

5220-20 Level 2 Technical Award in Digital Technologies

2019

Qualification Report

Contents

Introduction	3
Qualification Grade Distribution	4
Theory Exam	5
Grade Boundaries.....	5
Chief Examiner Commentary	7
Synoptic Assignment	9
Grade Boundaries.....	9
Principal Moderator Commentary.....	10

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.

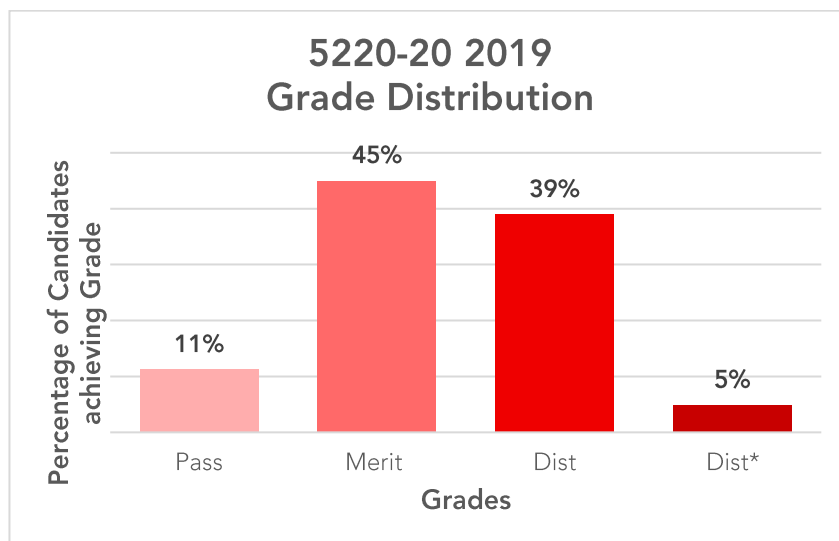
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 5220-020/520 Level 2 Technical Award in Digital Technologies – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 5220-021 Level 2 Technical Award in Digital Technologies – Synoptic Assignment

Qualification Grade Distribution

The approximate 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. The grade distribution shown above could include performance from previous years.

Theory Exam

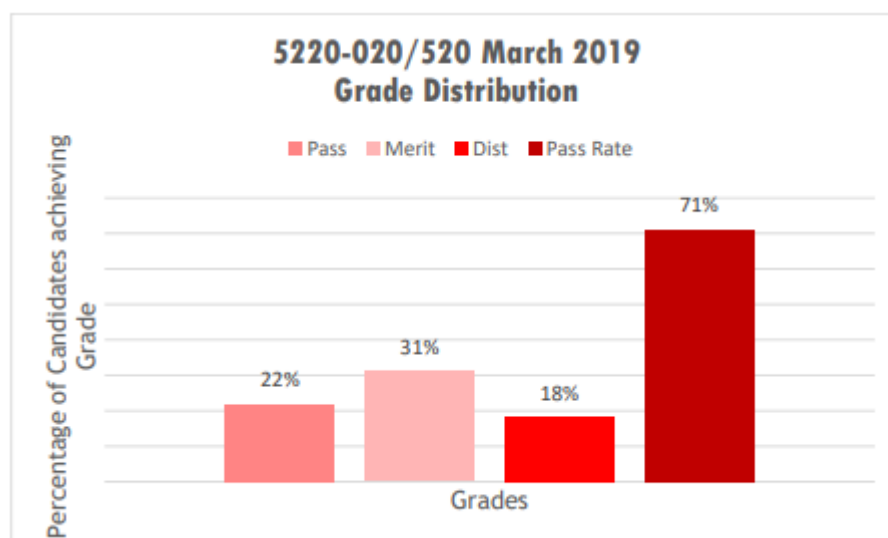
Grade Boundaries

Assessment: 5220-020/520
Series: March 2019 (Spring)

