

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
In Mathematics A (1MA0)
Foundation (Calculator) Paper 2F

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NOTES ON MARKING PRINCIPLES

- 1 All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 2 Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- 3 All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 4 Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 5 Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- 6 Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) *ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
Comprehension and meaning is clear by using correct notation and labelling conventions.
 - ii) *select and use a form and style of writing appropriate to purpose and to complex subject matter*
Reasoning, explanation or argument is correct and appropriately structured to convey mathematical reasoning.
 - iii) *organise information clearly and coherently, using specialist vocabulary when appropriate.*
The mathematical methods and processes used are coherently and clearly organised and the appropriate mathematical vocabulary used.

7 With working

If there is a wrong 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.

If working is crossed out and still legible, then it should be given any appropriate marks, as long as it has not been replaced by alternative work.

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, and discuss each of these situations with your Team Leader.

If there is no answer on the answer line then check the working for an obvious answer.

Any case of suspected misread loses A (and B) marks on that part, but can gain the M marks. Discuss each of these situations with your Team Leader.

If there is a choice of methods shown, then no marks should be awarded, unless the answer on the answer line makes clear the method that has been used.

8 Follow through marks

Follow through marks which involve a single stage calculation can be awarded without working since you can check the answer yourself, 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.

9 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: e.g. incorrect cancelling of a fraction that would otherwise be correct

It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect e.g. algebra.

Transcription errors occur when candidates present a correct answer in working, and write it incorrectly on the answer line; mark the correct answer.

10 Probability

Probability answers must be given a fractions, percentages or decimals. 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 answer is given on the answer line using both incorrect and correct notation, award the marks.

If a probability fraction is given then cancelled incorrectly, ignore the incorrectly cancelled answer.

11 Linear equations

Full marks can be gained if the solution alone is given on the answer line, or otherwise unambiguously indicated 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.

12 Parts of questions

Unless allowed by the mark scheme, the marks allocated to one part of the question CANNOT be awarded in another.

13 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 includes all numbers within the range (e.g 4, 4.1)

Guidance on the use of codes within this mark scheme

M1 – method mark
A1 – accuracy mark
B1 – Working mark
C1 – communication mark
QWC – quality of written communication
oe – or equivalent
cao – correct answer only
ft – follow through
sc – special case
dep – dependent (on a previous mark or conclusion)
indep – independent
isw – ignore subsequent working

PAPER: 1MA0_2F					
Question		Working	Answer	Mark	Notes
1	(a)		French	1	B1 cao
	(b)		Ella	1	B1 cao
	(c)		Penny	1	B1 cao
2	(a)		Line drawn	1	B1 for line length 10 cm drawn
	(b)		Midpoint marked	1	B1 for midpoint of line marked
	(c)		Radius drawn	1	B1 radius shown
	(d)		75	1	B1 for answer in the range 73 – 77
3			3.25	3	M1 for $2 \times 9.25 + 9.50 + 10.55 + 4 \times 4.55 (= 56.75)$ or at least one of each item added M1(dep) for $3 \times 20 = "56.75"$ A1 cao (SC B2 for answer 26.15) (SC B1 for answer of 13.85 or 36.75)
4			3.25	1	B1 for 3.25 oe
5	(a)		28 600	1	B1 cao
	(b)		20 000	1	B1 cao
	(c)		22 950	1	B1 cao

