

# **4292-30 – Level 3 Advanced Technical Certificate in Automotive**

**2019**

**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.

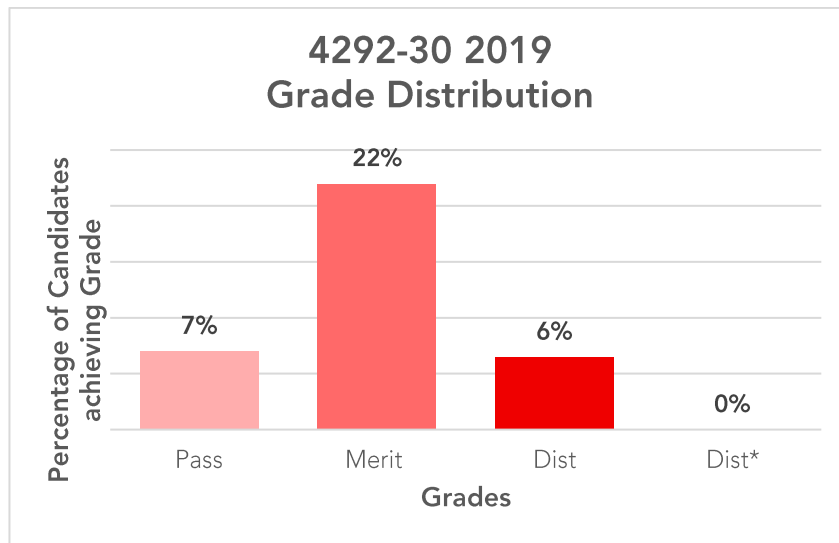
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 4292-030/530 – Level 3 Advanced Technical Certificate in Automotive – Theory exam
  - March 2019 (Spring)
  - June 2019 (Summer)
- 4292-031 – Level 3 Advanced Technical Certificate in Automotive – Synoptic Assignment

# Qualification Grade Distribution

The approximate grade distribution for this qualification 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. The grade distribution shown above could include performance from previous years.

# Theory Exam

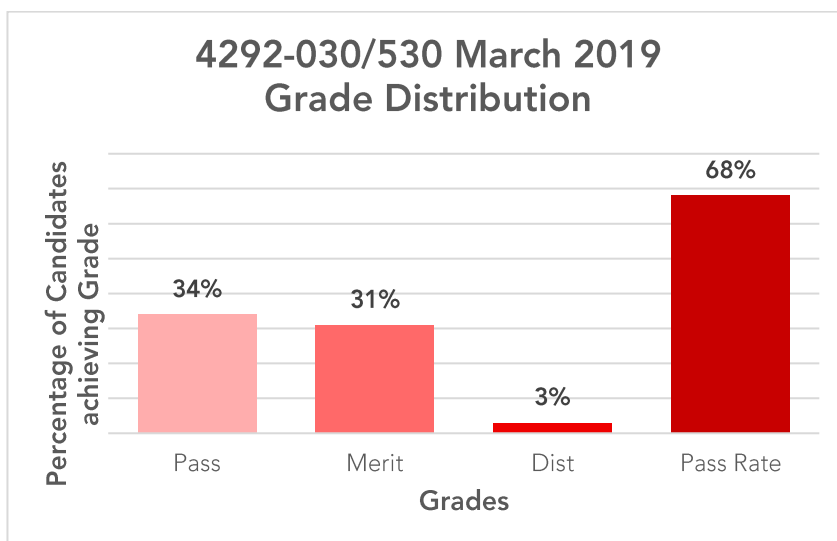
## Grade Boundaries

Assessment: 4292-030/530  
Series: March 2019 (Spring)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	35
Merit mark	45
Distinction mark	56

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

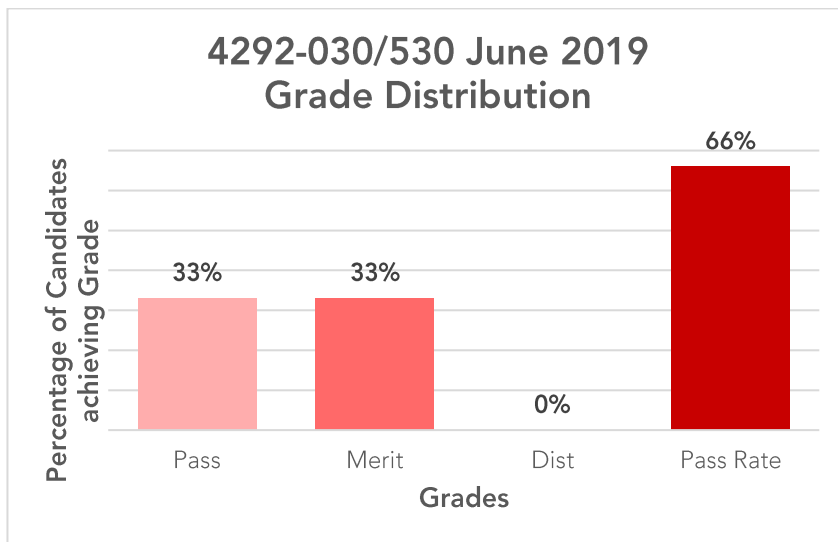


Assessment: 4292-030/530  
Series: June 2019 (Summer)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	35
Merit mark	45
Distinction mark	56

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



# Chief Examiner Commentary

## 4292-030/530 – Level 2 Technical Certificate in Automotive - Theory exam

### Series 1 – March 2019

The exam was answered well in general with most candidates attempting all the questions, with only a minority of candidates not answering some questions. This was a good general paper that covered a wide range of the syllabus and was well received by candidates.

The importance of the command verb in the question remains an issue for a number of candidates. Centres should prepare candidates so that they are aware of the importance of the command verb, and how this should impact how they answer the questions. Understanding the command verb and what this is asking will allow candidates to acquire more marks.

Candidates did not read the whole question carefully and this prevented them from accessing some of the available marks.

There were spelling and grammar errors in some candidate's responses, these were less prominent in the March 2019 papers than they had been in previous years. Some candidates provided well-constructed detailed responses, making it easy to follow what the candidates were explaining.

The majority of candidates received no marks on computer languages as the majority went for Binary.

Candidates performed well on the following topics: on thermo plastic materials, overall systems in a range of vehicles eg clutch, engine components and testing equipment.

The extended response question showed the candidates ability to make comparisons on different transmission types.

There were some well-written answers from candidates, showing a good depth of knowledge with some structure and a natural flow. They followed a logical thought process making it easy to understand the response.

Some candidates focused on explaining manual transmissions in detail, rather than other alternatives, which emphasised that some candidates had a deeper knowledge of certain types of transmission systems than others.

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

The March 2019 paper is comparable to the March 2018 paper. Both papers covered a wide range of the syllabus, and were written at an appropriate level for a level 3 candidate. The AO2 questions gave candidates at all levels the opportunity to access a range of marks.

The March 2019 series has a 68% pass rate which is significantly higher than March 2018 paper which had a pass rate of 34.8%.

## Series 2 – June 2019

The exam was answered well in general; most candidates attempting all the questions with only a minority missing some answers.

**There were some large variations between the papers**, with some candidates giving good detail and showing knowledge and understanding, Some candidates only provided a minor amount of information, and did not read the question, therefore it was difficult to ascertain their chain of thought.

**The importance of the command verb** is still an issue for a number of candidates. Centres should prepare candidates, so that they know and understand the relevance of the command verb when answering questions. Knowing the command verb and what this is asking will give Candidates the opportunity to acquire more marks.

**Candidates did not read the whole question carefully** thus preventing candidates from accessing some of the available marks. The subject areas covered in the questions were of the level required and to the specification of this qualification.

**There were some spelling and grammar errors** in some answers; this was much improved from previous exam series, with some well-constructed answers making it easy to follow what the candidates were explaining, and the explanations were more detailed.

**The majority of candidates received no marks on types of adhesive**, there was a range of answers from super glue to PVC, even though it requested no trade names in the question, candidates were giving trade names.

**In the question on steering angles** some candidates answered with the incorrect angle, or seem to have little knowledge of steering geometry.

The areas of the test which candidates answered well were: ferrous and non ferrous metals and why ferrous metals why and where they are used in vehicle construction. There was also good knowledge shown on calculating electrical formula's.

