

# Level 2 Technical Certificate in Site Carpentry (7906-20)

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.

All sketches and drawings should be neat and tidy, to scale and annotated. Calculations should be set out clearly, with all working shown, together with any assumptions made. You should use appropriate units at all times and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

## Assignment Brief

A client has had a single storey rear kitchen extension built as shown in Figure 1. The dimensions are 4.8 m long and it projects 3.8 m from the rear wall. The roof is to incorporate a proprietary central roof light, requiring a trimmed opening of 1.0 m by 1.5 m. It has flush eaves and verge detailing. An additional storey has been added to the existing garage and a trussed rafter pitched roof is required to match existing.

You have been asked to provide scaled drawings for the construction details for both the roofs showing

- Layout of joist/trusses including anchorage requirements
- Sectional details at the abutment (flat roof only), eaves and verge for both roofs.

The client has also asked you to build a stud wall with a return incorporating a serving hatch. You will be given the dimensions for the studwork. The hatch must have an internal size of 600 x 600 mm and be fitted central to the length of the studwork.

The studwork should be constructed with studs at 400 mm centres. The noggins to be fixed at centres to suit 2400 mm x 1200 mm x 12.5 mm sheets of plasterboard. The lining needs to be produced and assembled ready to fit into the studwork.

When fixing the hatch lining you should allow for plasterboard and a skim coat of plaster. You are required to fix architrave to one face of the lining with a 5 mm margin. The lining and architrave should be left ready to accept a painted finish.

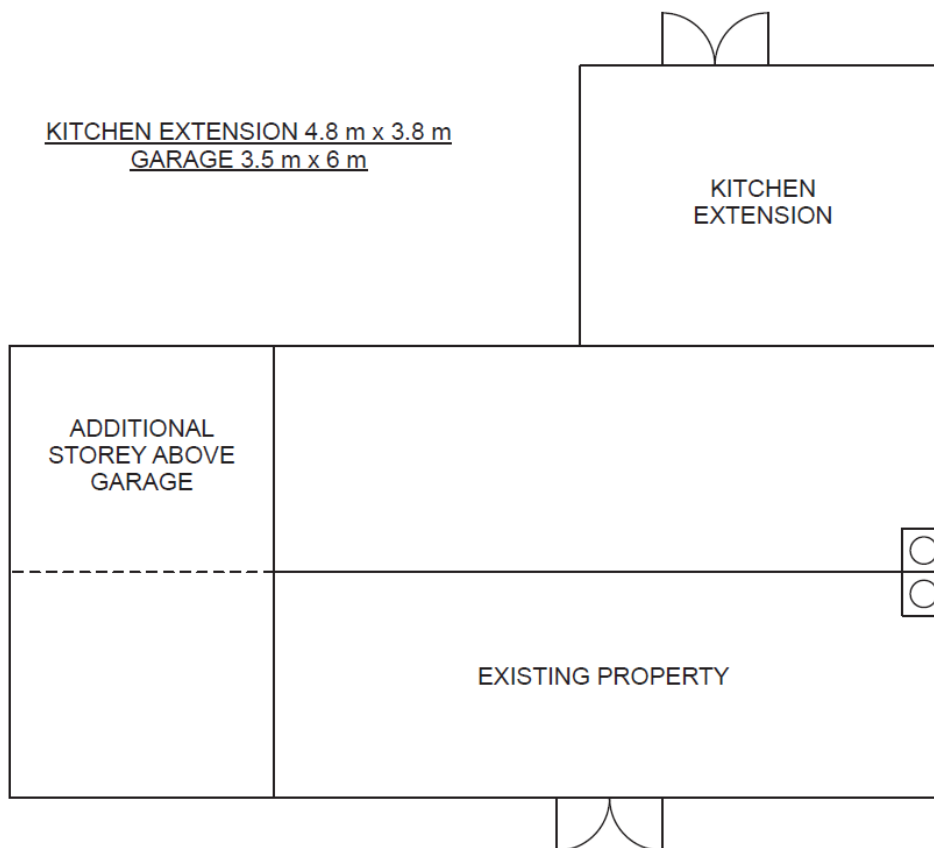


Figure 1

# Tasks

## Task 1

1a Prepare annotated scaled drawings for both roofs

### Conditions of assessment:

This is an open book task. The task must be completed on your own, under supervised conditions

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

- completed annotated scaled drawings for both roofs

## Task 2

2a Produce a tools, equipment and materials list.

2b Produce a hatch lining using housing joints.

