iPrimary
MATHEMATICS
SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International Award in Primary Mathematics (JMA11)
For first teaching September 2018
First examination June 2019
Issue 1
Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK’s largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in this sample assessment materials are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at time of publication.

ISBN 978 1 4469 5231 3

All the material in this publication is copyright © Pearson Education Limited 2018
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>General marking guidance</td>
<td>2</td>
</tr>
<tr>
<td>Achievement test</td>
<td>5</td>
</tr>
<tr>
<td>Mark scheme</td>
<td>37</td>
</tr>
</tbody>
</table>

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com.

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com.

References to third party material made in this sample assessment materials are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at time of publication.

ISBN 978 1 4469 5231 3

All the material in this publication is copyright © Pearson Education Limited 2018.
Introduction

The Pearson Edexcel International Award in Primary Mathematics is designed for use in international schools. It is part of a suite of iPrimary qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Specific guidance for mathematics

1. These mark schemes use the following types of marks:
   - M marks: Method marks are awarded for ‘knowing a method and attempting to apply it’, unless otherwise indicated.
   - A marks: Accuracy marks can only be awarded if the relevant method (M) marks have been earned.
   - B marks are unconditional accuracy marks (independent of M marks)

2. Abbreviations
   These are some of the traditional marking abbreviations that may appear in the mark schemes.
   - ft follow through
   - √ this symbol is used for correct ft
   - cao correct answer only
   - cso correct solution only. There must be no errors in this part of the question to obtain this mark
   - isw ignore subsequent working
   - o.e. or equivalent (and appropriate)
   - d... dependent or dep
   - dp decimal places
   - sf significant figures
   - awrt answers which round to
3. If a candidate makes more than one attempt at any question:
   - If all but one attempt is crossed out, mark the attempt which is NOT crossed out.
   - If either all attempts are crossed out or none are crossed out, mark all the attempts and score the highest single attempt.
Please check the examination details below before entering your candidate information

<table>
<thead>
<tr>
<th>Candidate surname</th>
<th>Other names</th>
</tr>
</thead>
</table>

Pearson Edexcel International Award in Primary

Sample Assessment Material for first teaching September 2018

| Time: 1 hour | Paper Reference: JMA11/01 |

Mathematics Achievement test

You must have:
Ruler, pen, pencil, eraser, angle measurer.

Total Marks

Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions.
- Answer the questions in the spaces provided – there may be more space than you need.
- Calculators are NOT allowed.
- You must show all your working out with your answer clearly identified at the end of your solution.

Information

- The total mark for this paper is 60.
- The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.
SECTION A

Answer ALL questions.

In Section A put a cross in each correct box ✗ to indicate your answer. If you change your mind, put a line through the box ✗ and then put a cross in another box ✗.

1. What is 5m equal to?
   - [ ] 50mm  
   - [ ] 500mm  
   - [ ] 50cm  
   - [ ] 500 cm
   
   (Total for Question 1 is 1 mark)

2. Work out
   
   $84 \div 12$
   
   - [ ] 7  
   - [ ] 9  
   - [ ] 42  
   - [ ] 72
   
   (Total for Question 2 is 1 mark)
3. What is $\frac{1}{6}$ of 48?

![Diagram with options A, B, C, D]

(Total for Question 3 is 1 mark)

4. What is the name of this shape?

![Diagram with options Kite, Parallelogram, Rectangle, Rhombus]

(Total for Question 4 is 1 mark)
5 A timetable for Bus A and Bus B is shown.

<table>
<thead>
<tr>
<th></th>
<th>Bus A</th>
<th>Bus B</th>
</tr>
</thead>
<tbody>
<tr>
<td>shops</td>
<td>2:34</td>
<td>2:45</td>
</tr>
<tr>
<td>park</td>
<td>2:41</td>
<td>2:51</td>
</tr>
<tr>
<td>school</td>
<td>2:47</td>
<td>2:55</td>
</tr>
<tr>
<td>hospital</td>
<td>2:53</td>
<td>3:03</td>
</tr>
</tbody>
</table>

Ahmed gets on Bus B at the shops.

What time will Ahmed get to the school?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2:47</td>
<td>2:53</td>
<td>2:55</td>
<td>3:03</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

(Total for Question 5 is 1 mark)

6 What does the digit 5 represent in the number 253 641?

<table>
<thead>
<tr>
<th>hundreds</th>
<th>hundreds of thousands</th>
<th>tens of thousands</th>
<th>thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

(Total for Question 6 is 1 mark)
7 Work out

\[14 + 4 \times 6 - 2\]

\[\square \quad \square \quad \square \quad \square\]

\[A \quad B \quad C \quad D\]

(Total for Question 7 is 1 mark)

8 The marks for some students in their English test are shown.

12 7 15 12 9

What is the mean mark?

\[\square \quad \square \quad \square \quad \square\]

\[A \quad B \quad C \quad D\]

(Total for Question 8 is 1 mark)
9. Here is a sorting table.

<table>
<thead>
<tr>
<th>Multiple of 3</th>
<th>Not a multiple of 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple of 4</td>
<td>A</td>
</tr>
<tr>
<td>Not a multiple of 4</td>
<td>C</td>
</tr>
</tbody>
</table>

Which cell would 20 be in?

\[ \square \quad \square \quad \square \quad \square \]

A   B   C   D

(Total for Question 9 is 1 mark)

10. What is the perimeter of this regular hexagon?

\[ 7 \text{ cm} \]

<table>
<thead>
<tr>
<th>35 cm</th>
<th>36 cm</th>
<th>42 cm</th>
<th>49 cm</th>
</tr>
</thead>
<tbody>
<tr>
<td>\square</td>
<td>\square</td>
<td>\square</td>
<td>\square</td>
</tr>
</tbody>
</table>

A   B   C   D

(Total for Question 10 is 1 mark)
11 Simplify the expression

\[ 4x + 5y + 3x - y \]

\[ 7x + 5 \quad \square \quad 13x \quad \square \quad 7x - 4y \quad \square \quad 7x + 4y \]

\[ \square \quad \square \quad \square \quad \square \]

A \quad B \quad C \quad D

(Total for Question 11 is 1 mark)

12 Which one of these is a square number?

\[ 15 \quad 39 \quad 81 \quad 132 \]

\[ \square \quad \square \quad \square \quad \square \]

A \quad B \quad C \quad D

(Total for Question 12 is 1 mark)
13 Alice has $20
She buys a book for $4.50 and a pen for $3.99
How much money does Alice have left?

$8.49  $11.51  $12.51  $16.01

☐  ☐  ☐  ☐
A   B   C   D

(Total for Question 13 is 1 mark)
14 Find 30% of 60

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

6 18 20 180

(Total for Question 14 is 1 mark)

15 What is 354 rounded to the nearest hundred?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

300 350 360 400

(Total for Question 15 is 1 mark)
16 Solve the equation

\[ 4x + 6 = 18 \]

3 4 6 96
☐ ☐ ☐ ☐
A B C D

(Total for Question 16 is 1 mark)

17 A line has been drawn from the edge to the centre of a circle.

What is the name of this line?

<table>
<thead>
<tr>
<th>Circumference</th>
<th>Diameter</th>
<th>Edge</th>
<th>Radius</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
A B C D

(Total for Question 17 is 1 mark)
18  Work out

\[ 313 \div 5 \]

19  Which one of these statements is correct?

\[ 124581 < 124571 \quad 157355 < 94382 \quad 184471 > 104383 \quad 137584 > 169421 \]

\[ A \quad B \quad C \quad D \]
20 Work out

\[
\begin{array}{cccc}
11 & 5 \\
16 & 8 \\
\end{array}
\]

\[
\begin{array}{cccc}
\frac{1}{2} & \frac{6}{16} \\
\frac{1}{16} & \frac{6}{8} \\
\end{array}
\]

☐ ☐ ☐ ☐

A B C D

(Total for Question 20 is 1 mark)

TOTAL FOR SECTION A IS 20 MARKS
SECTION B

Answer ALL questions.

