

MATHS GCSE

Making the next few weeks count

What do we know?

AQA | Foundation | GCSE Maths Advance Information 2022



Topics in **bold** appear on both tiers - some of these may include the overlap questions that appear on both papers.

	Number	Ratio	Algebra	Geometry	Probability	Statistics
Paper 1	<ul style="list-style-type: none"> Four operations Negative number Order of operations Estimation Fraction arithmetic Fraction of a number Laws of indices Standard form conversion and calculation Inequality notation Systematic listing 	<ul style="list-style-type: none"> Conversions: lengths Percentage of an amount Amount as a percentage Fraction less than 1 Ratio in simplest form Ratio to fraction Cost problem Density 	<ul style="list-style-type: none"> Linear equations Recognise graphs Plot graphs Linear graph Intersection of lines Interpret graphs Formula (reasoning) Sequence rule to find a term 	<ul style="list-style-type: none"> Naming circle part Types of triangle Translation Perimeter Sector of a circle Angles in triangles Constructions: region 	<ul style="list-style-type: none"> Probability: problem Venn diagram 	<ul style="list-style-type: none"> Two-way table Averages problem Outlier
Paper 2	<ul style="list-style-type: none"> Order of operations Fraction of a number Improper fraction Fraction to decimal Number line decimal Number problem Prime number Cube number Decimal place Inequality notation 	<ul style="list-style-type: none"> Time conversion Ratio and percentage Percentage increase Percentage decrease Ratio $n : 1$ form Proportion problem Scale diagram Better value Ratio to percentage Equation to percentage Rate of output 	<ul style="list-style-type: none"> Linear equations Equivalent expressions Terms Multiply out Factorisation Coordinates Midpoint Point on line Intercept of a line Gradient of a line Equation of a line 	<ul style="list-style-type: none"> Draw shape Quadrilateral Parallelogram Part of circle Pythagoras Time problem Area/volume: compound shape 	<ul style="list-style-type: none"> Relative frequency Expected value Tree diagram 	<ul style="list-style-type: none"> Pie chart Range Mean
Paper 3	<ul style="list-style-type: none"> Place value Factor Multiple Highest common factor Error interval Indices calculation Money problem Units of measure 	<ul style="list-style-type: none"> Conversions: lengths, time Share into a ratio Ratio problem Interpretation Ratio to graph Average speed Percentage increase Fraction to percentage 	<ul style="list-style-type: none"> Number machine Simplification Substitution Formula Graphs: roots, turning point Arithmetic sequence Geometric sequence nth term 	<ul style="list-style-type: none"> Name shape Regular shape Line symmetry Rotational symmetry Circle Cylinder Sphere Trigonometry Area/volume: compound shape Perimeter Alternate angles Vector arithmetic 	<ul style="list-style-type: none"> Frequency tree Estimate of probability 	<ul style="list-style-type: none"> Two-way table Vertical line diagram Mean from diagram Bar chart

What do we know?

Mathematics Assessment Feedback				
Paper Name	November 2021 Paper 1H			
Teacher	Mrs Lawrence			
	Questions	Topic	Score	Sparx Code
	1	Simplifying expressions using index laws	1 / 1	U662
	2	Converting between fractions, decimals and percentages	1 / 1	U888
	3	Properties of 3D shapes	1 / 1	U719
	4	Graphs of reciprocal functions	1 / 1	U593
	5	Prime factor decomposition	3 / 3	U739
	6	Constructing fractions, Reading, converting and calculating with time	2 / 2	U163,U902
	7	Estimating calculations	3 / 3	U225
	8a	Solving inequalities with the variable on both sides	3 / 3	U738
	8b	Reading and drawing inequalities on number lines	2 / 2	U509
	9	Solving shape problems involving coordinates, Symmetry	0 / 2	U889,U849
	10a	Multiplying and dividing with place value, Using standard form with positive indices	2 / 2	U735,U330
	10b	Multiplying and dividing numbers in standard form	1 / 2	U264
	11	Calculating with speed	4 / 4	U151
	12	Finding unknown sides in right-angled triangles	2 / 3	U283
	13	Converting fractions to recurring decimals	0 / 2	U550
	14	Adding and subtracting algebraic fractions	1 / 1	U685
	15	Expanding double brackets	3 / 3	U768
	16a	Interpreting cumulative frequency graphs	1 / 2	U642
	16b	Drawing box plots	2 / 3	U879
	17	Translation	1 / 1	U196
	18a	The cosine rule	0 / 1	U591
	18b	The sine rule	1 / 1	U952
	19a	Conditional probabilities from tree diagrams	2 / 2	U806
	19b	Conditional probabilities from tree diagrams	0 / 3	U806
	20	Calculating with density	1 / 1	U910
	21	Position-to-term rules for quadratic sequences	4 / 4	U206
	22	Index rules with negative indices	0 / 3	U694
	23	Changing the subjects of formulae	1 / 3	U556
	24a	Substituting into functions, Solving simultaneous equations	1 / 3	U637,U760,U757
	24b	Finding composite functions	0 / 1	U448
	25	Multiplying and dividing surds, Adding and subtracting surds	3 / 3	U633,U872
	26	Calculating with ratios and algebra	1 / 3	U676
	27	Finding the area of sectors, Using the exact values of trigonometric ratios	1 / 4	U373,U627
	28a	Transforming graphs	0 / 1	U455
	28b	Transforming graphs	1 / 1	U455
	28c	Transforming graphs	1 / 1	U455
	29	Rotation	3 / 3	U696
	Total		54 / 80	

Class: 11st/M1

Teacher: Mrs Lawrence

Target Grade: 6

Nov Mock Grade: 6

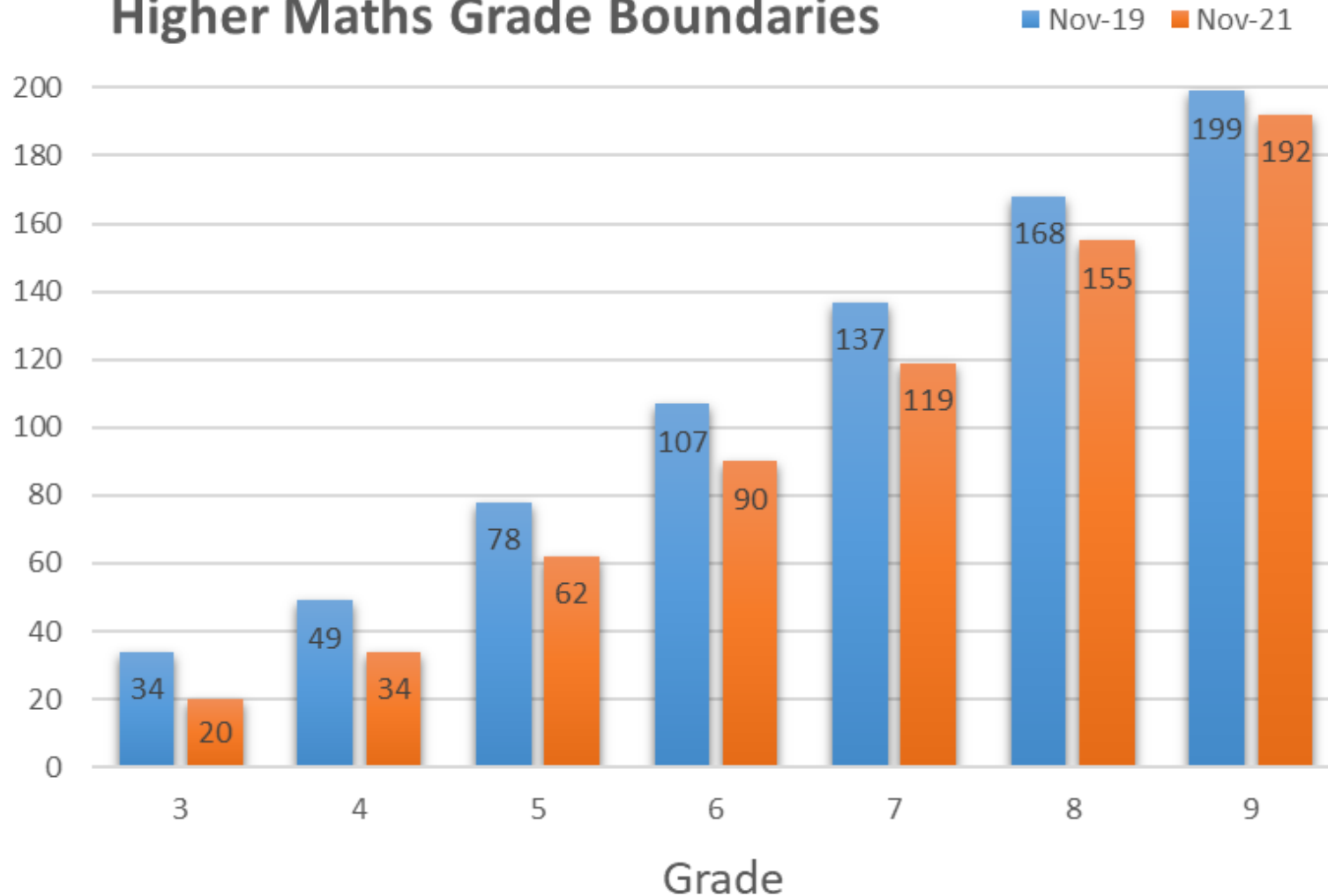
March Mock total out of 240: 131

March Mock Grade (best case): 7

March Mock Grade (worst case): 6

What do we know?

Higher Maths Grade Boundaries



Class: 11st/M1

Teacher: Mrs Lawrence

Target Grade: 6

Nov Mock Grade: 6

March Mock total out of 240: 131

March Mock Grade (best case): 7

March Mock Grade (worst case): 6

What are **we** doing with all this this information?

- Class RAG analysis and Advanced topic information is informing our classroom teaching.
- Using predicted papers to increase exam question practice.
- Informing students about what they need to do

What should the students be doing with this information?

The best way to improve at maths is to do maths

What should the students be doing with this information?

OPTION 1 – SPARX (sparxmaths.com)

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Total		54 / 80		

sparx Student Log In

You're logging in to Sparx at Budehaven Community School. [Not your school?](#)

Use your Sparx log in

Username:

Password:

[Show](#)

[Forgotten Sparx login details?](#)

Log in

[New Sparx user?](#)

OPTION 1 – SPARX (sparxmaths.com)

Find topics

My activity

This section contains questions from GCSE topics which will help you to strengthen your understanding. You can revise whichever topics you want, whenever you want.

Search for topics:

Enter topic name or code




Your curriculum:

GCSE

Default level:

Level 2


Using index rules to simplify expressions


 Introduce	Question 1 Answer	Question 2 Answer	Question 3 Answer	Question 4 Answer	Question 5 Answer	Question 6 Answer
 Strengthen	Question 1 Answer	Question 2 Answer	Question 3 Answer	Question 4 Answer	Question 5 Answer	
 Deepen	Question 1 Answer	Question 2 Answer	Question 3 Answer	Question 4 Answer	Question 5 Answer	Question 6 Answer

Independent
Learning

Jump to
where you
feel
stretched!


OPTION 1 – SPARX (sparxmaths.com)

 Strengthen: Question 1

0 XP |  Gill Lawrence


MENU


Bookwork code: J80


 Calculator not allowed

Simplify $(t^{-7})^3$

Give your answer without any negative indices.

 Back to task

Watch video 

Answer 

Full Exam topics codes list by paper available as well as the personalised RAG codes on the students paper breakdowns.

What should the students be doing with this information?

OPTION 2 – Corbett Maths

- Video explanations of all topics
- Past paper questions
- Worked answers to past paper questions
- 5 a day

OPTION 2 – Corbett Maths

www.corbettmaths.com/contents

GCSE Foundation Tier

4QA

Paper 1

Multiplication - Video 199, 200
Division - Video 98
Addition - Video 6
Subtraction - Video 304
Estimation - Video 215
Order of Operations - Video 211
Indices - Videos 172, 174
Standard Form - Video 300, 302, 303
Fractions of Amounts - Video 137
Adding Fractions - Video 133
Multiplying Fractions - Video 142
Dividing Fractions - Video 134
Reciprocals - Video 145
Expressing as Fraction or % - Videos 136, 237
Percentages of Amounts - Videos 234, 235, 238
Ratio - Videos 269, 270, 271
Negative Numbers - Videos 205-209
Money/Number problems - Video 400, 401
Best Buys - Video 210

2D Shapes - Videos 1, 2, 327
Angles in a Triangle - Video 37
Perimeter - Video 241
Units - Videos 347, 349, 350, 351
Constructions - Videos 72, 78, 83
Loci - Videos 75, 76, 77
Density - Video 384
Translations - Video 325, 326
Parts of the Circle - Video 61
Circumference - Video 60, 243
Area of a Circle - Video 59, 47
Arc Length - Video 58
Area of a Sector - Video 46

Two-way Tables - Video 319
Probability - Videos 245, 246, 248
Listing Outcomes - Video 253
Averages & Range - Videos 56, 50, 53, 57
Mode: Frequency Table - Video 56a
Median: Frequency Table - Video 51
Combined Mean - Video 53a
Estimated Mean - Video 55
Venn Diagrams - Video 380
Laws of Indices - Video 174
Sequences - Videos 286, 287, 290, 287a
Geometric Progressions - Video 375
The nth Term - Video 288
Solving Equations - Video 110, 113, 266
Forming Equations - Videos 114, 115
Inequalities - Videos 177, 178, 179
Drawing Linear Graphs - Video 186
 $y = mx + c$ - Video 191
Real Life Graphs - Video 171a
Substitution - Video 20
Simultaneous Equations - Videos 295, 297
Quadratic Graphs - Video 264
Cubic Graphs - Video 344
Reciprocal Graphs - Video 346



OPTION 2 – Corbett Maths

Videos and Worksheets

[Click here for answers](#)

2D shapes: names [Video 1](#) [Practice Questions](#) [Textbook Exercise](#)

2D shapes: quadrilaterals [Video 2](#) [Practice Questions](#) [Textbook Exercise](#)

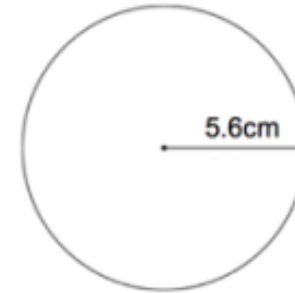
3D shapes: names [Video 3](#) [Practice Questions](#) [Textbook Exercise](#)

3D shapes: nets [Video 4](#) [Practice Questions](#) [Textbook Exercise](#)

3D shapes: vertices, edges, faces [Video 5](#) [Practice Questions](#) [Textbook Exercise](#)

Addition: column method [Video 6](#) [Practice Questions](#) [Textbook Exercise](#)

10. A circle has radius 5.6cm.



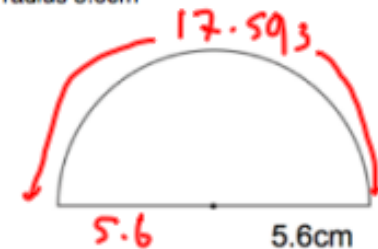
(a) Work out the circumference of the circle.

$$5.6 \times 2 = 11.2$$
$$\pi \times 11.2 = 35.185 \dots$$

$$\underline{\underline{35.186}} \text{ cm}$$

(2)

A semicircle has radius 5.6cm



(b) Work out the perimeter of the semicircle.

$$35.185 \dots \div 2 = 17.592 \dots$$

$$17.593 + 5.6 + 5.6 = 28.793$$

$$\underline{\underline{28.793}} \text{ cm}$$

(2)

OPTION 2 – Corbett Maths

5-a-day GCSE 9-1

5-a-day GCSE 9-1

Numeracy 5aday – broadly designed for students aiming for Grades 1, 2 and 3.

