5220-30 Level 3 Advanced Technical Certificate in Digital Technologies

2018

Qualification Report

Contents

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.

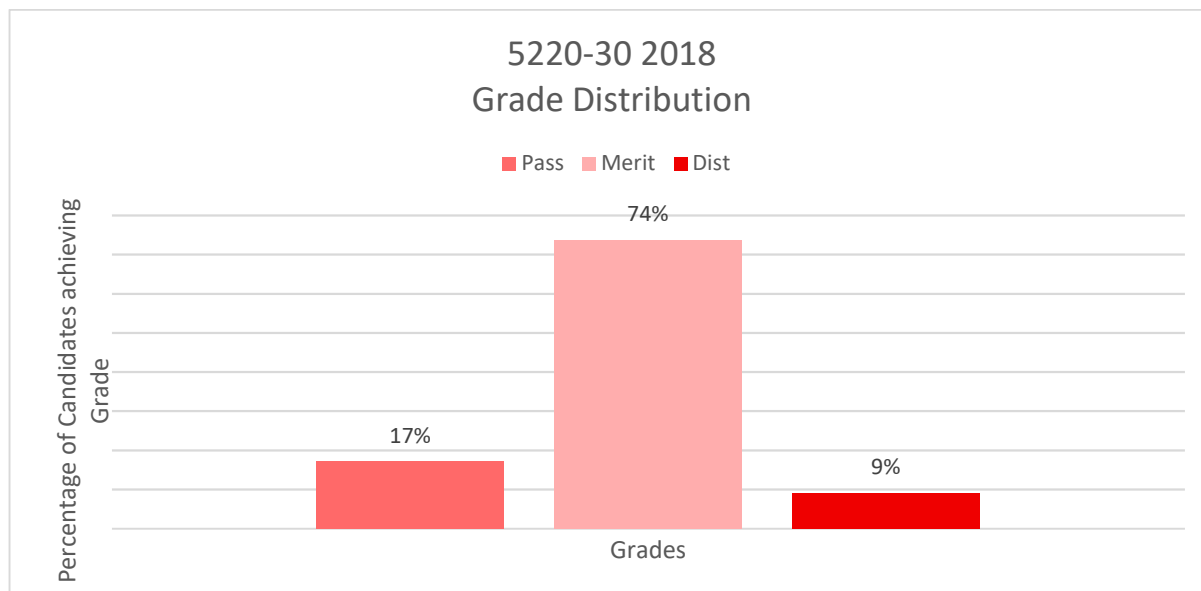The document provides commentary on the following assessments;

Year 1
- 5220-030/530 Level 3 Advanced Technical Certificate in Digital Technologies (360) – Theory exam
  - February 2018 (Spring)
  - May 2018 (Summer)
- 5220-031 Level 3 Advanced Technical Certificate in Digital Technologies – Synoptic Assignment

Qualification Grade Distribution

5220-30 Level 3 Advanced Technical Certificate in Digital Technologies (360)

The grade distribution for this qualification is shown below;

5220-30 2018
Grade Distribution

■ Pass ■ Merit ■ Dist

Percentage of Candidates achieving Grade

74%

17%

9%

Grades

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 Exams – Year 1

5220-30 Level 3 Advanced Technical Certificate in Digital Technologies
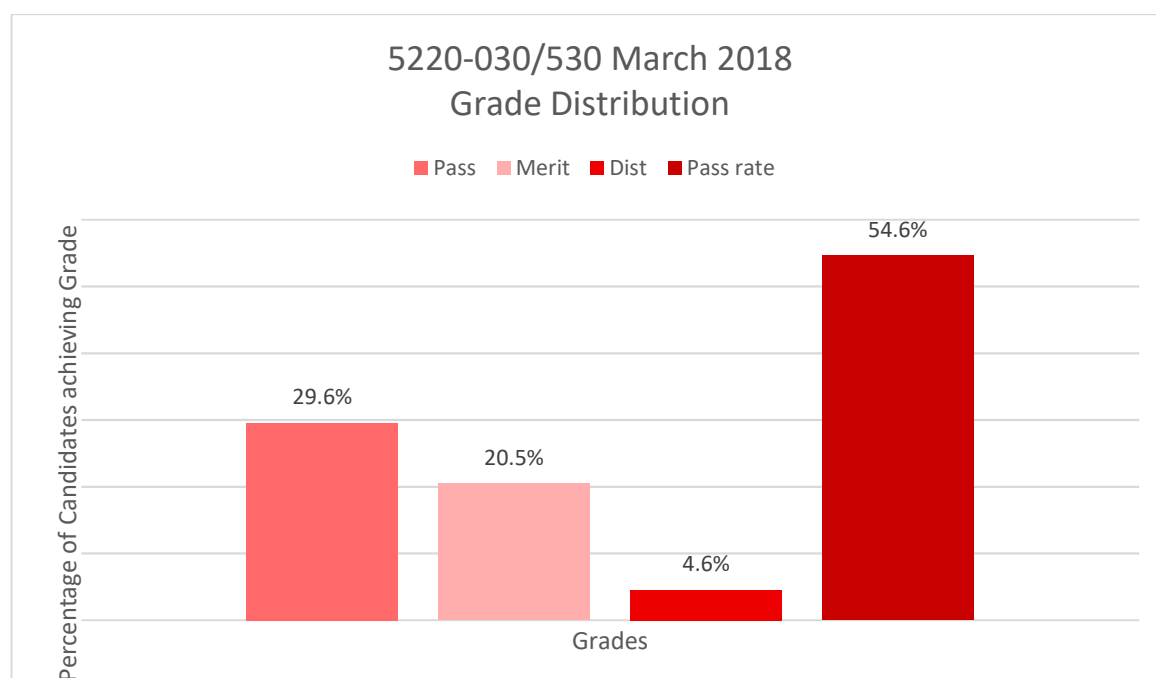
Grade Boundaries

Assessment: 5220-030/530
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	33
Merit mark	44
Distinction mark	56

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

Assessment: 5220-030/530
Series: May/2018 (Summer)

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

Total marks available	80
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

5220-030/530 Level 3 Advanced Certificate in Digital Technologies (360) – Theory exam

Series 1 – February 2018

Overall, performance in this exam was good and many candidates demonstrated a good level of preparation for the formal testing situation online and using paper scripts. There did not appear to be any advantage in the use of either testing system.

Where candidates were asked to state facts, many seemed to have been well-prepared for the examination and scored well in many cases.

However, in questions dealing with networking concepts, there was a general poor performance indicating lack of knowledge or recall. Some candidates also mistakenly identified devices used for network interconnection. A strong knowledge and understanding of networking concepts and processes can make a significant contribution to the grade achieved by candidates.

Candidates were stronger in answers relating to software development and hardware. However, answers relating to Object Oriented Programming were poor in many cases.

Questions asking candidates to demonstrate their understanding seemed to be let down by a lack of depth in the answers they gave. The answers often started well but failed to have explanation of the effect the point they were making might have. This would seem to demonstrate a lack of good technique in answering the types of questions represented about 60% of the available marks in the examination.

Some candidates gave long answers to the questions asking them to demonstrate integration of their knowledge across several units of the course. Few made use of the scenarios given to consider the issues relating to the scenario in depth. They offered a good range of issues that might be considered but did not analyse or discuss them; rather, they gave explanations. This meant that few gained marks in the higher bands.

There were many opportunities missed by candidates to give depth based on the demonstration of the knowledge in their answers and centres should try to capitalise on that knowledge to build stronger answers.

Series 2 – May 2018

Overall, performance in this exam was good and many candidates demonstrated a good level of preparation for the formal testing situation online and using paper scripts. There did not appear to be any advantage in the use of either testing system.

Where candidates were asked to state facts, many seemed to have been well-prepared for the examination and scored well in many cases. However, some candidates failed to identify specific elements of the questions asked, such as the word 'permanent' when dealing with computer storage options and wrongly identified RAM in this question.

However, in questions dealing with networking concepts such as the models representing the protocols used in data transfer and communication, candidates often failed to provide answers demonstrating sufficient depth of knowledge or understanding.

Some candidates were unable to differentiate between types and structures used in programming and failed to identify them correctly. In some cases although they had been correctly identified, poor explanations of their use were given.

Few candidates were successful in the answers provided for the use of different types of communication implemented in website programming.

Questions asking candidates to demonstrate their understanding seemed to be let down by a lack of depth in the answers they gave. The answers often started well but failed to give an explanation of the effect the point they were making might have. It would be difficult to overstate the value of candidates being given the chance to prepare for this type of answer which represents the largest proportion of the available marks in the examination. Candidates must be aware that any question addressing Assessment Objective 2 dealing with their understanding of the concepts in the specification, each explanation or description must have two distinct valid points to be awarded the full marks.

Some candidates gave long answers to the questions asking them to demonstrate integration of their knowledge across several units of the course. Few made use of the scenarios given to consider the issues relating to the scenario in depth. They offered a good range of issues that might be considered but did not analyse or discuss them; rather, they gave explanations. This meant that few gained marks in Band 2 and none in Band 3.

The quality of the language used in candidate responses was generally good and demonstrated a good approach to examination strategy and the use of the available time.

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 lack appropriate techniques in producing answers.

