Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel Awards
In Number and Measure Level 1 (ANM10_1B)

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General Comments

- This exam paper was accessible to many and gave a good range of marks for the award of a pass.
- There was evidence to suggest that students did not always choose to use a calculator on section A.
- Students continue to mix up methods, especially for area and perimeter of a rectangle and volume of a cuboid where they sometimes found surface area or length of edges.
- Students must read questions carefully so that they give the answer that is required, for example on section, question 17 some students found the sum of the two amounts of money rather than the difference.
- Students must make sure they bring mathematical equipment to the examination and use it correctly as there was evidence that some were unable to draw the line on section B, question 5b.
- A lack of working for questions that were almost correct caused a lot of students to lose method marks especially on question 16, the area of a shape made from rectangles.

Section B

1. Part (a) of this question was very well answered with many students giving a correct answer to the addition of the three numbers, with a few who made a small slip gaining one mark. The few who gained no marks often just added the first two numbers or wrote the numbers left aligned showing an incorrect understanding of place value. Part (b) was the least successfully attempted part of the question. Those who wrote 56.0 – 23.7 in a column made the best attempts, but not all of these could deal with the decomposition of 6 into 5 and ten tenths. Part (c) was generally well answered with all three methods on the mark scheme used regularly. Arithmetic errors were common and it was not unusual to see 7 × 3 = 21 written as 2 in the units column with a carry of 1 into the tens column.

2. In part (a) most students showed a correct answer to 89 × 1000 but some incorrectly gave 8900

   Again, for part (b) most students knew that 7 × 8 is 56 with a few giving answers such as 49 or 63
   Nearly all students were able to write the number six hundred and fifteen in figures.

3. Of those who answered part (a) nearly all were able to correctly write the numbers in order or size. This was also true for the percentages in part (b) with few gaining zero marks. Students find putting decimals in order much harder than numbers or fractions, so part (c) was not as well done as the other parts. Also putting the fractions in the correct order for part (d) was also more poorly done with several students ordering the numerators or the denominators rather than the whole fractions.

4. This question on fractions worthy of 4 marks together saw most students gaining at least 2 marks. Prat (a) giving the fraction of the rectangle shaded was done the best with few incorrect answers seen. Part (b)(i) was poorly done, with many thinking that equivalent fractions have the same denominators. Part (b)(ii) was fairly well done, with many students showing they could subtract the fractions. Part (b)(iii) was reasonably done with incorrect answers such as 1/3 given for 9/12 in simplest form.

5. This time the students needed to measure the angle rather than draw it and there was a good level of success. Common mistakes were to read the protractor the wrong way round and give 55 degrees rather than 125 degrees. Others read the protractor only slightly incorrectly giving answers

such as 120 degrees or 125 degrees. For part (b) most students were able to draw a line of length 10 cm, although we did see blank responses suggesting a lack of a ruler and lines of length 11 cm, where we think they started measuring at 1 cm rather than 0.

6. Nearly 60% of students were able to correctly give the amount which gave the most sensible estimate for the total cost of 4 trees at £19.95 each. Those incorrect often gave the answer of C or £24 which suggested they had added, rather than multiplied the figures.

7. This question had four questions relating to a given timetable. Part (a) asking for the time the 12 47 got to Westbury was mostly correct. Part (b) was a little bit more involved and the students had to show more understanding because the Trowbridge times were written in the column of times rather than the end times; less got the correct answer. Part (c) asked students to find the length of time for a train to get from Swindon to Westbury and this had a mixed response, but several were correct and we also saw a lot of 'nearly correct' times as well as some that were very far out. About 75% of students were able to correctly give the latest train Zain could catch from Chippenham to get to Westbury by 12 noon, showing a good understanding of this part of the question.

8. For parts (a)(i) and (a)(ii) most students were able to use the number line to work out both of the calculations involving negative numbers. The few incorrect responses were usually one out, showing they had probably counted the number itself rather than moving on one. For part (b) most students were able to use the number line to order the given list of numbers.

9. This question needed students was testing students knowledge of metric and imperial units.

   In (a) most students were able to correctly tell us that the metric unit used to give the weight of a packet of crisps, although some gave kilograms which would be a very heavy packet of crisps and so not suitable.
   In (b) we saw a pleasing response with feet or foot commonly seen.
   It was disappointing in (c) that 40% of students could not change 4.32 metres to centimetres.

Summary

Based on their performance on this paper, students are offered the following advice:

- Read questions very carefully and ensure the answer is what is asked for.

- Use the calculator when allowed to do so, i.e. on section A.

- Show all working clearly even on the calculator section.

- Learn conversions between metric units of length, weight and capacity.

- Learn the calculations needed for area, perimeter and volume, and know not to get them mixed up.

- Spend more time revising fractions and decimals and various bills, eg phone bills, gas bills, electricity bills etc