



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCSE (9 – 1)

In Mathematics (1MA1)

Foundation (Non-Calculator) Paper 1F

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General marking guidance

These notes offer general guidance, but the specific notes for examiners appertaining to individual questions take precedence.

- 1 All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.

Where some judgement is required, mark schemes will provide the principles by which marks will be awarded; exemplification/indicative content will not be exhaustive. When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the response should be sent to review.

- 2 All the marks on the mark scheme are designed to be awarded; mark schemes should be applied positively. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme. If there is a wrong answer (or no answer) indicated on the answer line always check the working in the body of the script (and on any diagrams), and award any marks appropriate from the mark scheme.

Questions where working is not required: In general, the correct answer should be given full marks.

Questions that specifically require working: In general, candidates who do not show working on this type of question will get no marks – full details will be given in the mark scheme for each individual question.

- 3 **Crossed out work**

This should be marked **unless** the candidate has replaced it with an alternative response.

- 4 **Choice of method**

If there is a choice of methods shown, mark the method that leads to the answer given on the answer line.

If no answer appears on the answer line, mark both methods **then award the lower number of marks**.

- 5 **Incorrect method**

If it is clear from the working that the "correct" answer has been obtained from incorrect working, award 0 marks. Send the response to review for your Team Leader to check.

- 6 **Follow through marks**

Follow through marks which involve a single stage calculation can be awarded without working as you can check the answer, but if ambiguous do not award.

Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

7 Ignoring subsequent work

It is appropriate to ignore subsequent work when the additional work does not change the answer in a way that is inappropriate for the question or its context. (eg. an incorrectly cancelled fraction when the unsimplified fraction would gain full marks).

It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect (eg. incorrect algebraic simplification).

8 Probability

Probability answers must be given as a fraction, percentage or decimal. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).

Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.

If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

9 Linear equations

Unless indicated otherwise in the mark scheme, full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously identified in working (without contradiction elsewhere). Where the correct solution only is shown substituted, but not identified as the solution, the accuracy mark is lost but any method marks can be awarded (embedded answers).

10 Range of answers

Unless otherwise stated, when an answer is given as a range (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 3.5, 4.2) and all numbers within the range.

11 Number in brackets after a calculation

Where there is a number in brackets after a calculation E.g. $2 \times 6 (= 12)$ then the mark can be awarded **either** for the correct method, implied by the calculation **or** for the correct answer to the calculation.

12 Use of inverted commas

Some numbers in the mark scheme will appear inside inverted commas E.g. “12” $\times 50$; the number in inverted commas cannot be any number – it must come from a correct method or process but the candidate may make an arithmetic error in their working.

13 Word in square brackets

Where a word is used in square brackets E.g. [area] $\times 1.5$: the value used for [area] does **not** have to come from a correct method or process but is the value that the candidate believes is the area. If there are any constraints on the value that can be used, details will be given in the mark scheme.

14 Misread

If a candidate misreads a number from the question. Eg. uses 252 instead of 255; method or process marks may be awarded provided the question has not been simplified. Examiners should send any instance of a suspected misread to review.

Guidance on the use of abbreviations within this mark scheme

M	method mark awarded for a correct method or partial method
P	process mark awarded for a correct process as part of a problem solving question
A	accuracy mark (awarded after a correct method or process; if no method or process is seen then full marks for the question are implied but see individual mark schemes for more details)
C	communication mark awarded for a fully correct statement(s) with no contradiction or ambiguity
B	unconditional accuracy mark (no method needed)
oe	or equivalent
cao	correct answer only
ft	follow through (when appropriate as per mark scheme)
sc	special case
dep	dependent (on a previous mark)
indep	independent
awrt	answer which rounds to
isw	ignore subsequent working

Paper: 1MA1/1F				
Question	Answer	Mark	Mark scheme	Additional guidance
1	3	B1	cao	
2	73	B1	cao	
3	80	B1	cao	
4	23 or 29	B1	for 23 or 29	Do not award if any other numbers are included, but award if both 23 and 29 are shown.
5	11	B1	cao	
6	3000	P1 P1 P1 A1	for a correct step for travel or/and spending money eg $4 \times 150 (=600)$ or $4 \times 250 (=1000)$ or $150 + 250 (=400)$ for an appropriate step with the hotel price eg $7 \times 50 (=350)$ or $4 \times 50 (=200)$ for combining at least two “costs” for 4 people for 7 nights eg $4 \times 150 + 4 \times 250 (=1600)$ or $4 \times 150 + 7 \times 4 \times 50 (=2000)$ cao	Can be embedded eg $4 \times 7 \times 150$ Can be $4 \times 7 \times 50$ Must be correct process for two costs eg not $4 \times 150 \times 7$ but may be 2 correct costs and one incorrect

