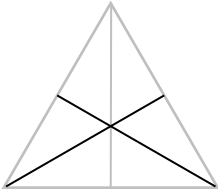


Eduqas Summer 2017 GCSE (9-1) Mathematics Component 1: Foundation Tier					Mark	Comment
1.					B3	B1 for each correct column If no marks then B1 for 2 correct rows
Words	1	2	8	9		
Prime		✓				
Odd	✓			✓		
Even		✓	✓			
Square	✓			✓		
Cube	✓		✓			
					(3)	
2.					B1	Do not accept “thirty-one” for “three one”; do not accept dot for point
(a) sixty seven point three one					B1	Accept smaller than or equivalent for less than.
(is) less than seven hundred						Accept equivalent answers for both marks eg seven hundred is more than sixty seven point three one
						SC1 for eg 700 is greater than 67.31
(b) 8000 – 500 or equivalent					M1	
7500					A1	
					(4)	
3.					B1	
(a) 8						
(b) Rock					B1	Do not accept 26
(c) 60					B1	FT 7.5 × ‘their (a)’ provided the answer is an integer
						If they state 26, 20 and 14 with at most one error, then B0 for their total for (c) but FT for their difference in part (d) and their heights in (e)
(d) 12					B1	FT ‘their 26’ – ‘their 14’ if consistent with their key or if consistent with their answer to part (c) provided the answer is an integer

Eduqas Summer 2017 GCSE (9-1) Mathematics Component 1: Foundation Tier	Mark	Comment
(e) Labels on both axes Uniform scale on vertical axis All bars of equal width correct	B1 B1 B1	Horizontal axis labels may be on bars; allow eg 'students' for vertical axis FT 'their 8' for the heights provided heights are integers; otherwise, if no key, allow heights consistent with parts(c) and part (d) Bars must have correct heights (26, 20, 14), allow inconsistent-width gaps or no gaps FT their scale if possible If FT and heights are odd, allow e.g. a height of 13 to be drawn halfway between a scale marked at 12 and 14 etc even if not on gridlines
(7)		
4. (a) Correct lines drawn	B1	
(b) Correct explanation eg 'It only looks the same when upside down' or 'It has order 2'	B1	Allow eg 'because of the shading'
(2)		
5. (a) ($a =$) 56° (b) ($b =$) $360 - (210 + 90)$ or equivalent ($b =$) 60°	B1 M1 A1	Intention to calculate $360 - (210+90)$ Implies M1
(3)		
6. (a) 5.9 (b) 400	B1 B1	
(c) 40×100 or 40×130 or 40×150 or 38×100 or 40×132 4000 or 5200 or 6000 or 3800 or 5280 (grams) 4 or 5.2 or 6 or 3.8 or 5.28 (kg)	M1 A1 B1	Allow any reasonable product of figures with at least one correctly rounded; accept values rounded to the nearest 10, 50, 100 FT If M0 A0 then allow SC1 for eg 5000 g from 5016 seen or implied; accept any correct rounding of 5016 FT 'their derived grams' from a product of values
(5)		

