



Pearson
Edexcel

Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE
In Mathematics (1MA1)
Higher (Non-Calculator) Paper 1H

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2021

Question Paper Log Number P64630A

Publications Code 1MA1_1H_2111_MS

All the material in this publication is copyright

© Pearson Education Ltd 2021

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 (eg 3.5 – 4.2) then this is inclusive of the end points (eg 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 eg $2 \times 6 (=12)$ 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 eg "12" \times 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 eg [area] \times 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.

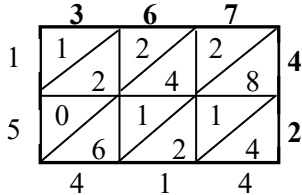
14 Misread

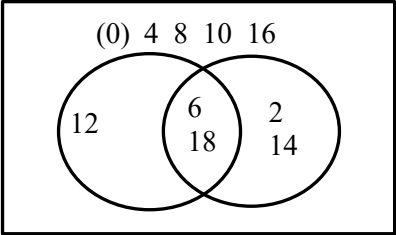
If a candidate misreads a number from the question. eg uses 252 instead of 255; method or process marks may be awarded provided the question has not been simplified. Examiners should send any instance of a suspected misread to review.

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: 1MA1/1H

| Question | Answer | Mark | Mark scheme | Additional guidance | | | | | | | | | | | | |
|----------|--------|------|--|---|--|-----|----|---|----|-------|------|-----|---|-----|-----|----|
| 1 (a) | 15.414 | M1 | for a complete method with relative place value correct including intention to add all the appropriate elements of the calculation eg 2 lines of the 1 st method, internal numbers of grids, or complete structure shown of partitioning methods. | <p>14680 734 15414</p>  <table border="1" data-bbox="1563 638 1995 743"> <tr> <td></td> <td>300</td> <td>60</td> <td>7</td> </tr> <tr> <td>40</td> <td>12000</td> <td>2400</td> <td>280</td> </tr> <tr> <td>2</td> <td>600</td> <td>120</td> <td>14</td> </tr> </table> <p>12000 + 2400 + 280 + 600 + 120 + 14 = 15414</p> | | 300 | 60 | 7 | 40 | 12000 | 2400 | 280 | 2 | 600 | 120 | 14 |
| | 300 | 60 | 7 | | | | | | | | | | | | | |
| 40 | 12000 | 2400 | 280 | | | | | | | | | | | | | |
| 2 | 600 | 120 | 14 | | | | | | | | | | | | | |
| (b) | 37.4 | M1 | for a start to a method, eg $598.4 \div 16$ (or $59.84 \div 1.6$) = 3 (as a first digit) | A start to a repeated subtraction method or build-up method is acceptable if a correct first digit of 3 is found | | | | | | | | | | | | |
| | | A1 | for digits 15414 | | | | | | | | | | | | | |
| | | A1 | (ft) dep on M1 for correct placement of the decimal point into their final answer | | | | | | | | | | | | | |
| | | A1 | for digits 374 | | | | | | | | | | | | | |
| | | A1 | (ft) dep on M1 for correct placement of the decimal point into their final answer | | | | | | | | | | | | | |

| Paper: 1MA1/1H | | | | |
|----------------|-----------------|-------------------------|--|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 2 | Venn Diagram | C1 C1 C1 | for one correct region for two correct regions for all regions correct |  <p>Ignore all entries except the region you are marking for each mark</p> |
| 3 | $1\frac{8}{15}$ | M2 (M1 A1 | <p>for a complete method, eg $4 - 2 + \frac{3}{15} - \frac{10}{15}$ condoning error with one numerator or for $\frac{21}{5} - \frac{8}{3} = \frac{63}{15} - \frac{40}{15} (= \frac{23}{15})$ with no more than one error</p> <p>for finding two fractions with a correct common denominator, with at least one correct corresponding numerator, eg $\frac{3}{15}, \frac{10}{15}$ or for converting both to improper fractions, eg $\frac{21}{5}, \frac{8}{3}$</p> <p>$1\frac{8}{15}$ oe</p> | <p>At least one improper fraction must be correct</p> <p>Any equivalents must be a mixed number</p> |

