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# GCSE MATHEMATICS 8300/3H

Higher Tier Paper 3 Calculator

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Mark scheme

June 2019

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Version: 1.0 Final

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

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

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

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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	$\frac{5}{2}$	B1		
2	$\frac{9}{25}$	B1		
3	75	B1		
4	-3 and 5	B1		
5	Isosceles triangle with base 2 cm and height 3 cm in any orientation	B2	± ¼ square on base or height B1 isosceles triangle with base 2 cm or height 3 cm in any orientation or acute angled triangle with base 2 cm and height 3 cm in any orientation	
	<b>Additional Guidance</b>			
	Mark intention for isosceles triangle within tolerance, lines do not need to be ruled			
	Enlargement can be drawn wholly or partially inside the original			
	Correct vertices not connected		B1	
Right angled isosceles triangle	B0			

Question	Answer	Mark	Comments	
6	8.5(0) or 9.49 or 9.5(0) or 6.25 or 6.74 or 6.75	B1		
	9.49 + 6.74 or (9, 9.5] + (6.5, 6.75]	M1		
	16.23	A1	accept (£)16.23p SC2 16.25 or 16.24	
	<b>Additional Guidance</b>			
	9.5(0) and 6.55 with answer 16.05			B1M1A0
	9.4(0) and 6.25 with answer 15.65			B1M0A0
	9.4(0) and 6.55 with answer 15.95			B0M1A0
7	6 as density for J or K	B1		
	13 as volume for K or 78 ÷ their 6 as volume for K	B1ft	ft their 6	
	$\text{g/cm}^3$ as units for densities of J and K and $\text{cm}^3$ as unit for volume of K	B1	allow $\text{g cm}^{-3}$	
	<b>Additional Guidance</b>			
	Mark table first			
	Full marks are only awarded for a fully correct table with no errors or omissions			
	13 $\text{cm}^3$ as a volume for K, 0.006 $\text{kg/cm}^3$ for both densities			B1B1B1
Condone g per $\text{cm}^3$ , $\text{gpcm}^3$ or g per cubic centimetre as units for density				

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Question	Answer	Mark	Comments
8	$x = \frac{y+2}{3}$	B1	

Question	Answer	Mark	Comments
9	<b>Alternative method 1 – PQ as the unknown</b>		
	$x + 10$ or $2(x + 10)$	M1	any unknown
	$x + x + 10 + 2(x + 10) = 170$	M1dep	oe any consistent unknown $x$ + their two expressions (with at least one correct) = 170
	$4x + 30 = 170$	M1dep	oe $4x = 140$ must be correct
	35	A1	
	<b>Alternative method 2 – PR as the unknown</b>		
	$x - 10$ or $2x$	M1	any unknown
	$x + x - 10 + 2x = 170$	M1dep	oe any consistent unknown $x$ + their two expressions (with at least one correct) = 170
	$4x - 10 = 170$ or $x = 45$	M1dep	oe $4x = 180$ must be correct
	35	A1	
	<b>Alternative method 3 – QR as the unknown</b>		
	$\frac{x}{2}$ or $\frac{x}{2} - 10$	M1	any unknown
	$x + \frac{x}{2} + \frac{x}{2} - 10 = 170$	M1dep	oe any consistent unknown $x$ + their two expressions (with at least one correct) = 170
	$2x - 10 = 170$ or $x = 90$	M1dep	oe $2x = 180$ must be correct
	35	A1	

Mark scheme for Question 9 continues on next page



Question	Answer	Mark	Comments
<b>9 cont</b>	<b>Alternative method 4 – trial and improvement with addition of three lengths</b>		
	A correctly evaluated trial with a difference of 10 (km) between the two shorter lengths and the longest length twice the length of the middle length	M1	may be seen as a subtraction of three numbers from 170
	A different correctly evaluated trial with a difference of 10 (km) between the two shorter lengths and the longest length twice the length of the middle length	M1dep	may be seen as a subtraction of three numbers from 170
	35, 45 and 90	A1	
	35	A1	
	<b>Alternative method 5 – trial and improvement with subtraction from 170</b>		
	A correctly evaluated trial of two lengths subtracted from 170 with a difference of 10 (km) between the two lengths or one length twice the length of the other	M1	
	A different correctly evaluated trial of two lengths subtracted from 170 with a difference of 10 (km) between the two lengths or one length twice the length of the other	M1dep	
	35, 45 and 90	A1	
	35	A1	

