.45 – 9.455
24	$\frac{4}{7}\times\frac{4}{7}\times\frac{3}{7} + \frac{3}{7}\times\frac{3}{7}\times\frac{4}{7} =$ $\frac{48+36}{343} = \frac{84}{343}$ But there are three ways this can be achieved: BBG, BGB, GBB So the probability is $\frac{84}{343}\times 3$ OR $1-\frac{64}{343}-\frac{27}{343}$ NB: 84/343 = 0.244897; 252/343 = 0.73469 $\frac{4}{7} = 0.57(142...)$, $\frac{3}{7} = 0.42(857...)$	$\frac{252}{343}$	3	M1 for $\frac{4}{7}\times\frac{4}{7}\times\frac{3}{7}$ or $\frac{3}{7}\times\frac{3}{7}\times\frac{4}{7}$ oe or $\left(\frac{4}{7}\right)^3$ oe or $\left(\frac{3}{7}\right)^3$ oe or $\frac{91}{343}$ or 0.10(49…) or 0.13(99….) M1 (indep) for identification of all 6 outcomes (M2 for $1-\left[\left(\frac{4}{7}\right)^3+\left(\frac{3}{7}\right)^3\right]$) oe A1 $\frac{252}{343}$, $\frac{36}{49}$, 0.73(469…) oe

Paper 5525_06					
No		**Working**	**Answer**	**Mark**	**Notes**
25	(a)	$\frac{1}{3} \times \pi \times 5^2 \times 8 = \pi \times 25 \times 8 \div 3 =$ 209.4395	209–210	2	M1 for $\frac{1}{3} \times \pi \times 5^2 \times 8$ A1 for 209–210
	(b)	Base radius = $\frac{216}{360} \times 15 = 9$ Height = $\sqrt{(15^2 - 9^2)} =$	12	4	M1 for 216 ÷ 360 A1 for 9 M1 for $\sqrt{(15^2 - \text{“9”}^2)}$, where “9” < 15 A1 cao

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GCSE

GCSE Mathematics (1380)
Paper 4H

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GCSE MATHEMATICS 1380 (LINEAR)

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

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 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.

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: 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.

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.

10 Use of ranges for answers

If an answer is within a range this is inclusive, unless otherwise stated.

GCSE MATHEMATICS 1380 (LINEAR)

1380/4H				
Question	**Working**	**Answer**	**Mark**	**Notes**
1	120×1.5 8×1.5 420×1.5 180×1.5	180 12 630 270	3	M1 for $\times 6 \div 4$ or $\frac{6}{4}$ or ÷4×6 oe (120+60) or 1.5 seen or sight of any one of the four correct answers A1 for 2 or more correct answers A1 for 4 correct answers
2 (a)		Info plotted at (6.1, 32)	1	B1 for a correct plot $\pm$2mm
(b)		positive	1	B1 for positive (correlation)
(c)		6.6 to 7.6	2	M1 for single straight line segment with positive gradient that could be used as a line of best fit or an indication on the diagram from 40 on the umbrella axis. A1 for an answer in the range 6.6 to 7.6 inclusive.

GCSE MATHEMATICS 1380 (LINEAR)

Question	Working	Answer	Mark	Notes
3 (a)	1.25×620	775	2	M1 for 1.25×620 oe A1 cao
(b)	$50 \div 1.25 = 40$ $42 - 40$ or $42 \times 1.25 = 52.5$ $52.5 - 50 = 2.50$	2	3	M1 for $50 \div 1.25$ (=40) oe M1 (dep) for $42 - "40"$ or "40" - 42 A1 cao for £2 OR M1 for $42 \times 1.25 (= 52.5)$ oe M1 (dep) for "52.5"-50 or 50 - "52.5" A1 cao for £2 [A0 for €2.5(0) or £2.5(0) without any working] SC: Award B2 for -£2
4 (a)		−2, 4, 7	2	B2 for a fully correct table (B1 for 1 or 2 correct entries)
(b)		Straight line from (−2, −2) to (2, 10)	2	B2 for correct straight line from (−2, −2) to (2, 10) (B1 ft for at least 4 correctly plotted points OR a single straight line passing through (0, 4) OR for a single line of gradient 3)

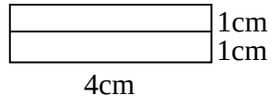
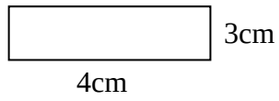
GCSE MATHEMATICS 1380 (LINEAR)

Question	Working	Answer	Mark	Notes
5 (i)	180 – 68	112	3	B1 cao
(ii)				B1 for 'alternate angles' or Z angles or 'corresponding angles' or F angles **or** B1 for '(angles on a straight) line $=180'$ Alternative: B1 for 'allied angles' or 'co-interior angles' or B1 for '(vertically) opposite angles'
6 (a)	$\frac{2}{3.95}$	0.5063(29113…)	2	B2 for 0.5063 or better. (B1 for 0.5 or 0.50 or 0.506 or 0.51 or 3.95 or the fraction $\frac{40}{79}$ seen)
(b)		0.51	1	B1 ft for 0.51 from their answer to part (a) which is written to two or more decimal places.
7	$\pi \times 12$	37.7	2	M1 for $\pi \times 12$ accept π as $\frac{22}{7}$ or 3.1 or better A1 for an answer in the range 37.6 to 37.8

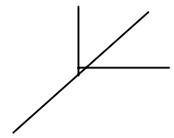
GCSE MATHEMATICS 1380 (LINEAR)

Question	Working	Answer	Mark	Notes
8	x = 1 gives 11 x = 2 gives 28 x = 1.5, gives 18.(375) x = 1.6, gives 20.(096) x = 1.7, gives 21.(913) x = 1.8, gives 23.(832) x = 1.9, gives 25.(859) x = 1.85, gives 24.8(316..) x = 1.86, gives 25.(03..) x = 1.87, gives 25.2(3..) x = 1.88, gives 25.4(4..) x = 1.89, gives 25.6(5..)	1.9	4	B2 for a trial $1.8 \leq x \leq 1.9$ evaluated (B1 for a trial $1 \leq x \leq 2$ evaluated) B1 for a different trial $1.85 \leq x < 1.9$ evaluated B1 (dep on at least one previous B1) for 1.9 Accept trials correct to the nearest whole number (rounded or truncated) if the value of x is to 1dp but correct to 1dp (rounded or truncated) if the value of x is to 2dp. NB: no working scores no marks even if answer is correct.
9	$\frac{84}{350} \times 100$	24	2	M1 for $\frac{84}{350} \times 100$ A1 cao
10 (a)	$1-(0.15+0.3+0.35)=$	0.20	2	M1 for $1-(0.15+0.3+0.35)$ A1 for 0.2 oe
(b)	0.30×500	150	2	M1 for 0.30×500 A1 cao NB: $\frac{150}{500}$ etc. gets M1 A0 but “150 out of 500” gets M1 A1

GCSE MATHEMATICS 1380 (LINEAR)

Question	Working	Answer	Mark	Notes
11 (a)		Base angles of an isosceles triangle are equal	1	B1 mentions **isosceles** (triangle) or **two sides the same** or **base angles equal**. Accept equivalent reasons. Do not accept incorrect statements.
(b)	$2x = 40$	20	2	M1 for an attempt to move x to LHS or -10 to RHS eg $-x$ each side or +10 each side or sight of $2x$ or 40 OR to move $3x$ or +30 or sight of $-2x$ or -40 A1 cao
12 (a)	$0.5\times6\times14$	42	2	M1 for $0.5\times6\times14$ oe A1 cao
(b)	$\sqrt{6^2+14^2}$ = $\sqrt{232}$	15.23	3	M1 for 6^2+14^2 or 36+196 or 232 M1 for $\sqrt{36+196}$ or $\sqrt{232}$ A1 for answer in the range 15.2 to 15.3
13 (a)		Plan shown as two rectangles 1cm by 4cm	2	B2 cao (B1 for a rectangle 4 cm x 1 cm or a rectangle 4 cm x 2 cm. Could be attached to other rectangles.) Do not accept rectangles with additional external lines.
(b)			2	B2 cao (B1 for a rectangle with one correct dimension) Do not accept rectangles with additional external lines. NB: any orientation possible; ignore internal lines.

GCSE MATHEMATICS 1380 (LINEAR)

Question	Working	Answer	Mark	Notes
14	(20×3 + 60×5 + 100×12 + 140×7 + 180×3) ÷ 30 = (60 + 300 + 1200 + 980 + 540) ÷ 30= = 3080 ÷ 30 Alternative: (20.5×3 + 60.5×5 + 100.5×12 + 140.5×7 180.5×3) ÷ 30 = 3080 ÷ 30	102.7 103.2	4	M1 for f × h for at least 3 consistent values of h in or at either end of intervals. M1 (dep) for use of all correct mid-interval values (accept 20-20.5 etc) M1 (dep on at least M1 scored) for $\sum fh \div 30$ A1 for 102.6 - 103.2
15 (a)		−3, −2, −1, 0, 1	2	B2 for all 5 correct values; ignore repeats, any order. (−1 for each omission or additional value)
(b)	$3x - x > 7 + 2$ $2x > 9$	x > 4.5	2	M1 for an attempt to move x to LHS or -2 to RHS eg $-x$ each side or $+2$ each side or sight of 2x or 9 or $2x>9$ or sight of 2x on LHS of (in)equality or 9 on RHS of (in)equality. eg. 3x − x > 7 + 2 A1 oe Allow $x > 4\frac{1}{2}$, $x > \frac{9}{2}$ [SC: B1 for x = 4.5, x<4.5 if M0 scored]
16			2	B2 for correct locus within guidelines (overlay) (B1 for a line drawn parallel to either given line OR a line passing through the angle outside of the guidelines OR a line drawn within the guidelines but not passing through angle)

GCSE MATHEMATICS 1380 (LINEAR)

Question	Working	Answer	Mark	Notes
17	$r^2 = \frac{A}{3}$	$A = 3r^2$	2	M1 for an attempt to square both sides $r^2 = \frac{A}{3}$ or an attempt to multiply both sides by $\sqrt{3}$ A1 cao
18 (a)		1.55×10^4	1	B1 cao
(b)		0.00248	1	B1 cao
(c)	$24500 \div 0.000125 = 196000000$	1.96×10^8	2	B2 cao (B1 for 196000000 or $1.96\times10^4\times10^4$ oe or 1.96×10^n or digits 196×10^n where *n* is a number other than 8, or absent.)
19 (a)		$(x-2)(x-5)$	2	M1 for $(x\pm2)(x\pm5)$ A1 for $(x-2)(x-5)$
(b)		$x = 2$, $x = 5$	1	B1 cao or ft from (a)
20	cos 58° = $\frac{AB}{16}$ AB = 16 × cos 58° = 8.4787	8.48	3	M1 for cos 58° = $\frac{AB}{16}$ M1 (dep) for 16 × cos 58° A1 for 8.47- 8.48 [SC:M2 A0 for 1.9-1.91 [RAD] or 9.8-9.81 [GRAD]]

Question	Working	Answer	Mark	Notes
21 (a)		28.5	1	B1 for 28.5 or 2850 cm or 28.499 or 28.49… or 28.49 recurring oe
(b)	$2\times(147.5+28.5)$	352	3	B1 for upper bound of length = 147.5 or 14750 cm or 147.49 recurring oe M1 for 2 × ("upper bound width" + "upper bound length") where these are not the given values. A1 cao 351.999-352
22 (a)	p^{5+4}	p^9	1	B1 (accept p^{5+4})
(b)	q^{5-2}	q^3	1	B1 (accept q^{5-2})
(c)		$2u$	2	B2 (accept $2t^0u$, $2t^0u^1$oe) (B1 for 2 correct terms from 2, t^0 and u oe eg u^1)
(d)		$3wy^3$	2	B2 cao (B1 for 2 correct terms from 3, w and y^3 oe) NB: accept w^1 for w.
(e)		$x^{-2}\ \ x^0\ \ x^{\frac{1}{2}}\ \ x\ \ x^2$	2	B2 cao (B1 for any 4 in relative correct order, or all correct but in reverse order)

Question	Working	Answer	Mark	Notes
23	50 : 18 = 25 : 9 Ratio of length = 5 : 3 Ratio of volume = 125 : 27 $500\times\frac{27}{125}$	108	4	M1 for ratio of length =√50:√18 or √25 : √9 (or 5 : 3 or 3 : 5 seen) or 1.66-1.67 or 0.6 M1 for ratio of volume (mass) = "5"^{3} : "3"^{3} or $25^{\frac{3}{2}} : 9^{\frac{3}{2}}$ oe or 4.62-4.63 or 0.216 M1 (dep on at least M1) for 500 × "$\frac{9^{\frac{3}{2}}}{25^{\frac{3}{2}}}$" or 500 ÷"4.62" or 500÷"4.63" or 500×"0.216" A1 cao [NB: ratios do not need to be presented as ratios as long as the relationship is clear]
24 (a)	Explanation: Each member of the population has an equal chance of selection		1	B1 for explanation
(b)	Description: Eg. number each stamp and use random select on calculator.		1	B1 for an acceptable description
(c)	$50\times\frac{95}{662}$ = 7.175….	7	2	M1 for $50\times\frac{95}{662}$ or 7.1, 7.2, 7.17, 7.18, 7.175… A1 Accept 7 or 7.0

Question	Working	Answer	Mark	Notes
25 (a)		12, 6	2	M1 for frequency density calculation (implied by one answer), or 1cm^2=2 (trains), or fd=0.5 or 8cm^2=16 A1 both 12 and 6
(b)	Bar of height 5cm (5-10) Bar of height 1cm (30-50)	Height 5cm Height 1cm	2	M1 for frequency density calculation (implied by one correct bar) or 1cm^2=2 (trains) or fd=0.5 A1 for bar of height 5cm (5 to 10) AND for bar of height 1 cm (30 to 50) 8cm^2=16
26	$\frac{40}{360}\times\pi\times8^2$ – $\frac{1}{2}\times8^2\times\sin 40^o$ = 22.34.... – 20.569... OR $\frac{40}{360}\times\pi\times8^2$ – $8\times\sin 20^o\times8\times\cos 20^o$ = 22.34.... – 20.569...	1.77	5	M1 for $\frac{40}{360}$ oe seen or $0.1\dot{1}$ seen or ÷9 M1 for $\frac{40}{360}\times\pi\times8^2$ oe or sight of 22.3-22.35 M1 for $\frac{1}{2}\times8^2\times\sin 40^o$ or $8\times\sin\ 20\times8\times\cos 20$ or sight of 20.56-20.57 M1 (dep on at least one M1 scored) for the intention to find the difference between the area of triangle *OPS* and the area of sector *OPRS* A1 for 1.74 -1.78 [B3: RAD: ±1.50(340...) or GRAD: 3.53(108...)]
27 (a)		y = f(x – 5)	1	B1 cao
(b)		(4, 3)	2	B2 cao (B1 for one coord. correct (in correct position) or (3,4).)

GCSE MATHEMATICS 1380 (LINEAR)

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Mark Scheme (Results)

Summer 2012

GCSE Mathematics (Linear) 1MA0
Foundation (Non-Calculator) Paper 1F

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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.

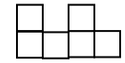
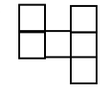
13 Range of answers
Unless otherwise stated, when an answer is given as a range (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 3.5, 4.2) and includes all numbers within the range (e.g 4, 4.1)

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

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
1	(a)		380	1	B1 cao
	(b)		6.2	1	B1 cao
	(c)		Arrow at 34	1	B1 cao
2	(a)		8	1	B1 for 8 ± 0.2
	(b)		35	1	B1 for 35 ± 2°
	(c)		Circle drawn	1	B1 for all parts within ± 2mm, (use overlay)
3	(a)		4, 7, 4, 3, 2	2	M1 for at least 3 correct tallies **or** at least 3 correct frequencies A1 for all frequencies correct
	(b)		7	1	B1 for 7 **or** ft from frequencies in (a) or tallies if no frequencies
	(c)		Diagram drawn	3	M1 for bar chart or other suitable chart with at least 3 correct heights for their scale (can f.t.) A1 for all 5 bars correctly labelled and vertical axis correctly scaled A1 for fully correct **or** ft frequencies in (a) **OR** M1 for pictogram with at least 3 correct rows (can f.t.) A1 for correct labels on all 5 rows and correctly key A1 for fully correct **or** ft frequencies in (a) **OR** M1 for pie chart with at least 3 correct sectors ± 2° (can f.t.) A1 for all 5 sectors correctly labelled A1 for fully correct **or** ft frequencies in (a)

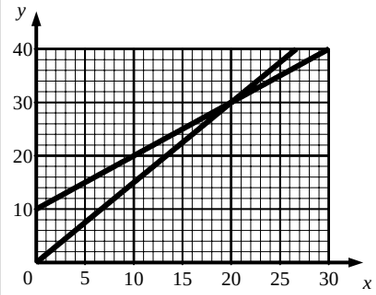
1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
4		£1.18 + 94p = £2.12 £5 – £2.12 – 30p = £2.58 £2.58 ÷ 2 =	1.29	3	M2 for (5 – 1.18 – 0.94 – 0.30) ÷ 2 oe **or** digits 129 (M1 for 1.18 + 0.94 **or** 2.12 seen **or** 1.18 + 0.94 + 0.30 oe **or** 2.42 seen **or** 5 – 1.18 – 0.94 oe **or** 2.88 seen **or** (5 – 1.18 – 0.94) ÷ 2 **or** 1.44 seen **or** 5 – 1.18 – 0.94 – 0.30 oe **or** 2.58 seen) A1 cao **NOTE**: Accept working in £ or pence
5	(a)(i)		(2, 3)	2	B1 cao
	(ii)		(–3, 1)		B1 cao
	(b)		Point plotted at (3, –4)	1	B1 cao
6	(a)		– 5	1	B1 cao
	(b)		6	1	B1 for 6 or – 6
	(c)		3	1	B1 cao
7			(P, B), (P, S), (P, L) (M, B), (M, S), (M, L) (H, B), (H, S), (H, L)	2	M1 for any 3 combinations with no incorrect combinations A1 for all 9 combinations with no duplicates or extras
8	(a)		Walk	1	B1 cao
	(b)	24 ÷ 4 =	6	2	M1 for 24 ÷ 4 oe or ¼ oe seen A1 cao

