Pearson

Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCSE
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 (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 × 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" × 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] × 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		–3 –1 2 4 7	B1	for –3 –1 2 4 7	Allow correct reverse order: 7 4 2 –1 –3
2		5	B1	cao	
3		0.31	B1	cao	Accept .31
4		35	B1	cao	
5		2	B1	cao	
6	(a)	10	B1	cao	
	(b)	2 full squares and 3 quarters of a square	B1	for a diagram for April showing the equivalent of 2 full squares and 3 quarters of a square	eg 11 quarter squares drawn separately 3 quarters may be seen as one half square and one quarter square
	(c)	18	P1	for process to find houses sold in February = 4 + 4 + 1 (= 9) or March = 4 + 4 + 4 (= 12) **or** 60 – ([Jan + Feb + Mar] + 11)	February and March totals may be seen on the diagram May be implied by 42 [Jan + Feb + Mar] is clearly their houses sold in Jan, Feb and March for this mark only
			P1	for a complete process, eg. 60 – ([answer to part (a)] + "9" + "12" + 11) or $60 - (2\frac{1}{2} + 2\frac{1}{4} + 3) \times 4 - 11$	$4\frac{1}{2}$ squares drawn for May gets P2
			A1	cao	18 must be seen for full marks
7	(a)	8.7	B1	for answer in the range 8.5 to 8.9	
	(b)	67	B1	for answer in the range 65 to 69	
	(c)	6-sided shape	B1	for a 6-sided shape	Allow free hand drawing

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
8 (a)	2, 1	B1	cao	
(b)	0, – 2	M1	for an answer of (0, y) where $y \neq -2$ or (x, – 2) where $x \neq 0$ **or** the correct midpoint identified on the grid **or** (2 + –2) ÷ 2 or (1 + –5) ÷ 2	
		A1	cao SCB1 if M0 scored for – 2, 0	
(c)	C shown at (– 4, 2)	C1	cao	
9	379.86	P1	for process to work with number of miles or cost, eg 47879 – 47241 (= 638) **or** 47879 × 47 (= 2250313) or 47241 × 47 (= 2220327) **or** [mileage] × 47	working may be seen in £ or pence throughout [mileage] is any value they consider to be mileage
		P1	for process to work with miles and cost, eg "638" × 47 (= 29986) or "638" × 0.47 (= 299.86) **or** "2250313" – "2220327" (= 29986)	
		B1	(indep) for converting between pence and pounds, eg "29986" ÷ 100 **or** 47 ÷ 100 (= 0.47) **or** 80 × 100 **OR** miles divided by 100, eg "638" ÷ 100 (= 6.38) **or** 47879 ÷ 100 (= 478.79) **and** 47241 ÷ 100 (= 472.41)	
		A1	for 379.86	
10	HHH, HHT, HTH, HTT, THH, THT, TTH, TTT	M1	for at least 3 correct outcomes from HHH, HHT, HTH, HTT, THH, THT, TTH, TTT ignoring extras and repeats	May be written in words
		A1	for all 8 outcomes with no extras or repeats	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
11	No with reason	C1	No with reason **Acceptable reasons:** (The sections are) not the same size **or** the angles are not the same (The arrow is) more likely to land on 1 or 3 than on 2 (The probability for) 2 should be ¼ 2 has a 90° angle but 1 and 3 both have obtuse angles **or** 135° each 2 has a 90° angle but the others are bigger 2 has a smaller area (the sections have) different sizes/angles/areas (the spinner is) not split equally (the angle for) 2 would be 120 not 90 (The angle for) 2 would be 120 or all angles would be 120 (landing on) 2 is less than a third the chances for the other two are higher than (for) 2 **Not acceptable:** Yes with any reason given No it should be $\frac{2}{3}$ (No because) 2 has a 90° angle the bigger the angle the more likely	
12	280	P1 P1 A1	for process to find the number of bars of white chocolate or milk chocolate, eg 24 ÷ 3 × 2 oe (= 16) or 24 ÷ 3 (= 8) **or** for process to work with total weight of chocolate, eg 24 × 35 (= 840) for complete process, eg (24 – "16") × 35 or "8" × 35 **or** "840" ÷ 3 cao	Allow use of 0.66.. or better **or** 0.33.. or better for both process marks Award P2 for an answer of 560