| Paper: 1MA1/1H | | | | |
|----------------|--------|----------------------------------|--|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 6 | 12 | P1 P1 A1 | <p>for a process to find the area of cross section, eg $750 \div 25 (= 30)$ oe or $\frac{1}{2} \times 5 \times h$ oe</p> <p>for a correct equation in h, eg $750 \div 25 = \frac{1}{2} \times 5 \times h$ oe or $\frac{1}{2} \times 5 \times h \times 25 = 750$ oe or for a complete process to find h, eg $\frac{750}{25} \times \frac{2}{5}$ oe or “30” $\times 2 \div 5$</p> <p>cao</p> <p>SC B1 for answer of 6 if P0 scored</p> | May use any letter for h or may use ? |
| 7 | Shown | M1 M1 M1 A1 | <p>for a correct expression for the area of one face of the cube, eg x^2 or a correct expression for the surface area of the cube, eg $6 \times x^2$</p> <p>for a correct expression for the surface area of the sphere, eg $4 \times \pi \times 3^2 (= 36\pi)$</p> <p>for forming a suitable equation, eg $6 \times x^2 = 4 \times \pi \times 3^2$ or $6x^2 = “36\pi”$</p> <p>for completing the method to $x = \sqrt{6\pi}$ or $k = 6$</p> | <p>No marks for $x = \sqrt{6\pi}$ without any working.</p> <p>$6 \times x^2 = 4 \times \pi \times 3^2$ $x^2 = 36\pi \div 6$ $x = \sqrt{6\pi}$</p> |

| Paper: 1MA1/1H | | | | |
|----------------|---|--------------------------|---|--|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 8 | 8 and -3 | M1 M1 A1 | for rearranging to get $x^2 - 5x - 24 (= 0)$ or $-x^2 + 5x + 24 (= 0)$ for $(x \pm 8)(x \pm 3)$ or $(x + a)(x + b)$ where $ab = -24$ or $a + b = -5$ or substitution into formula, condoning one sign error eg $(x =) \frac{- -5 \pm \sqrt{(-5)^2 - 4 \times 1 \times -24}}{2 \times 1}$ for 8 and -3 | Can be implied by $(x - 8)(x + 3)$ or $(-x + 8)(x + 3)$ |
| 9 | (a) 1 (b) 3 (c) $\frac{1}{16}$ (d) 3 | B1 B1 B1 B1 | cao cao oe cao | |
| 10 | (a) 30 (b) Explanation | P1 P1 A1 C1 | for a start to the process, eg $5406 \div 6 (= 901)$ or $5400 \div 6 (= 900)$ or $5000 \div 6 (= 833.33..)$ or $5410 \div 6 (= 901.66..)$ for a process to find the length of one side, eg $\sqrt{"901"}$ or $\sqrt{"900"}$ or $\sqrt{"833.33.."}$ or $\sqrt{"901.66.."}$ for 30 | Must be based on the use of a rounded value in a calculation |

| Paper: 1MA1/1H | | | | |
|----------------|---------------------|----------------------------------|--|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 11 | $\frac{30w}{6-21w}$ | P1 P1 P1 A1 | <p>for forming an equation, eg $6(2w + y) = 7w(3y + 6)$ or $12w + 6y = 21wy + 42w$ oe</p> <p>for expanding brackets correctly and gathering w terms or isolating y terms in a correct equation, eg $6y = 21wy + 30w$ or $6y - 21wy = 42w - 12w$ or $6y - 21wy = 30w$</p> <p>(dep on two terms in y) for factorising out the y, eg $y(6 - 21w) = 42w - 12w$ or $y(6 - 21w) = 30w$ or $3y(2 - 7w) = 30w$</p> <p>for $(y =) \frac{30w}{6-21w}$ oe</p> | Condone missing brackets for this mark |
| 12 (a) | cf graph | M1 A1 | <p>for 5 or 6 points plotted correctly</p> <p>for a fully correct graph</p> <p>SC B1 if 5 or 6 of their points plotted not at the end but consistent within each interval and joined by a curve or line segments providing no gradient is negative</p> | <p>If histograms drawn, points must be identified</p> <p>Accept a smooth curve or line segments Ignore to the left of the first point and right of the last point</p> |
| (b) | 13 to 14 | B1 | for answer in the range 13 to 14 or ft their cf graph | ft only from a cf graph |

