edexcel

Edexcel International Primary Curriculum Mathematics

Specification

First examination June 2012

Edexcel International Award in Primary Mathematics (JMA01)

ALWAYS LEARNING PEARSON

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

Acknowledgements

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

Publications Code PL033391

Introduction

Key aims of the Edexcel International Curriculum

The Edexcel International Curriculum:

- **is a solid foundation for lifelong learning**, and provides excellent preparation for further study at International GCSE and GCE A level or equivalent
- **provides an international benchmark of achievement**, with externally-marked achievement tests and certification at the end of Year 6 to ease the transition to secondary education
- **is easy to implement and administer**, with free training and a fully flexible structure that allows you to teach it alongside other curricula
- **is engaging and up to date**, with ideas for lessons and a framework that allows you to embed knowledge creatively
- **allows you to track pupils' progress and identify barriers to learning** through a variety of age-specific progress and achievement tests
- **offers unrivalled and unique delivery support**, with detailed suggestions of published resources embedded within each unit to help you implement the curriculum
- **gives you and your pupils a seamless and cohesive teaching and learning experience**, especially when used alongside other Edexcel qualifications for ages 8-19.

Key features and benefits of the achievement test

The achievement test:

- gives pupils a tangible record of achievement to use when progressing to 11-14 studies, and then on to International GCSE or equivalent
- is externally marked by Edexcel so you can be assured of the level of achievement of your pupils
- complies with rigorous global standards
- provides certification at the end of Year 6

Contents

Specification at a glance

The Edexcel International Award in Primary Mathematics is comprised of one test.

Test	**Paper code JMA01/01**
• Externally assessed • Availability: June series • First assessment: June 2012	
Overview of content • **Number** • Arithmetic • Numbers • Fractions and decimals • Percentages • Ratio • **Algebra** • Expressions and formulae • Manipulation • Equations • Sequences • Coordinates • Functions and graphs • **Geometry and Measure** • Measurements and units • Angles • Transformations • Perimeter and area • 2-D representation • **Statistics** • Data • Charts and diagrams • Using statistics • Probability	
Overview of assessment • Section A consists of 20 multiple-choice questions. • Section B consists of 40 marks of short-answer questions. • The test duration is 1 hour. Questions target levels P1, P2 and P3/S1.	

Award content

This Edexcel International Award in Primary Mathematics requires pupils to demonstrate knowledge, understanding and application of the following learning objectives drawn from Years 3, 4 and 5 of the International Curriculum.

Number

Level	Content learning objectives	Curriculum reference
	Arithmetic and rounding	
P1	Read and write whole numbers in words and figures	Y6 Unit 2
P1	Add and subtract mentally pairs of 2-digit numbers	Y6 Unit 2
P1	Understand negative numbers as positions on a number line	Y6 Unit 2
P1	Calculate a rise and fall in temperature	Y6 Unit 2
P2	Know what each digit represents in numbers with up to two decimal places	Y6 Unit 2
P2	Consolidate the rapid recall of number facts, including positive integer complements to 100	Y6 Unit 2
P2	Consolidate the rapid recall of number facts, including multiplication facts up to 10 × 10, and quickly derive associated division facts	Y6 Unit 2
P2	Order, add and subtract positive and negative numbers in context	Y6 Unit 2
P2	Make estimates and approximations of simple calculations	Y6 Unit 2
P2	Develop calculator skills and use a calculator effectively	Y6 Unit 2, 9
P2	Use BIDMAS (including brackets)	Y6 Unit 6, 9
P2	Know multiplication facts up to 10 × 10	Y6 Unit 9, 16
P2	Multiply and divide any integer by a single digit	Y6 Unit 9, 16
P2	Round a number to the nearest 10, 100, 1000	Y6 Unit 9
P2	Round to the nearest integer and to one decimal place	Y6 Unit 9
P2	Use rounding to estimate answers to simple questions	Y6 Unit 9, 16
P3/S1	Round positive numbers to any power of 10	Y6 Unit 9
P3/S1	Carry out calculations involving brackets, square and square root using a calculator	Y6 Unit 9, 10
P3/S1	Use BIDMAS including indices	Y6 Unit 6, 9
P3/S1	Multiply and divide integers and decimals by 10, 100, 1000	Y6 Unit 2, 16
P3/S1	Multiply and divide three-digit by two-digit whole numbers; extend to dividing decimals with one or two places by single-digit whole numbers	Y6 Unit 9, 16
P3/S1	Multiply decimals with one or two places by single-digit whole numbers; understand where to position the decimal point by considering equivalent calculations	Y6 Unit 9, 16

