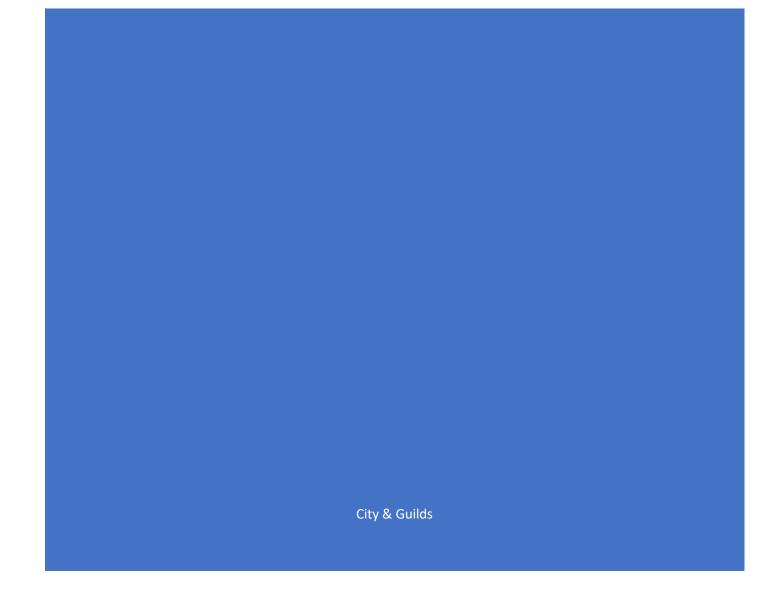


# Practice Marking Materials for Technical Qualifications 2019



# 7906-008 L2 Site Carpentry

## Introduction

The synoptic assignments for the City & Guilds Technical Qualifications are externally set summative assessments which are internally marked by tutors. It is the centre's responsibility to ensure candidates' work is marked in a standard way across the centre, using the specified marking grid, in order to rank performance on a single mark scale.

Practise marking materials are useful to support centre staff with internal standardisation and as a prestandardisation activity. The materials are produced to support staff in the process of marking including how to effectively use marking grids and assessment objectives (AO).

The marking materials must be considered alongside the Technical qualifications Marking and Moderation Guide

It is recommended that all tutors, including any unlikely to mark, are included in early discussions around the use of the marking grid, as all tutors should understand the basis of marking as it could shape their teaching by helping candidates practise bringing their skills and knowledge together to complete a problem, and helping them learn how to explain and justify their choices in terms of the subject knowledge in preparation for summative assessment. Tutors must study the *Marking and Moderation Guide*:

https://www.cityandquilds.com/techbac/technical-qualifications/resources-and-support
which provides detailed information about generic assessment objectives, and the marking grid, to ensure they are clear about the different AOs and how they may show up in evidence for assignments in the subject area. If there is more than one tutor carrying out marking at the centre, this process should be carried out as part of a group activity to ensure all markers are clear and in agreement about what sorts of evidence are relevant for assessment and which AO they fit into.

The following materials could form the basis for pre-standardisation practice and discussion could take place using evidence from trial runs/formative assessment activities. Standardisation should also take place using the evidence from the actual assignment set for that year, so along with utilising this tool, please ensure that activities surrounding the 2019 assignment also take place.

Within this pack, you will find

- a sample task brief
- a copy of the marking grid used for the synoptic assessment
- a sample of materials responding to either last year's synoptic assignment or a sample set of tasks. This includes learner produced evidence and tutor observations of the practical performance.

And finally, the Principal Moderator has provided a breakdown of the marks for the different assessment objectives along with general hints and tips on the synoptic assessment.

# Section 1 Task Brief

# **Assignment Brief**

A client has a large detached double garage with a flat roof and would like to add an office above. The dimension of the garage is 7 m x 8 m. The required pitch of the new gable roof is 45°. The bricklayers will construct the gable walls.

You are required to recommend the best method of construction to meet the client's needs and list the structural components parts of the roof and additional resources required to meet building regulations. The client would like a sketch of the roof in order to visualise the finished product as well as a materials list.

Additionally the client has requested a replacement door and lining with planted stops in the main house, because the existing door and lining has been damaged. The door lining should be fixed flush to the existing wall.

You are required to hang the door to match existing doors in the house (hinges 150 mm down, 225 mm up) and position spindle height (tubular latch and lever furniture) 990 mm from floor level. Fix architrave to one face of the lining with a 5 mm margin. The lining and architrave should be left ready to accept a painted finish.

### **Tasks**

## Task 1

- 1a Produce annotated sketch of suggested roof design
- 1b Produce component parts and resource lists

## Conditions of assessment:

The evidence for task 1 must be completed on your own, under supervised conditions.

# What must be presented for marking and submitted for moderation (if applicable):

- annotated sketch of roof design
- completed component parts and resource lists

### Task 2

- 2a Produce tool, equipment and materials list
- 2b Assemble flat pack door lining
- 2c Fix lining.

