Chhetri Academy

chhetriacademy.com

GCSE MATHS

Statistics

Edexcel 1MA1 | Subtopic collection Topic 58

Cumulative frequency and box plots

Higher tier

Answers and examiner comments

95	2003-2025	Higher
question groups	available papers	tier

Using this booklet

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

Name _____ **Date** _____

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

Original question 14

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

Original question 8

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

Original question 13

The full source mark scheme begins on page 191. Use the original paper code, tier and question number shown above.

Original question 5

The full source mark scheme begins on page 242. Use the original paper code, tier and question number shown above.

Original question 12

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

Original question 6

The full source mark scheme begins on page 303. Use the original paper code, tier and question number shown above.

Original question 16

The full source mark scheme begins on page 303. Use the original paper code, tier and question number shown above.

Original question 11

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

Question		Working	Answer	Mark	Notes
17		$20 \times 36 = 720$ $4 \times 36 = 144$ **30** **6** **20** 600 120 720 **4** 120 24 144 720 144 3 6 0 1 2 6 2 8 1 2 4 2 4 6 4	864	3	M1 for a complete method with relative place value correct. Condone 1 multiplication error, addition not necessary. M1 (dep) for addition of the appropriate elements of the calculation. [Note: Repeated addition of 24 lots of 36 (36 lots of 24) gets M1 only] A1 cao

18			Ben with a valid reason	2	B2 for Ben and a valid reason, eg 'it should be 180' or 'they are not supplementary (allied, co-interior)' oe This could be implied by 184 or 84 or 92 seen [B1 for Ben and 88+96 or 180 – 88 or 180 – 96 seen or for just a valid reason given (eg without Ben or with James)]

17	(a)		50	1	B1 cao
	(b) (i)		Explanation	1	B1 Comparison of medians, or quartiles or spot points eg highest, lowest, median, etc. Allow 'average' for median
	(ii)		Explanation	1	B1 Comparison of IQR, or range . Allow 'dispersion or spread' Comparison of skewness NB: (b) could be ft from (a)

Question		Working	Answer	Mark	Notes
22	(a)		$20 < n \leq 30$	1	B1 for $20 < n \leq 30$ Accept 20 to 30, 20 - 30 oe but **not** 26 Accept an indication of chosen interval on the diagram (circling) if no answer on the answer line
	(b)		16,42,65,75,80	1	B1 cao
	(c)		Points plotted and joined	2	B1 ft for at least 4 of "5 points" plotted correctly ±2 mm at end of interval dep on sensible table (condone 1 addition error) B1 ft (dep on previous B1) for points joined by curve or line segments provided no gradient is negative - ignore any part of graph outside range of their points (SC B1 if 4 or 5 pts plotted not at end but consistent within each interval **and** joined)
	(d)(i)		28 - 30	3	B1 for an answer in the range 28 - 30 or from "cf graph"
	(ii)		15 - 17		M1 for horizontal lines drawn at cf = 20 and cf = 60 oe and vertical lines drawn to '*x*'-axis or 'correct' marks drawn on '*x*'-axis only or for UQ = 36 - 38 **and** LQ = 20.5 - 23 or ft "cf graph" A1 For answer in the range of 15-17 or ft from "cf graph"

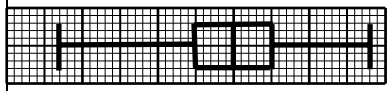
1380_3H
Summer 2010

Question	Working	Answer	Mark	Notes
20 (a)		13.2	1	B1 cao
(b)	13.8 – 12.6	1.2	2	M1 for 13.8 – *k* **or** *k* – 13.8 **or** *k* – 12.6 **or** 12.6 – *k* where *k* can be any value A1 cao
(c)		Reason	1	B1 for correct reason e.g. because the IQR ignores extreme values.

19	(a)		61, 82, 94, 100	1	B1 cao
	(b)		Points plotted and joined	2	B2 ft (dep on sensible table - condone 1 addition error) for 5 points plotted correctly, ± 1 square, at ends of interval **and** joined by curve or line segments provided no gradient is negative – ignore any part of graph outside range of their points (B1 ft for 4 points plotted correctly **and** joined or for 5 points plotted correctly) (SC B1 if 5 points plotted not at end but consistent within each interval **and** joined)

1380_4H

1380/4H				
Question	**Working**	**Answer**	**Mark**	**Notes**
19 (c)		36 – 38	1	B1 for answer in range 36 – 38 or ft (± 1square) from cf graph using cf = 50 or 50.5
(d)		9 – 11	2	B2 for answer in range 9 – 11 OR M1 ft from cf graph for valid reading (± 1square) from 56 or 57 or vertical line drawn from age = 56 or 57 and horizontal line drawn to '*y*'-axis A1 ft (± 1square) for 100 – "reading from 56 or 57"

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)

5MB1H_01
November 2010

5MB1H/01

7	(a)	48 ÷ 4	12	2	M1 48 ÷ 4 or 49 ÷ 4 or 48 – 36 A1 for 12
	(b)		Box plot drawn	2	B2 fully correct box plot (B1 for the box plot drawn with one plotting error)
	(c)		On Tuesday: Median higher (IQ) Range higher.	2	B1 for median higher on Tuesday or journeys took longer on Tuesday B1 for (IQ) range higher on Tuesday or more variation in journey length on Tuesday. (NB: For B2 at least one comparison must be in context)

5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
*8	3 × 2 × 74.25 + 3 × 2 × 31 3 × 2 × 59.75 + 4 × 2 × 31.75	631.50, 612.50 so November cheapest with reason given	5	M1 for at least one correct dinner cost calculation 3 × 2 ×31 or 4 × 2× 31.75 M1 for at least one correct room cost calculation 3 ×2 × 74.25 or 3 × 2 × 59.75 OR M2 for at least one combined room and dinner calculation 2 × 3 × (31 + 74.25) or 2(3 × 59.75 + 4 × 31.75) AND A1 for 631.5(0) A1 for 612.5(0) C1 ft holiday identified QWC: Decision must be stated and total costs must be attributable from both calculations consistent for 2 people. **Alternative** M1 for at least one correct dinner cost calculation 3 × 31 or 4 × 31.75 M1 for at least one correct room cost calculation 3 × 74.25 or 3 × 59.75 OR M2 for at least one combined room and dinner calculation 3 × (31 + 74.25) or (3 × 59.75 + 4 × 31.75) AND A1 for 315.75 A1 for 306.25 C1 ft holiday identified QWC: Decision must be stated and total costs must be attributable from both calculations consistent for 1 person.

5MB1H_01

10	(a)	15×0=0 40 × 14 = 560 55 × 16 = 880 65 × 21 = 1365 85 × 9 = 765 3570 ÷ 60	59.5	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 "Σ*fx*" ÷ 60 A1 for 59.5
	(b)		14,30,51,60	1	B1 all 4 correct
	(c)			2	M1 for at least 4 of "5 points" plotted consistently within each interval, ± 0.5 full square, and joined by curve or line segments providing no gradient is negative. A1 for a fully correct cf graph.
	(d)			2	B2 for answer in the range 21 - 25 (B1 for answer in the range 35 - 39) **OR** M1 (dep on graph being cf) for using w = 63 A1 ft (± 0.5 square)

5MB1H_01

Question		Working	Answer	Mark	Notes
18	(a)		$90 < m \leq 100$	1	B1 cao
	(b)		(4), 16, 50, 82, 108, 120	1	B1 cao
	(c)		Cumulative frequency graph	2	B2 ft for "all 6 points" plotted and drawn correctly as a cf graph (B1 ft for 5 or 6 points plotted correctly (± 0.5 sq) at the end of intervals dep on sensible table (condone one addition error) SC B1 if 5 or 6 points plotted not at ends but consistent within each interval and joined.
	(d)		103	1	B1 for 101 – 105 otherwise ft their cf graph

Question		Working	Answer	Mark	Notes
20			Two correct comparisons	2	B1 for Median for boys = median for girls oe OR boys highest score > girls highest score oe or boys lowest score < girls lowest score oe or lower quartile for boys < lower quartile for girls oe or upper quartile for boys = upper quartile for girls B1 for IQR boys > IQR girls oe OR range boys > range girls oe

Original question 8

The full source mark scheme begins on page 355. Use the original paper code, tier and question number shown above.

15	(a)		$200 < C \leq 400$	1	B1 cao
	(b)		7, 18, 27, 37, 45, 50	1	B1 cao
	(c)		correct cumulative frequency diagram	2	B1 ft for all 6 points plotted correctly (± 1 sq) at top end of intervals dep on sensible table B1 ft (dep on previous B1) for points joined by curve/line segments [SC: B1 ft from sensible table for 6 points plotted not at ends but consistently within each interval **and** joined or 5 'points' correctly plotted at the top end of intervals]
	(d)	50 – 32	17 – 19	2	M1 Line drawn up to the cumulative frequency graph at 700 or correct reading at 700 ± ½ square or 31 – 33 seen A1 ft graph

1380_3H

16	(a)		55	1	B1 cao
	(b)		23	2	M1 for $k - 47$ **or** $47 - k$ **or** $70 - k$ **or** $k - 70$ where k can be any value A1 cao
	(c)		Box plot	2	B2 for a fully correct box plot ± ½ square (B1 for 3 correctly plotted points with box or whiskers drawn in)
	(d)		Eg: Adults greater spread, greater iqr, higher median, etc	2	B1 for a correct comparison of a specific value (lowest, highest, median, UQ, LQ) B1 for a correct comparison of spread (iqr, range)

1380_4H

9	(a)		4, 22, 46, 86, 110, 120	1	B1 for all correct
	(b)	Graph drawn.	cf graph	2	B1 for 5 or 6 of their points correctly plotted (±2mm) B1 for their points joined by a curve or line segments provided no gradient is negative SC B1 if 5or 6 points plotted not at the end but consistent within each interval and joined by a curve or line segments provided no gradient is negative
	(c)	Read off from cf graph at 36 miles. OR Use table $24+10+\frac{4}{10}\times40$ $24+10+16=50$ OR $\frac{6}{10}\times40+46$ $24+46=70$ $120-70=50$	50	2	M1 clear method to read off from cf graph at 36 miles. Can be awarded from their reading ±2mm OR $24+10+\frac{4}{10}\times40$ OR $120-(\frac{6}{10}\times40+46)$ A1 ft or answer in the range 48 to 52 (SC B1 for answer in range 68-72 if M0 scored)

5MB1H_01

Question		Working	Answer	Mark	Notes
10	(a)	Lowest = 16 LQ = 20 Median = 28 UQ = 42 Highest = 50	Box plot drawn	3	B3 for fully correct box plot (B2 for at least 3 correctly plotted values including box and whiskers/ tails) (B1 for at least 2 correctly plotted values including box or whiskers/tails or 5 correct values plotted and no box or whiskers/tails)
	(b)			2	C2 ft for two relevant comparisons one for median/average and one for IQR or range (C1ft for one relevant comparison) ie IQR or range or use of median for comparison

Question		Working	Answer	Mark	Notes
8	(a)		83	1	B1 for answer in range 82 – 83
	(b)		9	2	M1 for lines drawn to graph at 22 and 66 (tolerance one 2mm square) A1 for answer in range 8 – 10
	(c)	88 − 78	10	2	M1 for 88 – '78' or 5 × 2 or 5 seen A1 for 10 or 11

Question		Working	Answer	Mark	Notes
10	(a)	125 × 50.2 50 × 48.7 6275 – 2435 3840 ÷ 75	51.2	3	M1 for 125 × 50.2(=6275) or 50×48.7(=2435) M1 for (125 × 50.2 − 50 × 48.7) ÷ 75 A1 cao
	(b)		completed box plot	3	B3 for box plot with all three aspects (overlay) aspect 1: ends of whiskers at 18 and 96 aspect 2: ends of box at 32 and 72 aspect 3: median marked at 56 (B2 for box plot with two aspects, B1 for box plot with one aspect or correct quartiles and median identified)

Original question 15

The full source mark scheme begins on page 369. Use the original paper code, tier and question number shown above.

7	(a)		(4), 11, 24, 36, 40	1	B1 for all correct
	(b)			2	B1 ft for 4 or 5 “points” plotted correctly ± ½ full (2mm) square at the end of interval dep on sensible table (condone 1 addition error) B1 (dep) for points joined by curve or line segments provided no gradient is negative Ignore any part of graph outside the range of their points (SC: B1 if 4 or 5 points plotted not at end but consistent within each interval and joined)
	(c)		36.5 to 38 (inc.)	1	B1 for an answer in the range 36.5 to 38 (inc.) or ft (dep on graph being cf) for reading from graph at 20 ± 1 full (2mm) square

5MB1H_01

9	(a)		Box plot	2	B2 for correct box plot (B1 for box plot with at least 3 pieces of information correctly plotted) Note: There must be a box
	(b)	75% × 60	45	2	M1 for 0.75 × 60 oe A1 cao [SC: B1 for an answer of 15 if M0 scored]

5MB1H_01

19	(a)		Box plot	2	B2 cao (B1 for ends of whiskers at 18 and 44 (as part of a box plot diagram) **OR** for ends of box at 25 and 33 with median at 29)
	(b)		2 comparisons	2	B2 ft for two comparisons with at least one referring to IQR or median values (B1 ft for one comparison of IQRs, medians, or other values) As well as median or interquartile range accept other valid references to spread if explained correctly within a statistical context. Statements need to be true.

1MA0_1H

21	(a)		11, 34, 65, 92, 100	1	B1 cao
	(b)		cf graph	2	B1 for 5 or 6 points plotted correctly ±1 full 2 mm square at the upper end of the interval dep on sensible table (condone one error in addition) B1 (dep) for points joined by curve or line segments provided no gradient is negative. Ignore any point or graph outside range of their points. SC B1 for 5 or 6 points plotted not at end but consistently within each interval and joined.
	(c)		18 – 24	2	M1 for indication of taking a reading from 90 or ft from their cf graph A1 for 18 – 24

1MA0_1H

14	(a)(i)	Line drawn at 10, Median = 46	45 - 46	3	B1 answer in range 45 to 46 inclusive
	(ii)	Line drawn at 5(or 4.75) LQ = 30 ± 1 Line drawn at 15 (or 14.25) UQ = 56 ± 1 IQR = 56 30	26		M1 for lines drawn to the graph at 5 and 15 or at 4.75 and 14.25, (tolerance $\pm\frac{1}{2}$ square) or LQ = 30± 1 seen or UQ = 56± 1 seen A1 for answer in range 26 ± 2
	(b) *	IQR Wilson = 64 – 28 = 36	comment	2	B1 for Wilson IQR = 64 – 28 or 36 seen C1 (dep on B1) (**ft** from 14aii) for a valid statement that compares the two classes e.g. Mr W's class has greater IQR than Mrs A's class

5MB1H_01

Question		Working	Answer	Mark	Notes
14	(a)		8, 23, 53, 70, 77, 80	1	B1 cao
	(b)		graph	2	M1 ft from their table for at least 5 points plotted correctly at the ends of the intervals provided table values are cumulative, condoning one arithmetic error A1 cao for correct graph with points joined by curve or straight line segments [SC B1 if the shape of the graph is correct and 5 points of their points are **not** at the ends but consistently within each interval **and** joined.]
	(c)	Readings at 60 and 20 420 to 440 – 280 to 295	120 – 160	2	M1 (dep on cf graph) for use of either cf = 20 or cf = 60 A1 ft from a cf graph
	(d)	80 – 71 to 74	6 – 9	2	M1 (dep on cf graph) for evidence of reading off the cf axis from £530 0n the wages axis (could be the answer) A1ft for 6 - 9

1MA0_1H

18	(a)	minimum = 5 lower quartile = 14 median = 25 upper quartile = 30 maximum = 44	box plot	3	B3 for fully correct box plot (B2 for at least 3 correct values plotted including box **and** tails **or** 5 correct values indicated) (B1 for at least 2 correct values plotted including box **or** tails **or** 3 or 4 correct values indicated)
	(b)		comparisons	2	B1 for a correct comparison (ft) of medians B1 for a correct comparison (ft) of ranges or IQRs

8			Box plot drawn	3	B3 for fully correct box plot (B2 for 3 correctly plotted values including box and tails) (B1 for 2 correctly plotted values including box or tails)
*9		Ranges 50 and 46 IQR s 19 -21 and 19-21 Medians 47 and **44**	Comparison of data	4	B1 Correct calculation of the median B1 Correct calculation of the ranges or the IQRs C1 for a correct comparison (ft) of medians C1 for a correct comparison of ranges or IQRs (ft) with interpretation or B1 Correct calculation of the median (47) B1 Correct calculation of the ranges or the IQRs C1 for a correct comparison of ranges or IQRs (ft) C1 for a correct comparison of medians (ft) with interpretation

5MB1H_01

Original question 9

The full source mark scheme begins on page 389. Use the original paper code, tier and question number shown above.

Question		Working	Answer	Mark	Notes
10	(a)	$20\times12 + 30\times27+40\times18 + 50\times 23+60\times10$ $3520 \div 90$	39(.11111)	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 for $\sum fx \div 90$ A1 39.(1...)
	(b)		12,39,57,80,90	1	B1 cao
	(c)			2	B1 for at least 4 of "5 points" plotted correctly ± 0.5 full square B1 (dep) for points joined by curve or line segments providing no gradient is negative. (SC: B1 if 4 or 5 points plotted not at end but consistent within each interval and joined)
	(d)(i)		36-39	3	B1 answer within the range 36-39 or ft cf graph
	(ii)		19-23		B2 answer within 19-23 Or M1 for reading off from 50 on a cf graph A1 ft (± 0.5 square)

21	(a)	Cf table: 4, 9, 25, 52, 57,60 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
	(b)(i)		172	3	B1 for 172 or read off at cf = 30 or 30.5 from a cf graph, ft provided M1 is awarded in (a)
	(ii)	IQR = UQ – LQ	12 - 14		M1 for readings from graph at cf = 15 or 15.25 and cf = 45or 45.75 from a cf graph with at least one of LQ or UQ correct from graph (± ½ square). A1ft provided M1 is awarded in (a)

PAPER: 1MA0_1H

Original question 17

The full source mark scheme begins on page 401. Use the original paper code, tier and question number shown above.

Question		Working	Answer	Mark	Notes
11	(a)		42	2	M1 for realising that the weight is three quarters of the total number of trees (=¾ × 56 or ¾ × 57 oe) A1 for 42 or 43
	(b)		Correct box plot	2	M1 for with at least 3 elements correctly plotted but must at least have a box. A1 for fully correct box plot
	*(c)	Median Jodie = 40 Median Tom = 29 Range Jodie = 30 Range Tom = 40 IQR Jodie = 10 IQR of Tom = 22	Comparison	2	C2 two relevant comparisons one spread (IQR or range) and one about the median (C1 one comparison made)

12	(a)		Cf graph drawn	2	M1 for 5 or 6 points plotted correctly at the end of intervals or 5 or 6 points plotted not at ends but consistent within each interval and joined. A1 cao
	(b)		8-9	2	M1 ft UQ-LQ seen A1 ft from their cf graph
	(c)	65 – '59'	6-9	2	M1 method shown to read off from t=45 from their cf graph or linear interpolation from the table A1 ft from their cf graph

PAPER: 5MB1H_01

PAPER: 1MA0_1H

Question		Working	Answer	Mark	Notes
18	(a)		68	1	B1 cao
	*(b)		Yes as 28 > 20 or 35% > 25% or 53 < 60	3	M1 for reading a value from graph at time = 60 (=28, accept 27 to 28) M1 for '28' ÷ 80 × 100 (= 35) or 25 ÷ 100 × 80 (= 20) C1 (dep on M2) for correct decision based on their figures OR M1 for 25 ÷ 100 × 80 (= 20) M1 for reading a value from graph at cf = 20 (=53, accept 52 to 54) C1 (dep on M2) for correct decision based on their figures
	(c)	28, 53, 68, 76, 96	Box plot plotted	3	B1 for ends of whiskers at 28 and 96 with a box B1 ft for median at '68' inside a box B1 for ends of box at 53 (accept 52 to 54) and 76

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 $60-0.25\times60$ oe or 15 seen (may be seen in diagram) 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

<table>
<tr>
<td>16</td>
<td>(a)</td>
<td></td>
<td>0.75</td>
<td>2</td>
<td>M1 for “5.6” – “4.85” with at least one value correct
A1 cao</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td></td>
<td>20</td>
<td>2</td>
<td>M1 for a complete method e.g. 80 ÷ 4
A1 cao</td>
</tr>
<tr>
<td></td>
<td>(c)</td>
<td>
<table>
<tr><th></th><th>1st half</th><th>2nd half</th></tr>
<tr><td>Med</td><td>5.3</td><td>4.75</td></tr>
<tr><td>Range</td><td>2.2</td><td>2.45</td></tr>
<tr><td>IQR</td><td>0.75</td><td>0.75</td></tr>
</table>
</td>
<td>2 comparisons</td>
<td>2</td>
<td>B1 ft from (a) for a correct comparison of a measure of spread
B1 for a correct comparison of medians (accept averages)
For the award of both marks at least one of the comparisons made must be in the context of the question.</td>
</tr>
</table>

PAPER: 1MA0_1H

9	(a)		48	1	B1 cao
	(b)		12	1	B1 cao
	(c)		20	2	M1 for 80 ÷ 4 A1 cao

10	(a)	5 × 5 = 25 11 × 20 = 220 23 × 40 = 920 13 × 65 = 845 8 × 90 = 720 2730 ÷ 60	45.5	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 Σ f*x* ÷ 60 A1 cao
	(b)		5, 16, 39, 52, 60	1	B1 cao
	(c)		Cumulative frequency graph	2	M1 ft for at least 4 of 5 points from their cf table (values must be cumulative) plotted consistently within each interval A1 for a fully correct cf graph
	(d)		15, 16 or 17	2	M1 for method shown to read off from $x = 60$ on their cf graph or linear interpolation from the table A1 ft from their cf graph

