edexcel

Principal Examiner Feedback

January 2015

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2015
Publications Code EA040660

Contents

Edexcel Award in Number and Measure (ANM10)
Principal Examiner Feedback – Level 1

Introduction

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

The number of students showing their working is improving though there were still cases when it was missing and caused many students to lose marks.

Almost all students had the necessary equipment which was gratifying to see.

The students often mixed up their methods when finding perimeter, area and volume.

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.

Reports on Individual Questions

Section A

Question 1

This question was well understood and most students scored high marks thus showing they can use a calculator for the basic processes. Students did fall down when they had to write 34.86 to the nearest whole number. 34 was a common wrong answer.

Question 2

Part (a) was almost always correct but many students misread the scale and wrote 43 instead of 46 for part (b).

Question 3

A well understood question with almost all students scoring marks. The most common mistake was to ignore the multiple amounts but two marks were allowed for the answer of £5.88 for a correct follow through for this error.

Question 4

Almost all students could read the timetable in part (a) but were often confused in (b) because not all trains stopped at Rhyl. In part (c) students that had the most success realised they only had to subtract 12 09 from 12 24. Many tried, almost always unsuccessfully, to find the journey times for each train and then make the subtraction. Again this session there were many students thinking there are 100 minutes in an hour.

Question 5

This volume of a cuboid question was usually well answered but there were far too many students who simply added the three lengths rather than multiplying them. Even so, some students went on to give the units as cm^3 and scored a mark for the units.

Question 6

The success rate in the simple interest question is growing with each session. Students are now beginning to realise they only had to find 3% of £250; though many did add £7.50 to £250 and were not penalised for their subsequent work.

Question 7

Most students scored at least one mark for being able to tell the time though not all were able to give it as 18 45 or 6 45 p.m. Many just wrote 6 45 or quarter to seven. In part (b) the result of dividing 250 by 60 of 4.166… was often written as 4 minutes 16 seconds. These students were awarded one mark for their division. Only about a third of the students could give the answer as 4 minutes 10 seconds.

Question 8

This was probably the best answered question on the paper with almost all students scoring the five marks available.

Question 9

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 and to divide 360 by 4 or even write it as $4 \times 100 \div 360$.

Question 10

The line in part (a) was almost always measured correctly but in part (b) students often made mistakes with the drawing of the angle of 65º. Some drew it in the wrong place but if it was correct it was awarded the mark. Some drew the supplementary angle of 125º whilst others measured 65º from a vertical at *P*.

Question 11

In parts (a) and (c) students' responses were almost always correct whilst in (b) students often made mistakes usually with the positioning of the 6.

Question 12

Another well understood question but inevitably there were those students who mixed up the multiples and factors in parts (a) and (b) whilst 5 as a prime number was not always identified. A few students wrote 2 but as it was not in the list this was not allowed.

Question 13

Students' performance in this question is improving with more of them able to remember which months have 30 or 31 days. However many could not cope with counting back into November in part (b).

Question 14

Utility bills are a common feature of these papers and students' performance is improving however they still frequently make the mistake of working in pence to find the cost of the calls and texts but then add 15 pence rather than £15.

Question 15

Many students struggled with this question as they worked out the perimeter of the shape rather than its area. They could earn one mark however if they showed the missing length of 4 metres.

Section B

Question 1

Though this question was straightforward, many students made simple calculation errors. The worst mistakes were made in part (b) where a lot of students took 0.4 away from zero and got 0.4 and many tried to take 25 away from 16.4 to obtain 11.4

Question 2

This question was well understood though many students struggled with volume units and often wrote metres rather than litres or gallons for the amount of water in a swimming pool. Parts (a) and (c) were usually correct.

Question 3

The most common mistake in this question was to add all the three measurements rather than adding the first two and taking away the third. The most successful students were those that dealt with the kilograms and grams separately.

Question 4

The first four parts of this question were well answered but few students were able to give the value of the 3 in the hundredths column. We did condone the answer of hundredth.

Question 5

Most students were able to give the correct answer of D or £200 though a few did actually work out the answer in full but were not awarded any marks as they had not answered the question.

Question 6

Again here students often mixed up perimeter and area though not so often as in Question 15 of Section A.

Question 7

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

Question 8

In this fraction question students had most success with part (a).
In part (b) students often gave an answer of $\frac{3}{4}$ whilst in part (c) they did not cancel down sufficiently to get the answer of $\frac{1}{2}$.

Question 9

Students had least success with part (a) in this question as they often wrote 3.5

Parts (b) and (c) were well answered though inevitably some students did give the answer to part (c) as $\frac{7}{20}$ rather than $\frac{7}{10}$.

Summary

- Writing numbers to the nearest whole number.
- Reading scales where the divisions are two rather than one.
- Changing between units of length, weight and capacity.
- Dealing with time e.g. difference between two times and the number of days in a month.
- Working out the fractions of quantities and simple interest.
- Calculation of perimeters, areas and volumes of cuboids and distinguishing between the perimeter and the area of a rectangle.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL