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32	Alternative method 1		
	$(\frac{1}{2} \times \pi \times 25 \times 25$ or 625π or 312.5π or $(1962.5, 1964)$ or $(981, 982)$ or $\pi \times 12 \times 12$ or 144π or $(452, 452.45)$	M1	oe Area of circle or semicircle radius 25 or area of circle radius 12
	$\frac{150}{360} \times \frac{5}{12}$ or $0.416...$ or 0.417 or 0.42 or $\frac{360}{150}$ or $\frac{12}{5}$ or 2.4	M1	May be seen in two steps eg $\times 150 \div 360$
	their $\frac{150}{360} \times \pi \times 12 \times 12$ or $\pi \times 12 \times 12 \div \text{their } \frac{360}{150}$ or 60π or $(188.4, 188.52)$	M1dep	oe dep on M2 Area of sector
19 cont	their $(188.4, 188.52) \times 100$ their $(981, 982)$ or $(0.19, 0.1922)$ or $(19, 19.22)$	M1dep	oe dep on M2 their $(981, 982)$ must be the area of semicircle radius 25
	$(19, 19.22)$ and No or $(0.19, 0.1922)$ and 0.2 and No	A1	

19 cont	Alternative method 2 Using the isosceles triangle		
	(base angle $\rightarrow$) 35 or (top angle $\rightarrow$) 110	B1	may be on diagram
	$\frac{x}{\sin(\text{their } 35)} = \frac{12}{\sin(\text{their } 110)}$ or $12^2 = x^2 + x^2 - 2 \times x \times x \times \cos(\text{their } 110)$ or $x^2 = x^2 + 12^2 - 2 \times x \times 12 \times \cos(\text{their } 35)$	M1	oe any letter their 35 must be acute their 110 cannot be 125
	$\frac{12}{\sin(\text{their } 110)} = \sin(\text{their } 35)$ or $\frac{12^2}{12 - 2 \cos(\text{their } 110)}$ or $\frac{12^2}{2 - 12 \times \cos(\text{their } 35)}$ or $7.3(2...)$	M1dep	oe
27 cont	$(50.6, 50.66)$	A1n	8 B0K52 with evaluation of $36 \times 2 \times \text{their } 7.3(2...)$
	Additional Guidance		
	Allow B1 even if the angle is not subsequently used		
	All 2 Top angle 90		M0M0A0
	Answer $(50.6, 50.66)$ (possibly from scale drawing)		B1M1M1A1

27 cont	Alternative method 3 Working with 0.05.....		
	$10x = 0.5...$ or $100x = 5.5...$	M1	oe multiplication by a power of 10 eg $1000x = 55.55...$ any letter
	$10x - x = 0.5... - 0.05...$ or $9x = 0.5$ with $10x = 0.5...$ seen or $100x - 10x = 5.5... - 0.5...$ or $90x = 5$ with $100x = 5.5...$ and $10x = 0.5...$ seen or $100x - x = 5.5... - 0.05...$ or $99x = 5.5$ with $100x = 5.5...$ seen	M1dep	oe subtraction to eliminate recurring digits eg $1000x - 10x = 55.5... - 0.5...$ or $990x = 55$ with $1000x = 55.5...$ and $10x = 0.5...$ seen numbers must all be correct
27 cont	$x = 0.05...$ stated and M2 scored and $9x = 0.5$ and $x = \frac{0.5}{9}$ and $2.7 + \frac{0.5}{9} = \frac{124}{45}$ or $x = 0.05...$ stated and M2 scored and $90x = 5$ and $x = \frac{5}{90}$ and $2.7 + \frac{5}{90} = \frac{124}{45}$ or $x = 0.05...$ stated and M2 scored and $99x = 5.5$ and $x = \frac{5.5}{99}$ and $2.7 + \frac{5.5}{99} = \frac{124}{45}$	A1	oe eg $x = 0.05...$ stated and M2 scored and $990x = 55$ and $x = \frac{55}{990}$ and $2.7 + \frac{55}{990} = \frac{124}{45}$