21 (a) Work out

68965 + 7527

(b) Work out

83407 − 6349

(Total for Question 21 is 2 marks)
22 The students in a class completed a questionnaire of their favourite sports. They presented their results in this pictogram.

Pictogram of favourite sports

<table>
<thead>
<tr>
<th>Sport</th>
<th>( \bigcirc )</th>
<th>( \bigcirc )</th>
<th>( \bigcirc )</th>
<th>( \bigcirc )</th>
<th>( \bigcirc )</th>
<th>( \bigcirc )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cricket</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hockey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \bigcirc \) = 2 children

How many students chose basketball?

(Total for Question 22 is 1 mark)
23 Sam and Jon have $250

They share the money in the ratio 3:2

Sam receives the most money.

How much money does Sam receive?

(Total for Question 23 is 2 marks)
24 Here is a list of numbers.

1  2  3  4  6  8  12

(a) Write down all the numbers from the list that are factors of 8

.........................................

.........................................

(1)

(b) Write down all the numbers from the list that are multiples of 3

.........................................

.........................................

(1)

(Total for Question 24 is 2 marks)
25  (a) Using the correct notation, mark the parallel sides on this trapezium.

(b) Find the value of angle $x$

(Total for Question 25 is 3 marks)
26 Complete this multiplication table.

<table>
<thead>
<tr>
<th>×</th>
<th>8</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

(Total for Question 26 is 2 marks)
27 Kay has a box of 20 pens.

\[
\begin{align*}
\text{of the pens are blue.} & \quad \frac{1}{4} \\
\text{of the pens are black.} & \quad \frac{3}{5} \\
\text{The rest of the pens are red.} & \\
\text{(a) How many blue pens does Kay have?} & \\
\text{(b) How many black pens does Kay have?} & \\
\end{align*}
\]

(Total for Question 27 is 2 marks)
28 120 students were asked to choose their favourite subject.

Their answers are displayed in this pie chart.

![Pie chart showing favourite subjects]

How many students chose English?

.........................................

(Total for Question 28 is 1 mark)
29. Complete the boxes to make these fractions equivalent.

(a) \[ \frac{2}{5} = \frac{\phantom{1}0}{10} \]

(b) \[ \frac{2}{\phantom{1}0} = \frac{16}{24} \]

(Total for Question 29 is 2 marks)
30  (a) Round 36.57 to the nearest whole number.

(b) Here are four numbers.

\[
\begin{array}{cccc}
3.05 & 3.5 & 5.3 & 0.53 \\
\end{array}
\]

Put these numbers in order, starting with the smallest.

\[
\begin{array}{cccc}
\text{smallest} \quad \text{smallest} \quad \text{smallest} \quad \text{smallest}
\end{array}
\]

(Total for Question 30 is 2 marks)
31 Anja and Jai are making some bread.

Anja has 1.25 kg of flour.

Jai has 850 g of flour.

How much flour do they have in total?

Give your answer in kilograms.

You must show your working.

......................................... kg

(Total for Question 31 is 2 marks)
32. R and S are two points plotted on this grid.

(a) What are the coordinates of point R?

.........................................

(b) What are the coordinates of point S?

.........................................

(Total for Question 32 is 2 marks)
Plant A was grown over a 10 week period.

The height for Plant A was measured and recorded every two weeks.

The table shows the measurements.

<table>
<thead>
<tr>
<th></th>
<th>Week 2</th>
<th>Week 4</th>
<th>Week 6</th>
<th>Week 8</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant A</td>
<td>2 cm</td>
<td>3 cm</td>
<td>5 cm</td>
<td>7 cm</td>
<td>8 cm</td>
</tr>
</tbody>
</table>

Construct a line graph for the data.
34 (a) Expand

\[ 4(3x + 2) \]

(b) Find the value of the expression

\[ 3a + 4b \]

when \( a = 3 \) and \( b = 2 \)

(Total for Question 34 is 2 marks)
35 Jason is writing number sequences.
His rule is:

*Double the previous number then subtract 1*

Fill in the missing numbers using this rule.

