



GCSE MATHEMATICS 8300/3F

Foundation Tier Paper 3 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)	<table><tr><td>×</td><td>×</td><td>×</td><td>×</td><td>×</td><td>×</td></tr><tr><td>×</td><td></td><td></td><td></td><td></td><td>×</td></tr></table>	×	×	×	×	×	×	×					×	B1	
	×	×	×	×	×	×									
	×					×									
	Additional Guidance														
Mark intention															
Condone omission of shading															

Q	Answer	Mark	Comments
1(b)	10	B2	B1 sequence 5, 6, 7, 8, (9) or drawing of pattern 6 SC1 16
	Additional Guidance		
	SC1 is for the total number of squares in pattern 6		
	Mark intention for drawing of pattern 6 for B1		

Q	Answer	Mark	Comments
2(a)	(8, 1)	B1	
	Additional Guidance		
	Check the diagram if answer line is blank		

Q	Answer	Mark	Comments
2(b)	(8, 4)	B1	SC1 (1, 8) in (a) and (4, 8) in (b)
	Additional Guidance		
	Check the diagram if answer line is blank		

Q	Answer	Mark	Comments						
3(a)	<table><tr><td>WC</td></tr><tr><td>WH</td></tr><tr><td>WT</td></tr><tr><td>BC</td></tr><tr><td>BH</td></tr><tr><td>BT</td></tr></table>	WC	WH	WT	BC	BH	BT	B2	any order B1 three or four correct
	WC								
	WH								
	WT								
	BC								
	BH								
	BT								
Additional Guidance									
Mark the table unless crossed out and replaced									
Ignore repeats for B1									
Accept words									
Allow WC to be missing or written again if list restarted									

Q	Answer	Mark	Comments
3(b)	$\frac{2}{6}$	B1ft	oe fraction ft their table with max 6 sandwiches from their part (a)
	Additional Guidance		
	Ignore simplification attempts after correct answer		

Q	Answer	Mark	Comments
4(a)	7	B1	
	Additional Guidance		
	If answer line blank check the output oval		

Q	Answer	Mark	Comments
4(b)	$19 + 5$ or 24 or $n \div 3$ or $\frac{x+5}{3}$	M1	oe may be seen on diagram where $14 \leq n \leq 24$ x can be any letter
	8	A1	
	Additional Guidance		
	$8 \times 3 - 5$ written in working or 8 adjacent to or in the input oval		M1
	$\frac{14}{3}$		M1

Q	Answer	Mark	Comments
4(c)	$\div 6$ or $- 15$ or $\times \frac{1}{6}$ or $+ -15$	B1	oe fraction or decimal for $\frac{1}{6}$
	Additional Guidance		
	Mark the rectangle on number machine		
	Divide by 6 or subtract 15 or multiply by $\frac{1}{6}$ or add negative 15		B1
	More than one operation		B0

Q	Answer	Mark	Comments
5(a)	All values correct $\frac{1}{2}$ 0.1 40(%)	B3	oe B2 two values correct B1 one value correct
	Additional Guidance		
	Equivalent answers must be in the correct form		

Q	Answer	Mark	Comments
5(b)	75	B1	

Q	Answer	Mark	Comments		
6	Kilometres (km) Centimetres (cm) Metres (m)	B3	B2 two correct B1 one correct		
	Additional Guidance				
		centimetres (cm)	metres (m)	kilometres (km)	B3
	Distance between two villages	☐	☐	☒	
	Length of a pencil	☒	☐	☐	
	Height of a building	☐	☒	☐	
Accept any indication, but if a tick and a cross are used in the same row, mark the tick					
A row with more than one tick is incorrect for that row					

Q	Answer	Mark	Comments
7(a)	11×24 or $764 - 500$ or 264	M1	oe
	$11 \times 24 + 500 = 764$ or $(764 - 500) \div 11 = 24$ or $(764 - 500) \div 24 = 11$ or $764 - 500 = 264$ and $11 \times 24 = 264$	A1	oe eg $11 \times 24 = 264$ and $264 + 500 = 764$
	Additional Guidance		
	Condone $11 \times 24 = 264 + 500 = 764$	M1A1	
	Condone 11×24 and $264 + 500 = 764$	M1A1	
	$264 + 500 = 764$ without 11×24	M1A0	

Q	Answer	Mark	Comments
7(b)	Alternative method 1: total price		
	$35 \times 0.1 \times 24$ or 84 or $35 \times 0.9 \times 24$ or 756	M2	oe eg $35 \times 24 - 35 \times 0.1 \times 24$ M1 35×24 or 840 oe or 35×0.1 or 3.5(0) oe or 35×0.9 or 31.5(0) oe or 24×0.1 or 2.4 oe or 24×0.9 or 21.6 oe
	756 and Plan B	A1	
	Alternative method 2: monthly price		
	$764 \div 24$ or 31.8(...)	M1	oe
	35×0.9 or 31.5(0)	M1	oe
	31.8(...) and 31.5(0) and Plan B	A1	
	Additional Guidance		
	Ignore further working after correct answer		

Q	Answer	Mark	Comments
8	$2 \times 3.8(0)$ or 7.6(0)	M1	oe accept working in pounds or pence
	$15.85 - \text{their } 7.6(0)$ or 8.25	M1dep	oe accept working in pounds or pence
	2.75	A1	SC2 275
	Additional Guidance		
	Condone £2.75p		
	$7.60 - 15.85$ unless recovered		M1M0dep