



GCSE MARKING SCHEME

SUMMER 2016

**GCSE MATHEMATICS LINKED PAIR APPLICATIONS
UNIT 1 HIGHER
4361-02**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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.

APPLICATIONS OF MATHEMATICS
UNIT 1 (HIGHER TIER) SUMMER 2016

[illegible]

Applications of Mathematics Unit 1 Higher Tier	Mark	Comments
4(a) Explanation that mentions no common factor (other than 1), or 13 & 17 as prime numbers, or that it is not possible to divide (to simplify) 13 & 17 by any number except 1 (to result in whole number values)	E1	Allow 'neither of these numbers are divisible by the same number', or '13 & 17 can't be divided by a smaller whole number' Do not accept 'both numbers are odd and can not be simplified further', '13 & 17 don't go into the same number', '13 does not go into 17'
(b) (Money from sales of raffle ticket – costs) $480 \times 50p - £12 - £14 - £32$ or equivalent (£182)	M1	Intention to calculate 'total raised – costs' (= 240 – 58)
$\div 30 \times 17$	M1	FT 'their derived 182'
(£)103	A2	CAO. A1 for 102 or 103.(...) Allow A1 only as a FT, provided 'their error' is not with place value, depends on previous M1 <i>Treat $\div 30 \times 13$ as a misread (leading to 78.866... or 79)</i>
QWC2: Candidates will be expected to <ul style="list-style-type: none"> present work clearly, with words explaining process or steps AND <ul style="list-style-type: none"> make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer 	QWC 2	QWC2 Presents relevant material in a coherent and logical manner, using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar. QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuation or grammar OR evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuation and grammar. QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.
QWC1: Candidates will be expected to <ul style="list-style-type: none"> present work clearly, with words explaining process or steps OR <ul style="list-style-type: none"> make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer 		
(c) $3/478$	B2	Ignore incorrect cancelling B1 for an answers .../478 or 3/480 or 3/477 Allow B1 for '3 in 478' or '3 out of 478'
	9	

Applications of Mathematics Unit 1 Higher Tier	Mark	Comments
5(a) Use of £5 per 1000 cards £0.5(0) or 50p (per 100 cards)	M1 A1	For example $1000 \div 5$ (= 200 cards for £1), or sight of 200 (cards) with £1, or $5 \div 1000$ (= £0.005 per card) If units are given they must be correct, allow £0.50p <i>SC1 for misread as GoPrint with answer £1</i>
(b) Use of £10 per 1000 cards for 1300 cards £13 (for 1800 cards)	M1 A1	Or sight of $1800 \div 100 - 5$, or equivalent <i>If no marks, award SC1 for an answer of £18</i>
(c) GoPrint: Any 2 points correctly plotted (Dotted) straight line correctly drawn from (500, 0) to beyond 4000 cards MyPrint: Any 2 points correctly plotted (Dotted) straight line correctly drawn starting from (1000, 20) to beyond 4400 cards	M1 A1 M1 A2	 A1 for correct (dotted) straight line but drawn for values less than (1000, 20) to beyond 4400 cards, OR for line correctly drawn starting from (1000, 20) to 4400 cards (not beyond)
(d) Intention to interpret the intersection of the two graphs OR correct interpretation from the table Correct reading for the number of cards or 4000 cards	M1 A1 11	FT their graphs provided at least one of the lines is straight Answer of the cost implies M1 only, however accept an answer including the cost e.g. '4000 cards is £35'
5(e)(i) $20 + 5(56500 - 1000)/1000$ (£)297.5(0)	M1 A1	
(ii) Reason, e.g. 'formula only for number of cards greater than 1000', 'n - 1000 is negative', 'don't know charges for less than 1000 cards', 'don't take orders for less than 1000 cards', 'because $800 - 1000$ is negative', or 'as $800 - 1000 = -200$ '	E1	Ignore any additional incorrect statement included Do not accept 'they can use it, the cost would be £19'
(f) Variable for charge and number of cards defined, e.g. 'C is charge (in £) & n is (number of) cards' stated $C = 0.01(n - 500)$ or equivalent	B1 B2 6	FT their graph if equivalent level of difficulty Allow 'C is the charge and n is the number' B1 for equivalent of $0.01 \times \dots$ or for $\dots \times (n-500)$, or $n - 500 \div 100$ (missing brackets)
6(a) Angle at knee $105^\circ \pm 2^\circ$ Knee to ankle line $8\text{cm} \pm 2\text{mm}$ (b) Hip to ankle measured on the diagram Measurement $(13.5 \pm 2\text{mm} \times 5) = 67.5 \text{ (cm} \pm 1\text{cm)}$	B1 B1 M1 A1 4	FT for their diagram measurement $\pm 2\text{mm}$ FT $5 \times$ 'their appropriate measurement' accurately calculated $\pm 2\text{mm}$
7(a) (Total surface area of the pond is) $3.8 \times 5 \div 2$ 9.5(m ²) (Pond surface area) $9.5 = \pi r^2$ (Radius) $r = \sqrt{9.5/\pi}$ $= 1.738\dots(\text{m})$ (Diameter of the pond is) 3.5 (m)	M2 A1 M1 m1 A1 B1 7	M1 for calculation of surface area of clear water $3.8 \times 3 \div 2$ (= 5.7m ²) or sight of 5.7(m ²) Allow an answer of 9.50(m ²) FT 'their derived surface area of the pond' = πr^2 Isolation of r Depends on M1, m1. Accept rounded or truncated Must be correct to 2 significant figures. FT 'their r ' $\times 2$ evaluated provided 'their r ' has been given (and used) to at least 2d.p. and rounded to 2 sig figs provided M1, m1 previously awarded

Applications of Mathematics Unit 1 Higher Tier	Mark	Comments
7(b)(i) Reason 'No, data is destroyed' or 'Yes, not many very small or very large diameters of water lilies'	E1	Needs to give a decision with logic/reasoning explained
(ii) Any 3 correct frequency densities 0.25, 2, 5, 8, 7, 2, 0.5 Axes correct and labelled, no gaps between bars Correct histogram	M1 A1 B1 B1 5	'Histogram' needs to be attempted. Do not accept labels as blocks or groups, e.g. 0 – 4, etc. FT if correctly drawn without axes labelled for 'their non linear' groups shown FT candidates frequency density if table completed incorrectly but the <u>idea of frequency density must be used</u>
8(a) 'week 3 to week 5' and 'week 4 to week 6' 92, 102, 84, 75 (b) Plots correct for their data at the mid interval with a line of best fit drawn (c) Explanation, e.g. 'Week 5 has impacted on the trend line', 'there was just the one poor week', 'only a 6 week period considered, this is only a short period'	B1 B3 B2 E1 7	OR B2 for any two correct entries, OR B1 for a correct method seen, or one correct entry B1 for correct plots at mid interval (ignore if joined dot to dot), or consistent translated plots with a line of best fit drawn Accept 'by week 6 sales increase again' Allow 'sales increase again in week 6' Do not accept 'line increases again in week 6', 'business may increase over the summer period'
9(a) Points ((0,0), (5, 1), (10, 15), (18, 30), (24, 45), (30,55), (40, 60) plotted Points joined with a curve or straight line (b) Reason, e.g. 'do not know all the results for each of the intervals' (c) Correct box-and-whisker diagram	B6 B1 E1 B3 11	B1 for each correct point plotted Ignore additional points for intervals Only FT if at least B3 previously awarded and all plots are cumulative Ignore additional incorrect details Candidates may use original information Only FT their appropriate <u>cumulative</u> frequency graph (if possible) (not from bars) FT must be the best of consistency for either original or 'their graph' Ends of whiskers must be shown B2 for attempt box-and-whisker with <ul style="list-style-type: none"> both ends correct and any 2 of LQ, median, UQ correct, or one end correct and LQ, median & UQ all correct B1 for attempt box-and-whisker with <ul style="list-style-type: none"> both ends correct with any 1 one of LQ, median, UQ correct, or one end correct with any 2 of LQ, median, UQ correct, or LQ, median, UQ all correct

Applications of Mathematics Unit 1 Higher Tier	Mark	Comments
10. $5 \times 2 + 14 \times 8 + 23 \times 4 + 32 \times \dots + 39 \times \dots = 30 \times 27$ or equivalent	S1	Allow with incorrect midpoints provided each one is within the correct interval Maybe written as $\div 30$ with '=27', or sight of ($27 \times 30 =$) 810 with ($810 - 214 =$) 596
Missing frequencies sum is 16, e.g. sight of 16 (more days)	S1	
Trial of any two values, e.g. ($10 + 112 + 92 + 32 \times ? + 39 \times ??$) $\div 30$, with '?' the same value or different, not necessarily with sum 16	M1	e.g. $214 + 32 \times ? + 39 \times ?? = 810$ where ? and ?? are any values FT for their mid points for M1 only
4 and 12 respectively	A1	CAO Do not accept in reverse order Do not accept from obvious incorrect working ($10 + 112 + 92 + 32 \times 4 + 39 \times 12 = 30 \times 27$) (128 468) <i>Alternative (although not in specification)</i> $32x + 39y = 596$ and $x + y = 16$ <i>S1, M1</i> ($32x + 39y = 596$ alone <i>S1, M0</i>) <i>Method to solve</i> <i>m1</i> <i>4 and 12</i> <i>A1</i>
	4	
11(a) $3 \times 10^4 \times 5 \div 600$ or equivalent 2.5×10^2 (grains of rice)	M1 A1	An answer of 250 implies M1
(b) $1000 \div (2 \times 10^{-5})$ or equivalent 5×10^7 (grains of sugar)	M1 A2 5	A1 for 50 000 000 or 50 million
12. $y = 8 / \frac{1}{2}^2$ $y = 32$ hence looking for $y = 16$ $16 = 8/x^2$ or $x^2 = 8/16$ $x = 0.707\dots$ or equivalent	M1 m1 m1 A1 4	FT for their value of y then halved FT using their halved value of y used Allow ± 0.707 or 0.7 from correct working

Applications of Mathematics Unit 1 Higher Tier	Mark	Comments																		
13(a) Correct evaluation of at least 3 coordinates Suitable axes with appropriate scale and labels	B1 B1	<table><tr><td>t</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>v</td><td>0</td><td>6</td><td>10</td><td>12</td><td>12</td><td>10</td><td>6</td><td>0</td></tr></table>	t	0	1	2	3	4	5	6	7	v	0	6	10	12	12	10	6	0
t	0	1	2	3	4	5	6	7												
v	0	6	10	12	12	10	6	0												
Plotting at least 6 correct points	M2	FT for their axes if reasonable.																		
Joining all 8 points with a curve	A1	M1 for plotting between 3 and 5 correct points																		
(b)(i) (At t =) 3.5	B1	FT from ‘their graph’.																		
(ii) Strategy, e.g. Draw a tangent at t = 5.2	S1	If FT from straight lines used then ‘3 to 4 seconds’																		
Use of difference v / difference t	M1	is the required answer as a range																		
= -	A1	Must be differences, not readings from axes																		
m/s ²	U1	Must be from a tangent, negative and reasonable from their graph																		
(c) Identifying the required area	S1	Independent mark																		
Splitting area into areas that can be approximated	M1	Maybe shown on their graph																		
Complete calculation for the area required	M1	Working with additional area is S0, however FT for possible M marks, but A0																		
Accurately calculated (42m)	A1	e.g. $\frac{1}{2} (6+10) + \frac{1}{2} (10+12) + 1 \times 12 + \frac{1}{2} (10+12)$ = 8+11+12+ 11, or $\frac{1}{2} (6 + 10 + 2 \times (10 + 12 + 12))$																		
	14	Their answer may differ slightly from 42m, this is only a guide																		