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# **GCSE MARKING SCHEME**

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**SUMMER 2022**

**GCSE  
MATHEMATICS  
UNIT 1 – INTERMEDIATE TIER  
3300U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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.

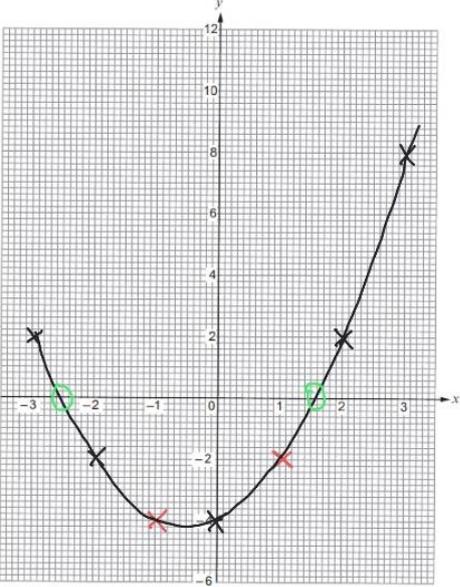


<p>4.</p> <p>Imran = <b>25</b> (years old)</p> <p>Glyn = <b>16</b> (years old)</p> <p>Sheila = <b>8</b> (years old)</p>	<p>B3</p>	<p>Values in the answer space take precedence. If answer spaces are left blank allow unambiguous indication of their answers.          Note: Check for the required conditions being met and not the individual numbers.  <i>Required conditions (or equivalent) are:</i>  <math>I + G + S = 49</math>  <math>I = G + 9</math>  <math>G = 2 \times S</math>          A condition must be met using non-negative ages, otherwise B0.          B3 all three conditions correct.          B2 for two conditions correct.          B1 for one condition correct.</p> <p>If answer spaces are left blank, but 25,16 and 8 <b>clearly indicated</b>, but unlabelled and</p> <ul style="list-style-type: none"> <li>• in the correct order, award B3</li> <li>• in any other order, award B2.</li> </ul> <p>Award B2 for 25, 16 and 8 in any order on the answer spaces.</p>																										
<p>5. (a) Any <math>n</math>, as a whole number, which results in <math>7n - 9</math> being a multiple of 4</p>	<p>B2</p>	<p>Answer space takes precedence and must not be from incorrect working.          Do not ignore crossed-out work for this question.          Award B1 for any one of:</p> <ul style="list-style-type: none"> <li>• any 2 correctly evaluated terms in the sequence <math>7n - 9</math> (i.e. not leading to, or not recognised as leading to, a multiple of 4 for their choice of <math>n</math>) or</li> <li>• setting up an equation <math>7n - 9 = 4 \times k</math> (where <math>k \geq 1</math> and a whole number) and attempt to solve</li> <li>• a correct value of <math>n</math> substituted in <math>7n - 9</math>, but contradiction or no answer given on answer line (e.g. <math>7 \times 3 - 9 = 12</math> and 12 written on answer line or answer line left blank).</li> </ul> <table border="1" data-bbox="879 1234 1430 1308"> <tr> <td><math>n</math></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>.....</td> </tr> <tr> <td><math>7n - 9</math></td> <td>-2</td> <td>5</td> <td>12</td> <td>19</td> <td>26</td> <td>33</td> <td>40</td> <td>47</td> <td>54</td> <td>61</td> <td>68</td> <td>.....</td> </tr> </table> <p>Note: Award B0 for a correct value of <math>n</math> from incorrect working          e.g. if <math>7 \times 4 - 9 = 19</math>, then <math>n = 19</math> on the answer line.</p>	$n$	1	2	3	4	5	6	7	8	9	10	11	.....	$7n - 9$	-2	5	12	19	26	33	40	47	54	61	68	.....
$n$	1	2	3	4	5	6	7	8	9	10	11	.....																
$7n - 9$	-2	5	12	19	26	33	40	47	54	61	68	.....																

