

**GCSE**  
**MATHEMATICS**  
**8300/1H**

Higher Tier Paper 1 Non-Calculator

---

Mark scheme

June 2020

---

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](http://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 © 2020 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.

<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.

Q	Answer	Mark	Comments
1	$\frac{19}{4}$	B1	

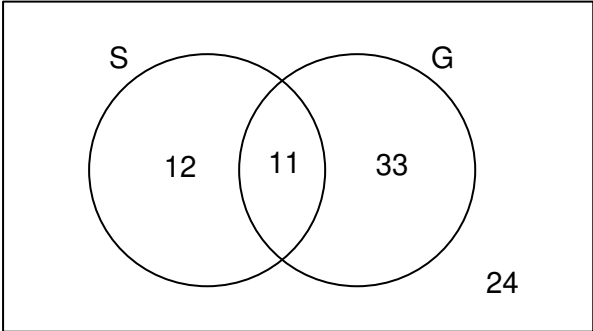
Q	Answer	Mark	Comments
2	$\begin{pmatrix} 3 \\ -2 \end{pmatrix}$	B1	

Q	Answer	Mark	Comments
3	1 000 000	B1	

Q	Answer	Mark	Comments
4	$\frac{6}{5}$	B1	

Q	Answer	Mark	Comments
5	<b>Alternative method 1</b>		
	cos and $\frac{9}{18}$ oe identified	M1	
	60	A1	
	<b>Alternative method 2</b>		
	sin and $\frac{\sqrt{18^2 - 9^2}}{18}$ identified or tan and $\frac{\sqrt{18^2 - 9^2}}{9}$ identified	M1	
	60	A1	
	<b>Additional Guidance</b>		
	Accept an embedded answer, eg $\cos 60 = \frac{9}{18}$ with no further working		M1A1
180 ÷ 3 = 60		M0A0	

Q	Answer	Mark	Comments
6	Graph A Strong negative	B1	
	Graph B No correlation	B1	allow 'No' or 'None'
	<b>Additional Guidance</b>		
	Condone incorrect spelling if intention is clear		
	Allow clear link(s) from the table to the answer line eg an arrow from 'Strong negative' to the Graph A answer line		

	Answer	Mark	Comments	
<b>7</b>	12 in correct position	B1		
	24 in correct position	B1		
	11 in correct position or 33 in correct position or their value in G only is three times their value in the intersection or their four values sum to 80	B1ft	ft $\frac{1}{4} \times (80 - 12 - \text{their } 24)$ ft $\frac{3}{4} \times (80 - 12 - \text{their } 24)$ for this mark allow non-integers or values rounded or truncated to the nearest integer	
	12, 24, 11 and 33 in correct positions	B1		
	<b>Additional Guidance</b>			
	Mark the Venn diagram only			
		$\xi$ 	B1B1B1B1	

Q	Answer	Mark	Comments
<b>8</b>	<b>Alternative method 1</b>		
	6.5 × 9 or 58.5 or 6.5 × 7 or 45.5	M1	oe
	$\frac{6.5 \times 9 - 2 \times 6.5}{2} \text{ or } \frac{58.5 - 13}{2}$ or $\frac{6.5 \times 7}{2}$ or $\frac{45.5}{2}$	M1dep	oe division may be implied eg $\frac{7}{9} = 45.5$ , $\frac{3.5}{9} = 22.25$ scores M1M1
	22.75 or $\frac{91}{4}$ or $22\frac{3}{4}$	A1	oe
	<b>Alternative method 2</b>		
	6.5 × 9 or 58.5 or 6.5 × 4.5 or 29.25	M1	oe
	$\frac{6.5 \times 9}{2} - 6.5$ or 6.5 × 4.5 – 6.5	M1dep	oe eg 6.5 × (4.5 – 1) or 6.5 × 3.5
	22.75 or $\frac{91}{4}$ or $22\frac{3}{4}$	A1	oe
	<b>Additional Guidance</b>		
	Answer 22.8 or 23 with 22.75 in working		M1M1A1
Answer 22.8 or 23 without 22.75 in working		A0	

