GCSE MARKING SCHEME

AUTUMN 2020

GCSE
MATHEMATICS – COMPONENT 1
(FOUNDATION TIER)
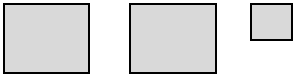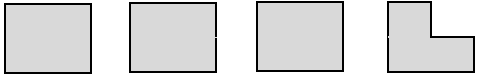**C300U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.
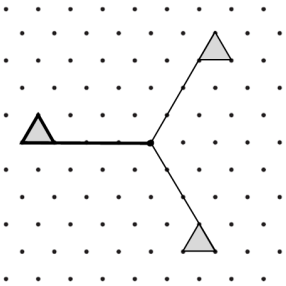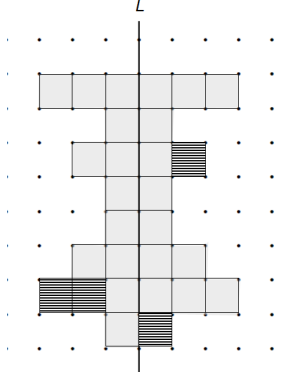
It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE (9-1) Mathematics Component 1: Foundation Tier	Mark	Comment
1. (a)(i) 600	B1	
(a)(ii) 24	B1	Not for 24 × 4 = 96 without indication that 24 is the answer but allow for $4\overline{)96}^{\,24}$
1.(b) 0.03	B1	Must be a decimal point not a comma; do not allow 0.03%
1.(c) 0.35	B2	Allow equivalent correct values e.g. 35%; If 0.35 indicated as answer, ignore working B1 for $\frac{3}{20}$ = 0.15 or for $\frac{1}{4} = 0.25$ or for $\frac{3}{10} = 0.3$ or for a comparative statement such as '$\frac{3}{20}$ is less than $\frac{3}{10}$' or for two correct percentages from 15%, 35%, -30%, 25%, 3.1% and 30% or for two correct fractions with a common denominator
1.(d) (24 ÷ 12) × 5 oe, si 10 CAO	M1 A1	Not for $\frac{5}{12} \times 24$ only; $\frac{10}{24}$ is M0; allow for $\frac{120}{12}$
	(7)	
2. (a) Lines drawn at 11 for May and 8 for Sept Correct pictogram diagrams for July e.g. and August e.g. and correct key: 4.	B3	Mark intent; must be lines not bars B2 for any 3 or 4 correct or B1 for any 2 correct
2.(b) 57	B1	FT either diagram; for pictogram, key must be completed if FT
2.(c) August CAO	B1	Allow August and 15 (but not just 15 only)
	(5)	

3.(a) Correctly completed shape: a single line in correct position a single line of correct length a triangle on the correct side of the line	B2	B1 for a line in the correct position with either correct length or with a triangle on the correct side NB Allow unshaded triangle No line, no marks
3.(b) Four correct squares shaded	B2	B1 for a symmetrical shape with 4 correct squares and no more than 2 extra squares OR B1 for 3 or 4 correct squares and no more than 1 incorrect square OR B1 for 2 correct squares and no incorrect squares NB Allow unshaded squares
	(4)	
4.(a) Abby selected **and** evidence of all 3 correct totals seen as frequencies and/or tallies 	Abby	19
Bea	14
Cherry	17		B2	Frequencies may not be in the table; tallies and frequencies for total votes may not agree but frequencies take precedence for B2; allow for seeing e.g. 10, 8, 12 as frequencies for given tallies and then the correct tallies for the remaining list (which would together total 19, 14, 17 if added) B1 for three frequencies or tallies for total votes with one correct and a correct FT decision OR for two correct frequencies or tallies for total votes OR for three correct frequencies or tallies for total votes and an incorrect or no decision.
4.(b) $\dfrac{20}{50}(\times 100)$ oe 40 (%)	M1 A1	Allow for $\dfrac{40}{100}$
	(4)	

5.(a) 12:15	B1	Any clear notation; may be clearly identified in table; ignore am or pm if also stated; allow e.g. 12:15 – 13:14
5.(b) Finds time between 08:40 and 09:34 and adds 15 minutes or finds time between 08:40 and 09:49	M1	May be in stages; must be an attempt to find the difference, which may be by counting on; may not be fully correct

If finding time between 08:40 and 09:49: 09 49 may be incorrect but must see e.g. 09 34 + 15 mins = 'their 09 49' to allow M1 in this case

May be implied by e.g. 1 hour – 6 minutes + 15 or 20 + 34 + 15 or 29 + 25 + 15 or 8.40 + 1 h = 9.40 + 9 m = 9.49 with at least one of hours or mins indicated in the calculation

Sight of times only is not sufficient. |
| 69 (minutes) ISW | A1 | An answer of 1 hour and 9 minutes without sight of 69 minutes implies M1

If no marks award SC1 for a final answer of 54 minutes |
	(3)	
6. (LunarSat = 12 × 50 =) (£)600 (12 − 2) × 55 + 35 or (12 × 55 − 2 × 55) + 35 oe	B1 M2	M1 for (12 − 2) × 55 (= 550) or 12 × 55 − 2 × 55 (= 550) or 12 × 55 + 35 (= 695) oe
(£)585	A1	CAO
A1 Cable and 15	B1	FT for correct decision using 'their 600' and 'their 585'; accept any unambiguous indication of A1 Cable NB answer A1 Cable and £15 without working does not score. (They could be getting 15 from 50 − 35.)
	(5)	

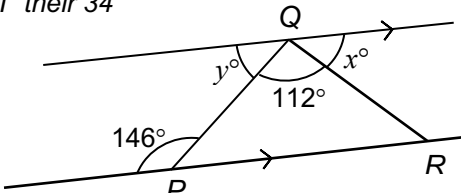|		
7.(a)(i) $4x - 9y$	B2	Mark final answer B1 for an expression either $4x + \ldots$ or $\ldots - 9y$ or for a correct answer seen then spoiled
7.(a)(ii) $7x + 9$	B2	Mark final answer B1 for sight of $7x + 14$; allow for e.g. $7x + 14 - 35$ or for a correct answer seen then spoiled
7.(a)(iii) $10x^2$	B2	B1 for either $10x^k$ where $k \neq 2$ or 0 OR kx^2 where k could be any value other than 0 or 1 e.g. allow for $\frac{20x^2}{2}$ or $20x^2 \div 2$
7.(b)(i) $w - 15$	B1	Allow for e.g. $w - 15 = x$ ml; ignore any units Do not allow for $w - 15 = -15w$ or $w - 15 = 45$ or $w - 15 = w$ etc
7.(b)(ii) $\frac{r}{2}$ or $\frac{1}{2}r$ or $0.5r$	B1	Allow $r \div 2$ or $\frac{1 \times r}{2}$ or $r \times \frac{1}{2}$ e.g. $r \div 2 = x$ or $\frac{r}{2}$ bird boxes ; do not allow $\frac{r \text{ bird boxes}}{2}$ or $r \div 2 = r$ or $r : 2$
	(8)	
8.(a)(i) 4.3	B1	
8.(a)(ii) 11	B1	
8.(b)(i) (2, 9) (0.5, 3) (−1, −3) (1, 5)	B3	B2 for any three points correct or B1 for any two points correct
8.(b)(ii) 4 correctly plotted points	B2	STRICT FT for plotting 'their coordinates' from (b)(i)' for B2 or for B1 B1 FT for any 2 or 3 correctly plotted points Mark intent, especially with decimal coordinates If more than 4 points are plotted, mark the worst 4 points
Correct line drawn at least through the 4 correct points (−1, −3) (0.5, 3) (1, 5) (2, 9)	B1	CAO NB If no points plotted but correct line drawn, allow B0 B1 B1 B1 is possible for the **correct** line drawn accurately through 2 or 3 correct plots only Maximum of 2 marks out of 3 if the coordinates and line are not both fully correct
	(8)	

9.(a)		
$5 \times 1.99 - 7.50$ or $5 \times (1.99 - 7.50 \div 5)$ si	M2	$9.95 - 7.50$ or $5(1.99 - 1.50)$; may be in stages May be in £ or p but must be consistent M1 for 5×1.99 oe; implied by e.g. 9.95 or for $(1.99 - 7.50 \div 5)$ oe; implied by e.g. 49p
(£) 2.45 or 245 (p)	A1	Allow £2.45p but not 2.45p If no marks award SC1 for $5 \times 2 - 7.50$ or for use of $5 \times 2 - k - 7.50$, where $0 < k \leq 0.1$ (but not 0.05); method must be seen for SC1 to be awarded
9.(b) $\quad (170 - 20 \times 7) \div 3$ or $\quad 20 \times 7 + 10 \times 3 (= 170)$ or $\quad 20 \times 7 + 10 \times 2.89 = 168.90$ or $\quad 20 \times 7 + 11 \times 2.89 = 171.79$ or $20 \times 6.99 + 10 \times 2.89 = 168.70$ or $20 \times 6.99 + 11 \times 2.89 = 171.59$ or $170 - 20 \times 7 = 30$ **and** $10 \times 3 = 30$ oe or $170 - 20 \times 6.99 = 30.2$ **and** $10 \times 2.89 = 28.90$ oe or $170 - 20 \times 6.99 = 30.2$ **and** $11 \times 2.89 = 31.79$ oe	M2	M1 for $170 - 20 \times 7$ oe; $\qquad$ implied by 30; may be embedded in e.g. $(170 - 20 \times 7) \div 2.89$ $\qquad$ or $(170 - 20 \times 6.99) \div 3$ $\qquad$ or for attempting to find multiples of 3 or $\qquad$ 2.89 to make approximately 170 using $\qquad$ e.g. $\quad 20 \times 7 + \ldots.. \times 3 (= 170)$ or $\qquad\qquad 20 \times 6.99 + \ldots.. \times 3 (= 170)$ or $\qquad\qquad 20 \times 7 + \ldots.. \times 2.89 (= 170)$ or $\qquad\qquad 20 \times 6.99 + \ldots \times 2.89 (=170)$ or $\qquad\qquad 170 - 20 \times 7$ **and** $\ldots.. \times 3 \qquad$ or $\qquad\qquad 170 - 20 \times 6.99$ **and** $\ldots.. \times 2.89$
10 or 11	A1	implies M2 if not from clearly wrong working but may not have working If no marks allow SC1 for $(170 - 20 \times 6.99) \div 2.89$ seen; may be in stages
	(6)	
10.(a) $0.32 + 0.28 + 0.25 + 0.15 = 1$ (and valid conclusion e.g. 'so this is certain.')	E1	Allow e.g. 'They all add up to 1'; must be 1 or 1.0 or 1.00; if 100% seen must also see 32% etc to earn the mark Do not allow 'We have been told there are 4 pictures.'
10.(b) $0.4(0)$ oe	B1	Must be a single value; ignore subsequent conversion to different form
	(2)	

11.(a) (*x* =) 24	B1	Allow embedded
11.(b) 5*x* = 15 (*x* =) 3	B1 B1	FT from 5*x* = *k*. Accept $\dfrac{k}{5}$, but if on FT *k* is a multiple of 5, final answer must be given as a whole number. Mark final answer. Allow 2 marks for an embedded answer BUT only 1 mark if contradicted by *x* ≠ 3; condone poorly expressed embedded answers such as 5 × 3 = 15 – 8 = 7 for B2
	(3)	
12.(a) 10 : 3	B2	Mark final answer B1 for any correct **simplified** ratio not in simplest form e.g. 40 : 12; may be in working space If no marks, award SC1 for a final answer 3 : 10
12.(b) 152 CAO	B2	Mark final answer B1 for 19 × (24 ÷ 3) oe, si or for finding 152 : 24 from 19 : 3 or for 152 seen and then spoiled by e.g. adding or subtracting 80 or 24 If no marks, award SC1 for final answer 72
12.(c) $\dfrac{820}{10}\times 7$ or 82×7 or $\dfrac{820}{100}\times 170 - 820$ oe si (£) 574 (.00) CAO	M1 A1	May be seen in stages; allow even if answer then spoiled by e.g. being added to or subtracted from 820 Mark final answer If no marks award SC1 for final answer 1394
	(6)	

13. (a) Correct frequency diagram	B2	May be a bar chart or frequency polygon. For frequency polygon, ignore points to the left of (35, 12) and to the right of (75, 29) B1 for a bar chart attempt, 3 or 4 bars correct; no gaps NB heights are 12, 65, 74, 55, 29 or, for a frequency polygon attempt, 3 or 4 points plotted correctly and joined; mark intent to join points NB (35, 12) (45, 65) (55, 74) (65, 55) (75, 29) Allow good freehand
13.(b) $\dfrac{60}{240}$ oe, ISW	B2	Allow e.g. $\dfrac{1}{4}$, 0.25 or 25% but not 1 : 4 B1 for 5 + 40 + 60 + 75 + 60 or 240 seen or for 60 as the numerator in a fraction less than 1
13.(c) Correct comparison e.g. 'In 2019 a greater percentage of plastic was recycled as there were fewer people in the 30 – 40 category in 2019 than in 2018.' or 'In 2019 the modal class is 60 to 70 whereas in 2018 it is only 50 to 60.' or 'In 2019 more people recycled more than 70% of their plastic than in 2018.'	E1	Must be a comparison Allow e.g. 'The bars are taller to the right in 2019.' or 'The mode was lower in 2018.' or 'More people are recycling more plastic.' or 'More plastic is recycled in 2019' or 'It has increased.' or 'The amount recycled by the members has increased in the past year.' Do not allow e.g. 'It has increased as they have more members.' or 'The percentage of **people** recycling plastic has gone up.' or 'The amount of **people** recycling has increased.' or 'The plastic recycled goes up throughout 2019 whereas in 2018 it went up at the start of the year, then down.'
	(5)	

14.(a) $B\hat{F}G$ indicated as 94° or 104° OR $C\hat{G}F$ indicated as 94° or 104° OR $A\hat{F}G$ indicated as 76° or 86° and a correct value of another suitable angle indicated OR $D\hat{G}F$ indicated as 76° or 86° and a correct value of another suitable angle indicated	E1	Any one of these, ignoring others; may be marked on diagram; if not marked on diagram must be correctly described e.g. using 3 letters or marking x on diagram and finding x in answer space
Clear and correct reasoning using correct angles e.g. $B\hat{F}G$ or $C\hat{G}F$ Corresponding angles should be equal or Vertically opposite angles should be equal $C\hat{G}F$ and $B\hat{F}G$ or $A\hat{F}G$ and $D\hat{G}F$ Alternate angles should be equal $A\hat{F}G$ and $C\hat{G}H$ or $B\hat{F}E$ and $B\hat{F}G$ or $B\hat{F}E$ and $D\hat{G}F$ or $C\hat{G}F$ and $C\hat{G}H$ Angles on a straight line should sum to 180	E1	dependent on the first mark; other forms of reasoning may be possible but the argument made must be complete and correct for the angles they have found. Allow e.g. 'No angles are corresponding' or 'They are not corresponding' or 'Corresponding angles are (not) equal' Allow e.g. 'Opposite angles are equal.' Allow e.g. 'Alt angles are the same.' Must be correct **form** of reasoning, do not allow F or Z angles or alternative angles

14.(b)(i) Complete correct method to find x, e.g. 146 – 112 (alternate angles are equal) OR ($QPR =$) 180 – 146 (= 34) (angles on a straight line) and ($QRP =$) 180 – 112 – 34 (= 34) (angles in a triangle)	M1	Angles may be marked on the diagram FT 'their 34' for the second angle M0 for use of 180 – 112 = 68, 68 ÷ 2 = 34
34° (alternate angles are equal)	A1	CAO; 34° only is M0 A0
An appropriate reason linked to an angle	E1	(one reason only is sufficient for this mark)
Alternative method: *y = 180 – 146 (allied angles) and* *180 – 112 – 34 (angles on a straight line)*	*M1*	*Angles may be marked on the diagram* *FT 'their 34'*
34°	*A1*	*M0 for use of 180 – 112 = 68, 68 ÷ 2 = 34* *CAO; 34° only is M0 A0*
An appropriate reason linked to an angle	*E1*	*(one reason only is sufficient for this mark)* *Allow 'interior angles' or 'co-interior angles'*

14.(b)(ii)
Correct name and reason
	B1	FT 'their (i)'; answer **must** be consistent with their values from part (i) EXCEPT allow a restart with correct calculations to show equal base angles
		If (i) correct
		     'Isosceles' and equal base angles or two equal angles oe stated or shown; may be seen in (i) e.g. on the diagram
		If (i) incorrect
		     'Scalene' and no equal angles oe stated or shown; may be seen in (i) e.g. on the diagram
		Reason referencing sides only is not sufficient; condone poor spelling if intention is clear

	(6)	
15.(a) (245 – 230 =) 15	B1	
15.(b)(i) Joe indicated and valid explanation based on sample size e.g. 'A bigger sample should give more reliable results.'	E1	Allow for Joe indicated and 'It would give a bigger sample.' or 'It uses all the data.' or 'Joe's method uses both sets of data' or 'The higher the number you have the more likely you will get a more accurate result' or 'Meera's method would use a smaller sample.' or 'Meera would not be using all the data.' or 'Joe adds them together.' or 'Joe uses the total number (of plants).' Do not allow e.g. 'It is the average.' or 'It would be more accurate.' or 'It would be better' or 'It would be more reliable.' NB Meera indicated scores E0
15.(b)(ii) (60 + 70) $\times$ 40 $\div$ 2 oe 2600	M1 A1	130 $\times$ 20 If no marks award SC1 for (60 + 70) ÷ 2 oe
	(4)	

16. $100 \times 110 \times 80$	M1	May be in stages; $100 + 110 + 80$ is M0 m0 m0 but could possibly earn B1FT
$880\,000$ (cm³) si	A1	CAO
$(100 \times 110 \times 80) \div 1000$ si	m1	FT 'their evaluation of $100 \times 110 \times 80$'; can be implied by sight of e.g. 880 (litres)
$\div 20$ si	m1	FT 'their evaluation of $100 \times 110 \times 80$' NB $880\,000 \div 20\,000$ would earn m2; divisions can be done in either order
44 (minutes)	A1	FT 'their $880\,000$' $\div 20\,000$ provided all method marks awarded and not from wrong working
12 (:) 34	B1	FT 11:50 plus 'their derived 44 minutes' which must be seen, providing 'their 44 minutes' is more than 10 minutes; ignore 'am' or 'pm'
	(6)	
17. $\dfrac{5}{7} - \ldots = \dfrac{2}{21}$ si or for sight of $\dfrac{15}{21}$ or for $\dfrac{5}{7} - \dfrac{2}{21}$ or for $\dfrac{2}{21} - \dfrac{5}{7}$	B1	Allow for sight of e.g. $\left(\dfrac{15}{21} = \right)\dfrac{105}{147}$ and $\left(\dfrac{2}{21} = \right)\dfrac{14}{147}$
$\dfrac{13}{21}$ oe, ISW	B2	B1 for $\dfrac{15}{21} - \dfrac{2}{21}$ oe; this also implies the first B1
	(3)	
18.*(a) Valid error comment e.g. 'The vertical scale from 1 to 174 is missing.'	E1	Accept an indication on the graph e.g. the scale break circled or a comment such as 'it is not accurately drawn especially next to the 0'. Do not allow e.g. 'The points have been connected' or 'Part of the scale is missing' (without further comment e.g. part of the vertical scale would be ok) Ignore embellishments to a correct statement provided they are not contradictory
18.(b) Valid impact comment e.g. 'It looks like there is a peak time at 10 am (when there is not).' or 'It makes the difference (at 10am) look greater.'	E1	They may have included some information in (a) to support their answer here, take the two parts together for this part if necessary and not contradictory but must have attempted an answer for (b) Allow e.g. 'They might not look at the y axis to see how small the difference really is.' Do not allow e.g. 'People will think there are less cars, like 2 instead of 176'.
	(2)	

