Paper: 1MA1/1H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
2 **Q1**	140	P1	for beginning to solve the problem eg $50 \div 5 \times 8$ (= 80) **or** 14 : 8 : 5 oe **or** 14 : 8 and 8 : 5 oe (linked)	80 may be seen in the ratio 80 : 50
		P1	for a full process to solve the problem eg "80" $\div 4 \times 7$ **or** $\dfrac{50}{5} \times$ "14" **or** 140 : 80 : 50	
		A1	cao	If 140 clearly identified as houses in working award full marks

Paper: 1MA1/1H				
Question	Working	Answer	Mark	Notes
2 **Q2**		14:21:42	P1 P1 P1 A1	for 2 out of 3 expressions in one letter eg from x, $x+7$ $2x+14$ **or** see a set of numbers to show interpretation of the relationships, eg 10, 17, 34 (dep) for sum of their 3 expressions =77 eg $x + x+7+2x+14$ =77 oe **or** 2 systematic correct trials including addition for a correct process to isolate their term in x **or** x=14 for ratio 14:21:42 oe

Paper: 1MA1/1H				
Question	**Working**	**Answer**	**Mark**	**Notes**
14 **Q3**	$ky-y=x+kx$ $y(k-1)=x(1+k)$	$y=\dfrac{x(k+1)}{k-1}$	M1	$y+x=k(y-x)$ **or** $\dfrac{y+x}{y-x}=k$ oe
			M1	For isolating x and y on opposite sides eg $ky-y=x+kx$
			A1	Completing correct algebraic reasoning to reach conclusion

Paper: 1MA1/3H				
Question	**Working**	**Answer**	**Mark**	**Notes**
4 **Q4**		15	P1 P1 A1	strategy to start the problem, eg $8:20$ and $20:5$ process to solve the problem, eg $\frac{5}{33} \times 100$ or $24:60:15$ cao

Paper: 1MA1/1H				
Question	Working	Answer	Mark	Notes
14 **Q5**		$\dfrac{1}{3}$	P1	process to solve the problem e.g. $\dfrac{3}{10}\times\dfrac{4}{9}(=\dfrac{12}{90}=\dfrac{2}{15})$ OR finds the number of white circles for their chosen number OR for 9 : 21 (or a multiple of 9 : 21)
			P1	second step of the process e.g. $\dfrac{7}{10}\times\dfrac{2}{7}(=\dfrac{14}{70}=\dfrac{2}{10}=\dfrac{1}{5})$ OR finds the number of black circles for their chosen number OR for a multiple of 2 : 5 where the ratio parts sum to "21"
			P1	for complete process e.g. $"\dfrac{2}{15}"+"\dfrac{1}{5}"\left(=\dfrac{4}{30}+\dfrac{6}{30}\right)$ OR finds the total number of circles for their chosen number OR for 3 ratios that could be used to solve the problem eg 9 : 21 with 4 : 5 with 6 : 15
			A1	for $\dfrac{1}{3}$ oe

Paper: 1MA1/2H				
Question	**Working**	**Answer**	**Mark**	**Notes**
2 **Q6**		Yes (supported)	P1	for process to work out the total number of children, e.g. 117×4 (= 468)
			P1	(dep P1) for process to work out total number of adults or the total number of people, e.g. "468" $\times 5 \div 2$ (= 1170) or "468" $\times 7 \div 2$ (= 1638)
			A1	for 1170 or 1638
			P1	for process to work out the percentage of theatre full, e.g. $\frac{"468"+"1170"}{2600} \times 100$ (= 63) or for a process to work out 60% of 2600 (= 1560)
			C1	for a correct conclusion supported by correct figures e.g. 63% or 1560 **and** 1638 OR
			P1	for a process to work out 60% of 2600, eg. $\frac{60}{100} \times 2600$ (= 1560)
			P1	(dep P1) for process to work out this total number of children, e.g. "1560" $\times 2 \div 7$ (= 445(.7…))
			A1	for 445(.7…)
			P1	for process to work out children in the circle, eg. "445(.7…)" $\div 4$ (= 111 to 112)
			C1	for a correct conclusion supported by correct figures e.g. 111 to 112 [Where appropriate accept rounded or truncated values]

