

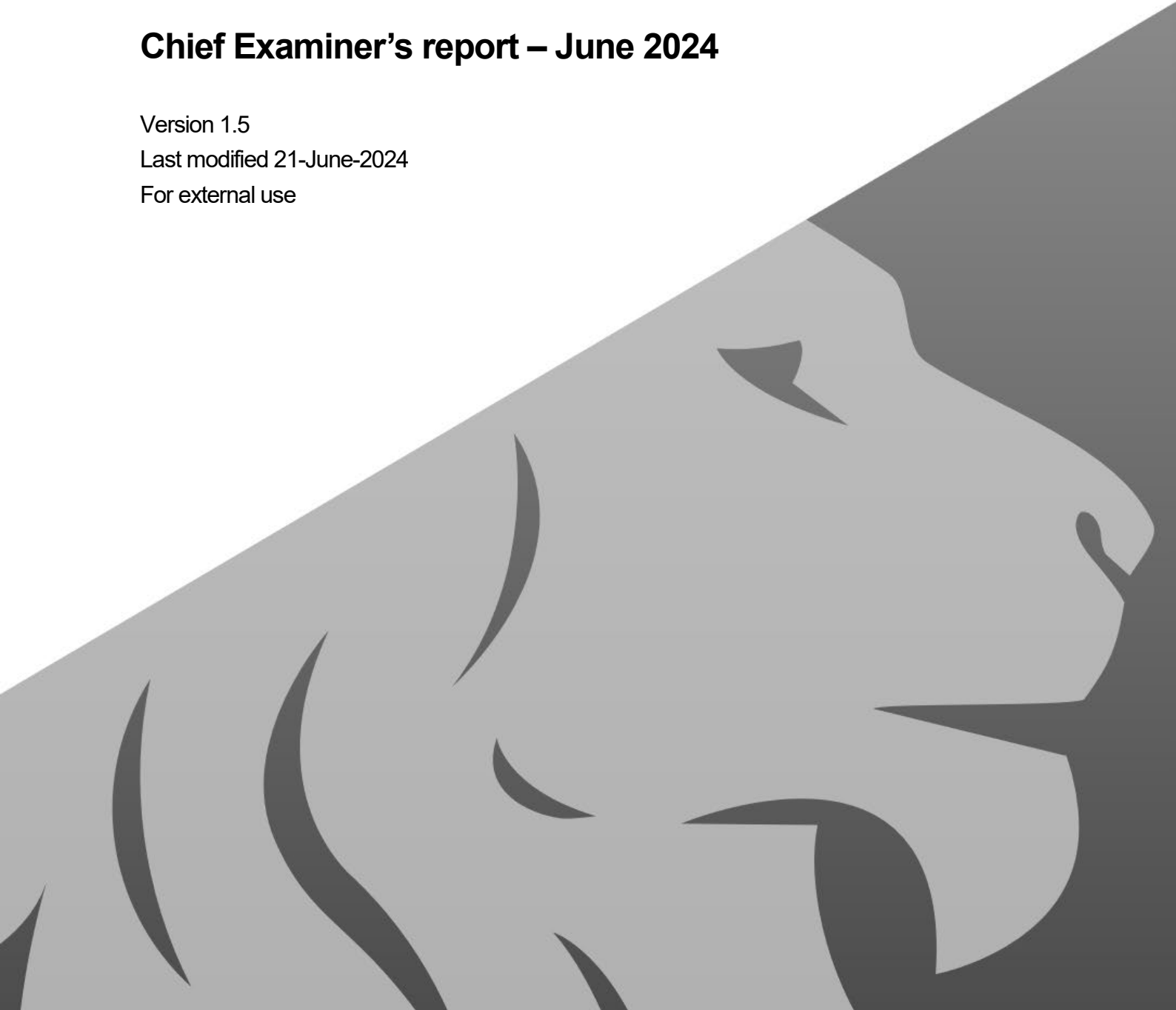
4800-121 Essential Skills Application of Number Level 2

Chief Examiner's report – June 2024

Version 1.5

Last modified 21-June-2024

For external use



Document revision history

Version	Changed by	Summary of change	Approval date
1.0	Assessment	Created	7 Jun 2024
[00]	[Department name]	[Description]	[day Month year]

Contents

1. Introduction.....	3
2. Overall Performance.....	4
2.1. Areas of good performance	4
2.2. Areas for development.....	4
3. Recommendations and Advice for Centres.....	6
4. Additional Information.....	7

1. Introduction

The purpose of this document is to provide centres with feedback on the performance of candidates for 4800-121 Essential Skills Application of Number Level 2.

This report covers the period from November 2023 to April 2024.

The Chief Examiner's Report has been provided as a result of feedback from centres, to give them guidance in preparing candidates for examination.

2. Overall Performance

2.1. Areas of good performance

A good level of basic numeracy skills was demonstrated on both tasks.

Candidates showed proficiency at calculating suitable **averages and range** for sets of data. Most candidates showed a good understanding of **ratio, fractions and percentages**. Numerical skills were also used effectively for **solving problems** in Task 1.

The overall ability of candidates to carry out accurate **checks** of calculations continued to be strong. Checking calculations requires candidates to use a different method from the original calculation, usually reverse calculations or approximation.

The topics in which candidates performed strongly included **formula, using tables, perimeter and interpreting trend lines**.

2.2. Areas for development

Overall, candidate performance was weakest in the following areas:

Scale measurements and conversions of units. Questions involving these topics proved difficult for candidates. The starting point for improvement for most of these candidates would be to understand the scale presented and how it should be applied. There were a significant number of responses where the candidates could not carry out this first step in order to draw the diagram successfully.

Area. The majority of candidates struggled to find the area of an L-shape. They generally struggled to identify the two rectangles that it needs to be separated into.

Probability. Questions on probability proved challenging for candidates. They struggled to calculate and present their findings having been given data in tables or written form for them to manipulate.

Range. Interpretation of the range was poorly attempted, with most candidates unable to make accurate statements relating to the consistency of data. Some responses mentioned 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 to their value for the range.

Volume. The candidates' ability to calculate volume was mixed. The most common error made was the failure to ensure that all dimensions have first been converted to the same units. Even when the need for **conversions within the same system** was recognised, the candidates struggled to perform the calculation correctly. Some candidates also failed to attempt questions on volume at all, suggesting that they may not know the formula required for finding it.

Units. Some candidates gave answers in an incorrect money format, eg an answer of £73.50 written as £73.5 will be penalised.

Presentation of results. The presentation of results in charts is a topic that candidates struggled with. There are common reasons why some candidates failed to achieve full marks for charts:

Charts / graphs:

- failed to label axes, particularly the vertical axis
- did not construct a continuous linear scale on the vertical axis
- failed to start the vertical scale at zero (bar chart only).

Comments on results. Candidates struggled to make satisfactory comments on their results. They need to understand what averages, ranges and charts mean in the context of the problem given.

3. Recommendations and Advice for Centres

Centres should carefully consider whether a candidate is operating at an appropriate level for entry at Level 2. Unfortunately, a small number of candidates were clearly not at the standard required.

There has been a lack of working out shown on a significant number of papers. Candidates who 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 used 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 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.

Therefore, it is possible that two candidates with the same score may have different overall results (pass or fail) if they sat different papers.