Level	Content learning objectives	Curriculum reference
	Numbers	
P1	Find factors of numbers; use simple tests for divisibility	Y6 Unit 10
P2	Recognise multiples up to 10 × 10	Y6 Unit 10
P2	Find common factors	Y6 Unit 10
P2	Know square numbers to at least 10 × 10	Y6 Unit 1
P2	Identify prime numbers	Y6 Unit 16
P3/S1	Find the HCF of two numbers	Y6 Unit 10
P3/S1	Find the LCM of two numbers	Y6 Unit 16

Level	Content learning objectives	Curriculum reference
	Fractions and decimals	
P1	Use decimal notation for tenths and hundredths	Y6 Unit 2
P1	Recognise when two simple fractions are equivalent	Y6 Unit 4
P1	Find a simple fraction of a quantity	Y6 Unit 4
P2	Compare and order decimals	Y6 Unit 2
P2	Carry out mental calculations involving decimals	Y6 Unit 4
P2	Carry out mental calculations using simple fractions	Y6 Unit 4
P2	Use fraction notation to describe part of a shape	Y6 Unit 4
P2	Change an improper fraction to a mixed number	Y6 Unit 4
P3/S1	Use a diagram to compare two or more simple fractions	Y6 Unit 4
P3/S1	Simplify fractions by cancelling all common factors	Y6 Unit 4, 16
P3/S1	Add and subtract fractions with a common denominator	Y6 Unit 4
P3/S1	Calculate fractions of quantities and measurement (whole number and fraction answers)	Y6 Unit 4, 12
P3/S1	Multiply a fraction by an integer	Y6 Unit 4, 12
P3/S1	Convert terminating decimals to fractions	Y6 Unit 4
P3/S1	Convert fractions to decimals and percentages	Y6 Unit 16

Level	Content learning objectives	Curriculum reference
	Percentages	
P2	Understand percentages as the 'number of parts per 100'	Y6 Unit 4, 12
P2	Recognise the equivalence of percentages, fractions and decimals	Y6 Unit 4, 12, 16
P2	Find simple percentages (e.g. 10%, 5%, 20%, 75%)	Y6 Unit 4, 12, 16
P2	Carry out mental calculations using percentages	Y6 Unit 4, 16
P3/S1	Find percentages of quantities	Y6 Unit 12, 16
P3/S1	Use percentages to compare proportions	Y6 Unit 12, 16
P3/S1	Express one quantity as a percentage of another	Y6 Unit 12, 16

Level	Content learning objectives	Curriculum reference
	Ratio	
P1	Solve simple ratio problems	Y6 Unit 12
P2	Divide a quantity into two parts in a given (worded) ratio	Y6 Unit 12
P3/S1	Use direct proportion in simple context	Y6 Unit 12
P3/S1	Reduce a ratio to its simplest form	Y6 Unit 12
P3/S1	Divide a quantity into two parts in a given ratio	Y6 Unit 12
P3/S1	Understand the relationship between ratio and proportion	Y6 Unit 12
P3/S1	Use the unitary method to solve word problems	Y6 Unit 12