PMT

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
9	(a)		Isosceles triangle	1	B1 for isosceles triangle
	(b)		Rectangle with area 12 cm^2	2	M1 for rectangle drawn A1 cao
10	(a)		A marked at 0	1	B1 for A marked at 0 (within overlay)
	(b)		B marked at 1/4	1	B1 for B marked at 1/4 (within overlay)
11	(a)		9	1	B1 cao
	(b)		33	2	M1 for 5 × 5 **or** 25 seen in the working **or** 2 × 2 × 2 **or** 8 seen in the working A1 cao
12	(a)		20	2	M1 3 × 3 × 3 oe seen or drawn or 27 seen or use of 3 layers A1 cao
	(b)			2	B2 for correct view (B1 for  or )
13	(a)(i)		07 29	2	B1 for 07 29
	(ii)		36		B1 for 36 or ft difference between (i) and 06 53
	(b)		07 51	1	B1 cao
	(c)		09 55	1	B1 for 09 55 or 9 55 or five to ten

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
14		2 + 8 + 2 + 8 = 20 20 ÷ 4 =	5	4	M2 for 2 + 8 + 2 + 8 oe **or** 20 seen **or** (2 + 8) ÷ 2 oe (M1 for the sum of 3 sides of the rectangle) M1 (dep) for the sum of 3 or 4 sides of the rectangle ÷ 4 **or** an attempt to evaluate (2 + 8) ÷ 2 oe to get the length of one side A1 cao **SC**: B1 for an answer of 4 coming from $\sqrt{2\times 8}$ oe
15	(a)		4	1	B1 cao
	(b)	9.5 – 4.75 = **OR** 9.5 ÷ 2 =	4.75	2	M1 for 9.5 – 4.75 **or** 9.5 ÷ 2 **or** 4.75 – 9.5 A1 cao
	(c)		6	1	B1 cao
	(d)	12 × 4 =	48	2	M1 for × 4 seen **or** identifying + 0.5 for every 2 inches **or** 12 + 12 + 12 + 12 oe **or** build up method eg 12, 24, 36, 48 allow one error A1 cao
16	(a)		trapezium	1	B1 for trapezium or isosceles trapezium
	(b)			2	B2 for correct tessellation (at least 5 more shapes) (B1 for at least 4 shapes (including initial shape) correctly tessellating)

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
17*		S: 35 ÷ 100 × 40 = 14 W: 40 ÷ 8 × 3 = 15 **OR** D: 16 ÷ 40 (× 100) = 0.4 (40%) W: 3 ÷ 8 (× 100) = 0.375 (37.5%) **OR** D: $\frac{16}{40} = \frac{80}{200}$ S: $\frac{35}{100} = \frac{70}{200}$ W: $\frac{3}{8} = \frac{75}{200}$	Debbie and correct calculations	4	**Compares Marks out of 40 or fractions with denominator of 40** M1 for 35 ÷ 100 × 40 oe **or** 14 seen (or 14/40 seen) M1 for 40 ÷ 8 × 3 **or** 15 seen (or 15/40 seen) A1 for 14 and 15 **or** $\frac{14}{40}$ and $\frac{15}{40}$ C1 (dep on M1) for correct conclusion for their working QWC with 3 comparable marks: Decision and justification should be clear with working clearly presented and attributable. **OR Decimals (or Percentages)** M1 for 16 ÷ 40 (× 100) oe **or** 0.4 (or 40) seen M1 for 3 ÷ 8 (× 100) oe **or** 0.375 (or 37.5) seen A1 for 0.4 and 0.375 (**or** 40 and 37.5) C1 (dep on M1) for correct conclusion for their working QWC: with 3 comparable decimals (or percentages: Decision and justification should be clear with working clearly presented and attributable. **OR Compares Fractions with denominator other than 40** M1 for attempt to convert all to fractions with a common denominator other than 40 M1 for at least 1 correct A1 for $\frac{80}{200}$ and $\frac{70}{200}$ and $\frac{75}{200}$ oe C1 (dep on M1) for correct conclusion for their working QWC with 3 comparable fractions: Decision and justification should be clear with working clearly presented and attributable.

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
18*	(a)		10	1	B1 cao
	(b)	 **Miles** 0 10 20 30 40 50 **Ed** 0 15 30 45 60 75 **Bill** 10 20 30 40 50 60	Ed is cheaper up to 20 miles, Bill is cheaper for more than 20 miles	3	M1 for correct line for Ed intersecting at (20,30) ±1 sq tolerance **or** $10 + x = 1.5x$ oe C2 (dep on M1) for a correct full statement ft from graph eg. Ed cheaper up to 20 miles **and** Bill cheaper for more than 20 miles (C1 (dep on M1) for a correct conclusion ft from graph eg. cheaper at 10 miles with Ed ; eg. cheaper at 50 miles with Bill eg. same cost at 20 miles; eg for £5 go further with Bill **or** A general statement covering short **and** long distances eg. Ed is cheaper for shorter distances **and** Bill is cheaper for long distances) **OR** (continued on next page)

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
18 (contd)					**OR** M1 for correct method to work out Ed's delivery cost for at least 2 values of n miles where $0 < n \leq 50$ **or** for correct method to work out Ed and Bill's delivery cost for n miles where $0 < n \leq 50$ C2 (dep on M1) for 20 miles linked with £30 for Ed and Bill with correct full statement eg. Ed cheaper up to 20 miles **and** Bill cheaper for more than 20 miles (C1 (dep on M1) for a correct conclusion eg. cheaper at 10 miles with Ed; eg. cheaper at 50 miles with Bill eg. same cost at 20 miles; eg for £5 go further with Bill **or** A general statement covering short **and** long distances eg. Ed is cheaper for shorter distances **and** Bill is cheaper for long distances) SC: B1 for correct full statement seen with no working eg. Ed cheaper up to 20 miles **and** Bill cheaper for more than 20 miles QWC Decision and justification should be clear with working clearly presented and attributable

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
19		1,96 × 2.25 = 4.41 **OR** 4.23 ÷ 9 = 0.47 1.96 ÷ 4 = 0.49 **OR** 4.23 × 4 = 16.92 1.96 × 9 = 17.64 **OR** 4.23 ÷ 9 = 0.47 0.47 × 4 = 1.88 **OR** 1.96 ÷ 4 = 0.49 0.49 × 9 = 4.41 **OR** 9 ÷ 4.23 = 2.12 4 ÷ 1.96 = 2.04	Pack of 9	3	M2 for a fully correct method to enable a conclusion eg 1.96 × 2¼ **OR** M1 for 4.23 ÷ 9 or 423 ÷ 9 **or** 0.47 seen **or** 47 seen M1 for 1.96 ÷ 4 or 196 ÷ 4 or 0.49 seen or 49 seen **OR** M1 for 4.23 × 4 **or** 423 × 4 **or** 16.92 seen **or** 1692 seen M1 for 1.96 × 9 **or** 196 × 9 **or** 17.64 seen **or** 1764 seen **OR** M1 for 4.23 ÷ 9 **or** 423 ÷ 9 **or** 0.47 seen **or** 47 seen M1 for 0.47 × 4 **or** 47 × 4 **or** 1.88 seen **or** 188 seen **OR** M1 for 1.96 ÷ 4 **or** 196 ÷ 4 **or** 0.49 seen **or** 49 seen M1 for 0.49 × 9 **or** 49 × 9 **or** 4.41 seen **or** 441 seen **OR** M1 for 9 ÷ 4.23 **or** 2.12(...) seen **or** 2.13 seen M1 for 4 ÷ 1.96 **or** 2.04(...) seen A1 for Pack of 9 and fully correct calculations **NOTE:** B0 for an answer of 9 not supported by working.
20	(a)		6	1	B1 cao
	(b)		44	1	B1 cao
	(c)		31	2	M1 for 60 – 29 **or** 29 – 60 **or** any correct method that is attempting to find the difference between 29 and 60 (allow 1 arithmetic error) A1 cao

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
21*		Angle *DBC* = (180 – 50) ÷ 2 Base angles of isosceles triangle are equal Angle *ABD* = 180 – 65 Angles on a straight line add up to 180 *x* = 180 – 20 – 115 Angles in a triangle add up to 180 **OR** Angle *DBC* = (180 – 50) ÷ 2 Base angles of isosceles triangle are equal *x* = 65 – 20 Exterior angle of triangle is equal to sum of interior opposite angles **OR** Angle *DCB* = (180 – 50) ÷ 2 Base angles of isosceles triangle are equal *x* = 180 – 50 – 20 – 65 Angles in a triangle add up to 180	45 with reasons	4	M1 for (180 – 50) ÷ 2 oe **or** 65 seen M1 for 180 – 20 – (180 – "65") **or** "65" – 20 or 180 – 50 – 20 –'65' oe C2 for *x* identified as 45 with full reasons QWC: Reasons clearly laid out with correct geometrical language used (C1 (dep on M1) for one reason QWC: Reasons clearly laid out with correct geometrical language used) NOTE: *x* = 45 with no working or without any correct angles marked on the diagram cannot score.

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
22	(a)	360 ÷ 60 = 6 300 ÷ 60 = 5 6 × 5 =	Yes and 30	3	M1 for dividing side of patio by side of paving slab eg 360 ÷ 60 **or** 300 ÷ 60 **or** 3.6 ÷ 0.6 **or** 3 ÷ 0.6 **or** 6 and 5 seen **or** 6 divisions seen on length of diagram **or** 5 divisions seen on width of diagram M1 for correct method to find number of paving slabs eg (360 ÷ 60) × (300 ÷ 60) oe **or** 6 × 5 **or** 30 squares seen on diagram (units may not be consistent) A1 for Yes **and** 30 (or 2 extra) with correct calculations **OR** M1 for correct method to find area of patio **or** paving slab eg 360 × 300 **or** 108000 seen **or** 60 × 60 **or** 3600 seen **or** 3.6 × 3 **or** 10.8 seen **or** 0.6 × 0.6 **or** 0.36 seen M1 for dividing area of patio by area of a paving slab eg. (3.6 × 3) ÷ (0.6 × 0.6) oe (units may not be consistent) A1 for Yes **and** 30 (or 2 extra) with correct calculations **OR** M1 for method to find area of patio and area of 32 slabs eg. 60 × 60 × 32 **or** 360 × 300 M1 for method to find both areas eg. 60 × 60 × 32 **and** 360 × 300 (units may not be consistent) A1 for Yes **and** 115200 **and** 108000 **OR** Yes **and** 11.52 **and** 10.8 **NB :** Throughout the question, candidates could be working in metres or centimetres

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
22	(b)	1726 25890 27616 **8 6 3** **2** 2 4 1 8 9 **3** **7** 1 6 1 2 6 **2** 6 1 6 800 60 3 30 24000 1800 90 2 1600 120 6 24000 + 1800 + 90 + 1600 + 120 + 6 = 27616	276.16	3	M1 for complete correct method with relative place value correct. Condone 1 multiplication error, addition not necessary. **OR** M1 for a complete grid. Condone 1 multiplication error, addition not necessary. **OR** M1 for sight of a complete partitioning method, condone 1 multiplication error. Final addition not necessary. A1 for digits 27616 A1 ft (dep on M1) for correct placement of decimal point after addition (of appropriate values) (SC: B1 for attempting to add 32 lots of 8.63)
23	(a)		30	2	M1 for 25 ÷ 10 **or** 2.5 seen **or** 10 ÷ 25 **or** 0.4 seen **or** 12+12+6 oe **or** a complete method eg. 25×12÷10 oe A1 cao
	(b)	1000 ÷ 200 × 12	60	2	M1 for 500 ÷ 50 **or** 1000 ÷ 200 **or** 500 ÷ 10 **or** correct scale factor clearly linked with one ingredient eg 10 with sugar or 5 with butter or flour or 50 with milk **or** an answer of 120 or 600 A1 cao

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
24		Acton after 24, 48, 72, 96, .. Barton after 20, 40, 60, 80, .. LCM of 20 and 24 is 120 9:00 am + 120 minutes **OR** Acton after 24, 48, 1h 12 min... Barton after 20, 40, 1 h LCM is 2 hours 9:00 am + 2 hours **OR** Times from 9:00 am when each service leaves the bus station Acton at 9:24, 9:48, 10:12.. Barton at 9:20, 9:40, 10:00.. **OR** 20 = 2 × 2 × 5 24 = 2 × 2 × 2 × 3 2 × 2 × 2 × 3 × 5 = 120	11:00 am	3	M1 for listing multiples of 20 and 24 with at least 3 numbers in each list ; multiples could be given in minutes or in hours and minutes (condone one addition error in total in first 3 numbers in lists) A1 identify 120 (mins) **or** 2 (hours) as LCM A1 for 11:00 (am) **or** 11(am) **or** 11 o'clock **OR** M1 for listing times after 9am when each bus leaves the bus station, with at least 3 times in each list (condone one addition error in total in first 3 times after 9am in lists) A1 for correct times in each list up to and including 11:00 A1 for 11:00 (am) **or** 11(am) **or** 11 o'clock **OR** M1 for correct method to write 20 and 24 in terms of their prime factors 2, 2, 5 and 2, 2, 2, 3 (condone one error) A1 identify 120 as LCM A1 for 11:00 (am) **or** 11(am) **or** 11 o'clock

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
25	(a)		$6y - 15$	1	B1 cao
	(b)		$4x(2x + y)$	2	B2 cao (B1 for $x(8x + 4y)$ **or** $2x(4x + 2y)$ **or** $4(2x^2 + xy)$ **or** $4x(ax + by)$ where a, b are positive integers **or** $ax(2x + y)$ where a is a positive integer **or** $4x(2x \quad y)$)
	(c)	$10t = gh$ $h = \frac{10t}{g}$	$\frac{10t}{g}$	2	M1 for clear intention to multiply both sides of the equation by 10 (eg. ×10 seen on both sides of equation) **or** clear intention to divide both sides of the equation by g (eg. ÷ g seen on both sides of equation) **or** $10t = gh$ **or** $\frac{t}{g} = \frac{h}{10}$ **or** fully correct reverse flow diagram eg. ← ×10 ← ÷g ← A1 for $\frac{10t}{g}$ oe

1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
26	(a)	$2 \times 5 \times 2 = 20$ $300 \div 20 =$	15	3	M2 for $300 \div (2 \times 5 \times 2)$ oe (M1 for $2 \times 5 \times 2$ **or** 20 seen **or** $300 \div (2 \times 5)$ **or** 30 seen A1 cao
	(b)	$c = \frac{30 \times 40}{150}$ =	8	2	M1 for $\frac{30 \times 40}{150}$ **or** 1200 seen A1 cao
27		$3x - 15 = 2x + 24$ $x = 39$ **OR** $2x + 3x - 15 + 2x + 2x + 24 = 360$ $9x + 9 = 360$ $9x = 351$ $x = 39$ **OR** $2x + 2x + 24 = 180$ $4x + 24 = 180$ $4x = 156$ $x = 39$ **OR** $2x + 3x - 15 = 180$ $5x - 15 = 180$ $5x = 195$ $x = 39$	39	3	M1 for forming an appropriate equation eg $3x - 15 = 2x + 24$ **or** $2x + 3x - 15 + 2x + 2x + 24 = 360$ oe **or** $2x + 2x + 24 = 180$ oe **or** $2x + 3x - 15 = 180$ oe **or** $2x + 3x - 15 = 2x + 2x + 24$ M1 (dep) for correct operation(s) to isolate x and non-x terms in an equation to get $ax = b$ A1 cao **OR** M2 for $\frac{351}{9}$ **or** $\frac{195}{5}$ **or** $\frac{156}{4}$ oe A1 cao

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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.

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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 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.
Transcription errors occur when candidates present a correct answer in working, and write it incorrectly on the answer line; mark the correct answer.

