



**Level 3 Advanced Technical  
Diploma in Site Carpentry  
(7906-30)(450)**

**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.

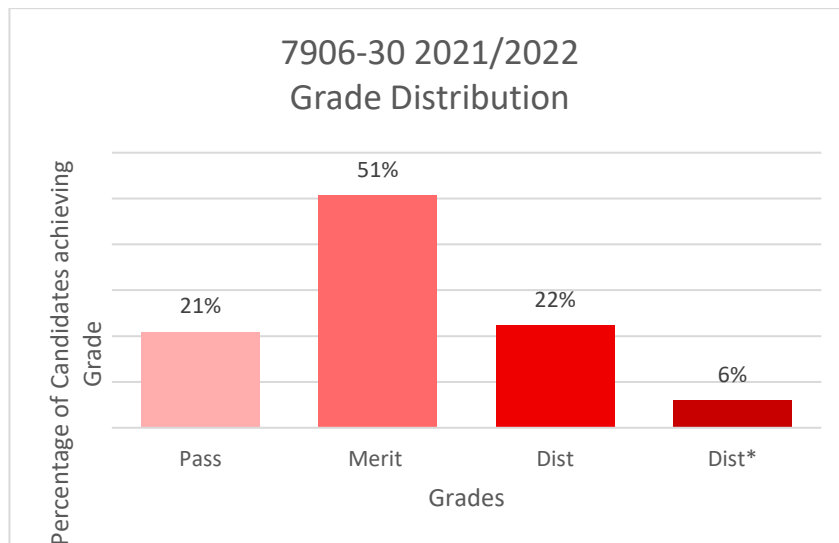
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments 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;

- 7906-001/501 Level 3 Site Carpentry – Theory Exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 7906-002 – Level 3 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 16 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

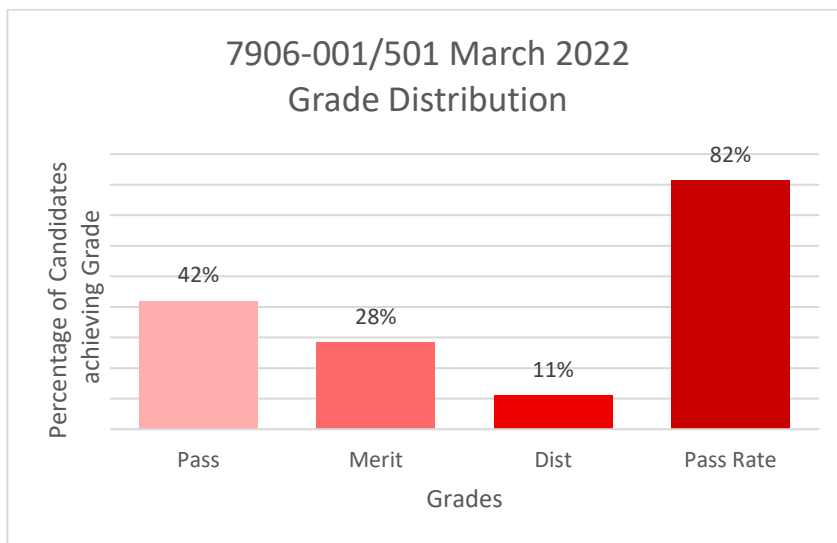
Assessment: 7906-001/501  
Series: March 2022 (Spring)

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

<b>Total marks available</b>	<b>70</b>
Pass mark	29
Merit mark	38
Distinction mark	48

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.

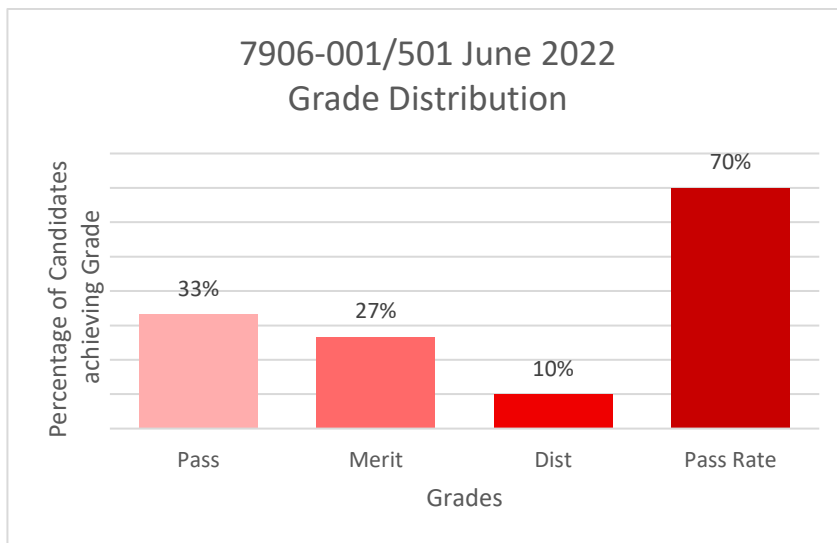


Assessment: 7906-001/501  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment.

