

GCE Examiners' Report

Built Environment
GCE
Summer 2025

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Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitted specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.</p> <p>For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	For unitted specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Executive Summary

Unit 1 Examination

The Unit 1 examination was deemed to be of a similar level of demand to the previous series and featured AO1, AO2 and AO3 questions. Whilst Q3 highlighted a general lack of knowledge regarding job roles, the majority of candidates were able to demonstrate a degree of subject knowledge. As was also noted in 2024, some candidates provided overly generic responses to AO2 questions and lost marks through this lack of application. Some questions were misinterpreted such as Q5. Q8 which, related to procurement, may also have been misinterpreted or poorly answered due to a lack of knowledge.

In addition to teaching the unit content, centres are advised to carry out examination 'walk through' exercises and provide an explanation of command verbs with a view to ensuring candidates do not lose marks because of an unfamiliarity with the nature and requirements of examination questions.

Unit 2 NEA

For this unit, candidates undertake a practical project for which a building design is produced in response to a contextualised brief set by WJEC. The brief for this series describes a proposal for a new apartment building. Specifically, the brief required the adaptation of a standard apartment layout used to provide 4 units per floor, to provide two penthouse apartments on the upper storey of the new building. The brief includes details of the site selected for the development and lists requirements for external areas, including parking provision and landscaping. The brief includes location and site plans, images of the views available from the site and other images of existing neighbouring buildings.

The assessment of the project is divided into five strands.

Strand **(a)**. Candidates who performed well on this strand successfully identified the most relevant factors including planning considerations, prominence of the site, building regulations, means of access and orientation. Whilst most candidates addressed the relevant factors, less successful candidates provided a more generic generalised response.

Strand **(b)**. For this strand, candidates should focus on developing the given outline brief to identify details that will assist in the design of the project. The development of an accommodation schedule for the new upper storey apartments, specifying room types, sizes, and relationships helped the most successful candidates to appreciate the scale of the units involved and identify the potential to provide external terraced spaces in addition to more extensive internal accommodation.

Strand **(c)**. Most candidates produced design plans that covered the main elements required. The most successful candidates included relevant details, such as initial furniture layouts for internal rooms and external spaces, presenting their ideas to a standard suitable for discussion with stakeholders. Less successful candidates retained a two-bedroom design.

Strand **(d)**. The 2D base models were generally clear and well presented. Many of the 3D versions of the model would have benefitted from further developed use of the rendering capabilities of the software.

Strand (e). As in the previous series, most candidates included reasonable outline material specifications for the construction work. The specifications presented by the more successful candidates benefitted graphic content that illustrated ideas for the building's structure and, in some instances, selected details of adaptations to suit the penthouse apartments.

Teachers are advised to encourage candidates to focus on the strands and the requirements of each. Candidates are advised to avoid generic approaches, provide a detailed accommodation schedule, present design plans to a level suitable for stakeholder discussion, exploit the rendering functionality of the 3D software and provide graphic content that illustrate ideas for the building structure.

Unit 3 Examination

It was noted that key words and terminology tended to be basic with a significant number of candidate responses being below those anticipated. Many candidates also found the depth of knowledge required to answer questions challenging and although they had attempted some of the questions, they were unable to answer in sufficient depth to access higher marks.

AO2 and AO3 questions posed problems for many candidates, although for Q7, the application of numeracy was undertaken reasonably well. Q8 and Q9 saw a significant number of candidates providing inappropriate responses by misinterpreting the questions. Most candidates attempted the paper.

The advice to teachers is to carry out examination walk through exercises in order to improve their ability to respond to AO2 and AO3 questions. Learners should be reminded at every opportunity of the need to read examination questions fully and provide appropriate responses. Learners are also advised to gain a greater depth of knowledge of the unit content and to improve their technical vocabulary.

Unit 4 NEA

This unit is offered as two pathways – Building Surveying (A) and Land Surveying (B). All candidates for this series chose Pathway A.

The pathway A task (specification based) relates to the surveying of a building in Wales and a proposal of how the building could be developed. All candidates chose a property in Wales, undertook a building survey of the property, produced proposals for how the building could be developed and how the project could be managed.

It is anticipated that the candidates will carry out the survey in person and not only check the condition of the building but note dimensions through measurement. It would be beneficial if photographs are also taken by candidates. If photographs are provided by the centre, then it would be appropriate for these to be offered as a 'pack' from which candidates could select. This is preferable to all candidates being provided with the same set of images. A significant number of candidates did carry out the survey and provide proposals as envisaged. More successful candidates considered and noted the issues associated with the proposals and provided supporting detailed drawings.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02922 404 259

Email: Construction@wjec.co.uk

Qualification webpage: [AS/A Level Built Environment | WJEC](#)

See other useful contacts here: [Useful Contacts | WJEC](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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