

4800-111 Essential Skills

Application of Number

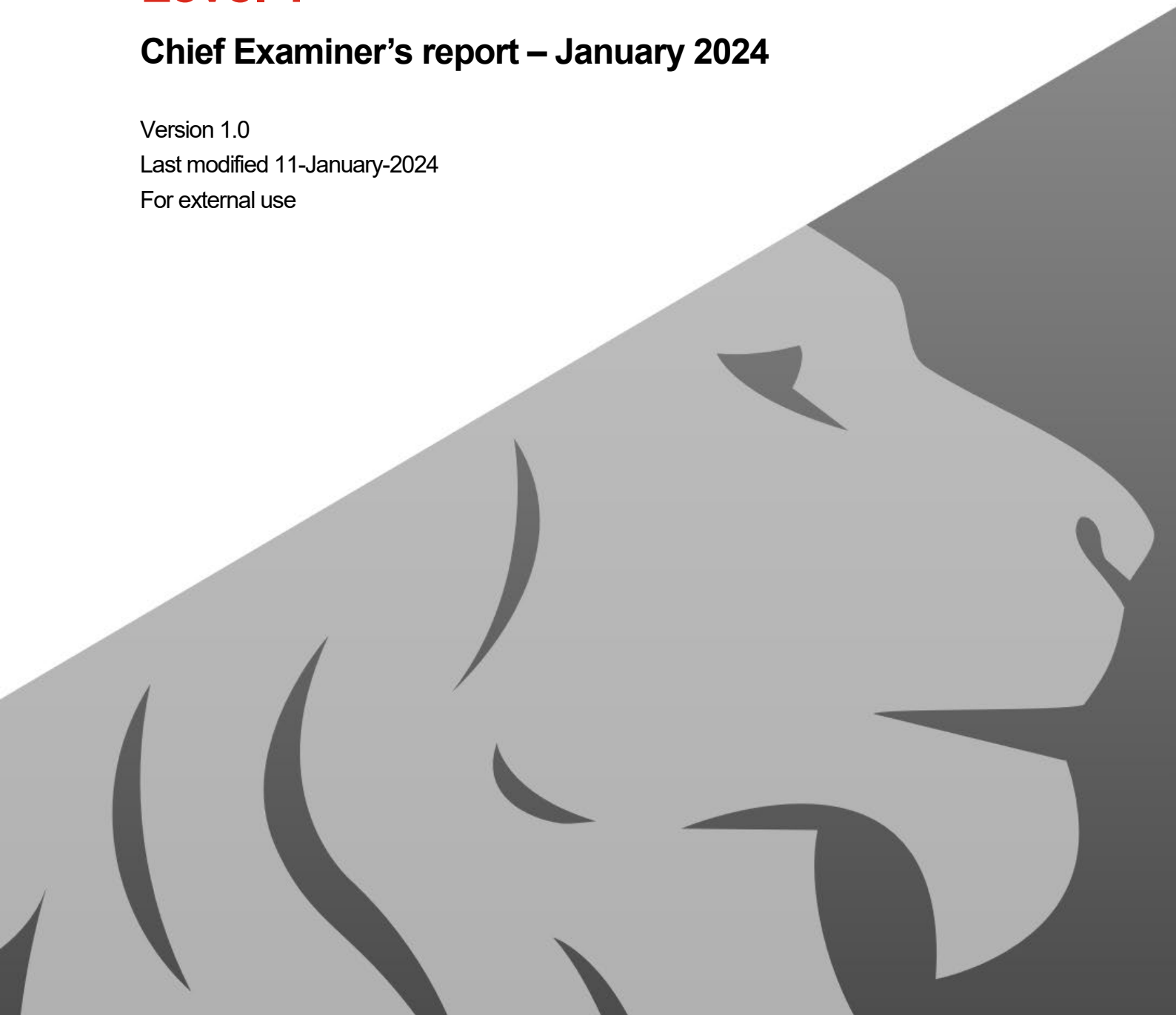
Level 1

Chief Examiner's report – January 2024

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1. Introduction

The purpose of this document is to provide centres with feedback on the performance of candidates for 4800-111 Essential Skills Application of Number.

This report covers the period from April 2023 to October 2023.

2. Overall Performance

2.1. Areas of good performance

The overall performance of candidates has been strong with questions on most topics answered well.

There has been considerable improvement in questions with **scale diagrams**. Drawing accuracy has significantly improved. However, the majority of students are still not including labels when asked to do so. They lose one mark for the omission of labels.

Candidates are successfully **solving problems** by using appropriate **calculations**. Questions involving **money** are answered particularly well. They are **extracting data** well from tables and effectively identifying the correct calculations to carry out. Good understanding of questions requiring the **calculation of range** is also being demonstrated. A large proportion of students are achieving full marks for questions requiring the calculation of **averages**.

A good overall standard of answers has been maintained for questions requiring the use of **percentages** and **fractions**. The evidence seen across the range of papers shows that the candidates are very confident at using them. **Ratio** is another topic which candidates are now performing strongly in. Questions where ratios are expressed as words are being understood and used correctly by the majority of candidates.

The success rate is also satisfactory for questions involving the use of **time**. It is clearly an area of weakness for some students who struggle with adding different time periods together to find the time asked for.

A good number of candidates are achieving marks for **checking calculations** on most of the Level 1 papers. Most candidates are using reverse calculations for these checks but other methods such as those using approximate values can also be used.

The level of performance has been very strong on topics such as **reading timetables, extracting information** from menus and tables, **interpreting charts, conversion of metric units** and **interpreting mean**.

Area is a topic where the candidates have shown a satisfactory level of understanding. Candidates have struggled more with questions involving **perimeter**, particularly when the dimensions are given within a sentence rather than shown on a diagram.

Performance on questions involving the **presentation of tables** has been good. Most of the marks lost for tables are due to candidates inputting the wrong data into their table. They need to read the instructions carefully and take their time when looking for the correct values to use. Some questions on tables also require the use of units with the values so some candidates are losing marks for the omission of these.

Questions involving the use of **probability** are answered well when the candidates are required to give their answer by selecting an appropriate probability word. There is less success when a numerical answer is required. Candidates must be confident at calculating probability using fractions or equivalent proportions.

2.2. Areas for development

There are a few areas across the papers where a high proportion of candidates are struggling to achieve marks:

Explanations. Some questions require candidates to make a choice based on their calculations. Most candidates struggle to explain their choices in the one-mark questions that follow. Only a simple explanation is required, usually just referring to a quantity being less or more than needed.

Labelling. Very few candidates label their scale diagrams. Most students who achieve full marks for the dimensions of their diagram still lose one mark for the

omission of labels. Even candidates who struggle with drawing the diagram can still achieve a mark for labelling if they remember to do so.

Volume. Some candidates are struggling to answer questions involving the volume. Many students add the dimensions instead of multiplying them. There are also too many candidates losing a mark for putting the incorrect units in their answer.

Interpreting range. Interpretation of the range is poorly attempted with candidates unable to make accurate statements relating to the consistency of data. Some responses mention that a high figure for range indicates low consistency/high variety of data or that a low figure for range indicates high consistency/low variety of data. Whilst these statements are correct, the candidates must ensure that they relate them correctly to their value for the range.

Units. Some candidates are giving answers in incorrect money format, eg an answer of £213.50 written as £213.5 will be penalised.

3. Recommendations and Advice for Centres

Centres should carefully consider whether a candidate is operating at an appropriate level for entry at Level 1. Unfortunately, there have been a small number of candidates who were clearly way below the standard required.

There has been a lack of working out shown on a significant number of papers. Candidates who have failed to provide a correct answer are, therefore, missing out on compensation marks. It is recommended that the candidates show as much working out as possible.

Some candidates are using the extra space for workings and answers at the back of the exam papers. It is advisable that the candidates indicate when they have done this on the relevant answer section of the paper.

Centres should advise candidates about appropriate 'exam technique' particularly with regard to attempting Tasks in order. Candidates may attempt Tasks in any order and it may be to a candidate's advantage to start with Task 2 or 3 rather than Task 1.

4. Additional Information

Centres should be aware that pass marks may vary from paper to paper as a result of an awarding process undertaken by City & Guilds. Any difference in pass marks reflects the perceived and actual difference in demand of the exam papers, including the source materials and the questions themselves. Therefore, it is possible that two candidates with the same score may have different overall results (pass or fail) if they have taken different versions of papers.