



Mark Scheme (Results)

November 2019

Pearson Edexcel GCSE (9 – 1)
In Mathematics (1MA1)
Foundation (Calculator) Paper 3F

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 2019

Publications Code 1MA1_3F_1911_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

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: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
1	Two correct factors	B1	for 2 correct factors from 1, 2, 3, 4, 6, 12 and no incorrect factors	Accept one correct product
2	10	B1	cao	
3	$\frac{7}{10}$	B1	for $\frac{7}{10}$ or for any other equivalent fraction	Eg $\frac{70}{100}$
4	18	B1	cao	
5	4000	B1	cao	
6	3 : 5	B1	for 3 : 5 or for any other equivalent ratio	
7	35	M1	for $4 \times 8 (=32)$	Award this mark if used ambiguously eg $4 \times 8 + 3 = 4 \times 11$ as long as 4×8 is stated
		A1	cao	
8	21, 28	B2	both correct	May be written alongside the given sequence but if contradiction accept the answer line. If both correct, accept in either order. May be seen as “+6” next to the sequence
		(B1	one correct in the correct position or for $15 + 6 (= a)$ or $a + 7 (= b)$ where $a \neq 21$ and $b \neq 28$)	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
9 (a)	Correct frequencies 8, 3, 5, 2	B2	all frequencies correct	Correct tallies alone scores B1 Correct frequencies with no tallies scores B2
		(B1	Starts to work with tallies, eg 2 tallies fully correct, or 2 frequencies fully correct)	Tallies need not be crossed
	Bar chart	M1	for labelling pet names on the horizontal axis or bars OR a linear scale on the vertical axis.	Accept unambiguous abbreviations for labels, eg D, R, C, H Horizontal axis does not need “pet” label
		M1	for at least two correct bars ft their table in (a)	Condone bars of unequal width Condone no gaps or inconsistent gaps Bars must be unambiguously correct for their scale
(c)	dog	A1	for a fully correct bar graph ft from their frequencies or tallies in (a).	All four bars must be correct with labels, ft, to award this mark. Vertical axis must have a suitable label, accept unambiguous abbreviations, eg freq or number Condone no gaps, or inconsistent gaps. Condone bars of unequal width Horizontal axis does not need “pet” label
		B1	cao or ft from frequencies in (a) or chart in (b)	Mark to the benefit of the candidate if table and graph are different.

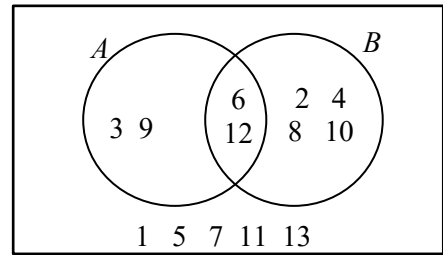
Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
10	(a) Diameter drawn	B1	diameter drawn	Accept hand drawn, intention through centre and from edge to edge. Ruler not required but intention clear.
	(b) Segment shaded	B1	segment drawn unambiguously	Line must go edge to edge (condone extending outside the circle). Freehand acceptable. Can also draw a diameter here (as semi-circle).
11	2.5(0)	P1	for $13 \times 7.5(0)$ (=97.5(0)) or 5×20 (=100)	
		P1	for “100” – “97.5(0)”	
		A1	cao	
	(b) 96	M1	for $\frac{1}{5} \times 120$ (= 24) oe or $\frac{4}{5} \times 120$ oe	
		A1	cao	
12	6	P1	process to find the weight of small boxes eg 3×450 (=1350)	
		P1	complete process to find the number of large boxes, eg $(5850 - “1350”) \div 750$ or $5850 - “1350”$ (=4500) and 6×750 (=4500)	
		A1	cao	
13	43	M1	for identifying 74 and 31 as the key numbers	It is insufficient to identify these on the diagram (eg as 1, 4) –43 as an answer implies M1
		A1	cao	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
14 (a)	Explanation	C1	<p>for a correct explanation, eg that he has found the area not perimeter</p> <p>Acceptable examples</p> <p>He has found the area (not perimeter)</p> <p>He should have added</p> <p>The perimeter is $7+3+7+3 (=20)$ oe</p> <p>He did base\timesheight</p> <p>He has timesed (not added)</p> <p>Not acceptable examples</p> <p>He has worked it out wrong</p> <p>He should have squared it</p> <p>He should have done 14×6 or $7\times 3\times 7\times 3$ or 7×3 twice then add them</p> <p>He didn't include the top or the other side</p> <p>He should have doubled it</p> <p>It should be $P=7\times 3$ or he has done the sum not found the answer</p>	Any incorrect statement as part of a correct response can be ignored unless it contradicts the statement, eg, he found area but perimeter equals 10
(b)	Explanation	C1	<p>for correct explanation, eg that you cannot have a length of -2</p> <p>Acceptable examples</p> <p>x cannot be negative</p> <p>Cannot have a negative length</p> <p>Has to be positive</p> <p>It is impossible</p> <p>Can't have $-2(\text{cm})$ (as a measurement)</p> <p>It has to be more than 0</p> <p>Not acceptable examples</p> <p>You can have -2</p> <p>Won't add to 180</p> <p>He has a minus sign and the other sides have add signs</p> <p>It has to be a whole number or decimal</p> <p>there are no negative numbers to get a negative answer</p> <p>there is no cm after his answer</p> <p>It should be $+2$</p>	Any incorrect statement as part of a correct response can be ignored unless it contradicts the statement.

