

**6720-36 Level 3 Advanced Technical
Extended Diploma in Constructing the
Built Environment (720)**

Pathways: Construction

Design and Planning

Civil Engineering

2019

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 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

Year 1

- All Pathways
 - 6720-040/540 Level 3 Constructing the Built Environment – Theory exam (1)
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 6720-041 Level 3 Constructing the Built Environment – Synoptic Assignment (1)

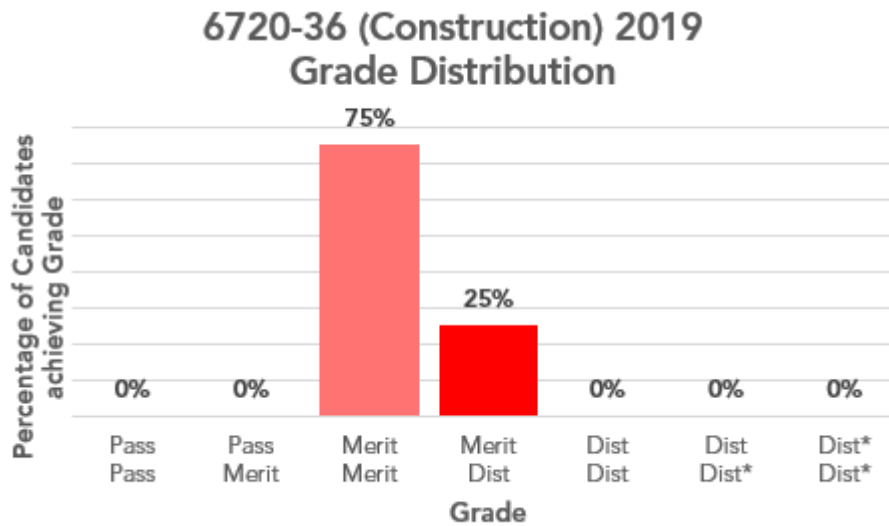
Year 2

- Pathway 1 – Construction
 - 6720-046/546 Level 3 Constructing the Built Environment – Theory exam (2)
 - March 2019 (Spring)
 - June 2019 (Summer) – no entries for this series
 - 6720-047 Level 3 Constructing the Built Environment – Synoptic Assignment (2)
- Pathway 2 – Design and Planning
 - 6720-048/548 Level 3 Constructing the Built Environment – Theory exam (2)
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 6720-049 Level 3 Constructing the Built Environment – Synoptic Assignment (2)
- Pathway 3 – Civil Engineering
 - No registrations this year.

Qualification Grade Distribution

Pathway 1 – Construction

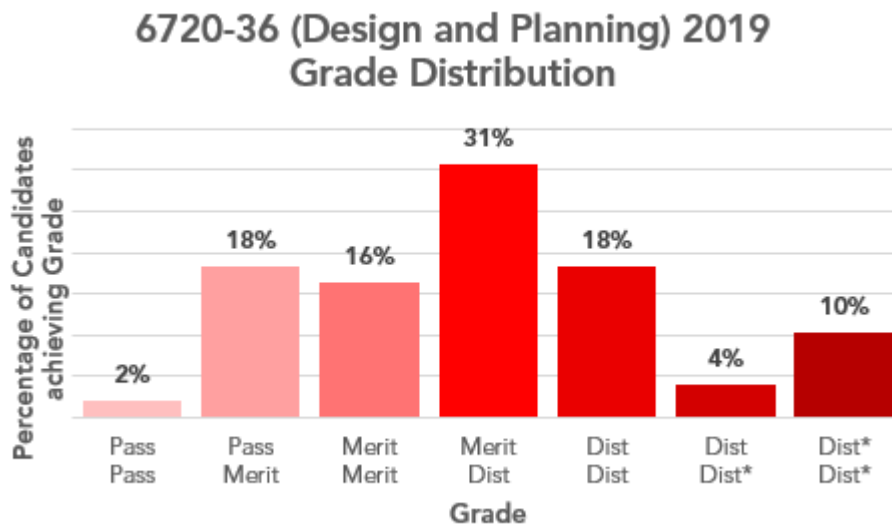
The grade distribution for this qualification pathway is shown below:



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.

Pathway 2 - Design and Planning

The grade distribution for this qualification pathway 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.

Pathway 3 - Civil Engineering

There is no grade distribution for this qualification pathway as there were no entries in 2019.

Theory Exams – Year 1

All pathways

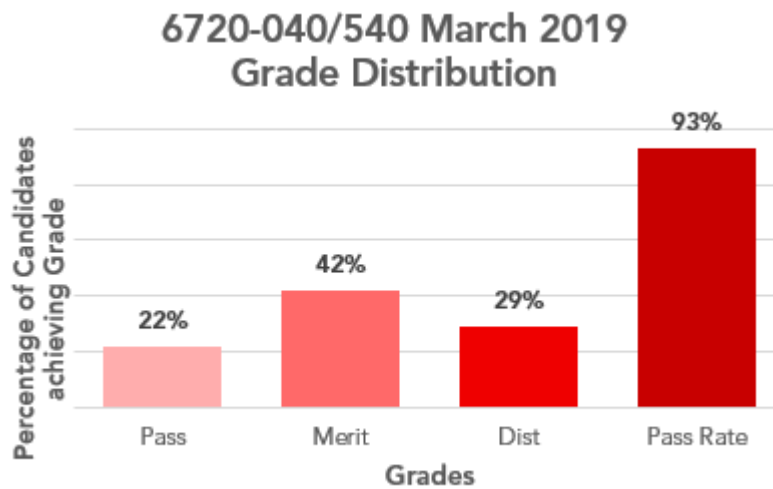
Grade Boundaries

Assessment: 6720-040/540
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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

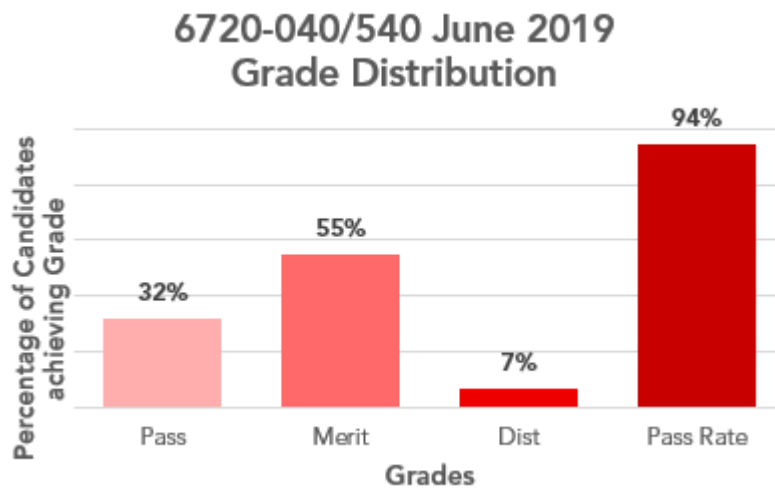


Assessment: 6720-040/540
Series: June 2019 (Summer)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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



Chief Examiner Commentary

6720-040/540 Level 3 Constructing the Built Environment – Theory exam (1)

Series 1 – March 2019

The overall performance by candidates for this paper was good. However, some candidates displayed issues concerning the technical descriptions, and this suggested that these candidates may not have been performing at Level 3. Centres need to carefully consider the concept of '*the right learner for the right course*', as this qualification is a university entrance qualification.

Both systems of entry were evidenced with candidates using both 'Evolve' (online) and paper-based examinations. Centre examination officers need to make it clear to candidates that they can request additional sheets if they run out of space.

Most of the questions were attempted by candidates, and many provided extended writing responses that contained both detail and depth of understanding. Candidates were often able to achieve marks for identification at pass level whilst some attained merit or distinction results by giving explanatory responses linked back to the contextualised question stems.

Technical areas that were answered well by candidates included: the benefits of thin-joint masonry systems, the provision of acceptable thermal performance of external walls, the functions of windows, and the reasons why the position of trees, hedges and fences must be clearly recorded.

Areas of weakness included questions on suspended ceilings and the use of proprietary helical thin-joint masonry wall-ties. Neither was sufficiently well-understood by candidates sitting this exam and centres should aim to cover these topics in more depth. . The use of a permit to work on site was also misunderstood by candidates, who often confused it with the right to work in the UK. .

Higher-scoring candidates were able to give linked responses to the stem, developing questions from identification into 'why' and 'how' with an appropriate explanation to gain the additional marks.

Lower-scoring candidates struggled with contextualised questions, often not relating their responses to the question stem, or were unable to provide linked responses to identified issues. Some candidates struggled to clearly explain their responses and often gave brief, superficial responses such as, 'it is cheaper, quicker, easier, safer and more sustainable'. Centres and candidates should note that this form of generic response will rarely meet the needs of the mark scheme and will not attract marks.

For the extended response question, higher-scoring candidates were able to give linked responses to the provided case study. Many were able to describe a suitable foundation for the steelwork and the retail unit. They also detailed the safe construction of the foundations and the roof, which were separately considered by candidates. These candidates often achieved the top of mark band 2 or mark band 3 for the extended response question. Weaknesses candidate responses were illustrated by a lack of depth and application, with little justification of the technology selected against the case study.

Centres are advised to revisit current handbooks, test specifications, schemes of work and previous papers to fine-tune the delivery of their programmes. Getting candidates to embrace a CPD culture of exploring construction technology in general through site visits, videos and reading current textbooks will benefit them in future examination series.

Series 2 – June 2019

The overall performance by candidates for this paper was good. Most of the questions were attempted by candidates and some provided responses to the extended writing questions that contained detail and depth of understanding.

Both systems of entry were evidenced, with candidates using evolve and paper based examinations. Centre examination officers need to make it clear to candidates that they can request additional sheets to attach to their papers for additional space.

Candidates were often able to achieve recall of knowledge marks at pass level. Those candidates demonstrating a series of linked explanation responses relating back to the scenario's context were able to obtain a merit or distinction grade. Candidates should be encouraged to leave no questions blank as responses may gain marks.

Technical areas that were answered well by candidates included the identification of primary and secondary elements of superstructures, aspects of volumetric construction, site waste management and types of industrial buildings.

Areas of weakness include questions on volumetric construction, fire regulations for single storey structures, technical language, diaphragm walling and site welfare facilities.

What is evident still is that many candidates had a limited grasp of knowledge and understanding of technical descriptions and the language within an exam question. For example, candidates did not know what "site welfare" was in the context of a construction site. Centres would be advised to take candidates to a live site for a knowledge visit or shown videos of different types of construction to address this lack of awareness. Revision and extending their core knowledge is the key to a successful candidate's performance.

Higher scoring candidates were able to give linked responses to the questions, correctly identifying an item and then providing an explanation to gain the second or additional mark.

Lower scoring candidates struggled with contextualised questions, often not relating their responses to the question stem or being unable to provide linked responses to identified issues.

For the extended response question, the scenario of an agricultural building conversion performed well, with candidates applying health and safety and construction technology to show depth of understanding. Candidates were able to grasp concepts and latch onto parts of the scenario, for example modern methods of construction and contaminated ground. They then used this imaginatively and in context within their answers.

Centres are advised to revisit current handbooks, test specifications and previous papers to fine-tune the delivery of their programmes. Getting candidates to embrace a CPD culture of exploring construction technology in general through site visits, videos and reading current textbooks will benefit them in future examination series.

Theory Exams – Year 2

Pathway 1 – Construction

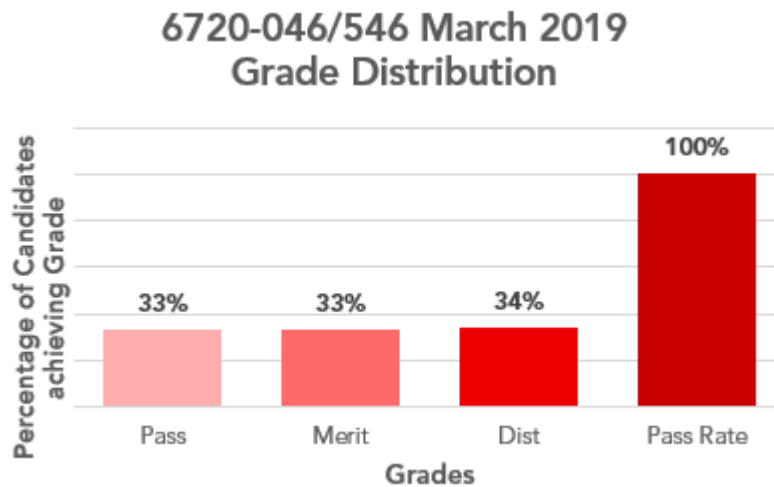
Grade Boundaries

Assessment: 6720-046/546
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	24
Merit mark	32
Distinction mark	41

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



Assessment: 6720-046/546
Series: June 2019 (Summer)

No candidates sat this examination for the June 2019 (Summer) series.

Chief Examiner Commentary

6720-046/546 Level 3 Constructing the Built Environment – Theory exam (2)

Series 1 – March 2019

There was evidence of good preparation having been done by candidates and centres are to be commended on their interpretation of the 046/546 pathway topics and sub-topics. Every candidate attempted every question.

