# Belfairs Academy
# Mathematics Information Evening

Thursday, 25 September 2025

COMMITMENT • RESPECT • EXCELLENCE • SELF-BELIEF • STRENGTH

# Outline of the Evening

- To share some key information regarding exam boards, tier of entries etc.
- To explain the year ahead and how we can work together (pupil, parent, carer, school) to provide key support
- To share some key dates
- To share some specific Mathematics exam information

# Key Information

Which exam board are we using?

**Edexcel**

How many exams will my child sit?

**3 exams, all 1 hour 30 minutes each.**
**Two are calculator exams, one non-calculator.**
**80 marks per exam, total 240 marks**

There are two tiers of entry

**Foundation and Higher**

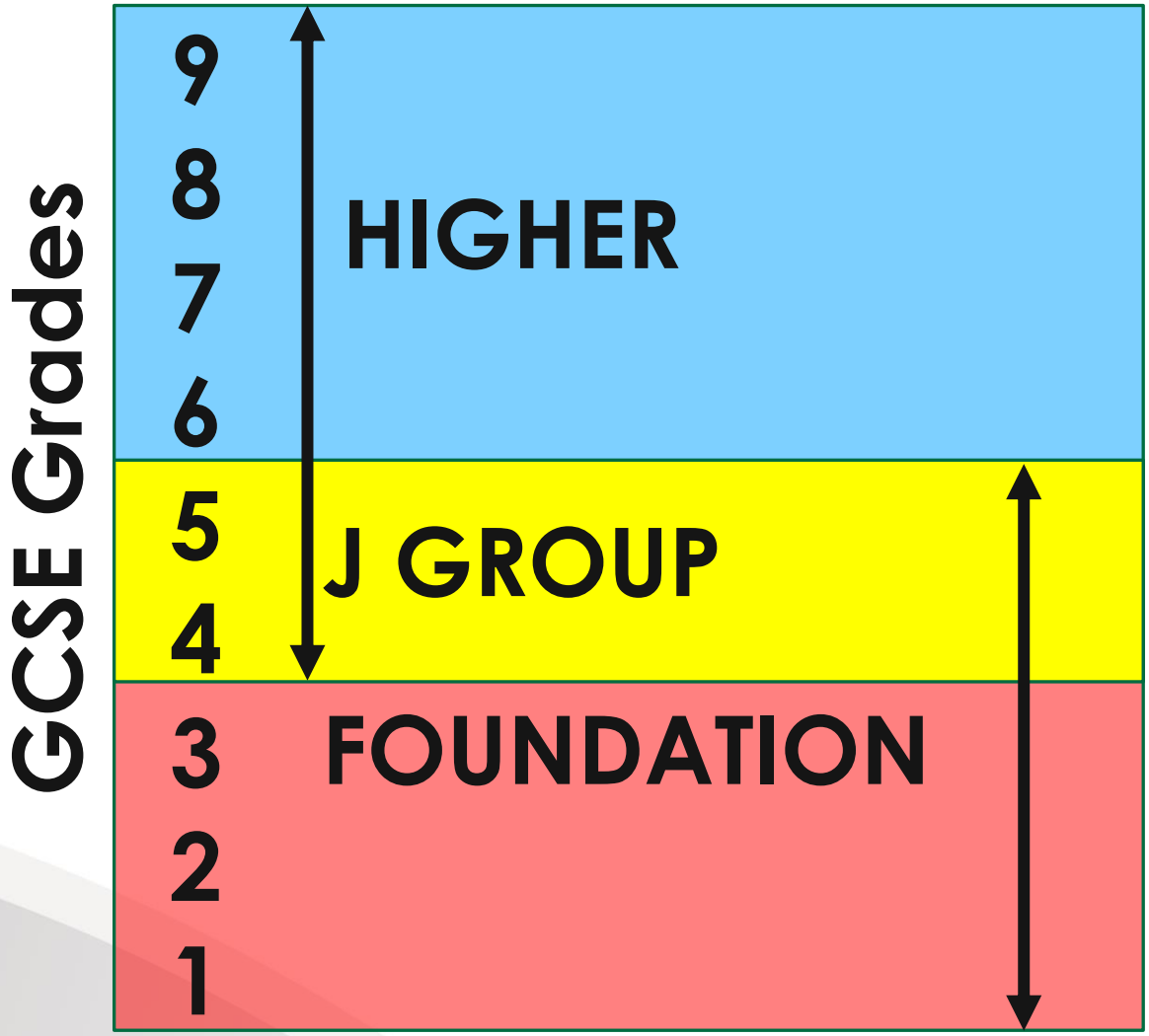
# Key Information

Which tier is my child going to sit?

**We aim for decisions to be made by the end of January, after Mock examinations .**

**Currently**
**H & I groups – Higher Tier**
**J groups – Potentially Higher**
**K, L groups – Foundation pathway.**

# Key Information



# Period 6 Sessions

These for Maths are on a Week B each Tuesday as from 23/09/25.

Initially these will may be directed by invite, although all welcome.

# GCSE Examination dates

Thursday, 14 May (morning)Paper 1 (non-calculator)

Wednesday, 3 June (morning) Paper 2 (calculator)

Wednesday, 10 June (morning) paper 3 (calculator)

# GCSE Grade Boundaries 2024 V 2025

| Exam | | | | | Grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Board | Month | Year | Tier | Total | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Edexcel | June | 2024 | F | 240 | | | | | 175 | 142 | 103 | 65 | 27 |
| Edexcel | June | 2024 | H | 240 | 197 | 167 | 137 | 105 | 73 | 42 | 26 | | |

| Exam | | | | | Grade | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Board | Month | Year | Tier | Total | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Edexcel | June | 2025 | F | 240 | | | | | 175 | 144 | 105 | 67 | 29 |
| Edexcel | June | 2025 | H | 240 | 217 | 186 | 156 | 121 | 87 | 53 | 36 | | |

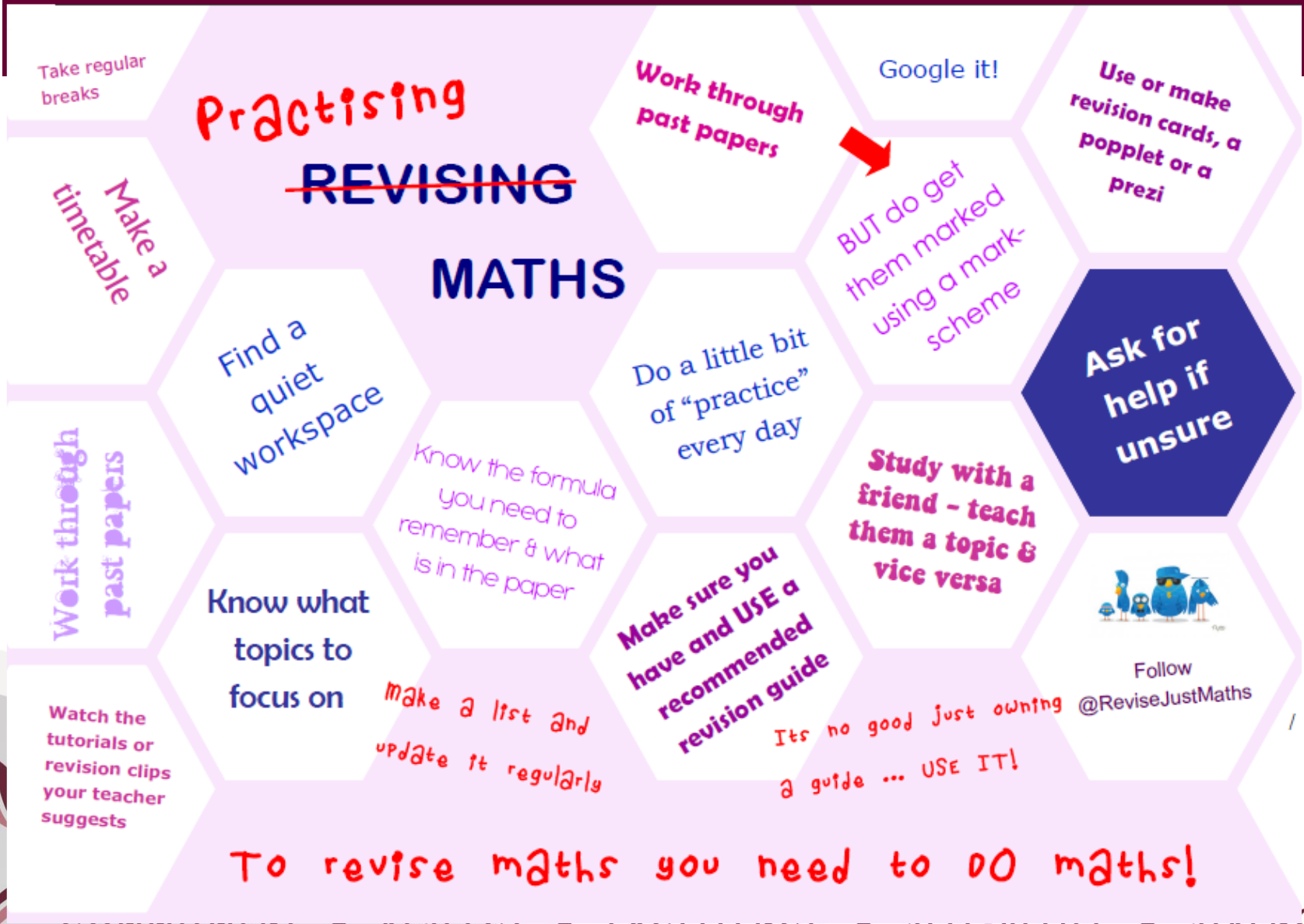
# Calculators

- It is **essential** that all students have a scientific calculator for their maths lessons and their exams

- Students should bring these to school with them **every day** and also for every exam

- If you have not already purchased a calculator we recommend the CASIO-FX85GT Plus

# Revision


Take regular breaks
Practising
REVISING
MATHS
Work through past papers
Google it!
Use or make revision cards, a popplet or a prezi
Make a timetable
BUT do get them marked using a mark-scheme
Find a quiet workspace
Do a little bit of "practice" every day
Ask for help if unsure
Work through past papers
Know the formula you need to remember & what is in the paper
Study with a friend - teach them a topic & vice versa
Know what topics to focus on
Make sure you have and USE a recommended revision guide
Follow @ReviseJustMaths
Watch the tutorials or revision clips your teacher suggests
Make a list and update it regularly
Its no good just owning a guide ... USE IT!
To revise maths you need to DO maths!

# Revision

## Traffic Light System

**Colour code list of topics to form your revision needs**

**Practise topic-based questions**

**Practise past papers.**

**Watching of videos is not sufficient**

# Revision Timetable

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 08:00 – 08:30 | | | | | | | |
| Period 6 14:45 – 15:45 | | | | | | | |
| 16:00 | | | | | | | |
| 17:00 | | | | | | | |
| 18:00 | | | | | | | |
| 19:00 | | | | | | | |
| 20:00 | | | | | | | |

**Make sure you know when your Period 6 sessions are! (Maths/English are Tuesday – )**

# Revision Timetable

Creating, and sticking with, a revision timetable is vital, especially for PPEs.

You will find out what works, and what does not.

This will allow you to make adjustments for January PPE, before final adjustments for ACTUAL exams.

Revise well for PPEs has many advantages:

- **Provides encouragement**;
- Gives an indication of **what you know well** (means less revision for GCSEs)
- Allows you to recognise **what you need help with**
- Means you can find out **how you like to revise** and **when you revise best**.

# Useful websites

These websites are suggestions to assist with revision.

https://www.sparxmaths.com/
https://corbettmaths.com/
https://examsolutions.net/
http://www.mathsgenie.co.uk/

**Equipment**

Scientific Set including compass and protractor

Casio Scientific calculator Model fx – 83GT Plus

Maths GCSE 9-1 Edexcel Revision **workbook** and Revision guide (RRP approx. £6)

# FAQ's

Who can I contact at Belfairs Academy about my child's progress in Mathematics?

**Classroom teacher**

**Mr Murphy – Subject Leader - Mathematics**

**Mr Ukah – Year 11 Progress Leader**

# Time management

Students will have 90 minutes for 80 marks.

1 mark = 1 minute

with some time left over at the end to check.

They need to be wary of spending too much time on questions. Spending 3 minutes on a 1 mark question, will not be the best use of time, there will be an easier method.

Likewise, if they spend 1 minute on a 6-marker, they've probably missed something.

# Underline key words and information

Wordy questions can be daunting.

Routinely underlining key information to help pick out what is needed.

They should cross out any red herrings – for example, information in a table that they are not going to need.

They should consider ticking each piece of information off as they use it so they don't miss anything out.

# Neat handwriting

The easier the students make it for the examiner to read their answers, the more marks they could obtain.

Lay out each step of their working clearly and include units where necessary.

# Command words

**Estimate** → This means work out approximately by rounding the numbers to one significant figure.

**E.g.: Estimate 13.7 x 6.2**
**Answer: 10 x 6 = 60**

**Explain** → Informing the examiner how they got to their answer or how they know the answer is correct. This will require either a written sentence or a mathematical calculation.

**Construct** → This is another way of saying 'draw accurately' using mathematical equipment. Show all working.

# Command words

**Calculate** → This does not mean use a calculator, it means 'work out' (and show their working).

**Complete** → This means to fill in a data table or to fill in gaps.

**Work out** → A written or mental calculation is needed.

**E.g.: Work out $6^2$**
**Answer: 6 x 6 = 36**

# Command words

**Expand (multiply out the brackets)** →

**4(d - 3) = 4d – 12**

← **Factorise (find factors and add brackets)**

**Solve** → this means to work out the value of something; usually a variable in an algebraic equation. **E.g.: solve 3x = 12**
**Answer: x = 4**

**Simplify** → This is the process of making something simpler, eg: algebraic expression, fraction or a ratio. **E.g.: simplify 12 : 15**
**Answer: 4 : 5**

# Rounding

Students need to make sure they read whether they need to round to **decimal places** or **significant figures**.

For example: 0.0453682

0.05 2 **decimal** places
0.045 2 **significant** figures

For example: 85762
85800 3 significant figures

# Units and Conversions

**Check**: are the units the same throughout the question?

A box is on a table.

The area of the box in contact with the table is 1500 $cm^2$.
The pressure on the table is 28 newtons/$m^2$.

Work out the force exerted by the box on the table.

$$p = \frac{F}{A}$$

$p$ = pressure
$F$ = force
$A$ = area

..... newtons

**(Total 3 marks)**

**Check**: are there units given on the answer line?

**Remember**:
60 minutes = 1 hour
15 minutes = 0.25 hours, **NOT 0.15**

# Give reasons for your answer

Is it plural or singular? Students need to use the marks available to interpret how many reasons to give.

**This does not mean they should write an essay!**

The examiner will be looking for keywords in their answers.

It might help to plan their answers briefly first to make sure they leave enough space for reasons.

# Diagrams not drawn to scale

Rulers and protractors will be of no use because some diagrams are not always drawn to the correct scale. (Unless told to use this equipment)

Students need to use angle reasoning, area and volume formulae, trigonometry or circle theorems to help themselves answer these questions.

**The assumption now is that all diagrams are not drawn accurately.**

Diagram to illustrate that the angles actually aren't correct

# Crossing out working

Crossed out working cannot be marked if it is replaced.

Students are better off leaving incorrect working there and gaining one or two marks than gaining none.

Students need to ensure they leave one final answer.

# Answer everything

Again, students are better off leaving incorrect working there and gaining one or two marks than gaining none.

Encourage your child to have a go at the questions throughout the paper, try to attempt as much as they can.

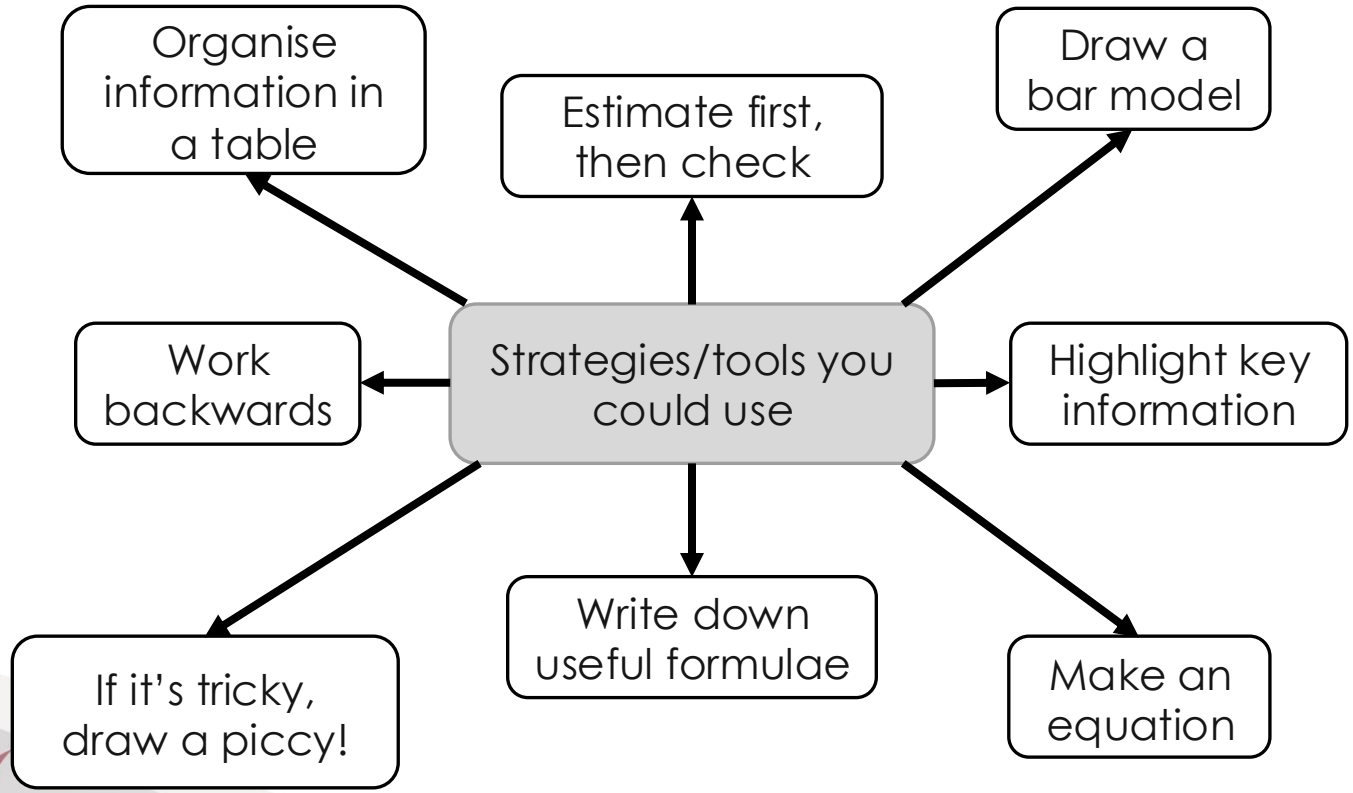
# Checking their workings

If students finish early…

They must check their working.

**This doesn't mean just looking at their answers, they need to go over every step of their working to make sure they haven't made any avoidable errors with times tables or negatives.**

# Exam techniques



# Exam techniques

**Step 1**
Read the question highlighting key information.

**Step 2**
Plan and structure how you are going to answer it.

**Step 3**
Answer it showing all your mathematical working out.

**Step 4**
Check your answers.