<p>5. (b) Any <math>n</math>, as a whole number, which results in <math>3n - 5</math> being a prime number</p>	<p>B2</p>	<p>Answer space takes precedence and must not be from incorrect working. Do not ignore crossed-out work for this question. Award B1 for any one of:</p> <ul style="list-style-type: none"> <li>any 2 correctly evaluated terms in the sequence <math>3n - 5</math> (i.e. not leading to, or not recognised as leading to, a prime number for their choice of <math>n</math>) or</li> <li>setting up an equation <math>3n - 5 = \text{a prime number}</math> and attempt to solve</li> <li>a correct value of <math>n</math> substituted in <math>3n - 5</math>, but contradiction or no answer given on answer line (e.g. <math>3 \times 4 - 5 = 7</math> and 7 written on answer line or answer line left blank)</li> <li>a correct value of <math>n</math> substituted in <math>3n - 5</math>, but <math>n</math> contradicted for their workings given on answer line (but <math>n</math> still leads to a prime number) (e.g. <math>3 \times 4 - 5 = 7</math> and 12 written on answer line).</li> </ul> <table border="1" data-bbox="874 725 1433 801"> <tr> <td><math>n</math></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>.....</td> </tr> <tr> <td><math>3n - 5</math></td><td>-2</td><td>1</td><td>4</td><td>7</td><td>10</td><td>13</td><td>16</td><td>19</td><td>22</td><td>25</td><td>28</td><td>.....</td> </tr> </table> <p>Note: Award B0 for a correct value of <math>n</math> from incorrect working e.g. if <math>3 \times 4 - 5 = 13</math>, then <math>n = 13</math> on the answer line.</p>	$n$	1	2	3	4	5	6	7	8	9	10	11	.....	$3n - 5$	-2	1	4	7	10	13	16	19	22	25	28	.....
$n$	1	2	3	4	5	6	7	8	9	10	11	.....																
$3n - 5$	-2	1	4	7	10	13	16	19	22	25	28	.....																
<p>6. (a) (P(green or yellow) =) 0.7 or equivalent (P(yellow) =) 0.35 or equivalent ISW</p>	<p>B1 B1</p>	<p>FT 'their 0.7' <math>\div 2</math>, provided not 0.3 and less than 1.  If no marks awarded, award SC1 for <math>P(\text{red}) + P(\text{green}) + P(\text{yellow}) = 1</math>.</p>																										
<p>6. (b) Any valid explanation e.g. "as there are 10 balls, the only possible probabilities are 0.1, 0.2, 0.3 etc" "(you can't have) 2.5 balls" "a quarter of 10 is not a whole number" "0.25 of 10 = 2.5, you can't have half a ball" "10 is not divisible by 4"</p>	<p>E1</p>	<p>Accept "you can't have half a ball". Allow sight of 2.5 for E1.  Do not accept incomplete explanations e.g. "we don't know how many blue (or white) balls there are".</p>																										



<p>9.</p> <p>7, 7, 10, 12 (in any order)</p>	<p>B3</p>	<p>Numbers shown <b>in</b> number boxes take precedence. The four conditions:</p> <ul style="list-style-type: none"> <li>• All numbers between 1 and 15 inclusive.</li> <li>• <b>Unique</b> mode = 7.</li> <li>• Median = 8.5.</li> <li>• Total = 36.</li> </ul> <p>B2 for three conditions met. B1 for two conditions met.</p> <p>FOUR numbers must be shown, otherwise B0. Award B1 only for 7, 7,10,10 OR 7, 7,11,11 (not a unique mode).</p>
<p>10. (BC =) <math>56 \text{ (km)} \div (3 + 4) \times 4</math> or equivalent</p> <p style="text-align: right;">32 (km)</p> <p>(BC =) <math>32 \text{ (km)} \div 8 \times 5</math> or equivalent</p> <p style="text-align: right;">20 (miles)</p>	<p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p>	<p>M1 awarded for <b>complete</b> method.</p> <p>FT 'their derived 32' <math>\div 8 \times 5</math>.</p> <p>If a candidate works with AB instead of BC, then treat as a misread -1 (from A mark).</p> <p><u>Example 1</u>  <math>56 \text{ (km)} \div (3 + 4) \times 3 = 24 \text{ (km)}</math> M1A1 (-1)  <math>24 \text{ (km)} \div 8 \times 5 = 15 \text{ (miles)}</math> M1 A1 (Total = 3 marks)</p> <p><u>Example 2</u>  e.g. <math>56 \text{ (km)} \div (3 + 4) \times 3 = 16 \text{ (km)}</math> M1A0  <math>16 \text{ (km)} \div 8 \times 5 = 10 \text{ (miles)}</math> M1 A1 (-1)  (Total = 2 marks)</p>
<p><u>10. Alternative Method</u></p> <p>(AC =) <math>56 \text{ (km)} \div 8 \times 5</math> or equivalent</p> <p style="text-align: right;">35 (miles)</p> <p>(BC =) <math>35 \text{ (miles)} \div (3 + 4) \times 4</math> or equivalent</p> <p style="text-align: right;">20 (miles)</p>	<p>M1</p> <p>A1</p> <p>M1</p> <p>A1</p>	<p>M1 awarded for <b>complete</b> method</p> <p>FT 'their derived 35' <math>\div (3 + 4) \times 4</math></p> <p>If a candidate works with AB instead of BC, then treat as a misread -1 (from second A mark).</p> <p><math>56 \text{ (km)} \div 8 \times 5 = 35 \text{ (miles)}</math> M1 A1  <math>35 \text{ (miles)} \div (3 + 4) \times 3 = 15 \text{ (miles)}</math> M1A1(-1)  (Total = 3 marks)</p>

