

5220-021 Level 2 Technical Certificate in Digital Technologies

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.

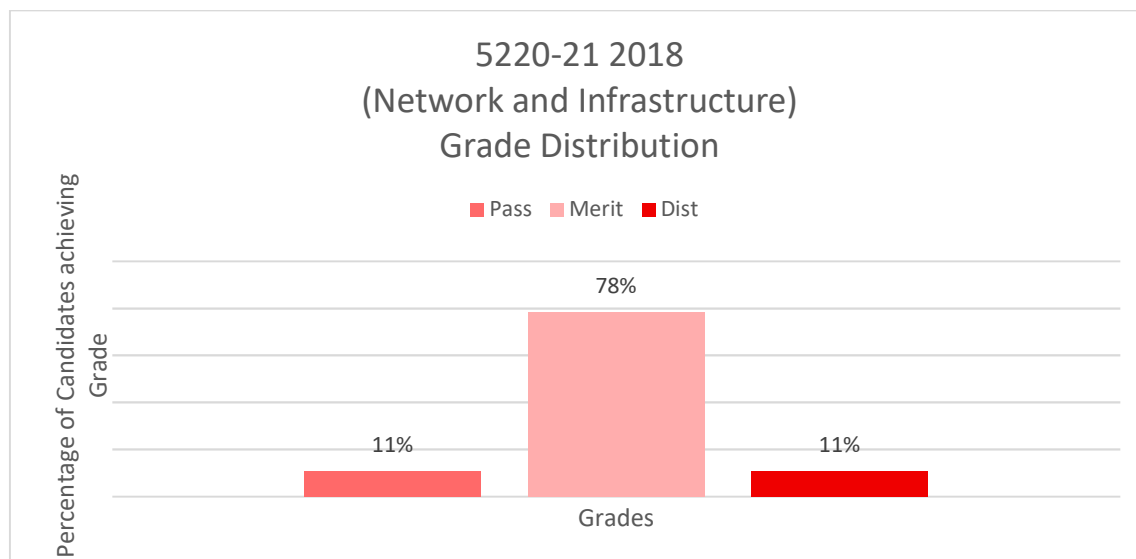
The document provides commentary on the following assessments;

- Pathway 1
 - 5220-022/522 Level 2 Technical Certificate in Digital Technologies – Theory exam
 - February 2018 (Spring)
 - May 2018 (Summer)
 - 5220-023 Network and Infrastructure – Synoptic Assignment
- Pathway 2
 - 5220-022/522 Level 2 Technical Certificate in Digital Technologies – Theory exam
 - February 2018 (Spring)
 - May 2018 (Summer)
 - 5220-025 Software and Applications – Synoptic Assignment
- Pathway 3
 - 5220-022/522 Level 2 Technical Certificate in Digital Technologies – Theory exam
 - February 2018 (Spring)
 - May 2018 (Summer)
 - 5220-027 Web and Social Media Development – Synoptic Assignment

Qualification Grade Distribution

5220-21 Technical Certificate in Digital Technologies (Network and Infrastructure) - Pathway 1

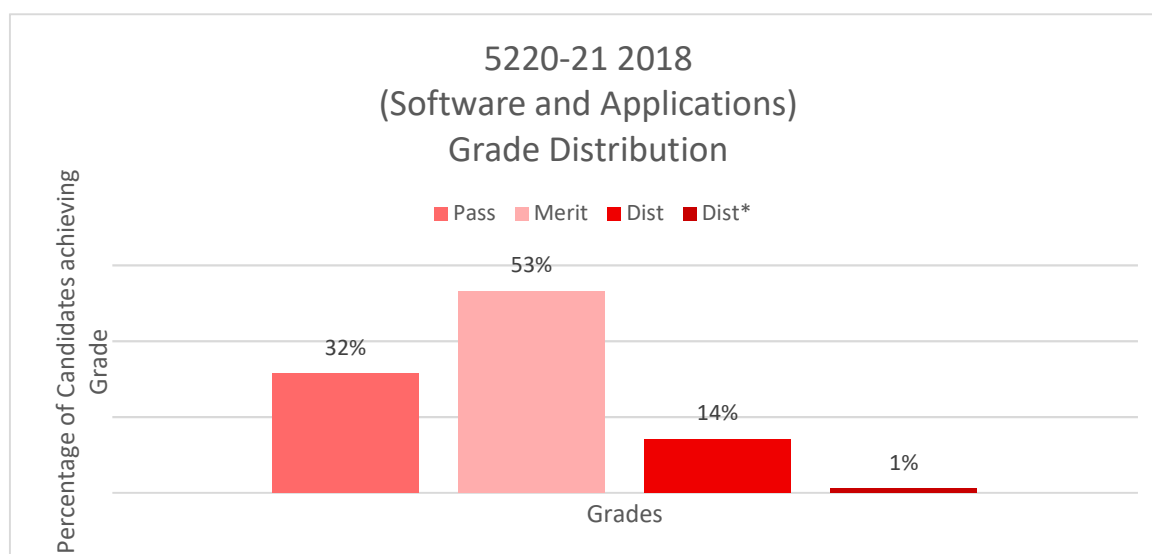
The grade distribution for this qualification is shown below;



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.

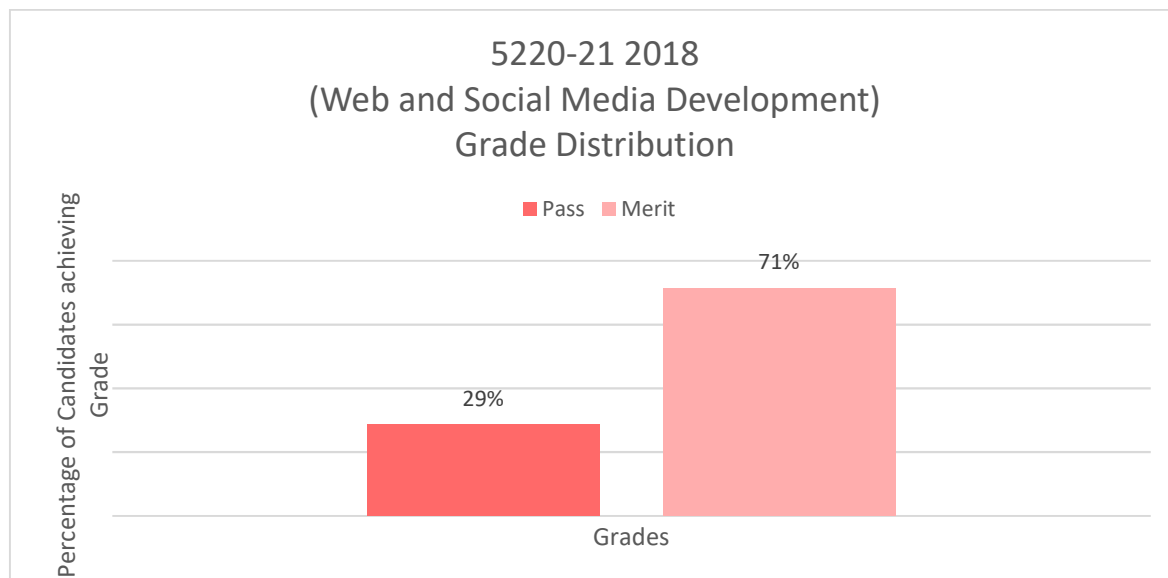
5220-21 Technical Certificate in Digital Technologies (Software Applications) - Pathway 2

The grade distribution for this qualification is shown below;



5220-21 Technical Certificate in Digital Technologies (Web and Social Media Development) - Pathway 3

The grade distribution for this qualification is shown below;



Theory Exam

5220-21 Technical Certificate in Digital Technologies

Grade Boundaries

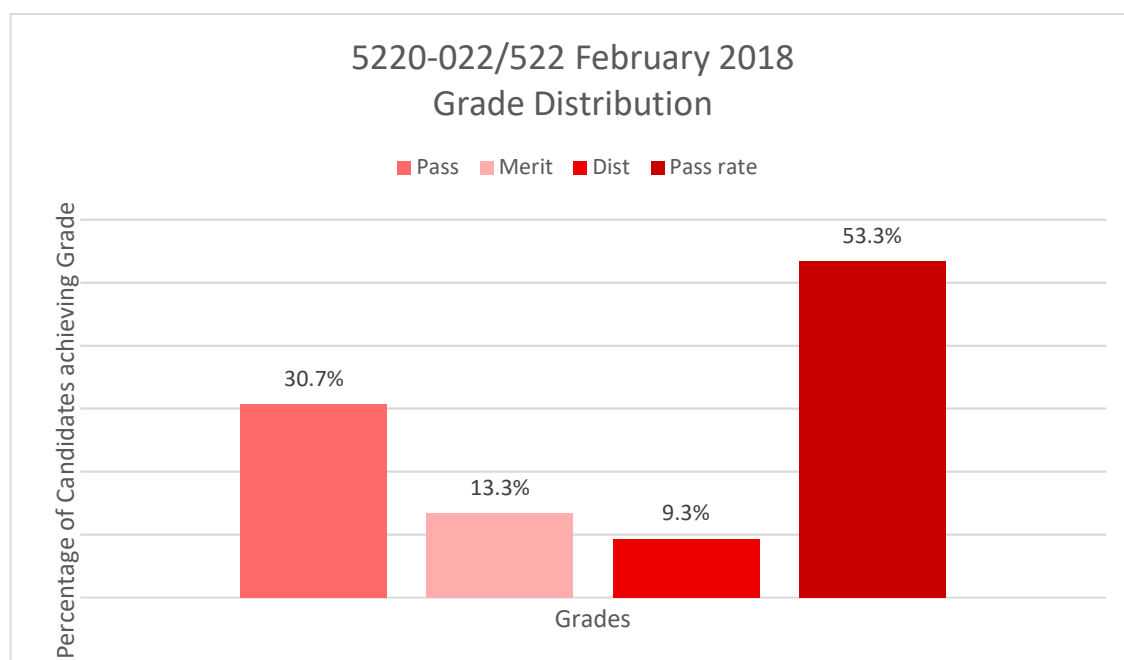
Assessment: 5220-022/522

Series: February/2018 (Spring)

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

Total marks available	80
Pass mark	32
Merit mark	42
Distinction mark	53

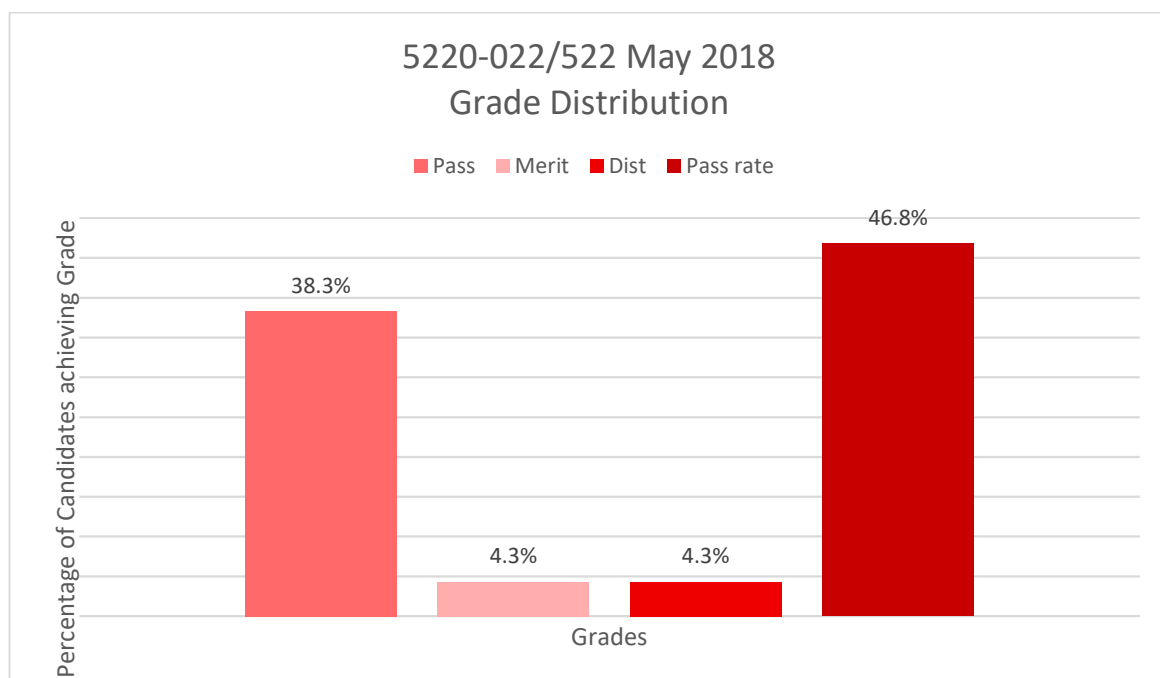
The graph below shows the distributions of grades and pass rate for this assessment;



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

Total marks available	80
Pass mark	31
Merit mark	42
Distinction mark	53

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



Chief Examiner Commentary

5220-022/522 Level 2 Technical Certificate in Digital Technologies – Theory exam

Series 1 – February 2018

A significant number of students taking this examination did well and showed that they had been well-prepared in terms of content coverage and preparation for the techniques required to complete the different types of questions asked.