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
15	72	P1	for a correct process to find the number of boys or girls, eg boys = 0.55×800 (=440) or girls = 0.45×800 (=360)	
			or process to find proportion that are boys having packed lunch, eg 0.55×0.4 (=0.22)	
		P1	for a correct process to find the total number of school dinners or packed lunches, eg SD = 800×0.69 (=552) or PL = 800×0.31 (=248)	
			or process to find proportion that are girls having packed lunch, eg $0.31 - "0.22"$ (=0.09)	
			or process to find the number of boys having school dinner, eg $"440" \times 0.6$ (= 264) or number of boys having packed lunch, eg $"440" \times 0.4$ (=176)	
P1	for a correct process to find the number of girls having packed lunches, eg $"800" \times "0.31" - (440 \times 0.4)$			
			or $"0.45" \times "800" - ("800" \times "0.69" - "440" \times 0.6)$ or $"0.09" \times 800$	
		A1	cao	

	PL	SD	Total
Boys	176	264	440
Girls	72	288	360
Total	248	552	800

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
16	blue 0.15 green 0.2	P1 P1 P1 A1	for $1 - 0.4 - 0.25$ ($=0.35$) oe for using the ratio, eg " 0.35 " $\div (3 + 4)$ ($=0.05$) or " 0.35 " $\times \frac{3}{7}$ ($=0.15$) or " 0.35 " $\times \frac{4}{7}$ ($=0.2$) for a complete process $3 \times "0.05"$ ($=0.15$) and $4 \times "0.05"$ ($=0.2$) or " 0.35 " $- "0.15"$ ($=0.2$) or " 0.35 " $- "0.2"$ ($=0.15$) or green 0.15, blue 0.2 oe	May work in percentages, condone missing % sign If the two numbers in the table sum to 0.35 that implies P1 One correct value in the table implies P2 7 can come from 3+4 Accept answers given in decimals, fractions or percentages.
17 (a)	-10, -6, 2, 6	B2 (B1)	for 4 values correct -10, -6, (-2), 2, 6, (10) for 2 or 3 values correct)	
(b)	Graph drawn	M1 A1	(ft from (a) if B1 awarded) for at least 5 points correctly plotted. correct graph drawn from $x = -1$ to 4	
18	Correct reflection	B2 (B1)	correct triangle drawn with vertices (1, 2) (2, 2) (1, -1) for a correct reflection in the line $y = a$ or a correct reflection in the line $x = 3$, or triangle in correct orientation with 2 of 3 vertices correct)	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
19	17	M1 A1	for correctly expanding the bracket, as part of an equation to get $4x - 24 = 44$ or for dividing both sides of the equation by 4 as a first step, eg $\frac{4(x-6)}{4} = \frac{44}{4}$ oe cao	Award M1 for an embedded value of 17 if not identified as the answer
20	Venn Diagram	B1 M1 M1 A1	for labelling diagram, accept “multiples of 3” and “even numbers” for labels for correct numbers in at least one region for correct numbers in at least two regions for all regions correct	Ignore all entries except the region you are marking for each method mark 
21	8	M1 M1 A1	for $158220 - 146500 (=11720)$ or $158220 \div 146500 (=1.08)$ for complete method, eg $(158220 - 146500) \div 146500 \times 100$ oe or $1.08 \times 100 - 100$ cao	0.08 as an answer implies M1

