

# **4406-03 Level 3 Advanced Technical Diploma in Coordinating Business Support**

**2018**

**Qualification Report**

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# Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

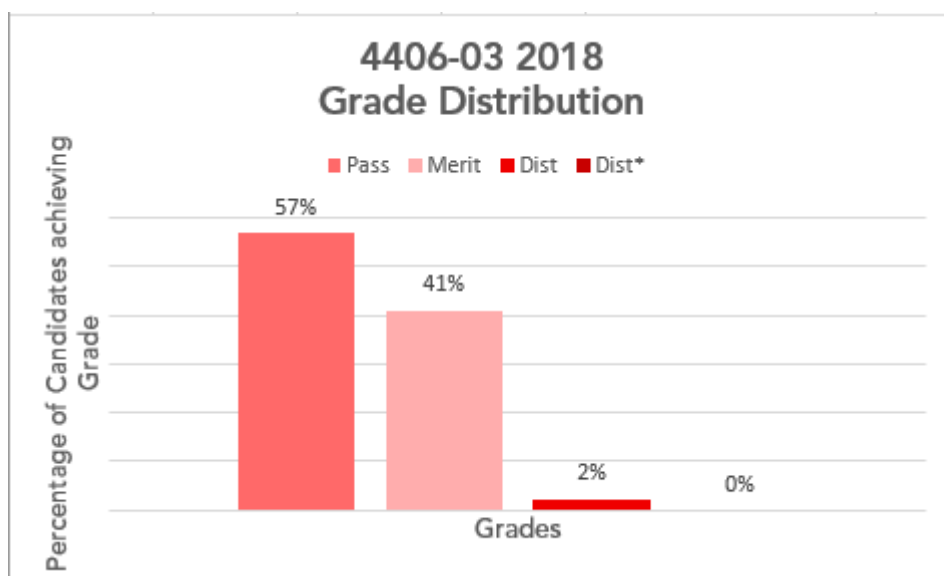
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 4406-531 Level 3 Coordinating Business Support – Theory exam
  - March 2018
  - June 2018
- 4406-032 Level 3 Coordinating Business Support – Synoptic Assignment

## Qualification Grade Distribution

The grade distribution for this qualification is shown below.



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook.

# Theory Exam

## Grade Boundaries

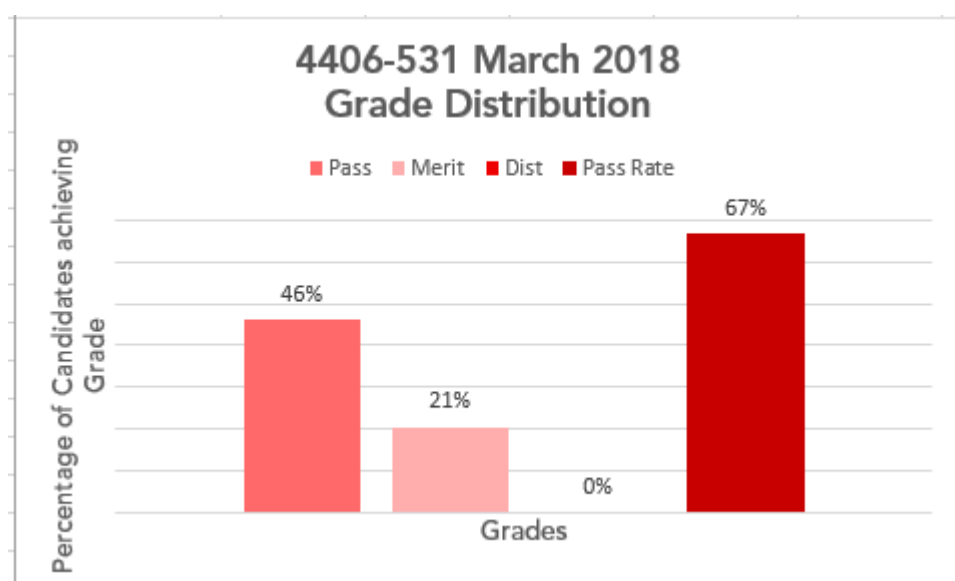
Assessment: 4406-531

Series: March 2018

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

|                              |           |
|------------------------------|-----------|
| <b>Total marks available</b> | <b>80</b> |
| Pass mark                    | 32        |
| Merit mark                   | 44        |
| Distinction mark             | 56        |

