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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**MATHEMATICS – COMPONENT 1  
(FOUNDATION TIER)  
C300U10-1**



## **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.



**GCSE MATHEMATICS**  
**COMPONENT 1 - FOUNDATION TIER**  
**SUMMER 2019 MARK SCHEME**

	Mark	Comment
1. (a)(i) 50	B1	
(a)(ii) 4.5 oe	B1	not for 4 rem 5
(b)(i) $\frac{31}{100}$	B1	or equivalent fraction
(b)(ii) 31(%)	B1	
(c) 4.601 indicated	B1	
(d) 45 ÷ 5 × 4 or 45 × 4 ÷ 5 si  36	M1  A1 (7)	Implied by 9 × 4 or 180 ÷ 5 ; may be in stages  CAO
2. (a)(i) B indicated	B1	
(a)(ii) 3 indicated	B1	
(b) sphere indicated	B1	
	(3)	
3. (a) 12 × 4.5(0)  54  Valid conclusion e.g. 10% of 60 = 6 <b>and</b> 60 – 54 = 6 or 60 – 54 = 6 <b>and</b> $\frac{6}{60} = \frac{1}{10}$ (=10%) or 60 – 6 = 54	M1  A1  A1	Must be seen  CAO; not from wrong working; sight of 54 does not imply M1 A1  or equivalent
<b>Alternative method:</b> 60 ÷ 12  5  Valid conclusion e.g. 10% of 5 = 0.5(0) <b>and</b> 5 – 4.5(0) = 0.5(0) or 5 – 4.5(0) = 0.5(0) <b>and</b> $\frac{0.5}{5} = \frac{1}{10}$ (=10%)	M1  A1  A1	Must be seen
(b) 630 ÷ 30 si  21	M1  A1  (5)	Allow for 630 ÷ k, where k = 28, 29 or 31; may be in stages but 600 ÷ 30 only is M0  CAO; allow for e.g. $30 \overline{)630}^{21}$

4.(a)(i) Labels on both axes  Uniform scale on vertical axis  All bars of equal width and correct height	B1  B1  B1	horizontal axis labels may be on bars; at least the bars labelled with the country names; allow abbreviations e.g. B, K, J, S  at least 2 values; must start with 0  heights: 17, 12, 12, 6 mark intent  allow inconsistent-width gaps or no gaps
(a)(ii) 2 South Africa	B2	B1 for each; allow abbreviations for South Africa if clear
(b) $(70 - 18) \div 2$ 26	M1 A1	May be in stages If no marks then SC1 for two improving trials on $x + x + 18 = 70$ oe
	(7)	
5.(a)  30 40 27 45	B1	
(b) $\frac{5}{16}$ ISW	B2	B1 for a numerator of 5 or for a denominator of 16 in final answer or for $\frac{6}{16}$ oe or for $\frac{12}{16}$ oe seen
	(3)	
6. (a)(i) (3, 4)	B1	
(a)(ii) C marked at (-1, 1)	B1	Allow unambiguous mark at (-1, 1)
(b) D marked at (-5, 4) and 8 cm	B2	B1 for D correctly marked or B1STRICT FT for 'their length AD'; $\pm 2\text{mm}$  Allow unambiguous mark at (-5, 4)
	(4)	
7. (a)(i) $7a - 4b$	B2	Mark final answer for B2 or B1  B1 for $7a + kb$ or for $ka - 4b$
(a)(ii) $1 + 4c^2$	B1	Mark final answer
(b)(i) 10.5	B1	
(b)(ii) USA size - 1	B1	allow equivalent in words or e.g. USA - 1
	(5)	

<p>8. (a)</p> <p>Appropriate method for calculating  <math>28 \times 4</math></p> <p>112</p> <p>0.1</p>	<p>M1</p> <p>A1</p> <p>B1</p>	<table border="1" data-bbox="826 226 1225 640"> <thead> <tr> <th>Typical Values</th> <th>per 100 ml</th> <th>per bottle</th> </tr> </thead> <tbody> <tr> <td>Energy</td> <td>28</td> <td>112</td> </tr> <tr> <td>Carbs</td> <td>6.25</td> <td>25</td> </tr> <tr> <td>sugars</td> <td>4</td> <td>16</td> </tr> <tr> <td>Salt</td> <td>0.1</td> <td>0.4</td> </tr> </tbody> </table> <p>If no marks then SC1 for evidence of multiplying by 4 or dividing by 4 in a correct method e.g. <math>0.4 \div 4</math></p>	Typical Values	per 100 ml	per bottle	Energy	28	112	Carbs	6.25	25	sugars	4	16	Salt	0.1	0.4
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Energy	28	112															
Carbs	6.25	25															
sugars	4	16															
Salt	0.1	0.4															
<p>(b)</p> <p>1200</p> <p>1.2</p>	<p>B1</p> <p>B1</p>																
<p>(c)</p> <p><math>\frac{16}{25} = \frac{64}{100}</math> or <math>\frac{4}{6.25} = \frac{64}{100}</math> (= 64%)</p>	<p>B1</p>	<p>or shows that <math>\frac{64}{100} \times 25 = 16</math> or</p> <p><math>\frac{64}{100} \times 6.25 = 4</math> oe</p>															
	<p>(6)</p>																

9.(a)(i) 1 + 3 = 4 si or 16.8(0) ÷ 8 (= 2.1(0)) 16.8(0) ÷ 4 oe or 'their 2.1(0)' × 2 (£) 4.2(0)	M1 M1 A1	NB 16.8(0) ÷ 4 or 16.8(0) ÷ 8 × 2 earns M1M1 CAO
(a)(ii) Yes indicated with valid reason/calculation e.g. '34.20 + 16.80 = 51' or '34 + 16 = 50' or '50 – 16.80 = 33.20' or '50 – 34.20 = 15.80'	E1	
(b) (£5 saving = ) Tea and Cupcake  Appropriate strategy to find the 2 drinks or 2 cakes e.g. at least 2 relevant trials of drinks/cakes or one relevant trial of drinks/cakes and comparison with 16.5(0) or considering how to make the odd 50p or considering the difference between the cost of cakes and the bill to see what drinks are possible  2 Flat whites and 2 Cake of the day slices indicated	B1  S1  B2	May be in working or on answer line provided no contradiction or choice; answer line takes precedence.  May be awarded for similar strategies used to find the 3 drinks or 3 cakes using £21.50.  Implies S1; B1 for either 2 Flat whites or 2 Cake of the day slices May be in working or on answer line provided no contradiction no choice; answer line takes precedence.
	(8)	
10. (a)(i) 2.1 (hours)	B1	
(a)(ii) 1.7 (hours)	B1	
(a)(iii) $\frac{4}{12}$ oe, ISW	B1	
(b)(i) Plot at (0.7, 2.5) circled	B1	
(b)(ii) Correct plots at (1.8, 1.9) and (2.2, 2.4) only	B2	B1 for one correct plot; ignoring extra plots
(b)(iii) 0.6 (second run) or 0.8 (third run) identified  (0.8 – 0.6) × 60 or 48 – 36 or 2 × 6 (minutes) oe  12 (minutes)	B1  M1  A1	si  FT 'their difference' provided one value correct;  CAO If no marks then SC1 for (2.5 – 2.2) × 60 leading to 18 minutes
	(9)	



