

**Level 2 Technical Award in
Constructing and
Maintaining the Built
Environment (6720-001)**

Version 1.0

**Assessment Pack
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 eg record/job cards are clearly labelled with your name and the assignment reference.

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

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

Assignment Brief

A local authority is proposing to erect a community centre on a site in the centre of a town. The site is currently occupied by a traditional brick and block warehouse (image 1). The building is now derelict but was previously an office with an attached training facility that specialised in gas safety and competency training. The building has not been occupied for a number of years and is currently in a state beyond repair, but is still connected to all mains services.



Image 1

The existing building must be decommissioned, and then safely demolished, with all the materials removed from site prior to the commencement of the construction of the community centre.

The main contractor has overall responsibility for health and safety on the project.

This responsibility includes training site staff on the potential hazards and the control measures to be used to reduce or eliminate the risks associated with these hazards.

The planned community centre development is intended to be a focal point of the area for recreational activities such as coffee mornings, IT classes, catering programmes, sports activities and general socialising.

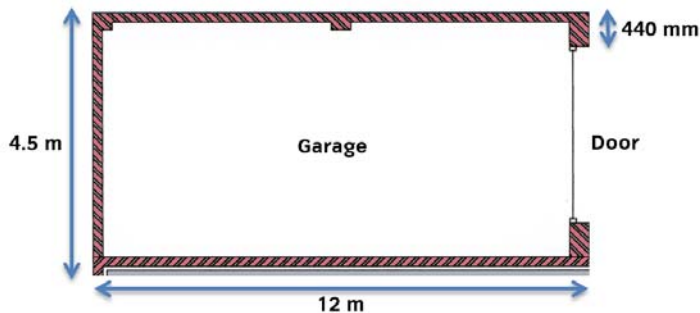
The local residents have held various consultations with designers and contractors, and have provided the local authority with a 'wish list' for the proposed build.

The community centre is to have a reception, office, a kitchen facility, an internal games room, an IT hub, a crèche facility, a 'soft' play area and a sports hall. It is hoped that this will encourage the local population to use the building as a community hub. Considerations for the design must include:

- Aesthetics
- Acoustics
- Structural stability
- Access/ Egress.

Planning permission has been obtained to build a garage behind the community centre.

The garage will have a traditional structure of a single-leaf wall with supporting piers. A floor plan is shown below, with additional details for the build:



- raft foundation to be concrete to a depth of 0.3 m
- brick walls and front piers in single brick to a height of 2.1 m
- bricks are priced at £450 per 1000
- concrete is priced at £95/ m³.

Tasks

Task 1

Prepare and present a toolbox talk concerning the proposed demolition of the offices and training unit.

Conditions of assessment:

Independently complete a toolbox talk.

What must be presented for marking:

Plan of toolbox talk showing aims, goals and content of proposed talk.

Additional evidence of your performance that must be captured for marking:

- Observation of performance notes by tutor/assessor, commenting on practical procedures, compliance with all health and safety issues and quality and tolerances of completed task.

Task 2

Produce a design specification and sketches for the community centre and explain the reasons for your proposed choices.

Conditions of assessment:

- Independently complete a design specification and sketches for the proposed build.

What must be presented for marking:

- Design specification and sketches to a reasonable scale.

Task 3

Produce an outline material specification for the garage. Use this to determine a budget cost, factoring in a 15% allowance for waste.

Conditions of assessment:

- Independently specify appropriate materials and complete a series of calculations

What must be presented for marking:

- Materials specification and calculations showing working and use of correct units.

Task 4

Perform **two** different construction tasks to demonstrate your practical skills. The tasks will be specified by your tutor.

You are expected to assess how well you have performed the tasks, comment upon the quality of the outcomes and suggest how you might improve your performance if you were asked to repeat the task.

Conditions of assessment:

Independently complete the practical tasks

What must be presented for marking:

Two completed products as per specification. An evaluative review of the process, and the outcomes of the performance.

Additional evidence of your performance that must be captured for marking:

- Photographic evidence. This may be provided by the candidate, but it is the responsibility of the tutor to ensure that the quality of the image is appropriate and the subject provides sufficient and appropriate evidence for marking.
- Observation of performance notes by tutor/assessor, commenting on practical procedures, compliance with all health and safety issues and quality and tolerances of completed task.

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **fifteen** and **eighteen** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

Resources

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

Task 1: 3 to 4 hours

The centre must supply the candidates with a computer, A4 paper and a printer for them to prepare and produce a plan for toolbox talks. Flip-chart paper would also be of use for mind maps to be produced.

Task 2: 4 to 5 hours.

The centre must supply the candidates with a computer, A3 and A4 paper and a printer for them to sketch and produce specifications and drawings. Technical drawing equipment would also support the sketches.

Task 3: 2 hours.

The centre must supply the candidates with a computer, a calculator, A4 paper and a printer for them to perform a series of calculations

Task 4: 6 to 7 hours.

The centre must supply the candidates with a suitable tool kit for the practical application of tasks. These should include, as relevant, a bricklayer's tool kit, a carpenter's toolkit, a plumber's toolkit, an electrician's toolkit, a decorator's tool kit and/or a plasterer's toolkit.

The tutor must specify two tasks for the candidate to undertake. The tasks should be selected from the menu below.

- Carpentry and joinery - construct a scale model (either 1:5 or 1:10) of a simple roof rig that could be used on the garage.
- Bricklaying – construct a simple straight brick wall in stretcher bond that would be suitable for the garage wall, 0.89 m long and three stretchers high, both stopped ends, constructed using lime mortar, or a block wall 2.24 m in length and three stretchers high, no requirement for stopped ends.
- Painting and decorating – be able to prime, undercoat and paint a paneled door or window frames and, OR hang lining paper or woodchip paper to walls with no corners, light switches or sockets.
- Plastering - undercoat and finish a block wall of area 2 m x 2 m.
- Plumbing - construct watertight pipework rig with two bends, two capillary joints and two compression joints.
- Electrical installation – complete a ring final circuit with two socket outlets and a fused spur using surface mounted conduit.

