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### 1. Made a mistake with negative numbers

Use a mental method to check the sign in your working, especially if you've expanded a bracket or you've typed it into a calculator



Pearson Edexcel Level 3 Advanced Subsidiary and Advanced GCE Mathematics and Further Mathematics

Mathematical formulae and statistical tables

First certification from 2018 Advanced Subsidiary GCE in Mathematics (8MA0) Advanced GCE in Mathematics (9MA0) Advanced Subsidiary GCE in Further Mathematics (8FM0) First certification from 2019

Advanced GCE in Further Mathematics (9FM0)

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#### 2. Forgot to use the formula book

It takes a few seconds to double check a rule, why chance it?



## 3. Didn't show full working out

There is a reason your teachers nag you – on A-level questions just getting the correct answer isn't enough for full marks.



### 4. Didn't actually answer the question

If a question asks for a context, give the context.

Eg if a model means that an answer of 54 means 54000, give the answer 54000 not 54



#### 5. Dodgy rounding

If a question specifies 3 significant figures, it wants 3 significant figures.

Anything else won't get full marks.

### 6. Skipped revising standard proofs



When you make notes in lesson and the teacher says this could come up in the exam, what the teacher means is THIS COULD COME UP IN THE EXAM SO YOU'D BETTER REMEMBER TO REVISE IT.



#### 7. Attention to detail

What is the model you are using? Do you have to answer in context? Do you have to relate your result to another figure or compare it?



### 8. One word answer for a one mark question

If the question asks you to find a number (or binary response) and give a reason, you won't get the mark if you don't give the reason.



#### 9. Put the algebra question in the calculator

If a question asks for algebra, use algebra.

It may not specify that you can't use a calculator, but use your common sense. By all means check with a calculator.

# 10. Used constant acceleration formulae for a variable acceleration question

If there is any mention of a function of time in the distance, velocity or acceleration check for variable acceleration.



### 11. Rushed the force diagram

It doesn't need to be a work of art, but a force diagram should be big enough to read/use. Remember that in many cases there are opposite forces, so check you have them (especially the normal reaction)

$$a_1 = cos(x), a_2 = 0.5sin(2x), a_3 = cos(x) - cos^2(x), ...$$

### 12. Baffled by problem solving with sequences

Go back to basics

What is the general form of the First term? Second term?...

Use these with the given sequence to form equations you could solve.

~ 2×-1=0 X = C

Lovely example on YouTube by TLMaths

### 13. Didn't spot the hidden quadratic

If you have three terms and they look similar, could they be manipulated into a quadratic? It's okay to multiply through by a common factor, if that helps.

Substituting for a letter might also make it easier to get started



#### 14. Didn't spend enough time on the graph sketch

Another one you will have been nagged about:

- Axes with a ruler
- Points of intersection
- Asymptotes clearly used & indicated



#### 15. Splatter working out

You've done a page of working out, but what does it mean?

- Leaving a line between subsections makes it easier to read
- Labelling subsections of the question helps the examiner track ideas
- Say what you are doing don't go overboard, just an indicator if it's a complicated process (eg a proof)



#### 16. Large Data set blank

Although the LDS is covered in Y12, it's also referred to in Y13 and will come up in exam questions.

Don't assume that it will come back you, revise it.

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#### Based on the Edexcel A-Level Maths exams 2022



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