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# **GCSE MARKING SCHEME**

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**AUTUMN 2022**

**GCSE  
MATHEMATICS  
UNIT 1 – HIGHER TIER  
3300U50-1**

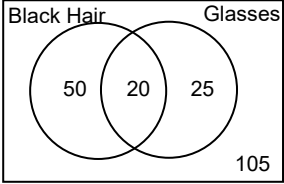
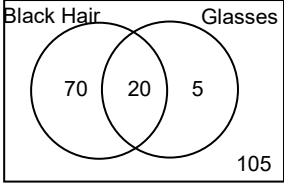
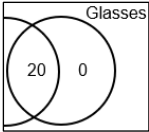
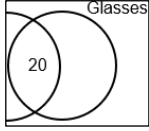
## INTRODUCTION

This marking scheme was used by WJEC for the 2022 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 2022 MARK SCHEME**

Unit 1: Higher Tier	Mark	Comments
<p>1.(a)</p>  <p>20 AND 105 in correct position  Total of 70 for <i>Black Hair</i></p> <p style="text-align: right;">Overall total of 200</p>	<p>B1  B1  B1</p>	<p>If 'notches/tallies' are used, penalise –1 once.</p> <p>B0 if any other number written in the same section.  FT 'their 50' + 'their 20', provided both are non-zero values.</p> <p>Note:  The answer below is awarded B1B0B1.</p> 
<p>1.(b)      <math>\frac{45}{200}</math> or <math>\frac{9}{40}</math> or equivalent. ISW</p>	<p>B2</p>	<p>For B2 or B1, the numerator and denominator must be a whole number.</p> <p>FT '<u>their 20</u>' + '<u>their 25</u>' provided both sections not blank.</p> <p>Award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>a numerator of 45 in a fraction &lt; 1</li> <li>FT 'their 20' + 'their 25', provided both sections are not blank, as a numerator in a fraction &lt; 1</li> <li>a denominator of 200 in a fraction &lt; 1.</li> </ul> <p>An answer of <math>\frac{45}{200}</math> gains B2 regardless of 'their Venn diagram'.</p> <p>Penalise incorrect notation (e.g. '45 in 200') –1.</p> <p>Note:</p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  </div> <div> <p>An answer of <math>\frac{20}{200}</math> is awarded B2.</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  </div> <div> <p>An answer of <math>\frac{20}{200}</math> is awarded B1.</p> </div> </div>

<p>2.</p> <p>Correct construction of <math>60^\circ</math> at A</p> <p>Correct construction of angle <math>45^\circ</math> at C</p>	<p>B1</p> <p>B2</p>	<p>Treat reversed angles at A and C MR-1. Correct construction arcs must be seen and angle drawn. If B3, penalise -1 if triangle not completed.</p> <p>Award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>• correct <u>construction</u> of angle <math>90^\circ</math> at C</li> <li>• correct bisection of <math>90^\circ</math> at C, but their own perpendicular line at C drawn</li> <li>• any correct bisection of <math>90^\circ</math> seen.</li> </ul>
<p>3. For a correct method that produces 2 prime factors from the set {3, 3, 5, 5, 7} before the 2<sup>nd</sup> error.</p> <p>3, 3, 5, 5, 7</p> <p><math>3^2 \times 5^2 \times 7</math></p>	<p>M1</p> <p>A1</p> <p>B1</p>	<p>Must be a method that involves only division</p> <p>CAO for sight of the five correct factors (Ignore 1s)</p> <p>Do not FT non-primes.</p> <p>FT 'their <u>primes</u>' provided at least one index form used with at least a square.</p> <p>Allow <math>(3^2)(5^2)(7)</math> and <math>3^2.5^2.7</math></p> <p>Do not allow <math>3^2,5^2,7</math>.</p> <p>Inclusion of 1 as a factor gets B0.</p>
<p>4.(a) <math>6p^7q^8</math></p>	<p>B2</p>	<p>Mark final answer</p> <p>Award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>• <math>6 \times p^7 \times q^8</math></li> <li>• <math>6p^7 \times q^8</math></li> <li>• <math>6 \times p^7 q^8</math></li> <li>• <math>6p^7 q^{\dots}</math></li> <li>• <math>6p^{\dots} q^8</math></li> <li>• <math>kp^7 q^8</math> (<math>k \neq 0</math> or 6)</li> <li>• Sight of <math>6p^7</math> <b>AND</b> <math>q^8</math> in an expression (e.g. <math>6p^7 + q^8</math>).</li> </ul>