Paper: 5MB1H_01

<table>
<tr>
<td>15</td>
<td>(a)</td>
<td></td>
<td>correct box plot</td>
<td>2</td>
<td>M1 for a box drawn with at least 2 correct points from LQ, Median and UQ or with maximum value of 290 plotted
A1 for a fully correct box plot</td>
</tr>
<tr>
<td></td>
<td>*(b)</td>
<td>
<table>
<tr><td></td><td>girls</td><td>boys</td></tr>
<tr><td>Med</td><td>170</td><td>190</td></tr>
<tr><td>Range</td><td>230</td><td>210</td></tr>
<tr><td>IQR</td><td>120</td><td>100</td></tr>
</table>
</td>
<td>2 comparisons</td>
<td>2</td>
<td>C1 for a correct comparison of a measure of spread (using either range or IQR) or ft their box plot
C1 for a correct comparison of medians (accept averages)

For the award of both marks at least one of these comparisons must be in the context of the question.</td>
</tr>
</table>

PAPER: 1MA0_1H

PAPER: 1MA0_1H

Question		Working	Answer	Mark	Notes
16	(a)		correct graph	2	M1 for 5 or 6 or 7 points plotted correctly at the ends of the intervals (overlay) A1 cao for correct graph with points joined by curve or straight line segments [SC: B1 if the shape of the graph is correct and 5 or 6 or 7 of their points are **not** at the ends but are plotted consistently within (10,20) (20,30) (30,40) etc.]
	(b)		No with supporting figures	2	M1 for 0.1 × 200 (=20) **or** 0.9×200 (=180) **or** sight of 180 used on cf axis **or** 200 – 186 (=14) A1 ft for correct decision with 20 and "9" **or** 20 and 14 **or** "age" from reading graph at 180 **OR** M1 for method to find percentage of workers who are over 65, eg $\frac{200-"191"}{200} \times 100$ (=4.5%) **or** method to find percentage of workers who are over 60 (from table), eg $\frac{200-186}{200} \times 100$ (=7%) or $\frac{200-190}{200} \times 100$ (=5%) A1 ft for correct decision with "4.5"% or 7% or 5%

PAPER: 1MA0_1H

12		Graph line changed – Curve goes through (15,1) (30, 15) (40, 30) (45, 45) (50, 60)	
	(c)	17 changed to 15 – will mean five points are 15, 30, 40, 45 and 50	

Question		Working	Answer	Mark	Notes
16	(a)		4, 20, 56, 80, 94, 100	1	B1 cao
	(b)		graph	2	M1 ft from their table for at least 5 points plotted correctly at the ends of the intervals provided table values are cumulative, condoning one arithmetic error, or if the shape of the graph is correct for 5 or 6 points plotted not at the ends but consistently within each interval and joined A1 cao for correct graph with points joined by curve or straight line segments
	(c)		47 to 49	1	B1 for 47 to 49 or ft their cf graph at cf = 50
	(d)		13 to 16	2	M1 for reading a value from their cf graph at time = 63 (84 to 87) A1 for answer in the range 13 to 16 or ft from their graph

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

9	(a)		43	1	B1 42 – 44
	(b)		90	2	M1 for evidence of reading in the range 48 - 52 A1 88 – 92
	*(c)	Medians B 50 G 43 Q_1 B 40 G 22 Q_3 B 30 G 56 IQRs B 30 G 34 Allow ±1 in figs.	Comparison	4	B1 for boys' median = 50 B1 for boys' IQR = 30 or girls' IQR= 34 C1 for comparison of medians or quartiles or IQR (only if stated) C1 for comparison of medians and IQR with all values correct and with context

5MB1H/01 June 2015

1MA0 1H November 2015

Question		Working	Answer	Mark	Notes
15	(a)		19, 36, 51, 63, 73, 80	1	B1 cao
	(b)		cf graph	2	M1 for at least 5 of the 6 points plotted at each upper end of the interval (not joined) or 5 of the 6 points plotted consistently within interval (not upper end) and joined (dep on a cf table with no more than one arithmetic error) A1 correct graph
	*(c)		comparable value and conclusion	3	M1 for indication of a reading taken from a cf graph using weight = 3.4 kg or find UQ from 60 A1 for value given between 55 & 57 or 3.6 & 3.8 C1 (dep on at least M1) for conclusion (justified)

18	(a)		37	1	B1 cao
	(b)		36	2	M1 for identifying LQ and UQ e.g 35 – 71 A1 cao
	*(c)			2	C1 for a correct comparison of medians ft (a) C1 for a correct comparison of a measure of spread with correct figures ft (b) For the award of both marks at least one of the comparisons must be interpretative

PAPER: 1MA0_2H

Original question 9

The full source mark scheme begins on page 422. Use the original paper code, tier and question number shown above.

Original question 10

The full source mark scheme begins on page 422. Use the original paper code, tier and question number shown above.

Original question 15

The full source mark scheme begins on page 436. Use the original paper code, tier and question number shown above.

16	(a)		128	1	B1 for answer in the range 128 to 128.5
	(b)		10.5 to 11.5	2	M1 for a LQ in the range 122 to 122.5 **or** an UQ in the range 133 to 133.5 A1 for answer in the range 10.5 to 11.5

PAPER: 1MA0_2H

7	(a)	$8 \times 1000 = 8000$ $14 \times 3000 = 42000$ $28 \times 5000 = 140000$ $10 \times 7000 = 70000$ $4 \times 9000 = 36000$ $296000 \div 64$	4625	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 M1) for $\Sigma fx \div 64$ A1 cao
	(b)		8,22,50,60,64	1	B1 all 5 correct
	(c)		Cumulative frequency graph	2	M1 for at least 4 of '5 points' plotted consistently within each interval, and joined by curve or line segments providing no gradient is negative. A1 for correct cumulative frequency graph
	(d)		2500 - 3000	2	M1 dep on cf graph for readings at cf = 16 or 16.25 and cf = 48 or 48.75 A1 ft from cf graph

PAPER: 5MB1H/01

9	(a)	Lowest = 16 LQ = 18 Median = 27 UQ = 36 Highest = 57	Box plot drawn	3	B3 for a fully correct box plot (B2 for at least 3 correctly plotted values including box and whiskers/tails) (B1 for at least 2 correctly plotted values including box or whiskers/tails or 5 correct values plotted or clearly identified and no box or whiskers/tails)
	*(b)		2 comparisons	2	C1 ft from (a) for a correct comparison of a measure of spread C1 ft from (a) for a correct comparison of medians For the award of both marks at least one of the comparisons made must be in the context of the question.

Original question 18

The full source mark scheme begins on page 455. Use the original paper code, tier and question number shown above.

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)

12	(a)		50 – 60		M1 for '340' or reading graph at 72 A1 for 50 – 60
	(b)	Median = 66 LQ = 62 UQ = 70 L = 50 and H = 81	Box plot	3	B3 for a fully correct box plot (B2 for a box plot with at least 3 correctly values including box and whiskers/tails B1 for a box plot with at least 2 correctly values including box and whiskers/tails or 5 correct values plotted and no box or whiskers/tails)
	*(c)		Two comparisons	2	C2 ft for two relevant comparisons in context, one for median and one for IQR or range (C1 ft for one relevant comparison)

16	(a)	40, 110, 170, 185, 195, 200	Table	1	B1
	(b)		Cumulative frequency diagram	2	M1 ft their cumulative frequency table for at least 5 points plotted correctly at the ends of the intervals provided tables values are cumulative, condoning one arithmetical error, **or** if the shape of the graph is correct for 5 or 6 points plotted not at the ends but consistently within each interval and joined. A1 for a correct graph (allow curve or line segments)
	(c)		40 to 48	2	M1 for reading their cumulative frequency graph from mark of 54 (= 152 to 160) where the points are plotted consistently within each interval and joined. A1 for answer in the range 40 to 48 or ft from their cumulative frequency graph

Paper: 1MA0/1H

Original question 19

The full source mark scheme begins on page 475. Use the original paper code, tier and question number shown above.

8		12	M1 A1	for evidence of taking a reading from the graph from $h = 160$ for answer in the range 11.8 to 12.2

9	(a)		180	M1 A1	for evidence of using the LQ (150) and UQ (330) eg 330 − 150 cao
	(b)	60,180,300,350,650		B2 (B1)	for fully correct box plot for showing a box and at least 3 correctly plotted values
	(c)	Medians 250 and 300	Statement	C1	for a correct comparative statement relevant to the question e.g. Yes because the female students have a greater median than the male students

Paper 1MA1: 3H

12	(a)	161 + 7 154 + 20	Box plot	M1 M1 A1	for method to find UQ (168) **or** highest value (174), may be implied by correct values plotted for showing a box and at least 3 correctly plotted values from 154, 161, 165, 168, 174 for fully correct box plot
	(b)	Med IQR Range Y11 165 7 20 Y7 157.5 10.5 24.5	Comparison	C1 C1	(ft) for comparison of the median (ft) for comparison of the spread NB: for award of both marks, at least one comparison must be in context. NB: figures need not be stated, but if they are they must be correct (ft)

Question	Working	Answer	Mark	Notes
11 (a)		57	B1	cao
(b)		Decision and reason	C1	Jamil might not be correct and reason, eg the maximum weight could be less than 80 or the minimum weight could be less than 40
(c)		Shown	C1	for evidence of reading from the graph at weight 65 (= 48 to 49) or at cf 45 (= 63)
			C1	eg 25% of 60 is 15 but only 11 potatoes have a weight greater than 65g or 25% of potatoes have a weight greater than 63g

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
10 (a)	Box plot drawn	B3	for a fully correct box plot	Condone the lack of a vertical marker at the end of the tails
		(B2	for at least 3 correctly plotted values including box and whiskers/tails)	Note that a box must be present, as must "tails"
		(B1	for at least 2 correctly plotted values including box or whiskers/tails or 5 correct values plotted or clearly identified and no box or whiskers/tails)	
(b)	60	M1	for a method to find ¾ of 80 eg 20 + 20 + 20 or ¾ × 80	
		A1	cao	

Question	Answer	Mark	Mark scheme	Additional guidance
17 (a)	4, 6, 5, 4	M1	for a correct method to find at least 2 frequencies from bars of different widths, eg 10 × 0.4 (=4), 10 × 0.6 (=6), 5 × 1 (=5), 20 × 0.2 (=4)	
		A1	cao	
(b)	10	M1	for $\frac{23+1}{4}$ (=6) **or** $\frac{23}{4}$ (=5.75) could ft from their table in (a)	
		A1	for 10 or 9.375	Be aware of 10 coming from incorrect working ft does not apply to the A1

Question	Answer	Mark	Mark scheme	Additional guidance
9 (a)	box plot drawn	B1	ends of whiskers at 0 and 42 with a box	The box can be of any height. Accept ends that are marked (eg line, cross, dot) or defined by the end of the whiskers if clear.
		B1	median at 10 inside a box	Has to be inside a box; whiskers not required
		B1	for ends of box at 4 and 20	An independent mark that can be awarded for just a box; do not need whiskers for this mark.
(b)	Comparison	C1	for a correct comparison of medians, eg. the median delay time on Mon was greater than the median delay time on Tues. or ft (a)	Simply quoting values for median, range and IQR is insufficient, they must be compared
		C1	for a correct comparison of a measure of spread, eg. the interquartile range (range) of delay times on Mon was greater than the interquartile range (range) of delay times on Tues. or ft (a) For the award of both marks at least one of the comparisons must be in context	Comparisons can relate to the median, and then either the range or the IQR.
(c)	statement	C1	'No' with statement explaining that there might not be any delays between 25 minutes and 30 minutes as in the upper 25% (12 trains) the delays may all be between 17 and 25 or 30 and 33	The 'No' may be implied from their wording, and could be written next to the "?" The statement must mention (or imply) values above the UQ of 17

Question	Answer	Mark	Mark scheme	Additional guidance
11 (a)	59, 53, 66	B2 (B1	for Median = 59, LQ = 53, UQ = 66, may be seen in working for one correct)	
(b)	Yes, with reason	C1	for Yes and comment comparing median ages, ft from (a) **Acceptable examples** "59" < 70 All statistics/values are lower for coach A (so they are younger) Median is lower The middle age is lower on coach A **Not acceptable examples** Median is higher Median for coach A is "59" and coach B is 70 The oldest on coach A is 79 and the oldest on coach B is 85 There are people on coach B that are older than on coach A	
(c)	No, with reason	C1	for No and comment comparing spreads of ages from ranges or IQRs, ft from (a) **Acceptable examples** 38 < 43 **or** "13" < 19 Greater difference between greatest and least age for coach B Range for coach B is larger than coach A The range of ages is wider on coach B than on coach A The range is 5 greater on coach B There is a smaller difference between the lower and upper quantiles on coach A than on coach B The IQR is shorter for coach A **Not acceptable examples** Quartiles are less for coach A 53 < 54 **or** 79 < 85 (oe) Range for coach A is 38 and range for coach B is 43 Coach A ranges from 41-79 but coach B ranges from 42-85	Working A: Range = 38, IQR = "13" B: Range = 43, IQR = 19

Paper: 1MA1/1H

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
11 (a)	5, 35, 55, 70, 78, 80	B1	cao	
(b)	cf graph	M1	for 5 or 6 of their points plotted correctly from a cf table	Ignore to the left of the first point and right of the last point
		A1	for a fully correct graph SCB1 if 5 or 6 of their points plotted not at end but consistent within each interval and joined by a curve or line segments providing no gradient is negative	Accept a smooth curve or line segments
(c)	7.5	M1	for a clear method to read off the cf graph at 90	Sight of 74 or 6 implies M1
		M1	for a full method to find the percentage eg (80 − "74") ÷ 80 × 100 (=7.5)	The following readings give the following percentages
		A1	for 7.5 **or** ft cf graph	72 = 10% 73 = 8.75% 74 = 7.5% 75 = 6.25% 76 = 5%

Paper: 1MA1/2H

10	(a)	cf graph through (40, 5), (60, 25), (80, 35), (100, 38) and (120, 40)	C2	for a complete and accurate cf graph	May be a cumulative frequency curve or a cumulative frequency polygon Ignore any graph drawn to the left of the first point If histograms drawn, plots must be identified
			(C1	for at least 4 or 5 cf values plotted correctly) SC: B1 for 4 or 5 points plotted not at end but consistently within each interval and joined provided no gradient is negative	
	(b)	answer in range 21 to 28	M1	for UQ in the range 66 to 70 or LQ in the range 42 to 46 or ft their cf graph	
			A1	for answer in range 21 to 28 or ft their cf graph	
	(c)	answer in the range $\frac{19}{40}$ to $\frac{24}{40}$	M1	for finding the difference between readings taken from the cf axis at points from a mark of 50 and a mark of 90 or ft their graph (if possible)	Their graph must be a cf graph
			A1	for an answer in the range $\frac{19}{40}$ to $\frac{24}{40}$ or ft their cf graph	Accept any equivalent fraction, decimal from 0.475 to 0.6 or percentage from 47.5% – 60%

Answer 76 | Mark scheme

Paper: 1MA1/1H

11	(a)	Explanation	C1	eg 'No' the median is 57	
	(b)	Comparison	C1	(ft) a correct comparison of medians eg the median weight for Megan was greater than the median weight for Amy	Simply quoting values for median, range and IQR is insufficient, they must be compared Median Range IQR Megan 57 49 26 Amy 42 47 16 Figures given must be correct. Comparisons can relate to the range or the IQR
			C1	a correct comparison of a measure of spread eg the interquartile range of weights for Megan was greater than the interquartile range of weights for Amy For the award of both marks at least one of the comparisons must be in the context of the question	

12	Box plot	M1 M1 A1	for correctly identifying one of the LQ (188), median (197) or UQ (209) from the stem leaf for showing a box and at least 3 correctly plotted values from 173, 188, 197, 209, 219 for a fully correct box plot	May be implied by one of these values being correctly plotted.

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme		Additional guidance
12 (a)	5,15,35,55,70,80	B1	cao		
(b)	Graph drawn	M1	for 5 or 6 of their points plotted correctly from a cf table		Ignore to the left of the first point and right of the last point
		A1	for a fully correct graph SC B1 if 5 or 6 of their points plotted not at end but consistent within each interval and joined by a curve or line segments providing no gradient is negative		If histograms drawn, points must be identified Accept a smooth curve or line segments
(c)	Correct decision and correct figures	M1	for 60 ÷ 100 × 80 (=48) oe	reading value from graph at wage = 360 (=40) **or** for 35 + $\frac{1}{5}$ × 20 (=39)	ft from a cum freq graph
		M1	reading value from graph at cf = 48 (=380)	for "40" ÷ 80 × 100 (=50(%)) **or** for 60 ÷ 100 × 80 (=48)	
		C1	ft for correct decision and correct figures, eg No with 48 and "380" **or** with "40" and "50"(%) **or** with "40" and 48		

9	Two changes	C1 C1	plot the median at 162, not 161 oe plot the upper quartile at 171, not 172 oe **Acceptable examples** the median has been plotted at 161 / upper quartile at 172 the upper quartile should be 171 (not 172) UQ is wrong as IQR is 17 not 18 **Not acceptable examples** the median / upper quartile have been plotted / drawn wrong the upper quartile has been worked out incorrectly She needs to work out the UQ	

Paper: 1MA1/2H

12	(a)	cf graph	M1	for 5 or 6 points plotted correctly	If histograms drawn, points must be identified
			A1	for a fully correct graph SC B1 if 5 or 6 of their points plotted not at the end but consistent within each interval and joined by a curve or line segments providing no gradient is negative	Accept a smooth curve or line segments Ignore to the left of the first point and right of the last point
	(b)	13 to 14	B1	for answer in the range 13 to 14 or ft their cf graph	ft only from a cf graph

Paper: 1MA1/1H

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

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
9 (a)	138	M1	for upper quartile = 188 **or** lower quartile = 50 **or** an indication that they are trying UQ – LQ	Could be written on the grid
		A1	cao	
(b)	Yes, with reason	C1	Yes, with reason **Acceptable examples** Yes, because the median is at 2 hour (120 min) Yes, since 50% is at the 2 hour mark Yes, because the middle is at 2 hours **Not acceptable examples** No ….. The median is at the 2 hour mark Yes, because 50% is exactly half way between “188” and “50”	
(c)	statement	C1	**Acceptable examples** The median is lower on Tuesday (higher on Monday) The upper quartile is lower on Tuesday (higher on Monday) There may just have been one person waiting for 210 mins We don’t know how many people were waiting for each time **Not acceptable examples** The range is bigger for Tuesday (smaller for Monday) The IQR is smaller for Tuesday (bigger for Monday)	M T Shortest time 20 20 Lower quartile 50 50 Median 120 100 Upper quartile 188 140 Longest time 200 210 Range 180 190 IQR 138 90

Paper: 1MA1/2H

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
10 (a)	10, 25, 50, 80, 85,100	B1	cao	
(b)	Graph drawn	M1	for 5 or 6 of their points plotted correctly from a cf table with no more than one error	If histograms drawn, plots must be identified.
		A1	for a fully correct graph SC B1 for 5 or 6 cf values plotted at correct heights not at end but consistently within each interval and joined provided no gradient is negative	Accept a smooth curve or line segments. Ignore to the left of the first point and right of the last point.
(c)	35 to 39	B1	for answer in the range 35 to 39 **or** ft their graph (if possible)	
(d)	85 to 93	M1	for finding the difference between readings taken from the profit axis at points from a cf of 25 and a cf of 75 ft their graph (if possible)	
		A1	for answer in the range 85 to 93 **or** ft their graph (if possible)	If answer is in the range award the marks unless from obvious incorrect working

Paper: 1MA1/2H

Question	Answer	Mark	Mark scheme	Additional guidance
10 (a)	Explanation	C1	for explanation, eg **Acceptable examples** The IQR is half the data This is half the data $\frac{3}{4}$ of the data is less than 350(000) $\frac{3}{4}$ of the data is more than 160(000) $\frac{3}{4}$ of the data is lies between 60(000) and 350(000) $\frac{1}{2}$of the data lies between 160(000) and 350(000) **Not acceptable examples** The data lies between 160 and 350 The IQR is 190 (000) IQR = UQ – LQ The upper and lower quartiles represent half the data	Zeros can be present or missing, but must be consistent.
(b)	box plot drawn	B2 (B1	for fully correct box plot for showing a box and at least 3 correctly plotted values)	Box can be of any height. Accept ends that are marked (eg line, cross, dot) or defined by the end of the whiskers if clear
(c)	decision and comparisons	C1 C1	(ft) for correct comparison of medians eg the median for online is greater than the median for the shop, the shop takes less money from sales in general as the median is lower (ft) for a correct comparison of a measure of spread, eg the interquartile (range) of sales for the online store is greater than the IQR for the sales of the shop Comparisons for this mark can relate to the range or the IQR. For the award of both marks at least one comparison must be in the context of the question.	Simply quoting values for median, range and IQR is insufficient, they must be compared Median Range IQR Online 200 360 190 Shop 170 320 180 Also accept figures as 000s as long as consistent. Figures need not be seen but if given they must be correct.

