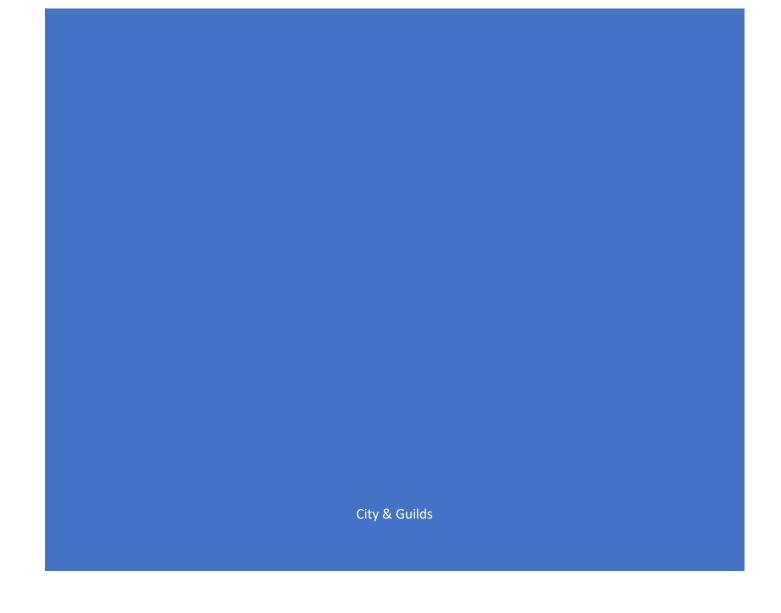


Practice Marking Materials for Technical Qualifications 2019



8202-20 Electrical Installation Level 2 Qualification

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

Task 1

- **1a.** Complete a Circuit Schedule Pro-forma (Figure 1.1) to divide the installation into circuits, giving reasons for your decisions.
- 1b. Produce a plant, materials and equipment list justifying the choices and decisions made.
- 1c. Produce a method statement for the safe isolation procedure.

Conditions of assessment:

- The time allocated for this task is 1 hours 30 minutes.
- You must carry the task out on your own, under supervised conditions.
- You may refer to both BS 7671 and IET On-site Guide alongside any relevant resource materials during supervised conditions.

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

- Circuit Schedule Pro-forma (Figure 1.1)
- Plant, materials and equipment list
- Method statement for safe isolation procedure.

Task 2

Carry out the safe isolation procedure on an installation shown to you by your tutor.

Conditions of assessment:

- The time allocated for this task is 30 minutes.
- You must carry the task out on your own, under supervised conditions.

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

Your tutor's notes of your working practice.

Task 3

Use access equipment.

Conditions of assessment:

- The time allocated for this task is 1 hour.
- You must carry the task out on your own, under supervised conditions.

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

Equipment used correctly.

Procedures followed correctly.

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

- Your tutor's notes of your working practice describing the quality, consistency and accuracy of the finished work, and details of your contribution.
- Photographs to include correct use of the access equipment, one photo per item of equipment.

Task 4

Install the electrical installation, detailed in the drawing, supplied to you by your tutor.

Conditions of assessment:

- The time allocated for this task is 6 hours.
- You must carry the task out on your own, under supervised conditions.
- You may refer to both BS 7671 and IET On-site Guide alongside any relevant resource materials during supervised conditions.

What must be produced for marking:

Assembled product.

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

- Your tutor's notes of your working practice describing the quality, consistency and accuracy of the finished work, and details of your contribution
- Photographs of the installation, to include the progress of the work being carried out at 2 hours, 4 hours and 6 hours.

