

4292-21 – Level 2 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.

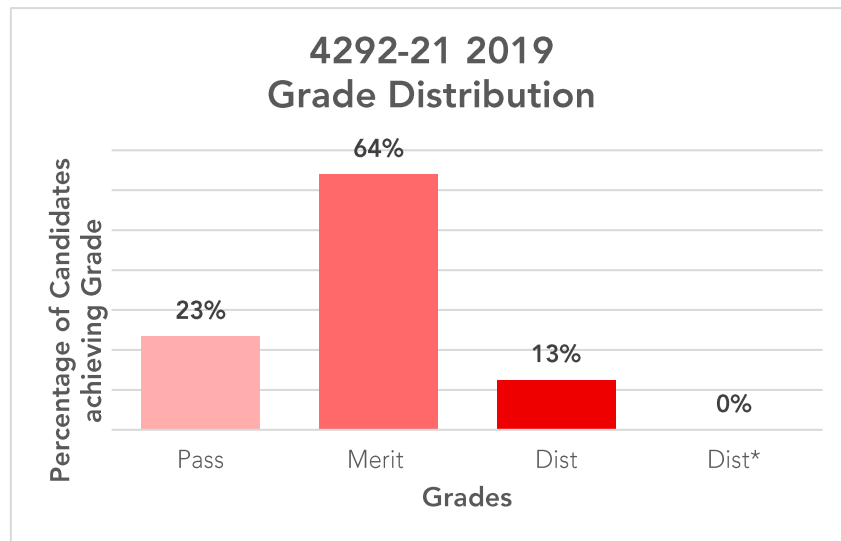
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments 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:

- 4292-022/522 – Level 2 Technical Certificate in Automotive – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 4292-023 – Level 2 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

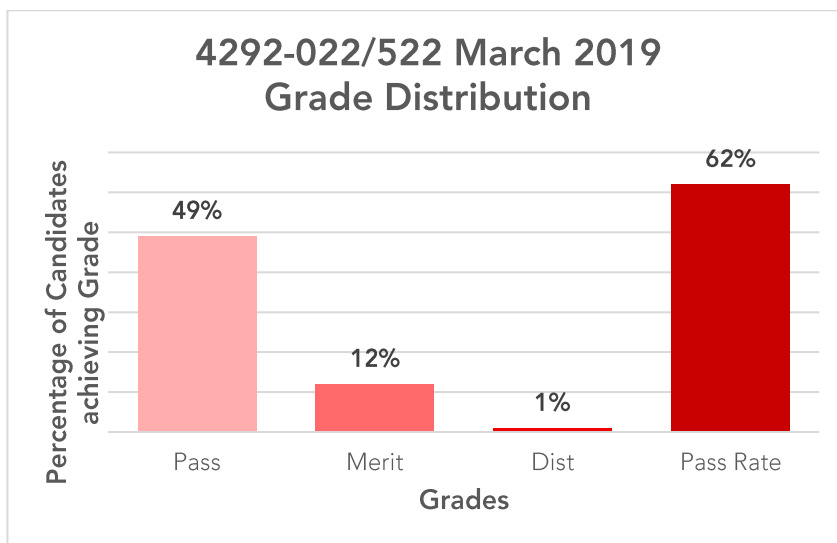
Grade Boundaries

Assessment: 4292-022/522
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	27
Merit mark	36
Distinction mark	46

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

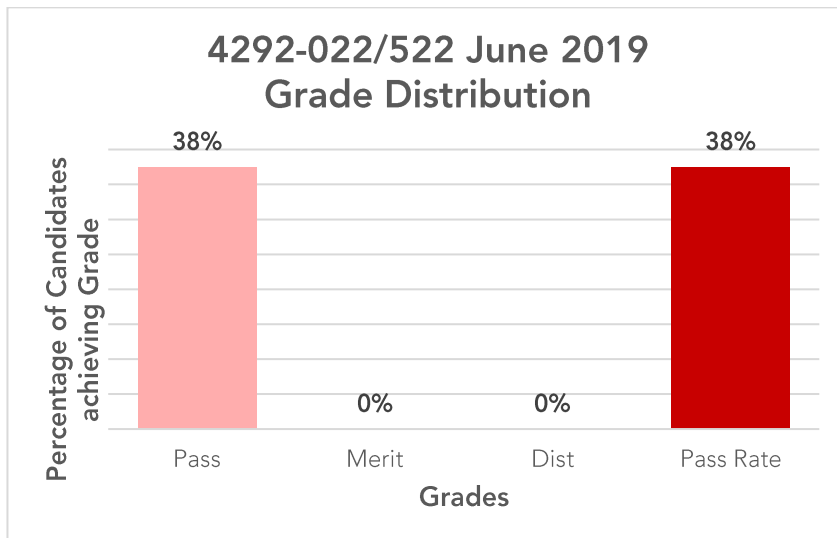


Assessment: 4292-022/522
Series: June 2019 (Summer)

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

Total marks available	60
Pass mark	27
Merit mark	36
Distinction mark	46

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



Chief Examiner Commentary

4292-022/522 – Level 2 Technical Certificate in Automotive - Theory exam

Series 1 – March 2019

The exam generally well answered paper; most candidates attempting all the questions with only a minority missing some answers, there were some well detailed answers which showed a good general understanding and knowledge of the subject areas in the qualification.

There were some variations between the papers, with some candidates giving good detail showing knowledge and understanding, some candidates 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 such as when asking for the operation of a component in an engine, they were answering with why it was fitted.

The importance of the command verb in the question this still remains an issue for a number of candidates. And the centres should prepare candidates 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 candidates acquire more marks.

Candidates were not reading the whole question carefully this prevented candidates 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, however some answers were well constructed making it easy to follow what the candidates were explaining, a majority of the candidates were using American spelling of technical terms not the correct English term, however marks were not deducted for this on this paper, but candidates must be aware that there is a difference between English and American terms.

It was evident that motorcycle and heavy vehicle had been covered, some candidates had a good understanding of the steering and suspension components on these vehicles; however the majority only scored a few extra marks than in previous papers.

Candidates were asked to explain the two different types of wheel balancing, the majority of candidates understood Dynamic, but did not fully understand static.

The area of the test which candidates answered well was on health and safety, and working on high voltage circuits, the responses to contracts in the work place were well thought out, there was also good knowledge shown on electrical systems and ABS operation.

The extended response question, is current and relevant, it had some well written answers from some candidates 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 repairing the puncture, and most had mentioned health and safety and the removal and refitting of a tyre.

Some candidates mentioned the replacing of the tyre, this was not asked in the question, so it is important that candidates do read what the question is asking, to achieve more marks.

Some candidates embraced the stretch and challenge and used to show their understanding and this was evident in the marks they achieved, where some only provide a limited amount of information, and a small number did not attempt it.

Series 2 – June 2019

The exam was generally well answered; with most candidates attempting all the questions. Only a minority of candidates missed some answers.

There were some large variations between the papers, regarding candidate response, with some candidates providing a good amount of detail demonstrating knowledge and understanding. However some candidates only provided a minor amount of information, this is mainly due to candidates not fully reading the questions or understanding what is being asked of them.

The importance of the command verb in the question still remains an issue for a number of candidates. Many candidates provide 'state' answers for 'describe' questions. Centres should prepare candidates on the relevance of the command verb as this is one of the most important areas outside of the technical knowledge. If candidates answered questions to the command verb, this will allow them to acquire marks as they will be answering the question.

Candidates did not read the whole question carefully, thus preventing candidates from accessing some of the available marks.

There were some more detailed answers from some candidates, which was good to see.

All the subject areas covered in the questions in the paper 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 candidates were explaining. Candidates had a tendency to use American terms for components, such as "Tire", instead of the UK term "Tyre".

Motorcycles technology still seems a concern. Only a small number of candidates knew the chassis component of the motorcycle, even though they were only required to identify this.

Candidate's level of knowledge on heavy vehicles has improved, with the majority understanding heavy vehicle tyre fitting equipment and uses of twin steered axles.

Hydraulic and Air braking systems caused some confusion to candidates eg between hydraulic and air braking systems. When asked about the safety of air braking systems, some candidates obviously seemed more comfortable speaking about the hydraulic braking systems.

The area of the test which candidates answered well was on COSHH regulations and employee responsibility to these regulations this is an area that is taught well, and steering components. All candidates answered well on the health and safety, and some mentioned disposal of fluids.

The extended response question is current and relevant to working in the automotive industry. Some well written answers were provided by some candidates showing a good depth of knowledge, with some structured and a natural flow, following a logical thought process making it easy to read and understand.

However, some answers were very limited on detail, and missed out removing of pipes, bleeding the system, no candidate mentioned wheel alignment.

Synoptic Assignment

Grade Boundaries

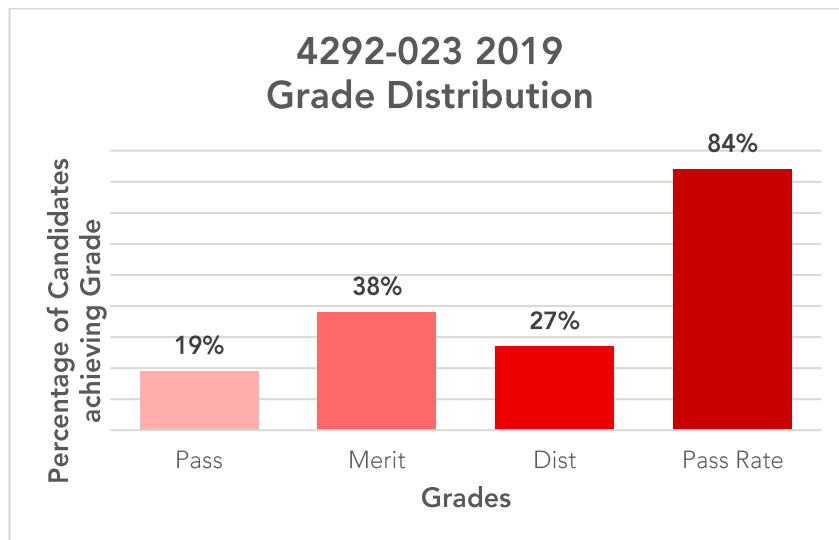
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 4292-023

Series: 2019

Total marks available	60
Pass mark	33
Merit mark	40
Distinction mark	47

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



Principal Moderator Commentary

Overall, candidates' performance was fair throughout the synoptic assignment. The synoptic assignment consisted of four tasks, three of which were practical activities and the fourth was an identification and explanation task.

They performed well in Task 1 (servicing a car), demonstrating a good awareness of health and safety procedures with documentation provided. They also performed well in task 4 (correctly identifying, and accurately explaining the function of each engine component given).

In Task 3, candidates performed well, correctly providing estimates for the customers. However several candidates submitted poorly presented documentation which was not up to industry standard and would not be acceptable in a professional environment

Task 4 for the past two years has been more project-based than practical. In 2018 this was slightly more challenging than in 2019. The 2010 assignment required candidates to create a presentation, whereas in 2018 candidates had to identify and photograph specific components in the garage.

The synoptic assignment was pitched at the correct level and difficulty to allow differentiation between both low and high performing candidates.

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.