

Surname \_\_\_\_\_

Forename(s) \_\_\_\_\_

Candidate signature \_\_\_\_\_

I declare this is my own work.

# GCSE MATHEMATICS

# F

Foundation Tier      Paper 3    Calculator

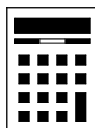
Shadow paper based on June 2023 question paper

Time allowed: 1 hour 30 minutes

## Materials

For this paper you must have:

- a calculator
- mathematical instruments



## Instructions

- Use black ink or black ball-point pen. Draw diagrams in pencil.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

## Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You may ask for more answer paper, graph paper and tracing paper. These must be tagged securely to this answer book.

## Advice

In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Pages	Mark
2–3	
4–5	
6–7	
8–9	
10–11	
12–13	
14–15	
16–17	
18–19	
20–21	
22–23	
24	
<b>TOTAL</b>	

Answer **all** questions in the spaces provided.

Do not write  
outside the  
box

**1 (a)** Solve  $6y = 42$

[1 mark]

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$$y = \underline{\hspace{4cm}}$$

**1 (b)** Solve  $h + 8 = 35$

[1 mark]

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$$h = \underline{\hspace{4cm}}$$

**1 (c)** Solve  $\frac{a}{7} = 9$

[1 mark]

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$$a = \underline{\hspace{4cm}}$$

Answer **all** questions in the spaces provided.

Do not write  
outside the  
box

**1 (a)** Solve  $5x = 15$

[1 mark]

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$x =$  \_\_\_\_\_

**1 (b)** Solve  $y + 7 = 50$

[1 mark]

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$y =$  \_\_\_\_\_

**1 (c)** Solve  $\frac{c}{4} = 8$

[1 mark]

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$c =$  \_\_\_\_\_



**2** Here is a list of numbers.

20 18 13 1 13 7 2 5

**2 (a)** Write down the mode.

**[1 mark]**

Answer \_\_\_\_\_

**2 (b)** Work out the median.

**[2 marks]**

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Answer \_\_\_\_\_

**2 (c)** Work out the range.

**[1 mark]**

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Answer \_\_\_\_\_

**Turn over for the next question**

**2** Here is a list of numbers.

10   8   2   11   12   15   4   4

**2 (a)** Write down the mode.

**[1 mark]**

Answer \_\_\_\_\_

**2 (b)** Work out the median.

**[2 marks]**

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Answer \_\_\_\_\_

**2 (c)** Work out the range.

**[1 mark]**

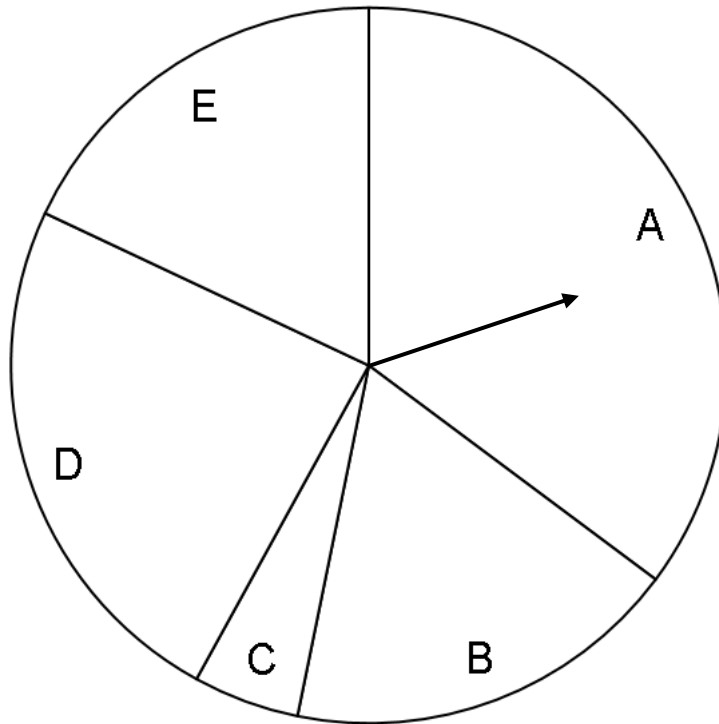
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Answer \_\_\_\_\_

**Turn over for the next question**



- 3 (a) A fair spinner with five sections is spun.



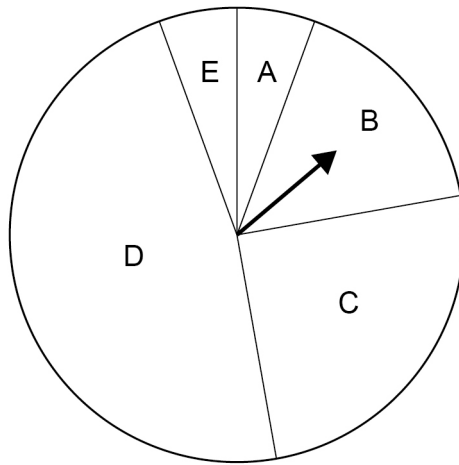
Complete these statements.

[2 marks]

The spinner is **least likely** to land on section \_\_\_\_\_

The spinner is **equally likely** to land on sections \_\_\_\_\_ and \_\_\_\_\_

- 3 (a) A fair spinner with five sections is spun.



Complete these statements.

[2 marks]

The spinner is **most likely** to land on section \_\_\_\_\_

The spinner is **equally likely** to land on sections \_\_\_\_\_ and \_\_\_\_\_



**3 (b)** Two different spinners are spun.

One spinner has sections labelled with colours.

The other spinner has sections labelled with shapes.

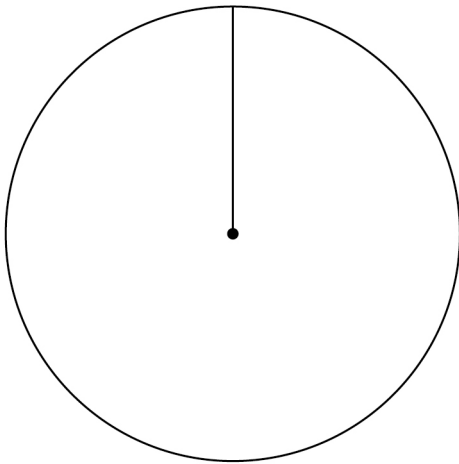
Here is a list of **all** the possible outcomes.

Red Square	Blue Square	Green Square	Yellow Square
Red Circle	Blue Circle	Green Circle	Yellow Circle
Red Triangle	Blue Triangle	Green Triangle	Yellow Triangle

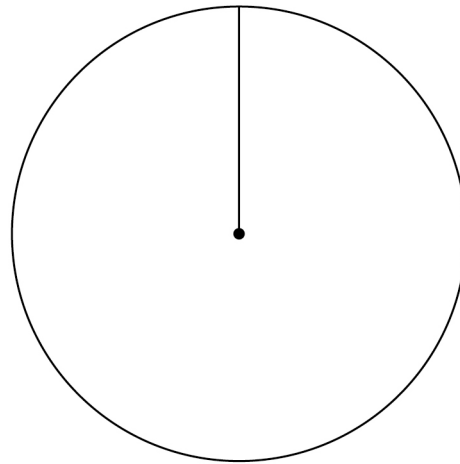
Show the possible sections on the two spinners.

**[2 marks]**

**Colour**



**Shape**



**Turn over for the next question**

**3 (b)** Two different spinners are spun.

One spinner has sections labelled with colours.

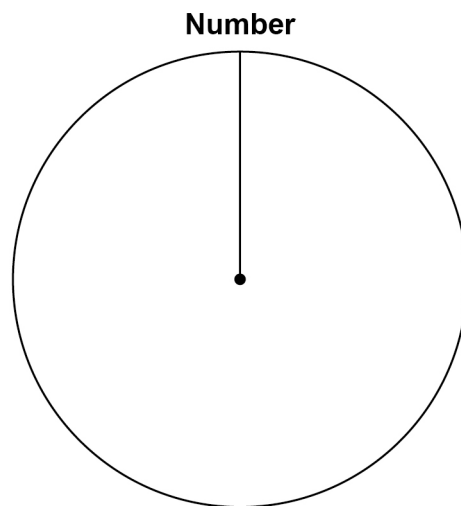
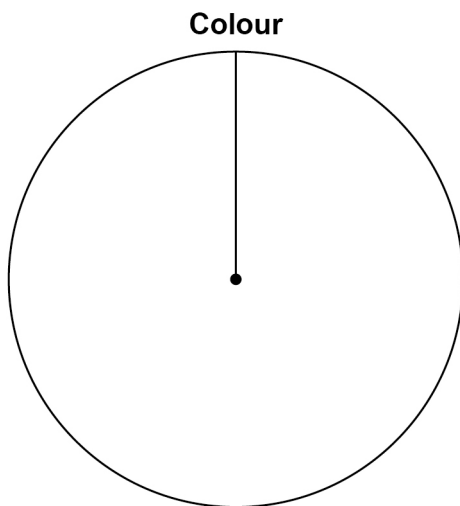
The other spinner has sections labelled with numbers.

Here is a list of **all** the possible outcomes.

Red 1	Red 2	Red 3	Red 4
Blue 1	Blue 2	Blue 3	Blue 4
Green 1	Green 2	Green 3	Green 4

Show the possible sections on the two spinners.

**[2 marks]**



**Turn over for the next question**

**Turn over ►**



- 4** A roll holds 10.5 metres of wallpaper.  
3 pieces of wallpaper are cut from the roll.  
Each piece is 80 centimetres long.  
What length of wallpaper is left on the roll?  
State the units of your answer.

**[3 marks]**

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Answer \_\_\_\_\_

- 4** A reel holds 9.5 metres of ribbon.  
2 pieces of ribbon are cut from the reel.  
Each piece is 20 centimetres long.  
What length of ribbon is left on the reel?  
State the units of your answer.
- [3 marks]**

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Answer \_\_\_\_\_



- 5 (a)** The term-to-term rule for a sequence is

add 3 then multiply by 4

The 1st term is 1

Work out the 3rd term.

