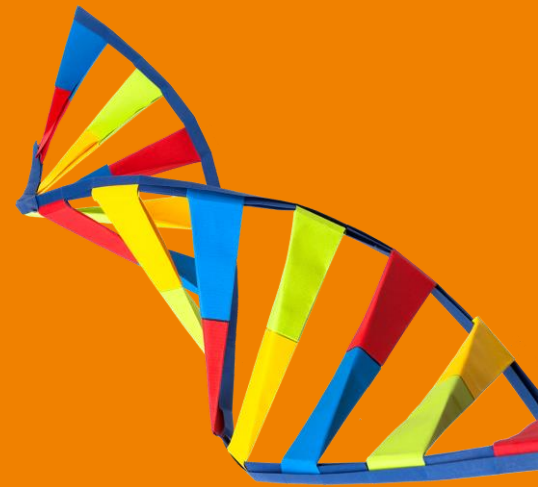


GCSE Combined Science

“New to Edexcel”

Online event



Agenda

Section 1: Specification structure, content, assessment

Section 2: Planning for the GCSE (9-1) Science

Section 3: Practical work in GCSE (9-1) Sciences: implications for teaching, learning and assessment

Section 4: A closer look at our assessment materials

Section 5: Analysing and tracking your students' progress

Section 6: Brief introduction to our published resources

Introductions





(1) What type of school
do you work in?

(2) State one thing that
you are hoping to get
out of this session

Section 1

Specification Structure, Content and Support





Our approach

- The most inclusive GCSE Science (9-1) course.
- Straightforward specifications and clear core practicals to give you confidence in our approach.
- Assessments to encourage all students to show what they know and can do.
- Free support that helps you plan, teach and assess the new qualifications with confidence.

Our assessment model

Combined Science

Biology 1
Paper 1
1hr 10
60 marks

Chemistry 1
Paper 3
1hr 10
60 marks

Physics 1
Paper 5
1hr 10
60 marks

Biology 2
Paper 2
1hr 10
60 marks

Chemistry 2
Paper 4
1hr 10
60 marks

Physics 2
Paper 6
1hr 10
60 marks

GCSE (9–1)
Combined
Science

- Foundation (grades 1-5) and Higher (grades 4-9)
- Papers split according to topic

Our assessment model

Separate Sciences

Biology 1

Paper 1
1hr 45
100 marks

Chemistry 1

Paper 3
1hr 45
100 marks

Physics 1

Paper 5
1hr 45
100 marks

Biology 2

Paper 2
1hr 45
100 marks

Chemistry 2

Paper 4
1hr 45
100 marks

Physics 2

Paper 6
1hr 45
100 marks

- Foundation (grades 1-5) and Higher (grades 4-9)
- Papers split according to topic

Mapping Documents

Mapping documents are available to help you to map your existing specification to Edexcel.

These documents include:

- an overview of the differences in approach to subject content
- detailed spec point by spec point mapping
- tables mapping *Core Practicals* and *Apparatus and Techniques* requirements
- tables mapping maths in science requirements

Section 2

Planning for GCSE Science



Free support to help you get started

<i>Plan</i>	<i>Teach</i>	<i>Assess</i>	<i>Develop</i>
<ul style="list-style-type: none">• Course Planner• Schemes of Work• Mapping Documents• 11-16 Learning Pathway• Interactive schemes of work	<ul style="list-style-type: none">• Guide to Maths for Scientists• Core Practical Guide including Teacher and Technician and Student Worksheets to support every Core Practical• Tiering guidance• Walking Talking Mock Videos	<ul style="list-style-type: none">• Explaining our Exams Guide• Progression Service• Results Plus and Exam Wizard• Additional Assessment materials and marked exemplars• Recorded feedback events from each exam series	<ul style="list-style-type: none">• New to Edexcel Events• Online support events at regular intervals throughout the academic year

Course Planners and Schemes of Work

<i>Title</i>	<i>Pathways</i>
NEW: 11-16 Learning Pathway	5 year scheme, arranged into Big Ideas
GCSE Schemes of Work	2 year, 2.5 year, 3 year GCSE
5 year Schemes of Work	2 year, 2.5 year GCSE, 3 year GCSE
Co-teaching Schemes of Work Combined Science content followed by Separate Science content	2 year, 2.5 year GCSE, 3 year GCSE
Foundation Tier Scheme of Work	3 year scheme of work
Combined Science Support Scheme of Work (including Entry Level Certificates in Science and Further Science)	2.5 year and 3 year

Rationale for the course planners

- Planners are based on findings from a survey of teaching hours
- Based on 39 weeks of teaching in Y9 and Y10, and 26 weeks in Y11
- Combined Science - 4 hours teaching per week
- Separate Sciences - 4 hours teaching per week in Y9
- 6 hours teaching per week in Y10 and Y11

Note: Recommended DfE guided learning hours (GLH) remain at 120h for each GCSE – so 240 hours for the Combined Science Double GCSE.

Course planners



Our qualifications ▾ Subjects ▾ Support ▾ About us ▾ Contact us UK  ▾



Specification

Course materials

Published resources

News

Teaching support

Year 10 exam

Find course materials

Specification and sample assessments (27)

Forms and administration (2)

Teaching and learning materials (56)

1 - 4 of 4

Find your Document



Sort By

Content type ▾

Filters

Content type

- ☐ All
- ☐ Scheme of work (17)
- ☐ Classroom tests (5)
- ☐ Mapping document (4)
- ☐ Past training content (10)

Show more

Collapse All



Course planner



GCSE Combined Science with ELC mapped

| XLSX 44.1 KB | 02 November 2016



Edexcel GCSE (9-1) Sciences - Course planner

| XLSX 52.0 KB | 14 July 2016



Edexcel GCSE (9-1) Sciences - Foundation tier course planner

Renamed from lower attainer course planner

| DOC 184.5 KB | 06 September 2016



GCSE (9-1) Combined Science lower ability course planners, including ELC (1)_CG

| XLSX 112.0 KB | 02 November 2016

Course planner example

3-year GCSE (9-1) Combined Science

This route is designed to be used by those teaching the Combined Science specification in 3 years, starting at the beginning of Year 9. It is based on the assumption of two timetabled two-hour lessons a week for Combined Science.

The topic titles match those in our teaching and learning support, and the topics in brackets give you the topic numbers from the specifications. All specification statements are covered. You can find out more detail about this coverage in our schemes of work.

