



# Level 2 Technical Award in Designing and Planning the Built Environment (6720-22)

November 2017 Version 1.0

**Guide to the examination**

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Award in Designing and Planning the Built Environment**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

## 1. Details of the exam

### External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment this is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

### Exam requirements of this qualification

#### Designing and Planning the Built Environment – Theory exam (2 hours).

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* -please see the link to the qualification page at the end of this document).

#### When does the exam take place?

This qualification is typically delivered over two years. The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

In order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

#### Form of exam

The exam for this qualification can be taken either on paper (6720-504) or online (6720-004).



## Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

## How the exam is structured

Each exam has a total of 60 marks available.

Each exam is made up of:

- approximately 12 -14 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

## Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 <b>Recalls knowledge</b> from across the breadth of the qualification	43%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	42%
AO4 <b>Applies knowledge, understanding and skills</b> from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	15%



## **Booking and taking the exam**

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

## **Special consideration**

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

To make a request for special consideration, please contact: [policy@cityandguilds.com](mailto:policy@cityandguilds.com)

## **Access arrangements**

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)

[Applying for access arrangements on the Walled Garden](#)

## 2. Content assessed by the exam

### Designing and Planning the Built Environment

The exam assesses:

- **Unit 205:** Developing sustainable com
- **Unit 206:** Planning and design of the built environment
- **Unit 207:** Creating and presenting building designs

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.



Unit	Learning outcome	Topics	Number of marks
205 Developing sustainable communities	LO1 Understand key features of a sustainable	1.1 Urban environment 1.2 Factors that make up a sustainable community	13
	LO2 Understand the social and economic contribution of housing and the built environment	2.1 Design of the built environment 2.2 Social considerations of housing and the built 2.3 Economic contribution of housing and the built	
206 Planning and design of the built environment	LO1 Understand the influences on the design proces	1.1: Factors that influence the design process 1.2: Technical information used to support the design process	25
	LO2 Understand the planning process	2.1 The planning process 2.2 Documentation required to support planning	
	LO3 Understand different methods of construction	3.1 Different property types 3.2 Different forms of construction 3.3 Elements of a building	

	LO4 Understand the properties and use of different materials for buildings	4.1 Construction materials in general use 4.2 Deterioration of construction materials	
207 Creating and presenting building designs	LO1 Understand how design ideas are presented for different audiences	1. 1 Purpose of presenting design ideas 1.2 Methods used to present design ideas	13
	LO2 Develop technical skills in producing drawings and models	2.1 Building design related calculations 2.2 Sketches and drawings 2.3 Modelling buildings	
	LO3 Develop technical skills in presenting design ideas for different audiences	3.1 Structure of design proposals 3.2 Evaluate design ideas and proposals	
<b>Total marks for sections:</b>			<b>51 marks</b>
<b>Integration across units*:</b>			<b>9 marks</b>
<b>Total marks for exam:</b>			<b>60 Marks</b>

\* *Integration across units*. These marks relate to Assessment Objective 4). These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

### 3. Guidance

#### Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
<b>Analyse</b>	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
<b>Calculate</b>	Work out the answer to a problem using mathematical operations
<b>Compare</b> (...and contrast) (or <b>describe</b> the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
<b>Define</b>	Give the meaning of, technical vocabulary, terms, etc.
<b>Describe</b>	Give a detailed written account of a system, feature, etc <b>(..the effect of...on...)</b> the impact, change that has resulted from a cause, event, etc <b>(..the process..)</b> give the steps, stages, etc
<b>Differentiate</b> between	Establish and relate the characteristic differences between two or more things, concepts, etc
<b>Discuss</b>	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
<b>Distinguish</b> between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
<b>Evaluate</b>	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc )
<b>Explain</b>	Make (a situation, idea, process, etc) clear or easier to understand by giving details, <b>(..how..)</b> Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.

<b>Give example(s) illustrate/</b>	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc
<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	Give a brief statement of the main points (of something)

## Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example questions	Mark Scheme:
<p><b>Short answer questions (restricted response)</b>            These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>Identify <b>three</b> factors that can influence the design of a building.</p> <p style="text-align: right;"><b>(3 marks)</b></p>	<p>Any <b>three</b> of the following at <b>one</b> mark each, <b>maximum</b> of <b>three</b> marks.</p> <ul style="list-style-type: none"> <li>• Community needs and social impact.</li> <li>• Economic and financial issues.</li> <li>• Technical issues.</li> <li>• Aesthetics.</li> <li>• Material specification.</li> <li>• Infrastructure requirements.</li> <li>• Legal controls on design.</li> <li>• Environmental issues</li> </ul>
	<p>Explain the difference between 'elevations' and 'sections' as produced in construction drawings.</p> <p style="text-align: right;"><b>(4 marks)</b></p>	<p>Marks as shown up to a maximum of <b>four</b> marks.</p> <p>An elevation is the view that you would see in real life as you stood on the floor or ground and looked at a</p>

wall or similar **(1 mark)**. This view can be either an exterior or interior view **(1 mark)**.

A section is a horizontal orthographic projection of a building on to a vertical plane **(1 mark)**, with the vertical plane cutting through the building **(1 mark)**.

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### Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

#### Example question

A large multi-purpose retail outlet is to be constructed on the outskirts of a small town.

Discuss the impact the retail outlet could have on the town and its population.

(9 marks)

#### Mark scheme

##### Answer

##### Indicative content

Factors that make up a sustainable community, design of the built environment, social considerations of housing and the built environment, economic contribution of housing and the built environment, effect of both design and planning processes, different property types.

##### Band 1 (0-3 marks)

The candidate identifies a limited number of factors, ideas and proposals, and provides a brief description that lacks coherence, but fails to link the principles used in the development. In order to access the higher marks in the band the candidate must identify the various impacts on the town as either social or economic.

**Example band 1 response**

If the retail outlet is constructed on the outskirts of a small town it means that jobs will open up for the local people and that also means bringing money into the local economy. However as it is on the outskirts of the town that means there would be an increase in traffic as any deliveries would need to go through the town and that may cause issues with the local people. They may get the local authority involved and that would cause problems in the construction. Although the retail construction can cause problems it would also be good for the local people as there would be jobs for construction workers and for local retail and this would be after the construction and it would help with the local economy. Some local people may not want the retailer to open as they could be out of business by the retailer as they are multi-purpose retailers, this can cause businesses to close down and move homes which could decrease the population.

**Band 2 (4 – 6 marks)**

The candidate identifies a broad range of relevant factors, ideas and proposals, and provides a reasonably clear and coherent description that links the proposed principles, but only in a generalised fashion. In order to access the higher marks in the band the candidate must describe the impact on the community in terms of at least two of the following: the local economy, the transport infrastructure or what might encourage visitors to the town.

**Example band 2 response**

There would be a big significant impact after the retail outlet is constructed because of the fact that it's a large one which will create plenty of new job opportunities which is good for the local people. Generally, small cities don't have a lot of large stores and enterprises so when one opens it generally tends to be successful, assuming this is the case for this outlet and would contribute to the town economically. Another thing is that people passing through the town are also likely to stop and could also decide to stay in town which is a positive thing. However it could also impact them negatively by producing a lot of waste which is bad for the environment and for the people that live in the town.

**Band 3 (7 – 9 marks)**

The candidate identifies a comprehensive range of relevant factors, ideas and proposals, and provides an in-depth and coherent description that clearly and accurately links the proposed principles to the aims and objectives of the development. In order to access the higher marks in the band the candidate

must explain how the retail outlet can impact positively on the town both during and after construction and suggest actions that could be taken to reduce any negative impact.

**Example band 3 response**

As it is a small town they haven't got a lot of retail outlets in the town, so it will probably be the biggest one in the small town and everyone will probably decide to go there. This will cause a lot of traffic on the way to the outlet and a lot of visitors will probably visit the town which will mean they will have to expand the place, however there are also advantages about it too as people from the city nearby will probably visit the outlet, so more people the better will be good for the economy. It's also on the outskirts of the town, so the people that will have most access to it will be mostly the people that have cars, otherwise they will have to pay for public transportation. They will have to build lots of roads, so people can access the outlet in a number of different ways otherwise it will cause too much traffic. Due to the outlet being some distance from other towns, people will choose to travel there by car or bus. They may use cycle paths and pedestrian walkways in the town, but not between the towns. This means that they will need to build good roads and provide car parks, bus lanes and bus stops as part of the infrastructure.



## Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

### Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

### At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the exam paper before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

### Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

### Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will

answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

### **Towards the end of the exam**

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

## 4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

### City & Guilds

Qualification homepage: <https://www.cityandguilds.com/qualifications-and-apprenticeships/construction/construction/6720-technical-in-constructing-the-built-environment#tab=information> which includes:

- *Qualification handbook*
- *Synoptic assignment*
- *Sample assessments*

Technical Qualifications, Resources and Support: [www.cityandguilds.com/techbac/technical-qualifications/resources-and-support](http://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support)

### Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>