



Pearson

Matched  
to the Pearson  
Edexcel  
iLowerSecondary  
Award and the  
UK National  
Curriculum.

# Your Guide to Maths Progress International

Create confident and numerate students  
ready for the International GCSE



# Every student can be a confident mathematician

That's why the Maths Progress programme was, and is, specifically founded on key principles to nurture students' confidence in maths.

The 10 evidence-based principles underpinning Maths Progress to build confidence and raise attainment are:

- ✓ Fluency
- ✓ Problem-solving
- ✓ Reflection
- ✓ Mathematical reasoning
- ✓ Progression
- ✓ Linking
- ✓ Multiplicative Reasoning
- ✓ Modelling
- ✓ Concrete-Pictorial-Abstract (CPA)
- ✓ Relevance

“ Students do say ‘I like maths’ a lot more than they used to. Maths Progress has obviously contributed to that. ”  
Head of Maths\*

# Introducing Maths Progress International

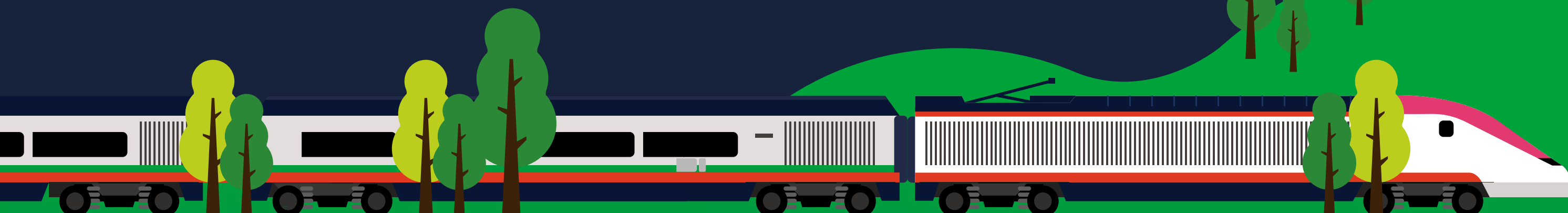
## Build the foundation for International GCSE Mathematics

Building on the popular KS3 Maths course, Maths Progress International has been designed specifically for international students and provides seamless progression to Pearson Edexcel International GCSE Mathematics (9-1), as well as matched to the Pearson Edexcel iLowerSecondary Award and the UK National Curriculum.

- ✓ International GCSE preparation including practice questions.
- ✓ Relevant, accessible wording, so language isn't a barrier to learning maths.
- ✓ Appropriate cultural sensitivities and international contexts to make it relatable.
- ✓ Matched to the iLowerSecondary Award and the UK National Curriculum so you can be sure you have all you need whatever curriculum you are following.

“ My confidence has grown. ”  
Year 8 Student\*

See the programme at a glance...



\*Quotations from the independent Impact Evaluation Study of KS3 Maths Progress undertaken with the Institute of Education, UCL. Read more at [pearsonglobalschools.com/MathsProgressInternational](https://www.pearsonglobalschools.com/MathsProgressInternational)

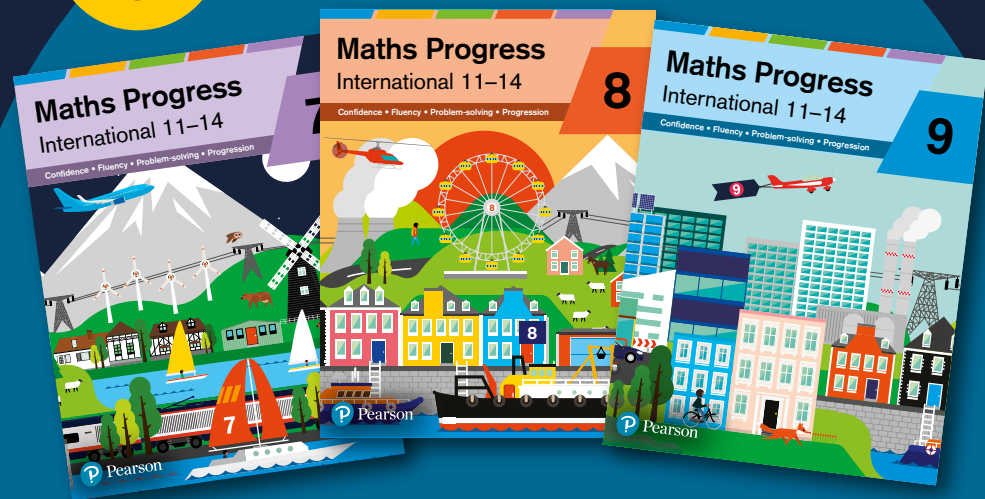
# What's in Maths Progress International?

Maths Progress International includes one Student Book and one Workbook per year plus online digital resources that work together to give you all the support you need for planning, teaching, progress tracking and assessing students' progress from 11-14 and beyond.



SEE PAGE 8

## Student Books



The Student Books come with built-in differentiation, fluency, problem-solving and reasoning so you can use them with your whole class. They follow the unique unit structure that's been shown to boost confidence and support every student's progress.

SEE PAGE 14

## Your online toolkit

### ActiveLearn

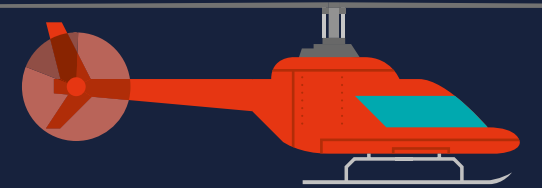
Our updated ActiveLearn service combines front-of-class teaching resources for Maths Progress International with online homework, videos and exercises, as well as planning and assessment materials.

## Workbooks

SEE PAGE 13



New to Maths Progress International, the write-in, full colour workbooks offer extra practice of key content, along with progression checkers at the end of each unit with plenty of dynamic student support.



# Progress with confidence

To help your 11-14 students progress and master maths with confidence, differentiation is embedded throughout the structure of each unit in the Student Book.

- A unique mastery approach that draws on global best practice and cutting-edge research.
- Impact evaluated with a study by the Institute of Education, UCL.
- Aligns seamlessly with our International GCSE resources for a consistent 11-16 experience.



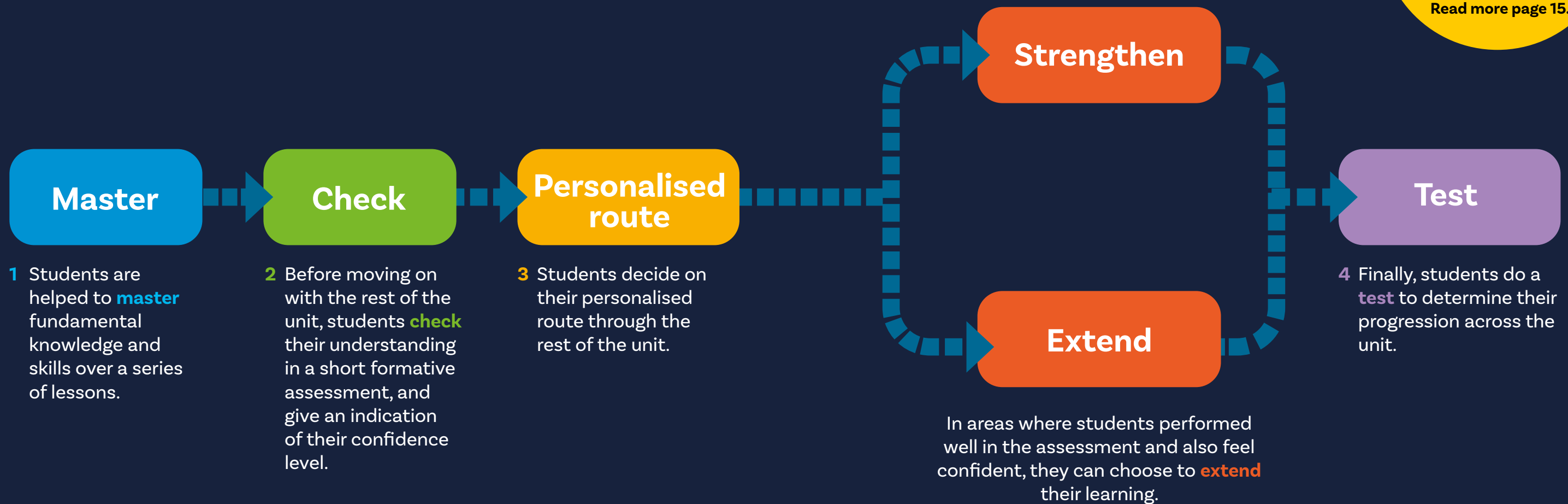
There is that clear structure embedded within each topic, and as a result the lessons have the questions building from basic skill to really advanced skill[s]. But they are open-ended - there are so many different approaches you can take.