Paper: 1MA1/2H

11	Box plot	B3 (B2 (B1	for fully correct box plot for box plot showing a box and at least 3 correctly plotted values from 24, 42, 54, 64, 96) for correctly identifying one of the LQ (42) Median (54) or UQ (64) from the CF graph)	Box can be of any height. Accept ends that are marked (eg line, cross, dot) or defined by the end of the whiskers if clear May be implied by one of these correct on the box plot

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
13	Statements	C1	Makes reference to the fact that the label on the horizontal axis is missing	
		C1	Makes reference to the fact that the graph has not been plotted at the top end of the class intervals, eg has plotted at midpoints	

Question	Answer	Mark	Mark scheme	Additional guidance
9 (a)	Graph drawn through (30, 20), (40, 48), (50, 64), (60, 75), (70, 80)	M1	for 4 or 5 points plotted correctly from the cumulative frequency table	Ignore to the left of the first point and right of the last point If histograms drawn, points must be identified
		A1	for a fully correct graph SCB1 if 4 or 5 points plotted not at end but consistent within each interval and joined by a curve or line segments providing no gradient is negative	Accept a smooth curve or line segments
(b)	36 to 38	B1	for answer in range 36 to 38 or ft their cf graph	

11 (a)	Box plot	B3 (B2 (B1	for fully correct box plot for box plot showing a box and whiskers and at least 3 correctly plotted values from 169, 174, 177, 180, 186) for at least 2 correctly plotted values including a box or whiskers)	Box can be of any height. Accept ends that are marked (eg line, cross, dot) or defined by the end of the whiskers if clear
(b)	Comparisons	C1 C1	(ft) for a correct comparison of medians, eg the median for Adults is greater than the median for Teenagers or the Teenagers heights are lower in general as the median is lower (ft) for a correct comparison of a measure of spread, eg the interquartile (range) of the Adults is the same as (similar to) the IQR of the Teenagers, the range of the Teenagers is greater than the range of the Adults Comparisons for this mark can relate to the range or the IQR.	For 2 marks, at least one comparison must be in context (eg refers to heights or cm). Simply quoting values for median and range and IQR is insufficient, they must be compared Median Range IQR Adults 177 17 6 Teenagers 169 20.5 6 Figures need not be seen but if given they must be correct.

Paper: 1MA1/3H

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
11 (a)(i)	Box plot	B2	for fully correct box plot	Accept ends that are marked (eg line, cross, dot) or defined by the end of the whiskers if clear
		(B1	for median plotted at 900 **or** whiskers plotted finishing at 300 and 1300)	
(ii)	780 and 1200	B1	for 780 **and** 1200 correctly placed in the table	
(b)	60	M1	for a complete method eg $\frac{3}{4} \times 80$ oe	
		A1	cao	

Question	Answer	Mark	Mark scheme	Additional guidance
13 (a)	$\frac{6}{80}$	M1	for correct method using the graph at 90 cm, eg 80 – 74 (= 6)	Accept 80 – 75 (= 5)
		A1	for $\frac{6}{80}$ oe, accept $\frac{5}{80}$ oe	Accept any equivalent fraction, decimal (0.075) or percentage (7.5%)
(b)	60	B1	for answer in the range 58.5 – 61.5	
(c)	35	M1	for UQ = 75 or LQ = 40	Allow UQ in range 74 to 76 Allow LQ in range 39 to 41 Value(s) may be seen on graph
		A1	for answers in the range 34 to 36 or ft acceptable readings from the graph	
(d)	Comparison made	C1	(ft) for a correct comparison of the IQRs eg the heights of the plants grown outside are more varied or the IQR of the plants grown outside is 35 cm but the IQR of the plants grown inside is only 30 cm.	The comparison must include some context (eg refers to heights or cm) Ignore any additional information provided there is no contradiction. Figures need not be seen but if given they must be correct.

Question	Answer	Mark	Mark scheme	Additional guidance
11 (a)	7, 28, 43, 54, 60	B1	cao	
(b)	cf graph	M1	for 4 or 5 of their points plotted correctly from a cf table	Ignore any histograms
		A1	for a fully correct graph SCB1 if 4 or 5 of their points plotted not at the end but consistent within each interval and joined; providing no gradient is negative	Ignore anything drawn to the left of the first point Accept a smooth curve or line segments
(c)	3.4 to 4	M1	for at least one correct quartile, eg (UQ =) value in the range 6.2 to 6.4 or (LQ =) value in the range 2.6 to 2.8 **or** ft their cf graph	CF graph must have no negative gradient to award ft
		A1	for answer in the range 3.4 to 4 **or** ft their cf graph	
(d)	7 to 10	M1	for cf reading at weight = 7.4 in the range 50 to 53 **or** ft their cf graph	CF graph must have no negative gradient to award ft
		A1	for answer in the range 7 to 10 **or** ft their cf graph	

Paper: 1MA1/2H

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
11 (a)	Box plot drawn	M1	for method to find UQ (47) **or** greatest value (62) from the table	May be implied by one of these values being correctly plotted.
		M1	for showing a box and at least 3 correctly plotted values from 25, 35, 40, 47, 62	
		A1	for a fully correct box plot	Box can be any height. Accept ends that are marked (eg line, cross, dot) or defined by the end of the whiskers if clear
(b)	Comparison	C1	ft a correct comparison of medians from figures, eg the median speed for Sunday was greater than the median speed for Friday or the speed on Friday is generally lower as the median is lower	Simply quoting values is insufficient, they must be compared.
		C1	ft for a correct comparison of spread, eg the (interquartile) range of the speeds for Friday is smaller than the (interquartile) range of the speeds for Sunday, the (interquartile) range on Sunday is larger than the (interquartile) range on Friday Comparisons for this mark can relate to the range or the IQR	Figures need not be stated but if they are they must be correct. For 2 marks, at least one comparison must be in context (eg refers to speed or mph)

	Median	Range	IQR
Friday	40	37	12
Sunday	42	44	15

9	(a)	Box plot	B3	for a fully correct box plot	Box can be any height. Accept ends that are marked (eg line, cross, dot) or defined by the ends of the whiskers if clear
			(B2	for a box drawn **and** at least **three** correctly plotted values from 8, 25, 34, 42, 74)	For LQ accept value in range 24 to 26
			(B1	for correctly identifying one of LQ (25), Median (34), UQ (42) from the cf graph)	May be implied by one of these values being correctly plotted
	(b)	Yes with supporting evidence	M1	for 30 ÷ 100 × 60 (= 18)	
			M1	for reading from the graph at cf = 60 – "18" (= 40)	
			C1	for correct decision and correct figures	
				Alternative	
			M1	for reading from the graph at mark = 40 (= 42)	
			M1	for (60 – "42") ÷ 60 × 100 (= 30) **or** for 60 – "42" (= 18) **and** 30 ÷ 100 × 60 (= 18)	
			C1	for correct decision and correct figures	

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
12 (a)	Drawn	B3 (B2 (B1	for a fully correct box plot for 3 or 4 correctly plotted values including box and whiskers/tails) for 2 correctly plotted values including box or whiskers/tails or 5 correct values plotted or clearly identified and no box or whiskers/tails)	See diagram at end of scheme Min = 21 LQ = 31 Med = 35 UQ = 42 Max = 80
(b)	16	B1	cao	
(c)	Explanation	C1	**Acceptable examples** Not true as the median could be the average of two ages No, the median is not always one of the numbers in the data Because there is an even amount of numbers, there must be 2 in the middle that have a mean of 35 She could be correct if the middle two numbers are both 35 **Not acceptable examples** Yes… No more are between 31-35 than 35-42 No as there is an even number at least two must be 35 No the median is just the average We can't tell from the graph Because there is an even amount of numbers Not true as we do not know the exact ages of all data.	Figures need not be stated, but if they are, they must be correct

Paper: 1MA1/2H

GCSE

Mark Scheme

Mathematics A (1387)

June 2003

Edexcel
Success through qualifications

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Response Centre on 0870 240 9800, or visit our website at www.edexcel.org.uk.

June 2003

Publications Code UG014129

All the material in this publication is copyright
© London Qualifications Ltd 2003

CONTENTS

Notes on Marking Principles 2
Paper 5501 4
Paper 5502 11
Paper 5503 17
Paper 5504 24
Paper 5505 32
Paper 5506 40

NOTES ON MARKING PRINCIPLES

NOTES ON MARKING PRINCIPLES

1 Three types of mark are available

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

2 Abbreviations

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

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

3 If no working shown, then

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

4 Marking instructions

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

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

5 Style of marking

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

6 Follow Through Marks

Follow throughs are guided by two principles:

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

7 Probability

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

8 Linear Equations

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

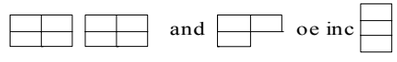
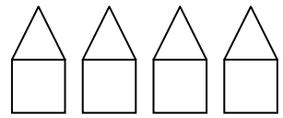
9 Parts of questions

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

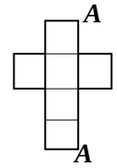
Paper 5501

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

Paper 5501

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

Paper 5501

No	Working	Answer	Mark	Notes
12		2.43	4	B1 for 36 or 0.36 B1 for 96 or 0.96 B1 for 125 or 1.25 If none of first 3 B1s awarded then SC B1 for four 24s and five 25s seen OR 4 × 24 and 5 × 25 seen B1 for 2.43 cao
13 (a)(i)		Edinburgh and Plymouth	3	B1 for Edinburgh or −7 B1 for Plymouth or 5
(ii)		12		B1ft from (i) if one positive and one negative
(b)		Cardiff and Belfast London and Plymouth	2	B1 for Cardiff and Belfast OR −6 and −4 B1 for London and Plymouth OR 3 and 5
14		5 9 8	3	B1 cao B1 cao B1 cao
15 (a)			2	✓ / × / 2 / 0 / B2 1 / 0 / B1 1 / 1 / B1 2 / 1 / B1
(b)	$2\times2\times2$	8	2	M1 for $2\times2\times2$ A1 for 8 cao
16 (a)		30	1	B1 cao
(b)		3	1	B1 cao
(c)	$2 \times 29 = 58$ $5 \times 30 = 150$ $2 \times 31 = 62$ $1\times32 = 32$ $\frac{302}{10} = 30.2$	30.2	3	M1 for freq × no pins M1 (dep on 1st M1) for totalling and ÷ 10 A1 for 30.2 cao

Paper 5501

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

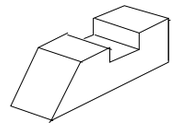
Paper 5501

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

Paper 5501

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

Paper 5501

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

Paper 5502

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

Paper 5502

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

Paper 5502

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

Paper 5502

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

Paper 5502

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

Paper 5502

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

Paper 5503

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

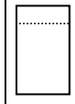
Paper 5503

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

Paper 5503

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

Paper 5503

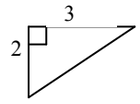
No	Working	Answer	Mark	Notes
11 (a)	Bryani was correct $4 \times 3^2 = 4 \times 9 = 36$	Bryani	2	M1 for 4×9 or $4 \times 3 \times 3$ or "square the three/x then multiply by four" A1 Bryani **SC** 4×3^2 with Bryani gets B2
(b)			1	B1 cao
12 (a)			3	B2 for rectangle height 4 squares, base 3 squares (B1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

Paper 5503

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

Paper 5503

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



Paper 5503

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

Paper 5504

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

Paper 5504

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

Paper 5504

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

Paper 5504

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

Paper 5504

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

Paper 5504

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

Paper 5504

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

Paper 5504

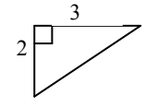
No	Working	Answer	Mark	Notes
22 (a)		No, as you would expect about 100. Yes, as it is possible to get 200 sixes with a fair dice	1	B1 for a consistent answer
(b)	$\frac{1}{6}, \frac{5}{6}$ + labels		3	B1 for $\frac{5}{6}$ on the red dice, *not six* branch B1 for a fully complete tree diagram with all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

Paper 5505

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

Paper 5505

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



Paper 5505

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

Paper 5505

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

Paper 5505

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

Paper 5505

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

Paper 5505

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

Paper 5505

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

Paper 5506

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

Paper 5506

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

Paper 5506

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

Paper 5506

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

Paper 5506				
No	**Working**	**Answer**	**Mark**	**Notes**
9	$\frac{6\times10^{15}}{3.2\times10^{8}}$ 1.875×10^{7}	4.3×10^{3}	3	B3 for 4.3×10^{3} to 4.34×10^{3} (B2 for 1.875×10^{7} oe or 4300 to 4340, final answer of 1.9×10^{7} B1 for sight of 6×10^{15} oe or 3.2×10^{8} oe)
10	$8.5\times\tan38$ $=8.5\times0.7813$ $\frac{8.5}{\sin(90-38)}=\frac{AB}{\sin38}$ $AB=\frac{8.5\times\sin38}{\sin(90-38)}$ $=\frac{5.2331}{0.788}=6.64$	6.64	3	M1 for correct use of trig, eg $\tan 38=\frac{opp}{8.5}$ M1 for $8.5\times\tan38$ A1 6.64 – 6.641 OR M1 for correct substitution into the sine rule M1 (dep) for correct rearrangement for AB= A1 6.64 – 6.641
11 (a)		No, as you would expect about 100. Yes, as it is possible to get 200 sixes with a fair dice	1	B1 for a consistent answer See additional sheet

Paper 5506

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

Paper 5506

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

Paper 5506

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

Paper 5506

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

Paper 5506

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

Paper 5506

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

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

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4LN

Telephone 01623 467467
Fax 01623 450481

Order Code UG014129 June 2003

For more information on Edexcel qualifications please contact our
Customer Response Centre on 0870 240 9800
or email: enquiries@edexcel.org.uk
or visit our website: www.edexcel.org.uk

London Qualifications Limited. Registered in England and Wales no.4496750
Registered Office: Stewart House, 32 Russell Square, London WC1B 5DN



edexcel

GCSE
Edexcel GCSE
Mathematics A 1387

July 2004

advancing learning, changing lives

Mark Scheme

Edexcel GCSE
Mathematics A 1387

London Qualifications is one of the leading examining and awarding bodies in the UK and throughout the world. It incorporates all the qualifications previously awarded under the Edexcel and BTEC brand. We provide a wide range of qualifications including general (academic), vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, our centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call Customer Services on 0870 240 9800, or visit our website at www.edexcel.org.uk

July 2004

Publications Code UG015616

All the material in this publication is copyright
© London Qualifications Ltd 2004

CONTENTS

Notes on Marking Principles....2
Paper 5514....4
Paper 5515....8
Paper 5516.... 11
Paper 5517.... 15
Paper 5518.... 19
Paper 5519.... 23

NOTES ON MARKING PRINCIPLES

NOTES ON MARKING PRINCIPLES

1 Three types of mark are available

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

2 Abbreviations

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

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

3 If no working shown, then

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

4 Marking instructions

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

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

5 Style of marking

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

6 Follow Through Marks

Follow throughs are guided by two principles:

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

7 Probability

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

6 Linear Equations

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

8 Parts of questions

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

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

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

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

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

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

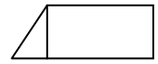
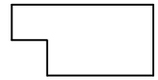
PAPER 5501				
No	**Working**	**Answer**	**Mark**	**Notes**
21	Vertices of new triangle at (2, −2) (2, 6) and (6, −2)	Correct triangle drawn	3	B3 cao (B2 for either correct triangle in wrong translated position or for 2 vertices correct) (B1 a right angled triangle with horizontal length 4 or vertical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

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

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

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

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

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

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

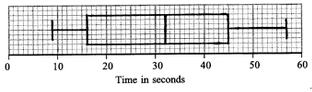
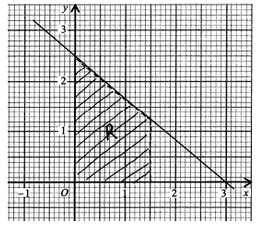
PAPER 5503					
No		**Working**	**Answer**	**Mark**	**Notes**
1			10.	1	B1 for 10
2	(a)(i)		$3e + 2f$	2	B1 for $3e + 2f$
	(ii)		$3p^2$		B1 for $3p^2$
	(b)	$5 \times -3 + 1$	-14	2	M1 for $5 \times -3 + 1$ A1 for -14
3		1974 $\frac{6580}{8554}$	855.4	3	M1 for complete correct method with relative place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

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

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

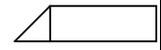
PAPER 5503					
No		**Working**	**Answer**	**Mark**	**Notes**
15			Tick boxes 1,3 & 6	3	B1 for $\frac{\pi abc}{2d}$; B1 for $2a^2$; B1 for $2\left(c^2+d^2\right)$ (−B1 for each additional expression ticked (>3) to a minimum of 0)
16		200×0.2	40	2	M1 for 200×0.2 or $\frac{40}{200}$ seen A1 for 40
17	(a)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

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

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

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

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

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

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

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

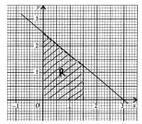
PAPER 5504					
No		**Working**	**Answer**	**Mark**	**Notes**
15		x $x^3 - 2x$ 4.1 60.7(21) 4.2 65.6(88) 4.3 70.9(07) Accept answer to 1 dp 4.22 66.7(114) or more 4.23 67.2(269) 4.24 67.7(45) 4.25 68.2(656)	4.2	4	B2 for trial $4.1 \leq x \leq 4.3$ evaluated (B1 for trial $4 < x < 5$ evaluated) B1 for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

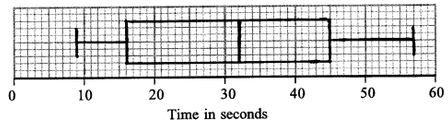
PAPER 5504					
	No	Working	Answer	Mark	Notes
20	(a)	$10^2 + 6^2$ or 136 $\sqrt{(100+36)}$ or $\sqrt{136} = 11.66\ldots$	11.7	3	M1 $10^2 + 6^2$ or 136 seen M1 (dep) $\sqrt{100+36}$ or $\sqrt{136}$ A1 11.66 – 11.7
	(b)	$\cos x = \frac{8}{10}$ or 0.8 $x = \cos^{-1} 0.8 = 36.869^\circ$	36.9	3	M1 for $\cos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

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

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

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

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

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

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

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

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

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

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

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

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

PAPER 5506					
	No	Working	Answer	Mark	Notes
11		$\frac{133}{72} = 1.8472\,,\ \frac{160}{82} = 1.9512$ OR $\frac{72}{133} = 0.54135, \frac{82}{160} = 0.5125$ OR $\frac{160}{133} = 1.203...., \frac{82}{72} = 1.1388....$ OR $\frac{133}{160} = 0.83125...., \frac{72}{82} = 0.878$	1.84..≠ 1.95.. 1.20..≠ 1.13..	3	M1 for $\frac{133}{72}$ (= 1.8472…) oe Accept 1.8, 1.85 M1 for $\frac{160}{82}$ (=1.9512…) oe consistent pairing Accept 2.0, 1.9 **OR** M1 for $\frac{160}{133}$ (= 1.203…) oe M1 for $\frac{82}{72}$ (=1.1388) oe A1 for enough decimal places to show that the ratios are not equal; since the scale factors are different the shapes cannot be similar. NB Do Not need conclusion
12	(a)	£12000 × 0.25 = £3000; £12000 – £3000 = £9000 £9000 × 0.25 = £2250; £9000 – £2250 = £6750 £6750 × 0.25 = £1687.50; £6750 – £1687.50 =	£5062.50	3	M1 for 12000 × 0.75 (=9000) oe or £3000 or £23437.50 seen M1 (dep) for at least two further depreciation calculations (complete steps) A1 cao **OR** M2 for 12000 × $(0.75)^3$ or 5062.50 seen (M1 for 12000 × $(0.75)^n$, $n = 2$ or 4)
	(b)	0.8 × 0.8 × 0.8 × 0.8 (oe)	0.4096	2	M1 0.8^4 (oe) A1 cao

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

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

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

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

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

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

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

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com

Order Code UG015616 July 2004

For more information on Edexcel and BTEC qualifications please contact
Customer Services on 0870 240 9800
or http://enquiries.edexcel.org.uk
or visit our website: www.edexcel.org.uk

London Qualifications Limited, trading as Edexcel. Registered in England and Wales No. 4496750
Registered Office: Stewart House, 32 Russell Square, London WC1B 5DN



GCSE

Edexcel GCSE

Mathematics A 1387

Summer 2005
Mark scheme

Edexcel GCSE
Mathematics A 1387

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at www.edexcel.org.uk.

