Comparison of key skills specifications 2000/2002 with 2004 standardsX015461July 2004Issue 1

Mark Scheme (Results)

November 2019

Pearson Edexcel GCSE (9 – 1)

In Mathematics (1MA1)

Foundation (Calculator) Paper 2F

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**General marking guidance**

These notes offer general guidance, but the specific notes for examiners appertaining to individual questions take precedence.

**1** All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.

Where some judgement is required, mark schemes will provide the principles by which marks will be awarded; exemplification/indicative content will not be exhaustive. When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, the response should be sent to review.

**2** All the marks on the mark scheme are designed to be awarded; mark schemes should be applied positively. Examiners should also be prepared to award zero marks if the candidate’s response is not worthy of credit according to the mark scheme. If there is a wrong answer (or no answer) indicated on the answer line always check the working in the body of the script (and on any diagrams), and award any marks appropriate from the mark scheme.

**Questions where working is not required**: In general, the correct answer should be given full marks.

**Questions that specifically require working**: In general, candidates who do not show working on this type of question will get no marks – full details will be given in the mark scheme for each individual question.

**3 Crossed out work**

This should be marked **unless** the candidate has replaced it with

an alternative response.

**4 Choice of method**

If there is a choice of methods shown, mark the method that leads to the answer given on the answer line.

If no answer appears on the answer line, mark both methods **then award the lower number of marks.**

**5** **Incorrect method**

If it is clear from the working that the “correct” answer has been obtained from incorrect working, award 0 marks. Send the response to review for your Team Leader to check.

**6** **Follow through marks**

Follow through marks which involve a single stage calculation can be awarded without working as you can check the answer, but if ambiguous do not award.

Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

**7** **Ignoring subsequent work**

It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question or its context. (eg. an incorrectly cancelled fraction when the unsimplified fraction would gain full marks).

It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect (eg. incorrect algebraic simplification).

**8** **Probability**

Probability answers must be given as a fraction, percentage or decimal. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).

Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.

If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

**9** **Linear equations**

Unless indicated otherwise in the mark scheme, full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously identified in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded (embedded answers).

**10 Range of answers**

Unless otherwise stated, when an answer is given as a range (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 3.5, 4.2) and all numbers within the range.

**11 Number in brackets after a calculation**

Where there is a number in brackets after a calculation E.g. 2 × 6 (=12) then the mark can be awarded **either** for the correct method, implied by the calculation **or** for the correct answer to the calculation.

**12 Use of inverted commas**

Some numbers in the mark scheme will appear inside inverted commas E.g. “12” × 50 ; the number in inverted commas cannot be any number – it must come from a correct method or process but the candidate may make an arithmetic error in their working.

**13 Word in square brackets**

Where a word is used in square brackets E.g. [area] × 1.5 : the value used for [area] does **not** have to come from a correct method or process but is the value that the candidate believes is the area. If there are any constraints on the value that can be used, details will be given in the mark scheme.

**14 Misread**

If a candidate misreads a number from the question. Eg. uses 252 instead of 255; method or process marks may be awarded provided the question has not been simplified. Examiners should send any instance of a suspected misread to review.

|  |
| --- |
| **Guidance on the use of abbreviations within this mark scheme** |
| **M** method mark awarded for a correct method or partial method**P** process mark awarded for a correct process as part of a problem solving question**A** accuracy mark (awarded after a correct method or process; if no method or process is seen then full marks for the question are implied but see individual mark schemes for more details)**C** communication mark awarded for a fully correct statement(s)  with no contradiction or ambiguity **B** unconditional accuracy mark (no method needed)**oe** or equivalent**cao** correct answer only**ft** follow through (when appropriate as per mark scheme)**sc** special case**dep** dependent (on a previous mark)**indep** independent**awrt** answer which rounds to**isw** ignore subsequent working |

| **Paper: 1MA1/2F** |
| --- |
| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 1 |  | –7, –4, –2, 1, 8 | B1 | for –7, –4, –2, 1, 8 | Accept reverse order 8, 1 –2, –4, –7 |
| 2 |  | 8000 | B1 | cao |  |
| 3 |  | 23 | B1 | cao |  |
| 4 |  | 4.2 | B1 | for 4.2 **or**  oe |  |
| 5 |  | 7776 | B1 | cao |  |
| 6 |  | 14 | P1 | for making a start to the process eg 14 × 15 (= 210) **or** 14 × 15 × 6.50 (= 1365) **or** 1274 ÷ 6.50 (= 196) **or** 14 × 15 × 6.50 – 1274 (= 91) |  |
|  |  |  | P1 | for a complete process eg (14 × 15 × 6.50 – 1274) ÷ 6.50 **or** 14 × 15 – (1274 ÷ 6.50)  |  |
|  |  |  | A1 | cao |  |
| 7 |  |  | M1 | for 20 – 7 (= 13) **or**oe **or** 0.65 **or** 65% |  |
|  |  |  | A1 | for  or equivalent fraction |  |
| 8 | (a) | 43 | B1 | cao |  |
|  | (b) | – 20 or ÷ 3 | B1 | for ÷ 3 **or** – 20 **or** × **or +** –20 |  |

