



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

**Qualification Report 2024**

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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 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.

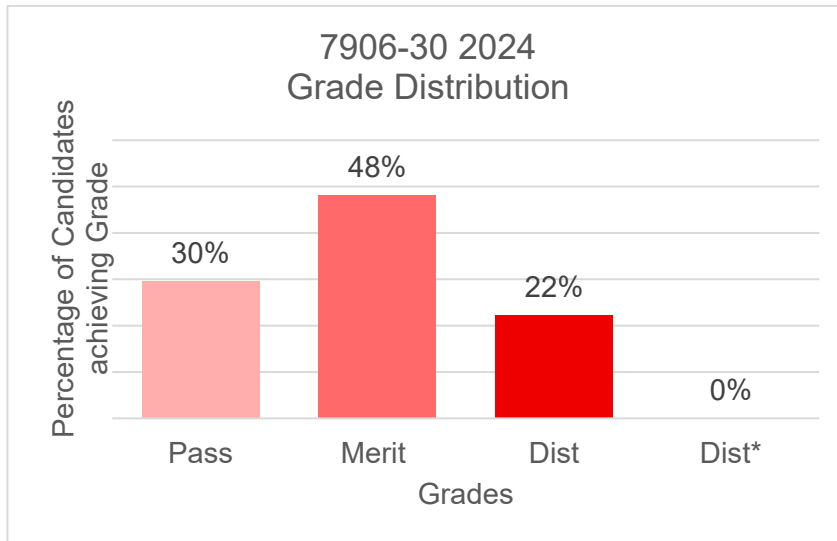
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2024 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments.

- 7906-501 – Level 3 Site Carpentry – Theory Exam (1)
  - March 2024 (Spring)
  - June 2024 (Summer)
- 7906-002 – Level 3 Site Carpentry – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification during the 2023/2024 academic year is shown below.



This data is based on the distribution as of 15 August 2024.

Please note City & Guilds will only report qualification grades for candidates who have achieved all the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook.

# Theory Exams

## Grade Boundaries

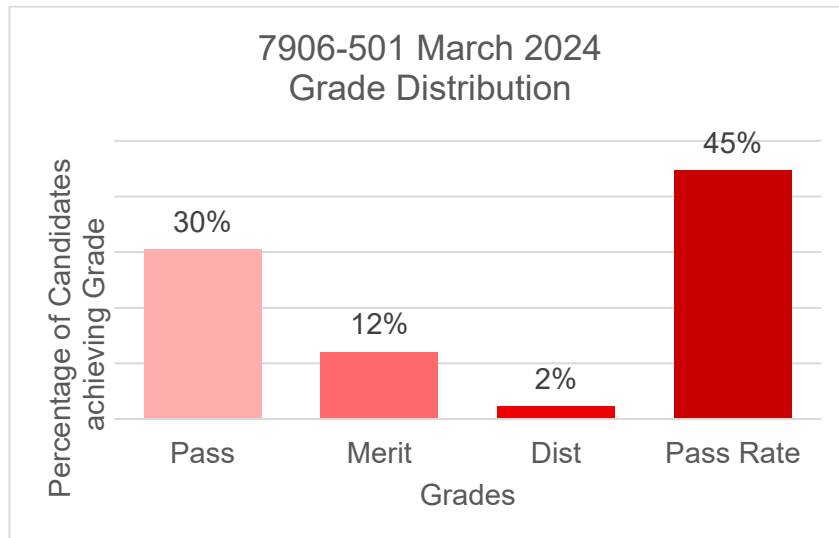
Assessment: 7906-501

Series: March 2024 (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	30
Merit mark	39
Distinction mark	49

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.

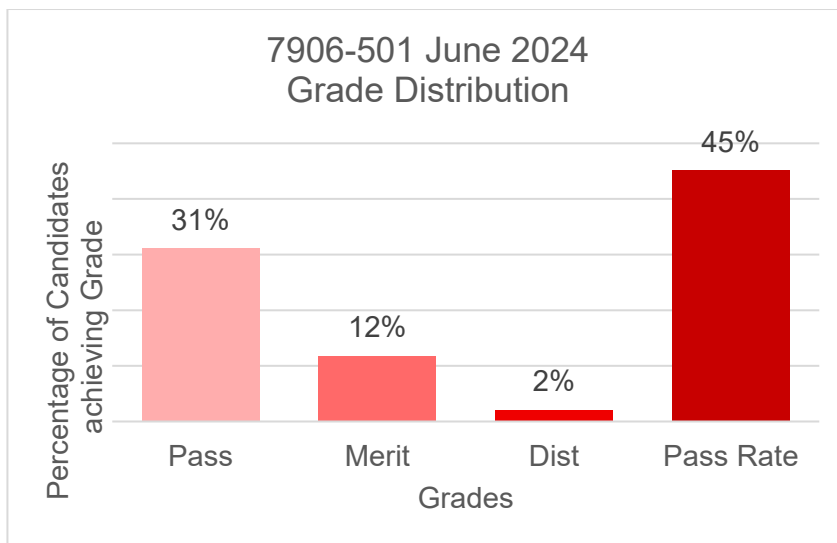


Assessment: 7906-501  
Series: June 2024 (Summer)

Below identifies the final grade boundaries for this assessment.

<b>Total marks available</b>	<b>70</b>
Pass mark	30
Merit mark	39
Distinction mark	49

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: 7906-501 Level 3 Site Carpentry – Theory Exam

#### Series 1: March 2024 (Spring)

The March 2024 paper covered a wide range of questions from across the units being assessed. The paper was structured to assess recall of knowledge (AO1), understanding (AO2) and applied knowledge (AO4). The paper was a combination of multiple-choice based assessment, short response questions and one extended response question.

The paper covered units 301 Principles of organising, planning and pricing construction work, 305 Principles of maintenance and repair and 306 Set up and use fixed and transportable machinery.

The multiple-choice questions were responded to well, and strengths were seen around U-value, formulas, communication methods and jointing methods. Areas of weakness were around regulations, positioning of insulation, drawing methods, pre-start checks and the sequence to following when planing timber.

In Unit 301 Principles of organising, planning and pricing construction work, the AO1 questions performed well with varying responses. Some candidates were able to identify design features to reduce energy and factors to consider when preparing a quote.

The AO2 questions within this unit were responded to reasonably well with most candidates able to access some marks. Areas of weakness were seen on topics 3.2 Calculate quantities of building materials and 3.3 Prepare a quote. Candidates struggled to explain how specifications and drawings would assist in preparing a quote.

In Unit 305 Principles of maintenance and repair, the AO1 question was responded to well and candidates were able to access some, if not most, of the marks. The AO2 question had a mixed response with all candidates attempting the question, but very few candidates were able to access the full marks available.

In Unit 306 Set up and use fixed and transportable machinery, the AO1 questions had mixed responses and candidates were able to access some, if not most, of the marks. Some candidates were unable to recall no more than two hazards associated with using woodworking machinery. The AO2 questions were attempted by most candidates and a strength was seen around completing a risk assessment with many candidates accessing full marks.

Areas for development are around Topic 2.1 Inspection, fault diagnosis and maintenance. Candidates struggle to describe causes and remedial action to take if an issue arises with woodworking machinery. Another area for development is Topic 5.1 Cut mortices, candidates struggle on the sequence required to cut mortices.

#### Extended response question (ERQ)

The ERQ is designed to allow the candidates to fully demonstrate their breadth and depth of knowledge across the units being assessed. It provides candidates the opportunity to discuss, in detail, their understanding of the planning, organising and preparation work required to carry out repairs to a school stage located within a grade II listed building. Candidates who scored well in this question analysed the scenario and their responses demonstrated an understanding of planning and organising a task around the given scenario. The lower scoring candidates focused on the practical element of the task rather than the scenario holistically and struggled to discuss any planning or other factors that would need to be taken into consideration.

Candidates need to be reminded that to receive full marks their responses must match the marks available for each question, to do this they have to demonstrate their full breadth and depth of

the knowledge and understanding relevant to each part of the units being assessed and pitch the responses to suit the available marks.

During the ERQ, the candidates must analyse the scenario fully, to demonstrate their understanding and provide justification for their responses to access the full range of marks available.



## **Series 2: June 2024 (Summer)**

The June 2024 paper covered a wide range of questions from across the units being assessed.

The paper was structured to assess recall of knowledge (AO1), understanding (AO2) and applied knowledge (AO4). The paper was a combination of multiple-choice based assessment, short response questions and one extended response question (ERQ).

The paper covered the following units

- 301 Principles of organising, planning, and pricing construction work
- 305 Principles of maintenance and repair
- 306 Set up and use fixed and transportable machinery.

The multiple-choice questions were mainly responded to well and strengths were seen around, primary regulations, safe systems of work, identifying basic formulas and construction terminology. Areas of weakness were around construction standards and woodworking machinery safety aids.

Unit 301 Principles of organising, planning, and pricing construction work, the AO1 questions performed reasonably well with varying responses. Most candidates were able to identify thermal insulation materials. Areas that did not perform as well included topics around voluntary energy efficient standards.

The AO2 questions within this unit were responded to reasonably well with most candidates were able to access some marks. Areas of weakness were seen in the following topics:

- 1.2 The purpose of the Building Regulations
- 3.2 Calculate quantities of building materials
- 6.3 Stages of Building Information Modelling (BIM)

Unit 305 Principles of maintenance and repair was the best performing unit with most candidates achieving marks across the full range of questions.

Unit 306 Set up and use fixed and transportable machinery, the AO1 questions had mixed responses and candidates were able to access some, if not most, of the marks. Some candidates found it difficult to recall specific hazards associated with using woodworking machinery.

The AO2 questions were attempted by most candidates and a strength was seen around completing a risk assessment with many candidates accessing full marks.

Areas for development are around Topic 2.1 Inspection, fault diagnosis and maintenance. Candidates struggle to describe causes and remedial action to take if an issue arises with woodworking machinery. Another area for development is Topic 5.1 cut mortices, candidates struggled to identify a range of mortice joints.

### **Extended response question (ERQ)**

The ERQ is designed to allow the candidates to fully demonstrate their breadth and depth of knowledge across the units being assessed. It provides candidates the opportunity to discuss, in detail, their understanding of the planning, organising and preparation work required to conduct repairs to a woodworm infestation within a grade II listed building. Candidates who scored well in this question analysed the scenario and their responses demonstrated an understanding of planning and organising a task around the given scenario. The lower scoring candidates focused on the practical element of the task rather than the scenario holistically and struggled to discuss any planning or other factors that would need to be taken into consideration.

Candidates need to be reminded that to receive full marks their responses must match the marks available for each question, to do this they have to demonstrate their full breadth and depth of

knowledge and understanding relevant to each part of the units being assessed and pitch the responses to suit the available marks.

During the ERQ, the candidates must analyse the scenario fully, to demonstrate their understanding and provide justification for their responses to access the full range of marks available.

# Synoptic Assignment

## Grade Boundaries

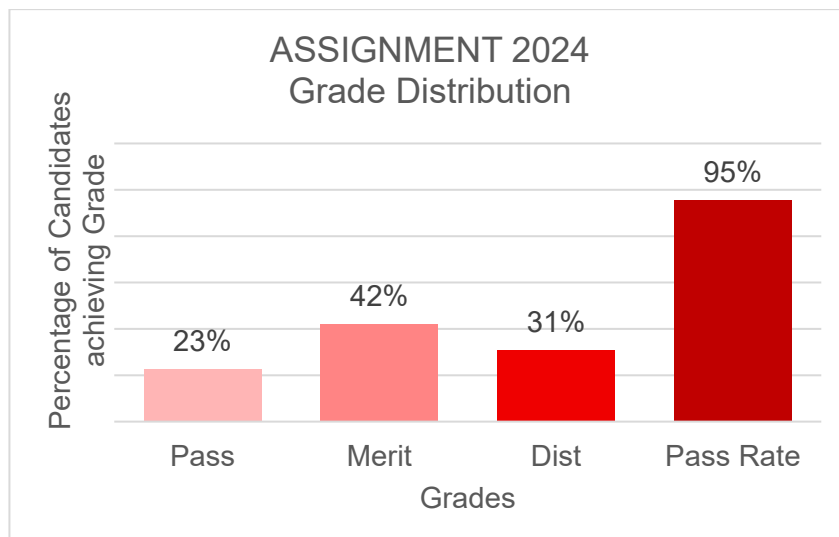
Below identifies the final grade boundaries for this assessment.

