



Mark Scheme (Results)

Summer 2026

Pearson Edexcel GCSE
In Mathematics (1MA1)
Higher (Non-Calculator) Paper 1H

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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 (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: 1MA1/1H													
Question	Answer	Mark	Mark scheme	Additional guidance									
1	19.04	M1	for a complete method with relative place value correct including an intention to add all the appropriate elements of the calculation	224 1680 1904 56 11 58 20 24 134 <table><tr><td></td><td>50</td><td>6</td></tr><tr><td>30</td><td>1500</td><td>180</td></tr><tr><td>4</td><td>200</td><td>24</td></tr></table> $1500 + 180 + 200 + 24 = 1904$		50	6	30	1500	180	4	200	24
			50	6									
		30	1500	180									
4	200	24											
A1	for digits 1904												
A1	(dep on M1) for correct placement of the decimal point into their final answer												

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
2 (a)	Description	C1	for a valid description of the relationship Acceptable examples As temperature increases, ice creams sold increases The higher the temperature, the more ice creams (are sold) As it gets hotter more ice creams are sold The higher the temperature the more sales Positive correlation Less ice cream sold as temperature gets colder As ice cream sales increase, temperature increases Not acceptable examples Positive (relationship) Temperature and ice creams sold are in proportion Strong correlation or correlation is increasing Directly proportional Negative correlation, as temperature increases more ice creams are sold	Ignore any comment about strength
(b)	22.5 to 25	B2 (B1)	for an answer in the range 22.5 to 25 for a suitable line of best fit drawn or for a point on the grid at $(x, 71)$, x lies between 22.5 and 25 or for a horizontal line drawn from 71 across to $(x, 71)$ where x is in the range 22.5 to 25)	Must be a straight line and stay within overlay

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
3 (a)	0.6	B1	oe	Condone $\frac{0.6}{1}$
(b)	300	P1	for a complete process eg $90 \div 0.3$ or $90 \div 3 \times 10$ or $90 + 4 \times \frac{90}{3} + \frac{90}{3} + 2 \times \frac{90}{3}$ oe (= 90 + 120 + 30 + 60)	
		A1	cao	
(c)	Explanation	C1	Acceptable examples Throw the coin more times Do the experiment more times Repeat the experiment Throw it [20] times Flip the coin more and find the mean / average Not acceptable examples The probability is 0.7 Use a different coin / use a fair coin Use more than one coin / use more coins	Where [20] is a number greater than 10 If an acceptable and a not acceptable answer are both given then C0

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
4 (a)	$7n - 2$	B2	for $7n - 2$ oe	Accept a different variable eg $7x - 2$ Accept $u_n = 7n - 2$, $T = 7n - 2$ etc
		(B1	for $7n + c$ oe where $c \neq -2$ or is absent)	$n = 7n - 2$ or $7n^{\text{th}} - 2$ gets B1 only
	Shown	M1	for $3 - 5n = -42$ or $3 - 5 \times 9$ or lists terms of the sequence, with at least 3 correct or any other valid method	Could start listing from -42 and add 5 Follow through one addition error eg $-2, -7, -13, -18, -23 \dots$ ie three term to term differences of -5
(b)		C1	shown with method or explanation eg $3 - 5n = -42$ and $n = 9$ or $3 - 5 \times 9 = -42$ or $-2, -7, -12, -17, -22, -27, -32, -37, -42$	If starting part way through the sequence allow C1 if the substitution for the starting term seen is shown and sequence reaches -42 Allow C1 for starting at 3 and listing terms to -42 provided no incorrect statement eg $n = 10$ If starting at -42 then C1 requires either the sequence stopping at -2 or that a term reached is shown to be in the sequence

