

# Practice Marking Materials for Technical Qualifications 2019

### Level 3 7907 L3 Painting and Decorating

### 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 pre-standardisation 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:* <a href="https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support">https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support</a> 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.

### **Assignment Brief**

A client has requested the re-decoration of the staircase area in their recently purchased house. The stair wall is in good decorative order, and all the adjoining woodwork and ceiling on the staircase has just been decorated.

The client would like the main staircase wall cross-lined with 1000 grade lining paper and then papered with a drop pattern vinyl wallpaper.

On the landing of the staircase the client has a white radiator which has discoloured from the heat and would like this repainted in a white acrylic gloss. The client does not like appearance of a brush finish and would like the radiator to be removed and sprayed using an HVLP spray.

Due to cracks appearing on the wall/celling joints on the top landing, the client has asked for this area to receive a plain coving to hide these cracks.

As the woodwork and ceiling have just been redecorated, no work is required to these areas.

The floor area is carpeted and no work is required to be done to it.

The job needs to be completed within **two** days.

### **Tasks**

### Task 1 Cross-line and paper staircase wall area.

- 1a Produce a tool and material list.
- 1b Produce a method statement.
- 1c Hang horizontal (cross-line) wall area with lining paper
- 1d Hang a drop pattern standard width wallpaper to the wall area (longest length min 3 m drop) (See Figure 1).

### Conditions of assessment:

It is expected this task will take 7 hours

The task should be carried out working alone under supervised conditions. You must work safely at all times. If for any reason your assessor feels you are working in an unsafe manner, the assessment will be stopped with immediate effect.

Paperhanging shears must **only** be used for trimming in this assessment

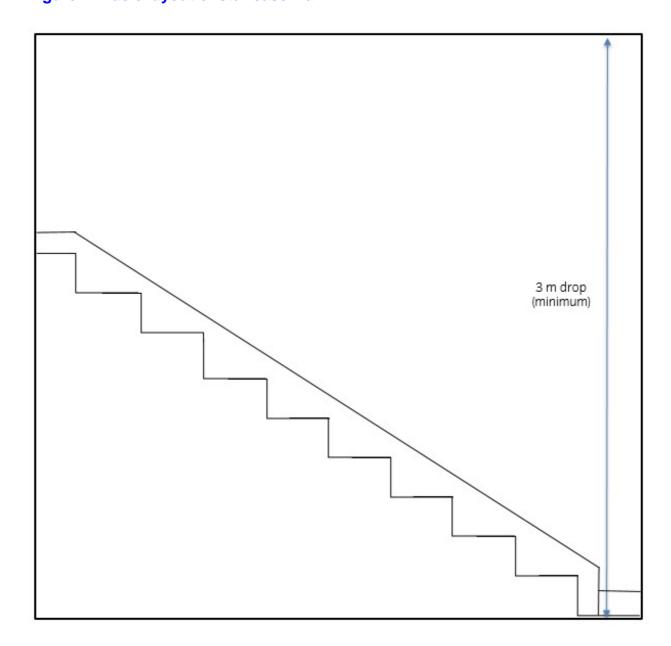
# What must be produced for marking and submitted for moderation (if applicable):

- tool and material list
- method statement
- · completed cross-lining wall area
- completed hanging drop pattern wallpaper

# 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
- assessor's observation records
- Tutors photographs of the work

Figure 1- Basic layout of staircase wall.



### Task 2 HVLP spraying of a radiator

- 2a Produce a tool and material list.
- 2b Produce a method statement.
- 2c Apply 1 coat of white water-borne gloss to standard single panel radiator

#### Conditions of assessment:

It is expected this task will take 1 hour

- You must carry out all tasks on your own, under supervised conditions.
- You will be given access to the materials and equipment required to complete this task.
- You **must** work cleanly and safely, and you will be observed by the assessor/tutor throughout this task.

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

- tool and material list
- method statement
- finished radiator

# 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
- assessor's observation records
- Photograph of completed radiator

### Task 3 Apply Coving to wall area

3a Produce a tool and material list.

3b Produce a method statement.

3c Apply plaster coving to an internal and external angle with 2 stopped ends. (see figure 2)

### Conditions of assessment:

It is expected this task will take 2 hours

- You **must** carry out all tasks on your own, under supervised conditions.
- You will be given access to the materials and equipment required to complete this task.
- You must work cleanly and safely, and you will be observed by the assessor/tutor throughout this task.

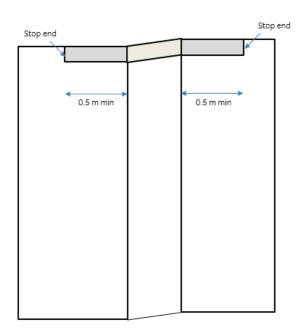
# What must be produced for marking and submitted for moderation (if applicable):

- tool and material list
- method statement
- finished coved area.

# 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
- assessor's observation records
- Photographs of coving

Figure 2 Basic layout of coving



### Task instructions for centres

### Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

### Task specific guidance

### Task 1 - 7 hours

- c) Crossline wall area 3 hours
- d) Hang drop pattern paper 4 hours

The candidate should have the following to carry out this task:

- tools
- materials
- equipment
- access equipment
- PPE.

The centre must supply the candidates with the relevant templates found in this assessment pack to complete the task.

This includes the basic layout of the staircase wall in Figure 1.

- The staircase area's longest drop must have a minimum drop of 3 m
- Lining paper must be of 1000 grade
- Drop pattern vinyl wallpaper to be standard width.
- Paste can be either powder or ready mix (depending on choice of paper and manufacturers' instructions).
- Paperhanging shears must only be used for trimming in this assessment

Candidates will be measured on how accurately they hang, match and trim the lining and wallpaper.

Any changes to the above must be agreed in advance with City & Guilds. All work carried out should be to industry standards, done in a safe manner and compliant with building regulations.

# 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
- assessor's observation records
- Photographs of work;
  - Portrait photo of staircase lining (must show minimum of two lengths)
  - Portrait photo of pattern paper (must show minimum of two lengths)

### Task 2 - 1 hour

Candidates should have the following to carry out the task;

- Spraying equipment (HVLP)
- tools
- materials
- equipment
- PPE.

The centre must supply the candidates with the relevant templates found in this assessment pack to complete the task.

### This includes:

- A panel radiator with minimum dimensions of 400 mm x 600 mm.
- White water-borne gloss (compatible to be sprayed)

### Additional evidence of your performance that must be captured for marking:

- your tutor's notes of your working practice describing the quality, consistency and accuracy of the finished work, and details of your contribution
- assessor's observation records
- Landscape photograph of whole sprayed radiator.

### Task 3 - 2 hours

Candidates should have the following to carry out the task;

- tools
- materials
- equipment
- access equipment
- PPE.

The centre must supply the candidates with the relevant templates found in this assessment pack to complete the task - Figure 2.

### This includes;

- Area of wall/ceiling for the candidates to carry out this task. Dimensions shown in the layout are for guidance – centres may decide to use a bigger area of wall
- Wall/ceiling area must contain an internal and external angle
- Plain C profile gypsum/paper cove (minimum of 90 mm width)
- Power adhesive.

### Additional evidence of your performance that must be captured for marking:

- your tutor's notes of your working practice describing the quality, consistency and accuracy of the finished work, and details of your contribution
- assessor's observation records
- Photographs of work.
  - o 1 x internal mitre
  - o 1 x external mitre
  - o 1 x stop end

### **Time**

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is **10** hours. The overall time of the task does not include the drying times. The assignment can be split over two days to allow for drying. Candidates will be required to plan their work and their plans confirmed with them for appropriateness in relation to the time allocated for the task.

### 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?  Examples of types of knowledge expected: how to select and use too methods of work, marking out, practical techniques and processes, Healt legislation, risk assessment, component terminology, positioning and fixing maintenance of tools, use of PPE/safety aids, types and arrangements unaspects of decorating work.		d use tools, equipment, ses, Health and Safety, g and fixing, inspection and		
	How confident and secure does their knowledge seem?	Recall of knowledge demonstrated, but it has been limited and/or showing inaccuracies.	Recall of knowledge demonstrated, and mostly accurate.	In-depth and detailed knowledge demonstrated, showing a higher degree of confidence and accuracy.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	<ul> <li>AO2 Understanding of concepts theories and processes relating to the LOs</li> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are</li> </ul>	(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. S of Showing comprehension and generally free from links in explanation generated by the lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible,  (7-9 mark Consistently stroe evidence of clear links in explanation generated by the Candidate uses of and theories confidence in explaining decision and application to situations.  Logical reasoning, decisions, causal I	(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
	exemplars – how well do they illustrate the concept?	legislation and planning activities	expected: methods of work, links es, correct sequence of work, into on of materials, positioning, cent	erpretation of
		Limited range of understanding of the tasks, drawing/specification not clearly interpreted or understood.	Good understanding demonstrated across the tasks, drawings/specifications interpreted mostly correctly	In-depth understanding demonstrated across the tasks, drawings/specifications interpreted correctly

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
35	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?	(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,
	How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?	equipment and safety aids; mea according to risk assessment a application of coatings, position	Inspect, set up, and use hand an assuring and working accurately the nd method statement; preparationing and hanging of wall papers, area, storage and cleaning of too	o tolerances; working safely on of surfaces and materials, cutting and fixing of coving;

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

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
	<ul> <li>How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul>	<b>Examples of bringing it all together:</b> 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. Safe working practices demonstrated.		
		There is limited evidence of the candidate using their knowledge, understanding and skill to complete the task Tasks not planned, prepared or completed to the specification.	The candidate brings together their knowledge, understanding and skills well in order to complete the task. Task planned, prepared and completed to the specification with some errors.	The candidate has made excellent use of their knowledge, understanding and skills across the task.  Task planned, prepared and completed to the specification. Choices and decisions have been well informed, considered and implemented
20	<ul> <li>AO5 Attending to detail/ perfecting</li> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> </ul>	(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.

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
Would you describe the candidate as a perfectionist and wholly engaged in the      Would you describe the candidate as a perfectionist and wholly engaged in the      Examples of attending to detail: Accuracy hanging. Adherence to tolerances and the deapproach to work and cleanliness		ces and the details during the tas		
	subject?	There is limited attention to detail. Task shows inaccuracies. Work may be incomplete and or work produced to a poor standard.	There is good attention to detail. Task completed are generally accurate and to a good standard.	The candidate has been focused on the tasks showing extreme care and accuracy completing the task to a high standard.

### Section 3 Learner Materials

### Method statement and tool/equipment list.

### TASK 1 Cross-line and paper staircase wall area.

TASK	METHOD STATEMENT	HEALTH & SAFETY/RISKS	TOOLS & EQUIPMENT
Preparation to work area	Lay tarpaulin down to protect the floor area.  Erect an aluminium ladder about half way down the stair case and slide a scaffold board from the top step of the staircase and through the rungs of the middle section of the ladder to create a flat platform.  Take action to put up warning signs and cones to block area off.	Risks:  Possible trip hazard from floor protection. Falling and injuring yourself. Manual handling potential risk of back injury (use kinetic lifting techniques).  (PPE) Personal protective equipment at work regulations (1992) Toe-cap boots High vis jacket Overalls Head protection  Working at height regulations (2005)  Manual Handling Operations Regulation (1992)  Reporting of injuries, Diseases and dangerous Occurrences regulations (1995) RIDDOR	<ul> <li>Tarpaulin</li> <li>Ladder</li> <li>Scaffold board</li> <li>Warning sign/cones</li> </ul>