Q	Answer	Mark	Comments
9(a)	First term 2 and Third term 8	B2	B1 one correct or First term $2^1$ or Third term $2^3$ or First term $-2$ and Third term $-8$ or $4x^2 = 16$ (any letter) oe equation or $ar = 4$ and $ar^3 = 16$
	<b>Additional Guidance</b>		
	If answer lines are blank, mark progression first and then working lines		
	Correct answer for 1st term or 3rd term in the progression, but incorrect numerical term on answer line	B0 for that term	
	Correct answer for 1st term or 3rd term in the progression, with non-contradictory algebraic term on answer line	B1 for that term	
	Correct answers for 1st term and 3rd term in the progression, with non-contradictory algebraic terms on answer lines	B2	
	First term 2 Third term $2^3$	B1	
	First term $-2$ Third term 10	B0	
$4x = \frac{16}{x}$ (any letter)	B1		

Q	Answer	Mark	Comments
9(b)	<b>Alternative method 1</b>		
	3rd term = $9p$	M1	oe implied by a total of $15p$
	$p + 5p +$ their 3rd term = 90 or $15p = 90$	M1	oe their 3rd term must be a linear expression in terms of $p$ $90 \div 15$ implies M1M1
	6	A1ft	ft their 3rd term, which must be a linear expression in $p$ , or their equation in the form sum of 3 linear terms in $p = 90$ allow ft answers rounded to 1dp or better
	<b>Alternative method 2</b>		
	$90 \div 3$ or 30	M1	oe
	$5p =$ their 30	M1dep	oe
	6	A1	
	<b>Additional Guidance</b>		
	For A1ft, if not an integer, the answer must be given as a decimal, fully simplified fraction or fully simplified mixed number Once awarded, ignore further incorrect conversions eg $p + 5p + 25p = 90, 31p = 90, p = \frac{90}{31}, p = 3$ (ignore conversion)		M0M1A1ft
	Their 3rd term may first appear in their addition, eg $p + 5p + 10p = 90$ implies that $10p$ is their 3rd term		M0M1
	(3rd term $5p + 4$ ), $p + 5p + 5p + 4 = 90, p = 7.8$		M0M1A1ft
	(3rd term $10p$ ), $p + 5p + 10p = 90, p = 5.625$		M0M1A1ft
	Sum $15p$ and/or answer 6 may come from incorrect 3rd term, eg eg1 (3rd term $10p$ ), $p + 5p + 10p = 15p, (15p = 90), p = 6$ receives 2nd mark only; they have an incorrect 3rd term and an incorrect total for their 3 terms, but their answer is correct for their total, so equating to 90 is implied even if not seen eg2 (3rd term $10p$ ), $p, 5p, 10p, 15p = 90, p = 6$		M0M1A0ft M0M0A0ft
If their 3rd term has an algebraic coefficient the 2nd mark can be awarded for a correct equation, but A1 cannot be awarded eg (3rd term $np$ ), $p + 5p + np = 90$		M0M1A0	

Q	Answer	Mark	Comments
<b>10</b>	<b>Alternative method 1</b>		
	2400 ÷ (3 + 5) or 2400 ÷ 8 or 300	M1	oe accept $\frac{1}{8}$ of 2400
	5 × their 300 or 1500 or 3 × their 300 or 900 or their 300 ÷ 6 or 50	M1dep	oe
	5 × their 300 ÷ 6 or (2400 – 3 × their 300) ÷ 6 or 1500 ÷ 6	M1dep	oe
	250	A1	
	<b>Alternative method 2</b>		
	2400 ÷ 6 or 400	M1	oe
	their 400 ÷ (3 + 5) or 50	M1dep	oe 2400 ÷ 48 scores M1M1
	5 × their 50 or 400 – (3 × their 50)	M1dep	oe
	250	A1	
	<b>Additional Guidance</b>		
	Answer 400 with 1500 or 900 in working		M1M1M0A0
	Answer 400 with 250 in working		M1M1M1A0
	Condone incorrect representation of a division if recovered eg $8 \div 2400 = 300$		M1

Q	Answer	Mark	Comments
11	<b>Alternative method 1</b>		
	0.275 × 3 or 0.825 or 0.275 ÷ 10 or 0.0275	M1	oe
	0.0825	A1	
	<b>Alternative method 2</b>		
	0.08... from division of 33 by 400 or 0.08... from division of 3.3 by 40	M1	
	0.0825	A1	
	<b>Alternative method 3</b>		
	33 × $\frac{1000}{400}$ or 33 × 2.5 or 33 ÷ 4 or 0.33 ÷ 4 or digits 825	M1	oe
	0.0825	A1	

