AQA

GCSE
MATHEMATICS
8300/2F

Foundation Tier

Paper 2 Calculator

Shadow paper based on 2020 question paper

Mark scheme

Version: 1.1

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

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 $\dfrac{1}{2}$
[a, b]	Accept values between a and b inclusive.
[a, b)	Accept values a $\leqslant$ 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	8 : 10	B1	

Q	Answer	Mark	Comments
2	260°	B1	

Q	Answer	Mark	Comments
3	$7 - x$	B1	

Q	Answer	Mark	Comments
4	20	B1	

Q	Answer	Mark	Comments
	7	B1	
	Additional Guidance		
5(a)	$56 \div 8 = 7$		B1
	Answer of $\times 7$ (unless recovered)		B0
	Answer of $7x$ (unless recovered)		B0
	Award the mark for an embedded answer only if the answer is selected eg 1 $8 \times 7 = 56$ with no answer or with incorrect answer eg 2 $8 \times 7 = 56$ with no contradictory answer		B0 B1

Q	Answer	Mark	Comments
	9	B1	
	Additional Guidance		
5(b)	$36 - 27 = 9$		B1
	$27 - 36 = 9$ (allow recovery)		B1
	Answer of -9 (unless recovered)		B0
	Answer of $9y$ (unless recovered)		B0
	Award the mark for an embedded answer only if the answer is selected eg 1 $27 - 36 = 9$ with no answer or with incorrect answer eg 2 $36 - 9 = 27$ with no contradictory answer		B0 B1

Q	Answer	Mark	Comments
6(a)	18	B1	

Q	Answer	Mark	Comments
6(b)	8 9 12 14 15 16 18 18 20	M1	allow one miscopy, extra or omission in full ordered list
	15	A1	

Additional Guidance		
Answer only of 15	M1A1
15 from an incorrect list will be M1 max	M1A0
List ordered but clearly used for mean or mode or range in (b)	M0A0
Answer 15 may come from value between 14 and 16	M1A0
Allow the ordered list to be seen by the given list	

Q	Answer	Mark	Comments
7(a)	(3, 4)	B1	

Additional Guidance	
(3*x*, 4*y*)	B0

Q	Answer	Mark	Comments
7(b)	(0, 8)	B1	SC1 (4, 3) in (a) and (8, 0) in (b)

Additional Guidance	
(0*x*, 8*y*)	B0

Q	Answer	Mark	Comments
8(a)	Any even cube whole number	B1	eg 8, 64 or 216
	Additional Guidance		
	0		B1
	$4^3 = 64$		B1
	Answer only of 4^3		B0

Q	Answer	Mark	Comments
8(b)	225 256 289 with no extras	B2	B1 225 256 289 seen with extras or two of 225 256 289 seen alone or with extras or 15^2 16^2 17^2
	Additional Guidance		
	225 256 289 seen with answer 15^2 16^2 17^2		B2
	15^2 16^2 17^2 only		B1
	225 256 289 seen with answer 15 16 17		B1
	15 16 17 only		B0
	Extras may be incorrect for B1		

Q	Answer	Mark	Comments	
8(c)	5 and 325 or 25 and 65	B1	either order	
	Additional Guidance			
	Answer line takes precedence			
	Award the mark for embedded answers only if the answers are selected			
	eg 1 1625 ÷ 5 = 325 with no answer or with incorrect answer			B0
	eg 2 1625 ÷ 5 = 325 with no contradictory answer			B1
	eg 3 5 × 325 in working with no contradictory answer			B1

Q	Answer	Mark	Comments
9(a)	Valid reason	B1	eg the percentages do not add to 100(%) or there are 10(%) too many or they add to 110(%)

Additional Guidance		
One of the percentages is 10(%) too big		B1
Allow $29 + 42 + 39 = 110$		B1
They add up to more than 100(%)		B1
It does not equal 100(%)		B1
It's not possible to have 110(%)		B1
Condone eg percentages only go up to 100, percentages are out of 100, percentage $= 100(\%)$		B1
They don't add up correctly		B0
There are too many advanced members		B0
Advanced members must also be intermediate members		B0
Ignore irrelevant statements alongside a correct statement eg the percentages do not add up to 100, there should be more beginners than intermediate		B1
Two statements, one correct, one incorrect eg the percentages do not add up to 100, they add up to 111		B0