Year 9

Week	Lesson 1	Lesson 2
1	B1 Key biological concepts (specification ref: biology topic 1*)	C1 States of matter (specification ref: chem topic 2*)
2		C2 Methods of separating and purifying substances (specification ref: chem topic 2*)
3		
4		
5		
6		
7		
8	B2 Cells and control (specification ref: biology topic 2*)	C3 Atomic structure (specification ref: chem topic 1*)
9		
10		
11		C4 The periodic table (specification ref: chem topic 1*)
12		
13		
14		
15	B3 Genetics (specification ref: biology topic 3*)	C5 Ionic bonding (specification ref: chem topic 1*)
16		
17		
18		C6 Covalent bonding (specification ref: chem topic 1*)
19		C7 Types of substance (specification ref: chem topic 1*)
20		

Topics outlined across each week to show how teaching topics could be split across the year

Specification references also included

Schemes of work overview

[Web link](#)

Subject	Topic in SoW	Combined Science content?	Separate Science content?	3yr SoW Combined		3yr SoW Separates		2.5yr SoW Combined		2.5yr SoW Separates		2yr SoW Combined	
				Year	2h lessons	Year	2h lessons	Year	2h lessons	Year	2h lessons	Year	2h lessons
Biology	B1 Key biological concepts	✓	✓	y9	9	y9	9	y9	9	y9	9	y10	9
	B2 Cells and control	✓	✓	y9	7	y9	9	y9	5	y10	7	y10	4
	B3 Genetics	✓	✓	y9	7	y9	11	y10	6	y10	9	y10	5
	B4 Natural selection and genetic modification	✓	✓	y10	6	y10	9	y10	4	y10	6	y10	3
	B5 Health, disease and the development of medicines	✓	✓	y10	9	y10	12	y10	6	y10	10	y10/11	5
	B6 Plant structures and their functions	✓	✓	y10	5	y10	7	y10	5	y10/11	8	y11	4
	B7 Animal coordination, control and homeostasis	✓	✓	y10	7	y10/11	9	y11	5	y11	7	y11	4
	B8 Exchange and transport in animals	✓	✓	y11	5	y11	5	y11	5	y11	6	y11	4
	B9 Ecosystems and material cycles	✓	✓	y11	10	y11	14	y11	7	y11	9	y11	6
Chemistry	C1 States of matter	✓		y9	1	y9	1	y9	1	y9	1	y10	1
	C2 Methods of separating and purifying substances	✓		y9	6	y9	5	y9	5	y9	5	y10	4
	C3 Atomic structure	✓		y9	3	y9	3	y9	2	y9	3	y10	2
	C4 The periodic table	✓		y9	4	y9	3	y9	3	y9	4	y10	2
	C5 Ionic bonding	✓		y9	3	y9	3	y10	2	y10	2	y10	2
	C6 Covalent bonding	✓		y9	1	y9	1	y10	1	y10	1	y10	1
	C7 Types of substance	✓		y9	5	y9	4	y10	5	y10	4	y10	4
	C8 Acids	✓										y10	5
	C9 Calculations involving masses	✓										y10	2
	C10 Electrolytic process	✓										y10	2
	C11 Obtaining and using metals	✓										y11	2
	C12 Reversible reactions and equilibria	✓										y11	1
	SC13 Transition metals, alloys and corrosion												
	SC14 Quantitative analysis												
	SC15 Dynamic equilibria and calculations involving gases												
	SC16 Chemical cells and fuel cells		✓			y10	1			y10	1		
	C13/SC17 Groups in the periodic table	✓		y10	5	y10	4	y11	3	y10	3	y11	3
	C14/SC18 Rates of reaction	✓		y10	4	y10	3	y11	3	y11	3	y11	2
	C15/SC19 Heat energy changes in chemical reactions	✓		y11	2	y10	2	y11	3	y11	2	y11	2
	C16/SC20 Fuels	✓		y11	7	y11	6	y11	5	y11	5	y11	5
	C17/SC21 Earth and atmospheric science	✓		y11	5	y11	4	y11	4	y11	4	y11	4
	SC22 Qualitative analysis		✓			y11	3			y11	2		

This document goes through the teaching hours covered within each scheme of work. You can see how the time reduces for each scheme from 3yr GCSE to 2yr GCSE.

Teaching hours in your own setting

Activity

- Consider the number of teaching hours you have to teach sciences at KS4
- Compare these hours to those used to create the course planners
- Consider how you would use and / or adapt the planners and schemes of work in your own setting

Schemes of work

Focus on differentiation

Maths skills highlighted
from DfE list for KS4

B1 Overarching concepts in Biology				
Lesson CB1a: Microscopes				
Specification points	Exemplar teaching activities	Differentiation	Maths skills	Practicals
<ul style="list-style-type: none"> *B1.3: Explain how changes in microscope technology, including electron microscopy, have enabled us to see cells with more clarity and detail than in the past *B1.4: Demonstrate an understanding of size and scale in relation to microscopy, including magnification calculations *B1.5: Demonstrate an understanding of the relationship between quantitative units, including <ol style="list-style-type: none"> milli (10⁻³) micro (10⁻⁶) nano (10⁻⁹) pico (10⁻¹²) <p>e) calculations with numbers written in standard form</p>	<p><i>Starter</i> Have a microscope in front of you. Ask students what a microscope is and why this is called a 'light microscope'.</p> <p><i>Exploring</i> Students use microscopes to examine pre-prepared slides of small objects (e.g. hair, pollen). (<i>Suggested practical.</i>)</p> <p><i>Explaining</i> Help students to understand the difference between resolution and magnification by using the idea of digital cameras.</p>	<p><i>Exploring</i> Support: Provide students with a step-by-step guide to using their microscopes. Stretch: Students swap their drawings and magnification calculations with one another, challenging others to say what has been drawn.</p> <p><i>Explaining</i> Support: Show students an eye test chart. Point out that an eye test is testing resolution. Stretch: Explain to students that an 'optical zoom' on a camera uses lenses to zoom into an object. A 'digital zoom' uses electronics to magnify part of an image.</p>	<ul style="list-style-type: none"> Make order of magnitude calculations 	<p><i>Suggested practical:</i> Students use microscopes to examine pre-prepared slides of small objects (e.g. hair, pollen). (See <i>Exploring.</i>)</p>

Higher tier
shown in bold

Suggestions for practical activities,
including core and suggested practicals

11-16 Learning Pathway – Mastery in Science

- Provides a seamless route to the delivery of science from y7 to 11.
- Consolidates and builds on learning from Key Stage 2 and 3.
- Focuses on developing essential content and skills, introducing and revisiting topics across 5 years to help you create engaging lessons and prepare learners for the demands of GCSE.
- Each subject contains three big ideas that run through from year 7 to year 11. Under each of these big ideas there are interlinked topics that align with the key stage 3 and 4 programmes of study

Biology	Chemistry	Physics
Cells and cellular processes	Materials and their properties	Energy
Biological systems for life	Chemical Changes	Forces and fields
Organisms and their interactions with the environment	Our earth and its atmosphere	Matter and materials

Section 3

Practical work in GCSE (9-1)
Sciences:
Implications for teaching,
learning and assessment



Practical skills – what is assessed?

- 15% of marks are assessed on practical skills
- List of apparatus and techniques
- Working scientifically skills
- Core practicals (8 each in GCSE Biology, GCSE Chemistry and GCSE Physics & 18 in GCSE Combined Science)
- Mathematical skills, which could link directly to the practical data obtained or the processing of data provided

Assessment objectives

Objective		Weighting
AO1	Demonstrate knowledge and understanding of: <ul style="list-style-type: none">· scientific ideas· scientific techniques and procedures	40%
AO2	Apply knowledge and understanding of: <ul style="list-style-type: none">· scientific ideas· scientific enquiry, techniques and procedures	40%
AO3	Analyse information and ideas to: <ul style="list-style-type: none">· interpret and evaluate· make judgements and draw conclusions· develop and improve experimental procedures	20%

Examining practical skills

Assessment of what students have learned from the Core Practicals includes:

- Core practical procedures
- Equipment and techniques/skills
- Devising new experiments

Apparatus & Techniques

“Students often appear to recall limited information on practicals they have done in class. Frequently, answers to why certain pieces of equipment were used are not well remembered. Equally, the process behind some of these practical activities appears to be poorly understood”

GCSE (9–1) Science Examiner Report

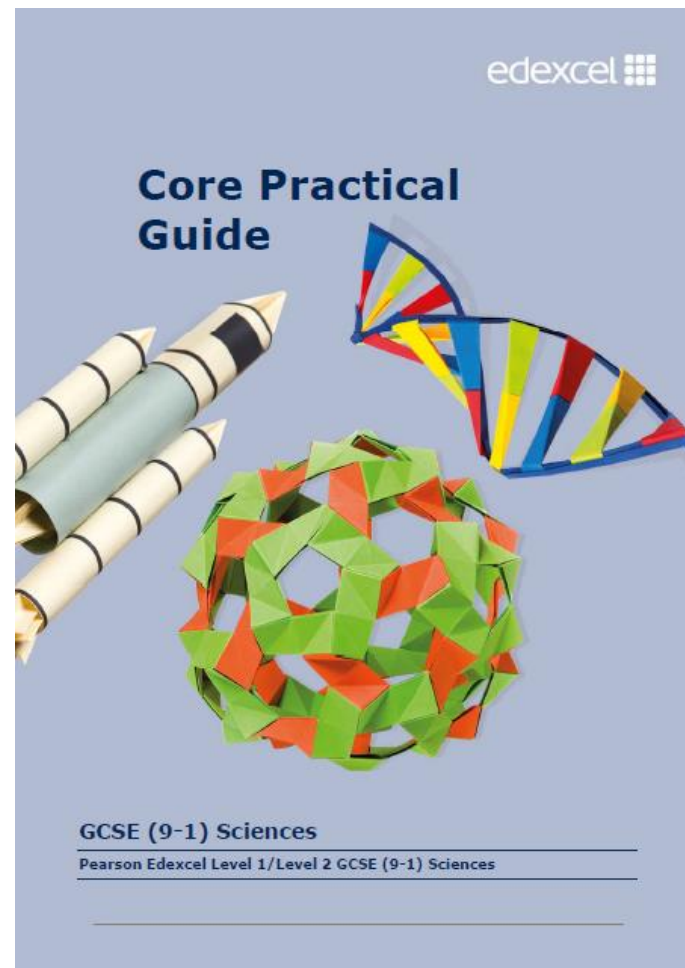
How do you give your students the opportunity to draw or complete diagrams of equipment, identify and select equipment or scientific techniques, explaining their choices?

Put your thoughts into the group chat

Practical work

The *Core Practical Guide*:

- Gives links to the specification content and highlights key areas to further your students' understanding
- Contains key questions you can ask to focus your students, and get them thinking about why they are carrying out a particular practical in a certain way
- Gives sample questions, with commentary relating to the assessment, which can be used as practice to consolidate students' understanding.



Teaching and learning through Core Practicals

Think of a Core Practical – you might choose the next one you are going to teach to one of your GCSE groups.

In light of the feedback from examiners and what is assessed (specifically with relation to core practicals) what might you do differently?

In particular, how are you going to provide opportunities for students to learn transferable working scientifically skills?

Put your thoughts into the group chat

AO3: Devising and Improving design

“Questions asking students to consider the design of a suitable practical or investigation to test a hypothesis will appear in most examinations.

Students find these questions very difficult. On occasion students are asked how they might change an investigation in order to improve validity or accuracy etc.

Questions about improvement are even more challenging.”

GCSE (9–1) Science Examiners’ Report

Practical work – What are the implications for teaching and learning?

- How will you ensure key learning from practical work?
- How will students be recording outcomes from practical work?
- How will you develop and assess practical and enquiry based skills?

Section 4

A closer look at our assessment materials



What types of question are asked?

Exam papers will include a mixture of different question styles, including:

- Multiple-choice questions
- Short-answer questions
- Calculations
- Extended open-response questions

Multiple-choice questions

1 This question is about waves.

(a) (i) Which of these waves is longitudinal?

(1)

- ☐ **A** infrared
- ☐ **B** radio
- ☐ **C** sound
- ☐ **D** ultraviolet

Short answer questions

Figure 2 shows the Canary Islands.

