Pearson Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE (9 – 1)
In Mathematics (1MA1)
Foundation (Non-Calculator) Paper 1F

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2020
Publications Code 1MA1_1F_2011_MS

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 (eg 3.5 – 4.2) then this is inclusive of the end points (eg 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 eg 2 × 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 eg "12" × 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 eg [area] × 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	0.309, 0.32, 0.35, 0.4	B1	for 0.309, 0.32, 0.35, 0.4	Accept written in reverse order: 0.4, 0.35, 0.32, 0.309
2	18	B1	cao	18 must be the only number selected for this award
3	5	B1	cao	
4	0.75	B1	cao	
5	700	B1	for 700 Accept 7 hundreds	
6 (a)	cross at ½	B1	Cross (or mark) at ½	Accept any mark near to ½ if the intention is clear; do not accept if any additional marks are shown
(b)	cross at 0	B1	Cross (or mark) at 0	Accept any mark near to 0 if the intention is clear; do not accept if any additional marks are shown

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
7	Correct pictogram drawn	C1	deduces that 1 ellipse represents 12 (eggs) oe	eg. ½ ellipse represents 6 (eggs), ¼ ellipse represents 3 (eggs)
		C1	2 ellipses for Tuesday oe	some interpretation of shapes will be needed
		C1	2¼ ellipses for Wednesday oe	
		C1	correctly represented key	
			Alternative (using 1 ellipse to represent a different number of eggs)	
		C2	for a correctly shown key, eg. 1 drawn ellipse represents 4 (eggs) oe **and** one day in agreement with their key.	eg. a correctly represented key plus, $4\frac{1}{2}$ ellipses for Monday oe
		C1	for a second day in agreement with their key	eg. 6 ellipses for Tuesday oe
		C1	for a third day in agreement with their key.	eg. $6\frac{3}{4}$ ellipses for Wednesday oe
8 (a)	(2, 3)	B1	cao	
(b)	(0,−1)	B1	cao	
(c)	*C* at (–2,1)	B1	cao	If more than one point marked accept if labelled, otherwise not, unless clear

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
9 (a)	$\frac{3}{7}$	B1	oe	
(b)	1 : 2.5	M1	for appropriate method shown eg 30 ÷ 12 (= 2.5) **or** for a method that involves simplification of 12 : 30 approaching 1 : *n* , eg. 4 : 10 or 6 : 15 or 2 : 5 **or** for 2.5 : 1 or $2\frac{1}{2}$: 1	
		A1	for 1 : 2.5 or 1 : $2\frac{1}{2}$ **or** for *n* = 2.5	Accept a fraction equivalent to $2\frac{1}{2}$, eg. 1 : $\frac{30}{12}$ 2.5 alone gets M1A0
10	660	P1	for a process to work out the **number** of large marbles eg 12 ÷ 4 (=3) **or** the **number** of small marbles eg 12 – [number of large marbles] **or** 12 × (1− ¼) (=9)	[number of large marbles] could come from an incorrect method for finding $\frac{1}{4}$ of 12
		P1	(dep) for a process to work out the **weight** of large marbles eg "3" × 70 (=210) **or** to work out the **weight** of small marbles eg "9" × 50 (=450)	
		P1	for a complete process eg (12÷4) × 70 + 12 × (1− ¼) × 50 oe	
		A1	cao	
11	Reflection	M1	for a correct reflection of the shape in any line **or** a correct reflection of at least 3 vertices	Allow hand-drawn
		A1	cao	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
12 (a)	11	B1	cao	
(b)	22	M1	Starts to find input using inverse operations, 41 + 3 (= 44) **or** sight of +3 **and** ÷2 **or** derivation of equation eg $2n - 3 = 41$	+3 and ÷2 could be seen in a flow diagram Evidence could be provided by algebraic statement, numerical statements or by diagrams
		A1	cao	
13 (a)	025	B1	for angle in the range 23 to 27	Accept without the initial 0, eg. 25
(b)	1.25	M1	for measurement of *AB* in the range 4.8 to 5.2 (cm) or 48 to 52 (mm)	Could be just seen on the diagram
		M1	for "5" × 25000 (= 125000) or "50" × 25000 (= 1250000) **or** "5" ÷ 100000 (= 0.00005) or "50" ÷ 1000000 (= 0.00005) **or** 25000 ÷ 100000 (= 0.25) or 25000 ÷ 1000000 (= 0.025)	125000 or 1250000 seen implies M1M1 For the award of this mark, "5" or "50" can be any value in the range 4 to 6 or 40 to 60
		A1	for answer in the range 1.2 to 1.3	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
14	Completed table	M1	for correctly entering **two** of 11, 2, 5, 10 (= 30 – 20)	4 2 4 10 1 8 11 20 5 10 15 30
		M1	(indep) for using the rule for the top row eg. ([10 males] – [2 male tennis]) ÷ 2 (=4)	Award 2nd M1 if top row is correct
		A1	for complete correct table	
15	7	P1	for 750 × 9 (=6750)	
			or 1 + 9 (=10)	
			or 750 ÷ 1000 (= 0.75)	
		P1	(dep) for "6750" + 750 (=7500)	
			or for "10" × 750 (=7500)	
			or "0.75" × "1 + 9" (= 7.5)	
		A1	cao	
			Alternative	
		P1	for 100 + 900 (= 1000)	This can be implied by (1 litre of drink =) 100 (m*l*) of squash and 900 (m*l* of water)
		P1	(dep) for 750 ÷ 100 (= 7.5)	
		A1	cao	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
16 (a)	Explanation	C1	for explanation **Acceptable examples** the number of points only goes up to 4 because the median is 2 no-one scored 5 points (implies number of points scored was less than 5) **Not acceptable examples** she was right since 5 is the middle number she has used the wrong column (insufficient) the median is 3	Explanations must relate to median number of points and not median of the frequency values
(b)	Explanation	C1	for explanation identifying the error in the working **Acceptable examples** $0 \times 1 = 0$ or 0×1 is not 1 Anything times zero is zero **Not acceptable examples** the correct answer is 37	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
17	Conclusion (supported)	P1	for process to find 1/10 of 500 eg. 500 ÷ 10 (= 50) **or** 1 – 0.1 (= 0.9) oe	
		P1	(dep) for process to reduce 500 by 1/10 eg. 500 – "50" **or** 500 × "0.9" (= 450)	
		P1	for process to calculate 20% of [Monday sale price] eg. "450" × $\frac{20}{100}$ (= 90) oe **or** for use of 100 – 20 (= 80) or 1 – 0.2 (= 0.8) in relation to [Monday sale price]	
		P1	(dep on P3) for a fully correct process to find the cost of the TV on Tuesday eg. "450" – "90" (= 360) or "450" × "0.8" (= 360)	
		C1	for conclusion (Yes) supported by correct figures.	eg Yes, the TV will cost 360 Yes, he will have 40 over left
18	4550 to 4800	M1	for rounding at least two figures to 800, 50, 300 or 290 (which could be evidenced through partial calculation)	Any attempt to find the exact answer gets NO marks even if followed by rounding
		M1	(dep) for a correct calculation using their rounded values eg. sight of 240000 (= 800 × 300) **or** 232000 (= 800 × 290) **or** 229100 (= 790 × 290) **or** 16 (= 800 ÷ 50) **or** 15.8 = (790 ÷ 50) **or** 6 (= 300 ÷ 50) **or** 5.8 = (290 ÷ 50)	Various operations possible
		A1	for answer in range 4550 to 4800	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
19 (a)	$x^2 - 4x$	B1	cao	
(b)	$5(3y - 2)$	B1	cao	
(c)	9	M1	for a correct first stage, eg. expanding brackets, $7 \times f - 7 \times 5$ (= 28) oe **or** for division of both sides by 7, eg. $\frac{7(f-5)}{7} = \frac{28}{7}$	
		A1	cao	
20	$3n - 2$	B2	for $3n - 2$ oe	Accept a different variable, eg. $3x - 2$
		(B1	for $3n + k$ where $k \neq -2$ or is absent unambiguously shown)	$n = 3n - 2$ gets B1 only $n + 3$ gets NO marks
21	Shown	M1	for conversion to improper fractions eg. $\frac{7}{3}$ **or** $\frac{15}{4}$	Need not be shown with operators
		M1	(dep) for method to multiply fractions, eg. $\frac{7\times15}{3\times4}\left(= \frac{105}{12}\right)$ **or** $\frac{28\times45}{12\times12}\left(= \frac{1260}{144}\right)$ oe	
		C1	for complete working showing each stage as far as $\frac{35}{4}$ or $8\frac{9}{12}$	
22	B C D A	B2 (B1	cao for two or three correct)	
23	A & D	B1	cao	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
24	20	P1	for process to find SP of 24 chocolate bars, eg. 0.50 × 24 (= 12) oe **or** for process to find the overall profit eg (24 × 0.5) – 10 (=2) **or** for process to find CP of one chocolate bar, eg. 1000 ÷ 24 (= 41.66…) oe	Working can be carried out in either pounds or pence.
		P1	(dep) for start to a process to find percentage profit, eg. using $\frac{"12"-10}{10}$ **or** $\frac{"12"}{10}$ **or** $\frac{50-"41.66.."}{"41.66..."}$ oe with consistent units	
		A1	cao	
25	85 with working and reasons	M1	for correct use of corresponding angles eg *AEB* = 63 **or** co-interior angles eg *BCD* = 180 – 148 (= 32) or *DEB* = 180 – 63 (= 117)	Angles must be clearly labelled on the diagram or otherwise identified. Full solution must be seen.
		M1	(dep) for a complete method to find angle *EAB* eg. 180 – "63" – (180 – 148) **or** 148 – "63" **or** "117" – (180 – 148)	Correct method can be implied from angles on the diagram if no ambiguity or contradiction.
		A1	for *EAB* = 85 (identified)	
		C2	(dep on M2) all working correct with all appropriate reasons stated. Corresponding angles are equal Allied angles / Co-interior angles add up to 180 Angles on a straight line add up to 180 Angles in a triangle add up to 180 The exterior angle of a triangle is equal to the sum of the interior opposite angles.	When reasons are given the key words underlined must be present. Reasons need to be linked to their method; any reasons not linked, do not credit. There should be no incorrect reasons given.
		(C1	for **one** reason relating to parallel lines clearly used and stated **or** for any **two** reasons clearly stated for their fully correct method)	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
26	20 or 24 or 168	B1	for identification of the range of the girls (20) **or** the range (24) **or** the median (168) of the boys	
	Comparison	C2	for a correct comparison of medians **and** a correct comparison of ranges supported by correct figures. eg the median height for girls (165) is less than the median height for boys (168) and the range for girls (20) is less than the range for boys (24) At least one comparison must be in context referring to height or quoting cm.	Simply quoting values for median, range is insufficient; they must be compared.
		(C1	for a correct comparison of medians **or** a correct comparison of ranges that could ft their incorrect figure(s))	Context not necessary for C1
27	450	M1	for $18 \div 3 (=6)$	Ignore units
		M1	for substitution eg. $75 = \frac{F}{"6"}$ or $75 \times$ "6"	
		A1	cao	
28	$0.000\,672$, 67.2×10^{-4} 6.72×10^{5} 672×10^{4}	B2	cao	Accept correct numbers in any form
		(B1	for correct conversions to same format, condoning one error. **or** for 3 numbers in the correct order (ignoring one) **or** for all 4 numbers listed in reverse order)	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
29	6 : 15 : 20	P1	chooses a multiplier to equate the two fractions in terms of b eg $\frac{2}{5}\times\frac{3}{3}\left(=\frac{6}{15}\right)$ **or** $\frac{3}{4}\times\frac{5}{5}\left(=\frac{15}{20}\right)$ **or** lists equivalent fractions to $\frac{2}{5}$ up to at least $\frac{6}{15}$, eg. $\frac{2}{5},\frac{4}{10},\frac{6}{15},\ldots..$ **or** lists equivalent fractions to $\frac{3}{4}$ up to at least $\frac{15}{20}$, eg. $\frac{3}{4},\frac{6}{8},\frac{9}{12},\frac{12}{16},\frac{15}{20},\ldots..$ **or** (a : b =) 2 : 5 **and** (b : c =) 3 : 4 **or** for 6 : 15 or 15 : 20 seen	
		P1	puts into related terms ready for ratio eg $\frac{2}{5}\times\frac{3}{3}=\frac{6}{15}$ **and** $\frac{3}{4}\times\frac{5}{5}=\frac{15}{20}$ **or** for (a : b =) 6 : 15 **and** (b : c =) 15 : 20 **or** lists equivalent ratios up to a common element for b, eg a : b = 2 : 5, 4 : 10, 6 : <u>15</u> **and** b : c = 3 : 4, 6 : 8, 9 : 12, 12 : 16, <u>15</u> : 20	Need not be written in ratio form
		A1	for 6 : 15 : 20 oe	Accept equivalent ratios Accept a = 6. b = 15 and c = 20
30 (a)	$q=\frac{p-7}{6}$	M1	for a correct first step, showing a method of subtraction of 7 from both sides or division of all terms by 6 eg $p-7=6q+7-7$ **or** $\frac{p}{6}=\frac{6q}{6}+\frac{7}{6}$ oe	
		A1	for $q=\frac{p-7}{6}$ **or** $q=\frac{p}{6}-\frac{7}{6}$	Allow $1\frac{1}{6}$ for $\frac{7}{6}$ Award for answer without "q ="
(b)	m^6	B1	cao	

