Pearson

Mark Scheme (Results)

November 2025

PEARSON EDEXCEL GCSE in Mathematics
Higher (Non-Calculator)
1MA1/1H

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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 (e.g 3.5 – 4.2) then this is inclusive of the end points (e.g 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 E.g. 2 × 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 E.g. "12" × 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 E.g. [area] × 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

Question	Answer	Mark	Mark scheme	Additional guidance
1 (a)	$3x + 44$	M1	for method to expand one bracket or collect like terms eg $5\times x+5\times 6$ $(= 5x + 30)$ **or** $2\times 7-2\times x$ $(= 14 – 2x)$ **or** $5\times x-2\times x$ $(= 5x – 2x)$ **or** $5\times 6+2\times 7$ $(= 30 + 14)$	May be implied by $3x$ or 44
		A1	cao	
(b)	$3y(3y – 5)$	B2	cao	
		(B1	for a correct partial factorisation, eg $3(3y^2 – 5y)$ or $y(9y – 15)$ **or** for $3y(ay + b)$ where a and b are non-zero integers **or** for correct factorisation spoilt)	
(c)	1	B1	cao	
2	20	M1	for a method using distance ÷ time, eg $\frac{44}{[\text{time}]}$ or $\frac{44}{60\times 2+12}$ $(= \frac{44}{132})$ oe **or** for a method to deal with 12 minutes, eg $12 \div 60$ $(= 0.2)$ oe or $(60 \times 2 + 12) \div 60$ $(= 2.2)$ oe **or** for a start to a method to find the distance travelled in a time that is a factor of 60 eg 4 km in 12 minutes **or** 1 km in 3 minutes	For this mark accept [time] written unconventionally or rounded eg as 2.12, 212, 2 M1M0A0 for $40 \div 2 = 20$
		M1	for a complete method, eg $44 \div$ "2.2" oe or "$\frac{44}{132}$" $\times 60$ oe or 4×5 km in 60 minutes oe	
		A1	cao	

<table>
<tr><th colspan="2">Question</th><th>Answer</th><th>Mark</th><th>Mark scheme</th><th>Additional guidance</th></tr>
<tr><td>3</td><td>(a)</td><td>Positive</td><td>B1</td><td>for positive</td><td>Ignore any description of a relationship and any reference to strength of correlation</td></tr>
<tr><td></td><td>(b)</td><td>60 - 70</td><td>B2</td><td>for an answer in the range 60 to 70</td><td></td></tr>
<tr><td></td><td></td><td></td><td>(B1</td><td>for drawing a suitable line of best fit
or for marking a point (55, y) where y is in the range 60 to 70
or for a line drawn up from x = 55 and stopping in the range 60 to 70)</td><td>Must be a straight line and stay within overlay.</td></tr>
<tr><td></td><td>(c)</td><td>Yes and reason</td><td>C1</td><td>for a suitable explanation, eg yes, that is outside of the range of the data

Acceptable examples
Yes, it is extrapolation
She is correct because the graph starts at 20 mph
Yes, as the first point is above 10 mph
Yes, following the line of best fit it would be negative
Yes, there is no data close to this
Yes, there are no points near that number
Yes, there is no data shown around 10 mph / at 10 mph

Not acceptable examples
Yes, the line of best fit ends at 20 mph
Yes, there is not enough information
Yes, there is no data before 10 mph so you can’t find an estimate
Yes, because estimates are not reliable
No, …</td><td></td></tr>
<tr><td>4</td><td></td><td><table><tr><td>A</td><td>3</td></tr><tr><td>B</td><td>4</td></tr><tr><td>C</td><td>1</td></tr><tr><td>D</td><td>2</td></tr></table></td><td>B2

