Edexcel International GCSE/ International A Level

Mathematics

Bridging the Gap

Event code: YMA01-20IO3

First teaching in 2018, first assessment 2019

Pearson Edexcel

Session agenda

10:00	Welcome and introductions
10.10	International GCSE and GCE Features
10:10	Is there a gap between International GCSE and P1? Prior knowledge
10:40	Dealing with the gap
11.05	Keeping them going
11.25	Teaching and Learning
11.40	Getting started
12.00	Finish

Pearson Edexcel

Aims and objectives

- Learn effective ways to get students to ‘hit the ground running’ when they transfer to Advanced level
- Learn how to strike the necessary balance between students gaining a realistic understanding of the significantly higher level of work and commitment required at A level and students being motivated to believe that this is the course for them and that they are capable of achieving success
- Learn how to use teaching and learning strategies which develop and enhance independent learning in students
- Gain an appreciation of the key differences in assessment at Advanced level compared to GCSE and the implications of those differences for teaching and learning

Pearson Edexcel

About Pearson Edexcel

Pearson is the world's leading learning company. Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- **Qualifications**: our qualifications and assessments help to educate millions of people worldwide.
- **Support**: we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- **Impact**: At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

Edexcel is part of Pearson Education and is the UK's largest awarding body.

- **Worldwide recognition**: over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.

Pearson Edexcel

World-class qualifications

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**

Endorsement of educational **thought-leaders and assessment experts** from across the globe

Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

Pearson Edexcel

Polls to get to know the delegates

Pearson Edexcel

Is there a gap – what do students think?

- “I got an A at GCSE maths doing no work whatsoever.
  I got a D at AS level maths doing no work whatsoever.
  There's your difference.”
- “I did iG maths and had a B in it. A level is proving to be very difficult for me especially statistics and trigonometry. Nothing like iG, its a huge jump.”
- “With the current schemes of work, they are starting to introduce more and more A level concepts into GCSE; this means that most of the A level schemes of work are an extension to what you did at GCSE. Although there are many new things to learn at A level, the jump from GCSE to A level is relatively smaller this year than what it was in the previous years.”

“Take look at your scientific calculator, you use more than the number buttons at A level”

Pearson Edexcel

Is there a gap – what do teachers think?

- Teachers considered that students were prepared adequately for AS/A level courses in most areas of mathematics.
- However, several areas were identified where GCSEs were considered not to prepare students well.
- These were: Proof (68%), Unstructured problem solving (54%), Algebraic fluency (44%)

Teachers' and employers' views on the transition from GCSE mathematics to A-level mathematics or employment: Rushton R and Wilson W BERA 2014

- At the time of writing the impact of the new International GCSE Maths is unknown as is the new International A level.

Pearson Edexcel

Is there a gap – prior knowledge?

Activity 1

- This activity asks you to put down for a part of the P1 spec what you think is the prior knowledge required for the first section of P1.

There is a gap!

- Increased content to learn about
- Increased level of sophistication of the content
- New areas of study – M1, S1 and D1
- Increased demands on problem solving
- Increased demands on proofs and arguments
- Modelling

Pearson Edexcel

Is there a gap – prior knowledge?

Students need to accumulate knowledge and skills to make progress in mathematics.

In order to start an A level course, with a reasonable expectation of doing well, students should have:

- suitable prior knowledge – for example by doing well at International GCSE
- suitable work habits which can be developed in the A level course.

In a sample of UK students in 2013 of those who got a grade B (so equivalent to a 6) in maths GCSE about 75% got a grade E to C in A level, with 5% getting a grade A and 5% a U

Pearson Edexcel

Is there a gap – prior knowledge?

- Continuity between iG and P1

International GCSE topic	In P1	
Solve simultaneous equations linear 2 by 2 1 linear, I quadratic	Yes	Applied to intersection of curves
Power laws	Yes	A more searching approach
Quadratic functions	Yes	A more searching approach – leads to discriminant
Knowledge of trig graphs	Yes	Linked with transformations
Functional notation, inverses, composition of functions	No	

Is there a gap – prior knowledge?

- Continuity between iG and P1

International GCSE topic	In P1	
Equation of a straight line	Yes	Applied to intersection of a curve with a line; tangents and normals
Sine and cosine rules	Yes	Radians, ambiguous case
Derivatives	Yes	Any n; linked with tangents and normals, increasing and decreasing functions
Knowledge of trig graphs	Yes	Linked with transformations
		Integration is new!

Is there a gap – prior knowledge?

- Continuity between iG and P13

A more sophisticated approach is expected.

e.g. At GCSE: Rationalise the denominator of $\frac{2}{3-\sqrt{3}}$

e.g. On P1: Given that x is a fraction with a rational denominator and that

$$3x = \sqrt{3}x + 2$$

find a suitable value of x.

Is there a gap – prior knowledge?

- Continuity between iG and P1

A more sophisticated approach is expected.

e.g. At iG: Find the value of n for which $8^n \times 16 = 2^{n+1}$

e.g. On P1: Given that $\frac{27^n}{9^m} = 3$ express n in terms of m

Is there a gap – prior knowledge?

- Continuity between iG and P1

A more sophisticated approach is expected.

In triangle *ABC*, angle *ABC* = 120^{o} .
BC = 6 cm, *AC* = 10 cm.

Find the area of triangle *ABC.*

Is there a gap – prior knowledge?

- Continuity between iG and P1

New material which has important consequences:

- Discriminant and the condition for real roots
- Tangents and normals to curves
- Integration
- The number of roots of an equation – from, say, a sketch graph

Is there a gap – prior knowledge?

- Continuity between iG and M1

Vectors especially column vectors

Apply calculus to linear kinematics

Many of the concepts in M1 are covered in Edexcel's International GCSE in Physics.

1 dimensional kinematics – graphs – equations for constant acceleration
Force – 1 dimensional problems – F =ma - momentum
Moments – principle of moments for parallel forces acting on a body.

.

Pearson Edexcel

Is there a gap – prior knowledge?

- Continuity between iG and M1

  New material

  Resultant of vectors in 2 dimensions

  Newton's laws in 2 dimensions

  Motion of connected bodies

  Inclined planes

  Friction and the coefficient of friction

Is there a gap – prior knowledge?

- Continuity between iG and S1

Probability, addition and multiplication laws
Histograms, cumulative frequency diagrams
Means and medians of grouped data
Sets

Is there a gap – prior knowledge?

- Continuity between iG and S1

  New material

  Events as sets
  Regression
  Correlation
  Random variables, pdfs and cdfs (discrete case), expectation
  Normal distribution

Is there a gap – prior knowledge?

- Continuity between iG and D1

Linear inequalities and representation by regions in the xy plane

Is there a gap – prior knowledge?

Activity 2

- Look at the material on Activity 2. Decide for each question whether it came from an iG paper or from a P1 paper.

Use the ‘Chat’ facility for any comments you wish to make – for example, could any of the questions be suitable for an iG paper and a P1 paper?

Dealing with the transition

Pearson
Edexcel

Dealing with the gap

- Assessing what students know at the start of the A level course

Assume they have retained everything they learned from iG

Ask the students ‘Do you remember this?’

Just start the course anyway and offer to give individual support/tutorials

Assume students have forgotten just about everything

Use a diagnostic test

Dealing with the gap

- Assessing what students know at the start of the A level course

Assume they have retained everything they learned from iG

Puts the responsibility for learning prior knowledge on the student

Can lead to a complete lack of understanding that leads to low motivation

Dealing with the gap

- Assessing what students know at the start of the A level course

Ask the students ‘ Do you remember this?’

Can lead to good class discussion. Skilled teachers can encourage students to demonstrate what they know

Students often do not know what they do not know. Some students will be reluctant to admit lack of knowledge

Dealing with the gap

- Assessing what students know at the start of the A level course

Just start the course anyway and offer to give individual support/tutorials

Teachers can get to know students quickly.
Teachers can build up the confidence of students.
Teachers can deal with specific areas of weakness.

It can be very time consuming.
It can be difficult to organise in a school day (easier in a boarding school)

Dealing with the gap

- Assessing what students know at the start of the A level course

Assume students have forgotten just about everything – so begin a topic from the very start even though many of the ideas should have been met with International GCSE

Teachers can ensure topics are taught in the way that they feel is best.
Treats all students equally

It can be very time consuming.
It can be boring and demotivating for students

Dealing with the gap

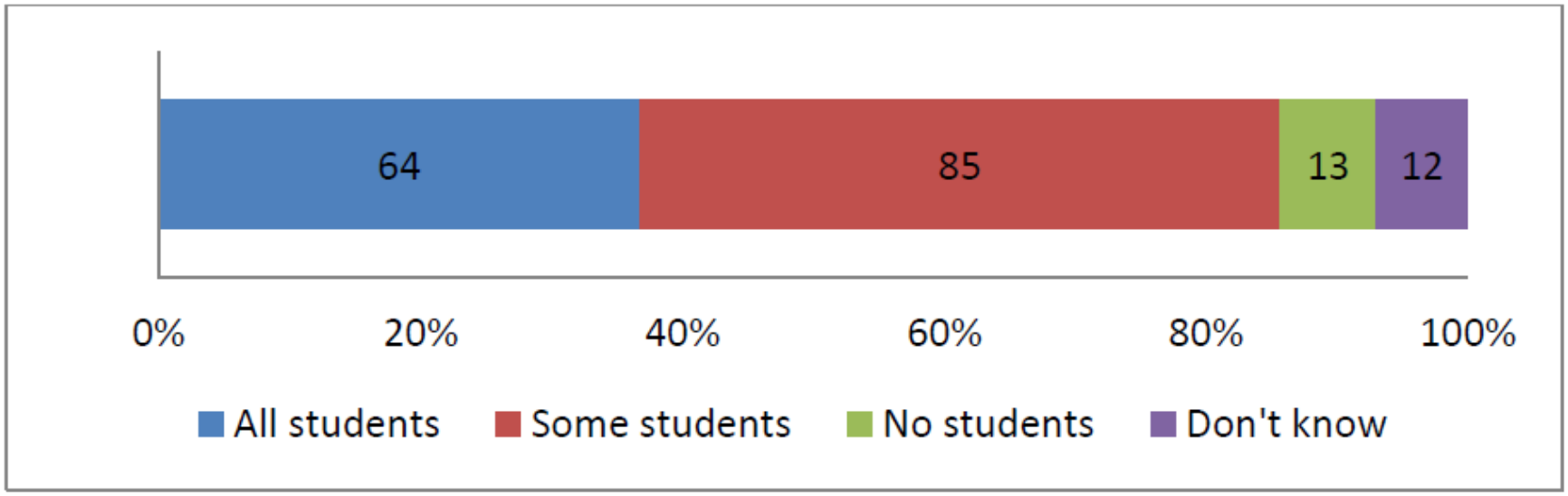


Figure 1 Extra lessons required at the start of A level mathematics

From a sample of UK schools including independent schools.

Teachers' and employers' views on the transition from GCSE mathematics to A-level mathematics or employment: Rushton R and Wilson W BERA 2014

Pearson Edexcel

Dealing with the gap

- Assessing what students know at the start of the A level course

  Use a diagnostic test

Activity 3

Look at the Entrance algebra diagnostic test and complete the poll.

Getting a good start to the course

Keeping them going

- Make clear what the time commitment is from the start
- Make sure students have significant dates (unit exams, mocks, tests) in their planners
- Maintain a regular schedule of homework
- Mark students' work regularly, return promptly and follow up weaknesses

Don't allow students to fall behind. Insist that all work is done

Either in class or separately

Keeping them going

www.bbc.co.uk › bitesize › guides › revision

https://www.bbc.co.uk/bitesize/subjects/z6nygk7

Covers some P1 topics

YouTube videos

Lots of them tend to be elementary so good for catching up on a new topic

Pearson Edexcel

Keeping them going

Help students make connections between different parts of P1

9. The equation

$$\frac{3}{x} + 5 = -2x + c$$

where c is a constant, has no real roots.

Find the range of possible values of c.

An equivalent question algebraically would be based on the intersection of two curves

Pearson Edexcel

Keeping them going

Help students make connections between different parts of P1

The equation becomes $3 + 5x = -2x^2 + cx$

Then $2x^2 + (5 - c)x + 3 = 0$

Then $(5 - c)^2 - 4 \times 2 \times 3 \leq 0$

Then $25 - 10c + c^2 - 24 \leq 0$

$c^2 - 10c + 1 \leq 0$

Critical values $\frac{1}{2}(10 \pm \sqrt{96})$ etc

It's best to try to continue developing asap the problem solving skills they should have from International GCSE

