

Surname		Centre Number	Candidate Number
Other Names			0



GCSE

4370/03

MATHEMATICS – LINEAR
PAPER 1
FOUNDATION TIER

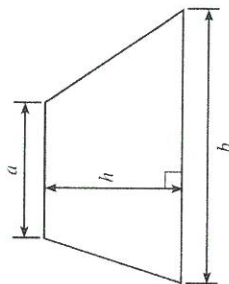
A.M. WEDNESDAY, 4 November 2015
1 hour 45 minutes



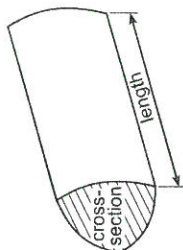
A15-4370-03

C D E F G
60 48 37 25 14

Formula List



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



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

CALCULATORS ARE NOT TO BE USED FOR THIS PAPER

ADDITIONAL MATERIALS

A ruler, a protractor and a pair of compasses may be required.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all the questions in the spaces provided.

Take π as 3.14.

INFORMATION FOR CANDIDATES

You should give details of your method of solution when appropriate.

Unless stated, diagrams are not drawn to scale.

Scale drawing solutions will not be acceptable where you are asked to calculate.

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication (including mathematical communication) used in your answer to question 3.

For Examiner's use only			
Question	Maximum Mark	Mark Awarded	
1.	11	11	
2.	9	20	
3.	6	26	
4.	4	30	
5.	8	38	
6.	3	41	
7.	6	47	
8.	7	54	
9.	9	63	
10.	6	69	
11.	5	74	
12.	3	77	
13.	5	82	
14.	2	84	
15.	4	88	
16.	3	91	
17.	9	100	
Total	100		

Examiner
only

1. (a) (i) Write down, in figures, the number two million, thirty-one thousand and four. [1]

2,031,004

- (ii) Write down, in words, the number 81 305. [1]

Eighty one thousand three hundred and five

- (b) Using only the numbers in the following list,

24 41 63 36 46 18

write down

- (i) two numbers that add up to 60, [1]

24 + 36

- (ii) two numbers which differ by 28, [1]

46 + 18

- (iii) a multiple of 7. [1]

63

- (c) Write 4523

- (i) correct to the nearest 10, [1]

4520

- (ii) correct to the nearest 1000. [1]

5000

- (d) Write down all the factors of 15. [2]

1, 15, 3, 5

- (e) Theo uses each of the digits 5, 7, 2 and 6, once and once only, to make four-digit numbers.

- (i) What is the smallest number that he can make? [1]

2567

- (ii) What is the largest odd number that he can make? [1]

7652 → odd

Examiner
only

2. (a) Write down the next term in each of the following sequences. [2]

(i) 15, 23, 31, 39, +8, 47

(ii) 81, 27, 9, 3, ÷3, 1

- (b) Write down a number greater than five thousand in which the hundreds digit is 4. [2]

5432

- (c) Write $\frac{3}{25}$ as a decimal [3]

$$\frac{3}{25} = \frac{12}{100} = 0.12$$

- Write 13% as a decimal

$$= 0.13$$

- Write 13%, 0.2 and $\frac{3}{25}$ in ascending order. [3]

$\frac{3}{25}$, 13%, 0.2

- (d) Showing all your working, find an estimate for the value of $303 \div 4.8$. [2]

$$300 \div 5 = 60$$

3. You will be assessed on the quality of your written communication in this question.

A computer technician takes 45 minutes to service a computer.

She charges using the following formula:

$$\text{Charge} = \text{£}30 \times \text{number of hours worked} + \text{total cost of parts}$$

Calculate the charge for servicing 8 computers when the total cost of parts was £65.

Time taken to service computers = $8 \times \frac{45}{60} \text{ hr} = 6 \text{ hours}$
 (45 mins = $\frac{3}{4}$ hr)

$$\begin{aligned} \text{So charge} &= 30 \times 6 + 65 \\ &= 180 + 65 \\ &= \text{£}245 \end{aligned}$$

4. Choose the best expression from those given below to complete the following sentences. [4]

impossible unlikely an even chance likely certain

(a) It is certain that the sun will set tonight.

(b) It is an even chance that I get a tail when a fair coin is tossed.

(c) It is impossible that I score a total of 1 when two dice are thrown.

