

**Level 2 Technical Award in
Designing and Planning
the Built Environment
(6720-003)**

Version 1.0

Assessment Pack
Sample Synoptic Assignment

General guidance for candidates

General guidance

This is a formal assessment on which you will be marked and graded. 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 out your work 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 e.g. reports may be word-processed but this is not a requirement.

Assignment Brief

You are a trainee in the company's design team and have been asked to contribute to a new development project

Your company has purchased a square site of 25 hectare on the edge of a town that is experiencing high levels of demand for new housing. The company intend to construct in excess of 500 new homes on the site in order to meet the town's housing needs for the increasing population. The local authority have stipulated that 50 of the new homes should be affordable 'starter homes'.

The site is crossed by a small stream that feeds into a major river that runs through the town. The ground soil is stiff clay and there is a slight slope towards both the stream and the river. There are many mature trees on the site, they are the habitat of a variety of wildlife.

The local authority, in which the site is located, has received many complaints from both the local population and various groups concerned with conservation and environmental issues such as flooding and damage to habitats.

The local authority is very aware of the demand for new affordable housing but is also conscious of the wider needs of the community they serve. They are reluctant to be involved in extensive legal procedures that would prove costly in terms of both time and money. Therefore they are keen to promote the development of a sustainable community that meets the requirements of all parties to the development.

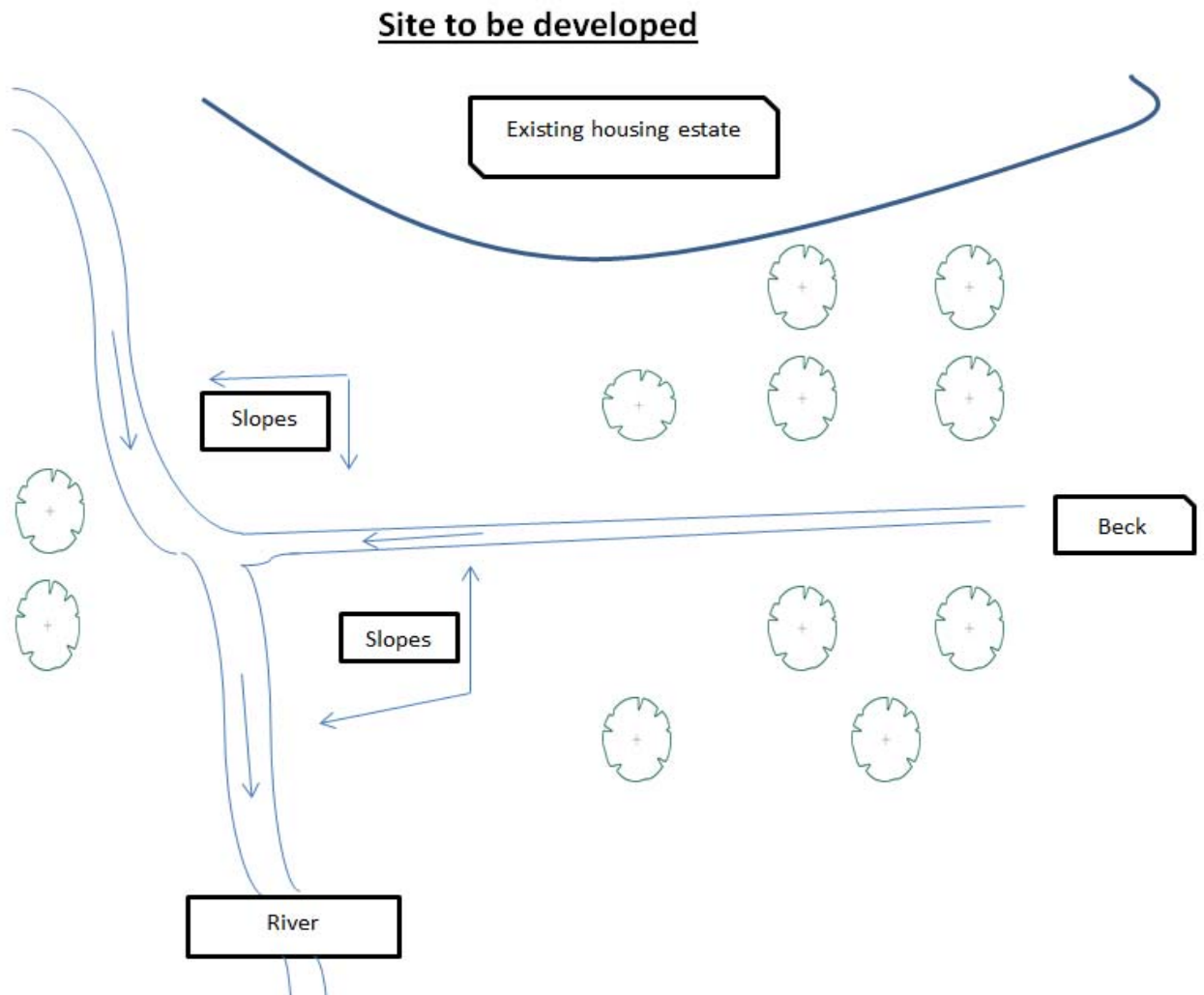
The local authority has stated that it requires all new developments to use modern methods of construction that are sustainable in terms of local sourcing and high energy efficiency. To monitor this the planning department of the local authority will need details on the proposed development; including what is to be built and why, the potential community benefits, the sustainability of the project, how the construction is to be carried out and simple costings.

