



Pearson  
BTEC

A photograph of a beaver in a pond, partially obscured by a dark blue hexagonal graphic. The beaver is shown in profile, holding a piece of wood in its mouth.

**BTEC**  
Introductory  
**Level 1**

# Sample Marked Learner Work

Subject: Construction

Unit CON5: Drawing  
a Plan of a Room



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*You will need to refer to the appropriate specification for **Unit CON5: Drawing a Plan of a Room** alongside these sample materials.*

**Note:**

*The learner work generated is an exemplar of standard for a particular Assignment Brief. We expect centres to use this resource to exemplify how to structure a response to a task. We also encourage centres to use this work to standardise their Assessment teams and demonstrate to learners the level of work expected to achieve the different targeted grades outcome.*

## 1. Introduction and Commentary

The learner work that follows has been assessed accurately to national standards. This is one example of Pass achievement.

The assignment brief covers **Learning Aims A and B**.

### **The Assignment Brief**

There are no authorised assignment briefs available as yet and the one used here is structured on the suggested scenario given within the specification and has been adapted by the centre to fit local needs. When writing Assignment Briefs to be used for the assessment of the BTEC Level 1 Introductory suite of qualifications, the Assessor should ensure that all tasks clearly meet the targeted assessment criteria.

The structure of the tasks **will always target an entire learning aim**. This is a fundamental cornerstone of this suite, as it enables any learner to achieve the best grade for them.

The assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence.

A Learning Aim must NOT be broken down into discrete tasks. It is not acceptable to have tasks or sub-tasks that target, for example, a Pass criterion only. All tasks must encourage the learner to challenge themselves and aim for the highest level of personal achievement.

In this instance the Assignment Brief contains one task for Learning Aim A and Learning Aim B. This is due to the clear linkage between the Learning Aims whereby one is the outcome of the other. The Assignment Brief presented is fit for purpose.

The overarching task for the Learning Aim A is the production of a plan of a bathroom. The learner has to collect their own data and transfer these to a plan. As such, elements of Learning Aim B are met before those of Learning Aim A. The mode of presentation is given as a plan of the bathroom drawn to scale. This is appropriate as it will embed communication skills and the ability to transfer information (Learning Aim B) skills whilst at the same time it will enable a visual display to be created which is in Learning Aim A. There is sufficient scope for learners at all levels to achieve.

## The Learner Work

Always use the Essential information for assessment decisions section in the specification for clarification on when an assessment criterion can be awarded. This provides amplification to the grading criteria. Reference to this assessment guidance will ensure that the assessment of the evidence that the learner has produced fully meets the quantitative and qualitative requirements of the criterion. When assessing the learner's work it is important that the assessor looks for where the learner has produced evidence of a quality that is appropriate to the command verb in the assessment criteria.

For **Learning Aim A** the learner has to produce a plan of a room.

The learner has achieved A.P1 by producing a layout where significant features such as doors and some other fixtures have been included but **have not been dimensioned** correctly due to the fact no measurements are stated. The main symbols or important features of the room are there but they **not clearly nominated**. There is some use of a scale, which the assessor has noted, but the **dimensions may not be accurate** in all sections due to the dimensions not being clearly stated.

Whilst it would appear to be very good representation of a plan for a bathroom, a lot of detail is missing. The learner has assumed the plan to be clearer than it actually is.

The Merit criterion A.M1 requires an **appropriate** plan that shows a layout where a minor amount of features (doors/windows or other fixtures) have disproportionate dimensions, use of **correct graphical symbols, use of an appropriate scale** and plan is dimensioned, and the main symbols of important features of the room. The key here is the use of scale. The learner has identified a scale but has not shown how this has been used. Similarly, there are graphical symbols **but no key to indicate** what these are.

The Distinction criterion A.D1 requires the development from an **appropriate** plan to an **accurate** plan with **correct** use of scale, symbols and dimensions. These are not present.

For **Learning Aim B** the learner has to manage and communicate construction information on a plan.

The learner has met B.P2 by interpreting **basic information** with some errors/missing information when creating the plan from the information the learner had. As noted in Learning Aim A there are errors in the drawing and information is missing. As such there is enough for a Pass from this piece of work but no higher.

The Merit criterion B.M2 requires there to be **minor errors** only. There are **too many** errors and omissions for this criterion to be awarded in this instance.

The Distinction criterion B.D2 requires the learner to measure a room **accurately and transfer to a plan**. It is possible the learner HAS measured it accurately but has not transferred this to the plan. The evidence may exist but it has not been presented. As such this criterion has not been addressed fully.

Overall, a very reasonable piece of work from a learner who has done quite a lot of work towards demonstrating their ability and has shown they have an understanding of what is required. The work is very well presented and easy to follow. However, the omissions are such that the correct grade is a Pass.

The assessor has made suitable comments to validate the award of the Pass and has used the grading criteria well in feeding back to the learner.

## 2. Assignment Brief

### BTEC Assignment Brief

<b>Qualification</b>	BTEC Level 1 Introductory Diploma in Construction
<b>Unit number and title</b>	Unit CON5 : Drawing a Plan of a Room
<b>Learning aim(s)</b>	A- Produce a plan of a room B Manage and communicate construction information on a plan
<b>Assignment title</b>	Bathroom Blitz
<b>Assessor</b>	Antoinette Brown
<b>Issue date</b>	1 July 2016
<b>Hand in deadline</b>	29 July 2016

<b>Vocational Scenario or Context</b>	<p>You are helping a friend with a bathroom conversion. The builder wants to know where the doors, windows, fittings (including electrics and water pipes) etc and other aspects need to be positioned. Your friend is not very good at planning out what she wants and where she wants it but knows you are good at planning. Your friend asks you to draw out her plan so that she can give it to the builder.</p>
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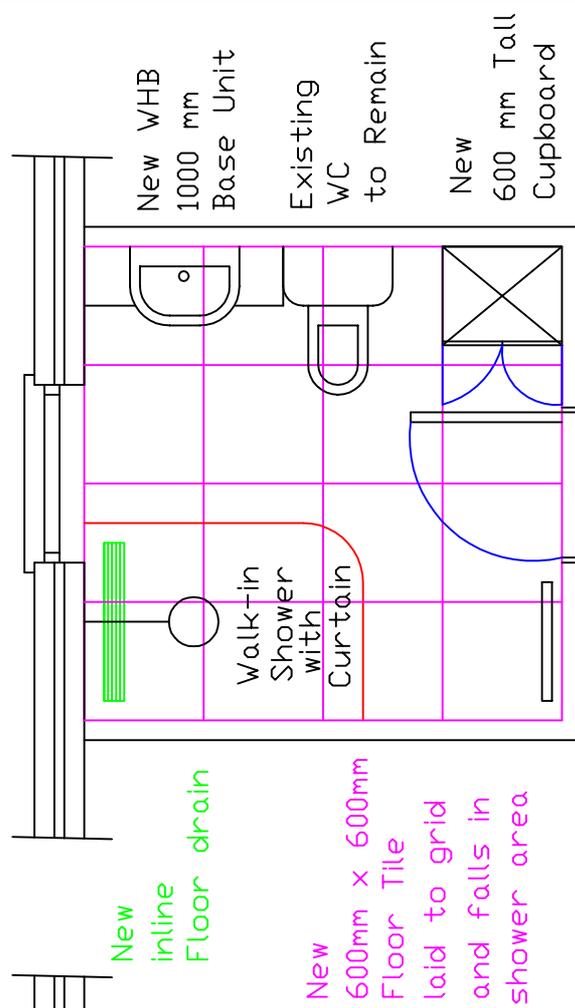
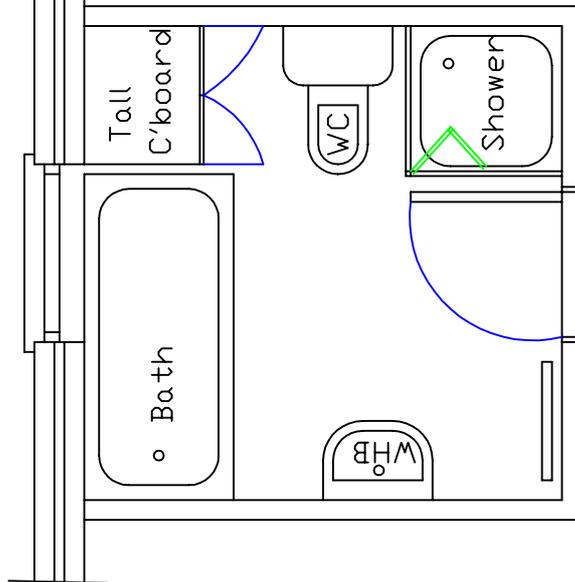
<b>Task 1</b>	<p>Draw out the plan of the bathroom in the correct format using a suitable scale and use the correct symbols for all aspects of the room.</p> <p>You should present your work and all relevant information in a professional format and make sure that you communicate all information clearly.</p>
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<b>Checklist of evidence required</b>	Plan of room
<b>Learning Aims covered by this task:</b>	
Learning Aim reference	To achieve the criteria you must show that you are able to:
A.P1	Produce a simple plan of a room that has a scale and common symbols.
A.M1	Produce a clear plan of a room showing use of scale and common symbols.
A.D1	Produce an accurate plan of a room showing correct use of scale and common symbols.
B.P2	Transfer basic construction information about a room on to a plan.
B.M2	Transfer construction information about a room on to a plan.
B.D2	Transfer key construction information about a room on to a plan.

