

**Oxford Cambridge and RSA Examinations**

**General Certificate of Secondary Education**

**MATHEMATICS B (MEI)**

PAPER 1 SECTION A  
FOUNDATION TIER

**1968/2311A**

**Specimen Paper 2003**

Additional materials: Geometrical instruments  
Tracing paper (optional)

Candidates answer on the question paper.  
Calculators are **not** allowed.

**TIME** 45 minutes

Candidate Name
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Centre Number
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Candidate Number
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**INSTRUCTIONS TO CANDIDATES**

- Write your name in the space above.
- Write your Centre number and Candidate number in the boxes above.
- Answer **all** the questions.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Show all your working. Marks may be given for working which shows that you know how to solve the problem, even if you get the answer wrong.

**YOU ARE NOT ALLOWED TO USE A CALCULATOR IN THIS PAPER.**

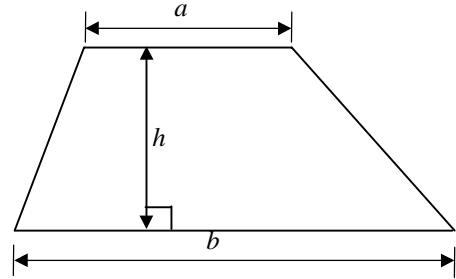
**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use Only	
Section A	
Section B	
TOTAL	

## FORMULAE SHEET: FOUNDATION TIER

**Area of trapezium** =  $\frac{1}{2}(a + b)h$



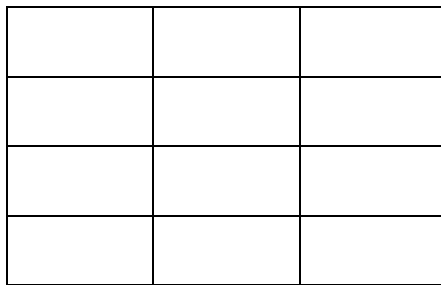
- 1 (a) England has an area of 50 320 square miles.  
Write 50 320 in words.

Answer (a) \_\_\_\_\_ [1]

- (b) Wales has an area of 8 016 square miles.  
Write 8 016 correct to the nearest ten.

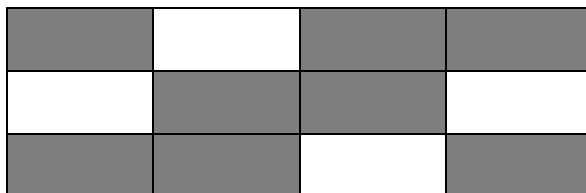
Answer (b) \_\_\_\_\_ [1]

- 2 (a) Shade  $\frac{1}{4}$  of this diagram.



[1]

- (b) What fraction of this shape is shaded?  
Give your answer in its lowest terms.



Answer (b) \_\_\_\_\_ [2]

3 Martin has four cards with digits on.

2

3

6

7

(a) (i) What is the largest number he can make by rearranging them?

[1]

(ii) Explain how you decided on your answer.

Answer \_\_\_\_\_

\_\_\_\_\_

[1]

(b) Using two of the cards how can Martin make

(i) a square number?

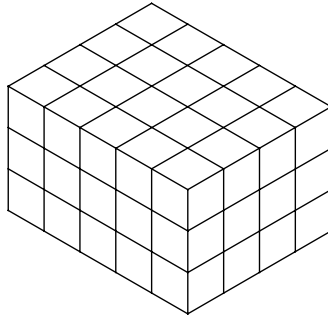
[1]

(ii) a cube number?

[1]

- 4 Stephen works in a supermarket.  
He is stacking boxes.

(a) How many boxes are stacked here?



Answer (a) \_\_\_\_\_ [1]

Each box is a cube of side 40cm.

