

8300

## GCSE MATHEMATICS

Foundation tier – Questions by Topic – Mark Scheme

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Number

Integer place value

v1.0

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# 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

|                        |                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>M</b>               | Method marks are awarded for a correct method which could lead to a correct answer.                                                   |
| <b>A</b>               | 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>B</b>               | Marks awarded independent of method.                                                                                                  |
| <b>ft</b>              | Follow through marks. Marks awarded for correct working following a mistake in an earlier step.                                       |
| <b>SC</b>              | Special case. Marks awarded within the scheme for a common misinterpretation which has some mathematical worth.                       |
| <b>M dep</b>           | A method mark dependent on a previous method mark being awarded.                                                                      |
| <b>B dep</b>           | A mark that can only be awarded if a previous independent mark has been awarded.                                                      |
| <b>oe</b>              | Or equivalent. Accept answers that are equivalent.<br>e.g. accept 0.5 as well as $\frac{1}{2}$                                        |
| <b>[a, b]</b>          | Accept values between a and b inclusive.                                                                                              |
| <b>3.14...</b>         | Allow answers which begin 3.14 e.g. 3.14, 3.142, 3.1416                                                                               |
| <b>Use of brackets</b> | 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.**

6.92

*first answer*

**B1**

7.18

*second answer*

**B1**

**[2]**

**Q2.**

(a) 4820

**B1**

(b) 7000 or seven thousand

*Accept thousand(s) and 1000 in figures  
Do not accept thousandth(s)*

**B1**

(c) 8300

*Accept in words*

**B1**

**[3]**

**Q3.**

(a) 4019

**B1**

(b) 700

or (7) hundred(s)

*Do not accept hundredths*

**B1**

**[2]**

**Q4.**

700 or (seven) hundred(s)

*accept 100(s)  
ignore spelling, mark intention*

**B1**

**[1]**

**Q5.**

(a) 16 300

**B1**

(b) 500

*Hundred(s)*

**B1**

(c) 3120

**B1**

**[3]**

**Q6.**

50 000

**B1**

**[1]**

**Q7.**

- (a) 1200
- (b) 120 000
- (c)  $10^6$

**B1**

**B1**

**B1**

**[3]**

**Q8.**

- (a) 30 016  
*condone 30,016 or 30'016*

**B1**

- (b) zero point four three  
or  
nought point four three  
or  
point four three  
or  
forty three hundredths

**B1**

- (c) (nine) hundred(s) or 900 or 100(s)

**B1**

**[3]**

**Q9.**

- (a) One thousand(,) six hundred (and) seven  
*All in words*

**B1**

- (b) 50 or ten(s)  
*Accept in words or figures*

**B1**

- (c) 18 000  
*Accept in words*

**B1**

**[3]**

**Q10.**

- (a) 5000 or five thousand  
or (5) thousand or five thousands  
or (5) thousands

**B1**

- (b) 5300

**B1**

- (c) 8543

**B1**

- (d) 3485

**B1**

**[4]**

**Q11.**

(a) Four thousand seven hundred and sixty three

**B1**

(b) 3467

**B1**

(c) 7634

*B1 for 7643 or any even number using all 4 cards*

**B2**

(d) 5000

*Accept five thousand*

**B1**

**[5]**

**Q12.**

(a) Six thousand two hundred (and) seventeen

*Condone spelling mistakes if intention clear*

**B1**

(b) 6220

**B1**

(c) 1267

**B1**

(d) 2761

**B1**

**[4]**