18	Alternative method 1		
	$\frac{1}{4}$ (completed) or $\frac{3}{4}$ (left)	M1	oe eg 25% (completed) or 75% (left)
	$\frac{1}{8} + \frac{1}{10}$ or $\frac{9}{40}$	M1	oe eg 12.5% + 10% or 22.5%
	$\frac{3}{4}$ + their $\frac{9}{40}$	M1dep	oe eg 75% + their 22.5% dep on M1M1
18	$3\frac{1}{3}$ or 4 days with correct working seen	A1	oe
	Alternative method 2 – assumes a number of pages (eg 80)		
	$\frac{3}{4} \times$ their 80 or 60	M1	oe
	$\frac{1}{8} \times$ their 80 or 10 and $\frac{1}{10} \times$ their 80 or 8	M1	oe
18	their 60 + (their 10 + their 8)	M1dep	oe dep on M1M1
	$3\frac{1}{3}$ or 4 days with correct working seen	A1	oe
	Additional Guidance		
	8 – 2 = 6, 10 – 6 = 4, answer 4		M0M0M0A0
18	In alt 1, for the third mark allow a build-up method in percentages, fractions or decimals showing that 3 days is not enough (and 4 is enough)		
	eg 47.5%, 70%, 92.5%, (115%), answer 4		M1M1M1A1

Question	Answer	Mark	Comments
13	Alternative method 1		
	Any correct factorisation of the numerator or the denominator	M1	eg $8(x^2 - 1)$ or $4(x + 1)$ or $2(4x^2 - 4)$ or $2(2x + 2)$ or $4(2x^2 - 2)$ or $(4x + 4)(2x - 2)$ or $(4x - 4)(2x + 2)$ or $(8x + 8)(x - 1)$ or $(8x - 8)(x + 1)$ or $-2(-4x^2 + 4)$ does not need to be seen in a fraction may be implied eg $\frac{2x^2 - 2}{x + 1}$ or $\frac{4x^2 - 4}{2x + 2}$
	Correct fraction with a common algebraic factor in the numerator and the denominator	A1	eg $\frac{8(x+1)(x-1)}{4(x+1)}$ or $\frac{2(2x+2)(2x-2)}{2(2x+2)}$ or $\frac{2(x+1)(x-1)}{(x+1)}$ or $\frac{4(x+1)(2x-2)}{4(x+1)}$ or $\frac{(4x+4)(2x-2)}{4x+4}$
	$2x - 2$ or $a = 2$ and $b = -2$ with M1A1 scored	A1	

