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GCSE MATHS

Geometry and measures

Edexcel 1MA1 | Subtopic collection Topic 45

Plans and elevations

Foundation tier

Answers and examiner comments

11	2012-2024	Foundation
question groups	available papers	tier

Using this booklet

1. Answer numbers match the companion question booklet.
2. Follow the original question number on marking tables.
3. Examiner comments are included where available.

Name _____ **Date** _____

Some entries use full source marking material in an appendix. Any unavailable mark schemes are identified beside the relevant answer.

22			4×6 rectangle	2	B2 for a single 4×6 rectangle drawn anywhere on the grid (B1 for a single 4×n rectangle or a single m×6 rectangle drawn anywhere on the grid) Note: All nets and 3-D sketches get NO marks

1MA0_1F

19			3cm×6cm rectangle drawn	2	B2 cao (B1 for a rectangle with one correct side)

9			11	3	M1 for measurement of a single side eg 8 (cm), 3 (cm) or method to find total length M1 for use of scale with a length eg 4 (m), 1.5 (cm) A1 answers in the range 10.8 to 11.2 SC B1 for 44

PAPER: 5MB3F_01					
Question		**Working**	**Answer**	**Mark**	**Notes**
*10			246 Conclusion Eg yes	4	M1 for 45 × 3 (=135) or 37 × 3 (=111) M1 for 45×3+37×3 (=135+111) A1 cao C1 (dep on at least M1) for conclusion OR M1 for 45 + 37 (=82) M1 for 3 × "82" A1 cao C1 (dep on at least M1) for conclusion

Original question 19

The full source mark scheme begins on page 27. Use the original paper code, tier and question number shown above.

Question	Answer	Mark	Mark scheme	Additional guidance
23 (a)	isosceles triangle, base 6 cm, height 4 cm	M1	for drawing an isosceles triangle **or** for drawing a triangle of base 6cm and height 4cm	Accept a freehand drawing Only a single triangle is acceptable; do **not** accept any attempted nets or 3-D diagrams
		A1	for a fully correct diagram	Condone a perpendicular drawn from base to vertex
(b)	96 cm^2	M1	for a method to find the area of a triangular face eg ½ × 6 × 5 (= 15)	
		M1	(dep) for finding the total surface area eg 4 × "15" + 6 × 6	
		A1	for a numerical answer of 96 SC B1 for an answer of 84 if M0 scored	Ignore incorrect or absent units for this mark [The SC is from: 4 × ½ × 6 × 4 + 6 × 6]
		B1	cm^2	Ignore incorrect or absent numerical answer for this mark

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
24	(22, 20)	P1	for process to find width or height of diagram eg 38 − 6 (= 32) **or** 36 – 7 (= 29)	Figures may be shown on the diagram
		P1	for process to find length of side of square eg “32” ÷ 4 (= 8) **or** process to find half width of diagram eg “32” ÷ 2 (= 16)	
		P1	for process to find *x* coordinate eg 6 + 2 × “8” (= 22) **or** 6 + “16” (= 22) **or** (6 + 38) ÷ 2 (= 22)	If (6 + 38) ÷ 2 leads to an answer other than 22, award P2 only
		P1	for process to find *y* coordinate eg 36 – 2 × “8” (= 20) **or** 36 – “16” (= 20) **or** 7 + 8 + “29”– 3 × “8” (= 20)	
		A1	cao SC: award 4 marks for (20, 22)	Award for P3 for (22, *y*) or (*x*, 20) or *x* = 22 or *y* = 20

<table>
<tr><th colspan="5">Paper: 1MA1/1F</th></tr>
<tr><th>Question</th><th>Answer</th><th>Mark</th><th>Mark scheme</th><th>Additional guidance</th></tr>
<tr><td>25</td><td>Line drawn</td><td>B3

(B2

(B1</td><td>for a correct line between $x = -3$ and $x = 3$

for a correct straight-line segment through at least 3 of
$(-3, 13)$, $(-2, 9)$, $(-1, 5)$, $(0, 1)$, $(1, -3)$, $(2, -7)$, $(3, -11)$

or for all of these points plotted but not joined

or for a line drawn with a negative gradient through (0, 1) and clear intention to use a gradient of -4, eg line through (0,1) and (0.5, -1)

for at least 2 correct points stated or plotted
or for a line drawn with a negative gradient through (0, 1)
or a line with gradient -4)</td><td>Ignore any incorrect points

Table of values
<table><tr><td>x</td><td>−3</td><td>−2</td><td>−1</td><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td>y</td><td>13</td><td>9</td><td>5</td><td>1</td><td>−3</td><td>−7</td><td>−11</td></tr></table>

Ignore any incorrect points
coordinates may be in a table or in working</td></tr>
<tr><td>26</td><td>$\begin{pmatrix} 9 \\ 11 \end{pmatrix}$</td><td>M1

A1</td><td>for $\binom{2\times5}{2\times2}$ [= $\binom{10}{4}$] or $2 \times 5 - 1$ (= 9) or $2 \times 2 + 7$ (= 11)

