Principal Examiner Feedback

January 2016

Pearson Edexcel Level 1 Award
in Number and Measure (ANM10)
Paper 1A + 1B

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Introduction

This exam paper was found to be relatively straight forward and gave a good range of marks for the award of a pass.

Though many students showed their working there was still far too many cases when it was missing and caused many students to lose marks.

Almost all students had the necessary equipment which was gratifying to see. However there were some blank responses to Q10 indicating there were some students without equipment and some students also drew angles freehand.

Judging by the number of non-calculator methods shown for some of the solutions in Section A, the calculator allowed section, a significant number of students did not seem to have a calculator or if they did they chose not to use it.

The students continue to mix up their methods when finding perimeter and area of rectangles and the volume of cuboids.

The design of this paper and the performance of students on this paper were consistent with previous papers so allowing a pass mark of about 66% of the total mark to be considered as showing proficiency in Number and Measure at Level 1.

Report on Individual Questions

Section A

Question 1

This question was very well understood and almost all students scored high marks thus showing they can read information from a scale though in part (b) many students gave the incorrect answer of 68 thinking that it was a unit scale not one that went up in twos.

Question 2

2   Students often mixed up perimeter and area in this question though some were able to gain one mark for finding the semi-perimeter in (a). In (b) a common mistake was to multiply all four numbers together rather than multiplying the length and the width.

Question 3

This question was well answered with correct answers given for all parts in part (a). In part (b) students often made mistakes such as writing 860, 9.0 or 9.00 rather than giving the answer correct to the nearest whole number.

Question 4

A well understood question with almost all students scoring marks. The most common mistakes were to ignore the multiple amounts but two marks were allowed for the answer of £14.01 for a correct follow through for this error. Many students found the cost of 4 tins or 3 brushes but not both but could gain 3 marks for a correct answer from their incorrect total.

Question 5

Whilst most students could tackle one part in this question only about a quarter of the students obtained the 4 marks available. Common mistakes were to divide by 5 and multiply by 8 in the fraction in part (a) and to divide 240 by 30 or 3 whilst trying to find the percentage.

Question 6

The majority of students were able to give a partially correct answer to this question as some omitted the am in 5 50 am or the leading 0 in 05 50. In part (b) again this session there was a minority of students thinking that there are 100 seconds in a minute and gave the answer as 245 seconds rather than 165 seconds.

Question 7

This question on drawing a bar chart and finding the mode was probably the best answered question on the paper with almost all students scoring the four marks available.

Question 8

Though using a mileage chart is quite a common question on these papers this question was not well answered. Many students added the numbers in the rows whilst others read off or added the numbers along the diagonals. In part (b) one common wrong answer was to use the correct distances for Bristol to Swansea and Swansea to London as 81 and 187 but then add the distance from London to Cardiff rather than London to Bristol whilst others simply added all the numbers in the table or just the left hand column.

Question 9

Though many students gave the correct answer to this question many fell short by only calculating 1% or gave the answer as £408 or £392 for which they were awarded partial credit.

Question 10

Part (a) was almost always correct but in (b) drawing an obtuse angle at *P* was poorly attempted. Many drew an acute angle of 50° instead whilst others drew the angle at a different point on the line. They were awarded the mark as long as their correct angle was identified.

Question 11

Parts (a) and (c) were almost always written in the correct order though students often made mistakes with the decimals in part (b).

Question 12

This question was poorly answered with few students being able to deal with the cost of the units in pence and the monthly charge in pounds in this electricity bill. Many gave the special case answers where the students ignored the difference between pence and pounds and one of the most common wrong answer was to add £15.50, 10p and 17p and give the answer as £15.67 for which one mark was awarded if the answer was a correctly written sum of money.

Question 13

Though students knew what they needed to do in this question many could not identify 5 as a prime number or 12 as a common factor of 24 and 36.

Question 14

Though students are getting better at dealing with calendar questions many still could not remember there were 30 days in June. However part (a) was usually very well answered but 6th July was a common wrong answer for part (b) following on from the assumption that there are 31 days in June.

Question 15

Here again it was common to see many students trying to find the perimeter of the shape or just adding the given lengths. Some students were able to obtain marks for finding one area correctly though many giving the correct answer of 16 missed out on the units mark for forgetting to write cm^2.

Section B

Question 1

Though this question was straightforward many students made simple calculation errors. Part (a) was almost always correct and in part (b) the most common wrong answer was 55.4 where students did not understand decomposition. Part (c) was usually well answered with repeated addition often seen done correctly.

Question 2

A well understood and well answered question on identifying which units to use in different situations. Part (a) was less well answered than part (b) which was almost always correct.

Question 3

This changing length units question caused problems for many students as they frequently wrote 7.3 cm instead of 7.3 m in part (a) but part (b) was answered more successfully where they knew there were 1000 g in a kilogram. Another common mistake in (a) was to add all three dimensions rather than taking away the 85 cm.

Question 4

The most common wrong answer here was to write 8 30 pm for the answer by the significant number of students who thought that there were 100 minutes in an hour though it was pleasing to see many correct answers.

Question 5

Another successful question where students remembered their multiplication tables and could also write 608 in words and give 4397 as 4000 to the nearest thousand. Students had less success when they had to give the answer to (e) as 2 tenths or even as tenths.

Question 6

A well understood question that was answered well by most students. Interestingly all the distractors were selected by some students.

Question 7

This volume of a cuboid question was not well answered as there were far too many students who simply added the three lengths rather than multiplying them whilst a smaller number tried to find the surface area.

Question 8

This negative number question with number line was very well understood and answered.

Question 9

In this fraction question students had most success with part (a) and (c). In part (b) though many could find an equivalent fraction to ¾ many gave answers such as ⅔. As one might expect a common wrong answer in part (d) was $\frac{3}{0}$.

Question 10

This question was usually well answered and well understood with the inevitable wrong answers of 4.5 in (a) and $\frac{6}{100}$ in (b).

Summary

- Writing numbers to the nearest whole number or to one decimal place
- Using mileage charts
- Calculating utility bills from given information
- Dealing with time e.g. converting time units, adding on time and the number of days in a month
- Working out the fractions and percentages of quantities caused problems with many students
- Calculation of perimeters, areas of rectangles and volumes of cuboids need attention with students still mixing up perimeter and area of a rectangle in particular

Grade Boundaries

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http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx