

6720-054/554 Level 3 Constructing the Built Environment – Theory Exam (2)

March 2020

Examiner Report

Contents

Introduction	3
Theory Exam – March 2020	4
Grade Boundaries and distribution	4
Chief Examiner Commentary	5

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;
6720-054/554 Level 3 Constructing the Built Environment – Theory Exam (2)

Theory Exam – March 2020

Grade Boundaries and distribution

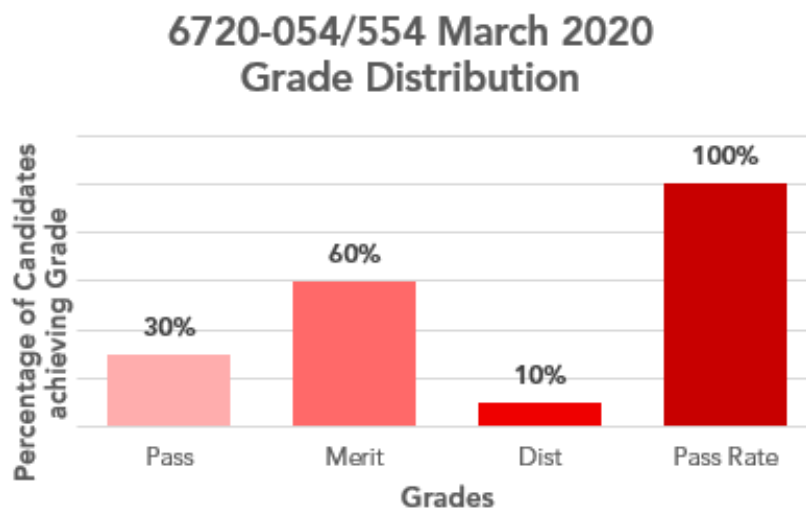
Assessment: **6720-054/554**

Series: **March 2020**

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

Total marks available	90
Pass mark	36
Merit mark	48
Distinction mark	61

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: 6720-054/554

Series 1 (March 2020)

Candidate performance in this examination was very good, with a comparable overall pass rate as previous years. However the number of candidates achieving a Distinction grade has decreased. The candidates showed good levels of technical knowledge and understanding from 'identifying' questions through to extended response 'linked discussion' questions.

Topic areas that were generally answered well were those on architectural design aesthetics in the built environment, the design role of an architect and architectural design practices including project budgets. The importance of recycling waste construction materials, maintenance and refurbishment and causes of building damage were other topics that illustrated the candidates' depth and breadth of knowledge. Candidates also showed excellent knowledge and understanding on the purpose of the building regulations and the application of Approved Documents.

There were a few topic areas that were not so well answered, generally due to specific details within the question being overlooked. These included, for example, being able to identify building spatial needs, describing the procedure to test the workability of concrete and understanding the impact of local and national planning policies. Candidates missed the key point to discuss the construction phase of building projects and instead focused on planning permission, design detail and other pre-construction aspects. Similarly, for a question on construction project management, answers often discussed planning and design work rather than site project management.

Although candidates showed good knowledge and understanding of the building regulations, they struggled on two aspects. Firstly, when asked to identify measurable technical factors from the building regulations, candidates instead identified broader technical design points. Secondly, it was evident that candidates didn't know what Standard Assessment Procedure (SAP) meant in the context of the building regulations, namely that it is the way in which building energy efficiency is assessed.

The extended response question asked candidates to discuss the main challenges involved in converting a 20th century building into residential apartments. The majority of candidates related to this scenario and answered it very well. Higher scoring candidates were able to clearly discuss the following topics – building survey work, planning, listed building protection, building regulations and relevant approved documents, architectural design, structural engineering, building services engineering and construction site management – in a coherent and connected way. Lower scoring candidates did not give fully justified recommendations for the main challenges involved in this conversion, or fully understand the issues raised in a building survey. Centres 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 surveying terminology and 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 and construction and surveying practice through site visits, videos, reading and class debate or indeed simulated construction project competition.

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>