



**Level 3 Advanced Technical  
Diploma in Architectural Joinery  
(7906-31) (450)**

**Qualification Report 2024**

# Contents

Introduction.....	3
Qualification Grade Distribution.....	4
Theory Exams .....	5
Grade Boundaries.....	5
Chief Examiner Commentary.....	7
Synoptic Assignment.....	11
Grade Boundaries.....	11
Principal Moderator Commentary .....	12

# 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.

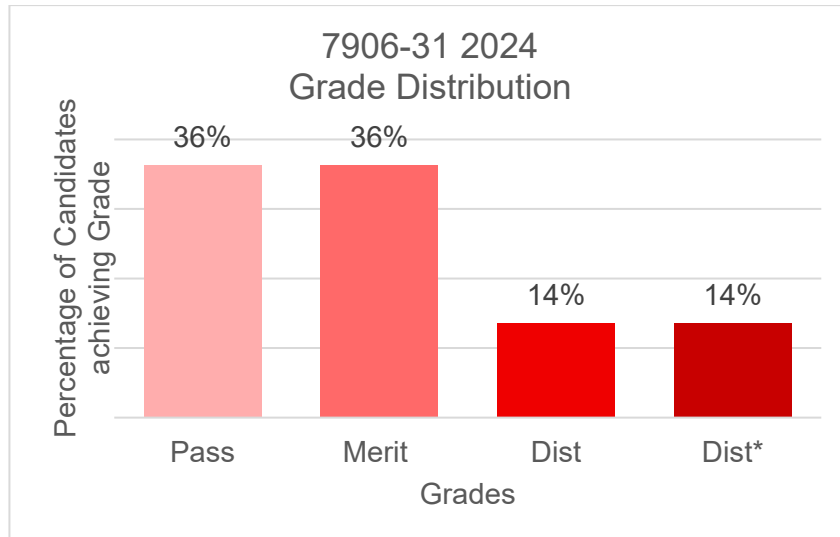
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

The document provides commentary on the following assessments.

- 7905-503 – Level 3 Architectural Joinery – Theory Exam (1)
  - March 2024 (Spring)
  - June 2024 (Summer)
- 7906-004 – Level 3 Architectural Joinery – 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 of 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

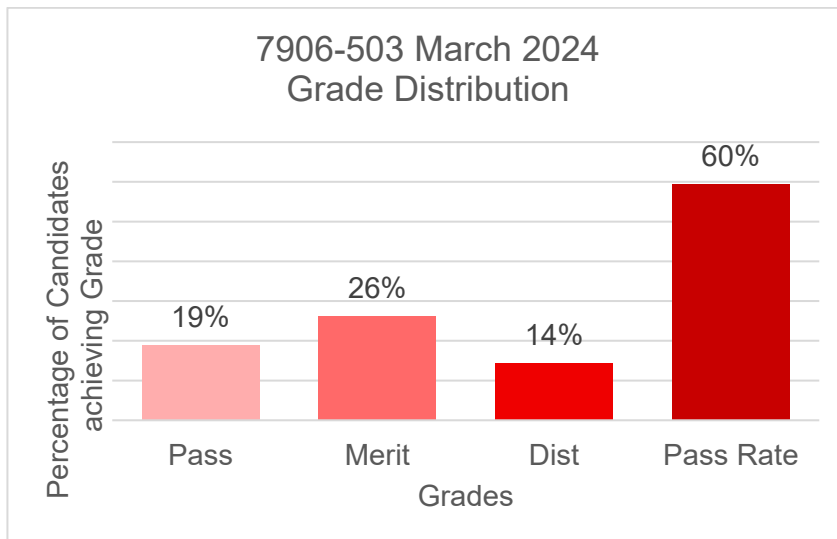
Assessment: 7906-503

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	28
Merit mark	38
Distinction mark	49