11.(a)            -4            -2	B2	B1 for each
<p>11. (b) At least 5 correct plots and no incorrect plot.</p> <p>A smooth <u>curve</u> drawn through their plots.</p> 	P1 C1	FT 'their (-1,-4)' and 'their (1,-2)' Allow $\pm$ '½ a small square'. FT 'their 7 plots' OR a curve through the 5 given points <b>AND</b> (-1,-4) and (1,-2). Allow the intention to pass through their plots (within 1 small square, either horizontally <u>or</u> vertically of the point).
11. (c)            -2.6 AND 1.6	B1	<u>Strict</u> FT 'their curve' only if exactly two points of intersection with the $x$ -axis. Answers must be written to one decimal place. Allow $\pm$ 'up to but not including 1 small square'.

<p>12.</p> <p>(0 pets angle =) <math>40(^{\circ}) \pm 2(^{\circ})</math></p> <p>(Year 5: 0 pets =) <math>\frac{40(^{\circ}) \pm 2(^{\circ})}{360} \times 36</math></p> <p>(Year 5: 0 pets =) 4</p> <p>(Year 5: 1 pet =) 9</p> <p>(Probability no more than 1 pet =) <math>\frac{27}{61}</math> or equivalent ISW</p>	<p>B1</p> <p>M1</p> <p>A1</p> <p>B1</p> <p>B2</p>	<p>Answers may be seen on diagrams.</p> <p>Or equivalent. FT 'their 40'.</p> <p>Answer must be whole number and from correct working (e.g. not from <math>360 \div 90</math>). An answer of 4 (may be seen as <math>4/36</math>) implies B1M1A1, provided not from incorrect working. May be seen as <math>9/36</math>.</p> <p>FT <math>\frac{\text{'their derived 4'} + \text{'their derived 9'} + 6 + 8}{61}</math> (no more than 1 pet)</p> <p>B1 for a numerator of 27 in a fraction <math>&lt; 1</math>. FT 'their derived 4' + 'their derived 9' + 6 + 8 accurately evaluated as a numerator in a fraction <math>&lt; 1</math>. B1 for a denominator of 61 in a fraction <math>&lt; 1</math>. Penalise incorrect notation -1. e.g. '27 in 61'.</p> <p>If no marks awarded, award SC1 for sight of a correct 61.</p> <p><u>Special cases:</u> <u>If only 1 pet considered from Year 5 AND Year 6, an answer of <math>\frac{17}{61}</math> would gain B0 or B1 M0A0B1B2</u> FT <math>\frac{\text{'their derived 9'} + 8}{61}</math> for B0 or B1 M0A0B0B2</p> <p>Last B1 for a numerator of 17 in a fraction <math>&lt; 1</math>. FT 'their derived 9' + 8 accurately evaluated as a numerator in a fraction <math>&lt; 1</math>. Last B1 for a denominator of 61 in a fraction <math>&lt; 1</math>. Penalise incorrect notation -1. e.g. '17 in 61'.</p> <p><u>If only 0 pets considered from Year 5 AND Year 6, an answer of <math>\frac{10}{61}</math> would gain B1M1A1B0B2</u> FT <math>\frac{\text{'their derived 4'} + 6}{61}</math> for B1M1A0B0B2</p> <p>Last B1 for a numerator of 10 in a fraction <math>&lt; 1</math>. FT 'their derived 4' + 6 accurately evaluated as a numerator in a fraction <math>&lt; 1</math>. Last B1 for a denominator of 61 in a fraction <math>&lt; 1</math>. Penalise incorrect notation -1. e.g. '10 in 61'.</p>
