

INTERNATIONAL ADVANCED LEVEL

MATHEMATICS/ FURTHER MATHEMATICS/ PURE MATHEMATICS GETTING STARTED GUIDE

Pearson Edexcel International Advanced Subsidiary in Mathematics (XMA01)

Pearson Edexcel International Advanced Subsidiary in Further Mathematics (XFM01)

Pearson Edexcel International Advanced Subsidiary in Pure Mathematics (XPM01)

Pearson Edexcel International Advanced Level in Mathematics (YMA01)

Pearson Edexcel International Advanced Level in Further Mathematics (YFM01)

Pearson Edexcel International Advanced Level in Pure Mathematics (YPM01)

First teaching September 2018

First examination from January 2019

First certification from August 2019 (International
Advanced Subsidiary) and August 2020 (International
Advanced Level)



Getting Started Guide: IAL Mathematics 2018

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Getting started for teachers

1. Introduction

Research and key principles

This Getting Started guide will give you an overview of the International Advanced Level (IAL) in Mathematics qualification and what it means for you and your students. This guidance is intended to help you plan the course in outline and give you further insight into the principles behind the content to help you and your students succeed.

Key principles

The specification has been developed with the following key principles:

Clear specification

Clear guidance on what students need to learn, providing clarity for planning, teaching and assessment. A review of other curricula and qualifications was undertaken to ensure that it is comparable with those taken in high-performing jurisdictions internationally. Key stakeholders were consulted on content and assessment, including higher education academics, teachers and employers to ensure this qualification is suitable for an international context

Progression, not repetition

The specification allows the development of understanding while at the same time avoiding repetition, ensuring students are engaged and thereby inspired to develop their knowledge.

Reflect today's global world

The International Advanced Level in Mathematics specification develops an understanding of current developments in mathematics.

Clear assessments

Clear and consistent use of command words across assessments and between series. Our approach to assessments, definitions for the command words and details of how the command words are explained can be found in the glossary.

Clear mark schemes

The new mark schemes provide a consistent understanding of the skills, and connections between these skills, required for each question type. Clear wording reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and markers.

Skills for progression

The variety of content that will be found in the examination allows the student to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment.

1.2 Support for the new specification

Our package of support to help you plan and implement the new specification includes:

Getting Ready to Teach events – We will provide Getting Ready to Teach events, delivered by subject specialists, ahead of the first teaching in September 2018. This training event will outline all the requirements for teaching and learning in the new specification to support teachers to deliver their teaching with confidence.

Planning – In this guide, we have provided a course planner that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will be providing suggested resource lists and suggested activities.

Understanding the standard – Sample Assessment Materials will be provided.

Tracking learner progress – Results Plus provides the most detailed analysis available of your students' exam performance. It can help you identify topics and skills where students could benefit from further learning.

Subject Adviser service/(Maths Emporium) – Our Maths Emporium service, contains over 15,000 files to do with Edexcel Mathematics and all the qualifications that we offer, including past papers, mark schemes, examiner reports and grade boundaries. You can sign up [here](#) for an account.

Our subject advisor team, can be contacted with any questions in the following ways:

- E-mail: mathsemporium@pearson.com
- Phone
 - Intl: + 44 (0)20 7010 2174

Centres may find it beneficial to review this document in conjunction with:

- [International Advanced Level Mathematics Sample Assessment Material](#)
- [Assessment Objective descriptors in International Advanced Level Mathematics specification](#)

2. Qualification overview

What has changed?

This section provides an overview of the course to help you see what you will need to teach. The overview gives a general summary of each of the examined papers.

2.1 Changes to specification

Content area	What has changed?	What is added?
Pure mathematics C12	Content is now separated into P1 and P2	P1 1.7 Interpret linear and quadratic inequalities graphically 1.8 Represent linear and quadratic inequalities graphically P2 Section 1 Proof 4.3 Increasing sequences, decreasing sequences and periodic sequences
Pure mathematics C34	Content is now separated into P3 and P4	P4 1.1 Proof by contradiction
Decision mathematics D1	Algorithms on graph is extended Matchings has been removed	3.2 Travelling Salesman 3.3 3.4

The applied mathematics and further pure mathematics units are unchanged.