4.(b)	$7a^2 + 35a - 6a^2 - 12a + 14$	B2	<p>Award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>sight of <math>7a^2 + 35a</math>.</li> <li>sight of <math>-6a^2 - 12a + 14</math> (brackets must be removed)</li> </ul> <p>Note: If <math>7a^2 + 35a - 6a^2 + 12a - 14 = a^2 + 23a + 14</math> is seen, then award B2 B2 (brackets implied).</p> <p>B2</p> <p><i>FT for B2 if at least two <math>a^2</math> terms AND at least two <math>a</math> terms to be simplified.</i>  <i>FT for B1 if at least two <math>a^2</math> terms OR at least two <math>a</math> terms to be simplified.</i></p> <p>Award B2 for <math>1a^2 + 23a + 14</math></p> <p>If B2 not awarded, award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>correct collection of '<math>a^2</math> terms' (<math>1)a^2</math></li> <li>correct collection of '<math>a</math> terms' (<math>+23a</math>).</li> </ul> <p>This 2<sup>nd</sup> B2 (or B1) is for their <b>final</b> answer.  A correct answer must come from correct workings seen, however  <math>7a^2 + 35a - 6a^2 + 12a - 14 = a^2 + 23a + 14</math>  is awarded B2 B2 (brackets implied).</p> <p>Mark final answer  Penalise -1 from the final B1 or B2 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>incorrect subsequent working</li> <li>any attempt to equate their expression to zero (and attempting to solve)</li> <li>incorrectly factorising</li> </ul> <p>Note (sign error):  Award B1B2 for  <math>7a^2 + 35a - 6a^2 + 12a + 14 = a^2 + 47a + 14</math>  <math>7a^2 + 35a - 6a^2 + 12a - 14 = a^2 + 47a - 14</math>  <math>7a^2 + 35a - 6a^2 - 12a - 14 = a^2 + 23a - 14</math></p>
5.(a) (i)	4	B1	<p>Accept 4/1 or equivalent.  The correct gradient has to be unambiguously shown.  <math>y = 4x - 2</math> is B0, but <math>y = \textcircled{4}x - 2</math> is B1.  Award B0 for a final answer of 4x.</p>
5.(a) (ii)	$y = 4x - 2$	B2	<p>FT 'their gradient' from (a)  Award B1 for one of the following:</p> <ul style="list-style-type: none"> <li><math>y = 4x \pm k</math>.</li> <li><math>y = kx - 2</math> (<math>k \neq 0</math>)</li> <li><math>4x - 2</math> ('y =' missing)</li> <li><math>y = 4x + -2</math>.</li> </ul>

<p>5. (b) Valid explanation with rearranged equation AND indicating that the gradient is 3 or equivalent e.g. “<math>2y - 6x = 23</math> is the same as <math>y = 3x + 11.5</math>, so the gradient of both lines is 3”  “<math>2y = 6x + 23</math> and <math>2y = 6x - 16</math> and the gradient of both lines is 3”</p>	B2	<p>B1 for one of the following:</p> <ul style="list-style-type: none"> <li>sight of <math>y = 3x + k</math> (<math>k \neq 0</math> or <math>-8</math>)</li> <li>sight of <math>y = \frac{6x + 23}{2}</math></li> <li>showing 2 equivalent equations written in the same format e.g. <math>2y = 6x + 23</math> and <math>2y = 6x - 16</math></li> <li>unsupported statement that both the gradients are 3.</li> </ul> <p>Allow “the <math>3x</math> (or 3) show the lines are parallel” as an explanation</p> <p>Do not allow:</p> <ul style="list-style-type: none"> <li>“the gradients are the same” unless the ‘3’ is also given or unambiguously shown</li> <li>gradient = <math>3x</math>.</li> </ul>
<p>6. (Volume) Area None Volume Length None</p>		<p><i>Must use the terminology given in the question.</i>  B3 for all 5 correct.  B2 for 3 or 4 correct.  B1 for 2 correct.  B0 otherwise.</p>
<p>7.(a) <math>5(0) \times 10^6</math></p>	B2	<p>Mark final answer.  Award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>sight of <math>0.5 \times 10^7</math></li> <li>sight of 5 000 000</li> <li>equivalent correct value but not in standard form.</li> <li>sight of 30 000 AND 0.006</li> <li><math>5 \times 10^n</math> (<math>n \geq 3</math>, but not 6), following one place value error in one of the given numbers.</li> </ul>
<p>7.(b) <math>4.795(0) \times 10^4</math></p>	B2	<p>Mark final answer.  B1 for one of the following:</p> <ul style="list-style-type: none"> <li>sight of <math>479.5(0) \times 10^2</math></li> <li><math>4.8(0) \times 10^4</math></li> <li>sight of 47 950</li> <li>equivalent correct value but not in standard form.</li> <li>sight of 47800 AND 150</li> <li>‘their 47 950’ is written correctly in standard form, following one place value error in one of the given numbers or in the addition of 47800 AND 150.</li> </ul>
<p>8.(a) <math>x = \sqrt{25^2 - 10^2}</math></p>	B1	
<p>8.(b) <math>\sin 40^\circ = \frac{y}{25}</math></p>	B1	

<p>9.</p> $POQ = 180 - (2 \times 38)$ $104 (^{\circ})$ $x = 52(^{\circ})$ <p>For two valid angle properties appropriately stated with at least one circle property (e.g. two radii make an <u>isosceles triangle</u> AND <u>angle subtended by an arc at the centre of a circle is twice the angle subtended at the circumference</u>)</p>	<p>M1 A1 B1</p> <p>E1</p>	<p>Check diagram for answers.</p> <p>Award M1A1 for sight of 104. FT 'their 104' <math>\div 2</math>.</p> <p>Award E1 for any one correct appropriate angle property AND any one appropriate correct circle property associated with correct workings. ISW any other incorrect properties. Allow</p> <ul style="list-style-type: none"> <li>• "the angles in a triangle (add to <math>180^{\circ}</math>)" for the 'angle' property</li> <li>• "angle at the centre (theorem)"</li> <li>• "equal radii" for isosceles.</li> </ul>
<p>9. <i>Alternative method – angles in a semi-circle</i> <i>Extending the line (PO or QO) to create a right-angle triangle</i></p> $180 - 90 - 38$ $x = 52(^{\circ})$ <p>For two valid angle properties appropriately stated with at least one circle property (e.g. the angle subtended at the circumference by a semicircle is a right angle AND that angles in the same segment are equal)</p>	<p>S1</p> <p>M1 A1 E1</p>	<p>Shown on diagram</p> <p>M1 implies S1</p>

