



O Level Mathematics Course Guide

CLEAR CONCEPTS	GUIDED PRACTICE	EXAM CONFIDENCE
Understand the idea before memorising a method.	Practise with support, feedback, and purpose.	Connect topics and approach unfamiliar questions.

First-year and second-year O-level students | Classes three or five times weekly | Starting 23 September 2026

Is this course right for my child?

A focused O-Level Mathematics program for students who want A-grades in their exams. The program is designed for students usually aged 15-16. It can support students who are building their foundations, catching up on gaps, or preparing to work more independently with exam-style questions. A strong foundation in O Level mathematics sets students up for success in college and university.

Students who may benefit

A student may be...	At the Study on Hillview, they will...
Looking for clearer explanations	Study the meaning behind a method, then practise it in manageable steps.
Losing confidence on unfamiliar questions	Move from guided examples to mixed questions with feedback on the next step.
Preparing steadily for exams	Review important ideas regularly, practice showing working, and build exam stamina.

What students should be able to do

By the end of first year O levels	By the end of second year O level
Solve core number and algebra problems with clear working; use essential geometry, graphs, data, and problem-solving skills with growing confidence.	Combine topics, choose useful methods, and approach unfamiliar exam questions with increasing independence, accuracy, and confidence.

What defines our approach

- Concepts come before procedures, so students understand what a method is doing and when it is useful.



- Practice is chosen to strengthen a specific skill, not to fill time or repeat questions without purpose.
- Feedback identifies a clear next step: correct, practise, revisit, or extend.
- Small classes create room for questions and individual guidance while students work.

A note from your teacher

O-Level Mathematics

“Maths is not about being naturally gifted. It is about building confidence, understanding the basics properly, and practicing until the ideas begin to feel familiar. The only student who does not enjoy maths is one who has yet to find the right path or the right teacher.

O-Level Mathematics gives students an important foundation for the mathematical work that comes later. My aim is to make the subject clear, logical, and enjoyable. Questions are not there to catch students out; they are puzzles with a path to a solution. The more a student understands the underlying idea, the less they need to rely on rote memorization.

I love the history behind Mathematics, watching Maths videos, and exploring mathematical solutions in Game Theory. I hope students come to see that Maths is not dry or disconnected from the world. It is a language of the universe. It is creative, useful, elegant — and yes, fun.”

Haider Ali Shishmahal

Ed. M. Harvard University – Fulbright

The Study at Hillview

Pathways and attendance

There are two standard twice-weekly class pathways. Friday adds a once-a-week regular opportunity to connect topics and practice under exam-style conditions.

The weekly attendance model

Student route	Main classes	Purpose
First year	Monday and Wednesday 2:15-3:15	Build the mathematical foundations and habits needed for the O Level pathway.
Second year	Tuesday and Thursday 2:15-3:15	Complete and deepen the course while developing exam-ready independence.



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Student route	Main classes	Purpose
Five-class route (recommended for second year)	Monday to Friday	Monday and Wednesday: extra foundation and support. Tuesday and Thursday: second-year teaching. Friday: integrated exam practice.

What the five-class route means

When a second-year student attends all five classes, Monday and Wednesday are not a second, separate first-year course. They are additional support sessions with opportunities to revise core foundation. Attending five classes gives students more chances to receive one-to-one guidance within the small-group setting, do tailored practice, and revise foundational concepts that may still be affecting current work.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Foundation and support First-year teaching; additional support for second-year students	Second-year course New learning and connection to prior work	Practice and support First-year teaching; tailored practice for second-year students	Second-year course Independent and exam-style application	Integrated exam practice Mixed topics, timing, review, and next steps

Friday is open to the programme, with second-year students strongly encouraged to attend it weekly. The five-class route makes the week work as one connected programme: support, teaching, practice, and exam preparation.

Fees

Option	Monthly fee
First year or second year	PKR 24,000/month
First year + second year combined	Add PKR 10,000/month
Discounts	Available for Edopia Community and Edopia Students

03 A typical week at Hillview

Each class has a clear role, so students know when they are learning something new, practising it, connecting it to other topics, and preparing for exams.

Day	Time	Main focus	What students do
Monday	2:00-3:15	Foundation and support	Understand or develop the week's first-year concept through explanation, examples, and guided practice.
Tuesday	2:00-3:15	Second-year course	Learn or deepen the week's second-year concept and connect it to prior learning.
Wednesday	2:00-3:15	Practice and support	Strengthen accuracy, address areas needing support, and apply the first-year idea in new contexts.



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Day	Time	Main focus	What students do
Thursday	2:00-3:15	Second-year application	Move from guided work to independent and exam-style questions with targeted feedback.
Friday	2:30-3:45	Integrated exam practice	Combine topics, practise timing, review methods, correct errors, and set a next step.

Inside a 75-minute class

Part of the class	Time	What happens
Short review	0-10 minutes	Students recall recent or earlier learning through quick questions and identify what needs attention.
Explain and model	10-25 minutes	The teacher makes a new idea or method clear through examples and worked steps.
Guided practice	25-45 minutes	Students solve carefully chosen questions with prompts and quick checks for understanding.
Independent application	45-65 minutes	Students work through varied questions, including an unfamiliar or multi-step problem.
Reflect and close	65-75 minutes	Students correct an error, explain a decision, or record the next practice target.

The balance changes as students grow

Early in the pathway, students receive more modelling, guided examples, and support with each step. Later, they take more independent decisions, work across mixed topics, manage time, and check the quality of their own solutions.

04 Progress, feedback, and parent support

Assessment is used to decide what each student should practise next, not simply to record what has already happened.

The progress cycle

1 Find the starting point	2 Make the mathematics clear	3 Check understanding	4 Plan the next step
A friendly baseline conversation and short tasks show what is secure and where support is needed.	Teaching uses explanations, examples, diagrams, and worked steps to make ideas easier to follow.	Classwork, short review questions, checkpoints, and Friday practice show what students can do independently.	The next lesson or practice set is adjusted: correct, revisit, strengthen, or extend.



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How students see progress

- Short review questions and classwork show which ideas are secure and which need another explanation.
- Topic checkpoints look at accuracy, clear working, and whether a student can use an idea in a new question.
- Friday practice builds the ability to combine topics, manage time, and learn from mistakes.
- A personal improvement record turns feedback into a small, specific action for the next week.

How families can help

- Support consistent attendance, especially when a student is following the five-class route.
- Set aside [insert expected practice time] for between-class practice and review.
- Share the student's current syllabus, school topics, and assessment information so teaching can be well matched.
- Ask what the next practice target is, rather than focusing only on a mark or grade.

Parent communication

Families receive [insert progress-update frequency and format]. Updates can highlight what is improving, what is recurring, and what support will have the greatest effect at home.

05 Practical information

The details below are designed to help families decide whether the programme is a good fit and prepare for a strong start.

Information	Details
Age guide	Usually 15-16
Class size	Up to 6 students
Course start	23 September 2026
Course length and terms	Two-year O Level pathway; [insert course length and term dates]
Exam board and syllabus	[Insert confirmed exam board and syllabus]
Homework and between-class practice	[Insert arrangement]
Calculator and materials	[Insert required calculator and materials]
Missed-class arrangements	[Insert policy for missed classes]
Parent progress updates	[Insert frequency and format]



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Information	Details
Location	The Study at Hillview, Opp. Beaconhouse Newlands
Contact	Haider Shishmahal - Harvard-Fulbright WhatsApp: +92-3122253056

What to bring

- A calculator and materials listed in [insert required materials].
- The student's current syllabus or school course outline, if available.
- Recent school assessments or questions that the student found difficult.

Before the first class

Please share the student's year group, exam board, current course position, goals, and weekly availability. The first meeting includes a friendly conversation and short baseline tasks so the starting point is clear.

06 Illustrative course map

These are the main topic strands students are likely to meet. The final sequence is matched to each student's confirmed exam board, starting point, and progress.

FIRST-YEAR FOUNDATION

Topic strand	Examples of learning	Students build towards
Number and calculation	Integers, fractions, decimals, percentages, ratio, proportion, estimation, standard form, and calculator fluency.	Accurate calculations, sensible estimates, and answers that make sense.
Algebra foundations	Notation, simplifying, substitution, formulae, linear equations, inequalities, sequences, and coordinates.	Clear algebraic steps and confidence describing patterns and relationships.
Shape, space, and measure	Angles, polygons, perimeter, area, volume, scale, transformations, and introductory Pythagoras.	Using diagrams and formulae accurately, with reasons that can be followed.
Data and chance	Tables, charts, averages, spread, probability language, and interpreting data in context.	Reading information carefully and explaining conclusions clearly.
Connected problem solving	Mixed questions, unfamiliar tasks, mathematical language, and review of prerequisite gaps.	Planning a solution, persevering through steps, and checking work.

SECOND-YEAR COMPLETION AND EXAM PREPARATION

Topic strand	Examples of learning	Students build towards
Algebra and functions	Quadratics, simultaneous equations, functions, graphs, variation, and algebraic problem solving where required.	Linking equations, graphs, and functions to choose an efficient method.



Topic strand	Examples of learning	Students build towards
Geometry and trigonometry	Similarity, congruence, circle properties, trigonometric ratios, bearings, and three-dimensional reasoning where required.	Extracting information from diagrams and justifying a result.
Number and proportion	Indices, advanced number skills including surds where required, percentage change, compound measures, sequences, and reasoning.	Working flexibly with exact and approximate values.
Statistics and probability	Probability models, cumulative data, distributions, sampling, and interpreting statistical claims where required.	Calculating, comparing, and explaining what data does and does not show.
Examination integration	Past-paper questions, mixed topics, timing, question wording, correction, and mock preparation.	Showing complete working, managing time, and improving from practice.

07 Frequently asked questions and enrolment

A clear next step helps students begin at the right level and helps families know what to expect from the first few weeks.

Frequently asked questions

Is this private tuition?

Classes are small-group sessions with up to 6 students. Students can receive one-to-one guidance within the lesson while also learning from carefully chosen questions and explanations.

Why would a second-year student attend all five classes?

The additional Monday and Wednesday sessions give more opportunities for one-to-one guidance, tailored practice, and revision of foundational concepts. Tuesday and Thursday remain the main second-year classes; Friday connects topics through integrated exam practice.

What if my child has gaps?

The starting conversation and baseline tasks help identify priority gaps. Teaching and practice can then be adjusted to strengthen the foundations that support current O Level work.

Which exam board does the course follow?

[Insert confirmed exam board and syllabus]. The topic sequence is matched to the student's school requirements and starting point.



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What happens after enrolment?

Students begin with a friendly baseline, agree a small number of targets, and settle into a predictable weekly rhythm of explanation, practice, feedback, and review.

Book a place

Next step	Details
Start date	23 September 2026
Class places	Limited to 6 students
Fees	PKR 24,000/month for first year or second year; combined option adds PKR 10,000/month
Contact	WhatsApp: +92-3122253056
Booking route	[Insert booking link or enrolment instructions]

Book your place in advance. We look forward to helping each student build the understanding, confidence, and exam habits needed to use O Level Mathematics with increasing independence.

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