PAPER: 1MA0_2F					
Question	Working	Answer	Mark	Notes	
6		(D, A) (J, A) (W, A) (D, M) (J, M) (W, M)	list of 6 combinations	2	B2 for six correct and distinct pairs (B1 for at least 3 pairs and no incorrect pairs or all correct pairs with repeats)
7	(a)		C and D	1	B1 cao
	(b)(i)		F	2	B1 cao
	(b)(ii)		2		B1 cao
8	(a)		27	2	M1 for a complete method to find the number of extra squares, e.g. by drawing a square of side 6 cm and attempt to find the number of extra squares or for $6^2 - 3^2$ or 3×9 or $4 \times 9 - 9$ A1 cao
	(b)		49	2	M1 for pattern 7 drawn or $(1 + 3 + 5) + 7 + 9 + 11 + 13$ or 40 or 7^2 or a list of square numbers up to 36 A1 cao
9			4.80	3	M1 for $3.50 \times 12 (= 42)$ M1 for “42” – 37.20 A1 for 4.8(0) OR M1 for $37.20 \div 12 (= 3.10)$ M1 for $(3.50 - “3.10”) \times 12$ A1 for 4.8(0) Or M1 for $37.20 \div 12 (= 3.10)$ M1 for $3.50 - “3.10”$ A1 for 0.4(0) or 40p

PAPER: 1MA0_2F				
Question	Working	Answer	Mark	Notes
10		13	2	M1 for ordering the 9 numbers or for indicating the middle number A1 cao
11	(a)	Kite drawn	1	B1
	(b)	Rectangle drawn with perimeter 14 cm	2	M1 for rectangle drawn or any shape with perimeter 14 cm A1 for a rectangle with perimeter 14 cm
	(c)	2 lines of symmetry drawn	2	B1 for horizontal or vertical line of symmetry B1 for horizontal and vertical line of symmetry and no extra lines
12	(a)	126, 21	3	B1 for 126 (seats) M1 for method identified to divide number of people by 6, ie "126" ÷ 6 or $84 \div 6 (= 14)$ or $42 \div 6 (=7)$ A1 for 21 (tables)
	(b)	Yes with £483	3	M1 for $84 \times 4.5(0) (= 378)$ or $42 \times 2.5(0) (= 105)$ M1 for $84 \times 4.5(0) + 42 \times 2.5(0)$ or "378" + "105" A1 for e.g. yes and (£)483 or yes with (£)17 left
13		15, 4.5	3	B1 for 15 M1 for $(23 - 5) \div 4$ A1 for 4.5 N.B. Answer can be either way round
14	(a)(i)	9	2	B1 cao
	(ii)	5		B1 cao
	(b)	<i>P</i> marked	1	B1 cao [<i>P</i> top left corner]

PAPER: 1MA0_2F						
Question		Working		Answer	Mark	Notes
15	(a)(i)			2 or 3	2	B1 cao
	(ii)			12 or 24		B1 cao
	(b)			correct explanation	1	B1 for explanation eg “2 is prime”
16	(a)			(1, 4)	1	B1 cao
	(b)			cross at (-3, 2)	1	B1 for cross at (-3, 2)
	(c)			$x = 3$	1	B1 cao
17	(a)			30	1	B1 cao
	(b)			63	2	M1 for $[(4 \times 0) + (5 \times 1) + (10 \times 2) + (7 \times 3) + (3 \times 4) + (1 \times 5)]$ Or $[0] + 5 + 20 + 21 + 12 + 5$ condone one error or omission or for 67 given as total
	(c)			2.1	2	A1 cao M1 for an attempt to divide the number of customers by the number of tables A1 for 2.1 or ft from (a) and (b)
18	(a)			2600	1	B1 for 2600
	*(b)	£100 3700 rand	1300 rand £285	computer, camera	3	M1 for method to convert 3700 rand into £ or for changing one amount in pounds into rand M1 for a complete method to compare total money Simon has with the cost of each item C1 (dep M2) for correct conclusion with correct figures e.g. £383 - £386 or 4950 rand to 5050 rand
		Computer Watch Camera	4680 rand 5200 rand 4875 rand			

PAPER: 1MA0_2F				
Question	Working	Answer	Mark	Notes
19		Data collection sheet	3	<p>B1 for labels (e.g. transport type) or transport types listed (minimum 2) B1 for tallies or tallies shown in table B1 for frequency (or total) o.e.</p> <p>NB do not accept questionnaires or graphical approaches</p>
20		237 600	4	<p>M1 for one multiplication involving two numbers from (1500 or 8 or 60) or 90 000 or 480 or 12 000 given M1 for $1500 \times 8 \times 60$ (= 720 000) M1 for multiplying their number of cans by 330 and dividing by 1000 A1 cao</p> <p>Note these operations can be applied in any order</p> <p>SC B2 if M0 scored for digits 2376</p>

