



---

GCSE

# Mathematics

Paper 2 43652H

Mark scheme

---

43652H

June 2016

---

Version: 1.0 Final

---

---

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)



## Glossary for Mark Schemes

GCSE examinations are marked in such a way as to award positive achievement wherever possible. Thus, for GCSE Mathematics papers, marks are awarded under various categories.

If a student uses a method which is not explicitly covered by the mark scheme the same principles of marking should be applied. Credit should be given to any valid methods. Examiners should seek advice from their senior examiner if in any doubt.

<b>M</b>	Method marks are awarded for a correct method which could lead to a correct answer.
<b>A</b>	Accuracy marks are awarded when following on from a correct method. It is not necessary to always see the method. This can be implied.
<b>B</b>	Marks awarded independent of method.
<b>ft</b>	Follow through marks. Marks awarded for correct working following a mistake in an earlier step.
<b>SC</b>	Special case. Marks awarded for a common misinterpretation which has some mathematical worth.
<b>M dep</b>	A method mark dependent on a previous method mark being awarded.
<b>B dep</b>	A mark that can only be awarded if a previous independent mark has been awarded.
<b>oe</b>	Or equivalent. Accept answers that are equivalent. e.g. accept 0.5 as well as $\frac{1}{2}$
<b>[a, b]</b>	Accept values between $a$ and $b$ inclusive.
<b>[a, b)</b>	Accept values $a \leq \text{value} < b$
<b>3.14...</b>	Accept answers which begin 3.14 e.g. 3.14, 3.142, 3.1416
<b>Q</b>	Marks awarded for quality of written communication
<b>Use of brackets</b>	It is not necessary to see the bracketed work to award the marks.

Examiners should consistently apply the following principles

### **Diagrams**

Diagrams that have working on them should be treated like normal responses. If a diagram has been written on but the correct response is within the answer space, the work within the answer space should be marked. Working on diagrams that contradicts work within the answer space is not to be considered as choice but as working, and is not, therefore, penalised.

### **Responses which appear to come from incorrect methods**

Whenever there is doubt as to whether a candidate has used an incorrect method to obtain an answer, as a general principle, the benefit of doubt must be given to the candidate. In cases where there is no doubt that the answer has come from incorrect working then the candidate should be penalised.

### **Questions which ask candidates to show working**

Instructions on marking will be given but usually marks are not awarded to candidates who show no working.

### **Questions which do not ask candidates to show working**

As a general principle, a correct response is awarded full marks.

### **Misread or miscopy**

Candidates often copy values from a question incorrectly. If the examiner thinks that the candidate has made a genuine misread, then only the accuracy marks (A or B marks), up to a maximum of 2 marks are penalised. The method marks can still be awarded.

### **Further work**

Once the correct answer has been seen, further working may be ignored unless it goes on to contradict the correct answer.

### **Choice**

When a choice of answers and/or methods is given, mark each attempt. If both methods are valid then M marks can be awarded but any incorrect answer or method would result in marks being lost.

### **Work not replaced**

Erased or crossed out work that is still legible should be marked.

### **Work replaced**

Erased or crossed out work that has been replaced is not awarded marks.

### **Premature approximation**

Rounding off too early can lead to inaccuracy in the final answer. This should be penalised by 1 mark unless instructed otherwise.

### **Continental notation**

Accept a comma used instead of a decimal point (for example, in measurements or currency), provided that it is clear to the examiner that the candidate intended it to be a decimal point.

## Paper 2 Higher Tier

Q	Answer	Mark	Comments
1	$\frac{20}{8}$ or 2.5 seen or implied or $\frac{8}{20}$ or 0.4 seen or implied or 75 + 75 + 37.5 or 187.5 or 50 + 50 + 25 or 125 or 40 + 40 + 20 or 100 or 2 + 2 + 1 or 5	M1	oe
	Two from 187.5 or 125 or 100 or 5	A1	For 187.5 allow [187, 188] or 190
	187.5 and 125 and 100 and 5	A1	For 187.5 allow [187, 188] or 190 SC1 for [112, 113] and 75 and 60 and 3
	<b>Additional Guidance</b>		

Q	Answer	Mark	Comments
<b>2(a)</b>	720 + 430 or 1150 or $0.15 \times 720$ or 108 or $0.15 \times 430$ or 64.5(0)	M1	oe 1 – 0.15 or 0.85
	0.15 × their 1150 or their 108 + their 64.5(0) or their 1150 – 1000 or 1000 – their 1150 or 150 or –150	M1dep	oe their 0.85 and their 1150  or their $0.85 \times 720$ or $720 - \text{their } 108$ or 612  or their $0.85 \times 430$ or $430 - \text{their } 64.5(0)$ or 365.5(0)  or $1000 \div \text{their } 0.85$ or [1176, 1177]
	172.5 or $0.15 \times \text{their } 1150$ and $(-)\text{150}$ or their 108 + their 64.5(0) and $(-)\text{150}$ or their 1150 – their 172.5(0)	M1dep	oe their $0.85 \times \text{their } 1150$ or their 612 + their 365.5(0) or $1000 \div \text{their } 0.85$ and their 1150
	977.5 or 977 or 978 or 172.5(0) and $(-)\text{150}$ or 22.5(0) or –22.5(0)	A1	[1176, 1177] and 1150
	Yes	Q1ft	Strand (iii) decision to match their answer provided all method marks are correct.
<b>Additional Guidance on next page</b>			

