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**GCSE**  
**MATHEMATICS**  
**8300/3F**

Foundation Tier Paper 3 Calculator

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Mark scheme

Shadow paper based on November 2024

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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 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](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.

Q	Answer	Mark	Comments
1(a)	91	B1	

Q	Answer	Mark	Comments
1(b)	289	B1	

Q	Answer	Mark	Comments
2	$4a$	B1	
	<b>Additional Guidance</b>		
	$4 \times a$ or $a \times 4$		B0
	$a4$		B0

Q	Answer	Mark	Comments
3(a)	12 ÷ 4 or 3 or 92 ÷ 4 or 23 or 92 × 12 or 1104 or 92 × 12 ÷ 4 or 276	M1	oe accept working in pounds or pence
	2.76	A1	
	<b>Additional Guidance</b>		
	Condone £2.76p		

Q	Answer	Mark	Comments
3(b)	30 ÷ 3 or 50 ÷ 5 or 10 or $\frac{48.5(0)}{30+50}$ or 485	M1	oe accept working in pounds or pence
	4.85	A1	
	<b>Additional Guidance</b>		
	Condone £4.85p		
	Do not ignore further working eg 4.85 followed by $4.85 \times 3 + 4.85 \times 5 = 38.80$		M1A0
	10 can be implied by $\frac{48.5}{30} \times 3$ or $\frac{48.5}{50} \times 5$		M1

Q	Answer	Mark	Comments
4(a)	- 2, 1, 1.4, 3	B2	B1 answer begins -2 or ends 3 SC1 3, 1.4, 1, -2
	<b>Additional Guidance</b>		
	Do not allow misreads for B2		
	Accept extra zeros and 1.4 written as a fraction eg -2, 1, $\frac{7}{5}$ , 3.0		B2

Q	Answer	Mark	Comments
4(b)	$\frac{1}{10}$ , $\frac{1}{5}$ , $\frac{5}{6}$ , $2\frac{1}{2}$	B2	B1 answer begins $\frac{1}{10}$ or ends $2\frac{1}{2}$ SC1 $2\frac{1}{2}$ , $\frac{5}{6}$ , $\frac{1}{5}$ , $\frac{1}{10}$
	<b>Additional Guidance</b>		
	Do not allow misreads for B2		
	Accept correct conversions to equivalent fractions or decimals eg 0.1, $\frac{2}{10}$ , $\frac{5}{6}$ , $2\frac{1}{2}$		B2
	Do not accept any incorrect working or incorrect conversions for B2 eg1 $\frac{1}{10}$ , $\frac{1}{5}$ , $\frac{5}{6}$ , $2\frac{1}{2}$ with 2.12 seen in working eg2 $\frac{1}{10}$ , $\frac{1}{5}$ , $\frac{5}{6}$ , 2.12		B1
	Condone any incorrect working or incorrect conversions for B1 eg $\frac{1}{10}$ , $\frac{1}{5}$ , 0.212, $\frac{5}{6}$		B1
	Condone correct percentage value without percentage sign for B2 eg $\frac{1}{5} = 20$ is condoned as not incorrect working		

Q	Answer	Mark	Comments
5(a)	7	B1	

Q	Answer	Mark	Comments
5(b)	February <b>and</b> March	B1	
	<b>Additional Guidance</b>		
	Accept any indication of February and March eg Feb and Mar		B1
	Only one month given		B0

Q	Answer	Mark	Comments
5(c)	All five of the following criteria <ul style="list-style-type: none"> <li>• horizontal bar split at 6</li> <li>• correct width of bar</li> <li>• overall height of bar is 18</li> <li>• correct gap from April bar</li> <li>• correct shading or labelling</li> </ul>	B2	B1 horizontal bar split at 6 or (Walk =) 6 or the following four criteria <ul style="list-style-type: none"> <li>• correct width of bar</li> <li>• overall height of bar is 18</li> <li>• correct gap from April bar</li> <li>• correct shading or labelling</li> </ul>
	<b>Additional Guidance</b>		
	Mark intention		
	Accept Walk bar unshaded		
	Either shading or labelling correct means shading or labelling criteria is met		
	For B2, correct shading or labelling must be Cycle at the bottom of the bar and Walk at the top of the bar		
	For B1, correct shading or labelling must be Cycle at the bottom of the bar and Walk at the top of the bar but not necessarily in a 6 / 12 split		
	Horizontal bar split at 6 can be indicated by correct shading of bar up to 6		
Cycle = 6 may be implied by a bar drawn to 6 or a line at 6			