PAPER: 1MA0_2F				
Question	Working	Answer	Mark	Notes
*21		$\frac{2}{3}$	3	<p>M1 for attempting to write at least two fractions expressed with a common denominator with at least one of the two fractions correct A1 for three correct fractions with suitable common denominator C1 (dep M1) for correct conclusion from comparison of their three OR</p> <p>M1 for writing at least two of the fractions as decimals ie $\frac{2}{3}$ as 0.66(...) or 66(.6...)%, $\frac{7}{8}$ as 0.87(5) or 87.(5)%, $\frac{3}{4}$ as 0.75 or 75% A1 for three correct decimals or percentages C1 (dep M1) for correct conclusion from comparison of their three OR</p> <p>M1 for finding two fractions of the same number e.g. $\frac{2}{3}$ of 48 or $\frac{7}{8}$ of 48 (may be implied by shading a fraction of a rectangle divided into e.g. 48 parts) A1 for three correct values or three correct diagrams with shading C1 (dep M1) for correct conclusion from comparison of their three OR</p> <p>M1 for attempting to find the difference between $\frac{3}{4}$ and $\frac{2}{3}$ and between $\frac{3}{4}$ and $\frac{7}{8}$ at least one pair of fractions expressed with a suitable common denominator and at least one of the two fractions correct A1 for $\frac{1}{12}$ and $\frac{1}{8}$ or 0.08(333...) and 0.12(5) C1 (dep M1) for correct conclusion from comparison of the 2 differences.</p>

PAPER: 1MA0_2F				
Question	Working	Answer	Mark	Notes
22		Graph completed	2	B1 for line from (2.5, 45) to (3.5, 45) B1 ft line of correct gradient to axis (after 1½ hour)
23	(a)	92.3521	1	B1 cao
	(b)	p^6	1	B1 cao
	(c)	t^5	1	B1 cao
	(d)	6	1	B1 cao
*24		Tuesday and Friday	3	<p>M1 for $179 \div 12$ or $162 \div 12$ or $170 \div 12$ or $143 \div 12$ A1 for 14.9(166...) or 15 and 13.5 or 14 and 14.1(66...) or 15 and 11.9(16...) or 12 C1 (dep M1) ft for comparison of their results for all the days with the number of teachers available leading to a correct statement Or</p> <p>M1 for $179 \div 15$ or $162 \div 13$ or $170 \div 14$ or $143 \div 12$ A1 for 11.9(3...) or 12 and 12.4(6...) or 13 and 12.1(4...) or 13 and 11.9(1...) or 12 C1 (dep M1) ft for comparison of their results for all the days with 12 leading to a correct statement Or</p> <p>M1 for 15×12 or 13×12 or 14×12 or 12×12 A1 for 180 and 156 and 168 and 144 C1 (dep M1) ft for comparison of their results for all the days with the number of students taking part leading to a correct statement</p>

PAPER: 1MA0_2F				
Question	Working	Answer	Mark	Notes
25	(a)	Points plotted	1	B1 for points plotted at (12, 6) and (13, 2)
	(b)	Description	1	B1 for description; e.g. as the temperature goes up the number of units of gas used goes down or accept negative correlation.
	(c)	5 – 7	2	M1 for use of graph e.g. a single straight line segment with negative gradient that could be used as a line of best fit or an indication on the diagram from 12 on the y axis. A1 for 5 – 7
26	(a)	$\frac{2}{3}$	2	M1 for intention to subtract 4 from both sides or divide each term by 3 or $3p = 2$ written in the workspace A1 for $\frac{2}{3}$ accept answer to two decimal places rounded or truncated
	(b)	-4, -3, -2, -1, 0	2	B2 for all 5 correct values; ignore repeats, any order (B1 for 4 correct (and no incorrect) values or all five correct values and -5)
27		2.064(285714...)	2	M1 for substitution of 0.7 into expression or 2.89 or 2.06 seen A1 for 2.064(285714...) or $\frac{289}{140}$
28		$5\frac{2}{3}$	4	M1 for $AB = 2x$ or $DC = 2x + 4$ or for $38 - 4 (= 34)$ M1(dep) for $x + x + '2x' + '2x + 4'$ or for " $38 - 4$ " $\div 6$ M1 for $'6x + 4' = 38$ A1 for $5\frac{2}{3}$ or N.B. Accept answers in the range 5.6 to 5.7 if M3 scored SC if M0 then B2 for an answer in the range 5.6 to 5.7

