

# **Level 2 Technical Award in Constructing and Maintaining the Built Environment (6720-24)**

**[SAMPLE]**

**Synoptic Assignment**

## 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 e.g 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<sup>2</sup> (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.

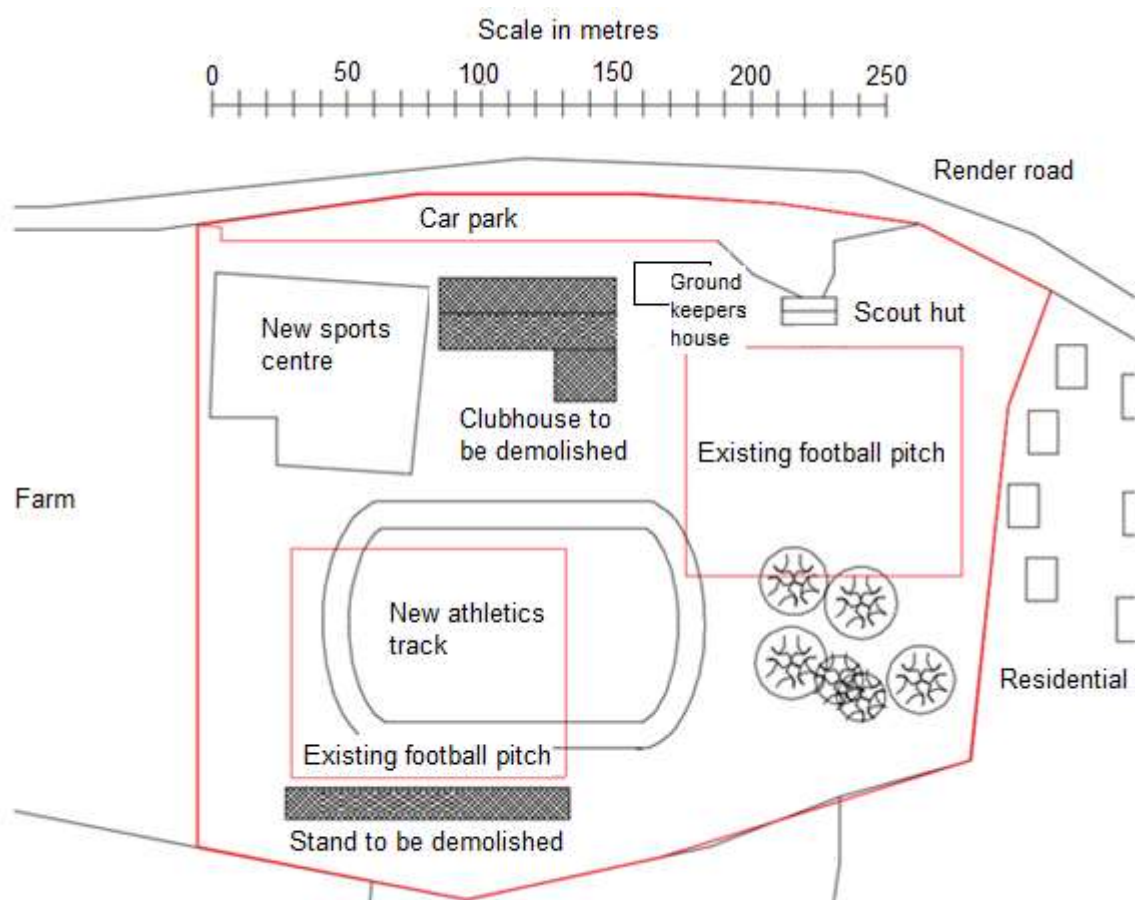
The new provision will include a small dwelling for a groundkeeper and family, renovation of the scout hut, a sports centre building with facilities for gym and exercise classes, a swimming pool and outdoor track and field event facilities. It will also include a multisport pitch with a sustainable all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

Prepare a short presentation for the local authority, listing suitable members of the design and construction teams needed for the refurbishment, demolition and new construction work, explaining your choices which must then be presented to an audience. A gantt chart, must be included outlining approximate timings of the events.

### Conditions of assessment:

Presentation must be compiled **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.
- The finished gantt chart (this can be done using excel or project manager software if available).

## Task 2

Using the existing location plan in Appendix 1, develop a suitable site layout plan for the construction works, ensuring safe access and egress and safe material storage with minimal handling. Consider what welfare facilities should be provided for this medium sized construction project. You must provide a brief justification for your suggestions.

### Conditions of assessment:

Suggested positioning of facilities and materials storage must be compiled on the attached site plan, **independently** under supervised conditions. Research may be done without supervision.

### What must be produced for marking and submitted for moderation:

- Completed site layout plan.
- Brief justifications which may include notes and research findings.

## Task 3

Draw a section through the new ground keeper's house (fully annotated) to show your choice of construction method for the following:

- foundation
- floor
- wall
- roof.

Explain your choices to demonstrate your knowledge of material properties.

### Conditions of assessment:

Section drawings must be compiled **independently** under supervised conditions. Research may be done without supervision.

**What must be produced for marking and submitted for moderation:**

- Section drawings at an appropriate scale, fully annotated and with the use of hatching where appropriate.
- A brief summary of the materials used and why you have selected them for the project.

**Task 4**

Perform **two** different construction tasks to demonstrate the types of practical skills required on the refurbishment project. The tasks will be specified by your tutor.

**Conditions of assessment:**

The practical tasks must be compiled independently under supervised conditions. Research into tools, materials, PPE and techniques may be done without supervision. Time spent practising the required practical skills should be done under supervision but can be considered to be outside of the time allocated for completion of the tasks.

**What must be produced for marking and submitted for moderation:**

- A list of tools, materials and PPE required for each task providing reasons for your choice
- A practical task outcome

**Additional evidence of your performance that must be captured for marking and submitted for moderation;**

- your tutor's notes, recorded on a Practical Observation form, of your working practice describing the quality, consistency and accuracy of the finished work
- Photographs 1 and 2 – must show the candidate in full view and clearly identified whilst actively performing each of the tasks in full PPE.
- Photograph 3 and 4 – must show the candidate in full view and clearly identified with the final products

**Task 5**

Complete a self-evaluation.

**Conditions of assessment:**

The evaluation must be carried out independently under supervised conditions.

**What you must produce for marking:**

- Completed evaluation (minimum 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 provide the candidates with access to computers with excel or similar project software to complete the gantt chart and PowerPoint (or similar) to produce the presentation. The gantt chart must be submitted on no bigger than an A3 sheet. This should include activities and duration in respective of the chart. The presentation must be presented to an audience (a minimum of three people who may be tutors/peers) and a witness statement must be submitted. In the interest of exam conditions; if peers are present, candidates will have to have completed and handed in their work before presentations. The duration of the presentation is not included in the assessment time. The presentation should be submitted, including printed copies of slides to a maximum of 30 slides.

#### Task 2

The centre must provide the candidates with access to drawing equipment and a copy of the site location plan to detail their proposals. Access for research on storage should also be provided and suitable books available in the assessment room.

#### Task 3

The centre must provide access to technical information, Building Regulations Approved Documents and construction materials literature.

This task may be completed using manual drawing or Computer Aided Design where available. The centre must make manual drawing equipment available to the candidates.

#### Task 4

The centre must select **two** of the practical tasks from the list of tasks described below. For each task, the centre should provide candidates with the task description only. Candidates are required to research the task and undertake it without additional guidance or support.

The centre must ensure that candidates have access to suitable materials, tools and equipment and PPE required for the selected practical tasks. The minimal range of materials, tools and equipment and PPE that can be accessed by candidates should reflect those listed in the table below for the specific tasks being undertaken.

The list of materials should **not** be provided to candidates.



Task description	<b>Materials, tools and equipment and PPE.</b> <i>These must be made available by centres for the tasks being undertaken, but this materials list should <b>not</b> be shared with candidates.</i>
	Regardless of tasks undertaken, the following PPE (personal protective equipment) made available must include: <ul style="list-style-type: none"> <li>Respirators, masks, safety footwear, high viz, gloves, protective headwear, hearing protection, barrier cream, protective clothing, insulated tools, safety glasses,</li> </ul>
Construct a small brick right angle corner 5 bricks x 4 1/2 bricks and 5 courses high.	Equipment to include: <ul style="list-style-type: none"> <li>Level, brick trowel, pointing trowel, brick joiner, corner blocks, line pins, brick line, brick bolster, skutch, lump hammer, tape measure, soft brush, shovel, mortar mixer, mortar boards, brick hammer</li> </ul> Brickwork materials to include: <ul style="list-style-type: none"> <li>Bricks, blocks and mortar, wall connectors, dpc, cavity wall tie wires</li> </ul>
Fix Plasterboard to a timber stud partition and skim on a pre-assembled rig.	Equipment to include: <ul style="list-style-type: none"> <li>Float, hawk, whisk bucket, hammer, knives, derby, scratching tool</li> </ul> Plastering materials to include: <ul style="list-style-type: none"> <li>Plaster/render and plasterboard, tape</li> </ul>
Paint a panelled door, prepare undercoat and top coat	Equipment to include: <ul style="list-style-type: none"> <li>Paint brushes/rollers, paint kettle/tray, wallpaper brush, roller, scissors, edge trimmer, paste board, level and tape</li> </ul> Painting and decorating materials to include: <ul style="list-style-type: none"> <li>Fillers, paint and wallpaper, paste, emulsion, gloss paint-knotting, primer, undercoat, sandpaper, masking tape</li> </ul>
Fabricate watertight pipework frame to include both copper and plastic pipe. Frame to include gate valve, three 90 degrees bends and a T-junction. All work should be pressure tested.	Equipment to include: <ul style="list-style-type: none"> <li>Pipe tube slicer, pipe blender, blow torch, bending machine, pressure test equipment</li> </ul> Plumbing materials to include: <ul style="list-style-type: none"> <li>1-2.5m of copper tube, 1-2.5m of plastic pressure pipe, assortment of 90-degree bends and 'tees' in soldered, compression, push fit</li> </ul>
Wire a ring circuit with a two-way switch and one-way switch, a ceiling rose lamp and a fluorescent strip.	Electrical tools/equipment, to include: <ul style="list-style-type: none"> <li>Electrical screwdriver, pliers, tester, wire stripper</li> </ul> Electrical materials, to include:

	<ul style="list-style-type: none"> <li>1.5-3.5m - 2.5mm twin and earth, Two-way switch, One way switch, ceiling rose, fluorescent strip light, cables and conduit</li> </ul>
Construct a model of a stud partition wall with joints, to a suitable scale	<p>Site carpentry tools/equipment to include:</p> <ul style="list-style-type: none"> <li>Wood chisels, square, plane, bits mortice/marking gauge, knives, saws, claw hammer, tape measure, spirit level, screw drivers</li> </ul> <p>Carpentry materials, to include:</p> <ul style="list-style-type: none"> <li>Timber and/or flooring, roof timber, frame, timber mouldings and board materials, timber/wooden corner profile</li> </ul>

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.

The photographs must be in colour, of high quality (minimum of 8 megapixels) and minimum A5. These may be provided by the candidate, but it is 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.

### 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.

### Time

The following timings are recommended to support centre planning.

