

GCSE



EDUQAS GCSE Mathematics
**Teaching WJEC Eduqas GCSE (9-1) in
Mathematics as 1 year resit in post-16 contexts**

Introduction

Teaching GCSE maths as a resit programme with post-16 education has some key differences to teaching the subject in secondary education. It is important to understand these differences as these have influenced how this particular scheme of work has been developed.

Students entering a GCSE maths resit programme have taken the exam before (at least once, but possibly two or more times) and have failed to achieve a grade C or higher.

It is now a condition of funding that these students resit the GCSE. A consequence of this policy is that we will be delivering GCSE maths resit to some students who are only in our classes because they have to be, and are disengaged from the whole idea of further maths study.

Most students studying in further education establishments have chosen to pursue a vocational pathway and are channelling their energies into that course of study. Having to resit maths (and possibly English) alongside this can be challenging when it comes to balancing their workload.

3 hours per week over 32 weeks is typical of the amount of time that is made available to teach a GCSE maths resit programme in post-16 education. As the new 9-1 GCSE is more demanding and has greater content than its predecessor, it is infeasible to attempt to reteach the whole specification content in this time. As well as being infeasible, it is also not advisable. The students have been exposed to all or most of this content before, but haven't been successful. To improve levels of engagement and student outcomes, what we do needs to look and feel different to what was done in school. The approach being advocated here is to focus on the key topic areas that students need to master to reach the grade 4/5 threshold. It is necessary to identify what students already know and can apply. These skills should be regularly revisited to make sure that proficiency is retained. Once it is outlined what the students cannot do (either because of misconceptions or maybe never really having grasped certain key ideas) work can begin on plugging those gaps.

Another mainstay of the approach being taken is to regularly assess students' progress so that they know how they are doing, and to provide them with sufficiently detailed feedback so that they know what they did wrong and how to improve going forwards.

Finally, outcomes for GCSE maths in post-16 contexts are better when students take greater responsibility for their own learning. In practical terms, this means:

Providing students with opportunities to practise and develop their maths skills outside of the classroom.

Students completing regular homework to help them consolidate what they have learned.

Regularly assessing students' progress and then giving them feedback that encourages and enables them to work on the gaps in their understanding.

Turning up to maths classes every week is a good start and is to be encouraged and praised, but in itself is not enough. It should be emphasised that the way to get better at something is to keep on practising.

“My secret is practice – I have always believed that if you want to achieve anything special in life then you have to work, work and then work some more.” – David Beckham.

Key topics for this scheme of work

The rationale for the selection of the topics selected for this scheme is as follows:

Given that there is not the time available to reteach all of the GCSE maths, especially as the new 9-1 GCSE requires more teaching input than its predecessor, and also taking into account that the students will have seen most or all of this maths before, decisions need to be made about where best to focus time and energy to get the best possible outcomes for students.

The aim is to get students over the crucial grade D/C (or grade 4/5 for the 9-1 GCSE) boundary, so the focus is on the key topics in this range.

The other factors influencing the choice of topics are 1) where past experience shows us that GCSE maths resit students are often weak, 2) core topics that tend to have a high frequency of appearing in assessments, and 3) topics that GCSE resit students often find accessible when given suitable teaching and support.

This list of topics is by no means set in stone because what gets taught and to what level of detail will usually be dictated by what our assessments shows us that our students can and cannot do.

Topic	Topic area	WJEC Specification references
Add, subtract, multiply and divide with integers and decimal numbers, and with both positive and negative values.	Number	FN1, FN2, FN3
Estimation / rounding / accuracy.	Number	FN14, FN15
Fractions, decimals and percentages.	Number	FN10, FN12, FR4, FR10
Nth term, prime factorisation, LCM, HCF.	Number	FN4, FA19, FA20, FA21
Standard form.	Number	FN7, FN9

Algebraic notation, expand and simplify expressions, solve equations, laws of indices.	Algebra	FA1, FA4, FA14, FN6, FN7
Factorisation, substitute values into expressions and formulae.	Algebra	FA2, FA4
Solve and represent inequalities.	Algebra	FA18
Solve simultaneous equations.	Algebra	FA16
Working with coordinates and straight line graphs.	Algebra	FA8, FA9, FA10
Conversion and exchange rates.	Ratio and proportion / rates of change	FR6
Percentages as they apply to simple and compound interest, and to depreciation.	Ratio and proportion / rates of change	FR16
Working with compound measures (primarily speed/distance/time but also density/mass/volume).	Ratio and proportion / rates of change	FR1, FR2
Angles rules, measuring and drawing angles.	Geometry and measures	FG3
Area (simple and compound shapes) and volume (cubes, cuboids, other common prisms).	Geometry and measures	FG14
Basics of 2D and 3D shapes / symmetry.	Geometry and measures	FG1, FG4, FG10
Bearings.	Geometry and measures	FG13
Circumference and area of circles.	Geometry and measures	FG15
Loci and constructions.	Geometry and measures	FG2