11.(a) $\frac{9 \times 52}{2}$ oe 234 (cm <sup>2</sup> )	M1 A1	may be stages CAO; implies M1
(b) Correct use of line of symmetry: $2(AB + BC) = 20$ oe  Correct use of proportion: $(4 \times) \frac{10}{5}$ or $5x = 10$ oe 8 (cm)	M1 M1 A1	si; allow $40 - 10 - 10 (= 20)$ or $\frac{40}{2} (= 20)$ or $10 + 10 + \dots + \dots = 40$ or $10 + 10 = 20$  or 2 improving trials on e.g. $AB + BC = 10$ CAO; implies M1 M1; may be on diagram
	(5)	
12. (a) $258^\circ \pm 2^\circ$	B1	
(b) Arc centre <i>A</i> radius 5 cm $\pm$ 2 mm Arc centre <i>B</i> radius 6 cm $\pm$ 2 mm  Position of <i>C</i> unambiguously identified	B1 B1 B1	Use overlay  If no arcs shown, but single point indicated as <i>C</i> , then allow either or both of the first 2 marks if it satisfies one or both criteria; may be below <i>AB</i>  If two points are drawn, each of which satisfies only one condition, then no marks  FT 'their 5 cm $\pm$ 2 mm from <i>A</i> ' OR 'their 6 cm $\pm$ 2 mm from <i>B</i> ' provided at least B1 already awarded; must be above <i>AB</i>
	(4)	
13. (a) 7 : 10	B2	B1 for any simplified ratio not in simplest form seen e.g. 21 : 30  If no marks then SC1 for an answer of 10 : 7
(b) $1 + 4 + 3 (= 8)$ si $(96 \div 8) \times 3$ oe  (£) 36	M1 M1 A1	Allow for sight of $1 : 4 : 3$ oe or $x, 4x, 3x$ FT 'their $1 + 4 + 3$ ' e.g. division by 7 is M0 unless it comes from $1 + 4 + 3 = 7$ CAO
(c) $(54 +) \frac{54}{10} + \frac{54}{10} \div 2$ oe  (£) 62.1(0)	M1 A1	e.g. $(54 +) 5.4(0) + 2.7(0)$ or $(54 +) 8.1(0)$
	(7)	

<p>14.</p> <p><math>TRS</math> or <math>TSR = 40^\circ</math> (Base angles of an <b>isosceles</b> triangle (are equal))</p> <p><math>PTQ = 40^\circ</math> (Corresponding angles (are equal)) or <math>QTR = 40^\circ</math> (Alternate angles (are equal)) <b>and</b> <math>PTQ = 40^\circ</math> (Angles on a straight line (sum to 180))</p> <p><math>(x = ) 90^\circ - 40^\circ = 50^\circ</math> (<math>QTU</math> is a right angle)</p> <p>At least one correct reason stated appropriately</p>	<p>B1</p> <p>B1</p> <p>B1</p> <p>E1</p>	<p>Answers may be seen on the diagram</p> <p>If values not marked on diagram, angle labels must be correct; allow <math>S = \dots</math> or <math>R = \dots</math></p> <p>FT 'their <math>TRS</math> or <math>TSR</math>'; if values not marked on diagram, angle labels must be correct; do not allow <math>T = \dots</math></p> <p>CAO as answer given; must be convinced they are not working back from the given value and full and correct method must be shown</p> <p><b><u>Alternative method:</u></b> <i>Draws the line of symmetry, <math>TM</math>, of triangle <math>RTS</math> and <math>MTS = 50^\circ</math> (<math>TM</math> is a line of symmetry or triangles <math>RTM</math> and <math>STM</math> are congruent or equivalent)</i></p> <p style="text-align: right;"><i>B2</i></p> <p><math>(x = ) 50^\circ</math> (Vertically) opposite angles</p> <p style="text-align: right;"><i>B2</i></p>
(4)		
<p>15. (a)</p> <p>Valid explanation e.g. 'He should have divided not subtracted.' or 'The correct answer is 5.' or 'He should have worked out <math>30 \div 6</math>'</p>	<p>E1</p>	<p>Must not contain incorrect statements</p>
<p>(b)</p> <p><math>275(000) \div 5 = 55(000)</math> and</p> <p><math>55(000) \times 3 = 165(000)</math> or <math>165(000) \div 3 = 55(000)</math> or <math>165(000) \div 55(000) = 3</math></p> <p>AND Yes indicated or implied</p>	<p>B2</p>	<p>May be in one calculation</p> <p>e.g. <math>\frac{165}{275} \times 5 = \frac{165}{55} = 3</math> or <math>\frac{165}{275} \times 5 = \frac{33}{55} \times 5 = 3</math></p> <p>B1 for a partially correct solution e.g. <math>275(000) \div 5 = 55(000)</math> or <math>165(000) \div 3 = 55(000)</math> or <math>55(000)</math> seen or <math>\frac{165}{275} \times 5</math> or <math>275(000) \div 5 \times 3</math>; may be in stages</p>
(3)		

<p>16. (a)</p> $\frac{27}{63} + \frac{49}{63} \text{ oe}$ $\frac{76}{63} \text{ oe}$ $1\frac{13}{63}$	<p>M1</p> <p>A1</p> <p>B1</p>	<p>May have different common denominator for all marks</p> <p>FT 'their <math>\frac{76}{63}</math>', provided an improper fraction</p>
<p>(b)</p> $\frac{2}{7} \text{ oe}$	<p>B2</p>	<p>B1 for <math>\frac{6}{7} \times \frac{1}{3}</math> oe seen</p>
(5)		
<p>17.* (a)</p> <p><math>40 \times 5 - 40</math> or <math>40 \times 4</math> (=160)</p> <p><math>160 \times 0.3</math> or <math>160 - 160 \times 0.7</math> oe</p> <p>(£) 48</p>	<p>M1</p> <p>M1</p> <p>A1</p>	<p>FT 'their <math>40 \times 5 - 40</math>' or 'their <math>40 \times 4</math>'</p> <p>CAO; implies M1 M1</p> <p>If no marks then SC1 for an answer of (£)20 or for an answer of (£)9.6(0)</p>
<p><b>Alternative method:</b></p> <p>(social life = ) <math>0.3 \times 0.8 = 24\%</math></p> <p>20% is (£)40    4% is (£)8</p> <p>(£) 48</p>	<p>M1</p> <p>M1</p> <p>A1</p>	<p>CAO; implies M1 M1</p>
<p>(b)</p> $\frac{48}{200} (\times 100) \text{ or } 0.3 \times 0.8$ <p>24(%)</p>	<p>M1</p> <p>A1</p>	<p>FT <math>\frac{\text{'their 48'}}{\text{'their 200'}} (\times 100)</math> provided of equivalent difficulty</p> <p>FT</p>
(5)		

<p>18.*(a)</p> $-4x = 11 - 19 (= -8) \text{ or } 4x = 19 - 11 (= 8)$ $x = 2$	<p>B1</p> <p>B1</p>	<p>FT until 2nd error si</p> <p>FT; mark final answer; allow 2 marks for <math>19 - 4(2) = 11</math> oe</p>
<p>(b)</p> $2x - 3 = 4 \times 3x$ <p style="text-align: center;">or <math>\frac{2}{4}x - 3x = \frac{3}{4}</math></p> <p>oe, si</p> $10x = -3 \text{ oe}$ $x = -\frac{3}{10} \text{ oe; ISW}$	<p>B1</p> <p>B1</p> <p>B1</p>	<p>FT until 2nd error</p> <p>or separates fractions <b>and</b> collects terms</p> <p>FT; allow for <math>-\frac{10}{4}x = \frac{3}{4}</math></p> <p>FT 'their expression of the form <math>ax = b</math>, where <math>a \neq \pm 1</math> and <math>b \neq 0</math>'</p>
<p>(c)(i)</p> $3x > 5 - 2 \text{ oe}$ $x > 1 \text{ oe}$	<p>M1</p> <p>A1</p>	<p>No marks for use of "=", unless finally replaced to give <math>x &gt; 1</math> then award M1 A1; mark final answer</p>
<p>(ii)</p> <p>Empty circle at 1 with arrow right</p>	<p>B1</p>	<p>STRICT FT 'their (c)(i)' provided an inequality; if a line drawn rather than an arrow then there must be no idea of termination and it must extend as far as the end of the number line</p>
(8)		
<p>19.*(a)</p> <p>Valid comment e.g. 'Some of the data is lost' or 'There are too many categories for a pie chart' or 'It does not show coffee and green tea'</p>	<p>E1</p>	<p>Allow e.g. 'It does not show the value of sales'</p>
<p>(b)</p> <p>Valid comment e.g. 'The number of visitors seems to be decreasing' or 'The annual number is going down.'</p>	<p>E1</p>	<p>Ignore embellishments/superfluous comments about seasons.</p> <p>Allow e.g. 'From 2015 to 2018 the numbers have decreased.'</p>
(2)		

