

iPrimary

MATHEMATICS

SPECIFICATION

Pearson Edexcel International Award in Primary Mathematics (JMA11)

For first teaching September 2018

First examination June 2019

Issue 1



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1 Introduction

Why choose the Pearson Edexcel International Award in Primary Mathematics?

We have listened to feedback from all parts of the International School subject community, including a large number of teachers. We have made changes that will engage students and give them skills that will support progression to further study in mathematics and a range of other subjects. Our content and assessment approach to primary mathematics has been developed alongside primary English and, in particular, primary science, to ensure a consistent approach across the whole Pearson Edexcel iPrimary programme.

The content and assessment approach for primary mathematics has been designed to meet students' needs in the following ways:

- content is interesting and engaging for students but is also designed to ensure good preparation for further study at Pearson Edexcel International Award in Lower Secondary Mathematics
- opportunities are provided to 'localise' the content to make it more relevant for students in their own context
- achievement tests are clear and straightforward – our achievement tests are clear and accessible for all students of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear
- problem solving skills are broadly developed – the skills developed will be assessed through questions in written examinations, which develops their problem-solving skills by translating problems in mathematical or non-mathematical contexts.

Progression to iLowerSecondary and to International GCSE

The Pearson iPrimary programme provides the ideal preparation for progression to the Pearson iLowerSecondary programme, as well as laying the foundations for success at International GCSE level.

Through our World Class Qualification development process we have consulted with International GCSE teachers and examiners to validate the appropriateness of the qualification, including its content, skills development and assessment structure.

More information about all our qualifications can be found on our Pearson iPrimary and iLowerSecondary pages at qualifications.pearson.com

Supporting you in planning and implementing this qualification

The Pearson Edexcel iPrimary Programme is more than just a curriculum and specification – it is a complete toolkit for teachers, which consists of the following elements to help improve student outcomes.

Planning

- Full, editable schemes of work are supplied for all six years of the iPrimary curriculum.
- Transition documents highlight key differences between legacy PLSC qualifications (2011) and assist with the smooth transition from teaching them. Transition documents are also available for switching over from the Mathematics National Curriculum (2014) and other internationally recognised curricula.

Teaching and learning

- Subject-specific teacher guides at each level provide support for specialist and non-specialist teachers and also cover teaching techniques, pedagogy and short-, medium- and long-term planning.
- Full example units of work are provided for each and every topic.
- Print and digital learning and teaching resources mapped to the iPrimary curriculum promote any time, any place learning to improve student motivation and encourage new ways of working.

Training and professional development

- Face-to-face teacher professional development is included as part of your iPrimary subscription.
- Additional, ongoing online and interactive webinar support is also included as part of the programme.

Preparing for assessments

Exam support

We will give you resources to help you prepare your students for their assessments, for example examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. ResultsPlus can help you to identify the topics and skills where further learning would benefit your students.

Get help and support

Get support from both Pearson and the wider iPrimary community via our dedicated online forum.

Qualification at a glance

Content and assessment overview

The Pearson Edexcel International Award in Primary Mathematics consists of one externally-set achievement test.

Achievement test		(*Paper code: JMA11/01)
Externally assessed		
Written examination duration: 1 hour		
Availability: June		
First assessment: June 2019		
60 marks		
Calculators are not permitted		
Content overview		
Topic 1: Number – Integers; Addition and subtraction; Multiplication and Division; Four operations; Fraction and decimals; Percentages; Ratio and Proportion		
Topic 2: Algebra – Sequences; Expressions and Formulae; Equations		
Topic 3: Geometry – Measure; Shape; Angles; Position and Direction		
Topic 4: Statistics – Using and interpreting data		
Assessment overview		
Section A	Section B	
$33\frac{1}{3}\%$ of the qualification	$66\frac{2}{3}\%$ of the qualification	
Multiple-choice questions	Closed-response and short open-response items	
20 marks	40 marks	

*The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.