Paper: 1MA1/2F					
Question		**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
13	(a)	$6cd$	B1	for $6cd$ or $6dc$ or $cd6$ oe	Inclusion of × scores B0, eg $6 \times cd$ oe
	(b)	– 5	M1	for $3 + 2 \times -4$ (= 3 – 8)	
			A1	cao	
14	(a)	12	M1	for method to find speed, eg $36 \div 3$ or $\frac{36}{3}$	Condone $36 \div (3 \times 60)$
			A1	cao	
	(b)	Yes with supporting figures	P1	for process to find time, eg $36 \div 16$ (= 2.25) or $36 \div 16 \times 60$ (= 135)	
			P1	for full process to find figures to compare, eg 3 + "2.25" (= 5.25) or 3 hours + "2 hours 15 mins" (= 5 hours 15 mins) **or** 5 hours 20 mins – "2 hours 15 mins" (= 3 hours 5 mins) **or** 5 hrs 20 mins – 3 hours (= 2 hrs 20 mins) **and** $36 \div 16$ (= 2.25)	
			C1	Yes with correct supporting figures, eg 5.25(hours) (and 5.33.. hours) or 5 hours 15 mins **or** 3 hours 5 mins **or** 2 hrs 20 mins **and** 2 hrs 15 mins oe	If units are provided they must be correct for their figures for the C mark
15		525	M1	for method to find the interest after one year, eg $3500 \times 2.5 \div 100$ (= 87.5) oe **or** 0.025×6 (= 0.15) oe **or** for a complete method, eg $3500 \times 2.5 \times 6 \div 100$ oe **or** for 4025 **or** 2975	May be implied by, eg 3587.5(0) Award M1 for 3500×1.025^n
			A1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
16 (a)	170	B1	for answer in the range 167 to 173	
(b)	35	M1	for correctly using readings from the graph as a factor of 1000 from the grams scale, eg 200 × 5 or 100 × 10 or 20 × 50 or 250 × 4 **or** for method to use multiples of grams and corresponding ounces readings, eg 1000 ÷ "answer to (a)" × 6 **or** 1000 ÷ grams × ounces oe	May be seen as a build-up method using multiple readings that can be read from the graph but must total 1000 grams (ounces, grams) is a point on the line
		A1	for an answer in the range 34 to 36	
17	Region **R** shown	C1	for arc drawn, radius 4 cm, centre *A*	Allow free hand drawing
		C1	for perpendicular bisector of *CB* drawn	Allow free hand drawing
		C1	for fully correct region **R** shown (inside the arc from *A* and left of the bisector)	Ignore absence of "R" if region is unambiguously shown eg by shading
18	12	P1	for a beginning process, eg 1800 – (1800 × 0.56) oe or 1800 × (1 – 0.56) (= 792) or 1800 ÷ 100 × 56 ÷ 66 (= 15.272…) **or** 1800 ÷ 66 (=27.272…) **or** [44%] ÷ 66	[44%] is the value they clearly believe to be 44% of 1800
		P1	for a complete process, eg "792" ÷ 66 **or** "27.272…" × (1 – 0.56) oe **or** "27.272…" – "15.272…"	
		A1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
19 (a)	0.517(0189759)	M1	for any correct partial calculation, eg 40.113 or 6.333(482454) or 12.25 **or** answer of 0.51 or 0.52 **or** digits 517…	
		A1	for 0.517(…)	Answer must be given to at least 3 decimal places rounded or truncated. Check first 3 significant figures only.
(b)	0.52	B1	for 0.52 **or** ft their answer to part (a) correctly rounded to 2 sf, provided part (a) has at least 3 sf	Do not accept trailing 0, eg 0.520
20	16.2	M1	for a correct first step to find *BC*, eg $19^2 = 10^2 + BC^2$ or $19^2 - 10^2$ (= 261) or $\sqrt{19^2 - 10^2}$ or $\sqrt{261}$ or $3\sqrt{29}$	Can use alternative letter for *BC* provided intention is clear If using an alternative method using trigonometry must have *BC* as the only unknown
		A1	for answer in the range 16.1 to 16.2	ISW incorrect rounding if answer given in range
21 (a)	$2 \times 3 \times 3 \times 5$	M1	for a complete method to find prime factors; could be shown on a complete factor tree with no more than one error **or** by division by prime factors with no more than one error **or** for 2, 3, 3, 5	Condone the inclusion of 1 for this mark
		A1	for $2 \times 3 \times 3 \times 5$ oe	Accept $2 \times 3^2 \times 5$
(b)	36	B1	for 36	Accept $2^2 \times 3^2$ or $2 \times 2 \times 3 \times 3$
22	4	M1	for method to use formula, eg $72 \div 6$ (= 12) or $72 \div 9$ (= 8)	Can be implied by $\frac{72}{6}$ or $\frac{72}{9}$
		A1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
23	70	P1	for process to find number of discs in the bag, eg $24 \div 0.16$ (= 150) **or** for process to find the total probability of red or blue, eg $1 - 0.16$ $\left(=0.84 \text{ or } \frac{21}{25} \text{ oe}\right)$	May be implied by 126
		P1	for process to work with ratio, eg ([total] – 24) ÷ (5 + 4) (= 14) **or** for a process to find the probability of red, eg $[\text{probability}] \div (5+4) \times 5$ $\left(=0.46\ldots \text{ or } \frac{7}{15}\right)$	0.46 or better or 0.47 may imply P2 [total] can be any integer [probability] can be any value less than 1
		P1	for a complete correct process to find the number of red discs, eg "14" × 5 **or** "0.46…" × 24 ÷ 0.16 **or** an answer of $\frac{70}{150}$	If correct processes seen to find the total for both red and blue or 70 : 56 award P3 Must come from correct use of probability and ratio in either order
		A1	for 70	If the values for red and blue are found, the value for red must be clearly identified as the answer to gain A1