10.	$5n - 7 > n + 26$ or equivalent.																	
	(Least number of apples Twm picked =) 9																	
B2	Award B2 for $5n - 7 > n + 19 + 7$ . Award B1 for one of the following: <ul style="list-style-type: none"><li>Sight of <math>5n - 7</math></li><li>Sight of <math>n + 26</math></li><li>Sight of <math>n + 19 + 7</math></li></ul>																	
B2	An answer must be given following work from an inequality. Award B2 for $n = 9$ . FT for B2 or B1, from 'their <u>inequality</u> ', if of equivalent difficulty (must be at least 3 terms, with at least 2 'n' terms and a constant).																	
	Possible scenarios:																	
	<table><tr><th>1<sup>st</sup> B2</th><th colspan="2">2<sup>nd</sup> B2</th></tr><tr><th>Inequality used</th><th>B2 awarded for:</th><th>B1 awarded for:</th></tr><tr><td><math>5n - 7 &gt; n + 26</math> B2 awarded</td><td>9</td><td>Sight of:<ul style="list-style-type: none"><li><math>4n &gt; 33</math></li><li><math>n &gt; \frac{33}{4}</math> or equiv</li><li><math>8(-25)</math></li></ul>One slip in solving the inequality, but final answer rounded correctly</td></tr><tr><td><math>5n - 7 &gt; n + 19</math> B1 awarded</td><td rowspan="2">7</td><td rowspan="2">Sight of:<ul style="list-style-type: none"><li><math>4n &gt; 26</math></li><li><math>n &gt; \frac{26}{4}</math> or equiv</li><li><math>6(-5)</math></li></ul>One slip in solving the inequality, but final answer rounded correctly</td></tr><tr><td><math>5n &gt; n + 26</math> B1 awarded</td></tr><tr><td><math>5n - 7 &lt; n + 26</math> B1 awarded</td><td></td><td>Sight of:<ul style="list-style-type: none"><li><math>4n &lt; 33</math></li><li><math>n &lt; \frac{33}{4}</math> or equiv</li></ul></td></tr></table>	1 <sup>st</sup> B2	2 <sup>nd</sup> B2		Inequality used	B2 awarded for:	B1 awarded for:	$5n - 7 > n + 26$ B2 awarded	9	Sight of: <ul style="list-style-type: none"><li><math>4n &gt; 33</math></li><li><math>n &gt; \frac{33}{4}</math> or equiv</li><li><math>8(-25)</math></li></ul> One slip in solving the inequality, but final answer rounded correctly	$5n - 7 > n + 19$ B1 awarded	7	Sight of: <ul style="list-style-type: none"><li><math>4n &gt; 26</math></li><li><math>n &gt; \frac{26}{4}</math> or equiv</li><li><math>6(-5)</math></li></ul> One slip in solving the inequality, but final answer rounded correctly	$5n > n + 26$ B1 awarded	$5n - 7 < n + 26$ B1 awarded		Sight of: <ul style="list-style-type: none"><li><math>4n &lt; 33</math></li><li><math>n &lt; \frac{33}{4}</math> or equiv</li></ul>	
1 <sup>st</sup> B2	2 <sup>nd</sup> B2																	
Inequality used	B2 awarded for:	B1 awarded for:																
$5n - 7 > n + 26$ B2 awarded	9	Sight of: <ul style="list-style-type: none"><li><math>4n &gt; 33</math></li><li><math>n &gt; \frac{33}{4}</math> or equiv</li><li><math>8(-25)</math></li></ul> One slip in solving the inequality, but final answer rounded correctly																
$5n - 7 > n + 19$ B1 awarded	7	Sight of: <ul style="list-style-type: none"><li><math>4n &gt; 26</math></li><li><math>n &gt; \frac{26}{4}</math> or equiv</li><li><math>6(-5)</math></li></ul> One slip in solving the inequality, but final answer rounded correctly																
$5n > n + 26$ B1 awarded																		
$5n - 7 < n + 26$ B1 awarded		Sight of: <ul style="list-style-type: none"><li><math>4n &lt; 33</math></li><li><math>n &lt; \frac{33}{4}</math> or equiv</li></ul>																
	<u>Unsupported answers or no inequality shown</u> If B0 B0, award SC1 for an unsupported answer of 9 without showing any working or no inequality shown.																	
	<u>Use of equations</u> If an equation is used throughout, a possible first B1 (see bullet points) and then B0 is awarded.  If B1 for an equation is awarded (see bullet points), a second B2 or B1 could be awarded if there is evidence that the equation has then been turned to an inequality (e.g. $n > 8.25$ , so answer is 9).  If an inequality is shown and then equation used, B2 B2 is possible.																	