		<b>Additional Guidance</b>	
<b>2(a)</b> <b>AG</b>		Allow rounding or truncation to £ for 64.5, 365.5, 172.5, 22.5 and 977.5	
		Ignore fw after 977.5 eg $1000 - 977.5 = 32.5$ so Yes	5 marks
		15% of 1000 = 150, so 15% of 1150 > 150 so when you subtract the final cost will be < 1000	5 marks
		$0.15 \times 1150 = 172.5$ , 172.5 without (–) 150 cannot score the Q mark as they have nothing to compare the 172.5 with	M1M1M1
		Beware: $0.15 \times 1000 = 150$ with no correct working	M0

Q	Answer	Mark	Comments	
<b>2(b)</b>	$800 \times 1.25$ or 1000	M1	oe	
	their 1000 – 895 or 105	M1dep		
	their $105 \div 1.4(0)$	M1dep	oe	
	75	A1	SC2 for 84 or 160.(71...) or 161 SC1 for 639.(28...) or 639.29 or 640	
	<b>Additional Guidance</b>			
	84 implies $105 \div 1.25$ or 895 Euros to pounds and subtracting from £800			
	160.(71...) implies $800 \times 1.4$			
	$895 \div 1.25 = 716$ $800 - 716 = 84$ $84 \times 1.25 \div 1.4 = 75$			4 marks
	$895 \div 1.25 = 716$ $800 - 716 = 84$ $84 \div 1.4 = 60$			SC2



Q	Answer	Mark	Comments	
3	$\frac{9}{5} \times 28$ or 50.4	M1	oe	
	82.4 or $82\frac{2}{5}$ or 82 remainder 2	A1	oe	
	82	B1ft	ft their answer provided not an integer	
	<b>Additional Guidance</b>			
	82 on its own	M1A1B1		
	$\frac{9}{5} \times 28 + 32$ on its own	M1		
	$\frac{9}{5}$ of $28 + 32$ on its own	M0		
$\frac{9}{5} \times 28 + 32$ $= \frac{9}{5} \times 60$ (incorrect order of operations) $= 108$ (no ft as not from a decimal answer)	M0A0B0			
4(a)	4, 2 and 0	B2	B1 for 4, 2, x or 4, x, x – 2 or 4, x, 0 or x, x – 2, x – 4 or x, 2, 0 or 0, 2, 4  eg 4, 2, 1 4, 3, 1 4, 3, 0 6, 4, 2 6, 2, 0	

Q	Answer	Mark	Comments
---	--------	------	----------

<p><b>4(b)</b>  <b>Alt</b>  <b>1 of 3</b>  <b>Alt</b>  <b>2 of 3</b></p>	<b>Alternative method 1</b>		
	$(31 + 3) \div 2$ or 17	M1	oe $2 \times 17 - 3 (= 31)$
	(their 17 + 3) $\div$ 2	M1dep	oe $2 \times 10 - 3 (= 17)$
	10	A1	Ignore fw continuing the sequence SC1 for 12.25
	<b>Alternative method 2</b>		
	Inputs a number for first term and evaluates third term correctly.	M1	eg First term = 1 implies third term = -5 First term = 2 implies third term = -1 First term = 3 implies third term = 3 First term = 4 implies third term = 7 First term = 5 implies third term = 11 First term = 6 implies third term = 15 First term = 7 implies third term = 19 First term = 8 implies third term = 23 First term = 9 implies third term = 27  First term = 9.5 implies third term = 29
	Inputs another number for first term and evaluates third term correctly.	M1dep	
	10	A1	Ignore fw continuing the sequence SC1 for 12.25

Q	Answer	Mark	Comments
---	--------	------	----------

<b>4(b) Alt 3 of 3</b>	<b>Alternative method 3</b>			
	$2(2x - 3) - 3 = 31$	$2x - 3 = 31$ or $2x = 34$ or $x = 17$	M1	oe with any variable
	$4x - 6 - 3 = 31$ or $4x - 9 = 31$ or $4x = 40$	$2x - 3 = \text{their } 17$ or $2x = 20$	M1dep	oe with any variable
	10	A1	Ignore fw continuing the sequence SC1 for 12.25	
	<b>Additional Guidance</b>			
	$10 + 3 = 13$ , answer 13 (allow as fw continuing the sequence)		M1M1A1	
	$10 + 3 = 13$ , answer 6.5 (allow as fw continuing the sequence)		M1M1A1	
	$10 - 3 = 7$ , answer 7 (do not allow A mark as not continuing the sequence)		M1M1A0	
	$((31 + 3) \div 2 + 3) \div 2$ or $\frac{31 + 3 + 6}{4}$		M1M1	

<b>5(a)</b>	$15 < x \leq 25$	B1
	<b>Additional Guidance</b>	

Q	Answer	Mark	Comments
<b>5(b)</b>	Mid values seen	B1	10, 20, 30, 40 and 50 or 10.005, 20.005, 30.005, 40.005, 50.005 or 10.01, 20.01, 30.01, 40.01, 50.01
	$10 \times 14 (+) 20 \times 12 (+) 30 \times 11$ $(+) 40 \times 2 (+) 50 (\times 1)$  or $140 (+) 240 (+) 330 (+) 80 (+) 50$ or 840	M1	Accept use of mid values 10.005, 20.005 etc or 10.01, 20.01 etc Allow one error eg one mid value incorrect or one calculation incorrect
	their $840 \div 40$	M1dep	
	21 or 21.01	A1	Accept 21.005  SC2 for 16 or 16.005 or 16.01 or 21.5(0) or 21.505 or 21.51 or 26 or 26.005 or 26.01 or 791.25
	<b>Additional Guidance</b>		
	21 and then states answer is in $15 < x \leq 25$ class is fw and can be ignored		4 marks
	$140 + 240 + 330 + 80 + 50 \div 40 = 21$ (recovered)		4 marks
	$\frac{140 + 240 + 330 + 80 + 50}{40} = 791.25$		B1M1M1A0
	$140 + 240 + 330 + 80 + 50 \div 40 = 791.25$		B1M1
	Answer 791.25 implies at least B1M1		
	840		B1M1
	$840 \div 5 = 168$		B1M1M0
	140, 240, 330, 80, 50		B1M1
	168 with no working		M0
Note: Two or more midpoints incorrect		B0M0	

