

Level 2 Technical Certificate in Site Carpentry (7906-20)

Qualification Report 2022

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.

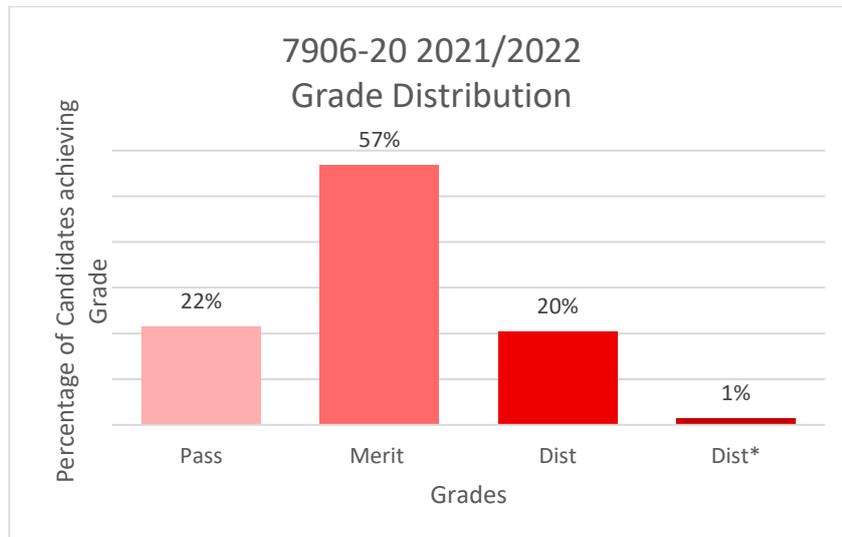
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 7906-007/507 Level 2 Site Carpentry – Theory exam
 - March 2022 (Spring)
 - June 2022 (Summer)
- 7906-008 – Level 2 Site Carpentry - Synoptic Assignment

Qualification Grade Distribution

The grade distribution for this qualification during the 2021/2022 academic year is shown below



This data is based on the distribution as of 22 August 2022.

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

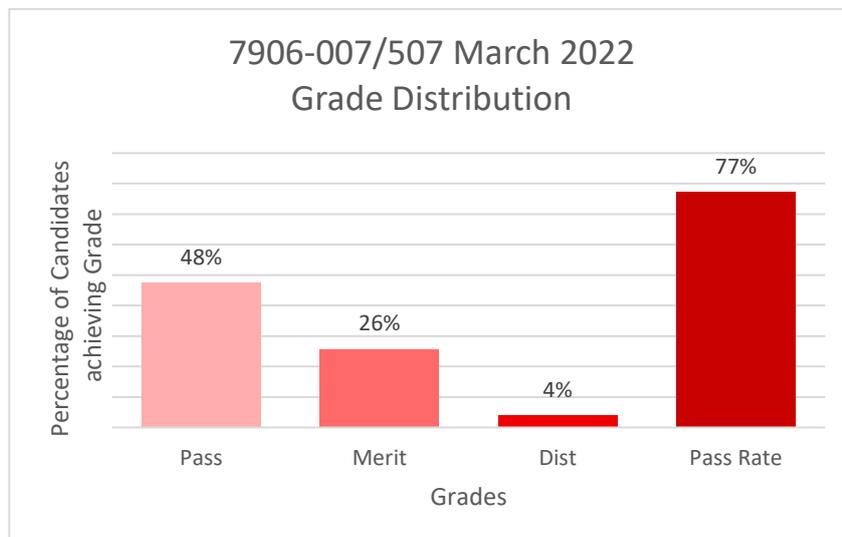
Assessment: 7906-007/507
Series: March 2022 (Spring)

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

Total marks available	60
Pass mark	27
Merit mark	36
Distinction mark	45

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account of any marks that have been amended due to generosity.

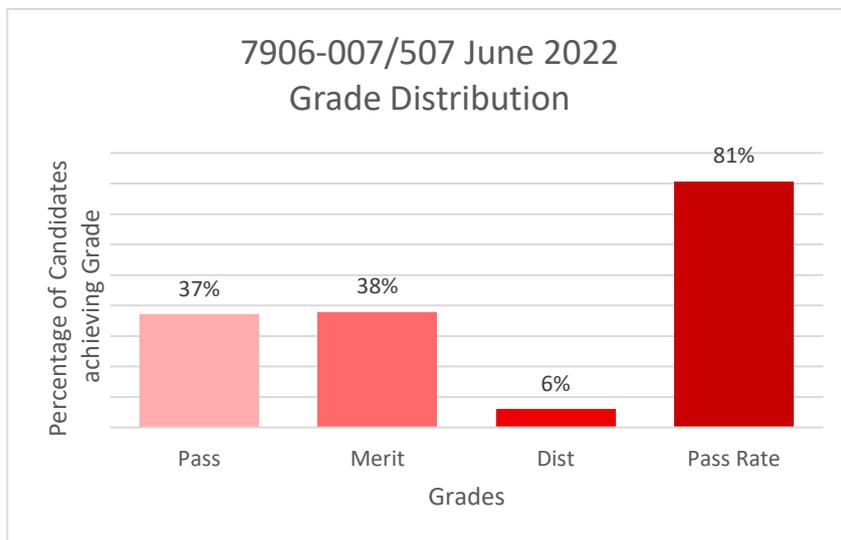


Assessment: 7906-007/507
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment.

