

# 6720-22 Level 2 Technical Award in Designing and Planning the Built Environment

2018

**Qualification Report**

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# Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

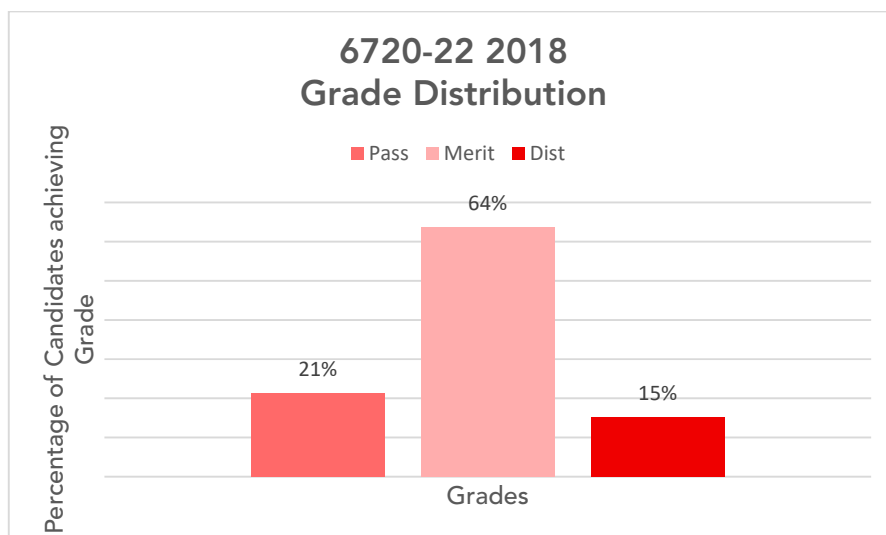
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6720-004/504 Level 2 Technical Award in Designing and Planning the Built Environment – Theory exam
  - March 2018 (Spring)
  - June 2018 (Summer)
- 6720-003 Level 2 Technical Award in Designing and Planning the Built Environment – Synoptic Assignment – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification is shown below;



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

# Theory Exam

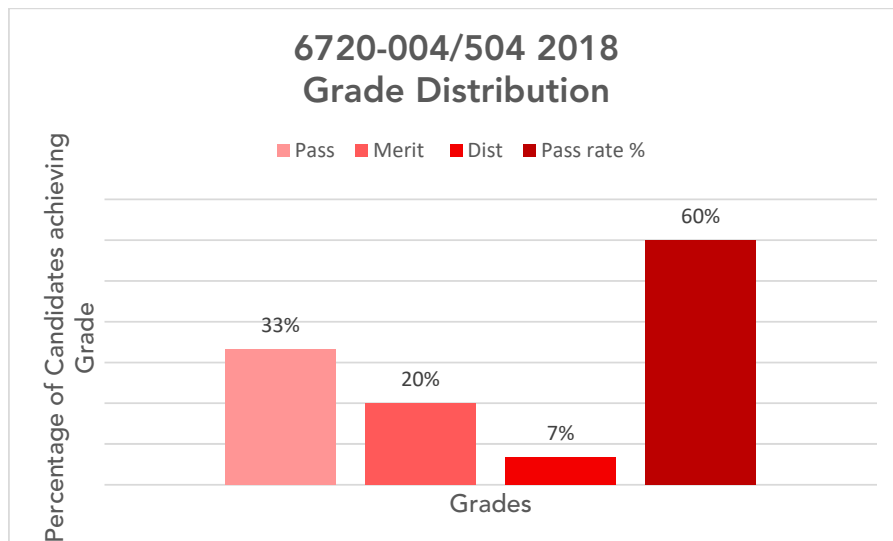
## Grade Boundaries

Assessment: 6720-004/504  
Series: March 2018 (Spring)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	32
Distinction mark	42

The graph below shows the distributions of grades and pass rate for this assessment;

