

Examiner's Report

Unit Title Introduction to Quantitative Methods
Unit Code 4UIQM
RQF Level Level 4
Session November 2022

Comments on Global Cohort Performance

	Comments
Question 1	<p>Better answers showed a detailed discussion of different financial calculations and applied them to day-to-day business problems for the chosen organisation. Better answers gave at least three good workplace examples to support business activities.</p> <p>Weaker answers showed limited or no understanding of the importance of financial calculations to aid business decision making. They often lacked application of quantitative techniques (and worked through examples) to their chosen organisation</p>
Question 2	<p>Better answers were able to provide detail and understanding of algebraic methods within the chosen organisation, and then recommend how these could be used.</p> <p>Weaker answers lacked knowledge of algebraic methods and were unable to apply them, ideally using workplace examples, to the chosen organisation. Low scoring answers showed limited or no use of workplace examples.</p>
Question 3	<p>Better answers showed a good explanation of types of business data available to the chosen organisation. The different types and application of sampling techniques to the chosen organisation, or organisations (traditional exams) was well responded in many cases.</p> <p>Weaker answers used this question as an opportunity to theory dump and did not explore the sources of data to the organisation, or the use of sampling techniques to the organisation. Limited or no workplace examples were included in the answer.</p>
Question 4	<p>Better answers discussed the use of charts, graphs etc within their chosen organisation. Some students used examples very well to each of the aspects detailed.</p> <p>Weaker answers unfortunately were unable to go beyond detailing a few of the aspects e.g. graph, mean and median (scoring only a few marks), due to their lack of knowledge of the five required and application to their organisation.</p>

Question 1

1. Comments on learners' performance

In general, this question was answered quite well. Most students scored into the Level 3 and even Level 4 bandings. For those students that didn't score in the higher levels they often had not used any examples to support their answer.

Better answers showed more in-depth answers of quantitative techniques using examples as well as applying them to workplace problems and displaying worked through calculations to demonstrate a practical application.

2. Recommendations for learners

A good general question that appealed to most candidates and got the assessments off to a good start.

Command word 'explain' encourages candidates to write about the subject matter in detail and see it from different perspectives and clarify. The broad nature of the question and broad syllabus reach allowed candidates to be flexible and creative in their responses.

3. Quick Tips

Questions like this offer the candidate opportunity to identify some specific workplace issues and then exploring the different quantitative techniques mentioned to resolve the issues or problems successfully.

Question 2

1. Comments on learners' performance

This proved to be a tricky question for some candidates as some candidates were unable to focus in on the subject matter, giving a general response and unable to apply to any suitable workplace examples. Lack of knowledge and workplace application led to low scoring for this question by a number of students.

Contextualisation was key to success for this question – candidates were expected to draw on workplace problems and apply suitable algebraic methods with example calculations.

The range of problems included pricing decisions, taking out loans and interest payments and launching new products or entering new markets etc.

2. Recommendations for learners

This was a clear and well worded question and hence the problem seems to lie with the subject matter of algebraic methods – which may need further clarity or the sharing of more in-depth detail at the teaching and learning centres.

Candidates need to be well versed and confident of the range of equations and algebraic methods available to organisations so they can apply (and reference them) to problems at organisations.

Higher marks tended to be awarded for a blend of good theoretical knowledge and an application of equations and algebraic methods to organisation.

3. Quick Tips

This question proved more complicated for many students and so candidates should be encouraged to spend more time on learning and revising this part of the syllabus. A broader knowledge of the different equations and their application would prove beneficial when answering this question.

Question 3

1. Comments on learners' performance

Generally, part a was one of the better answered questions in the paper.

Better answers were able to explain five sources of secondary data and then how these might be used within the chosen organisation.

The main considerations for classifying and tabulating statistical data appeared to not be understood by a number of the students, who then just discussed data.

2. Recommendations for learners

Candidates need to appreciate the main considerations for classifying and tabulating statistical data.

3. Quick Tips

Learn and revise the broad range of subject matter in the syllabus and then apply the types and sources of data to workplace problems.

Question 4

1. Comments on learners' performance

A reasonably well answered question. Most candidates showed a broad range of knowledge of the subject matter, but it was the level of detail and application to the chosen organisation that provided the higher-level marks.

Better answers showed more in-depth answers of charts, mean, mode symmetrical distribution, linear regression and Pearson's coefficient, as well as applying to workplace problems and displaying worked through calculations to demonstrate a practical application.

2. Recommendations for learners

Quite a straight-forward question for most candidates in which the full range of the syllabus could be explored and applied to organisations. More practice of answering these types of questions would help candidates to develop their answers in enough detail to attain higher marks.

3. Quick Tips

Some candidates found answering this question tricky, particularly with application. Hence more time and effort are needed to study and revise this part of the syllabus across the teaching and learning centres.