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
5 (a)	36	P1	for a correct first step eg $3 \times 15 (= 45)$ or $4 \times 15 (= 60)$ or $15 \times \frac{3}{5} (= 9)$ or $4 \times 3 \times 15 (= 180)$	
		P1	for a complete process eg “45” $\div 5 \times 4$ or “60” $\div 5 \times 3$ or “9” $\times 4$ or “180” $\div 5$	
		A1	cao	
(b)	Statement	C1	statement that the workers build at the same rate or the walls are the same Acceptable examples The workers all build at the same speed / at a constant rate Each worker keeps working at the same speed / they don’t slow down The walls are all the same Workers each do the same amount of work Workers don’t take any breaks / work continuously The workers will not get tired All workers take the same time to build one wall Each/all worker(s) takes [45] hours to build one wall Not acceptable examples 5 workers will take longer The walls could be different The fewer workers, the greater the time to build a wall All have the same physical ability They are all working at the same time All workers take the same time It takes 1 worker 45 hours to build one wall	Where [45] is their number of hours for one worker to build one wall.

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
6	-2, 14	M1	for $(x \pm 2)(x \pm 14)$ or for $(x + a)(x + b)$ where either $a + b = -12$ or $ab = -28$ and $a, b \neq 0$ or for substitution into quadratic formula, condoning one sign error eg $\frac{- -12 \pm \sqrt{(-12)^2 - 4 \times 1 \times -28}}{2 \times 1}$ or for completing the square, eg $(x - 6)^2 - 36 - 28 (= 0)$	
		M1	for $(x + 2)(x - 14)$ or for simplification to $\frac{12 \pm \sqrt{256}}{2}$ oe or for isolating x, eg $(x =) 6 \pm \sqrt{28 + 36}$	
		A1	cao SCB1 for one correct answer if M0 scored	

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
7	360	P1	for process to find the surface area of the two horizontal faces, eg $5 \times 12 + 5 \times 12 (= 120)$ or $324 - 5 \times 12 - 5 \times 12 (= 204)$	$5 \times 12 + 5 \times 12$ could be seen with other incorrect faces, but do not allow $6 \times 5 \times 12$ for this mark
		P1	for process to find the area of 3 or more faces of the cuboid and adding, eg $5 \times 12 + 5 \times h + 12 \times h + \dots$	Could be addition of any 3 faces, eg $60 + 60 + 5h$ or $2(5 \times h) + 4(12 \times h)$ Allow with $h = 6$ for this mark
		P1	for forming a correct equation, eg $5 \times 12 + 5 \times h + 12 \times h + 5 \times 12 + 5 \times h + 12 \times h = 324$ or $2(5 \times h) + 2(12 \times h) = "204"$ or for process to find the height, eg $"204" \div (5 + 12 + 5 + 12)$ or for process to show that a height of 6 gives a surface area of 324	
		P1	(dep P1) for process to find volume of cuboid, eg $[6] \times 5 \times 12$	[6] is the height from their working
		A1	(dep P3) cao	A correct answer with no supportive working gets 0 marks

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
8	20	M1 M1 A1	for finding the profit, eg $9000 - 7500 (= 1500)$ or for $\frac{9000}{7500} (= 1.2)$ for a complete method, eg $\frac{1500}{7500} \times 100$ oe or a method find the selling price as a percentage of the cost price, eg $"1.2" \times 100 (= 120)$ oe cao	
9 (a)	0.5	B1	oe	Condone $\frac{\sqrt{1}}{2}$
(b)	$\frac{6}{13}$	P1 P1 P1 A1	for a start to the process to find BD , eg $8^2 + BD^2 = 10^2$ or $10^2 - 8^2 (= 36)$ for a complete process to find BD , eg $\sqrt{36} (= 6)$ for process to find AD , eg $21 - 8 (= 13)$ for $\frac{6}{13}$ oe accept 0.46(...)	Only apply isw to attempts to change $\frac{6}{13}$ into a decimal

