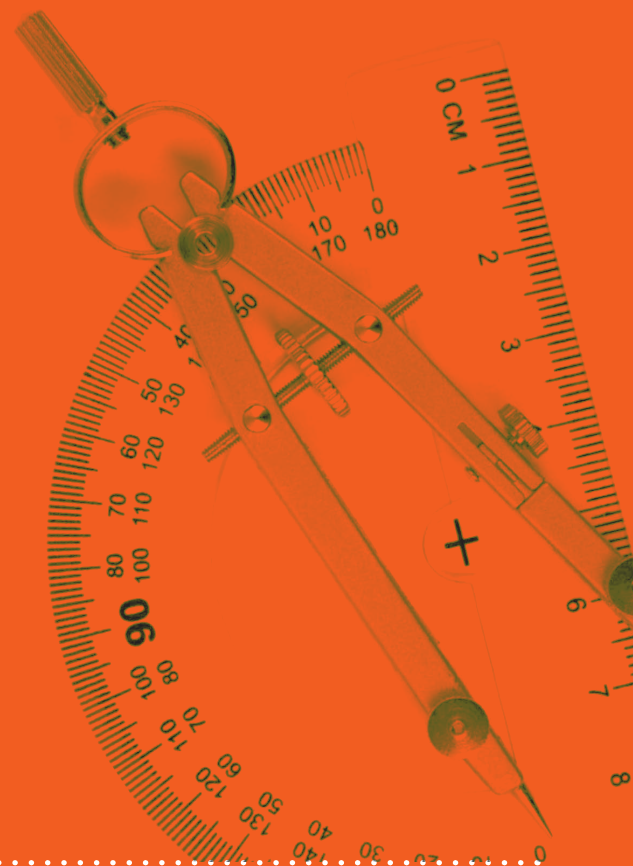


2019 SUMMER EXAMINATION – SUMMARY REPORT

A HELPFUL GUIDE TO INFORM
YOUR TEACHING FOR

GCSE (9-1) MATHEMATICS



SUPPORTING YOUR TEACHING IN THE NEW ACADEMIC YEAR

Utilising results from the 2019 summer assessment, our Mathematics Team and Examiners have analysed the performance of candidates to provide a summary to aid your teaching.

This booklet provides:

- A general summary of candidates' strengths
- Identifies areas where candidates required additional support/guidance
- Suggestions of areas to consider in the new academic year

In addition to this booklet, we recommend that centres review the performance of their centre, by utilising our free Online Exam Review tool. This online portal brings together several elements including general data, exam questions, mark schemes and examiner comments to lead you through examination performance.

Access this via oer.eduqas.co.uk

Centres are also encouraged to review their item level data (provided on our Secure Website www.wjecservices.co.uk) and the Principal Examiner's report which is available on your subject page of our website www.eduqas.co.uk/Mathematics.

ADDITIONAL SUPPORT

In addition to this booklet, we continue to provide a comprehensive package of support to aid you in the delivery of Mathematics GCSE which includes:

- Expert advice and guidance from our subject specialists to support your teaching
- Free teaching and learning resources to be used in the classroom
www.eduqas.co.uk/Resources
- Face-to-face and online training, to book your place visit
www.eduqas.co.uk/Training

To ensure you receive the latest subject news, training opportunities and resources updates, subscribe to our mailing list today www.eduqas.co.uk/Subscribe

Disclaimer

This resource aims to support your teaching, but in no way constitutes an endorsed teaching method that is required by WJEC Eduqas.