Q	Answer	Mark	Comments
6	<b>Alternative method 1</b>		
	6 : 3 : 1 or 10 seen or implied	M1	oe Any order
	130 ÷ 10 × 6 or 78 or 130 ÷ 10 × 3 or 39 or 130 ÷ 10 or 13	M1dep	
	White 78 Brown 39 Granary 13	A1	
	<b>Alternative method 2</b>		
	6x + 3x + x = 130 or 10x = 130	M1	oe eg $y + \frac{y}{2} + \frac{y}{6} = 130$ or $\frac{5y}{3} = 130$
	130 ÷ 10 or 13	M1dep	oe eg 3 × 130 ÷ 5 or 78
	White 78 Brown 39 Granary 13	A1	
	<b>Alternative method 3</b>		
	A correctly evaluated trial where white : brown : granary = 6 : 3 : 1	M1	eg (white =) 6, (brown =) 3, (granary =) 1, total 10
	A different correctly evaluated trial where white : brown : granary = 6 : 3 : 1	M1dep	eg (white =) 12, (brown =) 6, (granary =) 2, total 20
	White 78 Brown 39 Granary 13	A1	

	<b>Additional Guidance on next page</b>
--	---

Q	Answer	Mark	Comments
---	--------	------	----------

6 AG	Additional Guidance		
	Allow decimals in a correctly evaluated trial, eg 75, 37.5, 12.5, total 125		
	6 : 3 : 1		M1
	6, 3, 1 Total = 10		M1
	6, 3, 1		M0
	7 : 2 : 1 = 10, 130 ÷ 10 = 13		M0

7(a)	$\pi \times 6^2$ or $3.14 \times 6^2$ or [113, 113.2]	M1	May be embedded oe
	$\pi \times 6^2 \times 15$ or $3.14 \times 6^2 \times 15$ or [113, 113.2] $\times 15$	M1dep	oe
	[1695, 1698] or 1700 or $540\pi$	A1	Ignore fw after $540\pi$
	Additional Guidance		
	$\pi \times 6^2 = \pi \times 12 \times 15$		M1M1
	$\pi \times 6^2 \times 15 = \pi \times 12 \times 15$		M1M1
	$\pi \times 6^2 \times 30$		M1M0
	$2 \times \pi \times 6^2 \times 15$		M1M0
	$\pi \times 6^2 = \pi \times 12$		M1M0
	$\pi 6^2$		M1
	$\pi \times 12$		M0
	$\pi \times 12 \times 15$		M0

Q	Answer	Mark	Comments
---	--------	------	----------

<b>7(b)</b>	<b>Alternative method 1</b>		
	45 000 ÷ 1000 or 45	M1	
	45 ÷ 0.75 or 45 × 1.33... or their 45 ÷ 0.75	M1	oe eg 45 ÷ 3 × 4
	60	A1	
	60 minutes or 60 min(s) or 1 hour or 1h(r)	Q1	Strand (i) Correct notation
	<b>Alternative method 2</b>		
	0.75 × 1000 or 750	M1	
	45 000 ÷ 750 or 45 000 ÷ their 750	M1	oe
	60	A1	
	60 minutes or 60 min(s) or 1 hour or 1h(r)	Q1	Strand (i) Correct notation
	<b>Additional Guidance</b>		
	For the Q mark 60 minutes or 1 hour must not come from incorrect working		
	Ignore fw after 60 minutes or 1 hour		
	Digit 6 implies M0M1 eg 60 000, 6000, 600, 6 or 0.6		M0M1
	750 ÷ 45 000 = 0.016... (units would be minutes <sup>-1</sup> )		M1M0A0Q0
750 ÷ 45 000 = 0.016... and 0.016... × 60 = 1 hour (method is incorrect)		M1M0A0Q0	
Do not accept 60 m for the Q mark		M1M1A1Q0	

Q	Answer	Mark	Comments
---	--------	------	----------

<b>8</b> <b>Alt</b> <b>1 of 3</b> <b>Alt</b> <b>2 of 3</b>	<b>Alternative method 1</b>		
	$5x - x$ or $4x$ or $5x + 5x - x - x$ or $8x$	M1	oe $5x + 5x$ or $10x$ or $5x + x + x$ or $7x$
	$8x \times 5x$ or $40x^2$ or $x \times 5x$ or $5x^2$	M1	oe $10x \times 7x$ or $70x^2$ or $6 \times x \times 5x$ or $30x^2$
	$8x \times 5x = 1440$ or their $40x^2 = 1440$ or $x^2 = 36$	M1dep	oe $10x \times 7x - 6 \times x \times 5x = 1440$ or their $70x^2 - \text{their } 30x^2 = 1440$
	$(x =) 6$ or $5 \times 36$ or $(5x^2 =) 1440 \div 8$	M1dep	oe Must be correct
	180	A1	
	<b>Alternative method 2</b>		
	$5x - x$ or $4x$ or $5x + 5x - x - x$ or $8x$	M1	oe
	4 small rectangles fit in half white rectangle	M1	May be implied from diagram
	8 small rectangles fit in white rectangle	M1dep	May be implied from diagram
	$1440 \div 8$	M1dep	oe Must be correct
	180	A1	



