TEST2-AQA-83001F-QP-JUN25 - Student Feedback (Direct Instruction)

Student: Test User

Overall Score: 60/80 (75.0%)
Grade: 4
Grade boundaries: Grade boundaries 2024-26 · AQA · Foundation
Assessment Tier: Foundation

Performance Summary

The student achieved an overall score of 60 out of 80 marks (75.0%), which corresponds to Grade 7 (Good). 40 out of 40 questions were marked. This demonstrates strong understanding of the assessment topics with good application of knowledge and problem-solving skills. Areas for development should focus on refining advanced techniques and ensuring attention to detail in complex problems.

AI Study Review
Scan this QR code to load your full exam data into an AI chatbot (ChatGPT, Claude, or Gemini) for personalised revision help.

Q No.	Topic	Subtopic path	Spec	SPARX	Page	Marks	Max	Marked
1(a)	Algebra	Sequences	A23, A24	U213	2	1	1	✓
1(b)	Algebra	Sequences	A23, N6	U213	2	1	1	✓
1(c)	Algebra	Sequences	A23, A24	U213	3	1	1	✓
1(d)	Number	Structure and calculation	N2	U548	3	1	1	✓
2(a)	Number	Structure and calculation	N4	U211	4	1	1	✓
2(b)	Number	Structure and calculation	N4	U211	4	1	1	✓
2(c)	Number	Structure and calculation	N4	U236	4	1	1	✓
2(d)	Number	Structure and calculation	N6	U851	4	1	1	✓
3	Statistics	—	S2	U506	5	3	3	✓
4(a)	Ratio, proportion and rates of change	—	R10, A14	U238	6	1	1	✓
4(b)	Ratio, proportion and rates of change	—	R10, R8	U721	6	2	2	✓
5	Number	Structure and calculation	N3	U976	7	2	3	✓
6	Number	Measures and accuracy	N13, N2	U659	7	2	3	✓
7(a)	Number	Measures and accuracy	N13, N12	U659, U881	8,9	3	3	✓
7(b)	Number	Measures and accuracy	N13	U659	9	1	1	✓
8	Ratio, proportion and rates of change	—	R10, R7	U721	9	3	3	✓
9(a)	Ratio, proportion and rates of change	—	R4	U687	10	3	3	✓
9(b)	Probability	—	—	—	10	0	1	✓
10	Algebra	Notation, vocabulary and manipulation	A2	U201	11	3	3	✓
11	Geometry and measures	Properties and constructions	—	—	11	1	1	✓
12(a)	Number	Fractions, decimals and percentages	N12, N2	U881, U127	12	2	3	✓
12(b)	Ratio, proportion and rates of change	—	R5	U577	12	2	3	✓
13	Algebra	Solving equations and inequalities	A17	U325	13	3	3	✓
14(a)	Number	Measures and accuracy	N14, N15	U225	14	3	3	✓
14(b)	Number	Measures and accuracy	N14	U225	14	1	1	✓
15(a)	Geometry and measures	Mensuration and calculation	—	—	15	1	1	✓
15(b)	Algebra	Notation, vocabulary and manipulation	A2	U585	15	1	2	✓
16(a)	Algebra	Notation, vocabulary and manipulation	A2, R10	U144	16	3	3	✓
16(b)	Ratio, proportion and rates of change	—	R10	U357	16	1	1	✓
17	Geometry and measures	Properties and constructions	—	—	17	0	1	✓
18	Ratio, proportion and rates of change	—	R11, R1	U910	17	2	2	✓
19	Statistics	—	S4	U717	18	3	3	✓
20(a)	Number	Structure and calculation	N9	U534	19	0	2	✓
20(b)	Number	Structure and calculation	N9	U330	19	0	2	✓
21	Geometry and measures	Properties and constructions	—	—	20	1	2	✓
22	Ratio, proportion and rates of change	Statistics	R5, S2	U577	21	4	4	✓
23	Number	Structure and calculation	N8, N2	U736, U544	22	1	3	✓

Q No.	Topic	Subtopic path	Spec	SPARX	Page	Marks	Max	Marked
24	Number	Structure and calculation	N1	U746	22	0	1	✓
25	Geometry and measures	Mensuration and calculation	–	–	23	0	1	✓
26	Algebra	Notation, vocabulary and manipulation	A4	U768, U178	23	0	4	✓
TOTAL	-	-	-	-	-	**60**	**80**	**40/40**

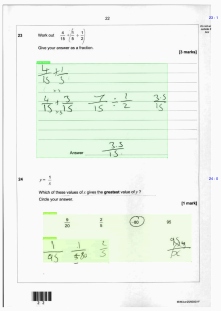
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Areas for Improvement (6 questions)

Q23 — 1/3

Number > Structure and calculation | N8, N2 | U736, U544



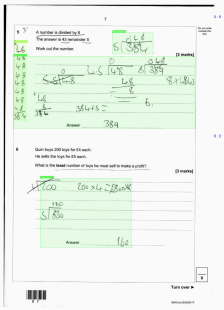
✗ **M0**: Dividing by $\frac{1}{2}$ requires multiplying by the reciprocal 2 (or carrying out $\frac{1}{5} \div \frac{1}{2} = \frac{2}{5}$ first according to the order of operations), but the response halved the numerator to get $\frac{3.5}{15}$ instead of multiplying by 2.

