

**Snowfields**  
Academy



## **GCSEs at Snowfields Academy**

Dear Parents,

Students following the Curiosity pathway will be working towards nationally accredited GCSE awards in the following subjects;

English Literature  
English Language  
Science (Double Award)  
Mathematics  
Art

These subjects require a seated GCSE examination and the following booklet contains information on all of these subjects and how they are structured, as well as some useful information for supporting your child through the next few years of GCSE study.

Kind regards,

# **What to expect from the WJEC Eduqas GCSE in English Language and Literature.**

These are two separate awards and therefore follow their own progression and mark schemes. We have broken down the information for both of these awards for you in order to help you understand what your child is studying and how you may be able to support at home during the GCSE years.

We will be providing students with all copies of the text but have included in this information booklet possible extra material that could be of use to them when they revise pre-exams.

We have also outlined the planned teaching schedule so that you are able to discuss the set texts at home as students learn.

We would advise that pre-learning is not necessary, students do not need to have read the texts before we study them and in some cases this can hinder our learning because students will not be able to make predictions. However, if you think this is something that your child would benefit from, we recommend watching the film versions first.

## English Literature

<p>Component 1 - Shakespeare and Poetry Exam - 2 hours (plus added SEN time) 40% of qualification</p>	
<p>Section A - Shakespeare 20% of qualification</p>	<p>Section B - Poetry from 1789-present day 20% of qualification</p>
<p>Macbeth  Students answer one extract question and one essay question based on the reading of a Shakespeare text</p>	<p>WJEC Eduqas Poetry Anthology  Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.</p>

<p>Component 2 - Post 1914 Prose/Drama, 19th Century Prose and Unseen poetry Exam - 2 hours 30 minutes (plus added SEN time) 60% of qualification</p>		
<p>Section A - Post 1914 Prose and Drama 20% of qualification</p>	<p>Section B - 19th Century Prose 20% of qualification</p>	<p>Section C - Unseen Poetry 20% of qualification</p>
<p>An Inspector Calls  Students answer one source-based question on a post 1914 prose/drama text</p>	<p>A Christmas Carol  One source-based question on a 19th century prose text</p>	<p>Unseen Poetry from the 20th/21st Century  Two questions on poems that students have not previously read, one of which involves comparison.</p>

## **Assessment Objectives**

Below are the areas that students are marked on throughout the English Literature examination.

### **AO1**

Students can read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response using textual references, including quotations, to support and illustrate interpretations.

### **AO2**

Students can analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

### **AO3**

Students can show understanding of the relationships between texts and the contexts in which they were written.

### **AO4**

Students can use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## English Language

<b>Component 1 - 20th Century Literature Reading and Creative Prose Writing</b> Exam - 1 hour 45 minutes (plus SEN time) 40% of qualification	
<b>Section A - Reading</b> 20% of qualification	<b>Section B - Prose Writing</b> 20% of qualification
Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions  This section assesses AO1, AO2 and AO4.	One creative writing task selected from a choice of four titles  This section assesses AO5 and AO6.

<b>Component 2 - 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing</b> Exam - 2 hours (plus SEN time) 60% of qualification	
<b>Section A - Reading</b> 30% of qualification	<b>Section B - Prose Writing</b> 30% of qualification
Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions  This section assesses AO1 (and 2), AO2, AO3 and AO4.	Two compulsory transactional/persuasive writing tasks  This section assesses AO5 and AO6.

<b>Component 3 - Spoken Language</b> Internally assessed Pass, Merit, Distinction
One presentation/speech, including responses to questions and feedback.  Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

## **Assessment Objectives**

Below are the areas that students are marked on throughout the English Language examination.

### **READING**

AO1

Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

AO2

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4

Evaluate texts critically and support this with appropriate textual references.

### **WRITING**

AO5

Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

### **SPOKEN LANGUAGE**

AO7

Demonstrate presentation skills in a formal setting.

AO8

Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

AO9

Use spoken Standard English effectively in speeches and presentations.

### Expected Teaching Structure

Below you will find my expected teaching structure over the course of 2022-2024. The length of time spent on each component will depend on the progress students are making through the texts and whether more time is needed on a particular area. However, the order in which the texts are taught will not change.

2022-23	Term 1	Term 2	Term 3
English Literature	A Christmas Carol	MacBeth	Poetry Anthology
English Language	Continual assessment		Spoken Language

2023-24	Term 1	Term 2	Term 3
English Literature	An Inspector Calls	Unseen Poetry	Exam time
English Language	Continual assessment	Spoken Language	Exam time

English Language will be taught continually throughout the two years and students will gain the necessary knowledge and skills to complete the exam questions over the course of two years.

# What to expect from the AQA GCSE Science : Synergy

In AQA Synergy the content is divided into two main sections, which contain connections between areas of biology, physics and chemistry that sit together as part of good science.

## **Life and environmental sciences (4.1–4.4)**

4.1 Building blocks: from atoms to cells, behaviour and transport on the small scale.

4.2 Transport over larger distances: systems in animals and plants and how these systems interact.

4.3 Interactions with the environment: the effects of factors in the environment on organisms, how our choices affect our health.

4.4 Explaining change: how organisms, species, living and non-living systems change over time.

## **Physical sciences (4.5–4.8)**

4.5 Building blocks for understanding: organising, patterns, properties and analysis.

4.6 Interactions over small and large distances: strong and weak forces between atoms, molecules and larger structures and how they interact.

4.7 Movement and interactions: rates of change of motion and direction of large and small objects, and chemical changes.

4.8 Guiding Spaceship Earth towards a sustainable future: resources of materials and energy.

Both sections include topics that draw together and apply key concepts. Examples in Life and environmental sciences include Radiation and risk and The Earth's atmosphere. In these topics, earlier work on atomic structure, waves and electromagnetic radiation is used to explain the effects of different types of radiation on human tissues and on the climate. An example in Physical sciences is Resources of materials and energy, which introduces life cycle assessment as a way of evaluating the impacts of using materials and energy to manufacture useful products.

## **Subject content**

1. Building blocks
2. Transport over larger distances
3. Interactions with the environment
4. Explaining change
5. Building blocks for understanding
6. Interactions over small and large distances
7. Movement and interactions
8. Guiding Spaceship Earth towards a sustainable future
9. Key ideas



## Assessments

Paper 1
What's assessed: Life and environmental sciences
Topics 4.1–4.4: Building blocks; Transport over larger distances; Interactions with the environment and Explaining change.
How it's assessed: exam: 1 hour 45 minutes Foundation or Higher Tier 100 marks 25% of GCSE
Questions: Multiple choice, structured, closed and open short answer questions, with greater emphasis on knowledge and application (AO1 and AO2) than analysis and evaluation (AO3).

Paper 2
What's assessed: Life and environmental sciences
Topics 4.1–4.4: Building blocks; Transport over larger distances; Interactions with the environment and Explaining change.
How it's assessed Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 25% of GCSE
Questions: Multiple choice, structured, closed and open short answer questions. This paper assesses most of the analysis and evaluation (AO3) skills, and most of the work on the required practicals, for the topics.

### Paper 3

What's assessed: Physical sciences

Topics 4.5–4.8: Building blocks for understanding; Interactions over small and large distances; Movement and interactions and Guiding Spaceship Earth towards a sustainable future.

How it's assessed

Written exam: 1 hour 45 minutes

Foundation and Higher Tier

100 marks

25% of GCSE

Questions: Multiple choice, structured, closed and open short answer questions, with greater emphasis on knowledge and application (AO1 and AO2) than analysis and evaluation (AO3).

### Paper 4

What's assessed: Physical sciences

Topics 4.5–4.8: Building blocks for understanding; Interactions over small and large distances; Movement and interactions and Guiding Spaceship Earth towards a sustainable future.

How it's assessed

Written exam: 1 hour 45 minutes

Foundation and Higher Tier

100 marks

25% of GCSE

Questions: Multiple choice, structured, closed and open short answer questions. This paper assesses most of the analysis and evaluation (AO3) skills, and most of the work on the required practicals, for the topics.

### Expected Teaching Structure

Below you will find my expected teaching structure over the course of 2022-2024. The length of time spent on each component will depend on the progress students are making through each topic and whether more time is needed on a particular area. However, the order in which the topics are taught will not change.

2022-2023	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	building blocks	Building blocks for understanding	Transport over larger distances	Interactions over small and large distances	Interactions with the environment	Movement and interactions
Content	<ol style="list-style-type: none"> <li>1. States of matter</li> <li>2. Atomic structure</li> <li>3. Cells in animals and plants</li> <li>4. Waves</li> </ol>	<ol style="list-style-type: none"> <li>1. The periodic table</li> <li>2. Chemical quantities</li> <li>3. Forces and energy changes</li> </ol>	<ol style="list-style-type: none"> <li>1. Systems in the human body</li> <li>2. Plants and photosynthesis</li> </ol>	<ol style="list-style-type: none"> <li>1. Forces and energy changes</li> <li>2. Structure and bonding</li> <li>3. Magnetism and electromagnetism</li> <li>4. Forces and motion</li> </ol>	<ol style="list-style-type: none"> <li>1. Lifestyle and health</li> <li>2. Radiation and risk</li> <li>3. Preventing, treating and curing diseases</li> </ol>	<ol style="list-style-type: none"> <li>1. Electricity</li> <li>2. Acids and alkalis</li> </ol>

2023-2024	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Interactions with the environment continued	Movement and interactions continued	Explaining change & Guiding spaceship Earth to a sustainable future	Exams		
Content	<ol style="list-style-type: none"> <li>1. Treating and curing diseases</li> <li>2. The Earth's atmosphere</li> <li>3. Ecosystems and biodiversity</li> </ol>	<ol style="list-style-type: none"> <li>1. The rate and extent of chemical change</li> <li>2. Atoms into ions and ions into atoms</li> <li>3. Carbon chemistry</li> </ol>	<ol style="list-style-type: none"> <li>1. Inheritance</li> <li>2. Variation and evolution</li> <li>3. Resources of materials and energy</li> </ol>	Exams		

# What to expect from the the AQA GCSE in Mathematics

The GCSE Mathematics course is broken down into five main topic areas that are covered across the two years of the course:

- Numbers
- Algebra
- Ratio
- Geometry
- Probability and statistics (combined)

All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas.

**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.

## Assessments

Students sit three exams to complete the full GCSE suite. The exams are broken down as below:

### Paper 1 : Non Calculator

written exam:  
1 hour 30 minutes  
80 marks  
non-calculator  
33.3% 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.

### Paper 2: Calculator

written exam:  
1 hour 30 minutes  
80 marks  
Calculator permitted in the exam  
33.3% 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.

### Paper 3: Calculator

written exam:  
1 hour 30 minutes  
80 marks  
Calculator permitted in the exam  
33.3% 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.

## Tiers

There are two tiers: Foundation (grades 1-5) and Higher (grades 4-9). Foundation tier content is covered in the higher tier exam, with further extension objectives within each topic (for higher).

The foundation tier begins with more comfortable questions, and settles pupils into the exam. The higher tier begins with challenges that become more complex as the exams progress. Pupils who are working towards grades 4 or 5 often succeed better with the foundation exam. Pupils who thrive with challenge, and pupils who are working towards grades 6-9 will often achieve higher grades when they take the higher tier.

The course is taught flexibly. As pupils demonstrate confidence and competence in the foundation tier objectives for each topic, they are challenged with higher tier content. Final decisions about exam tier entry are made in year 11.

## Expected Teaching Structure

### Year 10:

Week	1	2	3	4	5	6	7	8
Term 1	Calculations 1 <i>place value; rounding; 4- operations</i>		Expressions <i>terms &amp; expressions; simplifying; indices; expanding &amp; factorising 1; [Higher only: algebraic fractions]</i>			Revision & Assessments	Angles & polygons <i>Angles &amp; lines; triangles &amp; quadrilaterals; congruence &amp; similarity; polygon angles</i>	
	Handling data 1 <i>Organising data; representing data 1; representing data 2; averages &amp; spread; [Higher only: frequency diagrams]</i>		Fractions, decimals and percentages <i>Decimals &amp; fractions; fractions &amp; percentages; calculations with fractions; FDP</i>				Revision, assessments & business plan rich activity	
Term 3	Formulae and functions <i>Substituting; using formulae; equations, identities, functions; expanding &amp; factorising 2; [Higher only: equivalences in algebra]</i>			Revision & Assessments	Working in 2D <i>Measuring length &amp; angles; area of 2D shapes; transformations 1</i>			
	Working in 2D <i>Transformations 2</i>	Probability <i>Probability experiments; expected outcomes; theoretical probability; mutually exclusive events</i>			Measures & accuracy <i>Estimation &amp; approximation; calculator methods; measures and accuracy</i>		Revision & Assessments	
Term 5	Equations and inequalities <i>Solving linear equations 1 &amp; 2; quadratic equations; simultaneous equations; inequalities; [Higher only: approximate solutions]</i>			Assessments & starting a business rich activity	Circles and Constructions <i>Circles 1 &amp; 2</i>			
	Circles and constructions <i>Constructions; Loci; [Higher only: Circle theorems]</i>		Ratio and proportion <i>Proportion; ratio; percentage change</i>		Revision & Assessments	Factors, powers and roots <i>Factors &amp; multiples; prime factor decomposition; powers &amp; roots; [Higher only: surds]</i>		

## Year 11

Week	1	2	3	4	5	6	7	8
Term 1	Graphs 1		Working in 3D		Revision, assessments & rich activity: opening a restaurant		Handling data 2	
	<i>Drawing straight-line graphs; equation of a straight line; kinematic graphs [Higher only: linear &amp; quadratic functions; properties of quadratic functions]</i>		<i>3D shapes; volume of a prism; volume &amp; surface area</i>				<i>Frequency diagrams; averages and spread 2; [Higher only: box plots &amp; cumulative frequency graphs]</i>	
Term 2	Handling data 2	Calculations 2	Graphs 2				Revision & Assessments	
	<i>Scatter graphs and correlation; Time series</i>	<i>Calculating with roots and indices; exact calculations; standard form</i>	<i>Properties of quadratic functions; sketching functions; real-life graphs; [Higher only: Cubic &amp; reciprocal graphs; exponential &amp; trigonometric functions; gradients &amp; areas under a graph; equation of a circle]</i>					
Term 3	Pythagoras and trigonometry				Assessment & rich activity: Finance			
	<i>Pythagoras' theorem; trigonometry 1 &amp; 2; Vectors; [Higher only: Pythagoras &amp; trigonometry problems]</i>				<i>Revision; assessment; balance sheets; investment; savings; loans; mortgages; payslips</i>			
Term 4	The probability of combined events		Sequences		Revision & Assessments		Units and proportionality	
	<i>Sets; possibility spaces; tree diagrams; [Higher only: conditional probability]</i>		<i>Sequence rules; finding the nth term; special sequences; [Higher only: linear sequences; quadratic sequences]</i>				<i>Compound units</i>	
Term 5	Units and proportionality		Revision activities		GCSE Exams			
	<i>Direct proportion; inverse proportion; growth and decay; [Higher only: converting between units; rates of change]</i>		<i>Number; Ratio &amp; Proportion; Algebra; Geometry; Probability; Statistics</i>		<i>Revision: Number; Ratio &amp; Proportion; Algebra; Geometry; Probability; Statistics</i>			
Term 6	GCSE Exams							
	<i>Revision: Number; Ratio &amp; Proportion; Algebra; Geometry; Probability; Statistics</i>							

# What to expect from the the AQA GCSE in Art

Fine Art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

## Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art.

They may explore overlapping areas and combinations of areas.

## Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the Subject content within the context of fine art practice and their selected area(s) of study.

The following aspects of the knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to fine art.

## Knowledge and understanding

The way sources inspire the development of ideas, relevant to fine art including:

- how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
- how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as:
  - Colour
  - Line
  - Form
  - Tone
  - Texture



- Shape
- Composition
- Rhythm
- Scale
- Structure
- Surface.

## **Skills**

Within the context of fine art, students must demonstrate the ability to:

- use fine art techniques and processes, appropriate to students' personal intentions, for example:
  - Mark-making
  - monoprint, collagraph and block printing
  - Assemblage
  - Construction
  - Carving
  - film and video
  - digital working methods
- use media and materials, as appropriate to students' personal intentions, for example:
  - charcoal, pastels, pen and ink, crayons and pencil
  - watercolour, gouache, acrylic and oil paint
  - found materials
  - clay, wood and metal
  - digital imagery
  - different papers and surfaces on which to work.

## Teaching Structure

### Year 10

Module 1/2
Induction Unit: Organic Forms
<p>Students to be introduced to sketchbook working and more formally to the four assessment strands of GCSE Art. This unit takes students through a series of guided techniques and outcomes that help them to understand the importance of creating a balanced sketchbook that shows the sustained journey of an idea from conception through to final outcome.</p> <p><b>Throughout the induction unit students are expected to show:</b></p> <p><i>Their creative journey through the unit / project. (Making sure it's clear how they've got from A to B.)</i></p> <p><i>Written and visual research on other photographers and artists. (Evidence of what has inspired them, what new artists and practitioners they have learnt about or taken ideas from, etc.)</i></p> <p><i>Development that shows how ideas are evolving as they discover new inspiration or influence. (Showcasing how their ideas may have changed as the project has progressed.)</i></p> <p><i>Experimentation and refinement that shows they are constantly revisiting and improving work. (Returning to work and earlier ideas to make them better.)</i></p> <p><i>Independent outcome(s) that is ambitious, personal, and fully resolved that draws on prior development and research.</i></p>
Module 3/4/5/6
Personal Independent Project
<p>Students create an extended personal project to the <a href="#">AQA GCSE Art &amp; Design (Fine Art) Spec</a>.</p> <p>Topics are chosen by students with discussion with their teacher. Each week, students are supported with ongoing tasks using a 'Now and Next' document that is updated once or twice weekly, and available at all times via Google Classroom.</p> <p>Work is marked informally throughout development of the unit, and formally at the end of the project using the AQA Assessment Objectives 1-4 and is worth 60% of a student's overall mark.</p>

## Year 11

Module 1/2
Personal Independent Project
Students continue to complete / refine their Personal Independent Projects, aiming to produce a final outcome or outcomes before the end of the calendar year.
Module 3/4
Exam Unit
<p>Students begin a final coursework project which is based on exam question starting points delivered to schools in January of that calendar year. Students are to open and access this paper alongside their teaching staff, and develop independent projects.</p> <p>Work is still marked using the AQA Assessment Objectives 1-4 and is worth 40% of a student's overall mark.</p> <p>The unit culminates in a 10 hour period of independent, silent working. This must be conducted under exam conditions, though students are allowed to bring prior work, sketchbooks, etc to their exam. All work completed during this 10 hour period must be clearly marked and signposted as such.</p> <p>Both coursework and exam units are marked internally, before being moderated by an external third party appointed by AQA.</p>

# What can you do to support your child?

## Personal Study time

In order to complete the course students will be required to complete personal study at home. This will be given weekly and should be completed by the return date shown below. We advise that students work for no longer than 45 minutes on any given piece, unless a set amount of reading has been given and then students can read at their own pace.

Set:	Monday	Wednesday	Friday
Subject:	English	Maths	Science
Returned:	Thursday	Monday	Tuesday

Personal study (taken either at home or facilitated at school) is highly recommended and failure to engage may put the grades and outcomes at risk.

## Personal Study lunchtime support

Support will be available in school for the core subjects at lunchtime.

Monday	Wednesday	Friday
Science	English	Maths

## Timers

We highly recommend purchasing an electronic timer that can be used to count down the time for a task. Personal study should only last 45 minutes if a written task and students should stop when that time is finished. This allows us to judge what they are able to complete within a set time and then structure exam practice accordingly.

There is no need to add pressure to completely finish a piece of work if a student has made a dedicated effort to do as well as they can within 45 minutes.

## Study guides

There are a variety of study companions available for all subjects. We recommend having a look at the different types and finding ones that suit your student. Each is laid out differently and some may seem more overwhelming than others.

Names that we recommend are:

York Notes

CGP Guides

BBC Bitesize

Collins

Shakespeare's Globe

CGP 'How to revise for GCSEs'

Copies of this book are available from school - students are encouraged to borrow but must return this book.

### **Film versions**

Please feel free to watch film versions of the English texts set. However, WE encourage you to discuss any differences that students may have noticed. It is a helpful visual/reminder to see the film but students should remember that the book is the accurate representation (and is always better!)

### **Audiobooks/Youtube**

Where audio versions are available, students should be using unabridged versions. If students prefer to listen to the audio version than read, they should follow the text along as they listen.

### **Free science lessons**

[https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3\\_bw](https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw)

### **Primrose Kitten**

<https://www.youtube.com/c/PrimroseKittenScience>

### **Revision**

When it comes to revision students will take all their work home with them to revise from. Your child will have copies of the text as well as their notes and exercise books.

To revise:

- Reread the texts/watch the films
- Make a set of crib cards - take key information on specific areas and create a revision notes
- Discuss questions together - use the revision questions to talk about how a student would answer the question
- Practice answering questions using a timer
- Create mind maps for questions - instead of answering in full you could plan an answer using a mindmap
- Practice spellings - use the list of key spellings for each topic and have little spelling tests. Remember that 5% of the overall grade is Spelling, Punctuation and Grammar.

Amazon has a variety of revision planners available to help students stay on task during the build up to exams.

### **Multiplication and Division**

It is not essential for pupils to 'know' their multiplication and division facts (times tables) in order to do well at GCSE, but it helps. Practising using multiplication and division without a calculator in real life situations can help pupils develop mental strategies. It is ok if it takes time to work out the answer.

Knowing the square numbers between 1 (1x1) and 225 (15x15) and cube numbers between 1 (1x1x1) and 125 (5x5x5) saves time in the exam room. Regular opportunities to recall one or two of these (e.g. 'tell me a square number that is larger than 40'; 'what is the square root of 81?'; 'tell me the largest cube number that is less than 70 (64, because 4x4x4 is 64)') can help pupils build their confidence

at recalling and using these facts.

### **Discussion**

Opportunities to discuss 'real-life Maths' can help pupils understand the context behind problem solving style exam questions. For example:

- Making predictions about how long a journey will take;
- Discussing graphs that are shown in the news;
- Budgeting for a shopping trip;
- Planning a DIY or renovation project;
- Thinking about the probability of events occurring when playing games;
- Budgeting, planning and purchasing the ingredients for a meal;
- Measuring and using metric and imperial units of measure.