## Common errors: Arithmetic

## Common error 1

Failure to keep numbers in straight columns.

```
    3286
+43271 This leads to numerous errors
51236
```

Common error 2
Failure to carry numbers.

```
\begin{array} { r } { 2 3 8 8 } \\ { + 1 4 \quad 7 } \\ { \hline 3 4 1 5 } \\ { \hline } \end{array}
    Number placed in answer instead of being 'carried'
```

Common error 3

| 2 | 3 | 5 |
| ---: | ---: | ---: | :--- |
| +1 | 2 | 7 |
| 3 | 5 | 2 |$\quad$| Pupil forgets to carry |
| :--- |

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

$$
\begin{array}{r}
235 \\
+127 \\
\hline 362 \\
\hline 1
\end{array}
$$

Common error 4

| 8 | 6 | 2 |
| ---: | ---: | ---: |
| - | 2 | 5 |
| 5 | 4 | 3 |$>$ Pupil does 5-2 instead of 2-5

Remember 2 take-away 5 you can't so borrow from the 60 .
Common error 5
${ }^{6} 7 \quad 0^{1} 3$
$\begin{array}{r}-2 \quad 7 \\ \hline\end{array}$
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:

| N umber of loaves | 0 | 1 | 2 | 3 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| N umber of houses | 3 | 4 | 5 | 1 | 3 |

Calculate the mean number of loaves per house.
This question produces several errors:
Error A $3 \times 0=3$
Error B $\frac{\text { Number of loaves }}{\text { Number of houses }}=\frac{0+1+2+3+4}{3+4+5+1+3}$
Error C $\frac{\text { Number of loaves }}{\text { Number of houses }}=\frac{0+1+2+3+4}{5}$

## 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 in 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 numeracy - 1

$12684+37124+6281+10273$
$27384+2631+573+4721$
$38136+2714+138+57136$
$4 \quad 11372+1682+4735+27913$
$5 \quad 378$
$6 \quad 526$
$+119$
$+138$
$7 \quad 783$
8578
+129

9783
10834

- 256
- 115

12735

- 149

13803
$\begin{array}{r}-\quad 275 \\ \hline\end{array}$
146808

- 4209

155080
163002

- 2691
- 814


## 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 |


| Number of TV's | Tally | Frequency |
| :---: | :---: | :---: |
| 0 |  |  |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

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 |


| Number of people | Tally | Frequency |
| :---: | :---: | :---: |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

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 |


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

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 | 87 | 63 | 71 | 93 | 84 |
| 63 | 64 | 66 | 71 | 82 | 74 | 72 | 63 |
| 98 | 73 | 94 | 68 | 85 | 65 | 68 | 72 |


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

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.