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
10	$\frac{39}{60}$	P1	for a process to work out the fraction of cards that are circular and have a picture on them eg $\frac{60}{100} \times \frac{3}{4+3+5} \left(= \frac{3}{20} \right)$ oe or for a process to work out the number of circular cards with a picture on them eg $\frac{60}{100} \times 3 (= 1.8)$ oe	May be seen using N cards
		P1	for a process to work out the fraction of cards that are triangular and have a picture on them eg $\frac{2}{5} \times \frac{5}{4+3+5} \left(= \frac{1}{6} \right)$ oe or for a process to work out the number of triangular cards with a picture on them eg $\frac{2}{5} \times 5 (= 2)$ oe	Must be working with three numbers in the ratio 4 : 3 : 5
		P1	for a process to find the total fraction of cards with a picture on them eg $\frac{4}{12} + \frac{3}{20} + \frac{1}{6} = \frac{20}{60} + \frac{9}{60} + \frac{10}{60}$ or $\frac{4 + 1.8 + 2}{12} \left(= \frac{7.8}{12} \right)$	Finding a common denominator for the 3 fractions and intention to add
		A1	for $\frac{39}{60}$ oe eg $\frac{13}{20}$ or $\frac{78}{120}$	Answer must be written in the form $\frac{a}{b}$ where a and b are integers to gain the accuracy mark

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
11 (a)	$4x^7y^3$	B2	cao	Allow multiplication signs
(b)	Explanation	C1	(B1 for 2 terms correct in a single product of no more than 3 terms) for a correct explanation Acceptable examples She didn't multiply the 5 (by 2) She didn't fully multiply the numerator by 2 It should be $2x + 10$ The answer should be $8\frac{1}{6}$ Not acceptable examples She did not multiply everything by 2 She multiplied the numerator of the fraction wrong She only multiplied one half of the equation She should have made the denominators the same first	
12	Correct region indicated	M1 M1 A1	for two of the lines $y = 4 - 2x$, $2y - x = -2$, $y = 4$ correctly drawn for all three correct lines drawn for a fully correct region indicated with all lines correct	Accept full or broken lines for all marks Region can be identified by shading in or out; the letter R is not required, but necessary if region not otherwise identified Diagram at end of mark scheme and overlay available

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
13	$\frac{343}{990}$	M1 M1 A1	for $(x =) 0.34646\ldots$ or $(10x =) 3.\dot{4}6$ or $3.4646\ldots$ or $(100x =) 34.\dot{6}4$ or $34.646\ldots$ or $(1000x =) 346.\dot{4}6$ or $346.46\ldots$ for using two recurring decimals with a terminating decimal difference, using correct multiples of x eg $(1000x - 10x =) 346.\dot{4}6 - 3.\dot{4}6$ or $346.46\ldots - 3.4646\ldots (= 343)$ or $(100x - x =) 34.\dot{6}4 - 0.3\dot{4}6$ or $34.646\ldots - 0.34646\ldots (= 34.3)$ for $\frac{343}{990}$ oe	For this mark labels must be correct if shown $\frac{34.3}{99}$ must be written in the form $\frac{a}{b}$ where a and b are integers to gain the accuracy mark A correct answer with no supportive working gets 0 marks
14	162	P1 P1 P1 A1	for a process to find the length scale factor or ratio eg $\frac{\sqrt{9}}{\sqrt{4}} \left(= \frac{3}{2} \right)$ or $\sqrt{4} : \sqrt{9} (= 2 : 3)$ for a process to find the volume scale factor or ratio eg $\frac{(\sqrt{9})^3}{(\sqrt{4})^3} \left(= \frac{27}{8} \right)$ or $(\sqrt{4})^3 : (\sqrt{9})^3 (= 8 : 27)$ for a complete process to find the time taken to fill container B eg $48 \div "8" \times "27"$ cao	