Summer 2005

Publications Code UG016720

All the material in this publication is copyright
© Edexcel Ltd 2005

CONTENTS

Notes on Marking Principles 1

Paper 5521/01 3

Paper 5521/02 12

Paper 5523/03 18

Paper 5523/04 27

Paper 5525/05 37

Paper 5525/06 45

NOTES ON MARKING PRINCIPLES

1 Types of mark

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

2 Abbreviations

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

3 No working

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

4 With working

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

5 Follow through marks

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

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

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

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

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

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

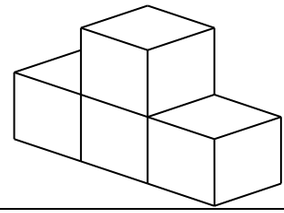
Paper 5521/01					
No		**Working**	**Answer**	**Mark**	**Notes**
4		286 × 43 = 11440 + 858 = 12298 43 × 286 = 258 + 3440 + 8600 = 12298 286×40=1140 286×3=858 1140+858=12298 x | 40 | 3 | 200 | 8000 | 600 | 8600 80 | 3200 | 240 | 3440 6 | 240 | 18 | 258 | | | 12298 2 8 6 1 | 08 | 32 | 24 | 4 2 | 06 | 24 | 18 | 3 2 9 8	12298	3	M2 for complete correct method (condone one computational error) (M1 for complete correct method with two computational errors) A1 cao OR B2 inside of grid completed (condone missing zeros and one error) (B1 2 or 3 errors) B1 cao
5	(a) (b)(i) (ii) (c) (d)(i) (ii) (iii)		18, 69 18 or 36 16 or 36 factor 18 11 or 88 69	1 1 1 1 3	B1 B1 B1 B1 B1 cao B1 B1 cao

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

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

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

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

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

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

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

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

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

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

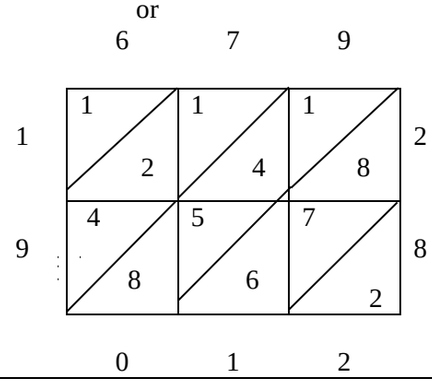
Paper 5521/02					
No		**Working**	**Answer**	**Mark**	**Notes**
10	(a)		1.5 – 2.0	1	B1 for height between 1.5m – 2.0m inclusive
	(b)	Height of man × "2.5"	3 – 6	3	B3 for height between 3m – 6m inclusive (B2 for multiplying (a) by a number between 2 and 3 inclusive) (B1 for multiplying (a) by a number)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

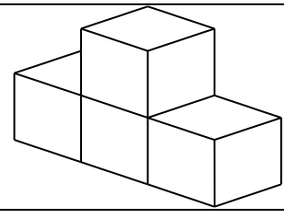
Paper 5521/02					
No		Working	Answer	Mark	Notes
19	(a)		Correct plane	2	B2 for a correct plane defined by showing at least 2 lines. (B1 for a line of symmetry on one face)
	(b)		Correct net	2	B2 cao (B1 for 2 equilateral triangles joined appropriately to at least one rectangle or for 1 equilateral triangle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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Paper 5525/05					
No		**Working**	**Answer**	**Mark**	**Notes**
7		$2\times\frac{1}{2}\times6\times8$ or 48 $8\times9+6\times9+10\times9$ or 72 +54 + 90	264 cm^2	4	M1 attempt to find the area of one face; $\frac{1}{2}\times6\times8$ or (8×9) or (6×9) or (10×9) or 72 or 54 or 90 or 24 or 48 M1 all five faces with an intention to add A1 cao numerical answer of 264 B1 (indep) cm^2 with or without numerical answer
8			$\frac{\pi ab^3}{3d}$ $3(c+d)^3$ $3\pi bc^2$	3	B3 (B1 for each one correct) Nb –B1 for each of the 4th,5th,6th tick
9	(a)	$x+0.3+0.2+x=1$	0.25	2	M1 for $x+0.3+0.2+x=1$ oe, or $0.5\div2$ A1 oe
	(b)	0.3×200	60	2	M1 0.3×200 A1 cao Accept 60 out of 200 (in words) SC B1 for $\frac{60}{200}$
10	(a)		$(-12)-4\quad-2\quad(0)8$	3	B3 for all correct [(B1 for each one correct)
	(b)		5 points plotted accurately points joined with smooth curve	2	B1 ±1 full (2mm) square ft table if at least B1 awarded (all 5 points plotted) B1 ft for any smooth curve if previous B1 gained NB: curve must pass within 1 full square of the points
11			m=3 n=5	2	B1 for 3 B1 for 5 (B2 for $2^3\times5$ or $2\times2\times2\times5$) SC: award B1 only if m=3, n=3, for 8×5 seen

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

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

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

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

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

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

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

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

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

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

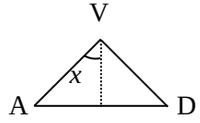
Paper 5525/06					
No		**Working**	**Answer**	**Mark**	**Notes**
12	(a)	$84 = 6.7\pi + 2 \times 6.7 + 2a$ $2a + 13.4 = 62.95\ldots$ or $2a + 34.44 = 84$	24.8	3	M1 for substituting correctly, π may be left M1 for correct rearrangement as far as $\pm 2a$ A1 for $24.7 - 24.8$
	(b)	$P = \pi r + 2r + 2a$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

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

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

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

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

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

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

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

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UG016720 Summer 2005

For more information on Edexcel qualifications, please visit www.edexcel.org.uk/qualifications
Alternatively, you can contact Customer Services at www.edexcel.org.uk/ask or on 0870 240 9800

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

edexcel

Edexcel GCSE

Mathematics A 1387

June 2007

advancing learning, changing lives

Mark Scheme

Edexcel GCSE
Mathematics A 1387

Table Of Contents

Notes on Marking Principles	3 - 4
5521 / 01 Mark Scheme	5 - 11
5521 / 02 Mark Scheme	12 – 17
5523 / 03 Mark Scheme	18 – 27
5523 / 04 Mark Scheme	28 – 35
5525 / 05 Mark Scheme	36 – 43
5525 / 06 Mark Scheme	44 - 52

NOTES ON MARKING PRINCIPLES

1 **Types of mark**
M marks: method marks
A marks: accuracy marks
B marks: unconditional accuracy marks (independent of M marks)

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

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

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

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

6 Ignoring subsequent work

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

7 Probability

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

8 Linear equations

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

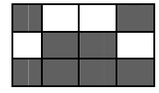
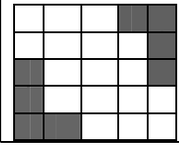
9 Parts of questions

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

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

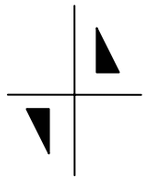
Paper 5521_01					
No		Working	Answer	Mark	Notes
1		Cat |||| /||| 8 Dog |||| | 6 Fish || 2 Hamster |||| 4	8, 6, 2, 4	3	M1 for attempt to tally or one frequency correct in either column A1 for 1 frequency correct or all tallies correct in correct column A1 for all frequencies correct (accept if /20)
2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

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

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

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

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

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

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

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

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

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

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

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

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

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

Paper 5523_03

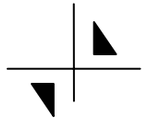
No	Working	Answer	Mark	Notes
5	315 × 24 24 × 315 1260 6300 7560 7200 7560 **3 1 5** 0 6 | 0 2 | 1 0 — **2** 1 2 | 0 4 | 2 0 — **4** 7 5 6 0 **300 10 5** 6000 200 100 — **20** 1200 40 20 — **4** 6000+200+100+1200+40+20 = 7560 **3 0.1 0.05** 60 2 1 — **20** 12 0.4 0.2 — **4** 60 + 2 + 1 + 12 + 0.4 + 0.2 = 75.6	75.6(0)	3	M1 for a complete method with relative place value correct. Condone 1 multiplication error, addition not necessary. **OR** M1 for a complete grid with not more than 1 multiplication error, addition not necessary. **OR** M1 for sight of a complete partitioning method, condone 1 multiplication error, final addition not necessary. A1 for 7560 or digits 756(0) A1 (dep on M1, but not previous A1) for correct placement of decimal point.

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

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

Paper 5523_03

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Paper 5525_05					
No		**Working**	**Answer**	**Mark**	**Notes**
15		Interior angle of hexagon = 180 – (360 ÷ 6) = 120 360 – (90 + 120)	150	4	Alternative 1 M1 for 360 ÷ 6 A1 for 60 M1 (dep on M1) for "60" + 90 A1 cao Alternative 2 M1 for 360 ÷ 6 A1 for 60 M1(dep on M1) for 360 – (2 × "60" + 90) A1 cao Alternative 3 M1 for (6 – 2) × 180 ÷ 6 A1 for 120 M1(dep on M1) for 360 – (90 + "120") A1 cao
16	(a)		(16), 50, 82, 96, 100	1	B1 cao
	(b)	Cumulative freq. diag. curve/ segments	Cum. freq graph	2	B1 ft for 4 or 5 points plotted correctly ± 1 full (2mm) square depending on sensible table (condone 1 addition error) B1 (dep) for points joined by curve or line segments provided no gradient is negative - ignore any part of graph outside range of their points. (SC:B1 if 4 or 5 points plotted not at end but consistent within each interval and joined)

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

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

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

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

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

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

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

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

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

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

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

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

PMT

Mark Scheme (Results)

June 2011

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

PMT

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:
http://www.edexcel.com/Aboutus/contact-us/

June 2011
Publications Code UG028422
All the material in this publication is copyright
© Edexcel Ltd 2011

PMT

NOTES ON MARKING PRINCIPLES

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

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

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

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

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

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

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

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

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

7 With working

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

8 Follow through marks

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

9 Ignoring subsequent work

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

10 Probability

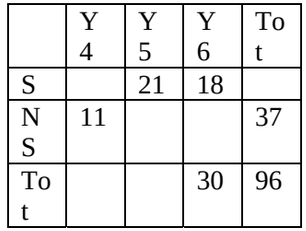
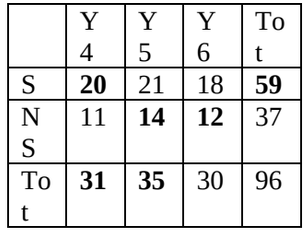
Probability answers must be given a fractions, percentages or decimals. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).
Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.
If a probability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

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

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

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

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

5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
1 (i)	 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)	 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)

PMT

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)

PMT

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.

PMT

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

PMT

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]

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

PMT

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

PMT

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

PMT

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com

Order Code UG028422 June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
Llywodraeth Cynulliad Cymru
Welsh Assembly Government
Rewarding Learning

PMT

edexcel

Mark Scheme (Results)

Summer 2012

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

PMT

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2012
Publications Code UG032619
All the material in this publication is copyright
© Pearson Education Ltd 2012

PMT

NOTES ON MARKING PRINCIPLES

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

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

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

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

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

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

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

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

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

7 With working

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

8 Follow through marks

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

9 Ignoring subsequent work

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

10 Probability

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

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

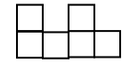
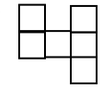
12 Parts of questions
Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

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

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

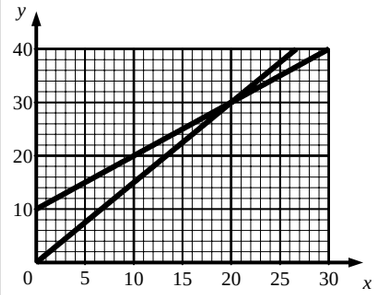
1MA0_1F					
Question		**Working**	**Answer**	**Mark**	**Notes**
1	(a)		380	1	B1 cao
	(b)		6.2	1	B1 cao
	(c)		Arrow at 34	1	B1 cao
2	(a)		8	1	B1 for 8 ± 0.2
	(b)		35	1	B1 for 35 ± 2°
	(c)		Circle drawn	1	B1 for all parts within ± 2mm, (use overlay)
3	(a)		4, 7, 4, 3, 2	2	M1 for at least 3 correct tallies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

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

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

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

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

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

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

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

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

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

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

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

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

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

PMT

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com

Order Code UG032619 Summer 2012

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
Llywodraeth Cynulliad Cymru
Welsh Assembly Government
Rewarding Learning

PMT

edexcel

Mark Scheme (Results)

March 2013

GCSE Mathematics (2MB01) Higher
5MB1H (Calculator) Paper 01

PMT

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.
Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.
Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere
Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

March 2013
Publications Code UG035031
All the material in this publication is copyright
© Pearson Education Ltd 2013

PMT

NOTES ON MARKING PRINCIPLES

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

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

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

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

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

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

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

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

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

7 With working

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

8 Follow through marks

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

9 Ignoring subsequent work

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

10 Probability

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

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

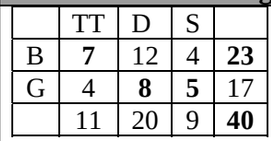
12 Parts of questions
Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

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

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

PMT

5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
1		105 ÷ 7 × 4	60	2	M1 105 ÷ (4+3) or a complete build up method A1 cao
2		0.93×800	744	2	M1 0.93×800 oe or 744 A1 cao
3	(a)		Two different reasons	2	B2 for TWO aspects from No time frame given Non-exhaustive responses Responses not specific (B1 ONE correct aspect)
	(b)		Question	2	B1 for a question with a time frame for frequency of use B1 for at least 3 correctly labelled response boxes (non-overlapping, need not be exhaustive) OR for a set of response boxes that are exhaustive (could be overlapping) [Do not allow inequalities in response boxes]
	(c)		Two different reasons	2	B2 for TWO different aspects (B1 for ONE aspect) Too small a sample, time of day, specific day, place, same type of people, not random

5MB1H_01				
Question	**Working**	**Answer**	**Mark**	**Notes**
4		11	4	M1 for a 2-way table or diagram showing at least 3 pieces of information correctly placed M1 17 girls or 4 boys with slalom skis M1 12 boys with downhill skis or 4 girls with twin tips A1 cao OR M1 for 40-23 (=17) M1 for one part subtraction ie '17'-8 or '17'-5 M1 for ('17'-8) -5 or ('17' - 5) - 8 A1 cao
*5		Yes and £1562	6	B1 283 or 285 M1 for working out the total cost of 2 adults 1 way or 1 adult both ways M1 for a correct method for calculating 75% of an adult fare for 1 journey or for 1 journey there and back. M1 for working out the total cost of 2 adults and 1 child A1 1562 or 38 C1 Dep on a previous M1, correct conclusion ft for their total cost (identified) providing it is written with a £ sign

5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
6		2 | 6 7 9 3 | 0 4 4 | 2 2 4 7 7 5 | 3 6 7 8 8 6 | 3 4 6	Stem and leaf 2 | 6 means 26 Key	3	B2 for a fully correct ordered diagram (B1 for a correct unordered diagram or ordered with at most two errors or omissions) B1 for a correct key Accept stem written as 20,30 etc but key only acceptable if consistent with this.
7	(a)		64.5	1	B1 cao
	(b)		65.5 or 65.4$\dot{9}$	1	B1 for 65.5 or 65.4$\dot{9}$ or 65.499 oe
8			Box plot drawn	3	B3 for fully correct box plot (B2 for 3 correctly plotted values including box and tails) (B1 for 2 correctly plotted values including box or tails)
*9		Ranges 50 and 46 IQR s 19 -21 and 19-21 Medians 47 and **44**	Comparison of data	4	B1 Correct calculation of the median B1 Correct calculation of the ranges or the IQRs C1 for a correct comparison (ft) of medians C1 for a correct comparison of ranges or IQRs (ft) with interpretation or B1 Correct calculation of the median (47) B1 Correct calculation of the ranges or the IQRs C1 for a correct comparison of ranges or IQRs (ft) C1 for a correct comparison of medians (ft) with interpretation

5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
10	(a)	$20\times12 + 30\times27+40\times18 + 50\times 23+60\times10$ $3520 \div 90$	39(.11111)	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 for $\sum fx \div 90$ A1 39.(1...)
	(b)		12,39,57,80,90	1	B1 cao
	(c)			2	B1 for at least 4 of "5 points" plotted correctly ± 0.5 full square B1 (dep) for points joined by curve or line segments providing no gradient is negative. (SC: B1 if 4 or 5 points plotted not at end but consistent within each interval and joined)
	(d)(i)		36-39	3	B1 answer within the range 36-39 or ft cf graph
	(ii)		19-23		B2 answer within 19-23 Or M1 for reading off from 50 on a cf graph A1 ft (± 0.5 square)
11		1200×0.8^4	4	3	M1 0.8 or 960 or 2160 seen M1 for 0.8^n where n is 2 or greater or for 768 or 614.40 A1 cao and supported by working

PMT

5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
12		$\frac{140}{420}\times 135$	45	2	M1 $\frac{140}{420}\times 135$ oe A1 cao
13	(a)		10 and 18	2	B2 Two correct values (B1 one correct value)
	(b)		Bars at heights 3cm and 2cm	2	B2 for two correct bars (B1 for one correct bar)
14			A and $y = x^2+4$ B and $y = x^3$ C and $y = 2^x$	3	B3 for all correct (B2 for 2 correct) (B1 for 1 correct)

PMT

5MB1H_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
15	(a)	Tree diagram Or 1-0.6 = 0.4 1-0.8 = 0.2 0.4×0.2	0.08	3	B1 for 0.4 or 0.2 seen oe M1 Indication of correct branch formed on tree diagram (or otherwise) leading to 0.4×0.2 or "0.4" ×" 0.2" A1 0.08 oe
	(b)	0.4×0.2 + 0.6×0.8	0.56	3	M1 0.6×0.8 or "0.4" × "0.2" M1 0.6×0.8 + "0.4" × "0.2" or "0.08" + "0.48" A1 0.56 oe

PMT

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com
Order Code UG035031 March 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
Llywodraeth Cynulliad Cymru
Welsh Assembly Government
Rewarding Learning

PMT

edexcel

Mark Scheme (Results)

Summer 2013

GCSE Mathematics (Linear) 1MA0
Higher (Calculator) Paper 2H

PMT

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.
Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.
Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere
Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013
Publications Code UG037224
All the material in this publication is copyright
© Pearson Education Ltd 2013

NOTES ON MARKING PRINCIPLES

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

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

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

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

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

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

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

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

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

7 With working

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

8 Follow through marks

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

9 Ignoring subsequent work

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

10 Probability

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

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

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

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

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

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

PMT

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

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

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

PMT

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

PAPER: 1MA0_2H

Question		Working	Answer	Mark	Notes
10		x | $x^3 + 2x$ 4 | 72 4.1 | 77.(121) 4.2 | 82.(488) 4.3 | 88.(107) 4.4 | 93.(984) 4.5 | 100.(125) 4.6 | 106.(536) 4.7 | 113.(223) 4.8 | 120.(192) 4.9 | 127.(449) 5 | 135 4.65 | 109.8(44625) 4.66 | 110.5(14696) 4.67 | 111.1(87563) 4.68 | 111.8(63232) 4.69 | 112.5(41709)	4.7	4	B2 for a trial $4.6 \leq x \leq 4.7$ evaluated correctly (B1 for a trial evaluated correctly for $4 \leq x \leq 5$) B1 for a different trial evaluated correctly for $4.65 \leq x < 4.7$ B1 (dep on at least one previous B1) for 4.7 [Note: Trials should be evaluated to at least accuracy shown in table, truncated or rounded] No working scores 0 marks
11			3.52	3	M1 for $1.35^2 + 3.25^2$ M1 (dep) for $\sqrt{(1.35^2 + 3.25^2)}$ $(= \sqrt{12.385})$ A1 for answer in the range 3.51 to 3.52

PMT

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

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

PMT

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

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

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

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

PMT

PAPER: 1MA0_2H					
Question		**Working**	**Answer**	**Mark**	**Notes**
24	(a)		18.2	2	M1 for ½ × 6 × 7 × sin60 A1 for answer in range 18.1 to 18.2
	(b)		6.56	3	M1 for $6^2 + 7^2 - 2 \times 6 \times 7 \times \cos 60$ M1 for correct order of operation eg 36 + 49 – 42 (=43) A1 for answer in range 6.55 to 6.56
25			$x = 2.87$, $y = -0.87$ and $x = -0.87$, $y = 2.87$	6	M1 for $x^2 + (2 - x)^2 = 9$ M1 for $4 - 4x + x^2$ A1 for $2x^2 - 4x - 5 = 0$ oe 3 term simplified quadratic M1 for a correct method to solve their quadratic Eg $x = \frac{4 \pm \sqrt{(16 - 4 \times 2 \times -5)}}{4}$ A1 for $x = 2.87$, $y = -0.87$ or better A1 for $x = -0.87$, $y = 2.87$ or better Award marks for equivalent algebraic expressions. Apply the same scheme as above for y first.

PMT

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

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

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

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

PMT

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

PMT

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com

Order Code UG037224 Summer 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
Llywodraeth Cynulliad Cymru
Welsh Assembly Government
Rewarding Learning

PMT

edexcel

Mark Scheme (Results)

November 2015

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

ALWAYS LEARNING PEARSON

PMT

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2015
Publications Code UG042904
All the material in this publication is copyright
© Pearson Education Ltd 2015

PMT

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

PMT

5MB1H_01 November 2015					
Question		**Working**	**Answer**	**Mark**	**Notes**
1.	(a)		0.2	2	M1 for 1 – (0.15 + 0.41 + 0.24) A1 cao
	(b)		12	2	M1 for 50 × 0.24 oe A1 cao
2.	(a)		(146, 41)	1	B1 for point plotted
	(b)		Description	1	B1 for description of dynamic relationship or statement of positive correlation
	(c)		155 – 158	2	M1 for a single straight line segment with positive gradient that could be used as a line of best fit or a horizontal line from 47.5 A1 answer in the range 155 – 158 or ft from line

<table>
<tr><th colspan="5">5MB1H_01 November 2015</th></tr>
<tr><th colspan="2">Question</th><th>Working</th><th>Answer</th><th>Mark</th><th>Notes</th></tr>
<tr><td>3.</td><td></td><td><table><tr><td></td><td>Bus</td><td>Pre</td><td>Ec</td><td>Tot</td></tr><tr><td>M</td><td>(30)</td><td>28</td><td>34</td><td>(92)</td></tr><tr><td>F</td><td>14</td><td>32</td><td>(62)</td><td>108</td></tr><tr><td>Total</td><td>(44)</td><td>(60)</td><td>96</td><td>(200)</td></tr></table>( ) value given</td><td>28</td><td>4</td><td>M1 for total female students 200 – 92 or 108 seen; or for total Economy passengers 200 – 44 – 60 or 96 seen.
M1 for total male passengers in Economy “96”-62 or 34 seen; or for total female Premium “108” – 62 – (44-30) or 32 seen
M1 for 92 – 30 – “34” or for 60 – “32”
A1 cao

OR

Answers may appear in a two-way table with no other method seen
B1 for Female total 108 or Total Economy 96
M1 for “96” – 62 or 34 seen in Male Economy;
or “108” – 62 – (44 –30) or 32 seen in Female Premium
M1 for 92 – 30 – “34” or for 60 – “32”
A1 cao</td></tr>
<tr><td>4.</td><td>(a)</td><td></td><td>Out: 1023/1148
Return: 1737/1918
in Colwyn 5h 49min</td><td>4</td><td>B1 for selecting 1023 train (cheapest out)
B1 for selecting 1737
B1 for 5h 49min (spent in Colwyn)
C1 (dep on at least B1) clearly stating departure and arrival times of both trains used and correct time in Colwyn for their trains</td></tr>
<tr><td></td><td>(b)</td><td></td><td>133.40</td><td>3</td><td>M1 for 30% of any adult fare
M1 for 2 × adult fare + 3 × child fare for at least one of their chosen trains
A1 (accept 133.4)

(SC B2 for £188.60)</td></tr>
</table>

5MB1H_01 November 2015					
Question		**Working**	**Answer**	**Mark**	**Notes**
5.			Reasons	2	B1 for one reason eg no quantity (units), no time frame, overlapping intervals, not exhaustive B1 for second (different) reason
6.			$\frac{5x+4}{3}$	2	M1 $x + x + 4 + 3x$ $(= 5x + 4)$ A1 for $(x + x + 4 + 3x) \div 3$ oe
7.		2500 + 2500 × 3.5÷100 = 2500 + 87.50 = 2587.50 2587.50 + 2587.50 × 3.5 ÷ 100 = 2587.50 + 90.5625	2678.06	3	M1 for 2500 × 1.035 or 2500 + 2500 × 0.035 oe or for 2587.5(0) or 87.5(0) or 8750 or 2412.5(0) M1 (dep) for "2587.5" × 1.035 or for "2587.5" + "2587.5" × 0.035 or for "2578.5" + "90.56(25)" or for 2678 or 2678.1(0) or 2678.07 or 2678.06… A1 cao NB: if correct answer seen then ignore any extra years Alternative method: M2 for 2500 × 1.035^n where $n \geq 2$ or for 2678 or 2678.07 or 2678.06… A1 cao

PMT

5MB1H_01 November 2015					
Question		**Working**	**Answer**	**Mark**	**Notes**
8.	(a)		$10 < n \leq 20$	2	M1 for use of cf to find the 20.5^{th} or 21st value A1 cao
	(b)	$(5 \times 14) + (15 \times 13) + (25 \times 8)$ $+ (35 \times 4) + (45 \times 2)$ $70 + 195 + 200 + 140 + 90$ $695 \div 41$	16.95	4	M1 for $\sum fx$ with consistent values within interval (including end points); accept one error M1 for $\sum fx$ with correct midpoint values M1 (dep M1) for "$\sum fx$" $\div 41$ or "695" $\div 41$ A1 for 16.95(12….)
9.			Box plot	3	M1 for UQ = 1.7 + 2.7 (= 4.4) or 4.4 shown on box plot B1 for box plot with at least 3 pieces of information correctly plotted B1 for fully correct box plot NB: there must be a box
10.	(a)		5, 23, 35, 39, 40	1	B1 for all correct
	(b)		cf graph	2	B1 for 4 or 5 "points" plotted consistently dep on sensible table (condone 1 addition error) B1 correct graph
	(c)		3	2	M1 for evidence of reading off from 187 (eg vertical line) on cf graph or $35 + \frac{2}{5} \times 4$ A1 ft from cf graph

5MB1H_01 November 2015					
Question		**Working**	**Answer**	**Mark**	**Notes**
11.			20 shown	5	B1 for 3 combinations (1 + 8, 5 + 4, 7 + 2) spacing amended M1 for partial working $\frac{3}{20}\times 80$ or $\frac{3}{20}\times 3$ oe or 80 × 3 (= 240) M1 for complete working $\frac{3}{20}\times 80\times 3$ oe M1 (income) 80 × 70 (= 5600) or 80 × 0.7 (= 56) C1 for "56 – 36=20" clearly stated
12.	(a)		3	2	M1 for $\frac{50}{600}\times 40$ oe or for 3.33… oe A1 cao
	(b)		75	2	M1 for $\frac{n}{600}\times 40$ or for $\frac{5\times 600}{40}$ where '5' can be 4.5 to 5.5 A1 for 75; accept answers in the range 68 – 82 supported by working.

