

5220-20 Level 2 Technical Award in Digital Technologies

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;

- 5220-020/520 Level 2 Technical Award in Digital Technologies – Theory exam
 - February 2018 (Spring)
 - May 2018 (Summer)
- 5220-021 Level 2 Technical Award in Digital Technologies – Synoptic Assignment

Qualification Grade Distribution

The grade distribution for this qualification is shown below;

There is no grade distribution available as no candidates completed the 'rules of combination' for this qualification.

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.

Theory Exam

5220-20 Level 2 Technical Award in Digital Technologies

Grade Boundaries

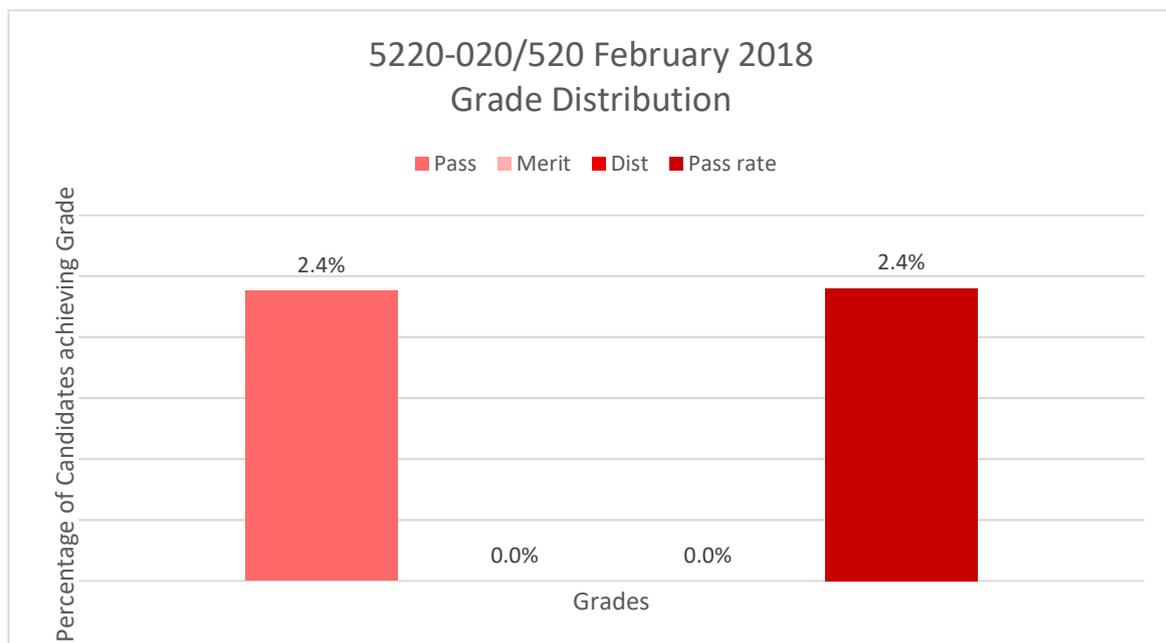
Assessment: 5220-020/520

Series: February/2018 (Spring)