Q	Answer	Mark	Comments
6	Yes and a valid reason	B1	eg Yes and he will arrive at 4.55pm
	<b>Additional Guidance</b>		
	Yes can be implied eg 5 minutes early	B1	
	Yes and 4.55	B1	
	Yes and $30 + 25 = 55$	B1	
	Yes and $4.30 + 25 = 55$	B1	
	Yes and leave by 4.35	B1	
	Yes and leave 5 minutes later	B1	
	Yes and he's got 30 minutes	B1	
	Yes and 55 past	B1	
	No and 5 minutes early	B0	
	Yes and 30 minutes	B0	
	Yes and 55	B0	
	Yes and will arrive by 5.00 (no reason given)	B0	

Q	Answer	Mark	Comments
7	25 ÷ 1.40 or [17.8, 17.9] or 23.8(0)	M1	oe
	17 with no incorrect working	A1	
	<b>Additional Guidance</b>		
	17 × 1.40 = 23.08 with answer 17 (incorrect working)		M1A0
	17 × 1.40 without answer 17		M1A0
	For build up method allow one error but must get above £23.60 eg1 14 15.40 16.80 18.20 19.70 21.10 22.50 23.90 and answer of 17 For build down method allow one error but must get below £1.40 eg3 25 23.60 22.20 20.80 19.40 ... 5.40 4 3.60 2.20 0.80		M1A0  M1A0

Q	Answer	Mark	Comments
8(a)	40	B1	
	<b>Additional Guidance</b>		
	If answer line is blank, check the output oval for a value		

Q	Answer	Mark	Comments
8(b)	8	B1	
	<b>Additional Guidance</b>		
	If answer line is blank, check the input oval for a value		

Q	Answer	Mark	Comments
<b>9</b>	$12 \times 13$ or 156 or $2 \times 16$ or 32 or $13 \div 10$ or 1.3 or $16 \div 10$ or 1.6	M1	oe
	$12 \times 13 + 2 \times 16$ or $156 + 32$ or 188 or $12 \times 13 \div 10$ or 15.6 or $2 \times 16 \div 10$ or 3.2	M1dep	oe
	18.8	A1	SC2 16.2
	<b>Additional Guidance</b>		
	SC2 16.2 is from thinking 12 slices includes the 2 crusts		
	Condone answer 19 with 18.8 seen		M1M1A1
	Answer 18 with 18.8 seen		M1M1A0

Q	Answer	Mark	Comments
10(a)	100	B1	

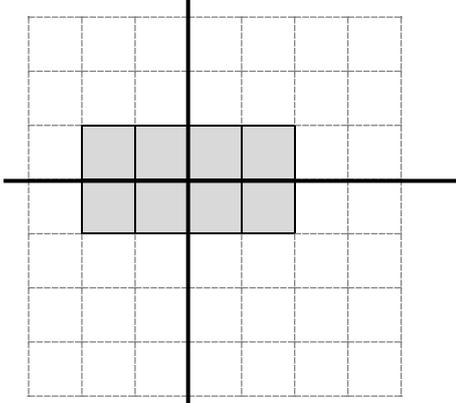
Q	Answer	Mark	Comments
10(b)	<b>Alternative method 1: Expands bracket first</b>		
	$15b - 10$	M1	oe expression eg $15 \times b - 10$
	their $15b = 50 +$ their 10 or $15b = 60$	M1	their 10 cannot be zero
	4	A1ft	ft M0M1 or M1M0
	<b>Alternative method 2: Divides by 5 first</b>		
	$3b - 2 = \frac{50}{5}$ or $3b - 2 = 10$	M1	
	$3b =$ their 10 + 2 or $3b = 12$	M1	their 10 cannot be 50
	4	A1ft	ft M0M1 or M1M0
	<b>Additional Guidance</b>		
	Alt 1 $15b - 2 = 50$ $15b = 52$ $b = \frac{52}{15}$		M0 M1 A1ft
	Alt 2 $3b - 2 = 45$ $3b = 47$ $b = \frac{47}{3}$		M0 M1 A1ft
	Answer 4 from trial		M1M1A1
	Embedded answer $5(3 \times 4 - 2) = 50$		M1M1A0
	ft answers correct to 1 dp or better		

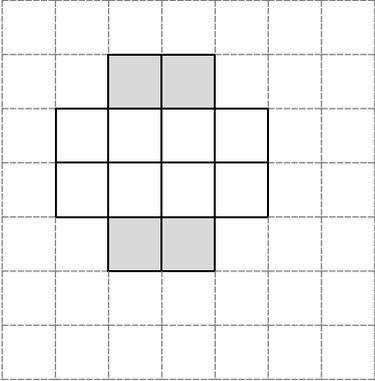
Q	Answer	Mark	Comments
11(a)	18.4 in second circle and 27.4 in third circle	B1	oe

Q	Answer	Mark	Comments
11(b)	18 in circle	B1	
	+ 14 in box	B1ft	ft their 18
	<b>Additional Guidance</b>		
	Accept other operators eg 18 in circle with $\times \frac{18}{4}$ (oe)		B1B1
	32 in circle + 28 in box		B0B1ft
	32 in circle + 14 in box		B0B1

Q	Answer	Mark	Comments
11(c)	$a + 4a = 30$ or $5a = 30$ or $30 + 3a = b$ or $8a = b$ or $30 \div 5$	M1	oe
	6	A1	may be seen on diagram
	48	B1ft	ft $30 + 3 \times$ their 6 or $8 \times$ their 6
	<b>Additional Guidance</b>		
	Answer 48		M1A1B1
	$5a = 30$ followed by $a = 25$ and $b = 105$ or $b = 200$		M1A0B1ft
	$a = 25$ (no working) and $b = 105$ or $b = 200$		M0A0B1ft
	Do not accept $a + 4a = 30 + 3a = b$ for $a + 4a = 30$ or $30 + 3a = b$		M0

Q	Answer	Mark	Comments
12	3 4 6 6 7 11 15 18 20 or 20 18 15 11 7 6 6 4 3 or 3 4 6 6 7 or 20 18 15 11 7	M1	allow one miscopy, extra or omission in a full ordered list
	7	A1	
	<b>Additional Guidance</b>		
	7 from an incorrect list eg 3 4 6 6 7 11 15 19 20 Answer 7		M1A0
	List correctly ordered but clearly used for mode or mean or range eg1 3 4 6 6 7 11 15 18 20 Answer 6 (mode) eg2 $3 + 4 + 6 + 6 + 7 + 11 + 15 + 18 + 20 = 90$ Answer 10 (mean) eg3 $3 \ 4 \ 6 \ 6 \ 7 \ 11 \ 15 \ 18 \ 20 = 90$ Answer 10 (mean) eg4 3 4 6 6 7 11 15 18 20 Answer 17 (range)		M1A0 M1A0 M1A0 M1A0

Q	Answer	Mark	Comments	
13(a)	<p>2 correct lines of symmetry and no incorrect lines</p> 	B2	<p>B1 for 2 correct lines of symmetry with 1 or 2 incorrect lines or for 1 correct line of symmetry with no more than 1 incorrect line</p>	
	<b>Additional Guidance</b>			
	Mark intention			

Q	Answer	Mark	Comments	
13(b)		B1		
	<b>Additional Guidance</b>			
	Accept any indication			
	Ignore any lines of symmetry drawn			

Q	Answer	Mark	Comments
14(a)	20	B1	

Q	Answer	Mark	Comments
14(b)	12	B1	

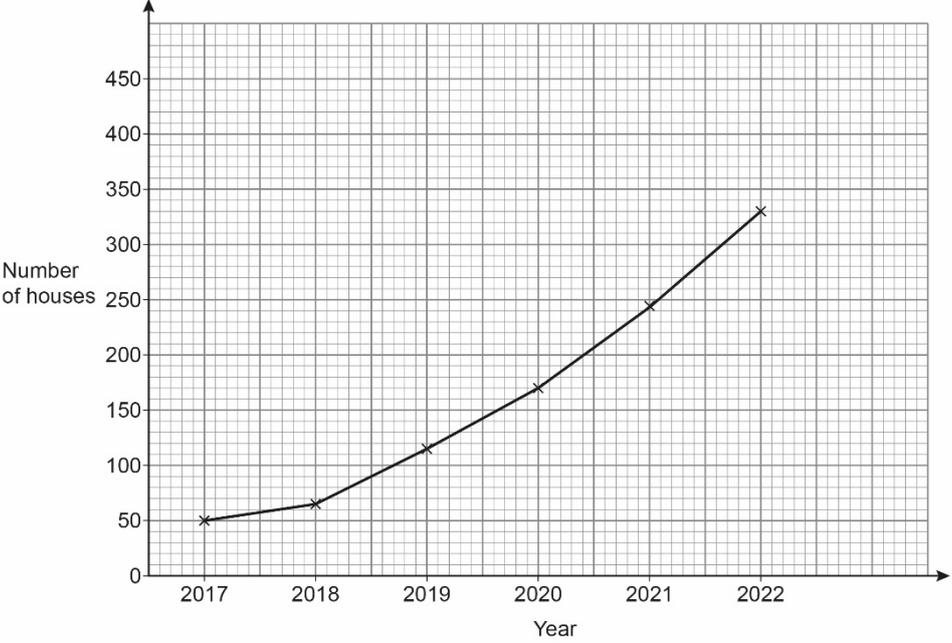
Q	Answer	Mark	Comments
14(c)	12 + 3 or 15 or 17 + 3 + 12 + 5 or 37	M1	oe
	$\frac{15}{37}$	A1	oe fraction
	<b>Additional Guidance</b>		
	Check diagram for working		
	Ignore simplification attempts after a correct fraction is seen		
	Do not ignore any attempts to convert to a decimal or percentage eg answer $\frac{15}{37} = 0.405$		M1A0

