Pearson

Mark Scheme (Results)

Spring 2026

PEARSON EDEXCEL GCSE in Mathematics
Foundation 1MA1/3H (Calculator)

Aiming for Grade 6

The following table shows the marks scored on average at certain grades on similar questions from live exams.

For example: A student who achieved a Grade 6 on similar questions from either the Summer 2025 or November 2025 exam sittings achieved on average 25.8 marks from these questions**.**

Grade	**9**	**8**	**7**	**6**	**5**	**4**	**3**
Mark	30.5	29.6	28.2	25.8	20.9	13.6	7.6

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General Marking Guidance

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

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

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

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

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

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

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

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

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

6 **Follow through marks**
Follow through marks which involve a single stage calculation can be awarded without working as you can check the answer, but if ambiguous do not award.
Follow through marks which involve more than one stage of calculation can only be awarded on sight of the relevant working, even if it appears obvious that there is only one way you could get the answer given.

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

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

8 Probability

Probability answers must be given as a fraction, percentage or decimal. If a candidate gives a decimal equivalent to a probability, this should be written to at least 2 decimal places (unless tenths).
Incorrect notation should lose the accuracy marks, but be awarded any implied method marks.
If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

9 Linear equations

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

10 Range of answers

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

11 Number in brackets after a calculation

Where there is a number in brackets after a calculation E.g. 2 × 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" × 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] × 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

Question	Answer	Mark	Mark scheme	Additional guidance
1	C, E, B, A, D	B3 (B2 (B1	for all five correct for 3 or 4 correct) for 2 correct)	
2	630	M1	for converting time, eg 24 minutes = $\frac{24}{60}$ (= 0.4 (hours)) oe eg $\frac{2}{5}$ (hours) **or** 2 hours 24 minutes = 2 + $\frac{24}{60}$ (= 2.4 (hours)) oe eg $2\frac{2}{5}$ (hours) **or** 2 hours 24 minutes = 2 × 60 + 24 (= 144 (minutes)) oe **or** 2 hours 24 minutes = 2 × 60 × 60 + 24 × 60 (= 8640 (seconds)) oe **OR** for using distance ÷ time, eg 1512 ÷ [time] oe **or** [distance] ÷ [time] oe	10.5 or 0.175 imply M1 [distance] can be 1512 or the result of an attempt to convert 1512 km to a different unit, it must have the digits 1512 eg 151.2 or 1 512 000 [time] can be any value they believe to be the time the plane takes to fly
		M1	for a complete method using distance ÷ time, eg 1512 ÷ "2.4" **or** 1512 ÷ "$2\frac{2}{5}$" **or** 1512 ÷ "144" × 60 oe **or** 1512 ÷ "8640" × 60 × 60 oe	
		A1	cao	