(a) 17  33  \[\_\]  129

(b) \[\_\]  15  29  57

(Total for Question 35 is 2 marks)
36 (a) Draw a line of symmetry on the regular pentagon.
(b) Here are two identical shapes.

Describe the translation of Shape B onto Shape A.

......................................................................................................................................................................................
......................................................................................................................................................................................

(2)

(Total for Question 36 is 3 marks)
37 (a) Work out

\[ 4327 \times 34 \]

You must show your working.

(b) Work out

\[ 6732 \div 19 \]

You must show your working.

(Total for Question 37 is 4 marks)
38 Anil is making a fruit cocktail.
He needs 3 apples, 4 bananas and 2 pineapples.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>$1.49 each</td>
</tr>
<tr>
<td>Bananas</td>
<td>$0.53 each</td>
</tr>
<tr>
<td>Pineapple</td>
<td>$2.35 each</td>
</tr>
</tbody>
</table>

Anil has $10
Work out if Anil has enough money to buy the fruit to make the fruit cocktail.
You must show your working.

(Total for Question 38 is 3 marks)
Mark scheme

Section A

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D 500 cm</td>
<td>(1)</td>
</tr>
<tr>
<td>2</td>
<td>A 7</td>
<td>(1)</td>
</tr>
<tr>
<td>3</td>
<td>B 8</td>
<td>(1)</td>
</tr>
<tr>
<td>4</td>
<td>A Kite</td>
<td>(1)</td>
</tr>
<tr>
<td>5</td>
<td>C 2:55</td>
<td>(1)</td>
</tr>
<tr>
<td>6</td>
<td>C ten thousands</td>
<td>(1)</td>
</tr>
<tr>
<td>7</td>
<td>B 36</td>
<td>(1)</td>
</tr>
<tr>
<td>8</td>
<td>B 11</td>
<td>(1)</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>10</td>
<td>C 42 cm</td>
<td>(1)</td>
</tr>
<tr>
<td>11</td>
<td>D $7x + 4y$</td>
<td>(1)</td>
</tr>
<tr>
<td>12</td>
<td>C 81</td>
<td>(1)</td>
</tr>
<tr>
<td>13</td>
<td>B $11.51$</td>
<td>(1)</td>
</tr>
<tr>
<td>14</td>
<td>B 18</td>
<td>(1)</td>
</tr>
<tr>
<td>15</td>
<td>D 400</td>
<td>(1)</td>
</tr>
<tr>
<td>16</td>
<td>A 3</td>
<td>(1)</td>
</tr>
<tr>
<td>17</td>
<td>D Radius</td>
<td>(1)</td>
</tr>
<tr>
<td>18</td>
<td>B $62 \frac{3}{5}$</td>
<td>(1)</td>
</tr>
<tr>
<td>19</td>
<td>C 184 471 &gt; 104 381</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>20</td>
<td>C $\frac{1}{16}$</td>
<td></td>
</tr>
</tbody>
</table>

Section B

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Notes</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>21(a)</td>
<td>76 492</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>21(b)</td>
<td>77 058</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>22</td>
<td>7</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>23</td>
<td>$150$</td>
<td>$M1 \ 250 \div (3 + 2) = 50$ or Jon = 100 or Sam = 100 $A1 cao$</td>
<td>(2)</td>
</tr>
<tr>
<td>24(a)</td>
<td>1 2 4 8</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>24(b)</td>
<td>3 6 12</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>25(a)</td>
<td>AB and CD correctly marked</td>
<td>B1 correct sides identified. B1 correct (&gt;, &gt;&gt;, &lt;, &lt;&lt;, etc.) symbols used.</td>
<td>(2)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Notes</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>25(b)</td>
<td>150°</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accept answer with no degree symbol.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td><img src="image" alt="Grid" /></td>
<td>B2 fully correct grid or B1 for 4 correct answers</td>
<td>(2)</td>
</tr>
<tr>
<td>27(a)</td>
<td>5</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>27(b)</td>
<td>12</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>28</td>
<td>30</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>29(a)</td>
<td>4\hspace{1cm}10</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>29(b)</td>
<td>2\hspace{1cm}3</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Notes</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>30(a)</td>
<td>37</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>30(b)</td>
<td>0.53, 3.05, 3.5, 5.3</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>31</td>
<td>2.1 kg</td>
<td>B1 correct conversion to 0.85 kg or 1 250 g</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B1 correct answer 2.1 kg</td>
<td></td>
</tr>
<tr>
<td>32(a)</td>
<td>(4, −2)</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>32(b)</td>
<td>(−3, 2)</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Notes</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------</td>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
</tbody>
</table>
| 33              | Any suitable scale, starting from 0 in equal intervals | B1 Suitable linear scale.  
M1 correct plot of at least 4 points.  
A1 correct line graph. | (3) |

