

## Principal Assessor Report 2006

**Assessment Panel:**

**Personal and Social Education/ Social and Vocational Skills**

**Qualification area**

**Subject(s) and Level(s)  
Included in this report**

**Social and Vocational Skills  
Foundation, General, Credit**

## **Comments on candidate performance**

### **General comments**

In the main candidates coped well with these papers but a number of candidates continue to be presented for levels beyond their ability. It would appear that these candidates show abilities in the coursework elements of their assessment but do not perform so well in the examination. The exam papers were all quite challenging and care was taken to cover a wide range of the activities related to the Course across the three papers. Not all candidates sat two exams. This affected the awards some of them received. Candidates seemed to have been more aware this year of the need to ensure that they set out responses neatly and logically. The inclusion of advice about this on the front of the General and Credit question papers may have highlighted this for them and their teachers.

### **Areas in which candidates performed well**

The Foundation paper was, on the whole, well done. The best answers were achieved in question 4 where short answers based on the information provided were required. The booking form in question 2 was completed well.

In the General paper questions 1 and 3 were done best. Markers did note that the technical aspects of the letter were not so well produced this year but candidates conveyed the essential information well. Question 3 which required candidates to show mathematical skills by both converting Euros into sterling and in calculating costs was well done by the more able candidates but some do appear to miss out these types of questions without making any attempt at them.

Question 1 in the Credit paper was successfully answered by many candidates but a weakness was detected in responses as a number of them did not include reasons. This is a critically important aspect of questions like this at Credit level. Question 2 and 4 were both well answered. The use of a separate "Stationary Catalogue" in question 3 instead of incorporating the resource into the question paper seemed to suit candidates.

### **Areas which candidates found demanding**

In the Foundation paper it was disappointing to find that question 1 about e-mails was not as well done as expected. This was the first time that an e-mail page layout had appeared in the exam. Although this is a familiar resource to all SVS candidates some of them appeared to find difficulty transferring their skills in writing e-mails into a paper based format. However, most candidates tackled this question well. Question 3, which was included as a headroom question in the paper differentiated between grade 5 and 6 candidates. It required several different skills to be demonstrated and the weaker candidates had difficulty coping with this resource.

The league table question (no. 2) was poorly done by the weaker candidates. This was a

complex question for General level but tested two very different skills. A lot of candidates did not attempt part b) of this question which assessed report writing. This report could have been written without answering the first part of the question but a lot of candidates failed to attempt it if they had struggled with part a).

### **Advice to centres for preparation of future candidates**

Candidates should attempt question papers at two levels.

The advice issued in the Principal Assessor's report in 2005 about the suitability of entry levels for some candidates remains very important. Candidates may be very confident in Practical Abilities but this is not always replicated in the Communicative Abilities which are assessed in the question paper.

Candidates should be encouraged to attempt all parts of questions and not leave the second part unanswered if they have had difficulties in the first part.

Marks are awarded in many questions for effective communication and layout. It is important to continue to stress this point to candidates. Simple things like starting new answers on fresh pages and using suitable headings above tables, etc., can greatly improve the quality of answers.

## Statistical information: update on Courses

Number of resulted entries in 2005	3,038
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Number of resulted entries in 2006	3,181
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## Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	13.6%
Grade 2	24.2%
Grade 3	27.5%
Grade 4	21.2%
Grade 5	7.3%
Grade 6	1.6%
Grade 7	0.1%
No award	4.5%

Grade boundaries for each assessable element in the subject included in the report

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
CA	70	47	34	60	34	22	55	36	27