| **Paper: 1MA1/2F** |
| --- |
| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 9 | (a) | 5 | M1 | for listing numbers in order, eg 3 4 4 6 8 9**or** answer of 4, 6 **or** answer of 8.5 | Condone one error or additional number |
|  |  |  | A1 | cao |  |
|  | (b) |  | M1 | for  with *x* > 2 **or** for with *y* < 6 | Incorrect notation can imply a correct method. Award M1 for eg 2 out of 6 **or** 2 in 6 **or** 2 : 6 |
|  |  |  | A1 | for  oe | Accept any equivalent fraction, decimal form 0.33(33..) or percentage form 33(.33..)% |
|  | (c) | 3, 6 | P1 | for at least one 3 **or** 5×5 (= 25) | Numbers may be seen on the cards (but the answer line takes precedence) |
|  |  |  | A1 | for 3, 6 or 6, 3 |  |
| 10 |  | 16 35 | P1 | for process to find length of time in car parkeg 8.40 ÷ 0.024 (= 350)  **or** 0.024 **×** 60 (= 1.44) **and** 8.40 ÷ “1.44” (= 5.833...) |  |
|  |  |  | P1 | for process to add “350” minutes to 10 45eg 10 45 + 60 + 60 + 60 + 60 + 60 + 50 **or** 10 45 + “5 hours 50 minutes”**OR** for 4 35 | Do not accept incorrect interpretation of time, eg 5.83 = 5 hours 83 minutes |
|  |  |  | A1 | for 16 35 **or** 4 35 pm | Accept 16 35 pm |

| **Paper: 1MA1/2F** |
| --- |
| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 11 | (a) | 19 | B1 | cao |  |
|  | (b) | 12.4 to 12.8 | M1 | for a complete method, egattempts to read from the graph at a factor of 80 **and** scales up to 80**or** attempts to read from the graph at two numbers that sum to 80 **and** finds the sum of their readings**or** 1 stone = “6”kg **and** 80 ÷ “6” |  |
|  |  |  | A1 | for an answer in the range 12.4 to 12.8 **or** ft correct reading from graph |  |
| 12 |  | 0.35 | P1 | for ÷ 2**or** 0.1 **and** 0.6 **or** 10(%) **and** 60(%) **or** 35(%)**or** for converting to equivalent fractions with a common denominator eg  **and**  |  |
|  |  |  | A1 | for  oe **or** 0.35  |  |

| **Paper: 1MA1/2F** |
| --- |
| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 13 |  | enlargement | B2 | for correct enlargement | Any orientation |
|  |  |  | (B1 | for any two sides correct **or** a correct enlargement with scale factor other than 3 or 1) |  |
| 14 |  | 40 litres(supported) | P1 | for finding a cost linked to the correct volume for one offereg 120 litres = 3 × 3.50 (= (£)10.5(0)) **or** 120 litres = (£)9**OR** for finding cost per litre or litres per £ for one offereg 3.50 ÷ 40 (= 0.0875) **or** 9 ÷ 120 (= 0.075)**or** 40 ÷ 3.50 (= 11.4…) **or** 120 ÷ 9 (= 13.3…)**OR** for working with bags in the ratio 2 : 1 |

|  |  |  |
| --- | --- | --- |
| 120 *l* | £10.50 | £9 |
| 80 *l* | £7 | £6 |
| 40 *l* | £3.50 | £3 |
| 20 *l* | £1.75 | £1.50 |

 |
|  |  |  | P1 | for finding costs linked to the same volume for both offerseg 120 litres = 3 × 3.50 (= (£)10.5(0)) **and** 120 litres = (£)9**OR** for finding cost per litre or litres per £ for both offerseg 3.50 ÷ 40 (= 0.0875) **and** 9 ÷ 120 (= 0.075)**or** 40 ÷ 3.50 (= 11.4…) **and** 120 ÷ 9 (= 13.3…)**OR** for a complete process to inform decision  |  |
|  |  |  | C1 | ‘40 litre bags’ supported by correct comparable values | Clear indication that the 40 litre bags are better value for money supported by correct values for comparison |
| 15 |  | 80 | M1 | for converting to cm  | Can be done at any stage of the problemeg 19.2 × 100 (=1920) or 0.8 × 100 |
|  |  |  | M1 | for use of scale eg 19.2 ÷ 24 (= 0.8) **or** 1920 ÷ 24 **or** [length] ÷ 24 | [length] must come from an attempt to change 19.2 metres into cm |
|  |  |  | A1 | cao |  |

| **Paper: 1MA1/2F** |
| --- |
| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 16 |  | 243 | M1 | for 1.8 ÷ 100 × 4500 oe (= 81) **or** for a complete method eg 4500 ×1.8 × 3 ÷ 100 oe**or** for 4743 **or** 4257 | Award M1 for 4500 × 1.018*n* |
|  |  |  | A1 | cao |  |
| 17 |  | 26 | M1 | for *ADB* = 64 **or** *ABD* = 52 | May be shown on the diagram |
|  |  |  | M1 | for complete method, eg (180 – 64 – 64) ÷ 2 oe | Correct method can be implied from angles on the diagram if no ambiguity or contradiction. |
|  |  |  | A1 | for 26 |  |
|  |  |  | C1 | (dep on first M1) for two correct reasons appropriate to their method from |  |
|  |  |  |  | base angles of isosceles triangle are equalsum of angles in a triangle = 180sum of angles on a straight line = 180the exterior angle of a triangle is equal to the sum of the interior opposite angles | Underlined words need to be shown; reasons need to be linked to their method; any reasons not linked, do not credit. There should be no incorrect reasons given. |
|  |  |  |  |
|  |  |  |  |
| 18 | (a) | *T =* 4*n* – 5 | M1 | for 2*n* **or** *n* – 5 **or** *T* = a linear expression in *n* | Allow variables other than *n* |
|  |  |  | M1 | for *n* + 2*n* + *n* – 5 oe**OR** for *T* = an expression in *n* with 2 of 3 ages correcteg *T* = *n* + *n*2 + *n* – 5 | Each age must be an expression in *n* |
|  |  |  | A1 | for *T* = 4*n* – 5 oe eg *T* = *n* + 2*n* + *n* – 5 |  |
|  | (b) | 5*m* – 3*m* = 2*m* | B1 | for 5*m* – 3*m* = 2*m* indicated |  |

| **Paper: 1MA1/2F** |
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| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 19 |  | 40 | P1 | for a process to find the maximum number of batches for one ingredient, eg 500 ÷ 175 (= 2.85...) **or** 300 ÷ 75 (= 4) **or** 625 ÷ 250 (= 2.5)**OR** for a process to find the amount of one ingredient for 1 biscuit,eg 175 ÷ 16 (= 10.9375) **or** 75 ÷ 16 (= 4.6875) **or** 250 ÷ 16 (= 15.625) **OR**for multiples of 175 : 75 : 250, eg 175 × 2 (= 350) **and** 75 × 2 (= 150) **and** 250 × 2 (= 500) | Figures may be truncated or rounded |
|  |  |  | P1 | (dep P1) identifies flour as the limiting factor **OR** for a process to find the maximum number of biscuits for one ingredient, eg butter: “2.85” × 16 **or** 500 ÷ “10.9..” oe (= 45.7...) sugar: “4” × 16 **or** 300 ÷ “4.6..” oe (= 64) flour: “2.5” × 16 **or** 625 ÷ “15.625” oe (= 40) |  |
|  |  |  | A1 | cao SCB2 for answer of 32 |  |

| **Paper: 1MA1/2F** |
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| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 20 |  | Shown(supported) | M1 | for substitution eg 4 × 110 + 12 |  |
|  |  |  | A1 | for 452 |  |
|  |  |  | M1 | (dep M1) for method to find value(s) needed for comparisoneg × 100 **OR** × 442 oe (= 22.1) **and** “452” – 442 (= 10)**OR** × 442 + 442 oe (= 464.1) **and** “452” |  |
|  |  |  | C1 | shown with correct comparable values eg 2.2(6...)(%) **OR** 22.1 **and** 10 **OR** 452 **and** 464.1 |  |

| **Paper: 1MA1/2F** |
| --- |
| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 21 |  | Two statements | C2 | Two different statements**Acceptable**There is no ‘frequency’ label / *y*-axis is not labelled / no title for the *y*-axisThe polygon should not be closed / have a line at the bottom / have first and last points connected(15, 6) has been plotted incorrectly / at (15, 8) / (The first point is at) 8 rather than 6 / First point is on an incorrect frequency **Not acceptable**There is no title / Points should be joined with a curve*x*-axis doesn’t start at 0There is no labelThe axes have not been labelled (*x* and *y*)The points haven’t (all) been plotted correctly10 < *w* ≤ 20 and 30 < *w* ≤ 40 have been plotted wrongThe first point is plotted incorrectly, its at (15, 7) not (15, 6)The points have been joined up wrong / Points should not be joined in the shape of a triangle / They’ve connected all the pointsDone the midpoints rather than the numbers on the right side / The points are in the middle | Ignore additional statements provided no contradiction |
|  |  |  | (C1 | for one statement eg from those above) |  |
| 22 |  | 127.5 and 128.5 | B1 | for 127.5 in the correct position |  |
|  |  |  | B1 | for 128.5 in the correct position  | Accept  or 128.499... |

| **Paper: 1MA1/2F** |
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| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 23 |  | 18 | P1 | for 240 ÷ 10 (= 24) **or** 240 ÷ 8 (= 30) | Accept 3 + 7 for 10, 3 + 5 for 8 |
|  |  |  | P1 | for 3 × “24” (= 72) **or** 7 × “24” (= 168) **or** 3 × “30” (= 90) **or** 5 × “30” (= 150) |  |
|  |  |  | P1 | for 3 × “24”(= 72) **and** 3 × “30” (= 90)**or** 7 × “24” (= 168) **and** 5 × “30” (= 150) |  |
|  |  |  | A1 | cao |  |
| 24 | (i) | 238 | P1 | for working with proportion eg  oe |  |
|  |  |  | A1 | cao |  |
|  | (ii) | statement | C1 | for statement**Acceptable**Sample is representative (otherwise answer wrong)Random sample (otherwise answer will be different)The 50 people are from the 700 (otherwise not accurate)17 out of **every** 50 want a sports bag (otherwise answer will be different / wrong)There is no biasThat the other 650 will want the same gifts as the 50**Not acceptable**There would be more than 17 people who want the sports bagI rounded my answer17 out of 50 want a sports bagA repeat of the calculation done in (i)Most of the people would want a sports bagReferences as what might change in the future (eg a change in membership)That all 700 people wanted a type of gift rather than no gift (otherwise would have changed my answer) |  |
| 25 | (a) | F | B1 | cao  |  |
|  | (b) | D | B1 | cao |  |
| 26 |  | Shown (supported) | M1 | for method to find at least two terms, eg 2 × 42 – 1 (= 31) **and** 40 – 32 (= 31) | 1 7 17 31 49 71   97   127   161   19939 36 31 24 15 4 –9  |
|  |  |  | M1 | for generating at least three correct terms of each sequence  |  |
|  |  |  | A1 | for generating at least the terms 1, 7, 17, 31, 49 of the first sequence **and** at least the terms 39, 36, 31, 24, 15, 4 of the second sequence  |  |
| 27 |  |  | M1 | for 0.000000342 ÷ 0.0000075**OR** for 0.0456 oe eg 0.456 × 10-1 **or** 45.6 × 10-3 **or** **OR** for an answer of 4.56 × 10*n*  |  |
|  |  |  | A1 | cao |  |
| 28 |  | 6 | M1 | for 720 ÷ 40 (= 18) **or** 720 ÷ 30 (= 24) |  |
|  |  |  | M1 | for a complete process eg (720 ÷ 30) – (720 ÷ 40) **or** “18” × 4/3 – “18” **or** “24” – “24” × 3/4  |  |
|  |  |  | A1 | cao |  |

| **Paper: 1MA1/2F** |
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| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 29 |  | No(supported) | P1 | for finding the area of 3 or more faces of the cuboid **and** addingeg (6 × 8) + (8 × 18) + (6 × 18) … or “48” + “144” + “108” … (= 300) | Could be an addition of *any* three faces eg 48 + 48 + 144 etc.  |
|  |  |  | P1 | complete process to find surface area of cuboid, eg 6 × 8 × 2 + 6 × 18 × 2 + 8 × 18 × 2 (= 600)  |  |
|  |  |  | P1 | for process to find side length of cube, eg [surface area] ÷ 6 **and** square rooting (= 10) | for a process to find the volume of the cuboid 6 × 8 × 18 (= 864) **and** cube rooting (= 9.52…) to find a side length | [surface area] must come from the addition of at least three attempts at area, but not from volume. |
|  |  |  | P1 | (dep on previous P1) for processes to find volume of cube **and** volume of cuboid, eg [side length]3 (= 1000) **and** 6 × 8 × 18 (= 864) | (dep on previous P1) for process to find surface area of cube, eg. (“9.52…”)2 × 6 (= 544.28…)  |  |
|  |  |  | A1 | No with 1000 **and** 864 **OR** No with600 **and** 544(.28…) |  |

| **Paper: 1MA1/2F** |
| --- |
| **Question** | **Answer** | **Mark** | **Mark scheme** | **Additional guidance**  |
| 30 |  | Vector drawn | M1 | for 5 – 2 × 3 (= –1) **or** 2 – 2 × – 1 (= 4) seen as a calculation**OR** for  –  **OR** for  **or** **OR** for  **or**  **or** drawn | May be in a column vectorCondone missing arrows |
|  |  |  | M1 | for  **OR** for  drawn with no arrow or incorrect arrow**OR** for  **or**  drawn with arrow, where *b* ≠ 4 and *a* ≠ – 1 |  |
|  |  |  | A1 | cao | For this mark the drawn vector must include an arrow showing direction. |

**Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 2F**

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme.

The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:

Angles: ±5º

Measurements of length: ±5 mm

| **PAPER: 1MA1/2F** |
| --- |
| **Question** | **Modification** | **Mark scheme notes** |
| 1 |  | Wording added ‘five’. | Standard mark scheme |
| 8 |  | Braille only – answer space labelled (i). | Standard mark scheme |
| 9 |  | Wording added ‘six’. | Standard mark scheme |
| 10 |  | Wording changed to ‘The charge for a car park in Spain is 0.024 euros per minute.’Information box removed. | Standard mark scheme |
| 11 |  | Diagram enlarged. Right axis labelled. Graph line made thicker.Axes labels moved to the left of the horizontal axis and above the vertical axis.Wording added ‘It shows a graph used to change between stones and kilos.’Part (a) wording changed to ‘Change 4 stones to kilograms.’ | Standard mark scheme but apply the greater tolerance described above for taking readings. |

| **PAPER: 1MA1/2F** |
| --- |
| **Question** | **Modification** | **Mark scheme notes** |
| 13 |  | Diagram enlarged and changed:Wording added ‘It shows shape X and shape Y on a grid of squares.’Question changed to ‘Describe fully the single transformation that maps shape X to shape Y.’ Three answer lines provided. | Mark scheme:B1 for “enlargement”B1 for “scale factor 3”Do not award any marks for a description that mentions other transformations (other than enlargement) |
| 14 |  | Diagram removed. Wording changed to ‘Special offer 1 20 litres: 2 bags for £3.50 Special offer 2 40 litres: 3 bags for £9. | Standard mark scheme |
| 17 |  | Diagram enlarged. Wording added ‘It shows triangle *ADC*.’ ; Angle *DCA* is marked *x*.’Angles moved outside of the angle arc and angle arc made smaller.  | Standard mark scheme |
| 18 | (b) | MLP only: *x* changed to *y*. MLP and Braille: *a*, *b*, *c* changed to *r*, *s*, *t*.Braille only – expressions labelled (i) to (v) and tick boxes removed. | Standard mark scheme |
| 19 |  | Information box moved to Diagram Book. | Standard mark scheme |

| **PAPER: 1MA1/2F** |
| --- |
| **Question** | **Modification** | **Mark scheme notes** |
| 21 |  | Diagram enlarged and changed:Crosses changed to solid circles. Axes label moved to the left of the horizontal axis.Frequency changed as follows: 10 ˂ w ≤ 20 5 20 ˂ w ≤ 30 20 30 ˂ w ≤ 40 15 40 ˂ w ≤ 50 10 50 ˂ w ≤ 60 5Question wording changed from ‘50 potatoes’ to ‘55 potatoes’. | Standard mark scheme, but reference to the first point is now “(15,5) has been incorrectly plotted at (15,10)” |
| 23 |  | Wording added ‘Tom and Adam have some stamps.’ Information moved to Diagram Book. | Standard mark scheme |
| 25 |  | Diagram enlarged. Graphs labelled as ‘Graph A, graph B etc’. | Standard mark scheme |
| 29 |  | Diagrams enlarged; models should be provided for all candidates.Wording added ‘The cuboid has length 18 cm, width 8 cm and height 6 cm.’ | Standard mark scheme. |
| 30 |  | Diagram enlarged. Wording added ‘It shows a grid.’ Braille only - sticky label provided a-2bQuestion wording changed to ‘On the grid, draw the vector a-2b. Label the vector.’  | Standard mark scheme |

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