

T Level Technical Qualification in Onsite Construction

Plastering

(8711-38) (308)

Assessor Pack

Practical Assignment - Sample

Version and date	Change detail	Section
1.1 Jan 2021	Minor amendment to Band descriptors	Marking Grid (Health and Safety)
1.1 Jan 2021	Minor amendment to additional evidence requirements to Video and Photograph requirements for installation of plasterboard and beads - changed for clarity	Task specific guidance – Additional evidence of candidate performance that must be captured for marking: Assessor Observation Task 2a
1.1 Jan 2021	Removal of “use of tools (and equipment)” in what must be produced for marking	Task specific guidance – Additional evidence of candidate performance that must be captured for marking: Assessor Observation Task 2 a and b – Pg. 18, Task 2c and External render work -Pg. 19 and Task 3 – Pg. 20
1.1 Feb 2021	Small addition to detail minor hazards In the health and safety Indicative content section	Marking Grid (Health and Safety) Indicative content section

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Assessment

The assessment for this component consists of a practical assignment that includes a project brief and then a number of tasks for the candidate to complete. The tasks set produce assessment themes that cover a range of knowledge and skills from the performance outcomes in the qualification specification. They are designed to allow judgement of the candidate to be made across different categories of performance.

The assessment for this component has been allocated a set number of marks against each task based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

SAMPLE

Performance outcomes

The weightings for each performance outcome will remain the same for every version of the practical assignment. This ensures the appropriate depth and breadth of knowledge and skills for each specialism can be reliably assessed in every version and meets the needs of industry while keeping comparability between each assessment over time.

Performance outcome	Typical Knowledge and skills	Weighting
Prepare backgrounds for plastering	<p>Demonstrates knowledge and practical skills to identify and extract information requirements from a brief. Use this information to calculate areas, produce scaled drawings, and designs ready for the installation of plastering systems.</p> <p>Develop material lists, risk assessments and method statement, demonstrating correct sequencing of tasks and prepare tools and equipment for use. Communicate plans to stakeholders effectively.</p>	26%
Apply plastering systems	<p>Demonstrates the knowledge and skills to plan, follow a systematic and logical plan, taking accurate measurements, producing scaled drawings, applying accurate calculations to verify materials required. Set up, prepare, select, and use hand and power tools, use of access equipment and safety aids correctly and in line with manufactures requirements.</p> <p>Prepare surfaces and materials for application of plastering and rendering systems and use application techniques correctly. Prepare, mix, and gauge materials accurately minimising waste. Apply scratch coats accurately to plaster and render work. Apply plaster finishes with consideration for the quality of the finish. Safe working practices demonstrated.</p>	50%

Performance outcome	Typical Knowledge and skills	Weighting
Fix plaster casts from moulds	Demonstrates the knowledge and skills to set up and prepare reverse moulds for casting, setting up work areas, casting tools and resources, bench surfaces, plaster, reinforcements, strengthening materials and additives. Carry out surface pre-checks on reverse moulds, applying sealer and release agents in preparation for casting and produce moulding work. Mix casting plaster, install, position, apply reinforcements, strengthening materials and cast to a finish, demonstrating specific skills and techniques. Safe working practices demonstrated when using hand tools during the casting, setting out of dimensions, cutting to size, fixing and stopping-in finishing process.	14%
Repair plastering systems	Demonstrates the knowledge and skills to repair defected and damaged plaster surfaces. Assess and analyse surface defects associated with internal plastering surfaces. Prepare and repair surfaces: hacking back, cleaning, sealing, controlling varied suction, applying bonding agents to ensure key and bonding. Select appropriate backing and finishing plasters to carry out the repair making good to the original surface, carrying out repairs, working accurately to tolerances.	10%

Grade descriptors

To achieve a pass (threshold competence), a candidate will be able to:

Demonstrate an acceptable performance that meets the requirement of the brief, demonstrates the adequate technical skills in preparing a variety of backgrounds, apply specific techniques and skills to mix, apply, form and finish plastering and rendering systems, and is able to enter the industry to begin to work in the occupational area.

They will be able to interpret information, demonstrate planning, assess risk, and follow safe working methods when applying practical skills to an acceptable standard as recognised by industry.

Demonstrate basic knowledge and understanding of the principles and processes required for carrying out a range of plastering and rendering work: including setting up materials and equipment, preparing surfaces and fixing beads, gauging and mixing materials, applying, forming and keying backing coats and applying and forming finishing plasters and renders surfaces to a good standard.

They will work safely showing an understanding in the selection and use of tools and equipment and demonstrate a basic awareness of straightforward preparation and application processes

Attempt some complex tasks and the level of performance meets an acceptable level.

Identify routine causes of plastering faults and have some knowledge in how to rectify them. Communicate with stakeholders building sound working relationships to support the planning and execution of a brief.

Mostly use industrial terminology accurately in both written and verbal contexts.

To achieve a distinction a candidate will be able to:

Demonstrate an exemplary performance that fully meets the requirement of the brief, demonstrating exemplary technical skills in preparing a variety of backgrounds, apply specific techniques and skills to mix, apply, form and finish plastering and rendering systems, and is able to enter the industry to begin to work in the occupational area.

They will demonstrate relevant and comprehensive knowledge and understanding of carrying out a range of plastering work and processes through the tasks completed.

They will work safely and make informed and appropriate use of tools, materials and equipment within the plastering and rendering environments that they are operating.

Competently and independently, they will interpret information, demonstrate excellent planning, assess risk and follow safe working methods when applying the technical skills to practical tasks and procedures: including setting up materials and equipment, preparing surfaces and fixing beads, gauging and mixing materials, applying, forming and keying backing coats and applying and forming finishing plasters and renders surfaces to an exemplary standard as recognised by industry, producing an excellent quality of work that meets acceptable tolerances, regulations and industry standards.

Solution focussed, confidently attempting to diagnose complex tasks and faults in plastering and rendering work. They will be able to accurately research, identify and rectify issues both collaboratively and independently.

Consistently use industry terminology appropriately in both written and verbal contexts.

SAMPLE

Assignment brief

You are an employee of L & M Plasterers Ltd, a local plastering company and you have been commissioned by the homeowner to carry out internal and external renovation work to their post - 1960s property. The brief includes both internal plastering work to the living room and hallway and external rendering work to the house façade. It also includes some repair work to an existing plastered wall in the kitchen.

The work has been agreed over four days (26 hrs) and the homeowner has provided the following information/specification requirements for the renovation work:

Internal plasterwork

- a) The homeowner has indicated the living room window wall is constantly affected by condensation. You will need to install a dry lining system to the masonry wall, to eliminate the problem.
- b) As part of the renovation of the living room, the homeowner has asked you to produce and fix a pre-cast cornice moulding to the newly renovated chimney wall.
- c) As part of the ongoing renovation in the hallway, a pier return needs to be floated and finished with a pre-blended lightweight plaster ready for decoration.

(Dimensions for the internal plastering work is shown in Figures 1-3)

External rendering work

The homeowner has asked you to present a plan and produce a sample of three different colour render finishes (one plain and two different textured finishes) complete with beads, to one of the building outside walls, to enable them to make a decision on the final render finish they require for the entire external property.

(Dimensions for external rendering work is shown in Figure 4)

Repair work

As part of the refurbishment of the homeowner's kitchen an electrician has installed a new double socket in a chased wall that is in need of repair. You have been asked to repair the wall and make good for decoration.