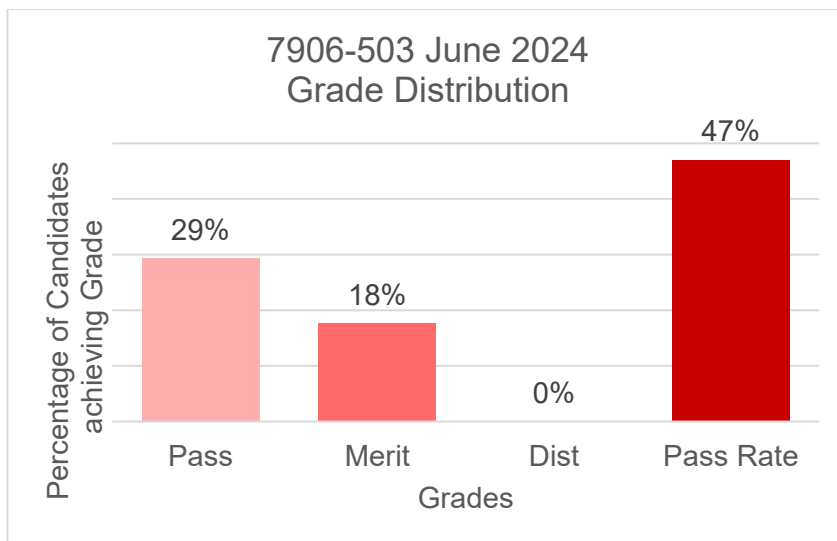
The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account of any marks that have been amended due to generosity.



Below identifies the final grade boundaries for this assessment.

<b>Total marks available</b>	<b>70</b>
Pass mark	28
Merit mark	38
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

## 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, and 306 Set up and use fixed and transportable machinery.

Most candidates did well with the multiple-choice questions, with questions around the following units and topic areas responded to well.

- 301 Principles of organising, planning and pricing construction work - Topic 3.1 Tendering process
- 306 Set up and use fixed and transportable machinery - Topic 2.1 Inspection, fault diagnosis and maintenance and Topic 2.2 Changing tooling.

An area for development within the multiple-choice questions was related to Unit 306 Topic 4.1 Planing timber to size and shape. Candidates were unable to recall the maximum height to set the bridge guard on a surface planer.

In Unit 301 Principles of organising, planning and pricing construction work, candidates performed well on the AO1 recall questions and particular strength was seen around Topic 5.1 written and oral communication, candidates were able to identify different communication methods.

AO2 questions around preparing a quote received mixed responses, and some candidates had a good understanding of this topic, however, lower scoring candidates struggled to outline the process. Areas for development within this unit are around Topic 3.2 Calculate quantities of building materials, this question was poorly responded to by majority of the cohort with very few candidates achieving full marks. This has been an ongoing theme observed from previous series.

In Unit 306 Set up and use fixed and transportable machinery, AO1 questions around documentation were answered well by most candidates and some achieved full marks. Areas of weakness seen in the AO1 questions were around the following topics:

- 2.2 Change tooling, just over 50% of candidates were unable to state the type of saw tooth that should be used for ripping timber.
- 3.1 Saw materials to size and shape, candidates struggled to identify ripping operations.

The Extend Response Question (ERQ) was designed to allow candidates to show breadth and depth across Units 301 and 306, discussing how a joinery workshop could be rearranged with the view of producing batch joinery more efficiently. The question was generally well answered with some high-level responses and candidates were able to access marks across all three bands.

Candidates who scored highly in this question tended to analyse the scenario and pitched their response to cover most, if not all, aspects of the scenario. They demonstrated good attention to detail and justified their responses.

Candidates who achieved lower marks for the ERQ, gave a basic response with limited detail and little to no justification.

To improve exam results, teaching should focus on the areas for development mention above and special attention paid to basic mathematic skills, such as how to calculate volume.

