

Mark Scheme (Results)

November 2012

GCSE Mathematics (2MB01) Foundation
5MB1F (Calculator) Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2012

Publications Code UG033830

All the material in this publication is copyright

© Pearson Education Ltd 2012

NOTES ON MARKING PRINCIPLES

- 1 All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 2 Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- 3 All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 4 Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 5 Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- 6 Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) *ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
Comprehension and meaning is clear by using correct notation and labeling conventions.
 - ii) *select and use a form and style of writing appropriate to purpose and to complex subject matter*
Reasoning, explanation or argument is correct and appropriately structured to convey mathematical reasoning.
 - iii) *organise information clearly and coherently, using specialist vocabulary when appropriate.*
The mathematical methods and processes used are coherently and clearly organised and the appropriate mathematical vocabulary used.

7 With working

If there is a wrong answer indicated on the answer line always check the working in the body of the script (and on any diagrams), and award any marks appropriate from the mark scheme.

If working is crossed out and still legible, then it should be given any appropriate marks, as long as it has not been replaced by alternative work.

If it is clear from the working that the “correct” answer has been obtained from incorrect working, award 0 marks. Send the response to review, and discuss each of these situations with your Team Leader.

If there is no answer on the answer line then check the working for an obvious answer.

Any case of suspected misread loses A (and B) marks on that part, but can gain the M marks. Discuss each of these situations with your Team Leader.

If there is a choice of methods shown, then no marks should be awarded, unless the answer on the answer line makes clear the method that has been used.

8 Follow through marks

Follow through marks which involve a single stage calculation can be awarded without working since you can check the answer yourself, but if ambiguous do not award.

Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

9 Ignoring subsequent work

It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question: e.g. incorrect canceling of a fraction that would otherwise be correct

It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect e.g. algebra.

Transcription errors occur when candidates present a correct answer in working, and write it incorrectly on the answer line; mark the correct answer.

10 Probability

Probability answers must be given a fractions, percentages or decimals. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).

Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.

If a probability answer is given on the answer line using both incorrect and correct notation, award the marks.

If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

11 Linear equations

Full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously indicated in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded.

12 Parts of questions

Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

13 Range of answers

Unless otherwise stated, when an answer is given as a range (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 3.5, 4.2) and includes all numbers within the range (e.g 4, 4.1)

Guidance on the use of codes within this mark scheme

M1 – method mark

A1 – accuracy mark

B1 – Working mark

C1 – communication mark

QWC – quality of written communication

oe – or equivalent

cao – correct answer only


ft – follow through

sc – special case

dep – dependent (on a previous mark or conclusion)

indep – independent

isw – ignore subsequent working

5MB1F_01																				
Question		Working	Answer	Mark	Notes															
1	(a)		white	1	B1 cao															
	(b)		medium	1	B1 cao															
	(c)		43	1	B1 cao															
2	(a)		24	1	B1 for 24															
	(b)		6	1	B1 for 6															
	(c)	Wed = 12 Thurs = 12 + 6 = 18 or 6 more = 3 extra circles		2	M1 for identifies 6 bunches as 3 circles or '12' + 6 or gives an answer of 9 circles A1 for 9 circles in two clusters of 4 and an additional circle															
3	(a)(i)		7 30	3	B1 for (0)7 30 or 19 30 or half past 7 oe (ignore am or pm)															
	(ii)	9.26 – 7.30 or 7 30 to 8 30 min 8 to 9 1 hour 9 to 9 26 <u>26 min</u>	1 hour 56 minutes		M1 for a valid attempt to work out the difference between '7 30' and 9 26 eg. from 9.26 – '7.30' or by splitting the interval and adding A1ft for 1 hour 56 minutes or 116 minutes or 1h 56 m or 1 h 56 or 116 m or 1:56 SC B1 for 1.56															
	(b)		8.6	1	B1 for 8.6 oe															
4		<table border="1"> <thead> <tr> <th>Colour</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>red</td> <td></td> <td></td> </tr> <tr> <td>black</td> <td></td> <td></td> </tr> <tr> <td>white</td> <td></td> <td></td> </tr> <tr> <td>silver</td> <td></td> <td></td> </tr> </tbody> </table>	Colour	Tally	Frequency	red			black			white			silver			Data collection sheet	3	B3 for a correct data collection sheet that has at least 3 colours: the tally column and frequency column must have headings (B2 for any 2 of these aspects) (B1 for any 1 of these aspects)
Colour	Tally	Frequency																		
red																				
black																				
white																				
silver																				

