

# Level 1 / Level 2 Examiners' Report

## Construction and the Built Environment Level 1/2 Vocational Award January 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 component.

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.<sup>1</sup>

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	Eduqas 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.	<a href="https://www.eduqas.co.uk/home/professional-learning/">https://www.eduqas.co.uk/home/professional-learning/</a>
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.	<a href="#">Portal by WJEC</a> or on the Eduqas subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised 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 component level.</p> <p>For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.</p>	<p>For unitised specifications click here:</p> <p><a href="#">Results and Grade Boundaries and PRS (eduqas.co.uk)</a></p>

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<sup>1</sup> 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	Eduqas 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.	<a href="#">Portal by WJEC</a>
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.	<a href="https://resources.eduqas.co.uk/">https://resources.eduqas.co.uk/</a>
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.	<a href="#">Portal by WJEC</a> or on the Eduqas 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.	<a href="#">Become an Examiner   Eduqas</a>

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## **Executive Summary**

### **Unit 1**

The Winter 2025 examination featured questions on trades, employment and careers, built environment life cycle, types of building and structure, preservation of natural environments and habitats, sustainability, construction methods and health and safety.

The paper covered the full range of assessment objectives with AO1, AO2 and AO3 questions being set. Whilst most candidates attempted all questions, there are a number of observations that can be made regarding how candidates performed. A significant number of candidates gave overly brief answers which limited their ability to access all of the marks available.

AO2 based questions require application, however, many candidates provided quite generic rather than applied responses with an inevitable loss of potential marks. It was also noted that many candidates provided responses which simply did not answer the questions posed.

Whilst the lack of detail in responses may have been as a result of simply not answering the question as anticipated, it is likely that a number of candidates lacked knowledge and understanding of the specification content.

Centres are advised to consider the following areas for improvement:

- Use past papers to encourage and guide candidates to provide responses which meet the requirements of the questions in terms of the command verb, relevance and an appropriate level of detail.
- It is advised that centres develop candidates extended writing skills for AO3 questions.
- Candidates would benefit from a general improvement in their knowledge and understanding of the specified content.

### **Unit 2**

There were no entries for this unit in January 2025.

### **Unit 3**

This unit is internally assessed with coverage of all three assessment objectives, the main emphasis being AO2.

The 2025 assessment features the creation of a guest room which is the basis for all nine skill areas. Candidates were required to demonstrate three skill areas and chose one of the examples provided for each of these skills (where multiples were offered).

The majority of candidate work sampled in this series was of a good standard, demonstrating a high level of finish and detail. There were, however, instances where centres awarded high marks for practical work without providing supporting evidence or appropriate justification.

The main areas for improvement are:

- Candidates should present calculations based on the Candidate Pack provided.
- Success criteria should be personal, detailed and measurable where possible.
- Evaluations must reference success criteria and should reflect the full requirements of this task.
- Tasks should not be adapted or have their scale reduced.
- Centres should ensure candidates only carry out tasks specified in the Indicative Scope of the example skill area chosen.

Areas for improvement	Classroom resources	Brief description of resource
Unit 1	Level 1/2 Vocational Award in Construction and the Built Environment.  Course companion.  Past papers and mark schemes	<a href="#">COURSE COMPANION</a>  A WJEC produced book which includes unit 1 content coverage.  <a href="#">Portal by WJEC</a>
Unit 3	Level 1/2 Vocational Award in Construction and the Built Environment.  Course companion.	<a href="#">COURSE COMPANION</a>  A WJEC produced book which includes unit 3 content coverage

# LEVEL 1/2 VOCATIONAL AWARD IN CONSTRUCTION AND THE BUILT ENVIRONMENT

Level 1 / Level 2

January 2025

## Unit 1: Introduction to the Built Environment

### Overview of the Component

The examination covered various areas including trades, employment and careers, built environment life cycle, types of building and structure, preservation of natural environments and habitats, sustainability, construction methods and health and safety.

The following observations can be made: a notable portion of candidates missed out on potential marks by submitting responses that were overly brief or lacked depth. A large number of candidates lacked the application of correct terminology in their responses.

Additionally, candidates are strongly advised to thoroughly read the questions to fully comprehend the expectations. There were some instances where candidates crafted well-written responses that unfortunately did not directly address the specific question posed.

These points underscore the importance of clarity, precision, and comprehensive engagement with the examination questions to maximise potential achievement.

### Comments on individual questions/sections

Question 1 was reasonably well answered by some candidates, but elements did pose a challenge for a number of candidates.

- Q.1**
- (a)** Candidates were asked to describe two responsibilities of a site manager. Some candidates were able to partially describe at least one responsibility, but most candidates failed to expand on their answers and therefore were unable to obtain the second mark available.
  - (b)** Candidates were asked to identify two other managerial or professional roles involved in the design and construction of a project. Most candidates provided at least one appropriate role.
  - (c)** Candidates were asked to describe one responsibility associated with each of the roles identified in (b). Most candidates provided at least one responsibility, but most candidates failed to expand on their answers and therefore were unable to obtain the second mark available.