**Additional Guidance is on the next page**

<b>Additional Guidance</b>		
<b>9 cont</b>	If the student attempts more than one method, mark each method and award the highest mark	
	Alt 1 $PQ + PQ + 10 + 2(PQ + 10) = 170$	M1M1
	Alt 1 $PQ + PQ + 10 + 2PR = 170$	M1
	Alt 2 $x, x + 10$ and $2x$ seen on diagram, $4x + 10 = 170$	M1M1M0A0
	Alt 4 $35 + 45 + 90$ with no choice made	M1M1A1A0
	Alt 4 $170 - 30 - 40 - 80 = 20$	M1
	Alt 4 $170 - 30 - 40 - 60 = 40$ incorrect number is doubled	M0
	Alt 5 $170 - 30 - 60 = 80$	M1

Question	Answer	Mark	Comments
<b>10</b>	<b>Alternative method 1</b>		
	6000 × 1.03 or 6180 or 6000 × 0.03 or 180 or 6000 × 1.01 or 6060 or 6000 × 0.01 or 60	M1	6000 × 1.05 or 6300 6000 × 0.05 or 300
	their 6180 × 1.03 or 6365.4(0) or their 6180 × 0.03 or 185.4(0) or 365.4(0) or their 6060 × 1.05 or 6363 or their 6060 × 0.05 or 303 or 363	M1dep	6000 × 1.03 <sup>2</sup> or 6000 × 1.0609  or 6000 × 1.01 × 1.05 or 6000 × 1.0605 or 6300 × 1.01 or 6300 × 0.01 or 63
	6365.4(0) and 6363 and No or 365.4(0) and 363 and No	A1	accept 2.4(0) difference to imply 'No'
	<b>Alternative method 2</b>		
	1.03 or 1.01 or 1.05	M1	
	1.03 <sup>2</sup> or 1.03 × 1.03 or 1.0609 or 0.0609 or 6.09(%) or 1.01 × 1.05 or 1.0605 or 0.0605 or 6.05(%)	M1dep	
	1.0609 and 1.0605 and No or 0.0609 and 0.0605 and No or 6.09(%) and 6.05(%) and No	A1	accept 0.0004 difference to imply 'No'  accept 0.04(%) difference to imply 'No'

**Additional Guidance is on the next page**

		<b>Additional Guidance</b>	
<b>10 cont</b>	Accept any clear indication that the Offer 1 amount is different to the Offer 2 amount for 'No'		
	If build up methods are used they must be complete		
	$6000 \times 0.03^2$ implies $6000 \times 0.03$		M1
	$1.03^3$ implies 1.03		M1
	360 without 180 seen (simple interest)		M0
	If a different starting value is used, apply Alt 2 with correctly evaluated answers eg $600 \times 1.03^2 = 636.54$ $600 \times 1.01 \times 1.05 = 636.30$ No, pay less with Offer 1 (condone incorrect choice of Offer 1)		M1M1A1
	$500 \times 1.03 = 515$ $515 \times 1.03 = 530.45$ $500 \times 1.01 = 505$ $505 \times 1.05 = 530.25$ No, they are different		M1M1A1

<b>11</b>	$(200 + 160 + 104 + 100) \div 4$ or $564 \div 4$ or 141	M1	
	their $141 \div 3 \times 8$ or $47 \times 8$ or $1128 \div 3$ or 376	M1dep	oe accept $141 \times 2.66(\dots)$ or $141 \times 2.67$
	their $376 \times 5$ or 1880	M1dep	
	427	A1	
	<b>Additional Guidance</b>		
	$(270 + 400 + 483 + 300 + 427) \div 5$ embedded answer		M1M1M1A0
	$(1453 + x) \div 5 = 376$ and $1453 + x = 1880$		M1M1M1
	$(1453 + x) \div 5 = 376$		M1M1M0
	$200 + 160 + 104 + 100 \div 4$ scores M0 unless recovered		

Question	Answer	Mark	Comments
12	<b>Alternative method 1</b>		
	$4 \times 5 + c = 23$	M1	oe $20 + c = 23$
	$c = 3$	A1	implied by (0, 3) or 3 shown as $y$ -axis intercept
	$y = 4x + 3$	A1	SC1 $y = 4x + c \quad c \neq 3$
	<b>Alternative method 2</b>		
	$y - 23 = 4(x - 5)$	M1	oe
	$y - 23 = 4x - 20$	M1dep	
	$y = 4x + 3$	A1	SC1 $y = 4x + c \quad c \neq 3$
	<b>Additional Guidance</b>		
	If 3 is clearly linked to $c$ in $y = mx + c$ condone M1A1		
	$4x + 3$ on answer line, $y = 4x + 3$ seen in working		M1A1A1
	$4x + 3$ on answer line, $y = 4x + 3$ not seen in working		M1A1A0
	$m = 4, c = 3$ on answer line, $y = 4x + 3$ seen in working		M1A1A1
	$m = 4, c = 3$		M1A1A0
	$y = mx + 3$		M1A1A0
$23 = 4 \times 5 + 3$ embedded value for $c$		M1A0A0	
$4x + c$ on answer line with $c \neq 3$		M0A0A0	

Question	Answer	Mark	Comments
13(a)	$-2a$	B1	oe eg $-a -a$ or $2(-a)$
	<b>Additional Guidance</b>		
	Do not accept in column vector form unless correct answer is also seen		
	Do not accept $-a^2$ for $-2a$		
13(b)	$\begin{pmatrix} -8 \\ 2 \end{pmatrix}$ drawn on the grid with direction shown	B2	$\pm \frac{1}{4}$ centimetre square B1 $\begin{pmatrix} -8 \\ 2 \end{pmatrix}$ seen in working or correct line drawn with incorrect direction or no direction shown or correctly joined vectors for $\mathbf{c}$ and $-\mathbf{d}$ with correct directions shown
	<b>Additional Guidance</b>		
	Mark intention, line does not need to be ruled and ignore all labelling for $\mathbf{c}$ , $\mathbf{d}$ and $\mathbf{c} - \mathbf{d}$		
14	Class X has a greater proportion of boys than class Y	B1	

Question	Answer	Mark	Comments
15	<b>Alternative method 1 – answer written as a fraction</b>		
	$a^2$ on numerator	B1	$a$ correctly simplified
	$b^3$ on denominator or $b^{-3}$ on numerator	B1	$b$ correctly simplified
	$c$ cancelled and $d$ on denominator or $d^{-1}$ on numerator	B1	$d$ correctly simplified
	<b>Alternative method 2 – answer written only as a product</b>		
	$a^2$	B1	$a$ correctly simplified
	$b^{-3}$	B1	$b$ correctly simplified
	$d^{-1}$ and $c$ cancelled	B1	$d$ correctly simplified
	<b>Additional Guidance</b>		
	If answer line is blank, marks can be awarded in the working		
	Do not award any marks if addition or subtraction is seen in their best attempt		
	Condone use of capital letters		
	Penalise use of $\times$ sign by one mark only if full marks would have been awarded eg $a^2 \times b^{-3} \times d^{-1}$		
	$\frac{a^2}{db^3}$ or $\frac{a^2d^{-1}}{b^3}$ or $\frac{a^2b^{-3}}{d}$ or $a^2b^{-3}d^{-1}$		
	$\frac{a^2b^2}{db^5}$ or $\frac{a^2b^2d^{-1}}{b^5}$ or $a^2b^2d^{-1}b^{-5}$		
$\frac{a^3}{dab^3}$			
$\frac{a^2c}{cdb^3}$			
$\frac{a}{d} \times b^3$ use of $\times$ sign not penalised as full marks would not be awarded			
$a^2 + b^{-3} - d^{-1}$			

