

GCSE

**MATHEMATICS (linear)**

4365/1H

Mark scheme

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4365

November 2014

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Final – v1.0

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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 Assessment Writer.

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](http://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.

<b>M</b>	Method marks are awarded for a correct method which could lead to a correct answer.
<b>A</b>	Accuracy marks are awarded when following on from a correct method. It is not necessary to always see the method. This can be implied.
<b>B</b>	Marks awarded independent of method.
<b>Q</b>	Marks awarded for quality of written communication.
<b>M dep</b>	A method mark dependent on a previous method mark being awarded.
<b>B dep</b>	A mark that can only be awarded if a previous independent mark has been awarded.
<b>ft</b>	Follow through marks. Marks awarded for correct working following a mistake in an earlier step.
<b>SC</b>	Special case. Marks awarded for a common misinterpretation which has some mathematical worth.
<b>oe</b>	Or equivalent. Accept answers that are equivalent. e.g. accept 0.5 as well as $\frac{1}{2}$
<b>[a, b]</b>	Accept values between $a$ and $b$ inclusive.
<b>[a, b)</b>	Accept values $a \leq \text{value} < b$
<b>25.3...</b>	Allow answers which begin 25.3 e.g. 25.3, 25.31, 25.378.
<b>Use of brackets</b>	It is not necessary to see the bracketed work to award the marks.

Examiners should consistently apply the following principles

### **Diagrams**

Diagrams that have working on them should be treated like normal responses. If a diagram has been written on but the correct response is within the answer space, the work within the answer space should be marked. Working on diagrams that contradicts work within the answer space is not to be considered as choice but as working, and is not, therefore, penalised.

### **Responses which appear to come from incorrect methods**

Whenever there is doubt as to whether a candidate has used an incorrect method to obtain an answer, as a general principle, the benefit of doubt must be given to the candidate. In cases where there is no doubt that the answer has come from incorrect working then the candidate should be penalised.

### **Questions which ask candidates to show working**

Instructions on marking will be given but usually marks are not awarded to candidates who show no working.

### **Questions which do not ask candidates to show working**

As a general principle, a correct response is awarded full marks.

### **Misread or miscopy**

Candidates often copy values from a question incorrectly. If the examiner thinks that the candidate 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.

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## Paper 1 Higher Tier

Q	Answer	Mark	Comments
1	Anna Observation or 3 Brian Questionnaire or 1 Carl Controlled Experiment or 2	B2	B1 1 or 2 correct Accept any clear indication such as O, Obs, Experiment If answer line blank, allow correct answers to be written alongside list above for B1 or B2. ie B(rian) by Questionnaire, C(arl) by controlled experiment, A(nna) by Observation.

**Additional Guidance.** If two answers given on same line, eg 'Controlled experiment/Data logging' written by Carl, then this is choice and marked as a wrong answer, even if one of the choices is correct.

2a	Square, Kite and Rhombus	B2	Any order B1 any two correct
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2b	Any valid property that distinguishes the parallelogram from the others eg no right angles diagonals different lengths	B1	Ignore any irrelevant comments but do not allow a wrong comment even if a correct one seen. Any reference to line symmetry must state or imply zero.
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**Additional Guidance.** See list of exemplars.

2c	Diagonals bisect each other	B1	
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Q	Answer	Mark	Comments
<b>3</b>	<b>Alternative method 1. Scheme if sides found</b>		
	Any product seen or implied of 2 numbers that make 12 or 15 or 20	M1	
	All three of 3, 4 and 5 stated or marked on diagram	M1dep	
	60	A1	Answer only of 60 with no product seen is 3 marks
	3 × 4 × 5 or correctly evaluated product of their 3 sides, 2 of which must be correct	Q1	Strand (ii) Product must be seen.
	<b>Alternative method 2</b>		
	Any one of 3, 4 or 5 seen on diagram (correctly for the net) or any sides of cuboid	M1	
	Side found and corresponding cross-section identified	M1dep	
	60	A1	Answer only of 60 with no product seen is 3 marks
	Correct side and cross-section multiplied, ie 5 × 12 or 4 × 15 or 3 × 20	Q1	Strand (ii) Product must be seen.

**Additional Guidance.** Beware of 60 from incorrect work. No incorrect work and answer of 60 is 3 marks.

1 side correct, maximum 1 mark

2 sides correct, maximum 2 marks

Use positive marking.