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<p>12. <u>Alternative method 1</u></p> <p><math>(0 + 1 \text{ pet angle} \Rightarrow) 130(^{\circ}) \pm 2(^{\circ})</math></p> <p>(Year 5: <math>0 + 1 \text{ pet} \Rightarrow) \frac{130(^{\circ}) \pm 2(^{\circ}) \times 36}{360}</math></p> <p>(Year 5: <math>0 + 1 \text{ pet} \Rightarrow) 13</math></p> <p>(Probability no more than 1 pet <math>\Rightarrow</math>)  <math>\frac{27}{61}</math> or equivalent ISW</p>	<p>B1</p> <p>M1</p> <p>A2</p> <p>B2</p>	<p>Answers may be seen on diagrams</p> <p>Or equivalent  FT 'their 130'</p> <p>May be seen as 13/36  Award A1 for an answer not rounded.</p> <p>FT (<u>'their derived 13' + 6 + 8</u>).  61</p> <p>B1 for a numerator of 27 in a fraction &lt; 1.  FT 'their derived 13' + 6 + 8 accurately evaluated as a numerator in a fraction &lt; 1.  B1 for a denominator of 61 in a fraction &lt; 1.  Penalise incorrect notation -1. e.g. '27 in 61'.</p> <p>If no marks awarded for the whole question, award SC1 for sight of a correct 61.</p>
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13. $-6n + 21$ or equivalent	B2	B1 for sight of $-6n$ . If no marks, award SC1 for $6n + 21$ .
14. (a) 0.4 shown on 'A does not occur' branch Use of $0.6 \times \dots = 0.48$ $P(B \text{ occurs}) = 0.8$  Second set of branches 0.8, 0.2, 0.8, 0.2	B1 M1 A1  A1	Allow M1A1 if 0.8 seen on one of the 'B occurs' branches.  FT 'their 0.8' only if M1 awarded. (0.48, 0.52, 0.48, 0.52 is M0A0A0)
14. (b) $0.4 \times 0.2$  $= 0.08$ ISW	M1  A1	FT 'their 0.4' $\times$ 'their 0.2' provided both between 0 and 1.
15. (a) $(CE = ) 8 \times \frac{15}{10}$ or $8 \div \frac{10}{15}$  $= 12$ (cm)	M1  A1	Or equivalent M1 for correct <u>use</u> of linear ratio.
15.(b) $(AB = ) 10.5 \times \frac{10}{15}$ or $10.5 \div \frac{15}{10}$ or equivalent  $= 7$ (cm)	M1  A1	Or equivalent M1 for correct <u>use</u> of linear ratio.  FT 'their scale factor' from (a) provided not 1.
16. Method to eliminate one variable e.g. 'equal coefficients AND <u>appropriate intention to add or subtract</u> ' or use a method of substitution First variable found $x = 4$ or $y = 7$ .  Substitute to find the 2 <sup>nd</sup> variable. Second variable found.	M1  A1  m1 A1	Allow one error in one term (not the term with equal coefficients).  CAO. Award A0 for an answer that leads to a whole number, but not expressed as a whole number (e.g. $y = 161/23$ or $x = 92/23$ )  FT substitution of their '1 <sup>st</sup> variable' if M1 gained. If FT leads to a whole number answer, it must be shown as a whole number. Otherwise accept a fraction.  If no marks gained, allow SC1 for <u>both</u> answers of $x = 4$ AND $y = 7$ .
17. (a) $7.2 \times 10^6 \text{ cm}^3$	B1	
17. (b) 6	B1	
18. 0.2	B2	If B2 not awarded, award B1 for one of the following: <ul style="list-style-type: none"> <li>sight of 150 000 or</li> <li>sight of <math>3 \times 10^4</math> or</li> <li><math>2 \times 10^{-1}</math> or</li> <li><math>\frac{1}{5}</math> or <math>\frac{3}{15}</math> (or equivalent fraction)</li> </ul>