Perimeter and scale.	Geometry and measures	FG15
Pythagoras' theorem.	Geometry and measures	FG18
Shape transformations.	Geometry and measures	FG7
Similar and congruent shapes.	Geometry and measures	FG7, FG20
Surface area of 3D shapes.	Geometry and measures	FG14, FG15
Trigonometry (SOHCAHTOA). Exact trigonometric ratios for the more able students.	Geometry and measures	FG18, FG19
Probability and relative frequency.	Probability	FP1, FP2, FP3, FP4, FP6, FP7, FP8
Working with Venn diagrams.	Probability	FP6
Averages: from lists, from frequency tables, and estimated mean from grouped frequency data.	Statistics	FS4
Common graphs, charts and tables.	Statistics	FS2, FS3
Frequency tables.	Statistics	FS4
Scatter graphs.	Statistics	FS6

Having presented an introduction to the nature of teaching GCSE maths in post-16 education and provided an overview of the suggested topics to focus on, this scheme of work will now proceed to allocate the topics across a 32 week programme.

Weeks 1 to 30 will be the core content delivery weeks, however 4 of these weeks should be set aside, evenly spread across the programme, for progress checking by assessing students on the topics covered, giving them SMART feedback and then taking the opportunity to clear up any misunderstandings or misconceptions before continuing.

Weeks 31 and 32 would typically be revision and exam preparation weeks. The specific content of these weeks is not prescribed, but will emerge from assessments of what students still need to work on in this final push towards the exams, and what the students (who are now hopefully taking some real ownership and responsibility for their learning and success) tell us that they would like some assistance with.

There is some degree of flexibility of the sequencing of the weekly content as individual teachers see fit, however, it is recommended that you front-load the teaching with the

number elements and the introductory algebra. These are core skills that underpin many of the other elements of the scheme which is why it is imperative to address any misunderstandings and misconceptions here as soon as possible.

In a 1-year GCSE resit programme where there is a limited amount of actual content delivery time available, teachers may wish to think about how they could use homework to best effect. Students need to be exposed to maths content that they will have seen before but is not being explicitly retaught as part of the course; they also need opportunities to practise and apply the skills that they are acquiring in our lessons. Fortnightly homework can meet both of these objectives if teachers include topics that have either been omitted or only lightly covered in lessons. Remember that the students will have seen this maths before and if they are given enough guidance about where to look for supporting material, your own maths VLE pages or certain resource-rich websites such as Hegarty Maths, Mr Barton Maths, and Corbett Maths for example, they should be able to adequately complete their homework. Any misunderstandings or incorrect prior learning identified when marking the homework and giving feedback can be addressed in subsequent lessons. To allow teachers the time and space to go back to problem areas or spend more time than planned on certain topics if the need arises, the scheme has two floating weeks built in. There is no content delivery planned for these weeks, so teachers can use these as they see fit in order to help students remain on track.

One option for the 2nd floating week, week 20 of the programme, would be to use this week for mock exams. This approach would give the opportunity to test students' understanding of topics that are not included in this scheme; the results from the mock exams would also allow the content of weeks 21 to 30 to be adjusted if necessary.

Week 1	Week 2	Week 3	Week 4	Week 5
Add, subtract, multiply and divide with integers and decimal numbers, and with both positive and negative numbers.	Fractions, decimals and percentages.	Algebraic notation, expand and simplify expressions, solve equations, laws of indices.	Nth term, prime factorisation, LCM, HCF.	Estimation / rounding / accuracy. Standard form.
Week 6	Week 7	Week 8	Week 9	Week 10
Assessment / progress checking / goal setting	Angles rules, measuring drawing angles. Basics of 2D and 3D shapes / symmetry.	Area (simple and compound shapes) and volume (cubes, cuboids, other common prisms).	Perimeter and scale. Circumference and area of circles.	Surface are of 3D shapes.
Week 11	Week 12	Week 13	Week 14	Week 15
Shape transformations. Similar and congruent shapes.	Floating week to be used as needed to revisit topics or to catch up.	Assessment / progress checking / goal setting.	Percentages as they apply to simple and compound interest, and to depreciation.	Conversion and exchange rates.
Week 16	Week 17	Week 18	Week 19	Week 20
Working with compound measures (primarily speed/distance/time but also density/mass/volume).	Factorisation, substitute values into expressions and formulae.	Solve and represent inequalities. Solve simultaneous equations.	Working with coordinates and straight line graphs	Floating week to be used as needed to revisit topics or to catch up.