Questions that were particularly well answered in the March 2019 examination were those on construction industry health and safety, including fire safety, which is very encouraging as the industry aims at fully embedding a safety culture in its future professional practitioners. Building property refurbishment topics and the building regulations were also dealt with very well by candidates.

The questions on building project costs estimating were not answered well but these topics will become better understood with more education experience. Unit 306 should be used by centres to engage learners in how to estimate building project costs and develop a clear understanding of why this is so important to project clients. Building design and construction is often said to be a simple matter of: 'can we do what we want to do for the money that is available?' But once costs are agreed for a building project they must be controlled appropriately.

Lower ranges of marks were awarded where a candidate answered only in a brief, descriptive way that did not get to the depth of a required technical point. Higher marks were awarded when a candidate made sure to note as many elements as possible of, for example, a building refurbishment project goal (breadth), but then also applying knowledge and understanding of the underlying technical principles and practices (depth).

Candidates answered the extended response question (ERQ) was answered well by candidates. The ERQ challenge is to keep improving as much as possible on written answers that fully integrate all required subject areas in the question. Sometimes candidates answered some of the ERQ topics but not all. Encouraging an answer checklist approach may help here in future that can then be used in a coherent discussion of the ERQ. Candidates were awarded higher marks in this question when they described and discussed (discussion being very important to show a full understanding) both the design and construction aspects of the brief as well as the estimating and tendering aspects.

Centres are encouraged to help students develop knowledge and understanding of the main design and construction terms (e.g. in building costs estimating and tendering), with practice quizzes and weekly targeted (formative) tests for example. In this way centres can develop AO1 and AO2 skills throughout the learning process.

Centres are advised to revisit current handbooks, test specifications, schemes of work and previous papers to fine-tune the delivery of their programmes. Getting candidates to embrace a CPD culture of the industry through site visits, videos and reading current textbooks will benefit them in future examination series.

Pathway 2 – Design and Planning

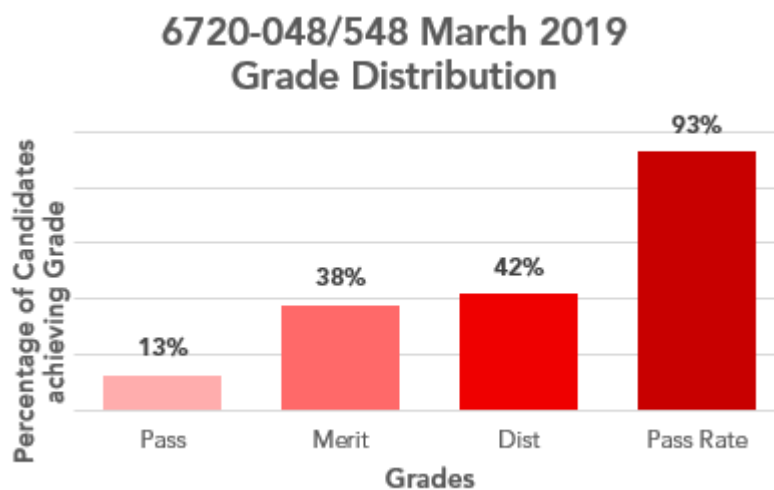
Grade Boundaries

Assessment: 6720-048/548
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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

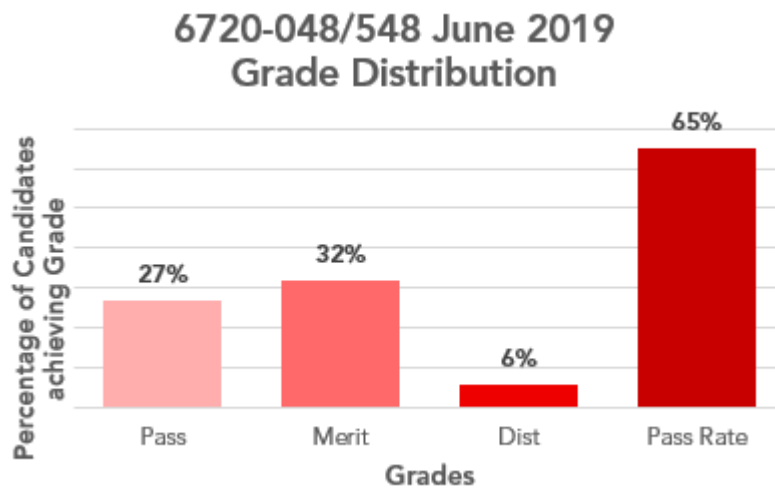


Assessment: 6720-048/548
Series: June 2019 (Summer)

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

Total marks available	60
Pass mark	22
Merit mark	31
Distinction mark	40

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



Chief Examiner Commentary

6720-048/548 Level 3 Constructing the Built Environment – Theory exam (2)

Series 1 – March 2019

There was evidence of good preparation having been done by candidates and centres are to be commended on their interpretation of the pathway topics and sub-topics in units 313, 314 and 316.

