



Pearson
Edexcel

Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE
In Mathematics (1MA1)
Foundation (Calculator) Paper 3F

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

November 2021

Question Paper Log Number P64633A

Publications Code 1MA1_3F_2111_MS

All the material in this publication is copyright

© Pearson Education Ltd 2021

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 (eg 3.5 – 4.2) then this is inclusive of the end points (eg 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 eg $2 \times 6 (=12)$ 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 eg "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 eg [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

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
1	0.45	B1	cao	
2	2 factors	B1	at least 2 of 1,5,7,35	No incorrect factors
3	10 45	B1	for 10 45	Accept any time notation
4	11	B1	cao	
5	Midpoint marked	B1	within tolerance	
6 (a)	$4ab$	B1		May be seen in working. Accept if no ambiguity.
(b)	$3x + 8$	M1 A1	for method to collect terms eg $3x$ or 8 for $3x + 8$	
7	EJ, EK, FJ, FK, GJ, GK	B2 (B1)	fully correct list with no repeat for at least 4 correct	Allow letters in either order
8	2540 shown	M1 M1 A1	for finding the cost of one item eg $2 \times 600 (=1200)$ or $7 \times 120 (=840)$ or $2 \times 250 (=500)$ full process eg “1200” + “840” + “500” (=2540) or $2500 - “1200” - “840” - “500” (= \pm 40)$ for 2540 or ± 40	Ignore written statements as long as the correct figures are shown

Paper: 1MA1/3F																
Question	Answer	Mark	Mark scheme	Additional guidance												
9	<table style="border-collapse: collapse; margin: auto;"> <tr> <td style="padding: 0 5px;">4</td> <td style="padding: 0 5px;">5</td> <td style="padding: 0 5px;">23</td> <td style="padding: 0 5px;">32</td> </tr> <tr> <td style="padding: 0 5px;">8</td> <td style="padding: 0 5px;">9</td> <td style="padding: 0 5px;">7</td> <td style="padding: 0 5px;">24</td> </tr> <tr> <td style="padding: 0 5px;">12</td> <td style="padding: 0 5px;">14</td> <td style="padding: 0 5px;">30</td> <td style="padding: 0 5px;">56</td> </tr> </table>	4	5	23	32	8	9	7	24	12	14	30	56	B3 (B2) (B1)	for a fully correct table for at least 7 figures correctly placed) for the given values correctly placed in the table or one correct row or column)	Given values in bold Given values: 5, 32, 8, 12, 14, 56
4	5	23	32													
8	9	7	24													
12	14	30	56													
10	61	P1 A1 A1	for $300 \div 4.85 (= 61.8\dots)$ for 61.8... or 62 61	This mark may be awarded for build-up methods that get to figures that are before or after 300 Embedded answers get -1 mark.												
11 (a)	3 hrs 16 mins	P1 A1	$196 - 60 - 60 - 60 (=16)$ oe or $196 \div 60 (= 3.26\dots$ or $3.27\dots)$ or states 3 hours in their answer (with an incorrect number of minutes or minutes left blank) 3 hours 16 minutes													
(b)	$\frac{x}{2}$	B1	$\frac{x}{2}$ oe													
12 (a)	50	M1 A1	$[2.5] \times 20 (=50)$ for an answer in the range 46 to 54	[2.5] a number in the range 2.3 to 2.7 or identified as the distance from Shelton to Trilby												
(b)	60	M1 A1	$5 \times 1200 (=6000)$ or $1200 \div 100 (=12)$ or conversion $5 \div 100 (=0.05)$ cao													

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
13 (a)	40	M1	$2 \div (2+3) \times 100 (=40)$ or build up to (and shows) 40:60 oe or for sight of $\frac{2}{5}$ oe or $100 \div 5 (=20)$	Accept any equivalent ratio; award full marks if an acceptable ratio is given and then incorrectly simplified.
		A1	cao	
(b)	20 : 80	M1	$100 - 20 (=80)$ or $80 : 20$ oe	
		A1	20 : 80 oe	
14	80	P1	for $1 - \frac{13}{15} \left(= \frac{2}{15} \right)$ or $\frac{13}{15} \times 600$ (million) (= 520 (million))	Condone no million or may see 000 000 used* *In this case condone up to two missing 0s for the award of the P marks. For P marks accept $\frac{13}{15}, \frac{2}{15}$ rounded or truncated to no less than 2dp.
		P1	for " $\frac{2}{15}$ " $\times 600$ (million) (= 80 (million)) or $600 - "520"$ (=80) oe	
		A1	Accept 80 000 000	
15	Explanation	C1	for explanation Acceptable examples They do not add to 360 They add to 100 too least It is missing a 100 angle / It needs 100 more Because the total has to be 360 A whole circle is 360 Not acceptable examples They add up to 260 One of the angles is wrong A shape with 4 angles adds up to 360	

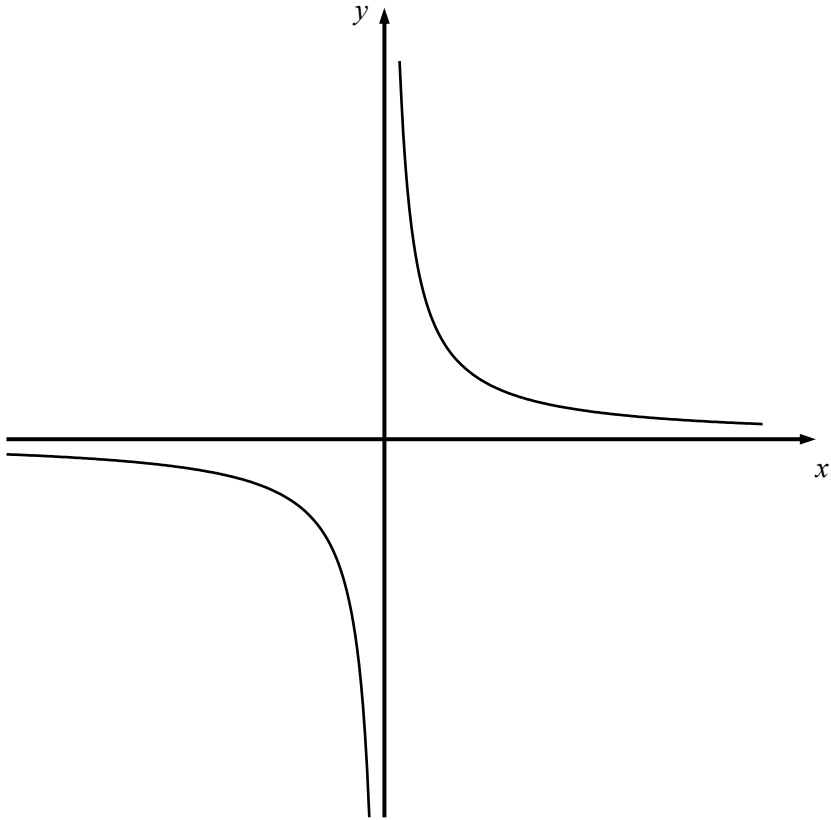
Paper: 1MA1/3F					
Question	Answer		Mark	Mark scheme	Additional guidance
20	1	57899	B2	for a fully correct ordered diagram	Can be in reverse vertical order (with matching leaves) eg 3,2,1 One number in the wrong position is one error.
	2	0224558	(B1)	for a fully correct unordered diagram or for an ordered diagram with one error or omission)	
	3	235			
			B1	(indep) for correct key (units not required but must be correct if stated) eg 2 5 represents 25 (cm)	
21	(a)	(100,18)	B1	cao	
	(b)	12.8 to 14.8	M1	for a method to read off eg line of best fit or line up from 370 or for a point on the grid at (370, y) where y lies between 12.8 and 14.8	
			A1	for an answer in the range 12.8 to 14.8	
	(c)	Decision and statement	C1	for decision and statement Acceptable examples No, as this point can be disregarded from the general trend No, ignore this point No, the correlation is positive No, because even with an outlier you can still have a negative or positive correlation. No, there is still a correlation. No, as you can use the rest of the data to determine a correlation. No, as outlier does not affect the majority No as a line of best fit can still be drawn No, it is an anomaly Not acceptable examples Yes, Outliers can be ignored [no decision] No, the outlier can be ignored so the correlation is negative No there are other things that can affect the test	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
22	12.85 or 12.86 or 13.5(0)	P1 P1 P1 A1	for $9 + 2 + 1 (=12)$ for working out how many lots of 175g are needed eg $6000 \div "12" \times 2 \div 175 (=5.71..)$ for a complete process eg $"5.71..." \times 2.25 (=12.857..)$ for 12.85 or 12.86 or 13.5(0)	Award this mark for sight of 4500, 1000 or 500 Process may lead to 5 or 6 instead of 5.71 "5.71..." (ft) or a figure rounded or truncated eg "6"
23 (a)	450 000	B1	cao	
(b)	7×10^{-3}	B1	cao	
(c)	4.73×10^3	M1 A1	for 4730 oe or for 4.73×10^n where $n \neq 3$ cao	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
24	260	P1	conversion to common units of capacity eg $2.2 \times 4.54 (= 9.988)$ or $8 \div 4.54 (= 1.76\dots)$ OR for company A $2400 \div 4.54 (= 528.63\dots)$ OR $2400 \div 8 (= 300)$ OR a rate per minute $8 \div [\text{time for Company A}] (= 4.8\dots)$ oe	[time for Company A] could be 1 min 40 sec or 1.66... or 1.6 or 1.40 etc as long as it is clear it relates to 1 min 40 sec Results of calculations may be truncated or rounded.
		P1	for a complete process to find the time for one water rate in minutes. eg in litres Company A $2400 \div "4.8\dots" (= 500)$ or $"300" \times [1 \text{ min } 40 \text{ sec}] (= 500)$ or Company B $2400 \div "9.988" (= 240.28\dots)$ OR eg in gallons Company A $"528.63\dots" \div ("1.76\dots" \div [1 \text{ min } 40 \text{ sec}]) (= 500)$ or Company B $"528.63\dots" \div 2.2 (= 240.28\dots)$	
		P1	for complete processes to find the times for both company A and company B in minutes. Company A eg in litres $2400 \div "4.8\dots" (= 500)$ or $"300" \times [1 \text{ min } 40 \text{ sec}] (= 500)$ or in gallons $"528.63\dots" \div ("1.76\dots" \div [1 \text{ min } 40 \text{ sec}]) (= 500)$ AND Company B eg in litres $2400 \div "9.988" (= 240.28\dots)$ or in gallons $"528.63\dots" \div 2.2 (= 240.28\dots)$	
		A1	for an answer in the range 259 to 260	If the answer is given within the range but then rounded incorrectly award full marks.

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
25	12	P1 P1 A1	for a process to find the fifth term eg $3a + 5a (=8a)$ for setting up the equation eg $a + 2a + 3a + 5a + [8a] = 228$ cao	[8a] allow use of what is clearly indicated as the missing term $\frac{228}{19}$ or $\frac{228}{1+2+3+5+8}$ scores P1 P1 $\frac{228}{1+2+3+5+[8]}$ scores P0 P1
26 (a)	0.5, 0.3	P1 A1	for $1 - 0.05 - 0.15 (=0.8)$ oe	Award this mark for any two probabilities that sum to 0.8
(b)	120	M1 A1	$18 \div 0.15$ oe or $6 + 18 + a + b$ where $a + b = 96$ cao	
27	18.3	P1 P1 P1 A1	for finding the area of the triangle eg $0.5 \times 8 \times 8 (=32)$ for finding the area of the circle $\pi \times 8 \times 8 (= 201.06..)$ for finding the area of the sector eg $\frac{1}{4} \times \pi \times 8^2$ or “201.06..” $\div 4 (= 50.26..)$ for an answer in the range 18.2 to 18.3	Accept rounded or truncated figures If the answer is given within the range but then rounded incorrectly award full marks.
28	Sketch	M1 A1	correct shape in one of the required quadrants or correct graph where the lines touch the axes fully correct shape	Lines do not need to extend to the ends of the axes if the intention is clear

Qu 28 Example



Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 3F

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme.

