



2.

*Cewch eich asesu ar ansawdd eich cyfathrebu ysgrifenedig yn y cwestiwn hwn.*

Mae siop yn cynnig disgownt o 15% i ffwrdd o bob pris dangosol (*marked*) ar yr eitemau mae'n eu gwerthu.

Mae hefyd yn caniatáu i'w chwsmeriaid dalu am yr eitemau sy'n cael eu prynu mewn 12 rhandaliad (*instalments*) misol hafal.

Mae Andrew yn prynu oergell-rhewgell sydd â phris dangosol o £720.

Cyfrifwch y swm mae'n rhaid iddo ei dalu bob mis.

Dangoswch eich holl waith cyfrifo.

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3.

Mae Mr a Mrs Jones a'u pedwar plentyn, sy'n 12, 9, 7 a 4 oed, yn ymweld â ffair deganau. Mae cost tocynnau i'r ffair yn cael ei dangos ar fwrdd.

**TEGANAU AR HYD YR OESOEDD**

Oedolion £15 yr un

Hanner pris i blant dan 14 oed

Mynediad am ddim i blant dan 5 oed

(a) Cewch eich asesu ar ansawdd eich cyfathrebu ysgrifenedig yn y rhan hon o'r cwestiwn.

Beth yw cyfanswm cost y tocynnau i Mr a Mrs Jones a'r plant fynd i'r ffair deganau?  
Dangoswch eich holl waith cyfrifo. [6]

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(b) Roedd gan Mrs Jones daleb (*voucher*) oedd yn rhoi disgownt o 10% i ffwrdd o gyfanswm cost eu tocynnau.  
Faint gwnaethon nhw ei dalu mewn gwirionedd am eu tocynnau? [2]

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5.

*Cewch eich asesu ar ansawdd eich cyfathrebu ysgrifenedig yn y cwestiwn hwn.*

Mae Melanie yn ennill £1200 y mis.

O hyn, mae hi'n gwario  $\frac{1}{3}$  ar rent a  $\frac{1}{4}$  ar fwyd.

Pa ffracsiwn o'i henillion sydd ganddi dros ben?

Rhaid i chi ddangos eich holl waith cyfrifo ac ysgrifennu eich ffracsiwn ar ei ffurf symlaf.

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14.

Cewch eich asesu ar ansawdd eich cyfathrebu ysgrifenedig yn y cwestiwn hwn.

Mae Eddie eisiau prynu neclis unfath (*identical*) i bob un o'i ddwy chwaer.



Mae'r math penodol o neclis mae eisiau ei brynu yn cael ei hysbysebu ar werth ar ddwy wefan wahanol. Mae ef eisiau i'r ddwy neclis gael eu dosbarthu i'w gartref.

Jewellery Boutique

Neclis arian  
£36 + TAW ar 20%

Post a phacio £6.95 am archebion  
hyd at £100, fel arall am ddim.

Gems and Co

Neclis arian £55  
PRYNU UN, CAEL YR AIL UN  
AM HANNER PRIS!

Dosbarthu am ddim

Pa wefan sy'n fwyaf rhad, a faint yn fwy rhad yw hi?  
Rhaid i chi ddangos eich holl waith cyfrifo.

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3.

June 2015 UNIT 1 Foundation	✓	Mark	Comments
<p><b>1. Ribbon marking for 1(a) and 1(b).</b></p> <p>(a) (Two adult tickets = <math>2 \times £15 =</math>) (£)30                      (One child's ticket =) (£)7.5(0)                      (Three child's tickets = <math>3 \times £7.50 =</math>) (£)22.5(0)                      (Total cost =) (£)52.5(0)</p> <p>Look for</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• clarity of text explanations and correct units shown</li> <li>• the use of notation (watch for the use of '=' and '+' being appropriate)</li> </ul> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>B1</p> <p>B1</p> <p>B1</p> <p>B1</p> <p>QWC 2</p>	<p>Sight of (£)7.5(0) or may be implied in further work.                      F.T. <math>3 \times</math> 'their £7.50', but <b>not</b> <math>3 \times</math> £15                      F.T. 'their amounts' but not if simply £15 or £7.50.                      Correct answer gains B4.</p> <p>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.</p> <p>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 weakness in organisation of material but using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0. Evident weakness in organisation of material and errors in use of mathematical form, spelling, punctuation and grammar.</p> <p><u>An unsupported answer is QWC0.</u></p>
<p><b>Ribbon marking for 1(a) and 1(b).</b></p> <p>1(b) (£)47.25</p>		<p>B2</p>	<p>F.T. <math>0.9 \times</math> 'their total cost'.                      B1 for (£)5.25                      OR a correct evaluation of <math>0.1 \times</math> 'their total cost'.</p>

4.

2015 Summer Linear Paper 2 (Calculator allowed) Foundation Tier	Marks	Comments
<p>10. Week hire = 32.20                      4 day hire = <math>16.10 + 3 \times 8.15</math>                      = (£)40.55                      Difference = <math>40.55 - 32.20</math>                      = (£) 8.35</p>	<p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p>	<p>FT 'their derived 40.55'</p>
<p>Look for</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• clarity of text explanations,</li> <li>• the use of notation (watch for the use of '=', £ being appropriate)</li> </ul> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul>	<p>QWC 2</p>	<p>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.</p> <p>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.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation and grammar.</p>

5.

<p>10. EITHER  <math>\frac{1}{4} + \frac{1}{3}</math>  <math>= \frac{7}{12}</math>                      leaving 1 – <math>\frac{7}{12}</math>  <math>= \frac{5}{12}</math></p> <p>Look for</p> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Clarity of text explanations, e.g. food, rent</li> <li>• The use of notation – watch for ‘=’, ‘£’, ‘p’ being used appropriately.</li> </ul> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining their processes or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining their processes or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul>	<p>OR</p> <p><math>\frac{1}{4}</math> of (£)1200 = (£)300  <math>\frac{1}{3}</math> of (£)1200 = (£)400                      Leaving 500                      5/12</p>	<p>✓                      B1                      B1                      M1                      A1</p> <p>QWC                      2</p>	<p>M1 for implementing the addition of the fractions by a correct method.                      This M1 is F.T. in both methods                      C.A.O.</p> <p>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.</p> <p>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.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation and grammar.</p>
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6.

<p>9. (Water used in shower = ) <math>\frac{15 \times 60}{10}</math>  <math>= 90</math> (litres)</p> <p>(40% of 150 litres = ) <math>150 \times 0.4</math>  <math>= 60</math> (litres)                      So, 60% of the water = 90 (litres)</p> <p>‘Yes, Tina’s claim was correct.’</p> <p>Look for</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• clarity of text explanations,</li> <li>• the use of notation (watch for the use of ‘=’, litres, % being appropriate)</li> </ul> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul>	<p>✓ M1                      ✓ A1                      ✓ M1                      ✓ A1                      ✓ A1</p> <p>✓ A1</p> <p>QWC                      2</p> <p>✓</p> <p>✓</p>	<p><i>Alternative methods</i></p> <p><math>\frac{90}{150} \times 100</math> M1      OR Using 60% B1  <math>= 60(\%)</math> (of Liam’s amount) A1      <math>150 \times 0.6</math> M1                      (which is) 40% less A1      <math>= 90(\text{litres})</math> A1</p> <p>OR                      60(litres) less B1  <math>\frac{60}{150} \times 100</math> M1  <math>= 40(\%)</math> A1</p> <p>F.T. their values.</p> <p>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.</p> <p>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 weakness in organisation of material but using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0. Evident weakness in organisation of material and errors in use of mathematical form, spelling, punctuation and grammar</p>
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9.

