

8300

GCSE MATHEMATICS

Foundation tier – Questions by Topic – Mark Scheme

Statistics

Interpreting bar charts

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.

(a) 12

B1

(b) 35

B1(c) Men's bar 16 **and** Women's bar 24

*B1 for correct height of either bar
or for any two bars that add up to 40
or for any two bars with a difference of 8
or for $2x + 8 = 40$ or $2x - 8 = 40$ (oe)*

B2(d) $(10 + 15 (= 25)) \times 5 (= 125)$ *25 not from incorrect working***M1**Their $125 - 30$ *19×5 is M2***M1**

95

A1**[7]****Q2.**

(a) Bar to 68 for Motorcycles in correct position

*Intended width should be 1 cm***B1**

(b) 62

B1

(c) 22

correct or ft their $3(b) - 40$ **B1ft**

(d) No or cannot tell **and** reason eg
average speed means a range of values
only an average, some go slower
the graph does not show the speed of each car

oe

*Need to mention average or a **clear, correct** reference to the
given graph (eg using 62 and 40 correctly)*

B1**[4]****Q3.**

(a) 10

*Allow in words***B1**

(b) 10 and 6 chosen

B1their $10 \times 1.20 (+)$ their $6 (\times 1)$ *(£)12 (+) (£)6 implies B1M1***M1**

18

*ft from B0M1 only**SC2 17.20 SC1 17.2***A1ft**

(c) $10 + 8 + 7 + 12 + 7 + 6$

Allow 1 misread

M1

50

(£)50 seen implies M1A1

A1

States that $100 = 2 \times 50$ or that 50 is half of 100 and yes

Strand (iii)

Dep on M1

Allow conclusion based on a value $\neq 50$ as long as 'approx. double' or 'about half' or 'No' and some working is stated

Q1dep

[7]

Q4.

Three from:

- Vertical axis label missing
- Horizontal axis label missing
- Width of third bar too wide
- Height of second bar incorrect

B2 two bullets satisfied

B1 one bullet satisfied

B3

Additional Guidance

Ignore irrelevant but non-contradictory statements

Check diagram for comments

First bullet

Number of students label is missing / y-axis label is missing

B1

We don't know what the 0 10 20 stand for

B1

No frequency (label) or No label on the side

B1

Second bullet

No label for where students prefer to revise

B1

x-axis label missing or No label at the bottom

B1

Third bullet

Bars not equal widths or Two bars are 5 wide and one bar is 7.5 wide

B1

Third bar wrong size, it's too wide/thick

B1

Third bar wrong or Third bar wrong size

B0

Third bar too big / double the width

B0

Bars are different sizes

B0

Fourth bullet

Second bar should be (one square) higher/taller

B1

Total should be 135 but chart is 133

B1

Second bar is 66 or Second bar should be 68

B1

Second bar is 63 but should be 68

B0

Data for Home is wrong

B0

Two marks may be scored in one sentence
eg Home bar too short and In Class too wide

B2

No vertical label and no horizontal label

B2

No label(s) / Hasn't labelled the chart

B1

Three valid mistakes with one or more invalid mistakes

B2

[3]

Q5.

Three different valid criticisms:

no key

Friday's drink bar is wrong/Friday should reach £70

Saturday's bars are the wrong way round/Thursday's and

Friday's bars are the wrong way round

oe

B1 for each

B3

[3]

Q6.

Fully correct

Gold	☐ ☐
Silver	☐ ☐ ☐ ☐
Bronze	☐ ☐ ☐

B2 for 2 rows correct including Bronze

B1 for 1 row correct

SC1 for pictogram with symbols in correct ratio

eg 4 squares on 1st row, 8 squares on 2nd row and 5 squares on 3rd row

B3

Additional Guidance

Accept any division for half a square eg a diagonal

[3]

Q7.

Valid criticism

*eg the scale on the vertical axis is incorrect
eg 2500 is missing*

B1

Additional Guidance

Middle bar should be taller / is too short

Students bar is wrong

Number of people hasn't been plotted correctly

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)

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

B1

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

B0

[1]

Q8.

Mode

B1

[1]

Q9.