The following tolerances should be accepted on marking MLP papers, unless otherwise stated below:

Angles: $\pm 5^\circ$

Measurements of length: ± 5 mm

PAPER: 1MA1_3F			
Question		Modification	Mark scheme notes
5		Wording added 'Look at the diagram for Question 5 in the Diagram Booklet.' Wording 'AB is a straight line' removed and replaced with 'It shows a straight line AB .' The line made exactly 12 cm. Labels moved above the line. Braille: Wording 'with a cross (\times)' removed, a spare diagram provided with 2 round bumpons and drawing film.	Standard mark scheme but note the change in line length.
6	(a)	Change a to m , b to n .	Standard mark scheme but note the change in letters.
6	(b)	Change x to y .	Standard mark scheme but note the change in letters.
7		Wording added 'In bag A , the three cards have the letters E , F and G written on them.' Wording added 'In bag B , the two cards have the letters J and K written on them.' Braille: diagram removed.	Standard mark scheme

PAPER: 1MA1_3F																								
Question	Modification			Mark scheme notes																				
8	<p>Wording added 'Look at the table for Question 8 in the Diagram Booklet. It shows information about prices.' ; Table enlarged. Braille: Change table to information: "These details are shown below: • Each plane ticket costs 600 dollars • Each night in a hotel costs 120 dollars • Each theme park ticket costs 250 dollars"</p>			Standard mark scheme																				
9	<p>Wording added 'Look at the two-way table for Question 9 in the Diagram Booklet.' Wording added 'in the Diagram Booklet.' Table enlarged. Wording added 'There are twelve spaces to fill.' Braille: Wording added 'There are seven spaces to fill.' Diagram amended as shown:</p> <table border="1"> <thead> <tr> <th></th> <th>Plastic</th> <th>Not plastic</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Red</td> <td>(ii)</td> <td>8</td> <td>12</td> </tr> <tr> <td>Blue</td> <td>5</td> <td>(iii)</td> <td>14</td> </tr> <tr> <td>Black</td> <td>(vii)</td> <td>(vi)</td> <td>(iv)</td> </tr> <tr> <td>Total</td> <td>(i)</td> <td>(v)</td> <td>56</td> </tr> </tbody> </table> <p>In the table, add (i), (ii), (iii), (iv), (v), (vi) & (vii) in the blank spaces. For Braille add "Ans: (i) __ (ii) __ (iii) __ (iv) __ (v) __ (vi) __ (vii) __"</p>				Plastic	Not plastic	Total	Red	(ii)	8	12	Blue	5	(iii)	14	Black	(vii)	(vi)	(iv)	Total	(i)	(v)	56	<p>Standard mark scheme for MLP. For Braille: B3 for a fully correct table, or values given: (i) 32 (ii) 4 (iii) 9 (iv) 30 (v) 24 (vi) 7 (vii) 23 B2 for at least 3 figures correctly given) B1 for the value of 32 given for (i) or one correct row or column B2</p>
	Plastic	Not plastic	Total																					
Red	(ii)	8	12																					
Blue	5	(iii)	14																					
Black	(vii)	(vi)	(iv)																					
Total	(i)	(v)	56																					

PAPER: 1MA1_3F		
Question	Modification	Mark scheme notes
12	<p>Wording added 'Look at the diagram for Question 12 in the Diagram Booklet.'</p> <p>Wording 'The diagram shows...' removed and replaced with 'It shows two places, Shelton and Trilby, on a map.'</p> <p>The diagram enlarged $\times 2$ so the distance between Shelton and Trilby will be 5 cm exactly.</p> <p>The scale changed to 1 centimetre represents 10 kilometres.</p> <p>Wording added 'It has the scale: 1 cm represents 10 kilometres.'</p> <p>Trilby moved to the right of Shelton so that the candidate can measure horizontally.</p> <p>Crosses changed to solid dots. The town names moved above the dots.</p> <p>Scale moved above the diagram. The outside frame made wider.</p>	<p>Standard mark scheme but the M mark in part (a) is now: M1 [5]* $\times 10$ (=50) *accept [5] in the range 4.5 to 5.5 (=45 to 55) For the A mark accept an answer in the range 45 to 55</p>
16	<p>Wording added 'Look at the diagram for Question 16 in the Diagram Booklet.'</p> <p>Wording 'Here is...' removed and replaced with 'It shows two right-angled triangles on a grid. The triangles are labelled BAC and DAE.'</p> <p>Wording added 'Point A for each of the triangles is in the same position on the grid.'</p> <p>Wording added 'Angle BAC and angle DAE are right angles.'</p> <p>Diagram enlarged. Open headed arrows. Shading removed. The grid cut at $x = -1$ and $y = -1$.</p> <p>Axes labels moved to the right of the horizontal axis and above the vertical axis.</p> <p>The wording '...that maps triangle ABC onto triangle ADE' removed and replaced by '...that maps triangle BAC onto triangle DAE.'</p>	<p>Standard mark scheme</p>
17	(b) Change a to m .	<p>Standard mark scheme but note the change in letter</p>
17	(d) Change e to p . Change f to q .	<p>Standard mark scheme but note the change in letters</p>

PAPER: 1MA1_3F		
Question	Modification	Mark scheme notes
19	<p>Wording added ‘Look at the diagram for Question 19 in the Diagram Booklet.’</p> <p>Wording ‘This diagram shows...’ removed and replaced with ‘It shows two squares, $ABCD$ and $EFGH$.’</p> <p>The larger square labelled $ABCD$ and the shaded square labelled $EFGH$.</p> <p>Wording added ‘The square $EFGH$ is shaded. $EFGH$ is inside $ABCD$.’</p> <p>Wording added: ‘$AE = BF = CG = DH = 3$ cm; $EB = FC = GD = HA = 5$ cm ; All the marked angles are right angles.’</p> <p>Diagram enlarged. Right angles made more obvious. Shading changed.</p>	Standard mark scheme
20	<p>Wording added ‘Look at the diagram for Question 20 in the Diagram Booklet. It shows an incomplete stem and leaf diagram.’</p> <p>Wording ‘Here...’ removed and replaced with ‘Below.’; Wording added ‘in the Diagram Booklet.’</p> <p>Diagram enlarged. Key moved above the diagram. Extra horizontal line added.</p> <p>Braille: Remove “Here are” and change to “The list below shows...”</p> <p>Change “Draw...” to “On your paper, make...” ; No diagram in Braille.</p>	Standard mark scheme
21	<p>Wording added ‘Look at the diagram for Question 21 in the Diagram Booklet. It is a scatter graph which shows...’</p> <p>Diagram enlarged. Open headed arrows. Right axis has been labelled.</p> <p>Axes labels moved to the left of the horizontal axis and above the vertical axis.</p> <p>Crosses changed to solid dots. Small squares removed.</p> <p>Braille: There will be a spare diagram and Wikki Stix</p>	Standard mark scheme but in part (b) use a range of 11 to 13
25	Change a to n .	Standard mark scheme but note the change in letter.
26	<p>Wording added ‘Look at the table for Question 26 in the Diagram Booklet.’</p> <p>Wording added ‘The table in the Diagram Booklet...’; Table enlarged and turned vertical.</p> <p>In part (a) Wording added ‘in the Diagram Booklet.’; Wording added ‘There are two spaces to fill.’</p> <p>Braille: In the table letters (i) & (ii) placed in the blank spaces with an answer line: ‘Ans: (i) __ (ii) __’</p>	Standard mark scheme

PAPER: 1MA1_3F		
Question	Modification	Mark scheme notes
27	<p>Wording added 'Look at the diagram for Question 27 in the Diagram Booklet.'</p> <p>Wording 'The diagram shows...' removed and replaced with 'It shows...'</p> <p>Wording added '$OP = OR = 8$ cm.'</p> <p>Wording added 'The marked angle is a right angle.'</p> <p>Diagram enlarged. Right angle made more obvious. Shading changed.</p>	Standard mark scheme
28	<p>Wording added 'Look at the diagram for Question 28 in the Diagram Booklet. It shows a set of axes.'</p> <p>Wording added 'on the axes in the Diagram Booklet.'</p> <p>Diagram enlarged. Open headed arrows.</p> <p>Axes labels moved to the right of the horizontal axis and above the vertical axis.</p> <p>Braille: there will be a spare diagram, Wikki Stix and drawing film.</p>	Standard mark scheme