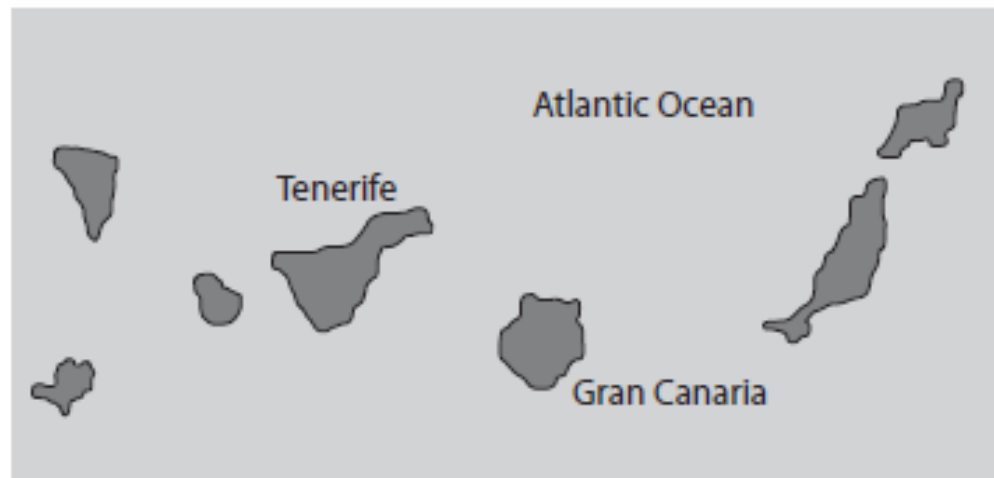


Figure 2

The Canary Islands do not have enough fresh water.

Describe how seawater can be turned into drinking water.

(2)

Command words

GCSE Sciences: What are you being asked to do in the exams?

These are the command words you might see in different questions throughout your exam

Command word	Definition
Add/Label	Show information or name something on a graph, diagram or table.
Give/State/Name	Recall one or more pieces of information.
State what is meant by	Write down what the term in the question means.
Draw	Produce a diagram with or without a ruler. Simple line diagrams for scientific equipment and circuit symbols for a circuit diagram.
Write	When the questions ask for an equation e.g. a balanced symbol equation.
Plot	Produce a graph by marking points accurately on a grid from data that is provided and then drawing a line of best fit through these points. A suitable scale and appropriately labelled axes must be included if these are not provided in the question.
Sketch	Produce a drawing without a ruler e.g. sketch a rough graph with axes and a line.
Complete	Add values to a table or diagram.
Estimate	Find a rough number or amount from the information given in the question.
Identify	Choose key details from information given in the question.
Calculate	Work out your answer using the numbers in the question. Include units in your answer.

Describe	Give an account of something, or link facts, information, events or processes in a logical order.
Explain	Say how or why something happens; 'because' will be an important part of your answer.

State and explain	Make a point and link ideas to justify that point.
Comment on	Look at data or information and decide what it shows.
Compare and contrast	Give similarities and differences between several things, not just one.
Predict	Say what you think will happen based on what you know.
Discuss	Pick out the situation or argument in the question, explore all aspects of it, investigate it and come to a conclusion.
Justify	Give evidence to support an answer.
Assess	Read the information in the question carefully and pick out the most important parts to help you answer the question or come to a conclusion.
Evaluate	Look at the information in the question and bring it together to make a decision and come to a conclusion with evidence from the question.
Devise	Plan a method or experiment using your knowledge.
Suggest	Always used with another command word, e.g. Suggest an explanation. Suggest tells you that you need to apply your knowledge to a new situation, and in this case to give a possible explanation.

Command Words poster

Calculation questions

A student was investigating the populations of organisms in a garden.

Figure 9 shows the estimates of the number and biomass of some of the organisms in the garden.

organism	number	mean biomass of each organism in grams	biomass of population in grams
cabbages (plants)	80	70	5600
earthworms	620	3.4	?
slugs	30	4.1	123
hedgehogs	1	620	620
squirrels	2	600	1200

Figure 9

(i) Calculate the biomass of the population of earthworms in the garden.

(1)

Extended open response (EOR) questions

*(d) Sodium chloride is an ionic compound, containing sodium ions, Na^+ , and chloride ions, Cl^- .

Figure 10 shows the electronic configuration of sodium and chlorine.

