

T Level Technical Qualification in Onsite Construction

Exam guide

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1. Introduction

This exam guide for the T Level Technical Qualification in Onsite Construction core exams (Paper 1 and Paper 2) provides general tips for candidates taking these assessments, along with examples of different types of questions that will appear. Example candidate responses have also been provided along with examiner commentary and further hints and tips. The example candidate responses should not be considered as the only or best way to answer the question, their aim is to support transparency of the expectations when candidates are responding to different types of questions.

Marks, as indicated by “(1)”, highlighted in yellow have been added to show where marks have been awarded to support transparency of marking, they were not part of the candidate’s response.

2. General Tips

- Spelling, Punctuation and Grammar (SPaG) are not assessed within the core exam, no marks are awarded or deducted based on this. Examiners will make a judgement in relation to phonetic spelling to determine if the candidate has the required knowledge and/or understanding and where there is credit will award the mark(s).
- Handwriting quality, it is key that the candidates provide responses which are legible. Examination papers are scanned and marked onscreen therefore it is critical that candidates respond to questions using a ball-point pen and ensure their writing is legible. A recommendation would be to use block capitals if handwriting is poor.
- It is key candidates understand the paper is split into two sections (Section A and Section B) and they understand the type of questions they will find in each part of the paper. This can help them with time management ensuring they leave sufficient time to respond to the Extended Response Questions within Section B.
- The order of the paper is modelled in a way so that it gradually increases in level of difficulty. The paper starts with Section A with questions assessing knowledge, before moving onto understanding, then application. Section B then assesses application, analysis and evaluation.
- It is important that candidates carefully read and understand the question, reading it through twice if needed.

3. AO1a – Demonstrate Knowledge

What this assessment objective means

Recall or recognition of specific elements of knowledge which must be committed to long term memory in order to underpin success in the role.

All Assessment Objectives require the ability to recall knowledge. AO1a) refers to instances where the candidate is simply required to demonstrate basic recall. In the exam, this helps to give confidence in sufficiency of coverage of the content, and recognises that not all knowledge requires further understanding eg terminology, number facts etc.

A candidate can

- name or recognise technical terms, principles theories, based on a description/use or vice versa
- distinguish between correct and incorrect definitions/descriptions
- correctly use terminology/terms
- locate a part on a diagram.

This is assessed within the examination by

Simple questions that require knowledge that could be learned by rote (facts) no requirement to go beyond recall and statement of fact:

- Labelling a diagram with names/locations
- Definitions, facts, recall of purpose of something
- Description of physical appearance of something

3.1. Question and Mark Scheme

Q4	Name the two classifications of negotiation outcome in the construction industry, where:							
	a. each party reaches a conclusion that is negative.		(1 mark)					
	b. one party can only gain if another party loses something.		(1 mark)					
	Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO				
	One mark each for the two parts of the question. a. lose-lose (1 mark) b. distributive approach OR win-lose (1 mark)	Any acceptable synonyms or similar phrasing.	2	9.8 AO1a				
KO ref	9 Relationship management in construction							
	<p data-bbox="199 875 544 904">9.8 Negotiation techniques</p> <p data-bbox="199 954 288 983">Range:</p> <p data-bbox="199 987 1150 1043">Negotiation techniques - Distributive negotiation or Win-Lose approach, lose-lose approach, compromise approach, integrative negotiation or win-win approach.</p> <table border="1" data-bbox="199 1093 1385 1272"> <tr> <td data-bbox="199 1093 1262 1128">What do learners need to learn?</td> <td data-bbox="1262 1093 1385 1128">Skills</td> </tr> <tr> <td data-bbox="199 1151 1262 1240">Methods of negotiation and how they are used within the construction industry (acquiring land, obtaining planning permission, awarding contracts, negotiating change orders, time extensions and resolving disputes).</td> <td data-bbox="1262 1151 1385 1240">EC6</td> </tr> </table>				What do learners need to learn?	Skills	Methods of negotiation and how they are used within the construction industry (acquiring land, obtaining planning permission, awarding contracts, negotiating change orders, time extensions and resolving disputes).	EC6
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Methods of negotiation and how they are used within the construction industry (acquiring land, obtaining planning permission, awarding contracts, negotiating change orders, time extensions and resolving disputes).	EC6							

3.2. Candidate Responses

Example 1 (Marks 1, 1)

- a) *Lose lose*
- b) *Win lose*

Candidate recalls the correct terminology as outlined in the mark scheme. Marks are achieved for both parts.

