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# GCSE Mathematics

8300/3H – Paper 3 Higher Tier

Mark scheme

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Version/Stage: 1.0 Final

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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)

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## 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. eg 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 eg 3.14, 3.142, 3.1416
<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 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	0.56	B1	
	<b>Additional Guidance</b>		
2	-1, 0, 1, 2, 3, 4	B1	
	<b>Additional Guidance</b>		
3	$3.\dot{2}7$	B1	
	<b>Additional Guidance</b>		
4	$36^\circ$	B1	
	<b>Additional Guidance</b>		

Question	Answer	Mark	Comments	
<b>5</b>	At least two common factors of 72 and 120 from 2, 3, 4, 6, 8, 12, 24 or $72 = 2 \times 2 \times 2 \times 3 \times 3$ or $120 = 2 \times 2 \times 2 \times 3 \times 5$	M1	May be seen on a diagram, eg factor tree	
	At least two common multiples of 6 and 9 from 18, 36, 54...	M1		
	(HCF =) 24 selected from factors or $a = 24$ or (LCM =) 18 selected from multiples or $b = 18$	M1	oe eg HCF = $2 \times 2 \times 2 \times 3$ 24 can be implied from their numerator oe eg LCM = $2 \times 3 \times 3$ 18 can be implied from their denominator oe eg $\frac{2 \times 2 \times 2 \times 3}{2 \times 3 \times 3}$	
	$1\frac{1}{3}$ or $\frac{4}{3}$ or 1.33...	A1	oe Accept $\frac{24}{18}$ Ignore further incorrect cancelling	
	<b>Additional Guidance</b>			
	HCF = 24 and LCM = 18		M1M1M1	
	HCF = 24		M1M0M1	
LCM = 18		M0M1M1		

Question	Answer	Mark	Comments
6	54	B1	May be on diagram
	7.5 6	B2	May be on diagram B1 for 1 correct or for answers transposed
	<b>Additional Guidance</b>		
	If answers are in wrong position on answer lines, check working and diagram for clear indication of possible transcription errors eg $w = 9 \div 1.5 = 6$ in working, 9 on answer line $9 \div 1.5 = 6$ in working, 9 on answer line		B1 B0
	Answer line takes precedence over diagram eg $x = 54$ on diagram and $x = 81$ on answer line		B0

Question	Answer	Mark	Comments
7	$2 \times 12 \times 150 \times 1.025$ or $24 \times 150 \times 1.025$ or 3690  or $2 \times 12 \times 150 \times 0.025$ or $24 \times 150 \times 0.025$ or 90	M1	Investment A oe
	$1.03 \times 3500$ or 3605	M1	Investment B oe eg $0.03 \times 3500 + 3500$ or $105 + 3500$  May be implied from $1.03^2 \times 3500$
	$1.03^2 \times 3500$ or $1.03 \times$ their 3605 or $1.0609 \times 3500$ or 3713(.15)  or $0.03 \times$ their 3605 or 108(.15)	M1dep	oe Dependent on 2nd M1
	23.15	A1	Condone £23.15p
	<b>Additional Guidance</b>		
	If build up methods are used they must be complete		
	$1\% = 35$ $3\% = 95$ (error without showing method) $95 + 3500$ or 3595		M0
	$1\% = 35$ $3\% = 35 \times 3 = 95$ (error but correct method shown) $95 + 3500$ or 3595		M1
	$1.03^3 \times 3500$ (full method incorrect but implies $1.03 \times 3500$ )		M0M1M0



Question	Answer	Mark	Comments
8(a)	<b>Alternative method 1 – Using gradients</b>		
	Gradient of $y = 3x + 7$ is 3  and $y = 3x + 4$  and gradient of $2y - 6x = 8$ is 3 or $6 \div 2$	B3	May come from using points on line eg using (0, 7) and (1, 10)  and $\frac{10 - 7}{1 - 0} = 3$  or correct calculation for gradient from points on line $2y - 6x = 8$  eg using (0, 4) and (1, 7) and $\frac{7 - 4}{1 - 0} = 3$  B2 for $y = 3x + 4$ and lines have same gradient  or $y = 3x + 4$ and gradient of $2y - 6x = 8$ is 3 or $6 \div 2$  or gradient of $y = 3x + 7$ is 3 and $y = 3x + 4$  B1 for gradient of $y = 3x + 7$ is 3 or $y = 3x + 4$ or gradient of $2y - 6x = 8$ is 3 or $6 \div 2$
	<b>Alternative method 2 – Using coordinates and distances</b>		
	Chooses a value for $x$ and correctly evaluates the $y$ value for both lines	M1	eg (0, 7) and (0, 4)
	Chooses a different value for $x$ and correctly evaluates the $y$ value for both lines	M1dep	eg (1, 10) and (1, 7)
States that $y$ values are a constant distance apart so parallel	A1	oe	

