[](https://obhs.sharepoint.com/staffinfo)**Mathematics GCSE**

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| Exam Board: **AQA**  Course code 8300  Two tiers available  Higher and Foundation | **3 Papers (equal weighting)**  1 hour 30 mins each;  80 Marks each paper  Paper 1 non-calculator  Papers 2 and 3 calculator | <https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes> |

**Skills students are examined on:**

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| Assessment Objectives |  |
| **Use and apply standard techniques**Students should be able to:  * accurately recall facts, terminology and definitions * use and interpret notation correctly * accurately carry out routine procedures or set tasks requiring multi-step solutions.   + **Reason, interpret and communicate mathematically**   Students should be able to:   * make deductions, inferences and draw conclusions from mathematical information * construct chains of reasoning to achieve a given result * interpret and communicate information accurately * present arguments and proofs * assess the validity of an argument and critically evaluate a given way of presenting information.   **Solve problems within mathematics and in other contexts**  Students should be able to:   * translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes * make and use connections between different parts of mathematics * interpret results in the context of the given problem * evaluate methods used and results obtained * evaluate solutions to identify how they may have been affected by assumptions made. | **Useful websites:**  [www.MyMaths.co.uk](http://www.MyMaths.co.uk)  Login Oldbuck and password ratio  <https://www.bbc.com/bitesize/levels/z98jmp3>  <https://corbettmaths.com/5-a-day/>  <https://www.missbsresources.com/quick-wits-revision>  <http://mrbartonmaths.com/students/gcse/> |
| **Useful resources:**  CGP GCSE Maths revision Guides and workbooks (available form OBHS)  AQA Specimen papers (4 sets available) from the student sharepoint area  AQA exam past papers June 2017 and November 2017 available on the student sharepoint area too. (Mark schemes are available for all of the above too). |

**Suggested revision activities to help your child prepare for the Mathematics exam:**

Write the facts and formulae on pieces of card (roughly half of A5 size will do). Working in pairs, shuffle cards, one person ‘tests’ the other. Swap over and repeat. Repeat activity regularly so that the facts and formulae stick.

**Know all of the formulas off by heart**

Professional writing is a great place to learn how to write well. Your child can use a good example of opinion writing (from a newspaper opinion column) as a style model to help them to write their own. They can steal sentence starters, or ideas from it to build their confidence.

Using a pad of paper, copy out a previously completed question. Attempt the question again…. check your answer. If correct, try a few slightly different ones….if you are getting them right move on to the next topic!

Complete one past paper at a time. Your child should seek help with any questions that they can’t do. Don’t ignore any topics – they will all be in the exam somewhere!

**Practise the content of the course**

**Planning**

Help them to organise their ideas and plan a response. Encourage them to do the following:

1. Read the question and highlight the key words;
2. Highlight and annotate the relevant section of the text;
3. Note down ideas which you can use to answer. Use arrows and numbers to divide these into paragraphs.

**Timed Writing**

Once your child feels confident and has practised not in timed conditions, help them by timing them to write paragraphs. An 8 mark question should take 10 minutes in the exam and be 2 paragraphs long, for example. Time them 5 minutes to write 1 paragraph.

Sentence structure, construction or length?

**Quote Explosions**

Get your child to zoom in on choices made in small phrases from a text – headlines are great for this.

Any other words/ phrases from the text you could link this to?

Techniques or devices – identify and label

Link back to the writer’s purpose. How does this choice help them to achieve this?

Connotations of words (what they suggest/ make the reader think of).

Chosen phrase/ sentence/ headline

**Create a glossary of terms**

Encourage your child to go back through their exercise book and create a glossary of all of the terms they have used in English.

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| Term | Definition | Look/ cover/ write/ check practise | Use it in a sentence |
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