(Dimensions for the repair work is shown in Figure 5)

Figures for the assignment brief requirements:

Figure 1 – Window wall in Living room

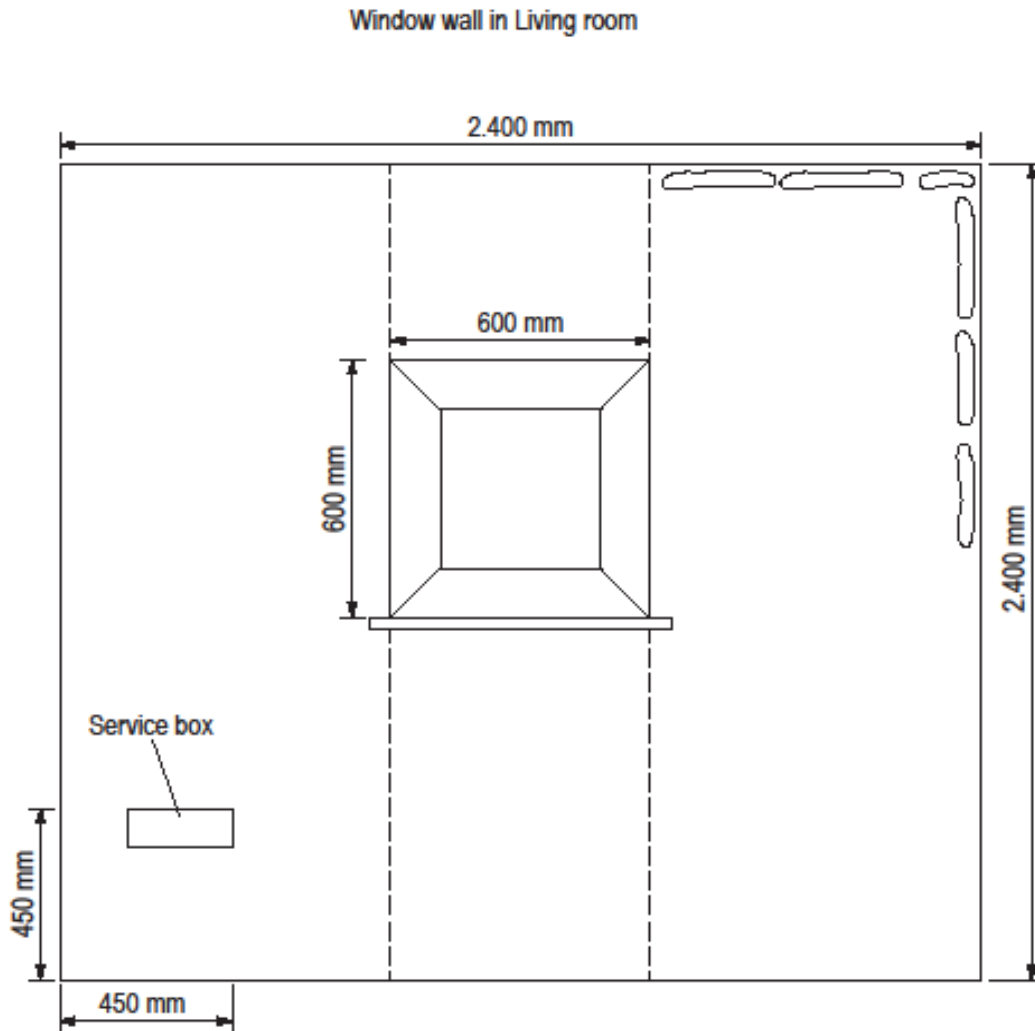


Figure 2 – Cornice in Living room

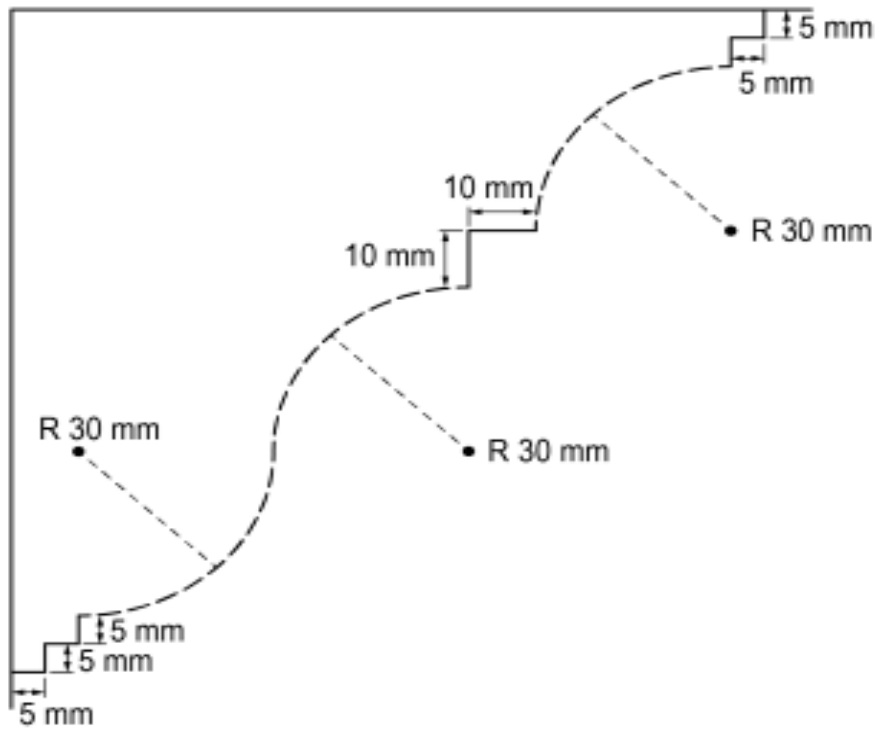
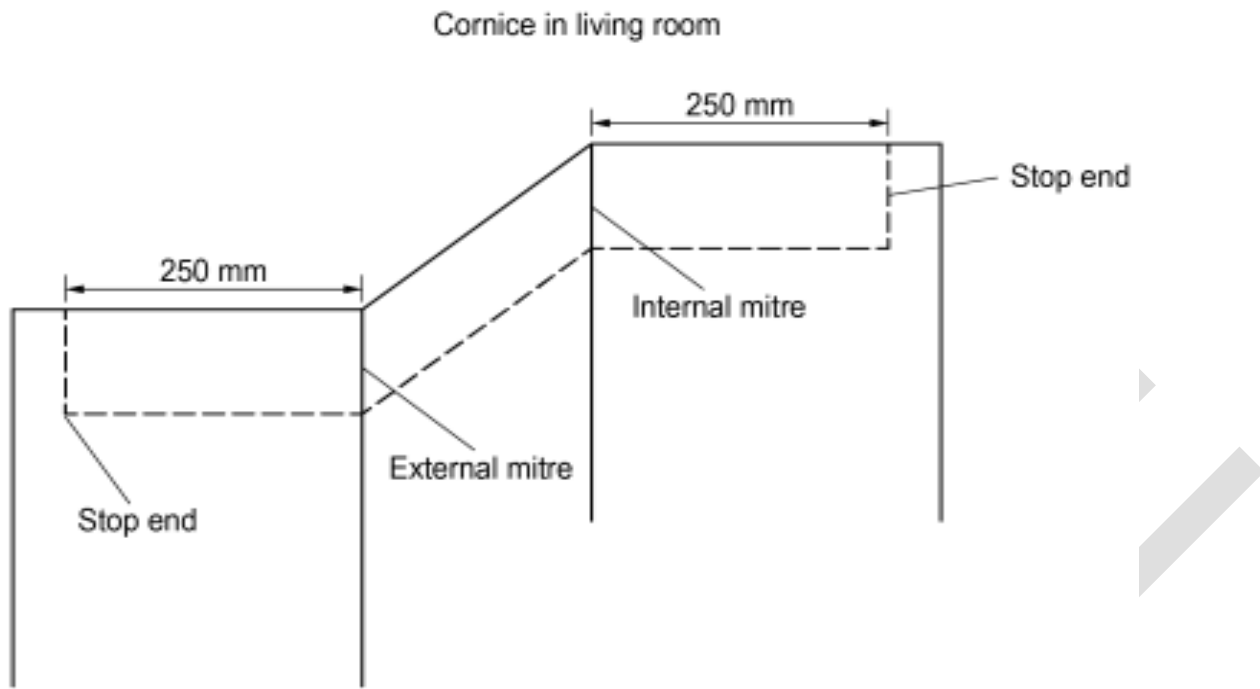