Maths Teacher\*



## Did you know?

Maths Progress International is also matched to the Pearson Edexcel iLowerSecondary Award as well as providing full content from the UK curriculum. Read more page 15.





# A closer look at the Student Book

## Master

Where students are helped to master fundamental knowledge and skills over a series of lessons.

## Check

A short formative assessment where students can check their understanding.

### Lesson opener

Outlines lesson objectives and the fundamental knowledge and skills that students will master to boost confidence.

### Worked examples

Provide guidance around examples of key concepts with bar models, and other pictorial representations where needed.

### Key points

Explain key concepts and definitions where students need them.

### Formative assessment

Questions check on students' progress and learning and provide a route to further guidance or extension.

## 3 Equations, functions and formulae

Master Check P65 Strengthen P67 Extend P71 Test P75

### 3.1 Simplifying algebraic expressions

**You will learn to:**  
Simplify expressions by collecting like terms.

**Confidence**

**Why learn this?**  
Algebra is a language that people in every country in the world can understand. It doesn't need to be translated into Japanese, Spanish or any other language.

**Fluency**  
Write these additions as multiplications:  
 $5 + 5 + 5$   
 $9 + 9 + 9 + 9 + 9$   
 $10 + 10$   
 $18 + 18 + 18 + 18$

**Explore**  
Why do we 'simplify' in algebra?

**Key point**  
An algebraic expression e.g.  $3x + 2y$ , contains numbers and letters. Each part of an algebraic expression is called a **term**.

**Key point**  
Like terms contain the same letter (or do not contain a letter). You simplify an expression by collecting like terms.

**Q3e hint**  
 $9x - 7x = \square$

**Exercise 3.1**

- Write using index notation.  
 a  $3 \times 3 \times 3 \times 3$   
 c  $5 \times 5 \times 5 \times 5 \times 5 \times 5$   
 b  $2 \times 2 \times 2$

**Worked example**  
Simplify  $x + x + x$

Think of a rod that is  $x$  cm long.

When you put three rods together the total length is  $3x$  cm.

So  $x + x + x = 3x$

**Worked example**  
Simplify  $3b \times 2b$

$3b \times 2b = 3 \times b \times 2 \times b$   
 $= 3 \times 2 \times b \times b$   
 $= 6b^2$

The order of multiplication does not matter.

$\frac{8b}{4} = 2b$  means  $8b \div 4$ . Work out  $8 \div 4$ .

- Simplify  
 a  $2b \times 5b$   
 d  $\frac{12b}{4}$   
 b  $9a \times 3a$   
 e  $\frac{9a}{2}$   
 c  $3a \times 2a \times 3a$   
 f  $\frac{36b}{12}$
- Match the equivalent expressions.  
 $2x$     $4x - 3x$     $x \times x$     $x$     $3x + 4x$   
 $x + x$     $4x^2$     $3x$     $2x \times 2x$     $x^2$   
 $x \times 2x$     $7x$     $\frac{9x}{3}$     $2x^2$

**Topic links:** Order of operations, Indices

Unit 3 Equations, functions and formulae 54 55

## 3 Check up

Master P54 Check Strengthen P67 Extend P71 Test P75

Log how you did on your Student Progression Chart.

### Simplifying expressions

- Expand  
 a  $3(x + 4)$   
 d  $4t - t$   
 b  $2(a - w)$   
 e  $7x + 2b - 5x$   
 c  $5(11 - x)$   
 f  $10c - 5c$
- Simplify  
 a  $x + x$   
 d  $2 \times r \times r \times r \times r \times 5$   
 g  $y + 7$   
 b  $x \times x$   
 e  $5r \times r$   
 h  $\frac{12y}{6}$   
 c  $3 \times t \times t$   
 f  $7t \times 2t$
- Simplify  
 a  $y \times y \times y$   
 d  $2 \times r \times r \times r \times r \times 5$   
 g  $y + 7$   
 b  $x \times x$   
 e  $5r \times r$   
 h  $\frac{12y}{6}$   
 c  $3 \times t \times t$   
 f  $7t \times 2t$
- Simplify  
 a  $x^2 + 3x^2$   
 b  $x + x^2 + x$   
 c  $2 + x^2 + 2x^2 - 5$
- Expand  
 a  $x(x + 3)$   
 d  $2x(3x + 1)$   
 b  $b(b - 2)$   
 e  $4t(10 - 2t)$   
 c  $a(10 - a)$