Example 2 (Marks 0, 1)

- a) *Disagreement*
- b) *Win lose*

Candidate is unable to recall the appropriate term for part a of the question, however, is able to recall the term for part B therefore achieves 1 of the available 2 marks.

3.3. Examiner Hints and Tips

- Often candidates struggle to achieve marks in relation to AO1a as they don't have the breadth of knowledge across the syllabus. Candidates may either leave the question blank or will recall an incorrect fact, acronym or name.
- When asked to recall legislation or regulations, examiners will accept industry recognised abbreviations and acronyms, as shown in the marking scheme.
- Examiners will also accept alternative answers, if acceptable. For example, terms that are sometimes used on a construction site.
- Where a candidate does not know the answer, or is unsure, they should be advised to leave these questions and come back to them once they've completed the rest of the paper.

4. AO1b – Demonstrate Understanding

What this assessment objective means

The ability to explain principles and concepts beyond recall of definitions in order to be able to transfer these principles and concepts between contexts. Candidates have built connections between related pieces of knowledge.

AO1b) focuses on the ability of the candidates to show understanding by summarising or explaining concepts in their own words, exemplifying or comparing and making inferences in general terms that show eg cause and effect.

A candidate can

- explain a concept in their own words
- explain what it means in practice
- give relevant examples
- say what the impact/implication may be in general terms

This is assessed within the examination by

Straightforward questions requiring demonstration, beyond recall, of understanding about something. Response is in general terms, or a concrete exemplification.

- Why is..
- What does ... mean?
- Explain the use of...
- Explanation of how something works
- Explanation of the benefits/weaknesses of...

4.1. Question and Mark Scheme

Q 5	Explain the benefits of carrying out a site survey to an existing building that requires replacement components, with regard to the ordering of materials before renovations begin. (6 marks)			
	Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO
	<p>Explanation of the benefits around the following:</p> <p>Accurate site measurements allow: confirmation/adjustments of correct type (1 mark) and quantity (1 mark) of materials to be ordered and checks carried out in regard to lead-in times/availability (1 mark)</p> <p>Correct sized products that fit (1 mark) and ease of access for delivery (1 mark)</p> <p>This allows for accurate costing (1 mark) less waste/costly mistakes (1 mark) and avoids potential hazards related to incorrect ordering (1 mark)</p> <p>Storage facilities/ areas of goods (1 mark)</p> <p>Professional approach/good company image (1 mark)</p>	<p>If a candidate gives a list of answers with no details, a maximum of 3 marks can be awarded.</p> <p>If the candidate gives explanations, a maximum of 6 marks can be given.</p> <p>Any other acceptable answer.</p>	6	6.1 AO1b
KO ref	6 Measurement principles			
	<p>6.1 Accurate and appropriate measurement</p> <p>What do learners need to learn?</p> <p>The benefits of accurate measurements to contractors, the client/customer, to profitability and project success, including accuracy in site/location/areas measurements to accurately calculate material quantities, which in turn enable accurate costing of construction projects, (including use of job, batch, activity, life cycle and other types of costing techniques depending on the project) and the implications of not having accurate measurements – in terms of costs, time, and safety.</p>			<p>Skills</p> <p>CSC MC1 MC9</p>

4.2. Candidate Responses

Example 1 (5 marks)

Carrying out the site survey allows for more efficient ordering of materials. Materials can be ordered based on functionality and whether they can be delivered and fit on site. Without a survey, materials could be ordered that don't fit on site. This will mean money is spent on materials that can't be used. The survey means that materials can be ordered and delivered without any problems.

Examiner Commentary on application of mark

Marks were awarded as follows:

The candidate mentions “efficiency”, then goes on to explain that items ordered need to be “functional”, if they “can be delivered” (availability) and will “fit”, which will “waste” money.

Candidate provided an explanation which applied to most of the points made so 5 marks awarded (a simple bullet list would have scored a maximum of 3 marks).

Example 2 (3 marks)

A site survey gives an idea of what is wrong and what isn't. It will also determine the exact amount of materials needed helping to save some money, as won't be much waste. Helps in the long run as you won't find any new problems everything will have been replaced already.

Examiner Commentary on application of mark scheme

Marks were awarded as follows:

The candidate mentions the “amount” of materials needed, “saving money”) and “avoiding waste”.

The candidate seems to miss the point of the question slightly, but did pick up 3 marks.

4.3. Examiner Hints and Tips

- In questions such as this, candidates should take the approach of stating the benefit, then expanding on why this is helpful/important in the context of the question posed.
- Using this model and understanding of the mark scheme candidates can understand how many benefits they may be expected to give. In this example by giving 3 benefits and explaining the impact they have the candidate can achieve the full 6 marks.
- Candidates must ensure they have also considered the context given within the question. Candidates will only achieve marks when they identify benefits relevant to the context

given. Likewise, their consideration of impact must be applicable to the context of the question.

- By just listing out benefits with no further explanation, candidates will not be able to achieve full marks as they have not demonstrated they understand the impact this benefit has.

5. AO2 – Apply Knowledge and Understanding to Different Situations and Contexts

What this assessment objective means

Using and applying knowledge and understanding, of processes, procedures, generalisations principles and theories to specified, concrete situations. AO2 is about being able to take the understanding of generalities (AO1b) and apply them to specific novel situations. It is more granular than the more extended synthesis/creation that may respond to an analysis (AO3a) of a more holistic complex situation/brief.

A candidate can

- differentiate relevant from irrelevant information in a given, new situation,
- select appropriate procedures/principles from memory and
- implement these procedures and principles appropriately for the given situation.

This is assessed within the examination by

Given a clear, straightforward/narrow situation, the question requires selection and application of relevant principles and procedures in a way that is specific to the situation (rather than in general terms).

- What is the best approach to... in this situation?
- Explain the process/ procedure to take when...
- What are the implications of ...(specific rather than general situation)

5.1. Question and Mark Scheme (Maths)

Q 8	<p>Calculate the volume of concrete required to pour a pile foundation measuring 600 mm in diameter with a depth of 8 m.</p> <p>Show all workings and provide the answer to 2 decimal places.</p> <p style="text-align: right;">(5 marks)</p>																	
	Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO														
	<p>Concrete pile foundations are cylindrical therefore requiring the formula height x pi x radius² (1 mark)</p> <p>0.6 diameter/2 to obtain radius 0.3 (1 mark)</p> <p>0.3 x 0.3 is 0.09 (1 mark)</p> <p>0.09 x pi 3.14 is 0.2826 (1 mark)</p> <p>0.2826 x 8 is 2.26</p> <p>Answer: 2.26 m³ to 2 decimal places (1 mark)</p>	<p>If only answer given with no workings shown, a maximum of 3 marks can be awarded.</p> <p>Award max. 4 marks if answer is NOT given in unit/ m³</p> <p>Some candidates will have been taught 3.142 or 3.14 so accept either for pi.</p>	5	7.2 (MC2) AO2														
KO ref	<p>7 Building technology principles</p>																	
	<p>MC2 – Estimating, calculating and error spotting</p> <p>7.2 Forms of construction</p> <p>Range: Forms - substructure, superstructure, infrastructure, internal/external walls, external work.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #fce4d6;">What do learners need to learn?</th> <th style="background-color: #cccccc;">Skills</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fce4d6;">Current forms of construction and their use and suitability for both built environment and civil engineering structures.</td> <td style="background-color: #cccccc;">EC1 EC2 EC4 EC6</td> </tr> <tr> <td style="background-color: #fce4d6;">Substructures: types of foundations, basements, retainer wall</td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td style="background-color: #fce4d6;">Superstructure: roofs, walls, floors, windows, doors and frames</td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td style="background-color: #fce4d6;">Infrastructure: roads, sewage systems, railways, bridges</td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td style="background-color: #fce4d6;">Internal/external walls: cavity, solid, infill, stud, openings vertical and horizontal damp proof, weather tight, preventing water ingress and allowing for egress (weep holes)</td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td style="background-color: #fce4d6;">External work: paving, boundaries, drainage, parking, (finished surfaces, sub-base materials)</td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>				What do learners need to learn?	Skills	Current forms of construction and their use and suitability for both built environment and civil engineering structures.	EC1 EC2 EC4 EC6	Substructures: types of foundations, basements, retainer wall		Superstructure: roofs, walls, floors, windows, doors and frames		Infrastructure: roads, sewage systems, railways, bridges		Internal/external walls: cavity, solid, infill, stud, openings vertical and horizontal damp proof, weather tight, preventing water ingress and allowing for egress (weep holes)		External work: paving, boundaries, drainage, parking, (finished surfaces, sub-base materials)	
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5.2. Candidate Responses

Example (5 marks)

$$600 \div 2 = 300$$

$$300^2 \times \pi = 282743.3388$$

$$282743.3388 \times 8000 = 2261946711 \text{ mm}^3$$

$$2261946711 \text{ mm}^3 = 2.261946711 \text{ m}^3$$

$$= 2.26 \text{ m}^3 \text{ of concrete}$$

Examiner Commentary on application of mark scheme

Mark 1: The candidate demonstrated they were able to apply their understanding of the shape of a pile foundation being cylindrical by identifying the appropriate formula.

Despite not using the method in the order outlined in the mark scheme, the candidate was still able to recall and use the appropriate formula of $h \times \pi \times r^2$.

Mark 2: The candidate had the knowledge that the radius was half of the diameter and therefore halved 600.

Mark 3: Candidate was able to correctly calculate the area of the circle $\pi \times r^2$

Mark 4: Candidate was able to correct multiple the area of the circle by the height of the foundation.

Mark 5: The candidate was able to present their answer in the correct SI unit (m^3) to 2 dp.

5.3. Examiner Hints and Tips

- Encourage candidates to always show their working on mathematics questions, they may be able to pick up marks for following the correct method, even when calculations have gone wrong.
- If candidates only present an answer and do not show the method they used for the calculation they may not achieve full marks.
- Where candidates make errors in their calculations or the method used, they should cross through their working.
- Candidates should note the SI unit/unit of measure that their answer needs to be presented using.
- Candidate should note the number of decimal places or significant figures they are asked to give their answer too.
- Candidates should ensure any workings out are clear, and are presented in a logical order