**[2 marks]**

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Answer \_\_\_\_\_

- 5 (b)** The term-to-term rule for a different sequence is

subtract 45 then divide by 5

The 2nd term is 30

Work out the 1st term.

**[2 marks]**

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Answer \_\_\_\_\_

**Turn over for the next question**

- 5 (a)** The term-to-term rule for a sequence is

subtract 1 then multiply by 5

The 1st term is 4

Work out the 3rd term.

**[2 marks]**

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Answer \_\_\_\_\_

- 5 (b)** The term-to-term rule for a different sequence is

add 20 then divide by 2

The 2nd term is 50

Work out the 1st term.

**[2 marks]**

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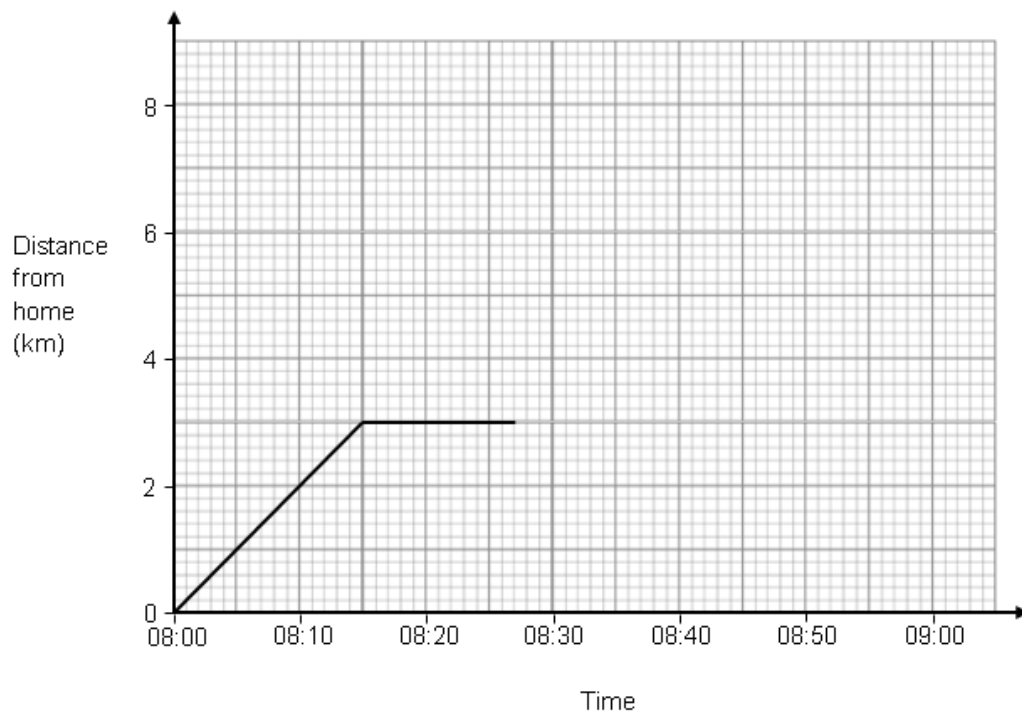
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Answer \_\_\_\_\_



- 6** Ronnie leaves home at 08.00 to cycle to a friend's house.  
Here is part of a distance-time graph of his trip.



- 6 (a)** He arrives at the friend's house at 8:15  
How far is Ronnie's friend's house from his home?

[1 mark]