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
15 (a)	Sketch	C2	for a fully correct sketch with labels on y-axis of 1 at the maximum point and -1 at the minimum point	Ignore anything drawn outside the required range
		(C1	for a correct shape for $0 \leq x \leq 360$)	
(b)	Explanation	C1	for a correct explanation Acceptable examples $\tan 90$ is undefined The asymptotes should be at $-90 / 90$ It should cross the x-axis at $-180 / 0 / 180$ It should go through $0 / 180$ Because $\tan 45 = 1$ and her graph is negative here She has drawn the graph of $y = \tan(x - 90) / y = \tan(x + 90)$ The graph should move 90 to the right/left / It's 90 out of phase Not acceptable examples It doesn't reach -180 and 180 It's not meant to touch the line There should be a dotted line at 0 It's meant to be in the opposite direction The tan graph has asymptotes every 90	

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
16	Shown	M1	for a method to find the product of two linear expressions (3 out of 4 terms correct or 4 correct terms ignoring signs) eg $2x^2 - x + 6x - 3$ ($= 2x^2 + 5x - 3$) or $6x^2 + 8x - 3x - 4$ ($= 6x^2 + 5x - 4$) or $3x^2 + 4x + 9x + 12$ ($= 3x^2 + 13x + 12$)	Note that, for example, $5x - 3$ is regarded as three terms in the expansion of $(x + 3)(2x - 1)$
		M1	for a complete method to obtain all terms, at least half of which are correct (ft their first product) eg $6x^3 - 3x^2 + 18x^2 - 9x + 8x^2 - 4x + 24x - 12$ or $6x^3 + 15x^2 - 9x + 8x^2 + 20x - 12$ or $6x^3 + 8x^2 - 3x^2 - 4x + 18x^2 + 24x - 9x - 12$ or $6x^3 + 5x^2 - 4x + 18x^2 + 15x - 12$ or $6x^3 + 8x^2 + 18x^2 + 24x - 3x^2 - 4x - 9x - 12$ or $6x^3 + 26x^2 + 24x - 3x^2 - 13x - 12$	First product must be a 3 or 4 term quadratic but need not be simplified or may be simplified incorrectly
		A1	for $6x^3 + 23x^2 + 11x - 12$ from correct working	Accept $a = 6$, $b = 23$, $c = 11$, $d = -12$
17	$(-4, 6)$	M1	for a start to the method eg $(x + 4)^2$	
		M1	for $(x + [4])^2 - [4]^2 + 22$ ($= (x + 4)^2 + 6$) or $(-[4], k)$	$[4]$ is their a from $(x + a)^2$
		A1	cao	Answer only scores zero

