

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

March 2020

Examiner Report

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Introduction

This document has been prepared by the Chief Examiner. It is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and 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 the **March 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

This document provides commentary on the following assessment;
6720-046/546 Level 3 Constructing the Built Environment – Theory Exam (2)

Theory Exam – March 2020

Grade Boundaries and distribution

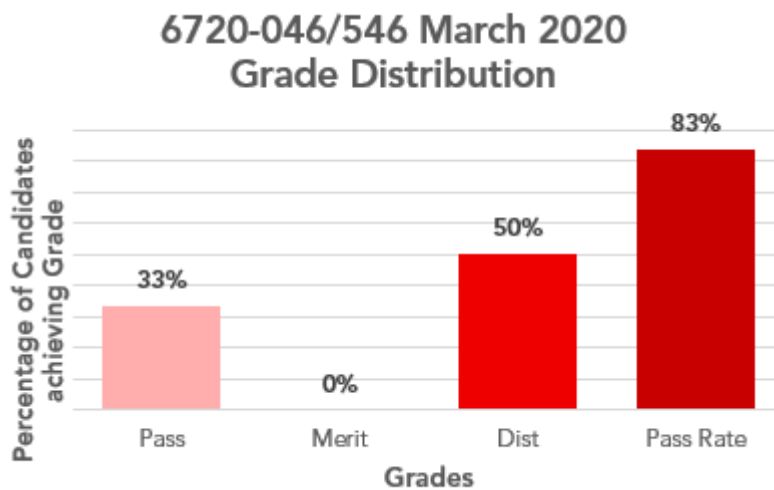
Assessment: **6720-046/546**

Series: **March 2020**

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 distribution of grades and pass rates for this assessment:



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 6720-046/546

Series 1 (March 2020)

Candidate performance in this examination was very good but the overall pass rate has decreased when compared to last year. Some candidates scored very well, showing good levels of technical knowledge and understanding, from 'identifying' questions through to extended response 'linked discussion' questions.

Topic areas that were answered well in this paper include those on open tendering, contract provisional sums, building maintenance and refurbishment, how building components may be damaged and repaired, construction site procedures and the building regulations and associated Approved Documents. High marks were achieved in the majority of these topic areas.

Candidates missed the opportunity to gain marks on the contract estimating questions. For example, many answers did not correctly describe the basic estimating methods or explain how to use these methods to estimate costs for a project. Candidates also struggled to describe tendering and estimating terminology. Terminology is an important part of tendering and estimating so it is advised that centres help candidates develop their knowledge of the technical terminology used. Candidates did not answer one particular question well on the building regulations, and identified broader technical design points rather than measurable technical factors from the building regulations.

For the extended response question, candidates were asked to discuss the main challenges involved in converting a 20th century building into residential apartments. This question was answered very well by almost all candidates. Higher scoring candidates clearly and correctly discussed planning, listed building protection, building regulations and relevant approved documents, architectural design, structural engineering and building costs; linking this fully to the question brief. Centres are to be commended on the answers given in this discussion question and should use similar types of building project case studies to provide revision opportunities for candidates.

Centres are encouraged to help students further develop their knowledge and understanding of design, construction and building estimating processes. Candidates must also understand the importance of reading and dealing with the detail of a question. More broadly, centres are advised to make use of learning opportunities in building design, costing and construction practice through site visits, videos, reading and class debate or indeed simulated construction project competition. It was noted that some candidates were less clear in their answers and would benefit from more guidance on examination techniques to improve their performance.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here: <https://www.cityandguilds.com/qualifications-and-apprenticeships/construction/construction/6720-technical-in-constructing-the-built-environment#tab=documents>