Assessment: 7906-002

Series: 2024

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	34
Distinction mark	43

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



## Principal Moderator Commentary

To ensure full coverage of the syllabus this assignment contains a practical task and a knowledge task. The tasks were designed to simulate a real scenario, in this series it was based around the redevelopment of a property. Candidates had to complete a number of tasks that will assess the elements of the qualification not covered in the knowledge exam.

For this academic year it was broken down into three distinct tasks.

### Task 1 Knowledge task

Candidates were required to

- a) produce an annotated scale drawing showing a replacement balustrade ensuring building regulation compliance
- b) compile a resource list
- c) write a sequence of operations for the fitting of a double door frame and hanging a pair of French doors.

### Task 2 Practical

Candidates were required to

- a) set out, cut and pitch a hipped ended roof with trimmed openings
- b) finish the eaves.

### Task 3 Self-evaluation

Candidates were required to write a self-evaluation of their performance.

### AO1 Recall

Most candidates demonstrated good evidence of recalling terminology. Some knowledge across the practical tasks including selecting the correct tools and equipment for producing the cut roof. Basic geometry was required to set out the rafters. A proportion of the candidates did not allow a margin line on the ridge board and struggled to recall how to find plumb and seat cuts accurately demonstrating a lack of knowledge regarding basic level 3 tasks.

### AO2 Understanding

Some candidates demonstrated a good understanding across the whole synoptic assessment. Some candidates provided a detailed breakdown on how they calculated the quantities of materials required, including liner meterage, while others only provided the number of each components required, demonstrating a lack of understanding of the requirements laid out in the brief and interpreting the brief.

### AO3 Practical

Most candidates completed the practical within the recommended time and to a standard that would be classed as fit for purpose within the construction industry. Many 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 brief or re-invent the task to mirror their preferred method, as it was noted that some centres led the candidates resulting in repartition of candidates work.

### AO4 Bring it all together

Candidates that achieved higher marks within AO4 had obviously familiarised themselves with the assessment brief and fully understood what was required. They 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 achieve lower marks within this AO.

### **AO5 Attention to detail**

Candidates tend to perform poorly in the research task, focusing all their attention on completing the practical tasks to the best of their abilities. As a Level 3 Site Carpenter, it would be expected that they should be able to produce drawings, material lists using correct terminology and calculate quantities of materials that could be used to price up projects, plan work activities or convey information to a third party. Some of the drawings, material lists and calculations observed showed clear gaps in the candidate's attention to detail (drawings not produced to scale, little or no annotation and generally evidence that is not fit for purpose). However, some candidates completed the research tasks providing the information required to fully meet the assessment brief.

### **Risks/Issues**

Task 1, as in previous series this was often poorly conducted with candidates producing drawings that contained no or minimum dimensions or annotation. Some research tasks had little evidence that would support another in carrying out the task.

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 parity to all tasks increasing their likelihood of achieving marks that truly reflect their knowledge, understanding and abilities required to be a successful Site Carpenter at Level 3. Candidates are to be given the brief and it is expected that they work towards completing the tasks with full autonomy over the way they interpret and execute the specifications. Centres that deviate from the given specification are potentially disadvantaging their own candidates.

Task 3, the self-evaluation document is used to reflect the overall performance of the candidate with a recommendation of 500 words. While most produced a detailed self-evaluation, some candidates still struggled to produce a good reflection often writing a basic method statement which was often difficult to read. If candidates had the opportunity to word process these, they might find articulating their thoughts using a word processor less daunting than traditional handwriting.

### **Summary**

Candidates that read and fully understood the brief tended to produce a more detailed research task demonstrating their depth and breadth of their knowledge and understanding. Those that had total autonomy over this task often produced slightly different solutions again demonstrating their knowledge and understanding compared to those that appeared to be tutor lead.

The higher marked candidates marked out the wallplates and double checked these before producing pattern rafters and refined these prior to pitching the roof stating the task accurately and to a recognised sequence this made the whole task quicker, easier and resulted in an overall better finish that was completed within the recommend time. Meeting most of the listed tolerances

Candidates that did not work to a recognised sequence tended to make basic errors requiring replacement components and ended up rushing to finish, leaving an overall finish that is not acceptable resulting in lower marks being awarded.