Mark Scheme (Results)

Spring 2026

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

Aiming for Grade 8

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 8 on similar questions from either the Summer 2025 or November 2025 exam sittings achieved on average 32.3 marks from these questions.

Grade	**9**	**8**	**7**	**6**	**5**	**4**	**3**
Mark	36.4	32.3	26.1	18.6	12.4	7.6	4.7

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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 (a)(i)	10	M1	for a tangent drawn at $t = 3$	A tangent must be seen to award any marks
		M1	for a complete method to find the gradient from tangent, eg $\frac{30}{3}$	This mark can be awarded if the tangent is drawn at $t \neq 3$
		A1	for answer in the range 8.5 to 11.5 or ft acceptable tangent at $t = 3$	Accept answers in the form $\frac{a}{b}$ where a and b are integers Award 0 marks for a correct answer (in the range) with no (or incorrect) supportive working
(ii)	Acceleration or rate of change of velocity	C1	for a correct explanation **Acceptable examples** acceleration rate of change of velocity increase in velocity each second how quickly the velocity increases increase in velocity over time the rate at which the particle is accelerating **Not acceptable examples** rate of change increase in velocity the velocity per second velocity ÷ time as time increases so does the velocity how steep the line is the acceleration of the particle and how far it got	Award if extra information is given provided not contradictory or incorrect Accept ‘speed’ for ‘velocity’

Question	Answer	Mark	Mark scheme	Additional guidance
1 (b)	220	M1	for a method to find an appropriate area, eg $\frac{1}{2}\times 30\times 2\,(=30)$ oe or $\frac{1}{2}(30+50)\times(4-2)\,(=80)$ oe or $\frac{1}{2}\times(50+60)\times(6-4)\,(=110)$ oe **or** for a method to find an estimate for the area of at least one rectangle with height at intersection of midpoint and curve, eg 2 × 16 (= 32) oe or 2 × 42 (= 84) oe or 2 × 56 (= 112) oe	Must have one correct expression for the award of this mark May be seen as a rectangle added to a triangle
		M1	for a complete method, eg $\frac{1}{2}\times 30\times 2+\frac{1}{2}(30+50)\times 2+\frac{1}{2}(50+60)\times 2$ or $\frac{1}{2}\times 2\times(0+60+2(30+50))$ **or** 2 × 16 + 2 × 42 + 2 × 56	Allow 1 error in *v* values used
		A1	for 220 or 228	Allow 228 only if it comes from rectangle/midpoint method

Question	Answer	Mark	Mark scheme	Additional guidance
2	$a = 7$, $b = 5$	B1	for $\sqrt{27} = 3\sqrt{3}$ or $2\sqrt{27} = 6\sqrt{3}$	B1 can be awarded whenever this is seen, which might be later in the process.
		P1	for process to rationalise the denominator, eg $\frac{\sqrt{27}-1}{2-\sqrt{3}} \times \frac{2+\sqrt{3}}{2+\sqrt{3}}$ **or** $\frac{3\sqrt{3}-1}{2-\sqrt{3}} \times \frac{2+\sqrt{3}}{2+\sqrt{3}}$ oe	
		P1	(dep on previous P1) for expanding terms, condone one error in numerator or denominator, eg $\frac{2\sqrt{27}+\sqrt{27}\sqrt{3}-2-\sqrt{3}}{4+2\sqrt{3}-2\sqrt{3}-\sqrt{3}\sqrt{3}}$ **or** $\frac{6\sqrt{3}+3\sqrt{3}\sqrt{3}-2-\sqrt{3}}{4+2\sqrt{3}-2\sqrt{3}-\sqrt{3}\sqrt{3}}$ **or** $6\sqrt{3}+9-2-\sqrt{3}$ oe	
		A1	for $a = 7$, $b = 5$	Accept $7+5\sqrt{3}$

Question	Answer	Mark	Mark scheme	Additional guidance
3	$x \geq 10$	M1	for a correct first step working with an inequality or an equation, eg $7+x+8 \leq \frac{5x}{2}-8+8$ or $15+x \leq \frac{5x}{2}$ **or** $7+x-x \leq \frac{5x}{2}-8-x$ or $7 \leq \frac{3x}{2}-8$ **or** $7\times 2+x\times 2 \leq \frac{5x}{2}\times 2-8\times 2$ or $14+2x \leq 5x-16$	Can work with an equation or incorrect inequality symbol for both M marks For M marks step must be carried out not just intention shown. For example, if you see $7+x \leq \frac{5x}{2}-8$ +8 +8 award M1 for $k+x \leq \frac{5x}{2}$ where $k > 7$ or indicating $-x$ and reaching $7 \leq kx-8$ where $k < \frac{5}{2}$ or indicating multiplying by 2 and obtaining an equation or inequality with no more than one term incorrect and no term unchanged.
		M1	(dep M1) for a correct second step, eg subtracts x from both sides or adds 8 to both sides or subtracts $2x$ from both sides or multiplies both sides by 2 **or** gives the critical value of 10	The first 2 marks can be awarded for critical value of 10, eg $x = 10$
		A1	for $x \geq 10$ as final answer	Accept $10 \leq x$

Question	Answer	Mark	Mark scheme	Additional guidance
4	12	P1	for (interior angle =) (180 ÷ 3) + (360 ÷ 4) (= 150)	150 may be seen on diagram.
		P1	for (exterior angle =) 180 – "150" (= 30) **or** for "150" = $\frac{(n-2)\times 180}{n}$ oe	May be seen on diagram Exterior angle of 30 implies P1P1
		P1	for 360 ÷ "30" **or** for a correct process to solve the equation as far as "30"n = 360	
		A1	cao	A correct answer with no supportive working gets 0 marks Minimum supportive working is P1P1 or **Trials of interior angle sum** Finding 1800 ÷ 150 = 12 oe with 12 as answer scores P1P1P1A1

Question	Answer	Mark	Mark scheme	Additional guidance
5	$\frac{130}{400}$ oe	M1	for a method to find the frequency (or area) of one relevant interval, eg 3 × 10 (= 30) or 5 × 20 (= 100) or 8 × 15 (= 120) or 10 × 15 (= 150) or 5 × 10 (= 50) or 8 × 10 (= 80) or, using 1 cm^2 = 1 unit, 3 × 2 (= 6) or 5 × 4 (= 20) or 8 × 3 (= 24) or 10 × 3 (= 30) or 5 × 2 (= 10) or 8 × 2 (= 16)	Evidence for this mark may be seen on the diagram Accept equivalent methods For M marks condone use of 2.5 for fd of 3 and/or 4.5 for fd of 5
		M1	for a method to find the total frequency (or area), eg “30” + “100” + “120” + “150” (= 400) or “6” + “20” + “24” + “30” (= 80)	
		M1	for a method to find the frequency (or area) between 20 g and 40 g, eg “50” + “80” (= 130) or “10” + “16” (= 26)	
		A1	for $\frac{130}{400}$ oe	Accept any equivalent fraction, decimal form, 0.32(5) or 0.33 or percentage form, 32.(5)% or 33%
6	Drawn	B2	for a correct reflection in the *x*-axis	(−5, −2), (−1, −3), (1, 1), (5, −1) See overlay
		(B1	for a correct reflection in the *y*-axis or a reflection in the *x*-axis with 3 of the 4 critical points plotted correctly or a reflection in the *x*-axis with the 4 critical points plotted correctly but not joined or joined incorrectly)	(−5, 1), (−1, −1), (1, 3), (5, 2)

Question	Answer	Mark	Mark scheme	Additional guidance
7	−1	P1	for start of a process to write all terms as a single power of 3, eg $(3^2)^{2x}$ or $3^{2\times 2x}$ **or** $(3^3)^2$ or $3^{3\times 2}$ **or** $(3^4)^{3x-2}$ or $3^{4(3x-2)}$ **or** 3^{-18}	
		P1	for correctly writing at least 3 terms as single powers of 3, eg $3^{2\times 2x}\times 3^{3\times 2}\times 3^{4(3x-2)}=3^{-18}$	Do not need to be in a product
		P1	for forming a correct linear equation in x, eg $4x+6+4(3x-2)=-18$	
		A1	cao	An answer of −1 with no supportive working gets 0 marks
8 (a)	(2),–2,(–4), –4, –2, 2	B2	for all 4 values correct	
		(B1	for 2 or 3 correct values)	
(b)	Graph drawn	B2	for a fully correct graph	Accept a freehand curve drawn that is not made of line segments Curve must not have a horizontal segment between (–1, –4) and (0, –4) Ignore anything drawn outside the required range
		(B1	ft (dep on B1 in (a)) for plotting at least 5 of the points from their table correctly)	
(c)	– 0.5, – 4.25	B1	ft their graph with a single turning point or for x coordinate = – 0.5 and y coordinate = – 4.25 oe	

Question	Answer	Mark	Mark scheme	Additional guidance
9	A 3 B 4 C 1 D 2	B2 (B1	for all 4 correct for 2 or 3 correct)	
10	$y = -3x - 2$	M1 M1 A1	for a correct method to find the gradient of the line, eg $\frac{-8-4}{2--2}$ (= –3) **or** identifies –2 as the intercept in words or in a partial equation for $y = -3x$ (+ c) oe **or** $y =$ "–3"$x - 2$ **or** (**L** =) $-3x - 2$ **or** $y - b =$ "–3"$(x - a)$ where (a, b) is a correct coordinate **or** for an answer of $y = 3x - 2$ cao	 Just circling –2 is insufficient Accept $y = -3x + -2$

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