

"BETWEEN PAPERS" PRACTICE

SET 1 OF 1 - F&H (MOST QUESTIONS!)

SUMMER 2018 EXAMINERS REPORT & MARKSCHEME

NOT A "BEST" GUESS PAPER.

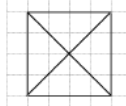
NEITHER IS IT A "PREDICTION" ... ONLY THE EXAMINERS KNOW WHAT IS GOING TO COME UP! FACT!
YOU ALSO NEED TO REMEMBER THAT JUST BECAUSE A TOPIC CAME UP ON **PAPER 1 OR PAPER 2** IT MAY
STILL COME UP ON PAPER 3 ...

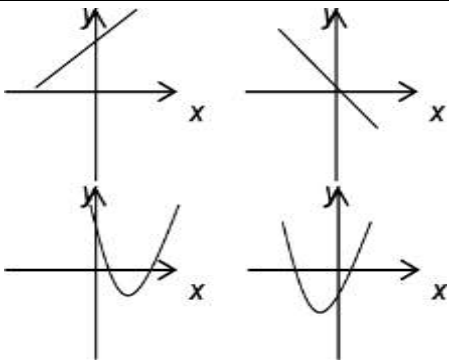
WE KNOW HOW IMPORTANT IT IS TO PRACTICE, PRACTICE, PRACTICE SO WE'VE COLLATED A LOAD OF
QUESTIONS THAT WEREN'T EXAMINED IN THE OCR 9-1 GCSE MATHS **PAPER 1 OR PAPER 2** BUT WE
CANNOT GUARANTEE HOW A TOPIC WILL BE EXAMINED IN THE NEXT PAPERS ...

ENJOY!
MEL & SEAGER

Mark scheme

Question			Answer/Indicative content	Marks	Part marks and guidance	
1		i	341.54	1		
		ii	300	1		
			Total	2		
2			3, 12 and 12	6	B1 for 3 AND B5 for 12 and 12 OR M2 for $x = 150$ Or M1 for $x + x + 60 = 360$ AND M2 for $360 \div (180 - \text{their } x)$ oe dependent on previous M1 Or M1 for $360 \div n$ ($0 < n < 180$) or for $180 - \text{their } x$	
			Total	6		
3			* Shows $x = 135$ with 4A a complete method, with reasons given to support. Easy to follow 3A Shows $x = 135$ with some method that is easy to follow that is not incorrect or insufficient reasons Or 3B Shows a complete correct method, with some reason(s), with one small slip Or 3C Seeing a full method that the sum of the angles in an octagon is 1080 (eg a diagram dividing an octagon into 6 triangles and seeing $6 \times 180 = 1080$) 1A Shows one of the following soi - Angle [in a] square [is] 90 (may be on the diagram) [Angles in a] point/circle/[whole] turn [is] 360 - Exterior angles [of a polygon sum] is 360 [Sum of angles on a straight] line [is] 180 [Sum of angles in a] triangle is 180 No relevant method	4 3-2 1 0	For the lower mark: 2A Shows $x = 135$ with no method or method that is difficult to follow, but not necessarily incorrect Or 2B Shows a complete correct method Or 2C Shows two of the following soi - Angle [in a] square [is] 90 (may be on the diagram) [Angles in a] point/circle/[whole] turn [is] 360 - Exterior angles [of a polygon sum] is 360 [Sum of angles on a straight] line [is] 180 [Sum of angles in a] triangle is 180 Or 2D Shows an exterior angle is 45 (360×8) Or 2E 1080 seen Examiner's Comments To earn full marks on this QWC question a complete method was needed with appropriate reasons given to support their method. A few candidates found good solutions that satisfied this standard. Others endeavoured to write out a clear method, but their solutions lacked the detail required and, consequently, they were unable to gain full marks. Many solutions lacked coherence and were difficult to follow, but these often gained some marks for odd pieces of their method or some reasons given. A common error was to assume that the sum of the angles in an octagon were 360° and then to divide by eight giving an answer of 45°. There were a significant number of candidates who not get started on this question and offered no response.	
			Total	4		
4			2.8(0...)	3	B1 for $\tan \theta = \frac{\text{opp}}{\text{adj}}$ M1 for $4 \times \tan 35$	

			Total	3		
5		i	1	1		
		ii	$\frac{\sqrt{3}}{2}$	1		
			Total	2		
6			plan  Front Elevation 	2	B1 for correct plan with one error such as wrong scale or one dimension incorrect or no diagonals B1 for correct elevation with one error such as wrong scale, one dimension incorrect, one point incorrect, missing base to triangle or all correct with extras If reversed then SC2 for both correct or SC1 for one correct and the other with one error <u>Examiner's Comments</u> This question was answered well and it was pleasing to see most candidates had the use of the necessary equipment. The most common loss of marks was from having the diagonals missing from the square (on the plan) or no baseline for the triangle (on the elevation). Nearly all candidates knew the difference between a plan and an elevation and there were only a few extra lines in either diagram	allow centre point not at centre allow centre point not at centre in both condone freehand attempt at straight line, otherwise deduct 1 mark in (b) if lines are excessively wavy
			Total	4		
7			E	1		accept equations in the place of letters
			A F	1	in either order	
			A E	1	in either order	
					<u>Examiner's Comments</u>	
					Most candidates did not gain full marks here and one confusion was over which number indicated the gradient; those who decided it was the last number gave B as the steepest, A and E as parallel and A and F meeting on the y-axis. Others thought that B and D were parallel, probably because they have the same number as coefficient of x without taking regard of the sign.	
			Total	3		
8		i	Correct translation Vertices (-5, 4), (-6, 5), (-4, 6)	2	B1 for correct horizontal or vertical movement SC1 for triangle with vertices (-4, 3), (-3, 2), (-2, 4) <u>Examiner's Comments</u> In part (i) most candidates translated the triangle correctly. Some candidates showed a correct displacement in one direction only and a small number reversed the x- and y- displacements.	Clear intention Use overlay
		ii	(-4, 8) 3	2	B1 for one correct Max 1 mark if second	Condone missing brackets in coordinates, Do not allow a vector

					transformation mentioned Examiner's Comments In part (ii) many candidates gave the correct centre and scale factor for the enlargement. Some candidates quoted the centre of enlargement as a vector rather than as coordinates and some candidates just gave the scale factor. Candidates who drew rays from B to A were generally more successful in identifying the centre correctly.	Condone 3 times (bigger) or $\times 3$ etc Condone sf +3 Condone 1 : 3 but not 3 : 1
			Total	4		
9			$[x =] 2 [y =] -1$	3	M1 for eliminating one variable M1 for correct substitution of <i>their</i> x or y	
			Total	3		
10			Triangle B correctly positioned Vertices $(-4, -2), (-4, -3), (-1, -2)$	4	B3 for triangle B with two vertices correct Or for correct rotation followed by translation by 5 left or 1 down Or for correct translation following 90° anticlockwise rotation about origin OR B2 for correct rotation of A clockwise about origin followed by incorrect or no translation Or for 90° anticlockwise rotation about origin followed by translation by 5 left or 1 down OR B1 for rotation of A 90° anticlockwise about origin followed by incorrect or no translation OR SC2 for correct translation following 180° rotation about origin OR SC1 for translation of 5 left or 1 down following 180° rotation about origin Examiner's Comments Many candidates performed the two transformations correctly and drew triangle B in the correct position. Those that didn't reach the correct answer had usually performed the rotation correctly, but made an error in one or both of the directions of the translation. Only very few candidates started by doing an anticlockwise rotation.	Use overlay Accept intention if triangles not labelled Red triangle scores 4 marks, horizontal or vertical translation of red scores B3, any other translation of red scores B2 Green triangle scores B3, horizontal or vertical translation of green scores B2, any other translation of green scores B1 Blue triangle scores SC2, horizontal or vertical translation of blue scores SC1, any other translation of blue scores SC0
			Total	4		
11				1	both correct, first line any with positive gradient, second line any with negative gradient or horizontal or vertical line	accept any clear intention of correct graphs, ie not ruled but attempt at straight line