5.4. Question and Mark Scheme (non-Maths)

<p>Q 10</p>	<p>A developer has plans for a site with 65 domestic ‘executive style’ dwellings with bespoke architectural features. The operative is required to provide a tender for this work.</p> <p>Explain the information that the operative would need to complete this task with accuracy.</p> <p style="text-align: right;">(8 marks)</p>								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Acceptable answer(s)</th> <th style="width: 30%;">Guidance</th> <th style="width: 10%;">Max marks</th> <th style="width: 20%;">Test Spec ref & AO</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 651 699 1406"> <p>An explanation covering these areas:</p> <ul style="list-style-type: none"> • The contractor would request drawings (1 mark) and specifications (1 mark) –and determine a price taking into consideration: • Labour (trades, labourers, employed, self-employed.) Specialist labour may be required for the executive finishes (1 mark) • Materials (timber, block/brick, plumbing and cable etc) Specialist materials may well be more expensive (1 mark) • Overheads (office/vehicle/ management etc) (1 mark) • Plant and equipment (cement mixer/power tool hire) (1 mark) • Profit (1 mark) • VAT (1 mark) • The quote is then submitted to the client in written form (1 mark) </td> <td data-bbox="699 651 1090 1406"> <p>If no context given to the explanation (ie just a bare list with no examples of each given) only a maximum of 4 marks will be awarded.</p> <p>If no mention of specialist materials and/or labour mentioned, then a maximum of 7 marks will be awarded.</p> <p>If candidate mentions increased costs due to executive style of dwellings (1 mark) but not in addition if already mentioned specialist materials/labour.</p> <p>Maximum 8 marks.</p> </td> <td data-bbox="1090 651 1238 1406" style="text-align: center; vertical-align: top;"> <p>8</p> </td> <td data-bbox="1238 651 1401 1406" style="text-align: center; vertical-align: top;"> <p>4.4 AO2</p> </td> </tr> </tbody> </table>	Acceptable answer(s)	Guidance	Max marks	Test Spec ref & AO	<p>An explanation covering these areas:</p> <ul style="list-style-type: none"> • The contractor would request drawings (1 mark) and specifications (1 mark) –and determine a price taking into consideration: • Labour (trades, labourers, employed, self-employed.) Specialist labour may be required for the executive finishes (1 mark) • Materials (timber, block/brick, plumbing and cable etc) Specialist materials may well be more expensive (1 mark) • Overheads (office/vehicle/ management etc) (1 mark) • Plant and equipment (cement mixer/power tool hire) (1 mark) • Profit (1 mark) • VAT (1 mark) • The quote is then submitted to the client in written form (1 mark) 	<p>If no context given to the explanation (ie just a bare list with no examples of each given) only a maximum of 4 marks will be awarded.</p> <p>If no mention of specialist materials and/or labour mentioned, then a maximum of 7 marks will be awarded.</p> <p>If candidate mentions increased costs due to executive style of dwellings (1 mark) but not in addition if already mentioned specialist materials/labour.</p> <p>Maximum 8 marks.</p>	<p>8</p>	<p>4.4 AO2</p>
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<p>KO ref</p>	<p>4 Construction & the built environment industry</p> <p>4.4 Procurement of projects within the construction sector</p> <p>Range: Procured - need/demand, tendering and bidding processes, supply chain, estimation, quotation, tender documentation.</p> <p>What do learners need to learn?</p> <p>The key stages within procurement and the development of construction projects with consideration of different scales of building projects from domestic through to commercial and industrial.</p> <p>The types of common procurement routes (contractor led, design and build, fast track, lump sum, single stage, two stage).</p> <p>Project, cash flow management, contract payment periods for suppliers, contractors and sub-contractors.</p> <p style="text-align: right;">Skills MC9 MC10</p>								

5.5. Candidate Response

Example (5 marks)

The operative needs to determine the amount of materials to be used, such as screws or nails, and be aware of the prices per unit and overall for the job. Labour costs would need to be included as other operatives will need to be hired to complete the project. VAT and transport costs for the materials and equipment will need to be on the tender to ensure no unintentional costs would occur for the operative, which would need to be passed down to the client.

Furthermore, the operative would need to make sure the tender is appealing to the client with correct information for accuracy to ensure the client takes their tender.

Lastly, any heavy equipment that is required will need hiring and running costs added to the tender to prevent false costs.

Examiner Commentary on application of mark scheme

Candidate's answer gives generic considerations in relation to providing a tender, showing they have an understanding of what goes into a tender which they have been awarded marks in recognition of this knowledge. These points have been highlighted in the response above. However, they have failed to apply the context given within the question when giving their answer. For example, whilst there is consideration of labour and material costs, the candidate has not been able to identify how these will be impacted by the need to provide bespoke architectural features and an executive finish. (lead-in times, specialist labour requirements etc)

5.6. Examiner Hints and Tips

- Any context given to the candidates is needed to answer the question in full. It is crucial candidates acknowledge this context in their response and tailor their knowledge to this context.
- Candidate should be encouraged to highlight or underline the context given within the question. They should consider how this context impacts on the question they are being asked. They will only be given context and information which is relevant and needed for them to answer the question.
- Candidate should link their responses against the question context and requirements specifically, trying not to respond randomly in their own words.

6. Section B – Extended Response and AO3 (Analysis and Evaluation)

AO3a Analysis

What this assessment objective means

Complex thinking that distinguishes patterns and relationships, breaking material into constituent parts, and determining how the parts are related to one another and holistically, inferring underlying assumptions / conditions / relevance / causation.

