5220-520/020 – Level 2 Technical Award in Digital Technologies – Theory Exam

March 2022

Examiner Report

Contents

Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and 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 the **March 2022** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;
5220-520/020 Level 2 Technical Award in Digital Technologies – Theory Exam.

Theory Exam – March 2022

Grade Boundaries and distribution

Assessment: **5220-520/020**
Series: **March 2022**

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 distribution of grades and pass rates for this assessment:

5220-020/520 March 2022
Grade Distribution
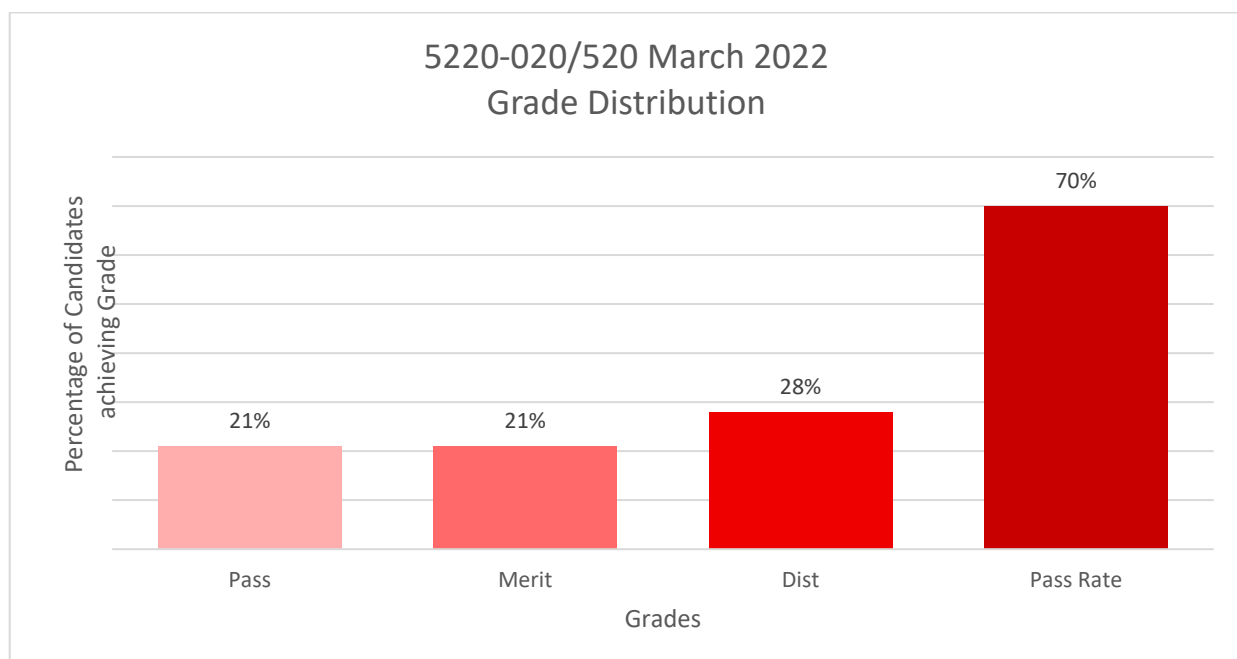
Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 5220-520/020

Series 1 (March)

The test had a small cohort of entries from two centres, and all responses were submitted through the paper-based testing system. Centres should note that candidates can be authorised to use word processing software to complete the exam if sufficient information is provided in advance.

The exam was deemed to be comparable with previous tests used in previous series. The structure and scope of the exam was identical. As with all previous exams, candidates were tested on items directly included in the unit content and their effect when used in organisations.

There were some notable gaps in the candidates' knowledge and understanding of topics that are clearly included in the qualification handbook. Centres should make sure that the whole range of the specification is taught and revised in preparation for the exam to help to maximise candidates' opportunities to gain marks.

Performance in AO1 Knowledge and AO2 Understanding was broadly similar with candidates in the first AO being challenged questions dealing with Legislation, and the use of business-focused software applications. Strong responses were seen in questions dealing with Target Audience characteristics, risks associated with digital communication, and the representation of data in graphs and charts.

The performance in the extended responses questions was better than in some previous cohorts. Some candidates demonstrated highly effective preparation through teaching and revision for the questions. However, some candidates seemed to have had insufficient focus on the processes required for the exam and its required range of question response skills.

Where candidates performed well against AO1, centres had recognised that the range of knowledge points in this qualification is smaller than in many others, and a robust system of revision helps candidates achieve better grades in these questions representing approximately 20% of the total marks available in the paper overall.

The responses for AO2 questions sometimes lacked detail and were occasionally vague, incomplete, and imprecise. This seemed to be an effect from failing to use the stem of the question, eg relating to benefit, to provide focus for their answers, including where, or how, their own experience could relate to that scenario. Often, weaker responses failed to provide a second aspect in their response that allowed them to demonstrate their depth of understanding, rather than simply their knowledge, thereby limiting their chances to earn maximum marks. Some candidates failed to answer the questions with a logical structure, resulting in a lack of focus on the scope required for the topic.

This may indicate a lack of preparation in examination technique that is appropriate in answers to different questions against the range of assessment objectives.

Answers to extended response questions, set against AO4, produced a broad range of quality in answers. Two relevant scenarios were provided allowing candidates to consider topics across the whole scope of the qualification, and they were asked to provide structured responses discussing options that might be considered in the scenario set. In the best responses, the candidates related their answers to the scenario set in the stem and used it to provide a

framework that was used to provide a coherent, logical answer. They moved beyond simple statements of facts to explain their meaning, and then discussed advantages or alternatives that could be relevant. At this level of study, this was very clear demonstration of candidates well-prepared for the exam in terms of technique as well as knowledge and understanding.

In the poorer responses it was evident that the candidates were unfamiliar with the type of response expected. Centres should support candidates to develop a strategy that can be used as a framework to build an effective, structured response and also make use of the scenario outlined in the stem to define the scope of content. It was clear in some of these poorer responses that candidates could identify some relevant scope but could not amplify their responses from lists of facts into useful explanations, analyses or discussions.

Overall, some candidates were clearly better prepared than others to provide effective answers across the different styles of questions. The better candidates responded confidently and fluently to the questions, and often showed evidence of having checked their answers and correcting them where needed.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:

https://www.cityandguilds.com/-/media/productdocuments/digital_and_it/it_professional/5220/level_2/assessment_materials/theory_exam/exam_guides/5220-20_technicals-exam-guide_020_520-pdf.ashx