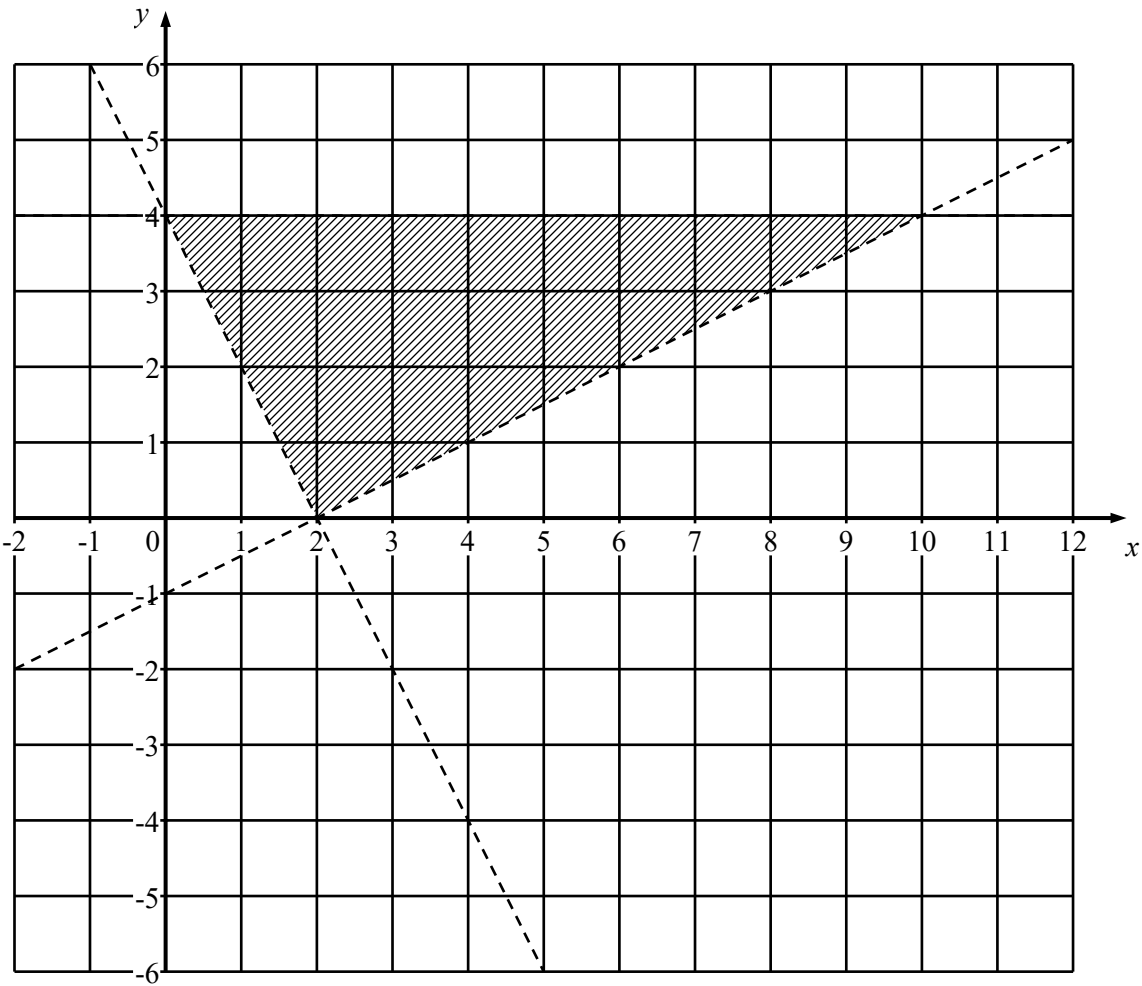
Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
18	1.2	P1	for initial use of the formula, eg $P_{n+1} = 25\,000k$ or $36\,000 = 25\,000k^2$ or $36\,000 \div 25\,000 (= 1.44)$ or for start of process to find profit in September, eg $\frac{36\,000}{x} = \frac{x}{25\,000}$	May be seen in several steps
		P1	for a complete process to find k eg $\sqrt{\frac{36\,000}{25\,000}}$ or $\sqrt{1.44}$ or ± 1.2 oe or for a complete process to find profit in September, eg $(x =) \sqrt{36\,000 \times 25\,000} (=30\,000)$	
		A1	oe	

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
19	202	M1	for working with correct proportion eg $2\text{cm}^2 = 10$ (people) or $1\text{cm}^2 = 5$ (people) or 50 small squares = 10 (people) or 25 small squares = 5 (people) or for forming a correct equation, eg $15x + 10 = 5 \times 4x$ or for a correct frequency density scale	Could be seen on the histogram
		M1	for a method to find the frequency for one relevant area eg $3 \times 2 \times 5 (= 30)$ or $2 \times 5.6 \times 5 (= 56)$ or $1 \times 8 \times 5 (= 40)$ or $4 \times 3 \times 5 (= 60)$ or $4 \times 0.8 \times 5 (= 16)$ or for a method to find the number of 1cm squares eg $3 \times 2 + 2 \times 5.6 + 1 \times 8 + 4 \times 3 + 4 \times 0.8 (= 40.4)$ or for a method to find the number of small squares eg $15 \times 10 + 10 \times 28 + 5 \times 40 + 20 \times 15 + 20 \times 4 (= 1010)$	Condone 1 error in reading from the histogram Condone 1 error in reading from the histogram
		M1	for a complete method to find the total number of people eg “30” + “56” + “40” + “60” + “16” or “40.4” $\times 5$ or “1010” $\div 5$	Condone 1 error in reading from the histogram
		A1	cao	

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
21	$x < -7, x > 5$	M1	for a method to find the critical values of $4x^2 + 27x - 7 > 0$ eg $(4x - 1)(x + 7)$ or $\frac{-27 \pm \sqrt{27^2 - 4 \times 4 \times -7}}{2 \times 4}$ or -7 and $\frac{1}{4}$ oe	Accept use of = or incorrect inequality symbol for this mark
		M1	for $x < -7$ and $x > \frac{1}{4}$ oe	May be implied by a suitable diagram Condone use of $\leq$ and $\geq$ for this mark
		M1	for $x < -5$ and $x > 5$	May be implied by a suitable diagram Condone use of $\leq$ and $\geq$ for this mark
		A1	cao	Minimum algebraic working for A1 is first M1 and all 4 critical values

Paper: 1MA1/1H				
Question	Answer	Mark	Mark scheme	Additional guidance
22	Proof	M1	for using a relevant circle theorem, eg draws OB and OC and uses angle at the centre is twice the angle at the circumference to label angle BDC as y and angle BOC as $2y$ or draws OB (and OC) and uses tangent to a circle is perpendicular to the radius to label angle ABC as x and angle OBC as $(90 - x)$ or draws BOP (where P is a point on the circle) and uses angles in the same segment to label angle BDC as x and angle BPC as x	Angles may be seen on the diagram Correct method can be implied by angles on the diagram if no ambiguity or contradiction
		M1	(dep) for continuing the proof by deriving an expression for another angle using the angle sum of a triangle or a relevant circle theorem, eg angle $OBC = \frac{180 - 2y}{2}$ oe or angle $BOC = 180 - 2(90 - x) (= 2x)$ oe or angle $OBC = 180 - 90 - x (= 90 - x)$	
		M1	for showing that angle $ABC =$ angle BDC , eg $ABC = 90 - \frac{180 - 2y}{2} (= y)$ or angle $BDC = 2x \div 2 (= x)$ or angle $ABC = 90 - (90 - x) (= x)$	
		C1	for a complete proof with all relevant circle theorems stated, from the <u>angle</u> at the <u>centre</u> is <u>twice</u> the <u>angle</u> at the <u>circumference</u> , the <u>tangent</u> to a circle is perpendicular to the <u>radius</u> <u>angles</u> in the <u>same segment</u> are <u>equal</u> or <u>angles</u> at the circumference <u>subtended</u> on the same <u>arc</u> of a circle are equal <u>angles</u> in a <u>semicircle</u> are 90	Underlined words need to be shown; reasons need to be linked to their method Accept $\angle$ for 'angle'

Question 12



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

Only mark scheme amendments are shown where the enlargement or modification of the paper requires a change in the mark scheme. Notes apply to both MLP papers and Braille papers unless otherwise stated.

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

Angles: $\pm 5^\circ$

Measurements of length: ± 5 mm

PAPER: 1MA1/1H		
Question	Modification	Mark scheme notes
2	Wording added: ‘Look at the diagram for Question 2 in the Diagram Booklet. It shows a scatter graph.’ Diagram enlarged. Open headed arrows. Crosses changed to dots. Vertical axis cropped at 84 and marked with the scale: 52, 56, 60, 64, 68, 72, 76, 80, 84 Horizontal axis cropped at 34 and marked with the scale: 10, 14, 18, 22, 26, 30, 34 (b) Number changed: 71 to 72 Braille: wording added ‘Bumpers are provided if you wish to use them.’	B2 for an answer in the range 22 to 25 (B1 for a suitable line of best fit drawn or for a point on the grid at $(x, 72)$ where x is in the range 22 to 25 or for a horizontal line drawn from 72 across to $(x, 72)$ where x is in the range 22 to 25)
3	Wording added: ‘Look at the table for Question 3 in the Diagram Booklet.’ Wording added: ‘in the Diagram Booklet’ Table turned vertical.	Standard mark scheme
4	(a) Wording changed from ‘Here’ to ‘Below’.	Standard mark scheme

