

# 1145-520 Level 2 Engineering – Theory exam

March 2019

## 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 2019** 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;

**1145-520 – Level 2 Engineering – Theory exam**

# Theory Exam – March 2019

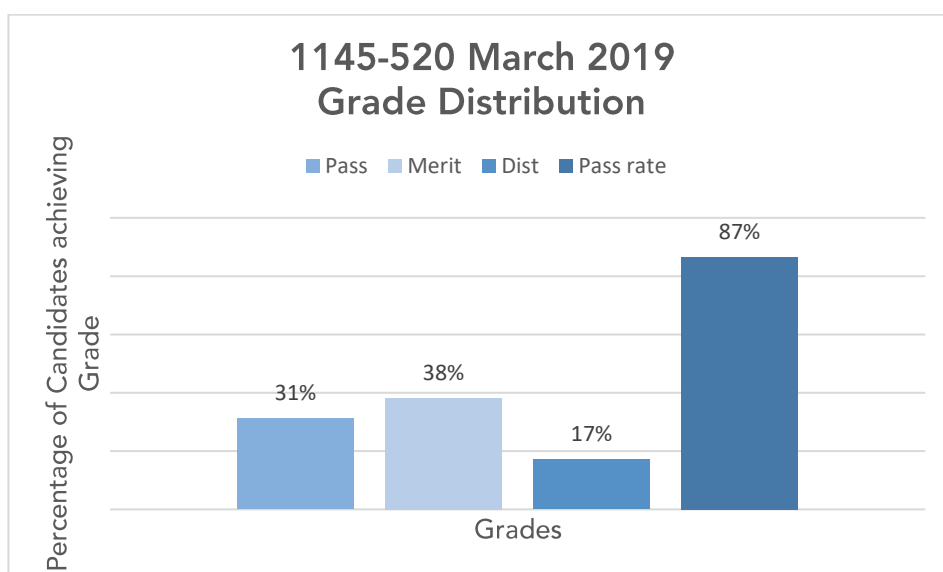
## Grade Boundaries and distribution

Assessment: **1145-520 Level 2 Engineering – Theory exam**  
Series: **March 2019**

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

| Total marks available |    |
|-----------------------|----|
| Pass mark             | 21 |
| Merit mark            | 30 |
| Distinction mark      | 40 |

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



# Chief Examiner Commentary

## General Comments on Candidate Performance

Assessment component: **1145-520 Level 2 Engineering – Theory exam**

Series 1 (March)

The paper as a whole and the individual questions met the requirements of the specification and were pitched appropriately for this level. The paper was comparable with the previous series.

There was a mixed response to this question paper. Whereas some questions were answered extremely well in terms of both breadth and depth of knowledge, responses to others were poor and showed a lack of knowledge or understanding of the relevant specification content. For example, candidates generally showed good knowledge and understanding relating to health and safety, the use of manufacturing methods and the different roles and responsibilities within an engineering workplace. However, candidates generally struggled with questions relating to engineering symbols, scientific definitions and calculations. Most candidates would have benefitted from showing their working more clearly when attempting calculations, including writing down the formulae used.

The synoptic questions were generally answered well and demonstrated the range of candidate abilities. Answers were generally structured well. Some candidates would have scored higher marks in the extended response question if they had considered the relative impact of different types of factor, and how factors could also influence each other.