Organisation and Communication.	OC1	For OC1, candidates will be expected to: <ul style="list-style-type: none"><li>present their response in a structured way</li><li>explain to the reader what they are doing at each step of their response</li><li>lay out their explanation and working in a way that is clear and logical</li><li>write a conclusion that draws together their results and explains what their answer means</li></ul>								
Accuracy of writing.	W1	For W1, candidates will be expected to: <ul style="list-style-type: none"><li>show all their working</li><li>make few, if any, errors in spelling, punctuation and grammar</li><li>use correct mathematical form in their working</li><li>use appropriate terminology, units, etc.</li></ul>								
11.(a) (i) $y \propto x^3$ OR $y = kx^3$  $108 = k \times 3^3$ OR $k = 4$  $(y =) 4x^3$	B1  M1  A1	Allow $y \propto kx^3$  M1 implies B1. F.T. from $y \propto x^n$ with $n > 1$ or $n = -3$ Use of $n = -3$ leads to $k = 2916$ Use of $n = 2$ leads to $k = 12$ May be seen in part (ii)								
11.(a) (ii) <table border="1"><tr><td><math>x</math></td><td>3</td><td>5</td><td><b>10</b></td></tr><tr><td><math>y</math></td><td>108</td><td><b>500</b></td><td>4000</td></tr></table>	$x$	3	5	<b>10</b>	$y$	108	<b>500</b>	4000	B2	B1 for each correct value. Check working space if table is empty. F.T. from 'their k', provided M1 awarded (accept answer left as a root) (No FT for $y = (1)x^3$ ) F.T. from $y \propto x^n$ with $n > 1$ or $n = -3$ Use of $n = -3$ leads to answers of 23.328 and 0.9 Use of $n = 2$ leads to answers of 300 and $\sqrt[3]{(1000/3)}$
$x$	3	5	<b>10</b>							
$y$	108	<b>500</b>	4000							
11.(b) Valid statement e.g. e is halved; e is divided by 2	E1									
12. Reference to: <u>Enlargement</u> Scale factor <u>-2</u> Centre of enlargement ( <u>-3, 1</u> )	B1 B1 B1	If B3, penalise -1 for a multi-stage transformation e.g. extra 'rotation 180°'								
13. $AE = CE$ (Given) $BE = DE$ (Given) Angle $AEB =$ Angle $CED$ (Vertically opposite angles)  SAS (therefore triangle $ABE$ and triangle $CDE$ are congruent)	B2  E1	All 3 stated. 'Notches' or 'arcs' (or labelling) on the diagram are insufficient. B1 for 1 or 2 stated. Additional (correct or incorrect) statements may be ignored.  FT provided at least B1 awarded. Allow an equivalent statement e.g. 'two sides and the <u>included</u> angle' (but not e.g. 'two sides and an angle').								
14. Lines $y = \frac{1}{2}x + 1$ , $y + x = 0$ and $x = 3$ all correct.  Correct region identified.	B2  B1	B1 for any 2 correct lines. If $y = 3$ and any other vertical or horizontal line shown e.g. $y = \pm 3$ or $x = -3$ , do not award a mark unless $x = 3$ is selected for the region or clearly labelled.  Strict FT provided B1 awarded. Accept indication by 'shading out'.								

<p>15.(a) <math>x = 0.6545454.....</math> and <math>100x = 65.45454...</math> <u>with</u> an attempt to subtract</p> <p><math>648/990</math> (= <math>324/495 = 108/165 = 36/55</math> or equivalent)</p>	<p>M1</p> <p>A1</p>	<p><u>Complete</u> method. Or <math>10x</math> and <math>1000x</math>, or equivalent. Or a <u>complete</u> alternative method. <math>x</math> and <math>10\,000x</math> gives an answer of <math>65448 / 99990</math>.</p> <p>An answer of <math>64.8/99</math> gains M1 only. ISW</p>
<p>15.(a) <u>Alternative method</u> <math>0.6 + 0.0545454..... = 6/10 + 54/990</math> or equivalent</p> <p><math>648/990</math> (= <math>36/55</math> or equivalent)</p>	<p>M1</p> <p>A1</p>	<p>An answer of <math>64.8/99</math> gains M1 only. ISW</p>
<p>15.(b) <math>1/9</math></p>	<p>B2</p>	<p>B1 for <math>9^{-1}</math> or <math>1/3^2</math> or <math>(1/3)^2</math> or <math>1/3\sqrt[3]{729}</math> or <math>1/729^{1/3}</math> or <math>(1/729)^{1/3}</math> or <math>\sqrt[3]{1/729}</math> Mark final answer.</p>
<p>16. (<math>\frac{1}{3}\pi r^2 h = \pi r^2 \times \frac{3r}{2}</math> or equivalent <math>2\pi r^2 h = 3\pi r^2 \times 3r</math> or equivalent <math>\frac{1}{3}h = \frac{3r}{2}</math> or equivalent <math>h = \frac{3\pi r^2 \times 3r}{2\pi r^2}</math> or equivalent <math>h = \frac{9r}{2}</math> or equivalent</p> <p>OR OR</p>	<p>M1</p> <p>M1</p> <p>A1</p>	<p>Correct expression for volume of cylinder</p> <p>Equating volumes AND one further step to find <math>h</math> e.g.</p> <ul style="list-style-type: none"> <li>clearing fractions</li> <li>cancelling <math>\pi</math> or <math>r^2</math> or both</li> <li>isolating <math>h</math> (unsimplified)</li> </ul> <p>Correct simplified expression.</p> <p>Award full marks for a correct answer, provided no incorrect working seen.</p>
<p>17. <math>\sqrt{20} = 2\sqrt{5}</math> <math>(\sqrt{5})^3 = 5\sqrt{5}</math> <math>(\frac{2\sqrt{5} + 5\sqrt{5} + 11\sqrt{5}}{3} = )</math> <math>6\sqrt{5}</math></p>	<p>B1</p> <p>B1</p> <p>B1</p>	<p>FT provided B1 already awarded AND provided all terms are of the form <math>a\sqrt{5}</math> (and the answer is <math>b\sqrt{5}</math> where <math>b</math> is an integer). <math>18\sqrt{5}</math> (with no contradictory working) implies B2. <math>6\sqrt{5}</math> (with no contradictory working) implies B3.</p>
<p>18. Strategy P(blue, yellow) and P(yellow, blue)</p> <p><math>7/10 \times 5/11 + 3/10 \times 9/11</math></p> <p><math>= 62/110 (= 31/55)</math></p>	<p>S1</p> <p>M2</p> <p>A1</p>	<p>Any indication e.g. tree diagram <u>with</u> relevant branches identified</p> <p>M1 for sight of <math>7/10 \times 5/11</math> or <math>3/10 \times 9/11</math> OR M1 for a (consistent) error in a denominator within an otherwise complete calculation</p> <p>ISW If M0 A0, award (S1) SC1 for an answer of <math>42/90</math> or <math>52/100</math> or <math>62/120</math> or equivalent (from non-replacement or replacing with one card only or replacing original card as well as additional cards.)</p>

