# QEHS Maths Dept Revision List – February Mock – Paper 1 - Higher

**Queen Elizabeth High School**
*Respect. Engage. Aspire.*

| February Mock | Non-Calc |
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- The most effective way of revising for a Maths assessment is to **practice as many questions as you can** on the topics that will appear on the assessment.
- The **Independent Learning** area of **Sparx** is ideal for this practice as it covers all topic areas, you can adjust the level of difficulty depending on how confident you are feeling, it gives you immediate feedback about how you are doing, and it supports you with a bespoke video for every single question!
- Start by self-evaluating (**R**ed, **A**mber, **G**reen) your confidence in each topic.
- Focus your revision on the topics you feel will be most beneficial.
- Work through the Sparx questions for a topic. If you are unable to answer a question you should watch the support video and then reattempt the question. If you are still unable to answer a question you should attend drop-in to seek further support.
- If you are finding a topic too challenging, then remember you can lower the difficulty level. If you are finding questions too easy, then you can increase the difficulty level.

**Sparx Independent Learning GCSE (approx) Difficulty Levels**

**Level 1** – if you are following the **foundation** course and feel you need support to make progress with your Maths work.

**Level 2** – if you are following the **foundation** course and are working at, or aiming for, a Grade 4.

**Level 3** – if you are following the **foundation** course or the **higher** course are working at, or aiming for, a Grade 5.

**Level 4** – If you are following the **higher** course and are aiming for a Grade 6 or Grade 7.

**Level 5** - If you are following the **higher** course and are aiming for a Grade 8 or Grade 9.

| Topic | Sparx Code | Red | Amber | Green | Revised |
| --- | --- | --- | --- | --- | --- |
| Using the correct order of operations | U976 | | | | |
| Constructing perpendicular bisectors and lines | M985 / U245 | | | | |
| Translation | U196 | | | | |
| Finding error intervals | U657 | | | | |
| Venn diagrams, Fractions of amounts, %s of amounts | U476 / U881 / U554 | | | | |
| Conditional probabilities from Venn diagrams | U699 | | | | |
| Drawing line graphs | U590 | | | | |
| Interpreting line graphs | U193 | | | | |
| Finding the surface area of cones | U523 | | | | |
| Estimating calculations, Surface area of cones | U225 / U523 | | | | |
| Solving equations with the unknown on both sides | U870 | | | | |
| Constructing fractions | U163 | | | | |
| Reading and drawing inequalities on number lines | U509 | | | | |
| Solving single inequalities | U759 | | | | |
| Enlargement by a positive scale factor | U519 | | | | |
| Finding the arc length of sectors | U221 | | | | |
| Line and shape properties, Symmetry | U121 / U849 | | | | |
| Constructing & solving linear simultaneous equations | U137 | | | | |
| Estimating roots and powers | U299 | | | | |
| Estimating calculations, Estimating roots & powers | U225 / U299 | | | | |
| Choosing suitable averages, Comparing populations | U717 / U507 | | | | |
| Changing the subject requiring factorising | U191 | | | | |
| Equations of circles and tangents | U567 | | | | |
| Constructing fractions, fractions of amounts, % change | U163 / U881 / U671 | | | | |
| Constructing and solving equations | U599 | | | | |
| Converting recurring decimals to fractions | U689 | | | | |
| Circle theorems | U489 / U459 | | | | |
| Term-to-term rules, Multiplying and dividing surds | U213 / U633 | | | | |
| nth term, Expanding triple brackets (with surds) | U530 / U606 / U499 | | | | |
| Construct & solve eqns, Factorise quadratics ($a \neq 1$) | U599 / U858 | | | | |
| Writing algebraic proofs | U582 | | | | |
| Using the exact values of trigonometric ratios | U319 | | | | |