

Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCSE
In Mathematics (1MA1)
Foundation (Calculator) Paper 2F

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General marking guidance

These notes offer general guidance, but the specific notes for examiners appertaining to individual questions take precedence.

1 All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.

Where some judgement is required, mark schemes will provide the principles by which marks will be awarded; exemplification/indicative content will not be exhaustive. When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the response should be sent to review.

2 All the marks on the mark scheme are designed to be awarded; mark schemes should be applied positively. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme. If there is a wrong answer (or no answer) indicated on the answer line always check the working in the body of the script (and on any diagrams), and award any marks appropriate from the mark scheme.

Questions where working is not required: In general, the correct answer should be given full marks.
Questions that specifically require working: In general, candidates who do not show working on this type of question will get no marks – full details will be given in the mark scheme for each individual question.

3 Crossed out work

This should be marked **unless** the candidate has replaced it with an alternative response.

4 Choice of method

If there is a choice of methods shown, mark the method that leads to the answer given on the answer line.

If no answer appears on the answer line, mark both methods **then award the lower number of marks.**

5 Incorrect method

If it is clear from the working that the "correct" answer has been obtained from incorrect working, award 0 marks. Send the response to review for your Team Leader to check.

6 Follow through marks

Follow through marks which involve a single stage calculation can be awarded without working as you can check the answer, but if ambiguous do not award.
Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

7 Ignoring subsequent work

It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question or its context. (eg. an incorrectly cancelled fraction when the unsimplified fraction would gain full marks).

It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect (eg. incorrect algebraic simplification).

8 Probability

Probability answers must be given as a fraction, percentage or decimal. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).

Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.

If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

9 Linear equations

Unless indicated otherwise in the mark scheme, full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously identified in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded (embedded answers).

10 Range of answers

Unless otherwise stated, when an answer is given as a range (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 3.5, 4.2) and all numbers within the range.

11 Number in brackets after a calculation

Where there is a number in brackets after a calculation E.g. 2 × 6 (=12) then the mark can be awarded **either** for the correct method, implied by the calculation **or** for the correct answer to the calculation.

12 Use of inverted commas

Some numbers in the mark scheme will appear inside inverted commas E.g. "12" × 50 ; the number in inverted commas cannot be any number – it must come from a correct method or process but the candidate may make an arithmetic error in their working.

13 Word in square brackets

Where a word is used in square brackets E.g. [area] × 1.5 : the value used for [area] does **not** have to come from a correct method or process but is the value that the candidate believes is the area. If there are any constraints on the value that can be used, details will be given in the mark scheme.

14 Misread

If a candidate misreads a number from the question. Eg. uses 252 instead of 255; method or process marks may be awarded provided the question has not been simplified. Examiners should send any instance of a suspected misread to review.

Guidance on the use of abbreviations within this mark scheme	
M	method mark awarded for a correct method or partial method
P	process mark awarded for a correct process as part of a problem solving question
A	accuracy mark (awarded after a correct method or process; if no method or process is seen then full marks for the question are implied but see individual mark schemes for more details)
C	communication mark awarded for a fully correct statement(s) with no contradiction or ambiguity
B	unconditional accuracy mark (no method needed)
oe	or equivalent
cao	correct answer only
ft	follow through (when appropriate as per mark scheme)
sc	special case
dep	dependent (on a previous mark)
indep	independent
awrt	answer which rounds to
isw	ignore subsequent working

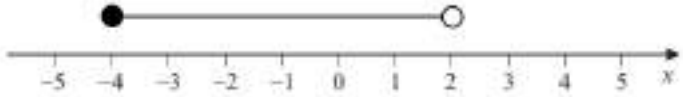
Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
1	21	B1	cao	
2	6*n*	B1		Allow *n*6 but not 6×*n* or 6.*n*
3	70	B1	cao	
4	–6, –3, 2, 5, 7	B1	for –6, –3, 2, 5, 7	Accept in correct reverse order
5 (i)	metres	C1	for metres or kilometres	Allow any unambiguous abbreviation
(ii)	grams	C1	for grams or milligrams or newtons	Allow any unambiguous abbreviation
6	21	P1	for a beginning process, eg 76 – 13 (= 63) **or** 3*x* + 13 = 76 oe	May be implied by $a + b + c = 63$ **or** $a + b + c + 13 = 76$ *a*, *b* and *c* may be seen in a list
		P1	for "63" ÷ 3 **or** (76 – 13) ÷ 3 (= *x*)	13+21+21+21=76, 76, 63 or 13 on answer line scores P1P1A0
		A1	cao	21, 21, 21 (13) on the answer line will score P1P1A1
7	6	M1	for 330 ÷ 55	Build up methods are allowed Condone one error in build up method 55 × 6 = 330, 330 or 55 on answer line scores M1A0
		A1	cao	ignore use of £ eg £6
8 (a)	6	B1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
8 (b)	9	M1	for beginning to work with range, eg 14 – 5 or 5 – 14 or 5 to 14 **or** an answer of –9	Condone eg 5, 14 but not 5 + 14
		A1	cao	
9 (i)	65	M1	for a complete method eg 180 – 85 – 30 **or** 360 – 180 – 85 – 30	May be seen on the diagram 85 + 30 + 65 = 180 scores M1A0 unless 65 clearly identified
		A1	cao	
(ii)	Reason	C1	for Angles on a straight line add up to 180 **or** Angles at a point add up to 360	Reason must be for their chosen method If M0 awarded in (i) answer must be in the range 35 to 95 to award C1 Underlined words must be seen Condone use of ∠s for angles
10	1 : 4	M1	for 20 : 80 oe ratio **or** 4 : 1	eg 10 : 40, 5 : 20, 2 :8, 20% : 80% or 0.2 : 0.8 oe
		A1	1 : 4	Condone 1% : 4% but not 0.01 : 0.04 Accept 0.25 : 1 or $\frac{1}{4}:1$

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
11 (a)	Shown	M1	for a correct first step, eg method to convert, 4 × 60 (= 240) or 75 ÷ 60 (= 1.25) or 150 ÷ 60 (= 2.5) **or** accurate converted time shown, eg 1(hr) 15(mins) oe or 2(hrs) 30(mins) oe **or** adding the two required times 150 + 75 (=225)	Units not required but if stated they must be correct.
		C1	for accurate figures to compare, eg 240 **and** 225 (mins) **or** 3.75(hrs) **or** 3(hrs) 45(mins) **or** 15 mins spare (from 240 – 150 – 75)	Units not required but if stated they must be correct. An incorrect conversion will score C0, eg 3.75 incorrectly converted to 3hrs 75mins Figures are enough and a direct comparison to 4 hrs is not needed
(b)	130	M1	for 2 × 65 oe	Condone 65 × "120"
		A1	cao	
12	75 **7** 20 102 **35 98 5 138** 110 105 **25** 240	B3	for a fully correct table	
		(B2	for 7, 8, 9, 10 or 11 entries correctly placed)	
		(B1	for 6 entries placed correctly)	
13 (a)	n^3	B1	cao	
(b)	6	M1	for isolating k terms, eg $5k = 26 + 4$ or $5k = 30$ **or** $k - \frac{4}{5} = \frac{26}{5}$ oe **or** $26 + 4 \div 5$	For M mark step must be carried out not just intention shown. For example, if you see $5k - 4 = 26$ $+4 \quad +4$ award M1 for $5k = r$ where $r > 26$
		A1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
14 (a)	Complete pie chart	M1	for a full method to find at least one angle, eg $\frac{360}{(45+20+55)}\times 20\,(=60)$ oe **or** $\frac{55}{(45+20+55)}\times 360\,(=165)$ oe **or** $\frac{135}{45}\times 20\,(=60)$ **or** $\frac{135}{45}\times 55\,(=165)$	Award this mark even if more than 3 sectors are drawn
		A1	for both angles correctly calculated **or** for one correct and accurately drawn angle	Do not award for drawing if the intention is to show more than 3 sectors
		A1	for a fully correct labelled pie chart	Each sector must be labelled with the associated language, not just angle size.
(b)	Explanation	C1	for explanation relating to population size, **Acceptable examples** No as we do not know the number of students in year 11 It would be true if the number of students in each year was the same No as pie charts show proportions not numbers (No) as the populations may not be equal No there may be more/less students in Yr10/Yr 11 Could be different number of degrees per person (on Yr 11 pie chart) Yes but only if there are the same number of students We don't know how many students are in year 10 compared to year 11 **Not acceptable examples** Yes as 150° is bigger than 135° We don't know how many students are in year 10	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
15	10	P1	for process to find total number of buttons 20 + 12 (= 32)	
		P1	for process to work with probability, eg "32" ÷ 4 (= 8) **or** "32" ÷ 4 × 3 (= 24)	May be implied by $\frac{"8"}{"32"}$
		P1	for process to find number of extra blue buttons required, eg "8" – 6 (= 2) **or** for process to find number of extra reds, eg 12 – ("8" – 6) **or** for process to find new total number of red buttons, eg (6 + 5 +12) – "8" (= 15) or "32" – "8" – 9 (= 15) or "24" – 9 (= 15)	May be implied by 8 : 9 : 15 or $\frac{"10"}{"32"}$
		A1	(dep P2) cao	Answer of 10 only scores no marks
16 (a)	70	M1	for a method to work with distance ÷ time, eg 35 ÷ (30 ÷ 60) or 35 ÷ 30 × 60 or 35 × (60 ÷ 30) **or** 35 ÷ 30 (= 1.16…) **or** [distance] ÷ [time]	May use other readings from graph for [distance] and [time] but must be accurate
		A1	answer in the range 69.6 to 70.2	
(b)	Graph drawn	C1	for a line from (30, 35) to (45, 35)	
17	1350	P1	for working with percentage, eg 85 ÷ 100 × 9000 (= 7650) **or** (100 – 85) ÷ 100 (= 0.15) oe	Allow $\frac{15}{100}$ and 15% but not 15 alone
		P1	for a complete process, eg 9000 – "7650" **or** (100 – 85) ÷ 100 × 9000	15% × 9000 is not acceptable unless correctly evaluated
		A1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
18	384	P1 P1 A1	for $\sqrt[3]{512}$ (= 8) **or** 512 ÷ 8 (= 64) for "8"^{2} × 6 "$\sqrt[3]{512}$" × "$\sqrt[3]{512}$"× 6 cao	 A correct answer coming from an incorrect method, eg 512 ÷ 4 = 128 and 128 × 3 = 384 will score no marks
19 (a)	–2	B1	cao	
(b)	Inequality shown	C2 (C1	for a fully correct diagram, eg  for drawing a line from –4 to 2 **or** (indep) for an open circle at 2 **or** (indep) for a closed circle at –4)	 Condone arrow heads or line ending to denote the 'end' of the line
20 (a)	2×5^3	M1 A1	for a complete method to find prime factors; could be shown on a complete factor tree with no more than one arithmetic error or by division by prime factors with no more than one error **or** for 2, 5, 5, 5 accept 2 × 5 × 5 × 5 oe	Condone the inclusion of 1s for this mark

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
20 (b)	150	M1	for at least 3 multiples of both 30 and 25 (can include 30 and 25) **or** for the prime factors 2, 3, 5 and 5, 5 (could be shown in a factor tree with no more than 1 arithmetic error or Venn diagram or table) **or** identifies the factors 5, 5 and 6 (may be seen in a grid) **or** for a different common multiple, eg 300	30, 60, 90, 120, 150, 180, 210, 240 25, 50, 75, 100, 125, 150, 175 $30 = 2 \times 3 \times 5$ $25 = 5 \times 5$ Condone the inclusion of 1s for this mark
		A1	150 or $2 \times 3 \times 5 \times 5$ oe	
21	1380 2070 3450	M1	for beginning to work with ratio, eg $6900 \div (2 + 3 + 5)$ (= 690) **or** $6900 \div 2$ (= 3450) **or** $6900 \div 5$ (= 1380) **or** one accurate value correctly assigned	Award M0 for a correct value assigned to an incorrect person
		M1	for full method to find the value for two people, eg two of : "690" × 2 (= 1380) **or** "690" × 3 (= 2070) **or** "690" ×5 (= 3450) **or** (6900 – "3450") ÷ 5 × 2 (= 1380) **or (**6900 – "3450") ÷ 5 × 3 (= 2070) **or** (6900 – "1380") ÷ 8 × 3 (= 2070) **or (**6900 – "1380") ÷ 8 × 5 (= 3450) **or** $6900 \div 2$ (= 3450) **and** $6900 \div 5$ (= 1380)	Award M0 for a correct value assigned to an incorrect person
		A1	for Sid (£) 1380 Tam (£) 2070 Musa (£) 3450 If M1M0, award SCB2 for Sid (£) 3450 Tam (£) 2070 Musa (£) 1380	Correct values not assigned or assigned to an incorrect person, coming from an incorrect method, eg (Sid =) $6900 \div 2 = 3450$ **and** (Tam =) $6900 \div 3 = 2300$ **and** (Musa =) $6900 \div 5 = 1380$ will score no marks

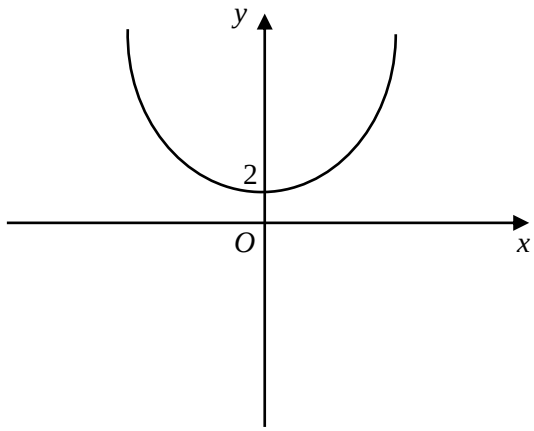
Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
22 (a)	6	P1	for process to find a relevant area, eg $16 \times 14 \div 2$ (= 112) **or** $\pi \times \left(\frac{7}{2}\right)^2$ (= 38.4...)	May be implied by $\frac{49}{4}\pi$
		P1	for process to find the shaded area, eg "112" – "38.4..." (= 73.51...) **or** "8.96" – "3.07…" (= 5.88…)	
		P1	for a process to find the number of bags required for a full or partial area, eg "73.51..." ÷ 12.5 (= 5.88...) **or** "112" ÷ 12.5 (= 8.96) **or** "38.4…" ÷ 12.5 (= 3.07...) **or** [area] ÷ 12.5 **or** uses12.5 in a build up method to exceed [area], eg 12.5 × 6 (= 75) oe	[area] can be any area but cannot be a length
		A1	cao	
(b)	Statement	C1	for a valid statement relating to effect on number of bags needed, eg **Acceptable examples** Will need more bags It will increase Will need an extra bag or will now need 7 bags He won't have enough There is no change (ft their [area] but must be supported by calculation) **Not acceptable examples** Will cover less area Needs to change the number of bags needed There is no change (unsupported or incorrect ft their [area]) He may need more bags Calculation using 11 with no supporting statement	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
23	Explanation	C1	for valid explanation identifying mistake, **Acceptable examples** It's on the wrong side of circle She shaded inside the circle (but should be outside) Shaded where *P* can't be She shaded/drew less than 2cm She shaded at most 2 cm *P* should be outside (or on) the circle *P* should be anywhere outside the 2cm radius She shaded around point *C* not (at least) 2cm from point *C* Nadia should have shaded away from the circle **Not acceptable examples** Shading is wrong or she shaded it incorrectly Region is in the wrong place Doesn't fit inside the circle She shaded all the points between *C* and where all the points *P* could be The question says at least 2cm and not only 2cm away She shaded in too close She shaded a circle not a square or should've drawn/shaded a square	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
24	10 000	M1	for recognising 8000 is $\frac{4}{5}$, eg 8000 ÷ 4 (= 2000) **or** $\frac{4}{5}$ = 8000 **or** 8000 = 80% or 8000 ÷ 80 (= 100) **or** $x \times 0.8 = 8000$ oe	
		M1	for a complete method, eg "2000" × 5 **or** 8000 × $\frac{5}{4}$ **or** "100" × 100 **or** $\frac{8000}{0.8}$	
		A1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
25	370	P1	for finding the mean of list **A**, eg (276 + 400 + 157 + 139) ÷ 4 (= 243) **OR** for an expression for the mean of list **B**, eg $(530+500+270+x+440+320)\div 6\left(=\frac{2060+x}{6}\right)$ oe	
		P1	for beginning to work with ratio, eg "243" ÷ 3 (= 81) or [A] ÷ 3 **or** "243" × 5 (= 1215) or [A] × 5 **OR** $"\left(\frac{2060+x}{6}\right)"\times 3$ **or** [B] × 3 **or** $"\left(\frac{2060+x}{6}\right)"\div 5$ **or** [B] ÷ 5	[A] is what they believe to be the mean for **A** [B] must be clearly their mean of **B** and be an expression including *x*
		P1	for completing the work with ratio, eg "81" × 5 (= 405) **or** [A] ÷ 3 × 5 **or** [B] × 3 ÷ 5 **or** $"\left(\frac{2060+x}{6}\right)"\times \frac{3}{5}$ **OR** forms a suitable equation, eg $"243"\times 5=3\times"\left(\frac{2060+x}{6}\right)"$ or $[A]\times 5=3\times"\left(\frac{2060+x}{6}\right)"$	
		P1	for working with mean of list **B**, eg "405" ×6 (= 2430) or [A] ÷ 3 × 5 × 6 **OR** for process to remove brackets and denominator, eg $"243"\times 5\times 2=2060+x$ or [A] × 5 × 2 = 2060 + *x* or 2060 + *x* = "405" × 6	
		A1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
26	60.3	M1	for a correct trig statement, eg $\tan x = \frac{7}{4}$	Other methods are possible but only award this mark at the point of an equation with x as the only unknown
		A1	60.2 to 60.42	
27	25	P1	for working with density, eg 8 ×1500 (= 12 000) **or** [density] ×1500	P marks can be awarded in either order [density] is 8×10^n Condone 8×1500×300 for this mark only
		P1	for a correct conversion, eg "12 000" ÷ 1000 (= 12) or $\frac{8}{1000}\ (=0.008)$ **or** 300 × 1000 (= 300 000) **or** [mass] ÷ 1000	P marks can be awarded in either order [mass] must be what they believe to be mass following a calculation that uses 8 and 1500 but not 300
		A1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
28	Graph sketched	B2	for fully correct graph with *y*-intercept labelled  	
		(B1	for the general shape in the correct orientation incorrectly positioned **or** graph with a *y*-intercept clearly labelled at 2)	
29	26	M1	for continuing the sequence to find the 5th term, eg $3a + 4a + 4a$ (= $11a$)	
		M1	(dep M1) for equating the fifth term with 286, eg $3a + 4a + 4a = 286$ oe **or** 286 ÷ "11"	May be seen next to sequence Award M2 for a correct numerical statement relating 26, 11 and 286
		A1	cao	An answer of 26 coming from an incorrect method, eg $a + 3a + 4a + 7a + 11a = 26a$ scores M1 only unless numerical statement relating 26, 11 and 286 with no a is seen

Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 2F

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme. Notes apply to both MLP papers and Braille papers unless otherwise stated.

The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:
Angles: ±5º
Measurements of length: ±5 mm

PAPER: 1MA1_2F			
Question		**Modification**	**Mark scheme notes**
4		Wording changed from ‘some’ to ‘five’.	Standard mark scheme
8		Wording changed: ‘A list of ten numbers is shown below.’	Standard mark scheme
9		Wording changed: ‘Look at the diagram for Question 9 in the Diagram Booklet. It shows a straight line PQR and the angles listed below. Angle PQS = 85° Angle SQT = 30° Angle TQR = x°’ Diagram enlarged. Angles moved outside of angle arcs and angle arcs made smaller. Labels S and T added.	Standard mark scheme
12		Wording changed: ‘Look at the diagram for Question 12 in the Diagram Booklet. It shows an incomplete two-way table.’ Wording added: ‘in the Diagram Booklet. There are 12 spaces to fill.’ Braille: Wording added: ‘below, by writing the missing values labelled (i) to (viii). You may complete the table in any order you choose.’ Braille: Values added to the table: 35, 98, 25 and 240	MLP: Standard mark scheme Braille: B3 fully correct (B2 for 6 or 7 correct entries) (B1 for 4 or 5 correct entries)
14	(a)	Wording changed: ‘Look at the diagram for Question 14(a) in the Diagram Booklet. It shows an incomplete accurate pie chart.’ Wording added: ‘in the Diagram Booklet.’ Diagram enlarged. Angles moved outside of angle arcs and angle arcs made smaller. Braille: Wording added ‘Drawing film and labels are provided if you wish to use them.’ Braille: ‘Mandarin’ and ‘Spanish’ labels provided.	Standard mark scheme
16		Wording changed: ‘Look at the diagram for Question 16 in the Diagram Booklet. It shows a travel graph.’ Diagram enlarged. Open headed arrows. Vertical axis cropped at 50 (40 on Braille) and horizontal axis cropped at 60. Braille: Wording added ‘Drawing film and Bumpons are provided if you wish to use them.’	Standard mark scheme

PAPER: 1MA1_2F			
Question		**Modification**	**Mark scheme notes**
18		Wording added: 'You may be provided with a model for this question. It shows a cube. It is NOT accurate.' Model provided.	Standard mark scheme
19	(a)	Wording changed: 'Look at the diagram for Question 19(a) in the Diagram Booklet. It is an inequality…' Diagram enlarged. Open headed arrows.	Standard mark scheme
	(b)	Wording added: 'Look at the diagram for Question 19(b) in the Diagram Booklet. It shows another number line.' Wording changed from 'below' to 'in the Diagram Booklet'. Diagram enlarged. Open headed arrows. Braille: Wording added 'Drawing film and Bumpons are provided if you wish to use them.'	Standard mark scheme
22		Wording changed: 'Look at the diagram for Question 22 in the Diagram Booklet. It shows a plan…' m changed to metres. Wording added: 'The triangle has a base of 16 metres and a height of 14 metres.' Diagram enlarged. Open headed arrows.	Standard mark scheme
23		Wording changed: 'Look at the diagram for Question 23 in the Diagram Booklet. It shows point C on a grid. 1 square length on the grid represents 1cm.' Wording added: 'in the Diagram Booklet' Diagram enlarged. Cross changed to a solid dot.	Standard mark scheme
25		Wording changed: 'Two lists of numbers are shown below.' Braille: Wording changed 'Below are two lists of numbers'	Standard mark scheme

PAPER: 1MA1_2F			
Question		**Modification**	**Mark scheme notes**
26		Wording changed: 'Look at the diagram for Question 26 in the Diagram Booklet. It shows right-angled triangle ABC. AB = 7cm BC = 4cm Angle BCA = x° Angle ABC is a right angle.' Diagram enlarged. Angles moved outside of angle arcs and angle arcs made smaller.	Standard mark scheme
28		Wording added: 'Look at the diagram for Question 28 in the Diagram Booklet. It shows a blank set of axes. On the axes, sketch the …' Diagram enlarged. Open headed arrows. Braille: Demand changed to 'Describe or sketch on the axes the graph of $y = x^2 + 2$' Braille: Wording added 'Drawing film is provided if you wish to use it.'	Standard mark scheme
29		Letter 'a' changed to 'p'.	Standard mark scheme but note change of letter

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