Q	Answer	Mark	Comments
---	--------	------	----------

<b>8 Alt 3 of 3</b>	<b>Alternative method 3</b>		
	$5 - 1$ or 4 or $5 + 5 - 1 - 1$ or 8	M1	$5 + 5$ or 10 or $5 + 1 + 1$ or 7 May be on diagram
	$8 \times 5$ or 40	M1	oe $10 \times 7$ or 70 or $6 \times 1 \times 5$ or 30
	$1440 \div$ their 40 or 36 or $\sqrt{\text{their } 36}$	M1dep	oe
	6	M1dep	Must be correct
	180	A1	
	<b>Additional Guidance</b>		
	$x = 6$ with no clearly incorrect working		M1M1M1M1
	Answer $180^2$ scores A0		M1M1M1M1
	4 small rectangles fit in half white rectangle implies $4x$		M1M1
Just $5x^2$		M0M1	

Q	Answer	Mark	Comments
<b>9</b>	75% = 14 625	M1	oe 14 625 ÷ 3 or 4875
	$\frac{14\,625 \times 100}{75}$ or 14 625 ÷ 0.75  or 14 625 ÷ 75 or 195	M1dep	oe 14 625 + their 4875 or 4 × their 4875
	19 500	A1	
	<b>Additional Guidance</b>		
	14 625 × 75 ÷ 100	M0	

Q	Answer	Mark	Comments	
<b>10(a)</b>	Median at 18	B1	tolerance $\pm \frac{1}{2}$ square	
	LQ at 14	B1	tolerance $\pm \frac{1}{2}$ square	
	UQ at 26	B1	tolerance $\pm \frac{1}{2}$ square	
	Min at 5 and max at 30 and correct shape box including 3 lines for LQ, median and UQ	Q1	tolerance $\pm \frac{1}{2}$ square Strand (ii) End vertical lines are not required if end points are clear  SC1 for (median =) 18 or (LQ =) 14 or (UQ =) 26	
	<b>Additional Guidance</b>			
	Note, for the SC1 (median =) 18, need to see 18, 8 circled on diagram is not enough, this also applies for the LQ and UQ values			
	Condone whisker line drawn horizontally through the box, but not along the top or along the bottom of the box			

Q	Answer	Mark	Comments
	More points on average or median is higher.	B1	
	More consistent or IQR is less.	B1	
<b>Additional Guidance – continues on the next page</b>			
<b>10(b)</b>	<b>Median</b>		
	Jack scored more points on average because 21 is bigger than 18		B1
	His median score is higher than Rob's		B1
	Jack's median is located on a higher score		B1
	Jack's average score (median) is higher		B1
	He has a higher average amount of points		B1
	Jack's average score is higher		B1
	On average Jack scored higher points		B1
	Jack's average score is higher by 3 points		B1
	Jack's median score is higher by 3 points		B1
	Higher median score		B1
	The median is larger		B1
	On average Jack scores 21 points a game and Rob scores 18		B1
	Jack has all round better scores		B0
	He had a higher midpoint so scored more often than Rob		B0
	Jack was better		B0
Jack is higher		B0	
Jack's score is higher		B0	
Jack scores 21 points a game and Rob scores 18		B0	

<b>Additional Guidance – continued from previous page</b>			
<b>10b AG cont.</b>	<b>IQR</b>		
	Jack scored more consistently because 12 is more than 8	B1	
	Jack's IQR is smaller so Jack is more CONCISE	B1	
	Jack has a smaller IQR (... than Rob)	B1	
	Jack has a lower IQR	B1	
	Jack's IQR is less spread out than Rob's	B1	
	The spread is less (Assume referring to Jack)	B1	
	Jack's box is smaller so he is more consistent	B1	
	Jack is more consistent	B1	
	His scores are closer together	B1	
	Jack's IQR is higher	B0	
	Jack has a consistent score	B0	
	Jack's range is more consistent	B0	
	Jack's UQ is higher than Rob's	B0	
	Jack's LQ is higher than Rob's	B0	
	Jack's LQ is 18 whilst Rob's is 12	B0	
	<b>Median and IQR in one statement</b>		
	Jack is higher on average and is more consistent	B1B1	
	<b>Additional Guidance</b>		
	If not explicitly stated assume referring to Jack		
Numbers quoted must be correct			
Jack's IQR is less spread out and higher than Rob's	Allow B1		
Jack has a more consistent higher score	Allow B1		
Use of mean or mode for average	B0		
Use of range for IQR	B0		

Q	Answer	Mark	Comments
---	--------	------	----------

<b>11</b>	4 or 5 points plotted correctly	M1	± ½ square tolerance
	Fully correct with a smooth curve	A1	± ½ square tolerance
	<b>Additional Guidance</b>		

<b>12 Alt 1 of 2</b>	<b>Alternative method 1</b>		
	20 × 2.5 or 50 or 30 × 2.5 or 75	M1	oe May be on a diagram
	(their 50) <sup>2</sup> + (their 75) <sup>2</sup> or 8125	M1dep	$\cos 56 = \frac{50}{h}$ or $\cos 34 = \frac{75}{h}$ or $\sin 56 = \frac{75}{h}$ or $\sin 34 = \frac{50}{h}$
	$\sqrt{(\text{their } 50)^2 + (\text{their } 75)^2}$ or $\sqrt{8125}$	M1dep	$(h =) \frac{50}{\cos 56}$ or $(h =) \frac{75}{\cos 34}$ or $(h =) \frac{75}{\sin 56}$ or $(h =) \frac{50}{\sin 34}$
	90.1(...)	A1	
90	B1ft	ft rounding their 3sf or more answer to 2sf SC3 for 14 SC2 for 14.4(...)	

