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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

**GCSE  
MATHEMATICS  
UNIT 2 – FOUNDATION TIER  
3300U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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.

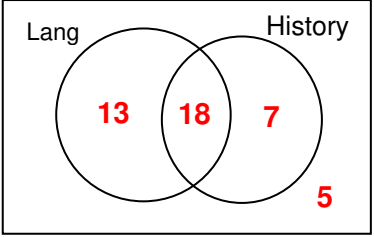
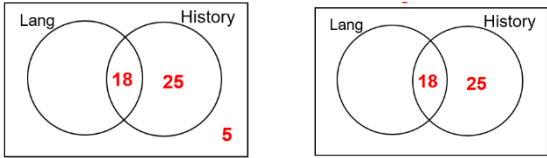
WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.



<p>10. (Number of red discs = <math>\frac{2}{5} \times 10 =</math>) 4</p> <p>(Total number of discs = <math>10 + 10 =</math>) 20</p> <p>(Probability of a red disc =) <math>\frac{4}{20}</math> ISW</p>	<p>B1</p> <p>B1</p> <p>B1</p>	<p>Allow 4/10 or '4 out of 10' or (number of blue discs = <math>\frac{3}{5} \times 10 =</math>) 6</p> <p>May be seen in the denominator of their answer. Implied by number of red discs = 4 AND number of blue discs = 16. F.T. 'their number of red discs'.</p> <p>F.T. '<u>their number of red discs</u>' provided <math>&lt; 1.</math> 20 Award B1 B1 B1 for an unsupported final answer of 4/20 or equivalent.</p>
<p>10. <u>Alternative method</u></p> <p>(Probability of a red disc =) <math>\frac{2}{5} \div 2</math></p> <p><math>\frac{2}{10}</math> ISW</p>	<p>M2</p> <p>A1</p>	
<p>10. Organisation and Communication</p> <p>Accuracy of writing</p>	<p>OC1</p> <p>W1</p>	<p>For OC1, candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• present their response in a structured way</li> <li>• explain to the reader what they are doing at each step of their response</li> <li>• lay out their explanation and working in a way that is clear and logical</li> <li>• write a conclusion that draws together their results and explains what their answer means.</li> </ul> <p>For W1, candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• show all their working</li> <li>• make few, if any, errors in spelling, punctuation and grammar</li> <li>• use correct mathematical form in their working</li> <li>• use appropriate terminology, units, etc.</li> </ul>
<p>11.(a)</p> <p>(<math>x =</math>) <math>360 - (115 + 97 + 42)</math> or equivalent. <math>= 106</math></p>	<p>M1</p> <p>A1</p>	<p>Check diagram for answer. Note: <math>360 - 254</math></p> <p>Note: Award M1A1 for a correct embedded answer BUT only M1A0 if contradicted by <math>x \neq 106</math>.</p>
<p>11.(b)</p> <p><math>y = \frac{180 - 78}{2}</math></p> <p><math>= 51</math></p>	<p>M1</p> <p>A1</p>	<p>Check diagram for answer. Note: <math>\frac{102}{2}</math></p> <p>Award M1 for sight of <math>78 + y + y = 180</math>.</p> <p>Note: Award M1A1 for a correct embedded answer BUT only M1A0 if contradicted by <math>y \neq 51</math>.</p>
<p>12.(a)</p> <p><math>\frac{1}{6}</math></p>	<p>B1</p>	

<p>12.(b)</p> <p style="text-align: right;">31    43    47</p>	<p>B2</p>	<p>Answer space takes precedence. Award B2 for all three primes. Accept in any order. Award B1 for two correct primes.</p> <p>If no answers given on answer spaces, and numbers given are circled/clearly indicated, award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>• two correct primes provided no more than 3 numbers selected</li> <li>• all 3 primes and 1 incorrect number if 4 numbers selected.</li> </ul>
<p>13.</p> <p style="text-align: right;">Isaac    <b>36</b></p> <p style="text-align: right;">Nadia    <b>12</b></p> <p style="text-align: right;">Dewi    <b>24</b></p>	<p>B1</p> <p>B1</p> <p>B1</p>	<p>Answer space takes precedence.</p> <p>CAO</p> <p>FT <math>\frac{1}{3}</math> of 'their Isaac'. Allow truncation or rounding where a whole number does not result on FT.</p> <p>FT <math>2 \times</math> 'their Nadia'. Allow truncation or rounding where a whole number does not result on FT.</p> <p>If no answers are given on answer space, ages must explicitly be identified as a final answer for a possible B1B1B1.</p>
<p>14.(a)</p> <p style="text-align: right;">-2        (+)4</p>	<p>B2</p>	<p>Award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>• -2</li> <li>• 'their -2' + 6 evaluated correctly provided 'their -2' is negative.</li> </ul>
<p>14.(b)</p> <p style="text-align: right;">0.7 or equivalent</p>	<p>B2</p>	<p>Mark final answer. Award B2 for unsupported 0.7 or not from incorrect working. Award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>• sight of (+)27.9 (not (+)27.9g and not -27.9(g))</li> <li>• sight of -27.2 (not -27.2h)</li> <li>• 0.7 (with additional letters)</li> <li>• a final answer of 55.1 (27.9 implied).</li> </ul>

<p>15. Correctly drawn pie chart within tolerance <b>AND</b> correctly labelled</p> <p><b>Red</b> = 72(°) (allow 70° to 74°) <b>Green</b> = 108(°) (allow 106° to 110°)</p>	<p>B3</p>	<p>Award B2 for one of the following:</p> <ul style="list-style-type: none"> <li>correctly drawn pie chart within tolerance but not labelled or incorrectly labelled</li> <li>pie chart drawn within tolerance but not a straight line</li> <li>pie chart drawn not starting from the centre (but end point within tolerance)</li> <li>sight of red = 72(°)</li> <li>sight of green = 108(°).</li> </ul> <p>Award B1 for sight of one of the following:</p> <ul style="list-style-type: none"> <li>72(°)</li> <li>108(°)</li> <li>(red=) <math>\frac{2}{10} \times 360</math> or equivalent</li> <li>(red=) <math>\frac{2}{5} \times 180</math> or equivalent</li> <li>(green=) <math>\frac{3}{10} \times 360</math> or equivalent</li> <li>(green=) <math>\frac{3}{5} \times 180</math> or equivalent</li> <li>'their <b>derived</b> 72' and 'their <b>derived</b> 108' drawn correctly, provided that 'their 72' + 'their 108' = 180 and identified as red and green, and not 90°.</li> </ul>
<p>16. <math>\frac{45}{1.25}</math> or equivalent</p> <p>36 (mph)</p>	<p>M2</p> <p>A1</p>	<p>May be seen in stages. Must be a complete and correct method e.g. <math>\frac{45}{75} \times 60</math> or <math>\frac{45}{5} \times 4</math> (working with 15 mins)</p> <p>Award M1 for sight of one of the following:</p> <ul style="list-style-type: none"> <li><math>\frac{45}{1 \text{ hour } 15 \text{ mins}}</math></li> <li><math>\frac{45}{1.15}</math></li> <li>39.13(0...)</li> <li><math>\frac{45}{75}</math></li> <li>0.6</li> </ul> <p>CAO.</p>
<p>17. (Volume of cuboid = <math>4 \times 5 \times 20</math> =) 400 (cm<sup>3</sup>)</p> <p>(Volume of cube = <math>3 \times 3 \times 3</math> =) 27 (cm<sup>3</sup>)</p> <p>(Number of cubes =) <math>\frac{4 \times 5 \times 20}{3 \times 3 \times 3}</math> or equivalent</p> <p>= 14.8(.....)</p> <p>(Number of complete cubes =) 14</p>	<p>B1</p> <p>B1</p> <p>M1</p> <p>A1</p> <p>B1</p>	<p>Award B0 if 400 has come from incorrect working or if subsequent working is seen (e.g. finding the total surface area or <math>4 \times 5 \times 20 = 400</math>, <math>400 \times 2 = 800</math>).</p> <p>FT 'their 400' ÷ 'their 27', provided 'their 27' ≠ 3 and that <b>B1 has previously been awarded or <math>4 \times 5 \times 20</math> and <math>3 \times 3 \times 3</math> seen.</b></p> <p>May be implied in the final answer.</p> <p>FT only if truncation required.</p> <p>If <math>\frac{4 \times 5 \times 20}{3 \times 3 \times 3} = 14</math> (complete cubes) is seen, then award B1 B1 M1 A1 B1.</p>

18.(a)(i)	235(°)	B1
18.(a)(ii)	055(°)	B1 B0 for 55(°)
18.(b)	P and S	B1 Ignore any sketches (correct or incorrect). Accept in any order. Allow (00)5(°) and 355(°).
<p>19.(a)</p>  <p>5 AND 18 in correct position.</p> <p>Total of 25 for <i>History</i>.</p> <p>Overall total of 43</p>		<p>Diagram takes precedence. If 'notches/tallies' are used, penalise -1 once.</p> <p>B1 Award B0 for one of the following:</p> <ul style="list-style-type: none"> <li>any other number written in the same section</li> <li>4 and 1 written for 5.</li> </ul> <p>B1 FT 'their 7' + 'their 18', provided both sections are non-zero and no section is blank.</p> <p>B1 FT 'their 13' + 'their 18' + 'their 7' + 'their 5' provided all sections are non-zero and no section is blank.</p> <p>Note: The following answers are awarded</p>  <p>B1B0B0                      B0B0B0</p>
19.(b)	$\frac{31}{43}$ or equivalent. ISW	<p>For B2 or B1, the numerator and denominator must both be whole numbers.</p> <p>B2 For B2, accept:</p> <ul style="list-style-type: none"> <li>72·0(9...)% or 0·720(9...).</li> <li>72·1% or 0·721</li> <li>72% or 0·72 from correct working.</li> </ul> <p>FT <u>their 13' + 'their 18'</u> provided neither section is blank.</p> $\frac{43}{43}$ <p>Award B1 for one of the following:</p> <ul style="list-style-type: none"> <li>a numerator of 31 in a fraction &lt; 1</li> <li>FT 'their 13' + 'their 18', provided neither section is blank, as a numerator in a fraction &lt; 1</li> <li>a denominator of 43 in a fraction &lt; 1.</li> </ul> <p>An answer of <math>\frac{31}{43}</math> gains B2 regardless of 'their Venn diagram'.</p> <p>Penalise incorrect notation (e.g. '31 in 43') -1.</p>