



GCSE
MATHEMATICS
8300/2F

Foundation Tier Paper 2 Calculator

Mark scheme

Shadow paper based on November 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from 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.

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(a)	21	B1	
	Additional Guidance		
	Ignore further terms		

Q	Answer	Mark	Comments
1(b)	-10	B1	
	Additional Guidance		
	Ignore further terms		

Q	Answer	Mark	Comments
1(c)	$\times 3$	B1	oe eg triple, multiply by 3, add to itself twice
	Additional Guidance		
	Times 3		B1
	$3n$		B0
	Ignore any attempt to continue the sequence		

Q	Answer	Mark	Comments
2(a)	12.45	B1	
	Additional Guidance		
	12.45p		B1

Q	Answer	Mark	Comments	
2(b)	Alternative method 1			
	$1.9(0) + 2.8(0) + 4.15$ or 8.85	M1	oe	
	8.85 and No	A1		
	Alternative method 2			
	$8.5(0) - 1.9(0) - 2.8(0)$ or 3.8(0)	M1	oe	
	3.8(0) and No	A1		
	Alternative method 3			
	$8.5(0) - 1.9(0) - 2.8(0) - 4.15$ or -0.35	M1	oe	
	$(-)0.35$ and No	A1		
	Additional Guidance			
	No may be indicated by selecting the box or a statement in the working lines			
	May work in pence			
In alts 1 and 2 ignore any attempt to evaluate differences once the correct value is seen Eg No ticked and 8.85 seen, followed by he is 35 short			M1A1	

Q	Answer	Mark	Comments
3(a)	7	B1	
	Additional Guidance		
	Embedded answer without 7 being selected eg $4 \times 7 = 28$		B0

Q	Answer	Mark	Comments
3(b)	14	B1	
	Additional Guidance		
	Embedded answer without 14 being selected eg $-3 + 14 = 11$		B0

Q	Answer	Mark	Comments
3(c)	3	B2	B1 correct partial simplification eg $\frac{18}{6}$ or $\frac{3}{1}$ or $\frac{9w}{3w}$ or $\frac{3w}{w}$ SC1 $3w$
	Additional Guidance		
	Correct partial simplification followed by incorrect further work eg $\frac{9w}{3w}$, Answer $6w$		B1
	Correct answer followed by further work		B1

Q	Answer	Mark	Comments
4(a)	$(-2, -1)$	B1	
	Additional Guidance		
	Condone x and y written above the coordinates		
	Do not condone $(-2x, -y)$		

Q	Answer	Mark	Comments
4(b)	$(-3, 1)$	B1	
	Additional Guidance		
	Condone x and y written above the coordinates		
	Do not condone $(-3x, 1y)$		

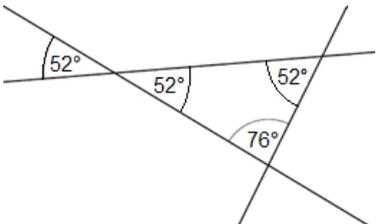
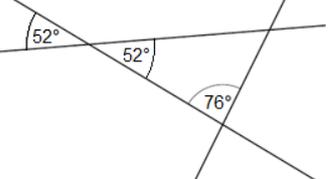
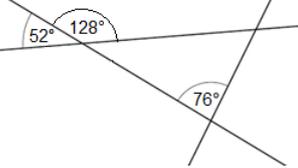
Q	Answer	Mark	Comments
4(c)	Point plotted at $(2, -1)$	B1	allow missing label
	Additional Guidance		
	Ignore point marked or working for part (b)		
	Mark intention		
	The correctly drawn parallelogram implies the point has been plotted correctly		

Q	Answer	Mark	Comments
5(a)	5.1	B1	

Q	Answer	Mark	Comments
5(b)	$(12.1 + 13.6 + 14.4 + 15.2 + 17.2)$ $\div 5$ or $72.5 \div 5$	M1	oe
	14.5	A1	SC1 58.74
	Additional Guidance		
	Condone missing brackets in working for M1		
	Condone 15 after 14.5 seen		

Q	Answer	Mark	Comments
6(a)	42	B1	

Q	Answer	Mark	Comments
6(b)	$360 - (40 + 165)$	M1	oe
	155	A1	

Q	Answer	Mark	Comments	
	Opposite angle to 52 = 52 and 3rd angle = 52 and isosceles	B3	B2 opposite angle to 52 = 52 and 3rd angle = $180 - 52 - 76$ or 52 with type of triangle blank or incorrect B1 opposite angle to 52 = 52	
Additional Guidance				
Angles may be seen in the correct places on the diagram for B3, B2 or B1				
Ignore incorrect spelling of isosceles so long as intention is clear				
Ignore any reasons stated				
$180 - 52 - 76$ does not need to be evaluated correctly for B2				
3rd angle = $(180 - 76)/2 = 52$ does not gain credit unless opposite angle = 52 is also seen				
6(c)	Examples of responses:			
	 <p style="text-align: center;">Answer isosceles</p>	B3		
	Angles in the triangle are both 52, answer isosceles			B3
	Opposite angles are 52, $52 + 52 + 76 = 180$, isosceles			B3
	 <p style="text-align: center;">and $180 - 52 - 76 = 52$ (implies 3rd angle as 1st angle stated in diagram) No triangle type stated</p>	B2		
	 <p style="text-align: center;">and $180 - 52 - 76 = 52$ No reference to any angles inside the triangle</p>	B0		
	$52 + 76 = 128$, $180 - 128 = 52$, so isosceles triangle			B0

Q	Answer	Mark	Comments
7	Alternative method 1		
	6×4 or 24 or 5×18 or 90 or 114	M1	oe may be seen by the table
	$\frac{6 \times 4}{6}$ or 4 (days) or $\frac{5 \times 18}{6}$ or 15 (days) or $\frac{6 \times 4 + 5 \times 18}{6}$ or $\frac{114}{6}$	M1dep	oe eg $24 \div 6$ or $4 + 15$ may be embedded eg $\frac{24 + 90}{6}$
	19	A1	SC2 2 weeks and 5 days without 19 seen
	Alternative method 2		
	$6 \div 6$ or 1 or $5 \div 6$ or 0.83(3...)	M1	oe may be seen by the table
	$6 \div 6 \times 4$ or 4 (days) or $5 \div 6 \times 18$ or 15 (days)	M1dep	oe eg $4 + 15$
	19	A1	SC2 2 weeks and 5 days without 19 seen
	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		
Ignore conversion to weeks after 19 days seen			

Q	Answer	Mark	Comments
8	Alternative method 1		
	6×6 or 36 or 4.5×6 or 27 or $6 + 4.5$ or 10.5	M1	oe may be seen on the pictogram implied by 63
	$81 - (\text{their } 36 + \text{their } 27)$ or $81 - 63$ or $81 - \text{their } 10.5 \times 6$ or 18	M1dep	oe one of their 36 and their 27 must be from a correct method may be seen on the pictogram
	3 circles drawn	A1	
	Alternative method 2		
	$6 + 4.5$ or 10.5	M1	may be seen on the pictogram
	$81 \div 6$ or 13.5	M1	
	3 circles drawn	A1	
	Additional Guidance		
	Circles do not need to be aligned		
	Mark intention for size and shape of symbols		
	Build up method may be seen eg $10 \times 6 = 60 + 6 + 6 + 6 = 78 + 3 = 81$		M2
3 circles drawn with no working		M2A1	

Q	Answer	Mark	Comments
9	VSC VSM VCM SCM	B2	with no errors may be given as words any order B1 for any one correct option stated
	Additional Guidance		
	Ignore repeated answers eg VSM and MVS		
	Repeated toppings is an error eg VVS		
	2 or 4 flavours is an error eg VC or VSMC		

Q	Answer	Mark	Comments
10(a)	62.5 or $62\frac{1}{2}$	B1	accept $\frac{125}{2}$
	Additional Guidance		
	62		B0
	62.5 followed by 62 or 63 on the answer line		B0
	63		B0
	62.50		B1

Q	Answer	Mark	Comments
10(b)	0.58	B2	B1 0.57 or 0.578 or 0.5781 or 0.578125 or 0.58 with one or more trailing 0s B1 their 3dp or more value correctly rounded to 2dp

Q	Answer	Mark	Comments
11	May be true True Not True	B3	B1 for each correct box
	Additional Guidance		
	More than one box ticked in a row is choice for that row		
	A tick and a cross (or two crosses) in a row, mark the tick		
	Any unambiguous indication eg Cross in all 3 correct boxes with all other boxes blank		B3

Q	Answer	Mark	Comments
12(a)	$(-5)^2 + 9 \times -5$ or $-5(-5 + 9)$ or 25 or -45	M1	oe eg $(-5)^2 + 9(-5)$
	-20	A1	SC1 -70
	Additional Guidance		
	SC is for $-5^2 + 9 \times -5 = -25 - 45 = -70$		
	Embedded 25 or -45 seen eg $25 + 9x$ without correct answer		M1A0
	Values may be implied eg1 $(-5)^2 + 9 \times 5 = 70$ 25 is implied eg2 only answer 70		M1A0 M0A0
	Further correct work eg $25 - 45 = -20$, Answer $4x$		M1A1
	Further incorrect work eg $25 - 45 = -20$, Answer $-20x$		M1A0
	$+ -45$ is the same as -45		M1
	Only $-5^2 + 9 \times -5$		M0A0
	$-5^2 + 9 \times -5 = -25 + 45 = 20$		M0A0
	$25x$ does not imply 25		M0A0

Q	Answer	Mark	Comments
12(b)	$p - 3$ or $-3 + p$	B1	

Q	Answer	Mark	Comments
12(c)	$3b + 15$ or $15 + 3b$ or $4b$	M1	
	$4b + 15$ or $15 + 4b$	A1	
	Additional Guidance		
	Further incorrect work or simplification eg $4b + 15$, Answer $19b$		M1A0

Q	Answer	Mark	Comments
13	2 hours 57 minutes 14 seconds	B2	B1 2 of the 3 values correct or correct time not in the form requested
	Additional Guidance		
	2 hours 57 minutes 46 seconds		B1
	2 hours 58 minutes 14 seconds		B1
	(blank or 0) hour 177 minutes 14 seconds		B1
	(blank or 0) hour (blank or 0) minutes 10634 seconds		B1
	2 hours 177 minutes 10634 seconds		B0
	2 hours 97 minutes 46 seconds		B0

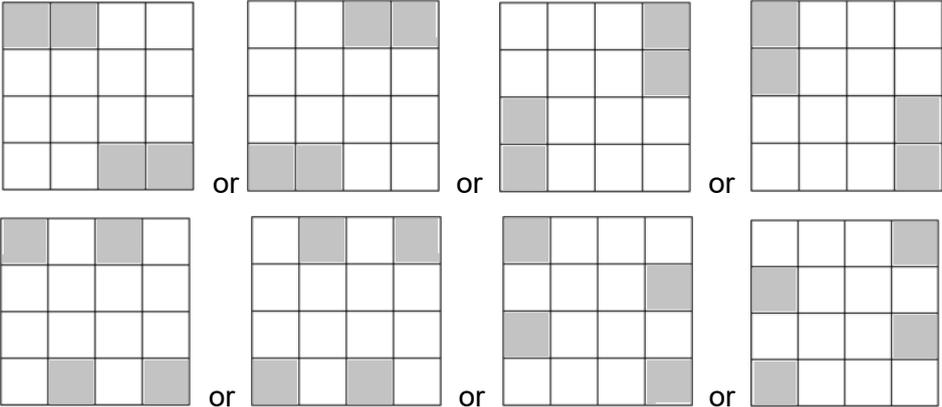
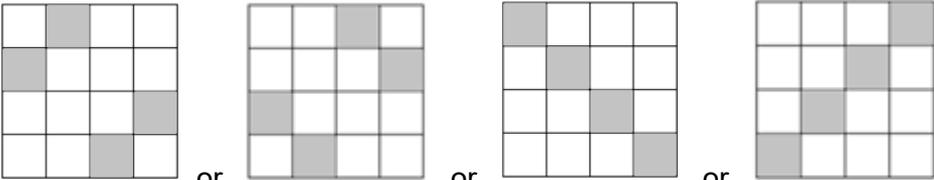
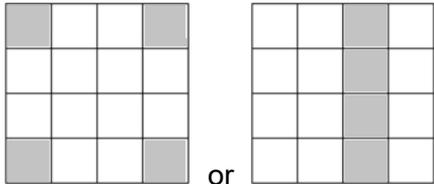
Q	Answer	Mark	Comments
14	Alternative method 1		
	360 – 90 – 76 – 46 or 148	M1	oe may be seen on the diagram
	225 × 360 ÷ 90 or 900	M1	oe eg 225 × 4
	$\frac{\text{their } 148}{360} \times \text{their } 900$	M1dep	oe dep on M2
	370	A1	
	Alternative method 2		
	360 – 90 – 76 – 46 or 148	M1	oe may be seen on the diagram
	225 ÷ 90 or $\frac{5}{2}$ or 90 ÷ 225 or $\frac{2}{5}$	M1	oe
	their 148 × $\frac{225}{90}$	M1dep	oe eg their 148 ÷ $\frac{90}{225}$ or 74 × 5 dep on M2
	370	A1	

Mark scheme and Additional Guidance continue on the next page

14 cont	Alternative method 3		
	360 – 90 – 76 – 46 or 148	M1	oe may be seen on the diagram
	their 148 ÷ 90 or $\frac{74}{45}$ or 90 ÷ their 148 or $\frac{45}{74}$	M1dep	oe
	$225 \times \frac{148}{90}$	M1dep	oe eg $225 \div \frac{90}{148}$
	370	A1	
	Additional Guidance		
	M1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts		

Q	Answer	Mark	Comments
15(a)	550 ÷ 10 or 275 ÷ 5 or 55 or 550 × 6 or 275 × 12 or 3300	M1	
	55 metres per minute or 3300 metres per hour or 3.3 km per hour	A1	oe eg 55 m/min or 3.3 km per hour or 0.916(...)m per second
	Additional Guidance		
	M1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts		
	Units may be abbreviated but must be the correct units for their correct rate eg allow 3.3 km/h for 3.3 kilometres per hour or 0.916m/s for 0.916 metres per second		M1A1
Do not ignore further incorrect attempts to change units eg 55 metres per minute and 0.916 m/hour on the answer line			M1A0

Q	Answer	Mark	Comments
15(b)	Horizontal line from (10, 550) to (35, 550)	B1	$\pm \frac{1}{2}$ small square
	Straight line from their (35, 550) to (17 + their 35, 0)	B1ft	$\pm \frac{1}{2}$ small square for (17 + their 35, 0)
	Additional Guidance		
	Mark intention		
	No horizontal line and straight line from (10, 550) to (27, 0)		

Q	Answer	Mark	Comments	
	4 squares shaded so that the grid has exactly rotational symmetry of order 2 and no lines of symmetry	B2	B1 4 squares shaded so that the grid has rotational symmetry of order 2 and one or more lines of symmetry	
16	Additional Guidance			
			B2	
			B1	
			B0	
	Mark intention			
	Part squares shaded			B0

Q	Answer	Mark	Comments
17	Alternative method 1		
	$8 \times 6000 \div 100$ or 480	M2	oe M1 8×6000 or 48 000 or $8 \div 100$ or 0.08 or $6000 \div 100$ or 60
	480 and No	A1	oe eg 20 less and No
	Alternative method 2		
	$500 \times 100 \div 6000$ or 8.3(3...)	M2	oe M1 500×100 or 50000 or $500 \div 6000$ or 0.083(3...) or $100 \div 6000$ or 0.016(...) or 0.017
	8.3(3...) and No	A1	
	Alternative method 3		
	$500 \times 100 \div 8$ or 6250 or 4286	M2	oe M1 500×100 or 50000 or $500 \div 8$ or 62.5 or $100 \div 8$ or 12.5
	6250 and No with M2 seen	A1	

Mark scheme and Additional Guidance continue on the next page

17 cont	Alternative method 4		
	8×6000 or 48000	M1	oe
	500×100 or 50000	M1	oe
	48000 and 50000 and No	A1	
	Alternative method 5		
	$500 \div 6000$ or 0.083(3...)	M1	oe
	$8 \div 100$ or 0.08	M1	oe
	0.083(3...) and 0.08 and No	A1	
	Additional Guidance		
	M1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts		
	No may be indicated by selecting the box or a statement in the working lines		
	No cannot be implied only by an inequality		
	A correct value is sufficient to show working eg 480 and No (except in alt 3)		M2A1
	20 less in alt 1 implies M2		

Q	Answer	Mark	Comments
18	A halves when B doubles	B1	

Q	Answer	Mark	Comments
19	Alternative method 1		
	$1.5^2 - 1.2^2 = 0.81$ and $\sqrt{0.81} = 0.9$ or $2.25 - 1.44 = 0.81$ and $\sqrt{0.81} = 0.9$	B2	accept $0.9^2 = 0.81$ for $\sqrt{0.81} = 0.9$ accept $\sqrt{1.5^2 - 1.2^2} = 0.9$ for B2 accept $1.5^2 - 1.2^2 = 0.9^2$ for B2 B1 1.5^2 and 1.2^2 oe
	Alternative method 2		
	$1.5^2 - 0.9^2 = 1.44$ and $\sqrt{1.44} = 1.2$ or $2.25 - 0.81 = 1.44$ and $\sqrt{1.44} = 1.2$	B2	accept $1.2^2 = 1.44$ for $\sqrt{1.44} = 1.2$ accept $\sqrt{1.5^2 - 0.9^2} = 1.2$ for B2 accept $1.5^2 - 0.9^2 = 1.2^2$ for B2 B1 1.5^2 and 0.9^2 oe
	Alternative method 3		
	$0.9^2 + 1.2^2 = 2.25$ and $\sqrt{2.25} = 1.5$ or $0.81 + 1.44 = 2.25$ and $\sqrt{2.25} = 1.5$	B2	accept $1.5^2 = 2.25$ for $\sqrt{2.25} = 1.5$ accept $\sqrt{0.9^2 + 1.2^2} = 1.5$ for B2 accept $0.9^2 + 1.2^2 = 1.5^2$ for B2 B1 0.9^2 and 1.2^2 oe
	Additional Guidance		
	B1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts		
	$1.5^2 - 1.2^2 = 0.81$ $x^2 = 0.81$ $x = 0.9$		B2
	Max B1 if any incorrect statement seen eg $1.5^2 - 1.2^2 = \sqrt{0.81} = 0.9$		B1
Accept 1.5×1.5 for 1.5^2 etc			
Condone eg 1.2 cm^2 and 1.5 cm^2 for 1.2^2 and 1.5^2 for B1 but must be recovered for B2			
$0.81 \div 0.9 = 0.9$ is equivalent to $\sqrt{0.81} = 0.9$			

Q	Answer	Mark	Comments
20(a)	75 × 0.44 or 33 or 90 × 0.4 or 36	M1	oe
	3	A1	
	Additional Guidance		
	M1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts		
	90 × 0.5 = 45		M0

Q	Answer	Mark	Comments
20(b)	No and valid reason involving the number of trials	B1	eg reasons she didn't do the most she did fewer spins Lewis did more they should use all 165 spins
	Additional Guidance		
	Ignore irrelevant or incorrect statements alongside a correct statement as long as not contradictory eg1 No and Lewis did most but he could have done more eg2 No and Lewis has more number of spins so there is a higher probability of landing on heads		B1 B1
	Allow 'he' to refer to Lewis eg No and Because he tried 95 times however Maya tried only 75 times		B1
	No and She did not do as many spins so her answer is less accurate than Lewis'		B1
	No and Lewis spun the wheel more times. Therefore his probability would be lower		B1
	No and Lewis spun more times so his final outcome will be higher		B1
	No and Lewis did 90 spins and Maya did 75 spins		B0
	No and Lewis did 90 spins so he has more chance of being accurate		B0

Q	Answer	Mark	Comments
21	digits $672 \div$ digits 960 or answer with only digit 7	M1	eg $672 \div 960$ or $672 \div 960\,000$ or $672 \div 0.96$ or 0.007 or 7000
	0.7 or $\frac{7}{10}$	A1	oe value eg $\frac{672}{960}$
	Additional Guidance		
	Ignore simplification or conversion attempt after correct answer seen		
	Condone eg $672 \div 960\,000^3$ for M1 but must be recovered for A1		

Q	Answer	Mark	Comments
22	Alternative method 1 – using sin 37		
	sin chosen or used	M1	
	$19 \times \sin 37$	M1dep	accept $19 \times [0.6, 0.602]$
	[11.4, 11.5]	A1	
	Alternative method 2 – using cos 53		
	$\cos (90 - 37)$	M1	
	$19 \times \cos (90 - 37)$	M1dep	oe accept $19 \times [0.6, 0.602]$
	[11.4, 11.5]	A1	
	Alternative method 3 – finds base then uses Pythagoras		
	$19^2 - (19 \sin (90 - 37))^2$	M1	oe complete method except square root
	$\sqrt{19^2 - (19 \sin(90 - 37))^2}$ or $\sqrt{[130.7, 130.75]}$	M1dep	oe
	[11.4, 11.5]	A1	
	Additional Guidance		
	Check diagram for working		
	Allow correct use of sine rule to indicate sin		
	Ignore rounding or truncating after the correct answer is seen eg answer 11 after 11.4 seen		M1M1A1
	$\sin 37 \times 19$		M2
sin may be indicated by eg circling S in SOH CAH TOA			
Do not accept answers from full sized or scale drawing			
sin 53 used (unless using Alt 3)		M0	

Q	Answer	Mark	Comments
23	$16.5 \leq \text{temperature} < 17.5$	B2	oe B1 16.5 or 17.5 in correct position SC1 $17.5 \leq \text{temperature} < 16.5$
	Additional Guidance		
	Accept 17.49 for 17.5		
	Accept eg 16.50 for 16.5		

Q	Answer	Mark	Comments
24	$1 + 0.3$ or 1.3 or $100(\%) + 30(\%)$ or 130(%)	M1	oe eg $x + 0.2x$ implied by eg $20\% = 64\,000$ or $10\% = 32\,000$
	$429\,000 \div 1.3$ or $429\,000 \div 130 (\times 100)$ or $3300 (\times 100)$	M1dep	oe eg $99\,000 \times \frac{10}{3}$ or $33\,000 \times 10$
	330 000	A1	
	Additional Guidance		
	M1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts		
	557 700 is M0 unless 1.3 oe seen		
	Correct answer followed by further work		M2A0

Q	Answer	Mark	Comments	
25	$6x^3$	B1		
	$2xy^2$ or $2y^2x$	B1		
	$3x^2y^2$ or $3y^2x^2$	B1		
	Additional Guidance			
	Mark the answer lines unless blank			
	Do not allow transcription errors			

Q	Answer	Mark	Comments	
26	$5x + 3 = 2x + 15$	M1	oe equation in terms of x any letter	
	$5x - 2x = 15 - 3$ or $3 - 15 = 2x - 5x$ or $(x =) 4$	M1dep	oe collection of terms	
	Correctly substitutes their 4 into a correct expression for the length or width of the rectangle	M1	their 4 > 0 and their 4 \neq 1	
	Correct method for both the length and the width of the rectangle using their 4	M1dep	their 4 > 0 and their 4 \neq 1 dep on 3rd M	
	2645	A1	SC1 $25x + 15$ or $10x + 75$	
	Additional Guidance			
	The first M1 or SC1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts			
	Trial and improvement to find $(x =) 4$ is M2			
	Using an incorrect value of x for 3rd and 4th marks eg when $x = 10$ $5 \times 10 + 3 = 53$ and $53 \times 5 = 265$ or $25 \times 10 + 15 = 265$ and $265 \div 5 = 53$ or $2 \times 10 + 15 = 35$ and $10 \times 10 + 75 = 175$			M0M0M1M1dep M0M0M1M1dep M0M0M1M1dep