



# Ramsey Grammar School

*Scoill Ghrammeydys Rhumsaa*

**Invest, Believe, Achieve Together**

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2<sup>nd</sup> February 2026

Dear Parent/Carer

## **Year 10 Maths Assessment**

I am writing to inform you that Year 10 have their next Maths assessment of this academic year shortly.

This assessment covers all topics taught since the start of January (please find the revision lists below). Students will sit their assessment in class during their usual lesson on **Thursday 12<sup>th</sup> February 2026** (P2: 09:55 – 10:45).

Any students who require different arrangements to ensure they can access the assessment will be accommodated for.

If your child uses a reader pen, they are required to bring this and his/her headphones for the assessment as these are not provided. This is the same if your child uses an approved overlay.

Please can I ask that you ensure your child has the following equipment with them:

- Pen
- Pencil
- Ruler
- Rubber

This is a non-calculator paper so students should not have their calculator out for this assessment. They should still bring their calculator to school.

Kind regards

Emma Nicholson  
KS4 Mathematics Coordinator

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Higher	Foundation
<ul style="list-style-type: none"> <li>• Expanding Double Brackets</li> <li>• Expanding products of more than two binomials</li> <li>• Factorise linear expressions</li> <li>• Factorise quadratic expressions             <ul style="list-style-type: none"> <li>• <math>a = 1</math></li> <li>• <math>a &gt; 1</math></li> <li>• D.O.T.S</li> <li>• Completing the square</li> </ul> </li> <li>• Rearranging formulae (including where the subject appears more than once)</li> <li>• Know the difference between an equation and an identity</li> <li>• Argue mathematically to show algebraic expressions are equivalent and use algebra to support and construct arguments and proofs.</li> <li>• Interpret simple expressions as functions with inputs and outputs; interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function'.</li> <li>• Linear graphs             <ul style="list-style-type: none"> <li>• Plot using a table of values</li> <li>• Knowledge of <math>y = mx + c</math></li> <li>• Plot using <math>y = mx + c</math></li> <li>• Identify parallel and perpendicular lines</li> <li>• Find the equation of a straight line from:                 <ul style="list-style-type: none"> <li>• Graph</li> <li>• Two points</li> <li>• One point and the gradient</li> </ul> </li> </ul> </li> <li>• Identify and interpret gradients and intercepts of linear functions graphically and algebraically.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and interpret algebraic notation</li> <li>• Algebraic vocabulary - expressions equations, identities inequalities, terms and factors.</li> <li>• Substitution</li> <li>• Algebraic Manipulation:             <ul style="list-style-type: none"> <li>• Collecting like terms</li> <li>• Expand Single brackets</li> <li>• Expand Double Brackets</li> <li>• Expand Double brackets</li> <li>• Factorising linear expressions</li> </ul> </li> <li>• Solve linear equations (with one unknown and unknowns on both sides)</li> <li>• Factorise and solve quadratic expressions (<math>a=1</math>)</li> <li>• Difference of Two Squares (D.O.T.S.)</li> <li>• Rearrange formula to change the subject</li> <li>• Argue mathematically to show algebraic expressions are equivalent and use algebra to support and construct arguments</li> <li>• Solve linear inequalities - including using a number line.</li> <li>• Generate terms of a sequence             <ul style="list-style-type: none"> <li>• Position-to-Term</li> <li>• Term-to-Term</li> </ul> </li> <li>• Calculate nth term of linear sequences</li> <li>• Recognise special sequences             <ul style="list-style-type: none"> <li>• Triangular numbers</li> <li>• Square numbers</li> <li>• Cube numbers</li> <li>• Fibonacci sequence</li> </ul> </li> </ul>