✓ **M1**: Finding a common denominator and adding to get $\frac{7}{15}$ correctly shows a valid method for adding fractions with different denominators.

✗ **A0**: The final answer is given as $\frac{3.5}{15}$ rather than the correct simplified fraction $\frac{2}{3}$ (or equivalent $\frac{10}{15}$). Applying the order of operations by dividing $\frac{1}{5} \div \frac{1}{2} = \frac{2}{5}$ before adding to $\frac{4}{15}$ gives the required answer.

Q5 — 2/3

Number > Structure and calculation | N3 | U976



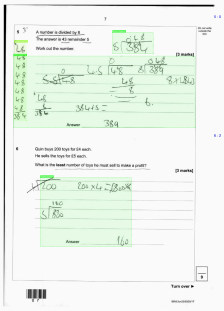
✓ **M1**: The method requires multiplying the divisor by the quotient using inverse operations, which is 8×43. A genuine misread of the quotient as 48 was used to calculate $8 \times 48 = 384$, which maintains the correct method structure and is awarded the method mark.

✗ **A0**: The accuracy mark requires the value 344 from evaluating 8×43. Due to the misread value of 48 giving 384, this accuracy mark cannot be awarded.

✓ **A1**: This follow-through mark requires adding the remainder of 5 to the previous product. The calculation $384 + 5 = 389$ correctly adds the remainder 5 to the student's product of 384.

Q6 — 2/3

Number > Measures and accuracy | N13, N2 | U659

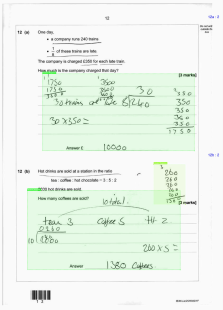


✓ **M2**: You correctly calculated the break-even point by finding the total cost $200 \times 4 = £800$ and dividing by the selling price $800 \div 5 = 160$.

✗ **A0**: The question asked for the least number of toys to make a profit. Selling 160 toys covers the exact £800 cost (breaking even with £0 profit), so the next step was to add 1 to find the least integer required to make a profit ($160 + 1 = 161$).

Q12(a) — 2/3

Number > Fractions, decimals and percentages | N12, N2 | U881, U127

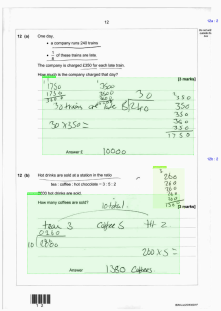


✓ **M2**: The method requires finding the number of late trains and multiplying by the cost per train ($240 \div 8 \times 350$). You correctly calculated $240 \div 8 = 30$ and set up the multiplication 30×350.

✗ **A0**: The accuracy mark requires a final answer of $10\,500$. You crossed out $10\,500$ in your working and wrote $10\,000$ on the answer line; evaluating 30×350 correctly gives $10\,500$.

Q12(b) — 2/3

Ratio, proportion and rates of change | R5 | U577



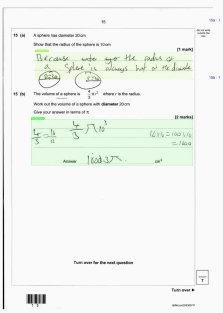
✓ **M1**: The method requires dividing the total quantity of 2600 by the sum of the ratio parts, $3 + 5 + 2 = 10$. The response correctly calculates $2600 \div 10 = 260$.

✓ **M1dep**: This mark requires multiplying the value of one part by 5 to find the coffee share. The response shows the correct method by calculating 260×5 (repeated addition of five 260s).

✗ **A0**: The accuracy mark requires the final answer of 1300. An arithmetic error in adding 260×5 resulted in '1380', so checking the column addition ($5 \times 60 = 300$, giving $1000 + 300 = 1300$) would have achieved the final mark.

Q15(b) — 1/2

Algebra > Notation, vocabulary and manipulation | A2 | U585



✓ **M1**: The method requires finding the radius cubed as 10^3 or 1000. The response correctly halves the diameter to get a radius of 10 cm and shows $10 \times 10 = 100 \times 10 = 1000$.

✗ **A0**: The mark scheme requires $\frac{4000}{3}\pi$ or equivalent (such as $1333.3...\pi$). The response gives 1000.3π; to find the final volume, multiply the 1000 by $\frac{4}{3}$ to give $\frac{4000}{3}\pi$.