Use of photographs for evidence

Centres should ensure five photographs of candidates completing task 4 are uploaded to the moderation platform for moderation. These photos should be used to support the observation recorded upon the Practical Observation Sheet.

Four of these photos should be taken through the 5 hour period candidates have to complete the task. Photographs should be taken by assessors, not candidates. Photographs should not be posed and should capture the candidate working on the product they have chosen to complete. It should be taken from a distance that ensures it captures all of the candidate, not just their hands and the product.

The final photograph should be of the finished product. This photograph should include a sign that gives the name of the candidate and the date of the assessment so that photographs can be differentiated.

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.</p> <p>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.</p> <p>Sound, minimal gaps.</p>	<p>(11-15 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</p> <p>Accurate, confident, complete, fluent, slick.</p>
<p>Examples of types of knowledge expected:</p> <p>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.</p>				
		<p>Bottom of band: The candidate shows a basic understanding of a limited range of construction sector activities, construction methods and maintenance techniques, with little useful detail.</p> <p>Top of band: The candidate has shown a basic knowledge of construction methods 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.</p>	<p>Bottom of band: The candidate shows a good range of knowledge from across the qualification, and the knowledge demonstrated is generally sound and often detailed.</p> <p>Top of band: Candidate has shown a broad range of knowledge, making relevant links between construction methods and the materials to be used. Explanations are usually, but not always, detailed.</p>	<p>Bottom of band: The candidate has shown in-depth, detailed knowledge across the entire qualification range, with a high degree of clear and accurate detail.</p> <p>Top of band: An in-depth treatment of a comprehensive range of knowledge is evident. Explanations are clear and strong links have been made between methods, techniques and materials, for both construction and maintenance.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	<p>AO2 Understanding of concepts theories and processes relating to the LOs</p> <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? 	<p>(1-5 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p>(6-10 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p>(11-15 marks)</p> <p>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.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
<p>Examples of understanding expected:</p> <p>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.</p>				
		<p>Bottom of band: Candidate makes limited connections between the knowledge involved and uses concepts and examples in support, but not in any detail.</p> <p>Top of band: 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>Bottom of band: Candidate makes a wide range of connections between the knowledge involved and uses some concepts and examples in support, in clear and appropriate detail.</p> <p>Top of band: 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>Bottom of band: Candidate makes a comprehensive range of connections between the knowledge involved and uses many concepts and examples in support, in relevant, coherent, clear and appropriate detail.</p> <p>Top of band: 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>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO3 Application of practical/ technical skills <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? 	<p style="text-align: center;">(1-4 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p style="text-align: center;">(5-8 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p style="text-align: center;">(9-12 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced.</p>
		<p>Examples of skills expected</p> <p>Sketching and drawing, performing two different construction craft tasks safely.</p>		
		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	<p>AO4 Bringing it all together - coherence of the whole subject</p> <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? 	<p>(1-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p>(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.</p>	<p>(9-12 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
		<p>Examples of bringing it all together:</p> <p>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.</p>		
		<p>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 any given time and appears unaware of how decisions made in one sphere can affect other decisions and actions.</p>	<p>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 of how decisions made in one sphere can affect other decisions, but does not always react appropriately...</p>	<p>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 clearly aware of how decisions made in one sphere can affect other decisions, and always react appropriately.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<p>A05 Attending to detail/perfecting</p> <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 (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p>(1-2 marks)</p> <p>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.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p>(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p>(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
		<p>Examples of attending to detail:</p> <p>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.</p>		
		<p>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.</p>	<p>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.</p>	<p>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.</p>

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 Constructing and Maintaining the Built Environment Synoptic Assignment (6720-001)

Candidate Record Form (CRF)

Candidate Name:

Centre Number:

Candidate 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: 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.</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: 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.</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: Sketching and drawing, performing two different construction craft tasks safely.</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: 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.		
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 assigned tasks, attention to feedback, 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

6720-001- Practical Observation Form (PO)

Candidate Name:

Date:

Candidate Number:

Centre Number

Task 1 *Presentation of Toolbox Talk*

AOs	Evidence
<p>A02 - Understanding Security of concepts, causal links</p>	
<p>A03 - Practical skill Dexterity, fluidity, confidence, ease of application</p>	

Task 4

The assessor should record their observations for Task 4 in the table below.
See the Observation section above for details around the types of comments to add here.

AOs Covered	Task Completed	Comments/notes
AO 1 – selection and use of tools, equipment, materials and PPE AO 2 – methods and techniques selected AO 3 – production of final artifact, working safely to complete tasks AO 5 product created and finished to appropriate standard	Task 4A; <input type="checkbox"/> Carpentry and joinery <input type="checkbox"/> Bricklaying <input type="checkbox"/> Painting and decorating <input type="checkbox"/> Plastering <input type="checkbox"/> Plumbing <input type="checkbox"/> Electrical Installation	
AO 1 – selection and use of tools, equipment, materials and PPE AO 2 – methods and techniques selected AO 3 – production of final artifact, working safely to complete tasks AO 5 product created and finished to appropriate standard	Task 4B; <input type="checkbox"/> Carpentry and joinery <input type="checkbox"/> Bricklaying <input type="checkbox"/> Painting and decorating <input type="checkbox"/> Plastering <input type="checkbox"/> Plumbing <input type="checkbox"/> Electrical Installation	