2c Produce wedges using a table saw.

### Conditions of assessment:

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

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

- tools, equipment and materials list
- assembled lining to specification
- wedges

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

- your tutor's notes, recorded on a Practical Observation form, of your working practice describing the quality, consistency and accuracy of the finished work
- photograph taken by your assessor of your completed tasks showing
  - both faces of the assembled lining
  - the wedges

## Task 3

3a Produce an annotated sketch of the studwork arrangement.

3b Produce a tools, equipment and materials list.

3c Construct stud partition with a return and an opening.

3d Fix hatch lining into the opening.

3e Fix architrave to one face of the lining.

### Conditions of assessment:

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

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

- sketch of the studwork arrangement
- tools, equipment and materials list

- completed studwork

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

- your tutor's notes, recorded on a Practical Observation form, of your working practice describing the quality, consistency and accuracy of the finished work
- photograph taken by your assessor of your completed tasks,
  - both faces of stud partition
  - both faces of the fixed hatch

## Task instructions for centres

### *Resources*

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to select tools/equipment or materials in order to demonstrate understanding of appropriate selection.

Centres should provide dimensions for the studwork. The **minimum** dimensions are:

- Height 2100 mm
- Length of straight studwork 1800 mm
- Return 600 mm
- Height top of cill 1000 mm.

The lining should be made from standard PSE door lining material or a section size deemed suitable as a hatch lining by the centre, this should be created using housing joints to all corners.

To allow for sustainable/economical use of resources it is suggested that centres give different stud work height to each learner. Learners are required to calculate lengths and then cut to size. The section size timber should be minimum 63 mm CLS and the lining to suit.

Candidates are **not** allowed to use previously marked out head and sole plates.

Learners will be expected to calculate the materials required for the task and to set out the studwork to the centres, and position a row of horizontal noggins to carry standard full size sheets of plasterboard (plasterboards will not be fixed).

Centres should prepare a suitable jig to allow learners to safely produce wedges using a table saw.

### *Task specific guidance*

#### *Task 1*

Drawings should not be produced on paper no larger than A3 for scanning purposes.

#### *Task 2*

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

- Tools, materials and equipment
- PPE

#### *Task 3*

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

- Tools, materials and equipment
- PPE.

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

A Practical Observation (PO) form must be completed and photographs must be taken in order to support marking of the candidate's work. See details below around requirements for observations and photographs.

### *Guidance on photographs*

It is expected that of **6** photographs will be submitted per candidate. These photographs should be used to support the observation recorded upon the Practical Observation Sheet.

Photographs must be of sufficient resolution and full frame to verify the quality of the completed work.

### *Task 2*

Photographs of both faces of the assembled lining clearly showing the joints

### *Task 3*

Photographs of

- both faces of stud partition
- both faces of the fixed hatch
  - one showing architraves
  - one showing folding wedge positions

The front elevation should include the candidate and a sign giving their name and the date of the assessment so that photographs can be differentiated.

**Total 9 hours.**

Machine queueing time is **not** included in the **9** hours.

**Task 1** – The time taken to complete the work for Task 1 is **not** included within the **nine** hours.

**Task 2** – 3 hours (recommended)

**Task 3** – 6 hours build (recommended)

## Centre guidance

Guidance provided in this document supports the administration of this assignment. 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:

- *Technical qualifications – marking*
- *Technical qualifications – moderation* (updated annually)
- *Technical qualifications – teaching, learning and assessment*

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.

Candidates should be made aware during learning 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.

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 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.

### *Compliance with timings*

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create the required to ensure 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.

### **Observation evidence**

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

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 eg layout of the assessment environment,
- amount of additional support available (eg 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 eight 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 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. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

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 eg 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 (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).

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.

### 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*

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, eg pinboard 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 (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

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

*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 (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.

During the learning programme, direct tutor instruction in how to tackle practical 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, as these may be misinterpreted as pass, merit distinction descriptors. Refer to the *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 summative 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 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, 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 eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment 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.

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 AO, 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 *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.

