

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

**2023**

**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.

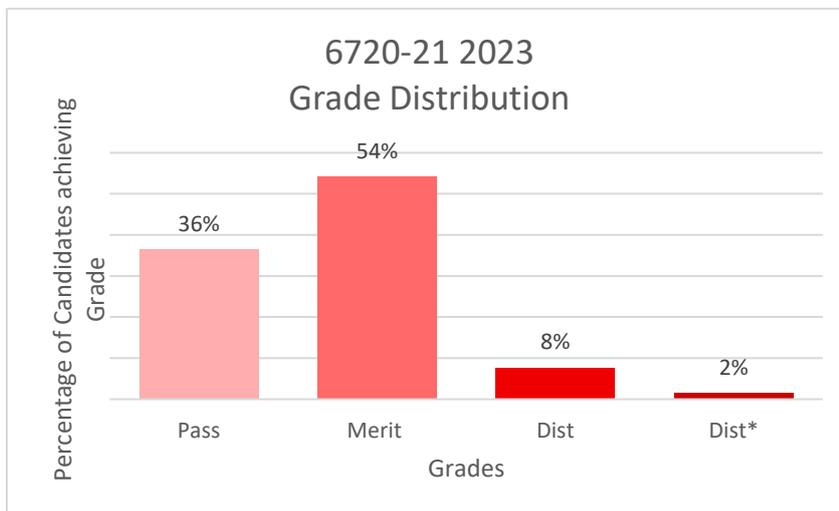
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2023 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 6720-002/502 Level 2 Technical Award in Constructing and Maintaining the Built Environment – Theory exam
  - March 2023 (Spring)
  - June 2023 (Summer)
- 6720-001 Level 2 Technical Award in Constructing and Maintaining the Built Environment – Synoptic Assignment

# Qualification Grade Distribution

The approximate 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

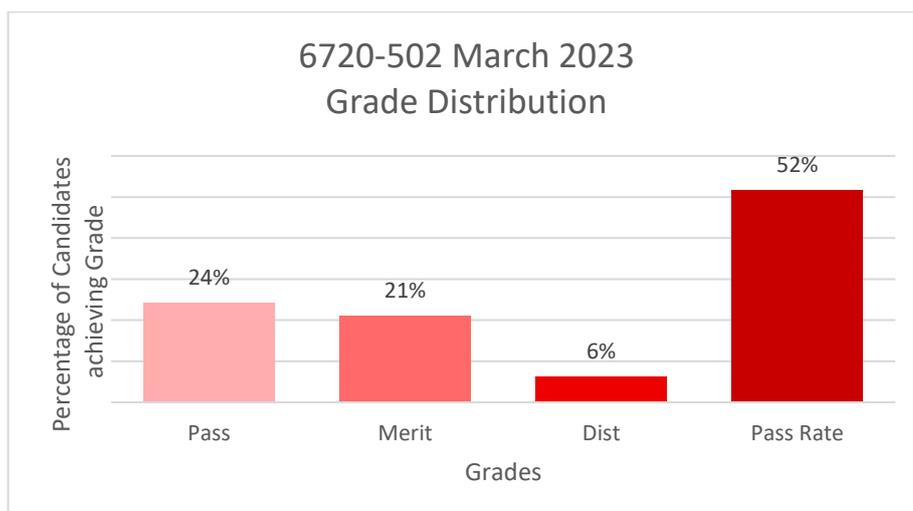
## Grade Boundaries and distribution

Assessment: 6720-502  
Series: March 2023

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	39

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

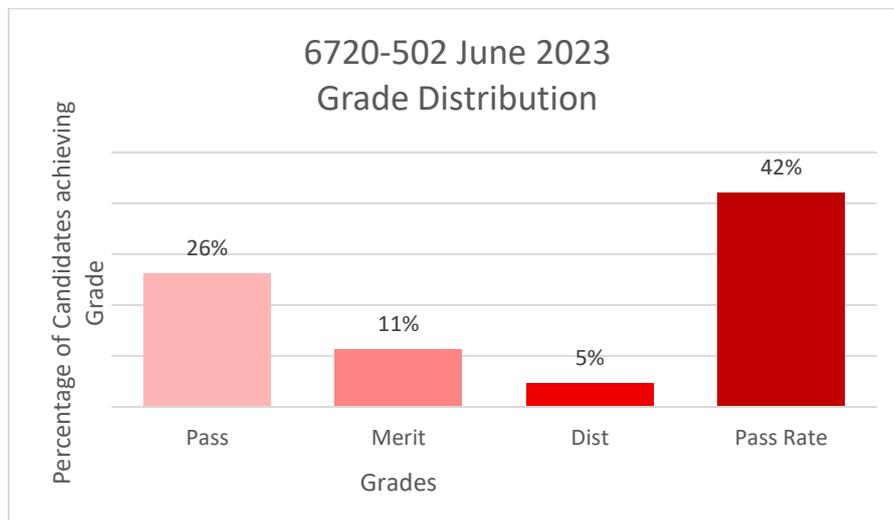


Assessment: 6720-002/502  
Series: June 2023 (Summer)

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	20
Merit mark	28
Distinction mark	36

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



# Chief Examiner Commentary

**Assessment component: 6720-502**

**Series - March 2023**

The exam is set as a mixture of short answer questions and an extended response question.

