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# **EXAMINERS' REPORTS**

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**LEVEL 1 / LEVEL 2 AWARD IN  
PLANNING AND MAINTAINING 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?!=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.

<b>Unit</b>	<b>Page</b>
Unit 1 Adding Value to the Built Environment	1
Unit 2 Maintaining the Built Environment	2
Unit 3 Sustainable Built Environments	3

# PLANNING AND MAINTAINING THE BUILT ENVIRONMENT

Level 1 / Level 2

Summer 2018

## UNIT 1 ADDING VALUE TO THE BUILT ENVIRONMENT

### General comments

Overall the quality of the work submitted was very good, there were significant differences between centres in terms of their approaches and the resultant outcomes. Documentation was generally completed by all centres, however, as in previous years there were often omissions of essential requirements such as attendance records.

### Unit 1 - Adding Value to the Built Environment

There was a noticeable improvement over last year's submission. Centres are clearly using the past papers and exemplars to hone their candidates ability to address the higher grade criteria. Most candidates are using the Assessment Criteria (AC) headings to subdivide their work to good effect. However, many candidates are not using the specification sufficiently to then try and meet the specific points within that assessment criterion. As result, the higher grades could not be awarded in these cases. It is suggested that candidates are given the Assessment Criteria to refer to and be taught to cover them in any responses. Some centres had again not taken the advice to break up the exam into small 'chunks' to help the candidates, this is likely due to the centres timetabling. In some cases long sessions helped contribute to some very poor responses and grades.

Task 1, the description of the built environment was done well. Candidates successfully described the various elements to a good standard with few omissions. It should be noted that this task only went to Pass Level 2 and some of the candidates responses were quite lengthy and could have probably be marked to a Distinction level due to their detail, if that were a possibility. This may well be because the candidates allocated too much time for this task and were not considering the level to which tasks were being assessed.

Task 2, a description of how the built environment is used by its community. This was addressed better than last year but there were nevertheless many candidates who did not achieve Pass Level 2 due the omission of many of the user types given in the AC.

Task3 , how the built environment effects its community. Again an improvement from last year but still many parts of the ACs missing and many candidates not referring to the information in the appendices of the brief. The more able candidates wove aspects of the given information into their responses which added support and helped direct their responses. Candidates should be encouraged to refer to the appendices and use appropriately in their responses.

Task 4, assessing the effects of the development. Many parts of this task were missed by a significant number of candidates. They often seemed to latch on to one effect and explain it in detail. Again, reference to the AC content would make a huge difference to future responses.

Task 5, advantages and disadvantages of the development. This was completed extremely well by many candidates with full, detailed and well thought out responses. Some weaker candidates used a 'for' and 'against' table that enabled them to complete a reasonably full answer but this isn't recommended where candidates are capable of accessing the higher grades.

# PLANNING AND MAINTAINING THE BUILT ENVIRONMENT

Level 1 / Level 2

Summer 2018

## UNIT 2 MAINTAINING THE BUILT ENVIRONMENT

### General comments

Overall the quality of the work submitted was very good, there were significant differences between centres in terms of their approaches and the resultant outcomes. Some work for the controlled assignments arrived well after the deadline and it is clear that some of the work is being completed too late to the detriment of the candidates. Documentation was generally completed by all centres, however, as in previous years there were often omissions of essential requirements such as attendance records.

### Unit Assessment

Many centres are now reworking the model assessment to suit their centre and make the brief more engaging and appropriate to their learners. This is to be welcomed as it is likely to enhance levels of engagement.

Task 1, identifying defects. This was generally done well. A reliance on visual detection is understandable and mostly appropriate but the use of other, additional methods is highly recommended.

Task 2, identify causes of defects. In some cases this was done well, candidates were sometimes well versed in the main reasons why the defect had occurred. However, there were still a number of examples where the reasons for defects had been extracted from web sites and then listed in a generalised way rather than specifically to the actual scenario or environment that the centre had used.

Task 3, explain impacts of poor maintenance. Often generic in approach, but there were also good examples which highlighted centres holistic approaches and their reference to the assessment criteria and content.

Task 4, report writing. As was the case last year, this was often not completed well. It is intended that the assignment should be carefully adapted to give the candidates a clear goal (other than complete the repairs). It could be a report on the general condition of the building, building in the detection and effects, but should also include some recommendations to the stakeholders to help them with the upkeep of their property and budget.

Task 5, carry out maintenance activities. There were a few examples from centres which are still are doing only three activities, it is expected that five are completed. However, if the task is to repair for example, a hole in plaster, there were often two tasks evident in the filling and then painting of the patch – this would count as two repair tasks. It would assist if the minimum five tasks are clearly identified – even where certain tasks are linked to others. Some work was comprehensively documented photographically with the learner clearly doing the actual work.

# PLANNING AND MAINTAINING THE BUILT ENVIRONMENT

Level 1 / Level 2

Summer 2018

## UNIT 3 SUSTAINABLE BUILT ENVIRONMENTS

### General comments

Overall the quality of the work submitted was very good, there were significant differences between centres in terms of their approaches and the resultant outcomes. Some work for the controlled assignments arrived well after the deadline and it is clear that some of the work is being completed too late to the detriment of the candidates. Documentation was generally completed by all centres, however, as in previous years there were often omissions of essential requirements such as attendance records.

### Unit Assessment

As with the other units of this award, there are distinct improvements from last year in the way the unit was assessed and evidenced. There was less evidence of generic work extracted from websites and more progress in specific work aimed at a well chosen scenario, accessible to all the candidates. The model assignment has four main tasks that can be applied, preferably to a building or environment local to the centre and known by the candidates.

Tasks 1 and 2, produce a proposal for sustainable construction. This can be in the form of a discussion of the various options from knocking the focus building down and either rebuilding using a variety of methods or a to carry out a sensitive refurbishment. This where it can often become generic unless there is a clear focus on the scenario set. It is essential that centre staff look closely at the assessment criteria and generate an assignment which leads to sufficient coverage of all assessment criteria.

Task 3, describe how impacts can be minimised. Often there was only reference to noise and disruption rather than the full environmental impacts and again often little thought was given to the actual project. For example, although a refurbishment might not be as energy efficient as a new build, there would be less land fill and less raw material use. Referencing the ACs and the unit content.

Task 4, research the communities feelings. There were some examples of good work here, but in the main it was very limited and thereby restricted the candidates to gaining lower grade criteria. A full rational outlining why the questions asked of the community were used would be of great benefit. Conclusions are required as a part of this task, but they were not always presented sufficiently and clearly by centres.



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