



EXAMINERS' REPORTS

**LEVEL 1 / LEVEL 2 AWARD IN
CONSTRUCTING THE BUILT
ENVIRONMENT**

SUMMER 2019

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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CONSTRUCTING THE BUILT ENVIRONMENT

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UNIT 1 SAFETY AND SECURITY IN CONSTRUCTION

General Comments

Overall, candidates were able to attempt all questions. As in 2018, questions on risk assessment and control measures generated noticeably better responses than in previous series. Teachers are to be commended on their continued development of this aspect of the unit content. It has been noted in past series, that candidates should be encouraged to provide a reasonable amount of detail in their responses. The examining team, in previous series, felt that a significant number of candidates failed to gain potential marks by providing overly short or limited answers. It was apparent for this series that candidates were far more likely to provide detailed responses to such questions than previously. As for previous series, it is suggested that candidates should read the questions so as to understand what is being asked of them. There were still many instances where candidates provided well written responses which simply did not address the question.

As with the 2018 series, it was hoped that this examination would, in addition to being an essential aspect of the WJEC award, provide good preparation for the acquisition of the CSCS card, and centres are advised that CSCS resources are good revision tools in preparing candidates for the WJEC examination. There was evidence that such advice had been taken on board for this series.

Comments on individual questions/sections

- Q.1** This question had a facility factor of 71.6 and as such was addressed well by many candidates. Overall, candidates demonstrated a good knowledge and understanding of the HSE and an ability to identify safety concerns on a construction site.
- Q.2** This question had a facility factor of 53.4 and was answered less well than anticipated. The question focused on the responsibility of workers under the Health and Safety at Work Act. Many candidates provided a commentary relating to repairing the disc cutter and failed to identify the need to report the issue and to prevent others from using the machine.
- Q.3** This question had a facility factor of 45.9 and as such was the most least accessible question on the paper. Having provide good responses to questions 1 and 2, the focus on legislation proved difficult. Many candidates gained one mark for HASAWA but few gained the second mark for additional legislation (eg COSHH).
- Q.4** This question had a facility factor of 70.3 and highlighted a good degree of knowledge and understanding of fire extinguishers and their correct use on specific types of fire.
- Q.5** This question had a facility factor of 47.8 and was one of the most challenging questions in the paper. Candidates tended to give overly brief answers and many failed to gain marks they could have and indeed should have gained.

A significant number of candidates used the generic statement 'wear the right PPE' for each situation given. This response did not generate marks as it is not adequately specific to the given situations.

- Q.6** This question had a facility factor of 48.8 and was one of the least well answered questions on the paper. Many candidates were able to correctly match the signs with the meanings. A far lesser number were able to gain both additional marks for the written text relating to the two signs depicted. Candidates seemed to be aware that one of the signs meant no unauthorised access, but many wrote 'Stop, No Entry' or simply 'No Access' – none of which gained a mark.
- Q.7** With a facility factor of 75.1, this question was the most accessible on the paper. This was surprising as it required candidates to consider the risks to children entering a construction site and the risks to the construction site itself. Candidates were also required to provide a suitable control measure to address a risk they had identified. The responses to this question highlighted good preparation by teachers in that candidates were able to apply their knowledge and understanding to a realistic scenario.
- Q.8** This question had a facility factor of 64.9 and was reasonably well answered by many candidates. This is a twenty mark question consisting of four photographs of construction sites. The identification of a hazard, the associated risks and suggestions for control measures which will minimise or remove these risks were well considered and communicated. As with question 5, candidates tended to give overly brief responses and a significant number failed to gain marks full number of marks they could have and should have. The question was slightly different in format to all previous series, in that there were no partially completed elements of a risk assessment form. This may have served to increase the general level of understanding as to the expectations of the question.

Summary of key points

Centres are advised to:

- place a greater emphasis on the teaching legislation and the role/powers of the HSE
- encourage candidates to provide extended responses to questions where appropriate
- develop the candidates knowledge of site signage
- carry on the excellent work developing their candidates ability to identify hazards, describe the associated risks and suggest potential control measures.