Figure 3 – Pier return in Hallway

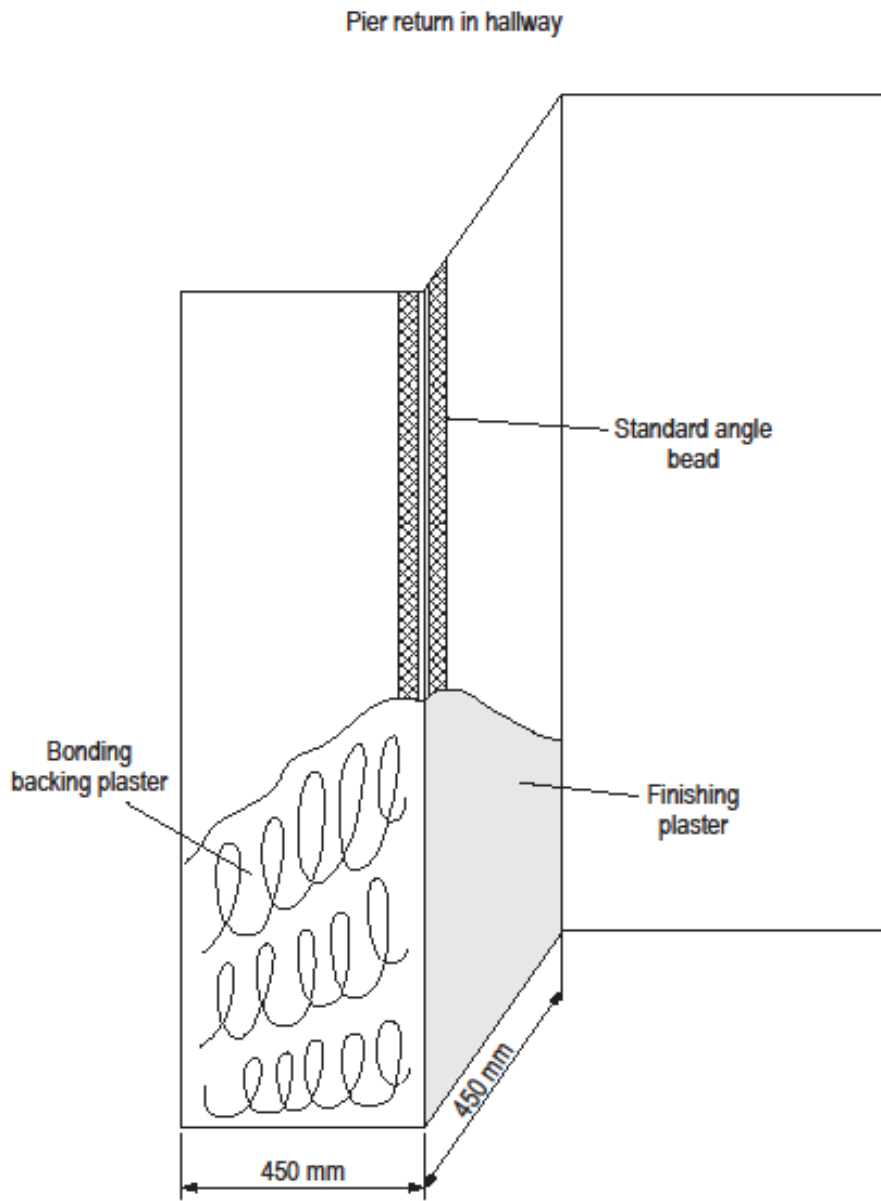


Figure 4 – External rendering work

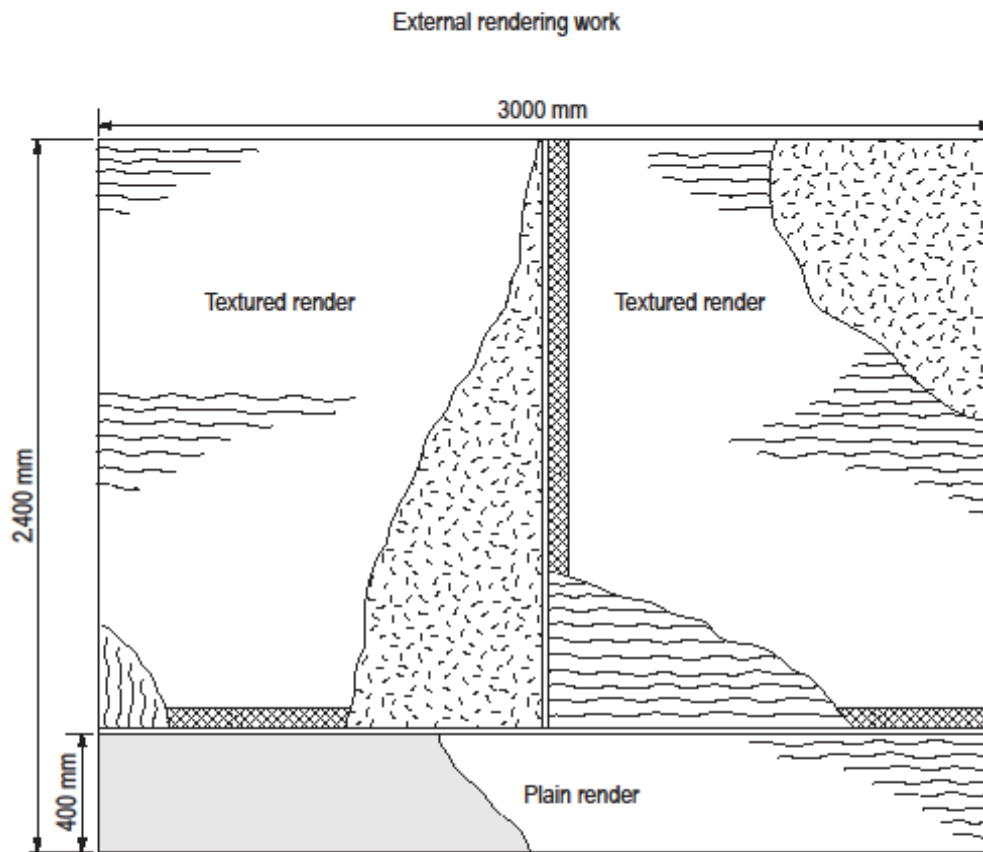
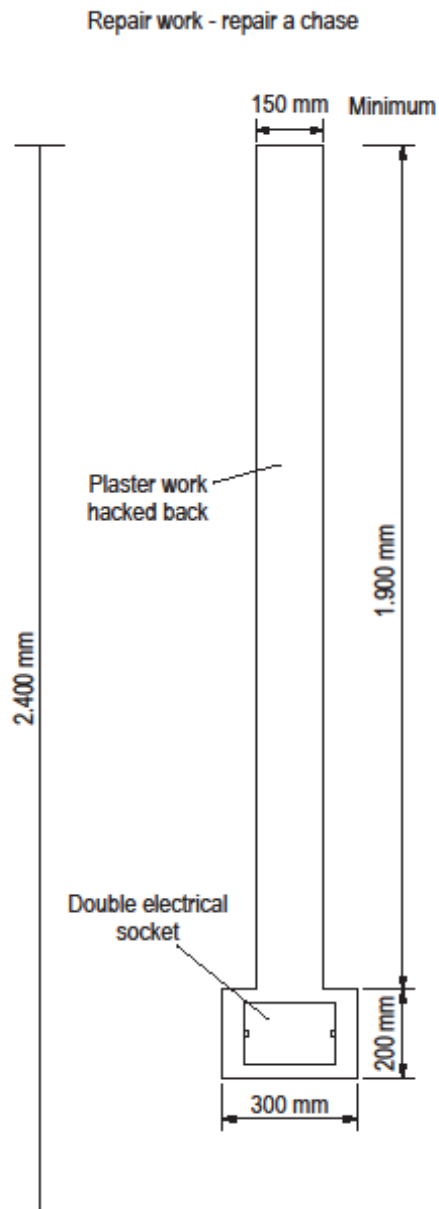


Figure 5 – Repair work – repair a chase



This assignment has a time allocation of 26 hours.

Tasks

Please read **ALL** information carefully before the assessment.