Q	Answer	Mark	Comments
<b>15</b>	$\frac{2}{7} \times 140$ or 40	M1	oe may be implied or embedded eg $\left(1 - \frac{2}{7}\right) \times 140$ or $\frac{5}{7} \times 140$ or 100
	(140 – their 40) $\div$ (1 + 3) or 100 $\div$ 4 or 25	M1dep	oe may be implied or embedded eg $100 \times \frac{3}{4}$ or $\frac{5}{7} \times 140 \times \frac{3}{4}$
	75	A1	
	<b>Additional Guidance</b>		
	M1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts		
	25 : 75 on answer line		M1M1A0

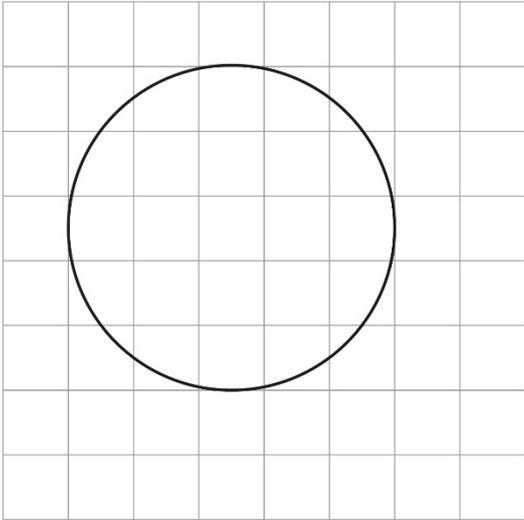
Q	Answer	Mark	Comments
<b>16</b>	5400 × 0.2 or 1080 or 5400 × 0.8 or 4320 or 0.8 × 0.85 or 0.68 or 5400 × 0.15 or 810 or 5400 × 0.85 or 4590	M1	oe
	(5400 – their 1080) × 0.85 or their 4320 × 0.85 or 0.8 × 0.85 × 5400 or (5400 – their 810) × 0.8 or their 4590 × 0.8	M1dep	oe
	3672	A1	SC1 7452
	<b>Additional Guidance</b>		
	SC1 7452 is for correctly calculating a repeated increase		
	Accept 3700 with M2 awarded eg $5400 \times 0.8 \times 0.85 = 3700$		M2A1

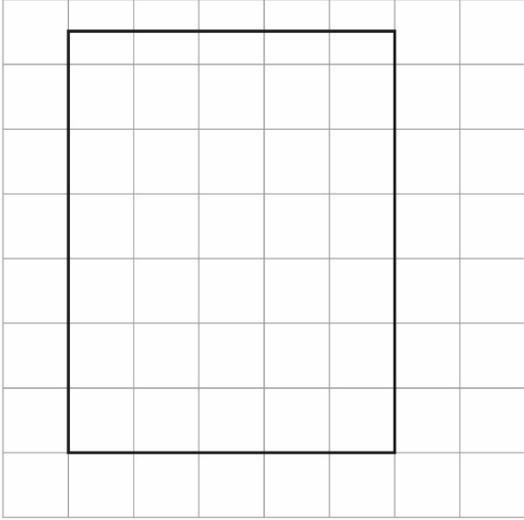
Q	Answer	Mark	Comments
<b>17</b>	All correct	B3	B2 for 2 or 3 correct B1 for 1 correct
	<b>Additional Guidance</b>		
	<p style="text-align: center;"> <math>5x - 7 &gt; 3</math>      Formula  <math>6c \text{ to } A = \pi r^2</math>      Equation  <math>5x + 3 = 2x + 9</math>      Inequality  <math>4(a + 2b) \equiv 4a + 8b</math>      Expression  <math>3c + d</math>      Identity                 </p>		
	Two or more lines from one box on the left is choice so incorrect for that box		
	Accept any unambiguous indication		

