

Examiner Report form for:

Numeracy & Statistics [Dec 2017]

The area(s) of the examination where candidates showed good practice:

There was evidence of improved graph plotting skills compared to previous sittings of this unit with candidates using appropriate scales on the axes and showing precise plotting of the data given to them. More candidates were using a whole page of graph paper *per graph* which makes the plotting clearer and more precise.

More candidates are showing their workings out which is crucial for the marking process and will allow Examiners to follow the logic of an answer and award marks accordingly.

The area(s) of the examination where candidates appeared to find it difficult:

The calculation of basic percentages and fractions appeared to be a skill that a substantial amount of candidates found difficult to complete. Section A will examine these skills regularly. Certain questions (e.g. Q2, Q6, Q8) scored poorly across the cohort.

Too many candidates were NOT completing THREE optional questions from Section B (Qs5-8). There was a substantial amount of candidates only completing TWO of the optional questions from Section B. As a result, some candidates were essentially 'missing out on up to 20 marks' by failing to comply with the rubric of the examination.

Recommendations based on the above:

1. Ensure that EACH graph plotted is on ONE side of graph paper
2. Plot in PENCIL ONLY. This allows any errors to be rectified but also graphs can be more precise. Plotting in pen means the graph lacks clarity and precision
3. Use APPROPRIATE UNITS for the answers to questions. If the question is based in £, \$, € etc. then ensure that your answer has these units as part of it
4. If dealing with values in a small range but they are not close to zero (e.g. range 4000-4200), then ensure the axis has equidistant points. Also, use a 'broken axis' when appropriate to make plotting of the data potentially easier
5. Ensure that axes on graphs have SUITABLE INTERVALS that are equidistant
6. When plotting data, using CROSSES rather than dots makes it clearer to an Examiner the exact point you are plotting
7. Care needs to be taken with DECIMAL POINTS, especially with answer referring to money
8. Show ALL WORKINGS to answers as these can be creditworthy rather than just 'giving the answer'. The Examiner needs to see HOW you are progressing through the calculation

Overall strengths and weaknesses of candidates for this examination (based on individual Qs):

Q1: Too many candidates could not use fractions to answer the question set

Q2: Candidates tended to be able to calculate certain percentages but too many were not showing their full workings

Q3: There were many good answers to this question including the appropriate plotting of data. Candidates should have used their graph in Q3(d) to give the required answer

Q4: Many candidates could plot the data and given an appropriate legend

Q6: Most candidates could plot the exchange rates successfully. However, for Q6(d) the majority of candidates could not calculate a profit margin

Q7: The majority of candidates plotted the scattergraph with precision using appropriate axes and line of best fit. This was pleasing to see

Q8: Generally well answered but many candidates were generating cumulative answers for Q8(a) which is not what the question was asking. Q8(b) was generally well answered with many candidates clearly showing their workings in a logical step by step way.

Recommendations for ICM procedures in this examination:

1. Ensure candidates follow the RUBRIC of the examination. They have to answer ALL of Section A and then choose THREE FROM FOUR whole questions from Section B
2. Ensure candidates have a PENCIL and RULER to use for plotting graphs
3. DO NOT STAPLE extra graph paper to the back or inside of a candidate's script. Please use a TREASURY TAG to attach any extra pieces of graph paper used by a candidate

Any further comments:

The current textbook for this unit is:

Business Essentials Supporting Foundation Degrees Course Book: Business Maths (July 2013 edition): BPP Learning Media.