cao</td><td></td></tr>
</table>

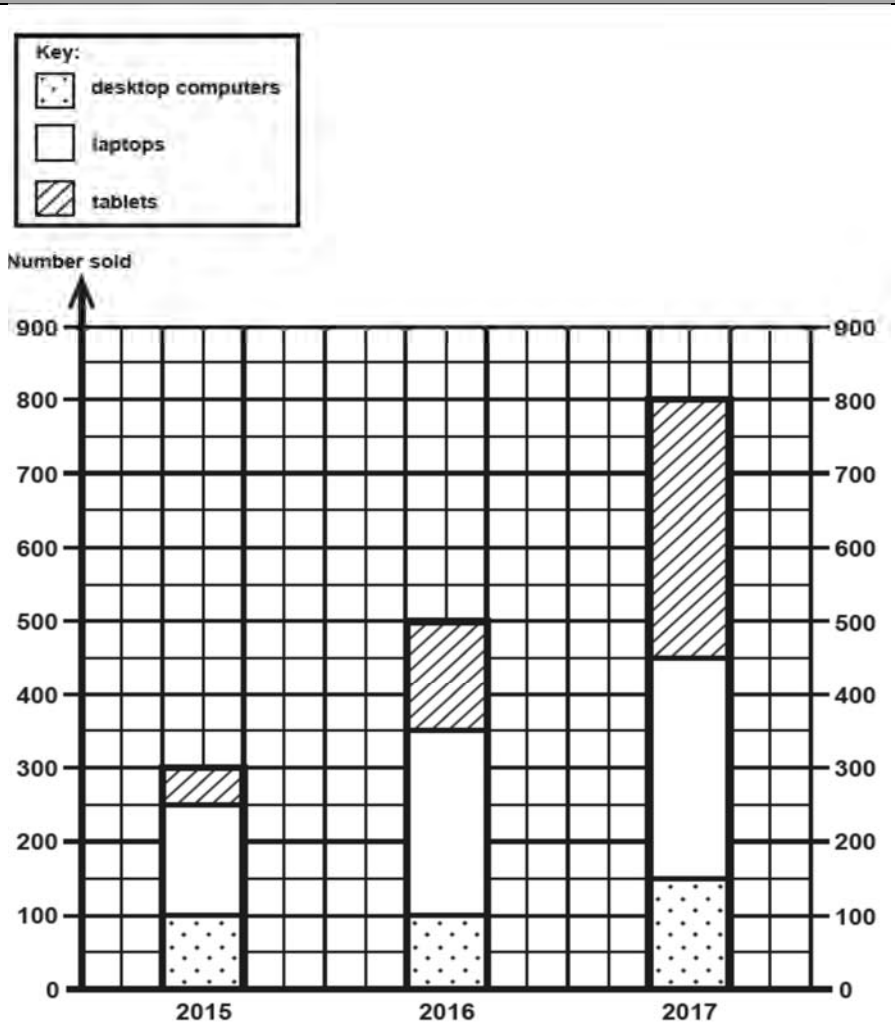
Modifications to the mark scheme for Modified Large Print (MLP) papers.

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

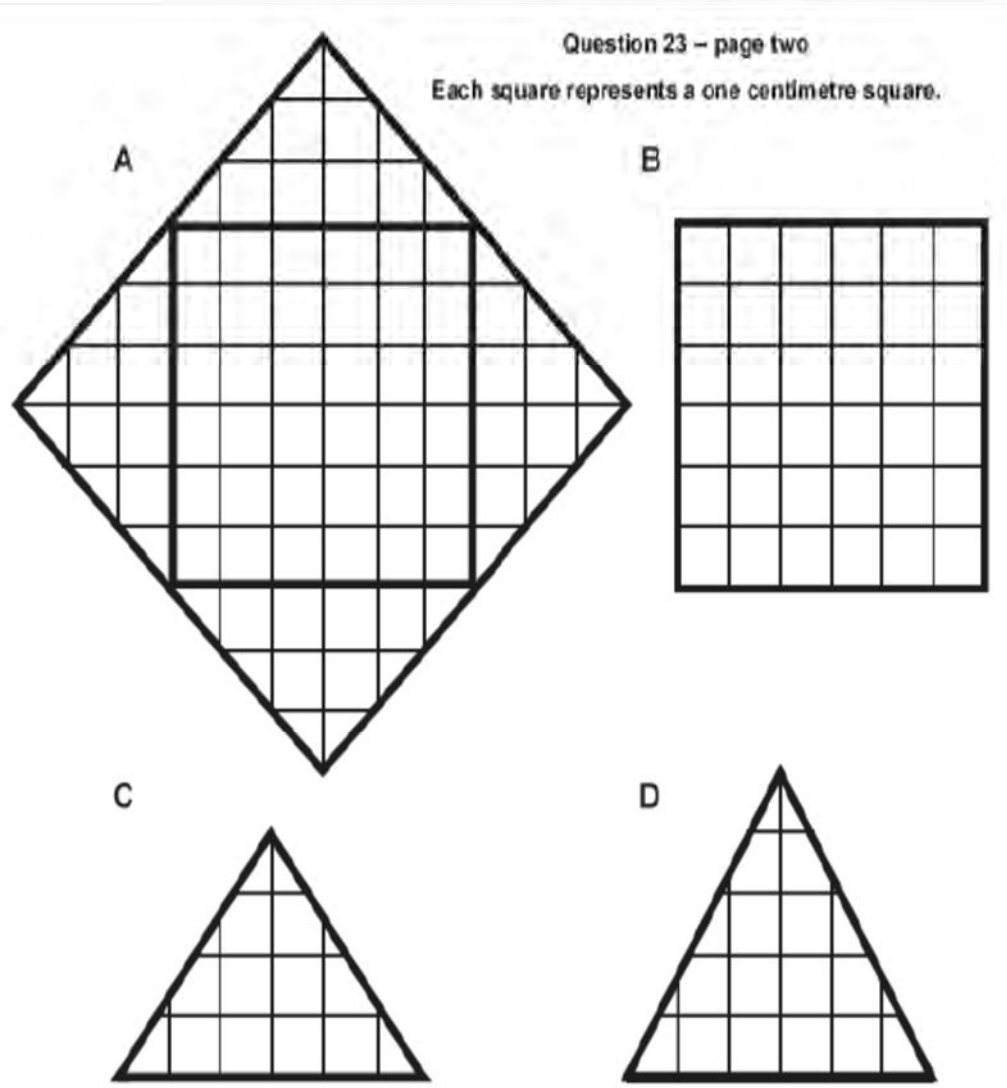
The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:
Angles: ±5°
Measurements of length: ±5 mm

Paper: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
2	(a)	Wording 'five' added	Standard mark scheme
2	(b)	Wording 'four' added	Standard mark scheme
6	(b)	Change to *n*	Standard mark scheme but *a* changed to *n*
7		Probability scale enlarged and crosses changed to solid circles; Lines at zero, a half and 1 lengthened	Standard mark scheme
9	(a)	Diagram enlarged. Wording added 'It shows a circle.' Deleted wording 'cross (x).' replaced with 'solid dot.' Cross changed to solid dot.	Standard mark scheme
9	(b)	Diagram enlarged	Standard mark scheme

Paper: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
12		Diagram enlarged. Right axis labelled. Key moved above and to the left of the diagram. Vertical axis label moved above the vertical axis. Shading changed. Intermediates added on both the horizontal and vertical axes. Graph lines changed as follows: 2015 – Laptops changed from 260 to 250; Tablets changed from 260 to 250 and 320 to 300. 2016 – Desktops changed from 120 to 100; Laptops changed from 120 to 100 and 340 to 350. 2017 - Desktops changed from 160 to 150; Laptops changed from 160 to 150 and 440 to 450 Tablets changed from 440 to 450 and 780 to 800	(a) Standard mark scheme (b) M1 for reading at least 3 of the required figures from the graph eg. 3 of 100, 250, 100, 350, 150 or 450 or finding 2 differences from 250 – 100 (= 150), 350 – 100 (= 250), 450 – 150 (= 300) M1 (dep) for complete method shown eg 150 + 250 + 300 A1 cao for 700

Paper: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
12 cont.			

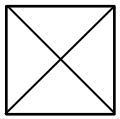
Paper: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
16	(a)	MLP only: *x* and *y* changed to *s* and *t*.	Standard mark scheme, except for MLP in the mark scheme read *s* for *x*, and *t* for *y*.
16	(b)	Braille only: e changed to q.	Standard mark scheme, except for Braille in the mark scheme read *q* for *e*
23	(a)	Model and a diagram provided. Diagram enlarged. Dashed lines made longer and thicker. Dotted lines made more obvious. Question reversed: Four different options of the front view of the pyramid have been provided. The pyramid has been put on page one for question 23(a) and the four shapes labelled A to D have been put on page two for question 23(a). Question changed to 'Look at the model or at the diagrams for Question 23(a) in the Diagram Book. They are shown on two pages in the Diagram Book. Page one shows a solid square-based pyramid, VABCD. The base of the pyramid is a square of side 6 cm. The height of the pyramid is 4 cm. M is the midpoint of BC and VM = 5 cm. Page two for Question 23 shows four shapes, labelled A, B, C and D. Each square represents a one centimetre square. Which shape shows the accurate front elevation of the pyramid from the direction of the arrow?'	Award 1 mark for an answer of D Award 2 marks for an answer of C NB: Accept any other unambiguous indication of the answer such the diagram indicated by circling etc.

Paper: 1MA1/1F			
Question		**Modification**	**Mark scheme notes**
23 cont.			

Paper: 1MA1/1F

25	sketch	M1 A1	for sketch of a cylinder sketch of cylinder, with dimensions shown	Hidden edges may or may not be shown 2 (cm) for radius or 4 (cm) for diameter and 5 (cm) for height

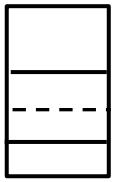
Paper: 1MA1/1F

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)

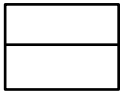
Paper: 1MA1/3F

22	45π	P1
		
		P1
		
		A1
			for (area of circle =) $\pi \times 3^2$
			
			for (volume =) [area of circle] × 5
			
			cao
				
				[area of circle] × 5 = $\pi \times 3^2 \times 5$ or $\pi \times 6^2 \times 5$ or $\pi \times r^2 \times 5$

Paper: 1MA1/1F

Question	Answer	Mark	Mark scheme	Additional guidance
19	Elevation	B2 (B1	fully correct side elevation 5 high and 3 wide for a rectangle 5 high and 3 wide or correct side elevation in the wrong orientation)	

Question	Answer	Mark	Mark scheme	Additional guidance
19	7 cm by 8 cm rectangle drawn	M1	for interpreting the front elevation, eg length = 8 **or** height = 4	May be seen on diagram or in part of a calculation
		M1	For beginning to draw plan, eg. rectangle drawn with one side length of 8 cm or one of 7cm **or** for interpreting front elevation to find missing dimension eg (224 ÷ "8") ÷ "4" (= 7)	
		C1	for correct plan drawn	May be drawn in any orientation

Question	Answer	Mark	Mark scheme	Additional guidance
24 (a)	Explanation	C1	for explanation **Acceptable examples** The height of the rectangle / it should be less than 4 cm The 4 cm sides are wrong / too long The height of the rectangle should be 2.6… / $\sqrt{7}$ She's drawn the slanted height / not used the perpendicular height The height is smaller / not 4cm / wrong It should be shorter as the side is at an angle It should be on an angle, so the height is smaller The length / width / side is 4cm not the height She's drawn the face / the length and side / width of the rectangle She's drawn the length and side / width not the (length and the) height **Not acceptable examples** The rectangle should be wider The rectangle should be 6 squares high It doesn't tell us the height It should be smaller It's the front not the side It's not on a slant / it should be on a slant It goes up at an angle / it doesn't go straight up The length of the prism is 4 cm The length / width / side of the rectangle is 4 cm Side elevation is at a slant (not straight up)	
(b)		M1	for a 7 cm by 6 cm rectangle **or** for a 7 cm by n cm or m cm by 6 cm rectangle **and** dividing line which is parallel to the 7 cm or the m cm side	
		A1	for a fully correct plan	Accept any orientation Accept freehand drawing

Paper: 1MA1/3F



Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCSE (9 – 1)
In Mathematics (1MA1)
Foundation (Calculator) Paper 2F



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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. (e.g.. 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 (e.g.. 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.

