

**GCSE
MATHEMATICS
8300/2F**

Foundation Tier Paper 2 Calculator

Mark scheme
November 2022

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 Examiner.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

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.

Q	Answer	Mark	Comments
1	75	B1	

Q	Answer	Mark	Comments
2	$\frac{3}{100}$	B1	

Q	Answer	Mark	Comments
3	-5°C	B1	

Q	Answer	Mark	Comments
4	P	B1	

Q	Answer	Mark	Comments
5(a)	d^2	B1	
	Additional Guidance		
	Allow D^2		B1
	$dd = d^2$		B1
	dd		B0
	$1d^2$		B0
	$d2$		B0

Q	Answer	Mark	Comments
5(b)	1 or n^0	B1	
	Additional Guidance		
	$\frac{n}{n} = 1$ or $\frac{n}{n} = n^0$		B1
	$\frac{n}{n}$		B0
	$\frac{1}{1}$ or $1 \div 1$		B0










Q	Answer	Mark	Comments
5(c)	$2t$	B1	
	Additional Guidance		
	Allow 2T		B1
	$2 \times t = 2t$		B1
	$2 \times t$		B0
	2^t		B0
	$\frac{2t}{1}$ or $\frac{2}{1}t$		B0

Q	Answer	Mark	Comments
6(a)	1000 or 10^3	B1	
	Additional Guidance		
	Allow commas but not decimal points eg 1,000 or 10,00 eg 1.000 or 10.00		B1 B0

Q	Answer	Mark	Comments
6(b)	4.7 or $\frac{47}{10}$ or $4\frac{7}{10}$	B1	
	Additional Guidance		
	Allow extra zeros eg 4.70		B1

Q	Answer	Mark	Comments
6(c)	$\frac{1}{4}$	B1	oe fraction eg $\frac{2}{8}$
	Additional Guidance		
	0.25		B0

Q	Answer	Mark	Comments
6(d)	19 19 or -19 -19	B1	accept $\sqrt{361}$ $\sqrt{361}$
	Additional Guidance		
	Condone 19 only in one box if other box is blank		B1
	Condone -19 only in one box if other box is blank		B1
	Condone $\sqrt{361}$ only in one box if other box is blank		B1

Q	Answer	Mark	Comments						
7(a)	(One test) One and a half symbols	B1	allow any orientation for the half circle						
	(Two tests) Three symbols	B1							
	(Three tests) Four symbols	B1	SC1 totals seen for either pictogram ie 12, 16, 6 for group A or 6, 12, 16 or 1.5, 3, 4 for group B						
	Additional Guidance								
	Mark intention eg accept any attempt at circle and half circle symbol (unless obviously intended to be quarter or three-quarter circle) and allow different sizes and symbols such as plain circles								
	Two half circle symbols are not acceptable for a whole circle (unless joined to make a circle)								
	Alignment of symbols is not being tested								
	Apart from the Special Case, ignore numbers given								
	SC1 may be implied by 6, 12 and 16 symbols								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 5px;">One test</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Two tests</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Three tests</td> <td style="text-align: center; padding: 5px;"></td> </tr> </tbody> </table>			One test		Two tests		Three tests	
One test									
Two tests									
Three tests									

Q	Answer	Mark	Comments
7(b)	$\frac{17}{25}$ or 0.68 or 68% or 25 – 17 or 8 seen	M1	oe may be seen in a calculation eg $1 - \frac{17}{25}$
	$\frac{8}{25}$ or 0.32 or 32%	A1	oe
	Additional Guidance		
	Ignore simplification or conversion if correct answer seen		
	$\frac{8}{25}$ in working or on answer line with 8 on answer line		M1A0
	Ignore words if correct answer seen eg $\frac{8}{25}$ unlikely		M1A1
	Answer 8 : 25 or 8 : 17 or 17 : 8 (even if correct answer also seen)		M1A0
	8 out of 25 without correct answer seen		M1A0
	Answer 17 : 25 only		M0A0
	eg $\frac{8}{17}$ or $\frac{1}{8}$ or 8% implies 8		M1

Q	Answer	Mark	Comments
8	$3 \times 13 + 4 \times -2$ or ($3r =$) 39 or ($4t =$) -8	M1	oe
	31	A1	
	Additional Guidance		
	39 + 8		M1A0
	39 or -8 may be implied by a calculation eg $3 \times 13 + 4 \times 2 = 47$		M1A0
	47 only does not imply 39		M0A0
	Values are not implied by incorrect expressions eg only $39r$		M0
	Incorrect further work		A0

Q	Answer	Mark	Comments
9	Alternative method 1 Using number of coins left		
	295 ÷ 8 or 36(.875) or 36.88 or 36.9	M1	oe implied by $(295 \div 20) \div 8$ or $14.75 \div 8$ or 1.84...
	their 36×8 or 288 or their 36.875 – their 36 or 0.8(75) or 0.88	M1dep	oe their 36 must be an integer
	295 – their 288 or their 0.875×8 or 7 (coins left)	M1dep	oe implied by $0.875 \times 20 \times 8$ or 0.875×160 or 140 or 1.4
	1.40	A1	
	Alternative method 2 Using total value of coins given		
	295 ÷ 8 or 36(.875) or 36.88 or 36.9	M1	oe implied by $(295 \div 20) \div 8$ or $14.75 \div 8$ or 1.84...
	their $36 \times 20 \times 8$ or their 36×160 or 5760	M1dep	oe their 36 must be an integer
	295 × 20 or 5900	M1	oe
	1.40	A1	
	Alternative method 3 Using value of coins given to each child		
	295 ÷ 8 or 36(.875) or 36.88 or 36.9	M1	oe implied by $(295 \div 20) \div 8$ or $14.75 \div 8$ or 1.84...
	their 36×20 or 720	M1dep	oe their 36 must be an integer
	295 ÷ 8 × 20 or 5900 ÷ 8 or 737(.5) or 738	M1dep	oe dep on 1st M1 only
	1.40	A1	

Additional Guidance is on the next page

Additional Guidance	
9 cont	Up to M3 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts
	Use the scheme that awards most marks
	Methods are shown in pence but equivalent working may be in pounds
	NB 7 coins per child or (£)7, possibly from truncating £7.37 or £7.20 or from $56 \div 8$, does not imply M3 in Alt 1. The 7 must be coins left
	Alt 3 740 or 7.4(0) with no method does not imply 737.5 or 7.375
	In Alt 2 the 3rd mark is not dependent
	Note that the third mark in Alt 3 implies the first mark ie 737(.5) or 738
	M1M0M1

Q	Answer	Mark	Comments	
10	62 – 54 or 8 or 54 – 62 or –8 or $\frac{62 - 54}{2}$ or 4 or $\frac{54 - 62}{2}$ or –4 or $\frac{62 + 54}{2}$ or $\frac{116}{2}$ or 58 or $2 + 16 + 13 + 27 = 58$ or $1 + 15 + 12 + 30 = 58$	M1	oe eg $1 + 15 + 16 + 30 - 2 - 12 - 13 - 27$ or $2 + 12 + 13 + 27 - 1 - 15 - 16 - 30$ or $- 1 + 3 + 3 + 3$ or $1 - 3 - 3 - 3$	
	12 and 16	A1	either order	
	Additional Guidance			
	Up to M1 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts			
	Answer 12 and 16 even if working unclear (eg many attempts)			M1A1
58 only seen from an incorrect addition			M0	

Q	Answer	Mark	Comments
11	$p = m + 5$	B1	

Q	Answer	Mark	Comments
12(a)	30 or $\frac{1}{2}$ and 15 or $\frac{1}{4}$ or 45 or $\frac{3}{4}$	M1	oe allow no units or incorrect units may be on graph
	45 minutes or $\frac{3}{4}$ hour	A1	oe
	Additional Guidance		
	Allow abbreviated units eg 45 min(s) eg condone 45 m eg $\frac{3}{4}$ h		M1A1 M1A1 M1A1
	45 minutes in working with answer 45		M1A1
	$\frac{3}{4}$ hour in working with answer $\frac{3}{4}$		M1A1
	0.3 + 0.15 is M0 unless recovered to 45		

Q	Answer	Mark	Comments
12(b)	29 or $4 + 25$	M1	oe may be embedded 29 may be on graph eg on y-axis
	58	A1	SC1 54
	Additional Guidance		
	29 × 2 with no or incorrect evaluation		M1A0
	Allow the first mark embedded in a calculation eg $29 + 4$ or $29 + 5 + 25$ or $29 + 29 + 25 + 25$ or $29 - 25$		M1A0

Q	Answer	Mark	Comments
13	Cannot be true Cannot be true Might be true	B3	B1 for each any clear indication
	Additional Guidance		
	Only one cross in a row – mark the cross		
	A tick and cross(es) in a row – mark the tick		
	More than one tick in a row scores B0 for that row		

Q	Answer	Mark	Comments
14(a)	$\frac{165 + 567}{12}$ or $\frac{732}{12}$	M1	oe
	61	A1	SC1 212.25
	Additional Guidance		
	Only $165 + 567 \div 12$ with brackets missing		M0A0
	61.00		M1A1
	61.0		M1A0

Q	Answer	Mark	Comments
14(b)	Alternative method 1		
	$50 = \frac{165 + x}{15}$ or 50×15 or 750 seen	M1	oe eg $750 = 165 + \text{cost of minibus}$ any letter or symbol or word(s)
	$50 \times 15 - 165$	M1dep	oe
	585	A1	SC1 915
	Alternative method 2		
	$165 \div 15$ or 11	M1	oe
	$(50 - \text{their } 11) \times 15$ or 39×15	M1dep	oe
	585	A1	SC1 915
	Additional Guidance		
	Up to M2 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts		
	$(165 + \text{any value}) \div 15$ does not imply M1 unless set up as an equation for the first mark of Alt 1		
	Allow 12 as a misread for 15		

Q	Answer	Mark	Comments	
15	$P(3, 0)$ $Q(5, 5)$	B2	B1 $P(3, 0)$ or $Q(5, 5)$ or both x -coordinates correct or both y -coordinates correct SC1 $P(5, 5)$ $Q(3, 0)$	
	Additional Guidance			
	Accept eg $P\begin{matrix} x & y \\ (3, & 0) \end{matrix}$			
	Do not accept eg $P(3x, 0y)$			

Q	Answer	Mark	Comments
16(a)	$360 - 162 - 40 - 90$ or 68 or $x + x + 162 + 40 + 90 = 360$	M1	oe eg $360 - 292$ or $2x + 292 = 360$
	34		A1
	Additional Guidance		
	$68 \div 2$		M1
	68 may be embedded for M1 eg $68 + 162 + 40 + 90 = 360$ eg $162 + 40 + 90 + 30 + 38 = 360$ (because 30 and 38 total 68) eg $162 + 40 + 90 + 34 + 34 = 360$ (34 needs to be selected to score A1)		M1 M1 M1
	34 seen followed by answer 68		M1A0

Q	Answer	Mark	Comments		
16(b)	$\frac{135}{90}$ or 1.5 or $\frac{90}{135}$ or 0.66(...) or 0.67 or any correct method that would lead to answer 243 eg $\frac{162}{90} \times 135$ or $135 \div \frac{90}{162}$ or $\frac{162}{360} \times 135 \times 4$ or 0.45×540 or $135 \times 4 \div \frac{360}{162}$ or $162 + 162 \div 2$ or $135 + 108$	M2	oe M1 linking a correct angle with number of people eg $90 \rightarrow 135$ or $\frac{1}{4} \rightarrow 135$ or $180 \rightarrow 270$ or $72 \rightarrow 108$ or $135 \times 360 \div 90$ or 135×4 or 540 or $\frac{162}{90}$ or 1.8 or $\frac{90}{162}$ or 0.55(...) or 0.56 or $\frac{162}{360}$ or 0.45 or 45% or $\frac{360}{162}$ or 2.22(...)		
	243		A1		
	Additional Guidance				
	Up to M2 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts				
	M1 may be seen as eg $90 = 135$				
	If shown on pie chart, just writing 135 in Computer sector is insufficient for M1 unless 90 or $\frac{1}{4}$ also shown				
	Allow embedded fraction, even in an incorrect calculation for at least M1				
	eg $\frac{90}{162} \times 135$			M1	
	eg $\frac{90}{135} \times 162$			M2	
	Build-up must be correct or full method must be shown				
243 from an incorrect method eg $135 + 40 + 68$			M0A0		

Q	Answer	Mark	Comments
17	100	B1	oe eg 10^2 or hundred
	Additional Guidance		
	Do not allow 100 000 000 even if word million is crossed out		
	1 hundred or one hundred or a hundred		B1
	100 000 000 100 million		B1

Q	Answer	Mark	Comments
18(a)	$38.5(0) \times 40\,000$	M1	oe implied by digits 154
	1 540 000	A1	oe eg 1.54×10^6 or 1.54 million or 1.54 m SC1 3 080 000 or 770 000
	Additional Guidance		
	Allow any commas or spaces eg 154,00,00		M1A1
	Using decimal points is A0, even if 1 540 000 seen in working eg 15400.00		M1A0
	1 540 000 seen in working but loses or gains one zero on answer line is acceptable as a transcription error eg 1 540 000 seen and answer 1 5040 000 or answer 1 540 00		M1A1
Do not allow the A1 for further work (but may gain M1 eg for digits 154 seen or SC1)			

Q	Answer	Mark	Comments
18(b)	It is not possible to tell	B1	

Q	Answer	Mark	Comments
18(c)	Alternative method 1 Working out the increase using 35%		
	55 000 – 40 000 or 15 000	M1	oe
	0.35 × 40 000 or 14 000	M1	oe
	15 000 and 14 000 and Yes	A1	oe
	Alternative method 2 Working out the tickets for the second or first match using 35%		
	0.35 × 40 000 or 14 000	M1	oe
	40 000 + 0.35 × 40 000 or 54 000 or 55 000 – 0.35 × 40 000 or 41 000	M1dep	oe 1.35 × 40 000 scores M2
	54 000 and Yes or 41 000 and Yes	A1	oe
	Alternative method 3 Working out the percentage increase		
	55 000 – 40 000 or 15 000 or $\frac{55\,000}{40\,000}$ or 1.375	M1	oe
	$\frac{55\,000 - 40\,000}{40\,000}$ or $\frac{15\,000}{40\,000}$ or $\frac{55\,000}{40\,000} - 1$ or 1.375 – 1 or 0.375 or 37.5 or 1.375 and 1.35	M1dep	oe eg $\frac{55 - 40}{40}$
	37.5 and Yes or 0.375 and 0.35 and Yes or 1.375 and 1.35 and Yes	A1	oe

Additional Guidance is on the next page

		Additional Guidance	
18(c) cont	Up to M2 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts		
	May use sales of tickets but must use 1 540 000		
	Alt 1		
	$55\,000 \times 38.5 - 40\,000 \times 38.5$ or $2\,117\,500 - 1\,540\,000$ or $577\,500$		M1
	$0.35 \times 1\,540\,000$ or $539\,000$		M1
	$577\,500$ and $539\,000$ and Yes		A1
	Alt 2		
	$0.35 \times 1\,540\,000$ or $539\,000$		M1
	$1\,540\,000 + 539\,000$ or $2\,079\,000$ or $2\,117\,500 - 539\,000$ or $1\,578\,500$		M1dep
	$2\,079\,000$ and $2\,117\,500$ and Yes or $1\,578\,500$ and $1\,540\,000$ and Yes		A1
Alt 3			
$55\,000 \times 38.5 - 40\,000 \times 38.5$ or $2\,117\,500 - 1\,540\,000$ or $577\,500$			
or $\frac{2\,117\,500}{1\,540\,000}$		M1	
$\frac{2\,117\,500 - 1\,540\,000}{1\,540\,000}$		M1dep	
37.5 and Yes		A1	
Only $40\,000 - 55\,000$ (may be recovered)		M0	
In Alt 1 the 2nd mark is not dependent			
Build-up to 35% must be correct or full method must be shown			
Accept $35\% \times 40\,000$ for 2nd mark of Alt 1 or 1st mark of Alt 2		M1	

