



# Mark Scheme (Results)

## November 2020

Pearson Edexcel International GCSE  
Mathematics A (4MA1)  
Paper 1FR

## **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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

November 2020

Publications Code 4MA1\_1FR\_2011\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

- **Types of mark**

- M marks: method marks
- A marks: accuracy marks
- B marks: unconditional accuracy marks (independent of M marks)

- **Abbreviations**

- cao – correct answer only
- ft – follow through
- isw – ignore subsequent working
- SC - special case
- oe – or equivalent (and appropriate)
- dep – dependent
- indep – independent
- awrt – answer which rounds to
- eeoo – each error or omission

- **No working**

If no working is shown then correct answers normally score full marks  
If no working is shown then incorrect (even though nearly correct) answers score no marks.

- **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 it is clear from the working that the “correct” answer has been obtained from incorrect working, award 0 marks.

If a candidate misreads a number from the question. Eg. Uses 252 instead of 255; method marks may be awarded provided the question has not been simplified. Examiners should send any instance of a suspected misread to review. If there is a choice of methods shown, mark the method that leads to the answer on the answer line; where no answer is given on the answer line, award the lowest mark from the methods shown.

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

- **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: eg. Incorrect cancelling of a fraction that would otherwise be correct.

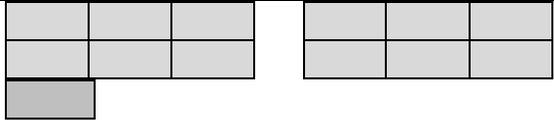
It is not appropriate to ignore subsequent work when the additional work essentially makes the answer incorrect eg algebra.

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

- **Parts of questions**

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

<b>International GCSE Maths A June 2020 – Paper 1FR Mark scheme</b>				
<b>Apart from Questions 10, 13, 16b, 17, 19c, where the mark scheme states otherwise, the correct answer, unless clearly obtained by an incorrect method, should be taken to imply a correct method.</b>				
<b>Q</b>	<b>Working</b>	<b>Answer</b>	<b>Mark</b>	<b>Notes</b>
<b>1</b> (a)		3 squares shaded	1	B1
(b)		$3\frac{4}{5}$	1	B1 oe for an equivalent mixed number
(c)		$\frac{4}{11}$	1	B1 oe
(d)		$\frac{14}{18}$	1	B1 for any fraction equivalent to $\frac{7}{9}$
(e)		$\frac{3}{100}$	1	B1 oe
			<b>Total 5 marks</b>	

<b>2</b> (a)		40	1	B1
(b)	e.g. $9 \times 4$ or $68 - 32$ oe		2	M1 May be seen by side of pictogram.
		36		A1
(c)		2 rectangles of 6 sections and 1 small section	1	B1 oe
			<b>Total 4 marks</b>	

<b>3</b>	(a)		<b>A and D</b>	1	B1
	(b)		Correctly enlarged shape	2	B2 A correctly drawn shape (B1 for a shape with 3 sides correctly enlarged)
	(c)		hexagon	1	B1 Condone incorrect spelling if meaning is unambiguous
					<b>Total 4 marks</b>

<b>4</b>	(a)		evens	1	B1
	(b)		Cross at 0	1	B1
	(c)		Cross at the 2 <sup>nd</sup> mark along	1	B1 ie the mark before ½
	(d)		Cross at the 4 <sup>th</sup> mark along	1	B1 ie the mark after ½
					<b>Total 4 marks</b>

<b>5</b>	(a)		$3w$	1	B1
	(b)		$8a$	1	B1
	(c)		$f^5$	1	B1
	(d)		$9c - 2h$	2	B2 (B1 for one correct term)
	(e)		$5(2d + 3)$	1	B1
	(f)	$e - g = 7t$ or $\frac{e}{7} = t + \frac{g}{7}$ oe		2	M1
			$t = \frac{e - g}{7}$		A1 oe e.g. $(e - g) \div 7$
					<b>Total 8 marks</b>

<b>6</b>	$30 \div 3.05 (= 9.8\dots)$			3	M1 oe, e.g. adding 9 lots of 3.05
	$30 - 9 \times 3.05$ oe				M1
			2.55		A1 oe
					<b>Total 3 marks</b>

