AQA
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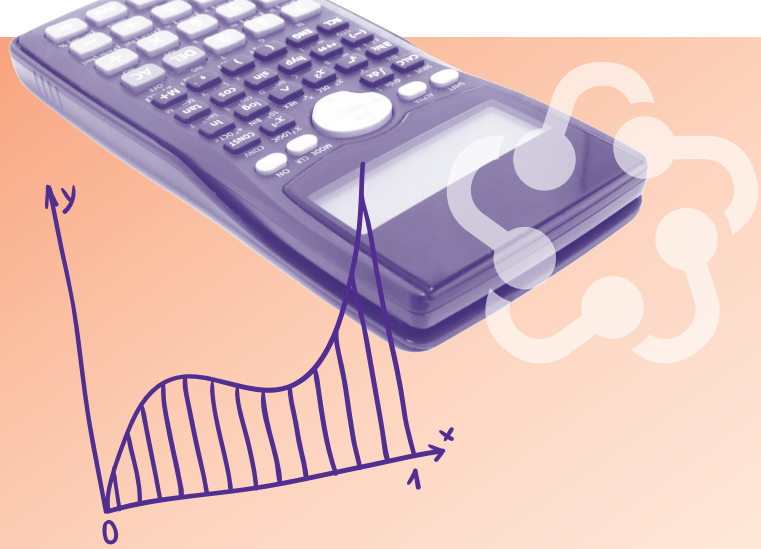
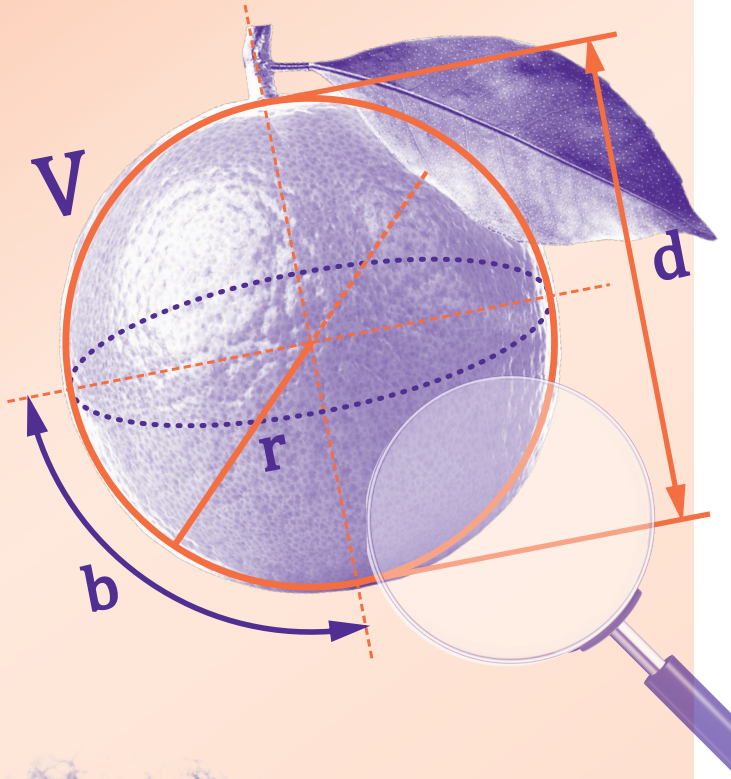


GCSE Maths Focus on:

A03 exam questions

Build on your students' assessment performance using our self-guided, modular training pack



Handouts booklet

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Ofqual strands

Strands	Elements	Coverage	Agreements and Definitions
AO3.1 – Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes	a - translate problems in mathematical contexts into a process	Full coverage over the shortest possible time period (but not in each assessment series) Each assessment series should include problems in both mathematical and non-mathematical contexts, as well as both translation into a process and a series of processes – but this may be done in any combination	• In the context of this assessment objective, a 'task' is a set of requirements focussing on one problem. • Tasks may be broken down into a number of steps or parts, provided this does not undermine the expectation of students demonstrating their ability to solve problems as a coherent process. • Tasks should place the emphasis on the Learner's own decision-making. They should require Learners to solve problems without the procedures that should be used being clear from the question or task. • The strands of AO3 reflect a problem solving cycle and as such could be considered as parts of a continuum rather than as independent strands. Each assessment series should provide opportunities for Learners to undertake extended, or multi-step, tasks. • At least one third of AO3 marks within an assessment series for a single tier should be allocated to tasks which target two or more strands of AO3. Within these multiple strand tasks, all strands of AO3 should be addressed in each assessment series. • Within strand 2, Learners should only be credited for making connections they have generated, rather than any linkages which are explicit in the task.
	b - translate problems in mathematical contexts into a series of process		
	c - translate problems in non-mathematical contexts into a mathematical process		
	d - translate problems in non-mathematical contexts into a series of mathematical process		
AO3.2 – Make and use connections between different parts of mathematics		Each series	

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Strands[1]	Elements	Coverage	Agreements and Definitions
AO3.3 – Interpret results in the context of the given problem		Each series	• There should be a greater emphasis for both tiers on strands 1/2/3 rather than on strands 4/5. Within Strand 1, there should be a greater emphasis on 1b and 1d than 1a and 1c to ensure an appropriate amount of multi-step problem-solving tasks within each assessment series. • Where relevant, responses should be expected to be presented such that they are within the frame of the original problem rather than in the abstract. • It is possible to have tasks where all the marks are allocated to AO3 but, in such situations, each mark must be awarded against the AO3 strands and elements. It will often be the case that, within a problem-solving task, if the task resolves into a routine procedure if marks are awarded for the carrying out of that procedure accurately, then those marks must be allocated and to AO1. • Responses should not require explanation or justification as this is the focus in AO2, but working should usually be indicated to ensure that partially correct AO3 responses can still be credited. However, it may be appropriate in some cases that partial credit can still be given even where working is not shown – this would be reflected in mark schemes. • Within strand 5, marks may be awarded for methods used, results obtained and/or solutions and assumptions generated by the Learner or provided to the Learner; it should not be understood as pertaining solely to mathematical modelling.
AO3.4 – Evaluate methods used and results obtained	a - evaluate methods used	Each series	
	b - evaluate results obtained	Each series	
AO3.5 – Evaluate solutions to identify how they may have been affected by assumptions made		Each series	

[1] To access the original document: gov.uk/government/publications/gcse-9-to-1-subject-level-guidance-for-mathematics

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Notes

Notes

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