

Examiners' Report June 2010

Principal Learning

Construction and the Built Environment CB301 Design the Built Environment: The Design Factors

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Principal Examiner's 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 the factors related to site location, views and neighbours. However, a number of learners reversed the question for Part (b) and described the effect of the project on the employment and local labour market after the project's design.

Question 2

This question produced some reasonably informed responses with most learners able to describe two of the three functions of artificial lighting. However, some learners confused artificial lighting with natural lighting and concentrated on the latter describing how the orientation of a building affected the natural lighting levels.

Question 3

The answers to this question suggested that the learners had been well prepared and could provide a detailed description of two of the three crime reduction measures that could be considered at the design stage for a new home. A few learners misinterpreted the question to include measures available to a designer when planning the layout of an estate.

Question 4

The wide range of responses indicated that the learners had a reasonable knowledge of the measures a designer could take to reduce long term maintenance costs. However, to obtain maximum marks learners needed to develop their descriptions to include specific applications of the measures.

Question 5

Generally, the learners demonstrated a good understanding of the factors that could influence the designer's decision to use timber frame or brick and block for the external walls of a house. Most learners produced clear descriptions of two of the three factors required to obtain maximum marks.

Question 6

Most learners demonstrated that they have an awareness of the measures that a designer can use to reduce a development's impact on the environment. 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 measures they had identified.

Question 7

The majority of learners' responses suggested they have a good understanding of sustainability in terms of green issues, but the better informed learners covered several aspects of good design including the inclusion of community facilities, easy access to public transport, a mix of accommodation, public spaces and pedestrian routes are safe etc. Also, the features described were subsequently evaluated. Reference to www.buildingforlife.org as suggested in the unit specification and the teacher guide would be a useful source of information regarding good design of a new housing development.

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	52	46	40	34	28	22
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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