# Conditions of assessment:

The task must be produced and carried out working on your own, under supervised conditions.

You are required to assemble and fit your own lining.

# What must be presented for marking and submitted for moderation (if applicable):

- tools, equipment and materials list
- fixed door lining

# Additional evidence of your performance that must be captured for marking and submitted for moderation (if applicable):

- your tutor's notes, recorded on a Practical Observation form, of your working practice describing the quality, consistency and accuracy of the finished work
- photographs taken by your assessor of your fixed door lining

# Task 3

- 3a Prepare tools and equipment list
- 3b Hang internal door
- 3c Fit door furniture
- 3d Fit Architrave

## Conditions of assessment:

The task must be produced and carried out working on your own, under supervised conditions.

You are to hang the door to your own lining.

# What must be presented for marking and submitted for moderation (if applicable):

- tools and equipment list
- completed hung door

# Additional evidence of your performance that must be captured for marking and submitted for moderation (if applicable):

- your tutor's notes, recorded on a Practical Observation form, of your working practice describing the quality, consistency and accuracy of the finished work
- photographs taken by your assessor of your
  - completed hung door and architrave set
  - fitted door furniture

# Section 2 Marking Grid

# Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

(	%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
			Poor to limited	Fair to good	Strong to excellent
	10	AO1 Recall of knowledge relating to the qualification LOs	(1-2 marks) Recall shows some weaknesses in breadth and/or	(3-4 marks) Recall is generally accurate and shows reasonable	(5-6 marks) Consistently strong evidence of accurate and confident
	Does the candidate seem to have the full breadth and depth of taught knowledge across the		accuracy. Hesitant, gaps, inaccuracy	breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps	recall from the breadth of knowledge.  Accurate, confident, complete, fluent
<ul> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>Examples of types of knowledge expected: how to use tools, equence the methods of work, practical techniques, Health and Safety, legislation terminology, positioning and fixing, carpentry techniques and processing the methods of work, practical techniques, Health and Safety, legislation to use tools, equence any gaps or methods of work, practical techniques, Health and Safety, legislation to use tools, equence any gaps or methods of work, practical techniques, Health and Safety, legislation to use tools, equence any gaps or methods of work, practical techniques, Health and Safety, legislation terminology, positioning and fixing, carpentry techniques and processing terminology, positioning and fixing, carpentry techniques and processing terminology.</li> </ul>		ues, Health and Safety, legislation, , carpentry techniques and process ad work piece support, types and arr	risk assessment, component es, inspection and maintenance		
		<ul> <li>How confident and secure does their knowledge seem?</li> </ul>	The candidate has demonstrated recall of knowledge, but it has been limited and/or showing inaccuracies.	The candidate has demonstrated recall of knowledge, which is mostly accurate.	The candidate shows in-depth and detailed knowledge, showing a higher degree of confidence and accuracy.

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
15	AO2 Understanding of concepts theories and processes relating to the LOs  • Does the candidate make connections and show causal links and explain why?  • How well are theories and concepts applied to new situations/the assignment?  • How well chosen are exemplars – how well do they illustrate the	(1-3 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing	(4-6 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible	(7-9 marks) Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified
		and planning activities, correct sec	quence of work, interpretation of dra	wings/specifications.
	concept?	Limited range of understanding of the tasks, drawing/specification not clearly interpreted or understood.	Good understanding shown across the tasks, drawings/specifications interpreted mostly correctly	In-depth understanding shown across the tasks, drawings/specifications interpreted correctly

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
35	AO3 Application of practical/ technical skills  How practiced/fluid does hand eye coordination and dexterity seem?  How confidently does the candidate use the breadth of practical skills open to them?  How accurately/	(1-7 marks) Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy	(8-14 marks) Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature. Somewhat successful, some inconsistencies, fairly adept/ capable	(15-21 marks) Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.  Dextrous, fluid, comes naturally, skilled, practiced
	successfully has the candidate been able to use skills/achieve practical outcomes?	circular saw; change tooling/blade working safely according to risk as	spect, set up, adjust and use hand to s; use safety aids; measuring and v ssessment and method statement; on hishings, components, ironmongery	vorking accurately to tolerances; determining lengths, spacings and

