

GCSE



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

Summer Series 2022



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 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 microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# GCSE Motor Vehicle and Road User Studies

## Chief Examiner's Report

### Overview

The challenge posed by the Covid pandemic has been unprecedented and has clearly impacted the learning and teaching of MV&RUS for the Summer 2022 examination series. Unit 3 Practical Moped Riding was an optional unit for submission and few centres entered candidates for this unit even though candidates usually perform well in this section of the specification. It is also apparent that during this period there have been many personnel changes to the teaching of the subject in many centres.

## Assessment Unit 1      Motor Vehicle and Road User Theory

### Unit 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. Candidate performance varied dramatically. There were some very good individual performances, though fewer than in previous years and those performing at the top end, were in the minority. Overall, performance was weaker than in 2019. It is presumed that this can be explained as emanating from pupil and teacher absences, due to Covid, and to the general interruption/disruption of education in the last two years. The standard was disappointing overall, with a few exceptions. Several candidates managed fewer than 20/160 possible marks while there were very few papers with marks over 120/160. There was no evidence to suggest that candidates did not have enough time to complete the paper.

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 students 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 accuracy.

It should be emphasised to teachers, and thus to candidates, that careful and thorough reading of each question is essential. There is evidence of quick, careless reading of some questions which resulted in misunderstandings and incorrect answers.

A sizeable number of candidates 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 them 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 a new structure for the essay questions has continued to benefit 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 be reminded that the essay style questions take into consideration QWC and candidates should therefore avoid the use of bullet points and write structured sentences.

## Short Response Questions

The first 20 questions proved challenging for many and showed gaps in candidate learning.

- Q1** There were no issues or problems with answering this question.
- Q2** There were few correct answers to the question.
- Q3** This question served to discriminate between candidates and many candidates gave an incorrect answer to this question.
- Q4-8** There were no issues or problems with answering these questions.
- Q9** There were several incorrect answers to this question.
- Q10-12** Questions were answered correctly by the majority of candidates.
- Q13** In terms of Question 13, candidates often confused Henry Ford with Harrison and even Tom Ford.
- Q14 & 15** Well answered.
- Q16-20** Also generally well answered.

## Vehicle Control & Road User Behaviour Section

- Q21** This question was generally poorly answered. Reference must be made to going down a steep hill.
- Q22** This question was well answered.
- Q23** This question was well answered.
- Q24** (a) Generally, well answered, sometimes 24.1 and 24.2 were mixed up.  
(b) Most candidates got one of the two points required.
- Q25** (a) Well answered.  
(b) Some correct answers but lack of Highway Code referencing very evident.  
(c) Some correct answers but it was clear that some candidates engaged in some guess work.
- Q26** (a) Poorly answered – again Highway Code referencing is needed.  
(b) Mostly poor guesses as opposed to correct Highway Code referencing.
- Q27** (a) Most candidates answered correctly.  
(b) Reasonably well answered but some good guesses.  
(c) Reasonably well answered.
- Q28** (a) Surprisingly poorly answered given that it required the study of a photograph and recognition of potential hazards.



- (b) Poorly answered – the word hazard in the question was overlooked by the majority.
- (c) Some correct responses from the better candidates.
- (d) Was quite well answered – some very good responses from better candidates.

**Q29** This question was very well answered with most candidates scoring full marks or 4/5.

**Q30 (a)** It was very surprising that this was so poorly answered by most candidates. Answers lacked precision and accuracy and was not as well-known as in previous years.

- 1 There were some correct responses.
- 2 This was poorly answered and not well known by candidates.
- 3 This was poorly answered.
- 4 This was poorly answered.
- 5 This was poorly answered.
- 6 Despite the fact that this was the most straightforward of these questions, it still caused some problems for candidates.

**Q31 (a)** Answered well by candidates.

(b) This was poorly answered.

(c) There were some good responses to this question.

