

Examiners' Report

January 2010

Principal Learning

Construction CB304
Create the Built Environment: Health, Safety and
Environmental Influences

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Contents

1. Level 3 Unit 4 Report	1
2. Statistics	3

Principal Examiners' Report

Principal Learning - Construction and the Built Environment

Level 3 Unit 4 - Create the Built Environment: Health, Safety and Environmental Influences

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. Learners often confused the terms 'construction project' and 'construction process' resulting in an incorrect focus for their response.

Question 1

The majority of learners provided two appropriate methods of reducing waste materials during the construction process, mainly focussing on avoiding cutting and fixing errors and avoiding over ordering. Many identified appropriate methods but failed to provide a description. Some learners mistakenly focussed on general household waste and recycling rather than on the construction process, and a minority incorrectly described methods of reducing energy for a building.

Question 2

Learners were generally not aware of the specific duties of the Health and Safety Co-ordinator under the Construction (Design and management) Regulations. The majority of responses focussed on the duties of an employer under the Health and Safety at Work etc Act, with regards to providing personal protective equipment (PPE), safe equipment and risk assessments. Some responses described requirements of other regulations, specifically working at height related.

Question 3

Learners generally provided only one description of an appropriate health issue, with responses mainly focussed on respiratory problems related to working with either asbestos or dust. Many provided an answer related to safety, for example injuries resulting from falls from height or electricity, rather than on specific health issues. Some learners identified correct health issues however they failed to provide a description and therefore the response did not attract any marks.

Question 4

The question was generally well answered with the majority of learners correctly identifying portable generators and bottled gas as a suitable form of temporary energy. Some learners misread the question and identified greywater as being a suitable form of energy.

Question 5

(a) The majority of learners correctly identified appropriate environmental benefits of using photovoltaic's; including the lack of CO₂ emissions and greenhouse gasses,

however few provided an adequate description. Many focussed their answer on benefits related to the construction process rather than a construction project.

(b) The majority of learners correctly identified saving in electricity charges as a benefit, however few provided a description. Many also incorrectly identified high installation costs as a benefit.

Question 6

The majority of learners described hazards on-site or accident scenarios, for example falls from height resulting in injury or fatality; however few associated the accident with the human factors. Some learners correctly identified appropriate factors but did not provide a description.

Question 7

Learners were able to identify appropriate types of energy; however the description tended to be basic and lacked detail. The majority focussed their answer on methods related to the construction on-site process rather than a construction project.

Question 8

(a) This question was poorly answered with few learners providing a correct explanation of the term prohibition notice. The majority of learners confused the term with a health and safety prohibition sign and subsequently provided an incorrect response.

(b) The majority of responses described the use of different types of safety signs, including 'no smoking' and 'no entry'. Few learners provided appropriate responses related to serious or imminent risk, or the issue of the notice by the Health and Safety Executive (HSE) inspector.

Question 9

The paper was designed to ramp in difficulty as the questions progressed with the response for Q9 requiring description and evaluation. The majority of learners were able to identify appropriate sustainable principles, mainly including the use of local materials and recycling of materials, however few provided an adequate description and very few provided any evaluation of the principles. Also the responses generally did not relate to the petrol filling station scenario and tended to be general construction related responses.

Question 10

The majority of the learners provided poorly structured reports with no introduction or conclusion and with a main content consisting of brief descriptions or lists of unrelated or incorrect procedures, not related to the scenario. The question was poorly answered with many responses providing examples of specific on-site hazards without any focus on appropriate risk assessment procedures.

Statistics

Level 3 Unit 4 Create the Built Environment: Health, Safety and Environmental Influences

Grade	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	60	50	44	38	32	26	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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