



GCSE MATHEMATICS 8300/1F

Foundation Tier Paper 1 Non-Calculator
First Third

Mark scheme
June 2025

Version: 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Glossary for Mark Schemes

GCSE examinations are marked in such a way as to award positive achievement wherever possible. Thus, for GCSE Mathematics papers, marks are awarded under various categories.

If a student uses a method which is not explicitly covered by the mark scheme the same principles of marking should be applied. Credit should be given to any valid methods. Examiners should seek advice from their senior examiner if in any doubt.

M	Method marks are awarded for a correct method which could lead to a correct answer.
A	Accuracy marks are awarded when following on from a correct method. It is not necessary to always see the method. This can be implied.
B	Marks awarded independent of method.
ft	Follow through marks. Marks awarded for correct working following a mistake in an earlier step.
SC	Special case. Marks awarded for a common misinterpretation which has some mathematical worth.
M dep	A method mark dependent on a previous method mark being awarded.
B dep	A mark that can only be awarded if a previous independent mark has been awarded.
oe	Or equivalent. Accept answers that are equivalent. eg accept 0.5 as well as $\frac{1}{2}$
[a, b]	Accept values between a and b inclusive.
[a, b)	Accept values $a \leq \text{value} < b$
3.14...	Accept answers which begin 3.14 eg 3.14, 3.142, 3.1416
Use of brackets	It is not necessary to see the bracketed work to award the marks.

Examiners should consistently apply the following principles.

Diagrams

Diagrams that have working on them should be treated like normal responses. If a diagram has been written on but the correct response is within the answer space, the work within the answer space should be marked. Working on diagrams that contradicts work within the answer space is not to be considered as choice but as working, and is not, therefore, penalised.

Responses which appear to come from incorrect methods

Whenever there is doubt as to whether a student has used an incorrect method to obtain an answer, as a general principle, the benefit of doubt must be given to the student. In cases where there is no doubt that the answer has come from incorrect working then the student should be penalised.

Questions which ask students to show working

Instructions on marking will be given but usually marks are not awarded to students who show no working.

Questions which do not ask students to show working

As a general principle, a correct response is awarded full marks.

Misread or miscopy

Students often copy values from a question incorrectly. If the examiner thinks that the student has made a genuine misread, then only the accuracy marks (A or B marks), up to a maximum of 2 marks are penalised. The method marks can still be awarded.

Further work

Once the correct answer has been seen, further working may be ignored unless it goes on to contradict the correct answer.

Choice

When a choice of answers and/or methods is given, mark each attempt. If both methods are valid then M marks can be awarded but any incorrect answer or method would result in marks being lost.

Work not replaced

Erased or crossed out work that is still legible should be marked.

Work replaced

Erased or crossed out work that has been replaced is not awarded marks.

Premature approximation

Rounding off too early can lead to inaccuracy in the final answer. This should be penalised by 1 mark unless instructed otherwise.

Continental notation

Accept a comma used instead of a decimal point (for example, in measurements or currency), provided that it is clear to the examiner that the student intended it to be a decimal point.

Q	Answer	Mark	Comments
1(a)	13	B1	

Q	Answer	Mark	Comments
1(b)	32	B1	

Q	Answer	Mark	Comments
1(c)	−4	B1	

Q	Answer	Mark	Comments
1(d)	−18	B1	

Q	Answer	Mark	Comments
2(a)	15	B1	

Q	Answer	Mark	Comments
2(b)	8	B1	

Q	Answer	Mark	Comments
2(c)	13	B1	

Q	Answer	Mark	Comments
2(d)	36	B1	

Q	Answer	Mark	Comments
3	$48 \div 8$ or 6 or $48 \div 2$ or 24	M1	oe implied by 72 for Road
	their 6 + their 24 or their 6×5 or their $24 \times \frac{5}{4}$	M1dep	oe
	30	A1	SC2 20 SC1 60
	Additional Guidance		
	SC2 is for using Road SC1 is for using Lane		
	Check diagram for working		

Q	Answer	Mark	Comments
4(a)	[3.9, 4.1]	B1	

Q	Answer	Mark	Comments
4(b)	Alternative method 1: reads off at '10' from graph		
	[17.9, 18.1]	B2	B1 [7.9, 8.1] or their reading + 10
	Alternative method 2: uses their answer to part (a)		
	2 × their (a) or (their (a) + 5) × 2	M1	oe
	[17.9, 18.1]	A1ft	ft 2 × their (a) + 10

Q	Answer	Mark	Comments
5	8×43	M1	oe
	344	A1	
	349	A1ft	ft their 344 + 5 correctly evaluated with M1 awarded
	Additional Guidance		
	Trial and improvement is 0 or 3 marks		
	$8 \times 43.5 = 348$		M0A0A0

Q	Answer	Mark	Comments
6	$200 \times 4 \div 5$ or 160 or 805 and 800	M2	oe eg $200 \div \frac{5}{4}$ M1 correct first step using one operator eg $5 \div 4$ or 1.25
	161	A1	
	Additional Guidance		
	M1 may be awarded for correct work with no answer or incorrect answer, even if this is seen amongst multiple attempts		
	Build up methods must be fully correct		

Q	Answer	Mark	Comments
7(a)	$25 \div 2$ or 12.5	M1	oe implied by 37.5
	$(25 \div 2 + 25) \div 8$ or 4(.6) or better or $(25 \div 2 + 25)$ evaluated and sight of the nearest multiple of 8 under/over their evaluation or 2.5	M1dep	oe multiple may be seen in a list
	5 with M2 awarded and no errors	A1	SC1 50 and 7
	Additional Guidance		
	SC1 is for two full-priced records		
	37.5 or 2.5 may be implied, eg 4 Saturdays is 32, need 5.5 more answer 5 (37.5 implied)		M1M1A1
	$37.5 \div 8 = 4.6875$ answer = 5 $37.5 \div 8 = 4.6$ answer = 5 (truncated) $37.5 \div 8 = 4.2$ answer = 5 (error in division) $37.5 \div 8 = 5.2$ answer = 5 (error in division)		M1M1A1 M1M1A1 M1M1A0 M1M1A0

Q	Answer	Mark	Comments
7(b)	It is greater than the answer to part (a)	B1	

Q	Answer	Mark	Comments
8	Alternative method 1: uses only multiplication and division		
	$170 \div 4 \times 10$ or $170 \div 2 \times 5$	M2	oe eg 170×2.5 M1 correct first step using one operator eg 170×10 or $5 \div 2$
	425	A1	SC2 125 or 1500
	Alternative method 2: uses addition or subtraction		
	$170 \div 2$ or 85	M1	oe
	170×3 – their 85 or 170×2 + their 85	M1dep	oe
	425	A1	SC2 125 or 1500
	Additional Guidance		
	SC2 is from working with onions or water		