2 Subject content and assessment information

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply formulae, terminology and facts with increasing speed and accuracy
- demonstrate detailed understanding of mathematical procedures, notations and concepts, apply detailed understanding of mathematical procedures, notations and concepts to given contexts
- present and organise data in a variety of forms with limited guidance, interpret information from graphs, tables, charts and lists and draw conclusions. Use a logical approach to make decisions on mathematical processes to solve real-life problems
- solve problems by applying their mathematics to a variety of routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Content

Overview

This Pearson Edexcel International Award in Primary Mathematics requires students to demonstrate knowledge, understanding and application of the following learning objectives which are drawn from years 4, 5, and 6 of Pearson Edexcel iPrimary Mathematics Curriculum published in 2018.

Topic 1: Number

1.1 Integers

Subject content	Guidance	Curriculum reference
A Read and write whole numbers in words and figures	1 001 can be written as one thousand and one 9 999 901 can be written as nine million, nine hundred and ninety nine thousand, nine hundred and one	N4.1C N5.1B N6.1B
B Recognise place value up to 10 000 000	9 <u>7</u> 46 7 represents 700 6 <u>9</u> 8 301 9 represents 90 000	N4.1D N5.1C N6.1C N6.1D
C Recognise the place value of each digit in a number up to two decimal places	53. <u>7</u> <u>2</u> 2 represents two hundredths	N5.1D N6.1E
D Use negative numbers in context	For example, temperatures	N4.1I N5.1H
E Compare and order positive numbers up to and including 10 000 000 and write statements using inequality signs: < or >	3 547 < 7 685 3 547 is less than 7 685	N4.1G N5.1F N6.1F

1.1 Integers *continued*

Subject content	Guidance	Curriculum reference
F Compare and order positive and negative integers using the inequality signs: < or >	$-3 < 5$	N4.1G N5.1I N6.1I
G Rounding any number up to 1 000 000 to the nearest 10, 100, 1 000	537 to the nearest 1 000 is 1 000	N4.1H N5.1G N6.1G
H Round any decimal, up to two decimal places, to the nearest whole number	65.78 rounds up to 66	N6.1H

1.2 Addition and subtraction

Subject content	Guidance	Curriculum reference
A Add and subtract integers up to 1 000 000 using formal and written methods	Columnar addition and subtraction	N4.2C N5.2B N5.2A N6.2A
B Add and subtract decimals up to two decimal places in context	For example, money, measures etc.	G4.1F G5.1A N5.5M G6.1A N6.2B N6.2C
C Estimate calculations by rounding	$6.43 + 5.11 \approx$ $6 + 5 = 11$ $55\,687 - 207 \approx$ $55\,700 - 200 =$ $55\,500$	N4.2E N5.2C N6.2D

1.2 Addition and subtraction continued

Subject content	Guidance	Curriculum reference
D Understand when to add and when to subtract, including multi-step problems, in context		N4.2F N5.2D N6.2E
E Understand that addition is the inverse of subtraction and vice-versa, to solve problems	$23 + 16 = 39$ $39 - 16 = 23$	N4.2F N5.2D N6.2E

1.3 Multiplication and division

Subject content	Guidance	Curriculum reference
A Recall multiplication and division facts for multiplication up to 12×12		N4.3A N5.3A N6.3A
B Recognise and use the terms 'odd', 'even', 'prime numbers', 'factors', 'multiples', 'square' and 'cube'		N4.3A N5.3A N5.3K N6.3A N6.3B
C Find common factors and multiples of two integers		N5.3A N6.3A N6.3K
D Identify prime numbers up to 100		N5.3K
E Find highest common factors (HCF), lowest common multiples (LCM) and prime factors		N6.3K
F Identify square numbers and cube numbers	$12^2 = 144$ $3^3 = 27$	N6.3B