(B1</td><td>for all 4 correct

for 2 or 3 correct)</td><td></td></tr>
</table>

Question	Answer	Mark	Mark scheme	Additional guidance
5 (a)	No (supported)	P1	for a process to find the area to be painted, eg $3.3 \times 10 - 2 \times 1.5$ (= 30)	
		P1	for a process using the paint coverage information, [area] ÷ 10 (= 3)	May occur later in the process Can be implied by 4th P mark [area] is what they believe to be the area
		P1	for a process using the ratio, eg [area] ÷ (1+4) × 1 (= 6) or [area] ÷ (1+4) × 4 (= 24) **or** [area] ÷ 10 ÷ (1+4) × 1 (= 0.6) or [area] ÷ 10 ÷ (1+4) × 4 (= 2.4)	
		P1	(dep on 3rd P1) for a process to find the cost of the yellow paint **and** the cost of the blue paint, eg [yellow tins] × 4.75 (= 4.75) **and** [blue tins] × 5.50 (= 16.50)	[yellow tins] and [blue tins] are the whole numbers of tins required for their 0.6 and 2.4 or for their 6 and 24
		A1	(dep P4) for no and a total cost of (£)21.25 from correct values	
			SCB2 for area of 30 (m^2) **and** total cost of (£)26.75	SCB2 does not require final decision
(b)	Explanation	C1	ft from (a) for explanation, eg it may change as he may need fewer tins of paint. **Acceptable examples** We can't tell, it depends how much more it will cover. He **may** be able to afford it as he will need less paint. **Not acceptable examples** He still can't afford the paint. It might mean he has enough money. He **will** be able to afford it as he will need less paint. He might have to buy less paint.	Must have a decision in (a). If decision in (a) is 'yes' then C1ft for eg 'Zac will still have enough money for the paint he needs as he needs less paint' Two parts are needed – an indication of how the answer might be affected (eg he may be able to afford it) and a reason (eg as he will need less paint).

Question	Answer	Mark	Mark scheme	Additional guidance
6	$\frac{7\pi}{4}$	P1	for a process to find the area of one quadrant, eg $\frac{\pi \times 3^2}{4}$ $(= 2.25\pi)$ or $\frac{\pi \times 4^2}{4}$ $(= 4\pi)$ **or** for process to find the area of the annulus, eg $\pi \times 4^2 - \pi \times 3^2 (= 7\pi)$	Allow P marks for working with π as 3.1(4…) or $\frac{22}{7}$
		P1	for a complete process to find the area of the shaded section, eg $\frac{\pi \times 4^2}{4} - \frac{\pi \times 3^2}{4}$	
		A1	oe	
7	$y = -3x - 2$	M1	for a correct method to find the gradient of the line, eg $\frac{-8-4}{2--2}$ $(= -3)$	
			or identifies –2 as the intercept in words or in a partial equation	Just circling –2 is insufficient
		M1	for $y = -3x$ $(+ c)$ oe **or** $y =$ "–3"$x - 2$ **or** (**L** =) $-3x - 2$	
			or $y - b =$ "–3"$(x - a)$ where (a, b) is a correct coordinate	
			or for an answer of $y = 3x - 2$	
		A1	cao	Accept $y = -3x + -2$

Question	Answer	Mark	Mark scheme	Additional guidance
8	80	P1	for a process to find the cost of buying the rulers, eg 20 × 40 (= 800)	May work in pounds or pence for all process marks
		P1	for a process to find the total amount from sales, eg 1.5 × "800" (= 1200) oe	
		P1	for a process to find the price each ruler was sold for, eg "1200" ÷ 15 oe	
		A1	cao	Accept £0.8(0)
9	Box plot	M1	for a method to find LQ, eg 29 – 15 (= 14) **or** for a method to find the greatest age, eg 7 + 25 (= 32)	May be implied by one of these values being correctly plotted
		M1	for a box plot showing a box and whisker(s) and at least 2 correctly plotted values from 7, "14", 22, 29, "32"	
		A1	for a fully correct box plot	Box can be any height Accept ends that are marked (eg line, cross, dot) or defined by the ends of the whiskers if clear

Question	Answer	Mark	Mark scheme	Additional guidance
10	$\begin{pmatrix}-6\\2\end{pmatrix}$	P1	for a process to find 4**a** or 2**c**, eg $4\times\begin{pmatrix}1\\-7\end{pmatrix}\left(=\begin{pmatrix}4\\-28\end{pmatrix}\right)$ or $2\times\begin{pmatrix}17\\-19\end{pmatrix}\left(=\begin{pmatrix}34\\-38\end{pmatrix}\right)$ **or** for forming an equation, eg $4-5x=34$ or $-28-5y=-38$	May make **b** the subject first For P marks condone incorrect notation if process is clear
		P1	for a process to find 5**b** or −5**b**, eg $"\begin{pmatrix}4\\-28\end{pmatrix}"-"\begin{pmatrix}34\\-38\end{pmatrix}"\left(=\begin{pmatrix}-30\\10\end{pmatrix}\right)$ or $"\begin{pmatrix}34\\-38\end{pmatrix}"-"\begin{pmatrix}4\\-28\end{pmatrix}"\left(=\begin{pmatrix}30\\-10\end{pmatrix}\right)$ **or** for a process to solve $4-5x=34$ or $-28-5y=-38$	
		P1	for a complete process to find **b**, eg $"\begin{pmatrix}-30\\10\end{pmatrix}"\div 5$ or $"\begin{pmatrix}30\\-10\end{pmatrix}"\div(-5)$ **or** for process to solve both $4-5x=34$ **and** $-28-5y=-38$	
		A1	cao	
11	Reflection in $y=x$	M2	for triangle **C** drawn at (2, 1), (5, 1), (2, 2)	Award M marks for triangles in the correct position without labels as long as there is no ambiguity. Accept just the vertices marked.
		(M1	for triangle **B** drawn at (2, −3), (5, −3), (2, −4) **or** for reflecting their triangle **B** in the line $y=-1$)	
		A1	for reflection in $y=x$	

Question	Answer	Mark	Mark scheme	Additional guidance
12	$\frac{717}{9900}$	M1 M1 A1	$(10x =)\ 0.7\dot{2}\dot{4}$ or $0.72424\ldots$ **or** $(100x =)\ 7.\dot{2}\dot{4}$ or $7.2424\ldots$ **or** $(1000x =)\ 72.\dot{4}\dot{2}$ or $72.4242\ldots$ **or** $(10000x =)\ 724.\dot{2}\dot{4}$ or $724.24\ldots$ (dep M1) for a method using two recurring decimals that leads to a terminating decimal difference, using correct multiples of x eg $(10000x - 100x =)\ 724.\dot{2}\dot{4} - 7.\dot{2}\dot{4}\ (= 717)$ or $724.24\ldots - 7.2424\ldots$ $(= 717)$ **or** $(1000x - 10x =)\ 72.\dot{4}\dot{2} - 0.7\dot{2}\dot{4}\ (= 71.7)$ or $72.4242\ldots - 0.72424\ldots$ $(= 71.7)$ **or** $(100x - x =)\ 7.\dot{2}\dot{4} - 0.07\dot{2}\dot{4}\ (= 7.17)$ or $7.2424\ldots - 0.072424\ldots\ (= 7.17)$ oe eg $\frac{239}{3300}$	$\frac{7.17}{99}$ and $\frac{71.7}{990}$ must be written in the form $\frac{a}{b}$ where a and b are integers to gain the accuracy mark
13	140	M1 A1	for $4 \times 7 \times 5$ only cao	

Question	Answer	Mark	Mark scheme	Additional guidance
14	$-\frac{1}{4}$ and $-\frac{1}{3}$	M1	for correctly rearranging into a form to be solved, eg $12x^2+7x+1\ (=0)$	
		M1	for $(4x\pm1)(3x\pm1)$ or for brackets which when expanded give 2 out of 3 terms correct **or** substitution into formula, condoning one sign error, eg $(x=)\ \frac{-7\pm\sqrt{7^2-4\times12\times1}}{2\times12}$	For the 2nd and 3rd M marks ft their quadratic with 2 of 3 terms correct
		M1	for factorising correctly, eg $(4x+1)(3x+1)$ **or** simplifying correctly as far as eg $\frac{-7\pm\sqrt{1}}{24}$	
		A1	for $-\frac{1}{4}$ and $-\frac{1}{3}$ oe	
15	Fully correct working leading to $11\sqrt{2}$	M1	for $\sin30=\frac{1}{2}$ **or** $\sin45=\frac{1}{\sqrt{2}}$ or $\frac{\sqrt{2}}{2}$	
		M1	for $\frac{11}{\sin30}=\frac{x}{\sin45}$ oe eg $(x=)\ \frac{11\times\sin45}{\sin30}$	
		A1	for fully correct working leading to $11\sqrt{2}$	

Question	Answer	Mark	Mark scheme	Additional guidance
16	5	M1	for a correct first step, writing with a common denominator (can be two fractions) **or** multiplying each term by 15 to remove the fractions, eg $\frac{5(4x+2)}{5\times3}-\frac{3(5x-6)}{3\times5}$ **or** $\frac{15(4x+2)}{3}-\frac{15(5x-6)}{5}=\frac{15(10x+3)}{15}$	
		M1	for expanding and completing the method as far as $\frac{20x+10-15x+18}{15}$ $(=\frac{10x+3}{15})$ oe **or** $20x+10-15x+18=10x+3$ oe	Allow one error in total (may be a sign error)
		M1	(dep 2nd M1) for a correct method to collect all x terms on one side, and all constant terms on the other, eg $5x=25$ or $-5x=-25$	
		A1	cao	An answer of 5 with no supportive working gets 0 marks