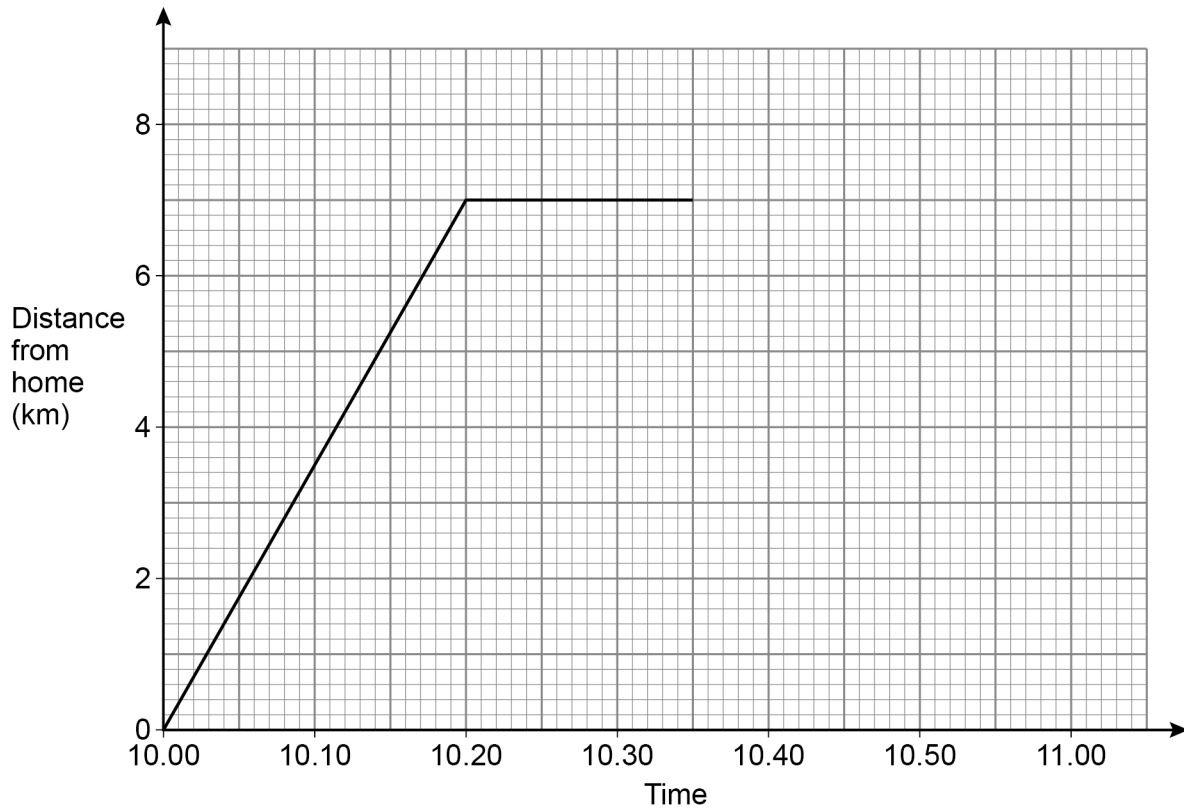
Answer \_\_\_\_\_ km

- 6 (b)** Ronnie leaves his friend's house at 8.27  
How long does he stay at his friend's?

[1 mark]

Answer \_\_\_\_\_ minutes

- 6** Scarlett leaves home at 10.00 to cycle to the supermarket.  
Here is part of a distance-time graph of her trip to the supermarket.



- 6 (a)** She arrives at the supermarket at 10.20  
How far is the supermarket from her home?

[1 mark]

Answer \_\_\_\_\_ km

- 6 (b)** She leaves the supermarket at 10.35  
How long does she stay at the supermarket?

[1 mark]

Answer \_\_\_\_\_ minutes



- 6 (c)** Ronnie cycles home at a constant speed using the same route.  
It takes him 6 minutes longer than his journey to his friend's house.  
Complete the distance-time graph.

**[2 marks]**


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- 7** This week, Anisha works  
24 hours at £10.40 per hour  
and  
extra hours at the weekend at £15.60 per hour.

Here are the extra hours she works at the weekend.

<b>Saturday</b>	6 am to 10 am
<b>Sunday</b>	2 pm to 8 pm

In **total**, how much is she paid this week?

**[4 marks]**


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Answer £ \_\_\_\_\_

- 6 (c)** Scarlett cycles home at a constant speed using the same route.  
It takes her 3 minutes longer than her journey to the supermarket.  
Complete the distance-time graph.

**[2 marks]**


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- 7** This week, Liam works  
25 hours at £10.20 per hour  
and  
extra hours at the weekend at £11.80 per hour.

Here are the extra hours he works at the weekend.

<b>Saturday</b>	7 am to 10 am
<b>Sunday</b>	1 pm to 3 pm

In **total**, how much is he paid this week?

**[4 marks]**


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Answer £ \_\_\_\_\_



- 8 Three plums have masses of 40 g, 40 g and 35 g

Show that their **total** mass is between  $\frac{1}{10}$  and  $\frac{1}{8}$  of a kilogram.

[3 marks]

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- 9 For each statement, tick the correct box.

[3 marks]

	Always true	Sometimes true	Never true
At least one of the three angles in a triangle has to be acute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All three angles in a triangle are the same size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of the three angles of a triangle is obtuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 8 Three oranges have masses of 60 g, 70 g and 85 g

Show that their **total** mass is between  $\frac{1}{5}$  and  $\frac{1}{4}$  of a kilogram.

[3 marks]

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- 9 For each statement, tick the correct box.

[3 marks]

	Always true	Sometimes true	Never true
One of the three angles of a triangle is $90^\circ$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of the three angles of a triangle is obtuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of the three angles of a triangle is reflex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



10 (a) Simplify fully  $m^5 \times m^3$

[1 mark]

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Answer \_\_\_\_\_

10 (b) Simplify fully  $8h + 9g - 2h + 5g$

[2 marks]

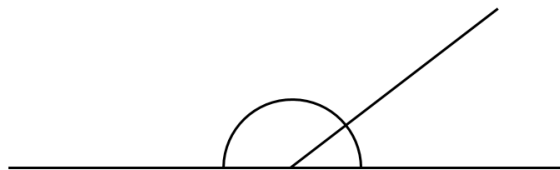
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Answer \_\_\_\_\_

11 Two angles on a straight line are shown.



Not drawn  
accurately

The angles are in the ratio 4 : 11

Show that the smaller angle is  $48^\circ$

[2 marks]

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**10 (a)** Simplify fully  $p^2 \times p$

**[1 mark]**

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Answer \_\_\_\_\_

**10 (b)** Simplify fully  $3a + 5c - a + 6c$

**[2 marks]**

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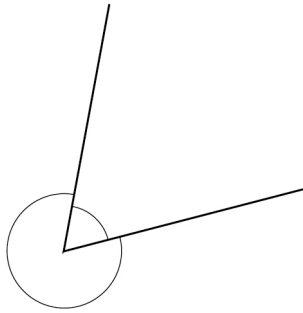
Answer \_\_\_\_\_

**Turn over for the next question**



11

Two angles around a point are shown.

