

EDUQAS GCSE (9-1) Mathematics Autumn 2017 Component 1: Foundation Tier	Mark	Comment
1.(a) 23	B1	
1.(b) Any fraction equivalent to $\frac{4}{36}$	B1	e.g. $\frac{1}{9}$ or $\frac{2}{18}$
1.(c) 55(%)	B1	
1.(d) 6	B2	B1 for $14 \div 7 = 2$ or $3 \times 14 = 42$ or $3 \times 14 \div 7$
1.(e) 3	B2	Award B1 for sight of a first correct step. i.e. $(30 \times 0.5 =) 15$ or $\left(\frac{0.5}{5} =\right) 0.1$ or $\left(\frac{30}{5} =\right) 6$
	(7)	
2.(a)(i) Chord	B1	
2.(a)(ii) Correct diameter drawn from A.	B2	Mark intention of a straight line Accept C not labelled or mislabelled if clear.  B1 for any diameter not drawn from A
2.(b) ( w = ) 265 (°)  ( x = ) 125 (°)  180 – (95 + 55) or 125 – 95  ( y = ) 30 (°)	B1  B1  M1  A1	seen or implied; FT 'their 125'
	(7)	

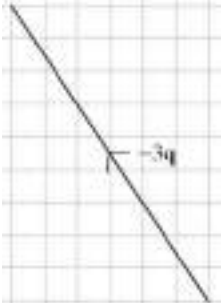
<p>3.(a)</p> <p>0.08 <math>\frac{3}{4}</math> 76%</p>	<p>B2</p>	<p>Allow e.g. 0.08, 75%, 76%</p> <p>B1 for changing at least one value into a form such that 2 or more values can be compared e.g.  <math>\left(\frac{3}{4} =\right) 0.75</math> or <math>\left(\frac{3}{4} =\right) 75\%</math>  or <math>(76\% = ) 0.76</math> or <math>(0.08 = ) 8\%</math>  or <math>\left(\frac{3}{4} =\right) \frac{75}{100}</math> and <math>(76\% =) \frac{76}{100}</math></p> <p>Allow 0.08 = 08%</p>
<p>3.(b)</p> <p><math>200 - \frac{1}{4} \times 200 - \frac{30}{100} \times 200</math> or equivalent  (= 200 – 50 – 60)  OR <math>\frac{45}{100} \times 200</math> or equivalent</p> <p>90</p>	<p>M2</p> <p>A1</p>	<p>Award M2 for a complete method which may be seen in stages</p> <p>Award M1 for <math>200 - x - 60</math> or <math>200 - 50 - y</math> or equivalent if method not seen.</p> <p>If no marks award SC1 for <math>50 + 60 (= 110)</math> or for sight of 45% or equivalent</p> <p>CAO</p>
<p>4.(a)</p> <p>Valid explanation  e.g. '£15.03 shared between 5 does not give you an answer in pounds and pence'</p>	<p>E1</p>	<p>Allow e.g.  'You cannot divide 15.03 by 5'  or 'The sandwiches would be £3 each and that would add up to £15 plus the salad would be £18. He has been charged 3p too much.'  or 'The sandwiches should all cost the same amount but the bill suggests they do not.'</p> <p>or showing that  <math>(£)3 \times 5 + (£)3 = (£)18</math> and  <math>(£)3.01 \times 5 + (£)3 = (£)18.05</math></p>
<p>4.(b)</p> <p><math>(9.45 - 1.05) \div 4</math></p> <p>(£) 2.1(0)</p>	<p>M2</p> <p>A1</p>	<p>or</p> <p>M1 for <math>9.45 - 1.05</math>  or for 'their <math>(9.45 - 1.05) \div 4</math>'</p>
<p>(4)</p>		