(d) I buy one ticket in a raffle in which a total of 1000 tickets are sold.

It is unlikely that I will win the top prize.

5. (a) Simplify $6x - 4x + x$.

$$3x$$

(b) Use the formula $P = 5A - 6B$ to find the value of P when $A = 7$ and $B = 4$.

$$\begin{aligned} P &= 5 \times 7 - 6 \times 4 \\ &= 35 - 24 \\ &= 11 \end{aligned}$$

(c) The x and y values of the coordinates of the points (4, 7), (5, 8), (6, 9), ..., (x, y) all follow the same rule. Write down a rule connecting x and y .

$$y = x + 3$$

(d) Solve

(i) $3y = 24$

$$y = \frac{24}{3} = 8$$

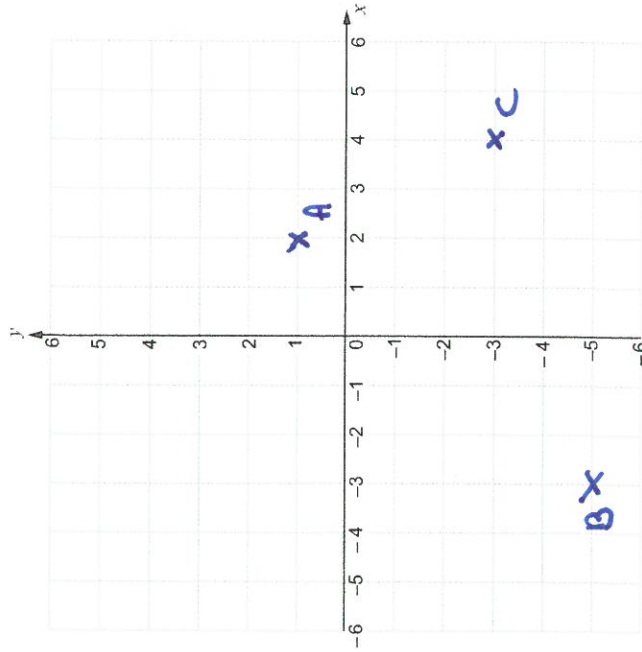
(ii) $x - 4 = 11$

$$x = 11 + 4 = 15$$

(e) If n represents any whole number, what is the special name of the numbers represented by $2n$?

evening, so numbers are even.

6. On the squared paper below, plot the points A(2, 1), B(-3, -5) and C(4, -3).



[3]

B1
B1
B1

4370 030007

7. Kitchen cupboards of the same height can be bought in different widths. The possible widths of the cupboards are shown in the table.

Width of cupboard (millimetres)	300	400	600	900	1000	1200
---------------------------------	-----	-----	-----	-----	------	------

- (a) Five of these cupboards can fit exactly along a wall, as shown below.

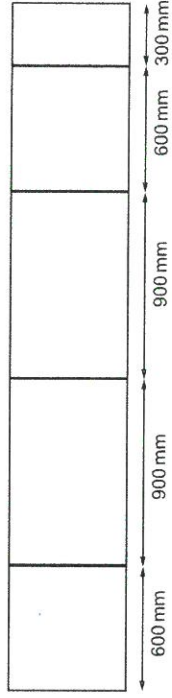


Diagram not drawn to scale

Work out the total length of this wall.
Give your answer in metres.

[2]

$$3300 \text{ mm} \div 1000$$

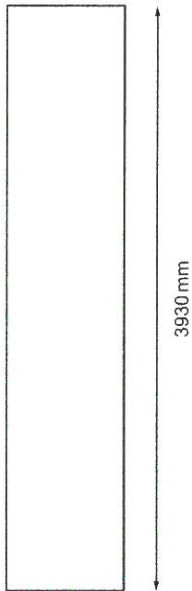
B1

B1

Total length is 3.3 metres

$$1 \text{ m} = 1000 \text{ mm}$$

- (b) Here is a wall of Susan's kitchen.



She wants to put cupboards along this wall.
Susan wants to fill as much of the space as possible.

Describe **two ways** that Susan could do this, where the selection of cupboards is different.

- You must state
- which cupboards you select, and
 - why you cannot fill the whole wall with cupboards.

$$600 \times 6 \quad 3600 + 300 = 3900$$

$$\text{or } 900 \times 4 \quad 3600 + 300 = 3900$$

can't fill 30 mm gap as all units come in 4 hundredths

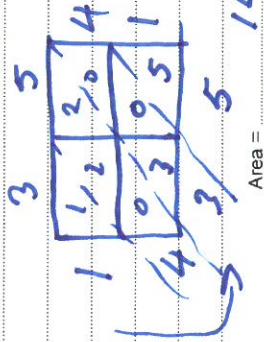
Examiner only

4370 030009

Examiner only

8. (a) Sam keeps turkeys in a rectangular enclosure measuring 35 metres by 41 metres.

- (i) Calculate the area of this enclosure. [2]



Area = 1435 m²

- (ii) Sam would like to allow 10 m² for each turkey.
What is the maximum number of turkeys Sam should have in his enclosure? [1]

$$1435 \div 10 = 143.5$$

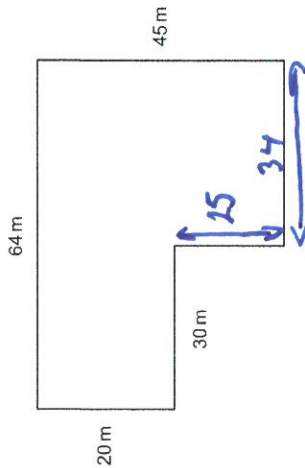
So 143 turkeys

M1

A1

B1

- (b) Sam also has this field.



He wants to place a fence all the way around the field.
He has 250 metres of fencing.
Does Sam have enough fencing?
If he has, how much will Sam have left over?
If not, how much more fencing does Sam need?

[4]

$$20 + 64 + 45 + 34 + 25 + 30 = 218 \text{ metres}$$

$$\begin{array}{r} \text{left over } 250 \\ - 218 \\ \hline 32 \text{ m left} \end{array}$$

9. Brian makes bracelets and necklaces.
He threads small and large beads onto a chain.

- (a) The table below shows some information about the number of beads he uses.
Brian uses the same ratio of small and large beads for each bracelet and each necklace.
Complete the table. [3]

	Small beads	Large beads	Total number of beads
One bracelet	18	12	30
One necklace	90	60	150

$$\begin{array}{r} 18 \\ \times 5 \\ \hline 90 \end{array}$$

- (b) The table below shows the cost of the materials.

Materials	Cost
Small bead	5p
Large bead	10p
Bracelet chain	80p
Necklace chain	£2.95

A shop buys 100 bracelets from Brian.
Brian makes 70% profit on the cost of the materials.
Work out the total amount that the shop pays Brian for the bracelets.

[6]

$$\text{one bracelet} = (18 \times 5) + (12 \times 10) + 80p$$

$$= 90p + 120p + 80p$$

$$= £2.90$$

$$100 = £290 \quad 70\% \text{ profit} \quad 70\% \times 290 = 203$$

$$\begin{array}{r} \text{So cost} = 290 + 203 \\ = £493 \end{array}$$

$$\begin{array}{r} 29 \\ \times 7 \\ \hline 203 \end{array} \text{ profit}$$

C

10. (a) A and B are two rescue centres shown on a map with scale 1 cm = 5 km.

Measure and find the straight line distance, in km, from A to B.

[3]



B1

B1

B1

B1

M1

A1

$$AB = 8.8 \text{ cm} \times \frac{5}{1} = 44.0 \text{ km}$$

- (b) A monument is on a bearing of 136° from A and on a bearing of 219° from B. Plot the position of the monument and mark it M.

[3]

11. (a) Calculate the size of angle x .

$$\begin{array}{r} 90 \\ + 33 \\ \hline 123 \end{array}$$

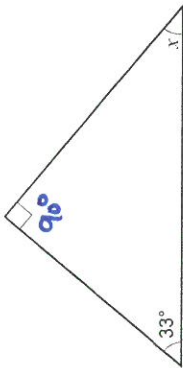


Diagram not drawn to scale

[2]

Examiner only

M1

A1

$$\begin{array}{r} 71 \\ 180 \\ - 123 \\ \hline 57 \end{array}$$

$$x = 57^\circ$$

- (b) ABCD is a parallelogram. Calculate the size of angle y .