### Substitution

- Area of rectangle = length  $\times$  width  
Work out the area of a rectangle with width = 12 cm and length = 7 cm.
- $T = 5B$  What is the value of  $T$  when  $B = 12$ ?
- Density =  $\frac{\text{mass}}{\text{volume}}$ , where mass is in kg, volume is in  $\text{m}^3$  and density is in  $\text{kg}/\text{m}^3$ .  
Work out the density of a block with mass 20 kg and volume  $4 \text{ m}^3$ .
- The approximate perimeter,  $P$ , of a semicircle can be calculated using the formula  $P = a + \frac{3a}{2}$ .  
Work out the approximate perimeter when  $a = 4$  cm.
- Use the formula  $b = 10t - c$  to work out the value of  $b$  when  
 a  $t = 3, c = 5$   
 b  $t = 1, c = 7$   
 c  $t = 4, c = -2$   
 d  $t = 3, c = -4$
- Work out the value of the expression  $ab + 2c$  when  $a = 2, b = 5, c = 9$ .
- What is the value of  $x^2$  when  $x = 7$ ?

65

Unit 3 Equations, functions and formulae 66

### Warm up

Lessons begin with accessible questions designed to recap prior knowledge, and develop students' mathematical fluency in the facts and skills they will soon be using.

### Hints and tips

Guide students to help build problem-solving strategies throughout the course.

### Reflect

Enables students to understand their own confidence levels with a topic so they can make the decision whether to 'strengthen' or 'extend' knowledge.



# A closer look at the Student Book

**Strengthen**  
Where students who are yet to develop a solid understanding and/or don't feel confident, can strengthen their learning.

**Hints**  
Support students with scaffolded guidance where they need it most.

**Visual reminders**  
Support learning and provide a different way of looking at a problem.

**3 Strengthen**

**You will:**  
Strengthen your understanding with practice.

**Simplifying expressions**

- Copy and complete.
  - $p + p + p = \square p$
  - $m + m + m + m = \square m$
  - $d + d$
  - $t + t + t + t + t$
- Simplify.
  - $2t + 3t$
  - $5g + 7g$
  - $10y - 3y$
  - $5p - p$
  - $10y + 2b + 3y$
  - $6m + n + 5m$
  - $4a + 3b - a$
  - $3g + 2b - 3b$
  - $4t + 7 - 2t$
  - $4y + 8 - 2 + 3y$
- Expand  $3(2 + 4)$ .
 

**Q3 hint**  
Draw bars to help.

$3 \times (2 + 4)$

$3 \times 2$      $3 \times 4$

$2 \quad 2 \quad 2$      $4 \quad 4 \quad 4$
- Copy and complete.
  - $2(x + 3) = \square x + \square$
  - $3(x + 4) = (x + 4) + (x + 4) + \square + \square$
  - $4(b + 2)$
  - $5(t + 3) = \square \times t + \square \times 3 = \square t + \square$
  - $3(6 + a)$
  - $2(r - 3) = \square \times r + \square \times -3$
  - $6(10 - b)$

**Q4a hint**  
Add the  $y$  terms first.

$x + 3$      $x + 3$

$x \quad 3$      $x \quad 3$

**Q1 hint**  
Draw bars to help.

$p \quad p \quad p$

**Q2a hint**  
Add the  $y$  terms first.

$10y \quad 3y$

**Q2e hint**  
Numbers, e.g. 7, can only be added to other numbers.

$7$

**Q6 hint**  
How many times is  $a$  multiplied by itself?

$a \times a \times a \times a$      $i \ a^4$

$b \ a \times a$      $ii \ a^2$

$c \ a \times a \times a \times a \times a$      $iii \ a^5$

$d \ a \times a \times a \times a$      $iv \ a^3$

$e \ a \times a \times a \times a \times a \times a$      $v \ a^6$

**Q7** Copy and complete.

- $2w \times 3w =$
- $4a \times 2a =$
- $3b \times 5b =$
- $8m \times 3m =$
- $9n \times 11n =$

**Q8** Simplify these. Which is the 'odd one out'?

- $n \times n$
- $n \times n$
- $2 \times n$
- $n \times 2$

**Q9a hint**

$m \times m$   
 $\frac{m \times m}{m \times 1}$   
 $m \times 1$

**Q9d hint**  
Draw the arrows.

$t^2 + t^2 = 2t^2$   
 $t^2 + t^2 = 2t^2$   
 $t^3 + t^3 = 2t^3$   
 $t^4 + t^4 = \square$

**Q11 hint**  
You can only add terms with the same letters and powers.

$t^2 + t^2 + 3t = \square t^2 + \square$

$p^2 + p + p$

$3x + x^2 + 2x$

**Unit 3 Equations, functions and formulae 68**

**Finance**  
Real life maths examples put learning into context.

**Problem-solving**  
Clearly signposted questions enable students to recognise that they need to try different strategies.

**Extend**  
Where students who have performed well in the 'Check up' and feel confident can build on and deepen their mathematical understanding.

**3 Extend**

**You will:**  
Extend your understanding with problem-solving.

- A square has sides of length  $x$ . Write and simplify an expression for its
  - a perimeter
  - b area
- A cube has edges of length 10 cm.
 

**Q6 hint**  
How many times is  $a$  multiplied by itself?

$a \times a \times a \times a$      $i \ a^4$

$b \ a \times a$      $ii \ a^2$

$c \ a \times a \times a \times a \times a$      $iii \ a^5$

$d \ a \times a \times a \times a$      $iv \ a^3$

$e \ a \times a \times a \times a \times a \times a$      $v \ a^6$
- Finance** Company 1 uses the formula  $C = 0.05M + 0.02T$  for calculating the cost of a mobile phone bill, where  $M$  = number of minutes of calls,  $T$  is the number of texts and  $C$  is in dollars.
  - a Work out the cost of bills for each of these customers.
    - Customer A: 10 minutes of calls, 1000 texts
    - Customer B: 300 minutes of calls, 20 texts
    - Customer C: 1000 minutes of calls
  - b Company 2 uses the formula  $C = 0.1M + 0.01T$ . Work out the bill for each of the customers if they used this company.
  - c Which company should each customer use?
- Problem-solving** Jasmin is working out coordinates using a rule. She takes the  $x$ -coordinate and puts it into the function machine to get a  $y$ -coordinate:
 

**Q4 hint**  
Start with  $x = 0$ .

$x$ -coordinate:  $\rightarrow +3 \rightarrow$   $y$ -coordinate

$x$ -coordinate:  $\rightarrow +3 \rightarrow$   $y$ -coordinate

Work out several pairs of coordinates and plot them on a coordinate grid. Join them with a line. What do you notice? Design your own function machine and generate coordinates. Plot them and join them with a line. What do you notice?

**Unit 3 Equations, functions and formulae 71**

- A triangle has side length  $n$  cm. The second side is 5 less than double the first. The third side is twice the length of the second. Write an expression for the perimeter of the triangle in terms of  $n$ . Simplify your expression as much as possible.
- In the pyramid, each brick is the sum of the two bricks below. Work out the missing expressions.
 

$4a + 4b$

$3a + b$

$a + b$

$b$
- A magician uses this number trick: Think of a number. Add 3. Multiply it by 2. Subtract double the number you first thought of. The number you have is 6. Explain the trick.
 

**Q7 hint**  
Call the unknown number ' $x$ ' and construct an algebraic expression.
- In a magic square the diagonals, rows and columns all sum to the same total.
  - a Write the numbers 1–9 in the magic square (using each number only once) so that all the diagonals, rows and columns sum to 15. Three numbers have been written for you.
  - b Write the algebraic expressions in the magic square so that all the rows, columns and diagonals sum to  $3c$ .
- When  $a = -2$  and  $b = 4$  all but one of these expressions have the same value. Which is the 'odd one out'?
 

$b - a$      $2b + a$      $\frac{2b^2}{b}$      $7^2 - 2b + a$      $-a - b$      $a - b$
- This is part of a spreadsheet a shop uses to calculate wages.
 

	A	B	C	D
1	Pay per hour	Number of hours	Pay	
2	Mrs Badri	8	25	$= B2 \times C2$
3	Mr Gupta	7	17	
4	Mrs Alam	15	15	
5		$= (B2 + B3 + B4) / 3$	$= (C2 + C3 + C4) / 3$	
6				

  - a What value will be calculated in cell D2?
  - b What expressions should be written in cells D3 and D4 to calculate the wages of Mr Gupta and Mrs Alam?
  - c The value in cell B4 is changed to £19. What value will show in cell D4?
  - d The expression in C5 calculates the mean number of hours worked. What is this value?
  - e What does the expression in cell B5 calculate?

**Key point**  
In spreadsheets \* is used instead of  $\times$ .

**Unit 3 Equations, functions and formulae 72**

**3 Unit test**

Log how you did on your Student Progression Chart.