				2	both correct, first graph any with two positive solutions, second any with one/no positive solutions Or B1 for any one parabola seen Examiner's Comments Understanding of the sign of the gradient of a straight line was good and the majority of candidates sketched a correct pair of lines for this statement. Candidates were less successful in identifying the quadratic graphs correctly, however a good proportion of them could sketch a parabola for this part and so gained some credit. Common misconceptions about the signs of the roots appeared to be that they were related to the y-intercept being positive or negative or to the orientation of the parabola rather than where the curve crossed the x-axis. It was apparent that, as the graphs for the first two statements were linear, some candidates assumed that the third must also be linear.	accept any clear intention of correct graphs, ie not ruled but attempt at straight line Accept any clear intention of correct graphs, ie attempt at parabola Condone more than one parabola on axes for B1
			Total	3		
12			$6x(y - 2x)$	2	M1 for a correct partial factorisation eg $6(xy - 2x^2)$, $x(6y - 12x)$ or $3x(2y - 4x)$ or $2x(3y - 6x)$ or $3(2xy - 4x^2)$ or $2(3xy - 6x^2)$ Examiner's Comments Many failed to take out the full common factor of $6x$, leaving it only partly factorised.	condone missing final bracket
			Total	2		
13			350 000	3	M2 for $371\,000 \div 1.06$ oe or M1 for 1.06 or 106% oe seen Examiner's Comments The common error was to find 6% of 371 000 and subtract that from it. The key to this was to write down 106% or 1.06 and then the solution was accessible.	
			Total	3		
14			$600 \div 30 = 20$ or $600 \div 25 = 24$	2	accept $560 \div 28 = 20$ or 570 or $580 \div 30 = 19$ (or 19.3 for 580) or $575 \div 25 = 23$ or $580 \div 25 = 23$ or 23.2 or $580 \div 29 = 20$ M1 for 560, 570, 580, 600, 25 or 30 seen Examiner's Comments This question was not answered well because candidates continue to attempt to do the calculation in full and then to round the answer. They must learn to round the original figures to 1 significant figure so that they can do the calculation "in their heads". We would also allow the number of pupils (28) to be rounded to 25 as this was a sensible approximation to use.	
			Total	2		
15	i		46.5 to 48	1		Answer may be seen on the graph
	ii		42	1		Answer may be seen on the graph

					Examiner's Comments Most candidates could use the graph to convert pounds into dollars. Some were not careful enough reading off a value and gave an answer of 46 for which they were not awarded the mark.	
			Total	2		
16	a		$(x - 3)(x + 3)$ final answer	1	Examiner's Comments Only better candidates knew how to factorise the quadratic expressions.	
	b		$(x - 3)(x - 1)$ final answer	2	M1 for $(x \pm 3)(x \pm 1)$ Examiner's Comments Only better candidates knew how to factorise the quadratic expressions.	
	c		$\frac{x-1}{x+3}$ final answer	1	Examiner's Comments Some wrote their fraction upside down. Many candidates used very spurious algebra to simplify their fraction.	
			Total	4		
17			Fixed rate account, £2751.76 or £2751.75 With fully correct calculations for both accounts shown, clearly laid out and annotated. This may be either total amount in each account or total interest for both accounts linked with account name 4a Correct calculations for both accounts linked with account names with incorrect conclusion eg interest rather than total 4b Correct conclusion with totals found for both accounts but no calculations or calculations not linked with account names 4c Clearly laid out and annotated work with one error in calculations or with rounding errors which lead to 2745 (Bonus) and 2751 or 2752 (Fixed) or better and correct FT conclusion 2a One correct total seen [£]2751.76 or [£]2745.08, correct to at least nearest pound 2b Attempt at compound interest calculation for 3 years for one account 2c Correct calculations seen for totals in both accounts after at least one year: 2500×1.035 oe and 2500×1.0325 oe 2d Simple interest calculations for both accounts seen linked with correct accounts and answer Fixed Rate, £2743.75 No worthwhile work attempted Statements are minimum requirement for each mark	5 4–3 2–1 0	Bonus account After 1 year: $2500 \times 1.035 = 2587.50$ After 3 years: $2587.5 \times 1.03^2 = 2745.08$ or 2745.07[875] Fixed rate account: After 3 years: $2500 \times 1.0325^3 = 2751.76$ or 2751.75[7695] 3a Correct amount in one account after 3 years stated or correct calculation for one account seen with account clearly identified 3b Total interest for both accounts seen not necessarily linked with account names, [£]245.08 and [£]251.76 3c Totals for both accounts seen, correct to at least nearest pound, not linked with account names 1a Attempt at correct calculation for one account for at least one year: 2500×1.035 oe or 2500×1.0325 oe seen 1b Attempt to find interest for both accounts for at least one year seen or implied: 3.5% of 2500 or 87.5 or 3% of 2500 or 75 and 3.25% of 2500 or 81.25 Alternative method: Bonus account after 3 years $1.035 \times 1.03^2 = 1.098$[0315] Fixed rate account after 3 years $1.0325^3 = 1.100$[703078] Fixed rate is more with $2500 \times 1.0325^3 = £2751.76$ Examiner's Comments This question tested the candidates' quality of written communication so they were expected to identify their calculations by more than numerical values and to present them in a logical form leading to a clear conclusion. On the whole presentation is improving in this type of question. Some candidates gained five marks with a minimum of effort producing complete, but concise, working with correct annotation. Many candidates understood that compound interest calculations were required and multiplier methods generally led to correct answers, but in some cases marks were lost because these calculations were not linked with accounts. Candidates who used step-by-step methods to calculate the amounts in the accounts each	