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
10	AO1 Recall of knowledge relating to the qualification LOs • Does the candidate seem to have the full breadth and depth of taught knowledge	(1-2 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy	(3-4 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.	(5-6 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick
	 across the qualification to hand? How accurate it their knowledge? Are there any gaps or misunderstandings evident? 	qualification ate it their ? Are there or Sound, minimal gaps Examples of types of knowledge expected: Detailed material lists, isolated their procedure documented and followed, familiarity with types of access equipments with PPE, manual handling techniques, follow RAMS, use of guidance public regulations or manufacturer's instructions and installation drawings, familiarity with types of access equipments are public to the procedure documented and followed, familiarity with types of access equipments are public to the procedure documented and followed, familiarity with types of access equipments are public to the procedure documented and followed, familiarity with types of access equipments are public to the procedure documented and followed, familiarity with types of access equipments are public to the procedure documented and followed, familiarity with types of access equipments are public to the procedure documented and followed, familiarity with types of access equipments are public to the procedure documented and followed, familiarity with types of access equipments are public to the procedure documented and followed, familiarity with types of access equipments are public to the procedure documented and followed, familiarity with types of access equipments are public to the procedure documented and followed are public to the procedure documented and followed are public to the procedure are public to		
	How confident and secure does their knowledge seem?	Where the candidate has demonstrated knowledge, it has been limited and/or showing inaccuracies. There are clear gaps in knowledge with little confidence in working independently.	The candidate has shown a good range of knowledge from across the qualification which is sound. The candidate seeks minimal guidance or reassurance in the completion of tasks.	The candidate shows in-depth and detailed knowledge across the whole qualification range, showing a high degree of accuracy. The candidate is confident and requires no reassurance.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	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 theories and concepts are applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept? (1-4 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, disjointed, non-cohesive, Examples of understanding eximples of understanding eximples and supports, choice of protective devices, isolation and some some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing, disjointed, non-cohesive, Examples of understanding eximples of understand	(1-4 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,	(5-8 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible, slightly non- cohesive,	(9-12 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
		expected: Explanations/comparison tools with an understanding try, selection of tools, choice of in of electrical accessories and term d switching, consumer controlled ents, interpreting drawings symbols ale conversion.	of the risks, use of nstallation techniques of wiring nination methods, selection of equipment logically,	

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
		The candidate has shown a	The candidate shows a fair	The candidates
		limited range of	understanding across the	understanding is strong
		understanding. Justifications	qualification. Explanations are	across the qualification.
		are typically brief or simplistic	reasonably clear and some	Explanations are in-depth and
		and do not underpin choices	are accurate.	coherent to support choices
		made.		which are mainly accurate.
			Access to higher marks:	The candidate shows
		Access to higher marks:	There is good understanding	confidence in links between
		The candidate is able to show	shown across the	theories and concepts and
		isolated areas of sound	qualification, explanations are	their application.
		understanding but not from	clear and relevant. The	
		across the range of the	candidate can make	Access to higher marks:
		qualification	reasonably accurate	Candidates understanding of
			justifications for choices made	concepts and theories across
				the qualification are extremely
				well understood and can be
				applied consistently and
				effectively.

40 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/ successfully has the candidate been able to use skills/achieve practical outcomes?

(1-8 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, clumsy.

(9-16 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.

(17-24 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

Dextrous, fluid, comes naturally, skilled, practiced,

Examples of skills expected: safe working procedures followed, checking and use of power and specialised tools, adopting manual handling methods, use of instruments during safe isolation procedure, use of a wide range of hand tools, setting and marking out, erection of cable management systems, erection of wiring systems, termination methods, installation of accessories.

The candidate has completed all the tasks but may have exceeded the allocated time by no more than 10% on some tasks. Candidates show low confidence in practical skills and are carried out with some awkwardness.

Measurements are often inaccurate and tolerances are not met.

Access to higher marks:

Candidate has completed the all tasks but exceeded the allocated time by no more than 10% on some tasks.
Candidate has limited confidence in performing practical skills but has the ability to carry out basic tasks.
Some measurements and tolerances are met.

The candidate has completed all the tasks within the allocated time. The candidate's practical skills are reasonably well developed allowing most measurements and tolerances to be met but some inconsistencies exist.

Access to higher marks:

The candidate has completed the tasks within the allocated time. Practical skills are of a good standard and shows a good level of confidence on all basic tasks. The candidate has completed the tasks within the allocated time. Candidates show a high degree of confidence and efficiency along with a methodical approach to completing tasks. The majority of measurements and tolerances are met.

Access to higher marks:

The candidate has completed the tasks well within the allocated time. A high level of attention is demonstrated towards measurements and tolerances. A high degree of quality is shown in all areas of the tasks

20	AO4 Bringing it all
	together - coherence of
	the whole subject

- Does the candidate draw from the breadth of their knowledge and skills?
- Does the candidate remember to reflect on theory when solving practical problems?
- How well can the candidate work out solutions to new contexts/ problems on their own?

(1-4 marks)
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

contextual information.
Some random trial and error,
new situations are
challenging, expects
guidance, narrow. Many need
prompting.

