

GCSE



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

Summer Series 2024





## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2024 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

### Subject Overview

The examiners had hoped that the quality of written responses in the 2024 examination paper would have returned to a pre-covid standard. It is obvious that the challenges posed by the Covid pandemic in 2021 and 2022 are still impacting the quality of written responses for the examination paper in 2024. The loss of teaching time for these candidates at KS3 has clearly hindered their development in preparation for the expected standard at GCSE.

### 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. 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. It was agreed that the paper was set at the correct level. The paper was able to provoke a wide range of responses from the very weak (less than 30 marks out of 160) to a few very competent, with marks more than 130. It was notable that most papers failed to gain over 100 marks, which is extremely disappointing for this level of qualification. It could also be argued that there were, however, examples of candidates who were done a disservice by being entered for this level of examination especially those candidates who gained less than 40 marks out of a possible 160.

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 equates to approximately 50% of the questions and that Motor Vehicle Technology addresses a further 20%, approximately.

Centres are also reminded to encourage candidates to use calculators, which are permitted, to assist with the mathematical questions.

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. Some of the handwriting from candidates was very poor and in one or two cases almost indecipherable which poses a real challenge for examiners.

Although the paper was eminently readable it was set at an appropriate level and would be understood by GCSE level students. It must be emphasised to teachers, and thus to candidates, that careful and thorough reading of EVERY word of EVERY question is essential. There is evidence of quick, careless reading of some questions which resulted in misunderstandings and resultant incorrect answers.

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 structured layout 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 quality of written communication and candidates should therefore avoid the use of bullet points and write structured sentences.

Question Number 1-20 (short response questions)

No candidates achieved 20/20 in the first section, the majority scored 8-14.

**Q1-4** Answered well.

**Q5** Poorly answered with the majority of incorrect responses being 'fences'.

**Q6** Answered well.

**Q7** Answered well with common incorrect responses being 30mph or 70mph.

**Q8-11** Answered well by most candidates.

**Q12** Poorly answered – many incorrect responses were insurance related - policy/cover note.

**Q13** Well answered - many incorrect responses were one way/single carriageway.

**Q14** Well answered- many incorrect responses were fuel or buying a car.

**Q15** Well answered- many incorrect responses were hire purchase/renting.

**Q16** Poorly answered.

**Q17** Well answered - majority of incorrect responses being exhaust.

**Q18** Well answered -most incorrect responses were either 3 stroke or diesel.

**Q19** Well answered.

**Q20** Well answered – most common incorrect response was fuel.

### **Vehicle Control and Road User Behaviour Section**

**Q21** Poorly answered.

**Q22** Well answered with reference made to overhanging trees/branches or going into a tunnel/under a bridge

**Q23** Well answered.

**Q24** Some answers demonstrated confusion over primary/ secondary safety features.

**Q25 (a)** Well answered.

**(b)** Well answered.

**Q26 (a)** Most candidates scored 1 mark with reference to not seeing, or reduced visibility.

**(b)** Well answered with many candidates gaining 3 or 4 marks.



- Q27** (a) Well answered.  
 (b) Well answered.  
 (c) Most candidates gained both marks.  
 (d) Well answered. Incorrect responses being - 'pull mirror down' or 'turn away from the sun' or 'look down'.
- Q28** (a) Well answered. Incorrect responses included 'use horn' or 'ring 99/farmer'.  
 (b) Well answered.  
 (c) Well answered.
- Q29** (a) There is a lack of knowledge of road signs and centres are strongly advised to spend more time focusing on Highway Code signs  
 a Poorly answered - most common incorrect being 'heavy traffic/congestion'.  
 b Poorly answered – most responses did not mention 'merging or joining' or used the incorrect term 'slip road'.  
 c Poorly answered.  
 d Well answered.  
 e Poorly answered - most common incorrect response being 'roundabout'.  
 f Well answered -most incorrect response being 'skid risk' or 'stones/rubble on the road'.  
 (b) g-j Well answered.  
 (c) Poorly answered – the most common incorrect answer being 'hard shoulder'.