Q	Answer	Mark	Comments	
12(a)	$21 \div 7 \times 2 (= 6)$ or $21 \div 3 = 7$ and $6 \div 3 = 2$ or $21 \div 7 = 3$ and $6 \div 2 = 3$ or $7 \times 3 = 21$ and $2 \times 3 = 6$	B1	oe eg $6 \div 2 = 3$ and $7 \times 3 = 21$	
	<b>Additional Guidance</b>			
	$3 \times 2 (= 6)$		B0	
	$7 : 2 (=) 21 : 6$ with no other working		B0	
	$7 : 2 (=) 21 : 6$ with multiplication by 3 shown by arrow(s)		B1	
	$7 : 2 (=) 14 : 4 (=) 21 : 6$		B1	
	Do not condone incorrect representation of a division eg $7 \div 21 = 3$		B0	
	Do not condone incorrect mathematical representation eg $21 \div 7 = 3 \times 2 = 6$		B0	
	$21 \div 6 = 3.5, 3.5 \times 2 = 7$		B1	
	$21 \times 2 = 42, 42 \div 7 = 6$		B1	

Q	Answer	Mark	Comments
12(b)	<b>Alternative method 1</b>		
	$2 \times \pi \times 21$ or $\pi \times 42$ or $42\pi$ or [131.88, 132]	M1	oe condone [3.14, 3.142] for $\pi$
	$2 \times \pi \times 6 \div 4$ or $\pi \times 12 \div 4$ or $3\pi$ or [9.4, 9.43]	M1	oe arc length of quarter circle condone [3.14, 3.142] for $\pi$
	$2 \times \pi \times 6 \div 4 + 2 \times 6$ or $3\pi + 12$ or [21.4, 21.43]	M1dep	oe dep on 2nd M1 this does not imply M1M1M1
	$45\pi + 12$	A1	
	<b>Alternative method 2</b>		
	$2 \times \pi \times 21$ or $\pi \times 42$ or $42\pi$ or [131.88, 132]	M1	oe condone [3.14, 3.142] for $\pi$
	$2 \times \pi \times 21$ and $2 \times \pi \times 6 \div 4$ or $42\pi$ and $3\pi$ or $2 \times \pi \times 21 + 2 \times 6$ or $42\pi + 12$ or [143.88, 144]	M1dep	oe eg $42\pi$ and [9.4, 9.43] or [131.88, 132] and $3\pi$
	$2 \times \pi \times 21 + 2 \times \pi \times 6 \div 4$ or $42\pi + 3\pi$ or $45\pi$ or [141, 141.43] or [153, 153.43]	M1dep	oe eg $42\pi + [9.4, 9.43]$ or [131.88, 132] + $3\pi$
	$45\pi + 12$	A1	

Additional guidance for this question is on the next page

		<b>Additional Guidance</b>	
<b>12(b) cont</b>	Condone $3(15\pi + 4)$		M1M1M1A1
	Condone, for example, $\pi 42$ for up to M1M1M1		
	$21\pi + 3\pi + 12$		M0M1M1A0 on alt 1
	$441\pi + 3\pi + 12$		M0M1M1A0 on alt 1
	$42\pi + 36\pi + 12$		M1M1M0A0 on alt 2
	$441\pi + 36\pi + 12$		M0M0M0A0
	Using $\pi r^2$ instead of $2\pi r$ throughout		M0M0M0A0
	$45\pi + 12$ in working with incorrect further work, eg $45\pi + 12 = 57\pi$		M1M1M1A0

Q	Answer	Mark	Comments	
13(a)	$(x + 8)(x - 5)$ or $(k =) 3$ or $(x + 5)(x - 8)$ or $(k =) -3$ or $(x + 10)(x - 4)$ or $(k =) 6$ or $(x + 4)(x - 10)$ or $(k =) -6$ or $(x + 20)(x - 2)$ or $(k =) 18$ or $(x + 2)(x - 20)$ or $(k =) -18$ or $(x + 40)(x - 1)$ or $(k =) 39$ or $(x + 1)(x - 40)$ or $(k =) -39$ or $s = 8$ and $t = 5$ or $8 - 5$	M1	oe correct factorisation	
	3		A1	condone embedded answer $x^2 + 3x - 40$
	<b>Additional Guidance</b>			
	$x^2 + sx - tx - st$ with no further working			MOA0
	Ignore incorrect factorisations in working			