<p>5.(a) (Cost of bike) <math>1100 - 1/10 \times 1100</math> OR <math>9/10 \times 1100</math> (£)990 (b) (Save each month) <math>20/100 \times 600</math> (£)120 (Number of weeks) <math>(925 - 470) \div 120</math>  3.(79..) Conclusion given that it will take 4 weeks  Look for</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• clarity of labels</li> <li>• the use of notation (watch for the use “=, +, -, ×, ÷, £” being appropriate)</li> </ul> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar in their answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar in their final answer</li> </ul>	<p>M1  A1 M1 A1 M1  A1 A1  Q W C 2</p>	<p>FT ‘their 120’. Award M1 for repeatedly adding 120 onto 470 OR for adding 120s up towards 455. Award A1 for sight of 830 and/or 950  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</p>
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10.

<p><b>November 2015</b> <b>UNIT 1 Higher</b></p>	<p><b>Mark</b></p>	<p><b>FINAL MARK SCHEME</b> <b>Comments</b></p>
<p>1. (Fixed charge =) <math>180 \times (\pounds)0.3(0)</math> (= £54) (Water charge =) <math>60 \times (\pounds)1.33</math> (= £79.80) (Sewerage cost =) <math>60 \times 0.95 \times (\pounds)1.66</math> or equivalent. = (£)94.62 or 9462(p)  (Total bill =) £228.42 or 22842p  Look for</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• clarity of text explanations and correct units shown</li> <li>• the use of notation (watch for the use of ‘=’, ‘+’ and ‘×’ being appropriate)</li> </ul> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul>	<p>B1 B1 M1 A1  B1  QWC 2</p>	<p>For sight of <math>180 \times 0.3</math> or <math>180 \times 30</math> or (£)54 or 5400(p) For sight of <math>60 \times 1.33</math> or <math>60 \times 133</math> or (£)79.8 or 7980(p) Accept using 166(p)  B1 F.T. £133.80 + ‘their sewerage costs’. Correct units must be given.  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 weakness in organisation of material but using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.  QWC0. Evident weakness in organisation of material and errors in use of mathematical form, spelling, punctuation and grammar.</p>
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11.

<p align="center"><b>Linear GCSE Mathematics Higher Tier November 2015 Paper 2</b></p>		<p align="center"><b>FINAL MARK SCHEME Comments</b></p>
<p>8.(a)</p> <p>(Rowena’s car depreciated value) <math>(£)3500 \times 0.76^3</math> or equivalent</p> <p align="right"><math>(£)1536(.416)</math></p> <p>(Dafydd needs to save a total of <math>£1536(.416) - £100</math>) <math>(£)1436(.416)</math></p> <p>(Dafydd needs to save, per month <math>£) 1436(.416) \div 36</math></p> <p align="right"><math>(£) 40</math></p> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul>	<p>M2</p> <p>A1</p> <p>B1</p> <p>M1</p> <p>A2</p> <p>QWC 2</p>	<p><i>If an error is made with <math>1 - 0.24</math> or equivalent, i.e. working with e.g. uniquely <math>0.66</math> or <math>0.86</math>, penalise -1 once only</i></p> <p>M1 for <math>3500 \times 0.76</math> or <math>3500 - 3500 \times 0.24</math> or 2660, or allow M1 for <math>3500 - 3500 \times 0.24^3</math>, or M1 for simple depreciation <math>3500 - 3 \times 840 (= £980)</math> M1 for appreciation <math>3500 \times 1.24</math></p> <p>CAO, but accept 1540 from correct working or a value rounding to <math>(£)1536</math></p> <p>FT ‘their 1536’ – 100 evaluated correctly provided at least M1 awarded <i>If no marks so far due to working with <math>£3400</math>, then award SC3 for <math>(£)1492.51(84)</math> or <math>(£)1492.52</math>, or SC2 for <math>3400 \times 0.76^3</math>, or SC1 for sight of <math>3400 \times 0.76</math> or <math>3400 - 3400 \times 0.24</math> or allow for sight of <math>3400 - 3400 \times 0.24^3</math> or <math>3400 - 3 \times 816 (=952)</math></i></p> <p>FT ‘their 1436(.416)’ <math>\div 36</math>, i.e. what they think the car is now worth, but <b>do not</b> FT for <math>3500 \div 36</math> or <math>3400 \div 36</math></p> <p>Note: <math>£1536(.416) \div 36 - (£)100 \div 36</math> is equivalent to B1, M1</p> <p>A1 for <math>(£)39.88\dots</math> to <math>(£)39.90(00\dots)</math> FT for A2 provided rounding is necessary, otherwise maximum of FT A1 only. When rounding is necessary, accept rounding up or down to the nearest pound if number of pence is <math>&lt;50</math></p> <p><i>An answer of <math>(£)43</math> is from <math>(£)1536(.416) \div 36</math> evaluated correctly with answer to the nearest <math>£</math>, this is awarded M2, A1, B0, then FT M1 and A2 (or A1 for <math>(£)42.6(\dots)</math> or <math>(£)42.70</math></i></p> <p>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.</p> <p>QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuation or grammar</p> <p>OR</p> <p>evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p>

