TEST2-AQA-83001F-QP-JUN25 - Student Feedback

Student: Test User

Overall Score: 60/80 (75.0%)
Grade: Grade 4
Grade boundaries: Grade boundaries 2024-26 · AQA · Foundation
Assessment Tier: Foundation (capped at Grade 5)
Questions Marked: 40/40

WWW (What Went Well) You demonstrated outstanding mastery in Statistics by achieving a perfect 10/10 marks, alongside an impressive 14/15 marks in Ratio, proportion and rates of change. Your initial arithmetic and single-step algebraic manipulation showed excellent accuracy and solid foundational knowledge. **EBI (Even Better If)** Focus on tackling multi-step questions toward the end of the paper, particularly in complex algebra (such as Q26) and multi-part number problems. Practice writing out each step methodically on 3- and 4-mark problem-solving questions to secure valuable method marks even if the final calculation is challenging. Consistently reviewing multi-step algebra and geometry applications will help turn your strong 75% baseline into an exceptional top-grade result.

Question	Topic	Subtopic path	Spec	SPARX	Page	Marks Achieved	Max Marks	Marked
1(a)	Algebra	Sequences	A23, A24	U213	2	1	1	✓
1(b)	Algebra	Sequences	A23, N6	U213	2	1	1	✓
1(c)	Algebra	Sequences	A23, A24	U213	3	1	1	✓
1(d)	Number	Structure and calculation	N2	U548	3	1	1	✓
2(a)	Number	Structure and calculation	N4	U211	4	1	1	✓
2(b)	Number	Structure and calculation	N4	U211	4	1	1	✓
2(c)	Number	Structure and calculation	N4	U236	4	1	1	✓
2(d)	Number	Structure and calculation	N6	U851	4	1	1	✓
3	Statistics	—	S2	U506	5	3	3	✓
4(a)	Ratio, proportion and rates of change	—	R10, A14	U238	6	1	1	✓
4(b)	Ratio, proportion and rates of change	—	R10, R8	U721	6	2	2	✓
5	Number	Structure and calculation	N3	U976	7	2	3	✓
6	Number	Measures and accuracy	N13, N2	U659	7	2	3	✓
7(a)	Number	Measures and accuracy	N13, N12	U659, U881	8,9	3	3	✓
7(b)	Number	Measures and accuracy	N13	U659	9	1	1	✓
8	Ratio, proportion and rates of change	—	R10, R7	U721	9	3	3	✓
9(a)	Ratio, proportion and rates of change	—	R4	U687	10	3	3	✓
9(b)	Probability	—	—	—	10	0	1	✓
10	Algebra	Notation, vocabulary and manipulation	A2	U201	11	3	3	✓
11	Geometry and measures	Properties and constructions	—	—	11	1	1	✓
12(a)	Number	Fractions, decimals and percentages	N12, N2	U881, U127	12	2	3	✓
12(b)	Ratio, proportion and rates of change	—	R5	U577	12	2	3	✓
13	Algebra	Solving equations and inequalities	A17	U325	13	3	3	✓
14(a)	Number	Measures and accuracy	N14, N15	U225	14	3	3	✓
14(b)	Number	Measures and accuracy	N14	U225	14	1	1	✓
15(a)	Geometry and measures	Mensuration and calculation	—	—	15	1	1	✓
15(b)	Algebra	Notation, vocabulary and manipulation	A2	U585	15	1	2	✓

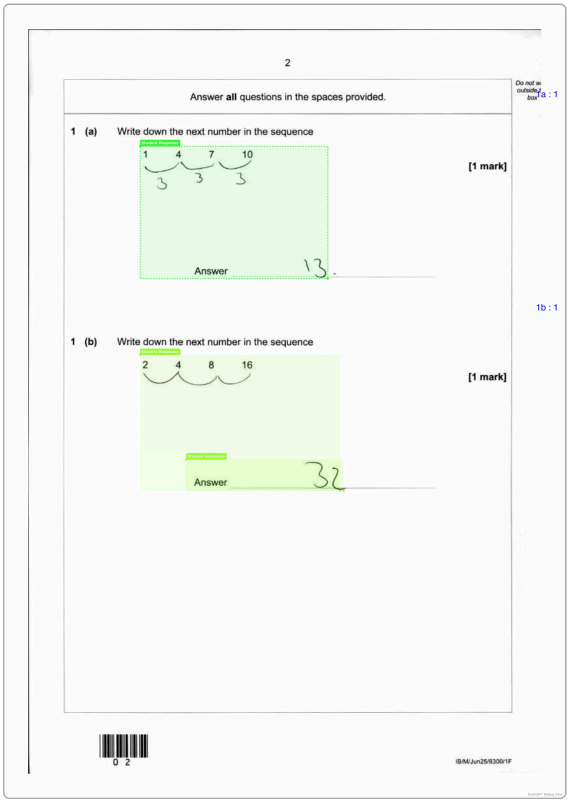
Question	Topic	Subtopic path	Spec	SPARX	Page	Marks Achieved	Max Marks	Marked
16(a)	Algebra	Notation, vocabulary and manipulation	A2, R10	U144	16	3	3	✓
16(b)	Ratio, proportion and rates of change	—	R10	U357	16	1	1	✓
17	Geometry and measures	Properties and constructions	—	—	17	0	1	✓
18	Ratio, proportion and rates of change	—	R11, R1	U910	17	2	2	✓
19	Statistics	—	S4	U717	18	3	3	✓
20(a)	Number	Structure and calculation	N9	U534	19	0	2	✓
20(b)	Number	Structure and calculation	N9	U330	19	0	2	✓
21	Geometry and measures	Properties and constructions	—	—	20	1	2	✓
22	Ratio, proportion and rates of change	Statistics	R5, S2	U577	21	4	4	✓
23	Number	Structure and calculation	N8, N2	U736, U544	22	1	3	✓
24	Number	Structure and calculation	N1	U746	22	0	1	✓
25	Geometry and measures	Mensuration and calculation	—	—	23	0	1	✓
26	Algebra	Notation, vocabulary and manipulation	A4	U768, U178	23	0	4	✓
TOTAL	-	-	-	-	-	60	80	-

Individual Question Results

Question 1(a)

Algebra > Sequences | A23, A24 | U213

Q: Write down the next number in the sequence 1 4 7 10



2

Answer **all** questions in the spaces provided.

1 (a) Write down the next number in the sequence

1 4 7 10

3 3 3

[1 mark]

Answer 13

1 (b) Write down the next number in the sequence

2 4 8 16

[1 mark]

Answer 32

0 2

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Student Response (OCR):

333
Answer 13

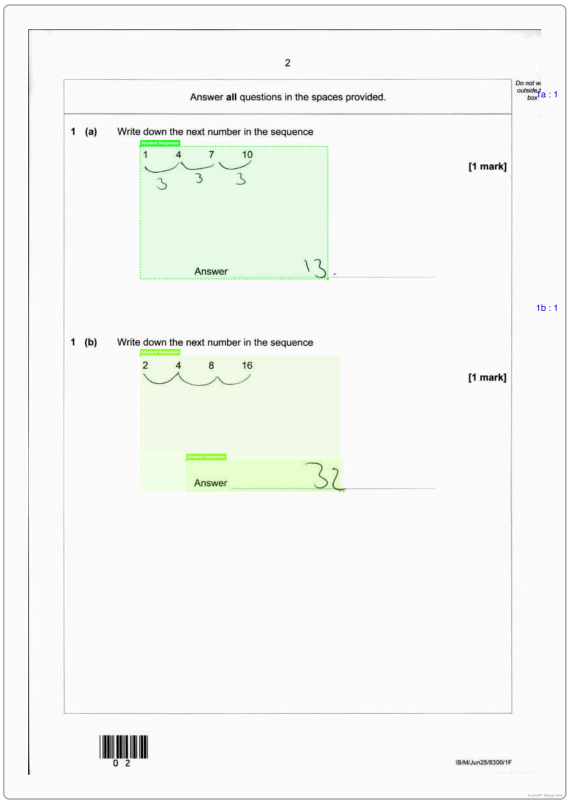
Marking Analysis:

B1: Awarded — The mark required the next term in the arithmetic sequence, which is 13. The response correctly identified the common difference of 3 and gave 13 as the next number.

Total Marks: 1/1

Question 1(b) Algebra > Sequences A23, N6 U213

Q: Write down the next number in the sequence 2 4 8 16



2

Answer **all** questions in the spaces provided.

1 (a) Write down the next number in the sequence

1 4 7 10

3 3 3

Answer 13

[1 mark]

1 (b) Write down the next number in the sequence

2 4 8 16

Answer 32

[1 mark]

0 2

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Student Response (OCR):

Answer 32

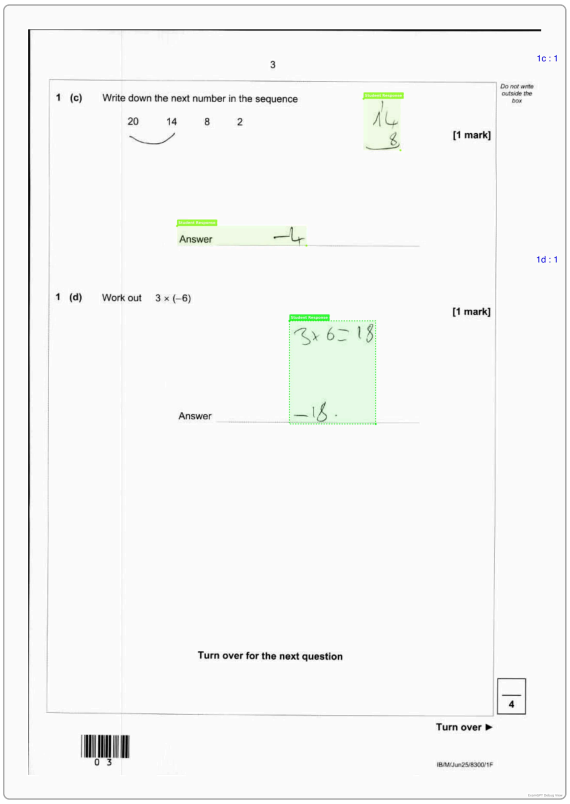
Marking Analysis:

B1: Awarded — The next term requires continuing the sequence by doubling the previous term, and 32 is correct.

Total Marks: 1/1

Question 1(c) Algebra > Sequences A23, A24 U213

Q: Write down the next number in the sequence 20 14 8 2



Student Response (OCR):

```
14
8
Answer −4
```

Marking Analysis:

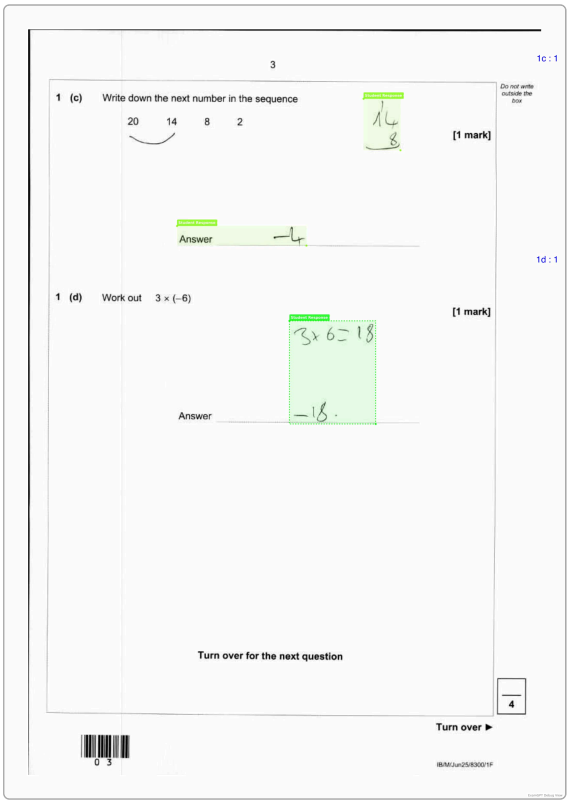
B1: Awarded — The next term in the arithmetic sequence is correctly identified as -4, using the term-to-term rule of subtracting 6 ($2 - 6 = -4$).

Total Marks: 1/1

Question 1(d)

Number > Structure and calculation | N2 | U548

Q: Work out 3 × (−6)



Student Response (OCR):

$3 \times 6 = 18$
Answer line ____-18____

Marking Analysis:

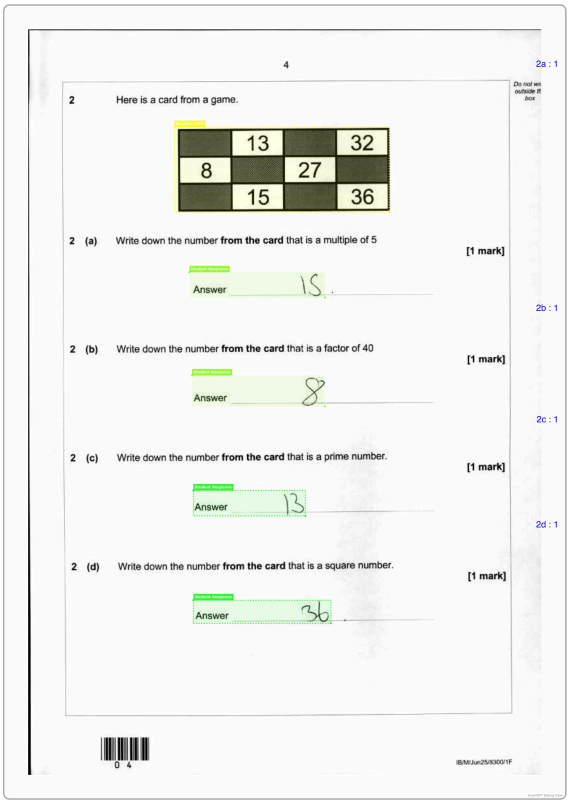
B1: Awarded — The mark required the evaluated product -18. You correctly calculated the multiplication and stated -18 on the answer line.

Total Marks: 1/1

Question 2(a)

Number > Structure and calculation | N4 | U211

Q: Here is a card from a game showing the numbers 13, 32, 8, 27, 15, 36. Write down the number from the card that is a multiple of 5



4

2a : 1

2 Here is a card from a game.

	13		32
8		27	
	15		36

2 (a) Write down the number **from the card** that is a multiple of 5 **[1 mark]**

Answer 15

2b : 1

2 (b) Write down the number **from the card** that is a factor of 40 **[1 mark]**

Answer 8

2c : 1

2 (c) Write down the number **from the card** that is a prime number. **[1 mark]**

Answer 13

2d : 1

2 (d) Write down the number **from the card** that is a square number. **[1 mark]**

Answer 36

0 4

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Student Response (OCR):

Answer 15

Marking Analysis:

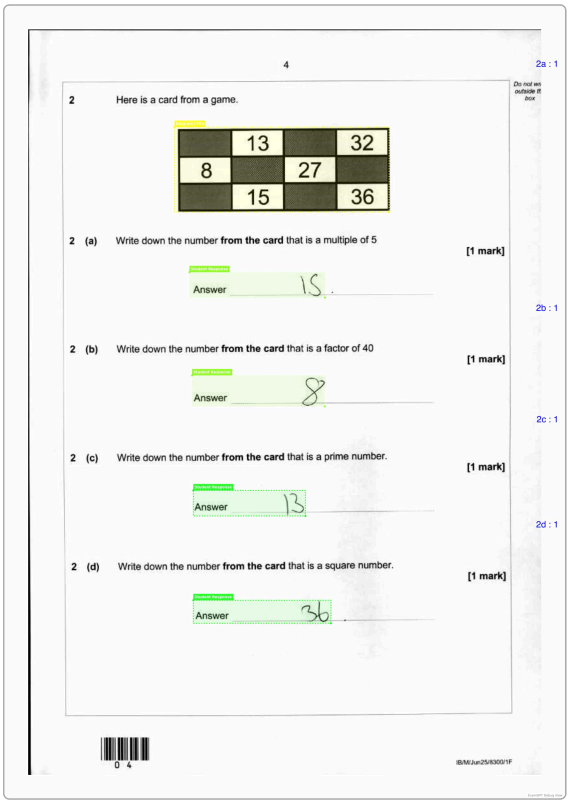
B1: Awarded — The mark requires identifying 15 as the multiple of 5 from the list. The response correctly gives 15.

Total Marks: 1/1

Question 2(b)

Number > Structure and calculation | N4 | U211

Q: Here is a card from a game showing the numbers 13, 32, 8, 27, 15, 36. Write down the number from the card that is a factor of 40



4

2a : 1

2 Here is a card from a game.

	13		32
8		27	
	15		36

2 (a) Write down the number **from the card** that is a multiple of 5 **[1 mark]**

Answer 15

2b : 1

2 (b) Write down the number **from the card** that is a factor of 40 **[1 mark]**

Answer 8

2c : 1

2 (c) Write down the number **from the card** that is a prime number. **[1 mark]**

Answer 13

2d : 1

2 (d) Write down the number **from the card** that is a square number. **[1 mark]**

Answer 36

0 4

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Student Response (OCR):

Answer 8

Marking Analysis:

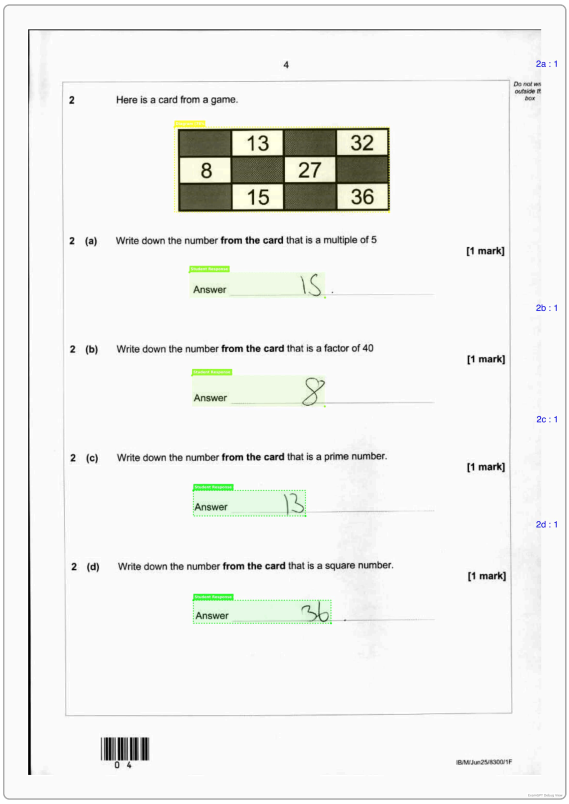
B1: Awarded — The mark scheme required the factor of 40 from the list, which is 8. The student correctly stated 8.

Total Marks: 1/1

Question 2(c)

Number > Structure and calculation | N4 | U236

Q: Here is a card from a game showing the numbers 13, 32, 8, 27, 15, 36. Write down the number from the card that is a prime number.



4

2 Here is a card from a game.

	13		32
8		27	
	15		36

2 (a) Write down the number **from the card** that is a multiple of 5 **[1 mark]**

Answer 15

2 (b) Write down the number **from the card** that is a factor of 40 **[1 mark]**

Answer 8

2 (c) Write down the number **from the card** that is a prime number. **[1 mark]**

Answer 13

2 (d) Write down the number **from the card** that is a square number. **[1 mark]**

Answer 36

0 4

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Student Response (OCR):

Answer 13

Marking Analysis:

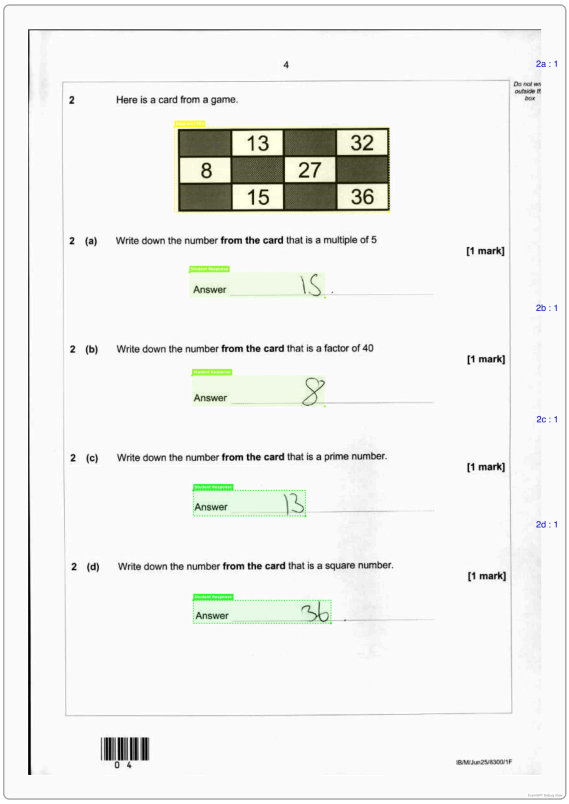
B1: Awarded — The student has correctly identified 13 as the prime number from the card.

Total Marks: 1/1

Question 2(d)

Number > Structure and calculation | N6 | U851

Q: Here is a card from a game showing the numbers 13, 32, 8, 27, 15, 36. Write down the number from the card that is a square number.



4

2a : 1

2 Here is a card from a game.

	13		32
8		27	
	15		36

2 (a) Write down the number **from the card** that is a multiple of 5 **[1 mark]**

Answer 15

2b : 1

2 (b) Write down the number **from the card** that is a factor of 40 **[1 mark]**

Answer 8

2c : 1

2 (c) Write down the number **from the card** that is a prime number. **[1 mark]**

Answer 13

2d : 1

2 (d) Write down the number **from the card** that is a square number. **[1 mark]**

Answer 36

0 4

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Student Response (OCR):

Answer 36

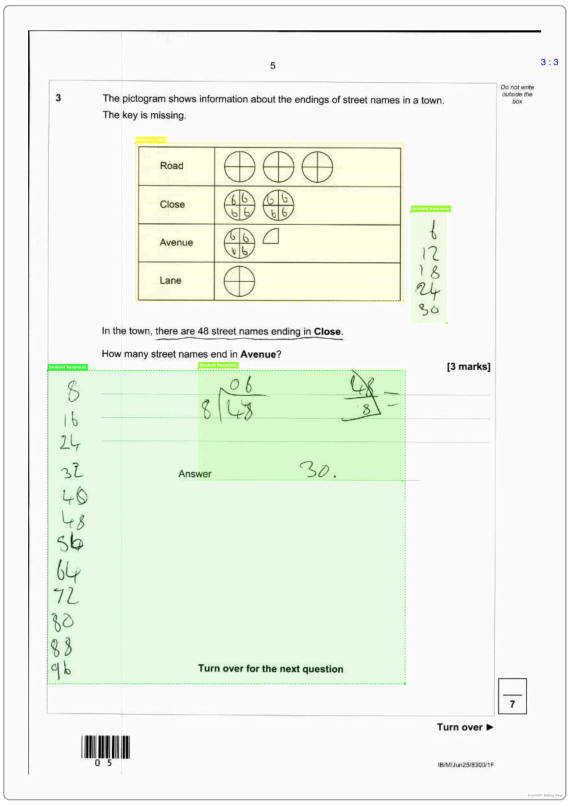
Marking Analysis:

B1: Awarded — Correct answer of 36 given, identifying the square number ($6 \times 6 = 36$) from the list.

Total Marks: 1/1

Question 3 Statistics S2 U506

Q: The pictogram shows information about the endings of street names in a town. The key is missing. The pictogram shows: Road = 3 symbols; Close = 2 symbols; Avenue = 1 and a quarter symbols; Lane = 1 symbol. In the town, there are 48 street names ending in Close. How many street names end in Avenue?



Student Response (OCR):

In the pictogram table:

- In the 'Close' row, the student has divided both circles into four quarters and written '6' in every quarter.
- In the 'Avenue' row, the student has divided the full circle into four quarters and written '6' in the top-left, bottom-left, and top-right quarters.

To the right of the pictogram table, there is a vertical list of numbers:
6
12
18
24
30
On the left side of the page, there is a vertical list of numbers:
8
16
24
32
40
48
56
64
72
80
88
96
In the main working area, there is a short division calculation:
06
$8\overline{)48}$
To the right of this, there is crossed-out work:
[scribbled out $\frac{48}{8} =$]
On the final answer line:
Answer 30.

Marking Analysis:

M1: Awarded — The student correctly calculated the value of one quarter of a symbol by dividing 48 by 8 to get 6.

M1: Awarded — The student correctly found the total for Avenue by multiplying 6 by 5 quarters, shown through their list counting up in 6 s to 30.

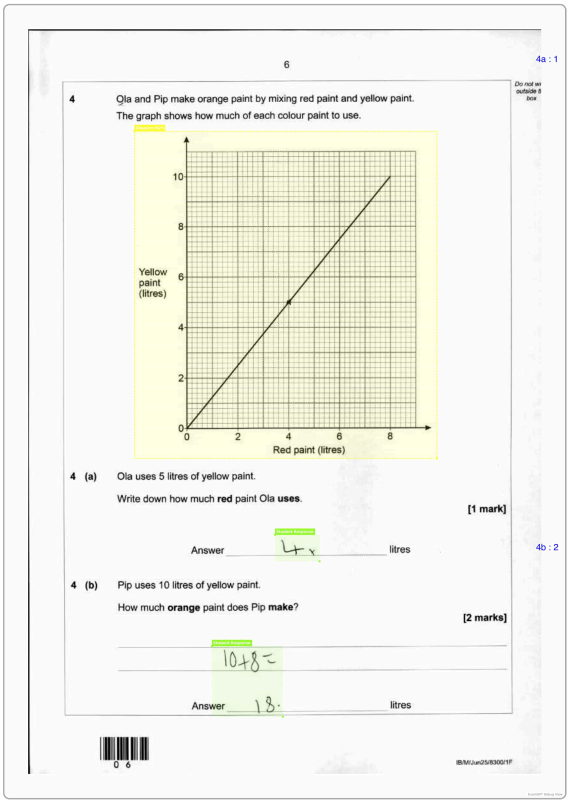
A1: Awarded — The student gave the correct final answer of 30.

Total Marks: 3/3

Question 4(a)

Ratio, proportion and rates of change | R10, A14 | U238

Q: Ola and Pip make orange paint by mixing red paint and yellow paint. The graph shows a straight line through the origin relating Red paint (litres) on the x-axis and Yellow paint (litres) on the y-axis, passing through (8,10). Ola uses 5 litres of yellow paint. Write down how much red paint Ola uses.