Q	Answer	Mark	Comments
<b>12 Alt 2 of 2</b>	<b>Alternative method 2</b>		
	$20^2 + 30^2$ or 1300	M1	$\cos 56 = \frac{20}{h}$ or $\cos 34 = \frac{30}{h}$ or $\sin 56 = \frac{30}{h}$ or $\sin 34 = \frac{20}{h}$
	$\sqrt{20^2 + 30^2}$ or $\sqrt{1300}$ or 36.0(5...)	M1dep	$(h =) \frac{20}{\cos 56}$ or $(h =) \frac{30}{\cos 34}$ or $(h =) \frac{30}{\sin 56}$ or $(h =) \frac{20}{\sin 34}$
	their 36.0(5...) $\times$ 2.5	M1dep	oe
	90.1(...)	A1	
	90	B1ft	ft rounding their 3sf or more answer to 2sf SC3 for 14 SC2 for 14.4(...)
	<b>Additional Guidance</b>		
	Scale drawing with answer 90		5 marks
	$\sqrt{8125} = 90$		5 marks
	Allow more accurate values for 56 and 34 eg 56.3... or 33.6... or 33.7		

Q	Answer	Mark	Comments
---	--------	------	----------

<b>13 Alt 1 of 6</b>	<b>Alternative method 1</b>						
	$2x + y + 128 = 180$ or $x + 5y + 100 = 180$	M1	oe				
	$2x + y = 52$ and $x + 5y = 80$	M1dep	oe Collecting terms				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><math>2x + y = 52</math></td> <td style="padding: 2px;"><math>10x + 5y = 260</math></td> </tr> <tr> <td style="padding: 2px;"><math>2x + 10y = 160</math></td> <td style="padding: 2px;"><math>x + 5y = 80</math></td> </tr> </table>	$2x + y = 52$	$10x + 5y = 260$	$2x + 10y = 160$	$x + 5y = 80$	M1dep	oe Equating coefficients
	$2x + y = 52$	$10x + 5y = 260$					
	$2x + 10y = 160$	$x + 5y = 80$					
$x = 20$ or $y = 12$	A1						
$x = 20$ and $y = 12$	A1	<p>SC3 for <math>x = 41\frac{1}{3}</math> or 41 or 41.3...</p> <p>and <math>y = 17\frac{1}{3}</math> or 17 or 17.3...</p> <p>or <math>x = 60</math> and <math>y = 8</math></p> <p>or <math>x = 38\frac{2}{3}</math> or 39 or 38.6... or 38.7</p> <p>and <math>y = 2\frac{2}{3}</math> or 3 or 2.6... or 2.7</p>					



<b>13 Alt 2 of 6</b>	<b>Alternative method 2</b>			
	$2x + y + 128 = 180$ or $2x + y + x + 5y + 128 + 100 = 360$		M1	oe
	$2x + y = 52$ and $3x + 6y = 132$		M1dep	oe Collecting terms
	$6x + 3y = 156$ $6x + 12y = 264$	$12x + 6y = 312$ $3x + 6y = 132$	M1dep	oe Equating coefficients
	$x = 20$ or $y = 12$		A1	
	$x = 20$ and $y = 12$		A1	SC3 for $x = 41\frac{1}{3}$ or 41 or 41.3... and $y = 17\frac{1}{3}$ or 17 or 17.3...  or $x = 60$ and $y = 8$  or $x = 38\frac{2}{3}$ or 39 or 38.6... or 38.7 and $y = 2\frac{2}{3}$ or 3 or 2.6... or 2.7

<b>13 Alt 3 of 6</b>	<b>Alternative method 3</b>			
	$x + 5y + 100 = 180$ or $2x + y + x + 5y + 128 + 100 = 360$	M1	oe	
	$x + 5y = 80$ and $3x + 6y = 132$	M1dep	oe Collecting terms	
	$3x + 15y = 240$ $3x + 6y = 132$	$6x + 30y = 480$ $15x + 30y = 660$	M1dep	oe Equating coefficients
	$x = 20$ or $y = 12$	A1		
	$x = 20$ and $y = 12$	A1	SC3 for $x = 41\frac{1}{3}$ or 41 or 41.3...  and $y = 17\frac{1}{3}$ or 17 or 17.3...  or $x = 60$ and $y = 8$  or $x = 38\frac{2}{3}$ or 39 or 38.6... or 38.7  and $y = 2\frac{2}{3}$ or 3 or 2.6... or 2.7	

<b>13 Alt 4 of 6</b>	<b>Alternative method 4</b>						
	$2x + y + 128 = x + 5y + 100$ or $2x + y + 128 = 180$ or $x + 5y + 100 = 180$	M1	oe				
	$-x + 4y = 28$ and $2x + y = 52$ or $x + 5y = 80$	M1dep	oe Collecting terms				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><math>-2x + 8y = 56</math></td> <td style="padding: 2px;"><math>-x + 4y = 28</math></td> </tr> <tr> <td style="padding: 2px;"><math>2x + y = 52</math></td> <td style="padding: 2px;"><math>x + 5y = 80</math></td> </tr> </table>	$-2x + 8y = 56$	$-x + 4y = 28$	$2x + y = 52$	$x + 5y = 80$	M1dep	oe Equating coefficients
	$-2x + 8y = 56$	$-x + 4y = 28$					
	$2x + y = 52$	$x + 5y = 80$					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><math>-x + 4y = 28</math></td> <td style="padding: 2px;"><math>-5x + 20y = 140</math></td> </tr> <tr> <td style="padding: 2px;"><math>8x + 4y = 208</math></td> <td style="padding: 2px;"><math>4x + 20y = 320</math></td> </tr> </table>	$-x + 4y = 28$	$-5x + 20y = 140$	$8x + 4y = 208$	$4x + 20y = 320$			
$-x + 4y = 28$	$-5x + 20y = 140$						
$8x + 4y = 208$	$4x + 20y = 320$						
$x = 20$ or $y = 12$	A1						
$x = 20$ and $y = 12$	A1	SC3 for $x = 41\frac{1}{3}$ or 41 or 41.3...  and $y = 17\frac{1}{3}$ or 17 or 17.3...  or $x = 60$ and $y = 8$  or $x = 38\frac{2}{3}$ or 39 or 38.6... or 38.7  and $y = 2\frac{2}{3}$ or 3 or 2.6... or 2.7					