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
24 (a)	(6) 2 (0) 0 (2) 6	B2 (B1	for all 3 values correct for 1 or 2 correct values)	
(b)	Graph drawn	B2 (B1	for a fully correct graph ft (dep on B1 in (a)) for plotting at least 5 of the points from their table correctly)	Accept a freehand curve drawn that is not made of line segments Ignore anything drawn outside the required range
(c)	–1.7 to –1.5 and 2.5 to 2.7	M1 A1	for drawing the line $y = 4$ or reading off intersections where $y = 4$ **or** one correct solution **or** both solutions given as coordinates, eg (–1.6, 2.6) or (–1.6, 4) **and** (2.6, 4) for answers in the range –1.7 to –1.5 **and** 2.5 to 2.7 **or** ft their graph with at least 2 solutions	ft their graph for this mark Accept these coordinates reversed Algebraic methods score 0 marks

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
25	Yes, supported by correct figures	P1	for a process to find the number of sweets Tina gives to Andy, eg $14 \div 7 \times 3 (=6)$ **or** for a process to work with fractions of the total to find fraction given to Andy, eg $\frac{14}{21} \times \frac{3}{7} \left(= \frac{2}{7}\right)$ **or** for dividing a given number (eg 441) in the ratio 1 : 6 : 14 (= 21 : 126 : 294)	May work with an equivalent ratio, eg 21 : 126 : 294 and do $294 \div 7 \times 3 (=126)$ as a first step May work in multiples of *x* for all marks
		P1	for a process to find number for Andy and Tina after first exchange, eg A = 1 + "6" (=7) **and** T = 14 – "6" (=8) **or** for a process to find the number of sweets Tina gives to Luke eg ("14" – "6") $\times \frac{12.5}{100}$ (= 1) **or** for a process to work with fractions of the total to find fraction given to Luke, eg for $\frac{(14 - "6")}{21} \times \frac{12.5}{100}$ **or** process to work out the number of sweets given to Andy **and** Luke for their total, eg "294" ÷ 7 × 3 (= 126) **and** ("294" – "126") $\times \frac{12.5}{100}$ (= 21)	
		P1	for a process to find the final amounts or final shares for at least **two** of Andy, Luke and Tina eg two of 1 + "6" (= 7) , 6 + "1" (= 7) , 14 – "6" – "1" (= 7) **or** $\frac{1}{21} + \frac{"2"}{7} \left(= \frac{7}{21}\right), \frac{6}{21} + "\frac{1}{21}" \left(= \frac{7}{21}\right), \frac{14}{21} - "\frac{2}{7}" - "\frac{1}{21}" \left(= \frac{7}{21}\right)$ **or** "21" + "126" (= 147) , "126" + "21" (= 147) , "294" – "126" – "21" (= 147)	
		C1	Yes, supported by full working and accurate figures for Andy, Luke and Tina	Accurate figures with no supportive working scores 0

