



GCSE Mathematics

8300/1H-Paper 1 Higher Tier
Mark scheme

8300

June 2018

Version/Stage: 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

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.

| | |
|------------------------|--|
| M | Method marks are awarded for a correct method which could lead to a correct answer. |
| A | 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 | Marks awarded independent of method. |
| ft | Follow through marks. Marks awarded for correct working following a mistake in an earlier step. |
| SC | Special case. Marks awarded for a common misinterpretation which has some mathematical worth. |
| M dep | A method mark dependent on a previous method mark being awarded. |
| B dep | A mark that can only be awarded if a previous independent mark has been awarded. |
| oe | Or equivalent. Accept answers that are equivalent. eg accept 0.5 as well as $\frac{1}{2}$ |
| [a, b] | Accept values between a and b inclusive. |
| [a, b) | Accept values $a \leq \text{value} < b$ |
| 3.14 ... | Accept answers which begin 3.14 eg 3.14, 3.142, 3.1416 |
| Use of brackets | 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 student has used an incorrect method to obtain an answer, as a general principle, the benefit of doubt must be given to the student. In cases where there is no doubt that the answer has come from incorrect working then the student should be penalised.

Questions which ask students to show working

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

Questions which do not ask students to show working

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

Misread or miscopy

Students often copy values from a question incorrectly. If the examiner thinks that the student 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 student intended it to be a decimal point.

| Question | Answer | Mark | Comments |
|----------|--|------|--|
| 1 | 40 | B1 | |
| 2 | $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$ | B1 | |
| 3 | $5a - 4a^2$ | B1 | |
| 4 | 500 | B1 | |
| 5 | $5x + 15 < 60$ or $5x < 45$ or $x + 3 < 12$ | M1 | |
| | $x < 9$ or $9 > x$ | A1 | SC1 incorrect sign eg $x \leq 9$ or $x = 9$ or $x > 9$ or $x \geq 9$ or $x = < 9$ or answer of 9 |
| | Additional Guidance | | |
| | Allow use of other inequality signs or = if recovered to answer of $x < 9$ | | M1A1 |
| | Embedded answer of $5(9 + 3) < 60$ | | M0A0 |
| | $5x + 3 < 60$ followed by $x + 3 < 12$ followed by $x < 9$ is not a recovery, but is two errors | | M0A0 |

| Question | Answer | Mark | Comments |
|--|---|--------|--|
| 6 | $\frac{1.86}{1.6(0)}$ | M1 | oe $\frac{0.93}{0.8(0)}$ or $1\frac{0.26}{1.6}$ |
| | $\frac{186}{160}$ or $1\frac{26}{160}$ | A1 | oe with no decimal values |
| | $\frac{93}{80}$ or $1\frac{13}{80}$ | B1ft | ft correct simplification of their fraction using the digits 186 and 16(0) ignore incorrect conversion from $\frac{93}{80}$ to a mixed number |
| | Additional Guidance | | |
| | Cannot score B1ft from an incorrect mixed number | | |
| | $\frac{160}{186} = \frac{80}{93}$ | | M0A0B1ft |
| | $\frac{80}{93}$ implies B1ft | | M0A0B1ft |
| | $\frac{93}{80} = 1\frac{3}{80}$ (incorrect conversion to mixed number) | | M1A1B1 |
| | $\frac{186}{160} = \frac{31}{30}$ (incorrect simplification of fraction) | | M1A1B0 |
| | $\frac{93}{80} = \frac{31}{30}$ (incorrect simplification of fraction) | | M1A1B0 |
| | $\frac{93}{80} = \frac{0.93}{0.8}$ (incorrect simplification of fraction) | | M1A1B0 |
| | $\frac{186}{16} = \frac{93}{8}$ | | M0A0B1ft |
| | $\frac{1.86}{1.6} = \frac{9.3}{8}$ | | M1A0B0 |
| | $\frac{1.86}{1.6} = \frac{186}{16} = \frac{93}{8}$ | | M1A0B1ft |
| $\frac{1.86}{1.6} = \frac{86}{60} = \frac{43}{30}$ (simplification does not come from 186 and 16(0)) | | M1A0B0 | |

