

## Yr 9 BTEC taster Ks3 Student Progress Mastery Table

There are no special resources required for this unit. However, some learners may prefer to use a computer-based graphics package, such as Google Sketch Up, for the generation of concept designs.

### **Essential information for assessment**

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

The centre will need to provide an appropriate scenario, which will include a client profile and a proposed site and location. Additionally, the centre will need someone to play the role of the client to provide feedback on the initial concept ideas, and to select or approve an idea for development.

### **Learning aim A**

**For 2A.P1:** the description should include a range of three activity areas in which construction operates within the UK. The activity area needs to be the sector classification, for example housing, infrastructure, civil engineering, construction and design, and not the type of work within each.

**For 2A.P2:** learners need to provide a description of the contribution that the construction industry makes to society. This must cover one economic and one social contribution in depth.

**For 2A.M1:** learners need to explain the local contribution that the construction industry makes to society, giving reasons or evidence to support their view. This could be in the form of local employment, local facilities, impact on the local economy, regeneration, aesthetic impacts, feelings of wellbeing, etc.

**For 2A.D1:** learners' evaluation must include three economic and three social benefits that the construction industry brings to the local area and nationally. The evaluation should include the advantages/disadvantages that the construction industry has brought to the area. These could be an extension of those identified for 2A.M1. Nationally, this could include the contribution to the gross domestic product, tourist attractions, the Olympics 2012 and its legacy, increased taxation revenues, wealth for developers, investment opportunities, increased consumer spending, a pleasant environment in which

to work and live, benefits to health brought about by good standards of accommodation, and increased levels of home ownership.

**For 1A.1:** learners are required to provide an overview of a range of work activities undertaken by the construction industry. This range must cover three different work activity areas in which the construction industry operates. It needs to be the sector type (civil engineering, construction, housing, infrastructure) and not a type of building or structure produced. Work activity must be accompanied by one example of the type of work that is carried out in the sector – for example, civil engineering, e.g. road construction; services (water, electric, gas, telephony); housing, e.g. social or affordable housing, house refurbishment; construction examples such as commercial offices, retail units.

**For 1A.2:** learners need to outline, i.e. provide an overview, of one contribution that the construction industry makes to society. This needs to be in some detail, with an explanation of how the contribution adds to the built environment.

UNIT 3: CONSTRUCTION AND DESIGN

Pearson BTEC Level 1/Level 2 First Award in Construction and the Built Environment – Issue 3 – July 2018 © Pearson Education Limited 2018

69

### **Learning aim B**

**For 2B.P3:** learners should identify, interpret and describe the client's needs for a given project scenario. This could be in the form of a written report or incorporated into the client brief. Note that the unit content for topic B1 gives an indication of breadth of coverage that could be considered for this assessment criterion.

**For 2B.P4:** learners should describe the constraints on design for a given project scenario. This could be in the form of a written report or incorporated into the client brief. Note that the unit content for topic B2 gives an indication of breadth of coverage that could be considered for this assessment criterion such as building size, material, structural form, planning, timescales and sustainability. Learners should also consider constants as appropriate from the skills they have studied in the optional units in relation to their design

**For 2B.M2:** this could be an extension of the activity undertaken for P3 and P4. Learners should analyse the needs and constraints to produce a client brief that prioritises the design requirements and considers:

- the design factors and constraints, project requirements
- the budget
- the mood board
- the specification for internal and external features.

**For 2B.D2:** learners should prioritise needs and constraints in order to produce a client brief that addresses the design requirements and examines ways of complying with design requirements and external constraints.

**For 1B.3:** learners should identify a client's needs for a given project scenario. This could be by providing a list, or by a record of oral questioning supported by an observation record.

**For 1B.4:** learners should identify the constraints on the design for a given project scenario. This could be by providing a list, or by a record of oral questioning supported by an observation record.

### **Learning aim C**

**For 2C.P5:** learners should produce a minimum of two concept ideas. Each idea should include freehand sketches of floor plans to an approximate scale, and freehand sketches of external views in one- or two-point perspective.

**For 2C.M3:** learners should develop a minimum of three concept ideas with annotations, demonstrating the learner's understanding that there are a number of alternatives to meet the needs of a client. Each idea should include freehand sketches of floor plans to an approximate scale, and freehand sketches of external views in one- or two-point perspective. Annotations could include: room labelling, room sizes, details of key features, circulation space and the thinking behind the concept.

**For 2C.P6:** learners should review the concept ideas with the client against the requirements of the client brief. This could be completed in the form of a table comparing a client's requirements against the concept ideas by objective and subjective comments, as appropriate. This could include the use of peer or user group feedback (a record of this feedback will be required).

**For 2C.M4:** learners will receive feedback from the client (who will select one of the concept ideas) and will then develop, refine and annotate a concept idea following the client's feedback.