



6720-21 Level 2 Technical Award in Constructing and Maintaining the Built Environment

2016/17

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.

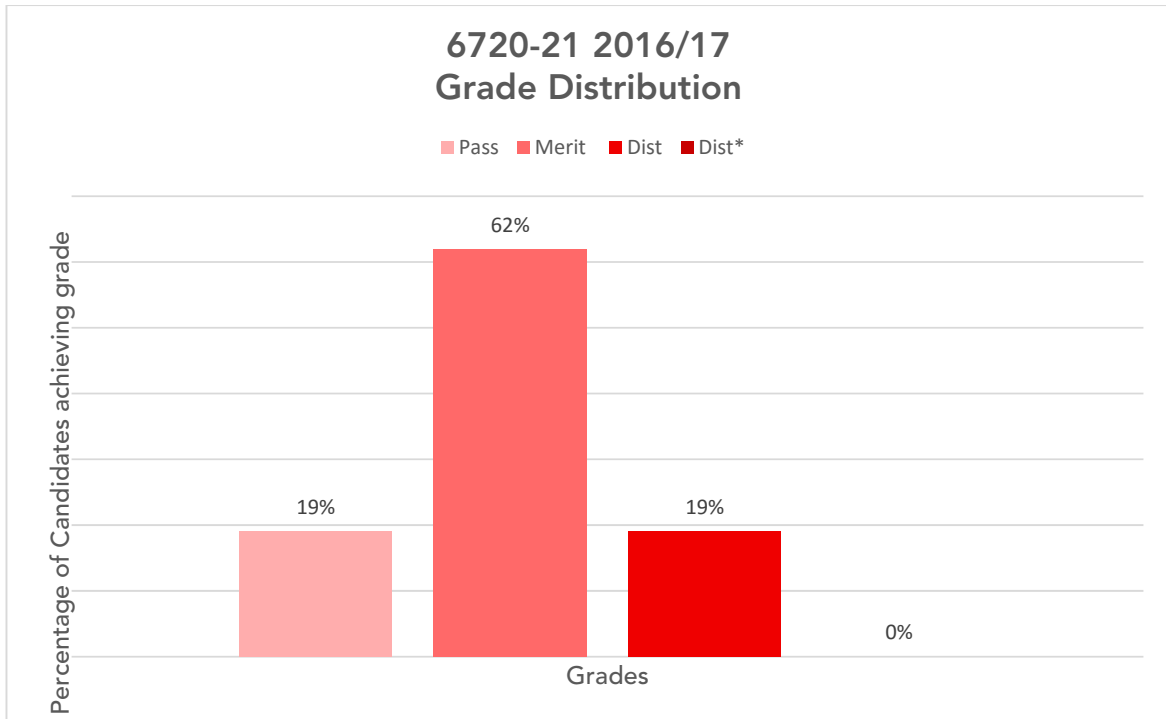
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2017 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 6720-001 Level 2 Construction in the Built Environment – Synoptic Assignment
- 6720-002/502 Level 2 Construction in the Built Environment - Theory exam
 - April 2017
 - June 2017

Qualification Grade Distribution

The grade distribution for this qualification during the 2016/2017 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

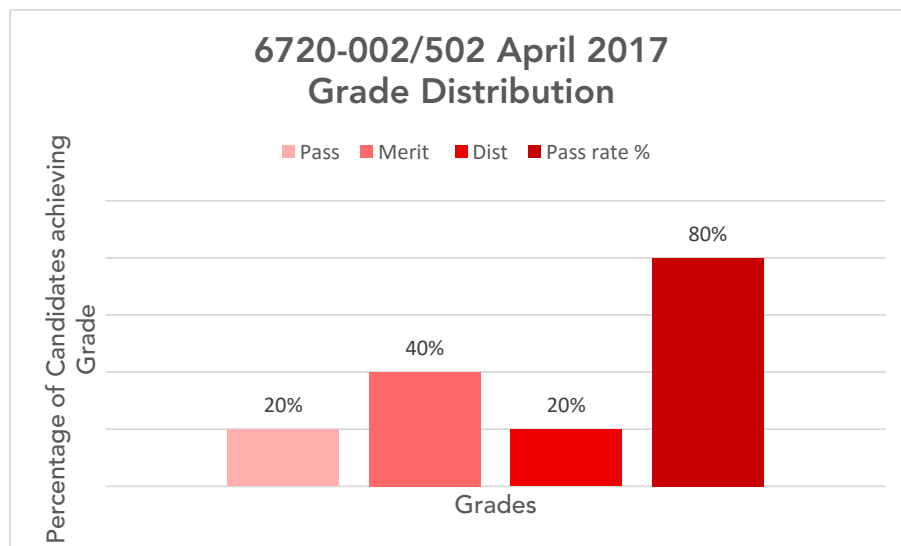
Grade Boundaries

Assessment: 6720-002/502
Series: April 2017

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

Total marks available	60
Pass mark	24
Merit mark	31
Distinction mark	39

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

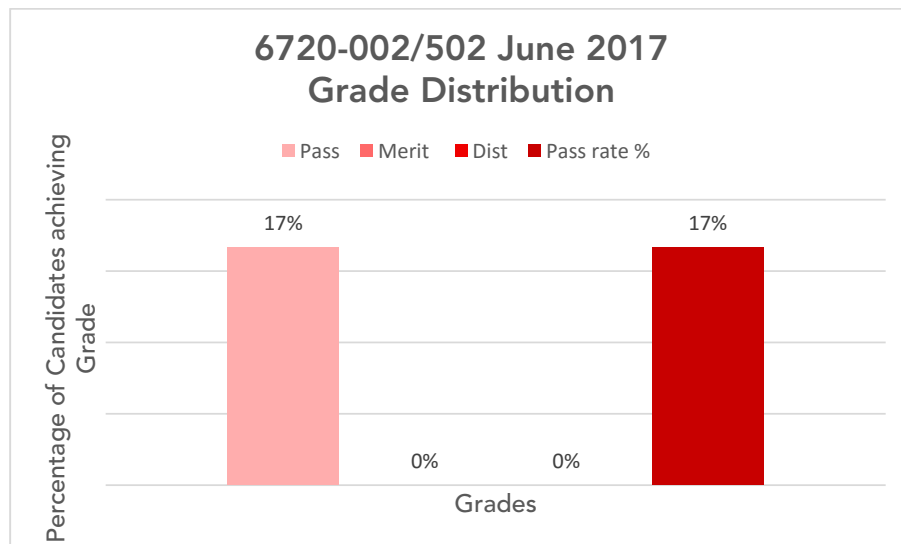


Assessment: 6720-002/502
Series: June 2017

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

Total marks available	60
Pass mark	24
Merit mark	31
Distinction mark	39

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



Chief Examiner Commentary

6720-21-002/502 Level 2 Constructing and Maintaining the Built Environment - Theory exam

Series 1 – April 2017

The paper covered the syllabus well and at the appropriate level. Generally candidates were able to demonstrate simple recall of fact and knowledge more so than demonstrating understanding through higher mark questions.

Candidates showed knowledge of how toolbox talks informed ways of working, but there were very few references to examples of what content would be included within these talks, such as deliveries, signage and welfare.

There was a distinct lack of understanding in the area of building craft roles that carried out first-fix operations. Many candidates answered with a craft that was clearly not building services. This may be due to candidates not reading that the question specified a role within building services rather than just any construction sector.

Generally candidates demonstrated knowledge around the types of communication used on site. They also grasped the types of work medium contractors would carry out.

Candidates did reasonably well in the area of domestic building, but could have accessed further marks for giving more detailed explanations. This was particularly the case in asking to describe the difference between certain materials, such as iron or plastic drainage components or gloss and emulsion paint.

In the area of prefabrication, such as the benefits of timber components, most candidates received reasonable marks, commenting on higher quality, reduced costs and reduced waste. Where candidates demonstrated weakness, this was because they failed to recognise the question asked for plural benefits.

On the theme of building deterioration it was reasonably well answered. Where candidates failed to get full marks it was because their answers were repetitive. Candidates generally understood the benefits of regular planned maintenance, but they did not mention the

consequences of the alternative emergency maintenance in terms of cost, utility and health and safety. There was some confusion between what prompts refurbishment and why preventative maintenance is good practice.

Candidates show weakness when asked to recall work carried out by carpenters. Some candidates demonstrated a misunderstanding of 'first fix' and 'second fix' tasks, whereas others clearly confused the role of a carpenter with other members of the construction and building trade. There was also clear misunderstanding of the term 'operation' as many candidates gave methods and techniques as answers rather than the types of tasks a carpenter would carry out.

The extended response question was answered reasonably well. The ERQs allow the candidate to answer more discursively. On occasion, the candidates contradicted themselves within their discussion, which prevented them from reaching a higher mark band. Most candidates answered in the middle mark band. Candidates would be able to access the higher band by providing responses showing more depth of their knowledge, rather than trying to demonstrate the breadth of their knowledge. Candidates should take time to consider the scenario given within the question and ensure their responses clearly relate back to this situation.

Series 2 June 2017

The paper performed well and was of a standard both clearly at the appropriate level and similar in content, range and difficulty to the earlier paper taken in April 2017. The language was at the appropriate level and there should have been no problems for the candidates in understanding the questions.

There is the understanding that this assessment window will be used by many centres as a resit opportunity for those candidates who were unsuccessful in the earlier series, April 2017. It follows that the generally higher performing candidates would generally not have taken this paper. The mean mark would therefore be expected to be lower. It may also be the case that some candidates following the programme over a two-year period, have been entered for the examination this time, before they are sufficiently prepared to sit the assessment as a sort of 'mock' examination and to give them a sight of the paper. Candidates should never be entered until they have been fully prepared.

It was seen throughout this assessment candidates using generic, high level answers in the hope that the odd mark might be picked up here and there. Some candidates answer with a mixture of time, cost, quality, sustainability and health and safety, to any question where they do not know the answer, therefore not demonstrating their knowledge or understanding of topic areas to the level of depth that the assessment demands. Centres should dissuade candidates from using this approach.

Candidates struggled to identify the difference between where two types of foundations would be used. This was due to candidates being unable to correctly recall the types of foundations within the industry and when they are used.

Candidates struggled to recall basic construction terminology in relation to properties of materials. Candidates were given a generic description and failed to identify the correct terminology the description was assessing, this is concerning when it is a description and language that is universal within the construction industry.

In relation to the extended response question, most candidates tended to score marks in the second mark band. Nearly every candidate had some idea of why the cracking might have occurred but few were able to define the problem precisely. Some of the candidates wrote far too much and often ended up contradicting themselves, which resulting in marks being lost.

Throughout the paper it was evident that candidates struggled to interpret the level of response required of them by the command verbs. Often learners would not be able to achieve full marks as they were unable to provide clear explanations of impact or considerations, instead answers would merely identify what the question was asking, but did not go onto demonstrate any further understanding beyond this. Furthermore when candidates were asked to describe many lost marks as they only named what was asked for, but couldn't demonstrate further understanding by giving a description of what this was requested.

Synoptic Assignment

Grade Boundaries

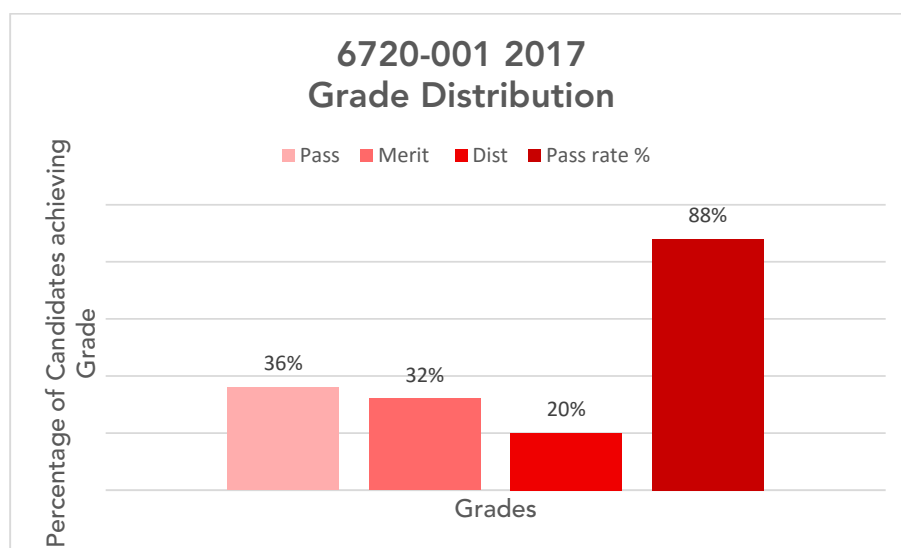
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 6720-001

Series: 2017

Total marks available	60
Pass mark	25
Merit mark	33
Distinction mark	41

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



Principal Moderator Commentary

The assignment brief, scenario, images and drawing provided were sufficient to explain the areas in which the candidate should research and the areas on which they should report, comment and perform various practical tasks. The outcomes of the set tasks varied from excellent to poor and the marks awarded by the centres, and then sometimes altered by the moderators, reflected this.

In terms of AOs:

- AO1 was generally well done with good examples of recall of knowledge, especially for tasks 2 and 3.
- AO2 was less well done across the piece with moderators having to adjust marks on occasion, specifically to address this issue. There was evidence of candidates (and centres) confusing lots and lots or recall of knowledge with understanding of the how's and whys of that knowledge. This was generally most evident in tasks 1 and, particularly 2.
- AO3 was generally well done, more so in the performance of the practical elements of task 4, and less so in the sketching and drawing elements of task 2. The marks given for this AO

were generally substantiated by the evidence provided, which was usually to the point. Drawing skills were generally not good and this tended to have a downward effect on the marks.

- AO4 was of variable quality with higher marks being obtained where recall of knowledge was linked to understanding in tasks 2 and 3 and where the toolbox talk in task 1 was, as was required, specifically related to the assignment brief and the demolition stage of the project, rather than being a general treatment of toolbox talks.
- AO5 was generally well done, especially in the checking of work such as the budget costs for the garage.
- AO6 showed the work provided generally bore evidence of a reasonable range of research, but there were few good bibliographies and even fewer example of the use of referencing. This tended to restrict access to the higher mark bands.
- AO8 was also typical of previous experience in the pilot. The calculations were generally tidy enough, the reports were, by and large, appropriately structured and there was some reflection on the practical tasks in task 4. The last was generally more about how it had been done rather than what had been done well, what less well and what changes might be implemented in future.

There was nothing in the work as presented, the internal centres assessment and the external moderation to suggest that the marks awarded were not an accurate reflection of the candidates' performance.

What is a concern is the practice, in some centres, of over-optimistically assessing some of their students' marks. Centres should be aware that this can lead to regression being applied and **all** marks being brought down.