(a) Manchester

B1

(b) Bristol and Plymouth

Either order

B1

(c) **Alternative method 1**

$7 + 4 + 8 + 5 + 4$ or 28

and

$6 + 5 + 4 + 6 + 1$ or 22

Allow one incorrect value

M1

their 28 – their 22

M1dep

6

A1

Alternative method 2

$7 - 6$ or 1 and $4 - 5$ or – 1 and

$8 - 4$ or 4 and $5 - 6$ or – 1 and

$4 - 1$ or 3

Allow one incorrect value

M1

their 1 + their (– 1) + their 4 +

their (– 1) + their 3

M1dep

6

A1

Alternative method 3

$13 + 9 + 12 + 11 + 5$ or 50

and

$7 + 4 + 8 + 5 + 4$ or 28

or

$6 + 5 + 4 + 6 + 1$ or 22

Allow one incorrect value

M1

their 28 – (their 50 – their 28)

or

(their 50 – their 22) – their 22

M1dep

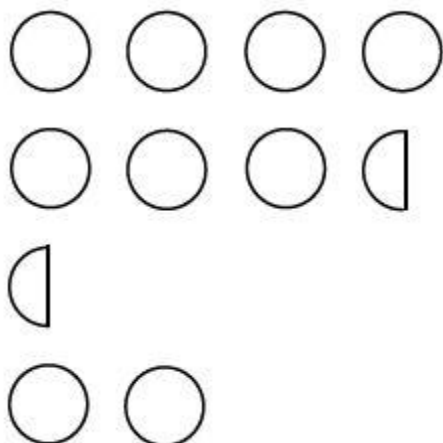
6

A1

[5]

Q10.

Fully correct with circles left aligned



B2 for 3 rows correct

B1 for 1 or 2 rows correct

SC1 for pictogram with symbols in correct ratio

eg 8 circles on 1st row, 7 circles on 2nd row, 1 circle on 3rd row and 4 circles on 4th row

B3

Additional Guidance

Accept D for half circle

[3]

Q11.

(a) 2005

Condone 05 but not 205

B1

(b) 2009

Condone 09 but not 209

B1

(c) 110 (billion) **chosen**

Ignore any attempt to use zeros for billion i.e. accept digits 110

B1

$\frac{9}{20} \times$ their 110 (billion)

oe eg their 110×0.45 or 5.5×9 or their $110 \div 2.2(\dots)$

Ignore any attempt to use zeros for billion

their 110 must be in the interval [88, 122] but not 100

M1

49.5

oe

Condone 49 500 000 000 or

49 500 000 000 000 for full marks ft their 110 in the interval

[88, 122] but not 100

Must have appropriate place value

SC2 Digits 495

A1 ft

[5]

Q12.

(Vertical scale) does not start at 0
 or incorrect height bars
 or vertical scale is incorrect
Any order

B1

Gaps (between bars not equal)
Any order

B1

No label(s) (on vertical scale) (frequency)
Any order

B1**[3]****Q13.**

(a) Germany, UK, France
*B1 for one correct: Germany first
 or UK second or France third
 B1 30, 28, 8*

B2

(b) 9

B1

(c) (Germany =) $30 + 10 + 6 + 32 (= 78)$
 or
 (UK =) $28 + 13 + 12 + 23 (= 76)$
 or
 (France =) $8 + 15 + 9 + 11 (= 43)$

*Method for one country seen or implied by correct answer
 Allow one error per country*

M1

(Germany =) $30 + 10 + 6 + 32 (= 78)$

and

(UK =) $28 + 13 + 12 + 23 (= 76)$ (and (France =) $8 + 15 + 9 + 11 (= 43)$)

*Method for at least Germany **and** UK seen or implied by correct answer*

Allow one error per country

M1

Germany = 78 **and** UK = 76 (and France = 43)
 and chooses Germany

A1**[6]****Q14.**

(a) Three bars with heights 6, 5, 1 in the correct positions, with the correct widths and with diagonal stripes
B1 for two bars of correct height

B2

(b) Frank *Accept any unambiguous indication eg F*

B1

(c) Hamza *Accept any unambiguous indication of Hamza, eg H*

B1**[4]**

Q15.

(a) 23

B1

(b) 30

B1

(c) $13 + 23 + 7 + 14 + 11$ or 68

5 values added. Allow 1 reading error

M1

$17 + 11 + 13 + 20$ or 61

4 values added. Allow 1 reading error

M1

Their 68 – their 61

Dep on one of previous M's plus evidence of attempt at the other total.

M1Dep

7

A1

Alternative

+4, -12, +6, +6

Differences seen

Allow one error in reading

M1

$4 - 12 + 6 + 6 = 4$

M1

$11 - 4$

M1

7

A1

[6]

Q16.

(a) 28

B1

(b) 4

B1 for 27 or 23

or attempt to count up on graph

eg line across 10A at 23

B2

(c) Monday

B1

(d) Both bars at correct height and width

B2 for one bar at correct height and width or

both correct heights but width incorrect or

both bars correct but reversed

B1 for $(43 - 3) \div 2$ or 20 or 23 seen

or 2 bars drawn with heights total 43

or 2 bars drawn with 10B 3 higher than 10A

B3

[7]

Q17.