20.*(a) 1	B1	May be embedded
(b) Method to find prime factors with two correct prime factors seen before the second error  $2 \times 2 \times 2 \times 3 \times 7$ oe	M1  A1	Ignore 1's; the two prime factors may be correct or correct FT after one error  ISW
(c) Attempts to find a common factor of 168 and 120  Finds at least one common factor of 168 and 120 greater than 3  24	S1  M1  A1	e.g. May list some of the factors of both 168 and 120 or draw a Venn diagram with the factors of 168 and 120 correctly positioned  FT 'their (a) and their (b)' 4, 6, 8, 12, 24  CAO Mark final answer
	(6)	
21.*(a) 50 inches = 127 cm  Might possibly be safe and use of the limit of accuracy e.g. 'she could be only 126.9 cm tall' or 'Her height could be anywhere between 126.5 and 127.5.'	B2  B1	B1 for e.g. $50.8 + 50.8 + 25.4$  NB bounds are not required, though could be used. Candidates must indicate they have interpreted the given limit of accuracy correctly in some way. Must not contain contradictions or errors.
(b)(i) Valid assumption eg 'Jenna has not grown since she was last measured' or 'Jenna is <b>still</b> 127 cm' or Jenna has not had a growth spurt.' or 'Jenna is wearing the same shoes that she was when she was measured.'	E1	Any valid assumption that indicates that Jenna may no longer be the same height  Not for comments assuming her height is 127 or a rounded version of this, as this is given information
(b)(ii) Valid impact based on their assumption and decision in part (a) e.g. 'Jenna may now be definitely tall enough to ride.'	E1	Comments such as 'My answer would be different' are not acceptable
	(5)	

22.*(a)	<table border="1"> <tr> <td><math>x</math></td> <td>-2</td> <td>-1</td> <td>-0.5</td> <td>0</td> <td>1</td> </tr> <tr> <td><math>y</math></td> <td>1</td> <td>-1</td> <td>-1.25</td> <td>-1</td> <td>1</td> </tr> </table>	$x$	-2	-1	-0.5	0	1	$y$	1	-1	-1.25	-1	1	B2	B1 for any two correct
$x$	-2	-1	-0.5	0	1										
$y$	1	-1	-1.25	-1	1										
(b)	All 5 correct points plotted correctly and joined with a smooth curve	B2	<p>Mark intent</p> <p>B1 for a smooth curve at least through 3 correct pairs of coordinates or for all of their 5 pairs of coordinates plotted correctly</p> <p>Allow 2 marks here if curve correct even if there is a slip in their table</p>												
(c)	$x = -\frac{1}{2}$ oe	B1	<p>Equation must be stated; check graph;</p> <p>not for <math>x = -\frac{1}{2}</math> <math>y = -1.25</math></p>												
(d)	(x =) 0.5 to 0.7 , -1.5 to -1.7	B2	<p>or FT 'their curve'</p> <p>B1 FT for one correct root</p> <p>If their curve has more than 2 roots, they must give all their solutions for B2 and may omit one solution only for B1.</p>												
		(7)													
23.*	$\begin{pmatrix} 5 \\ -1 \end{pmatrix}$	B2	<p>Mark final answer for B2</p> <p>B1 for each element or</p> <p>for (<math>\frac{1}{2}p =</math>) <math>\begin{pmatrix} 2 \\ 1 \end{pmatrix}</math> oe seen or for <math>\begin{pmatrix} 5 \\ -1 \end{pmatrix}</math> or for <math>\begin{matrix} 5 \\ -1 \end{matrix}</math> in working space without brackets;</p> <p>allow <math>\begin{matrix} 2 \\ 1 \end{matrix}</math> seen for B1.</p>												
		(2)													