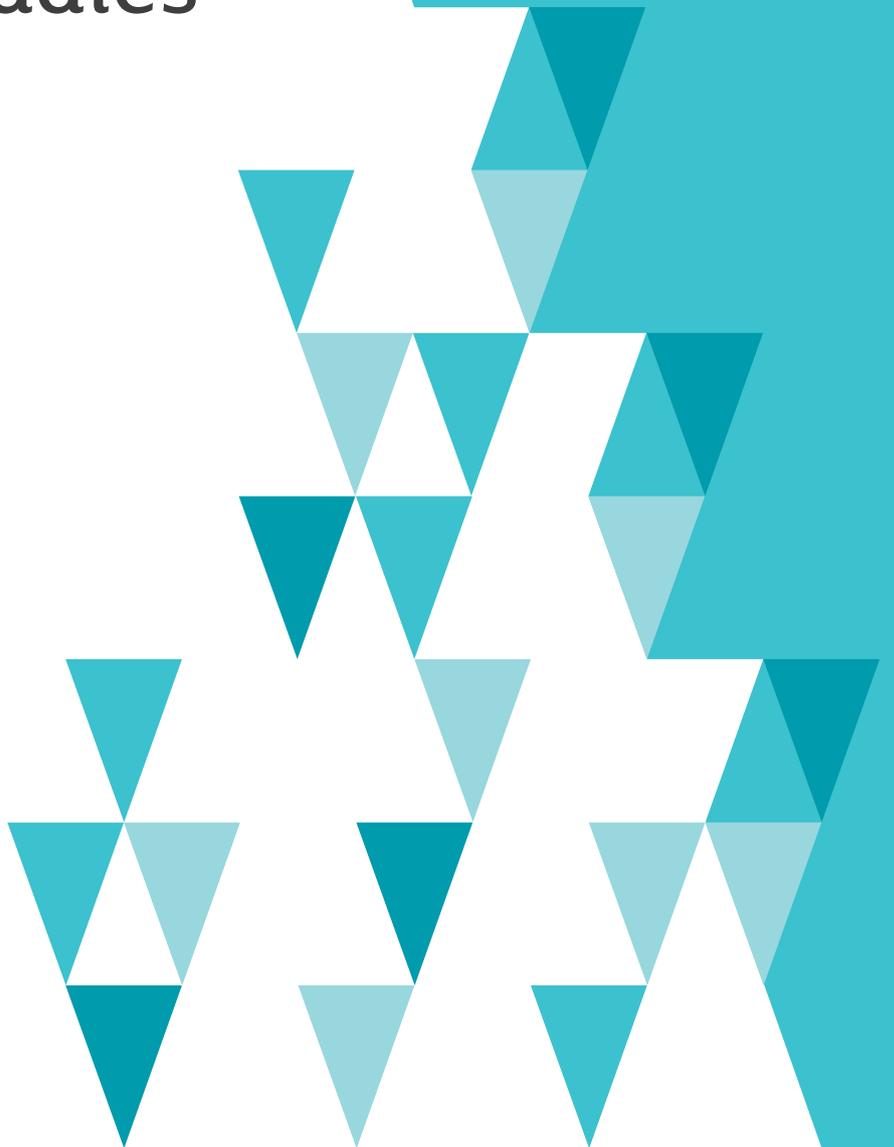


GCSE



**Chief Examiner's and
Principal Moderator's Report
Motor Vehicle and
Road User Studies**

Summer Series 2019



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2019 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's section on our website at www.ccea.org.uk.

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GCSE MOTOR VEHICLE AND ROAD USER STUDIES

Chief Examiner's Report

Overview

The revised specification appears to have been successful and well received. The support events hosted by the CCEA Motor Vehicle & Road User Studies examining team to outline the changes in the new specification and to offer guidance on delivery of the controlled assessment tasks have clearly benefited centres. It is evident through the completion of all three units that the majority of centres have properly advised and prepared their candidates.

Assessment Unit 1

Examination Paper

Overview

The paper was successful in affording candidates the opportunity to demonstrate their knowledge and understanding whilst also allowing for differentiation between levels of ability. The level of language used in the paper was appropriate in challenging GCSE level candidates. 912 candidates were entered; 66 were marked absent for the examination, which is disappointing, with a further two candidates submitting blank papers. A few candidates made only token efforts, but the majority submitted honest, earnest attempts. The paper enabled the candidates to respond positively. There was no evidence to suggest that candidates did not have enough time to complete the paper. The examiners felt that the paper was set at the correct level. The paper was able to provoke a wide range of responses.

Most candidates achieved marks in all sections of the paper, though the obvious and long-standing weaknesses in Motor Vehicle Technology clearly remain. This is disappointing given that the majority of questions involve labelling of diagrams, which candidates can access in the 'Motor Vehicle & Road User Studies' text book Chapter 6 by Eamonn McPolin.

The examiners would also point out that all sections of the specification should be taught in order to obtain the higher grades. Centres are once more reminded that Vehicle Control & Road User Behaviour (Unit/Chapter 1) equates to approximately 50% of the questions and that Motor Vehicle Technology (Unit/Chapter 6) addresses a further 20%, approximately.

Centres are also reminded to encourage candidates to use calculators, which are permitted, to assist with the mathematical questions. All working out should be shown, as marks can be awarded for demonstrating the correct process, even if an incorrect answer has been given.

The examiners are still concerned about the standard and quality of written answers in the paper. There was evidence to suggest that some candidates with poor reading skills misinterpreted questions. Candidates should be expected to spell with something approaching accuracy.

Writing should be legible. Teachers should therefore be encouraged to monitor their pupils' work and to assist, before exam time, those in need of assistance.

There is a sizeable number of candidates who have not been properly prepared for reading and then answering the longer questions. The essay questions are structured in such a way as to make answering more accessible. However, some candidates are still missing some or all of what is being examined and are clearly not taking time to read the questions properly. It is important that centres focus on teaching candidates how to structure detailed answers, with valid points, in the space available. The examining team is satisfied that the implementation of the new structure for the essay questions has benefited most candidates and centres should continue to focus on this area to gain valuable marks, giving consideration to the quality of written communication.

Centres should also advise their candidates to refrain from using “etc” and to attempt to answer all questions.

A further point for teachers to note is that you cannot aquaplane in a puddle, or in/on mud, that aquaplaning requires a depth and distance of standing water and a speed of over 30-40 mph.

Short Response Questions

While very few candidates achieved 20/20 in the first section, the majority scored 12 or more.

- Q1 No issues.
- Q2 No issues.
- Q3 Most answers incorrect, a good differentiation question.
- Q4 Poorly answered.
- Q5 No issues.
- Q6 No issues.
- Q7 No issues.
- Q8 Some issues – correct referencing to non-primary or B route required.
- Q9 Surprisingly mixed responses.
- Q10 No issues.
- Q11 No issues.
- Q12 No issues.
- Q13 No issues.
- Q14 Well answered.
- Q15 Well answered.
- Q16 Surprisingly mixed responses; a lot of candidates responded with tyres, obviously from ‘punctured’ in the question.
- Q17 Quite well answered...oil gauge, oil stick, some incorrect responses.
- Q18 Quite well answered, ‘camshaft’ quite often incorrect alternative.
- Q19 Well answered. ‘heating’ quite often incorrect alternative.
- Q20 Quite well answered...‘exhaust’ most frequent incorrect alternative.

Vehicle Control & Road User Behaviour

- Q21 Poorly answered...a lot of answers - how many minutes/miles to Broughshane.
- Q22 Well answered.
- Q23 Quite well answered, scored as they referenced maximum weight of vehicle/weight of vehicle that can go on bridge.
- Q24 Poorly answered, possibly carelessly read.
- Q25 (a) Too many answers reference - bend/corner and trees rather than the road conditions.
(b) Well answered, about car going out of control in some manner.

- Q26** Well answered.
- Q27** (a) Over 50% of the candidates did not recognise this.
 (b) Answer depended on recognising A.
 (c) Not answered well - most answers were too vague - slow lane, or incorrect referencing motorway slip road.
 (d) Quite well answered.
- Q28** (a) Well answered, most frequently incorrect '**R/Restricted driver**'.
 (b) Quite well answered.
 (c) Quite well answered - putting out an emergency triangle mentioned a lot, even though the Highway Code specifically says not to put one out on a motorway.
- Q29** Well answered/taught and learned.
- Q30** Very surprising that this was so poorly answered by most candidates. Answers not accurate enough:
 (a) (1) Poorly answered – “End of minimum speed”; (2) Poorly answered - “No motorway here”; (3) Poorly answered - “T Junction”; (4) Poorly answered - “airport”, “Strong winds ahead”, high winds; (5) Poorly answered - “tunnel”, “Bridge”; (6) Poorly answered - “Three lanes into one”.
 (b) Quite well answered, reference to only for disabled to use, quite a lot of answers mention **being closer to shops**, some answers mention **wider**.
 (c) Poorly answered, some correct mention wardens patrolling, a few answered with **paid parking &/or limited/restricted time**.
 (d) Quite well answered.
- Q31** (a) No issues.
 (b) No issues.
 (c) Poorly answered...candidates are not being specific. Too many said things like “it could cause an accident”. Not enough detail.

