AS
FURTHER MATHEMATICS
7366/2M

Paper 2 Mechanics

Mark scheme

June 2025

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256A7366/2M/MS

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Mark scheme instructions to examiners

General

The mark scheme for each question shows:
- the marks available for each part of the question
- the total marks available for the question
- marking instructions that indicate when marks should be awarded or withheld including the principle on which each mark is awarded. Information is included to help the examiner make his or her judgement and to delineate what is creditworthy from that not worthy of credit
- a typical solution. This response is one we expect to see frequently. However credit must be given on the basis of the marking instructions.

If a student uses a method which is not explicitly covered by the marking instructions the same principles of marking should be applied. Credit should be given to any valid methods. Examiners should seek advice from their senior examiner if in any doubt.

Key to mark types

M	mark is for method
R	mark is for reasoning
A	mark is dependent on M marks and is for accuracy
B	mark is independent of M marks and is for method and accuracy
E	mark is for explanation
F	follow through from previous incorrect result

Key to mark scheme abbreviations

CAO	correct answer only
CSO	correct solution only
ft	follow through from previous incorrect result
'their'	indicates that credit can be given from previous incorrect result
AWFW	anything which falls within
AWRT	anything which rounds to
ACF	any correct form
AG	answer given
SC	special case
OE	or equivalent
NMS	no method shown
PI	possibly implied
sf	significant figure(s)
dp	decimal place(s)
ISW	Ignore Subsequent Workings

Examiners should consistently apply the following general marking principles:

No Method Shown

Where the question specifically requires a particular method to be used, we must usually see evidence of use of this method for any marks to be awarded.

Where the answer can be reasonably obtained without showing working and it is very unlikely that the correct answer can be obtained by using an incorrect method, we must award **full marks**. However, the obvious penalty to candidates showing no working is that incorrect answers, however close, earn **no marks**.

Where a question asks the candidate to state or write down a result, no method need be shown for full marks.

Where the permitted calculator has functions which reasonably allow the solution of the question directly, the correct answer without working earns **full marks**, unless it is given to less than the degree of accuracy accepted in the mark scheme, when it gains **no marks**.

Otherwise we require evidence of a correct method for any marks to be awarded.

Diagrams

Diagrams that have working on them should be treated like normal responses. If a diagram has been written on but the correct response is within the answer space, the work within the answer space should be marked. Working on diagrams that contradicts work within the answer space is not to be considered as choice but as working, and is not, therefore, penalised.

Work erased or crossed out

Erased or crossed out work that is still legible and has not been replaced should be marked. Erased or crossed out work that has been replaced can be ignored.

Choice

When a choice of answers and/or methods is given and the student has not clearly indicated which answer they want to be marked, mark positively, awarding marks for all of the student's best attempts. Withhold marks for final accuracy and conclusions if there are conflicting complete answers or when an incorrect solution (or part thereof) is referred to in the final answer.

AS/A-level Maths/Further Maths assessment objectives

AO		Description
AO1	AO1.1a	Select routine procedures
	AO1.1b	Correctly carry out routine procedures
	AO1.2	Accurately recall facts, terminology and definitions
AO2	AO2.1	Construct rigorous mathematical arguments (including proofs)
	AO2.2a	Make deductions
	AO2.2b	Make inferences
	AO2.3	Assess the validity of mathematical arguments
	AO2.4	Explain their reasoning
	AO2.5	Use mathematical language and notation correctly
AO3	AO3.1a	Translate problems in mathematical contexts into mathematical processes
	AO3.1b	Translate problems in non-mathematical contexts into mathematical processes
	AO3.2a	Interpret solutions to problems in their original context
	AO3.2b	Where appropriate, evaluate the accuracy and limitations of solutions to problems
	AO3.3	Translate situations in context into mathematical models
	AO3.4	Use mathematical models
	AO3.5a	Evaluate the outcomes of modelling in context
	AO3.5b	Recognise the limitations of models
	AO3.5c	Where appropriate, explain how to refine models

Q	Marking Instructions	AO	Marks	Typical Solution
1	Circles 3rd answer.	1.2	B1	$r\omega^2$
	Question total		**1**	

Q	Marking Instructions	AO	Marks	Typical Solution
2	Circles 4th answer.	1.1b	B1	ML^2T^{-3}
	Question total		**1**	

Q	Marking Instructions	AO	Marks	Typical Solution
3	Uses Hooke's Law and substitutes $\lambda = 20$ and $l = 0.5$	1.1a	M1	Hooke's Law $T = \frac{\lambda x}{l} = \frac{20x}{0.5} = 40x$ $40x = 25$ $x = 0.625$ m
	Obtains 0.625 or 0.63 Condone missing units. Do not ISW	1.1b	A1	
	Question total		**2**	

Q	Marking Instructions	AO	Marks	Typical Solution
4	Forms a conservation of momentum equation using vectors. Must use a mass of 10 for the single particle.	1.1a	M1	Conservation of momentum $4\begin{bmatrix}-1\\2\end{bmatrix} + 6\begin{bmatrix}4\\-3\end{bmatrix} = 10\mathbf{v}$ $\begin{bmatrix}20\\-10\end{bmatrix} = 10\mathbf{v}$ $\mathbf{v} = \begin{bmatrix}2\\-1\end{bmatrix}$ m s^{-1}
	Obtains $\begin{bmatrix}2\\-1\end{bmatrix}$ Condone missing units.	1.1b	A1	
	Question total		**2**	

Q	Marking Instructions	AO	Marks	Typical Solution
5	Obtains $\omega = \frac{\pi}{20}$ Can be unsimplified AWRT 0.16 Or Obtains circumference = 30π AWRT 94 **PI** by 2.4	1.1b	B1	$\omega = \frac{2\pi}{40} = \frac{\pi}{20}$ $v = r\omega$ $v = (15)\left(\frac{2\pi}{40}\right)$ $v = 2.4\,\text{m s}^{-1}$
	Uses $v = r\omega$ and substitutes 15 and their ω Or Uses $v = \frac{s}{t}$ and substitutes their circumference and 40.	3.4	M1	
	Obtains AWRT 2.4 or $\frac{3\pi}{4}$ Condone missing units.	1.1b	A1	
	Question total		**3**	

Q	Marking Instructions	AO	Marks	Typical Solution
6(a)	Explains that k is dimensionless.	2.4	E1	k has no dimensions.
	Subtotal		**1**	

Q	Marking Instructions	AO	Marks	Typical Solution
6(b)	Uses dimensional analysis to form an equation, with correct dimensions for at least 3 of the 4 quantities. Must have used $[k] = 1$	1.1a	M1	$[km^a u^b g^c] = (M)^a (LT^{-1})^b (LT^{-2})^c$ $[h] = L$ $[h] = [m^a u^b g^c]$
	Obtains $a = 0$	1.1b	B1	$L = M^a L^{b+c} T^{-b-2c}$ $a = 0$ $b + c = 1$ $-b - 2c = 0$
	Uses dimensional analysis to obtain $b = 2$ and $c = -1$	1.1b	A1	$a = 0$ $b = 2$ $c = -1$
	Subtotal		**3**	
	Question total		**4**	

Q	Marking Instructions	AO	Marks	Typical Solution
7(a)(i)	Forms a correct three-term equation of motion using Newton's Second Law	1.1a	M1	Using Newton's Second Law $D - 500 = (900)(0.6)$ $D = 500 + 540$ $D = 1040$ N
	Completes a reasoned argument to show that driving force has magnitude 1040 N **AG** Must clearly show one further step of working after substitution.	2.1	R1	
	Subtotal		**2**	

Q	Marking Instructions	AO	Marks	Typical Solution
7(a)(ii)	Uses $P = Fv$ with $F = 1040$	3.4	M1	Power = Fv Power = (1040)(10) = 10 400 W
	Obtains 10.4	1.1b	A1	$P = 10.4$ kW
	Subtotal		**2**	

Q	Marking Instructions	AO	Marks	Typical Solution
7(b)	States maximum power is 15 kW or 15 000 W Units must be stated.	3.2a	B1	Max power = (500)(30) = 15 000 W
	Subtotal		**1**	

	Question total		**5**	

Q	Marking Instructions	AO	Marks	Typical Solution
8(a)(i)	Forms a correct definite integral for impulse over the interval $0 \leq t \leq T$ Condone missing $\mathrm{d}t$ or use of t instead of T for the upper limit.	3.4	M1	Impulse $= \int_0^T (20t + 2)\,\mathrm{d}t$ $= \left[10t^2 + 2t\right]_0^T$ $10T^2 + 2T = 168$ $10T^2 + 2T - 168 = 0$ $5T^2 + T - 84 = 0$
	Substitutes the limits T and 0 into their integrated expression and equates to 168 Condone use of t for T Must be evidence of one term being integrated correctly.	1.1a	M1	
	Completes a reasoned argument to show that $5T^2 + T - 84 = 0$ Must clearly show one further step of working after forming the correct equation **AG**	2.1	R1	
	Subtotal		**3**	

Q	Marking Instructions	AO	Marks	Typical Solution
8(a)(ii)	Obtains 4 Must discard the negative solution if stated.	1.1b	B1	$T = 4$
	Subtotal		**1**	

Q	Marking Instructions	AO	Marks	Typical Solution
8(b)	Uses $I = mv - mu$ and substitutes $I = 168$ along with 30 and 10 for the velocities.	3.3	M1	$I = mv - mu$ $30m - 10m = 168$ $m = 8.4$ kg
	Obtains 8.4 Condone missing units.	1.1b	A1	
	Subtotal		**2**	

	Question total		**6**	

Q	Marking Instructions	AO	Marks	Typical Solution
9(a)	Uses EPE = $\frac{kx^2}{2}$ and substitutes k = 120 and x = 0.5	3.4	M1	EPE = $\frac{kx^2}{2}$ = $\frac{120(2-1.5)^2}{2}$
	Obtains 15 Condone missing units.	1.1b	A1	= 15 J
	Subtotal		**2**	

Q	Marking Instructions	AO	Marks	Typical Solution
9(b)	Applies conservation of energy equating their EPE to KE to form an equation to find v	3.4	M1	KE at end = EPE at start $\frac{mv^2}{2}$ = 15
	Solves their conservation of energy equation to obtain AWRT 2.7 FT their EPE from part **(a)** Condone missing units.	1.1b	A1F	$\frac{4v^2}{2}$ = 15 v = 2.74 m s^{-1}
	Subtotal		**2**	

Q	Marking Instructions	AO	Marks	Typical Solution
9(c)	Forms an equation using their EPE from part **(a)** $= F \times$ distance	3.3	M1	Fd = 15 $F \times 2$ = 15
	Obtains 7.5 FT their EPE from part **(a)**	1.1b	A1F	F = 7.5
	Subtotal		**2**	

Q	Marking Instructions	AO	Marks	Typical Solution
9(d)	States that the value of F would be reduced. FT their F from part **(c)**	3.5b	E1F	$F < 7.5$
	Subtotal		**1**	

	Question total		**7**	

Q	Marking Instructions	AO	Marks	Typical Solution
10(a)	Forms a conservation of momentum equation.	1.1a	M1	Speed of A after collision = v_A Speed of B after collision = v_B
	Forms a correct conservation of momentum equation.	1.1b	A1	Conservation of Momentum $2mv_A + 3mv_B = 2mu$ $2v_A + 3v_B = 2u$
	Forms a correct equation using Newton's law of restitution.	1.1b	B1	Newton's Law of Restitution $v_B - v_A = \frac{3u}{4}$
	Obtains speed of $A = \frac{u}{20}$	1.1b	A1	$2v_B - 2v_A = \frac{3u}{2}$ $5v_B = \frac{3u}{2} + 2u$
	Obtains speed of $B = \frac{7u}{10}$	1.1b	A1	$5v_B = \frac{7u}{2}$ $v_B = \frac{7u}{10}$ $\frac{7u}{10} - v_A = \frac{3u}{4}$ $v_A = \frac{7u}{10} - \frac{3u}{4}$ $v_A = -\frac{u}{20}$ Speed of $A = \frac{u}{20}$
	Subtotal		**5**	

Q	Marking Instructions	AO	Marks	Typical Solution
10(b)	Obtains $\frac{7ue}{10}$ FT their speed of *B*	1.1b	B1F	w_B = Speed of *B* after hitting wall $w_B = \frac{7ue}{10}$ $\frac{7ue}{10} \leq \frac{u}{20}$ $e \leq \frac{1}{14}$ $0 < e \leq \frac{1}{14}$
	Compares $\lvert w_B \rvert$ and $\lvert v_A \rvert$ and obtains a value for e FT their speed of *A* and *B* from part **(a)**	3.1b	M1	
	Obtains $\frac{1}{14}$ or AWRT 0.07	1.1b	A1	
	Deduces $0 < e \leq \frac{1}{14}$ Condone $0 < e \leq$ AWRT 0.07	2.2a	R1	
	Subtotal		**4**	

	Question total		**9**	

	Paper total		**40**	