

## #mathscpdchat 26 April 2022

**How well prepared for this year's maths A level exams are your students, compared with those in previous years?**

Hosted by [Rob Southern](#)

*This is a summary of the discussion – to see all the tweets, follow the hashtag #mathscpdchat in Twitter*



The graphic features a dark teal background with a large, light green hashtag symbol. The text '#mathscpdchat' is written in white, bold font. To the right, a yellow box contains the word 'Today' in black, followed by 'Tuesday, 26 April, 8-9pm' in white. Below this is a central image showing a person's hands using a calculator and a pen on a piece of paper. At the bottom, the discussion topic is repeated in white text, followed by the host's name and Twitter handle, and the website URL. A small version of the NCETM logo is in the bottom right corner.

**#mathscpdchat** Today  
Tuesday, 26 April, 8-9pm

How well prepared for this year's  
maths A-level exams  
are your students, compared with  
those in previous years?

Hosted by Rob Southern @mrsouthernmaths  
[ncetm.org.uk/mathscpdchat](http://ncetm.org.uk/mathscpdchat)

The only link shared during this discussion was:

[Goal Free Problems](#) which is a website that has been set up to allow teachers to access and share goal-free problems, created by [Peter Mattock](#) and other teachers. Each 'goal-free problem' consists of some information which may include an image or diagram. Students can be challenged to deduce new/more 'information' from that which is given. They may also make up or ask their own questions/problems that can be answered/solved using the information. It was shared by [Gemma Scott](#)

**A full illustrated summary of the discussions in this #mathsCPDchat follows.**

Some discussion was generated by a response from Kerry Dunton to Rob's introductory tweet, even before there was time for him to post his first question ...



**Rob Southern** @mrsouthernmaths · 15h

Good evening everyone and welcome to tonight's edition of [#mathscpdchat](#)

This evening we will be discussing how we are helping our students to prepare for their A level exams.

As always, please use the hashtag in all tweets.

Stand by for question 1.



**Kerry Dunton** @KerryDunton · 16h

Replying to @mrsouthernmaths and @PardoeMary

[#mathscpdchat](#) does anyone have any inventive ways to get students to practise exam questions in a more exciting way as it can be a bit boring after a while otherwise if they are just given questions to work on



**Connie Loizou** @connieloizou · 16h

Replying to @KerryDunton @mrsouthernmaths and @PardoeMary  
Relay? Cut a paper up and they can only get the next bit if correct?



**Kerry Dunton** @KerryDunton · 16h

I do like a relay but do have concerns that they encourage them to rush to complete the questions rather than doing them carefully



**Jess O** 📊 📚 🧑 🧑 🗺️ 🌈 @jengi88 · 13h

Pair students, each pair gets an exam qu on A4. 5mins to write key formulae/required knowledge, which topics it is covering etc. Rotate questions and paper clockwise. Next pair have 5-10 mins to do this question.

Rotate and next pair uses mark scheme to mark [#mathscpdchat](#)



**Mrs Beale** @BealeScience · 16h

Replying to @KerryDunton @mrsouthernmaths and @PardoeMary

A friend of mine used to do exam question poker, where pupils would bet with tokens on how many marks they could get...vague memory I'm afraid!



**Elysian Maths** @ElysianMaths · 16h

...

Replying to @KerryDunton @mrsouthernmaths and @PardoeMary

Students design their own mark scheme for a given correct method.

Discussion on where marks could be given.

Long questions could be done in a carousel. Students given 1 min to read question, 1 min to attempt question. Then the questions rotate in a small group [#mathscpdchat](#)



**Elysian Maths** @ElysianMaths · 16h

...

Students on subsequent rounds have a little longer for reading. They carry on /correct method provided by previous student. Usually good for 'meaty questions' 12 markers with lots of method [#mathscpdchat](#)



**Elysian Maths** @ElysianMaths · 16h

...

Students given a test paper, pre attempted with a mixture of correct method, unusual but correct method and misconceptions.

Students mark the paper and offer feedback on misconceptions

[#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 16h

...

Replying to @KerryDunton and @PardoeMary

An idea I had today was to give the students the advance information and to ask them to design what they thought a question might look like. I haven't been brave enough to try this with a class yet though!

[#mathscpdchat](#)

... and then the next morning this tweet was added!



**Vince Ulam** @VinceUlam · 55m

...

Replying to @KerryDunton @mrsouthernmaths and @PardoeMary

Boring is good, productive automation which is what you want from this exercise.

Exams & their practise are not meant to be exciting, not meant to entertain pupils or teachers. it is a waste of everyone's time & bandwidth to aim for this.

[#mathscpdchat](#) [#RainyParade](#)

Rob's first main question ...



**Rob Southern** @mrsouthernmaths · 15h

...

OK, here we go with tonight's [#mathscpdchat](#)

Q1: Have you finished teaching the course to Year 13? How does your current situation compare to a "normal" year?


... generated more tweets (ten conversations and two single replies) than any of his other three main questions. This was one of the conversations ...


-  **Simon Ball** @ballyzero · 14h ...  
Replying to @mrsouthernmaths  
Yes! Got under the wire with the content the day before the Easter holiday.  
V. pleased. #mathscpdchat
-  **Rob Southern** @mrsouthernmaths · 18h ...  
Replying to @ballyzero  
Great job! Did this feel more rushed than previous years or about the same?  
#mathscpdchat
-  **Simon Ball** @ballyzero · 18h ...  
Finishing Y12 with this group felt more rushed than finishing Y13 with them.  
It felt better than last year's Y13, too. #mathscpdchat
-  **Simon Ball** @ballyzero · 17h ...  
Oh, so much. It was a rotten time. #mathscpdchat
-  **TM** @tm\_maths · 14h ...  
I thought you were still on moments 😂
-  **Simon Ball** @ballyzero · 14h ...  
Cheeky.

... and this was another:

-  **Director of Maths** @DirectorMaths · 15h ...  
Replying to @mrsouthernmaths  
Not quite! Later than in previous years but since Christmas we have been  
doing more revision/ retrieval in lessons to support with method selection.  
We will have finished by the end of next week #mathscpdchat
-  **Rob Southern** @mrsouthernmaths · 15h ...  
Great job! What made you decide to incorporate more revision in lesson  
times? Do you think you will continue this with future cohorts?  
#mathscpdchat
-  **Director of Maths** @DirectorMaths · 15h ...  
Certainly continue next year to account for the lack of formal GCSE exams,  
then possibly beyond. It's helping them bring all their knowledge together  
and then select an appropriate strategy #mathscpdchat


 **Rob Southern** @mrsouthernmaths · 17h ...  
Replying to @DirectorMaths  
This sounds really good. What sort of activities/resources are you using for this? #mathscpdchat

 **Director of Maths** @DirectorMaths · 15h ...  
A lot of goal free problems, old style papers and then my co teacher did a focus on the multiple choice questions ( we do AQA) #mathscpdchat


 **Rob Southern** @mrsouthernmaths · 15h ...  
Where do you find the goal-free problems? #mathscpdchat

(Link provided above.)

The following conversation included a reference to difficulties encountered when trying effectively to teach A level mechanics remotely:

 **Vicky Tanner** @marmite1200 · 14h ...  
Replying to @mrsouthernmaths  
Nearly completed, later than usual. Due to having to recap some yr12 mechanics and statistics.


 **Rob Southern** @mrsouthernmaths · 14h ...  
Was this recap something that this cohort needed in particular? #mathscpdchat

 **Vicky Tanner** @marmite1200 · 14h ...  
Yes, most of their application was delivered during lockdown via online learning. Their mechanics knowledge was weak and methods of solution needed some refinement. Its still a work in progress. #mathscpdchat

 **Rob Southern** @mrsouthernmaths · 14h ...  
I expect this is the case for a lot of schools. Teaching mechanics remotely was a real challenge! #mathscpdchat




This conversation raised the question 'What is a 'normal' year?':


 **Emma Bukhari** @EmmaCookeBooks · 15h ...  
Replying to @mrsouthernmaths  
Yes, we finished it at about the same time as normal (although we've only actually had one normal year 13 of new spec before this!)


 **Rob Southern** @mrsouthernmaths · 15h ...  
Absolutely! What is a normal year?!? Did you find it more challenging to finish "on time" this year? #mathscpdchat

-  **Mrs L Maths** 🐶 🌸 🏡 😎 @nkl\_17 · 17h ...  
Yes - about the same as normal.
-  **Rob Southern** @mrsouthernmaths · 17h ...  
Replying to @nkl\_17 and @EmmaCookeBooks  
Did you find it a challenge to finish "on time"? #mathscpdchat
-  **Mrs L Maths** 🐶 🌸 🏡 😎 @nkl\_17 · 17h ...  
Not really, although I 'only' teach stats, but mechanics also finished. Think they only finished Pure just before Easter.
-  **Rob Southern** @mrsouthernmaths · 17h ...  
Are you planning on doing a mock exam or have you already done one?  
#mathscpdchat
-  **Emma Bukhari** @EmmaCookeBooks · 16h ...  
We did mocks in October and March. Would be nice to do another just to have a better idea of where they're at but no time for real intervention after anyway so we're just doing lots of past paper practice. #mathscpdchat
-  **Mrs L Maths** 🐶 🌸 🏡 😎 @nkl\_17 · 17h ...  
Replying to @mrsouthernmaths and @EmmaCookeBooks  
We did one in Jan and another one with papers either side of Easter - lots of making and marking of papers.

Consequences of students 'never having sat exams' were mentioned in this conversation:


-  **Elysian Maths** @ElysianMaths · 15h ...  
Replying to @mrsouthernmaths  
Year 13 SOW has finished. Year 13FM finished today. Approximately the same as previous years. Students don't seem to be taking advantage of in person study supports - I wonder if this is a result of an increase in internet based support & independent learning #mathscpdchat
-  **Rob Southern** @mrsouthernmaths · 15h ...  
Hopefully! I also think that this cohort have never sat exams before and a number of students are not sure how to go about preparing effectively.  
#mathscpdchat
-  **Elysian Maths** @ElysianMaths · 15h ...  
I found over the last few years that students don't seem to be practising questions in time pressure... resulting in them not finishing a test paper. I've collated resources this year to tackle that with instruction to only use with a timer #mathscpdchat

 **Rob Southern** @mrsouthernmaths · 15h ...  
Excellent point. I am finding the same, particularly with my FM students, who are struggling with the idea that they may have to abandon questions if they are taking too much time or attempt questions in non-sequential order! #mathscpdchat

 **Elysian Maths** @ElysianMaths · 5h ...  
Replying to @ElysianMaths and @mrsouthernmaths  
I have been reflecting on this - I'm not convinced the 'completion time' > 'understanding time'. If my SOW finished shortly before the exams but students understood the content I would be disappointed. Conversely, early finish with poor understanding is not favourable #mathscpdchat

In this conversation students' recollection of content addressed during remote teaching was discussed:

 **BMaths** @BerwickMaths · 14h ...  
Replying to @mrsouthernmaths  
We finished just before Easter and have enough time to go through 2021 papers and maybe a little bit more

 **Rob Southern** @mrsouthernmaths · 14h ...  
Superb! How are you finding their recollection of the content covered earlier in Year 13 and Year 12? #mathscpdchat


 **BMaths** @BerwickMaths · 14h ...  
Interesting... their stats knowledge was great today, but some bits of hypothesis testing is rusty. I will let you know how the pure paper goes on Thursday


 **Rob Southern** @mrsouthernmaths · 14h ...  
It will be very interesting to see how they get on. #mathscpdchat

Mock exams were mentioned in this:

 **Jack Brown** @TLMaths · 15h ...  
Replying to @mrsouthernmaths  
Yep, all done. We usually finish by Easter and we managed that this year. #mathscpdchat

 **Rob Southern** @mrsouthernmaths · 15h ...  
Nice job! Was it more challenging to finish "on time" this year compared to previous years? #mathscpdchat


 **Jack Brown** @TLMaths · 15h ...  
Not really - we luckily didn't get hit time wise.

 **Rob Southern** @mrsouthernmaths · 15h ...  
Are you planning on doing a mock exam or have you done them already?  
[#mathscpdchat](#)

 **Jack Brown** @TLMaths · 15h ...  
We've got one coming up - we're still doing "just in case" mocks for TAGs.  
This'll be the last one though.