Q	Answer	Mark	Comments
4(a)	Overlapping responses eg If you did 1 hour what box would you tick?	B2	B2 any 2 of 3 B1 any 1 of 3
	No time frame eg Does not say in how long		
	Missing times eg Not enough time options		

**Additional Guidance.** Mark as a whole.

Two correct statements and no wrong statements B2

Two correct statements and any wrong statements B1

One correct statement and one wrong statement B1

One correct statement and two or more wrong statement B0

eg 1 No place to mark 5                      2 Doesn't say in how many days                      B2

eg 1 No place to mark  $1\frac{1}{2}$  or 5                      2 Doesn't say in how many days                      B1

eg 1 No place to mark  $1\frac{1}{2}$                       2 No place to mark 5                      B1

eg 1 No place to mark  $1\frac{1}{2}$  or 5                      2 BLANK                      B1

Beware of repeats.

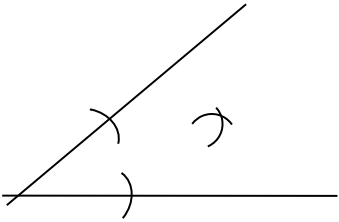
Ignore irrelevant statements.

Do not accept references to question worded wrongly ie 'Do exercise not take it', 'Not referring to Leisure centre', 'Different types of exercise'. Ignore these as irrelevant even if not factually correct.

4(b)	Suitable response section covering 0 to 7, no gaps, no overlap, with at least 4 separate choices	B1	
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**Additional Guidance.** Note that 5+ may have two meanings, ie  $\geq 5$  or  $>5$ . Allow whichever gives the mark if appropriate.

'Other' is acceptable as a 'catch all' if not all 7 days listed, but not if 0 to 7 already covered, in which case it is overlap.

Q	Answer	Mark	Comments
5	Arc(s) centred on A of lengths within 1 cm of each other crossing both lines, and intersecting arcs centred on the intersection points.  	M1	
	Angle bisector from A within tolerance	A1	Must score the M to get the A.

**Additional Guidance.** Must see arcs on rays, ie no dots as can be measured with a ruler. Note that using bottom ray as length of arc will have just one arc about 2mm from end of oblique ray. This is same as ‘two arcs’.

6	$3x + 6 + 2x - 2$	M1	3 terms correct
	$5x + 4$	A1	Do not award if incorrect further work eg $5x + 4 = 9$ , but $5x + 4 = 0$ , $x = -0.8$ is OK

7(a)	140 or 4.5 or $4\frac{1}{2}$ or 4.50 or 4 h 30m 50	B3	B1 each Do not accept 4.30
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Q	Answer	Mark	Comments
7(b)	Indication that car X passes start at 15, 30, 45, 60 mins or Indication that car Y passes start at 20, 40, 60 mins or 15 for X and 20 for Y	M1	NB time in hours can score M1 ie $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ etc..  $\frac{1}{4}$ for X and $\frac{1}{3}$ for Y.
	60	A1	Answer of 1 hour is M1, A0

**Additional Guidance.** 60 from wrong work is zero marks but 60 from no work or no incorrect work is full marks.

8(a)	LOBF drawn. Must be a straight line between (15, [110, 120]) to (25, [150, 170])	M1	
	Value read from LOBF at $h = 145$ , may be rounded or truncated to nearest integer	A1ft	ft their line $\pm \frac{1}{2}$ square SC1 answer in range [21, 23] with M0 scored.

8(b)	Complete answer Correct substitution Correct evaluation and conclusion (See table) or $h = 4f + 60$ drawn and correct conclusion eg B is OK because on line	B2	B1 for correct substitution with incorrect evaluation and correct conclusion for their value B1 for correct substitution with partial evaluation and correct conclusion for their value if it had been evaluated. B1 for correct substitution with correct evaluation and incorrect conclusion for their value. B1 if $h = 4f + 60$ drawn.
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Person	Length	Value (calculated, stated)	Conclusion
A	11	104 (108)	No
B	25	160 (160)	Yes
C	18	132 (140)	No
D	28	172 (180)	No
E	15	120 (120)	Yes
F	21	144 (140)	No
G	17	128 (118)	No
H	26	164 (164)	Yes
I	13	112 (100)	No
J	24	156 (150)	No

Q	Answer	Mark	Comments
9(a)	1200	B1	
9(b)	$5\frac{1}{2}$ value after 5 <sup>th</sup> value stated as 1200 and 6 <sup>th</sup> value stated or implied as 1400 or list of 10 values in order with median marked between 1200 and 1400.	Q1	Strand (ii) (1200 + 1400)/2 is Q0 unless list seen or 1200 and 1400 identified as 5 <sup>th</sup> and 6 <sup>th</sup> values
9(c)	Manager's salary is too large or large values distort the mean or majority of employees earn less than the mean	B1	oe eg Mean not representative of the majority Must refer to 'distortion caused by one large salary or a majority of low salaries'.
10(a)	B	B1	
10(b)	G	B1	
10(c)	$(1\frac{1}{2}, 2\frac{1}{2}, 4)$	B2	B1 for two coordinates Accept 1.5, 2.5
11	18 or 618 or $600 \times 1.03$	M1	
	£12.54 seen or $\frac{3}{100} \times$ (their 618 – 200)	M1	oe 418 × 1.03
	£430.54	A1ft	ft on M1, M0 or M0, M1 with no further errors. SC2 436.54 SC1 436 with no working

**Additional Guidance.** Misread or misinterpretation of 1.3 not 1.03. If correct leads to 754 award 2/3

Q	Answer	Mark	Comments
<b>12</b>	<b>Alternative Method 1</b>		
	$4x + 2 = 2x + 7$	M1	Must expand $2(2x + 1)$
	$x = 2.5$	A1	
	Substitution of their 2.5 into any other rod expression	M1dep	
	Lengths of rods 12, 12, 8, 6.5, 5.5, 4	A1	oe eg $2 \times 2.5 + 3$ implies 8
	Shows that $6.5 + 5.5$ and $8 + 4 = 12$ and that there are four sides of equal length	Q1	oe $3 \times 2.5 - 2 + 2.5 + 4 = 12$ Strand (ii) This may be shown as a diagram
	<b>Alternative Method 2</b>		
	$4x + 2 = 2x + 7$	M1	
	$x = 2.5$	A1	
	$4x + 2$ or $2x + 7 = 12$	M1dep	
	$2x + 3 + 2x - 1$ or $x + 4 + 3x - 2$	A1	
	States that $2x + 3 + 2x - 1 = 4x + 2$ and $x + 4 + 3x - 2 = 4x + 2$ so there are four sides of equal length.	Q1	Strand (ii)
	<b>Alternative Method 3</b>		
	$2x + 3 + 2x - 1 = 4x + 2$ or $x + 4 + 3x - 2 = 4x + 2$	M1	
	$2x + 3 + 2x - 1 = 4x + 2$ and $x + 4 + 3x - 2 = 4x + 2$	A1	
	$2(2x + 1) = 4x + 2$	M1dep	
Explanation that all sides including $2x + 7$ are equal to $4x + 2$	Q2	Strand (ii)	

**Additional Guidance.** Sides stated as 12, 12, 8, 6.5, 5.5 and 4 and conclusion but no algebra, SC2  
Sides stated as 12, 12, 8, 6.5, 5.5 and 4 and no conclusion and no algebra, SC1

Q	Answer	Mark	Comments
13(a)	$7 \times 10^{-7}$	B1	
13(b)	300 000	B1	Allow spurious commas but not full stops

**Additional Guidance.** Mark answer line for (a) and (b)

13(c)	$3.2 \times 10^9$	B2	B1 for 3 200 000 000 B1 for $32 \times 10^8$ B1 for correct standard form following one error
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**Additional Guidance.**  $4 \times 10^3 \times 8 \times 10^8 = 42 \times 10^8 = 4.2 \times 10^9$  B1

Q	Answer	Mark	Comments
14	<b>Alternative Method 1</b>		
	(1 tea =) 1.20	B1	$6T + 4C = 13.20$ and $5T + 4C = 12.00$
	Substitution of their £1.20 into any equation or 1 cake = £1.50 or 4 cakes = £6	M1	
	9.60	A1	oe ft their tea value when working out total cost
	Correct conclusion based on $3 \times$ their cost of tea plus $4 \times$ their cost of a cake.	Q1	Strand (iii). Do not allow for made up values of T and C.
	<b>Alternative Method 2</b>		
	(1 tea =) 1.20	B1	$6T + 4C = 13.20$ and $5T + 4C = 12.00$
	$3T + 4C = £12.00 - £2.40$	M1	$3T + 4C = £13.20 - £3.60$
	9.60	A1	oe ft their tea value when working out total cost
	Correct conclusion based on subtracting 2 or 3 cups of their tea from original values	Q1	Strand (iii) or $£10 - £9.60 = £0.40$ so 40p change Do not allow for made up values of T and C.
	<b>Alternative Method 3</b>		
	Sets up a table (oe) ie T C Cost 6 4 13.2 5 4 12.0	M1	or a clear attempt to look for a pattern
	Continues 'table' for 1 more line ie T C Cost 6 4 13.2 5 4 12.0 4 4 10.8	M1	
	Continues 'table' for another line ie T C Cost 6 4 13.2 5 4 12.0 4 4 10.8 3 4 9.6	A1	
	Correct conclusion based on their table. If correct values then conclusion is Yes as cost is £9.60	Q1	Strand (iii)