Changes to Assessment objectives

The Assessment Objectives and weightings are as follows:

Assessment objective		Minimum weighting
AO1	Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of contexts.	30%
AO2	Construct rigorous mathematical arguments and proofs through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions, including the construction of extended arguments for handling substantial problems presented in unstructured form.	30%
AO3	Recall, select and use their knowledge of standard mathematical models to represent situations in the real world; recognise and understand given representations involving standard models; present and interpret results from such models in terms of the original situation, including discussion of the assumptions made and refinement of such models.	10%
AO4	Comprehend translations of common realistic contexts into mathematics; use the results of calculations to make predictions, or comment on the context; and, where appropriate, read critically and comprehend longer mathematical arguments or examples of applications.	5%
AO5	Use contemporary calculator technology and other permitted resources (such as formulae booklets or statistical tables) accurately and efficiently; understand when not to use such technology, and its limitations. Give answers to appropriate accuracy.	5%

3. Planning

3.1 Planning and delivering the course

The IAL in Mathematics qualification can be taught and assessed as either:

- distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
- a linear course, that is assessed in its entirety at the end

One of the first decisions that centres will have to make is whether they intend to offer a sequential or thematic approach. A modular A Level will offer a more flexible approach as topics can be selected in an order that meets the needs of the students.

With examinations available in January, June and October there is flexibility for unit delivery and teaching.

We have provided an editable scheme of work including a suggested teaching plan to support you in planning your teaching of the new qualifications.

3.2 Suggested resources

To support the teaching and learning of the new specification, we have provided a comprehensive list of suggested resources throughout the scheme of work.

4. Content guidance

Introduction

This section provides an overview of the content of each of the units. The specification contains more detail on what each of the content headings include.

Pure Mathematics 1:
Topics Algebra and functions; coordinate geometry in the (x,y) plane; trigonometry; differentiation; integration
Pure Mathematics 2:
Topics Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration
Pure Mathematics 3:
Topics Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods

Pure Mathematics 4:

Topics

Proof;
algebra and functions;
coordinate geometry in the (x, y) plane;
binomial expansion;
differentiation;
integration;
vectors

Further Mathematics 1:

Topics

Complex numbers;
roots of quadratic equations;
numerical solution of equations;
coordinate systems;
matrix algebra;
transformations using matrices;
series;
proof

Further Mathematics 2:

Topics

Inequalities;
series;
further complex numbers;
first order differential equations;
second order differential equations;
Maclaurin and Taylor series;
Polar coordinates

Further Mathematics 3:

Topics

Hyperbolic functions;
further coordinate systems;
differentiation;
integration;
vectors;
further matrix algebra

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Mechanics 1:

Topics

Mathematical models in mechanics;
vectors in mechanics;
kinematics of a particle moving in a straight line;
dynamics of a particle moving in a straight line or plane;
statics of a particle;
moments

Mechanics 2:

Topics

Kinematics of a particle moving in a straight line or plane;
centres of mass;
work and energy;
collisions;
statics of rigid bodies

Mechanics 3:

Topics

Further kinematics;
elastic strings and springs;
further dynamics;
motion in a circle;
statics of rigid bodies

Statistics 1:

Topics

Mathematical models in probability and statistics;
representation and summary of data;
probability;
correlation and regression;
discrete random variables;
discrete distributions;
the Normal distribution

Statistics 2:
Topics The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests
Statistics 3:
Topics Combinations of random variables; sampling; estimation, confidence intervals and tests; goodness of fit and contingency tables; regression and correlation
Decision Mathematics 1:
Topics Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming

5. Assessment guidance

Each of the above units:

- is externally assessed
- has a written examination of 1 hour and 30 minutes
- has 75 marks

When students have taken an eligible combination of units for a qualification, they are entitled to claim that qualification. The process of claiming a qualification is often referred to as *cashing in*. This can only take place in an exam series and is done by entering the qualification code for the qualification along with the entry codes for any units being taken in the same exam series.

The allowable unit combinations for each of the qualifications in the specification are given below.