Algebra

Level	Content learning objectives	Curriculum reference
	Expressions and formulae	
P3/S1	Use letter symbols to represent unknown numbers or variables	Y6 Unit 1, 6
P3/S1	Write down a simple expression	Y6 Unit 1, 6, 13
P3/S1	Derive simple formulae	Y6 Unit 6, 17
P3/S1	Substitute positive integers into expressions and simple formulae	Y6 Unit 6, 17

Level	Content learning objectives	Curriculum reference
	Manipulation	
P2	Simplify expressions by collecting like terms	Y6 Unit 6, 13
P3/S1	Multiply a single term over a bracket (integer coefficients)	Y6 Unit 6, 13
P3/S1	Expand brackets in simple expressions	Y6 Unit 13

Level	Content learning objectives	Curriculum reference
	Equations	
P1	Solve simple equations using symbols	Y6 Unit 13
P3/S1	Form simple equations	Y6 Unit 13, 17
P3/S1	Solve simple two-step equations with an unknown on one side only	Y6 Unit 13, 17

Level	Content learning objectives	Curriculum reference
	Sequences	
P1	Recognise and extend number sequences formed by counting on from any number in steps of constant size, extending beyond zero when counting back	Y6 Unit 1, 10
P2	Describe simple integer sequences	Y6 Unit 1, 10
P2	Generate terms of a simple sequence, given a rule (e.g. finding a term from the previous term, finding a term given its position in the sequence)	Y6 Unit 1, 10, 17
P3/S1	Generate terms of a linear sequence using term-to-term and position-to-term definitions of the sequence	Y6 Unit 1, 10, 17
P3/S1	Begin to use linear expressions to describe the *n*th term of an arithmetic sequence	Y6 Unit 1, 10, 17

Level	Content learning objectives	Curriculum reference
	Coordinates	
P2	Plot and read coordinates in the first quadrant	Y6 Unit 7, 10
P3/S1	Plot and read coordinates in all four quadrants	Y6 Unit 7, 10, 17
P3/S1	Find coordinates of points determined by geometric information	Y6 Unit 7, 10

Level	Content learning objectives	Curriculum reference
	Functions and graphs	
P2	Find outputs from simple functions	Y6 Unit 1, 10, 17
P3/S1	Find inputs of functions using a function machine	Y6 Unit 1
P3/S1	Express simple functions in words then using symbols and as mappings expressed algebraically	Y6 Unit 1,17
P3/S1	Generate coordinate pairs that satisfy a simple linear rule, plot the graphs of simple linear functions, where *y* is given specifically in terms of *x*	Y6 Unit 10,17
P3/S1	Recognise straight line graphs parallel to the *x*-axis or *y*-axis	Y6 Unit 10, 17
P3/S1	Plot and use real-life graphs	Y6 Unit 17

Geometry and measures

Level	Content learning objectives	Curriculum reference
	Measurements and units	
P1	Read measurements from different scales	Y6 Unit 3
P1	Estimate readings from scales	Y6 Unit 3
P2	Read and interpret scales on a rang of measuring instruments	Y6 Unit 9
P1	Measure lines to the nearest millimetre	Y6 Unit 3
P2	Draw lines to the nearest millimetre	Y6 Unit 3, 11
P2	Choose a suitable unit for a measurement of length, mass, capacity	Y6 Unit 3, 9
P2	Choose a suitable unit for a measurement of area	Y6 Unit 3
P2	Use, read and write standard metric units of length, mass and capacity	Y6 Unit 9
P2	Know that when comparing measures they must be in the same units	Y6 Unit 2
P3/S1	Convert between metric units	Y6 Unit 9
P3/S1	Use names and abbreviations of measurement to measure, estimate, calculate and solve problems in everyday contexts, involving length, area, mass, capacity and time	Y6 Unit 9