[3]

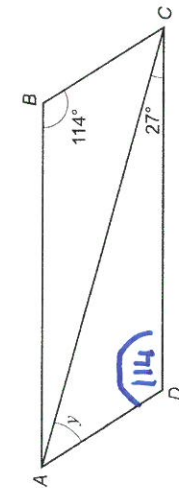


Diagram not drawn to scale

$$\begin{array}{r} 71 \\ 180 \\ - 141 \\ \hline 39 \end{array}$$

$$y = 39^\circ$$

12. Solve $8x - 9 = 21 + 5x$.

[3]

Examiner only

$$8x - 5x = 21 + 9$$

$$3x = 30$$

$$x = \frac{30}{3} = 10$$

13. Idris comes from a very large family.

He has many relatives, all of whom live in Canada, Japan or Wales.

$\frac{1}{5}$ of his relatives live in Canada, $\frac{3}{8}$ of his relatives live in Japan.

All 34 of his other relatives live in Wales.

How many relatives does Idris have altogether?

[5]

B1

$$\frac{1}{5} \times \frac{34}{8} = \frac{8}{40} + \frac{15}{40} = \frac{23}{40} \text{ don't live in Wales}$$

$$\text{C} \times \text{J}$$

$$\text{So } 17 \frac{23}{40} \text{ live in Wales} = \frac{34}{40} ?$$

$$\frac{17 \times 23}{40} = \frac{391}{80} \text{ So } 80 \text{ relatives.}$$

M1

A1

14. Sanej throws two fair dice. He scores a double one.



Calculate the probability of not scoring a double one when two fair dice are thrown.

[2]

$$\frac{35}{36}$$

M1

A1

15. The diagram shows a sail. The top part of the sail is a triangle with perpendicular height x metres. The bottom part of the sail is a trapezium with perpendicular height x metres. The area of the triangle is 12 m^2 .

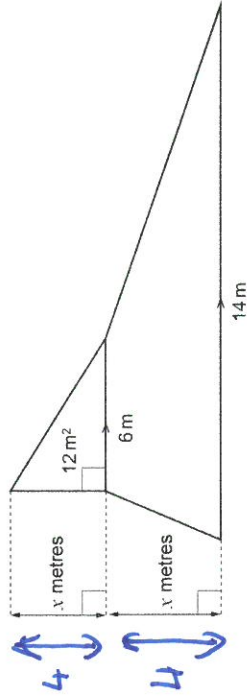


Diagram not drawn to scale

Calculate the area of the trapezium.

[4]

$$\frac{1}{2} \times 6 \times x = 12$$

M1

$$3 \times x = 12$$

$$x = \frac{12}{3} = 4$$

A1

$$\frac{1}{2} \times (6 + 14) \times 4$$

M1

$$\frac{1}{2} \times 20 \times 4$$

A1

$$\frac{1}{2} \times 80 = 40 \text{ m}^2$$

16. (a) The n th term of a sequence is $5n^2 - 3n$.
Write down the first three terms of the sequence. [2]

$n=1 \quad 5 \times 1^2 - 3 \times 1 = 5 - 3 = 2$

$n=2 \quad 5 \times 2^2 - 3 \times 2 = 20 - 6 = 14$

$n=3 \quad 5 \times 3^2 - 3 \times 3 = 45 - 9 = 36$

- (b) Find the 20th term of the sequence with n th term $4n^2 - n^2$. [1]

$n=20 \quad 4 \times 20^2 - 20^2 = 80 - 400$
 $= -320$

17. In a survey, a total of 392 pupils were chosen from years 7, 8 and 9 and asked the following question.

What is your favourite sport in this list?

football



rugby



swimming



cycling



The results are summarised in the table below.

Year	Favourite sports				Total
	Football	Rugby	Swimming	Cycling	
7	45	38	23	45	151
8	32	64	14	28	138
9	26	46	34	27	133
Total	103	148	71	70	392

In each of the following parts, a pupil is selected at random.

- (a) Calculate the probability of selecting a pupil whose favourite sport is swimming. [1]

$\frac{71}{392}$

- (b) Calculate the probability of selecting a Year 8 pupil. [1]

$\frac{138}{392}$

- (c) The pupil selected is in Year 8.
Calculate the probability that this pupil's favourite sport is cycling. [2]

$\frac{28}{138}$

Examiner
only

- (d) The favourite sport of the selected pupil is football.
What is the probability that this pupil is in Year 7?

