Paper 1MA1: 1F				
Question	**Working**	**Answer**	**Mark**	**Notes**
11 (a)	30 ÷ 8	4	P1	for 30 ÷ 8 **or** 3.75 **or** 3 **or** counting up 8s towards 30 to at least 3 lots of 8 **or** 4 × 8(=32) oe
Q1			A1	cao
(b)		No with reason	C1	No with 32 ÷ 8 **or** ft from (a)

Paper: 1MA1/3F				
Question	**Working**	**Answer**	**Mark**	**Notes**
1 (a)		Don, Mersey, Trent, Thames, Severn	B1	accept 112, 113, 297, 346, 354
Q2				
(b)		Shown	C1	shown with correct values eg (112 × 3 =) 336 (and 346) or 112 + 112 + 112 + 10 = 346 or 346 ÷ 3 = 115(.3..) (and 112) or 346 ÷ 112 = 3.089.. oe

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
6 **Q3**	Yes (supported)	P1	starts process to find the number of tins or meals needed, eg $2 \times \frac{1}{4}$ $(= \frac{2}{4} = \frac{1}{2})$ or $14 \times \frac{1}{4}$ $(= \frac{14}{4}$ oe) or 2×14 (= 28) or $8 \div 2$ **or** to find the number of meals from 8 tins, eg $8 \div \frac{1}{4}$ (= 32)	Numbers may be expressed in decimal form
		P1	a complete process to find the number of tins needed, eg $14 \times \frac{2}{4}$ (= 7) **or** $8 \div 2$ and "$\frac{14}{4}$" **OR** to find the numbers of meals $8 \div \frac{1}{4}$ (= 32) and 2×14 (= 28) **or** $8 \div \frac{2}{4}$ (= 16)	
		C1	'Yes' from a comparison of correct values, eg 7 (and 8) **or** 32 and 28 **or** 16 (and 14) **or** $\frac{14}{4}$ and 4	Correct working needs to be accompanied by a statement confirming enough food has been bought.

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
17 **Q4**	2 bags of stone	P2	for a complete process to work out how many bags of each material is required eg $180 \div 25$ (= 7.2 or 8), $375 \div 22.5$ (= 16.6.. or 17), $1080 \div 50$ (= 21.6 or 22) **or** a complete process to work out the total weight of each element that he has eg 25×10 (= 250), 20×22.5 (= 450), 50×20 (= 1000)	The correct figures do not need to be seen to award the process marks
		(P1	for a correct start to the process, eg for at least one correct calculation	
		C1	correct conclusion eg 2 bags of stone, with no incorrect working	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
13 **Q5**	3	P1 P1 A1	for a start to the process eg 240 − (2 × 45) (= 150) oe **or** (2 × 45) + 40 (= 130) oe for complete process eg "150" ÷ 40 (= 3.75) – can be implied by 40 + 40 + 40 = 120 **or** "130" + 40 + 40 (= 210) cao	 Considering just one piece of 45 cm is not a misread but (240 – 45) ÷ 40 (= 4.875) oe should be awarded P1 only

Paper: 1MA1/3F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
7 **Q6**	24	M1 A1	for a complete method eg 6 × 2 × 2 or sight of 6, 2, 2 ready for calculation, or with the wrong operation cao	Could be seen as two separate calculations SC:B1 for a answer of 1.5 oe

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
10 **Q7**	16 35	P1 P1 A1	for process to find length of time in car park eg 8.40 ÷ 0.024 (= 350) **or** 0.024 × 60 (= 1.44) **and** 8.40 ÷ "1.44" (= 5.833...) for process to add "350" minutes to 10 45 eg 10 45 + 60 + 60 + 60 + 60 + 60 + 50 **or** 10 45 + "5 hours 50 minutes" **OR** for 4 35 for 16 35 **or** 435 pm	 Do not accept incorrect interpretation of time, eg 5.83 = 5 hours 83 minutes Accept 16 35 pm

Paper: 1MA1/3F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
12 **Q8**	6	P1 P1 A1	process to find the weight of small boxes eg 3 × 450 (=1350) complete process to find the number of large boxes, eg (5850 – "1350") ÷ 750 **or** 5850 – "1350" (=4500) **and** 6 × 750 (=4500) cao	 Cannot award this mark if 6 comes from a rounded value due to error in calculating

Paper: 1MA1/3F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
7 **Q9**	6	M1 A1	for interpreting the table to find the number of green counters (26 + 7 (= 33)) or the number of red counters (16 + 11 (= 27)) or the difference in circles (26 – 16 (=10)) or squares (11 – 7 (=4)) cao	33 – 27 = 6 10 – 4 = 6

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
10 **Q10**	660	P1 P1 P1 A1	for a process to work out the **number** of large marbles eg 12 ÷ 4 (=3) **or** the **number** of small marbles eg 12 – [number of large marbles] **or** 12 × (1− ¼) (=9) (dep) for a process to work out the **weight** of large marbles eg "3" × 70 (=210) **or** to work out the **weight** of small marbles eg "9" × 50 (=450) for a complete process eg (12÷4) × 70 + 12 × (1− ¼) × 50 oe cao	[number of large marbles] could come from an incorrect method for finding $\frac{1}{4}$ of 12

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
13 **Q11**	19	P1 P1 A1	for 4275 ÷ 28 (= 152(.678..)) **or** 153 **or** a build up to at least 150 × 28 (=4200) for "152" × 28 (= 4256) **or** "153" × 28 (=4284) **or** ("152.678.." – 152) (=0.678..) **or** 4275 ÷ "152" – 28(= 0.125) **or** 4275 – "4200" (=75) oe cao	Division may be seen as a build up method Use of 150× 28 or better for "4200"