Paper 1MA1: 3H				
Question	Working	Answer	Mark	Notes
4 **Q7**		68	P1	for a process to find the number of vanilla cakes, eg $420 \times 2 \div 7$ oe (= 120)
			P1	for a process to find the number of banana cakes, eg 420×0.35 oe (= 147)
			P1	(dep P1) for a full process to find the number of lemon/chocolate cakes eg $420 -$ (vanilla cakes) $-$ (banana cakes) (= 153)
			P1	(dep on previous P1) for a process to find the number of lemon cakes eg "153" $\div 9 \times 4$ oe (= 68)
			A1	cao
				OR
			P1	for writing two proportions in the same format
			P1	for combining the proportions of vanilla and banana cakes eg $2/7 + 7/20$ (= 89/140)
			P1	(dep P1) for a full process to find the proportion or number of lemon/chocolate cakes eg $1 -$ "89/140" (= 51/140)
			P1	(dep on previous P1) for a process to find the number of lemon cakes eg "51/140" $\times 420 \div 9 \times 4$ (= 68)
			A1	cao

Paper 1MA1: 3H				
Question	**Working**	**Answer**	**Mark**	**Notes**
12 **Q8**		3 : 4 : 11	P1 P1 A1	Makes a start e.g. by using multipliers e.g. $1 + 5 = 6$ and $7 + 11 = 18$ and $6 \times 3 = 18$ or *AB*:*BD* = 3:15 or *x*=3*y* (appropriate x and *y* shown) or $\frac{1}{6} = \frac{3}{18}$ Complete process to find ratios e.g. $(7 + 11) \div (1 + 5) = 3$ and $1 \times$ "3" : $7 - ($"3" $\times 1) : 11$ oe

Paper: 1MA1/1H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
2 (a)	600	P1	for starting process to calculate amount of flour eg 60 ÷ 15 (= 4) **or** 3 × 50 (= 150)	4 implied by 200g of sugar
		P1	for complete process eg $\dfrac{60}{15} \times$ "150"	
Q9		A1	cao	
(b)	2	P1	for process to calculate amount of butter eg $\dfrac{60}{15} \times 2 \times 50$ (= 400)	
			OR for process to calculate the number of packs of butter needed eg [butter] ÷ 250	[butter] must be clearly stated or calculated, may be seen in part (a)
		A1	cao	2 must not come from incorrect working

Paper: 1MA1/1H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
6 **Q10**	96	P1	for process to find the ratio of the number of pens of each colour sold, eg $2 \times 7 : 5 \times 3 : 6 \times 4$ $(= 14 : 15 : 24)$	Does not have to be seen as a ratio but all three needed
		P1	for process to find the proportion of green pens sold, eg $\dfrac{212}{"14"+"15"+"24"}$ **or** $\dfrac{"24"}{"14"+"15"+"24"}$	
		P1	for a complete process to find the number of green pens sold, eg $\dfrac{212}{"14"+"15"+"24"} \times "24"$ **or** $\dfrac{"24"}{"14"+"15"+"24"} \times 212$	P3 can be implied by the values 56, 60 and 96
		A1	cao	

Paper: 1MA1/2H				
Question	Answer	Mark	Mark scheme	Additional guidance
7 **Q11**	168	P1	for working with ratio to find the amount for C or D eg 1.5 × 2 (=3) or (A, B, C, D =) 2 , 7 , 3 , 3 oe **OR** for suitable expressions linking A with C or D, eg. A = x, C = 1.5x	
		P1	for "2 + 3 + 3 + 7" (=15) **OR** adds 4 suitable expressions, eg. "x + 3.5x + 1.5x + 1.5x" (= 7.5x)	
		P1	for a complete process to find the amount of money eg 360 ÷ "15"× 7 **OR** 360 ÷ "7.5" × 3.5	
		A1	cao	

Paper: 1MA1/2H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
17 (a)	Explanation	C1	For stating the LCM of (4+7) and (5+3) is 88 **or** there is no smaller multiple of 8 and 11 (than 88)	
(b) **Q12**	23	P1	for using a scale factor appropriately eg 4×8 (=32) **or** 3×11 (=33) **or** 7×8 (=56) **or** 5×11 (=55) **or** for writing a pair of suitable fractions, eg $\dfrac{7}{11}$ and $\dfrac{3}{8}$ **or** $\dfrac{4}{11}$ and $\dfrac{5}{8}$ **or** $\dfrac{3}{8}$ and $\dfrac{4}{11}$	May be seen in a two-way table or probability tree
		P1	for finding the number of large cubes and red cubes **or** small and yellow **or** small and red eg 7×8 (=56) and 3×11 (=33) **or** 4×8 (=32) and 5×11 (=55) **or** 4×8 (=32) and 3×11 (=33) **OR** a suitable fractional equation, eg $\dfrac{7}{11} - x = \dfrac{3}{8}$ **or** $\dfrac{5}{8} - x = \dfrac{4}{11}$ **or** $x = 1 - \dfrac{3}{8} - \dfrac{4}{11}$ **OR** a suitable pair of probabilities with a common denominator, eg $\dfrac{56}{88}$ and $\dfrac{33}{88}$ **or** $\dfrac{32}{88}$ and $\dfrac{55}{88}$ **or** $\dfrac{33}{88}$ and $\dfrac{32}{88}$	May be seen in a two-way table or probability tree $\dfrac{23}{88}$ scores P2A0
		A1	cao	

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
10 **Q13**	6 : 15 : 20	P1	chooses a multiplier to equate the two fractions in terms of b eg $\frac{2}{5} \times \frac{3}{3} \left(= \frac{6}{15}\right)$ **or** $\frac{3}{4} \times \frac{5}{5} \left(= \frac{15}{20}\right)$ **or** lists equivalent fractions to $\frac{2}{5}$ up to at least $\frac{6}{15}$, eg. $\frac{2}{5}, \frac{4}{10}, \frac{6}{15}, ...$ **or** lists equivalent fractions to $\frac{3}{4}$ up to at least $\frac{15}{20}$, eg. $\frac{3}{4}, \frac{6}{8}, \frac{9}{12}, \frac{12}{16}, \frac{15}{20}, ...$ **or** $(a : b =)$ 2 : 5 **and** $(b : c =)$ 3 : 4 **or** for 6 : 15 or 15 : 20 seen	
		P1	puts into related terms ready for ratio eg $\frac{2}{5} \times \frac{3}{3} = \frac{6}{15}$ **and** $\frac{3}{4} \times \frac{5}{5} = \frac{15}{20}$ **or** for $(a : b =)$ 6 : 15 **and** $(b : c =)$ 15 : 20 **or** lists equivalent ratios up to a common element for b, eg $a : b = 2 : 5, 4 : 10, 6 : \underline{15}$ **and** $b : c = 3 : 4, 6 : 8, 9 : 12, 12 : 16, \underline{15} : 20$	Need not be written in ratio form
		A1	for 6 : 15 : 20 oe	Accept equivalent ratios Accept $a = 6$, $b = 15$ and $c = 20$

Paper: 1MA1/2H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
3	No	P1	for 3000 ÷ (2 + 3) (= 600)	
	(supported)	P1	for "600" × 2 (= 1200) **or** "600" × 3 (= 1800) **or** "600" ÷ 6 (= 100) **or** "600" ÷ 20 (= 30)	
Q14		P1	for "1200" ÷ 6 (= 200) **or** "1800" ÷ 20 (= 90) **or** "100" × 2 (= 200) **or** "30" × 3 (= 90)	
		P1	for "90" ÷ ("200" + "90") × 100 (= 31.0...) oe **or** "90" ÷ ("200" + "90") (= 0.31...) **or** 0.3 × ("200" + "90") (= 87)oe	Full method to compare
		C1	correct conclusion **and** fully correct calculations with accurate figure eg No and 87 **or** No and 31% **or** No and 0.31	No working, answer only no marks No may be implied by a statement

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
21 (a)	3 : 4	P1	for start of process, eg isolate terms in c, eg $4c = 3d$ **or** divide all terms by d, eg $\dfrac{5c}{d} + 1 = \dfrac{c}{d} + 4$	
		A1	for 3 : 4	Accept any equivalent ratio or $c = 3$, $d = 4$
(b) **Q15**	5 : 2	P1	for start of process: to take all terms to one side eg $6x^2 - 7xy - 20y^2 \ (= 0)$ **or** divide all terms by y^2, eg $\dfrac{6x^2}{y^2} = \dfrac{7xy}{y^2} + \dfrac{20y^2}{y^2}$ **or** substitute a value of x ($x > 0$) or a value of y ($y > 0$) into the equation, eg $x = 5$, $150 = 35y + 20y^2$	
		P1	for second step in process, eg $(2x - 5y)(3x + 4y) \ (= 0)$ **or** $6p^2 - 7p - 20 \ (= 0)$ (where $p = \dfrac{x}{y}$) **or** $20y^2 + 35y - 150 \ (= 0)$	
	$\frac{2}{5}$	A1	5 : 2	Accept $x = 5$, $y = 2$ or equivalent ratios, eg, $1 : \frac{2}{5}$

Paper: 1MA1/1H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
5 **Q16**	33	P1	for relating 24 to 8 parts **or** (1 part =) 24 ÷ 8 (= 3) **or** for 15 – 7 (= 8) **or** starts to use a build-up method, eg (8 :) 14 : 30	8 parts = 24
		P1	for 15 – 4 (= 11) **and** 24 ÷ 8 (= 3) **or** 15 × 3 (= 45) **and** 4 × 3 (= 12) **or** for 12 (: 21) : 45	
		A1	cao	

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
2 **Q17**	12.85 or 12.86 or 13.5(0)	P1 P1 P1 A1	for 9 + 2 + 1 (= 12) for working out how many lots of 175g are needed eg 6000 ÷ "12" × 2 ÷ 175 (= 5.71...) for a complete process eg "5.71..." × 2.25 (= 12.857...) for 12.85 or 12.86 or 13.5(0)	Award this mark for sight of 4500, 1000 or 500 Process may lead to 5 or 6 instead of 5.71... "5.71…" (ft) may be rounded or truncated.eg "6"

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
14	8 : 12 : 9 : 1	P1	for 2 + 3 (= 5) and 9 + 1 (= 10) OR for assigning a total number of sweets for F + G and O + J eg F + G = 100, O + J = 50	May be in algebraic form, eg $2a + 3a$ (= $5a$) and $9a + 1a$ (= $10a$) May be in algebraic form, eg F + G= $5a$, O + J = $2.5a$
Q18		P1	for finding correct multiplier for relationship between totals for F + G and O + J eg × 4 to get from 5, 10 to 20, 10 OR for working out the number of sweets from their totals for F, G eg 40, 60 or for O, J, eg 45, 5	
		P1	for 2 × 4 (= 8) and 3 × 4 (= 12) OR for ratio in unsimplified form, eg 40 : 60 : 45 : 5	
		A1	cao	

Paper: 1MA1/2H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
17 **Q19**	4 : 1	P1	for associating algebraic expressions with the correct ratio eg $p - 5 : q - 5$ $(= 5 : 1)$ or $p + 20 : q + 20$ $(= 5 : 2)$	
		P1	for $\dfrac{p + 20}{q + 20} = \dfrac{5}{2}$ **or** $\dfrac{p - 5}{q - 5} = \dfrac{5}{1}$ oe **or** $p - 5 = 5(q - 5)$ **or** $2(p + 20) = 5(q + 20)$ oe	Award for one of the two simultaneous equations eg $5q - p = 20$, $5q - 2p = -60$ oe
		M1	for a complete method shown to find p **or** q	Award for a simultaneous equation method to eliminate one variable leading to either $p = 80$ or $q = 20$
		M1	for a complete method shown to find p **and** q **or** two values for p and q that are in the ratio 4 : 1 or an unsimplified ratio 4 : 1 (eg 80 : 20) or an answer of 1 : 4	Award for a simultaneous equation method to eliminate both variables leading to either $p = 80$ **and** $q = 20$
		A1	cao	

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
2	2	P1	for a process to find the number of men, eg. $(60 \div 2) \div 3 (= 10)$	
Q20	(supported)	P1	for a process to find the number of children, eg. $60 – "30" – "10"$ $(= 20)$	$60 \div 3 = 20$ scores no marks
		P1	for a start of a process to find the value of n, eg. $("20" : "10") \div 5$ or $20 : 10 = 10 : 5$ or $"20" \div "10"$	Any ratio must come from correct processes to find the number of children and the number of men
		A1	for 2 with supportive working	Award 0 marks for 2 with no correct supportive working
				Award full marks for 2 : 1 given as a final answer from correct supportive working

Paper: 1MA1/2H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
3	18	P1	for 240 ÷ 10 (= 24) **or** 240 ÷ 8 (= 30)	Accept 3 + 7 for 10, 3 + 5 for 8
Q21		P1	for 3 × "24" (= 72) **or** 7 × "24" (= 168) **or** 3 × "30" (= 90) **or** 5 × "30" (= 150)	
		P1	for 3 × "24" (= 72) **and** 3 × "30" (= 90) **or** 7 × "24" (= 168) **and** 5 × "30" (= 150)	
		A1	Cao	

Paper: 1MA1/3H				
Question	Answer	Mark	Mark scheme	Additional guidance
14 **Q22**	$\dfrac{13}{20}$	P1	for finding the fraction who chose either soup ($\frac{2}{5}$ oe) or chose prawns ($\frac{3}{5}$ oe) **or** for process to share any number in the ratio 2 : 3 eg $100 \div (2 + 3) \times 2$ (=40)	Starting number 100 Soup : Prawn 40:60
		P1	for a process that could lead to the proportion who chose lasagne or curry for either starter, eg sharing 40% (soup) in the ratio 5 : 3 **or** sharing 60% (prawns) in the ratio 1 : 5 **or** $\frac{2}{5} \times \frac{5}{8}$ **or** $\frac{2}{5} \times \frac{3}{8}$ **or** $\frac{3}{5} \times \frac{1}{6}$ **or** $\frac{3}{5} \times \frac{5}{6}$ **or** for continuing the process with their starting number to find the number who chose lasagne or curry for either starter	L:C L:C 25:15 10:50
		P1	for a complete process to find the proportion who chose curry for **both** starters, eg$(\frac{2}{5} \times \frac{3}{8}) + (\frac{3}{5} \times \frac{5}{6})$ **or** to find the number who chose curry for **both** starter for their starting number	$15 + 50 =65$ and $\frac{15+50}{100}$
		A1	$\dfrac{13}{20}$ or equivalent fraction	

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
6 (a)(i)	$2 : 6 : 5$	P1	for process to compare ratios, eg $a : b = 2 : 6$ or $b : c = 3 : 2.5$	Could use 3 or any common multiple of 3 and 6
		A1	for $2 : 6 : 5$ oe	
(ii)	$\dfrac{2}{13}$	M1	for process to find fraction, eg $\dfrac{[2]}{[2+6+5]}$ or for $\dfrac{a}{a+b+c}$	
Q23		A1	for $\dfrac{2}{13}$ oe or ft (a)(i)	
(b)	$1 : 10$	P1	for process to express all numbers in terms of one number, eg $p = 5 \times 2m \; (= 10m)$ or $m = \dfrac{n}{2}$ **or** for $2m = \dfrac{p}{5}$ **or** for assigning values in the ratio given, eg $m = 1, n = 2, p = 10$ **or** for $n : m : p = 2 : 1 : 10$ oe **or** $10 : 1$ oe	
		A1	for $1 : 10$ oe	

Paper: 1MA1/3H

Question	Answer	Mark	Mark scheme	Additional guidance
17 **Q24**	42 : 63 : 15 : 20	P1	for a first step to write a relationship between 2 weights, eg A + B : C + D = 3 : 1 or A : B = 2 : 3 or C : D = 3 : 4 or A + B = 3(C + D) or A = $\frac{2}{3}$B or C = $\frac{3}{4}$D	
		P1	for giving all 3 relationships in the same form eg A + B : C + D = 3 : 1 and A : B = 2 : 3 and C : D = 3 : 4 or A + B = 3(C + D) and A = $\frac{2}{3}$B and C = $\frac{3}{4}$D	
		P1	for complete process to link all 4 weights, eg $\frac{2}{3}$B + B = 3$\left(\frac{3}{4}D + D\right)$ and A = $\frac{2}{3}$B and C = $\frac{3}{4}$D or A : B : C : D = A : 63 : C : 20 and A = $\frac{2}{3}$B and C = $\frac{3}{4}$D or C : D = 3 : 4 and A : B : D = 42 : 63 : 20	
		A1	oe	

Paper: 1MA1/1H

Question	Answer	Mark	Mark scheme	Additional guidance
3 **Q25**	30	P1	for $160 \div (3+7)$ $(= 16)$ **or** $\dfrac{3}{3+7}$ $(= \dfrac{3}{10})$	
		P1	for "16" $\times 3$ $(= 48)$ **or** "$\dfrac{3}{10}$" $\times 160$ $(= 48)$	
		P1	for a correct step using 48 eg "48" $\div 8$ $(= 6)$ **or** "48" $\times 25 \div 100$ $(= 12)$ **or** (indep) for combining $\dfrac{1}{8}$ and 25%, eg $\dfrac{1}{8} + \dfrac{1}{4}$ $(= \dfrac{3}{8})$ or "0.125" + "0.25" $(= 0.375)$ or "12.5"(%) + 25(%) $(= 37.5(\%))$	
		P1	for a complete process to find the number of petrol cars, eg "48" − "6" − "12" oe **or** $(1 - "\dfrac{3}{8}") \times "48"$ oe **or** "$\dfrac{3}{10}$" $\times (1 - "\dfrac{3}{8}") \times 160$ oe	
		A1	cao SC B2 for an answer of 100 if P0 scored	Award no marks for a correct answer with no supportive working

Paper: 1MA1/1H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
11 **Q26**	8	P1	for a start to the process, eg $\dfrac{9}{9+4+x}$ **or** $(\dfrac{3}{7}=)\dfrac{9}{21}$ **or** states that the total number of sweets is 21	
		P1	for forming a correct equation without fractions, eg $9 \times 7 = 3(9 + 4 + x)$ **or** $21 = 9 + 4 + x$ **OR** for $21 - 9 - 4$ oe **or** $1 - \dfrac{9}{21} - \dfrac{4}{21} \ (=\dfrac{8}{21})$	
		A1	cao	

Paper: 1MA1/2H				
Question	Answer	Mark	Mark scheme	Additional guidance
15 Q27	(M) 18, (K) 15	P1	for start of process, eg $(6x + 1.5)$ **and** $(5x + 1.5)$ **or** $(6x + 1.5)$ **and** $(11x + 3)$ **or** $a + 1.5$ **and** $b + 1.5$ **OR** starts to work with ratio, eg $6 : 5 = 12 : 10$	
		P1	for setting up an equation, eg $\dfrac{6x+1.5}{5x+1.5} = \dfrac{13}{11}$ **or** $66x + 16.5 = 65x + 19.5$ **or** $\dfrac{6x+1.5}{11x+3} = \dfrac{13}{24}$ **or** $144x + 36 = 143x + 39$ **or** $\dfrac{a}{b} = \dfrac{6}{5}$ **and** $\dfrac{a+1.5}{b+1.5} = \dfrac{13}{11}$ **or** $5a = 6b$ **and** $11a + 16.5 = 13b + 19.5$ oe **OR** for comparing $12 : 10$ to $13 : 11$ **and** deducing 1 part = 1.5	
		P1	for isolating in terms of x, eg $66x – 65x = 19.5 – 16.5$ **or** $144x – 143x = 39 – 36$ **or** $x = 3$ **or** for eliminating a or b, eg $55a = 66b$ **and** so $66b = 65b + 15$ **OR** for process to find values for M **and** K, eg 12×1.5 **and** 10×1.5	
		A1	cao	

Paper: 1MA1/3H				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
3	1.5	P1	for process to develop 3 algebraic expressions, eg. (R =) n, (S =) $2n$, (T =) $2n - 6$, oe, at least two must be correct. **or** for selecting 3 values satisfying the given criteria, eg. (R =) 10, (S =) 20, (T =) 14	
Q28		P1	for process to sum 3 algebraic expressions and equating to 54, eg. n + "$2n$" + "$2n - 6$" = 54 **or** for finding the correct sum of their values eg. "10" + "20" + "14" = 44	
		P1	for start of process to solve the correct linear equation, eg. $5n = 54 + 6$ ($n = 12$) **or** for 12, 24, 18	
		P1	for "12" : $2 \times$ "12" – 6 oe eg 12 : 18 oe or 18 : 12 linked to T, R	
		A1	for 1.5 or $\frac{3}{2}$ or $1\frac{1}{2}$	Accept 1 : 1.5 etc as answer