Where questions were asked candidates to state facts, but often failed to supply the complete range of items needed to gain full marks. There was also a tendency for candidates to give more information than was needed but this did not have a negative effect on the marks gained. Rather, it may have used some of the allotted time without any actual benefit to the candidate.

One question required candidates to convert a value from the decimal number system to the binary system and few candidates got this answer correct. Centres should ensure that such exercises are rehearsed before the exam. Also, candidates asked to answer questions relating to the Data Protection Act gave answers relating to different legislation, mostly about Copyright.

Candidate responses in questions dealing with understanding were generally better. In many cases, the candidates seemed to have a good grasp of the type of response required and their answers scored well. However, there were also many cases where the candidates gave insufficient depth. Also, it was noted that many candidates said the same thing twice in some answers. Although their wording was different, the grade achieved was therefore limited.

In questions asking candidates to give extended answers to demonstrate integration of their knowledge, many candidates opened their answers by offering a good range of issues but often failed to relate the range to the scenario set. The scenario offers candidates an advantage to use it as a framework for their answers and consider the particular needs of a given set of circumstances. In many cases, candidates should use their own experience to provide the depth required.

They also attempted to deal with too many issues and failed to provide the analysis and discussion required to gain marks in the higher bands. It was noted that the answers to the first extended question were much better than those for the second question.

That said, the answers given to these questions in this series of examinations were noticeably better than in previous examinations indicating that centres had made good use of the examination guides published to help centres and candidates understand the requirements of the examination.

Series 2 – May 2018

A significant number of students taking this examination did well and showed that they had done significant revision for the test.

Where questions asked candidates to state facts, they often failed to supply the complete range of items needed to gain full marks. However, candidates were largely accurate in the answers they gave relating to hardware interfaces and the processes that can be used to protect from risks of digital engagement. Some candidates to give more information than was needed but this did not have a negative effect on the marks gained. Rather, it may have used some of the allotted time without any actual benefit to the candidate.

Candidate responses in questions dealing with understanding were generally attempted well by better candidates and they benefitted from their efforts here. In many cases, the candidates seemed to have a good grasp of the type of response required and their answers scored well. However, there were also many cases where the candidates gave insufficient depth. Some candidates seemed to focus on a small area of consideration and were not rewarded with marks where the content was simply a rewording of the question or of content they had already considered in their answer.

In questions asking candidates to give extended answers, most candidates made an attempt to answer the questions but failed to demonstrate integration of their knowledge; many candidates opened their answers by offering a good range of issues but often failed to relate the range to the scenario set.

Again, as per the spring examination, they attempted to deal with too many issues and failed to provide the depth of response required to gain marks in the higher bands. Candidates would be served well if they were given opportunities to prepare for the type of response required to perform well in this type of question.

Overall commentary

Centres must use the examination guides to help candidates address the technique required to do well in the theory examination. Too many candidates failed to meet the required Pass standard because they seemed to lack appropriate techniques in producing answers.

Candidates must give answers of suitable depth and know how they can achieve maximum marks in the different styles of questions. This is particularly important in the questions set against AO4. In the better answers seen it was clear that candidates had rehearsed the type of response required and that they had been given good developmental feedback to support their preparation for the examination.

Where good marks were achieved, candidates seemed have made good use of the time allowed to focus on the elements of the tests where their marks could be maximised.

Synoptic Assignment

5220-21 Technical Certificate in Digital Technologies (Network and Infrastructure) - Pathway 1