Do not forget to include enough time for questions and allow time to truly understand the concepts before moving on to the next topic. It is fundamental to be vigilant about what you say when it comes to talking about mathematics and helping them with it. If you are not sure where to start, take a look at these ways tested for time to help students with mathematics. @ MathematicsProf / Twitter Being positive The seams are as sponges, and absorb all kinds of observations and suggestions of adults - both positive and negative, @ Mathcoachcorner / twitter reward progress does not matter the subject you are working with your child or student, it is important to reward progress. They feel like this because they do not understand every way that mathematics relate to daily life in the real world - then show them! Applying equations, graphics and geometry for common tasks that can see and participate in helping students understand how mathematics is important in our lives. This makes mathematics important for more than just a note on a report card. Not in advance giving them rewards for hard work! They should not have to wait until they reach great things like getting a report on reporting cards and pending test scores. @ MemesXMoney / Twitter Prioritize the understanding, not memorization in the academic world, a lot of usfase is sometimes placed in memorizing information for the exams. Mar June November 2003 Paper-1 Paper-2 Paper-4 Paper-6 Paper-3 Paper-4 Paper-5 Paper-5 Pearson Education is not responsible for the accuracy o or all working in the given answers. They will like much more than a certificate or badge. This will keep you on the right track and help you overcome obstacles quickly. Lift the bar ok, every student will not fall in love with mathematics, even after building his and show them that they can learn. Teachers should keep parents informed about exactly what they have done in class, while Â€??who are usually the ones called upon to help out at home on a more individual basis Â€â?? should seek guidance from teachers and inform them of any problem areas that are particularly challenging. For example, instead of giving them just one exercise or worksheet to complete, you could prepare several different exercises and let them choose what they want to do. Math may seem a bit abstract when they are young, but it involves skills they will need in life long after they leave school. @MathCoachCorner/Twitter Collaborate with Teachers and Parents Whether you are a teacher or a parent, it is always a good idea to collaborate with each other. @mathematicsprof/Twitter Plan in Advance For most parents, students bring home specific items as homework, and they simply need to be prepared to help with what they are given. @MathCoachCorner/Twitter Personalize Math Tasks Numbers sometimes work in very interesting ways. In fact, some students find mathematics difficult and dislike it so much that they do everything they can to avoid it. However, teachers and homeschooling parents follow a curriculum. When this is the case, it is vital to look at the topics that students need to know for their exams, and some advance planning is necessary to make sure that you cover all of them in detail. Reward your student with simple but nice treats, such as setting up a math game to play on a computer or mobile device in place of a regular study session. They are much more likely to be enthusiastic about a task they have given themselves. While it is certainly true that some students grasp mathematical concepts faster than others, everyone can learn mathematics with the right tools and techniques. @MathCoachCorner/Twitter Additionally, let His curiosity guides them, give them the opportunity to discover their own paixions by the specific issues that they like best. Above all, keep positive and not express a negative negative attitude susrev sa\$Aep 01 me ogla ridivid ertne sa\$Anerefid sa erolpxE so-exied e - seikooC sednarg zevlat omoc - laer adiv ad sneti snugla azudortni ,roirefni etrap an ronem orem^An mu moc ofA\$Aarf amu euq ronem res edop roirefni etrap an roiam orem^An mu moc ofA\$Aarf amu omoc rednetne arap odnatul ofAise sonula so es ,olpmexe roP .su@Afort uo sahladem ed amrof an mev sezev satium ossi ,setropse sod odnum oN ,arienam amu ed siam me sodivloser res medop samelborp snugla euq acifingis ossi ,amus mE .rezaf a a\$Aemoc ohlif ues otnauq o rev oa redneerprus es edop ^Acov ,avitisop megadroba amu moC .ossecus ret e rednerpa a ohlif ues raduja arap latnemadnuf ossap oriemirp esse emot ^Acov euq ritnarag arap - setnaicini aciti;Ametam ed sotiecnoc a\$Arofer euq oditrevid ogoj mu moc zevlaT - oicAni o edsed a\$Anaifnoc riurtsnoc arap ehlabarT .otium ofAn sortuO" aciti;Ametam maroda setnadutse snuglA rettiwt / forpscitamehtam @)seroirepus(sogitna siam si@Apap so omseM)roirepus etnemos(etnemagitna ofA\$Aacificepse ed si@Apap ogitna emaxe ed si@Apap ESCG ESCG emaxe ed si@Apap noltadnuoF rotaluciaC cifitneicS oisaC :oisaC acifAtheic arodaluciaC a odnasu uotse uE ESCG aciti;AmetaM arap uarG ed setimil .serodalfased uo sovon sotiecnoc moc so-odnaduja iAise ^Acov odnauq etnemlaicepse ,sotnemom so sodot me satnugrep sa e edadisoiruc a ravitmeeni ed es-euqifitneC ,riibocsed a ol-Aduja arap aossep artuo uo enil-no setnof ed ofA\$Aatneiro racsub e raxaler arap asup aneugep amu a\$Aaf ,odartsurf ritnes es a ra\$Aemoc ^Acov es omseM .sele arap otartsba otium ecerap euq @A seled sotium arap aciti;Ametam moc samelborp siapicnirp sod mu euq oralc acif ,sonula so moc alaf ^Acov odnauQ laer odnum od soiri;Anec arap aciti;Ametam racilpa rettiwT / renrochcaochtaM @ .ossin snob ofAs ofAn sele eugrop ,sele arap @A ofAn etnemselpmis aciti;Ametam a euq ratiderca a ma\$Aemoc e mavaminased es aciti;Ametam ed sotiecnoc sotrec rednetne arap matul euq sonula snuglA a\$Anaifnoc aurtсноC .etimi euq levi;Avorp @A ohlif ueS into four pieces. @ Mathcoachcorner / Twitter great ideas in mathematics tend to naturally inspire curiosity, but curiosity is a valuable tool even for .tseb .tseb rieht od ot detcepxe sawla era yeht taht langis lufrewop a dnes ot segnellahc reggib neve htiw rab eht esiar ,daetsn! ti od meht tel tAA\$AenoD .redrah ylevissergorp steg htam eht sa snoitadnuof ykabs no sevlesmeht dnif dluoc stneduts ,gninnigeb eht morf noitaziromem revo gnidnatsrednu egaruocne tAA\$Aenod uoy fl ,ytiliba rieht ni feileb ruoy syevnoc osla ti dna ,shtgnerts rieht etaroprocní dna tpada ot meht swolla nrael yeht woh revo lortnoc emos stneduts gniviG .edarg gnissap a teg ot mumimin erab eht gniod ylno htiw yawa teg ot yrt yam emos ,tluser a sA .ssecus mret-gnol eveihca ot stpecnoc lacityhtam eht dnatsrednu yllaer ot lacityrc sAA\$Aeti ,htam rof tub ,ssalc yrotsih a ni krow thgim tahtT .ecnereffid eguh a ekam nac sdohtem gnihcaet thgir eht htiw ssecorp eht gnilkcát ,moorssalc eht ni rehcaet a ro emoh ta dlihc ruoy gnipleh tnerap a erAA\$Aeuoy rehtehW TEN.DEREWSNASNOITSEUQ MORF EROM rettiwT/forpscitamehtam@

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