

Level 3 Plastering (Fibrous) (7908-004)

Version 1.0

Assessment Pack
Sample Synoptic Assignment

General guidance for candidates

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed but this is not a requirement.

Assignment Brief

You are a member of a specialist plaster restoration team working on a historic building. As part of your restoration work, a new door opening needs to be created on the internal wall of the building.

The existing door openings within the building contain both a plinth block moulding and an architrave moulding around the opening. The architect on the job would like your company to manufacture and install the mouldings to the drawings he has provided in Figures 1, 2, and 3 to match the original design.

Tasks

Task 1

Refer to Figures 1 and 2.

1a Produce two zinc templates.

1b Construct a running mould.

Conditions of assessment:

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.

What must be presented for marking:

- completed zinc templates
- completed running mould.

Additional records to support your performance:

- 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 taken by your assessor of your completed work.

Task 2

Refer to Figure 3.

2a Run a plinth block moulding.

2b Run an architrave moulding.

2c Fix and finish plaster mouldings.

Conditions of assessment:

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.

What must be presented for marking:

- fixed and finished mouldings.

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 taken by your assessor of your completed work.

Figure 1 Zinc template for plinth block

Scale 1:1

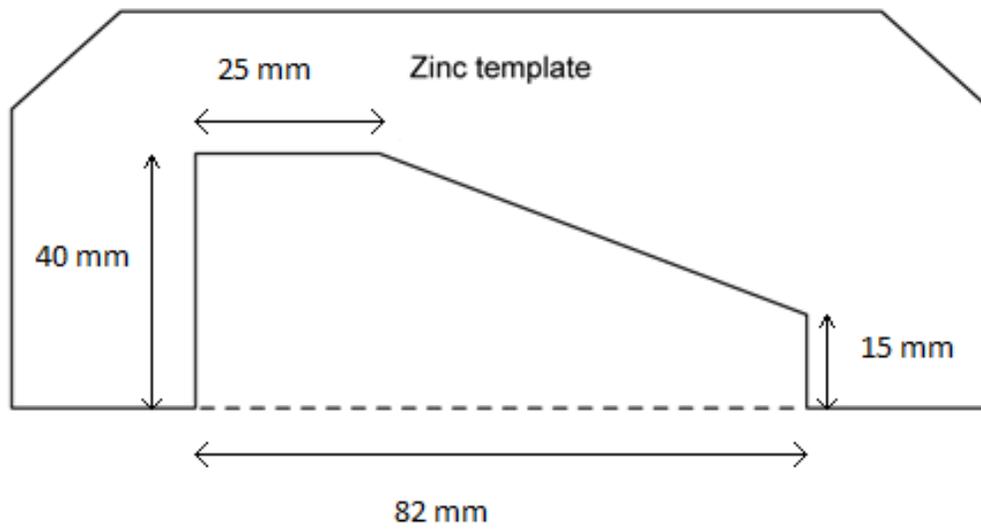


Figure 2 Zinc template for architrave

Scale 1:1

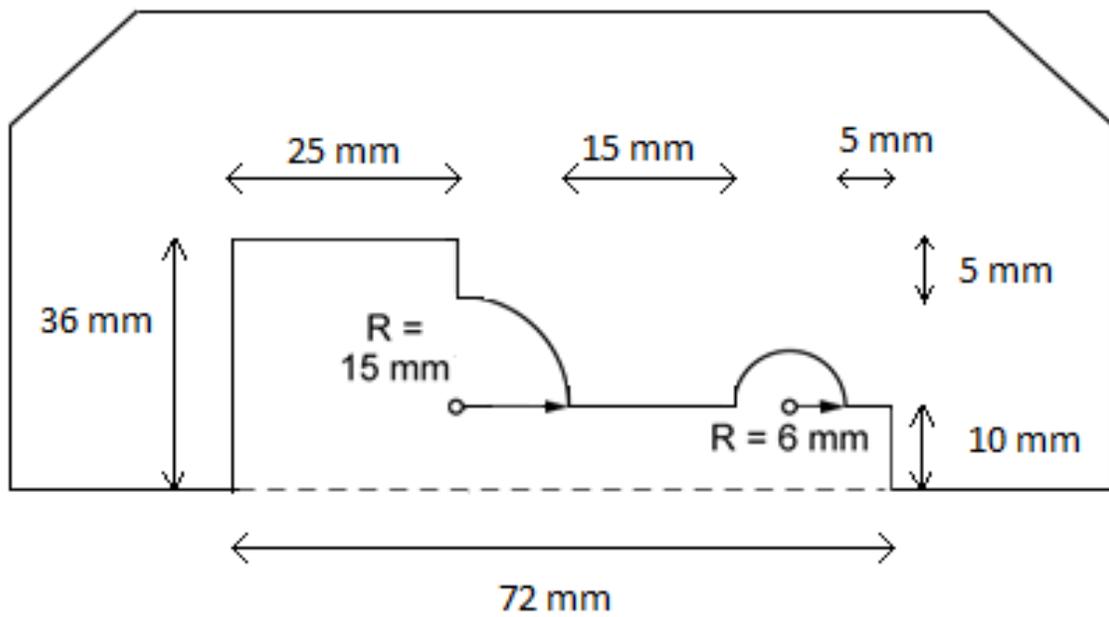
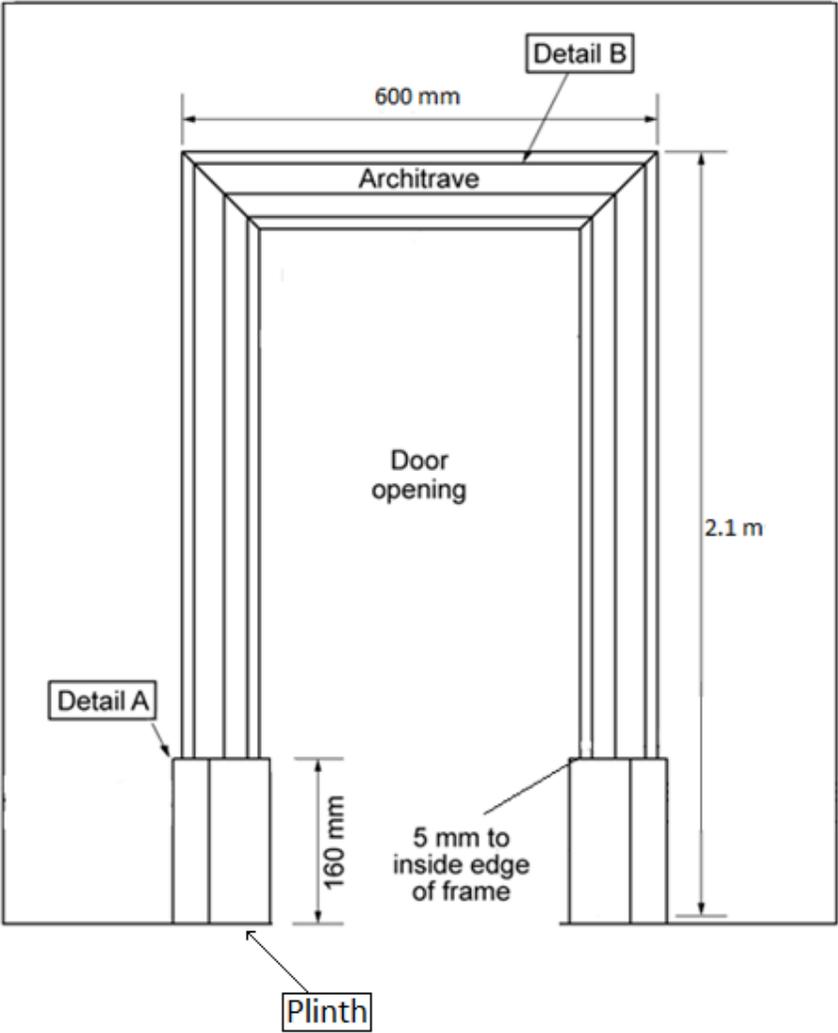


Figure 3 Fixing diagram



Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is a maximum of **ten** hours. Suggested timings for completion of specific tasks are outlined below. Actual time spent loading material is not included in the 10 hours.

It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to select tools/ equipment or materials in order to demonstrate understanding of appropriate selection. The centre needs to provide a suitable bench per learner with a minimum length of 2.4 m and a minimum width of 0.6 m. A suitable area must be provided for the mixing of casting plaster and the cleaning of running moulds and equipment.

When producing running moulds, the running mould for Figure 1 can be altered and used for both zinc profiles. Figure 1 should be run first before attaching the zinc profile to run Figure 2.

When setting out, all mouldings measurements should be taken from a drawn plumb centre line. Refer to Figure 3.

Task 1 – 4 hours

The centre needs to provide a suitable vice for each learner to cut and file the zinc profiles and a suitable bench area for constructing the running mould. For Task 1 to be achieved in **4 hours**, the timber for the stock and slipper will need to be pre-cut to size.

Material specification (per learner):

- zinc sheet
- 19 mm plywood
- panel pins
- screws or nails
- timber batten.

Task 2 – 6 hours

Material specification (per learner):

- casting plaster
- retarder
- canvas
- shellac
- tallow
- adhesive.

All work carried out should be to industry standards and done in a safe manner.

A PO form must be completed and photographs must be taken in order to mark a candidate's work. See details below around requirements for observations and photographs.

Centre guidance

This synoptic assessment is designed to require the candidate to make use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing

the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

See the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation.

Minimum evidence requirements

The sections:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

in the assignment list the minimum requirements of evidence to be submitted for marking and moderation.

Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to upload identical information for each candidate without some way for the moderator to mark the candidates individually.

Where the minimum requirements have **not** been met, the moderation remark and any subsequent adjustment will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. See the **Technical qualifications – teaching, learning and assessment** centre guidance document for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The final evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

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

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City& Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance and feedback

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance should be recorded fully on the PO form, must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must **not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a

general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

It is up to the marker to decide if the guidance required suggests the candidate is lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

What is, and is not, an appropriate level of guidance

- A tutor **should** intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the PO form.
- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.
- A tutor may **not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

Guidance on marking

Please see the ***Technical qualifications – marking and moderation*** centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

The PO form is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform.
- Summary justifications when holistically coming to an overall judgement of the mark.

Practical Observation Form (PO)

Candidate Name:
Candidate Number:
Date:

Assessment ID:
Centre Number

Task 1

The assessor should record their observations for Task 1 in the table below. See the Observation section above for details around the types of comments to add here.

Evidence and examples of AOs	Comments/notes
<p>Producing zinc template for plinth block moulding</p> <p>A01 – information sources in relation to the task.</p> <p>A02 – select appropriate materials, tools and equipment; setting out processes and methods; interpretation of drawings/ specifications; follow safe methods of work.</p> <p>A03 –application of practical techniques and methods for measuring, cutting and filing.</p> <p>A04 – applying knowledge and understanding to the task, able to plan activities from information provided. Safe and clean working practices demonstrated.</p> <p>A05 – safe and systematic approach to work and cleanliness. Checking for accuracy at each stage of work. Checking that the finished profile is, accurate and defect free.</p>	

<p>Producing zinc template for architrave moulding</p> <p>A01 – information sources in relation to the task.</p> <p>A02 – select appropriate materials, tools and equipment; setting out processes and methods; interpretation of drawings/ specifications; follow safe methods of work.</p> <p>A03 –application of practical techniques and methods for measuring; cutting and filing.</p> <p>A04 – applying knowledge and understanding to the task, able to plan activities from information provided. Safe and clean working practices demonstrated.</p> <p>A05 – safe and systematic approach to work and cleanliness. Checking for accuracy at each stage of work. Checking that the profile is accurate and defect free.</p>	
<p>Constructing running moulds</p> <p>A01 – information sources in relation to the tasks, component terminology, tools, equipment, condition of materials, planning and setting out sequence of work, calculating sizes and ratios of running mould components.</p> <p>A02 – select appropriate materials, tools and equipment; setting out processes and methods; planning correct sequence of work; for constructing running moulds.</p> <p>A03 –application of practical techniques and methods for measuring and cutting timber components.</p>	

<p>A04 – applying knowledge and understanding to the tasks, materials, fixings and techniques used appropriately.</p> <p>A05 – safe and systematic approach to work and cleanliness. Checking for accuracy and robustness of running mould at each stage of the process. Correct waste disposal.</p>	
<p>Health and safety practices and housekeeping</p> <p>A01 – tools, equipment, condition of materials, Health and Safety, method statements, risk assessments.</p> <p>A02 – manufacturer information, Health and Safety.</p> <p>A03 – follow safe methods of work, correct use of tools, equipment and materials.</p> <p>A04 – materials and techniques used appropriately, correct sequence of operations carried out. Safe and clean working practices demonstrated.</p> <p>A05 – safe approach to work and cleanliness. Work area is clean and tidy and materials are disposed of appropriately.</p>	
<p>Timings</p> <p>A04 – applying knowledge and understanding to the tasks, able to plan activities from information provided. Materials and techniques used appropriately, correct sequence of operations carried out when setting out, installing, fixing, applying and finishing.</p>	

Task 2

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

Evidence and examples of AOs	Comments/notes
<p>Running a plinth block moulding</p> <p>AO1 – information sources in relation to the task, tools, equipment, planning and setting out sequence of work.</p> <p>AO2 – how to prepare a bench in relation to making good, fixing rules and applying release agents; select appropriate materials, tools and equipment; setting out processes and methods.</p> <p>AO3 – calculated quantities of materials, follow safe methods of work when mixing, applying and running off mouldings.</p> <p>AO4 – applying knowledge and understanding to the task. Materials and techniques for running off used appropriately, correct sequence of operations carried out when running off moulding. Safe and clean working practices demonstrated.</p> <p>AO5 – safe and systematic approach to work and cleanliness. Checking that completed work is clean, sharp, defect free and run to correct length. Correct waste disposal.</p>	
<p>Running an architrave moulding</p> <p>AO1 – information sources in relation to the task, tools, equipment, planning and setting out sequence of work.</p> <p>AO2 – how to prepare a bench in relation to making good, fixing rules and applying release agents;</p>	

<p>select appropriate materials, tools and equipment; setting out processes and methods.</p> <p>A03 – calculated quantities of materials, follow safe methods of work when mixing, applying and running off mouldings.</p> <p>A04 – applying knowledge and understanding to the task. Materials and techniques for running off used appropriately, correct sequence of operations carried out when running off moulding. Safe and clean working practices demonstrated.</p> <p>A05 – safe and systematic approach to work and cleanliness. Checking that completed work is clean, sharp, defect free and run to correct length. Correct waste disposal.</p>	
<p>Fixing and finishing plaster mouldings</p> <p>A01 – information sources in relation to the tasks, tools, equipment, planning and setting out sequence of work.</p> <p>A02 – how to prepare backgrounds; select appropriate, tools and equipment; setting out processes and methods; planning correct sequence of work; interpretation of drawings/specifications; manufacturer information; follow safe methods of work.</p> <p>A03 – application of practical techniques, tools, materials and methods for measuring, cutting, positioning, levelling and fixing of mouldings.</p> <p>A04 – applying knowledge and understanding to the tasks, able to plan activities from information provided. Materials, tools and techniques used appropriately, correct sequence of operations carried out when applying and stopping in mitres, straight joints and moulding joints to walls. Safe and clean working practices demonstrated.</p>	

<p>A05 – safe and systematic approach to work and cleanliness. Considerations for following trades. Checking for accuracy at each stage of the work. Checking that completed work is clean, sharp, accurate and defect free. Correct waste disposal.</p>	
<p>Health and safety practices and housekeeping</p> <p>A01 – tools, equipment, condition of materials, Health and Safety, method statements, risk assessments.</p> <p>A02 – manufacturer information, Health and Safety.</p> <p>A03 – follow safe methods of work, correct use of tools, equipment and materials.</p> <p>A04 – materials and techniques used appropriately, correct sequence of operations carried out. Safe and clean working practices demonstrated.</p> <p>A05 – safe approach to work and cleanliness. Work area is clean and tidy and materials are disposed of appropriately.</p>	
<p>Timings</p> <p>A04 – applying knowledge and understanding to the tasks, able to plan activities from information provided. Materials and techniques used appropriately, correct sequence of operations carried out when setting out, installing, fixing, applying and finishing.</p>	

Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
10	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	(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. Inaccuracies and misunderstandings are infrequent and usually minor. Sound, minimal gaps.	(5-6 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent.	
		Examples of types of knowledge expected: Information sources in relation to the tasks, component terminology, tools, equipment, condition of materials, planning and setting out sequence of work, follow safe methods of work, applying fibrous plastering techniques.			
		The candidate has demonstrated recall of knowledge, but it has been limited and/or showing inaccuracies.	The candidate has demonstrated recall of knowledge, which is mostly accurate.	The candidate has demonstrated in-depth and detailed knowledge, showing a higher degree of confidence and accuracy.	