Not drawn  
accuratelyThe angles are in the ratio  $2 : 7$ Show that the larger angle is  $280^\circ$ **[2 marks]**

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**12 (a)**     $a > 7$      $b < 3$      $a - b = 10$

Work out a possible pair of values for  $a$  and  $b$ .

**[2 marks]**

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$$a = \underline{\hspace{2cm}} \quad b = \underline{\hspace{2cm}}$$

**12 (b)**     $w$  is greater than 4 **and** less than 5  
 $x$  is greater than 1 **and** less than 2

$w + x = 6.5$

Work out a possible pair of values for  $w$  and  $x$ .

**[2 marks]**

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$$w = \underline{\hspace{2cm}} \quad x = \underline{\hspace{2cm}}$$

**12 (a)**  $c > 4$        $d < 4$        $c - d = 6$

Work out a possible pair of values for  $c$  and  $d$ .

**[2 marks]**

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$$c = \underline{\hspace{2cm}} \quad d = \underline{\hspace{2cm}}$$

**12 (b)**  $w$  is greater than 1 **and** less than 2  
 $x$  is greater than 0 **and** less than 1

$w + x = 2.6$

Work out a possible pair of values for  $w$  and  $x$ .

**[2 marks]**

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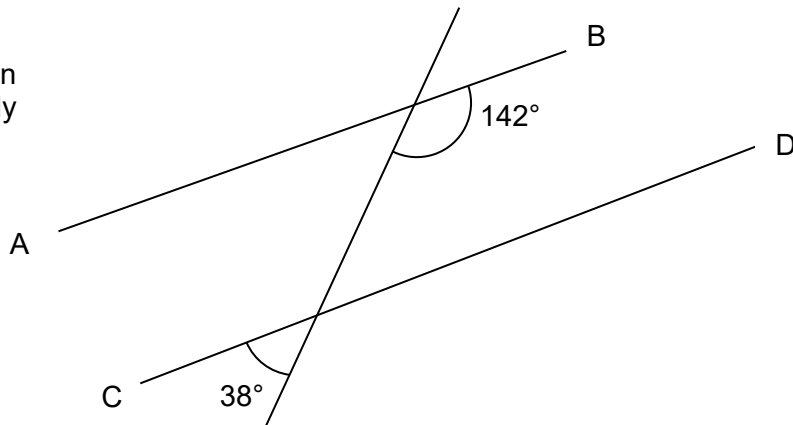
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$$w = \underline{\hspace{2cm}} \quad x = \underline{\hspace{2cm}}$$



13

Here are three straight lines.

Not drawn  
accuratelyAre the lines  $AB$  and  $CD$  parallel?

Tick a box.

Yes

☐

No

☐

Show working to support your answer.

**[2 marks]**


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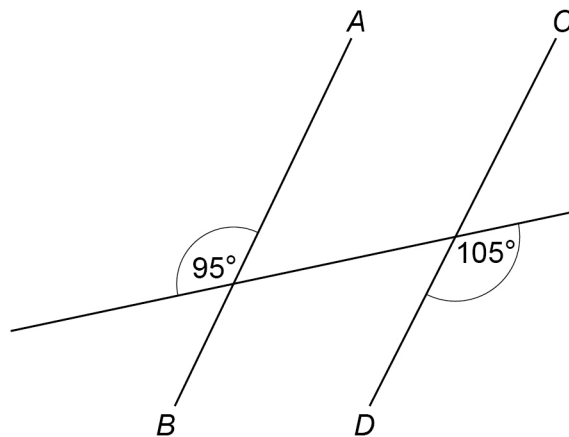


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**Turn over for the next question**

13

Here are three straight lines.

Not drawn  
accuratelyAre the lines  $AB$  and  $CD$  parallel?

Tick a box.

Yes

☐

No

☐

Show working to support your answer.

**[2 marks]**

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- 14** Match the algebra to the correct description.  
One has been done for you.
- [3 marks]**

$4(a + 3) \equiv 4a + 12$	Identity
$3b - 6a$	Formula
$5x + 7 = 22$	Equation
$A = 2r + 6d$	Inequality
	Expression

14

Match the algebra to the correct description.

One has been done for you.

**[3 marks]**

$$5a = 20$$

$$4b > 20$$

$$2c + c \equiv 3c$$

$$5d + 7e$$

Identity

Formula

Equation

Inequality

Expression

Turn over for the next question

5

Turn over ►



**15**

Potatoes are sold in bags.

2 large bags have a total mass of 650 g

4 small bags and 3 large bags have a total mass of 1975 g

Work out the mass of a small bag.

