GCSE 9-1 Maths Revision Strategies

LAWNSWOOD SCHOOL

Admit that revision is boring! Identify that as a problem and then work to solve the problem. What can you do to make revision less boring? Research and try different revision methods (some of which will be covered tonight). Two easy wins are to offer rewards if agreed performance indicators are met and ensure that ANY time spent revising is free from distractions (usually devices!).

Traditional Revision

- **Reading.** Read new or re-read older material that you need a reminder of.

How do I find what to read? Make use of a textbook/revision guide or use an internet search engine to find articles on the topic(s) you are revising.

- **Practice questions.** Do practice questions based on your reading or class work.

How do I find questions to do? Again revision practice books help, otherwise and internet search for "GCSE maths [insert topic] worksheet/homework/questions should provide results . See other resources on the reverse of this sheet.

- **Watching.** Watch videos of people guiding you through and solving maths problems.

How do I find videos to watch? Search for "GCSE [insert topic] videos in Google or Youtube

Creative Revision

Flash Cards. DON'T JUST WRITE ON THEM! Use colour or draw on them to make them more engaging and MEMORABLE.

What do I put on flashcards? On one side coulde be key-words or formulae, with definitions and examples on the back.

Mindmaps. Again, the more creative the better.

What is the best way to make a mind map? Narrow the topic down to something that can fit on one side of A4 e.g. 'trigonometry' rather than a mind map for 'maths'.

Write a song

Write a short story based on maths—this sounds more complex but can work. 'Flatland: A story of many dimensions.' Possibly a social commentary in a mathematical setting.

Integrate other subjects. E.g. code you use computer coding to write a multiple choice quiz.

Social Revision

Revise with friends. But make sure those friends are as serious about doing well as you are, otherwise they may be a distraction.

Blogs/forums there are some GCSE maths blogs and forums that have many active users, talk to others about maths topics and revision tips.

Twitter. You would be surprised how many maths teachers are obsessed with Twitter. Follow some for hints / tips and the occasional questions to try. Don't follow too many and if you don't like tweets from certain people.

Quiz Nights.

Create a quiz based around the maths GCSE, invite some friends round, get some refreshments and snacks and make a night of it.

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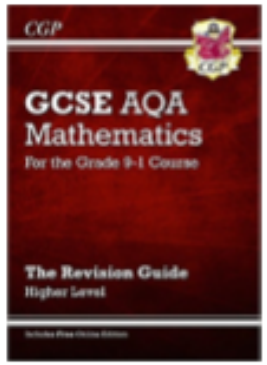
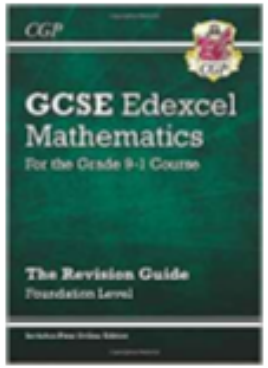
LAWNSWOOD SCHOOL

Revision Guides





Websites

MyMaths
CorbettMaths
Mr Barton Maths
Just Maths
Mr Carter Maths
Maths Genie
Hegarty Maths
Diagnostic Questions
BBC Bitesize
Revision Maths
Mathsisfun
Mathsbot
Khan Academy
WorksheetMaths
And many more just search for them!

Things you must look at

mrbartonmaths.com/students/gcse/mr-barton-ebook.html
www.piximaths.co.uk/revision-materials
www.mymaths.co.uk
Solvemymaths.files.wordpress.com/2016/03/gcse-resit-top-tips-pdf.pdf

YouTube channels/videos

Corbettmaths
UKMathsteacher
Exam solutions
Khan academy
Wrightmaths
Maths partner
crashMATHS
Reg F Harding
Maths Genie
HegartyMaths
And many more just search for them!

