



# Mark Scheme (Results)

## Spring 2026

PEARSON EDEXCEL GCSE in Mathematics  
Foundation 1MA1/2H (Calculator)

### Aiming for Grade 9

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 9 on similar questions from either the Summer 2025 or November 2025 exam sittings achieved on average 29.8 marks from these questions.

<b>Grade</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>
<b>Mark</b>	29.8	20.6	12.8	6.8	3.4	1.3	0.7

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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.  $2 \times 6 (=12)$  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

<b>M</b>	method mark awarded for a correct method or partial method
<b>P</b>	process mark awarded for a correct process as part of a problem-solving question
<b>A</b>	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)
<b>C</b>	communication mark awarded for a fully correct statement(s) with no contradiction or ambiguity
<b>B</b>	unconditional accuracy mark (no method needed)
<b>oe</b>	or equivalent
<b>cao</b>	correct answer only
<b>ft</b>	follow through (when appropriate as per mark scheme)
<b>sc</b>	special case
<b>dep</b>	dependent (on a previous mark)
<b>indep</b>	independent
<b>awrt</b>	answer which rounds to
<b>isw</b>	ignore subsequent working



Question	Answer	Mark	Mark scheme	Additional guidance
1 cont.		P1	(dep on 1 <sup>st</sup> P1) for substituting their 2 found values of $x$ or $y$ in a suitable equation <b>or</b> (dep on P1) for one correct pair of values following from a correct quadratic	<b>or</b> correct method after starting again Can use equation of circle also
		A1	(4.4899..., -3.979...) (-0.4899..., 5.979...)	Answers must be correctly paired. May be in the body of the working. Accept figures rounded or truncated to 2dp or better
2	$-\frac{2}{5} < x < \frac{1}{3}$	B2  (B1)	for $-\frac{2}{5} < x < \frac{1}{3}$ oe  For correct critical values of $-\frac{2}{5}$ <b>and</b> $\frac{1}{3}$ oe)	May be given as two separate inequalities  Accept -0.4 and 0.33 (or better)
3 (a)	125 to 150	M1  M1  A1	for drawing a tangent at $t = 1.5$  for a complete method to find the gradient from tangent eg $\frac{450}{3.4}$ or $\frac{\text{change in } y}{\text{change in } x}$  for answer in the range 125 to 150	The tangent must be seen to award any marks  This mark can be awarded if the tangent is drawn at $t \neq 1.5$ Working may be seen on the diagram  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 Must have one correct expression or evaluation for the award of this mark May be seen as a rectangle added to a triangle





Question	Answer	Mark	Mark scheme	Additional guidance
6	Shown	M1	for the method to find a coordinate of the point $D$ eg $\frac{1}{1+3} \times 16 (= 4)$ <b>or</b> $\frac{3}{1+3} \times 8 (= 6)$ <b>or</b> (4, 6) labelled	First two marks may be seen in either order Accept 4 or 6 stated or (6, 4)
		M1	for a correct form for $L$ , eg $y = \sqrt{3}x + c$ <b>OR</b> a correct equation for the gradient of $L$ , eg $\frac{[6]-f}{[4]-(-2)} = \sqrt{3}$	Condone incorrect value for $c$ when awarding this mark
		M1	for correct substitution to find $c$ eg $[6] = \sqrt{3} \times [4] + c$ <b>or</b> $y - [6] = \sqrt{3}(x - [4])$ <b>or</b> $c = [6] - [4]\sqrt{3} (= -0.928\dots)$ <b>OR</b> starts to rearrange equation for gradient, eg $[6] - f = ([4] - (-2))\sqrt{3}$	[4] must be clearly identified as the $x$ -coordinate of $D$ if incorrect Award of this mark implies the previous mark [6] must be clearly identified as the $y$ -coordinate of $D$ if incorrect
		M1	(dep on previous M1)for the method to substitute in $-2$ , eg $\sqrt{3} \times (-2) + [6] - \sqrt{3} \times [4]$ <b>or</b> $\sqrt{3} \times (-2) + [c]$ <b>OR</b> a correct unevaluated expression for $f$ , eg $f = [6] - ([4] - (-2))\sqrt{3}$	[ $c$ ] must be clearly what they have found to be the $y$ -intercept of $L$ <b>and</b> must have come from correct processes to evaluate
		C1	accurate figure eg $f = -4.39\dots$ <b>or</b> $-4.39\dots < -4$	$-4.39\dots$ must come from correct working Accept $-4.4$ or better

