



UNCOVER  
LEARNER  
POTENTIAL

Level 1/2 Vocational Award in

**CONSTRUCTION AND  
THE BUILT ENVIRONMENT**

(Technical Award)

Teaching from 2022 | Award from 2024

Version 2 - March 2024

**SAMPLE ASSESSMENT MATERIALS - UNIT 2**



# WJEC Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award)

## SAMPLE ASSESSMENT MATERIALS

### UNIT 2

For teaching from 2022

For award from 2024

## SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Under task 2d, the total of marks in band 3 has changed from 10 to 5-6	21

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## Unit 2: Designing the Built Environment

### SAMPLE ASSESSMENT MATERIALS

**Assessment time: 30 HOURS**

#### INSTRUCTIONS FOR CANDIDATES

Read the brief carefully prior to starting the assignment.

You will gain marks for key tasks that are completed in the Assessment window. The total time allocated for assessed tasks will be 30 hours. This is outlined clearly in the brief.

Your work should include knowledge and understanding gained from classroom teaching.

Read the information and assignment tasks carefully to make sure you understand what is needed.

It is important that you work independently from other candidates and make sure the work you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct.

#### INFORMATION FOR CANDIDATES

This assessment provides an opportunity to draw together knowledge and understanding from across the full course of study.

You and your teacher will be required to sign a declaration that all work presented is the work of the candidate alone.

You must not discuss or share any details of the case studies or tasks.

## Unit 2 – Designing the Built Environment

### Controlled Assessment

#### Assignment Brief

##### Design Brief:

### Gillsbury Country Park: proposed visitors' centre.

A project for the design of a new build single story visitors' centre and café overlooking the lake at Gillsbury Country Park.

#### Accommodation Schedule

The visitors' centre must provide the following accommodation:

	Approximate Floor area required (square metres).	Notes
Wardens' Office	10	
Entrance area	To suit design	Include space for an information desk
Café seating area	80	Tables / seating for 35 – 40 customers
Servery area	10	Open to café space
Kitchen and store	20	Requires external access
Toilets	To suit design	Minimum 4 cubicles with associated hand washing facilities
Toilet for wheelchair users	To suit design	
Outside terrace	To suit overall design	Paved area with additional tables

The site identified for the new building is shown on the accompanying location plan (see Appendix A). The site is generally level, is about 1 metre above the water level in the adjacent lake, and measures approximately 40 metres x 15 metres.

The visitors' centre is to be constructed using modern methods and sustainable materials.

Your activities include to:

**Specify:**

- project success criteria with reference to:
  - meeting the requirements of the design brief
  - standard and accuracy of design drawings
  - effectiveness of presentation work.

**Produce design drawings:**

You must produce 2D scale drawings of the proposed design so that they can be shown to the client. The drawings required should be produced using drawing instruments or a Computer Aided Design (CAD) package, to include:

- floor plan showing accommodation layout, furniture arrangements, circulation routes, internal fittings, windows, doors and fire exits
- block plan showing the site layout, including pedestrian and vehicular access routes, parking, landscaping, and external areas
- a full set of external elevations showing representations of external wall and roof surfaces including windows, doors, finishes, roof trims and rainwater goods, and at least one internal elevation of the main interior space
- typical cross section showing floors and ceilings, external walls, structural floor depths and roof structures.

All drawings must be drawn to scale with construction details showing external walls at base and eaves levels.

**Develop presentation drawings:**

You must develop 3D models from 2D building drawings to illustrate the exterior of the building and an interior view of the main space in use, by:

- applying scenes, backgrounds, and surroundings to a 3D building model
- rendering the finishes (colour and texture) of a 3D building model using standard conventions
- adding features such as images of people, vehicles and landscaping to enhance a 3D building model
- adding building components, other details, and colour to a 3D building model
- importing fixture models from a library and scaling to fit their 3D model.

**Calculate:**

You must show your calculations of:

- internal floor areas
- areas of internal and external wall surfaces
- room perimeters
- room volumes.

**Evaluate:**

You must produce evaluations of:

- the design drawings
- your 3D presentations drawings
- the overall success of the design task.