Keeping them going

Help students use mathematical models

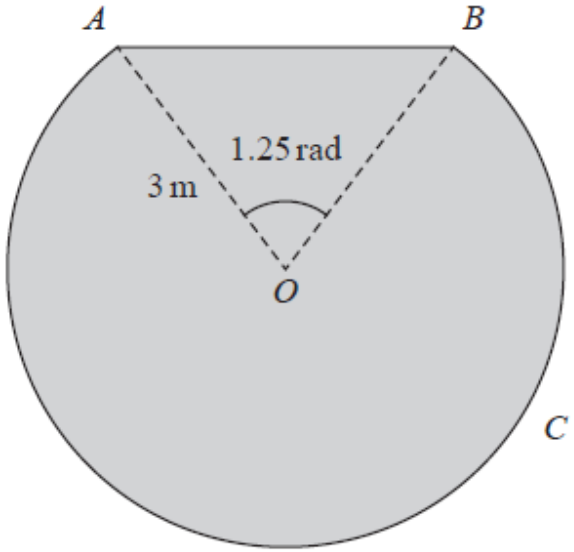


Figure 2

Figure 2 shows the plan view of a design for a garden pond.

The pond consists of a sector, $AOBCA$, of a circle with centre O, joined to a triangle AOB.

Given $AO = BO = 3$ m and angle $AOB = 1.25$ radians,

(a) find the perimeter of the pond, giving your answer, in metres, to 2 decimal places.

(4)

A simple model.
With radians replaced by degrees this could be a (hard) iG task

Find the length of *AB* using the Cosine Rule

Find the length of arc *ABC* using $r\theta$

Add!

Pearson Edexcel

Keeping them going

Help students use mathematical models.

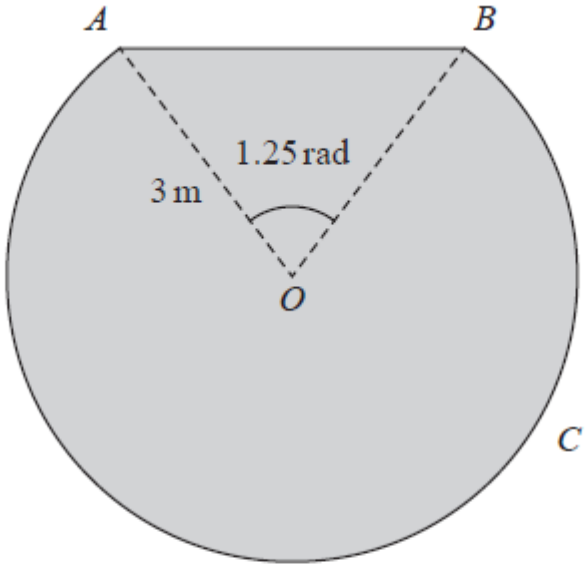


Figure 2

Figure 2 shows the plan view of a design for a garden pond.

Given that there is a uniform depth of water in the pond of 1.5 m,

(b) find the volume of water in the pond, in m^3, to one decimal place.

AOB.

(4)

Knows $V = A \times d$

Finds area of triangle *ABO* using $\frac{1}{2}ab\sin C$

Finds area of sector *ABC* using $\frac{1}{2}r^2\theta$

Pearson Edexcel

Keeping them going

Help students use mathematical models in M1

At time t seconds ($t \geqslant 0$) a particle P has velocity $\mathbf{v}$ m s^{-1}, where

$$\mathbf{v} = (6t^2 + 6t)\mathbf{i} + (3t^2 + 24)\mathbf{j}$$

When $t = 0$ the particle P is at the origin O. At time T seconds, P is at the point A and $\mathbf{v} = \lambda(\mathbf{i} + \mathbf{j})$, where λ is a constant.

Find

(a) the value of T,

(b) the acceleration of P as it passes through the point A,

(c) the distance OA.

Student has to know that parallel vectors are scalar multiples and how to put that in mathematical form

Differentiation of vectors

Integration of vectors.
Magnitude of a vector

Pearson Edexcel

Keeping them going

Help students use mathematics in S1

2. The time taken to complete a puzzle, in minutes, is recorded for each person in a club. The times are summarised in a grouped frequency distribution and represented by a histogram.

One of the class intervals has a frequency of 20 and is shown by a bar of width 1.5 cm and height 12 cm on the histogram. The total area under the histogram is 94.5 cm^2

Find the number of people in the club.

