

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**GCSE**  
**J567/01**  
**MATHEMATICS B**  
**Paper 1 (Foundation Tier)**

**WEDNESDAY 6 NOVEMBER 2013: Morning**

**DURATION: 1 hour 30 minutes**  
**plus your additional time allowance**

**MODIFIED ENLARGED**

<b>Candidate forename</b>							<b>Candidate surname</b>					
<b>Centre number</b>	<input type="text"/>	<b>Candidate number</b>	<input type="text"/>									

**Candidates answer on the Question Paper.**

**OCR SUPPLIED MATERIALS:**

**None**

**OTHER MATERIALS REQUIRED:**

**Geometrical instruments**  
**Tracing paper (optional)**

**WARNING**

**NO CALCULATOR CAN BE USED FOR THIS PAPER**

**READ INSTRUCTIONS OVERLEAF**

## **INSTRUCTIONS TO CANDIDATES**

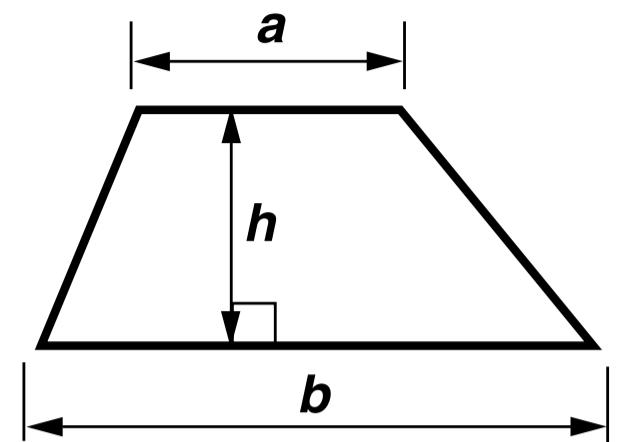
- Write your name, centre number and candidate number in the boxes on the first page. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **ALL** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Your answers should be supported with appropriate working. Marks may be given for a correct method even if the answer is incorrect.
- Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).

## **INFORMATION FOR CANDIDATES**

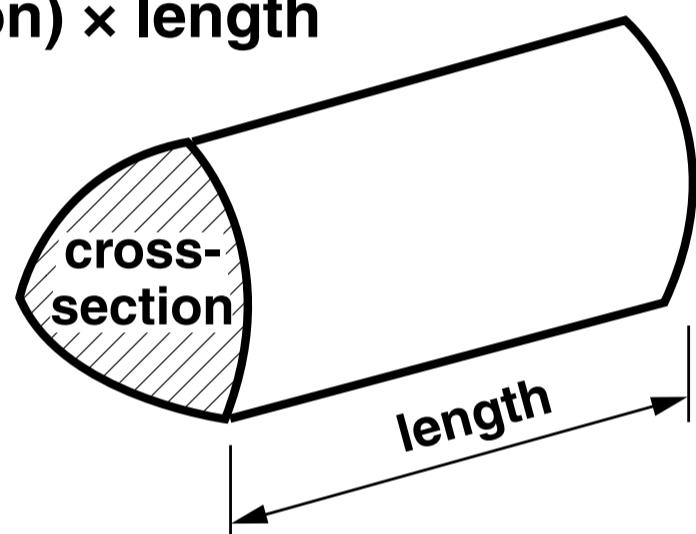
- The number of marks is given in brackets [ ] at the end of each question or part question.
- Your quality of written communication is assessed in questions marked with an asterisk (\*).
- The total number of marks for this paper is **100**.

