



*Rewarding Learning*

**General Certificate of Secondary Education  
2025**

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**Mathematics**

M1

Calculator Paper  
Foundation Tier

[GMC11]

**THURSDAY 15 MAY, 9.15AM–11.00AM**

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**MARK  
SCHEME**

# GCSE MATHEMATICS

## Introduction

The mark scheme normally provides the most popular solution to each question. Other solutions given by candidates are evaluated and credit given as appropriate; these alternative methods are not usually illustrated in the published mark scheme.

The solution to a question gains marks for correct method and marks for accurate working based on this method. The marks awarded for each question are shown in the right hand column and they are prefixed by the letters M, A and MA as appropriate. The key to the mark scheme is given below:

**M** indicates marks for correct method.

**A** indicates marks for accurate working, whether in calculation, reading from tables, graphs or answers. Accuracy marks may depend on preceding M (method) marks, hence M0 A1 cannot be awarded, i.e. where the method is not correct no marks can be given.

**MA** indicates marks for combined method and accurate working.

A later part of a question may require a candidate to use an answer obtained from an earlier part of the same question. A candidate who gets the wrong answer to the earlier part and goes on to the later part is naturally unaware that the wrong data is being used and is actually undertaking the solution of a parallel problem from the point at which the error occurred. If a candidate continues to apply correct method, then the candidate's individual working must be followed through from the error. If no further errors are made, then the candidate is penalised only for the initial error. Solutions containing two or more working or transcription errors are treated in the same way. This process is usually referred to as "follow-through marking" and allows a candidate to gain credit for that part of a solution which follows a working or transcription error.

It should be noted that where an error trivialises a question, or changes the nature of the skills being tested, then as a general rule, it would be the case that not more than half the marks for that question or part of that question would be awarded; in some cases the error may be such that no marks would be awarded.

## Positive marking

It is our intention to reward candidates for any demonstration of relevant knowledge, skills or understanding. For this reason we adopt a policy of following through their answers, that is, having penalised a candidate for an error, we mark the succeeding parts of the question using the candidate's value or answers and award marks accordingly.

Some common examples of this occur in the following cases:

- (a) a numerical error in one entry in a table of values might lead to several answers being incorrect, but these might not be essentially separate errors;
- (b) readings taken from a candidate's inaccurate graphs may not agree with the answers expected but might be consistent with the graphs drawn.

When the candidate misreads a question in such a way as to make the question easier, only a proportion of the marks will be available (based on the professional judgement of the examiner).

## General Marking Advice

- (i) If the correct answer is seen in the body of the script and the answer given in the answer line is clearly a transcription error, full marks should be awarded.
- (ii) If the answer is missing, but the correct answer is seen in the body of the script, full marks should be awarded.
- (iii) If the correct answer is seen in working but a completely different answer is seen in the answer space, then some marks will be awarded depending on the severity of the error.
- (iv) Work crossed out but not replaced should be marked.
- (v) In general, if two or more methods are offered, mark only the method that leads to the answer on the answer line. If two (or more) answers are offered (with no solution offered on the answer line), mark the poorest answer.
- (vi) For methods not provided for in the mark scheme, give as far as possible equivalent marks for equivalent work.
- (vii) Where a follow through mark is indicated on the mark scheme for a particular part question, the marker must ensure that you refer back to the answer of the previous part of the question.
- (viii) Unless the question asks for an answer to a specific degree of accuracy, always mark at the greatest number of significant figures seen, e.g. the answer in the mark scheme is 4.65 and the candidate then correctly rounds to 4.7 or 5 on the answer line. Allow full marks for 4.65 seen in the working.
- (ix) Anything in the mark scheme which is in brackets (...) is not required for the mark to be earned, but if present it must be correct.
- (x) For any question, the range of answers given in the mark scheme is inclusive.

