

# **Level 3 Advanced Technical Diploma in Constructing the Built Environment (6720-043)**

**Version 1.0**

**Assessment Pack  
Sample Synoptic Assignment**

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## General guidance for candidates

### **General guidance**

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

### **Plagiarism**

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

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

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

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

### **Timings and planning**

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

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

### **Health and Safety**

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

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

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

### **Presentation of work**

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

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

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

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

## Assignment Brief

A proprietor of an existing market garden has decided to close the business and sell the land, and all the buildings on that land, to a property development company.

The site covers an area of 1.5 hectares and includes the market garden, a bungalow which is suitable for accommodation and two large brick outbuildings, both of which are in a good condition. The property is bounded on one side by a high brick wall that separates the market garden from a busy road, and on an adjoining side by rising ground. The rising ground runs for approximately 100 m and varies in height from 0 m at each end to a maximum of 5 m along its length.

The outbuildings are provided with a cold water supply, a combined drainage system and electric lighting.

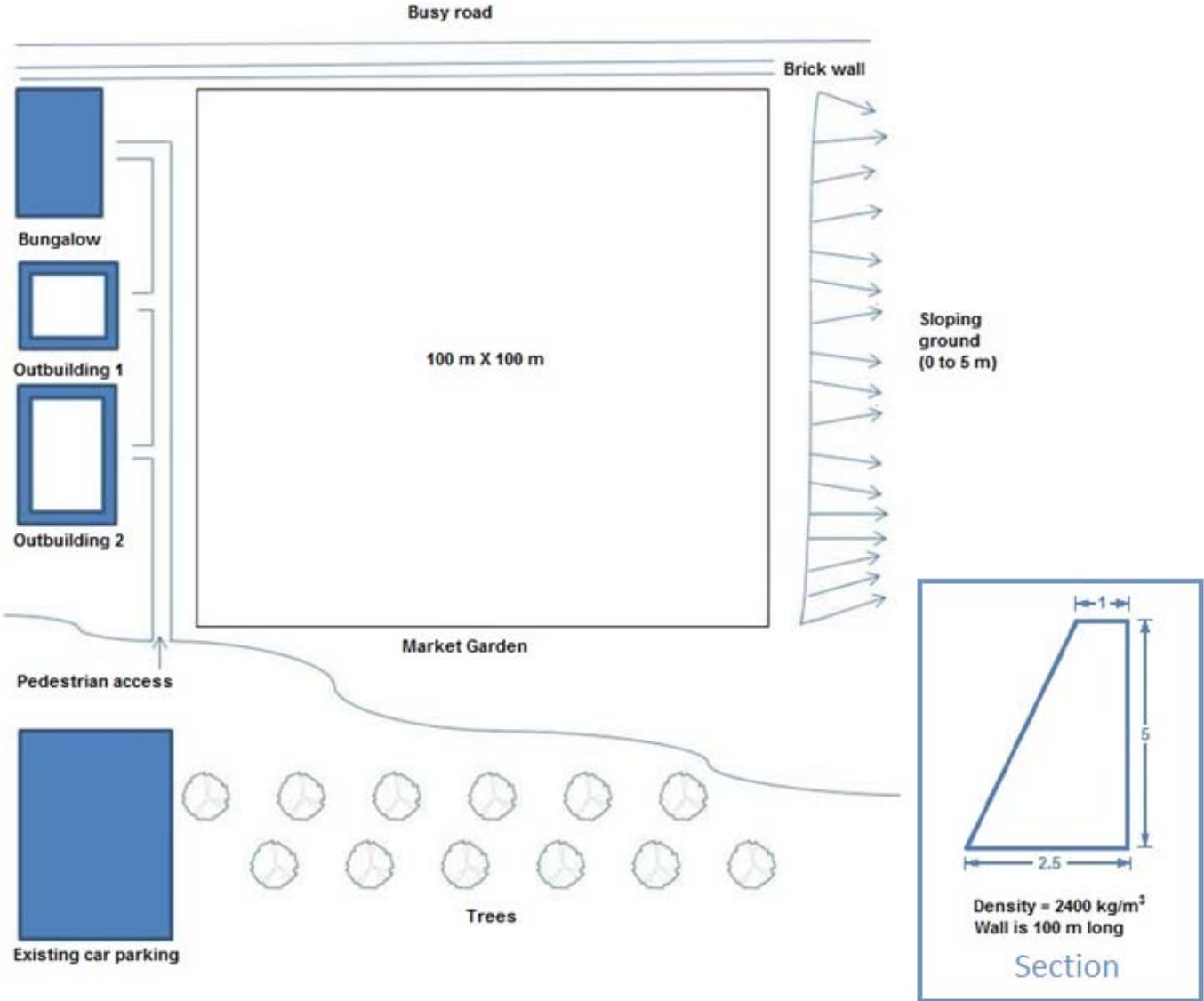
The property development company plans to convert the market garden into a caravan park. The two outbuildings will be converted into a shop and a café, for the use of people visiting the park. The bungalow will be converted into a two-storey building that will be used for housing. Lastly there is intention to construct a new toilet and shower block on site for those who use the caravan park. The company are environmentally sensitive and are keen to use low-impact building methods.