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: ±5°
Measurements of length: ±5 mm

PAPER: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
1		The wording "Write the following numbers…" removed and replaced by "Write the following four numbers…"	Standard mark scheme
2		The wording "Here is a list of numbers" removed and replaced by "Here is a list of five numbers."	Standard mark scheme
6		Wording added "Look at the diagrams for Question 6 in the Diagram Book. They show two probability scales." The spinner kept in the question paper and the spike removed. A dot added at the centre of the spinner. Spinner enlarged with the text. Wording added "On the probability scale for Question 6(a), mark…" Wording added "On the probability scale for Question 6(b), mark…" Probability scales kept on the same page in the Diagram Book but enlarged. Numbers moved above the probability scales. The wording "with a cross (x)" removed	Standard mark scheme

PAPER: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
7		Wording added Look at the diagram for Question 7 in the Diagram Book. It shows an incomplete pictogram which…" Diagram enlarged. Key moved above the pictogram. The ovals changed to circles.	Standard mark scheme
8		Wording added "Look at the diagram for Question 8 in the Diagram Book. It shows point A and point B on a coordinate grid." Diagram enlarged. Open headed arrows. Crosses changed to dots. The point B moved to (1,-1); difficult for the candidate to see as it currently lies on the axis. In part (c) the wording "with a cross (x)" removed.	Standard mark scheme for part (a) and (c), but part (b) is now (1, –1) B1 cao
11		Wording added "Look at the diagram for Question 11 in the Diagram Book. It shows a shaded shape on a grid. A cut out shape may be available if you wish to use it". Shape provided for all candidates. Diagram enlarged. Shading changed to dotty shading. Add wording "mirror line" to the other side of the line. "You do not need to shade your shape."	Standard mark scheme
12		Wording added "Look at the diagram for Question 12 in the Diagram Book." The wording "The diagram shows…" removed and replaced with "It shows…" Diagram enlarged. Open headed arrows.	Standard mark scheme

PAPER: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
13		North lines made 9 cm. A line added between points A and B and made 10cm long to allow them to measure the angle. The angle will be kept the same, but this will change the answer to Question 13(b). Wording added "Look at the diagram for Question 13 in the Diagram Book. It is accurately drawn." Open headed arrows. Scale to be moved above the diagram. Some enlarged scripts have distance *AB* measuring 7 cm For these scripts the scheme for 13(b) reads: **M1** for measurement of *AB* in the range 6.5 to 7.5 cm; accept 65 to 75 if identified as mm **M1** for "7" × 25000 (= 175000) or "7" ÷ 100000 (= 0.00007) or 25000 ÷ 100000 (= 0.25) "7" can be a figure in mm if previous M1 awarded but appropriate conversions to km then apply For the award of this mark, "7" or "70" can be any value in the range 5.5 to 8.5 or 55 to 85 **A1** for answer in the range 1.625 to 1.875 Note: If the length of AB differs from those exemplified, amend the ranges of acceptable values accordingly	Part (a): for angle in the range 20 to 30 Accept without the initial 0 Part (b): **M1** for measurement of *AB* in the range 9.5 to 10.5 cm; accept 95 to 105 if identified as mm **M1** for "10" × 25000 (= 250000) or "10" ÷ 100000 (= 0.0001) or 25000 ÷ 100000 (= 0.25) "10" can be a figure in mm if previous M1 awarded but appropriate conversions to km then apply For the award of this mark, "10" or "100" can be any value in the range 8 to 12 or 80 to 120 **A1** for answer in the range 2.375 to 2.625