Q	Answer	Mark	Comments
19	Alternative method 1		
	Pair of integers in the ratio 5 : 4 between 20 : 16 and 75 : 60 or list of multiples of 9 with at least 3 correct including 63 or $63 \div 9 = 7$ or $63 \div 7 = 9$ or $9 \times 7 = 63$	M1	20 and 16 or 25 and 20 or 30 and 24 or 35 and 28 or 40 and 32 or 45 and 36 or 50 and 40 or 55 and 44 or 60 and 48 or 65 and 52 or 70 and 56 or 75 and 60
	63	A1	
	Alternative method 2		
	An integer [60, 70] divided in the ratio 5 : 4 eg $65 \div 9 \times 5$ and $65 \div 9 \times 4$	M1	if no method seen, values must be rounded or truncated to at least 1 dp eg 65 and 36.1 and 28.8 or 28.9
	63	A1	
	Additional Guidance		
	Up to M1 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts		
	M1 pairs of responses may be seen in a ratio		
	Answer 35 : 28		M1A0
	63 seen in list of multiples eg 27, 36, 45, 54, 63, ... but not selected as the answer		M1A0
	63 from incorrect method with no M1 response seen		M0A0
	Alt 2 eg $65 \div 9 = 7.2$ with 36 and 28.8 implies multiplication by 5 and 4 (because it follows through from their answer to the correct division)		M1A0
	Alt 2 eg $65 \div 9 = 7.2$ with 36.1 and 28.8 or 28.9 implies multiplication by 5 and 4 (may have kept full value on calculator)		M1A0
Alt 2 eg 65 and no working with 36 and 28.8 does not imply the method (because these are not rounded or truncated to at least 1 dp)		M0A0	

Q	Answer	Mark	Comments	
20(a)	$\frac{90 - 42}{100} \times 24\,000$ or $\frac{48}{100} \times 24\,000 \text{ or } 11\,520$ or $\frac{42}{100} \times 24\,000 \text{ or } 10\,080$ or $\frac{48 - 42}{100} \times 24\,000$ or 6 and 48 and 42 seen	M1	oe	
	1440			A1
	Additional Guidance			
	Up to M1 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts			
	Build-up to 48% or 42% must be correct or full method must be shown			
	eg only $48\% \times 24\,000$ with no or incorrect evaluation			M0

Q	Answer	Mark	Comments
20(b)	Ticks Cannot tell and valid reason	B1	eg ticks Cannot tell and We don't know the number sold (in 2019)
	Additional Guidance		
	Ignore calculations using percentages from the bar chart		
	Allow any unambiguous indication of Cannot tell with a valid reason		
	Ticks Cannot tell and They might have sold fewer drinks (in 2019)		B1
	Ticks Cannot tell and It (only) gives percentages		B1
	Ticks Cannot tell and It doesn't tell you how many coffees were sold		B1
	Ticks Cannot tell and Don't have enough information		B1
	Ticks Cannot tell and Both bars the same height		B0
	Ticks Yes or ticks No		B0

