

# Edexcel GCSE

## Mathematics (Linear) – 1MA0

# FREQUENCY

# POLYGONS



### Materials required for examination

Ruler graduated in centimetres and millimetres, protractor, compasses, pen, HB pencil, eraser.  
Tracing paper may be used.

### Items included with question papers

Nil



### Instructions

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Use black ink or ball-point pen.

Fill in the boxes at the top of this page with your name, centre number and candidate number.

Answer all questions.

Answer the questions in the spaces provided – there may be more space than you need.

Calculators may be used.

### Information

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The marks for each question are shown in brackets – use this as a guide as to how much time to spend on **each** question.

Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed – you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.

### Advice

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Read each question carefully before you start to answer it.

Keep an eye on the time.

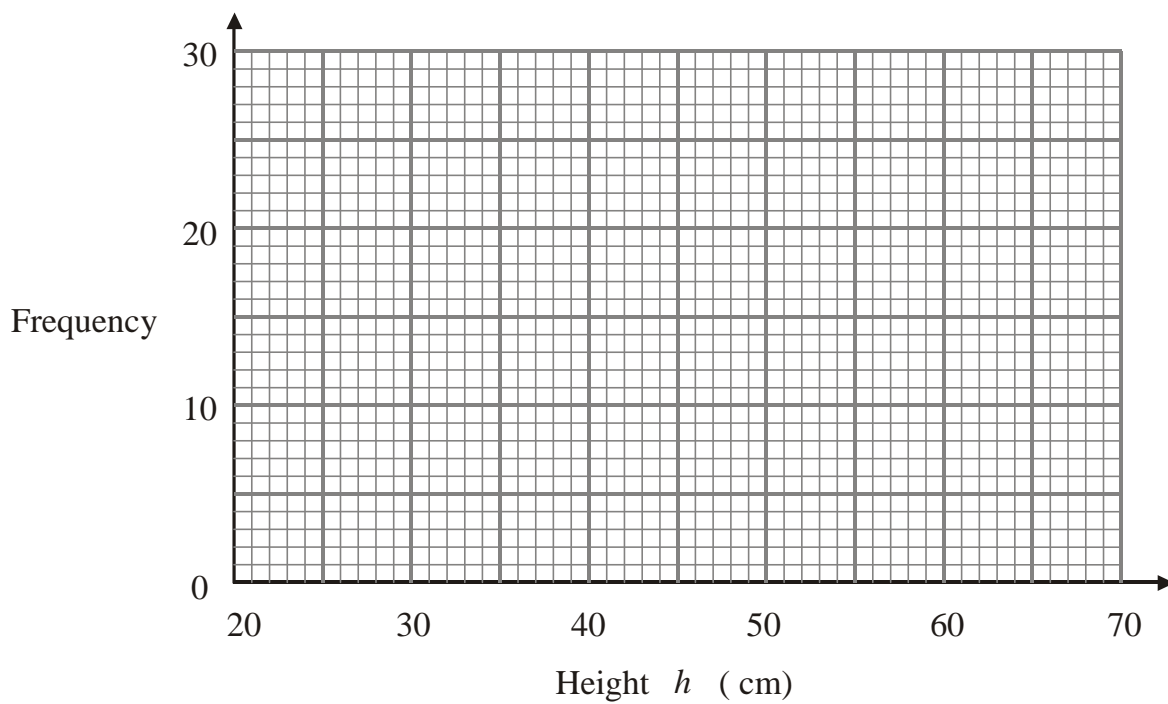
Try to answer every question.

Check your answers if you have time at the end.

1. The table shows some information about the heights ( $h$  cm) of 60 plants.

Height ( $h$ cm)	Frequency
$20 < w \leq 30$	8
$30 < w \leq 40$	13
$40 < w \leq 50$	25
$50 < w \leq 60$	10
$60 < w \leq 70$	4

Draw a frequency polygon to show this information.

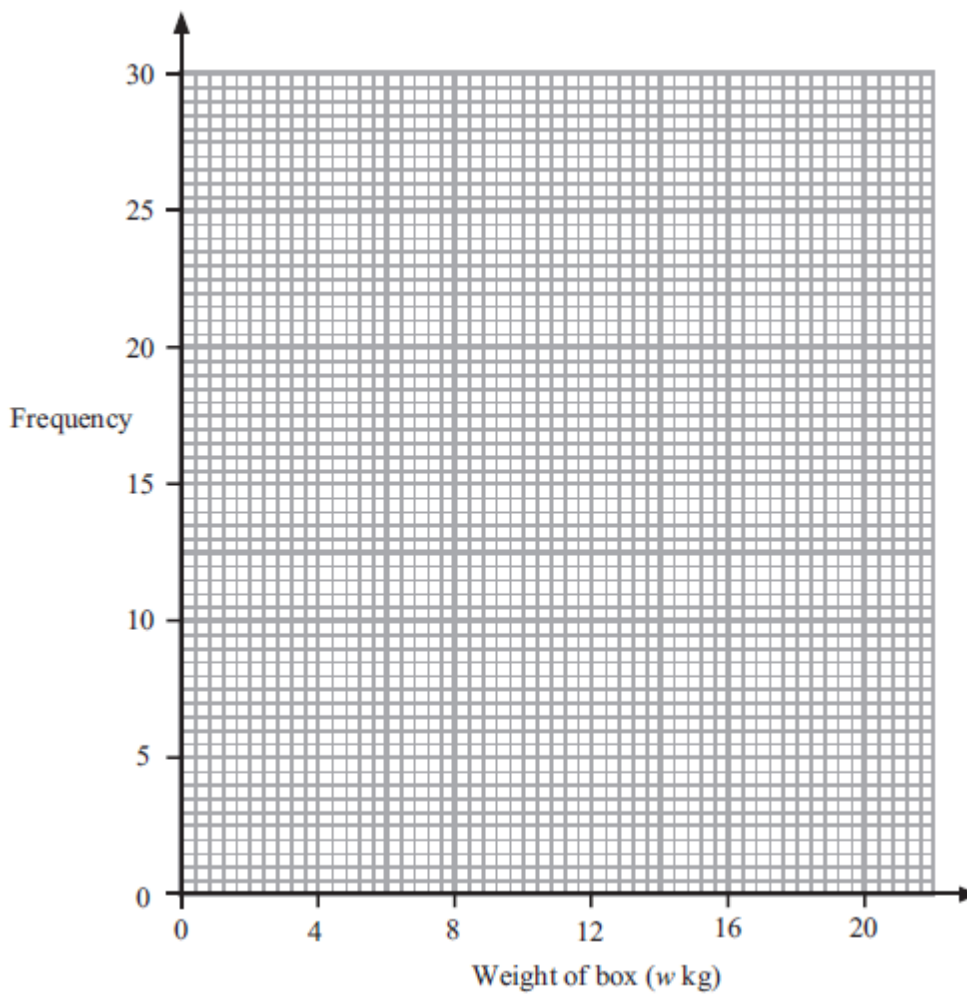


(4 marks)

2. The table shows some information about the weights, in kg, of 100 boxes.

Weight of box ( $w$ kg)	Frequency
$0 < w \leq 4$	10
$4 < w \leq 8$	17
$8 < w \leq 12$	28
$12 < w \leq 16$	25
$16 < w \leq 20$	20

Draw a frequency polygon to show this information.



(4 marks)

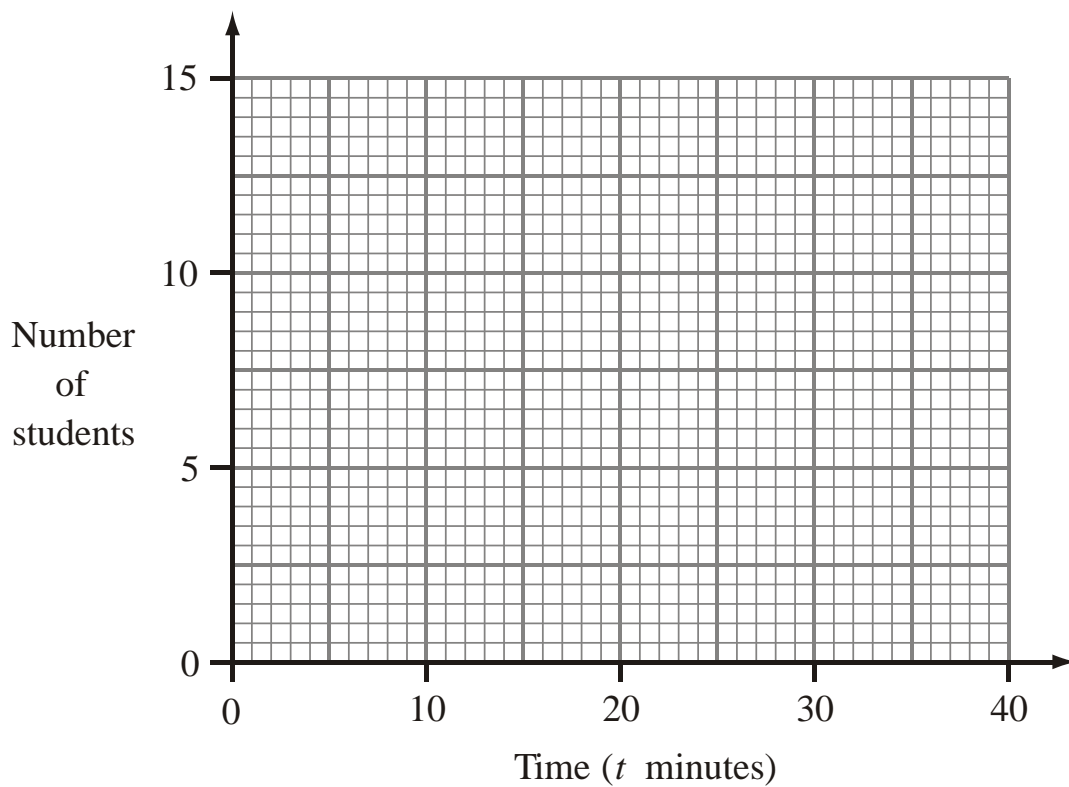
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3. 30 students ran a cross-country race.  
Each student's time was recorded.

The table shows information about these times.

Time ( $t$ minutes)	Frequency
$10 \leq t < 14$	2
$14 \leq t < 18$	5
$18 \leq t < 22$	12
$22 \leq t < 26$	8
$26 \leq t < 30$	3

On the grid, draw a frequency polygon to show this information.

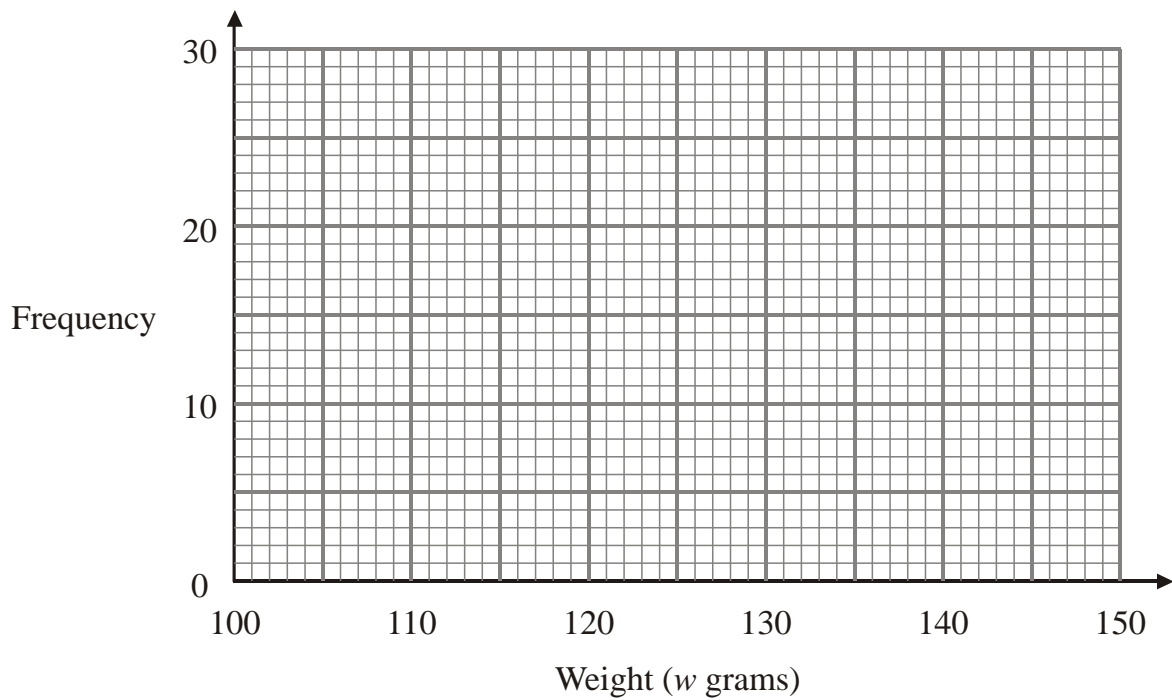


(4 marks)

4. The table shows some information about the weights ( $w$  grams) of 60 apples.

Weight ( $w$ grams)	Frequency
$100 \leq w < 110$	5
$110 \leq w < 120$	9
$120 \leq w < 130$	14
$130 \leq w < 140$	24
$140 \leq w < 150$	8

Draw a frequency polygon to show this information.

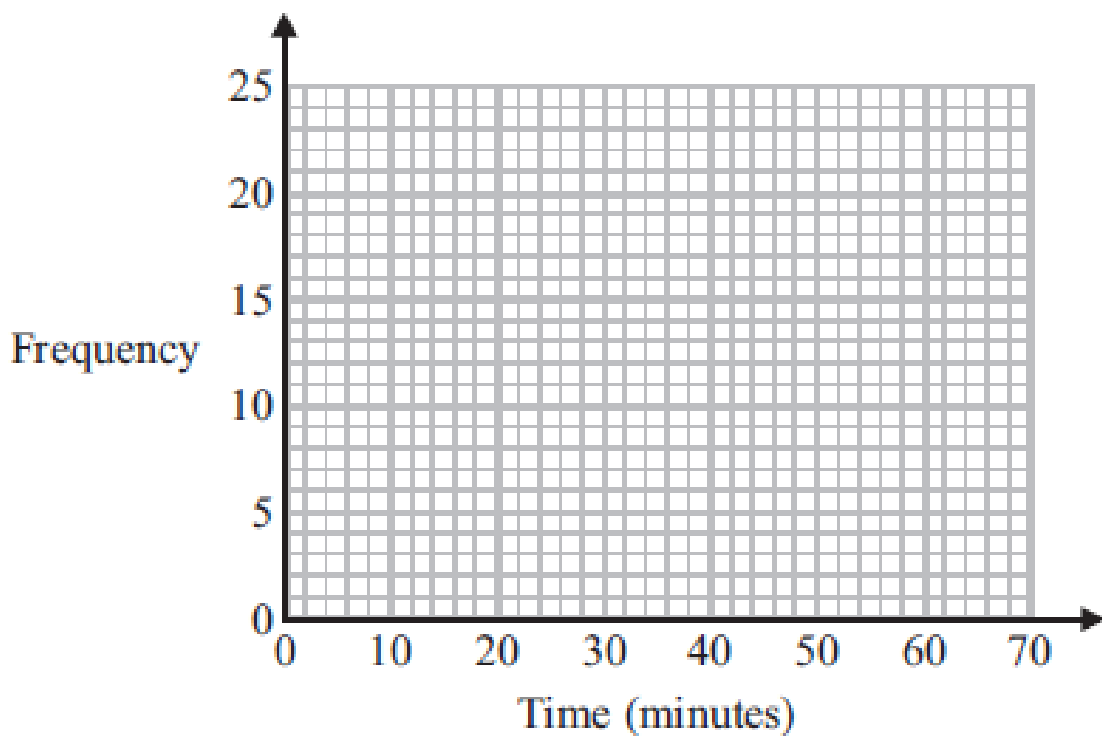


(4 marks)

5. The frequency table gives information about the times it took some office workers to get to the office one day.

Time ( $t$ minutes)	Frequency
$0 < t \leq 10$	4
$10 < t \leq 20$	8
$20 < t \leq 30$	14
$30 < t \leq 40$	16
$40 < t \leq 50$	6
$50 < t \leq 60$	2

- (a) Draw a frequency polygon for this information.



(3)

- (b) Write down the modal class interval.

.....  
(1)

One of the office workers is chosen at random.

- (c) Work out the probability that this office worker took more than 40 minutes to get to the office.

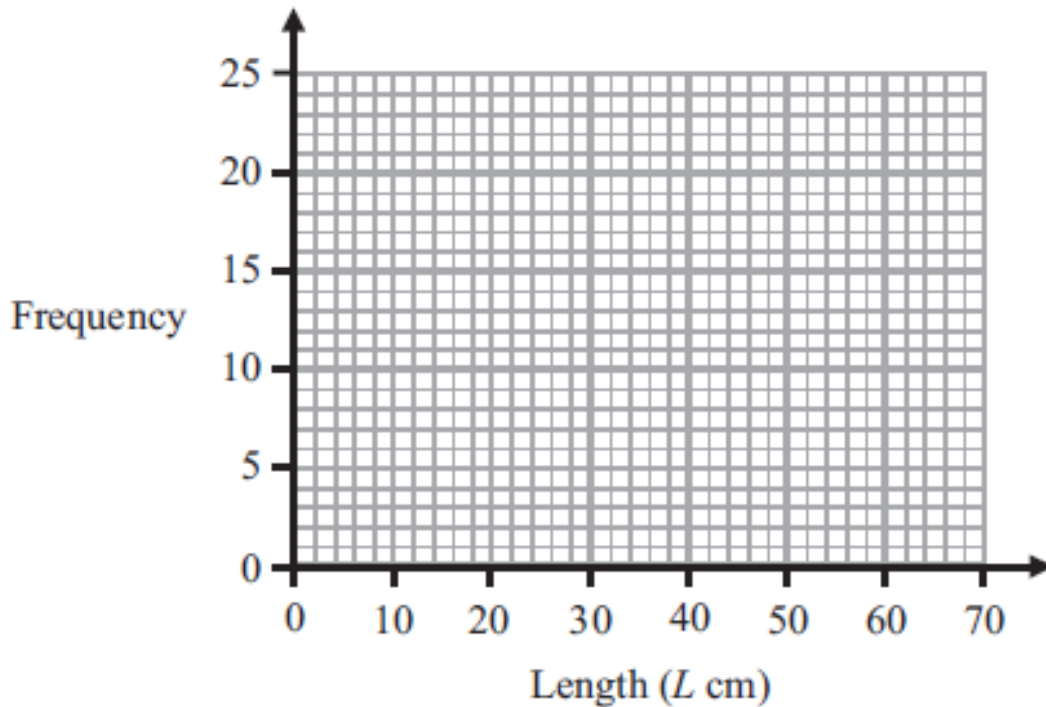
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(2)

(6 marks)

6. The table gives information about the lengths of the branches on a bush.

Length(Lcm)	Frequency
$0 \leq L < 10$	20
$10 \leq L < 20$	12
$20 \leq L < 30$	10
$30 \leq L < 40$	8
$40 \leq L < 50$	6
$50 \leq L < 60$	0

(a) Draw a frequency polygon to show this information.



(3)

(b) Write down the modal class interval.

.....  
(1)

One of the branches is chosen at random.

(c) Work out the probability that this branch less than 20 cm long.

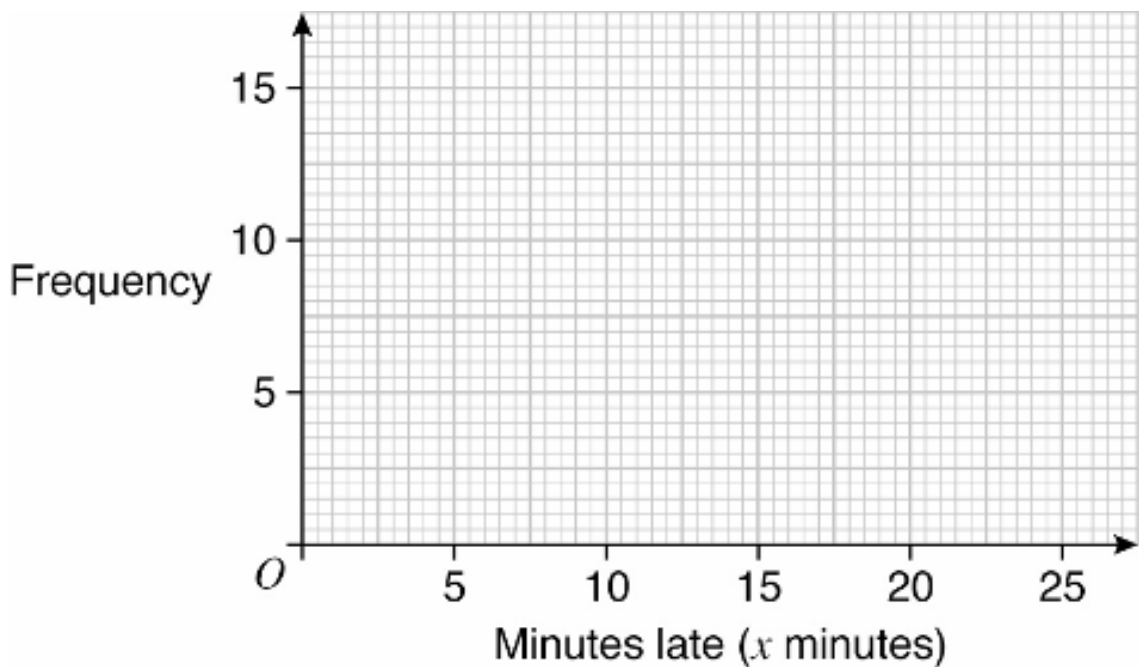
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(2)

(6 marks)

7. In one month, Janet travelled by bus 25 times and by train 25 times. The grouped frequency table records the number of minutes ( $x$  minutes) late each of her buses and trains were.

Minutes late	Bus	Train
$0 \leq x < 5$	5	9
$5 \leq x < 10$	15	6
$10 \leq x < 15$	4	6
$15 \leq x < 20$	1	2
$20 \leq x < 25$	0	3

- (a) On the grid below draw two frequency polygons to illustrate this data.



(3)

- (b) Use your polygons to compare the lateness of buses and trains and comment on any differences you observe.

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(2)  
 (5 marks)