- To convert between hours and minutes use the formula minutes = number of hours  $\times$  60. Work out the number of minutes in 7 hours.
- The formula for calculating the perimeter of a shape,  $P$ , is  $P = 2a + 3b$ . Work out the value of  $P$  when  $a = 5$  and  $b = 7$ .
- Use the formula  $m = \frac{c}{100}$  for converting centimetres,  $c$ , to metres,  $m$ . Work out the value of  $m$  when  $c = 325$ .
- Use the formula  $D = \frac{n(n-3)}{2}$  to work out the value of  $D$  when  $n = 4$ .
- Expand.
  - a  $3(x + 4)$
  - b  $5(x - 7)$
  - c  $7(10 - x)$
- Write an expression for
  - a 2 less than  $y$
  - b 5 times  $m$
  - c  $y$  divided by 10
  - d  $x$  more than  $y$ .
- Angela is paid £10 more than Imogen. Write a formula connecting the amount Angela is paid,  $A$ , and the amount Imogen is paid,  $I$ .
- Write an expression for
  - a  $b$  multiplied by itself
  - b double  $b$
  - c  $a$  divided by  $b$ .
- Work out the value of these expressions when  $p = 3$ ,  $q = 6$ .
  - a  $2(p + 3)$
  - b  $5(2p + q)$
- Simplify by collecting like terms.
  - a  $x + 2x$
  - b  $6x + 2y - 3x$
  - c  $10 + 12y + 7 - 14y$

**Unit 3 Equations, functions and formulae 75**

- When  $a = 5$ ,  $b = 11$  and  $c = 9$  work out the value of
  - a  $4a + 2c$
  - b  $20 - 3a$
  - c  $10c - 2b + a$
- Use the formula  $z = 2m - a$  to work out the value of  $z$  when
  - a  $m = 3$ ,  $a = 5$
  - b  $m = 1$ ,  $a = -7$
- Simplify.
  - a  $r \times r \times r \times r \times r$
  - b  $2 \times y \times 7 \times y \times y$
  - c  $3y \times y$
  - d  $3m \times 5m$
  - e  $18x + 3$
- Simplify by collecting like terms.
  - a  $3r^2 + 10r^2$
  - b  $12x + 3x^2 - 5x$
- Expand.
  - a  $x(x + 7)$
  - b  $r(r - 5)$
  - c  $2b(b + 5)$
  - d  $3b(2b - 4)$
- Find the value of each expression when  $b = 2$  and  $a = 1$ .
  - a  $b^2$
  - b  $b^2 - m$
  - c  $\frac{b + 2m}{2}$
  - d  $m^2 - b^2$
  - e  $3(m - b)$

**Challenge**

- Are there any values of  $x$  that make these pairs of
  - a  $2x^2$  and  $2x$
  - b  $6x - 3$  and  $3x + 6$
  - c  $\frac{3x}{2}$  and  $\frac{2x}{3}$
  - d  $2(3x + 5)$  and  $2(3x - 5)$
- Reflect** Look back at the work you have done in this unit. Find a question that you could not answer immediately, but that you worked hard at, and then answered correctly. How do you feel when you find it difficult to answer a maths question? Write down the strategies you use to help you when you have difficulty. How do you feel when you eventually understand and get the correct answer?

**Unit 3 Equations, functions and formulae 76**

## Unit test

**Monitoring progress**  
Provides a quick assessment that covers everything learned in the unit, making it easy to see where students are progressing or where additional support might be needed.

Reflect



# A focus on STEM

STEM lessons focus on key science, technology, engineering and maths skills to give students the aspiration, knowledge and skills to thrive and succeed into STEM-related careers.



# A closer look at the Workbook

The write-in student workbooks offer extra practice of key content along with student support, confidence checkers and progression charts, giving students the chance to reflect on their progress and take ownership of their work.



**Master** Check P65 Strengthen P67 Extend P71 Test P75

## 3.2 Writing algebraic expressions

**You will learn to:**  
• Write expressions using four operations.

**Confidence**

**Fluency**  
Work out:  
•  $5^2$   
•  $9^2$   
•  $1^4$

**Explore**  
Think of a number. Double it. Add 10. Divide by 2. Subtract your original number. Try this with different numbers. What answer do you get? Why?

