

# Mark Scheme (Results)

January 2015

Pearson Edexcel International GCSE  
Mathematics A (4MA0)  
Paper 2F

Pearson Edexcel Level 1/Level 2 Certificate  
Mathematics A (KMA0)  
Paper 2F

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **Pearson: helping people progress, everywhere**

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](http://www.pearson.com/uk)

January 2015

Publications Code UG040586

All the material in this publication is copyright

© Pearson Education Ltd 2015

**General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- **Types of mark**
  - M marks: method marks
  - A marks: accuracy marks
  - B marks: unconditional accuracy marks (independent of M marks)
- **Abbreviations**
  - cao – correct answer only
  - ft – follow through
  - isw – ignore subsequent working
  - SC - special case
  - oe – or equivalent (and appropriate)
  - dep – dependent
  - indep – independent
  - eeo – each error or omission

- **No working**  
 If no working is shown then correct answers normally score full marks  
 If no working is shown then incorrect (even though nearly correct) answers score no marks.
- **With working**  
 If there is a wrong 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.  
 If it is clear from the working that the "correct" answer has been obtained from incorrect working, award 0 marks.  
 Any case of suspected misread loses A (and B) marks on that part, but can gain the M marks.  
 If working is crossed out and still legible, then it should be given any appropriate marks, as long as it has not been replaced by alternative work.  
 If there is a choice of methods shown, then no marks should be awarded, unless the answer on the answer line makes clear the method that has been used.  
 If there is no answer on the answer line then check the working for an obvious answer.
- **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: eg. Incorrect cancelling of a fraction that would otherwise be correct.  
 It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect eg algebra.  
 Transcription errors occur when candidates present a correct answer in working, and write it incorrectly on the answer line; mark the correct answer.
- **Parts of questions**  
 Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

**International GCSE Maths January 2015 – Paper 2F Mark scheme**

Apart from Questions 13b and 20 where the mark scheme states otherwise, the correct answer, unless clearly obtained by an incorrect method, should be taken to imply a correct method.

| Question     | Working    | Answer                                     | Mark | Notes                                       |
|--------------|------------|--|------|---|
| <b>1</b> (a) |            | Nile                                       | 1    | B1 accept 6695                              |
| (b)          |            | Four thousand four hundred and twenty five | 1    | B1 accept mis-spellings if meaning is clear |
| (c)          |            | 500  | 1    | B1 accept five hundred; hundreds; 100s      |
| (d)          |            | 6380                                       | 1    | B1 accept Yangtze                           |
| (e)          | 985 + 4425 | 5410                                       | 1    | B1  |
|              |            |  |      | <b>Total 5 marks</b>                        |

| Question         | Working | Answer       | Mark | Notes                |
|------------------|---------|--------------|------|----------------------|
| <b>2</b> (a) (i) |         | certain      | 1    | B1                   |
| (ii)             |         | unlikely     | 1    | B1                   |
| (b) (i)          |         | cross at 0   | 1    | B1                   |
| (ii)             |         | cross at 0.5 | 1    | B1                   |
|                  |         |              |      | <b>Total 4 marks</b> |

| Question     | Working | Answer | Mark | Notes   |
|--------------|---------|--------|------|---|
| <b>3</b> (a) |         | sphere | 1    | B1 any recognisable spelling                        |
| (b) (i)      |         | cube   | 1    | B1 accept cuboid, prism (any recognisable spelling) |
| (ii)         |         | 6      | 1    | B1  |
| (iii)        |         | 8      | 1    | B1  |
|              |         |        |      | <b>Total 4 marks</b>                                |

| Question     | Working         | Answer    | Mark | Notes  |
|--------------|-----------------|-----------|------|--|
| <b>4</b> (a) |                 | 4         | 1    | B1   |
| (b)          |                 | 10.8      | 1    | B1 accept 10.5 - 11 exclusive  |
| (c)          |                 | Iran      | 1    | B1   |
| (d)          |                 | bar drawn | 1    | B1 bar drawn (accept any width) with $9.5 < \text{height} < 10$            |
| (e)          | 72 000 : 18 000 | 4 : 1     | 2    | M1 or any equivalent ratio eg 72 : 18<br>A1 SC : B1 for an answer of 1 : 4 |
|              |                 |           |      | <b>Total 6 marks</b>   |