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

Total marks available	80
Pass mark	31
Merit mark	44
Distinction mark	56

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

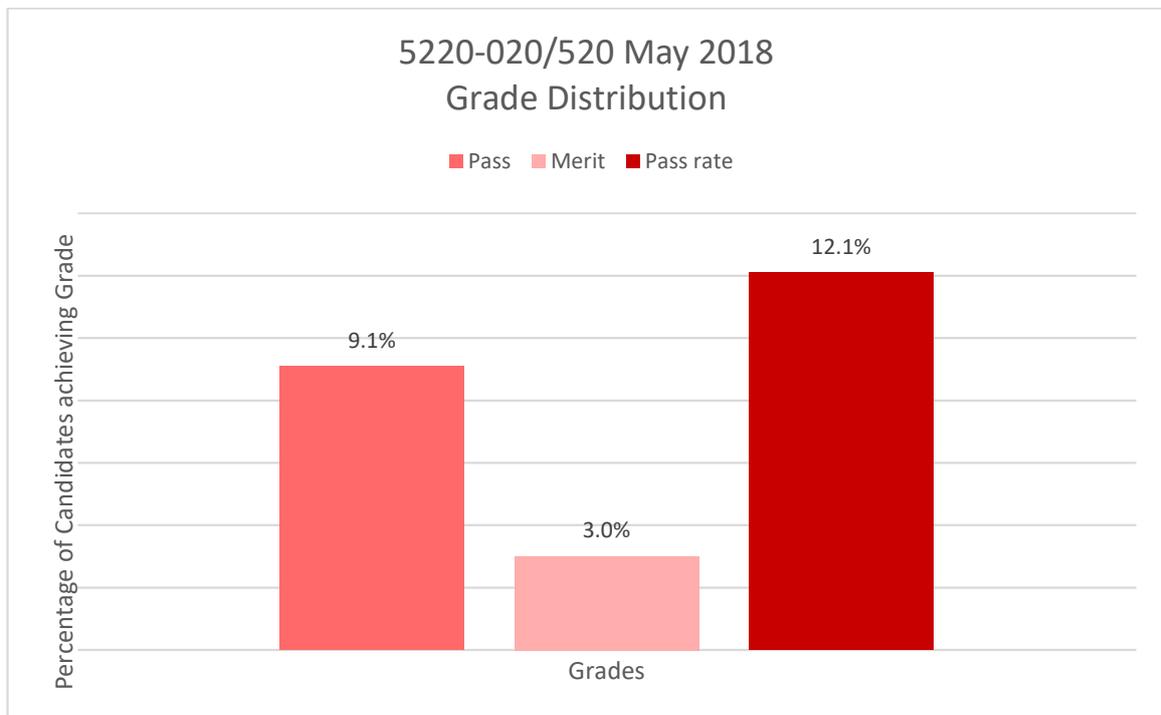


Assessment: 5220-020/520
Series: May/2018 (summer)

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

Total marks available	80
Pass mark	31
Merit mark	41
Distinction mark	56

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



Chief Examiner Commentary

5220-020/520 Level 2 Technical Award in Digital Technologies – Theory exam Series 1 – February 2018

Overall, with a few notable exceptions, results in this test were lower than expected.

The candidate responses to questions addressing AO1 Knowledge and Recall were generally weak suggesting that candidates were not sufficiently familiar with the demands expected of them for an externally set, externally marked examination. A very small number of candidates demonstrated good preparation; the majority of candidates appeared to rely on fairly standard general knowledge when responding to the questions posed.

The range of knowledge points in this qualification is somewhat limited and a robust system of revision would help candidates achieve better grades in these questions representing approximately 20% of the total marks available in the paper overall. It was noted particularly that candidates failed to use precise technical language to demonstrate their knowledge. In many cases, the candidates related facts to the wrong item of the curriculum.

In questions dealing with AO2 Understanding, the answers provided often lacked sufficient detail or depth. The structure of the answers was often unclear and lacked relevance to the syllabus or the expectations of a Level 2 Technical Award. The candidates failed to demonstrate sufficient understanding to achieve all the available marks, often giving only partial answers.

Candidate performance in the questions addressing AO4 Integration was very weak.

Many candidates gained no marks at all and no candidates achieved marks in the higher bands. It was notable that no candidates took advantage of the nature of the scenario on which the question was based to build an answer that related sufficiently enough to the context given. It is often the case that AO4 Integration questions will provide details in the scenario that will enable candidates to explore successfully the options available – not reading, absorbing and responding to these details will limit the marks a candidate can access.

For example, candidates should know that for each aspect of understanding tested, 2 marks are available and that two points should be made. It is not enough to state facts; an explanation of impact of effect is also required.

For the questions addressing Integration, candidates must be taught to use their knowledge to build a discussion of the scenario. Many scenarios deal with situations where candidates have experience in everyday life and candidates should take advantage of this opportunity.

The key to success in the theory exam is sufficient preparation achieved through well-planned, timely delivery and effective revision.

Series 2 – May 2018

Overall, with a few notable exceptions, results in this test were disappointing. Some additional preparation for Series B of the examinations allowed some candidates to improve their performance

The candidate responses to questions addressing AO1, Knowledge and Recall, were generally very poor indicating that there had been insufficient preparation for the theory exam. A very small number of candidates demonstrated good preparation. It was notable that candidates were not always able to respond effectively to questions where marks could be gained by using their own experience in digital engagement.

It was noted particularly that candidates failed to use precise technical language to demonstrate their knowledge. In many cases, the candidates related facts to the wrong item of the curriculum.

In questions dealing with AO2, Understanding, the answers provided often lacked detail or depth. The structure of the answers was often disjointed and lacked a clear logic. The candidates failed to demonstrate sufficient understanding to achieve all the available marks, often giving only partial answers.

However, in questions dealing with charts, graphs and digital media, candidates seemed to have been prepared effectively and many achieved good marks in the questions dealing with this area.

Candidate performance in the questions addressing AO4, Integration, were insufficient to realistically access sufficient marks. Many candidates gained no marks at all and no candidate's answers achieved marks in the higher bands. It was notable that no candidates took advantage of the nature of the scenario on which the question was based to build an answer that related to the situation. Answers were often brief and rarely used material that extended answers from facts into explanations.

Candidates should be taught how to answer the different types of questions asked in the theory exam so that they can take full advantage of the marks available. For example, candidates should know that for each aspect of understanding tested, 2 marks are available and that two points should be made. It is not enough to state facts; an explanation of impact of effect is also required.

For the questions addressing Integration, candidates must be taught to use their knowledge to build a discussion within the context of the scenario. Many scenarios deal with situations where candidates have experience in everyday life and candidates should take advantage of this opportunity.

