



Pearson
Edexcel

Mark Scheme (Results)

November 2023

Pearson Edexcel GCSE
In Mathematics (1MA1)
Foundation (Calculator) Paper 3F

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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

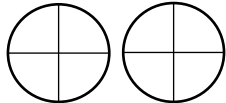
Where a word is used in square brackets eg [area] \times 1.5 : the value used for [area] does **not** have to come from a correct method or process but is the value that the candidate believes is the area. If there are any constraints on the value that can be used, details will be given in the mark scheme.

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: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
1	0.35	B1	cao	
2	8100	B1	cao	
3	valid number	B1	for a valid number, eg -6 , -7 , -7.5	
4	$\frac{6}{21}$	B1	eg $\frac{2}{7}$ or any equivalent fraction	
5	tenths or $\frac{9}{10}$	B1	for (9) tenths or $\frac{9}{10}$ or 0.9	Condone incorrect spellings provided the intention is clear. Accept .9
6 (a)		C1	for showing diagrams that represent 24 pictorially	shapes can come from a combination of shapes but must sum to 24
(b)	Year 8 (supported)	M1	for beginning to work with the pictogram, eg counting symbols or finding the total for one type of cake	Chocolate = 60 Vanilla = 39 Lemon = 18
		M1	for a complete method to find the total number, eg $5 \times 12 + 3\frac{1}{4} \times 12 + 1\frac{1}{2} \times 12 + 24$ or $60 + 39 + 18 + 24 (= 141)$ or $5 + 3.25 + 1.5 + 2 (= 11.75)$ or $150 \div 12 (= 12.5)$	For this M mark use 24 for banana or ft from their diagram, but do not award if banana has been omitted. If only totals are shown allow no more than one error in a total.
		C1	for selecting Year 8 with correct figures, eg Year 8 and 141 or Year 8 with 9 more or Year 8 with $11\frac{3}{4}$ and $12\frac{1}{2}$	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
7	144	P1	for process to begin to work with length, eg $8050 \div 25 (= 322)$ or $178 \times 25 (= 4450)$	3600 implies the first P1 mark
		P1	for full process to find number of lengths remaining, eg “322” – 178 or $(8050 - “4450”) \div 25$ or $3600 \div 25$	
		A1	cao	
8 (a)	Explanation	C1	for explanation, eg subtract 6, decrease by 6, going down by 6	At least one term must be correct and intention to subtract shown Accept –12
(b)	12	M1	for $73 - 61$ or 6×2	
		A1	cao	
(c)	Explanation	C1	for explanation relating to odd and/or even numbers Acceptable 52 is even the sequence is odd numbers it goes to 55 (and you cannot reach 52) it goes to 49 (which has gone past 52) nth term is $103 - 6n = 52$ which has no integer solutions 52 is between the 8 th and 9 th terms Not acceptable subtracting 6 each time will not lead to 52 it goes past 52	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
9	5	P1	for process to work in consistent units, eg $12 \times 1000 (= 12000)$ or $105 \div 1000 (= 0.105)$	May be seen in subsequent calculations
		P1	for process to work with portion size, eg $105 \times 3 (= 315)$ OR $12 \div [0.105] (= 114.285\dots)$	For [0.105] allow use of 0.105, 1.05 or 10.5
		P1	for process to work with weight of food per week or number of days, eg “315” $\times 7 (= 2205)$ or “315” $\times 5 (= 1575)$ or “315” $\times 6 (= 1890)$ [12000] \div “315” (=38(.095...)) OR [114.285...] $\div 3 (= 38(.095\dots))$ or [114.285...] $\div 7 (= 16.3\dots)$	For [12000] accept use of 12000, 1200 or 120 For [114.285] allow continued use of incorrectly converted figure from previous mark.
		P1	(dep P2) for process to find number of weeks, eg “12000” \div “2205” (= 5.4...) OR “38.095...” $\div 7 (= 5.4\dots)$ OR “16.3...” $\div 3 (= 5.4\dots)$ OR “2205” $\times 5 (= 11025)$ or “2205” $\times 6 (= 13230)$ OR 975 or -1230	
		A1	cao	If a correct answer is given without supportive working award 0 marks.
10 (a)	Pentagon	B1	cao	
(b)	112.5	P1	for process to find total length using their edges eg 15×7.5 or [edges] $\times 7.5$	[edges] must be unambiguously identified
		A1	for 112.5 oe	
11	$\frac{7}{25}$	M1	for $\frac{n}{2+16+7}$ where n is an integer < 25	
		A1	cao	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
12	10 55	M1 A1	for starting a process of working with time eg for undertaking some time conversion eg 1 h = 60 min eg 3¼ hrs is 195 mins or ¼ hr = 15 mins or 3 h = 180 min or for an answer of 10 45 (am) or 10 40 (am) or 10 50 (am) or for an answer of 10 55 pm for 10 55 (am)	
13 (a)	$20h^3$	B1	cao	
(b)	$7y$	B1	cao	
14	$\frac{6}{11}$, 0.558, 0.56, 57%, $\frac{7}{12}$	M1 A1	Converts numbers to common equivalent form, eg 0.58(33..), (0.56), 0.57(0), 0.54(54..), (0.558) or any 4 in correct order or all 5 in correct reverse order for correctly ordered list	Decimals converted to at least 2 d.p. May be given in converted format.
15 (a)	$\frac{57}{64}$ $\frac{7}{25}$ $\frac{36}{11}$	B3 (B2 B1)	for a fully correct frequency tree for at least 4 figures correctly placed) for at least 1 figure correctly placed)	If probabilities used instead of frequencies award a maximum of B2
(b)	$\frac{57}{64}$	M1 A1	$\frac{a}{64}$ where $0 < a < 64$ and a is an integer (ft) or $\frac{57}{b}$ where $b > 57$ and b is an integer (ft) (ft) for $\frac{57}{64}$ oe	Must be values from their diagram with numerator < denominator Accept probabilities given as equivalent fractions, 0.89(06...) or 89(.06..) %

Paper: 1MA1/3F					
Question	Answer	Mark	Mark scheme		Additional guidance
16	-35	M1 A1	for a correct first step, eg shows $\frac{x}{7} + 9 - 9 = 4 - 9$ or $\frac{x}{7} = 4 - 9$ or $\frac{7x}{7} + 9 \times 7 = 4 \times 7$ or $x + 63 = 28$ cao		
17	No (supported)	M1 M1 C1	Working per week for 26.4×32 (= \$844.80) for “844.8” $\div 1.796$ (= £470.37...) or for 473.28×1.796 (= \$850....) for No and correct figures (850... and 844.8) or 470.37...	Working per hour for $473.28 \div 32$ (= £14.79) for “14.79” $\times 1.796$ (= \$26.56....) or for $26.4 \div 1.796$ (= £14.699...) for No and correct figures (14.79... and 14.699..) or 26.56...	Throughout units and trailing 0s need not be given. Accept rounded or truncated figures throughout unless ambiguous. “No” may be expressed in words eg “Australia pay is less”
18	4.8	P1 P1 P1 P1 A1	for finding missing length, eg $14 - 3.8 - 3.8$ (= 6.4) for method to find area of triangle, eg [missing length] $\times 6 \div 2$ (= 19.2) for method to find area of rectangle, eg [area of triangle] $\times 3.5$ (= 67.2) or writes an expression for the area of rectangle eg $14w$ or $14w \div 3.5$ for method to link both areas eg $14w = [\text{area of triangle}] \times 3.5$ or $[\text{area of triangle}] = 14w \div 3.5$ or $[\text{area of triangle}] \times 3.5 \div 14$ cao		Where [missing length] can be “6.4” or identified in working or on the diagram as the missing length [area of triangle] must be identified as the area of the triangle OR come from: [missing length] $\times 6 \div 2$ or [missing length] $\times 6$ or [decimal] $\times 6 \div 2$ Award 0 marks for a correct answer without correct supportive working.

Paper: 1MA1/3F																
Question	Answer	Mark	Mark scheme	Additional guidance												
19	7 cm by 8 cm rectangle drawn	M1 M1 C1	for interpreting the front elevation, eg length = 8 or height = 4 For beginning to draw plan, eg. rectangle drawn with one side length of 8 cm or one of 7cm or for interpreting front elevation to find missing dimension eg $(224 \div "8") \div "4" (= 7)$ for correct plan drawn	May be seen on diagram or in part of a calculation May be drawn in any orientation												
20 (a)	4.68×10^5	B1	cao													
(b)	0.000 503 7	B1	cao													
21	80	M1 A1	for complete method, eg 200×0.4 or for $\frac{80}{200}$ for the answer cao													
22 (a)	24.6	M1 M1 A1	for finding 5 products within intervals (including end points) with not more than one error, may be seen near table. eg $2 \times 12.5 (= 25)$, $8 \times 17.5 (= 140)$, $13 \times 22.5 (= 292.5)$, $21 \times 27.5 (= 577.5)$, $6 \times 32.5 (= 195)$ or for 1230 for $\Sigma fx \div \Sigma f$ eg $(“25” + “140” + “292.5” + “577.5” + “195”) \div “50”$ or $“1230” \div “50”$ for 24.6 oe	<table border="1"> <thead> <tr> <th>Min fx</th> <th>Max fx</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>30</td> </tr> <tr> <td>120</td> <td>160</td> </tr> <tr> <td>260</td> <td>325</td> </tr> <tr> <td>525</td> <td>630</td> </tr> <tr> <td>180</td> <td>210</td> </tr> </tbody> </table> Σfx must come from 5 products, fx within intervals (including end points)	Min fx	Max fx	20	30	120	160	260	325	525	630	180	210
Min fx	Max fx															
20	30															
120	160															
260	325															
525	630															
180	210															

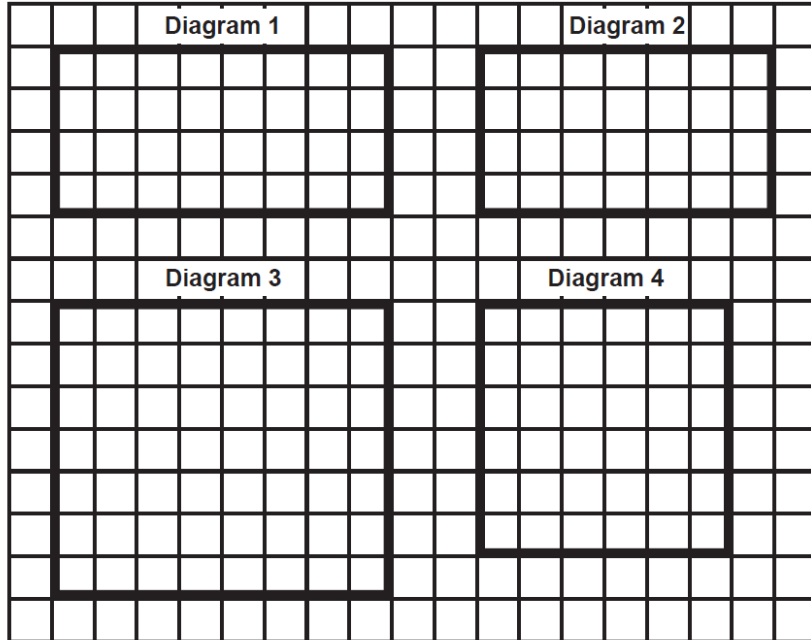
Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
22 (b)	No, with reason	C1	<p>for No and reason</p> <p>Acceptable No, the median is in the interval $25 < T \leq 30$ No, the median is in the group containing the 25(.5)th temperature No, she did not take into account frequency No, the frequencies are not the same for each group.</p> <p>Not acceptable No, the median is 27.5 No, the median is higher than 22.5 $25 < T \leq 30$ Yes, ...</p>	Any incorrect statement as part of a correct response can be ignored unless it contradicts the statement,
23 (a)	Explanations	C2	<p>for two different correct explanations</p> <p>Acceptable examples She should have a solid/full/shaded/coloured circle at 4 It does not show that x could be equal to 4 She should have marked/drawn a (clear/empty) circle at -3 The line should be drawn to -3 Jenna started from -2 not -3</p> <p>Not acceptable examples Both circles should be black One circle should be filled in (needs to say which circle) She shouldn't have to reach number 4 Jenna has made no mistakes</p>	Any incorrect statement as part of a correct response can be ignored unless it contradicts the statement,
		(C1	for one correct mistake described)	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
(b)	4	M1 A1	<p>for a correct first step, eg for adding 7 to both sides $5y - 7 + 7 < 16 + 7$</p> <p>or for dividing throughout by 5 eg $\frac{5y}{5} - \frac{7}{5} < \frac{16}{5}$</p> <p>or for showing 4.6 (oe) as the critical value or for $5 \times 4 - 7$ with 13 seen as answer</p> <p>for 4 or $y = 4$ with no incorrect working</p>	<p>Allow use of any inequality or as an equation for the first mark</p> <p>Award 1 mark for 4.6 oe, eg $y = \frac{23}{5}$ or $y < 4.6$</p> <p>An answer of 4 from incorrect working can score 1 mark at most.</p>
24	4 packs and 5 boxes, or any multiple	P1 P1 A1	<p>for start of a process to find common multiples of 30 and 24, eg writes down at least 3 multiples of 30 and at least 3 multiples of 24</p> <p>or</p> <p>draws factor trees for both 30 and 24 with no more than 1 error in total</p> <p>or</p> <p>draws a correct Venn diagram</p> <p>for identifying a common multiple eg 120 or 240 or $5 \times 3 \times 2 \times 2 \times 2$ oe</p> <p>for 4 packs and 5 boxes or any multiple of this pairing eg 8, 10</p>	<p>30, 60, 90, 120, 150, 180, 210, 240 ...</p> <p>24, 48, 72, 96, 120, 144, 168, 192, 216, 240, ...</p> <p>Condone the inclusion of 1 in factor trees or Venn diagrams for this mark</p> <div style="text-align: center;"> </div> <p>May use any common multiple, 120, 240, 360...</p> <p>Award 0 marks for a correct answer without correct supportive working.</p>
25	20	M1 A1	<p>for $30 \times 4 \div 6$ oe</p> <p>cao</p>	

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
26	7 hours 56 minutes	P1 P1 A1	for process to begin to work with speed, eg $143 \div 55 (= 2.6)$ for process to work in minutes, eg “2.6” $\times 60 (= 156 \text{ mins})$ and $5 \times 60 + 20 (= 320 \text{ mins})$ or for 476 (mins) or for process to work in hours eg “2.6” and $5 \frac{20}{60} (= 5.33\dots)$...or for 7.93... or for process to work in hours and minutes, eg “2” + (“0.6” $\times 60$) (= 2 hrs 36 mins)	May work in minutes or hours and minutes Accept 2 or more decimal places for this mark
27	Shown	M1 M1 C1	for substitution to find area of face, eg $3.5 = \frac{504}{\text{area}}$ or $3.5 \times \text{area} = 504$ or $\text{area} = 504 \div 3.5 (= 144)$ or for working from surface area eg $900 \div 6 (= 150)$ for method to find comparable figures, eg “144” $\times 6 (= 864)$ or “150” $\times 3.5 (= 525)$ or $504 \div \text{“150”} (= 3.36\dots)$ or $504 \div 3.5 (= 144)$ and $900 \div 6 (= 150)$ or $900 \div 144 (= 6.25)$ and 6 for correct comparable figures, eg 864 (and 900) or 144 and 150 or 525 (and 504) or 3.36... (and 3.5) or 6.25 and 6	Other equivalent methods should be credited accordingly Condone incorrect units given.

Paper: 1MA1/3F				
Question	Answer	Mark	Mark scheme	Additional guidance
28	$y = -2x + 3$	M1	for a correct method to find the gradient of the line, eg $\frac{-1-3}{2-0}$ ($= -2$) or uses 3 as the intercept in $y = mx + c$, eg $y = mx + 3$ oe, $y = 1.5x + 3$	[-2] must be identifiable as their gradient Any correct equation gets 3 marks
		M1	for $y = [-2]x + c$ or for (L=) $3 - 2x$ or uses their gradient and a point on the line, eg $y - 1 = [-2](x - 2)$	
		A1	for $y = -2x + 3$ oe	
29	15.6	P1	for beginning process to use Pythagoras to find diameter or radius, eg $3.5^2 + 3.5^2 (= 24.5)$ or $1.75^2 + 1.75^2 (= 6.125)$	Award P1 for a correct Pythagorean statement eg $3.5^2 + 3.5^2 = \text{diameter}^2$ 4.94.. or 2.47.. truncated or rounded can imply P2 Accept use of 3.14 or better for π Accept use of truncated values for 4.94.. or 2.47.. If an answer is shown in the range in working and then incorrectly rounded award full marks. Award 0 marks for a correct answer without correct supportive working.
		P1	for complete process to find diameter or radius, eg $\sqrt{3.5^2 + 3.5^2}$ or $\sqrt{24.5}$ ($= 4.94..$) or $\sqrt{1.75^2 + 1.75^2}$ or $\sqrt{6.125}$ ($= 2.47...$)	
		P1	for process to find circumference of circle, eg $\pi \times "4.94..."$ ($= 15.55...$) or $2 \times \pi \times "2.47..."$ ($= 15.55...$)	
		A1	for answer in range 15 to 16	

Question 19 exemplars



Question 19 exemplars

Diagram 1: M2

Diagram 2: M2

Diagram 3: M2 C1

Diagram 4: 0 marks

Modifications to the mark scheme for Modified Large Print (MLP) papers: 1MA1 3F

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_3F

Question	Modification	Mark scheme notes
4	Wording added 'Look at the diagram for Question 4 in the Diagram Booklet. It shows'. Wording removed 'Here is'. Diagram enlarged. Shading changed.	Standard mark scheme
6	Wording added 'Look at the diagram for Question 6 in the Diagram Booklet. It is an incomplete pictogram showing'. Wording removed 'The pictogram shows'. Diagram enlarged. Frame removed from the key. Key moved above and left of the diagram. In (a) wording added 'in the Diagram Booklet'.	Standard mark scheme
10	(a) Diagram enlarged and left aligned.	Standard mark scheme
10	(b) Wording added 'Look at the diagram for Question 10(b) in the Diagram Booklet. You may be provided with a model. They show'. Wording removed 'Here is'. Diagram enlarged. Model provided.	Standard mark scheme
13	(a) Letter 'h' changed to 'm'.	Standard mark scheme but note change of letter.
14	Wording added 'five'.	Standard mark scheme
15	Wording added 'Look at the diagram for Question 15 in the Diagram Booklet. It shows an incomplete frequency tree.' Wording added 'in the Diagram Booklet'. Diagram enlarged. Wording added 'There are six spaces to fill.' Braille: Blank ovals will have (i), (ii), (iii), (iv), (v), (vi) on diagram. For Braille also 'Ans: (i)___ (ii)___ (iii)___ (iv)___ (v)___ (vi)___'	Standard mark scheme
18	Wording added 'Look at the diagram for Question 18 in the Diagram Booklet. It shows shape ABCDEFG'. Wording removed 'Here is a shape'. Diagram enlarged. Diagram labelled ABCDEFG and H. Dashed lines made longer and thicker. Arrows removed. Right angle made more obvious. Wording added ', FE'. Wording added 'FG = 3.8 cm ED = 14 cm AH = 6 cm Angle AHB is a right angle.'	Standard mark scheme

PAPER: 1MA1_3F

Question	Modification	Mark scheme notes
19	<p>Wording removed 'The front elevation of a cuboid is shown on the centimetre grid below.'</p> <p>Wording added 'Look at the diagrams for Question 19 in the Diagram Booklet. You may be provided with a model. It is accurate. The model shows a cuboid. Diagram 1 shows the front elevation of the cuboid on a grid. 1 square length on the grid represents 1 cm.' Shading changed. Black grid lines.</p> <p>Wording added to the diagram '1 square length on the grid represents 1 cm'.</p> <p>Diagram enlarged. Diagrams 2 – 4 added. Diagram 2: 7 squares by 4 squares.</p> <p>Diagram 3: 8 squares by 7 squares. Diagram 4: 6 squares by 6 squares.</p> <p>Wording added 'Which of the four diagrams, Diagram 1, Diagram 2, Diagram 3 or Diagram 4 represents the plan view of the cuboid? You MUST show your working.'</p>	Diagram 4 B0 Diagram 2 B2 Diagram 1 B2 Diagram 3 B3
21	<p>Wording added 'Look at the diagram for Question 21 in the Diagram Booklet. It shows'.</p> <p>Wording removed 'Here is'. Spike removed. Spinner straightened up. Centre dot added. Spinner enlarged.</p> <p>Wording added 'below'. Table turned vertically, enlarged and left aligned.</p>	Standard mark scheme
22	<p>Wording added 'Look at the table for Question 22 in the Diagram Booklet.'</p> <p>Wording added 'in the Diagram Booklet'. Table enlarged.</p>	Standard mark scheme
23	<p>Wording added 'Look at the diagram for Question 23 in the Diagram Booklet. It shows a number line.' Wording 'a' removed and replaced with 'the'.</p> <p>Wording 'Here is her answer' removed and replaced with 'Her answer is shown in the Diagram Booklet.'</p> <p>Diagram enlarged. Open headed arrows.</p>	Standard mark scheme
27	<p>Wording added 'Look at the diagram for Question 27 in the Diagram Booklet. You may be provided with a model. They show'. Wording removed 'The diagram shows'.</p> <p>Diagram enlarged. Table added to the diagram. Frame removed from the formula.</p>	Standard mark scheme
28	<p>Wording added 'Look at the diagram for Question 28 in the Diagram Booklet. It shows'.</p> <p>Wording removed 'is shown'. Wording 'the' removed and replaced with 'a'.</p> <p>Axis labels moved to the top of the vertical axis and to the right of the horizontal axis.</p> <p>Diagram enlarged. Open headed arrows. L label moved up.</p>	Standard mark scheme
29	<p>Wording added 'Look at the diagram for Question 29 in the Diagram Booklet. It shows the points'.</p> <p>Wording removed 'are points'. Diagram enlarged. Shading changed.</p>	Standard mark scheme