12.

<p>2. (Reduced cost of first cottage =)  <math>620 \times 0.85</math> OR <math>620 - 620 \times 0.15</math> OR <math>620 - 93</math>                  (= £)527</p> <p>(Cost of second cottage =)                  (= £)69 × 7                  (= £)483</p> <p>Considers £60 cancellation charge in an appropriate calculation.</p> <p>Interpretation: e.g. 'No, more expensive to pay for the second cottage'.</p> <p>Look for:</p> <ul style="list-style-type: none"> <li>• accuracy of spelling</li> <li>• clarity of labels</li> <li>• correct units shown (£)</li> <li>• the use of notation (appropriate use of "=", "+", "-", "x").</li> </ul> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer.</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units (£) in their final answer.</li> </ul>	<p>M1 A1</p> <p>M1 A1</p> <p>S1</p> <p>E1</p> <p>Q W C 2</p> <p>8</p>	<p>Or equivalent full method.</p> <p>Complete method for finding <math>69 \times 7</math>.</p> <p>CAO</p> <p>e.g. 'their 527' - 60 (= 467)                  or 'their 483' + 60 (= 543)</p> <p>(either <math>483 &gt; 467</math> or <math>543 &gt; 527</math>)                  FT for a correct conclusion from 'their numbers'.                  Award of E1 depends on at least M1 and S1, no error in adding or subtracting 60, and no error in finding a price difference.</p> <p>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.</p> <p>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.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p>
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13.

<p>(2010: £3400 to BRL) <math>2.86 \times 3400</math> 9724 (BRL.)                  (2014: 9724 BRL to £) <math>9724 \div 3.71</math>                  (£)2621(.024..)                  (Ava makes a loss) Loss AND (£)779</p>	<p>M1 A1 M1 A1 A1</p>	<p>May be implied in later working                  FT 'their derived 9724', provided <math>\neq</math> 3400                  FT 3400 - 'their 2621(.024)' rounded to the nearest pound provided both M marks awarded                  A0 for sight of (£)778.98 or (£)778(9...), or for (£)779 without indication of loss.</p> <p><i>Alternative:</i>                  (2010: £3400 to BRL) <math>2.86 \times 3400</math> MI                  9724 (BRL) AI                  (May be implied in later working)</p> <p>(2014: £3400 to BRL <math>3.71 \times 3400 = 12614</math> BRL)                  (AND Difference in BRL <math>12614 - 9724 =</math>) <b>2890 (BRL)</b> AI                  (FT 12614 - 'their derived 9724')</p> <p>(Difference in £ is) <math>2890 \div 3.71 (= 778.975\dots)</math> MI                  (FT 'their 2890')                  (£)779 AND Loss AI</p> <p>OR</p> <p>(Difference in exchange rates) <math>3.71 - 2.86 (= 0.85)</math> MI                  (Difference in BRL) <math>0.85 \times 3400</math> MI                  (FT 'their 3.71 - 2.86')                  2890 (BRL) AI CAO                  (Difference in £ is) <math>2890 \div 3.71 (= 778.975\dots)</math> MI                  (FT 'their 2890')                  (£)779 AND Loss AI</p>
<p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul>	<p>QWC 2</p>	<p>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.</p> <p>QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuation or grammar</p> <p>OR</p> <p>evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p>

14.