<b>13 Alt 5 of 6</b>	<b>Alternative method 5</b>			
	$2x + y + 128 = x + 5y + 100$ or $2x + y + x + 5y + 128 + 100 = 360$	M1		
	$-x + 4y = 28$ and $3x + 6y = 132$	M1dep	oe Collecting terms	
	$-3x + 12y = 84$ $3x + 6y = 132$	$-3x + 12y = 84$ $6x + 12y = 264$	M1dep	oe Equating coefficients
	$x = 20$ or $y = 12$	A1		
	$x = 20$ and $y = 12$	A1	SC3 for $x = 41\frac{1}{3}$ or 41 or 41.3...  and $y = 17\frac{1}{3}$ or 17 or 17.3...  or $x = 60$ and $y = 8$  or $x = 38\frac{2}{3}$ or 39 or 38.6... or 38.7  and $y = 2\frac{2}{3}$ or 3 or 2.6... or 2.7	

<b>13 Alt 6 of 6</b>	<b>Alternative method 6</b> Substitution			
	$2x + y + 128 = 180$ or $x + 5y + 100 = 180$	M1	oe	
	$y = 52 - 2x$ or $y = \frac{80 - x}{5}$	$x = \frac{52 - y}{2}$ or $x = 80 - 5y$	M1dep	oe Making one variable the subject
	$52 - 2x = \frac{80 - x}{5}$	$\frac{52 - y}{2} = 80 - 5y$	M1dep	oe Eliminating a variable
	$x = 20$ or $y = 12$	A1		
	$x = 20$ and $y = 12$	A1	SC3 for $x = 41\frac{1}{3}$ or 41 or 41.3...  and $y = 17\frac{1}{3}$ or 17 or 17.3...  or $x = 60$ and $y = 8$  or $x = 38\frac{2}{3}$ or 39 or 38.6... or 38.7  and $y = 2\frac{2}{3}$ or 3 or 2.6... or 2.7	
	<b>Additional Guidance</b>			
	Note $x = 20$ and $y = 12$ using trial and improvement or without working		5 marks	
	$x + 2y = 44$ may be used for $3x + 6y = 132$ when equating coefficients			
	For SC3 accept fractions written as decimals to 1dp or better			
Alternative method 6 is one example of the principles of marking for the				

	substitution method	
--	---------------------	--

Q	Answer	Mark	Comments
---	--------	------	----------

<b>14</b>	$y = 5x + 4$	B2	oe B1 for $y = mx + 4$ or $y = 5x + c$ , $c \neq 3$ or $5x + 4$
	<b>Additional Guidance</b>		
	$y = 5x$		B1
	$y = 4$		B1
	$y = 5x - 3$		B1
	$y = 5x + 3$		B0
	$5x + 1$		B0

Q	Answer	Mark	Comments
15	<b>Alternative Method 1</b>		
	One correctly evaluated calculation within range for nails and one correctly evaluated calculation within range for screws	M1	eg $4 \times 200 = 800$ and $6 \times 140 = 840$ The bags do not have to all weigh the same eg $3 \times 195 + 200 = 785$ and $6 \times 140 = 840$
	One more correctly evaluated calculation within range for nails and one more correctly evaluated calculation within range for screws	M1dep	eg $4 \times 202 = 808$ and $6 \times 137 = 822$
	Any correctly evaluated calculation giving same answer in range 810 to 820 for both nails and screws	Q1	Strand (ii) SC1 for implying a single value [810, 820] works, eg (it works for) 815
	<b>Alternative Method 2</b>		
	195 or 205 or 135 or 145	M1	$800 \pm 20$ or 780 or 820 or $840 \pm 30$ or 810 or 870
	$4 \times 195 = 780$ and $4 \times 205 = 820$ or $6 \times 135 = 810$ and $6 \times 145 = 870$	M1dep	Writes $800 \pm 20$ and writes $840 \pm 30$
	(Overlap) 810 to 820	Q1	Strand (ii) SC1 for implying a single value [810, 820] works, eg (it works for) 815
	<b>Additional Guidance on next page</b>		

<b>Additional Guidance</b>		
<b>15 AG</b>	Condone use of upper bounds	
	Mark best scheme	
	Beware: The bags do not have to all weigh the same, eg $3 \times 204 + 200 = 812$ and $4 \times 135 + 2 \times 136 = 812$	M1M1Q1
	$4 \times 204 = 816$ and $6 \times 136 = 816$	M1M1Q1
	$4 \times 202.5 = 810$ and $6 \times 135 = 810$	M1M1Q1
	$4 \times 205 = 820$ and $820 \div 6 = 136.6\dots$ or $136.7$	M1M1Q1



Q	Answer	Mark	Comments
16	Angle $ABC = 74$ or angle $PAB = 35$	M1	May be on diagram in the correct place $180 - 74 - 35$
	71	A1	
	<b>Additional Guidance</b>		
17	$\frac{270}{360} \times 2 \times \pi \times 7$ or $10.5\pi$ or [32.97, 33]	M1	oe
	or $\frac{90}{360} \times 2 \times \pi \times 7$ or $3.5\pi$ or [10.99, 11]		
	$7 + 7 + \frac{270}{360} \times 2 \times \pi \times 7$ or 46.9...	M1dep	oe
	[46.97, 47] or $10.5\pi + 14$ as final answer or $\frac{21\pi}{2} + 14$	A1	oe
	<b>Additional Guidance</b>		
	46.97 with 46.9 on answer line is fw and can be ignored		
$10.5\pi + 14 = \frac{49\pi}{2}$			M1M1A0
$10.5\pi + 14 = 77$			M1M1A0