				year often lost marks due to arithmetic slips or miscopying of numbers. Candidates found it harder to deal with the changing interest rate of the Bonus Account than the constant rate in the Fixed Rate Account. Some incorrect application of the interest rates was seen, with, for example, 1.35 used in place of 1.035. Some candidates worked with simple interest rather than compound interest which meant that a maximum of two marks would be awarded. Other candidates tried to use non-calculator methods to find the percentages which is inappropriate on a calculator paper and seldom led to more than one mark for finding the interest correctly for one year. A number of candidates subtracted the interest from the investment or did not give answers to the nearest penny, demonstrating a lack of understanding of functional mathematics.																						
		Total	5																							
18	a	$(x + 5)(x - 3)$ final answer	2	B1 for $(x \pm 5)(x \pm 3)$ seen																						
	b	-5, (+)3	FT1	FT from <i>their</i> 2 brackets only																						
	c	$\frac{x + 5}{x + 3}$ final answer	2	B1 for $(x + 3)(x - 3)$ seen Examiner's Comments Part (a) was very often correct. Occasionally, the signs in the brackets were wrong or it was treated as an equation and solutions were found. Less aware candidates only factorised the letter parts of the expression and wrote $x(x + 2) - 15$. Whilst many gave the two correct values, a number only gave the positive solution. Some candidates failed to realise the significance of the word 'hence' and started again, using trial and improvement or the quadratic formula. Better candidates knew to factorise $x^2 - 9$ first, though a significant number $\frac{2x - 15}{-9}$ 'cancelled' the x^2 terms either leaving as their answer or going further with spurious cancelling.																						
		Total	5																							
19		Valid and explicit approximation method At least 1 value rounded to 1sf 170 to 190	M1 M1 A1	If 0 scored, allow SC1 for 170 to 190 Examiner's Comments A disappointing number of candidates did not attempt to estimate an answer but tried to work out $2.9 \times 61p$. Of those who did, $3 \times 60 = 180p$ earned marks quite easily.	Expect 3 or 60 Condone poor money notation Exact answer 176.9p $\approx$ 177p Expect £1.80 or £1.83																					
		Total	3																							
20		Correct working including - Maths and Science identified and - correct conversions to a form allowing comparisons and - correct reference to improvement in both subjects Two pairs (Maths and Science) correctly converted each to comparable form and - unclear or no conclusion drawn or - no improvement oe Or attempt (using correct explicit method) to convert two pairs (Maths and Science) each to comparable form and correctly interpret <i>their</i> converted results	4 3–2	May be an intended fraction such as (total =) 50 and (score =) 27.5 Accept "Kieran [is] correct" 5% in Maths and 2% in Science One pair (Maths or Science) correctly converted to comparable form Or attempt (using correct explicit method) to convert two pairs (Maths and Science) each to comparable form and incorrectly interpret <i>their</i> converted results	<table><tr><th colspan="3">Performance</th></tr><tr><td></td><td>Maths</td><td>Science</td></tr><tr><td>New</td><td>60%</td><td>72%</td></tr><tr><td>Old</td><td>55%</td><td>70%</td></tr></table> <table><tr><td></td><td>Maths</td><td>Science</td></tr><tr><td>New</td><td>0.6</td><td>0.72</td></tr><tr><td>Old</td><td>0.55</td><td>0.7</td></tr></table>	Performance				Maths	Science	New	60%	72%	Old	55%	70%		Maths	Science	New	0.6	0.72	Old	0.55	0.7
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					and an answer of £79 626.24 is clearly wrong as it is far too large.	
			Total	3		
23			610 cao	1	Examiner's Comments Generally well attempted, however a number of responses were 610.0. Otherwise candidates rounded to the nearest whole number giving answers of 606 and 606.0.	
			Total	1		
24			B with three correct figures which can be compared	3	M2 for two correct figures which can be compared or M1 for a correct attempt to make at least two figures comparable	Examiner's Comments The most common calculation for this question was to divide the larger value by the smaller value often resulting in students putting C as their answer. Others divided the smaller by the larger value and more frequently gained full marks. Many scored 2 marks as they produced relevant calculations but clearly did not understand the significance of the figures and opted for the wrong recipe. A large number simply subtracted the quantity of pineapple from the total and gave the answer as the one with the highest value. Whichever method was attempted there was a attempted there was a tendency to write down the biggest number as the answer. A few made fractions out of the numbers but didn't convert to decimals or obtain a common denominator in order to be able to facilitate a comparison. Many just had a guess and put A, B, C as the answer with no working at all. Presentation for this question was generally good with candidates separating the working so that it was logical and relatively easy to follow.
			Total	3		
25			5 tuna and cheese and one other flavour totalling 5 where the number of cheese is 3, 2 or 1 and is greater than the number of chicken	3	B1 for 5 tuna B1 for number of cheese is greater than the number of chicken and the cheese is either 3, 2 or 1 Examiner's Comments Involved some simple problem solving; a good number were successful in giving one of the correct solutions. Most others were able to identify that there were 5 tuna sandwiches left from the condition that choosing a tuna sandwich was even, many were unable to give more cheese sandwiches left than chicken. A few gave an answer such as 4 cheese, where there were more cheese sandwiches left than there were at the start of the day.	Condone e.g. Tuna 5/10, Cheese 3/10, chicken 2/10 for 3 marks or B marks eg For 2 marks 5 tuna 3 cheese 1 chicken eg For 1 mark 3 tuna 3 cheese 4 ham
			Total	3		