| Question     | Working     | Answer                        | Mark | Notes                |
|--------------|-------------|-------------------------------|------|----------------------|
| <b>5</b> (a) |             | 4.56, 4.6, 5.04, 5.46,<br>5.6 | 1    | B1                   |
| (b)          |             | 7.5                           | 1    | B1                   |
| (c)          |             | 6 squares shaded              | 1    | B1                   |
| (d)          |             | 0.4                           | 1    | B1 accept 0.40       |
| (e)          |             | $\frac{87}{100}$              | 1    | B1                   |
| (f)          | $9 \div 16$ | 0.5625                        | 1    | B1                   |
|              |             |                               |      | <b>Total 6 marks</b> |

| Question         | Working | Answer    | Mark | Notes                        |
|------------------|---------|-----------|------|------------------------------|
| <b>6</b> (a) (i) |         | (4, 2)    | 1    | B1                           |
| (ii)             |         | (-3, -1)  | 1    | B1                           |
| (b)              |         | trapezium | 1    | B1 any recognisable spelling |
| (c) (i)          |         | acute     | 1    | B1 any recognisable spelling |
| (ii)             |         | 74        | 1    | B1 accept 72 – 76            |
|                  |         |           |      | <b>Total 5 marks</b>         |

| Question | Working   | Answer     | Mark | Notes  |
|----------|---|------------|------|--|
| 7 (a)    |   | 4          | 1    | B1   |
| (b)      |   | $5k$       | 1    | B1   |
| (c)      |   | $3p + 5m$  | 2    | B2 B1 for $3p$ or $5m$   |
| (d)      | $4 \times -5 + 9 \times 3$ or<br>$-20$ or<br>$27$ | 7          | 2    | M1 for correct evaluation of one term<br>or complete correct substitution<br>into rhs<br><br>A1  |
| (e)      |   | $c(c - 5)$ | 2    | B2 Award B2 also for $(c \pm 0)(c - 5)$<br>B1 for factors which, when<br>expanded and simplified, give two<br>terms, one of which is correct |
| (f)      |   | $d^{12}$   | 1    | B1   |
|          |   |            |      | <b>Total 9 marks</b>   |

| Question | Working                               | Answer         | Mark | Notes                |
|----------|---------------------------------------|----------------|------|----------------------|
| 8 (a)    | $-12 + 15$ or $15 + -12$ or $15 - 12$ | 3              | 2    | M1<br>A1             |
| (b) (i)  |                                       | 16             | 1    | B1                   |
| (ii)     |                                       | -30            | 1    | B1                   |
| (c) (i)  |                                       | +              | 2    | B1                   |
| (ii)     |                                       | $\times, \div$ |      | B1                   |
| (d)      |                                       | 125            | 1    | B1                   |
| (e)      |                                       | 16             | 1    | B1                   |
|          |                                       |                |      | <b>Total 8 marks</b> |



| Question     | Working | Answer                      | Mark | Notes                                  |
|--------------|---------|-----------------------------|------|--|
| <b>9</b> (a) |         | 2 correct lines of symmetry | 1    | B1 with no incorrect lines of symmetry |
| (bi)         |         | C                           | 1    | B1                                     |
| (bii)        |         | A                           | 1    | B1                                     |
|              |         |                             |      | <b>Total 3 marks</b>                   |

| Question      | Working  | Answer    | Mark | Notes   |
|---------------|--|-----------|------|---|
| <b>10</b> (a) |  | 17 45     | 1    | B1 allow 17 45pm                                  |
| (b)           | A method to work out time difference<br>eg. 5:45 → 6:45 → 7:45 → 8:10<br><b>or</b> 25 on minutes answer line |           | 2    | M1 <b>do not accept 8.10 - 5.45 alone or 2.65</b> |
|               |  | 2h 25 min |      | A1  |
|               |  |           |      | <b>Total 3 marks</b>                              |

| Question      | Working  | Answer | Mark | Notes   |
|---------------|--|--------|------|---|
| <b>11</b> (a) |  | 48     | 1    | B1  |
| (b)           | $50 - 45$  |        | 2    | M1 for 35 and 50  |
|               |  | 5      |      | A1  |
| (c)           | $45 \times 3 + 46 \times 7 + 47 \times 12 + 48 \times 23 + 49 \times 4 + 50 \times 1$ or<br>$135 + 322 + 564 + 1104 + 196 + 50$ or<br>2371 |        | 3    | M1 for at least 3 correct products and summing them   |
|               | "2371" $\div$ 50 or<br>$\frac{45 \times 3 + 46 \times 7 + 47 \times 12 + 48 \times 23 + 49 \times 4 + 50(\times 1)}{50}$                   |        |      | M1 (dep) for division by 50<br>NB. If division by something other than 50 this must clearly come from adding the frequency column |
|               |  | 47.42  |      | A1 Accept 47, 47.4 if $2371 \div 50$ seen<br>accept $47 \frac{21}{50}$ but not $\frac{2371}{50}$                                  |
|               |  |        |      | <b>Total 6 marks</b>  |

| Question | Working   | Answer | Mark | Notes   |
|----------|---|--------|------|---|
| 12       | $40 \div 8$ or $18 \div 3$ or $28 \div 7$ or 5 or 6 or 4 or<br>$8 \times 3 \times 7$ or 168 or<br>$40 \times 18 \times 28$ or 20160 |        | 3    | M1 for multiplier for at least one pair of edges (may be part of an expression<br>eg. $\frac{40 \times 28}{8 \times 7}$ , $8 \times 5 = 40$ )<br>or for volume of at least one of the two cuboids<br>NB: May see 5 or 6 or 4 indicated on diagram |
|          | "5" $\times$ "6" $\times$ "4" or<br>"20160" $\div$ "168"  |        |      | M1 dep  |
|          |   | 120    |      | A1  |
|          |   |        |      | <b>Total 3 marks</b>  |

| Question             | Working  | Answer         | Mark | Notes   |
|----------------------|--|----------------|------|---|
| 13 (a)               | $72 \div 9$ or $8$ or $\frac{5}{9} \times 72$ or $5 \times 72$ or $360$ or<br>$0.555(5\dots) \times 72$ oe |                | 2    | M1  |
|                      | $8 \times 5$ or $360 \div 9$   | 40             |      | A1  |
| (b)                  | $\frac{5}{15} + \frac{4}{15}$ or<br>$\frac{5+4}{15}$   |                | 2    | M1 for 2 fractions equivalent to $\frac{1}{3}$ and<br>$\frac{4}{15}$ with a common denominator<br>eg. $\frac{15}{45} + \frac{12}{45}$ or $\frac{15+12}{45}$ |
|                      |  | $\frac{9}{15}$ |      | A1 dep on M1 for fraction equivalent to $\frac{9}{15}$ (but not $\frac{3}{5}$ ) produced directly from M1   |
| <b>Total 4 marks</b> |  |                |      |   |

| Question             | Working                  | Answer | Mark | Notes                                     |
|----------------------|--------------------------|--------|------|---|
| 14                   | $1 - 0.3$ oe or $0.7$ oe |        | 3    | M1 accept $100(\%) - 30(\%) = 70(\%)$     |
|                      | "0.7" $\div 2$ oe        |        |      | M1 dep accept $70(\%) \div 2$             |
|                      |                          | 0.35   |      | A1 for 0.35 or 35% or $\frac{35}{100}$ oe |
| <b>Total 3 marks</b> |                          |        |      |   |

| Question | Working  | Answer | Mark | Notes                               |
|----------|--|--------|------|-------------------------------------|
| 15       | $32 \times 17$ or 544 or<br>$\pi \times 8^2$ oe or 200.9 – 201.602 |        | 3    | M1                                  |
|          | $32 \times 17 - \pi \times 8^2$                                    |        |      | M1 for the complete, correct method |
|          |  | 343    |      | A1 for awrt 343                     |
|          |  |        |      | <b>Total 3 marks</b>                |

| Question | Working  | Answer | Mark | Notes   |   |   |   |   |     |     |    |    |    |   |   |   |   |  |
|----------|--|--------|------|---|---|---|---|---|-----|-----|----|----|----|---|---|---|---|--|
| 16       | <table border="1" data-bbox="389 320 884 392"> <tr> <td><math>x</math></td> <td>-2</td> <td>-1</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td><math>y</math></td> <td>-10</td> <td>-7</td> <td>-4</td> <td>-1</td> <td>2</td> <td>5</td> </tr> </table> | $x$    | -2   | -1  | 0 | 1 | 2 | 3 | $y$ | -10 | -7 | -4 | -1 | 2 | 5 | $y = 3x - 4$<br>drawn<br>from<br>$x = -2$ to<br>$x = 3$ | 4 | B4 For a correct line between $x = -2$ and $x = 3$ |
| $x$      | -2   | -1     | 0    | 1   | 2 | 3 |   |   |     |     |    |    |    |   |   |   |   |  |
| $y$      | -10  | -7     | -4   | -1  | 2 | 5 |   |   |     |     |    |    |    |   |   |   |   |  |
|          |  |        |      | B3 For a correct straight line segment through at least 3 of<br>$(-2, -10)$ $(-1, -7)$ $(0, -4)$ $(1, -1)$ $(2, 2)$ $(3, 5)$<br><br><b>OR</b> for all of $(-2, -10)$ $(-1, -7)$ $(0, -4)$ $(1, -1)$ $(2, 2)$ $(3, 5)$<br>plotted but not joined |   |   |   |   |     |     |    |    |    |   |   |   |   |  |
|          |  |        |      | B2 For at least 2 correct points plotted <b>OR</b><br>for a line drawn with a positive gradient through $(0, -4)$<br>and clear intention to use of a gradient of 3<br>(eg. a line through $(0, -4)$ and $(0.5, -1)$ )                           |   |   |   |   |     |     |    |    |    |   |   |   |   |  |
|          |  |        |      | B1 For at least 2 correct points stated (may be in a table) <b>OR</b><br><br>for a line drawn with a positive gradient through $(0, -4)$<br><b>but not</b> a line joining $(0, -4)$ and $(3, 0)$ <b>OR</b><br><br>a line with gradient 3        |   |   |   |   |     |     |    |    |    |   |   |   |   |  |
|          |  |        |      | <b>Total 4 marks</b>  |   |   |   |   |     |     |    |    |    |   |   |   |   |  |

| Question | Working | Answer                           | Mark | Notes  |  |
|----------|---------|----------------------------------|------|--|--|
| 17 (a)   |         | Enlargement                      | 3    | B1   |  |
|          |         | (scale factor) 2                 |      | B1   |  |
|          |         | (centre) (1, 3)                  |      | B1 condone missing brackets around (1, 3);<br>do not accept $\begin{pmatrix} 1 \\ 3 \end{pmatrix}$ |  |
| (b)      |         | Triangle at (9,2)<br>(9,4) (8,2) | 1    | B1   |  |
|          |         |                                  |      | <b>Total 4 marks</b>   |  |

| Question | Working | Answer  | Mark | Notes                                      |  |
|----------|---------|---|------|--|--|
| 18 (a)   | (i)     | 5, 15   | 2    | B1   |  |
|          | (ii)    | 4, 5, 8, 10, 12, 15, 16   |      | B1   |  |
| (b)      |         | No ticked <b>and</b> 5 is a prime number<br>(and a multiple of 5) | 1    | B1 oe explanation<br>eg. 5 is in both sets |  |
|          |         |   |      | <b>Total 3 marks</b>                       |  |