Student Response (OCR):

On the graph, the student has plotted a point at coordinates $(4, 5)$.
Answer line: 4 [cross mark]

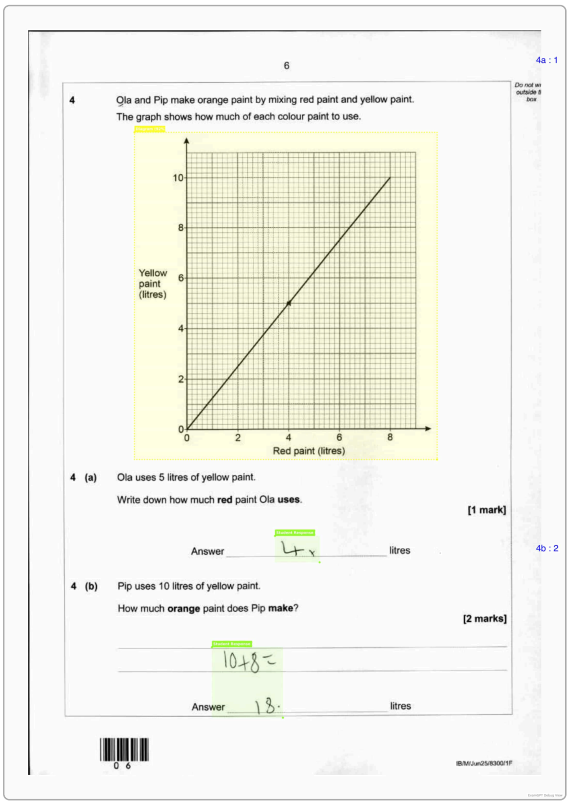
Marking Analysis:

B1: Awarded — The mark scheme required an answer in the range [3.9, 4.1]. You correctly read the graph at 5 litres of yellow paint to find that 4 litres of red paint was needed.

Total Marks: 1/1

Question 4(b) Ratio, proportion and rates of change R10, R8 U721

Q: Ola and Pip make orange paint by mixing red paint and yellow paint. The graph shows a straight line through the origin relating Red paint (litres) on the x-axis and Yellow paint (litres) on the y-axis, passing through (8,10). Pip uses 10 litres of yellow paint. How much orange paint does Pip make?



6

4 Ola and Pip make orange paint by mixing red paint and yellow paint.
The graph shows how much of each colour paint to use.

4 (a) Ola uses 5 litres of yellow paint.
Write down how much **red** paint Ola **uses**.
[1 mark]
Answer 4 litres

4 (b) Pip uses 10 litres of yellow paint.
How much **orange** paint does Pip **make**?
[2 marks]
10+8=
Answer 18. litres

Student Response (OCR):

$10 + 8 =$
Answer _____18._____ litres

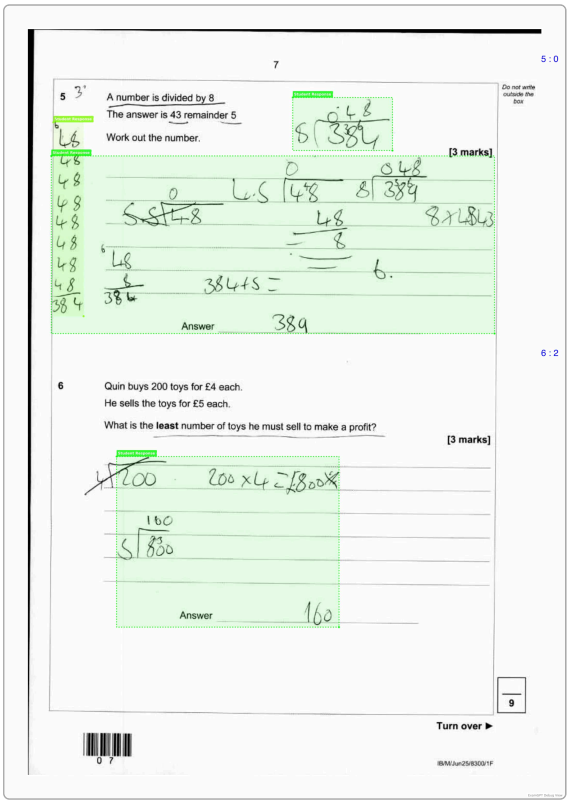
Marking Analysis:

B2: Awarded — The student correctly identified that 10 litres of yellow paint requires 8 litres of red paint from the graph, giving a total of $10 + 8 = 18$ litres of orange paint, which lies within the acceptable range [17.9, 18.1].

Total Marks: 2/2

Question 5 Number > Structure and calculation N3 U976

Q: A number is divided by 8. The answer is 43 remainder 5. Work out the number.



Student Response (OCR):

```
Left column addition:
6
48
48
48
48
48
48
48
48
384
Top right division:
048
8)38^64
Middle workings:
0
[scribbled out: 5)48] 4.5\overline{)48}048
8)38^64
48
−8
6.
Far right: 8 × 4843$
Lower workings:
^648
8
38 [scribbled out: 6]
384 + 5 =
Answer line:
Answer _____$389_____
```

Marking Analysis:

M1: Awarded — The method requires multiplying the divisor by the quotient using inverse operations, which is 8×43. A genuine misread of the quotient as 48 was used to calculate $8 \times 48 = 384$, which maintains the correct method structure and is awarded the method mark.

A0: Not Awarded — The accuracy mark requires the value 344 from evaluating 8×43. Due to the misread value of 48 giving 384, this accuracy mark cannot be awarded.

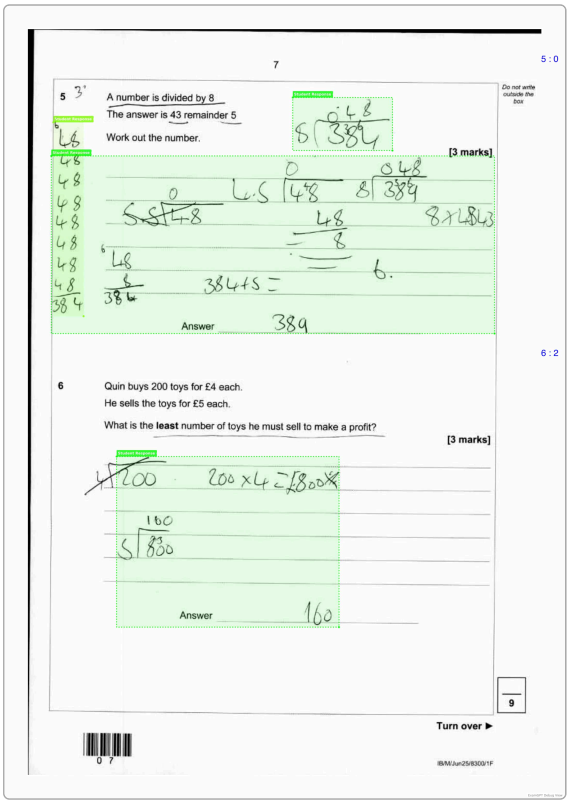
A1: Awarded — This follow-through mark requires adding the remainder of 5 to the previous product. The calculation $384 + 5 = 389$ correctly adds the remainder 5 to the student's product of 384.

Total Marks: 2/3

Question 6

Number > Measures and accuracy | N13, N2 | U659

Q: Quin buys 200 toys for £4 each. He sells the toys for £5 each. What is the least number of toys he must sell to make a profit?



7

5 A number is divided by 8
The answer is 43 remainder 5
Work out the number.
[3 marks]

Answer 389

6 Quin buys 200 toys for £4 each.
He sells the toys for £5 each.
What is the **least** number of toys he must sell to make a profit?
[3 marks]

Answer 160

Turn over ▶

Student Response (OCR):

```
[scribbled out 4)200]
200 × 4 = £800 [scribbled out mark]
160
5)8300
Answer line 160
```

Marking Analysis:

M2: Awarded — You correctly calculated the break-even point by finding the total cost $200 \times 4 = £800$ and dividing by the selling price $800 \div 5 = 160$.

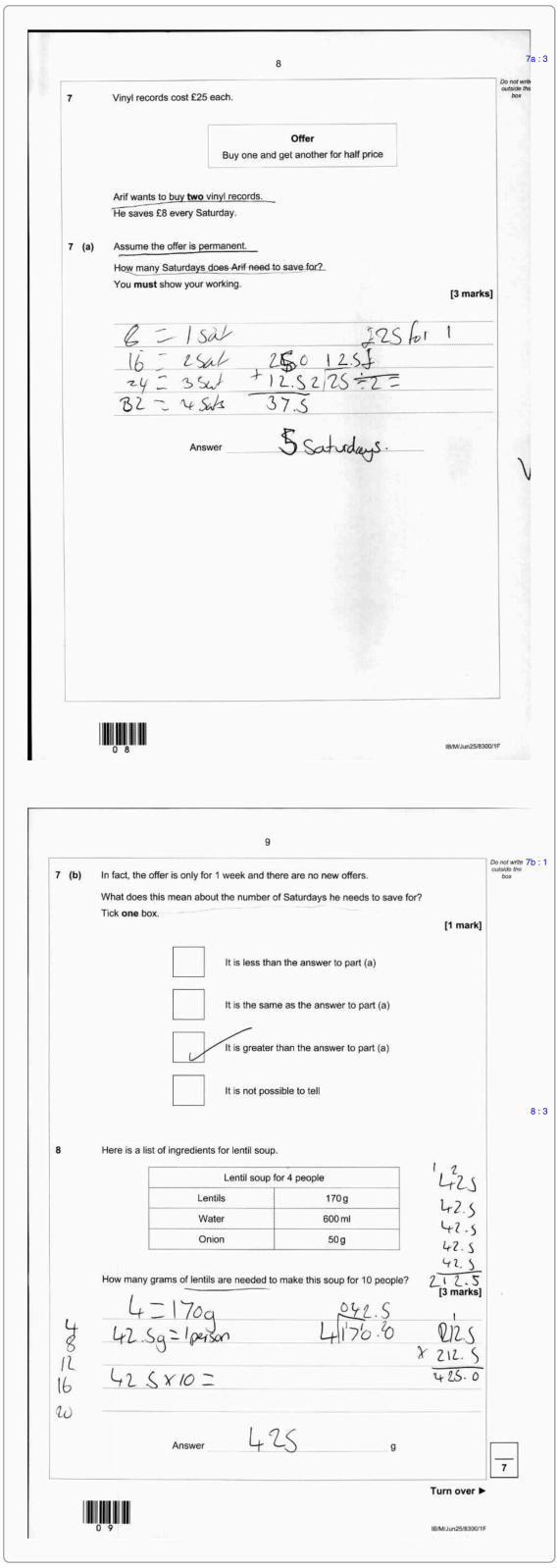
AO: Not Awarded — The question asked for the least number of toys to make a profit. Selling 160 toys covers the exact £800 cost (breaking even with £0 profit), so the next step was to add 1 to find the least integer required to make a profit ($160 + 1 = 161$).

Total Marks: 2/3

Question 7(a)

Number > Measures and accuracy | N13, N12 | U659, U881

Q: Vinyl records cost £25 each. Offer: Buy one and get another for half price. Arif wants to buy two vinyl records. He saves £8 every Saturday. Assume the offer is permanent. How many Saturdays does Arif need to save for? You must show your working.



8

7a : 3

7 Vinyl records cost £25 each.

Offer
Buy one and get another for half price

Arif wants to buy **two** vinyl records.
He saves £8 every Saturday.

7 (a) Assume the offer is permanent.
How many Saturdays does Arif need to save for?
You **must** show your working.
[3 marks]

8 = 1 sat
16 = 2 sat
24 = 3 sat
32 = 4 sats
£25 for 1
25.0 12.5£
+12.5 25 ÷ 2 =
37.5

Answer 5 Saturdays.

0 8

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9

7b : 1

7 (b) In fact, the offer is only for 1 week and there are no new offers.
What does this mean about the number of Saturdays he needs to save for?
Tick **one** box.
[1 mark]

- ☐ It is less than the answer to part (a)
- ☐ It is the same as the answer to part (a)
- ☑ It is greater than the answer to part (a)
- ☐ It is not possible to tell

8 : 3

8 Here is a list of ingredients for lentil soup.

Lentil soup for 4 people	
Lentils	170 g
Water	600 ml
Onion	50 g

How many grams of lentils are needed to make this soup for 10 people?
[3 marks]

4 = 170g
8 42.5g = 1 person
12
16 42.5 × 10 =
20

42.5
4|170.0
12.5
× 212.5
425.0

Answer 425 g

7

Turn over ►

0 9

IB/M/Jun25/8300/1F

Student Response (OCR):

8 = 1 sat
16 = 2 sat
24 = 3 sat
32 = 4 sats
£25 for 1
25.0 12.5£
+12.5 25 ÷ 2 =
37.5
Answer line 5 Saturdays.

Marking Analysis:

M1: Awarded — You correctly calculated the half-price cost of the second vinyl record by writing $25 \div 2 = 12.5$ and found the total cost of 37.5.

M1dep: Awarded — You evaluated the total cost as 37.5 and listed the multiples of 8 up to 32, identifying the savings needed across Saturdays.