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UNIT 2 PRACTICAL CONSTRUCTION SKILLS

General Comments

The majority of candidate work sampled this series was of a good standard. Evidence of the practical skills was also generally of a good level. It was pleasing to note that a number of centres which had submitted work last year had clearly taken notice of moderation feedback and acted upon the advice provided.

There were still instances of centres awarding a distinction for the practical work, but failed to provide clear evidence to support this level of achievement. Centres need to be focused on the candidates gaining a high level of skill and producing work at a similarly high level if such achievement is to be realised. As has been noted previously, this can only be achieved if candidates are given sufficient time to be taught the skills and are encouraged to develop them over time.

It was more apparent this year than in previous years that the justification of grades awarded in relation to the evidence provided needs to be more detailed. A number of centres failed to provide a justification of why a particular grade was awarded – this should not be the case. Assessors should provide a justification for the award of a grade which demonstrates how the evidence meets the criterion.

As has been noted in previous years, it is essential that work for this unit is submitted by the deadline. Centres must check on this deadline prior to starting teaching – it will be noted in the general timetable information provided to all centres, along with other key dates.

Comments on individual questions/sections

The practical tasks need to follow either the model assignment tasks provided by WJEC or those as amended by the centre. There were still a number of centres this year which chose to set overly simplistic task requirements, the model assignment provides a guide to the level of expectation. Tasks which are too simplistic may not enable candidates to achieve a number of the criteria, especially for the higher grades. In order to gain a distinction for AC3.1 (Apply techniques in completion of construction tasks) this criterion needs to be met in full and should link to the candidates criteria for success, with the work being carried out independently. Centres should also ensure there is clear evidence of the candidates' self-evaluation of each practical skill (all three), prior to the work being submitted, as required by AC3.3 (Evaluate quality of construction task). It is essential that at least one photograph is provided of the final candidate work for each of the three skills chosen.

Centres are to be reminded that whilst we encourage adapted assignments, they should conform to the requirements as laid out within the assessor information in the model assignment, thereby ensuring all criteria are addressed.

It should also be pointed out that there is a requirement, where adaptations have been made to the model assignment, for the provision of evidence relating to a quality assurance process. This could be in the form of a note indicating that the adaptations were, for example agreed by the construction team of the centre and meet WJEC requirements.

Summary of key points

Centres are advised to:

- Focus on the development of practical skills
- Be aware of WJEC deadlines
- Justify assessment decisions made in the associated documentation
- Use the model assignment or adapt the model assignment by using the advice given

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UNIT 3 PLANNING CONSTRUCTION PROJECTS

General Comments

As has been noted in previous years, it is essential that work for this unit is submitted by the deadline. Centres must check on this deadline prior to starting teaching – it will be noted in the general timetable information provided to all centres, along with other key dates.

Comments on individual questions/sections

The model assignment for this unit contains three tasks which, if completed, should lead to all assessment criteria being addressed. It is hoped that where centres adapt the model assignment they ensure that any changes made do not impact upon the set tasks. These tasks are (in general terms); the completion of a budget, the consideration of three roles within a construction project and the creation of Gantt chart with notes. These tasks can be applied to an adapted scenario and it is anticipated that centres will provide the correct information and the appropriate level of demand by using the model assignment as a basis for any changed scenarios.

The majority of centres set assignments which clearly enabled the criteria to be met in full and were subsequently able to support all assessment decisions with appropriate commentaries and candidate work. As with the 2018 (and indeed 2017) series, some centres made changes to the model assignment which included changing the tasks, leading to little or no focus on the assessment criteria. The factors relating to AC2.3 (assess potential effect of factors on project success), are outlined within the specification. This criterion was again addressed poorly by some centres and needs to be clearly communicated in any adapted assessments provided. This caused a number of problems, especially for the more able candidates who were potentially unable to access the higher grades due to the shortcomings of the adapted tasks.

Summary of key points

Centres are advised to:

- Be aware of WJEC deadlines
- Use the model assignment or adapt the model assignment by using the advice given



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