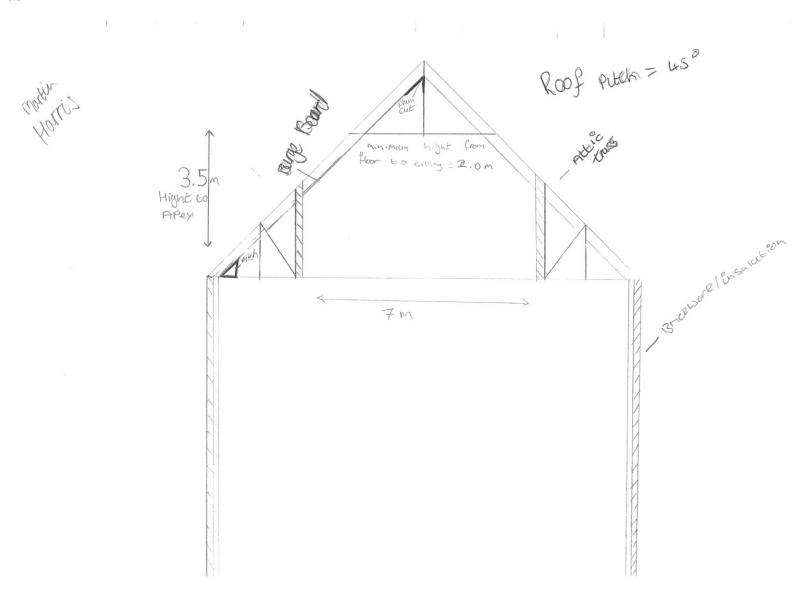
%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Work not complete with some operations not attempted. Generally poor quality of work, a few tolerances met, generally poor housekeeping.	Work will be complete, making minor mistakes, with some poor quality finish. Measurements are mostly accurate, some tolerances met.	Tasks were completed to a high standard with very minor mistakes. Measurements are consistently accurate. Most tolerances met. Good housekeeping. Methodical.
		To access higher marks: Not all tasks completed but attempted. Poor standard of work and with mistakes, requiring extra resources.	To access higher marks: Work will be complete and to an acceptable standard, making minimal mistakes, with adequate housekeeping. Additional resources not required.	To access higher marks: Tasks were consistently completed to a high standard with no mistakes. Measurements are accurate with all tolerances met. Excellent housekeeping.
20	AO4 Bringing it all	(1-4 marks)	(5-8 marks)	(9-12 marks)
	<ul> <li>together - coherence of the whole subject</li> <li>Does the candidate draw from the breadth of their knowledge and skills?</li> <li>Does the candidate remember to reflect on theory when solving practical problems?</li> <li>How well can the candidate work out solutions to new contexts/</li> </ul>	Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.  Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting	Shows good application of theory to practice and new context, some inconsistencies.  Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice	Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.  Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills

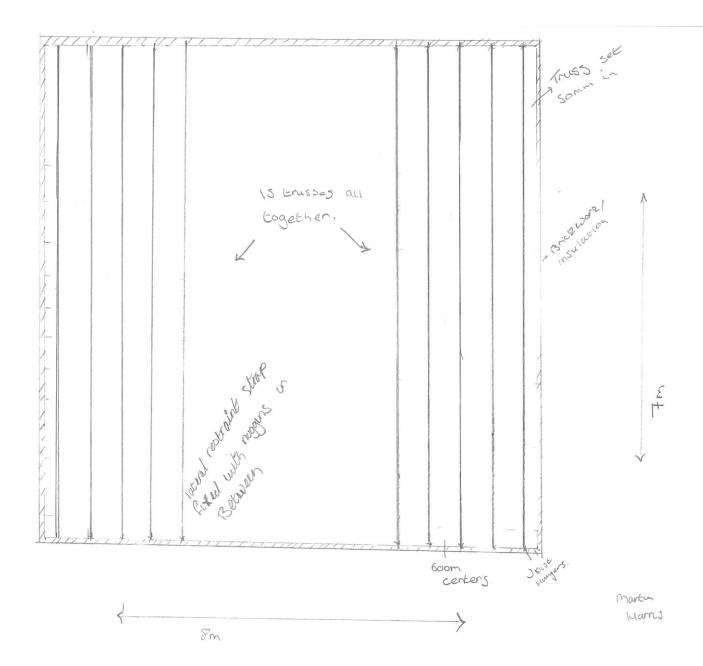
%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
	**	Poor to limited	Fair to good	Strong to excellent
		There is limited evidence of the candidate using their knowledge, understanding and skill to complete the task	The candidate brings together their knowledge, understanding and skills well in order to complete the task.	The candidate has made excellent use of their knowledge, understanding and skills across the task.
		Tasks not planned, prepared or completed to the specification.  To access higher marks:	The candidate has planned, prepared and completed most tasks in line with the specifications.	Task planned, prepared and completed to the specification with minimal errors.
		The candidate has demonstrated some planning skills and application of knowledge when completing	To access higher marks: The candidate has planned, prepared and completed the	Choices and decisions have been well informed, considered and implemented.
		some elements of the tasks	tasks to the specification with some minor errors.	To access higher marks: The candidate has planned, prepared and completed all tasks to the specifications with no errors.

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	
		Poor to limited	Fair to good	Strong to excellent	
20	AO5 Attending to detail/ perfecting  • Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions  • How much is accuracy a result of persistent care and attention (eg measure twice cut once)?  • Would you describe the candidate as a perfectionist and wholly engaged in the subject?  (1-4 marks  Easily distracted or checking. Insufficie concerned by poor little attempt to imple Gives up too early; be on completion ra quality of outcome. Careless, imprecise, uncaring, unfocussed unobservant, unmotive  Examples of attending  C1-4 marks  Easily distracted or checking. Insufficie concerned by poor little attempt to imple does up too early; be on completion ra quality of outcome. Careless, imprecise, uncaring, unfocussed unobservant, unmotive  Examples of attending	(1-4 marks) Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome. Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated	(5-8 marks) Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently. Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable	(9-12 marks) Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction. Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous	
		<b>Examples of attending to detail:</b> Accuracy of measuring, cutting and fixing. Minimal gaps in joints and when fitting ironmongery, adherence to tolerances and the details during the task.			
		There is limited attention to detail. Task shows inaccuracies. Work is not completed and is of poor standard.  To access higher marks: The tasks have been completed but to a poor standard.	There is some attention to detail. Tasks completed are generally accurate and to an adequate standard.  To access higher marks: There is good attention to detail. Tasks completed with only minor imperfections	There is excellent attention to detail. The candidate has been focused on the tasks showing care and accuracy completing the task to a high standard.  To access higher marks: The candidate has been focused throughout all the tasks showing meticulous care and accuracy completing the task to an excellent standard.	

Section 3 Learner Materials

Task 1





# Generic forms Resource checklist C



Unit	End test	Candidate name	
Task	3	Date	3/5/18

Tools and fixings (if required)	Quantity
eg mortice chisel	1
Tape measure	/
Square	,
Lice plane	1
hand saw	/
Selection of Chisels	
mallet	1
Muking gauge	1
marking gauge	
Materials	
internal clear	1
	2
hinges Screws	
Timber wedges Architrave	
, , , , , , , , , , , , , , , , , , ,	

Personal protective equipment (PPE)	Quantity
eg safety harness	1
Baat	)

Trass clips
Scaffolding
Longtitudial Bracing
Finsulation
Baretscard
Pascial Scard

Screens nails noggings

Temporary Bracing

luteral Restrant Strap
Wall Plate
Lapor Bracing
Deagonal Bracing
Gutter
Pool roofing mambrane
Taperd Firning Straps
Jown pipe

Tile Batons

Tiles Fillets

Tiles

# Generic forms Resource checklist C

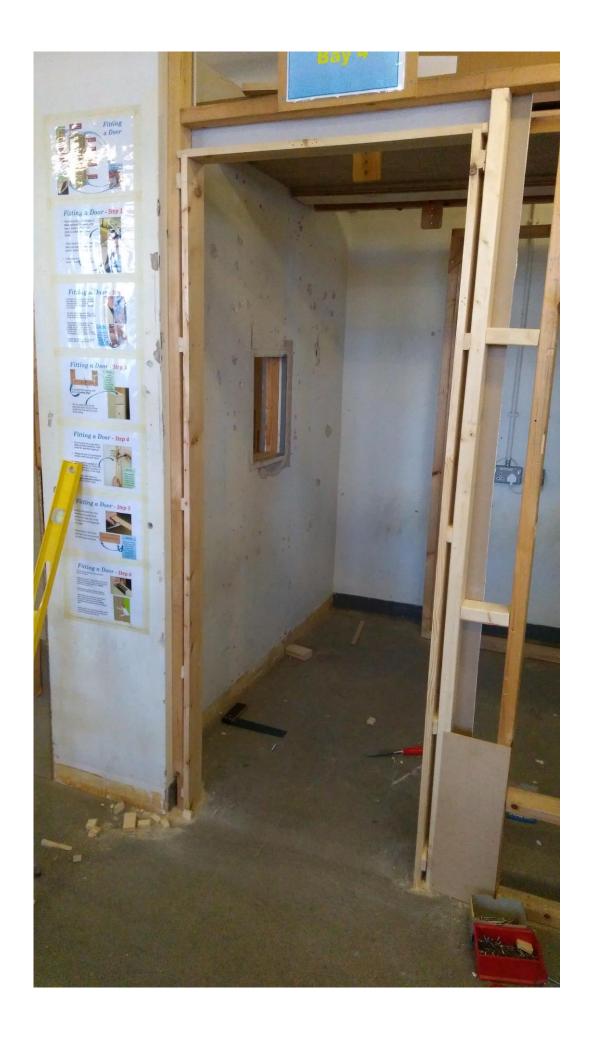


Unit	End Test	Candidate name		
Task	2	Date	3/5/18	

Tools and fixings (if required)	Quantity
eg mortice chisel	1
Tope measure	(
Square	1
Square cordless dru	j
perci/	(
mallet	
Marking gauge	(
Jules State	
auger will bits for cordless will screwariver buts for cordless drill	
screwdriver buts for cordless drill	
Park	
Materials	
door lining.	1
Timber brucing	7
Screus	
Timber wegwedges.	