Summary

The candidates entered for these examinations seemed to lack the amount of preparation required to ensure the level of performance required to achieve good marks in the tests. As a result, the number of candidates achieving a Pass grade was very low.

Generally, many candidates lacked sufficient knowledge of the topics clearly defined in the Qualification Handbook and therefore could not recall the items being tested in questions addressing AO1.

Candidates were weak in providing answers against AO2 where they could demonstrate their understanding of the content of the course. Many of the questions allowed candidates opportunities to use their own knowledge of computing subjects but the majority of candidates failed to take advantage of this, failing to identify the links to their own experience.

In questions addressing the whole qualification against AO4, candidates again failed to provide the level of response required to access reasonable marks. Answers were brief and lacked relevance to the scenario given. The majority of content was factual and little attempt was made to evaluate or analyse.

It is apparent that candidates were not able to provide well-formed answers matching the needs of the questions asked and the command verbs used in them. Some candidates provided answers longer than required for simple recall tasks and most failed to give the depth required where they were asked to explain or describe a topic.

Candidates should be given guidance on the techniques required to answer questions effectively and they should be directed to use the Exam Guides provided where detailed information is given on the ways to answer different questions in the required style. They should also take advantage of the sample and past papers available.

There were a few answers where candidates used accurate technical language in the correct context and good marks were achieved in these cases. Notably, answers dealing with charts and graphs were good in many cases.

Synoptic Assignment

5220-20 Level 2 Technical Award in Digital Technologies

Grade Boundaries

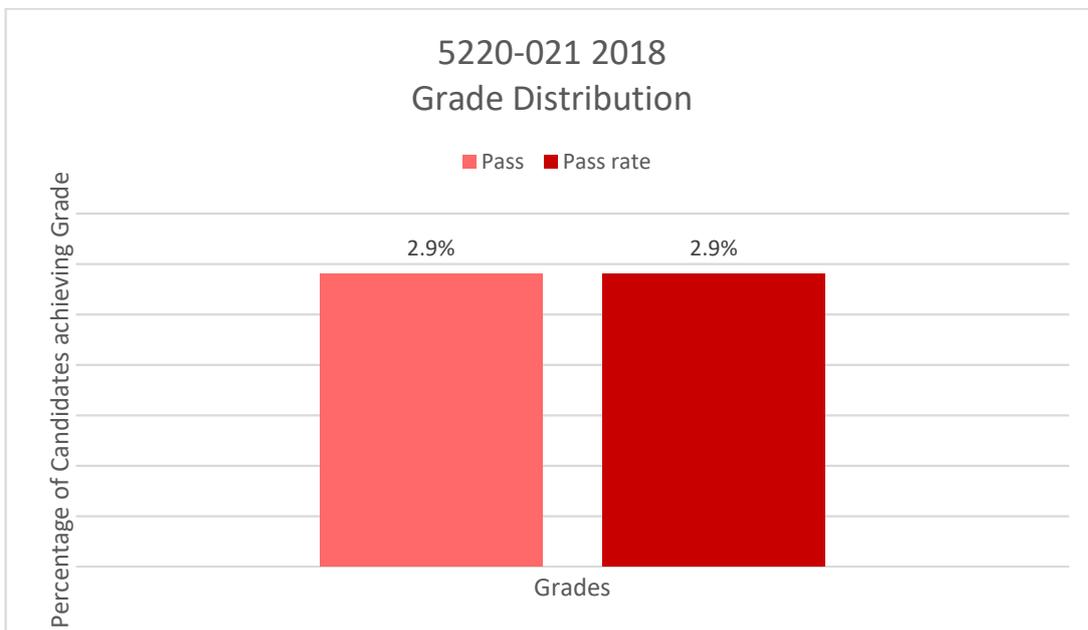
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 5220-021

Series: 2018

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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



Principal Moderator Commentary

The evidence submitted failed to show the required level of knowledge and was in many cases disjointed, thus not showing the processes followed. A noticeable lack of candidate annotations and explanations added to this weakness. Of those who presented work for the assessment, work produced for practical tasks was better than that produced for analytical and discursive tasks. It seemed that candidates had failed to manage their time usefully so that they could produce work at the standard required.

Some candidates failed to provide sufficient depth in their material and therefore failed to achieve higher marks in the assessment objectives where discursive skills are required. Where better submissions were seen, candidates had made good use of annotated images, drawings and diagrams and had referred to them in their writing.

The presentation of evidence was adequate and easily examined by moderators following marking. In some cases, centres should focus on the development of a consistent naming system for the naming of files uploaded to the portal to allow easy identification of each element to be used in moderation. It is especially important that this is used in an assignment where multiple files must be submitted.

Centres should take care to provide sufficient justification of marks awarded to make sure that candidates receive appropriate guidance for future assessments and to allow consideration of the standard of marking applied.

The Candidate Record Form **must** be used to give the required detail.