EXAMINERS' REPORTS

LEVEL 1 / LEVEL 2 CONSTRUCTING THE BUILT ENVIRONMENT

SUMMER 2016
Grade boundary information for this subject is available on the WJEC public website at: https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 - Safety and Security in Construction</td>
<td>1</td>
</tr>
<tr>
<td>Unit 2 - Practical Construction Skills</td>
<td>3</td>
</tr>
<tr>
<td>Unit 3 - Planning Construction Projects</td>
<td>4</td>
</tr>
</tbody>
</table>
Overall candidates were able to attempt all questions, however, questions on security proved somewhat more difficult for many candidates with a tangible loss of marks. Questions on risk assessment and control measures also provided candidates with a greater than anticipated challenge with a similar loss of marks being evident.

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 equally, centres are advised that CSCS resources are a good revision tool in preparing candidates for the WJEC examination.

It would be wise in preparing for this examination to encourage candidates to provide a reasonable amount of detail in their responses. The examining team felt that a significant number of candidates failed to gain potential marks by providing overly short or limited answers. It is also suggested that candidates read the questions so as to understand what is being asked of them.

**Question 1** – This question required candidates to identify two types of fire that a water fire extinguisher could be used on. All candidates attempted the question with many gaining both marks.

**Question 2** – This question required candidates to identify two actions that would help maintain a safe and healthy working environment which has been impacted upon by heat being produced by a photocopier. Whilst many candidates gained both marks, a significant number selected choice B – which was to place a vent in a Fire Door.

**Question 3** – Candidates were asked to consider the security risks associated with a shed, used for an on-site store of construction tools and equipment. Part (a) asked them to comment on the security risks, whereas part (b) asked them to identify control measures that could minimise the risks. The majority of candidates attempted both (a) and (b) but many failed to gain all of the marks available. Many noted for (a) that the shed had a flimsy, internal door and lacked any bars on the window. (b) was less well answered with many candidates offering unlikely control measures rather than the more obvious responses of fitting bars to the window and a stronger door.

**Question 4** – This question asked candidates to consider the need to contact four different organisations or groups of people following an accident on a construction site. Eight marks were available for this question, but few candidates gained all eight. Many candidates seemed to provide information on a very generic basis ignoring the request to explain why contact should be made following an accident.
Question 5 – This question required candidates to identify three safety signs and describe their meaning. Six marks were available for this question which was reasonably well attempted by most candidates. A surprising number of candidates were not particularly familiar with the signs shown and lost marks accordingly.

Question 6 – This question provided candidates with a photograph of a worker operating on a site with little/no PPE. The question was in three parts, part (a) asked for recommendations for suitable PPE – this was generally well done. Part (b) asked candidates to describe the potential effects of not wearing the PPE and again this was generally well done, often, however, with overly brief descriptions. Part (c) was the least well completed with many candidates failing to provide the name of a piece of legislation that applied in this situation. The naming of e.g. HASAWA would have generated one mark.

Question 7 – This question required candidates to consider the security of information on devices used in the workplace. Many candidates were able to name and describe password protection, but few candidates provided full responses and gained the four marks available.

Question 8 – This question asked candidates to consider a given situation regarding possible hazardous waste. Part (a) required a naming of two pieces of legislation that might apply – a reasonable number suggested COSHH and HASAWA thereby gaining the two marks available. Part (b) was attempted by many candidates and a significant number were aware of the danger posed by the proximity of the waste to the air-conditioning unit inlet. Part (c) asked the candidates to name two groups of people who could be affected as a result of the situation. Many correctly noted the staff within the adjacent building as one group, with many variations being offered for the second group, including those given the task of rectifying matters. Marks were, in the main, lost as a result of overly short responses, even where candidates clearly had a good understanding of the question requirements.

Question 9 – This question focussed on risk assessment and carried the highest number of marks on the paper, with 20 being available. Four photographs of a construction site were provided, each featuring clear hazards. Very few candidates gained high marks, many lost marks by not answering the question. This was perhaps as a result of confusion over the meanings of the terms, hazard, risk, and control measure. Candidates performed better in aspects of the question where the risk assessment form had already been partially completed, but less well where they had to identify a hazard then comment on the associated risks and control measures. Many candidates suffered by providing overly short and limited responses. A number of candidates provided a commentary on hazards not present in the photographs provided, but, nevertheless, commented upon the associated risks and possible control measures, highlighting a possible inability to transfer knowledge and understanding gained in the classroom to new situations.
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.

Most of the controlled assessment work sampled was of a good standard, clearly identifying where the candidates met the set criteria. Practical work evidence was generally of a good level. Some centres, however, awarded distinction for the practical work, but failed to provide clear evidence to support this level of achievement. Centres need to be more 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. This can only be achieved if candidates are given sufficient time to be taught the skills and are encouraged to develop them over time. The practical tasks need to follow either the model assignment task provided by WJEC or those as amended by the centre. To gain a distinction for AC3.1 (Apply techniques in completion of construction tasks) the criterion needs to be met in full as noted by candidates in their planning – 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).

Centres are to be reminded that whilst we are very happy to receive 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. A significant number of centres used assessments obviously designed for other qualifications previously offered by the centre. There is no particular issue with scenarios being re-used, however, they need to be changed to reflect and meet WJEC unit criteria and the specification.

It should also be pointed out that there is a requirement, where adaptions 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 adaptions were, for example agreed by the construction team of the centre and meet WJEC requirements.
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.

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.

Some centres clearly met the criteria in full and were able to support all assessment decisions with appropriate commentaries and candidate work. Some centres however, made changes to the model assignment which included changing the tasks, leading to little or no focus on the assessment criteria. Where candidates should have been asked to consider three roles within the construction project in the scenario; not all centres did, rendering evidence very limited indeed. The factors relating to AC2.3 (assess potential effect of factors on project success), are outlined within the specification. However, this criterion was addressed in a very limited way by many centres and needs to be clearly stated in any adapted assessments provided.

As with unit 2, centres are to be reminded that whilst we are happy to receive adapted assignments, they should conform to the requirements as laid out within the assessor information section of the model assignment, thereby ensuring all criteria can be addressed. It should also be noted that where adaptations have been made, evidence confirming the quality assurance applied to the process of designing the adaptations should be submitted alongside the requested sample.