The retaining wall to hold back the sloping ground is to be 100 m long. A section through the wall is shown in the diagram on the next page. The wall is to be formed out of ready-mixed concrete at £80/m<sup>3</sup> and there is to be a 10% extra allowance for compaction. Assume VAT at 20%.

You are a trainee technician with the company that was awarded the contract to design and build the new development. The property development partnership wish to be involved throughout the project and have asked for regular updates on progress and information on the design, planning and construction techniques used.

It has been agreed that your company will frequently communicate with the development company by producing reports and making presentations. You have been given the main responsibility for ensuring that this happens.

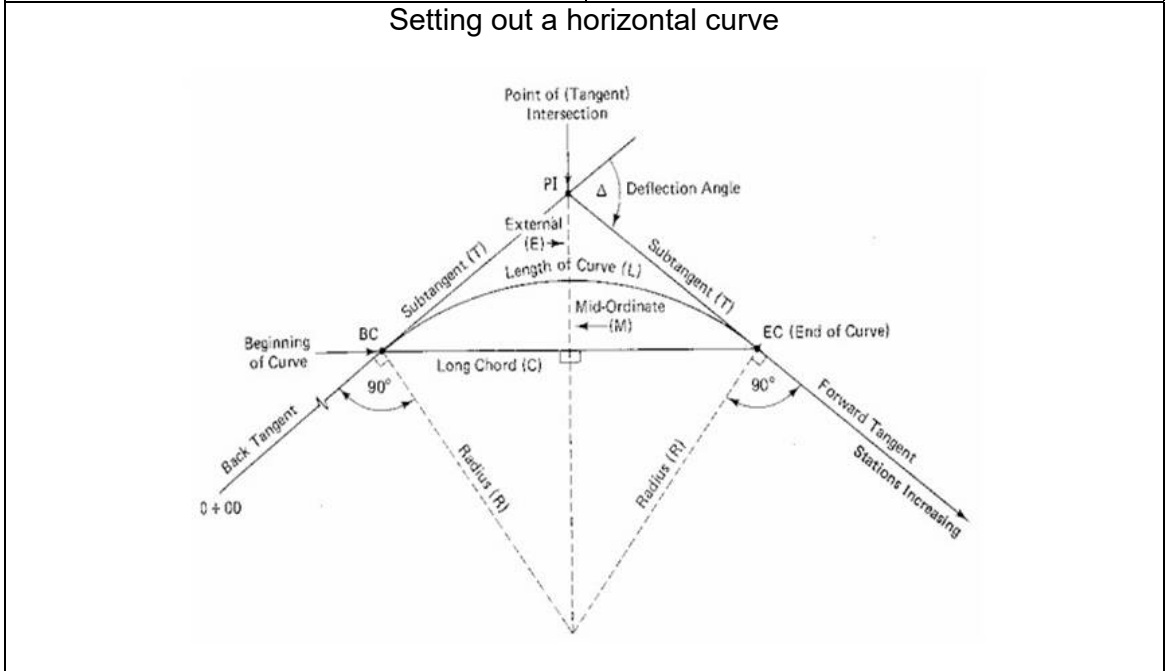
# Basic site layout including existing buildings, roads and pedestrian access



All dimensions in metres

<p>Bungalow</p>	<p>Outbuildings</p>
	
<p>Sloping ground</p>	<p>Market garden</p>
	

Setting out a horizontal curve



## Tasks

### Task 1

Produce a pre-construction report on the materials and sustainable modern methods to be used on the project.

