Common errors: Arithmetic

Common error 1

Failure to keep numbers in straight columns.

3 2 86 4 32 7 1 This leads to numerous errors 512 36

Common error 2

Failure to carry numbers.

Number placed in answer instead of being 'carried'

Common error 3

	2	3	5	
+	1	2	7	Pupil forgets to carry
	3	5	2	5 + 7 = 12

A good way to remember to carry the number is to write it in a circle.

	2	3	5
+	1	2	7
	3	6	2
		(1)	

Common error 4

	8	6	² Pupil does 5 – 2 instead of 2 – 5
-	3	2	5 Tupil does 5 2 instead of 2 5
	5	4	3

Remember 2 take-away 5 you can't so borrow from the 60.

Common error 5

e	7	0	¹ 3	
_	2	6	7	
			6	

Numerous different errors occur in subtraction when there are noughts on the top line.

Common error 65

Question: This table shows the number of loaves of bread delivered to houses in a street:

Number of loaves	0	1	2	3	4
Number of houses	3	4	5	1	3

Calculate the mean number of loaves per house.

This question produces several errors:

Error A 3 x 0 = 3

Error B	Number of loaves	_	0 + 1 + 2 + 3 + 4
	Number of houses	_	3 + 4 + 5 + 1 + 3
Error C	Number of loaves	_	0 + 1 + 2 + 3 + 4
	Number of houses	—	5

Common error 66

Question: What is the probability of choosing a red ball from a bag containing two red balls and three blue balls?

All of the following answers are wrong:

2 out of 5	2	Drobability should not be expressed in words
2 in 5	5	Probability should not be expressed in words
2:5		
2:3	<	Probability should not be expressed as a ratio
3:2)	
40	}	Probability written as a percentage must have a percentage sign (40% would be acceptable)

Probability should be written as a fraction or a decimal. If it is written as a percentage the % sign must be shown.

Common error 67

Question: David and John compete in a race.

Adam says There are two people in the race therefore David's chances of winning is $1/_2$ Is Adam correct? Explain your answer.

Many pupils would state that they agree with Adam but this is **wrong**. It is highly unlikely that both boys are equal in ability.

	Basic r	umeracy – 1	Speed mark	Error
1	2684 + 37 124 + 628	31 + 10 273		
2	7384 + 2631 + 573 +	- 4721		1
3	8136 + 2714 + 138 +	- 57 136		
4	11 372 + 1682 + 473	35 + 27 913		
5	378 + 119	6 526 + 138		2/3
7	783 + 129	8 578 + 389		
9	783 - 256	10 834 <u>- 115</u>		4
11	832 - 369	12 735 <u>- 149</u>		
13	803 - 275	14 6808 <u>- 4209</u>		5
15	5080 - 2691	16 3002 <u>- 814</u>		

Handling data

1 This table shows the number of television sets in 30 houses:

1	0	3	3	2	2	1	2	3	2
4	1	3	2	2	1	1	1	2	3
3	1	2	4	0	1	2	1	1	3

Place the information into the frequency table.

2 This table shows the number of people travelling in some cars:

2	1	2	3	4	3	1	2	3	4
1	2	2	3	2	1	3	2	2	2
2	4	2	2	3	2	1	3	1	2
1	3	4	2	1	3	2	1	1	2

Place the information into the frequency table.

3 This table shows the number of people in a cinema over a period of 24 days:

136	87	125	182	191	77
171	103	168	72	88	158
88	92	120	132	167	89
121	117	81	143	151	173

Place the information into the frequency table.

4 This table shows the number of drawing-pins in some packs:

68 82 77 91 92 77 89 68 71 82 67 63 71 93 84 87 63 64 66 71 82 74 72 63 98 73 94 68 85 65 68 72

Place the information into the frequency table.

This conversion graph converts centimetres to inches. Use the graph to answer these questions:

- 5 Convert 2 inches to centimetres.
- 6 Convert 400 inches to centimetres.
- 7 Convert 250 centimetres to inches.
- 8 Convert 750 centimetres to inches.



Number of people	Tally	Frequency
1		
2		
3		
4		

Number of people	Tally	Frequency
50-99		
100-149		
150-200		

Number of pins	Tally	Frequency
60-69		
70-79		
80-89		
90-99		



Error

60