Q	Answer	Mark	Comments
18	<b>Alternative method 1: Starts with the cost of four pizzas</b>		
	$4 \times 4.2(0)$ or $16.8(0)$	M1	oe implied by $3.2(0)$ or $0.16$
	$\frac{\text{their } 16.8(0)}{20}$ or $0.84$	M1dep	oe implied by $16(\%)$ $\frac{4 \times 4.2(0)}{20}$ scores M2
	84	A1	
	<b>Alternative method 2: Starts with a calculation for the percentage for one pizza</b>		
	$\frac{4.2(0)}{20}$ or $0.21$	M1	oe
	their $0.21 \times 4$ or $0.84$ or $\frac{4.2(0)}{20} \times 100$ or $21(\%)$	M1dep	oe $\frac{4.2(0)}{20} \times 4$ scores M2
	84	A1	
	<b>Additional Guidance</b>		
	M1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts		
	Build up methods must be fully correct		
	$\frac{16.8(0)}{0.20}$ or $16.8 \times 5$		M1M1

Q	Answer	Mark	Comments	
19(a)	Plots at least 2 points correctly	M1	$\pm \frac{1}{2}$ square	
	Fully correct with all points joined by single straight lines	A1	$\pm \frac{1}{2}$ square	
	<b>Additional Guidance</b>			
	Mark intention			
	Ignore other points plotted and any lines of best fit			
	Points may be implied by the position of the line			
				M1A1

Q	Answer	Mark	Comments
19(b)	[340, 500]	B1	
	<b>Additional Guidance</b>		
	An interval given entirely in range eg 425 – 440		B1
	An interval given not entirely in range eg 320 – 430		B0

Q	Answer	Mark	Comments
	Circle with diameter 5 cm	B2	diameter $\pm 5$ mm B1 for any circle or $50 \div 10$ or 5 or (radius =) 2.5
<b>Additional Guidance</b>			
<b>20(a)</b>			<b>B2</b>
	Can be anywhere on the grid		
	Mark intention		
	Check stem and part (b) for evidence of 5 or 2.5		
	5 or 2.5 cannot be implied from a diagram for B1		

Q	Answer	Mark	Comments
20(b)	Rectangle with horizontal sides 5 cm and vertical sides 6.5 cm	B2	$\pm 2$ mm B1 for any rectangle or $50 \div 10$ or 5 <b>and</b> $65 \div 10$ or 6.5 SC2 for correct answers in (a) and (b) reversed (award 0 in (a) and 2 in (b))
	<b>Additional Guidance</b>		
			B2
	Can be anywhere on the grid		
	Mark intention		
	Do not accept curved corners on any rectangle		
Check stem and part (a) for evidence of 5 and 6.5			
5 and 6.5 cannot be implied from a diagram for B1			

Q	Answer	Mark	Comments	
21	$5 + 8 + 5 + 8$ or 26 or $5 + 8$ or 13	M1	oe	
	(their $26 - 10 - 10$ ) $\div 2$ or their $13 - 10$ or 3	M1dep	oe	
	$5 \times 8$ or 40 and $10 \times$ their 3 or 30	M1dep	oe	
	40 : 30	A1	oe ratio eg 4 : 3	
	<b>Additional Guidance</b>			
	Ignore attempts at simplification after correct answer seen			
	Ignore units			
	Check diagram for working			