It can be seen an extension of understanding (AO1b), or a prelude to evaluation (AO3b) and to the creation of a response to, for example, a complex brief or situation (more fully assessed in the project).

A candidate can

- break down a complex problem into parts
- consider the relationships between the parts
- manipulate knowledge and experience to determine a range of solutions/proposals
- balance competing priorities to suggest the best outcome.

This is assessed within the examination by

Given a relatively complex, realistic occupationally relevant scenario, stating a situation that implies (but does not directly state) the need for application of a number of different (possibly competing) principles / approaches / procedures; a requirement to respond / propose solutions

- Analyse the situation recommending an approach to be taken to...
- Analyse how the situation can be managed in order to...
- Analyse the consequences of...

AO3b Evaluation

What this assessment objective means

Ability to make judgements about the value, for some purpose, of own or other's work / ideas / solutions / methods using internal or external criteria or standards relevant for the occupational area. These criteria may include eg quality, accuracy, effectiveness, efficiency, coherence, consistency, and may be quantitative or qualitative.

A candidate can

- judge the quality of actions proposals, outcomes
- using their own internal quality standards
- using external standards / criteria
- can justify their judgements of quality.

This is assessed within the examination by

Must have something either given or supplied by the candidate to be evaluated; often following / as part of analysis and the proposal of eg an approach, (AO3a above).

- ...justify your decisions/approach
- Evaluate how well ... meets ...standards
- Evaluate how effective/efficient...

6.1. Question and Mark Scheme

<p>A company involved with ministry of defence work is taking on a cohort of trainees, and as part of the training induction, ERR (Employment Rights and Responsibilities) is to be delivered.</p> <p>Discuss three subjects that would be included in the training for the trainees, and why they are important to the construction industry. (12 marks)</p>			
Max marks	12	Test Spec ref & AO	9.11, AO2 (4), AO3a (4), AO3b (4)
Indicative content		Guidance	
<p>Intention:</p> <p><i>To allow learners to evaluate various topics and if they are covered by ERR</i></p> <p>Indicative content:</p> <p>A discussion around the following topics</p> <p>Employment rights:</p> <p>Minimum wage, pensions</p> <p>Holidays/sickness/maternity leave</p> <p>Equality</p> <p>H&S</p> <p>Welfare arrangements</p> <p>Grievance procedures</p> <p>Employee responsibilities:</p> <p>Working to contract</p> <p>H&S compliance</p> <p>Confidentiality</p> <p>Compliance with employers' requirements</p>		<p><i>For no awardable content, award 0 marks.</i></p> <p>It is expected that the candidate's response will cover both employers and employees' responsibilities</p> <p>Answers must include explanations of why the subjects are important to the sector.</p>	
<u>Band 1</u>	Demonstrates a basic use of analysis of topics covered under ERR		
<u>1-3 marks</u>			

	<p>Demonstrates basic application of knowledge and understanding in relation to ERR</p> <p>Demonstrates basic evaluative skills with limited reasoning to which content would be included in the training</p>
<p><u>Band 2</u> <u>4-6 marks</u></p>	<p>Demonstrates a good use of analysis of topics under ERR</p> <p>Demonstrate good application of knowledge and understanding in relation of ERR</p> <p>Demonstrates good evaluative skills with clear reasoning to which content would be included in the training</p>
<p><u>Band 3</u> <u>7-9 marks</u></p>	<p>Demonstrates a thorough use of analysis of topics under ERR</p> <p>Demonstrate thorough application of knowledge and understanding of ERR</p> <p>Demonstrates through evaluative skills with thorough reasoning and justifications to which content would be included in the training</p>
<p><u>Band 4</u> <u>10-12 marks</u></p>	<p>Demonstrates comprehensive use of analysis</p> <p>Demonstrate comprehensive application of knowledge and understanding of ERR</p> <p>Demonstrates comprehensive evaluative skills comprehensive reasoning and justifications to which content would be included with the training</p> <p>References to confidentiality</p>
KO	9 Relationship management in construction
	<p>9.11 Employment rights and responsibilities</p> <p>What do learners need to learn?</p> <p>The current employment rights and responsibilities of both employees and their employer.</p> <p>Employment Rights: wage rules (minimum wage, pension), time off (holiday, maternity/paternity rest breaks), equal rights (against harassment and discrimination), health and safety and welfare, and access to representation in times of grievance (trade union representation/independent representation).</p> <p>Responsibilities:</p> <p>Employer to employee: work, pay, health, welfare and safety provided</p> <p>Employee to employer: working to contract, complying with health, welfare and safety, confidentiality and reasonable behaviour as set in the company handbook.</p> <p style="text-align: right;">Skills EC5</p>

What do we mean by:

	AO2 Application	AO3a Analysis	AO3b Evaluation
Basic	Limited understanding that is relevant to the context or question. Limited accuracy in interpretation through lack of application of relevant knowledge and understanding.	Limited accuracy in analysis through lack of application of relevant knowledge and understanding.	Un-supported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.
Good	Some understanding that is relevant to the context or question. Some accuracy in interpretation through the application of some relevant knowledge and understanding.	Some accuracy in analysis through the application of some relevant knowledge and understanding.	Partially supported evaluation through the application of some relevant knowledge and understanding. Partially supported judgement through the application of some relevant knowledge and understanding.
Thorough	A range of accurate understanding that is relevant to the context or question. Accurate interpretation through the application of relevant knowledge and understanding.	Accurate analysis through the application of relevant knowledge and understanding.	Supported evaluation through the application of relevant knowledge and understanding. Supported judgement through the application of relevant knowledge and understanding.
Comprehensive	A range of detailed and accurate understanding that is fully relevant to the context or question. Detailed and accurate interpretation through the application of relevant knowledge and understanding.	Detailed and accurate analysis through the application of relevant knowledge and understanding.	Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.

6.2. Candidate Responses

6.2.1. Band 1

Top of band 1 response (3 marks)

A subject I would expect to be covered is an employee's right of holiday. This is greatly important because it keeps the employees happy. As well as this, it will improve the quality of work as they will be happy to work for you as they are treated fairly.

I would also expect the responsibility of employees to be covered. This is a good topic to cover as it will tell the trainees what is expected of them by you the employer.

Examiner Commentary on application of mark scheme

The candidate has provided a very brief response to this question, despite it being worth 12 marks (which is a large proportion of the paper as a whole).

The candidate has provided a basic analysis of the topics which fall under EER. They have been asked to identify three subjects, and this candidate has only identified two given some analysis around one of these subjects. The subjects identified are correct, however, in response to the context given they are of less important than other subjects which haven't been considered. Their response also focuses only on the employee and does not consider the employer.

There is basic application of knowledge, the candidate has failed to use any of the context given in the question in order to form their response, they comment on general considerations of ERR, rather than those applied to the situation given.

The candidate makes limited reasoning, in that they did very briefly compare rights and responsibility and makes judgements which are un-supported.

6.2.2. Band 2

Middle of band 2 response (5 marks)

Security – As these contractors work closely with the ministry of defence it is important for its workers and staff to not disclose any information that could prove detrimental to the ministry. Security is also heavily involved in construction as data can be leaked on individuals who appear on site. If this happens the firm is liable for any damages.

Health and safety – these new trainees have not worked onsite before and therefore are not in the loop on how to be safe on the job. During the training meeting they would be educated on how to best conduct themselves in a safe manor at work.

Examiner Commentary on application of mark scheme

Like the first example, the candidate has only identified two subjects showing a limited understanding of EER. However, there is further detail and consideration given to the two subjects identified.

For one of their subjects, security, they have some understanding of the context given within the scenario and have interpreted this correctly. The analysis they provide partially supports the judgements they have made in their response.

This is an example of one of the very few candidates who identified this as a MOD contract and that this resulted in extra security responsibilities for the employee. Virtually all candidates missed this point, and this illustrates why candidates should read and re-read the question to fully understand what is required.