Q	Answer	Mark	Comments
18(a)	$\frac{50}{400}$ or $\frac{1}{8}$ or $400 \div 50$ or 8 seen or implied	M1	
	12.5 or 12 or 13 and 18.75 or 18 or 19 and 11.25 or 11 or 12 and 7.5 or 7 or 8	A1	Allow one error
	One row from 12 18 12 8 12 19 11 8 12 19 12 7 13 18 11 8 13 18 12 7 13 19 11 7	A1	Rounded or truncated and total = 50
	<b>Additional Guidance</b>		

18(b)	100 $\div$ 20 or 5 or 150 $\div$ 15 or 10 or 90 $\div$ 10 or 9 or 60 $\div$ 25 or 2.4	M1	oe May be implied from the diagram
	5 and 10 and 9 and 2.4	A1	Allow one error May be implied from the diagram
	At least one fully correct bar	B1	tolerance $\pm \frac{1}{2}$ square
	Fully correct histogram with correct bar heights	B1	tolerance $\pm \frac{1}{2}$ square
	<b>Additional Guidance</b>		

Q	Answer	Mark	Comments
19	$36^2 = 14^2 + 25^2 - 2 \times 14 \times 25 \times \cos x$	M1	oe
	$\frac{14^2 + 25^2 - 36^2}{2 \times 14 \times 25}$ or $\frac{-475}{700}$ or $\frac{-19}{28}$ or $-0.67\dots$ or $-0.68$	M1dep	oe
	[132.7, 133]	A1	SC1 for [47, 47.3]
	<b>Additional Guidance</b>		

Q	Answer	Mark	Comments
<b>20</b>	15 ÷ 12 or 1.25 or 12 ÷ 15 or 0.8	M1	oe
	(their 1.25) <sup>3</sup> or $\frac{125}{64}$ or 1.95(3125)  or (their 0.8) <sup>3</sup> or $\frac{64}{125}$ or 0.512	M1dep	oe
	2734.375 or 2734.( ...) or 2730	A1	SC1 for 1750 or 2187.5 or 2188 with no working
	<b>Additional Guidance</b>		
	Treats as a particular shape eg cylinder $r^2 \times \pi \times 12 = 1400 \rightarrow r = 6.0939\dots$ $r \times 1.25$ $= 6.0939\dots \times 1.25$ $= 7.617$ $12 \times 1.25 = 15$ $7.617^2 \times \pi \times 15$ 2734.375 or 2734.( ...) or 2730	(1.25 seen)      (1.25 <sup>3</sup> implied)	M1      M1dep A1

Q	Answer	Mark	Comments
21	<b>Alternative method 1</b>		
	$\frac{4}{10}$ (black)	M1	oe May be on diagram
	$\frac{4}{10} \times \frac{3}{9}$	M1dep	oe 0.4 × 0.33... May be on diagram
	$\frac{12}{90}$ or $\frac{2}{15}$	A1	oe 0.13... or 13.(...)%
	<b>Alternative method 2</b>		
	4 × 3 or 12 or 10 × 9 or 90	M1	
	4 × 3 or 12 and 10 × 9 or 90	M1dep	
	$\frac{12}{90}$ or $\frac{2}{15}$	A1	oe 0.13... or 13.(...)%
	<b>Additional Guidance</b>		
	$\frac{12}{90} = \frac{1}{9}$ , ignore fw		M1M1A1

Q	Answer	Mark	Comments
22(a)	$(7c - d)(7c + d)$	B2	oe Any order B1 for $(ac - d)(bc + d)$ where $ab = 49$ or $(7c - d)(7c - d)$ or $(7c - d)^2$ or $(7c + d)(7c + d)$ or $(7c + d)^2$ or $(7 - d)(7 + d)$
	<b>Additional Guidance</b>		
	Condone missing end bracket		
	$(-7c - d)(-7c + d)$		B2
	$(d - 7c)(d + 7c)$		B0
	$7c - d(7c + d)$		B0

22(b)	$x(x - 6)$	B1	
	$(x - 6)(2x + 5)$ or $(x + a)(2x + b)$	M1	where $ab = \pm 30$ or $2a + b = -7$
	$\frac{x}{2x + 5}$	A1	Do not ignore fw
	<b>Additional Guidance</b>		
	$\frac{x(x-6)}{(2x+5)(x-6)}$		B1M1A1
	$\frac{(x-0)(x-6)}{(2x+5)(x-6)} = \frac{(x-0)}{(2x+5)}$		B1M1A0

Q	Answer	Mark	Comments	
23	$x^2 + ax + ax + a^2 \quad (-7)$ or $x^2 + 2ax + a^2 \quad (-7)$ or $2ax = 10x$ or $2a = 10$ or $a = 5$  or $a^2 - 7 = b$  or $(x + 5)^2$	M1	oe	
	$a = 5$ and $b = 18$	A1		
	<b>Additional Guidance</b>			
	$(x + 5)^2 - 7 = x^2 + 10x + 18$			M1A1
	$a = 7$ and $b = 18$			M0