<b>Sources of information to support you with this Assignment</b>	Base unit should be 1000mm wide, WC 600mm wide, new cupboard 600mm square, shower 1200mm wide.
<b>Other assessment materials attached to this Assignment Brief</b>	

### 3. Learner work

Please see image on the next page.



General Notes

No.	Revision/Issue	Date

Client Name and Address

Project Name and Address

Project  
Date  
Scale

Scale: 1:20

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## 4. Learner Assessment Submission and Declaration Sheet

This sheet must be completed by the learner and provided for work submitted for assessment.

### LEARNER ASSESSMENT SUBMISSION AND DECLARATION

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

Learner name: Victoria Plum		Assessor name: A Brown	
Issue date: 01/07/2016	Submission date: 29/07/2016	Submitted on: 29/07/2016	
Programme : BTEC Level 1 Introductory Diploma in Construction			
Unit CON5 : Drawing a Plan of a Room			
Assignment reference and title: Bathroom Blitz			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Task ref.	Evidence submitted	Page numbers or description
Task 1	Room plan	
Additional comments to the Assessor:		

#### Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature:

*Victoria Plum*

Date: 28/7/2016

## 5. Assessment Record Sheet

ASSESSMENT RECORD SHEET			
Programme	BTEC Level 1 Introductory Certificate in Construction	Learner name	Victoria Plum
Assignment title	Bathroom Blitz	Assessor name	Antoinette Brown
Unit no. & title	CON5 : Drawing a Plan of a Room	Targeted learning aims/assessment criteria	AP1, AM1, AD1, BP2, BM2, BD2
<b>First Submission</b>			
Deadline	29 July 2016	Date submitted	29 July 2016
Targeted criteria	Criteria achieved? (Yes / No)	Assessment comments	
AP1	Yes	Reasonable layout where the significant and important features eg doors, windows, shower etc are present. Dimensions are not clear although you have included a scale. Symbols are easy to understand and follow conventions. However, whilst I understood the symbols eg the door openings form the cupboard this may have been clear to everyone.	
AM1	No		
AD1	No		

BP2	Yes	Because you have not put in any dimensions as such these may not necessarily be accurate. It looks as though it will fit but there is no certainty. I'm guessing the WC is 600mm wide but that is not certain. On the other hand, the new base unit is drawn to scale  You have drawn it well in terms of clarity but there is not enough evidence to show it is appropriate or accurate.
BM2	No	
BD2	No	
<b>General comments</b>		
As a drawing this looks well and is presented nicely. Scale shown but without the dimensions it is not possible to know how accurate it is. You have shown you can use the symbols well and the layout looks feasible. A bit more detail would have yielded a higher grade.		
<b>Assessor declaration</b>	I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Assessor signature	<i>A Brown</i>	Date 5 August 2016
Resubmission authorisation		Date of feedback to learner 5 August 2016
by Lead Internal Verifier*		Date
<p>* All resubmissions must be authorised by the <b>Lead Internal Verifier</b>. Only <b>one</b> resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> <li>• The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension.</li> <li>• The tutor considers that the learner will be able to provide improved evidence without further guidance.</li> <li>• Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.</li> </ul> <p>** Any resubmission evidence <b>must</b> be submitted within 10 working days of receipt of results of assessment.</p>		

<b>Resubmission</b>			
<b>Deadline</b>		<b>Date submitted</b>	
<b>Targeted criteria</b>	<b>Criteria achieved? (Yes / No)</b>	<b>Assessment comments</b>	
<b>General comments</b>			
<b>Assessor declaration</b>		I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
<b>Assessor signature</b>		<b>Date</b>	
		<b>Date of feedback to learner</b>	