

Countdown to your final Maths exam ...

Foundation Tier only ... Part 2 (2020)

Examiners Reports & Markscheme

Examiner's Report

- Q1.** This question was answered very well. Most students subtracted the total number of laptops from the total number of tablets with very few choosing to start by finding the difference for each month. Marks were most often lost through arithmetic errors in one of the additions or in the subtraction.
- Q2.** This question was generally well answered.
In part (a), the vast majority of candidates were able to add the two numbers correctly. In part (b), the vast majority of candidates were able to subtract the two numbers correctly. Common incorrect answers were 133 and 277. In part (c), the vast majority of candidates were able to multiply the three numbers correctly. A common incorrect answer was 25 (usually from $2 \times 3 = 5$, $5 \times 5 = 25$).
- Q3.** This question testing negative numbers was quite well answered. The most common incorrect response in part (a) was "Edinburgh".
Nearly all students gave one of the acceptable responses: 5, -5 or +5 in part (b)(i). Part (b)(ii) was less well answered with 0 being a commonly seen unacceptable response.
- Q4.** Very many students were able to score at least two and often three marks in this question. Some carelessly read the question as requiring just one length of 45 cm to be removed before working out the number of 40 cm pieces remaining. One mark could be gained for this if a correct process was complete. Any incorrect length for the remaining piece of wire after the removal of the 40 cm pieces was ignored. A few students did not engage with 45 at all and just removed 40 cm pieces; this gained no marks.
- Q5.** Well answered apart from part (c), where students appeared to provide nothing more than a guess in many cases.
- Q6.** Many candidates were able to reach an answer of five coaches in this question, but relatively few were able to achieve this by fully correct means. A common approach was to find the total number of candidates (215) and then subtract lots of 47 or 50 for the total number of coaches. Less common was to subtract lots of 47 or 50 from the students in each year (eg $112 - 47 - 47$) and put any remaining students on a different coach. Calculation errors were common and many candidates were unable to deal fully with the adult helpers required on each coach, typically dealing with the adult helpers needed for only one coach, or four coaches, rather than for all five coaches.
- Q7.** This question was done well. Incorrect answers were rare in part (a); a common incorrect answer was 50 (ie with brackets inserted around $2 + 8$). A common incorrect answer in part (b) was 16 (presumably from $13 - 6 = 8$, $8 \times 2 = 16$).
- Q8.** This question was also well answered. The majority of candidates were able to carry out the correct calculation and then interpret it to give a sensible answer.
- Q9.** In part (a) some candidates did not realise that the use of the word digit meant that this question was focused on place value. In part (i) they misinterpreted "make" to mean "add" and selected 2 and 8 from the list to give their total 10. Similarly, in part (ii) various operations were used for 3 numbers in the list to produce a 3 digit final answer. Of those candidates who did attempt to use the digits correctly, many chose 324 rather than 284.
In part (b) most had the 9 digit used in the tens column for the first number but did not realise the need to use 7 in the tens column for the second number; instead they gave $97 + 51$, usually followed by a correct total 148. There were a few who lost marks due to poor arithmetic even after a correct selection of numbers was made.
Students need to be encouraged to take care that they are using the correct numbers for the question part as a few returned to the part (a) digits of 8 2 4 and 3 to answer part (b)

Mark Scheme

Q1.

PAPER: 5MB2F_01				
Question	Working	Answer	Mark	Notes
		28	3	M1 for $38 + 55 + 41 (= 134)$ or $54 + 43 + 65 (= 162)$ M1 for "162" – "134" A1 cao OR M1 for $54 - 38 (= 16)$ or $55 - 43 (= 12)$ or $65 - 41 (= 24)$ M1 for "16" – "12" + "24" A1 cao

Q2.

	Working	Answer	Mark	Notes
(a)		65	1	B1 cao
(b)		127	1	B1 cao
(c)		30	1	B1 cao

Q3.

Question	Working	Answer	Mark	Notes
(a)		London	1	B1 cao
(b)(i)		5	2	B1 for 5 (accept -5)
(ii)		6		B1 for 6 (accept -6)

Q4.

Question	Answer	Mark	Mark scheme	Additional guidance
	3	P1	for a start to the process eg $240 - (2 \times 45) (= 150)$ oe or $(2 \times 45) + 40 (= 130)$ oe	Considering just one piece of 45 cm is not a misread but $(240 - 45) \div 40 (= 4.875)$ oe should be awarded P1 only
		P1	for complete process eg " $150 \div 40 (= 3.75)$ – can be implied by $40 + 40 + 40 = 120$ or " $130 \div 40 + 40 (= 210)$ "	
		A1	cao	

Q5.

5MB3F_01 November 2015				
Question	Working	Answer	Mark	Notes
(a)		0.2	1	B1 cao
(b)		$\frac{37}{100}$	1	B1 cao
(c)		4	1	B1 cao
(d)		6	1	B1 for 6 or +6

Q6.

	Working	Answer	Mark	Notes
		5	3	M1 for correct method to find total number of students M1 for correct method for dealing with adult helpers A1 cao (SC B2 for 5 (coaches) if no working seen)

Q7.

	Working	Answer	Mark	Notes
(a)		18	1	B1 cao
(b)		14	1	B1 cao

Q8.

PAPER: 5MB2F 01				
Question	Working	Answer	Mark	Notes
		8	2	M1 for $30 \div 4$ or at least 3 multiples of 4 shown A1 cao SC B1 7 on answer line, no working shown

Q9.

PAPER: 1MA0 1F				
Question	Working	Answer	Mark	Notes
(a)(i)		23	2	B1 cao
ii)		284		B1 cao
(b)(i)		71+95 or 91+75	2	B1 for showing addition of 71 and 95 or 91 and 75
(ii)		166		B1ft for the sum of their two numbers given provided they used only the digits 5, 1, 7 and 9 exactly once each