Legal Requirements

- Q32** (a) Well answered, most got 5/5. The last 2 spaces round the wrong way was most common error - **premium/no claims discount**.
 (b) Quite well answered. Most incorrect was not using full for licence, many candidates incorrectly referenced - **insurance/be instructor**.
- Q33** (a) Well answered.
 (b) Well answered.

Road Transport & its Effect on Society

- Q34** (a) Answers contained too much vagueness/guesswork.
 (b) Reasonably well answered.

Motoring Mathematics

- Q35 (a) Well answered.
 (b) Well answered.
 (c) Very well answered.
 (d) Quite well answered, a lot of incorrect '**drivers of motor vehicles**'
 (e) Quite well answered.
- Q36 (a) Very well answered.
 (b) Quite well answered.
 (c) (i & ii) Quite well answered.

Collision Procedures

- Q37 (a) Very poorly answered, maybe a tenth got this correct.
 (b) Very well answered...most gave **CPR**, some gave **mouth to mouth**.
 (c) Very well answered.
 (d) Quite well answered. Most gave **calming them/talking to them**.

Motor Vehicle Technology

- Q38 (a) Very well answered...most candidates got 2-4 marks. **Fog Lights** most incorrect. Quite well answered - most referenced **water level/anti-freeze or coolant level, leaks**.
 (b) Quite well answered, most incorrect was vague response about **running smoothly**, also was **prevent rusting**.
- Q39 (a) Well answered.
 (b) Well answered.
 (c) Very few gained full marks here/guesswork.
 (d) No issues.
- Q40 (a) Straightforward for those who studied.
 (b) Quite well answered, **suspension/steering** most incorrect.
 (c) Quite well answered, almost all candidates got at least 2 marks. **Clutch/gearbox** wrong way round quite a few times. **Diff** most used for 3 & **Prop Shaft** for 5.
- Q41 Candidates scored 2-6 marks. Most referenced **safety/reduce chance of accident/not a target**. Very few said it was **illegal to break speed limit**.
- Q42 Not well answered, most candidates 2-5 marks of a possible 10. Too many referenced **animals/drunk pedestrians/drivers/speeding**. Correct answering mostly included **slow down/not blinding other drivers/lights working**.
- Q43 Well answered, most candidates 4-7 marks. Most candidates scored well referencing **tyres/adequate fuel/lights working/oil...planning route/know turn offs/roads/taking rests...adhere to speed limit**.

Principal Moderator's Report

Assessment Unit 2

Investigative Study

Overview

The topics selected by all the Centres were appropriate under current specification requirements for the Controlled Assessment task (2019-2020).

1. Pedestrian and driver behaviour at zebra or light-controlled crossings;
2. Adherence to existing speed limits;
3. Seat belt wearing by drivers and front-seat passengers; and
4. Traffic congestion and associated problems at the entrance to schools.

The most common topics chosen for 2019 were:

- Speeding
- Seat belts

Quality of the Investigative Study

This year, the moderators have again reported many high quality studies across a range of centres, which have been a pleasure to read. The majority of studies have been presented to a high standard, providing a clear and logical pathway from introduction through to conclusions and recommendations.

The Moderation team made the following comments:

- Section A should have a range of aims and include relevant background research to inform the expected outcomes of the study. Top band marks should only be awarded to candidates who have a depth of background research that provides clear rationale for their expected outcomes. Centres should avoid aims which are difficult to quantify or are irrelevant e.g. Age of Drivers or Colour of Vehicles.
- Section B should provide methodology that is both clear and detailed. Good practice was evident from candidates who collected their data from a range of survey sites, included original tally sheets collected during the survey and provided evidence of individual data collection through annotated photographs.
- Section C should be highly individual and each candidate should be encouraged to develop this as fully as possible. When top band marks are awarded, candidates should have demonstrated a wide range of presentation methods, with excellent annotation and written commentary to support their analysis of results.
- Section D now has an increased number of marks available under the new specification. Therefore, all candidates should attempt to include a much more detailed analysis of results and wide range of specific recommendations with their study. For top band marks, recommendations should be original, innovative and specific to the main survey findings, in line with data collected.