[2]

$$\frac{41}{103}$$

91

91

- (e) The pupil selected is **not** in Year 7.
What is the probability that this pupil's favourite sport is **not** football?

[3]

$$\begin{array}{r} \text{pupils not in year 7} = 138 \\ + 133 \\ \hline 271 \end{array}$$

91

$$\begin{array}{r} \text{not football} = 64 \\ 46 \\ 14 \\ \hline 124 \end{array}$$

91

91

$$\begin{array}{r} 34 \\ + 28 \\ \hline 62 \\ + 27 \\ \hline 89 \\ \hline 3 \end{array}$$

END OF PAPER

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PAPER 1 - FOUNDATION TIER

2015 November Paper 1 (Non calculator) Foundation Tier		Marks	FINAL MARK SCHEME Comments	
1. (a) (i) 2 031 004 (ii) eighty one thousand three hundred and five (b) (i) 24 and 36 (ii) 46 and 18 (iii) 63 (c) (i) 4520 (ii) 5000 (d) 1, 3, 5, 15 (e) (i) 2567 (ii) 7625		B1 B1 B1 B1 B1 B1 B1 B2 B1 B1 11	Accept embedded answers, e.g. $46 - 18 = 28$. B1 for any 3 correct factors and up to 1 incorrect OR B1 for 4 correct factors and 1 extra incorrect given. Accept 1×15 , 3×5 . Ignore repeats. <u>Accept 2,5,6,7 B0 for 2,567</u>	
2. (a) (i) 47 (ii) 1 (b) e.g. 54** OR 64** etc (c) $3/25 = (0)\cdot12$ $13\% = (0)\cdot13$ $(0)\cdot12$, $(0)\cdot13$, $(0)\cdot2$ (d) $300 \div 5$, $305 \div 5$, $303 \div 5$ (Must be $\div 5$) $= 60$, 61 , 60.6		B1 B1 B2 B1 B1 B1 M1 A1 9	<u>OR in words</u> Any number >5000 with 4 in the hundreds column B1 for any number with hundreds digit of 4. Correct answer OR F.T their decimal values. Accept $3/25$, 13% , $(0)\cdot2$ or equivalent. F.T their estimates for simple calculations. SC1 for unsupported 60 only. Penalise extra working (towards actual answer) M0,A0. <u>B0 for $60 \times 5 = 300$</u>	
3. (Hours worked $=$) 8×45 (minutes) OR $8 \times \frac{3}{4}$ (hours) $= 360$ (minutes) OR $= 6$ (hours) Charge $= (\pounds)30 \times 6 + (\pounds)65$ $= (\pounds) 245$		M1 A1 M1 A1	Conversion to 'hours' not required at this stage. F.T. 'their time' but there must be an attempt to convert to hours.	Special cases SC1 for ($\pounds$)305 (from $8 \times 30 + 65$) OR SC1 for ($\pounds$)700 (from $8 \times \pounds 87.50$).
Look for (in the most part) Strand 1: For 1 mark Candidates will be expected to • present their response in a structured way • explain to the reader what they are doing at each step of their response • lay out their explanations and working in a way that is clear and logical • write a conclusion that draws together their results and explains what their answer means Strand 2: For 1 mark Candidates will be expected to • show all their working • make few, if any, errors in spelling, punctuation and grammar • use correct mathematical form in their working • use appropriate terminology, units, etc		QWC 2 6	QWC2 Presents relevant material in a coherent and logical manner, using acceptable mathematical form, and with few if any errors in spelling, punctuation and grammar. QWC1 Presents relevant material in a coherent and logical manner but with some errors in use of mathematical form, spelling, punctuation or grammar OR evident weaknesses in organisation of material but using acceptable mathematical form, with few if any errors in spelling, punctuation and grammar. QWC0 Evident weaknesses in organisation of material, and errors in use of mathematical form, spelling, punctuation or grammar	
4. (a) certain (b) an even chance (c) impossible (d) unlikely	sicr siawns deg amhosibl annhebygol	B1 B1 B1 B1 4		