5MB1F_01				
Question	Working	Answer	Mark	Notes
5	$30 \div 3.85 = 7.7922\dots$	7	2	M1 for $30 \div 3.85$ oe or 7.79(22...) seen or 26.95 seen or 30.8(0) seen A1 cao
6	(a)	cross	1	B1 for cross placed less than 1 cm from 0
	(b)	cross	1	B1 for cross placed between 1 cm and 4 cm from 1
7*	Girls: $8 - 2 = 6$ Boys: $6 - 1 = 5$	correct with explanation	3	M1 for girls' range = $8 - 2$ or boys' range = $6 - 1$ or comparison of largest and smallest scores A1 for girls' range = 6 and boys' range = 5 C1 (dep on M1) ft for correct interpretation from candidate's working and where the two ranges have been correctly linked with girls and boys
8	(S, L), (S, B), (S, C), (P, L), (P, B), (P, C)	List all 6 choices	2	B2 for all 6 with no extras or repeats (B1 for at least 3 correct)
9	(a)	13	1	B1 cao
	(b)	12	2	M1 for ordering at least 16 of the original values and identifying the middle of the ordered list or indicating at least one of the middle two numbers for $n = 16$ or 18 and the middle number for $n = 17$ A1 cao
10	(a)	$(6+8+6+4+5+5+6+7+4+6) \div 10 = 57 \div 10$	2	M1 for adding all the numbers and dividing by 10 A1 cao
	(b)	$(3 \times 1) + (1 \times 2) + (4 \times 3) + (0 \times 4) + (2 \times 5) = 3 + 2 + 12 + 0 + 10$	2	M1 for $(3 \times 1) + (1 \times 2) + (4 \times 3) + (0 \times 4) + (2 \times 5)$ allow 1 error A1 cao

5MB1F_01																								
Question	Working	Answer	Mark	Notes																				
11	(a) (b) (c) (a) ÷ 6 × 64 or Read from graph and ×	10 15 103 to 110	1 1 2	<p>B1 cao</p> <p>B1 14.8 - 15.2</p> <p>M1 for valid method eg Read from £8 and × answer by 8</p> <table border="1"> <thead> <tr> <th>£</th> <th>£</th> <th>Calc</th> <th>CHF</th> </tr> </thead> <tbody> <tr> <td>8</td> <td></td> <td>8 × 13</td> <td>(104)</td> </tr> <tr> <td>6</td> <td>4</td> <td>6 × 16.5 + 6.5</td> <td>(104.5)</td> </tr> <tr> <td>16</td> <td></td> <td>4 × 26.5</td> <td>(106)</td> </tr> <tr> <td>20</td> <td>4</td> <td>3 × 33 + 6.5</td> <td>(105.5)</td> </tr> </tbody> </table> <p>A1 for 103 - 110</p>	£	£	Calc	CHF	8		8 × 13	(104)	6	4	6 × 16.5 + 6.5	(104.5)	16		4 × 26.5	(106)	20	4	3 × 33 + 6.5	(105.5)
£	£	Calc	CHF																					
8		8 × 13	(104)																					
6	4	6 × 16.5 + 6.5	(104.5)																					
16		4 × 26.5	(106)																					
20	4	3 × 33 + 6.5	(105.5)																					
12	<table border="1"> <thead> <tr> <th></th> <th>H</th> <th>T</th> <th>F</th> <th>G</th> </tr> </thead> <tbody> <tr> <th>M</th> <td>3</td> <td>8</td> <td>15</td> <td>9</td> </tr> <tr> <th>W</th> <td>6</td> <td>14</td> <td>7</td> <td>1</td> </tr> </tbody> </table>		H	T	F	G	M	3	8	15	9	W	6	14	7	1	Diagram or chart	4	<p>B1 for a key or suitable labels to identify the men and women. The key may be ignored if unclear provided the graph is clear, ie if different colours are used to shade in the graph. Give benefit to candidate.</p> <p>B1 for a diagram(s) or chart(s) set up for comparison, showing data for at least 3 sports e.g. dual bar chart, composite bar charts, etc (or frequency polygons)</p> <p>B1 for correct heights for men or women or totals</p> <p>C1 for a fully correct diagram or chart to include 'frequency' oe</p>					
	H	T	F	G																				
M	3	8	15	9																				
W	6	14	7	1																				