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
7 **Q12**	14	M1 A1	for 42 ÷ 3 cao	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
10 **Q13**	7	P1 A1	for process to find temperature on Wednesday, eg 5 – 10 + 3 (= –2) **or** –10 + 3 **or** 10 – 3 for 7, accept –7	Be aware of correct use of a number line

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
7 **Q14**	780	P1 P1 A1	for 2500 – 940 (= 1560) **or** 2500 ÷ 2 (=1250) and 940 ÷ 2 (=470) for "1560" ÷ 2 **or** "1250" – "470" cao	

Paper: 1MA1/3F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
7 **Q15**	29	P1 P1 A1	for a start to a process, eg. (total apples =) 86 + 75 + 92 (= 253) or (total oranges =) 68 + 80 + 76 (= 224) **or** differences each week, eg. (week 1) 86 – 68 (= 18) or (week 2) 75 – 80 (= – 5) or (week 3) 92 – 76 (= 16) for complete process, eg "253" – "224" **or** "18" + "– 5" + "16" cao	

Paper: 1MA1/3F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
11 **Q16**	Yes (supported)	M1 M1 C1	for 48 × 3 (=144) or 35 × 4 (= 140) or 48 ÷ 4 (=12) for 48 × 3 (=144) **and** 35 × 4 (= 140) or "140" ÷ 48 (=2.9…) or "140" ÷ 3 (=46.6…) or "12" × 3 (=36) or "144" ÷ 4 (=36) or "144" ÷ 35 (=4.1…) for Yes with 144 **and** 140 **OR** 36 **OR** 2.9… **OR** 4 (spare) **OR** 4.1… (each frame) **OR** 46.6… (in each box)	

Paper: 1MA1/2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
4 (a)		6	P1	for process to find the total weight of one type of fruit eg 4 × 125 (=500) or 2 × 170 (=340) or 3 × 135 (=405) or 1245
	1785−1245 =540		P1	complete process to find the total weight of oranges eg "1785" – ("500" + "340" + "405") or sight of digits 54 or answer given as 0.6 or 60
Q17	540 ÷ 90		A1	cao SC B1 for answer of 15
(b)(i)		No	P1	Starts process, eg 1000 ÷ 75 (digits 13(.3..) seen) or 15 × 75 (= 1125) or 1.125 or showing 1000 ÷ 15 (=66(.6..)) or counts to 975 or 1050
		(supported)	C1	"No" with correct working eg as evidenced by work from P1 mark.
(b)(ii)		Comment	C1	for valid comment, eg may get enough tomatoes if tomatoes weigh less than assumed (75g), not if weight is more than 75g.

Paper 1MA1: 2F				
Question	**Working**	**Answer**	**Mark**	**Notes**
18 **Q18**		Yes (supported)	P1 P1 A1 P1 C1 P1 P1 A1 P1 C1	for process to work out the total number of children, e.g. 117 × 4 (= 468) (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) for 1170 or 1638 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) for a correct conclusion supported by correct figures e.g. 63% or 1560 **and** 1638 OR for a process to work out 60% of 2600, eg. $\frac{60}{100} \times 2600$ (= 1560) (dep P1) for process to work out total number of children, e.g. "1560" × 2 ÷ 7 (= 445(.7...) for 445(.7...) for process to work out number of children in the circle, eg. "445(.7...)" ÷ 4 (= 111 to 112) for a correct conclusion supported by correct figures e.g. 111 to 112 [Where appropriate, accept rounded or truncated values]

Paper: 1MA1/3F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
10 (a)	80	B1	cao	
(b)	8	B1	cao	
(c)	Yes and reason	C1	for yes and reason **Acceptable examples** Yes, because 27 is greater than 7 Yes, because the drop is 20 more Yes, the gradient is steeper (in the first 3 mins) and is then less steep (in the last 3 mins) Yes, because the drop is 20 less in the last 3 mins Yes, because the drop is more **Not acceptable examples** No …. Yes, because the drop is 20 less	"Yes" may be implied from wording Ignore any references to actual readings from the graph

Q19

Paper: 1MA1/3F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
26 (a)	Yes (supported)	P1	for start of process, eg 5 × 9 (= 45) **or** 10 × 14 (= 140) **or** 5 × 2 (= 10 (kg)) **or** 3 ÷ 2 (= 1.5 (boxes))	Accept values rounded or truncated to 1dp in both (a) and (b). Ignore units
		P1	for process using ratio of areas, eg "140" ÷ "45" (= 3.1...) **or** for using ratio of amount of seed eg "10" ÷ 3 (= 3.3...) **or** for finding coverage for 1 kg of grass seed, eg "45" ÷ 3 (=15 (m^2))	
		P1	for process to find amount of seed needed, eg "140" ÷ "45" × 3 (= 9.3...kg) **or** "140" ÷ "45" × "1.5" (= 4.6...(boxes)) oe **or** "15" × 2 (= 30 (m^2 per box)) **and** "140" ÷ "30" (= 4.6...(boxes)) **or** for process to find area that can be seeded, eg "10" ÷ 3 × "45" (= 150 (m^2)) **or** "140" ÷ "10" (= 14 (m^2)) oe	Accept 9.4 Accept 4.7
Q20		C1	for "Yes" supported by correct figures eg 4.6...(and 5), **or** 9.3...and 10 **or** 150 and 140 (or 140 to 148.5) **or** 15 and 14	
(b)	Yes, (does not have enough) (supported)	C1	for reasoning supported with correct figures, eg does not have enough seed and compares 9 (kg) with 9.3…(kg) or 4.5 (boxes) with 4.6… (boxes) or 135 (m^2) with 140 (m^2) or 14 (m^2) with 15 (m^2) ft from (a)	Values used in (a) do not need repeating in (b) as long as intention is clear