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
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: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
1 (a)		$3p$	B1	cao
(b)		$2m^3$	B1	cao
(c)		$10 - 4c + 6d$	M1	for $-4c$ or $6d$ (accept $+-4c$)
			A1	for $10 - 4c + 6d$
2		60	B1	cao
3 (a)		Walk	B1	cao
(b)		7 on chart	B1	for bar of height 7 drawn for girls walking
(c)		4	B1	cao
(d)		96	M1	for method to find number of Year 6 students in the survey e.g. 5 + 9 + 6 + 4 + 9 + 7 + 4 + 1 + 2 + 1 (= 48) or 14 + 10 + 16 + 5 + 3 (= 48)
			A1	for 96 or ft from (b), eg 82 if no bar in (b)
4		$\frac{11}{30}, \frac{2}{5}, \frac{7}{15}, \frac{1}{2}$	M1	converts fractions to a common form, e.g. fractions with a denominator of 30, decimals or percentages, at least two conversions correct or any 3 fractions in correct order
			A1	correct order

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
5 (a)		Monday wrong	C1	for seeing difference in tally marks and frequency for Monday
(b)		Comment	C1	for suitable comment, eg extra picture for Tuesday needed or explains that 0.5 of a CD is not possible
6		268.20	P1	for a process to work out the value of the £1 coins, eg. 495 ÷ 3 (= 165) or 495 × 0.33...or of the 50p coins, eg. 124 ÷ 2 (= 62)
			P1	for process to find the number of 20p coins, eg. (495 – 124 – (“165”) (= 206)
			P1	for complete process to find total value using consistent units., eg. (“165”) + (124 ÷ 2) + (“206” × 0.2) or 165 + 62 + 41.2
			A1	cao (accept 268.2)
7		0.985	B1	oe
8 (a)		25	B1	for 25 (accept 5^2)
(b)		24	B1	cao
(c)		23, 29	B1	for 23 and 29 and no extras
9		54	M1	for method to form equation, eg 90 + 2x + 3x = 360 or for 360 – 90 (= 270)
			M1	for 5x = 360 – 90 or for 2x + 3x = 360 – 90 or for 2x = 108 or for 3x = 162 or for 270 ÷ 5
			A1	cao

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
10		Letters2send (supported)	P1	for the start of a process to find comparable costs at either shop, e.g. 150 ÷ 25 (= 6) or 150 ÷ 30 (= 5), 150 ÷ 10 (= 15), 2.10 ÷ 15 = (=0.14)
			P1	for process to find cost from Letters2send, e.g. (150 ÷ 25) × 3.49 (= 20.94)
			P1	for process to find cost at Stationery World, e.g. (150 ÷ 30) × 2 × 2.10 (= 21)
			C1	for correct conclusion with correct values from each shop (20.94 and 21)
				OR
			P1	for the start of a process to find comparable costs, eg 3.49 ÷ 25 (= 0.1396), 2.10 ÷ 10 (= 0.21), 25 ÷ 3.49 = (7.1...), 2.10 ÷ 15 = (= 0.14)
			P1	for process to take into account the offer at Stationery World, eg buy 30 envelopes pay for 20,
			P1	for complete process to find values that can be used for comparison, eg 30 × 0.13(96) and 2 × 2.10 (= 4.2(0))
			C1	for correct conclusion with correct values from each shop (4.1(88) and 4.2(0))

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
11 (a)		29	B1	answer in the range 29 to 30
(b)		186 to 195	M1	for changing 6ft 3 inches to inches e.g. $6 \times 12 + 3$ (= 75) or changing 1ft to 30 cm
			M1	for a method to convert to cm, e.g. 25 →63 then × 3, $6 \times 30 + \frac{1}{4} \times 30$
			A1	for answer in the range 186 to 195 or ft from correct use of graph
12		0.0733(03...)	M1 A1	for correct numerator (3.4496.....) or correct denominator (47.0596) or 0.073 for 0.0733(03.....)
13 (a)		Rotation	B2	for a fully correct rotation at (–4,–1), (–3,–1), (–4,–4), (–1,–2)
			[B1	for the quadrilateral in correct orientation and size or rotated 90° anticlockwise about the origin]
(b)		Reflection in the *y*-axis	B1	for reflection
			B1	for *y*-axis (or *x* =0)
				[A combination of transformations scores 0 marks]

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
14 (a)		$5(1 - 2m)$	B1	cao
(b)		$2ab(a + 3b)$	M1	for $2a(ab + 3b^2)$ or $2b(a^2 + 3ab)$ or $ab(2a + 6b)$ or $2ab$(2 term expression with terms in a or b or ab, can include constants), eg $2ab(1a + 3ab)$, $2ab(1 + 3b)$
			A1	for $2ab(a + 3b)$
15 (a)		0.47	B1	
(b)		2.28×10^9	M1	for correct value but not in standard form, eg $22.8 \times 10^{3+5}$, 228×10^7, 2 280 000 000 or for 2.28×10^n , $n \neq 9$
			A1	cao
16		T shown on the map	C1	for showing a perpendicular bisector or point T equidistant from points B and C.
			C1	for a circle or arc of circle of radius 2.5 cm or point T 2.5 cm from point A
			C1	for T shown in correct position

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
17		98	P1	for process to find P(1), e.g. 1 – 0.17 – 0.18 – 0.09 – 0.15 – 0.1 (= 0.31) or for a process to find P(1 or 3), e.g. 1 – 0.17 – 0.09 – 0.15 – 0.1 (= 0.49)
			P1	for process to find the number of 3s, e.g. 0.18 × 200 (=36) or process to find the number of 1s, e.g. P(1) × 200 (= 62), or process to find the number of (1 or 3)s, eg [P(1) + 0.18] × 200 or process to find any expected frequency, using any probability × 200, eg 0.17 × 200
			A1	cao
				OR
		98	P1	for process to find P(2 or 4 or 5 or 6), eg 0.17 + 0.09 + 0.15 + 0.1 (= 0.51)
			P1	for process to find the number of (2 or 4 or 5 or 6)'s, eg "0.51" × 200 (= 102)
			A1	cao