PMT

5MB1H_01 November 2015					
Question		**Working**	**Answer**	**Mark**	**Notes**
13.			400 and correct assumption	4	M1 for partial working eg $\frac{60}{12}$ oe or 20% or $\frac{1}{5}$ seen or 80 ÷ 12 (= 6.66..) or $\frac{12}{80}$ oe M1 for complete method eg $\frac{80\times 60}{12}$ or 80 × 5 or 6.66..× 60 or $\frac{12}{60}=\frac{80}{n}$ oe or 80 ÷ 0.2 oe A1 cao C1 for a correct mathematical assumption eg population has not changed overnight or mark which does not wear off or sample is random etc

PMT

5MB1H_01 November 2015					
Question		**Working**	**Answer**	**Mark**	**Notes**
14.			$\frac{56}{110}$	4	M1 for use of 10 as denominator of second probability M1 for a correct method to find the probability of at least one possible combination, $\frac{4}{11}\times\frac{7}{10}$ or $\frac{7}{11}\times\frac{4}{10}$ M1 for complete and correct method shown, eg $\frac{4}{11}\times\frac{7}{10}+\frac{7}{11}\times\frac{4}{10}$ A1 for $\frac{56}{110}$ oe **Alternative scheme for replacement** M1 for $\frac{4}{11}\times\frac{7}{11}$ or $\frac{7}{11}\times\frac{4}{11}$ M1 for $\frac{4}{11}\times\frac{7}{11}+\frac{7}{11}\times\frac{4}{11}$ OR B2 for $\frac{56}{121}$
15.		Frequency densities of 8 ÷ 10 = 0.8 16 ÷ 10 = 1.6 15 ÷ 5 = 3 12 ÷ 5 = 2.4 6 ÷ 20 = 0.3	Fully labelled histogram	3	B3 for fully correct histogram (B2 for 4 correct blocks) (B1 for 3 correct blocks) (If B0 then SC B1 for correct key eg $1cm^2$=2 birds or frequency ÷ class interval for at least 3 frequencies) NB apply the same mark scheme if a different frequency density is used

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

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

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

PAPER: 5MB1H_01			
Question		**Modification**	**Notes**
Q02	(a)	Grid enlarged. Crosses changed to filled in circles. 146 cm changed to 150 cm. 41 kg changed to 40 kg.	
Q04		Crewe to Colwyn – First 2 columns removed. Colwyn to Crewe – First and last columns removed.	
Q06		MLP only: x → f.	
Q09		Weights changed to 1.5 kg, 6.5 kg, 2.5 kg, 1.5 kg, 3.5 kg. Grid enlarged.	
Q10	(b) (c)	Frequencies changed to 5, 15, 10, 5, 5. Grid enlarged. 187 cm changed to 182.5 cm.	
Q15		Frequencies changed to 5, 15, 15, 10, 10. Grid enlarged.	

PMT

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

PMT

edexcel

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE
In Mathematic A (1MA0)
Higher (Non-Calculator) Paper 1H

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2016
Publications Code 1MA0_1H_1606_MS
All the material in this publication is copyright
© Pearson Education Ltd 2016

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_1H					
Question		Working	Answer	Mark	Notes
1			750 cm^3	3	M1 for 30×25 A1 for 750 B1 (indep) for cm^3
2	(a)		Correct shape	2	B2 for correct reflection with vertices (–4, 2) (–6, 3) (–6, 7) (–4, 6) (B1 for reflection in a vertical or horizontal line)
	(b)		Correct shape	2	B2 for correct rotation with vertices (–1, 3) (–5, 3) (–6, 5) (–2, 5) (B1 for rotation of 90(°) clockwise about (0,1) **or** correct orientation fully in top left quadrant)
3	(a)		Reasons	2	B2 for 2 reasons from no time frame, vague response boxes, not exhaustive eg "no always" (B1 for 1 reason)
	(b)		Question written	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 exhaustive response boxes with no use of inequality symbols
	(c)		Reason	1	B1 for reason why the sample is biased eg all the same age, they are friends, too small a sample. NB: "biased" alone is insufficient.

PAPER: 1MA0_1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
4 (a)		p^7	1	B1 cao
(b)		g^2	1	B1 cao
(c)		k^6	1	B1 cao
(d)		$-5m + 10$	2	M1 for $3m + 12$ or $-8m - 2$ or $8m + 2$ A1 for $-5m + 10$ or $10 - 5m$ or $-5(m - 2)$ or $5(2 - m)$ oe
(e)		$n(n - 7)$	1	B1 cao
5		44 - 56	2	B2 for 44 - 56 (B1 for 1000 or 900 or 20 or 18 or 19, unless it is clear these have not come from estimation)
6		90	3	M1 for $1-\frac{3}{5}$ (=$\frac{2}{5}$ or 40%) oe M1 for a complete method to find the number of female teachers (54) eg $36 \div 2 \times 3$ or determines $\frac{3}{5}$(60%) is 54, or 10% is 9 A1 cao **OR** M1 for F : M = 3 : 2 M1 for a complete method to find the number of female teachers (54) eg $\frac{3}{2} \times 36$ oe A1 cao

PAPER: 1MA0_1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
*7		Conclusion (supported)	5	M1 for finding the area of one rectangle which is not 6 × 10 eg 2×2.5 (=5) or 4×10 (=40) or 2.5×6 or 5×2 M1 for a complete method to find the total area eg 5+5+40 or 60−10 (=50) M1 for a complete method to find the number of tins needed eg "50" ÷ 5 ÷ 2.5 (=4) OR for a complete method to find the number of litres needed. eg "50" ÷ 5 (=10) OR for a complete method to find the area covered by 3 tins eg 3×2.5×5 (=37.5) A1 for 50 (m^2) **and** 4 (tins needed) **or** for 10 (litres) **and** 7.5 (litres) **or** for 50(m^2) **and** 37.5(m^2) C1 (dep M2) for a conclusion supported by their calculations
8		60	3	M1 for $\frac{16}{80}$ or $\frac{300}{80}$ oe M1 (dep) for $"\frac{16}{80}"\times 300$ or $"\frac{300}{80}"\times 16$ A1 cao
9		$T = 5x + 20y$	3	B3 for $T = 5x + 20y$ oe (B2 for $5x + 20y$ or $T = 5x + y$ or $T = x + 20y$ or $T = 20x + 5y$) (B1 for T = a two term linear expression in x and y, or $5x + y$ or $x + 20y$)

PAPER: 1MA0_1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
10		−3, −2	2	M1 for $x = -3$ or $y = -2$; for finding the difference between the x or y coordinates of M and P (eg ±4 or ±4.5); for $\frac{x+5}{2} = 1$ or for $\frac{y+7}{2} = 2.5$ A1 for $x = -3$, $y = -2$
11	<table><tr><td></td><td>S</td><td>A</td><td>B</td><td></td></tr><tr><td>M</td><td>4</td><td>**9**</td><td>10</td><td>**23**</td></tr><tr><td>F</td><td>**6**</td><td>**11**</td><td>**26**</td><td>43</td></tr><tr><td></td><td>10</td><td>20</td><td>**36**</td><td>66</td></tr></table>	11	4	M1 for a correct first step which results in a value that could be in the table: ie. 66 – 10 – 20 (= 36) or 66 – 43 (= 23) or 10 – 4 (= 6) M1 for correct method to find a second value that could be in the table using their first value eg "23" – 4 - 10 (= 9) or "36" - 10 (= 26) M1 for a fully correct and complete method. A1 cao
12		100 – 25π	3	M1 for π×5×5 or 25π M1 for (10×10 –"π×5×5") A1 for 100 – 25π oe NB: ignore the inclusion of any units.
13		36	3	M1 for correct method to work out 20% of 30% (=6%) M1 for 30% + "6%" A1cao OR M1 for complete and correct method to find amount of money spent on rent eg 800 × 0.3 (=240) oe M1 for correct method to find rent next month (288) eg "240" × 1.2 (=288) oe or $\frac{"288"}{800} \times 100$ oe or 30 × 1.2 A1 cao

PAPER: 1MA0_1H

Question	Working	Answer	Mark	Notes
14 (a)		Correct construction	2	M1 for correct construction arcs or bisector within guidelines but no (or incorrect) construction arcs A1 for bisector within guidelines with correct arcs shown
(b)		Correct construction	2	M1 for correct construction arcs or perpendicular within guidelines but no (or incorrect) construction arcs A1 for perpendicular within guidelines with correct arcs shown
*15 (a)	<table><tr><td></td><td>Age 16</td><td></td><td>Age 18</td></tr><tr><td>HV</td><td>310</td><td><</td><td>380</td></tr><tr><td>LV</td><td>80</td><td><</td><td>130</td></tr><tr><td>Median</td><td>180</td><td><</td><td>240</td></tr><tr><td>Range</td><td>230</td><td><</td><td>250</td></tr><tr><td>IQR</td><td>80</td><td>></td><td>70</td></tr></table>	Compares: medians and spread	3	C1 for any correct comparison of the medians C1 for any correct comparison of the IQRs or the ranges C1 (dep on one C1) for either statement written in context
(b)		150	2	M1 for $\frac{3}{4} \times 200$ oe A1 cao
16		7×10^8	2	M1 for 7×10^n, $n \neq 8$ or $a \times 10^8$, $a \neq 7$ or $700\,000\,000$ or 0.7×10^9 A1 cao

PMT

PAPER: 1MA0_1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
17 (a)		$x < 7$	2	M1 for isolating term in x eg $3x < 16 + 5$ or $3x < 21$ or for $(x =) 7$ or $x > 7$ etc A1 cao
(b)		$\frac{7}{5}$	3	M1 for multiplying by 4 or adding $\frac{w}{4}$ or subtracting $\frac{11}{4}$ or subtracting 1 [all applied to both sides and as a first step] M1 for isolating terms in w on one side and number terms on the other side of the equation A1 for $\frac{7}{5}$ oe
18 (a)		$2\frac{4}{5}$	3	M1 for writing as improper fractions eg $\frac{6}{5}$ or $\frac{7}{3}$ M1 (dep) for multiplying improper fractions eg $\frac{6\times7}{5\times3}$ or $\frac{14}{5}$ oe A1 cao
(b)		$\frac{4}{5}$	3	M1 for finding two correct fractions with a common denominator eg $\frac{7}{15} - \frac{10}{15}$ or $\frac{21-30}{45}$ M1 (dep) for complete and correct method eg $1 - \frac{3}{15}$ or $\frac{37}{15} - \frac{25}{15}$ or $\frac{111-75}{45}$ oe A1 for $\frac{4}{5}$ oe

PAPER: 1MA0_1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
19 (a)(i)		–0.4 to –0.5 4.4 to 4.5	3	B1 for value in range –0.4 to –0.5 and value in range 4.4 to 4.5 NB: condone values given as part of coordinates.
(ii)		–1.0 to –1.2 5.0 to 5.2		M1 for $x^2 - 4x - 2 = 4$ or line $y = 4$ drawn on graph or points marked with a y coord. of 4 or a value in range –1.0 to –1.2 or a value in range 5.0 to 5.2 A1 for value in range –1.0 to –1.2 and value in range 5.0 to 5.2; do not accept coordinates.
(b)		–1.6 to –1.8 4.6 to 4.8	3	M1 for $x + y = 6$ drawn on graph A2 for value in range –1.6 to –1.8 and value in range 4.6 to 4.8 (A1 for one correct value or both values given as coordinates)
*20		69° (supported)	5	M1 for method to find angle PSR eg 90 – 48 (= 42) or method in triangle POS to find angle POS (= 84) M1 for method to find angle PMS (= 42) A1 cao C2 (dep on at least M1) for correct and complete set of appropriate reasons (C1 for one correct reason involving a circle theorem supported by working) eg The tangent to a circle is perpendicular (90) to the radius (diameter) Alternate segment theorem. Angles in a triangle add up to 180 Base angles of an isosceles triangle are equal. The angle at the centre of a circle is twice the angle at the circumference.

PAPER: 1MA0_1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
21 (a)		0.7 0.2 0.3 0.8 0.05 0.95	3	B1 for 0.2, 0.8 oe B1 for 0.7, 0.3 oe B1 for 0.05, 0.95 oe
(b)		0.04	2	M1 for "0.8" × "0.05" A1 oe
22		2, 6	3	M1 for $(x^2 =)\ \ 4(x^2 - 6x + 9)$ or $4x^2 - 24x + 36$ oe or for $\frac{x^2}{4} = x^2 - 6x + 9$ M1 (dep) for $3x^2 - 24x + 36 = 0$ or $3(x^2 - 8x + 12) = 0$ or $(x - 2)(x - 6) = 0$ or $(3x - 6)(x - 6) = 0$ oe A1 cao OR M1 for $x = (\pm)2(x - 3)$ or $\frac{x}{2} = (\pm)(x - 3)$ M1(dep) for correct solution of one equation A1 cao

PMT

PAPER: 1MA0_1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
23 (a)(i)		$\mathbf{a} + \mathbf{b}$	2	B1 for $\mathbf{a} + \mathbf{b}$ oe
(ii)		$-\mathbf{a} + 3\mathbf{b}$		B1 for $-\mathbf{a} + 3\mathbf{b}$ oe
(b)		$\frac{3}{4}\mathbf{a} + \frac{3}{4}\mathbf{b}$	2	M1 for $\overrightarrow{OP} + \frac{1}{4}\overrightarrow{PR}$ or $\overrightarrow{OR} + \frac{3}{4}\overrightarrow{RP}$ (may be in terms of **a** and **b)** A1 for $\frac{3}{4}\mathbf{a} + \frac{3}{4}\mathbf{b}$ or $\frac{3}{4}(\mathbf{a} + \mathbf{b})$
*(c)		$OS = \frac{3}{4}OT$	2	C2 (dep A1) for S divides OT in the ratio 3:1 oe or $OS = \frac{3}{4}OT$ oe (C1 (dep A1) for S lies on OT or that OT and PR intersect at S oe)
24		100, 25, 4	4	M1 for $y = \frac{k}{x^2}$ oe or $1 = \frac{k}{10^2}$ M1 for complete method to find k or $y = \frac{100}{x^2}$ oe OR (dep on M1) for $k = 100$ A1 for one entry correct A1 for other two entries correct

PMT

PAPER: 1MA0_1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
25		$\frac{1}{4}-\frac{\sqrt{6}}{12}$	3	M1 for $\frac{1}{2}\times\frac{\sqrt{2}}{2}\times\frac{\sqrt{2}}{2}$ or $\frac{1}{2}\times\frac{\sqrt{2}}{2}\times\frac{\sqrt{3}}{3}$ M1 for $\frac{1}{2}\times\frac{\sqrt{2}}{2}\times\frac{\sqrt{2}}{2}-\frac{1}{2}\times\frac{\sqrt{2}}{2}\times\frac{\sqrt{3}}{3}$ A1 for $\frac{1}{4}-\frac{\sqrt{6}}{12}$ oe OR M1 for (BC =) $\frac{\sqrt{2}}{2}-\frac{\sqrt{3}}{3}$ M1 for $\frac{1}{2}\times\left\{\frac{\sqrt{2}}{2}-\frac{\sqrt{3}}{3}\right\}\times\frac{\sqrt{2}}{2}$ A1 for $\frac{1}{4}-\frac{\sqrt{6}}{12}$ oe

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

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

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

PAPER: 1MA0_1H			
Question		**Modification**	**Notes**
1		Model provided for all candidates. Diagram enlarged and also provided for MLP.	Standard mark scheme
2	(a)	Reflection drawn on the diagram. Shading changed to dotty shading. Wording changed 'It shows shape P and shape Q given on a grid. Describe fully the single transformation that maps shape P onto shape Q.' Grid enlarged. y axis is cut at -4. 3 answer lines given.	Marked scheme changed to: B1 Reflection B1 in the line $x = -1$
	(b)	Rotation drawn on the diagram. Wording changed 'It shows shape P and shape S given on a grid.' Describe fully the single transformation that maps shape P onto shape S.' 3 answer lines given.	Mark scheme changed to: B1 Rotation or rotate B1 90° anticlockwise B1 about (0, 1)
7		Diagram enlarged. Braille only: Plan of floor labelled ABCDEFGH as 1F Q24.	Standard mark scheme
10		Diagram enlarged. Crosses changed to filled in circles. Arrows heads changed to open headed arrows.	Standard mark scheme
12		Diagram enlarged. Shading changed to dotty shading. Braille only: Diagram turned into horizontal position (circle inside square).	Standard mark scheme

<table>
<tr><th colspan="4">PAPER: 1MA0_1H</th></tr>
<tr><th colspan="2">Question</th><th>Modification</th><th>Notes</th></tr>
<tr><td>14</td><td>(a)

(b)</td><td>Diagram lines made longer and thicker
Braille only: Angle A 75° exactly for bisection.
Diagram kept the same size. Point P has been moved to the left.</td><td>Standard mark scheme</td></tr>
<tr><td>15</td><td>(a)

(b)</td><td>Grid enlarged. Small squares removed. Lines of the box plot have been moved.
‘16 year old workers’ lines are at ‘75,125,175,200 and 300’.
‘18 year old workers’ lines are at ‘125, 200, 225, 275 and 375’.

‘£130’ changed to ‘£125’</td><td>Standard mark scheme with these following values

<table><tr><td></td><td>Age 16</td><td></td><td>Age 18</td></tr><tr><td>HV</td><td>300</td><td><</td><td>375</td></tr><tr><td>LV</td><td>75</td><td><</td><td>125</td></tr><tr><td>Median</td><td>175</td><td><</td><td>225</td></tr><tr><td>Range</td><td>225</td><td><</td><td>250</td></tr><tr><td>IQR</td><td>75</td><td>=</td><td>75</td></tr></table></td></tr>
<tr><td>14</td><td></td><td>Grid enlarged. Small squares removed. [Leeway needed for answering the question.]</td><td>Standard mark scheme</td></tr>
<tr><td>17</td><td>(a)
(b)</td><td>Wording added above the table ‘There are four spaces to fill.’
Grid enlarged. Right axis labelled.</td><td>Standard mark scheme</td></tr>
<tr><td>18</td><td></td><td>Diagram enlarged.</td><td>Standard mark scheme</td></tr>
</table>

PAPER: 1MA0_1H			
Question		**Modification**	**Notes**
19		Grid enlarged. [Leeway need for answering the question.]	Standard mark scheme
20		Diagram enlarged. Cross changed to filled in circle.	Standard mark scheme
21		Diagram enlarged. Wording added ‘There are six spaces to fill.’	Standard mark scheme
23		Diagram enlarged	Standard mark scheme

PMT

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL

PMT

Mark Scheme (Results)

November 2016

Pearson Edexcel GCSE
In Mathematic A (1MA0)
Higher (Non-Calculator) Paper 1H

PMT

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

PMT

November 2016
Publications Code 1MA0_1H_1611_MS
All the material in this publication is copyright
© Pearson Education Ltd 2016

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

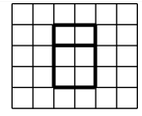
Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

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: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
1		Diagram drawn	3	B3 for fully correct shape (B2 for 3 or 4 vertices correct or enlargement scale factor 3 in wrong position or enlargement, centre *A*, with different scale factor) (B1 for 2 vertices correct or enlargement, not from *A*, with different scale factor)
2		17.6(0)	4	M1 18 × 6.45 (= 116.1(0)) or 18 × 645 = (11610) M1 for 18 × 6.45 – 98.50 in the correct order but units may not be consistent A1 for digits 1760 A1 (dep on M2) for correct placement of decimal point after subtraction (of appropriate values)
3 (a)		4	2	M1 for 20 ÷ 5 (=4) Allow build up method to 4 lots of 1:5 A1 cao
(b)		6	2	M1 for a full method to find the number of red counters needed eg 20 ÷ 2 – "4" A1 ft from (a)
4 (a)		5	1	B1 cao
(b)		Lines added	2	B1 for a horizontal line from (5, 8) to (6.30, 8) B1 for a single straight line with the correct gradient and length, down to the time axis eg (6.30, 8) to (8.30, 0)
5			2	B2 for correct side elevation (B1 for a rectangle with base 2 squares or height 3 squares)

PAPER: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
6 (a)		$50 < a \leq 60$	1	B1 for correctly identifying the modal class interval e.g. 50 – 60 oe
(b)		Polygon	2	B2 for fully correct frequency polygon - points plotted at the midpoint (B1 for all points plotted accurately but not joined with straight line segments **or** all points plotted accurately and joined with last joined to first to make a polygon **or** all points at the correct heights and consistently within or at the ends of the intervals **and** joined (can include joining last to first to make a polygon)) NB: ignore parts of graph drawn to the left of the 1st point or the right of the last point; ignore any histograms drawn.
7	$(7 + 3 + 3) \times (4 + 3 + 3) - 7 \times 4 = 102$ OR $2 \times 7 \times 3 + 2 \times 4 \times 3 + 4 \times 3 \times 3 = 102$	11	4	M1 for a correct method to find the area of one appropriate rectangle M1 for a complete method to find the area of the path M1 (dep on M1) for "102" ÷ 10 A1 cao from correct working
*8		Bathroom Mart and correct figures	4	M1 for $\frac{1}{3} \times 1500$ (= 500) or $\frac{2}{3} \times 1500$ (= 1000) M2 for a correct method to reduce 1500 by 60% and then by a further 15% eg 1500 × "0.4" × "0.85" (= 510) oe (M1 for method to find 60% or 40% of 1500 e.g. $\frac{60}{100} \times 1500$ (= 900) C1 for 510 **and** 500 with a correct conclusion.

PAPER: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
*9		95° with reasons	4	M1 for angle *DBC* = 180 – 125 (= 55) **or** angle *EAC* = 180 – 125 (=55) (May be on diagram) A1 for *x* = 95 C2 (dep on M1) with full reasons for their given method, e.g. angles on a straight line add up to 180° **and** angles in a triangle add up to 180° **and** corresponding angles are equal **or** allied angles / co-interior angles add up to 180° **and** angles in a triangle add up to 180° (C1 (dep on M1) for one appropriate reason linked to parallel lines) M1 for angle *CDB* = 125 – 30 (= 95)) (May be on diagram) A1 for *x* = 95 C2 (dep on M1) for full reasons, for their given method, e.g. exterior angles are equal to the sum of the interior opposite angles **and** corresponding angles are equal (C1 (dep on M1) for one of these appropriate reasons linked to parallel lines)
10 (a)		Diagram	2	B2 for fully correct solution with all three aspects with no ambiguity Aspect 1: circle at 3 Aspect 2: circle not shaded Aspect 3: arrow pointing left indicating extension beyond −4 or line extending beyond −4 (B1 for any two aspects)
(b)		$x \geq 5$	2	M1 for intention to add 7 to both sides (of inequality or equation) or to divide all 3 terms by 4 as a first step, or (*x* =) 5 A1 for $x \geq 5$ oe
11		125 miles or 200 km	3	B1 for 5 miles = 8 km or equivalent statement or for $\frac{5}{8}$ or $\frac{8}{5}$ used correctly M1 for method to use the correct conversion to find 40 (km) or 150 (miles) or $240 \times r$ with $0.6 \leq r \leq 0.7$ or $25 \times s$ with $1.5 \leq s \leq 1.7$ A1 for 200 km or 125 miles (units must be given)

PAPER: 1MA0/1H					
Question		**Working**	**Answer**	**Mark**	**Notes**
12	(a)		049	1	B1 for answer in range 47 to 51
	(b)		12	2	M1 for line drawn on a bearing of 320° ±2° A1 for answer in range 10 to 14
13	(a)		75	2	M1 for 3 × 5 × 5 oe A1 cao
	(b)	$108 = 3t^2$ $t^2 = \frac{108}{3} = 36$	±6	2	M1 for $(t^2 =) \frac{108}{3} (= 36)$ A1 for 6 or –6 or both
	(c)		$a = \frac{v-u}{t}$	2	M1 for subtracting u from both sides or dividing both sides by t as a first step A1 for $a = \frac{v-u}{t}$ oe
14		**B** at (1, 0), (1, –1), (3, –2) **C** at (–2, –1), (–2, –2), (0, –3) Rotation 90° clockwise (or 270° anti-clockwise) about (–2, 2)	Rotation 90° clockwise centre (–2, 2)	3	M2 for stating rotation 90° clockwise (or 270° anti-clockwise) or centre (–2, 2) (M1 for showing **B** and **C** correctly on the grid) A1 for a fully correct description NB Award a maximum of M1 if more than one transformation is given
15	(a)		–3, 8	2	M1 for 3 + (3 – 9) (= –3) oe or 5 + (5 – 2) (= 8) oe or $\frac{x+9}{2} = 3$ or $\frac{y+2}{2} = 5$ A1 cao
	(b)		$y = –0.5x + 6.5$	3	M1 for a correct method to find the gradient (= –0.5), ft the possible use of coordinates in part (a) M1 for method to find c eg substituting into $y =$ "–0.5"$x + c$ A1 for $y = –0.5x + 6.5$ oe

PAPER: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
16		10	3	M1 for 15×7 (= 105) or 9×5 (= 45) M1 for $(15 \times 7 - 9 \times 5) \div (15 - 9)$ A1 cao
17 (a)	<table><tr><td>x</td><td>–2</td><td>–1</td><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td>y</td><td>0.25</td><td>**0.5**</td><td>**1**</td><td>2</td><td>**4**</td><td>**8**</td></tr></table>	0.5, 1, 4, 8	2	B2 for all 4 correct (B1 for 2 or 3 correct)
(b)		Correct graph	2	M1 for at least 5 points plotted correctly from their table, provided at least B1 scored in part (a) A1 cao for a correct graph drawn from (–2, 0.25) to (3, 8)
*18	Boys Girls Median: 115 112 Range: 41 33 IQR: 17 9	Comparison of data	4	B1 for correct median for girls or boys B1 for any correct range or IQR C1 for a correct comparison of the medians C1 ft for a correct comparison of the ranges or IQRs For the award of both C marks at least one of the comparisons made must be in the context of the question and all figures used for comparisons correct. OR B2 for an accurately drawn boxplot (superimposed) C1 for a correct comparison of the medians C1 for a correct comparison of the ranges or IQRs For the award of both C marks at least one of the comparisons made must be in the context of the question

PAPER: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
19	$4x - 2y = 26$ $x - 2y = 11$ $3x = 15$ $2x - y = 13$ $2x - 4y = 22$ $3y = -9$	$x = 5$ $y = -3$	3	M1 for correct process to eliminate one variable (condone one arithmetic error) M1 (dep) for substituting found value in one of the equations or appropriate method after starting again (condone one arithmetic error) A1 for $x = 5$ and $y = -3$
20 (a)		1.21×10^4	2	M1 for 12.1×1000 (= 12100) oe A1 cao
(b)		4.5	3	M1 for $4.503 \times 10^9 \div 10^6$ (= 4503) oe or for $4.503 \times 10^9 \div 10^3$ (= 4503000) oe M1 for $4.503 \times 10^9 \div 10^6 \div 10^3$ (=4.503 with no other digits) A1 for cao
21		3.75 oe	3	M1 for a correct scale factor or ratio using two corresponding sides from similar triangles or two sides from the same triangle (may be seen in an equation) e.g $\frac{6}{1.5}$ oe or $\frac{1.5}{6}$ oe or $\frac{5}{6}$ or $\frac{6}{5}$ etc. (accept these written as ratios) M1 for a complete method to find ED A1

PAPER: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
22		$9x^2 + 7x - 2$	4	M1 for finding an expression for a missing length eg $4x - 1 - x - x$ $(=2x - 1)$ or $x + 2 - 2x$ $(=2 - x)$ M1 for a correct expression for one area from the cross-section, eg. $x \times 2x$ or $(4x - 1)(x + 2 - 2x)$ or for one volume of cuboid(s), eg. $x \times 2x \times (x + 1)$ M1 for a complete method to find the volume A1 for $9x^2 + 7x - 2$ or $(9x - 2)(x + 1)$ oe
23 (i)		38 30	3	M1 for evidence of frequency density calculation, eg 6 on the frequency density axis for the height of the first column or 5 is 1 cm² can be implied by 30 as the second missing frequency A1 for 38 and 30
(ii)		30–50 bar height 0.8 cm		B1 for 30 – 50 bar of height 0.8 cm
24		1.2	3	M1 for $I \propto \frac{1}{d^2}$ or $I = \frac{k}{d^2}$ or $k = Id^2$ or $30 = \frac{k}{2^2}$ or $k = 120$ M1 (dep) for $I = \frac{"120"}{10^2}$ A1 cao

PAPER: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
25		$\frac{52}{72}$	4	B1 for $\frac{3}{8}$ or $\frac{2}{8}$ or $\frac{1}{8}$ seen as second probability M1 for $\frac{4}{9}\times\frac{3}{8}$ or $\frac{3}{9}\times\frac{2}{8}$ or $\frac{2}{9}\times\frac{1}{8}$ M1 for $1-(\frac{4}{9}\times\frac{3}{8}+\frac{3}{9}\times\frac{2}{8}+\frac{2}{9}\times\frac{1}{8})$ or $\frac{4}{9}\times\frac{3}{8}+\frac{4}{9}\times\frac{2}{8}+\frac{3}{9}\times\frac{4}{8}+\frac{3}{9}\times\frac{2}{8}+\frac{2}{9}\times\frac{4}{8}+\frac{2}{9}\times\frac{3}{8}$ A1 for $\frac{52}{72}$ oe OR B1 for $\frac{5}{8}$ or $\frac{6}{8}$ or $\frac{7}{8}$ seen as second probability M1 for $\frac{4}{9}\times\frac{5}{8}$ or $\frac{3}{9}\times\frac{6}{8}$ or $\frac{2}{9}\times\frac{7}{8}$ M1 for $\frac{4}{9}\times\frac{5}{8}+\frac{3}{9}\times\frac{6}{8}+\frac{2}{9}\times\frac{7}{8}$ A1 for $\frac{52}{72}$ oe SCB2 $\frac{52}{81}$ oe

PAPER: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
26		8	4	M1 for $(2\sqrt{10})^2 - 2^2$ (= 36) A1 for (CD =) 6 M1 (dep on M1) for '6' × 4 – $\frac{1}{2}$ × '6' × 2 – $\frac{1}{2}$ × 2 × 2 – $\frac{1}{2}$ × ('6' – 2) × 4 C1 for area of 8 from fully correct working
27		32 : 45	5	M1 for a correct expression for surface area of the cylinder (=$2\times\pi\times3^2 + 6\pi h$) or surface area of the sphere (=$4\times\pi\times6^2$) M1 (dep) for equating 'surface area of cylinder' and '2 × surface area of sphere', $2\times\pi\times3^2 + 6\pi h = 2\times4\times\pi\times6^2$ M1 (dep) for a method to isolate h M1 for $\pi\times3^2\times$'45' oe and $\frac{4}{3}\times\pi\times6^3$ oe A1 cao

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

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

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

PAPER: 1MA0_1H			
Question		**Modification**	**Notes**
1		The enlargement has been drawn on the grid. Grid has been enlarged. Wording has been changed to: 'On the grid there are two shapes, shape X and shape Y. A point A is marked on the grid. Describe fully the transformation that maps shape X onto shape Y.'	B3 for an enlargement of scale factor 3 with centre A (B2 for 2 aspects described) (B1 for 1 aspect described)
4		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.	As standard mark scheme
5		Model provided for all candidates. Diagram enlarged and also provided for MLP. Wording has been changed to: 'They show a prism. An arrow points to the side elevation of the prism. Now look at the three shapes below the diagram of the prism, shape A, shape B and shape C. Which shape A, B or C shows the view from the direction of the arrow? [The three diagrams show: A the front elevation, B the plan and C the side elevation].	B2 for shape C only indicated (B1 for shape C and one other shown)

PMT

PAPER: 1MA0_1H			
Question		**Modification**	**Notes**
6	(a) (b)	The letter 'a' has been changed to 't' for all candidates. Frequency numbers have been changed to 5, 15, 15, 20, 5. Grid has been 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 with letter change Standard mark scheme Tolerance to **within** half a square
7		Diagram enlarged. Shading changed to dotty shading.	Standard mark scheme
9		Diagram has been enlarged. Wording added 'Angle CEA is marked x.'	Standard mark scheme
10	(a)	Diagram enlarged.	Standard mark scheme
12	(b)	North lines have been extended to 9cm. A line has been added between Y and L and this line has been extended to 9cm. The distance from point Y to T is now 10.8 cm. [Leeway will be needed for answering the question]. '80 km' changed to '100 km'.	M1 for line drawn on a bearing of 320 ±5 drawn A1 for an answer in the range 20 to 30

PAPER: 1MA0_1H			
Question		**Modification**	**Notes**
14		Grid has been enlarged. Triangle B and Triangle C have been drawn on the grid. Question changed to: 'A cut out shape has been provided.' '(a) Describe fully the transformation that maps triangle A onto triangle B. (b) Describe fully the single transformation that maps triangle B onto triangle C. (c) Describe fully the single transformation that maps triangle A onto triangle C.	(a) B1 for one aspect of rotation 90°clockwise or centre (0,1) (b) B1 for translation or vector $\begin{pmatrix}-3\\-1\end{pmatrix}$ (c) B1 for rotation of 90°clockwise with centre (−2,2)
	(a) (b)	The table has been turned to vertical format and left aligned. Wording added 'There are four spaces to fill.' Grid has been enlarged.	(a) Standard Mark scheme (b) Standard mark scheme- Allow extra tolerance
18		Diagram enlarged. Lines on the box plot have changed to, '95, 105, 115, 120, 135.'	Boys :Range 40, IQR 15 Standard Mark scheme
21		Diagram enlarged.	Standard Mark scheme

PAPER: 1MA0_1H			
Question		**Modification**	**Notes**
22		Model provided for all candidates. Diagram enlarged and also provided for MLP. MLP only: x changed to y.	M1 for finding an expression for a missing length eg $4y - 1 - y - y$ ($=2y - 1$) or $y + 2 - 2y$ ($=2 - y$) M1 for a correct eypression for one area from the cross-section, eg. $y \times 2y$ or $(4y - 1)(y + 2 - 2y)$ or for one volume of cuboid(s), eg. $y \times 2y \times (y + 1)$ M1 for a complete method to find the volume A1 for $9y^2 + 7y - 2$ or $(9y - 2)(y + 1)$ oe
23	(i)	Diagram enlarged. Distances have been changed to '30, 40, 30, 20, 20'. Wording added 'There are two spaces to fill.	M1 for evidence of frequency density calculation, eg 6 on the frequency density axis for the height of the first column or 5 is 1 cm² can be implied by 30 as the second missing frequency A1 for 40 and 30
	(ii)	'	B1 for 30 – 50 bar of height 1 cm
24		Braille only: letter 'I' changed to 'S'.	Standard Mark scheme
25		Diagram enlarged.	Standard Mark scheme
26		Diagram enlarged.	Standard Mark scheme
27		Two models provided for all candidates. Diagrams enlarged and also provided for MLP.	Standard Mark scheme

PMT

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL

Pearson

Mark Scheme (Results)

Summer 2017

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

edexcel

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017
Publications Code 1MA0_1H_1706_MS
All the material in this publication is copyright
© Pearson Education Ltd 2017

NOTES ON MARKING PRINCIPLES

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

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

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

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

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

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

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

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

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

7 With working

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

8 Follow through marks

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

9 Ignoring subsequent work

It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question: eg 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 eg algebra.
Transcription errors occur when candidates present a correct answer in working, and write it incorrectly on the answer line; mark the correct answer.

10 Probability

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

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

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

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

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

Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
1 (a)		x^{12}	1	B1 cao
(b)		2	1	B1 cao
(c)		18	1	B1 cao
(d)		example given	1	B1 for stating a value of n for which $6n + 1$ is not prime eg 4, 8, 9, 14, 19, ... ,1000 etc

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

Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
3 (a)		Frequency polygon	2	B2 correct frequency polygon (B1 for points plotted correctly but not joined OR for points plotted at the correct heights, consistently placed within the class intervals (including ends) and joined OR for an otherwise correct frequency polygon with one point incorrect OR correct frequency polygon with first and last points joined directly) NB: ignore parts of graph drawn to the left of the 1st point or the right of the last point; ignore any histograms drawn.
(b)		$60 < A \leq 80$	1	B1 ft frequency polygon
4		−2	3	M1 for expanding brackets eg $4x + 12$ $(= 2x + 8)$ or dividing by 4 as a first step eg $x + 3 = \frac{2x}{4} + \frac{8}{4}$ M1 ft their equation of the form $ax + b = 2x + 8$ or $x + 3 = ax + b$ for isolating terms in x and numbers e.g. $4x - 2x = 8 - 12$ seen as part of their solution oe A1 cao
5		42	3	M1 for a method to find angle ABD eg $ABD = 360 - 130 - 130 - 40$ $(= 60)$ or angle DBC eg $DBC = 180 - 2 \times 72$ $(= 36)$ (may be on the diagram) M1 for a complete method eg (180 – "60" − "36") ÷ 2 A1 cao OR M1 for a method to find angle ABC eg $ABC = 540 - 130 - 40 - 130 - 72 - 72$ $(= 96)$ M1 for a complete method eg (180 − "96") ÷ 2 A1 cao

Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
6 (a)		40 100	3	M1 for method to find unit weight eg 60 ÷ 3 (= 20) M1 for complete method to find weight of one of the other ingredients eg "20" × 2 (= 40) or "20" × 5 (= 100) A1 cao
(b)		1.44	3	M1 for a complete method to work out the weight of nuts needed eg 300 ÷ (3 + 2 + 5) × 3 (= 90) or 300 ÷ (60 + "40" + "100") × 60 (= 90) M1 for a complete method to work out the cost eg (800 ÷ 500) × "90" (= 144) A1 cao
7		15 200	3	M1 for a method to obtain at least 2 different areas from 50×80 (= 4000), $\frac{1}{2} \times 40 \times 60$ (= 1200), 60×80 (= 4800) M1 (dep on M1) for adding at least 4 correct face areas A1 cao
8 (a)		Transformation	2	B2 for a triangle with vertices at (−1, 1), (−2, 3) and (−2, 1) (B1 for a triangle in correct orientation or rotated 90° clockwise centre the origin)
(b)		Description	3	B1 Enlargement B1 Scale factor 3 (accept × 3) B1 Centre (1,0) NB: More than one transformation is B0

Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
9		$\frac{4}{15}$	3	M1 for a method to find the total number of people eg 3×5 (= 15) or $\frac{5}{15} = \frac{1}{3}$ M1 (dep) for "15" – 5 – 6 (= 4) A1 oe OR M1 for a method to find prob (boy) eg $\frac{6}{5} \times \frac{1}{3}$ (= $\frac{6}{15}$) M1 (dep) for $1 - \text{“}\frac{6}{15}\text{”} - \frac{1}{3}$ A1 oe OR M1 for an expression for the number of adults eg $\frac{5}{5+6+x}$ M1 (dep) for $\text{“}\frac{5}{5+6+x}\text{”} = \frac{1}{3}$ or $x = 4$ A1 oe **SC:** B2 for $\frac{4}{n}$ where $n > 4$, $n \neq 15$

Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
10 (a)		$3n - 1$	2	B2 for $3n - 1$ oe (B1 for $3n + k$, k an integer $\neq -1$ or absent)
(b)		Yes	2	M1 for $3n - 1 = 299$ ft if B1 earned in (a) A1 for eg Yes and $n = 100$ oe
(c)		$3(n+1)-1$	1	B1 oe eg $3n + 2$ or ft (a) providing at least B1 earned
11		(102, 104)	3	B1 for (P=) (106, 107) M1 for a complete method eg [104 − ("106" − 104), 105.5 − ("107" − 105.5)] or (A=) (102, y) or (A=) (x, 104) A1 cao
12		270	3	M1 for correct use of formula for volume of a cylinder using exact or (some) approximate figures eg $\pi \times 31^2 \times 97.5$ or $\pi \times 31^2 \times 100$ or using an estimate of π eg $\pi = 3$ in the volume formula M1 for a complete method to find an estimate for the volume in cm^3 with at least 2 values rounded eg $\pi \times 30^2 \times 100$ (= 270 000) eg $3.1 \times 30^2 \times 100$ eg $3 \times 31^2 \times 100$ A1 accept answer in the range 270 − 300 from a method using estimates

Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
13 (a)		5, −1, 5	2	B2 for all 3 correct (B1 for 1 or 2 correct)
(b)		Correct graph	2	M1 ft for 5, 6 or 7 points plotted correctly, provided at least B1 awarded in (a) A1 for a fully correct graph (no line segments)
(c)		−0.6, 3.6	2	M1 for use of $y = 3$ A1 for −0.5 to −0.7, 3.5 to 3.7 (ft quadratic graph)
14		130	4	M1 for setting up two correct equations eg 3p + 4c = 440 4p + 3c = 470 M1 for adding the two equations eg 7p + 7c = 910 or for a correct method to eliminate one variable (allow one error) M1 for a method to find p + c eg 910 ÷ 7 or for a complete method to find both p and c (p = 80, c = 50) A1 for 130 or £1.30(p) **NB:** Allow any letters for variables. Allow a non-algebraic approach eg 7 kg potatoes and 7 kg carrots costs a total of 910

