



GCSE MARKING SCHEME

AUTUMN 2021

**GCSE
MATHEMATICS
UNIT 2 – HIGHER TIER
3300U60-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2021 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

WJEC GCSE MATHEMATICS
AUTUMN 2021 MARK SCHEME

Unit 2: Higher Tier	Mark	Comments																																																
<p>1. $4(3a - 7) + 2(5a + 4)$ or equivalent. $= 12a - 28 + 10a + 8$ or equivalent.</p> <p style="text-align: center;">$= 22a - 20$ (cm) or $2(11a - 10)$ (cm)</p>	<p>B1 B1 B1</p>	<p>For a correct expression for the perimeter. For removal of brackets FT only from $2(3a - 7) + (5a + 4)$ or equivalent OR $2(3a - 7) + 2(5a + 4)$ or equivalent. For collection of terms FT if of equivalent difficulty. Mark final answer.</p>																																																
<p><u>Alternative approach</u></p> <p style="text-align: center;">$2[2(3a - 7) + (5a + 4)]$ $= 12a - 28 + 10a + 8$ or $2(6a - 14 + 5a + 4)$</p> <p style="text-align: center;">$= 22a - 20$ (cm) or $2(11a - 10)$ (cm)</p>	<p>B1 B1 B1</p>	<p>For a correct expression for the perimeter. For removal of brackets (within 'square brackets') FT only from $2 [2(3a - 7) + 2(5a + 4)]$ or equivalent. For collection of terms FT only from $2 [2(3a - 7) + 2(5a + 4)]$ or equivalent. FT if of equivalent difficulty. Mark final answer</p>																																																
<p>2. (number of part-time in North Wales =) $\frac{90 \times 96}{360}$ OR (number of full-time in North Wales =) $\frac{144 \times 150}{360}$</p> <p>(number of part-time in North Wales =) 24 (number of full-time in North Wales =) 60</p> <p>(Probability from North Wales =) $\frac{84}{246}$ or equivalent ISW</p>	<p>M1 A1 A1 A1</p>	<p>Or equivalent</p> <p><i>Answers may be seen on the diagram.</i> An answer (or sight) of 24 implies M1. An answer (or sight) of 60 implies M1. FT ('their 24' + 'their 60') /246 provided M1 gained and ('their 24' + 'their 60') < 246. Penalise incorrect notation -1. e.g. '84 in 246'.</p>																																																
<p>3.</p> <p>One correct evaluation $2 \leq x \leq 3$ 2 correct evaluations $2 \cdot 25 \leq x \leq 2 \cdot 45$, one < 20, one > 20. 2 correct evaluations $2 \cdot 25 \leq x \leq 2 \cdot 35$, one < 20, one > 20.</p> <p style="text-align: center;">$x = 2 \cdot 3$</p>	<p>B1 B1 M1 A1</p>	<p><i>Correct evaluation regarded as enough to identify if <20 or >20. If evaluations not seen accept 'too high' or 'too low'.</i> Look out for testing $x^3 + 3x - 20 = 0$</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">$x^3 + 3x$</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">14</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2·1</td> <td style="text-align: center;">15·561</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2·2</td> <td style="text-align: center;">17·248</td> <td style="text-align: center;">2·25</td> <td style="text-align: center;">18·140....</td> </tr> <tr> <td style="text-align: center;">2·3</td> <td style="text-align: center;">19·067</td> <td style="text-align: center;">2·35</td> <td style="text-align: center;">20·027....</td> </tr> <tr> <td style="text-align: center;">2·4</td> <td style="text-align: center;">21·024</td> <td style="text-align: center;">2·45</td> <td style="text-align: center;">22·056....</td> </tr> <tr> <td style="text-align: center;">2·5</td> <td style="text-align: center;">23·125</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">A1 2·6</td> <td style="text-align: center;">25·376</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2·7</td> <td style="text-align: center;">27·783</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2·8</td> <td style="text-align: center;">30·352</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2·9</td> <td style="text-align: center;">33·089</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">36</td> <td></td> <td></td> </tr> </table> <p><u>Note</u> Evidence for M1 must be seen before A1 can be awarded.</p>	x	$x^3 + 3x$			2	14			2·1	15·561			2·2	17·248	2·25	18·140....	2·3	19·067	2·35	20·027....	2·4	21·024	2·45	22·056....	2·5	23·125			A1 2·6	25·376			2·7	27·783			2·8	30·352			2·9	33·089			3	36		