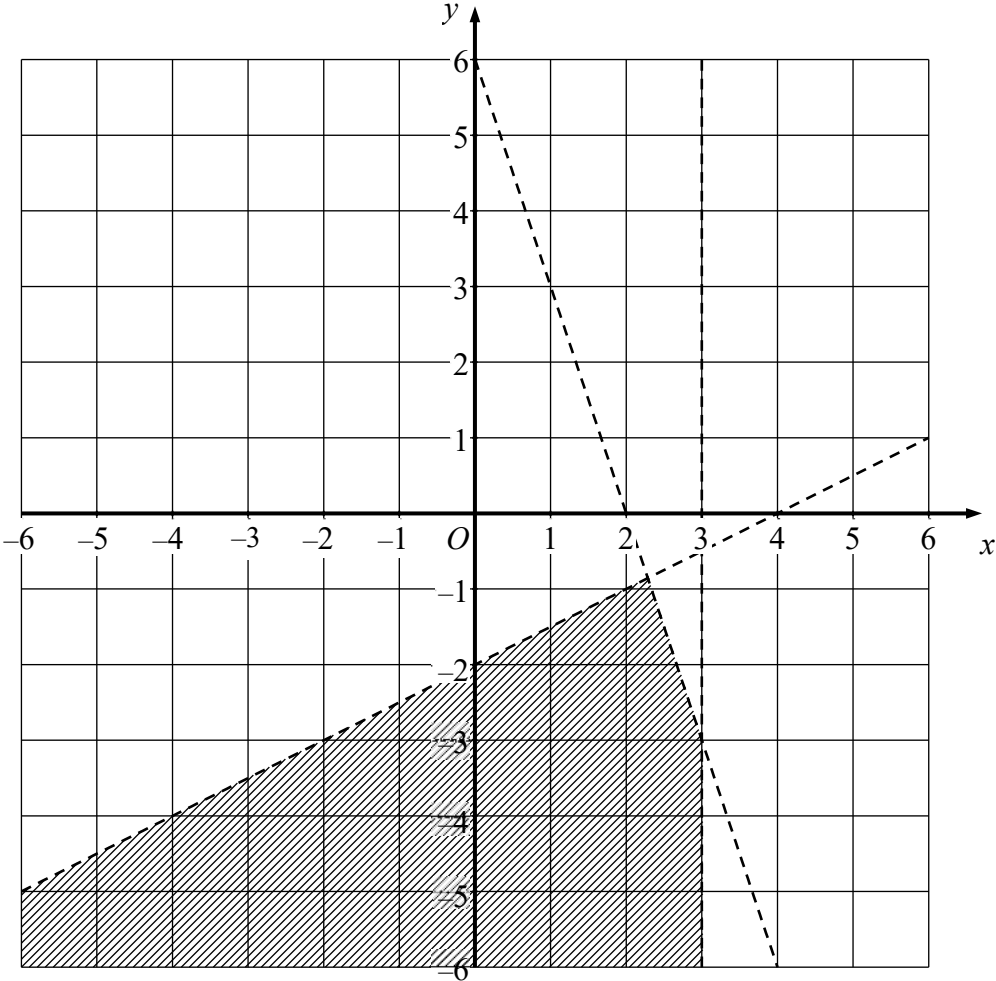
| Paper: 1MA1/1H | | | | |
|----------------|----------------------|----------------------------------|--|--|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 15 | $\frac{26x+15}{10x}$ | M1 M1 A1 | <p>for method to write at least one of the fractions with a suitable denominator, eg $\frac{4x+3}{2x} \times \frac{5}{5} (= \frac{20x+15}{10x})$ or $\frac{3}{5} \times \frac{2x}{2x} (= \frac{6x}{10x})$</p> <p>for method to combine the fractions, eg $\frac{5(4x+3)}{5 \times 2x} + \frac{3 \times 2x}{5 \times 2x}$ or $\frac{5(4x+3)+3 \times 2x}{5 \times 2x}$ or $\frac{20x+15}{10x} + \frac{6x}{10x}$</p> <p>for correct algebra leading to $\frac{26x+15}{10x}$ oe in form $\frac{ax+b}{cx}$</p> | |
| 16 | $\frac{180}{336}$ | P1 P1 P1 A1 | <p>for $\frac{3}{7}$ or $\frac{4}{7}$ or $\frac{5}{7}$ as probability for second counter</p> <p>for one correct product eg $\frac{3}{8} \times \frac{5}{7} \times \frac{4}{6} (= \frac{60}{336})$ or $\frac{5}{8} \times \frac{3}{7} \times \frac{4}{6} (= \frac{60}{336})$ or $\frac{5}{8} \times \frac{4}{7} \times \frac{3}{6} (= \frac{60}{336})$</p> <p>for a complete process eg $\frac{3}{8} \times \frac{5}{7} \times \frac{4}{6} + \frac{5}{8} \times \frac{3}{7} \times \frac{4}{6} + \frac{5}{8} \times \frac{4}{7} \times \frac{3}{6}$</p> <p>oe, eg $\frac{15}{28}$</p> <p>SC B1 for answer of $\frac{225}{512}$ (replacement)</p> | <p>May be seen in a calculation or on a diagram</p> <p>Accept equivalent fractions, decimals (0.53... or 0.54) or percentages (53% or 54%)</p> |