No and $2 \times 60 \neq 80$ oe

B1 60 and 80 seen

or

or $60 \times 2 (= 120)$ or $80 \div 2 (= 40)$

No, as the bar sizes cannot be compared since the vertical axis is broken oe

or vertical scale is broken

or '20 more' oe

B2

[2]

Q18.

Any two of these criticisms

Letters are used instead of words

Gaps are different

Bar heights do not add up to 30

B1 for any one correct criticism

Ignore non-contradictory statements

B2

Additional Guidance

There's no key

B1

It's not clear what C stands for / what type of vehicle it is

B1

She's only used first letters

B1

Labels are wrong (insufficient – needs to specify which labels)

B0

The bars aren't evenly / equally spaced or are spread unevenly

B1

The Van bar is too far away from the Car bar

B1

The second gap is smaller

B1

The Van bar is out of place

B1 bod

The x-axis is not evenly spread / spaced

B1

The positioning of the bars is wrong

B1

The bars should be 1 cm apart

B0

Not distributed evenly

B0

There are only 28 vehicles

B1

$14 + 4 + 10 = 28$ (not 30)

B1

It doesn't / they don't add up to 30

B1

She is 2 vehicles short

B1

She hasn't drawn all 30 cars on the chart	B0
14 should be 16	B0
Number of vehicles should go up to 30 not 14	B0
Number of vehicles is wrong (doesn't mention 30 or 28 or 2)	B0
$14 + 4 + 10 = 26$ not 30 (error seen)	B0
Three criticisms, two correct and one non-contradictory	B2
Three criticisms, two correct and one incorrect	B1
Non-contradictory statements can be ignored e.g. The chart is too small and the vehicles don't add up to 30	B1
The title is incorrect	B0
The y-axis isn't tall enough	B0
She doesn't give a time-frame / She should record colours	B0
Both criticisms may be seen in one sentence e.g. The bars don't add up to 30 and are spread unevenly	B2
	[2]

Q19.

(a) 9	B1
(b) 10	B1
(c) 2	B1
(d) Alternative method 1 (Class 1 total =) $4 + 7 + 12 + 8$ or 31 <i>Allow one error or omission</i>	M1
(Class 2 total =) $6 + 5 + 9$ or 20 <i>Allow one error or omission</i>	M1
(Class 2 Grade C =) 11 <i>May be implied by correct height on graph.</i>	A1
Rectangle drawn to their correct height <i>ft their 11</i> <i>Height $\pm \frac{1}{2}$ small square</i> <i>Width ± 1 small square</i> <i>Condone if not shaded.</i>	B1ft

Alternative method 2

Attempt at all 3 differences

6 – 4, 5 – 7, 9 – 12

*(-)2, (+)2, (+)3, or (+)2, (-)2, (-)3**Allow one error.***M1**

their 3 + 8

M1

11

*May be implied by correct height on graph.***A1**

Rectangle drawn to their correct height

*ft their 11**Height $\pm \frac{1}{2}$ small square**Width ± 1 small square**Condoned if not shaded.***B1ft****[7]****Q20.****40****360** $\rightarrow 2$ or 1 student = 20°*Oe***Not** 20% = 1 student**M1** 2×9 or $360 \div 20$ or 18*Calculating number failing first time***M1**their $18 \div 40 \times 100$ or 45

or 40% = their 18 or 20% = 9

M1 $0.6 \times$ their 45Or $18 + 9$ **M1**

27

A1**[5]****Q21.**

(a) 10 (ice creams) and 7 (lollies) chosen

B1their $10 \times 1.2(0)$ or 12(.00)or their 10×120 or 1200**and**their $7 \times 0.8(0)$ or 5.6(0)or their 7×80 or 560*17.6 or 1760 or £17.60p implies B1 M1***M1**

17.60

*Strand (i)**ft correct answer with correct money notation for their 10 and their 7**SC2 16.40**SC1 16.4 or 12 or 5.60*

Q1ft

- (b) $10 + 7 + 15 + 18$ or 50
Allow 1 error

M1

80 – their 50 or 30
Bars that total 30 or 80 – their 50

M1dep

Bars for 14 ice creams and 16 lollies
SC1 Bars with two more lollies than ice creams with no M marks awarded

A1**[6]****Q22.**

- (a) Computer

B1

Agent in person
Either order

B1**Additional Guidance**

Agent (online)

