



WJEC Level 1/2
Vocational Award in Construction and the
Built Environment
(Technical Award)

SAMPLE ASSESSMENT
MATERIALS

UNIT 3

For teaching from 2022
For award from 2024

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Unit 3: Constructing the Built Environment
SAMPLE ASSESSMENT MATERIALS
Assessment time: 30 HOURS

INSTRUCTIONS FOR CANDIDATES

Read the brief carefully prior to starting the assignment.

You will gain marks for key tasks that are completed in the Assessment window. The total time allocated for assessed tasks will be 30 hours. This is outlined clearly in the brief.

Your work should include knowledge and understanding gained from classroom teaching.

Read the information and assignment tasks carefully to make sure you understand what is needed.

It is important that you work independently from other candidates and make sure the work you produce is your own unaided work.

Check your work carefully to make sure that it is accurate and correct.

INFORMATION FOR CANDIDATES

This assessment provides an opportunity to draw together knowledge and understanding from across the full course of study.

You and your teacher will be required to sign a declaration that all work presented is the work of the candidate alone.

You must not discuss or share any details of the case studies or tasks.

Assignment Brief: SAMS

A project for the redesign and refurbishment of garden space to the rear of Glebe House, Gillsbury.

PROJECT SCOPE

	<p>The project is to include:</p>
	<ul style="list-style-type: none"> • The taking down and re-building of garden boundary walls (as shown on the site plan) • Construction of a new garden studio building • Provision of electrical and water supplies to the studio building via underground connections from the existing house • Construction of new footpaths and external paved area to the studio building • Installation of external lighting.
	<p>Resources provided:</p>
	<ul style="list-style-type: none"> • Design drawing of the proposed studio building and indicative garden site plan • Construction tasks sheets for trade options 1 – 9, with offered activities.
	<p>Instructions:</p>
	<ul style="list-style-type: none"> • Select three of the construction task-sheets to work with • Select one trade option (a), (b) or (c) etc. from each of the three selected construction tasks sheets • Complete all the assignment tasks for each of the three selected trade options <p>N.B. Practical work required will be a sample of the trade option selected.</p>

Assignment Tasks

Construction Task Sheet (of 3):

Trade option (e.g., 1(a)):

Unit content	Tasks:	Evidence Required	Time (hrs)	Controls	AOs	Marks
3.1 3.4	1. Interpret sources of information (including provided drawings and design briefs, and any necessary building regulations) to produce a specification to include: <ul style="list-style-type: none"> • specifications of materials • quantities and sizes as appropriate and as would be required to complete the construction task on site. 	Completed specification	1.5	Supervision: Indirect Guidance: Indirect Resources: Permitted Collaboration: Not permitted	1 2	2 4
3.5	2. Set success criteria with specific reference to standard of workmanship (timescales, quality, and tolerance where appropriate).	Written success criteria			2	2
3.2 3.3 3.6	3. a. Prepare for construction task, including task sequencing and identification of materials, tools, equipment, and PPE required to carry out the construction task on site.	Written report	1.5		2	4
3.7 3.9	b. Carry out the construction task safely.	Written report (that includes at least one photograph of construction task in progress being carried out safely and at least one photograph when completed, both/all with appropriate commentary)	5.0		2	14
3.8	c. Remove and dispose of materials with reference to re-cycling and/or re-use.	Written report	0.5		2	2
3.10	4. Evaluate the construction tasks against the requirements of the brief, personally-set success criteria, and the needs of end users including their safety, suggesting improvements where appropriate.	Written evaluation	1.5		3	12
Total Hours			10.0	Total Marks		40

Guide to Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is 30 hours. Candidates cannot exceed this time. Unit 3 tasks feature recommended timings that are for guidance only. Centres should discourage candidates from exceeding the recommended times or devoting insufficient time to this work.

Supervision

One level of supervision features throughout the Unit 3 assessment:

Indirect supervision	<p>Candidates do not need to be directly supervised at all times.</p> <p>The centre must ensure that:</p> <ul style="list-style-type: none"> • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p>
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Guidance

One level of guidance features throughout the Unit 3 assessment:

Category of Advice/Feedback:	Indirect
Teachers can:	
Review candidates' work and provide oral and written advice at a general level in order to secure a functional outcome.	✓
Evaluate progress to date and propose broad approaches for improvement.	X
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	X
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	X
Intervene personally to improve the presentation or content of work.	X

Resources

One level of resources features throughout the Unit 3 assessment:

Permitted	<p>Candidates have access to resources and/or preparatory notes as directed by the brief or unit guidance.</p> <p>Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.</p> <p>Centres should refer to specifications for subject-specific guidance.</p>
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Where the level of control is 'permitted', candidates' notes are limited to:

Task:	Resources permitted:
1-4	<p>Class notes relating to interpretation of design briefs, and identification of tools, equipment, materials and PPE.</p> <p>Any resources necessary to support the safe and effective use of tools and equipment related to construction tasks.</p>

Collaboration

One level of collaboration features in the Unit 3 assessment:

Not permitted	<p>Candidates should not collaborate in any way during the task.</p>
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Mark scheme

Guidance

Assessment grids for Controlled Assessment Unit 3

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks.

Before marking, assessors should first read and annotate a candidate's work to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, assessors should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. If the descriptor at the lowest band is satisfied, assessors should move up to the next band and repeat this process for each band until the descriptor matches the work.

If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Assessors should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, assessors can then assign a mark. WJEC will provide exemplar work already awarded a mark, and this should be used as reference material when assessing the work.

When marking, assessors can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Assessors are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

Where work is not creditworthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded.

Internal standardisation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. All centres will receive detailed feedback from moderation via the secure website on results day.

Differentiation within our mark schemes

The following grid demonstrates our starting point to formulating our mark schemes. These are used in order to ensure differentiation between our bands. Mark schemes will use this table as the basis for the assessment of each question but will reflect the specific demands of the question.

Band Descriptor	AO1	AO2	AO3
Excellent	<ul style="list-style-type: none"> Aware of a wide range of detailed and accurate knowledge. Demonstrates fully developed understanding that shows relevance to the demands of the question. 	<ul style="list-style-type: none"> Knowledge and understanding is consistently applied to the context of the question/task. Practical skills are consistently and effectively applied and are of a high standard. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in a highly effective way. Evidence is selected to construct an effective and balanced argument. Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Very Good	<ul style="list-style-type: none"> Effective and precise use of terminology. 	<ul style="list-style-type: none"> Is able to form a fully developed and thorough interpretation that is fully accurate. 	
Good	<ul style="list-style-type: none"> Has a range of detailed and accurate knowledge. 	<ul style="list-style-type: none"> Knowledge and understanding is applied to the context of the question/task. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an effective way.
Good	<ul style="list-style-type: none"> Demonstrates well developed understanding that is relevant to the demands of the question. Precise use of terminology. 	<ul style="list-style-type: none"> Practical skills are effectively applied and are of a high to medium standard. Is able to form a developed interpretation that is mostly accurate. 	<ul style="list-style-type: none"> Evidence is selected to construct a developed argument, that may not be presented in equal measure. Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.
Satisfactory	<ul style="list-style-type: none"> Includes accurate knowledge. Demonstrates sound understanding that is relevant to the demands of the question/task Generally precise use of terminology. 	<ul style="list-style-type: none"> Knowledge and understanding is mainly applied to the context of the question/task. Practical skills are appropriately applied and are of a medium standard. Is able to form a sound interpretation that is generally accurate. 	<ul style="list-style-type: none"> Analysis and evaluation skills are used in an appropriate and sound way. Evidence is selected to construct a sound argument OR Evidence is selected to construct a detailed one-sided argument. Evaluation that offers some judgements, with some link between conclusions and evidence.

Basic	<ul style="list-style-type: none"> • Shows some accurate knowledge. • Demonstrates partial understanding that is relevant to the demands of the question. • Some use of appropriate terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is partially applied to the context of the question/task. • Practical skills are of a medium to low-level standard. • Is able to form some interpretation that shows some accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. • Evidence is selected to construct a one-sided argument • Evaluation that offers generalised judgements and conclusions, with minimal use of evidence.
Limited	<ul style="list-style-type: none"> • Limited knowledge with some relevance to the topic or question. • Little or no development seen. • Very little or no use of terminology. 	<ul style="list-style-type: none"> • Knowledge and understanding is applied in a minimal manner to the context of the question/task. • Practical skills are of a low-level standard. • Can only form a simple interpretation, if at all, with very limited accuracy. 	<ul style="list-style-type: none"> • Analysis and evaluation skills are used with limited competence. • Unsupported evaluation that offers simple or no judgements/conclusions.

When you look at each of our mark schemes, each band has a sequence of performance descriptors. The descriptors work like a ladder: from a bottom rung, to a top. The lower level band 'Limited' is the simplest descriptor in terms of candidates' performance. The descriptors progress through the grid to the more challenging aspect of that assessment objective. It's important to note that not all questions will use every bullet point listed in the table above, however candidates should demonstrate **all of the requirements** that are included in the published mark schemes in order to achieve full marks at a particular level. If a candidate gets full marks at a particular level, markers should see whether they're also demonstrating any of the requirements from the next level up. Often candidates will achieve some of the descriptors at one level, but not all of them. In this case, apply a best fit principle.

Further information on how the mark schemes for our Vocational Awards have been constructed, including information on the use of the mark bands for Excellent, Very Good and Good can be found in the Vocational Awards Administration Guide.

Task 1

Interpret sources of information (including provided drawings and design briefs, and any necessary building regulations) to produce a specification to include:

- *specifications of materials*
- *quantities, and sizes as appropriate and as would be required to complete the construction task on site.*

[6 marks]

AO1	AO1	AO2	AO3	Total marks
<p>Award one mark for basic knowledge and understanding of what should be included in a specification, some knowledge and understanding of symbols and terminology and some knowledge and understanding of any necessary building regulations.</p> <p>Award two marks for developed knowledge and understanding of what should be included in a specification, mostly accurate knowledge and understanding of symbols and terminology and appropriate knowledge and understanding of any necessary building regulations.</p> <p>AO2</p> <p>Award one mark for calculations of quantities, sizes (as appropriate) as required to complete the construction task that have limited accuracy.</p> <p>Award two mark for calculations of quantities, sizes (as appropriate) as required to complete the construction task that have some accuracy.</p> <p>Award three marks for calculations of quantities, sizes (as appropriate) as required to complete the construction task that are mostly accurate.</p> <p>Award four marks for calculations of quantities, sizes (as appropriate) as required to complete the construction task that are fully accurate.</p>	2	4		6

Task 2

Set success criteria with specific reference to standard of workmanship (timescales, quality, and tolerance where appropriate). [2 marks]

AO2	AO1	AO2	AO3	Total marks
<p>Award one mark for basic application of knowledge and understanding to set success criteria with some appropriate reference to levels of tolerance, timescales and quality, and identification of some objective and measurable criteria to clearly inform evaluation.</p> <p>Award two marks for developed application of knowledge and understanding to set success criteria with consideration of levels of tolerance, timescales and quality and identification of a range of objective and measurable criteria to clearly inform evaluation.</p>	2			2

Task 3(a)

Prepare for construction task, including task sequencing and identification of materials, tools, equipment, and PPE required to carry out the construction task on site. [4 marks]

AO2	AO1	AO2	AO3	Total marks
<p>Award four marks for a comprehensive report of the preparatory work undertaken that includes planning and identification of all materials, tools, equipment, and PPE that would be required to carry out the construction task on site.</p> <p>Award three marks for a detailed report of the preparatory work undertaken that includes planning and identification of most materials, tools, equipment, and PPE that would be required to carry out the construction task on site.</p> <p>Award two marks for a report of preparatory work that includes some comments on planning and identification of some materials, tools, equipment, and PPE that would be required to carry out the construction task on site.</p> <p>Award one mark for a limited report of preparatory work undertaken that includes a limited description of preparatory work and identification of some materials, tools, equipment, and PPE that would be required to carry out the construction task on site.</p>		4		4

Task 3(b)**Carry out the construction task safely.****[14 Marks]**

Band	AO2: Apply skills (including practical skills), knowledge and understanding
4	<p style="text-align: center;">12-14 marks</p> <p>An excellent response which demonstrates that:</p> <ul style="list-style-type: none"> • the construction task has been carried out safely • the required materials / components have been prepared accurately • all specified requirements have been met • highly effective skills have been applied consistently in the completion of the construction task.
3	<p style="text-align: center;">8-11 marks</p> <p>A good response which demonstrates that:</p> <ul style="list-style-type: none"> • the construction task has been carried out safely • the required materials / components have been prepared mostly accurately • most specified requirements have been met • effective skills have been applied in the completion of most aspects of the construction task.
2	<p style="text-align: center;">4-7 marks</p> <p>A basic response which demonstrates that:</p> <ul style="list-style-type: none"> • the construction task has been carried out safely • the required materials / components have been prepared with some accuracy • some of the specified requirements have been met • some skills have been applied in the completion of the construction task.
1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which demonstrates that:</p> <ul style="list-style-type: none"> • the construction task has been carried out safely • the required materials / components have been prepared with limited accuracy • a limited number of the specified requirements have been met • minimal skills have been applied in the completion of the construction task. <p>OR</p> <ul style="list-style-type: none"> • some work associated with the construction task has been carried out
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Not creditworthy or not attempted.</p>

Indicative Content**Preparation of the required materials / components:**

Accurate preparation will demonstrate knowledge and understanding of the materials being used and will vary according to tasks selected.

Indicators of accuracy in preparation include:

- correct mixing of plasters and/or mortars (plasterer and bricklayer)
- correct marking out, gauging and cutting to size of components and/or fabrics (bricklayer, carpenter and textiles)

- filling and repair of surface defects, application of primers and undercoats (painter)
- sanding and/or cleaning with steel wool before joining (carpenter and plumber)
- accurate stripping and secure fixing of cables (electrician)

Application of skills:

Indicators of highly effective skills include:

- accurate alignment of components (tiler, carpenter and bricklayer/heritage)
- true and straight carpentry joints (carpenter)
- smooth and level finishes (plasterer)
- level and consistent masonry and/or tiling joints (bricklayer and tiler)
- setting out of tiling and/or masonry to minimise waste and achieve consistency (bricklayer and tiler)
- accurate cutting in of paintwork (painter)
- straight and even stitching (textiles)
- removal of excess solder (plumber)
- testing of pipework and/or circuits to confirm functionality (plumber and electrician).

Specified requirements:

The requirements are listed as bullet points in the Indicative Scope provided for each Trade Option task.

Task 3(c)**Remove and dispose of materials with reference to re-cycling and/or re-use.****[2 marks]****AO2**Award **two marks** for a detailed report of removal work carried out with suggestions for re-cycling and/or re-use.

AO1

AO2

AO3

Total
marks

2

2

Award **one mark** for a limited report of removal work carried out with very few suggestions for re-cycling and/or re-use.

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Task 4

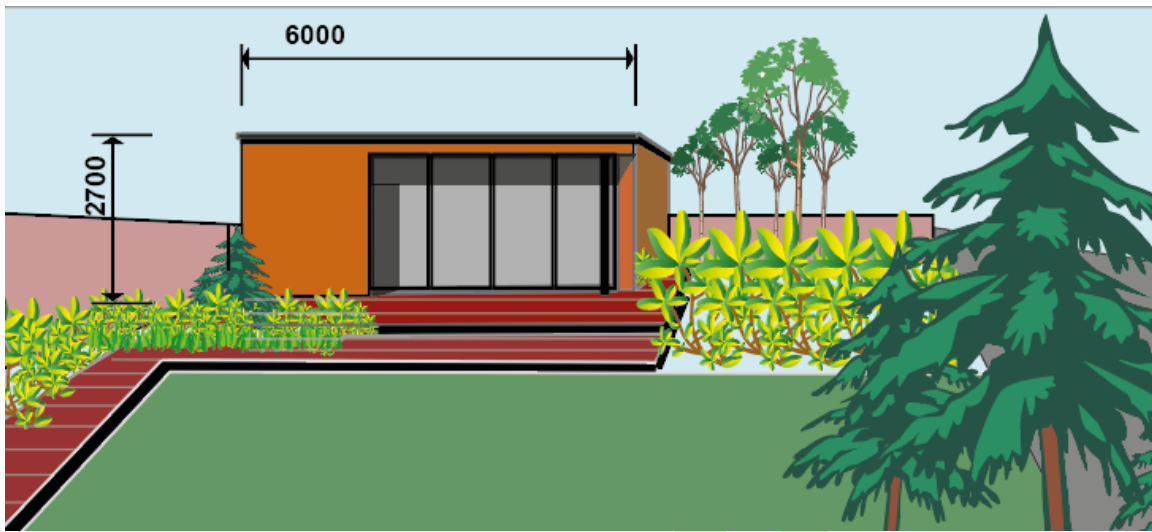
Evaluate the construction tasks against the requirements of the brief, personally-set success criteria, and the needs of end users including their safety, suggesting improvements where appropriate. [12 Marks]

Band	AO3: <i>Analyse and evaluate information, making reasoned judgements and present conclusions.</i>
4	<p style="text-align: center;">10-12 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • a highly effective evaluation of the completed construction task against: <ul style="list-style-type: none"> • the requirements of the brief • personally-set success criteria • the needs of end users including their safety • a wide range of fully considered suggestions for improvements to the completed task and working methods adopted.
3	<p style="text-align: center;">7-9 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • an effective evaluation of the completed construction task against: <ul style="list-style-type: none"> • the requirements of the brief • personally-set success criteria • the needs of end users including their safety • a range of considered suggestions for improvements to the completed task and working methods adopted.
2	<p style="text-align: center;">4-6 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some evaluation of the completed construction task against: <ul style="list-style-type: none"> • the requirements of the brief • personally-set success criteria • the needs of end users including their safety • some suggestions for improvements to the completed task and working methods adopted.
1	<p style="text-align: center;">1-3 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • minimal evaluation of the completed construction task against: <ul style="list-style-type: none"> • the requirements of the brief • personally-set success criteria • the needs of end users including their safety • few, if any, suggestions for improvements to the completed task and working methods adopted.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">Not creditworthy or not attempted.</p>

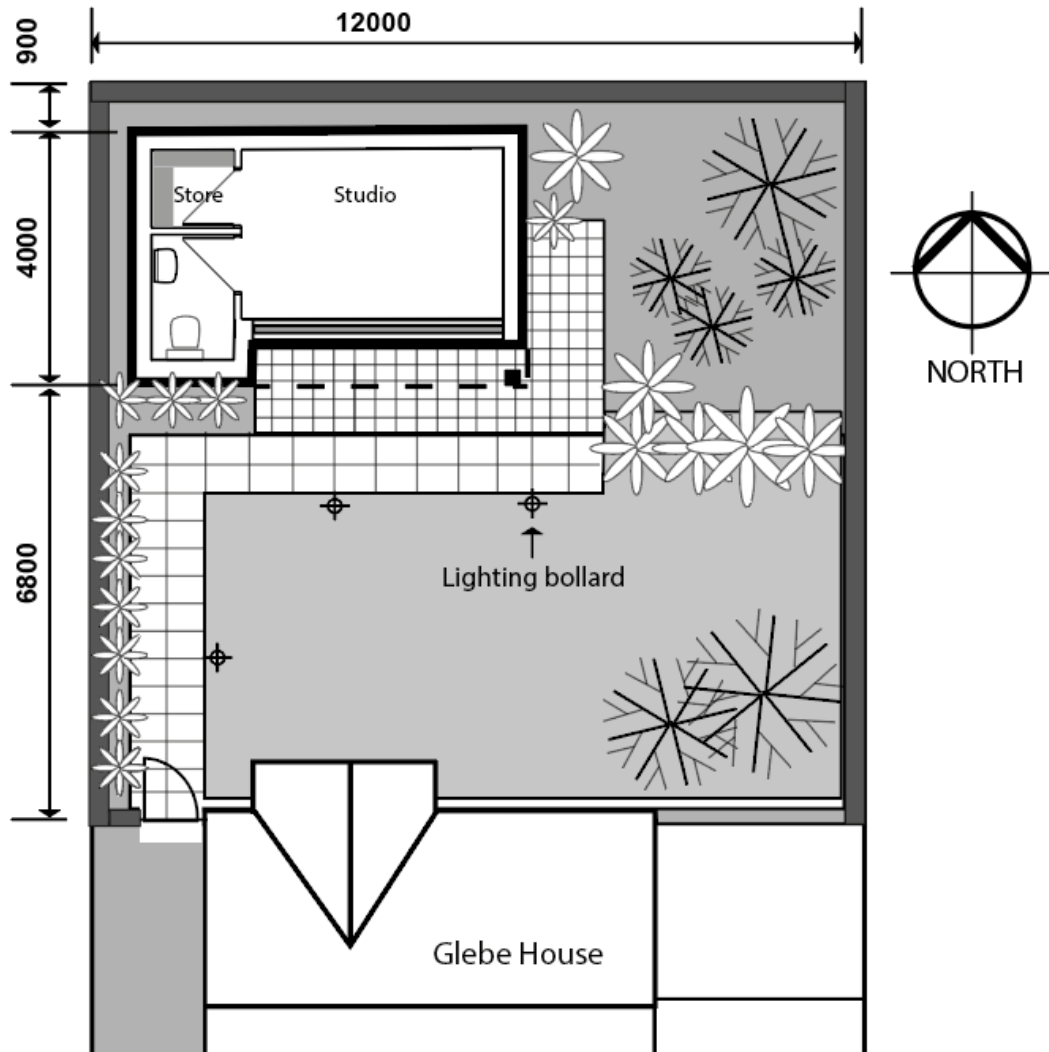
Assessment Mark Grid

Assessment criteria	Specification content (main focus)											Mark Allocations			
	Section										Total marks	AO1 marks	AO2 marks	AO3 marks	
	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10					
1	✓			✓								18		18	
2					✓							6	6		
3 (a)		✓	✓			✓						12		12	
3 (b)							✓		✓			42		42	
3 (c)								✓				6		6	
4											✓	36			36
	Total Marks										120	6	78	36	

Appendix A



Proposed Garden Studio at Glebe House ♦ Design Drawing



Garden Site Plan ♦ Glebe House

Appendix B

CONSTRUCTION TASK SHEET			
Trade Option 1		Heritage / Bricklayer	
	BOUNDARY WALLS	DESCRIPTION	INDICATIVE SCOPE
(a)	Taking down and re-building of 1.5m high dry-stone garden wall, as shown on the site plan. Eastern boundary.	<ul style="list-style-type: none"> Construct batter frames to record existing profile. Take down, clean, and set aside existing stonework. Re-use to build 1.2 m high dry-stone wall to site boundary. Include construction of new foundations. Coursing generally to match the original complete with through-stones and copings. 	<p>Section of new walling to demonstrate use of:</p> <ul style="list-style-type: none"> Foundation or through stones. Single lift, with facing hearting and pinning. Coping stones. <p>Number of courses and coursing style to be determined to suit available materials.</p>
(b)	Taking down and re-building of 2.0m high brickwork garden walls, as shown on the site plan. Western and rear boundaries.	<ul style="list-style-type: none"> Take down, clean, and set aside existing bricks. Reuse to build 1.8 m high brickwork walls in English garden wall bond to site boundaries. Include construction of new foundations. Incorporate intermediate, corner and end piers to suit. All in natural mortar with weather struck pointing. 	<p>Section of new brick wall, on pre-prepared base by others to demonstrate:</p> <ul style="list-style-type: none"> 2/3 courses 215 mm thick walling in stretcher bond. 1 course headers (English garden wall bond). 2/3 further courses in stretched bond. Brick on edge coping and pointing as specified. <p>Length of wall to be determined to suit available materials.</p>
(c)	SUPERSTRUCTURE	GARDEN STUDIO BUILDING	
		DESCRIPTION	INDICATIVE SCOPE
	Blockwork cavity walls to standards of Approved documents A, L and R for small residential buildings.	<ul style="list-style-type: none"> Construct cavity blockwork construction above slab level to achieve specified Building Regulation standards. Include horizontal and vertical damp proof courses where necessary. Incorporate all necessary wall ties and cavity closers. 	<p>Section of block cavity wall, on pre-prepared base by other to demonstrate:</p> <ul style="list-style-type: none"> 3 course 90 deg corner. 2 skin construction with min. 50mm cavity. Use of wall ties. <p>Length of external wall returns to be min 450mm, determined to suit available materials.</p>

CONSTRUCTION TASK SHEET			
Trade Option 2		Carpenter	
	SUPERSTRUCTURE	DESCRIPTION	INDICATIVE SCOPE
(a)	Flat roof structure for cold roof construction. Insulated roof deck, trims, and waterproofing to be provided by specialists.	<ul style="list-style-type: none"> Timber joist structure, with joists sized and spaced to suit. Include wall plates, herringbone struts and firrings to suit. 	<p>Section of roof structure to extend over pre-prepared structure by others to demonstrate flat roof eaves detail comprising:</p> <ul style="list-style-type: none"> Level wall plate fixed to supporting structure. Min 3 No. sw joists @ 450mm cts, extending over wall plate to provide 100mm external soffit. Block or herringbone strutting. Soffit board with ventilation gap. Fascia board on battens to suit.
(b)	Timber sub- frame to receive bi-folding glazed screen by others.	<ul style="list-style-type: none"> Timber sub-frame as lining to external opening. Include threshold, jamb and head sections fixed to superstructure. 	<p>Section of horizontal timber cladding demonstrating jamb detail at subframe/lining to external opening) on pre-prepared structure by others, comprising:</p> <ul style="list-style-type: none"> Min 4 No rows shiplap or feather edge timber boards Vertical battens to suit. Corner post or trim return. Section of subframe in jamb.
(c)	External timber cladding to front elevation.	<ul style="list-style-type: none"> Horizontal cedar timber cladding on battens on vapour barrier fixed to external walls. Include corner, bottom and opening trims. 	
	FIRST / SECOND FIX CARPENTRY		
(d)	Partitions as required to form toilet and store. Skirtings and doors. Ceiling.	<ul style="list-style-type: none"> Timber stud partitions with plasterboard finish both sides. Include head and sole plates, noggins and first fix door linings. Fitting of architraves stops and skirtings. Hanging of doors and fitting of suitable ironmongery. Install plasterboard ceiling finish to underside of roof joists. 	<p>Demonstration of first fix work including section of stud partition, comprising:</p> <ul style="list-style-type: none"> Min 2No vertical studs at min 450mm centres. Sole plate, intermediate noggin, and head plate. Horizontal section of standard door lining with door stops. Plasterboard finish with architrave to one side. <p>OR: Demonstration of second fix work comprising:</p> <ul style="list-style-type: none"> Hanging of door with recessed hinges. Firring of mortice lock/latch with suitable furniture.

CONSTRUCTION TASK SHEET			
Trade Option 3		Plasterer	
	EXTERNAL	DESCRIPTION	INDICATIVE SCOPE
(a)	External wall finishes to rear and side elevations.	<ul style="list-style-type: none"> • Coloured textured render finish • Include bottom drip and corner/edge beads as required. 	<p>Demonstration of applying render finish on pre-prepared blockwork/masonry by others:</p> <ul style="list-style-type: none"> • Fix edge beads as frame for render work. • Apply scratch coat sand cement render, keyed to receive topcoat. • Apply topcoat sand cement render with smooth finish suitable for painting. <p>Area to be rendered to be approx. 1.5 m² determined to suit available materials.</p>
	INTERNAL		
(b)	Internal walls, partitions, and ceiling.	<ul style="list-style-type: none"> • Internal blockwork walls to be finished with 2 coat gypsum plaster and skim finish. • Include all necessary plaster beads. • Skim finish to partitions and ceiling. 	<p>Demonstration of applying plaster finish on pre-prepared blockwork/masonry by others:</p> <ul style="list-style-type: none"> • Fix edge beads as frame for plaster work. • Apply skim finish suitable for painting. <p>Area to be plastered to be approx. 1.5 m², determined to suit available materials.</p>

CONSTRUCTION TASK SHEET			
Trade Option 4		Tiler	
	INTERNAL	DESCRIPTION	INDICATIVE SCOPE
(a)	Wall tiling of toilet walls.	<ul style="list-style-type: none"> Adhesive fixing of ceramic wall tiles to full height in toilet. Include 3 course feature strip all round and for grouting joints. 	Demonstration of wall tiling, using ceramic tiles on pre-prepared substrate by others: <ul style="list-style-type: none"> Prepare, set out and tile wall area of approx. 1 m² with balanced cut tiles to sides and contrasting course to top. Include contrasting course to top. Finish with tile grout in contrasting colour.

CONSTRUCTION TASK SHEET			
Trade Option 5		Painter	
	INTERNAL	DESCRIPTION	INDICATIVE SCOPE
(a)	Decoration of internal walls and ceiling.	<ul style="list-style-type: none"> Preparation, priming and finishing with 2 coat emulsion of all plasterwork, including partitions and ceiling. Preparation and painting of all new timber surfaces – 2u/c and 1 gloss. 	Demonstration of decorating plaster and timber surfaces: <ul style="list-style-type: none"> Repair, fill and sand smooth surface defects. Prepare, prime, and decorate new plaster wall surface, approx. 2 m² with 2 coats emulsion, including cutting in at edges. Prime and gloss paint, approx. 2 m section of fitted skirting board or architrave.