Personal protective equipment (PPE)	Quantity
eg safety harness	1
Books	(

Task 2

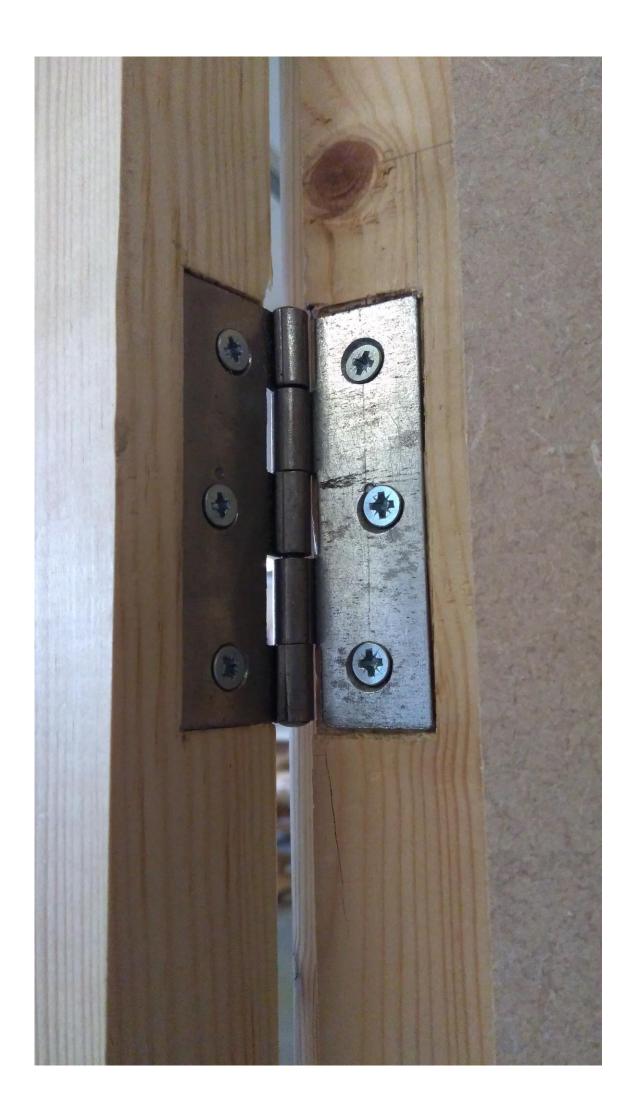




Task 3









# **Declaration of Authenticity**

Candidate name BB Nomates	Candidate number 123456
Centre name ABC Construction	Centre number 987654
Candidate:	
I confirm that all work submitted is my own, and that I have used.	acknowledged all sources I have
Candidate signature Billy bob nemates	Date 18.04.2018
Tutor:	
I confirm that all work was conducted under conditions des candidate's work, and am satisfied that, to the best of my kithat of the candidate.	
Tutor signature .ívor go	Date 18.04.2018
Has the candidate received any additional support in the pr	oduction of this work?
Tick Yes □ No X	
If the answer is yes, give details below and on a separate sh	neet if necessary.

# Note:

Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

# 7906-008 Practical Observation Form (PO)

Candidate name	Candidate number
Billy Bob Nomates	123321
Centre name	Centre number
Acme Training	321123

Complete the tables below referring to the relevant marking grid found in the assessment pack. Do not allocate marks at this stage.

# Task 1 a and b

Candidates will present the following for marking and moderation (if applicable);

- Completed annotated sketch of roof design
- completed component parts and resource lists

Practical observation is not required.

# Tasks 2a

Candidates will present the following for marking and moderation (if applicable);

• completed tools, equipment and materials list

# Practical observation is not required.

Task 2b Assemble flat pack door lining

Contextualised examples of AOs per task	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.
This column provides prompts to support the notes you record, however it is not a definitive list of the types of evidence or the assessment objectives that are relevant.	
Assemble flat pack door lining	Candidate read the task fully before starting task
AO1 Recall:  • how to use tools, equipment, methods	
of work	Checked area was clean and free from debris when assembling the door lining Correctly selected tools and fixings required to complete the task
<ul> <li>methods of work</li> <li>correct sequence of work, interpretation of drawings/specifications</li> <li>AO3 Practical skills:</li> </ul>	Prior to assembling the lining Billy predrilled and count sunk his fixing points on the head
<ul> <li>inspect, set up, adjust and use hand tools</li> <li>power tools</li> <li>measuring and working accurately to tolerances</li> </ul>	Confidently assembled the lining ensuring faces are flush and the lining is square adding bracing to the top most corners then checked for square again.

# AO4 Bringing it all together:

- applying knowledge and understanding to the tasks/ scenario
- able to plan activities from information provided
- materials and techniques are used appropriately, correct sequence of operations carried out

# AO5 Attention to detail:

- accuracy of measuring, cutting and fixing
- minimal gaps in joints and adherence to tolerances and the details during the task
  - all joints with no gaps exceeding 1 mm
  - door lining head level within 1 mm
  - lining is not in wind or twisted more than 1 mm
  - wedges/packers fitted securely and not left proud
  - all fixings below surface with no damage to lining

Offered the frame to the opening and measured up for his wedges

Safely used a wedge jig on the table saw to fabricate the required amount of wedges Following ACOP at all times.

