Level 2 Technical Award in Designing and Planning the Built Environment (6720-23)

Synoptic Assignment 2019 v1.3

General guidance for candidates

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed but this is not a requirement.

All sketches and drawings should be neat and tidy, to scale and annotated. Calculations should be set out clearly, with all working shown, together with any assumptions made. You should use appropriate units at all times and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

Assignment Brief

Saxville, a small town has recently lost its sports centre comprising of; a running track, gym facilities and a swimming pool, due to the land being required for the proposed high speed rail route near the town centre. In an effort to maintain local amenities, the council has received a funding grant from the railway investors, to relocate and upgrade the town's sports facilities.

Having the railway route so close to Saxville will encourage commuters to the area. Another proposal to the local authority is the provision of 600 new houses in surrounding areas. The population of Saxville is estimated at 150,000 and consists of a lower than national average proportion of residents aged between 20 and 40, but a higher than national average proportion of residents aged 60 and above. The town is due for regeneration and the local development plan has set out proposals for the next 25 years, to provide more affordable housing for young families and a vibrant culture with modern facilities.

Figure 1 shows the existing and proposed layout of the site. With a view to improving access to sport facilities, the local authority has acquired a derelict football club. The grounds are approximately 91700 m^2 (9.17ha) and is accessed by a lane to the north, bordered by new housing to the east and fields used for agriculture.

The ground comprises of car-parking, an old clubhouse with changing rooms, two offices, a sports hall, and a function room with a kitchen and bar. There is a smaller building on the grounds, previously used as a scout hut with basic kitchen, hall and toilets/cloakrooms. There are 2 full size football pitches, one with a timber framed stand and tiered seating. However, the stand is rotten and structurally unsound whilst the roof contains asbestos as shown in Figure 2.

The new provision will include a small dwelling for a groundkeeper and family, renovation of the scout hut, a sports centre building with facilities for gym and exercise classes, a swimming pool and outdoor track and field event facilities. It will also include a multisport pitch with a sustainable all weather surface. The existing clubhouse and stand will be demolished.

The local authority is keen to use the development of the sports centre to 'try out' more modern, sustainable and affordable construction methods which they will perfect during the provision of new housing in the region. The ground keeper's new home will reflect these values.

On completion of the work you are required to self-evaluate your performance to include:

- what went well
- what didn't go so well
- what you would do differently in future.

Figure 1 Location Plan of the Proposed Sports Facility
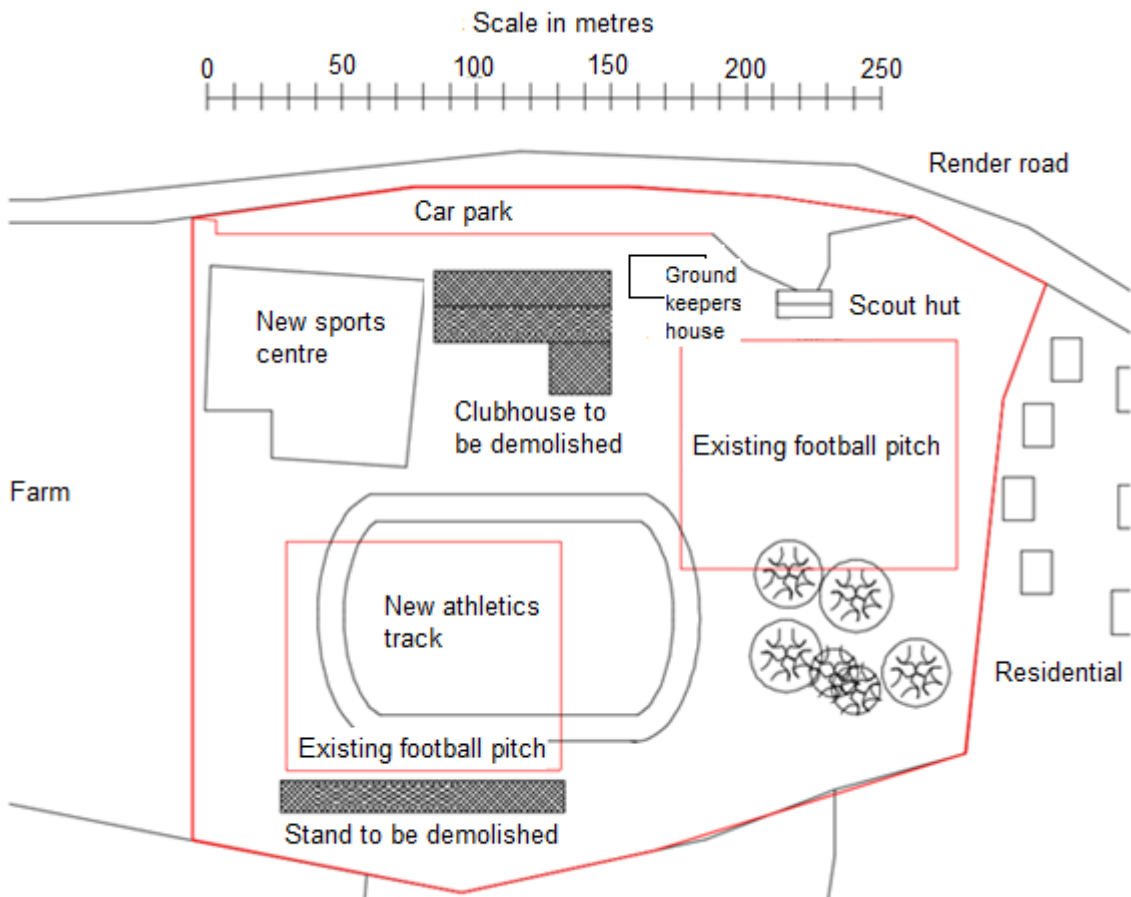