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<p>11.</p> $\frac{63 \cdot 5^2}{8.65}$ <p>= 466(·156...) or 466·16 or 466·2</p>	<p>M2</p> <p>A1</p>	<p>If many attempts are offered without a method/answer being identified, then mark the final attempt.</p> <p>If M2 not gained, award M1 for correct use of values $63 \leq d < 64$ AND $8 \cdot 6 < e \leq 8 \cdot 7$</p> <p>Mark final answer. M2 required for A1. Fractional equivalent $466(\cdot 156 \dots) = 80645/173$ Allow this A1 for an answer of 470 only from correct unambiguous working seen. If no marks gained, award SC1 for sight of 63·5 and 8·65 used within the same calculation.</p>
<p>12. Use of cosine rule followed by sine rule</p> <p>(EG =) $\sqrt{2 \cdot 7^2 + 3 \cdot 2^2 - 2 \times 2 \cdot 7 \times 3 \cdot 2 \times \cos 79^\circ}$</p> <p>(EG =) 3·77.... (cm)</p> <p>$\sin EFG = EG \times \sin 65^\circ / 6 \cdot 4$ OR $EFG = \sin^{-1}(EG \times \sin 65^\circ / 6 \cdot 4)$</p> <p>$F = 32(\cdot 29 \dots \dots^\circ)$</p>	<p>S1</p> <p>M2</p> <p>A1</p> <p>M2</p> <p>A1</p>	<p>M1 for $(EG^2 =) 2 \cdot 7^2 + 3 \cdot 2^2 - 2 \times 2 \cdot 7 \times 3 \cdot 2 \times \cos 79^\circ$ or for $(EG^2 =) 14 \cdot 2(3 \dots \dots)$</p> <p>Accept 3·8 cm Allow $\sqrt{14 \cdot 2(3 \dots)}$ if used in this form in subsequent work, provided not evaluated as a decimal (at any stage)</p> <p>F.T. 'their derived EG' (not 2·7, 3·2, 6·4 or spurious EG). Award M1 for $\sin EFG / EG = \sin 65^\circ / 6 \cdot 4$ OR $EG / \sin EFG = 6 \cdot 4 / \sin 65^\circ$ Dependent on previous M2.</p>
<p>13. (Numerator) Sight of $3x(2x - 3)$ (Denominator) Sight of $(2x - 3)(2x + 3)$</p> $\frac{3x}{2x + 3}$	<p>B1</p> <p>B2</p> <p>B1</p>	<p>B1 for $(2x \dots 3)(2x \dots 3)$ Mark final answer. F.T. provided at least one previous B1 awarded AND provided simplification required.</p>
<p>14. (a) $\frac{1}{2} \times (x - 1) \times (2x + 3) \times \sin 30^\circ [= 6]$ OR $\frac{1}{2} \times (2x^2 + 3x - 2x - 3) \times \sin 30^\circ [= 6]$</p> <p>$2x^2 + x - 3 (= 6 \times 2 \times 2)$</p> <p>$2x^2 + x - 27 = 0$</p>	<p>B1</p> <p>B1</p> <p>B1</p>	<p>Use of 'Area = $\frac{1}{2} ab \sin C$'.</p> <p>Correct expansion of brackets and correct collection of x terms. May be implied within equation. Must be convincing.</p>
<p>14. (b) $(x =) \frac{-1 \pm \sqrt{(1)^2 - 4(2)(-27)}}{2(2)}$</p> <p>$(x =) \frac{-1 \pm \sqrt{217}}{4}$</p> <p>$(x =) -3 \cdot 93$ AND $3 \cdot 43$</p>	<p>M1</p> <p>A1</p> <p>A1</p>	<p>This substitution into the formula must be seen for M1, otherwise award M0A0A0. Allow one slip in substitution for M1 only, but must be correct formula.</p> <p>Can be implied from at least one correct value of x evaluated, provided M1 awarded.</p> <p>Both solutions required.</p> <p><i>Using trial and improvement</i> Award B3 for a method leading to both solutions, namely $x = -3 \cdot 93$ AND $x = 3 \cdot 43$, otherwise B0.</p> <p>An unsupported answer gains zero marks.</p>
<p>14. (c) (AC =) 2·43 (cm)</p> <p>Length cannot be negative / must be positive.</p>	<p>B1</p> <p>E1</p>	<p>F.T. 'their derived x' provided one positive and one negative solution.</p> <p>Accept any valid explanation, e.g. $x - 1 > 0$, so $x > 1$, x cannot be negative (as $x - 1$ must be > 0)</p>
<p>15. (a) $y = f(x) - 3$</p>	<p>B1</p>	
<p>15. (b) $y = -f(x)$</p>	<p>B1</p>	
<p>15. (c) $y = f(x - 10)$</p>	<p>B1</p>	