Week 21	Week 22	Week 23	Week 24	Week 25
Assessment / progress checking / goal setting.	Pythagoras' theorem.	Trigonometry (SOHCAHTOA). Exact trigonometric ratios for the more able students.	Common graphs, charts and tables.	Averages (from lists, from frequency tables and estimated mean from grouped frequency data.) Frequency tables.
Week 26	Week 27	Week 28	Week 29	Week 30
Scatter graphs.	Loci and constructions. Bearings.	Probability and relative frequency.	Working with Venn diagrams.	Assessment / progress checking / goal setting.
Week 31	Week 32			
Exam preparation and final revision – Student led.	Exam preparation and final revision – Student led.			

Week	Learning objectives	Specification references	Resource suggestions
1	<ul style="list-style-type: none"> To maximise engagement by explaining how the course is structured and how it will differ from maths at school: Practising skills through regular homework and exam style questions. To assess students' current abilities by conducting an initial assessment with a focus on the number elements of the curriculum. Ensure that the chosen questions assess the four operations with positive, negative and decimal numbers as a minimum. 	FN1, FN2, FN3	
2	<ul style="list-style-type: none"> Understand equivalent fractions and be able to simplify fractions Carry out the four operations (+,-,x,÷) with fractions Compare and order decimals, fractions and percentages Convert accurately between decimals, fractions and percentages Find both fractions and percentages of amounts Perform percentage increase and decrease Express one quantity as (i) a fraction (ii) a percentage of another Work with percentages greater than 100% 	FN10, FN12, FR4, FR10	Corbett maths videos 90 through 95, and 121 through 146 cover what is needed for FDP. Be selective, though, and focus on what individuals need. Take the opportunity to use Mymaths (or whatever you have) to set homework tasks to assess students' knowledge.
3	<ul style="list-style-type: none"> Perform basic algebraic representation and manipulation $a + a + a = 3a$ $2a + 5a = 7a$ $a \times a = a^2$ $3a \times 4a = 12a^2$ Understand the vocabulary of algebra, such as: term, expression and equation Simplify expression by collecting like terms Expand brackets (single term outside brackets and double brackets) $3(2a + 5) = 6a + 15$ $(2x + 3)(3x - 2) = 6x^2 + 5x - 6$ <i>It is important that any misconceptions or incorrect prior learning are identified and addressed.</i> Solve simple 1- and 2-step linear equations $3x + 4 = 25$ Understand and apply the laws of indices as they apply to multiplication and division 	FA1, FA4, FA14, FN6, FN7	The Corbett maths grade C and D symboloo pages link to videos that cover most if not all of what is needed for this topic area.

4	<ul style="list-style-type: none"> • Be able to continue a given arithmetic sequence (both ascending and descending) • Be able to find the Nth term of a given arithmetic sequence (both ascending and descending) and be able to determine whether a given value is in the sequence • Find the LCM and the HCF of two numbers • Carry out prime factor decomposition 	FN4, FA19, FA20, FA21	Corbett maths videos 286 through 290, 216, 218, 219, 223, and 224 cover what is needed for these topic areas.
5	<ul style="list-style-type: none"> • Be able to round to a specified number of decimal places • Be able to round to a specified number of significant figures (integer and decimal values) • Be able to estimate answers to calculations by using rounding techniques • Convert a number into standard form notation and convert from standard form to a number • Perform calculations with numbers that are in standard form – with and without a calculator 	FN7, FN9, FN14, FN15	<p>Corbett maths videos 215, 276 through 280, and 300 through 303 cover what is needed for these topic areas.</p> <p>Although the old BBC Bitesize site has been archived and is no longer updated, the section on ‘Rounding and Estimating’ covers what is required here.</p>
6	<ul style="list-style-type: none"> • Assess students’ progress on the topics covered to date • Set aside tutorial times to return the marked assessments and ensure that students are given effective feedback on what was good and what needs improvement. • Identify misconceptions or incorrect prior learning. Use these to influence homework and/or any remedial work that may need to be carried out. 		Use relevant questions from past papers or from worksheets that cover the weeks 1 to 5 topics.
7	<ul style="list-style-type: none"> • Measure acute, obtuse and reflex angles using a protractor AND draw angles of a given size. • Understand and apply the angles rules for angles on a straight line and angles at a point. • Know the names and properties (including symmetry) of the most common 2D and 3D shapes. • Know how to find the sizes of interior and exterior angles of the common regular polygons. 	FG1, FG3, FG4, FG10	Corbett maths videos 28 through 33 cover most the basics angles and polygons.

8	<ul style="list-style-type: none"> • Be able to calculate the area of triangles and common quadrilaterals (square, rectangle, rhombus, parallelogram, and trapezium) • Be able to calculate the area of basic compound shapes. • Calculate the volume of cubes, cuboids, triangular prisms and quadrilateral prisms. 	FG14	Corbett maths grade D symbaloo page links to videos that cover these topics.
9	<ul style="list-style-type: none"> • Be able to calculate the perimeter of the shapes encountered in this unit so far • Calculate the area and circumference of a circle • Name all the parts of a circle 	FG15, FG8	Corbett maths grade D symbaloo page links to videos that cover these topics.
10	<ul style="list-style-type: none"> • Calculate the surface area of 3D shapes 	FG14, FG15	Corbett maths grade D and grade C symbaloo pages link to videos that cover this topic area.
11	<ul style="list-style-type: none"> • Be able to transform (rotate, translate, reflect and enlarge) basic shapes • When given two shapes, describe what transformation or combination of transformations has been applied. • Identify, describe and construct congruent and similar shapes by considering rotation, reflection, translation and enlargement. 	FG7, FG20	Corbett maths grade D symbaloo page links to videos that cover these topics.
12	<ul style="list-style-type: none"> • Use this week as a 'floating week' to revisit any topics where there may have misunderstandings or misconceptions. • This week could also be used to continue teaching if other topics have overrun the time that was allocated to them. 		

13	<ul style="list-style-type: none"> Assess students' progress on the topics covered to date Set aside tutorial times to return the marked assessments and ensure that students are given effective feedback on what was good and what needs improvement. Identify misconceptions or incorrect prior learning. Use these to influence homework and/or any remedial work that may need to be carried out. 		Use relevant questions from past papers or from worksheets that cover the weeks 7 to 12 topics.
14	<ul style="list-style-type: none"> Apply simple interest rates to financial scenarios. Apply compound interest rates to financial scenarios (Use the formula method for the students that can grasp it). Apply rates of depreciation using the same methods as applied to compound interest. Show how rates of growth or decline can be modelled using indices 	FR16	Percentage increase and decrease are covered in Corbett maths video 238, and compound interest is covered in video 236.
15	<ul style="list-style-type: none"> Draw and interpret conversion rate and/or exchange rate graphs. Use them to solve related problems. Answer conversion and exchange rate problems where no graph is given. Determine a conversion or exchange rate from data presented in a graph or table. 	FR6	Corbett maths videos 151 and 152 and their associated worksheets cover these topics.
16	<ul style="list-style-type: none"> Understand that speed is a compound measure that reflects how much time is taken to cover a particular distance. When given two elements of the speed, distance, time compound measures (such as speed and time, speed and distance, or time and distance), be able to work out the value of the third element. Answer speed, distance, time questions that require a change of units, for example calculate speed in mph when given a time in minutes. For the more able students: Answer questions on density and pressure. 	FR1, FR2	Corbett maths video 299 and the associated practice questions cover this topic. Videos 384 and 385 cover density and pressure.

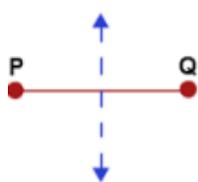
17	<ul style="list-style-type: none"> Factorise expressions by putting common factors outside brackets. For example, $6x + 15 \rightarrow 3(2x + 5)$ $20x^2 - 12x \rightarrow 4x(5x - 3)$ Use a range of questions of varying levels of difficulty More able students should attempt to factorise quadratic expressions $x^2 + 7x + 12 \rightarrow (x + 3)(x + 4)$ Substitute numerical values into algebraic expressions and formulae Make sure the common misconceptions are addressed. $6c + 4d$ when $c = 2$, $d = 3$ * there will be NO 'c' or 'd' in the answer * $6c = 12$, not 62 * ensure that students can factorise and substitute when negative values and when subtraction are involved as this is very common area of weakness in GCSE resitters. 	FA2, FA4	<p>Corbett maths grade D and grade C symboloo pages link to videos that cover these topic areas. Factorising quadratics is on the grade B page.</p>
18	<ul style="list-style-type: none"> Be able to represent linear inequalities on number lines. Be able to express an inequality in number line format in $\{a\} < x < \{b\}$ format. Solve inequalities such $3x + 2 < 23$ This is an opportunity to build on the work done in week 3. Students should be made aware that they are using the same methods as they learned when solving equations. Solve simultaneous equation where both equations are linear. Focus on showing students the elimination method starting with the simpler examples and progressing to the more involved example where both equations need to be multiplied. 	FA18, FA16	<p>Corbett maths videos 176 through 181 and their associated worksheets cover inequalities. Video 295 covers simultaneous equations (elimination).</p>
19	<ul style="list-style-type: none"> Be able to specify and identify (x,y) coordinates of points in all four quadrants. State the y-intercept and gradient of a straight line graph. Find the coordinates of the mid-point of a line segment. Find the equation of a straight line graph from a sketch of the graph. Find the equation of a straight line graph from just two coordinates. Use the knowledge that parallel lines have the same gradient to determine the equation and y-intercept of a straight line graph. 	FA8, FA9, FA10	<p>Corbett maths videos 187 through 191, 194, 195, 196 and 198 and their associated worksheets cover straight line graphs.</p>

20	<ul style="list-style-type: none"> Use this week as a 'floating week' to revisit any topics where there may have misunderstandings or misconceptions. This week could also be used to continue teaching if other topics have overrun the time that was allocated to them. 		
21	<ul style="list-style-type: none"> Assess students' progress on the topics covered to date Set aside tutorial times to return the marked assessments and ensure that students are given effective feedback on what was good and what needs improvement. Identify misconceptions or incorrect prior learning. Use these to influence homework and/or any remedial work that may need to be carried out. 		Use relevant questions from past papers or from worksheets that cover the weeks 14 to 20 topics.
22	<ul style="list-style-type: none"> Understand and apply the knowledge of $a^2 + b^2 = c^2$ as it applies to the length of sides of right-angled triangles. Find the length of the hypotenuse of a right-angled triangle when given the length of the two shorter sides. Find the length of the remaining side of the right-angled triangle when given the length of the hypotenuse and one other side. Ensure that students know that this case involves a subtraction, not an addition. Expose students to a wide enough range of question types as resit students do not always recognise Pythagoras questions in context. 	FG18	Corbett maths videos 257 through 263 and their associated worksheets cover Pythagoras' theorem. Be selective, though, as you are unlikely to need to use all of these.
23	<ul style="list-style-type: none"> Find the length of a side of a right-angled triangle when given the length of one side and the size of one of the angles that is not the right angle. Find the size of one of the angles of a right-angled triangle (not the right angle) when given the lengths of two sides. <p>For the more able students: the exact trigonometric ratios for 0°, 30°, 45°, 60° and 90°.</p>	FG18, FG19	Corbett maths videos 329 through 331 and their associated worksheets cover Trigonometry (as it applies to right-angled triangles).

24	<ul style="list-style-type: none"> To refamiliarise students with the range of graphs, charts and tables most commonly encountered in GCSE maths questions. Drawing and interpreting bar charts Drawing and interpreting pie charts Drawing and interpreting tally charts and pictograms Completing two-way tables and answering associated questions Design and criticise questions for a questionnaire <p>As the grade coverage for this week is relatively low, it should be possible to cover quite a lot of material. Also, this material does lend itself to be given over to self-study or homework if delivery time runs short.</p>	FS2, FS3	Corbett maths videos 147, 148, 160 through 164, 169, 170, 319, 321 and their associated worksheets cover these topics.
25	<ul style="list-style-type: none"> Find the mean, median, mode and range from a list of numerical values. Find the missing value when given the mean of a list of values and all the other values. For example: 10, 12, 15 and x have a mean value of 12. What is the value of x? Find the mean, median, mode and range from values given in a frequency tables. Resit students often struggle with median from frequency table, so be prepared to spend some time on this. Estimate the mean from grouped frequency data. 	FS4	Corbett maths videos 50 through 57 and their associated worksheets cover everything needed for averages.
26	<ul style="list-style-type: none"> Recognise whether there is, or should be, a correlation between data items. State whether a scatter graph shows positive, negative or no correlation. Add values to a scatter graph. Draw a line of best fit and use it to estimate unknown or unspecified values. 	FS6	Corbett maths videos 165 through 168 and their associated worksheets cover everything needed for scatter graphs.

