4292-21 – Level 2 Technical Certificate in Automotive

June 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:

- 4292-023 – Level 2 Technical Certificate in Automotive – Synoptic Assignment
- 4292-022/522 – Level 2 Technical Certificate in Automotive – Theory exam
  - March 2018 (Spring)
  - June 2018 (Summer)
The grade distribution for this qualification during the 2017/2018 academic year 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.
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

<table>
<thead>
<tr>
<th>Total marks available</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass mark</td>
<td>26</td>
</tr>
<tr>
<td>Merit mark</td>
<td>36</td>
</tr>
<tr>
<td>Distinction mark</td>
<td>46</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50%</td>
</tr>
<tr>
<td>Merit</td>
<td>13%</td>
</tr>
<tr>
<td>Distinction</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>69%</td>
</tr>
</tbody>
</table>

The graph below shows the distributions of grades and pass rate for this assessment:
The exam generally went well; most learners attempting all the questions with only a minority missing some answers, one learner however did not attempt to answer any questions on the paper.

There were some large variations between the papers, with some learners giving good detail showing knowledge and understanding, some learners only give a minor amount of information, so not reading the question and not allocating sufficient time to read all questions carefully to understand where they are going with their answers.

The importance of the command verb in the question remains an issue for a number of learners. And the centres should prepare learners in knowing what the relevance of the command verb means in answering the question, knowing the command verb and what this is asking will allow learners acquire more marks.

Learners were not reading the whole question carefully this prevented learners from accessing some of the available marks. The following examples should reinforce the importance of extracting the detail from the question in order to answer the question effectively.

The subject areas covered in the questions were of the level required for this qualification.

There were some spelling and grammar errors in the majority of answers; however some answers were well constructed making what the learners were explaining, easy to follow.

The majority of learners received no marks on the motorcycle chassis question, and heavy vehicle chassis components and systems were a problem with some learners, the centres need to ensure learners have an understanding of not only light vehicle but also heavy and motor cycle chassis systems.

Learners were asked to explain why wheels are balanced on a machine, not why wheels are balanced, centres need to make learners aware that reading the question fully before answering will ensure marks are achieved.

The area of the test which learners answered well was on health and safety, and engine locations and reasons, it is important to know this and it was good to see such detailed responses.

The stretch and challenge question, is current and relevant to today’s technology. It produced some well written answers from some learners showing a good depth of knowledge. Some structured their answer well, which had a natural flow to it, and it followed a logical thought process making it easy to read and follow. There were also some good answers and detail on checking steering systems and the use of alignment/tracking equipment. Some learners embraced the stretch and challenge and used it to show their understanding, where some only provided a limited amount of information.
The exam generally went well; most learners attempting all the questions with only a minority missing some answers.

I must stress that if the learners do not use the paper for their answers, and type it out on separate sheets these must be indicated on the marking sheet, as I marked one paper only to find the answers at the end of it. Had I not checked, that candidate would have received no marks.

There were some large variations between the papers, with some learners giving good detail showing knowledge and understanding, while some learners only give a minor amount of information, so not reading the question and not allocating sufficient time to read all questions carefully to understand where they are going with their answers.

The importance of the command verb in the question remains an issue for a number of learners. And the centres should prepare learners in knowing what the relevance of the command verb means in answering the question. Knowing the command verb and what this is asking will allow learners acquire more marks.

Learners were not reading the whole question carefully this prevented learners from accessing some of the available marks. The following examples should reinforce the importance of extracting the detail from the question in order to answer the question effectively.

The subject areas covered in the questions were of the level required for this qualification.

There were some spelling and grammar errors in the majority of answers; however some answers were well constructed making what the learners were explaining, easy to follow.

The majority of learners received low and no marks on the heavy vehicle braking systems, and heavy vehicle braking components and systems were a problem with some learners. The centres need to ensure learners have an understanding of not only light vehicle but also heavy and motorcycle, this is mentioned in every report.

Learners were asked to identify a common exhaust component, most give an incorrect identification and some not attempting to answer, this was a component that is used on light and heavy vehicles.

The construction of suspension systems seemed difficult to answer for some learners, so centres should look to incorporate more on construction of suspension components.