### **Legal Requirements Section**

**Q32** VED was not well known.

SORN has appeared often enough and was reasonably well answered.

**Q33** In general, this was a well answered question but clearly some candidates gained marks for accurate guess work.

**Q34** Well answered.

(a)-(d) and (f) were well answered while (e) was poorly answered.

### **Road Transport & its Effect on Society Section**

**Q35 (a)** 35.1 was well answered.

35.2 was not well known.

35.3 was reasonably well known.

(b) This was reasonably well answered.

## Motoring Mathematics Section

- Q36** (a) Well answered.  
 (b) Most candidates did not understand the term 'standing costs.'  
 (c) Most candidates gained 1 mark from the 2 marks on offer.  
 (d) FSH was surprisingly not well known by a significant number of candidates.
- Q37** (a) Very well answered.  
 (b) Quite well answered.  
 (c) Well answered but some candidates missed in brackets (correct to the nearest mile).

## Collision Procedures

- Q38** (a) This was surprisingly poorly answered.  
 (b) Most candidates gained 1 mark from the 2 marks on offer.  
 (c) This was poorly answered.  
 (d) This was reasonably well answered.

## Motor Vehicle Technology Section

- Q39** (a), (b) & (d) were well answered, while very few gained full marks for (d).
- Q40** (a) This was answered well by candidates who had clearly prepared for the exam.  
 (b) This was quite well answered, with most candidates gaining 6 out of the 8 marks on offer.  
 (c) & (d) were quite well answered.
- Q41** (a) This was reasonably well answered.  
 (b) This was a poorly answered question.  
 (c) Very few candidates gained full marks here and answers were generally vague.  
 (d) This was reasonably well answered.
- Q42** (6 Marks)  
 Most candidates achieved 2 to 4 marks from the 6 on offer. Quite a few candidates did not understand or misunderstood "agencies". GCSE-level candidates should, by that point in their experience, have met the term.

**Q43** (Essay Style)

This was reasonably well answered with most candidates achieving at least 5 marks of the 10 on offer. Centres should be reminded that this is an essay style question that takes into consideration QWC and candidates should therefore avoid the use of bullet points and write structured sentences.

**Q44** (Essay Style)

This question was not as well answered as Q43. It was a slightly more difficult essay style question, where the better candidates achieved 5+ marks. Most candidates were awarded around 3/4 with many candidates missing the main points of what the discussion should have included.

Centres should be reminded that this is an essay style question that takes into consideration QWC and candidates should therefore avoid the use of bullet points and write structured sentences.

## Principal Moderator's Report

### Assessment Unit 2      The Investigative Study

#### Variety and Type of Investigative Study

The topics selected by all the Centres were appropriate under current specification requirements for the Controlled Assessment task (2021-2022).

- 1 Adherence to seat belt regulations as applied to drivers and front-seat passengers;
- 2 Traffic congestion and problems related to parking at school entrances;
- 3 Speeding on urban or rural roads; and
- 4 Driver and pedestrian behaviour at light-controlled or zebra crossings.

The most common topics chosen for 2022 were:

- Speeding
- Seat belts

During this Controlled Assessment period, centres and candidates were impacted by the ongoing public health mitigations due to the pandemic. In view of this, the use of archive or historical data was permitted for Section B of the 2022 series, with candidates writing up this section as normal. A number of centres opted to avail of this option for their investigative study. In centres where data had been collected, many were well documented with photographic evidence included.

#### Quality of the Investigative Study

This year has brought a number of challenges when completing this Controlled Assessment task, particularly the reduced face to face teaching time during the enforced lockdown period. However, despite this, moderators have reported that studies have been completed to a standard similar to the most recent series (2019). Moderators also commented that a number of studies submitted showed excellent logical progression and showed a great breadth of subject relevant terminology.

