

Level 3 Advanced Technical Diploma in Site Carpentry (450) (7906-30)

Version 1.0

Practice Tasks

Introduction

General information about structure of the practice tasks

Learner section

- Practice tasks guidance
- Completion of tasks
- Tasks

Assessor section

- Assessor guidance
- Guidance on tasks
- Knowledge Question answer keys
- Appendix
- Declaration of Authenticity
- Feedback form

Practice Tasks 7906-30

General guidance

This is a formative assessment that you will complete. You will be observed and feedback will be given. 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.

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 to work safely.

Presentation of work

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

You should make sure that each piece of work is clearly labelled with your name and the task title.

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

Completion of tasks

You will be required to read the job details and use the candidate instructions for each practice task to produce the end product. You will be required to answer three multiple choice questions related to the tasks.

Your completed piece of work will be marked against the standards set out in the candidate instructions table within each practice task. Your tutor/assessor will mark the multiple choice questions and give you feedback.

Your tutor/assessor will provide constructive feedback, highlighting areas of both good practice and areas requiring development.

Your performance will be observed throughout the task, and any help or guidance provided by your tutor/assessor or peers will be taken into consideration on the marking of your completed work.

Tasks

Task 1 Cut roof hipped end

Candidate name	
Date	

Job details: You will construct a cut roof including 4 common rafters, 1 crown rafter, two hips and 4 jacks. See Figure 1.

You must calculate the lengths, mark out, cut and fix the rafters.

Assessment methods: This task will test your setting out, marking out, measuring, cutting and fixing skills in relation to rafters.

Scope of content

- Determine lengths and angle of rafters
- Set out wallplates
- Set out/mark out patterns
- Cut components
- Construct roof

No	Candidate instructions	Achieved	
		Yes	No
1	Mark out pattern rafters		
2	Cut and fix common and crown rafters securely without gaps exceeding 1 mm		
3	Cut and fix hips securely without gaps exceeding 2 mm		
4	Cut and fix jacks securely without gaps exceeding 2 mm		
5	Apply dihedral/backing bevel to top of hip		
6	Fix top of hips level with tops of rafters		
7	Fix rafters to specified centres		
8	Fix jacks without distorting hip rafter		
8	Work safely at all times		
10	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

