

7906-501 – Level 3 Site Carpentry – Theory Exam (1)

March 2024

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 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 2024** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, poor examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment.
7906-501 Level 3 Site Carpentry – Theory Exam (1)

Theory Exam – March 2024

Grade Boundaries and Distribution

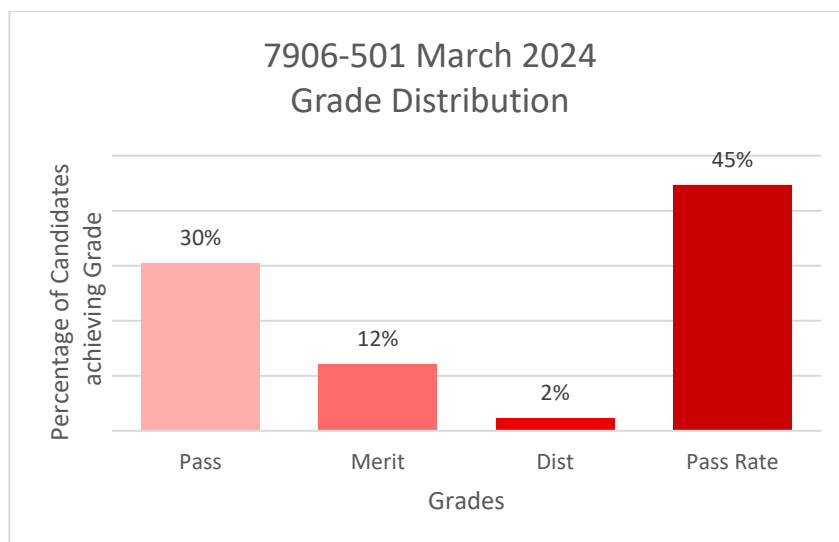
Assessment: **7906-501**

Series: **March 2024**

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

Total marks available	70
Pass mark	30
Merit mark	39
Distinction mark	49

The graph below shows the distribution of grades and pass rates for this assessment.



Chief Examiner Commentary

General Comments on Candidate Performance.

Assessment component: 7906-501

Series: March 2024

The March 2024 paper covered a wide range of questions from across the units being assessed. The paper was structured to test 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 mixed response with all candidates attempting the question, but very few candidates were able to access 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.