Question	Answer	Mark	Mark scheme	Additional guidance
17	$\left(-\frac{2}{5}, \frac{41}{5}\right)$	P1	for a correct first step, eg $5\left(x^2+\frac{4}{5}x\right)+....$ **or** $5\left(x^2+\frac{4}{5}x+....\right)$	Where … can be number(s) or nothing, but not a term in x
		P1	(dep P1) for a correct first step to complete the square, eg $5\left(x+\frac{2}{5}\right)^2 ....$ **or** $5\left[\left(x+\frac{2}{5}\right)^2 ....\right]$ **or** $5\left[\left(x+\frac{2}{5}\right)^2-\frac{4}{25}\right]+9$ or an x coordinate of $-\frac{2}{5}$ oe	Condone omission of 5 outside the bracket
		P1	for a correct process to complete the square, eg $5\left(x+\frac{2}{5}\right)^2+\frac{41}{5}$ oe **or** $5\left[\left(x+\frac{2}{5}\right)^2+\frac{41}{25}\right]$ oe or substitutes their value of x into the equation to find y	
		A1	oe	
18	$\frac{97}{120}$	P1	for a correct probability for taking a white counter from bag **B**, eg $\frac{10}{12}$ oe **or** $\frac{9}{12}$ oe	
		P1	for one correct product, eg P(ww) = $\frac{7}{10}\times\frac{10}{12}\left(=\frac{70}{120}\right)$ **or** P(rw) = $\frac{3}{10}\times\frac{9}{12}\left(=\frac{27}{120}\right)$	
		P1	for a complete process, eg $\frac{7}{10}\times\frac{10}{12}+\frac{3}{10}\times\frac{9}{12}$	
		A1	oe	

Question	Answer	Mark	Mark scheme	Additional guidance
19	−1	P1	for start of a process to write all terms as a single power of 3, eg $(3^2)^{2x}$ or $3^{2\times 2x}$ **or** $(3^3)^2$ or $3^{3\times 2}$ **or** $(3^4)^{3x-2}$ or $3^{4(3x-2)}$ **or** 3^{-18}	
		P1	for correctly writing at least 3 terms as single powers of 3, eg $3^{2\times 2x}\times 3^{3\times 2}\times 3^{4(3x-2)}=3^{-18}$	Do not need to be in a product
		P1	for forming a correct linear equation in x, eg $4x+6+4(3x-2)=-18$	
		A1	cao	An answer of −1 with no supportive working gets 0 marks
20	Proof	C1	for identifying one pair of equal sides or equal angles with a correct reason from $AB = CD$ (opposite sides of a parallelogram are equal) angle FCD = angle EAB (alternate angles are equal) angle AEB = angle CFD (given or both 90°)	Reasons need to be linked to their statement(s) Underlined word needs to be shown
		C1	for identifying a second pair of equal sides or angles from the list above with a correct reason	
		C1	for a complete proof including all reasons given **and** AAS	Proof could lead to *ASA* if angle ABE = angle CDF stated and justified

Question	Answer	Mark	Mark scheme	Additional guidance
21 (a)	Drawn	B2	for a correct reflection in the x-axis	$(-5, -2)$, $(-1, -3)$, $(1, 1)$, $(5, -1)$ See overlay
		(B1	for a correct reflection in the y-axis or a reflection in the x-axis with 3 of the 4 critical points plotted correctly or a reflection in the x-axis with the 4 critical points plotted correctly but not joined or joined incorrectly)	$(-5, 1)$, $(-1, -1)$, $(1, 3)$, $(5, 2)$
(b)	(180, 1.5)	B1	for $p = 120$	
		M1	for dealing correctly with either the vertical or horizontal movement, eg $([p] + 60, y)$ **or** $(x, -0.5 + 2)$	$[p]$ is their value of p
		A1	cao	
22	$\frac{5-\sqrt{3}}{11}$	B1	for $\sqrt{27} = 3\sqrt{3}$	B1 can be awarded whenever this is seen, which might be later in the process.
		P1	for process to rationalise the denominator, eg $\frac{\sqrt{3}+1}{\sqrt{27}+4} \times \frac{\sqrt{27}-4}{\sqrt{27}-4}$ **or** $\frac{\sqrt{3}+1}{3\sqrt{3}+4} \times \frac{3\sqrt{3}-4}{3\sqrt{3}-4}$ oe	
		P1	(dep on previous P1) for expanding terms, condone one error in expansion of numerator or denominator, eg $\frac{\sqrt{3}\sqrt{27}-4\sqrt{3}+\sqrt{27}-4}{\sqrt{27}\sqrt{27}-4\sqrt{27}+4\sqrt{27}-16}$ **or** $\frac{3\sqrt{3}\sqrt{3}-4\sqrt{3}+3\sqrt{3}-4}{9\sqrt{3}\sqrt{3}-12\sqrt{3}+12\sqrt{3}-16}$	
		A1	oe in the correct form	Accept $a = 5$, $b = -1$, $c = 3$, $d = 11$

