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Examiners' Report

January 2010

Construction CB307
Value and Use of the Built Environment: Protecting and Maintaining

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General Comments

Many learners re-wrote the majority of the question as the start to their answer, generally resulting in a response that contained an identification only, which did not attract any marks.

Question 1

The majority of learners provided two appropriate methods of reducing the impact of buildings, mainly focussing on the use of renewable energy and the use of sustainable materials. Many responses identified appropriate methods but failed to provide a description and therefore the response did not attract any marks.

Question 2

This question was generally poorly answered with few learners providing any correct procedures for asset management. Some learners correctly identified aspects of maintenance management but did not provide a description of the procedures involved.

Question 3

Learners were generally not aware of the stages involved in carrying out repairs. The majority of responses focussed on health and safety issues and employment of a contractor to carry out the work. Some learners correctly identified two stages but did not provide an adequate description.

Question 4

The majority of learners provided two appropriate transport strategies mainly related to bus lanes, cycle paths and congestion charges. However many descriptions tended to be basic and did not provide adequate information. Some learners identified appropriate strategies but did not provide a description and therefore the response did not attract any marks.

Question 5

Responses tended to focus on sustainability benefits, including protecting the local environment rather than on planned maintenance benefits to the stakeholder. Some learners correctly identified appropriate benefits but descriptions were basic and lacking in appropriate information.

Question 6

This question was poorly answered with many learners not providing a response. Responses tended to identify aspects of maintenance with either no description or a basic description of correct strategies.

Question 7

The question was generally well answered with the majority of learners correctly identifying additional insulation, double glazed windows and improved heating boilers as energy saving methods suitable to the scenario. Some learners focussed on savings linked to sustainability in terms of emissions, and some described methods not particularly suited to the scenario, for example straw-bale construction.

Question 8

This question was poorly answered with many learners not providing a response. Some learners focussed on sustainability issues not directly related to a specific material, and some provided identification only with no description or evaluation.

Question 9

The paper was designed to ramp in difficulty as the questions progressed with the response for Q9 requiring description and analysis, however descriptions were generally weak and no analysis was provided. Learners were generally not aware of the requirement of the Building Regulations with regard to Part L of the approved documents, and many responses focussed on sustainability in terms of reducing emissions. Some learners identified relevant requirements but the response was general and not focussed on the scenario.

Statistics

Level 3 Unit 7 Value and Use of the Built Environment: Protecting and Maintaining

Grade	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	60	51	45	39	33	27	21
Points score	14	12	10	8	6	4	2

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the Mark Scheme or Marking Grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.