| Question | Answer | Mark | Comments |
|--|---|--------|---|
| 7 | <p>x-coordinate of $C = 12$ or y-coordinate of $C = 8$ or 12 marked on x-axis below C and 8 marked on y-axis left of C or x-coordinate of $D = 6 + 6 + 6$ or y-coordinate of $D = 2 + 3 + 3 + 3$ or $\frac{x}{6} = 3$ or $6 = (2 \times 0 + x) \div 3$ or $\frac{y-2}{5-2} = 3$ or $5 = (2 \times 2 + y) \div 3$ or 18 marked on x-axis below D or 11 marked on y-axis left of D</p> | M1 | <p>oe</p> <p>sets up a correct equation for x-coordinate of D or y-coordinate of D</p> |
| | <p>(C is the point) (12, 8) or (D is the point) (18, ...) or (... , 11) or 18 marked on x-axis below D and 11 marked on y-axis left of D</p> | A1 | condone missing brackets if intention is clear |
| | 18, 11 | A1 | |
| | Additional Guidance | | |
| | (12,8 , 18,11) on answer line with previous link to C and D | | M1A1A1 |
| | (12,8 , 18,11) on answer line with no previous link to C and D | | M1A1A0 |
| | 12, 8 on answer line with no other working | | M1A1A0 |
| Accept correct working on diagram and correct answer on diagram if not contradicted by answer line | | | |
| 11, 18 on answer line does not score the last mark, but may score M1A0 or M1A1 | | | |
| 11, 18 with no working | | M0A0A0 | |

| Question | Answer | Mark | Comments |
|--|---|------|------------------------------------|
| 8(a) | $\frac{31}{50}$ or 0.62 or 62% | B1 | oe fraction, decimal or percentage |
| | Additional Guidance | | |
| | 31 or 62 | B0 | |
| | 31 : 50 | B0 | |
| | 31 out of 50 or 31 in 50 | B0 | |
| | Ignore subsequent attempts to simplify $\frac{31}{50}$ or convert it to a decimal or percentage, eg $\frac{31}{50} = 0.6$ | B1 | |
| $\frac{31}{50} = 0.5$ oe is considered as choice | B0 | | |

| Question | Answer | Mark | Comments |
|--|--|------|--|
| 8(b) | Valid reason | B1ft | eg 31 is more than 19 (12) more heads than tails 31 is more than 25 $31 \neq 25$ (6) more than expected it should be 25 times heads and tails should be (roughly) equal it landed on heads more than half the times relative frequency/probability is more than 0.5 ft if their $0.62 > 0.5$ $0.62 > 0.5$ ft if their $0.62 > 0.5$ |
| | Additional Guidance | | |
| | ft is only available if comparing their relative frequency to 0.5, and their relative frequency must be greater than 0.5 | | |
| | Condone the probability given as 50/50 in otherwise correct reasons eg Probability is 50/50 so there should be 25 heads | B1 | |
| | There were only 19 tails | B1 | |
| | There weren't enough tails | B1 | |
| | Because it landed on heads 31 times and it should be 25/25 | B1 | |
| | It should be $\frac{1}{2}$ | B1 | |
| | The probability should be $\frac{1}{2}$ but it lands on heads 31 times | B1 | |
| | There were 31 heads | B0 | |
| | There were 19 tails | B0 | |
| | There were 31 heads and 19 tails | B0 | |
| | The coin could be fixed | B0 | |
| Incorrect statement eg 31 is 22 more than 19 | B0 | | |

| Question | Answer | Mark | Comments |
|----------|---|-------|---|
| 9 | Alternative method 1 | | |
| | $-2\frac{7}{8} + 15\frac{1}{4}$ or $15\frac{2}{8}$ or $(-2.875 \text{ and } 15.25)$ or $(-)\frac{23}{8} \text{ and } \frac{61}{4}$ | M1 | oe common denominator for both fractional parts of the mixed numbers conversion of both numbers to decimals with at least one correct conversion of both numbers to improper fractions with at least one correct |
| | $-2\frac{7}{8} + 15\frac{2}{8}$ or $-2.875 + 15.25$ or $-\frac{23}{8} + \frac{122}{8}$ | M1dep | oe common denominator correct decimals oe common denominator |
| | $\frac{99}{8}$ or $12\frac{3}{8}$ or 12.375 | A1 | oe fraction, mixed number or decimal |
| | Alternative method 2 | | |
| | $-2 + 15$ and $(-)\frac{7}{8} + \frac{1}{4}$ | M1 | |
| | $-2 + 15$ and $(-)\frac{7}{8} + \frac{2}{8}$ or $13 - \frac{5}{8}$ | M1dep | oe common denominator |
| | $\frac{99}{8}$ or $12\frac{3}{8}$ or 12.375 | A1 | oe fraction, mixed number or decimal |
| | Additional Guidance | | |
| | $15\frac{1}{4} - -2\frac{7}{8}$ scores M0, but followed by $15\frac{2}{8} + 2\frac{7}{8}$ scores M1 on Alt 1 | | |
| | Values in 2 nd mark must be correct; no ft from incorrect conversion | | |
| | $\frac{99}{8}$ incorrectly converted to a decimal or mixed number | | M1M1A1 |
| | $13\frac{-5}{8}$ | | M1M1A0 |