**Why learn this?**  
Computers are programmed using a computer algebra system (CAS).

**Exercise 3.2**

1 Simplify  
a  $2x + 3x - 5x$     b  $3x^2 - 4x + 2x^2$     c  $3x + 5 - 2x + 4$

2 Simplify  
a  $y \times y$     b  $b \times b \times b$     c  $4 \times 2n$   
d  $4b \times 2b$     e  $\frac{16c}{4}$

3 John collects coins. He has  $b$  coins. Write an expression for how many he has when there are  
a 2 more    b 4 fewer    c 17 more  
d 5 times as many    e half as many.

4 Haruto is  $m$  years old. Write expressions for the ages of each of these people.  
a Laila is 4 times as old as Haruto.  
b Maggie is 5 years older than Haruto.  
c Ami is 6 years younger than Haruto.  
d Iman is half the age of Haruto.  
e Rashid is 5 years older than twice Haruto's age.  
f Ruth is 3 years younger than 5 times Haruto's age.

**Q3a hint**

**Q3d hint**

**Q3e hint**  
Finding half is the same as dividing by 2.

**Q5a hint**  
Try it with numbers. How would you write 5 more than 3?

6  $t$  represents a number. Write and simplify an expression for  
a 2 more than triple the number    b 5 less than double the number  
c 4 more than double the number    d the number added to itself  
e the number subtract 5    f the number multiplied by itself  
g the number divided by 3    h 3 divided by the number.

**Q6a Literacy hint**  
"Triple" means  $\times 3$ .

**Worked example**  
Write an expression for each function machine.  
a

b

7 Write an expression for the output of each function machine.  
a

b

c

d

8 A rectangle has width  $b$ . The length is 5 more than the height.

a Write an expression for the length.  
b Write and simplify an expression for the perimeter.  
c Calculate the perimeter of the rectangle when  $b = 10$  cm.

9 **Explore** Think of a number. Double it. Add 10. Halve it. Take away your original number. Try this with different numbers. What answer do you get? Why?  
Is it easier to explore this question now that you have completed the lesson?  
What further information do you need to be able to answer this?

10 **Reflect** This lesson suggested bar modelling and function machines to help you with writing expressions. Did they help you? How?  
Did you use any other methods? Explain the method(s) you used.

57    Topic links: Order of operations, Graphs    Active Learn Year 7, Section 3.2    Unit 3 Equations, functions and formulae 58

### Guided

Guided questions with partially worked solutions help students structure their answers.

**2.1 Master** Factors, primes and multiples

1 Here is a list of numbers.  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25  
Circle the prime numbers.

**A prime number has exactly two factors: 1 and itself.**

2 a Write down all the factors of  
i 12  $1 \times 12 = 12$ ,  $2 \times 6 = 12$ ,  $3 \times 4 = 12$ . Factors are 1, 2, 3, 4, 6, 12  
ii 18  $1 \times 18$ ,  $2 \times \dots$   
iii 25

b Write down all of the prime factors of each number in part a.  
i 2, 3  
ii .....  
iii .....

**A prime factor is a factor of a number that is also a prime number.**

3 **Problem-solving** Simon finds all the factors of a number. This is his list.  
1, 2, 3, 4, ....., 8, 10, 12, ....., 20, 24, ....., 48, ....., 80, 120, 240  
What are the missing numbers?

4 a Write down all the factors of 6. ....  
b Write down all the factors of 15. ....  
c Write down all the factors of 15. ....  
d What is the highest common factor (HCF) of 6 and 15? .....

**The highest common factor (HCF) of two numbers is the largest number.**

e Find the HCF of each of these pairs of numbers.  
i 8 and 20 .....  
ii 9 and 27 .....

**Worked example**

5 a List the first 8 multiples of 4. ....  
b List the first 8 multiples of 8. ....  
c Write down the common multiples of 4 and 8 that are in both lists. ....  
d What is the lowest common multiple (LCM) of 4 and 8? .....

**The lowest common multiple (LCM) of two numbers is the smallest number that is a multiple of both numbers.**

6 **STEM** The diagram shows two cogs.  
The larger cog has 10 teeth and the smaller cog has 6 teeth.  
The cogs start to turn with the black dots next to each other.  
What is the smallest number of turns each cog must make before the black dots are next to each other again?

**Check** Tick each box as your confidence in this topic improves. ☹️ 😐 😊  
2    Need extra help? Go to page 18 and tick the boxes next to Q1-3. Then have a go at them once you've finished 2.1-2.6.