Questions that were particularly well answered in the March 2019 paper were those on construction industry health and safety, including fire safety. This is very encouraging as the industry aims at fully embedding a safety culture in its future professional practitioners. The questions on building property refurbishment value and re-construction processes were also answered very well by candidates.

The question that proved the most challenging was about repairing mortar joints in an external wall. This difficulty may indicate that specialist technical points on construction industry practices are more difficult for a student group and perhaps require some industry exposure for this type of knowledge. Another question not answered so well was the building materials question related to restoration or refurbishment. Centres can take from this that building surveying and refurbishment decisions very often come down to architects, surveyors and skilled tradesmen finding and using the correct materials for the work.

Lower ranges of marks were awarded where a candidate answered only in a brief, descriptive way that did not get into the depth of a required technical point or in fact did not know a technical point (breadth). Higher marks were awarded where a candidate made sure to note as many elements as possible of, for example, building surveying tasks (breadth), but then also applying knowledge and understanding of the underpinning technical processes of construction / refurbishment (depth). The 'depth' required by the extended response question and the generally high marks awarded showed that this group of candidates benefitted from answering in depth.

The extended response question (ERQ) was answered well by candidates. The ERQ challenge is to keep improving as much as possible on written answers that fully integrate all required subject areas in the question. Sometimes candidates answered some of the ERQ topics but not all. Encouraging an answer checklist approach may help that can then be used in a coherent discussion of the ERQ. Candidates were awarded higher marks in this question when they described and discussed (discussion being very important to show a full understanding) both the design and construction aspects of the brief, as well as the building surveying aspects.

Centres are encouraged to help students develop knowledge and understanding of the main design and construction terminology (e.g. demolition, refurbishment, restoration etc.), with practice quizzes and weekly targeted (formative) tests for example. In this way centres can develop AO1 and AO2 skills throughout the learning process.

Centres are advised to revisit current handbooks, test specifications, schemes of work and previous papers to fine-tune the delivery of their programmes. Getting candidates to embrace a CPD culture of the industry through site visits, videos and reading current textbooks will benefit them in future examination series

Series 2 – June 2019

There was evidence of good preparation by some candidates on the design and planning pathway topics and sub-topics from units 313, 314 and 316. There were cases where candidates did not pick up marks because of misunderstanding the main focus of a question, even though they may have written a coherent series of points. For example, in one question, a majority of responses indicated that candidates had not grasped that the question was fundamentally about working time efficiency (getting a high volume of houses surveyed in as short a timescale as possible). Understanding this would have led to marks being awarded for any reasonable point on the use of smartphone technology, checklists etc.

The question types included identifying (AO1), explaining and comparing (AO2) and integrating across all relevant pathway units in the extended response question (AO4). Most questions were attempted by candidates, but there were some questions that were clearly more challenging.

Question topics that were broadly answered well were those on construction, planning and building regulations. Knowledge of Approved Document sections and their building design application has been impressively dealt with in most of the recent 6720 theory exam series'.

The questions that were not answered well by candidates were mostly in the surveying practice subject areas (the professional accreditation APC, working time efficiency in surveying methods and the surveyor and CDM). The question on specific terminology on stairs construction was also notable for low marks being awarded. This difficulty may indicate that specialist technical points on building surveying industry practices are more difficult for a student group and perhaps require some industry insight.

The extended response question (ERQ) was answered well to varying degrees. The ERQ challenge is to keep improving as much as possible on written answers that fully integrate all required subject areas in the question, and linking this to the ERQ scenario. Candidates were awarded higher marks in this question when they discussed design, construction, building services aspects of the office / student residences brief, as well as the planning, building regulations and building surveying practice aspects. Unfortunately, some candidates did not make a good attempt (or indeed any attempt) at the ERQ. The brief was clear and allowed for a range of marks to be awarded for a discussion on any of building design, construction project stages, services, planning and building regulations (especially access and energy performance). Higher scoring candidates were able to give linked responses to the scenario with good references to these topics.