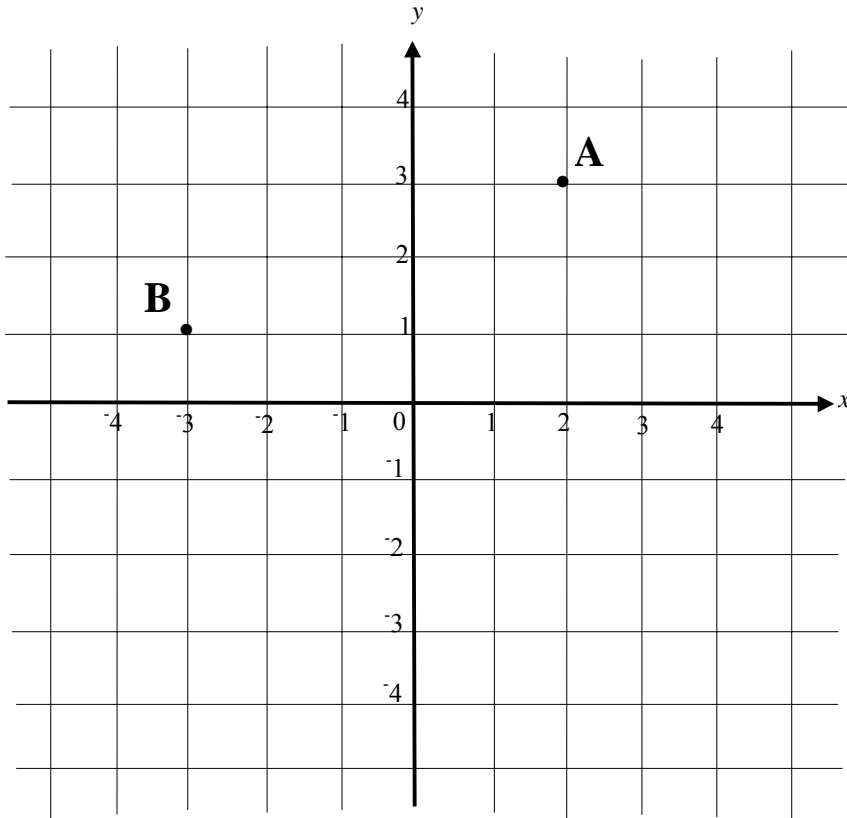
(b) What are the dimensions of his stack?  
Give your answers in metres.

Answer (b) \_\_\_\_\_ by \_\_\_\_\_ by \_\_\_\_\_ [3]

- 5 There are 300 pupils at Springmead School.  
20% of the pupils live in Westbury.  
How many pupils live in Westbury?

Answer \_\_\_\_\_ [2]

6



(a) Write down the coordinates of

(i) A,

Answer (a)(i) ( \_\_\_\_\_ , \_\_\_\_\_ ) [1]

(ii) B.

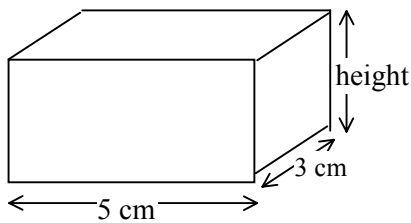
Answer (ii) ( \_\_\_\_\_ , \_\_\_\_\_ ) [1]

(b) Plot the point ( 4, -1).  
Label it C.

[1]

7

The volume of the cuboid below is  $120\text{cm}^3$ .  
Work out the height.



Answer \_\_\_\_\_ cm [2]

**8 (a) (i)** Draw a circle with a radius of 6.4 cm.

[1]

**(ii)** Draw a diameter on your circle.

[1]

**(b)** A circular lawn has a radius of 10 metres.  
Calculate the area of the lawn.  
Use  $\pi = 3.14$  in this calculation.

*Answer* (b) \_\_\_\_\_ [3]

9 Gurbax is investigating the number of CDs that some of his friends have bought this year.

- (a) He designs a data collection sheet.  
One of his questions is shown below.

How many CDs have you bought? (Tick one)				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 – 10	10 - 20	20 – 30	30 – 40	40+

- (i) State two things which are wrong with this question.

Answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[2]

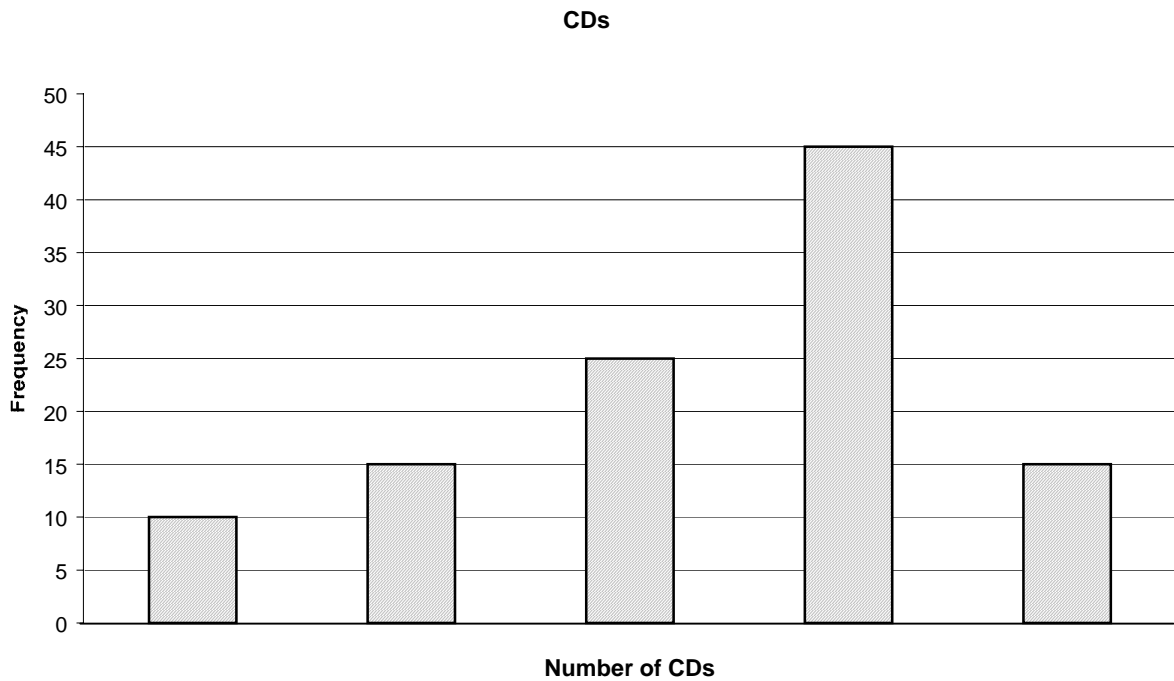
- (ii) Write a better question below.

