General Certificate of Secondary Education June 2011

Applications of Mathematics (Pilot)
93701F
(Specification 9370)
Unit 1: Applications of Mathematics Written Paper (Foundation)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.
It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

## Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## Glossary for Mark Schemes

GCSE examinations are marked in such a way as to award positive achievement wherever possible. Thus, for GCSE Mathematics papers, marks are awarded under various categories.

M Method marks are awarded for a correct method which could lead to a correct answer.

A Accuracy marks are awarded when following on from a correct method. It is not necessary to always see the method. This can be implied.

B Marks awarded independent of method.
Q Marks awarded for quality of written communication. (QWC)
M Dep A method mark dependent on a previous method mark being awarded.

B Dep A mark that can only be awarded if a previous independent mark has been awarded.
ft Follow through marks. Marks awarded following a mistake in an earlier step.

SC Special case. Marks awarded within the scheme for a common misinterpretation which has some mathematical worth.
oe Or equivalent. Accept answers that are equivalent. eg, accept 0.5 as well as $\frac{1}{2}$

## A1 Foundation Tier

| Q | Answer | Mark | Comments |
| :---: | :---: | :---: | :---: |
| 1(a)(i) | Coffee 6.50 or $3.25 \times 2$ | M1 |  |
|  | Biscuits 3.36 or $1.12 \times 3$ | M1 |  |
|  | Total 12.65 | A1 |  |
| 1(a)(ii) | 7.35 | B1 ft |  |
| 1(b)(i) | $\frac{1}{3} \times 12$ or 4 or $\frac{1}{2} \times 12$ or 6 | M1 | or 4 shaded or 6 shaded |
|  | 4 and 6 seen or 10 | M1 | or 10 shaded |
|  | 2 | A1 |  |
| $\begin{aligned} & \text { Alt } \\ & \text { 1(b)(i) } \end{aligned}$ | $\frac{1}{3}+\frac{1}{2} \text { or } \frac{5}{6}$ | M1 |  |
|  | $\left(1-\text { their } \frac{5}{6}\right) \times 12$ | M1 |  |
|  | 2 | A1 |  |
| 1(b)(ii) | $20 p, 20 p, 20 p, 20 p$ <br> or $50 p, 20 p, 5 p, 5 p$ <br> or $50 p, 10 p, 10 p, 10 p$ | B2 | B2 For any 2 correct combinations <br> B1 For one correct combination |


| 2(a) | 31 or 32 | B1 |  |
| :---: | :---: | :---: | :---: |
| 2(b) | Scotland | B1 |  |
| 2(c) | Greatest percentage want to spend time with family for all 3 | B1 |  |
| 2(d) | Bars at $26 \%, 23 \%$ and $30 \%$ and shaded correctly as key | B3 | B2 For 3 correct lengths without shading OR 2 correct lengths and correct shading <br> B1 For 1 correct length OR 2 correct lengths and no shading |


| Q Answer | Mark | Comments |
| :--- | :---: | :---: | :---: |


| 3(a) | $67+58+62+71+59+83+74+$ <br> $84+90$ | M1 | Attempt at $\sum x$ <br> Condone 1 error or omission <br> A total of 558 to 738 would imply this mark |
| :---: | :--- | :---: | :--- |
|  | Their $648 \div 9$ | M1 Dep |  |
|  | 72 | A1 |  |
| 3(b) | Decrease ticked | B1 ft |  |
|  | 69 is lower than the mean | B1 ft | ft Or correct |


| 4(a) | $4 \times 60$ | M1 | or $60 \div 16$ |
| :---: | :--- | :---: | :--- |
|  | $240 \div 16$ | M1 | $3.75 \times 4$ |
|  | $15(+4$ mins spare $)$ | A1 | SC2 18 or 19 |
|  | $240-12$ | M1 |  |
|  | $(228 \div 16)+1$ | M1 |  |
|  | 15 | A1 |  |
| 4(b) | $1.25+8 \times 0.4$ | M1 |  |
|  | $£ 4.45$ or 445 p | A1 | SC1 £4.53 |


| 5 | $8+9+9+10+7(=43)$ | M1 | or 3 hours extra |
| :--- | :--- | :---: | :--- |
|  | $40 \times 5.78$ or 231.2 | M1 |  |
|  | $257.21-$ their $231.20(=26.01)$ | M1 | oe |
|  | Their $26.01 \div 3$ | M1 Dep |  |
|  | 8.67 | A1 |  |
|  | Key steps shown | Strand (iii) - All method marks gained and <br> answer given |  |


| Q | Answer |  | Mark |
| :---: | :--- | :---: | :--- |
| $\mathbf{6}$ (a) | $9+(7-5)$ | M1 | oe |
|  | 11 am or 11.00 | A1 |  |
|  | $70 \div 1.45$ | M1 | or $52 \times 1.45$ |
|  | $48.2 \ldots$ or 48.3 | A1 | 75.4 |
|  | New York as it is only $£ 48.28$ <br> (in New York) | A1 | New York as $£ 52$ is $\$ 75.40$ oe |


| 7(a)(i) | Tallies correct | B1 |  |
| :---: | :--- | :---: | :--- |
|  | Frequencies correct 2, 4, 6, 3 | B1 ft | ft Their tallies |
|  | 4 | B1 ft |  |
| 7(b) | $(10 \times 1),(11 \times 3),(12 \times 6),(13 \times 3)$, <br> $(14 \times 2)$ | M1 | Attempt at $\sum f x$ at least 3 correct products |
|  | $10+33+72+39+28$ | M1 | At least 3 correct |
|  | 182 | A1 | B2 |
| 7(c) | A complete response, eg Increase <br> length of time and change time of <br> day to be busier period/before or <br> after the school day $/$ when people <br> come home from work | B1 For one correct comment detailing one <br> of these aspects <br> Count how many people cross the road |  |


| 8(a) | Fully correct ordered diagram | B2 | B1 For 2 lines correct |
| :--- | :--- | :---: | :--- |
|  | Any 2 digit key | B1 |  |
|  | Median of red $=15$ | B1 |  |
|  | Range of red $=25$ | B1 |  |
|  | More at red bus stop (on average) <br> and number at red more varied | B2 | B1 Either comment |


| 9(a) | $270 \div 15$ | M1 |  |
| :---: | :--- | :---: | :--- |
|  | 18 | A1 |  |
| 9(b) | $\frac{2500 \times 3 \times 4}{100}(=300)$ | M1 | oe |
|  | $2500+$ their 300 | M1 Dep |  |
|  | 2800 | A1 |  |


| Q Answer | Mark | Comments |
| :--- | :---: | :---: | :---: |


| 10(a) | (=) $\mathrm{B} 3+\mathrm{C} 3$ | B1 |  |
| :---: | :---: | :---: | :---: |
| 10(b) | $(\mathrm{D} 3=) 216$ | B1 |  |
|  | ( $\mathrm{E} 3=) 35$ | B1 | Condone both answers seen in reverse cells |
| 10(c) | $(\mathrm{C} 4=) 40$ | B1 | SC1 For 40 and 140 in reverse cells |
|  | $(\mathrm{D} 4=) 140$ | B1 | SC1 For C4 and D4 completed with difference of 100 |


| $\mathbf{1 1 ( a )}$ | 1 | B1 |  |
| :---: | :--- | :---: | :--- |
| $\mathbf{1 1 ( b )}$ | $4(+) 3(+) 5(+) 1$ | M1 | Allow $4(+) 3(+) 5(+) 1(+) 2(+) 4(+) 2$ |
|  | 13 | A1 | 21 |
|  | $12+3+6+1+2+1(=25)$ | M1 | Allow one error or omission |
|  | $\frac{\text { their } 25}{60} \times 100$ | M1 Dep |  |
|  | 42 | A1 | Accept $41.6 \ldots$ or 41.7 or 41 |

$\left.\begin{array}{|c|l|c|l|}\hline \text { 12(a) } & \begin{array}{l}135<h<160 \\ \text { or } 135<h \text { and } h<160 \text { oe }\end{array} & \text { Q2 } & \begin{array}{l}\text { Q1 For one inequality } 135<h \text { or } h<160 \\ \text { or for } 135 \leq h \leq 160 \\ \text { Ignore units }\end{array} \\ \text { Strand (i) - Correct notation - inequality } \\ \text { signs must be used }\end{array}\right]$

| Q | Answer | Mark | Comments |
| :---: | :---: | :---: | :---: |
| 13(a) | $\frac{1}{4} \times 3.8(0) \text { or } \frac{3}{4} \times 5.2(0)$ | M1 | oe Using $25 \%$ and $75 \%$ or 0.25 and 0.75 |
|  | Their $95 p \times 5$ ( $=4.75$ ) | M1 Dep |  |
|  | Their $3.90 \times 5(=19.50)$ | M1 Dep | Dep On 1st M1 |
|  | Their 4.75 + their 19.50 | M1 Dep |  |
|  | 24.25 | A1 |  |
| Alt 1 <br> 13(a) | $5 \div 4=1.25$ | M1 |  |
|  | Their $1.25 \times 3.80$ ( $=4.75$ ) | M1 Dep |  |
|  | $3 \times$ their $1.25 \times 5.20(=19.50)$ | M1 Dep | Dep On 1st M1 |
|  | Their 4.75 + their 19.50 | M1 Dep |  |
|  | 24.25 | A1 |  |
| Alt 2 <br> 13(a) | $\frac{1}{4} \times 3.8(0) \text { or } \frac{3}{4} \times 5.2(0)$ | M1 | oe Using $25 \%$ and $75 \%$ or 0.25 and 0.75 |
|  | Their 95 p + their 3.90 | M1 Dep |  |
|  | Their 4.85 (for 1 kg ) | M1 Dep |  |
|  | Their $4.85 \times 5$ | M1 Dep |  |
|  | 24.25 | A1 |  |
| Alt 3 <br> 13(a) | $3 \times 5.20=(15.60)$ | M1 |  |
|  | 3.80 + their 15.60 | M1 Dep |  |
|  | $5 \div 4(=1.25)$ or their $19.40 \times 5(=97)$ | M1 | or $\frac{19.40}{4}(=4.85)$ |
|  | Their $19.40 \times 1.25$ or their $97 \div 4$ | M1 Dep | Their 19.40 + their 4.85 |
|  | 24.25 | A1 |  |
| 13(b) | 1.2 seen | B1 |  |
|  | $1.2 \times 480$ | M1 |  |
|  | $£ 5.76$ | A1 |  |
| $\begin{gathered} \text { Alt } \\ \text { 13(b) } \end{gathered}$ | $4.8 \times \frac{20}{100}$ | M1 | oe |
|  | 4.8 + their 0.96 | M1 Dep |  |
|  | $£ 5.76$ | A1 |  |