(5-8 marks)
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

(9-12 marks)
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.

Examples of bringing it all together: applying knowledge and understanding to a particular scenario/ problem, attention to health and safety across all tasks, justifying decisions/approaches taken e.g. materials, techniques, adapting practice to meet contextual challenges, reflects on circuit principles whilst carrying out practical work, applies mathematical principles when setting out and manufacturing wiring systems, considers circuits before drawing in cables showing a link between circuits principles and physical layout.

There is limited evidence of the candidate using their knowledge, understanding and skills together. Candidates shows the ability to recall but lacks understanding. The candidate typically brings together their knowledge, understanding and skills well when solving problems that arise when presented with the context, although they may deal with these separately.

The candidate works with confidence and uses knowledge and understanding well in complimenting their skills to solve challenges. Candidates have the ability to draw on all of their learning from across the qualification to successfully adapt to new situations.

10	 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? 	(3-4 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. Examples of attending to detail: housekeeping, storage of tools, working within tolerances, detail of drawings and documentation are accurate, attention to detail in risk assessment and risk reduction/method statem considers approach to all stages of the work undertaken both practically during installation or whilst plant project work. (3-4 marks) Alms 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. Noticing, checking, persist perfecting, refining, accurate on quality, precision, refined faultless, meticulous.			
		There is superficial attention to detail. The drawings and documents show some inaccuracies or gaps. The clients' needs are interpreted in a generic rather than personal way with basic attention to their aims.	There is an adequate attention to detail. Drawings and documentation are accurate. The candidate normally is aware of others when working and keeps work areas generally clean and tidy.	The candidate has been highly focused on the task showing extreme care in the accuracy and usability of drawings and document preparation. The candidate is conscientious in their work place and is aware of others working keeping their work area clean and tidy at all times.	

Section 3 Learner Materials

1a. Circuit Schedule Pro forma

Circuit	Description	Protective	Conductor csa		Reasons	
Number		Device I _n / Type	Live	CPC		
1	Ring to Connect all Solekets	324mp	2.5 mm	1.5 mm	one faults one change the 18800e	
2	Roval for MSIDE light	GAMP	2.5 mm	1,5 mm	easy to manya cable size and seasy to fault	
3	Rovial for the sive-light flood f	16 AMP	25 nm ×	(.5 mm ₂	easy to replace on I fault find	
4	Poeled for wouther	6 AMP	2.5 Nam ×	1,5 mm	easy to polace and easy to fautt	

Figure 1 Task 1a

Materials list

Description	Quantity	Length	Regarded
DISTRUBITION	1	=	By proporting
BOARD			8202-20
2 GANG SOCKET	6	-	Required By brown
OUTLETS			ed pige
PVC WHITE	1	25 METRES	To blend
CONDUIT			plastics.
SURFACE	3	- 4	Required by drawing
MODULAR 35W			Day orang
15W LED FLOOD	2	-	Eco-French
LIGHT	144		Drawing .
MULTI GANG	1	, =	Regarder
SINGLE POLE			Bu processings
SWITCH			Bugan
6 AMP BREAKER	1	=	for extent
32 AMP	1	-	Weal por
BREAKER			The Bockets.
DADO	1	18 METRES	Requirester
TRUNKING WITH			also Recks cubbes tray.
4 INTERNAL		_	cubbes tidy.
BENDS			
2.5MM TWIN	1	18 METRES	local sine
AND EARTH			curcuits.
LADDERS	1	-	Access high
HARD HAT	1	-	protected.

- 1. Before I stank working I will tell
 the client exactly what your oping
 to do Also tell them where I will
 be working and what to expect
 which will all be in the risk
 assessment.
- 2. locate the testing equipment breaks.

 Consumer orate.
 - 3. Check the testing equipment wires/flexe and gerores are all consider working more than once and finger burners along thing 2mm in length to comply with assessment
- 4. Switch of the device also any that are still powered by the write
 - 5. place a lock on the unit and put the keep into my pocket. Place a Tag on the lock with my consact detail on there.
 - 6. Post warning notices on the unit and the external door to approach the isolated and device.
 - 7. Verify that the unit is dead by doing a few tests with testing out.
 - 8. Now prowe that your to voltage meter is reading accurately.

 your voltage tracator should not light when fasting between Live + Neutral, Live + EARTH, MAGE NEUTRAL + GARTH
 - 9. Retest the voltage indicator on the Proving unit to ensure the testing instrument is working correctly.
 - 10. Complete all work and neverse numbers 9 # 7 as above.