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
18		Yes (supported)	P1	for process to work out the total number of children, e.g. 117 × 4 (= 468)
			P1	(dep P1) for process to work out total number of adults or the total number of people, e.g. "468" × 5 ÷ 2 (= 1170) or "468" × 7 ÷ 2 (= 1638)
			A1	for 1170 or 1638
			P1	for process to work out the percentage of theatre full, e.g. $\frac{"468"+"1170"}{2600} \times 100$ (= 63) or for a process to work out 60% of 2600 (= 1560)
			C1	for a correct conclusion supported by correct figures e.g. 63% or 1560 **and** 1638
				OR
			P1	for a process to work out 60% of 2600, eg. $\frac{60}{100} \times 2600$ (= 1560)
			P1	(dep P1) for process to work out total number of children, e.g. "1560" × 2 ÷ 7 (= 445(.7...)
			A1	for 445(.7...)
			P1	for process to work out number of children in the circle, eg. "445(.7...)" ÷ 4 (= 111 to 112)
			C1	for a correct conclusion supported by correct figures e.g. 111 to 112
				[Where appropriate, accept rounded or truncated values]

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
18 cont.				OR
			P1	for a process to find the maximum number of children, eg. 2600 × 2 ÷ 7 (= 742(.8…))
			P1	for process to work out the total number of children, e.g. 117 × 4 (= 468)
			A1	for 468 and 742(.8...)
			P1	for $\frac{"468"}{"742(.8..)"} \times 100$ (= 63) or process to work out 60% of "742.8.." (= 445(7..))
			C1	for a correct conclusion supported by correct figures e.g. 63% or 468 and 445(.7...)
				[Where appropriate, accept rounded or truncated values]
19		Side elevation	C2	for the side elevation (4 cm by 2 cm rectangle with a solid line drawn 1 cm from the 2 cm edge, and correct orientation)
			[C1	for the side elevation as a rectangle]
		Front elevation	C2	for the front elevation as a trapezium in correct orientation with base 4 cm, parallel sides 1 cm and 4 cm
			[C1	for the front elevation as a trapezium with two right angles]
				[Ignore incorrect or no labelling]

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
20 (a)		57.1	P1	for a process to find time from Liverpool to Manchester, eg. 56 ÷ 70 (= 0.8 (hrs) or 48 (mins))
			P1	for a process to find the total distance, eg 56 + 61 (= 117) or the total time, eg"48" + 75 (= 123) or "0.8" + $\frac{75}{60}$ (= 2.05), with consistent units of time
			P1	(dep P2) for a correct process to find average speed with consistent units of time, eg."117" ÷ "2.05" or ."117" ÷ "123"
			A1	for answer in the range 57 to 57.1
(b)		explanation	C1	for explaining that the time taken for the two parts of the journey must be the same or the distance from Leeds to York is $\frac{3}{4}$ the distance from Barnsley to York oe
21 (a)		3.9	M1	for a ratio of $\frac{8.1}{5.4}$ (= 1.5) oe or $\frac{5.4}{8.1}$ (= 0.66..) oe or $\frac{2.6}{5.4}$ (= 0.48..) oe or $\frac{5.4}{2.6}$ (= 2.07..) oe
			A1	cao
(b)		2.05	M1	for $\frac{5.4}{8.1} \times 6.15$ (= 4.1) or $\frac{2.7}{8.1} \times 6.15$ oe or ft "scale factor" from (a)
			A1	cao

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
22		Secure Bank (supported)	P1 P1 C1	for a process to work out the interest after one year e.g. 0.02×25000 (= 500) or 0.043×25000 (= 1075) or for 1.02 or 25500 or 1.043 or 26075 for process to find value of the investment after 3 years or the multiplicative factor for 3 years at one of the banks, e.g. $25000 \times 1.02 \times 1.02 \times 1.02$ oe (= 26530...) or 1.02^3 (= 1.0612...) or $25000 \times 1.043 \times 1.009 \times 1.009$ oe (= 26546...) or $1.043 \times 1.009 \times 1.009$ (= 1.0618.....) [accept total interest of 1530...or 1546...if final values of investment are not found] for Secure Bank from correct figures eg 26530.. and 26546..or 1530.. and 1546.. or 1.0612.. and 1.0618
23		$4.755 \leq n < 4.765$	B2 [B1	for $4.755 \leq n < 4.765$ for 4.755 or 4.765 or 4.764$\dot{9}$]
24		$x = -8$, $x = 3$	M1 M1 A1	for factorisation or for substitution into quadratic formula $(x \pm a)(x \pm b)$ where product of a and b = 24, eg $(x \pm 4)(x \pm 6)$ or difference of a and b = 5, eg $(x \pm 2)(x \pm 7)$ $\frac{-5 \pm \sqrt{5^2 - 4 \times 1 \times -24}}{2}$ oe (condone one sign error) for $(x + 8)(x - 3)$ or for $\frac{-5 \pm \sqrt{121}}{2}$ oe cao

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
25 (a)		$5n - 2$	B2	for $5n - 2$ oe
			[B1	for $5n + k$, k may be 0]
(b)		No (supported)	C1	for No with evidence, e.g. $3 \times 4^2 = 48$, $\sqrt{48}$ is not an integer, he has multiplied by 3 first but should have squared first

Modifications to the mark scheme for Modified Large Print (MLP) papers.