This conversation revealed a fact about teaching-time:

 **Mr S Maths** @MrSMaths11 · 14h ...  
Replying to [@mrsouthernmaths](#)  
Yes. Finished by February half term as per in a normal year.

 **Rob Southern** @mrsouthernmaths · 14h ...  
February half term! That is incredible. How much contact time do you have per week? [#mathscpdchat](#)

 **Mr S Maths** @MrSMaths11 · 14h ...  
5.5 hours a week. It's a school policy for KS5 to finish teaching by February and KS4 by Christmas! (Independent school)


Mock exams were also discussed in this conversation:

 **Ian Noakes** @maths\_noakes · 15h ...  
Replying to [@mrsouthernmaths](#)  
Yes. Literally just. Same every year.

 **Rob Southern** @mrsouthernmaths · 15h ...  
Good job! Did it feel more rushed this year or about the same?  
[#mathscpdchat](#)

 **Ian Noakes** @maths\_noakes · 15h ...  
About the same overall. But it still felt rushed. [#mathscpdchat](#)

 **Rob Southern** @mrsouthernmaths · 15h ...  
Do you have any plans to give them a mock exam? [#mathscpdchat](#)

 **Ian Noakes** @maths\_noakes · 15h ...  
No plans. I wouldn't want this taken out of lesson time. Not sure I'd get the response and value doing this after school for a few hours 🧑🏫 I am planning on giving controlled exam questions on topics within lessons.  
[#mathscpdchat](#)





**Rob Southern** @mrsouthernmaths · 15h

...

I completely understand you not wanting to use lesson time. We were lucky at my school that we managed to schedule a mock before Easter on a Wednesday afternoon when they would normally have had Games.

[#mathscpdchat](#)

These comments (even though they addressed Rob's first question) were contributed very near to the end of the whole chat:



**Matt Man** @mr\_man\_maths · 16h

...

Replying to [@mrsouthernmaths](#)

Hi Rob, just got back so sorry for late replying! We have finished our course for Year 13s by Easter. Same timings as usual. Luckily, our students weren't sent home due to Covid isolation etc. We did our mock exams just before the end of term. [#mathscpdchat](#)



**Matt Man** @mr\_man\_maths · 16h

...

Replying to [@mr\\_man\\_maths](#) and [@mrsouthernmaths](#)

Pure is not too bad, Stats is a mixed bag - they're still struggling with hypothesis testing. For them, it's practice, practice, practice! Mechanics also a mixed bag according to my colleague. [#mathscpdchat](#)



**Graham Walton** @mr\_g\_walton · 16h

...

Hypothesis testing is a big one nowadays. The 2017 spec seems to have us hypothesis testing everything!!!

This comment was contributed after the chat had ended ...



**Jess O** 📊 📐 🧑‍🎓 🧑‍🎓 🧑‍🎓 🌈 @jengi88 · 11h

...

Replying to [@mrsouthernmaths](#)

We haven't finished the pure, still just teaching for the next two weeks. Also students have really limited confidence with stats (combination of a few things: a few missed lessons with bank holidays combined with instructions to reduce testing to reduce anxiety) [#mathscpdchat](#)

... and this was the other 'single' reply to Q1:



**Luke Modiri** @modirimaths · 15h

...

Replying to [@mrsouthernmaths](#)

Not quite finished yet but will have by the end of this week. We've always found it tight to finish before Easter, and often don't [#mathcpdchat](#)

The (linked-to-Twitter) screenshots below show the four conversations and three 'single' replies that were generated by Rob's second question, which focused on the main topic of the

chat. Some teachers were not more concerned than ‘usual’ about how well-prepared most students are for A level exams this term. But others discussed their concerns, what may be the causes of inadequate preparation by some students, and what they might do now to help them. Click on any of the screenshots-of-a-tweet to go to that actual tweet on Twitter.

All the following conversations and replies were in response to the following question from the host [Rob Southern](#). (Whenever, during a conversation, more than one sub-conversation was generated by a tweet (reply) during the conversation that tweet is repeated.)



**Rob Southern** @mrsouthernmaths · 17h

...