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

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

## Marking grid

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	<b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul>	<p style="text-align: center;">(1-2 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p style="text-align: center;">(3-4 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p style="text-align: center;">(5-6 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent</p>
		<p><i>Examples of types of knowledge expected:</i> how to use tools, equipment and fixed circular saw, methods of work, practical techniques, Health and Safety, legislation, risk assessment, component terminology, positioning and fixing, carpentry techniques and processes, inspection and maintenance of tools, use of PPE/safety aids and work piece support, types and arrangements used in the various aspects of carpentry work, fitting ironmongery.</p>		
		<p>The candidate has demonstrated recall of knowledge, but it has been limited and/or showing inaccuracies.</p>	<p>The candidate has demonstrated recall of knowledge, which is mostly accurate.</p>	<p>The candidate shows in-depth and detailed knowledge, showing a higher degree of confidence and accuracy.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	<b>AO2 Understanding of concepts theories and processes relating to the LOs</b> <ul style="list-style-type: none"> <li>• Does the candidate make connections and show causal links and explain why?</li> <li>• How well are theories and concepts applied to new situations/the assignment?</li> <li>• How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>	<p style="text-align: center;">(1-3 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing</p>	<p style="text-align: center;">(4-6 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible</p>	<p style="text-align: center;">(7-9 marks)</p> <p>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</p>
		<p><i>Examples of understanding expected:</i> methods of work, links between Health and Safety legislation and planning activities, correct sequence of work, interpretation of drawings/specifications.</p>		
		<p>Limited range of understanding of the tasks, drawing/specification not clearly interpreted or understood.</p>	<p>Good understanding shown across the tasks, drawings/specifications interpreted mostly correctly</p>	<p>In-depth understanding shown across the tasks, drawings/specifications interpreted correctly</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
35	<b>AO3 Application of practical/ technical skills</b> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth of practical skills open to them?</li> <li>• How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul>	<p style="text-align: center;">(1-7 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 style="text-align: center;">(8-14 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 style="text-align: center;">(15-21 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><i>Examples of skills expected:</i> Inspect, set up, adjust and use hand tools, power tools and fixed circular saw; change tooling/blades; use safety aids; measuring and working accurately to tolerances; working safely according to risk assessment and method statement; determining lengths, spacings and angles, positioning and fixing of finishings, components, ironmongery and associated metal work.</p>		



%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>Work not complete with some operations not attempted. Generally poor quality of work, a few tolerances met, generally poor housekeeping.</p> <p><b>To access higher marks:</b> Not all tasks completed but attempted. Poor standard of work and with mistakes, requiring extra resources.</p>	<p>Work will be complete, making minor mistakes, with some poor quality finish. Measurements are mostly accurate, some tolerances met.</p> <p><b>To access higher marks:</b> Work will be complete and to an acceptable standard, making minimal mistakes, with adequate housekeeping. Additional resources not required.</p>	<p>Tasks were completed to a high standard with very minor mistakes. Measurements are consistently accurate. Most tolerances met. Good housekeeping. Methodical.</p> <p><b>To access higher marks:</b> Tasks were consistently completed to a high standard with no mistakes. Measurements are accurate with all tolerances met. Excellent housekeeping.</p>
20	<p><b>AO4 Bringing it all together - coherence of the whole subject</b></p> <ul style="list-style-type: none"> <li>• Does the candidate draw from the breadth of their knowledge and skills?</li> <li>• Does the candidate remember to reflect on theory when solving practical problems?</li> <li>• How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul>	<p>(1-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting</p>	<p>(5-8 marks)</p> <p>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</p>	<p>(9-12 marks)</p> <p>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</p>
		<p><i>Examples of bringing it all together:</i> applying knowledge and understanding to the tasks/ scenario, able to plan activities from information provided. Materials and techniques are used appropriately, correct sequence of operations carried out. Safe working practices demonstrated.</p>		

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

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
20	<b>AO5 Attending to detail/ perfecting</b> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul>	<p align="center"><b>(1-4 marks)</b></p> <p>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.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated</p>	<p align="center"><b>(5-8 marks)</b></p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable</p>	<p align="center"><b>(9-12 marks)</b></p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous</p>	
		<p><i>Examples of attending to detail:</i> Accuracy of measuring, cutting and fixing. Minimal gaps in joints and when fitting ironmongery, adherence to tolerances and the details during the task.</p>			
		<p>There is limited attention to detail. Task shows inaccuracies. Work is not completed and is of poor standard.</p> <p><b>To access higher marks:</b> The tasks have been completed but to a poor standard.</p>	<p>There is some attention to detail. Tasks completed are generally accurate and to an adequate standard.</p> <p><b>To access higher marks:</b> There is good attention to detail. Tasks completed with only minor imperfections</p>	<p>There is excellent attention to detail.</p> <p>The candidate has been focused on the tasks showing care and accuracy completing the task to a high standard.</p> <p><b>To access higher marks:</b> The candidate has been focused throughout all the tasks showing meticulous care and accuracy completing the task to an excellent standard.</p>	

## Practical Observation Form (PO)

Candidate Name:

Assessment ID:

Candidate Number:

Centre Number

Date:

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

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

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

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

This form should, along with all other candidate evidence, should be uploaded to the Moderation Portal if requested or as part of a sample.

