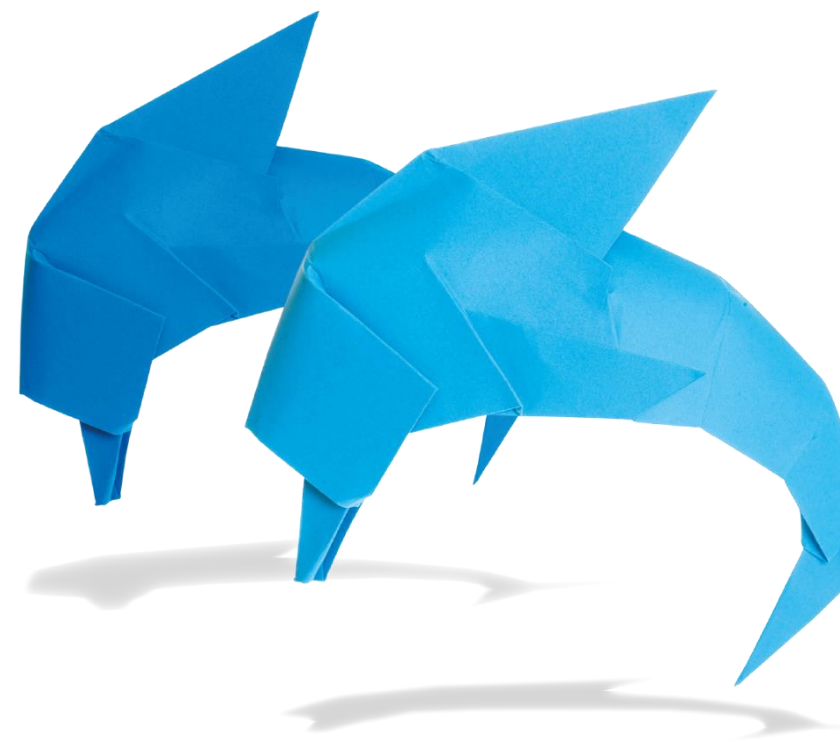


# GCSE Mathematics

Using Performance Data to Identify  
Areas of Improvement



Chris Seager and Mel Muldowney



# Welcome!

First and foremost...we are teachers!

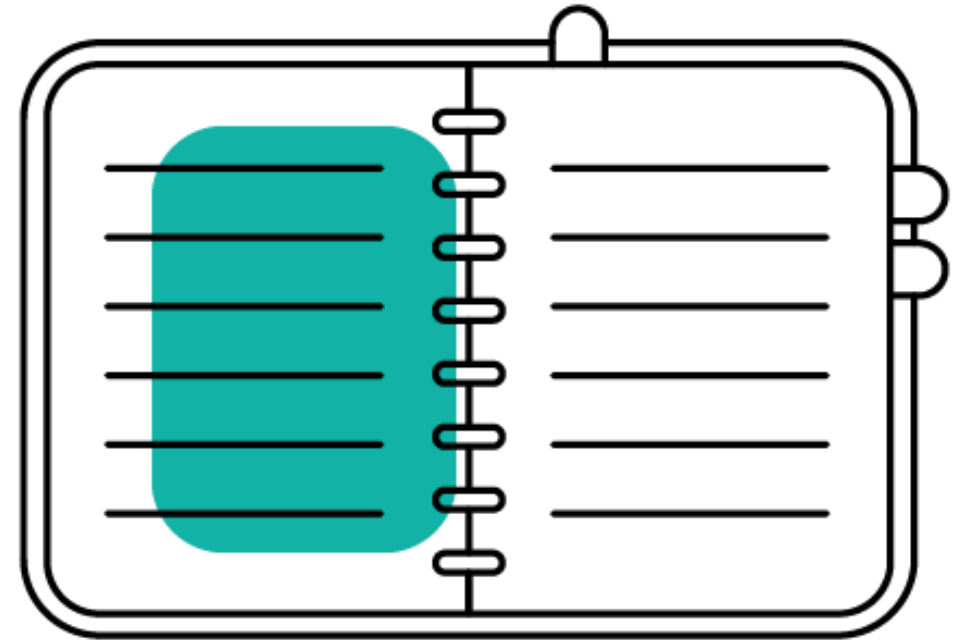
- Most improved school in England
- TES Maths Team of year
- JustMaths




# Aims and objectives

After this, we hope you will:

- Have some ideas as to how to use ResultsPlus to drive improvements and learn from mistakes!
- But first ... it's all about context






# REMEMBER – Download the Pearson Authenticator App!

 Pearson

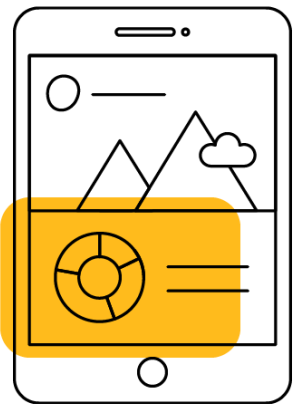
1 Select verification method — 2 Authenticate — 3 Verified


Authenticator App Passcode


Enter the one-time 6-digit passcode located in the Pearson Authenticator App. 


Passcode  

Must be at least 6-digits



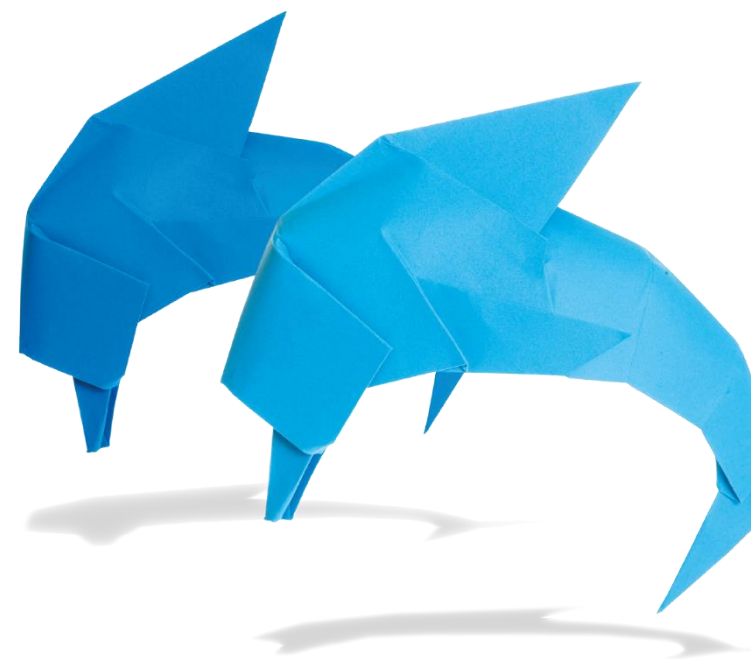
 Pearson

Enter verification code 





# What is ResultsPlus?



<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Google 'Results Plus')

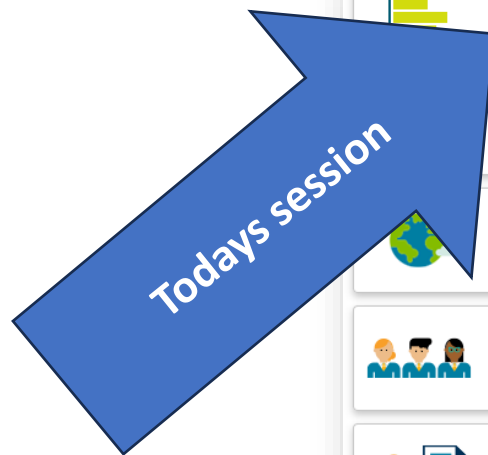
The image is a collage of three screenshots from the Pearson Edexcel Online website, illustrating different ways to access the ResultsPlus service.

**Top Left Screenshot: Home Page**  
This screenshot shows the 'Home Page' of the Edexcel Online account management system. A blue arrow points to the page with the text "From Edexcel Online". The page includes a navigation menu on the left with options like "Training Event Bookings", "Tracking", "ResultsPlus", "International Centre Terms & Conditions", "Centre Search", "Script Viewer", and "Learner Work Transfer". The main content area features a "Home Page" heading, a "Welcome to EDEXCEL ONLINE!" message, and an "Important message regarding Edexcel Online Accounts" section. Below this, there are links for "Creating new and existing account" and "Deleting accounts".

**Top Right Screenshot: Sign In**  
This screenshot shows the "Sign In" page. It includes a "User Name" field (containing "cseager@rss.shiresmat.org.uk"), a "Password" field, and a "Remember my username" checkbox. There is a "Forgot Password?" link and a "Sign In" button. An orange arrow points to the page with the text "Speak to Exam Officer".

**Bottom Center Screenshot: ResultsPlus**  
This screenshot shows the "ResultsPlus" page. It features a navigation bar with "Support topics", "Services", "Key dates", "Resources", and "Overview". The "ResultsPlus" heading is prominent. Below the heading, there is a list of "Services" and a "ResultsPlus" section. A blue arrow points to the page with the text "From Google search".

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Google 'Results Plus')



**ResultsPlus Analysis**  
Analysis and reports on your Edexcel examinations

**Mock Analysis Service**  
Print past papers, assign papers to students for mock mark entry, manage student marks, analyse performance

**Global Results Analysis**  
View overall performance for the whole Edexcel cohort

**Create or Edit a group**  
Set up classes and other groups to help analyse performance

**Retrieve Incoming Learner Results**  
Retrieve Pearson results from a learner's previous centre

Vocational Qualifications options

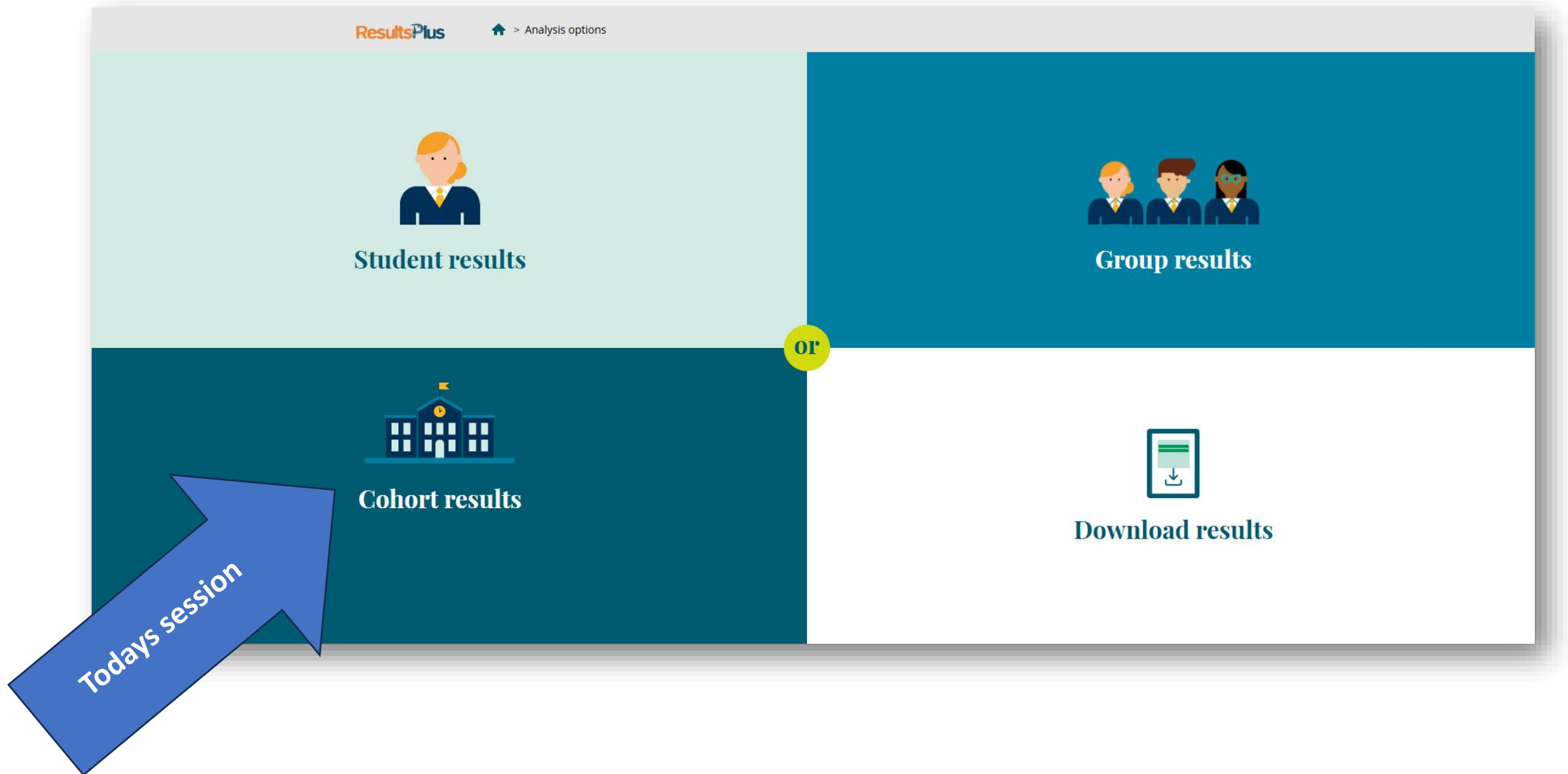
**BTEC**  
**BTEC Tech Award (2022) Analysis**  
Analysis of your students' BTEC Tech Award (2022) External Test performance