Pearson Edexcel International Advanced Subsidiary

The International Advanced Subsidiary in Mathematics, Further Mathematics and Pure Mathematics qualifications each consist of three externally-examined units:

Qualification	Compulsory units	Optional units
International Advanced Subsidiary in Mathematics	P1, P2	M1, S1, D1
International Advanced Subsidiary in Further Mathematics	FP1	FP2, FP3, M1, M2, M3, S1, S2, S3, D1
International Advanced Subsidiary in Pure Mathematics	P1, P2, FP1	

Pearson Edexcel International Advanced Level

The International Advanced Level in Mathematics, Further Mathematics and Pure Mathematics qualifications each consist of six externally-examined units:

Qualification	Compulsory units	Optional units
International Advanced Level in Mathematics	P1, P2, P3, P4	M1 and S1 or M1 and D1 or M1 and M2 or S1 and D1 or S1 and S2
International Advanced Level in Further Mathematics	FP1 and either FP2 or FP3	FP2, FP3, M1, M2, M3, S1, S2, S3, D1
International Advanced Level in Pure Mathematics	P1, P2, P3, P4, FP1	FP2 or FP3

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The certification of each qualification requires different contributing units. For example, students who are awarded certificates in both International Advanced Level Mathematics and International Advanced Level Further Mathematics must use unit results from 12 different units, i.e. once a unit result has been used to cash in for a qualification, it cannot be re-used to cash in for another qualification.

Results

Scores in unit tests are converted to a uniform mark scale in order to generate qualification results. Students will receive a uniform mark between 0 and 100 for each unit.

The uniform marks at each grade threshold for each unit are:

Maximum uniform mark	A	B	C	D	E
100	80	70	60	50	40

The minimum uniform marks required for each qualification grade:

International Advanced Subsidiary (cash-in code: XMA01, XFM01, XPM01)

Maximum uniform mark	A	B	C	D	E
300	240	210	180	150	120

Students with a uniform mark in the range 0–119 will be Unclassified (U).

International Advanced Level (cash-in code: YMA01, YFM01, YPM01)

Maximum uniform mark	A	B	C	D	E
600	480	420	360	300	240

Students with a uniform mark in the range 0–239 will be Unclassified (U).

For International Advanced Level in Mathematics, A* will be awarded to students who have achieved grade A overall (at least 480 of the 600 maximum uniform mark) and at least 180 of the 200 combined maximum uniform mark for the P3 and P4 units.

For International Advanced Level in Further Mathematics, A* will be awarded to students who have achieved a grade A overall (at least 480 of the 600 maximum uniform mark) and at least 270 of the

300 combined maximum uniform mark for their best three IA2 units (whether pure or application units).

For International Advanced Level in Pure Mathematics, A* will be awarded to students who have achieved a grade A overall (at least 480 of the 600 maximum uniform mark) and at least 270 of the 300 combined maximum uniform mark for their IA2 units.

6. Examination entry codes

Unit name	Legacy entry code	New 2018 Code
C12	WMA01	WMA11
		WMA12
C34	WMA02	WMA13
		WMA14
D1	WDM01	WDM11
M1	WME01	No change
M2	WME02	No change
M3	WME03	No change
S1	WST01	No change
S2	WST02	No change
S3	WST03	No change
FP1	WFM01	No change
FP2	WFM02	No change
FP3	WFM03	No change
Cash-in codes		
IAS MATHEMATICS	XMA01	No change
IAL MATHEMATICS	YMA01	No change
IAS FURTHER MATHS	XFM01	No change
IAL FURTHER MATHS	YFM01	No change
IAS PURE MATHEMATICS	XPM01	No change
IAL PURE MATHEMATICS	YPMO1	No change

7. Unit examination unit availability table

Please continue to refer to the [Information Manual](#) for update unit availability for all series.

Specification	Level	Units	Jun 2018	Oct 2018	Jan 2019	Jun 2019	Oct 2019	Jan 2020	Jun 2020	Oct 2020	Jan 2021
MATHEMATICS 2013 SPECIFICATION											
Core Maths	A5	WMA01	✓	✓	✓	✓	✓	✓	✓	x	x
Core Maths	A2	WMA02	✓	✓	✓	✓	✓	✓	✓	x	x
Mechanics 1	A5	WME01	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mechanics 2	A2	WME02	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mechanics 3	A2	WME03	✓	x	✓	✓	x	✓	✓	x	✓
Statistics 1	A5	WST01	✓	✓	✓	✓	✓	✓	✓	✓	✓
Statistics 2	A2	WST02	✓	✓	✓	✓	✓	✓	✓	✓	✓
Statistics 3	A2	WST03	✓	x	x	✓	x	x	✓	x	✓
Further Pure Maths 1	A5	WFM01	✓	x	✓	✓	x	✓	✓	x	✓
Further Pure Maths 2	A2	WFM02	✓	x	x	✓	x	x	✓	x	✓
Further Pure Maths 3	A2	WFM03	✓	x	x	✓	x	x	✓	x	✓
Decision Maths 1	A5	WDM01	✓	x	✓	✓	x	✓	✓	x	x
NEW MATHEMATICS 2018 SPECIFICATION											
Pure Maths 1	A5	WMA11	x	x	✓	✓	✓	✓	✓	✓	✓
Pure Maths 2	A5	WMA12	x	x	x	✓	✓	✓	✓	✓	✓
Pure Maths 3	A2	WMA13	x	x	x	x	x	✓	✓	✓	✓
Pure Maths 4	A2	WMA14	x	x	x	x	x	x	✓	✓	✓
Decision Maths 1	A5	WDM11	x	x	x	✓	x	✓	✓	x	✓

8. Transferable skills

8.1 Why transferable skills?

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. Ensuring that IAL qualifications will help improve student outcomes through the acquisition of these transferable skills, as well as subject content and skills, is a key aim for Pearson.

Through our teaching materials and support offered we want to:

1. increase awareness of transferable skills that are already being assessed (for both students and teachers)
2. indicate where, for teachers, there are opportunities to teach additional skills that won't be formally assessed, but that would be of benefit to students
3. ensure these opportunities are embedded in the teaching and learning, so that they are not an additional burden or requirement for teachers and students.



8.2 Defining transferable skills

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework ^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework. The framework includes cognitive, intrapersonal skills and interpersonal Skills.

^[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

^[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

9. NRC framework skills – IAL Mathematics skills interpretation

Sources: Cognitive/Intrapersonal and Interpersonal skills adapted and taken from the NRC framework

NRC framework skill	Skill interpretation in this subject	Where the skill is covered in content
Cognitive skills		
Cognitive Processes and Strategies		Cognitive Process and strategies are a key focus of Mathematics. All of the maths content could be cited for each of these skills.
Critical thinking	Using many different pieces of mathematical information (sometimes seemingly unrelated) and synthesising this information to arrive at a solution to a mathematics-based problem. Evaluating the suitability and/or limitations of models used. Evaluating the reasonableness of information/data given and that found.	Aims: Bullet point 2, 5, 8 A02, A03 Pure Maths 2: section 1 Pure Maths 4: section 1
Problem solving	Assimilating information given, or data found, determining the goal and establishing at least one route from the one to the other. Combining information in what is often a multi-step process. Drawing diagrams and introducing helpful notation. Selecting the most efficient route to the solution from other possible routes. Checking that the answer is reasonable. Selecting and realising an elegant solution	Aims: Bullet point 2, 3, 4, 5, 8 A01, A02, A03, A04, A05 This is a key focus of all Pure Mathematics and the Applied mathematics options (- Statistics, Mechanics and Decision Mathematics.)
Analysis	Analysing given information and data, determining if it is relevant or irrelevant to the solution of the problem. For the information/data that is relevant analysing its credibility and how it should be used in the solution of the problem. Using formal methods of mathematical analysis e.g. considering limits as variables tend to infinity or zero.	Aims: Bullet point 5 A02, A03, A04, A05 Pure Maths 2: 4.4 Pure Maths 3: 3.4; 6.1, 6.2

