

# City & Guilds Level 2 Principal Learning in Construction and the Built Environment (2764-02) - Summer 2015

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# Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
	Employer engagement	4
	Assignment setting	4
	Providing evidence for moderation	4
	The use of marking grids provided by City & Guilds	5
	The submission of witness testimonies, consultation sheets and candidate reviews	5
	Additional note	6
<b>2</b>	<b>Units</b>	<b>7</b>
<b>Unit 201</b>	<b>Design the built environment: the design process</b>	<b>8</b>
<b>Unit 202</b>	<b>Design the built environment: materials and structures</b>	<b>9</b>
<b>Unit 203</b>	<b>Design the built environment: applying design principles</b>	<b>10</b>
<b>Unit 204</b>	<b>Create the built environment: structures</b>	<b>11</b>
<b>Unit 205</b>	<b>Create the built environment: using tools</b>	<b>12</b>
<b>Unit 206</b>	<b>Value and use of the built environment: communities</b>	<b>13</b>
<b>Unit 207</b>	<b>Value and use of the built environment: facilities management (dated entry question paper)</b>	<b>14</b>

# 1 Introduction

This document has been prepared by the Principal Moderator and Principal Examiner to be used as a tool to enhance teaching and assessment. It is advised that this document be referred to when preparing to teach each unit and then again when preparing for assessment.

## Employer engagement

It is pleasing to see that employer engagement remains an important element of the successful delivery of the Principal Learning qualification. It should be incorporated in all assignment work if possible.

## Assignment setting

In general the externally set sample assessment materials were used to assess candidates. When modifying assignments centres should be aware of the importance of the sector relevant context and give the candidate fair access to all assessment criteria within the unit. Any modifications should be checked and agreed by the moderator. Advice on assignment setting can be sought from the Moderator or Subject Manager at City & Guilds.

## Providing evidence for moderation

Only original work should be submitted to the moderator. Centres should refer to the JCQ Instructions for Conducting Controlled Assessments.

When video evidence is submitted a transcript should also be present as this further authenticates the work. The transcript is an essential method of identifying candidates and checking how the assessment criteria were met.

If units of work have been combined this evidence must show in **each** unit.

Care should be taken to ensure that work shows the candidate name and number along with the centre number when being sent to either the moderator or City & Guilds. An assignment brief should be presented along with the work.

Candidate Record Forms (CRF) should accompany all candidate evidence submitted. Important details should include signatures, marks and candidate enrolment numbers. The marks on CRFs should correspond to the marking grids and submission forms.

It should be noted that the submission of work is often just a sample. However, a request for the work of the full cohort may be needed if problems arise during moderation. Therefore, all work should be ready and available during the moderation period (April / May).

Assessed work should be kept securely in the centre and available to the moderator throughout the whole moderation period. **This work should stay in the centre until 31 October of the submission year.** Marks should not be submitted if work is not assessed, standardised and ready for sampling.

### **The use of marking grids provided by City & Guilds**

The assessment criteria provided in the specification require a candidate's assignment to be assessed using a 'best-fit' approach. This is difficult when the candidate has performed well in one area and less well in several others, or vice versa. City & Guilds has created a set of marking grids which interpret the assessment criteria in such a way that candidates can be given marks in a more structured way.

Assessment grids are a great help in the moderation process to allow for assessors to justify how marks have been awarded, and it is recommended that this is done so that both internal and external moderation can take place effectively. When justification comments are not produced by the assessor, it can be difficult for the moderator to validate the decision. Annotations on the candidates' work may replace this and be more useful as comments can be too generic to obtain a description of why marks have been awarded. Advice from the moderator should be sought if in any doubt about this process.

### **The submission of witness testimonies, consultation sheets and candidate reviews**

Each unit has an assessment guidance page which sets out the requirements of the task setting, duration and demand. Careful consideration of the 'forms of evidence' should be taken as some omissions (for example, student reviews of their practical work; witness testimonies) may delay appropriate awarding of grades. Additionally, photographic evidence for the 'practical outcomes' should always be included to ensure candidates work can be validated.

Centres can produce witness testimonies to show how the candidates had responded to the criteria. It is recommended that witness testimonies are written by a specialist observer, ie the assessor, since they have the expertise to make a judgment as to the sufficiency of the performance. Centres are recommended to avoid repeating the assessment criteria which can create an insufficient description of what was carried out.

### **Additional note**

It is recommended that only evidence generated in the controlled time should be presented for moderation. Class notes, activities from employer visits, price lists, promotional leaflets from manufacturers and centre documents that have not been completed should not be included.