| Paper: 1MA1/1H | | | | |
|----------------|---------------|----------------------------|--|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 17 | Region shaded | M1 M1 A1 | for two of the lines $2y + 4 = x$, $x = 3$, $y = 6 - 3x$ correctly drawn for all three correct lines correctly drawn for a fully correct region indicated with all lines correct | Accept full or broken lines for all marks Award for clear intention, shading not needed Diagram at end of mark scheme |
| 18 | 17.6 | P1 P1 P1 P1 A1 | for correct trig statement, eg $\sin 30 = \frac{h}{6}$ for complete process to find h , eg $6 \times \frac{1}{2} (= 3)$ for correct substitution into the area of a trapezium formula, eg $\frac{1}{2}(a + b) \times "3" = 66$ or $a + b = 44$ or $\frac{1}{2}(2x + 3x) \times h = 66$ for complete correct process to find the length of AB , eg $\left[\frac{66 \times 2}{3} \div (2 + "3") \right] \times 2$ | An answer of $\frac{88}{5}$ gets P4 A0 |

| Paper: 1MA1/1H | | | | |
|----------------|--|----------------------------------|--|--|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 19 | Result shown | M1 M1 M1 A1 | <p>(indep) for writing $\sqrt{12}$ as $2\sqrt{3}$</p> <p>for method to rationalise the denominator eg $\frac{8+\sqrt{12}}{5+\sqrt{3}} \times \frac{5-\sqrt{3}}{5-\sqrt{3}}$ or $\frac{8+2\sqrt{3}}{5+\sqrt{3}} \times \frac{5-\sqrt{3}}{5-\sqrt{3}}$ oe</p> <p>(dep on previous M1) for expanding terms, condone one error in numerator or denominator eg $\frac{40-8\sqrt{3}+5\sqrt{12}-\sqrt{12}\sqrt{3}}{25-5\sqrt{3}+5\sqrt{3}-\sqrt{3}\sqrt{3}}$ or $\frac{40-8\sqrt{3}+10\sqrt{3}-2\sqrt{3}\sqrt{3}}{25-5\sqrt{3}+5\sqrt{3}-\sqrt{3}\sqrt{3}}$ or $\frac{34+2\sqrt{3}}{22}$ oe</p> <p>for a complete chain of reasoning leading to $\frac{17+\sqrt{3}}{11}$</p> | This mark can be awarded whenever this is seen, which might be later in the process. |
| 20 | $x = 2.1, y = 5.1$ $x = -2.9, y = -4.7$ | M1 A1 A1 | <p>for drawing the graph of $y - 2x = 1$</p> <p>for one correct pair of values or for both correct x values, or for both correct y values</p> <p>for both correct pairs, correctly matched</p> | <p>For both A marks accept answers in the ranges $x = 2.0$ to $2.2, y = 5.0$ to 5.2 $x = -2.8$ to $-3.0, y = -4.6$ to -4.8</p> <p>Accept values given as coordinates</p> |

