

8300

GCSE MATHEMATICS

Foundation and Higher tier – Questions by Topic – Mark Scheme

Number

Multiplying and dividing with place value

v1.0

Glossary for Mark Schemes

GCSE examinations are marked in such a way as to award positive achievement wherever possible. Thus, for GCSE Mathematics papers, marks are awarded under various categories.

If a student uses a method which is not explicitly covered by the mark scheme the same principles of marking should be applied. Credit should be given to any valid methods. Examiners should seek advice from their senior examiner if in any doubt

M	Method marks are awarded for a correct method which could lead to a correct answer.
A	Accuracy marks are awarded when following on from a correct method. It is not necessary to always see the method. This can be implied
B	Marks awarded independent of method.
ft	Follow through marks. Marks awarded for correct working following a mistake in an earlier step.
SC	Special case. Marks awarded within the scheme for a common misinterpretation which has some mathematical worth.
M dep	A method mark dependent on a previous method mark being awarded.
B dep	A mark that can only be awarded if a previous independent mark has been awarded.
oe	Or equivalent. Accept answers that are equivalent. e.g. accept 0.5 as well as $\frac{1}{2}$
[a, b]	Accept values between a and b inclusive.
3.14...	Allow answers which begin 3.14 e.g. 3.14, 3.142, 3.1416
Use of brackets	It is not necessary to see the bracketed work to award the marks.

Examiners should consistently apply the following principles

Diagrams

Diagrams that have working on them should be treated like normal responses. If a diagram has been written on but the correct response is within the answer space, the work within the answer space should be marked. Working on diagrams that contradicts work within the answer space is not to be considered as choice but as working, and is not, therefore, penalised.

Responses which appear to come from incorrect methods

Whenever there is doubt as to whether a student has used an incorrect method to obtain an answer, as a general principle, the benefit of doubt must be given to the student. In cases where there is no doubt that the answer has come from incorrect working then the student should be penalised.

Questions which ask students to show working

Instructions on marking will be given but usually marks are not awarded to students who show no working.

Questions which do not ask students to show working

As a general principle, a correct response is awarded full marks.

Misread or miscopy

Students often copy values from a question incorrectly. If the examiner thinks that the student has made a genuine misread, then only the accuracy marks (A or B marks), up to a maximum of 2 marks are penalised. The method marks can still be awarded.

Further work

Once the correct answer has been seen, further working may be ignored unless it goes on to contradict the correct answer.

Choice

When a choice of answers and/or methods is given, mark each attempt. If both methods are valid then M marks can be awarded but any incorrect answer or method would result in marks being lost.

Work not replaced

Erased or crossed out work that is still legible should be marked.

Work replaced

Erased or crossed out work that has been replaced is not awarded marks.

Premature approximation

Rounding off too early can lead to inaccuracy in the final answer. This should be penalised by 1 mark unless instructed otherwise.

Q1.

40.87

B1

[1]

Q2.

4095 + 63

or 4221 – 63

or $(4095 + 4221) \div 2$

or $8316 \div 2$

or Valid attempt to multiply 63 by 66 with no conceptual error

oe

from traditional method

their 378 + their 3780

or their 198 + their 3960

with at least one correct and placeholder of zero correct or implied from grid method

their 3600 + their 360 + their 180 + their 18 (at least three correct)

from Chinese / Napier's bones method at least three values correct from

1/8, 1/8, 3/6 and 3/6 and total calculated for each diagonal with at least one carrying figure placed correctly

4158

M1

A1

[2]

Q3.

61

B1

[1]

Q4.

(a) 31

B1

(b) 26.04

B1

(c) 2604 + 31

or

Valid attempt to multiply 31 by 85

from traditional method their 155 + their 2480 or their 85 + their 2550 at least one correct and placeholder of zero correct or implied

from grid method their 2400 + their 150 + their 80 + their 5 (at least three correct)

from Chinese / Napier's bones method at least three values correct from 2/4, 1/5, (0)/8 and (0)/5 and total calculated for each diagonal with at least one carrying figure placed correctly

2635

M1

A1

[4]

Q5.

(a) 2.56

B1

(b) 81.92

B1

[2]

Q6.

(a) 150.4

B1

(b) 2.35

B1

(c) $1504 + 23.5$

If long multiplication used ... must have one row correct and a zero on the tens row (and two zeros on the hundreds row)

M1

1527.5

A1

[4]

Q7.

(a) 30

B1

(b) 6420

B1

[2]

Q8.

(a) 560.88

B1

(b) 45 600

B1

(c) 56 088 – 456

M1

55 632

A1

Alternative method

Traditional method of long multiplication with correct use of 0s (allow one arithmetic error) and attempt to add or Grid method with correct use of 0s (allow one arithmetic error) and attempt to add or Gelosia method (allow one arithmetic error) and attempt to add

$$\begin{array}{r} 122 \\ \times 456 \\ \hline 732 \\ 6100 \\ 48800 \\ \hline 55632 \end{array} \quad \text{or} \quad \begin{array}{r} 456 \\ \times 122 \\ \hline 912 \\ 9120 \\ 45600 \\ \hline 55632 \end{array}$$

or

	100	20	2
400	40000	8000	800
50	5000	1000	100
6	600	120	12

↓

$$\begin{array}{r} 40000 \\ 8000 \\ 5000 \\ 1000 \\ 800 \\ 600 \\ 100 \\ 120 \\ + 12 \\ \hline 55632 \end{array}$$

or

	1	2	2	
	0	0	0	4
	4	8	8	
5	0	1	1	5
	5	0	0	
5	0	1	1	6
	6	2	2	
	6	3	2	

55 632

M1

A1

[4]

Q9.

(a) 93.42

any clear indication

B1

(b) 34.6

any clear indication

B1

[2]