Grade Boundaries

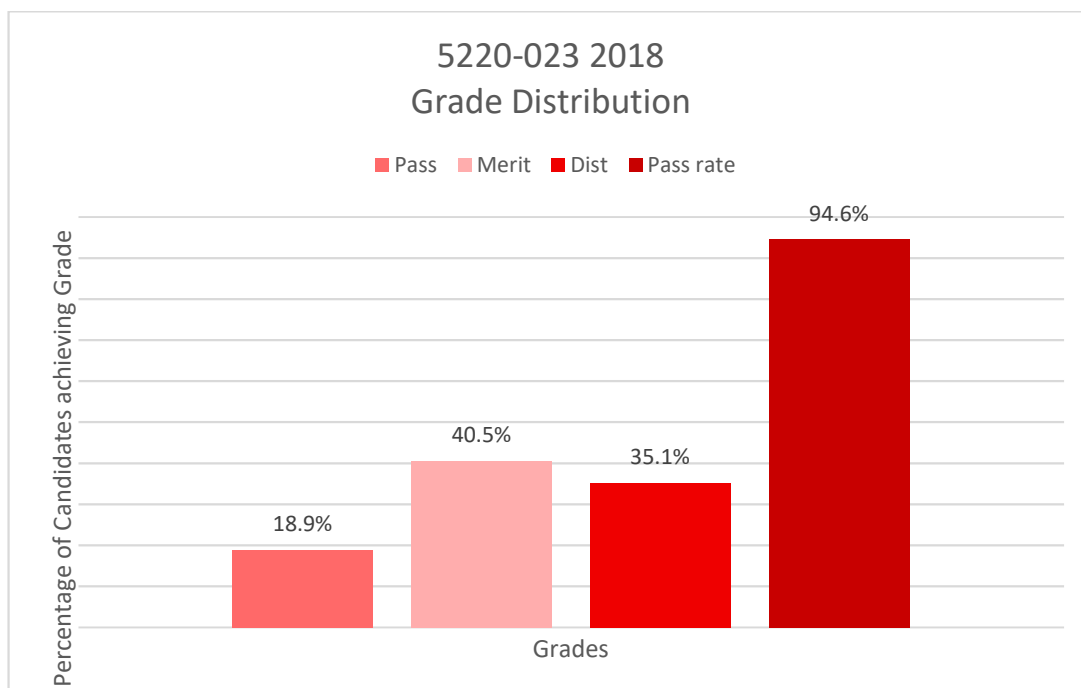
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 5220-023

Series: 2018

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	44

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



5220-21 Technical Certificate in Digital Technologies (Software Applications) - Pathway 2

Grade Boundaries

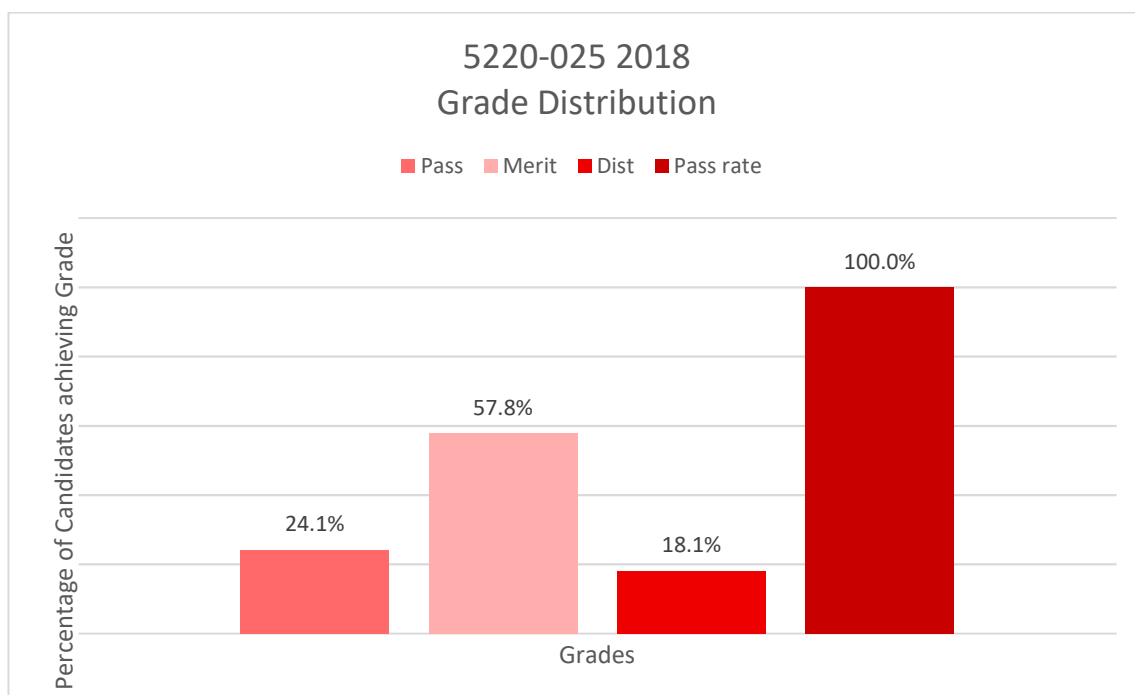
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 5220-025

Series: 2018

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	44

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



5220-21 Technical Certificate in Digital Technologies (Web and Social Media Development) - Pathway 3

Grade Boundaries

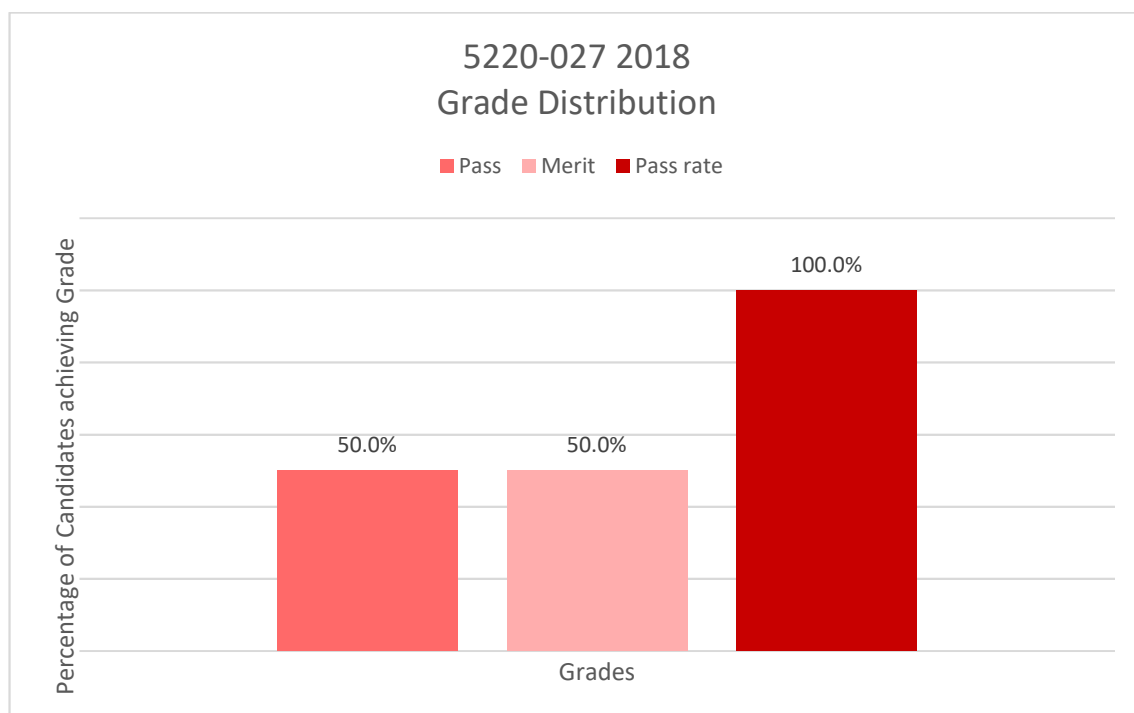
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 5220-027

Series: 2018

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	44

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



Principal Moderator Commentary

Performance in the synoptic assessments for this qualification was generally good and showed an improved outcome as a whole, across the three pathways where work was presented. It is clear that centres have benefited from the experience gained in previous years to develop effective strategies for the assessment regimes.

Work was generally presented with care and attention to the naming styles used helped in the moderation processes. In most cases, the use of the Candidate Record Form was consistently good and allowed easy confirmation of the marks awarded against each Assessment Objective. Detailed comments were used and were personalised for each candidate.

The use of the portal was good but centres must make sure that they present the required range of work for moderation. The centre must always submit the work of the candidates given the highest and lowest marks in the assessment and a fair range of candidates' work in the middle of the range of marks awarded.

In some cases, the use of the Assessor Observation Forms should be improved to make sure that there is suitable justification of the marks awarded for the work produced. The comments made in these forms should be individual to the candidate and reflect the achievements and deficits in their work. Centres should avoid the use of generic statements applied to all candidates.

In the tasks set in the three assessments, candidates performed better in practical tasks where an artefact was created. Centres and candidates should focus on the development of answers with sufficient depth to contribute the overall marks awarded in the assessment objectives dealing with understanding, attention to detail and the integration of knowledge across all of the qualification's content. Where candidates are suitable prepared to address the needs of these assessment objectives, they quickly gain good marks which do not rely on individual items of knowledge.

The production of effective answers is supported by good planning for the tasks to be completed. The centre should use the suggested times for tasks to make sure that candidates produce good work, worthy of good marks.

Where better submissions were seen, candidates had made good use of annotated images, drawings and diagrams and had referred to them in their writing.

Some candidates failed to provide sufficient depth in their answers and therefore failed to achieve high marks in the assessment objectives where discursive skills and analysis were required.

Overall, performance in the synoptic assignments was considerably better than that in the theory examination.