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_2F			
Question		**Modification**	**Mark scheme notes**
1	(c)	MLP and braille: *c* and *d* changed to *s* and *t*.	Standard mark scheme but change *c* & *d* to *s* & *t*
3		Grid enlarged. Key moved above the diagram. Right axis has been labelled. Boys shading has been changed to dotty. The vertical axis label has been moved above the vertical axis	Standard mark scheme
5	(b)	Pictogram enlarged. Key moved above the diagram.	Standard mark scheme
8		Wording 'nine' added	Standard mark scheme
9		Diagram enlarged. Angle sizes moved outside the angle arcs; the arcs have been made smaller.	Standard mark scheme
11		Grid enlarged. Right axis labelled. Axes labels have been moved to the left of the horizontal axis and above the vertical axis. In (a) Number '74' changed to '90'.	(a) becomes 35 to 37. In (b) suggest 180 to 200
13	(a)	Question reversed. Rotation drawn on the diagram and labelled as 'shape B'. Grid enlarged and *y* axis reduced so it finishes at 2. Shapes labelled 'shape A' and 'shape B'. Wording changed 'It shows shape A and shape B given on a grid. Describe fully the single transformation that maps shape A onto shape B.'	Award B1 for "rotation" Award B1 for "90° clockwise about centre O [or (0,0)] NB: award B0 for any indication of a mention of other transformations
13	(b)	Grid enlarged and y axis reduced so it starts at -2. Wording 'B' and 'C' deleted and shapes labelled as 'shape P' and 'shape Q'. Triangles P and Q moved above the *x* axis. Wording added 'It shows shape P and shape Q given on a grid.'	Standard mark scheme

PAPER: 1MA1_2F			
Question		**Modification**	**Mark scheme notes**
14	(b)	MLP only: *a* changed to *x* and *b* changed to *y*.	Standard mark scheme but change *a* & *b* to *x* & *y*
16		Number '250 metres' changed to '500 metres'. Points *B* and *C* moved to the right to allow for use of specialist equipment. Points *B* and *C* joined with a line. Scale moved above the diagram.	Standard mark scheme, but given the alternations to the given diagram, the relative positions of any constructions and the position(s) of *T* will change.
17		Table turned to vertical format.	Standard mark scheme
19		Alternative question. Model has been provided for all candidates. Diagram enlarged and also provided for MLP. The measurements on the prism have been doubled. Wording added next to the diagram of the trapezium 'Diagram NOT accurately drawn'. Four shapes have been provided below the trapezium labelled A to D. Wording added above the four shapes 'scale: 2 cm to 1 metre'. Question wording has changed and has been split into two parts: 'Look at the model or at the diagrams for Question 19 in the Diagram Book. They show a prism with a cross section in the shape of a trapezium. All measurements are in metres. Below the prism there are four shapes A, B, C and D. (i) Which shape shows the front elevation of the prism? (ii) Which shape shows the side elevation of the prism?'	Mark scheme amended as follows: (i) B2 for C (ii) B2 for A (B1 for B or D)
21		Diagram enlarged. Measurements '2.6 cm' and '5.4 cm' added to the diagram.	Standard mark scheme

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Question 25

Most students made an attempt at this drawing question, but some just tried to put the plan, side and front elevations into one figure.

Dimensions, when included, were usually correct, but many cylinders did not have the dimensions shown, which meant the accuracy mark was often lost. Students should be encouraged to re-read questions to check they have satisfied the full requirements.

Question 22

This question was answered poorly by all but a few students. Many recognized the radius as being 3 cm but were unable to find an expression for the area. The height of the cylinder was often taken as 6 cm instead of 5 cm.

A common error was to correctly find the area of the plan, 9π, and then multiply it by the area of the front elevation. Some students used numerical values for π and this was acceptable in assessing the process but not in the final answer. Whilst many students did realise that they needed to use πr^2, or even $\pi r^2 h$ they lacked the confidence to evaluate this with the given information.

Weaker students did attempt to count squares in working out the area of the plan but this was usually accompanied by counting squares to find the area of the front elevation as well.

Question 19

This question was not well answered and very few full marks were awarded. A proportion of students gained 1 mark for a correct 5 by 3 rectangle drawn in the correct orientation; attempts to draw the horizontal lines to indicate features on the shape were rare. Even rarer was the use of the dashed line to indicate the hidden feature.

This is an area of the specification students seem to find challenging and centres are advised to look at plans and elevations with students, emphasising the need for the internal lines.

Question 19

It was very rare for a candidate to gain full marks for a rectangle of 7 × 8. Writing the dimensions of the given elevation on the diagram would have been an easy first mark, but many did not do this. Drawing a rectangle of length 7 or 8 was the most common way that candidates gained 2 marks, but whether they understood the term 'plan' is unclear.
The majority of candidates did not appear to know how to find the missing length or didn't realise that they needed to.

Question 24

Part (a) was answered poorly with most students gaining 0 marks. Many were not able to get across that the height of the rectangle was wrong, nor could they understand that it is the perpendicular height of the prism that Rana should be using as the height of the rectangle. Many did not understand that a side elevation will make a 2D shape and a sizable number of students mistook the side elevation for the plan view, e.g. saying the dimensions of the rectangle should be 7 cm by 6 cm. Many incorrect answers were focusing on the shape of the side elevation, saying it should be a parallelogram rather than a rectangle.

Part (b) also saw very few students gain 2 marks. Some were able to gain 1 mark, usually for a 7 cm by 6 cm rectangle without a dividing line or drawing an unacceptable ‘dashed’ line. Most of the students scored 0 marks and a whole variety of incorrect answers were seen. Many drew a 3D shape or an incorrect rectangle or drew a rectangle which was part of a net.



Examiners' Report
Principal Examiner Feedback

November 2020

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

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GCSE (9 – 1) Mathematics – 1MA1
Principal Examiner Feedback – Foundation Paper 3

Introduction

The overall quality of the presentation of work was good. However, students need to read the questions carefully. There remain a concerning number of cases where students copy down the wrong figures from the question, mis-copy their own figures, or round figures almost randomly. Equally another error sometimes occurs when students prematurely round or truncate figures, either their own figures or figures from the calculator, which usually result in lost accuracy marks and could also make questions more difficult than they were designed to be.

Approaches to questions that required some interpretation or explanation were inconsistent. Questions 10 and 21 were answered well, but poor attempts were made in questions 15 and 26. On too many occasions students included contradictory or incorrect statements, which cannot be credited.

Within a broad range of questions, the paper was able to discriminate well. Weakest areas continue to be the application of ratios, scales and rates, but also algebraic manipulation and problem solving. Most demonstrated good use of a calculator, though on some occasions it was clear that they did not have an understanding of the way in which their calculator worked or did not have one at all, such as in question 9.

Questions which had a slightly unexpected approach, that is required more thought, caused immediate problems for many, even in the earlier part of the paper. This includes questions 18, 20 and 24. Question 25 to 29 were the more challenging questions for those striving to demonstrate ability at the highest grades available, and a significant proportion of students therefore failed to score on these questions.

There were far fewer attempts using trial and improvement approaches. These mainly occurred when students showed evidence of not having a calculator, mainly evident in questions 15, 18, 19 and 20 where non-calculator methods were also seen, such as multiple additions.

The inclusion of working out to support answers remains an issue for many; but not only does working out need to be shown, it needs to be shown legibly, demonstrating the processes of calculation that are used. This is most important in longer questions, and in “show that” questions.

Report on Individual Questions.

Question 1

This was a poorly answered question. Most students gave the correct answer of 3 but 300, 30 and 3000 were frequently seen.

Question 2

A well answered question with nearly all giving the correct answer of 8.

Question 3

This was not always answered correctly.

Question 4

There were few incorrect answers in this question.

Question 5

This was very well answered with few failing to gain the mark. The most common error was the absence of one of the numbers.

Question 6

A very well answered question. There were a few who gave the answer of 4 to part (a).

Question 7

Students were generally very successful with this question with most obtaining full marks. Those achieving partial marks tended to mis-read the shaded section and recorded the fraction unshaded instead leaving their answer as $\frac{1}{4}$. A significant minority failed to give their answer in its simplest form, usually leaving the answer as $\frac{12}{16}$.

Question 8

This question was generally well done with the majority dividing 200 by 25 (some with multiple additions of 25) and then completing the process of 9.75 × 8 and giving the correct answer 78. Some students preferred to list eight lots of £9.75. The most common errors were students multiplying the cost by 200 or by 25.

Question 9

Parts (a) and (b) were not always answered correctly, with students having difficulty with the order of operations on their calculators.

It was rare to see any correct answers to part (c). Knowing the meaning of the term “reciprocal” is clearly a weakness in students.

Question 10

Most students got the marks in parts (a) and (b).

In part (c) students were able to explain that the drop in the first 3 minutes was steeper than the last 3 minutes. Some struggled to articulate this and some forgot to agree and imply that Pam was correct. There were a wide variety of values presented by students, although this question assessed the interpretation of the graph rather than the accuracy of reading values. Students generally used suitable values to explain their reasoning. Some students didn’t use the graph at all but tried to explain that water cools more quickly when it is hotter.

Question 11

Many responses achieved full marks. Many managed to use the fact that angles in a quadrilateral sum to 360 or found the angle on the straight line to *y* was 70 degrees and score one mark. Not all students who correctly calculated angle *PSR* were able to complete this question correctly, deciding to go off in all sorts of related incorrect calculations. Some of the weaker students knew that angles on a straight line totalled 180° but chose to use angle *QPS* with angle *y* to sum to this total.

Question 12

Part (a)(i) was well answered. In parts (a)(ii) and (b) it was clear students did not properly understand the meaning of "term". This was evidenced by statement involving algebra, "*n*th term", "*n* –5" and numbers not relating to the sequence given in the question.

Question 13

Many students added up the numbers that they saw on the diagram to get an answer of 26. Many more managed to score at least one mark on this question as they identified the length of one of the missing sides, usually on the diagram. For some reason finding 2cm was much more prevalent than finding 6cm. Some then forgot to find the missing length of 6cm leading to an answer of 28. The majority understood the meaning of perimeter, but some divided the shape into rectangles and added together the perimeter of both rectangles. The other common mistake was trying to find the area.

Question 14

In part (a) most students understood the need to collect like terms and it was often done successfully. If full marks were not awarded, students usually achieved one method mark, usually for the $5x$.
The negative sometimes caused problems when collecting the *y* terms. Common errors seen included $6xy$ and $5x^2 \pm y^2$.
Part (b) was well done by many with the answer 3 on the answer line, though a formal algebraic approach was not seen very often, students preferring to show $22 - 7 \div 5$. Some showed "–7" written by the equation but this was not credited unless the next stage was shown by, for example, writing $5p = 15$. Few attempted to divide by 5 as their first step. The most common incorrect answer seen was 10 from subtracting the 5 and 7 from 22.

Question 15

There were some good attempts at this question, encouraging since there were several steps needed to get to the answer: division to get the number of packs and rounding 7.5 to 8 before calculating the cost. Conclusions were well stated. The common error was to work out the individual cost of the batteries in each shop and then find the cost of 30 which clearly demonstrated misunderstanding about the packs.

Part (b) was usually well stated with 'No' and a clear reason. Most calculated the cost of 30 individual batteries of £12 and £13.50 and stated 'No, shop A is still cheaper'.

Question 16

In part (a) the majority wrote the correct answer on the answer line. Some went on to convert their answer to a decimal which was unnecessary. It was also pleasing to see most students using the

correct notation for probability with only a minority using the incorrect notation of a ratio. Of those not gaining both marks, most earned M1 for $\frac{5}{n}$ or $\frac{m}{11}$.

In part (b) a common incorrect answer was 0.3, but the majority of students gave the correct answer of 0.7, which was sometimes written as an equivalent fraction.

Question 17

The majority of students attempting this question gained full marks. There were many who gained 1 mark for drawing only one 6cm line correctly, though quite a few struggled to draw an accurate isosceles triangle. Though they were not required in this question, there was very little evidence of construction lines/arcs drawn; it seemed most measured using their rulers.

Question 18

Many students secured one mark for providing an accurate conversion using the graph. However, others drew lines on the graph, not always correctly, but failed to take any accurate readings from these. Of those that did, most went on to complete the method, but many of these confused their $ with £ and so lost the method mark. Other students chose to take their initial reading near the origin, for instance using £5 = $6, which by the time they had multiplied it up to $345 was too inaccurate to give an answer within the range allowed. There was some misunderstanding of the scale on the $ axis, with some students assuming 1 small square = $1

Question 19

In part (a) to achieve both the marks, students needed to understand through proportional reasoning that the number of tuna sandwiches represented 40% of the total sold. Many students were not able to demonstrate this and as such scored no marks. There were some who adopted a bar modelling approach e.g. stating 40% = 56 so 20% = 28, and adding 56 + 56 + 28.

Part (b) was answered slightly better, but still demonstrated that students need more practice of ratio and proportion. Where students showed some understanding of what was required but chose to use a percentage of 18 to scale up were often not able to achieve a solution that was accurate enough.

Question 20

Students that were able to demonstrate some understanding of the context were rewarded with one of two process marks if they able to sum the total of money (200) that Akhtar, Ben and Carl had without the £10 notes or used the mean amount to calculate the total of all the money (240). After scoring one or two process marks there was a variable understanding of how to use these values to solve the problem. Of those who made mistakes many appreciated that the answer had to be an integer and rounded their mistakes rather than reflecting that there had to have been an error and a further check of their work was needed.

Question 21

Part (a) was answered well, with many students gaining the mark. The most common incorrect answer was $\frac{25}{50}$, a probability statement rather than a statement of the number of times.

In part (b) some students thought that the answer was Paula because "10 times was enough" as her approach was quicker. Lots of students had the right idea that the more trials, the more reliable your results, but some failed to actually say "Simon, because…" A common mistake was just talking about 100 throws and not making comparisons.

Question 22

This question was attempted by most students but very few correct plan views were seen. Most students incorrectly drew a net or a side elevation involving a square with a triangle attached. Out of the ones who scored any marks, most scored one mark for a square with sides 6cm, but without the diagonals drawn.

Question 23

Part (a) was not well answered. n^{15} was a common incorrect answer.

In part (b) c was usually shown correctly (frequently written as c^1 but often paired with d^4). Most achieved one mark for c or (less likely) d^3. There were a significant number of correct values for c found from an incorrect method.

In part (c) many students were unsure where to start and a common incorrect answer given was $2.5x > 7$. Of those students who did start to approach the question correctly, many ignored the inequality sign throughout the process getting $x = 2.8$ or $x = \frac{14}{5}$ and as a result could not gain the accuracy mark.

Question 24

Most students attempted this question but very few achieved full marks. The distance, speed, time triangle did not help in this question; students always seem to make more errors at this level when using it rather than taking an everyday approach to the problem. Some added the distances together and the speeds together then divided by 2. Quite a few students gained one mark, but more students gained two marks for finding the times as decimals and adding the two times but failing to convert the times correctly and ended up with 2 hr 75 mins or 3 hr 15 mins which were the most common answers seen.

Question 25

Error intervals remain a weakness and was poorly attempted. Some were able to correctly give 9.35 but rarely gave 9.45; a few 9.44 but not 9.4499...

Question 26

Many were able to secure the first process mark for finding the area of one of the lawns (45 m^2 or 140 m^2) or the amount of seed available (10kg) but did not proceed any further with many reasoning incorrectly that if 3kg covered 5 × 9 area, then 6kg would cover 10 × 18, more than is needed. Other students were successful in gaining the second process mark mainly for the coverage of 1 kg of grass seed ($15m^2$). The most successful approaches seen where students were able to reach the correct conclusion were finding the amount of grass seed needed (9.3…kg) and comparing it with 10kg or finding the area that could be seeded with 10kg ($150m^2$) and comparing it with $140m^2$.

Part (b) required reasoning supported by correct figures and as a result, students were not successful in gaining many marks.

Question 27

Part (a) was generally answered well, and most students were able to write at least two correct probabilities on the tree diagram, sometimes writing these as equivalent fractions of $\frac{2}{4}$2/6 and 4/6. Some students chose to try to use decimals for this problem but were not able to score any marks due to inaccurate approximations of $\frac{1}{3}$.

Having perhaps achieved one or both marks in part (a) many students lacked the knowledge that they needed to select the correct branches and multiply the fractions together and the few that did were rewarded with the marks in part (b).

Question 28

There were very few correct answers in part (a). There seemed little evidence of an understanding that the solutions could be read from the graph. A significant number attempted an algebraic solution, but their algebraic abilities were insufficient for such a task.

In part (b) there were a few who got full marks but for those who knew to read from the intercepts often included 2 with 0.6 and 3.4. Some spoilt their answers by writing the two values as coordinates. Other errors included those who attempted to substitute values into the equation, then plot the points on the graph, using algebraic solving/factorising methods or stating the *y* value at the minimum point.

Question 29

Many started off knowing that they needed to multiply the dimensions 6, 4 and 10 but many failed to take into account that the end shape was a triangle and division by 2 was required. The biggest failing, after calculating the volume correctly, was to divide by 0.8 getting the answer 150. For those students that only omitted division by 2 there was a special case mark for the answer of 192.

Summary

Based on their performance on this paper, students should:

- accurately transcribe figures taken from the question, and taken from their own work
- avoid rounding or truncating answers, and to use the most accurate values in subsequent calculations
- ensure that their work is legible for examiners to consider awarding marks. For example, avoid any possible confusion when writing 1s and 7s, when writing 4s and 9s, and even when writing 0s and 6s.
- ensure that they include working out to support answers
- work on algebraic manipulation and derivation, and application of ratios, scaling and rates in preparing for future examinations.
- learn the meaning of technical terms such as “reciprocal”, the “term” of a sequence and error intervals
- continue to need practise answering response type questions where a written explanation is required.

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