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GCSE MATHS

Ratio, proportion and rates of change

Edexcel 1MA1 | Subtopic collection Topic 36

Converting units

Higher tier

Answers and examiner comments

29	2009-2024	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.

Question		Working	Answer	Mark	Notes
1	(a)		8	1	B1 cao
	(b)		3	1	B1 cao
	(c)		3 circles 2.5 circles	2	B1 cao B1 cao

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

Original question 5

The full source mark scheme begins on page 35. Use the original paper code, tier and question number shown above.

Original question 9

The full source mark scheme begins on page 51. Use the original paper code, tier and question number shown above.

Question		Working	Answer	Mark	Notes
9		1 ÷ 1.14 = 0.877… is worse than 0.86 OR 1 ÷ 0.86 = 1.162… is better than 1.14 OR Change say £100 1.14 × 100 = 114 $100 \times \frac{1}{0.86} = 116.28$	Paris since 1.16..> 1.14	3	M1 for an attempted conversion using 1.14 or 0.86 A1 for arriving at two comparable amounts of money in the same currency A1 for Paris with correct figures

Question		Working	Answer	Mark	Notes
7		10 × 8/5 = 16 60 – 16 OR 60 × 5/8 = 37.5 37.5 – 10	44 km or 27.5 miles	3	B1 for 5 miles = 8 km or equivalent statement or use of conversion factor 8/5 or 5/8 M1 for 10 × '8/5' (= 16) or 60 × '5/8' (= 37.5) A1 for 44 km or 27.5 miles, accept76 km or 47.5 miles (units must be quoted)

9			51	3	M1 200 × 25.82 (= 5164) A1 for 5164 or 5160 or 5100 or 5200 or 51.64 or 51.6(0) or 52 A1 for 51 cao **OR** M1 for 100 ÷ 25.82 (= 3.87…) **and** 200 ÷ '3.87…' (= 51.64) A1 for 5164 or 5160 or 5100 or 5200 or 51.64 or 51.6(0) or 52 A1 for 51 cao

1MA0_2H

Question		Working	Answer	Mark	Notes
2	(a)	96 ÷1.20 OR 1÷1.2 = 0.833… 96 × 0.833…	80	2	M1 for 96 ÷1.20 or 1÷1.2 (= 0.833…) and 96 × "0.833…" A1 cao
	(b)	64.80 ÷1.20 = £54 OR 52.50 × 1.20 = €63 OR 64.80 ÷ 52.50 = 1.23(428….)	Comparison	3	M1 for 64.80÷1.20 A1 for £54 ('£' sign must be included although this could be quoted in their comparison, eg difference of £1.50) C1 (dep on M1) for more (expensive) in Paris oe or ft from their '£54' (the difference in cost is not required but one of the values compared must be one of the values given) OR M1 for 52.50 × 1.2 A1 for €63 ('€' sign must be included although this could be quoted in their comparison, eg difference of €1.80) C1 (dep on M1) for less (expensive) in Manchester oe or ft from their '€63' (the difference in cost is not required but one of the values compared must be one of the values given) OR M1 for 64.80 ÷ 52.50 A1 for 1.23(428….) C1 (dep on M1) for more expensive in Paris since the exchange rate of 1.23(428…) is greater than the given exchange rate of 1.20

5MB1H_01

Question		Working	Answer	Mark	Notes
19		16 metres: 8×10^8 km. 16: $8 \times 10^8 \times 1000$ 16: 8×10^{11} 1: 5×10^{10} **OR** 2 m to 10^8 km 2m to 100 000 000 000m 1m to 50 000 000 000m	1: 5×10^{10}	3	M1 (indep) correct method to convert to consistent units M1 $\frac{'8\times10^8'}{'16'}$ (units may not be consistent) **or** 5×10^{10} oe **or** 5×10^7 oe A1 1: 5×10^{10} **or** 1: 50 000 000 000 **OR** M1 (indep) correct method to convert to consistent units M1 $\frac{'16'}{8}$ to $'10^8'$ A1 1: 5×10^{10} **or** 1: 50 000 000 000

Question		Working	Answer	Mark	Notes
6	(a)		8	1	B1 for 8 (.00)
	(b)		550	4	M1 for 600 – 200 (= 400) M1 for correct method to convert '$400' to £ M1 (dep on the previous M1) for 800 – '$400' in £s A1 for value in the range 540 –560 **OR** M1 for correct method to convert $600 **and** $200 to pounds M1 for '375'–'125' M1 (dep on the previous M1) 800 –'250' A1 for a value in the range 540-560 **OR** M1 for correct method to convert £800 to dollars M1 for '1280' + 200 – 600 M1 (dep on the previous M1) for attempt to convert '$880' back to £ A1 for value in the range 540 – 560

Question		Working	Answer	Mark	Notes
4			150	3	M1 300 ÷ 20 (= 15) or 200 ÷ 20 (=10) or 3 ÷ 0.2 (= 15) or 2 ÷ 0.2 (=10) M1(dep) '15' × '10' A1 cao OR M1 300 × 200 (= 60000) or 20 × 20 (=400) or 3 × 2 (= 6) or 0.2 × 0.2 (=0.04) M1 (dep) '60000' ÷ '400' or '6' ÷ '0.04' A1 cao

PAPER: 1MA0_2H

Question	Working	Answer	Mark	Notes
5		£26.50 **or** HK$325.95	3	M1 for 3179.55 ÷ 12.3 (=258.5) M1 (dep) for 285 - '258.5' A1 for £26.50 (correctly stated with currency) **OR** M1 for 285 × 12.3 (=3505.5) M1 (dep) for '3505.5' - 3179.55 (=325.95) A1 for HK$325.95 (correctly stated with currency)

Original question 4

The full source mark scheme begins on page 65. Use the original paper code, tier and question number shown above.

14			7	2	M1 for $\frac{35}{156}\times 30$ (=6.7….) A1 for 6 or 7

Question	Working	Answer	Mark	Notes
16 (a)	$\frac{1}{2} \times 5 \times 5 \times \sin 60^o$ or $\sqrt{5^2 - 2.5^2} = 4.330.....$ $\frac{1}{2} \times 5 \times 4.33$	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.

Question		Working	Answer	Mark	Notes
16	(a)	$\frac{1}{2} \times 5 \times 5 \times \sin 60^o$ or $\sqrt{5^2 - 2.5^2} = 4.330.....$ $\frac{1}{2} \times 5 \times 4.33$	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.

Original question 4

The full source mark scheme begins on page 78. Use the original paper code, tier and question number shown above.

2			7.4	3	M1 for a correct method to find the weight of 1 metre of hosepipe, eg. (1 ÷ 0.5) × 150 (= 300) M1 (dep) for a correct method to find the weight of the hosepipe alone, eg. "300" × 20 (= 6000) A1 for 7.4 (accept 7400 g)

6			2.10 euros or £1.81	3	M1 for 2.5 × 1.16 (= 2.9) M1 (dep) for 5 – "2.9" (=2.1) A1 for 2.1(0) euros OR M1 for 5 ÷ 1.16 (= 4.31...) M1 (dep) for "4.31" – 2.50 (=1.81) A1 for £1.81

Original question 11

The full source mark scheme begins on page 92. Use the original paper code, tier and question number shown above.

Question	Working	Answer	Mark	Notes
7		28	3	M1 for 240 × 1.2 (=288) M1 for "288" ÷ 10 (=28.8) A1 cao OR M1 for 10 ÷ 1.2 (=8.33) M1 240 ÷ "8.33" (=28.8) A1 cao

6			40 000	2	M1 for 100 × 100 isolated or 4 × 100 × 100 A1 cao
*7			No not enough	5	M1 for substituting into Pythagoras' theorem M1 for complete correct use of Pythagoras' theorem M1 for a complete method to find the perimeter of their trapezium A1 51.(20655..) C1 (dep on correct first 2 M marks) for correct conclusion dependent upon supporting calculations
*8			125m*l*	4	M1 for a complete method to find the cost per m*l* or the number of m*l* per £1 for one tube or for a method that results in at least 2 values that can be used to compare 2 tubes M1 for a complete method to find all three equivalent figures A1 3 correct figures suitable for comparison C1(dep on M2) for stating the correct tube size from their calculations

PAPER: 1MA0_2H

Original question 8

The full source mark scheme begins on page 115. Use the original paper code, tier and question number shown above.

Original question 7

The full source mark scheme begins on page 137. Use the original paper code, tier and question number shown above.

3	**£:** 189 ÷ 1.39= 135.97 174 ÷ 1.27 = 137.01 **SF:** 115 × 1.39 = 159.85 174 ÷ 1.27 × 1.39 = 190.44 **€:** 115 × 1.27 = 146.05 189 ÷ 1.39 × 1.27 = 172.68	London with correct comparable figures	3	M1 for method to convert one price to another currency, eg 189 ÷ 1.39 M1 for a complete method leading to 3 prices in the same currency or to figures that can be used to compare the 3 prices A1 for London and correct comparable figures (accept rounded or truncated to the nearest unit)

5	37 000	B1	cao	

7	(a)	0.008	B1	for 0.008 or 8×10^{-3}	
	(b)	50	M1	for conversion from km to m eg 180×1000 (= 180 000) **or** for conversion from hours to seconds eg $180 \div (60 \times 60)$ (= 0.05) **or** for conversion from km per hour to metres per second, eg $1000 \div (60 \times 60)$ (= 0.277...) (Accept $(60 \times 60) \div 1000$ (= 3.6))	May be awarded at any stage
			M1	for a complete process eg $180 \times 1000 \div 3600$	
			A1	cao	

Question	Answer	Mark	Mark scheme	Additional guidance
11	12	P1	for process of working with area scale factor, eg area SF = 50^2 (= 2500) or 0.5 × 0.5 (= 0.25) or 48 × 50 × 50 (= 120 000) **or** for process which uses 1 (m^2) = 10 000 (cm^2), eg $\frac{48}{10\,000}$	
		P1	for complete process, eg $\frac{"120\,000"}{100\times100}$ or “0.25” × 48	
		A1	cao	

Question	Answer	Mark	Mark scheme	Additional guidance
3	Zurich (supported)	P1	for one process to compare, eg eg Currency conversion, 3.5 × 1.25 (= 4.375) **or** 7.20 ÷ 1.25 (= 5.76) **or** finds 1g in one place £3.50 ÷ 200 (= 0.0175) **or** 7.20 ÷ 360 (= 0.02) **or** finds 200g in Zurich, 7.2 ÷ 360 × 200 (= 4.0) **or** finds 360g in London, 3.5 ÷ 200 × 360 (= 6.30) **or** finds grams per unit cost, 200 ÷ 3.50 (= 57.1..) **or** 360 ÷ 7.20 (= 50**)**	Accept figures rounded or truncated to 2sf throughout
		P1	for a complete process to find comparable figures in the same currency, eg comparing 200g in £ or francs 3.5 × 1.25 (= 4.375) **and** 7.2 ÷ 360 × 200 (= 4.0) **or** "4.0" ÷ 1.25 (= 3.20) **OR** comparing 360g in £ or francs "6.30" × 1.25 (= 7.875) **or** 3.5 ÷ 200 × 360 (= 6.30) **and** 7.20 ÷ 1.25 (= 5.76) **OR** comparing 1g in £ or francs "0.0175" × 1.25 (= 0.0218…) **and** 7.20 ÷ 360 (= 0.02) **or** £3.50 ÷ 200 (= 0.0175) **and** "0.02" ÷ 1.25 (= 0.016) **OR** comparing quantity per unit cost in £ or francs 200 ÷ 3.50 (= 57.1…) **and** 360 ÷ "5.76" (= 62.5) **or** 200 ÷ "4.375" (= 45.7…) **and** 360 ÷ 7.20 (= 50**)**	Accept working in pence Ignore incorrect units for P marks Award if this mark implies the previous
		C1	for Zurich supported by correct comparable values, eg 4.3(75 F) **and** 4(.0 F) **or** (£)3.2(0) **or** 7.8(75 F) **or** (£)6.3(0) **and** (£)5.76 **or** 0.021(8… F) **and** 0.02 (F) **or** (£)0.017(5) **and** (£)0.016 **or** 57(.1… g/£) **and** 62(.5 g/£) **or** 45(.7… g/F) **and** 50 (g/F)	Clear indication that bar is better value for money in Zurich supported by correct values for comparison Units not needed but if given must be correct Table with examples at end of mark scheme

Paper: 1MA1/2H

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Mark Scheme (Results)

November 2010

GCSE

GCSE Mathematics (Modular) 5MB1H
Unit 1 - Higher

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GCSE MATHEMATICS 5MB01

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.

GCSE MATHEMATICS 5MB01

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.

GCSE MATHEMATICS 5MB01

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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GCSE MATHEMATICS 5MB01

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5MB1H/01				
Question	**Working**	**Answer**	**Mark**	**Notes**
1 (a)	$1-0.25$	0.75	2	M1 for $1-0.25$ or 0.2 + 0.2 + 0.35 A1 for 0.75 oe
(b)	$(1-0.25-0.35)\div 2$	0.2	2	M1 for $(1-0.25-0.35)\div 2$ A1 for 0.2 oe
2*	714 × 2 =1428 714 × 0.95 = 678.30 678.30 × 2 = 1356.60 1428 + 1356.60 = 2784.60 802 × 2 = 1604 802 × 0.85 = 681.70 681.70 × 2 = 1363.40 1604 + 1363.40 = 2967.40	Comparison	5	B1 for identifying 714 and 802 M1 for $\frac{95}{100}\times'714'$ oe or $\frac{85}{100}\times'802'$ oe M1 for 2 × "adult" + 2 × "child" oe for at least one holiday A1 for 2784.6(0) and 2967.4(0) or 2785 and 2967 C1 for comparing the costs of their two holidays for 2 adults and 2 children and clearly indicating which is cheaper. Conclusion must clearly follow from working. QWC: Decision and justification should be clear with working clearly presented and attributable. (allow full marks for a candidate who has calculated the cost per day for each holiday (397.8(0) and 211.95(7..)) and compares these costs accordingly.)
3		Types Tally Frequency	3	B3 for correct table with all three aspects **Aspect 1**:'method of travel' or for at least 3 of bus, car, walk, other etc. **Aspect 2**: 'tally' or tally marks or 'frequency' or 'number of people' **Aspect 3**: 'frequency' or frequencies or 'total' or totals or 'number of people' (B2 for two aspects, B1 for one aspect)

GCSE MATHEMATICS 5MB01

5MB1H/01				
Question	**Working**	**Answer**	**Mark**	**Notes**
4	Median (before) $= 67$ Median (after) $= 78$ Mean (before) = 69.6 Mean (after) = 80.8(6...) Range (before) $= 84 - 58 = 26$ Range (after) $= 102 - 65 = 37$ IQR (before) $= 78 - 61 = 17$ IQR (after) $= 91 - 69 = 22$	Comparison of 1. medians / means 2. range / IQR	6	B2 for median (before) = 67 and median (after) = 78 (B1 for one correct median) OR B2 for mean (before) = 69.6 and mean (after) = 80.9 /80.8(6..) (B1 for one correct mean) B2 for range (before) = 26 and range (after) = 37 OR B2 for IQR (before) = 17 and IQR (after) = 22 (B1 for one correct range/IQR) OR B2 for fully correct diagram/chart to compare, e.g. box plots, cumulative frequency diagrams, etc (B1 for diagram/chart with one error in presentation) C1 for median (after) > median (before) oe or ft their medians OR for mean (after) > mean (before) oe or ft their means OR C1 for range (after) > range (before) oe or ft their ranges OR for IQR (after) > IQR (before) oe or ft their IQRs

GCSE MATHEMATICS 5MB01

5MB1H/01				
Question	**Working**	**Answer**	**Mark**	**Notes**
4				C1 for comments, in context, relating to an average and to the spread of the data (dep on B3). QWC: Decisions should be justified and calculations attributable SC If no marks scored, B1 for a correct comparison (eg Heart rates are faster after walking up the stairs)
5* (a)	13.55 × 1.65 = 22.3575 3.10 ÷ 160 × 1000 = 19.375 OR 13.55 × 1.65 = 22.3575 22.3575 ÷ 1000 × 160 = 3.5772 OR 3.10 ÷ 1.65 = 1.8787… 1.8787…÷ 160 × 1000per kg OR $1355 \div 1000 = 1.355$ p/g 3.10 ÷ 1.65 = 187.87…p 187.87…÷ 160 = 1.1742…p/g OR 3.10 ÷ 160 = 0.019375 SF/g 13.55 × 1.65 ÷ 1000 =0.0223575SF/g	Switzerland, with correct explanation	4	M1 for a correct method to obtain two comparable weights e.g. cost of 1kg in Switzerland, ÷ 160 × 1000, × 6.25 (cost of 1 kg in England given) or cost of 160g in England, ÷ 1000 × 160 (cost of 160g in Switzerland given) or cost per gram in each country, ÷ 160 and ÷ 1000 or cost of 800g in each country M1 for converting £ to Swiss francs or Swiss francs to £ (other than £1 = 1.65 SFr) A1 for two correct values (using same units) for comparison. C1 for country identified from a clear attempt to use comparable weights and prices. QWC: Decision must be stated, with calculations clearly attributable

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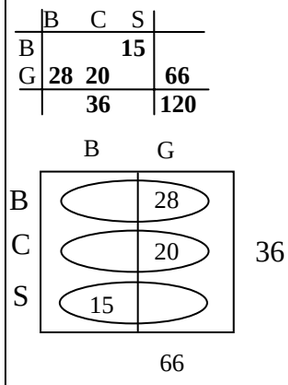
GCSE MATHEMATICS 5MB01

5MB1H/01				
Question	**Working**	**Answer**	**Mark**	**Notes**
6		51	4	M1 for a two-way table or Venn diagram with bowling, cinema, skating, boys and girls labelled or list of at least two combinations clearly labelled. M1 for attempt to find the value of an unknown entry in the table oe eg 66 – 28 – 20, 120 – 66, 36 – 20 A1 for 16 or 18 or 54 or 23 or 33 A1 cao (Note: 36 + 15 = 51 scores no marks)
7	$420 \div 7 = 60$ $5 \times 60 = 300$ $2 \times 60 = 120$ $120 \div 3 \times 2 = 80$ $0.32 \times 300 + 1.17 \times 80 + 1.51 \times 40$ 96 + 93.60 + 60.40	250	5	M1 for $420 \div (5+2)$ or 60 seen M1 (dep) for $5 \times$ '60' or $2 \times$'60' or 300 or 120 seen M1 for '120'$\div 3 \times 2$ oe M1 for $32\text{p} \times$'300'+£1.17$\times$'80'+£1.51$\times$'40' A1 for 250.00 or 250 SC B1 for £539
8 (a)		– 4	2	M1 for 'difference in *y*' / 'difference in *x*' or 4 seen A1 for – 4 SC If no marks scored allow B1 for $y = 40 - 4x$, $y = -4x$, $40 - 4x$ or $-4x$
(b)		Practical interpretation	1	B1 ft for depth decreases by "4" cm each hour oe or enables you to work out that the tank will be empty in 10 hours.

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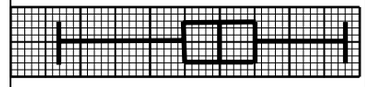
GCSE MATHEMATICS 5MB01

5MB1H/01					
Question		Working	Answer	Mark	Notes
9	(a)		120	1	B1 for 119.5 – 120.5
	(b)	$60 - 52 = 8$ 20% of $60 = 12$	Claim not true since 8 < 20% of 60	3	M1 for using graph at 130, may be implied by a value in the range 52 to 53 seen A1 for 8 (cars breaking speed limit) or 13.(3..)% (accept 7 or 11.(6..)%) A1 for correct conclusion with fully correct working OR M1 for using cf = 48 A1 for (20% of cars exceed) value in the range 126.5 to 127.5 km/h A1 for correct conclusion with fully correct working
	(c)			3	B3 for complete box plot with all three aspects Aspect 1: ends of whiskers at 97 and 138 Aspect 2: ends of box at 115 and 125 Aspect 3: median marked at 120 or ft (a) (B2 for two aspects, B1 for one aspect) (Allow tolerance of $\frac{1}{2}$ square)

GCSE MATHEMATICS 5MB01

5MB1H/01				
Question	**Working**	**Answer**	**Mark**	**Notes**
10 (a)	$5\times16=80$ $12.5\times18=225$ $17.5\times10=175$ $27.5\times6=165$ $645\div50=12.9$ or $5.5\times16=88$ $13\times18=234$ $18\times10=180$ $28\times6=168$ $670\div50=13.4$	12.9	4	M1 for fx consistently within interval including ends (allow 1 error) M1 consistently using appropriate midpoints M1 (dep on first M1) for $\sum fx \div \sum f$ A1 for 12.9 or 13.4
(b)	$\frac{6}{50}\times\frac{5}{49}=\frac{30}{2450}$	$\frac{3}{245}$	2	M1 for $\frac{6}{50}\times\frac{5}{49}$ A1 for $\frac{3}{245}$ oe If M0A0, SC B1 for $\frac{9}{625}$ oe
(c)	$0 \le d < 10$ fd 1.6 $10 \le d < 15$ fd 3.6 $15 \le d < 20$ fd 2 $20 \le d < 35$ fd 0.4	Correct histogram	3	B2 for 4 correct histogram bars (± ½`square) (B1 for 2 or 3 histogram bars of different widths correct) B1 for frequency density label or key and consistent scaling SC if B0 then M1 for clear attempt to use frequency density or area

GCSE MATHEMATICS 5MB01

5MB1H/01					
Question		Working	Answer	Mark	Notes
11	(a)		Correct method to choose a random sample	1	B1 for equal chance of selection, e.g. number each laptop and then use the random number function on a calculator or pick the numbers out of a bag.
	(b)	$\frac{3}{80}\times 600 = 22.5$	22.5	2	M1 for $\frac{3}{80}\times 600$ A1 for 22.5 or 22 or 23 SC B1 for $\frac{22.5}{600}$ or $\frac{22}{600}$ or $\frac{23}{600}$
12	(a)		$\frac{3}{10}$ $\frac{6}{9}, \frac{3}{9}, \frac{7}{9}, \frac{2}{9}$	2	B1 for $\frac{3}{10}$ correct for 1st sock B1 for $\frac{6}{9}, \frac{3}{9}, \frac{7}{9}, \frac{2}{9}$ correct for 2nd sock
	(b)	$\frac{7}{10}\times\frac{6}{9}+\frac{3}{10}\times\frac{2}{9}$	$\frac{48}{90}$	3	M1 ft for $\frac{7}{10}\times'\frac{6}{9}'$ or $'\frac{3}{10}'\times'\frac{2}{9}'$ M1 for $\frac{7}{10}\times'\frac{6}{9}'+'\frac{3}{10}'\times'\frac{2}{9}'$ A1 for $\frac{48}{90}$ oe SC B2 for $\frac{58}{100}$ oe seen

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GCSE MATHEMATICS 5MB01

5MB1H/01				
Question	**Working**	**Answer**	**Mark**	**Notes**
13	$\frac{127}{370}\times 50 = 17.16...$ = 17.1.... OR $243+370+127=740$ $\frac{370}{740}=0.5$ so sample size = 100 $\frac{127}{740}\times 100 = 17.1....$	17	2	M1 for $\frac{127}{370}\times 50$ oe A1 for 17 (accept 18) SC B1 for $\frac{17}{127}$ or $\frac{18}{127}$ (Note: 50 ÷ 3 = 16.6(...) = 17 scores no marks)

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Mark Scheme (Results)

June 2011

Modular Mathematics (GCSE)
Unit 1: 5MB1H_01 (Higher)

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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.

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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.

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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.

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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

5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
1 (i)	<table><tr><td></td><td>Y4</td><td>Y5</td><td>Y6</td><td>Tot</td></tr><tr><td>S</td><td></td><td>21</td><td>18</td><td></td></tr><tr><td>NS</td><td>11</td><td></td><td></td><td>37</td></tr><tr><td>Tot</td><td></td><td></td><td>30</td><td>96</td></tr></table> OR 96 – 37 = 59 children can swim 18 + 21 = 39 children in Y5 or Y6 can swim 59 – 39	20	4	M1 for including 4 of the 6 pieces of information given in a clearly labeled two-way table A1 for 20 or 20 out of 96 or 20/96 OR M1 for a correct method that leads to the number of children in year 4 that can swim eg 96 – 37 (= 59) children can swim 18 + 21 = (39) children in Y5 or Y6 can swim '59' – '39' A1 for 20 or 20 out of 96 or 20/96
(ii)	<table><tr><td></td><td>Y4</td><td>Y5</td><td>Y6</td><td>Tot</td></tr><tr><td>S</td><td>20</td><td>21</td><td>18</td><td>59</td></tr><tr><td>NS</td><td>11</td><td>14</td><td>12</td><td>37</td></tr><tr><td>Tot</td><td>31</td><td>35</td><td>30</td><td>96</td></tr></table> OR 20 + 11 = 31children in Y4 30 + 31 = 61 children in Y4 or Y6 96 – 61	35		M1 for one correct calculation leading to a 'new', piece of information in a clearly labeled two-way table A1 for 35 or 35 out of 96 or $\frac{35}{96}$ OR M1 for a correct method that leads to the total number of children in year 5 eg '20' + 11 (= 31) children in Y4 30 + '31' (=61) children in Y4 or Y6 96 – '61' children in Y5 A1 for 35 or 35 out of 96 or $\frac{35}{96}$ SC If M1 not earned then award B1 if ans(ii) = 55 – ans (i)

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5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
2	(a)	See scatter graph	(12,14) and(17,20) plotted	1	B1 for correct plotting of both points
	(b)			1	B1 Positive (accept a correct relationship)
	(c)		16 to 18	2	B2 16 – 18 (M1 for a single line segment from m=11 to m = 16 within overlay or a vertical line drawn from m = 15 A1 for an answer in the range 16-18 or ft their line of best fit ± 2mm)

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5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
3	(a)	$\frac{15}{100} \times 2400 = 360$ 2400 – 360 = 2040 2040 ÷ (1 + 2 + 5) = 255 255 × 1, 255 × 2, 255 × 5	Cement = 255 Sand = 510 Stone = 1275	4	M1 for $\frac{15}{100} \times 2400$ or $\frac{85}{100} \times 2400$ M1 for '2040' ÷ (1 + 2 + 5) M1 (dep on previous M1) for '255' × 1 or '255' × 2 or '255' × 5 either explicitly or with answer(s) on the answer line. A1 for all 3 correct masses
	(b)*	255 × 30 – 6500 = 1150 so not enough OR 6500 ÷ 255 = 25.5 m^3 worth of cement Which is less than 30 so not enough OR 6.5 tonnes of concrete gives 6.5 × 8 = 52 tonnes of dry mixture 30 m^3 of concrete requires 30 × 2400 × 0.85 kg of dry mixture = 61200kg of dry mixture (=61.2 tonnes)	No, with justification	3	B1 for a correct conversion between kg and tonnes e.g. 6.5 tonnes = 6500 kg (but not 1 tonne = 1000 kg) M1 for '255' × 30 C1(dep on M1) for an answer of No (Yes), supported by (ft) calculations. OR B1 for a correct conversion between kg and tonnes e.g. 6.5 tonnes = 6500 kg (but not 1 tonne = 1000 kg) M1 for 6500 ÷ '255' C1(dep on M1) for an answer of No (Yes), supported by (ft) calculations OR M1 for 6.5 × 8 and 30 × 2400 × 0.85 B1 for a correct between kg and tonnes e.g. 61200 kg = 61.2 kg (but not 1 tonne = 1000 kg) C1 (dep on M1) for an answer of No (Yes), supported by (ft) calculations.

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5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
4	(a)		14 | 8 15 | 2 4 16 | 0 2 4 4 8 17 | 0 3 4 9 14 | 8 = 148 cm	3	B2 for a fully correct ordered diagram (B1 for correct unordered diagram or ordered with at most two errors) B1 for a correct key eg 14 | 8 = 148 cm (cm not required)
	(b) *	Boy's Median = 170 Girl's Media = 164 Boy's Mean = 170(.38) Girl's Mean= 164 Boy's Range = 27 Girl's Range = 31 Boy's IQR = 14 Girl's IQR = 14.5 – 15.25 15 | 7 9 16 | 2 6 8 9 17 | 0 3 4 6 6 18 | 1 4	Compares: medians/means + Range + Spread	3	A maximum 2B marks from: B1 for a correct mean or median for either the boys or the girls. B1 for a correct measure of spread for either the boys or the girls. B1 for a correct stem and leaf diagram drawn for the boys (no need for a key) C1 for any correct comparison based on 2 medians(ft) or 2 means(ft) or 2 ranges(ft) or 2 IQRs (ft) or a correct statement following from comparing the correct stem and leaf diagrams. This comparison must be a general statement which compares the boys' heights with the girls' heights.
5	(a)	$1 – 0.3 – 0.1 – x$	$0.6 – x$	2	M1 for $0.3 + 0.1 + x + P(2) = 1$ oe A1 $0.6– x$ or $\frac{6}{10} - x$ or $1 - (0.4 + x)$ or $1 - 0.3 - 0.1 - x$
	(b)	$0.3 + 0.1$	0.4	1	B1 cao
	(c)		$300x$	1	B1 for $300x$, $x \times 300$ oe

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5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
6	(a)		Overlapping response boxes Leading/biased question Age too personal Missing units	2	B2 for any two of: overlapping response boxes, too personal to ask person's age, a leading or biased question, no units (B1 – just one of the above).
	(b)		How many pieces of fruit do you eat each day? 0 to2, 3 to 4, over 4	2	B1 for a sensible question including a time period B1 for at least 3 response boxes. Any pairs of response boxes must not overlap
	(c)	$\frac{73}{536+384+48+73} \times 100$	7	2	M1 for $\frac{73}{536+384+48+73} \times 100$ Or $100 \div \left\langle \frac{536+384+48+73}{73} \right\rangle$ Or 7.01… A1 for 7
7		1200×1.035^3 Or 1200 × 1.035 = 1242 1242 × 1.035 = 1285.47 1285.47× 1.035 = 1330.46	1330.46	3	M2 for 1200×1.035^3 A1 1330.46 – 1330.47 Or M1 1200 × 1.035 M1(dep) for ' 1242'× 1.035 and '1285.47'× 1.035 A1 1330.46 – 1330.47 [SC: B1 for 42 or 84 or 126 or 1242 or 1284 or 1326 seen, if M0 scored]

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5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
8	(a)		$25 \leq t < 30$	1	B1 for the interval $25 \leq t < 30$ described unambiguously
	(b)	12.5×6 + 17.5×4 + 22.5×24 + 27.5×44 + 32.5×10 + 37.5×4 =75+70+540+1210+325+150 = 2370 2370 ÷ 92	25.8	4	M1 for finding at least 4 products *fx* consistently within interval (including end points) M1 (dep) for use of at least 4 correct midpoints M1 (dep on first M) for $\frac{\Sigma fx}{\Sigma f}$ A1 25.76 – 25.8
	(c)	Cf table: 6, 10, 34, 78, 88, 92 Cf graph	Correct CF graph	3	B1 Correct cumulative frequencies (may be implied by correct heights on the grid) M1 for at least 5 of "6 points" plotted consistently within each interval A1 for a fully correct cf graph.
	(d)	Median at the (92+1)÷2 = 46.5 day temp IQR = UQ – LQ = 69.75th day temp – 23.25th day temp	Median = 25.4 IQR = 6.7	3	B1 for a median in the range 24.5−26.5 or B1 ft read off at CF = 46(.5) from a CF graph tol $\frac{1}{2}$ square M1 for reading off temps at CF= 69 or 69.75 (±0.5) and 23 or 23.25(±0.5) from a CF graph and subtracting A1 ft

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5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
9		Gradient $= \frac{68-32}{20}$	$m = 1.8$, $k = 32$	3	M1 for attempting to find the gradient of the line eg from height ÷ base of a triangle with the line as hypotenuse A1 for $m = 1.7 - 1.9$ B1 for $k = 31$ - 33
10	(a)		0.8 0.6 0.2 0.4 0.5 0.5	2	B2 for all 6 correct probabilities (B1 for two correct probabilities)
	(b)	0.6 × 0.8	0.48	2	M1 for '0.6' × '0.8' ft probability tree diagram A1 cao
	(c)	1 – (0.4 × 0.5) 1 – 0.2 OR 0.6 × 0.8 + 0.6 × 0.2 + 0.4 × 0.5	0.8	3	M2 for 1 – '0.4' × '0.5' ft probability tree diagram A1 cao OR M2 for '0.6' × '0.8' + '0.6' × '0.2' + '0.4' × '0.5' (M1 for any two of '0.6' × '0.8', '0.6' × '0.2', '0.4' × '0.5'added) A1 cao

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5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
11 (a)		Histogram Fd axis labelled say 0 to 8 5 – 10, fd = 1.6 10 – 12, fd = 7.5 12 – 16, fd = 6 16 – 20, fd = 4 20 – 25, fd = 2	3	M1 for fd axis labeled and 1 correct block or for one correct division eg 8 ÷ 5 or 1.6 A1 for at least 2 additional correct blocks or 2 additional frequency densities calculated A1 for completely correct histogram SC B2 for a fully correct but unlabeled histogram OR M1 for area key and 1 correct block A1 for at least 2 additional correct blocks A1 for completely correct histogram SC B2 for a fully correct but unlabeled histogram
(b)		32	2	M1 for 6 × 1 + 16 + 10 A1 cao

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PAPER: 5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
1	(a)		question + response boxes	2	B1 for appropriate question with time period B1 for at least 3 boxes that are either non-overlapping but not necessarily exhaustive, or exhaustive but not necessarily non-overlapping **NB** time period and/or unit of time may appear in either the question or with the response boxes; but award a maximum of B1 if no units are given.
	(b)		two correct reasons	2	B2 for 2 correct reasons from, eg only girls, (all about) the same age, same year group, same school (B1 for 1 correct reason)
2	(a)		$0.75 - x$	2	M1 for or $1 - 0.25 + x$ or $0.25 + x$ A1 for $0.75 - x$ oe
	(b)		60	2	M1 for 0.25×240 oe A1 cao
3	(a)		14 | 8 9 15 | 0 2 4 6 8 16 | 1 3 5 6 7 17 | 0 1 4	3	B2 for fully correct diagram (The order of the numbers in the stem may be reversed) (B1 for ordered or unordered leaves with one error or omission) B1 for correct key (units may be omitted)
	(b)		15	2	M1 for 167 – 152 or 167 or 152 identified A1 for 15 or ft their stem and leaf diagram

5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
*4			Jack with comparison	3	M1 for per gallon cost: 52÷8 (=6.50) or 58÷8.8 (=6.59) A1 for 6.50 and 6.59 C1 (dep on M1) for correct decision from their figures if comparable OR M1 for per litre cost: 8÷40 (=1.45) or 52÷36 (=1.44) A1 for 1.45 and 1.40−1.44 C1 (dep on M1) for correct decision from their figures if comparable NB accept equivalent methods
5	(a) (b)		Positive correlation 52 – 60	1 2	B1 for positive correlation or the greater the rainfall the more umbrellas sold oe M1 for a single straight line segment with positive gradient that could be used as a line of best fit or an indication on the diagram from 28 on the *x*-axis (point or line) A1 for an answer in the range of 52 – 60
*6		2×462+251 =1175, 0.95×1175 = £1116.25 2×485+218 =1188, 1188 – 75 = £1113.00	Jetstream	5	M1 for identifying correct costs for either Highway Airlines or Jetstream Airlines M1 for attempt to calculate the costs for the family eg 2×"462"+"251" or 2×"485"+"218" M1 for a correct method to work out the discount for one company eg 0.95 × "1175" or 0.05 × "1175" or "1188" – 75 oe A1 for (£)1116.25 and (£)1113.00 C1 (dep on M1) calculations clearly identified with each airline and correct decision from their figures

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5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
7	(a)		167.5	1	B1 cao
	(b)		168.5	1	B1 cao accept 168.499...
8		425× 9 475×15 525×12 575×4 19 550 ÷ 40	488 - 489	4	M1 for *fx* with *x* consistent within intervals (including the end points) allow one error M1 (dep) for use of all correct mid-interval values M1 (dep on first M1) for $\sum fx \div 40$ A1 for 488 – 489
9	(a)(i)		11, 22	3	B3 for all of: median 11 drawn, greatest number 22 drawn, smallest number 3 in table, upper quartile 17 in table
	(ii)		3, 17		(B2 for 3 correct, B1 for 2 correct)
	(b)		45	2	M1 for 0.75×60 or 60 – 0.25×60 oe or 15 seen (may be seen in diagram) A1 cao
10			30	3	M1 for 32.4×32 (=1036.8) or 28.4×48 (=1363.2) M1 for (1036.8+1363.2)÷80 A1 cao OR M1 for $\frac{32}{80} \times (32.4 - 28.4)$ or for $\frac{48}{80} \times (32.4 - 28.4)$ M1 for $28.4 + \frac{32}{80} \times (32.4 - 28.4)$ or for $32.4 - \frac{48}{80} \times (32.4 - 28.4)$ A1 cao
11			two comparisons	2	B1 for one correct complex comparison which summaries the data, with supporting correct numerical values B1 for a different correct complex comparison which summarises the data, with supporting correct numerical values and given in context

5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
12	(a)		0.28	2	M1 for method shown to work out the gradient for car A A1 for 0.27 – 0.29
	(b)		35.5	1	B1 for 35.1 – 35.9
13	(a)		0.7, 0.4, 0.6 0.4	2	B2 for fully correct tree diagram (B1 for 0.7 or 0.4 in correct position)
	(b)		0.54	2	M1 for 0.3×0.4 or 0.7×0.6 A1 for 0.54 oe or ft their tree diagram
14			7	2	M1 for $\frac{35}{156}\times 30$ (=6.7….) A1 for 6 or 7
15			55 - 56	3	M1 for attempt to find 0.25×total area, eg 0.25×(3.6+14+5.6+7.2+1.4) (=7.95) condone one error M1 for (‘7.95’ – ‘3.6’) ÷ 7 (=0.621…) A1 for 55 – 56 OR M1 for for attempt to find 0.25×total squares, eg 0.25×(90+350+140+180+35) (=198.75) condone one error M1 for (‘198.75 – ‘90’) ÷ 35 (=3.107…) A1 for 55 – 56

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5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
16			$\frac{83}{171}$	4	M1 for use of 18 as denominator of second probability M1 for $\frac{11}{19}\times\frac{10}{18}$ or $\frac{8}{19}\times\frac{7}{18}$ M1 for $\frac{11}{19}\times\frac{10}{18}+\frac{8}{19}\times\frac{7}{18}$ A1 for $\frac{83}{171}$ oe Special cases (with replacement) M1 for $\frac{11}{19}\times\frac{10}{19}$ or $\frac{8}{19}\times\frac{7}{19}$ M1 for $\frac{11}{19}\times\frac{10}{19}+\frac{8}{19}\times\frac{7}{19}$ OR M1 for $\frac{11}{19}\times\frac{11}{18}$ or $\frac{8}{19}\times\frac{8}{18}$ M1 for $\frac{11}{19}\times\frac{11}{18}+\frac{8}{19}\times\frac{8}{18}$ OR B2 for $\frac{185}{361}$ oe
17	(i)		250	4	M1 for 50/8 (=6.25) or 8/50 (=0.16) or 40/8 (=5) or 8/40 (=0.2) or $\frac{50}{n}=\frac{8}{40}$ oe M1 for 50×40÷8 or 50×5 or 6.25×40 or 50÷0.2 oe A1 cao
	(ii)		assumption		B1 for correct mathematical assumption, eg fixed population, takes random sample

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: ±5º
Measurements of length: ±5 mm

PAPER: 5MB1H_01			
Question		**Modification**	**Notes**
Q4		*x* axis 2cm for 5, *y* axis 2cm for 2. Right axis labelled.	Standard mark scheme
Q5	(a) (b)	*x* axis 2cm for 5, *y* axis 2cm for 10. *x* changed to filled in circles on scatter graph. 28mm changed to 30mm. Right axis labelled.	Standard mark scheme M1 for a single straight line segment with positive gradient that could be used as a line of best fit or an indication on the diagram from 30 on the *x*-axis (point or line) A1 for an answer in the range of 52 – 605
Q6		Tables – top 2 rows and bottom 2 rows removed from both tables.	Standard mark scheme
Q8		Frequency column widened to allow for working.	Standard mark scheme

PMT

PAPER: 5MB1H_01			
Question		**Modification**	**Notes**
Q9	(a)	60 lemon trees changed to 90. In table Lower Quartile changed to 10, Median changed to 20 and Greatest number changed to 30. Box plot is changed accordingly and extended to 35. 2cm squares.	B3 for all of: median 20 drawn, greatest number 22 drawn, smallest number 3 in table, upper quartile 17 in table (B2 for 3 correct, B1 for 2 correct)
	(b)	60 lemon trees changed to 90. 8 lemons changed to 10.	M1 for 0.75×90 or $90 - 0.25\times90$ oe or 22.5 (22-23) seen (may be seen in diagram) A1 67.7, which could be rounded to 67 or 68
Q11		*x* axis 2cm for 2.5, *y* axis 2cm for 10. Right axis labelled.	Standard mark scheme
Q12		*x* axis 2cm for 5, *y* axis 2cm for 2½.	Standard mark scheme
Q13		Probability tree diagram size × 1½.	Standard mark scheme
Q15		Width and height of bars modified.	Standard mark scheme

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Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
In Mathematics B (2MB01)
Unit 2: 5MB2H_01 (Higher)

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NOTES ON MARKING PRINCIPLES

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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

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PAPER: 5MB2H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
1			350	3	M1 for finding 30% of 500 (=150) M1 dep for subtraction of discount from 500 A1 cao OR M1 for 1 − 0.3 (= 0.7) M1 dep for 500 × "0.7" A1 cao
2	(a)		$2e - f$	2	M1 (implied) for $2e$ or $-f$ A1 oe
	(b)		$6x + 10$	2	M1 for $2 \times 3x$ $(= 6x)$ or 2×5 $(= 10)$ A1 cao
3			375 25 1250 500	3	M1 for $15 \div 6$ $(= 2.5)$ oe (can be implied by one answer correct) A1 for two answers correct B1 all correct
*4			Yes 200 > 180 oe	4	M1 for converting using figures from the graph or for 5 miles = 8 km oe M1 for correct method to convert 240 km into miles (=150 miles) or to convert 350 miles into km (= 560 km) or to convert 180 miles into km (= 288 km) M1 (dep on M2) for correct method for comparison eg 180 miles with 350 − 150 (= 200) miles eg 288 km with 560 − 240 (= 320) km C1 for a correct statement that she will have to stop oe with appropriate supporting evidence eg Yes and 200 miles is too far eg Yes and 330 < 350 eg Yes and 20 miles under" oe eg Yes and 320 > 288

PMT

PAPER: 5MB2H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
5	(a)		x^6	1	B1 cao
	(b)		y^2	1	B1 cao
	(c)		t^6	1	B1 cao
6			500	4	M1 for a correct method to convert cm to m or m to cm or cm^3 to m^3 or m^3 to cm^3 (can be implied eg 4 packets drawn in container height) M1 for correct method for one volume or correct method to get at least 2 multipliers from packet to container (can be implied on the diagram) M1 for complete correct method (ignore incorrect conversions) A1 cao

PAPER: 5MB2H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
*7			80	4	B1 for $EBF = 50$ or $ABE = 50$ M1 for angles given that can lead to $x = 80$ as the next step eg $EBF = 50$ and $ABE = 50$ eg $EBF = 50$ and $BFG = 100$ eg $EBF = 50$ and $BFE = 80$ eg $EBF = 50$ and $DEB = 130$ and $ABE = 50$ A1 cao C1 for stating correct reasons appropriate to their method shown eg Base angles of an isosceles triangle are equal. with Angles in a triangle add up to 180° with Alternate angles are equal eg Base angles of an isosceles triangle are equal. with Alternate angles are equal with Angles on a straight line add up to 180° eg Base angles of an isosceles triangle are equal. with The exterior angle of a triangle is equal to the sum of the opposite interior angles. with Allied angles / Co-interior angles add up to 180°

PAPER: 5MB2H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
8			blue paint 5 white paint 4	5	M1 attempts multiples of either 12 or 15 (at least 3 but condone errors if intention is clear) M1 attempts multiples of both 12 and 15 (at least 3 but condone errors if intention is clear) M1 (dep on M1) for a division of 60 by 12 or 15, or counts up "multiples" or answer blue : white in the ratio 5 : 4 A1 blue paint 5; white paint 4 OR M1 correct expansion of either number into factors M1 correct expansion of both number into factors M1 (dep on M1) demonstrates two expansions that include 3 oe A1 blue paint 5; white paint 4
9			$2n + 1$	2	M1 for $2n$ or $2n + k$ where $k \neq 1$ A1 for $2n + 1$
10	(a)		$2x^2 + 7x + 3$	2	M1 for 4 terms correct with or without signs or 3 out of exactly 4 terms correct (the terms may be in an expression or table) A1 cao
	(b)		$4x(x + 2y)$	2	M1 for $4x(ax + by)$, a & b integers or $ax(x + 2y)$ or any expression with brackets which multiplies to give $4x^2 + 8xy$ A1 cao

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PAPER: 5MB2H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
11		$0.0034\times10^{5} = 340$ $34\times10^{-5} = 0.00034$ $-3.4\times10^{-3} = -0.0034$ $3.4\times10^{4} = 34\ 000$ $34\times10^{2} = 3400$	-3.4×10^{-3} 34×10^{-5} 0.0034×10^{5} 34×10^{2} 3.4×10^{4}	3	M1 for changing at least 1 correctly to standard form or for changing at least 1 correctly to an ordinary number M1 at least 3 correct changes to standard form or at least 3 correct changes to ordinary numbers A1 ordered [S.C. B2 (if no working) for 4 in the correct order or all correct but reverse order]
12			20	3	M1 for indication that angle between a tangent and radius is 90 (could be seen on the diagram) M1 for OAC = 20 or AOC = 70 or BOC = 140 or ABC = ACB or BCA = $\frac{180-40}{2}$ (= 70) A1 cao
13			62	4	M1 for B to C time = 210 ÷ 70 (= 3 h) M1 for A to B dist = (5 − "3") × 50 (= 100) M1 (dep on M1) for average speed = total distance ÷ total time or 210 + "(2 × 50)" ÷ 5 A1 cao

PAPER: 5MB2H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
14		**Front or Back**: $\frac{1}{2} \times 3x(13x - 3 + 5x - 3)$ $= 27x^2 - 9x$ or $\frac{1}{2}(4x)(3x) + 3x(5x - 3)$ **Top**: $(5x - 3)(x + 2)$ $= 5x^2 + 7x - 6$ **Bottom**: $(13x - 3)(x + 2)$ $= 13x^2 + 23x - 6$ **Each Side**: $5x(x + 2)$ $= 5x^2 + 10x$ **Total SA** = $2(27x^2 - 9x) + 2(5x^2 + 10x) + (5x^2 + 7x - 6) + (13x^2 + 23x - 6)$ $= (54 + 10 + 5 + 13)\,x^2 + (-18 + 20 + 7 + 23)\,x + (-6 - 6)$	$82x^2 + 32x - 12$	4	M1 finds the area of at least 2 faces (condone omission of brackets) M1 writes a correct algebraic expression for the area of at least 3 different faces M1 correct expressions for all 6 faces and adds C1 (dep on M3) for correct algebraic expression as a correct summary

PAPER: 5MB2H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
15		$x = 0.15555\ldots$ $10x = 1.5555\ldots$ $9x = 1.4$ $x = \frac{1.4}{9} = \frac{14}{90}$ OR $x = 0.1 + y$ where $y = 0.0555\ldots$ $10y = 0.5555\ldots$ $100y = 5.5555..$ $90y = 5$ so $y = 5/90$ $x = 0.1+5/90= 1/10+ 5/90$	$\frac{7}{45}$	3	M1 for $0.155(5\ldots)$ or $0.1+ 0.055(5\ldots)$; This can be implied in subsequent working. M1 for 2 correct recurring decimals which when subtracted will leave an integer or a terminating decimal number with a correct fraction for their 2 recurring decimals A1 for $\frac{7}{45}$ [**SC**: B1 for an answer of $\frac{15}{99}$ oe, with or without working]
16			$30 - 10\sqrt{5}$	2	M1 for 4 terms correct with or without signs or 3 out of exactly 4 terms correct (the terms may be in an expression or table) or $25 - 10\sqrt{5} + 5$ A1 cao
17			$y = -\frac{1}{2}x + 2$	3	M1 for gradient = $-\frac{1}{m}$ or $-\frac{1}{2}$ M1 for substitution of $x = -2$, $y = 3$ into their $y = mx + c$ where c is a constant to be found A1 for $y = -\frac{1}{2}x + 2$ oe eg accept $2y + x = 4$
18			$\frac{3x}{x+4}$	3	M1 for $3x(x - 2)$ M1 for $(x - 2)(x + 4)$ A1 cao

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Measurements of length: ±5 mm

PAPER: 5MB2H_01			
Question		**Modification**	**Notes**
Q02		MLP only. x changed to y	
Q04		2cm grid. label right axis	
Q05a		MLP only. x changed to y	
Q06		2 models provided as well as diagram	
Q10a		MLP only. x changed to y	
Q10b		MLP only. x changed to e and y to f	
Q12		BC joined with a dashed line	

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Mark Scheme (Results)

Summer 2015

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

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

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

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

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

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

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

With working

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

8 Follow through marks

Follow through marks which involve a single stage calculation can be awarded without working since you can check the answer yourself, but if ambiguous do not award.
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It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect e.g. algebra.