Keep the responses coming to Q1 but Q2 is the big one so I'll fire it out now:

Q2: How well prepared do you feel your students are for the exams? How does this compare with previous years? [#mathscpdchat](#)

This conversation was between [Luke Modiri](#), [Rob Southern](#) and [Jess O](#):



**Luke Modiri** @modirimaths · 17h

...

Replying to [@mrsouthernmaths](#)

Preparation-wise, the same as any other year, maybe even better given the amount of intervention we put in place.

However currently marking final mocks (most recent A-level paper) and they've found it hard. New spec much harder to prepare for problem-solving aspect.

[#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 18h

...

Replying to [@modirimaths](#)

I'm going to ask loads of follow-up questions to this! Firstly, what sort of intervention have you put in place? [#mathscpdchat](#)



**Luke Modiri** @modirimaths · 17h

...

First, all Y13 do 3 papers a fortnight. I put these together using relevant old spec Qs. Starts with Y12 Qs at first, then slowly built in Y13 Qs as the year progresses. Made them so it's two pure, 1 stats/mech.

Then...

[#mathscpdchat](#)



**Luke Modiri** @modirimaths · 17h

...

For milestone under-performers, we set 8/10 weekly Dr Frost intervention Qs, focusing on key topics.

We also went through all key Y13 student timetables to find when the majority were free, then assigned a free teacher to it who was under allocation. Extra period.

[#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 17h

...

This sounds incredible! Your students are extremely fortunate.

[#mathscpdchat](#)



**Luke Modiri** @modirimaths · 17h

...

Replying to [@mrsouthernmaths](#)

Preparation-wise, the same as any other year, maybe even better given the amount of intervention we put in place.

However currently marking final mocks (most recent A-level paper) and they've found it hard. New spec much harder to prepare for problem-solving aspect.

[#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 16h

...

Thank you for all your comments Luke. I have another question following on from this. Do you think the new-spec exams are too hard? [#mathscpdchat](#)



**Luke Modiri** @modirimaths · 16h

...

Based only on Edexcel, currently yes. There's still not enough accessible Qs IMO. Unless they're going for a changed mindset of "55% is really good / an A grade student". Can be quite disheartening over time though for Ss who are used to top % scores.

[#mathscpdchat](#)



**Jess O** 📊 📚 🧑 🧑 🧑 🧑 🧑 🌈 @jengi88 · 14h

...

Why would you design a course and associated assessments such that only a handful of students get more than 2/3 of the marks? It stops there being enough to suitably separate an E grade from a C when the A and A\* grade boundaries are so low [#mathscpdchat](#)

And this interchange was between [Simon Ball](#) and [Rob Southern](#) ...



**Simon Ball** @ballyzero · 17h

...

Replying to [@mrsouthernmaths](#)

Oh, wow, a loaded question! It varies, of course, but I would say overall they're pushing themselves hard. They don't know what exams are like, so they're putting lots of effort into prep. Some have left it too late, but I'm generally pleased. [#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 17h

...

This sounds really positive Simon. What sort of things are you doing to support them in the final run in? [#mathscpdchat](#)



**Simon Ball** @ballyzero · 16h

We have a Stats mock tomorrow. We've split the lessons into 1hr Stats, 2.5hrs Pure, 1hr Mechanics per week. I've taken their views on what we need to cover and am trying to put together resources based on that. And I'm available on Teams (until bedtime, at least!). [#mathscpdchat](#)

... and this was between [Ian Noakes](#) and [Rob Southern](#):



**IanNoakes** @maths\_noakes · 17h

Replying to [@mrsouthernmaths](#)

Good question! They should be well prepared. Teaching of content hasn't really been disrupted. But I'm finding they've not got the resilience or awareness of the importance of revision. They didn't sit GCSE exams. They don't have "the fear" [#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 17h

Yes I think there are a number of things they could be lacking as a result of not doing GCSEs - the things you mentioned and also exam technique. Do you have any advice on addressing these issues? [#mathscpdchat](#)

This longer conversation was between [Elysian Maths](#) and [Rob Southern](#):

 **Elysian Maths** is followed by some people you follow



**Elysian Maths** @ElysianMaths · 17h

Replying to [@mrsouthernmaths](#)

I feel there is little difference with the quantity of A/A\* students and their preparation. The biggest difference this year is the mindset of the lower attaining students. Large quantity of Es are on the verge of giving up. [#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 17h

Why do you think they feel this way? [#mathscpdchat](#)



**Elysian Maths** @ElysianMaths · 17h

There could be so many reasons. I wonder if some are spending too long struggling to understand a video explanation rather than having a teacher talk them through it. Video content has improved recently but it doesn't offer interactivity which these students need [#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 17h

There is certainly no substitute for a one-to-one explanation. Something I am always trying to emphasise to the students. Not saying all of them listen... [#mathscpdchat](#)



**Elysian Maths** @ElysianMaths · 18h

...

Replying to @ElysianMaths and @mrsouthernmaths

This pattern of struggling, not getting very far, feeling negative about the content then stretches out and builds a 'wall' which presents itself to students both inside and outside of lessons. Earlier intervention may be required. #mathscpdchat

These 'single' replies to Rob's second question were from [Matt Man](#), [Nick Ed](#) and [Elysian Maths](#):



**Matt Man** @mr\_man\_maths · 14h

...

Replying to @mrsouthernmaths

Content wise - they're producing well in class work and homework. However, having marked Mock Set 3 from the Edexcel papers, they are still lacking in exam technique. The topic tests and enhanced QLAs provided by @EmporiumMaths are really useful! #mathscpdchat



**Nick Ed** @NickEd82 · 17h

...

Replying to @mrsouthernmaths

They're absolutely prepared...! If they don't do well it's on them now 🙄😂



**Elysian Maths** @ElysianMaths · 17h

...

Replying to @mrsouthernmaths

Exam board resources, such as the topic based exam style questions released for COVID support... have they been a help or hinderance?

(to read the discussion sequence generated by any tweet look at the 'replies' to that tweet)

Rob's third question ...



**Rob Southern** @mrsouthernmaths · 18h

...

Q3: How useful have you and your students found the advance information? How have you used it?

#mathscpdchat

... generated five conversations. Most responses were 'mixed'. For example ...



**Vicky Tanner** @marmite1200 · 18h

...

Replying to @mrsouthernmaths

At A level it's not the greatest! Students really struggling with the list compared to their other subjects that have had clear topics removed entirely. Lots of guessing going on. The topic tests on @EmporiumMaths are really useful. #mathscpdchat



**Rob Southern** @mrsouthernmaths · 18h

...

The topic tests have definitely been very helpful. I agree that some students have found the information confusing. My favourite comment so far: "I'm not revising integration because it's only on there once!" (I think they were joking...) [#mathscpdchat](#)

... and:



**Matt Man** @mr\_man\_maths · 16h

...

Replying to [@mrsouthernmaths](#)

We just taught as normal as if it's the whole course when we received the advanced information. However, because the topics are so broad, it's not as useful as say for GCSEs, even though that is broad! [#mathscpdchat](#)



**Matt Man** @mr\_man\_maths · 16h

...

Edexcel Mock Set 3 papers were pretty much close to the advanced information (I'd say at least 85% or so). That has been helpful along with the amazing topic tests from [@EmporiumMaths](#). Our photocopying bill from this was huge but it will be worth it! [#mathscpdchat](#)

Thoughts about innovative strategies were shared:



**Simon Ball** @ballyzero · 18h

...

Replying to [@mrsouthernmaths](#)

It's not great for our exam board. Personal highlights include 'Methods of integration' and 'Hypothesis testing' (he said sarcastically). We're putting something together for Pure, but otherwise, we're not using it all that much, I would say. [#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 18h

...

What are you putting together for Pure? [#mathscpdchat](#)



**Simon Ball** @ballyzero · 18h

...

We're going to try to guess what the 'fusion' questions are going to look like (those ones that combine two or more disparate parts of the course) and get a question set out there. Should be fun! [#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 18h

...


This sounds like a good idea, although I must admit I am unsure as to whether they will be fusion questions or just parts i and ii. Who knows?!? [#mathscpdchat](#)



**Simon Ball** @ballyzero · 18h


...