The questions are broken down into a mixture of assessment objectives that cover the breadth of units examined. These are AO1 (Recall of knowledge), AO2 (Understanding) and AO4 (Application of knowledge and understanding), which is assessed in the extended response question.

Areas of the examination where performance was strong, included:

- The identification of tools used by trades persons. Most candidates were able to identify a range of tools used within the sector and a range of work carried out by personnel working within the industry.
- Risk assessments. Candidates showed a good understanding of risk assessments and their purpose.
- Building defects. Candidates displayed good knowledge and were able to identify the reasons for building defects.

Areas of the examination where candidate performance could be improved, included:

- The identification of professional roles within the industry. It was observed that most candidates listed trade-based roles such as, bricklayers, plumbers, carpenters etc.
- Types of floors.
- Technical terminology.

The extended response question (AO4) was attempted by a significant number of candidates this series. Many candidates were able to consider some practical elements of works that needed to be completed to meet the brief. Candidates had considered the preconstruction considerations, with most candidates correctly discussing the needs of planning and consent prior to development. It was observed that some candidates had deviated away from the brief and the considerations at planning stage were missed and replaced with a discussion around trade-based activities. The higher attaining candidates considered a wider range of preconstruction and planning factors for construction activities as part of their response.

Compared with previous years, there were notably less candidates showcasing a plan to answer the extended response question (AO4). Centres should consider this when developing and preparing candidates to answer the high value AO4 question.

Candidates should be reminded to attempt all questions to be able to demonstrate their full depth/breadth and range of knowledge and understanding across all units. Candidates should also be reminded of the need to ensure they fully read and understand all questions before responding.

Centres are encouraged to help students further develop their knowledge and understanding of Constructing and Maintaining the Built Environment processes and practices and use of technical terminology.

## Series 2 – June 2023

The exam is set as a mixture of short answer questions and an extended response question.

The questions are broken down into a mixture of assessment objectives that cover the breadth of units examined. These are AO1 (Recall of knowledge), AO2 (Understanding) and AO4 (Application of knowledge and understanding), which is assessed in the extended response question.

Areas of the examination where candidate performance was strong, included:

- The ways to safely secure a construction site. Most candidates were able to consider items such as fencing and signage.
- Gantt charts. Generally, most candidates were able to explain the importance of updating a Gantt chart to reflect on-site progress. Candidates who had failed to achieve marks had misread the question and had explained what a Gantt chart was.
- Construction technology on foundations. Candidates displayed good knowledge and understanding with most candidates being able to offer detailed responses with the use of some construction terminology evident.
- The benefits of inspection reports for maintenance of a building. However, a large number of candidates were unable to recall the types of maintenance adopted.

Areas of the examination where performance could be improved, included:

- Understanding of materials and properties. Most candidates struggled to recall two traditional materials used for roofing.
- Tools and equipment. Most candidates were unable to explain the advantages for using modern push fit pipes, responding with a single word answer.
- Roof construction. Most candidates were unable to demonstrate their recall on two roofing systems which were presented to them via an image.
- The identification of professional roles within the industry. Most candidate responses were trade-based roles.
- Basic calculations.

The extended response question (AO4) was attempted by most candidates; however, the majority of candidates were only able to achieve marks in the lower band. To access the higher bands candidates must pay more attention to detail and should consider both the preconstruction and construction phases and use terminology consistently throughout their responses. Candidates within the higher band were able to demonstrate planning in their responses evidencing logical and sequential understanding of activities.

Candidates should be reminded to attempt all questions to be able to demonstrate their full depth, breadth and range of knowledge and understanding across all units. Candidates should also be reminded of the need to ensure they fully read and understand all questions before responding.

Overall, candidates have performed slightly better with recall questions this series and centres are encouraged to help candidates to further develop their knowledge and understanding of Constructing and Maintaining the Built Environment processes and practices, health and safety regulations, professional roles within the sector and use of technical terminology.

# Synoptic Assignment

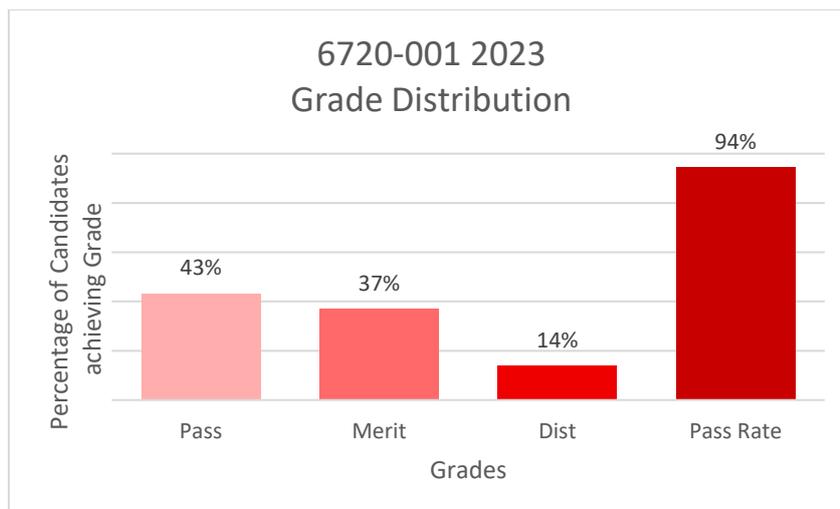
## Grade Boundaries

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

Assessment: 6720-001  
Series: 2023

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	32
Distinction mark	41

The graph below shows the approximate distributions of grades and pass rate for this assessment, using the above boundary marks:



## Principal Moderator Commentary

This assignment has a good variety in its tasks and gives teachers the opportunity to make lessons fun and interesting with a variety of tasks that are all relevant and would develop skills that are useful in the construction industry. There were good opportunities to learn from a range of practical activities designed to encourage the development of skills as well as the knowledge required to complete the tasks. Tutors make good use of the marking grids to support their judgments and comments in the CRFs and Performance Observations (POs) to signpost where they were awarding marks, they were using the holistic approach to marking well, with few marks across all centres being out of tolerance when moderated.

**AO1 Recall of knowledge** – All of the tasks in the assignment offer candidates the opportunity to demonstrate a good breadth of knowledge across a range of areas from the industry. The candidates that had the higher marks were able to work through the tasks in a logical manner using the information required to complete the tasks with attention to detail. Appropriate terminology was used. Accurate and neat annotations observed. Recall of knowledge was generally good across all candidates.

**AO2 Understanding** - Candidates provided satisfactory explanations of the principles that underpinned their knowledge and demonstrated understanding of the main concepts and themes across the industry. Candidates achieving higher marks consistently showed a breadth and depth in their understanding with attention to detail across all tasks. For example, the labour schedules considered the whole project, including realistic time frames and overlapping themes. The risk assessments clearly showed the purpose and the difference made by the impact of implementing the control measures. Presentations and sketches were clear and logical with correct annotations, good attention to detail with the use of technical terminology. The concepts proposed were clear and illustrated with detail and care.

**AO3 Application of practical/technical skills** – There was a good range of trade areas for candidates and centres to choose from to make the training enjoyable and personalised towards their own needs and interests. The tasks were challenging and designed to develop skills at an appropriate level to encourage progression. The tasks provided good opportunities to make links between theory and practice. Centres used the PO sheets well to describe the candidate's performance and provided a good insight and rationale into their marking. Centres provided good photographic evidence to support the claims for the grades awarded. The practical element of this qualification continues to provide good opportunities for candidates to consider their progression to further and higher levels of study and into careers in the industry.

**AO4 Bringing it all together** - The assignment gave many opportunities to demonstrate that candidates are bringing their work together in an appropriate way. Candidates were able to draw conclusions based on the evidence available and make connections between tasks and the theory. The candidates with the higher marks were able to make good use of neat sketches, an important skill in the professional and technical areas. They made professional presentations and showed good planning while demonstrating comprehensive evaluation skills with good attention to detail. Centres showed that they can link the AOs in their holistic approach to their marking.

**AO5 Attending to detail** - Candidates were able to demonstrate a range of checks throughout the assignment and for each of the tasks. The candidates with the higher marks were more meticulous in these checks; tasks were completed fully, and their work is presented in a professional manner and at a standard expected within the industry. These candidates are now well prepared for progression into courses that will help them to access the industry at a range of levels from technical to professional.

In some centres there appears to be a standard approach to some activities, for example the risk assessment, and in these examples the candidates did not take the opportunity to make an appropriate use of alpha-numeric scoring of the risks and demonstrate the value of the implementation of the control measures. It would be good to see candidates following the period of teaching to demonstrate their knowledge by designing their own risk assessments and consider both the severity and likelihood of the hazard in making recommendations to the control measures.

Some candidates did not make rational and full lists in the planning activity or demonstrate an understanding of the need for some overlapping activities on a Gantt chart; some candidates have not used industry recognised methods for completing this activity. Centres need to ensure that candidates develop their basic sketching to incorporate reasonable proportion, if not scale, and to emphasise the importance of this skill in the industry.

Centres have interpreted the assignments appropriately and most candidates have approached each task fully and followed the assignment briefs. Centres are reminded that the information given within the assignment brief is designed to assess the candidates' ability to research, form balanced arguments, make decisions, and specify actions to be taken. There were no concerns within the assignment that made it difficult for the candidates to complete or for the moderators to moderate. Centres are marking the assignments holistically and use the CRFs appropriately and these are invaluable in the moderation process. The authenticity statements are complete, and the centres are loading the appropriate samples for moderation. Moderators have found that centres mainly assessing and marking within tolerance.

Centres are reminded that all evidence must be uploaded to the Moderation Portal in a format that can be accessed by all, for example Microsoft Word, Excel, PowerPoint, or PDF. Any CAD drawings must be converted to PDF before being uploaded and will be more likely to be moderated accurately where the copies are clear and lines in drawings are visible. The photographs work best when loaded in a presentation rather than in individual jpegs.