



Mark Scheme (Results)

Spring 2026

PEARSON EDEXCEL GCSE in Mathematics
Foundation 1MA1/1H (Non-calculator)

Aiming for Grade 7

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 7 on similar questions from either the Summer 2025 or November 2025 exam sittings achieved on average 23.9 marks from these questions.

Grade	9	8	7	6	5	4	3
Mark	29.4	27.0	23.9	18.3	11.9	6.1	2.5

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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. $2 \times 6 (=12)$ 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

Question	Answer	Mark	Mark scheme	Additional guidance
2	$-\frac{1}{4}$ and $-\frac{1}{3}$	M1 M1 M1 A1	<p>for correctly rearranging into a form to be solved, eg $12x^2 + 7x + 1 (= 0)$</p> <p>M1 for $(4x \pm 1)(3x \pm 1)$ or for brackets which when expanded give 2 out of 3 terms correct or substitution into formula, condoning one sign error, eg $(x =) \frac{-7 \pm \sqrt{7^2 - 4 \times 12 \times 1}}{2 \times 12}$</p> <p>M1 for factorising correctly, eg $(4x + 1)(3x + 1)$ or simplifying correctly as far as eg $\frac{-7 \pm \sqrt{1}}{24}$</p> <p>A1 for $-\frac{1}{4}$ and $-\frac{1}{3}$ oe</p>	For the 2nd and 3rd M marks ft their quadratic with 2 of 3 terms correct
3	6	P1 P1 A1	<p>P1 for a scale factor of 1.5 or $\frac{2}{3}$ oe or for $\frac{AE}{20} = \frac{18}{30}$ oe</p> <p>P1 for a process to find the length of AE, eg $18 \div 1.5 (= 12)$ oe or $(AE =) \frac{20 \times 18}{30}$ oe or for a complete process to find the length of EC, eg $18 \times (1 - \frac{2}{3})$ oe</p> <p>A1 cao</p>	

Question	Answer	Mark	Mark scheme	Additional guidance
6	125	P1	for setting up an equation with a constant term, eg $T = \frac{k}{w}$ or $w = K\sqrt[3]{d}$	Condone the use of 'α' instead of '=' for the first two P marks Equation can be implied by correct substitution $T = \frac{120}{w}$ $w = \frac{1}{2}\sqrt[3]{d}$
		P1	for a process to substitute values in one equation, eg $20 = \frac{k}{6}$ or $k = 120$ or $1 = K\sqrt[3]{8}$ or $K = \frac{1}{2}$ oe	
		P1	(dep P2) for combining the two equations ft their values of k and K , eg $T = \frac{"120"}{\frac{1}{2}\sqrt[3]{d}}$ oe	
			OR for a correct process to find the value of w when $T = 48$, eg $w = \frac{"120"}{48}$ (= 2.5 oe)	
		P1	for substitution into their formula, eg $48 = \frac{"120"}{\frac{1}{2}\sqrt[3]{d}}$	
			OR for substitution of found value of w in the equation for d , eg "2.5" = " $\frac{1}{2}\sqrt[3]{d}$ "	
		A1	cao	

Question	Answer	Mark	Mark scheme	Additional guidance
8 (a)	No (supported)	P1	for a process to find the area to be painted, eg $3.3 \times 10 - 2 \times 1.5 (= 30)$	May occur later in the process Can be implied by 4th P mark [area] is what they believe to be the area
		P1	for a process using the paint coverage information, [area] $\div 10 (= 3)$	
P1		for a process using the ratio, eg [area] $\div (1+4) \times 1 (= 6)$ or [area] $\div (1+4) \times 4 (= 24)$ or [area] $\div 10 \div (1+4) \times 1 (= 0.6)$ or [area] $\div 10 \div (1+4) \times 4 (= 2.4)$		
P1		(dep on 3rd P1) for a process to find the cost of the yellow paint and the cost of the blue paint, eg [yellow tins] $\times 4.75 (= 4.75)$ and [blue tins] $\times 5.50 (= 16.50)$	[yellow tins] and [blue tins] are the whole numbers of tins required for their 0.6 and 2.4 or for their 6 and 24	
A1		(dep P4) for no and a total cost of (£)21.25 from correct values SCB2 for area of 30 (m ²) and total cost of (£)26.75	SCB2 does not require final decision	
(b)	Explanation	C1	ft from (a) for explanation, eg it may change as he may need fewer tins of paint. Acceptable examples We can't tell, it depends how much more it will cover. He may be able to afford it as he will need less paint. Not acceptable examples He still can't afford the paint. It might mean he has enough money. He will be able to afford it as he will need less paint. He might have to buy less paint.	Must have a decision in (a). If decision in (a) is 'yes' then C1ft for eg 'Zac will still have enough money for the paint he needs as he needs less paint' Two parts are needed – an indication of how the answer might be affected (eg he may be able to afford it) and a reason (eg as he will need less paint).

