



May 2025

# Chief Examiner Report – Level 2

Design, Engineer, Construct



# Introduction

This report covers TQUK's Level 2 Certificate in Design Engineer Construct! The Digital Built Environment. It is designed to help centres understand the overall learner performance in the exam. For each question, there is a brief feedback of learner responses.

The June 2025 exam series addressed both Level 2 and 3 qualifications. This was an opportunity to re-sit the exam taken in the January series

It has been very encouraging to see so many centres positively embracing the examination aspect of the qualifications across Level 2, to allow their learners to demonstrate their knowledge across the assessment criteria.

The Level 2 exam paper comprised of 10 questions, with no changes to the structure from previous years. In addition, the exam was accompanied with a resource document.

# Administration

All centres are praised for submitting all exam scripts and associated evidence promptly to support the assessment process. There were no delays in the submission or the exam scripts.

# Resource document

It was evident learners were able to positively engage with all aspects of the scenario and brief content with differing outcomes. It is apparent centres have prepared their learners using previous examinations and the associated resource documentation.

# Learner engagement

Positive learner engagement was demonstrated with a high majority of learners attempting all questions. This demonstrated learner confidence and also evidenced the centres' ability to address the whole of the specification, rather than focusing less attention on certain areas due to a lack of subject specific knowledge. This had been apparent in previous exams. Both learners and teachers are praised for their continual development and improvement.

Highlights at Level 2 - learners demonstrated clear knowledge and understanding when answering questions regarding energy efficiency and climate impact. This was also evident when questions were linked to the resource document as seen in the recorded scores.

## Learner performance

Learners should be familiar with the full range of content from the specification and should be able to apply the application of these concepts in different scenarios. In addition, the ability to recognise the demands of a question is also important. Learners should understand the different responses required for different command words. For example, identify, explain, discuss and evaluate.

At Level 2 the grade boundaries remained stable, evidencing a consistency in the challenge of the exam paper. Grade boundaries for A\* & B remained the same. For grade C, there was a reduction by one mark and an increase of one mark for grade A. Learner performance improved at A\*, A and B, with a very slight reduction at grade C. (This comparison is drawn against May 2024 exam outcomes).

## Areas to work on

With all subject content there is a need to be aware of specific technical language. To access further merit, learners are encouraged to demonstrate their understanding of the technical language to access all the marks available. Understanding the technical language is the key to successfully responding to the question posed. Furthermore, learners should be careful not to give more responses than requested. This happens rarely, but in a scenario where a learner is asked for two responses but offers three or more, only the first two responses are assessed. Further responses, even if correct will not be awarded any marks as the question explicitly asked for a specific number of answers. For example, 'State two properties of...'.

## Conclusion

Overall, the paper provided questions that presented learners the opportunities to demonstrate their knowledge across the qualification specification via a range of different context-based questions. The paper offered a range of differentiated questions and a full range of marks were observed.

# Commentary on individual questions

**Question 1** was aimed to assess the understanding of inclusive design, the benefits of Building Research Establishment Environmental Assessment Method (BREEAM) and the 'right to light'. Subject Content Coverage 1.3.3

Learners were required to show their understanding of inclusive design linked to the scenario, the benefits of BREEAM and finally an understanding of the term 'right to light'.

Learner performance - Most learners were able to explain what inclusive design is and identify two inclusive features linked to the scenario. In addition, most learners were able to achieve 1 to 2 marks to state the benefits of BREEAM. Conversely, under a third were able to describe the meaning of 'right to light'.

**Question 2** was aimed to assess the understanding of communication and budgetary issues. Subject Content Coverage 3.1.1

Learners were required to describe how effective communication between the construction team members and the client can prevent mistakes from being made, and issues that can cause a project to go over budget.

Learner performance – Two thirds of learners were able to describe how effective communication between the construction team members and the client can prevent mistakes from being made securing over half marks. Similarly, the same pattern in learner performance was evident when addressing issues that can cause a project to go over budget.