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
26	Shown with reason given	M1	for deriving a suitable equation, eg $4x + 15 + 2x + 15 + 4x + 8 + 3x - 3 = 360$ or $13x + 35 = 360$ **or** $4x + 15 + 2x + 15 = 180$ or $6x + 30 = 180$ **or** $4x + 8 + 3x - 3 = 180$ or $7x + 5 = 180$	May be seen in an equation
		M1	(dep) for a method to isolate terms in x, eg $4x + 2x + 4x + 3x = 360 - 15 - 15 - 8 + 3$ **or** $4x + 2x = 180 - 15 - 15$ **or** $4x + 3x = 180 - 8 + 3$	
		A1	for solving equation to $x = 25$	
		C1	for substituting $x = 25$ into $A + B$ or $C + D$ and showing = 180, and gives a suitable statement, eg co-interior/allied angles (sum to 180), **or** since $A + B = 180$ the lines are parallel	If starting with an equation = 180 need to substitute into the opposite pair.
			Alternative solution assuming it is a trapezium	
	Shown	M1	for deriving a suitable equation, eg $4x + 15 + 2x + 15 = 4x + 8 + 3x - 3$ or $6x + 30 = 7x + 5$	
		M1	(dep) for a method to isolate terms in x, eg $15 + 15 - 8 + 3 = 4x + 3x - 4x - 2x$	
		A1	for solving equation to $x = 25$	
		C1	for a fully correct statement, eg since $A + B = 180$ the lines are parallel	
27	2	M1	for $\frac{1.5}{6}\left(=\frac{1}{4}\right)$ or $\frac{6}{1.5}$ (= 4) or $\frac{8}{6}\left(=\frac{4}{3}\right)$ or $\frac{6}{8}\left(=\frac{3}{4}\right)$ oe	
		A1	cao	

<table>
<tr><th colspan="5">Paper: 1MA1/2F</th></tr>
<tr><th colspan="2">Question</th><th>Answer</th><th>Mark</th><th>Mark scheme</th><th>Additional guidance</th></tr>
<tr><td>28</td><td>(a)</td><td>$100 < w \leq 150$</td><td>B1</td><td>cao</td><td></td></tr>
<tr><td></td><td>(b)</td><td>152</td><td>M1</td><td>for finding 5 products within the interval (including end points) with not more than one error, may be seen near table,
eg 75×34 (= 2550), 125×29 (= 3625), 175×27 (= 4725),
225×19 (= 4275), 275×11 (= 3025)
or for 18200</td><td>do not award this mark if the final answer comes from an alternative incorrect method, eg $120 \div 5$ (= 24)
or $\Sigma mp \div \Sigma f$ ($875 \div 120$ (= 7.29…))
or $\Sigma mp \div 5$ ($875 \div 5$(= 175))
<table><tr><th>Min fx</th><th>Max fx</th></tr><tr><td>1700</td><td>3400</td></tr><tr><td>2900</td><td>4350</td></tr><tr><td>4050</td><td>5400</td></tr><tr><td>3800</td><td>4750</td></tr><tr><td>2750</td><td>3300</td></tr><tr><td>15200</td><td>21200</td></tr></table></td></tr>
<tr><td></td><td></td><td></td><td>M1</td><td>for $\Sigma fx \div \Sigma f$
eg (“2550” + “3625” + “4725” + “4275” + “3025”) ÷ 120
or “18200” ÷ 120</td><td>Σfx must come from 5 products,
fx within intervals (including end points)</td></tr>
<tr><td></td><td></td><td></td><td>A1</td><td>for answer in the range 151 to 152</td><td>Correct midpoints must be used for the award of the A mark</td></tr>
</table>

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. Notes apply to both MLP papers and Braille papers unless otherwise stated.