| Question | Answer | Mark | Comments |
|----------|--|------|---|
| 10 | (x =) 3 and (y =) 2 in correct positions | B2 | B1 $y = \frac{24}{x}$ or $4 = \frac{k}{6}$ or $k = 24$ oe or (x =) 3 in correct position above 8 or (y =) 2 in correct position below 12 |
| | Additional Guidance | | |
| | $y = \frac{1}{kx}$ or $4 = \frac{1}{6k}$ oe followed by $k = \frac{1}{24}$, with no or incorrect values in table | B1 | |

| Question | Answer | Mark | Comments |
|----------|--|-------|---|
| 11 | Alternative method 1 – width of small rectangle is x (any letter) | | |
| | x and $2x$ or $x + 2x + x + 2x$ or $6x$ | M1 | oe |
| | $x + 2x + x + 2x = 15$ or $6x = 15$ | M1dep | oe |
| | $(x =) 2.5$ | A1 | from correct working or with 5 as the other dimension or with 7.5 as the length of the large rectangle |
| | 25 | A1ft | ft $10 \times$ their 2.5 with M1M1 awarded |
| | Alternative method 2 – length of small rectangle is x (any letter) | | |
| | x and $\frac{x}{2}$ or $x + \frac{x}{2} + x + \frac{x}{2}$ or $3x$ | M1 | oe |
| | $x + \frac{x}{2} + x + \frac{x}{2} = 15$ or $3x = 15$ | M1dep | oe |
| | $(x =) 5$ | A1 | from correct working or with 2.5 as the other dimension or with 7.5 as the length of the large rectangle |
| | 25 | A1ft | ft $5 \times$ their 5 with M1M1 awarded |
| | Alternative method 3 – a = width of small rectangle and b = length of small rectangle (any letters) | | |
| | $b = 2a$ or $10a$ or $5b$ | M1 | correct expression for perimeter of the large rectangle in one variable |
| | $6a = 15$ or $3b = 15$ | M1dep | correct equation in one variable |
| | $(a =) 2.5$ or $(b =) 5$ | A1 | from correct working or with both values correct or with one value correct and 7.5 as the length of the large rectangle |
| | 25 | A1ft | ft $10 \times$ their a or $5 \times$ their b with M1M1 awarded |

| | | | |
|-----------------|---|-------|--|
| 11(cont) | Alternative method 4 – trial and improvement using ratio of sides | | |
| | length = 2 × width seen or implied | M1 | |
| | Two correctly evaluated trials for perimeter of small rectangle with length = 2 × width | M1dep | eg 8 + 4 + 8 + 4 = 24 and 10 + 5 + 10 + 5 = 30 |
| | 2.5 and 5 | A1 | implied by 2.5 + 5 + 2.5 + 5 = 15 |
| | 25 | A1 | |
| | Additional Guidance | | |
| | Note that there is no ft in method 4 | | |
| | In all methods, marks can be awarded for annotation of the diagram, with lengths clearly identified, or working inside or alongside the diagram eg 2.5 and 5 marked correctly as the dimensions of the small rectangle 2.5 marked as the width of the small rectangle and 7.5 marked as the length of the large rectangle | | M1M1A1 M1M1A1 |
| | If full marks not awarded, mark both the diagram and working then award the better mark | | |
| | In alt 4, one or more trials may be crossed out to indicate that they do not give the correct perimeter. Do not treat this as the usual crossed out work not to be marked if replaced. | | |

| Question | Answer | Mark | Comments |
|--|---|------|--------------------------------|
| 12 | One correct conversion to a comparable form 0.08×10^{-2} or 0.0008 400×10^{-4} or 0.04 0.06×10^{-2} or 0.0006 7×10^{-2} or 700×10^{-4} | M1 | |
| | 6×10^{-4} 8×10^{-4} 4×10^{-2} 0.07 with no clearly incorrect working | A1 | oe accept in converted form |
| | Additional Guidance | | |
| | Correct answer from clearly incorrect working | A0 | |
| | Accept numbers with two decimal points if it is clear that the point has been moved to the correct place eg 0.0008.0 with curved lines between each place value between the decimal points | | |
| If the numbers are converted into fractions, at least two must be given correctly with common denominators to score the first mark eg $\frac{4}{100}$ and $\frac{7}{100}$ eg $\frac{6}{1000}$ and $\frac{8}{1000}$ only eg $\frac{6}{10\,000}$ and $\frac{7}{100}$ only | M1 M0 M0 | | |
| 13 | 15 000 mm ³ | B1 | |

| Question | Answer | Mark | Comments | | |
|---|--|------|--|--|--|
| 14(a) | At least 3 correct pairs from 15 and 16 20 and 20 25 and 24 30 and 28 35 and 32 40 and 36 or $9(10 + 5n) = 10(12 + 4n)$ or $9(5n) = 10(4n + 4)$ or $9(5 + 5n) = 10(8 + 4n)$ or 7 rows added to A | M1 | oe pairs may be seen as ratios oe equation, where n is the number of new rows (correct answer is 6) oe equation, where n is the total number of rows (correct answer is 8) oe equation, where n is the number of new rows after Pattern A (correct answer is 7) not implied by answer 7 | | |
| | 6 | | A1 | | |
| | Additional Guidance | | | | |
| | 6 with no incorrect working | | M1A1 | | |
| | 7 or 8 with no working | | M0A0 | | |
| Multiplication of ratio with no working worthy of M1 eg 10 : 9 20 : 18 30 : 27 40 : 36 | M0A0 | | | | |

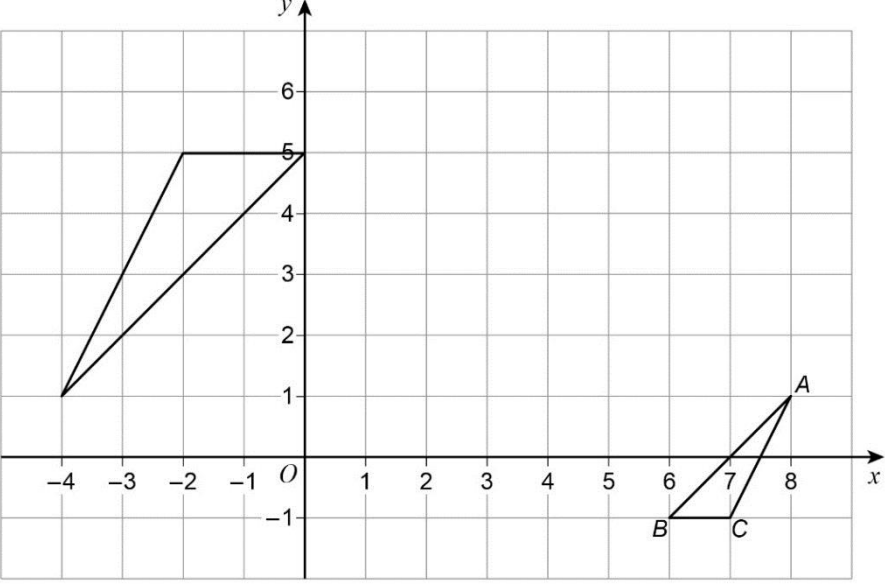
| Question | Answer | Mark | Comments |
|---|---|--------|------------------------|
| 14(b) | Alternative method 1 | | |
| | $12 \div 20$ or $0.6(0)$ | M1 | oe |
| | their $0.6(0) \times 3 \div 2$ or $0.9(0)$ or $14.4(0)$ or 26.4 | M1dep | oe |
| | 26.40 | A1 | correct money notation |
| | Alternative method 2 | | |
| | $12 \times 3 \div 2$ or 18 | M1 | oe |
| | their $18 \div 20$ or $0.9(0)$ or their $18 \div 5 \times 4$ or $14.4(0)$ or 26.4 | M1dep | oe |
| | 26.40 | A1 | correct money notation |
| | Alternative method 3 | | |
| | $12 \div 5 \times 4$ or $9.6(0)$ | M1 | oe |
| | their $9.6(0) \times 3 \div 2$ or $14.4(0)$ or 26.4 | M1dep | oe |
| | 26.40 | A1 | correct money notation |
| | Alternative method 4 | | |
| | $16 \div 2 \times 3$ or 24 or 44 | M1 | oe |
| | their $24 \times 12 \div 20$ or $14.4(0)$ or their $44 \times 12 \div 20$ or 26.4 | M1dep | oe |
| | 26.40 | A1 | correct money notation |
| | Additional Guidance | | |
| | Condone 26.40p | | M1M1A1 |
| 20 \div 12 or 1.66... or 1.67 with no working that is worthy of M1 | | M0M0A0 | |
| £18 from using £12 as the cost of one line (may give a total of £528) | | M1M0A0 | |