![Graph](image)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Notes</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>34(a)</td>
<td>12x + 8</td>
<td>B1</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Notes</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>34(b)</td>
<td>17</td>
<td>B1</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Notes</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>35(a)</td>
<td>65</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Notes</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
<td>--------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>35(b)</td>
<td>8</td>
<td>B1</td>
<td>(1)</td>
</tr>
<tr>
<td>36(a)</td>
<td>Line of symmetry</td>
<td>B1 any one line of symmetry.</td>
<td>(1)</td>
</tr>
<tr>
<td><img src="image.png" alt="Diagram" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36(b)</td>
<td>5 Left and 3 up oe</td>
<td>B2 for fully correct translation. or B1 for one correct.</td>
<td>(2)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Notes</td>
<td>Mark</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>37(a)</td>
<td>147 118</td>
<td>M1 for correct method to multiply with no PV error (accept arithmetic errors) or 129 810 and 17 308 seen, as a minimum (or jottings from another method). A1 to be awarded only if correct working methods seen.</td>
<td>(2)</td>
</tr>
</tbody>
</table>

\[
\begin{array}{c}
4 3 2 7 \\
\times 3 4 \\
\hline
1 7 3 0 8 \\
+ 1 2 9 8 1 0 \\
\hline
1 4 7 1 1 8 \\
\end{array}
\]
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Notes</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>37(b)</td>
<td>354 r6 or 354 $\frac{6}{19}$ or 354.3 (15789)</td>
<td>M1 for correct method (short or long) with no PV errors (accept arithmetic errors) or 354 seen. A1 to be awarded only if correct working methods seen. Do not accept $\frac{6}{19}$ or 354 seen.</td>
<td>(2)</td>
</tr>
</tbody>
</table>

\[
\begin{array}{c|c}
354 & r6 \\
19 & 67103.02 \\
\end{array}
\]

or

\[
\begin{array}{c|c}
354 & 3.1 \\
19 & 673200 \\
\end{array}
\]

\[
\begin{array}{c|c}
 & 95 \\
& 82 \\
& 76 \\
& 60 \\
\end{array}
\]

or

\[
\begin{array}{c|c}
354 & 3.157 \\
19 & 67103.820 (0) \\
\end{array}
\]
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Notes</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>1.49 × 3 (= 4.47)&lt;br&gt;0.53 × 4 (= 2.12)&lt;br&gt;2.35 × 2 (= 4.70)&lt;br&gt;‘4.47’ + ‘2.12’ + ‘4.70’ (= 11.29)&lt;br&gt;‘11.29’ − 10.00 (= 1.29)&lt;br&gt;Alternative&lt;br&gt;10 − ‘4.47’ (= 5.53)&lt;br&gt;‘5.53’ − ‘2.12’ (= 3.41)&lt;br&gt;Pineapple cost 4.70 so not enough money.</td>
<td>M1 1 correct answer or 3 correct methods.&lt;br&gt;M1 $11.29 seen or fully correct method.&lt;br&gt;A1 No and Anil needs another $1.29 or reference to both $11.29 and $10&lt;br&gt;Answer No can be implied by the working.&lt;br&gt;Units are not required to gain full marks.</td>
<td>(3)</td>
</tr>
</tbody>
</table>