**Conditions of assessment:**

The report must be compiled independently under supervised conditions. Research may be done without supervision.

**What must be presented for marking:**

A report with text and sketches, drawings, method statements and technical specifications as appropriate.

### Task 2

Produce a report demonstrating to the client that the project is meeting all requirements regarding:

- (a) health and safety issues
- (b) environmental concerns.

**Conditions of assessment:**

The report must be compiled independently under supervised conditions. Research may be done without supervision.

**What must be presented for marking:**

A report with text and sketches, drawings, completed risk assessments, completed project management documentation and examples of the techniques used to address environmental issues.

### Task 3

Produce a range of exemplar calculations that:

- (a) demonstrate the procedure used to set out a curve for the access road
- (b) determine the volume and cost of the concrete for the retaining wall including VAT.

**Conditions of assessment:**

The calculations must be compiled independently under supervised conditions. Research may be done without supervision.

**What must be presented for marking:**

The production of clear and accurate calculations with all working shown and use of the correct units.

### Task 4

Prepare a presentation for the client on estimating building costs.

**Conditions of assessment:**

The presentation must be compiled independently under supervised conditions. Research may be done without supervision.

**What must be presented for marking:**

An electronic slide presentation, supported by hard copies of the slides.

The presentation could make reference to the following:

- functional unit method
- superficial method
- approximate quantities
- elemental cost planning

## Task instructions for centres

### Time

The recommended time to be allocated for the completion of the tasks that comprise this assessment is **twenty** hours. Candidates are required to plan their work in advance of the supervised sections of the tasks, and have their plans confirmed by their tutor, to ensure that they allocate enough time for each task.

It is recommended that candidates are given the content and tasks **two weeks prior** to the start of the supervised assessment.

### Resources

Candidates should be provided with access to or copies of materials to produce the reports required, including drawing equipment and materials (including access to CAD stations), Approved Documents of the Building Regulations, relevant legislation and codes of practice. They will need access to the Internet for purposes of research.

### **Task 1: 8 hours**

This task will take eight hours, two of which must be supervised. The centre must supply suitable manual drawing equipment although CAD may be used where available, and where the candidates are competent in its use.

### **Task 2: 6 hours**

This task will take six hours, two of which must be supervised. The centre must supply risk assessment templates and suitable manual drawing equipment although CAD may be used where available, and where the candidates are competent in its use.

### **Task 3: 3 hours**

This task will take three hours, two of which must be supervised. The centre must supply electronic calculators.

### **Task 4: 3 hours**

This task will take three hours, two of which must be supervised. The centre must supply the candidates with access to suitable electronic presentation software.



## 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 candidate record form (CRF), 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' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

It is up to the marker to decide if the guidance 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 CRF.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more 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 Candidate Record Form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes 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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p><b>AO1 Recall of knowledge relating to the qualification LOs</b></p> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<p><b>(1-4 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b> Hesitant, gaps, inaccuracy.</p>	<p><b>(5-8 marks)</b></p> <p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b> Sound, minimal gaps.</p>	<p><b>(9-12 marks)</b></p> <p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b> Accurate, confident, complete, fluent, slick.</p>
<p><b>Examples of types of knowledge expected:</b> identification of construction forms, methods, techniques, materials and their properties; formulae and techniques for determining volumes and costs; health and safety and risk assessments; environmental issues that may impact on project; drafting techniques, use of terminology.</p>				
<p><b>Bottom of band:</b> The candidate has identified a limited number of the sustainable methods and materials used in construction and building services, but there is little detail or coherence. Some correct formulae and calculation methods identified but used poorly.</p> <p><b>Top of band:</b> The candidate has identified a limited number of the sustainable methods and materials used in construction and building services, but in some detail and with some coherence. Some correct formulae and calculation methods identified but used appropriately.</p>		<p><b>Bottom of band:</b> The candidate has described a wide range of the sustainable methods and materials used across the board, in good detail, with clear sketches and acceptable levels of coherence. Most formulae and calculation methods have been identified and used well with some working shown but without units.</p> <p><b>Top of band:</b> The candidate has described a wide range of the sustainable methods and materials used across the board, with good detail, clear and accurate sketches and good coherence. All appropriate formulae and calculation methods are identified and generally applied well with some working shown and some units.</p>	<p><b>Bottom of band:</b> The candidate has described a comprehensive range of the sustainable methods and materials used across the board, in very good detail, with clear and accurate sketches and generally high levels of coherence. All formulae and calculation methods have been identified and used well with most working and units shown correctly.</p> <p><b>Top of band:</b> The candidate has described a comprehensive range of the sustainable methods and materials used across the board, in in-depth detail, with clear and accurate sketches and high levels of coherence. All formulae and calculation methods have been identified and used correctly with all working shown and with correct units.</p>	

35	<b>AO2 Understanding of concepts theories and processes relating to the LOs</b> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well are theories and concepts applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<b>(1-7 marks)</b> <b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b> Misunderstanding, illogical connections, guessing.	<b>(8-14 marks)</b> <b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b> Logical, slightly disjointed, plausible.	<b>(15-21 marks)</b> <b>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</b> Logical reasoning, thoughtful decisions, causal links, justified.
		<b>Examples of understanding expected:</b> Explanations/comparisons related to material and component specifications and performance; why, when and where different methods, techniques and materials are used (Including sustainable aspects); understanding of application of health and safety good practice and use of risk assessments; underlying principles of environmental issues that may impact on the project; correct understanding of the application of formulae and techniques to determine volumes, costs and other relevant factors as appropriate.		
		<b>Bottom of band:</b> Some concepts are referred to, but explanations are typically weak; little ability to show a chain of cause and effect or to explain the reasons for specification. <b>Middle of band:</b> The candidate has shown a somewhat limited range of understanding, explanations are typically brief or simplistic and understanding somewhat implied. <b>Top of band:</b> There is evidence of a range of understanding from across the qualification, concepts can generally be explained in a limited way, some areas are more secure than others	<b>Bottom of band:</b> The candidate has shown a good range of understanding across the qualification, explanations are straightforward but secure. <b>Middle of band:</b> There is good understanding shown across the qualification, explanations are clear and often show good links between cause and effect; the reasons for the methods and materials specified are made clear. <b>Top of band:</b> Understanding across the qualification is consistently good, with reasoning consistently coherent and well-explained.	<b>Bottom of band:</b> Explanations show some additional depth of thought/insight in places. Some understanding is being extrapolated to new contexts with some success and the understanding is clearly applied to the project in hand. <b>Middle of band:</b> Explanations are generally in-depth across the qualification. Application to new contexts is generally successful and relevant to the project in hand. <b>Top of band:</b> Concepts and understanding across the qualification are extremely well-understood and can be applied consistently and effectively in new contexts. All the understanding demonstrated relates to the project in hand.

10	<b>AO3 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>How confidently does the candidate use the breadth of practical skills open to them?</li> <li>How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<b>(1-2 marks)</b> <b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b> Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	<b>(3-4 marks)</b> <b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b> Somewhat successful, some inconsistencies, fairly adept/ capable.	<b>(5-6 marks)</b> <b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b> Dextrous, fluid, comes naturally, skilled, practiced.
		<b>Examples of skills expected:</b> working with project documentation, determining quantities from drawings, production of drawings; completion of planning documentation; calculating volumes and costs, preparing an electronic presentation.		
		Processes can generally be carried out in an acceptable manner, up to a point, resulting in drawings that are basic, and which may be somewhat inaccurate in places. All calculations, setting out and specification of structural steel are attempted and, even if not all correct, have been completed.	Familiar processes are carried out in a capable way resulting in consistently usable drawings. Straightforward measurements are accurate and complex situations are attempted well and mostly effectively. All calculations, setting out and specification of structural steel are attempted and completed, and are substantially correct.	Drawings are consistently produced to a high standard. Measurements are consistently accurate and within tolerance even in complex situations. All calculations, setting out and specification of structural steel are attempted and completed, and are all correct. The calculations are well set-out, with all working shown and all the correct units used throughout.