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 using the above boundary marks.



Chief Examiner Commentary

7906-007/507 Level 2 in Site Carpentry – Theory exam Series 1 – March 2022 (Spring)

The exam covers units 201, 204 and 205. The questions are broken down into three assessment objectives, AO1 (Recall of knowledge), AO2 (Understanding) and AO4 (Applied knowledge).

387 Candidates sat this test, which is a significant increase this series compared to previous series.

Unit 201 (Principles of construction) - All the AO1 questions within this unit were answered well, which showed that candidates were able demonstrate their knowledge well. AO2 and AO4 questions proved more challenging. Questions on Topics 2.2 construction documentation, 5.1 walls, 5.2 floors and 5.5 building elements were poorly responded to. These subjects will require reinforcing within centres as these would not be naturally occurring training activities within a workshop.

Unit 204 (Non-structural carpentry following plastering) - Questions on this unit were responded to the best. This has been a common theme of all series as this subject relates to practical site carpentry. Generally, candidates had good recall of knowledge, understanding and application of knowledge on learning outcomes (LO) 3 Encase services, 4 Installation of kitchen units and worktops and fix worktops. Even though questions asked on this unit were generally well answered by candidates, they struggled with the some of the questions within LO's 1.1, 1.2 and 1.5 relating to doors, ironmongery, and their fitting. These topics are continuing a theme across previous papers.

Unit 205 (Timber technology and use of circular saw) – About 60% of the questions were answered well across AO1 and AO2 questions. However, all four of the AO4 questions were responded to poorly by candidates. In particular, questions around timber technology and the use of a circular saw topics were an area of weakness. Again, additional time spent on these LOs will benefit candidate performance going forward.

Candidates need to ensure they fully read and understand all questions before responding, particularly the AO2 (understanding) and AO4 (applied knowledge) style questions. Centres need to support their candidate's development with these types of questions.

Series 2 – June 2022 (Summer)

The exam covers units 201, 204 and 205. The questions are broken down into three assessment objectives, AO1 (Recall of knowledge), AO2 (Understanding) and AO4 (Applied knowledge).

117 candidates sat this test, which is a significant decrease compared to the March series sat by 387 candidates.

Unit 201 (Principles of construction) - Six out of the nine AO1 questions within this unit were answered well, with topics 1.1, 2.3 and 5.1 being poorly responded to. The AO2 questions were particularly well answered with only topic area 2.2 underperforming. The AO4 questions proved more challenging, with topic areas 4.1 and 5.2 requiring more attention.

The identified topic areas will benefit from additional time being spent on them within centres as these would not be naturally occurring training activities within a workshop.

Unit 204 (Non-structural carpentry following plastering) - Questions on this unit were responded to the best. This has been a common theme of all series as this subject relates to practical site carpentry. Generally, candidates had a very good recall of knowledge for all topics with the exception of encasing services. The understanding and application of knowledge questions for the learning outcome (LO) Hang doors and fit ironmongery in particular, proved more challenging with only 50% being answered well. In addition, topics 2.1, 3.2 and 4.2 also challenged candidates. These topics are continuing a theme across previous papers. Candidates did however perform well in all questions written around LO, Installation of kitchens.

Unit 205 (Timber technology and use of circular saw) – About 60% of the questions were answered well across AO1 and AO2 questions. However, three out of the four AO4 questions were responded to poorly by candidates. In particular, questions around the topics of circular saw legislation and the use of a circular saw were an area of weakness. Again, additional time spent on these topics will benefit candidate performance going forward.

To improve candidate performance, centres need to remind candidates of the need to ensure they fully read and understand all questions before responding, particularly the AO2 (understanding) and AO4 (applied knowledge) questions and where possible practice answering these question styles. Centres are also encouraged to help students develop their knowledge and understanding of the topic areas identified above. Centres are also advised to revisit the qualification handbook to ensure their schemes of work reflect their content to fine tune the delivery of programmes.

Synoptic Assignment

Grade Boundaries

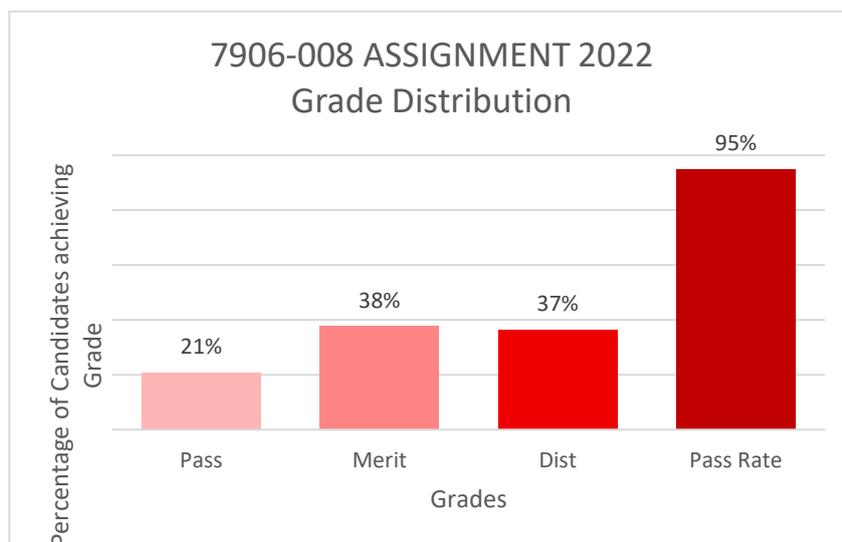
Below identifies the final grade boundaries for this assessment.