Once again the vast majority of centre work was assessed accurately and fairly. There was, however, a number of centres where marking, across all sections, was considered to be too lenient. The moderators found the following concerns when marking fell outside of tolerance:

- In Sections A and B, a number of the candidates across centres were awarded top band marks for completing one page of work, with minimal background information and limited aims.

- In Sections C and D, candidates who fell outside tolerance had limited analysis of findings and figures collected during the study. Top band studies must include a detailed examination of the 3 E's, related to the specific aims and area of the study.

The moderators noted the excellent teacher annotation of scripts in many centres this year. This is extremely helpful. Teachers should take note of the online TAC6 comments. These give an indication of the strengths and weaknesses that the moderator found in the centre markings.

Administration

Most Centres now complete the administrative tasks correctly. Unfortunately, there are still a few centres where the problem of candidate work not presented properly persists e.g. Poly Pockets, hard backed files, loose pages. Candidate work should be presented in A4 project folders or similar, with correct CCEA front cover sheets used which include the Centre number and Candidate number.

E-moderation

While the feedback from teachers on E-moderation has been extremely positive, it should be noted that the moderators found E-moderation most useful when teachers used their own individualised comment to justify marks awarded. As opposed to E-moderation comments that are copied from the descriptor box above.

Conclusion

The Principal Moderator and the Moderating Team extend their thanks to all the teachers and candidates who worked hard to present excellent studies which were fairly and accurately marked.

Agreement Trials

Regional Agreement Trials have been arranged for the autumn term. Although it is becoming increasingly difficult for teachers to be released from school, it is hoped that as many as possible will attend.

Assessment Unit 3

Practical Riding Activity

Overview

This was the first year under the revised Assessment Criteria, with total marks available 100. Moderators reported that the correct Candidate Record Sheet was used in all but one Centre.

The visiting Moderators reported that the skill and execution by candidates was very high across all centres. Courses were laid out correctly in accordance with the specification.

A summary of the Moderators' findings on each of the manoeuvres is given below.

The Daily Check

Generally carried out to a high standard. Candidates should carry out the daily checks from the left (nearside) of the machine and be encouraged to talk through the checks.

Common faults included, candidates carrying out the suspension checks either on the stand or off the stand with the engine running.

Centres are reminded that all checks must be carried out without any prompting from the teacher.

Starting The Machine

Generally, well done. The machine must be started from a standing position, on the left. (Note: Mark scheme point (b) Starting the Machine, "Rider and machine in appropriate position").

Moving Off From Kerb

Generally, well executed. Most candidates now remembering to check the stand.

Right Turn at Stop Sign

The visiting moderators again reported that mistakes occurred most frequently where candidates were performing on course with a lack of space.

During Agreement Trials, it was emphasised that all rear observations should be 180 degree turn, to the right, from the waist. Lifesavers should also be clearly visible involving an obvious (to teacher/moderator) look over the appropriate shoulder.

It was pleasing to note that this had been reinforced by teachers across the majority of Centres.

Left Turn

Generally well executed.

Passing Stationary Vehicle

Again, the greatest number of errors occurred where the run-up was too short, resulting in rushed hand signals and lifesavers.

Stopping and Dismounting

Very few issues across all centres.

Skill Test

A high level of skill was shown in most centres. In one centre, cones were placed at 2M apart. Centres are reminded that all cones should be placed at 3M apart.

Figure Of Eight

Generally, well executed across all Centres. Specification requires markings to be 11M by 4M.

Braking

Generally good, although variations in run-up speed were observed. In some centres only one brake was used. Candidates should be advised to use both brakes in order to come to a controlled stop.

Safety Awareness and Quality Of Control

Very good across all centres this year. The standard of rear observations and lifesavers continues to show variation.

General Points

The moderators would like to thank all those teachers whose professionalism and helpfulness made the process so successful this year.

Several schools experienced last minute problems with mopeds but these were dealt with quickly and efficiently.

Finally, congratulations to all the candidates who performed to such a high standard.

Contact details

The following information provides contact details for key staff members:

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