Candidates are reminded to pay close attention to providing legible handwriting. Candidates should read the questions fully and carefully align their answers to the marks available to ensure that they can access all the marks. Candidates also need to remember to demonstrate their full depth and range of knowledge and understanding across all topics.

During the ERQ candidates should demonstrate they understand and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their answers to fully access the 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.

The paper covered units

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

Most candidates did well with the multiple-choice questions, with questions around the following units and topic areas also responded to well.

- 301 Principles of organising, planning and pricing construction work, Topic 3.2 Calculating volume
- 306 Set up and use fixed and transportable machinery - Topic 1.2 Use of manufacturers literature, 2.2 Set up of bandsaw and 4.3 Use of additional support.

An area for development within the multiple-choice questions was related to Unit 301 Topic 2.2 Insulation properties. Candidates were unable to recall the insulation with the best insulation properties. Another weakness was Unit 306 Topic 4.2 Fixed machinery where candidates were unable to identify the correct safety aid to plane up short boards.

Unit 301 Principles of organising, planning and pricing construction work, candidates performed well on the AO1 recall, and strength was seen around Topic 6.1 where candidates were able to identify the hatching representing insulation. Candidates were unable to identify brickwork hatching and only a few identified blockworks.

The AO2 questions within this unit had mixed responses amongst the cohort. Candidates had basic to extensive understanding of Topic 4.1 Planning construction work and 6.3 Building Information Modelling (BIM). An area for development was around Topic 4.2 Statutory safety documentation, candidates did not know the purpose of a permit to work.

Unit 306 Set up and use fixed and transportable machinery, candidates performed well with most of the AO1 questions within this unit. One area for development was around Topic 3.2 Use safety aids, features and extraction, many candidates were unable to name the specific safety aid to be used with a circular saw when producing glue blocks and wedges.

Candidates performed relatively well with the AO2 questions within this unit. There were mixed responses regarding Topic 2.1 around maintenance of fixed machines, with some candidates having a good understanding of this topic.

The Extend Response Question (ERQ) was designed to allow candidates to show breadth and depth across Units 301 and 306, discussing the review of existing machinery, machine shop layout and reconfiguration of an existing machine shop. Some candidates were able to access band 2 giving reasonable depth, but no candidates achieved band 3.

When answering the ERQ, candidates should demonstrate they understand and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their answers to fully access the marks available.

To improve exam results, teaching should focus on the areas for development mentioned above and special attention paid to basic drawing symbols and hatchings.

Candidates are also reminded to pay close attention to providing legible handwriting. Candidates should be reminded to read the questions fully and carefully align their answers to the marks available to ensure that they can access all the marks. Candidates also need to remember to demonstrate their full depth/breadth and range of knowledge and understanding across all topics.

# Synoptic Assignment

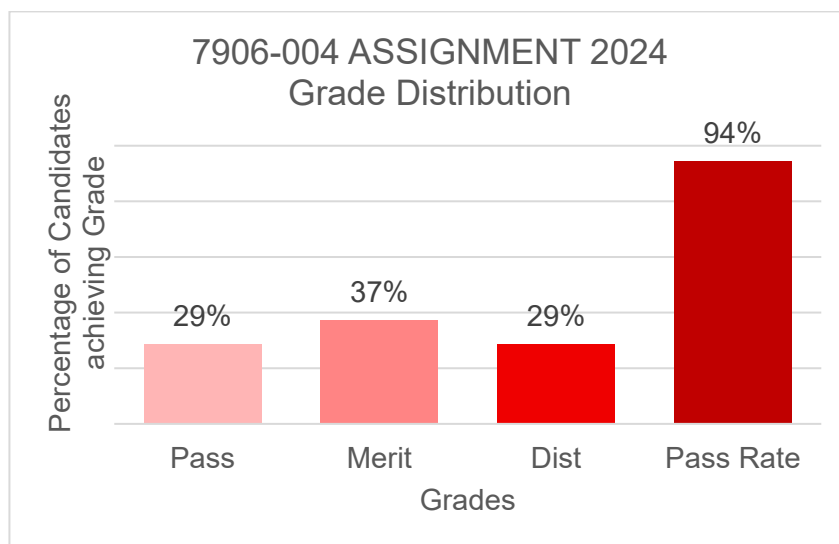
## Grade Boundaries

Below identifies the final grade boundaries for this assessment.