Figure 3 Task 1c

Task 3 Evidence (note: sample evidence has not been provided here as photographs contain images of candidates so these have not been submitted to protect candidate ID)

Photographs should show the candidate working from the stipulated equipment. The photograph must show the full extent of the equipment. For example, photographs pf scaffold towers need to show the full height of the tower and in particular, the ground it is standing on. It is in no way essential to show the face of the candidate but the photograph must show the candidate scaling the tower rather than the candidate perched on top. Where ladders or step ladders are part of the task, the photograph needs to show the full extent of the equipment with the candidate at the top in a working position. Once again, it is not essential to show the candidate's face. The purpose of the evidence is to show that the equipment is erected correctly, secure for the location and the candidate demonstrates safe use.





Figure 5 4 Hours

Figure 4 2 Hours



Figure 6 6 Hours

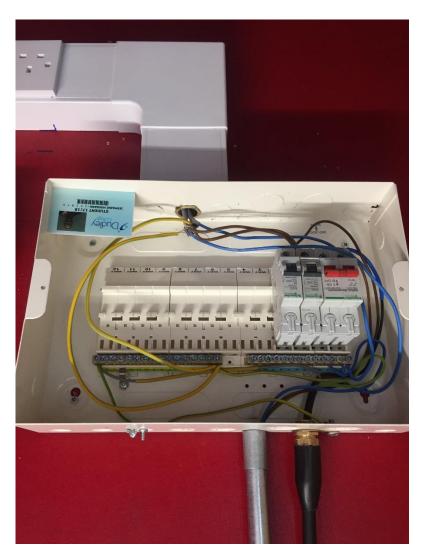


Figure 7

Declaration of Authenticity

Candidate name Paul Pump	Candidate number 12345
Centre name Sparkshire College	Centre number 0654321
Candidate:	
I confirm that all work submitted is my own, and that I have used.	acknowledged all sources I have
Candidate signature	Date 04/04/2018
Tutor:	
I confirm that all work was conducted under conditions design candidate's work, and am satisfied that, to the best of my krithat of the candidate.	
Tutor signature	Date 04/04/2018
Has the candidate received any additional support in the pro-	oduction of this work?
Tick Yes □ No ✓ 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.

Practical Observation Form

Technical Qualifications

8202-20 Practical Observation Form (PO)

Candidate name	Candidate number
Paul Pump	12345
Centre name	Centre number
Sparkshire College	0654321

The evidence section in this PO form should consist of comments/notes that are used to record the *qualities and details* of performance to inform marking and moderation against the AOs; what is the candidate doing? How well are they performing? - Describe the evidence.

The form signposts how particular AO's are relevant to each task. These AO's are not a definitive list therefore if evidence for other AO's can be captured this should be recorded accordingly.

This PO form should **not be used** to assign marks per task as marks need to be applied holistically for each AO across all tasks within the assignment.

Use the Candidate Record Form (CRF) to record the final overview of the quality of performance and the overall marks for each AO.

This form should, along with all other candidate evidence, should be uploaded to the Moderation Portal if requested or as part of a sample. See the Observation section above for details around the types of comments

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

Task 1For this task the candidate evidence will be directly uploaded to the marking/moderation platform. The below shows the assessment objectives that are covered by the task.

The candidate has	Assessment Objectives
Completed a circuit schedule	AO1 AO2
Produced a plant, materials and equipment list for the installation Produced a method statement for the full isolation procedure on a single phase installation	AO1 AO2 AO5 AO1 AO2 AO5

Task 2The assessor should record their observations in the table below. See observation section above for details around the type of comments to add here.

The candidate has	Assessment	Observer comments
	objectives	
Carried out the safe isolation on a single	AO2	Paul worked well in the workshop and was able to follow
phase installation	AO3	procedures showing understanding of each phase of the task.
AO2 - Explanations/comparisons/justifications	AO5	There were areas of hesitation and he often sought
related to circuit schedule, checking of power		reassurance especially when testing potentially live terminals.
tools, use of mathematical units and geometry,		

selection of tools, installation techniques of wiring systems and supports, electrical accessories and termination methods, selection of protective devices, isolation and switching, consumer controlled equipment, circuit arrangements, interpreting drawings symbols and scales and load capacity.

