



<b>MATHEMATICS - NUMERACY</b> <b>2<sup>nd</sup> SAMs 2017</b> <b>Unit 1 (Non-calculator) Higher Tier</b>	<b>Mark</b>	<b>MARK SCHEME</b> <b>Comments (Page 2)</b>
<p>5. (a) Measuring a distance slightly greater than the direct distance between White Castle and Skenfrith Castle Approximate answer for <math>11 \div</math> 'their measured distance'  Reasonable answer from appropriate calculation</p> <p>(b) One of the appropriate perpendicular bisectors <math>\pm 2^\circ</math> shown X indicated, with both correct perpendicular bisectors <math>\pm 2^\circ</math></p>	<p>M1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p> <p>5</p>	<p>FT their measured distance in cm</p> <p>FT from M0, M1</p>
<p>6. (a) <math>[15 + 10 \times 2 + 15 \times 0.20] \times 2</math>  (£)76</p> <p>(b)(i) e.g. <math>\times 2</math> to account for 2 people working</p> <p>(ii) Sight of <math>10 \times h</math> OR <math>(0).2 \times m</math> OR <math>m / 5</math>  <math>T = 2(15 + 10 h + 0.2m)</math> or equivalent</p> <p>(c) Explanation, e.g. '60×20p is more than the cost per hour', or '£12 paying for an hour charged by the minute, but £10 for the hour', '55×20p (=£11) is more than the cost per hour', or 'between 51 and 60 minutes cost more than an hour', or similar.</p>	<p>M1</p> <p>A1</p> <p>E1</p> <p>B1</p> <p>B2</p> <p>E2</p> <p>8</p>	<p>Intention to <math>\times 2</math>, however brackets may be missing</p> <p>Or equivalent in pence throughout</p> <p>B1 for <math>(T =) 15 + 10 \times h + (0).2 \times m (\times 2)</math>, i.e. missing brackets or partially in brackets OR <math>(15 + 10 \times h + (0).2 \times m) \times 2</math> with any 2 of the 3 terms within the brackets correct</p> <p>E1 for an attempt to calculate the charge for 1 hour 55 minutes.</p>
<p>7. (a) April Reason, e.g. greatest range, or greatest interquartile range</p> <p>(b) TRUE FALSE TRUE TRUE FALSE</p> <p>(c) States or implies 'not possible to tell' with a reason, e.g. 'can't tell as it doesn't give any information about how much rain fell', or 'just the difference between maximum and minimum not how much rain fell', or 'don't know as the difference between UQ &amp; LQ doesn't give the actual amount of rain, just a range for the middle 50%'.</p>	<p>E1</p> <p>B2</p> <p>B1</p> <p>4</p>	<p>B1 for any 4 correct.</p>



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<p>10. Amount of jelly per mould = <math>1000 / 50</math>  <math>= 20 \text{ (cm}^3\text{)}</math></p> <p>Volume scale factor = <math>540 / 20</math>  <math>= 27</math></p> <p>Length scale factor = 3</p> <p>Height of jelly = <math>15 / 3 = 5 \text{ (cm)}</math></p>	<p>M1 A1</p> <p>M1 A1 M1 A1</p> <p>6</p>	<p>FT 'their <math>20 \text{ cm}^3</math>'.</p> <p>FT cube root of 'their 27' provided M1 awarded.</p> <p><i>Alternative for final 4 marks:</i>  M2 for <math>h^3 = 15^3 \times 20 / 540</math>.  M1 for <math>(h/15)^3 = 20 / 540</math> or equivalent.  m1 for <math>h = \sqrt[3]{15^3 \times \frac{20}{540}}</math>. A1 for 5(cm).</p>
<p>11. (a)  (Number of secondary school children =)  <math>73 / (39 + 73 + 128)</math>  <math>73 / 240 \times 40</math>  ( = <math>2920 / 240</math> or <math>73 / 6</math> or <math>12(.1666\dots)</math> or <math>12 (1/6)</math>)    = 12</p> <p>(b) Valid reason e.g. 'all the children are not equally likely to be selected' or 'the children selected are likely to be in a friendship group'.</p> <p>(c) 6.5 (male performers)  OR 9.5 (female performers)  Explanation that both numbers have been rounded up.</p>	<p>M1 m1</p> <p>A1</p> <p>E1</p> <p>B1</p> <p>E1</p> <p>6</p>	<p>Intention to find proportion of 40</p> <p>Must be given as a whole number.</p> <p>Showing understanding of the definition of a random sample.</p>
<p>12. Identifying a suitable right-angled triangle  e.g. AEG  <math>AG^2 = 5^2 + 12^2</math>  <math>AG = 13 \text{ (m)}</math>  Conclusion e.g. 'Yes, because <math>12.5 \text{ m} &lt; 13 \text{ m}</math>'</p>	<p>S1</p> <p>M1 A1 B1</p> <p>4</p>	

