

WJEC GCSE IN BUILT ENVIRONMENT

GUIDANCE FOR TEACHING DELIVERY GUIDE



AIMS OF THE GUIDANCE FOR TEACHING

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the new specification for **WJEC GCSE in Built Environment** and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

AIMS OF THE DELIVERY GUIDE

The principal aim of the Delivery Guide is to give an overview of the qualification. It will offer an introduction to the specification, an assessment overview and other guidance that we hope teachers will find useful. Greater information on each unit can be found in the separate unit guides.

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INTRODUCTION TO THE SPECIFICATION

The WJEC GCSE in Built Environment introduces learners to the built environment, helps them develop sector specific skills and provides them with opportunities to consider the design, technology, techniques, processes, jobs, materials, concepts and issues associated with the sector.

Learners are encouraged to investigate their own built environment and consider the impact it has on the economy, society, culture and the natural environment.

It is envisaged the qualification will be taken by learners who are considering a career in the built environment sector. It provides a potentially suitable foundation for further study, an apprenticeship or employment. It will also provide a coherent, satisfying and worthwhile course of study for learners who do not wish progress to further study in this subject. The broad-based nature of the qualification means that it is appropriate for learners considering careers in trade-based, professional or managerial roles within the industry.

The GCSE consists of three units, all of which must be taken. There is a degree of choice offered within Unit 2, in which learners will choose, with their teacher's guidance, between design and practical construction skills according to what is most suitable for their personal requirements and aspirations. Where learners are to undertake the practical skills pathway, centres may choose to deliver two skills from the nine that are available. The qualification will provide opportunities for centres with different facilities, resources and skills amongst their staff to deliver it.

Overall, the qualification allows for a choice over how learners will develop their knowledge, skills and understanding in the subject area. It encourages subsidiarity in centres and allows learners to explore their own communities, and it promotes partnership working with employers.

This WJEC GCSE specification in Built Environment will enable learners to develop:

- knowledge and understanding of theories, ideas and concepts related to the built environment
- knowledge and understanding of the different stages within the life cycle of the built environment
- knowledge and understanding of how different trades and services relate to each other within the built environment
- an appreciation of the built environment, including its design, creation, use and maintenance, and its role in their daily lives
- enquiry skills by exploring the built environment in the community and world in which they live
- skills in planning projects relating to the built environment, using the appropriate equipment to do so

- practical skills in designing or constructing elements of the built environment skills in using evidence to evaluate the use, performance and impact of the built environment, both in relation to their own work and that of others
- knowledge and understanding of the tools, materials and processes used in designing, constructing, valuing and using the built environment, including how they change over time.

In developing the above, it is hoped that learners are presented with a view of the built environment sector that is realistic and contemporary. Activities outside the classroom are desirable and links with built environment organisations and projects are recommended to enhance the learning experience. Learning involving different aspects of the sector is highly desirable. A visit to a construction site or a built environment organisation is an excellent introduction to the sector and to Unit 1. Learners' experiences can be also be enhanced where the skills selected for Unit 2 (Pathway A or B) can be seen undertaken in real environments, either as completed work or better still, ongoing work. Live built environment projects may also benefit the learners in the later stages of their studies where the knowledge, understanding and skills they have acquired may lead to genuine exploration of aspects of the sector.



Fig. 1

QUALIFICATION STRUCTURE

The GCSE in Built Environment consists of three units:

| | |
|---------------|---------------------------------------|
| Unit 1 | Introduction to the built environment |
| Unit 2 | Creating the built environment |
| Unit 3 | Exploring the built environment |

All units are compulsory.

UNIT 1

Introduction to the built environment (35% of the qualification)

Overview of the unit

As the title suggests, this unit provides an introduction to the built environment with particular focus on:

- identifying and describing ideas and concepts in the built environment
- explaining concepts in the built environment
- evaluating evidence, ideas and concepts in the built environment
- comparing and contrasting ideas, concepts in, and evidence related to the built environment.

In studying for this unit, learners will develop knowledge, skills and understanding in the following areas of content:

| | |
|-------|-----------------------------------|
| 2.1.1 | The sector |
| 2.1.2 | The built environment life cycle |
| 2.1.3 | Types of building and structure |
| 2.1.4 | Tools, technologies and materials |
| 2.1.5 | Building structures and forms |
| 2.1.6 | Sustainable construction methods |
| 2.1.7 | Trades, employment and careers |
| 2.1.8 | Health and safety |

UNIT 2

Creating the built environment (40% of the qualification)

Overview of the unit

In studying for this unit, learners will develop knowledge and understanding of and skills in creating the built environment. Learners follow one pathway through this unit; either *designing the built environment* or *constructing the built environment*.