| Question | Answer | Mark | Comments |
|---|--|-------|---------------------------------|
| 15 | Alternative method 1 | | |
| | 0.25 + 0.15 + 0.3 or 0.7 | M1 | oe eg 1 – 0.05 – 0.05 – 0.2 |
| | their 0.7 × 200 | M1dep | oe implied by $\frac{140}{200}$ |
| | 140 | A1 | |
| | Alternative method 2 | | |
| | 0.25 × 200 or 50 or 0.15 × 200 or 30 or 0.3 × 200 or 60 | M1 | oe |
| | 0.25 × 200 + 0.15 × 200 + 0.3 × 200 or 50 + 30 + 60 | M1dep | oe implied by $\frac{140}{200}$ |
| | 140 | A1 | |
| | Alternative method 3 | | |
| | (0.05 + 0.05 + 0.2) × 200 or 2 × 0.05 × 200 + 0.2 × 200 or 2 × 10 + 40 or 60 | M1 | oe |
| | 200 – their 60 | M1dep | oe implied by $\frac{140}{200}$ |
| | 140 | A1 | |
| | Additional Guidance | | |
| | Ignore attempt to simplify $\frac{140}{200}$ | | M1M1A0 |
| | $\frac{140}{200}$ and 140 both on answer line | | M1M1A0 |
| Do not allow a misread of any probability | | | |
| 16 | 5 : 6 | B1 | |
| 17 | $\frac{x}{\sin 42^\circ} = \frac{15}{\sin 104^\circ}$ | B1 | |

| Question | Answer | Mark | Comments |
|--|---|-------|--|
| 18 | $\pi \times 10^2 - \pi \times 7^2$ or $100\pi - 49\pi$ or 51π or $\frac{1}{2} \times \pi \times 10^2 - \frac{1}{2} \times \pi \times 7^2$ or $\frac{1}{2} \times 100\pi - \frac{1}{2} \times 49\pi$ or $\frac{1}{2} \times 51\pi$ or 25.5π | M1 | oe implied by 102π method to work out front and/or back faces – must not be part of a method to work out volume ($\times 30$) may be taken to be full circles |
| | $2 \times \pi \times 10 \times 30$ or 600π or $\frac{1}{2} \times 2 \times \pi \times 10 \times 30$ or 300π or $2 \times \pi \times 7 \times 30$ or 420π or $\frac{1}{2} \times 2 \times \pi \times 7 \times 30$ or 210π or 1020π or 510π | M1 | oe method to work out outer and/or inner curved surfaces may be taken to be full circles 1122π implies M1M1 |
| | $\left(\frac{1}{2} \times \pi \times 10^2 - \frac{1}{2} \times \pi \times 7^2\right) \times 2$ $+ \frac{1}{2} \times 2 \times \pi \times 10 \times 30$ $+ \frac{1}{2} \times 2 \times \pi \times 7 \times 30$ or $2 \times 25.5\pi + 300\pi + 210\pi$ or 561π | M1dep | oe dep on M1M1 correct method to work out total of front, back, outer curved and inner curved surfaces |
| | $2 \times 30 \times 3$ or 180 | M1 | implied by an answer of $n\pi + 180$ do not award if 180 is used as 180π |
| | $561\pi + 180$ | A1 | |
| | Additional Guidance | | |
| 150π and 105π implies use of radius for curved surface areas | | | max M1M0M0M1A0 |
| Condone use of [3.14, 3.142] for π up to M1M1M0M1A0 | | | |

| Question | Answer | Mark | Comments | |
|-----------------------------------|---|------|--|--|
| 19(a) | 300 | B2 | B1 1100 or 1400 seen | |
| 19(b) | 4 | B1 | | |
| | Additional Guidance | | | |
| | Ignore incorrect 'units' eg 4 people | | B1 | |
| 19(c) | Ticks type B and gives valid reason | B2 | eg valid reasons (median for A is) 1260 and (median for B is) 1300 median for B is 40 more (than A) B1 no or incorrect decision and (median for A is) 1260 and (median for B is) 1300 or no or incorrect decision and median for B is 40 more (than A) or ticks type B and (median for B is) 1300 and (median for A is) 1230 or 1280 or ticks type B and B has a larger median (than A) (if one median given it must be correct) | |
| | Additional Guidance | | | |
| | If median values are not given in the wording, look for values on the graph and box plot | | | |
| | Ticks type B but gives no valid reason | | B0 | |
| | Allow use of average or middle for median, or a correct description eg 'top 50%'. Do not accept 'mean' or 'mode' or other statistical measures for median | | | |
| | Ignore comments about measures other than the median | | | |
| Ignore units given in explanation | | | | |