Question	Answer	Mark	Comments
<b>16</b>	$\frac{x}{360} \times \pi \times (1.5r)^2$ or $\frac{1}{160} \pi x r^2$ or $0.019...x r^2$ or $\frac{2x}{360} \times \pi \times r^2$ or $\frac{1}{180} \pi x r^2$ or $0.017...x r^2$	M1	oe eg (working in radians) $\frac{1}{2} \times (1.5r)^2 \times x$ or $\frac{1}{2} \times r^2 \times 2x$
	$\frac{1}{160} \pi x r^2$ and $\frac{1}{180} \pi x r^2$ and A or $0.019...x r^2$ and $0.017...x r^2$ and A	A1	oe eg (working in radians) $\frac{9}{8} r^2 x$ and $r^2 x$ and A
	<b>Additional Guidance</b>		
	Methods must be algebraic, containing $x$ , $\pi$ and $r$		
	If a box is not ticked, must say 'A' without contradiction in working to award M1A1		
	To award A1 their areas must be in a comparable form eg $\frac{2.25}{360} \pi x r^2$ and $\frac{2}{360} \pi x r^2$ and A ticked		
Ignore further incorrect working after A1 scored			



Question	Answer	Mark	Comments
17	<b>Alternative method 1</b>		
	0.03 × 200 or 6 or 0.035 × 200 or 7 or 0.015 × 200 or 3 or 0.01 × 200 or 2	M1	
	0.035 × 200 or 7 and 0.01 × 200 or 2	M1dep	
	5	A1	
	<b>Alternative method 2</b>		
	0.035 – 0.01 or 0.025	M1	
	their 0.025 × 200	M1dep	
	5	A1	
	<b>Additional Guidance</b>		
	Condone errors in calculating 6 or 3 as only the values 7 and 2 are required to correctly answer the question eg 5, 7, 3, 2 the range is 7 – 2 = 5		M1M1A1
	5 on answer line does not imply full marks, method must be checked eg 0.03 × 200 = 8 8 – 3 = 5		M1M0A0

18(a)	$3x^2 - 9x - 4 = 0$ or $-3x^2 + 9x + 4 = 0$	B1	must see = 0 on answer line
	<b>Additional Guidance</b>		
	Do not accept $x9$ or $9 \times x$ for $9x$		
	$3x^2 + -9x + -4 = 0$		B1
	$3x^2 - +9x - +4 = 0$		B0

Question	Answer	Mark	Comments
18(b)	$\frac{- -9 \pm \sqrt{(-9)^2 - 4 \times 3 \times -4}}{2 \times 3}$ or $\frac{9 \pm \sqrt{129}}{6}$ or $\left(x - \frac{3}{2}\right)^2 - \frac{9}{4} = \frac{4}{3}$ or $\frac{3}{2} \pm \sqrt{\frac{43}{12}}$ or 3.392... or 3.393 or -0.392... or -0.393	M1	oe correct or ft their 3-term quadratic seen
	3.39 and -0.39	A1ft	correct or ft their 3-term quadratic seen ft answers must be rounded to 2 dp
	<b>Additional Guidance</b>		
	The word 'and' does not need to be seen to award A mark		
	Full fraction line, correct full square root, $\pm$ and $(-9)^2$ or $9^2$ must be seen to award M1 but can be recovered by sight of correct solution(s)		
	$3x^2 - 9x + 4 = 0$ in 18(a) $\frac{9 \pm \sqrt{33}}{6}$ or $\frac{3}{2} \pm \sqrt{\frac{11}{12}}$ or 2.457... or 0.542... 2.46 and 0.54		M1  A1ft
	3.39 and -0.39 on answer line with no incorrect working		M1A1
	2.46 and 0.54 on answer line with no incorrect working		M1A1ft
One correct answer with no incorrect working		M1A0	

Question	Answer	Mark	Comments
<b>19</b>	Median is at 10.5	B1	oe eg median should be one square to the right
	Upper quartile should be at 15	B1	oe eg IQR is 9 eg UQ should be two squares to the left
	<b>Additional Guidance</b>		
	Ignore irrelevant and non-contradictory statements alongside a B1 response		
	To score either mark, answers must correctly refer to a number of minutes or exact position on the box plot		
		The median should be at 11	B1
		The median is half a minute too low	B1
		The interquartile range should be 8	B1
		The interquartile range is one minute too big	B1
		Upper quartile = 16 minutes	B1
	The median is in the wrong place	B0	
	The median is 11	B0	
	The median is wrong	B0	
	The median is inaccurate by 1 square	B0	
	The interquartile range is too small	B0	
	The upper quartile should be at 16	B0	
	The upper quartile is wrong by 1	B0	

Question	Answer	Mark	Comments
20(a)	$d \propto v^2$ or $d = k \times v^2$ or $6 = k \times 20^2$  or $c \times d = v^2$ or $c \times 6 = 20^2$	M1	oe eg $v = kd^{1/2}$
	(k =) $6 \div 20^2$ or 0.015  or (c =) $20^2 \div 6$ or 66.66...or 66.67	M1dep	oe eg $\frac{6}{400}$ or $\frac{3}{200}$  $\frac{400}{6}$ or $\frac{200}{3}$
	$d = 0.015 \times v^2$ or $\frac{200}{3} \times d = v^2$	A1	oe equation
	<b>Additional Guidance</b>		
	Working for second M mark must follow from their initial equation		
	$d \propto 0.015 \times v^2$		M1M1A0
	(k =) 0.015 or (c =) $\frac{200}{3}$ with no incorrect working		M1M1A0
$0.015v^2$ or $\frac{200}{3}d$		M1M1A0	

Question	Answer	Mark	Comments	
20(b)	their $0.015 \times 30^2$ their $0.015 \times 900$ or $6 \times \left(\frac{30}{20}\right)^2$ or $30^2 \div \text{their } \frac{200}{3}$ or $900 \div \frac{200}{3}$ or $6 \div \left(\frac{20}{30}\right)^2$	M1	oe	
	13.5	A1ft	oe ft their 0.015 provided using $d = \text{their } 0.015 \times v^2$	
	<b>Additional Guidance</b>			
	Must use $\times 30^2$ or $\times 900$ or $\times \left(\frac{30}{20}\right)^2$ for M1			
	$d \propto 13.5$			M1A0
	If in part (a) $d = k \times v \quad 6 = k \times 20 \quad d = \frac{6}{20} v$ and in part (b) $d = \frac{6}{20} \times 30, \quad m = 9$			M0 part (a)  M0 part (b)
If in part (a) $d = k \times v \quad 6 = k \times 20 \quad d = \frac{6}{20} v$ and in part (b) $d = \frac{6}{20} \times 30^2, \quad d = 270$			M0 part (a)  M1A1ft part (b)	

Question	Answer	Mark	Comments
<b>21</b>	<b>Alternative method 1 – making 10 litres of paint</b>		
	$225 \div 50 (= 4.5(0))$ or $80 \div 20 (= 4(.00))$	M1	cost of 1 litre for one colour
	$225 \div 50 (= 4.5(0))$ and $80 \div 20 (= 4(.00))$	M1	cost of 1 litre for both colours
	their $4.5(0) \times 7 + \text{their } 4(.00) \times 3$ or $43.5(0)$	M1dep	$31.5(0) + 12(.00)$ dep on M2
	their $43.5(0) \times 1.4$ or $60.9(0)$ or their $43.5(0) \div 2 \times 1.4$	M1dep	oe dep on M3
	30.45	A1	
	<b>Alternative method 2 – making 5 litres of paint</b>		
	$5 \div (7 + 3)$ or 0.5	M1	
	their $0.5 \times 7$ or 3.5 and their $0.5 \times 3$ or 1.5	M1dep	3.5 : 1.5
	$\frac{\text{their } 3.5}{50} \times 225$ or 15.75 and $\frac{\text{their } 1.5}{20} \times 80$ or 6	M1dep	dep on M2
	(their $15.75 + \text{their } 6$ ) $\times 1.4$	M1dep	oe $21.75 \times 1.4$ or $21.75 + 8.7(0)$ dep on M3
	30.45	A1	

Mark scheme for Question 21 continues on next page

<b>21 cont</b>	<b>Alternative method 3 – making 10 litres of paint when profit is added at the start</b>		
	225 × 1.4 (= 315) and 80 × 1.4 (= 112)	M1	40% added to the cost of both colours
	their 315 ÷ 50 (= 6.3(0)) or their 112 ÷ 20 (= 5.6(0))	M1dep	selling price of 1 litre of either colour
	their 315 ÷ 50 (= 6.3(0)) and their 112 ÷ 20 (= 5.6(0))	M1dep	selling price of 1 litre of both colours
	their 6.3(0) × 7 + their 5.6(0) × 3 or 60.9(0)	M1dep	oe 44.1(0) + 16.8(0) dep on M3
	30.45	A1	
	<b>Alternative method 4 – making <math>n</math> litres of paint</b>		
	225 ÷ 50 × 0.7 $n$ or 3.15 $n$ or 80 ÷ 20 × 0.3 $n$ or 1.2 $n$	M1	cost of blue or yellow paint in $n$ litres of green paint
	225 ÷ 50 × 0.7 $n$ or 3.15 $n$ and 80 ÷ 20 × 0.3 $n$ or 1.2 $n$	M1	cost of blue and yellow paint in $n$ litres of green paint
	their 3.15 $n$ + their 1.2 $n$ or 4.35 $n$	M1dep	total cost of $n$ litres of green paint dep on M2
	their 4.35 $n$ × 1.4 or 6.09 $n$	M1dep	oe dep on M3
	30.45	A1	
	<b>Additional Guidance</b>		
	If the student attempts more than one method, mark each method and award the highest mark		
	Alt 4 value of $n$ must be clear eg 100 litres total or 700:300 (1000 litres implied)		
	Alt 4 their 4.35 $n$ ÷ $k$ × 1.4 implies their 4.35 $n$ × 1.4 where ÷ $k$ is their attempt to scale to the cost of a 5-litre tin		M1M1M1M1

Question	Answer	Mark	Comments
22(a)	$\frac{12}{29}$	B1	
22(b)	$\frac{8}{15}$	B1	
23	Correct curve	B2	B2 correct curve must be correct shape and pass through (0, 1) and be in correct position relative to $y = 2^x$ B1 correct shape and pass through (0, 1)
	<b>Additional Guidance</b>		
	Correct curve must be an exponential graph		
	Correct position must be above $y = 2^x$ for $x > 0$ below $y = 2^x$ for $x < 0$		
24	$\sin 24 = \frac{h}{20}$	M1	oe $\cos 66 = \frac{h}{20}$ $\frac{20}{\sin 90} = \frac{h}{\sin 24}$
	$20 \times \sin 24$ or 8.1...	M1dep	$20 \times \cos 66$ $\frac{20}{\sin 90} \times \sin 24$
	[1215, 1221]	A1	with no incorrect working seen
	<b>Additional Guidance</b>		
	$150 \times 20 \times \sin 24$		M1M1



Question	Answer	Mark	Comments
25(a)	Reflection	B1	
	$y = 1$ or AC	B1	
	<b>Additional Guidance</b>		
	Mirror line		B0
	Contradiction for line of reflection		B0
	More than one transformation given		B0
25(b)	<b>Alternative method 1</b>		
	Rotation	B1	
	Centre (0, 1)	B1	
	$180^\circ$	B1	degrees symbol does not have to be seen
	<b>Alternative method 2</b>		
	Enlargement	B1	
	Centre (0, 1)	B1	
	Scale factor $-1$	B1	
	<b>Additional Guidance</b>		
	For centre (0, 1) allow about (0, 1) or (0, 1)		B1
	For centre (0, 1) do not allow 0, 1		B0
	More than one transformation given eg rotation then translation		B0
	Do not allow half turn for $180^\circ$		
	Ignore clockwise or anticlockwise		
	For scale factor allow sf or scale or (x) $-1$		