2015 November Paper 1 (Non calculator) Foundation Tier	Marks	FINAL MARK SCHEME Comments
5. (a) $3x$ (b) $(P =) 11$ (c) $y = x + 3$ (d) (i) $(y =) 8$ (ii) $(x =) 15$ (e) even (number)	B1 B2 B2 B1 B1 B1 8	B1 for either 35 OR -24. Watch out for $4+7=11$ gets B0 B1 for 11P. B0 for 35A and/or -24B OR $P = 35A - 24B$. B2 for equivalent in words, e.g. 'x is 3 smaller than y'. B1 for +3, add 3, you add 3 etc. Accept embedded answers such as $3 \times 8 = 24$. B0 for $y=24$ Accept embedded answers such as $15-4=11$. B0 for $x=11$ Allow 'two times table' or 'multiples of two' or 'double(s)' or ' double number '. B0 for 'double digit'.
6. A(2, 1), B (-3, -5) and C(4, -3).	B3 3	B1 for each. Reversed coordinates get B0 every time. Letters A,B,C not needed as long as the point is identified.
7. (a) Total length = 3300 (mm) = 3.3 (metres) (b) For adding cupboard lengths to get 3700, 3800 or 3900 e.g. 1000, 1000, 1000, 900 1200, 1200, 1200, 300 etc Reason, e.g. 'cannot fill the 30mm', or 'all units are multiples of 100'	B1 B1 S1 B1 B1 E1 6	Look in the diagram also. If units changed, e.g. to cm, then the units must be stated. F.T. 'their 3300'/1000. Accept 3m 300mm and 3m 30cm. For adding cupboard lengths to get 3900 For adding different cupboard lengths to get 3900 630 mm: Some candidates are using part (a) and considering the extra 630mm. Allow all marks as deserved as long as they use the lengths given in part (a).
8. (a) (i) Area = 35×41 = 1435 (m^2) (ii) 143 (turkeys) (from $1435/10 = 143.5$) (b) Missing sides = 25, 34 Perimeter = $64+45+34+25+30+20$ OR Perimeter = $2 \times (64+45)$ = 218 (m) Enough fencing with 32m left over	M1 A1 B1 S1 M1 A1 B1 7	F.T. 'their 1435' provided rounding down is involved, i.e. equivalent level of difficulty. For either 25 or 34. Award M1 for adding the given 64, 45, 20, 30 and their two values for the missing sides. Gets the S1 and M1 C.A.O. F.T. 250 - 'their 218'
9. (a) Number of small beads in necklace = $3/5$ of 150, or Number of large beads in necklace = $2/5$ of 150, or equivalent, e.g. with 30ths Number of small beads = 90 Number of large beads = 60 (b) Bracelet costs $80 + 18 \times 5 + 12 \times 10$ (p) = £2.90 (each) OR £290 for 100 Profit = $70/100 \times £2.90$ ($\times 100$) = £2.03 per bracelet OR £203 for 100 100 bracelets will cost £493	M1 A1 A1 M2 A1 M1 A1 A1 9	OR Number of small beads in necklace = 18×5 , or Number of large beads in necklace = 12×5 , or equivalent M1 for any 2 of these terms added together C.A.O. F.T. 70% of 'their £2.90' even if it is £80 or 80p F.T. dependent on at least M1 (out of M2) and M1.
10. (a) 13.6 (cm) 13.6×5 = 68 (km) (b) Use Overlay Bearing 136° from A Bearing 219° from B Point (M)	B1 M1 A1 M1 M1 A1 6	Allow 13.4 – 13.8 inclusive (ignore km here) FT 'their 13.6×5 ' but M1, A0 for whole number $\times 5$ km not required but A0 for incorrect units. Unsupported answers within 67–69 inclusive get B1, M1, A1. Unsupported answers outside 67–69 inclusive get 0. Allow $\pm 2^\circ$ Allow $\pm 2^\circ$ F.T. if at least M1 awarded. Unambiguous dots within the boundaries of the overlay can get the M1s. One unambiguous dot within the 'box' gets all 3 marks. Watch out for line segments. An unambiguous point of intersection does not require M.

