

GCSE ONLINE TUTORING

IN PARTNERSHIP WITH RS REMOTE TUTORING

WJEC EDUQAS GCSE (9-1) MATHEMATICS

MASTER SPECIFICATION REFERENCE

Foundation and Higher | complete curriculum audit and study map

Qualification	Eduqas C300QS Foundation C300PF Higher C300PH
---------------	---

INDEPENDENT PUBLICATION NOTICE

This independently authored resource is organised from the publicly available WJEC Eduqas GCSE Mathematics specification and published grade-boundary/examiner-support material. It is not produced, approved or endorsed by WJEC Eduqas. No past-paper question, mark-scheme wording, WJEC/Eduqas logo, screenshot or proprietary illustration is reproduced. WJEC and Eduqas are marks of WJEC CBAC Ltd.

Copyright © 2026 GCSE Online Tutoring and RS Remote Tutoring. All rights reserved.

SPECIFICATION • AUDIT • REVISION

Qualification architecture

Eduqas GCSE Mathematics C300QS is linear. Learners sit two 2 hour 15 minute papers in the same series and at the same tier. Component 1 is non-calculator; Component 2 allows a calculator. Each carries 120 marks and 50% of the qualification. Foundation and Higher can assess content from any area on either component.

Component	Tier	Calculator	Marks	Weight
1	Foundation / Higher	No	120	50%
2	Foundation / Higher	Yes	120	50%

Assessment objectives

AO	Higher	Foundation
AO1 Standard techniques	40%	50%
AO2 Reason / interpret / communicate	30%	25%
AO3 Problem solving	30%	25%

How to use this reference

- Mark each reference Red / Amber / Green only after solving unseen work.
- Use Component 1 practice to test non-calculator fluency and Component 2 to test technology choice.
- For Higher, do not treat Foundation knowledge as “already done”: Higher assessment assumes secure fluency in shared foundations.
- Use the audit questions to decide the next repair topic rather than revising in textbook order.

Number

Official reference family shown below. Higher tier includes the shared mathematical foundations and extends them with the additional demands summarised after the Foundation map. Source basis: Eduqas specification, subject-content section.

FN1 | Ordering, symbols and signed numbers

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN1

This reference covers ordering, symbols and signed numbers. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen ordering, symbols and signed numbers problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN2 | Four operations and place value

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN2

This reference covers four operations and place value. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen four operations and place value problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN3 | Inverse operations and order of operations

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN3

This reference covers inverse operations and order of operations. Build both procedural fluency and the ability to

recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen inverse operations and order of operations problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN4 | Primes, factors, HCF/LCM and prime factorisation

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN4

This reference covers primes, factors, hcf/lcm and prime factorisation. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen primes, factors, hcf/lcm and prime factorisation problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN5 | Systematic listing

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN5

This reference covers systematic listing. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen systematic listing problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN6 | Integer powers and roots

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN6

This reference covers integer powers and roots. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen integer powers and roots problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN7 | Roots and integer indices

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN7

This reference covers roots and integer indices. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen roots and integer indices problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN8 | Exact fractions and multiples of π

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN8

This reference covers exact fractions and multiples of π . Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen exact fractions and multiples of π problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN9 | Standard form

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN9

This reference covers standard form. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen standard form problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN10 | Terminating decimals and fractions

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN10

This reference covers terminating decimals and fractions. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen terminating decimals and fractions problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN11 | Fractions in ratio

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN11

This reference covers fractions in ratio. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen fractions in ratio problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN12 | Fractions and percentages as operators

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN12

This reference covers fractions and percentages as operators. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen fractions and percentages as operators problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN13 | Units and compound measures

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN13

This reference covers units and compound measures. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen units and compound measures problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN14 | Estimation and checking

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN14

This reference covers estimation and checking. Build both procedural fluency and the ability to recognise the idea

when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen estimation and checking problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN15 | Rounding and error intervals

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN15

This reference covers rounding and error intervals. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen rounding and error intervals problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FN16 | Limits of accuracy

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FN16

This reference covers limits of accuracy. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen limits of accuracy problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

Higher-tier extension focus

- Product rule for counting
- Fractional indices
- Surds and rationalising
- Recurring decimals to fractions
- Upper and lower bounds

Higher audit: choose at least two extension ideas above and complete one procedural question and one unfamiliar reasoning/problem-solving question before marking the area secure.

Algebra

Official reference family shown below. Higher tier includes the shared mathematical foundations and extends them with the additional demands summarised after the Foundation map. Source basis: Eduqas specification, subject-content section.

FA1 | Algebraic notation

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA1

This reference covers algebraic notation. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen algebraic notation problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA2 | Substitution

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA2

This reference covers substitution. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen substitution problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA3 | Expressions, equations, identities and factors

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA3

This reference covers expressions, equations, identities and factors. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen expressions, equations, identities and factors problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA4 | Manipulation, expansion and factorisation

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA4

This reference covers manipulation, expansion and factorisation. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen manipulation, expansion and factorisation problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA5 | Formulae and changing the subject

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA5

This reference covers formulae and changing the subject. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen formulae and changing the subject problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA6 | Equivalence and algebraic argument

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA6

This reference covers equivalence and algebraic argument. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen equivalence and algebraic argument problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA7 | Functions: inputs and outputs

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA7

This reference covers functions: inputs and outputs. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen functions: inputs and outputs problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA8 | Coordinates

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA8

This reference covers coordinates. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen coordinates problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA9 | Straight-line graphs

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA9

This reference covers straight-line graphs. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen straight-line graphs problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA10 | Gradients and intercepts

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA10

This reference covers gradients and intercepts. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen gradients and intercepts problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA11 | Quadratic roots/turning points graphically

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA11

This reference covers quadratic roots/turning points graphically. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen quadratic roots/turning points graphically problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA12 | Recognise common graph shapes

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA12

This reference covers recognise common graph shapes. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen recognise common graph shapes problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA13 | Graphs in real contexts

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA13

This reference covers graphs in real contexts. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen graphs in real contexts problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA14 | Linear equations

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA14

This reference covers linear equations. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen linear equations problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA15 | Simple quadratic equations

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA15

This reference covers simple quadratic equations. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen simple quadratic equations problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA16 | Simultaneous linear equations

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA16

This reference covers simultaneous linear equations. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen simultaneous linear equations problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA17 | Form and solve equations from contexts

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA17

This reference covers form and solve equations from contexts. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen form and solve equations from contexts problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA18 | Linear inequalities

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA18

This reference covers linear inequalities. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen linear inequalities problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA19 | Generate sequences

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA19

This reference covers generate sequences. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen generate sequences problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA20 | Recognise common sequence families

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA20

This reference covers recognise common sequence families. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen recognise common sequence families problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FA21 | nth term of linear sequences

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FA21

This reference covers nth term of linear sequences. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen nth term of linear sequences problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

Higher-tier extension focus

- Algebraic fractions
- Three or more binomials
- Quadratics ax^2+bx+c
- Completing the square
- Inverse/composite functions
- Perpendicular lines
- Non-linear graphs
- Gradient/area under curves
- Equation of a circle/tangent
- Quadratic formula
- Linear/quadratic simultaneous equations
- Iteration
- Two-variable and quadratic inequalities
- Quadratic nth terms

Higher audit: choose at least two extension ideas above and complete one procedural question and one unfamiliar reasoning/problem-solving question before marking the area secure.

Ratio, proportion and rates of change

Official reference family shown below. Higher tier includes the shared mathematical foundations and extends them with the additional demands summarised after the Foundation map. Source basis: Eduqas specification, subject-content section.

FR1 | Unit and compound-unit conversion

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR1

This reference covers unit and compound-unit conversion. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen unit and compound-unit conversion problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR2 | Density and pressure

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR2

This reference covers density and pressure. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen density and pressure problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR3 | Scale factors, maps and diagrams

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR3

This reference covers scale factors, maps and diagrams. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen scale factors, maps and diagrams problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR4 | One quantity as a fraction of another

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR4

This reference covers one quantity as a fraction of another. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen one quantity as a fraction of another problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR5 | Ratio notation

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR5

This reference covers ratio notation. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen ratio notation problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR6 | Sharing in ratio and ratio contexts

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR6

This reference covers sharing in ratio and ratio contexts. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen sharing in ratio and ratio contexts problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR7 | Multiplicative relationships

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR7

This reference covers multiplicative relationships. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen multiplicative relationships problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR8 | Proportion as equality of ratios

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR8

This reference covers proportion as equality of ratios. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen proportion as equality of ratios problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR9 | Ratios, fractions and linear functions

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR9

This reference covers ratios, fractions and linear functions. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen ratios, fractions and linear functions problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR10 | Percentages and percentage change

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR10

This reference covers percentages and percentage change. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen percentages and percentage change problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR11 | Direct and inverse proportion

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR11

This reference covers direct and inverse proportion. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen direct and inverse proportion problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR12 | Compound units

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR12

This reference covers compound units. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen compound units problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR13 | Length/area/volume ratios and similarity

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR13

This reference covers length/area/volume ratios and similarity. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen length/area/volume ratios and similarity problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR14 | Inverse proportionality equations

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR14

This reference covers inverse proportionality equations. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen inverse proportionality equations problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR15 | Gradient as rate of change

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR15

This reference covers gradient as rate of change. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen gradient as rate of change problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FR16 | Growth, decay and compound interest

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FR16

This reference covers growth, decay and compound interest. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen growth, decay and compound interest problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

Higher-tier extension focus

- Construct direct/inverse proportion equations
- Instantaneous rate of change
- General iterative growth/decay

Higher audit: choose at least two extension ideas above and complete one procedural question and one unfamiliar reasoning/problem-solving question before marking the area secure.

Geometry and measures

Official reference family shown below. Higher tier includes the shared mathematical foundations and extends them with the additional demands summarised after the Foundation map. Source basis: Eduqas specification, subject-content section.

FG1 | Geometrical notation and diagrams

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG1

This reference covers geometrical notation and diagrams. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen geometrical notation and diagrams problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG2 | Constructions and loci

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG2

This reference covers constructions and loci. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen constructions and loci problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG3 | Angle facts and parallel lines

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG3

This reference covers angle facts and parallel lines. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen angle facts and parallel lines problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG4 | Properties of triangles/quadrilaterals

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG4

This reference covers properties of triangles/quadrilaterals. Build both procedural fluency and the ability to recognise

the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen properties of triangles/quadrilaterals problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG5 | Triangle congruence

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG5

This reference covers triangle congruence. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen triangle congruence problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG6 | Geometric reasoning and simple proof

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG6

This reference covers geometric reasoning and simple proof. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen geometric reasoning and simple proof problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG7 | Transformations and similarity

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG7

This reference covers transformations and similarity. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen transformations and similarity problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG8 | Circle definitions

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG8

This reference covers circle definitions. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen circle definitions problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG9 | Coordinate geometry

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG9

This reference covers coordinate geometry. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen coordinate geometry problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG10 | Properties of 3D solids

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG10

This reference covers properties of 3d solids. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen properties of 3d solids problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG11 | Plans and elevations

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG11

This reference covers plans and elevations. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen plans and elevations problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG12 | Units of measure

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG12

This reference covers units of measure. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen units of measure problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG13 | Measurement, maps and bearings

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG13

This reference covers measurement, maps and bearings. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen measurement, maps and bearings problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG14 | Areas and prism volumes

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG14

This reference covers areas and prism volumes. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen areas and prism volumes problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG15 | Circle measures and solid measures

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG15

This reference covers circle measures and solid measures. Build both procedural fluency and the ability to recognise

the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen circle measures and solid measures problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG16 | Arcs and sectors

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG16

This reference covers arcs and sectors. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen arcs and sectors problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG17 | Congruence/similarity length relationships

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG17

This reference covers congruence/similarity length relationships. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen congruence/similarity length relationships problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG18 | Pythagoras and right-angle trigonometry

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG18

This reference covers pythagoras and right-angle trigonometry. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen pythagoras and right-angle trigonometry problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG19 | Exact trig values

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG19

This reference covers exact trig values. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen exact trig values problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG20 | Translations as vectors

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FG20

This reference covers translations as vectors. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen translations as vectors problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FG21 | Vector arithmetic**Tier:** Foundation core / Higher prerequisite **Source:** Eduqas spec FG21

This reference covers vector arithmetic. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen vector arithmetic problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

Higher-tier extension focus

- Negative scale factors
- Combined transformations
- Circle theorems and proof
- Similar area/volume ratios
- 3d trigonometry
- Sine rule
- Cosine rule
- $\frac{1}{2}ab \sin c$
- Vector proofs

Higher audit: choose at least two extension ideas above and complete one procedural question and one unfamiliar reasoning/problem-solving question before marking the area secure.

Probability

Official reference family shown below. Higher tier includes the shared mathematical foundations and extends them with the additional demands summarised after the Foundation map. Source basis: Eduqas specification, subject-content section.

FP1 | Experimental frequency**Tier:** Foundation core / Higher prerequisite **Source:** Eduqas spec FP1

This reference covers experimental frequency. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen experimental frequency problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FP2 | Randomness and expected outcomes**Tier:** Foundation core / Higher prerequisite **Source:** Eduqas spec FP2

This reference covers randomness and expected outcomes. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen randomness and expected outcomes problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FP3 | Relative frequency and theoretical probability

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FP3

This reference covers relative frequency and theoretical probability. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen relative frequency and theoretical probability problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FP4 | Exhaustive/mutually exclusive events

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FP4

This reference covers exhaustive/mutually exclusive events. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen exhaustive/mutually exclusive events problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FP5 | Sample size and convergence

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FP5

This reference covers sample size and convergence. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen sample size and convergence problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FP6 | Systematic enumeration

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FP6

This reference covers systematic enumeration. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen systematic enumeration problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FP7 | Possibility spaces

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FP7

This reference covers possibility spaces. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen possibility spaces problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FP8 | Combined independent/dependent events

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FP8

This reference covers combined independent/dependent events. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen combined independent/dependent events problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

Higher-tier extension focus

- Conditional probability using tables/trees/venn

Higher audit: choose at least two extension ideas above and complete one procedural question and one unfamiliar reasoning/problem-solving question before marking the area secure.

Statistics

Official reference family shown below. Higher tier includes the shared mathematical foundations and extends them with the additional demands summarised after the Foundation map. Source basis: Eduqas specification, subject-content section.

FS1 | Samples and populations

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FS1

This reference covers samples and populations. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen samples and populations problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FS2 | Questionnaire design

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FS2

This reference covers questionnaire design. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen questionnaire design problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FS3 | Tables, charts and time series

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FS3

This reference covers tables, charts and time series. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen tables, charts and time series problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FS4 | Compare distributions

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FS4

This reference covers compare distributions. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and

check whether the result is sensible.

Audit checks: Can you complete an unseen compare distributions problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FS5 | Statistics describing populations

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FS5

This reference covers statistics describing populations. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen statistics describing populations problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

FS6 | Scatter graphs, correlation and prediction

Tier: Foundation core / Higher prerequisite **Source:** Eduqas spec FS6

This reference covers scatter graphs, correlation and prediction. Build both procedural fluency and the ability to recognise the idea when it is embedded inside a multi-step problem.

Secure when: you can identify the required method without prompting, execute it accurately, explain the key step and check whether the result is sensible.

Audit checks: Can you complete an unseen scatter graphs, correlation and prediction problem? • Can you explain why your method works? • Can you spot a common trap before calculating?

Higher-tier extension focus

- Histograms
- Cumulative frequency
- Box plots
- Quartiles/iqr

Higher audit: choose at least two extension ideas above and complete one procedural question and one unfamiliar reasoning/problem-solving question before marking the area secure.

Whole-course audit scorecard

Area	Foundation status	Higher extension status	Repair priority	Retest date
Number	R / A / G	R / A / G	1–5	_____
Algebra	R / A / G	R / A / G	1–5	_____
Ratio, proportion and rates of change	R / A / G	R / A / G	1–5	_____
Geometry and measures	R / A / G	R / A / G	1–5	_____
Probability	R / A / G	R / A / G	1–5	_____
Statistics	R / A / G	R / A / G	1–5	_____

References and source basis

1. **S1:** WJEC Eduqas GCSE in Mathematics Specification, Version 3 (January 2019), qualification C300QS.
2. **S2:** Eduqas GCSE Mathematics qualification page: current code, two-paper structure and current support information.
3. **S3:** Eduqas 2026 examination requirements and formula-sheet update notices.

Source-use rule: specification wording has been paraphrased into independent study guidance. Grade-boundary figures are transcribed from official Eduqas grade-point publications. Component boundaries are described as notional where Eduqas does so. Diagnostic risks are not presented as frequency statistics unless an examiner report explicitly supports such a claim.