Total 15 – 18 hours

**Task 1** 3 - 4 hours

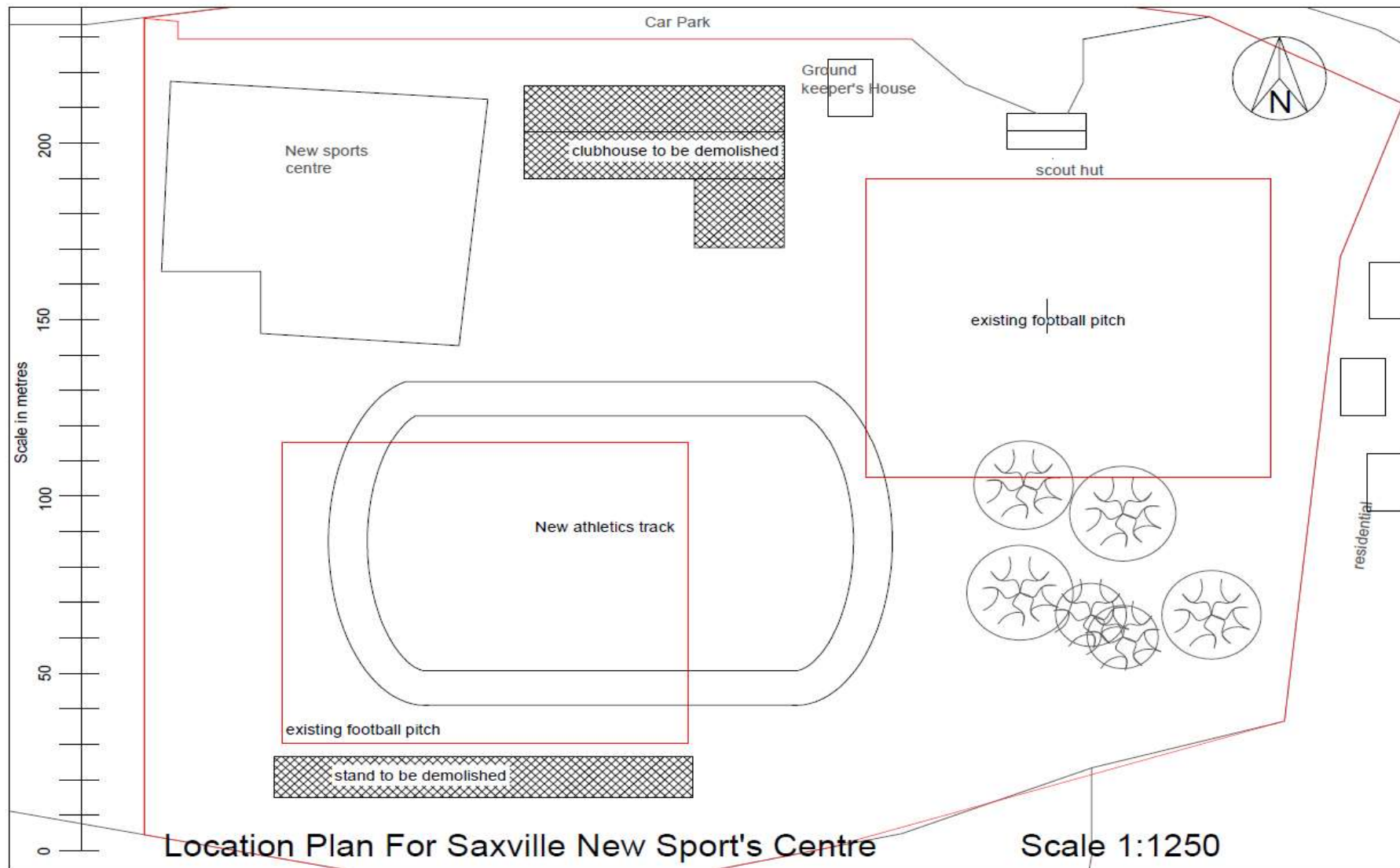
**Task 2** 2 - 3 hours

**Task 3** 3 - 4 hours

**Task 4** 7 hours

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

## Appendix 1



## 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, including for contingencies, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks. These should take into account any circumstances that may affect timescales e.g., the degree to which candidates may have to wait to use shared equipment, downtime created through deferring the start of a long task to the next session, allowing a candidate time to rectify an error etc.

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, i.e. to complete the task in full, however this also needs to be reasonable and practicable.

Candidates should be allowed to overrun their own 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 candidate is not progressing through lack of application to the task such that the time required exceeds reasonably set assessment periods, or the tolerance suggested for any professional service times, the centre may stop the assessment and base the marking on the evidence up to that point. Details of the candidate's progress and application to the task should be noted as qualitative evidence for marking, as well as any excess time required and the reasons why.

### **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.

### **Video evidence in Technical qualifications**

The assessment materials for each synoptic assignment identify the minimum candidate and tutor evidence requirements to support marking and moderation. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and tutor notes alone) plays a significant part of the synoptic practical assessment, some centres may record video evidence of candidates undertaking practical assessments. They may then elect to submit this as supporting evidence.

If this is the case then the video evidence must meet these minimum requirements, in order to be considered by moderators:

- As per the guidance in section 2.3.2 of *The Marking and Moderation Guide for Centres*, tutors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).
- The qualitative written evidence provided by tutors must
  - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.
  - include their judgement on the performance being demonstrated
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission, however for Technical Qualifications videos must be no longer than 5 minutes long.

Please note that where video evidence is unclear, or does not meet these minimum requirements, it will be disregarded by moderators.

## 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 (e.g screen prints, pdf files).

Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

*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 e.g. 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	<b>AO1 Recall of knowledge relating to the qualification Los</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate <del>it</del> <b>is</b> their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<b>(1-5 marks)</b> <b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy.	<b>(6-10 marks)</b> <b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps.	<b>(11-15 marks)</b> <b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent, slick.
		<b>Examples of types of knowledge expected:</b> Types of work done, description of client, identification of those involved in project; informal and formal methods of communication; site preparation, excavations and foundations; external walls, floors and roofs; partitions, finishes and fittings; mains services (including gas); properties of construction materials; types of maintenance and repair, techniques used to maintain and repair; planning to maintain and repair; formulae for determining costs, overheads and profit; safe working practices; techniques used in performing construction tasks.		
		<b>Bottom of band:</b> The candidate shows a basic understanding of a limited range of construction sector activities, construction methods and maintenance techniques, with little useful detail.  <b>Top of band:</b> The candidate has shown a basic knowledge of construction methods and	<b>Bottom of band:</b> The candidate shows a good range of knowledge from across the qualification, and the knowledge demonstrated is generally sound and often detailed.  <b>Top of band:</b> Candidate has shown a broad range of knowledge, making relevant links between construction methods and the materials to be used.	<b>Bottom of band:</b> The candidate has shown in-depth, detailed knowledge across the entire qualification range, with a high degree of clear and accurate detail.  <b>Top of band:</b> An in-depth treatment of a comprehensive range of knowledge is evident. Explanations are clear and

		maintenance techniques from across the qualification. The examples provided contain some clear details. Some points are covered in detail wider factors are limited in detail.	Explanations are usually, but not always, detailed.	strong links have been made between methods, techniques and materials, for both construction and maintenance.
%	<b>Assessment Objective</b>	<b>Band 1 descriptor</b> Poor to limited	<b>Band 2 descriptor</b> Fair to good	<b>Band 3 descriptor</b> Strong to excellent
25	<b>AO2 Understanding of concepts theories and processes relating to the Los</b> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<b>(1-5 marks)</b> <b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b> Misunderstanding, illogical connections, guessing,	<b>(6-10 marks)</b> <b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b> Logical, slightly disjointed, plausible,	<b>(11-15 marks)</b> <b>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.</b> Logical reasoning, thoughtful decisions, causal links, justified
		<b>Examples of understanding expected:</b> Differences between types of work done, specific implications of craft roles, recognition of communication as a key component of working together, verbal communication in toolbox talks; understanding of basic techniques used in site preparation, excavations, foundations and services provision; characteristics of building elements, internal walls, external walls, floors and roofs; difference between common construction materials and the effect of their properties on their use; selection and use of information used in construction and maintenance of buildings; how to work safely, sources of information on how to develop construction craft techniques, applying correct formulae to solve calculations; recognition of quality of outcomes and performance of tasks, ability to reflect on performance so as to improve.		
		<b>Bottom of band:</b> Candidate makes limited connections between the knowledge involved	<b>Bottom of band:</b> Candidate makes a wide range of connections between the knowledge involved	<b>Bottom of band:</b> Candidate makes a comprehensive range of connections between the

		<p>and uses concepts and examples in support, but not in any detail.</p> <p><b>Top of band:</b> As above and candidate also relates everything to the project as described in the assignment brief, rather than offering only generic and irrelevant responses.</p>	<p>and uses some concepts and examples in support, in clear and appropriate detail.</p> <p><b>Top of band:</b> As above and candidates also relates everything to the project as described in the assignment brief in a clear and generally accurate manner.</p>	<p>knowledge involved and uses many concepts and examples in support, in relevant, coherent, clear and appropriate detail.</p> <p><b>Top of band:</b> Candidate does as for above and also relates everything to the project as described in the assignment brief in a precise and logical manner.</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO3 Application of practical/technical skills</b> <ul style="list-style-type: none"> <li>How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>How confidently does the candidate use the breadth of practical skills open to them?</li> <li>How accurately/successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<b>(1-4 marks)</b> <b>Some evidence of familiarity with practical skills. Some awkwardness in implementation may show frustration out of inability rather than lack of care.</b>  Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	<b>(5-8 marks)</b> <b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b>  Somewhat successful, some inconsistencies, fairly adept/capable.	<b>(9-12 marks)</b> <b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b>  Dextrous, fluid, comes naturally, skilled, practiced.
		<b>Examples of skills expected</b> Sketching and drawing, performing two different construction craft tasks safely.		
		Candidate demonstrates a limited range of skills to produce outcomes of poor to just acceptable quality. The practical skills on display lack coordination and often have to be repeated.	Candidate demonstrates a wide range of skills to produce outcomes of good quality. The practical skills on display show good hand-eye coordination and work flows smoothly, with little need to repeat anything.	Candidate demonstrates a comprehensive range of skills to produce outcomes of high quality. The practical skills on display show excellent hand-eye coordination and work flows smoothly, without the need to repeat anything.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<b>AO4 Bringing it all together - coherence of the whole subject</b>  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?	<b>(1-4 marks)</b> <b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b> Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	<b>(5-8 marks)</b> <b>Shows good application of theory to practice and new context, some inconsistencies.</b> Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	<b>(9-12 marks)</b> <b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b> Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
		<b>Examples of bringing it all together:</b> Integrated use of knowledge and understanding of working in the built environment, construction, maintenance, materials and craft techniques; reflection on performance and quality of outcomes, ability to change direction when problems arise, ability to draw conclusions from research evidence; ability to learn from mistakes and apply new learning to emerging considerations of design and fabrication. Evaluation of performance across tasks.		
		Candidate works without checking on progress and needs regular guidance to complete assigned tasks. Candidate tends to consider only one aspect of a task at	Candidate occasionally checks progress but sometimes needs guidance to complete assigned tasks. Candidate considers several aspects of a task at any given time and appears aware	Candidate regularly checks progress and needs no guidance to complete assigned tasks. Candidate considers all aspects of a task at any given time and is

		any given time and appears unaware of how decisions made in one sphere can affect other decisions and actions. Demonstrated basic evaluation skills.	of how decisions made in one sphere can affect other decisions, but does not always react appropriately. Demonstrated adequate evaluation skills.	clearly aware of how decisions made in one sphere can affect other decisions, and always react appropriately. Demonstrated comprehensive evaluation skills.
%	<b>Assessment Objective</b>	<b>Band 1 descriptor</b> Poor to limited	<b>Band 2 descriptor</b> Fair to good	<b>Band 3 descriptor</b> Strong to excellent
10	<b>AO5 Attending to detail/ perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<b>(1-2 marks)</b> <b>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.</b> Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	<b>(3-4 marks)</b> <b>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.</b> Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	<b>(5-6 marks)</b> <b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b> Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		<b>Examples of attending to detail:</b> Checking of work against assigned tasks, attention to feedback, 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.
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