



**GUISELEY**  
**SCHOOL**



# Aims of the Evening

- How to achieve full potential
- Support systems in school
- English/ Maths & Science specific advice
- Help you to support your son/daughter

# KEY STAGE 4 PASTORAL TEAM

KEY STAGE 4 PASTORAL LEADER – LISA WARD



KEY STAGE 4 ASSISTANT PASTORAL LEADER – TRIS HOLROYD



YEAR 10 MANAGER – CLAIRE LEE



YEAR 11 MANAGER - SARAH BARRASS



# What is the recipe for success?

- Outstanding record at GCSE and A level
- Students who were 'bright' at primary school did not necessarily do best
- Students who succeeded were the ones who worked hard, attended regularly and showed resilience



# 100% Attendance

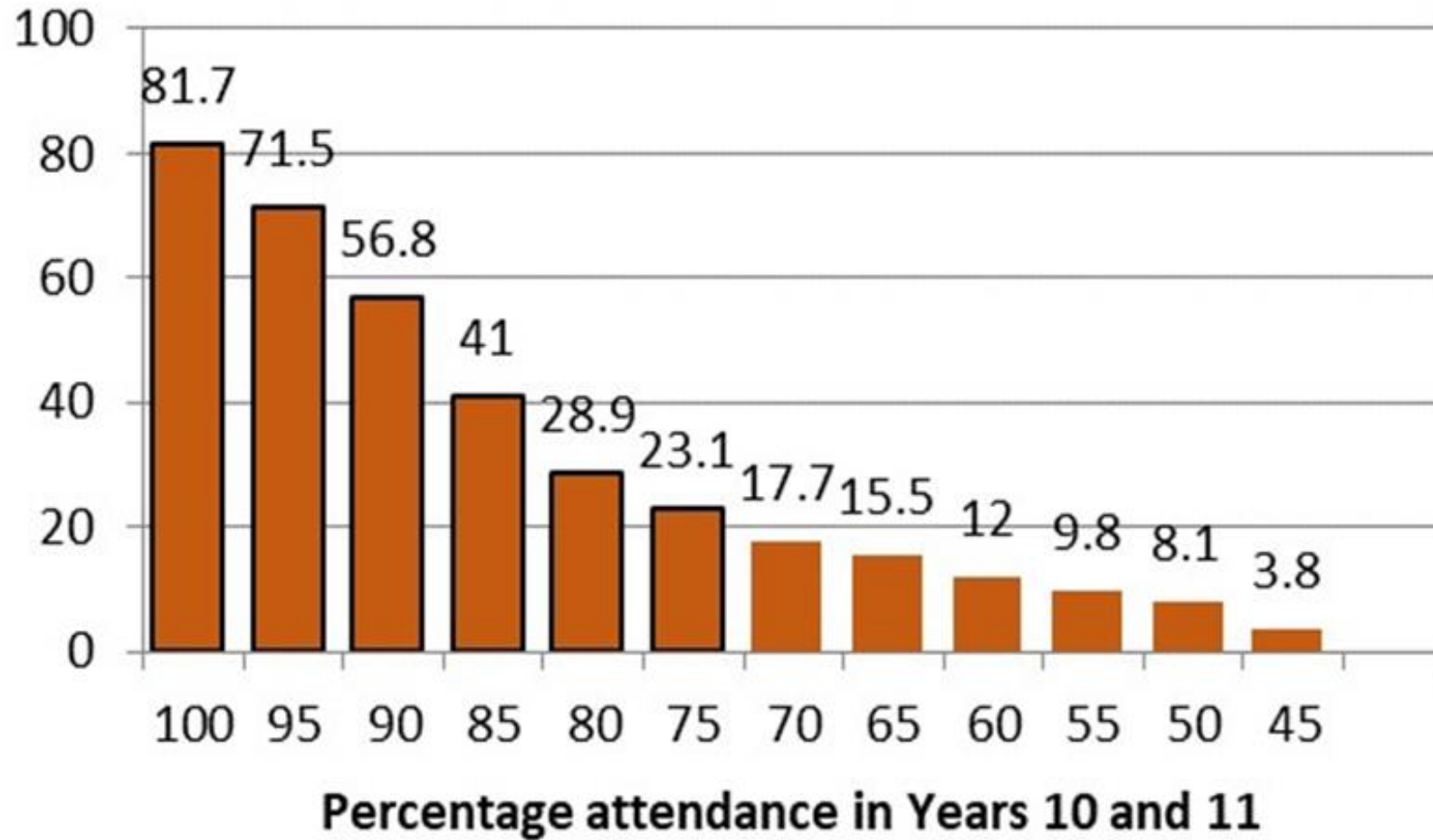
For students to get the most out of Year 10 - they need to be here!

- In school everyday
- Every lesson counts
- Poor attendance has a significant negative impact on grades. It has been shown that missing just **17 days** of school in Year 11 reduces final GCSE grades by **one level across all subjects on average.**



## Chances of 5+ GCSE 5-9 grades including English and Maths

Percentage of students achieving



# 100% Attendance

- School target 96% +
- Below this: Letters, phone calls, school meetings
- 90% and below - Persistent Absentee / Serious Concern. Attendance Strategy Officer will contact to offer further support.
- **While an attendance figure of 90% may not sound very low, it reduces a child's chance of achieving 5+ 5-9 grades at GCSE from 81% to around 57%.**



# Punctuality

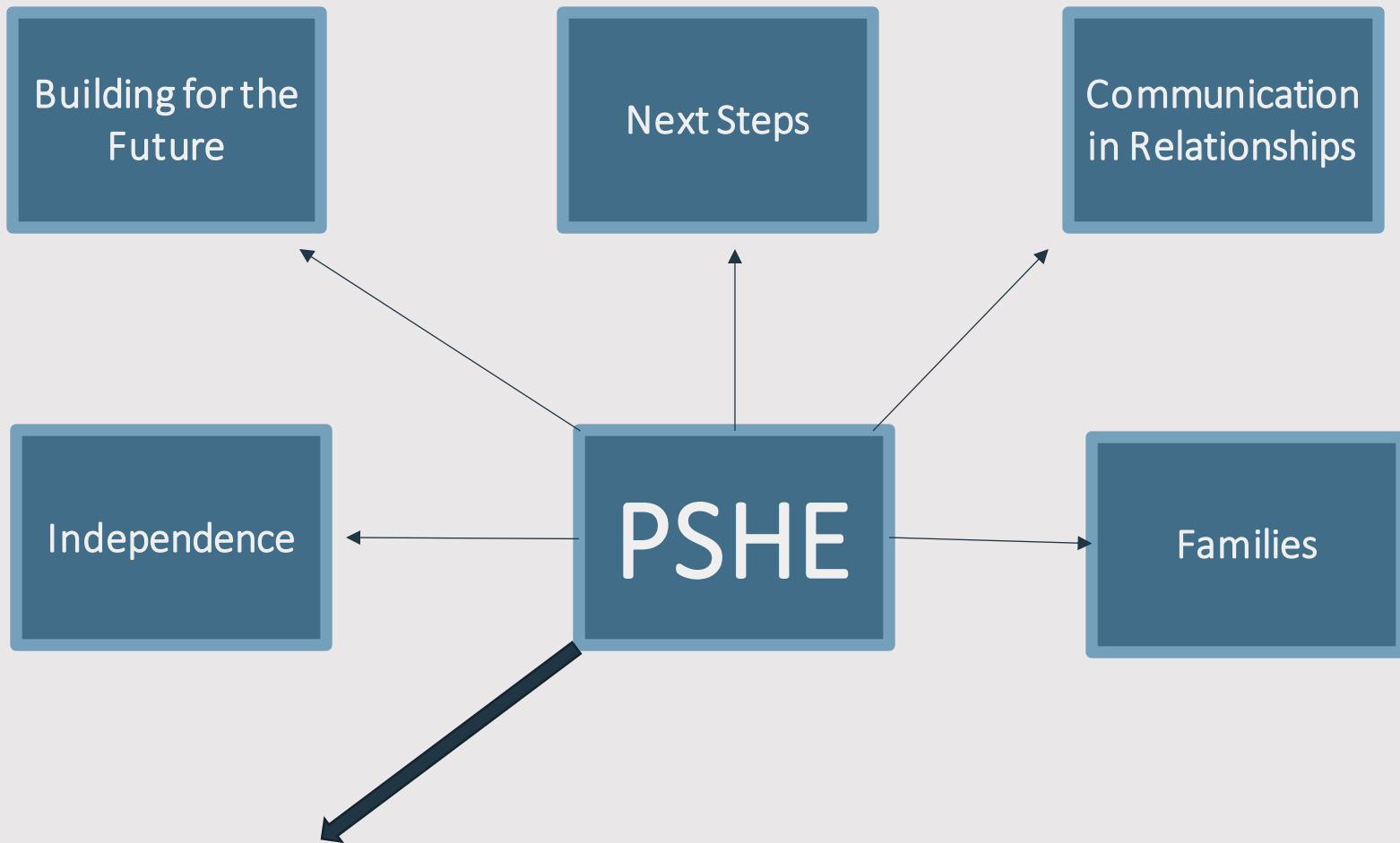
Lateness also has a negative impact on learning.

Being just 5 minutes late every day equates to **3 whole days** of learning lost.

Being late disrupts teaching and disrupts the learning of other students







## Mental Health

- Signs of emotional or mental ill-health
- Strategies to promote mental health and emotional wellbeing
- Reframing negative thinking
- Managing challenge during adolescence
- How to access support



**GUISELEY SCHOOL**

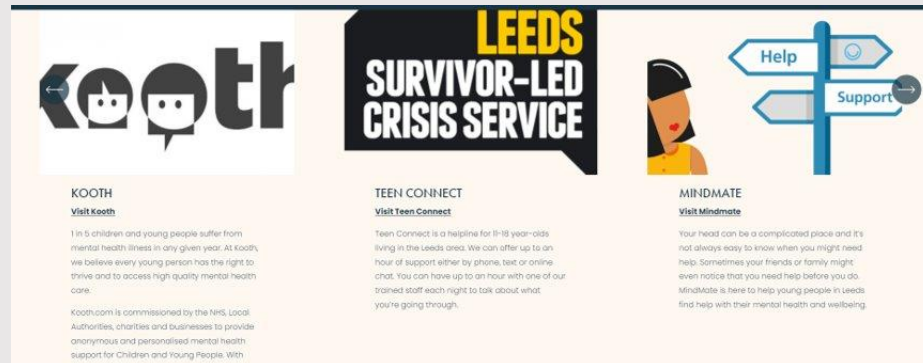
About Us News Calendar Students Sixth Form Parents Admissions Curriculum Wellbeing

### WELLBEING FOR STUDENTS

We are aware from our work with students, families and local services during recent weeks that many of us are facing new and difficult challenges during this period of 'lockdown' and social distancing. We would like to make you aware of further information around local services that may be beneficial to you or your family. However, if you feel that you or your family are in danger of not coping, then please do not hesitate to seek support or ask for help.

Featured

-  Dealing with Exam Stress
-  Food and Mood
-  What to know about social media and mental health



**KOOOTH**  
Visit [Kooth](#)

1 in 5 children and young people suffer from mental health illness in any given year. At Kooth, we believe every young person has the right to thrive and to access high quality mental health care.

Kooth.com is commissioned by the NHS, Local Authorities, charities and businesses to provide anonymous and personalised mental health support for Children and Young People. With

**LEEDS SURVIVOR-LED CRISIS SERVICE**  
Visit [Teen Connect](#)

Teen Connect is a helpline for 11-18 year-olds living in the Leeds area. We can offer up to an hour of support either by phone, text or online chat. You can have up to an hour with one of our trained staff each night to talk about what you're going through.

**MINDMATE**  
Visit [Mindmate](#)

Your head can be a complicated place and it's not always easy to know when you might need help. Sometimes your friends or family might even notice that you need help before you do. MindMate is here to help young people in Leeds find help with their mental health and wellbeing.



# Elevate

- Elevate are a company who use young presenters that have recently faced and successfully overcome challenges during the final years of school themselves.
- In year 10 students attended a study skills section and are following this up in aspire and PSHE lessons.
- On 18 October Elevate are delivering a second session “Ace your exams”
- This seminar outlines the critical exam skills that allow students to confidently prepare for their exams, including best study practice prior, as well as exam room techniques to stay calm, manage their time and deliver a concise answer.
- Follow up sessions are to be held in aspire and PHSE lessons
- We will send you a link to the elevate website which will help you support your child



# Reading at Guiseley School

Reading is part of 'Being Guiseley':

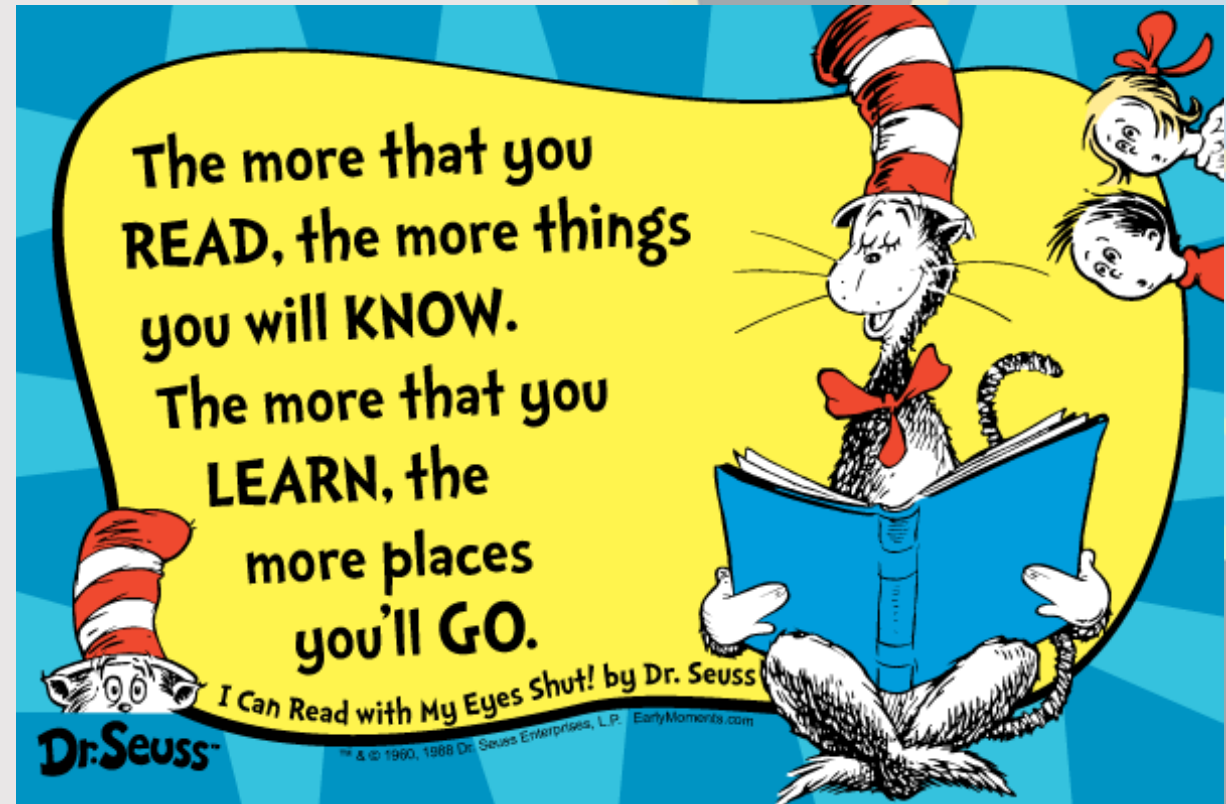
**Being Guiseley means:**

Being a **reader** and understanding the  
**importance of reading** in our lives

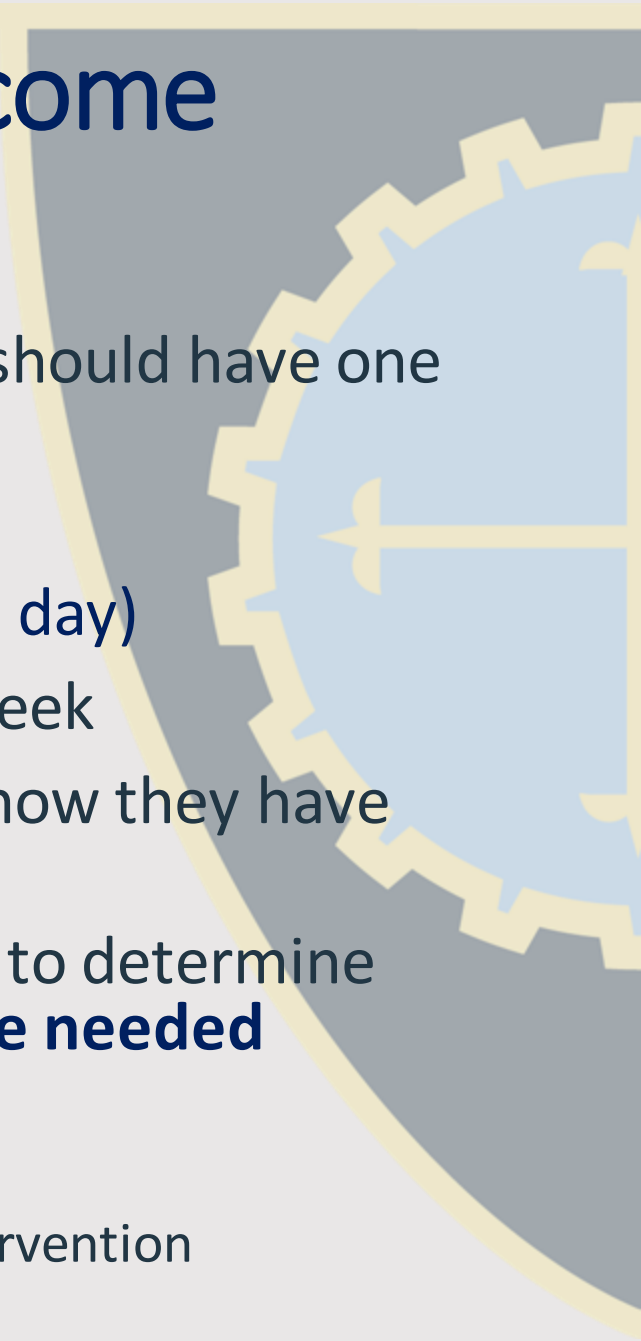


# Why is reading so important?

- It improves **all academic results** (not just English)
- It helps students **understand and access difficult texts** inside and outside school
- It **widens vocabulary**
- It helps **mental wellbeing**
- Learn about other people and **cultures and experiences**



# How do we help Year 10 students become 'readers'?

- A reading book is part of the **school equipment** – students should have one with them every day
  - Private reading is part of **form time**
  - Reading is part of their **homework** (average of 15 minutes a day)
  - Students must fill in their **reading log** planner pages each week
  - Parents must **sign page 17** of their planners each week to show they have completed their reading homework
  - **Reading tests** have been completed for all Year 10 students to determine any **interventions/exam access arrangements that might be needed**
    - Short intervention programmes targeted at needs
    - Interventions will NOT remove them from their GCSE lessons
    - We will write to you to let you know if your child is involved in intervention
- 

# Homework

<https://www.guiseleyschool.org.uk/homework>

## Year 10 Homework Schedule



Year 10 students are expected to complete 90 minutes of homework per evening. 15 Minutes should be dedicated to reading, 30 minutes should be allocated to the timetabled subject slot (see below). An additional 45 minutes should be allocated to memorisation of core content found on the knowledge organisers. On Tuesday 15 minutes should be allocated to memorisation of core content found on the knowledge organisers

|         | Monday  | Tuesday             | Wednesday | Thursday | Friday   |
|---------|---------|---------------------|-----------|----------|----------|
| Subject | Science | Option A & Option B | English   | Maths    | Option C |

- 90 mins of homework expected per evening
- 15 mins reading
- 30 mins allocated to timetable slot
- 45 mins memorising core content from knowledge organisers



# Core Values



## Being Guiseley

We are proud to attend Guiseley School. We are proud to be Guiseley:

- We are GUISELEY because we CARE about school, ourselves and each other
- We are GUISELEY because we ASPIRE to be the best person we can be
- We are GUISELEY because we want to GROW as learners, and as people
- We are GUISELEY because we want to SUCCEED and we recognise success in ourselves and others

Guiseley School is proud of our students and proud to serve this community

We want students, families and our community to be proud of Guiseley School

Being Guiseley is about developing behaviours, and habits, that will make great citizens

Being Guiseley is about ensuring that Guiseley School is an even nicer place to be.

### Being GUISELEY means:

- Wearing our uniform smartly and with pride
- Being a reader and understanding the importance of reading in our lives
- Taking personal responsibility for our decisions at all times
- Showing gratitude to staff, friends, parents and carers
- Contributing to lessons and ensuring our contributions are the best they can be
- SHAPE-ing our answers when a teacher asks a question



# Being Guiseley – School Values in the Classroom

## ATTITUDE TO LEARNING GRADES

|                                | 1<br>I choose not to be Guiseley   | 2<br>I am learning to be Guiseley   | 3<br>I am becoming Guiseley   | 4<br>I am being Guiseley  |
|--------------------------------|--|---|---|---|
| Being Guiseley in lessons      | <ul style="list-style-type: none"> <li>I say phrases like “I don’t know” and I don’t try</li> <li>I choose not to work</li> <li>I ignore feedback and don’t learn from my mistakes</li> <li>I don’t show pride in my uniform, work or our School community</li> <li>I have been inconsiderate to other students or staff</li> <li>6th form continue to miss deadline(s) without good reason</li> <li>I choose not to stay in the learning modes set by the teacher</li> </ul>  | <ul style="list-style-type: none"> <li>I give simple / one word answers</li> <li>I don’t engage with my learning and / or give up easily</li> <li>I take feedback but don’t learn from my mistakes</li> <li>I don’t show much pride in my uniform, work or School community</li> <li>I have shown little consideration for others</li> <li>6th form miss deadline(s) without good reason</li> <li>I require direction to move into or to stay in the learning mode in the lesson</li> </ul> | <ul style="list-style-type: none"> <li>I SHAPE my answers when asked because I want to succeed</li> <li>I work hard because I aspire to do well, but sometimes rely on others</li> <li>I accept feedback and ask for support to help me learn from my mistakes and to grow</li> <li>I take pride in my uniform, work and our school community because I care</li> <li>I am considerate of staff and students in our school community</li> <li>6th form I demonstrate good levels of Independent learning, wider reading and meet deadlines</li> <li>I work in the correct learning mode and rarely need reminders from the teacher</li> </ul>   | <ul style="list-style-type: none"> <li>I SHAPE my answers without prompt because I want to succeed</li> <li>Even if I am not sure, I will work hard because I aspire to learn and grow</li> <li>I accept and respond to feedback and learn from my mistakes to help me succeed</li> <li>I take pride in my uniform, work, and our community because I care</li> <li>I am always kind and considerate to staff and students in our school community</li> <li>6th form I demonstrate exceptional Independent learning, wider reading and meet all deadlines</li> <li>I always work in the correct learning mode when directed by the teacher</li> </ul> |
| Tips to help you “Be Guiseley” | <p>Actions to take</p> <ul style="list-style-type: none"> <li>Focus on the learning and try your best</li> <li>Take advice on board and apply it</li> <li>Take your time with your written work</li> <li>Check your uniform regularly</li> <li>Listen carefully</li> <li>Use SHAPE and plan your answers. If you need thinking time, ask for it.</li> <li>Get on with your work quickly and listen carefully. Ask for help if you need it.</li> <li>Your work is completed to a high standard and you have tried to ensure the work reflects what you are capable of. You have shown resilience when work has challenged you.</li> </ul> |   | <p>Reflective questions to help you Become Guiseley</p> <ul style="list-style-type: none"> <li>Have I planned my answer?</li> <li>Can I SHAPE my answer through my written and verbal contributions?</li> <li>Can I have a go even if I am not sure?</li> <li>Have I asked for help to get advice and feedback on how to improve?</li> <li>Have I checked my uniform?</li> <li>Have I done the extension task(s)?</li> <li>Can I explain what I have learnt and why? Can I say what I have achieved in the lesson?</li> <li>Can I explain where I was challenged with my learning, and how I overcame the challenges?</li> <li>Am I doing the right things?</li> <li>What worked for me? What didn’t work? Do I need to do something differently?</li> <li>Where can I use this next time?</li> </ul> |   |

# English Overview

- Students will be entered for 2 GCSEs:
  - ENGLISH LANGUAGE
  - ENGLISH LITERATURE
- Students will sit 2 exams for each award.
- There is no written coursework element for either course.



# English Literature

## Texts Studied:

- A Christmas Carol
- Macbeth
- Power and Conflict Poetry
- An Inspector Calls

All students study the same texts.

Power and Conflict Poetry anthologies are provided by the examination board.

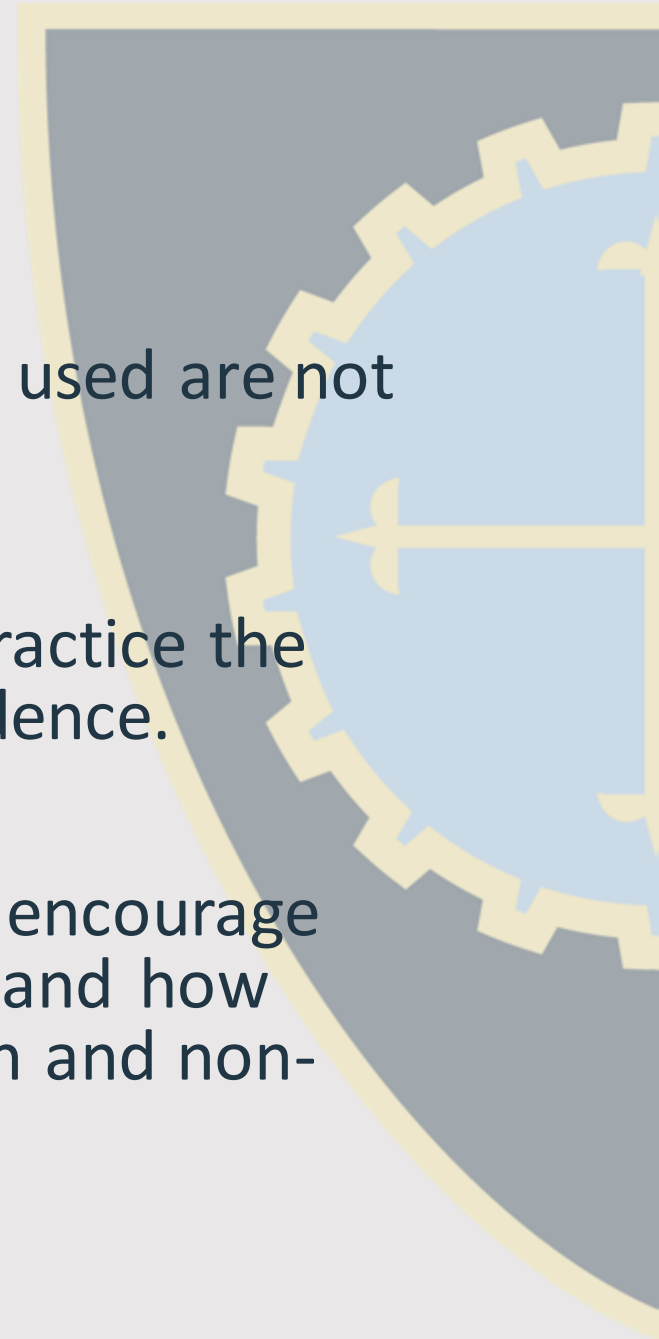
All other texts will be available to buy through the school.

Please help support your student by purchasing copies as early as possible.



# English Language

- These examinations are ‘unseen’, meaning the extracts used are not ones studied in advance.
- For this exam, we teach students the knowledge and practice the skills they need to approach an unseen text with confidence.
- This exam tests reading and writing. The more you can encourage your child to read at home, the better they will understand how writing is crafted for purpose. Reading a range of fiction and non-fiction texts is essential.



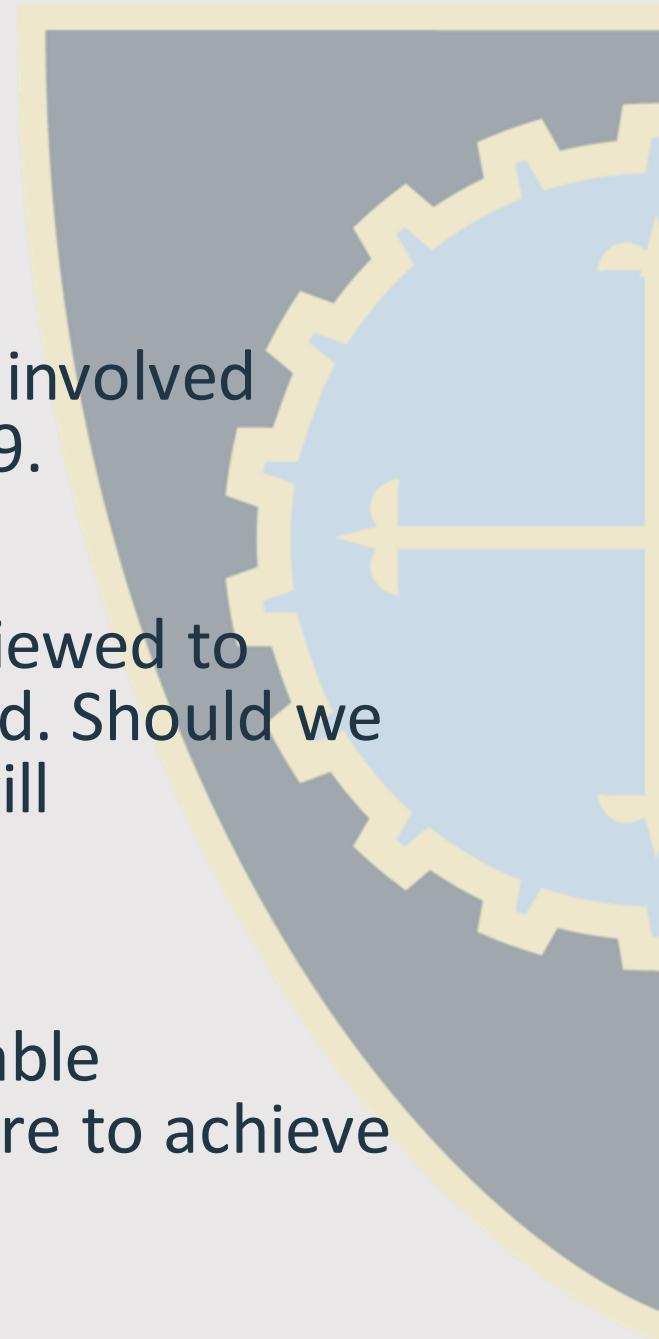
# English Language – Spoken Language Endorsement.