CONSTRUCTION TASK SHEET			
Trade Option 6		Textiles	
	INTERNAL	DESCRIPTION	INDICATIVE SCOPE
(a)	Purpose made curtains to bi-folding screen.	<ul style="list-style-type: none"> • Supply and fix curtain rail and hooks to suit. • Cut, make and hang curtains to bi-folding screen with gathered header to suit standard curtain rail. • Include all necessary edge seams and hem to suit. 	Demonstration of curtain making to comprise: <ul style="list-style-type: none"> • Pair of pleated curtains with min 600mm drop to suit min 900mm wide opening, complete with lining, hems and heading tapes. • Completed curtains to be hung on standard rail.

CONSTRUCTION TASK SHEET			
Trade Option 7		Electrician	
	EXTERNAL	DESCRIPTION	INDICATIVE SCOPE
(a)	Electrical work required in providing a supply to the new studio building and installing external garden lighting.	<ul style="list-style-type: none"> Underground cabling to supply new studio from existing house. (To be run adjacent to western site boundary). Supply and fix of external lighting bollards, complete with associated cabling and switchgear. 	Demonstration of electrical work to comprise: <ul style="list-style-type: none"> Wiring of battery powered circuit with two lamp holders (one on/off, both on/off) connected for two way switching.
	INTERNAL		
(b)	Electrical services in new studio building, all to comply with the requirements of Approved Document P.	<ul style="list-style-type: none"> Supply and fix of consumer unit, storage heater in main room and ventilation fan in toilet. Include all necessary circuit protection, accessories, wiring and isolation switches. Install power outlets, light switches, and LED fittings to suit. Include all associated conduit, back boxes, and wiring. 	

CONSTRUCTION TASK SHEET			
Trade Option 8		Plumber	
		DESCRIPTION	INDICATIVE SCOPE
(a)	Plumbing services required in connection with the new studio building.	<ul style="list-style-type: none"> Supply and fix of toilet fittings, including associated H + C services, traps, and wastes. Include water supply to water heater. Supply and installation of supply pipework from existing house to new studio building (to be run adjacent to western site boundary). Include external bib tap for garden watering. 	Demonstration of plumbing work to comprise: <ul style="list-style-type: none"> Fitting of H + C copper pipework to basin or sink taps, complete with stop valves. Fitting of waste, trap and plastic waste pipe to same basin or sink.

Exemplar:

Assignment Tasks

Construction Task Sheet (1 of 3):

Trade option (e.g., 1(c)): 1c

(c)	SUPERSTRUCTURE	GARDEN STUDIO BUILDING	
		DESCRIPTION	INDICATIVE SCOPE
	Blockwork cavity walls to standards of Approved documents A, L and R for small residential buildings.	<ul style="list-style-type: none"> Construct cavity blockwork construction above slab level to achieve specified Building Regulation standards. Include horizontal and vertical damp proof courses where necessary. Incorporate all necessary wall ties and cavity closers. 	Section of block cavity wall, on pre-prepared base by other to demonstrate: <ul style="list-style-type: none"> 3 course 90 deg corner. 2 skin construction with min. 50mm cavity. Use of wall ties. Length of external wall returns to be min 450mm, determined to suit available materials.

Unit content	Tasks:	Evidence Required	Time (hrs)	Marks
3.1 3.4	1. Interpret information provided (design drawings) <ul style="list-style-type: none"> specifications of materials for cavity walls. quantities and sizes of materials for cavity walls. 	Completed specification with quantities derived from drawings	1.5	2 4
3.5	2. Success criteria with reference to standard of workmanship for cavity walls (timescales, quality, and tolerance where appropriate).	Written success criteria.		2
3.2 3.3 3.6	3. Identify tools, equipment, and PPE required to construct the cavity walls	Written report	1.5	4
3.7 3.9	b. Carry out the construction task safely. The scope of the task is indicated in the task sheet and involves the building of a sample of the cavity wall.	Written report (that includes at least one photograph of construction task in progress being carried out safely and at least one photograph when completed, both/all with appropriate commentary)	5.0	14
3.8	c. Remove and dispose of materials with reference to re-cycling and/or re-use. Salvage materials for re-use	Written report	0.5	2
3.10	4. Evaluate the construction task (sample cavity wall) as constructed.	Written evaluation	1.5	12
Total			10	40