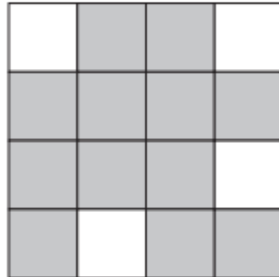


WRITING, SIMPLIFYING AND ORDERING FRACTIONS

Pearson Edexcel - Monday 8 June 2020 - Paper 3 (Calculator) Foundation Tier

1.

7



What fraction of the shape is shaded?
Give your answer in its simplest form.

(Total for Question 7 is 2 marks)

Pearson Edexcel - Thursday 24 May 2018 - Paper 1 (Non-Calculator) Foundation Tier

2.

4 Here is a list of four fractions.

$$\frac{4}{16}$$

$$\frac{2}{8}$$

$$\frac{15}{60}$$

$$\frac{3}{9}$$

One of these fractions is **not** equivalent to $\frac{1}{4}$

Write down this fraction.

(Total for Question 4 is 1 mark)

Pearson Edexcel – Specimen 1 - Paper 2 (Calculator) Foundation Tier

3.

8 Here are four fractions.

$$\frac{1}{2}$$

$$\frac{17}{24}$$

$$\frac{3}{4}$$

$$\frac{5}{12}$$

Write these fractions in order of size.
Start with the smallest fraction.

(Total for Question 8 is 2 marks)

Pearson Edexcel – Sample Paper 1 (Non-Calculator) Foundation Tier

4.

2 Write 0.037 as a fraction.

$$\frac{37}{1000}$$

(Total for Question 2 is 1 mark)


OCR Tuesday 5 November 2019 – Morning (Calculator) Foundation Tier

5.

4	a	i	200	1		
	a	ii	150	2	B1 for 275 or 125	
	a	iii	50 represented on the pictogram	3	B2 for 50 as answer Or M1 for $250 + 125 + 200 + 275$ soi by 850 M1 for $900 - \text{their } 850$	Horizontal or vertical Their 850 must come from addition of 4 numbers. Their 850 must be less than 900
	b		$\frac{2}{5}$ nfw	4	B3 for $\frac{8}{20}$ oe nfw or B2 for identifying 2,3,5,7,11,13,17,19 as being prime (and no non-primes identified) or B1 for identifying 2,3,5,7,11,13,17,19 identified as being prime with no more than 2 errors and M1 for $\frac{\text{their number of primes}}{20}$	e.g. 1, 2, 3, 5, 7, 11, 13, 17, 19 1, 2, 5, 7, 11, 13, 17, 19 (errors; 1 included, 3 omitted) 3, 5, 7, 11, 13, 17, 19 (omission of 2) Their number of primes must be less than 20
	c		57.8[0]	3	M2 for 0.85×68 oe or M1 for 0.15×68 implied by 10.2[0]	$68 - (0.15 \times 68)$ If non calculator method, it must be a full method.

OCR Monday 12 November 2018 – Morning (Calculator) Foundation Tier

6.

1	(a)		4	1		
	(b)		14	1	FT $3.5 \times \text{their (a)}$	
	(c)		 oe	3	B2 for 32 seen or [8, their 14], 6, 4 in correct place or [8.] 22, 28, 32 or B1 for one of 6, 4 in correct place or 22, 28	Mark intention For 3 marks condone missing cross lines

Pearson Edexcel – Sample Papers - Paper 1 (Non-Calculator) Foundation Tier

7.

14	(a) (b)		5 Correct pie chart with labels	B1 C1 For apples shown as 'half' ie 180° on pie chart C1 All angles calculated correctly (Angles of 180°, 80°, 100°) or pie chart with correct angles C1 Fully correct pie chart with labels of apple, pear and plum
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OCR Sample Question Paper 1 – Morning/Afternoon (Calculator) Foundation Tier

8.

9	(a)	100	1 1 AO2.1a	
	(b)	10	1 1 AO2.1a	
	(c)	One and a quarter boxes drawn	3 1 AO1.3a 1 AO2.3b 1 AO3.1c	M2 for 50 or M1 for 310 or M1 FT from subtraction

AQA Tuesday 19 May 2020 – Morning (Non-Calculator) Foundation Tier

9.