B0

- (b) $20 + [15, 20]$ or $[35, 40]$
 or $20 + 20$

M1

40

A1

- (c) Two different valid comparisons

B1 for each valid comparison

eg

Higher percentage/proportion of 45 and over book on computer

Higher percentage/proportion of 45 and over book over the phone

Lower or similar percentage/proportion of 45 and over through an agent in person

Lower percentage/proportion of 45 through an agent online

SC1 for any 2 valid statements without comparing

eg More 45 and over in person than online and more 30 to 44 on computer than on phone

SC1 for 2 statements with no reference to percentage or proportion

eg More 45 and over book on computer and less 45 and over through an agent in person

B2**Additional Guidance**

Two different valid comparisons – not just reversed

List of readings

B0

More/less can be implied by statement

[6]**Q23.**

(a) $240 - 87.5(0)$ or $152.5(0)$

M1

152.50

A1

(b) **Alternative method 1**

$120 - 87.5(0)$ or $32.5(0)$

M1

No and $152.5(0) \neq 2 \times 32.5(0)$

oe

ft part (a)

A1ft

Alternative method 2

$152.5(0) \div 2 + 87.5(0)$ or 163.75

M1

No and 163.75 *oe*

ft part (a)

A1ft

[4]

Q24.

Any two from:

(Vertical scale) does not go up by the same amount each time, ie should be 12, 14 not 12, 13.

Cheese and ham heights have been swapped / are wrong

No gaps between the bars *oe*

Any order

B1 for one correct

B2

[2]

Q25.

(a) 2nd

B1

(b) $(4 + 2 + 4 + 8 + 8 + 7 + 9 + 5) \div 10$

or $(6 + 12 + 15 + 14) \div 10$

or $(25 + 22) \div 10$ or $2.5 + 2.2$

or $47 \div 10$

Condone the omission of brackets

Accept one error or omission in reading from diagram

M1

4.7

oe

A1

Additional Guidance

5 on answer line with 4.7 in working

M1A1

4 on answer line with 4.7 in working

M1A0

$(4 + 2 + 4 + 8 + 8 + 7 + 9) \div 10$ is one omission

$(4 + 2 + 4 + 8 + 8 + 7 + 9 + 6) \div 10$ is one error

$(6 + 12 + 15 + 13) \div 10$ assume one error

$(25 + 23) \div 10$ assume one error

$2.5 + 2.3$ assume one error

Do not accept further calculation after 4.7 seen	M1
$47 \div 10 = 4.7$	
$4.7 \times 4 = 18.8$	
Use of away goals only, treat as misread from the words in part (a)	M1A0
$(2 + 8 + 7 + 5) \div 10$ or 2.2 condone the omission of brackets	
5 on answer line without working	M1A0
	M0A0
$(6 + 12 + 15) \div 10$ assume two omissions	
	M0A0
(c) Alternative method 1	
$4 + 4 + 8 + 9$ and $2 + 8 + 7 + 5$ or 25 and 22	
<i>Accept one error in reading from diagram</i>	
3	M1
	A1
Alternative method 2	
$4 - 2$ or 2	
and $4 - 8$ or -4	
and $8 - 7$ or 1	
and $9 - 5$ or 4	
<i>Accept one error in reading from diagram</i>	
<i>Differences may be seen on the diagram</i>	
3	M1
	A1
Additional Guidance	
$25 - 22 = 3$	
	M1A1
$4 - 2 = 2$ and $4 - 8 = -4$ and $8 - 6 = 2$ and $9 - 5 = 4$ is one reading error	
	M1
$4 - 2 = 2$ and $4 - 8 = 4$ and $8 - 7 = 1$ and $9 - 5 = 4$	
	M1
$4 + 4 + 8 + 9$ and $2 + 7 + 7 + 5$ is one reading error	
	M1
$24 - 21 = 3$	
	A0
$1^{\text{st}} 2$ $2^{\text{nd}} 4$ $3^{\text{rd}} 1$ $4^{\text{th}} 4$ is one error in calculation without working	
	M0A0
$1^{\text{st}} 2$ $3^{\text{rd}} 1$ $4^{\text{th}} 4$ is one omission	
	M0A0
$24 - 21 = 3$ with no other working	
	M0A0
$4 + 4 + 8 + 8$ and $2 + 8 + 6 + 5$ is two reading errors	
	M0
$24 - 21 = 3$	
	A0
(d) No and valid reason	
eg Indicates that one or more home teams might have won a game or games by a lot of goals	

Additional Guidance	B1
In numerical examples relating to results, the total home goals must be more than the total away goals and there cannot be more home wins than away wins	
eg	
No, the scores could have been 2-0 6-0 0-3 0-2 2-2 3-3 3-3 4-4 4-4 1-1	B1
No, the scores could have been 2-0 6-0 0-3 0-2 and then all draws	B1
If scores are given, assume home team first	
Use of 'they' implies the home team in a statement relating to a team	
eg No, because they could score more just in one game	B1
No, the home team scored 0 in 9 matches and 25 in the final game	B1
No, the home team may have scored lots in one game	B1
No, multiple goals could be scored by a home team in one game	B1
No, the away team win a lot of games by one goal and lose by a lot of goals in one game	B1
Yes with or without an explanation	B0
No, the away team win a lot of games by one goal	B0
No, multiple goals could be scored in one game	B0
No, more goals scored at home but it doesn't mean that they won more	B0
No, we don't know how many goals were scored in each game	B0
No, the home team scored more goals in some games than others	B0

[6]

Q26.

(a) Computer	<i>Either order</i>	B1
In person	<i>Either order</i>	B1
(b) Value in range [18, 20]		M1
40		A1

- (c) Two different valid comparisons

B1 for each valid comparison

eg

Higher percentage/proportion of 50 and over book on computer

Higher percentage/proportion of 50 and over book over the phone

Lower or similar percentage/proportion of 50 and over in person

Lower percentage/proportion of 50 through an agent on line

SC1 for any 2 valid statements without comparing

eg more 50 and over in person than online

and more 30 to 50 on computer than on phone

SC1 for 2 statements with no reference to percentage or proportion

eg more 50 and over book on computer

and less 50 and over in person

B2

Additional Guidance

Two different valid comparisons – not just reversed

List of readings

B0

More/less can be implied by statement

[6]

Q27.

- (a) 3

allow answer in words

B1

- (b) **Alternative method 1**

$2 + 6 + 9$

or 17 (2008)

or

$5 + 8 + 3$

or 16 (2012)

oe

M1

17 and 16

A1

Alternative method 2

$2 - 5 + 6 - 8 + 9 - 3$

or $-3 - 2 + 6$

or

$5 - 2 + 8 - 6 + 3 - 9$

or $3 + 2 - 6$

oe eg 3 more gold, 2 more silver, 6 fewer bronze

M1

Indication that there was 1 more medal in 2008

oe indication there was 1 less in 2012

A1

Additional Guidance

17 must not be linked with 2012, 16 must not be linked with 2008

Ignore further work after correct answer seen

(c) Valid reason

eg 25 is not a multiple of 3

or

25 ÷ 3 is not a whole number

or

8 + 8 + 8 = 24 and 9 + 9 + 9 = 27

B1

Additional Guidance

Ignore incorrect or irrelevant statements alongside correct statements,
unless contradictory

3 is not a factor of 25

B1

(25 ÷ 3 =) 8.3(...)

B1

(25 ÷ 3 =) $8\frac{1}{3}$

B1

$3 \times 8 = 24$ and $3 \times 9 = 27$

B1

It would have to be 8, 8 and 9

B1

25 divided by 3 is a decimal

B1

25 can't be (fully) divided by 3 (condone)

B1

3 doesn't go into 25 (condone)

B1

25 doesn't fit evenly into 3 (condone)

B1

The three equal totals would not add up to 25

B1

None of the equal totals would add up to 25

B0

There are not 3 whole numbers that add to make 25

B0

25 is not a factor of 3

B0

The difference between the possible answers is 3

B0

[4]

Q28.

(a)
$$\frac{90 - 42}{100} \times 24\,000$$

 or

$$\frac{48}{100} \times 24\,000 \text{ or } 11\,520$$

 or

$$\frac{42}{100} \times 24\,000 \text{ or } 10\,080$$

 or

$$\frac{48 - 42}{100} \times 24\,000$$

 or
 6 and 48 and 42 seen
 oe

1440

SC1 1920 or answer with digits 144

M1

A1

Additional Guidance

Up to M1 may be awarded for correct work with no answer, or incorrect answer, even if this is seen amongst multiple attempts

Build-up to 48% or 42% must be correct or full method must be shown
 eg only $48\% \times 24\,000$ with no or incorrect evaluation

M0

- (b) Ticks Cannot tell
 and
 valid reason

eg ticks Cannot tell and We don't know the number sold (in 2019)

B1

Additional Guidance

Ignore calculations using percentages from the bar chart

Allow any unambiguous indication of Cannot tell with a valid reason

Ticks Cannot tell and They might have sold fewer drinks (in 2019)

B1

Ticks Cannot tell and It (only) gives percentages

B1

Ticks Cannot tell and It doesn't tell you how many coffees were sold

B1

Ticks Cannot tell and Don't have enough information

B1

Ticks Cannot tell and Both bars the same height

B0

Ticks Yes or ticks No

B0

[3]