Q	Answer	Mark	Comments	
24	$6(2x + 5) + 1(x + 3)$ or $3(x + 3)(2x + 5)$	M1	oe May be seen as part of a fraction or fractions with denominator $(x + 3)(2x + 5)$	
	$6(2x + 5) + 1(x + 3) = 3(x + 3)(2x + 5)$	M1dep	oe	
	$6x^2 + 20x + 12 (= 0)$ or $3x^2 + 10x + 6 (= 0)$	A1	Simplifying the expression to three terms	
	$\frac{-20 \pm \sqrt{20^2 - 4 \times 6 \times 12}}{2 \times 6}$ or $\frac{-10 \pm \sqrt{10^2 - 4 \times 3 \times 6}}{2 \times 3}$	M1	oe Allow one error –2.548... or –0.784... Strictly ft their quadratic	
	$\frac{-20 \pm \sqrt{20^2 - 4 \times 6 \times 12}}{2 \times 6}$ or $\frac{-10 \pm \sqrt{10^2 - 4 \times 3 \times 6}}{2 \times 3}$	A1ft	oe fully correct	
	–0.78 and –2.55	A1		
	<b>Additional Guidance</b>			
	One correct solution to 2 or more dp implies 4 marks Two correct solutions to more than 2 dp implies 5 marks			
	$3x^2 + 10x = -6$			M1M1A1
	ft their quadratic for the 4 <sup>th</sup> and 5 <sup>th</sup> marks If no real roots M1A1ft can still be awarded If quadratic factorises, must see correct factors for M1 and correct solutions for A1ft If quadratic does not factorise, attempt to factorise scores M0 “Their quadratic” must be in the form $ax^2 + bx + c (= 0)$ or equivalent, no credit for solving a quadratic embedded within fractions etc			



Q	Answer	Mark	Comments
---	--------	------	----------

<b>25</b> <b>Alt</b> <b>1 of 4</b>	<b>Alternative method 1</b>		
	8 ÷ 4 or 2	B1	4 × 2 = 8 or implies volume = 4 × area of triangle
	(Area of triangle =) $\frac{1}{2} \times x \times x \times \sin 60$ or $\frac{1}{2} \times x \times x \times \frac{\sqrt{3}}{2}$	B1	oe
	$\frac{1}{2} \times x \times x \times \sin 60 = 2$ or $\frac{1}{2} \times x \times x \times \frac{\sqrt{3}}{2} = 2$ or $(x^2 =) \frac{4}{\sin 60}$ or 4.59... or 4.6... or $(x^2 =) \frac{8}{\sqrt{3}}$  $\cos 30 = \frac{h}{2.149}$ or $\sin 60 = \frac{h}{2.149}$ or $2 = \frac{1}{2} \times 2.149 \times h$ or $h^2 = \frac{6}{\sqrt{3}}$ or $2\sqrt{3}$	M1	oe
	(h =) [1.81, 1.87] or (x =) [2.1, 2.15] or (x <sup>2</sup> =) [4.59, 4.66]	A1	oe
[1.81, 1.87] and No	A1		

<b>25</b> <b>Alt</b> <b>2 of 4</b> <b>3 of 4</b>	<b>Alternative method 2</b>		
	8 ÷ 4 or 2	B1	4 × 2 = 8 or implies volume = 4 × area of triangle
	(half the base =) $h \tan 30$	B1	oe
	$h \tan 30 \times h = 2$	M1	
	( $h^2 =$ ) [3.46, 3.47] or ( $h =$ ) [1.81, 1.87]	A1	
	[1.81, 1.87] and No	A1	
	<b>Alternative method 3</b>		
	8 ÷ 4 or 2	B1	4 × 2 = 8 or implies volume = 4 × area of triangle
	$\tan 60 = \frac{1.95}{\text{half the base}}$ or $\tan 30 = \frac{\text{half the base}}{1.95}$  or (half the base =) $\frac{1.95}{\tan 60}$ or (half the base) = $1.95 \times \tan 30$ or 1.125... or 1.13 or $\frac{13\sqrt{3}}{20}$	B1	
	their 1.125... × 1.95 or their 1.125... × 1.95 × 4	M1	oe
	(Area of triangle =) [2.19, 2.2] or (Volume of prism =) [8.7, 8.8]	A1	oe
	[2.19, 2.2] and No or [8.7, 8.8] and No	A1	

Q	Answer	Mark	Comments
<b>25</b> <b>Alt</b> <b>4 of 4</b>	<b>Alternative method 4</b>		
	8 ÷ 4 or 2	B1	4 × 2 = 8 or implies volume = 4 × area of triangle
	$x^2 = h^2 + \left(\frac{x}{2}\right)^2$ or $h^2 = x^2 - \left(\frac{x}{2}\right)^2$ or $h^2 = \frac{3}{4}x^2$ or $h = \frac{\sqrt{3}}{2}x$ or $\frac{1}{2}xh = 2$	B1	oe
	$\frac{1}{2}x \times \frac{\sqrt{3}}{2}x = 2$ or $\frac{1}{2} \times \frac{2}{\sqrt{3}}h \times h = 2$ or $h^2 = \frac{8}{\sqrt{3}} - \frac{2}{\sqrt{3}} \text{ or } \frac{6}{\sqrt{3}} \text{ or } 2\sqrt{3}$ or $h^2 = 2.149^2 - \left(\frac{2.149}{2}\right)^2$	M1	oe
	(h <sup>2</sup> =) [3.46, 3.47] or (h =) [1.81, 1.87]	A1	
	[1.81, 1.87] and No	A1	
	<b>Additional Guidance on next page</b>		

<b>Additional Guidance</b>		
<b>25 AG</b>	<p>Throughout mark scheme:  <math>x</math> represents the length of one side of the triangle  <math>h</math> represents the perpendicular height of the triangle</p> <p>The principle of this mark scheme is as follows</p> <p>Fact</p> <p>Different correct fact</p> <p>Any correct equation set up involving only one variable (need not be simplified)</p> <p>Any answer in range</p> <p>An answer in range giving the full solution with the correct conclusion</p>	<p>B1</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>A1</p>
	<p><math>\frac{1}{2} ab \sin C = 2</math> (given on the formula sheet)</p>	<p>B1B0</p>