Q	Answer	Mark	Comments
13(b)	Valid reason	B1	eg it should be $-2$ or $4 \times -5$ isn't 0 or $(2 + 2)(2 - 7) = -20$ or $2 + 2 = 4$ or $2 + 2 \neq 0$
	<b>Additional Guidance</b>		
	'He didn't change the sign on the left'	B1	
	'If you substitute 2 it does not give 0'	B1	
	$x = 2$ is wrong	B1	
	$x = -2$ (and $x = 7$ )	B1	
	$x = -2$ and $x = -7$	B0	
	'One solution is wrong' or 'Only one answer is correct'	B0	
	$x = 2$	B0	
Ignore statements which do not contradict a correct answer			

Q	Answer	Mark	Comments
14(a)	(18 =) $2 \times 3^2$ or (18 =) $2 \times 3 \times 3$	M1	oe eg (18 =) $2^1 \times 3^1 \times 3^1$ allow 2, 3 and 3 in a factor tree
	$2^{11} \times 3^3 \times 5^6$	A1	any order SC1 864 000 000
	<b>Additional Guidance</b>		
	M1 may be implied eg1 $2 \times 3^2 \times 2^{10} \times 3 \times 5^6$ eg2 $2^{11} \times 3 \times 3 \times 3 \times 5^6$		M1 M1
	Condone a multiplier of 1 for M1 only if not recovered eg1 $1 \times 2 \times 3 \times 3$ eg2 $1 \times 2^{11} \times 3^3 \times 5^6$		M1 M1A0
Allow the prime factorisation of 18 within the prime factorisation of a larger number eg $54 \times 2^{10} \times 5^6$ and $54 = 2 \times 3^3$ oe		M1	

Q	Answer	Mark	Comments
14(b)	$\sqrt[3]{2^6 \times 11^3}$ or $\sqrt[3]{64 \times 11^3}$ or $2^2 \times 11$ or $4 \times 11$ or $\sqrt[3]{85184}$	M1	oe with no fraction in the surd eg $\sqrt[3]{64 \times 1331}$ oe eg $2^{(6 \div 3)} \times 11^{(3 \div 3)}$ or $2^1 \times 2^1 \times 11^1$
	44	A1	

Q	Answer	Mark	Comments
15	1 : 6	B1	

Q	Answer	Mark	Comments	
<b>16</b>	0.5	B1	oe	
	-8	B1ft	ft any value other than 1	
	<b>Additional Guidance</b>			
	If they show $u_2 = \frac{4}{8}$ but simplify or convert it incorrectly, award B1 for the 1st mark, but do not award B1(ft) for the 2nd mark eg $u_2 = \frac{4}{8} = \frac{1}{4}$ , $u_3 = \frac{4}{-0.75} = -\frac{16}{3}$			B1B0
	0.5 (oe) and -8 worked out, with -8 on the $u_2$ answer line			B0B1
	Non-integer answers must be given as correct decimals or correct fractions with integer numerator and denominator If ft, award the 2nd mark for a correct fraction with integer numerator and denominator even if then incorrectly simplified or converted			
If the answer line for $u_2$ is incorrect, do not award the 1st mark for $10 = \frac{4}{8}$ in working				

Q	Answer	Mark	Comments
	$h = 3n + 20$ or $h = 20 + 3n$	B3	oe in the form $h =$ B2 correct equation not in the form $h =$ or $3n + 20$ or $20 + 3n$ or $h = 3n (+ k)$ ( $k$ is a number or letter) or $h = (k +) 3n$ ( $k$ is a number or letter) or $h = an + 20$ ( $a \neq 0$ ) or $h = 20 + an$ ( $a \neq 0$ ) B1 $3n (+ k)$ ( $k$ is a number or letter) or $(k +) 3n$ ( $k$ is a number or letter) or $an + 20$ ( $a \neq 0$ ) or $20 + an$ ( $a \neq 0$ ) SC1 $n = 3h + 20$
<b>Additional Guidance</b>			
17	Allow $h =$ in working but omitted on answer line For an equation in the form $h =$ in working, but rearranged (correctly or incorrectly) for the answer line, award 1 mark less than the $h =$ form		
	Condone an unsimplified fraction for 3 if it has integer numerator and denominator eg $h = \frac{12}{4}n + 20$		B3
	An unsimplified fraction for 3 can still score marks if it does not have integer numerator and denominator eg $h = \frac{32-20}{4}n + 20$		B2
	Allow $3 \times n$ or $n \times 3$ for $3n$		
	Ignore units		
	Condone capital $H$ or $N$ , but for incorrect variable(s) award 1 mark less than correct variable(s) would get eg1 $h = 3x + 20$ or $y = 3x + 20$ eg2 $3x + 20$ eg3 $3x$		B2 B1 B0

