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Examiners' Report
Principal Examiner Feedback

June 2023

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

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

General Comments

Section A is designed to be completed with the aid of a calculator, but the sight of several non-calculator methods would suggest that not all candidates had a calculator. For example, this was apparent in question 1 and question 7. Similarly, a lack of mathematical equipment and being unable to use it correctly was evident due to the number of students that were unable to measure the angle of 50°

A lack of working for questions that were almost correct caused a lot of students to lose method marks; in particular, for question 6 on Section B there was no method at all.

Students continue to mix up methods, especially for area and perimeter of a rectangle and volume of a cuboid. Though it was encouraging that more students were able to find the perimeter of a rectangle than in the previous series.

It was encouraging that, for the Level 1 papers, there were fewer instances of misreading and miswriting numbers and that most candidates attempted a significant number of questions in both sections.

Reports on Individual Questions

Question 1

In part (a) there were a significant number of correct answers, but common incorrect answers of 54 and 72. Part (b) was not as well answered with the most common incorrect answers being 91 and 9100. In part (c) most students could write the number given in words in figures and found part (d) rounding 538 to the nearest ten quite straightforward. Part (e) was less well answered with a common answer that scored 0 marks being 0.7.

Question 2

Of those who answered part (a) nearly all were able to correctly write the percentages in order of size but found putting the decimals in order, for part (b), much harder.

Question 3

For part (a) some students appeared to not have access to a ruler, but apart from this it was well answered. In part (b) students needed to draw an angle of 60 degrees. Common mistakes were reading the protractor the wrong way round and draw an angle of 120 degrees rather than 60 degrees. A significant number of students tried to draw the angle in the middle of the line, if they did not correctly identify the 60-degree angle then this gained no marks.

Question 4

Most students were able to give the correct answer of D, but a few used an unnecessarily long way of doing this and rather than estimating £5.90 to £6 they added 5 lots of £5.90 and looked to see which value was nearest to it. Students should practice rounding for sensible answers.

Question 5

This question was generally done very well. The part that students found the most difficult was part (c).

Question 6

This question on working out sums without the use of a calculator was answered well. For part (a), the addition was well set out and usually performed accurately, or with a single slip which resulted in the award of 1 mark. 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) there were a good number of correct responses. The multiplication by 9 was usually set out in the traditional way and carried out successfully. Those partitioning often had trouble with place values, in particular with the 600x9 and repeated addition seemed to produce inaccurate attempts at the addition. Part (c) was found to be more difficult than parts (a) and (b). Some had trouble aligning the numbers correctly, either not placing the decimal points vertically in line, or adding an extra zero to use 14.06 One common slip was to subtract and reach 43.43, completely missing the need for decomposition.

Question 7

This question on fractions worthy of 5 marks saw most students gaining at least 3 marks. Part (a), shading the rectangle was done the best, with few incorrect answers seen. Part (b) was also well answered. Parts (c) and (d) were answered less well with 5/25 being the most common incorrect answer for part (c). Part (e) was reasonably done with several students being able to subtract the given fractions.

Question 8

For part (a), a significant number of students were able to give a correct metric unit used to give the weight of flour needed to make a cake. Part (b) proved a challenge for a significant number of students as they did not know the imperial unit that can be used to give the distance from Bath to London.

Question 9

This was well answered compared to previous series with most students gaining at least one mark. Some lost marks by showing no working – an answer on its own of eg 35, which was probably from a correct method of finding the perimeter, but gained no credit.

Question 10

This question in particular part (a) was not well answered as students did not know how many centimetres are in a metre or how many millilitres are in a litre.

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.

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