



## Mensuration & 3D solids

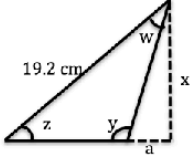
*Mark schemes for the Mensuration & 3D solids question pack*

*WJEC Level 2 Additional Mathematics (9550) · Geometry*

Official WJEC mark schemes for the 18 questions in the matching revise.wales question pack (121 marks total), from the 2011–2024 papers. Pack layout © revise.wales.

4	$\frac{48 \times \pi \times 4.1^2}{360}$ or $\frac{1681\pi}{750}$ (=) 7(.04... cm <sup>2</sup> )	M1 A1 2	
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<p>11</p>	<p>(Height of can <math>23.8 \div 6.8</math>) 3.5 (cm)  <math>\pi \times \text{radius}^2 = 6.8</math> or equivalent                  (Diameter) 2.9(4...) or 3 (cm)</p> <p><math>\text{Rod}^2 = 3.5^2 + 2.9(4\dots)^2</math>                  or <math>\text{Rod} = \sqrt{3.5^2 + 3^2}</math></p> <p>4.57(... cm) or 4.6 (cm)</p>	<p>3</p> <p>B1 B1 B1</p> <p>M1</p> <p>A1</p>	<p>Allow 3.5(0...) from appropriate working                  (Radius = 1.4712... cm)                  Do not accept from incorrect working</p> <p>Accept use of diameter = 3 (cm)                  FT provided at least B2 previously awarded</p> <p>Do not accept truncation to 4.5 (cm)                  Use of 3 cm diameter gives 4.6(09... cm)</p> <p><i>Note:</i>                  Use of the radius leads to <math>\text{Rod}^2 = 3.5^2 + (1.47\dots)^2</math>, and  <math>\text{Rod} = 3.796\dots</math> (cm) or 3.8 (cm)</p>
	<p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps <b>AND</b></li> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their answer</li> </ul> <p>QWC1: Candidates will be expected to present work clearly, with words explaining process or steps <b>OR</b></p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their final answer</li> </ul>	<p>QWC 2</p> <p>7</p>	<p>QWC2 Presents relevant material in a coherent and logical manner, using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.</p> <p>QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuation or grammar                  OR                  evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p>

