



**Level 3 Advanced Technical  
Diploma in Site Carpentry  
(7906-30)(450)**

**Qualification Report 2019**

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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.

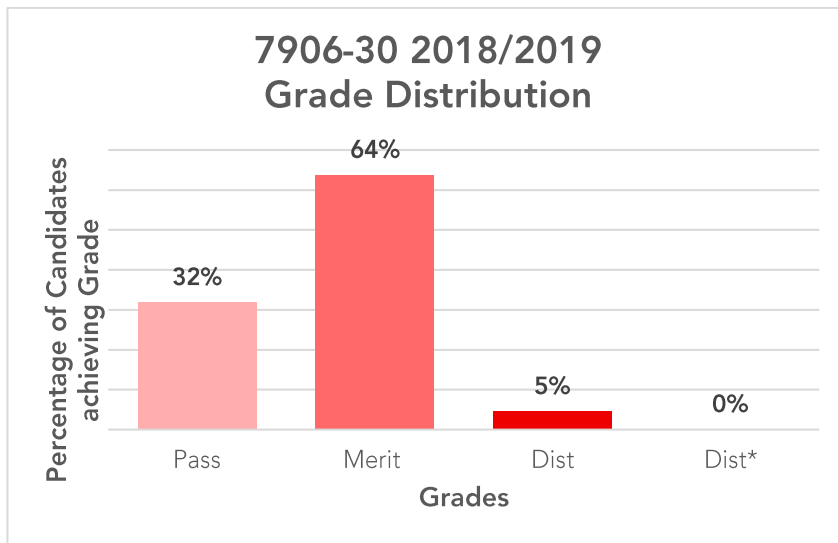
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 7906-001/501 Level 3 Site Carpentry – Theory Exam
  - March 2019 (Spring)
  - June 2019 (Summer)
- 7906-002 – Level 3 Site Carpentry – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification during the 2018/2019 academic year 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.

# Theory Exam

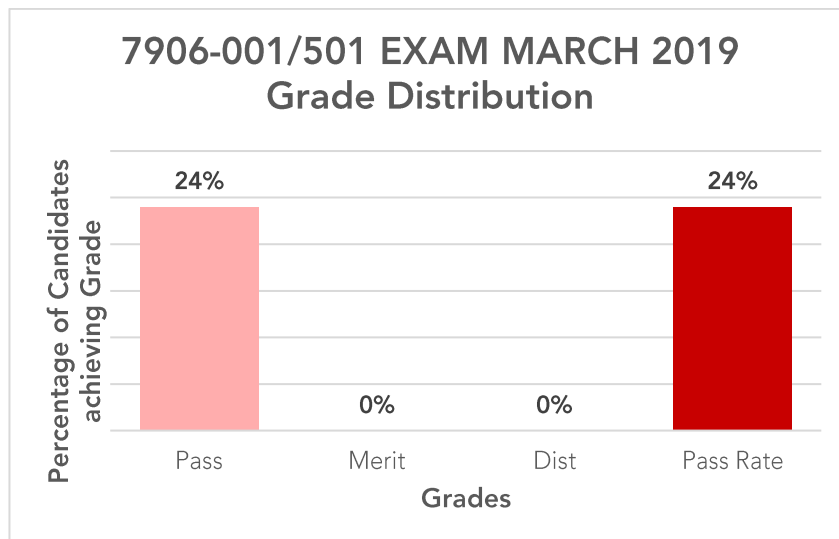
## Grade Boundaries

Assessment: 7906-001/501  
Series: March 2019 (Spring)

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

<b>Total marks available</b>	<b>70</b>
Pass mark	26
Merit mark	37
Distinction mark	48

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

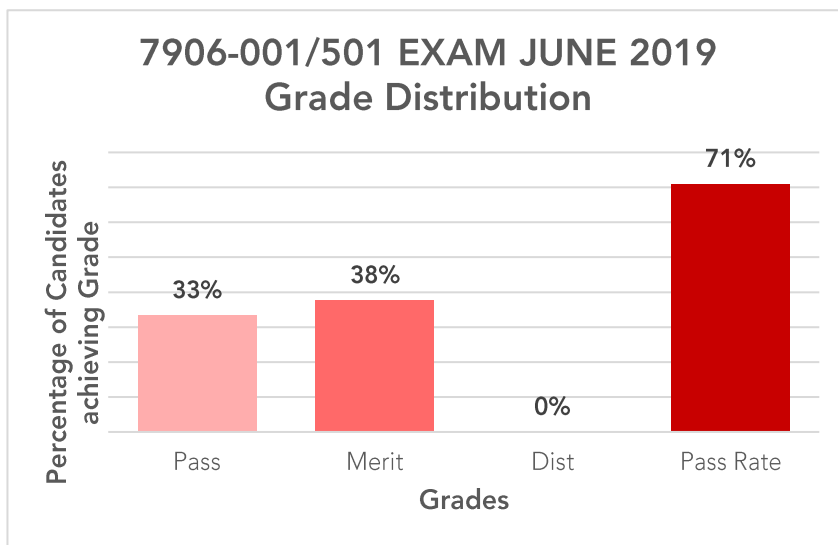


Assessment: 7906-001/501  
Series: June 2019 (Summer)

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

<b>Total marks available</b>	<b>70</b>
Pass mark	27
Merit mark	37
Distinction mark	48

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



## Chief Examiner Commentary

### Qualification Title: 7906-001/501 Level 3 Site Carpentry –Theory Exam

#### Series 1 – March 2019 (Spring)

The exam was answered well in some areas however other areas where not so well answered. Most candidates attempted all the questions with a small number missing some questions out.

Most candidates demonstrated a good understanding of sustainable development giving specific forms of insulation rather than generalising, renewable energy use was also regularly discussed., showing a clear depth of knowledge.

Questions around specific woodworking machines where answered to a good standard with most learners using correct terminology and detailed descriptions. Again showing a deep understanding of the workings and component parts of wood working machines.

As a cohort, candidates did not answer questions well on topics linked to legislation, site documentation, and approved codes of practice, showing little depth of knowledge they were often able to recall terminology but lacked the comprehension to explain in detail.

Some candidates did not read all of the questions carefully or completely resulting in incorrect answers and marks lost, this was evident on a couple of questions specifically the calculation question. Most candidates worked out the area of the partition when the question clearly asked for the linear meters of 100 x 50 required. Some learners did not attempt the calculation question at all (Unit 301 topic 3.2-calculating quantities: waste, linear, area, volume).

The extended response question is designed to allow the candidates to demonstrate their depth and breadth of knowledge across a number of units, giving the candidates the opportunity to discuss in detail their understanding of the pre-planning stage of construction along with the setting up and managing of a small development. As a whole candidates tended to answer this question better than in previous series. The candidates that received the highest marks read the question carefully and gave comprehensive responses directly relating to the scenario. Attention to detail through a cohesive and thorough explanation was evident. The candidates that received lower marks tended to just give an overview of the pre-planning and site set up and focused more on the actual construction process. Their responses often lacked attention to detail and showed gaps in their learning.

Candidates need to be made aware of the need to demonstrate their full depth/ breadth and range of knowledge and understanding. Candidates should also be reminded to read the questions carefully and pitch their answers to the marks available in order to access all marks available. During the extended response questions candidates should demonstrate they understand and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their answers to fully access the marks available.

## Series 2 – June 2019 (Summer)

The exam was answered well in some areas however other areas were not so well answered. Most candidates attempted all the questions with a small number missing some questions out.

Most candidates demonstrated a good knowledge and understanding of sustainable development during the design stage of a construction project, giving specific forms of insulation along a range of additional design features that would reduce the impact on the environment. Renewable energy use was also regularly discussed despite clear instruction to exclude them from their answers. Overall candidates demonstrated a clear depth of knowledge and understanding across this topic area.

Candidates did not answer questions well as a cohort, on topics linked to contractual documentations and pre-planning construction projects showing little depth of knowledge. They were often able to recall terminology but lacked the understanding to explain in detail.

Questions around specific woodworking machines were answered to a reasonably good standard (use of table saws and planners) with most learners using correct terminology and detailed descriptions. They showed a deep understanding of the workings and component parts of most wood working machines along with extraction requirements. However the safe set up and use of a mortice machine showed a significant gap in knowledge and understanding across the full range of wood working machines (306.05.01)

The extended response question is designed to allow the candidates to demonstrate their depth and breadth of knowledge across a number of units, giving the candidates the opportunity to discuss in detail their understanding of the implications and restrictions of working on a Grade II listed building within a conservation area, along with how to complete remedial actions that meet the requirements of the relevant authorities. As a whole candidates tended to answer this question better than in previous series. The candidates that received the highest marks read the question carefully and gave comprehensive responses directly relating to the scenario, attention to detail through a cohesive and thorough explanation was evident. The candidates that received lower marks tended to just give a brief overview of the buildings listing and focused more on how to complete the remedial actions. Their responses often lacked attention to detail and showed some gaps in their learning.

A greater emphasis needs to be made to ensure candidates are fully conversant with contractual documents, their purpose and uses.

Candidates need to be reminded of the need to demonstrate their full depth/ breadth and range of knowledge and understanding across all topics. Candidates should also be reminded to read the questions carefully and pitch their answers to the marks available in order to access all marks available. During the extended response questions candidates should demonstrate they understand and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their answers to fully access the marks available.



# Synoptic Assignment

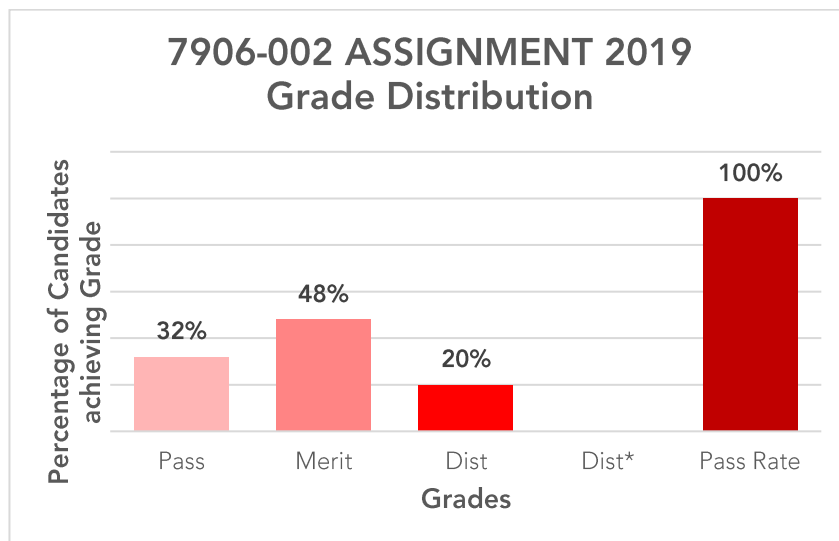
## Grade Boundaries

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

Assessment: 7906-002  
Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	43

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



## Principal Moderator Commentary

The synoptic assignment is designed to cover the elements of the programme not assessed within the knowledge test. For this academic year it was broken down into two distinct parts unit 302 constructing cut roof (Knowledge task 1a) unit 303 - fitting doors, windows and their finishing's (Knowledge task 1b) and unit 305 fixing stairs with turns (Practical tasks 2 and 3)

All tasks were designed to simulate a real scenario, in this series it was based around a commercial property needing some modifications to part of the shop and fitting a new kite winder stairs to the living accommodation above the shop. The knowledge task was to independently research options and prepare a report on defects to double doors as well as designing/sketching a roof that meets the requirements of the client. The practical task was to assemble and fit a kite winder stair which had been delivered with a missing winder that the candidates had to produce and fit.

It was a small cohort, but all candidates completed the assignment with some degree of confidence with a mixed outcome of the final product. This was evident because all centres fabricated the stairs in house, resulting in stairs being manufactured to varying tolerances and specifications, some centres producing very good examples and others producing less than ideal examples. This variation did not affect the candidate results as these were taken into consideration during marking.

Overall candidates did reasonably well with the knowledge task, task 1, with some totally unique evidence being produced, proving that the task was completed as set out and within the guidance.

For the first time candidates had to complete a self-reflection form this has proven to be an excellent tool for assessment and moderation purposes, the candidate's gave an honest reflection on their own strengths and areas for development.

### AO1 Recall

Most candidates demonstrated their knowledge recall well during the practical assessment, selecting correct tools and equipment, but some missed an opportunity to fully demonstrate this during the research task.

### AO2 Understanding

Some learners demonstrated a good understanding across the whole synoptic assignment taking full advantage of the self-evaluation form to demonstrate their problem solving skills, giving rationales behind what went well, didn't go well and what they would do different in the future.

### AO3 Practical skills

Most candidates completed the practical tasks within the recommended time, to a standard that would be classed as fit for purpose within the construction industry. Some of the candidates met most tolerances with a small number exceeding them.

### AO4 Bringing it all together

Candidates that achieved the higher marks within AO4 demonstrated that they had familiarised themselves with the assessment brief, fully understood what was required and devised a method of work that would enable them to complete the task timely, and to a standard that met the tolerances. Candidates that did not prepare and plan adequately tended to be marked lower within this AO.

#### AO5 Attention to detail

Candidates tended to disregard the importance of the research task focusing all their attention on completing the practical tasks to the best of their abilities. As a level 3 Site Carpenter it would be expected that they should be able to produce sketches and material lists using correct terminology that could be used to price up projects, plan work activities or convey information to a third party. Some of the sketches and lists produced showed gaps in the candidate's attention to detail across the whole research task, while some produced excellent reports that fully met the assessment brief.

#### **Summary**

Candidates need to treat all the tasks with the same importance, and not focus primarily on the practical task. Marks are allocated holistically so it would be advisable if candidates gave parity to all tasks increasing their likelihood of achieving marks that truly reflect their knowledge, understanding and abilities across the whole skill base that is required to be a successful level 3 site carpenter.