2015 November Paper 1 (Non calculator) Foundation Tier	Marks	FINAL MARK SCHEME Comments
11. (a) $(x=) 180 - 90 - 33 (^{\circ})$ OR $90 - 33 (^{\circ})$ $= 57 (^{\circ})$ (b) $\angle D = 114$ $y = 180 - 114 - 27 (^{\circ})$ $= 39 (^{\circ})$ H1(a)	M1 A1 B1 M1 A1 5	Look in the diagram also. General principle: $141 - 180 = 39$ gets M1,A1 $141 - 180 \neq 39$ gets M0,A0
12. $8x - 5x = 21 + 9$ $3x = 30$ $x = 10$ H1(a)	B1 B1 B1 3	FT until 2 nd error OR $x = 30/3$ Must be simplified <i>Accept an embedded answer of 10</i> <u>If no marks, allow 1st B1 only for sight of 3x and 30 (no '=').</u>
13. $(\frac{1}{5} + \frac{3}{8})$ Sight of, or implied $\frac{8}{40} (+) \frac{15}{40}$ or $x/5 + 3x/8 + 34 = x$ (Canada and Japan) $\frac{23}{40}$ OR (Wales) $1 - (\frac{1}{5} + \frac{3}{8})$ or $8x + 15x + 1360 = 40x$ or $23x/40 (+34 = x)$ (Wales) $\frac{17}{40}$ or equivalent or $1360 = 40x - 8x - 15x$ or $23x + 1360 = 40x$ or $23x/40 + 34 = x$ $17/40$ is equivalent to 34 or $34 \times 40 \div 17$ or $17x = 1360$ or $17x/40 = 34$ or equivalent (Idris has) 80 (relatives) H3	B1 B1 B1 M1 A1 5	If an algebraic method is used, FT until 2 nd error Or equivalent, e.g. $16/80 (+) 30/80$ If an algebraic method is used, only FT from B0 here if at least 3 of the terms are correct and it is then of equivalent difficulty Or equivalents ($46/80$) FT 'their $8/40 + 15/40$ ' provided at least one of the fractions with common denominator is correct and addition of 'their fractions' is correct Sight of $17/40$ or $34/80$ implies all previous B marks FT 'their $1 - \text{'their } 8/40 + 15/40\text{'}$ provided previous B1 awarded Or alternative suitable strategy or method FT 'their $1 - \text{'their } 8/40 + 15/40\text{'}$ is equivalent to 34 provided previous B1 awarded CAO
14. $1 - \frac{1}{6} \times \frac{1}{6}$ or equivalent full method $35/36$ H2	M1 A1 2	<u>Mark final answer</u>
15. Use of area = $\frac{1}{2}$ base $\times$ height, e.g. $12 = \frac{1}{2} \times x \times 6$ $(x =) 4$ (metres) Area trapezium is $\frac{1}{2} \times x \times (6 + 14)$ $40 \text{ (m}^2\text{)}$ H5	M1 A1 M1 A1 4	Accept written informally but must include relevant values Must show substitution for x. FT substitution of 'their derived x', <u>or unsupported 4 (m)</u> <u>Do not FT from a spurious measurement for x, only FT if working is seen to derive x</u> <i>Alternative for area of the trapezium, with diagonal splitting into 2 triangles, with the same height, areas of these triangles are 12m^2 and $12 \times 14/6 = 28\text{m}^2$</i>
16. (a) 2, 14, 36 (b) -320 H9(a)(b)	B2 B1 3	Ignore any <u>subsequent</u> values given B1 for 2 correct terms in the correct position <i>SCI for 0, 2, 14 or ..., 2, 14, 36</i>

2015 November Paper 1 (Non calculator) Foundation Tier	Marks	FINAL MARK SCHEME Comments
17.		Ignore incorrect cancelling in final answers throughout. Penalise incorrect notation -1 once throughout this question.
(a) 71/392	B1	
(b) 138/392	B1	
(c) 28/138	B2	B1 for a numerator of 28 or a denominator of 138.
(d) 45/103	B2	B1 for a numerator of 45 or a denominator of 103.
(e) 213/271	B3	B2 for sight or intention or method towards calculating the appropriate probability, i.e. sight of $(64+14+28 + 46+34+27) / (138+133)$ or $(138-32 + 133-26)/(138+133)$ or $(106 + 107)/(138+133)$ OR B1 for correct numerator 213 or correct denominator 271, or sight of 213 with 271, or for 106/138 or for 107/133.
H7	9	