Foundation – broadly designed for students aiming for Grades 3 and 4.

Foundation Plus – broadly designed for students aiming for Grades 4, 5 and 6.

Higher – broadly designed for students aiming for Grades 6 and 7.

Higher Plus – broadly designed for students aiming for Grades 8 and 9.


January

1st January [Numeracy](#) [Foundation](#) [Foundation Plus](#) [Higher](#) [Higher Plus](#)

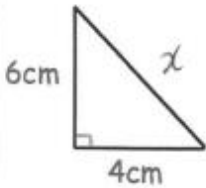

2nd January [Numeracy](#) [Foundation](#) [Foundation Plus](#) [Higher](#) [Higher Plus](#)

3rd January [Numeracy](#) [Foundation](#) [Foundation Plus](#) [Higher](#) [Higher Plus](#)

1st January
Foundation Plus 5-a-day



Corbett Maths

<p>Solve the inequality $3x + 4 \leq 22$</p> $3x \leq 18$ $x \leq 6$																						
<p>A car decreases in value 10% each year.</p> <p>If it was bought for £5000, how much will it be worth after 2 years?</p> 5000×0.9^2	£4050																					
<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> $4^2 + 6^2 = x^2$ $16 + 36 = x^2$ $52 = x^2$ $\sqrt{52}$ </div> </div>	<p>Calculate the length of the missing side</p> <p style="text-align: center; font-size: 1.5em;">7.211 cm</p> <p style="text-align: center;">to 3 dp</p>																					
<p>The table shows information about how long it takes students to get to school.</p> <p>Work out an estimate for the mean</p> $720 \div 30 = 24 \text{ min}$	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Time (t minutes)</th> <th>Frequency</th> <th>fx</th> </tr> </thead> <tbody> <tr> <td>$0 < t \leq 10$</td> <td>5</td> <td>10</td> </tr> <tr> <td>$10 < t \leq 20$</td> <td>15</td> <td>120</td> </tr> <tr> <td>$20 < t \leq 30$</td> <td>25</td> <td>300</td> </tr> <tr> <td>$30 < t \leq 40$</td> <td>35</td> <td>245</td> </tr> <tr> <td>$40 < t \leq 50$</td> <td>45</td> <td>45</td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">720</td> </tr> </tbody> </table>	Time (t minutes)	Frequency	fx	$0 < t \leq 10$	5	10	$10 < t \leq 20$	15	120	$20 < t \leq 30$	25	300	$30 < t \leq 40$	35	245	$40 < t \leq 50$	45	45			720
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		720																				
<p>David buys 2 DVDs and 2 CDs in a shop and in total they cost £18.</p> <p>Ellie buys 3 DVDs and 2 CDs in the same shop and they cost £22.</p> <p>Find the cost of each DVD and each CD.</p> <p style="font-size: 1.2em;">DVD = £4 CD = £5</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> $\begin{array}{r} 3x + 2y = 22 \quad \text{--- (1)} \\ 2x + 2y = 18 \\ \hline x = 4 \end{array}$ <p>sub $x=4$ into (1)</p> $12 + 2y = 22$ $2y = 10$ $y = 5$ </div> <div style="margin-left: 20px;"> $x = 4$ $y = 5$ </div> </div>																					

What should the students be doing with this information?

OPTION 3 – Past Papers

- We have made a couple of AQA full past paper sets with mark schemes available to students.

Don't struggle in silence

- If you get stuck ASK!!!
- Screen shot the question and email it to your teacher or bring in a paper copy.
- FOUNDATION after school session Thursday in M3
- HIGHER after school session Tuesday in M9