**Additional Guidance.** £ signs and £ values to 2dp are not necessary.

Q	Answer	Mark	Comments
15	$y(x + 1)$ or $y \times x + 1$ ( $= 3x - 2$ )	M1	
	$yx + y = 3x - 2$	M1dep	
	$yx - 3x = -y - 2$ or $x(y - 3) = -y - 2$	M1dep	oe $2 + y = 3x - yx$ or $2 + y = x(3 - y)$ $x$ terms on one side, all other terms on other side. Allow one sign error
	$x = \frac{-y-2}{y-3}$ or $x = \frac{y+2}{3-y}$	A1	Must have $x =$ SC3 $x = \frac{-3}{y-3}$ or $x = \frac{3}{3-y}$ Do not award if incorrect further work

16(a)	Bar between 2 and 3 to a height of 13 Bar between 4 and 5 to a height of 19 Bar between 7 and 10 to a height of 5	B2	B1 for bar between 7 and 10 correct
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**Additional Guidance.** Two of the values, 13 and 19 come straight from the table, so students who draw a 'bar chart' rather than a histogram will get two of the heights correct. This is why they have to get all three bars correct for 2 marks, and the only way they can score 1 mark is to get the bar between 7 and 10 at a height of 5. This mark is independent, so if they mess up the bars for 2 to 3 and/or 4 to 5, for example by misreading scales, then as long as the 7 to 10 bar is at a height of 5 award B1.

**Note:** Any 'gaps' between bars, eg 2 to 3 being draw from 2.1 to 3 counts as an error.

16(b)	17 and 28	B2	B1 for 28 correct
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**Additional Guidance.** One of the values, 17 comes straight from the histogram, so students who read it as a 'bar chart' rather than a histogram will get one of the entries correct. This is why they have to get both entries correct for 2 marks, and the only way they can score 1 mark is to get the entry for  $5 < c \leq 7$  as 28. This mark is independent, so if they mess up the entry for  $3 < c \leq 4$  for example 8.5 or 34, as long as the other entry is 28 this scores B1.

17	$\frac{60}{360} \times 2 \times \pi \times 12$	M1	oe Mark complete method
	$4\pi$ or [12.56, 12.6] or $\pi 4$	A1	NB $4\pi + 24$ is M1, A0 NB $4\pi \div 2$ implies M0 12.4 implies M1

Q	Answer	Mark	Comments
18	<b>Alternative Method 1</b>		
	$(x \pm 3)^2 \pm 9$ or $\pm 7$ or $\pm 11$ ( $= 0$ )	M1	
	$(x \pm 3)^2 = 7$ or $11$	M1dep	
	$x + 3 = \pm \sqrt{7}$	A1	
	$-3 \pm \sqrt{7}$	A1ft	ft on one error, ie $3 \pm \sqrt{7}$ or $-3 \pm \sqrt{11}$ SC3 $-3 + \sqrt{7}$
	<b>Alternative Method 2</b>		
	$(x =) \frac{-6 \pm \sqrt{6^2 - 4 \times 1 \times 2}}{2}$	M1	Allow one sign error but not partial division or wrong formula
	$(x =) \frac{-6 \pm \sqrt{6^2 - 4 \times 1 \times 2}}{2}$	A1	No errors
	$(x =) \frac{-6 \pm \sqrt{28}}{2}$ or $\frac{6 \pm \sqrt{28}}{2}$ or $\frac{-6 \pm \sqrt{44}}{2}$	M1dep	
	$-3 \pm \sqrt{7}$	A1ft	ft on one error, ie $3 \pm \sqrt{7}$ or $-3 \pm \sqrt{11}$ SC3 $-3 + \sqrt{7}$

Q	Answer	Mark	Comments
19	<b>Alternative Method 1</b>		
	XYZ = 110 stated or shown <b>or</b> BXZ = 30 stated or shown	B1	ABX and XZB = 80
	XYZ = 110 stated or shown <b>and</b> BXZ = 30 stated or shown	B1	
	40°	B1	Must be from correct work Answer only B1
	<b>Alternative Method 2</b>		
	BZY = 110 stated or shown <b>or</b> BXZ = 30 stated or shown	B1	
	BXY = 70 stated or shown <b>and</b> BXZ = 30 stated or shown	B1	
	40°	B1	Must be from correct work Answer only B1
20(a)	$9\sqrt{2}$	B1	
20(b)	10	B1	
21	$(x =) 2(x + 1)$ or $2x + 1$ or $\frac{1}{2}x (= x + 1)$	M1	oe May be seen as an index is $(3^2)^{x+1}$ or $9^{1/2x}$
	-2	A1	Correct answer is 2 marks even if working nonsense or wrong.