(3)

This form of question forces an area, rather than a frequency density approach which is seen commonly in GCSE

Pearson Edexcel

Teaching and learning strategies which develop and enhance independent learning in students

Pearson Edexcel

Teaching and learning strategies

They are just a little older than Year 11 students!

Across most countries, a strong disciplinary climate is consistently and robustly associated with better performance.*

As stated earlier, being clear about expectations in terms of punctuality, work completion and exam/test preparation is very important.

Share objectives and the timescale with the students so they know what (approximately) is going to be done when (approximately).

Give feedback often and make it supportive – suggest where and how the student can improve.

* Pisa available from https://www.oecd-ilibrary.org/docserver/9789264039520-en.pdf?expires=1576523109&id=id&accname=guest&checksum=8561ED821869803C03DC158D296E6EDB

Pearson Edexcel

Teaching and learning strategies

They are just a little older than Year 11 students!

More subject-specific points:

Insist that students learn facts and formulae even if in the formula book – it will increase their fluency when it comes to solving problems

Model the solution of standard questions; set similar questions and review. The aim is all students understand the subject matter

For a ‘new’ topic, show how it fits in with previous topics – review and revise if necessary

Look for opportunities to make connections (An example is coming up)

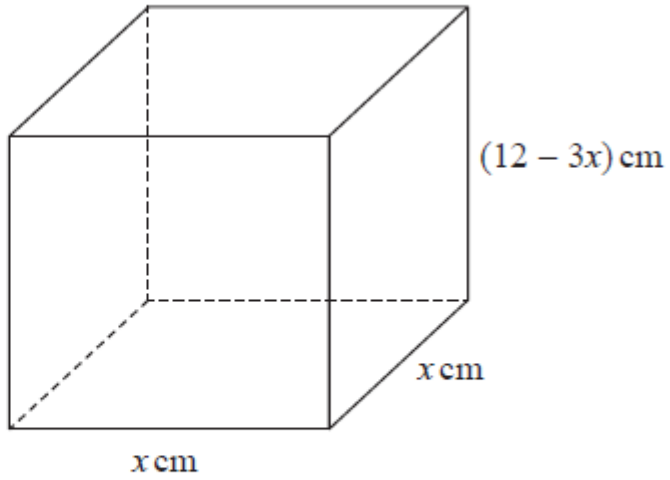
Give tasks for which there is more than one approach (An example is coming up)

Use ICT as a time saver and expect students to do the same.

Teaching and learning strategies

Give tasks for which there is more than one approach.

18 The diagram shows a solid cuboid.



The total surface area of the cuboid is A cm^2

Find the maximum value of A.

Teaching and learning strategies

Give tasks for which there is more than one approach.
Here is a second example:

Show that $\frac{4+\sqrt{8}}{\sqrt{2}-1}$ can be written in the form $a+b\sqrt{2}$, where a and b are integers.

Show each stage of your working clearly and give the value of a and the value of b.

Teaching and learning strategies

Show that $\frac{4+\sqrt{8}}{\sqrt{2}-1}$ can be written in the form $a + b\sqrt{2}$, where a and b are integers.

Show each stage of your working clearly and give the value of a and the value of b.

How about writing
$4 + \sqrt{8} = (\sqrt{2} - 1)(a + b\sqrt{2})$
and looking at the implications of this?

Pearson Edexcel

Teaching and learning strategies

Learning strategies:

- Meta-cognitive processes – planning, monitoring and evaluating own learning of mathematical facts, concepts and techniques

- Cognitive processes – interacting with the problem to be solved, using deductive processes and mathematical manipulation to solve problems

Teaching and learning strategies

Metacognitive processes – planning, monitoring and evaluating own learning of mathematical facts, concepts and techniques

- Planning – what plan will help to solve the problem? What are the steps in outline?
- Monitoring – is the plan working ?
- Evaluating – is the solution a good one? Have I fully solved the problem?

Teaching and learning strategies

Cognitive processes – interacting with the problem to be solved, using deductive processes and mathematical manipulation to solve problems

Interacting – what do I already know about this type of problem? How does this problem differ from ones I have seen before?

Using deductive processes – can I start from established results and, using the maths I have learned, come to a logical conclusion?

Mathematical manipulation – can I use e.g. algebra or can I learn something about the problem by using a different technique?