Some learners did not fully understand why gearbox / clutch systems are used in vehicles, and more learning around this area would have given additional marks to some learners.

The area of the test which learners answered well was on health and safety, and steering systems, it was good to see such detailed responses.

The stretch and challenge question, is current and relevant to today’s repairs on electrical systems. There were some well written answers from some learners showing a good depth of knowledge, some structured their answer well, it had a natural flow to it, and it followed a logical thought process making it easy to read and follow.
Synoptic Assignment

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

Assessment: 4292-023
Series: 2018

<table>
<thead>
<tr>
<th>Total marks available</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass mark</td>
<td>32</td>
</tr>
<tr>
<td>Merit mark</td>
<td>39</td>
</tr>
<tr>
<td>Distinction mark</td>
<td>47</td>
</tr>
</tbody>
</table>

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

The general approach to each of the tasks was good and in the majority of cases appropriate documentation and records were submitted. It does need to be remembered that the evidence submitted is being read by a third party, who is unfamiliar with the individual learners and writing styles. Also Centres should use the same name for the learner on each document and piece of evidence. The moderator does not know the learners and any ‘nickname’ that might be used; it can become very confusing when several names are used for a learner who is registered with a different name. Learners need to be encouraged to present their evidence as clearly and logically as possible. Some centres submitted photographs and in most cases these did have some reference to what was being shown, this is important.

When completing the Candidate Recording Forms (CRF) there needs to be some reference to how the learners met the criteria and to show why they were placed in that particular marking band. There were phrases similar to ‘Good knowledge’ however examples of what this ‘good knowledge’ was would also be beneficial. Some centres gave comments similar to ‘Good knowledge’ to several of their learners and then placed them in different marking bands. If ‘Good knowledge’ puts one learner in the middle band, then surely all learners that have ‘good knowledge’ should be in the same band. Again without any justification it is difficult for moderators to see why there is a difference.

Centres included various documents for the learner’s evidence, but many were not fully completed, particularly where centres were using their own documentation. If submitting a form that asks for a signature, date, vehicle, etc., than it should be provided. If they are not required then please amend your forms. When moderating we do not know if this information is expected or not, so marks could be deducted.

In some cases the detail on the recording forms was good, however very few Centres made any reference to Task 4, only to the practical task (1-3). The marks awarded are for all tasks, not just the practical tasks.

As with the learner documentation then the CRF and observation forms need to be clearly presented, when word processed they are easier to understand, and it was good that most centres did word process their documentation.

There were some good attempts at Task 4 and they were clearly presented. In a number of cases learners had taken phrases from their research and used them in their documents. From other written work, they had submitted, it was obvious that they were using unfamiliar language. Learners should be encouraged to use familiar language when presenting this evidence. As expected they were all word processed however a number of them contained spelling and other mistakes, this should have been easy to see and correct when word processing. Marks are awarded for ‘attention to detail’ and not checking spelling, etc., will lose them marks.

AO1 – Recall of knowledge relating to the qualification
In most cases this was well evidenced with learners achieving towards the higher end of the mark range. They were well aware of health & safety and the procedures necessary to carry out the tasks. The majority appeared to follow logical sequences when completing the tasks.

AO2 – Understanding of concepts, theories and processes relating to the LOs
Learners performed fairly well in showing evidence for this AO, with the majority scoring in the mid mark range. Completing specific risk assessments was well understood as were the required test procedures. In a number of cases the learners recorded their readings but did not refer to any manufacturer’s data and readings, so there was no confirmation that the component met the required specification.
AO3 – Application of practical/technical skills
Most learners scored well with this AO, they all seemed fairly comfortable with the practical/technical requirement. They showed a good understanding of safe and correct use of tools and equipment.

AO4 – Bringing it all together – coherence of the whole subject
This also produced some good scores; the standard of the practical tasks was good and learners were able to link correct and safe working practices.

AO5 – Attending to detail/perfecting
This AO did lose learners some marks, and was where most mark amendment was made by the moderator. They attended to detail fairly well in their practical activities however this was not always the case when completing documentation especially that required for presentation to others. Attending to detail applies to all processes and tasks, this includes completion of documentation and Task 4. Some documents need to be read by other people, some of them external, so crossing out on estimates, spelling mistakes on word processed documents shows a lack of attention to detail.