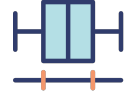


ST6 Spread and standardised scores



Personal learning checklist | 1 of 2

Edexcel GCSE Statistics 1ST0 | Both papers · Foundation and Higher

Name _____ Class _____ Date _____

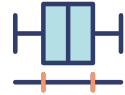
Tick one box for each statement. Red: need help. Amber: partly confident.
Green: can do independently.

Higher statements are labelled. Show full workings, construct graphs and use real sourced data for enquiry tasks.

I can	Red	Amber	Green
Range, quartiles and percentiles			
Calculate ranges, quartiles and IQR using a clearly stated ordered-data convention.	☐	☐	☐
Read and interpret percentile boundaries and cumulative positions.	☐	☐	☐
Investigate outliers and justify correction, retention or separate analysis.	☐	☐	☐
Compare median and IQR in context while distinguishing IQR from overall range.	☐	☐	☐
Apply translation and positive scaling to range and IQR.	☐	☐	☐

My next revision priority _____

ST6 Spread and standardised scores



Personal learning checklist | 2 of 2

Edexcel GCSE Statistics 1ST0 | Both papers · Foundation and Higher

Name _____ Class _____ Date _____

Tick one box for each statement. Red: need help. Amber: partly confident.
Green: can do independently.

Higher statements are labelled. Show full workings, construct graphs and use real sourced data for enquiry tasks.

I can	Red	Amber	Green
Higher — standard deviation and outlier rules			
Higher: calculate and interpret named interpercentile and interdecile ranges.	☐	☐	☐
Higher: calculate population variance and SD for raw and frequency data.	☐	☐	☐
Higher: estimate grouped SD using weighted midpoints and appropriate calculator output.	☐	☐	☐
Higher: compare means and SDs and explain transformation effects.	☐	☐	☐
Higher: calculate quartile and three-SD outlier boundaries and interpret strict inequalities.	☐	☐	☐
Higher: calculate standardised scores and compare relative position in context.	☐	☐	☐

My next revision priority _____