Level	Content learning objectives	Curriculum reference
	Angles	
P1	Classify triangles (isosceles, equilateral, scalene) using criteria such as equal sides, equal angles, lines of symmetry	Y6 Unit 7
P1	Measure acute angles	Y6 Unit 11
P2	Distinguish between acute, obtuse and reflex angles	Y6 Unit 7
P2	Estimate the size of angles	Y6 Unit 7
P2	Measure obtuse and reflex angles	Y6 Unit 11
P3/S1	Draw acute, obtuse and reflex angles	Y6 Unit 11, 18
P3/S1	Use correctly the vocabulary, notation and labelling conventions for lines, angles and shapes	Y6 Unit 7
P3/S1	Identify parallel and perpendicular lines	Y6 Unit 7
P3/S1	Know and use the sum of angles at a point, on a straight line and in a triangle, and recognise vertically opposite angles	Y6 Unit 7, 18
P3/S1	Recognise and name quadrilaterals; begin to classify quadrilaterals by their geometric properties	Y6 Unit 7
P3/S1	Know and use the sum of the angles in a triangle	Y6 Unit 11, 18
P3/S1	Use a ruler and protractor to construct a triangle given two sides and the included angle or two angles and the included side	Y6 Unit 11, 18
P3/S1	Solve geometric problems using side and angle properties of equilateral, isosceles and right-angled triangles and special quadrilaterals	Y6 Unit 11, 18

Level	Content learning objectives	Curriculum reference
	Transformations	
P1	Recognise reflectional symmetry	Y6 Unit 11, 14
P1	Recognise where a stage will be after reflection or translation	Y6 Unit 11, 14
P2	Understand and describe translations	Y6 Unit 13
P2	Reflect a shape in a mirror line or on a coordinate grid	Y6 Unit 13
P3/S1	Recognise rotational symmetry	Y6 Unit 13
P3/S1	Understand and describe rotations	Y6 Unit 13
P3/S1	Transform shapes by simple combinations of transformations	Y6 Unit 13

Level	Content learning objectives	Curriculum reference
	Perimeter and area	
P1	Measure perimeters accurately	Y6 Unit 3
P2	Calculate the perimeter of a rectangle, shapes made from rectangles and regular polygons	Y6 Unit 3
P2	Find area by counting squares	Y6 Unit 3
P3/S1	Solve problems using perimeter	Y6 Unit 3
P3/S1	Know and use the formula to calculate the area of a rectangle	Y6 Unit 3
P3/S1	Calculate the area of shapes made from rectangles	Y6 Unit 3
P3/S1	Calculate the surface area of cubes	Y6 Unit 3
P3/S1	Use nets to calculate the surface area of simple cuboids	Y6 Unit 3, 18

Level	Content learning objectives	Curriculum reference
	2-D representation	
P1	Identify different nets for an open cube	Y6 Unit 3
P2	Identify a net for a closed cube	Y6 Unit 18
P2	Visualise 3-D shapes from 2-D drawings	Y6 Unit 18
P3/S1	Construct simple nets e.g. cuboid, regular tetrahedron, square-based pyramid, triangular prism	Y6 Unit 18

Statistics

Level	Content learning objectives	Curriculum reference
	Data	
P2	Design a data collection sheet	Y6 Unit 8
P2	Construct a frequency table for discrete data	Y6 Unit 8
P3/S1	Decide what data would be relevant to an enquiry and possible sources	Y6 Unit 8
P3/S1	Plan how to collect and organise data	Y6 Unit 8
P3/S1	Select a suitable level of accuracy for the data	Y6 Unit 8
P3/S1	Select the sample size to use when collecting data	Y6 Unit 8
P3/S1	Design a question for a questionnaire	Y6 Unit 8
P3/S1	Construct a grouped frequency table for discrete data	Y6 Unit 8, 15
P3/S1	Construct a simple frequency table for continuous data	Y6 Unit 8