<p>20</p>	<p> <math>\cos y = \frac{9.7^2 + 10.8^2 - 19.2^2}{2 \times 9.7 \times 10.8}</math> or <math>\cos y = -0.753675\dots</math>  <math>(y =) 138.9(097\dots^\circ)</math> or <math>139^\circ</math>   <math>\sin(180 - 138.9) = \frac{x}{9.7}</math> or <math>\sin 41 = \frac{x}{9.7}</math>                      or <math>x = 9.7 \times \sin(180 - 138.9)</math>                      or <math>x = 9.7 \times \sin 41.1</math>                       Vertical height (x), answer in the range                      6.36(cm) to 6.4 (cm)                       Alternatives:    </p>	<p>M2 A1 m1 A1 5</p>	<p>                     M1 for <math>19.2^2 = 9.7^2 + 10.8^2 - 2 \times 9.7 \times 10.8 \times \cos y</math>                       Or alternative <b>full</b> method                      FT provided M1 previously awarded provided  <math>90 &lt; \text{'their } 139' &lt; 180</math>                       Must be from correct working   <u>Alternative method</u>  <math>a^2 + x^2 = 9.7^2</math> AND <math>x^2 + (a + 10.8)^2 = 19.2^2</math> <span style="float:right">M1</span>  <math>(a + 10.8)^2 - a^2 = 19.2^2 - 9.7^2</math> <span style="float:right">m1</span>  <math>21.6a = 19.2^2 - 9.7^2 - 10.8^2</math> <span style="float:right">m1</span>  <math>a = 7.3(106\dots \text{ cm})</math> <span style="float:right">A1</span>                      (Vertical height x =) 6.36(cm) to 6.4(cm) <span style="float:right">B1</span>                      (from correct working)                 </p>
<p></p>	<p> <math>\cos z = \frac{19.2^2 + 10.8^2 - 9.7^2}{2 \times 19.2 \times 10.8}</math> or <math>\cos z = 0.94326\dots</math>  <math>z = 19.393\dots^\circ</math> or <math>19.4^\circ</math>   <math>\sin z = \frac{x}{19.2}</math> or <math>x = 19.2 \times \sin 19.393\dots</math>                      Vertical height (x), answer in the range                      6.36(cm) to 6.4 (cm)                 </p>	<p>M2 A1 m1 A1 5</p>	<p>                     M1 for <math>9.7^2 = 19.2^2 + 10.8^2 - 2 \times 19.2 \times 10.8 \times \cos z</math>                       Allow rounded to <math>19^\circ</math>                       FT provided M1 previously awarded                       Must be from correct working                 </p>
<p></p>	<p> <math>\cos z = \frac{19.2^2 + 10.8^2 - 9.7^2}{2 \times 19.2 \times 10.8}</math> or <math>\cos z = 0.94326\dots</math>  <math>z = 19.393\dots^\circ</math> or <math>19.4^\circ</math>   <math>\sin y = 19.2 \times \frac{\sin 19.393\dots}{9.7}</math> or <math>y = 138.9(097\dots^\circ)</math>                      or <math>180 - 138.9(097\dots^\circ)</math> (= <math>41.1\dots</math>)   <u>AND</u>  <math>\sin(180 - 138.9\dots) = \frac{x}{9.7}</math> or <math>x = 9.7 \times \sin 41.1</math>                      or <math>x = 9.7 \times \sin(180 - 138.9\dots)</math>                       Vertical height (x), answer in the range                      6.36(cm) to 6.4 (cm)                 </p>	<p>M2 A1 m1 A1 5</p>	<p>                     M1 for <math>9.7^2 = 19.2^2 + 10.8^2 - 2 \times 19.2 \times 10.8 \times \cos z</math>                       Allow rounded to <math>19^\circ</math>                       FT provided M1 previously awarded                       Allow <math>\sin 138.9\dots = \frac{x}{9.7}</math> or <math>x = 9.7 \times \sin 138.9\dots</math> </p>
<p></p>	<p> <math>\cos w = \frac{19.2^2 + 9.7^2 - 10.8^2}{2 \times 19.2 \times 9.7}</math> or <math>w = 21.697\dots^\circ</math>                      AND <math>\sin y = 19.2 \times \frac{\sin w}{10.8}</math>  <math>(y =) 138.9(097\dots^\circ)</math> or <math>139^\circ</math>                      or <math>180 - 138.9(097\dots^\circ)</math> (= <math>41.09\dots^\circ</math>)                 </p>	<p>M2 A1</p>	<p>                     M1 for <math>10.8^2 = 19.2^2 + 9.7^2 - 2 \times 19.2 \times 9.7 \times \cos w</math>                      AND <math>\frac{\sin y}{19.2} = \frac{\sin w}{10.8}</math> </p>