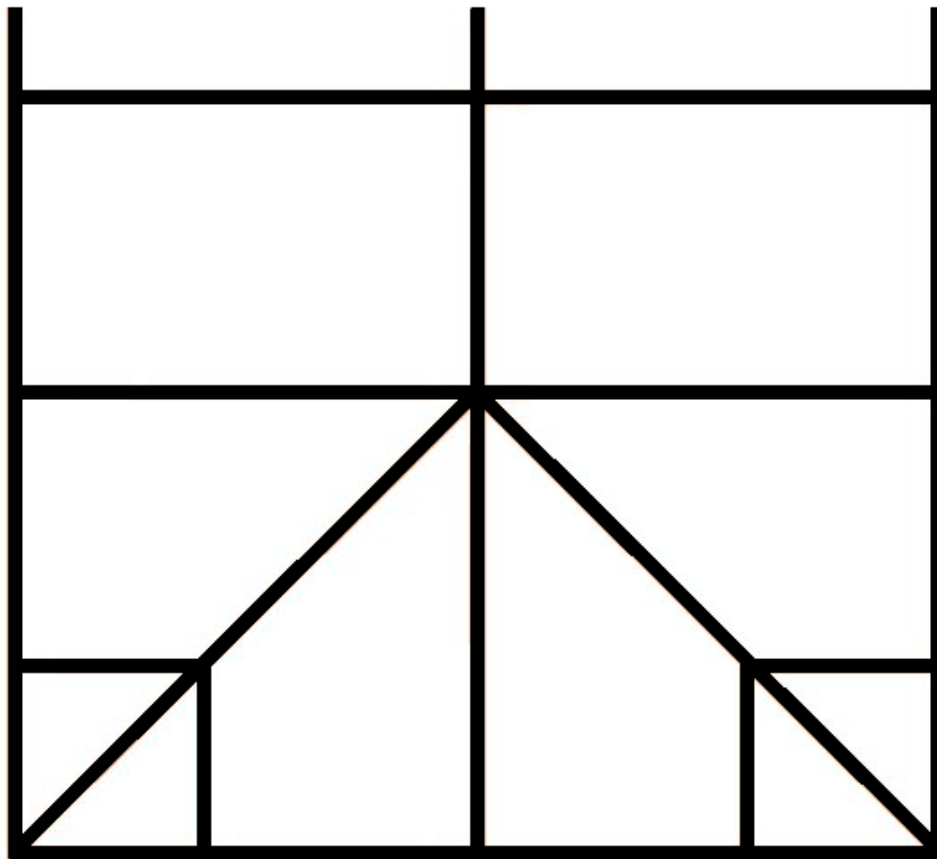


Figure 1

Plan of hipped roof to be constructed.

Details of roof to be constructed (can be altered according to centre requirements).

Roof span 1000 mm, centres 600 mm. Rise of roof 750 mm.

100 mm eaves, rafters cut to accept fascia.

Timber to be used.

63 mm x 38 mm rafters.

89 mm x 38 mm hips and ridge.

(or as per centre availability)

Knowledge questions

- 1) Which is the only rafter that requires a different plumb cut to the common rafter?
 - a) Jack.
 - b) Cripple.
 - c) Hip.
 - d) Crown.

- 2) What is the **main** reason for using a pattern rafter?
 - a) To provide a record of the job.
 - b) To show to the supervisor.
 - c) To avoid cumulative error.
 - d) To use on another site.

- 3) What is the correct method of fixing jack rafters?
 - a) In pairs either side of the hip.
 - b) Along one side of the hip only.
 - c) At different centres to the common rafters.
 - d) Before the crown rafter.

Task title:

Candidate feedback

Assessor feedback

Action plan

Task 2 Cut roof valley

Candidate name	
Date	

Job details: You will construct a cut roof including 4 common rafters, valley rafter, and 2 cripple rafters. See figure 1.

You must calculate the lengths, mark out, cut and fix the rafters.

Assessment methods: This task will test your setting out, marking out, measuring, cutting and fixing skills in relation to rafters.

Scope of content

- Determine lengths and angle of rafters
- Set out wallplates
- Set out/mark out patterns
- Cut components
- Construct roof

No	Candidate instructions	Achieved	
		Yes	No
1	Mark out pattern rafters		
2	Cut and fix common rafters securely without gaps exceeding 1 mm		
3	Cut and fix valley rafter securely without gaps exceeding 2 mm		
4	Cut and fix cripple rafters securely without gaps exceeding 2 mm		
5	Fix top of cripple rafters level with tops of rafters		
6	Fix rafters to specified centres		
7	Fix cripple rafters without distorting hip rafter		
8	Work safely at all times		
9	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

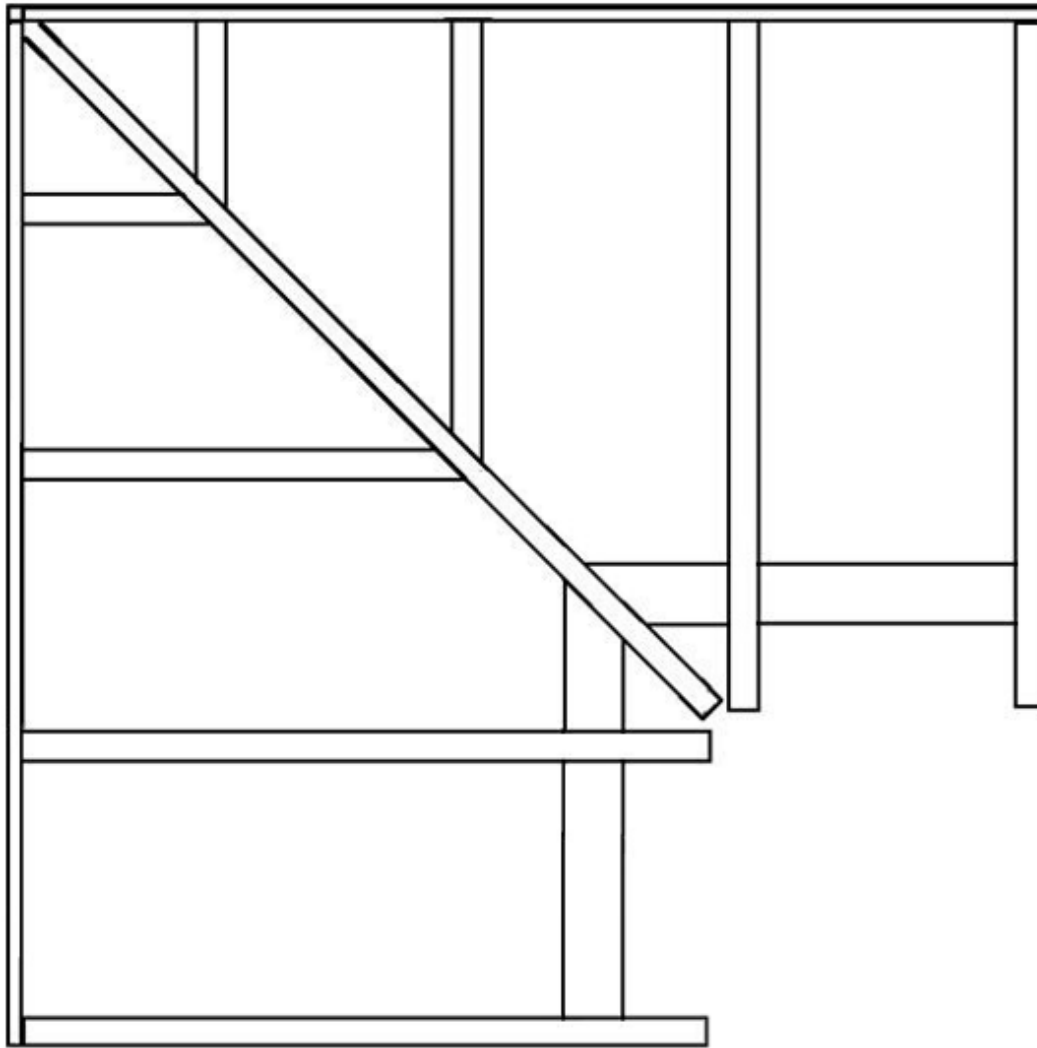


Figure 1

Plan of valley to be constructed

Details of roof to be constructed (can be altered according to centre requirements)

Roof run 1000 mm, centres 400 mm. Rise of roof 600 mm

100 mm eaves, rafters cut to accept fascia

Timber to be used

63 mm x 38 mm rafters

89 mm x 38 mm valley

100 mm x 25 mm ridge board

(or as per centre availability)

Knowledge questions

- 1) Which is the only rafter that does not fix to the wallplate?
 - a) Jack.
 - b) Cripple.
 - c) Hip.
 - d) Crown.

- 2) What is the **main** reason for marking out rafters from the top?
 - a) Rafters can vary in width.
 - b) The underside of the rafter is kept clean from pencil marks.
 - c) Sawn rafters have a planed top.
 - d) The plumb cut is a different angle if measured from the bottom.

- 3) When marking out a common rafter, what proportion of the width is the pitch line drawn?
 - a) $\frac{2}{3}$
 - b) $\frac{2}{5}$
 - c) $\frac{1}{4}$
 - c) $\frac{1}{2}$

Task title:

Candidate feedback

Assessor feedback

Action plan

Task 3 Cut opening in roof

Candidate name	
Date	

Job details: You will construct a roof including 4 common rafters and then cut an opening in the roof. See Figure 1.

You must calculate the lengths, mark out, cut and fix the rafters. You will then cut the rafters and trim the opening.

Assessment methods: This task will test your setting out, marking out, measuring, cutting and fixing skills in relation to rafters.

Scope of content

- Determine lengths and angle of rafters
- Set out wallplate
- Set out/mark out pattern
- Cut components
- Construct roof
- Form opening

No	Candidate instructions	Achieved	
		Yes	No
1	Mark out pattern rafter correctly		
2	Fix common rafters securely without gaps exceeding 1 mm		
3	Fix rafters to specified centres		
4	Cut common rafters neatly to form opening		
5	Trim opening neatly		
6	Opening to size within 2 mm		
7	Work safely at all times		
8	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

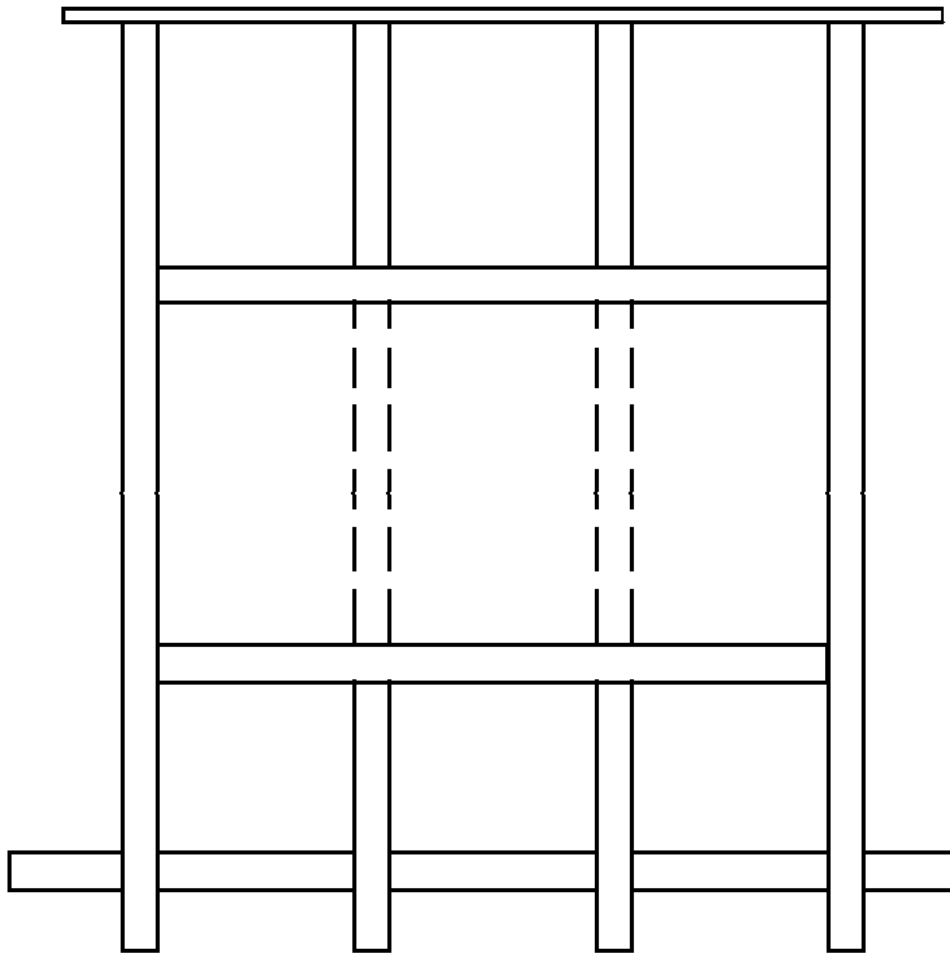


Figure 1

Plan of roof and opening to be constructed

Dotted rafter sections to be removed after the main roof has been constructed.

Details of roof to be constructed (can be altered according to centre requirements)

Roof run 1000 mm, centres 400 mm. Rise of roof 600 mm

100 mm eaves, rafters cut to accept fascia

Opening 550 mm x 762 mm (depending on rafter material)

Timber to be used

63 mm x 38 mm rafters

100 mm x 25 mm ridge board

(or as per centre availability)

Knowledge questions

- 1) Which rafter is fixed centre of a hipped end?
 - a) Jack.
 - b) Cripple.
 - c) Hip.
 - d) Crown.

- 2) What is the type of cut on the end of a rafter that receives the fascia?
 - a) Lip.
 - b) Birdsmouth.
 - c) Seat.
 - d) Plumb.

- 3) What is the name of the roof member that runs horizontally, generally mid-rafter, providing support?
 - a) Purlin.
 - b) Wallplate.
 - c) Ridge.
 - d) Strut.

