

# Pearson BTEC Level 3 National in Construction

Unit 2: Construction Design



## Sample Assessment Materials (SAMs)

*For use with Extended Certificate, Foundation  
Diploma, Diploma and Extended Diploma in  
Construction and the Built Environment*

*First teaching from September 2017*

Issue 2

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## Changes to rubrics

The rubrics in this Sample Assessment Material have been updated to provide clarity on the rules under which the task should be taken. Centres should read the Instructions for Teachers and Instructions for Learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference:

### Summary of Sample Assessment Material changes

<b>Part A - Summary of changes made between previous issues and this current issue</b>	<b>Page number</b>
<b>8<sup>th</sup> paragraph:</b> The paragraph on centres timetabling the supervised assessment period has been removed and replaced with wording on Pearson defining the supervised assessment period. This is to increase the rigour of the task by ensuring all learners must take it in the same timeframe.	Page 2

<b>Part B - Summary of changes made between previous issues and this current issue</b>	<b>Page number</b>
The paragraph on centres timetabling the supervised assessment period has been removed. As in Part A the supervised assessment is now timetabled by Pearson. <b>4<sup>th</sup> paragraph</b> Information about the materials allowed into the supervised assessment has been moved from the cover of Part B to make the information clearer for teachers and learners.	Page 8
<b>Maintaining Security bullets</b> Bullets have been added to give teachers more information on how to maintain security for the task, including arrangements for supervised assessment, and for how the learners' work must be kept securely. A bullet has also been added for backing up CAD work regularly. These bullet points have been added to clarify supervising requirements for supervised assessment time.	Page 8-9



**Pearson BTEC Level 3 Nationals**

Write your name here		Level <b>3</b>
Surname	Forename	
<b>Construction and the Built Environment</b> <b>Unit 2: Construction Design</b>		Part <b>A</b>
Extended Certificate/Foundation Diploma/Diploma/ Extended Diploma <b>Sample assessment material for first teaching</b> <b>September 2017</b>		

**Instructions**

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** is given to learners **2 weeks** before Part B is scheduled. Learners are advised to spend no more than **3** hours on Part A.
- **Part A** must be given to learners on the specified date so that learners can prepare in the way directed.
- **Part A** is specific to each series and this material must be issued only to learners who have been entered to take the task in the relevant series.
- **Part B** materials must be issued to learners during the period of 2 weeks specified by Pearson.



**Paper reference**  
 XXXX/XX  
 S54065A

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## Instructions for teachers/tutors

This set task has a preparatory period. Part A sets out how learners should prepare for the completion of the task under supervised conditions.

Part A should be issued to learners two weeks before taking Part B of the assessment.

Learners should undertake independent research on the case study given in this **Part A** booklet.

Learners are expected to spend up to 3 hours in undertaking Part A.

Centres must issue this booklet at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetable slots will be used for some or all of the preparation.

Learners may prepare summary notes on the case study. Learners may take up to 2 sides of notes of this type into the supervised assessment (Part B booklet). Other content is not permitted.

Learners will complete all activities in the task book, apart from Activity 5 for which learners will require access to a computer with appropriate CAD software loaded.

The supervised assessment will take place on a timetabled period specified by Pearson. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly so that learners have completed their preparation validly and independently.

Teachers/tutors should note that:

- Learners should not be given any direct guidance or prepared materials
- Learners should not be given any support in writing or editing notes
- All work must be completed independently by the learner.
- Learner notes will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice.
- Learner notes should not contain any tables, graphs, and images such as sketches, or other drawings or photographs.

## Instructions for learners

Read the set task information carefully.

In Part B you will be asked to carry out specific activities using the information in this Part A booklet and your own research on this topic.

In your preparation for Part B using this Part A booklet you may prepare short notes to refer to when completing the set task, e.g. to give specific details, data or cases. Your notes may be up to 2 sides and may be handwritten or typed. Your notes :

- must be completed independently.
- will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice.
- must not contain any tables, graphs, images such as design sketches, or other drawings or photographs.

You will complete Part B under supervised conditions.

You must work independently and should not share your work with other learners.

Your teacher may give guidance on when you can complete the preparation.

Your teacher can not give you feedback during the preparation period.

## Part A set task brief

You are working as an assistant to the Design Manager for a medium-sized, regional construction organisation that has been awarded a contract to design and build student accommodation.

## Part A set task information

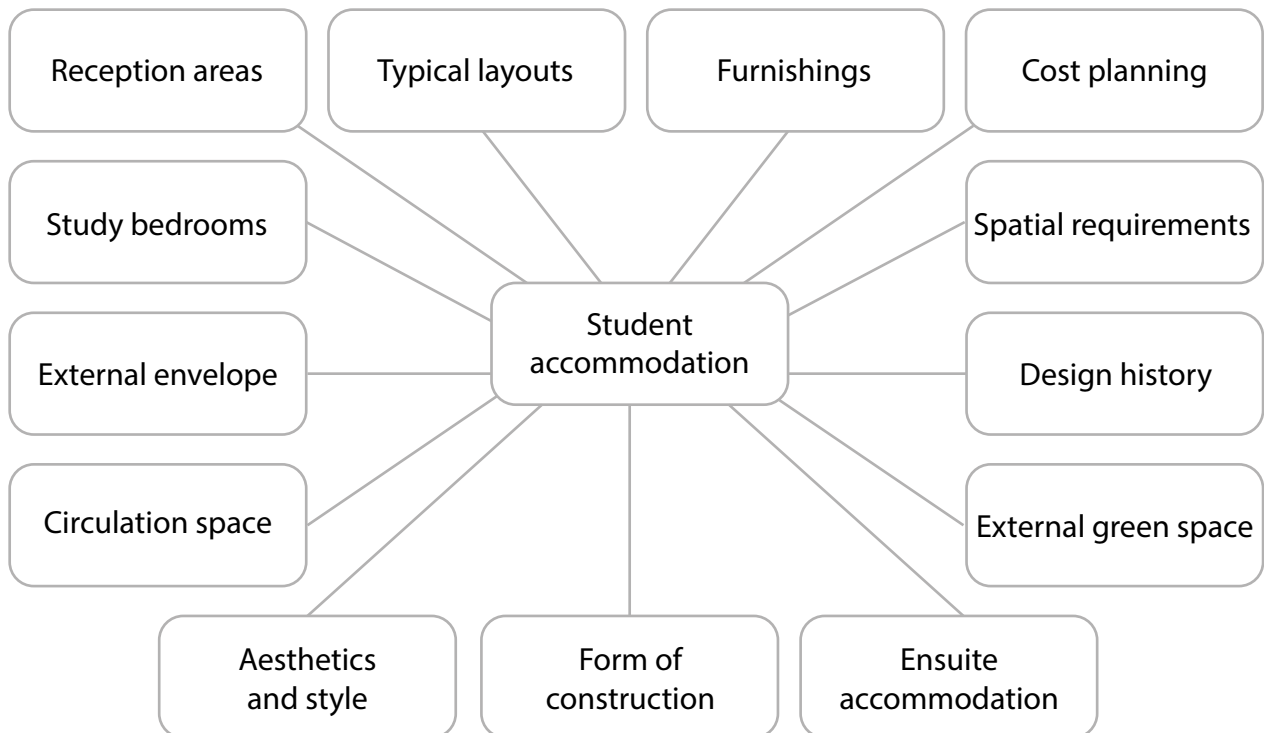
### The client's vision

The client is a university that wishes to provide student accommodation, within walking distance of the university, that meets the needs of a diverse student population. They want to create a safe and secure environment with sufficient communal space for relaxing and socialising, and bedrooms designed for studying and sleeping. They want to impress students by providing spacious, bright, light and affordable accommodation that is finished to a high specification.



You are required to research the design of buildings used for student accommodation.