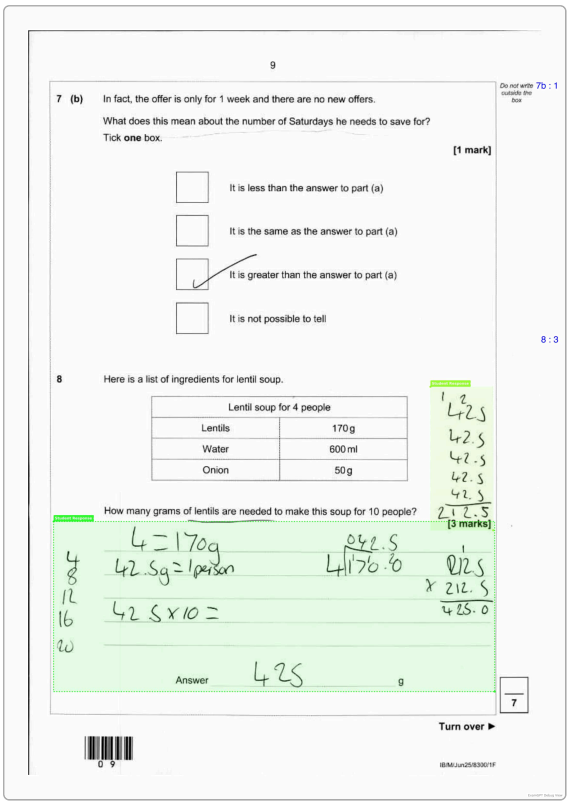
A1: Awarded — You gave the correct final answer of 5 Saturdays with complete and accurate supporting working.

Total Marks: 3/3

Question 7(b)

Number > Measures and accuracy | N13 | U659

Q: Vinyl records cost £25 each with an offer of buy one get another for half price. In fact, the offer is only for 1 week and there are no new offers. What does this mean about the number of Saturdays he needs to save for? Tick one box.



9

7 (b) In fact, the offer is only for 1 week and there are no new offers.

What does this mean about the number of Saturdays he needs to save for?

Tick **one** box.

[1 mark]

- ☐ It is less than the answer to part (a)
- ☐ It is the same as the answer to part (a)
- ☑ It is greater than the answer to part (a)
- ☐ It is not possible to tell

8 Here is a list of ingredients for lentil soup.

Lentil soup for 4 people	
Lentils	170 g
Water	600 ml
Onion	50 g

How many grams of lentils are needed to make this soup for 10 people?

[3 marks]

4 = 170g
42.5g = 1 person
42.5 x 10 =
042.5
4 | 176.0
212.5 x 2
425.0

Answer 425 g

Turn over ►

IB/M/Jun25/8300/1F

Student Response (OCR):

```
The student has ticked the box corresponding to the answer:
"It is greater than the answer to part (a)".
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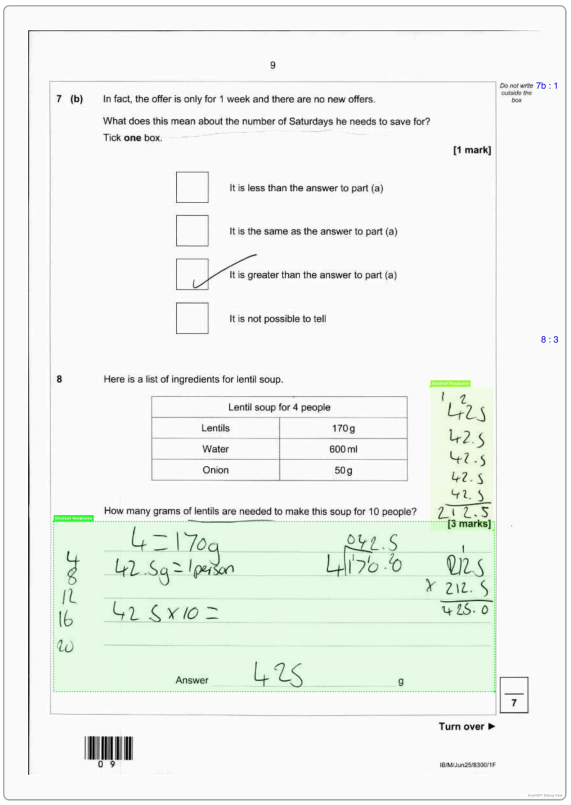
Marking Analysis:

B1: Awarded — The mark required identifying that the required number of Saturdays is "greater than the answer to part (a)". The correct box has been ticked.

Total Marks: 1/1

Question 8 Ratio, proportion and rates of change R10, R7 U721

Q: Here is a list of ingredients for lentil soup for 4 people: Lentils 170 g, Water 600 ml, Onion 50 g. How many grams of lentils are needed to make this soup for 10 people?



9

7 (b) In fact, the offer is only for 1 week and there are no new offers.

What does this mean about the number of Saturdays he needs to save for?

Tick **one** box. [1 mark]

- ☐ It is less than the answer to part (a)
- ☐ It is the same as the answer to part (a)
- ☑ It is greater than the answer to part (a)
- ☐ It is not possible to tell

8 Here is a list of ingredients for lentil soup.

Lentil soup for 4 people	
Lentils	170 g
Water	600 ml
Onion	50 g

How many grams of lentils are needed to make this soup for 10 people? [3 marks]

4 = 170g
42.5g = 1 person
42.5 x 10 =

Answer 425 g

Turn over ►

Student Response (OCR):

Left margin working:

4
8
12
16
20

Main working:

$4 = 170g$

$42.5g = 1\text{person}$

$42.5 \times 10 =$

Short division working:

$$4\overline{)1^{1}7^{1}0.^{2}0} \quad 042.5$$

Column addition working 1:

$^{1\ 2}$

$$\begin{array}{r} 42.5 \\ 42.5 \\ 42.5 \\ 42.5 \\ 42.5 \\ 212.5 \end{array}$$

Column addition working 2:

^{1}

$$\begin{array}{r} 212.5 \\ +\ 212.5 \\ \hline 425.0 \end{array}$$

Final Answer:

Answer ____425____ g

Marking Analysis:

M2: Awarded — A complete method to scale the lentils for 10 people was required, such as $170 \div 4 \times 10$. The working correctly calculated the amount for 1 person ($170 \div 4 = 42.5$ g) and multiplied by 10.

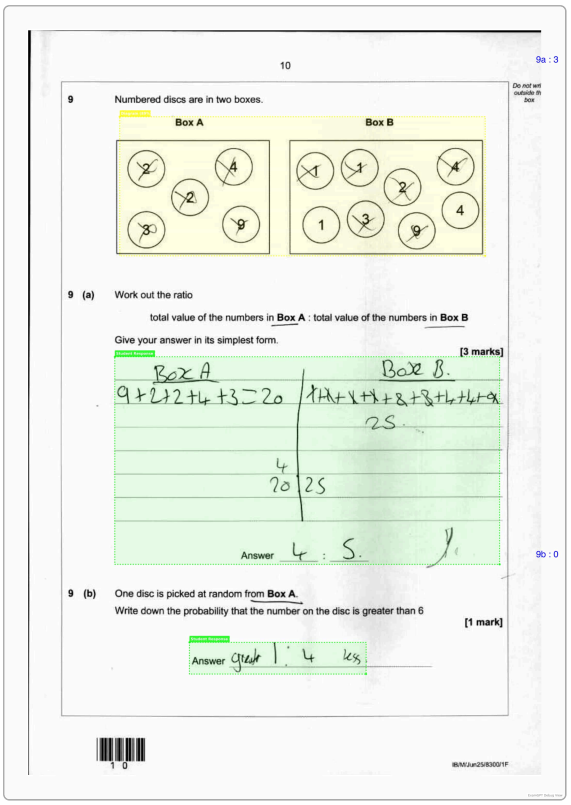
A1: Awarded — The correct answer of 425 g was obtained from fully correct calculations.

Total Marks: 3/3

Question 9(a)

Ratio, proportion and rates of change | R4 | U687

Q: Numbered discs are in two boxes. Box A contains discs numbered 2, 4, 2, 3, 9. Box B contains discs numbered 1, 1, 4, 2, 1, 3, 9, 4. Work out the ratio total value of the numbers in Box A : total value of the numbers in Box B. Give your answer in its simplest form.



10

9a : 3

9 Numbered discs are in two boxes.

Box A

Box B

9 (a) Work out the ratio

total value of the numbers in **Box A** : total value of the numbers in **Box B**

Give your answer in its simplest form.

[3 marks]

Box A

$9+2+2+4+3=20$

Box B.

$1+1+4+2+1+3+9+4$

$25.$

4

$20|25$

Answer $4:5$.

9b : 0

9 (b) One disc is picked at random from **Box A**.

Write down the probability that the number on the disc is greater than 6

[1 mark]

Answer greater than 4 ks

IB/M/Jun25/8300/1F

Student Response (OCR):

```
Box A
9 + 2 + 2 + 4 + 3 = 20
Box B.
[scribbled out 1 + 1 + x + x + 2 + 3 + 4 + 4 + 9]
25.
4
20|25
Answer line: 4 : 5
```

Marking Analysis:

M1: Awarded — The method mark is awarded for correctly summing the numbers in either box, shown by $9+2+2+4+3=20$ and reaching 25 for Box B.

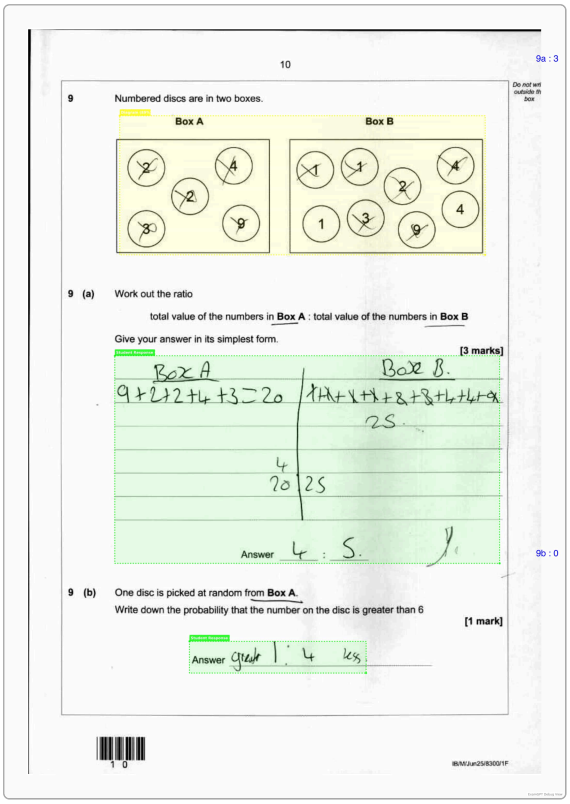
A1: Awarded — The accuracy mark is awarded for stating the unsimplified ratio as $20:25$.

A1ft: Awarded — The final accuracy mark is awarded for correctly simplifying the ratio to $4:5$.

Total Marks: 3/3

Question 9(b) Probability

Q: Numbered discs are in two boxes. Box A contains discs numbered 2, 4, 2, 3, 9. One disc is picked at random from Box A. Write down the probability that the number on the disc is greater than 6



Student Response (OCR):

```
Answer great 1 : 4 less.
```

Marking Analysis:

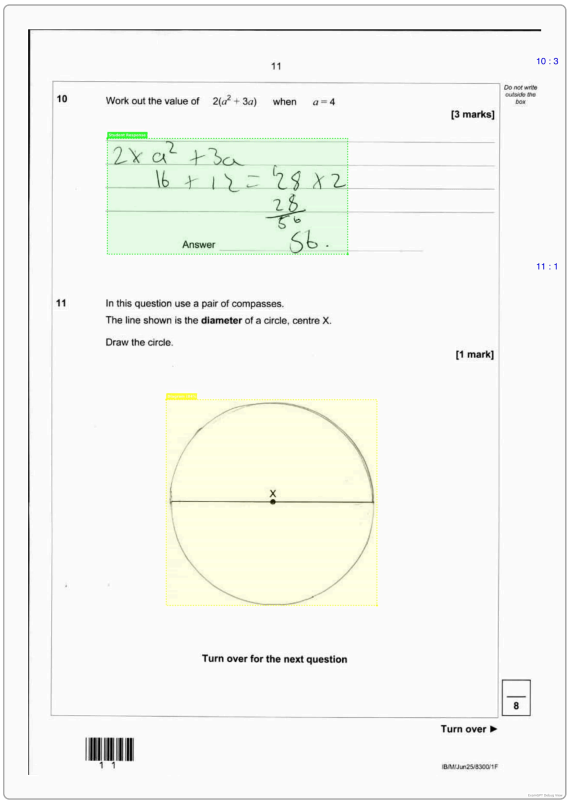
BO: Not Awarded — The mark required the probability expressed as a fraction, decimal, or percentage ($\frac{1}{5}$, 0.2, or 20%). Writing the outcome as a ratio "$1 : 4$" cannot be accepted as a probability; write the number of successful outcomes divided by the total number of discs, which is $\frac{1}{5}$.

Total Marks: 0/1

Question 10

Algebra > Notation, vocabulary and manipulation | A2 | U201

Q: Work out the value of 2(a² + 3a) when a = 4



11

10 : 3

10 Work out the value of $2(a^2+3a)$ when $a=4$

[3 marks]

Do not write outside the box

Student Response

$2 \times a^2 + 3a$

$16 + 12 = 28 \times 2$

28

56

Answer 56.

11 : 1

11 In this question use a pair of compasses.

The line shown is the **diameter** of a circle, centre X.

Draw the circle.

[1 mark]

X

Turn over for the next question

8

Turn over ►

1 1

IB/M/Jun25/8300/1F

Student Response (OCR):

$2 \times a^2 + 3a$

$16 + 12 = 28 \times 2$

28

56

Answer line ____ 56.

Marking Analysis:

M1: Awarded — The student correctly evaluated individual terms by calculating $4^2 = 16$ and $3 \times 4 = 12$ (giving 28 inside the bracket).

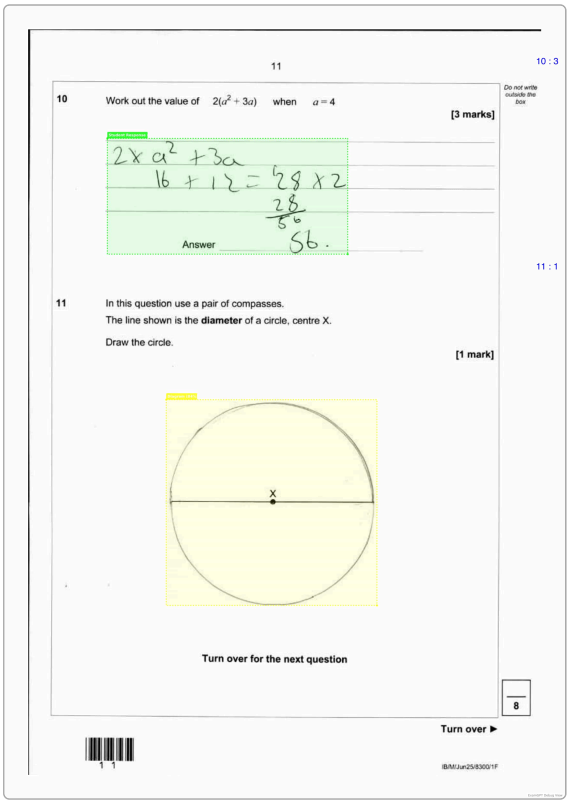
M1dep: Awarded — The student set up the complete substitution and multiplication by finding $(16 + 12) \times 2$.

A1: Awarded — The student arrived at the correct final value of 56.

Total Marks: 3/3

Question 11 Geometry and measures > Properties and constructions

Q: In this question use a pair of compasses. The line shown is the diameter of a circle, centre X. Draw the circle.



11 10 : 3

10 Work out the value of $2(a^2+3a)$ when $a=4$ [3 marks]

Do not write outside the box

Answer 56.

11 : 1

11 In this question use a pair of compasses.
The line shown is the **diameter** of a circle, centre X.
Draw the circle. [1 mark]

X

Turn over for the next question

8

Turn over ►

1 1

IB/M/Jun25/8300/1F

Student Response (OCR) ⚡:

```
A circle has been drawn with its centre at point X. The
circle passes through both ends of the given horizontal
line, making the line its diameter.
```

Marking Analysis ⚡: Gemini 3.1 Pro

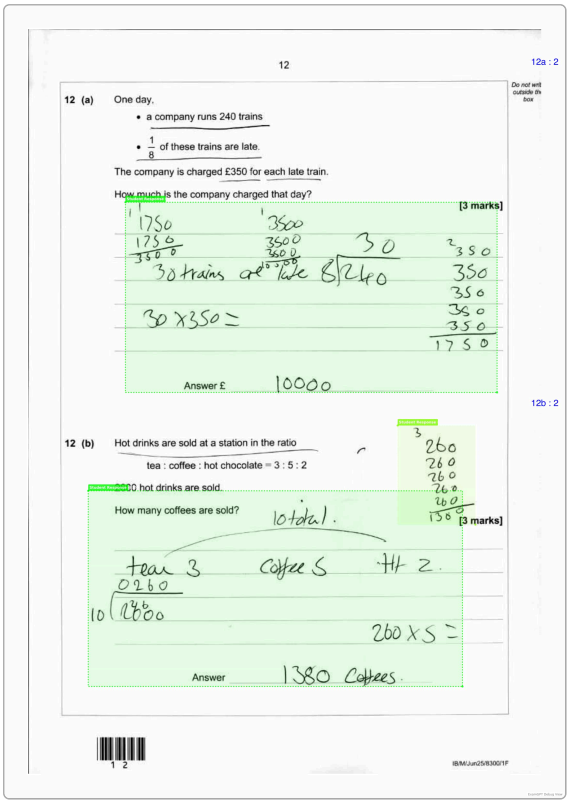
B1: Awarded — The mark is for a correct circle drawn using compasses. The response shows a circle drawn with its centre at X, passing through the ends of the given line, and the smooth curve indicates it was an attempt with compasses.

Total Marks: 1/1

Question 12(a)

Number > Fractions, decimals and percentages | N12, N2 | U881, U127

Q: One day, a company runs 240 trains and 1/8 of these trains are late. The company is charged £350 for each late train. How much is the company charged that day?



Student Response (OCR):

$^{1}1750$
$\underline{1750}$
3500
$^{1}3500$
3500
[scribbled out 3500]
[scribbled out 10500]
30
$8\overline{)240}$
$^{2}350$
350
350
350
$\underline{350}$
1750
30 trains are late
$30 \times 350 =$
Answer £ 10000

Marking Analysis:

M2: Awarded — The method requires finding the number of late trains and multiplying by the cost per train ($240 \div 8 \times 350$). You correctly calculated $240 \div 8 = 30$ and set up the multiplication 30×350.

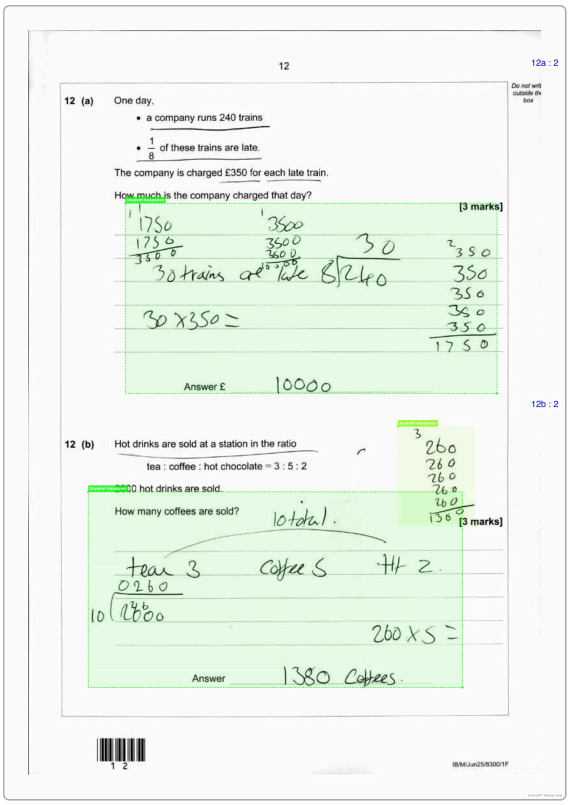
AO: Not Awarded — The accuracy mark requires a final answer of $10\,500$. You crossed out $10\,500$ in your working and wrote $10\,000$ on the answer line; evaluating 30×350 correctly gives $10\,500$.

Total Marks: 2/3

Question 12(b)

Ratio, proportion and rates of change | R5 | U577

Q: Hot drinks are sold at a station in the ratio tea : coffee : hot chocolate = 3 : 5 : 2. 2600 hot drinks are sold. How many coffees are sold?



Student Response (OCR):

10 total.
3
260
260
260
260
260
1380
tea 3 Coffee 5 Ht 2
0260
$10\overline{)2^{2}6^{6}0^{0}}$
$260 \times 5 =$
Answer 1380 Coffees

Marking Analysis:

M1: Awarded — The method requires dividing the total quantity of 2600 by the sum of the ratio parts, $3 + 5 + 2 = 10$. The response correctly calculates $2600 \div 10 = 260$.

M1dep: Awarded — This mark requires multiplying the value of one part by 5 to find the coffee share. The response shows the correct method by calculating 260×5 (repeated addition of five 260s).

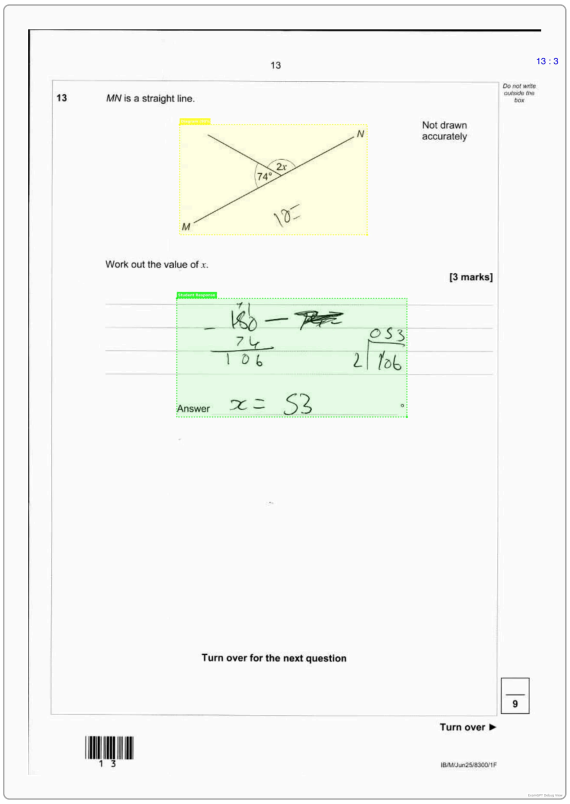
A0: Not Awarded — The accuracy mark requires the final answer of 1300. An arithmetic error in adding 260×5 resulted in '1380', so checking the column addition ($5 \times 60 = 300$, giving $1000 + 300 = 1300$) would have achieved the final mark.

Total Marks: 2/3

Question 13

Algebra > Solving equations and inequalities | A17 | U325

Q: MN is a straight line (not drawn accurately). At a point on the line, two angles are formed: 74° and 2x. Work out the value of x.



Student Response (OCR):

```
Below the diagram, written near the line MN:
180
In the working out area:
−180 [scribbled out (illegible)]
  74
  106
*(Note: There is a small '7' written above the '8' and a
small '1' written next to the '0' in the number 180 to
indicate borrowing).*
To the right of the subtraction:
  053
2)106
Answer line:
Answer x = 53
```

Marking Analysis:

M1: Awarded — The student has correctly calculated $180 - 74 = 106$, applying the property that angles on a straight line sum to 180°.

M1dep: Awarded — The student has correctly set up and carried out the division of their 106 by 2 using short division.

A1: Awarded — The student has found the correct final answer of $x = 53$.

Total Marks: 3/3

Question 14(a)

Number > Measures and accuracy | N14, N15 | U225

Q: By rounding each number to 1 significant figure, estimate the value of 1.98 × 3.82 + 6.75². You must show your working.



14

14a : 3

14 (a) By rounding each number to 1 significant figure, estimate the value of

$1.98 \times 3.82 + 6.75^2$

You **must** show your working. [3 marks]

$(2 \times 4) + 7^2 =$ 1 49 8 57

Answer 57.

14b : 1

14 (b) Is your answer to part (a) an overestimate or an underestimate?

Tick one

Overestimate ✓ Underestimate ☐

Give a reason for your answer. [1 mark]

Because all the numbers have to be rounded up to become 1 S.f (significant figure).

IB/M/Jun25/8300/1F

Student Response (OCR):

$(2 \times 4) + 7^2 =$
8
Column addition shown on the right side:
1
49
8
(horizontal line)
57
Answer line: Answer 57.

Marking Analysis:

M1: Awarded — You correctly rounded at least one of the values to 1 significant figure (2, 4, or 7).

M1: Awarded — You correctly rounded all three values to 1 significant figure, writing $(2 \times 4) + 7^2$.

A1: Awarded — You calculated $8 + 49 = 57$ accurately, having clearly shown the rounded values 2, 4, and 7.

Total Marks: 3/3

Question 14(b) Number > Measures and accuracy N14 U225

Q: Referring to the estimate of 1.98 × 3.82 + 6.75² by rounding to 1 significant figure: Is your answer to part (a) an overestimate or an underestimate? Tick one box (Overestimate / Underestimate). Give a reason for your answer.



14

14a : 3

14 (a) By rounding each number to 1 significant figure, estimate the value of

$1.98 \times 3.82 + 6.75^2$

You **must** show your working. [3 marks]

$(2 \times 4) * 7^2 =$ 49

8

57

Answer 57.

14b : 1

14 (b) Is your answer to part (a) an overestimate or an underestimate?

Tick one

Overestimate ✓ Underestimate ☐

Give a reason for your answer. [1 mark]

Because all the numbers have to be rounded up to become 1 significant figure.

14

IB/M/Jun25/8300/1F

Student Response (OCR):

```
Student has ticked the box for 'Overestimate'.
Because all the numbers have to be rounded up to become 1
significant figure .
```

Marking Analysis:

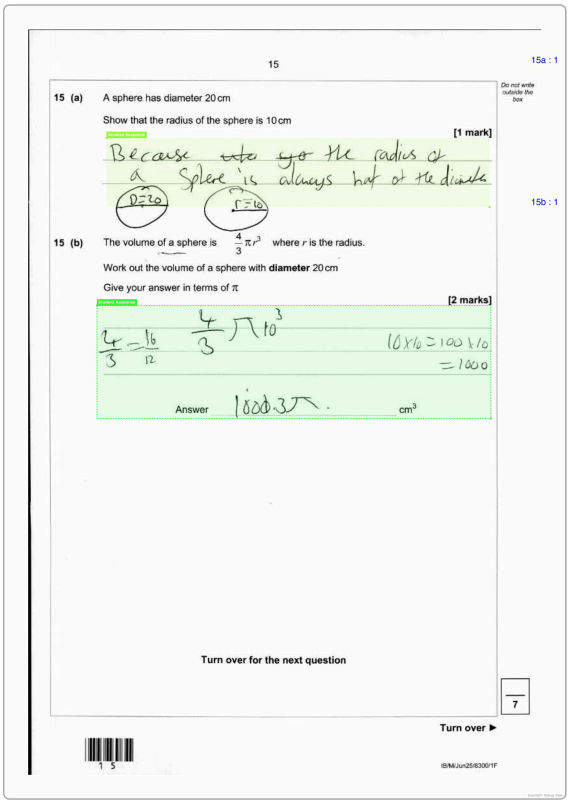
B1: Awarded — The mark requires ticking 'Overestimate' and providing a valid reason. The box for 'Overestimate' was correctly ticked and the reason states that 'all the numbers have to be rounded up to become 1 significant figure', which fully satisfies the requirement.

Total Marks: 1/1

Question 15(a)

Geometry and measures > Mensuration and calculation

Q: A sphere has diameter 20 cm. Show that the radius of the sphere is 10 cm



15

15a : 1

15 (a) A sphere has diameter 20 cm

Show that the radius of the sphere is 10 cm

[1 mark]

Because ~~the~~ ~~yo~~ the radius of a Sphere is always half of the diameter

D=20 r=10

15b : 1

15 (b) The volume of a sphere is $\frac{4}{3}\pi r^3$ where r is the radius.

Work out the volume of a sphere with **diameter** 20 cm

Give your answer in terms of π

[2 marks]

$\frac{4}{3}\pi 10^3$ $10\times10=100\times10=1000$

$\frac{4}{3}=\frac{16}{12}$

Answer 1000π cm³

Turn over for the next question

7

Turn over ▶

15

IB/M/Jun25/8300/1F

Student Response (OCR):

Because [scribbled out (the)] [scribbled out (yo)] the radius of
a Sphere is always half of the diameter
Below the text, there are two hand-drawn circles:

- The first circle has a horizontal line drawn across it representing a diameter, with the text $D = 20$ written inside.
- The second circle has a horizontal line drawn from the center to the edge representing a radius, with the text $r = 10$ written inside.

Marking Analysis:

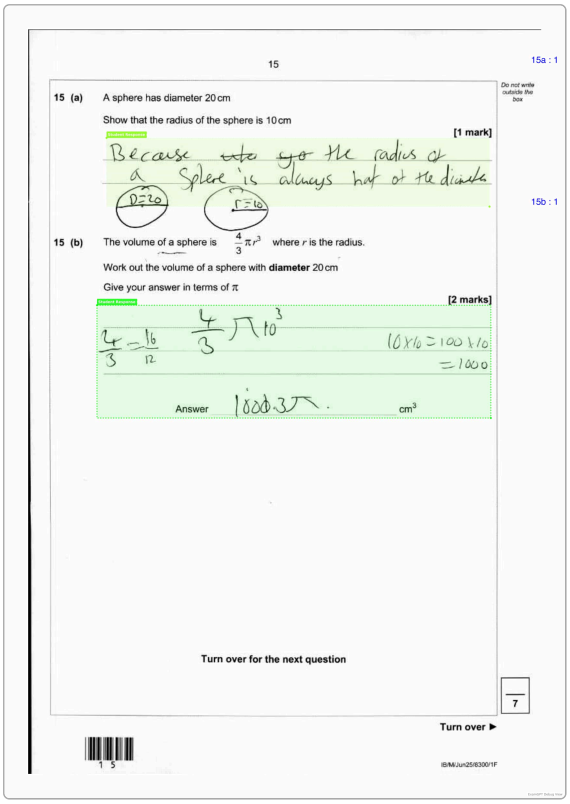
B1: Awarded — The mark was for showing that the radius is half the diameter, which this response clearly states with "the radius of a Sphere is always half of the diameter".

Total Marks: 1/1

Question 15(b)

Algebra > Notation, vocabulary and manipulation | A2 | U585

Q: The volume of a sphere is 4/3 πr³ where r is the radius. Work out the volume of a sphere with diameter 20 cm. Give your answer in terms of π



15

15a : 1

15 (a) A sphere has diameter 20 cm

Show that the radius of the sphere is 10 cm

[1 mark]

Because ~~you~~ the radius of a sphere is always half of the diameter

D=20 r=10

15b : 1

15 (b) The volume of a sphere is $\frac{4}{3}\pi r^3$ where r is the radius.

Work out the volume of a sphere with **diameter** 20 cm

Give your answer in terms of π

[2 marks]

$\frac{4}{3}\pi 10^3$ $10\times10=100\times10$ $=1000$

$\frac{4}{3}=\frac{16}{12}$

Answer 1000.3π cm³

Turn over for the next question

7

Turn over ▶

1 5

IB/M/Jun25/8300/1F

Student Response (OCR):

$\frac{4}{3} = \frac{16}{12}$
$\frac{4}{3}\pi 10^3$
$10 \times 10 = 100 \times 10$
$= 1000$
Answer line: 1000.3π

Marking Analysis:

M1: Awarded — The method requires finding the radius cubed as 10^3 or 1000. The response correctly halves the diameter to get a radius of $10\ \text{cm}$ and shows $10 \times 10 = 100 \times 10 = 1000$.

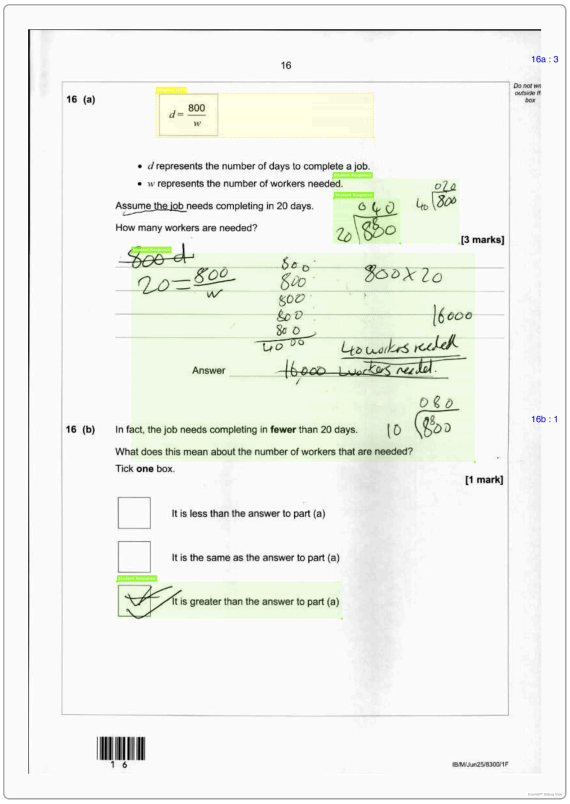
AO: Not Awarded — The mark scheme requires $\frac{4000}{3}\pi$ or equivalent (such as $1333.3...\pi$). The response gives 1000.3π; to find the final volume, multiply the 1000 by $\frac{4}{3}$ to give $\frac{4000}{3}\pi$.

Total Marks: 1/2

Question 16(a)

Algebra > Notation, vocabulary and manipulation | A2, R10 | U144

Q: The formula d = 800/w where d represents the number of days to complete a job and w represents the number of workers needed. Assume the job needs completing in 20 days. How many workers are needed?



16

16 (a) $d = \frac{800}{w}$

- d represents the number of days to complete a job.
- w represents the number of workers needed.

Assume the job needs completing in 20 days.

How many workers are needed? [3 marks]

$20 = \frac{800}{w}$

Answer 40 workers needed

16 (b) In fact, the job needs completing in **fewer** than 20 days.

What does this mean about the number of workers that are needed?

Tick **one** box. [1 mark]

- ☐ It is less than the answer to part (a)
- ☐ It is the same as the answer to part (a)
- ☑ It is greater than the answer to part (a)

Student Response (OCR):

```
[scribbled out (800 d)]
20 = 800/w
040
20)800
020
40)800
800
800
800
800
800
4000
800 × 20
16000
40 workers needed
Answer line: [scribbled out (16,000 workers needed.)]
```

Marking Analysis:

M1: Awarded — Correct substitution into the formula shown by writing $20 = \frac{800}{w}$.

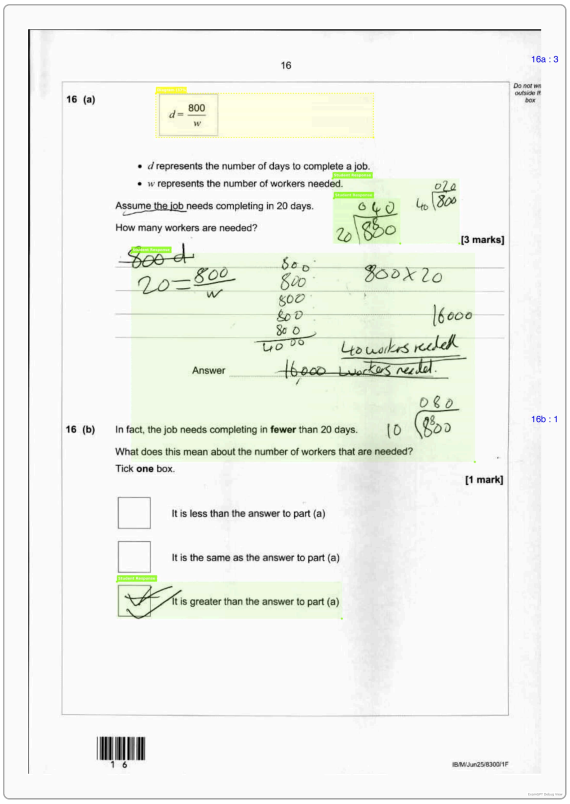
M1dep: Awarded — Correct method to solve for w by dividing 800 by 20.

A1: Awarded — Correct final answer of 40.

Total Marks: 3/3

Question 16(b) Ratio, proportion and rates of change R10 U357

Q: Using the formula d = 800/w where d is the number of days and w is the number of workers needed. In fact, the job needs completing in fewer than 20 days. What does this mean about the number of workers that are needed? Tick one box.



Student Response (OCR):

Based on the image provided, here is the student's handwritten response for Question 16(b):

- **Selected answer:** The student has ticked the third box, selecting the option **"It is greater than the answer to part (a)"**.
- **Handwritten working (located to the right of the question):**

$$080$$

$$10\overline{)800}$$

Marking Analysis:

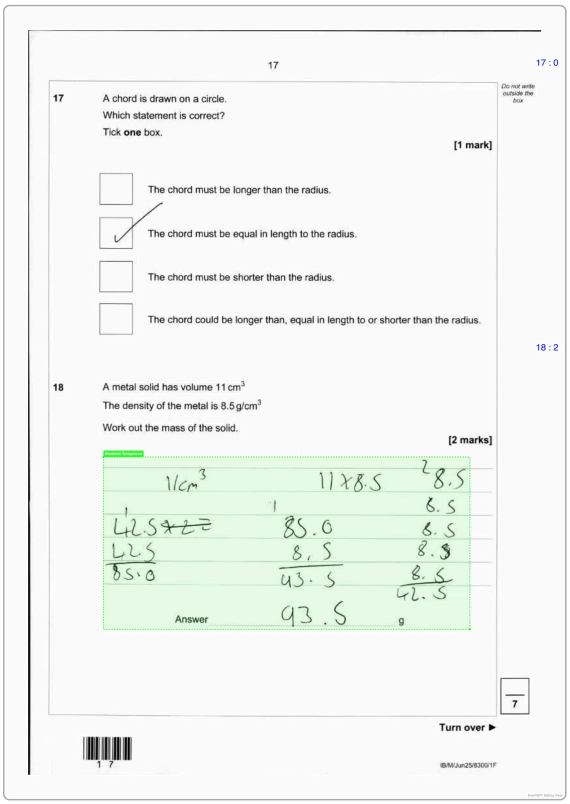
B1: Awarded — The student has correctly selected "It is greater than the answer to part (a)", demonstrating understanding that completing the job in fewer days requires an inversely proportional increase in the number of workers.

Total Marks: 1/1

Question 17

Geometry and measures > Properties and constructions

Q: A chord is drawn on a circle. Which statement is correct? Tick one box. (The chord must be longer than the radius. / The chord must be equal in length to the radius. / The chord must be shorter than the radius. / The chord could be longer than, equal in length to or shorter than the radius.)



17

17 : 0

17 A chord is drawn on a circle.
Which statement is correct?
Tick **one** box.

[1 mark]

- ☐ The chord must be longer than the radius.
- ☑ The chord must be equal in length to the radius.
- ☐ The chord must be shorter than the radius.
- ☐ The chord could be longer than, equal in length to or shorter than the radius.

18 : 2

18 A metal solid has volume 11 cm^3
The density of the metal is 8.5 g/cm^3
Work out the mass of the solid.

[2 marks]

11cm³ 11×8.5 8.5
8.5
42.5 85.0 8.5
42.5 8.5 8.5
85.0 43.5 8.5
42.5

Answer 93.5 g

7

Turn over ▶

Student Response (OCR):

```
The student has ticked the second box: "The chord must be
equal in length to the radius."
```

Marking Analysis:

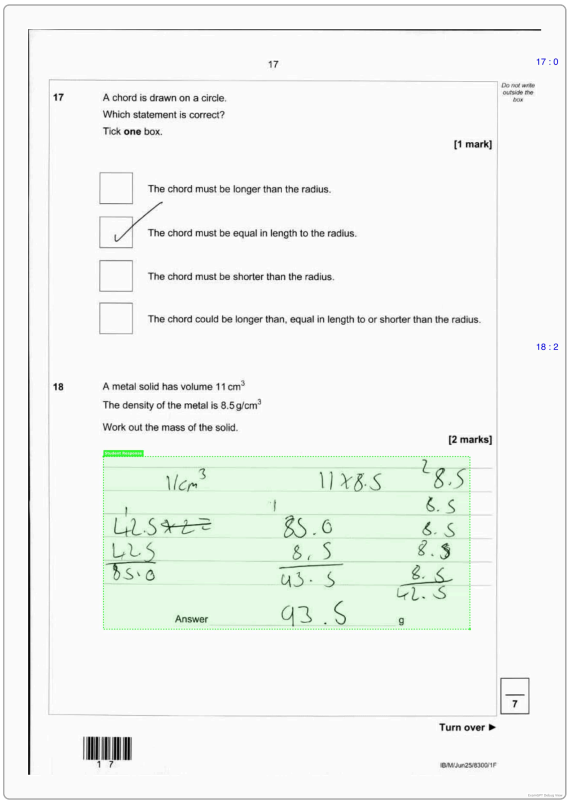
BO: Not Awarded — The mark required selecting that "The chord could be longer than, equal in length to or shorter than the radius.", but you selected that it "must be equal in length to the radius". A chord is any line segment connecting two points on a circle's circumference, so its length can range from very close to 0 up to the diameter ($2r$). To answer correctly, consider that a chord can be shorter than a radius, equal to it (subtending 60° at the centre), or longer (such as the diameter).

Total Marks: 0/1

Question 18

Ratio, proportion and rates of change | R11, R1 | U910

Q: A metal solid has volume 11 cm³. The density of the metal is 8.5 g/cm³. Work out the mass of the solid.



17

17 : 0

17 A chord is drawn on a circle.
Which statement is correct?
Tick **one** box.

[1 mark]

- ☐ The chord must be longer than the radius.
- ☑ The chord must be equal in length to the radius.
- ☐ The chord must be shorter than the radius.
- ☐ The chord could be longer than, equal in length to or shorter than the radius.

18 : 2

18 A metal solid has volume 11 cm^3
The density of the metal is 8.5 g/cm^3
Work out the mass of the solid.

[2 marks]

Answer 93.5 g

7

Turn over ▶

Student Response (OCR):

$11cm^3$
11×8.5
$^{2}8.5$
8.5
8.5
8.5
8.5
42.5
[scribbled out (42.5)]
[scribbled out (42.5)]
[scribbled out (85.0)]
85.0
8.5
93.5
Answer 93.5 g

Marking Analysis:

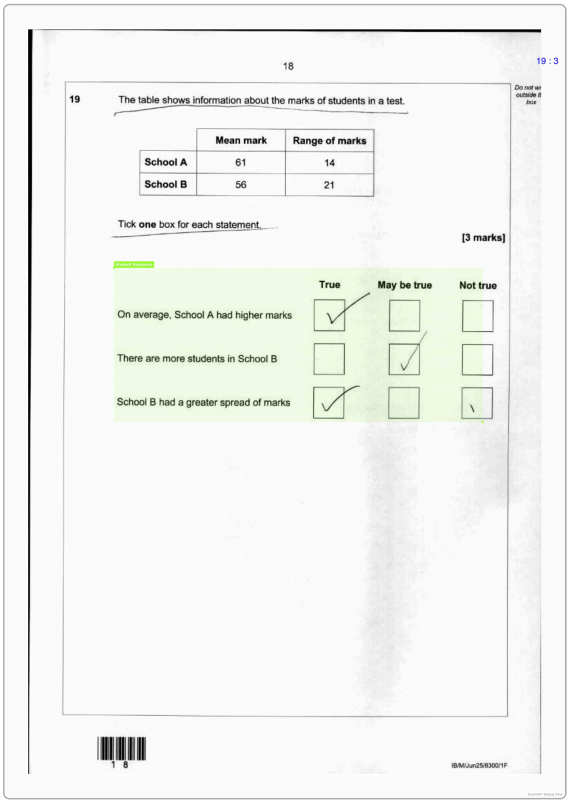
M1: Awarded — The method mark requires multiplying volume by density (11×8.5). The calculation 11×8.5 is clearly stated in the working.

A1: Awarded — The accuracy mark requires the correct mass of 93.5. The final answer is correctly evaluated as 93.5 g.

Total Marks: 2/2

Question 19 Statistics S4 U717

Q: The table shows information about the marks of students in a test: School A Mean mark 61, Range of marks 14; School B Mean mark 56, Range of marks 21. Tick one box for each statement (True / May be true / Not true): On average, School A had higher marks; There are more students in School B; School B had a greater spread of marks.



18

19 : 3

19 The table shows information about the marks of students in a test.

	Mean mark	Range of marks
School A	61	14
School B	56	21

Tick **one** box for each statement.

[3 marks]

	True	May be true	Not true
On average, School A had higher marks	✓		
There are more students in School B		✓	
School B had a greater spread of marks	✓		

IB/M/Jun25/8300/1F

Student Response (OCR):

Based on the student's handwritten response to Question 19, here are the selections they made:

- For the statement **"On average, School A had higher marks"**, the student has ticked the **"True"** box.
- For the statement **"There are more students in School B"**, the student has ticked the **"May be true"** box.
- For the statement **"School B had a greater spread of marks"**, the student has ticked the **"True"** box.

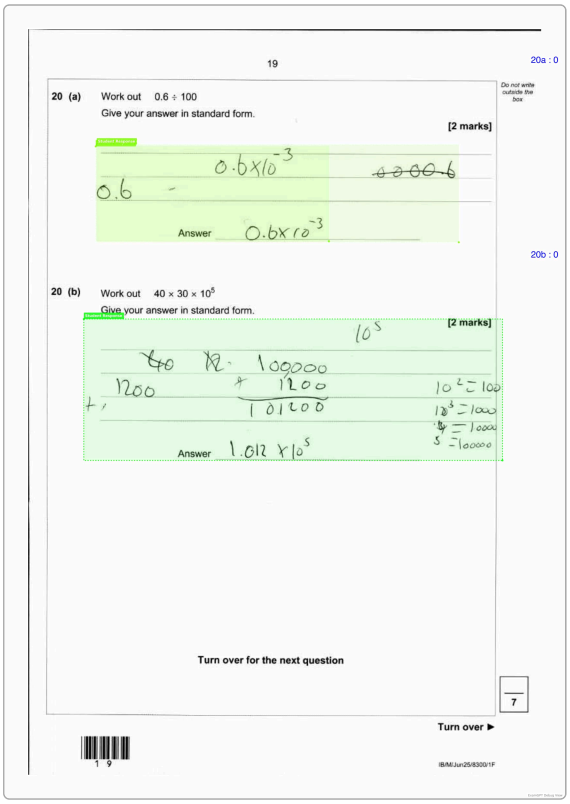
Marking Analysis:

B3: Awarded — All three statements are correctly identified: 'True' for comparing the means to show higher average marks, 'May be true' because the summary statistics do not provide the sample sizes, and 'True' for comparing the ranges to evaluate the spread of marks.

Total Marks: 3/3

Question 20(a) Number > Structure and calculation N9 U534

Q: Work out 0.6 ÷ 100. Give your answer in standard form.



Student Response (OCR):

0.6×10^{-3} [scribbled out (0.0006)]
0.6
Answer 0.6×10^{-3}

Marking Analysis:

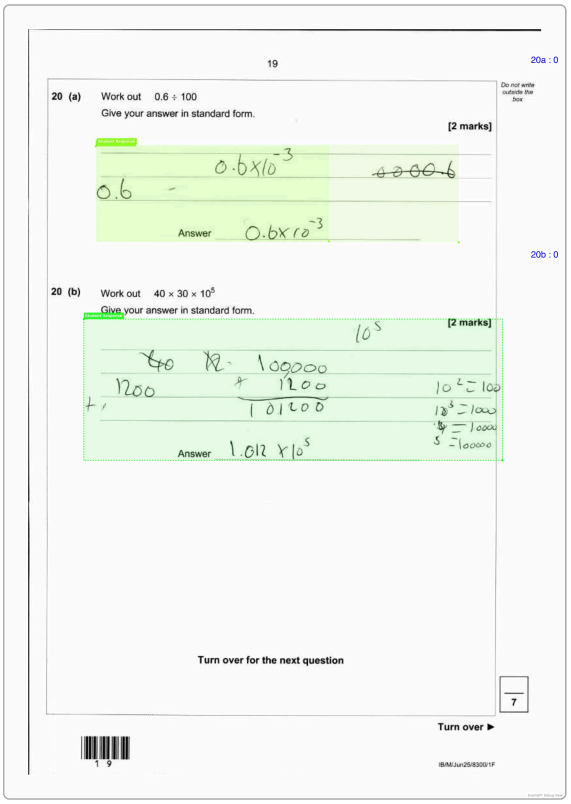
BO: Not Awarded — The mark scheme requires 6×10^{-3} in standard form $A \times 10^n$ where $1 \leq A < 10$. The response gives 0.6×10^{-3}, which has $A = 0.6$ (not between 1 and 10) and evaluates to 0.0006 rather than the correct value $0.6 \div 100 = 0.006$. To earn the marks, adjust the coefficient to 6 and decrease the power of 10 accordingly to give 6×10^{-3}.

Total Marks: 0/2

Question 20(b)

Number > Structure and calculation | N9 | U330

Q: Work out 40 × 30 × 10^5. Give your answer in standard form.



Student Response (OCR):

10^5
[scribbled out 40] [scribbled out 12] 100000
1200+1200
+101200$
$10^2 = 100$
$10^3 = 1000$
[scribbled out 10^4] $= 10000$
$5 = 100000$
Answer $1.012 \times 10^5

Marking Analysis:

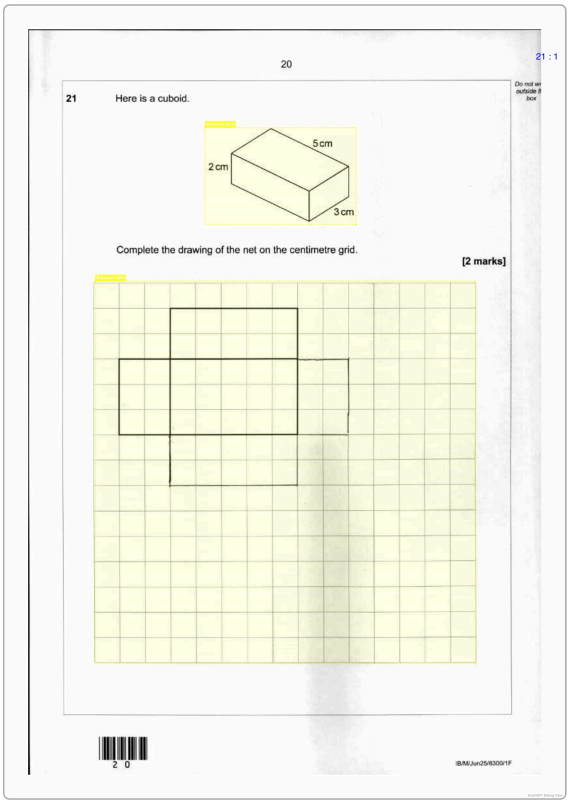
BO: Not Awarded — The question requires calculating $40 \times 30 \times 10^5 = 1.2 \times 10^8$. You found $40 \times 30 = 1200$ but then added it to 10^5 $(100\,000)$ to get $101\,200$ instead of multiplying. To earn marks, multiply the terms $(1200 \times 100\,000 = 120\,000\,000)$ and convert to standard form as 1.2×10^8.

Total Marks: 0/2

Question 21

Geometry and measures > Properties and constructions

Q: Here is a cuboid with dimensions 2 cm, 3 cm and 5 cm. Complete the drawing of the net on the centimetre grid.



Student Response (OCR):

Based on the image provided, the student has added to the pre-printed partial net on the centimetre grid:

- The student has drawn a single rectangle attached to the right edge of the central 5×3 rectangle.
- This drawn rectangle has a width of 2 squares (2 cm) and a height of 3 squares (3 cm).
- No other faces have been drawn, meaning the net is left incomplete with only 5 out of the 6 required faces for a cuboid.

Marking Analysis:

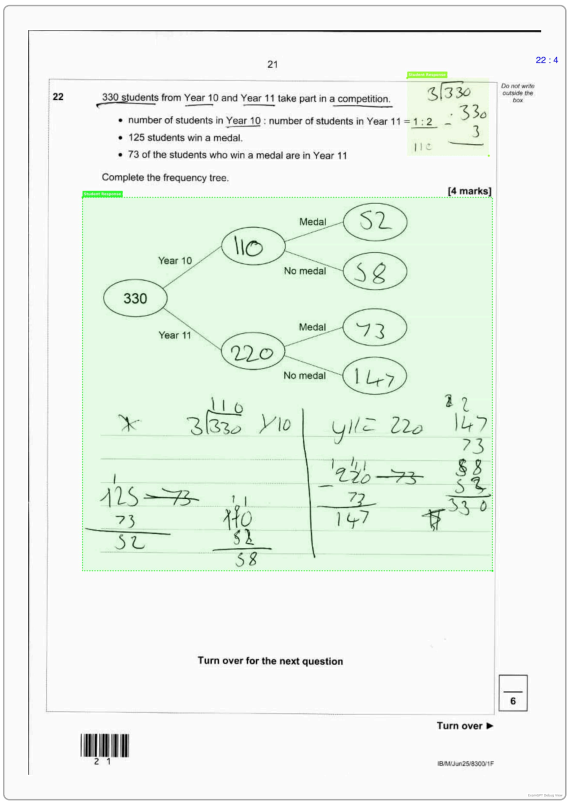
B1: Awarded — A fully correct net requires all 6 faces of the cuboid, but B1 is awarded for drawing 'one or two correctly sized rectangles drawn in appropriate positions'. You correctly drew one $2\ \text{cm} \times 3\ \text{cm}$ rectangle attached to the right edge of the central $5\ \text{cm} \times 3\ \text{cm}$ face. To gain full marks, draw the final remaining face (a matching $5\ \text{cm} \times 2\ \text{cm}$ rectangle) in a valid position to complete the 6-faced net.

Total Marks: 1/2

Question 22

Ratio, proportion and rates of change > Statistics | R5, S2 | U577

Q: 330 students from Year 10 and Year 11 take part in a competition. number of students in Year 10 : number of students in Year 11 = 1 : 2; 125 students win a medal; 73 of the students who win a medal are in Year 11. Complete the frequency tree (branches: 330 → Year 10 and Year 11, each branching to Medal and No medal).



Student Response (OCR):

Based on the handwritten text in the image, here is the student's response for Question 22:

Frequency Tree Handwritten Values:

- Year 10 branch: 110
- Medal branch: 52
- No medal branch: 58
- Year 11 branch: 220
- Medal branch: 73
- No medal branch: 147

Handwritten Working Out:

Top Right:

$3\overline{)330}$

$\frac{330}{3}$

110

Bottom Left:

110 above a bus stop division $3\overline{)330}$

$y10$

Column subtraction:

125

-73

52

Column subtraction (with borrowing marks on 110):

110

52

58

Bottom Right:

$y11 = 220$

Column subtraction (with borrowing marks on 220):

220

-73

147

Column addition (with carry digits 2 and 2 written above):

147

73

58

52

[scribbled out (+)] 330

Marking Analysis:

M1: Awarded — The student correctly calculated $330 \div 3 = 110$ to find the value of one ratio part.

A1: Awarded — The student correctly found 110 students in Year 10 and 220 students in Year 11 on the tree diagram.

B1: Awarded — The student correctly placed 52 for Year 10 Medal $(125 - 73)$ and 73 for Year 11 Medal.

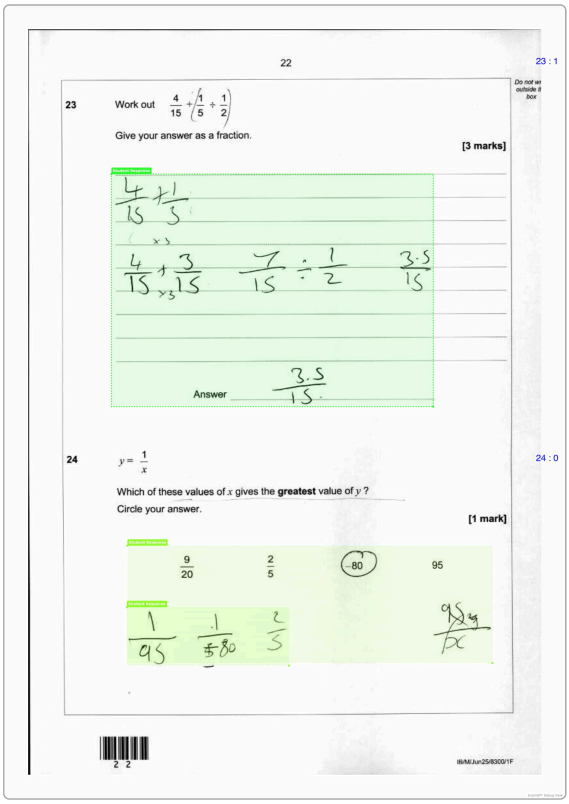
B1: Awarded — The branch totals are completely consistent: $52 + 58 = 110$ for Year 10 and $73 + 147 = 220$ for Year 11.

Total Marks: 4/4

Question 23

Number > Structure and calculation | N8, N2 | U736, U544

Q: Work out 4/15 + 1/5 ÷ 1/2. Give your answer as a fraction.



Student Response (OCR):

$\frac{4}{15}+\frac{1}{5}$
$\times 3$
$\frac{4}{15}+\frac{3}{15}$\times 3 $\frac{7}{15}\div\frac{1}{2}$ $\frac{3.5}{15}$
Answer line: $\frac{3.5}{15}$

Marking Analysis:

M0: Not Awarded — Dividing by $\frac{1}{2}$ requires multiplying by the reciprocal 2 (or carrying out $\frac{1}{5}\div\frac{1}{2}=\frac{2}{5}$ first according to the order of operations), but the response halved the numerator to get $\frac{3.5}{15}$ instead of multiplying by 2.

M1: Awarded — Finding a common denominator and adding to get $\frac{7}{15}$ correctly shows a valid method for adding fractions with different denominators.

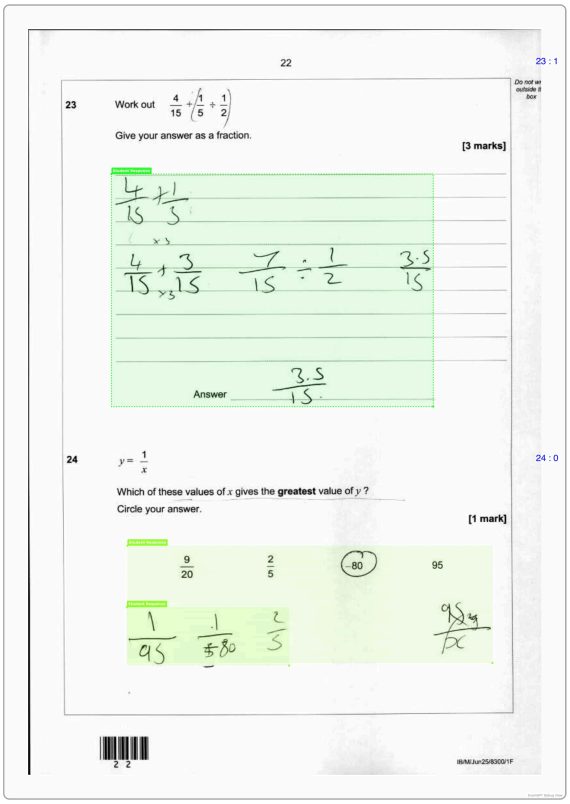
A0: Not Awarded — The final answer is given as $\frac{3.5}{15}$ rather than the correct simplified fraction $\frac{2}{3}$ (or equivalent $\frac{10}{15}$). Applying the order of operations by dividing $\frac{1}{5}\div\frac{1}{2}=\frac{2}{5}$ before adding to $\frac{4}{15}$ gives the required answer.

Total Marks: 1/3

Question 24

Number > Structure and calculation | N1 | U746

Q: y = 1/x. Which of these values of x gives the greatest value of y? Circle your answer. (9/20, 2/5, −80, 95)



Student Response (OCR):

The student has selected -80 by circling it.
Handwritten working below the options (from left to right):
$\frac{1}{95}$
$\frac{1}{-80}$
$\frac{2}{5}$
[scribbled out ($\frac{95}{x}$)]

Marking Analysis:

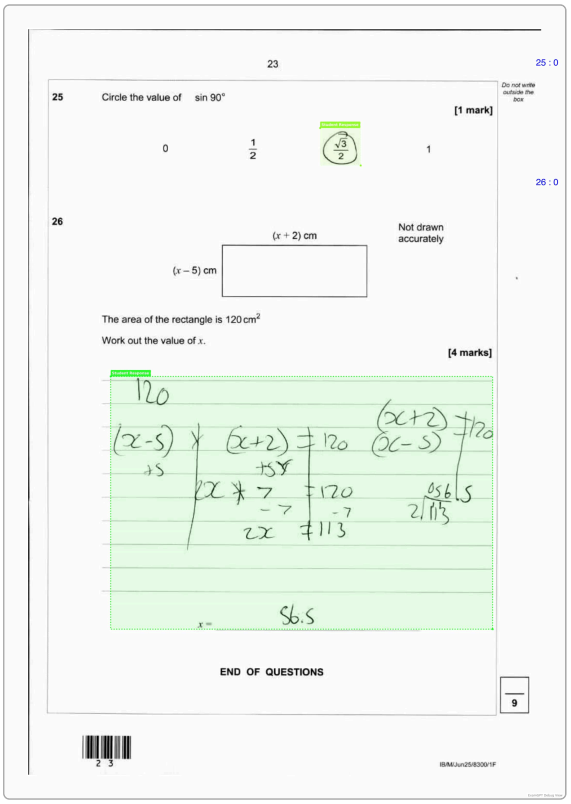
BO: Not Awarded — The mark requires selecting $2/5$ as the value of x that gives the greatest value of y. You circled '-80', which gives a negative reciprocal $y = -\frac{1}{80} = -0.0125$. To maximise $y = \frac{1}{x}$, choose the smallest positive value of x, which is $\frac{2}{5}$ because its reciprocal gives $y = \frac{5}{2} = 2.5$.

Total Marks: 0/1

Question 25

Geometry and measures > Mensuration and calculation

Q: Circle the value of sin 90° (0, 1/2, √3/2, 1)



23

25 : 0

25 Circle the value of sin 90°

[1 mark]

0 $\frac{1}{2}$ $\frac{\sqrt{3}}{2}$ 1

26 : 0

26

$(x+2)$ cm

$(x-5)$ cm

Not drawn accurately

The area of the rectangle is 120 cm^2

Work out the value of x.

[4 marks]

$(x-5)(x+2)=120$

$x^2-3x-10=120$

$x^2-3x=130$

$x=56.5$ or -2.5

END OF QUESTIONS

9

Student Response (OCR) ⚡:

The student has selected $\frac{\sqrt{3}}{2}$

Marking Analysis ⚡: Gemini 3.1 Pro

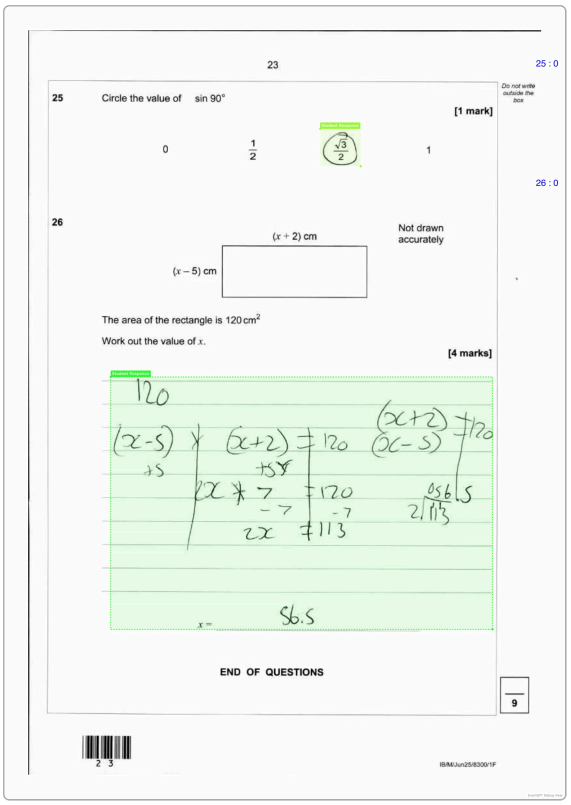
BO: Not Awarded — The mark required the student to identify 1 as the correct value, but the student has circled $\frac{\sqrt{3}}{2}$. To earn this mark, the student needed to recall the exact trigonometric value $\sin(90^\circ) = 1$ (note that $\frac{\sqrt{3}}{2}$ is the value of $\sin(60^\circ)$).

Total Marks: 0/1

Question 26

Algebra > Notation, vocabulary and manipulation | A4 | U768, U178

Q: A rectangle (not drawn accurately) has width (x + 2) cm and height (x – 5) cm. The area of the rectangle is 120 cm². Work out the value of x.



Student Response (OCR):

Based on the handwritten response for Question 26, here is the OCR of the student's work:

120

$(x-5)\times(x+2)=120$

$+5 \quad \quad +5$ [scribbled out text]

$2x+7=120$

$\quad -7 \quad \quad -7$

$\quad \quad 2x=113$

To the right of the main calculation:

$(x+2)=120$

$(x-5)$

056.5

$2)113$

Answer line:

$x=56.5$

Marking Analysis:

M0: Not Awarded — Expanding the product $(x-5)(x+2)$ requires multiplying each term to get four terms: $x^2+2x-5x-10$. The response instead simplified $(x-5)\times(x+2)$ to $2x+7$, missing the quadratic terms entirely. The next step is expanding products of two binomials by multiplying every term in the first bracket by every term in the second.

M0dep: Not Awarded — This mark requires rearranging the expanded equation into standard quadratic form $x^2-3x-130=0$. Since the brackets were not expanded into a quadratic expression, the equation could not be rearranged into a three-term quadratic equal to zero.

M0: Not Awarded — This mark is for solving a three-term quadratic equation using factorisation, the quadratic formula, or completing the square. The response solved a linear equation $2x+7=120$ instead.

A0: Not Awarded — The correct value is $x=13$, whereas the response gave $x=56.5$ following the linear equation error.

Total Marks: 0/4