- The Spoken Language Endorsement (SLE) is an endorsed component of the course covering spoken language. Students pick a topic of interest and deliver a short presentation to their peers.
- They will be assessed on the content and organization of their presentation, delivery and how they respond to questions.
- The SLE is reported as a separate grade (Pass, Merit, Distinction or Not Classified).
- Whilst it does not contribute to the result of the English Language qualification (the grade your child achieves) it will be on their certificate.
- The SLE will be assessed at the end of Y10. Please support your child by reassuring and encouraging them with this part of the course.



# English Groupings

- Students are grouped on academic performance – this involved reviewing assessments and performance throughout Y9.
- Following each assessment cycle, groupings will be reviewed to consider whether individual students need to be moved. Should we believe a move is in the best interest of the child, we will communicate this to you.
- All groups study the same texts and schemes with suitable differentiation and challenge. We help all students aspire to achieve their very best no matter what group they are in.



# Maths GCSE

- AQA exam board
- Tiered:
  - Foundation tier goes from level 1 to 5
  - Higher tier goes from level 4 to 9





# Maths Groups

- Students are put into maths groups based on ability
- Higher classes all cover the same work (there is no topic/question that only the top group will see)
- Foundation classes all cover the same work
- Communication – we will always contact you if we think that your child should move to a different group.



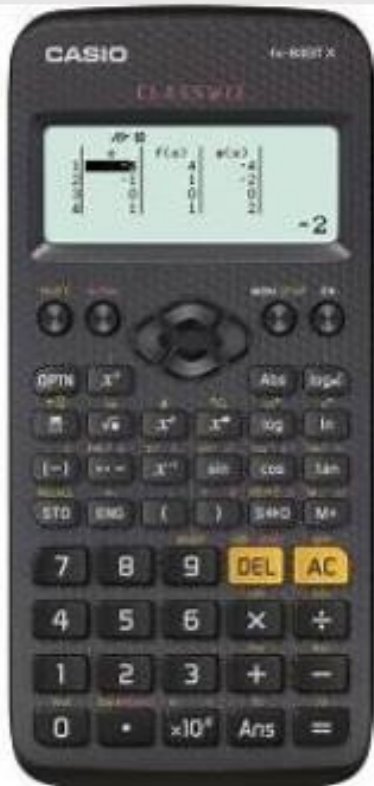
# Tiers of Entry

Level 5 on foundation = 72% +

Level 5 on Higher = 36%



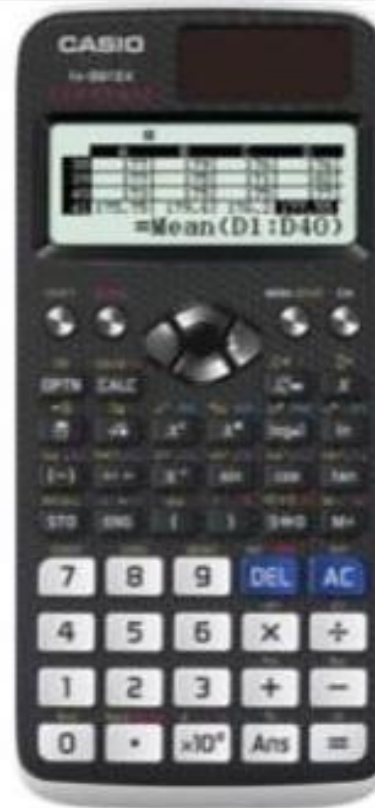
# What you can do to support:



**£11.99**

New Casio FX-83GTX  
Scientific Calculator,...

1. Please  
make sure  
your child has  
a scientific  
calculator



**£30.98**

Casio FX-991EX  
Graphic Calculator -...

# What you can do to support:

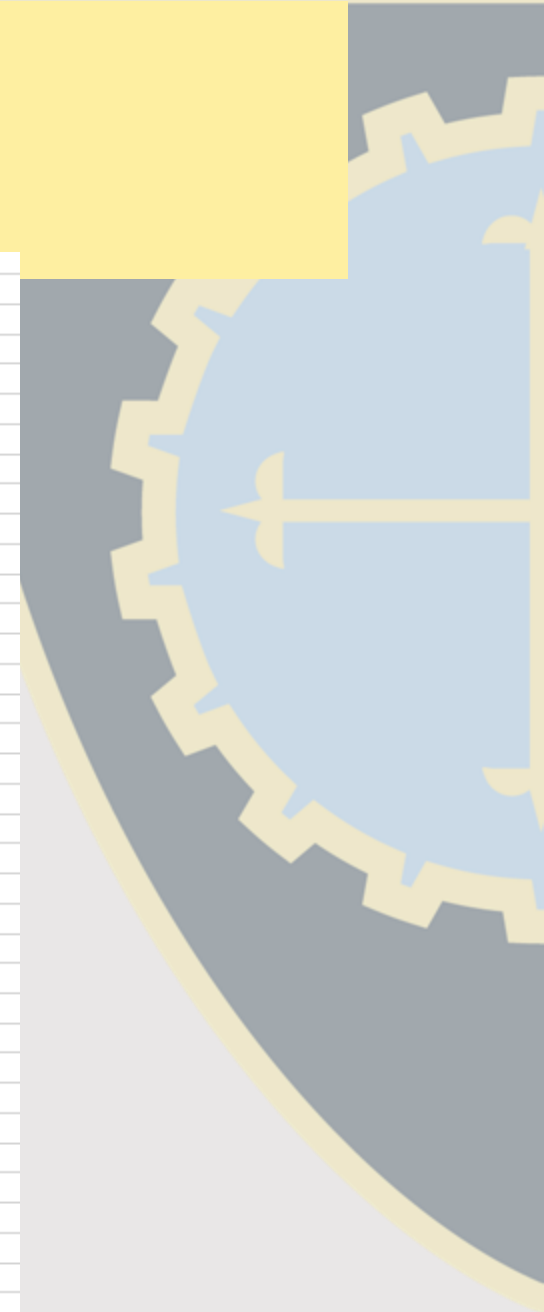
2. Please make sure your child completes their Hegarty Maths homework every week. This includes completing all working out in the back of their book or in their homework books when they get them.



# What you can do to support:

3. Please make sure your child attends maths revision after school if they are invited.

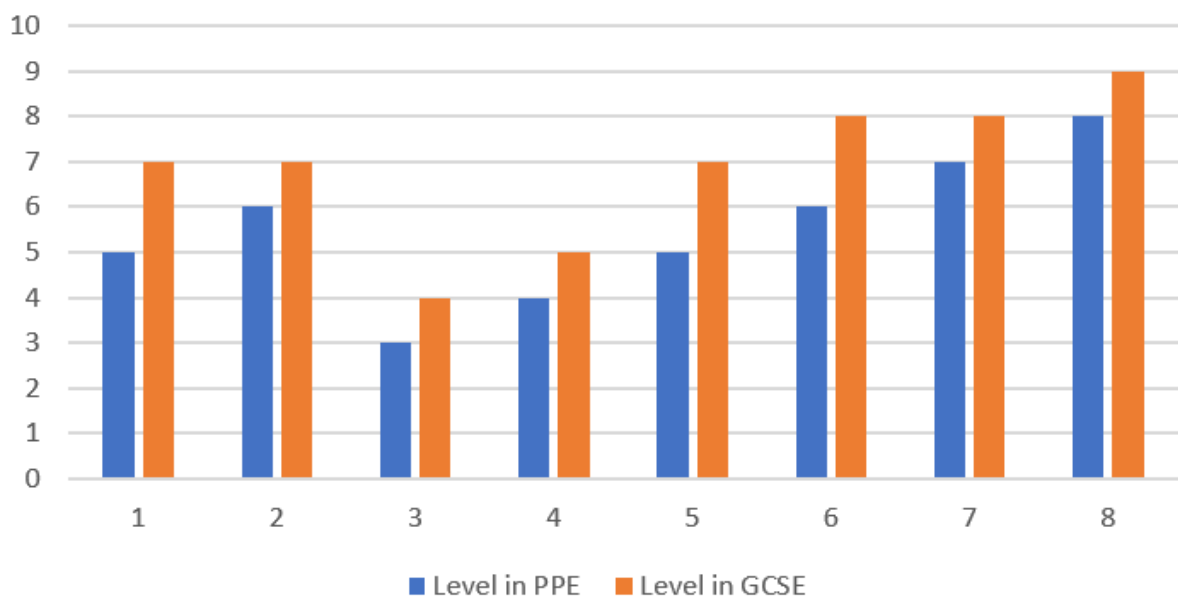
| Questions | Question Title   | Score   | Clip Number   |
|-----------|--|---------|---------------|
| 1         | Similar triangles                                      | 1 / 1   | 611           |
| 2         | Cube roots   | 1 / 1   |               |
| 3         | Percentage multiplier                                  | 1 / 1   | 89            |
| 4         | Arc length   | 0 / 1   | 544           |
| 5         | Linear sequences (nth term)                            | 1 / 1   | 198           |
| 6         | Convert decimals to fractions                          | 1 / 1   | 52            |
| 7         | Estimating calculations                                | 0 / 1   | 131           |
| 8         | Ratio to fraction conversion                           | 1 / 1   | 330           |
| 9         | Prime factor decomposition                             | 3 / 3   | 30            |
| 10        | Finding the equation of a line from a graph            | 3 / 3   | 208           |
| 11        | Perimeter (algebra problem solving), converting length | 5 / 5   | 552, 692, 823 |
| 12        | Reverse fractions of amounts                           | 2 / 2   | 79            |
| 13a       | Venn diagrams for probability, fractions of amounts    | 3 / 3   | 383, 77       |
| 13b       | Venn diagrams for probability                          | 1 / 1   | 383           |
| 14a       | Independent events with probability trees              | 2 / 2   | 362           |
| 14b       | Independent events with probability trees              | 4 / 4   | 362           |
| 15        | Money calculations                                     | 5 / 5   | 752           |
| 16        | Solving quadratic equations (by factorising)           | 3 / 3   | 230           |
| 17        | Calculating the area of a circle and a semi-circle     | 4 / 4   | 542           |
| 18        | Calculate speed from a distance-time graph             | 3 / 3   | 876           |
| 19        | Square and cube roots, solving an equation             | 4 / 4   | 101           |
| 20        | Perimeter problem solving with algebra                 | 0 / 4   | 552           |
| 21        | Ratio problem solving                                  | 3 / 3   | 335, 337      |
| 22        | Ratio problem solving                                  | 2 / 3   | 336           |
| 23        | Estimate calculations                                  | 1 / 1   | 131           |
| 24a       | Finding the gradient of a line segment                 | 2 / 2   | 201           |
| 24b       | Determining if a point is on a line                    | 0 / 2   | 212           |
| 25        | Sine rule  | 1 / 1   | 521           |
| 26a       | Factorise quadratic expressions                        | 1 / 2   | 224           |
| 26b       | Factorise quadratic expressions                        | 1 / 1   | 224           |
| 27        | Brackets involving surds                               | 0 / 3   | 117           |
| 28        | Manipulating powers                                    | 3 / 3   | 791           |
| 29        | Factorising quadratic expressions                      | 0 / 2   | 225           |
| 30        | Quadratic graphs                                       | 0 / 3   | 252, 253      |
|           | Total  | 62 / 80 |               |



|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13a | 13b | 14a | 14b | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24a | 24b | 25 | 26a | 26b | 27 | 28 | 29 | 30 |    |  |
|--|---|---|---|---|---|---|---|---|---|----|----|----|-----|-----|-----|-----|----|----|----|----|----|----|----|----|----|-----|-----|----|-----|-----|----|----|----|----|----|--|
| Similar triangles                                      | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 3 | 3  | 5  | 2  | 3   | 1   | 2   | 4   | 5  | 3  | 4  | 3  | 4  | 0  | 3  | 2  | 1  | 2   | 0   | 1  | 1   | 1   | 0  | 3  | 0  | 0  | 62 |  |
| Cube roots   | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 3 | 3  | 5  | 2  | 3   | 1   | 2   | 4   | 5  | 3  | 2  | 3  | 4  | 4  | 3  | 3  | 1  | 2   | 2   | 1  | 2   | 0   | 3  | 0  | 2  | 0  | 70 |  |
| Percentage multiplier                                  | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 3 | 1  | 5  | 2  | 3   | 0   | 2   | 4   | 5  | 3  | 3  | 0  | 1  | 0  | 3  | 3  | 1  | 2   | 2   | 0  | 1   | 0   | 0  | 1  | 2  | 0  | 52 |  |
| Arc length   | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 3 | 3  | 0  | 0  | 3   | 1   | 2   | 0   | 5  | 2  | 3  | 3  | 1  | 4  | 3  | 3  | 1  | 2   | 0   | 1  | 0   | 1   | 0  | 0  | 0  | 0  | 47 |  |
| Linear sequences (nth term)                            | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 3 | 3  | 3  | 2  | 3   | 1   | 2   | 0   | 5  | 2  | 3  | 3  | 4  | 4  | 3  | 3  | 1  | 2   | 2   | 1  | 2   | 1   | 0  | 3  | 2  | 0  | 65 |  |
| Convert decimals to fractions                          | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 3 | 0  | 0  | 2  | 2   | 1   | 2   | 4   | 5  | 0  | 3  | 0  | 2  | 4  | 3  | 3  | 1  | 0   | 0   | 1  | 2   | 1   | 0  | 0  | 0  | 0  | 46 |  |
| Estimating calculations                                | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3  | 5  | 2  | 3   | 1   | 2   | 4   | 5  | 3  | 3  | 3  | 4  | 4  | 3  | 3  | 1  | 2   | 2   | 1  | 2   | 1   | 2  | 3  | 2  | 2  | 77 |  |
| Ratio to fraction conversion                           | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 3 | 1  | 3  | 2  | 2   | 1   | 2   | 4   | 5  | 0  | 3  | 0  | 0  | 4  | 3  | 3  | 1  | 0   | 2   | 1  | 1   | 1   | 0  | 0  | 2  | 0  | 49 |  |
| Prime factor decomposition                             | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 3 | 3  | 5  | 0  | 3   | 1   | 2   | 0   | 5  | 3  | 4  | 1  | 4  | 4  | 3  | 3  | 1  | 0   | 0   | 1  | 2   | 1   | 0  | 3  | 2  | 0  | 61 |  |
| Finding the equation of a line from a graph            | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 3 | 3  | 5  | 2  | 0   | 1   | 2   | 0   | 5  | 2  | 2  | 3  | 4  | 4  | 3  | 3  | 0  | 2   | 0   | 1  | 2   | 1   | 0  | 3  | 2  | 0  | 60 |  |
| Perimeter (algebra problem solving), converting length | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3  | 1  | 0  | 0   | 1   | 2   | 4   | 5  | 0  | 3  | 1  | 4  | 4  | 3  | 3  | 1  | 2   | 2   | 1  | 2   | 0   | 2  | 1  | 0  | 0  | 54 |  |
| Reverse fractions of amounts                           | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 3 | 3  | 1  | 0  | 3   | 1   | 2   | 4   | 2  | 3  | 2  | 3  | 1  | 0  | 2  | 1  | 1  | 2   | 2   | 1  | 1   | 1   | 1  | 0  | 0  | 0  | 47 |  |
| Venn diagrams for probability                          | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 3 | 3  | 5  | 2  | 3   | 1   | 2   | 4   | 5  | 3  | 3  | 1  | 4  | 4  | 3  | 3  | 1  | 2   | 2   | 1  | 2   | 0   | 3  | 3  | 2  | 0  | 72 |  |
| In dependent events with probability trees             | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 3  | 5  | 2  | 2   | 1   | 2   | 0   | 5  | 3  | 4  | 3  | 3  | 4  | 3  | 3  | 1  | 2   | 0   | 1  | 2   | 0   | 0  | 0  | 0  | 0  | 58 |  |
| In dependent events with probability trees             | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 3 | 0  | 0  | 2  | 0   | 1   | 1   | 0   | 5  | 1  | 3  | 3  | 4  | 0  | 3  | 3  | 1  | 0   | 0   | 1  | 0   | 0   | 0  | 0  | 0  | 0  | 36 |  |
| Money calculations                                     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 0  | 1  | 2  | 3   | 1   | 1   | 0   | 5  | 1  | 3  | 0  | 2  | 4  | 3  | 0  | 1  | 0   | 0   | 1  | 2   | 0   | 0  | 0  | 0  | 0  | 40 |  |
| Solving quadratic equations (by factorising)           |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Calculating the area of a circle and a semi-circle     |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Calculate speed from a distance-time graph             |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Square and cube roots, solving an equation             |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Perimeter problem solving with algebra                 |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Ratio problem solving                                  |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Ratio problem solving                                  |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Estimate calculations                                  |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Finding the gradient of a line segment                 |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Determining if a point is on a line                    |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Sine rule  |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Factorise quadratic expressions                        |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Factorise quadratic expressions                        |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Brackets involving surds                               |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Manipulating powers                                    |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Factorising quadratic expressions                      |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |
| Quadratic graphs                                       |   |   |   |   |   |   |   |   |   |    |    |    |     |     |     |     |    |    |    |    |    |    |    |    |    |     |     |    |     |     |    |    |    |    |    |  |



### Students who attended maths revision



### Students who did not attend maths revision