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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

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
1			1 | 7 8 8 9 2 | 0 0 1 2 3 5 9 3 | 3 7 7 4 | 2 1 | 8 represents 18	3	B2 for a fully correct ordered diagram (B1 for correct unordered diagram or ordered with at most two errors or omissions) B1 for a correct key Accept stem written as 10, 20 etc but key only acceptable if consistent with this
*2			No + comparison	3	M1 for a correct start to the process eg. $\frac{225}{9}$ **or** $\frac{\mathbf{475}}{\mathbf{225}}$ **or** $\frac{\mathbf{20}}{\mathbf{9}}$ **or** $\frac{475}{20}$ M1 for completion of a fully correct method that will lead to an appropriate comparison C1 (dep on M2) for a correct statement with conclusion with 500 g **or** 25g more needed **or** 19 cakes **or** 25g **and** 23.75g SC :If **no** working then B1 for a correct statement with correct figures and units

PMT

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
3	(a)		30	1	B1 for 30 minutes
	(b)		20	1	B1 cao
	(c)		graph completed	2	B1 for horizontal line from (5, 20) to (5.30, 20) B1 for a single straight line with the correct gradient from '(5.30, 20)' to the time axis
4	(a)	1 − 0.2 − 0.1 0.7 ÷ 2	0.35	3	M1 for correctly using total probability is 1 or 100% if percentages used M1 (dep) for complete correct method to complete the solution A1 for 0.35 or 35% or $\frac{35}{100}$oe
	(b)		20	2	M1 for 0.1 × 200 oe A1 cao SC : If M0 then award B1 for an answer of $\frac{20}{200}$
5		π × 5 × 1.80	28.27	3	M1 for use of π × x (with x = 5 or x = 2.5) **or** 2 × π × x (with x = 5 or x = 2.5) M1 for π × 5 × 1.8(0) **or** 2 × π × 2.5 × 1.8(0) A1 for 28.26 or 28.27 or 28.28 or 28.3(0) or 28.8(0)

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
6			414.96	5	M1 for a correct method to work out the amount of oil required to fill the tank M1 for a correct method to find the cost of oil required before the discount M1 for a correct method of finding 5% of their calculated cost M1 (dep on previous M1) for a correct method to find the discounted cost A1 for correct answer of 414.96 or 41496p **OR** M1 for a correct method of finding 5% of the cost of 1 litre of oil M1 (dep on previous M1) for a correct method to find the discounted cost of 1 litre of oil M1 for a correct method to work out the amount of oil required to fill the tank M1 for a correct method to find the discounted cost of the oil required A1 for correct answer of 414.96 or 41496p **OR** M1 for a correct method to work out the amount of oil required to fill the tank M1 for a correct method of finding 5% of their calculated amount of oil M1 (dep on previous M1) for a correct method to find the reduced amount of oil M1 for a correct method to find the cost of the reduced amount of oil A1 for correct answer of 414.96 or 41496p

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
7*	(a)		2.5	2	M1 for 15 ÷ 6 oe A1 for 2.5 or $2\frac{1}{2}$
	*(b)		Yes + evidence	2	M1 for a correct method to change 15 miles into kilometres C1(dep M1) for 24 km **and** statement with correct conclusion [SC: B1 for "Yes" oe and 24 km shown if M0 scored] or M1 for a correct method to change 20 kilometres into miles C1(dep M1) for 12.5 miles **and** statement with correct conclusion [SC: B1 for "Yes" oe and 12.5 miles shown if M0 scored]

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
8		x | $x^3 - 3x$ 2 | 2 2.1 | 2.(961) 2.2 | 4.(048) 2.3 | 5.(267) 2.4 | 6.(624) 2.5 | 8.(125) 2.6 | 9.(776) 2.7 | 11.(583) 2.8 | 13.(552) 2.9 | 15.6(89) 3 | 18 | 2.85 | 14.5(99...) 2.86 | 14.8(13...) 2.87 | 15.0(29...) 2.88 | 15.2(47...) 2.89 | 15.4(67...)	2.9	4	B2 for a trial $2.8 \leq x \leq 2.9$ evaluated correctly (B1 for a trial evaluated correctly for $2 \leq x \leq 3$) B1 for a different trial evaluated correctly for $2.85 \leq x < 2.9$ B1 (dep on at least one previous B1) for 2.9 NB For trials where x has one decimal place: $x \leq 2.6$ trials must be evaluated to at least 1 sf truncated or rounded $2.6 < x < 2.85$ trials must be evaluated to at least 2 sf truncated or rounded $2.85 \leq x \leq 2.9$ trials must be evaluated to at least 3 sf truncated or rounded NB. Accept 15 or 15.0 for trial at x =2.87 No working scores 0 marks. **If candidate is clearly working with $x^3 - 3x - 15 = 0$ then use same scheme as above but subtract 15 from all evaluated values in the table**

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1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
9			1180	3	M1 for a correct method to find the area of the cross section M1 (dep) for a complete correct method for the volume of the prism A1 cao **OR** M1 for a correct method to find the volume of one cuboid M1 (dep) for a complete correct method for the volume of the prism A1 cao
10			Translation; $\begin{pmatrix}6\\-1\end{pmatrix}$	2	B1 for translation B1 for $\begin{pmatrix}6\\-1\end{pmatrix}$ NB: B0 if more than one transformation given
11	(a)	$3x + 12 + 10x - 2$	$13x + 10$	2	M1 for correct method to expand one bracket eg $3 \times x + 3 \times 4$ **or** $3x + 12$ or $2\times5x - 2\times1$ **or** $10x - 2$ A1 for $13x + 10$
	(b)	$2x^2 - 8x + x - 4$	$2x^2 - 7x - 4$	2	M1 for all 4 terms (and no additional terms) correct ignoring signs **or** 3 out of no more than four terms correct A1 for $2x^2 - 7x - 4$
	(c)		$3y(2y - 3x)$	2	B2 for $3y(2y - 3x)$ (B1 for $3(2y^2 - 3xy)$ **or** $y(6y - 9x)$ **or** $3y(2y + 3x)$ **or** $3y(2y - ax)$ where a is any positive integer except 3 **or** $3y(by - 3x)$ where b is any positive integer except 2)

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1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
12	(a)		−2, −1, 0, 1,	2	B2 for all 4 correct values; ignore repeats, any order (B1 for 3 correct (and no incorrect values) eg. −2, −1, 0 **or** one additional value eg. −3, −2, −1, 0, 1)
	(b)		$p>6$	2	M1 for clear intention to add 7 to both sides **or** $3p > 11 + 7$ **or** clear intention to divide all 3 terms by 3 as a first step **or** $3p > 18$ **or** $3p = 18$ **or** $3p < 18$ **or** $\frac{18}{3}$ A1 for $p > 6$ as final answer NB: (p =) 6 on the answer line scores M1 A0
13	(a)		11.5	3	M1 for $13^2 - 6^2$ or 169 − 36 or 133 M1 (dep on M1) for $\sqrt{"13^2 - 6^2"}$ **or** $\sqrt{133}$ A1 for answer in the range 11.5 − 11.6
	(b)		47.2	3	M1 for cos (RPQ)= $\frac{17}{25}$ oe **OR** sin PQR = $\frac{17}{25}$with PQR clearly identified M1 for (RPQ =+) $\cos^{-1}\frac{17}{25}$oe **OR** PQR = $\sin^{-1}\frac{17}{25}$with PQR clearly identified A1 for answer in the range 47.1 − 47.2 SC : B2 for an answer of 0.823(033...) **or** 52.3(95...) **or** 52.4

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1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
14	(a)	$100 = 4 \times 2 \times c$	12.5	2	M1 for correct substitution into formula A1 for 12.5 oe
	(b)	$m^2 = \frac{k+1}{4}$ $4m^2 = k + 1$ $k = 4m^2 - 1$ or $2m = \sqrt{(k+1)}$ $4m^2 = k + 1$ $k = 4m^2 - 1$	$k = 4m^2 - 1$	3	M1 for correct method to clear fraction **or** remove square root sign M1 (dep) for a fully correct method to both clear fraction **and** remove square root sign A1 for $k = 4m^2 - 1$ **or** $k = (2m + 1)(2m - 1)$
15	(a)	$\frac{1}{2} \times (4 + 12) \times 10$	80	2	M1 for a fully correct method for area of *QRST* A1 cao
	(b)	**For example** $\frac{PT+10}{PT} = \frac{12}{4} = 3$ $PT + 10 = 3PT$ $2PT = 10$	5	3	M1 for a correct scale factor or ratio using two corresponding sides from two similar triangles or two sides within the same triangle (may be seen within an equation) eg. $\frac{12}{4}$oe **or** 4 : 12 oe **or** $\frac{PT}{4}$**or** $\frac{PS}{12}$ **or** $\frac{12}{12-4}$ etc. M1 for a correct equation with *PT* or *PS* as the only variable **or** complete correct method using scale factor A1 cao

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
16	(a)	154500 – 150000 $\frac{4500}{150000} \times 100$	3	3	M1 for 154500 – 150000 or 4500 M1 for $\frac{'154500-150000'}{150000} \times 100$ oe A1 cao **OR** M1 for $\frac{154500}{150000}$ (× 100) M1 for "$\frac{154500}{150000} \times 100$ " − 100 oe A1 cao
	(b)	$154500 \times \frac{4}{100} + 154500$ $160680 \times \frac{4}{100} + 160680$ or 154500×1.04^2	167107.20	3	M1 for 154500 × $\frac{4}{100}$ or 6180 **or** 12360 **or** 160680 **or** 166860 **or** 1.04 × 154500 M1 (dep) for (154500 + '6180') × $\frac{4}{100}$ or 6427.2(0) or ' 160680' × 1.04 A1 for 167107.2(0) as final answer **OR** M2 for 154500×1.04^2 (M1 for 154500 × 1.04) A1 167107.2(0) as final answer

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
17		$\sqrt{\frac{2.73\ldots}{0.732\ldots}}$	1.931851…	2	M1 for 2.73… or 0.732…or 3.73…or 1.931 or 1.932 or 1.93 or $(1+\sqrt{3})$ or $(\sqrt{3}-1)$ or $(2+\sqrt{3})$ **or** 1.65... **or** 0.855... A1 for 1.9318(5…) SC: B1 for 2.5127(17...)
18	(a)	minimum = 5 lower quartile = 14 median = 25 upper quartile = 30 maximum = 44	box plot	3	B3 for fully correct box plot (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 indicated)
	(b)		comparisons	2	B1 for a correct comparison (ft) of medians B1 for a correct comparison (ft) of ranges or IQRs
19		$\frac{30}{360}\times\pi\times15^2$	58.8	2	M1 for a correct method to find the area of sector *OAB* A1 for answer in range 58.8 − 58.9125

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
20			15.0	3	M1 for $8^2 + 8^2 - 2 \times 8 \times 8 \times \cos 140$ M1 (dep) for correct order of evaluation **or** 226.(05...) A1 for answer in range 15.0 − 15.04 **OR** M1 for $\frac{PR}{\text{SIN } 140} = \frac{8}{\sin\left(\left(\frac{180-140}{2}\right)\right)}$ M1 for $PR = \frac{8}{\sin\left(\left(\frac{180-140}{2}\right)\right)} \times \sin 140$ A1 for answer in range 15.0 − 15.04 **OR** M1 for $8 \times \sin 70$ or $8 \times \cos 20$ M1 for $2 \times 8 \times \sin 70$ **or** $2 \times 8 \times \cos 20$ A1 for answer in range 15.0 − 15.04

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
21		Total area = (0.12 × 40) + (0.36 × 20) + (0.7 × 20) + (0.56 × 20) + (0.18× 40) = 44.4 Area (140 < w < 200) = (0.36 × 20) + (0.7 × 20) + (0.56 × 20) = 32.4 32.4 ÷ 44.4	0.73	4	M1 for a method to find the frequency **or** the area of any one block M1 for a method (with correct values) to find total area of all blocks **or** 44.4 **or** 1110 **or** a correct method (with correct values) to find total area of middle 3 blocks **or** 32.4 **or** 810 M1 (dep on M2) for a correct method to find required proportion (could lead to a decimal or a percentage or a fraction) A1 for answer which rounds to 0.73 or 73% or $\frac{27}{37}$ or equivalent fraction

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1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
22		$\frac{1}{3} \times \pi \times 15^2 \times 40$ $-\frac{1}{3} \times \pi \times 7.5^2 \times 20$	8250	4	B1 for 15cm as diameter or 7.5 cm as radius of smaller cone (may be marked on diagram or used in a formula) M1 for a numerical expression for the volume of one cone eg. $\frac{1}{3} \times \pi \times 15^2 \times 40$ (=9424...) **or** $\frac{1}{3} \times \pi \times 7.5^2 \times 20$ (=1178...) M1 for $\frac{1}{3} \times \pi \times 15^2 \times 40$ oe $-\frac{1}{3} \times \pi \times 7.5^2 \times 20$ oe A1 for answer in the range 8240 − 8250 **OR** B1 for 2^3 M1 for a numerical expression for the volume of the large cone eg. $\frac{1}{3} \times \pi \times 15^2 \times 40$ (=9424...) M1 volume of frustrum = $\frac{7}{8} \times \frac{1}{3} \times \pi \times 15^2 \times 40$ oe A1 for answer in the range 8240 − 8250
23			11	2	M1 for a $\frac{68}{300} \times 50$ oe A1 for 11 (accept 12)

1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
*24			0.229 because the LB and UB agree to that number of figures	5	B1 for 3.465 or 3.475 or 3.474999… B1 for 8.1315 or 8.1325 or 8.132499… M1 for $\frac{\sqrt{3.475}}{8.1315}$ as UB **OR** $\frac{\sqrt{3.465}}{8.1325}$ as LB C1 (dep on all previous marks) for 0.2292… and 0.2288… both values must clearly come from working with correct values C1 for 0.229 from 0.2292… and 0.2288… **and** 'both LB and UB round to 0.229'
25			$1 + \sqrt{5}$	5	M1 for $\frac{1}{2} \times x \times x \times \sin 30°$ oe M1 for $\frac{1}{2}(x-2)(x+1)$ oe **or** $\frac{1}{2} \times (x-2) \times (x+1) \times \sin 90$ M1 (dep on at least one previous M1) for formation of equation from equating areas with x as the only variable A1 for $x^2 - 2x - 4 = 0$ oe in the form $ax^2 + bx + c = 0$ or $ax^2 + bx = c$ A1 cao

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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.

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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

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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.

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)

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

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 $\frac{500\div100}{250000\div100} = \frac{5}{2500}$ [= 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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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

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
1			40.5	3	M1 for 1.5×6 or 1.5 ×1.5 M1 for adding area of 5 or 6 faces provided at least 3 are the correct area A1 cao NB: anything that leads to a volume calculation 0 marks.
*2			Not enough mincemeat since 600<700 OR Only able to make 38 mince pies since insufficient mincemeat	4	M1 for 45 ÷ 18 (= 2.5) M1 for 2.5 used as factor or divisor A1 for ingredients as 562.5 and 875 and 250 and 700 and 2.5 (accept 2 or 3) OR for availables as 400, 400, 200 240, 2.4 (accept 2 or 3) C1 ft (dep on at least M1) for identifying and stating which ingredient is insufficient for the recipe (with some supportive evidence) OR M1 for a correct method to determine the number of pies one ingredient could produce M1 for a correct method to determine the number of pies **all** ingredient could produce A1 for 80 and 51 and 90 and 38 and 108 C1 ft (dep on at least M1) for identifying and stating which ingredient is insufficient for the recipe. (with some supportive evidence)

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
3	(a)		Points plotted at (1,8200) and (3.5,5000)	1	B1 for points accurately plotted ±1/2 square tolerance
	(b)		'the older the car the lower the value' 'the greater the value the newer the car'	1	B1 for an acceptable relationship eg. 'the older the car the lower the value' (accept 'negative correlation' but not just 'negative')
	(c)		5200 to 6600	2	M1 for a single line segment with negative gradient that could be used as a line of best fit or a vertical line from 2.5 or a point at (2.5,*y*) where *y* is from 5200 to 6600 A1 for given answer in the range 5200 − 6600
4			126	3	M1 for 1 – 0.05 – 0.32 (= 0.63) M1 for '0.63' × 200 A1 cao OR M1 for 0.05 × 200 (= 10) or 0.32 × 200 (= 64) or 0.37 × 200 (=74) M1 for 200 – '10' – '64' A1 cao OR M1 for 100 – 5 – 32 (= 63) M1 for $\frac{"63"}{100} \times 200$ A1 cao SC: B2 for $\frac{126}{200}$ as the answer.

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PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
5	(a)		Response boxes overlap and are not exhaustive	2	B2 for **TWO** aspects from: No time frame given Non-exhaustive responses Response boxes over-lapping (B1 for ONE correct aspect)
	(b)		How many magazines do you buy each month? 0-4 5-8 over 8	2	B1 for a question with a time frame B1 for at least 3 correctly labelled response boxes (non-overlapping, need not be exhaustive) **or** for a set of response boxes that are exhaustive (could be overlapping) [Do not allow inequalities in response boxes]
	(c)		One reason	1	B1 for ONE reason Eg. All the same age, may all be males, may all like same types of magazines, sample too small, biased
6			4.8	4	M1 for 60 × 60 (=3600) M1 for 15000÷ 20 (=750) or 20÷15000 (=0.00133..) or "3600"÷15000 (=0.24) or 15000÷"3600" (=4.16..) M1 for "3600" ÷ (15000÷20) or "3600"×20÷15000 oe A1 cao

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
7			28% or $\frac{14}{50}$	4	M1 for 100 30 (= 70) or $1-\frac{3}{10}\left(=\frac{7}{10}\right)$ M1 for "70" ÷ (3 + 2) (= 14) or $"\frac{7}{10}"\div(3+2) \quad \left(=\frac{7}{50}\right)$ M1 for "14" × 2 or $\frac{7}{50}\times 2$ A1 for 28% or $\frac{14}{50}$ oe **OR** M1 for a correct method to find (100-30)% of any actual sum of money M1 for "350" ÷ (3 + 2) (= 70) M1 for "70" × 2 A1 for 28% or $\frac{14}{50}$ oe **OR** M1 for starting with two numbers in ratio 3:2, eg 21 and 14 M1 for equating sum of their numbers to 100 – 30 (=70%), eg '21' + '14' (=35) M1 for scaling sum of their numbers to 100%, eg '35'÷70×100 (=50) A1 for 28% or $\frac{14}{50}$ oe SC: award B3 for oe answers expressed in an incorrect form eg $\frac{2.8}{10}$

PAPER: 1MA0_2H					
Question		Working	Answer	Mark	Notes
8			10752	4	M1 for splitting the pentagon (or show the recognition of the "absent" triangle) and using a correct method to find the area of one shape M1 for a complete and correct method to find the total area M1 (dep on at least one prev M1) for multiplying their total area by 2.56 (where total area is a calculation involving at least two areas) A1 cao
9			55	4	M1 for a correct method to find a different angle using 35° M1 for setting up a complete process to calculate angle *x* A1 cao B1 states one of the following reasons relating to their chosen method: Alternate angles are equal; Corresponding angles are equal; Allied angles / Co-interior angles add up to 180; the exterior angle of a triangle is equal to the sum of the interior opposite angles.