5.(a) Any six-sided closed shape with exactly one line of symmetry	B2	B1 for any hexagon, or for any shape with greater than 4 sides with exactly one line of symmetry  If more than one shape has been drawn and not all are hexagons, it must be clear which shape is the answer.
5.(b)(i) Shape completed correctly.	B2	Must be a closed shape for B2  B1 for angle BCD measuring $60^\circ$ ( $\pm 2^\circ$ ) or for side CD = 4 cm ( $\pm 2$ mm). or for side AD parallel to BC.
5.(b)(ii) Parallelogram	B1	CAO Ignore incorrect spelling if intent is clear.
	(5)	
6.(a)(i)  49	B1	
6.(a)(ii)  -17	B1	
6.(a)(iii)  4	B1	
6.(b) A correct example of an even number resulting in an integer output.  A correct example of an odd number resulting in a non-integer output.	E1  E1	Allow a general argument e.g. 'Even numbers such as 2, 4, 6... will always result in whole number outputs because an even number divided by 2 is a whole number'  Allow a general argument e.g. 'Odd numbers such as 1, 3, 5, ... will have '.5' at the end of the output'
	(5)	
7.(a) 9, 11, 11, 13	B2	B1 for sight of 9 or for ..., 11, 11, 13
7.(b)(i) 18	B1	
7.(b)(ii) 0	B1	Accept 'zero' or equivalent, do not accept 'impossible' or 'none' or equivalent.  Allow $\frac{0}{18}$ (teams) or  $\frac{0}{3}$ (8-seater boats)  or $\frac{0}{4}$ (junior teams)
	(4)	

<p>8.(a)(i) 8</p>	<p>B2</p>	<p>Not from wrong working</p> <p>B1 for <math>4 \times 2</math> or equivalent or for a complete list or for a list of at least 6 distinct correct options with a numerical answer or a complete possibility space e.g.</p> <table border="1" data-bbox="900 376 1211 465"> <tr> <td></td> <td>F</td> <td>C</td> <td>P</td> <td>S</td> </tr> <tr> <td>A</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>T</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		F	C	P	S	A					T				
	F	C	P	S													
A																	
T																	
<p>8.(a)(ii) Valid explanation e.g. 'Half the people may not choose apple pie.' or 'Toffee may be more popular than apple.' or 'We do not know if they are equally likely to be chosen.'</p>	<p>E1</p>																
<p>8.(b)(i) 60(%)</p>	<p>B1</p>	<p>Or equivalent fraction or decimal</p>															
<p>8.(b)(ii) (40% of 120 =) 48 or (60% of 120 =) 72</p> <p>(120 – 48) × 3 + 48 × 2 or equivalent or 72 × 3 + (120 – 72) × 2 or equivalent or</p> <p>(£) 312(.00) CAO</p>	<p>B1</p> <p>M2</p> <p>A1</p>	<p>seen or implied</p> <p>FT 'their 48' or 'their 72' (120 – 'their 48') × 3 + 'their 48' × 2 or 'their 72' × 3 + (120 – 'their 72') × 2</p> <p>or M1 for either product in the sum seen or implied</p> <p>'their 48' must be an attempt at finding 40% of 120; 'their 72' must be an attempt at finding 60% of 120; if finding 40% of 120 and 60% of 120 independently, 'their 72' + 'their 48' must total 120.</p>															
<p>8.(c) 20</p>	<p>B2</p>	<p>B1 for <math>\frac{15}{0.75}</math> or equivalent seen; may be in steps</p> <p>Allow B1 for e.g. repeated addition of 75p to try to make £15</p>															
(10)																	
<p>9.(a) (–4, 3)</p>	<p>B1</p>	<p>Do not allow a column vector.</p>															
<p>9.(b) Points correctly plotted at (1, 3) and (4, –2)</p>	<p>B2</p>	<p>B1 for each, ignoring mis-labelling or missing labels</p>															



