



EXAMINERS' REPORTS

**LEVEL 3 Diploma IN
PROFESIONAL CONSTRUCTION
PRACTICE**

SUMMER 2019

Grade boundary information for this subject is available on the WJEC public website at:
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Online Results Analysis

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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.

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PROFESSIONAL CONSTRUCTION PRACTICE

Level 3 Diploma

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CREATE THE BUILT ENVIRONMENT

General Comments

This was the first examination for unit 2: Create the Built Environment, of the Level 3 Diploma in Professional Construction Practice. Overall, many candidates were able to attempt all of the six questions on the paper.

It was apparent that despite this being a new examination many candidates attempted all of the questions, with some providing excellent responses. Teachers are to be commended on their approach to delivering the units taught content. All learners too, are commended for their attempts at this new examination.

Teachers are encouraged to collaborate with construction professionals who have attended the WJEC CPD sessions in readiness to aid schools and FE institutions in knowledge transfer of 'case study' type scenarios to help teachers and learners gain the current / relevant knowledge and understanding of the construction industry. Continuous 'upskilling' of teachers is strongly promoted to optimise the mutual opportunities that close links with the industry can provide.

Candidates should be encouraged 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 too short or limited answers. During the marking process it was observed that candidates should read the questions in order to understand what is being asked of them. There were instances where candidates provided inadequate written responses which simply did not address the question.

Comments on individual questions/sections

All questions on the paper were scenario based requiring realistic focused responses rather than generic ones. In many cases candidates capitalised on this and gave meaningful responses, some candidates, however, provided very generic responses which failed to meet the higher band requirements of the mark scheme.

- Q.1** This three-part question related to description of roles and responsibilities which many candidates completed successfully.
- Q.2** This question related to the methods and techniques available for the development of a visitor centre. As with question 1, many candidates successfully responded to this question.
- Q.3** This question focussed on project management and the evaluation of the tools and techniques that are available and when, who and how they can influence the scene of the scenario. Candidates tended to either demonstrate a thorough knowledge of the role or they struggled to find, and relay evaluated and adequate examples. This question was one of the least well attempted on the paper and centres may wish to consider the development of this aspect of the specification for future examination preparation.

- Q.4** This related to the common failure within the industry of controlling quality production. The scenario related to a concern from a member of the commercial team referencing time, cost, quality, poor workmanship and supply chain. As with responses to question 3 generally, candidates either demonstrated a thorough knowledge of quality control or they struggled to find and relay evaluated adequate examples. As with question 3, this question was one of the least well attempted on the paper and centres may wish to consider the development of this aspect of the specification for future examination preparation.
- Q.5** This four-part question related to the descriptive explanation/purpose of RAM's, temporary works, potential failures of temporary works and the HSE. Most candidates demonstrated an adequate knowledge of RAM's (part a). Many candidate's responses were successful for (part b & c) by demonstrating they were fully aware of the meaning of the term 'temporary works' and the implications of potential failures. Most candidates understood who the HSE are and clearly grasped what powers they possess. All teachers and candidates are to be commended for their approach on this aspect of the specification which was particularly well done within the examination.
- Q.6** This question focussed on a broad and elemental approach to the application of potentially suitable, advantageous, and cost-effective design solutions of a familiar and commonly used 'design and build approach'. Many candidates found this difficult to capitalise upon despite the broad appeal of this industry wide concept. The higher scoring candidates gave simply examples of the advantages of this approach and the positive nature and nuances relating to the same. This was the least well answered question on the paper and perhaps highlights a need to focus on the development of this aspect of the specification for future examination preparation.

Summary of key points

- Generally speaking, candidates did very well on this new paper. Candidate performance on questions 3, 4 and 6 was not as good as for other questions and would suggest a particular teaching focus in these areas for future examination preparation. Centres are advised to contact the WJEC in order to access teacher support from industry professionals.



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