Q	Answer	Mark	Comments
8(a)	160	B1	
	Additional Guidance		
	If answer line blank, check diagram		
	Accept 160 people but not adults or students		
	Accept 160 out of 540		B1
Do not accept $\frac{160}{540}$		B0	

Q	Answer	Mark	Comments
8(b)	(difference =) $6 - 3.5$ or 2.5 or (working in small boxes) $24 - 14$ or (S) 6×40 or 24×10 or 240 or (A) 3.5×40 or 14×10 or 140 or $40 + 40 + 20$	M1	oe
	100	A1	
	Additional Guidance		
	Check diagram for working		

Q	Answer	Mark	Comments
8(c)	Valid criticism	B1	eg the scale on the vertical axis is incorrect eg 2500 is missing
	Additional Guidance		
	<p>Middle bar should be taller / is too short Students bar is wrong Number of people hasn't been plotted correctly</p> <p>3000 should be 2500 They missed out (or didn't label) 2500 3000 is wrong 3000 is too big a gap (implies 1000 people instead of 500) 3000 is too small a gap (implies 500 space for 1000) Arrow/circle on diagram showing the jump from 2000 to 3000 but no words From 2000 to 3000 it went up in 200 (refers to little squares) 3000 should be at the top/end (of the grid)</p> <p>Changes scale Scale is wrong Numbers on the side are incorrect Lacks consistency on the way up Number of people does not go up in equal amounts Uneven/unequal number of people Should go up in 500s It goes up by 1000 Was going up by 500 then went up by 1000 Starts going up in hundreds then goes up in 200s</p>	B1	
<p>The gap is too big Space between bars Spaces too big between numbers Numbers on the y axis are not in order (they are numerically in order) There is a gap/space on the (vertical) axis Should go up in even numbers (they are going up in even numbers) Starts (going up) in hundreds then goes up in thousands</p>	B0		

AQA Thursday 11 June 2019 – Morning (Calculator) Foundation Tier

10.

7	Alternative method 1		
	4.5 × 2 or 9 and 5 × 2 or 10 and 1.5 × 2 or 3	M1	allow one error or omission
	their 9 × 3 and their 10 × 4 and their 3 × 5 or 27 and 40 and 15	M1dep	their numbers of houses must be whole numbers
	82	A1	
	Alternative method 2		
	4.5 × 3 and 5 × 4 and 1.5 × 5 or 13.5 and 20 and 7.5 or 41	M1	allow one error or omission
	2 × (4.5 × 3 + 5 × 4 + 1.5 × 5) or 2 × (their 13.5 + their 20 + their 7.5) or 2 × their 41	M1dep	
	82	A1	
	Additional Guidance		
	Two of 27, 40 and 15 correct implies first method mark		M1M0
22 without working		M0	

AQA Thursday 8 June 2017– Morning (Calculator) Foundation Tier

11.

6(a)	4	B1	
	Additional Guidance		
	4 must be shown on the answer line in the key		

6(b)	15	B1ft	Correct or ft 3.75 × their 4 from (a) if their 4 is a multiple of 4
	Additional Guidance		
	(a) key blank or incorrect (b) 15		B1
	(a) 8 (b) 30		B1ft
	(a) 10 (b) 37.5 (or 37 or 38)		B0ft
	If answer line blank and 15 seen next to female row of pictogram		B1

6(c)	The sample is too small or the results may be biased or the sample is not representative	B1	
	Additional Guidance		
	This was only/ just 1 hour		B1
	More men might come at different times		B1
	It might have been a girls' school using it		B1
	There were only/ just 25 people in the survey		B1
	The results may change		B1
	Ignore irrelevant comments alongside a correct statement eg There isn't an equal number of males and females. A bigger sample is needed		B1
	Biased		B1
	Unfair		B0
	Should do it for longer until there is an equal number of males and females		B0
	It was for 1 hour		B0
	The results are about people not lockers		B0
	Not a lot of people use the family changing room		B0
In that hour not many people used the changing rooms		B0	