<b>1</b>	<b>(a)</b> 2.22	A1	<b>AVAILABLE MARKS</b>										
	<b>(b)</b> 2.90	A1											
	<b>(c)</b> 4.41	A1											
	<b>(d)</b> 0.80	A1		4									
<b>2</b>	$4 \times 95 + 14$ 394	MA1 MA1	2										
<b>3</b>	0.25 and $\frac{15}{60}$ indicated	A1 A1	2										
<b>4</b>	<b>(a)</b> 1, 2, 4, 5, 8, 10, 20, 40 allow [1] for any 4 correct factors	MA2											
	<b>(b)</b> 36, 4 allow [1] for at least 4 square numbers less than 40 seen	A1 A1	4										
<b>5</b>	Acute connected to angle $40^\circ$ Reflex connected to angle $320^\circ$ Right connected to angle $90^\circ$	A1 A1 A1	3										
	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding-right: 20px;">Type of Angle</th> <th style="text-align: left;">Size</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px; width: 150px;">Obtuse</td> <td style="border: 1px solid black; padding: 5px; width: 100px;">320°</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Acute</td> <td style="border: 1px solid black; padding: 5px;">40°</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Reflex</td> <td style="border: 1px solid black; padding: 5px;">90°</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Right</td> <td style="border: 1px solid black; padding: 5px;">100°</td> </tr> </tbody> </table>	Type of Angle	Size	Obtuse	320°	Acute	40°	Reflex	90°	Right	100°		
Type of Angle	Size												
Obtuse	320°												
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			AVAILABLE MARKS	
6	(a)	24	A1	3
	(b)	Attempt to count squares, split into 2 rectangles or subtract missing square from bigger square 27	M1 A1	
7	(a)	2	A1	4
	(b)	Two full symbols and one half symbol drawn	A1	
	(c)	$12 + 22 + 7 + 9 + 10$ 60	MA1 A1	
8	(a)	29	A1	3
	(b)	18 19 21 22 26 28 29 29 31 26	MA1 A1	
9		$8 + 4 \times 5 = 28$	A1	2
		$(8 + 4) \times 5 = 60$	A1	
10	(a)	43.8	A1	3
	(b)	4000 (accept 4 thousand)	A1	
	(c)	0.61, 0.605, 0.6	A1	
11	(a)	$7.50 + 5.45 = 12.95$	M1 A1	5
	(b)	$2 \times 13.50 + 3 \times 6.75 = 47.25$ No, $47.25 - 37.50 = \text{£}9.75$ , which is less than $\text{£}10$	M1 A1 MA1	
12	(a)	$h + 5$	A1	2
	(b)	$2h + 5$	MA1	
13	(a)	$67 \pm 2$	A1	5
	(b) (i)	$7.2 \pm 0.2$	A1	
		$72 \pm 2$	A1	
	(c) (i)	It is an acute angle/it is less than $90^\circ$ .	A1	
		Used the wrong scale on the protractor.	A1	

		AVAILABLE MARKS
14 (a)	Friday	A1
(b)	Total cod = 78 and/or total haddock = 77 No (must be supported by some evidence)	MA1 A1
(c)	Cod bar drawn correctly at 27 Haddock bar drawn correctly at 28	A1 A1
		5
15	$50 - 23 = 27$ $27 - 5 = 22$	MA1 A1
		2
16 (a)	$50 \times 50 \times 40$ 100 000	MA1 A1
(b)	60 000 $\frac{60\,000}{(50 \times 50)}$ 24	A1 MA1 A1
		5
17	$6.5 \times 14.80 = 96.20$ $113 - 96.20 = 16.80$ $16.80 \div 5 = 3.36$	MA1 MA1 MA1
		3
18	Sue: $9600 \div 100 \times 26 = 2496$ ; $9600 - 2496 = 7104$ John: $9975 \div 7 \times 2 = 2850$ ; $9975 - 2850 = 7125$ John by 21	M1 A1 M1 A1 MA1
<b>Alternative solution</b>		
	Sue: $0.74 \times 9600 = 7104$ John: $\frac{5}{7} \times 9975 = 7125$ John by 21	M1 A1 M1 A1 MA1
		5
19 (a)	$5c - 2d$	A1 A1
(b)	$10t + 25$	A1
		3
20	$(180 - 50) \div 2 = 65$ $(180 - 40) \div 2 = 70$ $180 - (65 + 70) = 45$	MA1 MA1 MA1
		3

			AVAILABLE MARKS
21	(a) $360 \div 24 = 15$ or 15 written in the table for Housework 135 written in table for Working	MA1 A1	
	(b) Sectors correctly drawn at $15^\circ$ and $135^\circ$ ( $\pm 2^\circ$ ) Sectors correctly labelled	A1 A1	
	(c) The angle is 75 out of 360, but 75% is 75 out of 100 No (must be supported by some evidence)	A1 A1	
<b>Alternative solution</b>			
	$\frac{75}{360} \times 100 = 20.83\%$ not 75%	A1	
	No (must be supported by some evidence)	A1	6
22	2 2.5 0.02 0.2 (equivalent form)	MA1	
	2.5 – 0.02	MA1	
	2.48	A1	
23	$8300 \div 103750 \times 100 = 8$	M1 A1	2
24	$50 \times \pounds 10 = \pounds 500$	MA1	
	$120 \times \pounds 5 = \pounds 600$	MA1	
	$18 \times \pounds 20 = \pounds 360$ ; $12 \times \pounds 50 = \pounds 600$	MA1	
	Total = $\pounds 2060$	A1	
25	45% of 540 = 243	MA1	
	$540 - 243 = 297$	MA1	
	$\frac{2}{3} \times 297 = 198$	MA1	
26	$3y - 21 = 18$	MA1	
	$3y = 39$	MA1	
	$y = 13$	MA1	
<b>Alternative solution</b>			
	$y - 7 = 6$	MA1	
	$y = 6 + 7$	MA1	
	$y = 13$	MA1	
27	(a) No of pupils 4, 8, 5, 3 Totals 4, 16, 15, 12	A1 A1	
	(b) $47 \div 20$ 2.35	MA1 A1	
	(c) 3	A1	
			5

**28** Area of triangle =  $6 \times 2 \div 2$   
 = 6  
 Area of badge =  $10 + 6 + 6 = 22$   
 $100 \div 10 = 10$  and  $100 \div 5 = 20$   
 No of badges =  $10 \times 20 = 200$   
 Total area of badges =  $200 \times 22 = 4400$   
 $10000 - 4400 = 5600$

MA1

MA1

MA1

MA1

MA1

A1

**Total**

AVAILABLE  
MARKS

6

**100**