



GCSE MARKING SCHEME

AUTUMN 2018

**GCSE
MATHEMATICS – COMPONENT 2 (FOUNDATION TIER)
C300U20-1**

INTRODUCTION

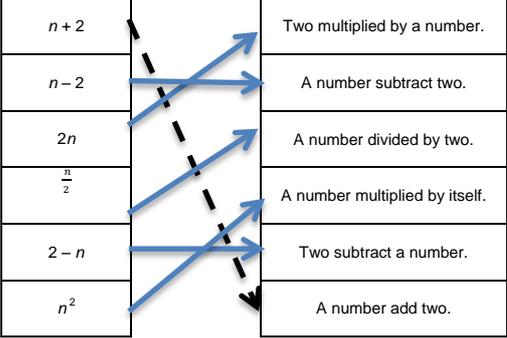
This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE MATHEMATICS
COMPONENT 2 - FOUNDATION TIER
AUTUMN 2018 MARK SCHEME

Eduqas Autumn 2018 Component 2: Foundation Tier	Mark	Comment									
1(a)(i) $2 \times 10.50 + 2 \times 9.99 + 3 \times 4.50 + 1 \times 3.75$ $(21 + 19.98 + 13.50 + 3.75)$ $= (£)58.23$ (ii) (£)60	M1 A1 B1	FT 'their £58.23' provided at least M1 awarded earlier, and equivalent difficulty.									
1(b) $2 \times 10.50 + 9.99$ $= (£)30.99$	M1 A1 (5)	Or equivalent full method.									
2(a) 30, 45 and 60	B2	B1 for all 3 correct and 1 extra incorrect, Or B1 for 2 correct and 1 missing.									
2(b) A correct demonstration that 37 is a factor of 888. e.g. ' $888 \div 37 = 24$, so 37 is a factor' ' $2^3 \times 3 \times 3 \times 37$ ', ' $888 \div 8 = 111$, $111 \div 3 = 37$ '	B1 (3)										
3(a) (i) 0.7875 (ii) 0.79	B1 B1	Accept 63/80. FT 'their 0.7875' provided that the rounding is of equivalent difficulty.									
3(b) $1288 \div 56 (=23)$ OR $1288 \div 23 (=56)$	E1 (3)	Allow equivalent methods that use repeated addition or subtraction.									
4(a) $(£)6 + 9 \times (£)3$ $= (£)33$	M1 A1										
4(b) <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Rides</th> <th>With</th> <th>Without</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>15</td> <td>14.4(0)</td> </tr> <tr> <td>4</td> <td>18</td> <td>19.2(0)</td> </tr> </tbody> </table> Conclusion, 4 (rides) inserted or implied in working.	Rides	With	Without	3	15	14.4(0)	4	18	19.2(0)	B1 B1 E1 (5)	OR $(3 \times £1.80 = £)5.4(0)$ OR $(4 \times £1.80 = £)7.2(0)$ If neither B1 marks awarded, award B1 for sight of $(£)14.4(0)$ AND $(£)19.2(0)$
Rides	With	Without									
3	15	14.4(0)									
4	18	19.2(0)									
5(a) $80(g) \div 32 \times 5$ $= 12.5(g)$	M1 A1	The method may be seen in steps.									
5(b) (i) Assumption, e.g. 'All the pieces are the same size' 'the fat is evenly distributed' (ii) Impact, which must be consistent with their assumption. e.g. 'If the pieces are not the same size, there could be more (or less) fat'	E1 E1 (4)										