### QR codes

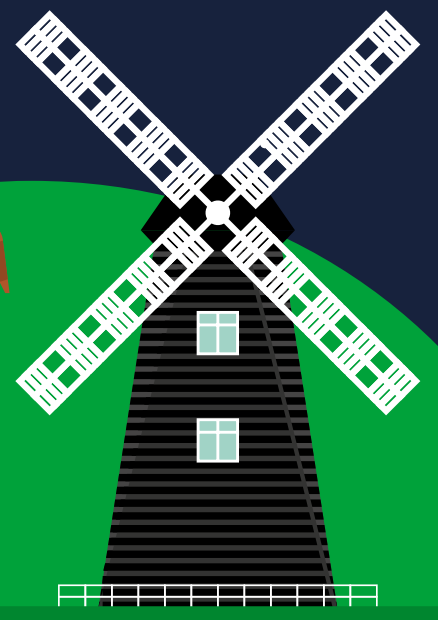
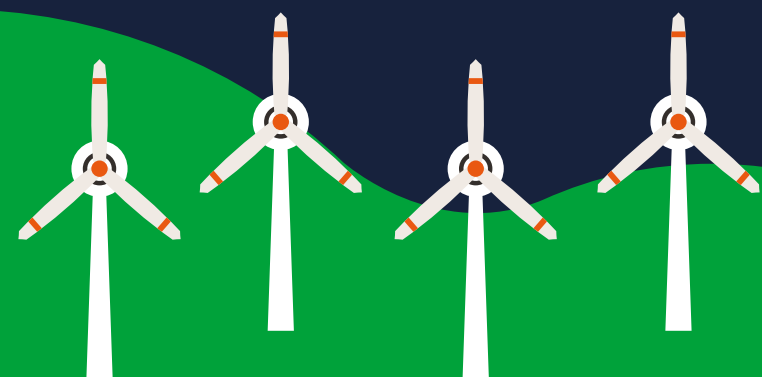
QR codes give students direct access to worked example videos on their phones or tablets providing crucial support for tricky questions.

### STEM

STEM questions highlight important links to using science in real life.

### Worked examples

Provide guidance around examples of key concepts with images, bar models, and other pictorial representations where needed.



## Active Learn

### Teaching Resources

Interactive front-of-class teaching resources that boost engagement and inspire students.

### Planning

Complete support for planning and teaching with detailed teaching notes, planning guides and lesson ideas.

### Assessment

Track students' progress from 11-16. It will save you time and give you confidence in your data to plan appropriate intervention.

### Student Resources

Hundreds of auto-marked activities for students to use in lessons or at home to build on their learning and practice.

## Progression to International GCSE

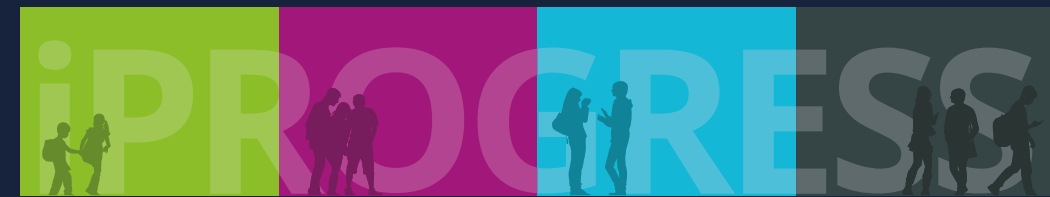
**Maths Progress International** offers a seamless transition for progression into Pearson Edexcel International GCSE Mathematics (9-1) and beyond.

Pearson Edexcel International GCSE (9-1) qualifications are comparable to the UK GCSE, with appropriate international content and assessment that will enable successful progression for learners.

We have a range of resources available to help you prepare your students for success in Pearson Edexcel's world class qualifications.

**Find out more**

[pearsonglobalschools.com/internationalGCSE](https://pearsonglobalschools.com/internationalGCSE)



Maths Progress International is also fully matched to the **Pearson Edexcel iLower Secondary award**, part of the iProgress family. From Primary through to Secondary, iProgress delivers a consistent and high-quality educational experience for students aged 5 to 19, by providing globally recognised qualifications and curriculum-matched resources at each school stage.

Based on the UK curriculum but designed with a global outlook, iProgress is a learning journey for your students from Pearson Edexcel, and includes iPrimary, iLowerSecondary, International GCSE (IG) and International A Level (IAL).





# There's lots more to see online...

[pearsonglobalschools.com/MathsProgressInternational](https://pearsonglobalschools.com/MathsProgressInternational)

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