**BTEC**  
**BTEC National and BTEC Tech Award Legacy Analysis**  
Analysis of your students' BTEC National and Tech Award Legacy specification External Test performance

**Functional Skills**  
**Functional Skills on Demand Analysis**  
Analysis and reports of your student's test performance

**T Levels**  
**T Levels Analysis**  
Analysis and reports of your students' T Level examination performance

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Google 'Results Plus')





<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Google 'Results Plus')



**Cohort paper analysis**

or



**Cohort grade reports**

**Today's session**

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Google 'Results Plus')

The screenshot shows the 'ResultsPlus' interface with the following elements:

- Header:** ResultsPlus logo and navigation path: Home > Analysis options > Cohort options > Cohort search.
- Filters:**
  - Qualification:** A dropdown menu with 'GCSE' selected. (Arrow 1 points to this dropdown)
  - Session:** A dropdown menu with 'June 2024' selected. (Arrow 2 points to this dropdown)
- Table:**

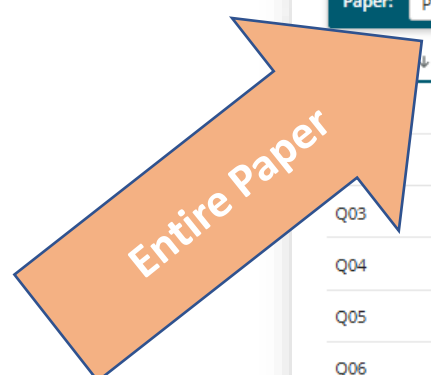
| Award ↓                        | Session   |
|--------------------------------|-----------|
| > 1BS0 GCSE BUSINESS           |           |
| ✓ 1MA1 GCSE MATHEMATICS        |           |
| GCSE Unit: MATHEMATICS         | June 2024 |
| > 1PE0 GCSE PHYSICAL EDUCATION |           |
| > 1SP0 GCSE SPANISH            |           |
- Actions:** A blue arrow labeled '4' points to the 'View paper analysis' link located to the right of the selected '1MA1 GCSE MATHEMATICS' row. (Arrow 3 points to the '1MA1 GCSE MATHEMATICS' row)

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Google 'Results Plus')

| Analysis Highlight report Skills map Exam documents                                   |             |                   |            |              |  |
|---------------------------------------------------------------------------------------|-------------|-------------------|------------|--------------|--|
| Paper: GCSE MATHEMATICS (F) View paper Skills map: gcse mathematics (1ma1) foundation |             |                   |            |              |  |
| Question                                                                              | Performance | Edexcel Ave : ALL | Variance   | Skill tested |  |
| Q01                                                                                   |             | 0.71/1            | ↑ +9.00 %  | ①            |  |
| Q02                                                                                   |             | 0.83/1            | ↑ +1.00 %  | ①            |  |
| Q03                                                                                   | 0.08/1      | 0.28/1            | ↓ -20.00 % | ①            |  |
| Q04                                                                                   | 0.88/1      | 0.68/1            | ↑ +20.00 % | ①            |  |
| Q05                                                                                   | 0.84/1      | 0.73/1            | ↑ +11.00 % | ①            |  |
| Q06                                                                                   | 3.12/4      | 2.98/4            | ↑ +3.50 %  | ①            |  |
| Q07                                                                                   | 3.48/4      | 2.93/4            | ↑ +13.75 % | ①            |  |
| Q08i                                                                                  | 1.84/2      | 1.7/2             | ↑ +7.00 %  | ①            |  |
| Q08ii                                                                                 | 0.52/1      | 0.31/1            | ↑ +21.00 % | ①            |  |
| Q09a                                                                                  | 0.96/1      | 0.83/1            | ↑ +13.00 % | ①            |  |
| Q09b                                                                                  | 1.20/2      | 1.34/2            | ↓ -7.00 %  | ①            |  |
| Q09c                                                                                  | 1.60/2      | 1.26/2            | ↑ +17.00 % | ①            |  |

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

(Google 'Results Plus')



Entire Paper

| Paper: Paper 1F-NON CALCULATOR (F) View paper |         | Skills map: gcse mathematics (1ma1) foundation |                                         |             |              |
|-----------------------------------------------|---------|------------------------------------------------|-----------------------------------------|-------------|--------------|
|                                               | Score ↕ | Performance ↕                                  | Edexcel Ave : ALL <small>task</small> ↕ | Variance ↕  | Skill tested |
|                                               | 0.80/1  | <div><div></div></div>                         | 0.71/1                                  | ⬆️ +9.00 %  | ①            |
|                                               | 0.84/1  | <div><div></div></div>                         | 0.83/1                                  | ⬆️ +1.00 %  | ①            |
| Q03                                           | 0.08/1  | <div><div></div></div>                         | 0.28/1                                  | ⬆️ -20.00 % | ①            |
| Q04                                           | 0.88/1  | <div><div></div></div>                         | 0.68/1                                  | ⬆️ +20.00 % | ①            |
| Q05                                           | 0.84/1  | <div><div></div></div>                         | 0.73/1                                  | ⬆️ +11.00 % | ①            |
| Q06                                           | 3.12/4  | <div><div></div></div>                         | 2.98/4                                  | ⬆️ +3.50 %  | ①            |
| Q07                                           | 3.48/4  | <div><div></div></div>                         | 2.93/4                                  | ⬆️ +13.75 % | ①            |
| Q08i                                          | 1.84/2  | <div><div></div></div>                         | 1.7/2                                   | ⬆️ +7.00 %  | ①            |
| Q08ii                                         | 0.52/1  | <div><div></div></div>                         | 0.31/1                                  | ⬆️ +21.00 % | ①            |
| Q09a                                          | 0.96/1  | <div><div></div></div>                         | 0.83/1                                  | ⬆️ +13.00 % | ①            |
| Q09b                                          | 1.20/2  | <div><div></div></div>                         | 1.34/2                                  | ⬆️ -7.00 %  | ①            |
| Q09c                                          | 1.60/2  | <div><div></div></div>                         | 1.26/2                                  | ⬆️ +17.00 % | ①            |
| Q10                                           | 1.72/2  | <div><div></div></div>                         | 1.49/2                                  | ⬆️ +11.50 % | ①            |
| Q11a                                          | 0.24/1  | <div><div></div></div>                         | 0.52/1                                  | ⬆️ -28.00 % | ①            |
| Q11b                                          | 0.68/1  | <div><div></div></div>                         | 0.65/1                                  | ⬆️ +3.00 %  | ①            |
| Q11c                                          | 0.72/1  | <div><div></div></div>                         | 0.67/1                                  | ⬆️ +5.00 %  | ①            |
| Q12                                           | 1.84/4  | <div><div></div></div>                         | 1.91/4                                  | ⬆️ -1.75 %  | ①            |
| Q13a                                          | 0.48/1  | <div><div></div></div>                         | 0.52/1                                  | ⬆️ -4.00 %  | ①            |
| Q13b                                          | 0.80/2  | <div><div></div></div>                         | 0.63/2                                  | ⬆️ +8.50 %  | ①            |
| Q14                                           | 2.40/3  | <div><div></div></div>                         | 2.1/3                                   | ⬆️ +10.00 % | ①            |
| Q15a                                          | 0.68/1  | <div><div></div></div>                         | 0.45/1                                  | ⬆️ +23.00 % | ①            |
| Q15b                                          | 1.52/2  | <div><div></div></div>                         | 1.12/2                                  | ⬆️ +20.00 % | ①            |

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Google 'Results Plus')

| Analysis Highlight report Skills map Exam documents |        |            |                          |                                                |              |
|-----------------------------------------------------|--------|------------|--------------------------|------------------------------------------------|--------------|
| Paper: Paper 1F-NON CALC                            |        | View paper |                          | Skills map: gcse mathematics (1ma1) foundation |              |
| Question ↓                                          | Score  | Force ↕    | Edexcel Ave : ALL Edit ↕ | Variance ↕                                     | Skill tested |
| Q01                                                 | 0.80/1 |            | 0.71/1                   | ↑ +9.00 %                                      | ⓘ            |
| Q02                                                 | 0.84/1 |            | 0.83/1                   | ↑ +1.00 %                                      | ⓘ            |
| Q03                                                 | 0.08/1 |            | 0.28/1                   | ↓ -20.00 %                                     | ⓘ            |
| Q04                                                 | 0.88/1 |            | 0.68/1                   | ↑ +20.00 %                                     | ⓘ            |
| Q05                                                 | 0.84/1 |            | 0.73/1                   | ↑ +11.00 %                                     | ⓘ            |
| Q06                                                 | 3.12/4 |            | 2.98/4                   | ↑ +3.50 %                                      | ⓘ            |
| Q07                                                 | 3.48/4 |            | 2.93/4                   | ↑ +13.75 %                                     | ⓘ            |
| Q08i                                                | 1.84/2 |            | 1.7/2                    | ↑ +7.00 %                                      | ⓘ            |
| Q08ii                                               | 0.52/1 |            | 0.31/1                   | ↑ +21.00 %                                     | ⓘ            |
| Q09a                                                | 0.96/1 |            | 0.83/1                   | ↑ +13.00 %                                     | ⓘ            |
| Q09b                                                | 1.20/2 |            | 1.34/2                   | ↓ -7.00 %                                      | ⓘ            |
| Q09c                                                | 1.60/2 |            | 1.26/2                   | ↑ +17.00 %                                     | ⓘ            |

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Google 'Results Plus')