Teaching and learning strategies

Cognitive processes – interacting with the problem to be solved, using deductive processes and mathematical manipulation to solve problems

For most students the processes they use over time fall into three groups

Memory/rehearsal – students learn by rote or by going over examples to get a ‘feel’ for the strategies to be used

Elaboration strategies – when solving a problem, they think of other ways to solve it. They understand new concepts by relating to concepts already known

Control strategies – they set clear goals and monitor their own progress (either on an individual problem or more generally) they develop a feel for what is important to learn.

Getting started

Getting started on P1

The Scheme of Work on the site recommends starting with indices and surds. Another good start would be quadratic functions.

Activity 4

- Fill in the poll for the starting point for P1

Getting started on P1

indices and surds

First of all, don't allow calculators!

Check understanding of

$64^{\frac{1}{2}}$ $-64^{\frac{1}{2}}$ $(-64)^{\frac{1}{2}}$ $64^{\frac{1}{3}}$ $-64^{\frac{1}{3}}$ $(-64)^{\frac{1}{3}}$

Given that $0 < x < 1$ put these in order starting with the least

x^{-1} x $x^{0.5}$ x^{0} x^{2}

Pearson Edexcel

Getting started on P1

Indices and surds

First of all don't allow calculators!

Check working out of

$(2\sqrt{3})^2$ $(\sqrt{2}+\sqrt{8})^2$ $(6-\sqrt{6})(6+\sqrt{6})$

As a challenge ask for a square root of $11+6\sqrt{2}$

Pearson Edexcel

Getting started on M1

Modelling

Vectors

Mechanics is based on simple models. There are not many marks for modelling as such in the M1 exam, but it's worth spending some time on the modelling cycle.

As an example, use a YouTube video to look at projectile motion – for example a medieval ballista* (or even something similar from *Game of Thrones*)

*https://www.youtube.com/watch?v=CgNlPOMOps0

Getting started on M1

Vectors

Students should have had experience of working with position vectors at GCSE.

Key ideas are working with column vectors – addition, subtraction, multiplication by a scalar and modulus.

However, some teachers prefer to work on motion in a straight line under constant acceleration – 1 dimensional kinematics – with associated displacement time and velocity time graphs.

Getting started on S1

Representation of data

Calculations with data

Students should have had experience of working with position vectors at GCSE.

Key ideas are working with column vectors – addition, subtraction, multiplication by a scalar and modulus

However, some teachers prefer to work on motion in a straight line under constant acceleration – 1 dimensional kinematics – with associated displacement time and velocity time graphs.

Getting started on S1

Representation of data

Students should have had experience of working with histograms* and cumulative frequency diagrams at GCSE.

The new statistical diagrams are not difficult – the key task is generally to interpret them.

* They should be familiar with both the area approach and the frequency density approach.

Getting started on S1

Calculations with data

Students should be able to work efficiently and accurately with calculators.

Unless the school has a policy that all students have the same calculator, this is an opportunity for some independent work for students.

Students should also be able to use a spreadsheet to calculate statistics from distributions by using standard functions or by writing appropriate instructions themselves.

Getting started on D1

The ideas in D1 will tend to be so new that it should generate interest.

Prior knowledge is minimal but it's a good idea to discuss what an algorithm is and also the implications of using a poor one (see for example the GRTT recording example on the Travelling Salesman Problem).

Organisational issues

Organisational issues

Guidance for teaching has 60 hours of class contact per unit.

Possible models for delivery:

‘P1 first’ model	P1 (with exam in Jan), P2 and M1 or S1 or D1 (June)
‘P1 and applied unit first’ model	P1 and M1 or S1 or D1, then P2 – all units to be taken in June

‘P1 first’ model	Attractive if the students have done really well at International GCSE
‘P1 and applied unit first’ model	Often used if two teachers are sharing – some minor issues with sequencing

Activity 5 – please complete the poll about organisation.

Pearson Edexcel

Supporting transferable skills

- Our transferable skills framework underpins the design of all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students' need for successful progression.
- Increasing our support where these skills **naturally** occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf

Pearson Edexcel

Subject features

Reviewed and updated in light of UK GCSE and GCE changes

Verified as equivalent to UK A level

Many pathways to International A level in mathematics

Many pathways to International A level in further mathematics

Transferable skills embedded

Teacher support books available

Dedicated textbooks are available

TeachingMaths@Pearson.com

Pearson Edexcel

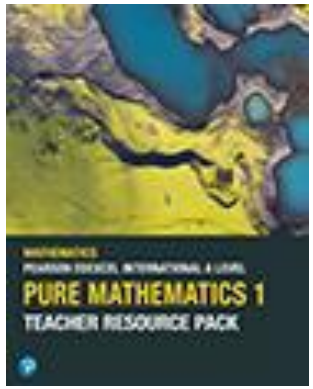
Support overview for International A level in Mathematics

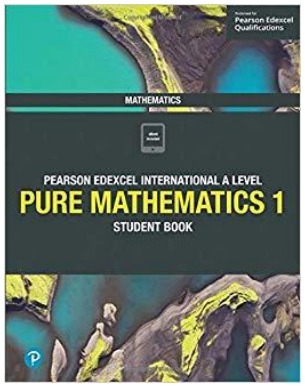
Getting Started Guide & Scheme of Work	Getting Ready to Teach Events	Subject interpretation of transferable skills
Subject Advisor	ResultsPlus	Regional Support Manager
Curriculum matched Publishing	Exemplar marked responses	Additional SAMs
examWizard		

Pearson Edexcel

Pearson Publishing

- Chapters are mapped closely to the specification to provide comprehensive coverage
- Learning is embedded with exercises, source materials and exam practice throughout
- Transferable skills, needed for progression into higher education and employment, are signposted allowing students to understand, and engage with, the skills they're gaining
- A fully integrated Progression Map tool allows quick and easy formative assessment of student progress, linked to guidance on how to personalise learning solutions
- Reviewed by a language specialist to ensure the book is written in a clear and accessible style for students whose first language may not be English
- Glossary of key terminology
- Teacher support materials available





Pearson Edexcel

Pearson Publishing

1.1 Index laws

- You can use the laws of **indices** to **simplify** powers of the same **base**.
  - $a^m \times a^n = a^{m+n}$
  - $a^m \div a^n = a^{m-n}$
  - $(a^m)^n = a^{mn}$

$(ab)^n = a^n b^n$

Notation

x^5 — This is the **index**, **power** or **exponent**.

x^5 — This is the base.

Example 1

Simplify these **expressions**:

a $x^2 \times x^5$ **b** $2r^2 \times 3r^3$ **c** $\frac{b^7}{b^4}$ **d** $6x^5 \div 3x^3$ **e** $(a^3)^2 \times 2a^2$ **f** $(3x^2)^3 \div x^4$

An example from the Pure 1 book

Pearson Edexcel

ResultsPlus

- 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

examWizard

- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper
- Use existing mark schemes for accurate marking
- Use examiner report for insight
- Most recent exam content available sooner
- Use the results to understand where students need more support, informing teaching strategies

Pearson Edexcel

Contact your dedicated Subject Advisor

Subject Advisor details

Your subject advisor is **Graham Cumming**
Phone: **+ 44 (0)20 7010 2174**
Twitter: **@EmporiumMaths**
Email: Teachingmaths@pearson.com

Sign up for monthly newsletters from https://qualifications.pearson.com/en/forms/keep-updated-on-pearson-edexcel-qualifications.html to stay on top of qualification updates, training, course materials and industry news and https://qualifications.pearson.com/en/forms/sign-up-international-online-subject-expert-panels.html to see what other teachers are thinking and doing.

Pearson Edexcel

New Access to Script (ATS) Online Portal

Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers

Provides enhanced transparency and

- offers transparent approach to marking process
- orovides better understanding of marking before requests for enquiries about results are made
- provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.

Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.

For more information on ATS, and the post results windows, visit our post-results pages.

Pearson Edexcel

Pearson International Schools Community

Connect with international teachers around the world

- Connect with other teachers working in international schools and join groups who have shared interests, subjects or location
- Read topical news and articles and share yours
- Advertise jobs at your school or find job opportunities
- Download free resources
- Sign up for events.

Sign up today at:
community.pearsoninternationalschools.com

Pearson Edexcel

Other useful links

1. **Grade Boundaries**

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the Examiner's report which is available for download with other documents.

2. **Examination Results Statistics**

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

3. **Progress to University**

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

4. **Access to scripts**

Make an informed enquiry about results (EARs) using our free access to scripts portal.

Any questions?

Pearson Edexcel

Please fill in your evaluation forms

We value your feedback!

ALWAYS LEARNING