Q	Answer	Mark	Comments				
21(a)	Correct evaluation of the cube root of an integer [40, 50] or correct evaluation of the cube of a decimal or fraction (3, 3.5]	M1	eg $\sqrt[3]{40} = 3.4$ or $40 \rightarrow 3.4$ eg $3.5^3 = 42.8$ or $3.5 \rightarrow 42.8$				
	42	A1	SC1 answer given as $\sqrt[3]{42}$				
	Additional Guidance						
	Up to M1 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts						
	Condone eg $40 = 3.4$ or $\sqrt{40} = 3.4$ to mean $\sqrt[3]{40} = 3.4$						
	Answer only 42			M1A1			
	Must select 42 as final answer for M1A1 ie 42 as the last in a list with a blank answer line is not enough for A1 unless 42 selected						
	If $\sqrt[3]{42}$ or 3.5^3 is evaluated then it must be correct to award the A1 for 42						
	NB 42 only from incorrect method eg listing multiples of 3 or $42 \div 3$ seen or 42 is divisible by 3 as the working			M0A0			
	Acceptable values for cube roots of integers in range						
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">40</td> <td>3.4(19...) or 3.42(0)</td> </tr> </table>		40	3.4(19...) or 3.42(0)	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">46</td> <td>3.5(83...) or 3.6</td> </tr> </table>		46	3.5(83...) or 3.6
40	3.4(19...) or 3.42(0)						
46	3.5(83...) or 3.6						
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">41</td> <td>3.4(48...) or 3.45</td> </tr> </table>		41	3.4(48...) or 3.45	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">47</td> <td>3.6(08...) or 3.609 or 3.61</td> </tr> </table>		47	3.6(08...) or 3.609 or 3.61
41	3.4(48...) or 3.45						
47	3.6(08...) or 3.609 or 3.61						
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">42</td> <td>3.4(76...) or 3.48 or 3.5</td> </tr> </table>		42	3.4(76...) or 3.48 or 3.5	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">48</td> <td>3.6(34...)</td> </tr> </table>		48	3.6(34...)
42	3.4(76...) or 3.48 or 3.5						
48	3.6(34...)						
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">43</td> <td>3.5(03...)</td> </tr> </table>		43	3.5(03...)	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">49</td> <td>3.6(59...) or 3.66 or 3.7</td> </tr> </table>		49	3.6(59...) or 3.66 or 3.7
43	3.5(03...)						
49	3.6(59...) or 3.66 or 3.7						
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">44</td> <td>3.5(30...)</td> </tr> </table>		44	3.5(30...)	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">50</td> <td>3.6(84...) or 3.7</td> </tr> </table>		50	3.6(84...) or 3.7
44	3.5(30...)						
50	3.6(84...) or 3.7						
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">45</td> <td>3.5(56...) or 3.557 or 3.56 or 3.6</td> </tr> </table>		45	3.5(56...) or 3.557 or 3.56 or 3.6				
45	3.5(56...) or 3.557 or 3.56 or 3.6						
Examples of cubes of numbers in range with their acceptable values							
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">3.1</td> <td>29(.791) or 29.8 or 30</td> </tr> </table>		3.1	29(.791) or 29.8 or 30	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">3.4</td> <td>39(.304)</td> </tr> </table>		3.4	39(.304)
3.1	29(.791) or 29.8 or 30						
3.4	39(.304)						
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">3.2</td> <td>32(.768) or 32.77 or 32.8 or 33</td> </tr> </table>		3.2	32(.768) or 32.77 or 32.8 or 33	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">3.5 or 3.4$\dot{9}$</td> <td>42(.875) or 42.88 or 42.9 or 43</td> </tr> </table>		3.5 or 3.4 $\dot{9}$	42(.875) or 42.88 or 42.9 or 43
3.2	32(.768) or 32.77 or 32.8 or 33						
3.5 or 3.4 $\dot{9}$	42(.875) or 42.88 or 42.9 or 43						
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">3.3</td> <td>35(.937) or 35.94 or 36</td> </tr> </table>		3.3	35(.937) or 35.94 or 36				
3.3	35(.937) or 35.94 or 36						

Q	Answer	Mark	Comments
21(b)	Valid response that indicates there is one (negative) answer missing	B1	eg -10 (is also an answer) or there is a negative value as well or square roots have two answers or answer is 10 and -10
	Additional Guidance		
	$-10 \times -10 (= 100)$		B1
	Another number can square to make 100 (implies exactly two)		B1
	She has forgotten the other value (implies exactly two)		B1
	There is another value it could be (implies exactly two)		B1
	It could be a different number (implies exactly two)		B1
	It could be negative (bod means 10 could be -10)		B1
	$-10^2 (= 100)$ (condone missing brackets around -10)		B1
	$\pm \sqrt{100}$		B1
	Indication that there might be more than two possible values for x eg There are other possible numbers eg There could be other values eg Other numbers square to make 100 eg She hasn't included negatives		B0 B0 B0 B0
	Repeating the question eg There is more than 1 possible value eg 10 is not the only possible value eg More than 1 number works		B0 B0 B0
	A partially correct statement eg x could be negative or decimal eg $-10 \times -10 = -100$ eg $x^2 = -10$		B0 B0 B0

Q	Answer	Mark	Comments	
22(a)	11 5 4 or 10 7 3 or 10 6 4 or 9 8 3 or 9 7 4 or 9 6 5 or 8 7 5	B2	any order B1 answer of three positive numbers in any order with sum 20 eg 17 2 1 or $9\frac{1}{2}$ $8\frac{1}{2}$ 2 or 10 5 5 or $6\frac{2}{3}$ $6\frac{2}{3}$ $6\frac{2}{3}$ or correct equation in w , x and y eg $4w + 4x + 4y = 80$ or $w + x + y = 20$	
	Additional Guidance			
	Ignore attempts to work out the volume or surface area eg 10 5 5 volume calculated as 500			B1
	Negative numbers and/or zero used			B0
	$wxy > 200$ or $wxy = 200$			B0
	Allow $6.\dot{6}$ for $6\frac{2}{3}$			

Q	Answer	Mark	Comments
22(b)	$54a^2$	B1	

Q	Answer	Mark	Comments
23	(0, -6)	B1	

Q	Answer	Mark	Comments
24(a)	74.0656 or 74.1 or 74.07 or 74.066	B2	B1 61.4656 or 61.5 or 61.47 or 61.466 or $\frac{38\,416}{625}$ or 12.6 or $\frac{63}{5}$ or $\frac{46\,291}{625}$
	Additional Guidance		
	Truncated answer only eg 74 or 74.0 or 74.06 or 74.065		B0
	An incorrect answer cannot imply B1 – a value for B1 must be seen		
	Ignore subsequently incorrect rounding or any truncation once a correct B2 response seen eg 74.0656 seen, answer 74 eg 74.07 seen, answer 74.0		B2 B2

Q	Answer	Mark	Comments
24(b)	1.45×10^5	B2	B1 correct value not in standard form eg 145 000 or 14.5×10^4
	Additional Guidance		
	Ignore incorrect conversion if correct B1 value seen eg 145 000, answer 1.45×10^3 eg 145 000, answer 145^3		B1 B1
	Ignore a decimal point in a correct B1 value if it is part of their conversion attempt		
	Condone $10^5 \times 1.45$		B2
	Only 1.45 05 or $1.45 \cdot 10^5$		B0
	Only $1.45 + 10^5$		B0

Q	Answer	Mark	Comments
25(a)	$1.2 \times 20 = 24$ and $40 - 24 = 16$	B1	oe eg $1.2 \times 20 = 24$ and $24 + 16 = 40$ or $40 - 16 = 24$ and $24 \div 20 = 1.2$ or $24 + 16 = 40$ and $24 \div 1.2 = 20$ may be seen as one calculation eg $40 - 1.2 \times 20 = 16$ or $16 + 1.2 \times 20 = 40$ or $40 - 16 = 1.2 \times 20$
	Additional Guidance		
	$40 - 24 = 16$ and $40 - 16 = 24$ and $24 + 16 = 40$ are equivalent		
	$1.2 \times 20 = 24$ and $24 \div 1.2 = 20$ and $24 \div 20 = 1.2$ are equivalent		
	$40 - 24 = 16$ or $16 + 24 = 40$ or $40 - 16 = 24$	B0	
	(20 minutes =) 24 litres leak out $40 - 24 = 16$	B0	
	$1.2 \times 20 = 24$ 16 litres left	B0	
	Allow unambiguous working in ml and/or seconds		
	For eg $40 - 24 = 16$ condone $24 - 40 = 16$ or $24 - 40 = -16$		
	Condone incorrect use of equals sign eg $1.2 \times 20 = 24 + 16 = 40$ or $1.2 \times 20 = 24 - 40 = 16$	B1	
	Correct response with irrelevant work	B1	
16 from two different ways with one way incorrect is choice eg $1.2 \times 20 = 24$ and $40 - 24 = 16$ and $20 \div 1.2 = 16$	B0		

Q	Answer	Mark	Comments	
25(b)	3	B1		
	Correct method for gradient eg $\frac{40 - 16}{15 - \text{their } 3}$ or $\frac{24}{12}$	M1	oe eg $\frac{30 - 25}{10 - 7.5}$ or $\frac{10}{5}$ or $40 - 38$	
	2	A1ft	correct or ft their 3	
	Additional Guidance			
	Note that their 3 can be used to work out the rate but does not have to be			
	Values seen on graph must be used correctly eg 24 and 12 seen on the graph is M0 unless subsequently used correctly in attempt to work out the gradient			
	A1ft answers must be to 1 dp or better eg 3.5 $\frac{40 - 16}{15 - 3.5}$ 2.1 (accept 2.08...)			B0 M1 A1ft
	After B0 the method may be implied (use $\frac{40 - 16}{15 - \text{their } 3}$ to check) eg 6 2.7 (accept 2.66...)			B0 M1A1ft
	If the report is blank, 3 and 2 must be unambiguously identified in working to be acceptable			
Allow 2 to be written as $\frac{2}{1}$				

Q	Answer	Mark	Comments
26	14^2 or 196 and 9^2 or 81 or 115	M1	implied by 277 or $\sqrt{277}$ or 16.6(4...)
	$\sqrt{14^2 - 9^2}$ or $\sqrt{196 - 81}$ or $\sqrt{115}$	M1dep	
	10.7(2...)	A1	accept 11 with M2 seen
	Additional Guidance		
	Ignore incorrect rounding or truncation once correct answer seen		M1M1A1
	Answer 10.7(2...) with no working		M1M1A1
	Answer 10.7(2...) from trigonometry or accurate drawing		M0M0A0

Q	Answer	Mark	Comments
27	Alternative method 1		
	$6x + x + 5x + 6x + x + 6x + x$ or $26x$ or $6 + 1 + 5 + 6 + 1 + 6 + 1$ or 26	M1	oe eg $7x + 6x - x + 6x + x + 6x + x$ $26x$ or 26 is implied by 3.8 oe if addition not seen
	their $26x = 98.8$ or $98.8 \div \text{their } 26$ or 3.8 or $\frac{19}{5}$	M1	oe equation must have terms collected if 1st M1 not awarded their $26x$ must be $24x$ or $25x$ or $27x$ if 1st M1 not awarded their 26 must be 24 or 25 or 27
	their 3.8×14	M1dep	dep on 2nd M1 oe eg $45.6 + 7.6$
	53.2	A1ft	oe ft their 3.8 if M0M2 awarded

Mark scheme and Additional Guidance continue on the next page

27 cont	Alternative method 2		
	$6x + x + 6x$ or $13x$ or $6 + 1 + 6$ or 13	M1	oe eg $6x + x + 5x + x$ $13x$ or 13 is implied by 3.8 oe if addition not seen
	their $13x = 98.8 \div 2$ or $49.4 \div$ their 13 or 3.8 or $\frac{19}{5}$	M1	oe equation must have terms collected if 1st M1 not awarded their $13x$ must be $12x$ if 1st M1 not awarded their 13 must be 12
	their 3.8×14	M1dep	dep on 2nd M1 oe eg $49.4 + 3.8$
	53.2	A1ft	oe ft their 3.8 if MOM2 awarded
	Additional Guidance		
	Up to M3 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts		
	Follow through must be to at least 1 dp and their 26 or their 13 must be seen For information: $24 \rightarrow 57.6\dots$ $25 \rightarrow 55.3\dots$ $27 \rightarrow 51.2\dots$ $12 \rightarrow 57.6\dots$		MOM1M1A1ft
	Both 2nd and 3rd method marks may be implied by their answer. If not using 24, 25, 26, 27, 12 or 13 you must have seen the first M1.		
	$27x = 98.8$ (1st M0, no addition seen, but $27x$ allowed) $\frac{98.8}{27} \times 14$, answer 51.2		MOM1 M1A1ft
$7x + 5x + 6x + x + 6x + x = 20x$ (correct terms added with incorrect total) $98.8 \div 20 = 4.94$ 69.16 (multiplication by 14 implied)		M1 M1 M1A0	
$98.8 \div 20 = 4.94$ (1st M0, no addition seen, and 20 not allowed) 4.94×14 , answer 69.16		MOM0 M0A0	
$6x + x + 5x + 6x + x + 6x + x = 26x^7$		M1M0M0A0	

Q	Answer	Mark	Comments
28	At least two of $2^3, 3^2, 7$ selected eg $2^3 \times 3^2 \times 7$ or 2 2 2 3 3 7 7 or $2^2 + 3^2 + 7$ or $2^3 \times 3^2$ or $2^3 + 7$ or $3^2 \cdot 7$	M1	allow 2^3 to be $2 \times 2 \times 2$ or 8 allow 3^2 to be 3×3 or 9 allow 7 to be 7^1 selection is implied by inclusion in intersection of overlapping circles M0 inclusion of 5 in selection
	504	A1	
	Additional Guidance		
	$8 \times 9 \times 7$		M1
	8, 9, 49		M1
	$4 + 9 + 7$		M1
	Intersecting circles with eg only 9 and 7 in the intersection		M1
	Allow inclusion of 1 for up to M1 eg $1 \times 2^3 \times 3^2 \times 7$		M1
	$2^3 \times 3^2 \times 5 \times 7$		M0
	Answer 504		M1A1
M1 seen with answer the LCM		M1A0	