Question	Answer	Mark	Mark scheme	Additional guidance
7	4075 and 4125	B1  B1	for 4075 in the correct position  for 4125 in the correct position	Accept 4124.9 or 4124.99(...)
8	$\frac{5}{2}\mathbf{a} - \frac{9}{2}\mathbf{b}$	P1  P1  P1  A1	for process to find a relevant missing vector, eg $\vec{EC} = \mathbf{b} - \mathbf{a}$ or $\vec{CE} = \mathbf{a} - \mathbf{b}$ or $\vec{QC} = -2\mathbf{b}$ or $\vec{CQ} = 2\mathbf{b}$ or $\vec{QA} = -3\mathbf{b}$ or $\vec{AQ} = 3\mathbf{b}$  for process to find $\vec{CB}$ or $\vec{AB}$ or $\vec{EB}$ eg $\vec{CB} = \frac{5}{2}(\mathbf{a} - \mathbf{b})$ or $\vec{AB} = \mathbf{b} + \frac{5}{2}(\mathbf{a} - \mathbf{b}) \left( = \frac{5}{2}\mathbf{a} + \frac{3}{2}\mathbf{b} \right)$ or $\vec{AB} = \mathbf{a} + \frac{3}{2}(\mathbf{a} - \mathbf{b}) \left( = \frac{5}{2}\mathbf{a} + \frac{3}{2}\mathbf{b} \right)$ or $\vec{EB} = \frac{3}{2}(\mathbf{a} - \mathbf{b})$  for complete process to find $\vec{QB}$ in terms of $\mathbf{a}$ and $\mathbf{b}$ , eg $\vec{QB} = -2\mathbf{b} + \frac{5}{2}(\mathbf{a} - \mathbf{b})$ or $\vec{QB} = -3\mathbf{b} + \left( \mathbf{b} + \frac{5}{2}(\mathbf{a} - \mathbf{b}) \right)$ or $\vec{QB} = -3\mathbf{b} + \left( \mathbf{a} + \frac{3}{2}(\mathbf{a} - \mathbf{b}) \right)$ or $\vec{QB} = -3\mathbf{b} + \mathbf{a} + \left( \frac{3}{2}(\mathbf{a} - \mathbf{b}) \right)$  for $\frac{5}{2}\mathbf{a} - \frac{9}{2}\mathbf{b}$ oe eg, $\frac{1}{2}(5\mathbf{a} - 9\mathbf{b})$ or $2.5\mathbf{a} - 4.5\mathbf{b}$	All vectors must be clearly assigned

Question	Answer	Mark	Mark scheme	Additional guidance
9	27 720	P1  P1 A1	for $15 \times 14 (= 210)$ <b>or</b> $12 \times 11 (= 132)$ <b>or</b> $15 \times 12 (= 180)$  for a complete method eg $15 \times 14 \times 12 \times 11$  cao  SCB1 for an answer of 342 if P0 awarded	If values given as probabilities can award P marks only  If a correct product seen and divided (by 2 or 4 or 24) award P marks
10	$(15)^{\frac{2}{3}}$	B1	for $15^{\frac{2}{3}}$ <b>or</b> $(\sqrt[3]{15})^2$ <b>or</b> $\sqrt[3]{15^2}$ <b>or</b> $225^{\frac{1}{3}}$	If given in an acceptable form, then given as a decimal, isw and award
11	840	M1  M1 A1	for starting to list possible options, eg states 4 or more different combinations and no incorrect combinations <b>or</b> clearly indicates the 4 possible ways to start a number with no incorrect, eg 4 3 ____, 4 1 ____, 3 ____, 1 ____  <b>or</b> $1 \times 6 \times 5 \times 4 \times 3 (= 360)$ <b>or</b> $2 \times 6 \times 5 \times 4 \times 3 (= 720)$ <b>or</b> $1 \times 2 \times 5 \times 4 \times 3 (= 120)$	

