



Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE
In Mathematics (1MA1)
Foundation (Calculator) Paper 3F

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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 (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 $2 \times 6 (=12)$ 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 eg "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 eg [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 |

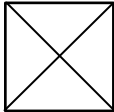
| Paper: 1MA1/3F | | | | |
|----------------|------------------|------------------------|---|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 1 | 3 | B1 | cao | |
| 2 | 8 | B1 | cao | |
| 3 | $\frac{40}{100}$ | B1 | for $\frac{40}{100}$ or any equivalent fraction | |
| 4 | 6.25 | B1 | for 6.25 oe | |
| 5 | -6,-4,-3,0,1,2,7 | B1 | for -6, -4, -3, 0, 1, 2, 7 | accept reverse order |
| 6 (a) | 5 | B1 | cao | |
| (b) | 5, 6 | B1 | cao | |
| 7 | $\frac{3}{4}$ | M1 A1 | for method to find fraction shaded, eg 12 out of 16 squares shaded or unsimplified answer eg $\frac{12}{16}$ or for $1 - \frac{1}{4}$ oe or for an answer of $\frac{1}{4}$ cao | May be expressed in a wide variety of ways. |
| 8 | 78 | P1 P1 A1 | for process to find the number of boxes, eg $200 \div 25 (=8)$ or to find the cost of each tile, eg $9.75 \div 25 (=0.39)$ for complete process, eg “8” \times 9.75, “0.39” \times 200 cao | Could work in £ or in pence for P marks |

| Paper: 1MA1/3F | | | | |
|----------------|----------------|------|---|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 9 (a) | 30 | B1 | cao | |
| (b) | 42 | B1 | cao | |
| (c) | $\frac{1}{20}$ | B1 | for $\frac{1}{20}$ or any equivalent fraction or 0.05 | |
| 10 (a) | 80 | B1 | cao | |
| (b) | 8 | B1 | cao | |
| (c) | Yes and reason | C1 | <p>for yes and reason</p> <p>Acceptable examples</p> <p>Yes, because 27 is greater than 7</p> <p>Yes, because the drop is 20 more</p> <p>Yes, the gradient is steeper (in the first 3 mins) and is then less steep (in the last 3 mins)</p> <p>Yes, because the drop is 20 less in the last 3 mins</p> <p>Yes, because the drop is more</p> <p>Not acceptable examples</p> <p>No</p> <p>Yes, because the drop is 20 less</p> | <p>“Yes” may be implied from wording</p> <p>Ignore any references to actual readings from the graph</p> |
| 11 | 110 | M1 | for use of angles in a quadrilateral add to 360° , eg $360 - 130 - 95 - 65 (= 70)$ | May be seen in diagram or as a sum to 360° . |
| | | M1 | for $180 - “70”$ or for $(130 + 95 + 65) - 180$ | $(130 + 95 + 65) - 180$ gains M2 |
| | | A1 | cao | |

| Paper: 1MA1/3F | | | | | |
|----------------|----------|------|--|--|--|
| Question | Answer | Mark | Mark scheme | | Additional guidance |
| 12 (a)(i) | 20, 15 | B1 | cao | | Working may be seen near the sequence |
| (ii) | 11 | B1 | cao | | Working may be seen near the sequence |
| (b) | 39 | B1 | cao | | |
| 13 | 34 | M1 | for start to method, eg $10 - 4 (= 6)$ or $7 - 5 (= 2)$ or $10 + 7 + 4 + 5 (=26)$ or $(10 + 7) \times 2$ | | 6, 2 may be seen on diagram |
| | | A1 | cao | | |
| 14 (a) | $5x + y$ | M1 | for method to collect terms, eg $5x$ or y | | May be seen in working. Accept if no ambiguity. Accept $1y$. |
| | | A1 | cao | | |
| (b) | 3 | M1 | for subtracting 7 from both sides or dividing each term by 5 as a first step, eg $5p = 15$ or $5p = 22 - 7$ or $\frac{5p}{5} + \frac{7}{5} = \frac{22}{5}$ | | Must be carried out, not just intention. Division by 5 must be all terms. |
| | | A1 | cao | | |

