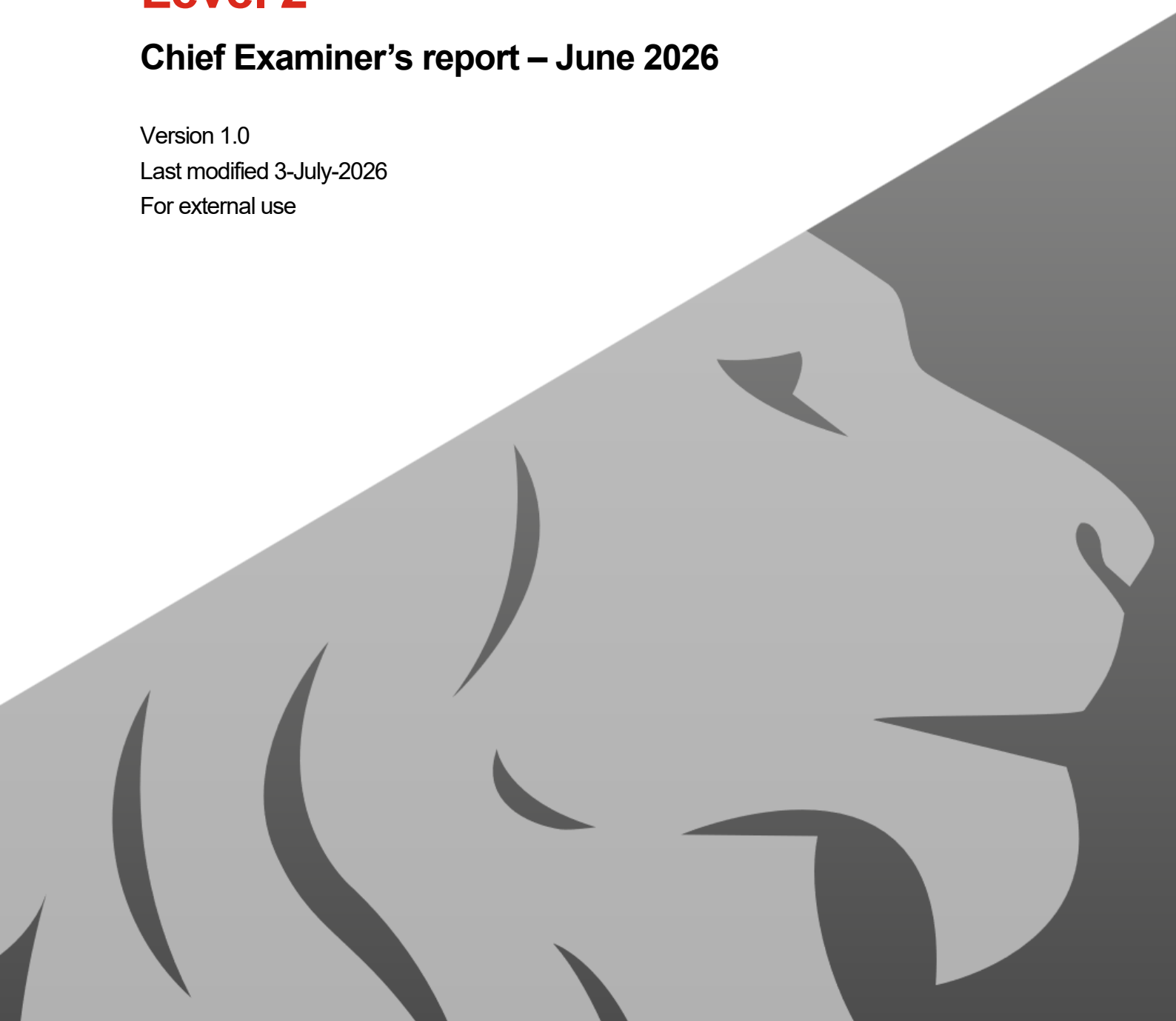
4800-121 Essential Skills Application of Number Level 2

Chief Examiner's report – June 2026

Version 1.0
Last modified 3-July-2026
For external use



Document revision history

Version	Changed by	Summary of change	Approval date
1	Assessment	Created	[day Month year]
[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 5

3. Recommendations and Advice for Centres 7

4. Additional Information 8

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 2025 to April 2026.

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 and proportion**, **fractions** and **percentages**. Numerical skills were also used effectively for **solving problems** in Task 1.

Candidates performed well when calculating multi-stage questions using follow through from one part to another. This type of question covers a number of skills, for example, calculations with **numbers of any size**, reading from a **conversion table,** understanding and using a **simple formula** and calculating **volume.**

Time. Questions involving the use of **time** were generally answered well. A good understanding of calculating time was demonstrated.

Formula. The ability of candidates to find answers using formulas was generally good.

Most candidates showed a sound understanding of **converting between imperial and metric measures** when using a conversion.

Perimeter. A good understanding of calculating a **perimeter** was evident, with many full solutions that require the calculation of missing sides first.

The **presentation** of results was mixed for **bar charts** and **line graphs**, with many candidates unable to achieve full marks for these.

2.2. Areas for development

Overall, candidate performance was weakest in the following areas:

Reading a scale on a diagram to calculate the measurements of a given shape to find the area was weak. Candidates must understand how scale works on graph paper to calculate a length and use this measurement to draw a diagram or calculate an area or perimeter.

Calculation check. The overall ability of candidates to carry out accurate checks was mixed. Checking calculations requires candidates to use a different method from the original calculation, usually reverse calculations or approximation.

Percentage increase or decrease. The candidates must know the method to find the **percentage increase or decrease** between two values.

Probability. Questions on probability were not answered correctly by some candidates. There was also limited success at using tree diagrams to present probabilities. Candidates must understand how to use probability to assess an outcome.

Range. Interpretation of the range was poorly attempted. Most candidates did not give 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.

Comments on results. The candidates need to understand what **averages, ranges** and **charts** mean in the context of the problem given. They also need to be confident at explaining the advantage of using **each type of average.**

Volume. Candidates' ability to calculate volume was mixed. The most common error made was failing 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, some candidates did not perform the calculation correctly. Some candidates did not attempt questions on volume.

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

Bar Charts and Line Graphs. These are common reasons why some candidates fail to achieve full marks for these charts:

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

3. Recommendations and Advice for Centres

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

A lack of working out was shown on a significant number of candidate scripts. Candidates who failed to provide a correct answer were, 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 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. Therefore, it is possible that two candidates with the same score may have different overall results (pass or fail) if they sat different papers.