

# **6720-052/552 Level 3 Constructing the Built Environment – Theory Exam (2)**

**March 2020**

## **Examiner Report**

# Contents

Introduction .....	3
Theory Exam – March 2020 .....	4
Grade Boundaries and distribution .....	4
Chief Examiner Commentary .....	5

## 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 **March 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

This document provides commentary on the following assessment;  
**6720-052/552 Level 3 Constructing the Built Environment – Theory Exam (2)**

# Theory Exam – March 2020

## Grade Boundaries and distribution

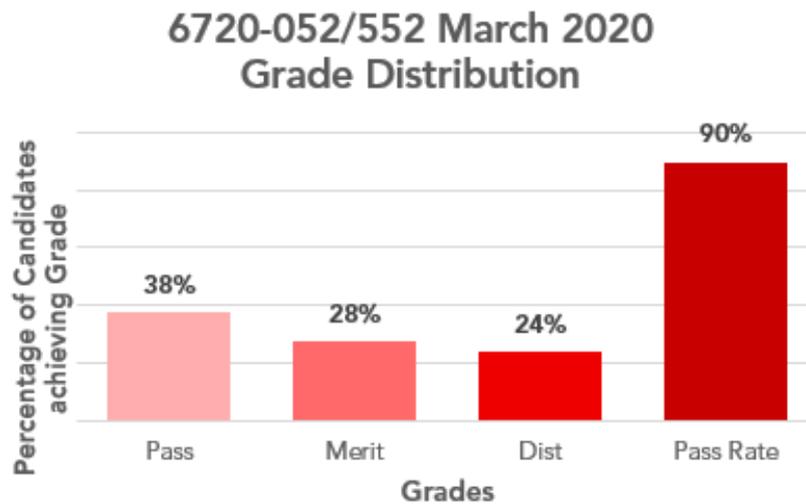
Assessment: **6720-052/552**

Series: **March 2020**

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

<b>Total marks available</b>	<b>90</b>
Pass mark	36
Merit mark	49
Distinction mark	62

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



# Chief Examiner Commentary

## General Comments on Candidate Performance

**Assessment component: 6720-052/552**

### Series 1 (March 2020)

The majority of candidates scored well in the examination, however the overall pass rate has decreased when compared to last year. Overall, candidates showed good levels of technical knowledge and understanding, from 'identifying' questions through to extended response 'linked discussion' questions.

Topic areas that were generally answered well included those on the importance of using qualified personnel in building services installations, building maintenance and refurbishment and the causes of building damage. Also, topics covering the tools and equipment used in building surveys, the purpose of the building regulations and the application of Approved Documents were answered well. High marks were scored in the majority of these topic areas.

There were a few topic areas that were not answered as well, due to specific details within the question being overlooked. For example, questions on surface water harvesting systems, direct water systems and the required depth for gas pipes. Candidates missed the key point to discuss the construction phase of building projects and instead focused on planning permission, design detail and other pre-construction aspects. Similarly, for a question on construction project management, answers often discussed planning and design work rather than site project management.

Although candidates showed good knowledge and understanding of the building regulations, they struggled on two aspects. Firstly, when asked to identify measurable technical factors from the building regulations, candidates instead identified broader technical design points. Secondly, it was evident that candidates didn't know what Standard Assessment Procedure (SAP) meant in the context of the building regulations, namely that it is the way in which building energy efficiency is assessed.

The extended response question asked candidates to discuss the main challenges involved in converting a 20<sup>th</sup> century building into residential apartments. The majority of candidates answered this question well. Higher scoring candidates were able to clearly discuss and link the following areas – building survey work, planning, listed building protection, building regulations and the relevant approved documents, architectural design, structural engineering, building services engineering and construction site management. Lower scoring candidates gave limited discussions to support the challenges raised. These lacked detail and were not fully linked to the scenario. Centres should use similar types of building project case studies to provide revision opportunities for candidates.

Centres are encouraged to help students further develop their knowledge and understanding of design, construction and building surveying terminology and processes. Candidates must also understand the importance of reading and dealing with the detail of a question. More broadly, centres are advised to make use of learning opportunities in building design and construction and surveying practice through site visits, videos, reading and class debate or indeed simulated construction project competition.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here: <https://www.cityandguilds.com/qualifications-and-apprenticeships/construction/construction/6720-technical-in-constructing-the-built-environment#tab=documents>