19.*(a) $\dfrac{7}{12}$	B1	Allow for any equivalent fraction e.g. $\dfrac{84}{144}$
19.(b) $\dfrac{300}{12} \times 2$ oe 50 (ml)	M1 A1	FT 'their 2 + 3 + 7' from part (a); allow recovery of 12 here even if a different denominator in (a) FT 600 ÷ (their 2 + 3 + 7)
	(3)	
20.*(a) 2	B1	
20.(b) $\pi \times 6^2 - \pi \times 5^2$ or $36\pi - 25\pi$ si 11π	M2 A1	For M2 or M1, π could be 3.14 or better or $\dfrac{22}{7}$ etc M1 for sight of $\pi \times 6^2$ or $\pi \times 5^2$ oe Mark final answer; not from wrong working; allow $\pi \times 11$ or $11 \times \pi$ but do not allow $\pi 11$ If no marks, award SC1 for an answer of 44π or $\pi \times 44$ or $44 \times \pi$ (from $\pi \times 12^2 - \pi \times 10^2$)
	4	
21.* (Total Force =) 54 (newtons) si (Total area = 3 × 6 =) 18 (cm²) si (Pressure =) 54 ÷ 18 3 (N/cm²)	B1 B2 M1 A1	 B1 for 3 × 2 × 3 or 6(cm²) si or for sight of 'their area of one foot' × 3 May be seen in stages e.g. 54 ÷ 3 ÷ 6 FT 'their 54' and 'their 18', providing at least 34 + 20 and 3 × 2 × 3 attempted NB 54 ÷ 6 ÷ 3 also implies B2 (Common answer 54 ÷ 6 = 9 earns B1 B1 M0 A0, 2 marks) FT
	(5)	

		Mark whichever method is to the candidate's advantage
22.*		
Attempts to find a common factor of at least two of 140, 56 and 280	S1	Allow slips if the intention is clear. e.g. May list some of the factors of e.g. both 140 and 56 or 280, or all list factors of all 3 values or calculations, using factors, such as $140 \div 14 = \dots$ **and** $56 \div 14 = \dots$ or $28 \times 5 = 140$ **and** $28 \times 2 = 56$ or $280 \div 56 = 5$ or $280 \div 140 = 2$ or attempt to find the prime factorisation of two of the numbers $140 = 2^2 \times 5 \times 7$, $56 = 2^3 \times 7$, $280 = 2^3 \times 5 \times 7$ or draw a Venn diagram with the prime factors of any two numbers correctly positioned
Finds at least one common factor, greater than 1, of all three numbers	M1	2, 4, 7, 14, 28; may be embedded in calculations e.g. $28 \times 5 = 140$, $28 \times 2 = 56$, $28 \times 10 = 280$
28 (bags)	A1	CAO
Uses a common factor that is greater than 4 to find the number of each item	M1	NB 7: 20, 8, 40 14: 10, 4, 20
5 (vouchers), 2 (pencils), 10 (sweets)	A1	CAO
Alternative method: *Forms the ratio 140 : 56 : 280 and attempts to simplify*	*S1*	*Values in ratio could be in any order.* *e.g. finds a simplified form with 2 values correct*
Finds a simplified form of 140 : 56 : 280	*M1*	*e.g. 70 : 28: 140*
(5 : 2 : 10 therefore) 5 (vouchers), 2 (pencils), 10 (sweets)	*A1*	*CAO*
Finds $140 \div 5$ or $56 \div 2$ or $280 \div 10$	*M1*	*FT 20: 8: 40 or 10: 4: 20 only; may be in stages*
28 (bags)	*A1*	*CAO*
	(5)	