PMT

<table>
<tr><th colspan="5">PAPER: 1MA0_2H</th></tr>
<tr><th colspan="2">Question</th><th>Working</th><th>Answer</th><th>Mark</th><th>Notes</th></tr>
<tr><td>10</td><td></td><td>
<table>
<tr><th>x</th><th>$x^3 + 2x$</th></tr>
<tr><td>4</td><td>72</td></tr>
<tr><td>4.1</td><td>77.(121)</td></tr>
<tr><td>4.2</td><td>82.(488)</td></tr>
<tr><td>4.3</td><td>88.(107)</td></tr>
<tr><td>4.4</td><td>93.(984)</td></tr>
<tr><td>4.5</td><td>100.(125)</td></tr>
<tr><td>4.6</td><td>106.(536)</td></tr>
<tr><td>4.7</td><td>113.(223)</td></tr>
<tr><td>4.8</td><td>120.(192)</td></tr>
<tr><td>4.9</td><td>127.(449)</td></tr>
<tr><td>5</td><td>135</td></tr>
<tr><td></td><td></td></tr>
<tr><td>4.65</td><td>109.8(44625)</td></tr>
<tr><td>4.66</td><td>110.5(14696)</td></tr>
<tr><td>4.67</td><td>111.1(87563)</td></tr>
<tr><td>4.68</td><td>111.8(63232)</td></tr>
<tr><td>4.69</td><td>112.5(41709)</td></tr>
</table>
</td><td>4.7</td><td>4</td><td>B2 for a trial $4.6 \leq x \leq 4.7$ evaluated correctly
(B1 for a trial evaluated correctly for $4 \leq x \leq 5$)
B1 for a different trial evaluated correctly for $4.65 \leq x < 4.7$
B1 (dep on at least one previous B1) for 4.7

[Note: Trials should be evaluated to at least accuracy shown in table, truncated or rounded]

No working scores 0 marks</td></tr>
<tr><td>11</td><td></td><td></td><td>3.52</td><td>3</td><td>M1 for $1.35^2 + 3.25^2$
M1 (dep) for $\sqrt{(1.35^2 + 3.25^2)}$ $(= \sqrt{12.385})$
A1 for answer in the range 3.51 to 3.52</td></tr>
</table>

PMT

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
12	(a)	$3x - 6 = x + 7$ $2x = 13$	6.5	3	M1 for $3\times x - 3\times 2$ ($=3x - 6$) or $\frac{x}{3} + \frac{7}{3}$ seen M1 for correct method to isolate the terms in x or the number terms on opposite sides of an equation A1 for 6.5 oe
	(b)	$2 - y = 1 \times 5$	-3	2	M1 for intention to multiply both sides by 5 (to give $2 - y = 1 \times 5$) A1 cao
13	(a)		(3, 3.5) oe	2	M1 for a correct method to find the value of either the x coordinate or the y coordinate of the midpoint **or** $x = 3$ **or** $y = 3.5$ A1 cao
	(b)		-1.8 oe	2	M1 for correct method to find the gradient OR (+)1.8 A1 for -1.8 oe

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
*14			The Friendly Bank	4	M1 for a correct method to find interest for the first year for either bank **OR** correct method to find the value of investment after one year for either bank **OR** use of the multiplier 1.04 or 1.05 M1 for a correct full method to find the value of the investment (or the value of the total interest) at the end of 2 years in either bank A1 for 2100.8(0) and 2110.5(0) (accept 100.8(0) and 110.5(0)) C1 (dep on M1) ft for a correct comparison of *their* total amounts, identifying the bank from their calculations **OR** M1 for either 1.04 × 1.01 or 1.05 × 1.005 M1 for 1.04 × 1.01 and 1.05 × 1.005 A1 for 1.0504 and 1.05525 C1 (dep on M1) ft for a correct comparison of *their* total multiplying factors identifying the bank from their calculations

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PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
15	(a)		-2 -1 0 1 2 3 4 **8** 3 0 **-1** **0** 3 **8**	2	B2 for 8, -1, 0, 8 (B1 for at least two of 8, -1, 0, 8)
	(b)		Correct curve	2	M1 (ft) for at least 5 points plotted correctly A1 for a fully correct curve
	(c)	$x^2 - 2x - 3 = 0$ OR $(x - 3)(x + 1) = 0$	3 and −1	2	M1 for the straight line $y = 3$ drawn to intersect the "graph" from (a) A1 for both solutions **OR** M1 for identifying $y = 3$ from the table A1 for both solutions **OR** M1 for $(x \pm 3)(x \pm 1)$ A1 for both solutions

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
*16		Angle *POT* = 180 – 90 – 32 = 58 (angle between radius and tangent = 90° and sum of angles in a triangle = 180°) Angle *OST* =angle *OTS* = 58÷2 (ext angle of a triangle equal to sum of int opp angles and base angles of an isos triangle are equal) or (angle at centre = 2x angle at circumference) OR Angle *SOT* = 90 + 32 = 122 (ext angle of a triangle equal to sum of int opp angles) (180 – 122) ÷ 2 (base angles of an isos triangle are equal)	29	5	B1 for angle OTP = 90°, quoted or shown on the diagram M1 for a method that leads to 180 – (90 + 32) or 58 shown at *TOP* M1 for completing the method leading to "58"÷2 or 29 shown at *TSP* A1 cao C1 for "angle between radius and tangent = 90°" **and** one other correct reason given from theory used NB: C0 if inappropriate rules listed OR B1 for angle OTP = 90°, quoted or shown on the diagram M1 for a method that leads to 122 shown at *SOT* M1 for (180 – "122") ÷ 2 or 29 shown at *TSP* A1 cao C1 for "angle between radius and tangent = 90°" **and** one other correct reason given from theory used NB: C0 if inappropriate rules listed

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
17	(a)		Box plot overlay	2	M1 for a box drawn with at least 2 correct points from LQ, Med and UQ A1 for a fully correct box plot
	(b)		Comparison of a measure of spread plus a comparison of medians (in context)	2	B1 for a correct comparison of a measure of spread (using either range or iqr) B1 for a correct comparison of medians For the award of both marks at least one of the comparisons made must be in the context of the question.
18		$3p^2 = y + 4$ $p^2 = \frac{y+4}{3}$	$p = \sqrt{\frac{y+4}{3}}$	3	M1 for clear intention to add 4 to both sides or divide all terms by 3(with at least 3 terms) M1 for clear intention to find the square root from p^2 = (expression in y) A1 for $p = \sqrt{\frac{y+4}{3}}$ oe (accept ± a correct root)
19	(a)		$3(2 + 3x)$	1	B1 for $3(2 + 3x)$
	(b)		$(y + 4)(y – 4)$	1	B1 for $(y + 4)(y – 4)$
	(c)		$(2p − 5)(p + 2)$	2	M1 for $(2p \pm 5)(p \pm 2)$ A1 for $(2p − 5)(p + 2)$

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
20		cos y = 2.25 ÷ 6 y = cos^{-1} (2.25 ÷ 6) OR 6cos 75 = 1.55…	The ladder is not safe because y is not near to 75	3	M1 for cos y = 2.25 ÷ 6 oe M1 for cos^{-1} (2.25 ÷ 6) C1 for sight of 67-68 and a statement eg this angle is NOT (near to) 75° and so the ladder is not steep enough and so not safe. OR M1 for cos 75 = x ÷ 6 M1 for 6cos 75 C1 for sight of 1.55(29…) and a statement eg that 2.25 NOT (near to) 1.55 and so the ladder is not steep enough and so not safe.
21			48 or 49	2	M1 for $\frac{460}{460+320+165}\times 100$ (=48.67 ….) or $\frac{460}{9.5}$ or $\frac{460}{9.45}$ A1 for 48 or 49
22			1.33	3	M1 for $3.4 = \frac{k}{5^2}$ oe or 3.4×5^2 (=85) M1 for '3.4×5^2' ÷ 8^2 A1 for answer in range 1.32 to 1.33 or $\frac{85}{64}$
23		*d*: UB = 54.5 (or 54.499), LB = 53.5 *C:* UB = 170.5 (or 170.499), LB = 169.5 170.5 ÷ 53.5 169.5 ÷ 54.5	3.19 3.11..	4	B1 for any one correct bound quoted M1 for 170.5 ÷ 53.5 or 169.5 ÷ 54.5 A1 for UB = answer in range 3.18 to 3.19 from correct working A1 for LB = 3.11.. from correct working

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PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
24	(a)		18.2	2	M1 for ½ × 6 × 7 × sin60 A1 for answer in range 18.1 to 18.2
	(b)		6.56	3	M1 for $6^2 + 7^2 - 2 \times 6 \times 7 \times \cos 60$ M1 for correct order of operation eg 36 + 49 – 42 (=43) A1 for answer in range 6.55 to 6.56
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 $x = \frac{4 \pm \sqrt{(16 - 4 \times 2 \times -5)}}{4}$ 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

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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

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Mark Scheme (Results)

November 2013

Pearson Edexcel GCSE
In Mathematics Modular (2MB01)
Unit 3: (5MB3H_01) Higher (Calculator)

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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.
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PMT

PAPER: 5MB3H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
1 (a)		Reflection in $x = 0$ or y-axis	2	B1 for reflection B1 for $x = 0$ or y-axis (NB: a combination of transformations gets B0)
(b)		Triangle (1, 0)(4, 0)(1, –2)	2	M1 for any correct rotation of 90° clockwise OR for any correct rotation about the point (0, 2) A1 for a triangle with vertices at (1, 0), (4, 0) and (1, –2)
2		1263	4	M1 for a correct method to find 65% (= 5473) of the customers M1 for a correct method to find $\frac{1}{5}$ (= 1684) of the customers M1 (dep on M2) for a correct method to find the remaining number of customers A1 cao OR M1 for a correct method of adding 65% and $\frac{1}{5}$ when both correctly written as percentages (= 85%) or decimals (= 0.85) or fractions (= $\frac{85}{100}$ oe) M1 ft for a correct method to find the percentage or decimal or fraction of the customers (= 7157) M1 (dep on M2) for a correct method to find the remaining number of customers A1 cao OR M1 for a correct method of adding 65% and $\frac{1}{5}$ when both correctly percentages (= 85%) or decimals (= 0.85) or fractions (= $\frac{85}{100}$ oe) M1 ft for a correct method to find the remaining percentage (= 15%) or

PAPER: 5MB3H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
				decimal (= 0.15) or fraction ($\frac{15}{100}$ oe) of the customers M1 (dep on M2) for a correct method to find the remaining number of customers A1 cao
3	$x = 3$ gives 39 $x = 4$ gives 80 $x = 3.1$ gives 42.(191) $x = 3.2$ gives 45.(568) $x = 3.3$ gives 49.(137) $x = 3.4$ gives 52.(904) $x = 3.5$ gives 56.(875) $x = 3.6$ gives 61.(056) $x = 3.7$ gives 65.(453) $x = 3.8$ gives 70.(072) $x = 3.9$ gives 74.(919) $x = 3.55$ gives 58.9(38875) $x = 3.56$ gives 59.3(58016) $x = 3.57$ gives 59.7(79293)	3.6	4	B2 for a correct trial in the range $3.5 \leq x \leq 3.6$ evaluated (B1 for a correct trial in the range $3 \leq x \leq 4$ evaluated) B1 for a different correct trial in the range $3.55 \leq x < 3.58$ evaluated B1 (dep on at least one previous B1) for 3.6 Accept trials correct to the nearest whole number (rounded or truncated) if the value of x is to 1 dp but to 1 dp (rounded or truncated) if the value of x is to 2 dp NB: If no working shown, no marks can be awarded, even if the answer is correct.
4		480	2	M1 for using a correct ratio of $\frac{800}{150}$ oe or $\frac{150}{800}$ oe or $\frac{90}{150}$ oe or $\frac{150}{90}$ oe A1 cao [SC: B1 for $477 \leq$ answer < 480 if no working and M0 scored]

PAPER: 5MB3H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
*5	Key ring: 1.6 × 9 = 14.4 Purse : 3.2 × 8 = 25.6	Key ring £1.60 Purse £3.20	4	M1 for $9x$ or $8 \times 2x$ (where x is the price of a key ring) M1 for equation $9x + 8 \times 2x = 40$ oe A1 for 1.6 and 3.2 C1 (dep on M2) for both "£1.60" and "£3.20" clearly identified for correct items with correct money notation OR M1 for $(8\times2) : 9$ (= 16 : 9) M1 for $40 \div (16 + 9)$ A1 for 1.6 and 3.2 C1 (dep on M2) for both "£1.60" and "£3.20" clearly identified for correct items with correct money notation OR M2 for trial with attempt to evaluate $9x$ and $8 \times 2x$ with £1 < x < £2 (M1 for trial with attempt to evaluate $9x$ and $8 \times 2x$ with £1 ≤ x ≤ £4) A1 for 1.6 and 3.2 C1 (dep on M2) for both "£1.60" and "£3.20" clearly identified for correct items with correct money notation [SC: B2 for both £1.60 cao and £3.20 cao clearly identified for correct items with correct money notation if no working shown]

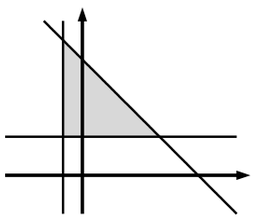
PMT

PAPER: 5MB3H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
6		58.05	4	B1 for identifying 19.5(0) and 15(.00) M1 for a correct method to find the total cost of their identified tickets for the family, or for a correct method to find the discounted cost of at least one of the identified tickets M1 for a correct method to find the total discounted cost of their identified tickets A1 cao
7		Correct region shaded	3	B1 for perpendicular bisector within guidelines B1 for arc of circle, centre A, within guidelines B1 ft for a correct region shaded or otherwise indicated from their perpendicular bisector of AB and their arc drawn, centre A

PMT

PAPER: 5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
*8		179 ÷ 70 = 2.5(571.....) 275 ÷ 100 = 2.7(5) 399 ÷150 = 2.6(66....) 70 ÷ 179 = 0.39(11....) 100 ÷ 275 = 0.36(36...) 150 ÷399 = 0.37(59....)	70 m*l* tube with reason	4	**Using pence per m*l*** M1 for a correct method of finding the cost per millilitre (or cost/10 m*l* etc) for one of the sizes M1 for a correct method of finding the cost per millilitre (or cost/10 m*l* etc. must be consistent) for each of the sizes A1 for 2.5(571.....) (70 m*l*) and 2.7(5) (100 m*l*) and 2.6(66....) (150 m*l*) or equivalent depending upon units used. These values can be rounded or truncated as long as they remain different C1 (dep on M1) for selecting the tube with the best value for money based upon a comparison of their 3 values. OR **Using m*l* per 1p** M1 for a correct method of finding the volume per pence (or £) for one of the sizes M1 for a correct method of finding the volume per pence (or £) for each of the sizes, with consistent units A1 for 0.39(11....) (70 m*l*) and 0.36(36...) (100 m*l*) and 0.37(59....) (150 m*l*) or equivalent depending upon units used. These values can be rounded or truncated as long as they remain different C1 (dep on M1) for selecting the tube with the best value for money based upon a comparison of their 3 values.
9	(a)	*x* –1 0 1 2 3 4 5 *y* **9** 3 –1 **–3** –3 **–1** 3	9, –3, –1	2	B2 for a fully correct table of values (B1 for at least one correct extra entry)
	(b)		Correct graph	2	B1 (dep on at least B1 in (a)) for all of their points correctly plotted B1 (dep on previous B1) for smooth curve through all 7 of their points
	(c)		0.7, 4.3	2	B1 for an answer rounding to 0.7 or ft their graph B1 for an answer rounding to 4.3 or ft their graph

PMT

PAPER: 5MB3H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
10 (a)		10.25	2	M1 for an attempt to expand the bracket or divide both sides by 4 as a first step. A1 for 10.25 oe
(b)		$t = \frac{P+3}{4}$	2	M1 for a correct first step of either adding 3 to both sides or dividing both sides by 4 A1 for $t = \frac{P+3}{4}$ oe [SC: B1 for $P + 3 \div 4$ if M0 scored]
11		66.7	3	M1 for tan (y =) $\frac{86}{37}$ (= 2.3243..) M1 (dep) for $\tan^{-1}$ "2.32(43..)" = or $\tan^{-1}(\frac{86}{37})$ (accept 'shift tan' or 'inv tan' for $\tan^{-1}$) A1 for answer in the range 66.6° to 66.8° [SC: B1 for an answer in the range 23.2 to 23.3 if M0 scored]
12		Region identified	4	B1 for $x + y = 6$ or $x = -1$ or $y = 2$ drawn B1 for $x + y = 6$ and $x = -1$ and $y = 2$ drawn M1 for consistent shading (in or out) for any two of the lines $x + y = 6$, $x = -1$, $y = 2$ A1 lines drawn, and correct region identified by either shading in, or shading out; the letter R is not required, but necessary if no shading. Note: Lines may be solid or dotted/dashed etc

PMT

PAPER: 5MB3H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
13		32.2	4	M1 for $BC = \frac{10}{4} \times 5$ (= 12.5) M1 for $EC = \frac{10}{4} \times 5.8 - 5.8$ (=8.7) M1(dep on at least M1) for '12.5' + '8.7' + 5 + 6 A1 cao OR M1 for $BC = \frac{5}{4} \times 10$ (= 12.5) M1 for $EC = \frac{5.8}{5} \times$ '12.5' – 5.8 (= 8.7) M1 (dep on at least M1) for '12.5' + '8.7' + 5 + 6 A1 cao OR M1 for $BC = \frac{5}{4} \times 10$ (= 12.5) M1 for $EC = \frac{6}{4} \times 5.8$ (= 8.7) M1 (dep on at least M1) for '12.5' + '8.7' + 5 + 6 A1 cao OR M1 for 4 + 5 + 5.8 (= 14.8) M1 for $\frac{10}{4} \times$ '14.8' (= 37) M1 (dep on at least M1) for '37' – 4 – 5.8 + 5 A1 cao

PMT

PAPER: 5MB3H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
14	$4x - 5y = 33$ $15x + 5y = 5$ $19x = 38$ $x = 2$, $3\times2 + y = 1$ $y = -5$ $12x - 15y = 99$ $12x + 4y = 4$ $-19y = 95$ $y = -5$, $3x - 5 = 1$ $x = 2$ OR $4x - 5(1 - 3x) = 33$ $x = 2$, $3\times2 + y = 1$ $y = -5$	$x = 2$, $y = -5$	3	M1 for a fully correct process to eliminate one variable (condone one arithmetical error) M1 (dep on M1) for a correct substitution of their value (of x or y) into one of the equations, or for starting again with a fully correct process to eliminate the second variable A1 for $x = 2$ and $y = -5$ OR M1 for a correct rearrangement of one of the equations to make either x or y the subject and a correct method of substitution into the other equation. (condone one arithmetical error) M1 (dep on M1) for the substitution of their value (of x or y) into one of the equations. A1 for $x = 2$ and $y = -5$ [Note: No marks for trial and improvement methods unless a fully correct solution is found]
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}

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PAPER: 5MB3H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
16	(a)	$\frac{1}{2} \times 5 \times 5 \times \sin 60^o$ or $\sqrt{5^2 - 2.5^2} = 4.330.....$ $\frac{1}{2} \times 5 \times 4.33 \ldots \ldots$	10.8	3	M1 for using a triangle of sides 5 cm and angle 60° or a right-angled triangle of sides 5 cm and 2.5 cm M1 for a complete correct method to find the area of the triangle A1 for answer in the range 10.8 to 10.9
	(b)		7	4	M1 for $\frac{4}{3} \times \pi \times 17.5^3$ (= 22449.29...) or $\frac{1}{2} \times \frac{4}{3} \times \pi \times 35^3$ (= 89797.19...) M1 for $\frac{1}{2} \times \frac{4}{3} \times \pi \times 17.5^3$ (= 11224.6) M1 (dep on M1) for 80 × 1000 ÷ '11224.6' oe A1 for 7 or (dep on M2) ft rounded down.
17		$(x^2 - 7)y = (x^2 + 9)$ $x^2y - 7y = x^2 + 9$ $x^2y - x^2 = 9 + 7y$ $x^2(y - 1) = 9 + 7y$	$x = (\pm)\sqrt{\frac{7y+9}{y-1}}$ oe	4	M1 for correctly removing the fraction or $(x^2 - 7)y$ oe seen M1 for a correct rearrangement, isolating terms in x^2 on one side of an equation M1 for the fully correct factorisation of their $x^2y - x^2$ oe A1 for $x = (\pm)\sqrt{\frac{7y+9}{y-1}}$ or $x = (\pm)\sqrt{\frac{-7y-9}{1-y}}$ oe

PAPER: 5MB3H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
*18		128°	4	M1 for 180 – 116 (= 64), when clearly attempting to find angle *ADC* M1 (indep) for their angle *ADC* × 2 C2 (dep on M2) for $x = 128(^o)$ and fully correct reasons supported by method: eg. "opposite angles of a cyclic quadrilateral add up to 180°" and "the angle at the centre of a circle is twice the angle at the circumference" [C1 (dep on the relevant M1) for one correct reason] OR M1 for 116 × 2 (= 232), when clearly attempting to find reflex angle *AOC* M1 (dep) for 360 – '232' C2 (dep on M2) for $x = 128(^o)$ and fully correct reasons: eg. "the angle at the centre of a circle is twice the angle at the circumference" and "angles at a point add up to 360°" [C1 (dep on the relevant M1) for one correct reason] [SC: B2 for 128 seen identified as angle *x*, if M0 scored]
19 (a)		$\mathbf{b} - \mathbf{a}$	1	B1 for $\mathbf{b} - \mathbf{a}$ oe
(b)		$\frac{4}{5}\mathbf{a} + \frac{1}{5}\mathbf{b}$ oe	3	M1 for a fully correct vector statement for $\overrightarrow{OX}$ eg.($\overrightarrow{OX}$ =) $\overrightarrow{OA}$ (or $\mathbf{a}$) + $\overrightarrow{AX}$ (or $\frac{1}{5}\overrightarrow{AB}$) or ($\overrightarrow{OX}$ =) $\overrightarrow{OB}$ (or $\mathbf{b}$) + $\overrightarrow{BX}$ (or $\frac{4}{5}\overrightarrow{BA}$ or $-\frac{4}{5}\overrightarrow{AB}$) M1 (indep) for $\pm\frac{1}{5}(\mathbf{b} - \mathbf{a})$ or $\pm\frac{4}{5}(\mathbf{a} - \mathbf{b})$, ft their (a) A1 for $\mathbf{a} + \frac{1}{5}(\mathbf{b} - \mathbf{a})$ or $\mathbf{b} + \frac{4}{5}(\mathbf{a} - \mathbf{b})$ oe

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PAPER: 5MB3H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
20		4.5, –0.75 oe	3	M2 for $(2x – 9)(4x + 3)$ oe (M1 for $(2x \pm 9)(4x \pm 3)$) oe A1 for 4.5, –0.75 oe [SC: B1 for 4.5 and –0.75 oe, found by any other method]

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**
Q1	(a) (b)	2cm grid 2cm grid. Triangle A to be rotated about the point (0,1).	
Q6		July peak / off peak in a different format. Information the same.	Standard mark scheme
Q7		Dashed line to join Alford and Bancroft. A to B – 7.5cm.	Standard mark scheme
Q9		1 ½ cm grid.	Standard mark scheme
Q12		2cm grid.	Standard mark scheme
Q13		Measurement arrows taken out.	Standard mark scheme
Q16		Model and diagram	Standard mark scheme

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Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
In Mathematics A (1MA0)
Higher (Calculator) Paper 2H

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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 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.
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 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.
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

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
1			(4, 5½)	2	M1 for $\frac{2+6}{2}$ or $\frac{3+8}{2}$ or 4, 5½ without brackets A1 for (4, 5½) oe NB: (4,5) gets 0 without working
2	(a)		Points plotted	1	B1 for points plotted at (12, 6) and (13, 2)
	(b)		Description	1	B1 for description; accept negative correlation.
	(c)		5 – 7	2	M1 for evidence of use of graph eg a single straight line segment with negative gradient that could be used as a line of best fit **or** an indication on the diagram from 12 on the *y* axis. A1 for 5 – 7
3			2.064(285714…)	2	M1 for substitution of 0.7 into expression or 2.89 or 2.06 seen A1 for 2.064(285714…) or $\frac{289}{140}$
4			28.3	2	M1 for $\pi \times 9$ or $2 \times \pi \times 4.5$ oe A1 for 28.25 – 28.3
5			Translation $\begin{pmatrix} 5 \\ -3 \end{pmatrix}$	2	B1 for translation B1 for $\begin{pmatrix} 5 \\ -3 \end{pmatrix}$ NB No marks if more than one transformation given.
6			2.15 pm	3	M1 for 240 ÷ 60 (=4) M1 for adding at least 3 of the 4 periods of time eg 20 (mins) + "4 (hrs)" + 25 (mins) + 30 (mins) (=5 h 15 min) oe or 2.15 without units A1 for 2.15 pm 14 15 (h or pm) oe

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
*7			54 with reasons	3	M1 for angle *RWY* or angle TWZ = 180 − 126 (= 54) or angle *TWR* or angle *WRS* = 126 (may be marked on diagram) A1 for 54 C1 for appropriate reasons for method shown eg. Angles on a straight line add up to 180 and Alternate angles are equal OR Corresponding angles are equal and Angles on a straight line add up to 180 OR Vertically opposite angles are equal and Allied angles / Co-interior angles add up to 180 OR Angles at a point add up to 360 with other reasons as above.
8	(a)		$\frac{29}{100}$	2	M1 for 13 + 11 + 5 (=29) A1 for $\frac{29}{100}$ oe (SC B1 for $\frac{16}{100}$ oe)
	(b)		195	2	M1 for $1500 \times \frac{13}{100}$ oe A1 for 195
	(c)		reasons	2	B2 for 2 valid reasons eg sample too small, customers at this time may not be representative of ages of all customers (B1 for 1 reason)

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
9			$5\frac{2}{3}$	4	M1 for $AB = 2x$ or $DC = 2x + 4$ or for $38 - 4$ M1(dep) for x + "x" + "$2x$" + "$2x$ + 4" or for "38 – 4" ÷ 6 M1 for "$6x + 4$" = 38 A1 for $5\frac{2}{3}$ oe NB: Accept answers in the range 5.6 to 5.7 if M3 scored. SC if M0 then B2 for answer in range 5.6 – 5.7
10	(a)		p^6	1	B1 cao
	(b)		t^5	1	B1 cao
	(c)		6	1	B1 cao
	(d)		4	1	B1 cao
11			186.20	5	M1 for use of consistent units to find volume, 11 × 4 × 0.06 (=2.64) or 1100× 400 × 6 (=2640000) M1 (dep on vol calculation) for attempt to find number of bags needed, eg "2.64" ÷ 0.4 (=6.6 →7) M1 for the cost of gravel before discount eg "6.6" × 38 or "7" × 38 M1 for attempt to find the total cost after discount"266" × 0.7 oe A1 for 186.2(0) OR M1 for cost of gravel per bag after discount, 38 × 0.7 (=26.60) M1 for use of consistent units to find volume, 11 × 4 × 0.06 (=2.64) or 1100× 400 × 6 (=2640000) M1 (dep on vol calculation) for attempt to find number of bags needed, eg "2.64" ÷ 0.4 M1 for total cost of gravel after discount "7" × "26.6" A1 for 186.2(0)

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
12	(a)		$5n - 1$	2	B2 for $5n - 1$ oe (B1 for $5n + c$ ($c \neq -1$ or absent) or $n = 5n - 1$)
	(b)		$2(3n - n^2)$	1	B1 for $2(3n - n^2)$ oe
13	(a)		$-4, -3, -2, -1, 0$	2	B2 for all 5 correct values; ignore repeats, any order (B1 for 4 correct (and no incorrect) values or all 5 correct values and -5)
	(b)		$x > 4½$	2	M1 for an attempt to expand brackets (eg $6\times x - 6\times 2$) or $6x - 12$ or for an intention to divide both sides by 6 as the first step or for $4½$ oe seen A1 for $x > 4½$ oe
14		12, 24, 36, 48, 60, 72, …. 8, 16, 24, 32, 40, 48, 56, 64, 72,…	25.80	5	M1 for listing at least 3 multiples of each of 12 and 8 or 24 in two lists of multiples or from factor trees M1 (dep) for attempt to find a common multiple of 12 and 8 above 60 (=72) M1 (dep M2) for method to find the number of boxes **and** the number of packs $72 \div 12$ (=6) and $72 \div 8$ (=9) M1 for finding the total cost by multiplying numbers by cost and adding eg "6" × 2.50 + "9" × 1.20 A1 for 25.8(0)

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
16			1.875×10^8	2	M1 for digits 1875 A1 cao
17	(a)		7.5	2	M1 for sight of $\frac{9}{6}$ (=1.5) oe or $\frac{6}{9}$ (=0.66..) oe or $\frac{5}{6}$ (=0.83..) oe or $\frac{6}{5}$ (=1.2) oe or a ratio, eg 6:9 oe or decimal, eg 1.5 oe A1 cao
	(b)		8	2	M1 for $12 \times \frac{6}{9}$ oe or $12 \div \frac{9}{6}$ oe or $\frac{12}{"7.5"} \times 5$ oe A1 cao

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
18	(a)		209.69 or 209.70	3	M1 for $200 \times \frac{3.3}{100}$ oe or 200 × 1.033 or 6.6(0) or 206.6(0) M1 (dep) for (200 + "6.6") × $\frac{1.5}{100}$ oe or 200 × 1.033 × 1.015 oe or 3.099 or 3.09 or 3.10 or an answer between 209.69 and 209.7 A1 for 209.69 or 209.7(0)
	(b)	Train Pay Diff Old 200 510 310 New 225 535.50 310.50 Diff 25 25.50 50p	Comparison	3	M1 for method to find cost of tickets before increase eg $\frac{225}{1.125}$ (=200) oe or $\frac{225}{112.5} \times 12.5$ oe or pay before increase, $\frac{535.50}{1.05}$ (=510) oe A1 for 25 (train) **and** 25.5(0) (pay) or 310 **and** 310.5(0) C1 (dep on M1) ft for statement comparing rises leading to conclusion based on two comparable amounts eg pay increase greater than train increase
19			(2, 1⅓, 1)	2	M1 for finding coordinates of P (6, 4, 3) or $OT = \frac{1}{3}\ OP$ or 2 correct coordinate values A1 oe
20			75.5	3	M1 for 25 × 67.8 (= 1695) or 55 × 72.0 (= 3960) M1 (dep) for ("3960" − "1695") ÷ 30 A1 cao

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
21	(a)	$y^2 - 2y - 5y + 10$	$y^2 - 7y + 10$	2	M1 for all 4 terms correct (condone incorrect signs) or 3 out of 4 terms correct with correct signs A1 cao
	*(b)	$(4n^2 + 2n + 2n + 1)$ $- (2n + 1)$ $= 4n^2 + 4n + 1 - 2n - 1$ $= 4n^2 + 2n$ $= 2n(2n + 1)$	Proof	3	M1 for 3 out of 4 terms correct in the expansion of $(2n + 1)^2$ or $(2n + 1)\{(2n+1) - 1\}$ A1 for $4n^2 + 2n$ or equivalent expression in factorised form C1 for convincing statement using $2n(2n + 1)$ or $2(2n^2 + n)$ or $4n^2 + 2n$ to prove the result
*22			Yes	3	M1 for $1 - 0.6$ (=0.4) M1 for $(\text{“}0.4\text{”})^3$ oe C1 (dep on M1) for 0.064 oe leading to a correct deduction OR M1 for $1-\Pr(3H, 0T) - \Pr(2H, 1T) - \Pr(1H, 2T)$ oe M1 for $1-(0.6)^3-3(0.6)^2(0.4)-3(0.6)(0.4)^2$ C1 (dep on M1) for 0.064 oe leading to a correct deduction
23	(a)		Explanation	1	B1 for appropriate explanation eg “a sample in the same proportions as the population”
	(b)		26	2	M1 for $\frac{314}{\text{"599"}} \times 50$ (=26.2…) A1 cao

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
24			8	3	M1 for $p = \frac{k}{t}$ oe ($k \neq 1$) or $12 = \frac{k}{4}$ M1 for correct method to find k or $p = \frac{48}{t}$ oe or (dep on M1) for k=48 A1 cao OR M1 for $\frac{6}{4}$ oe M1 for $12 \div \frac{6}{4}$ oe A1 cao
25			302	3	M1 for $\frac{1}{2} \times \frac{4}{3} \times \pi \times 4^3$ oe (= 133.9 – 134.2) M1 for $\frac{1}{3} \times \pi \times 4^2 \times 10$ oe (= 167.4 – 167.7) A1 for 301 – 302 (or 96π or $\frac{288}{3}\pi$)
26		$y(5y + 24) = 0$ $\frac{-24 \pm \sqrt{(24^2)}}{10}$	$x = 6, y = 0$ $x = -3.6, y = -4.8$	5	M1 for substitution for elimination eg $(2y + 6)^2 + y^2 = 36$ M1 (dep on M1) for expansion eg $4y^2 + 12y + 12y + 36$ (3 out of 4 terms correct) A1 for $4y^2 + 24y + 36 + y^2 = 36$ oe M1 for a correct attempt to solve a 2 or 3 term quadratic equation eg by factorising or correct substitution into a quadratic formula A1 for $x = 6$, $y = 0$ and $x = -3.6$ oe, $y = -4.8$ oe SC: B1 (if M0 scored) for all 4 values mis-associated or one correct pair of values.

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
27			43.9	5	M1 for $\frac{11}{\sin 100}=\frac{9}{\sin D}$ oe M1 for $\sin D=\frac{9\sin 100}{11}$ (=0.80575…) or $D = 53.68…$ M1 for angle DCA= 180 − 100 − "D" (=26.317..) M1 for area of $ABCD = 2 \times ½ \times 11 \times 9 \times \sin$"26.317" A1 for 43.8 – 43.9 **OR** M1 for $\frac{11}{\sin 100}=\frac{9}{\sin D}$ oe M1 for $\sin D=\frac{9\sin 100}{11}$ (=0.80575…) or $D = 53.68…$ M1 for (height=) 9 × sin (180 − 100 − "D") or height = 3.990… M1 for area of $ABCD$ = (2 × ½) × 11 × "height" A1 for 43.8 – 43.9 **OR** M1 for $11^2 = AD^2 + 9^2 - 2\times AD\times 9\times\cos 100$ M1 for $AD=\frac{18\cos 100+\sqrt{(18\cos 100)^2-4(1)(-40)}}{2(1)}$ M1 for $AD=\frac{18\cos 100+\sqrt{169.7(69795...)}}{2(1)}$ (= 4.95195(…)) M1 for area of $ABCD = 2 \times \frac{1}{2}$ × "4.95195" × 9 × sin100 A1 for 43.8 – 43.9

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PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
Q02		1 ½cm grid (Crosses changed to solid circles)	Standard mark scheme
Q03	(a)	MLP only: *x* changed to *y*.	Standard mark scheme
Q09	(b)	On the diagram, AD is labelled as x cm	Standard mark scheme
Q19		model provided as well as diagram OP joined	Standard mark scheme
Q25		model provided as well as a diagram	Standard mark scheme
Q27		Wording inserted “AB is parallel to DC. AD is parallel to BC”.	Standard mark scheme

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November 2014

Pearson Edexcel GCSE
In Mathematics B (2MB01)
Higher (Calculator) Unit 1

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The mathematical methods and processes used are coherently and clearly organised and the appropriate mathematical vocabulary used.

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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

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

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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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PMT

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

PMT

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

PMT

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	3.7	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
		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)			
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

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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

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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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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

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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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Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE (9 – 1)
In Mathematics (1MA1)
Higher (Calculator) Paper 3H

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General marking guidance

These notes offer general guidance, but the specific notes for examiners appertaining to individual questions take precedence.

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

Where some judgement is required, mark schemes will provide the principles by which marks will be awarded; exemplification/indicative content will not be exhaustive. When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the response should be sent to review.

2 All the marks on the mark scheme are designed to be awarded; mark schemes should be applied positively. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme. If there is a wrong answer (or no 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.

Questions where working is not required: In general, the correct answer should be given full marks.
Questions that specifically require working: In general, candidates who do not show working on this type of question will get no marks – full details will be given in the mark scheme for each individual question.

3 **Crossed out work**
This should be marked **unless** the candidate has replaced it with an alternative response.

4 **Choice of method**
If there is a choice of methods shown, mark the method that leads to the answer given on the answer line.

If no answer appears on the answer line, mark both methods **then award the lower number of marks.**

5 **Incorrect method**
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 for your Team Leader to check.

6 **Follow through marks**
Follow through marks which involve a single stage calculation can be awarded without working as you can check the answer, 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.

7 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 or its context. (eg an incorrectly cancelled fraction when the unsimplified fraction would gain full marks).

It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect (eg incorrect algebraic simplification).

8 Probability

Probability answers must be given as a fraction, percentage or decimal. 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 fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

9 Linear equations

Unless indicated otherwise in the mark scheme, full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously identified 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).

10 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 all numbers within the range.

11 Number in brackets after a calculation

Where there is a number in brackets after a calculation E.g. 2 × 6 (=12) then the mark can be awarded **either** for the correct method, implied by the calculation **or** for the correct answer to the calculation.

12 Use of inverted commas

Some numbers in the mark scheme will appear inside inverted commas E.g. “12” × 50 ; the number in inverted commas cannot be any number – it must come from a correct method or process but the candidate may make an arithmetic error in their working.

13 Word in square brackets

Where a word is used in square brackets E.g. [area] × 1.5 : the value used for [area] does **not** have to come from a correct method or process but is the value that the candidate believes is the area. If there are any constraints on the value that can be used, details will be given in the mark scheme.

14 Misread

If a candidate misreads a number from the question. Eg uses 252 instead of 255; method or process marks may be awarded provided the question has not been simplified. Examiners should send any instance of a suspected misread to review.

Guidance on the use of abbreviations within this mark scheme	
M	method mark awarded for a correct method or partial method
P	process mark awarded for a correct process as part of a problem solving question
A	accuracy mark (awarded after a correct method or process; if no method or process is seen then full marks for the question are implied but see individual mark schemes for more details)
C	communication mark
B	unconditional accuracy mark (no method needed)
oe	or equivalent
cao	correct answer only
ft	follow through (when appropriate as per mark scheme)
sc	special case
dep	dependent (on a previous mark)
indep	independent
awrt	answer which rounds to
isw	ignore subsequent working

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Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
1 (a)	negative	B1	cao	Ignore any description of a relationship and any reference to strength of correlation
(b)	Explanation	C1	for a correct explanation, eg "not in line with the trend of the other points" "does not fit in with the correlation" "is far away from the other points or line of best fit"	
(c)	Comment	C1	for an explanation eg "point would be outside of the range of the scatter diagram"	
2	$9p + 13$	M1	for method to expand one bracket, eg $5 \times p + 5 \times 3$ $(= 5p + 15)$ or $2 \times 1 - 2 \times 2p$ $(= 2 - 4p)$ or $-2 \times 1 - 2 \times -2p$ $(= -2 + 4p)$	If an attempt is made to multiply by -2 in the second brackets then it must be done consistently.
		A1	cao	
3	Triangle of area 18	M1	for a complete method to find area of trapezium eg $\frac{1}{2}(2 + 7) \times 4$ $(= 18)$ **OR** for a triangle drawn of area 36 **OR** for a triangle that would give an area ft their area of trapezium	The value for the area of the trapezium must be clear for the ft to be checked.
		A1	for a triangle drawn of area 18 eg base = 6, height = 6 or base = 9, height = 4	Accept use of dimensions that are not whole numbers as long as the intention is clear

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Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
4	Probabilities should sum to 1	C1	for stating that the probabilities should total 1 eg 0.25 should be 0.35	
	0.35 and 0.65 reversed	C1	for recognising that the 0.35 and 0.65 in the first branches for the 2nd throw should be reversed eg, "for the second throw, the probability it lands on 4 should be 0.65"	Can be shown on the diagram
5 (a)	50.5	M1	for $\cos ABC = \frac{7}{11}$ (0.63…) oe	Must be a complete statement for cos, sin or tan with all three elements present.
		A1	for answer in the range 50.4 to 50.51	If an answer is in the range 50.4 to 50.51 is given in the working space then incorrectly rounded, award full marks.
(b)	Increase (supported)	C1	States increase with supporting reason eg " $\frac{7}{10}$ is greater than $\frac{7}{11}$" " 0.636 is less than 0.7" …."cos increases as angle decreases" "decreasing the denominator increases the value of the fraction" "angle is now 45.6" (accept 45.5 – 45.6)	If figures are given they must be correct (truncated or rounded).

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
6 (a)	8	P1	for process to find sum of unknown probabilities, eg $1 - 0.45 - 0.25$ (= 0.3) **OR** to find the total number of counters in the bag, eg $\frac{18}{0.45}$ (= 40) **OR** to find the number of yellow counters, eg $\frac{0.25}{0.45} \times 18$ (= 10)	Award mark for any two probabilities given that sum to 0.3 eg given in the table.
		P1	for process to find P(red) = 0.2 oe **or** P(white) = 0.1 oe **OR** for process to find the total number of red and white counters, eg "40" – 18 – "10" (=12) **OR** for process to derive an equation in x, eg $2x + x = 1 - 0.45 - 0.25$ or $2x + x =$ "0.3" or $x = 0.1$	Award P2 for P(red) or P(white) (could be shown in table) Equations could be given as written statements or working but must be fully equivalent.
		P1	for a complete process to find the number of red counters, eg $\frac{2 \times 0.1}{0.45} \times 18$ or $\frac{2}{3} \times$ "12" or $0.2 \times$ "40" or $\frac{0.2}{0.025}$	
		A1	cao	
(b)	Explanation	C1	for explanation eg 0.5 multiplied by an odd number will never be a whole number, for half of a number to be an integer that number must be even, you can't have half a marble	

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Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
7	3.8	M1	for a correct first step, eg $5 - x = 2(2x - 7)$ or $5 - x = 4x - 14$ or $\frac{5}{2} - \frac{x}{2} = 2x - 7$	Method must show LHS ×2 and both terms on RHS ×2 or $5 - x$ and both terms on RHS ×2
		M1	(dep) for isolating terms in x eg $4x + x = 14 + 5$ or $-\frac{x}{2} - 2x = -7 - \frac{5}{2}$	eg $-4x$ both sides with -5 both sides or $+x$ both sides with $+14$ both sides
		A1	oe	Accept $\frac{19}{5}$, $3\frac{4}{5}$ oe but not $\frac{-19}{-5}$ oe

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Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
8	140	P1	for complete process to find sum of the interior angles of a pentagon eg $(5 – 2) \times 180$ or exterior $360 \div 5 = 72$, interior $180 – 72 = 108$, 108×5 **OR** for complete process to find sum of the exterior angles of the pentagon eg $(180 – x) + (180 – 2x) + (180 – 125) + (180 – 115) + (180 – 90)$	Must be a complete process that could lead to a figure of 540 if that process is evaluated incorrectly
		A1	for sum of interior angles is 540 **OR** for sum of exterior angles is 360	360 must be identified as the sum of the exterior angles
		P1	for start to process to find angle *ABC* eg [angles in a pentagon] – 115 – 125 – 90 (= 210) or $115 + 125 + 90 + x + 2x =$ [angles in a pentagon] **OR** $(180 – x) + (180 – 2x) + (180 – 125) + (180 – 115) + (180 – 90) = 360$	Award provided [angles in a pentagon] is greater than 400 Algebraic route needs to show both sides of the equation. LHS of equation may be simplified
		P1	for process to find angle *ABC* eg "210" ÷ 3 (= 70), "210" divided in the ratio 2 : 1 **or** for process to find angle *BCD* eg $\frac{2}{3} \times$ "210" **or** for $3x =$ "210" or $–3x = –$"210"	Award if 70 is given for either *ABC* or *BCD* on the diagram
		A1	cao	Award marks for 140 on the diagram with working and not contradicted by the answer line. Award 0 marks for 140 without working.

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
9 (a)	4.52×10^3	M1	for $2.04.... \times 10^7$ oe eg $2.04....\times 10^{-5} \div 10^{-12}$ or $20.4... \times 10^6$ or 204(08163.27) **or** for correct value of T, 4517.(53....), not written in standard form, eg 4520	May be given correct to 3 sig figs or more
		A1	for answer in the range 4.51×10^3 to 4.52×10^3 (SC B1 for $6.32\ldots\times 10^{-1}$)	
(b)	Explanation	M1	for method to find the scale factor or decreased value in T, eg $\sqrt{\frac{1.1}{1.05^3}}$ (= 0.97.....) oe or $\sqrt{\frac{5.6 \times 10^{-5} \times 1.1}{(1.4\times10^{-4}\times1.05)^3}}$ (= $4.40\ldots\times 10^3$) oe	Award mark for a correct method to calculate the scale factor or the percentage increases in w and d^3 or the decreased value of T
		C1	(dep M1) for explanation eg value of scale factor less than 1, so a decrease in T **OR** compares $4.40\ldots\times 10^3$ with their value of T from (a) provided answer to (a) is greater	This mark may only be awarded if supported by numerical evidence
10	10	P1	for start to a process to find the LCM of 20, 45 and 120 (= 360), eg $45 = 3 \times 3 \times 5$ or $20 = 2 \times 2 \times 5$ or $120 = 2 \times 2 \times 2 \times 3 \times 5$ or writes down at least 3 multiples of 45 and 120	Could be presented as complete prime factor trees for 45 or 120
		P1	(dep) for a process to find number of times/hour using their LCM, eg $3600 \div 360$ or $3600 \div 720$	Must use a common multiple. Working may be in minutes.
		A1	for 10 or 11	

PMT

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
11	150 000	P1	for process to find cost in 2007, eg 162 000 ÷ 0.9 (= 180 000) oe	
		P1	for process to find cost in 2003, eg [cost in 2007] ÷ 1.2 (= 150 000) oe	Award 2 marks for 162 000 ÷ 1.08 oe
		A1	cao	
12 (a)	1.5	M1	for method to find the gradient of the line, eg $\frac{12}{8}$	Must see use of scales.
		A1	for 1.5 oe	
(b)	Explanation	C1	Explanation relating to rate of change of volume with time, eg rate at which the container fills or change in number of litres per second or number of litres added per second	Ignore any quantities given. Award the mark for an explanation involving rate.
(c)	Explanation	C1	Explanation relating to volume (amount) of liquid in the container at the start eg number of litres in the container when $t = 0$, amount of liquid in the container to start with	
13	6.50	M1	for method to find ratio or scale factor of lengths or volumes eg $\sqrt{3} : 2$ or 1 : 1.15(47....) or 0.86(60…) : 1 or $\sqrt{27} : 8$ oe	Scale factors may just be seen as 1.15..., 0.86...etc
		M1	for complete method to find ratio of volumes and use to find required volume eg 10 ÷ ("1.15...")^3 or 10 × (“0.86…”)^3	
		A1	for answer in the range 6.49 to 6.53	If an answer is given within the range then incorrectly rounded to 3 sig figs, award full marks. Accept 6.5

Paper: 1MA1/3H					
Question		**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
14		240	M1	for start to method to find total number of matches, eg 16×15 or $16^2 - 16$ or $16 \times 15 \times 2$ (= 480) or $\frac{16 \times 15}{2}$ (= 120)	Credit complete listing strategies
			A1	cao	
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 $5 \times 22 + 5 \times 28 + 5 \times 32 + 5 \times 35$	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	

PMT

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
16 (a)	42	P1	for process to find an equation in a and b, eg $a \times 2^2 + b \times 2 = -2$ ($4a + 2b = -2$) or $a \times 4^2 + b \times 4 = 12$ ($16a + 4b = 12$)	
		P1	for process to find a pair of simultaneous equations and eliminate one unknown, eg $16a + 8b = -8$ and $16a + 4b = 12$ and subtraction or $16a + 4b = 12$ and $8a + 4b = -4$ and subtraction	Allow one arithmetic error in elimination, eg $16a + 8b = -8$ and $16a + 4b = 12$ leading to $4b = 20$ but no subtraction sign seen
		A1	for $a = 2$ and $b = -5$	
		A1	cao	
(b)	$n^2 - n$	M1	for correct method, eg n^2 seen as a term	
		A1	for $n^2 - n$ oe	

PMT

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
17	13.1	P1	for start of process to find the length of *BD*, eg $\frac{BD}{\sin 34°} = \frac{12.5}{\sin 109°}$	
		P1	for complete process to find the length of *BD*, eg $BD = \frac{12.5}{\sin 109°} \times \sin 34°$ (= 7.39...)	Accept 7.4 for the award of the first two P marks
		P1	for process to find the length of *AD*, eg $AD^2 = 11.4^2 + \text{“ } 7.39^2 \text{ ”} - 2 \times 11.4 \times \text{“7.39”} \times \cos 86°$	
		P1	for process to use correct order of operations, eg 129.96 + 54.6(5...) – 11.7(5...) (= 172.85...)	
		A1	for answer in the range 13.1 to 13.2	If an answer is given within the range and then incorrectly rounded to 3 sig figs award full marks.

PMT

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
18 (a)	Correct statement	C1	for substituting both 1 and 2 into $x^3 + x$ or into $x^3 + x - 7$	All arithmetic shown must be correct. Ignore any additional trials shown.
		C1	for values 2 and 10 plus explanation that these are above and below 7, or for values -5 and 3 plus explanation that there is a change of sign, thus implying a solution lies between 1 and 2	
(b)	Correct rearrangement	C1	for correct algebraic rearrangement	
(c)	1.74	M1	for substitution of 2 into the formula eg $\sqrt[3]{7-2}$ (= 1.70997…)	$x_1 = 1.70997\ldots$ $x_2 = 1.74241\ldots$ $x_3 = 1.73884\ldots$
		M1	for a substitution of x_1 to give x_2 (= 1.74241...)	Accept an accuracy of 2 dp or more rounded or truncated for values of x_1 and x_2
		A1	for answer in the range 1.738 to 1.74	Award the marks for 1.7 on the answer line provided correct iterations are shown in the working space.

PMT

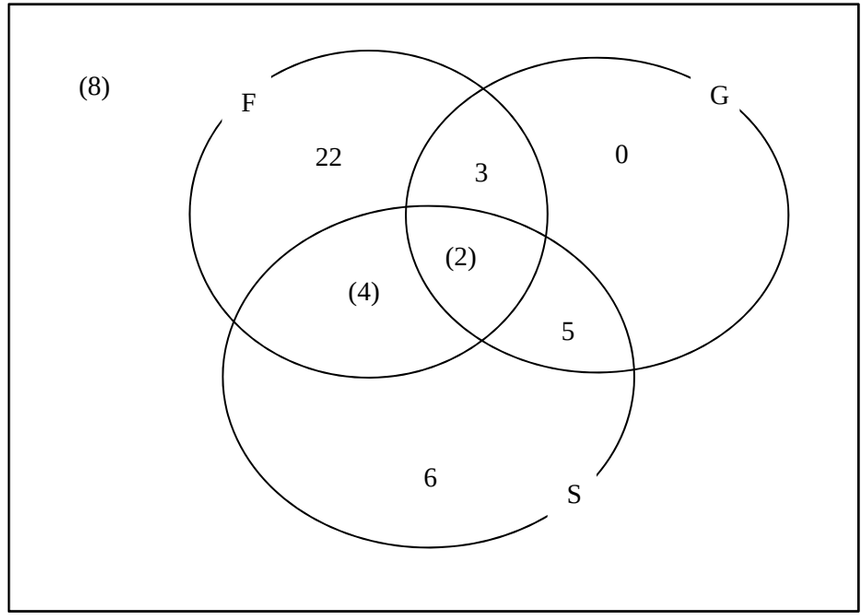
Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
19	$\frac{5}{3}$	P1	for process to derive an equation in x, eg $\frac{x}{4x-1}=\frac{6x+5}{12x+31}$	
		P1	for complete process to remove fractions, eg $x(12x + 31) = (6x + 5)(4x – 1)$	Must be correct use of brackets
		P1	for process to reduce to a quadratic equation, eg $12x^2 – 17x – 5 = 0$	Award for correct LHS only.
		P1	for process to solve the quadratic equation by factorisation or use of quadratic formula, eg $(4x + 1)(3x – 5) = 0$	Award for correct LHS only. Accept substitution into the formula; $\frac{--17\pm\sqrt{(-17)^2-4\times12\times-5}}{2\times12}$
		A1	for $\frac{5}{3}$ oe	Accept answers in the range 1.66 to 1.67 as equivalent

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
20	$\frac{6}{490}$	P1	for start to process information, eg draws Venn diagram and shows at least 1 unknown amount, eg 5 speak German and Spanish but not French	See Venn Diagram at end of mark scheme – rectangle not needed
		P1	for process to find at least 3 unknown amounts from, eg 5 speak German and Spanish but not French 3 speak French and German but not Spanish 22 speak French but not German or Spanish 0 speak German but not French or Spanish	
		P1	for complete process to find number of people who speak only Spanish (= 6)	Award first 3 marks to students who show this on the Venn diagram or in a statement.
		P1	for $\frac{\text{[number speaking Spanish only]}}{50} \times \frac{\text{[number speaking Spanish only]} - 1}{49}$, eg $\frac{6}{50} \times \frac{5}{49}$	Award this mark for use of their number of students who speak Spanish. Must be a clear link, eg from Venn diagram
		A1	for $\frac{6}{490}$ oe	See note 8 in general marking guidance but 0.01 or 1% must be from seen correct working.

PMT

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
21 (a)	Proof	C1	for starting the proof, identifying a pair of relevant equal sides or angles with reasons from *AD* = *BC* (opposite sides of a parallelogram are equal) angle *PAD* = angle *QCB* (opposite angles of a parallelogram are equal) angle *ADP* = angle *CBQ* (given or both 90°)	
		C1	(dep C1) for complete identification of all three equal aspects with reasons	
		C1	(dep C2) for conclusion of congruency proof	Congruency conclusion must include a reference to ASA
(b)	Explanation	C1	for identifying a pair of equal sides or angles in *APCQ*, with reason, eg *AP* = *QC* since triangle *ADP* is congruent to triangle *CBQ*	
		C1	(dep C1) for reasoning that *APCQ* is a parallelogram so opposite sides of a parallelogram are parallel	

Q20



PMT

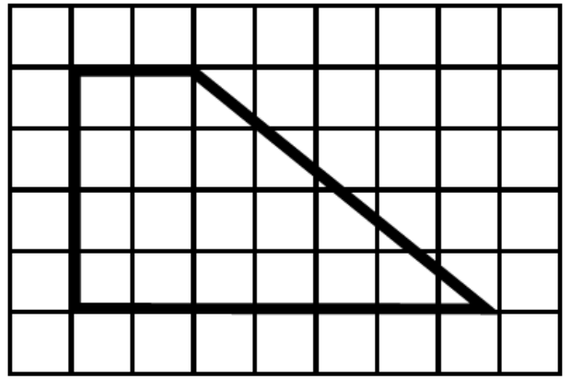
Modifications to the mark scheme for Modified Large Print (MLP) papers.