You are advised to research at least the following topics.





**Pearson BTEC Level 3 Nationals**

Write your name here		Level <b>3</b>
Surname	Forename	
<b>Construction and the Built Environment</b>		Part <b>B</b>
<b>Unit 2: Construction Design</b>		Marks <b>63</b>
Extended Certificate/Foundation Diploma/Diploma/Extended Diploma <b>Sample assessment material for first teaching September 2017</b>		Supervised hours <b>12</b>

**Instructions**

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** booklet must be issued to learners as defined by Pearson and should be kept securely.
- **Part B** materials must be issued to learners during the 2 week period and under the conditions specified by Pearson.
- **Part B** is specific to each series and this material must be issued only to learners who have been entered to undertake the task in the relevant series.
- **Part B** should be kept securely until the start of the 12-hour supervised assessment period.

**Information**

- The total mark for this paper is 63.

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## Instructions to teachers/tutors and/or invigilators

**Part B** must be taken under supervision in a number of scheduled sessions over a supervised assessment period of two weeks. All learners can be given access to computer resources. Centres should schedule all learners in the same sessions if possible and should release **Part B** to individual learners only for their scheduled sessions.

**Part B** set task requires learners to apply understanding gained through familiarisation with the case study. Learners should bring in notes as defined in **Part A**. The teacher/invigilator needs to ensure that notes comply with the requirements.

Learners must complete the set task using this task and answer booklet. Activity 5 must be completed using a computer which has appropriate CAD software. Learners must save their work regularly and ensure that all materials can be identified as their work.

Materials allowed in the supervised assessment:

- a pen, a ruler, eraser and HB or 2B pencil to sketch
- a non-programmable calculator.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

### **Maintaining security**

- During supervised assessment sessions, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised environment.

- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.
- Learner notes related to Part A must be checked to ensure length and/or contents meet limitations.
- Learner notes will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice.
- Learners' work produced using computer-aided design (CAD) is regularly backed up.

After the session the teacher/tutor or invigilator will confirm that all learner work had been completed independently as part of the authentication submitted to Pearson.

### **Outcomes for submission**

Each learner must submit the task and answer booklet, and the following:

- One A4, scaled-to-fit, colour printout of the external envelope as specified in the scenario.
- One A4, scaled-to-fit, colour printout of the internal space as specified in the scenario.

The A4 printouts must be secured to task and answer booklet using a treasury tag.

Each learner must complete an authentication sheet.

## Instructions for learners

Read the set task information carefully.

You have a number of sessions to complete the set task provided by your centre. Plan your time carefully and allow time to produce your outcomes for submission.

You have prepared for the set task given in this **Part B** booklet. Use your notes prepared during **Part A** if relevant. Attempt all of **Part B**.

Your notes must be your own work and will be retained by your centre until results are issued.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and must not share your work with other learners.

In this task booklet, you will be given information that must be used to complete your activities.

You are advised to spend 15 minutes reading the task information about the activities you need to complete. You may make notes and/or highlight information to use in the completion of your activities.

You are allowed the following materials in the supervised assessment:

- a pen, a ruler, eraser and HB or 2B pencil to sketch
- a non-programmable calculator

You will have access to CAD and printing facilities for completion of Activity 5.

### **Outcomes for submission**

You should submit the task and answer booklet, and the following:

- One A4, scaled-to-fit, colour printout of the external envelope as specified in the scenario.
- One A4, scaled-to-fit, colour printout of the internal space as specified in the scenario.

The A4 printouts must be secured to task and answer booklet using a treasury tag.

You must complete a declaration that the work you submit is your own.

## Part B set task information

### Scenario

You are working as an assistant to the Design Manager for a medium-sized, regional construction organisation that has been awarded a contract to design and build student accommodation.

### The client's vision

The client is a university that wishes to provide student accommodation, within walking distance of the university, that meets the needs of a diverse student population. They want to create a safe and secure environment with sufficient communal space for relaxing and socialising, and bedrooms designed for studying and sleeping. They want to impress students by providing spacious, bright, light and affordable accommodation that is finished to a high specification.

### Site details

- Site approximately 80 m long and an average width of 25 m.
- Two metre difference in ground level – rising from north (42.300 m) to south (44.300 m) of the site.
- Site plan as shown in **Figure 1**.
- Sub-soil ground conditions as shown in **Figure 2**.
- Seven-storey hotel to the west of the site.
- Five-storey office building and flats to the east of the site.
- Need to maintain vehicle access to, and operation of, the hotel and office building at all times.
- Site delivery access restricted to a small side road on the south of the site; not suitable for large vehicles.

### General project information

- The total budget for the project is £25 million.
- 14-month programme period to ensure that the building is complete before the start of a new student intake.
- City-centre site.
- Brownfield site – industrial buildings in the process of demolition, see **Figure 3**.

- Site excavated to reduced levels to remove surface debris and contamination, see **Figure 4**.

### **Aesthetic requirements**

- The external envelope should improve the visual appearance of the local area.
- Incorporate a sustainable landscaping design solution to enhance the character of the area.

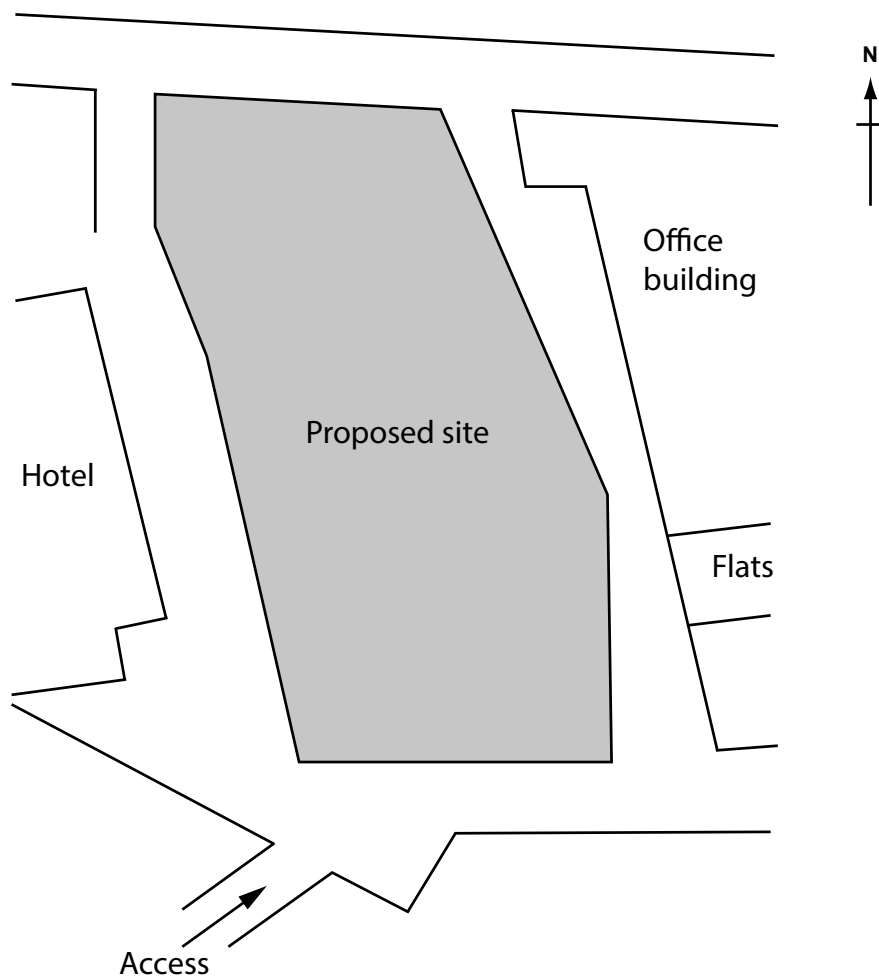
### **Spatial requirements**

- The design is restricted to a medium-rise (three to eight storeys), multi-storey building.
- The design requires 400 single en suite rooms, in shared flats for groups of four to six students, with a shared kitchen and living area
- Shared living areas to accommodate four to six students
- Size of single en suite room – 16 square metres.
- Ground floor to incorporate a reception area, security office, waste-management area, meeting rooms, student lounge and hospitality space.
- A planning requirement is that the building footprint must not occupy more than 80% of the total site area.
- External hard surfacing will be restricted to one delivery area and two visitor parking spaces.

### **Service requirements**

- All en suite rooms to include: shower, toilet and wash basin.
- Shared kitchen facilities to include: sink, hob, washing machine, tumble dryer and fridge.
- Provide direct natural light and ventilation in the form of operable windows to all rooms.





**Figure 1: Site plan (not to scale)**

Height (m)	Description
44.300	Ground level
43.600	Ground water table
42.960	Made ground – mixture of compact ash and clay
40.700	Firm and stiff brown silty clay with occasional fine particles of granular material
39.300	Stiff brown boulder clay

**Figure 2: Extract from project borehole report**



**Figure 3: View from south of site during demolition of industrial buildings**



**Figure 4: Site excavated to reduced levels – view from south of site**

## Set task

You will need to refer to the task information and your notes completed in **Part A**.

**You must complete ALL activities.**

You need to produce documentation for the client, to support the design and approvals process.

### **Activity 1: Design factors and constraints**

Communicate the following to the client.

- The design factors and constraints of this project and site.
- The likely impact and influence of the design factors and constraints on the design and specification of this project.

*You are advised to spend 1 hour and 15 minutes on this activity.*

Total for Activity 1 = 9 marks

### **Activity 2: Initial project brief**

Your manager has asked you to produce an initial project brief, to include:

- spatial requirements
- desired project outcomes
- site information
- budget requirements.

*You are advised to spend 1 hour and 15 minutes on this activity.*

Total for Activity 2 = 9 marks

### **Activity 3: Building size, form and type of construction**

You have been asked to recommend and justify an outline solution to the client that meets their vision and requirements, considering the:

- possible size of the building
- form and type of construction.

*You are advised to spend 1 hour and 15 minutes on this activity.*

Total for Activity 3 = 9 marks

### **Activity 4: Sketches**

The Design Manager has asked you to produce annotated sketches of your initial idea, to include:

- a 3D external view of the whole building
- a plan view of a single en suite room
- an internal view showing a 3D pictorial representation of a single en suite room.

Your annotations must include dimensions, key features of the design, the operation of the building and how the design meets the needs of the client.

*You are advised to spend 2 hours and 30 minutes on this activity.*

Total for Activity 4 = 12 marks

### **Activity 5: Virtual modelling of the design**

You have been asked to use CAD software to develop a 3D virtual model of your design, for the:

- external envelope
- interior of a single en suite room.

Print out your rendered 3D image, scaled to fit one A4 sheet, for each of the following.

- 1 The external envelope.
- 2 The interior of a single en suite room.

Attach these to your task booklet using a treasury tag. Write your name, registration number and centre number on both sheets.

*You are advised to spend 5 hours and 30 minutes on this activity.*

Total for Activity 5 = 24 marks

**END OF PAPER**

**TOTAL FOR PAPER = 63 MARKS**

**Please do not write answers outside of the spaces provided.**

**For use with Activity 1: Design factors and constraints**

Communicate the following to the client.

- The design factors and constraints of this project and site.
- The likely impact and influence of the design factors and constraints on the design and specification of this project.

*You are advised to spend 1 hour and 15 minutes on this activity.*

9 marks

A large rectangular area containing 20 horizontal dotted lines for writing the answer.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.



Lined writing area for activity response.

Total for Activity 1 = 9 marks

**For use with Activity 2: Initial project brief**

Your manager has asked you to produce an initial project brief, to include:

- spatial requirements
- desired project outcomes
- site information
- budget requirements.

*You are advised to spend 1 hour and 15 minutes on this activity.*

9 marks

**INITIAL PROJECT BRIEF**

**Spatial requirements**

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**Activity 3: Building size, form and type of construction**

You have been asked to recommend and justify an outline solution to the client that meets their vision and requirements, considering the:

- possible size of the building
- form and type of construction.

*You are advised to spend 1 hour and 15 minutes on this activity.*

9 marks

Area for student response with horizontal dotted lines.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.



Lined writing area for activity response.

Total for Activity 3 = 9 marks

### **Activity 4: Sketches of the initial idea**

The Design Manager has asked you to produce annotated sketches of your initial idea, to include:

- a 3D external view of the whole building
- a plan view of a single en suite room
- an internal view showing a 3D pictorial representation of a single en suite room.

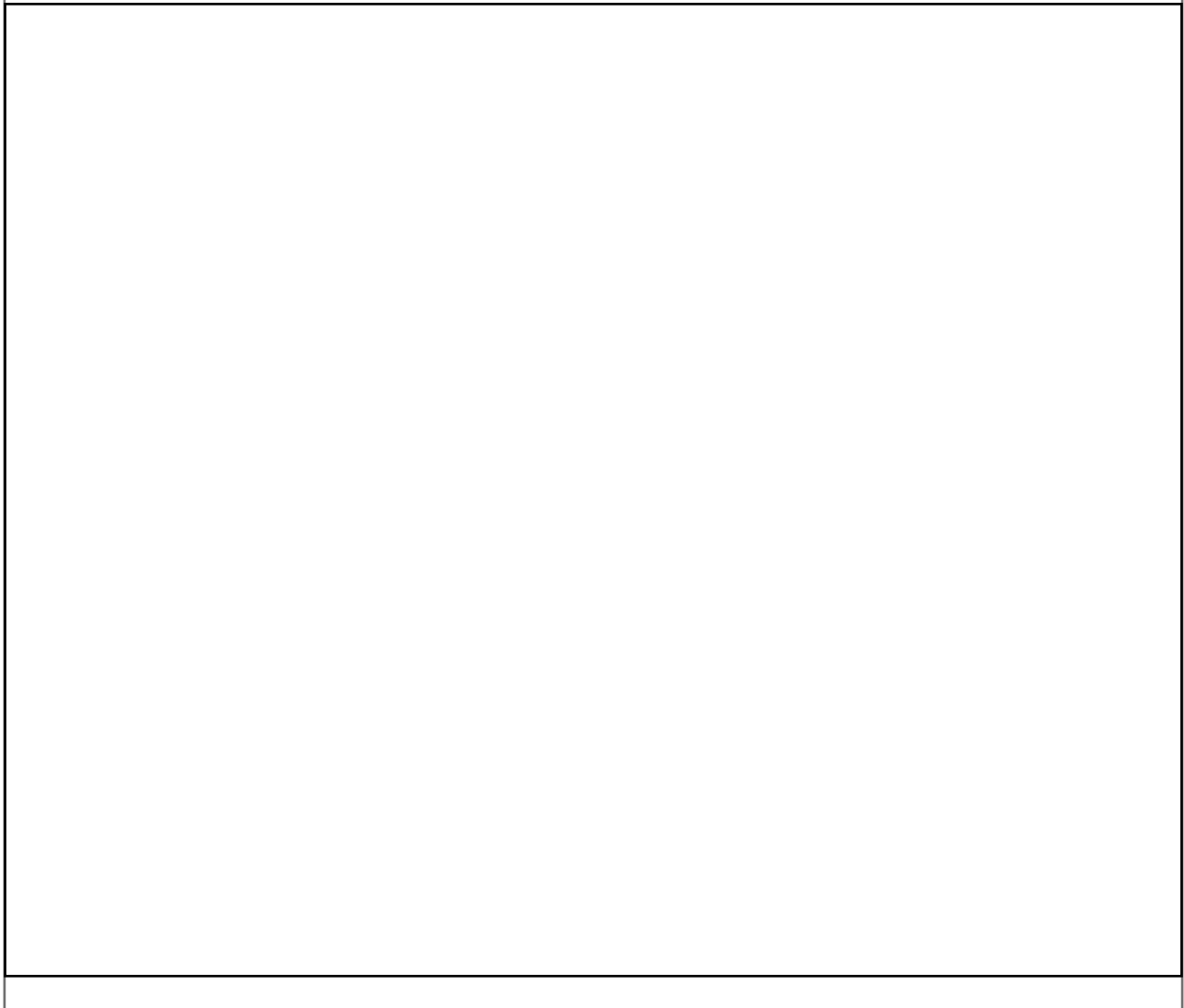
Your annotations must include dimensions, key features of the design, the operation of the building and how the design meets the needs of the client.

*You are advised to spend 2 hours and 30 minutes on this activity.*

12 marks

### **3D external view of the whole building**

**Plan view of a single en suite room**



**Internal view showing a 3D pictorial representation of a single en suite room.**

Total for Activity 4 = 12 marks

### **Activity 5: Virtual modelling of the design**

You have been asked to use CAD software to develop a 3D virtual model of your design, for the:

- external envelope
- interior of a single en suite room.

Print out your rendered 3D image, scaled to fit one A4 sheet, for each of the following.

- 1 The external envelope.
- 2 The interior of a single en suite room.

Attach these to your task booklet using a treasury tag. Write your name, registration number and centre number on both sheets.

*You are advised to spend 5 hours and 30 minutes on this activity.*

Total for Activity 5 = 24 marks



# Unit 2: Construction Design - Sample marking grid

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## General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## Specific Marking guidance

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The marking grids have been designed to assess learner work holistically.

Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Assessment focus	Band 0	Band 1	Band 2	Band 3
<b>Activity 1: Design factors and constraints</b>	0  No rewardable material.	1-3  Communicates a few relevant factors or constraints of the project.  The impact or influence of the communicated factors is limited in its relevance to the design or specification.  Use of technical vocabulary and language is attempted but is largely inaccurate.	4-6  Communicates a range of relevant factors and constraints of the project.  The impact or influence of the communicated factors is mostly relevant to design and specification considerations.  Some accurate technical vocabulary and language is used.	7-9  Communicates a broad range of relevant factors and constraints of the project.  The impact and influence of the communicated factors are fully relevant to the design and specification considerations.  Technical vocabulary and language is used throughout with accuracy and precision.



Assessment focus	Band 0	Band 1	Band 2	Band 3
<b>Activity 2:</b>  <b>Initial project brief</b>	0  No rewardable material.	1-3  The initial project brief contains limited or inappropriate information.  The initial project brief is superficial and shows minimal consideration of the: <ul style="list-style-type: none"> <li>• spatial requirements</li> <li>• desired project outcomes</li> <li>• site information</li> <li>• budget requirements.</li> </ul> Use of technical vocabulary and language is attempted but is largely inaccurate.	4-6  The initial project brief contains partially accurate and relevant information throughout, with some omissions.  The initial project brief is mostly developed and includes some relevant interpretation of the: <ul style="list-style-type: none"> <li>• spatial requirements</li> <li>• desired project outcomes</li> <li>• site information</li> <li>• budget requirements.</li> </ul> Some accurate technical vocabulary and language is used.	7-9  The initial project brief contains accurate, relevant, detailed and comprehensive information, with minimal omissions.  The initial project brief is well developed and includes a comprehensive, relevant and balanced interpretation of the spatial requirements and desired project outcomes in the context of the site and budget constraints.  Technical vocabulary and language is used throughout with accuracy and precision.

Assessment focus	Band 0	Band 1	Band 2	Band 3
<b>Activity 3: Building size, form and type of construction</b>	0	1-3 There is limited consideration of the required floor area or building height with reference to the context of the site footprint. There is limited consideration of the suitability of the form or type of construction. Recommendations may lack relevance to the client's vision. Use of technical vocabulary and language is attempted but is largely inaccurate.	4-6 There is some consideration and justification of the required floor area and number of floor levels with reference to the context of the site footprint, topography and other requirements of the site. There is some consideration and justification of the suitability of the form and type of construction, taking into account some client requirements, for the scale and use of the building. Recommendations are generally relevant but may not fully take the client's vision into account. Some accurate technical vocabulary and language is used.	7-9 There is detailed consideration and justification of the required floor area, number of floor levels and building height, with appropriate reference to the context of the site footprint, topography and other requirements of the site. There is detailed consideration and justification of the suitability of the form and type of construction, taking into account most client requirements, for the scale and use of the building. Recommendations are fully relevant and comprehensively takes into account the client's vision. Technical vocabulary and language is used throughout with accuracy and precision.
	No rewardable material.			

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Activity 4 : Sketches of the initial idea</b>	0	1-3 The design is limited in addressing the requirements of the scenario, the client or the site. Limited or inappropriate use of annotations. One or two of the required views are attempted.	4-6 The design addresses some of the requirements of the scenario, the client and the site. Use of annotations to demonstrate some key features of the design. All three of the required views are completed.	7-9 The design broadly meets the requirements of the scenario, the client and the site. Use of annotations to demonstrate most of the key features of the design, the operation of the building and the use of the building. All three views are completed with some precision .	10-12 The design comprehensively meets the requirements of the scenario, the client and the site. Use of annotations to clearly demonstrate all the key features of the design, key dimensions, the operation of the building and the use of the building. All three views are completed with accuracy and precision.

Assessment focus	Sub task	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Activity 5: Virtual modelling of the design</b>	Use of CAD to show rendered external view of the virtual model	0	1-3 The rendered external images of the virtual model represent the design but are limited in meeting the requirements of the client's vision. The rendered external images lack accuracy in representing the design and are incomplete. The rendered external images require substantial amendments to be suitable for presentation to the client.	4-6 The rendered external images of the virtual model represent the design and meet some of the requirements of the client's vision. The rendered external images have some inaccuracies in representing the design and are only partially complete. The rendered external images require some amendments to be suitable for presentation to the client.	7-9 The rendered external images of the virtual model represent the design and mostly meet the requirements of the client's vision. The rendered external images have minimal inaccuracies in representing the design and are mostly complete. The rendered external images are suitable for presentation to the client, with minimal further amendments.	10-12 The rendered external images of the virtual model represent the design, appropriately meet the requirements of the client's vision. The rendered external images of the design are accurately produced and complete. The rendered external images are suitable for presentation to the client without further amendments.

Assessment focus	Sub task	Band 0	Band 1	Band 2	Band 3	Band 4
		0	1-3	4-6	7-9	10-12
	Use of CAD to show rendered internal view of the virtual model		<p>The rendered internal images of the virtual model represent the design but are limited in meeting the requirements of the client's vision.</p> <p>The rendered internal images lack accuracy in representing the design and are incomplete.</p> <p>The rendered internal images require substantial amendments to be suitable for presentation to the client.</p>	<p>The rendered internal images of the virtual model represent the design and meet some of the requirements of the client's vision.</p> <p>The rendered internal images have some inaccuracies in representing the design and are only partially complete.</p> <p>The rendered internal images require some amendments to be suitable for presentation to the client.</p>	<p>The rendered internal images of the virtual model represent the design and mostly meet the requirements of the client's vision.</p> <p>The rendered internal images have minimal inaccuracies in representing the design and are mostly complete.</p> <p>The rendered internal images are suitable for presentation to the client with minimal further amendments.</p>	<p>The rendered internal images of the virtual model represent the design, appropriately meet the requirements of the client's vision.</p> <p>The rendered internal images of the design are accurately produced and complete.</p> <p>The rendered internal images are suitable for presentation to the client without further amendments.</p>

No rewardable material.

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