

Moderators' Report/
Principal Moderator Feedback

Summer 2012

Level 3 Principal Learning
Controlled Assessments: Construction
and the Built Environment

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Contents

Introduction	4
Level 3 Unit 2 - Design the Built Environment: Stages in the Design and Planning Processes	5
Level 3 Unit 3 - Design the Built Environment: Physical and Environmental Influences	6
Level 3 Unit 5 Create the Built Environment: Management Processes	7
Level 3 Unit 6 - Value and Use of the Built Environment: Adding Value to the Wider Community	9
Grade Boundaries	11

Introduction

This is the sixth session of the Principal Learning in Construction and the Built Environment in which work was submitted for the units offered at Level 3. The use of the Edexcel devised assignments contained within the Unit Tutor Support Material and subsequently applied to a local project is popular with the majority of centres because the assignment brief and drawings etc. have been subjected to the relevant quality control checks. Therefore, the centre can be assured that the tasks will satisfy the learning outcomes and test the full range of each learner's abilities. Also, it is made clear to the learners what they have to do to access marks across all the mark bands.

The majority of centres are providing work for moderation that is well organised and enables the learners' evidence to be easily located, has evidence of internal standardisation and includes feedback to the learners that is helpful, supportive and identifies the strengths and limitations of the submissions. The learners' work that was moderated contained a range of responses for each learning outcome and achieved the full range of grades. Areas for development include ensuring that any information and images the learners have sourced from text books, web sites etc. are correctly referenced.

Centre administration is generally efficient with properly addressed OPTEMS/EDI being included with the moderation sample and fully completed Candidate Record Sheets indicating the centre number, candidate number, candidate/assessor signatures, page references etc. Generally, the learners' work was annotated by the Assessor to indicate where marks had been awarded.

The majority of Assessors are familiar with using the 'best fit' approach to allocating marks, but it was found during the moderation process that marking was occasionally too lenient where insufficient evidence has been produced. Therefore, Assessors must ensure they allocate marks in accordance with the marking grids. Further clarification of the mark allocation can be gained from the 'applying marks in the marking grid' section of the Unit Specification. The Tutor Support Material and Sample Assessment Material that are available on the Edexcel website also provide information regarding specific assessment requirements.

Level 3 Unit 2 - Design the Built Environment: Stages in the Design and Planning Processes

General comments

This unit requires the learner to explore urban design and its influence on the urban environment. Upon completion of the unit the learner should be able to demonstrate knowledge of the processes and procedures that develop the client's needs into a design proposal and the impact of planning requirements on the design. Similarly, the learner should be able to demonstrate knowledge of the decision-making stages in the design and planning processes and the wider influences on major project planning. An understanding of the job roles and relationships with each other as well as potential career pathways and qualification requirements should be demonstrated.

Learning Outcome 1

The majority of learners produced clear descriptions of a range of factors that would affect the urban environment they had studied. These learners also described a range of relevant proposals and strategies for improved infrastructure and transport services. This level of understanding permitted marks in Mark Band 2 to be awarded. More examination and justification of their proposals and strategies would enable the learners to satisfy the requirements of Mark Band 3. Similarly, more application of their research information to the local scenario regarding improvements for the infrastructure and transport services would be beneficial.

Learning Outcome 2

This learning outcome was covered in detail with a high proportion of learners clearly describing most of the stages and participants of the design process usually with reference to the RIBA Plan of Work. As with the previous series the majority of learners correctly applied their research information to the local scenario. The requirements of the 'green client' and in particular the use of environmentally friendly materials and low emissions to the environment were less well covered.

Learning Outcome 3

Most learners achieved marks within Mark Band 2 through clear and detailed descriptions of the stages of the planning process of a project. The major factors that influence planning including project feasibility, the CDM Regulations, sustainability, energy efficiency and environmental influences etc. were also described, but consideration of other factors such as Building Regulation application/approval and the Environmental Protection Act together with more discussion would have gained further marks.

Learning Outcome 4

Generally, the learners provided clear descriptions of a range of the job roles, qualifications needed and career progression routes for those people involved in the planning and design process. However, similar to previous series aspects of team-working and the influence on the sector of the professional institutions were rarely considered. Most centres included evidence of feedback by the learners' peers when presenting their work.

Level 3 Unit 3 - Design the Built Environment: Physical and Environmental Influences

General comments

This unit requires the learner to explore how health, safety and environmental factors can influence the design of the built environment. Similarly, the learner should be able to demonstrate an awareness of good practice in designs that offer sustainable construction, the reduction of emissions to air, land and water and the use of renewable energy. An understanding of the importance of the integration and distribution of incoming utilities together with alternative energy efficient designs should be demonstrated.

Learning Outcome 1

The majority of learners produced clear descriptions of a range of key responsibilities and health, safety, environmental factors that would influence a project's design. These learners also explained relevant aspects of risk management and the impact of the environmental factors on the local project. This level of understanding permitted marks in Mark Band 2 to be awarded. In most cases the learners correctly applied their health, safety and environmental research information to the design phase of the local project, rather than to managing any risks during the construction phase.

Learning Outcome 2

This section produced some good responses that contained clear descriptions of a range of essential primary services utilities that were relevant to the proposed local project, together with their advantages. The learners that achieved marks in Band 3 examined and justified the selection of all available services for the local project.

Learning Outcome 3

Most learners were conversant with a range of issues relating to global warming and climate change and consequently produced clear descriptions that focussed on increased temperatures, rising sea levels and higher wind speeds etc. The descriptions also included reference to the requirements of the Building Regulations and the Environmental Protection Act and how global warming issues could influence the design of a project. However, the better submissions explained in detail the procedures to minimise emissions to air, land and water on the outline design of the local project.

Learning Outcome 4

The majority of learners achieved marks within Mark Band 2 through clear descriptions of a range of traditional and renewable energy sources. The factors of time, cost and design together with the advantages and disadvantages of each alternative energy source were also clearly described. To satisfy the requirements of Mark Band 3 the learners would need further examination of the traditional and renewable energy sources including their use and maintenance and an evaluation of the proposed alternative energy sources for the local project.

Level 3 Unit 5 Create the Built Environment: Management Processes

General comments

This unit requires the learner to identify and evaluate the processes to construct the substructures and superstructures for a range of built structures, including finishes and services. Upon completion of the unit the learner should be able to identify and evaluate a range of quality assurance and monitoring processes needed to ensure a project meets the given specification throughout the construction process. The learner should also be able to demonstrate knowledge and understanding of a range of project management processes and techniques and examine job roles and their relationships with each other, potential career pathways and qualification requirements.

Learning Outcome 5.1

Learners provided descriptions for a range of different substructure types, however some types were not suited to the project identified within the scenario, and not suited to the stated ground conditions. Descriptions were supported by appropriate drawings however, they generally lacked adequate annotation. Descriptions of superstructure elements were generally well detailed, however information related to services and finishes were sometimes not provided. Key details of traditional and modern methods of construction were clearly described mainly covering cavity wall, timber frame and modular construction methods. The evidence presented by learners covered a range of clear descriptions for a specified low-rise construction project, and most learners achieved marks towards the middle of mark band 2 following the application of best fit.

Learning Outcome 5.2

A range of key requirements for a site induction were generally well described, focussing on information related to site safety, however requirements for the site layout, planning and storage were often omitted from the responses. Monitoring quality on site was generally well described, however it focused on general monitoring methods and generally did not focus on an element of the superstructure. Similarly key aspects of effective team, customer and client communications were not focussed at site level and a high percentage of learners described general communication methods and not applied to the project scenario. The evidence presented by learners consistently covered a range of clear descriptions and most learners achieved marks in the middle of mark band 2 following the application of best fit.

Learning Outcome 5.3

Learners generally failed to focus on communication between the on-site staff and described communication between members of the design or management team. Information relating to directing and developing staff was generally not provided within responses. There was a wide variation in the overall presentation and accuracy of Gantt charts. Many candidates provided activities that were not relevant to the project scenario and which were in an incorrect sequence. The majority of charts did not contain the required environmental or cost considerations. The evidence

presented by learners generally covered a suitable range, however descriptions were generally not clear and there was limited evidence of analysis or discussion. Most learners achieved marks at the bottom of mark band 2 following the application of best fit.

Learning Outcome 5.4

Learners provided descriptions for a wide range of job roles, however responses focussed on the responsibilities, interactions and teamwork of off-site construction professionals and there was limited descriptions for on-site roles between craft, technical, supervisory and management levels. Progression paths were generally well provided mainly in the form of charts showing the routes from craft to professional roles, however descriptions of professional institutions were limited in detail and required more emphasis. The evidence presented by learners generally covered a range of descriptions and most learners achieved marks at the bottom of mark band 2 following the application of best fit.

Level 3 Unit 6 - Value and Use of the Built Environment: Adding Value to the Wider Community

General Comments

This unit requires the learner to understand the importance of communities, businesses and other stakeholders in the development and use of the built environment. The learner will explore the contribution of the built environment and local infrastructure, including transport to the social and economic developments of the wider community. The learner will be able to analyse main career pathways and job roles associated with valuing, using and maintaining the built environment.

Learning Outcome 6.1

Learners generally provided clear descriptions for a range of ways in which stakeholders and the community can engage in and contribute to the development of the built environment. The responses related well to assessment scenarios and included relevant stakeholders including resident's panels, public consultation, Local Authority meetings and taking part in surveys. Benefits for social cohesion and for future projects were generally lacking within responses and minimal descriptions were provided. The evidence presented by learners consistently covered a range of clear descriptions and some contained basic examination and analysis, meeting some of the requirements of mark band 3. However, using the principle of best fit most learners achieved marks towards the middle of mark band 2

Learning Outcome 6.2

Learners generally provided clear descriptions for a range of key social, economic and commercial contributions to the wider community which mainly included the provision of an attractive and safe environment, the attraction of investment and the provision of local employment. A range of key business drivers were also described mainly focussed on a skilled local workforce and a good infrastructure however, in most cases the responses were not clear focussed on the scenario, were not clear and generally confusing. The evidence presented by learners consistently covered a range of clear descriptions and some contained basic examination and analysis, meeting some of the requirements of mark band 3. However, using the principle of best fit most learners achieved marks towards the middle of mark band 2

Learning Outcome 6.3

Learners generally identified appropriate job roles selected from asset management and the use and maintenance of the built environment. Descriptions of responsibilities, interactions and teamwork were generally clear, however in some cases descriptions were incomplete, incorrect or not adequately described. Similarly progression paths and qualifications for the job roles were not clearly described and in some cases not related to the identified job roles. The roles of professional institutions were generally clearly described. Learners generally provided good evidence of their contribution to a team presentation, usually by providing copies of Power Point slides used within a presentation; however in most cases there was limited evidence of any planning or evaluation and very limited evidence of any discussion for the presentation. The evidence presented by learners consistently covered a range of clear descriptions and some contained basic evaluation and

analysis, meeting some of the requirements of mark band 3. However, using the principle of best fit most learners achieved marks towards the middle of mark band 2

Grade Boundaries

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