Tough, isn't it? [#mathscpdchat](#)


 **Rob Southern** @mrsouthernmaths · 18h ...  
Yes, but what you're doing definitely sounds like a worthwhile activity. Do you think it is something that the students could attempt themselves?  
[#mathscpdchat](#)

 **Simon Ball** @ballyzero · 18h ...  
That's a good shout. After some guidance, I think some of them could have a really good crack at it! [#mathscpdchat](#)

 **Rob Southern** @mrsouthernmaths · 18h ...  
I'm thinking of trying it with my FM students. [#mathscpdchat](#)

 **Simon Ball** @ballyzero · 18h ...  
If you do go for it, I'd love to find out how it works out. [#mathscpdchat](#)


What topics are not being taught?


 **Luke Modiri** @modirimaths · 18h ...  
Replying to @mrsouthernmaths  
Not much so far, focus will come in during revision lessons.  
I'd be interested to know what topics others are definitely \*not\* teaching, based on the advanced information?  
[#mathscpdchat](#)

 **Rob Southern** @mrsouthernmaths · 18h ...  
I'll make this Q4, if there's time. [#mathscpdchat](#)

Some teachers are sticking to 'normal preparation':

 **Elysian Maths** @ElysianMaths · 18h ...  
Replying to @mrsouthernmaths  
Further maths has been more useful than AL. I looked over it all but wasn't too impressed with it, favouring to go with 'normal preparation'.

 **Rob Southern** @mrsouthernmaths · 18h ...  
Which bits of the FM information were useful? Can you give details?  
[#mathscpdchat](#)

 **Elysian Maths** @ElysianMaths · 18h ...  
Off the top of my head... no sketching of polar curves (which my students were thankful of). There were a couple of other items like this which were really helpful. The FM students were not impressed that groups hasn't been taken off the FP2 paper! [#mathscpdchat](#)

Rob's last question ...



**Rob Southern** @mrsouthernmaths · 18h

...

Last question of the evening:

Q4: What would be your top piece of advice for Year 13 students as they approach their exams?

[#mathscpdchat](#)

... prompted various suggestions, such as this ...



**Luke Modiri** @modirimaths · 18h

...

Replying to [@mrsouthernmaths](#)

New spec papers seem to have Qs which get harder (so part b harder than a etc), not necessarily that the paper gets harder with each Q. So, as soon as you get stuck, move on! Qs towards the back have accessible marks!

[#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 18h

...

This is very good advice, even more so for Further Mathematicians. They are used to being able to fly through a Maths paper but need to learn to accept when the better strategy is to move on. [#mathscpdchat](#)



**Luke Modiri** @modirimaths · 18h

...

Absolutely. Interesting observation I made today on an Nov 21 paper: if you score just 1 mark on every part of a Q, you end up with a grade C!

[#mathscpdchat](#)



**Rob Southern** @mrsouthernmaths · 18h

...

Wow! [#mathscpdchat](#)



**Matt Man** @mr\_man\_maths · 16h

...

Replying to [@mrsouthernmaths](#)

I agree with [@modirimaths](#) here. State the obvious - even if you're not sure what to do. Pinching marks left right and centre might just be the difference of at least a grade or two!

And keep practising papers again and again until you effectively master the paper. [#mathscpdchat](#)

... this ...



**Elysian Maths** @ElysianMaths · 18h

...

Replying to [@mrsouthernmaths](#)

Revise in school. Book times with staff to sit down and diagnose problems occurring with high priority topics: calculus, trigonometry, etc... quality revision > quantity [#mathscpdchat](#)





**Rob Southern** @mrsouthernmaths · 18h  
Excellent advice. #mathscpdchat

...

... this ...



**MrsD** @MrsDMaths · 18h

...

Replying to @mrsouthernmaths

Nobody is trying to catch you out. Do your best, show them what you know, communicate clearly and enjoy the challenge 😊



**Rob Southern** @mrsouthernmaths · 18h

...

This is lovely. Thank you. #mathscpdchat

... and this:



**John Swan** @10jsw · 17h

...

Replying to @mrsouthernmaths

Advice would be for teachers not students. Don't assume they know how to prepare for exams as they did not do it in year 11