Local authority design and planning procedures require attention to the following.

- Air quality and planning – the local authority has a legal obligation to pursue the air quality objectives at all locations in the city. On this basis they may reject, or require amendments to, proposals which are considered likely to result in a significant deterioration in air quality and/or which are likely to introduce new opportunities for exposure in existing areas of poor air quality.
- Land contamination - Where a proposed development introduces a vulnerable end use (i.e. residential housing or a school) and/or the development site could be affected by a former potentially contaminative land use (i.e. an old factory or refuse tip), the possibility of land contamination should always be considered.
- Flood risk guidance - Flood risk is a material planning consideration and it is the developer's responsibility to assess and mitigate that risk.

You should consider the following factors that have arisen out of responses made by the community, and other interest groups, to the granting of outline planning permission.

- Three-storey flats are unsuitable.
- Existing hedgerows should be retained and improved.
- Boundaries east of site should not comprise solid walls or fences.
- Need a guarantee that residents will be able to obtain insurance against flooding.
- Existing pedestrian/cycle paths must remain open for access to nearby school.
- Possibility of flooding of site and land further downstream.
- Wildlife habitats on site to be maintained.
- Development should not block out sunshine for surrounding occupants.





Tasks

Task 1

Produce a report, to be presented to the local community, on the different types of buildings needed to make the community sustainable, specifying the methods used to determine the opinions, views and requirements of the members of that community.

Conditions of assessment:

You may carry out research and collect the information you want to use in your report under unsupervised conditions. Your final report must be completed working alone under supervised conditions. You will have access to a computer, the Internet and manual drawing equipment.

What you must produce for marking:

A report supported by annotated sketches, drawings and other images as appropriate and examples of community survey questionnaires, meeting agendas and publicity materials as appropriate. The text could be replaced by face-to-face question and answer sessions with individual candidates, but an audio record must be kept if this method is used.

Task 2

Produce a report or presentation for management to present to the Local Authority on the factors that affect the design of the proposed development, with reference to the technical information needed to support the design process.

Conditions of assessment:

You may carry out research and collect the information you want to use in your report under unsupervised conditions. Your final report must be completed working alone under supervised conditions. You will have access to a computer, the Internet and manual drawing equipment.

What you must produce for marking:

A report supported by annotated sketches, drawings and images as appropriate, and examples of the sources of the technical information used in the design process. A video may be submitted instead of the report. This should testify to a wide-ranging discussion of the issues with the tutor/assessor, and must be supplemented by the inclusion of any relevant technical information referred to in the discussion. A conversation with the tutor/assessor could also be used but would require clear and extensive witness observation by the tutor.

Task 3

Produce a leaflet informing the local community how the design ideas and proposals to manage the risk of flooding on the housing estate will be addressed.

Conditions of assessment:

You may carry out research and collect the information you want to use in your report under unsupervised conditions. Your final report must be completed working alone under supervised conditions. You will have access to a computer, the Internet and manual drawing equipment.

What you must produce for marking:

A leaflet supported by drawing and images as appropriate. A video may be submitted instead of the leaflet.

Task 4

- (a) Produce design proposals and ideas for the development to be presented to the local authority planning department. You should justify the design choices you make.
- (b) Support the design proposals by determining:
 - (i) the area of the site in m²
 - (ii) the approximate length of the sides of the square in metres
 - (iii) the width of the site as drawn on a site plan to a scale of 1:1500.
- (c) Reflect on the processes used and outcomes achieved in terms of what went well and what you would do differently if you were to repeat the task.

Conditions of assessment:

You may practise the methods to be used to produce the design proposals and ideas under unsupervised conditions. The final production of the chosen methods must be completed working alone under supervised conditions. You will have access to a computer (including CAD), the Internet, manual drawing equipment and model-making materials and equipment.

What you must produce for marking:

Annotated sketches, drawings and images, photographs of the final outcomes; calculations with all working shown and the use of the appropriate units. The report could be in the form of a presentation to the client or the local authority planning department.

Additional Evidence

Tutors should carry out an observation of candidates approach to Task 4A documenting this on the Practical Observation form included within this pack.

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **sixteen** and **eighteen** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks. This should include computers, CAD stations if possible, model-making equipment and materials and examples of the technical information needed to design buildings, the documents used to make planning applications and the methods used to present design proposals and ideas.

Access to Building Regulations Approved Documents A, B, C, E, G, H and L is needed.

Task 1: 5 hours

This task will take five hours, two of which must be supervised.

The centre must provide manual drawing equipment, and audio recording equipment if face-to-face interviews are to be used.

Task 2: 4 hours

This task will take four hours, two of which must be supervised.

The centre must provide manual drawing equipment and examples of the forms of technical equipment used to support the design process.

Task 3: 4 hours

This task will take four hours, two of which must be supervised.

The centre must provide manual drawing equipment, and video recording equipment if this method is preferred to the report.

Task 4: 5 hours

This task will take five hours, two of which must be supervised.

The centre must provide manual drawing equipment, model making equipment, digital camera equipment, electronic calculators and presentational software if a presentation is to be used.

Use of photographs

Centres are expected to capture one photograph of the finished product if the candidate chooses to make a model in response to Task 4. The photograph should capture the final product, the candidates name and date of assessment. The photograph should be taken by the assessor, not the candidate. The appropriate level of detail should be captured within the photograph for the moderator to confirm the assessment decision.

Any sketches, drawings or images created should be uploaded directly into the moderation platform. These should only be photographed if the centre is unable to upload them directly into the moderation platform.

Centre guidance

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have 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.

You should explain to candidates 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.

The candidate 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.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

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 and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but 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 eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the

areas of particular interest for assessment (ie 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).

See the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation.

Minimum evidence requirements

The sections:

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

in the assignment list the minimum requirements of evidence to be submitted for marking and moderation.

Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

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

Where the minimum requirements have **not** been met, the moderation remark and 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

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. 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. See the **Technical qualifications – teaching, learning and assessment** centre guidance document 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. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The final 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.

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.

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 eg 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 and resources that allows them 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

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification and guidance should be recorded fully on the PO form, must be taken into account along with the candidate's final evidence during marking and must be 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 that they must check their work thoroughly before submitting it 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 ensure that candidates' completion of the tasks take place in the time allocated and may guide candidates on time remaining. 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 required suggests the candidate is lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor 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 PO form.
- 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 guidance provided, the larger the impact on the marks awarded.
- A tutor may **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.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

Guidance on marking

Please see the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

The PO form is used to record:

- details of any guidance or the level of prompting the candidate has received during the assessment period
- details of the candidate's performance against the Assessment Objectives (AO)
- rough notes made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform

- summary justifications when holistically coming to an overall judgement of the mark.

Marking grid

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

| % | Assessment Objective | Band 1 descriptor Poor to limited | Band 2 descriptor Fair to good | Band 3 descriptor Strong to excellent |
|--|--|---|---|---|
| 25 | <p>AO1 Recall of knowledge relating to the qualification LOs</p> <ul style="list-style-type: none"> 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? | <p>(1-5 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy.</p> | <p>(6-10 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps.</p> | <p>(11-15 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick.</p> |
| <p>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.</p> | | | | |
| | | <p>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.</p> | <p>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.</p> | <p>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.</p> |

| | | | | |
|----|--|--|--|--|
| 25 | AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> 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 planning documentation affects construction techniques and material specification. Only one method is used for presenting information, without justification. | 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 affects construction techniques and material specification. Several methods are considered for presenting information, and the final choice is justified. | 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 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. |

| | | | | |
|----|--|---|---|---|
| 20 | A03 Application of practical/ technical skills <ul style="list-style-type: none"> • 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 reflection on skills used and quality of outcome is provided but makes no useful points for improving future performance. | 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 used and quality of outcome is provided, and this addresses the appropriate issues but fails to consider how the process could be improved. | 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 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. |

| | | | | |
|----|--|---|---|--|
| 20 | AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> 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 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. | 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 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. | 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 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. |

| | | | | |
|----|---|--|---|--|
| 10 | A05 Attending to detail/perfecting <ul style="list-style-type: none"> 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. |

Model Answers

Task 4

(b) Support the design proposals by determining:

- (i) the area of the site in m^2
- (ii) the approximate length of the sides of the square in metres.
- (iii) the width of the site as drawn on a site plan to a scale of 1:1500.

This form shows a suggested answer to Task 4 as well as the assessment objectives that are covered by the task.

- (i) Area of site = $25 \times 10,000 = 250,000 \text{ m}^2$.
- (ii) Approximate length of side of square site = $\sqrt{250,000} = 500 \text{ m}$
- (iii) Width of site on plan at 1:1500 = $500/1500 = 0.333 \text{ m} = 333 \text{ mm}$

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

Date

Note:

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

Level 2 Technical Award in Designing and Planning in the Built Environment Synoptic Assignment (6720-003)

Candidate Record Form (CRF)

Candidate Name:
Candidate Number:

Centre Number:

Total Mark:

| | Summary justification | AO Mark |
|--|-----------------------|---------|
| A01 Recall | | |
| A02 Understanding | | |
| A03 Practical/ technical skills | | |
| A04 Bringing it all together | | |
| A05 Attention to detail | | |

Tutor/assessor signature:

Date:

Candidate Record Form (CRF)

Marker Notes

| | | | |
|--|--|---------------------|---------------------|
| <p>A01 - Recall Breadth, depth, accuracy</p> | <p>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.</p> | | |
| 25 % | Band 1: 1-5 marks | Band 2: 6-10 marks | Band 3: 11-15 marks |
| Mark: | Notes/Comments | | |
| <p>A02 - Understanding Security of concepts, causal links</p> | <p>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.</p> | | |
| 25% | Band 1: 1-5 marks | Band 2: 6-10 marks | Band 3: 11-15 marks |
| Mark: | Notes/Comments | | |
| <p>A03 - Practical skill Dexterity, fluidity, confidence, ease of application</p> | <p>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.</p> | | |
| 20 % | Band 1: 1 – 4 marks | Band 2: 5 – 8 marks | Band 3: 9– 12 marks |
| Mark: | Notes/Comments | | |

| | | | |
|--|--|---------------------|----------------------|
| A04 – Bringing it together use of knowledge to apply skills in new context | 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. | | |
| 20 % | Band 1: 1 – 4 marks | Band 2: 5 – 8 marks | Band 3: 9 – 12 marks |
| Mark: | Notes/Comments | | |
| A05 - Attending to detail / perfecting Repeated checking, perfecting, noticing | 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. | | |
| 10 % | Band 1: 1 – 2 marks | Band 2: 3 – 4 marks | Band 3: 5 – 6 marks |
| Mark: | Notes/Comments | | |

Please refer to the full marking grid for the qualification for full details of marking requirements. Where marker notes and justifications are captured on the marking and moderation platform, this form is not required

6720-003 - Practical Observation Form (PO)

Candidate Name:
Candidate Number:

Date:
Centre Number

Task 4a

| AOs | Evidence |
|--|----------|
| AO1 - Recall Breadth, depth, accuracy | |
| AO2 - Understanding Security of concepts, causal links | |
| AO3 - Practical skill Dexterity, fluidity, confidence, ease of application | |
| AO4 – Bringing it all together use of knowledge to apply skills in new context | |
| AO5 - Attending to detail / perfecting Repeated checking, perfecting, noticing | |