20	<b>AO4 Bringing it all together - coherence of the whole subject</b> <ul style="list-style-type: none"> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/problems on their own?</li> </ul>	<b>(1-4 marks)</b> <b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b> Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	<b>(5-8 marks)</b> <b>Shows good application of theory to practice and new context, some inconsistencies.</b> Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	<b>(9-12 marks)</b> <b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b> Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.	
		<b>Examples of bringing it all together:</b> applying knowledge and understanding to a particular scenario/ problem – justifying decisions/approaches taken eg materials, techniques, adapting practice to meet contextual challenges, reflecting on risk assessments and their use in health and safety.			
		There is some evidence of the candidate using their knowledge and understanding together in a few straightforward areas.	The candidate typically brings together their knowledge, understanding and skills well when solving problems that arise when presented with the context, although they may deal with these separately.	The candidate has made excellent use of their knowledge, understanding and skills from across the qualification to inform them as to how best to meet the context of the assignment. Choices and decisions have been well informed and considered showing the candidate appreciates the significance of the different units of the qualification in relation to each other.	



15	<b>AO5 Attending to detail/ perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<b>(1-3 marks)</b> <b>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</b> Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	<b>(4-6 marks)</b> <b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b> Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	<b>(7-9 marks)</b> <b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b> Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		<b>Examples of attending to detail:</b> accuracy and detail of drawings, checking of same, thinking about and attending to specific requirements of the client, completeness and attention to usability of all relevant documentation, checking drawings and any calculations.		
		There is superficial attention to detail. The drawings show some inaccuracies or gaps. The clients' needs are interpreted in a generic rather than personal way with basic attention to their aims.	There is an adequate attention to detail – drawings are accurate. Clients' needs are considered sufficiently to meet their needs in the most straightforward/ conventional way.	The candidate has been highly focused on the task showing extreme care in the accuracy and usability of drawings. They have been very attentive to the implied values of the clients and thoughtful in using this insight in achieving an outcome that is highly client centric.

## Declaration of Authenticity

Candidate name

Candidate number

---

Centre name

---

Centre number

### **Candidate:**

**I confirm that all work submitted for this synoptic assignment 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/assessor signature

Date

## Candidate Record Form (CRF)

Candidate Name:  
Candidate Number:

Assessment ID:  
Centre Number:  
**Total Mark:**

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

Tutor/assessor signature:

Date:

# Candidate Record Form (CRF)

## Marker Notes

<b>A01 - Recall</b> Breadth, depth, accuracy	<b>Examples of types of knowledge expected:</b>		
20%	Band1: 1-4 marks	Band 2: 5-8 marks	Band 3: 9-12 marks
Mark:	Notes/Comments		
<b>A02 - Understanding</b> Security of concepts, causal links	<b>Examples of understanding expected:</b>		
35%	Band1: 1-7 marks	Band 2: 8-14 marks	Band 3: 15– 21 marks
Mark:	Notes/Comments		
<b>A03 - Practical skill</b> Dexterity, fluidity, confidence, ease of application	<b>Examples of skills expected:</b>		
10%	Band1: 1 – 2 marks	Band 2: 3 – 4marks	Band 3: 5-6 marks
Mark:	Notes/Comments		
<b>A04 – Bringing it together</b> use of knowledge to apply skills in new context	<b>Examples of bringing it all together:</b>		
20%	Band1: 1 – 4 marks	Band 2: 5– 8 marks	Band 3: 9 – 12 marks
Mark:	Notes/Comments		
<b>A05 - Attending to detail / perfecting</b> Repeated checking, perfecting, noticing	<b>Examples of attending to detail:</b>		
15%	Band1: 1 – 3 marks	Band 2: 4 – 6 marks	Band 3: 7 – 9 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**