Formative assessments are not a requirement of this specification and although seen as good practice in some instances, proof of this is not needed. Where formative assessments are used, evidence of these does not need to be sent to the moderator.

To ensure fairness and equity to all, care should be taken to ensure that assignment timings are adhered to and that additional class work is not submitted as assessed material.

## 2 Units

### Summary of units

<b>Unit</b>	<b>Title</b>
201	Design the built environment: the design process
202	Design the built environment: materials and structures
203	Design the built environment: applying design principles
204	Create the built environment: structures
205	Create the built environment: using tools
206	Value and use of the built environment: communities
207	Value and use of the built environment: facilities management (dated entry question paper)

## **Unit 201**

## **Design the built environment: the design process**

The small cohort of candidates attempting this unit limits the conclusions that may be drawn from the data. Overall the spread of marks show limited evidence but reflects a distribution consistent with a larger cohort.

To access higher marks candidates are required to identify the services of water, gas and electricity in detail from the assessment criteria topic. However, if primary services such as utilities, telecommunication and drainage utilities are not fully identified or described by candidates, this may prevent access to higher marks.

Centres are advised to ensure they produce assignment briefs that are structured in such a way that candidates are less likely to digress from the tasks set or include irrelevant material.

Successful candidates produced a presentation which recorded the processes used and the testing, results and decisions made by the candidate. There were good responses to this unit. There was a considerable amount of work produced by most candidates for the evidence requirements. Marks were awarded for a written summary of the use of sustainable materials on the design process, as well as examining common structural forms and building elements.

It is clear that the candidates were supported and well prepared to meet the challenges of the unit specification to achieve at a level appropriate to their abilities.

Support for centre moderated awards can be with witness testimonies from the centres – as explained in the guidance notes.

Testing construction materials requires only simple tests that can be easily followed and understood by the candidate. Centres are advised not to overcomplicate the testing of construction materials with too much emphasis on the processes involved, including detailed class notes where the candidate shows little or no understanding of the appropriateness of the test and therefore cannot interpret the results correctly.

It greatly helps the external moderation process when the centres include assessment grids that show how the marks have been awarded during centre moderation.

Candidates produced work to meet the evidence requirements for this unit within the time allocated to complete the tasks. Candidates produced well-drawn complex structures; however, a more in-depth understanding of design principles using a comprehensive range of principles, within a team approach, will allow access to higher marks.

Successful candidates produced work that met the requirements outlined in the specification and awarded marks with reference to the assessment grid. Internal moderation can support the award of marks with the use of witness testimonies, where appropriate, of work completed by an individual when a team approach is used for a particular task.

Whilst imagination and creativity is encouraged, centres are advised to avoid overcomplicated CAD/ hand drawings of structures that may lead to problems in the construction of the chosen building. 'Buildability' must be clearly understood by the learner to ensure a design solution can be reached. Feedback from fellow learners and delivery staff in the early design stages can help address any potential problems. Evidence through the use of a witness testimony of teamwork taking place **must** also be included.

Successful candidates produced work that met the requirements outlined in the specification and were awarded marks with reference to technical information used to support knowledge and understanding of the assignment. This was achieved by valuable visits to see modern and traditional construction methods and techniques in practice. This is recommended as best practice. The inclusion of annotated images to explore off-site and on-site construction techniques demonstrated knowledge and understanding of different structures.

The moderation process is greatly helped when it is clearly demonstrated how marks are awarded with reference to the assessment grid.

## Unit 205

## Create the built environment: using tools

Unit 205 is traditionally well received by staff and candidates. Marks awarded for the unit would have been higher if more time was available for hand tool skills development.

The assignment brief and specification suggest an assignment structure which would allow candidates to meet the evidence requirements. It is important candidates are shown this in order that they understand how and where marks are awarded.

Whilst most photographic evidence was provided with supporting annotation addressing the candidates' good working practice, and the general progress of the skill development process, reference to tolerances and detailed evaluative quality control records were only briefly addressed.

Correct identification of tools and equipment is evident to carry out specific craft tasks, for example, bricklaying and painting and decorating. It is important to include all the correct personal protective equipment (PPE) to carry out practical tasks, complete witness testimonies upon completion of tasks and clearly state the tolerances the candidate has achieved when performing craft tasks.

Career opportunities would benefit from **guest speakers** who work in the industry. They could be invited to centres, and candidates could interview them to find out what they enjoy about their work and how they prepared for it.

It is clear that tutors and candidates have fully understood what is required in terms of evidence for this unit. Traditionally, this is the last assignment completed, and there is a risk that the time dedicated to it may be unnecessarily compacted with some sections of the assessment criteria not addressed.