Candidates must give answers of suitable depth and know how they can achieve maximum grades in the different styles of questions. This is particularly important in the questions set against Assessment Objective 4. 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 Assignments – Year 1

5220-30 Level 3 Advanced Technical Certificate in Digital Technologies
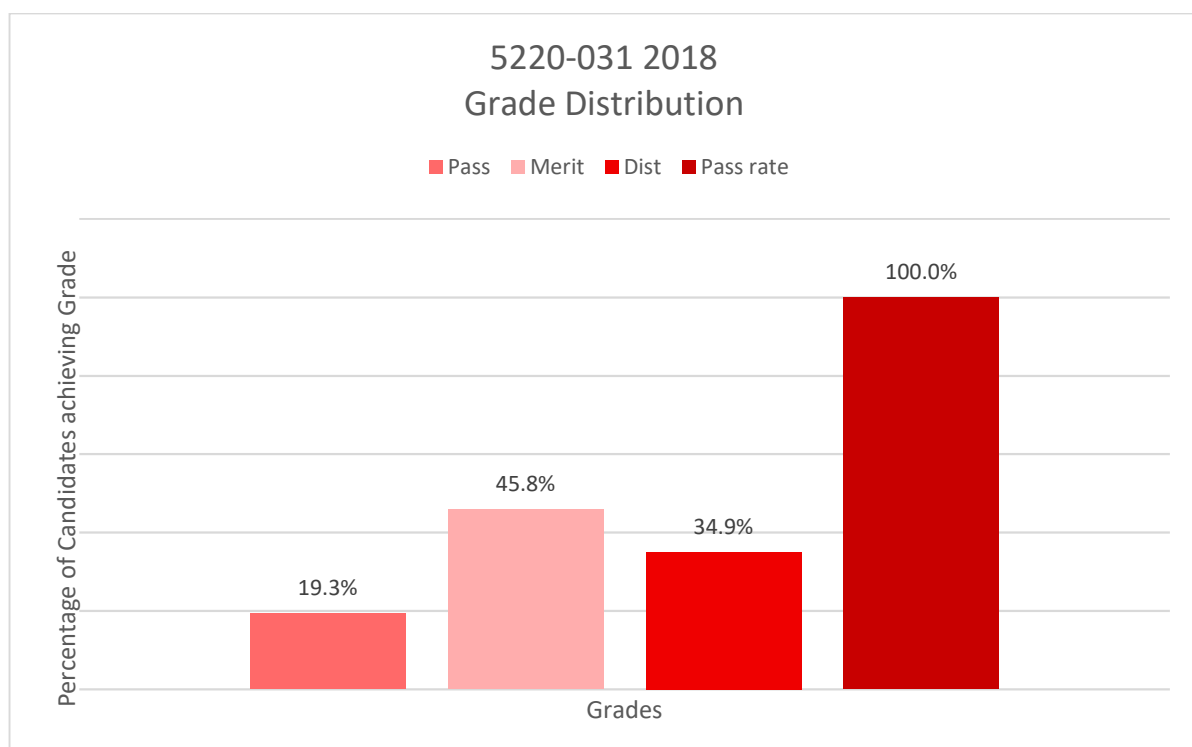
Grade Boundaries

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

Assessment: 5220-031
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

The candidate evidence presented for the assignment was of a high standard in the majority of cases. It was evident that centres had produced appropriate planning structures for the assessment period, allowing the candidates to complete the tasks to an acceptable standard.

In the planning task, some candidates were able to demonstrate a logical, structured approach where the needs of the particular scenario were linked to good programming practices. The candidates who used effective diagrams and images used these to give additional depth to the written answers they produced. In the better responses, the images were effectively discussed in the document, demonstrating high levels of understanding.

The application was developed using different strategies and programming languages. In many cases, the code produced was effective in producing the outcome required but the evidence of the processes being completed was incomplete. Some centres had also provided evidence that was not necessary or evidenced elsewhere.

The assignment gave clear instructions on what evidence should be submitted and care should be taken that this structure is adhered to, and that it provides all the evidence required to support the moderation of the judgements made.

Evidence for practical activities was good where it was supported with good images showing how the processes had been carried out. The use of the Assessor Observation Form was generally good, but care should be taken to make sure that comments are personalised to each candidate's work.

Candidates performed well in the Social Media task, with many providing good data from secondary research. Better responses included original artwork and copy, with mock-ups of artefacts that could be used in an actual campaign for the 'company's' app. However, few candidates provided recommendations that linked back to the research they had conducted.

The review of the processes carried out was varied, with many candidates producing very little work in this task. Candidates should be encouraged to develop the skills required to produce effective responses to this type of task as it has a good potential for the achievement of high marks across several Assessment Objectives.

Overall performance was good and candidates who progress from this qualification to the next level will be well-served by the effective work in this academic year.