Level	Content learning objectives	Curriculum reference
	Charts and diagrams	
P1	Construct and interpret pictograms	Y6 Unit 8
P2	Construct and interpret bar charts	Y6 Unit 5, 8, 15
P2	Construct and interpret bar line graphs	Y6 Unit 8, 15
P2	Interpret line graphs	Y6 Unit 5, 15
P3/S1	Construct and interpret dual bar charts and composite bar charts	Y6 Unit 5, 8
P3/S1	Interpret and construct pie charts	Y6 Unit 5, 8
P3/S1	Draw conclusions from the shapes of line graphs	Y6 Unit 5, 15

Level	Content learning objectives	Curriculum reference
	Using statistics	
P1	Find the most common item	Y6 Unit 5, 15
P2	Find the mode and range for small data sets	Y6 Unit 5, 15
P3/S1	Find the mean and median for small data sets	Y6 Unit 5, 15
P3/S1	Find the mean from an ungrouped frequency table	Y6 Unit 5, 15
P3/S1	Compare distributions using the range and mode or median or mean	Y6 Unit 15

Level	Content learning objectives	Curriculum reference
	Probability	
P2	Use the vocabulary of probability	Y6 Unit 5, 15
P3/S1	Understand and use a probability scale from 0 to 1	Y6 Unit 5, 15
P3/S1	Find the probabilities of equally likely outcomes	Y6 Unit 5, 15
P3/S1	Know that if the probability of an event happening is p then the probability that it will not happen is $1 - p$	Y6 Unit 5, 15
P3/S1	List all the outcomes when one or two events happen	Y6 Unit 5, 15
P3/S1	Collect data from a simple experiment and record in a frequency table; estimate probabilities based on this data	Y6 Unit 15

Assessment summary

The test is externally assessed through an examination paper lasting 1 hour.

Summary of table of assessment

Test (Test code)	Paper code: JMA01/01
Overview of assessment • Section A consists of 20 multiple-choice questions. • Section B consists of 40 marks of short-answer questions. • The test duration is 1 hour. • Questions target levels P1, P2 and P3/S1.	

Levels of attainment and weightings

	% in test
P1	25
P2	50
P3/S1	25
TOTAL	**100%**

Entering your pupils for assessment

Pupil entry

Details of how to enter pupils for this test can be found in the Edexcel *Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on the Edexcel website: www.edexcel.com

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for qualifications aims to enhance access to the qualifications for pupils with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the JCQ policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London UK
WC1V 7BH

Assessing your pupils

The first assessment opportunity for this test will take place in the June 2012 series and in each following June series for the lifetime of the test.

Awarding and reporting

The awarding and certification of this test will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Edexcel International Award in Primary Mathematics will be graded as pass or fail and is awarded at three levels:

- P1
- P2
- P3/S1.

The first certification opportunity for the Edexcel International Award in Primary Mathematics will be 2012.

Pass description

Please see *Appendix A: Levels of attainment*. To achieve an award, a pupil must demonstrate the characteristics for the level across the four attainment levels for Mathematics.

Language of assessment

Assessment of this test will be available in English only. Assessment materials will be published in English only and all work must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Pupil recruitment

Edexcel's access policy concerning recruitment to our qualifications and awards is 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 pupils.

Prior learning

This award tests the content, knowledge and skills developed in the Edexcel International Primary Curriculum for Mathematics.

Progression

This award supports progression to the Edexcel International Lower Secondary Curriculum for Mathematics.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this test successfully.

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

Examzone – The Examzone site is aimed at pupils sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, resitting and progression opportunities. Further services for pupils – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and test, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com

Appendices

Appendix A: Levels of attainment

Attainment targets set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each level. The targets consist of six levels of increasing difficulty. Each level description describes the type and range of performance that pupils working at that level should characteristically demonstrate.