Figure 2 Asbestos roof of the football stand to be demolished

Tasks

Task 1

Produce a short presentation for a local residents' meeting about the new development. Your presentation should promote the potential uses of the new local council funded facility covering the following headings:

- Environment
- Equity and local Economy
- Social and Cultural
- Governance
- Transport and connectivity
- Services

You should support your presentation with notes to demonstrate your knowledge of each point.

Conditions of assessment:
Presentation must be completed **independently** under supervised conditions. Research may be done without supervision.

What must be produced for marking and submitted for moderation:
- Presentation slides
- Witness statement for presentation
- Preparation notes and references used where applicable.

Task 2

The sports centre will be constructed using a steel portal frame, however the local authority is keen to use modern methods and would like to consider modular construction where possible.

Prepare a report for the local authority explaining the advantages and disadvantages of using both forms of construction, discussing the possibility of combining the methods of construction.

Conditions of assessment:
Report must be completed independently under supervised conditions. Research may be done without supervision.

What must be produced for marking and submitted for moderation:
- A report to include a table/drawings/sketches explaining the advantages and disadvantages.

Task 3

A new ground keeper's house is to be erected on the site. Produce a fact sheet for a junior technician that outlines the documents and procedures required for seeking approval from the local authority planning and building control departments.

Conditions of assessment:

Fact sheet must be produced independently under supervised conditions. Research may be done without supervision.

What must be produced for marking and submitted for moderation:

• Fact sheet (may be produced using computer software or manually) with supporting notes outlining the documentation and procedures. Scanned or saved as PDF for submission.

Task 4

Produce floor plans and elevations to an appropriate scale, for the ground keeper's house. Drawings must be clearly annotated using industry standard hatchings.

Conditions of assessment:

Drawings must be produced independently under supervised conditions. Research may be done without supervision.

What must be produced for marking and submitted for moderation:

• A set of drawings: floor plans and elevations in PDF format (manual drawings must be scanned, CAD drawings can be saved as PDF).

Task 5 Evaluate the design ideas and proposals you have submitted for tasks 1-4, considering how well they have informed the local residents and met the information needs of the local authority and the junior technician.

Conditions of assessment:

The evaluation must be carried out independently under supervised conditions.

What you must produce for marking:

• Completed evaluation (minimum of 300 words).

Task instructions for centres

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

Task specific guidance

Task 1

The centre must give candidates access to technical information for research to support the submission. Computer access will be necessary to complete this task, but any drawings used may be produced by hand at the centre's discretion. The presentation should be submitted, including printed copies of slides to a maximum of 15 slides. Justification and detail can be provided using the Notes function of the presentation software or on additional paper.

Task 2

The centre must give candidates access to technical information for research to support the submission. Computer and internet access will be necessary to complete this task, but any drawings may be produced by hand to the centre's discretion.

Task 3

The centre must give candidates access to technical information for research to support the submission. Computer access may be necessary to complete this task.

Task 4

The centre must make available paper and drawing equipment or CAD software, where candidates are confident using it. Final submission of the work must be scanned or saved in PDF format.

Task 5

The candidate's self-evaluation of performance across all tasks must be completed no more than one week after completion of the practical assessment. It is recommended that candidates leave adequate time to reflect on their performance of the tasks. The candidate can either provide a typed or hand written evaluation. The candidate should have access to adequate resources to complete this task. The recommended time for candidates to complete this task is 1 hour, however this is **not** included in the total timings allowed to undertake the synoptic assignment.

Candidates must evaluate design ideas and proposals, including:
- how well design ideas met the brief
- accuracy of drawings and models
- what could be done differently for future proposals

Appropriate invigilation must be present throughout the assessment.
Use of photographs for evidence

Centres should ensure all photographs are uploaded to the moderation platform for moderation. These photos should be used to support the observation recorded upon the Practical Observation Sheet.

It the responsibility of the tutor to ensure that the quality of the images are appropriate and the subject provides sufficient and appropriate evidence for marking.

Time

The following timings are recommended to support centre planning.

Total 13 – 17 hours

Task 1   3 - 4 hours

Task 2   3 - 4 hours

Task 3   2 - 3 hours

Task 4   5 - 6 hours

Task 5   1 hour, the time taken to complete this task is **not** included within the thirteen – seventeen hours

Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- ***Technical qualifications – marking***

- ***Technical qualifications – moderation*** (updated annually)

- ***Technical qualifications – teaching, learning and assessment***

This synoptic assessment is designed to require the candidate to make use of their knowledge, understanding and skills built up over the course of their learning, to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

Candidates should be made aware during learning what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Health and safety
Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Compliance with timings
The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create the required to ensure an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to

overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (e.g. to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task

- local conditions e.g. layout of the assessment environment,

- amount of additional support available (e.g. to capture image/ video evidence), staggered starts etc.

- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However, qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be **detailed, accurate** and **differentiating**.

Tutors should ensure that any required additional supporting evidence including e.g. photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment (i.e. taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

The *Technical qualifications guides on marking and moderation* are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

- *What you must produce for marking*, and
- *Additional evidence of your performance that must be captured for marking*

List the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, e.g. pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to submit identical information for each candidate without some way for the marker and moderator to mark the candidates individually.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has been* submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation of candidates

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted

as pass, merit distinction descriptors. Refer to the **Technical qualifications – teaching, learning and assessment** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:
- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Security and authentication of candidate work

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises e.g. at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance and feedback

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

What is, and is not, an appropriate level of guidance

- A tutor **should intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.

- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
- The tutor **must not** produce any templates, pro-formas, work logs etc. unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the *Technical qualifications – marking, and moderation* centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:
- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:
- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of worthy achievement.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	AO1 Recall of knowledge relating to the qualification Los • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? • How accurate is their knowledge? Are there any gaps or misunderstandings evident? • How confident and secure does their knowledge seem?	**(1-5 marks)** **Recall shows some weaknesses in breadth and/or accuracy.** Hesitant, gaps, inaccuracy.	**(6-10 marks)** **Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.** Sound, minimal gaps.	**(11-15 marks)** **Consistently strong evidence of accurate and confident recall from the breadth of knowledge.** Accurate, confident, complete, fluent, slick.
		Examples of types of knowledge expected: Different forms of the urban environment, factors that underpin the development of sustainable communities, factors that affect good design and planning, technical information used to underpin the design process, documentation used to support the planning process, different types of property, different forms of construction, elements of a building, properties and uses of materials, purposes of design information, ways of presenting design information, formulae used in design calculations.		
		Candidates describe a limited range of relevant design and planning factors and community requirements, identify a limited range of the technical information required and specify a method for producing and presenting design ideas.	Candidates describe a broad range of relevant design and planning factors and community requirements in some detail, identify several examples of the technical information required and specify a range of methods for producing and presenting design ideas.	Candidates describe a comprehensive range of relevant design and planning factors and community requirements in a clear and in-depth manner, identify a wide range of the technical information required and specify a wide range of methods for producing and presenting design ideas, all clearly related to the intended purpose.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	**AO2 Understanding of concepts theories and processes relating to the Los** • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept?	**(1-5 marks)** **Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.** Misunderstanding, illogical connections, guessing.	**(6-10 marks)** **Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.** Logical, slightly disjointed, plausible.	**(11-15 marks)** **Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.** Logical reasoning, thoughtful decisions, causal links, justified.
		Examples of understanding expected: Interaction of factors that underpin development of sustainable communities, social and economic contribution of sustainable communities, key factors that affect the design and planning process and hence construction methods, use of planning documentation, differentiation between traditional and modern methods of construction and the appropriate specification of each, how the properties of materials affect their specification, different purposes for presenting information to a variety of audiences, selection of most appropriate method for given purposes, ability to relate procedures used to purpose and availability of resources.		
		Candidates link a limited number of design and planning factors that interact to produce a sustainable community, but fail to explain what form the interaction takes and how this informs the final design. The candidates provide a short but incoherent explanation of how	Candidates link a wide number of design and planning factors that interact to produce a sustainable community, and clearly explain the form the interaction takes and how this informs the final design. The candidates provide a reasonably detailed and coherent explanation of how planning documentation	Candidates link a comprehensive number of design and planning factors that interact to produce a sustainable community, and provide an in-depth explanation of the form the interaction takes and how this informs the final design. The candidates provide a highly

		planning documentation affects construction techniques and material specification. Only one method is used for presenting information, without justification.	affects construction techniques and material specification. Several methods are considered for presenting information, and the final choice is justified.	detailed, well-reasoned and coherent explanation of how planning documentation affects construction techniques and material specification. A wide variety of presentation methods are discussed, compared and used.