# FORMULAE SHEET: FOUNDATION TIER

$$\text{Area of trapezium} = \frac{1}{2} (a + b)h$$

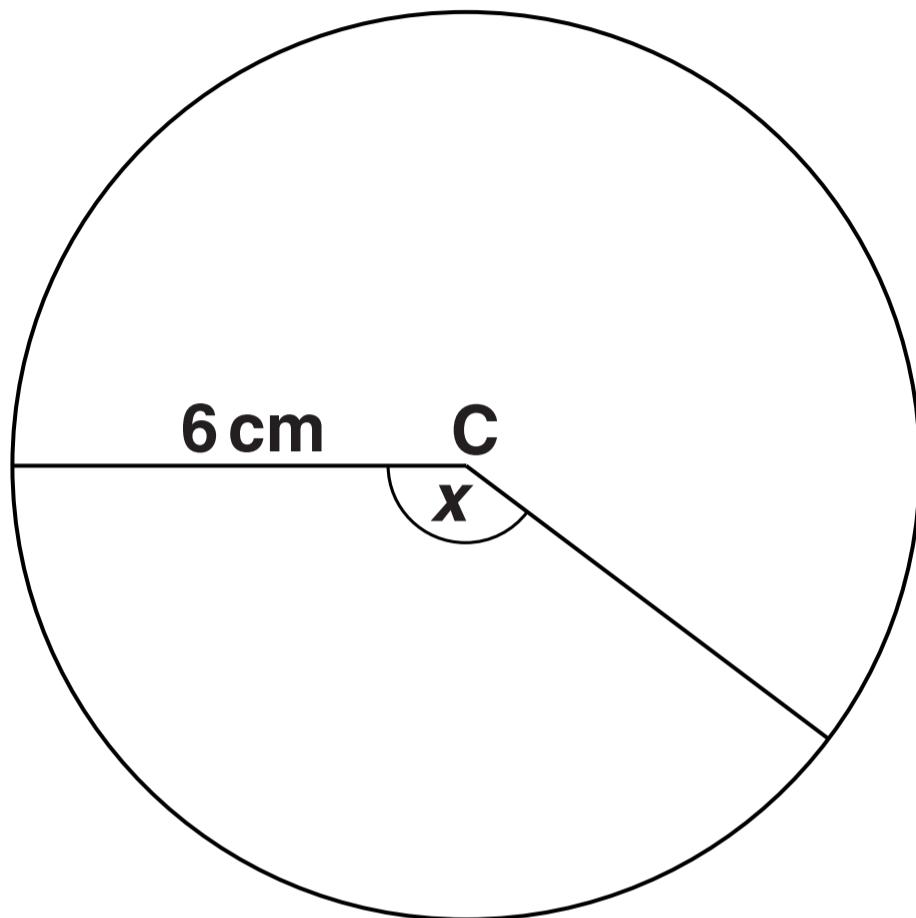


$$\text{Volume of prism} = (\text{area of cross-section}) \times \text{length}$$



**Answer ALL the questions.**

**1 Here is a circle.**



- (a) Complete the sentences below using words from this list. [3]**

**perimeter**

**radius**

**circumference**

**centre**

**diameter**

The \_\_\_\_\_ of the

circle is at C.

The circle has a \_\_\_\_\_

of 6 cm.

The \_\_\_\_\_ of the

circle is 12 cm.

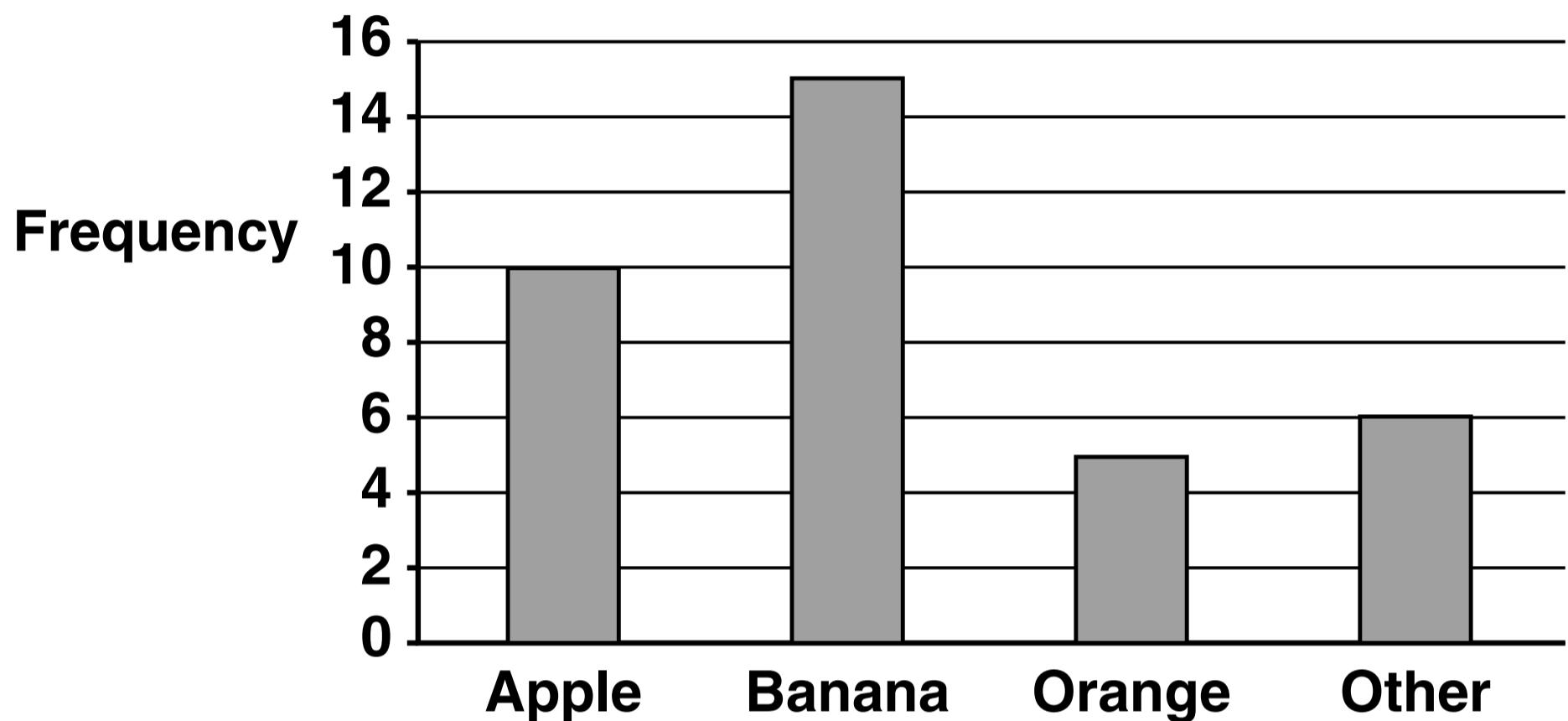
- (b) Measure and write down angle x.**

**(b) \_\_\_\_\_ ° [1]**

- 2 Teifi asks some pupils in her school the following question.

## What is your favourite fruit?

She records her results in this bar chart.



- (a) (i) How many pupils replied orange?

(a)(i) \_\_\_\_\_ [1]

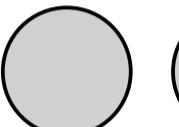
- (ii) Which is the most popular fruit of the pupils?

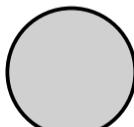
(ii) \_\_\_\_\_ [1]

**(iii) How many pupils did Teifi ask altogether?**

**(iii) \_\_\_\_\_ [2]**

**(b) Teifi also begins to record her results in a pictogram.**

<b>Apple</b>	 
<b>Banana</b>	
<b>Orange</b>	
<b>Other</b>	

<b>Key</b>	 represents _____ pupils
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**(i) Complete the key for the pictogram. [1]**

**(ii) Complete the pictogram. [2]**

**3 (a) Work out.**

(i)  $3 + 4 \times 6$

(a)(i) \_\_\_\_\_ [1]

(ii)  $30 - 5 \times (3 + 1)$

(ii) \_\_\_\_\_ [2]

**(b) Put brackets into these sums so that the answer is correct.**

(i)  $15 - 6 - 4 = 13$

[1]

(ii)  $2 + 2 \times 3 + 8 = 24$

[1]

#### 4 Solve.

(a)  $x - 10 = 57$

(a)  $x = \underline{\hspace{2cm}}$  [1]

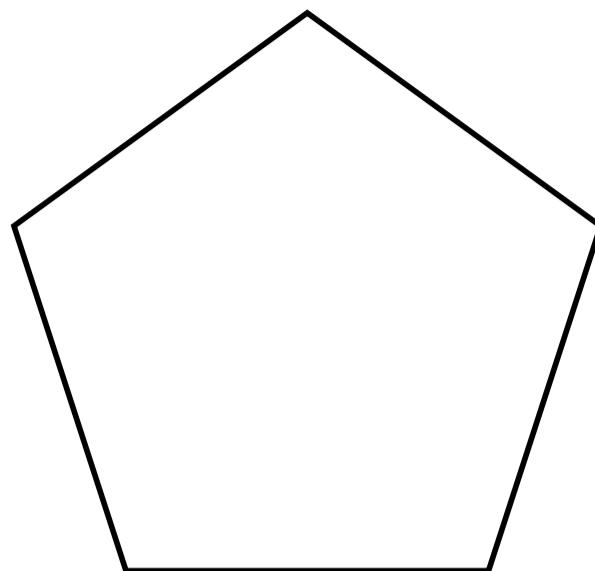
(b)  $\frac{x}{2} = 13$

(b)  $x = \underline{\hspace{2cm}}$  [1]

(c)  $5x + 4 = 34$

(c)  $x = \underline{\hspace{2cm}}$  [2]

**5 Here is a regular polygon.**



**(a) What is the mathematical name of this polygon?**

**(a)** \_\_\_\_\_ [1]

**(b) How many lines of symmetry does this polygon have?**

**(b)** \_\_\_\_\_ [1]

**(c) What is the order of rotation symmetry of this polygon?**

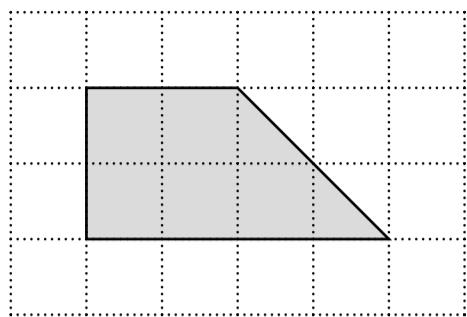
**(c)** \_\_\_\_\_ [1]

**(d) In this polygon each side has length  $x$  cm.**

**Write down an algebraic expression, in cm, for the perimeter of this polygon.**

**(d)** \_\_\_\_\_ [1]

**6 This quadrilateral is drawn on a centimetre square grid.**



**(a) (i) What is the mathematical name of the quadrilateral?  
Choose from the words in the box.**

**kite**

**trapezium**

**parallelogram**

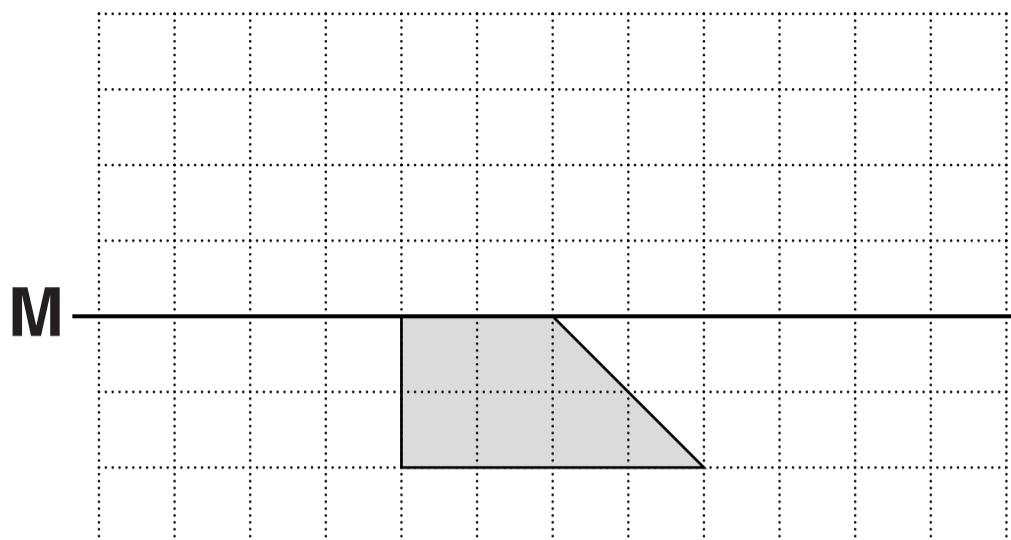
**rhombus**

**(a)(i) \_\_\_\_\_ [1]**

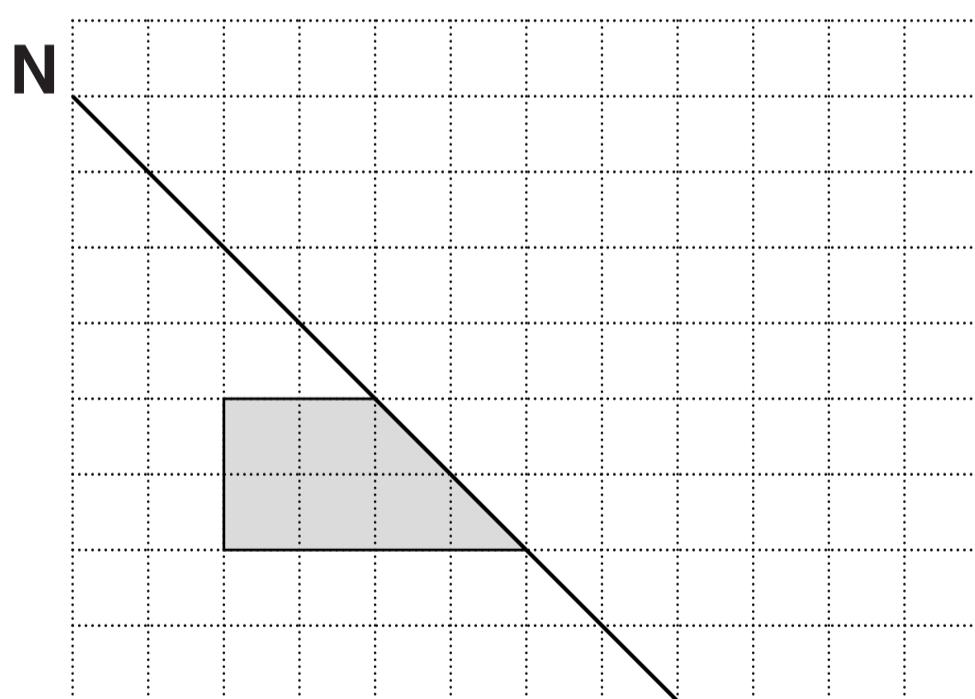
**(ii) Work out the area of the quadrilateral.**

**(ii) \_\_\_\_\_ cm<sup>2</sup> [1]**

- (b) In the diagram below, reflect the quadrilateral in the line M. [1]**



- (c) In the diagram below, reflect the quadrilateral in the line N. [1]**



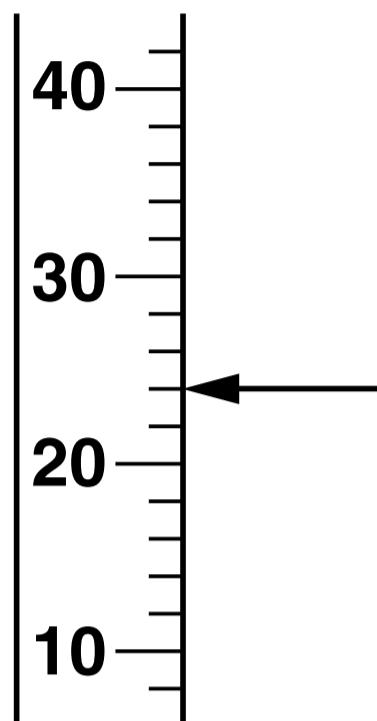
**7 Complete this table of equivalent fractions, decimals and percentages by filling in the 6 missing items. [4]**

Fraction	Decimal	Percentage
$\underline{\quad}$	= 0.37	= 37%
$\frac{1}{5}$	= 0.2	= $\underline{\quad}$
$\frac{1}{4}$	= $\underline{\quad}$	= $\underline{\quad}$
$\underline{\quad}$	= $\underline{\quad}$	= 7%

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- 8 (a) (i) The diagram below is part of a thermometer marked in °C.

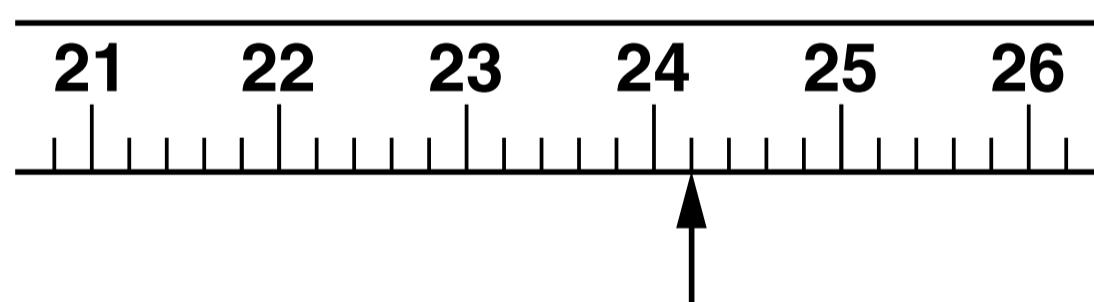
What temperature does the arrow point to?



(a)(i) \_\_\_\_\_ °C [1]

- (ii) The diagram below is part of a measuring tape marked in centimetres.

What measurement does the arrow point to?



(ii) \_\_\_\_\_ cm [1]

**(b) Vernon needs  $2\frac{1}{2}$  litres of water to make some tomato fertiliser.**

**His measuring jug holds 500 ml of water when full.**

**How many full jugs of water will he need?**

**(b)** \_\_\_\_\_ [2]

**9 (a) Write down ALL the multiples of 2 that are bigger than 30 and smaller than 40.**

**(a)** \_\_\_\_\_ [1]

**(b) Write down the multiple of 7 that is bigger than 30 and smaller than 40.**

**(b)** \_\_\_\_\_ [1]

**(c) Write down ALL the prime numbers that are bigger than 30 and smaller than 40.**

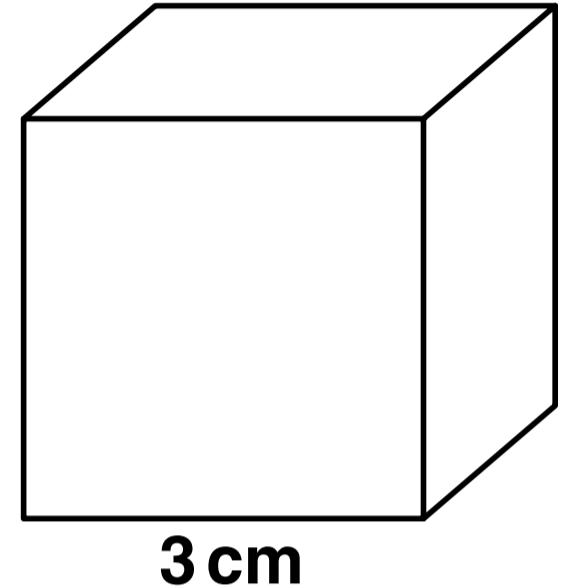
**(c)** \_\_\_\_\_ [2]