**Question 3** was aimed to assess the understanding of job roles. Subject Content Coverage 3.1.3

Learners were required to identify specialist job roles regarding the financial planning of a project, who advises on operational and maintenance needs, and who designs and integrates systems, such as solar panels or geothermal heating.

Learner performance – Most learners were able to produce the correct answer for the first part of question 3. However, under half of the learners were able to identify a specialist for operational and maintenance needs and a specialist who designs and integrates systems with a sustainable energy focus. Many learners did not record a response.

**Question 4** was aimed to assess the understanding of procurement. Subject Content Coverage 2.1.4

Learners were required to describe procurement options that will have a positive environmental, social and economic impact.

Learner performance – Most learners were able to access half marks across the question. Many learners addressed sustainability without making the association to procurement, but were able to identify positive social and economic impacts of procurement.

**Question 5** was aimed to assess the understanding of optimising performance of a building project and issues during the build stage. Subject Content Coverage 4.1.1 & 4.2.1

Learners were required to state a benefit of optimising performance of a project, then identify technologies which optimise energy performance appropriate to the scenario. Finally, identify potential issues at the build stage of the project.

Learner performance – A high percentage of learners achieved full marks for this question. Knowledge of building performance, and specifically in relation to energy was evident. In addition, potential issues at the build stage were answered well.

**Question 6** was aimed to assess the understanding of costings based on the scenario. Subject Content Coverage 1.1.3

Learners were required to calculate the total build, the internal fit out and then the total including additional costs. Formula was included within the question to support the learners.

Learner performance – A very high percentage of learners achieved full marks for the first two parts of this question. In the final part of the question, the majority of learners achieved half marks, with over one third achieving full marks. Learners displayed a positive engagement with this question demonstrating an ability to access and apply data from the resource document. Alternative methods were rewarded with marks where applicable.

**Question 7** was aimed to assess the understanding of lighting requirements, CDM plans and sustainable and energy-efficient strategies. Subject Content Coverage 2.2.3, 2.3.4 & 2.3.2

Learners were required to calculate the lumens needed for the function room and the number of lamps required. The formula was included within the question to support the learners. In addition, learners were required to identify purposes of a Construction, Design and Management Plan and sustainable and energy-efficient strategies which can be included to mitigate climate change.

Learner performance – A very high percentage of learners achieved full marks, in the first half of the question addressing the lumens and required bulbs. Regarding the second half of the question, the majority of learners achieved half to full marks when identifying the purpose of a Construction, Design and Management Plan. Over one third achieved full marks when evaluating sustainable and energy-efficient strategies to mitigate climate change. Some learners struggled to evaluate their suggested strategy to access all marks.

**Question 8** was aimed to assess the understanding of a feasibility study and building regulations. Subject Content Coverage 3.2.2 & 3.2.3

Learners were required to demonstrate their knowledge of investigations undertaken to complete a feasibility study, and to identify how a project can demonstrate compliance with building regulations.

Learner performance – Two thirds of learners gained 2 marks or more for the first part of question 8. However, some learners struggled with their understanding of a feasibility study as in a previous question and achieve one mark or lower. In the second part of the question, there was an even spread of achievement across the marks available. Most learner responses successfully addressed health and safety.

**Question 9** was aimed to assess the understanding of an organogram.

Learners were required to define and provide examples of how an organogram can benefit a construction project. Subject Content Coverage 1.4.2

Learner performance – The majority of learners successfully answered the first part of this question to define the term “organogram”. For the second part, just under half the learners achieved half marks or above. Many learners only provided two examples of how an organogram can benefit a project.

**Question 10** was aimed to assess the understanding of the importance of feedback, then aesthetics and sensory experiences. Subject Content Coverage 1.4.2 & 4.2.3.

Learners were required to explain the importance of feedback during and upon completion of the project, and for future projects. In addition, learners were required to define and provide examples of aesthetics and sensory experiences.

Learner performance – A very high percentage of learners achieved full marks for the first two parts of this question addressing the importance of feedback. In the final part of the question, the majority of learners achieved half marks, with over one third achieving full marks.