# Task 2b Fix lining

Contextualised examples of AOs per task	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.
This column provides prompts to support the notes you record, however it is not a definitive list of the types of evidence or the assessment objectives that are relevant.	
Fix lining	
AO1 Recall:	
<ul> <li>how to use tools, equipment,</li> <li>methods of work</li> <li>practical techniques, positioning and fixing</li> <li>carpentry techniques and processes,</li> <li>inspection and maintenance of tools</li> <li>AO2 Understanding:         <ul> <li>methods of work, correct sequence of work</li> <li>interpretation of drawings/specifications</li> </ul> </li> <li>AO3 Practical skills:</li> </ul>	Billy correctly selected most of the tools needed before he started with some minor exceptions  Fixed one side spot on plumb on both face + edge  He selected a 6ft level to complete this part of the task  Billy showed a good understanding of what was expected and worked to a basic sequence of operations
<ul> <li>inspect, set up, adjust and use hand tools, power tools</li> <li>change tooling/blades</li> <li>measuring and working accurately to tolerances; fixing centres</li> <li>AO4 Bringing it all together:</li> <li>applying knowledge and understanding to the tasks/ scenario</li> <li>able to plan activities from information provided</li> </ul>	All his fixings are spaced equally at appropriate heights ensuring they will not affect the ironmongery to be fitted later.  Lining fixed straight and plumb well within the recommended 1mm

materials and techniques are used appropriately

correct sequence of operations carried out

# AO5 Attention to detail:

- accuracy of measuring, cutting and fixing
- adherence to tolerances and the details during the task
  - all joints with no gaps exceeding 1 mm
  - door lining head level within 1 mm
  - lining is not in wind or twisted more than 1 mm
  - wedges/packers fitted securely and not left proud
  - all fixings below surface with no damage to lining

Head spot on level

No visual twist on lining legs

Folding wedges cut flush to lining without damage to edges

Lining fixed securely using screws through the wedges into the studs

Lining fixed close to wind a couple of mm off

# Tasks 3a

Candidates will present the following for marking and moderation (if applicable);

• completed tools and equipment list

# Practical observation is not required.

# Task 3b Hang internal door

Contextualised examples of AOs per task	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.
This column provides prompts to support the notes you record, however it is not a definitive list of the types of evidence or the assessment objectives that are relevant.	
Hang internal door  AO1 Recall:	Billy started by measuring the door and the opening he then offered the door up into the opening and marked the door to fit the hinged side first.
<ul> <li>how to use tools, equipment</li> <li>methods of work</li> <li>practical techniques</li> <li>component terminology</li> </ul>	Sharpened a hand plane ready for use and set bite on a scrap piece of timber. Planned hinge side by shooting the door
<ul> <li>positioning and fixing, carpentry techniques and processes,</li> <li>inspection and maintenance of tools</li> </ul>	Marked head of door to fit lining allowing enough to maintain correct height of door  Then he marked out for the clearance on the lead edge incorporating a leading edge.
<ul> <li>AO2 Understanding:</li> <li>methods of work</li> <li>correct sequence of work</li> <li>interpretation of drawings/specifications</li> <li>AO3 Practical skill:</li> </ul>	Worked very comfortable and with a purpose.
<ul> <li>inspect, set up, adjust and use hand tools, power tools</li> </ul>	Wedged the door into the opening giving equal clearance and marked hinge positions

- change tooling/blades
- measuring and working accurately to tolerances
  - Hinges fitted to specification ±1mm
  - No gaps around hinges exceeding 1 mm
  - Door not binding
  - 3 mm clearance around the door ±1 mm
  - Stops fitted with all fixings punch below surface on damage no gaps exceeding 1mm

150mm down and 225mm up from the bottom.

Selected two marking gauges and sharpened his pencil before use

Chopped hinges fixed hinges to the door then the frame made sure it swings Door stops cut and fixed using 40mm lost headed nails

# AO4 Bringing it all together:

- applying knowledge and understanding to the tasks/ scenario
- able to plan activities from information provided
- materials and techniques are used appropriately
- correct sequence of operations carried out

# AO5 Attention to detail:

- accuracy of measuring, cutting and fixing of ironmongery
- adherence to tolerances and the specification of the task
  - Hinges fitted to specification ±1mm
  - No gaps around hinges exceeding 1 mm
  - o Door not binding
  - 3 mm clearance around the door ±1 mm

Billy followed a recommended sequence during the hanging of the door

Hinges fixed three knuckles to lining and two to the door Position of hinges as marked out

1 mm gap around both hinges

Clearance on head greater at lead edge than on swinging side by just over a 1mm also variations in clearance down both sides

Door not binding and swings freely

<ul> <li>Stops fitted with punch below sudamage no gap</li> <li>1mm</li> </ul>	face on
--	---------

Task 3c Fit door furniture

Contextualised examples of AOs per task	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.
This column provides prompts to support the notes you record, however it is not a definitive list of the types of evidence or the assessment objectives that are relevant.	
Fit door furniture	
AO1 Recall:	
<ul> <li>how to use tools, equipment</li> <li>positioning of furniture</li> <li>positioning of fixings</li> <li>carpentry techniques and processes</li> <li>inspection and maintenance of tools</li> <li>AO2 Understanding:         <ul> <li>methods of work</li> <li>correct sequence of work</li> </ul> </li> </ul>	Correct selected hand tools and checked them for damage before use  Demonstrated a understanding of working in a logical sequence to meet the specifications
<ul> <li>interpretation of drawings/specifications</li> <li>AO3 Practical skill:         <ul> <li>marking, drilling, fitting and fixing for ironmongery</li> <li>use of PPE/safety aids and workpiece support</li> <li>working accurately</li> </ul> </li> <li>AO4 Bringing it all together:         <ul> <li>applying knowledge and</li> </ul> </li> </ul>	Marked out latch 990 mm from the floor to spindle height drilled for latch body and spindle using a electric drill with an auger bit before letting in face plate used the correct PPE while using the electric drill (dust mask and goggles.)
understanding to the tasks/ scenario, able to plan activities from information provided	Door closes to keep with no rattle.

Materials and techniques are used appropriately

# AO5 Attention to detail:

- adherence to tolerances and the details during the task
  - Tubular latch fitted to specification given ±1 mm
  - Tubular latch operating freely
  - handles parallel to door edge and operating freely

Handles fitted plumb

Slight cracking fore end and screws inserter at an angle resulting in heads left proud

Crushed area of 1mm in striking plate

Excessive gaps around keep

# Task 3d Fit Architrave

Contextualised examples of AOs per task	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.
This column provides prompts to support the notes you record, however it is not a definitive list of the types of evidence or the assessment objectives that are relevant.	
Fit Architrave	
AO1 Recall:	
<ul> <li>how to use tools, equipment,</li> <li>methods of work,</li> </ul>	Billy selected the tools required mostly correct
<ul><li>practical techniques,</li><li>component terminology,</li><li>positioning and fixing,</li></ul>	Checked chop saw for PAT label and inspect for damaged before use
<ul> <li>carpentry techniques and processes</li> <li>inspection and maintenance of tools.</li> <li>AO2 Understanding:</li> </ul>	Completed the task using a recognised sequence
<ul> <li>methods of work,</li> <li>correct sequence of work,</li> <li>interpretation of drawings/specifications.</li> </ul> AO3 Practical skill:	Marked out a six mm margin using a Combination square he fitted the left leg first then fitted the head to the left leg and fitted right leg last, only fitting one joint at a time.
<ul> <li>inspect, set up, adjust and use hand tools, power tools</li> <li>change tooling/blades</li> <li>measuring and working accurately to tolerances         <ul> <li>mark out margins 7mm ±1 mm</li> <li>cut and fit mitres no gaps greater than 0.5mm</li> </ul> </li> </ul>	Correct fixings selected to fix architrave and pin joints

<ul> <li>applying knowledge and understanding to the tasks/ scenario,</li> <li>able to plan activities from information provided</li> <li>materials and techniques are used appropriately,</li> <li>correct sequence of operations carried out</li> <li>AO5 Attention to detail:</li> </ul>	A good application of knowledge demonstrated throughout this task  Mitres tight all within 0.5mm  Set up and used chop saw safely and accurately  All nails punched below the surface with no damage that couldn't be sanded out  Margins ± 2 mm
	Notes – detailed, accurate and differentiating notes that identify areas of strength and weakness are necessary to distinguish between qualities of performance, and to facilitate accurate allocation of marks once all evidence has been submitted.
Health and safety practices and housekeeping	
AO1 Recall:	

<ul> <li>Health and Safety, legislation,</li> <li>work risk assessment,</li> <li>inspection and maintenance of tools,</li> <li>use of PPE/safety aids and work piece support</li> </ul> AO2 Understanding:	Billy worked safely throughout the whole assessment ensuring he selected and used the correct PPE  Both hand and power tools where checked for damage and where fit for purpose sharpening planes and chisels before use and maintained during use.
<ul> <li>links between Health and Safety legislation and planning activities</li> <li>AO3 Practical Skill:</li> </ul>	Billy worked safely from the risk assessments given
<ul> <li>use safety aids</li> <li>working safely according to risk assessment and method statement.</li> </ul>	Adhered to ACOPs when using the table saw to cut his wedges
<ul><li>AO4 Bringing it all together:</li><li>safe working practices demonstrated</li></ul>	A clean working environment was maintained during the assessment
Timings	
able to plair activities from information	No issues with planning the work activities with the whole assessment being completed within the designated time frames.  Lining and architrave completed confidently and ably  Door hanging much more laboured and not as confident

# Candidate Record Form Technical qualifications Level 2 Technical Certificate in Site Carpentry (7906-20) Level 2 Site Carpentry - Synoptic assignment (7906-008)

Candidate Name: Billy Nomates Assessment ID: 7906-008
Candidate Number: 123456 Centre Number: 987654

Marker Notes – Please always refer to the relevant marking grid for guidance on allocating marks and make notes which describe the quality of the evidence and justification of marks.

10%	Recall - Brea		<u> </u>								
	1		2	3		<mark>4</mark>	5			6	
AO1 Mark: 4	Good re In most sharpne Design	Recall generally accurate with sufficient knowledge.  Good recall on components for design brief.  In most followed correct sequence of work well. Inspected tools before +during for sharpness and suitability.  Design brief – made reference to components, though min amount on a few components.									
AO2 – L	Inderstand	i <b>ng -</b> Se	curity of cond	epts, causal lin	ks		T	1			
15%	1	2	3	4	<mark>5</mark>	6	7	8		9	
Mark: 5	Good line of components mentioned but needed to have included more idea of volume for the client.  Able to identify where components goon drawing.  Generally followed correct sequence of work, but made small mistakes on some marking out.  DB. Worked with the brief and came up with a good concept/ sketch that would help the client										
			h the brief	and came up	with	a good co	oncept/ sk	etch tha	at wo	ould	
AO3 - P	help the	e client		and came up		•	oncept/ sk	etch tha	at wo	ould	
AO3 - P 35%	help the	e client			e of ap	•		etch tha	at wo	ould 20	2

AO4 – Brii	AO4 - Bringing it together - use of knowledge to apply skills in new context											
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO4 Mark: 7	Most work was accurate and a good finish, though some was not.  Tidy though, taking care of equipment and materials.  Strong sense of theory, but lack of practical capability at times shown with the door-hanging task.  Planned and prepared mostly in line with specifications.  DB – generally all right theory, lacked depth could have included more links to building regulations, including measurements.											
20%	1		-	4		_	7					12
AO5 Mark: 10	Some attention to detail on lining and architrave were both very well done. There were some imperfections of hinges +latch +striking plate.  Generally included most components needed though sometimes did it record content.  DB- forgot to include quantities-drawing good but needed more depth e.g. facia, soffit.  Noted joist hangers not truss clips.											

Tutor/Marker signature: Ivor Go

**Total Mark:** 

33

# Section 5 Principal Moderator's guidance, hints and tips.

This practise marking material has been produced to be used for standardisation activities and for centre guidance in the early years of the qualification. The marks allocated to each learner are in accordance with the Principal Moderator marks and show the standard set for this qualification.

To make holistic judgments, it is necessary to ensure that all tasks are completed and submitted prior to assigning any final marks. Practical tasks are not marked independently of written submissions so ensure that all tasks have been completed before assigning any marks.

When judging ephemeral performances / practical skills, centres must ensure that the evidence is in a format visible to the marker/moderator and gives sufficient qualitative detail to aid moderation. Observers and markers should ensure their notes are comprehensive, employing key words written in the marking grids and describing how, where or why the work is good or better. Along with this they should ensure that any verbal questions are documented and that weaknesses / mistakes as well as strengths / exemplary practice are noted on the PO form. These notes will enable the centre marker and the moderator get a feel for the practical skills shown by each individual on the synoptic assessment day/s and will assist in allocation of marks and rank ordering.

Below is a list of recommendations collated form recommendations made in the 2018 Centre reports.

- Ensure the Centre Standardisation Declaration is uploaded at the same time as the Candidate documents.
- The Candidates Declaration of Authenticity document should be completed at the end of the CRF to save this having to be scanned and uploaded as a separate file.
- The centre should check that all candidates have signed the declaration prior to being uploaded.
- Uploaded files are to be clearly named
- That two Lecturers mark the completed practical tasks for a sample of the work and that
  justification for the marks awarded is discussed to ensure a standardised approach. This
  will give confidence in marking decisions made going forward.
- Marker justification on the CRF should include Task 1 evidence.
- The centre is to contact the Assessment & Development team should any clarification be required around Assignment Tasks going forward.
- Only the correct forms should be completed and uploaded.
- That all commentary is in context with the task and not copied from other documents.
- Evidence for Cutting lists and Tool lists must be the candidates own work.
- More detail is required on both the PO and the CRF taking into account the guidance given on Pages 3 and 4 of Synoptic Assignment Recording Forms document.

- Marker comments should be grouped against each AO per task.
- Standardise assessment practice:
  - prior to marking to ensure the accurate allocation of marks, utilising the full range of evidence and referring closely to the marking grid, particularly for the weaker performing candidates
  - o align observer comments on PO forms
- Minimise the use of cut and pasted comments or tailor them as required.
- The justification comments made on the Candidates Record Form should be a holistic reflection of those made against each AO on the Practical Observation Form.