

Principal Examiner Feedback

January 2014

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

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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.

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

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

Working out the fractions and percentages of quantities caused problems with many students.

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.

Question 2

Reading and writing numbers on a thermometer was well answered.

Question 3

Using a calculator to work out addition, subtraction, multiplication and division of decimals was well understood and the correct answers were given by over three quarters of students.

Question 4

Drawing the hands on a clock to show 8:20 am was well done this time with an increased performance by students though finding the difference between two times still causes students difficulties. Students often gave an answer starting with 7 hours because they started counting from 8 rather than 9

Question 5

Changing units was poorly answered with students making errors in the number of centimetres in a metre and the number of grams in a kilogram and some dividing when they should have multiplied and vice versa.

Part (c), changing seconds into minutes, was the best answered part but only by just over a half of students.

Question 6

The correct answer to the shopping question was given by nearly a half of the students with the biggest error being to only find the change for 1 item of each type.

Question 7

Adding and subtracting weights was well answered with very few students at all scoring no marks.

Question 8

Students are getting better too at reading timetables though part (a) was less well answered than part (b).

Question 9

This question on factors, multiples and primes was well answered though students were least secure in selecting a prime number.

Question 10

Only about a third of students could work out $\frac{3}{4}$ of 60 and 40% of 80 and only a third could do neither.

Question 11

Putting whole numbers in order was very well answered but when the students had to change between decimals and percentages the success rate plummeted to under a third with about a quarter of students gaining one mark.

Question 12

Less than a third of students were able to find the area of the composite shape made from two rectangles with many working with perimeter and some choosing to multiply all the given measurements.

Question 13

Only about a third of students could give the correct answer to the simple interest question though some students did increase or reduce £500 by 3%

Question 14

The vast majority of students could draw a line of length 12 cm but less than half could give the correct measurement for the angle with the obtuse angle 115° being given as a common wrong answer.

Question 15

Finding the volume of a cuboid was not well answered with only about a third of students giving the correct numerical answer with a total of half being able to supply the correct units too.

Question 16

Just under a half of students could not write 3.28 to the nearest whole number with 3.3 and 3.00 being common wrong answers.

Question 17

Utility bills are a regular feature on these papers and students were much more successful with finding the correct answer than the previous cohort. There was a lot of confusion with dealing with the number of texts and the length of the calls. Only about a third of students did not score any marks at all.

Section B

Question 1

The bar chart question was very well answered with almost all answers correct.

Question 2

The majority of students could successfully add and subtract the numbers in part (a) and (b) but the multiplication and division in parts (c) and (d) were far less successful.

Question 3

The perimeter of the rectangle was better answered than in previous sessions as only a quarter of students gave an incorrect answer; usually the area.

Question 4

Students are getting better at giving the correct units for a measurement though in this question their understanding of the weight of a bag of potatoes was greater than the height of a house.

Question 5

This question on number bonds and rounding to the nearest 10 was well understood with almost three quarters of the students gaining the marks.

Question 6

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 7

Many students find using a calendar difficult however almost all students were able to carry the dates on to the 27th June but came unstuck when they had to move into the next month. A large number carried on and gave June at least 31 days, some wrote 30 days and only about a quarter of students gave the fully correct answer of Saturday 4th July.

Question 8

This fraction question was rather like a curate's egg.

Parts (a) and (c) were well answered but parts (b), (d), (e) and (f) were only answered correctly by less than half the students.

Changing 0.4 into a fraction was the least well answered part with only a quarter of students giving the correct answer.

Question 9

The addition of fractions was well answered with just over a half of students giving the correct answer. Inevitably the most common wrong answer was $\frac{7}{18}$

Summary

Based on their performance on this paper, students are offered the following advice:

- Deal with sensible units and changing between units of length, weight and capacity.
- Deal with time e.g. drawing hands on clocks, difference between two times and number of days in a month, finding the difference between two times.
- Calculation of perimeters, areas and volumes of cuboids need attention with students still mixing up perimeter and area of a rectangle. In particular students should learn how to find and interpret the gradient of a straight line.

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>