| Paper: 1MA1/3F | | | | |
|----------------|-----------------------------|------|--|-------------------------------------|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 15 (a) | shop A from correct figures | P1 | for start of process to find the number of packs needed from at least one shop, eg $30 \div 4 (= 7.5 \text{ or } 8)$ or $30 \div 6 (= 5)$ | "8" must come from "7.5" rounded up |
| | | P1 | for process to find cost of batteries from at least one shop, eg $(30 \div 4) \times 1.6 (= 12.8 \text{ or } 12)$ or $(30 \div 6) \times 2.7 (= 13.5)$ | |
| | | P1 | for a complete process to find the cost of batteries from both shops using whole packs eg "8" $\times 1.6 (= 12.8)$ and "5" $\times 2.7 (= 13.5)$ | |
| | | C1 | for shop A with both 12.8(0) and 13.5(0) | |
| (b) | No effect (supported) | C1 | (ft) for "has no effect" with reason Acceptable examples No, since A is 12 and B is 13.5(0) No, since A is just 80(p) less and B is the same. No, since A is less and B has not changed. No, since A is 1.5(0) less No, since 40(p) is less than 45(p) No, as batteries in B are 5p more Not acceptable examples Yes There is no change (unsupported) No, since A is less (incomplete) | |

| Paper: 1MA1/3F | | | | |
|----------------|------------------|------|--|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 16 (a) | $\frac{5}{11}$ | M1 | for $\frac{5}{n}$ where $n > 5$ or $\frac{m}{11}$ where $m < 11$ | where "11" comes from 5+2+4 |
| | | A1 | for $\frac{5}{11}$ oe | Accept any equivalent fraction, decimal form 0.45(45...) or percentage form 45(.45...)% |
| (b) | 0.7 | B1 | for 0.7 oe | Accept any equivalent fraction eg $\frac{7}{10}$ or percentage form eg 70% |
| 17 | accurate drawing | M1 | for drawing a side of length 6cm | |
| | | A1 | for correct triangle | |
| 18 | 258 to 275 | M1 | for taking a correct reading from the graph that shows conversion of an amount in \$ to £ | |
| | | M1 | for a complete method eg attempts to read from the graph at using numbers that sum to 345 and finds the sum of their readings eg $6 \times 50 + 45$ | Must be a complete method to get to 345 |
| | | A1 | for answer in the range 258 to 275 | Condone incorrect money notation if the meaning is clear |
| 19 (a) | 140 | M1 | for complete method eg $56 \div 40 \times 100$ | May be seen in different ways, eg 2.5×56 |
| | | A1 | cao | |
| (b) | 32 | M1 | for method to find percentage, eg $\frac{18}{56} \times 100 (=32.14\dots)$ | |
| | | A1 | for an answer in the range 32 to 32.2 | |

| Paper: 1MA1/3F | | | | |
|-------------------|---|----------------------------------|--|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 20 | 4 | P1 P1 P1 A1 | for start to process, eg $65 + 100 + 3 \times 5 + 1 \times 20 (= 200)$ or $3 \times 80 (= 240)$ for $65 + 100 + 3 \times 5 + 1 \times 20 (= 200)$ and $3 \times 80 (= 240)$ or “240” – 100 – 65 (=75) for process to find value of £10 notes in Carl’s wallet, eg “240” – “200” (= 40) or for “75” – $3 \times 5 - 1 \times 20 (=40)$ cao | May be part of an algebraic statement eg $65 + 100 + 35 + 10x$ NB $80 - 35 (=45)$ leading to 4 gets 0 marks |
| 21 (a) (b) | 25 Simon with reason | B1 C1 | cao for Simon with reason Acceptable examples Simon; he uses more trials Simon; he does 10 times more Simon, since $100 > 10$ Simon because he threw it more frequently / often Simon since he has a larger range of results Not acceptable examples Paula Simon (unsupported) Simon because he threw it 100 times He gets more tails | If figures are given as part of the answer they must be correct |
| 22 |  | M1 A1 | for square, side 6 cm or complete plan with incorrect scale cao | Do not award if the 6 cm square is included with a triangle attached externally (eg elevation) |

| Paper: 1MA1/3F | | | | |
|----------------|--------------------|------|---|---|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 23 (a) | n^8 | B1 | cao | |
| (b) | cd^3 | M1 | for partial simplification, eg c or d^3 | May be seen as simplification in original fraction |
| | | A1 | for cd^3 | Accept c^1d^3 |
| (c) | $x > \frac{14}{5}$ | M1 | for $5x > 14$ or $5x = 14$ or critical value, $\frac{14}{5}$ oe | Must see carried out correctly, ie at least $5x > 7 \times 2$ not just intention seen. Allow other signs for this mark. |
| | | A1 | $x > \frac{14}{5}$ or $x > 2\frac{4}{5}$ or $x > 2.8$ | |
| 24 | 2 hours 45 minutes | P1 | for $30 \div 24 (= 1.25)$ or $12 \div 8 (= 1.5)$ | May be written in hours and/or minutes |
| | | P1 | for finding the sum of their two times eg “1.25” + “1.5” (= 2.75) or 165 (minutes) | or 3 h 15 min or 2 h 75 min |
| | | A1 | cao | |
| 25 | 9.35, 9.45 | B1 | for 9.35 in the correct position | |
| | | B1 | for 9.45 in the correct position | Accept 9.449 oe or 9.4499... oe |

| Paper: 1MA1/3F | | | | |
|----------------|--|------|--|--|
| Question | Answer | Mark | Mark scheme | Additional guidance |
| 26 (a) | Yes (supported) | P1 | for start of process, eg $5 \times 9 (= 45)$ or $10 \times 14 (= 140)$ or $5 \times 2 (= 10 \text{ (kg)})$ or $3 \div 2 (= 1.5 \text{ (boxes)})$ | Accept values rounded or truncated to 1dp in both (a) and (b). Ignore units |
| | | P1 | for process using ratio of areas, eg “140” \div “45” (= 3.1...) or for using ratio of amount of seed eg “10” \div 3 (= 3.3...) or for finding coverage for 1 kg of grass seed, eg “45” \div 3 (=15 (m ²)) | |
| (b) | Yes, (does not have enough) (supported) | P1 | for process to find amount of seed needed, eg “140” \div “45” \times 3 (= 9.3...kg) or “140” \div “45” \times “1.5” (= 4.6...(boxes)) oe or “15” \times 2 (= 30 (m ² per box)) and “140” \div “30” (= 4.6...(boxes)) or for process to find area that can be seeded, eg “10” \div 3 \times “45” (= 150 (m ²)) or “140” \div “10” (= 14 (m ²)) oe | Accept 9.4 Accept 4.7 |
| | | C1 | for “Yes” supported by correct figures eg 4.6...(and 5), or 9.3...and 10 or 150 and 140 (or 140 to 148.5) or 15 and 14 | |
| | | C1 | for reasoning supported with correct figures, eg does not have enough seed and compares 9 (kg) with 9.3...(kg) or 4.5 (boxes) with 4.6... (boxes) or 135 (m ²) with 140 (m ²) or 14 (m ²) with 15 (m ²) ft from (a) | Values used in (a) do not need repeating in (b) as long as intention is clear |

| Paper: 1MA1/3F | | | | | |
|----------------|--|------|---|--|--|
| Question | Answer | Mark | Mark scheme | Additional guidance | |
| 27 (a) | $\frac{1}{3}, \frac{2}{3}, \frac{1}{3}, \frac{2}{3}, \frac{1}{3}, \frac{2}{3}$ | B2 | six fully correct probabilities | Accept any equivalent fraction, decimal form 0.33(3...) and 0.66(6...) or 0.67 or percentage form 33(.3...)%, and 66(.6...)%, or 67% | |
| | | (B1) | at least 2 correct probabilities) | | |
| (b) | $\frac{2}{9}$ | M1 | for $\frac{1}{3} \times \frac{2}{3}$ oe or ft probabilities from diagram | | |
| | | A1 | for $\frac{2}{9}$ oe | Accept any equivalent fraction, decimal form 0.22(2...) or percentage form 22(.2...)% | |
| 28 (a) | -2, 4 | B1 | cao | If answers are stated as coordinates, award M1 for both coordinates and M0 for one coordinate. With no extras | |
| (b) | 0.55 to 0.65, 3.35 to 3.45 | M1 | for correct method, eg marking intercepts with x -axis or one correct answer or both solutions given as a coordinate eg (0.6, 3.4) or (0.6, 0) (3.4, 0) | | |
| | | A1 | for answers in the ranges 0.55 to 0.65 and 3.35 to 3.45 | | |
| 29 | 96 | M1 | for a complete process to find the volume eg $6 \times 4 \times 10 \div 2$ (= 120) | | |
| | | M1 | for a complete process, eg $(6 \times 4 \times 10 \div 2) \times 0.8$ | | |
| | | A1 | cao SC B1 for 192 | | |

Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 3F

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

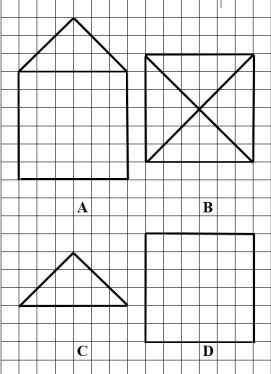
The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:

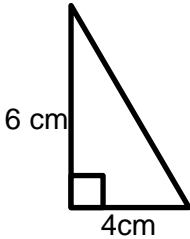
Angles: $\pm 5^\circ$

Measurements of length: ± 5 mm

| PAPER: 1MA1/3F | | |
|----------------|--|----------------------|
| Question | Modification | Mark scheme notes |
| 5 | The wording “Write the following numbers...” removed and replaced by “Write the following seven numbers...”. | Standard mark scheme |
| 6 | Wording added ‘Look at the diagram for Question 6 in the Diagram Book. It is a graph which shows...’. Diagram enlarged; bars made wider. Axes labels moved above the vertical axis and to the left of the horizontal axis. An extra column added and the right axis labelled. Braille only: diagonal shading on the bars. | Standard mark scheme |
| 7 | Wording added ‘Look at the diagram for Question 7 in the Diagram Book. It shows a shape.’ Diagram enlarged. Shading changed to dotted shading. | Standard mark scheme |
| 10 | Wording added ‘Look at the diagram for Question 10 in the Diagram Book. It is a graph which shows...’. Diagram enlarged; graph line made thicker. Right axis labelled. Small squares removed. Axis labels moved above the vertical axis and to the left of the horizontal axis. | Standard mark scheme |
| 11 | Wording added ‘Look at the diagram for Question 11 in the Diagram Book’; ‘Angle PQR = 130° , Angle QRS = 65° , Angle SPQ = 95° , Angle RST = y° ’ Angle labels moved outside angle arcs and angle arcs made smaller. Shape enlarged. | Standard mark scheme |