### Legal Requirements Section

- Q30** (a) Poorly answered.  
 (b) Poorly answered – many responses were too vague not stating that the Agent works for just one company.  
 (c) Poorly answered - many responses unaware that the broker gets you the best deal from several companies.  
 (d) Poorly answered – most responses stated 'legal proof of insurance' or that you need it 'to get into a country'.  
 (b) Most candidates scored at least 1 mark.
- Q31** (a) Well answered. Incorrect responses were 'age & gender'.  
 (b) Well answered.  
 (c) Well answered - most common incorrect being 'not fit to drive/hearing deteriorates'.  
 (d) Well answered - most common incorrect responses being 'not allowed on motorway' or 'restricted speed limit or incorrect speed given such as 40'.

## Road Transport and its Effects on Society

- Q32** (a) Poorly answered question.  
(b) Well answered - most common incorrect answer being 'bridge' with 'zebra crossing' being cited occasionally.  
(c) Well answered.

## Motoring Mathematics Section

- Q33** (a) Most candidates gained 1 mark, primarily because their responses were similar with both leasing/renting.  
(b) Most candidates gained 1 mark with reference to speed changes...those that gained 2 marks commonly responded with hills or sitting in traffic.  
(c) This question was not answered well with 1 mark being awarded occasionally. Many candidates incorrectly responded with 'quick/easy/pay at pump/boosts credit score.'
- Q34** (a) Most candidates answered this question correctly...the most common incorrect response was 308.  
(b) Well answered.

## Collision Procedures Section

- Q35** (a) Many candidates answered this question correctly...the most common incorrect response was Secure the Scene which was too vague.  
(b) Well answered. The most common incorrect responses came from dealing with casualties, ring 999 or vehicles switching off ignition.  
(c) Poorly answered.  
(d) Well answered.  
(e) Many candidates only responded with cleaning the wound and not covering/ bandaging it.

## Motor Vehicle Technology Section

**Q36 (a)–(c)** Well answered.

**Q37 (a)–(b)** Well answered.

**(c)** Many candidates answered this question correctly with many referencing smooth ride/comfort for driver.

**(d)** Poorly answered. Generally, the responses were too vague, such as, the car would not run, or it would be bad for the engine. The most common correct responses were airlocked or suck up dirt.

**Q38 (a)** Well answered.

**(b)** Poorly answered.

**(c)** Some candidates gained at least 1 or 2 marks for correctly answering gudgeon pin and/or pump/water pump correctly.

**(d)** Poorly answered. Many responses failed to mention 'engaging with the starter motor' whilst others incorrectly said 'to make the engine run smoothly'.

**Q39 (a)** Well answered. Checking the catalytic converter/emissions was a common incorrect response.

**(b)–(e)** Well answered.

**Q40** Well answered.

**Q41** Some responses misunderstood "Vehicle engineering" to mean having a mechanic check the vehicle; others incorrectly cited secondary safety features and some linked "driver behaviour" to the first part of the question focusing on "check your brakes".

**Q42** Virtually all candidates attempted this essay question, some very successfully. A few though chose to challenge the premise of the question referring to older drivers or differentiating between young male and female drivers and a few thought the driver was influencing the passengers by his /her example rather than as the question intended. Some fell into the trap of thinking they had to argue for or against the statement rather than taking the opportunity to explain why accident statistics show that young drivers are a disproportionate risk on the road.

# Principal Moderator's Report

## Assessment Unit 2      Investigative Study

### Unit Overview

The topics selected by all the Centres were appropriate under current specification requirements for the Controlled Assessment task (2023/2024).

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.

The most common topics chosen for 2024 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, that have been a pleasure to read. Many studies have been presented to a high standard, with great clarity and variety across the samples, demonstrating an organised approach from the lead teacher.

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 that are irrelevant such as Age of Drivers or Colour of Vehicles.
- Section B should provide methodology that is both clear and detailed. Good practice was evident by candidates that collected their data from a range of appropriate 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 as candidates report their findings. Each candidate should be encouraged to develop these sections as fully as possible. When awarding top band marks, candidates should present a wide range of presentation methods, with excellent annotation and written commentary to support their analysis of results.
- Section D carries the most marks of any section; therefore this should be reflected in the candidate work. Candidates should attempt to include detailed analysis of results and a 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 research collected.

- Once again, most of the centre work was assessed accurately and fairly. There were however several centres where marking, across all sections, was too lenient and there were several downward adjustments necessary. Moderators found the following concerns when marking fell outside of CCEA's agreed standard:
- In Section A and B, a few Candidates across centres were awarded top band marks for completing work that had limited depth of background information and context for the study. Furthermore, some candidates were awarded level 3 marks with aims and predicted outcomes that lacked sufficient detail.
- In Sections C and D, candidates that fell outside of CCEA standards had limited analysis of findings and figures collected during the study. Top band studies must include conclusions that have drawn comparison with predicted outcomes and a detailed examination of the 3 E's related to the specific aims and area of the study.
- Across all sections, candidates must provide their own individual response to the data collected and reach their own conclusions when analysing and interpreting the data.

The moderators noted the detailed teacher annotation of scripts in many centres this year. This is extremely helpful to the moderator when justifying the mark awarded. Centres are expected to take note of moderator comments on TAC6 and action as appropriate before the next submission of Controlled Assessment.

## **Administration**

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

## **E-moderation**

The moderators found E-moderation most useful when teachers used a personalised comment to justify marks awarded.

## **Conclusion**

The Principal Moderator and the moderating team would like to take the opportunity to thank all the teachers and candidates who worked hard to present a comprehensive range of studies that matched the criteria as in the specification.

GCSE Motor Vehicle and Road User Studies Controlled Assessment Titles (work submitted May 2025)

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

## **Agreement Trials**

Schools will be informed at the start of the autumn term of the arrangements for upcoming agreement trials. This will provide teachers the opportunity to view some exemplar materials, across the mark range, that are in line with CCEA's agreed standards.

## Assessment Unit 3

## The Practical Riding Activity

### Unit Overview

Teachers are advised to refer to CCEA's 'Teaching the Practical' document which helps provide guidance on teaching the practical component of the course. This can be found in the support section of the CCEA MVRUS Microsite under Teacher Guidance.

Teachers of the subject are reminded that viewing of the CCEA practical riding activity support video (available on the CCEA microsite) is strongly recommended.

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

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

### The Daily Check

Centres that had a set routine for carrying out the daily checks had the fewest issues. Candidates must 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

Candidate must start the machine on the stand, from a standing position, on the left. In a few Centres, candidates were starting the machine in the seated position rather than the standing position. Moderators 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

Occasionally, candidates forgot to check the stand was clear of the ground, prior to mounting the machine.

### Right Turn at Stop Sign

At some centres, moderators reported that a lack of space on the course, limiting the time needed when trying to complete their signals. Candidates must also demonstrate awareness of the appropriate road position when completing this manoeuvre.

Candidates should be reminded that all rear observations should be 180 degree turn, to the right from the waist. Lifesavers should also be clearly visible to 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**

Only a few minor issues here. As in previous years, errors occurred where the run-up was too short resulting in rushed hand signals and lifesavers. Keeping an appropriate distance from the parked vehicle and left lifesaver before resuming road position are critical to completing this section safely.

## **Stopping and Dismounting**

This was completed quite well across the centres. Several candidates forgot to complete the rear observation prior to the slowing down signal. Several candidates were penalised for switching the engine off after dismounting, instead of before.

## **Skill Test**

Candidates excelled in this section of the course with skill and control evident, in challenging weather conditions at times. Centres are reminded cones should be placed at 3 metres apart.

## **Figure of Eight**

This was well executed by the candidates across the centres. Specification requires markings to be 11 metres by 4 metres.

## **Braking**

This was completed well by most candidates, when demonstrating a controlled stop. Several candidates were penalised for an inconsistent or insufficient run-up speed. It is advised that candidates should use both brakes to come to a controlled stop.

## **Safety Awareness and Quality Of Control**

Generally, very good across all centres. The standard of rear observations and lifesavers continues to show variation.

## **General Points**

The moderators would like to thank those teachers who prepared candidates to a high standard for assessment. Also, for setting up of the course safely and correctly, and having all the paperwork in order to ensure minimal issues on the day of moderation.

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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