23.* $y = k - 4x$ with $k \neq 12$	B1	Accept the equation of a different parallel line in any form e.g. $2y = -8x$
	(1)	
24. $x(3x - 4y)$	B1	Allow closing bracket to be omitted; do not ISW if they go on to 'simplify' further
	(1)	
25.(a) $11\sqrt{5}$	B1	Mark final answer
25.(b) 64	B2	Not from wrong working B1 for 4^3 or $4 \times 4 \times 4$ or $4^{10 + -7}$ oe, si NB e.g. $4^3 \times 4^3$ is B0
	(3)	
26.*(a)(i) Valid explanation e.g. 'There is no value for which $0 \times ....$ = 1' or '1 cannot be divided by 0' or 'Because if one of them is zero, the product would be zero not 1'.	E1	Allow e.g. '$x = \frac{1}{y}$, $y = \frac{1}{x}$ if x or y can be zero these have no value' Do not allow e.g. 'Because then the value could not be 1' without further explanation
26.(a)(ii) Correct graph: One branch in 1st quadrant, not touching either axis and correct shape One branch in 3rd quadrant, not touching either axis and correct shape	B2	For 2 marks, must be 2 distinct curves; allow some slight curving back at ends B1 for either branch correct If no marks, SC1 for both branches correct but joined e.g. with a straight line.
26.(a)(iii) inversely	B1	allow poor spelling; allow 'inverse' or 'not directly' or 'not in direct' or 'not direct' or 'not' or 'indirectly' Do not allow e.g. 'invertional' or 'inversamental'
26.(b) 5×0.1^2 oe, si	M1	Substitutes and rearranges; may be in stages; implied by e.g. $\frac{V}{0.1^2} = 5$, $\frac{V}{0.2} = 5$, $V = 5 \times 0.2$ (must be clear that '0.2' is what they think is 0.1^2)
0.05 oe	A1	Implies M1
	(6)	

27.			May use other letters or words throughout this part
$3s + 2p = 30$ and $2s + 4p = 40$		B1	Allow for e.g. $3s + 2p = £30$ and $2s + 4p = £40$ or 3stand + 2 prem = 30 and 2stand + 4prem = 40 etc; must be equations with + and = and consistent letters or words
Method to eliminate an unknown e.g. equal coefficients and subtraction or rearranges one equation and substitutes into the other		M1	FT 'their equations' provided one is correct and the other is linear in the same pair of unknowns Allow one error in one term but, if using equal coefficients, not in the equated coefficients
Finds one unknown		A1	CAO; $s = 5$ or $p = 7.5(0)$
Finds the other unknown		A1	FT 'their derived s' or 'their derived p' used in one of their equations If B0 M0 award SC3 for $s = 5$ and $p = 7.5(0)$ found using trials or inspection; must check that values found fit **all** the data If B1 M0 award SC3 for $s = 5$ and $p = 7.5(0)$ found using trials or inspection on correct equations; must check that values found fit **all** the data
(£)2.5(0)		B1	FT 'their derived p' – 'their derived s' provided at least one of the previous four marks awarded Allow –(£)2.5(0)
		(5)	