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
22	(a)			3 terms correct can be implied, eg $x^2 - 4x + c$
		M1	for 3 of 4 terms correct or 4 terms correct ignoring signs	
	(b)	A1	cao	
		B2	for $3x(3x + 2)$	
		(B1	for $3(3x^2 + 2x)$ or $x(9x + 6)$ or $3x(ax + b)$ where a and b are integers or $(3x + 2)$ as a factor)	
23	(a)	M1	for 836.4 or 5.304(809139) or 28.141 or a truncated or rounded version of 157.668255 to no less than 3 sf	Answer must be given to at least 3 decimal places rounded or truncated Accept a clear indication of the decimal point. Check first 3 decimal places only
		A1	for 157.668(255)	
	(b)	B1	ft from part (a) provided answer to (a) has at least 5 sf	
24	35 to 42	M1	for drawing a suitable line of best fit or for a line from $x = 34$ or for a point marked on the grid at $(34, y)$, y in the range 33 to 44	Line at $x = 34$ does not have to be full length of grid but should be in or reach the data set. Acceptable values for the data set are $y = 33$ to $y = 44$
		A1	answer in the range 35 to 42	

Paper: 1MA1/3F															
Question	Answer	Mark	Mark scheme	Additional guidance											
25	18.6	M1	for finding 4 products within intervals (including end points)	<table><tr><td>Min fx</td><td>Max fx</td></tr><tr><td>5</td><td>10</td></tr><tr><td>20</td><td>30</td></tr><tr><td>105</td><td>140</td></tr><tr><td>160</td><td>200</td></tr></table> Σ “ fx ” must come from 4 products fx within intervals (including end points)	Min fx	Max fx	5	10	20	30	105	140	160	200	
		Min fx	Max fx												
		5	10												
20	30														
105	140														
160	200														
M1	for Σ “ fx ” \div (1+ 2 + 7 + 8) or $(7.5 \times 1 + 12.5 \times 2 + 17.5 \times 7 + 22.5 \times 8) \div (1+ 2 + 7 + 8)$ or (“7.5” + “25” + “122.5” + “180”) \div “18” or “335” \div “18”														
A1	for 18.6(111...)														
26	37 000	B1	cao												
27	50	B1	for finding the time difference, eg, 1hr 18 mins or 78 mins oe	Allow 1.18 for this mark 118 scores B0											
		P1	for correct process to convert minutes to hours, eg $18 \div 60$ (=0.3) or $78 \div 60$ (=1.3) or for a correct process to convert speed in miles per minute to mph eg “0.833...” \times 60	For a conversion of time or speed											
		P1	for using speed = distance \div time eg, $65 \div$ [time] or $65 \div 78$ (=0.833...)	[time] is what the candidate clearly indicates as time difference											
		A1	cao SCB2 for 83(.333...) seen as the answer												

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
28 (a)	3.246×10^7	B1	cao	Decision eg “No” may be seen by the question. “She is incorrect” is equivalent to “no”
(b)	0.00496	B1	cao	
(c)	No with explanation	C1	<p>No and explanation that B is bigger as the power of 10 is bigger.</p> <p>Acceptable examples</p> <p>She is incorrect as 10^8 is smaller than 10^9</p> <p>No, because B has more digits than A</p> <p>No, A is millions but B is billions</p> <p>No, if you subtract A from B the answer is positive (but if you subtract B from A the answer is negative)</p> <p>A= 621200000, B=4730000000, B is bigger</p> <p>No because she did not take into account standard form</p> <p>No as when you find the ordinary number B is greater than A</p> <p>Not acceptable examples</p> <p>Yes...</p> <p>A = 5 zeros after the number where as B = 7 zeros after the number</p> <p>No as 4.73×10^9 is one more than 6.212×10^8</p> <p>6.212 is to the power of 8 and 4.73 is to the power of 9 so there is an extra digit</p> <p>Asma is wrong because she has more numbers behind the decimal point which means that it will be bigger than A</p> <p>No B has more zeros</p>	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
29	45	P1	for $180 - 117 (=63)$ or states, or uses, exterior angle $+ x = 117$	Angles may be shown on the diagram. Any angle labelled correctly as 63 and not contradicted scores this mark
		P1	for process to find the exterior or the interior angle of the pentagon, eg $360 \div 5 (=72)$ or $180 - (360 \div 5) (=108)$ or $((5-2) \times 180) \div 5 (=108)$	Exterior = 108 or interior = 72 does not score the mark
		P1	for a complete process to find x , eg $180 - "72" - "63"$ or $"108" - "63"$ or $117 - "72"$	
		A1	cao	An answer of 45 with no supporting working scores 0
30	Result shown	M1	for finding the area of A or the area of B , eg $(\pi \times 15^2) \div 4 (=56.25\pi = 176.(7\dots) \text{ or } 177)$ or $\pi \times 2.5^2 (=6.25\pi = 19.6(3\dots))$	May work without π or with an approximation of π Values may be rounded or truncated
		M1	for finding the area of A and the area of B , eg $(\pi \times 15^2) \div 4$ or $"6.25\pi" \times 9 (=56.25\pi = 176.(7\dots) \text{ or } 177)$ AND $\pi \times 2.5^2$ or $"56.25\pi" \div 9 (=6.25\pi = 19.6(3\dots))$	
		C1	for conclusion eg, $\sqrt{56.25\pi \div 9 \div \pi} = 2.5$ oe or $\sqrt{\frac{6.25\pi \times 9 \times 4}{\pi}} = 15$ oe or $56.25\pi \div 9 = 19.6(3\dots)$ and $\pi \times 2.5^2 = 19.6(3\dots)$ oe or $6.25\pi \times 9 = 176.(7\dots)$ or 177 and $(\pi \times 15^2) \div 4 = 176.(7\dots)$ or 177 oe or for $((\pi \times 15^2) \div 4) \div (\pi \times 2.5^2) = 9$ oe	