**[4 marks]**

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Answer \_\_\_\_\_ g

**Turn over for the next question**

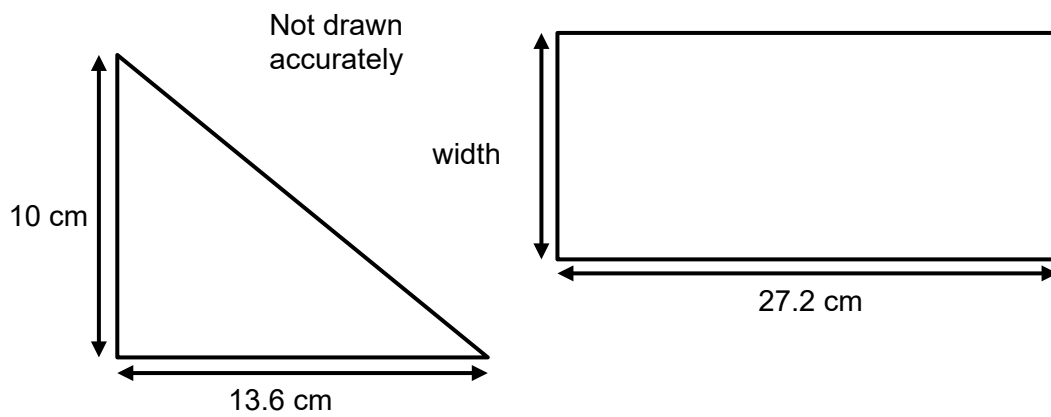
**[4 marks]**

Answer \_\_\_\_\_ g



**16**

The square and the triangle have the same area.



Work out the width of the rectangle.

**[3 marks]**

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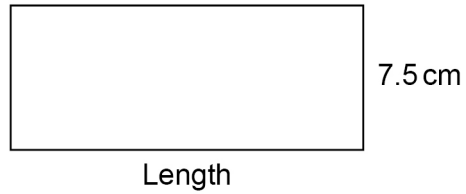
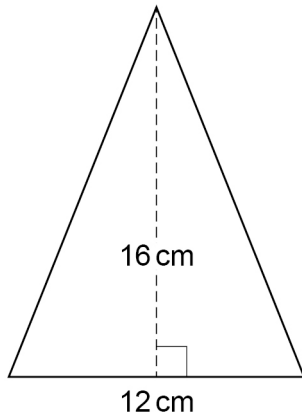
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Answer \_\_\_\_\_ cm

16

The rectangle and the triangle have the same area.

Not drawn  
accurately



Work out the length of the rectangle.

[3 marks]

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Answer \_\_\_\_\_ cm

Turn over for the next question

Turn over ►



- 17** Match the name to the correct sequence.  
One has been done for you. **[2 marks]**

Name	Sequence
Quadratic sequence	10, 7, 4, 1, -2...
Linear sequence	7, 16, 27, 40, 55
Fibonacci-type sequence	1, 5, 9, 11, 13
	2, 5, 7, 12, 19, 31

- 18** The number of foxes in England is expected to **increase** by 2% each year.  
Assume there are now 357 000 foxes in England.  
Work out the expected number of foxes in England after **six** years.  
You **must** show your working. **[3 marks]**

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Answer \_\_\_\_\_

- 17** Match the name to the correct sequence.  
One has been done for you.

**[2 marks]**

Name	Sequence
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Quadratic sequence</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Linear sequence</div> <div style="border: 1px solid black; padding: 5px;">Fibonacci-type sequence</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">4, 5, 9, 14, 23...</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">-3, 1, 5, 9, 13...</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">-4, -1, 1, 5, 12...</div> <div style="border: 1px solid black; padding: 5px;">8, 11, 16, 23, 32...</div>

*(A line connects 'Quadratic sequence' to '8, 11, 16, 23, 32...')*

- 18** The number of hedgehogs in England is expected to **reduce** by 4% each year.  
Assume there are now 1 000 000 hedgehogs in England.  
Work out the expected number of hedgehogs in England after **five** years.  
You **must** show your working.

**[3 marks]**


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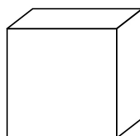
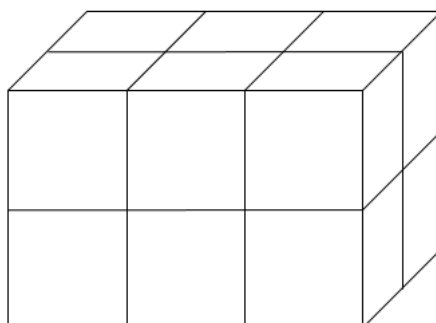
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Answer \_\_\_\_\_



19

Here is a cube A.

**A**Not drawn  
accuratelyCuboid B is made from **twelve** of cube A.**B**

volume of A : volume of B = 1 : 12

Henry says,

“surface area of A : surface area of B must be 1 : 12 because cuboid B is made of 12 of A.”

Is Henry correct?

Tick **one** box.
☐

Yes

☐

No

☐

Cannot tell

Give a reason for your answer.