Q	Answer	Mark	Comments
9(b)	3 × 180 or 540	M1	oe
	$(4 \times) \dfrac{1}{3} \times 180$ or 60 or 240	M1	oe
	780	A1	
	Additional Guidance		
	$\dfrac{1}{3}$ of 180 with no correct evaluation		2nd M0
	Do not allow a misread of the fraction		
	Allow 4 intermediate and/or 3 beginners as a misread eg 1 4 × 180 eg 2 4 × 180 and $3 \times \dfrac{1}{3} \times 180$		M1 M2A0
	540 ÷ 5		M1M0A0
	Allow up to M2 even if not subsequently used		

Q	Answer	Mark	Comments
	37	B1	
10(a)	**Additional Guidance**		
	Mark output box if answer line blank		

Q	Answer	Mark	Comments
	−7	B1	
10(b)	**Additional Guidance**		
	Mark output box if answer line blank		

Q	Answer	Mark	Comments
10(c)	5	B1	

Q	Answer	Mark	Comments
	A and (A =) 41 and (B =) 44	B2	B1 (A =) 41 or (B =) 44
11	**Additional Guidance**		
	If answer line blank, accept A clearly indicated in working		
	Accept 41 on answer line instead of A		
	Accept $19^2 - 320$ on answer line instead of A		
	A with neither value correct		B0

Q	Answer	Mark	Comments
	All 4 correct matches	B4	B1 for each correct match
	Additional Guidance		
12			B4
	Two different matches from left hand column is choice for that box		
	Accept any unambiguous indication		
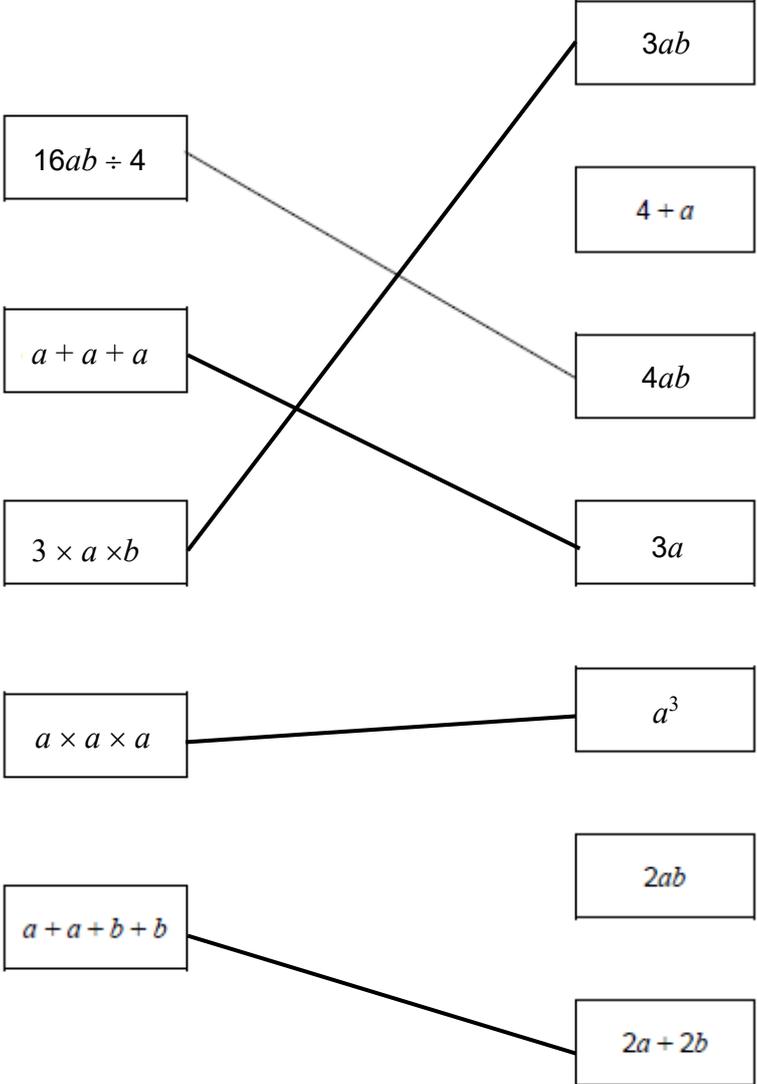
Q	Answer	Mark	Comments
13	464 ÷ 40 or 11.6(0) or 473 ÷ 44 or 10.75	M1	oe eg working in pence
	464 ÷ 40 − 473 ÷ 44 or 11.6(0) − 10.75 or 1.6(0) − 0.75 or 0.85	M1dep	oe eg working in pence
	85	A1	allow £0.85 pence or £0.85p pence

