Examiners' Report
Principal Examiner Feedback

Summer 2022

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

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

General Comments

1. This exam paper was accessible to many and gave a good range of marks for the award of a pass.

2. There was evidence to suggest that students did not always choose to use a calculator on Section A.

3. 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.

4. Students must ensure that they understand answers given by a calculator, for example on Q1a on Section A some students misunderstood 76/5 to mean 76.5.

5. Students must make sure they bring mathematical equipment to the examination and use it correctly as there was evidence that some were unable to measure the angle on Q1b of Section B.

6. A lack of working for questions that were almost correct caused a lot of students to lose method marks especially on question Q7 of Section B where we sometimes saw no method at all.

Comments on individual questions

Section A

1. Nearly all students were able to achieve these 3 marks by correctly using their calculator to find the answers to these calculations. In part (a) an obvious lack of calculator caused issues as students tried to do the calculation without a calculator. A few showed a lack of understanding of the answer 76/5 and wrote this as 76.5. Some thought that that they had to subtract the 4.15 aswell as the 7.65. In part (b) we saw mostly correct answers with the occasional incorrect answer due to not using a calculator or having no or a wrongly placed decimal point. In part (c) we also saw mostly correct answers with the most common incorrect answer being 5.15 (from dividing by 4 instead of 0.4).

2. Was quite well answered but a variety of errors were frequently seen e.g. forgetting to give units, not knowing how many centimetres in a metre, treating metres in the same way as centimetres when adding/subtracting or adding all three lengths.

3. For part (a) and (b) most students that answered got the mark, the most common incorrect answers being 6 or 9. Whereas on part (c) the most common incorrect answer was 27.

4. For part (a) if students had been able to use the calculator facility for fractions this should have been easy. If students knew what to do they generally gained two marks with one mark for a correct method but an incorrect answer being rarely given. The most common incorrect answer was 1800, as the candidate multiplied by the denominator and divided by the numerator. Surprisingly, in part (b), students found finding 15% of 840 harder than finding a fraction of an amount. Those who attempted the question but didn't achieve any marks usually divided the 840 by the 15 which gave an answer of 56.

5. This was generally well answered. Most students knew the method they needed to use but some made numerical errors, which could have been avoided by using a calculator. There seemed fewer candidates struggling with units this session and usually the pence were converted to pounds correctly. It was interesting that some subtracted the cost from £20 instead of £10, showing that they had not read the question properly. There were many misreads seen in this question with £1.42 written as £1.45 being the most common. Some did not show the subtraction at all which meant that they lost an extra mark if their subtraction was incorrect.

6. This was generally well answered. Students often multiplied the dimensions together to give 1920 as a final answer. Those who did not gain full marks usually added the dimensions together and some made attempts at calculating the surface area, or partial surface area (i.e. finding the area of 2 or 3 faces and adding them together).

7. Most were able to convert 3/5 to a decimal with the most common stated incorrect answer being 3.5. For part (b) answers such as 0.7, 1/7 and 7/100 were common incorrect ones.

8. Most were able to tell us that Wednesday was the day for the 15th April 2020. The most common incorrect answer was Sunday due to some candidates thinking that the 1st was to go in the first box and the month started on Sunday the 1st. The date three weeks after the 21st April was more difficult. Problems included not knowing how many days are in April, thinking that April must finish on a Saturday and so continuing the dates to the 32nd of April, not knowing which month comes after April or counting on 2 weeks rather than 3. Students should note that we leave the calendar blank and expect them to use it to count on – and in this case if they had shown us that the 5th of May was on a Tuesday then we would have awarded them a method mark.

9. Most students were able to gain the 3 marks available for correctly using the table to answer the questions. The odd mistake was made such as finding the second youngest rather than the youngest or stating the age of the youngest rather than their name.

10. Students tend to be particularly good at recognising numbers on number scales and in part (a), where the notches on the scale where each worth 1 unit, about 90% of students gained full marks. Part (b) was slightly less well answered, but correct by about 80% of pupils, where some found the scale of one notch equal to 2 units a bit more difficult. In part (c) most students could write the number given in words in figures and found part (d) rounding 547 to the nearest ten quite straightforward.

11. Most students were able to gain the first 2 marks available for correctly reading from the bar chart. If a student didn't get the first two marks, it was usually due to leaving it blank. The odd mistake was made such as stating the frequency rather than the type of snack or the two snacks with the highest frequency rather than the same frequency. Part (c) was less well answered with the most common incorrect answer being 11 from adding rather than subtracting the frequencies

12. This question was not well answered by the majority of students, with few gaining full marks. Part (a) was often better answered than part (b) Candidates who gained full marks for part (a) often added 65, 13, 6.50 and 2.60 from the table of values. Candidates often wrote their answer as 87.1 instead of to 2 decimal places, this was accepted for full marks. In part (b), students who did not gain full marks often misinterpreted the question and converted £91 into dollars and gained 118.3 as their solution.

13. Many students correctly worked out 5.50/12 = 0.4583.... and gained the method mark, some continued on to give a correct answer 46p to gain full marks. However, a significant number of students either gave a final answer of 0.46p, 45p or 50p. These answers obtained from not converting their answer from pounds into pence, incorrect rounding, or rounding to the nearest 10p respectively. The most common mistake was by those who divided 12 by 5.5 and got an answer of 2.18.

14. This question on area was poorly done. In part (a) it was rare to see a correct measurement for the missing side with common incorrect values being 6.1cm (measuring the line), 9, 5, 4 (from 9 – 5). Others left this blank. In part (b), some students were able to give the area of one of the rectangles, and this was awarded M1. Most students could not complete the full area calculation; only a small minority gained full marks for this question. Calculations given were often linked to the perimeter or involved multiplying the lengths of all the sides together.

15. Many students gained at least one mark. Most students clearly knew that they could divide 260 by 60 to find that there were 4 full hours but often then wrote 4 hours and 33 minutes. A few students thought that 260 minutes could be written as 2 hours and 60 minutes, forgetting that there are 60 minutes and not 100 minutes in an hour.

16. There have been many utility bills in the past, so this question should not have been a surprise to students. We did see a good performance from a fair number but also some students who showed little understanding of what was needed. The numbers were often added, subtracted, multiplied or divided seemingly at random. There were some who multiplied the monthly charge of £12.35 by 12 (for 12 months) or by 31 for the number of days in January. For those who started well some were confused by the need to have consistent units so could only score 2 marks.

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.

•Learn how to do simple approximating questions.