**Skills map:** gcse mathematics (1ma1) foundation ▾

**cohort's top** 10 ▾ **skills to celebrate** in relation to the Edexcel average ▾ **were:**

| Skill Title                                             | Score  | Percentage | Edexcel Ave : ALL | Edit | Variance   |
|---------------------------------------------------------|--------|------------|-------------------|------|------------|
| The nth term of a sequence                              | 1.8/2  | 90%        | 0.91/2            |      | ↑ +44.50 % |
| Growth and decay, compound interest                     | 2.73/4 | 68%        | 1.22/4            |      | ↑ +37.75 % |
| Graphs of quadratic functions                           | 1.46/2 | 73%        | 0.76/2            |      | ↑ +35.00 % |
| Graphs of linear functions                              | 2.38/3 | 79%        | 1.39/3            |      | ↑ +33.00 % |
| Compare lengths, areas and volumes using ratio notation | 1.65/2 | 83%        | 1.04/2            |      | ↑ +30.50 % |
| Circle definitions and properties                       | 1.5/2  | 75%        | 0.93/2            |      | ↑ +28.50 % |
| Pythagoras's Theorem and Trigonometry                   | 1/2    | 50%        | 0.44/2            |      | ↑ +28.00 % |
| Pie charts                                              | 2.12/3 | 71%        | 1.37/3            |      | ↑ +25.00 % |
| ...ation                                                | 3.22/4 | 81%        | 2.24/4            |      | ↑ +24.50 % |
| ...wings and bearings                                   | 1.77/2 | 89%        | 1.29/2            |      | ↑ +24.00 % |

**This cohort's top** 10 ▾ **skills to improve** in relation to the Edexcel average ▾ **were:**

| Skill Title           | Score  | Percentage | Edexcel Ave : ALL | Edit | Variance  |
|-----------------------|--------|------------|-------------------|------|-----------|
| Factorise expressions | 0.65/2 | 33%        | 0.82/2            |      | ↓ -8.50 % |

**Tier**

**Keep scrolling down!**

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Google 'Results Plus')

By  
Skill

By  
Question

This cohort's top 10 skills to improve in relation to the Edexcel average were:

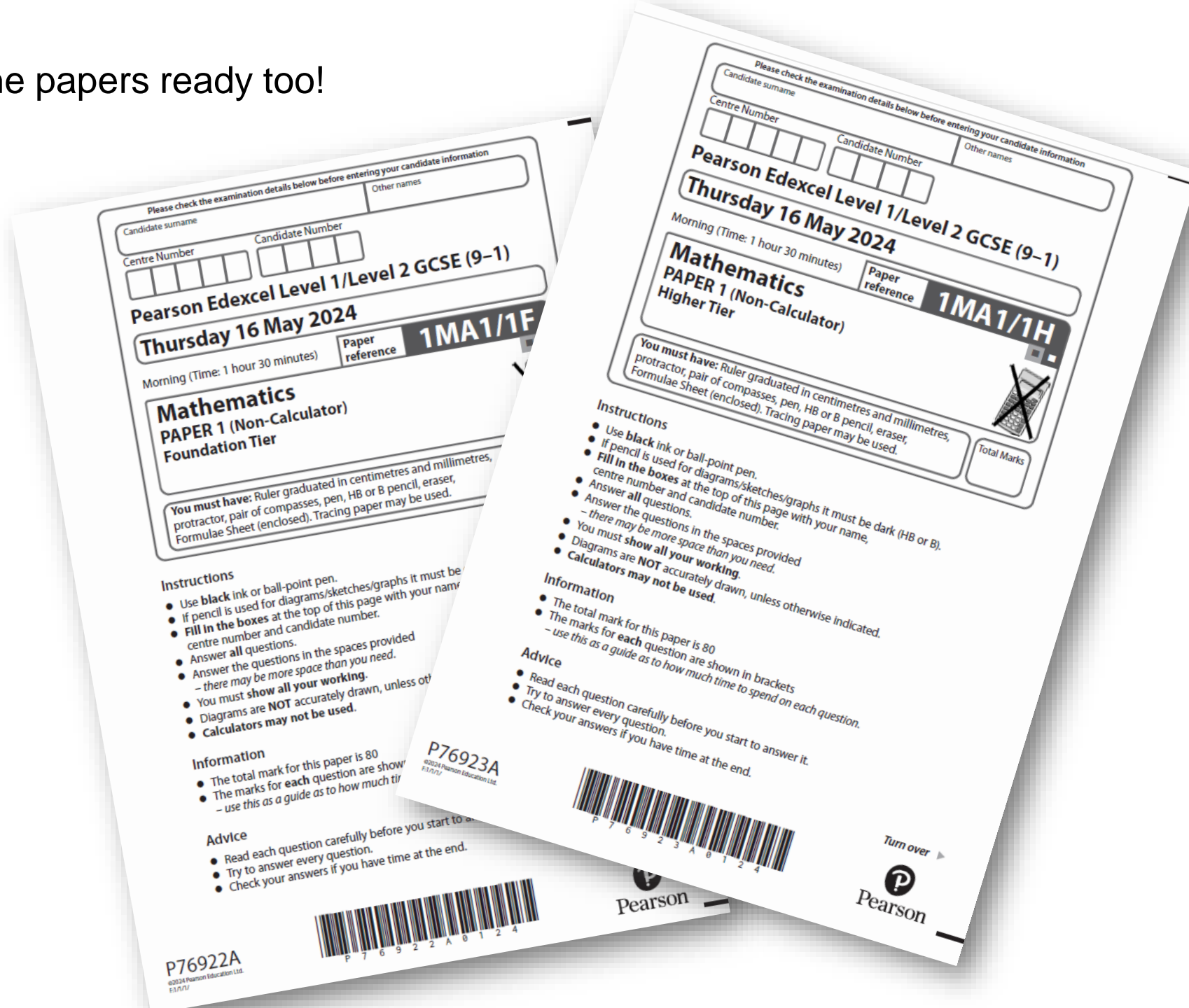
| Skill Title                                                 | Score  | Percentage | Edexcel |           |
|-------------------------------------------------------------|--------|------------|---------|-----------|
| Factorise expressions                                       | 0.65/2 | 33%        | 0.82/2  |           |
| Conventional geometrical terms and notation                 | 0.82/2 | 41%        | 0.92/2  |           |
| Graphs and equations of lines                               | 0.16/4 | 4%         | 0.27/4  |           |
| Solve linear inequalities                                   | 0.08/3 | 3%         | 0.16/3  |           |
| Simplify and manipulate algebraic expressions and fractions | 0.73/1 | 73%        | 0.75/1  |           |
| Perimeters of 2D shapes                                     | 1.84/4 | 46%        | 1.91/4  | ↓ -1.75 % |
| Pictograms                                                  | 4.46/5 | 89%        | 4.47/5  | ↓ -0.20 % |
| Two way tables                                              | 2.65/3 | 88%        | 2.64/3  | ↑ +0.33 % |
| Areas of composite shapes                                   | 1.16/4 | 29%        | 1.14/4  | ↑ +0.50 % |
| Conversion between fractions, decimals and percentages      | 1.76/2 | 88%        | 1.74/2  | ↑ +1.00 % |

This cohort's top 10 questions to improve in relation to the Edexcel average were:

| Question | Score  | Performance            | Edexcel Ave : ALL | Variance   | Skill tested      |
|----------|--------|------------------------|-------------------|------------|-------------------|
| Q06b     | 0.19/1 | <div><div></div></div> | 0.6/1             | ↓ -41.00 % | <a href="#">i</a> |
| Q12a     | 0.31/2 | <div><div></div></div> | 1.06/2            | ↓ -37.50 % | <a href="#">i</a> |
| Q12b     | 0.31/2 | <div><div></div></div> | 1.05/2            | ↓ -37.00 % | <a href="#">i</a> |
| Q11a     | 0.24/1 | <div><div></div></div> | 0.52/1            | ↓ -28.00 % | <a href="#">i</a> |
| Q16c     | 0.23/2 | <div><div></div></div> | 0.75/2            | ↓ -26.00 % | <a href="#">i</a> |
| Q19      | 0.85/3 | <div><div></div></div> | 1.59/3            | ↓ -24.67 % | <a href="#">i</a> |
| Q15a     | 0.42/1 | <div><div></div></div> | 0.66/1            | ↓ -24.00 % | <a href="#">i</a> |
| Q12      | 0.73/2 | <div><div></div></div> | 1.2/2             | ↓ -23.50 % | <a href="#">i</a> |
| Q15      | 0.23/2 | <div><div></div></div> | 0.69/2            | ↓ -23.00 % | <a href="#">i</a> |
| Q02b     | 0.46/1 | <div><div></div></div> | 0.69/1            | ↓ -23.00 % | <a href="#">i</a> |

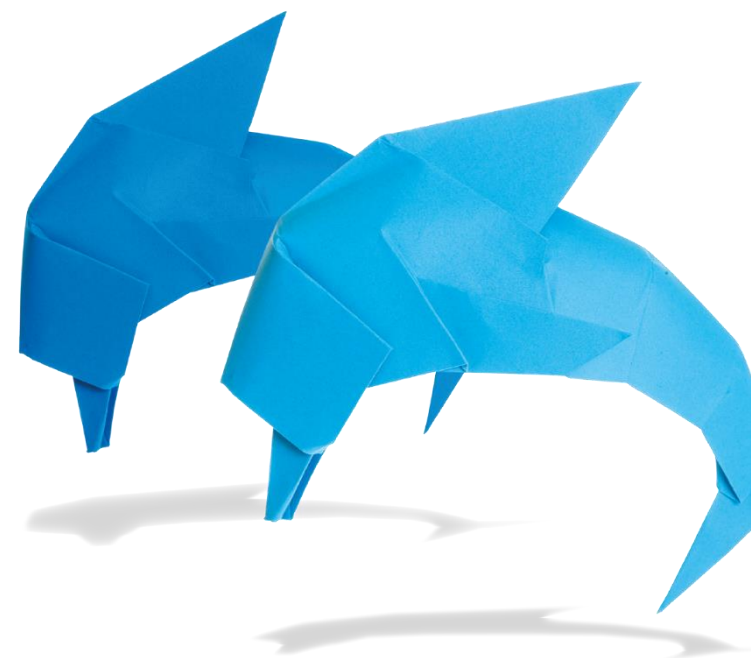
You can drill down to per paper with questions

Download the papers ready too!





*Case Study*  
**Chris Seager**  
HoD Ridgeway Secondary School



# Foundation 'Top' Questions

Check the paper!



11 (a) Work out  $-12 \div -4$

(b) Factorise  $m^2 + 5m$

Paper: All

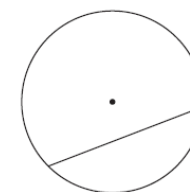
This cohort's top 5 questions to celebrate in relation to the Edexcel average were:

| Question | Score  | Performance            | Edexcel Ave : ALL | Variance | Skill tested |
|----------|--------|------------------------|-------------------|----------|--------------|
| Q18      | 0.92/1 | <div><div></div></div> | 0.32/1            | +60.00 % | ①            |
| Q28a     | 0.69/1 | <div><div></div></div> | 0.14/1            | +55.00 % | ①            |
| Q10b     | 0.62/1 | <div><div></div></div> | 0.15/1            | +47.00 % | ①            |
| Q20      | 1.8/2  | <div><div></div></div> | 0.91/2            | +44.50 % | ①            |
| Q21b     | 0.73/1 | <div><div></div></div> | 0.33/1            | +40.00 % | ①            |

18 Write down the value of  $10^0$

(Total for Question 18 is 1 mark)

Here is another circle.



(b) Write down the mathematical name for the straight line inside this circle.