<p><u>Jewellery Boutique:</u> (Cost including VAT = ) [36 + 36 × 20/100] × 2 or [72 + 72 × 20/100] × 2 or equivalent (Total cost including P &amp; P = ) (£)86.40 ( + (£)6.95) = (£)93.35</p> <p><u>Gems and Co:</u> (Total cost = ) (£)55 + 1/2 × (£)55 or equivalent = (£)82.50</p> <p>Conclusion that 'Gems and Co' is cheaper AND by (£)10.85</p> <p>Look for</p> <ul style="list-style-type: none"> <li>• relevance</li> <li>• spelling in at least 1 statement/sentence</li> <li>• clarity of text explanations,</li> <li>• the use of notation (watch for the use of '=', £, % being appropriate)</li> </ul> <p>A clear conclusion statement must be made before QWC2 can be awarded.</p> <p>QWC: Candidates would be expected to</p> <ul style="list-style-type: none"> <li>• clearly show how they arrived at their solution</li> <li>• have few errors in mathematical form, spelling, punctuation and grammar</li> </ul> <p>Count incorrect use of '=' in situations such as '36 × 20/100 = 7.20 + 36' within the 'errors in mathematical form'.</p> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units (£) in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units (£) in their final answer</li> </ul>	<p>M1 A1 B1</p> <p>M1 A1</p> <p>B1</p> <p>Q W C 2</p> <p>8</p>	<p>A complete correct method for increasing by 20%. Accept sight of 2 × (£)43.20 or (£)72 + (£)14.40 FT 'their £86.40' + £6.95 If M0A0, award SC1 for sight of (£)7.20 or (£)14.40 or (£)43.20. If M1A1 have been awarded, B1 can only be awarded for a fully correct total.</p> <p>A complete correct method. Correct total.</p> <p>FT only if both M1 marks are awarded.</p> <p>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.</p> <p>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.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar.</p> <p>A final unsupported statement only gets QWC0</p>
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15.

<p>(Declared as <i>Gift Aid</i> = <math>\frac{1}{3} \times \pounds 24810 =</math>) <math>\pounds 8270</math>                  (Claimed as <i>Gift Aid</i>) <math>\frac{8270}{10}</math>  <math>= 827</math>  <math>827 \times (\pounds)2.5(0)</math>  <math>= (\pounds)2067.5(0)</math></p>	<p>✓ ✓ ✓ ✓ ✓</p>	<p>B1 M1  A1 M1 A1</p>	<p>For sight of <math>(\pounds)8270</math>                  F.T. 'their <math>(\pounds)8270</math>' (even <math>\pounds 24810</math>)                   FT 'their 827' (even if not a whole number).                  Mark final answer for claimed amount.  <u>Alternative methods.</u> (FT previous values for each M)  <math>\frac{8270}{8270 \times 1.25}</math>    B1    M1    2481    B1  <math>\frac{2481}{(\pounds)10337.50}</math>    A1    A1    <math>(\pounds)6202.50</math>    M1  <math>\frac{10337.50 - 8270}{(\pounds)2067.50}</math>    M1    A1    <math>\frac{6202.50 \div 3}{(\pounds)2067.50}</math>    M1    A1</p>
<p>Look for</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• clarity of text explanations and correct units shown</li> <li>• the use of notation (watch for the use of '=', '+', '-', '×' and '÷' being appropriate)</li> </ul> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar and include units in their final answer</li> </ul>	<p>✓ ✓</p>	<p>QWC 2</p>	<p>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.</p> <p>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 weakness in organisation of material but using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar.</p> <p>QWC0. Evident weakness in organisation of material and errors in use of mathematical form, spelling, punctuation and grammar.</p> <p><u>An unsupported answer is QWC0.</u></p>

16.

