

8202-20 – Level 2 Technical Certificate in Electrical Installation

April 2018

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 **April 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;
8202-020/520 Level 2 Electrical Installation – Theory exam

Theory Exam - Month Year

Grade Boundaries and distribution

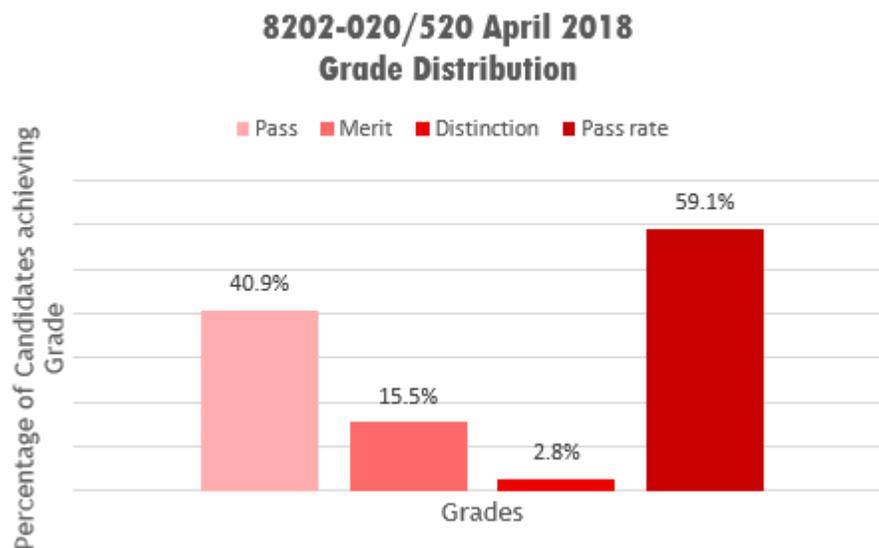
Assessment: 8202-020/520

Series: April 2018

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

Total marks available	60
Pass mark	32
Merit mark	40
Distinction mark	49

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



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 8202-020/520

Series 1 (April 2018)

The April 2018 8202 Level 2 examination was found to be accurate and in compliance with the test specification.

Many candidates seemed to have a weak understanding of basic electrical principles with poor responses to questions relating to ohms law, including a basic understanding of the quantities used.

Questions relating to mathematical principles linked to electrical principles, such as trigonometry, also scored low with many candidates unable to perform basic calculations such as Pythagoras' theorem.

Several questions linked to resistivity also had very poor responses with many candidates unable to undertake calculations of resistance based on resistivity values. Some questions involving series and parallel circuits proved to be weak areas with many candidates unable to understand the effects of parallel resistances and how current and voltage is affected by the type of circuit. Questions relating to transformers and in particular, ratios, seemed to split candidate's responses over the answer options available.

In relation to installation of wiring systems, many candidates demonstrated a poor understanding of circuit arrangements and in particular, switching arrangements. Questions relating to the purpose of bonding also scored low.

Areas of strength across the qualification were very evident in topics such as supply system arrangements, earthing systems and distribution. Candidates were also strong in installation practices such as choice of wiring systems and understanding how to install and terminate wiring. Candidates also demonstrated a good use of permitted materials such as IET On-site Guide, especially when responding to questions relating to conduit and trunking factors.

There were 12 applied knowledge questions spread across the paper and included: Q3, Q6, Q8, Q15, Q19, Q24, Q28, Q56, Q57, Q58, Q59 and Q60.

These questions did discriminate the higher scoring candidates from the lower scoring candidates, those who scored highly across the whole paper performed better against these questions where as those with a lower score struggled to pick up these marks.

Where these questions gave candidates a scenario, which is likely to be purely theoretical, as it is highly unlikely they have used the materials/carried out the task within the workshop, candidates struggled to answer correctly.

These questions require candidates to analyse a problem and suggest an appropriate resolution. As this question type usually presents a scenario with various pieces of information, the length of question is often longer than other questions. Candidates should be prepared for these type of questions and it must be stressed as part of

preparation that they take time to read the question, highlight the key factors given and read all options before selecting an answer.