Task title:

Candidate feedback

Assessor feedback

Action plan

Task 4 Hang double doors

Candidate name	
Date	

Job details: You will fit a double lining and then hang double doors.

Assessment methods: This task will test your setting out, marking out, measuring, cutting and fixing skills in relation to door linings and doors.

Scope of content

- Assemble and fit lining
- Fit doors
- Chop hinges
- Adjust doors

No	Candidate instructions	Achieved	
		Yes	No
1	Assemble door lining flush and without gaps exceeding 0.5 mm		
2	Fix door lining securely using screws and folding wedges or packers		
3	Fix door lining plumb both ways without bowing within 1 mm		
4	Fix door lining head level and straight within 1 mm		
5	Fix door lining out of twist and parallel within 1 mm		
6	Hang doors with even 2 mm gap around sides and between doors within 3 mm		
7	Apply leading edge as required (if not rebated)		
8	Chop hinges neatly without gaps exceeding 1 mm		
9	Fit and fix door stops allowing clearance for paint		
10	Work safely at all times		
11	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

Door lining and doors as centre availability.

Task 4 and Task 5 can be done in conjunction at the centres discretion.

Knowledge questions

- 1) What is a leading edge?
 - a) The front edge of a door lining.
 - b) The bevel on the edge of a door.
 - c) The top edge of the door head.
 - d) The weathering on the bottom of a door.

- 2) What is a cause of hinge bind?
 - a) A twisted head on a lining.
 - b) Too much paint on the door prior to hanging.
 - c) The leaves are set in too deep.
 - d) Screws not countersunk on the lining jambs.

- 3) What joint is **best** used between a door lining jamb and head?
 - a) Housing.
 - b) Mitre.
 - c) Butt.
 - d) Tenon.

Task title:	
Candidate feedback	
Assessor feedback	
Action plan	

Task 5 Fit lock and rebate kit

Candidate name	
Date	

Job details: You must fit a lock with rebate kit and handles.

Assessment methods: This task will test your setting out, marking out, measuring, cutting and fixing skills in relation to fitting a lock and rebate kit.

Scope of content

- Fit lock
- Fit rebate kit
- Fit handles

No	Candidate instructions	Achieved	
		Yes	No
1	Fit lock to door, forend without gaps exceeding 1 mm		
2	Fit door handles plumb within 1 mm		
3	Fit rebate kit		
4	Fit keep ensuring doors close flush without excessive movement		
5	Ensure key and handles operate freely		
6	Work safely at all times		
7	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

Locks fitted to pre-hung rebated doors or door lock jig as per centre availability.

Knowledge questions

- 1) How many levers would a front door sash lock **most** commonly have?
 - a) 7
 - b) 5
 - c) 3
 - d) 2

- 2) What is the door handle height otherwise known as?
 - a) Escutcheon height.
 - b) Key height.
 - c) Latch height.
 - d) Spindle height.

- 3) What is the bolted door of a pair of doors called?
 - a) Minister.
 - b) Servant.
 - c) Slave.
 - d) Chattel.

Task title:	
Candidate feedback	
Assessor feedback	
Action plan	

Task 6 Fit window board to bay, screwed and pelleted

Candidate name	
Date	

Job details: You will fit a window board in 3 pieces, fixed with screws and pellets. See figure 1. You must calculate the lengths, mark out, cut and fix the boards.

Assessment methods: This task will test your setting out, marking out, measuring, cutting and fixing skills in relation to window boards.

Scope of content

- Determine lengths and angle of boards
- Cut components
- Fix components
- Pellet and finish

No	Candidate instructions	Achieved	
		Yes	No
1	Bullnose boards cleanly		
2	Determine angles using bisection method		
3	Cut boards without splitting		
4	Biscuit joint mitres, fix boards securely		
5	Ensure joints do not have any gaps exceeding 1 mm		
6	Pellet screws with grain correct direction		
7	Clean off pellets flush without splitting below surface		
8	Finish boards ready for painting		
9	Work safely at all times		
10	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