Paper: 1MA1/1F				
Question	Answer	Mark	Mark scheme	Additional guidance
7 (a)	7	P1	for process to find the number of blue flowers, eg $30 - 8 - 10 - 5$	Allow one error
		A1	cao	
(b)	white	B1	for white or ft from (a)	Must be seen clearly for ft
8	$\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{7}{12}, \frac{3}{4}$	M1	converts fractions to a common equivalent form, at least two conversions correct eg fractions with a denominator of 12, decimals or percentages, or any 4 fractions in correct order	0.25, 0.33(...), 0.5, 0.58(...), 0.75 Accept list in reverse order for this mark Accept expressed in equivalent decimals or percentages or any other appropriate form or mixed forms
		A1	cao	
9 (a)	6	M1	for method to find distance, eg $4 \times \text{time difference}$ or 30 mins = 2 miles	10.30 am – 9 am may be seen as 1.5(hr) or 1(hr) 30 (min) or 90 (min) or $\frac{3}{2}$ (hr) or $1\frac{1}{2}$ (hr)
		A1	cao	
	12 35 pm	M1	for method to add time using consistent units eg 11 20 or $50 + 75$ or 2 hours 5 mins	
		A1	12 35 pm or 12 35 (h)	
10 (a)	4	B1	cao	Division by 6 must be ALL terms
		B1	cao	
	8	B1	cao	
		B1	cao	
(b)	3	M1	for a correct first step eg subtracting 2 from both sides or dividing all terms by 6	
		A1	cao	

Paper: 1MA1/1F													
Question	Answer	Mark	Mark scheme	Additional guidance									
11	4292	M1	for complete method with relative place value correct including addition of all the appropriate elements of the calculation	Working <div><div>592 3700 4292</div><div><div><div><div>7</div><div>4</div></div><div><div>4</div><div>3</div><div>5</div><div>2</div><div>0</div><div>5</div></div><div><div>2</div><div>5</div><div>6</div><div>3</div><div>2</div><div>8</div></div><div><div>9</div><div>2</div></div></div></div><div><table><tr><td></td><td>70</td><td>4</td></tr><tr><td>50</td><td>3500</td><td>200</td></tr><tr><td>8</td><td>560</td><td>32</td></tr></table></div><div>3500 + 560 + 200 + 32 = 4292</div></div>		70	4	50	3500	200	8	560	32
	70	4											
50	3500	200											
8	560	32											
		A1	cao										

Paper: 1MA1/1F				
Question	Answer	Mark	Mark scheme	Additional guidance
12 (a)	40	M1	for using 90, eg $90 - 25 - 25$	90 – 25 is enough for this mark
		A1	cao	
(b)(i)	b or d with reason	B1	for b or d (or both)	
		C1	(dep) for appropriate reason(s) vertically <u>opposite angles</u> are equal <u>vertically opposite angles</u> are equal <u>corresponding angles</u> are equal <u>alternate angles</u> are equal <u>angles on a straight line</u> add up to 180	
(ii)	reason	C1	for correct explanation using 360 or a full explanation using angles around a point Acceptable examples Because 360 around a point $360 - 125 = 235$ $125 + 235 = 360$ Because they add to 360 Not acceptable examples Because b is 125	Using 360 appropriately and not in an incorrect setting
13	$10x$	B1	for $10x$ oe	

Paper: 1MA1/1F				
Question	Answer	Mark	Mark scheme	Additional guidance
14 (a)	14	B1	for 14	
(b)	Explanation	C1	for explanation Acceptable examples she divided by 2 but should have multiplied by 2 there are 96 halves in 48 $48 \times 2 = 96$ Not acceptable examples $24 \times 2 = 48$	
15 (a)	8	B1	cao	
(b)	125	B1	cao	
16 (a)	$10m - 15$	B1	for $10m - 15$ oe	Accept any reversing of order in the expression
(b)	$3(n + 4)$	B1	for $3(n + 4)$ oe	Accept any answer in reverse order
17 (i)	Maxine with bigger number of trials	C1	for Maxine with reason Acceptable examples She throws the coin more times than Stuart Not acceptable examples Maxine throws it 50 times She gets more Tails Stuart (he)	
(ii)	$\frac{37}{60}$	B1	for $\frac{37}{60}$ oe	

Paper: 1MA1/1F				
Question	Answer	Mark	Mark scheme	Additional guidance
18	Accurate figures with supportive working	M1	for a correct first step eg $600 \div 30 (=20)$ or $120 \div 30 (=4)$ or $600 \times 120 (=72\ 000)$ or $30 \times 30 (=900)$	Could work in m or cm
		M1	for finding an appropriate cost $2.5 \times "20" (=50)$ or $2.5 \times "4" (=10)$ OR number of tiles required $"72\ 000" \div "900" (=80)$ or $"4" \times "20" (=80)$ OR number they can afford $220 \div 2.5 (=88)$	Units must be consistent
		M1	for full method to get figures to compare eg cost to tile whole area eg $"80" \times 2.5$ OR number of tiles they need and number they can afford eg $"72\ 000" \div "900"$ and $220 \div 2.5$	
		A1	for 200 OR 80 and 88 OR 72 000 and 79 200 OR 132 (cm) OR 660 (cm) SC B2 for answer of 60	

Paper: 1MA1/1F				
Question	Answer	Mark	Mark scheme	Additional guidance
19 (a)	$\frac{7}{15}$	M1	for suitable common denominator with at least one fraction out of two correct, eg $\frac{10}{15} - \frac{3}{15}$ oe	
		A1	oe	
	$\frac{1}{2}$	M1	for method to multiply fractions, eg $\frac{2 \times 3}{3 \times 4}, \frac{8 \times 9}{12 \times 12}$ or to simplify, $\frac{1}{3} \times \frac{3}{2}$ or $\frac{2}{1} \times \frac{1}{4}$	
		A1	OR for an answer equivalent to $\frac{1}{2}$ (unsimplified) eg $\frac{2}{4}, 0.5$ cao	
20	12.5	P1	starts to process the problem, eg assigns lengths of sides to squares A and B in the ratio 1 : 2 oe and calculates at least one area OR fits 4 of square A into square B OR for ratio of areas of squares eg 1 : 4 oe	May be seen in a diagram
		P1	for process to express relationship between area of shaded triangle and area of square B, eg 1 : 8, $\frac{1}{8}$ OR 0.125	May be seen in a diagram with figure given
		A1	for 12.5 oe	

Paper: 1MA1/1F									
Question		Answer	Mark	Mark scheme	Additional guidance				
21		14	P1	for process to find total number of boys, $40 - 22 (= 18)$ OR the number of girls who travel by bus $10 - 6 (= 4)$		W	C	B	
			P1	for process to find the number of girls who cycle to school $22 - "4" - 9 (=9)$ OR the number of boys who walk to school $"18" - 6 - 7 (= 5)$	boy	5	(7)	(6)	18
					girl	(9)	9	4	(22)
						14	16	(10)	(40)
				Note 16 is 7+9 and 10 is 6+4 6+7 is 13 and 4+9=13 may be seen as intermediate steps					
22	(a)	0.4, 0.4	P1	for process to find sum of unknown probabilities, eg $1 - 0.2 (= 0.8)$	Award mark for any two probabilities given that sum to 0.8, eg given in the table				
			A1	oe	Accept any equivalent fraction or 40%				
	(b)	60	P1	for complete process to find total number of cubes, eg $12 \div 0.2$ or 12×5 or $("0.4" \div 0.2) \times 12 + ("0.4" \div 0.2) \times 12 + 12$ OR states $0.1 = 6$ or $0.4 = 24$					
			A1	cao					

Paper: 1MA1/1F					
Question		Answer	Mark	Mark scheme	Additional guidance
23	(a)	600	P1	for starting process to calculate amount of flour eg $60 \div 15 (= 4)$ or $3 \times 50 (= 150)$	4 implied by 200g of sugar
			P1	for complete process eg $\frac{60}{15} \times "150"$	
			A1	cao	
	(b)	2	P1	for process to calculate amount of butter eg $\frac{60}{15} \times 2 \times 50 (= 400)$	[butter] must be clearly stated or calculated, may be seen in part (a)
				OR for process to calculate the number of packs of butter needed eg [butter] $\div 250$	
			A1	cao	2 must not come from incorrect working
24		18	M1	for listing factors of 72 and 90, at least 4 correct for each (with no more than 1 incorrect in each list), could be in factor pairs	Factors of 72: 1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36, 72 Factors of 90: 1, 2, 3, 5, 6, 9, 10, 15, 18, 30, 45, 90
				OR for the prime factors of 72 (2, 2, 2, 3, 3) or 90 (2, 3, 3, 5)	
			A1	for 18 or 2×3^2 oe	2, 3^2 is not enough, it must be a product
				SC B1 for answer of 6 or 9 if M0 scored	
25		sketch	M1	for sketch of a cylinder	Hidden edges may or may not be shown
			A1	sketch of cylinder, with dimensions shown	2 (cm) for radius or 4 (cm) for diameter and 5 (cm) for height

Paper: 1MA1/1F				
Question	Answer	Mark	Mark scheme	Additional guidance
26	$c = -6$ $d = -1$	M1	for reflection in x -axis shown on diagram	Vertices (3, -2), (5, -2), (3, -5)
		A1	for $c = -6$ or $d = -1$	One correct value is M1A1 regardless of second value or diagram
		A1	for both $c = -6$ and $d = -1$	
			SCB2 for $c = -1$ and $d = -6$	
27	96	P1	for process to find the ratio of the number of pens of each colour sold, eg $2 \times 7 : 5 \times 3 : 6 \times 4$ (= 14 : 15 : 24)	Does not have to be seen as a ratio but all three needed
		P1	for process to find the proportion of green pens sold, eg $\frac{212}{"14"+"15"+"24"}$ or $\frac{"24"}{"14"+"15"+"24"}$	
		P1	for a complete process to find the number of green pens sold, eg $\frac{212}{"14"+"15"+"24"} \times "24"$ or $\frac{"24"}{"14"+"15"+"24"} \times 212$	P3 can be implied by the values 56, 60 and 96
		A1	cao	

Paper: 1MA1/1F				
Question	Answer	Mark	Mark scheme	Additional guidance
28	8.5	P1	for process to use the area of $PQRS$ to find the length of PQ , eg $10y = 45$ or $45 \div 10 (= 4.5)$	Sets up equation for area
		P1	for process to use the perimeter of $ABCD$, eg $2x + 2 \times "4.5" = 26$ or $26 - 2 \times "4.5" (= 17)$ or $26 \div 2 (= 13)$	Uses perimeter of $ABCD$
		P1	for process to use length of BC to find length of AB , eg solves $2x + 2 \times "4.5" = 26$ or $(26 - 2 \times "4.5") \div 2$ or $"13" - "4.5"$	
		A1	for 8.5 or $8\frac{1}{2}$	Accept $\frac{17}{2}$
29 (a)	1, -4	B1	cao	Brackets are given on the answer line, ignore any extra brackets seen
(b)	-1 and 3	B2	for both correct answers	
		(B1	for one correct solution or $(x + 1)(x - 3)$ or $(-1, 3)$)	

Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 1F

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme.

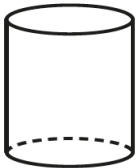
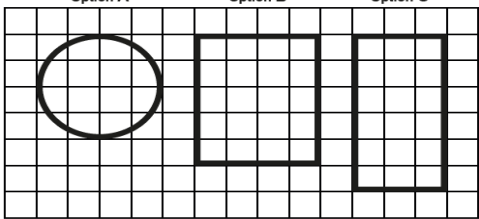
The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:

Angles: $\pm 5^\circ$

Measurements of length: ± 5 mm

PAPER: 1MA1/1F		
Question	Modification	Mark scheme notes
6	Horizontal lines added underneath the information.	Standard mark scheme
7	Diagram enlarged. Right axis labelled. Graph lines made thicker. Axes labels moved to the left of the horizontal axis and above the vertical axis.	Standard mark scheme
8	Wording 'five' added.	Standard mark scheme
12(a)	Diagram enlarged. Wording added 'Two angles are marked 25° . One angle is marked x° .' Angles moved outside of angle arcs and angle arcs made smaller. Wording added 'Find the value of the angle marked x° .'	Standard mark scheme
12(b)	Diagram enlarged. Angles a, b, c, d, e changed to v, w, x, y, z . Wording added 'Angles v, w, x, y and z are marked on the diagram.' Angles moved outside of angle arcs and angle arcs made smaller. (ii) changed to "Explain why $v + w + x = 235^\circ$ "	Standard mark scheme with a, b, c, d, e changed to v, w, x, y, z .
18	Diagram enlarged. Measurements moved above/to the left of diagram. Wording changed to 'It shows a rectangular path, 600 cm long and 120 cm wide'. Braille only: Path labelled 'rectangular path' inside the shape.	Standard mark scheme

PAPER: 1MA1/1F			
Question		Modification	Mark scheme notes
20		Diagram enlarged. Shapes labelled 'square A' and 'square B'. Labels moved above diagrams. Shading changed to dotted shading.	Standard mark scheme
22(a)		Wording added 'There are two spaces to fill.'	Standard mark scheme

Question	Modification	Mark scheme notes
25	<p data-bbox="358 280 907 312">Question changed. Model should be provided.</p> <div data-bbox="595 312 730 504"> <p data-bbox="629 312 696 328">Diagram 1</p>  </div> <div data-bbox="423 604 900 863"> <p data-bbox="629 604 696 620">Diagram 2</p> <div data-bbox="423 628 900 863"> <div data-bbox="456 628 584 644">Option A</div> <div data-bbox="647 628 719 644">Option B</div> <div data-bbox="786 628 857 644">Option C</div>  </div> </div> <p data-bbox="548 887 1536 1054"> Look at the diagrams for Question 25. You may be provided with a model. Diagram 1 and the model show a solid cylinder. They are not accurate. Look at Diagram 2 below Diagram 1. Diagram 2 shows three options labelled Option A, Option B and Option C on a grid of squares. Each square on the grid represents a one centimetre square. </p> <p data-bbox="548 1090 1162 1121">The cylinder is placed with its flat face on a surface.</p> <p data-bbox="548 1126 1453 1158">(a) Which of the options, A, B or C, shows the plan of the cylinder? (1 mark)</p> <p data-bbox="548 1163 1429 1195">(b) Remember: Each square on the grid represents a one centimetre square.</p> <p data-bbox="548 1200 763 1232">Using Diagram 2,</p> <p data-bbox="548 1236 1055 1268">(i) write down the diameter of the cylinder.</p> <p data-bbox="548 1297 1189 1329">(ii) write down the height of the cylinder. (1 mark)</p>	<p data-bbox="1563 280 1733 312">Mark scheme:</p> <p data-bbox="1563 317 1805 349">(a) B1 for Option A</p> <p data-bbox="1563 354 2007 450">Could indicated on the diagram eg by circling etc. Accept a description eg circle</p> <p data-bbox="1563 454 2024 486">(b) B1 for (i) as 4 or (ii) as 3, 4, 5 or 6</p>

PAPER: 1MA1/1F		
Question	Modification	Mark scheme notes
26	<p>Diagram enlarged. Grid cut to make the axes from -7 to 7. Shading changed to dotted shading. Labels removed from inside the shapes. Shapes labelled as 'shape A' and 'shape B'. Wording added 'It shows shape A and shape B on a coordinate grid.' Question changed to: (a) Reflect shape A in the x-axis. Label the new shape X. (1 mark). (b) Shape X can be transformed to shape B by a translation $\begin{pmatrix} c \\ d \end{pmatrix}$ Find the value of c and the value of d. (2 marks)</p>	<p>Apply the standard mark scheme but in two stages: (a) B1 for showing the reflected shape X (need not be labelled if there is only one shape drawn). (b) B2 for $c = -6$ or $d = -1$ (B1 for one correct value or reverse order)</p>
28	<p>Diagram enlarged. Wording changed to 'It shows two rectangles, $ABCD$ and $PQRS$.' Rectangle $PQRS$ moved to lie landscape below $ABCD$. $PQRS$ relabelled to follow clockwise vertex labelling convention prescribed in $ABCD$. Wording changed to '$PQ = 10\text{cm}$', '$AD = PS$'. Braille only: rectangles labelled 'Rectangle 1' and 'Rectangle 2'.</p>	<p>Standard mark scheme but note the change in vertex labelling.</p>
29	<p>Diagram enlarged. Graph line made thicker.</p>	<p>Standard mark scheme</p>

