

Examiners' Report

January 2010

Principal Learning

Construction CB301

Design the Built Environment: The Design Factors

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Publications Code DP022691

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Principal Examiners' Report

Principal Learning - Construction and the Built Environment

Level 3 Unit 1 - Design the Built Environment: The Design Factors

Question 1

As an introduction to the paper the responses showed a reasonable understanding of the social or economic factors that influence the design of the built environment. Most learners could describe and apply three of the four factors required. However, some learners confused the context of public space as that contained within a building rather than accessible open spaces outlined in the teaching material.

Question 2

This question was reasonably well answered with most learners able to describe two of the three required measures available to designers when producing a street scene that is pedestrian, cycle and/or vehicle friendly. The majority of learners focussed on safe zones for pedestrians and traffic calming measures.

Question 3

The answers to this question suggested that the learners had been well prepared regarding the benefits to the local community of specifying local materials. Learners usually produced a clear description of the three environmental/community benefits that were required.

Question 4

Most learners were able to produce a clear description of the advantages of green belts to a local community. The responses covered a wide range of advantages that included planning and sustainability issues. However, the learners were less knowledgeable regarding the disadvantages of green belts with only one description being common. However, a few learners confused green belt areas with greenfield sites and correspondingly widened their response to include the use of brownfield sites.

Question 5

Generally, the learners' responses were rather simplistic in that having identified three ways that a local planning authority can influence the design and development of a new project, they failed to develop their answer into a clear description.

Question 6

Most learners demonstrated that they have a reasonable knowledge of how a site can influence the design of a building in terms of form and layout. However, to maximise the marks available the learners need to be guided to follow the command word(s) ie only a small number of learners **evaluated** the site characteristics they had

identified. Similarly, some learners considered the implications for the contractor during the construction phase, rather than those for the designer.

Question 7

The majority of learners' responses suggest they have a good understanding of how dwellings can be adapted or designed for wheelchair users, but focussed solely on this aspect of disability. The better responses demonstrated a greater awareness of the design implications for people with a wider range of disabilities including those with visual or hearing impairment. Also, the features described were subsequently evaluated.

Statistics

Level 3 Unit 1 Design the Built Environment: The Design Factors

Grade	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	60	53	47	41	35	29	23
Points score	14	12	10	8	6	4	2

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the Mark Scheme or Marking Grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.

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