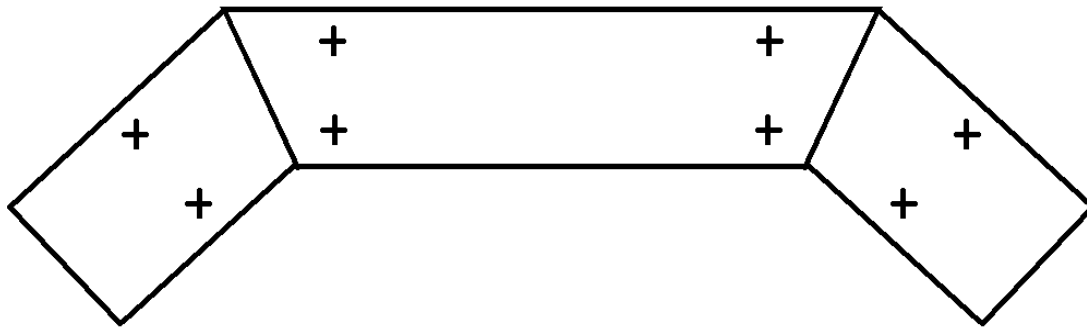


Figure 1

Indicative plan of windowboard

To be constructed onto a wood jig, with an upstand around the external edge to replicate a window cill. Angle of windowcill 135 degrees. Approximate size of main board 600 mm long, ends 300 mm long. Pellet size as per centre availability.

Window board to be 145 mm x 18 mm whitewood or redwood as per centre availability, with bullnose applied by candidate to one edge and return ends.

Knowledge questions

- 1) Which is the **best** drill to use to cut pellets?
 - a) Battery.
 - b) SDS.
 - c) Pillar.
 - d) Hammer.

- 2) If a 160° angle was bisected, what would be the result?
 - a) 320°
 - b) 80°
 - c) 53.3°
 - d) 90.5°

- 3) What is the **most** important consideration when replacing a bay window?
 - a) Was the old window fixed using foam.
 - b) Who manufactured the window.
 - c) What colour is the paint.
 - d) Does the ceiling need to be propped.

Task title:

Candidate feedback

Assessor feedback

Action plan

Task 7 Assemble winder box and bottom step

Candidate name	
Date	

Job details: You will assemble a flat-packed winder section of a staircase. See Figure 1.

Assessment methods: This task will test your ability to assemble a winder box and bottom step.

Scope of content

- Identify parts
- Assemble winders
- Assemble bottom step

No	Candidate instructions	Achieved	
		Yes	No
1	Unpack and identify parts and positions		
2	Assemble winder box and bottom step dry with wedges		
3	Assemble without gaps exceeding 1 mm without damage		
4	Dry screw the risers into place		
5	Disassemble without damage		
6	Work safely at all times		
7	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

Winder box and bottom step as centre availability, or as produced in the joinery practice task.

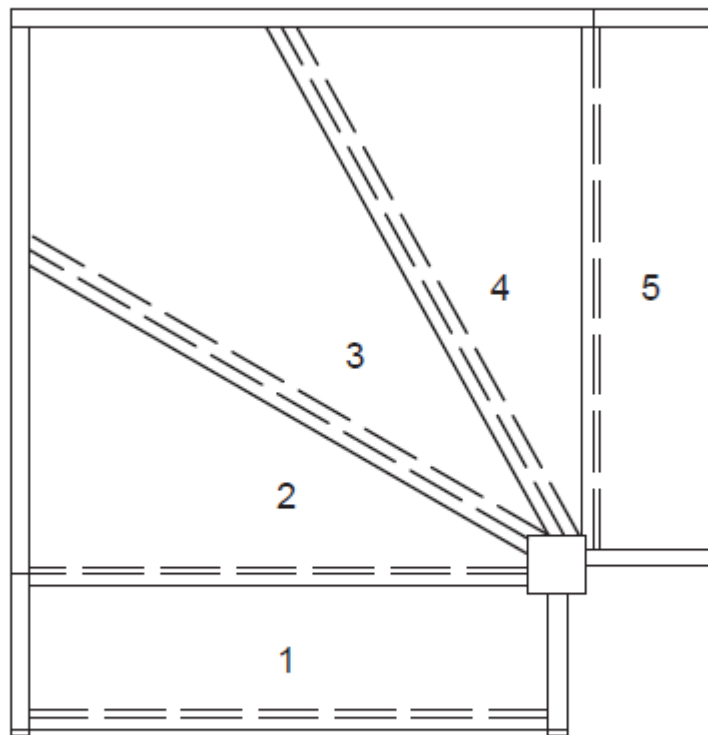


Figure 1

Knowledge questions

- 1) What is the **minimum** going on the inner part of a winder nearest the newel?
 - a) 40 mm
 - b) 50 mm
 - c) 63 mm
 - d) 73 mm