Level	Attainment Target 1: Using and applying mathematics
P1	Pupils try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Pupils discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Pupils show that they understand a general statement by finding particular examples that match it.
P2	Pupils are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. They present information and results in a clear and organised way. They search for a solution by trying out ideas of their own.
P3/S1	In order to carry through tasks and solve mathematical problems, pupils identify and obtain necessary information. They check their results, considering whether these are sensible. Pupils show understanding of situations by describing them mathematically using symbols, words and diagrams. They draw simple conclusions of their own and explain their reasoning.

Level	Attainment Target 2: Number and algebra
P1	Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2,3,4,5 and 10 multiplication tables and derive the associated division facts. They solve whole number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent. They recognise and extend simple number sequences.
P2	Pupils use their understanding of place value to multiply and divide whole numbers by 10 or 100. In solving number problems, pupils use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10×10 and quick derivation of corresponding division facts. They use efficient written methods of addition and subtraction and of short multiplication and division. They add and subtract decimals to two places and order decimals to three places. In solving problems with or without a calculator, pupils check the reasonableness of their results by reference to their knowledge (the context or the size of the numbers). They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. Pupils recognise and describe number patterns and relationships including multiple, factor and square. They begin to use simple formulae expressed in words. They begin to find outputs from simple functions. Pupils use and interpret coordinates in the first quadrant.
P3/S1	Pupils use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. They order, add and subtract negative numbers in context. They use all four operations with decimals to two places, they reduce a fraction to its simplest form by cancelling common factors and solve simple problems involving ratios and direct proportion. They calculate the fractional or percentage part of quantities and measurements, using a calculator where appropriate. Pupils understand and use an appropriate non-calculator method for solving problems that involve multiplying and dividing any three digit number by any two digit number. They check their solutions by applying inverse operations or estimating using approximations. They construct, express in symbolic form and use simple formulae involving one or two operations. They use brackets appropriately. Pupils use and interpret coordinates in all four quadrants. They find the LCM and HCF of two numbers. Learners can generate coordinate points and plot the graphs of a simple linear function.

Level	Attainment Target 3: Shape, space and measures
P1	Pupils classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length, capacity and mass, and standard units of time, in a range of contexts.
P2	Pupils make 3-D mathematical models by linking given faces or edges and draw common 2-D shapes in different orientations on grids. They reflect simple shapes in a mirror line. They choose and use appropriate units and instruments, interpreting, with appropriate accuracy, numbers on a range of measuring instruments. They find perimeters of simple shapes and find areas by counting squares.
P3/S1	When constructing models (and when drawing or using shapes) pupils measure and draw angles of the nearest degree, and use language associated with angle. Pupils know the angle sum of a triangle and that of the angles at a point. They identify all the symmetries of 2-D shapes. They know the rough metric equivalents of imperial units still in daily use (and use and convert one metric unit to another). They make sensible estimates of a range of measures in relation to everyday situations. Pupils understand and use the formula for the area of a rectangle. Learners begin to use simple transformations.

Level	Attainment Target 4: Handling data
P1	Pupils extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms.
P2	Pupils collect discrete data and record them using a frequency table. They understand and use the mode and range to describe sets of data. They group data, where appropriate, in equal class intervals, represent collected data in frequency diagrams and interpret such diagrams. They construct and interpret simple line graphs.
P3/S1	Pupils understand and use the mean of discrete data. They compare two simple distributions, using the range and one of mode, media or mean. They interpret graphs and diagrams, including pie charts, and draw conclusions. They understand and use the probability scale from 0 to 1. Pupils find and justify probabilities, and approximations to these, by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate. They understand that different outcomes may result from repeating an experiment.

Appendix B: Codes

Type of code	Use of code	Code number
Cash-in codes	The cash-in code is used as an entry code to aggregate the pupil's scores to obtain the overall grade for the test. Centres will need to use the entry codes only when entering students for their test.	JMA01
Entry codes	The entry codes are used to: • enter a pupil for assessment • aggregate the pupil's paper scores to obtain the overall grade for the test.	Please refer to the Edexcel *Information Manual*, available on the Edexcel website**.**

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