4292-030/530 – Level 3
Advanced Technical Certificate in the Automotive Industry

March 2018

Examiner Report
Contents

Introduction .................................................................................................................... 3
Theory Exam – March 2018 ......................................................................................... 4
Grade Boundaries ........................................................................................................ 4
Chief Examiner Commentary ....................................................................................... 5
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 2018 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: 4292-030/530 Level 3 Advanced Technical Certificate in the Automotive Industry– Theory exam
Grade Boundaries and distribution

Assessment: 4292-030/530
Series: March 2018

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

<table>
<thead>
<tr>
<th>Total marks available</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass mark</td>
<td>35</td>
</tr>
<tr>
<td>Merit mark</td>
<td>45</td>
</tr>
<tr>
<td>Distinction mark</td>
<td>56</td>
</tr>
</tbody>
</table>

The graph below shows the distribution of grades and pass rates for this assessment:
Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 4292-030/530

Series 1 (March)

The exam generally went well; most learners attempting all the questions with only a minority missing some answers.

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 it easy to follow what the learners were explaining.

The majority of learners received no marks on transmission question, centres need to ensure learners have an understanding of not only light vehicle but also heavy and motorcycle transmission systems, so learners have the full breadth of knowledge of these alternative systems.

The use of oscilloscopes and measurements that are used when checking systems and components with them, also calibration of electrical equipment before use.

The area of the test which learners answered well was on metals and the dangers of high voltage electrical systems, this is important to know this and it was good to see such detailed responses.

The stretch and challenge question, showed the learners ability to make comparisons on different engine types, it had 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, there were also some good answers and detail on emissions and power outputs.

It came across that certain learners had much more knowledge on two stroke engines, and some had more knowledge on four strokes.