Question	Answer	Mark	Comments	
<b>26</b>	$16 - x^3$	M1		
	$x^3 = 16 - 24$ or $x^3 = -8$ or $x = \sqrt[3]{-8}$ or $-x^3 = 24 - 16$ or $-x^3 = 8$ or $-x = -\sqrt[3]{-8}$	M1dep		
	-2	A1		
	<b>Additional Guidance</b>			
	$16 - x^3 = 24 \quad x^3 = 24 - 16$	M1M0A0		

Question	Answer	Mark	Comments	
27	$\sqrt{144}$ or 12	B1	radius of larger circle may be seen on diagram	
	$\frac{4}{5}$ x their 12 or 9.6	M1	their 12 must be a value may be seen on diagram	
	(cos AOB =) $\frac{\text{their } 12^2 + \text{their } 9.6^2 - 20^2}{2 \times \text{their } 12 \times \text{their } 9.6}$ or $\frac{144 + 92.16 - 400}{230.4}$ or $-\frac{32}{45}$ or $-0.71\dots$	M1dep	oe	
	$\cos^{-1}$ their $-\frac{32}{45}$	M1dep	dep on M2	
	135.(...)	A1		
	<b>Additional Guidance</b>			
	144 $\frac{4}{5}$ x 144 = 115.2 (cos AOB =) $\frac{144^2 + 115.2^2 - 20^2}{2 \times 144 \times 115.2}$	B0  M1  M1M0A0		
12 seen, but a different value used for the radius of the larger circle cannot score B1M1				
$x + y = 12$ seen, but $x = 6$ used to find radius $OA = 4.8$			B0M1	

Question	Answer	Mark	Comments
<b>28(a)</b>	$\frac{1}{2} \times 5 \times 8$ or 20 or $\frac{1}{2} \times (8 + 9) \times (9 - 5)$ or 34	M1	oe  eg $\frac{1}{2} \times 4 (\times 1)$ and $4 \times 8$ or 2 and 32
	$\frac{1}{2} \times 5 \times 8$ or 20 and $\frac{1}{2} \times (8 + 9) \times (9 - 5)$ or 34	M1dep	$\frac{1}{2} \times 4 (\times 1)$ and $4 \times 8$ or 2 and 32
	$\frac{1}{2} \times (9 + 4.6) \times 1$ $+ \frac{1}{2} \times (4.6 + 2) \times 1$ $+ \frac{1}{2} \times 1 \times 2$ or $6.8 + 3.3 + 1$ or 11.1 or $\frac{1}{2} \times (9 + 4.6) \times 1 + \frac{1}{2} \times 2 \times 4.6$ or $6.8 + 4.6$ or 11.4 or $\frac{1}{2} \times (9 + 2) \times 2 + \frac{1}{2} \times 1 \times 2$ or $11 + 1$ or 12 or $\frac{1}{2} \times 3 \times 9$ or 13.5	M1	correct attempt to estimate the full area below curve using trapezia, a trapezium and a triangle or a triangle
	Correctly evaluates $20 + 34$ + their correct estimate for the full area below curve, which must sum to an answer which is less than or equal to 67.5	A1	M3 must be awarded

Additional Guidance is on the next page

<b>28(a) cont</b>	<b>Additional Guidance</b>	
	If first two marks are awarded, the third area must not come from 67.5 minus their two areas	
	If a concluding statement is made do not award A mark if it contains an error	

<b>28(b)</b>	1	B1	
	$m/s^2$ or $ms^{-2}$ or metres per second per second	B1	oe allow $mps^2$ or $m/s/s$
	<b>Additional Guidance</b>		
	Do not accept fractions		
	$m/s^{-2}$		B0