Additional Guidance	
Answer 0.85 pence	M2A0
£0.85 seen but answer 0.85 pence	M2A0
85p seen but answer 0.85 pence	M2A0
Allow recovery of units eg 11.6(0) − 10.75 = 85	M2A1

Q	Answer	Mark	Comments
14	False True True False	B3	B2 three correct B1 two correct allow any unambiguous indication

Additional Guidance	
A tick and a cross in the same row – mark the tick	
Only a cross used in a row – regard cross as their selection for that row	

Q	Answer	Mark	Comments
15	**Alternative method 1**		
	180×0.21 or 37.8(0)	M1	oe eg working in pence
	$4.5 \times 180 \times 0.09$ or 72.9(0)	M1	oe eg working in pence 110.7 implies M2
	110.70	A1	allow £110.70p
	Alternative method 2		
	$0.21 + 4.5 \times 0.09$ or 0.615	M1	oe eg working in pence
	$180 \times$ their 0.615 or 110.7	M1dep	oe eg working in pence
	110.70	A1	allow £110.70p

Additional Guidance	
110.70 seen in working but answer of 110.7	M2A1
110.7 without 110.70 seen	M2A0
4.5×0.09 only	M0
180×0.21 and $180 \div 4.5$	M1M0A0
$180 \times 0.21 = 37.8$ and 37.8×4.5	M1M0A0
$4.5 \times 180 \times 0.21$	M0
Allow up to M2 even if not subsequently used	

Q	Answer	Mark	Comments
	Alternative method 1		
	11 × 3 or 33 or (9 − 3) × 5 or 30	M1	oe
	11 × 3 + (9 − 3) × 5	M1dep	oe eg (11 − 5) × 3 + (9 − 3) × 5 + 5 × 3
	63	A1	
	Alternative method 2		
	9 × 5 or 45 or (11 − 5) × 3 or 18	M1	oe
	9 × 5 + (11 − 5) × 3	M1dep	oe eg (11 − 5) × 3 + (9 − 3) × 5 + 5 × 3
16(a)	63	A1	
	Alternative method 3		
	11 × 9 or 99 or (11 − 5) × (9 − 3) or 36	M1	oe
	11 × 9 − (11 − 5) × (9 − 3)	M1dep	oe
	63	A1	
	Additional Guidance		
	A correct area seen but not used may score M1		
	11 × 3 = 33, 9 × 5 = 45 and 33 × 45		M1M0
	11 × 3 × 9 × 5		M0
	The 2nd M is for a complete method that would lead to an answer of 63		
	Ignore any units given with answer		

Q	Answer	Mark	Comments
	Valid criticism	B1	eg the formula is $\frac{1}{2}$ × base × height or the answer is double the correct answer or he has forgotten the $\frac{1}{2}$ or it should be $\frac{1}{2}$ × 12 × 8 or it should be 48
16(b)	**Additional Guidance**		
	He needs to halve 14 (which is 7, 7 × 9 = 63)		B1
	He hasn't halved the base		B1
	0.5 × 14 × 9 = 63		B1
	His method was to work out a rectangle (insufficient)		B0
	He should divide by half		B0
	He didn't use the area of a triangle formula		B0
	He should have multiplied all the measurements and divided by 2		B0
	Ignore irrelevant statements alongside a correct statement eg 1 he has forgotten to divide by 2, the base should be shorter eg 2 should have divided by 2, he worked out the area of a rectangle		B1 B1
	Two statements, one correct, one incorrect eg 1 he has forgotten to divide by 2, it should be 17 × 9 ÷ 2 eg 2 should have divided by 2, he worked out the area of a square eg 3 forgot to halve the base, should have been 7 × 9 = 72		B0 B0 B0

Q	Answer	Mark	Comments
17(a)	rotation	B1	

Q	Answer	Mark	Comments
17(b)	reflection	B1	

Q	Answer	Mark	Comments
18	**Alternative method 1**		
	18 × 0.75 or 13.5 or 2.5 × 2 ÷ 0.75 or 6.666…	M1	oe implied by 8.5 or 3.4
	their 13.5 − 2 × 2.5 or their 13.5 − 5 or 8.5 or (18 − their 6.666…) × 0.75 or 8.5	M1dep	oe implied by 3.4
	their 8.5 ÷ 2.5 or 3.4	M1dep	oe
	4 with 3.4 seen or 4 with 3.4 → 4 and M2 seen	A1	
	Alternative method 2		
	18 × 0.75 or 13.5	M1	oe implied by 5.4 (packs)
	their 13.5 ÷ 2.5 or 5.4 (packs) or 5.4 → 6 with M1 seen	M1dep	oe $\dfrac{18 \times 0.75}{2.5}$ is M2
	their 5.4 − 2 or 3.4 or 6 − 2 with M2 seen	M1dep	oe
	4 with 3.4 and M2 seen	A1	

Mark scheme and Additional Guidance continues on the next page

Q	Answer	Mark	Comments
18 cont	**Alternative method 3** Working in weeks		
	2.5 ÷ 0.75 or 3.333…	M1	oe implied by 5.4
	18 ÷ their 3.333… or 5.4 (packs)	M1dep	oe
	their 5.4 − 2 or 6 − 2 with M2 seen	M1dep	oe
	4 with 3.4 or 3.4 → 4	A1	
	Additional Guidance		
	Select the scheme that favours the student for the first 2 M marks even if not subsequently used		
	For the final mark of Alt 1, eg 3.4 → 4 and 0.6 (short) is sufficient evidence and there are equivalents for Alts 2 and 3		
	For the final mark of Alt 1, eg 3.4 → 4 and 0.6 (over) is sufficient evidence and there are equivalents for Alts 2 and 3		

Q	Answer	Mark	Comments
19	**Alternative method 1**		
	$6.5 - 4$ or 2.5	M1	
	$150 \div$ their 2.5 or $150 \times 100 \div$ their 2.5 or 6000	M1dep	oe
	1 cm represents 60 metres	A1	
	Alternative method 2		
	240 and 390 seen	M1	
	$240 \div 4$ with 390 seen or $390 \div 6.5$ with 240 seen	M1dep	oe eg $60 \times 4 = 240$ with 390 seen
	1 cm represents 60 metres	A1	
	Additional Guidance		
	In Alt 1, $65 - 40$ unless recovered		M0
	In Alt 1, $0.065 - 0.04$ unless recovered		M0
	In Alt 2, 2.4 and 3.9 unless recovered		M0

Q	Answer	Mark	Comments
	$(15 + 20 =)\ 35$	B2	B1 $(a =)$ 15 or $(b =)$ 10 or $(2b =)$ 20
	Additional Guidance		
20(a)	35 with no incorrect working		B2
	35 from incorrect working eg $15 + 22 = 35$		B0
	$15 + 22 = 37$		B1
	$14 + 10 = 24$		B1
	$15a$ without a B1 response		B0
	$20b$ without a B1 response		B0
	$15a + 20b$ without a B1 response		B0
	Use of inequalities in answer without a B1 response		B0

Q	Answer	Mark	Comments
	An example where x and y are both negative and $\dfrac{y}{x} = 5$	B1	eg $x = -1$ and $y = -5$ values of x and y can be implied eg $\dfrac{-15}{-3}\ (= 5)$
	Additional Guidance		
20(b)	Correct use of ÷ instead of fractions is allowed eg $-15 ÷ -3$		B1
	Must show the fraction or division or state which is x and which is y eg -1 and -5		B0
	Decimals and / or fractions may be used eg $\dfrac{-12.5}{-2.5}$ or $\dfrac{-2}{-\dfrac{2}{5}}$		B1
	One correct example among several attempts		B1

Q	Answer	Mark	Comments
21	**Alternative method 1**		
	25×8 or 200	M1	
	$360 -$ their 200 or 160	M1dep	implied by 8 (medium) and 4 (large) or numbers of sweets in medium and in large totalling 160
	$12m + 16l$ where m and l are integers with $m = 2l$ or $12 \times 2+ 16$ or 96 (sweets in medium) and 64 (sweets in large) or 8 medium or 4 large	M1	eg $12 \times 6 + 16 \times 3$ or $72 + 48$ with 6 (medium) and 3 (large) shown medium or large may be implied
	$25 : 8 : 4$	A1	oe ratio
	Alternative method 2		
	25×8 or 200	M1	
	$360 -$ their 200 or 160	M1dep	implied by 8 (medium) and 4 (large) or numbers of sweets in medium and in large totalling 160
	$12 \times 2x + 16x =$ their 160 or $x = 4$ or $12y + 16 \times \dfrac{1}{2} y =$ their 160 or $y = 8$	M1dep	oe equation in terms of large bags any letter oe equation in terms of medium bags any letter
	$25 : 8 : 4$	A1	oe ratio

Additional Guidance	
Ignore attempted simplification if $25 : 8 : 4$ seen	
Answer $200 : 96 : 64$	M1M1M1A0
Award up to M3 even if working not subsequently used	

Q	Answer	Mark	Comments
	2 and 5 with no other roots	B2	either order B1 at least one correct root with up to one incorrect root SC1 (2, 0) or (5, 0) or (2, 5) or (5, 2)
22(a)	**Additional Guidance**		
	$x = 2$ and $x = 5$		B2
	2, 5 or 5, 2		B2
	(2, 0) and (5, 0) and 2 and 5		SC1
	(2, 0) and (5, 0) and –2 and –5		B0
	2, 0 and 5, 0 (both pairs imply coordinates)		SC1
	2, 0 or 5, 0 (one pair implies roots)		B1
	(0, 2) and (0, 5)		B0
	0, 2 and 0, 5 (both pairs imply coordinates)		B0
	0, 2 or 0, 5 (one pair implies roots)		B1
	Both answers embedded $2^2 – 7 \times 2 + 10 = 0$ and $5^2 – 7 \times 5 + 10 = 0$		B1
	$(x – 2)(x – 5)$		B0

Q	Answer	Mark	Comments
	3.5	B1	oe
	Additional Guidance		
22(b)	$x = 3.5$		B1
	$3.5x$		B0
	Ignore any y-coordinate even with brackets omitted eg (3.5, –2.25) or 3.5, –2 or $x = 3.5$ $y = –2.25$ or $x = 3.5$ $y = 2$		B1
	(–2.25, 3.5)		B0

Q	Answer	Mark	Comments
23(a)	Plots at least 3 points correctly	M1	$\pm\dfrac{1}{2}$ square
	All four points correctly plotted and joined	A1	$\pm\dfrac{1}{2}$ square ignore working for part (b)
	Additional Guidance		
	$\pm\dfrac{1}{2}$ square means half a small square horizontally **and** vertically		
	If a point is within tolerance the line must be within $\pm\dfrac{1}{2}$ square of their point		
	Mark intention for joining point to point		

Q	Answer	Mark	Comments
23(b)	[88, 96]	B1	
	Additional Guidance		
	Answer in range with or without working, with no graph or incorrect graph		B1
	94 – 96 on answer line (both values in range)		B1

Q	Answer	Mark	Comments
24	16	B2	B1 answer 2 or 4 or 8 or answer 2^4 or $(112 =)$ 2 (×) 2 (×) 2 (×) 2 (×) 7 or $(112 =)$ 2^4 (×) 7 or $(144 =)$ 2 (×) 2 (×) 2 (×) 2 (×) 3 (×) 3 or (1) 2 4 8 16 7 14 28 56 (112) or (1) 2 4 8 16 3 6 12 24 48 3 9 18 36 72 (144)

	Additional Guidance		
	Prime factor responses for B1 may be seen in repeated division, on a factor tree or in a Venn diagram		
	eg1 2 2 2 2 7 in repeated division or factor tree for 112		B1
	eg2 2 2 2 2 7 inside one circle of a Venn diagram		B1
	eg3 2 2 2 2 inside the intersection of a Venn diagram		B1
	For products of prime factors, repeated division, factor trees and Venn diagrams, ignore inclusion of factors of 1		
	A repeated division needs to reach the final prime factor but does not need to reach 1		
	B1 can be awarded even if LCM is subsequently worked out		
	List of factors may be seen as factor pairs		

Q	Answer	Mark	Comments
25(a)	**Alternative method 1**		
	$300 - 2 \times 5 \times 5$ or $300 - 50$ or 250 or $4 \times 5 \times y$ or $20y$	M1	oe eg $5y + 5y + 5y + 5y$ implied by 62.5
	$4 \times 5 \times y = 300 - 2 \times 5 \times 5$ or $4 \times 5 \times y = 300 - 50$ or $4 \times 5 \times y = 250$ or $250 \div 4 \div 5$ or $250 \div 20$ or 12.5	M1dep	oe eg $20y = 250$
	312.5	A1	oe
	Alternative method 2		
	$300 - 2 \times 5 \times 5$ or $300 - 50$ or 250	M1	oe implied by 62.5
	$250 \div 4 \times 5$ or 62.5×5	M1dep	oe
	312.5	A1	oe
	Additional Guidance		
	Embedded 12.5 eg $4 \times 5 \times 12.5 = 250$		M1M1

Q	Answer	Mark	Comments
25(b)	It is bigger than the answer to part (a)	B1	

Q	Answer	Mark	Comments
26	35	B1	

Q	Answer	Mark	Comments
27	33 (girls) and 36 (boys) and No or 33 : 36 and No or 69 and No or 2 (girls arrive) and 3 (boys leave) and No	B2	oe B1 33 (girls) and 36 (boys) or 33 : 36 or 69 or 2 (girls arrive) and 3 (boys leave)

	Additional Guidance	
NB 69 from incorrect working eg 31 + 38 = 69		B0
For B1 the values may be seen among others eg 1 22 : 24 33 : 36 44 : 48 55 : 60 eg 2 11, 22, 33, 44, 55, … and 12, 24, 36, 48, 60, … eg 3 $\dfrac{36}{69}$ (implies 69)		B1
For B2 the value(s) must be chosen by eg circling or a list stopping at that point and No must be indicated		

Q	Answer	Mark	Comments
	Alternative method 1 Total % for A after 5 tests – total % for B after 5 tests		
	60×5 or 300 or 55×5 or 275	M1	oe
	$\dfrac{24}{60} \times 100$ or 0.4×100 or 40	M1	oe 340 implies M1M1
	$60 \times 5 + \dfrac{24}{60} \times 100 - 55 \times 5$ or $300 + 40 - 275$ or 65	M1dep	oe eg $348 - 260$ dep on M1M1
28	39	A1	allow $\dfrac{39}{60}$
	Alternative method 2 Total score for A after 5 tests – total score for B after 5 tests		
	$\dfrac{60}{100} \times 60$ or 36	M1	oe allow $\dfrac{39}{50}$
	$\dfrac{55}{100} \times 60$ or 33	M1	oe
	$\dfrac{60}{100} \times 60 \times 5 + 24 - \dfrac{55}{100} \times 60 \times 5$ or $180 + 24 - 165$	M1dep	oe dep on M1M1
	39	A1	Allow $\dfrac{39}{60}$

Mark scheme and Additional Guidance continues on the next two pages

Q	Answer	Mark	Comments
28 cont	**Alternative method 3** Total score for A after 6 tests − total score for B after 5 tests		
	60×5 or 300	M1	oe
	$\dfrac{60}{100} \times 60 \times 5$ or 180 and $\dfrac{55}{100} \times 60 \times 5$ or 165	M1dep	oe
	$\dfrac{60}{100} \times 60 \times 5 + 24 - \dfrac{55}{100} \times 60 \times 5$ or $180 + 24 - 165$	M1dep	oe
	39	A1	Allow $\dfrac{39}{60}$
	Alternative method 4 Difference in scores after 5 tests + 6th score for A		
	$60 - 55$ or 5	M1	oe
	$\dfrac{60 - 55}{100} \times 60$ or 3	M1dep	oe eg $\dfrac{60}{100} \times 60 - \dfrac{55}{100} \times 60$ or $36 - 33$
	$\dfrac{60 - 55}{100} \times 60 \times 5 + 24$ or $3 \times 5 + 24$ or $15 + 24$	M1dep	oe
	39	A1	Allow $\dfrac{39}{60}$

Additional Guidance is on the next page

28 cont	**Additional Guidance**	
	To award the 3rd M a calculation or a value (not an equation) must be seen	
	Select the scheme that favours the student for the first 2 M marks even if not subsequently used	

Q	Answer	Mark	Comments
29	6755 ÷ 350 or 6.755 ÷ 350 or 6755 ÷ 0.000 35 or answer with digits 193	M1	oe eg $\dfrac{6.755 \times 1000}{350}$
	19.3	A1	oe
	Additional Guidance		
	Digits 193 may have additional zeros before 1 or after 3 eg 1 0.000 193 eg 2 19 300 eg 3 19.03		M1A0 M1A0 M0A0

Q	Answer	Mark	Comments
30	$\dfrac{10-1}{1--2}$ or $\dfrac{9}{3}$ or $3x \ (+ \ c)$ where c is a constant	M1	oe
	3	A1	
	Additional Guidance		
	$3x$ may be implied		M1A0