

Principal Examiner Feedback

Summer 2014

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

Summer 2014

Publications Code EA039776

All the material in this publication is copyright

© Pearson Education Ltd 2014

Contents

| | | |
|---|-------|---|
| 1.) Introduction | ----- | 1 |
| 2.) Examiner Report – Level 1 Section A | ----- | 1 |
| 3.) Examiner Report – Level 1 Section B | ----- | 5 |
| 4.) Grade Boundaries | ----- | 7 |

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.

All students seemed to have a ruler and calculator but there were many blank responses where a protractor was needed.

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

Reports on Individual Questions

Section A

Question 1

This question was very well understood and well answered with almost all students giving the correct answers for reading from the number line and for showing the number on the number line.

Question 2

Finding the perimeter of the rectangle was not well understood with many students finding the area.

Question 3

Reading the bus timetable was well understood with most students giving the correct answers for parts (a) and (b).

However when it came to finding the difference in the time from 1117 to 1210 many students often thought there were 100 minutes in an hour and gave the answer as 93 minutes instead of 53 minutes.

Question 4

The straightforward numerical questions in part (a) was well answered though very few students were able to write 7.32 correct to one decimal place with 73.2 and 7.30 being common errors.

Question 5

This question was well understood and most students gained two or three marks. The most common error was to only include the cost of one bottle of water or one packet of crisps.

Question 6

Finding $\frac{3}{5}$ of 200 was not well understood though one mark was often gained for dividing 200 by 5 or multiplying 200 by 3. However finding 25% of 60 was a much more successful question for students.

Question 7

Writing down the time on a clock-face was well answered but a surprising number of students did not write the leading zero or am so failed to gain the second mark.

In part (b) however most students were able to calculate the number of seconds in $3\frac{1}{2}$ minutes.

Question 8

Finding the simple interest on £200 at 4% for one year was very poorly answered with only a small number of successful answers.

Question 9

Many students thought there were 100 grams in a kilogram but the majority gave the correct answer to this changing units' question.

In part (b) the success rate of this type of question where lengths have to be added and subtracted is improving with about half of students being successful though many students just added the three lengths..

Question 10

Reading information from a bar line graph was well understood and well answered by all students.

Question 11

Students were very successful in measuring the straight line but the success rate for drawing an obtuse angle was significantly lower.

Question 12

Putting whole numbers and percentages in order was very well answered but when the students had to order decimals the success rate dropped significantly.

Question 13

Reading a calendar is not well understood on these papers. However the success rate is improving year on year but most of the students have little realisation of the number of days in each month.

Question 14

The most common answer to this question was unfortunately the wrong one. Most students added the units and then multiplied by £0.12. They did get a partial reward as a Special case of 2 marks was awarded.

Question 15

Many students found the perimeter instead of the area of the shape made from the two rectangles. Partial marks were earned by those students that split the shape into two rectangles or found the unmarked lengths.

Section B

Question 1

This question was all about using non calculator methods to add, subtract and multiply. Addition of money was well answered but students often made mistakes when they had to align decimal numbers correctly. Subtraction with decomposition of 700 was often riddled with errors and students often were confused with multiplication by 8 because they did not use a suitable structure.

Question 2

This question was well understood with the distance from Birmingham to Cardiff being the most successful though many students chose inappropriate units for capacity and weight.

Question 3

Parts (a), (b) and (c) were the best understood in this question but writing 564 to the nearest hundred was poorly answered and there were very few correct answers to the value of the 3 in 5.36

Question 4

In part (a) many students were able to complete the negative portion of the number line though a surprising number thought that it should start at -1 rather than -5 . Students are getting better at handling negative numbers and many used their number line successfully to give correct answers to (b) and (c) and were able to order the negative and positive numbers in (d).

Question 5

The success rate on this negative number question was very high. It certainly helps the understanding when the negative number line is given with the question.

Question 6

This fraction question was rather like a curate's egg. Parts (d) and (e) were well answered but parts (a) to (c) were only answered correctly by less than half the students as equivalent fractions and finding the largest fraction was not well understood.

Question 7

Many students tried to find the area of the faces whilst others wrote $5 \times 3 \times 2$ but were unable to give the answer of 30 and a large number of students made a mistake with writing the cm^3

Question 8

Subtracting fractions was well understood this time and a surprising number of students gave the correct answer.

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>