<table>
<tr><th colspan="4">PAPER: 1MA1/1F</th></tr>
<tr><th colspan="2">Question</th><th>Modification</th><th>Mark scheme notes</th></tr>
<tr><td>14</td><td></td><td>Wording added “Look at the table for Question 14 in the Diagram Book.”
The wording “Complete the two-way table” removed and replaced by “Complete the two-way table in the Diagram Book.” Wording added “There are ten spaces to fill.” Table enlarged.
Braille only: Table labelled (i) to (x).
<table>
<tr><td></td><td>Cricket</td><td>Tennis</td><td>Swimming</td></tr>
<tr><td>Male students</td><td>(iv)</td><td>(ii)</td><td>(v)</td></tr>
<tr><td>Female students</td><td>(vii)</td><td>(viii)</td><td>(i)</td></tr>
<tr><td>Total</td><td>(iii)</td><td>(ix)</td><td>(x)</td></tr>
</table>
Sticky labels of all the answers provided for braille candidates. They will still have to work out the correct answers for 10 spaces and place them into the correct space.</td><td>Standard mark scheme</td></tr>
<tr><td>16</td><td></td><td>Wording added “Look at the table for Question 16 in the Diagram Book.” Table enlarged.
The wording “The table gives information…” removed and replaced by “It gives information…”</td><td>Standard mark scheme</td></tr>
<tr><td>19</td><td>(c)</td><td>The letter f changed to p.</td><td>Standard mark scheme except for the letter changes indicated.</td></tr>
</table>

PAPER: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
22		Wording added "Look at the diagram for Question 22 in the Diagram Book." The wording "The diagram shows four graphs" removed and replaced by "It shows four graphs labelled graph A, graph B, graph C and graph D." Diagrams enlarged. Graph lines made thicker. Open headed arrows. Headings moved above the graph.	Standard mark scheme
23		Wording added "Look at the diagram for Question 23 in the Diagram Book." The wording "The diagram shows four triangles" removed and replaced by "It shows four triangles." Diagram enlarged. Headings moved above the diagrams. Angles moved outside of the angle arcs and the angle arcs made smaller. Triangles straightened up so a 10 cm side lies horizontally. Braille only: Description added of the triangles.	Standard mark scheme
25		The wording "ADC is a triangle" removed. Diagram enlarged. Wording added "Look at the diagram for Question 25 in the Diagram Book. It shows the triangle ADC." Angles moved outside of the angles arcs and the angle arcs made smaller.	Standard mark scheme
26		Wording added "Look at the table and the diagram for Question 26 in the Diagram Book." Wording "This stem and leaf diagram shows…" removed and replaced with "The stem and leaf diagram shows…" The wording "…of a group of Year 9 girls" removed and replaced by "…of a group of girls in Year 9". The wording "…of a group of 15 Year 9 boys" removed and replaced by "…of a group of 15 boys in Year 9". Table enlarged and kept on the same page as the stem and leaf diagram. Diagram enlarged and a tracking line added. Key moved above the diagram.	Standard mark scheme

PAPER: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
27		Model provided for all candidates with a base added to represent the horizontal floor. Wording added "Look at the diagram for Question 27 in the Diagram Book. You may be provided with a model." The wording "The diagram shows a prism…" removed and replaced by "The diagram and the model show a prism…". Diagram enlarged. Dashed lines to be made thicker and longer. The pressure formula to be kept in the Question Paper and moved to the left of the diagram in the Diagram Book.	Standard mark scheme
28		The wording "Write these numbers in order of size" removed and replaced by "Write these four numbers in order of size."	Standard mark scheme
29		The letter *a* changed to *w*. The letter *b* changed to *x*. The letter *c* changed to *y*.	Standard mark scheme except for the letter changes indicated.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom