Pearson
BTEC

Marking Grids

BTEC Level 1 / Level 2 Tech Award in Construction and the Built Environment

First teach September 2022

Component 2 (internal): Construction in Practice

Component 3 (internal): Construction and Design

Assessing the Pearson Set Assignments

Assessment decisions for each learner's response to the Pearson Set Assignment (PSA) for each internally assessed component must be made using the relevant marking grids below.

Marking grids for the internal components have also been built into the Assessment Tracker Tool which can be downloaded from the Teaching and Learning Materials section of the BTEC Tech Awards in Construction and the Built Environment (2022) qualifications pages. This Assessment Tracker will help you collect marks for the class, streamline management of records, and allows you to export the Assessment Record forms for sampled learners for moderation.

Before making assessment decisions, you should use the guidance on using the marking grids provided in the Tech Award Specification ***Section 5: Non-exam internal assessment***.

You can also watch this short video guide to applying Mark Schemes for Internal Assessments in BTEC Tech Awards from 2022.

A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification.

Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Risk assessment **Learning outcome A: Be able to understand hazards and risks for safe production of a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of the knowledge and understanding in completion of a risk assessment. Evidenced through: • a **narrow range** of relevant hazards associated with the completion of the task have been identified • a **few** risks associated with the potential hazards associated with the completion of the task have been identified • **some** of the people at risk are identified • a **few** risks associated with the completion of the task are appropriately rated for severity and likelihood, with an accurate calculation of initial and final risk rating	**Adequate** application of the knowledge and understanding in completion of a risk assessment. Evidenced through: • a **reasonable range** of relevant hazards associated with the completion of the task have been identified • **some** risks associated with the potential hazards associated with the completion of the task have been identified • **some** of the people at risk are identified • **some** risks associated with the completion of the task are appropriately rated for severity and likelihood, with an accurate calculation of initial and final risk rating	**Good** application of the knowledge and understanding in completion of a risk assessment. Evidenced through: • a **range** of relevant hazards associated with the completion of the task have been identified • **most** risks associated with the potential hazards associated with the completion of the task have been identified • **all** of the people at risk are identified • **most** risks associated with the completion of the task are appropriately rated for severity and likelihood, with an accurate calculation of initial and final risk rating	**Comprehensive** application of the knowledge and understanding in completion of a risk assessment. Evidenced through: • a **wide range** of relevant hazards associated with the completion of the task have been identified • **all** risks associated with the potential hazards associated with the completion of the task have been identified • **all** of the people at risk are identified • **all** risks associated with the completion of the task are appropriately rated for severity and likelihood, with an accurate calculation of initial and final risk rating

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Risk assessment *(continued)* **Learning outcome A: Be able to understand hazards and risks for safe production of a practical construction outcome**				
No rewardable material	• appropriate control measures are proposed to mitigate a **few** of the risks associated with the completion of the task.	• appropriate control measures are proposed to mitigate **some** of the risks associated with the completion of the task.	• appropriate control measures are proposed to mitigate **most** of the risks associated with the completion of the task.	• appropriate control measures are proposed to mitigate **all** of the risks associated with the completion of the task.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Constructing a practical outcome **Learning outcome B: Be able to produce a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** demonstration of practical skills in measuring, marking and setting out the craft. Evidenced through: • **little** use of appropriate vocationally correct conventions and techniques when using tools and equipment for marking and setting out • production and use of rods that are marked with **little accuracy** and used **occasionally** during the construction of the product • measuring, marking and setting out of the product is dimensionally **accurate** for **little** of the craft area.	**Adequate** demonstration of practical skills in measuring, marking and setting out the craft. Evidenced through: • **some** use of appropriate vocationally correct conventions and techniques when using tools and equipment for marking and setting out • production and use of rods that are **mostly accurately** marked and used **occasionally** during the construction of the product • measuring, marking and setting out of the product is dimensionally **accurate** for **some** of the craft area.	**Good** demonstration of practical skills in measuring, marking and setting out the craft. Evidenced through: • **mostly consistent** use of appropriate vocationally correct conventions and techniques when using tools and equipment for marking and setting out • production and use of rods that are **mostly accurately** marked and **consistently** used during the construction of the product • measuring, marking and setting out of the product is **mostly** dimensionally **accurate** for the craft area.	**Excellent** demonstration of practical skills in measuring, marking and setting out the craft. Evidenced through: • **consistent** use of appropriate vocationally correct conventions and techniques when using tools and equipment for marking and setting out • production and use of rods that are **accurately** marked and **consistently** used during the construction of the product • measuring, marking and setting out of the product is **completely** dimensionally **accurate** for the craft area.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Constructing a practical outcome **Learning outcome B: Be able to produce a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** demonstration of practical skills and techniques in the construction of the product. Evidenced through: • vocationally correct practical techniques in **few** processes required for the production of the product • **occasional** use of vocationally correct practical skills in ongoing quality checks during the construction of the product • the additional feature is correctly positioned and incorporated into the product with **minimal** accuracy • maintaining a clean and tidy work area and adopting safe working practices **occasionally** during the construction of the product and **required regular intervention**.	**Adequate** demonstration of practical skills and techniques in the construction of the product. Evidenced through: • vocationally correct practical techniques in **some** processes required for the production of the product • **some** use of vocationally correct practical skills in ongoing quality checks during the construction of the product • the additional feature is correctly positioned and incorporated into the product with **some** degree of accuracy • maintaining a clean and tidy work area and adopting safe working practices **some** of the time during the construction of the product and **required occasional intervention**.	**Good** demonstration of practical skills and techniques in the construction of the product. Evidenced through: • vocationally correct practical techniques in **most** processes required for the production of the product • **mostly consistent** use of vocationally correct practical skills in ongoing quality checks during the construction of the product • the additional feature is correctly positioned and incorporated into the product with a **high** degree of accuracy • maintaining a clean and tidy work area and adopting safe working practices **most** of the time during the construction of the product and **required minimal intervention**.	**Excellent** demonstration of practical skills and techniques in the construction of the product. Evidenced through: • vocationally correct practical techniques in **all** processes required for the production of the product • **consistent** use of vocationally correct practical skills in ongoing quality checks during the construction of the product • the additional feature is correctly positioned and incorporated into the product with **complete** accuracy • maintaining a clean and tidy work area and adopting safe working practices at **all** times during the construction of the product with **no intervention required**.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Constructing a practical outcome **Learning outcome B: Be able to produce a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** demonstration of practical skills in dimensional accuracy. Evidenced through: • a finish and appearance that is **infrequently** clean and has **some** construction damage • the finished product is **occasionally** compliant with the specification and drawing provided • **few** dimensions of the product are within specified tolerances.	**Adequate** demonstration of practical skills in dimensional accuracy. Evidenced through: • a finish and appearance that is **mostly** clean and has **some** construction damage • the finished product is **mostly** compliant with the specification and drawing provided • **some** dimensions of the product are within specified tolerances.	**Good** demonstration of practical skills in dimensional accuracy. Evidenced through: • a finish and appearance that is **mostly** clean and **free** of construction damage • the finished product is **mostly** compliant with the specification and drawing provided • **most** dimensions of the product are within specified tolerances.	**Excellent** demonstration of practical skills in dimensional accuracy. Evidenced through: • a finish and appearance that is **completely** clean and **free** of construction damage • the finished product is **fully** compliant with the specification and drawing provided • **all** dimensions of the product are within specified tolerances.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Quality checks **Learning outcome B: Be able to produce a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** practical skills in measuring and checking the dimensions of the finished product. Evidenced through: • **sometimes** uses correct techniques when using tools to measure required dimensions • records of measurement are **mostly** inaccurate with **significant** inconsistencies between learner and teacher measurements • **significant** errors in applying appropriate judgements relating to compliance with tolerance.	**Adequate** practical skills in measuring and checking the dimensions of the finished product. Evidenced through: • correct technique when using tools to measure **some** required dimensions • **some** records of measurement are inaccurate with **some** inconsistencies between learner and teacher measurements • **some** inconsistencies in applying appropriate judgements relating to compliance with tolerance.	**Good** practical skills in measuring and checking the dimensions of the finished product. Evidenced through: • correct technique when using tools to measure **most** required dimensions • records of measurement are **mostly** accurate and consistent with teacher measurements • **mostly** consistent in applying appropriate judgements relating to compliance with tolerance.	**Comprehensive** practical skills in measuring and checking the dimensions of the finished product. Evidenced through: • correct technique when using tools to measure **all** required dimensions • records of measurement are **fully** accurate and consistent with teacher measurements • **consistently** applying appropriate judgements relating to compliance with tolerance.

