IQM3001

LEVEL 3 · CONTROLLED ASSESSMENT

INTO QUALIFICATIONS

English for Academic Purposes

Writing Assessment Paper 2

Part B unseen source pack

Duration
120 minutes

Total marks 60

Assessment window
Sample assessment

Assessment setSet S of 2026

Audience
Candidate

Release timing
exam release

Exam date
_____

Assessment set ID
2026-A

Source handling

- This pack contains two controlled source texts.
- Candidates first see this pack at the Part B examination.
- Sample source material. Use fresh unannotated copies in the assessment. Keep this pack unseen until Part B starts.

Source text 1

Source citation and provenance

Lu, M. and Fu, J. (2019) Attention Restoration Space on a University Campus: Exploring Restorative Campus Design Based on Environmental Preferences of Students. International Journal of Environmental Research and Public Health, 16(14), 2629. https://doi.org/10.3390/ijerph16142629 CC BY 4.0 — https://creativecommons.org/licenses/by/4.0/ Condensed and rewritten in accessible language. Study methods and limitations retained; no figures reproduced.

Controlled source content

After a period of demanding study, students may look for a place where they can relax. Lu and Fu investigated which kinds of campus landscape students perceived as helpful for restoring attention. Their study focused on environmental preferences and design. It did not directly measure an improvement in examination marks after students spent time outdoors.

The researchers obtained 360 valid questionnaires at six university campuses in northeastern China. Students were approached around campus libraries and asked about places they used to relax. They marked preferred locations on maps, rated their satisfaction and described an ideal restorative space. The researchers combined this information with observations of the campus environments. This connected students' descriptions to identifiable places rather than asking only about nature in general.

The landscape types were waterfront areas, vegetation areas, courtyards and squares. Waterfront areas were perceived as the most restorative, followed by vegetation, courtyards and squares. The researchers also examined qualities that might explain preferences within and across these types. Visibility, accessibility, comfort, recognition and a sense of belonging were significant factors. In this context, recognition concerns how easily people can find a place and understand its layout. A sense of belonging includes feeling safe and comfortable in the setting.

The findings suggest that a category such as green space is too broad to explain all preferences. A landscape must also be usable. The authors' observations included courtyards with greenery, shade and seating that were used more than less accommodating areas. Design choices therefore concern both natural features and the arrangements that allow students to enjoy them. Different landscape types may require different combinations of features rather than a single design applied everywhere.

The study offers evidence about what participating students valued, but there are limits to transferring its results. The campuses were in one region, and the sample was recruited conveniently near libraries. Students' self-reported preferences are not the same as measured changes in attention. Climate, available land and financial resources may also affect whether a preferred landscape is feasible elsewhere. A university without an existing waterfront cannot assume that constructing one is the best use of its resources.

A careful application would use these findings to inform local questions, not to promise a particular academic gain. Universities could investigate which places students actually reach and use, and whether those places provide the comfort and visibility users value. Further evaluation could then test

changes in attention alongside reported satisfaction. Preferences can guide design while remaining distinct from proof that a design improves learning.

Source text 2

Source citation and provenance

Brink, H.W., Loomans, M.G.L.C., Mobach, M.P. and Kort, H.S.M. (2022) A systematic approach to quantify the influence of indoor environmental parameters on students' perceptions, responses, and short-term academic performance. Indoor Air, 32(10), e13116. https://doi.org/10.1111/ina.13116 CC BY 4.0 — https://creativecommons.org/licenses/by/4.0/ Condensed and rewritten in accessible language. Pilot design and limits retained; no tables or figures reproduced.

Controlled source content

A classroom's quality cannot be described by temperature alone. Brink and colleagues developed an approach for examining four aspects of the indoor environment together: air quality, thermal conditions, acoustics and lighting. Their aim was to connect physical conditions with students' perceptions, internal responses and short-term academic performance. The study therefore considered both the room and the people using it.

The researchers first examined existing methods and selected measures suitable for higher education classrooms. They assembled questionnaires and other measures into a systematic approach. A pilot involving 163 students then tested the approach during a regular academic course. Classroom conditions varied naturally rather than being changed through a tightly controlled experiment. The researchers measured students' perceptions and responses, as well as performance on a short test related to lecture content.

Small natural variations in the environment were associated with students' perceptions of thermal conditions and air quality. These perceptions were associated with physiological and cognitive responses. Perceived cognitive responses were also associated with short-term academic performance. However, the relationship explained only a small proportion of the variation in performance. A student's result cannot therefore be predicted simply from whether the classroom feels comfortable. Many influences on learning remain beyond these environmental measurements.

The findings helped support the validity of the proposed approach, but its ability to investigate lighting still required further work. This is a significant qualification because the study set out to consider all four aspects together. It would be misleading to present the results as proof that every part of the approach was equally established. The research also concerned short-term performance during a course; it did not establish an effect on final degree results.

Studying the combined environment matters because conditions can interact. A classroom may be satisfactory in one respect and uncomfortable in another. Measurements of the physical setting and reports from students provide different information, so either alone may miss part of the experience. The approach offers a way of organising that information and examining the links between conditions, responses and learning outcomes.

For those responsible for learning spaces, the study supports careful measurement and evaluation rather than a universal promise about one design. Its findings are associations from a pilot in ordinary teaching conditions. They should not be treated as a demonstration that a particular improvement causes higher attainment. Further studies can use the approach to investigate environmental

influences more fully. Indoor quality is relevant to students' experience, but the authors' results leave room for other educational and personal factors to explain most differences in performance.

Assessment window Sample assessment	**Exam date** _____
Paper P2-B	**Assessment set** Set S of 2026 Stored ID2026-A