



GCSE MARKING SCHEME

AUTUMN 2019

**GCSE
MATHEMATICS – NUMERACY
UNIT 1 - FOUNDATION TIER
3310U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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.

WJEC GCSE MATHEMATICS - NUMERACY

AUTUMN 2019 MARK SCHEME

GCSE Mathematics – Numeracy Unit 1: Foundation Tier	Mark	Comments
<p>1.</p> <p>(Number of children=) 9, 2 and 10 in correct order</p> <p>(Number of adults=) 3, 1 and 2 in correct order AND a total of 6 adults needed</p>	<p>B2</p> <p>B2</p>	<p>For number of children: Accept tallies or frequencies. Award B1 for 1 or 2 correct.</p> <p>STRICT FT 'their number of children' AND 'their correct total of adults' Award B1 for at least 1 correct for number of adults.</p> <p>Note: No FT from 3, 4 and 8 as the number of children.</p> <p>Last B2 does not imply 1st B2</p> <p>Note for markers for FT: 1 adult for up to 3 children under 2 years old 1 adult for up to 4 children aged 2 years 1 adult for up to 8 children aged 3 to 7 years</p>
<p>2. (a)(i) 7:30 (p.m.) + 42 + 20 + 48 stated or implied Or 7:30 (p.m.) + 1 hour 50 mins Or 7:30 (pm) + 110 mins</p> <p>9:20 (p.m.) or 21:20</p>	<p>M2</p> <p>A2</p>	<p>Award M1 for 42 + 20 + 48 OR sight of 110 (mins) OR sight of 1 hour 50 mins OR 7:30 (p.m.) + two of the 3 times</p> <p>Allow 21:20 pm but award A1 for 21:20 am Award A1 only for 9:20 a.m. Award A1 for sight of 110 (mins) or 1 hour 50 mins</p> <p>Note: An answer of 8:40 implies 7:30 (pm) + 110 mins Award M2 A1 OR 7(pm) + 140 mins</p> <p>An answer of 8:80 implies 7:30 (p.m.) + 1 hour 50 mins Award M2 A1</p> <p>Award M1 A1 for 42 + 20 + 48 = 110 or 1 hour 50mins</p> <p>If no marks, award SC1 for sight of 8:12</p>
<p><i>Alternative method</i> (7:30 (p.m) + 42 minutes =) 8:12 (p.m) or 20:12</p> <p>(8:12 (p.m) + 20 minutes =) 8:32 (p.m) or 20:32</p> <p>(8:32 (p.m) + 48 minutes =) 9:20 (p.m) or 21:20</p>	<p>B1</p> <p>B1</p> <p>B2</p>	<p><i>These can be in any order</i> <i>Ignore use of a.m. at this stage</i></p> <p>FT 'their 8:12 (p.m)' + 20 minutes <i>Ignore use of a.m at this stage</i></p> <p>FT 'their 8:32 (p.m)' + 48 minutes Award B1 for 9:20 a.m</p>

2. (a)(ii) Seats numbered 15 AND 16 in row G of the stalls indicated	B1	Award B0 for G15&G16 of the circle
2. (b) (i) Cardiff	B1	Accept Cardiff and 67% but not just 67%
2. (b) (ii) 2	B1	Allow B1 for unambiguous indication of both Merthyr and Blaenau
2. (b) (iii) 21%	B1	
3. (parents give) $15/100 \times 400$ or equivalent (£)60	M1 A1	May be seen in stages This may be implied in further working (eg $400 - 40 - 20 - 160$)
(grandparents give) $2 \times 400 \div 5$ or equivalent (£)160	M1 A1	May be seen in stages If M0 A0 award for this calculation, award SC1 for correctly evaluating $2/5 \times (400 - \text{'their 60'})$ eg $2/5 \times 340 = 136$
(Need to save) $400 - 60 - 160$ or $400 - (60 + 160) = (£)180$	M1 A1	FT 'their derived 60' AND 'their derived 160'. This may be implied by adding on £30s to their derived £220 ($60 + 160$) up to £400.
(Number of months) $(£)180 \div 30$ 6 (months)	M1 A1	FT 'their derived 180' On FT, if number of months is not a whole number answer must be rounded up For method of adding on £30s to 'their £220' up to £400, for the last 4 marks award M1 A1 (with not more than one error) and then M1 A1 (for 6 months with no errors in working). FT applies. However, for the final M1 A1 'their £220' must be below £370 for level of difficulty.
Organisation and communication	OC1	For OC1, candidates will be expected to: <ul style="list-style-type: none"> • present their response in a structured way • explain to the reader what they are doing at each step of their response • lay out their explanations and working in a way that is clear and logical • write a conclusion that draws together their results and explains what their answer means
Writing	W1	For W1, candidates will be expected to: <ul style="list-style-type: none"> • show all their working • make few, if any, errors in spelling, punctuation and grammar • use correct mathematical form in their working • use appropriate terminology, units, etc.