| Paper: 1MA1/1H | | | | |
|----------------|----------------------------|------|---|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 21 (a) | $\frac{1}{4}$ | M1 | for $f(1) = 3 \times 1^2 + 1 (= 4)$ and a clear intention to find $g(“4”)$ or for $\frac{4}{(3 \times 1^2 + 1)^2}$ or for stating $gf(x)$, eg $\frac{4}{(3x^2 + 1)^2}$ oe | |
| | | A1 | oe | |
| (b) | $\sqrt[4]{\frac{48}{x-1}}$ | M1 | for finding $fg(x)$, eg $3 \times \left(\frac{4}{x^2}\right)^2 + 1$ or $\frac{48}{x^4} + 1$ | |
| | | M1 | for start of method to find the inverse of $fg(x)$, eg $y - 1 = 3 \times \left(\frac{4}{x^2}\right)^2$ or $y - 1 = \frac{48}{x^4}$ or $x - 1 = \frac{48}{y^4}$ or $x - 1 = 3 \times \left(\frac{4}{y^2}\right)^2$ | |
| | | M1 | for $y^4 = \frac{48}{x-1}$ or $x^4 = \frac{48}{y-1}$ or for a final answer of $\sqrt[4]{\frac{48}{y-1}}$ | |
| | | A1 | oe | |
| 22 | (3, 36) | P1 | for factorising -3 from the expression, eg $-3(x^2 - 6x - 3)$ or $-3(x^2 - 6x) + 9$ | |
| | | P1 | for starting the process to complete the square, eg $(x - 3)^2 - 9$ | ft from their factorising if only one error |
| | | P1 | for completing the process of completing the square, eg $-3[(x - 3)^2 - 12]$ or $-3(x - 3)^2 + 36$ | |
| | | A1 | cao | An answer only and no working is 0 marks |

Question 17



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

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: $\pm 5^\circ$

Measurements of length: ± 5 mm

| PAPER: 1MA1_1H | | |
|----------------|--|----------------------|
| Question | Modification | Mark scheme notes |
| 2 | <p>Wording added ‘Look at the diagram for Question 2 in the Diagram Booklet. It shows an incomplete Venn diagram.’</p> <p>Wording added ‘in the Diagram Booklet...’.</p> <p>Diagram enlarged.</p> <p>Labels ‘Set <i>A</i>’ and ‘Set <i>B</i>’ moved above the circles.</p> <p>Braille: In the diagram, add (i) for universal set, (ii) for Set <i>A</i>, (iii) for the overlap & (iv) for Set B.</p> <p>Then add ‘Ans: (i) __ (ii) __ (iii) __ (iv) __’</p> | Standard mark scheme |
| 5 | <p>Wording added ‘Look at the information for Question 5 in the Diagram Booklet.’</p> <p>Information enlarged.</p> | Standard mark scheme |

PAPER: IMA1_1H

| Question | Modification | Mark scheme notes |
|----------|---|---|
| 6 | <p>Wording ‘Look at Diagram 1 and Diagram 2 for Question 6 in the Diagram Booklet. You may be provided with a model.’ The triangle labelled ABC. Diagram 1 to show the 3D prism. Diagram 2 to show the cross-section ABC. Wording added ‘Diagram 1 and the model show a prism’. Wording added ‘The cross section of the prism shown in Diagram 2 is a right-angled triangle labelled ABC.’ Wording added ‘Angle ABC is a right angle. The base of the triangle, $BC = 5$ cm.’ Diagram enlarged. Right angle made more obvious. Dashed lines made longer and thicker. Model could be provided candidates.</p> | Standard mark scheme |
| 7 | <p>Model of the cube and sphere provided for all candidates. Wording added ‘Look at Diagram 1, Diagram 2 and the formula for Question 7 in the Diagram Booklet. You may be provided with two models.’ Wording ‘The diagram shows...’ removed and replaced with ‘Diagram 1 and Model A show a cube with edges of length x cm.’ Wording added ‘Diagram 2 and Model B show a sphere of radius 3 cm.’ Diagrams enlarged and stacked vertically. Dashed lines made longer and thicker. The ‘3 cm’ label and arrow moved to the left on the sphere diagram. Formula moved above the surface area diagram. Open headed arrows.</p> | Standard mark scheme |
| 8 | Change x to y . | Standard mark scheme but note the changes to the letters. |
| 10 | <p>Wording added ‘Look at the diagram for Question 10 in the Diagram Booklet.’ Wording ‘The diagram shows...’ removed and replaced with ‘It shows...’ Diagram enlarged.</p> | Standard mark scheme |