| Question | Working   | Answer | Mark | Notes                |  |
|----------|---|--------|------|----------------------|--|
| 19       | $240 \times \frac{3}{3+4+8}$ or 48 or $240 \times \frac{8}{3+4+8}$ or 128 |        | 3    | M1                   |  |
|          | "128" – "48"  |        |      | M1 dep               |  |
|          |   | 80     |      | A1                   |  |
|          |   |        |      | <b>Total 3 marks</b> |  |

| Question | Working  | Answer                | Mark | Notes  |
|----------|--|-----------------------|------|--|
| 20       | $3x - 5 + 3x + 4x + 2$<br>( $=10x - 3$ )             |                       | 4    | M1 correct expression for perimeter<br>(may be seen in an equation)  |
|          | $3x - 5 + 3x + 4x + 2 = 62$ or<br>“ $10x - 3$ ” = 62 |                       |      | M1 dep   |
|          | eg. $10x - 3 = 62$                                   |                       |      | M1 (dep) correct method to collect $x$ terms <b>in a correct equation</b>  |
|          |  | 6.5 or $6\frac{1}{2}$ |      | A1 dep on all method marks   |
|          |  |                       |      | SC :<br><br>B2 for $x = 6.5$ <b>and</b> $3 \times 6.5 - 5 + 3 \times 6.5 + 4 \times 6.5 + 2 = 62$<br>(B1 for a value for $x$ substituted into correct expression for perimeter<br>eg. $3 \times 6 - 5 + 3 \times 6 + 4 \times 6 + 2$ ) |
|          |  |                       |      | <b>Total 4 marks</b>   |

| Question | Working | Answer  | Mark | Notes   |
|----------|---------|---------|------|---|
| 21       |         | 1, 8, 9 | 2    | B2 B1 for 2, 8, 8 or 0, 8, 10 or<br>for three numbers with a mean of 6<br><b>or</b> a median of 8<br><b>or</b> $6 \times 3 (=18)$ |
|          |         |         |      | <b>Total 2 marks</b>  |



| Question | Working                    | Answer             | Mark | Notes  |
|----------|----------------------------|--------------------|------|--|
| 22 (a)   | $3x < 35 - 8$ or $3x < 27$ |                    | 2    | M1 allow $3x = 35 - 8$ or $3x = 27$<br>condone incorrect inequality sign   |
|          |                            | $x < 9$            |      | A1 for $x < 9$ or $9 > x$<br>NB: Final answer must be an inequality<br><br>SC : B1 for $x \leq 9$ or $x = 9$ or 9 as an answer                                   |
| (b)      |                            | $-2 < x \leq 4$ oe | 2    | B2 B1 for one end of inequality correct ie. $-2 < x$ or $x \leq 4$<br><b>OR</b> $-2 \leq x < 4$<br>condone the use of a variable other than $x$ <b>but not O</b> |
|          |                            |                    |      | <b>Total 4 marks</b>   |

| Question | Working   | Answer   | Mark | Notes   |
|----------|---|--|------|---|
| 23 (a)   |   | Angle between <u>tangent</u> and <u>radius</u> is $90^0$ | 1    | B1 Accept perpendicular or right angle for $90^0$ |
| (b)      | angle $POT = 180 - 90 - 46 (=44)$ or<br>$2y + 90 + 46 = 180$                            |  | 3    | M1 May be on diagram                              |
|          | $(y =) "44" \div 2$ or $(180 - (180 - 44)) \div 2$ or<br>$(y =) (180 - 90 - 46) \div 2$ |  |      | M1  |
|          |   | 22   |      | A1  |
|          |   |  |      | <b>Total 4 marks</b>                              |

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

*Downloaded from TopLevels.co.uk*