Paper: 1MA0/1H					
Question		**Working**	**Answer**	**Mark**	**Notes**
15			18	4	M1 for correct initial use of Pythagoras eg $(AB^2 =)\ 10^2 - 6^2$ (= 64) or $AB = 8$ M1 (dep M1) for "$\sqrt{64}$" ÷ 2 (= 4) M1 for method to find area of trapezium eg $\frac{1}{2} \times$ "4" × (6 ÷ 2 + 6) A1 cao OR M1 for correct initial use of Pythagoras eg $(AB^2 =)\ 10^2 - 6^2$ (= 64) or $AB = 8$ M1 (dep M1) for method to find area of ΔABC eg $\frac{1}{2} \times$ "$\sqrt{64}$" × 6 (= 24) or area of ΔAED $\frac{1}{2} \times 6 \div 2 \times$ "4" (= 6) or $24 \times (\frac{1}{2})^2$ (= 6) M1 for a complete method to find area of $EDBC$ e.g $\frac{3}{4} \times$ "24" eg "24" − "6" A1 cao
16	(a)	40, 110, 170, 185, 195, 200	Table	1	B1
	(b)		Cumulative frequency diagram	2	M1 ft their cumulative frequency table for at least 5 points plotted correctly at the ends of the intervals provided tables values are cumulative, condoning one arithmetical error, **or** if the shape of the graph is correct for 5 or 6 points plotted not at the ends but consistently within each interval and joined. A1 for a correct graph (allow curve or line segments)
	(c)		40 to 48	2	M1 for reading their cumulative frequency graph from mark of 54 (= 152 to 160) where the points are plotted consistently within each interval and joined. A1 for answer in the range 40 to 48 or ft from their cumulative frequency graph

Paper: 1MA0/1H

Question	Working	Answer	Mark	Notes
17		0.5	4	M1 for identifying a common denominator in a correct expression or equation eg $\frac{4(x+1)}{12}+\frac{3(2x+5)}{12}$ (= 2) M1 (dep on M1) for expanding both brackets in an equation eg $\frac{4x+4}{12}+\frac{6x+15}{12}$ = 2 eg $4x + 4 + 6x + 15 = 12\times 2$ M1 (dep on M1) for isolating "like terms" on each side of an equation eg $4x + 6x = 24 - 15 - 4$ A1 for 0.5 oe
18 (a)		5.4×10^6	1	B1 cao
(b)		0.00032	1	B1 cao
(c)		6.3×10^{32}	2	M1 for 630×10^{30} oe or figures 63 **with** $\times 10^n$ A1 for 6.3×10^{32} or 6.30×10^{32}
*19	<table><tr><td></td><td>M</td><td>F</td></tr><tr><td>Median</td><td>40</td><td>40</td></tr><tr><td>Range</td><td>90</td><td>106</td></tr><tr><td>IQR</td><td>31</td><td>42</td></tr></table>	Compare: medians and spread	3	C1 for any correct comparison of the medians C1 for any correct comparison of the IQRs or range C1 for a comparison of medians, IQRs or ranges written in context

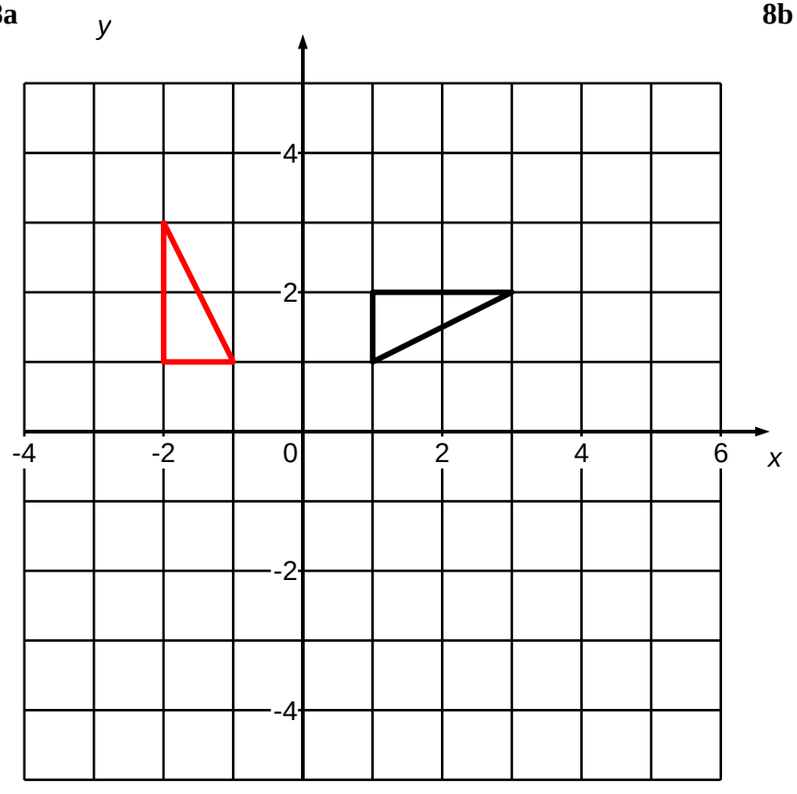
Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
20 (a)		x^6	1	B1 cao
(b)		$(2y + 1)(y - 3)$	2	M1 for $(2y \pm 1)(y \pm 3)$ or $(2y \pm 3)(y \pm 1)$ A1 cao
21		$16\sqrt{2}$	4	M1 for method to expand $(\sqrt{8} + 2)^2$ with at least 3 correct terms out of 4 terms M1 for method to expand $(\sqrt{8} - 2)^2$ with at least 3 correct terms out of 4 terms M1 (dep on M2) for a method to subtract the two expressions and use of $\sqrt{8} = 2\sqrt{2}$ A1 cao OR M1 for factorising $a^2 - b^2 = (a + b)(a - b)$ M1 for substituting for a and b with simplification (at least 1 of the two terms correct) M1 (dep on M2) for multiplying the 2 terms together and use of $\sqrt{8} = 2\sqrt{2}$ A1 cao

Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
*22		155°	5	M1 for a method to find angle *AOD* e.g 90 − 40 (= 50) M1 for a complete method to find angle *BCD* eg 360 − '50' (= 310) and '310' ÷ 2 (= 155) A1 for 155 C2 for complete reasons for their method Angle between tangent and radius = 90 Angle at the centre is twice the angle at the circumference oe Angle sum of a triangle = 180 Sum of angles round a point = 360 (C1 for at least two reasons, one of which must be a circle theorem) OR M1 for a method to find angle *AOD* eg 90 − 40 (= 50) M1 for a complete method to find angle *BCD* eg 50 ÷ 2 (= 25) and 180 − '25' (= 155) A1 for 155 C2 for complete reasons for their method Angle between tangent and radius = 90 Angle at the centre is twice the angle at the circumference oe Opposite angles of a cyclic quadrilateral add up to 180 Angle sum of a triangle = 180 (C1 for at least two reasons, one of which must be a circle theorem)

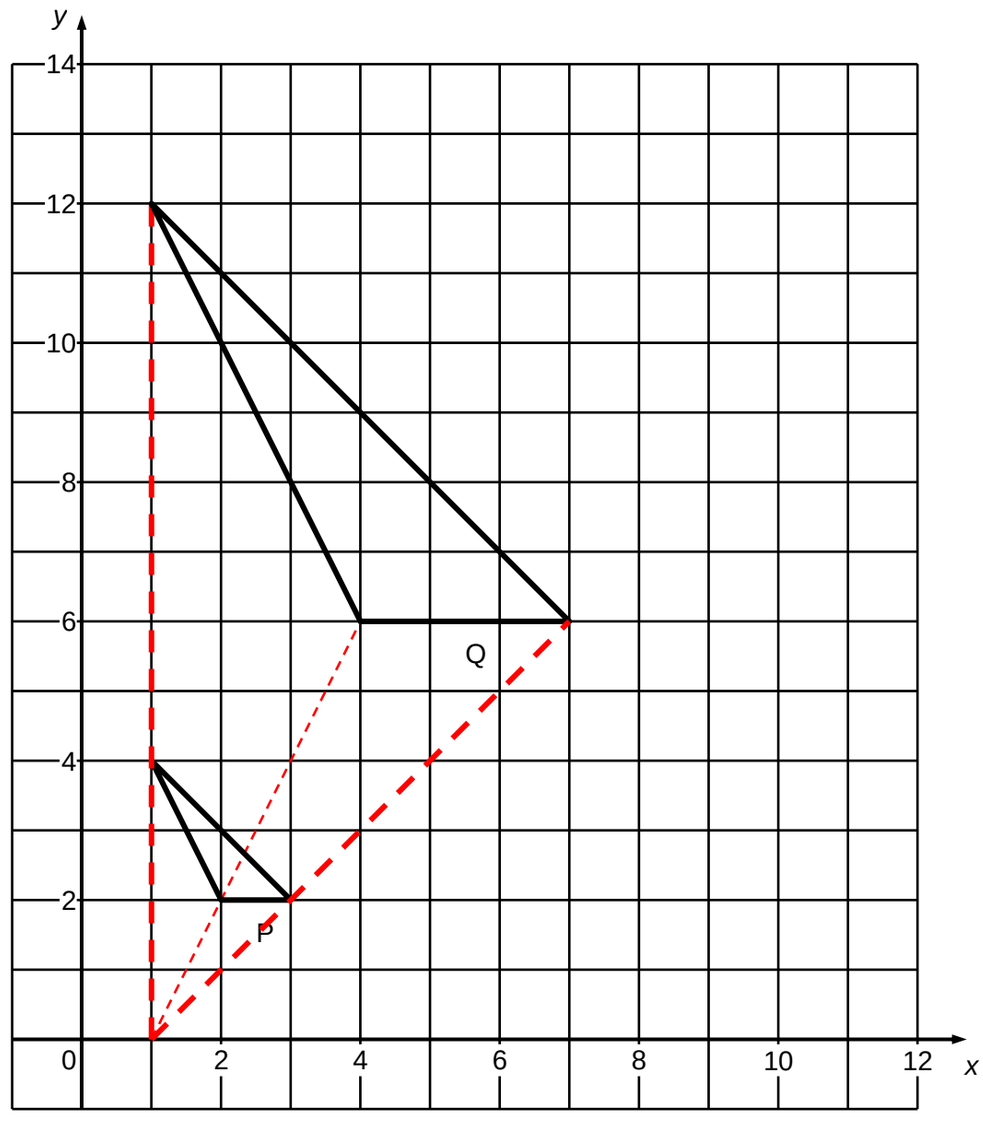
Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
23 (a)		$\frac{42}{110}$	3	M1 for use of 11 and 10 in the denominators M1 for $\frac{7}{11} \times \frac{6}{10}$ oe A1 for $\frac{42}{110}$ oe **SC for replacement**: B1 for $\frac{7}{11} \times \frac{7}{11}$ $(= \frac{49}{121})$
(b)		$\frac{62}{110}$	3	M1 for correct method for GG $\frac{3}{11} \times \frac{2}{10}$ $(= \frac{6}{110})$ M1 (dep) $1 - (BB + GG)$ $= 1 - (\text{“}\frac{42}{110}\text{”} + \text{“}\frac{6}{110}\text{”})$ A1 for $\frac{62}{110}$ oe OR M1 for at least two of $\frac{7}{11} \times \frac{3}{10}$, $\frac{7}{11} \times \frac{1}{10}$, $\frac{3}{11} \times \frac{1}{10}$ oe M1 for a complete method eg $2 \times (\frac{7}{11} \times \frac{3}{10} + \frac{7}{11} \times \frac{1}{10} + \frac{3}{11} \times \frac{1}{10})$ oe A1 for $\frac{62}{110}$ oe **SC for replacement**: B2 for $2 \times (\frac{7}{11} \times \frac{3}{11} + \frac{7}{11} \times \frac{1}{11} + \frac{3}{11} \times \frac{1}{11})$ oe $(= \frac{62}{121})$ or $(\frac{7}{11} \times \frac{4}{11} + \frac{3}{11} \times \frac{8}{11} + \frac{10}{11} \times \frac{1}{11})$ oe $(= \frac{62}{121})$ or $1 - (\text{“}\frac{49}{121}\text{”} + \frac{9}{121} + \frac{1}{121})$ oe $(= \frac{62}{121})$ (B1 for at least two of $\frac{7}{11} \times \frac{3}{11}$, $\frac{7}{11} \times \frac{1}{11}$, $\frac{3}{11} \times \frac{1}{11}$ oe)

Paper: 1MA0/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
24 (a)		3**a** + 3**b**	2	M1 for $\vec{AB} = 6\mathbf{b} - 6\mathbf{a}$ oe or $\vec{BA} = 6\mathbf{a} - 6\mathbf{b}$ oe or $(\vec{OM}) = \frac{1}{2}(6\mathbf{a} + 6\mathbf{b})$ oe A1 cao
*(b)	Method 1 Show that $\vec{AG}$ is parallel to $\vec{AN}$	Shown	4	M1 for a method to find $\vec{OG}$ or $\vec{GM}$ in terms of **a** and **b** eg $\vec{OG} = \frac{2}{3}$ "(3**a** + 3**b**)" (= 2**a** + 2**b**) eg $\vec{GM} = \frac{1}{3}$ "(3**a** + 3**b**)" (= **a** + **b**) M1 for a method to find $\vec{AN}$ in terms of **a** and **b** eg −6**a** + 6**b** ÷ 2 (= 3**b** − 6**a**) M1 for a method to find $\vec{AG}$ in terms of **a** and **b** eg −6**a** + "2**a** + 2**b**" (= 2**b** − 4**a**) C1 for correct simplified expressions in terms of **a** and **b** for $\vec{AG}$ and $\vec{AN}$ followed by conclusion OR
	Method 2 Show that $\vec{AG}$ is parallel to $\vec{GN}$			M1 for a method to find $\vec{OG}$ in terms of **a** and **b** eg $\frac{2}{3}$ "(3**a** + 3**b**)" (= 2**a** + 2**b**) M1 for a method to find $\vec{GN}$ in terms of **a** and **b** eg −"(2**a** + 2**b**)" + 6**b** ÷ 2 (= **b** − 2**a**) M1 for a method to find $\vec{AG}$ in terms of **a** and **b** eg $\frac{1}{2}(6\mathbf{b} - 6\mathbf{a}) - \frac{1}{3}$ "(3**a** + 3**b**)" (=2**b** − 4**a**) C1 for correct simplified expressions in terms of **a** and **b** for $\vec{AG}$ and $\vec{GN}$ followed by conclusion

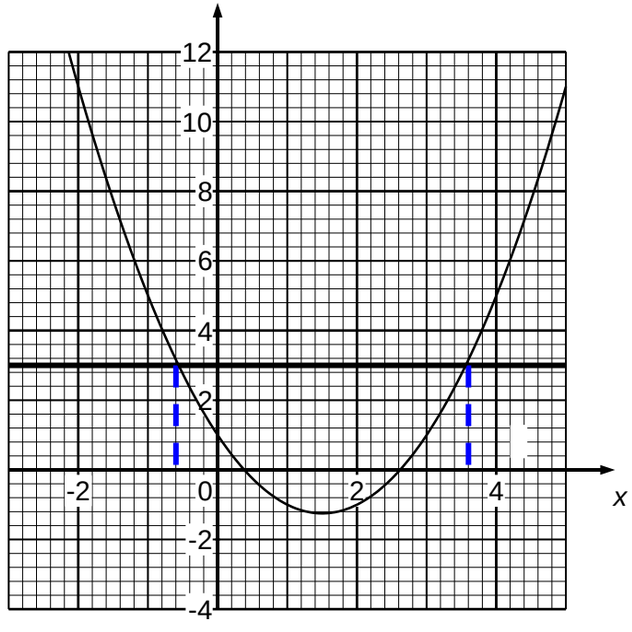
8a



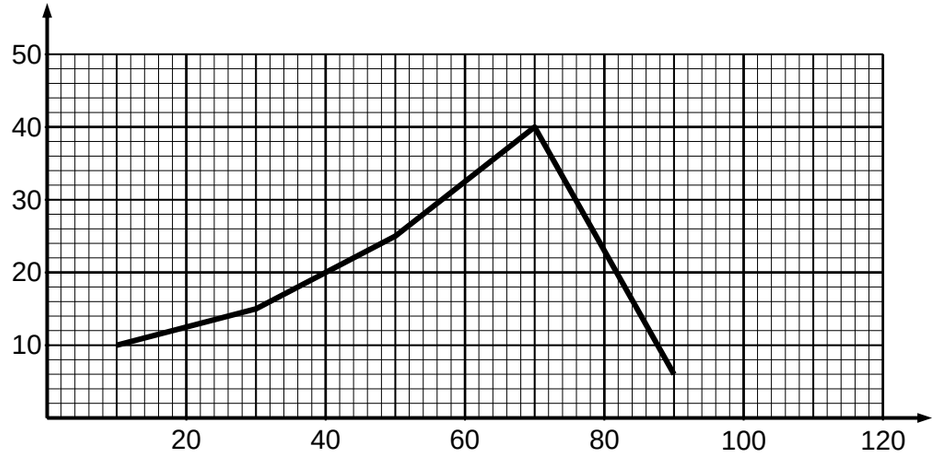
8b



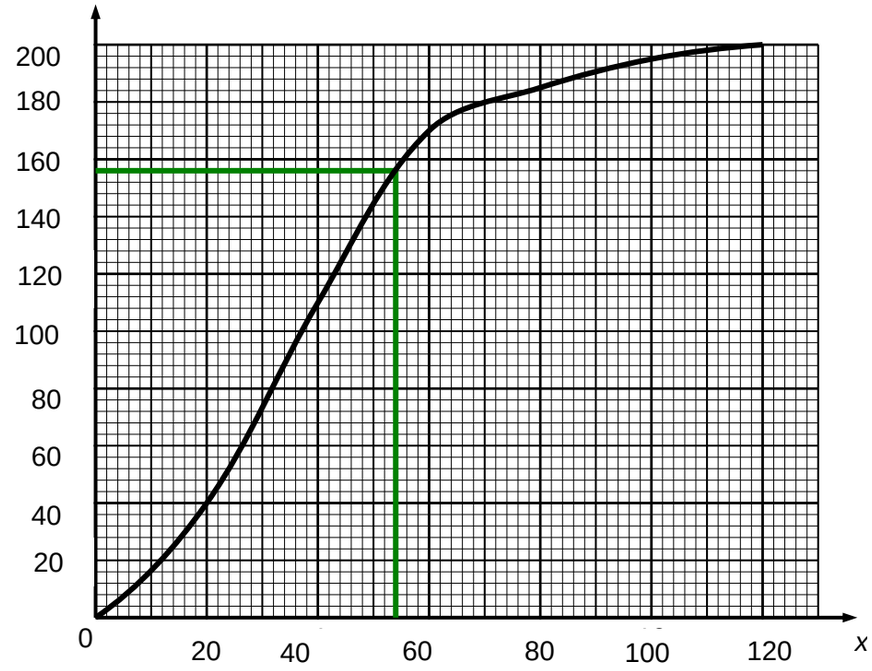
13a



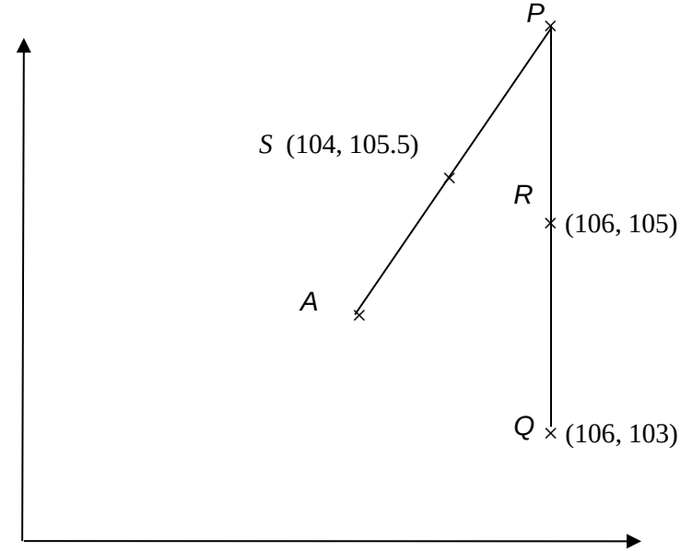
3a



16


200
180
160
140
120
100
80
60
40
20
0
20
40
60
80
100
120
x

11

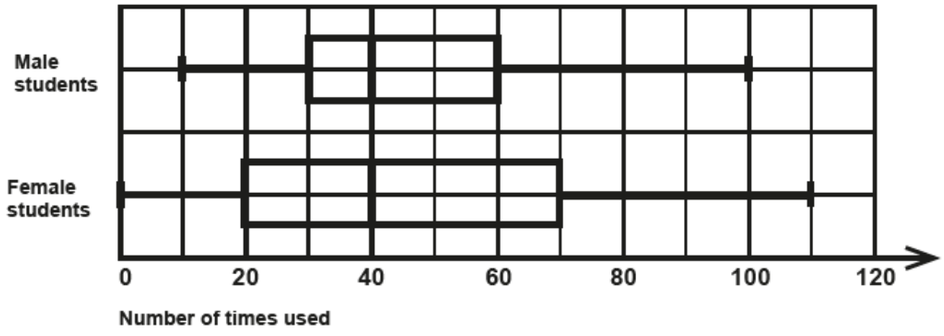

P
S (104, 105.5)
R
(106, 105)
A
Q
(106, 103)

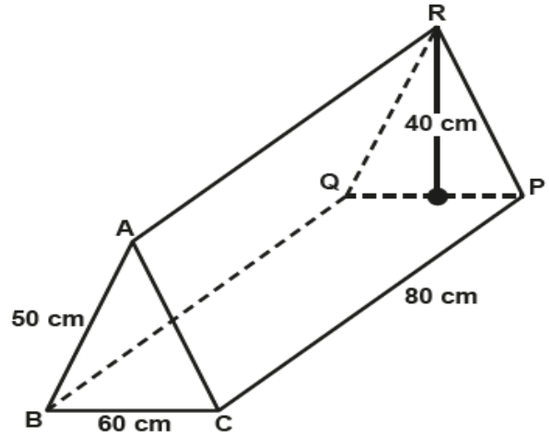
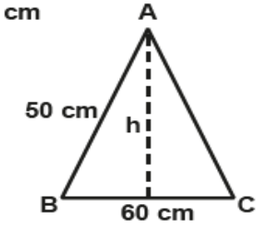
Modifications to the mark scheme for Modified Large Print (MLP) papers.