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Reasoning/argumentation	Constructing a reasoned, logical argument and being able to defend it if necessary. Being able to deduce additional information from given information. Thinking logically and precisely and being able to prove, justify or argue that the approach taken is valid. Detecting any flaws, omissions or errors in reasoning.	Aims: Bullet point 2, 3, 4, 5, 6, 7, 8, 9 AO1, AO2, AO3, AO4, AO5
Interpretation	Assimilating information given in a variety of ways, text, diagrams, charts, tables, graphs etc, and in a variety of forms. Being able to explain solutions and reasoning in a variety of ways, producing, as appropriate, their own text, diagrams, charts, table, graphs etc. Interpreting the precise meaning of technical terminology and its implications. Choosing to use, and using, technical terminology correctly in their own work.	Aims: Bullet point 5, 6, 7, 8, 9 AO3, AO4, AO5
Decision making	Comparing possible solutions or routes to solutions and making a choice about their preferred route or solution. Using formal mathematical decision- making algorithms Evaluating the reasonableness of solutions or hypotheses and deciding if they should be accepted or not.	Aims: Bullet point 2, 5, 8 AO2, AO3, AO4, AO5 (Very formally in Decision Mathematics.)
Adaptive learning	Responding to unfamiliar contexts and situations. Being able to adapt standard techniques to non-standard situations. Understanding when special situations may enable a more elegant or efficient solution. Checking that the solution is plausible. Determining how a model could be refined to make them more realistic.	Aims: Bullet point 1, 2, 3, 4, 5, 7, 8, 9, 10 AO2, 3, 4,
Executive function	Carrying out successfully a planned approach to the solution of a problem. Understanding the situation, planning a route through the problem and following it accurately to find the solution. Reviewing the solution to see if the solution is plausible and to see if there is a more efficient route.	Aims: Bullet point 2, 3, 4, 5, 6, 7, 8, 9, 10 AO1, AO2, AO3, AO4, AO5

Creativity		When solving problems students are required to be creative. In Mathematics, students are mostly asked to solve problems. So all of the content could be listed here.
Creativity	Creating problem solving routes through unfamiliar problems. Showing insight in dealing with unfamiliar situations, contexts or problems. Producing elegant, efficient methods of solution, or in presenting a solution or display of data	Aims: Bullet point 2, 3, 4, 5, 6, 8, 9 A02, A03, A04
Innovation	Using insight to find the links between two situations or topics. Exploiting these links to use, or adapt, techniques, methods, strategies learnt in one situation to the other, seeing isomorphisms. Understanding when the situations are so different that this is not possible.	Aims: Bullet point 2, 3, 4, 5, 6, 8, 9 A02, A03, A04
Intrapersonal skills		
Intellectual openness		Students of Mathematics require intellectual openness as one of the core skills. Students are exposed to new ideas, new approaches to solutions, new problems every time they study/explore. The whole of the content could therefore be listed here.
Adaptability	Respond to a new concept, idea, topic, model or scenario in an open and positive spirit, showing the ability to broaden conceptual horizons in interpreting and understanding the new material.	Aims: Bullet point 3, 4, 5, 8, 9, 10 A03, A04, A05
Personal and social responsibility	Use mathematics to undertake a specific task for which one is accountable or which develops social awareness in response to ideas. Use Mathematics to communicate social ideas and to analyse claims made by others.	Aims: Bullet point 5, 6, 7, 8, 9, 10 A02, A03, A04, A05
Continuous learning	Reflecting on ideas learnt, problems met, whether solved or not, and using these to improve on one's own performance in the future. Taking an active role in planning one's own learning. Setting goals and meeting them in a continually	Aims: Bullet point 1, 2, 3, 4, 5, 8, 9, 10 A02, A03, A04, A05

	developing fashion. Understanding how ideas, such as rigorous logical thought, can be applied to future decision-making situations, used to assess the credibility of arguments and validate claims.	
Intellectual interest and curiosity	Undertake a research or learning task which is self-directed. Pursuing a line of personal interest through appropriate research methods, including using information and computer technology and wider reading. Exploring further ideas met during the course of study. Seeing how mathematics can be applied to other fields of study	Aims: Bullet point 2, 3, 4, 5, 7, 8, 9, 10 A02, A03, A04, A05
Work ethic/conscientiousness		
Initiative	Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters. Study material prior to a lesson on that topic. Decide to challenge oneself by tackling more challenging problems on a topic	Aims: Bullet point 2, 3, 5, 6, 7, 8, 9, 10 A02, A03, A04
Self-direction	Planning and carrying out tasks under one's own direction.	Aims: Bullet point 2, 10 A02, A03
Responsibility	Take responsibility for any errors or omissions in work and create a plan to improve.	Aims: Bullet point 2, 9, 10 A02, A03
Perseverance	Actively seek new ways to continue to improve own learning, despite setbacks, with willingness to re-try, start again, try a different approach, undertake further learning or keep at a task until completed.	Aims: Bullet point 1, 2, 3, 8, 9, 10 A02, A03
Productivity	Working effectively and to a high standard in response to mathematical problems.	Aims: Bullet point 1, 2, 10 A02, A03
Self-regulation (metacognition, forethought, reflection)	Developing strategies over time, including self-assessment and critical review, for reflecting on the success or otherwise of the work.	Aims: Bullet point 2, 3, 5, 9, 10 A01, A02, A03, A04, A05
Ethics	Producing output with a specific moral purpose or exploring the ethical intentions of a piece of mathematics.	Aims: Bullet point 2, 3, 5, 6, 9, 10 A02, A03

	Use mathematics (such as logical reasoning, statistics etc) as a tool to communicate, evaluate and debate ethical issues.	
Integrity	Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate. Crediting other's input as appropriate.	Aims: Bullet point 2, 5, 6, 7, 8, 9, 10 A02, A03, A04, A05
Positive Core Self Evaluation		
Self-monitoring/self-evaluation/self-reinforcement	Developing the self-motivated habit of planning, completing and reviewing one's own work as a matter of habit, critically and constructively.	Aims: Bullet point 1, 2, 3, 5, 8, 9, 10 A02, A03, A04, A05
Interpersonal skills		
Teamwork and collaboration		
Communication	Use mathematics as an effective medium of communication of ideas, concepts and solutions to problems. Use questioning skills appropriately to elicit further information or information needed.	Aims: Bullet point 2, 5, 6, 7, 8, 9 A02, A03, A04, A05
Collaboration	Sharing work with others to break down a mathematical task, or separate cases, into more manageable pieces.	Aims: Bullet point 2, 4, 5, 6, 7, 8, 9, 10 A02, A03, A04, A05
Teamwork	Working with other students to solve mathematical problems, explore strategies or pool ideas.	Aims: Bullet point 2, 4, 5, 6, 7, 8, 9, 10 A02, A03, A04, A05
Co-operation	Sharing resources, ideas, strategies and results with other students.	Aims: Bullet point 2, 4, 5, 6, 7, 8, 9, 10 A02, A03, A04, A05
Interpersonal skills	Use verbal and non-verbal communication skills in a discussion.	Aims: Bullet point 2, 5, 6, 7, 8, 9, 10 A02, A03, A04, A05
Empathy/perspective taking	Advocating the position of another in a discussion. Being sensitive to the feelings of others when correcting their mathematical work.	Aims: Bullet point 2, 5, 6, 7, 8, 9, 10 A02, A03, A04, A05

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Negotiation	Attempting to reach shared conclusions with others, compromising, where appropriate by using negotiation skills.	Aims: Bullet point 2, 3, 5, 6, 7, 8, 9, 10 A02, A03, A04, A05
Leadership		
Leadership	Taking a leading part in a group task, assigning sub-tasks, considering representations and different viewpoints. Resolving conflict.	Aims: Bullet point 2, 3, 5, 6, 9, 10 A02, A03, A04, A05
Responsibility	Taking responsibility for delivering, within agreed time constraints, one's own part within a group task.	Aims: Bullet point 2, 5, 6, 8, 9, 10 A02, A03, A04, A05
Assertive communication	Directing work to a conclusion and addressing conflicting viewpoints. Using persuasive techniques effectively to convince of a point of view.	Aims: Bullet point 2, 3, 5, 6, 7, 9, 10 A02, A03, A04, A05
Self-presentation	Presenting a topic, idea or solution to the class.	Aims: Bullet point 2, 3, 4, 5, 6, 7, 8, 9, 10 A01, A02, A03, A04, A05