7		Wording changed: 'Look at Diagram 1, Diagram 2, Diagram 3 and Diagram 4 for Question 7 in the Diagram Booklet. There may be a model provided, if ordered. Diagram 1 and the model show a solid cuboid. Diagram 2 shows a front view of the cuboid. Diagram 3 shows a top view of the cuboid. Diagram 4 shows a side view of the cuboid. The length of the cuboid is 12 cm. The width of the cuboid is 5 cm.' Diagram enlarged. 2D views added. Braille: 3D diagram removed. Model provided. Labels on model: 5 cm (width) and 12 cm (length)	Standard mark scheme
9		Wording changed: 'Look at the diagram for Question 9 in the Diagram Booklet. It shows two right-angled triangles, ABC and BCD.' Wording added: 'BC = 10 cm DC = 8 cm Angle BAD is marked x° Angle ADB is a right angle.' Diagram enlarged. Angle moved outside arc and arc made smaller.	Standard mark scheme
11	(b)	Wording changed from 'Here' to 'Below'. Letter changed: 'x' to 'y'. Braille: no change of letter	Standard mark scheme but note change of letter

12		Wording added: ‘Look at the diagram for Question 12 in the Diagram Booklet. It shows a grid.’ Wording changed: ‘On the grid in the Diagram Booklet, show by shading, the region that satisfies all of the inequalities below.’ Diagram enlarged. Open headed arrows. Braille: gridlines though even numbers only, odd numbers removed from vertical and horizontal axes. Wording added ‘Drawing film, bumpons and a label are provided if you wish to use them.’	Standard mark scheme
14		Wording changed: ‘Look at the diagram for Question 14 in the Diagram Booklet. It shows two similar containers, A and B.’ Diagrams enlarged. 3D diagram removed and replaced with a 2D view line drawing.	Standard mark scheme
15	(a)	Wording changed: ‘Look at the diagram for Question 15(a) in the Diagram Booklet. It shows a set of axes. On the axes, sketch the graph ...’ Diagram enlarged. Open headed arrows.	Standard mark scheme
	(b)	Wording added: ‘Look at the diagram for Question 15(b) in the Diagram Booklet. It shows a graph.’ Wording changed: ‘Her sketch is shown in the Diagram Booklet.’ Diagram enlarged. Open headed arrows.	Standard mark scheme
16		Letter changed: ‘x’ to ‘y’. Braille: Letter ‘x’ not changed but letters changed ‘a’ to ‘p’, ‘b’ to ‘q’, ‘c’ to ‘r’, ‘d’ to ‘s’	Standard mark scheme but note change of letter

19		Wording changed: 'Look at the diagram for Question 19 in the Diagram Booklet. It is a histogram showing information...' Diagram enlarged. Open headed arrows. Bar 15-25 changed from 56 people to 60 people. Bar 50-70 changed from 16 people to 20 people.	Standard mark scheme but note changes in two bar heights. The final answer is 210.
20		Wording changed: 'Look at the diagram for Question 20 in the Diagram Booklet. It shows trapezium ABCD.' Wording added: '$BC = (5 - \sqrt{2})$ cm $AD = (1 + 4\sqrt{2})$ cm The vertical height = $(6 - \sqrt{8})$ cm' Two right angles are marked.' Diagram enlarged. Open headed arrows. Braille: letters changed 'a' to 'p', 'b' to 'q'	Standard mark scheme
22		Wording changed: 'Look at the diagram for Question 22 in the Diagram Booklet. It shows points B, C and D on a circle.' Diagram enlarged.	Standard mark scheme