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<b>8(a) cont</b>	<b>Alternative method 3 – Using simultaneous equations</b>	
	$y = 3x + 4$ or $y - 3x = 4$ or $2y = 6x + 14$ or $2y - 6x = 14$	M1  oe Equates coefficients in any form
	Any attempt to eliminate both variables from their equations	M1dep
	States simultaneous equations have no (real) solution and concludes parallel	A1
	<b>Additional Guidance</b>	
	To award A mark on Alternative method 2, the working must be seen	
	$y = 3x + 4$ and lines have gradient of $3x$	B2
	$y = 3x + 4$ and $3x$ identified in both equations	B2
	Both lines have gradient $3x$	B1
	$y = 3x + 7$ , gradient 3 and $y = 3x + 8$ , gradient 3 (error in rearrangement)	B1
	$y = 3x + 8$ , gradient 3 (error in rearrangement)	B0
	Parallel as both have same gradient	B0
	$2(3x + 7) - 6x = 8$ $6x + 14 - 6x = 8$ $14 = 8$	M1  M1
	$y = 3x + 7$ and $y = \frac{8 + 6x}{2}$ are equated coefficients, Alternative method 3	M1

Question	Answer	Mark	Comments
8(b)	$3 \times -5 + 7$ or $-15 + 7$ or $-8$ or $(-5, -8)$  or $(-6 - 7) \div 3$ or $-4.33\dots$ or $y = 3x + 9$	M1	Use a point on $y = 3x + 7$ with $(-5, -6)$ to compare gradient to 3 eg Gradient from $(-5, -6)$ to $(0, 7)$ is 2.6
	Above and $-8$ or Above and $-4.33$ or Above and $y = 3x + 9$	A1	oe Above and eg Gradient from $(-5, -6)$ to $(0, 7)$ is 2.6
	<b>Additional Guidance</b>		
	Do not ignore incorrect statements eg $-6$ is less than $-8$ so above		M1A0
	$(0, 7)$ , $(-1, 4)$ , $(-2, 1)$ , $(-3, -2)$ , $(-4, -5)$ , $(-5, -8)$ and ticks below		M1A0
9	1.1 seen or $110\% = 19.25$ seen or $19.25 \div 110$	M1	oe eg $10\% = 1.75$ $1\% = 0.175$
	$19.25 \div 1.1$ or $0.175 \times 100$ or 17.5	M1dep	oe
	17.50	A1	correct money notation
	<b>Additional Guidance</b>		
	Condone $\pounds 17.50\text{p}$		M1M1A1
	Answer $\pounds 17.5$		M1M1A0

Question	Answer	Mark	Comments
10	55 and 91	B3	B2 for (7), 19, 31, 43, 55, 67, 79, 91 or 55 identified with 0 or 1 incorrect answer or 91 identified with 0 or 1 incorrect answer or 55 and 91 identified with 1 incorrect answer  B1 at least 2 correct two-digit numbers from the sequence seen
	<b>Additional Guidance</b>		
	The correct sequence is (7), 19, 31, 43, 55, 67, 79, 91 Ignore continuation of sequence beyond 91		
	Ignore further working unless contradictory		
	55 and 91 identified and 5 <sup>th</sup> and 8 <sup>th</sup> terms stated (ignore fw)		B3
	55 and 91 identified and answer 2 (or there are 2) (ignore fw)		B3
	55 identified and 5 <sup>th</sup> stated (ignore fw)		B2
	Condone 5 or 5 <sup>th</sup> as final answer provided there is a clear link to 55 eg $12 \times 5 = 60 - 5 = 55$ $55 \div 11 = 5$ 5 on answer line		B2
	Condone 8 or 8 <sup>th</sup> as final answer provided there is a clear link to 91 eg $12 \times 8 = 96 - 5 = 91$ 8 on answer line		B2
11(a)	$\begin{pmatrix} 1 \\ -1 \end{pmatrix}$	B2	B1 for 1 correct value in correct position Condone a divisor line
	<b>Additional Guidance</b>		

Question	Answer	Mark	Comments	
11(b)	$\begin{pmatrix} -2 \\ 4 \end{pmatrix}$ seen	M1		
	Valid reason	A1	eg $\begin{pmatrix} -2 \\ 4 \end{pmatrix} = 2 \times \begin{pmatrix} -1 \\ 2 \end{pmatrix}$ $\begin{pmatrix} -2 \\ 4 \end{pmatrix} = 2\mathbf{b}$ $\begin{pmatrix} -2 \\ 4 \end{pmatrix}$ is a multiple of $\begin{pmatrix} -1 \\ 2 \end{pmatrix}$ $\mathbf{a} + 2\mathbf{c}$ is a multiple of $\mathbf{b}$ $2\mathbf{b} = \mathbf{a} + 2\mathbf{c}$	
	<b>Additional Guidance</b>			
	Condone vectors written as coordinates, eg $(-1, 2)$ is half of $(-2, 4)$			
	Must see $\begin{pmatrix} -2 \\ 4 \end{pmatrix}$ or $(-2, 4)$ to award the A mark			
	Condone missing brackets and / or divisor lines			
	$\begin{pmatrix} -2 \\ 4 \end{pmatrix}$ seen and both gradient $-2$		M1A1	
	$\begin{pmatrix} -2 \\ 4 \end{pmatrix}$ seen and double so parallel		M1A1	
	$\begin{pmatrix} -2 \\ 4 \end{pmatrix}$ seen and half so parallel		M1A1	
	$\begin{pmatrix} -2 \\ 4 \end{pmatrix}$ seen and $\mathbf{a} + 2\mathbf{c}$ is $2\mathbf{b}$		M1A1	
	$\begin{pmatrix} -2 \\ 4 \end{pmatrix}$ seen and $\mathbf{b} = \frac{1}{2}\mathbf{a} + 2\mathbf{c}$		M1A0	
	$\begin{pmatrix} -2 \\ 4 \end{pmatrix}$ seen and both have same ratio		M1A0	
$\frac{-2}{4}$ and $\frac{-1}{2}$ both equal $-0.5$		M1A0		

Question	Answer	Mark	Comments
12	12.5 or $12\frac{1}{2}$ or $\frac{25}{2}$	B1	
	N/m <sup>2</sup> or newtons per square metre or Nm <sup>-2</sup> or pascals or Pa	B1	oe
	<b>Additional Guidance</b>		
	m <sup>2</sup> /N or P	B0	
13	The diagonals are lines of symmetry <input checked="" type="checkbox"/>	B1	
	The diagonals bisect each other <input checked="" type="checkbox"/>		
	The diagonals are perpendicular <input checked="" type="checkbox"/>		
The diagonals are equal in length <input type="checkbox"/>			
<b>Additional Guidance</b>			

Question	Answer	Mark	Comments
14	At least 4 of $(x = 0) \ y = 1$ $(x = 1) \ y = 0.8$ or $\frac{4}{5}$ $(x = 2) \ y = 0.64$ or $\frac{16}{25}$ $(x = 3) \ y = [0.51, 0.512]$ or $\frac{64}{125}$ $(x = 4) \ y = [0.40, 0.41]$ or $\frac{256}{625}$ $(x = 5) \ y = [0.32, 0.33]$ or $\frac{1024}{3125}$ $(x = 6) \ y = [0.26, 0.262144]$ or $\frac{4096}{15625}$	M1	oe May be seen in the table or a list or implied from their graph
	6 or 7 correct points plotted	A1	tolerance of $\pm \frac{1}{2}$ small square
	Fully correct smooth curve through all seven correct points	A1	tolerance of $\pm \frac{1}{2}$ small square
	<b>Additional Guidance</b>		
	Ignore extra points plotted		
	Ignore any curve drawn for $x < 0$ or $x > 6$		
	Curve passing through all correct points within tolerance	M1A1A1	
Ruled straight lines	A0		

