



**GCSE**

**Mathematics B (Linear)**

Component **J567/03**: Mathematics Paper 3 (Higher)

General Certificate of Secondary Education

**Mark Scheme for November 2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2014

## 11. Annotations used in the detailed Mark Scheme.

Annotation	Meaning
	Correct
	Incorrect
	Benefit of doubt
	Follow through
	Ignore subsequent working (after correct answer obtained), provided method has been completed
	Method mark awarded 0
	Method mark awarded 1
	Method mark awarded 2
	Accuracy mark awarded 1
	Independent mark awarded 1
	Independent mark awarded 2
	Misread
	Special case
	Omission sign

These should be used whenever appropriate during your marking.

The **M**, **A**, **B**, etc annotations must be used on your standardisation scripts for responses that are not awarded either 0 or full marks. It is vital that you annotate these scripts to show how the marks have been awarded. It is not mandatory to use annotations for any other marking, though you may wish to use them in some circumstances.

### Subject-Specific Marking Instructions

1. **M** marks are for using a correct method and are not lost for purely numerical errors.  
**A** marks are for an accurate answer and depend on preceding **M** (method) marks. Therefore **M0 A1** cannot be awarded.  
**B** marks are independent of **M** (method) marks and are for a correct final answer, a partially correct answer, or a correct intermediate stage.  
**SC** marks are for special cases that are worthy of some credit.
2. Unless the answer and marks columns of the mark scheme specify **M** and **A** marks etc, or the mark scheme is 'banded', then if the correct answer is clearly given and is not from wrong working **full marks** should be awarded.

Do not award the marks if the answer was obtained from an incorrect method, ie incorrect working is seen and the correct answer clearly follows from it.

3. Where follow through (**FT**) is indicated in the mark scheme, marks can be awarded where the candidate's work follows correctly from a previous answer whether or not it was correct.

Figures or expressions that are being followed through are sometimes encompassed by single quotation marks after the word *their* for clarity, eg FT  $180 \times (\textit{their '37'} + 16)$ , or FT  $300 - \sqrt{(\textit{their '5^2 + 7^2'})}$ . Answers to part questions which are being followed through are indicated by eg FT  $3 \times \textit{their (a)}$ .

For questions with FT available you must ensure that you refer back to the relevant previous answer. You may find it easier to mark these questions candidate by candidate rather than question by question.

4. Where dependent (**dep**) marks are indicated in the mark scheme, you must check that the candidate has met all the criteria specified for the mark to be awarded.
5. The following abbreviations are commonly found in GCSE Mathematics mark schemes.
  - **figs 237**, for example, means any answer with only these digits. You should ignore leading or trailing zeros and any decimal point eg 237000, 2.37, 2.370, 0.00237 would be acceptable but 23070 or 2374 would not.
  - **isw** means **ignore subsequent working** after correct answer obtained and applies as a default.
  - **nfww** means **not from wrong working**.
  - **oe** means **or equivalent**.
  - **rot** means **rounded or truncated**.
  - **seen** means that you should award the mark if that number/expression is seen anywhere in the answer space, including the answer line, even if it is not in the method leading to the final answer.
  - **soi** means **seen or implied**.

6. In questions with no final answer line, make no deductions for wrong work after an acceptable answer (ie **isw**) unless the mark scheme says otherwise, indicated by the instruction 'mark final answer'.
7. In questions with a final answer line following working space,
  - (i) if the correct answer is seen in the body of working and the answer given on the answer line is a clear transcription error allow full marks unless the mark scheme says 'mark final answer'. Place the annotation ✓ next to the correct answer.
  - (ii) if the correct answer is seen in the body of working but the answer line is blank, allow full marks. Place the annotation ✓ next to the correct answer.
  - (iii) if the correct answer is seen in the body of working but a completely different answer is seen on the answer line, then accuracy marks for the answer are lost. Method marks could still be awarded. Use the M0, M1, M2 annotations as appropriate and place the annotation ✗ next to the wrong answer.
8. In questions with a final answer line:
  - (i) If one answer is provided on the answer line, mark the method that leads to that answer.
  - (ii) If more than one answer is provided on the answer line and there is a single method provided, award method marks only.
  - (iii) If more than one answer is provided on the answer line and there is more than one method provided, award zero marks for the question unless the candidate has clearly indicated which method is to be marked.
9. In questions with no final answer line:
  - (i) If a single response is provided, mark as usual.
  - (ii) If more than one response is provided, award zero marks for the question unless the candidate has clearly indicated which response is to be marked.
10. When the data of a question is consistently misread in such a way as not to alter the nature or difficulty of the question, please follow the candidate's work and allow follow through for **A** and **B** marks. Deduct 1 mark from any **A** or **B** marks earned and record this by using the MR annotation. **M** marks are not deducted for misreads.

11. Unless the question asks for an answer to a specific degree of accuracy, always mark at the greatest number of significant figures even if this is rounded or truncated on the answer line. For example, an answer in the mark scheme is 15.75, which is seen in the working. The candidate then rounds or truncates this to 15.8, 15 or 16 on the answer line. Allow full marks for the 15.75.
12. Ranges of answers given in the mark scheme are always inclusive.
13. For methods not provided for in the mark scheme give as far as possible equivalent marks for equivalent work. If in doubt, consult your Team Leader.
14. Anything in the mark scheme which is in square brackets [...] is not required for the mark to be earned, but if present it must be correct.



J567/03

Mark Scheme

November 2014

Question		Answer	Marks	Part marks and guidance																	
	(b)	need a larger sample	1	accept any correct statement	see exemplars																
4	(a)	<table border="1"> <thead> <tr> <th></th> <th>Desktops</th> <th>Laptops</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>11</td> <td>6</td> <td>17</td> </tr> <tr> <td>Female</td> <td>4</td> <td>14</td> <td>18</td> </tr> <tr> <td>Total</td> <td>15</td> <td>20</td> <td>35</td> </tr> </tbody> </table>		Desktops	Laptops	Total	Male	11	6	17	Female	4	14	18	Total	15	20	35	2	B1 for 3 correct	
	Desktops	Laptops	Total																		
Male	11	6	17																		
Female	4	14	18																		
Total	15	20	35																		
	(b)	$\frac{4}{7}$	2	B1 for $\frac{20}{35}$ or correct answer in wrong format eg 4:7																	

Question	Answer	Marks	Answer
5*	<p>Clear answer given as 12. A clear attempt to find the HCF of 108 and 156 by a recognisable method such as the reduction to prime factors ( <math>108 = 2^2 \times 3^3</math> and <math>156 = 2^2 \times 3 \times 13</math>). Clear annotation and explanation of reasoning. Correct spelling, punctuation and grammar.</p> <p>An answer of 6 with a recognisable method such as the reduction to prime factors, there may be minor errors in spelling, punctuation and grammar or an unclear explanation or answer of 12 without clear working.</p> <p>No worthwhile work attempted.</p>	<p>3</p> <p>2 – 1</p> <p>0</p>	<p>An answer of 2,3 or 4 or an attempt to find the factors of 108 and 156 or an answer of 6 without clear working.</p>

Question		Answer	Marks	Part marks and guidance	
6	(a)	$-32$	2	B1 for $-12$ or $-20$ seen	
	(b)	(i) $4x - 12$	1		



J567/03

Mark Scheme

November 2014

Question			Answer	Marks	Part marks and guidance
		(ii)	$x^2 + 5x$	1	
	(c)		$2x(3x + 2)$	2	B1 for $x(6x + 4)$ or $2(3x^2 + 2x)$
	(d)		$-5.5$ oe	3	M1 for $5x - 3x = k$ M1 for $kx = -9 - 2$ M1 for $x = \frac{b}{a}$ from $ax = b$ ( $a$ not 1) to a maximum of 2 marks
7	(a)	(i)	Cross at (0,1)  0, 1	1  1FT	Accept any indication provided it is clear eg two lines intersecting  Correct answer or FT their 'cross'
	(a)	(ii)	[+] 3	1	BOD x3, accept any indication of 3 times larger
	(b)		100	1	

J567/03

Mark Scheme

November 2014

Question	Answer	Marks	Answer
8*	<p>They correctly work out both prices with delivery and convert one of them correctly to the other currency. The price for the French watch is in the range £33.5[0] – 34.2[0] and the UK watch is £35, if euros are used then the French watch is €42 and the UK watch is €43 – 43.8[0]. They then draw the correct conclusion and their work is easy to follow. There is clear annotation and explanation of reasoning. Correct spelling, punctuation and grammar is used.</p> <p>They obtain the correct prices for each watch in the same currency but either the conclusion is incorrect or the work is hard to follow, or they obtain one correct price and make one error in the other price, both prices are in the same currency, and they make the correct conclusion for their figures and their work is easy to follow.</p> <p>They obtain a correct price with delivery for one watch or they correctly attempt to add the delivery for one watch but make an arithmetic error <b>and</b> they correctly convert a relevant price to the other currency .</p> <p>No worthwhile work attempted.</p>	<p><b>5</b></p> <p><b>4-3</b></p> <p><b>2-1</b></p> <p><b>0</b></p>	<p>They obtain a correct price with delivery for both watches or they obtain a correct price with delivery for one watch <b>and</b> they correctly convert a relevant price to the other currency .</p> <p>They correctly attempt to add the delivery for one watch but make an arithmetic error or they correctly convert a relevant price to the other currency.</p>

Question		Answer	Marks	Part marks and guidance	
<b>9</b>		[ABC =] 64	<b>1</b>	indicated in working or marked on diagram	condone Z angle not alternate segment
		alternate angle	<b>1</b>	accept any correct alternative method eg	
		[ADC=]116	<b>1</b>	accept angles on a line and co-interior angles	
		[opposite angles] in a cyclic quadrilateral [are supplementary]	<b>1</b>		
<b>10</b>	<b>(a)</b>	two correct points plotted	<b>1</b>		Tolerance $\pm\frac{1}{2}$ small square
	<b>(b)</b>	positive	<b>1</b>	Ignore embellishments	
	<b>(c)</b>	ruled line of best fit	<b>1</b>	On "10" crosses between 350 - 750 and on "35" crosses between 1250 – 1600	
	<b>(d)</b>	1850–2300 nfw	<b>3</b>	<b>B1</b> for use of the graph FT their line of best fit reading at 20 <b>and</b> <b>B1</b> for £1200 <b>or</b> <b>M1</b> for $[0].5 \times 2400$ or $2400 \times$ figs 5 or figs 12 or $\text{£}[0].5 \text{ oe} \times 2000/2500$	Consistent with graph
<b>11</b>	<b>(a)</b>	6000 or $6 \times 10^3$ oe	<b>2</b>	<b>M1</b> for figs 18 $\div$ figs 3 or figs 6	
	<b>(b)</b>	$1.5 \times 10^9$	<b>2</b>	<b>M1</b> for $15 \times 10^8$ oe	eg 1 500 000 000 for <b>M1</b>

J567/03

Mark Scheme

November 2014

Question		Answer	Marks	Part marks and guidance
12	(a)	$\frac{3}{5} \times \frac{3}{2}$ oe  $\frac{9}{10}$ oe	<b>M1</b>  <b>A1</b>	or $\frac{9}{15} \div \frac{10}{15}$ oe
	(b)	$\frac{4}{20} + \frac{15}{20}$  [3 + 2 +] $\frac{19}{20}$  $5\frac{19}{20}$ oe	<b>M1</b>  <b>M1</b>  <b>A1</b>	attempt to get common denominator, any multiple of 20 with at least one numerator correct.  attempt to add fractions together with integers  <b>oe</b> for fractional part only if <b>0</b> scored <b>SC2</b> for $\frac{119}{20}$
13	(a)	38	<b>3</b>	<b>M1</b> for [sf =] $\frac{30}{6}$ or 5 seen <b>M1</b> for <i>their sf</i> $\times 7.6$
	(b)	7.5 oe	<b>2</b>	<b>M1</b> for $\frac{30}{4}$ Condone $\times 100\ 000$ and $\frac{7.6}{6}$ or 1.266.. or <i>their</i> $1.266 \times 30$
14	(a)	correct tree diagram	<b>3</b>	<b>B1</b> for $\frac{1}{20}$ and $\frac{19}{20}$ in the correct place  <b>B1</b> for $\frac{1}{5}$ and $\frac{4}{5}$ in the correct place  <b>B1</b> for $\frac{1}{10}$ and $\frac{9}{10}$ in the correct place Allow equivalents of the fractions

Question		Answer	Marks	Part marks and guidance	
	(b)	$\frac{29}{200}$ oe	3	<p><b>M2FT</b> for <math>\frac{1}{20} \times \frac{1}{5} + \frac{1}{20} \times \frac{4}{5} + \frac{19}{20} \times \frac{1}{10}</math> oe</p> <p>or</p> <p><b>M1FT</b> for two of the three terms correct or attempt at <math>1 - \frac{19}{20} \times \frac{9}{10}</math> with 1 fraction correct (FT <i>their tree</i>)</p> <p>If 0 scored <b>SC2</b> for <math>\frac{27}{200}</math> as answer</p>	<p>equivalents include <b>M2</b> for <math>1 - \frac{19}{20} \times \frac{9}{10}</math></p> <p>ie <math>\frac{1}{100} + \frac{4}{100} + \frac{19}{200}</math> scores <b>M2</b> and any two seen scores <b>M1</b></p>
15		4	4	<p><b>M1</b> for <math>\frac{24}{12}</math> or 2 or 1 litre as answer</p> <p><b>M1</b> for <math>2^3</math> ( or 8) seen or used or implied (eg 4000)</p> <p><b>M1</b> for <math>500 \times</math> <i>their 8</i></p> <p><b>M1</b> for <i>their sf</i> <math>\times 500 \div 1000</math> soi to a maximum of <b>3</b> marks</p>	<p>4000 as answer scores 3 marks</p> <p>1000 or 1 as answer scores 1 mark (implies sf 2)</p> <p>not 2 for <i>their 8</i></p> <p>not <math>1000 \div 1000</math></p>
16		$(x+3)^2 - 12$	3	<p><b>B1</b> for <math>(x+3)^2</math></p> <p>and</p> <p><b>B2FT</b> for <math>-12</math></p>	<p>FT <i>their</i> <math>(x+3)^2</math></p>
17	(a)	10	2	<p><b>M1</b> for <math>\times 4</math> and <math>\div 4</math> in correct places on the table or <math>40 \div 4</math></p>	<p>allow use of <math>xy=40</math></p>
	(b)	$(y=) 2.5x^2$ oe	3	<p><b>B1</b> for <math>y = kx^2</math> oe</p> <p><b>M1</b> for <math>250 = k(10)^2</math> or <b>B1</b> for <math>k = 2.5</math></p>	<p><math>25x^2</math> scores <b>2</b> marks</p>

J567/03

Mark Scheme

November 2014

Question		Answer	Marks	Part marks and guidance	
18	(a)	-1.5, 2.5	2	M1 for one correct or correct method ie both coordinates added and divided by 2 or both correct and reversed	
	(b)	$\begin{pmatrix} 9 \\ 3 \end{pmatrix}$	2	1 for each component	B1 for correct answer with fraction line or correct but reversed Note: coordinates score 0
	(c)	$3\sqrt{10}$	4	M2 for $\sqrt{9^2 + 3^2}$ oe or M1 for $9^2 + 3^2$ oe eg 90 and A1 for $\sqrt{90}$	$\sqrt{90}$ scores 3 marks
19		(a =) 3 and (b =) -2	3	accept any correct method including trial and improvement so M1 for adding the two 'equations' eg $7a = 21$ allowing one error or for any $a$ and $b$ that gives one direction correct eg $a = 2$ and $b = 2$ A1 for one value correct if 0 scored SC1 for 1 value correct	
20		$\frac{2x^2 + 9x - 5}{(x-1)(x+2)}$ oe	4	B1 for the denominator as $(x-1)(x+2)$ oe or expanded M1 for $2x(x+2)$ or $5(x-1)$ or better M1 for correctly expanding one of the brackets	Note : numerator = $(2x - 1)(x + 5)$ and denominator = $x^2 + x - 2$  correct answer seen then spoilt by further simplifying scores 3 marks

J567/03

Mark Scheme

November 2014

Question		Answer	Marks	Part marks and guidance	
21		$(x =) -3 (y =) -1$ $(x =) 2.5 (y =) 10$	6	<p><b>B2</b> for <math>2x^2 + x - 15 [= 0]</math>  <b>or B1</b> for <math>2x + 5 = 2x^2 + 3x - 10</math>  <b>and</b>  <b>B2FT</b> for <math>(x + 3)(2x - 5) [= 0]</math>  <b>or B1FT</b> for <math>(x \pm 3)(2x \pm 5)</math> or factors which give two correct terms for <i>their</i> quadratic equation  <b>and</b>  <b>B1FT</b> for each pair of solutions  <b>or</b>  <b>B1FT</b> for each pair of <math>x</math> and <b>B1FT</b> each pair of <math>y</math></p> <p>If t-a-i used and no algebraic manipulation seen then award <b>SC1</b> for each pair of correct values.</p>	<p><b>FT</b> <i>their</i> quadratic equation</p> <p><b>FT</b> <i>their</i> linear brackets</p>

## APPENDIX

Exemplar responses for Q3(b)

<b>Response</b>	<b>Mark</b>
need a larger sample	1
He needs to repeat the experiment/survey	1
He should have used other lines	1
It is not from the whole book	1
It is <b>only</b> the first sentence (BOD)	1
he hasn't redone it, it isn't a fair test (BOD)	1
She/he needs to base her search on more than one sentence	1
Andrew has only used the first sentence which could be unreliable. However Lucy has used her whole book which gives her more accurate results (BOD)	1
the test only shows 'e' being the most common vowel in the first sentence it could change when testing the whole book	1
he only looked at the first sentence not the whole book	1
Andrews only basing that of the first sentence (BOD)	1
Andrew only tested one page. He claims the whole book when he only recorded 1 page	1
he only recorded how many vowels he used in one sentence	1
his results show 'other' is the most frequent	0
he's not wrong because its his highest vowel	0
he might of miss counted them	0
he may be wrong because there are so many other letters in his book	0



**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2014