## Assignment Tasks

Unit content	Tasks:	Evidence Required	Time (hrs)	Controls	AOs	Marks	
2.2	1	Write a report that identifies project success criteria with reference to: <ul style="list-style-type: none"> <li>• interpretation of the client brief</li> <li>• accuracy of the design work</li> <li>• quality of presentation.</li> </ul>	Written report	1.5	<b>Supervision:</b> Indirect <b>Guidance:</b> Indirect <b>Resources:</b> Permitted <b>Collaboration:</b> Not permitted	2	6
2.3	2 (a)(i)	Design and produce, to scale, a floor plan of the proposed design using drawing instruments or a Computer Aided Design (CAD) package.	Produced floor plan	4		2	10
	2 (a)(ii)	Design and produce, to scale, a block plan of the proposed site layout, using drawing instruments or a Computer Aided Design (CAD) package.	Produced block plan	4		2	10
2.4	2(b)	Design and produce, to scale, a full set of external elevations, and at least one internal elevation of the main interior space, of the proposed design using drawing instruments or a Computer Aided Design (CAD) package.	Produced elevations of the design	4		2	10
2.3 2.6	2(c)	Using drawing instruments or a Computer Aided Design (CAD) package, produce a cross section and construction details of the proposed design.	Completed cross section and construction details	4		2	10
2.5	2(d)	Use the language of drafting accurately and appropriately throughout tasks 2(a)(i), 2(a)(ii), 2(b), and 2(c).	Evidenced in plans, elevations and cross section.			1	6
2.7	3(a)	Develop a 3D model from 2D building drawings to illustrate the exterior of the building.	Completed 3D model	4		2	10
2.7	3(b)	Develop a 3D model from 2D building drawings to illustrate the main interior space within the building.	Completed 3D model	4		2	10
2.1	4	Calculate information relevant to the design, such as area, volume, dimensions, angles and high-level design requirements.	Planning documents	N/A		2	12



Unit content	Tasks:	Evidence Required	Time (hrs)	Controls	AOs	Marks
2.8.1 2.8.2	5(a)	Evaluate your 2D design drawings against the requirements of the design brief and personally-set success criteria, suggesting improvements where appropriate.	Written evaluation	1.5		3 12
2.8.1 2.8.2	5(b)	Evaluate your 3D presentations against the requirements of the brief and personally-set success criteria, suggesting improvements where appropriate.	Written evaluation	1.5		3 12
2.8.3	5(c)	Evaluate your building design against the needs of end users including their safety, suggesting improvements where appropriate.	Written evaluation	1.5		3 12
			<b>Total Time (hrs)</b>	<b>30</b>	<b>Total Marks</b>	<b>120</b>

N.B. Task 4 is to be completed alongside Task 2 and Task 3 and therefore has no discrete recommended time allowance.

## Guide to Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration.

## Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

## Time

The total time allocated for assessed tasks is 30 hours. Candidates cannot exceed this time. Unit 2 tasks feature recommended timings that are for guidance only. Centres should discourage candidates from exceeding the recommended times or devoting insufficient time to this work.

## Supervision

One level of supervision features throughout the Unit 2 assessment:

<b>Indirect supervision</b>	<p>Candidates do not need to be directly supervised at all times.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none"> <li>• all candidates participate in the assessment</li> <li>• there is sufficient supervision to ensure that work can be authenticated</li> <li>• the work an individual candidate submits for assessment is his/her own.</li> </ul> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p>
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## Guidance

One level of guidance features throughout the Unit 2 assessment:

Category of Advice/Feedback:	Indirect
Teachers can:	
Review candidates' work and provide oral and written advice at a <b>general</b> level in order to secure a functional outcome.	✓
Evaluate progress to date and propose broad approaches for improvement.	X
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	X
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	X
Intervene personally to improve the presentation or content of work.	X

## Resources

One level of resources features throughout the Unit 2 assessment:

<b>Permitted</b>	Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. Centres should refer to specifications for subject-specific guidance.
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Where the level of control is 'permitted', candidates' notes are limited to:

Task:	Resources permitted:
1-5	Class notes relating to production of floor plans, block plan, elevations, cross-section and construction details, and 3-D models. Any resources necessary to support the effective use of drawing instruments or CAD software.

## Collaboration

One level of collaboration features in the Unit 2 assessment:

<b>Not permitted</b>	Candidates should not collaborate in any way during the task.
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## Mark scheme

### Guidance

## Assessment grids for Controlled Assessment Unit 2

### Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

### Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

### Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

### Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

### Internal standardisation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure web site on results day.

### Differentiation within our mark schemes

The following grid demonstrates our starting point to formulating our mark schemes. These are used in order to ensure differentiation between our bands. Mark schemes will use this table as the basis for the assessment of each question but will reflect the specific demands of the question.

Band Descriptor	AO1	AO2	AO3
<b>Excellent</b>	<ul style="list-style-type: none"> <li>Aware of a wide range of detailed and accurate knowledge.</li> <li>Demonstrates fully developed understanding that shows relevance to the demands of the question.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding is consistently applied to the context of the question/task.</li> <li>Practical skills are consistently and effectively applied and are of a high standard.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and evaluation skills are used in a highly effective way.</li> <li>Evidence is selected to construct an effective and balanced argument.</li> <li>Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.</li> </ul>
<b>Very Good</b>	<ul style="list-style-type: none"> <li>Effective and precise use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to form a fully developed and thorough interpretation that is fully accurate.</li> </ul>	
<b>Good</b>	<ul style="list-style-type: none"> <li>Has a range of detailed and accurate knowledge.</li> <li>Demonstrates well developed understanding that is relevant to the demands of the question.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding is applied to the context of the question/task.</li> <li>Practical skills are effectively applied and are of a high to medium standard.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and evaluation skills are used in an effective way.</li> <li>Evidence is selected to construct a developed argument, that may not be presented in equal measure.</li> </ul>
<b>Good</b>	<ul style="list-style-type: none"> <li>Precise use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to form a developed interpretation that is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</li> </ul>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>Includes accurate knowledge.</li> <li>Demonstrates sound understanding that is relevant to the demands of the question/task</li> <li>Generally precise use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding is mainly applied to the context of the question/task.</li> <li>Practical skills are appropriately applied and are of a medium standard.</li> <li>Is able to form a sound interpretation that is generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and evaluation skills are used in an appropriate and sound way.</li> <li>Evidence is selected to construct a sound argument OR</li> <li>Evidence is selected to construct a detailed one-sided argument.</li> </ul>

			<ul style="list-style-type: none"> <li>• Evaluation that offers some judgements, with some link between conclusions and evidence.</li> </ul>
<b>Basic</b>	<ul style="list-style-type: none"> <li>• Shows some accurate knowledge.</li> <li>• Demonstrates partial understanding that is relevant to the demands of the question.</li> <li>• Some use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is partially applied to the context of the question/task.</li> <li>• Practical skills are of a medium to low-level standard.</li> <li>• Is able to form some interpretation that shows some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision.</li> <li>• Evidence is selected to construct a one-sided argument</li> <li>• Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.</li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>• Limited knowledge with some relevance to the topic or question.</li> <li>• Little or no development seen.</li> <li>• Very little or no use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is applied in a minimal manner to the context of the question/task.</li> <li>• Practical skills are of a low-level standard.</li> <li>• Can only form a simple interpretation, if at all, with very limited accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used with limited competence.</li> <li>• Unsupported evaluation that offers simple or no judgements/conclusions.</li> </ul>

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower level band ‘Limited’ is the simplest descriptor in terms of candidates’ performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It’s important to note that not all questions will use every bullet point listed in the table above, however candidates should demonstrate **all of the requirements** that are included in the published mark schemes in order to achieve full marks at a particular level. If a candidate gets full marks at a particular level, markers should see whether they’re also demonstrating any of the requirements from the next level up. Often candidates will achieve some of the descriptors at one level, but not all of them. In this case, apply a best fit principle.

Further information on how the mark schemes for our Vocational Awards have been constructed, including information on the use of the mark bands for Excellent, Very Good and Good can be found in the Vocational Awards Administration Guide.



<p><b>Task 1</b> Write a report that identifies project success criteria with reference to:</p> <ul style="list-style-type: none"> <li>• interpretation of the client brief</li> <li>• accuracy of the design work</li> <li>• quality of presentation.</li> </ul> <p style="text-align: right;"><b>[6 Marks]</b></p>	
<b>Band</b>	<b>AO2: Apply skills (including practical skills), knowledge and understanding</b>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <p><b>A very good response which demonstrates:</b></p> <ul style="list-style-type: none"> <li>• detailed and effective success criteria related to:                             <ul style="list-style-type: none"> <li>• interpreting the client brief</li> <li>• accuracy of the design work</li> <li>• quality of the presentation.</li> </ul> </li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <p><b>A good response which demonstrates:</b></p> <ul style="list-style-type: none"> <li>• detailed success criteria related to:                             <ul style="list-style-type: none"> <li>• interpreting the client brief</li> <li>• accuracy of the design work</li> <li>• quality of the presentation.</li> </ul> </li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <p><b>A basic response which demonstrates:</b></p> <ul style="list-style-type: none"> <li>• some success criteria related to:                             <ul style="list-style-type: none"> <li>• interpreting the client brief</li> <li>• accuracy of the design work</li> <li>• quality of the presentation.</li> </ul> </li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

<b>Task 2 (a) (i)</b> <i>Design and produce, to scale, a floor plan of the proposed design using drawing instruments or a Computer Aided Design (CAD) package.</i>	
<b>[10 Marks]</b>	
<b>Band</b>	<b>AO2: Apply skills (including practical skills), knowledge and understanding</b>
<b>4</b>	<p style="text-align: center;"><b>9 - 10 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a fully accurate functional floor plan drawn to appropriate scales</li> <li>• detailed drawings developed to illustrate a wide range of features, fixtures, and fittings.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>6 - 8 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a functional floor plan drawn to appropriate scales with few obvious errors</li> <li>• detailed drawings developed to illustrate a range of features, fixtures, and fittings.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3 - 5 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a functional floor plan drawn to appropriate scales with some obvious errors</li> <li>• drawings developed to illustrate some features, fixtures and fittings.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1 - 2 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a floor plan, which may not be drawn to scale, with obvious errors</li> <li>• drawings with little development to illustrate features, fixtures and fittings.</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Task 2(a)(ii) <i>Design and produce, to scale, a block plan of the proposed site layout, using drawing instruments or a Computer Aided Design (CAD) package.</i>	
<i>[10 Marks]</i>	
Band	AO2: <i>Apply skills (including practical skills), knowledge and understanding</i>
<b>4</b>	<p style="text-align: center;"><b>9 - 10 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a fully accurate and clear functional block plan drawn to appropriate scales</li> <li>• detailed drawings developed to illustrate a wide range of features, fixtures, and fittings.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>6 - 8 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a mostly accurate and mostly clear functional block plan drawn to appropriate scales with few obvious errors</li> <li>• detailed drawings developed to illustrate a range of features, fixtures, and fittings.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3 - 5 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a functional block plan drawn to appropriate scales that may lack clarity and with some obvious errors</li> <li>• drawings developed to illustrate some features, fixtures and fittings.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1 - 2 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a block plan, which may not be drawn to scale, is unclear, and with obvious errors</li> <li>• drawings with little development to illustrate features, fixtures and fittings.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

<b>Task 2(b)</b> <i>Design and produce, to scale, a full set of external elevations, and at least one internal elevation of the main interior space, of the proposed design using drawing instruments or a Computer Aided Design (CAD) package.</i>	
<b>[10 Marks]</b>	
<b>Band</b>	<b>AO2: Apply skills (including practical skills), knowledge and understanding</b>
<b>4</b>	<p style="text-align: center;"><b>9 - 10 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• application of knowledge and understanding to produce fully accurate elevations of the proposed design, drawn to appropriate scales</li> <li>• fully detailed drawings developed to illustrate a wide range of details including arrangements and fixtures, external wall and roof surfaces.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>6 - 8 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• application of knowledge and understanding to produce mostly accurate elevations of the proposed design, drawn to appropriate scales</li> <li>• detailed drawings developed to illustrate a range of details including arrangements and fixtures, external wall and roof surfaces.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3 - 5 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• application of knowledge and understanding to produce elevations of the proposed design, drawn to appropriate scales, with some obvious errors</li> <li>• drawings developed to illustrate some details such as arrangements and fixtures, external wall and roof surfaces.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1 - 2 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• application of knowledge and understanding to produce elevations of the proposed design with obvious errors</li> <li>• drawings developed to illustrate few details such as arrangements and fixtures, external wall and roof surfaces.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

<b>Task 2(c)</b> <i>Using drawing instruments or a Computer Aided Design (CAD) package, produce cross section and construction details of the proposed design using standard techniques and conventions.</i>	
<b>[10 Marks]</b>	
<b>Band</b>	<b>AO2: Apply skills (including practical skills), knowledge and understanding</b>
<b>4</b>	<p style="text-align: center;"><b>9 - 10 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• application of knowledge and understanding to produce an accurate and detailed cross section of the proposed design drawn to appropriate scales</li> <li>• application of knowledge and understanding to produce accurate and detailed accurate construction details of the proposed design drawn to appropriate scales.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>6 - 8 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• application of knowledge and understanding to produce an accurate cross section of the proposed design drawn to appropriate scales</li> <li>• application of knowledge and understanding to produce accurate construction details of the proposed design drawn to appropriate scales.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3 - 5 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• application of knowledge and understanding to produce a cross section of the proposed design drawn to appropriate scales, with some errors</li> <li>• application of knowledge and understanding to produce construction details of the proposed design drawn to appropriate scales, with some errors.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1 - 2 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• application of knowledge and understanding to produce a cross section of the proposed design drawn to appropriate scales, with obvious errors</li> <li>• application of knowledge and understanding to produce construction details of the proposed design drawn to appropriate scales, with obvious errors.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Task 2(d) Use the language of drafting accurately and appropriately throughout tasks 2(a)(i), 2(a)(ii), 2(b) and 2(c). [6 Marks]	
Band	AO1: Demonstrate knowledge and understanding from across the specification.
3	<p><b>5 – 6 marks</b></p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> <li>developed knowledge and understanding of the language of drafting including mostly appropriate production of scaled views and templated drawing layout</li> <li>mostly accurate use of conventions.</li> </ul>
2	<p><b>3 – 4 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>some knowledge and understanding of the language of drafting including production of scaled views and templated drawing layout, with some minor errors</li> <li>some use of conventions.</li> </ul>
1	<p><b>1 – 2 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>minimal knowledge and understanding of the language of drafting including production of scaled views and templated drawing layout, with obvious errors</li> <li>minimal use of conventions.</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

<b>Task 3(a)</b> <i>Develop a 3D model from 2D building drawings to illustrate the exterior of the building.</i>	
<b>[10 Marks]</b>	
<b>Band</b>	<b>AO2: Apply skills (including practical skills), knowledge and understanding</b>
<b>4</b>	<p style="text-align: center;"><b>9 -10 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a fully accurate 3D model developed from 2D building drawings that includes an appropriate range of accurate scenes, backgrounds and surroundings, and colours, textures and building components</li> <li>• a model that accurately illustrates a wide range of features, fixtures, and fittings that provide context to the model.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>6 - 8 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• an accurate 3D model developed from 2D building drawings that includes mostly appropriate accurate scenes, backgrounds and surroundings, and colours, textures and building components</li> <li>• a model that illustrates a range of features, fixtures, and fittings that provide context to the model.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3 - 5 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a 3D model developed from 2D building drawings that includes some appropriate scenes, backgrounds and surroundings, and some appropriate colours, textures and building components</li> <li>• a model that illustrates some features, fixtures, and fittings that provide context to the model.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1 - 2 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a 3D model developed from 2D building drawings that includes minimal scenes, backgrounds and surroundings, and minimal colours, textures and building components</li> <li>• a model that illustrates minimal features, fixtures, and fittings that provide limited context to the model.</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

<b>Task 3(b)</b> <i>Develop a 3D model from 2D building drawings to illustrate the main interior space within the building.</i>	
<b>[10 Marks]</b>	
<b>Band</b>	<b>AO2: Apply skills (including practical skills), knowledge and understanding</b>
<b>4</b>	<p style="text-align: center;"><b>9 - 10 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a fully accurate 3D model developed from 2D building drawings that includes an appropriate range of accurate scenes, backgrounds and surroundings, and colours, textures and building components</li> <li>• a model that illustrates a wide range of features, fixtures, and fittings that provide context to the model.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>6 - 8 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• an accurate 3D model developed from 2D building drawings that includes mostly appropriate accurate scenes, backgrounds and surroundings, and colours, textures and building components</li> <li>• a model that illustrates a range of features, fixtures, and fittings that provide context to the model.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3 - 5 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a 3D model developed from 2D building drawings that includes some scenes, backgrounds and surroundings, and some colours, textures and building components that are appropriate</li> <li>• a model that illustrates some features, fixtures, and fittings that provide context to the model.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1 - 2 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a 3D model developed from 2D building drawings that includes minimal scenes, backgrounds and surroundings, and minimal colours, textures and building components</li> <li>• a model that illustrates minimal features, fixtures, and fittings that provide limited context to the model.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>



<b>Task 4</b> <i>Calculate information relevant to the design, such as area, volume, dimensions, angles and high-level design requirements.</i>	
<b>[12 marks]</b>	
<b>Band</b>	<b>AO2: Apply skills (including practical skills), knowledge and understanding</b>
<b>4</b>	<p style="text-align: center;"><b>10 - 12 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• efficient identification of the full range of information required for construction design</li> <li>• fully accurate calculations of a range of relevant information required for the design.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>7 - 9 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• identification of a range of information required for construction design</li> <li>• mostly accurate calculations of a range of relevant information required for the design.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>4 - 6 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• identification of some of the information required for construction design</li> <li>• calculations of relevant information required for the design with some errors.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1- 3 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• identification of minimal information required for construction design</li> <li>• calculations of minimal information required for the design, with errors.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

**Task 5(a)** Evaluate your 2D design drawings against the requirements of the design brief and personally-set success criteria, suggesting improvements where appropriate.

[12 marks]

Band	AO3: Analyse and evaluate information, making reasoned judgements and present conclusions
4	<p style="text-align: center;"><b>10 - 12 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a highly effective evaluation of outcomes against:               <ul style="list-style-type: none"> <li>• previously set success criteria</li> <li>• the requirements of the design brief</li> </ul> </li> <li>• a wide range of fully considered suggestions for improvements.</li> </ul>
3	<p style="text-align: center;"><b>7 - 9 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• an effective evaluation of outcomes against:               <ul style="list-style-type: none"> <li>• previously set success criteria</li> <li>• the requirements of the design brief</li> </ul> </li> <li>• a range of considered suggestions for improvements.</li> </ul>
2	<p style="text-align: center;"><b>4 - 6 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• some evaluation of outcomes against:               <ul style="list-style-type: none"> <li>• previously set success criteria</li> <li>• the requirements of the design brief</li> </ul> </li> <li>• some suggestions for improvements.</li> </ul>
1	<p style="text-align: center;"><b>1 - 3 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• minimal evaluation of outcomes that includes reference to:               <ul style="list-style-type: none"> <li>• previously set success criteria</li> <li>• the requirements of the design brief</li> </ul> </li> <li>• few, if any, suggestions for improvements, which may be superficial.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or not attempted.</p>

**Task 5(b)** Evaluate your 3D presentations against the requirements of the design brief and personally-set success criteria, suggesting improvements where appropriate.

[12 marks]

Band	AO3: Analyse and evaluate information, making reasoned judgements and present conclusions
4	<p style="text-align: center;"><b>10 - 12 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• a highly effective evaluation of outcomes against:                             <ul style="list-style-type: none"> <li>• previously set success criteria</li> <li>• the requirements of the design brief</li> </ul> </li> <li>• a wide range of fully considered suggestions for improvements.</li> </ul>
3	<p style="text-align: center;"><b>7 - 9 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• an effective evaluation of outcomes against:                             <ul style="list-style-type: none"> <li>• previously set success criteria</li> <li>• the requirements of the design brief</li> </ul> </li> <li>• a range of considered suggestions for improvements.</li> </ul>
2	<p style="text-align: center;"><b>4 - 6 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• some evaluation of outcomes against:                             <ul style="list-style-type: none"> <li>• previously set success criteria</li> <li>• the requirements of the design brief</li> </ul> </li> <li>• some suggestions for improvements.</li> </ul>
1	<p style="text-align: center;"><b>1 - 3 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• minimal evaluation of outcomes that includes reference to:                             <ul style="list-style-type: none"> <li>• previously set success criteria</li> <li>• the requirements of the design brief</li> </ul> </li> <li>• few, if any, suggestions for improvements, which may be superficial.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or not attempted.</p>

**Task 5(c)** Evaluate your building design against the needs of end users including their safety, suggesting improvements where appropriate.

[12 marks]

Band	AO3: Analyse and evaluate information, making reasoned judgements and present conclusions
4	<p style="text-align: center;"><b>10 - 12 marks</b></p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> <li>• highly effective evaluation of outcomes that considers the needs of end users</li> <li>• a wide range of fully considered suggestions for improvements.</li> </ul>
3	<p style="text-align: center;"><b>7 - 9 marks</b></p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> <li>• effective evaluation of outcomes that considers the needs of end users</li> <li>• a range of considered suggestions for improvements.</li> </ul>
2	<p style="text-align: center;"><b>4 - 6 marks</b></p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> <li>• some evaluation of outcomes that considers the needs of end users</li> <li>• some suggestions for improvements.</li> </ul>
1	<p style="text-align: center;"><b>1 - 3 marks</b></p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> <li>• minimal evaluation of outcomes that includes some reference to the needs of end users</li> <li>• few, if any, suggestions for improvements, which may be superficial.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Not creditworthy or not attempted.</p>

## Assessment Criteria

Assessment criteria	Specification content (main focus)								Mark allocation			
	Section								Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8				
1		✓							12		6	
2			✓	✓	✓	✓			40	6	40	
3							✓		20		20	
4	✓								12		12	
5								✓	36			36
	<b>Total marks</b>								<b>120</b>	<b>6</b>	<b>78</b>	<b>36</b>

## Appendix A

### Gillsbury Country Park: Indicative site location plan