1.3 Multiplication and division continued

Subject content	Guidance	Curriculum reference
G Multiply integers up to four digits by one or two digit numbers		N4.3H N5.3D N6.3C
H Multiply numbers with up to two decimal places by whole numbers		N6.3E
I Estimate the answer to a multiplication involving a number up to two decimal places by a whole number	$4.71 \times 8 \approx$ $5 \times 8 = 40$	N4.3J N5.3H N6.3D
J Multiply and divide whole numbers and decimals up to two decimal places by 10, 100 and 1 000	$5.23 \times 10 = 52.3$ $5.23 \times 100 = 523$ $5.23 \times 1\,000 = 5\,230$	N4.3D N5.3G N6.3J
K Divide numbers with up to four digits by one-digit or two-digit numbers with remainders written as fractions or decimals		N4.3I N5.3E N5.3F N6.3F N6.3G N6.3H
L Understand when to multiply and when to divide, including multi-step problems, in context		N4.3K N5.2I
M Understand that multiplication is the inverse of division and vice versa, to solve problems	$15 \times 5 = 45$ $45 \div 5 = 15$	N4.3K N5.2I

1.4 Four operations

Subject content	Guidance	Curriculum reference
A Use inverse operations and estimation to check calculations		N6.4B
B Use the four rules of addition, subtraction, multiplication and division		N4.5A N5.4A
C Use order of operations including brackets and simple powers	BIDMAS	N5.4B N6.4E
D Solve problems in deciding which of the four operations to use in multi-step problems, in context	For example, money	N4.4A N5.4A N6.4A
E Sustain a line of enquiry, make and test a hypothesis		N6.4C
F Look for patterns and write rules; use a systematic approach		N6.4D

1.5 Fractions and decimals

Subject content	Guidance	Curriculum reference
A Identify and convert equivalent fractions of a given fraction with denominators up to and including 100	$\frac{8}{20} = \frac{40}{100}$	N5.5D N6.5B N6.5C
B Write fractions as decimals and vice versa and be able to relate hundredths to tenths	Know that $\frac{1}{100}$ is 0.01 and $\frac{75}{100}$ is 0.75 and 0.60 is $\frac{60}{100} = \frac{6}{10}$	N4.5A N5.5E N5.5J N5.5K

1.5 Fractions and decimals continued

Subject content	Guidance	Curriculum reference
C Recognise mixed number and improper fractions and convert from one form to the other	$3\frac{1}{4} = \frac{13}{4}$ $\frac{21}{5} = 4\frac{1}{5}$	N5.5G
D Compare and order fractions including fractions > 1 using the inequality signs: $<$ or $>$	$\frac{3}{4} > \frac{1}{2}$	N5.5C N5.5F N6.5E
E Calculate a fraction of a given quantity with denominator up to 12	$\frac{2}{3}$ of 24 = $\frac{2}{3} \times 24 = 16$	N4.5B N4.5C N5.5A N5.5B N6.5A
F Add, subtract, multiply and divide two fractions	$\frac{2}{3} + \frac{2}{5}, \quad 2\frac{1}{3} - \frac{4}{7}$ $\frac{2}{5} \times \frac{1}{3}, \quad \frac{3}{5} \div 4$	N4.5D N4.5E N4.5F N5.5G N5.5H N6.5F N6.5G N6.5H N6.5I
G Read, write, order and compare numbers with a different number of decimal places, up to and including two decimal places	0.3, 0.33, 0.03, 3	N5.5L N6.5J
H Add and subtract decimal numbers, up to two decimal places	$4.35 - 2.4 = 1.95$	N4.5G N5.5M N6.5K
I Solve missing number, fraction and decimal problems		N4.5H N5.5N N5.5O N6.5L

1.6 Percentages

Subject content	Guidance	Curriculum reference
A Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'		N6.6A
B Write percentages as a fraction with denominator 100 and as a decimal	$30\% = \frac{30}{100} = 0.3$	N6.6A
C Identify common equivalent fractions and write these as decimals and percentages	$\frac{1}{4}$ and 25%; $\frac{1}{2}$ and 50%; $\frac{3}{4}$ and 75% or fractions with denominators 10 and 100	N6.6B N6.6C
D Find percentages of given quantities	$35\% \text{ of } 300 = \frac{35}{100} \times 300$ or $10\% + 10\% + 10\% + 5\% =$ $30 + 30 + 30 + 15$	N6.6D N6.7B
E Solve one- and two-step problems involving fractions, decimals or simple percentages, in context	Melanie has a bag that contains 20 sweets. She eats 80% of them. How many does she have left?	N6.6D

1.7 Ratio and proportion

Subject content	Guidance	Curriculum reference
A Understand ratio notation		
B Divide a quantity into two parts in a given ratio	Share £360 in the ratio 7:5	N6.7A
C Simplifying ratios	18:12 simplifies to 3:2	
D Understand the difference between ratio and proportion		N6.7C
E Solve simple ratio and proportion problems in context	To make 10 cookies you need: 100 g sugar so to make 1 cookie you need 10 g (100 g ÷ 10). Therefore, to make 20 cookies you need 200 g sugar and to make 15 cookies you need 150 g sugar.	N6.7D

Topic 2: Algebra

2.1 Sequences

Subject content	Guidance	Curriculum reference
A Find missing terms of a simple sequence	What would the next term be in this sequence? $1, 3, 5, 7, \underline{\quad}$	
B Generate terms of a sequence, given a term to term rule	Jon is writing a number sequence using the rule: <i>Double the previous number and add 2</i> What is the missing term? $2, 6, 14, \underline{\quad}, 62, \dots$	N6.8C
C Find the term-to-term rule of a given sequence	What rule has been used to generate this sequence of numbers? $3, 7, 10, 13, \dots$	N6.8C
D Use linear expressions to describe the n^{th} term of an arithmetic sequence	$3n + 1$ generates the sequence: $3, 7, 10, 13$; what would the 100 th term be?	N6.8C

2.2 Expressions and formulae

Subject content	Guidance	Curriculum reference
A Use letter symbols to represent unknown numbers or variables	$\Delta + 3 = 10$ can be written as: $x + 3 = 10$	N6.8A
B Write down a simple expression		N6.8B
C Substitute whole numbers into simple expressions and formulae	Find the value of the expression: $4x + y$ when $x = 2$ and $y = 3$	N6.8H
D Simplify expressions by collecting like terms	$a + a + b + b + a = 3a + 2b$	N6.8A
E Multiply a single integer over a bracket	$2(3x - 1) = 6x - 2$	N6.8G

2.3 Equations

Subject content	Guidance	Curriculum reference
A Solve simple equations using one variable	$4x + 3 = 19$ $4x = 16$ $x = 4$	N6.8F
B Find pairs of numbers that satisfy an equation with two variables	Find all solutions to this equation: $m + n = 3$ $1 + 2 = 3$ or $2 + 1 = 3$	N6.8D

Topic 3: Geometry

3.1 Measures

Subject content	Guidance	Curriculum reference
A Convert between different metric units of measure answers up to two decimal places	Kilometre (km), metres (m), Centimetre (cm) Gram (g), kilogram (kg), Litre (l), millilitre (ml)	G4.1C G5.1B G6.1B N6.2B
B Convert between miles and kilometres	$1 \text{ mile} = \frac{8}{5} \text{ km (1.6 km)}$	
C Read and record time in hours, minutes and seconds in analogue and digital form		G4.1 I-L G5.1E G5.1F N5.1G G6.1C
D Solve problems involving the calculations and conversions of units of measure, including time		G4.1D G4.1L G5.1D G6.1D G6.1E
E Measure and compare: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) using decimal measures up to two decimal places		G5.1C

3.2 Shape

Subject content	Guidance	Curriculum reference
A Identify 2-D shapes	Regular polygons up to 8 sided, rhombus, parallelogram, kite, trapezium	G4.2C G5.2B G5.2C G6.2F G6.2J
B Identify 3-D shapes and their nets	Cube, cuboid, regular tetrahedron, square-based pyramid, triangular prism	G5.2D G5.2E G6.2G
C Understand the language used to describe 2-D and 3-D shapes; vertices, faces and edges, equal, perpendicular, parallel sides, right angles	For example, a cube has 8 vertices	G4.2B G4.2D G5.2E G5.2G
D Know the difference between irregular and regular polygons		G6.2E
E Identify equilateral, right-angled, isosceles, scalene triangles		G4.2E G5.2B
F Name parts of a circle: radius, diameter and circumference; know the relationship between the diameter and radius		G6.2H
G Recognise symmetry in regular and irregular polygons; draw the lines of symmetry		G4.2F G4.2G G5.2F G6.2I
H Measure and calculate the perimeter and area of regular and irregular polygons		G4.1N G4.1O G5.1H G5.1I G6.1F

3.2 Shape *continued*

Subject content	Guidance	Curriculum reference
I Recognise and use the formula for area of a rectangle, triangle and parallelogram	Area of triangle $= \frac{1}{2} \times \text{base} \times (\text{perpendicular})$ height	G6.1G
J Recognise and use the formula for volume of a cuboid	Volume of cuboid $= \text{base} \times \text{width} \times \text{height}$	G6.1H
K Solve perimeter and area problems involving rectangle, squares and triangles		G6.1I

3.3 Angles

Subject content	Guidance	Curriculum reference
A Identify acute, obtuse, reflex, right angles		G4.2A
B Measure and draw angles up to 180°		G6.2B
C Measure, draw and estimate angles up to 180°		G6.2B
D Know and use the sum of angles at a point, on a straight line and in a triangle and recognise vertically opposite angles		G6.2A
E Use a ruler and protractor to construct a triangle given two lengths and an angle or one length and two angles		G6.2B
F Solve problems using properties of triangles, quadrilaterals and regular polygons to find missing angles and lengths		G6.2C G6.2D

3.4 Position and direction

Subject content	Guidance	Curriculum reference
A Read, write and use coordinates in all four quadrants	Plot $(-3, 5)$	G4.3A G5.3A G6.3A
B Reflect a shape in a mirror line or on a coordinate grid		G6.3B
C Describe and draw translations of points and simple shapes	For example, three squares up and then one square left	G6.3C

Topic 4: Statistics

4.1 Using and interpreting data

Subject content	Guidance	Curriculum reference
A Calculate the mean, median and range from a data set		S6.1F S6.1G S6.1H
B Use different methods of presenting data	Frequency tables, pictograms, (dual) bar charts, line graphs (one or two sets of data), pie charts and two-way tables	S4.1B S5.1B S6.1A S6.1B S6.1E
C Interpret discrete data from different graphical methods and in context	Frequency tables, pictograms, (dual) bar charts, line graphs (one or two sets of data), pie charts and two-way tables	S4.1A S4.1C S5.1A S5.1C S6.1A S6.1B S6.1D S6.1E
D Solve problems by organising data into a table or by reading and interpreting data from tables	For example, 'real-life' tables, such as timetables	S4.1C S5.1B S6.1C

Assessment information

The Pearson Edexcel International Award in Primary Mathematics consists of one externally-examined achievement test.

- The test is 1 hour and is out of 60 marks.
- Students must answer all questions.
- The test will comprise of two sections; Section A and Section B.

Section A: 20 Multiple-choice question; 20 marks

Section B: Closed-response and short open-response questions which will include questions that assess problem solving skills; 40 marks

- Calculators are not permitted.

Please see the *Qualification at a glance* section for more information.

Sample assessment materials

A sample achievement test and mark scheme for this assessment can be found in the *Pearson Edexcel International Award in Primary Mathematics Sample Assessment Materials (SAMs)* document.

Assessment Objectives

Students must:		% in qualification
A01	Recall mathematical formulae, terminology and facts	8–12
A02	Demonstrate understanding of mathematical procedures, notation and concepts	68–72
A03	Present data mathematically	5
A04	Interpret information in a situation (diagrams or qualitative)	8–12
A05	Solve problems in a real-life context Make decisions, reason and justify	5
Total		100%

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and it is also available on our website: qualifications.pearson.com.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English only. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The Pearson Edexcel International Award in Primary Mathematics will be graded on a three-level scale from P1 to P3.

The first certification opportunity for the Pearson Edexcel International Award in Primary Mathematics will be in August 2019. A pass in the Pearson Edexcel International Award in Primary Mathematics is indicated by one of the three levels P1, P2 and P3, of which level P3 is the highest and level P1 the lowest. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to the Pearson Edexcel International Award in Lower Secondary Mathematics.

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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