See the Observation section above for details around the types of comments

## Task 2

Information around tolerances can be found after this table.

Contextualised examples of AOs per task	Comments/notes
<p data-bbox="190 352 526 384"><b>Producing a hatch lining</b></p> <p data-bbox="190 432 264 464"><b>AO1:</b></p> <ul data-bbox="241 475 772 703" style="list-style-type: none"><li data-bbox="241 475 772 539">• selecting and using tools, equipment correctly to produce hatch lining</li><li data-bbox="241 549 510 580">• methods of work</li><li data-bbox="241 590 734 622">• suitable jointing methods applied</li><li data-bbox="241 632 757 663">• carpentry techniques and processes</li><li data-bbox="241 673 763 705">• inspection and maintenance of tools</li></ul> <p data-bbox="190 719 264 751"><b>AO2:</b></p> <ul data-bbox="241 762 817 906" style="list-style-type: none"><li data-bbox="241 762 510 794">• methods of work</li><li data-bbox="241 804 817 868">• showing an understanding of the correct sequence of work</li><li data-bbox="241 877 817 906">• interpretation of drawings/specifications</li></ul> <p data-bbox="190 920 264 952"><b>AO3:</b></p> <ul data-bbox="241 963 817 1139" style="list-style-type: none"><li data-bbox="241 963 817 1027">• inspect, set up, adjust and use hand and power tools</li><li data-bbox="241 1037 584 1069">• change tooling/blades</li><li data-bbox="241 1078 763 1139">• measuring and working accurately to tolerances</li></ul> <p data-bbox="190 1153 264 1185"><b>AO4:</b></p> <ul data-bbox="241 1197 840 1292" style="list-style-type: none"><li data-bbox="241 1197 840 1292">• applying knowledge and understanding to the tasks/ scenario, able to plan activities from information provided</li></ul>	

<ul style="list-style-type: none"> <li>• materials and techniques are used appropriately, correct sequence of operations carried out</li> </ul> <p>AO5:</p> <ul style="list-style-type: none"> <li>• accuracy of measuring, cutting and fixing</li> <li>• minimal gaps in joints and adherence to tolerances and the details during the task</li> </ul>	
<p><b>Contextualised examples of AOs per task</b></p>	<p><b>Comments/notes</b></p>
<p><b>Producing wedges</b></p> <p>AO1:</p> <ul style="list-style-type: none"> <li>• how to use tools, equipment and fixed circular saw,</li> <li>• methods of work, safety aids and work piece support applied</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• showing an understanding of the correct sequence of work</li> </ul> <p>AO3:</p> <ul style="list-style-type: none"> <li>• inspect, set up, adjust fixed circular saw safely in accordance with current legislation</li> </ul> <p>AO4:</p> <ul style="list-style-type: none"> <li>• sufficient wedges produced and of the correct size</li> </ul> <p>AO5:</p> <ul style="list-style-type: none"> <li>• accuracy of measuring, adherence to tolerances during the task, left the work area clean, tidy and safe condition.</li> </ul>	

### Task 3

Information around tolerances can be found after this table.

Contextualised examples of AOs per task	Comments/notes
<p><b>Constructing studwork to specification</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"><li>• identify tools and equipment</li></ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"><li>• determining components lengths</li><li>• methods used to cut and fix studwork</li></ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"><li>• marking, cutting and fixing studwork</li><li>• use of PPE/safety aids and work-piece support</li><li>• working accurately</li></ul> <p><b>AO4:</b></p> <ul style="list-style-type: none"><li>• applying knowledge and understanding to the tasks/ scenario, able to plan activities from information provided, materials and techniques used appropriately,</li><li>• correct sequence of operations carried out</li><li>• materials and techniques used appropriately</li><li>• correct sequence of operations carried out,</li><li>• Safe working practices demonstrated, (understand of materials eg crown/camber uniformed)</li></ul> <p><b>AO5:</b></p>	