| PAPER: 1MA1/3F | | |
|----------------|--|---|
| Question | Modification | Mark scheme notes |
| 13 | <p>Wording added 'Look at the diagram for Question 13 in the Diagram Book. It shows a shape. Four sides of the shape are labelled 4 cm, 5 cm, 10 cm and 7 cm. All five marked angles are right angles'. Shape enlarged. Arrows removed.</p> <p>Braille only: Label shape ABCDEF. Wording added 'AB = 4cm, BC = 5cm, EF = 10cm, FA = 7cm.'</p> | Standard mark scheme |
| 14 | (a) The letter x changed to the letter w . | Standard mark scheme but note the change in letter |
| 15 | <p>Wording added 'Look at the information for Question 15 in the Diagram Book'.</p> <p>Diagram enlarged to fit the text.</p> | Standard mark scheme |
| 17 | <p>Wording added 'Look at the diagram for Question 17 in the Diagram Book.'</p> <p>Braille: The wording 'of length 8 cm, 6 cm and 6 cm' removed and replaced by 'of length 9 cm, 7 cm and 7 cm' to make the question accessible.</p> | <p>M1 for drawing a side of length 6 cm (± 5mm)</p> <p>A1 for correct triangle with two added sides each of length 6cm (± 5mm)</p> <p>Braille: applies to 7 cm lengths.</p> |
| 18 | <p>Graph line moved to go through (15, 20), (30,40) and (45,60).</p> <p>Wording added 'Look at the diagram for Question 18 in the Diagram Book.'</p> <p>Wording 'This graph...' changed to 'It shows a graph that...'. Diagram enlarged.</p> <p>Axis labels moved above the vertical axis and to the left of the horizontal axis.</p> <p>Right axis labelled. Open headed arrows. Small squares removed.</p> | Standard mark scheme but for A1 allow answers in the range 245 to 275 |
| 19 | Wording added 'Look at the information for Question 19 in the Diagram Book. It shows the four types...'. Left align the sandwiches. | Standard mark scheme |

| PAPER: 1MA1/3F | | |
|----------------|--|--|
| Question | Modification | Mark scheme notes |
| 22 | <p>Model provided for all candidates with a base. Wording added 'Look at the diagram for Question 22 in the Diagram Book. You may be provided with a model.' Wording 'Here is a solid...' changed to 'They show a solid...' Diagram enlarged. The wording 'On the centimetre grid, draw the plan of this solid' removed and replaced by 'Now look at the three shapes labelled A, B, C and D in the Diagram Book.' Which shape represents the plan of the solid? One square length on the grid represents 1 cm on the solid'. Grid provided with the four different plans.</p>  | B2 for shape B (B1 for shape D) |
| 23 | (b) The letter <i>c</i> changed to <i>p</i> . The letter <i>d</i> changed to <i>q</i> . | Standard mark scheme but note the change in letters. |
| 27 | <p>Wording added 'Look at the diagrams for Question 27 in the Diagram Book.' Diagrams enlarged. Spinner headings moved above the spinners. Spinners straightened, stick replaced with black dot. Wording added 'There are six spaces to fill.'</p> | Standard mark scheme |

| PAPER: 1MA1/3F | | | |
|----------------|-----|---|--|
| Question | | Modification | Mark scheme notes |
| 28 | (a) | Wording added 'Look at the diagram for Question 28(a) in the Diagram Book. It shows the graphs of $5x - 9y = -46$ and $y = -2x$ ' Diagram enlarged and turned landscape. Label ' $y = -2x$ ' moved to the other end of the graph line. | Standard mark scheme |
| 28 | (b) | Wording added 'Look at the diagram for Question 28(b) in the Diagram Book. It shows the graph of $y = x^2 - 4x + 2$.' Diagram enlarged. Grid cut at $y=8$. Small squares removed. Graph line made thicker. | Standard mark scheme but for answers in the ranges 0.5 to 0.7 and 3.3 to 3.5 |
| 29 | | <p>Wording added 'Look at Diagram 1 and Diagram 2 for Question 29 in the Diagram Book. You may be provided with a model'.</p> <p>Wording 'The diagram shows...' changed to 'Diagram 1 shows...'</p> <p>Diagrams enlarged. g changed to grams.</p> <p>Wording added 'Diagram 2 shows one of the triangular faces.' Diagram 2 created as shown:</p>  | Standard mark scheme |