Question	Answer	Mark	Comments	
15	$4(x + 3)$	B1		
	<b>Additional Guidance</b>			
16	$(-\frac{3}{4}, 3)$	B1		
	<b>Additional Guidance</b>			
17	$7 \times 5 (\times 9)$ or $(100 - 30) \div 2 (\times 9)$ or $35 (\times 9)$	M1	First two digits of Method A	
	or $99 \div 11$ or 9		Last two digits of Method A	
	or $4 \times 5 \times 4 \times 5$		Complete for Method B	
	315 or 400	A1		
	315 and 400 with Method B identified	A1	Method B can be implied by choosing 400	
	<b>Additional Guidance</b>			
	315 and 400 and B with no working			M1A1A1
	315 and 400 with 400 circled			M1A1A1
Beware $40 \times 10 = 400$ (for Method A) is incorrect working				



Question	Answer	Mark	Comments
18	<p><b>Alternative method 1</b></p> $\frac{2(x+4)}{6x} \text{ or } (-)\frac{15}{6x}$ $\text{or } \frac{2x+8}{6x} \text{ or } (-)\frac{15}{6x}$ $\text{or } \frac{2x(x+4)}{6x^2} \text{ or } (-)\frac{15x}{6x^2}$ $\text{or } \frac{2x^2+8x}{6x^2} \text{ or } (-)\frac{15x}{6x^2}$	M1	<p>oe</p> <p>A correct fraction using a common denominator for one of the given fractions</p> <p>Accept for this mark only</p> <p>eg <math>2(3x)</math> for <math>6x</math></p> <p><math>3(5)</math> for <math>15</math></p> <p><math>(2x)(3x)</math> for <math>6x^2</math></p> <p>First fraction can be written as separate fractions eg <math>\frac{2x}{2(3x)} + \frac{8}{2(3x)}</math></p>
	$\frac{2(x+4)}{6x} \text{ and } (-)\frac{15}{6x}$ $\text{or } \frac{2x+8}{6x} \text{ and } (-)\frac{15}{6x}$ $\text{or } \frac{2x(x+4)}{6x^2} \text{ and } (-)\frac{15x}{6x^2}$ $\text{or } \frac{2x^2+8x}{6x^2} \text{ and } (-)\frac{15x}{6x^2}$	A1	<p>oe</p> <p>A correct fraction using a common denominator for both of the given fractions</p> <p>First fraction can be written as separate fractions eg <math>\frac{2x}{6x} + \frac{8}{6x}</math></p>
	$\frac{2x-7}{6x}$ $\text{or } \frac{2kx-7k}{6kx},$ <p>where k is a constant value</p>	A1	<p>Accept eg <math>\frac{2x + -7}{6x}</math></p> <p>Do not ignore further working</p>

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<b>18 cont</b>	<b>Alternative method 2</b>	
	$\frac{2(x+4)}{6x}$ or $(-)\frac{15}{6x}$ or $\frac{2x+8}{6x}$ or $(-)\frac{15}{6x}$  or $\frac{2x(x+4)}{6x^2}$ or $(-)\frac{15x}{6x^2}$ or $\frac{2x^2+8x}{6x^2}$ or $(-)\frac{15x}{6x^2}$	M1  oe A correct fraction using a common denominator for one of the given fractions Accept for this mark only eg $2(3x)$ for $6x$ $3(5)$ for $15$ $(2x)(3x)$ for $6x^2$ First fraction can be written as separate fractions eg $\frac{2x}{2(3x)} + \frac{8}{2(3x)}$
	$\frac{2x+8-15}{6x}$ or $\frac{2x-7}{6x}$ or $\frac{2kx-7k}{6kx}$ , where k is a constant value	A1  Allow one error in numerator Accept eg $\frac{2x-7}{6x}$ Must be $6x$ or a multiple of $6x$
	$\frac{2x-7}{6x}$ or $\frac{2kx-7k}{6kx}$ , where k is a constant value	A1  Accept eg $\frac{2x-7}{6x}$ Do not ignore further working
	<b>Additional Guidance</b>	
	Use the method that gives the greater mark	
	$\frac{2x^2-7x}{6x^2}$	M1A1
$\frac{2x-7}{6x} = \frac{-5}{6x}$	M1A1A0	
$\frac{15x}{6x^2} - \frac{2x^2+8x}{6x^2}$ (order of fractions reversed)	M1A0A0	