<p>13.(a) No and valid explanation e.g. 'According to the formula, it takes 20 minutes to cook no meat.' or 't should be 0 when p is 0.'</p>	E1	<p>Allow e.g. 'No because if p = 0 then the meat wouldn't exist and would not need cooking.'</p> <p>Do not allow e.g. 'It is not valid as there would be no pounds.'</p>										
<p>13.(b)(i) Completes table correctly.</p> <table border="1" data-bbox="260 427 655 506"> <tr> <td><i>p</i></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td><i>t</i></td> <td>45</td> <td>70</td> <td>95</td> <td>120</td> </tr> </table> <p>Plots all four points correctly</p> <p>Draws a single, straight line through their points</p>	<i>p</i>	1	2	3	4	<i>t</i>	45	70	95	120	<p>B1</p> <p>P1</p> <p>L1</p>	<p>May be implied by correct line drawn, even if it extends outside the given domain.</p> <p>May be implied FT their points if possible for P1 and L1</p> <p>May not be ruled; tolerance 1 small square in all directions.</p>
<i>p</i>	1	2	3	4								
<i>t</i>	45	70	95	120								
<p>13.(b)(ii) 2.8 (pounds)</p>	B1	<p>FT their graph or accept answers in the range 2.75 to 2.85 (pounds).</p>										
<p>13.(c) (When <math>p = 2</math>, <math>t = 70</math>, so required time is <math>70 + 15 - 45 = 40</math> (minutes)</p>	B2	<p>FT their value of <math>t</math> when <math>p = 2</math> from their graph or their table; for B2 their value of <math>t</math> must be greater than 45</p> <p>B1 for the calculation 'their 70' + 15 - 45 or equivalent, seen or implied or SC1 for a final answer of 25 (minutes) or equivalent (ignoring the 15 minutes extra for the meat)</p>										
(7)												
<p>14.(a) Graph 2 indicated</p>	B1											
<p>14.(b)(i) (Science = ) 48 (%) (Maths = ) 36 (%)</p> <p>(Science = ) 65 (%) (Maths = ) 60 (%)</p>	B2	<p>B1 for any two correct</p>										
<p>14.(b)(ii) <math>\frac{4}{9}</math> ISW</p>	B2	<p>Award B1 for sight of 4 as a numerator (students scored more than 70%)</p>										
(5)												
<p>15.(a) 125</p>	B1											
<p>15.(b)(i) -8, 0, 8</p>	B2	<p>B1 for any two terms correct in the correct position or SC1 for -16, -8, 0</p>										
<p>15.(b)(ii) Yes, stated or implied AND <math>4^2 = 16</math> and <math>8(4) - 16 = 32 - 16 = 16</math> or <math>8 + 8 = 16</math></p>	B1	<p>Accept e.g. 'yes they are both 16'.</p>										
(4)												

<p>*16.(a)</p> $\begin{pmatrix} 9 \\ 9.5 \end{pmatrix}$	B2	<p>B1 for each element or for <math>2\mathbf{p} = \begin{pmatrix} 10 \\ 8 \end{pmatrix}</math> or equivalent seen or for <math>\begin{pmatrix} 9 \\ 9.5 \end{pmatrix}</math> or for <math>\frac{9}{9.5}</math> or for <math>\frac{9}{9.5}</math></p>
<p>*16.(b) Line of correct length and direction:</p> 	B2	<p>B1 for correct length but direction omitted or incorrect or for correct direction but incorrect length</p>
(4)		
<p>*17.(a)(i) Valid criticism about the instruction or response boxes. e.g. 'You may want to tick more than one box.' or 'You may have used it to do something else like go on the internet.' or 'You may not have done any of these things.'</p>	E1	<p>Do not allow e.g. 'They may not have a mobile phone.'</p>
<p>*17.(a)(ii) Valid criticism about the vagueness of the times used e.g. 'It does not say what a lot means.'</p>	E1	
<p>*17.(b)(i) Valid comment. e.g. 'Not reliable as only 5 students.' or 'Not very reliable, she needs to ask more people'</p>	E1	
<p>*17.(b)(ii) SIM only is better because e.g. 'the bills are less varied (as the range is £3 compared to £65 for Pay-as-you-go.)' or 'SIM only bills are all about the same' or 'Pay-as-you-go bills are more spread out'.  Pay-as-you-go is better because e.g. 'the average monthly cost is less (as the mean is £12.75 compared to £16.25 for SIM only.' or 'Most Pay-as-you-go bills will be less than £12.75' or 'The mean Pay-as-you-go bill is lower than the lowest SIM only bill.'</p>	E1  E1	<p>Do not allow e.g. 'it has the cheaper highest bill.'</p> <p>Do not allow e.g. 'it has the cheaper lowest bill.'</p>
(5)		

