Examiners' Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel Awards
In Number and Measure Level 1 (ANM10)
Paper 1B

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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 B

1. For part (a) most students had access to a ruler and drew a (horizontal) line of the correct length, though a significant number made a freehand attempt first. In part (b) students needed to measure a given angle of 65 degrees. Common mistakes were to read the protractor the wrong way round and state 115 degrees rather than 65 degrees. A good number gave us an angle of 70 degrees which could potentially be due to guesswork as they were without a protractor.

2. Students taking this paper were not always competent at changing units in the metric system. They were much better at changing 600 centimetres into metres than changing 2.5 kilograms into grams.

3. Of those who answered part (a) nearly all were able to correctly write the percentages in order of size. The students found putting the decimals in order much harder. Some of those that didn't obtain any marks for part (b) knew that 0.07 is smaller than 0.1 but then thought that 0.2 was smaller than 0.16 On part (c) those that attempted the question but obtained no marks usually put the three amounts of money that were given in pence first followed by the two amounts given in pounds.

4. For part (a) a surprisingly large number of students were unable to give a correct metric unit used to give the height of a bus. Students did not know the imperial unit that can be used to give the distance of London to Birmingham, although they did show us they knew the correct metric unit as kilometres, as this was the most common incorrect answer.

5. For part (a) we saw a good number of correct answers but we saw common incorrect answers of 97 and 9700. For part (b) we saw a good number of correct answers to 63 ÷ 9 with a few incorrectly giving answers such as 6 or 8.

6. For part (a), those giving an answer in 24 hour format were often successful, or had one of the two elements incorrect to score one mark. Those aiming for 1.50 pm often had at least two of the three required elements, but 2.50 and 1.50 were common incorrect and partially correct answers respectively. For part (b) adding 1 hour and 20 minutes to 15:30 was usually correct when answered in the same format as the question, candidates not having to convert a number of minutes greater than or equal to 60. 4.50 was also offered by many candidates. Too many candidates offered their answer in two or three different formats, which is unnecessary.

7. This question on working out sums without the use of a calculator was fairly well done. For part a, the addition was well set out and usually performed accurately, or with a single slip. A small number aligned the digits on the left, rather than aligning the unit digits, which made progress difficult. Some added two of the numbers first and then forgot to add on the third. For part (b) we saw a good number of correct responses. The multiplication by 6 was usually set out in the traditional way and carried out successfully. Some preferred to add six lots of 854, with some success, but others added two lots of 854 to get 1708, then instead of adding three of these, they doubled twice more, so finding eight lots 854. Part (c) was done confidently by a good number, Candidates were good at aligning the decimal points, with few incorrectly inserting an extra zero to line up digits as 5.71-2.09. For those correctly laying out 5.71-2.9, most appreciated the need for some decomposition of the 5, but some were confused about the correct process to apply.

8. This question on fractions worthy of 4 marks saw most students gaining at least 2 marks. Part (a), giving the fraction of the rectangle shaded was done the best, with few incorrect answers seen. Part (b), had a mixed response, with the most common incorrect answer being 3/5. In part (c) many stated 10/12 to be equivalent to 5/6, but other equivalent fractions were seen and accepted. There was some confusion over whether 25/30 or 25/36 was equivalent to 5/6. Part (d) was reasonably done with several students being able to subtract the given fractions, the most common incorrect answers being 8/0 and 16/19.

9. Most students were able to give the correct answer of B but a few used an unnecessary long way of doing this and rather than estimating £19.95 to £20 they added 8 lots of £19.95 and looked to see which value was nearest to it. Students should practice rounding for sensible answers.

10. Over 60% of students were able to correctly calculate the perimeter and several were able to gain the method mark for showing the correct working or the correct working for the semi-perimeter. The area 5x9 the most common incorrect answer by some way. 52 + 92 was also seen surprisingly often. A significant number had an answer that looked as if they had made an addition error in finding 5+5+9+9, but as they had not shown this as their method, they did not score a mark. It is good practice to show methods to maximise marks.

11. This question was generally done very well. Probably not surprisingly the most common incorrect answer for part (a) was 3 and of those who didn't get the mark for part (b), it was usually because they left it blank.

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.