Question	Answer	Mark	Comments
19	(8, 0)	B1	
	<b>Additional Guidance</b>		
20	$x^2 + (7x)^2 = (10y)^2$ or $x^2 + 49x^2 = 100y^2$	M1	oe
	$50x^2 = 100y^2$ or 1.41(...)	A1	oe equation with terms collected eg $\frac{x^2}{y^2} = \frac{100}{50}$ or $x^2 = 2y^2$ or $x = 1.41y$
	$\sqrt{2}$ or $\frac{2}{\sqrt{2}}$	A1	Do not accept further working
	<b>Additional Guidance</b>		
	$x^2 + 7x^2 = 10y^2$		M0
	$\sqrt{2} = 1.41$		M1A1A0
$x^2 + (7x)^2 = (10y)^2$ $x^2 + 14x^2 = 20y^2$		M1 A0	

Question	Answer	Mark	Comments
21(a)	$m \propto h^3$ or $m = k \times h^3$ or $1600 = k \times 8^3$  or $c \times m = h^3$ or $c \times 1600 = 8^3$	M1	oe eg $h = km^{1/3}$
	(k =) $1600 \div 8^3$ or 3.125  or (c =) $8^3 \div 1600$ or 0.32	M1dep	oe eg $\frac{1600}{512}$ or $\frac{25}{8}$  $\frac{512}{1600}$ or $\frac{8}{25}$
	$m = 3.125 \times h^3$ or $0.32 \times m = h^3$	A1	oe equation
	<b>Additional Guidance</b>		
	$m \propto 3.125 \times h^3$ or $0.32m \propto h^3$		M1M1A0
	(k =) 3.125 or (c =) 0.32		M1M1
	$3.125h^3$ or $0.32h^3$		M1M1

Question	Answer	Mark	Comments
21(b)	their $3.125 \times 12^3$ their $3.125 \times 1728$ or $1600 \times \left(\frac{12}{8}\right)^3$ or $12^3 \div \text{their } 0.32$ or $1728 \div 0.32$ or $1600 \div \left(\frac{8}{12}\right)^3$	M1	oe
	5400	A1ft	oe ft their 3.125 provided using $m = \text{their } 3.125 \times h^3$
	<b>Additional Guidance</b>		
	Must use $\times 12^3$ or $\times 1728$ or $\times \left(\frac{12}{8}\right)^3$ for M1		
	If in part (a) $m = k \times h$ $1600 = k \times 8$ $m = 200h$ and in part (b) $m = 200 \times 12, m = 2400$	M0 part (a)    M0 part (b)	
If in part (a) $m = k \times h$ $1600 = k \times 8$ $m = 200h$ and in part (b) $m = 200 \times 12^3, m = 345\,600$	M0 part (a)    M1A1ft part (b)		

Question	Answer	Mark	Comments
22	Alternate segment or Reason on first line of working is incorrect	B1	oe Any incorrect statement B0
	<b>Additional Guidance</b>		
	Incorrect theorem stated in first line		B1
	First line is incorrect. It should say alt segment		B1
	Angles not in same segment		B1
	Angles in same segment are not equal		B0
	Opposite segments (are not equal)		B0
	First line is incorrect. It should say opposite segment		B0
	The angle between the chord and the tangent is equal to the angle in the opposite segment		B0
	Angle $ACB$ is not in the same segment, it is alternate		B0
	Angles are not in the same segment, they are alternate		B0
23	$u_2 = 0.6$ or $\frac{3}{5}$ $u_3 = 1.875$ or $\frac{15}{8}$	B2	oe B1 for 1 correct or for $u_2$ incorrect but their value of $u_3$ correctly follows through rounded or truncated to 4 dp
	<b>Additional Guidance</b>		
	$u_1 = 0.6, u_2 = 1.875, u_3 = 1.0434\dots$ or $u_3 = 1.0435$		B1

Question	Answer	Mark	Comments
<b>24(a)</b>	<b>Alternative method 1</b>		
	$\frac{1}{2} \times 10 \times 20$ or 100	M1	oe Area of triangle on left
	$\frac{1}{2} \times (20 + 30) \times 10$ or 250 or $20 \times 10$ or 200 and $\frac{1}{2} \times 10 \times 10$ or 50	M1	oe Area of trapezium on right
	350	A1	
	<b>Alternative method 2</b>		
	$\frac{1}{2} \times 10 \times 10$ or 50	M1	oe Area of triangle on top right
	$\frac{1}{2} \times (20 + 10) \times 20$ or 300 or $10 \times 20$ or 200 and $\frac{1}{2} \times 10 \times 20$ or 100	M1	oe Area of trapezium across bottom
	350	A1	
	<b>Additional Guidance</b>		
	$\frac{1}{2} \times (0 + 2 \times 20 + 30) \times 10$ (using Trapezium rule)		M1M1
	Beware of 300 from incorrect working		
Beware $(30 - 20) \times (20 - 10) = 100$ is incorrect working			

Question	Answer	Mark	Comments
24(b)	<input type="checkbox"/> It works out an overestimate of the distance	B1	
	<input checked="" type="checkbox"/> It works out an underestimate of the distance		
	<input type="checkbox"/> It could be an overestimate or an underestimate of the distance		
	<b>Additional Guidance</b>		
25(a)	$\tan 6 = \frac{CD}{500}$ or $500 \times \tan 6$	M1	oe any letter $\frac{CD}{\sin 6} = \frac{500}{\sin 84}$
	[52.5, 52.6] or 53	A1	May be on diagram
	<b>Additional Guidance</b>		
	Check diagram for angle		



Question	Answer	Mark	Comments
<b>25(b)</b>	<b>Alternative method 1</b>		
	$500^2 + 400^2$ or $250\,000 + 160\,000$ or $410\,000$	M1	oe
	$\sqrt{\text{their } 410\,000}$ or $\sqrt{500^2 + 400^2}$ or $640.(3\dots)$	M1dep	AC
	$\tan x = \frac{[52.5, 52.6] \text{ or } 53}{\text{their } 640.(3\dots)}$	M1dep	oe any letter
	[4.6, 4.75] from correct working	A1	accept 5 with correct working seen
	<b>Alternative method 2</b>		
	$\frac{500}{\cos 6}$ or [502.7, 502.8]	M1	oe BD
	$\sqrt{\left(\frac{500}{\cos 6}\right)^2 + 400^2}$ or [642.4, 642.5]	M1dep	AD
	$\sin x = \frac{[52.5, 52.6] \text{ or } 53}{\text{their } [642.4, 642.5]}$	M1dep	oe any letter
	[4.6, 4.75] from correct working	A1	accept 5 with correct working seen

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<b>25(b) cont</b>	<b>Alternative method 3</b>		
	$500^2 + 400^2$ or $250\,000 + 160\,000$ or $410\,000$ or $\frac{500}{\cos 6}$ or $[502.7, 502.8]$	M1	oe   BD
	$\sqrt{\text{their } 410\,000}$ or $\sqrt{500^2 + 400^2}$ or $640.(3\dots)$ or $\sqrt{\left(\frac{500}{\cos 6}\right)^2 + 400^2}$ or $[642.4, 642.5]$	M1dep	AC   AD
	$\cos x = \frac{\text{their } 640.(3\dots)}{\text{their } [642.4, 642.5]}$	M1dep	oe any letter
	$[4.6, 4.75]$ from correct working	A1	accept 5 with correct working seen
	<b>Additional Guidance</b>		
	Check diagram for lengths		
	Beware $\sin x = \frac{52.6}{640.(3\dots)}$ leads to $[4.6, 4.75]$		M1M1M0A0

Question	Answer	Mark	Comments
<b>26(a)</b>	<b>Alternative method 1 – Counting squares</b>		
	15 or 6.6 or 2.4 (cm squares)	M1	375 or 165 or 60 (small squares)
	their 15 + their 6.6 + their 2.4 or 24 (total cm squares)	M1dep	allow one error their 375 + their 165 + their 60 or 600 (total small squares)
	$\frac{\text{their 15}}{\text{their 24}}$ or $\frac{\text{their 375}}{\text{their 600}}$ or 0.625 or $\frac{480}{\text{their 600}}$ or 0.8 (cars per small square) or $\frac{480}{\text{their 24}}$ or 20 (cars per cm square)	M1dep	oe $\frac{\text{their 600}}{480}$ or 1.25 (small squares per car) $\frac{\text{their 24}}{480}$ or 0.05 (cm square per car)
	300	A1	
	<b>Alternative method 2 – Using f.d. scale of <math>x</math> per unit</b>		
	$5x \times 15$ or $75x$ or $6.6x \times 5$ or $33x$ or $0.8x \times 15$ or $12x$ ( $x$ per cm)	M1	$25x \times 15$ or $375x$ or $33x \times 5$ or $165x$ or $4x \times 15$ or $60x$ ( $x$ per small square)
	$5x \times 15 + 6.6x \times 5 + 0.8x \times 15$ or $75x + 33x + 12x$ or $120x$ ( $x$ per cm)	M1dep	allow one error $25x \times 15 + 33x \times 5 + 4x \times 15$ or $375x + 165x + 60x$ or $600x$ ( $x$ per small square)
	their $120x = 480$ or $x = 4$	M1dep	oe $\frac{480}{\text{their 120}}$ or 4
	300	A1	

