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.
UNIT 1 - SAFETY AND SECURITY IN CONSTRUCTION

Overall candidates were able to attempt all questions. Question 7 which focused on security (often poorly addressed in previous papers) proved straightforward with many candidates gaining maximum marks. Questions on risk assessment and control measures continued to provide candidates with a greater than anticipated challenge.

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.

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, as in previous series, 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 considered a worker carrying bricks inappropriately. Many candidates were able to identify the likely associated injuries and what could be used to carry the bricks, however, far less were able to gain full marks by citing the legislation which covered this situation.

Question 2 – This question focussed on fire and the first part of the question asked candidates to identify a given extinguisher, which a surprisingly high number were unable to do correctly. The next part of the question required the choice of a fire blanket, which again the majority of candidates failed to correctly identify and provide a reason for its choice.

Question 3 – The warning sign provided in this question generated many correct responses in terms of it being linked to Fire, however a significant number of candidates failed to gain the additional mark by stating the type of sign.

Question 4 – This question focused on a First Aid sign and was set out in three parts – part a. concerned the meaning of the sign, which many candidates correctly identified. Parts b. and c. (documentation required and what employees need to know), however, were not addressed well with many candidates failing to provide correct responses.

Question 5 – This question provided a photograph of a worker carrying out repairs in a live foul drain. Candidates were asked to identify three risks and then describe associated control measures for this situation. Many were able to provide correct answers regarding risks, but many failed to correctly describe the associated control measures.

Question 6 – This question provided two situations, one relating to working at height and the other laying drainage. The first part of the question focused on risks and the severity of those risks. This was frequently completed well with many candidates providing correct responses. The latter part of the question, however, which considered the potential courses of action by the HSE in these situations, was generally poorly answered. This highlighted a general lack of understanding of the powers and role of the HSE.
Question 7 – As noted in the opening paragraph, this question was well answered by the majority of candidates, who correctly identified measures to help prevent the theft of site vehicles.

Question 8 – This question focussed on risk assessment and carried the highest number of marks on the paper (20). Four photographs of a construction site were provided, each featuring hazards. Very few candidates gained particularly high marks and 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. This was a very similar situation to the final question of the 2016 paper. 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. As happened in 2016, 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.

UNIT 2 - PRACTICAL CONSTRUCTION SKILLS

As we noted last year, 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 clearly 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 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.
UNIT 3 - PLANNING CONSTRUCTION PROJECTS

As with unit 2, 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. As with the 2016 series, however, some centres 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 again 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 adaptions have been made, evidence confirming the quality assurance applied to the process of designing the adaptions should be submitted alongside the requested sample.