<p>4. (a) 12 (cm) or equivalent</p> <p>5.5 (cm) or equivalent</p> <p>11 m or 11 metres or 1100 cm or equivalent with correct units</p>	<p>B1</p> <p>B1</p> <p>B1</p>	<p>± 2 mm. Seen or implied. Award this B1 for sight of the correct scale eg 1cm represents 2m or sight of 5.5×2</p> <p>± 2 mm. May be seen on diagram</p> <p>Correct units must be given. FT 'their 5.5 (cm)' $\times 2$ (Accept answers in the range 10.6m – 11.4m)</p> <p>An answer of 11m (or in the range 10.6m –11.4m) award B3</p> <p>An answer of 11 (or in the range 10.6-11.4 with no units or wrong units) award B2</p> <p>Note: If answer only of 12 m award B1 Note: 6(cm) $\times 2 = 12$ m Award B1 B0 B1</p>																																	
<p>4. (b) (i) A suitable reason eg 'Depends on whether they are playing home or away.' 'The Marine Tennis Club may have played better teams.' 'They played different clubs.' 'There were different players.' 'Table doesn't show the teams they played.' 'It doesn't matter about their record as you don't know what types of players they are.' 'In the Bay Tennis Club, the best player could be injured.'</p>	<p>E1</p>	<p>Allow statement of different players or clubs.</p> <p>Allow: 'Because it doesn't tell us the performance of each team' 'It's not possible because until they play each other no-one will know who is better.' 'Because the other teams are not in the table.' 'Because they could have improved.' 'There's not enough information.' 'Not enough data.' 'You don't know how well they are going to do next time.'</p> <p>Do not accept: 'Because the Bay has won $\frac{1}{2}$ of the matches so they only lost $\frac{1}{2}$.' 'Because both teams would end up with similar average.' 'As they have won & lost while playing against them.'</p>																																	
<p>4. (b) (ii) Tracey, Lisa, Jan, Nafeesa, Molly and Alicia ticked/indicated.</p> <table border="1" data-bbox="108 1480 722 1921"> <thead> <tr> <th>Player</th><th>Days they can play</th><th>Players available for November 24th.</th></tr> </thead> <tbody> <tr> <td>Caroline</td><td>Tuesday and Friday</td><td></td></tr> <tr> <td>Tracey</td><td>Every day</td><td>✓</td></tr> <tr> <td>Lisa</td><td>Weekends</td><td>✓</td></tr> <tr> <td>Sian</td><td>Monday, Tuesday and Friday</td><td></td></tr> <tr> <td>Jan</td><td>Every day</td><td>✓</td></tr> <tr> <td>Heather</td><td>Monday to Friday</td><td></td></tr> <tr> <td>Alys</td><td>Wednesday and Friday</td><td></td></tr> <tr> <td>Nafeesa</td><td>Tuesday, Friday and Sunday</td><td>✓</td></tr> <tr> <td>Molly</td><td>Wednesday and Sunday</td><td>✓</td></tr> <tr> <td>Alicia</td><td>Tuesday and Weekends</td><td>✓</td></tr> </tbody> </table>	Player	Days they can play	Players available for November 24 th .	Caroline	Tuesday and Friday		Tracey	Every day	✓	Lisa	Weekends	✓	Sian	Monday, Tuesday and Friday		Jan	Every day	✓	Heather	Monday to Friday		Alys	Wednesday and Friday		Nafeesa	Tuesday, Friday and Sunday	✓	Molly	Wednesday and Sunday	✓	Alicia	Tuesday and Weekends	✓	<p>B2</p>	<p>Award B1 for 5 correct and at most 1 incorrect.</p> <p>Right hand column takes precedence.</p>
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<p>4. (c) Sphere</p>	<p>B1</p>																																		

Ribbon marking for 5(a) and 5(b) 5. (a) 32 (cm)	B1	
Ribbon marking for 5(a) and 5(b) 5. (b) 6 (tyres)	B3	<p>FT 'their 32' from part (a)</p> <p>This may be embedded in correct working. eg $6 \times 32 = 192$ (cm)</p> <p>Award B2 for $200 \div 32$ (cm) $2000 \div 320$ (mm) $2 \div 0.32$ (m) These workings may be seen as multiples eg 32 added up 6 times to 192.</p> <p>Award B1 for 2 (m) $\div 32$ (cm) or 2000 (mm) $\div 32$ (cm) Or Sight of 200 cm Or Sight of 2000mm Or sight of 0.32m Or sight of working towards 200 or 2000 (eg working towards 192 or 1920) even with incorrect or mixed units</p>
6(a) $8 \times 20 \div 5$ or 1.6×20 or equivalent 32 (km)	M1 A1	<p>Allow calculation 1.5×20 or 1.61×20 Allow FT answer ($1.5 \times 20 =$) 30 (km) or ($1.61 \times 20 =$) 32.2 (km)</p> <p>If no workings shown accept an answer of 32 (km) and allow an answer of 30 (km) or 32.2 (km)</p>
6(b) $(100 \times) 180 \div 3600$ or $\frac{180}{3600}$ or $1/20$ or equivalent 5 (%)	M1 A1	<p>M0 for $3600 \div 180$ unless sight of $1/20$ or equivalent Allow M1 for sight of $180 \div 3600 (= 20 \text{ or } 30 \text{ or } \dots)$ Accept '10% = 360, 5% = 180' for M1 A1</p> <p>Allow M1 A1 from sight of $3600/180 = 5(\%)$</p> <p>If no marks, award SC1 for an answer of 95%</p>
6(c) $5 \div 3$ or $500 \div 3$ 1.6(66...) or 166(.66...) 167 (cm) or 1.67 (m)	M1 A1 A1	<p>Accept $501 \div 3$ Ignore further incorrect digits beyond either 1.6 or 166 Accept 1.67 or 167. Allow 160, 170 or 1.7</p> <p>CAO Do not accept 1.67 cm or 167 m (units incorrect)</p>
6(c) <i>Alternative method using trials:</i> Charge for 1(.)66 is (£)4(.)98(p) or 1(.)67 is (£)5(.)01 167 (cm) or 1.67 (m)	M2 A1	<p>M1 for correctly evaluated charge for at least 2 heights, provided trial is $184 \geq h \geq 150$</p> <p>CAO Do not accept 1.67 cm or 167 m (units incorrect)</p> <p>Note: $166 \times 3 = 498$, $167 \times 3 = 501$</p>

7(a) $(10 + 5) \times 3$ or $10 \times 3 + 5 \times 3$ (£)45	M1 A1	
7(b) 72	B1	Allow unambiguous indication of both 27 and 45
7(c) $\frac{10}{67}$	B1	
8(a) States or implies ' Can't tell ' with a reason, e.g. 'diagram doesn't show how accurate the homework was', 'it only gives the times spent on homework', 'doesn't say what the students marks were', 'doesn't show if students got homework correct or not',	E1	<p>Allow, e.g. 'the given information (only) shows they attempt homework' 'graph doesn't give this detail', 'diagram doesn't show data for that', 'because it doesn't specify it', 'because there is no data about it', 'it says "attempted" doesn't say if they were right or wrong', 'it (only) shows times', 'doesn't show percentages', 'no results available', 'it doesn't say if they had it wrong or not', 'no marks'</p> <p>Do not accept, e.g. 'we don't know how many marks there are to be earned', 'it shows frequency', 'doesn't show how much homework to get a mark', 'because there is no correlation with the graph', 'because it doesn't state what the homework was out of'</p>
8(b) $5 + 9 + 11 + 7 + 4$ 36 (students)	M1 A1	<p>Allow M1 if one error in working with 5 numbers (check diagram also, but intention to add must be clear)</p> <p>CAO</p>
8(c) $\frac{11}{25}$	B2	<p>ISW B1 for .../25 or 11/... provided not from incorrect working (e.g. $4 + 7 + 11 = 22$, then $22/30 = 11/15$ is B0)</p> <p>B1 for an answer of 44% if 11/25 not previously seen</p>
9(a) 20 (knots)	B1	
9(b) $2.3(0) + 2.3(0) + 1.15$ or $2.30 + 3.45$ or 2×2.875 or 5×1.15 or equivalent 5.75 (miles per hour)	M1 A1	<p>Any correct method</p> <p>ISW</p>

10. (Fresh water charge £) $20 \times 1.1(0)$ (Waste water charge £) $0.80 \times 20 \times 1.50$ (Total bill £22 + £24 =) (£) 46	M1 M2 A1	(= £22) (= £24) M1 for either 0.80×20 (= 16m ³) or 20×1.50 (= 30) CAO Award M2 (waste water) and SC1 for an answer of £28.4(0) (from fresh water (4×1.10 =) £4.40 + £24 for waste) OR Award M1 and SC1 for any one of the following: <ul style="list-style-type: none">sight of (£)22 and (£)17.6(0) (22 & 0.8 × 22)an answer of (£)39.6(0) (22 + 0.8 × 22)
11.(Cost of buying pears is £) 2.5×3.40 or alent (£)8.5(0) (Cost of apples is £) $12.40 - 8.50$ (£)3.9(0) (Cost of 1 kg of apples is £) $3.9(0) \div 3$ (£) 1.3(0)	M1 A1 M1 A1 M1 A1	Accept 850p or £8.50p Do not accept 8.50p or £850 FT 'their £8.50' FT 'their 8.50' provided ≠ (£)3.40 FT 'their £3.90' FT 'their 3.90' provided ≠ whole number multiple of 3 FT provided correct to a penny (rounded or truncated) (Note: $12.40 - 3.40 = 9$, $9 \div 3 = (\text{£})3$ is awarded M0 A0 M1 A0 M1 A0)
12. Method of comparison, e.g. <ul style="list-style-type: none">per 50gfor 2000g Correctly evaluated comparison for 2 of the 3 sizes 		