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- Understand and apply the knowledge that the locus of a point is a circle (or arc), that the locus of a line PQ is represented by two parallel lines with semi circles at P and Q, and the locus of two points, P and Q, is the line bisector of the line PQ



- Answer a range of typical GCSE maths questions on loci
- Using a compass and straight edge construct the following:
 - Line bisector
 - Angle bisector
 - A perpendicular line to a given line from a given point.
 - An equilateral triangle
- Build on the angle work done in week 7 to encompass bearings.
- Understand and apply the knowledge that bearings are always measured clockwise from a north line drawn from the 'from point', that bearings are always specified using 3 digits, and that the 'sum of angles at a point' rule can be used to measure angles larger than 180 degrees with a standard semi-circle protractor.

If there is not enough time in this week to cover bearings, it could be pushed back to week 31 or 32.

FG2, FG13

Corbett maths videos 26, 27, 72 through 80 and their associated worksheets cover what is needed for bearings, constructions and loci.

28	<ul style="list-style-type: none"> Understand and apply knowledge of the following aspects of probability: Independent events Outcomes Relative frequency Probability scale The 'or' rule of adding probabilities The 'and' rule of multiplying probabilities Drawing and interpreting possibility space diagrams <p>The above covers just about all of what is tested in foundation level GCSE maths. Resit students often find this material very accessible and teachers might choose to assess learners using a range of past paper questions on probability and then fill in gaps in students' knowledge that are brought to light.</p>	FP1, FP2, FP3, FP4, FP6, FP7, FP8	Corbett maths videos 244 through 253 cover all of the basics of probability. The associated practice questions would also be a good source of assessment material.
29	<ul style="list-style-type: none"> Completing Venn diagrams (2 circles only) Use Venn diagrams to find probabilities <p>Students that have not previously studied the new 9-1 GCSE may not have come across Venn diagrams before as these are a new addition to the GCSE.</p> <ul style="list-style-type: none"> Use of tree diagrams to calculate probabilities of combined events 	FP6, FP8	<p>The BBC's Bitesize pages on Maths Numeracy for Wales (2015 onwards) cover what is needed for Venn diagrams in an accessible way. Search "BBC Bitesize maths numeracy wales"</p> <p>Corbett maths video 380 also covers this topic area.</p>
30	<ul style="list-style-type: none"> Assess students' progress on the topics covered to date Set aside tutorial times to return the marked assessments and ensure that students are given effective feedback on what was good and what needs improvement. Identify misconceptions or incorrect prior learning. Use these to influence homework and/or any remedial work that may need to be carried out. 		Use relevant questions from past papers or from worksheets that cover the weeks 22 to 29 topics.

<p>31 and 32</p>	<ul style="list-style-type: none"> Based on what teachers now know about the abilities and gaps in knowledge of individuals and groups, focus on past paper practice targeting the questions where students most need to improve their performance. <p>Depending on the maturity level shown by their students, teachers may wish to let the students take a degree of ownership of the content of these final two weeks by nominating the topic areas they feel they most want or need to cover. This should always be balanced against what teachers know needs to be covered.</p>		<p>Select past paper questions from a bank of WJEC papers. As there may not be many live 9-1 past papers available, then specimen questions would be the next best thing.</p>
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Supporting reading, references and links

- Just Maths GCSE tutorials, revision and resources – <http://justmaths.co.uk/>
- A symboloo webmix of grade C GCSE maths topics - <http://www.symboloo.com/mix/gcsemathsgradedc>
- A symboloo webmix of grade D GCSE maths topics - <http://www.symboloo.com/mix/gcsemathsgradedd>
- Corbett maths worksheets, videos and practice questions – <http://www.corbettmaths.com>
- Mr Barton Maths - <http://www.mrbartonmaths.com>
- Making the grade, D to C – solutions in 16-19 study programmes for GCSE maths and English - <https://makingthegraded2c.wordpress.com/>
- You've never seen the maths curriculum like this before – <http://www.greatmathsteachingideas.com>