Question 2 was reasonably well answered by some candidates, but elements did pose a challenge for most.

- Q.2 (a)** This question required candidates to list four elements of a low-rise building. Almost all candidates were not able to identify more than two applicable elements and incorrectly focused on general elements that lacked correct terminology (walls, second/third floors).
- (b)** This question required candidates to identify three functions of an external wall. Most candidates were able to identify at least one appropriate function.

Question 3 was reasonably well answered by candidates, but did pose a challenge for some.

- Q.3** Candidates were asked to describe how three raw materials are processed to make common building materials. Some candidates provided at least one partial description for one or more raw material, but most candidates failed to expand on their answers and therefore were unable to obtain the second mark available for each. Candidates often did not identify what the raw materials could be processed into and instead focused on the method of extraction, which is not the real focus of the question.

Question 4 was reasonably well answered by most candidates, but elements did pose a challenge for some.

- Q.4** Candidates were asked to suggest benefits that could be considered in order to reduce the risk of a project, involving the building of a new fast train line and station, being turned down at the planning stage. Most candidates were able to suggest at least two valid benefits and provide sufficient detail in order to gain second marks. Some candidates focused on the logistics of the build itself, rather than the overall benefits of this type of project, which would indicate a misreading of the question.

Question 5 was one of the more accessible questions for most candidates, but did pose a challenge for some.

- Q.5** Candidates were given three building types and asked to describe two characteristics and identify an example of a building associated within the type. Most candidates were able to provide at least two or more valid characteristics and building examples. Some candidates clearly did not have sufficient knowledge of the building types and provided generic characteristics and incorrect building examples that were not sufficient to gain any marks.

Question 6 (a) presented a challenge to a number of candidates, (b) was reasonably well answered by most candidates.

- Q.6 (a)** Candidates were asked to suggest three approaches to undertaking a construction project that could be taken to preserve the natural environment and habitats. Some candidates were able to suggest at least one valid approach, but most provided incorrect responses or did not provide sufficient detail to gain additional marks.
- (b)** Candidates were asked to identify two health and safety risks that may occur if a site is not secured. Most candidates were able to identify at least one valid health and safety risk, some candidates incorrectly focused on security risks.



Question 7 in part, presented a challenge to most candidates.

- Q.7**
- (a)** The question required candidates to name two materials that are often used to fabricate portal frames. Most candidates were able to name at least one suitable material.
  - (b)** The question required candidates to complete the portal frame diagram by labelling the four identified components. Most candidates were unable to identify any component correctly.  
  
Most answers contained incorrect terminology.
  - (c)** The question required candidates to describe two features of portal frame construction. A few candidates were able to describe at least one feature but most either provided incorrect answers or described benefits and not features as required.
  - (d)** The question required candidates to describe one benefit of portal frame construction. A few candidates were able to describe a benefit in limited depth but most either provided incorrect answers or described features and not benefits as required.

Question 8 was reasonably well answered by most candidates, but elements did pose a challenge for some.

- Q.8** Candidates were asked to describe how three construction materials can be salvaged and reused or recycled. Most candidates were able to describe at least two materials could ever be salvaged and reused or recycled. Some candidates failed to provide sufficient detail as to how exactly they could be reused or recycled and instead used general statements.

Question 9 in part, presented a challenge to most candidates.

- Q.9** Candidates were asked to explain how two trades could be used when refurbishing an historic building. Most candidates provided responses that indicated that they lacked understanding of the exact skillset of either trade, or, more importantly, how they are able to maintain the historic nature of a building. Responses were overly general and listed skills that did not apply to the context of the question.

Question 10 was reasonably well answered by some candidates, but elements did pose a challenge for many.

- Q.10** The question required candidates to evaluate the risks arising from the three hazards listed and the associated control measures that should be used to prevent injury to construction workers. Some candidates were able to provide evaluations in a good level of detail and provided conclusive judgements along with suggesting appropriate control measures. Many lacked specific detail and either did not provide sufficient detail when evaluating the risks or identified incorrect risks and ineffective control measures.

Centres are advised to:

- Encourage candidates to provide extended responses to questions where appropriate.
- Place a greater emphasis on the teaching of responsibilities associated with various construction roles
- Place a greater emphasis on the teaching of the characteristics of low-rise buildings and the components associated with a buildings sub and superstructure.
- Continue to develop the candidate's ability to describe how raw materials are processed into common building materials.
- Place a greater emphasis on the teaching of approaches to preserve the natural environment and habitats on a building project
- Place a greater emphasis on the teaching of the characteristics of various building types and associated structures
- Place a greater emphasis on the teaching of the materials required, key components, features and benefits of different building structures
- Place a greater emphasis on the teaching of activities and skills associated with traditional trades
- Develop candidates extended writing skills and highlight the importance of providing clear comparisons and conclusions.

# LEVEL 1/2 VOCATIONAL AWARD IN CONSTRUCTION AND THE BUILT ENVIRONMENT

Level 1 / Level 2

January 2025

## UNIT 3: CONSTRUCTING THE BUILT ENVIRONMENT

### Overview of the Component

The majority of candidate work sampled in this series was of a good standard, demonstrating generally proficient practical skills with a high level of finish and detail.

However, there were some instances where centres awarded high marks for practical work without providing clear evidence to support these evaluations. Centres must ensure that candidates achieve a high level of skill and produce work of a correspondingly high standard. This can be accomplished by allocating sufficient time for instruction and fostering the gradual development of these skills.

It was pleasing to see that a majority of candidates presented success criteria that contained measurable elements such as tolerances and timescales. There were still some instances in which centres were still not encouraging candidates to complete their own individualised success criteria and that many of these did not contain measurables such as tolerance.

It is noted that several centres have clearly acted on previous moderator observations and are now collating and presenting work in a clear and organised manner, across no more than five documents.

### Comments on individual questions/sections

#### Practical Tasks

Practical tasks should align with the indicative scope for each chosen skill as outlined in the candidate brief. While some flexibility is allowed, especially when material and resource availability is a factor, there must be no deviation from the descriptions set for Task 1. Failure to adhere to this requirement will negatively impact future submissions.

#### Task 1

To achieve higher marks in Task 1, candidates must clearly demonstrate how they calculated quantities based on the specified scale and area. This involves providing detailed, step-by-step calculations that show how measurements were derived from the plans and applied to the project. These calculations cannot and should not be based on the cost of individual items required for the practical task.

Greater emphasis should be placed on the application of valid and detailed success criteria to accurately evaluate practical work. These criteria should focus on measurable elements, such as tolerance, precision, and adherence to design specifications, rather than broad, general statements.

Success criteria should be specific, actionable, and tailored to each candidate's work, allowing for a clear assessment of their performance. Timescales should be realistic, individually identified, and include contingency times.

Candidates should clearly define these success criteria themselves, ensuring they understand and aim for these benchmarks. Centres cannot and should not provide generic success criteria that do not account for individual project variations.

### **Task 3(a)**

This section was generally well covered. However, it is important that task sequencing uses realistic timescales measured in minutes and hours, not days or weeks. PPE and tools should be relevant to each task.

### **Task 3(b)**

While generally well covered, it is crucial that centres provide detailed observation documentation, clearly referencing the methods candidates used to ensure safe task execution.

It is essential to provide at least one photograph of the final candidate work for each skill undertaken, and any photographs presented should be clear and in colour. Photographs taken throughout the practical process greatly assist the moderation process and is recommended practice.

### **Task 3(c)**

In some instances, this section was poorly evidenced. Candidates should clearly identify the different materials used in each task and describe in detail how they can be reused or recycled. Responses should be thorough and well-supported to merit higher marks. To reach the higher marking bands, candidates should provide specific examples of material reuse or recycling.

Candidates should clearly identify and document each material used, including its type, properties, and typical applications. They should then explain the potential for each material to be reused in future projects or recycled into new products. This includes discussing:

By offering specific, detailed, and well-supported examples, candidates can demonstrate a comprehensive understanding of material management and sustainability, thereby achieving higher marks in this section.

### **Task 4**

Centres should ensure clear and detailed evidence of candidates' self-evaluation for each practical skill. These evaluations must reference the success criteria identified by the candidate and take the form of extended writing rather than bullet-point lists. To obtain the higher mark band for this task candidates should also evaluate their completed work against the needs of the end user.

## Summary of Key Points

### Centres are strongly advised to:

- Ensure candidates present calculations based on the scale/area that have been outlined rather than present general costs of items that might be used.
- Ensure candidates provide their own tailored success criteria which is used to accurately evaluate practical work, focusing on measurable elements, such as tolerance, rather than broad statements wherever possible.
- Not provide general success criteria for candidates.
- Place more emphasis on detailed and measurable success criteria which is clearly referred to in the evaluation of practical tasks undertaken.
- Ensure that candidates are evaluating their task against the needs of the end user.
- Adhere to the practical tasks outlined in the specification and do not adapt or reduce scale of tasks.
- Focus on the development of practical skills.
- Ensure candidates identify exactly how materials used in each task can be recycled or re-used, rather than provide generic statements on these considerations.
- Justify assessment decisions made in the associated documentation.
- Ensure that work uploaded contains no more than 5 files (Preferably PDF format) and that each file is named appropriately and clearly indicates the content of that file.
- Be aware of and strictly adhere to EDUQAS deadlines.

## 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: 029 2240 4259

Email: [construction@eduqas.co.uk](mailto:construction@eduqas.co.uk)

Qualification webpage: [Level 1/2 Vocational Award in Construction and the Built Environment](#)

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

### 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.eduqas.co.uk/home/professional-learning/>

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We support our education communities by providing trusted qualifications and specialist support, to allow our students the opportunity to reach their full potential.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)