Q	Answer	Mark	Comments
22	<b>Alternative method 1: Compares lower bound with cost of 5 ice creams.</b>		
	13 – 0.5(0) or 12.5(0)	M1	oe eg 1300 – 50 allow mixed units eg 13 – 50
	2.45 × 5 or 12.25	M1	oe eg 245 × 5
	12.5(0) and 12.25	A1	oe eg 1250 and 1225 units must be consistent
	<b>Alternative method 2: Compares rounded cost of ice creams with 12</b>		
	2.45 × 5 or 12.25	M1	oe eg 245 × 5
	12.25 rounds to 12	M1dep	oe eg 12.25 → 12
	12.25 rounds to 12 and 12 is less than 13	A1	oe units must be consistent
	<b>Alternative method 3: Uses lower bound to work out cost or number of ice creams</b>		
	13 – 0.5(0) or 12.5(0)	M1	oe eg 1300 – 50 allow mixed units eg 13 – 50
	their 12.5(0) ÷ 5 or 2.5(0) or their 12.5(0) ÷ 2.45 or 5.1(...)	M1	oe eg 1250 ÷ 5 or 250 their 12.5(0) must be [12, 12.99]
	12.5(0) ÷ 5 and 2.5(0) or 12.5(0) ÷ 2.45 and 5.1(...)	A1	oe eg 1250 ÷ 5 and 250 units must be consistent
	<b>Additional Guidance</b>		
	Ignore any use of upper bound		
	Condone inconsistent notation eg 12.50 and £12.25p		M1M1A1
	12.25 rounds to 12 not 13 so she will have enough		M1M1A1
12.25 rounds to 12 so she will have enough		M1M1A0	

Q	Answer	Mark	Comments
23	$17h + 20$ or $17 \times h + 20$	B2	oe B1 $17h$ or $h17$ or $1700h + 2000$ or $kh + 20$ with $k$ an integer, $k \neq 0$ or $17$
	<b>Additional Guidance</b>		
	Ignore any attempt to substitute a value for $h$ after $17h$ seen for B1		
	Condone $h17 + 20$ (not testing simplification)		B2
	Accept use of another letter for $h$ other than $c$ eg1 $17x + 20$ eg2 $17c + 20$		B2 B0
	Condone inclusion of £ sign for B1 eg1 $\pounds 17h + 20$ eg2 $\pounds 17h$		B1 B1

Q	Answer	Mark	Comments
24(a)	$124 \div 6.2$ or $20$	M1	oe implied by 18
	$124 \div (\text{their } 20 - 2)$ or $124 \div 18$ or $[6.8, 6.9]$	M1dep	oe
	$[6.8, 6.9] : 1$ or $7 : 1$ with M2 awarded	A1	oe eg $\frac{62}{9} : 1$
	<b>Additional Guidance</b>		
	M1 may be awarded for correct work, with no answer or incorrect answer, even if this is seen amongst multiple attempts		
	Do not allow misreads for 6.2		

Q	Answer	Mark	Comments
24(b)	Valid explanation	B1	eg he needs to round up
	<b>Additional Guidance</b>		
	He rounded down		B1
	Needs 6 (adults)		B1
	Need (one) more		B1
	Only 20 children could go		B1
	1 child does not have an adult		B1
	There are children without an adult		B1
	Have groups of 5 with 5 adults		B0
	6		B0
Cannot have 0.25 of a teacher		B0	

Q	Answer	Mark	Comments
25	$(2, -2)$ and $(2, 5)$ and $(-5, 5)$	B4	B3 for 2 correct coordinates or the 3 correct lines drawn B2 for 1 correct coordinate or 2 correct lines drawn B1 for 1 correct line drawn
	<b>Additional Guidance</b>		
	Mark coordinates first		
	Ignore incorrect lines		

Q	Answer	Mark	Comments
26	Any two of the following statements <ul style="list-style-type: none"> <li>not using <math>\pi</math> in the calculation</li> <li>not dividing by 2</li> <li>no units</li> </ul>	B2	oe B1 for one correct statement
	<b>Additional Guidance</b>		
	Ignore irrelevant statements for B1 or B2		
	Ignore incorrect statements or incorrect values with correct reasons, unless contradictory, for B1		
	Need to do $\pi \times 8.5^3$		B1
	The answer should be $409\pi$ (doesn't show mistakes but a correct answer in terms of $\pi$ )		B1
	Need to do $\pi \times 8.4^3$ to get 1286 (1286 is not an answer in terms of $\pi$ )		B1
	The answer should be [1285, 1287]		B0
	818.83 is wrong		B0
	<b>Statements about not using <math>\pi</math> in the calculation</b>		
	She hasn't multiplied by $\pi$ / pi		B1
	Hasn't used 3.14		B0
	The answer is not in terms of $\pi$		B0
It is not in terms of $\pi$		B0	
<b>Statements about not dividing by 2</b>			
She should have divided by 2		B1	
She hasn't halved the answer		B1	
Hasn't divided		B0	
It's a hemisphere		B0	
<b>Statements about no units</b>			
She hasn't given any units		B1	
She should have written $\text{cm}^3$		B1	