AO3 - use of access equipment, use of PPE, checking and use of power tools, following RAMS, manual handling, safe isolation procedure, application of mathematical units and geometry, use of hand tools, erection of cable management systems, erection of wiring systems, termination methods, installation of accessories.

AO5 - housekeeping, storage of tools, working within tolerances, detail of drawings, drawings and documentation are accurate, attention to accuracy during work, thinking about and attending to specific requirements of the task, attention to detail in risk assessment and risk reduction/method statements.

He didn't consider planning the task before undertaking the procedure which resulted in him having to become familiar with the locking system during the task rather than before he was into the procedure. At one point he left the key on top of the DB instead of placing in his pocket, but he did realise this before intervention.

Rather than placing test instruments or the proving unit in a safe place when not using, he tended to place it in a convenient place not giving consideration to them falling leading to damage.

Although the task was undertaken to the required standard, consideration to the consequences and forward planning could have been better.

Task 3The assessor should record their observations in the table below. See observation section above for details around the type of comments to add here.

The candidate has	Assessment objectives	Observer comments
Demonstrated the safe use of a ladder AO1- Types of access equipment, PPE, manual handling techniques, RAMS, guidance publications, regulations, manufacturer's instructions and installation drawings, waste management, site safety management. AO3 - use of access equipment, use of PPE, checking and use of power tools, following RAMS, manual handling, safe isolation procedure, application of mathematical units and geometry, use of hand tools, erection of management systems, erection of wiring systems, termination methods, installation of accessories. AO5 - housekeeping, storage of tools, working within tolerances, detail of drawings, drawings and documentation are accurate, attention to accuracy during work, thinking about and attending to specific requirements of the task, attention to detail in risk assessment and risk reduction/method statements.	AO1 AO3 AO5	The ladder was checked before use and he did show understanding of the checks made, but Paul did not consider seeking assistance to foot the ladder before climbing it to secure it at the top. This required prompting and following this, he did realise the consequences of not seeking assistance. The ladder was secured correctly and checked. Whilst he used the ladder correctly, he did seem a little unconfident and hesitant.

Demonstrated safe use of a mobile tower	AO1	There was a tendency to get the task done rather than
scaffold.	AO3 AO5	consider or plan. As a result, Paul started to climb the tower before fully checking the suitability. He did visually check it but
AO1- Types of access equipment, PPE, manual handling techniques, RAMS, guidance	AOS	didn't carry out physical checks such as rigidness and security of wheel clamps etc and required a little prompting to do this.
publications, regulations, manufacturer's		
instructions and installation drawings, waste management, site safety management.		Use of the tower was safe but there was an issue trying to open the hatch at the top where he wasn't too sure how to open the latch.
AO3 - use of access equipment, use of PPE, checking and use of power tools, following RAMS, manual handling, safe isolation procedure, application of mathematical units and geometry, use of hand tools, erection of management systems, erection of wiring systems, termination methods, installation of accessories.		
AO5 - housekeeping, storage of tools, working within tolerances, detail of drawings, drawings and documentation are accurate, attention to accuracy during work, thinking about and attending to specific requirements of the task, attention to detail in risk assessment and risk reduction/method statements.		

Task 4The assessor should record their observations in the table below. See observation section above for details around the type of comments to add here.

The candidate has	Assessment Objectives	Observer comments
Carried out installation as per drawing provided	AO1 AO2 AO3	Paul seemed to rush into the task without thinking about planning each stage and obtaining all tools and materials.
AO1- Types of access equipment, PPE, manual handling techniques, RAMS, guidance publications, regulations, manufacturer's	AO4 AO5	He often spent time continually moving plant and equipment rather than considering their storage when not in use.
instructions and installation drawings, waste management, site safety management.		Completed work was to a good standard but attention to areas of perfection were limited with shrouds not completely covering glands and dressing of cables needing improvement.
AO2 - Explanations/comparisons/justifications related to checking of power tools, use of mathematical units and geometry, selection of tools, installation techniques of wiring systems and supports, electrical accessories and		Paul had to draw in some cables into sections of conduit after others had been installed as he didn't necessarily plan the amount of cables needed.
termination methods, selection of protective devices, isolation and switching, consumer controlled equipment, circuit arrangements, interpreting drawings symbols and scales, load		Generally, all practical work was to a suitable standard and met the assessment layout as well as industry values. All work was completed on time.
capacity and voltage drop.		Particular strengths were the forming of conduit and cutting the trunking which seemed very natural to Paul.
AO3 - use of access equipment, use of PPE, checking and use of power tools, following RAMS, manual handling, safe isolation		
procedure, application of mathematical units and geometry, use of hand tools, erection of management systems, erection of wiring		