#### The Moderation team made the following comments:

- Section A should have clear aims and expected outcomes with sufficient rationale provided to justify predictions made. Top band marks should only be awarded to candidates who have a depth of content that demonstrates a high level of relevant knowledge and understanding. Centres should avoid aims which are difficult to quantify or are irrelevant e.g. age of drivers.
- Section B should provide methods that clearly state how data was collected and sequenced. Good practice was evident by candidates who collected their data from a range of survey sites. These candidates before included original tally sheets collected during the survey, and provided evidence of individual contribution to data collection through annotated photographs.
- Section C should show greater differentiation in the marking as each candidate uses a wide a range of methods to display and present their findings. When awarding top band marks, candidates' work should have excellent presentation of findings, with appropriate annotation and written commentary to support their analysis of results.
- Section D carries the most marks of all the sections. Therefore, all candidates should attempt an individualised approach to the analysis of the survey findings. For top band marks, recommendations should be original, innovative and specific to the main survey findings, in line with research collected.

Once again the vast majority of work was assessed accurately and fairly. There were 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 Section 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 range of aims.
- In Sections C and D, candidates that 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 TAC 6 comments. These give an indication of the strengths and weaknesses that the moderator found in the centre marking.

## **Administration**

Most centres now complete the administrative tasks correctly. Unfortunately, there are still a few centres where the problem of candidate work not being presented properly. Work should not be presented in polypockets, hard-backed files, loose pages, etc. Candidate work should be presented in A4 project folders or similar, with correct CCEA front cover sheets that include the centre number and candidate number in the correct rank order, including the top and bottom candidate.

## **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 blank or that are copied from the descriptor box above.

## **Conclusion**

To conclude 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.

GCSE Motor Vehicle and Road User Studies Controlled Assessment Titles

(work submitted May 2023-24)

1. Seat belt wearing by drivers and front seat passengers.
2. Abiding by designated speed limits on urban or rural roads.
3. Driver and pedestrian behaviour at light-controlled crossings.
4. Driver behaviour at roundabouts, with particular reference to appropriate indication.

## **Agreement Trials**

Agreement Trials will take place in the Autumn term. This will be in a pre-recorded format. More details will follow on a proposed support event for Units 2 & 3.

## Assessment Unit 3 Practical Riding Activity

Again, the Practical Riding Activity was negatively impacted by the public health restrictions due to the pandemic. The Unit 3 Practical Riding Activity was eligible for omission for candidates in 2022, but was still made available for centres that chose to opt-in. For those that opted-in, moderation visits did take place in March and April 2022 in accordance with public health guidelines. This was the second year under the revised Assessment Criteria with total marks available 100.

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

This was 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

This was generally well done. The machine must be started from a standing position, on the left. It was noted a few candidates did not apply the rear brake as the moped is taken off the stand. (Note: Mark Scheme point (b) Starting the Machine, "apply rear brake").

### Moving Off From Kerb

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

### Right Turn At Stop Sign

Errors in this section were normally a consequence of a lack of space on the course for the candidates, limiting the time needed when trying to complete their signals.

Visiting Moderators are advising centres and candidates that rear observations should be a 180 degree turn, to the right from the waist. Lifesavers should also be clearly visible and indicate a look over the appropriate shoulder.

It was pleasing that this had been reinforced by teachers across the majority of centres.

### Left Turn

Generally, well executed. Life saver should be executed just prior to the turn. Some candidates carried out their lifesaver over the right instead of the left shoulder.

### 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

This was completed well across the centres.

## **Skill Test**

Candidates demonstrated a high level of skill across the centres. Centres are reminded cones should be placed at 3m apart.

## **Figure Of Eight**

Generally, well executed across all centres. The specification requires markings to be 11m by 4m.

## **Braking**

Generally good although there were variations in run-up speed. In some centres only one brake was used. Candidates should be advised to use both brakes 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 commend those teachers who prepared the candidates to a high standard despite limited face to face teaching time compared to previous years.

A small number of centres had technical issues with their mopeds but these were dealt with quickly and efficiently.

Finally, well done 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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