

GCSE Subject Criteria for Construction and the Built Environment



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The criteria

Introduction

GCSE subject criteria set out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in a given subject.

They provide the framework within which the awarding organisation creates the detail of the specification.

Aims and learning outcomes

1. GCSE specifications in Construction and the Built Environment should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors, such as engineering. They should prepare learners to make informed decisions about further learning opportunities and career choices.
2. All specifications in Construction and the Built Environment must enable learners to:
 - actively engage in the processes of construction to develop as effective and independent learners;
 - understand the contribution that construction and the built environment makes to society and the economy;
 - develop an awareness and appreciation of commercial and industry issues in the context of construction and the built environment;
 - develop an awareness that health and safety issues are integral to construction and the built environment;
 - develop an awareness and understanding of sustainable construction and environmental issues;
 - develop applied construction, evaluation and problem-solving skills as a foundation for future learning and progression.

Subject content

3. The content of GCSE specifications in Construction and the Built Environment must reflect the learning outcomes.

4. GCSE specifications in Construction and the Built Environment must allow learners to develop knowledge, skills and understanding in the areas specified below.

Introduction to the built environment:

- definition of the built environment;
- how the cycle of construction works;
- structure of the industry and the diverse job roles and responsibilities within construction and the built environment;
- contribution of the built environment to the economy and/or society.

Technology and design in the built environment:

- health and safety considerations and requirements;
- main construction elements in the built environment;
- implications of design and technology in construction and the built environment;
- economic resource considerations.

Construction principles, processes and resources:

- a broad understanding of principles and processes;
- how to utilise resources appropriately and safely.

Sustainable construction:

- interactions between the built and the natural environment;
- efficient use of resources and minimisation of waste, and related industry and business implications;
- sustainable construction methods.

5. GCSE specifications in Construction and the Built Environment must require learners to plan and carry out tasks in which they:

- understand and interpret briefs;
- analyse issues and problems;

- identify, gather and record relevant information and evidence;
- analyse and evaluate evidence;
- make reasoned judgements and present conclusions.

Assessment objectives

6. The specification must require learners to demonstrate the assessment objectives in an applied context.
7. All specifications must require learners to demonstrate their ability to:

	Assessment objectives	Weighting
AO1	Recall, select and communicate their knowledge and understanding of a range of contexts.	25–35%
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	45–55%
AO3	Analyse and evaluate evidence, make reasoned judgements and present conclusions.	15–25%

Scheme of assessment

8. GCSE Construction and the Built Environment specifications must allocate a weighting of 40 per cent to external assessment and a weighting of 60 per cent to controlled assessment in the overall scheme of assessment.
9. Question papers must be targeted at the full range of GCSE grades.
10. Each scheme of assessment must require learners to demonstrate achievement in a variety of ways, including writing and drawing.

Grade descriptions

11. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

12. The grade awarded will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of learners' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Learners recall, select and communicate detailed knowledge and thorough understanding of construction principles, processes and resources, and of the technology and design of the built environment in different contexts.</p> <p>They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively.</p> <p>They test their solutions, working safely and with a high degree of precision.</p> <p>They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.</p>
C	<p>Learners recall, select and communicate sound knowledge and understanding of construction principles, processes and resources, and of the technology and design of the built environment in different contexts.</p> <p>They apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks. They test their solutions, working safely and with precision.</p> <p>They review the evidence available, analysing and evaluating some information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.</p>
F	<p>Learners recall, select and communicate knowledge and understanding of basic construction principles, processes and resources, and of the technology and design of the built environment in some vocational situations.</p> <p>They apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the</p>

	<p>need for safety and precision. They modify their approach in the light of progress.</p> <p>They review their evidence and draw basic conclusions.</p>
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