This non-exam assessment (NEA) is composed of a task set by WJEC for each of the available pathways, shown in Appendix B of the specification. WJEC will publish suggested contexts for each of Unit 2 Pathway A and Unit 2 Pathway B within Appendix B of the specification, and refresh both every two examinations series. Learners will have the option of using these contexts, modifying them, or devising a context of their own.

The evidence presented by learners will differ for each of the pathways:

- In Pathway A, *designing the built environment*, learners are required to present their work in an A4 or A3 sized document (or a document made up of a combination of both sizes, e.g. with drawings and plans on A3 paper and the remainder of the task on A4 paper).
- In Pathway B, *constructing the built environment*, learners are required to present their written and any drawing work in an A4 or A3 sized document (or a document made up of a combination of both sizes). Additionally, learners are required to present evidence of their construction work using coloured photographic images.

It is important that the images are of sufficient quality and quantity to clearly show relevant features/detail of the construction work. Within the task, learners may include short and extended prose, digital images/photographs, annotated images/diagrams to suit the nature of the task. Whilst the form of presentation is flexible, teachers should ensure that learners' work has the potential to address all of the relevant assessment criteria.

Learners should be given the opportunity to develop their knowledge, skills and understanding of either:

- the eight areas of content set out on pages 24 to 30 of the specification for *designing the built environment*, or
- the ten areas of content set out on pages 31 to 40 of the specification for *constructing the built environment*.

Areas of content of Unit 2:

Designing the Built Environment:

- 2.2.1a Identifying and calculating information
- 2.2.2a Writing and setting success criteria
- 2.2.3a Drawing plans
- 2.2.4a Drawing elevations
- 2.2.5a Using the language of drafting
- 2.2.6a Drawing two-dimensional plans
- 2.2.7a Creating three-dimensional virtual models and plans
- 2.2.8a Evaluating design tasks

Constructing the Built Environment:

- 2.2.1b Interpreting technical sources of information
- 2.2.2b Planning and organising work
- 2.2.3b Identifying resource requirements
- 2.2.4b Calculating materials required
- 2.2.5b Writing and setting success criteria
- 2.2.6b Prepare for construction tasks
- 2.2.7b Carrying out techniques
- 2.2.8b Removing and disposing of materials
- 2.2.9b Using working practices that promote health and safety
- 2.2.10b Evaluating construction tasks

UNIT 3

Exploring the built environment (25% of the qualification)

Overview of the unit

Having gained an introduction to the sector and developed associated skills, in this unit learners are presented with the opportunity to explore the built environment further through the study of two buildings within their local built environment. In studying this unit, they will gain knowledge and understanding in:

- identifying and describing the factors which affect each stage of the building life cycle
- evaluating and analysing each stage within the building life cycle
- researching the stages and processes involved in the design, construction, value and use of their built environment
- presenting their findings in appropriate ways
- comparing and contrasting the processes involved in designing, constructing, valuing and using buildings from different periods.

This non-exam assessment (NEA) is composed of a case study set by WJEC, shown in Appendix B of the specification.

Where possible, the case study should be based on learners' local environment in Wales. If this is not possible, when candidates' work is submitted for moderation, centres must provide an explanation why learners have investigated buildings or structures which are not based in their local environment.

The case study may be presented in a variety of ways, including:

- a word-processed A4 or A3 sized document
- a presentation created using PowerPoint or other application
- a blog
- an infographic

Within the case study, learners may include short and extended prose, digital images/photographs and/or annotated images/diagrams to suit the context and their interests. Whilst the form of presentation is flexible, teachers should ensure that learners' work has the potential to address all of the relevant assessment criteria.

Learners should be given the opportunity to develop their knowledge, skills and understanding of the seven areas of content set out on pages 42 to 49 of the specification.

Areas of content of Unit 3:

- 2.3.1 Planning and design stages of buildings and structures
- 2.3.2 Construction processes
- 2.3.3 Well-being of communities
- 2.3.4 Post-occupancy evaluations
- 2.3.5 Building maintenance and repair
- 2.3.6 Change of use
- 2.3.7 Changing practices



Fig. 2

WHAT'S NEW?