<p>6.</p> 	<p>B2</p> <p>(2)</p>	<p>B1 for matching 2, 3 or 4 expressions correctly.</p>																				
<p>7(a) Two criticisms of the presentation of the graph, e.g. 'bars are different widths' 'vertical scale is not uniform' 'axes not labelled (frequency)' 'can't have less than 1 child (turquoise)'</p>	<p>E2</p>	<p>E1 for only one correct statement. Do not accept 'bars (of) different sizes' unless it is clear they mean widths.</p>																				
<p>7(b)(i)  and 6 filled in correctly</p>	<p>B1</p>																					
<p>7(b)(ii) Correctly drawn bar graph. Uniform scale and labelled axes Bars of correct height and same width.</p>	<p>B1 B1 (5)</p>	<p>FT 'their table values'</p>																				
<p>8(a) Valid explanation, e.g. '28.8 means £28.80', '80p not 8p'</p>	<p>E1</p>	<p>Sight of 28.80 is sufficient.</p>																				
<p>8(b) (i) 0.14×16000 (£)2240 (ii) $(£16000 - £2240 = £)13760$</p>	<p>M1 A1 B1 (4)</p>	<p>Accept equivalent correct method. FT 'their 2240'</p>																				
<p>9(a)</p> <table border="1" data-bbox="277 1323 683 1644"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Total</th> </tr> </thead> <tbody> <tr> <th>Boys</th> <td>73</td> <td>(75)</td> <td>(74)</td> <td>(222)</td> </tr> <tr> <th>Girls</th> <td>(87)</td> <td>77</td> <td>(72)</td> <td>(236)</td> </tr> <tr> <th>Total</th> <td>(160)</td> <td>(152)</td> <td>146</td> <td>(458)</td> </tr> </tbody> </table>		Year 7	Year 8	Year 9	Total	Boys	73	(75)	(74)	(222)	Girls	(87)	77	(72)	(236)	Total	(160)	(152)	146	(458)	<p>B2</p>	<p>B1 for any 2 correct values</p>
	Year 7	Year 8	Year 9	Total																		
Boys	73	(75)	(74)	(222)																		
Girls	(87)	77	(72)	(236)																		
Total	(160)	(152)	146	(458)																		
<p>9(b) 15</p>	<p>B1</p>																					
<p>9(c) Year 7 girl identified.</p>	<p>B1 (4)</p>	<p>FT 'their table'</p>																				

10(a) 2.5 hours indicated.	B1	
10(b) 06:31 train from Kettering	B2	B1 for choosing the 07:36 train or for stating, e.g. 'must arrive before 07:45'
10(c) $5 \times 60 \times 11.15$ = 3345 (litres)	M1 A1 (5)	The M1 may be implied by sight of the correct answer, or for sight of 300×11.15 or for 5×669 or 60×55.75
11(a) 73 AND 87	B1	
11(b) 'multiply the previous term by 2'	E1	Accept 'x2', 'double', 'multiply by 2' or equivalent
11(c)(i) $(15^2+3=)$ 228	B1	
11(c)(ii) Shows, by considering differences, that the 7 th term is 52. e.g $28 + 11 + 13 = 52$	B1	
11(c)(iii) Indicates 'Hannah' and explains that working out $100^2 + 3$ is quicker than repeated addition.	E1 (5)	
12(a) (i) 3500 (grams)	B1	CAO
12(a) (ii) $3500 : 475$ or $3.5 : 0.475$ = 140 : 19	M1 A1	For conversion to same units on both sides of the ratio. FT 'their 3500' for M1. CAO
12(b) $2440 \div 8 \times 5$ OR $2440 \div 8 \times 3$ 1525 OR 915 ($2440 - 1525 =$) 915 AND ($2440 - 915 =$) 1525 Mass of Strawberries 1525 (g) Mass of Raspberries 915 (g)	M1 A1 B1 (6)	B1 awarded if the sum of their answers is 2440, provided M1 awarded.
13(a) 1.75	B1	
13(b) 2880	B1	
13(c) ($t =$) 6	B2 (4)	Award B1 for sight of $75 \div 12.5$ or $75 = 12.5 \times t$
14(a) Converting to a suitable form for comparison, e.g. $\frac{5}{9} = 0.555$, $\frac{139}{250} = 0.556$ and $56\% = 0.560$ or $55.5\dots\%$ or 55.6% and 56% = $\frac{5}{9}$, $\frac{139}{250}$, 56% (or equivalent)	M1 A1	Allow for at least 2 numbers in a comparable format. <i>Alternative method using fractions:</i> $\frac{1251}{2250}$, $\frac{1250}{2250}$ M1 Provided no incorrect working seen
14(b) $237 \div 100 \times 360$ 853.2	M1 A1	<i>Alternative method:</i> $0.37 \times 360 + 360 + 360$ M1 853.2 A1
14(c) $\frac{1750}{2015} (\times 100)$ = 86.8 (%) The trailer is in the ACCEPTABLE range.	M1 A1 E1 (7)	FT 'their derived %' dependent on M1 awarded. <u>Alternative method:</u> 0.85×2015 M1 $= 1712.75$ A1 So ACCEPTABLE. E1 dep on M1

15(a) (0, 1)	B1	
15(b)(i) All three points correctly plotted	B1	
15(b)(ii) $y=5$	B1	FT from 'their points' provided it is a straight line.
15(c) Indicates (5,11) AND (20, 41) AND (31,63)	B2 (5)	B1 for 2 correct co-ordinates and none incorrect, or 3 correct and 1 incorrect.
16(a) Appropriate reason given, e.g. 'only 20 people asked', 'should ask more people', 'teenagers may not be at the library at this time', 'we don't know what is meant by "too much"',	E1	Allow e.g. 'teenagers who are at the library may not watch much TV'.
16(b) Two criticisms from: 'no time period specified', 'it doesn't find out about the number of hours' '3 overlaps', 'no zero'	E2 (3)	Allow '9+ is too vague'
17(a) Sight of $6.5(\text{cm}) \pm 0.2(\text{cm})$ or $65(\text{mm}) \pm 2(\text{mm})$ 6.5×6.5 $= 42.25 (\text{cm}^2)$ $42.25 = \text{length} \times 5$ $42.25 \div 5$ $8.45 (\text{cm})$	B1 M1 A1 B1 M1 A1	FT 'their 6.5'. Do not accept different '6.5's'. FT 'their 42.25'. If no marks awarded, award SC1 for 'their area $\div 5$ evaluated correctly.
17(b)(i) (isosceles)Trapezium	B1	CAO, but accept incorrect spelling.
17(b)(ii) Completes a parallelogram with an area of 12cm^2 .	B2 (9)	B1 for any parallelogram B1 for area of 12cm^2 . Must use the given line for B2
18(a) $1 - [0.1+0.17+0.24+0.25] (= 0.24)$ $\div 2$ Table completed with 0.12 and 0.12	M1 m1 A1	Mark correct responses completed into the table. CAO
18(b) 0.51	B1	
18(c) 600×0.17 $= 102$	B1 B1 (6)	<i>Alternative:</i> $1/6 = 0.166(\dots) < 0.17$ B1 $1/6 \text{ of } 600 = 100, \text{ so } \text{Exp}(2) > 100$ B1
19 93.5(m) and 94.5(m) in correct order	B2 (2)	B1 for either 93.5 or 94.5 seen.
20*(a) 1 : 1 : 3 in any order	B1	Allow multiples of this ratio
20*(b) $3/5$ or equivalent	B1 (2)	FT 'their 3' 'their $1 + 1 + 3$ '

<p>24*. Two unique possible reasons:</p> <ul style="list-style-type: none"> • Didn't use raw data • Insufficient data 	<p>E1</p> <p>E1</p> <p>(2)</p>	<p>E1 for any 1 possible reason</p> <p>Didn't use raw data includes, e.g.</p> <ul style="list-style-type: none"> • 'median is (actually) 65(.15 cm)' • 'used rounded results' • 'depths were to the nearest 10 cm' <p>Insufficient data includes, e.g.</p> <ul style="list-style-type: none"> • 'needs to take more readings of depth' • 'only recorded at one time of the day' • 'may only have taken readings near the banks of the river' <p>If the actual median is calculated it must be correct or approximately 65 (cm)</p> <p><i>Depths recorded in order are 30, 50, 60, 80, 90, 100</i></p>
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