	electron configuration
sodium	2.8.1
chlorine	2.8.7

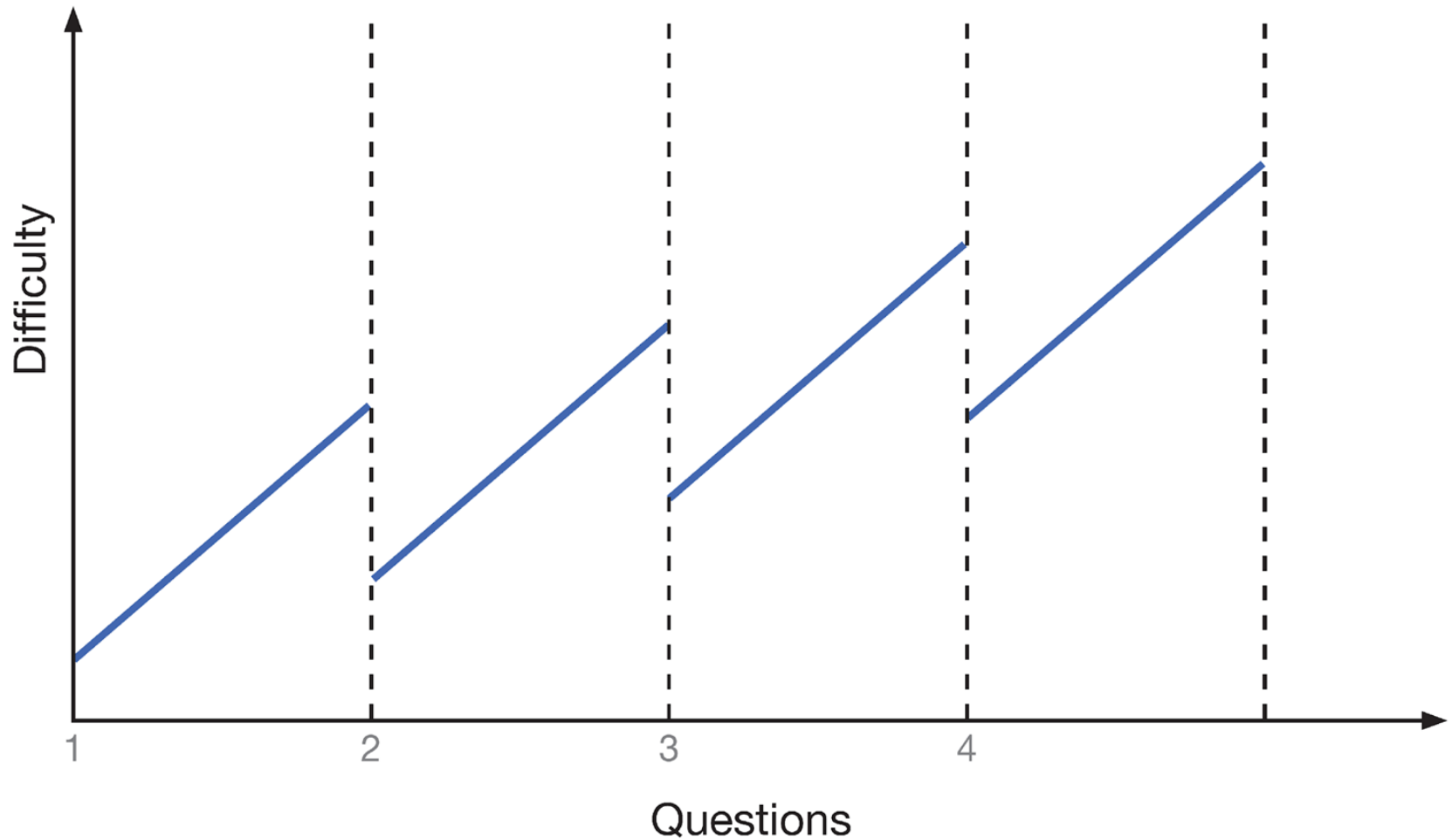
Figure 10

Explain how sodium and chlorine atoms form the ions in sodium chloride and how the ions are arranged in the solid sodium chloride.

You may wish to use diagrams in your answer.

(6)

Ramping



Writing the exam paper

- Assessment Objectives
 - Maths requirements
 - Practical skills
 - Overlap
-
- Literacy and accessibility
 - Command words
 - Ramping profile

'Understanding Our Exams: Edexcel GCSE'

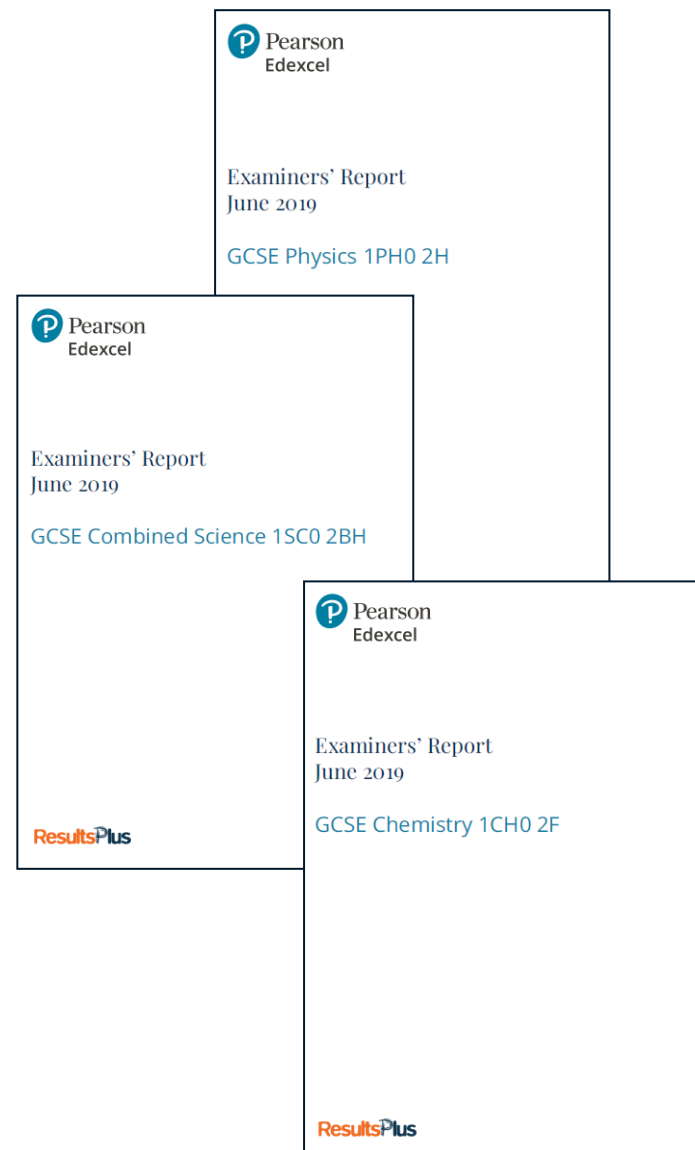
Exemplar materials

Examiners' Reports are published for every paper, after every exam series

They include exemplars – examples of real students' attempts at questions in the paper, along with the examiner's commentary on what mark each attempt received and an explanation of why it was awarded that mark.

There are also details of how well, or badly, students tackled that question with common errors highlighted; and examiner tips on how to tackle such questions more successfully

[Exemplar Exam Material](#)



Exemplar materials

Question 2 (b) (ii) - (iii)

In Q02(b)(ii), candidates had to read a value from the graph. Almost half of the candidates were able to do this within the allowed tolerance.

Q02(b)(iii) tested the maths skill of calculating the number of people in the UK with chlamydia in 2013 from the data given and their reading from the graph. As is often the case with calculations, more candidates scored both marks here than scored just one, although a significant number did just gain their one mark by either dividing 64 000 000 by 1 000 000 or multiplying by their reading from the graph (answer to Q02(b)(ii)). Candidates did have problems knowing what to do with the data and the full range of addition and subtraction as well as multiplying and dividing wrong numbers were frequently seen.

(ii) State the number of cases of chlamydia per 100 000 in 2013.

(1)

1800

(iii) The population of the United Kingdom in 2013 was 64 000 000.

Calculate the number of people with chlamydia in 2013.

(2)

$$\begin{array}{r} 64,000,000 \\ \hline 100,000 \end{array}$$

640

Exemplar materials



A correct reading from the graph of 1800 gains one mark and then the candidate has correctly divided the the population of the UK (64 000 000) by 100 000 to gain a second mark.



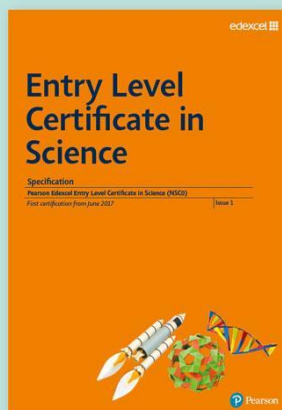
This candidate starts well and is just a short way from completing the calculation by multiplying by 1800. The clue here is that we have linked Q1(b)(ii) and Q1(b)(iii) together suggesting that you need to use your answer to (ii) in the calculation.

Preparing for Assessment for GCSE (9-1) Sciences

- Are your students developing practical, investigative and working scientifically skills in science?
- Are they developing mathematical skills and extended writing skills?
- What are the implications for the teaching, learning and assessment in science, in your school?

**Share your thoughts on these questions
in the group chat**

Edexcel Entry Level Certificate in Science and Further Science 2016



Qualifications options at KS4

Entry Level Certificate in Science + Entry Level Certificate in Further Science	GCSE Combined Science Foundation Tier
Below GCSE Grade 1	GCSE Grades 1 – 5

How content maps: ELC Science

	Paper no.	Paper name	Contents	Map to GCSE
Entry Level Certificate in Science	1	Biology 1a	Cells, genetics, inheritance and modification	B1
	2	Biology 1b	Health, disease and the development of medicines	
	3	Chemistry 1a	Atoms, compounds and states of matter	C1
	4	Chemistry 1b	Separating mixtures, breaking down substances	
	5	Physics 1a	Forces, movements and energy	P1
	6	Physics 1b	Waves and radiation	

How content maps: ELC Further Science

	Paper no.	Paper name	Contents	Map to GCSE
Entry Level Certificate in Further Science	1	Biology 2a	Plant and ecosystems	B2
	2	Biology 2b	Human Biology	
	3	Chemistry 2a	Chemical reactions: patterns, energy and rates of reaction	C2
	4	Chemistry 2b	Chemistry in our world: fuels and the earth's atmosphere	
	5	Physics 2a	Electricity and magnets	P2
	6	Physics 2b	Energy and particles	

Section 5

Analysing and tracking your students' progress



- examWizard is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiners' reports for a range of GCSE and GCE subjects.
- examWizard saves you time by allowing you to create your own mock exams, topic tests, homework or revision activities in minutes, linking directly to associated examiner reports and mark schemes.

examWizard

Select 'Build A Paper' to start creating your own homework assignments and test papers.

examwizard.co.uk/home

Apps New Tab ePEN2 ePEN2 BUSINESS/BUSINES... Room Booking Syst... Circus horror as fe...

examWizard Find Past Papers Build a paper My Papers Help Log out

Welcome to examWizard, Jonathan!

Find Past Papers

Search for past exam papers, mark schemes and examiner's reports.

Build A Paper

Search for questions, then build your own homework activity, test or mock exam.

My Papers

View and edit tests that you have previously created, and view past papers that you saved.

Current Subject
Business

Change Subject:

<input type="radio"/> Accounting	<input type="radio"/> Astronomy	<input type="radio"/> Business
<input type="radio"/> Computer Science	<input type="radio"/> Economics	<input type="radio"/> Economics A
<input type="radio"/> Economics B	<input type="radio"/> English	<input type="radio"/> Geography
<input type="radio"/> History	<input type="radio"/> ICT	<input type="radio"/> IT
<input type="radio"/> Mathematics	<input type="radio"/> MFL	<input type="radio"/> PE
<input type="radio"/> Psychology	<input type="radio"/> Religious Studies	<input type="radio"/> Sciences
<input type="radio"/> Statistics		

Change Subject

ExamWizard News

- Content for BTEC Tech Awards is now available for the following sectors:
- Child Development
- Digital Information Technology
- Enterprise
- Health & Social Care
- Sport, Activity and Fitness
- Travel & Tourism

examWizard Find Past Papers Build a paper My Papers Help Log out

Qualification
International Advanced Level

Unit
Select one or more

Search Clear

Specification Year Series

1 selected

Assessment objective

All selected (4)

Select a topic

Select all Expand all 2 topics selected

Available topics for selected search options

- Business
 - Unit 1: Marketing and people
 - Meeting customer needs
 - The Market
 - Marketing mix and strategy
 - Managing People
 - Unit 2: Managing business activities

Cancel Done

Select questions for homework and tests by individual section of the specification

Search Results

Showing 2 out of 2

Adding value to business

8 mins 8 marks WBS11/01, June 2019

View

Add

How changes in fashion, tastes or preferences affect demand

4 mins 4 marks WBS11/01, June 2019

Viewing

Review which questions you want to include in homework assignments and tests.

Click here to name your paper...

View/Edit

Save

Total : 0 questions 0 minutes 0 marks

Remove all

Export

How changes in fashion, tastes or preferences affect demand

Question

Mark Scheme

Examiner's Report

Resources

Using the data from Extract D, explain **one** way changes in fashions, tastes or preferences have affected demand for *Ocado*.

(4)

(Total for question = 4 marks)

Results Plus Analysis Tool

- Individual Student and Group analysis with question by question breakdown of their marks and how they compare to the rest of the whole cohort.
- Highlight report will show their best and worst questions and can be printed from the screen.
- Skills maps linked to maths, practical skills and the Assessment Objective.
- Cohort analysis allows you to see how your students results compare and produce highlight reports for your whole cohort.

See link to [Results Plus User Guide](#)

- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

ResultsPlus



1.
Student
takes exam
on paper



2.
Exam papers
scanned



3.
Examiners
mark papers
online



4.
Performance
reports
shared

Grade Performance

- Whole centre
- Department
- Class
- Student

Detailed Analysis

- Performance on each question
- Comparison to Edexcel data

Skills Maps

- Curriculum mapped
- Contextualised performance

Comparison

- by subject
- by class
- by specification
- by centre

Mock Analysis

- Provides insight
- Develops student learning

Exam Documents

- Exam papers
- Mark schemes
- Examiners reports

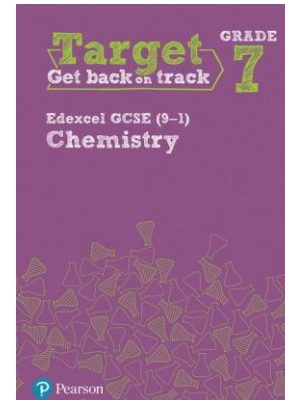
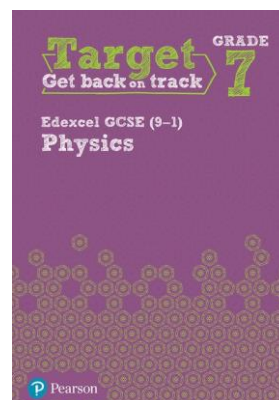
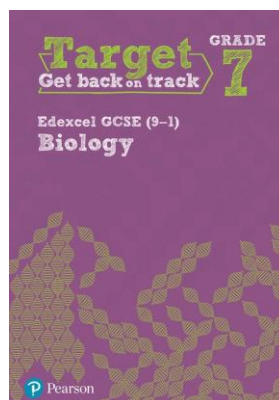
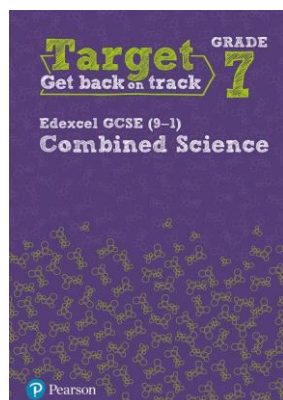
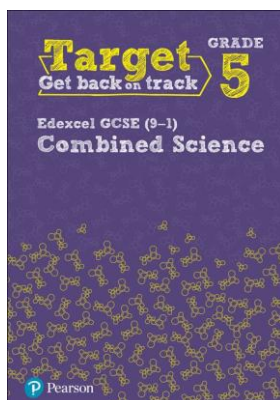
Section 6

Introduction to our published resources*

*note it is not necessary to purchase our endorsed resources to deliver our qualifications

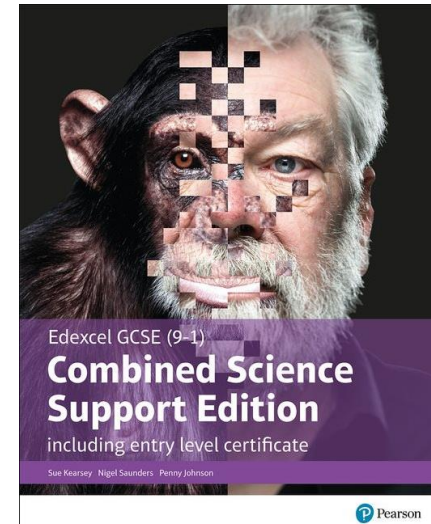
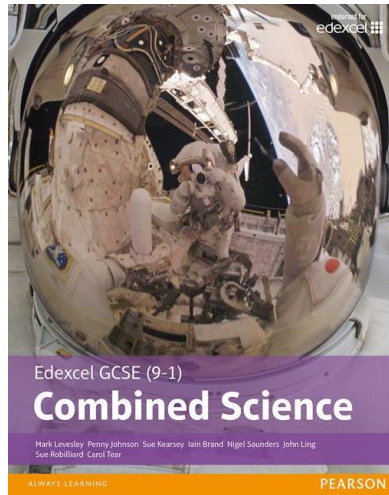
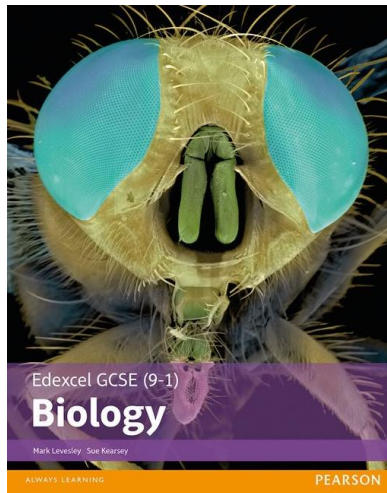


Target Intervention Workbooks



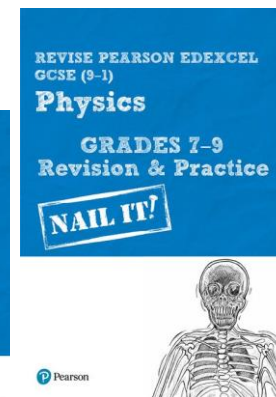
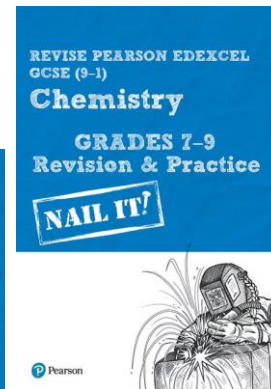
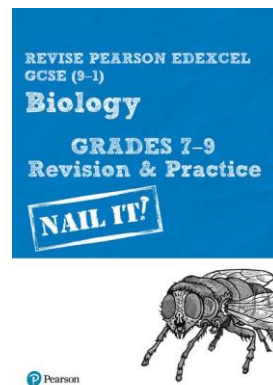
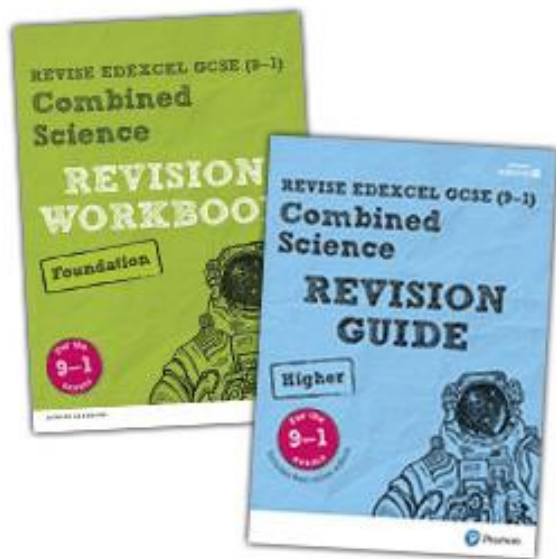
Workbooks targeting key skills and barriers which hold students back. This series targets the key misconceptions, skills and barriers identified from past student exam papers.