(1)

This cohort's top 5 questions to improve in relation to the Edexcel average were:

| Question | Score  | Performance            | Edexcel Ave : ALL | Variance | Skill tested |
|----------|--------|------------------------|-------------------|----------|--------------|
| Q06b     | 0.19/1 | <div><div></div></div> | 0.6/1             | -41.00 % | ①            |
| Q12a     | 0.31/2 | <div><div></div></div> | 1.06/2            | -37.50 % | ①            |
| Q12b     | 0.31/2 | <div><div></div></div> | 1.05/2            | -37.00 % | ①            |
| Q11a     | 0.24/1 | <div><div></div></div> | 0.52/1            | -28.00 % | ①            |
| Q16c     | 0.23/2 | <div><div></div></div> | 0.75/2            | -26.00 % | ①            |

# Foundation 'Top 5' Skills

This cohort's top 5 skills to celebrate in relation to the Edexcel average were:

| Skill Title                                             | Score  | Percentage | Edexcel Ave : ALL | Variance   |
|---------------------------------------------------------|--------|------------|-------------------|------------|
| The nth term of a sequence                              | 1.8/2  | 90%        | 0.91/2            | ↑ +44.50 % |
| Growth and decay, compound interest                     | 2.73/4 | 68%        | 1.22/4            | ↑ +37.75 % |
| Graphs of quadratic functions                           | 1.46/2 | 73%        | 0.76/2            | ↑ +35.00 % |
| Graphs of linear functions                              | 2.38/3 | 79%        | 1.39/3            | ↑ +33.00 % |
| Compare lengths, areas and volumes using ratio notation | 1.65/2 | 83%        | 1.04/2            | ↑ +30.50 % |

This cohort's top 5 skills to improve in relation to the Edexcel average were:

| Skill Title                                                 | Score  | Percentage | Edexcel Ave : ALL | Variance  |
|-------------------------------------------------------------|--------|------------|-------------------|-----------|
| Factorise expressions                                       | 0.65/2 | 33%        | 0.82/2            | ↓ -8.50 % |
| Conventional geometrical terms and notation                 | 0.82/2 | 41%        | 0.92/2            | ↓ -5.00 % |
| Graphs and equations of lines                               | 0.16/4 | 4%         | 0.27/4            | ↓ -2.75 % |
| Solve linear inequalities                                   | 0.08/3 | 3%         | 0.16/3            | ↓ -2.67 % |
| Simplify and manipulate algebraic expressions and fractions | 0.73/1 | 73%        | 0.75/1            | ↓ -2.00 % |

# Foundation 'Top 5' Skills **BEST**

1

Paper 1

20 Here are the first four terms of an arithmetic sequence.

1      5      9      13

Find an expression, in terms of  $n$ , for the  $n$ th term of this sequence.

(Total for Question 20 is 2 marks)

2

Paper 3

25 A company has 25 000 workers.

The number of workers increases at a rate of 6% per year for 3 years.

Calculate the total number of workers at the end of the 3 years.

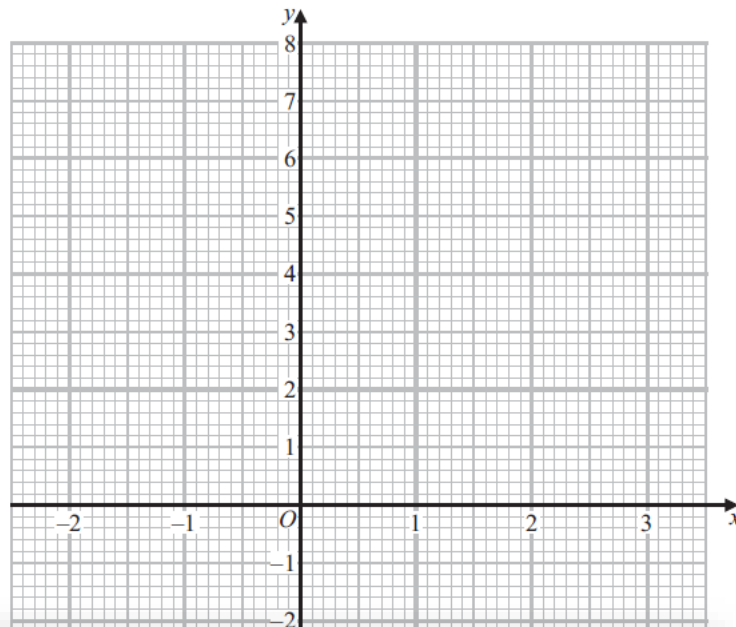
(Total for Question 25 is 4 marks)

# Foundation 'Top 5' Skills BEST

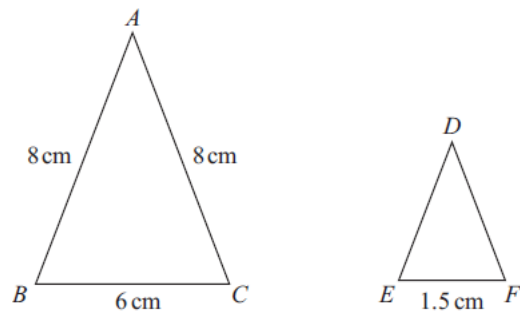
3

Paper 2

(b) On the grid, draw the graph of  $y = x^2 - x$  for values of  $x$  from  $-2$  to  $3$



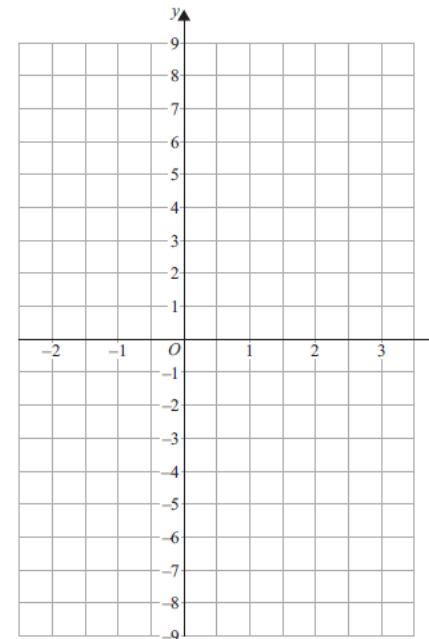
27  $ABC$  and  $DEF$  are two similar isosceles triangles.



$$DE = DF$$

Work out the length of  $DE$ .

19 On the grid below, draw the graph of  $y = 3x - 2$  for values of  $x$  from  $-2$  to  $3$



(Total for Question 19 is 3 marks)

4

Paper 3

(2)

5

Paper 2

# Foundation 'Top 5' Skills **WORST**

1

Paper 3

21 (a) Factorise  $6x - 15$

(1)

(b) Factorise  $m^2 + 5m$

(1)

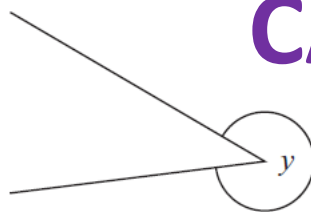
(Total for Question 21 is 2 marks)

2

Paper 1 and 2

3 Write down the mathematical name for the type of angle marked  $y$ .

-20%



**CAREFUL!!!**

(Total for Question 3 is 1 mark)

(c) In the space below, draw a hexagon.

+8%

(1)

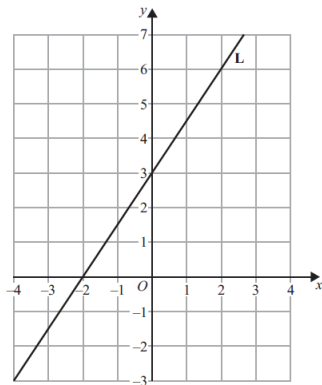
(Total for Question 7 is 3 marks)

# Foundation 'Top 5' Skills **WORST**

3

Paper 1

5 Here is a straight line L drawn on a grid.



(a) Find an equation for L.

(3)

M is a different straight line with equation  $y = 5x$

(b) Write down the equation of a straight line parallel to M.

5

Paper 3

4 Simplify  $7a + a - 5a$

(Total for Question 4 is 1 mark)






4

Paper 1






28 Solve  $x + 11 \leq 5 - \frac{1}{2}x$

# Higher 'Top 5' Skills

This cohort's top  skills to celebrate  were:

| Skill Title                                                                | Score  | Percentage | Edexcel Ave : ALL <a href="#">Edit</a> | Variance                                                                                     |
|----------------------------------------------------------------------------|--------|------------|----------------------------------------|----------------------------------------------------------------------------------------------|
| Measures of spread (range, including consideration of outliers, quartiles) | 1.46/2 | 73%        | 1.11/2                                 |  +17.50 % |
| Histograms with equal and unequal class intervals                          | 2/5    | 40%        | 1.61/5                                 |  +7.80 %  |
| Expand expressions                                                         | 2.58/3 | 86%        | 2.37/3                                 |  +7.00 %  |
| Cumulative frequency graphs                                                | 4.12/5 | 82%        | 3.87/5                                 |  +5.00 %  |
| Solve two simultaneous equations                                           | 3.04/4 | 76%        | 2.86/4                                 |  +4.50 %  |

This cohort's top  skills to improve  were:

| Skill Title                                                        | Score  | Percentage | Edexcel Ave : ALL <a href="#">Edit</a> | Variance                                                                                       |
|--------------------------------------------------------------------|--------|------------|----------------------------------------|------------------------------------------------------------------------------------------------|
| Construct and interpret equations that describe inverse proportion | 0.31/2 | 16%        | 1.06/2                                 |  -37.50 %   |
| Transformations                                                    | 0.73/2 | 37%        | 1.2/2                                  |  -23.50 %  |
| Graphs and equations of lines                                      | 1.81/4 | 45%        | 2.7/4                                  |  -22.25 % |
| Solve problems involving direct and inverse proportion             | 2.12/4 | 53%        | 2.99/4                                 |  -21.75 % |
| Limits of accuracy; bounds                                         | 1.04/4 | 26%        | 1.86/4                                 |  -20.50 % |



# Higher 'Top 2' Questions BEST

Paper: Paper 1H-NON CALCULATOR (H)

This cohort's top 2 questions to celebrate in relation to the Edexcel average were:

| Question | Score  | Performance | Edexcel Ave : ALL <a href="#">Edit</a> | Variance | Skill tested      |
|----------|--------|-------------|----------------------------------------|----------|-------------------|
| Q13a     | 1.42/3 |             | 1/3                                    | +14.00 % | <a href="#">i</a> |
| Q14      | 2.58/3 |             | 2.37/3                                 | +7.00 %  | <a href="#">i</a> |

Paper: Paper 2H-CALCULATOR (H)

This cohort's top 2 questions to celebrate in relation to the Edexcel average were:

| Question | Score  | Performance | Edexcel Ave : ALL <a href="#">Edit</a> | Variance | Skill tested      |
|----------|--------|-------------|----------------------------------------|----------|-------------------|
| Q11c     | 1.46/2 |             | 1.11/2                                 | +17.50 % | <a href="#">i</a> |
| Q06      | 3.31/4 |             | 2.92/4                                 | +9.75 %  | <a href="#">i</a> |

Paper: Paper 3H-CALCULATOR (H)

This cohort's top 2 questions to celebrate in relation to the Edexcel average were:

| Question | Score  | Performance | Edexcel Ave : ALL <a href="#">Edit</a> | Variance | Skill tested      |
|----------|--------|-------------|----------------------------------------|----------|-------------------|
| Q16a     | 1/1    |             | 0.87/1                                 | +13.00 % | <a href="#">i</a> |
| Q16b     | 1.69/2 |             | 1.45/2                                 | +12.00 % | <a href="#">i</a> |

# Higher 'Top 2' Questions **BEST P1**

Paper: Paper 1H-NON CALCULATOR (H)

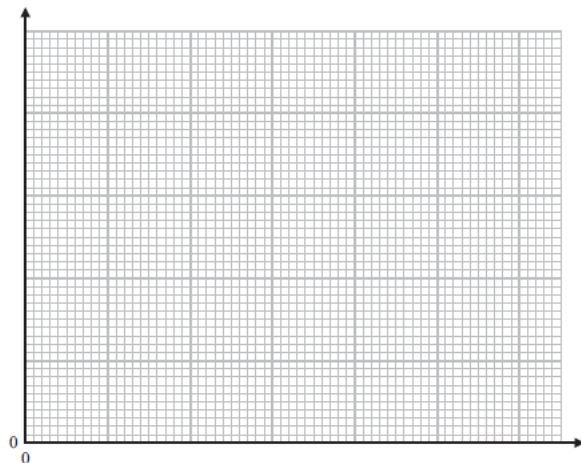
This cohort's top 2 questions to celebrate in relation to the Edexcel average were:

| Question | Score  | Performance                                  | Edexcel Ave : ALL | Variance | Skill tested |
|----------|--------|----------------------------------------------|-------------------|----------|--------------|
| Q13a     | 1.42/3 | <div><div></div><div></div><div></div></div> | 1/3               | +14.00 % | ①            |
| Q14      | 2.58/3 | <div><div></div><div></div><div></div></div> | 2.37/3            | +7.00 %  | ①            |

13 The table gives information about the amount of time that each of 150 people were in a shop.

| Time ( $t$ minutes) | Frequency |
|---------------------|-----------|
| $0 < t \leq 10$     | 20        |
| $10 < t \leq 30$    | 70        |
| $30 < t \leq 35$    | 22        |
| $35 < t \leq 50$    | 30        |
| $50 < t \leq 60$    | 8         |

(a) On the grid, draw a histogram for this information.



(3)

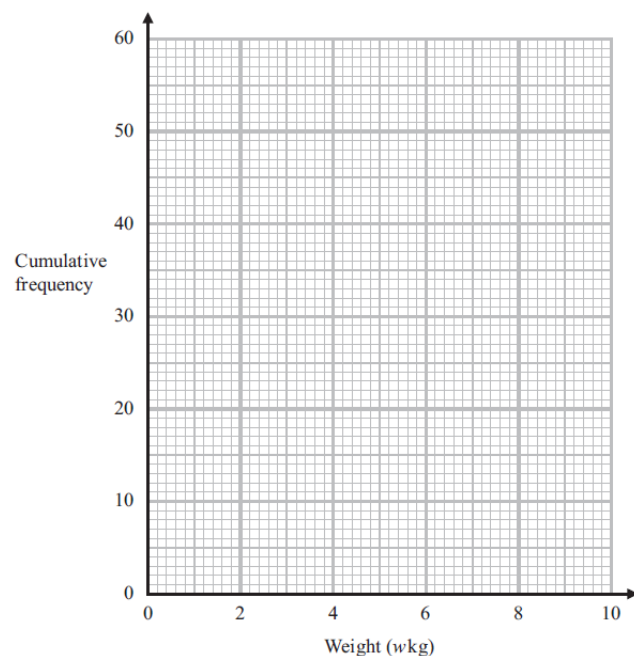
14 Expand and simplify  $(3x - 1)(2x + 3)(x - 5)$

# Higher 'Top 2' Questions **BEST P2**

Paper: Paper 2H-CALCULATOR (H)

This cohort's top 2 questions to celebrate in relation to the Edexcel average ▼ were:

| Question | Score  | Performance                                  | Edexcel Ave : ALL <span>Edit</span> | Variance                | Skill tested   |
|----------|--------|----------------------------------------------|-------------------------------------|-------------------------|----------------|
| Q11c     | 1.46/2 | <div><div></div><div></div><div></div></div> | 1.11/2                              | <span>↑</span> +17.50 % | <span>①</span> |
| Q06      | 3.31/4 | <div><div></div><div></div><div></div></div> | 2.92/4                              | <span>↑</span> +9.75 %  | <span>①</span> |



(c) Use your graph to find an estimate for the interquartile range.

6 Andy, Luke and Tina share some sweets in the ratio 1 : 6 : 14

Tina gives  $\frac{3}{7}$  of her sweets to Andy.

Tina then gives  $12\frac{1}{2}\%$  of the rest of her sweets to Luke.

Tina says,

“Now all three of us have the same number of sweets.”

Is Tina correct?

You must show how you get your answer.

# Higher 'Top 2' Questions **BEST P3**

Paper: Paper 3H-CALCULATOR (H) ▼

This cohort's top 2 ▼ questions to celebrate in relation to the Edexcel average ▼ were:

| Question | Score  | Performance                       | Edexcel Ave : ALL <small>Edit</small> | Variance   | Skill tested |
|----------|--------|-----------------------------------|---------------------------------------|------------|--------------|
| Q16a     | 1/1    | <div><div></div></div>            | 0.87/1                                | 📈 +13.00 % | ①            |
| Q16b     | 1.69/2 | <div><div></div><div></div></div> | 1.45/2                                | 📈 +12.00 % | ①            |

16 The functions  $f$  and  $g$  are given by

$$f(x) = \frac{12}{x+1} \quad \text{and} \quad g(x) = 5 - 3x$$

(a) Find  $f(-3)$

(1)

(b) Find  $fg(1)$

(2)

(c) Find  $g^{-1}(4)$

REMEMBER THIS FOR LATER

# Higher 'Top 2' Questions **WORST**

This cohort's top  questions to improve  were:

| Question | Score  | Performance | Edexcel Ave : ALL <a href="#">Edit</a> | Variance   | Skill tested      |
|----------|--------|-------------|----------------------------------------|------------|-------------------|
| Q06b     | 0.19/1 |             | 0.6/1                                  | ↓ -41.00 % | <a href="#">i</a> |
| Q16      | 0.23/2 |             | 0.61/2                                 | ↓ -19.00 % | <a href="#">i</a> |

This cohort's top  questions to improve  were:

| Question | Score  | Performance | Edexcel Ave : ALL <a href="#">Edit</a> | Variance   | Skill tested      |
|----------|--------|-------------|----------------------------------------|------------|-------------------|
| Q12a     | 0.31/2 |             | 1.06/2                                 | ↓ -37.50 % | <a href="#">i</a> |
| Q12b     | 0.31/2 |             | 1.05/2                                 | ↓ -37.00 % | <a href="#">i</a> |

This cohort's top  questions to improve  were:

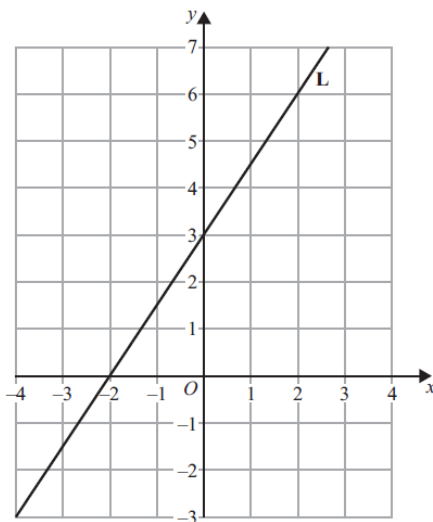
| Question | Score  | Performance | Edexcel Ave : ALL <a href="#">Edit</a> | Variance   | Skill tested      |
|----------|--------|-------------|----------------------------------------|------------|-------------------|
| Q16c     | 0.23/2 |             | 0.75/2                                 | ↓ -26.00 % | <a href="#">i</a> |
| Q19      | 0.85/3 |             | 1.59/3                                 | ↓ -24.67 % | <a href="#">i</a> |

# Higher 'Top 2' Questions **WORST P1**

This cohort's top 2 questions to improve in relation to the Edexcel average were:

| Question | Score  | Performance            | Edexcel Ave : ALL | Variance   | Skill tested |
|----------|--------|------------------------|-------------------|------------|--------------|
| Q06b     | 0.19/1 | <div><div></div></div> | 0.6/1             | ↓ -41.00 % | ①            |
| Q16      | 0.23/2 | <div><div></div></div> | 0.61/2            | ↓ -19.00 % | ①            |

6 Here is a straight line **L** drawn on a grid.



(a) Find an equation for **L**.

(3)

**M** is a different straight line with equation  $y = 5x$

(b) Write down the equation of a straight line parallel to **M**.


16 There are only  $n$  orange sweets and 1 white sweet in a bag.

Saira takes at random a sweet from the bag and eats the sweet.  
She then takes at random another sweet from the bag and eats this sweet.

Show that the probability that Saira eats two orange sweets is  $\frac{n-1}{n+1}$

# Higher 'Top 2' Questions **WORST P2**

This cohort's top  questions to improve in relation to the Edexcel average were:

| Question | Score  | Performance                                                                       | Edexcel Ave : ALL <a href="#">Edit</a> | Variance   | Skill tested |
|----------|--------|-----------------------------------------------------------------------------------|----------------------------------------|------------|--------------|
| Q12a     | 0.31/2 |  | 1.06/2                                 | ↓ -37.50 % | ①            |
| Q12b     | 0.31/2 |  | 1.05/2                                 | ↓ -37.00 % | ①            |

12  $f$  is inversely proportional to  $d^2$

$f = 3.5$  when  $d = 8$

(a) Find an equation for  $f$  in terms of  $d$ .

.....  
(2)

(b) Find the positive value of  $d$  when  $f = 10$   
Give your answer correct to 3 significant figures.

$d =$  .....  
(2)

(Total for Question 12 is 4 marks)

# Higher 'Top 2' Questions **WORST P3**

This cohort's top 2 questions to improve in relation to the Edexcel average were:

| Question | Score  | Performance            | Edexcel Ave : ALL | Variance   | Skill tested |
|----------|--------|------------------------|-------------------|------------|--------------|
| Q16c     | 0.23/2 | <div><div></div></div> | 0.75/2            | ▼ -26.00 % | ①            |
| Q19      | 0.85/3 | <div><div></div></div> | 1.59/3            | ▼ -24.67 % | ①            |

19  $R = \frac{P}{Q}$

$P = 5.88 \times 10^8$  correct to 3 significant figures.

$Q = 3.6 \times 10^5$  correct to 2 significant figures.

Work out the lower bound for  $R$ .

Give your answer as an ordinary number correct to the nearest integer.

You must show all your working.

**REMEMBER!**

16 The functions  $f$  and  $g$  are given by

$$f(x) = \frac{12}{x+1} \quad \text{and} \quad g(x) = 5 - 3x$$

(a) Find  $f(-3)$

(1)

(b) Find  $fg(1)$

(2)

(c) Find  $g^{-1}(4)$



*Case Study*  
**Mel Muldowney**

Lead Prac Stratford upon Avon School



- Shared with dept in Sept



Paper:

Paper 2F-CALCULATOR (F)

View paper

Skills map:

gcse mathematics (1ma1) foundation

| Question ↓ | Score ↕ | Performance ↕          | Edexcel Ave : ALL <a href="#">Edit</a> ↕ | Variance ↕ | Skill tested      |
|------------|---------|------------------------|------------------------------------------|------------|-------------------|
| Q01        | 0.99/1  | <div><div></div></div> | 0.96/1                                   | ⬆ +3.00 %  | <a href="#">i</a> |
| Q02        | 0.82/1  | <div><div></div></div> | 0.72/1                                   | ⬆ +10.00 % | <a href="#">i</a> |
| Q03        | 0.92/1  | <div><div></div></div> | 0.91/1                                   | ⬆ +1.00 %  | <a href="#">i</a> |
| Q04        | 0.92/1  | <div><div></div></div> | 0.89/1                                   | ⬆ +3.00 %  | <a href="#">i</a> |
| Q05        | 0.89/1  | <div><div></div></div> | 0.86/1                                   | ⬆ +3.00 %  | <a href="#">i</a> |
| Q06a       | 0.98/1  | <div><div></div></div> | 0.95/1                                   | ⬆ +3.00 %  | <a href="#">i</a> |
| Q06b       | 0.93/1  | <div><div></div></div> | 0.92/1                                   | ⬆ +1.00 %  | <a href="#">i</a> |
| Q06c       | 2.69/3  | <div><div></div></div> | 2.6/3                                    | ⬆ +3.00 %  | <a href="#">i</a> |
| Q07a       | 0.85/1  | <div><div></div></div> | 0.86/1                                   | ⬇ -1.00 %  | <a href="#">i</a> |
| Q07b       | 0.54/1  | <div><div></div></div> | 0.43/1                                   | ⬆ +11.00 % | <a href="#">i</a> |
| Q07c       | 0.66/1  | <div><div></div></div> | 0.65/1                                   | ⬆ +1.00 %  | <a href="#">i</a> |
| Q08a       | 0.93/1  | <div><div></div></div> | 0.9/1                                    | ⬆ +3.00 %  | <a href="#">i</a> |

Paper:

Paper 2F-CALCULATOR (F)

[View paper](#)

Skills map:

gcse mathematics (1ma1) foundation

Question ↓

Score ↕

Performance ↕

Edexcel Ave : ALL

[Edit](#)

↕

Variance ↕

Skill tested

Q01

0.99/1



0.96/1

↑ +3.00 %

[i](#)

7 (a) Measure the length of this line.  
Give your answer in centimetres.



↑ +10.00 %

[i](#)

↑ +1.00 %

[i](#)

↑ +3.00 %

[i](#)

↑ +3.00 %

[i](#)

↑ +3.00 %

[i](#)

↑ +1.00 %

[i](#)

Q06c

2.69/3



2.6/3

↑ +3.00 %

[i](#)

Q07a

0.85/1



0.86/1

↓ -1.00 %

[i](#)

Q07b

0.54/1



0.43/1

↑ +11.00 %

[i](#)

Q07c

0.66/1



0.65/1

↑ +1.00 %

[i](#)

Q08a

0.93/1



0.9/1

↑ +3.00 %

[i](#)

Paper:

Paper 2F-CALCULATOR (F)

View paper

Skills map:

gcse mathematics (1ma1) foundation

| Question ↓ | Score ↕ | Performance ↕ | Edexcel Ave : ALL <small>Edit ↕</small> | Variance ↕ | Skill tested      |
|------------|---------|---------------|-----------------------------------------|------------|-------------------|
| Q08b       | 1.49/2  |               | 1.28/2                                  | ↑ +10.50 % | <a href="#">i</a> |
| Q08c       | 0.88/1  |               | 0.86/1                                  | ↑ +2.00 %  | <a href="#">i</a> |
| Q09        | 2.76/4  |               | 2.43/4                                  | ↑ +8.25 %  | <a href="#">i</a> |
| Q10        | 0.86/2  |               | 0.74/2                                  | ↑ +6.00 %  | <a href="#">i</a> |
| Q11        | 0.76/1  |               | 0.58/1                                  | ↑ +18.00 % | <a href="#">i</a> |
| Q12        | 2.57/3  |               | 2.25/3                                  | ↑ +10.67 % | <a href="#">i</a> |
| Q13a       | 0.81/1  |               | 0.72/1                                  | ↑ +9.00 %  | <a href="#">i</a> |
| Q13b       | 1.49/2  |               | 1.24/2                                  | ↑ +12.50 % | <a href="#">i</a> |
| Q14a       | 1.75/2  |               | 1.66/2                                  | ↑ +4.50 %  | <a href="#">i</a> |
| Q14b       | 1.25/3  |               | 1.1/3                                   | ↑ +5.00 %  | <a href="#">i</a> |
| Q15        | 0.87/2  |               | 0.83/2                                  | ↑ +2.00 %  | <a href="#">i</a> |
| Q16a       | 0.72/1  |               | 0.62/1                                  | ↑ +10.00 % | <a href="#">i</a> |

Paper:

Paper 2F-CALCULATOR (F)

View paper

Skills map:

gcse mathematics (1ma1) foundation

| Question ↓ | Score ⚡ | Performance ⚡ | Edexcel Ave : ALL <span>Edit ⚡</span> | Variance ⚡  | Skill tested      |
|------------|---------|---------------|---------------------------------------|-------------|-------------------|
| Q16b       | 0.90/2  |               | 0.69/2                                | ⬆️ +10.50 % | <a href="#">i</a> |
| Q17        | 0.32/3  |               | 0.16/3                                | ⬆️ +5.33 %  | <a href="#">i</a> |
| Q18        | 2.08/3  |               | 1.85/3                                | ⬆️ +7.67 %  | <a href="#">i</a> |
| Q19a       | 1.49/2  |               | 1.27/2                                | ⬆️ +11.00 % | <a href="#">i</a> |
| Q19b       | 0.47/1  |               | 0.46/1                                | ⬆️ +1.00 %  | <a href="#">i</a> |
| Q20        | 0.58/2  |               | 0.43/2                                | ⬆️ +7.50 %  | <a href="#">i</a> |
| Q21a       | 1.31/2  |               | 1.13/2                                | ⬆️ +9.00 %  | <a href="#">i</a> |
| Q21b       | 0.38/1  |               | 0.33/1                                | ⬆️ +5.00 %  | <a href="#">i</a> |
| Q22        | 1.51/2  |               | 1.29/2                                | ⬆️ +11.00 % | <a href="#">i</a> |
| Q23        | 0.99/4  |               | 0.73/4                                | ⬆️ +6.50 %  | <a href="#">i</a> |
| Q24a       | 1.08/2  |               | 0.95/2                                | ⬆️ +6.50 %  | <a href="#">i</a> |
| Q24b       | 0.89/2  |               | 0.76/2                                | ⬆️ +6.50 %  | <a href="#">i</a> |







Paper:

Paper 2F-CALCULATOR (F) ▼

[View paper](#)

Skills map:

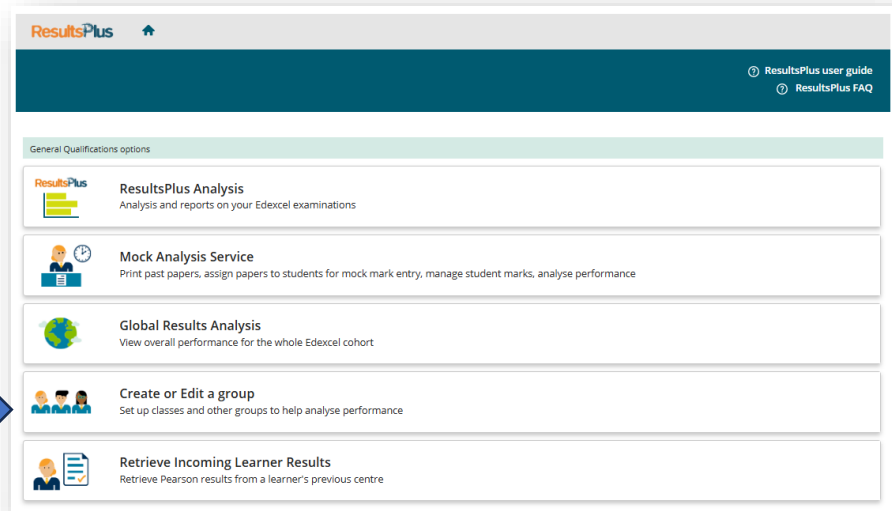
gcse mathematics (1ma1) foundation ▼

| Question ↓ | Score ⬆ | Performance ⬆                                                                      | Edexcel Ave : ALL <a href="#">Edit</a> ⬆ | Variance ⬆ | Skill tested      |
|------------|---------|------------------------------------------------------------------------------------|------------------------------------------|------------|-------------------|
| Q24c       | 0.17/2  |  | 0.17/2                                   | 0 %        | <a href="#">i</a> |
| Q25        | 1.53/4  |  | 1/4                                      | ⬆ +13.25 % | <a href="#">i</a> |
| Q26        | 0.76/4  |  | 0.44/4                                   | ⬆ +8.00 %  | <a href="#">i</a> |
| Q27        | 1.40/2  |  | 1.04/2                                   | ⬆ +18.00 % | <a href="#">i</a> |
| Q28a       | 0.28/1  |  | 0.14/1                                   | ⬆ +14.00 % | <a href="#">i</a> |
| Q28b       | 0.57/3  |  | 0.5/3                                    | ⬆ +2.33 %  | <a href="#">i</a> |

# Questions to ask ...

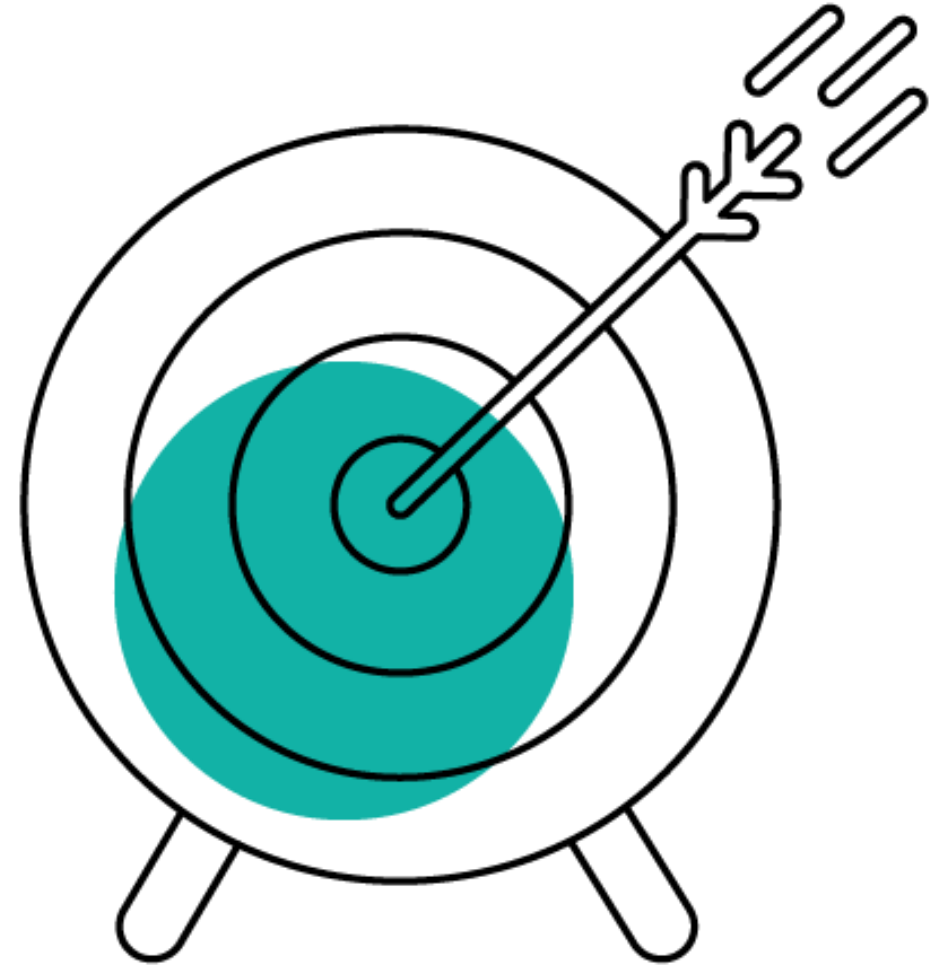
Question analysis or Skill analysis?

Any Common themes? (Worth uploading groups?)



Crossover success?

Common misconceptions?



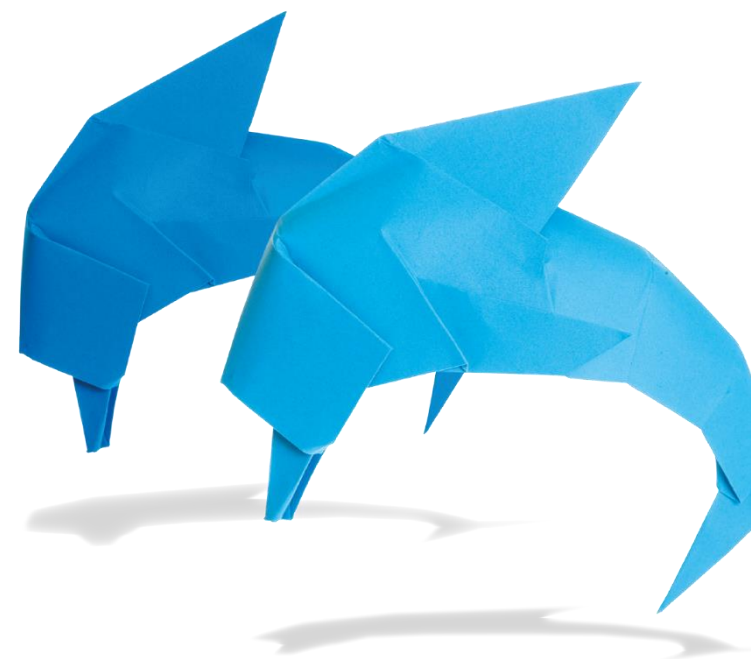


# Worth a look ...

| Foundation Tier (JUNE 2017 to JUNE 2022 (no sitting in June 20 or 21)) |    |                                         |   |                                           |       |
|------------------------------------------------------------------------|----|-----------------------------------------|---|-------------------------------------------|-------|
| 8+ appearances                                                         |    | 5, 6, or 7 appearances                  |   | Topics with $\geq 3$ marks per appearance |       |
| Simplifying expressions                                                | 21 | Use of calculator                       | 7 | Plans and elevations                      | 6.000 |
| FDP Conversions                                                        | 20 | Order of (and four) operations          | 7 | Ratio & percentages                       | 5.000 |
| Rounding                                                               | 16 | Fractions                               | 7 | Circles - circumference                   | 5.000 |
| Money problem solving                                                  | 16 | Expand single brackets                  | 7 | Surface area and volume                   | 5.000 |
| Standard form                                                          | 15 | Inequalities                            | 7 | Volume of a prism                         | 5.000 |
| Ratio                                                                  | 14 | Quadratic graphs                        | 7 | Area in context                           | 4.667 |
| Powers & Roots                                                         | 14 | Time                                    | 7 | FDP / Ratio                               | 4.600 |
| Solving linear equations                                               | 13 | Reflections                             | 7 | Surface area                              | 4.333 |
| Scale Drawing / Using Scale                                            | 13 | Bar charts                              | 7 | Frequency trees                           | 4.200 |
| Proportional Reasoning                                                 | 13 | Percentage increase/ decrease           | 6 | Percentages                               | 4.000 |
| Sequences                                                              | 12 | Percentage of an amount                 | 6 | Compound interest                         | 4.000 |
| Factors and multiples                                                  | 12 | Coordinates                             | 6 | Ratio & trigonometry                      | 4.000 |
| Angle facts                                                            | 12 | Forming and solving equations           | 6 | Coordinate geometry                       | 4.000 |
| Probability                                                            | 11 | Function machines                       | 6 | Area / Percentages                        | 4.000 |
| Fraction of an amount                                                  | 11 | Solving equations                       | 6 | Probability and ratio                     | 4.000 |
| Substitution                                                           | 10 | Pie charts                              | 6 | Venn diagrams                             | 4.000 |
| Speed / Distance / Time                                                | 10 | Venn diagrams                           | 6 | Forming and solving equations             | 3.833 |
| Index laws                                                             | 10 | Numbers in size order                   | 5 | Scale Drawing / Using Scale               | 3.692 |
| Straight line graphs                                                   | 8  | Lowest Common Multiples                 | 5 | Arcs and sectors                          | 3.667 |
| Proportion - recipes                                                   | 8  | FDP / Ratio                             | 5 | Percentage profit /Loss                   | 3.600 |
| Place value                                                            | 8  | Percentage profit /Loss                 | 5 | Exchange rates                            | 3.600 |
| Pictograms                                                             | 8  | Percentages to fractions                | 5 | Angles in polygons                        | 3.600 |
| Metric conversions                                                     | 8  | Combinations / Listing outcomes         | 5 | Stem & leaf diagrams                      | 3.600 |
| Factorising expressions                                                | 8  | Error intervals                         | 5 | Quadratic graphs                          | 3.571 |
|                                                                        |    | Exchange rates                          | 5 | Money problem solving                     | 3.500 |
|                                                                        |    | Conversion graphs                       | 5 | Percentages & ratio                       | 3.500 |
|                                                                        |    | Rearranging equations                   | 5 | Best value                                | 3.500 |
|                                                                        |    | Simultaneous equations                  | 5 | Area                                      | 3.500 |
|                                                                        |    | Metric measures                         | 5 | Angles in a triangle                      | 3.500 |
|                                                                        |    | Circle definitions                      | 5 | Probability tree diagrams                 | 3.500 |
|                                                                        |    | Angles in polygons                      | 5 | Fractions - multiplication                | 3.333 |
|                                                                        |    | Two way tables                          | 5 | Area of a triangle                        | 3.333 |
|                                                                        |    | Estimate of the mean/ Mean from a table | 5 | Pythagoras theorem                        | 3.333 |
|                                                                        |    | Stem & leaf diagrams                    | 5 | Proportional Reasoning                    | 3.308 |
|                                                                        |    | Frequency trees                         | 5 | Speed / Distance / Time                   | 3.300 |
|                                                                        |    | Relative frequency                      | 5 | Volume                                    | 3.250 |
|                                                                        |    | Probability Scale                       | 5 | Probability from a table                  | 3.250 |
|                                                                        |    |                                         |   | Two way tables                            | 3.200 |
|                                                                        |    |                                         |   | Percentage increase/ decrease             | 3.167 |
|                                                                        |    |                                         |   | Percentage of an amount                   | 3.167 |
|                                                                        |    |                                         |   | Proportion - recipes                      | 3.125 |
|                                                                        |    |                                         |   | Division                                  | 3.000 |
|                                                                        |    |                                         |   | Decimal - Division                        | 3.000 |
|                                                                        |    |                                         |   | Percentages / Area                        | 3.000 |
|                                                                        |    |                                         |   | Estimation                                | 3.000 |
|                                                                        |    |                                         |   | Ratio in context                          | 3.000 |
|                                                                        |    |                                         |   | Gradient between two points               | 3.000 |
|                                                                        |    |                                         |   | Real life graphs                          | 3.000 |
|                                                                        |    |                                         |   | Quadratic, cubic & reciprocal graphs      | 3.000 |
|                                                                        |    |                                         |   | Geometric reasoning                       | 3.000 |
|                                                                        |    |                                         |   | Angle facts - Parallel lines              | 3.000 |
|                                                                        |    |                                         |   | Reflections & Translations                | 3.000 |
|                                                                        |    |                                         |   | Pressure / Force / Area                   | 3.000 |
|                                                                        |    |                                         |   | Density / Mass / Volume                   | 3.000 |
|                                                                        |    |                                         |   | Pie charts                                | 3.000 |
|                                                                        |    |                                         |   | Sampling & Capture/recapture              | 3.000 |

Highlighted topics are also  $\geq 3$  marks per appearance on average

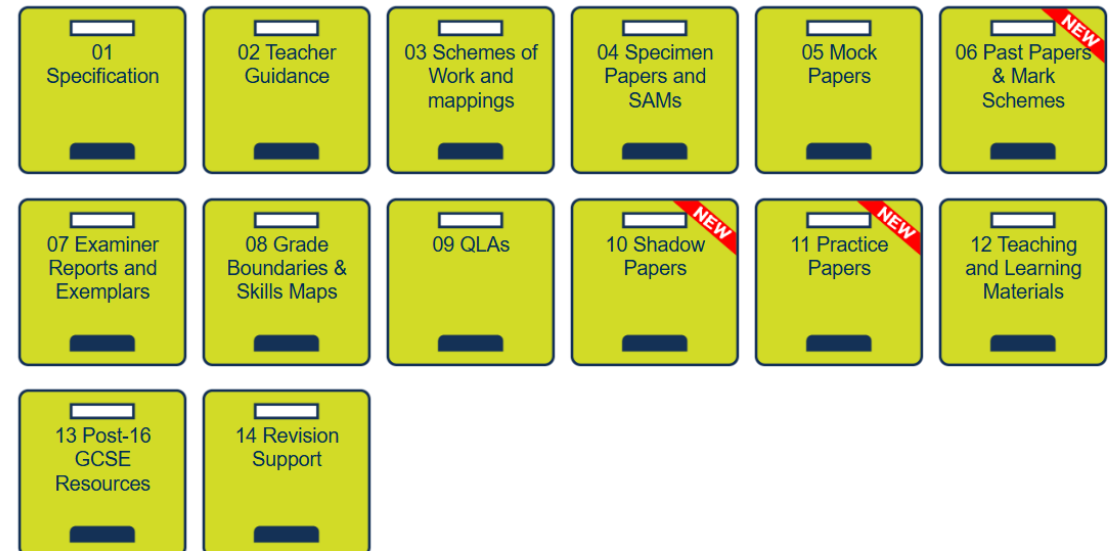
# Support from Pearson



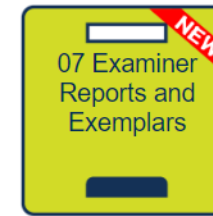
# Unmatched Post Exam Support

- GCSE Mathematics Exam Insights (online Network)
- GCSE Marking Guidance (online network)
- Shadow Papers
- Bronze Silver Gold (AO3 problem solving)
- Cross over papers
- Reordered papers

- Aiming for papers
- Skills maps (Enhanced)
- QLA (Enhanced)



# New Exemplars for GCSE Maths



For the summer 2024 exam series we have produced our exemplars in a new PowerPoint format.

These are ready made slide decks with marking guidance on selected questions from the exam series. They use real candidate responses and have been annotated by the chair of examiners.

These have been designed for teachers to use for CPD but could also be used with students in the classroom.

3/4

Question 25 – Response A

25 Andy, Luke and Tina share some sweets in the ratio 1:6:14

Tina gives  $\frac{3}{7}$  of her sweets to Andy.

Tina then gives  $12\frac{1}{2}\%$  of the rest of her sweets to Luke.

Tina says,

“Now all three of us have the same number of sweets.”

Is Tina correct?  
You must show how you get your answer.

**C0**

*Tina is correct*

$A = 31.5$   
 $L = 27$   
 $T = 31.5$

**P1**

$27 + 4.5 = 31.5$

$63 \div 7 = 9 \times 3 = 27$

$63 - 27 = 36$

$36 - 4.5 = 31.5$

**P1**

$100\% = 36$   
 $10\% = 3.6$   
 $1\% = 0.36$   
 $2\% = 0.72$

$0.5\% = 0.18$   
 $4.5\%$

$12.5\% = 4.5$

**P1**

$3.50$   
 $0.72$   
 $0.18 + 4.5 = 5.4$

(Total for Question 25 is 4 marks)

**Note:** Students are allowed to choose a number for the total sweets they may have. Hopefully, it is a multiple of 21. If not, then you can allow decimal answers, rounded or truncated to 2 decimal places.

**P1** Clearly shown process of  $100/21$  to find one share but there is an arithmetic error, it should be 4.76. Then correctly finds  $3/7$  of  $63 = 27$  as number given to Andy. The value 63 is Tina's  $14 \times 4.5$ .

**P1** Subtracts this value from Tina's share and finds 12.5% of the remainder and adds to Luke.

**P1** Finds all the final amounts for the three people.

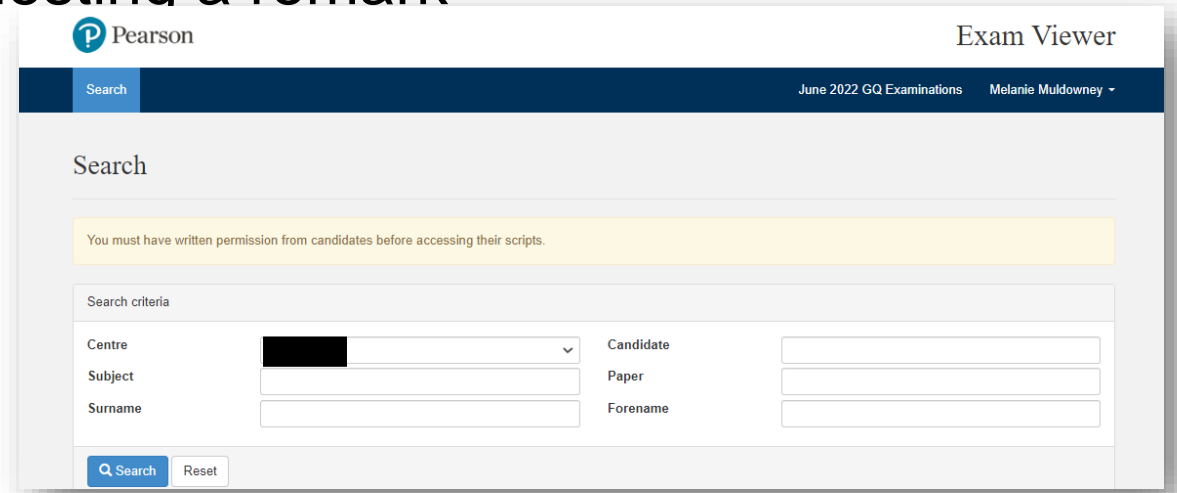
**C0** Not supported by correct figures due to the initial arithmetic error.

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# Access to Scripts

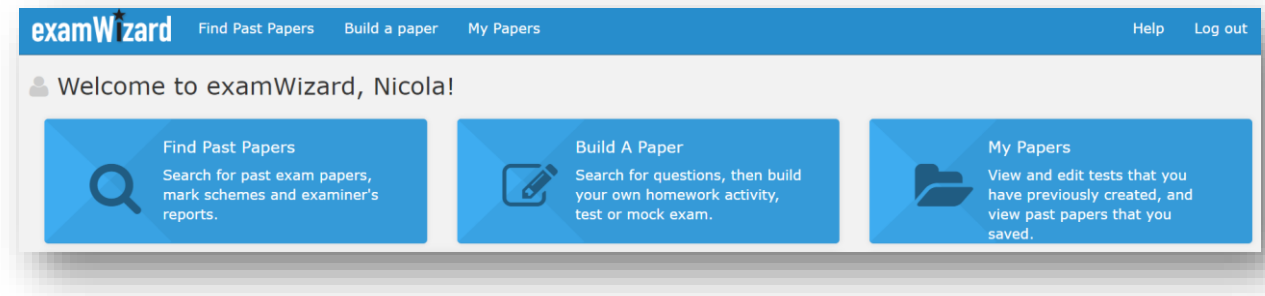
- Access to scripts is a **free** service that allows you to look at a students examination papers question by question
- A powerful CPD tool to share good practice
- Reduces the uncertainty when requesting a remark



The screenshot shows the Pearson Exam Viewer search interface. At the top, the Pearson logo is on the left and 'Exam Viewer' is on the right. Below this is a dark blue navigation bar with a 'Search' tab on the left and 'June 2022 GQ Examinations' and 'Melanie Muldowney' on the right. The main content area is titled 'Search' and contains a yellow warning box stating: 'You must have written permission from candidates before accessing their scripts.' Below the warning box is a 'Search criteria' section with two columns of input fields. The left column has 'Centre' (a dropdown menu with a blacked-out selection), 'Subject', and 'Surname'. The right column has 'Candidate', 'Paper', and 'Forename'. At the bottom of the search criteria section are two buttons: 'Search' and 'Reset'.

| Search criteria |           |
|-----------------|-----------|
| Centre          | Candidate |
| Subject         | Paper     |
| Surname         | Forename  |

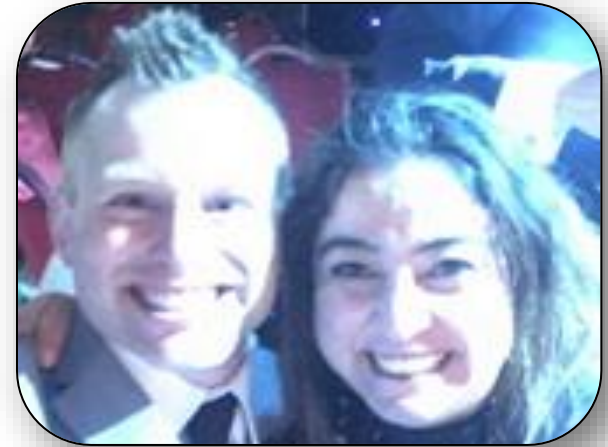
# Exam Wizard



- Exam Wizard is a free resource that allows you to find past examination questions to make your own bespoke papers
- To access Exam Wizard you will need an EOL username and password – your Exams Officer will be able to issue this
- Exam wizard is an online application that can be accessed [here](#)

# Our subject specialists

- Our team of credible specialists is made up of current classroom practitioners that share their knowledge with our schools through centre visits, online training and networks



# Key Area for improvement for all – Ratio and Proportion

One 'worst' for all that was identified in our Exam insights session was Ratio and Proportion in Context.

On Wednesday 15<sup>th</sup> January 2025 we are running a [Deep dive](#) into this topic.

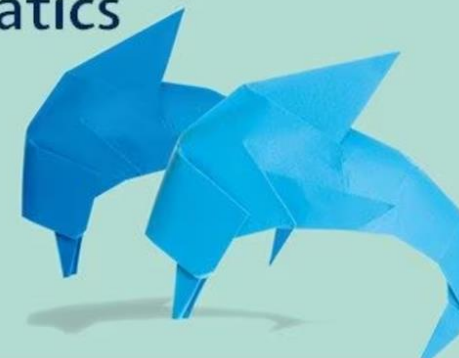
We are also planning to run a second deep dive during the second half of the Spring term (date to be confirmed) and will be asking you in this Ratio network what topic(s) you would like us to focus on in the second network.

## GCSE Maths: Deep Dive into Ratio and Proportion in Context

15 January 2025 at 16:00-17:00 GMT

In this free online event, our credible specialists Christian Seager and Mel Muldowney from JustMaths, use past exam questions to showcase teaching ideas (particular focus on using ratio tables) for ratio and proportion in context and highlight resources that can help with this topic.

GCSE (9-1)  
Mathematics





# Contact us

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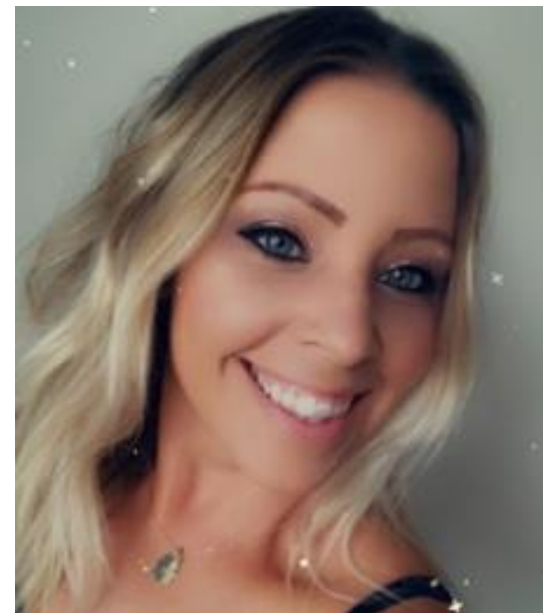
JustMaths

# Meet your Maths and Statistics Subject Advisor and Partner



**Vicky Wood**

Vicky works closely with the wider maths team to support teachers in UK centres in delivering Pearson Edexcel qualifications in Mathematics and Statistics [teachingmaths@pearson.com](mailto:teachingmaths@pearson.com)  
[Sign up for Vicky's monthly updates](#)



**Nicola Woodford-Smith**

Nicola works as the maths Subject Partner in the maths team at Pearson Edexcel. She helps to create resources and delivers CPD to support you and your team through the lifecycle of our qualifications.

Follow [@miss\\_mathsgeek](#) (on X) for updates and information

# NEW Level 2 Extended Maths Certificate



Level 2  
Extended  
Maths  
Certificate

Giving students the **opportunity to challenge** themselves at Key Stage 4 and build the **perfect foundation** for further study.

Scan the QR code or [use this link](#) to **register your interest** and to find out more.

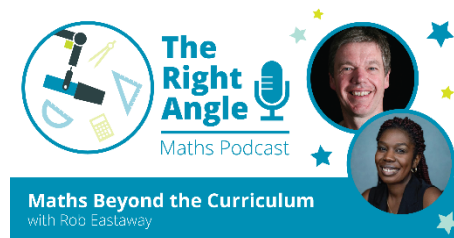
You can also find the [recordings](#) of our launch event and Getting Ready to Teach event on the Maths Emporium.



# NEW Podcast: The Right Angle



The Right Angle invites topical discussions, debates and insights from a range of thought leaders, award-winning maths educators and facilitators. Our subject partner hosts, Mark Heslop and Nicola Woodford-Smith lead conversations on themes such as the evolution of technology to support learning, student engagement and diversity and inclusion across the education of mathematics. Listen and subscribe for FREE on Apple Podcasts, Spotify and on Soundcloud.

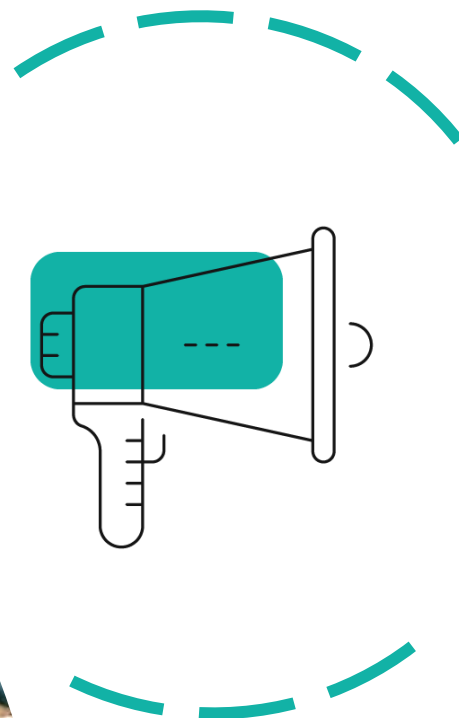




# Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





# Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.





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