| Question | Answer | Mark | Comments |
|--|---|-------|--|
| 20 | Alternative method 1 | | |
| | (5 th term =) $a + 10b + 4b + 4b$ or (5 th term =) $a + 18b$ | M1 | oe |
| | $a + 6b = 8$ and $a + 18b = 44$ | M1dep | oe correct simultaneous equations eg $3a + 18b = 24$ and $a + 18b = 44$ implied by $12b = 36$ or $2a = -20$ |
| | $b = 3$ or $a = -10$ | A1 | |
| | $a = -10$ and $b = 3$ | A1 | |
| | Alternative method 2 | | |
| | ($d =$) $\frac{44 - 8}{3}$ or ($d =$) $\frac{36}{3}$ or ($d =$) 12 | M1 | any letter |
| | $4b = 12$ | M1dep | oe |
| | $b = 3$ | A1 | |
| | $a = -10$ and $b = 3$ | A1 | |
| | Additional Guidance | | |
| Correct substitution without writing simultaneous equations scores the first two marks on alt 1 eg ($a = 8 - 6b$ and) $8 - 6b + 18b = 44$ | | | M1M1 |

| Question | Answer | Mark | Comments |
|----------|---|------|---|
| 21 | Triangle with vertices $(-4, 1)$ and $(0, 5)$ and $(-2, 5)$ | B2 | B1 one of $(-4, 1)$ $(0, 5)$ $(-2, 5)$ or triangle correct size and orientation in wrong position |
| | Additional Guidance | | |
| | Triangle must be drawn for B2 | | |
| | Ignore labelling of vertices on enlarged triangle | | |
| |  | B2 | |
| 22 | $A \cup B'$ | B1 | |

| Question | Answer | Mark | Comments |
|--|--|-------|--|
| 23 | Alternative method 1 | | |
| | $\frac{6}{5}$ or $\frac{3}{4}$ | M1 | oe fractions, decimals or percentages, but not $\frac{6}{5}$ as a mixed number |
| | $\frac{6}{5} \times \frac{3}{4}$ or $\frac{18}{20}$ or $\frac{9}{10}$ or 0.9 or 90% or 0.1 or 10% | M1dep | oe fractions or decimals, but not $\frac{6}{5}$ as a mixed number |
| | $\frac{1}{10}$ | A1 | oe fraction |
| | Alternative method 2 | | |
| | Chooses value for price and increases by $\frac{1}{5}$ or chooses number of laptops and decreases by $\frac{1}{4}$ | M1 | correct method or value for either eg (£)5 and (£)6 or 20 (laptops) and 15 (laptops) |
| | Chooses value for price and increases by $\frac{1}{5}$ and chooses number of laptops and decreases by $\frac{1}{4}$ and $\frac{\text{reduced income}}{\text{original income}} (\times 100)$ or $\frac{\text{reduction}}{\text{original}} (\times 100)$ | M1dep | correct method or values eg $\frac{6 \times 15}{5 \times 20} (\times 100)$ or $\frac{5 \times 20 - 6 \times 15}{5 \times 20} (\times 100)$ |
| | $\frac{1}{10}$ | A1 | oe fraction |
| | Additional Guidance | | |
| | For full marks, accept a fraction equivalent to $\frac{1}{10}$ incorrectly simplified, but not converted to a decimal or percentage | | M1M1A1 M1M1A0 |
| | If both methods tried and answer incorrect, award better method mark | | |
| Accept variables in any working for M1M1 | | | |

| Question | Answer | Mark | Comments |
|----------|---|------|--|
| 24(a) | $\frac{1}{16}$ | B3 | B2 2^{-4} or $\frac{1}{2^4}$ or 4^{-2} or $\frac{1}{4^2}$ or 16^{-1} or 0.5^4 or $\frac{16384}{262144}$ oe fraction B1 2^{18} or $2^5 \div 2^9$ or $(2^2)^{-2}$ or $4^7 \div 4^9$ |
| 24(b) | $25 \times 25^{\frac{1}{2}}$ or $(25^{\frac{1}{2}})^3$ or $(25^3)^{\frac{1}{2}}$ or $25 (\times) \sqrt{25}$ or 25×5 or 5^3 or $\sqrt{25^3}$ or $(\sqrt{25})^3$ or $\sqrt{15625}$ or $15625^{\frac{1}{2}}$ or $\sqrt{25 \times 25^2}$ or $\sqrt{25 \times 625}$ | M1 | oe condone \pm on any $\sqrt{\quad}$ |
| | 125 | A1 | |
| | Additional Guidance | | |
| | ± 125 | | M1A0 |
| 25(a) | 300 | B1 | |
| 25(b) | 240 | B1 | |

| Question | Answer | Mark | Comments |
|----------|--|-------|---|
| 26 | Alternative method 1 | | |
| | $\frac{4}{5} : \frac{2}{3} : 1$ | M1 | |
| | $\frac{12}{15} : \frac{10}{15} : \frac{15}{15}$ | M1dep | oe common denominator implied by correct unsimplified ratio eg 24 : 20 : 30 |
| | 12 : 10 : 15 | A1 | |
| | Alternative method 2 | | |
| | $a : c = 4 : 5$ or $b : c = 2 : 3$ | M1 | oe may be seen as part of a ratio with three values |
| | $a : c = 12 : 15$ and $b : c = 10 : 15$ | M1dep | oe with c values equal |
| | 12 : 10 : 15 | A1 | |
| | Alternative method 3 | | |
| | $(5a =) 6b = 4c$ or $1 : \frac{5}{6} : \frac{5}{4}$ or $\frac{6}{5} : 1 : \frac{6}{4}$ | M1 | oe ratio |
| | $\frac{12}{12} : \frac{10}{12} : \frac{15}{12}$ or $\frac{24}{20} : \frac{20}{20} : \frac{30}{20}$ | M1dep | oe common denominator implied by correct unsimplified ratio eg 24 : 20 : 30 |
| | 12 : 10 : 15 | A1 | |
| | Alternative method 4 | | |
| | Picks values so that a is four fifths of c and b is two thirds of c | M1 | eg $(a =) 60, (b =) 50, (c =) 75$ $(a =) 4, (b =) \frac{10}{3}, (c =) 5$ |
| | Correct ratio for their values as integers or fractions with a common denominator | M1dep | eg 60 : 50 : 75 or $\frac{12}{3} : \frac{10}{3} : \frac{15}{3}$ |
| | 12 : 10 : 15 | A1 | |

| Question | Answer | Mark | Comments |
|--------------|--|------|--|
| 27(a) | Ticks No and gives valid reason | B1 | eg valid reasons could use formula could complete the square could use $\frac{-3 \pm \sqrt{29}}{2}$ |
| | Additional Guidance | | |
| | Any working or solutions shown must be correct | | |
| | If the quadratic formula is written down it must be correct | | |
| | Ignore irrelevant non-contradictory statements | | |
| | Ticks No and 'There are other methods' | | B1 |
| | Ticks No and ' <i>a</i> and <i>b</i> could be decimals' | | B1 |
| | Ticks No and 'She could draw a graph' | | B1 |
| | Ticks No and 'All quadratic equations can be solved (even if the solutions aren't real numbers)' | | B1 |
| | Ticks No and 'The discriminant is positive' | | B1 |
| | Ticks No and 'Not all quadratics factorise' | | B0 |
| | Ticks No and 'It does factorise' | | B0 |
| Ticks Yes | | B0 | |

| Question | Answer | Mark | Comments |
|---|--|--------|--|
| 27(b) | $(x + 3)^2 = \frac{4}{9}$ or $\sqrt{9}(x + 3) = (\pm)\sqrt{4}$ or $3(x + 3) = (\pm)2$ or $\left(x + 3 + \frac{2}{3}\right)\left(x + 3 - \frac{2}{3}\right)$ | M1 | oe |
| | $x + 3 = \pm\sqrt{\frac{4}{9}}$ or $3x = \pm 2 - 9$ or $x + 3 = \pm\frac{2}{3}$ | M1dep | oe eg $(x =) -3 \pm\sqrt{\frac{4}{9}}$ $(x =) \frac{2}{3} - 3$ and $(x =) -\frac{2}{3} - 3$ |
| | $-\frac{7}{3}$ and $-\frac{11}{3}$ with correct working for M1M1 | A1 | allow equivalent fractions or recurring decimals or mixed numbers |
| | Additional Guidance | | |
| | For up to M1M1, allow 0.66... or 0.67 for $\frac{2}{3}$ and $-2.33...$ for $-\frac{7}{3}$ and $-3.66...$ or -3.67 for $-\frac{11}{3}$ | | |
| | Answers $-2.33...$ and $-3.66...$ or -3.67 with correct working | | M1M1A0 |
| | $(x =) -\frac{7}{3}$ and $(x =) -\frac{11}{3}$ with no correct working | | M0M0A0 |
| Do not allow incorrect conversion of correct solutions | | M1M1A0 | |
| Allow $3(x + 3) = (\pm) 2$ followed by $3x + 9 = (\pm) 2$ etc as a correct method even though it includes a bracket expansion | | | |