Centres should aim to develop knowledge and understanding of the main design, construction and building surveying terminology and processes. They should also convey to candidates the importance of reading and understanding the detail of a question to ensure relevance.

Centres are advised to revisit current handbooks, test specifications and previous papers to fine-tune the delivery of their programmes. Getting candidates to embrace learning opportunities in building design and construction and surveying practice through site visits, videos, reading and debating will benefit them in future examination series'.

Synoptic Assignments – Year 1

All Pathways

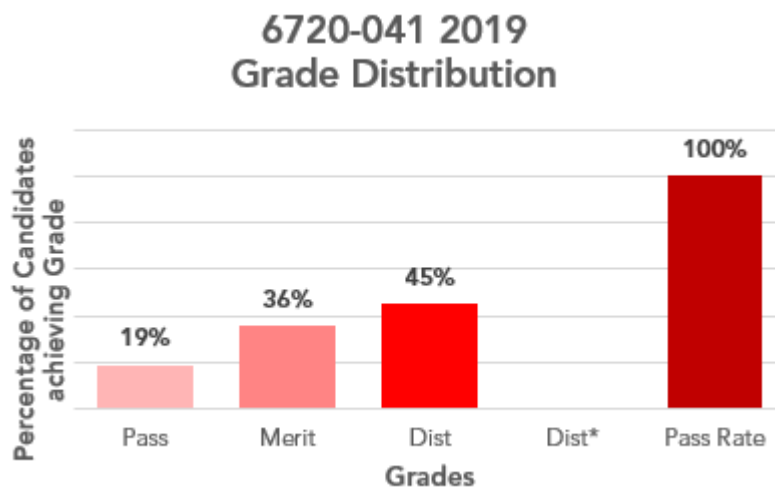
Grade Boundaries

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

Assessment: 6720-041
Series: 2019

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	44

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



Principal Moderator Commentary

6720-041 Level 3 Constructing the Built Environment – Synoptic assignment (1)

The assignment brief was based on a project to create residential and commercial buildings in a town's high street. The brief was realistic and allowed candidates to consider what they could research and provided direction for the areas to be assessed within the tasks.

The overall performance for this synoptic assignment was generally high, with candidates performing well in the Health and Safety/Risk Assessment task and there was a better standard than in previous years.

AO1 Recall of knowledge relating to the qualification learning outcomes

General recall tended to be good throughout the assignment and has improved this year. In particular, candidates showed good knowledge of the health and safety report and risk assessment in task 2. Higher end responses showed a clear knowledge of many technical points required in the assignment tasks: brickwork, blockwork and thermal insulation materials; heating systems and heating fuels; sustainable building design and construction. Less effective AO1 responses only noted some construction materials but not necessarily in the context of the task.

AO2 Understanding of concepts, theories and processes relating to the learning outcomes

Overall, candidates did not perform as strongly on this assessment objective as AO1, except in the health & safety report and risk assessment. Higher end responses showed clear understanding (evidenced by reading and references) of woodchip fuel and community or district heating schemes and that woodchip fuel is from a renewable source, but is not specifically a zero carbon fuel. Less effective responses evaluated woodchip biomass boilers and district heating in a somewhat superficial way.

AO3 Application of practical/technical skills

This assessment objective is only worth 6 marks as there are limited opportunities to show practical skills and work was variable. Higher scoring candidates did well on the drawing task. However, candidates' drawing skills would benefit from further development to ensure all drawings are properly annotated and drawn to scale. Hand drawings used throughout the tasks were generally weaker and could be improved.

AO4 Bringing it all together – coherence of the whole subject

Higher scoring candidates were able to integrate various important aspects of more than one task. For example, linking the external wall specification tasks aimed at excellent energy efficiency standards along with the heating system subject matter and occupant health and wellbeing and energy bills, which integrated tasks 1, 3 and 4. Candidates who grasped the concept of passivhaus construction did well.

Less effective responses connected some aspects of the various tasks. For example, some candidates stated correctly that tasks 3 and 4 are basically about heating energy efficiency, but did not connect them to task 1 and without noting that both energy supply systems and energy demand estimates need to be considered together.

AO5 Attending to detail/perfecting

There was a mixed response for this assessment objective. Higher scoring assignments showed good attention to detail by ensuring they checked online that the manual U value calculation they provided for the external wall specification was correct. However, in other cases, there was a general lack of checking and accuracy in text, with some work having basic errors in its technical content. Candidates need to be highly focused with attention to detail to provide a client centred outcome and to be able to provide a report that would be acceptable in the industry.

Best practice

It was clear from the evidence submitted that centres have interpreted the assignments appropriately and the majority of candidates have approached each task fully and following the assignment briefs.

Centres are reminded that the information given within the assignment brief is designed largely to assess the candidates' ability to research, balance arguments, make decisions and specify actions to be taken.

There were no issues within the assignment that made it difficult for the candidates to complete or the moderators to moderate. Centres have risen to the challenge of marking holistically, and are improving on a year-by-year basis. CRFs and authenticity statements are rarely missing or incomplete and employer involvement issues are now well-understood. Also, there are far fewer examples of where a centre has been 'over-optimistic' in their assessment and moderators have found that centres are less likely to be assessing out of 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.

Synoptic Assignments – Year 2

Pathway 1 – Construction

Grade Boundaries

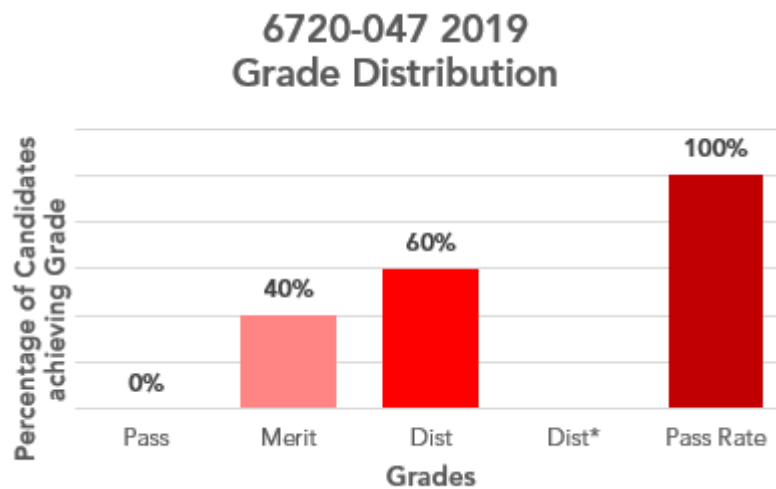
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

Assessment: 6720-047

Series: 2019

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	43

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



Principal Moderator Commentary

6720-047 Level 3 Constructing the Built Environment – Synoptic assignment (2)

The assignment brief asked candidates to advise on a building project for a commercial business, evaluating two options to demolish or refurbish. The brief was realistic and credible, allowed candidates to consider what they could research and provided direction for the areas to be assessed within the tasks.

The performance of this year's cohort was on par with previous years. All of the candidates managed to use appropriate terminology and reference correctly approved documents, costing methods and construction site management. All of the synoptic tasks were completed appropriately.

AO1 Recall of knowledge relating to the qualification learning outcomes

Candidates demonstrated a good range of knowledge from across the qualification, including site supervision, measurement, tendering and estimating and site surveying. They produced the required documentation for tasks 1 and 2 which included a pre-construction report evaluating the two options and a presentation on ventilation. Knowledge of the purpose (critical importance) of ventilation and the advantages and disadvantages of natural and mechanical ventilation was evident in candidate responses.

AO2 Understanding of concepts, theories and processes relating to the learning outcomes

There was evidence of understanding across the tasks and candidates generally gave correct explanations of design and construction principles. They showed good understanding of procurement and site supervision and the consequences of poor cost control and site management.

AO3 Application of practical/technical skills

Candidates generally scored well for this assessment objective and the marks achieved were proportionally high. Generally, drawings were clear, neat and accurate with appropriate annotations/dimensions to them, and the site surveying task was also done well.

AO4 Bringing it all together – coherence of the whole subject

Candidate performance improved this year and their work was consistent and coherent. Those achieving higher marks demonstrated clear understanding of all the topics and demonstrated confidence in bringing it all together to an industry standard.

AO5 Attending to detail/perfecting

Most candidates gained higher marks through checking their work, being accurate in their use of text and producing high quality drawings.

Best practice

It was clear from the evidence submitted that centres have interpreted the assignments appropriately and the majority of candidates have approached each task fully and following the assignment briefs.

Centres are reminded that the information given within the assignment brief is designed largely to assess the candidates' ability to research, balance arguments, make decisions and specify actions to be taken.

There were no issues within the assignment that made it difficult for the candidates to complete or the moderators to moderate. Centres have risen to the challenge of marking holistically, and are improving on a year-by-year basis. CRFs and authenticity statements are rarely missing or incomplete and employer involvement issues are now well-understood. Also, there are far fewer examples of where a centre has been 'over-optimistic' in their assessment and moderators have found that centres are less likely to be assessing out of 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.