Student books



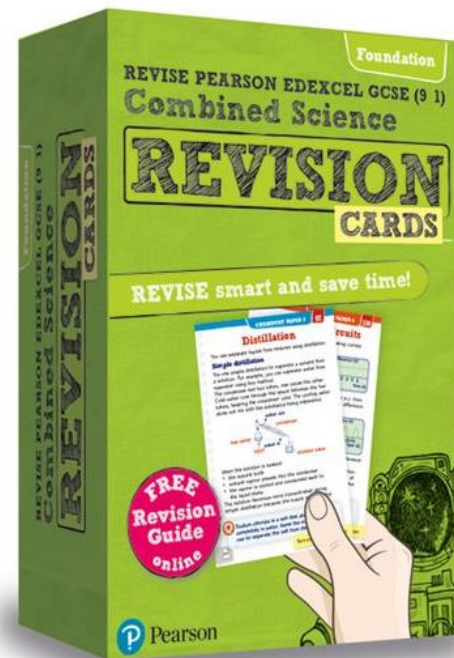
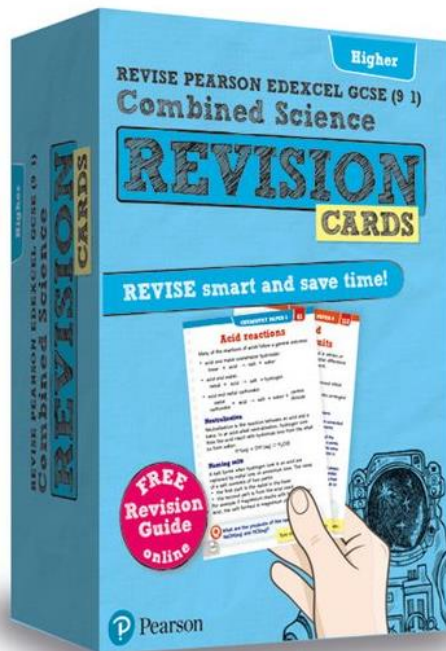
Student books including **Combined Science**, **Combined Science Support Edition** and **Separate sciences**.

REVISE Resources



Revision guides, workbooks and revision and practice books matched to the Edexcel specification and ideal for hassle-free, independent study.

REVISE Revision cards



Revision cards available for higher and foundation tier combined science.

Introducing **ActiveHub**

The next step in digital teaching and learning, bringing together

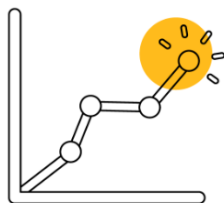
- ❖ assessment
- ❖ rich data insights
- ❖ next generation independent practice and intervention

...to give you the tools you need to help your students reach their full potential.

Driven by insights, ActiveHub provides everything on one platform for a powerful online learning experience, anytime, anywhere



How can **ActiveHub** support me?



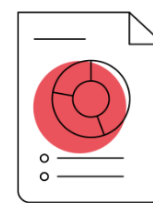
Assessments

- Easily custom-build and set your own assessments from a bank of questions with the **Assessment Builder**.
- Use ready-made assessments and past papers from our **Assessment Library** to identify areas where students need support and to prepare for their exams.



Insights

- Powerful data insights feed into the **Insights Dashboard**, helping you give your students a clear path to progression.
- The **Insights Dashboard** shows you how each of your students are performing and identifies their learning gaps.



Learning resources

- Access a range of **resources** developed by experienced teachers and subject experts including videos, worksheets and auto-marked activities.
- Assign targeted tasks to individual students or whole classes for flexible learning in response to the data insights.



KS4 Science in **ActiveHub**

Assessments

- Past Papers
- Baseline assessments
- End of Unit and End of Year
- Assessment Builder to create custom assessments

Learning resources

- **Videos** explaining difficult concepts, modelling worked examples and demonstrating Core/Required Practicals
- **Online quizzes** with instant hints and feedback to address misconceptions and support independent learning
- Editable, printable **worksheets**.

Engaging resources

Flexible

Powerful insights



ActiveHub. Powered
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[Visit our webpage](#)



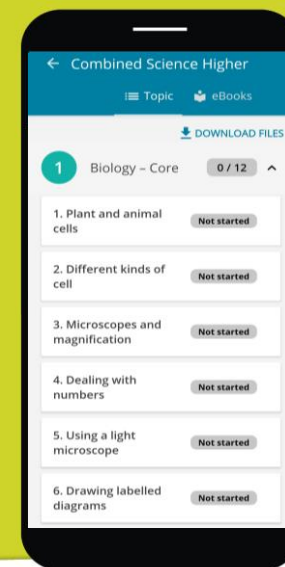
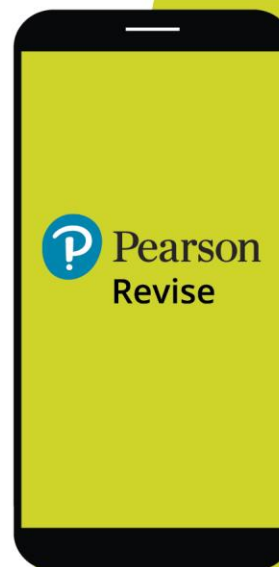
[Get a free trial](#)

FREE new Pearson Revise App

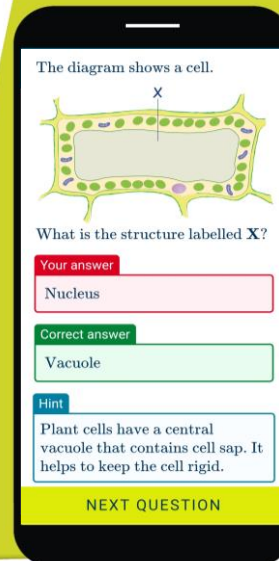
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- Track your revision progress in the app – free.
- Covers Higher tier Pearson Edexcel Single Sciences (Biology, Chemistry, Physics) and Higher tier Combined Science.
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Choose the unit you'd like to revise



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Get in touch!

Contact your Edexcel Science Adviser Irine [here](#)

Join and contribute to the Pearson Science community [here](#)

Your subject advisor

Irine Muhiuddin

Call me : UK: 0344 463 2934
Intl: +44 (0)344 463 2934

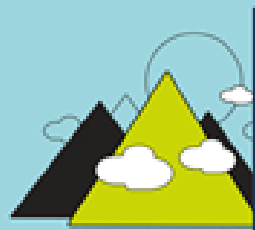
Useful link : Please have a look at your new community

Twitter : [@PearsonSciences](#)



Find out more

For more courses see our
[Pearson Professional Development Academy.](#)



Professional
Development
Academy

Transforming
training for
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