<b>7</b>	(a)	e.g. $(8.3 - 3.2) \div 3$		2	M1 for a complete method
			1.7		A1
	(b)	$9.45 \div 7$		2	M1
			1.35		A1
					<b>Total 4 marks</b>

<b>8</b>	(a)		<b>bus</b>	<b>train</b>	<b>plane</b>	<b>total</b>		3	B3 for all 6 entries correct (B2 for 4 or 5 correct entries) (B1 for 2 or 3 correct entries)
		<b>men</b>	<i>12</i>	15	<i>53</i>	80			
		<b>women</b>	17	<i>28</i>	<i>25</i>	<i>70</i>			
		<b>total</b>	29	43	<i>78</i>	150			
	(b)			$\frac{15}{80}$			1	B1 oe e.g. $\frac{3}{16}$ , 0.1875, 18.75%	
									<b>Total 4 marks</b>

<b>9</b>	$4 \times 4 \times 4 (= 64)$ <b>or</b> $60 \times 48 \times 40 (= 115\,200)$ <b>OR</b> $60 \div 4 (= 15), 48 \div 4 (= 12), 40 \div 4 (= 10)$ oe “115 200” $\div$ “64” <b>or</b> “15” $\times$ “12” $\times$ “10”		3	M1 for finding the volume of either the cube <b>or</b> carton <b>OR</b> finding the number of cartons that fit along each edge of the box
		1800		M1 for a complete method
				A1
				<b>Total 3 marks</b>

<b>10</b>	e.g. $4 \times 6 (= 24)$		4	M1 for finding the perimeter of square
	e.g. $(“24” - 6) \div 2 (= 9)$			M1 for finding the length of the longest side in the triangle
	e.g. $18 \times 3 + 6$ or $“9” \times 6 + 6$			M1 oe, allow their length of the longest side in the triangle as long as clearly stated or identified (could be on diagram)
		60		A1 dep on M2
				<b>Total 4 marks</b>

<b>11</b>	<table border="1"> <tr> <td>x</td> <td>-1</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>y</td> <td>-5</td> <td>-2</td> <td>1</td> <td>4</td> <td>7</td> <td>10</td> </tr> </table>	x	-1	0	1	2	3	4	y	-5	-2	1	4	7	10		3	3	<p>B3 for a correct line between -1 and 4                      B2 for a correct straight line segment through at least 3 of (-1, -5)(0, -2)(1, 1)(2, 4)(3, 7)(4, 10)  <b>OR</b> for all of (-1, -5)(0, -2)(1, 1)(2, 4)(3, 7)(4, 10) plotted but not joined                      B1 for at least 2 correct points plotted or stated (ignore incorrect points)  <b>OR</b> for a line drawn with a positive gradient through (0, -2) and clear intention to use a gradient of 3  <b>OR</b> a line drawn with a gradient of 3</p>
	x	-1	0	1	2	3	4												
y	-5	-2	1	4	7	10													
				<b>Total 3 marks</b>															

<b>12</b>				3	<p>B3 for all entries correct                      (B2 for 3 sections of the Venn diagram correct)                      (B1 for 2 sections of the Venn diagram correct)</p>
					<b>Total 3 marks</b>

<b>13</b>	$0.32 \times 450 (= 144)$ oe <b>or</b> $\frac{2}{5} \times 375 (= 150)$ oe		3	M1
	$0.32 \times 450 (= 144)$ oe <b>and</b> $\frac{2}{5} \times 375 (= 150)$ oe			M1
		144 <b>and</b> 150 <b>and</b> $\frac{2}{5}$ of 375		A1
				<b>Total 3 marks</b>

<b>14</b>	2, 2, 5 and 5, 7 or seen on a ladder or at the end of branches <b>OR</b> for at least 3 multiples of both 20 and 35 e.g. 20, 40, 60, ... and 35, 70, 105, ...		2	M1
		140		A1 allow $2 \times 2 \times 5 \times 7$ oe
				<b>Total 2 marks</b>

<b>15</b>	$\pi \times 15^2 (= 225\pi)$		2	M1
		707		A1 awrt 707
				<b>Total 2 marks</b>

<b>16</b>	(a)		47	1	B1 Answer in range 46.5 – 47.5
	(b)	A correct method to convert either dirham to euros <b>or</b> euros to dirham e.g. 400 Dirham = $2 \times 200$ Dirham = $2 \times$ “47” (= 94) euros <b>or</b> 90 euros = $30 + 60 = 127.5 + 255 = 382.5$ Dirham		2	M1
			France with correct calculations		A1
					<b>Total 3 marks</b>

<b>17</b>	e.g. $\frac{15}{4}$		3	M1 for $3\frac{3}{4}$ expressed as an improper fraction
	e.g. $\frac{15^5}{4} \times \frac{7}{9^3}$ <b>OR</b> $\frac{105}{36}$ oe			M1 correct cancelling or multiplication of numerators and denominators without cancelling
	e.g. $\frac{15^5}{4} \times \frac{7}{9^3} = \frac{35}{12} = 2\frac{11}{12}$ <b>or</b> $\frac{15}{4} \times \frac{7}{9} = \frac{105}{36} = \frac{35}{12} = 2\frac{11}{12}$ <b>or</b> $\frac{15}{4} \times \frac{7}{9} = \frac{105}{36} = 2\frac{33}{36} = 2\frac{11}{12}$	shown		A1 dep on M2, for conclusion to $2\frac{11}{12}$ from correct working – either sight of the result of the multiplication e.g. $\frac{105}{36}$ oe must be seen <b>or</b> correct cancelling prior to the multiplication to $\frac{35}{12}$ NB: use of decimals scores no marks
				<b>Total 3 marks</b>

<b>18</b>			2	M1 Arcs on <i>BC</i> , <i>AB</i> and arcs from these points meeting <b>or</b> for bisector without arcs
		Correct bisector		A1 must see correct arcs
				<b>Total 2 marks</b>

<b>19</b>	(a)		$h^9$	1	B1
	(b)	$(-5)^2 - 4 \times -5$ oe e.g. $25 + 20$		2	M1 for a correct substitution
			45		A1
	(c)	$5x - 3 = 4(2x + 3)$ oe <b>or</b> $\frac{5x}{4} - \frac{3}{4} = 2x + 3$ oe		3	M1 for correctly removing the denominator, condone missing brackets
		e.g. $5x - 8x = 12 + 3$ <b>or</b> $-3x = 12 + 3$ <b>or</b> $8x - 5x = -12 - 3$ <b>or</b> $3x = -12 - 3$ <b>or</b> $-\frac{3}{4} - 3 = 2x - \frac{5x}{4}$ <b>or</b> $-\frac{15}{4} = \frac{3x}{4}$			M1 for a correct rearrangement with terms in $x$ on one side and numbers on the other, allow correct rearrangement of their equation in the form $ax + b = cx + d$
			-5		A1 dep on at least M1  SCB2 for an answer of $x = -2$ coming from $5x - 3 = 8x + 3$ <b>or</b> $x = 5$ coming from $5x - 3 = 2x + 12$
					<b>Total 6 marks</b>

<b>20</b>	e.g. $5 \times 4 + 15 \times 10 + 25 \times 15 + 35 \times 25 + 45 \times 6 (= 1690)$  or $20 + 150 + 375 + 875 + 270 (= 1690)$		4	M2 For correct products using midpoints (allowing one error) with intention to add.  If not M2 then award M1 for products using frequency and a consistent value within the range (allowing one error) with intention to add or correct products using midpoint without addition.
	“1690” $\div$ 60			M1 dep on M1
		28.2		A1 accept 28.1 – 28.2
				<b>Total 4 marks</b>

<b>21</b> (a)	$8265 - 7500 (= 765)$ or $\frac{8265}{7500} (= 1.102)$		3	M1 $8265 - 7500$ could be embedded in another calculation.
	$\frac{765}{7500} \times 100$ oe or “1.102” $\times 100 - 100$ oe			M1
		10.2		A1 oe
(b)	e.g. $31.5(0) \div (1 - 0.3)$		3	M2 for a complete method e.g. $31.5(0) \div (1 - 0.3)$  (M1) for $31.5(0) \div (100 - 30) (= 0.45)$ or e.g. $(1 - 0.3)x = 31.5(0)$
		45		A1
				<b>Total 6 marks</b>

<b>22</b>	e.g. $a = (-3 + 47) \div 2 (= 22)$ <b>or</b> $\frac{11+b}{2} = -19$ ( $b = -38 - 11 = -49$ ) <b>or</b> method to add 25 to $-3$ <b>or</b> method to subtract 25 from 47 <b>or</b> method to subtract 30 from $-19$ <b>or</b> method to subtract 60 from 11		2	M1 for a correct method to find either coordinate or one coordinate correct. Look for correct method on their diagram, if used.
		$a = 22, b = -49$		A1 both correct
				<b>Total 2 marks</b>

<b>23</b>	Use of 2 hrs 42 mins = 2.7 hrs <b>or</b> 162 mins		4	B1
	e.g. $90 \times 2.7 (= 243)$ <b>or</b> e.g. $\frac{90}{60} \times 162 (= 243)$ <b>or</b> e.g. $\frac{S}{90} = \frac{2.7}{3}$			M1 for use of $D = S \times T$ (accept use of their time e.g. $90 \times 2.42$ ) <b>or</b> for setting up an equation using proportion
	e.g. “243” $\div 3$ <b>or</b> ( $S =$ ) $90 \times \frac{2.7}{3}$			M1 (dep on M1) for their $D \div 3$ <b>or</b> for solving their equation
		81		A1
				<b>Total 4 marks</b>

<b>24</b>	for $0.08 \times 1200$ oe (= 96) <b>or</b> $1.08 \times 1200$ oe (= 1296)	<b>OR</b>  $1200 \times 1.08^3$		3	M1 for $0.08 \times 1200$ oe (= 96) <b>or</b> $1.08 \times 1200$ oe (= 1296)	<b>OR</b> M2 for $1200 \times 1.08^3$ <b>or</b> $1200 \times 1.08^4$ (= 1632.59)
	$1.08 \times "1296"$ (= 1399.68) oe $1.08 \times "1399.68"$ (= 1511.6544) oe				M1 for completing method to find total amount in the account	
			1512		A1 accept 1511 – 1512	
					<b>SC:</b> if no other marks gained award M1 for $0.24 \times 1200$ oe <b>or</b> 288 <b>or</b> 1488  accept $(1 + 0.08)$ as equivalent to 1.08 throughout	
					<b>Total 3 marks</b>	

<b>25</b>	e.g. $1.5 \times 1.5$ (= 2.25 oe)			3	M1 for calculating the area of the square, may be seen embedded within a calculation
	e.g. $34.8 \times "2.25"$				M1 for a complete method to find the force
			78.3		A1 oe
					<b>Total 3 marks</b>

<b>26</b>	e.g. $\frac{3}{10} \times 80 (= 24)$ <b>or</b> $\frac{2}{10} \times 80 (= 16)$ <b>or</b> $\frac{5}{10} \times 80 (= 40)$		5	M2 for a complete method to find the number of chocolate cakes <b>or</b> lemon cakes <b>or</b> fruit cakes “10” comes from 3 + 2 + 5  (M1 for correct use of the ratio e.g. $80 \div “10” (= 8)$ )
	e.g. “16” $\times \frac{3}{4} \times 1.7(0) (= 20.4(0))$ <b>or</b> “40” $\times \frac{7}{8} \times 2.4(0) (= 84)$			M1 for a method to find the profit for lemon cakes <b>or</b> fruit cakes
	e.g. “24” $\times 2 (= 48)$ <b>and</b> “16” $\times \frac{3}{4} \times 1.7(0) (= 20.4(0))$  <b>and</b> “40” $\times \frac{7}{8} \times 2.4(0) (= 84)$			M1 for a method to find the profit for all 3 cakes
		152.4(0)		A1
				<b>Total 5 marks</b>

<b>27</b>	(Interior angle of octagon =) $180 - (360 \div 8) (= 135)$ <b>or</b> $\frac{(8-2) \times 180}{8} (= 135)$ <b>oe</b> <b>OR</b> (exterior angle of octagon =) $360 \div 8 (= 45)$		3	M1 correct method to find interior or exterior angle of octagon (if labelled incorrectly do not award mark)
	e.g. $\frac{(8-2) \times 180}{8} (= 135)$ <b>and</b> $(180 - “135”) \div 2 (= 22.5)$ <b>OR</b> $360 \div 8 (= 45)$ <b>and</b> “45” $\div 2 (= 22.5)$			M1 correct method to find interior angle of hexagon and base angle of triangle.
		112.5		A1
				<b>Total 3 marks</b>