(Tick one)				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[2]

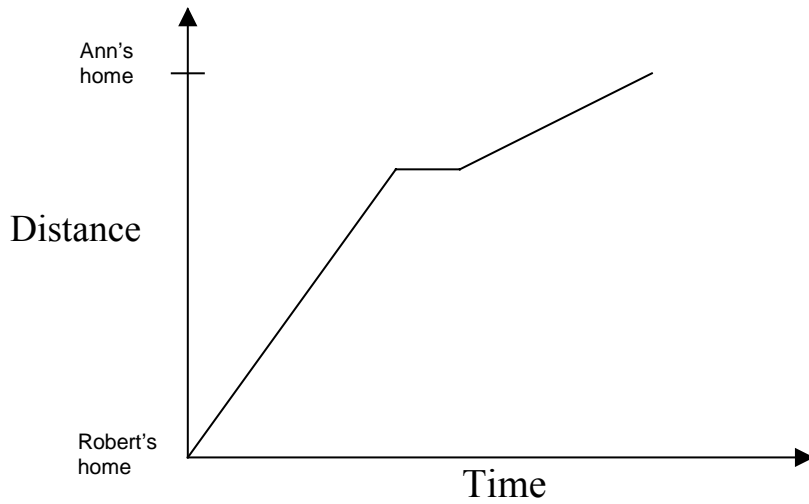


- (b) His data is shown on the diagram below.  
How many people did Gurbax ask?



Answer (b) \_\_\_\_\_ [2]

- 10 Robert goes to see his sister Ann.  
This travel graph represents his car journey.



Give a brief description of Robert's journey.

First \_\_\_\_\_

Then \_\_\_\_\_

Then \_\_\_\_\_ [3]

**11** Solve these equations.

**(a)**  $x - 5 = 12$

*Answer* (a)  $x =$  \_\_\_\_\_ [1]

**(b)**  $5x = 40$

*Answer* (b)  $x =$  \_\_\_\_\_ [1]

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PAPER 1 SECTION A

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MARK SCHEME

**Specimen Paper 2003**

## SECTION A

<b>1</b>	<b>(a)</b>	fifty thousand three hundred and twenty	B1		
	<b>(b)</b>	8020	B1		
<b>2</b>	<b>(a)</b>	correct shading	B1		
	<b>(b)</b>	$\frac{2}{3}$	B2	(B1 for 8/12 or 4/6)	
<b>3</b>	<b>(a)</b>	<b>(i)</b>	7632	B1	
		<b>(ii)</b>	Largest digit first, then next largest, ...	B1	
	<b>(b)</b>	<b>(i)</b>	36	B1	
		<b>(ii)</b>	27	B1	
<b>4</b>	<b>(a)</b>	60	B1		
	<b>(b)</b>	200, 160, 120 2, 1.6, 1.2	M2 A1	(M1 for $\times$ one dimension by 40)	
<b>5</b>		60	B2	(B1 for $20/100 \times 300$ )	
<b>6</b>	<b>(a)</b>	<b>(i)</b>	(2, 3)	B1	
		<b>(ii)</b>	(-3, 1)	B1	
	<b>(b)</b>	correct position	B1		
<b>7</b>		8	B2	(B1 for $120 / (5 \times 3)$ )	
<b>8</b>	<b>(a)</b>	<b>(i)</b>	(Diagram) Circle, radius 6.4cm	B1	
		<b>(ii)</b>	Diameter shown	B1	
	<b>(b)</b>	$314\text{m}^2$	B3	(B2 for 314) (B1 for attempt at 100 or $10^2$ )	
<b>9</b>	<b>(a)</b>	<b>(i)</b>	time	B1	
			overlap	B1	(allow other sensible comments)
		<b>(ii)</b>	timescale	B1	(allow other sensible comments)
		cover range AND not overlap	B1	(allow other sensible comments)	
<b>(b)</b>	110	B2			
<b>10</b>		(Quite) fast	B1		
		Stopped	B1		
		Slower	B1		
<b>11</b>	<b>(a)</b>	17	B1		
	<b>(b)</b>	8	B1		