Eduqas Summer 2017 GCSE (9-1) Mathematics Component 1: Foundation Tier	Mark	Comment																																																								
7. (a) $30.50 \div 5$ or equivalent (£)6.1(0)	M1 A1	Implies M1 Award M1 for embedded answer $5 \times 6.1(0) = 30.50$																																																								
(b) 30.50×10 or $50 \times 6.1(0)$ (£)305(.00)	M1 A1 (4)	Accept equivalent full calculations FT 'their 6.1(0)'																																																								
8.(a) <table border="1" data-bbox="427 607 707 1048"> <thead> <tr> <th>50p</th> <th>20p</th> <th>10p</th> <th>5p</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td></td><td>2</td><td>1</td><td></td></tr> <tr><td></td><td>2</td><td></td><td>2</td></tr> <tr><td></td><td>1</td><td>3</td><td></td></tr> <tr><td></td><td>1</td><td>2</td><td>2</td></tr> <tr><td></td><td>1</td><td>1</td><td>4</td></tr> <tr><td></td><td>1</td><td></td><td>6</td></tr> <tr><td></td><td></td><td>5</td><td></td></tr> <tr><td></td><td></td><td>4</td><td>2</td></tr> <tr><td></td><td></td><td>3</td><td>4</td></tr> <tr><td></td><td></td><td>2</td><td>6</td></tr> <tr><td></td><td></td><td>1</td><td>8</td></tr> <tr><td></td><td></td><td></td><td>10</td></tr> </tbody> </table>	50p	20p	10p	5p	1					2	1			2		2		1	3			1	2	2		1	1	4		1		6			5				4	2			3	4			2	6			1	8				10	B2	B1 for any 3 correct rows
50p	20p	10p	5p																																																							
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			10																																																							
(b)(i) Appropriate strategy e.g. attempting to work out the total amount taken $\left(\frac{10}{2} + \frac{15}{5} + \frac{31}{10} + \frac{20}{20} \right)$ or $50 \times 10 + 20 \times 15 + 10 \times 31 + 5 \times 20$ or (£)5 + (£)3 + (£)3.1(0) + (£)1 (= (£)12.10) $\text{£}12.10 \div 0.5(0)$ or $1210 \div 50$ or equivalent 24	S1 M1 M1 A1	May be seen in stages. FT 'their 12.10' in £ or p but units must be consistent CAO <u>Alternative Method</u> Appropriate strategy eg working with multiples of 50p or attempting to work out the subtotal amount taken for each type of coin S1 Working out the number of drinks bought using the 50ps and at least one of the other coins seen or implied or for using any two of the other coins eg 10 and 7 or 10 and 6 or 10 and 2 M1 Summing 'their numbers of drinks' found from all the coins eg $10 + 7 + 5 + 2$ or $10 + 7 + 1 + 4 + 2$ or $10 + 6 + 6 + 2$ M1 24 CAO A1																																																								

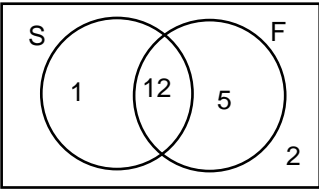
Eduqas Summer 2017 GCSE (9-1) Mathematics Component 1: Foundation Tier	Mark	Comment															
Any valid assumption stated e.g. 'The fewest number of people possible overpaid' or 'Only one person overpaid' or 'The machine always dispensed a drink when money was inserted' 'The machine broke down after 10p had been inserted'	E1	Allow eg 'Someone paid more than 50p for a drink.' Or 'Someone paid with three 20p coins'															
(b)(ii) Any valid impact based on their stated assumption e.g. 'The number of drinks sold may be lower'	E1																
	(8)																
9. (a) <table border="1" data-bbox="256 680 754 954" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Calculation</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4×9</td> <td>36</td> </tr> <tr> <td>B</td> <td>$\frac{3}{4}$ of 8</td> <td>6</td> </tr> <tr> <td>C</td> <td>-2×-12</td> <td>24</td> </tr> <tr> <td>D</td> <td>$2^3 + 1^2$</td> <td>9</td> </tr> </tbody> </table>		Calculation	Answer	A	4×9	36	B	$\frac{3}{4}$ of 8	6	C	-2×-12	24	D	$2^3 + 1^2$	9	B3	B2 for any 3 correct B1 for any 2 correct
	Calculation	Answer															
A	4×9	36															
B	$\frac{3}{4}$ of 8	6															
C	-2×-12	24															
D	$2^3 + 1^2$	9															
(b) Valid relationship with $A = 36$ and $B = 6$ e.g. 'A is 6 times B' or ' $A = B + 30$ ' or 'A is B squared' or '36 is 6 squared'	B1	FT 'their A' and 'their B'; do not allow eg $6 < 36$; could be in words Must be a relationship between them not just something they have in common (such as being even etc)															
	(4)																
10. (a) (i) -10	B1																
(ii) $12\frac{1}{2}$ or 12.5	B1																
(iii) 13	B1																
(b) (i) 'It must be even' circled with supporting working or statement eg stating 'The values are all in the two times table'	B1	Allow at least 2 trials with a mix of odd and even values of n Accept $2(n+1)$ as supporting working															
(ii) $2(n+1)$ ISW	B1	or equivalent															
	(5)																
11. (a) (1, 2)	B1																
(b) Line AB (measured as) 5 cm seen or implied	B1	Allow ± 0.2 cm															
$(5 \times 100) \div 4$ or equivalent	M1	FT ('their 5' $\times 100$) $\div 4$															
125 (litres)	A1	FT 'their 5' provided 'their 5' is not an integer multiple of 4															
	(4)																

Eduqas Summer 2017 GCSE (9-1) Mathematics Component 1: Foundation Tier	Mark	Comment
12. (a) (Bea's number is) four times (Sam's number)	B1	Accept equivalent descriptions; allow '4 times'
(b) Valid explanation e.g. 'Dividing by 2' or 'It is being halved' or 'Doubling would be $2n$ '	B1	Accept equivalent descriptions; accept a valid counter-example
(c) $n + 2$	B1	CAO
(d) (Sam's number is) 70 or ($n =$) 70 35	B2 B1	B1 for $n - 7 = 63$ or $63 + 7$ or equivalent FT 'their derived 70' $\div 2$
	(6)	
13. (a) Correctly evaluated trial(s) using the product(s) of a pair of numbers where one is 4 times the other and comparing to 100 eg stating $4 \times 16 = 64$ and $64 < 100$ or stating $5 \times 20 = 100$ or $100 \div 5 = 20$ as final answer or with final answer 5 or 20 or Trial(s) using the product(s) of factors of 100 and comparing/testing the factors to check if one is 4 times the other eg stating 50×2 and $2 \times 4 \neq 50$ or stating 5×20 and $5 \times 4 = 20$ or stating $100 \div 5 = 20$ and $20 \div 4 = 5$	M1	or for at least two calculations of the form $w \times 4w$ or for $w \times 4w = 100$ Allow eg a rectangle with 20 and 5 marked as dimensions but 20 given as the answer to imply M1
5 (cm)	A1	CAO; implies M1
(b) $3x$ (cm)	B2	B1 for $14x - 4x - 4x (= 6x)$ or for 'their $6x$ ' $\div 2$ or for a rectangle with the correct dimensions marked
	(4)	
14. $25 + 28 + 31 (= 84)$ or $25 + 28 + 31 + 34 (= 118)$ or $90 - 25 - 28 - 31 (= 6)$	M2 A1	May be in steps M1 for 25 seen or for differences of 3 indicated or for $3n + 10$ seen CAO; not from wrong working Pattern 7 is A0 Allow M2 A1 for sight of 25, 28, 31, (34) with an answer of 3
3	(3)	

Eduqas Summer 2017 GCSE (9-1) Mathematics Component 1: Foundation Tier	Mark	Comment
19. $10r = 4r + 9$ or equivalent or $20r - 14r = 9$ or equivalent $6r = 9$ or $r = \frac{9}{6}$ or 6 pieces = 9 (metres) $(r =) 1.5$ or $1\frac{1}{2}$ metres	M1 M1 A1 (3)	Formal notation is not required; may be in words Implies first M1 CAO; mark final answer
20. (a) (other fat =) $65 - 40 = 25$ $40 : 25$ (leading to $8 : 5$)	B1 B1	Allow $40\text{g} : 25\text{g}$
(b) $\frac{2}{1000} \times 50$ or equivalent 0.1 (grams) or equivalent ISW	M2 A1	May be in steps e.g. $1000 \div 50 = 20$, $2 \div 20$ or 100g is 0.2g of salt, 50g is 0.1g of salt M1 for $\frac{2}{1000}$ or $\frac{50}{1000}$ or 2×50 or $1000 \div 50 = 20$ (servings) seen
(c) $\frac{0.1}{6}$ $\frac{1}{60}$	M1 A1	FT $\frac{\text{'their 0.1'}}{6}$; FT 'their 0.1' provided 'their 0.1' is a decimal with at least one decimal place
21.* (a) $7x - 3x = 4 - 2$ or equivalent $x = \frac{2}{4}$ or equivalent (b) $3 - 2x + 18 = 5x$ or equivalent $7x = 21$ or $x = \frac{21}{7}$ $x = 3$	B1 B1 B1 B1 B1	Seen or implied FT until 2nd error FT Mark final answer Seen or implied FT until 2nd error FT FT

Eduqas Summer 2017 GCSE (9-1) Mathematics Component 1: Foundation Tier	Mark	Comment
(c)(i) $3x > 6$ or $-6 > -3x$ $x > 2$ or $2 < x$	M1 A1	No marks for use of "=", unless finally replaced to give $x > 2$ then award M1 A1. If M0 then SC1 for $x > \frac{8}{3}$
(c)(ii) Open circle at 2 with arrow right	B1	STRICT FT 'their (c)(i)' provided an inequality Accept any unambiguous notation; arrow could just be a line but must not clearly terminate unless this follows through from part (c)(i); mark intent
(8)		
22.* (a) (i) Valid comment e.g. 'The first line expresses an opinion' or 'It pushes you to give a low answer', or 'It tells you you should not be eating much chocolate'	E1	Do not allow 'She only asks about one day.' Allow eg 'She says too much chocolate is bad for your health.'
(a)(ii) Appropriate criticism e.g. 'It is too vague' or 'How big is a piece?', 'Cannot answer no pieces.' 'Cannot answer more than 6'.	E1	Allow e.g. 'She is only asking about 1 particular day'.
(b) 'No' stated or implied with two valid reasons based on sample size, location, time or targeting teenagers e.g. '10 people is too few', 'People outside a supermarket are not likely to be teenagers'	E2	E1 for 'No' with only one valid reason Allow eg 'The people could all be different' or 'Monday morning limits the type of people she can ask.' or 'A lot of people may be at work on a Monday morning.'
(4)		
23.* Arc (of circle) centre C radius 6 cm \pm 2mm Correct perpendicular bisector construction with appropriate arcs Correct area shaded or indicated	B1 B2 B1	Tolerance \pm 2mm and \pm 2° Award B1 for appropriate arcs and no line or line outside of tolerance ie no arcs no marks FT provided a closed region bounded by an attempt at a perpendicular bisector, with or without arcs, and the arc of a circle centre C
(4)		

Eduqas Summer 2017 GCSE (9-1) Mathematics Component 1: Foundation Tier	Mark	Comment
24.* (a) $\begin{pmatrix} -6 \\ 20 \end{pmatrix}$	B2	B1 for each element or for $(3\mathbf{q}) = \begin{pmatrix} -12 \\ 21 \end{pmatrix}$ or equivalent seen or for $\begin{pmatrix} -6 \\ 20 \end{pmatrix}$ or for $\frac{-6}{20}$ or for $\frac{-6}{20}$
(b) $6 - 4m = 10$ or for $\begin{pmatrix} 6 \\ -1 \end{pmatrix} + \begin{pmatrix} 4 \\ -7 \end{pmatrix} = \begin{pmatrix} 10 \\ -8 \end{pmatrix}$ or $\begin{pmatrix} 6 \\ -1 \end{pmatrix} - \begin{pmatrix} -4 \\ 7 \end{pmatrix} = \begin{pmatrix} 10 \\ -8 \end{pmatrix}$ $m = -1$ $n = -8$	M1 A1 B1	FT-1 + 7m for 'their derived m'
25.* (Riley, more than £20: Sent separately, Insurance £750 each) Cost £26 seen or (Sent together, Insurance £1500) Cost £22 seen (James, less than £20: Sent together, Insurance £1500) Cost £17.50 seen Valid statement or example using limit of accuracy. e.g. 'The masses could both be less than 1250g', 'One laptop could weigh 1230g and the other 1250g' 'They could have a total mass of 2460' One valid assumption: 'Laptops can be sent separately' 'Laptops can be sent together' 'Packaging does not increase the mass to more than 2500g'	E1 E1 E1 E1	Not from wrong working For recognising that the limit of accuracy has an impact on the problem; allow for a total mass between 2450 and 2550 or individual masses between 1225 and 1275 Appropriately stated; allow embedded statements eg 'If they are sent together then...' or 'If they are sent separately then ...' or 'If both laptops weigh less than 1250 g then ...' or 'Sent together...'
	(5)	
	(4)	

Eduqas Summer 2017 GCSE (9-1) Mathematics Component 1: Foundation Tier	Mark	Comment
26. (a)* 	B2	B1 for 12 in intersection on Venn diagram or for any 2 correct entries
(b)* $\frac{12}{20}$ or equivalent	B1	ISW FT 'their 12' provided 'their 12' < 20
(c) 1 + 5 $\frac{6}{20}$ or equivalent	M1 A1	FT 'their 1' + 'their 5' FT $\frac{\text{'their 6'}}{20}$ provided 'their 6' < 20
	(5)	
27. (Hexagon is regular so) all sides equal or interior angles 120° or equivalent or it has (6) lines of symmetry Triangles ABF , BCD , DEF are congruent or $ABF = 30^\circ$ or valid comment such as 'Three of the lines of symmetry are also lines of symmetry of the triangle' Valid explanation e.g. 'The 3 sides BF , BD and DF are the same length' or 'Each interior angle of the triangle is $120^\circ - 2 \times 30^\circ = 60^\circ$ '	B1 B1 E1	Angles may be marked on diagram May be implied by use of isosceles triangles later. Allow "the same" or equivalent for "congruent". E1 is dependent on B2 being awarded.
	(3)	