**10 (a) Work out  $6^2$ .**

(a) \_\_\_\_\_ [1]

**(b) In this cube each side has length 3 cm.**

**What is the volume of the cube?**



(b) \_\_\_\_\_  $\text{cm}^3$  [2]

**11 (a) Simplify fully.**

**(i)**  $p + 7p - 5p$

**(a)(i)** \_\_\_\_\_ [1]

**(ii)**  $3x + 4y - 4 + 5x - y$

**(ii)** \_\_\_\_\_ [2]

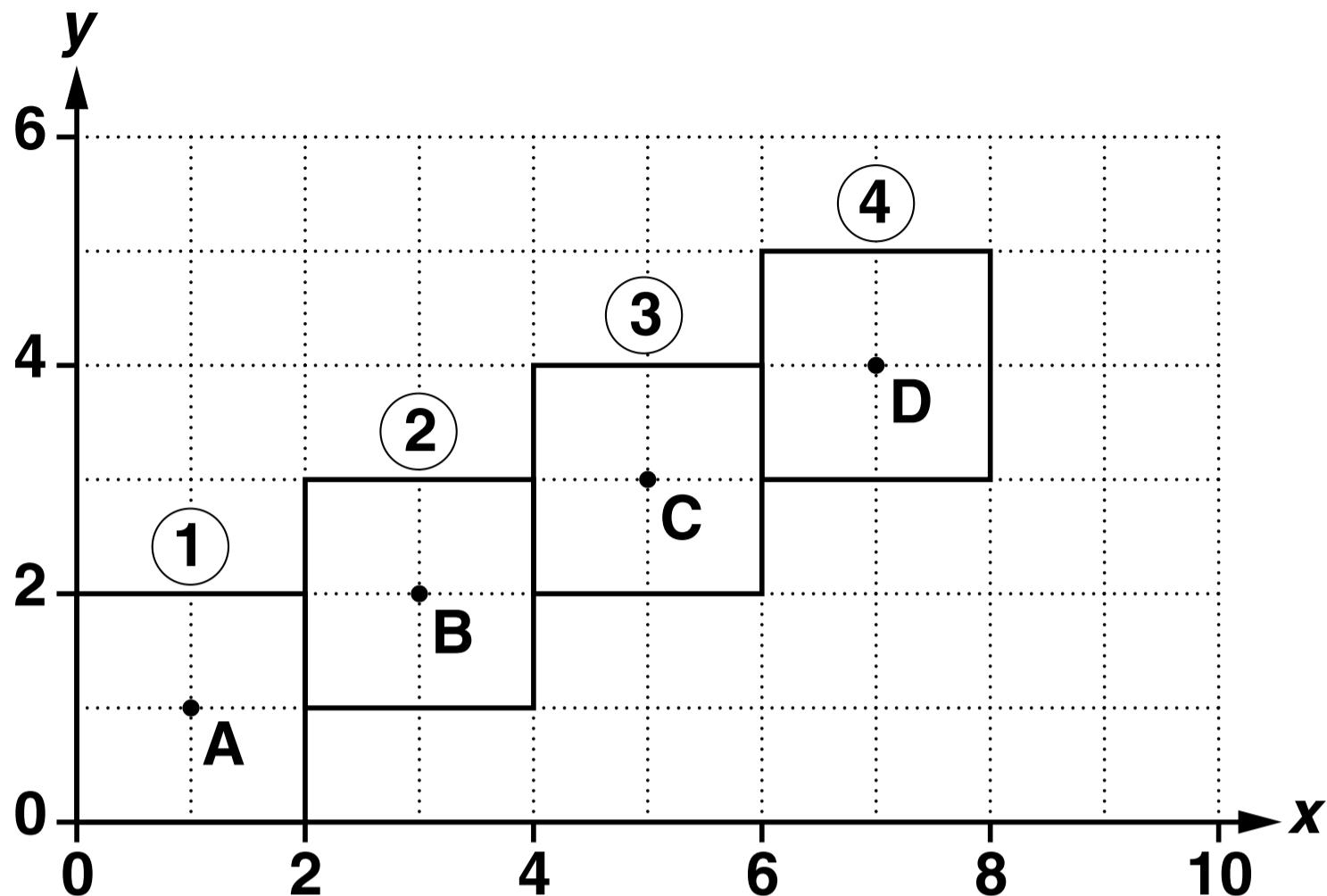
**(b) Use the formula  $B = \frac{n}{5}$  to find  $B$  when  $n = 45$ .**

**(b)** \_\_\_\_\_ [1]

**(c) Use the formula  $K = 2g - 3h$  to find  $K$  when  $g = 7$  and  $h = 4$ .**

**(c)** \_\_\_\_\_ [2]

## 12 This is the start of a pattern of squares.



- (a) This table shows the coordinates of the centres of the first four squares.

Complete the table. [2]

Point A, the centre of Square ①	( <u>  1  </u> , <u>  1  </u> )
Point B, the centre of Square ②	( <u>      </u> , <u>      </u> )
Point C, the centre of Square ③	( <u>      </u> , <u>      </u> )
Point D, the centre of Square ④	( <u>      </u> , <u>      </u> )

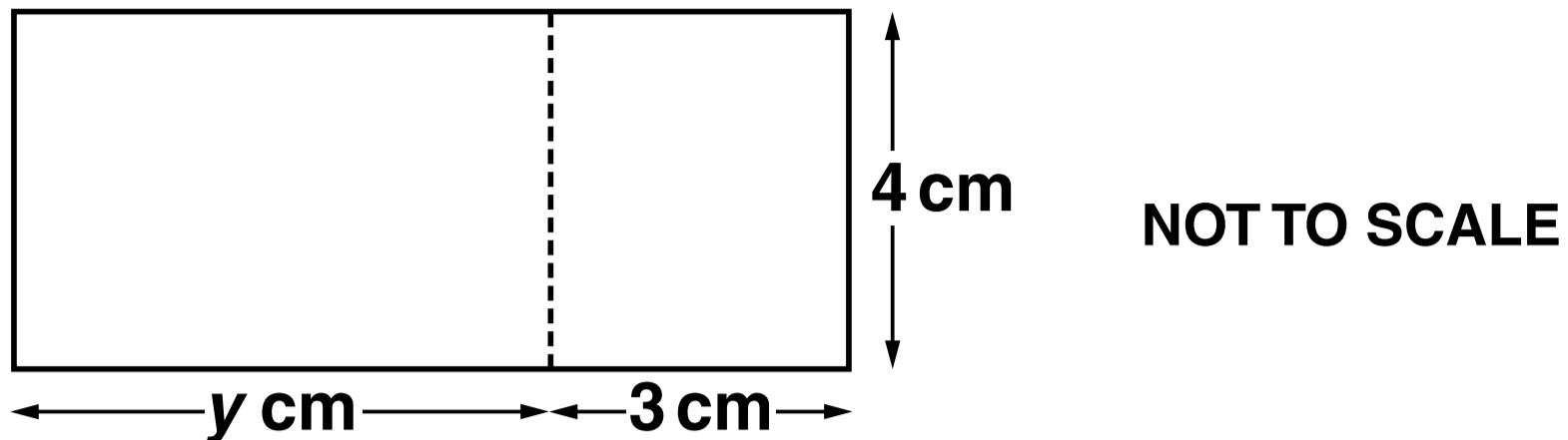
**(b) The pattern of squares is continued.**

**Write down the coordinates of the centre of Square 20.**

**Show any working that you do.**

**(b) ( \_\_\_\_\_ , \_\_\_\_\_ ) [4]**

**13** The total area of this rectangle is  $42 \text{ cm}^2$ .



**Work out length  $y$ .**

[3]

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**14 (a) Work out.**

**(i) 10% of 270**

**(a)(i)** \_\_\_\_\_ [1]

**(ii) 5% of 270**

**(ii)** \_\_\_\_\_ [1]

- (b) Fran earns £1700 in a month.  
She does not pay any tax on the first £500 that she  
earns.  
She pays tax at a rate of 20% on the rest.**

**Work out how much tax Fran pays in this month.**

**(b) £ \_\_\_\_\_ [3]**

**15** A Science test was completed by 21 students. Their teacher recorded their results in this table.

<b>Mark</b>	<b>Frequency</b>
4	1
5	1
6	4
7	2
8	5
9	6
10	2

**(a) What is the mode of the marks?**

**(a)** \_\_\_\_\_ [1]

**(b) Work out the range of the marks.**

**(b)** \_\_\_\_\_ [1]

**(c) Work out the median of the marks.**

**(c) \_\_\_\_\_ [2]**

**16 Jamie is doing a survey on how people travel to work during the week.**

**(a) Here is one of his questions.**

**Which form of transport do you use to travel to work?  
Tick one box only.**

**Car**

**Bus**

**Train**

**Walk**

**This is not a good question and set of response boxes.**

**Explain why.**

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**[1]**

**(b) Here is another of his questions.**

**How long, in minutes, does it take you to travel to work?  
Tick one box only.**

<b>0 to 10</b>	<b>10 to 20</b>	<b>20 to 30</b>	<b>30 to 50</b>

**Give two reasons why some people may find it difficult to decide which box to tick.**

**1** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**[2]**

**(c) Jamie does his survey at the train station on a Tuesday morning.  
Explain why this is not sensible.**

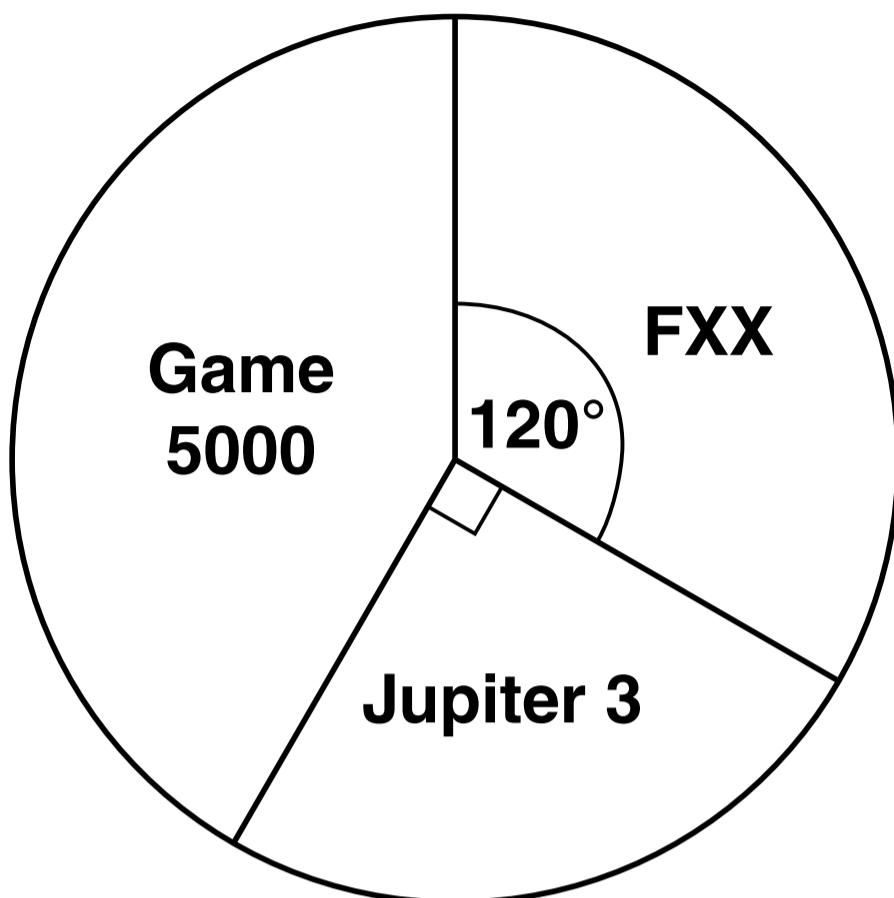
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**[1]**

- 17 This pie chart shows the number of games consoles owned by some students.



There are nine Jupiter 3 consoles.

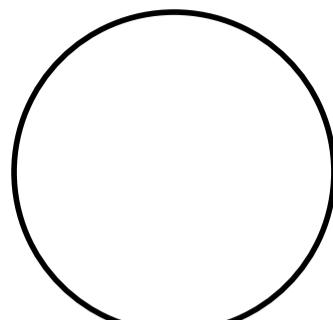
How many Game 5000 consoles are there?

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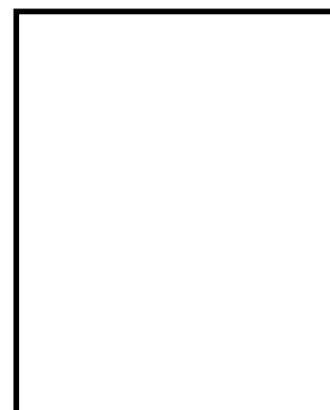
[3]

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**18 (a) This is the plan and side elevation of a solid.**



**Plan**



**Side Elevation**

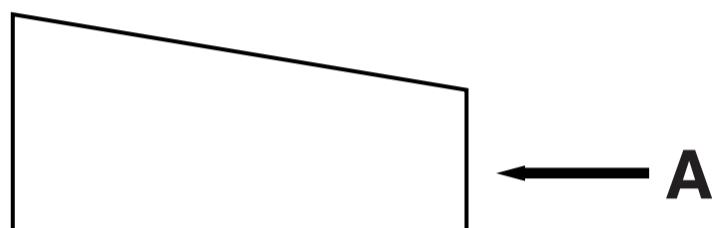
**What is the mathematical name of this solid?**

**(a)** \_\_\_\_\_ [1]

**(b) This is the plan and side elevation of a different solid.  
They are drawn full size.**

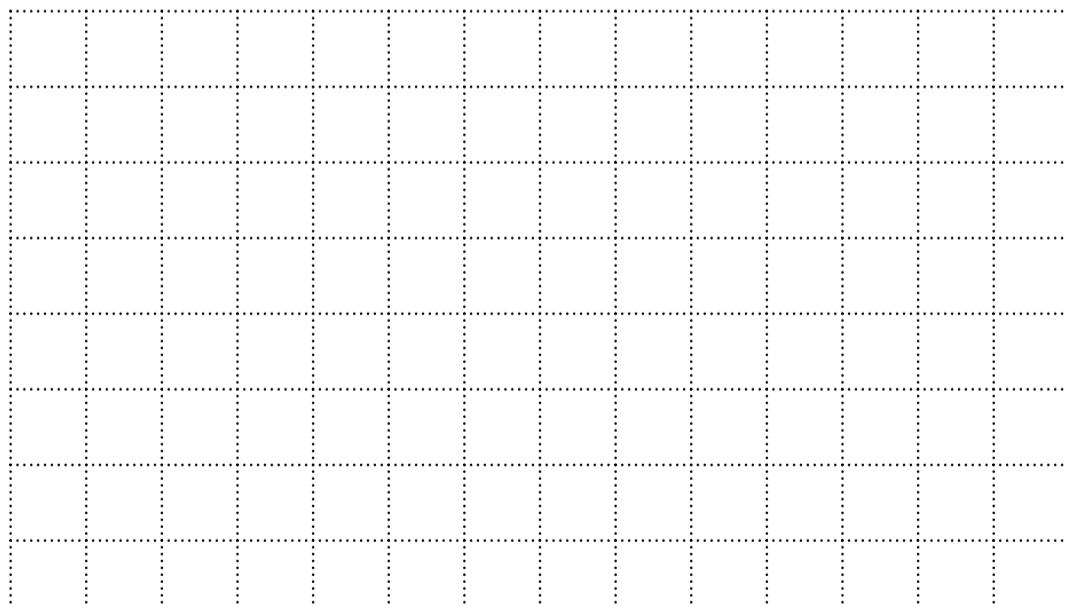


**Plan**



**Side Elevation**

**Draw accurately the front elevation of this solid,  
from direction A, on the square paper below. [3]**



**19 (a) Written as the product of its prime factors,  
 $108 = 2^2 \times 3^3$ .**

**(i) Write 96 as the product of its prime factors.**

**(a)(i) \_\_\_\_\_ [2]**

**(ii) Find the highest common factor of 96 and 108.**

**(ii) \_\_\_\_\_ [2]**

**(b) Work out.**

$$1\frac{3}{4} + 3\frac{5}{12}$$

**Give your answer as a mixed number in its simplest form.**

**(b)** \_\_\_\_\_ [3]

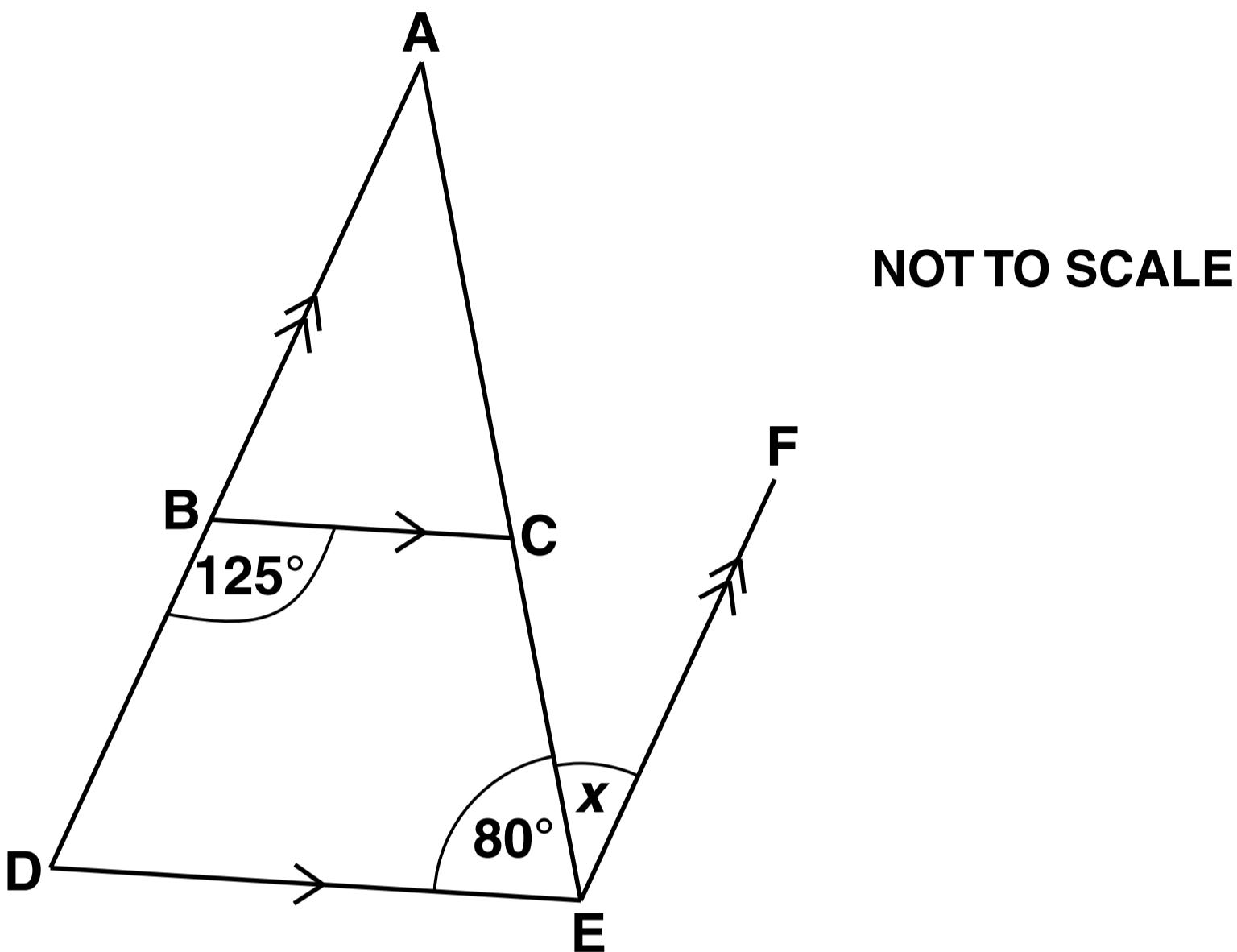
- 20 Felix wants to work out how much it costs him to use his tumble dryer.**  
**The tumble dryer uses 1.9 units of electricity to dry one load of washing.**  
**Felix dries four loads of washing each week.**  
**He pays 12.8p for every unit of electricity he uses.**

**Work out the weekly cost, in pence, of using the tumble dryer.**

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**p [4]**

**21\*** In the diagram below  $\triangle ADE$  is a triangle.  
 $BC$  is parallel to  $DE$  and  $DBA$  is parallel to  $EF$ .



**Work out angle  $x$ .**  
**Give a reason for each step of your working. [5]**

- 22** Wanda asked a random sample of 120 students from a college what they were planning to do when they left college.  
The following table shows the results of Wanda's survey.

University	Apprenticeship	Job
74	16	30

- (a)** One of these students is selected at random.

What is the probability that the student is planning to go to university?

**(a)** \_\_\_\_\_ [1]

- (b)** There are 2400 students at the college.

Estimate the number of these students who plan to get a job.

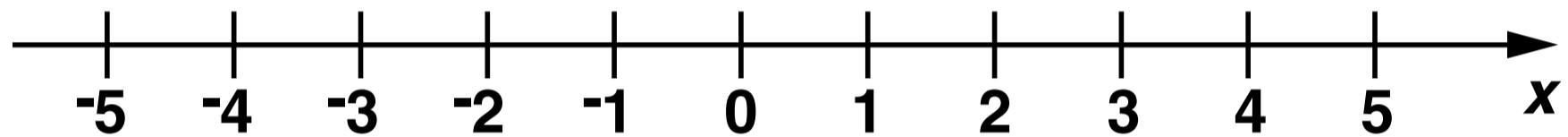
**(b)** \_\_\_\_\_ [2]

**23 (a) Solve this inequality.**

$$3x - 4 \leq 8$$

**(a)** \_\_\_\_\_ [2]

**(b) Represent your solution on the number line below.**  
[1]



**END OF QUESTION PAPER**

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