6.2.3. Band 3

Bottom of band 3 (7 marks)

They would need to know the type of work they would be doing and their responsibilities within this. They would also need to be told about the pay they would get for this work. Trainees would need to know about their annual leave entitlement and any other paid leave. The session would also need to cover welfare, the ways employees can help each other, how they should treat each other with respect and equally within the workplace and protect themselves. They will be told how many breaks they are entitled too

Examiner Commentary on application of mark scheme

The candidate has been able to accurately analyse the context of the question and apply their knowledge and understanding of ERR. They have demonstrated a range of understanding in relation to ERR, for example pay, annual leave and welfare however the reason this is towards the bottom of this band is that the considerations aren't directly applied to the context given within the question i.e. reference to the ministry of defence.

The candidate has covered quite a few areas with a good analysis, application and evaluation. The response was determined initially as top of band 2, but due to it being a very strong band 2 with some features of band 3, it was determined at 7 marks.

6.2.4. Band 4

Bottom of Band 4 (10 marks)

The employment rights and responsibilities induction will contain all of the information about the trainee's jobs. The three subjects will include: their pay, their sick pay/allowed time off, as well as their entitlement to breaks during work.

Firstly, the employees pay. This is vital as it is used to incentivise the employee and make them want to work, this is especially important in the construction industry as some companies keep retention of their employees as well as pension contributions.

Secondly, sick pay or time off in general is a subject heavily discussed to the trainee, this is required in the construction industry as everyone is entitled to time off if needed whether it is maternity leave or holiday pay, it is a human right. This is also very important in the construction industry as injuries can be easy to come by and employees must know what to do if they are injured and who to report it to, as well as how long they're allowed off.

Finally, the employee's entitlement to breaks during work must be discussed, as it is also a human right if working for a long period of time. This is vital in the construction industry as prolonged periods of work without rest can lead to exhaustion or greatly increase the risk of injury. These are also used as incentives for workers as free time helps employees to relax, refuel.

All of these subjects are discussed under ERR as they are all human rights for employees and must legally be discussed.

Examiner Commentary on application of mark scheme

The candidate has met the requirements of the questions and considered at least three EER subjects which need to be covered as part of the induction which are all relevant to EER. For each point made the candidate evaluates the importance of the subject and reflects on why it is needed in a construction context showing detailed and substantiated evaluation and judgements.

The candidate remains towards the bottom of the band as the subjects they have chosen are still generic and their response is not tailored to the context of working for the Ministry of Defence and the contextualisation this requires in their response.

6.3. Examiner Hints and Tips

- These questions are designed to differentiate candidate's performance, they assess higher order thinking skills and as such they do stretch and challenge candidates.
- It's key that candidates give themselves sufficient time to respond to these lengthier questions.
- Although these questions appear in Section B, candidates can choose to tackle the extended response questions first before returning to Section A if they are concerned about their time management.
- Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure

that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

- By planning candidates can ensure they provide a structure to their response and that they have covered off the major points they wish to make in their response. By considering the structure of the response, and how one point may link to another they will be able to demonstrate both their ability to analyse and evaluate sufficiently to access the higher mark bands.
- Candidates will not receive more marks if they make the same point multiple times.
- Candidates need to ensure their answers balance the ability to demonstrate a breadth of knowledge i.e. making multiple points, against ensuring they demonstrate their depth of understanding on the subject matter. If candidates recall lots of points but fail to demonstrate the ability to evaluate and analyse these points, they will be marked into the lower bands. Likewise, if they only explore one point in extensive detail, they will not demonstrate they have sufficient breadth of knowledge of the subject area and will not be able to access higher bands.
- Candidates should be encouraged to write in continuous prose. A bullet point list will demonstrate some knowledge, but it will not demonstrate to the examiner that the candidate is able to analyse or evaluate, therefore limiting them to the bottom of the lowest band.
- When making a point in response to the question the candidate needs to explain why they think this point is relevant to the question, this demonstrates their ability to make judgements and is therefore evidence of evaluation.
- Similarly, to the Application questions, candidates will be given context within the question and it's key that their answers are tailored to the context/situation given. Its key they give examples which support the context given.

Get in touch

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