Ensure you have read the following guidance before you undertake the assessment of candidates:

- T level technical qualifications – marking
- T level technical qualifications – moderation (updated annually)
- T level technical qualifications – teaching, learning and assessment
- Technical qualification guides on marking and moderation
- Practical Observation template
- Mark grids following the tasks below
- Feedback guidance for assessors

General task guidance

Centres have to meet the specification given in **Figures 1 - 5** as a minimum. If they are unable to implement or facilitate this specification, they must contact City & Guilds to discuss appropriate simulations and alterations.

All work carried out should be to industry standards, done in a safe manner and compliant with building regulations. If a candidate fails to carry out the activities safely the assignment should be suspended until this aspect is corrected safely by the candidate or assessor depending on the appropriateness of the activity. Any intervention as a result of health and safety will be seen as a critical error. It is the assessor's responsibility to ensure that such intervention is reflected in the marking of the candidate's performance.

Photographs must be used to support the qualitative statements captured on the PO form. Details of each photograph that is required is outlined in the task information below. Photographs must have the date and candidate's name attached so that they can be differentiated. The candidate does not need to be in the photograph, the purpose of the photograph is to demonstrate the quality and standards of work of specific activities and of the work throughout various stages of the assignment

Time

The time allocated for the completion of the tasks and production of evidence for this assessment is 26 hours. Timings for completion of specific tasks are outlined below.

- Task 1 - 6 hours
- Task 2 - 18 hours
- Task 3 - 2 hours

Setting and drying are not included in the times allocated

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials. The centre should allow a 10% wastage for each candidate for any materials required.

The candidate should have a range of the following to be able to complete the tasks:

- Manufacturer's instructions
- PPE
- Access equipment
- Protective coverings including dust sheets etc.
- Measurement equipment
- Range of manufacturer samples/designs/materials available to enable candidates to make recommendations for the different internal plastering works and a specific colour through design for the external rendering
- Appropriate fibrous casting and fixing tools, dry lining cutting and installation tools, internal plastering, and external rendering tools
- Mixing equipment, buckets

Materials

Standard plasterboard 12.5 mm 2.4m x 1.2m

Internal:

- Dry wall adhesive compound
- Perforated tape
- Thin coat angle beads
- Standard angle bead
- Lightweight backing and finishing plaster
- Fibrous bench
- Casting plaster
- Release agent
- Shellac
- Reinforcement
- A prepared reverse mould needs to be produced prior to the assessment and provided to the candidate at the time of Task 2 b) assessment

External:

- Expansion beads
- Bell beads
- Sand, lime, and cement
- Additive
- Pre-blended render (coloured varieties)

The assessment area must also contain the following:

- Mixing area, access, and waste disposal area

Task specific guidance

Task 1 – Prepare and plan backgrounds for installation

Resources

- Scaled drawing
- Specification
- Tape measure
- Calculator
- Notebook
- Access to manufacturer information, samples/templates
- IT resources
- Printer

Candidates should be provided with the assignment brief and given time to plan their work as described in the specification.

a) Plan for the internal plastering, external rendering, and repair work on the 1960s property

Candidates are required to detail the materials required, take measurements of the working area to calculate quantities of materials needed and provide reasoning why they are requesting these resources.

It is expected that candidates will produce a materials list, a method statement planning their works and a risk assessment.

A template for the method statement, materials list and risk assessment has been included within the resource pack, centres should provide candidates with a template at the beginning of this assignment.

Candidates will be provided with a specific working area against given dimensions and must check areas measurements detailed in the specifications and plan their work to ensure it meet the centre's resources.

b) Present to the client the recommended materials to be used for the different internal plastering works and a specific colour through design for the external render

Candidates must prepare as part of the plan the materials required for the different internal plastering works and a specific colour through design for the external rendering (using samples/designs to support any recommendations) and then present their recommendations to the homeowner.

You will act as the homeowner during the presentation and record any feedback on the assessor feedback form.

Candidates must complete this activity prior to carrying out the works.

If candidates provide plans that are not fit for purpose it is expected that the assessor will intervene and provide necessary feedback and corrections to the plans prior to the candidate carrying out the installation, however this should be commented on in the marking documentation and reflected in marks awarded.

Conditions of assessment:

- The time allocated for this task is 6 hours
- The candidate must carry out the task on their own, under controlled condition

What must be produced for marking:

- Measurements of the site location/work
- Method statement
- A risk assessment
- A materials list
- Plan and present to the client on the recommended materials to be used for the different internal plastering works and a specific colour through design for the external render using manufacturer samples/designs to support any recommendations

The assessor will act as the homeowner during the presentation and record any feedback on the assessor feedback form

The presentation should **not** exceed 15 minutes

Additional evidence of candidate performance that must be captured for marking:

- Assessor observations of measurements of the site location/work area to be confirmed by the assessor at the start of the planning activity.
- Assessor observation of the presentation of recommended materials.

Task 2 – Plaster and render installations

Resources

- PPE
- Spot and stand
- Dry wall adhesive
- Plasterboard
- Perforated tape
- Thin coat beads
- Finishing plaster
- Dry lining tools and equipment
- Drill and whisk
- Mixing buckets
- Cleaning brushes
- Access equipment
- Internal standard bead
- Backing plaster
- Finishing plaster
- Internal solid plastering tools and equipment
- Fibrous tools and equipment
- Pre-prepared reverse mould
- Casting plaster
- Release agent and sealers
- Reinforcements
- Laths
- Fixings
- Plain and textured render
- Bell beads
- Movement beads
- Stop beads
- Drum Mixer, plain and texturing rendering tools, and equipment

Candidates must be provided with their plans from task 1 at the beginning of this assessment.

Internal plasterwork

a) Install a dry lining system and finish to a window wall

Conditions of assessment:

- The time allocated for this task is 4.5 hours
- The candidate must carry out the task on their own, under controlled condition

What must be produced for marking:

- Completed window wall, dry line installation system with a plaster finish

Additional evidence of candidate performance that must be captured for marking:

- Assessor observations
 - Completed dry line system installation with plaster finish
- Assessor photographic/video evidence at various stages to show candidates progress against the task
 - Photographic evidence showing positioning of completed perimeter seals and dry wall adhesive dabs
 - Photographic evidence of plasterboard being installed to wall and window returns
 - Video evidence – showing a sequence of frames of the installation of the plasterboard to wall - to contain close ups frames showing detail of plumb, returns and tolerances
 - Photographic evidence of positioning of thin coat angle beads fixed to window returns and tolerances
 - Video evidence with sequence of frames to show positioning of beads to all window returns, any adjustments made and final positioning
 - Photographic evidence of completed installation with plaster surface trowelled ready for decoration (close up and distance)

b) Cast and fix a cornice moulding to the chimney wall

A pre-prepared reverse mould needs to be produced prior to the assessment and provided to the candidate at the time of Task 2 b assessment

Conditions of assessment:

- The time allocated for this task is 4.5 hours
- The candidate must carry out the task on their own, under controlled condition

What must be produced for marking:

- Cornice moulding fixed in correct position and stopped-in in line with drawing dimensions

Additional evidence of candidate performance that must be captured for marking:

- Assessor observations
 - Completed cornice moulding fixed in the correct and stopped-in in line with drawing dimensions
- Assessor photographic/video evidence at various stages to show candidates progress against the task
 - Video evidence of pre -prepared reverse mould being prepared for casting. May show slight omissions in preparation.
 - Video evidence of cornice cast from reverse mould at beginning, middle and end stages
 - Photographic evidence of cornice moulding cut to dimensions and tolerances
 - Photographic evidence of cornice moulding fit in position and stopped-in and made good (close up and distance)

c) Apply float and finish to a pier return

Conditions of assessment:

- The time allocated for this task is 2.5 hours
- The candidate must carry out the task on their own, under controlled condition

What must be produced for marking:

- Completed pier return, correct position of standard angle bead, floated with a backing coat and finished and plastered ready for decoration

Additional evidence of candidate performance that must be captured for marking:

- Assessor observations
 - Completed pier return, position of standard angle bead, floated with a backing coat and finished and plastered ready for decoration
- Assessor photographic/video evidence at various stages to show candidates progress against the task
 - Video evidence of standard angle bead fixing and positioning, showing plumb lines and tolerance
 - Video evidence of backing plaster surface consolidated, keyed, and cut back
 - Photographic evidence of completed pier return (close up and distance)
 - Photographic evidence of completed plaster surface trowelled smooth ready for decoration (close up and distance)

External rendering work

Apply and form plain and textured rendering finishes

Conditions of assessment:

- The time allocated for this task is 6.5 hours
- The candidate must carry out the task on their own, under controlled condition

What must be produced for marking:

- Three completed rendered surfaces (one plain and two different textured finishes) with a colour by design shown and separated with beads

Additional evidence of candidate performance that must be captured for marking:

- Assessor observations
 - Three completed rendered surfaces (one plain and two different textured finishes) with a colour by design and separated with beads
- Assessor photographic/video evidence at various stages to show candidates progress against the task
 - Video evidence of positioning of fixed beads for the 3 separate render surfaces and tolerances
 - Video evidence of the application of the three surfaces for all three render finishes at the beginning, middle and upon completion
 - Photographic evidence of completion of all three render finishes (close up and distance)

Task 3 - Repair to plaster surfaces

Resources

- PPE
- Bolster and chisel
- Dusting brush
- Bonding agent
- Spot and stand
- Backing plaster
- Finishing plaster
- Internal plastering tools
- Drill and whisk
- Mixing buckets
- Cleaning brushes
- Access equipment

Repair a chase in the kitchen area after the installation of a new electric double socket

Conditions of assessment:

- The time allocated for this task is 2 hours
- The candidate must carry out the task on their own, under controlled condition

What must be produced for marking:

- A completed repaired chase ready for decoration

Additional evidence of candidate performance that must be captured for marking:

- Assessor observations
 - A completed repaired chase ready for decoration
- Assessor photographic/video evidence at various stages to show candidates progress against the task
 - Video evidence of backing coat being applied, ruled, keyed, and cut back
 - Photographic evidence of the repaired chase completed ready for decoration (close up)

Centre guidance

Guidance provided in this document supports the administration of this project.

The following documents, available on the City & Guilds website, provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- ***T level technical qualifications – marking***
- ***T level technical qualifications – moderation (updated annually)***
- ***T level technical qualifications – teaching, learning and assessment***

This synoptic assessment is designed to require the candidate to make use of their core knowledge, understanding and the practical skills they have built up over the course of their learning to tackle tasks/problems/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, tools, equipment, materials, and approaches to take, to complete 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.

Candidates should be made aware during learning what the assessment themes are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates 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 must not be entered for assessment without being clear of the importance of working safely and having attended sufficient practical training to be able to work safely. The assessor must immediately stop an assessment if a candidate works unsafely. At the discretion of the assessor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely, risking the safety of themselves or others however, their assessment must be ended, and they must retake the assessment in a future series after significant further training has taken place.

Compliance with timings

Due to the nature of this assessment, the maximum time allowances provided must be adhered to. They refer directly to assessment time, not any additional setting up or drying times the centre needs to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work, they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If, however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Assessor student ratios

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions e.g. layout of the assessment environment,
- amount of additional support available (e.g. to capture image/ video evidence), staggered starts etc.,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than six candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation evidence

Observation notes form part of the candidate's evidence and must capture evidence of student performance during the practical tasks describing 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 that are notable in relation to the quality indicators in the marking grid. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid. These descriptions will be used, along with e.g. photographic and video evidence to choose the relevant marking band and mark within the band so that students can be reliably and validly differentiated based on their performance. Observation evidence captured in these forms must give the necessary information to enable the final assessment of the task at a later date. This is to allow a holistic judgement to be carried out after all evidence for the task is available, at which point full consideration of how the student has applied both their skills and their knowledge during the practical can be given.

Identifying what it is about the performances that is different between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However, 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 e.g. photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the areas of particular interest in sufficient detail and clarity for assessment (i.e. 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).

Assessor marking and justification is completed on a separate form (CRF) to differentiate this evidence from the judgement, since in some cases the observation form will, in some cases, provide evidence relating to the judgement for more than one assessment theme.

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Video and photograph evidence in T Level Technical qualifications

The assessment materials for each synoptic assignment identify the minimum candidate and assessor evidence requirements to support marking and moderation. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and assessor notes alone) plays a significant part of the synoptic practical assessment. If this is the case City & Guilds will prescribe the type/capture where the use of video is necessary for practical assessment components (e.g. specifying exactly which elements of the practical must be videoed, or photographed), and any technical specifications for these forms of evidence e.g. length of videos, maximum file sizes etc will also be supplied. Photographic and video evidence will be submitted along with the written candidate evidence and tutor evidence (Practical Observation forms) as described in the additional evidence section of the task

Video evidence must meet these minimum requirements, in order to be considered by moderators:

- As per the guidance in section 2.3.2 of The *Marking and Moderation Guide for Centres*, tutors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).
- The qualitative written evidence provided by tutors must
 - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended.
 - include their judgement on the performance being demonstrated
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission, however for Technical Qualifications videos must be no longer than 5 minutes long.

Please note that where video evidence is unclear, or does not meet these minimum requirements, moderators will disregard it.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

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

These list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, e.g. pin board style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (e.g. screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have not been submitted for the moderation sample by the final moderation deadline, or the quality of evidence is insufficient to make a judgement, the moderation, and therefore 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 of candidates

Candidates should be aware of which aspects of their performance 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.

During the learning programme, direct tutor instruction in how to approach tasks through modelling, support, guidance, and feedback are critical. However, gradual removal of this support is necessary in preparation for summative assessment. This supported approach is not valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. 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. Refer to the ***T Level Technical qualifications – teaching, learning and assessment*** centre guidance document, available on the City & Guilds website 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 synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The 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.

Security and authentication of candidate 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.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

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 e.g. 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, time frame and resources that allows them reasonable 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

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified e.g. if file naming is an assessment point for the assignment). Guidance must only support access to the assignment brief and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- 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. However, this does not apply if the tutor asks questions as part of the assessment process. Such requirements will be specifically stated within task centre guidance.

Tutors should however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and 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 check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors should ensure that candidates' plans for 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 the candidate has required suggests they are lacking in any performance outcome, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker 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 CRF.
- 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 tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor must 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.
- The tutor must not produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided, as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the *T Level Technical qualifications – marking, and - moderation* centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark for each performance objective and overall.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation.

Marking grid guidance

Carrying out marking using assessment themes

The process of marking each assessment theme is iterative and should follow the process below which will become more spontaneous over time as the descriptors become familiar. It is recommended to refer back to these frequently however, so the standard does not unintentionally drift over the marking period.

The indicative content gives an indication of the expected content parameters the responses are likely to cover, and which aspects of the evidence are relevant. It is not exhaustive, and an acceptable answer may concentrate more on depth rather than fully cover the range indicated or deviate into relevant topics not listed.

The specific task evidence listed within the assessor guide and marking grid must be used to make a judgement on performance in relation the specific assessment theme.

The assessment tasks guide the production of valid evidence under appropriate conditions for assessment. Candidate evidence from a range of tasks may contribute to the marking of a single assessment theme, or from a single task to more than one assessment theme. In this case different aspects of the evidence are being considered for each theme and need to be judged against the marking descriptors specified in the assessment themes independently of each other.

In some cases, the quality indicators looked for in the judgement may naturally be more strongly evidenced in one piece of evidence than another. For instance, more formulaic/prescriptive forms of evidence may not be able to generate evidence of higher levels of performance, so this evidence would need to be looked for in the other forms of evidence. This means that where a range of evidence is to be assessed, it should be treated as a single package of evidence for the purposes of marking even if generated through different tasks.

Timing of marking

As some assessment themes require the triangulation of a number of pieces of evidence, marking cannot take place until after all of these are available. This does not however mean that all marking needs to take place after all candidates have completed the whole assessment.

Also, it is possible to begin recording the notes that will justify the marking for some assessment themes as evidence is produced, with the final mark only being decided once the complete array of evidence is available. This is particularly the case if later evidence is more confirmatory, and the earlier evidence is sufficiently informative for the qualities being assessed to make this a useful exercise.

Through planning, it should be possible to identify any evidence that can start being reviewed earlier, and the assessment themes which could be scheduled for earlier completion of marking e.g. while observation evidence is fresh in the mind should this be helpful. Care must of course be taken to ensure any evidence required by candidates to progress with another task are available for that task to take place. In addition, it is recommended that a sense check across marking for each assessment theme, and across assessors, is carried out at the end to ensure marking has not drifted during the period. This may take the form of comparing candidate work to check that the ranking of quality of evidence matches the ranking of marks – where there are discrepancies marking should be checked for accuracy.

Also, the highlighted in the below needs to be included.

Process for each assessment theme:

- Select the range of evidence relevant for making the judgement – this is indicated in the mark scheme for each assessment theme.
- Scan / read the candidate evidence, evidence captured by the assessor and the indicative content & band descriptors in the mark scheme.

Process for each assessment theme:

- Select the range of evidence relevant for making the judgement – this is indicated in the mark scheme for each assessment theme.
- Scan / read the candidate evidence, and the indicative content & band descriptors in the mark scheme.
- Make an initial assessment of the required evidence as a whole, considering each band in turn to make a balanced judgement of the best band to use it as a starting point.
- Read the evidence and review it against the band descriptor in more detail, deciding if the response is securely sitting within the band, i.e. all quality characteristics described by the band descriptor are seen, and strongly meets the level of performance described by the descriptor holistically (i.e. across the range of relevant evidence).

- Check the descriptor for the level above
- If the evidence clearly shows some of the characteristics of the higher band, select a suitable mark at the bottom of that band
- If *not* showing characteristics of the higher band revert to the original band, select a mark at the higher end of that mark range

If the response is not securely in the band, but *is partially* showing the characteristics of the band,

- check the descriptor of the level below.
- decide on a suitable mark either at the bottom of the original band as some characteristics shown, or top of the lower band if it better describes the quality of the characteristics being shown.

If the response is largely meeting the band, with only a few concerns, and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.

If there is no alignment with the descriptor, reassess the starting band, and begin again.

- Based on the level of alignment with the descriptor, confirm the final mark within the band, bearing in mind that the available marks form an *evenly distributed scale*:
 - If the quality of response *fully* aligns with the performance described by the descriptor – assign a high mark within the band
- If the quality of the response *partially* aligns with the performance described by the descriptor – assign a low to medium mark within the band
 - Consider the quality compared to a range of similar responses (e.g. relevant annotated training material exemplars, responses reviewed during standardisation, and through experience) choose a mark on the point on the scale that would give an appropriate ranking for the assessed piece of evidence in relation to this information and in comparison with that of the rest of the cohort for that assessment theme.

Marking grid

There is a marking grid for each assessment theme that must be assessed as part of this occupational specialism assessment.

Assessment Theme: Health and Safety

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment theme	Total marks per assessment theme
Indicative content	<p>Typical knowledge, understanding and skills:</p> <p>To produce a risk assessment and risk management plan for all the tasks.</p> <p>Identify the main risks and hazards for each task and detail the mitigations that will be used to reduce the risks and hazards and identify low risk hazards that may occur during the task(s) and mitigate for these as they arise.</p> <p>Follow the risk plan through the tasks.</p> <p>Maintain a tidy work area throughout the tasks.</p> <p>Correct PPE is identified and worn at all times and as designated in their risk assessment plans (If unsafe working occurs the assessment is to be stopped immediately).</p> <p>Whilst working through tasks, adhere to a risk assessment plan, adjust it correctly if required, following safe working practices throughout and keep work areas clean and tidy, all in accordance with current regulations and legislation.</p>				
Marks per band	1-2	3-4	5-6		6
	Risk assessment is complete and covers the key risk/hazard/factors.	Risk assessment is complete and covers a good range of risk/hazard factors.	Risk assessment is complete, detailed and clearly identifies all the associated risk/hazard factors.		

	<p>Risk mitigation methods are limited. Likelihood against probability has been attempted but lacks reasoning.</p> <p>Health and safety is followed during preparation and throughout tasks so that all work is completed safely but when working some low-risk hazards were missed.</p>	<p>Risk mitigation methods have been identified for some of the potential risks/hazards, but not all.</p> <p>Consideration is given to potential for harm and probability factors.</p> <p>Health and safety is followed during preparation and throughout tasks and all work completed safely</p>	<p>Risk mitigation methods are detailed and have been clearly identified for all potential risks/hazards.</p> <p>Potential for harm and probability factors have been identified throughout.</p> <p>Health and safety is followed during preparation and throughout tasks and all work completed safely. Risks and hazards that occur during the tasks are correctly mitigated against as they arise.</p>		
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Guidance for markers

Evidence from Task 1, 2 and 3 should be used to assess performance against this assessment theme.

Task 1

Risk Assessment

Task 2

Assessor observation

- Following safe procedures for Internal plastering systems, External rendering systems and Producing and fixing moulding

Task 3

Assessor observation

- Following safe procedures for repair to damaged surfaces

Assessment theme: Design and planning

<p>Note: where there is insufficient evidence to award a mark, a zero mark may be given</p>	<p>Band 1 descriptor</p>	<p>Band 2 descriptor</p>	<p>Band 3 descriptor</p>	<p>Total marks per sub assessment themes</p>	<p>Total marks for assessment theme</p>
<p>Indicative content</p>	<p>Typical knowledge, understanding and skills:</p> <p>To produce detailed planning documents that include a method statement and materials list.</p> <p>The method statements should be detailed and comprise planning for all the tasks being carried out, with logically sequencing. It should also contain reasoning/justification appropriate to specification brief showing attention to timeliness and the quality of the finished work(s).</p> <p>The material list and should comprise a list of all required materials, tools and equipment needed to meet the specification brief and the quantities of materials, using accurate terminology.</p> <p>Take measurements from an allocated space/work area and use the information gathered to complete calculate quantities of materials required.</p> <p>Plan and provide recommend to the client materials to be used for the different internal plastering works and a specific colour through design for the external render, using manufacturer samples/designs to support any recommendations to give a true representation of the specification requirements on completion.</p>				

Marks per band	1-2	3-4	5-6	6	12
Documents	<p>Planning documents are brief and show minor inaccuracies in technical knowledge. The tasks have been set out but with some inaccuracies in sequencing.</p> <p>Any justifications and reasoning are given in isolation and do not clearly link to the tasks.</p> <p>Tools, equipment, and materials list is bullet pointed displaying key components required to perform the tasks. Limited and in some cases inaccurate descriptions.</p> <p>Quantities have been attempted for some of the tasks.</p>	<p>Planning documents are clear with good detail and demonstrate accurate technical knowledge. The tasks have been set out in a logical sequence.</p> <p>Justification and reasoning are provided linking to the tasks, with only minor gaps.</p> <p>Tools, equipment, and materials list is clear and logical and identifies most of the components required to perform the tasks.</p> <p>Quantities provided for most of the tasks.</p>	<p>Planning documents are thorough, detailed and demonstrate comprehensive technical knowledge and the tasks are set out in a logical order.</p> <p>Comprehensive justifications and reasoning are given and link directly to the tasks.</p> <p>Tools, equipment, and materials list is detailed and includes all materials, tools and equipment required to perform the tasks with detailed descriptors.</p> <p>Comprehensive list of quantities provided for all tasks</p>	6	
Drawings and design	1-2	3-4	5-6	6	
	<p>Work area measurements have been taken but with some inaccuracies, resulting in some inaccurate calculations for materials, substrates and components required.</p> <p>Scaled drawing is complete but with some inaccuracies in</p>	<p>Work area measurements have been taken with only minor inaccuracies and the amounts of materials, substrates and components calculated is almost complete.</p> <p>Scaled drawing is complete, with minor inaccuracies in</p>	<p>Work area measurements have been taken accurately using the correct methods and the calculations of substrates, components and materials is complete and through.</p> <p>Scaled drawing is clear, accurate and detailed, with</p>		

	<p>measurements and limited detail on hatchings and symbols.</p> <p>Material recommendations are brief with some examples and detail of finishes provided but with omissions and demonstrates some inaccuracies in technical knowledge. Limited explanation of reasoning for the recommendations and as a result, not fully reflective of the specification requirements.</p>	<p>measurements, hatchings, and symbols .</p> <p>Sound material recommendations, with good examples and detail of finishes demonstrating good technical knowledge. Clear and sound reasoning with only minor omissions. Reflective of the specification requirements.</p>	<p>correct use of hatchings and symbols.</p> <p>Materials recommendations are detailed, with comprehensive examples demonstrating comprehensive technical knowledge and. Detailed and accurate reasoning behind the recommendations, fully reflective of the specification requirements.</p>		
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Guidance for markers

Evidence from Task 1 and Task 2 should be used to assess performance against this assessment theme.