5MB1F_01				
Question	Working	Answer	Mark	Notes
13		10 10 (3) 23 (18) 4 (9) (31) 28 (14) 12(54)	3	B3 for all 6 correct (B2 for 4 or 5 correct) (B1 for 1 or 2 or 3 correct)
14		$\frac{3}{12}$	2	B2 for $\frac{3}{12}$ or $\frac{1}{4}$ or 0.25, or 25% (B1 for $\frac{x}{12}$, $x < 12$, $x \neq 3$ or $\frac{3}{x}$, $x > 3$)
15	(a)	positive	1	B1 Accept with 'positive' valid extra words eg strong positive
	(b)	46 – 54	2	B2 46 – 54 Or M1 for a single line segment with positive gradient that could be used as a line of best fit or a vertical line from 44 A1 for given answer in the range 46 – 54

5MB1F_01																																		
Question	Working	Answer	Mark	Notes																														
16		<table style="border-collapse: collapse; margin-left: 20px;"> <tr><td style="border-right: 1px solid black; padding-right: 5px;">18</td><td>9 9</td></tr> <tr><td style="border-right: 1px solid black; padding-right: 5px;">19</td><td>0 3 5 8</td></tr> <tr><td style="border-right: 1px solid black; padding-right: 5px;">20</td><td>0 5 6 7 7</td></tr> <tr><td style="border-right: 1px solid black; padding-right: 5px;">21</td><td>1 2 8</td></tr> <tr><td style="border-right: 1px solid black; padding-right: 5px;">22</td><td>3</td></tr> </table> <p style="text-align: center; margin-left: 40px;">Key</p>	18	9 9	19	0 3 5 8	20	0 5 6 7 7	21	1 2 8	22	3	3	<p>B2 for a correct ordered diagram (B1 for an unordered diagram with at most 1 error or omission OR for an ordered diagram with 1 or 2 errors or omissions Note: 1 error can look like 2 in the diagram when 1 value is misplaced</p> <p>B1 (indep) for a correct key eg Key: 18 7 represents 187 (g)</p> <p>NB for an ordered diagram of the form</p> <table style="border-collapse: collapse; margin-left: 20px;"> <tr><td style="border-right: 1px solid black; padding-right: 5px;">1</td><td>89</td><td>89</td><td>90</td><td>93</td><td>95</td><td>98</td><td colspan="3"></td></tr> <tr><td style="border-right: 1px solid black; padding-right: 5px;">2</td><td>00</td><td>05</td><td>06</td><td>07</td><td>07</td><td>11</td><td>12</td><td>18</td><td>23</td></tr> </table> <p>award a maximum of B1 for an ordered diagram with 1 or 2 errors or omissions The B1 for a key can still be earned.</p>	1	89	89	90	93	95	98				2	00	05	06	07	07	11	12	18	23
18	9 9																																	
19	0 3 5 8																																	
20	0 5 6 7 7																																	
21	1 2 8																																	
22	3																																	
1	89	89	90	93	95	98																												
2	00	05	06	07	07	11	12	18	23																									
17		2 statements	2	<p>B1 for overlapping numbers oe B1 for not exhaustive oe</p>																														
18	(a)	Yes with valid reason	1	<p>C1 for Yes with it can be cancelled to 1 in 6 oe, eg 15 out of 90 is the same as 1 out of 6 or $90 \div 6 = 15$ or No with as this survey <u>only</u> has 90 cats oe or Can't tell with we do not know how many cats in the survey</p>																														
	(b)	<p>Top Cat = $35 \times 4 = 140^\circ$ Katkins = $30 \times 4 = 120^\circ$ Coolkat = $15 \times 4 = 60^\circ$</p>	Pie chart	3	<p>M1 for $360 \div 90$ or 4 seen or one angle (TC or Ka or Co) correct in pie chart $\pm 2^\circ$ ignore labels, or one correct angle calculated A1 for any two angles (TC or Ka or Co) correct in pie chart. $\pm 2^\circ$ ignore labels A1 for fully correct and labelled pie chart. All angles $\pm 2^\circ$</p>																													