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

Total marks available	80
Pass mark	31
Merit mark	43
Distinction mark	56

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



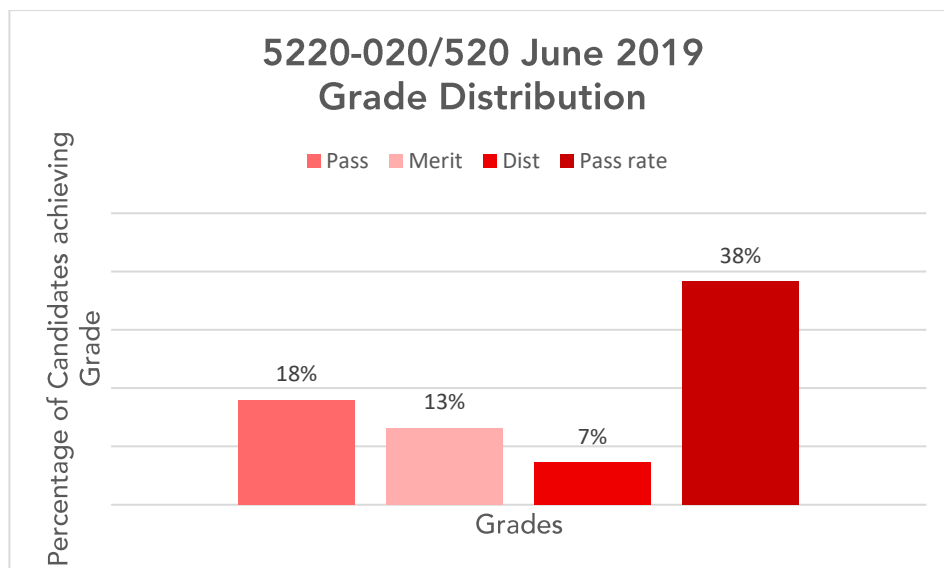
Assessment: 5220-020/520
Series: June 2019 (Summer)

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

Total marks available	62
Pass mark	26
Merit mark	35
Distinction mark	44

It should be noted that the base mark for this test is 62. Questions were excluded from this test to avoid disadvantaging candidates and the grade boundaries have been adjusted as a result.

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



Chief Examiner Commentary

5220-020/520 Level 2 Technical Award in Digital Technologies - **Theory exam**

Series 1 – March 2019

The cohort was noticeably stronger this year with a good performance by candidates from some centres.

The range of responses to the questions set in this test was balanced, indicating that the questions were fair and effective. It was very clear that some cohorts presented for the test had been significantly better prepared for the test than others.

The range of Knowledge points in this qualification is somewhat limited and a robust method of revision would help candidates achieve higher marks in these questions representing approximately 20% of the total marks in the paper.

It was clear that effective centres had given good guidance on the methods candidates can use to secure marks when addressing both AO1 Knowledge/Recall and AO2 Understanding questions.

Many candidates gave good answers when dealing with issues of hardware and social media threats but were less competent in the networking topics.

The candidate performance was very strong in the questions dealing with data and research and many gained full marks in these questions.

Generally, candidates were less successful in the two extended response questions addressing AO4 Integration.

Where candidates gave answers about images and file types, many candidates failed to use sufficiently accurate technical language to secure the maximum marks available.

In some cases, candidates relied on the repetition of the words and concepts used in the question stem and were unable to extend them to provide useful information that securely demonstrated understanding. In most of these cases, better use of technical language would have helped the candidate's secure higher marks.

Many candidates were only able to achieve limited marks in AO2 questions because they only covered 1 point in their answers or repeated a single point. This could be improved through the teaching of effective examination strategy.

Series 2 – June 2019

Overall performance in this test was much poorer than in the first series of this year. The paper has had two questions excluded to avoid disadvantaging candidates and the grade boundaries have been adjusted appropriately.

Some of the knowledge demonstrated in the use of communication strategies was good.

Candidates were able to identify a good range of items and better candidates were able to provide extended responses to show understanding.

In many cases, candidates were unable to identify the required number of items in questions set against assessment objective AO1.

In questions where candidates are given the opportunity to demonstrate their deeper understanding of topics (AO2 questions), they often provided partial answers, failing to provide justification of their points and thus missed the opportunity to score full marks. It was clear in many cases that candidates understood the core of the topic being discussed, but could not illustrate their knowledge with examples or describe an effect. Candidates would benefit from practising exam techniques. They need to be encouraged to spend time reading the questions thoroughly and consider the command verbs before attempting their answers.

Many responses relied on the use of brand names rather than generic industry terminology to identify the technology considered.

In some questions, for example those dealing with networking and programming concepts, the responses were very poor, and significant gaps in essential knowledge were noted.

Many candidates were unable to provide how certain technologies could be useful in commercial applications. They failed to relate the use of technologies set against specific usage scenarios. This was particularly notable in the questions dealing with networking where candidates focused on the physical infrastructure, rather than its usage.

Very few candidates seemed to have sufficient knowledge or understanding of encryption and its use in system and network protection. They also failed to recognise the importance of legal and ethical requirements in the operation of a system.

For the extended response questions, majority of candidates failed to provide responses to the questions asked (website and software development) or lacked full justifications to demonstrate their knowledge and understanding from across the content. It was evident that quite a few candidates did not consider the scenario.

Synoptic Assignment

Grade Boundaries

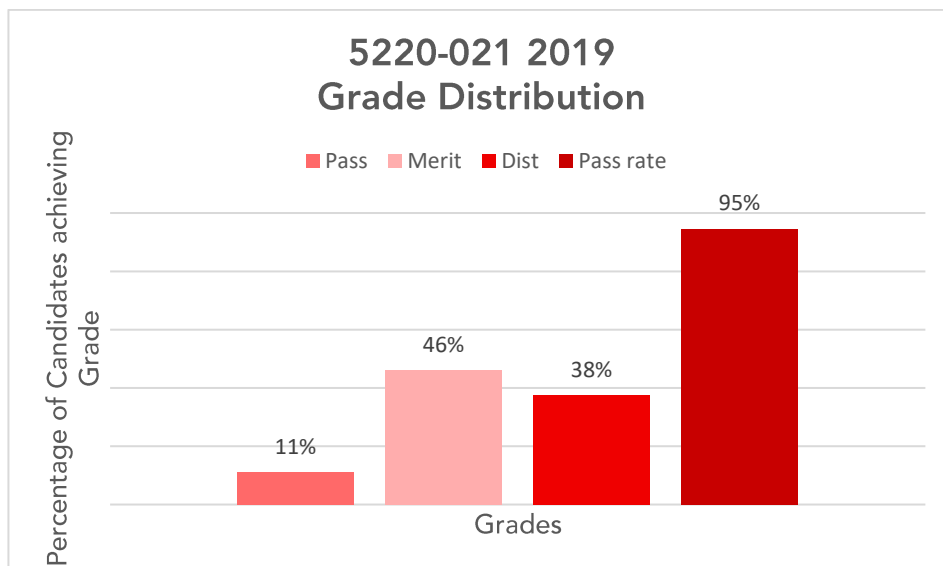
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 5220-021

Series: 2019

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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



Principal Moderator Commentary

In some cases, the moderators and administrators were required to ask centres to upload the required evidence to the portal and this caused significant delays in the processes. In some cases, the sample was insufficient and in others, the selection of candidates did not provide the range needed.

Higher scoring candidates showed good knowledge and understanding of the use of personal Relational Database Management Systems and showed good evidence of addressing the needs of AO1 and AO2. All centres used the Microsoft Access database system, and this will have strengthened appropriate business skills for candidates.

Few candidates produced detailed websites, with many of them having only basic use of colour and structure. The candidates must make it clear to markers and moderators that they have the skills required to gain good marks in AO3. Good candidates had considered the standards set by W3C.

Candidates will find it useful if they are able to use appropriate field names in tables that have a semantic relationship to the data held in the field. This approach makes the use of querying and reporting features easier. This also makes the understanding of the candidates' approach easier when considered externally.

A few candidates produced logical and coherent reports. These performed well where the tasks are brought together and reviewed, earning good marks against AO4. Good candidates also considered the legal and ethical implications of the use of the database and website as laid out in the scenario of the brief. Such considerations took the level of work beyond the mere statement of facts, demonstrating comprehensive understanding.

In the work submitted by higher scoring candidates, the work was prepared with care and had been checked for precision in spelling and grammar. This approach earned good marks against AO5, attention to detail.

Some candidates uploaded extraneous evidence with file names that were difficult to interpret. Much of which was in individual files, so it took moderators additional time to check all work that was submitted. Much of which could either have not been included or submitted as one document, rather than individual files. The assignment had clear instructions on the evidence required.

There was however sufficient evidence from this large cohort to confirm assessment decisions.

The performance of the candidates varied by centre. However, some candidates presented poor or incomplete work and failed to meet the required standards for this assignment.

The level of preparation for the assignments must be addressed. Centres must receive guidance on the preparation of the evidence required in assignments of this style.

Centres must use documentation of observation and authenticity more effectively.

Centres must prepare the sample for moderation within the required guidelines. It must represent the required range of marks and be submitted within the deadlines set.