Assessment: 7906-004 Level 3 Architectural Joinery – Synoptic Assignment  
Series: 2024

<b>Total marks available</b>	<b>60</b>
Pass mark	27
Merit mark	35
Distinction mark	44

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 are based around a potential real scenario that an Architectural Joiner will encounter while working in their chosen trade area.

For this academic year the synoptic assignment was broken down into four distinct tasks.

### Task 1 Knowledge task

Candidates were required to produce an annotated drawing of a range of entry steps.

### Task 2 Planning

Candidates were required to

- a) set out the rod for a pair of doors
- b) produce a cutting list
- c) produce templates for the curved components.

### Task 3 Practical

Candidates were required to manufacture and finish the top 700 mm door portion.

### Task 4 Self evaluation

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

### AO1 Recall

Most candidates demonstrated good evidence of recalling knowledge across all tasks. Selecting the correct tools and equipment for producing the setting out detail and producing accurate cutting lists. Basic geometry was required to set out the curved sections and most candidates had no difficulty in setting out using geometry.

### AO2 Understanding

A basic drawing was provided showing an image of the complete doors 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 joints and hidden detail within their setting out rod, while the lower scoring candidates omitted this from their setting out detail and tended to produce joints that did not meet standard recognised industry practice. The higher achieving candidates produced their templates during the setting out process, saving time by not having to set up trammels twice and ensuring accuracy. They also selected joint types and segment sizes that minimised the amount of shot grain in the finished item.

### AO3 Practical

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 was candidates not working to a recognised sequence and making simple errors that required replacement timber i.e. segmental sections not being equally divided, large wedges where haunched mortices have been cut full width and breakout where short grain sections have been incorporate due to segment size and orientation. Some excellent use of hand and power tools was observed, along with the setting up and use of static machines.

### AO4 Bring it all together

Candidates that achieved the higher marks within AO4 had familiarised themselves with the assessment brief and fully understood what was required. They worked to a recognised sequence of operations that would enable them to complete the task timely and to a standard

that met the tolerances provided. Candidates that did not prepare and plan adequately tended to be marked lower within this AO.

### **AO5 Attention to detail**

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.

### **Risks/Issues**

Task 1 was often not very well covered, 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 level of importance as the practical task.

Task 2, a diverse example of setting out rods were produced. The lower marked candidate's setting out detail contained no joint or hidden detail, displaying a lack of knowledge and understanding of construction methods. The finished tasks had a mix of suitable and unsuitable jointing methods. The candidates that produced neat and tidy setting out rods, with the correct joint construction shown, tended to produce a finished product that was fit for purpose and completed within the recommended time without the need for additional resources.

Task 3, some centres supplied European Redwood and not Poplar as stated within the resources list. Whilst 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 display their skills and ability within the synoptic assessment. Centres that do not provide the correct materials and deviated from the specification are potentially disadvantaging their own candidates.

Task 4 was the self-evaluation document and is to be used by the candidate to reflect their overall performance, with a recommendation of 300 words. Some candidates struggled to produce a good reflection, often writing a basic method statement and often difficult to read. It would be advantageous if the candidates had the opportunity to word process these if they find articulating their thoughts using traditional handwriting methods challenging.

### **Summary**

Candidates that read and fully understood the brief and planned a sequence of operation, combined with regularly checking and referring to their setting out detail, tended to produce the most accurate setting out detail. With an accurate setting out rod and planned sequence of operations i.e. machining in a batch, candidates completed the task comfortably within the time given, allowing them time to ensure the overall finish met 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 for the customer and resulting in lower marks being awarded.