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: 1MA1/3H			
Question		**Modification**	**Mark scheme notes**
1		Diagram enlarged. Axes labels moved to the left of the horizontal axis and above the vertical axis. Crosses changed to solid dots. Right axis has been labelled.	Standard mark scheme

PMT

Paper: 1MA1/3H			
Question		**Modification**	**Mark scheme notes**
3		Shape changed but the area is still the same. Wording changed to 'Look at the diagram for Question 21 in the Diagram Book. It shows a trapezium drawn on a grid of squares. Each square on the grid represents a 1 cm square. A triangle is going to be drawn that is equal in area to the trapezium. Write down the length of the base and the vertical height of a triangle that is equal in area to the trapezium.' Two answer lines have been provided. Each square on the grid represents a 1 cm square. 	M1 for a method to find area of trapezium, eg. $\frac{1}{2}(2+7)\times 4$ (=18) or $(2\times 4)+(0.5\times 5\times 4)$ or $8+10$ (=18) or for two answers that would give a triangle of area ft their area of trapezium (if not 18) or for two answers that would give a triangle of area 36 A1 for two answers given that would give a triangle of area 18, eg. base = 6, height = 6 or base = 9, height = 4 oe NB: answers need not be whole numbers.
4		Diagram enlarged. Wording added 'It shows a probability tree diagram	Standard mark scheme

PMT

Paper: 1MA1/3H			
Question		**Modification**	**Mark scheme notes**
5		Diagram enlarged. Wording added 'AB = 11cm CB = 7cm Angle ACB is a right angle. Angle ABC is marked.'	Standard mark scheme
6		Table has been turned to vertical format. Order of the table changed round so it reads: blue, yellow, red and white.	Standard mark scheme
8		Diagram enlarged. Angles moved outside of the angle arcs, with smaller arcs. Wording added 'Angle EAB = 125° Angle AED = 115° Angle EDC is a right angle.'	Standard mark scheme
10		Pictures removed. Wording changed to 'There are three lamps, lamp A, lamp B and lamp C.'	Standard mark scheme
12		Diagram enlarged. Right axis has been labelled. Axes labels moved to the left of the horizontal axis and above the vertical axis.	Standard mark scheme
13		Pictures removed. Wording added 'shape A and shape B.'	Standard mark scheme
15		Diagram enlarged. Right axis has been labelled. Axes labels moved to the left of the horizontal axis and above the vertical axis.	Standard mark scheme, but apply MLP tolerances when reading figures from the graph (extra tolerance needed).
17		Diagram enlarged. Angles moved outside of the angle arcs, and the arcs have been made smaller. Wording added 'The diagram shows a shape labelled ABCD. AB = 11.4 cm, CD = 12.5 cm, Angle ABD = 86°, Angle DBC = 109°, Angle BCD = 34°.'	Standard mark scheme

PMT

Paper: 1MA1/3H			
Question		**Modification**	**Mark scheme notes**
19		Diagrams enlarged. Angles moved outside of the angle arcs, and the arcs have been made smaller. Braille will label the triangles and add information about the measurements of the triangles.	Standard mark scheme
21		Diagram enlarged. Arrows made longer. Wording added 'ABP and QDC are straight lines and parallel.', 'AD is parallel to BC.'	Standard mark scheme

PMT

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Question 5

Most of the students who gave the correct values of c and d had first drawn the reflection of shape **A** in the x-axis. Those who did not give two correct values often gained two of the three marks for either $c = -6$ or $d = -1$ or for transposing the two correct values. One correct value, either $c = -6$ or $d = -1$, scored two marks regardless of the second value or the diagram. A surprising number of students with neither value correct spurned the opportunity of scoring a relatively easy mark by failing to draw the reflection of shape **A** in the x-axis, sometimes drawing the reflection in the y-axis or the reflection of shape **B** in the x-axis but often drawing no reflection at all. Some students drew lines between the corresponding vertices of the two triangles, clearly confused with which type of transformation they were dealing with.

Question 7

It was pleasing that many students gained full marks for finding the length of AB, often making use of the diagram as part of their working. Most students gained at least one mark with relatively few students unable to use the information that the area of $PQRS$ is 45 cm^2 and $QR = 10$ cm to work out that $PQ = 4.5$ cm. Having found $PQ = 4.5$ cm the next step for many students was $26 – 9$. Some formed an equation such as $2x + 9 = 26$ but algebraic approaches were quite rare. Whichever approach was used most students were able to show a complete process to find the length of AB although a few got as far as $26 – 9 = 17$ and stopped. Arithmetic errors when subtracting 9 from 26 ($26 – 9 = 15$ was common) or when dividing 17 by 2 meant that the accuracy mark was sometimes lost. A small number of students thought that BC is equal to QR or tried to work with the area of $ABCD$ rather than with the perimeter and gained no marks.

Question 1

Part (a) was answered relatively well; many students were able to solve the inequality. However, a significant proportion of students either made a mistake in the isolation of n, or used the wrong symbol in their answer. There were also a surprising number of students who got to $3n > 6$ but then had a final answer of $n > 3$.

Part (b) was generally poorly answered. A majority of students did not deal with the inequality first to get to x alone in the middle. These students typically plotted the inequality $-2 < x \leq 4$ to score one mark only. Most of those students who correctly worked with the inequality to rearrange it first to $-5 < x \leq 1$ went on to score full marks. Occasionally students used the wrong type of circles at the ends and scored two marks for the line connecting -5 and 1. A small number thought integers were needed and used -4 as a lower limit rather than -5 (losing 2 marks as they didn't show $-5 < x$).

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 20

Even at this, the highest grade, a good number of students were not only attempting part (a) but gaining some credit. Many students scored one if not two marks in part (a) for a correct expression for $\overrightarrow{FE}$. The small number who gained one mark usually gave an answer of **a**–**b**+**a**+**b** which showed that the instruction to give the vector in its simplest form had been missed.

Part (b) proved to be a significant challenge for almost all students to solve using vector algebra. Some were able to gain the first mark, typically for finding $\overrightarrow{CE}$ or $\overrightarrow{FM}$. Very few students were then able to gain the second mark, involving the use of the correct scale factor, either $\frac{1}{n+1}$ or $\frac{n}{n+1}$. Of the few that did produce appropriate expressions, very few knew how to equate the coefficients to form an equation, and as a result only a very small minority of students were able to gain the full four marks using an algebraic method. Even students who converted the ratio n:1 into fractional amounts such as $n/(n+1)$ too often considered these fractions as vectors in their own right and would go on to write incorrect expressions such as **a**–**b** $+n/(n+1)$.

Summary

Based on their performance on this paper, students should:

- be encouraged to not prematurely round values within working, as this often leads to an answer outside of the acceptable range
- understand how to use their calculators when substituting negative values into formulae and expressions
- continue to spend time with new content especially topics such as error intervals for truncation, tangents and areas under graphs
- learn the correct language for giving geometric reasoning, without using abbreviated words
- remember to keep working inside the boxes provided or use an extra sheet to ensure working worthy of credit is seen.

Question 2

Only a few students failed to determine that there were 10 men and 20 children in the choir. The correct value for n (2) or a correct ratio of 2:1 was often seen but many misread the question thinking that n was the number of children and an answer of 20 was a common error. An answer of 2:1 was awarded full marks. It was common to see students do 60/3 =20 and give 20 as the number of men and then 10 as the number of children meaning their answer of 2 but came from incorrect working and so could not be credited.

Question 13

A common response was 3550×1.026^2 which gained both process marks. Some left it there, but a minority finished it off by writing 2.2 Premature rounding was all too prevalent in this question which frequently led to an answer outside the range allowed for the final mark. Weaker students used an incorrect multiplier which meant no marks could be awarded for example using 1.26 or 0.026 or even 10.26 Some trial and improvement methods were seen in this question, particularly when trying to find the final answer.

Question 20

Those who stated 10.85 and 10.95 often went on to get three marks. Of those that stated 160 very few gave a correct reason. The vast majority did not consider bounds, and used 10.9 A significant minority quoted 18.94 instead of 19.95 Of those who did arrive at two correct bounds the final mark was often lost due to no reason or a poor reason given for appropriate level of accuracy.

Question 10

Over a third of the students gained full marks for this question. Those that were successful usually carried out the same series of steps, multiplying by 7 for their first step rather than the use of fractions and then isolating x.

For those that were not fully successful the most common incorrect response was to only multiply one of 11 or $-x$ by 7. Another common error was to also multiply $9 + x$ by 7 as well as $11 - x$.

Part (b) was correctly answered by approximately half of the cohort. Incorrect answers were usually seen when students tried to multiply out the brackets or cancel terms within the brackets without considering the powers of 3 and 2.

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 14

This problem required students to first set up an equation based upon the areas for the two squares. This equation initially appeared to be quadratic, but simplified to a linear equation. It was in this first step that most students started to struggle. In many cases those who attempted to form an equation did so with one involving lengths rather than areas, and so were unable to score. Likewise, a large number of students attempted to guess values and proceeded with a trial and improvement method, normally with little or no success.

Those who were able to form a suitable equation normally went as far as gaining at least three marks for getting to the side length of one of the two squares. Those who got this far were split quite equally between those who gave these lengths as the final answer, and those who completed the last step and found the area of **B** to gain four marks.

Question 8

The first question requiring a written response and it was pleasing to see a good proportion of students were able to identify the error in the lower bounds. This was expressed in various ways, but the most common type of response related to the starting value should be zero for all intervals.

Question 5

This question rewarded students for finding the next term of the Fibonacci sequence but it also rewarded those students who formulated an equation to solve, even if they used an incorrect fifth term for the sequence. The most common mistake for the fifth term of the sequence was to give the term as "7a" instead of the correct "8a". Unfortunately, many students used only the four terms given to form an equation instead of the five terms demanded in the question. Again, a more careful reading of the question might have led to more students obtaining some marks for their answers.

Question 12

This question was not well answered and only about a quarter of all students scored one mark or more. Students who scored one mark usually scored this for giving the correct value for *n*. In general, little working was seen in the working space so it was rare for examiners to be able to award the process mark where both answers were incorrect.

Question 1

This question was answered very well with most students using an algebraic approach to solve the inequality. It was quite common though to see $7x < 35$ followed by an answer of 5 or $x = 5$ or even $x > 5$ which resulted in the loss of the accuracy mark.

Answers of $x < 35/7$ and $x < 35$ were also seen quite often. Students who attempted to solve the inequality by substituting values of x gained the method mark if they identified 5 as the critical value.

Question 11

In order to make progress students needed to link the probability of taking a lime flavoured sweet with the ratio 9 : 4 : *x*. Those who started by writing $\frac{3}{7}=\frac{9}{21}$ or formed an equation such as $\frac{9}{13+x}=\frac{3}{7}$ were usually able to show a complete process to work out the value of *x*. Some marks were lost through careless arithmetic errors and those using an algebraic approach sometimes made mistakes when solving their equation, such as expanding $3(13 + x)$ incorrectly or incorrectly simplifying $13 + x$ to $13x$. Of the students not scoring full marks few made the connection between $\frac{3}{7}$ and $\frac{9}{21}$.

Question 2

There was a disappointing proportion of fully correct answers to part (a) of this question. It has to be said that there was a great deal of sloppiness in students' notation when making the substitution and far too many students failed to write the −3 in brackets. They very often wrote $4 \times -3^2 - 11$, with most of these students then going on to use their calculators with little understanding of how to deal with the square of –3. This resulted in many answers of −47 instead of the correct 25. Students are advised to put brackets round any negative numbers when working with algebraic expressions

involving substitution both when writing down their working and when inputting any expression into their calculator.
Part (b) of the question was done quite well. Students usually changed the subject by subtracting 4 from both sides first and then dividing by 3. Only a small minority of students divided by 3 as their first step. Students who did do this often forgot to divide the 4 by 3. Students are reminded that they should give a complete answer on the answer line, including the "$p =$". A number of students just wrote "$\frac{d-4}{3}$" on the answer line.

Question 3

A majority of students scored full marks on this question. Many students in this higher tier paper used an algebraic approach, formulating and solving an equation, then using the solution to find a ratio and the value of p. Students usually worked accurately, but there were a number of students who wrote down a correct equation but collected terms in x to get $4x$ instead of the correct $5x$. Other students, having got the correct equation, $5x - 6 = 54$, then made an error in the first step to solve it, writing $5x = 48$.

A significant proportion of students adopted a purely numerical approach, finding, by trial and improvement, three numbers which satisfied the criteria given in the question, then using them to form a ratio. Some students found the number of counters for Rick and for Tony but did not form a ratio. There were also some other students who did form a ratio but did not write it in the ratio $1 : p$.

Question 5

A straightforward question requiring candidates to use the cosine ratio to find a missing side. Typically candidates scored 2 marks or none. Those scoring none, normally chose the sine ratio, or tried to work with Pythagoras. Of those candidates who identified cosine correctly most gained 1 mark for a correct statement, but a small number struggled to rearrange the expression to correctly find x.

Question 23

Candidates really struggled to gain full marks with this question, and it was primarily down to time conversion that was required.

A pleasing proportion had enough of an understanding of bounds to gain at least one mark for one correct bound either for distance, or for time in minutes and seconds, or just in seconds.

The second mark was for either correctly finding a bound for time in hours, or for a correct process to find a bound in kilometres per minute or kilometres per second. Those working in minutes often struggled here as they gave their time as 31.485 or 31.475, which is clearly incorrect.

The final process mark was for working in kilometres per hour, but was normally only seen when candidates had found the time in hours first. Due to premature rounding in the question, many who had gained the first 3 marks could not then gain the accuracy mark as their answer was outside of the acceptable range.

The C mark was only awarded to a handful of candidates as so few were able to communicate that the value of V was 20 correct to 2 significant figures as both bounds agree.

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 19

This question was answered very well with many students getting both marks for working out the value of x as 7. Some who gained the first mark for a statement such as $5 \times 12 \times x = 420$ were unable to complete the arithmetic correctly. A common error was $420 \div 60 = 70$. Misreads of the number 420 in the question were quite common. Students who misread 420 were still able to gain the process mark but not the accuracy mark. It was quite common to see $5 + 12$ used within solutions and incorrect answers often involved an attempt at $5 + 12 + x = 420$.

Question 20

In part (a) the students who knew about inverse functions usually tried to find $g^{-1}(x)$ by rearranging $y = \frac{\sqrt{x}+2}{5}$ to make x the subject or rearranging $x = \frac{\sqrt{y}+2}{5}$ to make y the subject. Many got as far as $5y = \sqrt{x}+2$ or $5x = \sqrt{y}+2$ and gained the first mark. A good proportion of the students who made a correct first step went on to give a correct answer. Those who completed the rearrangement correctly sometimes gave the answer in terms of y and lost the accuracy mark. Some unwisely attempted to expand $(5x – 2)^2$ and if they did so incorrectly they lost the accuracy mark. A common error in the final step of the rearrangement was to follow $5y-2=\sqrt{x}$ with $\sqrt{5y-2}=x$. Some students attempted to find the inverse function by using a flow diagram but this approach appeared to be less successful. Incorrect expressions for $g^{-1}(x)$ such as $5(x^2 – 2)$ or $5x^2 – 2$ were often the result of applying the inverse operations in the wrong order. Unfortunately, many students seemed unaware of the concept of an inverse function and some mistook the notation to mean the reciprocal.

In part (b), many students started by finding an expression for $gf(x)$ and gained the first mark. Instead of equating $gf(x)$ with 3 a common error was to substitute $x = 3$ into $gf(x)$ and students doing this gained no more marks. Those who did equate $gf(x)$ with 3 often went on to solve the equation and score full marks. Some students made mistakes when rearranging the equation and some made arithmetic errors when squaring 13 or when dividing 165 by 3, with 53 (from 165 ÷ 3) being a common incorrect answer.

Question 5

This was the first problem solving question on the paper and almost all candidates gained some credit. There were three steps in setting up an equation to solve. Finding an expression for the area of each shape, assigning the '10' as a plus or minus to one of the terms, and putting an equation together. Typically, candidates got 2 of these 3 parts correct. Normally either failing to half for the triangle or adding 10 to the triangle rather than subtracting. The mark scheme this time was generous here and allowed candidates to miss the brackets from the expression for the

area of the rectangle for all three method marks, meaning many candidates were able to score well. Those who formed the correct equation, did then gain the final mark for the correct answer.

Question 21

Most students attempted this question testing algebraic techniques and it discriminated well between higher attaining students. The most concise method of multiplying throughout the equation by $(x + 4)$ and $(2 - 2x)$ as a first step was not used by many students. Instead, most students tried to combine the two algebraic fractions on the left-hand side of the equation first. A good proportion of students were able to deal with the fractions to write an equation of the form $(2 - 2x) + 3(x + 4) = (2 - 2x)(x + 4)$ or equivalent. A much lower proportion of students could work with accuracy to write the equation with all terms on one side to get $2x^2 + 7x + 6 = 0$ or $-2x^2 - 7x - 6 = 0$. Students who did get this far, often went on to get correct values for x, though examiners did see a significant number of incorrect factorisations and errors in using the quadratic formula. Errors in using the quadratic formula were often the result of substituting in three negative values for a, b and c. Centres could encourage students to multiply through an equation by -1 in such cases before using the formula.

Question 4

This question was a straightforward solving of an equation with the unknown on both sides. A good proportion of students gained marks. Many were able to gain at least one for carrying out one of the two processes correctly, normally dealing with the constant term. The fact that the variable was a negative, caused many students problems, with a significant number trying to subtract x rather than adding it. This is an area that students would benefit from extra practice.

Question 9

This question produced a good spread of marks. Most students who attempted the question scored at least one of the three marks for forming an equation of the form $y = mx + c$ with 3 in place of c or for substituting their gradient for m. Many students scored full marks for a complete and correct equation. Students scoring 2 of the 3 marks available usually gave the answer $y = 2x + 3$ and had demonstrated a correct method to find the gradient of the line. Examiners did not see equations written in other forms though these would have been acceptable.

Question 9

A good portion of the students found the correct value of R. Those who wrote 30% rather than 30 on the answer line were awarded the mark. Common incorrect answers were 70, 0.7 and 0.3

Question 20

This question was not answered as well as might have been expected. The expressions for 2^x and 2^y contained a combination of surds and indices and many students worked with surds but not with indices and made no meaningful progress. It was common, for example, to see $\left(\sqrt{2}\right)^5$ written as $4\sqrt{2}$ rather than as $2^{\frac{5}{2}}$. Many of the students who did get the first mark for $2^{\frac{5}{2}}$ or for $y = 2.5$ were unable to write $\frac{2^n}{\sqrt[3]{2}}$ as $2^{n-\frac{1}{3}}$. Those who got the second mark for an equation such as $8 = n - \frac{1}{3} + \frac{5}{2}$ usually went on to give a correct answer although arithmetic errors cost some students the final mark. Any errors made when converting $\frac{35}{6}$ into a mixed number were ignored as the improper fraction is acceptable as the final answer.