<p>7. Understanding that 1litre = 10×100 ml or 1litre =1000ml</p> <p>Hint of pink: 800ml white, 200ml red</p> <p>Hint of purple: 4000ml white, 600ml blue, 400ml red</p> <p>Method of costing, e.g. costing correctly expressed for hint of pink or hint of purple, or equivalent or 1 correct product in the sum of 3, or 2 correct products in the sum of 5 combined calculations shown below.</p> <p style="text-align: center;"><math>48 \times 1.2(0) + 6 \times 1.3(0) + 6 \times 1.35</math></p> <p>(need 1 correct product in a sum of 3, using all correct paint prices) OR</p> <p style="text-align: center;"><math>8 \times 1.2(0) + 2 \times 1.35</math></p> <p style="text-align: center;"><math>+ 40 \times 1.2(0) + 6 \times 1.3(0) + 4 \times 1.35</math></p> <p>(need 2 correct products in a sum of 5, using all correct paint prices)</p> <p><math>48 \times 1.2(0) + 6 \times 1.3(0) + 6 \times 1.35</math>, OR <math>8 \times 1.2(0) + 2 \times 1.35 + 40 \times 1.2(0) + 6 \times 1.3(0) + 4 \times 1.35</math></p> <p style="text-align: center;">(£)73.5(0)</p> <p>QWC2 requires process steps for both colours linked with appropriate text and correct use of units, with the £ symbol given in the final answer.</p> <p>If the candidate has not engaged with the complexity of the question, then maximum QWC1 if process steps for both colours is linked with appropriate text, units are generally used and £ symbol given in the final answer</p> <p>Must be relevant work for the problem, otherwise QWC0</p> <p>Look for</p> <ul style="list-style-type: none"> <li>• relevance</li> <li>• spelling</li> <li>• clarity of text explanations,</li> <li>• the use of notation (watch for the units and ‘0’ for unit pence when using £)</li> </ul> <p>QWC2: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar in their final answer</li> </ul> <p>QWC1: Candidates will be expected to</p> <ul style="list-style-type: none"> <li>• present work clearly, with words explaining process or steps</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• make few if any mistakes in mathematical form, spelling, punctuation and grammar in their final answer</li> </ul>	<p>B1</p> <p>B1</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>A1</p> <p>QWC</p> <p>2</p>	<p>May be seen or implied</p> <p>Or sight of 8:2, or sight of 4/5 white with 1/5 red, or white and red quantities in the correct ratio seen but NOT 4 (100ml),1 (100ml)</p> <p>Or sight of 40:6:4, or sight of 20/25 white with, 3/25 blue and 2/25 red or equivalent, or white, blue and red quantities in the correct ratio seen but NOT 20(100ml), 3(100ml), 2(100ml)</p> <p>(Maybe ½ these values, then doubled) N.B. The cost of hint of pink or hint of purple may be found within a combined calculation, this gets M1 (Hint of pink (£)12.3(0), hint of purple (£)61.2(0))</p> <p>(Note: sight of, for example (£)12.30, triggers: B1 (1000ml = 1 litre), B1 Hint of pink ratio, and M1 for stage correct towards an overall calculation)</p> <p>(57.6(0) + 7.8(0) + 8.1(0) ) (9.6(0) + 2.7(0) + 48 + 7.8(0) + 5.4(0))</p> <p>CAO</p> <p><i>SC1 for £36.75, with possible first B1 for unit conversion if seen</i></p> <p><b><u>Treat working with hint of blue with one of the other shades of paint as MR-1 then FT for all marks</u></b> (Cost of 1litre of hint of blue is £12.11, so 5litres is £60.55)</p> <p>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.</p> <p>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.</p> <p>QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation and grammar.</p>
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