Q	Answer	Mark	Comments
18	<b>Alternative method 1: substitutes for 4y in first equation then substitutes value of x</b>		
	$2x + 2(4x - 7) = -9$ or $10x = 5$	M1	oe correct elimination of y
	$(x =) \frac{1}{2}$ or $(x =) 0.5$	A1	oe eg $(x =) \frac{5}{10}$
	$2 \times \text{their } \frac{1}{2} + 4y = -9$ or $2y = 4 \times \text{their } \frac{1}{2} - 7$	M1dep	oe substitution of their x into either equation
	$(y =) -\frac{5}{2}$ or $(y =) -2\frac{1}{2}$ or $(y =) -2.5$	A1	oe eg $(y =) -\frac{10}{4}$
	<b>Alternative method 2: equates coefficients</b>		
	Equates coefficients for one unknown and if necessary, rearranges into appropriate form and adds or subtracts equations appropriately	M1	eg 1 changes 1st equation to $4x + 8y = -18$ , rearranges 2nd equation to $2y - 4x = -7$ and adds to eliminate x eg 2 changes 2nd equation to $4y = 8x - 14$ and subtracts to eliminate y
	Correct value for x or y	A1	
	Substitutes their value into an equation	M1dep	
	Both values correct	A1	

**Mark scheme and Additional Guidance continues on next page**

Q	Answer	Mark	Comments
<b>18 cont</b>	<b>Alternative method 3: substitutes for <math>4x</math> in second equation then substitutes value of <math>y</math></b>		
	$2y = 2(-9 - 4y) - 7$ or $10y = -25$	M1	oe correct elimination of $x$
	$(y =) -\frac{5}{2}$ or $(y =) -2\frac{1}{2}$ or $(y =) -2.5$	A1	oe eg $(y =) -\frac{25}{10}$
	$2x + 4 \times \text{their } -\frac{5}{2} = -9$ or $2 \times \text{their } -\frac{5}{2} = 4x - 7$	M1dep	oe substitution of their $y$ into either equation
	$(x =) \frac{1}{2}$ or $(x =) 0.5$	A1	oe eg $(x =) \frac{2}{4}$
	<b>Alternative method 4: solves each unknown separately - substitutes for <math>4y</math> in first equation then substitutes for <math>4x</math> in second equation</b>		
	$2x + 2(4x - 7) = -9$ or $10x = 5$	M1	oe correct elimination of $y$
	$(x =) \frac{1}{2}$ or $(x =) 0.5$	A1	oe eg $(x =) \frac{5}{10}$
	$2y = 2(-9 - 4y) - 7$ or $10y = -25$	M1	oe elimination of $x$
	$(y =) -\frac{5}{2}$ or $(y =) -2\frac{1}{2}$ or $(y =) -2.5$	A1	oe eg $(y =) -\frac{25}{10}$
	<b>Additional Guidance</b>		
	Note that in alt 4 the 2nd M mark is not dependent		
	In alt 4, allow alt 2 method for each unknown		
	Both answers correct		M1A1M1A1

Q	Answer	Mark	Comments
19	$\frac{3x}{10}$	B1	

Q	Answer	Mark	Comments
20(a)	1	B1	

Q	Answer	Mark	Comments
20(b)	$\frac{1}{8}$ or 0.125	B2	<p>B1 correct expression including at least one of</p> <p>changes 32 to <math>2^5</math></p> <p>shows that the negative index means the reciprocal</p> <p>shows that index <math>\frac{1}{5}</math> means 5th root</p> <p>splits the index into the multiplication of two indices</p>

Q	Answer	Mark	Comments	
21	Smallest $3\sqrt{23}$ 15.6 $\frac{47}{3}$	B2	<p>B1 three values in correct order if the other value were removed</p> <p>eg Smallest <math>3\sqrt{23}</math> 2.1<sup>4</sup> 15.6 Largest <math>\frac{47}{3}</math></p>	
	<b>Additional Guidance</b>			
	Mark the answer only			
	Accept equivalent values used on answer lines			

Q	Answer	Mark	Comments
22(a)	$y = kx^3$ or $17 = 4^3k$	M1	oe
	$k = 17 \div 4^3$ or $k = 17 \div 64$ or $k = \frac{17}{64}$ or $\frac{17}{64}x^3$	M1dep	oe in the form $k =$
	$y = \frac{17}{64}x^3$ or $y = 0.265625x^3$	A1	oe equation eg $64y = 17x^3$ SC2 $y = \frac{17}{4^3}x^3$ or $y = \frac{17}{64} \times 4^3$
	<b>Additional Guidance</b>		
	Allow the proportion sign instead of = for M1 only		

Q	Answer	Mark	Comments
22(b)	$\div 2$	B1	

Q	Answer	Mark	Comments
<b>23</b>	<b>Alternative method 1: works out the value of <math>x</math> using two different methods and shows they are different</b>		
	Any one of $4x + 92 = 180$ or $5x + 30 + x + 36 = 180$ or $6x + 66 = 180$ or $4x + x + 36 + 5x + 30 + 92 = 360$ or $10x + 158 = 360$	M1	oe
	$(x =) 22$ with M1 seen or $(x =) 19$ with M1 seen or $(x =) 20.2$ with M1 seen	A1	must be correct value for corresponding equation
	A different one of $4x + 92 = 180$ or $5x + 30 + x + 36 = 180$ or $6x + 66 = 180$ or $4x + x + 36 + 5x + 30 + 92 = 360$ or $10x + 158 = 360$	M1	oe
	Any two of $(x =) 22$ with M1 seen or $(x =) 19$ with M1 seen or $(x =) 20.2$ with M1 seen and should be equal	A1	must be correct values for corresponding equations  oe statement

**Mark scheme and Additional Guidance continue on the next page**

Q	Answer	Mark	Comments
<b>23</b> <b>cont</b>	<b>Alternative method 2: uses angle sum of quadrilateral to work out <math>x</math> and then shows opposite angles do not sum to <math>180^\circ</math></b>		
	$4x + x + 36 + 5x + 30 + 92 = 360$ or $10x + 158 = 360$	M1	oe
	(x =) 20.2 with M1 seen	A1	
	$4 \times \text{their } 20.2 + 92$ or $5 \times \text{their } 20.2 + 30 + \text{their } 20.2 + 36$	M1dep	oe
	$4 \times 20.2 + 92 = 172.8$ and should be 180 or $5 \times 20.2 + 30 + 20.2 + 36 = 187.2$ and should be 180	A1	oe oe statement  oe oe statement
	<b>Alternative method 3: uses angle sum of <math>4x</math> and <math>92^\circ</math> to work out <math>x</math> and then shows other angles do not sum to <math>180^\circ</math> or all angles do not sum to <math>360^\circ</math></b>		
	$4x + 92 = 180$	M1	oe
	(x =) 22 with M1 seen	A1	
	$5 \times \text{their } 22 + 30 + \text{their } 22 + 36$ or $4 \times \text{their } 22 + 92 + 5 \times \text{their } 22 + 30 + \text{their } 22 + 36$	M1dep	oe
	$5 \times 22 + 30 + 22 + 36 = 198$ and should be 180 or $4 \times 22 + 92 + 5 \times 22 + 30 + 22 + 36 = 378$ and should be 360	A1	oe oe statement  oe oe statement

**Mark scheme and Additional Guidance continue on the next page**

Q	Answer	Mark	Comments
<b>23 cont</b>	<b>Alternative method 4: uses angle sum of <math>5x + 30</math> and <math>x + 36^\circ</math> to work out <math>x</math> and then shows other angles do not sum to <math>180^\circ</math> or all angles do not sum to <math>360^\circ</math></b>		
	$5x + 30 + x + 36 = 180$ or $6x + 66 = 180$	M1	oe
	(x =) 19 with M1 seen	A1	
	$4 \times \text{their } 19 + 92$ or $5 \times \text{their } 19 + 30 + \text{their } 19 + 36 + 4 \times \text{their } 19 + 92$	M1dep	oe
	$4 \times 19 + 92 = 168$ and should be 180 or $5 \times 19 + 30 + 19 + 36 + 4 \times 19 + 92 = 348$ and should be 360	A1	oe oe statement  oe  oe statement
	<b>Additional Guidance</b>		
	Alts 1 and 2 $x = 20.2$ with M1 not seen		Zero
	Alts 1 and 3 $x = 22$ with M1 not seen		Zero
	Alts 1 and 4 $x = 19$ with M1 not seen		Zero
	Allow $20\frac{1}{5}$ or $\frac{101}{5}$ for 20.2, but do not allow other improper fractions for 20.2, 22 or 19 unless recovered		