### TASK 1 Cross-line and paper staircase wall area.

Score existing wall covering, decontaminate and prep ready for cross-lining.  Score existing wall covering with a paper tiger scoring tool. The scoring of the wall covering whelp the water soak under the paper and soften the adhesive underneath, so the more score makes the better.  With a bucket of water and 6-inch interior brush soak the scored wall and leave to soak into the paper. Test a small area to see how easy the pacan be removed from the wall. Repeat soaking process and testing until the paper scrapes off easily, then remove all wall covering and clean a you go.  When all the wall covering has been removed, the wall surface will need decontaminating to remove existing adhesive from the wall. This can be achieved with a bucket of water with sugar soap sponge and a stripping knife to scrape off the old adhesive.  When the wall surface is dry, rub the surface will a 240-grade abrasive paper to remove any nibs making the wall surface smooth.	Keep the skin and eyes protected from the chemicals that are in the sugar soap     Contact Dermatitis from chemicals in sugar soap  (PPE) Personal protective equipment at work regulations (1992)     Latex/rubber gloves     Goggles  Working at height regulations (2005)  Manual Handling Operations Regulation	Paper tiger scoring tool Stripping knife Long handle wall scraper Bucket G-inch interior brush Sponge Sugar soap 240- grade abrasive paper
--	---	--

#### TASK 1 Cross-line and paper staircase wall area.

Preparation wall-paper	
Short of the	
Calculating Girthing method	

Fill a bucket with the quantity of cold water required and using a cordless drill with a paddle mixer attachment, sprinkle the full contents of starch paste (powder) into the water whilst mixing briskly. Keep mixing until you have the right consistency.

Always follow the manufactures instructions!

(Standard lining paper measurements 10m x .56m) 1000

(see drawing for measurement details)

1.915 + 1.825 + 3.395 + 2.065 + .800 + 1.500 = 11.5

3.395m (width)  $\div$  .56m (Roll width) = 6.05m (Round up to 7m)  $\div$  3.600m (height) = 1.9 + 20% wastage (Round up to 2 rolls)

inishing point for cro

Hanging lining paper horizontally is very important. Finishing wallpaper is applied vertically and if the paper seams were on top of each other, edge to edge, this could cause both covering to come away from the wall surface.

The points you need to consider when planning the start and finishing point when cross-lining are

The width measurement at the top and the bottom of the wall.

#### Risks:

- Keep the skin and eyes protected from the chemicals that are in the wallpaper adhesive (wash hands thoroughly after use)
- Contact Dermatitis from chemicals (wallpaper adhesive)
- Potential cuts using paper hanging

(PPE) Personal protective equipment at work regulations (1992)

- Latex/rubber gloves Overalls

Reporting of injuries, Diseases and dangerous Occurrences regulations (1995) RIDDOR

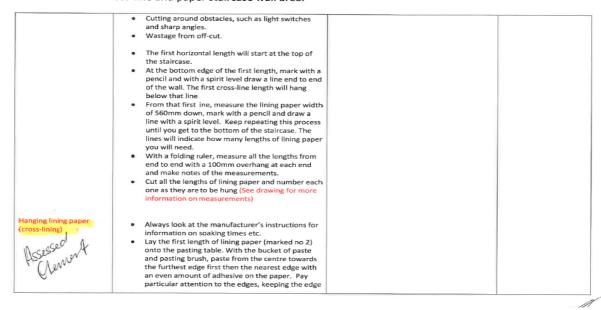
Working at Height Regulations (2005)

Manual Handling Operations Regulation (1992)

Provision and Use of Work Equipment Regulations (1998) PUWER

- Paddle mixer
- Cordless drill
- Bucket x 2
- Pasting brush
- Pasting table
- Paper hanging brush
- Paper hanging shears
- Putty knife
- Тар measure/folding ruler
- Spirit level/plumb bob
- pencil

#### TASK 1 Cross-line and paper staircase wall area.



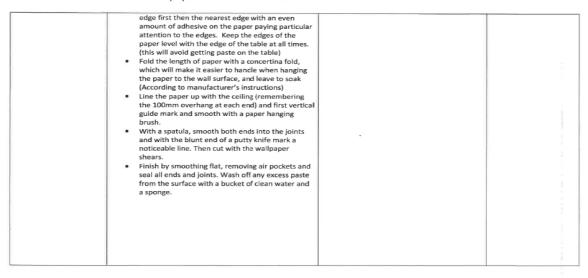
### TASK 1 Cross-line and paper staircase wall area.

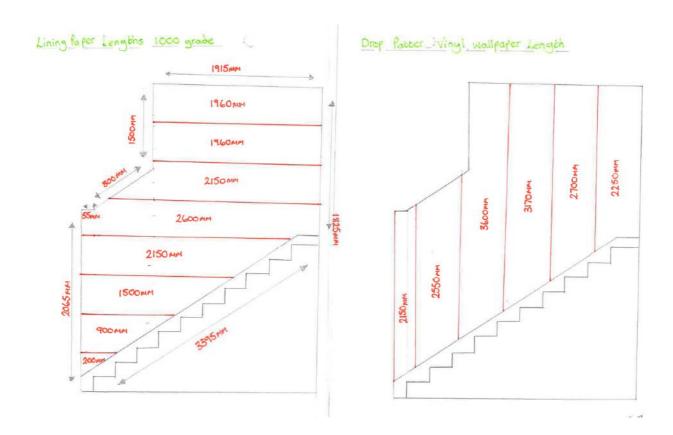
	of the paper to the edge of the table at all times.  (This will avoid getting paste on the table)  Fold the length of paper with a concertina fold, which will make it easier to handle when hanging the paper to the wall surface, and leave to soak  (Follow manufacture's instruction's)  Smooth with a paper hanging brush applying the first length of lining paper below the first line at the top of the staircase wall leaving 100mm end to end.  With a spatula smooth both ends into the joints and with the blunt end of a putty knife, mark a noticeable line, then cut along the line with the wallpaper shears.  Finish by smoothing flat, removing air pockets and seal all ends and joints. Wash off any excess paste from the surface with a bucket of clean water and a sponge.
Hanging a drop pattern vinyl wallpaper	The first length of paper to be hung should be the longest drop. Using a spirit level and pencil, mark a line from the ceiling to floor. This will be your vertical guide mark for the first length.  Next to that vertical guide line, measure the wallpaper width to the side of it working towards the bottom of the staircase and mark with a pencil drawing a line with a spirit level. Keep repeating this process until you finally get to the bottom of the staircase. Then repeat the process in the opposite direction up the stairs. By doing this you

### TASK 1 Cross-line and paper staircase wall area.

will know how many lengths of wallpaper you need
to hang and the length of each piece.
Before opening the roll read the label carefully.
Read the manufacturer's instructions and symbols.
Check that the batch numbers match. This will
avoid any colour or shading problems. Check for
damage and any obvious manufacturing faults.
With a folding ruler, measure from the ceiling to
floor, down the longest edge of the vertical guide
mark, with a 100mm overhang at each end.
Use two rolls of paper at a time as this will reduce
the amount of paper you waste.
Check to see how the pattern will look along the
ceiling. Patterns vary and it could make a real
difference to how good the finished job looks.
Use the first length of paper to match the pattern
for the total length of the next drop of paper. This
process can be done by laying the paper edge to
edge on the pasting table. Remember to add a
100mm overhang at each end of each drop.
You can then repeat the process, numbering each
drop in sequence as you go working in both
directions until the wall is completed.
(See drawing for more information on measurements)
Once you have cut all of the wallpaper, you are
ready to begin pasting.
Always look at the manufacturer's instructions for
information on soaking times etc.
Lay the first length of finishing paper onto the
pasting table. With the bucket of paste and pasting
brush. Paste from the centre towards the furthest

TASK 1 Cross-line and paper staircase wall area.





### **Candidate Photo Evidence**













Task	Method	Health & Safety	Equipment
Cleaning the radiator	First the radiator needs to be dusted off to ensure that there is a clean surface to work with, making it easier when you have to abrade the radiator. By clearing any debris or dust that is on the surface it will also be easier to see where will need more attention when priming.	Dust is the main risk in this task, as it could be inhaled or get into the eyes. As a precaution, it is best to wear goggles and a mask just in case.  Correct PPE must be worn at all times, this consists of at least overalls and steel toe cap footwear. All tasks involving the radiator must be done in a well-ventilated area to prevent any inhalation of VOCs or dust/rust from the radiator.	Dust brush
Preparing the radiator - abrading	Rubbing the radiator down will help to eliminate any rust, let alone remove any defects from a previous coating. This can be done with silicone carbide or wire wool as these will slowly wear down the radiator rather than stripping it in its entirety. It is recommended that the radiator is dusted off afterwards to get rid of more debris.	Dust is again, the main risk in this task, as it is easily inhaled and easily caught in the eye. With this task however, the risk is increased with abrading rust which if breathed in may cause siderosis, which is unlikely but you're better off protecting yourself from it.  Appropriate PPE to be worn at all times, as well as a dust mask and goggles.	<ul> <li>Wire wool</li> <li>Abrasive papers (silicone carbide)</li> <li>Sanding block</li> </ul>
Spot priming the radiator	Spot priming the radiator will prevent future rust problems. Using red oxide will help seal in the bare metal, as well as protecting it from rust as it is a rust inhibiting primer. The only parts of the radiator that	The risk involved in this task is inhaling the VOCs from an oil-based paint, it is recommended that you work in a well-ventilated area to prevent this due to COSHH regulations.	<ul> <li>Red oxide primer</li> <li>Natural bristled brush</li> </ul>

#### Undercoating the radiator

will need spot priming are the bare metal and any rusty components. After letting the Red oxide primer dry, the radiator will need undercoating to first, seal in the primer, and second to give a good base coat for the gloss to stick to. If the radiator isn't undercoated the red from the primer will flash through the gloss. This can either be sprayed or brushed on, either way it will need to be denibbed after each coat. Apply enough coats to ensure the Red Oxide isn't flashing through. Due to working with oil-based paints, you'll need to abide by COSHH regulations and work in a well-ventilated area (LEV) to avoid inhaling VOCs. Ensure that the HVLP sprayer is set up correctly, the gun has been cleaned with no remnants of undercoat if used previously, regardless run water through the gun to ensure the fluid line is not blocked. When the radiator is fully prepped

When the radiator is fully prepped and undercoated, it is ready to be glossed. Again, ensure that the HVLP sprayer is set up correctly, the gun has been cleaned with no remnants of undercoat if used previously, regardless run water through the gun to ensure the fluid

Depending on the undercoats base VOCs might be a problem, as well as if it is sprayed on, VOCs may be inhaled as well as paint particles from the HVLP sprayer. To prevent this work in a well-ventilated area and wear a mask to protect from inhalation in order to abide by COSHH regulations.

Oil based gloss contains VOCs, so a well-ventilated space is required when spraying to abide by COSHH regulations, a mask should be worn at all times as well as correct PPE for the job, goggles will be needed as the paint could be sprayed into the eyes.

- Brush/HVLP spray set up
- Wire wool
- White undercoat

Spraying gloss onto the radiator

Assessed Element. HVLP spray set up

Mask

Goggles

Ford cup
 Ratio stick

• WD40

Strainer

Test Board

10

line is not blocked. Use WD40 to ensure the movements of the gun still remain fluent. Use a clean stock pot to ensure no bits get sucked up, regardless pour the paint through a strainer to ensure there are no bits. After setting up the HVLP, squeeze the trigger slightly to ensure air passes through as it should, with the PSI gauge between 20 to 25 to allow for a good coverage and atomization. Defects can occur if not done correctly, such as drips or puddles if the gun is held to close or moved too slowly, if unsure on how the gloss will spray, practice on a test board first to try to get used to it, if any defects occur the coating will have to be sanded off and redone otherwise it won't look even.

- Compressor
- Stock pot
- HVLP gun









### Task 3 Coving

Task	Method and Reasoning	Health and Safety	Equipment needed
Planning how to hang the coving	First, you must dry locate how and where the coving will sit and ensure it is flat, this will involve a hop up so use one in the proper manner it is intended for to abide by WAHR, this should be done with a small piece that can be cut straight from the coving, or use an offcut from previous work, make a mark along the bottom and ceiling as this will help plan a future guide. Using a spirit level to ensure a straight line, follow along the previous marking/s as long as you need the coving to be, to create a rough idea of where the coving should be. If you struggle to remember where to cut the internal and external corners, you can draw a line, leading out from each to make it easier to remember. After planning how long and where each piece of coving should be. You can proceed to cut them to the desired length with a mitre box.	Standard PPE should be worn, overalls to protect the body and steel toe cap boots to protect from anything that you might drop.  Be cautious whilst working on the hop up, abide by WAHR, as you could fall off if you aren't.  Use barrier cream if you fell it is necessary, as plaster can dry out the skin.  When lifting pieces of coving, lift with the knees instead of the back as injury could ensue, this follows by the Manual handling regulations act of 1992.	Pencil Coving Metre stick/box ruler Spirit level  Pencil Coving Metre stick/box ruler  Pencil Discovery D
Cutting the pieces	When cutting the pieces of coving, you must ensure that the ceiling edge is at the bottom of the mitre box, as the coving is symmetrical it does not matter which edge you decide will be the ceiling edge, but it does make the job easier. Mark out	Standard PPE must be worn at all times. When sawing the coving it is possible to cut yourself if you're not cautious, so be weary of where your hand is placed when cutting through the coving.	<ul><li>Mitre box</li><li>Fine toothed saw</li><li>Coving</li><li>Pencil</li></ul>

	needed to adhere the coving to the wall, but the amount of adhesive	might accidentally smack the pin tack too hard and damage the wall.	Sponge     Water
Hanging the coving	When you have cut all of the pieces of coving, and the adhesive is made, you are ready to hang the coving. Decide which piece will be easier to hang first and start to apply the adhesive to the coving, not much is	Standard PPE must be worn at all times.  Working with cove adhesive can dry out the skin, if needed apply more barrier cream.  Be careful with the hammer as you	<ul> <li>Coving</li> <li>Cove adhesive</li> <li>Filling knife</li> <li>Hop up</li> <li>Hammer</li> <li>Pin tacks</li> </ul>
Making the adhesive	cut is made. Be careful when sawing as its possible you could cut yourself. When this is done, sand down the edges carefully to not snap the cornice, this will make the cut edges look cleaner.  Not much coving adhesive is needed for the job, but feel free to prepare as much as you think you need. The process is very similar to making Polyfilla, find a small bowl or tub to pour the powder adhesive into, when you think you have enough in the bowl/tub, pour some water on top and mix it with a filling knife. The result should be thinner than filler and can be reversed so if it is too thick you can add more water and if it is too thin you can add more adhesive.	Standard PPE must be worn at all times. Cove adhesive has a tendency to dry out the hands, so feel free to either wear gloves or use barrier cream to protect the skin.	<ul> <li>Filling knife</li> <li>Bowl</li> <li>Cove adhesive</li> <li>Water</li> </ul>
	along the coving where the mitre angles should be, carefully cut along the markings with a fine-toothed saw, holding the mitre box and coving still and constantly keeping the saw moving to ensure a cleaner		

wall, but the amount of adhesive applied must be roughly even otherwise the coving will not appear to be even. I prefer to apply the adhesive till the back of the coving looks flat. When applying the adhesive and hanging the coving, time is of the essence as the coving itself will dry out the adhesive by absorbing the water, drying it out and rendering it useless. When the coving has been hung push down on the left and right side and then press on the middle to squeeze out any excess adhesive and ensuring it is level. Hammer pin tacks underneath and along the ceiling edge to ensure it doesn't fall. Using a sponge and water wiping off any excess adhesive. Repeat this process for all pieces of coving, and then proceed to fill any joints with the adhesive. Be cautious with the butt joints as they snap very easily. When the coving has started to dry, it is safe to remove all pin tacks and fill the holes with more adhesive, ensure the area is clean and all excess adhesive has been removed using a sponge and water.

When the coving dries

tack too hard and damage the wall, or yourself. Be wary on the hop up as improper use could lead to a fall.

WaterBucket

10

- Standard PPE to be worn at all times.
- Be careful when removing the pins as there is a chance the coving could still fall if disturbed too much.
- Pin tacks
- Sponge
- Water

18









### **Declaration of Authenticity**

	Candidate number SSS28456			
Centre name WAY COLLEGE	Centre number 2456789			
Candidate:				
I confirm that all work submitted is my own, I have used.	and that I have acknowledged all sources			
Candidate signature	Date			
MATHEW WHITE	5/11/18			
Tutor:				
I confirm that all work was conducted under authenticity of the candidate's work, and an knowledge, the work produced is solely that	satisfied that, to the best of my			
Tutor signature	Date			
Tutor signature BILL WITHERS	Date 5/11/18			
•	5/11/18			
BILL WITHERS  Has the candidate received any additional s	5/11/18			
BILL WITHERS	5/11/18 upport in the production of this work?			
BILL WITHERS  Has the candidate received any additional solution and the candidate received any additional solution.	5/11/18 upport in the production of this work?			

### 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.

### Centre records

### **Practical Observation form**

#### Tack 1

6

The assessor should record their observations for the task in the table below. See the Observation section above for details around the types of comments to add here. Information around tolerances can be found after this table.

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.
Produced a tools and materials list & method statement;  AO1 AO2	For this task the candidate evidence will be directly uploaded to the marking/moderation platform.  Submetheol all required documents (above to bayonal negurous)
AO1 Recall: select appropriate equipment, showing understanding of methods of work, Health and Safety, legislation, risk assessment.	not tested formally, Matt use good inderstooding gained both this year and last to identify existing evaluation
AO2 Understanding: methods of work, links between Health and Safety legislation and planning activities, correct sequence of work, interpretation of drawings/specifications, selection of materials, positioning, centring and hanging, concept of colou	filled & moude good. Ceiling & stringing chothed and punched.  Must was let to industable task I (on a working fources)
AO3 Practical skills: applying knowledge, inspect, protect and erect access equipment and safety aids Accurately working to tolerances; working safely according to risk assessment and method statement.	

City & Guilds Level 3 Advanced Technical Diploma in Painting and Decorating (7907-30)

### Apply proprietary & drop pattern paper to

AO1 Recall: interpreting drawings, specifications, showing an understanding of the setting out process, methods of work, showing an understanding of the correct sequence of operations.

AO2 Understanding: select inspect and use tools, equipment, marking out, practical techniques and processes; consideration shown of Health and Safety, legislation, risk assessments.

AO3 Practical skills: Inspect, set up, and use hand and power tools, access equipment and safety aids; measuring and working accurately to tolerances; working safety according to risk assessment and method statement; preparation of surfaces and materials, positioning and hanging of preparation and wall papers; protection of work/surrounding area, storage and cleaning of tools and equipment.

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 safe working practices demonstrated.

AO5 Attention to detail: accuracy of setting out, application, measuring, cutting, and hanging;

Access equipment scheded and checked for defeats before sifely excepted, sturdied and confidently used.

1000 grante linny selected base solected and mixed up as per mins. Older pastic used to spot prime filled creas.

Linny paper was cut to length (100mm excess) after meaning length needed and voll of unopened paper used to work at where joints will be.

Spirit Level used to averte straight line (0+-mm) toper pasted using correct techneques and table.

left clean & dry after each length posted.

Paper folded (concertina fold) and allowed to soak until soft & physible. Correct application meathors used to apply and smoothed with the length of paper — leaving no air paste bubbles.

Lining narked with pitty knife and cut well.

Lining left beep with ne defeats.

Finishing paper

Again, unopened roll used to plan draps. Once

most economical aproach found Straight, working line

City & Guilds Level 3 Advanced Technical Diploma in Painting and Decorating (7907-30)

quality of finish, systematic approach to work and listing a spirit level was strawn.

Inter was devike checked using a plat bot.

Matt checked manufactures into for paste type batters, fatter drop & soak times, before checking roll for defects.

Paste charged to meet manufactures instruction for paste type.

Pasted paper & folded correctly before about to soak.

Paper hung confedently and with speed. Took used correctly and smoothed in down word motion elementing air paste pockets.

Tops/bottoms/obstrods marked with a putty knope and trimed with speeds. Poper sponged clean off adjacent serfaces be totting spongen each length in turn to remain any traces of paste.

Hree removed of access equipment and trimmings (made easter by placing trimings straight into bin).

B City & Guilds Level 3 Advanced Technical Diploma in Painting and Decorating (1907-30) affects before asking to be assessed. Very high quality workmaship & stell.

Task 2
The assessor should record their observations for the task in the table below. See the Observation section above for details around the types of comments to add here. Information around tolerances can be found after this table.

	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.	
	For this task the candidate evidence will be directly uploaded to the marking/moderation platform.	15/3/18
AO1 AO2	Raductor for Matt did not met required size, so 2 radicators were given.	, ,
HVLP spray radiator;	Scenario was set to take poor radictors, clean, service rise	,
AO1 Recall: interpreting drawings, specifications, showing an understanding of the setting out process, methods of work, showing an understanding of the correct sequence of operations.	Radiator for Matt did not met required size, so  2 radiators were given.  Scenario was set to take por radiators, clien, remove rus  spot prime, undercost and them class for assessment)  Mott show great understanding throughout to processes is us  methods and techniques heart in 12 as well as  L3. Most outlined his intent in his method state  as a logical segumae of work quoting different i  Once prepared, rads carried (using correct manual handling  into spray room and set at a good worky height  and possible to get indementin of rads.  Paints vicosty checked and Matt showed good indersto  paints vicosty checked and Matt showed good indersto  paints vicosty checked and matt showed good indersto  paints vicosty checked and matt showed for the reasons with straining was important (new gloss	egualaturs teolomoze
AO2 Understanding: select inspect and use tools, equipment, marking out, practical techniques and processes; consideration shown of Health and Safety, legislation, risk assessments.	into spray room and set at a good working height and possible to get indement of rads.  faints vicosty checked and Matt showed seed understo	nd .
AO3 Practical skills: Inspect, set up, and use HVLP, and safety aids; working safely according to risk assessment and method statement; preparation of surfaces and materials, application of coatings,	so not needed) But mot did have a blockage oldring	

City & Guilds Level 3 Advanced Technical Diploma in Painting and Decorating (7907-30)

protection of work/surrounding area, storage and cleaning of tools and equipment.

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, safe working practices demonstrated.

AO5 Attention to detail: appropriate application, quality of finish; systematic approach to work and cleanliness.

AO5 Attention to detail: appropriate application, quality of finish; systematic approach to work and cleanliness.

AO6 Attention to detail: appropriate application, quality of finish; systematic approach to work and cleanliness.

AO7 Attention to detail: appropriate application, quality of finish; systematic approach to work and cleanliness.

AO8 Attention to detail: appropriate application, quality of finish; systematic approach to work and cleanliness.

AO8 Attention to detail: appropriate application, quality of finish; systematic approach to work and cleanliness.

AO8 Attention to detail: appropriate application, quality of finish; systematic approach to work and cleanliness.

AO8 Attention to detail: appropriate application, quality of finish; systematic approach to work and cleanliness.

AO8 Attention to detail: appropriate application, quality of finish; systematic approach to work and cleanliness.

AO8 Attention to detail: appropriate application, appropriate application, quality of finish; systematic approach to work and cleanliness.

AO8 Attention to detail: appropriate application, appropriately correct sequence of perations are decented into spread of our lap, sequence of operations are decented into spread of our lap, sequence of operations are decented into spread of our lap, sequence of operations are decented into spread our lap, sequence of operations are decented into spread our lap, sequence of operations are decented into spread our lap, sequence of operations are decented into spread our lap, sequence of operations are decented

City & Guilds Level 3 Advanced Technical Diploma in Painting and Decorating (7907-30)

Task 3
The assessor should record their observations for the task in the table below. See the Observation section above for details around the types of comments to add here. Information around tolerances can be found after this table.

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.	
Erected and checked access equipment;	Access type solvated and erected (hop-up & ple solely, checking plank for damage of ensuring s
AO1 Recall: select appropriate equipment, showing understanding of methods of work, Health and Safety, legislation, risk assessment.	Rest desessment/method statement complete (very
AO2 Understanding: methods of work, links between Health and Safety legislation and planning activities, correct sequence of work, interpretation of drawings/specifications, selection of materials, positioning, centring and hanging, concept of colour.	systematic method in mind.  Egypnent Sourcest, indentificed of used correctly, including a spot board of tressel to work on to aid not bonders whilst working.
AO3 Practical skill: applying knowledge, inspect, protect and erect access equipment and safety aids. Accurately working to tolerances; working safely according to risk assessment and method statement.	Materials selected (complathesive) and correct into work over using correct mount handly fechniques. (only checked for my defects, dent or splits.

11

City & Guilds Level 3 Advanced Technical Diploma in Painting and Decorating (7907-30)

Applied plaster coving to the ceiling;
AO1 Recall: select, inspect and use appropriate tools, equipment, methods of work, marking out, practical techniques and processes.

AO2 Understanding: applying knowledge and

AO2 Understanding: applying knowledge and understanding of methods of work, tools used, links between Health and Safety legislation and planning activities, inspection, correct sequence of work, safe working practices, interpretation of drawings/specifications, selection of materials, positioning, and centring.

AO3 Practical skills: measuring and working accurately to tolerances; preparation of surfaces and materials, protection of work/surrounding area, application, positioning and fixing of coving.

AO4 Bringing it all together: materials and techniques are used appropriately, correct sequence of operations carried out.

AO5 Attention to detail: accuracy of setting out, application, measuring, adherence to tolerances and the details during the task, quality of finish.

#### Health and safety practices

**AO1 Recall**: tools, equipment, condition of materials, Health & Safety, method statements, risk assessments.

Registration marks placed on conlys & and to indicate location of conny, and plaster board ands homomered into location lines along bottom to dry locate councy.

Measurements made to walls & transferred to comy & morked in pencel. Off-cets of coving used as a gende for correct unitre cropies. Coving lengths placed in box with a "C" indicating century, to aid & award citting confusion.

Bree cot each mitre was sanded to a sharp edge with no poper "Pluff." Cid done in turn & numbered to and easy application.

Bernier cream applied before mixing adhesive.

Core adhesive was mixed in small bowl as not to woote maturials. Mixed adhesive was smooth and lump free.

Application to the back of the corny was equal and methodical.

Never by Resse Coving pasted and transferred and located to wall. Pressed firmly into place (excess adhesive samples) and Pin hammed to hold in place.

City & Guilds Level 3 Advanced Technical Diploma in Painting and Decorating (7907-30)

AO2 Understanding: methods of work, Health and Safety legislation, manufacturers' information, planning activities, correct sequence of work, and interpretation of drawings/specifications.

AO3 Practical Skill: Inspect, set up, use HVLP, and safety aids, working safely.

#### Housekeeping and cleanliness;

AO3 Practical Skill: inspect, set up, and use hand and power tools, access equipment and safety aids; storage and cleaning of tools and equipment.

AO5 Attention to detail: systematic approach to work and cleanliness, materials disposed of appropriately

#### Timings;

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. Safe working practices demonstrated.

enough the nowls war removed.

Most than filled top, bottom and joints to a finish, before sponging clean.

Reclaimed coving placed in box, and wester

Once Matt was hyppy that admissive was creed

Reclaimed (overy placed in box, and weste coving, dispossed of in correct step.

Scathold desmented and stoned, and once surept clean from cutting dust. Adesive washed from all Kut.

Overall: Well thoughtout task from start to finish.
Edges (top & bottom level) filled and cleaned.
Joints next & clean.
Otimate question: Ready for pounting? = 1/25.

City & Guilds Level 3 Advanced Technical Diploma in Painting and Decorating (7907-30)

13

### **Candidate Record Form**

### **Technical qualifications**

Level 3 Advanced Technical Diploma in Painting and Decorating (7907-30) Level 3 Painting and Decorating - Synoptic assignment (7907-004)

Candidate number
SSs4895
Centre number
045896

**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.

10%	1	2	3	4	5	6	
AO1 Mark 6	During outline extens where Support and law for eas and an Candidatools at Knowlets	During initial release of technical diploma tasks, notes where taken and an outline plan formulated. Candidate is a planner by nature, and using his extensive notes, made logical, systematic steps to work and planning. Plans where thought out with clear vision to the end of the tasks.  Supporting evidence, above and beyond what required noted many regulations and law. Clear concise methodical step in method statement, and tool list made for easy reading, and each length of paper (lining and finishing) was planned and annotated on well-drawn diagrams.  Candidate was fully aware of what was required for tasks, with complete list of tools and materials for all tasks.  Knowledge displayed confidently whilst preparing for tasks and in method statement and tool/materials list, noting health and safety regulations and					
	legislat materia beyond A clear	tions. One form als and tools re d what required	created and uquired for each	used to list ord n task, making v task was sta	ler of operation of the design	candidate knew	
		of training and al work, and du	•				

15%	standing - Concepts, theories and processes relating to the LOs  1 2 3 4 5 6 7 8 9					
AO2 Mark	Candidate was the first to undertake task 1, and had a clear logical					
0	plan/approach to work and time.					
8	Understand of the tasks and what is required observed from the start. Clear plan, understanding of what is needed to complete evident in written plan					
	formative questioning during daily toolbox talks.					
	Motorials where coloated correctly, identified and your contractly. Tools placed in					
	Materials where selected correctly, identified and used correctly. Tools placed in					
	easy grasp in designated area.					
	Planning of time, sequences, application and planning of drops/pieces, where al					
	observed. Using techniques learnt to work out where drops/lengths would fall,					
	Candidate made best use of papers/lengths to avoid slim (high waste) lengths,					
	and time expensive cuts.					
	Where possible, decisions were made to mark materials (ie "top" for paper or					
	"C" for ceiling) to aid application and to avoid simple errors. Systematic					
	approach to areas of rads to be completed first, and direction on spray gun. (due					
	to size of radiator, Matt completed 2)					
	to size of radiator, watt completed 2)					
	Health and safety noted on planning documents, observed during tasks and					
	formative questioning during daily tool box talks. Candidate would outline plan					
	verbally before execution making links between training, legislation and intended outcomes.					
	outcomes.					
AO3 - Practic	cal skill - Application of practical/technical skills					
35%	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20					
AO3 Mark	Candidate used pre-planned systematic approach to the task, with all tools and					
7.00 Wark	equipment selected, identified and inspected before use. Health and safety					
18	regulations noted on documentation, observed during tasks and formative					
10	questioning during toolbox talks.					
	questioning during toolbox tailes.					
	This planning and methodical, systematic approach to working and learning may					
	have been born out of having learning difficulties (Dyslexia), but it has served					
	him well during his time at college and with his practical work.					
	This won during the time at senege and with the practical work.					
	Materials selected, identified, and handled correctly.					
	Work areas were set up, with all correct PPE worn at all times.					
	All surfaces prepared correctly (above and beyond what was assessed)					
	Registration and level marks used on wall (Task 1&3)					
	Work areas cleaned before and after assessments, periodically cleaning and a					
	systematic approach to throwing all waste into the correct bins.					
	ay the man approach to anothing an made into the contour bind.					
	Task 1 and 2: planned and executed very well. Working swiftly, calling on					
	previous gained understanding and practiced skills. Cutting and handling of					
	papers was done with dexterity and confidence. HVLP application was					
	undertaken with a systematic approach and constant distance from the					
	undertaken with a systematic approach and constant distance nom the					

	surfaces, after practices and adjusted the equipment (air cap) to suit the direction of the application.  Task 3: Well planned, dry cut and located before application, showed good understand of task in hand. Candidate displayed practised skill and used offcuts to aid with mitres, thus avoiding miss-cut mitres and wastage.  All practical work undertaken came naturally to candidate, producing high quality workmanship. Double checks methodically made to measurements and level lines to be perfect, with problem solving coming naturally (clearing blockage during spraying).  Movements were fluid and Matt showed high levels of dexterity, practised over the last 2 years.											
AO4 – Bringing							Ι_	Ι		4.0		1.0
	1	2	3	4	5	6	7	8	9	10	11	12
AO4 Mark 10	Previo	ous und	lerstand	ding ga	atically, iined in s made	theory	and pra	actical	trainir	ng was d	lear to	see
	All 3 tasks were above and beyond that being assessed, but whole task was conducted under the same assessment conditions.  Stairs were papered and needed stripping, decontaminating, making good and painting before assessment. Radiators where old, rusted, and dirty, needing cleaning, preparing, spot priming and undercoating before assessments. Coving was a larger area with candidates applying more than required by C&G. During all these tasks the candidate was under the same assessment conditions and called upon the understanding and knowledge gained in this and previous years.  Candidate approached all tasks with enthusiasm and with one goal in mind: to											
AO5 - Attending		best jo			peated c	necking,	perfectir	ng, notic	ing, en	gaged		
20%	1	2	3	4	5	6	7	8	9	10	11	12
AO5 Mark 10	Candi plan, I trying last 3 achiev Candi	date wante alwa to achi years. ve a sudate is standin	as alwa lys dou eve the (Compl ccessfu already	ble che best of leted Li il outco y self-e	used an ecked a quality fi 2 last yome of temploye	nd keen ny mea nish po ear). Ap all the to	asuremossible oplying tasks.	all taskents or calling theory	ks. We levels on all and g	orking was meticu training good pra	vell to h lously, over th	is ne

Tutor signature	Date
Bill Withers	05/11/18

Tota	al
52	

### 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.