Assessment: 7906-008 Level 2 in Site Carpentry

Series: 2022

Total marks available	60
Pass mark	20
Merit mark	29
Distinction mark	38

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



Principal Moderator Commentary

The synoptic assignment is designed to cover the units of the qualification that is not assessed within the knowledge test.

All tasks were designed to simulate a real scenario, in this series it was based around fitting and finishing a flat roof to a small extension with a trimmed opening to accommodate a skylight.

This academic year it was made up of three parts:

Task 1 Planning, 1 a) produce a scaled drawing showing the joisting layout 1 b) compile a comprehensive list of materials.

Task 2 Practical, 2 a) set up fix joists firrings and fillets 2 b) deck roof and 2 c) install skylight lining and finish roof.

Task 3 Reflection. Following completion reflection time was allocated, candidates had to complete self-evaluation document (approximately 300 words)

Breakdown on each Assessment Objective (AO)

- **AO1** Recalls knowledge from across the breadth of the qualification.

Most candidates demonstrated their knowledge recall well during the practical assessment, selecting correct tools and equipment, but most missed the opportunity to fully demonstrate this during the planning task.

- **AO2** Demonstrates understanding of concepts, theories, and processes from across the breadth of the qualification.

Some learners demonstrated a good understanding across the whole synoptic assessment

Some candidates provided a detailed breakdown on how they calculated the quantities of materials required while others only provided partial information i.e., "6 joist" with no lengths etc. The higher scoring candidates followed the brief and produced detailed annotated drawings and used these during the practical tasks.

- **AO3** Demonstrates technical skills from across the breadth of the qualification.

Most candidates completed the practical within the recommended timeframe and to a standard

that would be classed as fit for purpose within the construction industry. A majority of the tolerances were met by some of the candidates, with a small number exceeding them. However, a proportion produced work that did not match the specifications or drawings provided, centres should not encourage deviation from the specification or re-invited the task to mirror their preferred methods.

- **AO4** Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.

Candidates that achieved the higher marks within AO4 had obviously familiarised themselves with the assessment brief and fully understood what was required and devised a method of work that would enable them to complete the task timely, and to a standard that met the tolerances. Candidates that did not prepare and plan adequately tended to be marked lower within this AO.

- **AO5** Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.

Some candidates tended to disregard the importance of the planning tasks focusing all their attention on completing the practical tasks to the best of their abilities. As a level 2 Site carpenter it would be expected that they should be able to produce basic working drawings, material lists using correct terminology and calculate quantities of materials that require be ordering or convey information to a third party. Some of the drawings, and material lists submitted showed clear gaps in the candidate's attention to detail with little attention given to the planning task. While some completed the planning tasks to a high standard providing the information required to fully meet the assessment brief.

Summary

Candidates that read and fully understood the brief, planned a sequence of operations and regularly checked their components against their working drawings tended to produce the most accurate roof structure. Candidates that did not work to a recognised sequence tended to make basic errors requiring replacement components, and ended up rushing to finish, producing a roof structure with an overall finish that lacked the desired quality, or required more time to complete.

Risks/Issues

Task 1 was often viewed as an unimportant part of the synoptic with candidates producing drawings that contained no or minimum dimensions or annotation. resource lists that are not fit for purpose.

Candidates need to treat all the tasks with the same importance, and not focus primarily on the practical task. Marks are allocated holistically so it would be advisable if candidates gave their best attempt at all task sub-parts increasing their likelihood of achieving marks that truly reflect their knowledge, understanding and abilities across the whole skill base that is required to become a successful Site Carpenter at level 2.

Task 2 Centres deviating from the given specification, candidate to be given the full brief and it is expected that they work towards completing the tasks with full autonomy over the way they interpretate, follow and execute the specifications.

Centres providing substandard materials, while the handbook states that alternative materials can be used it also states that they must still be fit for purpose.

Task 3 The self-evaluation document is be used, to reflect the overall performance of the candidate with a recommendation of 300 words. Some candidates struggled to produce a good reflection often writing a basic method statement and was often difficult to read, and uploaded on scraps of paper, while it is not mandatory to use the proformas supplied it would be advantageous if the candidates had the opportunity to word process these if they find articulating their thoughts using traditional handwriting challenging.

Timings: the timings given are provided as guidelines only and are there to enable the candidate to plan the activities and the marker to comment on. They are not there as a cut-off point or as a reason to amend the specification to enable the candidates to complete within this timeframe.