The range of evidence included for sustainable communities is underpinned by the appropriateness of suitable images. However, tutors are reminded to ensure the candidates give credit to the source from where they were obtained.

Higher marks could be awarded if candidates described the following in more depth:

- the use of locally sourced materials for maintenance
- the use of materials from sustainable sources
- the use of energy saving replacement fittings
- the minimisation and recycling of maintenance and operational waste
- the increased expenditure on higher specification materials to promote longer life spans
- how feedback to the design team could improve future projects with regard to their maintenance.

Career opportunities in the housing and property sector would benefit from **guest speakers** who work in the industry.

## Unit 207

# Value and use of the built environment: facilities management (dated entry question paper)

### Question 1

A very well answered question where the vast majority of candidates scored full marks, correctly identifying that a bricklayer or stonemason would carry out repointing work after storm damage.

### Question 2

All candidates could describe at least one example of how IT could benefit a facilities management company with the vast majority identifying at least two examples. The most popular answers were in relation to increased responsiveness, ordering materials more effectively and monitoring of costs.

### Question 3

A very well answered question with the majority of candidates scoring two or more marks. The most popular answers were in relation to cost savings and speed improvements, benefiting the users of the facility.

### Question 4

All candidates scored at least one mark. The most popular answers were in relation to improving health and safety and security for users of the facility and increased morale of the staff who work at the complex.

### Question 5

In Question 5a, the majority of candidates could not state the purpose of a preservation order in connection with an ancient building. There were a wide range of incorrect answers, some identifying that the order is to help modernise the ancient building. It appears candidates were unsure of the meaning of the word 'preservation'.

Question 5b was answered much better with all candidates scoring at least one mark.

### Question 6

Only a minority of candidates were able to identify all three building services that require on-going maintenance. It appears most candidates were unsure of the term 'building services' in relation to construction and the built environment. Some candidates incorrectly identified building services as crafts such as plumbing, electrical and gas.

**Question 7**

A very well answered question, all candidates could identify the correct craftsman as a carpenter or joiner and identify two parts of the building's structure or fabric which would require maintenance work by the carpenter or joiner.

**Question 8**

Most candidates scored maximum marks. Where the question was incorrectly answered candidates identified hard facilities management job roles rather than soft.

**Question 9**

A well answered question with the vast majority of candidates scoring at least one mark. The most popular correct answers were in relation to general cost savings and the speed of response in carrying out repairs before they become too costly.

**Question 10**

A well answered question, however only a small minority of candidates scored full marks. Most candidates identified that a regular and planned schedule of repairs reduces the need for expensive emergency call outs, but there was a range of incorrect answers with some candidates only providing one answer.

**Question 11**

A very well answered question with the vast majority of candidates scoring full marks and with no candidates scoring no marks. Candidates provided good in-depth answers and could clearly identify the issues that could be caused by the lead flashings coming away from the wall. The most popular answers were that it could cause dampness and water damage to walls and ceilings.

**Question 12**

The vast majority of candidates scored one mark for this question but most failed to score full marks. This was due to most candidates providing a financial benefit when the question clearly stated 'other than financial'.

**Question 13**

Very few candidates scored full marks due to providing soft facilities management services rather than hard services.

**Question 14**

Only a small minority of candidates scored full marks for this question. When answered well candidates discussed engaging specialists with expert knowledge and competition, bringing down costs of the work required. Some candidates only provided one answer to the question.

**Question 15**

A well answered question with the majority of candidates scoring at least one mark. Candidates sometimes failed to understand the advantages of a company providing a full facilities management service.

**Question 16**

A very well answered question, the vast majority of candidates identified groundskeeper or caretaker as the correct answer.

**Question 17**

A high proportion of candidates failed to score any marks for this question and provided incorrect answers such as simply 'manager' or identifying an operational job role rather than management. Correct answers identified included Facilities Manager, Maintenance Manager and Catering Manager.

**Question 18**

Candidates responded well to this question and identified 'security' as the correct answer.

**Question 19**

All candidates correctly identified the craftsperson in the image provided.

**Question 20**

A very well answered question with all candidates scoring at least two marks. Candidates demonstrated a good understanding of the roles of construction craftspeople and the duties they carry out.

**Question 21**

In Question 21a the vast majority of candidates correctly identified COSHH as being the legislation that covers the storage and use of dangerous substances.

However most candidates struggled with Question 21b and could not correctly describe the role of the Health and Safety Executive.

## Useful contacts

### UK learners

#### General qualification information

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F: +44 (0)20 7294 2413

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### International awards

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