PAPER: 1MA0_2F

Question		Working	Answer	Mark	Notes
29	(a)		40	3	M1 for $32^2 + 24^2$ M1 for $\sqrt{1600}$ or $\sqrt{(32^2 + 24^2)}$ A1 cao
	(b)		22.72	4	M1 for use of $\pi \times 60$ oe M1 for method to calculate perimeter of triangle, eg $2 \times '40' + 48$ (=128) M1(dep M2) for complete method to find total length of strip for both mirrors or to find the cost of strip for one mirror, eg $2 \times \text{£}5.68$ A1 for $\text{£}22.72$ from correct working

Modifications to the mark scheme for Modified Large Print (MLP) papers.

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: 1MA0_2F		
Question	Modification	Notes
Q02	(c) Circle enlarged	Standard mark scheme
Q02	(d) Angle arms lengthened. Angle $m = 75$ degrees	Standard mark scheme
Q07	Triangle D rotated 90 degrees clockwise and moved down 1 square. Triangle E moved down 1 square. Triangle F moved so that the right angle is bottom left	Standard mark scheme
Q08	'unit' used instead of 'cm', image named shape X, enlargement drawn on grid and named shape Y. Wording changed: "Look at the diagram for Question 8(a) in the Diagram Book. It shows a square grid. Two shaded shapes are drawn on the grid: shape X and shape Y. Shape X is a square made from nine squares. How many MORE squares must be added to shape X to make shape Y?"	Standard mark scheme

PAPER: 1MA0_2F		
Question	Modification	Notes
Q11	(a) Kite drawn on grid. Asked for mathematical name for the quadrilateral.	B1 for kite
	(b) 2cm grid. Wording added to text of question “Each square represents a one centimetre square.”	Standard mark scheme
	(c) Height of top and bottom vertices of hexagon increased. Size of whole enlarged.	Standard mark scheme
Q13	Diagram rotated 90 degrees clockwise.	Standard mark scheme
Q14	Part (b) removed, Part (iii) added to (a) and reads “For this prism, write down the number of vertices.”	B1 for 6 cao
Q15	(a) ‘nine’ inserted before ‘numbers’	Standard mark scheme
Q16	2cm grid. Line L thick and dashed. At S cross changed to black circle.	Standard mark scheme
Q17	Frequency column widened to allow for working out	Standard mark scheme
Q18	1½ cm grid. Right axis labelled	Standard mark scheme
	(b) 3700 changed to 3600	Ft changes into working
Q22	2cm grid. Right axis labelled	Standard mark scheme
Q24	2cm grid. Right axis labelled. Crosses changes to solid circles.	Standard mark scheme

PAPER: 1MA0_2F		
Question	Modification	Notes
Q22	2cm grid. Right axis labelled	Standard mark scheme
Q24	2cm grid. Right axis labelled. Crosses changes to solid circles.	Standard mark scheme
Q24	2cm grid. Right axis labelled. Crosses changes to solid circles.	Standard mark scheme
Q27	x changed to y	Standard mark scheme
Q28	Wording added, "AB is parallel to DC". AD labelled as x cm.	Standard mark scheme
Q29	(b) Mirror B made more obviously an isosceles triangle.	Standard mark scheme