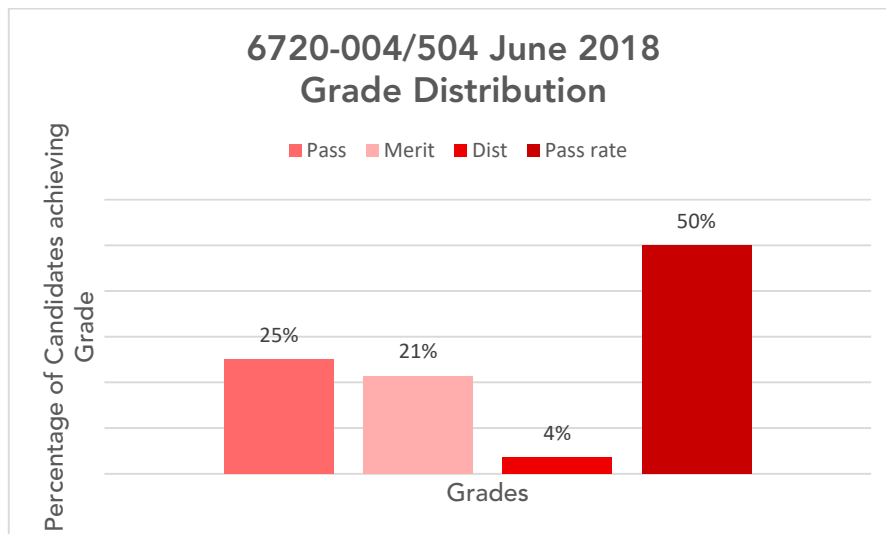


Assessment: 6720-004/504  
Series: June 2018 (Summer)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	31
Distinction mark	40

The graph below shows the distributions of grades and pass rate for this assessment;



# Chief Examiner Commentary

6720-004/504 Level 2 Constructing and Maintaining the Built Environment - **Theory exam**

**Series 1** – March 2018

Generally candidates applied a good level of knowledge and understanding across the subject areas' criteria in order to answer general and scenario based questions on Designing and Planning the Built Environment.

Some excellent thought into community requirements regarding planning was shown throughout the paper and some vision into how these requirements could be used to shape new design projects. Centres had clearly covered this area well in coverage of the unit.

Candidates tended to answer the AO1 (recall) type questions better than questions that required them to demonstrate an in-depth understanding. There was a good understanding of planning and designing factors. There was some variation on answers to questions focussing on procedures to be followed and the documentation that reinforces work in the sector. This would be an area for lecturers and teachers to focus on going forwards.

Some confusion was apparent in both structural forms and in building defects, it appeared that candidates knew the possibilities but were unsure as to which answers matched which scenario.

The question all candidates struggled with was about the advantages of public housing, most could only think that its affordability was an advantage.

The majority of candidates struggled with the maths questions as many did not know how to conduct basic area and volume calculations and some missed the opportunity to gain marks by not showing their working out.

Extended response question; common strengths were candidates' writing in report style rather than bullet pointing, consideration and knowledge of community needs and designing to improve the social and physical wellbeing of the local residents and consideration of the environment was also present. The majority of candidates answering this question showed a lack of consideration to the processes that should be followed and documentation required to progress with their proposals, therefore they were unable to access higher marks.

Centres are advised to increase the focus on basic mathematic content and familiarity with processes and documentation used. Candidates should also be reminded to show their working out in maths related questions.

Centres are also advised to revisit current handbooks, test specifications and previous papers to fine-tune the delivery of their programmes.

## Series 2 – June 2018

Generally candidates applied a sound knowledge and understanding across the subject areas' criteria in order to answer general and scenario based questions on Designing and Planning the Built Environment.

Candidates tended to answer simplistic recall questions better than those questions that required more depth of understanding to the answer. The candidates showed understanding of planning and design factors and generally applied these well, there was some variation on answers to questions focussing on procedures to be followed and the documentation that reinforces work in the sector. This would be an area for lecturers and teachers to focus on for future revision sessions.

The question all candidates struggled with was about the advantages of public housing, most could talk to it's affordability being an advantage and many candidates did not appear entirely sure of the concept of 'public housing'.

The question that required candidates to apply some mathematical knowledge, was an area which most of the cohort found difficult. Most candidates had an awareness of the correct units that should be used, but many did not know how to conduct basic area and volume calculations. Some missed the opportunity for part marks by not showing working. Candidates should also be reminded to show their working out in maths related questions.

Extended response question; common strengths were candidates' writing in report style rather than bullet pointing, also their consideration and knowledge shown of community needs and designing with local residents as the focus, some consideration of the environment was also present. The common weakness shown across the majority of candidates answering this question was the lack of consideration given to the processes to be followed and documentation required to progress with their proposals within their responses therefore they were unable to access higher marks. Candidates would benefit from practicing extended response questions in revision to ensure they are used to writing in the depth required for this type of question. Some planning was evident in notes on the higher scoring candidates' submissions.