Twitter

@tesmaths
@Bettermaths
@Piximaths
@CorbettMaths
@MrCarterMaths
@crashMaths_CM
And many more just search for them

Discussion Forum

Www.reddit.com/r/GCSE/

GCSE
MATHEMATICS
(8300)

Specification
For teaching from September 2015 onwards
For exams in May/June 2017 onwards

Version 1.0 12 September 2014

Assessments

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

The information in the table below is the same for both Foundation and Higher tiers.

The Subject content section shows the content that is assessed in each tier.

Paper 1: non-calculator	Paper 2: calculator	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed	**What's assessed** Content from any part of the specification may be assessed	**What's assessed** Content from any part of the specification may be assessed
How it's assessed • written exam: 1 hour 30 minutes • 80 marks • non-calculator • 33⅓% of the GCSE Mathematics assessment	**How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment	**How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	**Questions** A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	**Questions** A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Mathematics specifications and all exam boards.

The exams will assess the following AOs in the context of the content set out in the Subject content section.

- AO1: 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.

- AO2: 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.

- AO3: 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.

How can I make a difference?

"It's all completely different from when I was at school!"

You don't have to be an expert in any of the subjects your child chooses to make a real difference. You just need to know how best to spend the time you do have to support your child.

Parental support is one of the most important factors in a child's success.

You don't have to become a 'super parent' you just need to be supportive……. but you do need to be supportive in particular specific ways

What can go wrong with revision?

- Not doing any
- Leaving it until the last minute
- Not having a plan

- Being too rigid about a plan
- Not being sure what to revise
- Being unrealistic about what can be achieved in the time available
- Revising the right things but in the wrong order
- Revising the right things but in the wrong ways
- Being overwhelmed and so…

AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
MATHEMATICS

H

Higher Tier Paper 1 Non-Calculator

Thursday 25 May 2017 Morning Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:
- mathematical instruments.

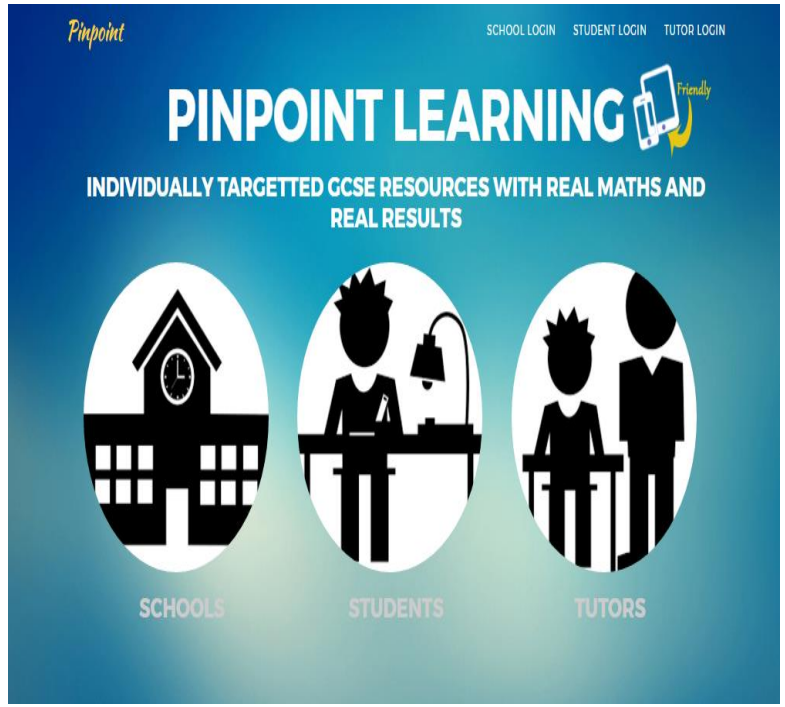
You must **not** use a calculator.

Instructions
- Use black ink or black ball-point pen. Draw diagrams in pencil.
- 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.
- Do all rough work in this book. Cross through any work you do not want to be marked.

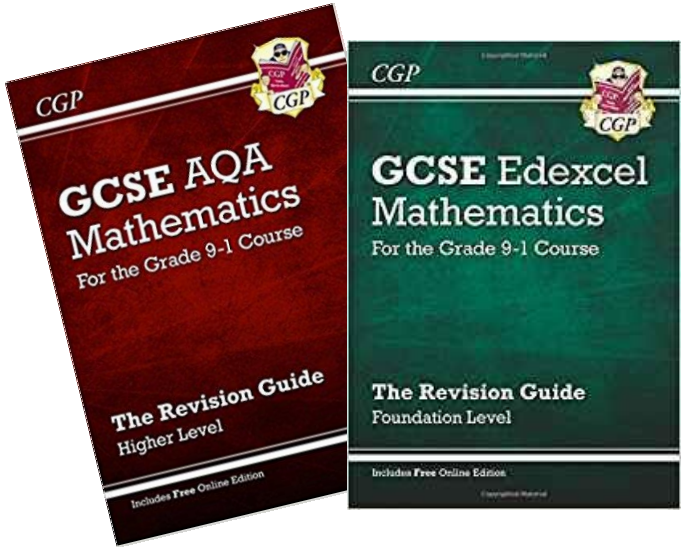
Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You may ask for more answer paper, graph paper and tracing paper. These must be tagged securely to this answer book.

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	
24–25	
TOTAL	

Maths Revision Cycle



Tuesday is Maths day!



Tuesday is Maths day!

Pinpoint

SCHOOL LOGIN STUDENT LOGIN TUTOR LOGIN

PINPOINT LEARNING

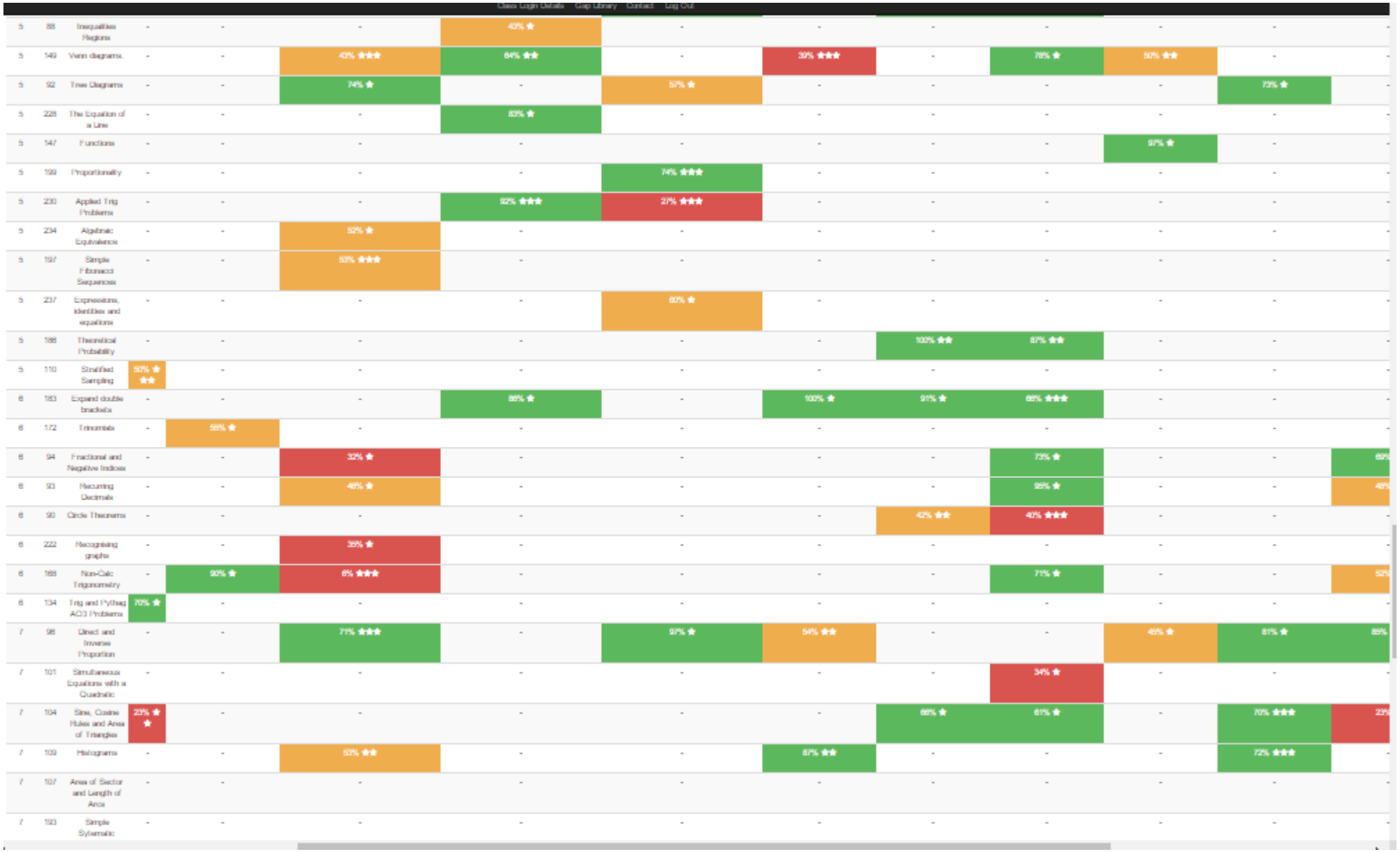
Friendly

INDIVIDUALLY TARGETTED GCSE RESOURCES WITH REAL MATHS AND REAL RESULTS

SCHOOLS

STUDENTS

TUTORS


Class Login Details
Gap Library
Contact
Log Out

1) Percentage of an amount (Non-Calc): Easier

1) 50% of £40

(2 Marks)

2) 10% of £70

1) Percentage of an amount (Non-Calc): Medium

7) 17.5% of £40

_____

(2 Marks)

8) 1% of £45

1) Percentage of an amount (Non-Calc): Harder

12) Martin is looking to buy a pair of Pythagoras Football boots costing £250.
The boots go on sale.

In week 1 of the sale, the price of the boots are reduced by 30%
In week 2 of the sale, the price of the boots are reduced by a further £20

Martin has £140.
Does Martin have enough money to buy the boots in week 2?

You must show how you get your answer.

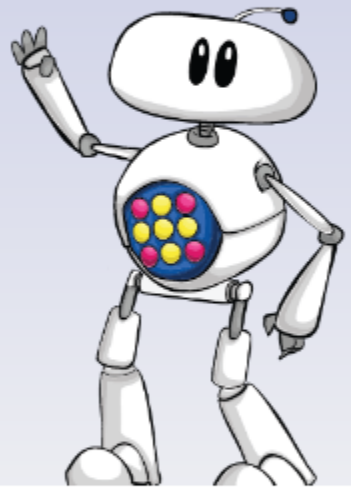
MyMaths.co.uk
Bringing maths alive

Username | Password | Log in

Home | Primary | Secondary | Parents | Subscribe | FAQs | News

Welcome to MyMaths

Take a look around to find out more about the site, or book on to one of our webinars



Important updates about My...

Further to our last update regarding MyMaths and our move away from Flash-based

New Autumn Term webinars

Our support site is now fully up to date with this Autumn Term's webinar schedule. Aimed at both

Back to School for MyMaths ...

As the summer holidays start to draw to a close we want to make sure your school is well

GCSE 9-1 (Eng

- Booster packs
  - NEW! GCSE booster 3 and 4
  - GCSE booster 4 and 5
  - GCSE booster 6

OXFORD

Booster packs

These booster packs have been written to help progress to a higher grade. You will need to find out from your teacher which pack is best for you.

The booster packs have easy-to-navigate lessons to help you revise and online worksheets to test you.

If your teacher has given you your own login and password, then make sure you are logged in to My Portal. MyMaths can then record your scores.

You can view work that has been set and monitor your progress at any time using My Portal.

Choose your booster pack on the left then use the main page to choose a topic.