<ul style="list-style-type: none"> <li>• accuracy of measuring, cutting and fixing</li> <li>• adherence to tolerances and the details during the task</li> <li>• left the work area clean and tidy</li> </ul>	
Contextualised examples of AOs per task	Comments/notes
<p><b>Fixing the hatch lining to specification</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• how to use tools, equipment,</li> <li>• positioning of fixings</li> <li>• positioning of linings (plasterboard and skim allowance)</li> <li>• carpentry techniques and processes,</li> <li>• inspection and maintenance of tools.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• methods of work</li> <li>• correct sequence of work</li> <li>• interpretation of drawings/specifications</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• inspect, set up, adjust and use hand/power tools</li> <li>• change tooling</li> <li>• measuring and working accurately to tolerances</li> </ul> <p><b>AO4:</b></p> <ul style="list-style-type: none"> <li>• applying knowledge and understanding to the tasks/ scenario,</li> </ul>	



<ul style="list-style-type: none"> <li>• able to plan activities from information provided</li> <li>• materials and techniques are used appropriately, correct sequence of operations carried out</li> </ul> <p><b>AO5:</b></p> <ul style="list-style-type: none"> <li>• accuracy of measuring, cutting and fixing</li> <li>• hatch lining level, plumb, square and out of wind</li> </ul>	
<b>Contextualised examples of AOs per task</b>	<b>Comments/notes</b>
<p><b>Fixing architrave to specification</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• how to use tools, equipment,</li> <li>• positioning of architraves</li> <li>• positioning of fixings</li> <li>• carpentry techniques and processes</li> <li>• inspection and maintenance of tools</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• determining lengths of architraves</li> <li>• methods used to cut and fix architraves</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• marking, cutting and fixing architraves</li> <li>• use of PPE/safety aids and work-piece support</li> <li>• working accurately</li> </ul> <p><b>AO4:</b></p> <ul style="list-style-type: none"> <li>• applying knowledge and understanding to the tasks/ brief,</li> </ul>	

<ul style="list-style-type: none"> <li>• able to plan activities from information provided</li> <li>• materials and techniques are used appropriately</li> </ul> <p>AO5:</p> <ul style="list-style-type: none"> <li>• minimal gaps in joints and adherence to tolerances and the details during the task</li> <li>• nails punched and arrises removed</li> <li>• margins parallel</li> </ul>	
<b>Contextualised examples of AOs per task</b>	<b>Comments/notes</b>
<b>Health and safety practices and housekeeping</b> <p>AO1:</p> <ul style="list-style-type: none"> <li>• Health and Safety, legislation, work to risk assessment</li> <li>• inspection and maintenance of tools,</li> <li>• use of PPE/safety aids and work piece support.</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>• links between Health and Safety legislation and planning activities.</li> </ul> <p>AO3:</p> <ul style="list-style-type: none"> <li>• use safety aids</li> <li>• working safely according to risk assessment and method statement.</li> </ul> <p>AO4:</p> <ul style="list-style-type: none"> <li>• safe working practices demonstrated.</li> </ul>	
<b>Contextualised examples of AOs per task</b>	<b>Comments/notes</b>

Timings

AO4:

- able to plan activities from information provided with effective use of allocated time
- to what extent are the tasks complete

### *Tolerances for Task 1 and 2*

The following tolerances should be considered when marking the candidate's work. See the Marking Grid for details around how many marks to allocate for meeting or not meeting tolerances.

- Hatch lining to the given dimension  $\pm 1.0$  mm
  - all joints with no gaps exceeding 1.0 mm
  - lining square within 1.0 mm
  - lining is not in wind/twisted more than 1.0 mm when assembled and when fitted
- Studwork to:
  - correct length  $\pm 2.0$  mm
  - correct height  $\pm 2.0$  mm
- Return studwork to:
  - correct length  $\pm 2.0$  mm
  - correct height  $\pm 2.0$  mm
- Hatch lining to correct height  $\pm 2.0$  mm
- Fixed architrave with a parallel margin 5 mm

## Candidate Record Form (CRF)

Candidate Name:  
Candidate Number:

Assessment ID:  
Centre Number:

**Total Mark:**

All evidence across the assignment must be considered together when recording the mark given for each AO. Justifications for the awarded marks must be recorded below.

	Summary justification	AO Mark
A01 Recall		
A02 Understanding		
A03 Practical/ technical skills		
A04 Bringing it all together		
A05 Attention to detail		

Tutor/assessor signature:

Date:

# Declaration of Authenticity

Candidate name

Candidate number

---

Centre name

---

Centre number

---

Candidate:

I confirm that all work submitted for this synoptic assignment 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/assessor signature

Date