Question 7

There were three main ways of completing this problem. The first, and most common, was to form an equation by summing all angles to 360°. The second was to assume it was a trapezium and set one pair of co-interior angles to 180°, and the third was to set both pairs of co-interior angles equal to each other. An equation to equate one of these was needed to score any marks.

In the case of the first two approaches, to gain the final mark, substitution to show the angles were co-interior was required, as was some form of explanation. In the third approach an explanation was enough for the final mark.

Many students gained 3 marks by forming a suitable equation and solving to get $x = 25$. However, the final mark was often harder to come by, with the most common approach showing that if $x = 25$ the angle sum is 360° and hence it is a trapezium. Obviously, the angles summing to 360° is not sufficient to show it is a trapezium.

A notable amount of students added opposite angles equal to 180 to try to solve for x, showing they are unclear of the properties of a trapezium.

Question 10

This question started with an independent B mark for a correct expression for either sin a or tan b. It was pleasing to see so many students gaining this credit and then setting the values equal to each other to form an equation. Many did then struggle to solve this question and the process mark was a correct start to do so. To gain this, students had to have a correct process to clear both fractions or to write them with a common denominator with a correct matching numerator. A significant number formed the correct equation but didn't gain the P mark as they only multiplied the equations by 4, thus only clearing one denominator.
Those who were able to clear the denominators, often then went on to solve correctly and gave an answer of 1.25 or $\frac{5}{4}$.

Question 16

It was pleasing to see just how many gained the first mark of this question for getting the critical values. It obviously helped that the quadratic was already factorised but pleasing nonetheless. Unfortunately, a significant number had the values of 5 and −0.75 rather than −5 and 0.75 and they gained no marks.

Of those who got the critical values it was about 50 : 50 as to who would go on to gain the second mark. This mark was lost either because they were written with '=' or with an incorrect inequality symbol and sometimes as $-5 < 0 < \frac{3}{4}$

Some attempted to expand the quadratic as a first step. This almost always led to a score of zero. Many tried to solve using the quadratic formula and often used in incorrectly.

Question 20

There were a fair number of incorrect responses to both parts of this question with students not understanding what an arithmetic or a geometric sequence was. Many students added or multiplied the first and second terms and equated this to the third term or they added or multiplied all three terms together and equated this to zero. It was evident that those who added the first two terms and equated this to the third were confusing the sequences with a Fibonacci sequence.

In part (a) the most successful students worked out the differences of the adjacent terms and equated these. There were too many students who missed off brackets and this often resulted in no marks being awarded; it is important that students take care with algebraic notation and ensure that brackets are used when necessary. Although the vast majority of students who successfully equated the common differences then went on to achieve full marks there were a few basic algebraic manipulation errors seen with the solving.

Part (b) was designed to challenge the more able students and provide them with the opportunity to demonstrate an understanding of the structure of a geometric sequence. Unfortunately, some treated the sequence as quadratic and despite being tested in part (a)

attempts at arithmetic sequence approaches were not uncommon. Some students proceeded straight to $\frac{y+2}{y-4}=\frac{3y+1}{y+2}$ and usually went on to gain at least the first three marks. A number of students made simple errors when expanding brackets and sign errors when collecting terms, from this point no further marks could be awarded. Some students used a different approach and rearranged their equations to make y the subject and in terms of r but this route was often unsuccessful due to frequent errors.

Question 13

There was quite a lot to do in order to work out the value of x so it was pleasing to see some well presented and fully correct solutions. Overall, though, this question was not answered particularly well and many learners failed to score any marks at all. The first mark was awarded for setting up an equation using volumes which could be the first step or it could occur later in the process. This should have been a straightforward mark but many learners failed to set up a correct equation and '+ 142' or '– 142' often appeared on the wrong side of the equation. Some learners only worked with cuboid **A** and it was not uncommon to see the volume of cuboid **A** equated to 142 cm^3. Learners were more successful in gaining the second mark which was awarded for a process to find an expanded expression for the area of one face, where one incorrect term in the expansion of two brackets was condoned. Some went on to earn the third mark for a complete process to find a fully expanded expression for the volume of one cuboid. For this mark the expression could be unsimplified but it had to be correct so errors in their expanding cost some learners this mark. Some of those who had earned the first three marks were able to earn the fourth mark for correctly rearranging the expanded terms in their equation to get a 3-term quadratic.

Question 7

Another problem-solving question, and this one worth five marks. The first is for forming an appropriate equation using the information on the diagram. Either summing all sides to 72, or for equating the two equal sides. The second for the process to isolate the terms in x.
Many learners were able to gain both marks. It was more common to see the longer equation set to 72, but most were able to then manipulate the algebra and typically solve to find the value of x.
The next two marks were then for a process to find the area of the triangle. This could be done in two main ways. The first, and most common, was to use Pythagoras' theorem to find the perpendicular height of the triangle and then use the standard formula for the area of a triangle. The second method was to use either standard trigonometry or the cosine rule to find one of the angles in the triangle and then $\frac{1}{2}ab\sin C$ to find the area. These marks were less commonly earned than the previous two. Of those who attempted Pythagoras, many forgot to halve the base of the large triangle when finding the height. Even if was the case, the final mark could still be awarded if what they believed to be the height was clearly stated, and not one of the other lengths in the question. Those who attempted some forms of trigonometry were often the more accomplished mathematicians and as such typically went on to complete the question successfully.
Overall, the full range of marks was awarded and the majority scored at least 2.

Question 8

A slightly different approach to a standard form question which required learners to rearrange a simple formula to get the correct calculation. This was the cause of many learners losing the marks here as they completed the wrong calculation, either multiplying or dividing the wrong way round. Of those who were able to rearrange, all were able to gain at least one mark,

either for stating the correct calculation, or for the digits 3125. A good number gained the second mark for correctly writing the answer in standard form, although some made an error changing 31 250 000 into standard form.

Question 12

This shape problem had 4 stages, and each one was available to candidates, even with prior errors. The first step was to find the volume of the cylinder, which many struggled to do. There were various errors from finding the surface area to multiplying the radius by the

height. The next mark was for using the volume and given density to find the mass. This value was then to be used to find the volume of the cube using a given density. The final step was to cube root the volume to find the length of the cube. Although many struggled with the initial volume, their working was clear enough to establish that the value they used for the next step was what they believed to be the volume. Given this was the case the second mark could be gained, and often was. As was the case with the next mark for the second use of the density formula. The final process mark for cube rooting, a bit like the first, was less often awarded. It was quite common to see candidates dividing by 3 or even 6 as a last step or square rooting.

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 12

In part (a), learners generally showed a good understanding of percentage multipliers and could apply these to gain the investment value after one year. Many of these could then correctly interpret the change in the percentage for year 2 and 3 and would multiply by 1.018^2 to gain the correct solution. It is worth noting that marks were lost through an incorrect presentation of the answer, for example, not rounding to two decimal places. Learners would benefit on working on appropriate rounding, especially with monetary questions. Commonly seen errors included adding the percentages together in the first instance and then using this multiplier to the power of 3. Some worked with simple interest which allowed a maximum of 1 mark. The most successful solutions were when percentage multipliers were used, when they weren't methods often fell apart when trying to find accurate percentages of amounts prior to adding. Unsurprisingly, part (b) was found to be more challenging. A correct first step of dividing 4107 by 7500 gained the first mark. Some then struggled with correctly interpreting the sequence of steps required to obtain 74% and then subtracting this from 100%, with many learners leaving their answer as 0.74.

Question 4

Most responses made very good attempts at the multi-step problem in part (a) with many achieving at least three of the five marks. Solutions were often well presented with working out that was easy to follow. The most popular approach was to start with a process to find the number of dark chocolates, for example $280 \div 7$ or $\frac{1}{7} \times 280$, which gained the first mark and then subtract the result from 280 to find the number of chocolates that are milk or white. Dividing this number in the ratio 1 : 3 gave the number of milk chocolates and the number of white chocolates. These numbers were often seen in a ratio, e.g. 40 : 60 : 180. In order to complete the solution candidates had to identify the two values needed to find the value of n. Some simplified the ratio 180 : 40 and some divided 180 by 40. Arithmetic errors when working out $180 \div 40$ meant that the accuracy mark was sometimes lost. Some responses reached the ratio 180 : 40 and were unsure of how to progress from this point. After gaining the first three marks for finding the number of each type of chocolate some responses did not make the final step to find the value of n. Some weaker responses gained only the first mark because 40 was used in an incorrect way or not used at all. A common mistake was using 40 and the ratio 1 : 3 and stating that milk chocolates = 1×40 and white chocolates = 3×40. Another mistake was sharing 280 in the ratio 1 : 3 in an attempt to find the number of milk chocolates and the number of white chocolates. Some different ways of approaching the problem were seen. Some responses combined the ratios 1 : 3 and n : 1 to get $n : 3n : 3$ but $n + 3n + 3$ was rarely used in a correct equation. Some used the ratio $\frac{40n}{3} : 40n : 40$ and formed the equation $\frac{40n}{3} + 40n + 40 = 280$.

In part (b) many of the responses that correctly stated that eating 10 milk chocolates from the box would not affect the answer to part (a) gave a correct reason that referred to or implied both dark and white chocolates. Some gave a reason that only referred to white chocolates and could not be awarded the mark. Many responses, though, made an incorrect decision and stated that the answer to part (a) would be affected, often because there are now fewer chocolates overall.

Question 7

Many responses were able to gain the mark in part (a) for simplifying the expression and getting an answer of $6 - 3m$ or $3(2 - m)$. In some responses $6 - 3m$ was incorrectly simplified to $2 - m$ and the mark could not be awarded. In many weaker responses the first step was to expand the brackets in the numerator. This approach did not lead to a simplified expression.

Replacing the inequality by an equality was not penalised for the method marks in part (b) but candidates had to remember to use the correct inequality symbol for the final answer. Final answers of 10 or $x = 10$ were not awarded the accuracy mark. Some responses used the incorrect inequality sign, sometimes as a result of multiplying both sides by –1 and forgetting to reverse the inequality sign. The first method mark was awarded for a correct first step. Adding 8 to or subtracting 7 from both sides was usually a successful first step but multiplying both sides by 2 was often carried out incorrectly because not all terms were multiplied 2. The second method mark was awarded for a correct second step. For method marks to be awarded the steps had to be carried out, it was not sufficient to just show an intention. If no intention was shown then the resulting inequality (or equation) had to be fully correct. When the intended step was shown, the method mark could be awarded when all the elements of the inequality that should be acted upon by that step had changed (allowing for an arithmetic error) and the other aspects of the inequality had not. Errors when subtracting x from $\frac{5x}{2}$ were very common and often resulted in $\frac{4x}{2}$. If the intention to subtract x from both sides had been shown then the method mark could be awarded.

Many responses answered part (c) well. The method mark was awarded for a correct first step. Most often this was subtracting 4 from each part of the inequality $9 < 2y + 4 < 12$ to get $5 < 2y < 8$ although some responses chose to divide each part by 2 to get $4.5 < y + 2 < 6$. Following a correct first step, most then went on to give a correct inequality as the final answer. The accuracy mark could not be awarded when $2.5 < y < 4$ was seen in the working but something different, for example $y = 3$, was given as the final answer. In weaker responses that gained no marks the first step was often carried out incorrectly because the

operation was not applied to all parts of the inequality. Attempts to subtract 4 often resulted in $5 < 2y < 12$ or $9 < 2y < 8$ and dividing by 2 sometimes gave $4.5 < y + 4 < 6$. In some responses part of the inequality disappeared altogether with $9 < 2y + 4 < 12$ being followed by $2y + 4 < 3$. Some responses chose to work with two separate inequalities, $9 < 2y + 4$ and $2y + 4 < 12$, and sometimes did so successfully.

Question 6

This problem involving mean and ratio was worth 5 marks. Learners were given 2 lists, **A** and **B**, of numbers, one of which contained an unknown value. They were also told the ratio between the mean of each list and asked to find the unknown value.
The most straightforward way through the problem was to start with list **A** and find its mean. From there learners could use the ratio to find the mean of list **B**. This would have earned the first 3 process marks. The fourth was for then working with the mean of list **B** and the actual values with an accuracy mark for finding the correct missing value.
An alternative route that was seen a number of times, was to write an algebraic expression for the mean of list **B** and use this to form an equation to solve. However, when working with List **B**, many did not appear to count 'x' as a value and divided by 5 instead of 6.
In all cases the second, third and fourth process marks could be awarded even if the first wasn't. This was for the learner who made an error calculating the mean of list **A**, but who then used the ratio correctly. Likewise, it allowed credit to be given to the learner who made an error forming an expression for the mean of list **B**.
It was pleasing to see that, although a multi-step problem, most were able to gain at least 1 or 2 marks on this question, with many going on to score full marks.

Question 9

This question involved an expansion of a bracket but with the inclusion of a negative index, and there were few fully successful responses to this question. Many struggled when multiplying $3x^{-1}$ by $4x$ often getting to $12x$ rather than just 12. The other common cause of 1 mark rather than two was when leaners found the correct expression but then contradicted this on the answer line by stating $b = 3$ rather than $b = -3$.

Question 10

A linear equation to solve for question 10, but slightly complicated for some by the fraction on the left-hand side. However, performance was good here with a majority of responses gaining both marks. The main thing to note is that an intention to multiply by 3 was not enough to gain the M mark. Learners had to either write the multiplication within the equation, such as $\frac{14-x}{3}\times 3 = 3x \times 3$, or they had to get as far as $14 - x = kx$ where $k > 3$.

Less successful responses often started by trying to add x to both sides, totally misunderstanding that it should be $\frac{x}{3}$ that needed adding. This misconception with fractions was common and is an area for improvement. It was also quite common to see the left-hand side multiplied incorrectly leading to $42 - x$.

Another error seen after giving it as $14 - x = 3x \times 3$ was to then add x to both sides, and giving it incorrectly as $14 = 4x \times 3$, which led to a final incorrect answer 14/12

Some responses removed the fraction successfully but reversed their division, gaining only the method mark as a result. Most responses that gained success in answering this question wrote the answer as a decimal.

A quadratic inequality to solve, and one helped by already being factorised. The less successful responses, being unsure normally attempted to expand the brackets first and sometimes follow this with an attempt at using the quadratic formula. This very rarely led to the correct critical values. Those who gained credit normally used the factorised form to find the correct critical values. It was only the strongest responses however, that then used these to write the correct solution as an inequality. Many of those who gained the correct critical values, left them as solutions with an '=' sign, or mixed up the inequality, often giving $x < -\frac{2}{5}$ rather than $x > -\frac{2}{5}$.

Another common error was to see the signs mixed up as they removed them from the brackets.

Question 17

Many responses began by correctly identifying the need for a common denominator. However, transcription errors were common, such as omitting a variable or changing a minus sign to a plus, which affected the final accuracy mark despite method marks being awarded. A frequent error occurred during bracket expansion, where multiplying $-2x$ by -1 was incorrectly simplified to $-2x$ instead of $+2x$. Centres may wish to reinforce practice with single bracket expansion, especially where negative values are involved. Other bracket expansion errors were also noted, and responses that did not show method clearly were more prone to mistakes.

Some responses successfully cleared the fractions and removed brackets with at most one error in expansion, gaining partial credit. Less successful responses struggled with equation manipulation, often incorrectly cancelling $9x^2$ from the numerator and denominator, despite it not being a common factor across all terms. Although this sometimes led to the correct final answer, it was derived from an incorrect method and could not be fully credited.

A minority of responses used an alternative method by multiplying all terms by $(3x - 1)(3x + 1)$ to form an equation, followed by bracket expansion. This approach was often successful, with many responses reaching the correct final answer and gaining full marks. Other responses used subtraction and a common denominator to simplify the equation, while some added the second fraction to the 1 on the right-hand side before simplifying. These approaches demonstrated growing familiarity with algebraic fractions.

To improve performance, learners should be encouraged to present working clearly and in an organised format. Marks may be lost if numerators or denominators are calculated separately and not recombined into a correct fraction or equation. Correct use of brackets is also essential, as missing brackets that are not recovered prevent marks from being awarded.

Question 23

This question provided a high level of challenge. Most responses gained at least one mark for correctly expressing a vector in terms of **a** and **b**. Where initial vectors were incorrect, some responses still progressed by clearly showing the method used to derive subsequent vectors, allowing partial credit. A common strength was the correct use of the given ratio 5:3 to partition a vector. Only a few responses used the incorrect ratio or used $\frac{3}{5}$ instead of $\frac{3}{8}$.

Errors with direction were frequently seen, such as using $\mathbf{b} - \mathbf{a}$ instead of $\mathbf{a} - \mathbf{b}$, or omitting brackets, which affected accuracy in later steps. More successful responses progressed by identifying appropriate vectors, typically for intermediate points and final positions. However, many responses struggled to determine the value of **k** for the final mark.

Vector notation was often inconsistent, with some vectors either unlabeled or labelled in the wrong direction. Centres may wish to reinforce the importance of clear labelling and attention to direction when working with vectors. The question required sustained reasoning and careful application of vector methods, and learners would benefit from setting out their working systematically, showing how position vectors relate and contribute to solving the problem.

Summary

Based on their performance on this paper, learners are offered the following advice:

- Write down all steps in your working, ensuring work is structured and easy to follow to have access to as many marks as possible. This can partly be done by annotating given diagrams eg labelling sides and angles.
- Check all your working for errors and to make sure you have not miscopied numbers or algebraic expressions either given in the question or in a previous line of your working.
- Use a ruler to draw straight lines on required diagrams.
- Practise factorising expressions into single brackets especially when there are multiple common factors in each term.
- Practise spotting questions that require reverse percentage calculations.
- Practise solving non-linear simultaneous equations and show full working so that method marks may be awarded.
- Take care with algebraic notation and ensure that brackets are used when necessary.
- In vector questions, set out working systematically, label vectors clearly and consistently, with correct direction. Check vector direction carefully and include brackets where needed