Pathway 2 – Design and Planning

Grade Boundaries

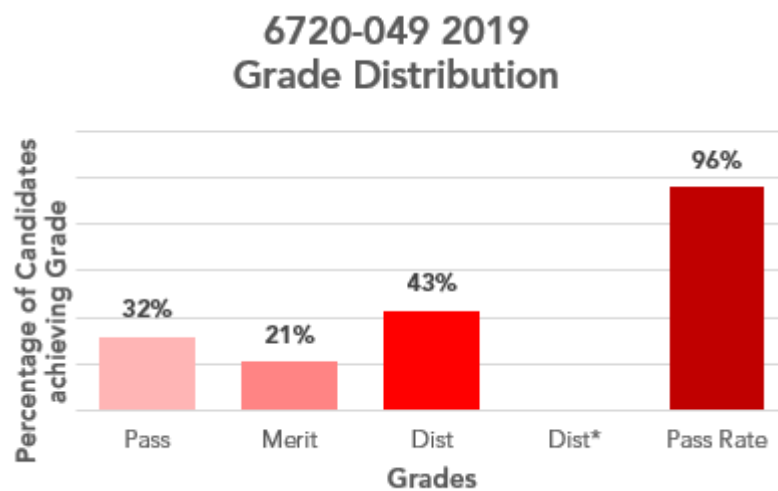
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

Assessment: 6720-049

Series: 2019

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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



Principal Moderator Commentary

6720-049 Level 3 Constructing the Built Environment – Synoptic assignment (2)

The assignment brief asked candidates to advise on a building project for a commercial business and evaluate three options to demolish, refurbish or sell the existing buildings. The brief was realistic, allowed candidates to consider what they could research and provided direction for the areas to be assessed within the tasks.

The performance of this year's cohort was on par with previous years. The candidates managed to understand design and how it interacts with planning. Whereas in other pathways, candidates can check their calculations, there is nothing for them to check in the design and planning pathway.

AO1 Recall of knowledge relating to the qualification learning outcomes

The majority of candidates demonstrated a good range of knowledge from across the qualification and produced the required pre-construction report evaluating each of the three options for task 1. Knowledge of the purpose (critical importance) of ventilation and the advantages and disadvantages of natural and mechanical ventilation was evident in candidate responses.

AO2 Understanding of concepts, theories and processes relating to the learning outcomes

There was evidence of understanding across the tasks and most candidates demonstrated an improvement in this assessment objective. Responses demonstrated a good grasp project cost comparisons between construction of a new build and refurbishment options (task 1), engineering design analysis (tasks 2 and 3) and architectural drawing standards (task 4).

AO3 Application of practical/technical skills

The majority of candidates worked within industry guidelines and generally performed well in tasks 3 and 4 for this assessment objective to produce CAD and manual drawings. Candidates' drawings broadly showed all the necessary details. Weaker candidates did not include some aspects such as a page border and title block, clear lines throughout, correct hatching and dimensions.

AO4 Bringing it all together – coherence of the whole subject

Candidate performance improved this year in terms of coherence. Those achieving higher marks demonstrated clear understanding of all the topics and solved any problems with confidence. This was reflected in their cost comparisons for demolition and new build compared to refurbishment and extension or land sale (task 1) and the setting out of the client's decision-making challenge, bringing together the advantages and disadvantages of all the options. Less effective responses in this described the project options separately without considering them in combination.

AO5 Attending to detail/perfecting

Candidates gaining the higher marks maintained their focus throughout and presented detailed and well produced drawings. Attending to detail is essential and was evident in good candidate responses. Weaker responses did not show the necessary design check procedure connected to a valid steel portal frame specification or in their drawings.

Best practice

It was clear from the evidence submitted that centres have interpreted the assignments appropriately and the majority of candidates have approached each task fully and following the assignment briefs.

Centres are reminded that the information given within the assignment brief is designed largely to assess the candidates' ability to research, balance arguments, make decisions and specify actions to be taken.

There were no issues within the assignment that made it difficult for the candidates to complete or the moderators to moderate. Centres have risen to the challenge of marking holistically, and are improving on a year-by-year basis. CRFs and authenticity statements are rarely missing or incomplete and employer involvement issues are now well-understood. Also, there are far fewer examples of where a centre has been 'over-optimistic' in their assessment and moderators have found that centres are less likely to be assessing out of 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.