**[2 marks]**


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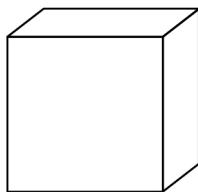
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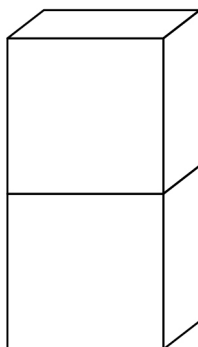
19

Here is cuboid A.

A

Cuboid B is made from **two** of cuboid A.

B



volume of A : volume of B = 1 : 2

Matthew says,

“surface area of A : surface area of B must be 1 : 2 because B is made of 2 of A.”

Is Matthew correct?

Tick **one** box.
☐

Yes

☐

No

☐

Cannot tell

Give a reason for your answer.

**[2 marks]**


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Turn over ►



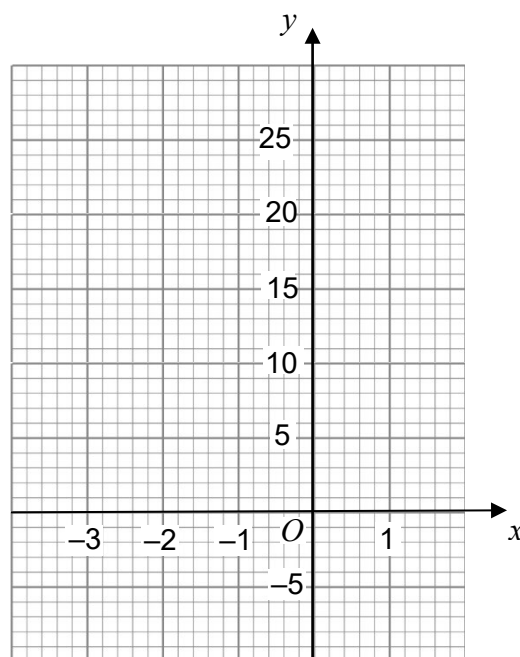
- 20 (a)** Complete the table of values for  $y = x^2 - 4x$

[2 marks]

$x$	-3	-2	-1	0	1
$y$	21		5	0	

- 20 (b)** Draw the graph of  $y = x^2 - 4x$  for values of  $x$  from -3 to 1

[2 marks]



Turn over for the next question

Turn over ►

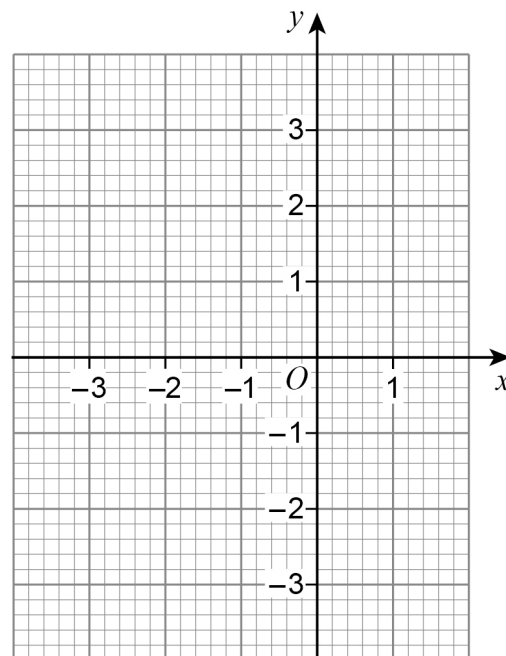
**20 (a)** Complete the table of values for  $y = x^2 + 2x$

**[2 marks]**

$x$	-3	-2	-1	0	1
$y$	3		-1	0	

**20 (b)** Draw the graph of  $y = x^2 + 2x$  for values of  $x$  from -3 to 1

**[2 marks]**



**21**

Shirley has £5625

She saves some and donates the rest to charity.

$$\text{money saved} : \text{money given to charity} = 2 : 7$$
She gives each of **five** charities the **same** amount.

Does each charity receive more than £870 ?

You **must** show your working.**[4 marks]**

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21

Jing has £2450

She saves some and gives the rest to her four brothers.

money saved : money given to brothers = 2 : 5

She gives each of her **four** brothers the **same** amount.

Does each brother receive more than £430 ?

You **must** show your working.**[4 marks]**

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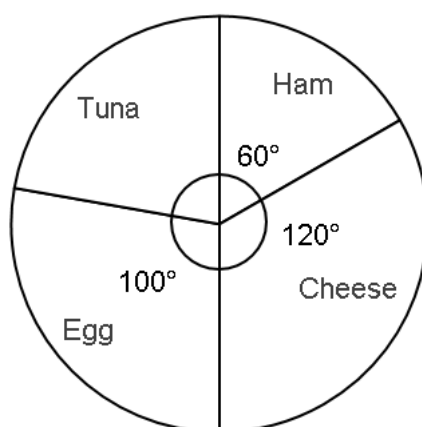
Turn over for the next question

Turn over ►



22

The pie chart shows information about customers choice of sandwich filling.



Not drawn  
accurately

12 **more** customers chose egg than chose ham.