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: ±5º
Measurements of length: ±5 mm

PAPER: 1MA1_1H			
Question		**Modification**	**Mark scheme notes**
1	(a)	Letter ‘x’ changed to ‘m’	Standard mark scheme but note change of letter
3		Wording added: ‘Look at the diagram for Question 3 in the Diagram Booklet. It is a scatter graph showing …’ Diagram enlarged. Crosses changed to dots. Open headed arrows.	Standard mark scheme but leeway needed in (b)
4		Wording changed: ‘Look at the diagrams for Question 4 in the Diagram Booklet. They show four containers labelled A - D and four graphs labelled 1 - 4’ Wording changed: ‘Match each graph (1 - 4) to the correct container (A - D) and fill in your answers in the table below. There are four spaces to fill.’ Table enlarged. Diagrams enlarged. Open headed arrows.	Standard mark scheme
5		Wording added: ‘Look at the diagram for Question 5 in the Diagram Booklet. It shows a …’ Diagram enlarged. Open headed arrows. m changed to metres.	Standard mark scheme
6		Wording added: ‘Look at the diagram for Question 6 in the Diagram Booklet. It shows …’ Diagram enlarged. Open headed arrows. Shading changed to dotty.	Standard mark scheme
7		Wording changed: ‘Look at the diagram for Question 7 in the Diagram Booklet. It shows line L on a grid.’ Diagram enlarged. Open headed arrows.	Standard mark scheme
8		‘40p’ changed to ‘40 pence’	Standard mark scheme

PAPER: 1MA1_1H			
Question		**Modification**	**Mark scheme notes**
9		Wording added: 'Look at the diagram for Question 9 in the Diagram Booklet. It shows a grid.' Values in the table changed: Least age from 7 to 5, Median from 22 to 20, Upper quartile from 29 to 25, Range from 25 to 30 Diagram enlarged. Open headed arrows.	M1 for a method to find LQ, eg 25 – 15 (= 10) **or** for a method to find the greatest age, eg 5 + 30 (= 35) M1 for a box plot showing a box and whisker(s) and at least 2 correctly plotted values from 5, "10", 20, 25, "35" A1 for a fully correct box plot
11		Wording added: 'Look at the diagram for Question 11 in the Diagram Booklet. It shows shape A on a grid.' Wording added: 'An accurate cutout shape may be available if you wish to use it.' Diagram enlarged (2 cm squares). Grid cropped. Open headed arrows. Shape labelled 'shape A'. Shading changed to dotty. Cutout shape provided.	Standard mark scheme
14		Letter 'x' changed to 'y'	Standard mark scheme but note change of letter
15		Wording added: 'Look at the diagram for Question 15 in the Diagram Booklet. It shows triangle ABC. AB = x cm. BC = 11 cm. Angle BAC = 30º. Angle ACB = 45º' Diagram enlarged. Angles moved outside of angle arcs and angle arcs made smaller. Letters changed: 'd' to 'p' and 'e' to 'q'	Standard mark scheme
16		Letter 'x' changed to 'y'	Standard mark scheme but note change of letter
19		Letter 'x' changed to 'y'	Standard mark scheme but note change of letter

PAPER: 1MA1_1H			
Question		**Modification**	**Mark scheme notes**
20		Wording added: 'Look at the diagram for Question 20 in the Diagram Booklet.' 'Angles BEA and CFD are marked as right angles.' Diagram enlarged.	Standard mark scheme
21	(a)	Wording changed: 'Look at the diagram for Question 21(a) in the Diagram Booklet. It is the graph of $y = f(x)$' Diagram enlarged (2 cm squares). Open headed arrows.	Standard mark scheme
21	(b)	Wording changed: 'Look at the diagram for Question 21(b) in the Diagram Booklet. It is a sketch of the graph of $y = \cos x^{o}$' Diagram enlarged. Open headed arrows.	Standard mark scheme
22		Letters changed: 'a' changed to 'p', 'b' changed to 'q', 'c' changed to 'r', 'd' changed to 's'	Standard mark scheme but note change of letters

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