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<b>26(a) cont</b>	<b>Alternative method 3 – Using a number scale of f.d. axis</b>		
	5 × 15 or 75 or 6.6 × 5 or 33 or 0.8 × 15 or 12	M1	25 × 15 or 375 or 33 × 5 or 165 or 4 × 15 or 60
	5 × 15 + 6.6 × 5 + 0.8 × 15 or 75 + 33 + 12 or 120 (1 per cm)	M1dep	allow one error 25 × 15 + 33 × 5 + 4 × 15 or 375 + 165 + 60 or 600 (1 per small square)
	$\frac{\text{their } 15}{\text{their } 24}$ or $\frac{\text{their } 375}{\text{their } 600}$ or 0.625 or $\frac{480}{\text{their } 600}$ or 0.8 (cars per small square) or $\frac{480}{\text{their } 24}$ or 20 (cars per cm square)	M1dep	oe  $\frac{\text{their } 600}{480}$ or 1.25 (small squares per car)  $\frac{\text{their } 24}{480}$ or 0.05 (cm square per car)
	300	A1	
	<b>Additional Guidance</b>		
	Check diagram for working		
	Alternative method 1 Total squares must be the sum of three numbers		
	Alternative method 2 Must be the sum of three expressions		
	The correct f.d. labels for the heights of the bars are 20, 26.4 and 3.2		
A correct frequency density scale using 1 cm = 4 units eg 4 seen on vertical scale at 1 cm 20 seen on vertical scale at 5 cm		M1M1M1 M1M1M1	

Question	Answer	Mark	Comments
26(b)	$\frac{2}{3} \times 2.4$ or 1.6 or $\frac{2}{3} \times 60$ or 40 or $\frac{2}{3} \times 48$ or $10 \times 0.8 \times 4$	M1	oe
	32	A1	
	<b>Additional Guidance</b>		
27	$\frac{10}{30}$ and $\frac{9}{31}$ seen or $\frac{1}{3}$ and $\frac{9}{31}$ seen	M1	oe accept 0.33... and 0.29...
	$\frac{10}{30} \times \frac{9}{31} \times \frac{8}{32}$ or $\frac{1}{3} \times \frac{9}{31} \times \frac{1}{4}$	M1dep	oe accept 0.33... and 0.29... and 0.25
	$\frac{3}{124}$ or [0.0239, 0.0242]	A1	oe eg $\frac{720}{29760}$
	<b>Additional Guidance</b>		
	Fractions do not have to be in simplest form		
	$\frac{10}{30} \times \frac{9}{31} \times \frac{8}{32} \times \frac{7}{33}$		M1M0
$\frac{10}{30} + \frac{9}{31} + \frac{8}{32}$		M1M0	

Question	Answer	Mark	Comments
28	$4^2 + y^2 = 80$ or $y = \sqrt{64}$	M1	oe May be implied from 8 on diagram
	$y = -8$	A1	Accept (4, -8)
	$\frac{\text{their } -8}{4}$ or $-2$	M1	oe gradient of radius $OP$
	$-1 \div \text{their } -2$ or $\frac{1}{2}$ or $-1 \div \text{their gradient}$	M1	gradient of tangent at $P$
	$y = \frac{1}{2}x - 10$ or $y + 8 = \frac{1}{2}(x - 4)$	A1	oe Ignore further working
	<b>Additional Guidance</b>		
	$y + 8 = \frac{1}{2}(x - 4)$ followed by error expanding and/or collecting terms		M1A1M1M1A1
	$y = \frac{1}{2}x - 10$ in working and $\frac{1}{2}x - 10$ only on answer		M1A1M1M1A1
	$\frac{1}{2}x - 10$		M1A1M1M1A0
$(y = \sqrt{64})$ $y = 8$ Gradient $OP = 2$ Perpendicular gradient = $-\frac{1}{2}$		M1 A0 M1 M1 A0	