

# Principal Examiner Feedback

Summer 2015

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. Though many students showed their working there were still far too many cases where it was missing and caused many students to lose marks. Almost all students had the necessary equipment, which was gratifying to see. However there were some blank responses to Qu 7 indicating there were some students without equipment. The students continue to mix up their methods when finding perimeter and area of rectangles and the volume of cuboids.

#### **Reports on Individual Questions**

##### **Section A**

##### **Question 1**

This question was very well understood and almost all students scored high marks thus showing they can read information from a table.

##### **Question 2**

This question too was well answered with correct answers given for all parts except part (c), where students often made mistakes such as writing 500 or even 580.

##### **Question 3**

Students understood part (a) in this question and it had a high success rate though some did write the answer as 0.4. Part (b) was more successful as many students realised that they only had to divide £60 by 4 to get the answer.

##### **Question 4**

A well understood question with almost all students scoring marks. The most common mistakes were to ignore the multiple amounts but two marks were allowed for the answer of £13.81 for a correct follow through for this error. Also many students found the cost of 2 magazines and 1 bag of sweets or vice versa but could gain 3 marks for a correct method.

##### **Question 5**

Drawing the hands on a clock-face was very poorly done, for what is a relatively simple task. Many students failed to get the hour hand between 7 and 8 and some also missed the minute hand at quarter past. In part (b), again this session, there were many students who thought that there are 100 minutes in an hour and so they tried to add 1 hour 15 minutes onto 7:15 and so getting the most common wrong answer of 8:30 pm.

### **Question 6**

A very well answered question with a good success rate on reading the negative value on the thermometer and then using the thermometers to find the difference between  $-4^{\circ}\text{C}$  and  $12^{\circ}\text{C}$ .

### **Question 7**

Using a protractor to measure an obtuse angle was not well understood. Very few students gave the correct answer of  $115^{\circ}$  with  $65^{\circ}$  being a common wrong answer. Conversely almost all students were able to draw a line of 9 cm accurately in part (b)

### **Question 8**

This question on interpreting a bar chart was probably the best answered question on the paper with almost all students scoring the four marks available.

### **Question 9**

Whilst most students could tackle one part in this question only about a quarter of the students obtained the 4 marks available. Common mistakes were to divide by 5 and multiply by 6 in the fraction for part (a) and to add 20 or subtract 20 from the £300 in part (b).

### **Question 10**

Dividing 8.19 by 0.65 was well answered in part (a) but few students could write 6.74 to one decimal place with 67.4 and 6.70 being the most common wrong answers.

### **Question 11**

This volume of a cuboid question was not well answered as there were far too many students who simply added the three lengths rather than multiplying them whilst a smaller number tried to find the surface area.

### **Question 12**

Many students struggled with this question as they worked out the perimeter of the shape rather than its area. The other common error was to multiply all four numbers together.

### **Question 13**

This question was poorly answered with few students understanding the gas bill. Many added the readings for the beginning and for the end of the month rather than subtracting them. The most common response was to multiply the readings by 15p, add the results and then add the monthly charge. This scored two marks and this was the modal score.

### **Question 14**

This question too was very poorly understood with many students not scoring marks as they wrote the incorrect answer of 20p on the answer without showing from where it had come. It was very rare to see any working in this question which resulted in the loss of at least 2 marks for most of these students. When working was seen  $48 \div 9.99$  was often seen instead of  $9.99 \div 48$  as an incorrect start to this question.

### **Question 15**

This mileage chart question was not very well understood with students often making mistakes over the reading of information from the chart. In part (b) students often chose the Manchester Sheffield at 39 miles option rather than the correct answer of Leeds Sheffield at 36 miles. In part (c) few students gave the correct answer of 94 but many were able to score one mark as long as they added two values from the table provided one was 46 or 48



## **Section B**

### **Question 1**

Though this question was straightforward many students made simple calculation errors. In part (a) the most common wrong answer was 327. In part (b) students often put the 8 units in the hundredths column but part (c) was usually well answered.

### **Question 2**

This negative number question with a number line was very well understood and answered.

### **Question 3**

This changing length units question caused problems for many students as they frequently wrote 7.65 instead of 76.5 in part (a) but part (b) was answered more successfully as students knew that there are 100 cm in a metre.

### **Question 4**

Parts (a) and (c) were almost always written in the correct order though students often made mistakes with the decimals in part (b).

### **Question 5**

Another successful question where students remembered their multiplication tables and could also multiply 32 by 1000.

### **Question 6**

In this fractions question students had most success with part (a), (b) and (c). In part (d) they struggled to find the largest fraction usually giving the answer of  $\frac{5}{12}$  and gave random answers for the equivalent fractions from the list.

### **Question 7**

A well understood and answered question with students mostly gaining the marks in parts (a) and (b).

### **Question 8**

Again here students often mixed up perimeter and area though not as often as in question 12 of Section A.

## Question 9

Students are getting better at dealing with calendar questions though many still could not remember there are 31 days in March with 30 being a common wrong answer. Part (b) was answered more successfully by students as examiners followed through from students' calendars in part (a). We still had a few students that carried on counting from 31 to 35 etc!

## Question 10

A well understood question that was answered well by most students. Interestingly each of the distractors was selected by at least one student.

## Summary

- Writing numbers to one decimal place
- Using mileage charts
- Calculating gas bills from given meter readings
- Dealing with time e.g. adding on time, knowing that there are 60 minutes in an hour and the number of days in each month
- Working out fractions and percentages of quantities
- Calculation of perimeters, areas of rectangles and volumes of cuboids need attention with students still mixing up perimeter and area of a rectangle in particular
- Writing amounts of money to a sensible value

## **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>