10 Probability

Probability answers must be given a fractions, percentages or decimals. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).
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Linear equations

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

12 Parts of questions

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

13 Range of answers

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

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

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

PAPER: 1MA0_2H

Question		Working	Answer	Mark	Notes
1	(a)		$\frac{1}{30}$	1	B1 for $\frac{1}{30}$ oe
	(b)		$\frac{3}{10}$	2	M1 for method to sum the number of white chocolates in the bag, eg 4 + 4 + 1 (= 9), A1 for $\frac{3}{10}$ or $\frac{9}{30}$ oe
	(c)		0.48	2	M1 for 1− (0.35 + 0.17) oe A1 for 0.48 oe
2		x | x^3-x^2 3 | 18 3.1 | 20.(181) 3.2 | 22.(528) 3.3 | 25.(047) 3.4 | 27.(744) 3.5 | 30.(625) 3.6 | 33.(696) 3.7 | 36.(963) 3.8 | 40.(432) 3.9 | 44.(109) 4 | 48 3.45 | 29.1(61125) 3.46 | 29.4(50136) 3.47 | 29.7(41023) 3.48 | 30.0(33792) 3.49 | 30.3(28449)	3.5	4	B2 for a trial $3.4 \le x \le 3.5$ evaluated correctly (B1 for a trial evaluated correctly for $3 \le x \le 4$) B1 for a different trial evaluated correctly for $3.45 \le x < 3.5$ B1 (dep on at least one previous B1) for 3.5 [Note: Trials should be evaluated to at least accuracy shown in table, truncated or rounded] [NB No working scores 0 marks]

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
3	(a)		4.58006(9567)	2	M1 for 1.83 or 8.381(527307) or 4.6 or 4.58 or 4.580 or 4.5801 A1 for 4.58006(9567)
	(b)		4.5801	1	B1 ft provided at least 5 decimal places in (a)
4			Enlargement	2	B2 for fully correct triangle (B1 for 2 vertices correct or enlargement scale factor 2 in the wrong position or enlargement, centre *A*, with a different scale factor)
*5		1155 ÷ 15 = 77 $x + 2x + x - 7 = 77$ $4x - 7 = 77$ $4x = 84$; $x = 21$ OR $15x + (15 \times 2x) + 15(x - 7) = 1155$ $60x - 105 = 1155$ $60x = 1260$ $x = 21$	Redlands 21 St Samuels 42 Francis Long 14	5	M1 for $2x$ or $x-7$ M1 for 1155 ÷ 15 (= 77) M1 (dep M2) for equation summing their three expressions to "77" A1 for 21, 42 and 14 C1 for fully correct answer with correct labels OR M1 for an expression for the cost of the pupils from Redlands M1 for expression for the cost of the pupils from either St Samuels or Francis Long M1 (dep M2) for equation summing their three expressions to 1155 A1 for 21, 42, and 14 C1 for fully correct answer with correct labels

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
*6			Large box	4	M1 for a complete method to find the cost per sachet or the number of sachets per £1 for one size of box M1 for a complete method to find all three comparable figures A1 for 0.47(08. .), 0.46, 0.45 or 2.12(3...), 2.17(..), 2.22 (2..) oe C1(dep on M2) for a comparison of their answers leading to a correct deduction OR M1 for 3 multiples of each of 12, 20 and 35 or a common multiple of 12, 20 and 35, eg 420 or multipliers to compare the same number of sachets from each box, eg $\times\frac{35}{12}$ and $\times\frac{35}{20}$ M1 for a complete method to find three comparable costs A1 for three correct costs, eg 197.75 and 193.20 and 189.00 C1(dep on M2) for a comparison of their answers leading to a correct deduction
7	(a)		$7x + 35$	1	B1 cao
	(b)		$12y^2 - 9y$	1	B1 cao
	(c)	$t^2 + 2t + 4t + 8$	$t^2 + 6t + 8$	2	M1 for all 4 terms (and no additional terms) correct with or without signs or 3 out of no more than 4 terms correct with signs A1 for $t^2 + 6t + 8$
8			68 34 51	3	M1 for $153 \div (4 + 2 + 3)$ (=17) or for a correct method to scale up to at least 44:22:33 without error M1 (dep M1) for "17" × 4 or "17" × 2 or "17" × 3 or for a complete method to build up to 68:34:51 with at least two of these values correct A1 for 68, 34, 51 in any order (If M0,SC B2 for two correct lengths)

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
9	(a)		Polygon drawn	2	B2 for correct plotting of 5 points and joining with line segments (B1 for points plotted correctly at midpoints of intervals **OR** joining points with line segments at the correct heights and consistent within the class interval (including end values) **OR** correct frequency polygon with one point incorrect **OR** correct frequency polygon with first and last point joined) NB Ignore any histogram drawn and any part of frequency polygon outside range of first and last points plotted
	*(b)		Yes with reason	2	M1 for finding a quarter of 51 and for finding how many teachers sent more than 30 emails C1 for 12.75 or 13 compared to 15 and yes she is correct OR M1 for finding how many teachers sent more than 30 emails and '15'× 4 C1 for comparing 60 with 51 and yes she is correct OR M1 for 15 ÷ 51 (= 0.29...) or $\frac{15}{51}$ × 100 (= 29…%) C1 for comparing 0.29.. with $\frac{1}{4}$ or 0.25 OR 29….% with 25% and yes she is correct
10			Loci drawn	3	B1 for line parallel to *BC* and 3 cm from *BC* B1 for arc drawn, centre *C*, with radius 4 cm B1 ft for shading a region below their horizontal line **and** inside their arc

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
*11			No supported by working	4	M1 for $\pi \times 7$ (= 21.9 to 22) or $\pi \times 7 \times 2.54$ = (55.5 to 56) M1 (dep) for a complete method that could lead to two figures that are comparable eg $\pi \times 7 \times 2.54$; $\pi \times 7$ and $50 \div 2.54$ A1 for correct comparable figures eg 55.5 to 56 (cm); 21.9 to 22 (in) and 19.6 to 19.7 (in) C1 (dep M2) for a correct conclusion based on their comparable figures OR M1 for eg $50 \div \pi$ (= 15.9 to 15.92) or $50 \div 2.54\pi$ (=6.26 to 6.27) M1 (dep) for a complete method that could lead to two figures that are comparable eg $(50 \div \pi) \div 2.54$; $50 \div \pi$ and 7×2.54 A1 for correct comparable figures eg 6.26 to 6.27 (in); 15.9 to 15.92 (cm) and 17.7 to 17.8 (cm) C1 (dep M2) for a correct conclusion based on their comparable figures
12			$p = 8$, $q = 10$	3	M1 for finding the difference between the x or y coordinates eg $4 - 2$ (= 2) or $17 - 5$ (= 12) M1 for a complete method to find the value of p or the value of q A1 cao
13			245	2	M1 for method to identify the angle required, including on a diagram A1 cao
14		$10 \times 75 + 14 \times 105 + 9 \times 135 + 5 \times 165 + 2 \times 195$ $750 + 1470 + 1215 + 825 + 390$ $4650 \div 40$	116.25	4	M1 for finding at least 4 products ft consistently within interval (including end points) M1 (dep) for use of at least 4 correct midpoints. M1 (dep on 1st M) for 'Σft' $\div 40$ A1 for 116.25

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
15	(a)		0.000064	1	B1 for 0.000064 or $\frac{1}{15625}$ or 6.4×10^{-5} oe
	(b)		4.2875×10^{7}	2	B2 cao (B1 for digits 42875 or 4.3×10^{7} or 4.29×10^{7} or 4.288×10^{7})
16		Volume of A = $\frac{140}{0.7}$ = 200 Volume of B = $\frac{128}{1.6}$ = 80 Mass of C = 140+128 = 268 Density of C = $\frac{268}{280}$	0.957	4	M1 for finding the volume of either liquid A or B or the mass of liquid C M1 for a complete method to find the volume AND mass of liquid C M1 (dep M2) for "total mass" ÷ " total volume" A1 for 0.957 to 0.96
17		Gradient of N = 3 Gradient of perpendicular to line N = $-\frac{1}{3}$	$y=-\frac{1}{3}x+1$	3	M1 for complete method to find gradient of line N or for drawing a perpendicular line M1 for method to find the gradient of a perpendicular line A1 $y=-\frac{1}{3}x+1$ oe

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
18	(a)		Diagram type	1	B1 for box plot or box and whisker or cumulative frequency
	*(b)		Comparison given	2	C1 for a correct comparison of medians C1 for a correct comparison of a measure of spread with correct figures NB for the award of both marks at least one of the comparisons must be in context
19		BC = $\frac{12}{\tan 60}$ = 6.92(8…) DE = 6.92(…) × tan 30 = 4 CE = 12 + 4 AC = $\frac{12}{sin60}$ = 13.8(5…) CE = $\frac{13.8(5\ldots)}{cos30}$	16 with supporting working	4	M1 for a method to find BC or AC or AD B1 for angle EAD = 30˚ or AED = 60° or ACD = 30˚ or CAD = 60° M1 for a method to find CE A1 for 15.9-16.1 with supporting working

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
20			Shown	3	M1 for correct expansion of $(n+3)^2$ or $(n-3)^2$ eg $(n+3)^2 = n^2+6n+9$ or $(n-3)^2 = n^2-6n+9$ M1 for correct expansion of complete expression, eg $(n^2+6n+9) - (n^2-6n+9)$ A1 for $12n$ and conclusion OR M1 for $[n+3+n-3][n+3-(n-3)]$ M1 for $2n \times 6$ A1 for conclusion
21		$3^2 \times 180$	1620	2	M1 for using a scale factor of 3^2 (= 9) A1 cao
22			1.25	3	M1 100 – 12 (= 88) or 0.88 or 1.1 ÷ 88 (= 0.0125) M1 for complete method, eg 1.1 ÷ 0.88 A1 cao (SC B2 for 1250 as answer)
23			22.5	3	M1 for $\frac{1}{2} \times 7 \times 5 \times \sin 40$ or $\frac{1}{2} \times 7 \times 5 \times \sin(180 - 40)$ M1 (dep M1) for doubling the area of the triangle A1 for 22.4 – 22.5 OR M1 for complete method to find height of parallelogram, eg $5 \sin 40°$ M1 (dep M1) for complete method to find the area of the parallelogram, eg $7 \times 5\sin 40°$ A1 for 22.4 – 22.5

PMT

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
24		$\frac{232.5}{202.5} \times 60$	68.9	4	M1 for 232.5 or 237.5 or 197.5(=3.29… hours) or 202.5 (= 3.375 hours) M1 for correct conversion of "upper bound of time" from minutes to hours, (202.5 to 205) ÷ 60 M1 for "lower bound of distance" ÷ "upper bound of time" (230 to 232.5) ÷ (3.375 to 3.41(6…)) A1 for 68.8 to 69 from correct working OR M1 for 232.5 or 237.5 or 197.5(=3.29… hours) or 202.5 (= 3.375 hours) M1 for "lower bound of distance" ÷ "upper bound of time" (230 to 232.5) ÷ (202.5 to 205) M1 for correct conversion of "lower bound of speed" from miles per minute to miles per hour, ((1.12(1...) to 1.14(8...)) × 60 A1 for 68.8 to 69 from correct working
25		$\frac{-4 \pm \sqrt{4^2 - 4 \times 3 \times -12}}{2 \times 3}$	1.44 and −2.77	3	M1 for substitution of $a = 3$, $b = 4$, $c = -12$ into the formula (condone one sign error) or for completing the square M1 for $\frac{-4 \pm \sqrt{160}}{6}$ or in simplified form A1 for answers in the ranges 1.43 to1.45 and −2.76 to −2.78

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
26	(a)		(4), 9, 8, 10, 12	2	M1 for correct calculation to find one frequency e.g. 0.9 × 10 or 1.6 × 5 or 1 × 10 or 0.8 × 15 or for one frequency correct or shows that 1 cm^2 = 1 A1 for all frequencies correct
	(b)		$\frac{8}{43}$	2	M1 for 8 (people) or $\frac{2}{3}$ of "12" A1ft for 8 out of 43 stated as a percentage or fraction or decimal
	(c)		26000	2	M1 ft for finding the interval in which the "21.5th" or "22nd" value lies or 26 or 25.5 A1 for 26000 or 25500
27		$\overrightarrow{AB} = \overrightarrow{AO} + \overrightarrow{OB}$ $= \mathbf{a} + \mathbf{b}$ $\overrightarrow{AC} = \frac{7}{2}\overrightarrow{AB}$ $\overrightarrow{OC} = \overrightarrow{OA} + \overrightarrow{AC}$ $= 2\mathbf{a} + \mathbf{b} + \frac{7}{2}(\mathbf{a} + \mathbf{b})$	$\frac{11}{2}\mathbf{a} + \frac{9}{2}\mathbf{b}$	4	M1 for $\overrightarrow{AB} = \overrightarrow{AO} + \overrightarrow{OB}$ $(= -(2\mathbf{a} + \mathbf{b}) + (3\boldsymbol{a} + 2\boldsymbol{b}))$ or $\mathbf{a} + \mathbf{b}$ M1 for $\overrightarrow{AC} = \frac{7}{2}\overrightarrow{AB}$ or $\overrightarrow{BC} = \frac{5}{2}\overrightarrow{AB}$, may be in terms of **a** and **b** M1 (dep M2) for complete method to find $\overrightarrow{OC}$ in terms of **a** and **b** A1 for $\frac{11}{2}\mathbf{a} + \frac{9}{2}\mathbf{b}$ or equivalent simplest form (SCB2 for $\frac{11}{2}\mathbf{a} + \frac{23}{2}\mathbf{b}$ or $\frac{11}{2}\mathbf{a} + \frac{19}{2}\mathbf{b}$)

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
28	(a)		Circle drawn	2	B2 fully correct circle drawn (B1 for circle drawn with centre (0,0) or circle drawn with radius 4) OR M1 at least 5 correct points calculated and plotted A1 fully correct circle drawn
	(b)		$x = 1.4$, $y = 3.8$ $x = -2.2$, $y = -3.4$	3	M1 for $y = 2x + 1$ drawn or for elimination of one variable A1 for one correct pair of values given or for $x = 1.4, -2.2$ (± 0.2) or ft from graph provided 2 marks in (a) A1 for second correct pair of values given (±0.2) or ft from graph provided 2 marks in (a)

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**
Q4		Grid is enlarged. 2 rows at the top and 2 columns on the right are removed. The enlargement is drawn on the diagram and the question is reversed. 'Describe fully the single transformation that maps shape P onto shape Q.'	B2 for enlargement, scale factor 2, centre A (B1 for enlargement, or scale factor 2)

PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
Q6		Diagrams removed.	M1 for a complete method to find the cost per sachet or the number of sachets per £1 for one size of box M1 for a complete method to find all three comparable figures A1 for 0.47(08. .), 0.46, 0.45 or 2.12(3...), 2.17(..), 2.22 (2..) oe C1(dep on M2) for a comparison of their answers leading to a correct deduction **OR** M1 for 3 multiples of each of 12, 20 and 35 or a common multiple of 12, 20 and 35, eg 420 or multipliers to compare the same number of sachets from each box, eg $\times\frac{35}{12}$ and $\times\frac{35}{20}$ M1 for a complete method to find three comparable costs A1 for three correct costs, eg 197.75 and 193.20 and 189.00 C1(dep on M2) for a comparison of their answers leading to a correct deduction
Q7	(a)	MLP only: x changed to p.	B1 cao

PMT

PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
Q9	(a)	In text 51 is changed to 55. Frequencies changed to : 5, 20, 15, 10, 5. Grid is simplified and enlarged. Both axes – 3cm grid with an intermediate line. Label for horizontal axis left aligned. Label for vertical axis placed above the axis.	B2 for correct plotting of 5 points and joining with line segments (B1 for points plotted correctly at midpoints of intervals **OR** joining points with line segments at the correct heights and consistent within the class interval (including end values) **OR** correct frequency polygon with one point incorrect **OR** correct frequency polygon with first and last point joined) NB Ignore any histogram drawn and any part of frequency polygon outside range of first and last points plotted
Q9	(b)	In text 51 is changed to 55. Frequencies changed to : 5, 20, 15, 10, 5. Grid is simplified and enlarged. Both axes – 3cm grid with an intermediate line. Label for horizontal axis left aligned. Label for vertical axis placed above the axis.	M1 for finding a quarter of 55 and for finding how many teachers sent more than 30 emails C1 for 13.75 or 14 compared to 15 and yes she is correct **OR** M1 for finding how many teachers sent more than 30 emails and '15'× 4 C1 for comparing 60 with 55 and yes she is correct **OR** M1 for 15 ÷ 55 (= 0.27...) or $\frac{15}{55} \times 100$ (= 27…%) C1 for comparing 0.27.. with $\frac{1}{4}$ or 0.25 OR 27….% with 25% and yes she is correct
Q10		Rectangle has been widened so that AD and BC are 12 cm. In text, 8 metres has been changed to 10 metres.	B1 for line parallel to *BC* and 3 cm from *BC* B1 for arc drawn, centre *C*, with radius 5 cm B1 ft for shading a region below their horizontal line **and** inside their arc

PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
Q11		Diagram is enlarged.	M1 for $\pi \times 7$ (= 21.9 to 22) or $\pi \times 7 \times 2.54$ = (55.5 to 56) M1 (dep) for a complete method that could lead to two figures that are comparable eg $\pi \times 7 \times 2.54$; $\pi \times 7$ and $50 \div 2.54$ A1 for correct comparable figures eg 55.5 to 56 (cm); 21.9 to 22 (in) and 19.6 to 19.7 (in) C1 (dep M2) for a correct conclusion based on their comparable figures **OR** M1 for eg $50 \div \pi$ (= 15.9 to 15.92) or $50 \div 2.54\pi$ (=6.26 to 6.27) M1 (dep) for a complete method that could lead to two figures that are comparable eg $(50 \div \pi) \div 2.54$; $50 \div \pi$ and 7×2.54 A1 for correct comparable figures eg 6.26 to 6.27 (in); 15.9 to 15.92 (cm) and 17.7 to 17.8 (cm) C1 (dep M2) for a correct conclusion based on their comparable figures
Q14		Frequency column has been widened to allow for working.	M1 for finding at least 4 products *ft* consistently within interval (including end points) M1 (dep) for use of at least 4 correct midpoints. M1 (dep on 1st M) for 'Σft' $\div$ 40 A1 for 116.25
Q17		Diagram is enlarged.	M1 for complete method to find gradient of line N or for drawing a perpendicular line M1 for method to find the gradient of a perpendicular line A1 $y = -\frac{1}{3}x + 1$ oe
Q19		Diagram is enlarged. Angle arc put inside the angle size.	M1 for a method to find BC or AC or AD B1 for angle EAD = 30° or AED = 60° or ACD = 30° or CAD = 60° M1 for a method to find CE A1 for 15.9-16.1 with supporting working

PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
Q23		Diagram is enlarged. Angle arc put inside the angle size.	M1 for $\frac{1}{2} \times 7 \times 5 \times \sin 40$ or $\frac{1}{2} \times 7 \times 5 \times \sin(180 - 40)$ M1 (dep M1) for doubling the area of the triangle A1 for 22.4 – 22.5 **OR** M1 for complete method to find height of parallelogram, eg 5 sin40° M1 (dep M1) for complete method to find the area of the parallelogram, eg 7 × 5sin40° A1 for 22.4 – 22.5
Q26	(a)	Braille only: (i) to(iv) put in the spaces in the frequency table. Diagram enlarged. Label for horizontal axis left aligned. Label for vertical axis placed above the axis. Top row of grid removed.	M1 for correct calculation to find one frequency e.g. 0.9 × 10 or 1.6 × 5 or 1 × 10 or 0.8 × 15 or for one frequency correct or shows that 1 cm^2 = 1 A1 for all frequencies correct
Q26	(b)	Diagram enlarged. Label for horizontal axis left aligned. Label for vertical axis placed above the axis. Top row of grid removed.	M1 for 8 (people) or $\frac{2}{3}$ of "12" A1ft for 8 out of 43 stated as a percentage or fraction or decimal
Q26	(c)	Diagram enlarged. Label for horizontal axis left aligned. Label for vertical axis placed above the axis. Top row of grid removed.	M1 ft for finding the interval in which the "21.5th" or "22nd" value lies or 26 or 25.5 A1 for 26000 or 25500

PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
Q27		Diagram enlarged. Lowercase vectors are increased further in size for emphasis.	M1 for $\overrightarrow{AB} = \overrightarrow{AO} + \overrightarrow{OB}$ $(= -(2\mathbf{a} + \mathbf{b}) + (3\boldsymbol{a} + 2\boldsymbol{b}))$ or $\mathbf{a} + \mathbf{b}$ M1 for $\overrightarrow{AC} = \frac{7}{2}\overrightarrow{AB}$ or $\overrightarrow{BC} = \frac{5}{2}\overrightarrow{AB}$, may be in terms of **a** and **b** M1 (dep M2) for complete method to find $\overrightarrow{OC}$ in terms of **a** and **b** A1 for $\frac{11}{2}\mathbf{a} + \frac{9}{2}\mathbf{b}$ or equivalent simplest form (SCB2 for $\frac{11}{2}\mathbf{a} + \frac{23}{2}\mathbf{b}$ or $\frac{11}{2}\mathbf{a} + \frac{19}{2}\mathbf{b}$)
Q28	(a)	Grid enlarged and simplified.	B2 fully correct circle drawn (B1 for circle drawn with centre (0,0) or circle drawn with radius 4) **OR** M1 at least 5 correct points calculated and plotted A1 fully correct circle drawn
Q28	(b)	Grid enlarged and simplified.	M1 for $y = 2x + 1$ drawn or for elimination of one variable A1 for one correct pair of values given or for $x = 1.4, -2.2$ (± 0.2) or ft from graph provided 2 marks in (a) A1 for second correct pair of values given (±0.2) or ft from graph provided 2 marks in (a)

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Mark Scheme (Results)

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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.

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

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

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

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

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

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

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

With working

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

8 Follow through marks

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

9 Ignoring subsequent work

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

10 Probability

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

Linear equations

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

12 Parts of questions

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

13 Range of answers

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

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

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

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
1	3 | 1 3 7 4 | 1 4 4 7 8 8 5 | 1 2 3 5 6 6 6 6 | 0 1 3 4	Diagram and key	3	B2 for fully correct diagram (accept a stem of 30, 40, 50, 60, the order of the numbers in the stem may be reversed) (B1 for one error or omission or unordered diagram with no errors) B1 for a correct key (units may be omitted but must be correct if stated) eg 3 | 1 = 31 (mm)
2 (a)		225 : 475	2	M1 for 700 ÷ 2 + 125 (= 475) **or** 700 ÷ 2 – 125 (= 225) A1 for 225 : 475 oe, eg 9:19
(b)		175, 455	3	M1 for 630 ÷ (5 + 13) (= 35) M1 for "35" × 5 (= 175) **or** "35" × 13 (= 455) A1 cao
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**
4 (a)		0.3	2	M1 for 1 − (0.25 + 0.10 + 0.20 + 0.15) oe A1 for 0.3 oe
(b)		21	3	M1 for 0.25 + 0.10 (= 0.35) or 0.25 × 60 (= 15) or 0.10 × 60 (= 6) M1(dep) for 60 × "0.35" or "15" + "6" A1 cao
5		1.4091(…)	2	B2 for 1.4091(…) (B1 for 2.1025 or 1.492 or 2.397…or 2.398)
6		180	3	M1 for a correct start to the process, eg 300 ÷ 5 (= 60) or 300 ÷ (5 × 1.5) (= 40) or 8 ÷ 5 (= 1.6) or 5 ÷ 8 (= 0.625) M1 for a complete method that will lead to the number of bricks needed to build the wall (= 480) or for a complete method that will lead to the number of extra bricks needed to build the wall, eg 300 ÷ 5 × 3 A1 cao

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
7	x -1 0 1 2 3 4 y 10 8 6 4 2 0	$y = 8 - 2x$ drawn	3	B3 for a correct line between $x = -1$ and $x = 4$ OR B2 for a correct straight line segment through at least 3 of $(-1, 10)$, $(0, 8)$, $(1, 6)$, $(2, 4)$, $(3, 2)$, $(4, 0)$ **or** for all of these points plotted but not joined **or** for a line drawn with a negative gradient through $(0, 8)$ **and** clear intention to use of a gradient of -2, eg line through (0,8) and (0.5, 6) OR B1 for at least 2 correct points stated or plotted **or** for a line drawn with a negative gradient through $(0, 8)$ **or** a line with gradient -2
*8		Comparison	3	M1 for 23.50×1.34 A1 for 31.49 C1 (dep M1) for 'euros' stated and a comparison ft their "31.49" OR M1 for $31 \div 1.34$ A1 for 23.13(43...) C1 (dep M1) for '£' stated and a comparison ft their "23.13" OR M1 for $31 \div 23.50$ A1 for 1.31(91...) C1 (dep M1) for comparison ft their "1.31(91...)" and explanation linked to conversion rate.

