

Examiners' Report June 2010

Principal Learning

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

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Principal Examiner's Report

Principal Learning - Construction and the Built Environment

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

Question 1

The majority of learners correctly described two of the four required activities undertaken as part of the cyclical maintenance programme. The correct responses were mainly focussed on carrying out inspections, external cleaning and internal redecoration. Some learners correctly identified appropriate activities but failed to provide a description, which did not attract any marks, also many descriptions were basic and unclear limiting the marks awarded. A few learners incorrectly provided responses focussed on reactive maintenance or sustainable materials rather than cyclical maintenance activities.

Question 2

The majority of learners correctly described two of the four required benefits of using biomass fuel. The correct responses were mainly focussed on their sustainability, lack of emissions and reduction of the use of fossil fuels. Some learners correctly identified appropriate benefits but failed to develop their answers into a clear description limiting the marks awarded. A few learners provided incorrect responses describing general benefits of renewable energy rather than focusing on biomass fuel.

Question 3

The question was well answered by some learners who provided good clear descriptions focussed on the need to reduce reactive maintenance, to keep the building in good condition and to reduce disruption to the building users. However the majority of learners clearly identified appropriate aims, but did not provide an adequate description so gained marks for a simple description only. A few learners confused planned maintenance with reactive maintenance and provided incorrect responses for all four aims.

Question 4

The question was generally well answered with learners providing descriptions of at least two of the three appropriate methods of reducing waste water. The correct responses were mainly focussed on infra-red detectors on taps, water-efficient appliances and use of grey water for flushing toilets. Some learners correctly identified appropriate activities but failed to provide a description, which did not attract any marks. Also many descriptions were basic and not clear limiting the marks awarded. A few learners incorrectly provided responses focussed on the use of green roofs and rainwater harvesting as suitable methods.

Question 5

The majority of learners provided a basic description of the factors to be considered during consultation with the client. Answers were mainly focussed on the time or cost of the planned maintenance work; however the descriptions were basic and lacking in detail limiting the marks awarded. Many learners did not provide any response to the question and some only provided identification and therefore were not awarded any marks.

Question 6

Candidate responses generally focussed on The Building Regulations in terms of increased wall and roof insulation, and on the Disability Discrimination Act in terms of improved facilities. Many learners provided three examples from the same Acts or Regulations and many provided appropriate examples without naming the statutory Acts or Regulations. Some learners correctly identified appropriate impacts but failed to develop their answers into a clear description, limiting the marks awarded.

Question 7

The majority of learners were able to identify appropriate ways that in which the built assets can meet the Local Authority aims, including being suitable for the purpose, being in good condition and using sustainable principles. However few learners provided an adequate description and very few provided any analysis required to achieve high marks. Also many responses generally did not relate to the Built Asset Register and tended to be general construction related responses.

Question 8

The majority of learners were able to provide a basic description for two appropriate methods of reducing energy demand, including high efficiency boilers, low energy lighting and increased insulation. However few provided a detailed description and very few provided any evaluation required to achieve high marks. Also many responses generally did not relate to the question scenario and tended to be general construction related responses.

Question 9

Some learners were able to identify appropriate features including energy costs, maintenance and construction costs. However, very few provided any discussion required to achieve high marks. Also many responses generally did not relate to the Local Authority's Built Asset Register and tended to be general construction related responses.

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.

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