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
2		Question changed to “Find $\frac{1}{4}$ of 30”	Mark scheme is B1 for 7.5 oe Accept $\frac{15}{2}$
4		Wording added ‘six’.	Standard mark scheme
6		Diagram enlarged. Shading changed to dotted shading.	Standard mark scheme
7		Wording changed as follows: ‘Find the value of w when $u = 8$ given that $w = 4u + 3$ ’	Standard mark scheme
9		Wording added ‘Her results are shown in the Diagram Book.’ Information stacked in 6 rows. Tally column enlarged. Braille only: key added: ‘d = dog r = rabbit c = cat h = hamster’ Part (a): Diagram enlarged. Wording ‘below’ removed. Braille only: labels provided as follows: dog rabbit cat hamster and numbers 1 – 10	Standard mark scheme, but see notes for Braille
10	(a)	Diagrams enlarged. Wording ‘above’ removed	Standard mark scheme

PAPER: 1MA1/3F			
Question		Modification	Mark scheme notes
10	(b)	Diagrams enlarged. Wording ‘below’ removed.	Standard mark scheme
13		Diagram enlarged. Key moved above the diagram.	Standard mark scheme
14	(a)	Wording changed ‘It shows a rectangle with length 7 cm and width 3 cm.’ Diagram enlarged. Dimensions moved to the top and the left of the diagram.	Standard mark scheme
14	(b)	Wording changed ‘It shows a triangle. The sides of the triangle are $(y + 7)$ cm, $(y + 8)$ cm, y cm	Standard mark scheme, but see the letter change
16		Table turned to vertical format and left aligned. Braille only- spaces labelled (i) and (ii). Wording added ‘There are two spaces to fill.’	Standard mark scheme
17		Table turned to vertical format and left aligned. Braille only – spaces labelled (i) to (iv). Wording added ‘There are four spaces to fill.’ Part (b) Diagram enlarged. Grid cut at 12 on the y axis.	Standard mark scheme
18		Diagram enlarged. Shape P moved to (1,5) (1,8) (2,5). Grid extended to 9 on the y axis. Shape labelled as shape P. Shading changed to dotted shading. Wording added ‘It shows shape P on a coordinate grid. Unlabelled cut out shape may be provided. ‘A cut out shape may be available if you wish to use it.’	For B2 the correct triangle drawn with vertices (1, 1) (1, –2) (2, 1) For B1 apply standard mark scheme
20		Diagram enlarged. ‘Set A’ and ‘Set B’ labelled. Braille only – spaces labelled (i) to (iv). Wording added ‘It shows an incomplete Venn diagram.’	Standard mark scheme

PAPER: 1MA1/3F			
Question		Modification	Mark scheme notes
22		MLP only: x changed to y .	Standard mark scheme but note the letter change.
24		Diagram enlarged. Crosses changed to solid circles. Right axis labelled. Axes labels moved to the left of the horizontal axis and above the vertical axis. Question wording changed to 'Jamie got a mark of 35 in the Science test.'	M1 for drawing a suitable line of best fit or for a line from $x = 35$ to a point at $(35, y)$, y in the range 30 – 45 or for a point marked on the grid at $(35, y)$, y in the range 30 – 45 A1 for an answer in the range 30 to 45
25		Frequency column widened.	Standard mark scheme
27		Wording changed to 'The table shows the information on his Sat Nav at 13 30.'	Standard mark scheme
29		Diagram enlarged. Angles moved outside angle arcs and angle arcs made smaller. Wording added 'Two angles are marked 117° and x° '	Standard mark scheme
30		Diagram enlarged. Shapes labelled as 'shape A' and 'shape B'. Wording added 'It shows two shapes.', 'shape' added before 'A' and 'B'.	Standard mark scheme

Find Personal Tutor from www.wisesprout.co.uk

找名校导师，用小草线上辅导（微信小程序同名）