	$\sin(180 - 138.9) = \frac{x}{9.7} \text{ or } x = 9.7 \times \sin 41.1$ <p style="text-align: center;"><i>or equivalent</i></p> <p>Vertical height (x), answer in the range 6.36(cm) to 6.4 (cm)</p>	<p><i>m1</i></p> <p><i>A1</i></p> <p>5</p>	<p><i>FT provided M1 previously awarded provided 90 &lt; 'their 139' &lt; 180</i></p> <p>Must be from correct working</p>
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<p>7</p> <p>(Surface area) <math>326.4 = \pi \times 5.6 (5.6 + 1)</math>  or <math>326.4 = \pi \times 5.6^2 + \pi \times 5.6 \times 1</math></p> <p><math>l = \frac{326.4}{\pi \times 5.6} - 5.6</math> or <math>\frac{326.4 - 5.6^2 \times \pi}{\pi \times 5.6}</math></p> <p><math>(h^2 =) (12.95\dots)^2 - 5.6^2</math></p> <p><math>h^2 = 136.418\dots</math> or <math>(h =) \sqrt{136.418\dots}</math></p> <p>(Vertical height) <math>h = 11.6798\dots</math> (cm)</p> <p>(Volume <math>V =) \frac{1}{3} \times \pi \times 5.6^2 \times 11.6798\dots</math></p> <p>Answers in the range  <math>383.2 \text{ (cm}^3\text{) to } 385.3 \text{ (cm}^3\text{)}</math></p> <p>QWC2:</p> <ul style="list-style-type: none"> <li>• Candidates will be expected to present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar in their answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar in their final answer</li> </ul>	<p>M1</p> <p>m1</p> <p>M1</p> <p>A1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>QWC 2</p> <p>9</p>	<p>(= 12.95.... cm or 12.96... or 13 cm)  Allow <math>l = 12.95, 12.96</math> or 13 from trial &amp; improvement</p> <p>FT ‘their derived <math>l</math>’</p> <p>FT ‘their derived <math>l</math>’ provided <math>h &gt; 5.6</math></p> <p>Allow rounding or truncation of <math>h</math>  FT M1 A0 to allow A1 for square root of ‘their 136.418... provided leads to ‘their <math>h</math>’ &lt; ‘their <math>l</math>’</p> <p>Note:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><math>l</math></th> <th><math>h^2</math></th> <th><math>h</math></th> </tr> </thead> <tbody> <tr> <td>12.95</td> <td>136.34...</td> <td>11.676..</td> </tr> <tr> <td>12.96</td> <td>136.60...</td> <td>11.687...</td> </tr> <tr> <td>12.9</td> <td>135.05</td> <td>11.62...</td> </tr> <tr> <td>13</td> <td>137.64</td> <td>11.73...</td> </tr> </tbody> </table> <p>FT ‘their <math>h</math>’ &gt; 0, provided at least M1 previously awarded  Not for use of ‘their <math>l</math>’</p> <p>CAO, not a FT  Do not FT from allowance of premature rounding or truncation of <math>h</math> for previous A1 as ‘their answer’ will now be outside the range allowed</p> <p>QWC2 Presents relevant material in a coherent and logical manner, using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.</p> <p>QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuation or grammar  OR  evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p>	$l$	$h^2$	$h$	12.95	136.34...	11.676..	12.96	136.60...	11.687...	12.9	135.05	11.62...	13	137.64	11.73...
$l$	$h^2$	$h$															
12.95	136.34...	11.676..															
12.96	136.60...	11.687...															
12.9	135.05	11.62...															
13	137.64	11.73...															



<p>12</p> <p>(Diagonal<sup>2</sup> =) <math>3^2 + 3^2</math>          (Diagonal =) <math>\sqrt{18}</math> or <math>3\sqrt{2}</math> or 4.24...(cm)</p> <p>(Angle x =) <math>\cos^{-1} \frac{\frac{1}{2}\sqrt{18}}{6}</math>          or <math>\cos^{-1} \frac{6^2 + (\sqrt{18})^2 - 6^2}{2 \times 6 \times \sqrt{18}}</math>          (= <math>\cos^{-1} 0.35355...</math>)</p> <p>An answer in the range          69.29(°) to 69.31(°)</p> <p><u>Alternative:</u>          ((<math>\frac{1}{2}</math> diagonal)<sup>2</sup> =) <math>(3^2 + 3^2) \div 2</math>          (<math>\frac{1}{2}</math> diagonal =) <math>\frac{\sqrt{18}}{2}</math> or <math>\frac{3\sqrt{2}}{2}</math> or 2.12...(cm)</p> <p>(Height<sup>2</sup> =) <math>6^2 - (\frac{\sqrt{18}}{2})^2</math>          or (Height<sup>2</sup> =) <math>6^2 - 2.12...^2</math> (= 31.5 cm)          or (Height<sup>2</sup> =) <math>6^2 - (3/2)^2 - (3/2)^2</math>          or (Height =) <math>\sqrt{31.5}</math> (= 5.61... cm)</p> <p><math>\sin x = 5.61... / 6</math> (= 0.935...)          or  <math>\tan x = 5.61... / 2.12</math> (= 2.646...)</p> <p>An answer in the range          69.29(°) to 69.31(°)</p>	<p>M1          A1</p> <p>M2</p> <p>A1</p> <p>M1          A1</p> <p>M1</p> <p>m1</p> <p>A1</p> <p>5</p>	<p>Or ((<math>\frac{1}{2}</math> diagonal)<sup>2</sup> =) <math>(3^2 + 3^2) \div 2</math>          Or (<math>\frac{1}{2}</math> diagonal =) <math>\frac{\sqrt{18}}{2}</math> or <math>\frac{3\sqrt{2}}{2}</math> or 2.12...(cm)</p> <p>FT 'their derived diagonal' or 'their derived <math>\frac{1}{2}</math>diagonal'</p> <p>M1 for  <math>6^2 = 6^2 + (\sqrt{18})^2 - 2 \times 6 \times \sqrt{18} \times \cos x</math>          or <math>\cos x = \frac{\frac{1}{2}\sqrt{18}}{6}</math> or <math>\frac{\sqrt{18}}{12}</math> or <math>\frac{\sqrt{2}}{4}</math></p> <p><i>Note: If <math>3\sqrt{2}</math> is used in the cosine rule, need <math>(3\sqrt{2})^2</math> or correct intention implied by further working</i></p> <p>Allow an answer rounded or truncated to 69(°) provided it is from working that would lead an angle in the range 69.29(°) to 69.31(°)</p> <p>Or (Diagonal<sup>2</sup> =) <math>3^2 + 3^2</math>          Or (Diagonal =) <math>\sqrt{18}</math> or <math>3\sqrt{2}</math> or 4.24...(cm)</p> <p>FT 'their derived <math>\frac{1}{2}</math>diagonal' or 'their derived diagonal'</p> <p>Depends on previous M1 awarded</p> <p>Allow an answer rounded or truncated to 69(°) provided it is from working that would lead to an angle in the range 69.29(°) to 69.31(°)</p>
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<p>7</p> <p>(To find the diagonal of the base)  <math>3^2 + 4^2 = 25</math> or <math>3^2 + 4^2 = 5^2</math>                  OR horizontal diagonal = 5 cm</p> <p>(To find the height)  <math>(\text{height}^2 =) 13^2 - 25</math> or <math>13^2 - 5^2</math>                  or <math>13^2 - (3^2 + 4^2)</math></p> <p><u>Alternative methods for M1 M1</u>  <u>3D Pythagoras' Theorem</u>  <math>4^2 + 3^2 + \text{height}^2 = 13^2</math></p> <p><math>(\text{height}^2 =) 13^2 - 3^2 - 4^2 (= 144)</math></p> <p><u>Diagonal of the right/left end face = d</u>  <math>d^2 + 4^2 = 13^2</math> or <math>d^2 = 13^2 - 4^2</math> or <math>d = 3\sqrt{17}</math>  <b>provided</b> d labelled or used appropriately</p> <p><math>(\text{height}^2 =) d^2 - 3^2</math> or <math>(3\sqrt{17})^2 - 3^2</math></p> <p><u>Diagonal of the back/front face = c</u>  <math>c^2 + 3^2 = 13^2</math> or <math>c^2 = 13^2 - 3^2</math> or <math>c = 4\sqrt{10}</math>  <b>provided</b> c labelled or used appropriately</p> <p><math>(\text{height}^2 =) c^2 - 4^2</math> or <math>(4\sqrt{10})^2 - 4^2</math></p> <p>(Height of the cuboid) 12 (cm)</p> <p>(Surface area of the cuboid)  <math>2(4 \times 3 + 12 \times 3 + 4 \times 12)</math> or equivalent                  192 (cm<sup>2</sup>)</p> <p>QWC2:</p> <ul style="list-style-type: none"> <li>Candidates will be expected to present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their final answer</li> </ul>	<p>M1</p> <p>M1</p> <p>M1</p> <p>M1</p> <p>M1</p> <p>M1</p> <p>M1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>QWC</p> <p>2</p>	<p><b>M0</b> if used as the height of the cuboid</p> <p>The award of 2nd M1 implies the award of 1st M1</p> <p>The award of 2nd M1 implies the award of 1st M1</p> <p><b>M0</b> if used as the height of the cuboid</p> <p>The award of 2nd M1 <b>may</b> imply the award of 1st M1</p> <p><b>M0</b> if used as the height of the cuboid</p> <p>The award of 2nd M1 <b>may</b> imply the award of 1st M1</p> <p>CAO</p> <p>FT 'their derived 12' provided Pythagoras' Theorem has been attempted. (Note: surface area = <math>24 + 14 \times \text{height}</math>)</p> <p>If final M0, A0, award SC1 for a final answer of 96(cm<sup>2</sup>) (from <math>4 \times 3 + 12 \times 3 + 4 \times 12</math> or equivalent)</p> <p>QWC2 Presents relevant material in a coherent and logical manner, using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.</p> <p>QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuati on or grammar                  OR                  evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuati on and grammar.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p>
	7	

<p>5</p>	<p>Overall strategy that could lead to finding <math>\hat{E}CB</math>, e.g. length of 3 sides and then cosine rule  <math>EC^2 = 6.2^2 + 3.7^2</math>  <math>BC^2 = 2.5^2 + (8.4 - 6.2)^2</math>  <math>EB^2 = 8.4^2 + 3.7^2 + 2.5^2</math></p> <p>With substituted values:  <math>\cos \hat{E}CB = \frac{EC^2 + BC^2 - EB^2}{2 \times EC \times BC}</math>  i.e.  <math>\cos \hat{E}CB = \frac{52.13 + 11.09 - 90.5}{2 \times 7.22... \times 3.33...}</math> (= - 0.567...)</p> <p><math>\hat{E}CB = 124.56(...^\circ)</math> or <math>124.6^\circ</math> or <math>125^\circ</math></p> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their final answer</li> </ul>	<p>S1</p> <p>M1</p> <p>M1</p> <p>M1</p> <p>M2</p> <p>A1</p> <p>QWC 2</p> <p>9</p>	<p>Or full alternative strategy</p> <p>(<math>EC^2 = 52.13</math>, <math>EC = 7.22...cm</math>)  (<math>BC^2 = 11.09</math>, <math>BC = 3.33...cm</math>)  May be shown in stages  (e.g. <math>BF^2 = 8.4^2 + 3.7^2</math> then <math>EB^2 = 2.5^2 + BF^2</math>)  (<math>EB^2 = 90.5</math>, <math>EB = 9.513...cm</math>)</p> <p>OR alternative full method, e.g. finding angles BEC or EBC using cosine rule followed by use of sine rule with <math>\sin \hat{E}CB</math> isolated  FT 'their derived lengths' provided at least 2 M marks previously awarded</p> <p>M1 for substituted values:  <math>EB^2 = EC^2 + BC^2 - 2 \times EC \times BC \times \cos \hat{E}CB</math>  OR for alternative full method without <math>\sin \hat{E}CB</math> isolated</p> <p>CAO, must be from correct working  Allow <math>124.4(...^\circ)</math>, <math>124.48^\circ</math>, <math>124.5^\circ</math> or <math>125.39(...^\circ)</math> or <math>125.4^\circ</math> from premature approximation</p> <p>QWC2 Presents relevant material in a coherent and logical manner, using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.</p> <p>QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuation or grammar OR  evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p>
<p>6</p>	<p>(a) Multiplier <math>(6-\sqrt{3}) / (6-\sqrt{3})</math></p> <p>Denominator  <math>36 + 6\sqrt{3} - 6\sqrt{3} - 3</math> OR <math>36 - 3</math> OR <math>33</math>  <math>\frac{12 - 2\sqrt{3}}{33}</math></p> <p>(b)(i) <math>y^{1/5}/y^{3/4}</math> or alternative correct 1<sup>st</sup> step  <math>y^{-11/20}</math> or <math>1/y^{11/20}</math></p> <p>(ii) Correctly extracting <math>x^{2\eta}</math> as a factor, or  <math>\frac{x^{2\eta}}{2x^{2\eta}} + \frac{6x^{3\eta}}{2x^{2\eta}}</math>  <math>\frac{1}{2} + 3x^{1\eta}</math> or <math>\frac{1 + 6x^{1\eta}}{2}</math></p>	<p>M1</p> <p>A1</p> <p>A1</p> <p>B1</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>7</p>	<p>Allow if the multiplier is stated as <math>(6-\sqrt{3})</math> provided it is used as <math>(6-\sqrt{3}) / (6-\sqrt{3})</math></p> <p>CAO. Mark final answer  <i>Unsupported answer is awarded no marks.</i></p> <p>Or equivalent first stage of working with indices  CAO. Mark final answer</p> <p>CAO. Mark final answer</p>



		0	
9	Diagonal = 5 (cm) or $\frac{1}{2}$ diagonal = 2.5 (cm)	B1	
	Perpendicular height <sup>2</sup> = $6^2 - 2.5^2$ or Perpendicular height = $\sqrt{6^2 - 2.5^2}$ (= $\sqrt{29.75}$ )	M1	FT 'their derived 2.5', provided $\neq 3, 4$ or $5$
	Perpendicular height is 5.45(.. cm) or 5.5(cm)	A1	
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Summer 2017		
7	<p>(Arc length =) <math>2 \times \pi \times 5 \times 110/360</math>  <math>= 55\pi/18</math> (cm)</p> <p>(Circumference)  <math>55\pi/18 = 2 \times \pi \times</math> cone radius or equivalent</p> <p>(Cone radius =) <math>55/36</math> or <math>1.527(77\dots)</math>cm</p> <p>(Perpendicular height<sup>2</sup> =) <math>5^2 -</math> cone radius<sup>2</sup></p> <p>(Perpendicular height =) <math>4.7608\dots</math>(cm)</p> <p>(Volume of the cone =)  <math>\frac{1}{3} \times \pi \times</math> cone radius<sup>2</sup> <math>\times</math> perpendicular height</p> <p>(=) <math>11.6</math> (cm<sup>3</sup>)</p> <p>QWC2:</p> <ul style="list-style-type: none"> <li>Candidates will be expected to present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their final answer</li> </ul>	<p>M1 A1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>Alternative (for 1<sup>st</sup> 4 marks) (not requiring arc length)                  (Area of sector =) <math>\pi \times 5^2 \times 110/360</math> with intention to find the surface area of the cone <span style="float: right;">M1</span>  <math>= 275\pi/36</math> (cm<sup>2</sup>) (=23.998...cm<sup>2</sup>) <span style="float: right;">A1</span>                  (Surface area of cone = <math>\pi r l</math>)  <math>275\pi/36 = \pi \times</math> cone radius <math>\times 5</math> <span style="float: right;">M1</span>                  (cone radius =) <math>55/36</math> or <math>1.527(77\dots)</math>cm <span style="float: right;">A1</span></p> <p>QWC 2</p> <p>QWC2 Presents relevant material in a coherent and logical manner, using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.</p> <p>QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuation or grammar</p> <p>OR</p> <p>evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p>
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Summer 2015	
5	<p>Sight of <math>x-4</math> and <math>x+1</math></p> <p><math>2(x(x-4) + x(x+1) + (x-4)(x+1)) = 124</math></p> <p><math>2x^2 - 8x + 2x^2 + 2x + 2x^2 - 8x + 2x - 8 = 124</math>  OR <math>x^2 - 4x + x^2 + x + x^2 - 4x + x - 4 = 62</math></p> <p><math>6x^2 - 12x - 8 = 124</math> OR <math>3x^2 - 6x - 4 = 62</math></p> <p>Shows or sight of <math>x^2 - 2x = 22</math> or <math>x^2 - 2x - 22 = 0</math></p> <p><math>(x - 1)^2 = 22 + 1</math> OR <math>x = \frac{2 \pm \sqrt{92}}{2}</math></p> <p><math>x = 1 + \sqrt{23}</math></p> <p>QWC2:</p> <ul style="list-style-type: none"> <li>Candidates will be expected to present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar in their final answer</li> </ul>
B1	<p>FT 1 error in 1 side length, provided it is in the form '<math>x \pm a</math>' and not a single term expression, for M marks only</p> <p>Some work may be shown in stages, but implies the following M and m marks, but need to show summation</p>
M2	<p>Correct expression for the total surface area</p> <p>Accept '<math>\times 2</math>' omitted if equated to 62</p> <p>M1 for '<math>\times 2</math>' aspect omitted, or</p> <p>M1 for '<math>\times 2</math>' included with any 2 (of 3) area expressions correct, or</p> <p>M1 for '<math>\times 2</math>' included with any 4 (of 6) areas correct, or</p> <p>M1 if it could be correct but brackets missing and not implied in later working (if implied in later working allow M2)</p>
m1	<p>Equate to 124 with '<math>\times 2</math>' treated correctly, or equate to 62 if appropriate, with at least 2 of the 3 (or 4 of the 6) brackets expanded correctly; depends on M1</p>
A1	<p>Depends on M2, m1 for correct manipulation and collection of terms</p>
A1	<p>Depends on M2, m1.</p> <p>Requirement to show as asked in the question</p>
M1	<p>Independent of other marks</p> <p>Must be correct to this stage of working</p> <p>FT for their quadratic equation of equivalent difficulty</p>
A1	<p>CAO. Do not accept <math>1 \pm \sqrt{23}</math></p>
QWC 2	<p>QWC2 Presents relevant material in a coherent and logical manner, using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.</p> <p>QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuation or grammar</p> <p>OR</p> <p>evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p>
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WJEC Additional Mathematics  
Summer 2015

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Final

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11	<p>3D visualisation with height 12cm AND use of appropriate methods</p> <p>Side length of base 8cm or ½ side 4cm  <math>\text{diagonal}^2 = 8^2 + 8^2</math> OR <math>(\frac{1}{2} \text{diagonal})^2 = 4^2 + 4^2</math></p> <p><b>diagonal</b> is <math>\sqrt{128}</math> or <math>8\sqrt{2}</math> (cm) OR  <math>\frac{1}{2}</math> <b>diagonal</b> is <math>\frac{1}{2}\sqrt{128}</math> or <math>4\sqrt{2}</math></p> <p><b>tan 'required angle'</b> = <math>(12 / \frac{1}{2}\text{diagonal})</math> or <b>full</b> alternative method</p> <p>64.7(6...°) or 64.8(°)</p>	<p style="text-align: center;">3</p> <p>S1</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A2</p> <p style="text-align: center;">7</p>	<p>e.g. 3D sketch with sight of height 12cm, Pythagoras' Theorem and tan ratio, or full alternative trig method following Pythagoras' Theorem, or use of base area to find the side length followed by full alternative trig method</p> <p>Sight of 8cm or 4cm as appropriate</p> <p>FT their side length, provided <math>\neq 64</math>, throughout other than the final A mark.</p> <p>(diagonal=<math>11.3137\dots</math>cm, <math>\frac{1}{2}</math>diagonal = <math>5.65685\dots</math>cm rounded or truncated)</p> <p>FT their derived <math>\frac{1}{2}</math> diagonal for M1 only, not 8 or 4(cm)                  Full alternative method: finding perpendicular height of a sloping face then the slant edge</p> <p>CAO. Accept <math>65^\circ</math> from correct working                  A1 for <math>\tan^{-1}(12/\frac{1}{2}\sqrt{128})</math>, or for an answer from premature approximation</p>
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EXAMINER USE ONLY  
Summer 2014

| Marks |

Final

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Summer 2013			
9	Strategy: e.g. need to use $14^\circ$ and 6.3cm AND 3D visualised $EC = 6.3/\tan 14$  $EC = 25(.2679\dots\text{cm})$  $\tan ECH = 17.3/EC$ $\angle ECH = \tan^{-1} 0.68\dots$ $34(.39\dots^\circ)$	S1  M2  A1  M1 M1 A1  7	Properties of a kite and visualising where height is  M1 for $\tan 14 = 6.3/EC$ <i>OR Alternative method</i> M1 for $12.6/\sin 28 = DC/\sin 76$ ( $DC = 26(.04\dots\text{cm})$ ) and then M1 for $\sin 76 = EC/\text{their } DC$ If 12.6 allow SC1 for answer 50.5  FT their EC  If 12.6 used then max mark is SC1, M1, M1, A1 (18.9)  NOTES for other alternative methods: Do not credit $17.3^2 + 6.3^2$ until seen as part of an overall strategy

	Additional Mathematics Summer 2012		Final Mark Scheme
13	Strategy: Idea of 3D-ness and Pythagoras' Theorem $(\text{Base diagonal})^2 = 4^2 + 4^2$ Base diagonal = $\sqrt{32}$ (Or $\frac{1}{2}$ base diagonal = $\frac{1}{2} \sqrt{32}$ ) $(\text{Perpendicular height})^2 = 6^2 - (\frac{1}{2} \text{ base diagonal})^2$ $= 36 - \frac{1}{4} \times 32$ Perpendicular height = $\sqrt{28}$ $2\sqrt{7}$	S1 M1 A1 M1 A1 A1 B1         7	E.g. suitable diagram & attempt Pythagoras' Theorem once Or for $(\frac{1}{2} \text{ diagonal})^2$ equation FT their $(\frac{1}{2} \text{ diagonal})^2$ Depends on M1 only FT provided at least M2 awarded Alternative: S1 Strategy: Idea of 3D-ness, Pythagoras' Theorem once M1 (sloping perpendicular bisector) $^2 = 6^2 - 2^2$ A1 sloping perpendicular bisector = $\sqrt{32}$ M1 (Perpendicular height) $^2 = (\text{sloping perpendicular bisector})^2 - 2^2$ (FT their perpendicular bisector) A1 (Perpendicular height) $^2 = (\sqrt{32})^2 - 2^2$ A1 Perpendicular height $\sqrt{28}$ (Depends on M1 only) R1 $2\sqrt{7}$ (FT provided at least M2 awarded)

14	$C = 2\pi x$ Surface area = length $\times$ C $2\pi x(3x + 2) = 32\pi$ $3x^2 + 2x - 16 = 0$ or equivalent $(3x + 8)(x - 2) = 0$ $(x = -8/3) \quad x = 2$ Height is 8 (cm)	B1 B1 M1 A1 M1 A1 A1 7	<i>D1</i> <i>2/1</i> (F1 provided at least in 2 awarded) Do not accept embedded within an incorrect equation FT their linear C. Allow intention Must be correct. Accept numerical value for $\pi$ Intention of brackets must be clear in working Needs to have eliminated $\pi$ and equate to zero <i>Equate to zero maybe implied by solving</i> FT their quadratic provided B2 awarded OR correct substitution into the formula, or use of completing the square  <i>Unsupported correct answers, award 7 marks, otherwise correct working needs to support answers use of <math>\pi^2</math> is incorrect</i>
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15	Idea that BC = the circumference of the base of cone $BC = (140/360) \times 2 \times \pi \times 18$ (= 43.982...) Radius = $BC / 2\pi$ = 7 (cm)	5	B1 for one answer (un)round or truncated to 2 or more dp.
		S1 M1 M1 A1 CAO Alternative: Idea to use area of sector AND <i>IF</i> 1 S1 Area sector = $140/360 \times \pi \times 18^2$ provided S1 awarded M1 $18\pi r =$ 'their area of sector' M1 4 7(cm) CAO A1	



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