Marking grid – Component 3

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Design brief (synoptic) **Learning outcome A: Understand the needs of a client and the constraints on design when designing a low-rise building**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** applied knowledge and understanding of how the client requirements impact on building design. Evidenced through: • a **simple** account which interprets the client's profile in the building design • a **simple** account which interprets the client's needs in the building design • a **simple** account which interprets the client's lifestyle requirements in the building design.	**Adequate** applied knowledge and understanding of how the client requirements impact on building design. Evidenced through: • a **partially developed** account which interprets the client's profile in the building design • a **partially developed** account which interprets the client's needs in the building design • a **partially developed** account which interprets the client's lifestyle requirements in the building design.	**Good** applied knowledge and understanding of how the client requirements impact on building design. Evidenced through: • a **mostly developed** account which interprets the client's profile in the building design • a **mostly developed** account which interprets the client's needs in the building design • a **mostly developed** account which interprets the client's lifestyle requirements in the building design.	**Comprehensive** applied knowledge and understanding of how the client requirements impact on building design. Evidenced through: • a **fully developed** account which interprets the client's profile in the building design • a **fully developed** account which interprets the client's needs in the building design • a **fully developed** account which interprets the client's lifestyle requirements in the building design.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Design brief (synoptic) **Learning outcome A: Understand the needs of a client and the constraints on design when designing a low-rise building**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** applied knowledge and understanding of the external design constraints, relative to the location and scenario. Evidenced through: • a **simple** analysis of **few** of the relevant street scene constraints for the local area and considerations for style and aesthetics • a **simple** analysis of the access issues and services available for the plot of land in the scenario.	**Adequate** applied knowledge and understanding of the external design constraints, relative to the location and scenario. Evidenced through: • a **partially developed** analysis of **some** of the relevant street scene constraints for the local area and considerations for style and aesthetics • a **partially developed** analysis of the access issues and services available for the plot of land in the scenario.	**Good** applied knowledge and understanding of the external design constraints, relative to the location and scenario. Evidenced through: • a **mostly developed** analysis of **most** of the relevant street scene constraints for the local area and considerations for style and aesthetics • a **mostly developed** analysis of the access issues and services available for the plot of land in the scenario.	**Comprehensive** applied knowledge and understanding of the external design constraints, relative to the location and scenario. Evidenced through: • a **fully developed** analysis of **all** of the relevant street scene constraints for the local area and considerations for style and aesthetics • a **fully developed** analysis of the access issues and services available for the plot of land in the scenario.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Design brief (synoptic) **Learning outcome A: Understand the needs of a client and the constraints on design when designing a low-rise building**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** applied knowledge and understanding of budget and costing to meet the client's requirements. Evidenced through: • a **simple** analysis of the client's budget to determine the size of building and level of specification that can be designed • a **simple** rationale which contains **few** of relevant specification points to meet the needs of the client within the constraints of the scenario.	**Adequate** applied knowledge and understanding of budget and costing to meet the client's requirements. Evidenced through: • a **partially developed** analysis of the client's budget to determine the size of building and level of specification that can be designed • a **partially developed** rationale which contains **some** of relevant specification points to meet the needs of the client within the constraints of the scenario.	**Good** applied knowledge and understanding of budget and costing to meet the client's requirements. Evidenced through: • a **mostly developed** analysis of the client's budget to determine the size of building and level of specification that can be designed • a **mostly developed** rationale which contains **most** of relevant specification points to meet the needs of the client within the constraints of the scenario.	**Comprehensive** applied knowledge and understanding of budget and costing to meet the client's requirements. Evidenced through: • a **fully developed** analysis of the client's budget to determine the size of building and level of specification that can be designed • a **fully developed** rationale which contains **all** of relevant specification points to meet the needs of the client within the constraints of the scenario.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Concept sketches (synoptic) **Learning outcome B: Be able to graphically communicate the design of a low-rise building**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** demonstration of design skills. Evidenced through: • concept sketches that address **few** of the requirements of the client • concept sketches that **occasionally** mitigate external constraints through appropriate building size, building position and orientation, and its features • concept sketches that **occasionally** address the approach to harmonising with local architectural style.	**Adequate** demonstration of design skills. Evidenced through: • concept sketches that address **some** of the requirements of the client • concept sketches that **partially** mitigate external constraints through appropriate building size, building position and orientation, and its features • concept sketches that **partially** address the approach to harmonising with local architectural style.	**Good** demonstration of design skills. Evidenced through: • concept sketches that address **most** of the requirements of the client • concept sketches that **mostly** mitigate external constraints through appropriate building size, building position and orientation, and its features • concept sketches that **mostly** address the approach to harmonising with local architectural style.	**Comprehensive** demonstration of design skills. Evidenced through: • concept sketches that address **all** of the requirements of the client • concept sketches that **fully** mitigate external constraints through appropriate building size, building position and orientation, and its features • concept sketches that **fully** address the approach to harmonising with local architectural style.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Concept sketches (synoptic) **Learning outcome B: Be able to graphically communicate the design of a low-rise building**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** demonstration of communication in the concept sketches. Evidenced through: • **little** clarity in graphical techniques with **low** level of accuracy • **limited** level of control and **little** appropriate use of varying line thickness • **little** clarity in the annotation of the detail and key features of the design.	**Adequate** demonstration of communication in the concept sketches. Evidenced through: • **some** clarity in graphical techniques with **some** level of accuracy • **adequate** level of control and **some** appropriate use of varying line thickness • **some** clarity in the annotation of the detail and key features of the design.	**Good** demonstration of communication in the concept sketches. Evidenced through: • **mostly** clear graphical techniques with **good** level of accuracy • **good** level of control and **mostly** appropriate use of varying line thickness • **mostly** clear annotation of the detail and key features of the design.	**Comprehensive** demonstration of communication in the concept sketches. Evidenced through: • **complete** clarity in graphical techniques with **high** level of accuracy • **high** level of control with **deliberate** and **fully** appropriate use of varying line thickness • **complete** clarity in the annotation of the detail and key features of the design.