20	AO2 Understanding of concepts, theories and processes relating to the LOs <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well are theories and concepts applied to new situations/ the assignment? How well are exemplars chosen – 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.	(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.	(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.
		Examples of understanding expected: assess and evaluate backgrounds; select appropriate materials, tools and equipment; setting out processes and methods; planning correct sequence of work; mixing processes and application methods; interpretation of drawings/ specifications; manufacturer information; follow safe methods of work, determining quantities of plastering materials in relation to mixing, applying and running.		
		Shows a basic understanding of fibrous plastering processes, methods, techniques and resources. Limited awareness of planning and procedures.	Shows a good understanding of fibrous plastering processes, methods, techniques and resources. Adequate awareness of planning and procedures.	Shows consistent, confident and accurate understanding of fibrous plastering processes, methods, techniques and resources. Thorough awareness of planning and procedures.

40	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> • 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? 	<p align="center">(1-8 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p align="center">(9-16 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p align="center">(17-24 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced.</p>
		<p>Examples of skills expected: calculate quantities of materials; follow safe methods of work when mixing, applying and running off mouldings; application of practical techniques, tools, materials and methods for measuring, cutting and filing; correct use of tools, equipment and materials; cutting, positioning, levelling and fixing of mouldings; methods for measuring and cutting timber components.</p>		
		<p>Work not complete with some operations not attempted. Practical skills are demonstrated to a poor standard. All measurements are inaccurate.</p> <p>To access higher marks Some work not complete but all operations attempted. Measurements are mostly inaccurate. A few tolerances met.</p>	<p>All work complete. Practical skills are demonstrated to an acceptable standard. Measurements are mostly accurate.</p> <p>To access higher marks Most tolerances met. Work sequence is structured. Good housekeeping.</p>	<p>Practical skills are demonstrated to a high standard. All measurements are accurate.</p> <p>To access higher marks All tolerances met. Adapts naturally with excellent planning skills. Excellent housekeeping with minimal waste.</p>

20	AO4 Bringing it all together - coherence of the whole subject <ul style="list-style-type: none"> 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 challenging, expects guidance, narrow. May 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 the task, able to plan activities from information provided. Safe and clean working practices demonstrated. Materials, tools, fixings and techniques used appropriately. Materials and techniques for running off used appropriately. Correct sequence of operations carried out; when running off moulding, applying and stopping in mitres, straight joints and moulding joints to walls and when setting out, installing, fixing, applying and finishing.		
		There is limited evidence of the candidate using their knowledge, understanding and skills to complete the tasks. Tasks are not planned, prepared or completed to the specification. Choices and decisions have been poorly informed, showing little consideration before being implemented.	The candidate brings together their knowledge, understanding and skills well in order to complete the tasks. Most tasks are planned, prepared and completed to the specification, but may have some errors. Choices and decisions have been inconsistently informed, considered and implemented.	The candidate has made excellent use of their knowledge, understanding and skills across the tasks. Tasks are methodically planned, prepared and completed to the specification. Choices and decisions have been well informed, considered and implemented.

10	A05 Attending to detail/perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish, etc. and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice, cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	(1-2 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.	(3-4 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.	(5-6 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.
		Examples of attending to detail: safe and systematic approach to work and cleanliness. Considerations for following trades. Checking for accuracy at each stage of the work. Completed work is clean, sharp, accurate, defect free and run to correct length. Accurate and robustness of running mould at each stage of the process. Finished profile is accurate and defect free. All making good to mouldings are sharp accurate and defect free. Safe approach to work and cleanliness. Correct waste disposal. Tools and equipment correctly cleaned and maintained.		
		There is limited attention to detail. Rarely checks that work is accurate, clean and defect free. Poor housekeeping. Poor consideration for other trades.	There is good attention to detail. Inconsistently checks that work is accurate, clean and defect free. Good housekeeping. Some consideration for other trades.	The candidate has been focused on the tasks showing extreme care. Consistently and carefully checks that work is accurate, clean and defect free. Excellent housekeeping with minimal waste. Excellent consideration for other trades.
0	A06 Identify and use knowledge from other sources – research	Not applicable		
0	A07 Originality and creativity	Not applicable		
0	A08 Communication/ Presentation/ Documentation	Not applicable		

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

Date

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.