Work out the number of customers who chose tuna.

[3 marks]

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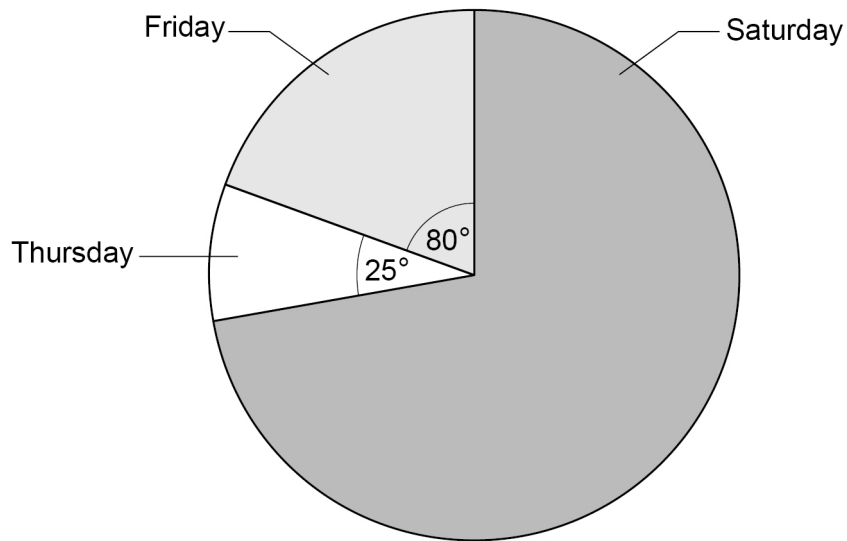
Answer \_\_\_\_\_

Turn over for the next question

22

The pie chart shows information about people at a fair during three days.

Not drawn  
accurately



There were 132 **more** people on Friday than on Thursday.

Work out the number of people on Saturday.

[3 marks]

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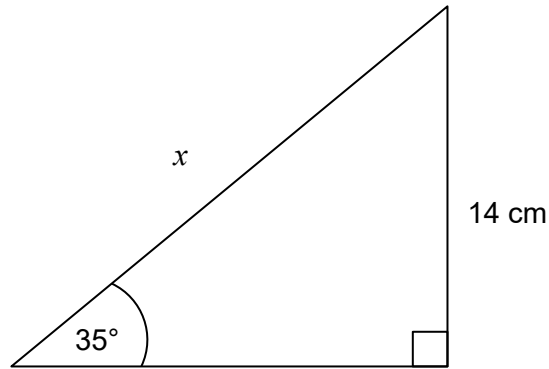
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Answer \_\_\_\_\_



23

Use trigonometry to work out the value of  $x$ .Not drawn  
accurately**[3 marks]**

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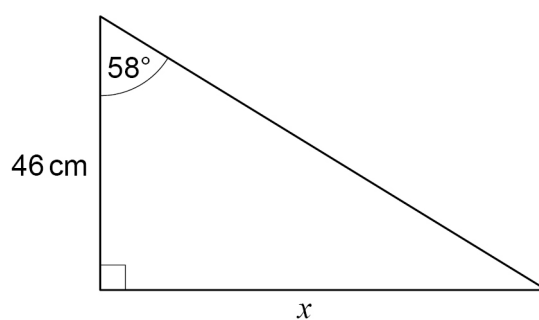
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 $x =$  \_\_\_\_\_ cm

23

Use trigonometry to work out the value of  $x$ .Not drawn  
accurately**[3 marks]**

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 $x =$  \_\_\_\_\_ cm

Turn over for the next question

Turn over ►



24 Aiza is estimating the value of  $\frac{2}{(\sqrt{4.36})^3 \times 5.49}$

She rounds each decimal number to 1 significant figure.

24 (a) Work out Aiza's estimate.  
You **must** show your working.

[2 marks]

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Answer \_\_\_\_\_

24 (b) Aiza says,  
"My estimate must be larger than the exact value."  
**Without working out the exact value**, give a reason how she can know this.

[1 mark]

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Turn over for the next question

24 Millie is estimating the value of  $\frac{1}{(\sqrt[3]{8.34})^2} \times 10.21$

She rounds each decimal number to 1 significant figure.

24 (a) Work out Millie's estimate.  
You **must** show your working.

[2 marks]

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Answer \_\_\_\_\_

24 (b) Millie says,  
"My estimate must be more than the exact value."

**Without working out the exact value**, give a reason how she can know this.

[1 mark]

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**25 (a)** Factorise  $x^2 + 4x - 21$

**[2 marks]**

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Answer \_\_\_\_\_

**25 (b)** Write down the **two** solutions of  $(y - 9)(y - 2) = 0$

**[1 mark]**

Answer \_\_\_\_\_

**END OF QUESTIONS**

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**25 (a)** Factorise  $x^2 + 8x + 15$

**[2 marks]**

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Answer \_\_\_\_\_

**25 (b)** Write down the **two** solutions of  $(y + 2)(y - 4) = 0$

**[1 mark]**

Answer \_\_\_\_\_

**END OF QUESTIONS**