Question	Answer	Mark	Mark scheme	Additional guidance
3	44.9	P1	for process to find an expression for the area of the trapezium, eg ½(12 + *CD*) 8 or 8 × 12 + ½ × 8 × *x* **or** for process to find the area of the triangle, eg 112 – 8 × 12 (= 16)	*x* is the length of the line from *C* to where perpendicular from *B* meets *CD* Allow use of other letters in place of *CD* and *x* (do not have to be defined unless otherwise stated) Award P1 for 112 – 8 × 12 (= 16) even if not used
		P1	for forming an equation and isolating terms in the unknown length, eg 4*CD* = 112 – 48 **or** ½ × 8 × *x* = 112 – 8 × 12 **or** ½ × 8 × *x* = "16" **or** *CD* = 16 **or** *x* = 4	Award P2 for *CD* = 16 or *x* = 4 even if not used unless clearly from incorrect working eg 12 – 8 (= 4) Only award P2 for 16 if it is clearly identified as *CD*
		P1	for start of process to find length of *BC*, eg $8^2 + \text{"4"}^2$ (= 80) **or** $8^2 + [\text{their } x]^2$ **or** $\tan^{-1}\left(\frac{\text{"4"}}{8}\right)$ (= 26.5…) oe **or** $\tan^{-1}\left(\frac{8}{\text{"4"}}\right)$ (= 63.4…) where "4" can be [their *x*]	[their *x*] can be any value less than 12 or clearly identified as the length of the line from *C* to where perpendicular from *B* meets *CD* (may be seen on the diagram)
		P1	for $\sqrt{8^2 + \text{"4"}^2}$ or $\sqrt{64 + \text{"16"}}$ or $\sqrt{80}$ or $4\sqrt{5}$ (= 8.9…) oe or $\sqrt{8^2 + [\text{their } x]^2}$ **or** $\frac{\text{"4"}}{\sin\text{"26.5..."}}$ or $\frac{8}{\cos\text{"26.5..."}}$ or $\frac{8}{\sin\text{"63.4..."}}$ or $\frac{\text{"4"}}{\cos\text{"63.4..."}}$ where "4" can be [their *x*]	Award P4 for (*BC* =) $\sqrt{80}$ or $4\sqrt{5}$ or 8.9... unless *x* = 4 is clearly from incorrect working
		A1	for answer in the range 44.9 to 44.95	If an answer is shown in the range in working and then incorrectly rounded award full marks

Question	Answer	Mark	Mark scheme	Additional guidance
4	23.3	M1	for a complete method eg $\frac{1}{2}\times 8.3\times 9.8\times \sin 35$	
		A1	for answer in range 23.3 to 23.33	If an answer is shown in the range in working and then incorrectly rounded award full marks
5	35.8	P1	for start of process to find QS, eg $QS^2+15^2=39^2$ oe or $(QS^2=)39^2-15^2(=1296)$ oe or for starting to use 5, 12, 13 triangle, eg 15 ÷ 5 or 39 ÷ 13	Trigonometry may be used but must lead to a relationship involving QS
		P1	for complete process to find QS, eg $(QS=)\sqrt{39^2-15^2}(=36)$ or 15 ÷ 5 × 12 (= 36)	
		P1	for relationship involving angle QRS, eg $\tan QRS=\frac{"36"}{50}$ oe or $\tan QRS=\frac{[QS]}{50}$ oe eg $\sqrt{36^2+50^2}\left(=\sqrt{3796}\right)$ **and** $36^2=50^2+\sqrt{"3796"}^2-2\times 50\times\sqrt{"3796"}\cos QRS$ oe	May use $QRS = 90 - QSR$ Pythagoras may be used but must lead to a relationship involving QS [QS] must be numerical and clearly identified by labelling or on the diagram with no contradiction ([QS] > 39 is not a contradiction)
		A1	for angle 35.7 – 35.8	If correct answer is seen and then incorrectly rounded award full marks

Question	Answer	Mark	Mark scheme	Additional guidance
6	No with reason	C1	No with reason **Acceptable examples** It's 10% of the original price, not 10% of 440 He found the percentage of the new amount not the original amount He found 10% of the increased value The original price is £400 100% is £400 / 100% is not £440 / 110% is £440 10% is £40 / 10% is not £44 / 11% is £44 99% is 396 10% of 396 is 39.6(0) 110% of 396 is 435.6(0) He should have divided by 1.1 **Not acceptable examples** No, 440 minus 10% is not 396 100% is not £396 £440 is the price after the increase / The original price is not £440 He has to find 90% of 440 He has to find 110% of 440 It should be £484 Jim is correct / Yes ……..	

Question	Answer	Mark	Mark scheme	Additional guidance
7 (a)	Shows re-arrangement	C1	for showing re-arrangement must see $2x^3 = 8 - x$ or $x^3 = \frac{8-x}{2}$ leading to $x = \sqrt[3]{\frac{8-x}{2}}$	Can work backwards No incorrect steps allowed
(b)	1.483	M1	for substitution to find x_1 eg $\sqrt[3]{\frac{8-1.5}{2}}\left(=1.48(1248034)\right)$	Accept an accuracy of 2dp or more rounded or truncated for x_1
		M1	for substitution to find x_2 eg $\sqrt[3]{\frac{8-"1.48(1248034)"}{2}}$ (=1.482(671093))	Accept an accuracy of 3dp or more rounded or truncated for x_2
		A1	for awrt 1.483	For reference x_3 = 1.482563195 If correct answer is seen and then incorrectly rounded award full marks
8	Points plotted at (5, 12) (15, 25) (25, 10) (35, 8) (45, 5) and joined with line segments	B2	for correct plotting of all 5 points at midpoints **and** joining with line segments	Ignore any histogram drawn Ignore any part of the frequency polygon outside of the range of the first and last point plotted.
		(B1)	for correct plotting of all 5 points at midpoints joined with a curve or missing / no line segments **or** for a frequency polygon with one point incorrect **or** for a frequency polygon with first and last point joined directly **or** for plotting of all 5 points at the correct heights consistent within intervals (including end points) **and** joining with line segments	for example, at 0, 10, 20, 30, 40 or at 10, 20, 30, 40, 50

Question	Answer	Mark	Mark scheme	Additional guidance
9	New York (supported)	P1	for a conversion between kg and lbs, eg 2 × 2.2 (= 4.4) **or** 5 ÷ 2.2 (= 2.27...)	See page at end of mark scheme
		P1	for a conversion between pounds and US dollars, eg 3.75 × 1.2(0) (= 4.50) **or** 4.9(0) ÷ 1.2(0) (= 4.08...)	
		P1	for a process to find figures to compare, eg 3.75 ÷ "4.4" (= 0.85...) **and** "4.08…" ÷ 5 (= 0.81(6…)) **or** "4.50" ÷ 2 (= 2.25) **and** 4.9(0) ÷ "2.27..." (= 2.15(6...)) **or** "4.4" ÷ 3.75 (= 1.17…) **and** 5 ÷ "4.08" (= 1.22…) **or** 2 ÷ "4.5" (= 0.44…) **and** "2.27" ÷ 4.9(0) (= 0.46 …)	£ per lb US dollars per kg lbs per £ kg per US dollar Condone the incorrect assignment of units for all 3 P marks
		C1	for New York with correct comparable figures, eg 0.85… **and** 0.81(6…) **OR** 2.25 **and** 2.15(6...)	Final comparable values can be rounded or truncated, they just need to be accurate enough to allow a comparison.

Question	Answer	Mark	Mark scheme	Additional guidance
10	(11, 14.5)	P1	for process to work with coordinates, eg 8 – 2 (= 6) **or** 12 – 7 (= 5) **or** eg (2 + 8) ÷ 2 (= 5) **or** (7 + 12) ÷ 2 (= 9.5)	Working may be seen on the diagram Allow alternative notation eg (6, 5) or (5, 6) or (5, 9.5) or (9.5, 5) Implied by $\frac{.....}{8-2}$ or $\frac{12-7}{.....}$ even if using $\frac{\text{diff in } x}{\text{diff in } y}$
		P1	for process to use proportion, eg "6" ÷ 2 (= 3) oe **or** "5" ÷ 2 (= 2.5) oe **or** 2 + "6" × 1.5 (= 11) **or** 2 + 9 (= 11) oe **or** 7 + "5" × 1.5 (= 14.5) **or** 7 + 7.5 (= 14.5) oe **or** "5" + "6" (= 11) **or** 8 + "5" – 2 (= 11) oe **or** "9.5" + "5" (= 14.5) **or** 12 + "9.5" – 7 (= 14.5) oe **or** (11, a) where $a \neq 14.5$ **or** (b, 14.5) where $b \neq 11$	Allow alternative notation eg (3, 2.5) or (2.5, 3) Implied by 8 + "3" (= 11) or 12 + "2.5" (= 14.5) Award P2 for (14.5, 11)
		A1	for (11, 14.5) oe	

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