5MB1F_01																															
Question	Working	Answer	Mark	Notes																											
19*	$A = (78 + 52 + 165) \times 2 + 236$ $= 295 \times 2 + 236 = 590 + 236$ $= 826$ $826 \times 0.95 = 784.70$ $B = (68 + 48 + 160) \times 2 + 242$ $= 276 \times 2 + 242 = 552 + 242$ $= 794$ $794 \times 0.97 = 770.18$ <table border="1" data-bbox="376 707 757 1083"> <thead> <tr> <th>Shop</th> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Skis</td> <td>156</td> <td>136</td> </tr> <tr> <td>Boots</td> <td>104</td> <td>96</td> </tr> <tr> <td>S & B</td> <td>260</td> <td>232</td> </tr> <tr> <td>Lift(Ch)</td> <td>330</td> <td>320</td> </tr> <tr> <td>Lift (Ad)</td> <td>236</td> <td>242</td> </tr> <tr> <td>Lift total</td> <td>566</td> <td>562</td> </tr> <tr> <td>Total</td> <td>826</td> <td>794</td> </tr> <tr> <td>%age off</td> <td>41.3</td> <td>23.82</td> </tr> </tbody> </table>	Shop	A	B	Skis	156	136	Boots	104	96	S & B	260	232	Lift(Ch)	330	320	Lift (Ad)	236	242	Lift total	566	562	Total	826	794	%age off	41.3	23.82	Shop B	5	<p>M1 for finding the total cost for 1 adult and 2 children for lift passes for 6 days in either shop A or shop B e.g. $236 + 2 \times 165$ or $242 + 2$ or 2×160 or $236 + "330"$ or $242 + "320"$ or 566 seen or 562 seen or the total cost of 2 children only for ski hire and boot hire for 6 days in either shop A or shop B e.g. $2 \times 78 + 2 \times 52$ or $2 \times 68 + 2 \times 48$ or "156" + "104" or "136" + "96" or 260 seen or 232 seen</p> <p>M1 for a complete calculation of cost for shop A or shop B Eg $(78 + 52 + 165) \times 2 + 236$ or $(68 + 48 + 160) \times 2 + 242$ or "295" $\times 2 + 236$ or "276" $\times 2 + 242$ or 826 or 794 seen</p> <p>M1 for a correct method to find the reduced cost for shop A or for shop B e.g. "826" $\times 0.95$ or "794" $\times 0.97$ A1 for (€)784(.70) or (€)785 and (€)770(.18) C1 (dep on M1 scored) ft for 'cheaper shop' identified</p>
Shop	A	B																													
Skis	156	136																													
Boots	104	96																													
S & B	260	232																													
Lift(Ch)	330	320																													
Lift (Ad)	236	242																													
Lift total	566	562																													
Total	826	794																													
%age off	41.3	23.82																													

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG033830 November 2012

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