Q	Answer	Mark	Comments
24	$\sin y > 0$ and $\cos y < 0$	B1	

Q	Answer	Mark	Comments	
25	5 × 2 or 10 or 10 × 3 or 30 or 5 × 4 or 20	M1	oe may be written on bars	
	74 – 5 × 2 – 10 × 3 – 5 × 4 or 74 – 10 – 30 – 20 or 14	M1dep	oe bar of area 14 implies M2	
	their 14 ÷ 10 or 1.4	M1dep	implied by correct bar for their 14	
	Bar drawn from 170, width 10 and height 1.4	A1		
	<b>Additional Guidance</b>			
	Bar from 170 to 175 with height 2.8			M1M1M0A0

Q	Answer	Mark	Comments	
26(a)	$\frac{14}{\sqrt{7}} \times \frac{\sqrt{7}}{\sqrt{7}}$ or $\frac{14\sqrt{7}}{7}$	M1		
	$2\sqrt{7}$	A1	do not award if further work eg $\sqrt{14}$	
	<b>Additional Guidance</b>			
	Correct answer with no working			M1A1

Q	Answer	Mark	Comments	
26(b)	240	B3	B2 any correct single value of the form $a\sqrt{b}$ where $a \geq 2$ eg $24\sqrt{100}$ or $12\sqrt{400}$ or $8\sqrt{900}$ or $6\sqrt{1600}$ or $2\sqrt{14400}$ or correct product of two or more integers eg $24 \times 10$ or $8 \times 30$ or $6 \times 40$ or $2 \times 2 \times 5 \times 4 \times 3$  B1 ( $\sqrt{80} =$ ) $4\sqrt{5}$ or ( $\sqrt{18} =$ ) $3\sqrt{2}$ or correct product of two surds eg $2\sqrt{800} \times \sqrt{18}$ or $2\sqrt{180} \times \sqrt{80}$ or $2\sqrt{10} \times \sqrt{1440}$ or $\sqrt{40} \times \sqrt{80} \times \sqrt{18}$ or $2\sqrt{10 \times 80 \times 18}$ or $\sqrt{40 \times 80 \times 18}$ or $2\sqrt{2 \times 5 \times 4 \times 4 \times 5 \times 2 \times 3 \times 3}$ or $\sqrt{2^8 \times 5^2 \times 3^2}$ or $\sqrt{57600}$	
	<b>Additional Guidance</b>			
	$4\sqrt{5} \times 3\sqrt{2} \times 2\sqrt{10}$		B1	
	$4\sqrt{5} \times 3\sqrt{2} \times \sqrt{40}$		B1	

Q	Answer	Mark	Comments
27	9 : 25	B1	oe ratio
	3 : 5	B1	oe ratio allow $\sqrt{9} : \sqrt{25}$
	<b>Additional Guidance</b>		
	25 : 9		B0
	5 : 3		B0
	Answers transposed		B0B0

Q	Answer	Mark	Comments
28	$4(6 + x)(6 - x)$ or $-4(x + 6)(x - 6)$	B2	oe with full factorisation B1 $(12 + 2x)(12 - 2x)$ or $2(6 + x)(12 - 2x)$ or $(12 + 2x)2(6 - x)$ or $2(6 + x)2(6 - x)$ or $4(36 - x^2)$ oe
	<b>Additional Guidance</b>		
	$2(72 - 2x^2)$		B0
	Condone multiplication signs for B1 or B2 eg1 $4 \times (6 + x) \times (6 - x)$ eg2 $(12 + 2x) \times (12 - 2x)$ eg3 $(12 + 2 \times x) \times (12 - x \times 2)$		B2 B1 B1
	Condone missing final bracket eg1 $4(6 + x)(6 - x$ eg2 $(12 + 2x)(12 - 2x$		B2 B1
	Do not allow $x^2$ for $2x$		
	Ignore attempts to solve $144 - 4x^2 = 0$		