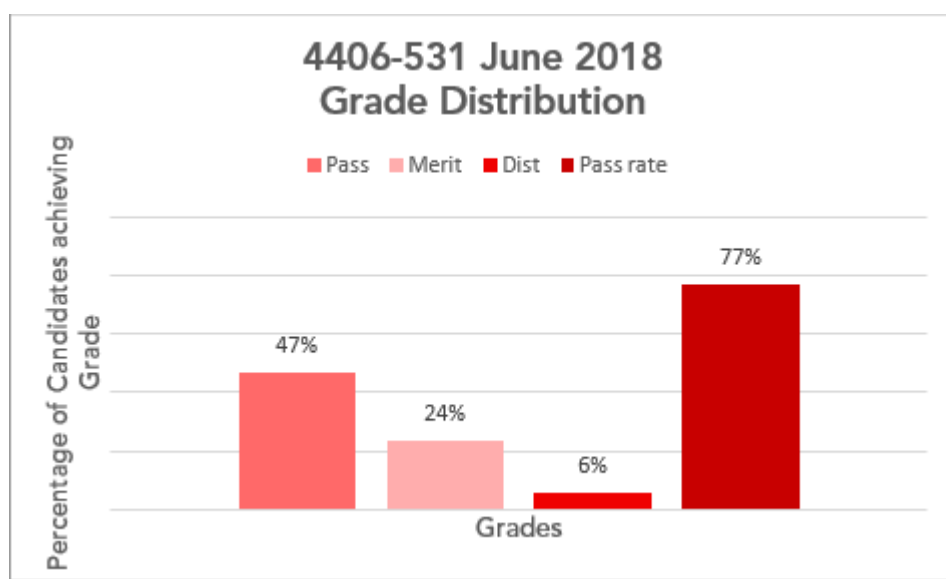
The graph below shows the distributions of grades and pass rate for this assessment.



Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

|                              |           |
|------------------------------|-----------|
| <b>Total marks available</b> | <b>80</b> |
| Pass mark                    | 32        |
| Merit mark                   | 44        |
| Distinction mark             | 56        |

The graph below shows the distributions of grades and pass rate for this assessment.



# Chief Examiner Commentary

## 4406-531 Level 3 Coordinating Business Support – Theory exam

### Series 1 – March 2018

In this series, overall most candidates have passed and having carried out a standardisation exercise on the paper, the questions have been agreed as having no issues.

Looking at the presented answers for this series it is recommended that the following advice is given to candidates who will be resitting or sitting for the first time in June:

- Read the questions carefully and thoroughly – it may seem an obvious advisory note, but many candidates only read part of or misread the questions
- Remember that the command verb is very important in a question and verbs like 'describe' or 'explain' mean the question must be answered with a description or an explanation
- Consider how to address the 'stretch' question, remembering the amount of marks this is worth
- Ensure the stem and question are fully read before answering
- Answer all questions, as no answer means no marks, while even a short answer could be the difference between pass and fail
- Whilst handwriting is not considered when marking, candidates should take care to ensure all answers are clearly written.

The Chief Examiner would also strongly advise that tutors go over the syllabus with the candidates and encourage them to read it. All questions set were based with due attention to the guidance/range in that syllabus and there were no questions that were outside this.

## Series 2 – June 2018

In this series, there were a number of questions that candidates seemed to fail to understand; they must fully read questions and answer accordingly. There was also an indication that candidates lacked knowledge in certain areas, e.g. business entities, organisation charts, regulations, however in this paper there was more understanding of the need to answer according to the main verb, e.g. describe, explain etc. It is important that this continues to be emphasised with learners.

Again the Chief Examiner notes that overall there were differences in the quality of the answers, possibly owing to the guidance/range in the qualification handbook not having been used or studied carefully. All questions set were based with due attention to the guidance/range and there are no questions that were outside this. As noted above there were a number of questions that did show a lack of knowledge in certain areas.

Again there were a number of candidates who missed a number of questions and that of course lowered their score.

The candidates' level of grammar, English etc. was often poor making understanding difficult and there were a number of candidates whose writing made reading of the answers very difficult.

It was further noted that there was a tendency for the candidates to answer from a customer service/complaints/retail point of view, in particular in Question 17. In this question the majority of candidates answered as if it was a retailer who was moving and did not see this as a business who needed to move for growth or cost cutting or similar.

Candidates generally did not understand how to answer the 'stretch' question, giving little detail, examples or reasoning. The candidates' focus seemed to be on HR and market research.

# Synoptic Assignment

## Grade Boundaries

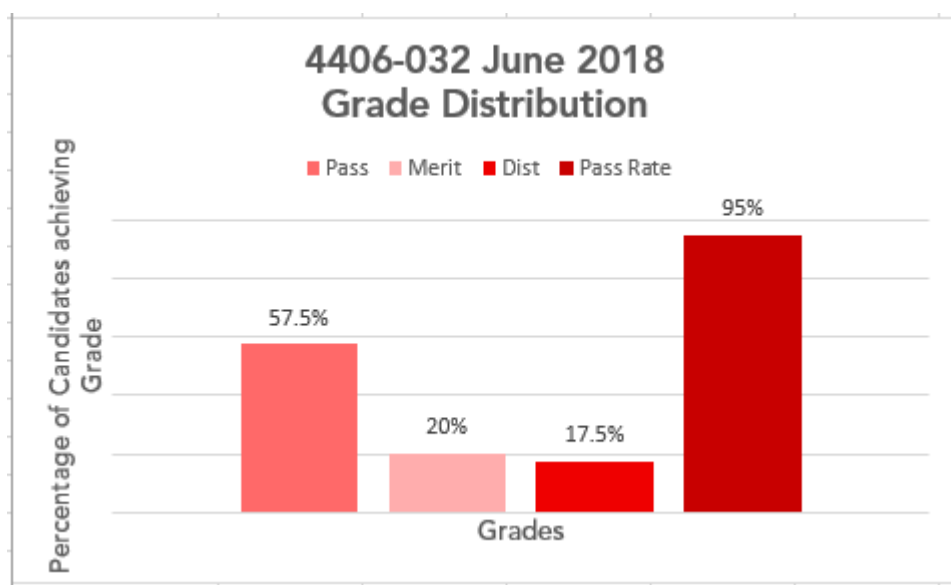
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

Assessment: 4406-032

Series: 2018

|                              |           |
|------------------------------|-----------|
| <b>Total marks available</b> | <b>60</b> |
| Pass mark                    | 25        |
| Merit mark                   | 33        |
| Distinction mark             | 42        |

The graph below shows the distributions of grades and pass rate for this assessment.



## Principal Moderator Commentary

### Assessment Objective specific commentary

It was found that the centre's marker was within the tolerance boundaries, with most marks being accurate.

#### AO1 – Recall

Most candidates sampled performed well in this area, they were able to recall key points to support them in developing ideas for the plans.

The recall of how to use a SWOT analysis was demonstrated by all candidates.

#### AO2 – Understanding

Most candidates demonstrated an understanding of their knowledge as they were able to contextualise some of their knowledge to the assignment. However, it was not clear if the candidates fully understood what a project plan should look like as this was generally not presented.

Although all candidates were able to carry out a SWOT analysis, some candidates did not demonstrate a depth of understanding about what to include in it.

#### AO3 – Practical skills

It was disappointing that the house style was not applied by candidates, especially as the marker had indicated that all had.

Candidates appeared to lack the practical skills to develop a project plan, with most of them choosing to write their document to address the list of necessary inclusions.

Presentations by the candidates were recorded on the Practical Observation forms which detailed that most were confident in their delivery. It would have been good to see the presentations recorded in a range of ways.

#### AO4 – Bringing it together

Overall the candidates that demonstrated excellent recall were able to contextualise their responses to show an understanding. Those with lesser recall were still able to apply some practical skills, but the lack of contextualisation meant this was limited.

### Best practice

Centres did record the presentations on the practical observation form which provided a clear record of the actions that had been carried out to enable an assessment decision to be made.

### Overall comments / risks / issues

Most candidates were able to relate to the topic of the assignment, demonstrating some background knowledge of the market based on existing technology.

Candidates had clearly been taught about the requirement of planning, but not necessarily how a plan may look and be structured, therefore few candidates structured Task A as a project plan.

No candidates sampled used the house style when writing documents, and as already noted few structured Task A as a plan, opting to present this to address the list of items to include as per the brief.

Candidates had good knowledge of marketing mix and functional areas, but often lacked the ability to contextualise this for the assignment.

As guidance was not provided regarding how to record the presentation for Task C, this was recorded on the Practical Observation form which was sufficient, but failed to include the questions asked to the candidates.

The Principal Moderator did not note any issues with the assignment, but emphasised that the training and support should have highlighted the necessity to follow house styles when writing business documents, and encouraged candidates to consider how the business documents, especially plans, should be presented.