The following grids identify content which is new to the WJEC portfolio of construction qualifications. Content which has featured in other WJEC construction qualifications has been noted, but only where there is a significant overlap. Whilst some content may be familiar, the grouping of content and how it is assessed will often be new, especially for units 1 and 3.

Centres which have delivered any of the qualifications from the WJEC portfolio of Construction qualifications will recognise many of the concepts and content within the GCSE. The grids identify content from the GCSE which may have been previously taught. The grids may be most useful where resources have already been developed.

UNIT 1—INTRODUCTION TO THE BUILT ENVIRONMENT

| GCSE Criteria | Areas of content | Main previous location (Level 1/2 Awards) |
|---------------|-----------------------------------|--|
| 2.1.1 | The sector | New |
| 2.1.2 | The built environment life cycle | New |
| 2.1.3 | Types of buildings and structures | Designing the Built Environment – Unit 3 |
| 2.1.4 | Tools, technologies and materials | New |
| 2.1.5 | Building structures and forms | Designing the Built Environment – Unit 3 |
| 2.1.6 | Sustainable construction methods | Planning the Built Environment – Unit 3 |
| 2.1.7 | Trades, employment and careers | Constructing the Built Environment – Unit 3 |
| 2.1.8 | Health and safety | Constructing the Built Environment – Unit 1 |

UNIT 2—CREATING THE BUILT ENVIRONMENT

Pathway A

| GCSE Criteria | Areas of content | Main previous location (Level 1/2 Awards) |
|---------------|---|--|
| 2.2.1 | Identifying and calculating information | Designing the Built Environment – Unit 2 *New with no specific coverage overlap |
| 2.2.2 | Writing and setting success criteria* | |
| 2.2.3 | Drawing plans | |
| 2.2.4 | Drawing elevations | |
| 2.2.5 | Using the language of drafting | |
| 2.2.6 | Drawing two-dimensional plans | |
| 2.2.7 | Creating three-dimensional virtual models and plans | |
| 2.2.8 | Evaluating design tasks | |

UNIT 2—CREATING THE BUILT ENVIRONMENT

Pathway B

| GCSE Criteria | Areas of content | Main previous location (Level 1/2 Awards) |
|---------------|--|---|
| 2.2.1 | Interpreting technical sources of information | Constructing the Built Environment – Unit 2 *New with no specific coverage overlap |
| 2.2.2 | Planning and organising work | |
| 2.2.3 | Identifying resource requirements | |
| 2.2.4 | Calculating materials required | |
| 2.2.5 | Writing and setting success criteria | |
| 2.2.6 | Prepare for construction tasks | |
| 2.2.7 | Carry out techniques | |
| 2.2.8 | Removing and disposing of materials* | |
| 2.2.9 | Using working practices that promote health and safety | |
| 2.2.10 | Evaluating construction tasks | |

UNIT 3—EXPLORING THE BUILT ENVIRONMENT

| GCSE Criteria | Areas of content | Main previous location (Level 1/2 Awards) |
|---------------|---|---|
| 2.3.1 | Planning and design stages of buildings and structures* | Designing the Built Environment Units 1, 2 and 3. |
| 2.3.2 | Construction processes* | New |
| 2.3.3 | Well-being of communities | Planning and Maintaining the Built Environment – Unit 1 |
| 2.3.4 | Post-occupancy evaluations* | New |
| 2.3.5 | Building maintenance and repair | Planning and Maintaining the Built Environment- Unit 2 |
| 2.3.6 | Change of use | New |
| 2.3.7 | Changing practices | New |

*These aspects of unit 3 content may have been delivered by staff as part of the level 3 Diploma in Professional Construction Practice

ASSESSMENT OVERVIEW

| Unit | Method of Assessment |
|---|----------------------------------|
| 1 Introduction to the Built Environment | External Examination – on-screen |
| 2 Creating the Built Environment | NEA |
| 3 Exploring the Built Environment | NEA |

Assessment Objectives for this specification:

- AO1** Demonstrate knowledge and understanding of the roles, sectors, concepts and processes within the built environment using relevant terminology.
- AO2** Apply skills, knowledge and understanding of the built environment in a range of contexts.
- AO3** Analyse and evaluate evidence, make reasoned judgements and present conclusions in relation to:
- learners' own products/outcomes
 - the built environment and its impact on people, the economy and the natural environment.

UNIT 1—INTRODUCTION TO THE BUILT ENVIRONMENT

Key information

- External Examination
- 1.5 hours duration
- 35% of the qualification
- 70 marks are available for this assessment
- On-screen
- All questions are compulsory
- Questions types include multiple choice, short answer and extended response
- Available in May/June
- Candidates may resit this assessment once, and the better score will be used (subject to terminal assessment requirements being satisfied)

This examination comprises of a range of question types to assess specification content related to ideas and concepts in the built environment and evidence related to the built environment. All questions are compulsory.

The distribution of the assessment objectives for this unit is:

| AO1 | AO2 | AO3 | Total |
|-----|-----|-----|-------|
| 25% | 5% | 5% | 35% |

Note: The examination must be conducted in accordance with *Instructions for Conducting Examinations*, available at www.icq.org.uk. Particular attention needs to be made of those instructions relating to e-assessment.

UNIT 2—CREATING THE BUILT ENVIRONMENT

Key Information

- Internal assessment through NEA tasks
- NEA tasks for this unit can be found in appendix B of the specification
- 25 hours is available for the completion of the NEA tasks
- Can be undertaken at any time (after delivery of the related content) and the allocation of timed sessions for the 25 hours may also be chosen by the centre
- Samples for moderation to be sent to the moderator in May
- 40% of the qualification
- 80 marks are available for this assessment

Learners have a choice of two pathways within Unit 2: *designing the built environment* (Pathway A) or *constructing the built environment* (Pathway B), from which they select one.

The task in each pathway assesses the learner's knowledge, understanding and skills in relation to identifying, interpreting and calculating information; writing success criteria; carrying out a range of techniques appropriate to the pathway and evaluating tasks.

The distribution of the assessment objectives for this unit is:

| AO1 | AO2 | AO3 | Total |
|-----|-----|-----|-------|
| 5% | 30% | 5% | 40% |

UNIT 3—EXPLORING THE BUILT ENVIRONMENT

Key information

- Internal assessment through NEA tasks
- NEA tasks for this unit can be found in appendix B of the specification
- 15 hours is available for the completion of the NEA tasks
- Can be undertaken at any time (after delivery of the related content) and the allocation of timed sessions for the 15 hours may also be chosen by the centre
- Samples for moderation to be sent to the moderator in May
- 25% of the qualification
- 50 marks are available for this assessment

This case study assesses the learner's knowledge, skills and understanding in relation to the stages of the building life cycle; the stages and processes involved in the design, construction, value and use of their built environment.

The distribution of the assessment objectives for this unit is:

| AO1 | AO2 | AO3 | Total |
|-----|-----|-----|-------|
| 10% | 5% | 10% | 25% |

COURSE OUTLINE

Planning for delivery and assessment

There is flexibility in the way the qualification can be delivered. There is a terminal assessment requirement of 40% which needs to be taken into account when making planning considerations. The following suggestion is one way of approaching the timing of unit delivery and assessment. Centre specific factors and/or may impact on other approaches.

| Year 10 delivery Terms 1 - 3 | |
|---|---|
| Unit 1 Introduction to the Built Environment | This approach would see the sitting of the examination for Unit 1 at the end of year 10. The introduction and development of skills for Unit 2 can be run concurrently – this is applicable to Pathway A (development of drawing/design skills) and to Pathway B (the development of two practical construction skills). |
| Unit 2 Creating the Built Environment (Pathway A or Pathway B) | |
| Year 11 delivery Term 1 - 3 | |
| Unit 2 Creating the Built Environment (Pathway A or Pathway B) | Year 11 of this approach would see the completion of the Unit 2 NEA. It would be appropriate to use the first term of year 11 to continue the skills development (drawing/design skills or the two practical skills). The second term is likely to be the most appropriate time to start the assessment process. This may run over into term three if required. The NEA for Unit 3 can be introduced in the first term with a view to completing in term three. Following the submission of work for the NEA units, teachers can use the balance of the third term focussing on revision for those learners looking to benefit from retaking Unit 1. |
| Unit 3 Explore the Built Environment | |

Benefits of this approach

The development of skills for Unit 2 (drawing/design skills or the two practical skills) is very time consuming – this approach recognises the advantages of developing these skills over a period of two years. It also ensures that Unit 1 is ‘banked’ at the end of year 10 and allows for this unit to be retaken at the end of year 11. Unit 1 is, as named, an ‘Introduction to the Built Environment’ and as such it is appropriate to deliver it from the start of the course.

SUGGESTED COURSE OUTLINE PLAN

The recommendations detailed below are suggestions only – they are not at all prescriptive and centres are free to structure the course in the way that best suits their individual circumstances.

| GLH | Content focus |
|--|--|
| Unit 1: Introductory session: | |
| 1 hour | <ul style="list-style-type: none"> overview of the unit information regarding examination question types and content coverage |
| 2.1.1 The sector | |
| 4 hours | Utilisation of local built environment structures can be used as introductory examples. Opportunities exist for research to be completed outside class time. |
| 2.1.2 The built environment life cycle | |
| 4 hours | Consider the full cycle from extraction to disposal with an emphasis on the contemporary need for reusing and recycling. |
| 2.1.3 Types of building and structure | |
| 4 hours | Local built environment structures to be used as introductory examples – centre building may be used for exemplar purposes – beneficial if it has different phases of construction which has resulted in multiple building types with multiple characteristics. There are potential overlaps and synergy for candidates completing GCSE in Geography. Opportunities exist for research to be completed outside class time. |
| 2.1.4 Tools, technologies and materials | |
| 4 hours | Utilisation of local built environment structures can be used as introductory examples. Opportunities exist for research to be completed outside class time. |
| 2.1.5 Building structures and forms | |
| 4 hours | Consider the full cycle from extraction to disposal with an emphasis on the contemporary need for reusing and recycling. |
| 2.1.6 Sustainable construction methods | |
| 4 hours | Local built environment structures to be used as introductory examples – centre building may be used for exemplar purposes – beneficial if it has different phases of construction which has resulted in multiple building types with multiple characteristics. There are potential overlaps and synergy for candidates completing GCSE in Geography. |
| 2.1.7 Trades, employment and careers | |
| 4 hours | Information from RIBA, RICS and other professional bodies is ideal for teaching purposes. The Go Construct is also ideal for teaching this area of the specification. |
| 2.1.8 Health and safety | |
| 4 hours | The HSE website is an excellent resource for teaching this area of the specification. The application of regulations and laws coupled with statistical information on accidents and issues within the built environment sector. |

Unit 1

| | | | | |
|---|--|---|---|--|
| Unit 2 (Pathway A) | Revision sessions in preparation for examination including familiarisation with on-screen platform. | | | |
| | 9 hours | <p>Questions to be developed in order to replicate question types and typical distribution of multiple choice, short answer and extended responses.</p> <p>Use of the SAM can be undertaken using SecureAssess – the platform for on-screen examinations.</p> <p>Learner responses can be captured, and feedback given on their performance through typical application of the mark scheme.</p> | | |
| | Introductory Session | | | |
| | 1 hour | <ul style="list-style-type: none"> • Overview of the unit • Information on skills • Knowledge and method of assessment | | |
| | 2.2.1a Identifying and calculating information | | | |
| | 3 hours | Site plans and drawings can be an ideal starting point to illustrate how to calculate area, volume, length and angles. Such plans or drawings could also provide a suitable basis for a focus on higher level design requirements. | | |
| | 2.2.2a Writing and setting success criteria | | | |
| | 3 hours | Writing and setting appropriate project success criteria to meet defined parameters. | | |
| | 2.2.3a Drawing Plans | | <p>Introduction and development of CAD package skills</p> <p>10 hours (incorporated into time allocated to 2.2.3a to 2.2.7a)</p> | |
| | 3 hours | Starting with gaining an understanding of different types of plans as listed, learners can be guided to develop drawing skills related to plan drawing, enlarging, and reducing using the CAD package. | | |
| | 2.2.4a Drawing Elevations | | | |
| | 3 hours | Starting with gaining an understanding of different types of plans as listed, learners can be guided to develop drawing skills related to plan drawing, enlarging, and reducing using the CAD package. | | |
| | 2.2.5a Using the language of drafting | | | |
| | 2 hours | An introduction to the language of drafting will be followed by the generation of drawings which include appropriately used conventions including annotations, lines, hatching and symbols using the CAD package. | | |
| 2.2.6a Drawing two-dimensional plans | | | | |
| 4 hours | Learners are to be guided in the use of a CAD package in the generation of 2D plans. | | | |
| 2.2.7a Creating three-dimensional virtual models and plans | | | | |
| 4 hours | Learners will be made aware of the relationship between 2D design drawings and 3D virtual models including the additional content. Learners will then be guided to produce 3D virtual models and plans of construction designs which include the application of scenes, rendering of external finishes, adding features, creating 360-degree views and adding building components. | | | |

| | | | |
|---------------------------|---|--|---|
| Unit 2 (Pathway A) | 2.2.8a Evaluating design tasks | | |
| | 1.5 hours | Learners develop the concept of evaluation using set considerations. Existing design tasks (or developed /amended by the teacher) can be used to practise the application of a rudimentary evaluative framework. | |
| | Completion of the NEA | | |
| 25 hours | <ul style="list-style-type: none"> • Teachers will support learners through the NEA • Learner access to NEA tasks will need to be organised and facilitated • Teachers will need to communicate evidence requirements then collect and assess learner work • Learner assessed grades will need to be submitted • Learner work will need to be sampled and dispatched for moderation. | | |
| Unit 2 (Pathway B) | Unit Two (Pathway B) Introductory session: | | |
| | 1 hour | Introductory session <ul style="list-style-type: none"> • overview of the unit • information on skills • knowledge and method of assessment | |
| | 2.2.1b Interpreting technical sources of information | | 2.2.7b |
| | 1 hour | Technical sources should be studied in a broad sense including specifications, building regulations, drawings and design briefs, there should, however, additionally be a focus on the technical sources of information as applied to the two selected trade areas. This will be especially relevant for example, where learners are producing electrical work which will require circuit diagrams incorporating specific symbols and icons. | Carrying out techniques 10 hours (not incorporated to time allocated to 2.2.1b to 2.2.10b) |
| | 2.2.2b Planning and organising work | | |
| | 1 hour | Learners will need to be aware of how and why work is sequenced and planned in general terms. There will, however, need to be a focus for the development of knowledge, understanding and skills on this aspect of content in the context of the two selected trade areas. | |
| | 2.2.3b Identifying resource requirements | | |
| | 1 hour | Learners will need to be focused on the identification of resource requirements relating to the two selected trade areas. They will need to develop their understanding of resource requirements in respect of tools, equipment, PPE and materials specific to those selected trade areas. | |
| | 2.2.4b Calculating the materials required | | |
| 3 hours | Teaching this area of content can be greatly assisted by working through realistic examples of the types of calculations required. The reinforcement of the need to work out what materials will be required and how much can be charged for a job are fundamental to all trade areas. Such calculations will become second nature to professionals but as a starting point, simple exercises can be provided and extended upon. Many of the basic techniques are common to most skill areas. | | |

| | | | |
|--|---|--|---|
| Unit 2 (Pathway B) | 2.2.5b Writing and setting success criteria | | 2.2.7b Carrying out techniques 10 hours (<u>not</u> incorporated to time allocated to 2.2.1b to 2.2.10b) |
| | 1 hour | Learners will need to be focused on the success criteria relating to the two selected trade areas. They will need to develop their understanding of setting criteria for success in consideration of tolerances, timescales and quality specific to those selected trade areas. Trade areas have very varied indicators of quality, however tolerances (outside the concept of quality for example changes in costs) and timescales are more generic. | |
| | 2.2.6b Prepare for construction tasks | | |
| | 1 hour | Preparing for construction tasks will be quite specific to the trade areas chosen. Learners will develop their knowledge, understanding and skills so that they may carry out all appropriate preparatory work within their selected trade areas. Where there are limitations on resources and certain materials have to be used in the provision of evidence for this task, it is acceptable for the learner to confirm the processes they would have otherwise adhered to. For example, learners may confirm their wish to reject discoloured bricks but there may be no alternative bricks available. | |
| | 2.2.8b Removing and disposing of materials | | |
| | 1 hour | In preparing for their construction tasks, learners will need to consider how to keep waste to a minimum, if any waste materials can be re-used or recycled and, where that is not possible, how materials can be handled, stored and/or disposed of. After addressing the generic areas of content, teachers will need to highlight any prevalent issues and considerations specific to the trade areas selected. These will vary considerably. In terms of carrying out the tasks within a centre based environment, many materials may be re-used or recycled such brick, where mortar mixes are created to allow for the reuse of bricks and tiling, where a similar approach is made to adhesive and grout. | |
| 2.2.9b Working practices that promote health and safety | | | |
| 2 hours | Learners will need to understand why work areas must be clean, safe and offer sufficient appropriate space. They will also need to apply their knowledge and understanding to the specific construction tasks being undertaken. There will be some variation between trade areas regarding the required use of PPE, however, this can change from task to task even within each trade area, depending on the nature of the task and environment in which it is undertaken. It is highly likely that learners will have to adhere to a centre written risk strategy prior to completing any practical work. Any processes and associated documentation may be used as | | |

| | | |
|--|---|--|
| | 2.2.10b Evaluating construction tasks | |
| | 1 hour | Learners need to evaluate the outcomes of their two construction tasks. They are likely to benefit from guidance relating to how they should go about this whilst using the specification criteria as their prime focus. Learners will benefit from being mindful of the need for continual evaluation. A fully retrospective approach will be inferior to one which has been developed throughout the completion of the construction tasks. |
| | Completion of the NEA | |
| | 25 hours | <ul style="list-style-type: none"> Teachers will support learners though the NEA Learner access to NEA tasks will need to be organised and facilitated Teachers will need to communicate evidence requirements then collect and assess learner work Learner assessed grades will need to be submitted Learner work will need to be sampled and dispatched for moderation |
| Unit 3 | Unit 3: Introductory session | |
| | 1 hour | <ul style="list-style-type: none"> overview of the unit information on skills knowledge and method of assessment |
| | 2.3.1 Planning and design stages of buildings and structures | |
| | 2 hours | Focus will be on RIBA stages – this is critical for the unit and is necessary for the NEA. The RIBA website is an ideal resource for this area of content. |
| | 2.3.2 Construction processes | |
| | 2 hours | As with 2.3.1, the RIBA stage 5 documentation is essential with this area of content focussing on offsite and onsite manufacturing and the relevance of the built environment to the meeting of individual needs. |
| | 2.3.3 Well-being of communities | |
| | 2 hours | There may be overlaps with GCSE Geography with this area of content. There are likely to be many local examples of areas where the built environment has declined and the subsequent impact this can have on communities. Conversely there will be local examples of regeneration projects which have had a positive impact on the wellbeing of communities. |
| | 2.3.4 Post-occupancy evaluations | |
| | 2 hours | Post-occupancy evaluations have significantly helped developers of the built environment not repeat mistakes of the past. There may well be local examples of poor developments which may or may not still exist. These may provide excellent locally focused case studies for learner consideration. With the ever-increasing pressure to provide sustainable buildings which meet the needs of multiple stakeholders the importance of such evaluations cannot and should not be underestimated. |
| 2.3.5 Building maintenance and repair | | |
| 2 hours | The prime focus of teaching will be to enhance learners understanding of maintenance including its purpose, that it is often cyclical and can be planned, preventative or corrective. There will also need to be consideration of the impact on users of repairs. Schools and colleges may provide a reasonable vehicle for illustration and exemplification. | |

| | | |
|------------------------------|--|--|
| Unit 3 | 2.3.6 Change of use | |
| | 2 hours | Teaching will focus on the meaning and nature of refurbishment, recycling and re-using. Whilst local examples are likely to exist, this area of content is quite broad and is likely to require exemplification from appropriate web sites featuring change of use projects. These would also help in the teaching of the consideration of safety matters in the light of changes of use. Local projects are most likely to be useful in the illustration of the impact change of use can have on individuals and communities. |
| | 2.3.7 Changing practices | |
| | 2 hours | The teaching of this area of content lends itself well to a visit (which could assist in enhancing knowledge and understanding of many other areas of the specification) Structural differences between older buildings and more contemporary ones may be best communicated through such a visit to St Fagan's National Museum of History. More local examples may exist, where older buildings have received modern extensions. |
| Completion of the NEA | | |
| 15 hours | <ul style="list-style-type: none"> • Teachers will support learners though the NEA • Learner access to NEA tasks will need to be organised and facilitated • Teachers will need to communicate evidence requirements then collect and assess learner work • Learner assessed grades will need to be submitted • Learner work will need to be sampled and dispatched for moderation. | |

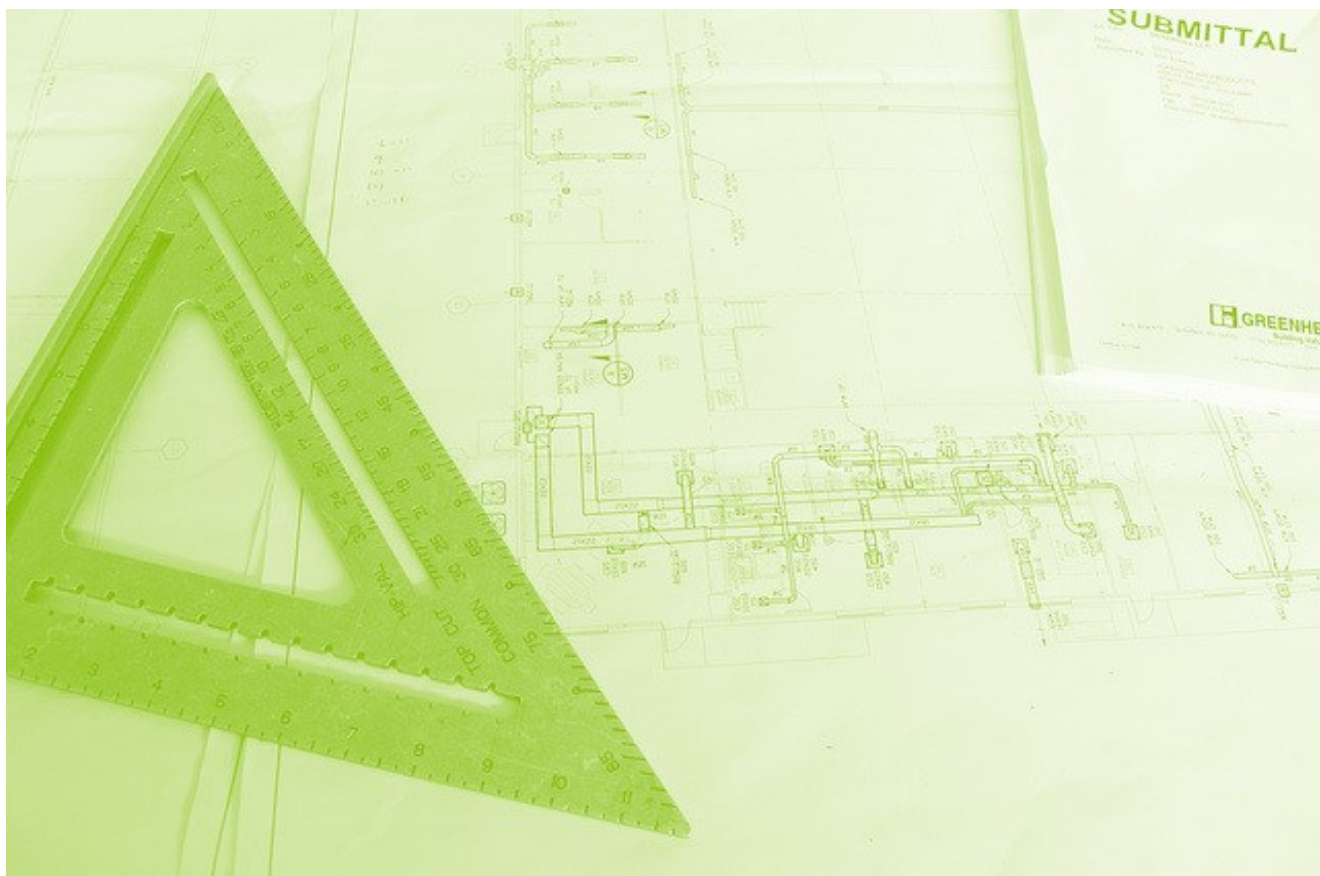


Fig. 3

WJEC RESOURCES

Resources available on the WJEC website: [WJEC GCSE Built Environment website](#)

GCSE Built Environment Specification

Sample Assessment Materials (online version)

Sample Assessment Materials (paper version)

Guidance for Teaching resources

WJEC Online Exam Review: [WJEC OER website](#)

Construction Facebook group: Please contact WJEC Construction staff for details.

IMPORTANT DATES

| | |
|--|----------------|
| First Teaching of the GCSE in Built Environment | September 2021 |
| First Entries for Unit 1 | February 2022 |
| First Examination for Unit 1 | May/June 2022 |
| First Entries for Unit 2, 3 and Cash-in | February 2023 |
| First Entries for Unit 1 Resit | February 2023 |
| First Submission of NEA for units 2 and 3 | May 2023 |
| First Resit for Unit 1 | May/June 2023 |
| First Certification | August 2023 |

KEY CONTACTS

Contact our specialist Subject Officer and administrative support team for construction with any queries:

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