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		Word ‘five’ added ‘Write the following five numbers in order.’	Standard mark scheme
6		Diagram enlarged. Wording added ‘Look at the diagram for Question 6 in the separate Diagram Booklet. The diagram is a pictogram.’	Standard mark scheme
	(b)	Sentence added ‘A spare tactile diagram and drawing film are available for this question.’	
7	(a)	Horizontal line now of length 8.5 cm with a short vertical line added at each end. Wording added ‘Look at the diagram for Question 7 (a) in the separate Diagram Booklet. The diagram shows a line.’	B1 for answer in the range 8 to 9
	(b)	Diagram turned horizontal. Angle x now 70^{o} Wording added ‘Look at the diagram for Question 7 (b) in the separate Diagram Booklet. The diagram shows an angle marked x.’	B1 for answer in the range 65 to 75
	(c)	For Braille only: Wording added ‘Look at the diagram for Question 7 (c) in the separate Diagram Booklet. The diagram shows a shape. What is the name of this shape?’ Braille candidates will have a diagram of a regular hexagon with 3 cm sides.	MLP: Standard mark scheme Braille: B1 for hexagon
8		Diagram enlarged. 1.5 cm grid. Crosses on grid changed to dots. Wording added ‘Look at the diagram for Question 8 in the separate Diagram Booklet. The diagram is a coordinate grid.’ For Braille: (c) changed to ‘On the grid, mark with a bumpon the point with coordinates (-4, 2) Label this point C. A spare tactile diagram, bumpon and sticky label C are provided for this question.’	Standard mark scheme

11		Diagram enlarged. Wording added 'Look at the diagram for Question 11 in the separate Diagram Booklet. Majid has a spinner. The diagram shows the spinner with three sections labelled 1, 2 and 3.'	Standard mark scheme
13	(a)	Letters changed: c changed to p and d changed to q	Standard mark scheme but note the change in letters
	(b)	Letter changed: x changed to w	Standard mark scheme
16		Diagram enlarged. Wording added 'Look at the diagram for Question 16 in the separate Diagram Booklet. The diagram shows a graph.'	
	(a)	6 ounces changed to 8 ounces.	B1 for answer in the range 220 to 230
17		Diagram enlarged. CB now 12cm, AC now 8cm, and AB now 11cm. Add the sentences 'Look at the diagram for Question 17 in the separate Diagram Booklet. The diagram shows triangle ABC.' Wording changed "less than 4cm from A" changed to "less than 5cm from A" For Braille: sentence added 'A spare tactile diagram, Wikki Stix, drawing film and sticky label R are available for this question.'	Standard mark scheme but note change in radius of arc to be drawn from 4cm to 5cm
20		Diagram enlarged. Wording added 'Look at the diagram for Question 20 in the separate Diagram Booklet. The diagram is NOT accurately drawn. The diagram shows a right-angled triangle labelled ABC. In the diagram: AB = 10 cm AC = 19 cm'	Standard mark scheme
21	(b)	Word 'When' added Letters changed: A changed to T and B changed to U	Standard mark scheme

24	(a)	Word ‘below’ added to the sentence ‘Complete the table below of values for …’ For Braille: answer lines added Ans: (i) _____ (ii) _____ (iii) _____	Standard mark scheme
	(b)	Diagram enlarged. Wording added ‘Look at the diagram for Question 24 (b) in the separate Diagram Booklet. The diagram shows a grid.’ For Braille: sentence added ‘A spare tactile diagram and bumpons are provided for this question.’	Standard mark scheme
26		Diagram enlarged. Labelling of trapezium changed from ABCD to DABC. Top left now A – top right now B – bottom right now C and bottom left now D. Letter changed: x changed to y Wording added ‘Look at the diagram for Question 26 in the separate Diagram Booklet. The diagram is NOT accurately drawn. The diagram shows a quadrilateral labelled ABCD. In the diagram:’ All angles are measured in degrees. Angle ABC = 4y + 8 Angle BCD = 3y – 3 Angle CDA = 2y + 15 Angle DAB = 4y + 15’	Standard mark scheme but note the changes in the vertices and the change from x to y
27		Diagrams enlarged. Labelling of triangles changed - ABC now ACB, DEF now DFE. Wording added ‘Look at the diagram for Question 27 in the separate Diagram Booklet. The diagrams are NOT accurately drawn. The diagram shows two similar isosceles triangles labelled ABC and DEF. In triangle ABC: AB = 8 cm AC = 8 cm CB = 6 cm In triangle DEF: DE = DF FE = 1.5 cm’	Standard mark scheme

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