systems, termination methods, installation of accessories. AO4 - applying knowledge and understanding to a particular scenario/ problem, attention to health and safety across all tasks, justifying decisions/approaches taken e.g. materials, techniques, adapting practice to meet contextual challenges, reflects on circuits principles whilst carrying out practical work. AO5 - housekeeping, storage of tools, working within tolerances, detail of drawings, drawings and documentation are accurate, attention to accuracy during work, thinking about and attending to specific requirements of the task, attention to detail in risk assessment and risk reduction/method statements.

Candidate Record Form

Level 2 Technical Certificate in Electrical Installation (8202-20) Level 2 Electrical Installation - Synoptic assignment (8202-021)

Candidate name	Candidate number
Paul Pump	12345
Centre name	Centre number
Sparkshire College	0654321

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

AO1 – Recall - I	Recall of	knowled	lge relati	ng to the	qualific	ation LO	S					
10%	1		2		3		4		5		6	
AO1 Mark: 3	Good levels of recall shown when making materials list although some items could have been described better using recognised terminology. Sometimes Paul needed prompting to carry out routing procedures											
AO2 – Understanding - Understanding of concepts theories and processes relating to the LOs												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO2 Mark: 6	There	was a	suitable	e level	of unde	erstand	ing sho	wn but	at time	s, this r	needed	1
	drawing out but when prompted, seemed to make sound judgments or connections											
		_	cesses.	-	•				, ,			
		·										
AO3 – Practical/technical skills - Application of practical/technical skills												
40%	1 2	3 4	5 6	7 8	9 10			15 16	17 18	19 20	21 22	23 24
AO3 Mark: 14	Better	planni	ng wou	ld have	made	the pra	actical a	ctivities	s more	succes	sful ho	wever
	Better planning would have made the practical activities more successful however a reasonable standard of skills was demonstrated. Confidence was demonstrated											
	but unfortunately at times, overconfidence leading to some minor mistakes.											
AO4 - Bringing it all together - Bringing it all together - coherence of the whole subject												
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO4 Mark: 6	Linkin	g know	ledge a	and und	derstan	ding to	the pra	ctical e	lement	s were	, at tim	es,
	patchy	, Bette	r plann	ing wo	uld hav	e really	/ impro	ved the	installa	ation ar	nd safe	
	isolati	on task	s by ap	plying	some ι	ınderst	anding	before	carryin	g out a	task. 7	here
	isolation tasks by applying some understanding before carrying out a task. There were some aspects, such as forming conduit which were natural demonstrating a											
	good link between understanding and skill.											
AO5 - Attending												
10%	1		2		3		4		5		6	
AO5 Mark: 2	Some	aspect	ts, such	n as cal	ole dres	ssing a	nd the f	itting of	shrou	ds coul	d have	been
	improved if these were simply checked before declaring completion. Sometimes speed seems more important than attention.											
	5,550											
	L											

Tutor/Marker signature:

Total Mark:

31

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.

Photographic evidence should emphasise the work task rather than the candidate. This is especially the case for the access equipment task as the photograph must show the full extent of the equipment. For example, photographs of scaffold towers need to show the full height of the tower and in particular, the ground it is standing on. It is in no way essential to show the face of the candidate, but the photograph must show the candidate scaling the tower rather than the candidate perched on top. Where ladders or step ladders are part of the task, the photograph needs to show the full extent of the equipment with the candidate at the top in a working position. Once again, it is not essential to show the candidate's face. The purpose of the evidence is to show that the equipment is erected correctly, secure for the location and the candidate demonstrates safe use.

It is desirable for all evidence for a single candidate to be in one single file, but it is appreciated that this is not always possible. Where this is not possible, the filename should reflect the candidate, task as well as the task stage where applicable. For example, where a photo of the installation task at the 4 hour stage is submitted, this could be 1234_task4_4hr.PDF where the 1234 represents the candidate ID number or alternatively, a name.