<p><u>Alternative method</u>  Strategy 1 – <math>[P(\text{blue, blue}) + P(\text{yellow, yellow})]</math></p> $1 - [7/10 \times 6/11 + 3/10 \times 2/11]$ $= 62/110 (= 31/55)$	<p>S1</p> <p>M2</p> <p>A1</p>	<p>Any indication e.g. tree diagram <u>with</u> relevant branches identified</p> <p>M1 for sight of <math>7/10 \times 6/11</math> or <math>3/10 \times 2/11</math>  OR  M1 for a (consistent) error in a denominator within an otherwise complete calculation</p> <p>ISW  If M0 A0, award (S1) SC1 for an answer of <math>42/90</math> or <math>52/100</math> or <math>62/120</math> or equivalent (from non-replacement or replacing with one card only or replacing original card as well as additional cards.)</p>
19.(a) (i) (-5, 8)	B1	
19.(a) (ii) (2, 4)	B1	
19.(b) $y = f(-x)$	B1	
20. $155^\circ$ and $205^\circ$ with no other values	B2	<p>B1 for either angle.  Check diagram.  Ignore extra (correct or incorrect) values outside the required range  Penalise -1 for each extra value within range (beyond 2 attempts).</p>
<p>21. <math>x(4x - 5) = 2(x + 1)</math> or equivalent</p> $4x^2 - 7x - 2 = 0$ $(4x + 1)(x - 2) = 0$ $x = -\frac{1}{4} \text{ AND } x = 2$	<p>M1</p> <p>A1</p> <p>B2</p> <p>B1</p>	<p>M1 for sight of <math>x(4x - 5)</math> AND <math>2(x + 1)</math> or equivalent</p> <p>Ignore presence of denominator (provided correct).</p> <p>B1 for <math>(4x \dots 1)(x \dots 2)</math> OR for <math>(2x \pm 1)(2x \mp 2)</math>  FT their quadratic equation, provided of equivalent difficulty.</p> <p>Both answers required. Strict FT 'their <u>derived</u> brackets'.</p> <p><u>Allow use of quadratic formula</u> FT their quadratic equation, provided of equivalent difficulty.</p> $(x =) \frac{7 \pm \sqrt{(-7)^2 - 4(4)(-2)}}{2(4)} \quad M1$ <p>For M1, allow one error, in sign or substitution, but not in formula.</p> $x = \frac{7 \pm \sqrt{81}}{8} \quad A1$ $x = -\frac{1}{4} \text{ AND } x = 2 \text{ (both answers required)} \quad A1$ <p>No marks for a trial and improvement method.</p>