| Question | Answer | Mark | Comments |
|----------|--|------|--|
| | $\frac{14\sqrt{5}}{3}$ | B3 | oe eg $\frac{28\sqrt{5}}{6}$ B2 $(\sqrt{2\frac{2}{9}} =) \frac{2\sqrt{5}}{3}$ or $(\sqrt{80} =) 4\sqrt{5}$ and $(\sqrt{2\frac{2}{9}} =) \frac{\sqrt{20}}{3}$ or $(\sqrt{2\frac{2}{9}} =) \frac{2\sqrt{5}}{\sqrt{9}}$ B1 $(\sqrt{80} =) 4\sqrt{5}$ or $(\sqrt{2\frac{2}{9}} =) \frac{\sqrt{20}}{3}$ or $(\sqrt{2\frac{2}{9}} =) \frac{2\sqrt{5}}{\sqrt{9}}$ |
| 28 | Additional Guidance | | |
| | For B1 or B2, allow $\frac{6\sqrt{5}}{9}$ for $\frac{2\sqrt{5}}{3}$ and $\frac{\sqrt{180}}{9}$ for $\frac{\sqrt{20}}{3}$ | | |
| | $\frac{14}{3}\sqrt{5}$ | B3 | |
| | $16\sqrt{5} + \frac{2\sqrt{5}}{3} = \frac{50\sqrt{5}}{3}$ | B2 | |
| | $4\sqrt{5} + \frac{2\sqrt{5}}{3} = 4\frac{2}{3}\sqrt{5}$ | B2 | |
| | $4\sqrt{5} + \frac{2\sqrt{5}}{9} = \frac{38\sqrt{5}}{9}$ | B1 | |
| | $2\sqrt{20} + \frac{\sqrt{20}}{3} = \frac{7\sqrt{20}}{3}$ | B1 | |

| Question | Answer | Mark | Comments |
|----------|---|------|--|
| 29(a) | Alternative method 1 | | |
| | $(x + 3)^2 - 1$ | M1 | |
| | $x^2 + 3x + 3x + 9 - 1$ or $x^2 + 6x + 8$ | M1 | oe |
| | $b = 6$ and $c = 8$ | A1 | SC1 $b = 6$ or $c = 8$ |
| | Alternative method 2 | | |
| | $(x - 3)^2 + b(x - 3) + c = x^2 - 1$ | M1 | |
| | $x^2 - 6x + 9 + bx - 3b + c = x^2 - 1$ | M1 | |
| | $b = 6$ and $c = 8$ | A1 | SC1 $b = 6$ or $c = 8$ |
| | Alternative method 3 | | |
| | $(x + 3 + 1)(x + 3 - 1)$ or $(x - - 4)(x - - 2)$ or $(x + 4)(x + 2)$ | M1 | difference of two squares from the original roots |
| | $x^2 + 4x + 2x + 8$ or $x^2 + 6x + 8$ | M1 | |
| | $b = 6$ and $c = 8$ | A1 | SC1 $b = 6$ or $c = 8$ |
| | Additional Guidance | | |
| | Working out the roots of the original curve or the translated curve is not enough for M1 in alt 3 | | |

| Question | Answer | Mark | Comments |
|----------|--|------|-------------|
| 29(b) | $y = 1 - x^2$ or $y = -x^2 + 1$ | B1 | oe equation |
| | Additional Guidance | | |
| | $-y = x^2 - 1$ | | B1 |
| | $y = -(x^2 - 1)$ | | B1 |
| | $y = -(x - 1)(x + 1)$ | | B1 |
| | $y = 1 - (-x)^2$ | | B1 |
| | $(y = 1 - x^2$ in working with answer) $1 - x^2$ | | B0 |
| | $y = (-x)^2 + 1$ | | B0 |
| | $f(x) = 1 - x^2$ | | B0 |

| | | | |
|--|---|----|--|
| 30 | $\frac{\sqrt{3}}{2} \times \sqrt{3} + \frac{1}{2}$ $= \frac{3}{2} + \frac{1}{2}$ $= 2$ | B3 | B2 $\frac{\sqrt{3}}{2} \times \sqrt{3} + \frac{1}{2}$ B1 $\cos 30^\circ = \frac{\sqrt{3}}{2}$ or $\tan 60^\circ = \sqrt{3}$ or $\sin 30^\circ = \frac{1}{2}$ |
| | Additional Guidance | | |
| | For B3 all steps must be shown | | |
| | Allow $\frac{\sqrt{3}}{2} \times \sqrt{3} + \frac{1}{2}$ given as $\frac{\sqrt{3}}{2} \times \sqrt{3}$, followed by their $\frac{3}{2} + \frac{1}{2}$ | | |
| | Allow equivalent expressions for all trig values eg $\cos 30^\circ = \frac{\sqrt{3}}{2}$ $\sin 30^\circ = \frac{1}{2}$ $\tan 60^\circ = \frac{\sqrt{3}}{1}$ | | |
| For B1 allow the trig value(s) given in a table unless contradicted in working | | | |