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
9		6.56	4	M1 for $200^2 + 60^2$ (= 43600) M1 for $\sqrt{40000 + 3600}$ or $\sqrt{43600}$ (= 208.8…) M1 for a complete method eg ("208.8" + 2 × 200 + 2 × 60) ÷ 100 × 0.9 oe A1 for 6.55 – 6.561
*10		large carton with correct calculations	3	M1 for 1.60 ÷ 125 (= 0.0128) or 2.8 ÷ 225 (= 0.0124(4…)) or 125 ÷ 1.60 (= 78(.125(g)) or 225 ÷ 2.80 (= 80(.35…g)) or any other calculation that could lead to a comparative figure M1 for 1.60 ÷ 125 (= 0.0128) **and** 2.8 ÷ 225 (= 0.0124(4…)) or for 125 ÷ 1.60 (= 78(.125(g)) **and** 225 ÷ 2.80 (= 80(.35…g)) or for calculations that could lead to comparative figures for the cartons 2 C1 for correct comparative figures for both cartons leading to a correctly stated comparison. Accept any other method considered equivalent. Figures may be truncated or rounded as long as their method is clear.

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
11	$\pi \times 6^2 - 2 \times 6 \times 6$	41.1	4	M1 for correct method to work out the area of the circle or quarter circle or semi-circle eg $\pi \times 6^2$ (=113(.09..)); $\pi \times 6^2 \div 2 = 56.5(4..)$; $\pi \times 6^2 \div 4 = 28.2(7\ldots)$) M1 for method to work out the area of the square (=72) oe or a triangle eg ½×6×6 (=18) M1 for complete method to find shaded area. A1 for value in the range 41.04 - 41.112
12 (a)		n^4	2	M1 for $\frac{n^{10}}{n^6}$ oe or $\frac{n^7}{n^3}$ oe or $n \times n^3$ oe A1 cao
(b)		$3x^2 + 4x$	2	B2 for $3x^2 + 4x$ or $x(3x + 4)$ (B1 for $x^2 - 2x$ or $2x^2 + 6x$ or $3x^2 + nx$ or $px^2 + 4x$)
(c)		$5(y - 3)$	1	B1 cao
(d)		$9ab(2 + 3b)$	2	B2 for $9ab(2 + 3b)$ (B1 for $9a(2b + 3b^2)$ or $9b(2a + 3ab)$ or $ab(18 + 27b)$ or $3ab(6 + 9b)$ or $3a(6b + 9b^2)$ or $3b(6a + 9ab)$ or $9ab$(a two term algebraic expression))

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
13 (a)		5, 30, 60, 75, 80	1	B1 for correct cumulative frequencies (may be implied by correct heights on the grid)
(b)		cf graph	2	M1 for at least 4 of the 5 points plotted correctly at the ends of the intervals or 4 of the 5 points plotted not at the ends but consistently within each interval and joined (dep on a cf table with no more than one arithmetic error) A1 for a fully correct cf graph (points may be joined by a curve or straight line segments)
(c)	IQR = UQ – LQ	26-28	2	M1 for reading values from their cf graph at cf = 20 or 20.25 **and** cf = 60 or 60.75 A1ft provided M1 is awarded in (b)
(d)		55-59	3	M1 for reading a value from their cf graph at weight 150 grams M1 for $\frac{"45"}{"80"} \times 100$ A1ft provided M1 is awarded in (b)
14		126	3	M1 for 180 – (360 ÷ 5) (= 108) or (5 – 2) × 180 ÷ 5 (= 108) M1 for a complete method eg $\frac{360-"108"}{2}$ or $180-\frac{"108"}{2}$ A1 cao

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
15		28.9	5	M1 for $\sin 62 = \frac{BD}{15}$ **or** $\frac{BD}{\sin 62} = \frac{15}{\sin 90}$ oe M1 for (BD =) $15 \times \sin 62$ **or** $\frac{15}{\sin 90} \times \sin 62$ oe (= 13.24...) M1 for $\tan BCD = \frac{"13.24"}{24}$ oe **or** $\tan BDC = \frac{24}{"13.24"}$ with BDC clearly identified M1 for $BCD = \tan^{-1}\frac{"13.24"}{24}$ oe **or** $BDC = \tan^{-1}\frac{24}{"13.24"}$ with BDC clearly identified A1 for 28.8 – 28.9 **OR** M1 for $\cos(90 - 62) = \frac{BD}{15}$ M1 for (BD =) $15 \times \cos(90 - 62)$ (= 13.24...) M1 for $\tan BCD = \frac{"13.24"}{24}$ oe **or** $\tan BDC = \frac{24}{"13.24"}$ with BDC clearly identified M1 for $BCD = \tan^{-1}\frac{"13.24"}{24}$ oe **or** $BDC = \tan^{-1}\frac{24}{"13.24"}$ with BDC clearly identified A1 for 28.8 – 28.9

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...)
17 (a)		Question and responses	2	B1 for a suitable question which includes a time frame (the time frame could appear with the response boxes) B1 for at least 3 non-overlapping response boxes which are exhaustive for their question NB Do not accept inequality signs
(b)		53 or 54	2	M1 for $\frac{460}{1709} \times 200$ (= 53.8...) oe A1 for 53 or 54

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
*18		28°	4	M1 for angle $ABD = 62°$ M1 for angle $BAD = 90°$ C2 for angle $ADB = 28^{\circ}$ with full, appropriate reasons given angles in the same segment are equal; angles in a semicircle are 90°; angles in a triangle add up to 180° (C1 (dep on relevant M1) for one correct and appropriate reason relating to a circle theorem) OR M1 for angle $AOD = 62° \times 2$ (= 124°) M1 for $(180° - 124°) \div 2$ C2 for angle $ADB = 28°$ with full, appropriate reasons given the angle at the centre of a circle is twice the angle at the circumference; base angles of an isosceles triangle are equal; angles in a triangle add up to 180° (C1 (dep on relevant M1) for one correct and appropriate reason relating to a circle theorem)

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
19 (a)		$y^2 + 7y + 10$	2	M1 for all 4 terms (and no additional terms) correct ignoring signs **or** 3 terms correct A1 for $y^2 + 7y + 10$
(b)		$(e - 3)(e + 4)$	2	M1 for $(e \pm 3)(e \pm 4)$ A1 for $(e - 3)(e + 4)$
(c)		0.77, –0.43	3	M1 for $\frac{--1 \pm \sqrt{(-1)^2 - 4 \times 3 \times -1}}{2 \times 3}$ (condone one sign error) M1 for $\frac{1 \pm \sqrt{13}}{6}$ A1 for one answer in the range 0.767 to 0.77 and one answer in the range –0.43 to –0.4343
20		17.7(014…)	3	B1 for 7.75 or7.85 or 5.15 or 5.25 or 62.5 or 63.5 M1 for $\frac{1}{2} \times 7.75 \times 5.15 \times \sin 62.5$ A1 for 17.7(0140994…)

PAPER: 1MA0/2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
*21			No with explanation and supportive working	4	M1 for method to find the volume of compost needed to fill one or more baskets eg $\frac{2}{3} \times \pi \times 20^3$ (= 16755(.16…)) Or $\frac{4}{3} \times \pi \times 20^3$ (= 33510(.32…)) M1 for appropriate use of 1 litre = 1000 cm^3, eg $4 \times 50 \times 1000$ (= 200000) or "16755" ÷ 1000 M1 for complete method to find values needed to make decision C1 for conclusion supported by correct values, eg 200000 and 201061(.92...) (accept 201000 to 201120) or 16666(.66...) and 16755(.16…) or 11.9(36...) NB Calculations can be in litres or cm^3
22	(a)	$2 = k^{-1}$	½	2	M1 for reading off and substituting a pair of values from the graph (excluding 0, 1) into the equation, eg $x = -1$, $y = 2$ A1 for ½ oe
	(b)		correct graph	2	B2 cao (B1 for correct general shape, eg $y = -\sin x°$)

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
23		Correct conclusion from correct working	4	B1 for $\overrightarrow{AB} = -5\mathbf{a} + 2\mathbf{b}$ or $\overrightarrow{BA} = 5\mathbf{a} - 2\mathbf{b}$ M1 for a correct vector statement for $\overrightarrow{OT}$ eg $\overrightarrow{OA} + \overrightarrow{AT}$ or $\overrightarrow{OB} + \overrightarrow{BT}$ or $\overrightarrow{OA} + \frac{5}{6}\overrightarrow{AB}$ or $\overrightarrow{OB} + \frac{1}{6}\overrightarrow{BA}$, may be written partially or fully in terms of **a** and **b** M1 for $5\mathbf{a} + \frac{5}{6}(-5\mathbf{a} + 2\mathbf{b})$ oe or $2\mathbf{b} + \frac{1}{6}(5\mathbf{a} - 2\mathbf{b})$ oe A1 for $\frac{5}{6}(\mathbf{a} + 2\mathbf{b})$ is parallel to $\mathbf{a} + 2\mathbf{b}$

PAPER: 1MA0/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
*24	$(n^2 + 4n + 4) - (n^2 + 2n + 1)$ $\frac{2n+3}{2n^2+3n}$ $\frac{2n+3}{n(2n+3)}$	Proof	4	M1 for correct method to expand $(n + 2)^2$ or $(n + 1)^2$ M1 for correct simplification of numerator M1 for factorisation of $2n^2 + 3n$ **or** for clearing the fractions on both sides correctly C1 for complete and correct proof OR M1 for $\{(n+2)-(n+1)\}\{(n+2)+(n+1)\}$ M1 for $1 \times (2n+3)$ M1 for factorisation of $2n^2 + 3n$ **or** for clearing the fractions on both sides correctly C1 for complete and correct proof OR M1 for $n\{(n+2)^2-(n+1)^2\} = (2n^2 + 3n) \times 1$ M1 for $n(n+2)^2 - n(n+1)^2$ or for correct expansion of $(n+2)^2-(n+1)^2$ M1 for correct expansion of $n\{(n+2)^2-(n+1)^2\}$ C1 for complete and correct proof (must include statement recognising the equality of LHS and RHS)

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		Diagram enlarged. 4th horizontal line added to the bottom of the stem and leaf diagram. Key moved above and to the left of the diagram. Wording added 'It shows the basis of a stem and leaf diagram.	Standard mark scheme
3		Diagram enlarged. Wording added 'Angle $BOC = 4x + 31$'. Wording added 'Angle $AOC = 6x - 21$'.	Standard mark scheme
4		Diagram enlarged. Spike removed from the spinner and the spinner has been straightened.	Standard mark scheme
7		Grid enlarged.	Standard mark scheme
9		Diagram enlarged. Wording added '$CB = 200$ cm'. Wording added '$DC = 60$ cm'.	Standard mark scheme

PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
10		Pictures have been removed.	Standard mark scheme
11		Diagram enlarged.	Standard mark scheme
12	(b)	MLP only: x changed to y.	B2 for $3y^2 + 4y$ or $y(3y + 4)$ (B1 for $y^2 - 2y$ or $2y^2 + 6y$ or $3y^2 + ny$ or $py^2 + 4y$)
	(d)	'a' changed to 's' and 'b' changed to 't' for all candidates.	B2 for $9st(2 + 3t)$ (B1 for $9s\,(2t + 3t^2)$ or $9t(2s + 3st)$ or $st(18 + 27t)$ or $3st(6 + 9t)$ or $3s(6t + 9t^2)$ or $3t(6s + 9st)$ or $9st$(a two term algebraic expression))
13	(a)	Wording added 'There are five spaces to fill.'	Standard mark scheme
	(b) to (d)	Diagram enlarged. Axes labels have been moved to the top of the vertical axis and to the left of the horizontal axis. Right axis has been labelled.	Standard mark scheme
14		Diagram enlarged.	Standard mark scheme
15		Diagram enlarged. Wording 'AB = 15 m' changed to 'BA = 15 metres'. Wording 'BC = 24 m' changed to 'CB = 24 metres'. Wording added 'Angle CBD = angle $BDA = 90^{\circ}$.'	Standard mark scheme

PAPER: 1MA0_2H			
Question		**Modification**	**Notes**
18		Diagram enlarged.	Standard mark scheme
19	(b)	Braille only: e changed to m.	M1 for $(m \pm 3)(m \pm 4)$ A1 for $(m - 3)(m + 4)$
21		Simplified diagram provided for MLP candidates.	Standard mark scheme
22	(a) (b)	Grid enlarged. Grid enlarged.	Standard mark scheme Standard mark scheme
23		Diagram enlarged. Cross at T changed to a solid dot.	Standard mark scheme

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Mark Scheme (Results)

November 2016

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

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NOTES ON MARKING PRINCIPLES

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

2 Mark schemes should be applied positively.

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

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

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

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

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

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

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

7 With working

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

8 Follow through marks

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

9 Ignoring subsequent work

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

10 Probability

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

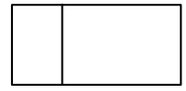
11 Linear equations
Full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously indicated in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any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

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

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

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

5MB2H November 2016						
Question		**Working**	**Answer**	**Mark**	**Notes**	**Type**
1	(a)		$7n - 4$	2	B2 for $7n - 4$ (B1 for $7n + k$, $k \neq -4$	G
	(b)	$3 \times 4^2 + 5$	53	2	M1 for $3 \times 4^2 + 5$ A1 cao	G
2	(a)	$7a + 4a - 8b$	$11a - 8b$	2	M1 for $4a - 8b$ A1 for $11a - 8b$	G
	(b)		n^{11}	1	B1 cao	C
	(c)		$5(x + 2)$	1	B1 cao	G
3			74	4	M1 for $200 - \frac{10}{100} \times 200$ (=180) M1 for "180" ÷ (1 + 2 + 7) (= 18) M1 for "18" × (1 + 2) + 20 A1 cao OR M1 for $200 - \frac{1}{10} \times 200$ (=180) M1 for $\frac{7}{10} \times 180$ (=126) M1 for 200 – "126" + 20 A1 cao	E
4			Plan 	2	M1 for 7 × 4 rectangle A1 for correct plan with dividing line	G

5MB2H November 2016					
Question	**Working**	**Answer**	**Mark**	**Notes**	**Type**
*5	(180 – 120) ÷ 2 = 30 (180 – 30) ÷ 2	75°	4	M1 for method to find angle *ADB* (or angle *ABD*) (180 – 120) ÷ 2 A1 for 75 C1 (dep on M1) for Alternate angles are equal **or** co-interior (allied) angles add up to 180° C1 (dep on M1) for Base angles of an isosceles triangle are equal **and** Angles in a triangle add up to 180°	E
6	30 ÷ 15 = 2 48 ÷ (6 – 2)	12	3	M1 for 30 ÷ 15 = 2 M1 for 48 ÷ (6 – "2") A1 cao	E
*7	120 ÷ 8 × 5 80 + 75 = 155 155 > 150 150 – 80 = 70 70 ÷ 5 × 8 112 < 120	No with reason	3	M1 for method to convert 120 km to miles 120 ÷ 8 × 5 (=75) M1 for 80 + '75' (=155) C1 for No with correct total distances in miles OR M1 for 150 – 80 = 70 M1 for complete method to convert 70 miles to km 70 ÷ 5 × 8 (=112) C1 for No with correct values for distance driven in France and mileage remaining.	E

5MB2H November 2016					
Question	**Working**	**Answer**	**Mark**	**Notes**	**Type**
8	$4 \times 3 = 12$ $2 \times 10 = 20$ $(12 + 20 + 20) \times 1.5$ $8 \times 10 \times 1.5 = 120$ $\frac{1}{2} \times 4 \times 7 \times 1.5 = 21$ $120 - 21 - 21$	78	4	M1 for method to find area of parallelogram or 2 triangles M1 for method to find whole cross sectional area M1 for complete method to find volume A1 cao OR M1 for method to find volume of enclosing cuboid or volume of a single cuboid. M1 for method to find volume of triangular prism(s) or for method to find volume of parallelogram prism(s) M1 for complete method to find volume of prism. A1 cao	E
9	$10 \times 4^2 - 4 - 21 = 135$ $2 \times 4 - 3 = 5$ $135 \div 5 = 27$ $10x^2 - x - 21$ $= (2x - 3)(5x + 7)$ $5 \times 4 + 7$	27	3	M1 for $10 \times 4^2 - 4 - 21$ (= 135) M1 for $135 \div (2 \times 4 - 3)$ A1 cao OR M1 for factorising to give $5x + 7$ or $5x + n$, $n \neq 7$ or $mx + 7$, $m \neq 5$) M1 (dep) for substitution of $x = 4$ into expression for length of rectangle A1 cao	E

5MB2H November 2016					
Question	**Working**	**Answer**	**Mark**	**Notes**	**Type**
10 (a)(i)		1	3	B1 cao	C
(ii)		$\frac{1}{25}$		B1 for $\frac{1}{25}$ or 0.04	C
(iii)		4		B1 cao	C
(b)		$5a^4b^3$	2	B2 for $5a^4b^3$ (B1 for any two of 5, a^4, b^3 in a product)	E
11		$\frac{29}{35}$	4	M1 for writing both $4\frac{3}{5}$ and $2\frac{2}{3}$ or both $\frac{3}{5}$ and $\frac{2}{3}$, with a common denominator (a multiple of 15) with at least one correct numerator M1 for $4-2+\frac{9}{15}-\frac{10}{15}\left(=\frac{29}{15}\right)$ or $\frac{69}{15}-\frac{40}{15}$ M1 for "$\frac{29}{15}$" $\times \frac{3}{7}$ A1 for $\frac{29}{35}$ oe single fraction	E
12 (a)		0.00023	1	B1 cao	C
(b)	$5.86 \times 10^6 = 5\,860\,000$ $4\,200\,000 = 4.2 \times 10^6$ 5.3 million $= 5\,300\,000 = 5.3 \times 10^6$	A C B	2	M1 for one correct conversion to or from standard form or answer reversed. A1 for A C B or numbers in correct order	G
13 (a)		(5, 2, 2)	1	B1 cao	E
(b)		(4, 2, 1)	2	M1 for an answer of (a, 2, 1) or (4, b, 1) or (4, 2, c) or ft from (a) A1 (4, 2, 1) or ft from (a)	E

5MB2H November 2016					
Question	**Working**	**Answer**	**Mark**	**Notes**	**Type**
*14	360 – 90 – 90 – 110 = 70 180 – 60 – 70 360 – 90 – 90 – 60 = 120 360 – 110 – 120 = 130 360 – 90 – 90 − 130	50°	4	B1 for identifying 90 ° (may be on diagram) M1 for beginning method using *MON* = 110 eg 360 – 90 – 90 – 110 (= 70) M1 for completing method to find *BAC* eg 180 – 60 – 70 (=50) C1 for (angle *BAC* =) 50 and all reasons relevant to method used: Angle between tangent and radius is 90 Sum of angles in a quadrilateral is 360 Angles in a triangle add up to 180 OR B1 for identifying 90 ° (may be on diagram) M1 for beginning method using *NCP* = 60 eg 360 – 90 – 90 – 60 (= 120) M1 for completing method to find *BAC*, e.g. 360 – 110 – 120 = 130 360 – 90 – 90 – 130 (=50) C1 for (angle *BAC* =) 50 and all reasons relevant to method used: Angle between tangent and radius is 90 Sum of angles in a quadrilateral is 360 Angles around a point equal 360	E
15		$\frac{7x}{x+5}$	3	M1 for $7x(x-3)$ M1 for $(x-3)(x+5)$ A1 for $\frac{7x}{x+5}$	E

5MB2H November 2016					
Question	**Working**	**Answer**	**Mark**	**Notes**	**Type**
16	$\frac{(\sqrt{5}+\sqrt{5}+6)}{2} \times (\sqrt{5}-2)$ $(\sqrt{5}+3)(\sqrt{5}-2)$ $5+3\sqrt{5}-2\sqrt{5}-6$ $\sqrt{5}(\sqrt{5}-2)+\frac{6(\sqrt{5}-2)}{2}$ $5-2\sqrt{5}+3\sqrt{5}-6$	$\sqrt{5}-1$	3	M1 for $\frac{(\sqrt{5}+\sqrt{5}+6)}{2} \times (\sqrt{5}-2)$ M1 for expansion $5+3\sqrt{5}-2\sqrt{5}-6$ with 3 terms out of 4 correct including signs or all 4 terms correct ignoring signs A1 cao OR M1 for $\sqrt{5}(\sqrt{5}-2)+\frac{6(\sqrt{5}-2)}{2}$ M1 for expansion $5-2\sqrt{5}+3\sqrt{5}-6$ with 3 terms out of 4 correct including signs or all 4 terms correct ignoring signs A1 cao	E
17	$\frac{-2}{6}=\frac{-1}{3}$ $1=3\times 3+c$	$y=3x-8$	4	M1 for gradient $\frac{-2}{6}$ M1 for use of $\frac{-1}{m}$ for perpendicular line M1 for substitution of (3,1) into their equation A1 for $y=3x-8$ oe	E

Question 5

Unfortunately, metric conversions are challenging for students. This question was not answered well, with 370 and 3700 seen commonly as incorrect answers.

Question 7

This question, involving change of units, was poorly answered by those candidates at which it was targetted. In particular, part (a) rarely attracted a correct answer. Attempts at part (b) were often more successful with the majority of candidates gaining at least one of the three marks available. Where both marks were not awarded for part (b) a good proportion of candidates scored one mark, usually for multiplying by 1000 and showing their conversion from kilometres to metres. A good number of candidates lost marks because they used 360 for 60 × 60 or because they divided by 60 instead of by 3600. Some other candidates multiplied by 3600 instead of dividing by it.

Question 11

There were very few fully correct answers to this question. Lower attaining students did not appreciate the need to use 50^2 or 100^2 in one way or another to take into account area and unit conversions. These students often restricted their response to working out

$\frac{48\times50}{100}$, resulting in the answer 24. However, examiners were able to give partial credit to the relatively small proportion of students who realised the need to use $1\ m^2 = 10\ 000\ cm^2$, often expressed in the form of dividing by 100 twice. Very few students identified the need to use the scale factor of 2500 (or 50×50). Some students successfully chose dimensions for the room on the plan, for example 8 cm and 6 cm then converted these to metres before recalculating the area.

Question 3

The first problem solving question on the paper required learners to compare the cost of a chocolate bar in two different cities. This required them to find comparable amounts by weight or per unit cost, and to use a currency exchange.
The first mark was for a suitable start to the problem and could be gained by either converting one cost correctly, or by converting one item's weight, or by finding the weight per unit cost in one city. Many learners gained this first mark, which was really pleasing to see. A very good proportion were then able to gain a second mark for the process to find comparable figures. This required the amount to be comparable as well as the currency. This was a process mark so could be awarded even if arithmetic errors had occurred, providing clear working was seen. As mentioned in the introduction, learners are continuing to improve on this front and clear annotations were often provided.
The final mark was for having accurate comparable figures along with a correct conclusion. Conclusions were typically correct, except when learners working with the weight per unit cost. In this case the higher figure showed the better value and many who used this method misinterpreted this and gave London as their response.