<b>Total marks available</b>	<b>70</b>
Pass mark	25
Merit mark	34
Distinction mark	44

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



## Chief Examiner Commentary

### Qualification Title: 7906-001/501 Level 3 Site Carpentry –Theory Exam

#### Series 1: March 2022 (Spring)

The exam was answered reasonably well across all areas, with some areas showing specific strengths and areas for further development.

Most candidates did well with the multiple-choice questions, apart from the question relating to the building regulations. All questions were answered correctly, although not by all candidates – indicating that all marks are accessible if a candidate is well prepared (in line with the handbook).

Most questions on unit 301 were reasonably well responded to by most of the candidates apart from the question around the calculation of linear meterage's which was poorly responded to by most of the cohort. Questions around door schedules were either answered exceptionally well or very poorly showing an inconsistent approach to the correct use of "schedules".

Unit 305 overall was reasonable well responded to with some of the candidates struggling with the concept of planned maintenance schedules against unplanned emergency remedial works. Most candidates had a good understanding of the causes of timber defects in joinery products.

Unit 306 had some very comprehensive responses around the setting up and changing of tooling to table saws, but most other responses demonstrated a limited depth of understanding specifically around the AO2 questions.

Some good relevant Health and Safety answers given, specifically to the questions asked around safety aids, but limited understanding of the sourcing of documentation / information relevant to the safe setting up and use of static woodworking machines.

The extended response question is designed to allow the candidates to demonstrate their depth and breadth of knowledge across units 301 and 305 covering a range of topics, giving the candidates the opportunity to discuss in detail their understanding of the planning and carrying out of remedial work to an occupied property of multiply occupancies. As a cohort most candidates answered this question on par with the last series. The candidates that received the highest marks read the question carefully and gave comprehensive responses directly relating to the full scenario. Attention to detail through a cohesive and thorough explanation was evident, sequencing tasks and including comprehensive rationales. The candidates that received the lower marks tended to just give a brief overview of the remedial actions to be taken and limited if any consideration was given to the full scenario. Their responses often lacked attention to detail and showed some gaps in their learning, and the holistic planning of a project.

Candidates need to be reminded of the need to demonstrate their full depth/breadth and range of knowledge and understanding across all topic areas. Centres and candidates are encouraged to consult the handbook while preparing for this assessment to ensure that they have covered all topics to the correct depth. Candidates should also be reminded to read the questions carefully before responding and pitch their answers to the marks available to access all marks available. During the extended response questions candidates should demonstrate they understand and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their responses to fully access the marks available.



## **Series 2: June 2022 (Summer)**

The exam was answered reasonably well across all areas, with some areas showing specific strengths and areas for further development.

Most candidates did reasonably well with the multiple-choice questions, with the exception of a question relating to the purpose of the building regulations, most candidates struggled with this question.

Most questions on unit 301 were reasonably well responded to by most of the candidates with the exception of a question on building regulations and outline planning permission very few candidates across the whole cohort could provide a comprehensive response to either of these subject areas.

Unit 305 was reasonably well responded to, most candidates picked up marks on all the questions and was able to identify wet rot and describe the remedial actions required to repair an affected area.

Unit 306 was not responded to at all well, with most candidates unable to complete a basic risk assessment they had difficulty differentiate between a Risk and a Hazard, as a cohort they struggled to calculate a risk rating.

The extended response question is designed to allow the candidates to demonstrate their depth and breadth of knowledge across a number of units (301 and 305), giving the candidates the opportunity to discuss in detail their understanding of the planning and carrying out of remedial work to a conservatory floor affected by dry rot. As a cohort most candidates answered this question on a par with the last series. The candidates that received the highest marks read the question carefully and gave comprehensive responses directly relating to the full scenario.

Attention to detail through a cohesive and thorough explanation was evident, sequencing tasks and including comprehensive rationales. The candidates that received the lower marks tended to just give a brief overview of the remedial actions to be taken and limited if any consideration was given to the full scenario. Their responses often lacked attention to detail and showed some gaps in their learning, and the holistic planning of a project, and calculations of materials.

Candidates need to be reminded of the need to demonstrate their full depth/ breadth and range of knowledge and understanding across all topic areas. Candidates should also be reminded to read the questions carefully and pitch their answers to the marks available to access all marks available. During the extended response questions candidates should demonstrate their understanding and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their responses to fully access the marks available.

# Synoptic Assignment

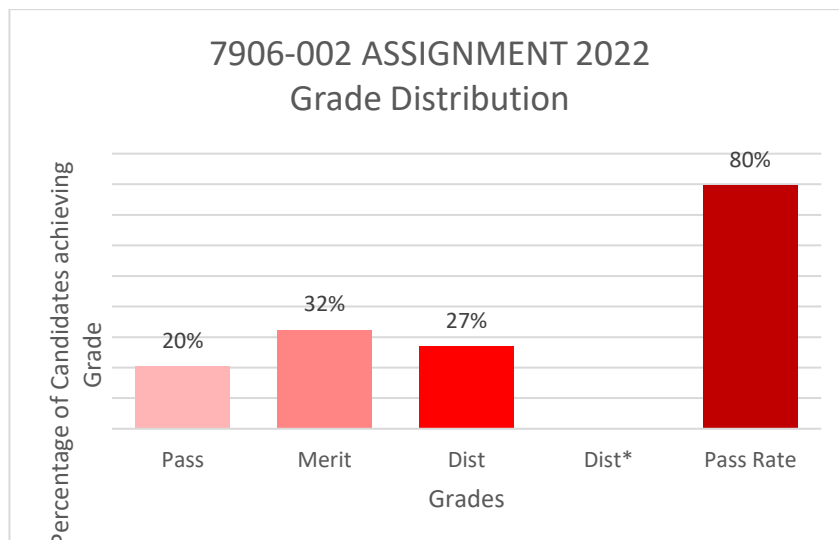
## Grade Boundaries

Below identifies the final grade boundaries for this assessment.

Assessment: 7906-002  
Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	31
Distinction mark	42

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 assess the units of the qualification not included within the knowledge test.

For this academic year it was broken down into two distinct parts

- unit 307 Manufacturing curved joinery (practical tasks 2 a), b) and c) and task 3)
- unit 308 Manufacture stairs with turns (knowledge task 1)

Both tasks are based around a Joinery contractor winning the contract for replacing some joinery products for an Edwardian Residence, simulating what could happen in a real situation.

The knowledge task 1 was to produce an annotated scale drawing of a section of a turning stair to include a plan view and an elevation of the cut well and closed string, showing dimensions and stating how the stairs meet compliance to the Building Regulation.

The practical task 2 a, b and c was to set out curved headed panelled door, complete a cutting list and produce the required templates for the door components and task 3 was to manufacture and finish the top 350 mm of the curved headed door, all to the specifications provided. Following completion and time for reflection, candidates had to complete a self-evaluation document (task 4).

### Breakdown on each Assessment Objective (AO)

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

Most candidates demonstrated good evidence of recalling knowledge across all tasks selecting the correct tools and equipment for producing the setting out rod and producing accurate cutting lists. Basic geometry was required to set out the curved sections. Most candidates had no difficulty in setting out the geometry, following the geometry requirement drawing provided.

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

A basic drawing was provided showing an image of the complete curved head section required by the client; no detail was given on the type or location of joints to be used. Candidates selected a wide range of jointing and construction methods.

Some candidates included both joint and hidden detail within their setting out rod while the lower scoring candidates that omitted this from their setting out detail tended to produce mortices that failed to compensate for the panel grooves. The higher achieving candidates produced their templates during the setting out process saving time not having to set up trammels twice and ensuring accuracy. They also selected joint types and locations that minimised the amount of shot grain in the finished item.

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

Most candidates completed the task in the recommended time with various degrees of success most could be classified as fit for purpose with only minor errors while others did not fully meet this standard, the most common mistake being candidates not working to a

recognised sequence and making simple errors that required replacement timber, ie segmental sections not being equally divided, large wedges where mortices have been cut full width and breakout where short grain sections have been incorporated. Some excellent use of hand and power tools was observed, along with the setting up and using of static machines.

- **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 familiarised themselves with the assessment brief and fully understood what was required and devised a sequence of operations 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 Assessment objective (AO).

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

As Architectural joinery is very much process driven, with tight tolerances required within industry. Attention to detail is paramount from start to finish in the manufacture of any joinery item, and the candidates that regularly checked measurements throughout the setting out stage tended to produce working drawings that were clean, accurate and easy to follow. Using face side and edge marks correctly enabled the more organised candidates to mark all joints at the same time, again demonstrating a comprehension of what is required to produce an accurate piece of Architectural joinery.

## Summary

Candidates that read and fully understood the brief, and planned a sequence of operations and regularly checked their setting out detail tended to produce the most accurate work. Candidates with an accurate setting out rod and planned sequence of operations i.e. marking out in pairs, machining in a batch etc, completed the task comfortably within the time given, allowing them time to ensure the overall finish met the set tolerances. Candidates that did not work to a recognised sequence tended to make basic errors requiring replacement components, and often ended up rushing to finish, producing a poorer overall finish that resulting in lower marks been awarded.

## Risks / Issues

Task 1 was often viewed as an unimportant part of the synoptic with candidates producing sketches or drawings that contained no or minimum dimensions or annotation. It is critical that candidates and centres approach and carry out this task with the same importance as the practical task.

Task 3 saw some centres supply European Redwood and not Poplar as stated within the resources list. While every effort is made to ensure the tasks are as cost effective to centres as possible, when a specific material is stated, it is to allow the candidates the best opportunity to showcase their skills and ability within the synoptic assessment. Centres that do not provide the correct materials and deviate from the specification are potentially disadvantaging their own candidates.

Task 4 requires completion of self-evaluation document, to 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.