AREAS OF STRENGTHS OF THE 2019 SUMMER ASSESSMENT

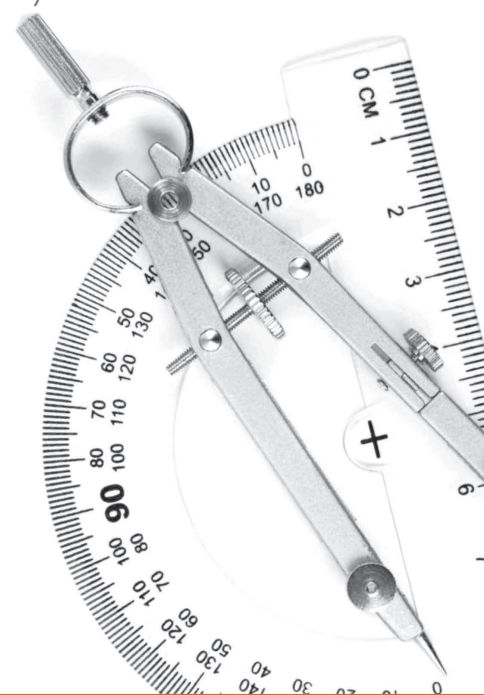
Following a review of the summer assessment, our Mathematics Team and Examiners have identified that candidates generally performed well in the following areas:

- Money in real life situations. (FT)
- Representing and interpreting data in pictograms and bar charts. (FT)
- Using angle facts to calculate angles. (FT)
- Working with co-ordinates in all four quadrants. (FT)
- Algebra; solving linear equations, simultaneous equations, rearranging formula. (HT)
- Tree diagrams. (HT)

AREAS FOR ADDITIONAL SUPPORT

Our Mathematics team and Examiners felt that, following the performance in the recent assessment, candidates found the following areas particularly challenging:

- Measuring and drawing bearings. 'Measure the bearing of B from A'. Many candidates are measuring a distance. Those that use a protractor often measure the bearing of A from B. (FT)
- Simple vector arithmetic. 'Work out the column vector $2\mathbf{p} + \mathbf{q}$ ', when $\mathbf{p}$ and $\mathbf{q}$ are given as column vectors. Many Foundation Tier candidates are not attempting this topic. (FT)
- Writing simple algebraic expressions. 'Jo has y sweets. Alex has 3 more than Jo. Sam has twice as many as Alex. Write an expression for how many sweets Sam has.' $+3$, instead of $y+3$, and $x2$ instead of $2(y+3)$ are the answers usually given. (FT)
- Calculating average speed. Many candidates are adding the two speeds together and dividing by two, instead of calculating average speed = total distance $\div$ total time. (FT & HT)
- Calculating negative and fractional indices. (HT)



ENHANCING THE DELIVERY OF MATHEMATICS GCSE FOR 2019/20

Based on the performance of candidates in the 2019 summer assessment, the following areas have been identified as potential areas for teachers to consider providing additional support to their candidates:

- 'Show that' questions. Candidates should be taught to calculate/set out their working so that their final answer is the one shown. Many candidates are using the shown answer and working backwards.
- 'Find the value' questions. Some candidates are leaving a power or root in their answer. If asked to find the value, the answer needs to be a numerical answer with no other symbols.
- Setting up three parts ratios with 'headings' to identify the different parts.
- Converting squared and cubed units: $m \rightarrow cm$ is $\times 100$, so $m^2 \rightarrow cm^2$ is $\times 100^2$

TAILORED SUPPORTING RESOURCES

We have produced a comprehensive package of resources to support you in the delivery of Mathematics GCSE. These resources are available for free from our Digital Resources Website www.eduqas.co.uk/Resources.

Centres may wish to pay particular attention to the following resources which have proved extremely popular:

- Guidance for teachers. Statements in the specification are clarified and examples given.
<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1075>
- Spotlight on. A series of power points and worksheets. Topics covered include: proportional change, circle equations and vectors.
<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1216>
- Takeaway menus. Revision resources for the different domain areas at the different tiers. Based on a takeaway menu, it has short 'starter' questions, longer (and incorporating other topics) 'main' questions.
<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=935>
<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=936>
- Worksheets and video tutorials. Topics covered include: pressure, percentages greater than 100% and working with multiples of π .
<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=955>