EXAMINERS' REPORTS

LEVEL 1 / LEVEL 2 AWARD IN CONSTRUCTING THE BUILT ENVIRONMENT

SUMMER 2015
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>9810 - Constructing the Built Environment - Overview</td>
<td>1</td>
</tr>
<tr>
<td>9811 - Unit 1: Safety and Security in Construction</td>
<td>2</td>
</tr>
<tr>
<td>9812 - Unit 2: Practical Construction Skills</td>
<td>4</td>
</tr>
<tr>
<td>9813 - Unit 3: Planning Construction Projects</td>
<td>5</td>
</tr>
</tbody>
</table>
CONSTRUCTING THE BUILT ENVIRONMENT

Level 1 / Level 2 Award

Summer 2015

QUALIFICATION OVERVIEW

Principal Examiner: Steve Jones

This is the first year that the WJEC award in Constructing the Built Environment has been offered. Entries were made for all three units with a significant number of candidates cashing in the award. The majority of candidates, however, were entered for the Unit 1, Safety and Security in Construction examination only, with a view to completing the qualification next year.

The work across all units clearly demonstrated the fact that many candidates had been very well prepared. The assessment process, however, also highlighted a number of issues mainly relating to the controlled assessment units, where adapted assignments did not fully address the assessment criteria properly, and did not follow the guidance on accepted changes as outlined in the model assignments. Where assignments have been adapted there was also little evidence of Quality Assurance, as required by the specification.
CONSTRUCTING THE BUILT ENVIRONMENT

Level 1 / Level 2 Award

Summer 2015

9811 – UNIT 1: SAFETY AND SECURITY IN CONSTRUCTION

Principal Examiner:   Steve Jones

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.

Question 1 – This question required candidates to identify a fire extinguisher that was suitable for a particular type of fire and one which would not be suitable. All candidates attempted the question and the majority gained at least one mark. Fewer candidates gained a mark for part (b).

Question 2 – This question required candidates to identify a suitable control measure for a given situation and then expand upon their choice with a rationale. Many of the candidates gained a mark for part (a) even though a number were confused by the meaning of ‘control measure’ and selected an inappropriate answer. Where the right choice was made for 2 (a), some candidates gained the full two marks available for part (b) but the majority only managed to gain one of the marks available.

Question 3 – Candidates were asked to comment on suitable control measures for the protection of a construction site. The majority of candidates attempted the question but many failed to gain all of the marks available. This was primarily due to providing limited answers which named the control measure but failed to carry on and describe it.

Question 4 – This question was attempted by the majority of candidates but proved to be particularly demanding with very few candidates gaining the full six marks. Candidates were asked to state responsibilities of both employers and employees under the Health and Safety at Work Act. This question did not require any extended writing or evaluation but proved very difficult with many candidates confusing employers and employees and often making very general statements or even factually inaccurate statements.
Question 5 – This question required candidates to explain the potential security risks arising from a lightweight perimeter fence. Many candidates did reasonably well by correctly considering security risks including unauthorised access and genuinely explaining these risks. However, a significant number of candidates could have gained more marks had their responses been more detailed.

Question 6 – This question provided candidates with a set of site signs and a set of sign types and required them to match them. This was successfully completed by many candidates, however, a number were obviously unfamiliar with the signs under consideration. Part (b) of this question was, surprisingly, less well done, requiring candidates to explain the meaning of a given sign for mandatory footwear.

Question 7 – This question required candidates to complete a table of site operations and potential control measures. Many candidates lost marks by not being able to identify suitable control measures for each operation. Some candidates seemed to struggle, as with other questions, with the concept of a control measure, often confusing its meaning. Simply stating ‘PPE must be worn’ is not sufficient to gain any marks.

Question 8 – This question asked candidates to state three main powers of the HSE. This question was particularly badly addressed by many candidates who gave either inaccurate responses or no response at all. The power to close a site was the most frequently occurring correct response, but a general lack of knowledge was evident. Some candidates suggested that the HSE is responsible for the health on a site, and the safety on a site, neither of these being a power.

Question 9 – The question considered a worker operating at height and required candidates to identify a hazard and then describe two potential effects of this hazard. Many candidates were able to identify hazards; however, a minority were confused by the meaning of the term 'hazard'. Few candidates gained all three marks for this question, many lost marks by not providing a description or, where they had provided a description, it was not always of an effect.

Question 10 – This question focussed on risk assessment and carried the highest number of marks on the paper, with 20 being available. 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 significant number of candidates provided a commentary on hazards not present in the stimulus photographs, 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.
Most of the controlled assessment work sampled was of a very 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 and, tolerance fully met (as noted by candidates in their planning – criteria for success), with the work 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 assessment obviously designed for other qualifications previously offered by the centre. There is no particular issue with such 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, and meet WJEC requirements.
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 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), both internal and external, are outlined within the specification. However, this criterion was addressed in a very limited way by many centres and needs highlighting 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.