EXAMINERS' REPORTS

LEVEL 1 / LEVEL 2 AWARD IN CONSTRUCTING THE BUILT ENVIRONMENT

SUMMER 2018
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. As with 2017, Question 6 which focussed on security was reasonably well addressed by many candidates. It is apparent that candidates are now far better prepared for questions relating to the security of construction sites. Questions on risk assessment and control measures generated noticeably better responses than in previous series. Teachers are to be commended on their development of this aspect of the unit content. It has been noted for 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 in previous series. 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 2017 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 some evidence that such advice had been taken on board for this series.

**Question 1** – This question considered a worker carrying a bag of cement inappropriately. Many candidates were able to state the maximum load that can be carried is 25Kg and what the worker could do to reduce the risk of injury (use a mechanical device or have assistance). 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 in particular, materials and office furniture being stored inappropriately in an office, causing potential safety problems. This question proved to be the most accessible of the paper with many candidates successfully describing two problems and gaining full marks.

**Question 3** – This question also focussed on fire, but required candidates to identify risks and then suggest associated control measures. This question was reasonably completed by most candidates with the identification of risks being more straightforward than the suggestions for control measures.
Question 4 – This question focussed on the reporting of site accidents and was one of the most demanding questions on the paper. The question consisted of three parts (a, b and C) with part (a) requiring candidates to name two types of reportable accidents. This was addressed well by most candidates. Part (b) required candidates to name two regulations which cover reportable accidents. This was reasonably addressed by most candidates but many were only able to name one regulation and not two. Part (c) required candidates to state who reportable accidents need to be reported to by law. This was reasonably well done with many candidates providing acceptable responses, the most appropriate response being the Health and Safety Executive (HSE).

Question 5 – This question focused on signage and proved to be the most demanding question on the paper. Candidates were required to consider four site situations and suggest an appropriate sign, noting its type (including shape and colour) and give a reason for its choice. Many candidates failed to suggest an appropriate sign, most then struggled to correctly comment on the type (shape and colour) and provide a valid reason for its choice. Candidates seemed to be confused about the meaning and nature of Mandatory, Prohibition and Warning signs. This was an unexpected outcome as historically candidates have been well drilled in their knowledge of site signage.

Question 6 – This question focussed on site safety and security and featured a vehicle which had crashed through a site boundary wall. Whilst this aspect of the content is often seen as difficult, as has been noted above, candidates appeared to be better prepared than in previous series and their responses gained good marks as a direct result. Many candidates provided genuinely extended reasoning and correctly discussed the potential effects of not rebuilding the boundary wall immediately. A minority, however, were side-tracked focussing on the repairs they deemed necessary for the car and not the site.

Question 7 – 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. Unlike previous series, the majority of candidates addressed the question properly and gained marks for extended responses. There was far more understanding of the meaning of hazards, risks, and control measures. Candidates still 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. Less candidates suffered from providing overly short and limited responses as compared with previous series. Teachers are to be commended on this shift in approach and the resultant gaining of marks. There was clear evidence of the candidate’s ability to transfer knowledge and understanding gained in the classroom to new situations.
CONSTRUCTING THE BUILT ENVIRONMENT

Level 1 / Level 2

Summer 2018

UNI 2 PRACTICAL CONSTRUCTION SKILLS

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.

The majority of the controlled assessment work sampled was of a good standard, clearly identifying where the candidates met the criteria. Evidence of the practical skills 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. 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.

The practical tasks need to follow either the model assignment tasks provided by WJEC or those as amended by the centre. There were a significant number of centres this year which chose to set overly simplistic task requirements, the model assignment tasks provide a guide to the level of expectation. Tasks which are too simplistic may not enable candidates to achieve the criterion, 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).

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. This year there were a small number of centres which 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 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.
As was mentioned for unit 2, it is essential that candidate work for this unit is submitted by the deadline. Centres must check this date 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.

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 2017 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. 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.

As with unit 2, centres are to be reminded that whilst we encourage 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 adaptions should be submitted alongside the requested sample.