### Summary

It is apparent that centres are becoming more familiar with the format of the examinations and ensuring candidates are suited prepared with the correct examination technique, revision practice in centres and use of City and Guilds assessment material. Design and planning factors and considerations appear to have been embraced by the candidates. Material knowledge is a difficult subject to get across to learners in a classroom, most candidates are not yet showing a breadth and depth of understanding of this at this point. Drawing techniques; hatchings seem not to have been covered in much depth and more calculation exercises during teaching would benefit candidates in preparation for exams.



# Synoptic Assignment

## Grade Boundaries

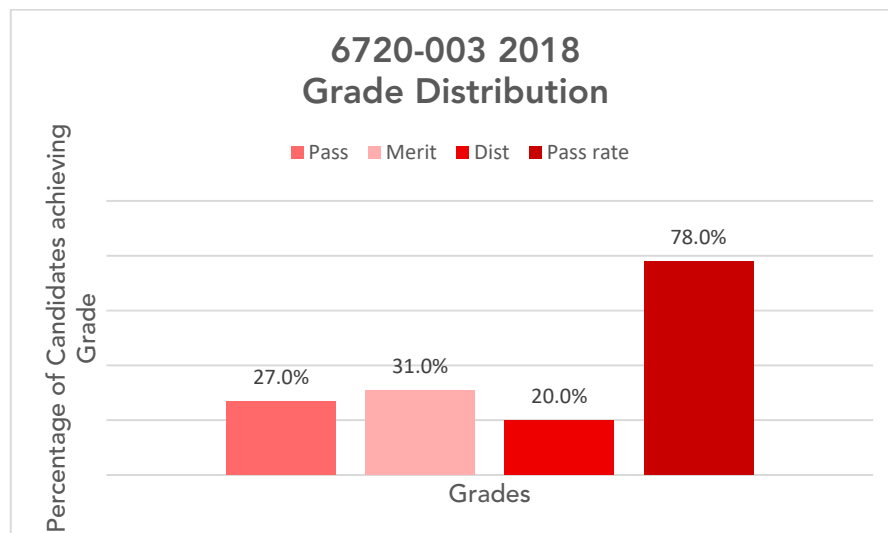
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6720-003

Series: 2018

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	30
Distinction mark	38

The graph below shows the distributions of grades and pass rate for this assessment;



## Principal Moderator Commentary

The assignment is scenario based brief, which is appropriate for candidates to consider an approach to the tasks. The outcomes from the tasks were varied in the amount of effort that candidates were willing to make and in the amount of care taken in the presentation of their work.

AO1 - General recall was good across the cohort, however all candidates did not present presentations with reports, images and sketches.

AO2 – In terms of understanding of concepts, theories and processes relating to the qualification content, the higher marked assignments presented work with reasoned arguments supporting why they had made their suggestions. This demonstrated a firm understanding and in some cases the ability to analyse, apply and evaluate throughout the assignment task in relation to the given context. Candidates should try to demonstrate knowledge by presenting design options with supporting text, images and data as appropriate to support their thinking.

AO3 - Work was variable across the cohort and candidates that were scored high marks tended to submit high quality annotated sketches that provided strong supporting evidence for AO3 as well as AO2, 4 and 5. Drawings were primarily completed by hand with very little of technologies such as CAD being explored. Areas where candidates tended to lose marks included; the use of incorrect hatchings and a poor understanding of scale and proportion in their sketching.

AO4 – The ability to bring understanding and skill together from across the qualification was disappointing. Much of this is around how candidates present their knowledge and understanding, often only provided basic information, candidates did not reassess when control measures were in place. Where the work lacked personalisation candidates had difficulty in demonstrating higher levels of understanding and this could impact on A05.

AO5 - Where assignments failed to score high marks for this outcome there was a general lack of depth to discussion, calculations lacked structure and drawings were not of a consistently high quality.

From the evidence submitted it is clear that some centres have interpreted the assignments appropriately and the majority of candidates have approached each task fully and have followed the assignment briefs. Some centres gave poor feedback sheets to candidates, which would have provided candidates with good quality feedback on their performance.

### **Other help for centres would be to:**

- Ensuring authenticity of work, there were examples where candidates had presented information drawn from other sources as their own without appropriate referencing, this was not commented on or reflected in marks awarded by centres and often marks were adjusted in moderation for this reason.
- Ensure all evidence required, as stated within the assignment pack, is submitted for moderation – this includes practical observation reports and photographs where stated as a minimum requirement within the assignment.
- Tutor observations and marking commentary should always include what went well and what could be improved in the future, making it transparent to all why marks have been awarded.