Task 1

- Method Statement
- Tools, equipment and materials list
- Scaled drawing
- Provide plan of recommended materials to be used for the different internal plastering works and a specific colour through design for the external render using manufacturer samples/designs to support any recommendations

Assessor observation

- Measurements of the site location/work area

Task 2

Assessor observation as detailed in Assessment themes Internal plastering systems, External rendering systems and Producing and fixing mouldings

Task 3

Assessor observation as detailed in Assessment theme repair to damaged surfaces

Assessment Theme: Presentation

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks per assessment theme
Indicative content	<p>Typical knowledge, understanding and skills:</p> <p>To deliver a presentation on the material recommendations for the different internal plastering works and a specific colour through design for the external render using manufacturers samples/designs to support any recommendations with clear reasoning and justification and accurate representation of the specification requirements.</p> <p>The presentation should be delivered using verbal and visual aids.</p>				
Marks per band	1-2	3-4	5-6		6
	<p>Presentation required some prompting. Minimal use of positive body language and interaction was limited overall</p> <p>Lacked clarity on the reasoning behind the material recommendations.</p> <p>Some incorrect use of language and terminology.</p> <p>Presentation attempted to provide a representation of the specification requirements but contained inaccuracies.</p>	<p>Presentation was fluid with minor lapses. Good interaction and positive body language most of the time.</p> <p>Clear and sound reasoning behind the material recommendations.</p> <p>Use of terminology and language was correct most of the time.</p> <p>Presentation provided an accurate representation of the specification requirements.</p>	<p>Presentation was clear, fluid and without lapses. Positive body language and interaction throughout.</p> <p>Provided clear and detailed reasoning on the material recommendations.</p> <p>Correct use of terminology and language throughout.</p> <p>Presentation provided an accurate and detailed representation of specification requirements.</p>		

Guidance for markers

Evidence from Task 1 should be used to assess performance against this assessment theme.

Task 1

Assessor observation

- Presentation

SAMPLE

Assessment Theme: Internal plastering systems

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks for assessment theme
Indicative content	<p>Typical knowledge, understanding and skills:</p> <p>Correctly prepare and set out accurately background surfaces for the installation of internal plastering system, including:</p> <ul style="list-style-type: none"> • Correct use of tools and equipment to prepare, apply and finish surfaces. • Plasterboard sheets are measured and cut correctly to specified dimensions • Dabs of dry wall adhesive is applied to correct centres and plasterboard installed accurately • Beads are correctly identified for internal purpose, prepared, and cut to required dimensions and positioned and fixed in-line accurately in accordance with the scaled drawing. • Scratch coats are applied evenly and consistently, prepared with a uniform key, and cut back at beads. • Backing coats are mixed and applied and correctly ruled, squared, consolidated, and cut back to prepare for the subsequent application, • Plaster is applied and completed to industry standard, minimising waste (tolerance 10%). <p>Complete the work with attention to the detail, replicating the recommendation and finish to specification.</p>				
Marks per band	1-3	4-6	7-9	9	27
Internal Fix/Dry lining	Measurement and setting out dimensions of substrates, components and materials for installation was attempted but with some errors that has resulted in the additional use of sheet material and bonding	Measurement and setting out dimensions of substrates, components and materials is to a sound standard with only minor errors, and only minimal waste (within tolerance).	Measurement and setting out of substrates, components and materials for installation is accurate, within tolerance and without waste.		

	<p>adhesive (excess of the tolerance).</p> <p>Some reasonable techniques and skills demonstrated, but some inaccuracies which has affected the quality of finish of the installation/fix</p> <p>Installation carried out and with some tolerances outside of industry standard</p> <p>Wall surface are more than +3mm in line</p> <p>Vertical Horizontal ceiling line</p> <p>Horizontal skirting line Diagonally</p> <p>Two out of four returns are square +/-3mm</p>	<p>Good techniques and skills demonstrated.</p> <p>Installation is completed to specification requirements.</p> <p>Most wall surfaces are +/- 3mm in line Vertical Horizontal ceiling line Horizontal skirting line Diagonally</p> <p>Three returns out of four returns square +/-3mm</p>	<p>Excellent techniques and skills demonstrated.</p> <p>Installation and finish carried out and completed to specification.</p> <p>All Wall surface +/- 3mm in line Vertical Horizontal ceiling line Horizontal skirting line Diagonally</p> <p>All four Returns square +/- 3mm</p>		
Marks per band	1-2	3-4	5-6	6	
Internal Fix Beads	<p>Measurement and cutting dimensions of beads for installation completed but with some inaccuracies that has resulted in waste in excess of tolerance of materials.</p>	<p>Measurement and cutting dimensions of beads is to a good standard within acceptable waste tolerance.</p>	<p>Measurement and cutting dimensions of beads is to an excellent standard with no waste.</p>		

	<p>Requires several additional beads to meet industry standards.</p> <p>Components selected and installed to an acceptable standard following re-evaluation.</p> <p>Beads, measured, cut, fixed, plumb +3mm level +3mm</p>	<p>Requires one additional bead to meet the industry standards.</p> <p>Components selected and installed to an acceptable standard.</p> <p>Beads, measured, cut, fixed, plumb /-3mm level /-3mm</p>	<p>No additional beads required.</p> <p>Components selected, prepared, positioned, and installed to an excellent standard.</p> <p>Beads, measured, cut, fixed, plumb /-2mm level /-2mm</p>		
Marks per band	1-4	5-8	9-12	12	
Installation	<p>Followed correct set out and attempted to plan the task but with some gaps and lapses in a sequencing.</p> <p>Attempts to gauge and mix materials to the correct consistency but some inaccuracies resulting in waste in excess of tolerance.</p> <p>Use of techniques and skills correct some of the time but with some inconsistencies in the application and finish of the plastering surfaces which has led to defect.</p> <p>3 or more defects in finished installation.</p> <p>Work not checked</p>	<p>Followed correct set out and planned the task in a logical sequence most of the time.</p> <p>Materials are gauged and mixed to the required consistency with minimal waste (within tolerance).</p> <p>Good techniques and skills demonstrated to apply and finish plastering surfaces with only minor inaccuracies.</p> <p>No more than 2 defects in finished installation</p> <p>Work regularly checked, with only minor lapses, resulting in a good quality finish that meets specification requirements.</p>	<p>Followed correct set out and planned the task in a logical sequence throughout the task.</p> <p>Materials accurately gauged and mixed to the required consistency to complete the task without waste.</p> <p>Excellent techniques and skills demonstrated to apply and finish plastering surfaces.</p> <p>No more than 1 defect in finished installation</p> <p>Work consistently and accurately checked, finish is of high quality and fully reflects specification requirements.</p>		

	regularly, and errors affect the overall quality of the finish that does not fully reflect specification requirements.				
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Guidance for markers

Evidence from Task 2 should be used to assess performance against this assessment theme.

Task 2

Assessor observation

- Gauge of materials
- Beads fixings
- Dry line system installation
- Plaster finish

Additional supporting evidence

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

SAMPLE

Assessment Theme: External rendering systems

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks for assessment theme
Indicative content	<p>Typical knowledge, understanding and skills:</p> <p>Correctly prepare and set out accurately background surfaces for the installation of external rendering systems, including:</p> <ul style="list-style-type: none"> • Correct use of tools and equipment to prepare, mix, apply and finish surfaces • Beads are correctly identified for external purpose, prepared, and cut to required dimensions and positioned and fixed in-line accurately in accordance with the scaled drawing. • Scratch coats are applied evenly and consistently, prepared with a uniform key and cut back at beads. • Correctly mix, gauge and apply external render to produce a plain and textured surface, minimising waste (tolerance 10%). <p>Complete the work with attention to the detail, replicating the recommendation and finish to specification.</p>				
Marks per band	1-2	3-4	5-6	6	18
External Fix Beads	<p>Measurement and cutting dimensions of beads for installation completed but with some inaccuracies. resulting in waste in excess of tolerance.</p> <p>Requires several additional beads to meet industry standards.</p> <p>Components selected and installed to an</p>	<p>Measurement and cutting dimensions of beads is to a good standard within acceptable waste tolerance.</p> <p>Requires one additional bead to meet the industry standards.</p> <p>Components selected and installed to an acceptable standard</p>	<p>Measurement and cutting dimensions of beads is to an excellent standard with no waste.</p> <p>No additional beads required.</p> <p>Components selected, prepared, positioned, and installed to an excellent standard.</p>		

	acceptable standard following re-evaluation. Beads, measured, cut, fixed, plumb +3mm level +3mm	Beads, measured, cut, fixed, plumb /-3mm level /-3mm	Beads, measured, cut, fixed, plumb /-2mm level /-2mm		
Marks per band	1-4	5-8	9-12	12	
Installation	<p>Followed correct set out and attempted to plan the task but with some gaps and lapses in a sequencing.</p> <p>Background surfaces are prepared correctly to receive render but with some noticeable lapses.</p> <p>Materials are gauged and mixed to the required and required re mixing for consistency but with waste in excess of tolerance.</p> <p>Scratch coat applied and not fully keyed with some alteration work required.</p> <p>Technique applied but with some inaccuracies in finishing rendering surfaces affecting the overall quality of the finish that does not meets specification requirements</p>	<p>Followed correct set out and planned the task in a logical sequence most of the time.</p> <p>Background surfaces logically prepared to receive render.</p> <p>Materials are gauged and mixed to the required consistency with minimal waste (within tolerance).</p> <p>Scratch coat applied flat and keyed evenly.</p> <p>Sound techniques and skills demonstrated to apply and finish rendering surfaces with only minor inaccuracies, resulting in a good quality finish that meets specification requirements.</p>	<p>Followed correct set out and planned the task in a logical sequence throughout the task.</p> <p>Backgrounds surfaces methodically prepared to receive render.</p> <p>Materials accurately gauged and mixed to the required consistency to complete the task without waste</p> <p>Scratch coat applied flat and straight with uniform key.</p> <p>Excellent techniques and skills demonstrated to apply and finish the rendering surfaces resulting in an excellent quality finish that meets specification requirements.</p>		

Guidance for markers

Evidence from Task 2 should be used to assess performance against this assessment theme.

Task 2

Assessor observation

- Background surface preparation
- Gauge of materials
- Beads fixing
- Completed rendered surfaces

Additional supporting evidence

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

SAMPLE

Assessment Theme: Produce and fix mouldings

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks per assessment theme
Indicative content	<p>Typical knowledge, understanding and skills:</p> <p>To produce reverse moulding work, including:</p> <ul style="list-style-type: none"> • Correct preparation, gauging and consistency of materials • Accuracy of preparation and casting to resemble the profile design. • Correctly measure, cut, position, and fix in line the cornice moulding according to the specification drawing dimensions • The straight and mitred cuts to form returns and stop ends including stopping-in at joints and return • Minimising waste of materials (tolerance 10%) <p>Complete the work with attention to the detail, replicating the recommendation and finish to specification.</p>				
Marks per band	1-4	5-8	9-12	12	12
	<p>Followed correct set out and attempted to plan the task but with some gaps and lapses in a sequencing.</p> <p>Materials prepared adequately some of the time but with some inaccuracies.</p> <p>Reverse mould surfaces have several imperfections requiring</p>	<p>Followed correct set out and attempted to plan the task but with some gaps and lapses in a sequencing.</p> <p>Materials prepared adequately most of the time with minor inaccuracies.</p> <p>Reverse mould surfaces have minor imperfections, requiring minor alteration</p>	<p>Followed correct set out and planned the task in a logical sequence throughout the task.</p> <p>All materials prepared correctly.</p> <p>Reverse mould has no defects and requires standard preparation for casting.</p>		

	<p>some alterations in preparation for casting.</p> <p>Materials are gauged and mixed to the required consistency with waste in excess of tolerance.</p> <p>Correct techniques and skills demonstrated during the casting process but with some inaccuracies.</p> <p>Cast mouldings marked out, cut correctly but inaccurately positioned, affecting the overall quality finish.</p>	<p>in preparation for casting.</p> <p>Materials are gauged and mixed to the required consistency with minimal waste (within tolerance).</p> <p>Good techniques and skills demonstrated during the casting process.</p> <p>Cast mouldings marked out, cut, positioned, fixed, and finished to a good standard.</p>	<p>Materials are gauged and mixed to the required consistency with no waste.</p> <p>Excellent techniques and skills demonstrated during the casting process.</p> <p>Cast mouldings marked out, cut, positioned, fixed, and finished to an excellent standard.</p>		
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Guidance for markers

Evidence from Task 2 should be used to assess performance against this assessment theme.

Task 2

Assessor observation

- Materials prepared
- Casting process
- Completed moulding fixed in line with drawing dimensions

Additional supporting evidence

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

Assessment Theme: Repair to damaged surfaces

Note: where there is insufficient evidence to award a mark, a zero mark may be given	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks per sub assessment themes	Total marks for assessment theme
Indicative content	<p>Typical knowledge, understanding and skills:</p> <p>Identify and use appropriate rectification techniques of damaged/defected surface.</p> <p>Correct selection and use of tools and materials.</p> <p>Correctly prime surfaces for rectification, ensuring the background surface is prepared and suction controlled using appropriate stabiliser, sealers or bonding agents.</p> <p>Completed work has been repaired/rectified with minimal errors/defects and in accordance with the specification requirements.</p>				
Marks per band	1-3	4-6	7-9		9
	<p>Attempts to identify and address the cause of problem that had caused the defect.</p> <p>Selection of tools, materials and use of techniques correct in some cases but with some errors.</p> <p>Repair process completed, safely but with some noticeable errors that affects the quality of the</p>	<p>Identifies the cause of problem that had caused the defect.</p> <p>Mostly accurate selection of tools, materials and use of techniques to complete the task.</p> <p>Repair process completed with only minor errors, to a good quality and according to specification requirements.</p>	<p>Accurately identifies and defines the cause of defect.</p> <p>Accurate selection of tools, materials and techniques used to rectify defect.</p> <p>Carries out the repair process accurately, safely without error to an excellent standard and fully reflective of the</p>		

	finish and does not fully reflect the specification requirements.		specification requirements.		
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Guidance for markers

Evidence from Task 3 should be used to assess performance against this assessment theme.

Task 3

Assessor observation

- Rectification techniques
- Completed repair

Additional supporting evidence

Photographic and/or video evidence are stated in the specific task guidance for each task within the assessor pack.

SAMPLE

Links to Maths, English, and Digital Skills

Task	Skills
Task 1	
	EC1, EC2, EC3, EC5, EC6 MC1, MC2, MC3, MC4, MC8, MC9, MC10 DC1, DC2, DC5
Task 2	
	MC1, MC2, MC3, MC4, MC7
Task 3	
	MC1, MC2, MC7

Assessment ID	Qualification number
Candidate name	Candidate number
Centre name	Centre number

Additional Support

Has the candidate received any additional support in the production of this work?

No **Yes** (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

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 be returned to the centre and this will delay the moderation process. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

SAMPLE

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