**The extended response question**, showed the candidates ability to make comparisons on different suspension types. There were some well written answers, demonstrating a good depth of knowledge on a range of suspension systems, and their differences. There were some well structured answers, with a natural flow, following a logical thought process.

The main focus from some candidates seemed to be only explaining one or two systems, in detail rather than any others used on vehicles. It came across that some candidates had much more knowledge on suspension systems than others.



# Synoptic Assignment

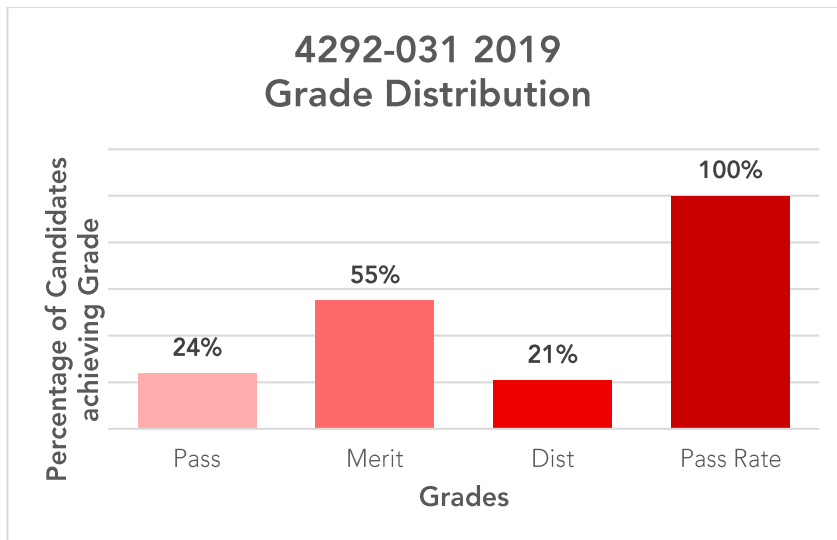
## Grade Boundaries

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

Assessment: 4292-031  
Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	27
Merit mark	37
Distinction mark	47

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



## Principal Moderator Commentary

Candidates performed very well on the two practical tasks and the research task was approached exceptionally well with good documentation. The candidates performed the diagnostic task (task 2) to a high standard with clear supporting evidence including diagnostic readings as evidence.

All evidence for the synoptic assignment a compact form for each candidate. However there were a number of images submitted, for each candidate, and there was little or no annotation or referencing of these images, therefore it was not always clear what evidence or task this was supporting. If images are to be submitted, it must be clear what they are providing support to.

There was a good level of detail provided on CRF forms with references to the candidate's practical performance. Comments were positive and supported the assessor decisions well. These documents were also word processed providing good clarity.

Assessors considered awarding marks across the full range of AOs in all tasks and there was good referencing made against the assessment objectives.

Although it is expected that some observer / tutor comments are hand-written, scanning had affected the quality of some documents. It was clear by the comments on the CRF, that markers had considered awarding marks across the full range of AOs in all tasks and used a holistic marking approach when awarding final marks.

There were however, some CRFs which made no mention of areas of weakness in certain tasks. This made it difficult for the moderator to identify if these weaknesses.

Not all Candidate Declaration of Authenticity forms were fully completed across the synoptic assignments. For clarification on centre documents, clearly annotated photos are required to show the candidate actually carrying out the task.

### **AO1 – Recall of knowledge relating to the qualification**

Broad and consistent knowledge was shown across the tasks. This was supplemented in practical activities by candidates' ability to choose correct equipment and use it safely.

### **AO2 – Understanding of concepts, theories and processes relating to the LOs**

Written explanations were limited in some cases and did not fully align with requirements of the tasks. Evaluations lacked depth and connections between client needs and service outcomes were incompletely explored

### **AO3 – Application of practical/technical skills**

Tutors commented upon strengths but omitted weaknesses in candidates' skills and as such, comparisons between moderator and tutor were in some instances not aligned.

### **AO4 –Bringing it all together**

Candidates had clearly drawn from the breadth of their knowledge and skills by solving quite complex problems at times. These were seen in their evaluations and evidenced well on PO forms but no account had been taken during marking

### **AO5 – Attending to detail/perfecting**

The moderator judged that although written evidence was well presented, practical activities did not show the same level of attention to detail across the centres.