

1145-532 Level 3 Engineering – Theory exam

March 2020

Examiner Report

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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 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, poor examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;

1145-532 – Level 3 Engineering – Theory exam (2)

Theory Exam – March 2020

Grade Boundaries and distribution

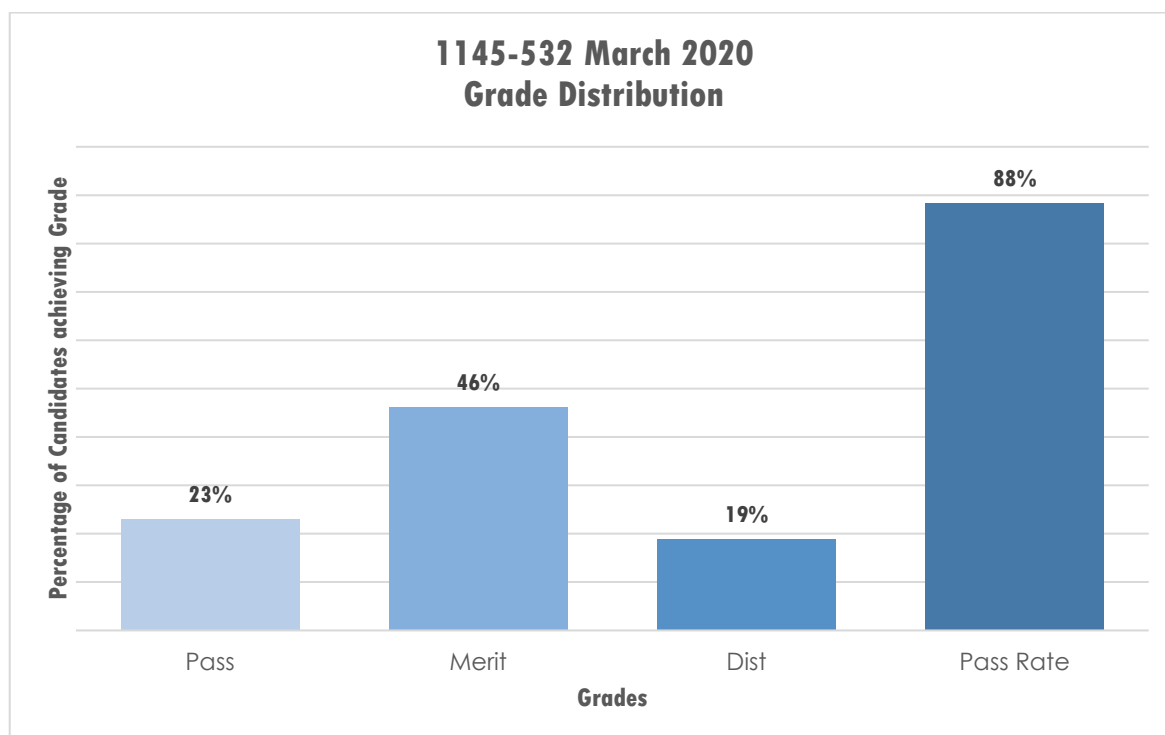
Assessment: **1145-532**

Series: **March 2020**

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

Total marks available	
Pass mark	23
Merit mark	31
Distinction mark	40

The graph below shows the approximate distribution of grades and pass rates for this assessment:



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 1145-532

Series 1 (March 2020)

This paper was typically answered well by the majority of candidates. Almost all candidates attempted all of the questions.

Similar to the previous series, questions on health and safety were answered particularly well, with a high proportion of candidates identifying legal responsibilities and stating either the implications of non-compliance or the reasons why these were important. Questions on augmented reality were also answered well, with many candidates showing good understanding of the potential applications of this technology.

In contrast, a notable proportion of candidates gave weaker responses to the question on making a loom board – this was mainly based on knowledge recall. Similar questions have been asked on this topic before, and candidates have consistently demonstrated less knowledge in this topic than in other areas of the specification. There was also a mixed response to the question on the operation of an aerobic digester. Whilst a good proportion of candidates demonstrated knowledge recall relating to this, the proportion that demonstrated understanding of the underlying principles was lower. These are areas where it is recommended that centres give additional attention during delivery of the qualification.

Even taking those recommendations into account, across the paper as a whole most candidates displayed a reasonable breadth of knowledge recall covering the range of the specification. In line with previous series, when questions asked for explanations, a small proportion of candidates did not expand on statements. It is recommended that centres emphasise to candidates the importance of giving reasons for or justifying their responses when questions ask for explanations.

The extended response question allows candidates to draw on knowledge from across the breadth of the specification. This question was typically answered well and demonstrated the range of candidate abilities. Almost all candidates covered both aspects of the synoptic question, which was an improvement on previous series. However, similar to previous series, in some cases the candidates did not consider the secondary implications of the subject matter in the synoptic question. When answering this type of question, it is recommended that centres encourage candidates to consider both direct and indirect implications and draw conclusions when discussing the topic.