PAST ASSIGNMENT (2019) - DO NOT USE FOR LIVE ASSESSMENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	**AO3 Application of practical/technical skills** • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?	**(1-4 marks)** **Some evidence of familiarity with practical skills. Some awkwardness in implementation may show frustration out of inability rather than lack of care.** Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	**(5-8 marks)** **Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.** Somewhat successful, some inconsistencies, fairly adept/ capable.	**(9-12 marks)** **Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.** Dextrous, fluid, comes naturally, skilled, practiced.
		Examples of skills expected: Producing appropriate design calculations with all working and correct units used, selecting appropriate technique for communicating design ideas, producing design drawings and models as appropriate, evaluating performance, procedures used and quality of outcome produced.		
		Candidates produce generally correct answers to calculations but do not always use the obvious or correct method to do so, and fail to show all the relevant working or use the correct units. Candidates also produce drawings or models to communicate design ideas, without demonstrating a good level of skill, and the outcomes are no more than acceptable. A	Candidates produce correct answers to all calculations, generally use the obvious or correct method to do so, and show all the relevant working but do not always use the correct units. Candidates also produce a range of drawings or models to communicate design ideas, demonstrate a good level of skill and produce acceptable to good outcomes. A reflection on skills	Candidates produce correct answers to all calculations, always use the correct method to do so, and show all the relevant working and use the correct units. Candidates also produce a range of drawings or models to communicate design ideas, demonstrate a high level of skill, and produce good to excellent outcomes. A reflection on skills used and quality of

		reflection on skills used and quality of outcome is provided but makes no useful points for improving future performance.	used and quality of outcome is provided, and this addresses the appropriate issues but fails to consider how the process could be improved.	outcome is provided, and this addresses the appropriate issues in some depth and provides guidance on what has been learned by performing the skills and how the process could be improved.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	**AO4 Bringing it all together - coherence of the whole subject** • **Does the candidate draw from the breadth of their knowledge and skills?** • **Does the candidate remember to reflect on theory when solving practical problems?** • **How well can the candidate work out solutions to new contexts/ problems on their own?**	**(1-4 marks)** **Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.** Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	**(5-8 marks)** **Shows good application of theory to practice and new context, some inconsistencies.** Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	**(9-12 marks)** **Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.** Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
		Examples of bringing it all together: Development of design ideas by considering, and then accepting or rejecting, design factors as appropriate, use of increasingly relevant design data and technical information, consideration of most appropriate method of communicating design ideas, improving work as new factors become relevant, finishing work to high standard.		
		Candidates consider a limited range of the factors, guidance and information generally used to inform the design and planning process. There is however little or no evidence of	Candidates consider a wide range of the factors, guidance and information generally used to inform the design and planning process. There is some evidence of an integrated approach, and of	Candidates consider a comprehensive range of the factors, guidance and information used to inform the design and planning process. There is a high level of

| | | | an integrated approach, or of the use of theory to influence practical skills. There is little or no evidence that the limited skills on display could be used to address new tasks or problems. | the use of theory to influence practical skills. There is clear evidence that the emerging skills on display could be used to address new tasks or problems. | convincing evidence of an integrated approach, and good use of theory to influence practical skills. There is substantial evidence that the high level of skills on display could be developed to address new tasks or problems. |

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	**AO5 Attending to detail/ perfecting** • Does the candidate routinely check on quality, finish etc. and attend to imperfections/ omissions • How much is accuracy a result of persistent care and attention (egg measure twice cut once)? • Would you describe the candidate as a perfectionist and wholly engaged in the subject?	**(1-2 marks)** **Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.** Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	**(3-4 marks)** **Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.** Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	**(5-6 marks)** **Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.** Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		Examples of attending to detail: Checking of work against design brief, attention to community responses and local authority guidelines, demonstration of a positive attitude to work, willingness to accept criticism as well as positive feedback.		
		Candidates fail to check their work as it proceeds, appear to lack the enthusiasm or energy to perform to an acceptable level and are happy when it is all over.	Candidates check their work in a desultory manner, and make some welcome improvements as a result, but fail to demonstrate the enthusiasm or energy needed to perform to a high level. They are happy to submit work that is deemed acceptable but no more.	Candidates check their work thoroughly, and make many welcome improvements as a result. They demonstrate the enthusiasm and energy needed to perform to a high level. They do not submit their work until they know it to be at least good, if not excellent.