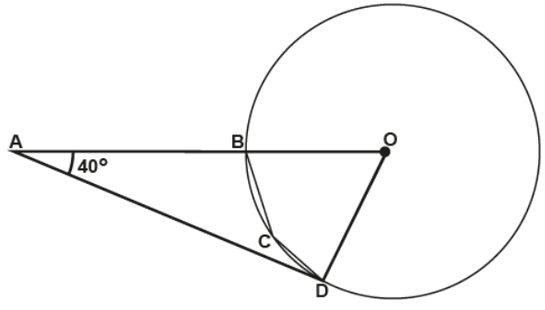
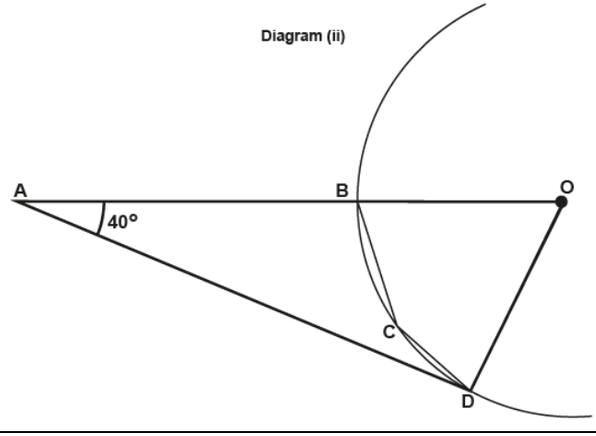
Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme.

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

PAPER: 1MA0_1H			
Question		**Modification**	**Mark scheme notes**
1	(a)	MLP only: *x* changed to *e*.	Standard mark scheme but *x* changed to *e* for MLP
3		Number 6 on the frequency column of the table changed to number 5. Diagram enlarged. Right axis has been labelled. Axes labels have been moved to the left of the horizontal axis and above the vertical axis.	Standard mark scheme
4		MLP only: *x* changed to *y*.	Standard mark scheme but *x* changed to *y* for MLP
5		Diagram enlarged. Angle sizes moved outside of the angle arcs; arcs have been made smaller.	Standard mark scheme
7		See below	
8	(a)	Question reversed. Triangle S has been rotated by anticlockwise 90° at the origin and has been labelled triangle T. Question wording changed to 'It shows triangle S and triangle T given on a grid. Describe fully the single transformation that maps triangle S onto triangle T.' 3 answer lines have been provided. Dotty shading has been used.	New mark scheme: B1 for Rotation B1 for 90° anticlockwise about origin [(0,0)]
8	(b)	Diagram enlarged. Shading has changed to dotty shading. Shapes labelled 'triangle Q' and 'triangle P'. Wording added 'It shows triangle Q and triangle P given on a grid.' Question wording 'shape' changed to 'triangle'. *x* axis cut so it finishes at 10. The grid to the left and below the axis is removed.	Standard mark scheme
12		Model provided for all candidates. Diagram enlarged and also provided for MLP. Arrow heads removed and a dot has been added to the centre.	Standard mark scheme
13		In (a) Table has been turned to vertical format and left aligned. Wording added 'There are three spaces to fill.'. In (b) Diagram enlarged.	Standard mark scheme
15		Diagram enlarged. Arrow removed from 6 cm. Arrow and line for 10 cm now a dashed line.	Standard mark scheme

<table>
<tr><th colspan="3">PAPER: 1MA0_1H</th></tr>
<tr><th colspan="2">Question</th><th>Modification</th><th>Mark scheme notes</th></tr>
<tr><td>16</td><td>(a)</td><td>Numbers on the frequency table changed to: 40, 70, 50, 20, 10, 10.</td><td>(a) award B1 for 40, 110, 160, 180, 190, 200
In (b) standard mark scheme (with the above figures) but apply extended tolerance to the plotting of their points.</td></tr>
<tr><td>16</td><td>(c)</td><td>Diagram enlarged. Right axis has been labelled. Axes labels have been moved to the left of the horizontal axis and above the vertical axis.
On larger print versions the horizontal axis is labelled 0, 20, 40, etc. due to lack of space
The number 54 has been changed to 50.</td><td>For (c): M1 indicates using diagram with a mark of 50 eg draws line from 50 to their cumulative frequency graph, or sght of 160 eg 200 − 160
A1 for 40 or ft on a cumulative frequency graph</td></tr>
<tr><td>17</td><td></td><td>MLP only: x changed to y.</td><td>Standard mark scheme with x replaced with y</td></tr>
<tr><td>19</td><td></td><td>Diagram enlarged. Points on the Male box plot moved to: 10, 30, 40, 60, 100. Points on the Female box plot moved to: 0, 20, 40, 70, 110. Horizontal axis label moved to the left of the axis.

</td><td>Standard mark scheme for the award of marks, but not the different figures they might use as shown below.
<table><tr><td></td><td>Male</td><td>Female</td></tr><tr><td>Median</td><td>40</td><td>40</td></tr><tr><td>Range</td><td>90</td><td>110</td></tr><tr><td>IQR</td><td>30</td><td>50</td></tr></table></td></tr>
<tr><td>22</td><td></td><td>See below</td><td></td></tr>
<tr><td>24</td><td></td><td>Diagram enlarged. Crosses at G and N changed to a solid dots.</td><td>Standard mark scheme.</td></tr>
</table>

PAPER: 1MA0_1H			
Question		**Modification**	**Mark scheme notes**
7		 Cross section of prism h = height 40 cm  Diagram changed as shown. Model provided for all candidates. Diagram also enlarged and provided for MLP. Cross section of the prism also provided. Key provided for the cross section of the prism. Braille only: will label the cross section R P Q.	Standard mark scheme

2		Diagram enlarged and labelled ‘Diagram (i)’. Angle size moved outside of the angle arc and the arc has been made smaller. An enlarged part of the diagram has also been provided and labelled ‘Diagram (ii)’. Wording added ‘Diagram (ii) shows an enlarged section of part of the diagram.’ Question 22 Diagram (i)  Diagram (ii)  	Standard mark scheme.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

Question 11

Part (a) was attempted well by the majority of students, with many finding all three values accurately. The lower quartile and/or the upper quartile being incorrect was the main cause of lost marks. Students appeared to be more successful in providing accurate values when they made use of the data given in the question, usually by crossing out in a systematic way.

Responses to part (b) were mixed. Students who were not awarded the mark either selected the wrong statistical values to compare, often the greatest and least values but sometimes the values of one or both pairs of quartiles, or stated the median values but failed to provide a comparison between them. Occasionally an incorrect decision, often with a valid comparison was made.

Similarly, responses to part (c) were often incomplete due to students not providing a comparison of the ranges or interquartile ranges of each coach. Some arithmetic errors when calculating the interquartile ranges were also seen at times. Values did not need to be given as part of a reason but any values quoted had to be correct or follow through correctly from the

table in part (a). Students should be encouraged to avoid ambiguous statements using words such as "whereas" and “but” when attempting to compare statistical values. A simple comparison that one value is higher or lower than the other is sufficient. The best responses were concise.

Question 11

Cumulative frequency is generally a well answered question. Most students this summer were able to gain the mark in part (a) for correctly completing the table,

Of those who gained the mark in (a) almost all gained at least one mark in (b). Those who did drop a mark usually plotted at mid-interval values rather than the end of interval values. This was catered for in the special case on the mark scheme.

The success rate in (c) often depended on the success of (b), but not exclusively. Those who had the correct graph, almost always gained at least one mark for taking a correct reading from their cumulative frequency graph. Of these, a good proportion then dealt with this value correctly to find the correct percentage. There were a number of students who didn't use the graph to answer (c) and reverted to their table in (a). This method is not on the specification, but will have been seen by students studying GCSE Statistics, and so was catered for in the mark scheme, as the table would lead to the value of 74 and subsequently 6.

Question 10

This question was poorly answered by this cohort of students. Any marks gained were usually in part (a) for correct plotting of the given values. However, it was common to see the points plotted in parts of the intervals other than at the ends.

Often seen were plots at time values of 30, 40, 50, 60 and 70 minutes; this gained no credit and prevented any success in part (c).

Many students drew histograms. A lack of understanding of quartiles and interquartile range was evident in part (b), 30 – 10 = 20 was a common error.

In part (c), correct readings from time = 50 and 90 were often found but then either just stated or added together gaining no credit. Many students struggled with the scale on the horizontal axis and often misread the required values.

Question 11

Students need to be made aware that just using the term “average” within the context of statistics is not enough; throughout correct statistical terms were needed such as “median” or “IQR”. Equally if figures were used, they had to be correct.

In part (a) those that recognised “half of” was associated with the median generally got the mark. Many responses quoted incorrect values or identified the incorrect parts of the box plot and a common misconception was that the box plot represented frequencies, so they would identify a "total" for the number of potatoes and then use it to try and find where the middle value was.

In part (b) a number of students did not understand what was being asked for or had not realised they needed to compare the median and (interquartile) range. Common was listing the values of each without a comparison or making an arithmetic error in calculation. Students often selected the wrong vocabulary, using mean instead of median and distribution or spread instead of the range. The IQR and range were often transposed. Students need to be reminded that they need to put their responses like this in context.

Question 12

The majority of students were able to interpret the stem and leaf diagram well, most were able to find the median but the quartiles were less well identified.

For the box plot, most plotted the end points accurately, but fewer plotted the box correctly. Frequently students obtained two marks by showing 3 correctly plotted values usually the minimum, maximum and median. The most common incorrect response involved misplacing the lower quartile.

It was rare to see a student state the median or quartiles and not successfully mark them on the scale.

Question 12

The cumulative frequency table was often completed correctly although some addition errors were made. However, a significant number of students clearly had no idea how to work out cumulative frequencies. Those who completed the table correctly generally plotted the points and joined them with a curve or with line segments. A few students did not join the points and some drew a line of best fit. There were some graphs drawn with the points plotted at the midpoints of the intervals and these were awarded one mark if the points were joined. Some graphs were 'squashed' into the region from $w = 225$ to 350 because students plotted at the midpoints of the intervals in the cumulative frequency table and these graphs gained no marks. Histograms were often drawn and very few of them had the cumulative frequency points identified. In part (c) many students gained one mark for working out 60% of 80 as 48 or for reading a value from the graph at wage = 360 but fully correct solutions were not as common as might have been expected. Errors were often made when reading from the graph, most often with the scale on the horizontal axis. A significant number of students made no attempt to use the graph.

Question 9

It was really pleasing to see so many good responses to this question. Most were able to recognise both errors, but almost all finding at least one. Here the two errors were in the plotting of the median and the upper quartile. To gain the marks it was not sufficient to simply state they were plotted wrong, but students had to explicitly quote figures relating to the error.

Question 12

This very familiar type of question was not answered as well as might have been expected. Many students did plot the points correctly and joined them with a curve or with line segments and gained both marks. A few students did not join the points and some attempts at a line of best fit were seen. Some graphs were drawn with the points plotted at the midpoints of the intervals and these were awarded one mark if the points were plotted at the correct heights and joined. Some students plotted at the midpoints of the intervals in the cumulative frequency table and this resulted in graphs that were 'squashed' into the region from $h = 2.5$ to 15. These graphs gained no marks. Histograms were often drawn and these gained no marks unless at least 5 or 6 of the points were identified and plotted correctly. In part (b) many students gained one mark for finding the median. Some errors were made when reading from the graph, most often with the scale on the horizontal axis. A surprising number of students used the graph incorrectly or made no attempt to use the graph.

Question 8

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

Question 9

Part (a) was not well answered with students showing they either didn't understand a very standard higher tier topic or that they couldn't accurately read the scale on an axis. It was the former that was most common, but many didn't know the difference between range and interquartile range, or simply had no idea. Of those who did know, many were unable to read the upper quartile from the diagram. Part (b) proved a challenge for many. The mark was for understanding the proportional representation of a box plot and that 50% of waiting times will be up to the median. Part (c) was answered better with the most common response relating the median wait time being higher on Monday than Tuesday. Reference to measures of spread were not able to gain credit in part (c), and this was costly for some.

Question 10

The cumulative frequency table was usually completed correctly with addition errors relatively infrequent. Those who completed the table correctly generally plotted the points and joined them with a curve or with line segments. A common error was for the points (100, 25) and (250, 85) to be plotted at (100, 30) and (250, 90) respectively because students misread the scale on the vertical axis. Lines of best fit were quite common and there were

some students who made no attempt to join the points. Graphs drawn with the points plotted at the midpoints of the intervals were awarded one mark if the points were joined but these were seen less often than in previous series. Some graphs were 'squashed' into the region from $x = 25$ to $x = 150$ because students plotted at the midpoints of the intervals in the cumulative frequency table and these graphs gained no marks. Histograms were often drawn and gained no marks unless 5 or 6 of the points were identified and plotted correctly. In part (c) many students gained the mark for reading a value from the graph at Profit = 125. Part (d) was answered quite well with many students able to find an estimate for the interquartile range. Some marks were lost through reading incorrect values from the graph or from not interpreting the scale correctly. Centres should encourage students to show a clear method on the graph as, without this, answers just outside the required range cannot be awarded any marks. Instead of reading across from cf = 25 and cf = 75 some students read from cf = 30 and cf = 70 and some found 25% of 300 = 75 and 75% of 300 = 225 and read up from these values on the profit axis.

Question 10

This three-part question challenged students understanding of box plots. Part (a) dealt with the proportionality of box plots and like with many response questions, students often struggled to articulate themselves. To gain the mark in this question students had to explain that the difference between the quartiles represents 50% not just LQ = $\frac{1}{4}$ and UQ = $\frac{3}{4}$

Part (b) required students to draw a box plot. Students performed very well, the vast majority gaining 2 marks.

In part (c) a comparison of distributions was required. This is again a familiar question and most students were able to get at least one mark for a correct comparison of either the median or the spread. Most students continue to struggle to gain both marks as they are unable to contextualise these comparisons, misunderstanding what the median and range/IQR actually tell us. Other errors included the word ‘average’ used instead of ‘median’ and values being stated without comparison. Other incorrect answers saw students comparing the quartiles or the highest and lowest values.

Question 11

This boxplot question required learners to be able to use a Cumulative Frequency curve to find the median and upper and lower quartiles. To gain all 3 marks, they had to draw a fully correct box-plot. 2 marks were awarded for drawing a box-plot with at least 3 correct values plotted. For those who were unable to plot a boxplot candidates could gain 1 mark for identifying one of the LQ, Median or UQ. A significant number of candidates gained some credit on this question, but it was disappointing to see that so many had no idea how to use the CF graph. There were a number of candidates who knew what a box plot was, but couldn't find the values from the graph and hence scored zero marks.

Question 13

This question was quite well answered and descriptions of the mistakes made when the cumulative frequency graph was drawn were generally clearly described. There were two mistakes to identify, one mark for each. The mark for the missing label on the *x*-axis was awarded more frequently than the mark related to the error in plotting midpoints rather than upper boundaries. Many statements made by candidates were too vague. For example, “the graph is not labelled properly” and “the points are not plotted correctly” were often seen and could not be accepted. Reference to the *x*-axis or time axis and midpoints/endpoints was needed.

Question 9

This was the first of the Higher only questions and another familiar one for candidates. Most scored 2 marks in part (a), for a suitable cumulative frequency graph drawn, or at least one for consistent plotting in the intervals usually plotting at the midpoints. However, it was surprising to see so many candidates failing to get the mark for finding the median. Some read the graph at 50, presumably working with 50% being the middle, but there were also many candidates reading off at more inexplicable values such as 45 and 60.

Question 11

This question was generally well answered with most students scoring 3 marks for a correctly drawn box plot and at least 1 mark for a correct comparison of the two distributions. The main error seen by examiners in part (a) was a misinterpretation of the scale. Unfortunately, these usually led to students drawing a diagram with only one correct measure plotted and so no marks could be awarded. In part (b), examiners expected to see a comparison of the medians and either the ranges or the interquartile ranges with specific reference to the measure used. A comparison of, for example, the greatest heights was not acceptable. This is a topic that would benefit from more emphasis at centres. Some students merely stated values without comparing them. For example, "the median for adults = 177 whereas the median for teenagers = 169" cannot be given any credit but "the median for adults is greater than the median for teenagers" can be. It should also be noted that there is no need to give values in the comparisons but, if they are given, they must be correct. Students quite often failed to refer to the context of the question and so restricted themselves to the award of only one of the two marks available.

Question 13

This question was quite well answered and most students gained some credit for their responses. In part (a) there were many correct answers but there were also many students who went no further than using the graph to find the number of plants with a height less than 90 cm. They did not subtract their value from the total frequency, 80 and/or convert their value to a probability as required by the question.
Part (b) and (c) were quite well answered with about half of students giving the correct value for the median and over a quarter of students calculating a correct interquartile range. Those students who attempted part (d) of the question usually gained some credit for their comparison. Examiners needed to see some context in responses, however minimal and this was usually the case. Students who did not provide an acceptable comparison often made a comment which compared the heights of the two data sets rather than the spread or variation, for example, “The plants outside are taller than the plants inside”. In some cases, statements were too vague or ambiguous to be considered for the mark.

Question 11

Cumulative frequency is another familiar topic and proved a good opportunity for students to show their data handling skills. A large proportion of students scored full marks in (a) and (b) for completing the table and drawing the diagram. We do still see some students lose a mark on the graph for either plotting on mid-points rather than endpoints or for simply not joining the points. Either curves or straight-line segments were accepted.
Parts (c) and (d) required interpretation of the graph, and part (d) was typically done better. For the IQR we saw students not reading off at the correct values on the CF axis (often at 10 and 50 or 20 and 40, not 15 and 45) but this number does seem to be coming down each series. In part (d) it was not uncommon to find students reading off the graph correctly, but then failing to find the difference to 60.
It is worth noting that students could score full marks in parts (c) and (d) even if the graph was incorrect. To do this their processes must be correct, and the graph must have had no negative gradient.

Question 11

In part (a) most students gained at least one mark for 3 correct values on the box plot. Those who had a good understanding gained three marks. There were a high proportion of students who did not recognise the need to find the UQ and the highest value and only gained one mark whereas some students only found and plotted one of these correctly and hence only gained two of the marks. It was very pleasing to see how the comparison of boxplots in part (b) was answered very well compared to previous series. As previously, examiners expected to see a comparison of the medians and either the ranges or the interquartile ranges with specific reference to the measure used. Students using the wrong vocabulary, using average or mean or medium instead of median and likewise spread or variation instead of range or IQR did not gain marks. Comparisons of the minimum, lower quartile, upper quartile and maximum values also gained no marks. As in previous series there were still some students merely stating values without comparing them. For example, "the median for Friday = 40 whereas the median for Sunday = 42" cannot be given any credit. It should also be noted that there is no need to give values in the comparisons but, if they are given, they must be correct. Students quite often failed to refer to the context of the question eg by referring to speed in some way and so restricted themselves to the award of only one of the two marks available. When trying to compare range and IQR in context a few students who attempted this wrongly interpreted a larger range / IQR to mean that the cars were faster rather than identifying that the speeds were less consistent. A significant number of students used incorrect days in this question; students could be encouraged to underline key information like this so that there is no ambiguity with which box plot they are referring to.

Question 9

In part (a) a good proportion of learners gained at least one mark but there were a large number who knew what a box plot looks like but couldn't find the necessary values from the cumulative frequency graph and scored no marks. Those that had a good understanding usually gained three marks for a fully correct box plot although some lost a mark because of inaccuracies in plotting values. When two marks were awarded for a box drawn and three correctly plotted values these values were usually the lowest mark, the highest mark and the median. Some learners earned just one mark for identifying one of the three values needed which tended to be the median. Box plots with the LQ, median and UQ plotted at 15, 30, 45 or at 20, 40, 60, i.e. quarters of the cumulative frequency or mark range, were often seen.

In part (b) many learners gained one mark for working out 30% of 60 as 18 or for reading a value from the graph at mark = 40 but fully correct solutions were not as common as might have been expected. Some worked out 30% of 60 but failed to obtain a comparative statistic and errors were sometimes made when reading from the graph, most often 44 instead of 42 for the cumulative frequency at a mark of 40. Some interpreted the value 42 read from the graph as the number who passed the test which therefore led to an incorrect conclusion being drawn. A significant number made no attempt to use the graph. It was sometimes not clear whether or not a value had been read from the graph. Learners should be encouraged to show a clear method on the graph if they are reading a value from it.

Question 12

Part (a) of question 12 received excellent responses from numerous learners. It was common to award full marks, more so than recent years. This is probably because all of the needed values were explicitly stated in the given table, rather than one or two needing.
Part (b) was different however and indicated that many learners do not fully understand that each section of the box plot represents 25% of the data, and for this question that width of the box, represents 50% of the data. Extra work on this understanding would benefit many.
The final part of the question was another reasoning response and was really a differentiator between more and less successful responses. Stronger responses showed an understanding that there was an even number of people in the sample, and this meant that the median didn't have to be an explicit value in the data set, but that it was the mean of the middle two values.
There were some excellently articulated responses seen. It was not enough to simply state that we did not know the exact values.
Some responses recognised the median is the middle value, but left their answers there, resulting in it being too vague to score the mark.