Paper 1MA1: 1F				
Question	**Working**	**Answer**	**Mark**	**Notes**
7 (a)		(6 , − 2)	B1	cao
(b) i		Correct point	B1	cao for point marked at (2, 9)
(b) ii		Yes with reasoning	B1	Yes with correct substitution 4×2+1=9 **or** by drawing correct line on diagram
Q1				
(c)		Correct line	B1	for drawing line $x = -2$ cao

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
8 (a)	–2, –1	B1	cao	
(b)	Point at (2, 3)	B1	cao	Allow without label provided unambiguous; allow if the cross is nearer to (2, 3) than other points.
Q2				
(c)	Line drawn	B1	cao	Label not required; allow hand-drawn line. Allow any length provided intention is clear.

Paper: 1MA1/3F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
13 **Q3**	D, F, A	C2 (C1	for all 3 correct for 1 or 2 correct)	

Pape: 1MA1/1F				
Que. tion	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
10 (a) **Q4**	*A* plotted at (3, 2)	B1	cao	Accept a cross or dot or A written at (3, 2) with or without labelling provided not ambiguous
(b)	(–1, 0)	B1	cao	Could be shown on the diagram

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
8 (a)	(2, 3)	B1	cao	
(b) **Q5**	(0,−1)	B1	ca	
(c)	*C* at (–2,1)	B1	cao	If more than one point marked accept if labelled, otherwise not, unless clear

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
15 **Q6**	−0.5, 1	M1 A1	for one correct coordinate **or** midpoint shown on diagram **or** correct method, eg $\frac{-3+2}{2}$ or $\frac{-2+4}{2}$ **or** for the coordinates reversed, eg 1, – 0.5 for −0.5, 1 oe	

Paper: 1MA1/3F					
Question		**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
9	(a)	(–1,2)	B1	cao	
Q7	(b)	(1 ,4) marked	B1	for the point (1, 4) unambiguously marked on the grid	need not be labelled if clear
	(c)	$y = -3$ shown	B1	for correct line unambiguously marked	need not be labelled if clear accept a line drawn freehand

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
8 (a)	3, 2	B1	cao	
(b)	Point at (−4, 3)	B1	cao	
(c)	Circle drawn, centre (1, −1)	B2	fully correct diagram	Allow reasonable hand-drawn attempts
Q8		(B1	circle drawn with radius 4 cm (any centre) **or** circle drawn using centre (1, −1) $r \neq 4$ cm)	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
17	Line Drawn	B3	for a correct line between $x = -2$ and $x = 4$	Accept freehand line drawn
		(B2	for a correct straight-line segment through at least 3 of (–2, 6), (–1, 5), (0, 4), (1, 3), (2, 2), (3, 1), (4, 0) **or** for all of these points plotted but not joined **or** for a line drawn with a negative gradient through (0, 4) **and** clear intention to use a gradient of −1, eg a line through (0, 4) going across 1 square and down 1 square)	Ignore any incorrect points Table of values x | –2 | –1 | 0 | 1 | 2 | 3 | 4 y | 6 | 5 | 4 | 3 | 2 | 1 | 0
Q9		(B1	for at least 2 correct points stated or plotted **or** a line drawn with negative gradient through (0, 4) **or** a line with gradient −1)	Ignore any incorrect points Coordinates may be in a table or working Do not accept $y = 4$ drawn

Paper: 1MA1/1F				
Question	**Working**	**Answer**	**Mark**	**Notes**
26 **Q10**		comparison	M1 A1	starts to manipulate expression e.g. $3y = 9x - 6$ or $3y = 9x - 5$ gives equation(s) which can be used to show that the gradients of the two lines are the same e.g. $y = 3x - 5/3$

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
25 **Q11**	7	P1 P1 A1	process to use gradient eg $y = 3x + c$ **or** $c = -6$ **or** $\frac{15-9}{d-5}$ **or** $(15 - 9) \div 3$ **or** (6, 12) (dep) full process to rearrange equation formed to isolate d eg rearrangement of $15 = 3d - 6$ or $3 = \frac{15-9}{d-5}$ **or** for $5 + \frac{15-9}{3}$ cao	Condone use of a letter other than d, for d Must show processes to get as far as $d =$ Award P2 for an answer of (7, 15)

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
24 **Q12**	(22, 20)	P1 P1 P1 P1 A1	for process to find width or height of diagram eg 38 − 6 (= 32) **or** 36 – 7 (= 29) for process to find length of side of square eg "32" ÷ 4 (= 8) **or** process to find half width of diagram eg "32" ÷ 2 (= 16) for process to find x coordinate eg 6 + 2 × "8" (= 22) **or** 6 + "16" (= 22) **or** (6 + 38) ÷ 2 (= 22) for process to find y coordinate eg 36 – 2 × "8" (= 20) **or** 36 – "16" (= 20) **or** 7 + 8 + "29"– 3 × "8" (= 20) cao SC: award 4 marks for (20, 22)	Figures may be shown on the diagram If (6 + 38) ÷ 2 leads to an answer other than 22, award P2 only Award for P3 for (22, y) or (x, 20) or x = 22 or y = 20

Paper: 1MA1/2F					
Question		**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
22 **Q13**		$y = 3x - 6$	M1 M1 A1	for a correct method to find the gradient of the line, or $m = 3$ **OR** identifies −6 as the intercept in words or in a partial equation **OR** $y - b = m(x - a)$ where $m \neq 3$ and (a, b) is a correct coordinate for $y = 3x + c$ **or** (L=) $3x - 6$ **or** $y =$ "3"$x - 6$ **OR** $y - y_1 = 3(x - x_1)$ **or** $y - b =$ "3"$(x - a)$ where (a, b) is a correct coordinate accept $y = 3x +$ −6 oe	Just ringing -6 is insufficient Award of this mark implies the first M1 c must be seen either as a letter or a number

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
29 **Q14**	2	B1	cao	

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
28 (i)	−4	B1	cao	
Q15 (ii)	(0, 3)	B1	cao	

Paper: 1MA1/2F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
25 **Q16**	14.5, 21	P1 P1 P1 A1	for process to work with coordinates, eg 4 – (−3) (= 7) **or** 9 – 1 (= 8) for process to use ratio, eg "7" ÷ 2 (= 3.5) **or** "8" ÷ 2 (= 4) **or** "7" × 3(= 21) **or** "8" × 3 (= 24) for complete process to find either the x or the y coordinate of N, eg "3.5" × 3 + 4 or "4" × 3 + 9 or "3.5" × 5 –3 or "4" × 5 + 1 **OR** to find both the required distances eg "3.5" × 3 (= 10.5) **and** "4" ×3 (= 12) **or** "21" ÷ 2 (= 10.5) **and** "24" ÷ 2 (= 12) **or** "3.5" × 5 (= 17.5) **and** "4" × 5 (= 20) oe	Accept in reverse order eg −3 − 4 (= −7) and negative distances throughout This mark is implied by 10.5 or 12 or 17.5 or 20