*18. Correct construction with arcs	B2	B1 for correct arcs Tolerance $\pm 2^\circ$
	(2)	
*19. (a) $x^2 - 3x - 10$	B2	B1 for $x^2 - 3x + \dots$ or for any three correct terms in $x^2 + 2x - 5x - 10$
*19.(b) $18a$	B2	Condone $18 a^1$ for 2 marks. B1 for $k \times a^1$ or equivalent
	(4)	
*20(a)(i) y is inversely proportional to x indicated	B1	
*20(a)(ii) (x $\Rightarrow$ ) 0.25 or equivalent	B2	B1 for $100 = \frac{25}{x}$ seen Do not accept $y = 0.25$ or equivalent
*20(b) $\frac{4}{0.8}$ or equivalent 5 (m/s) or equivalent	M1 A1	Allow e.g. '1 metre every 0.2 seconds.'
	(5)	
*21(a)(i) $14\pi$	B1	allow 43.96
*21(a)(ii) 4	B1	
*21(b) (diameter $\Rightarrow$ ) 6 (cm) $9\pi$ or $\pi \times 9$ or equivalent	B1 B2	May be on diagram Mark final answer B1 for $\pi \times 3^2$ or equivalent If no marks award SC1 for an answer of $36\pi$ or $144\pi$
	(5)	
22. (a) $\frac{30}{35} - \frac{14}{35}$	M1	or equivalent
$\frac{16}{35}$	A1	

<p>*22.(b)  <math>(a = ) 28</math> <math>(b = ) 35</math> <math>(c = ) 55</math></p>	<p>B3</p>	<p>B1 for each correct value</p> <p>or</p> <p>B2 for 35 and attempting <math>4 \times 7</math> and <math>11 \times 5</math></p> <p>or for a set of values in the correct ratio that are not 2-digit e.g. 56, 70, 110</p> <p>or</p> <p>B1 for a common multiple of 5 and 7</p> <p>or for two pairs of two-digit numbers in the ratio 4 : 5 AND 7 : 11</p>																																				
<p>*22.(c)  <math>205 \div 5 \times 8</math> or equivalent          328 (cm) or equivalent</p>	<p>M1          A1</p>	<p>Must be a complete method          CAO</p>																																				
<p>(7)</p>																																						
<p>*23.(a)  <math>3 \times \frac{4}{6} \times \frac{10}{5}</math> or equivalent, seen or implied</p> <p>4 (hours)</p>	<p>M2          A1</p>	<p>May be in steps or as statements e.g.</p> <table border="1" data-bbox="900 857 1334 954"> <thead> <tr> <th>Workers</th> <th>Tonnes</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>2</td> </tr> <tr> <td>6</td> <td>10</td> <td>4</td> </tr> </tbody> </table> <p>or</p> <table border="1" data-bbox="900 987 1334 1084"> <thead> <tr> <th>Workers</th> <th>Tonnes</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7.5</td> <td>3</td> </tr> <tr> <td>6</td> <td>10</td> <td>4</td> </tr> </tbody> </table> <p>M1 for one correct step seen or implied</p> <p>e.g. <math>3 \times \frac{10}{5}</math> or <math>3 \times \frac{4}{6}</math></p> <p>or one correct statement e.g.</p> <table border="1" data-bbox="900 1279 1334 1469"> <thead> <tr> <th>Workers</th> <th>Tonnes</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.25</td> <td>3</td> </tr> <tr> <td>6</td> <td>5</td> <td>2</td> </tr> <tr> <td>6</td> <td>7.5</td> <td>3</td> </tr> <tr> <td>4</td> <td>10</td> <td>6</td> </tr> <tr> <td>8</td> <td>10</td> <td>3</td> </tr> </tbody> </table> <p>or equivalent</p> <p>NB 4 workers 5 tonnes 3 hours is given and does not score on its own</p>	Workers	Tonnes	Hours	6	5	2	6	10	4	Workers	Tonnes	Hours	6	7.5	3	6	10	4	Workers	Tonnes	Hours	1	1.25	3	6	5	2	6	7.5	3	4	10	6	8	10	3
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<p>*23.(b)          Valid assumption.          e.g. 'The goods are all of the same type.' or 'The vehicles used are the same.'          or 'The goods can all be loaded into one vehicle.'</p> <p>Valid impact.          e.g. 'If the goods are heavier, they may take longer to load.'          or 'The load time would be longer if the vehicle could not take all 10 tonnes at once.'</p>	<p>E1          E1</p>	<p>Allow 'The workers did not need to take any breaks.'</p> <p>Do not allow e.g. 'They can all lift the same weight.'</p> <p>Allow 'The load time would be longer if they had to take breaks.'</p>																																				
<p>(5)</p>																																						