| PAPER: IMA1_1H | | |
|----------------|---|--|
| Question | Modification | Mark scheme notes |
| 11 | <p>Wording added ‘Look at the diagram for Question 11 in the Diagram Booklet.’</p> <p>Wording ‘The diagram shows...’ removed and replaced with ‘It shows...’</p> <p>Diagrams enlarged. Labels moved to the left and above the diagrams.</p> <p>The rectangles labelled as ‘rectangle A’ and ‘rectangle B’. Diagrams stacked vertically.</p> <p>Braille: Additional words: ‘Rectangle A has a length of $2w + y$ and a width of 6. Rectangle B has a length of $3y + 6$ and a width of $7w$’</p> | Standard mark scheme |
| 12 | <p>Wording added ‘Look at the diagram for Question 12 in the Diagram Booklet. It shows a grid.’</p> <p>Wording added ‘The cumulative frequency table below gives...’</p> <p>Table enlarged. Cumulative frequency values modified: 4 changed to 5, 11 changed to 10, 24 changed to 25, 34 changed to 35</p> <p>Wording added ‘On the grid in the Diagram Booklet,..’</p> <p>Diagram enlarged. Open headed arrows.</p> <p>Axes labels moved to the left of the horizontal axis and above the vertical axis.</p> <p>Right axis has been labelled. Small squares removed.</p> <p>Braille: a spare diagram, 14 round bumpons and Wikki Stix.</p> | Standard mark scheme but in (b) allow an answer in the range 12.6 to 14.5 (ft) |
| 14 | <p>Wording added ‘Look at the diagram for Question 14 in the Diagram Booklet. It shows the shape <i>ABCDEF</i>. All the measurements are in centimetres.’ With the shape labelled <i>ABCDEF</i>.</p> <p>Wording added: ‘$AB = x + 1$, $BC = 4$, $EF = 2x + 6$, $AF = x + 11$’</p> <p>All the marked angles are right angles.’ Wording ‘Here is...’ removed.</p> <p>Diagram enlarged. Right angles made more obvious.</p> | Standard mark scheme |
| 15 | x changed to y . | Standard mark scheme but note the changes to the letters. |

| PAPER: IMA1_1H | | |
|----------------|--|---|
| Question | Modification | Mark scheme notes |
| 17 | <p>Wording added ‘Look at the diagram for Question 17 in the Diagram Booklet. It shows a grid.’</p> <p>Diagram enlarged. Open headed arrows. The grid cut at $x = -4$.</p> <p>Axes labels moved to the right of the horizontal axis and above the vertical axis.</p> | Standard mark scheme |
| 18 | <p>Wording added ‘Look at the diagram for Question 18 in the Diagram Booklet.’</p> <p>Wording ‘Here is...’ removed and replaced with ‘It shows...’</p> <p>Wording added: ‘AB is parallel to DC. $BC = 6$ cm Angle $BCD = 30^\circ$’</p> <p>Angle moved outside of the angle arc and the arc made smaller.</p> <p>Diagram enlarged.</p> | Standard mark scheme |
| 20 | <p>Wording added ‘Look at the diagram for Question 20 in the Diagram Booklet.’</p> <p>Wording ‘The diagram shows...’ removed and replaced with ‘It shows...’</p> <p>Diagram enlarged. Open headed arrows. Small squares removed.</p> <p>Axes labels moved to the right of the horizontal axis and above the vertical axis.</p> | <p>Standard mark scheme but for both A marks accept answers in the ranges</p> <p>$x = 2.0$ to 2.25, $y = 5.0$ to 5.25</p> <p>$x = -2.5$ to -3.0, $y = -4.6$ to -4.9</p> |