- 2) What can cause a stair to squeak?
 - a) No glue blocks.
 - b) Very tight wedges.
 - c) No underlay if carpeted.
 - d) Too many screws in riser.

- 3) What joint is **best** used between a string and tread?
 - a) Housing.
 - b) Biscuit.
 - c) Butt.
 - d) Dowel.

Task title:

Candidate feedback

Assessor feedback

Action plan

Task 8 Mark out newel

Candidate name	
Date	

Job details: You will mark out a newel. The newel is an intermediate newel where the staircase turns with a quarter landing. You will then set out the tread and riser positions, landing position and handrail positions.

Assessment methods: This task will test your ability to position handrails correctly on a newel while adhering to building regulations.

Scope of content

- Set out treads and landing positions
- Set out riser positions
- Set out handrail positions

NO	Candidate instructions	Achieved	
		Yes	No
1	Mark out tread and landing position correctly		
2	Mark out riser position correctly		
3	Mark out handrail position to building regulations		
4	Work safely at all times		
5	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

The positions can be set out on a solid newel which will be cleaned for each candidate, or a development of the 4 faces can be drawn on paper or a rod as per centre requirements.

The stair has a rise of 180 mm, the handrail must follow building regulations.

Knowledge questions

- 1) According to building regulation what is the **minimum** headroom to a standard stairs?
 - a) 1800 mm
 - b) 1900 mm
 - c) 2000 mm
 - d) 2100 mm

- 2) What type of stair is referred to as a “dog-leg”?
 - a) $\frac{1}{4}$ turn.
 - b) $\frac{1}{2}$ turn.
 - c) $\frac{3}{4}$ turn.
 - d) Full turn.

- 3) What is the term for the shaped end of a continuous handrail?
 - a) Volute.
 - b) Easing.
 - c) Ramp.
 - d) Swan-neck.

Task title:

Candidate feedback

Assessor feedback

Action plan

Task 9 Use bandsaw

Candidate name	
Date	

Job details: You will use a fixed circular and bandsaw to produce components.

Specification

Circle diameter 450 mm (to be cut from 9 mm ply or MDF)

An inner circle is to be cut from this, leaving a 75 mm wide ring

Wedge jig as per centre availability

Assessment methods: This task will test your skills on using bandsaws.

Scope of content

- Change bandsaw blade
- Fold old blade and store
- Fit new blade and set tension, thrustwheel, etc.
- Cut circle
- Cut inside of circle
- Cut using fence
- Cut wedges using a jig and push stick

No	Candidate instructions	Achieved	
		Yes	No
1	Put machine into safe condition before changing blade		
2	Remove old blade and fold		
3	Insert new blade, set tension and guide assemble correctly		
4	Carry out pre-start checks		
5	Produce circle on bandsaw, diameter within 2 mm		
6	Cut inside of circle neatly within 1 mm without making the entry cut wider		
7	Cut wedges using wedge jig and push stick		
8	Work safely at all times		
9	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

Knowledge questions

- 1) What is the effect of setting the tension too high on a narrow bandsaw blade?
 - a) The blade will wobble.
 - b) The blade will snap.
 - c) The blade will not cut straight.
 - d) The blade will cut with a wider kerf.

- 2) What adjustment is made on a bandsaw to prevent the blade being pushed back too far?
 - a) Tension.
 - b) Thrustwheel.
 - c) Fence.
 - d) Tracking.

- 3) When a blade access door is open, what will prevent the bandsaw from starting?
 - a) Tension off.
 - b) Brake.
 - c) Stop button.
 - d) Interlock.

Task title:

Candidate feedback

Assessor feedback

Action plan

Task 10 Use circular saw

Candidate name	
Date	

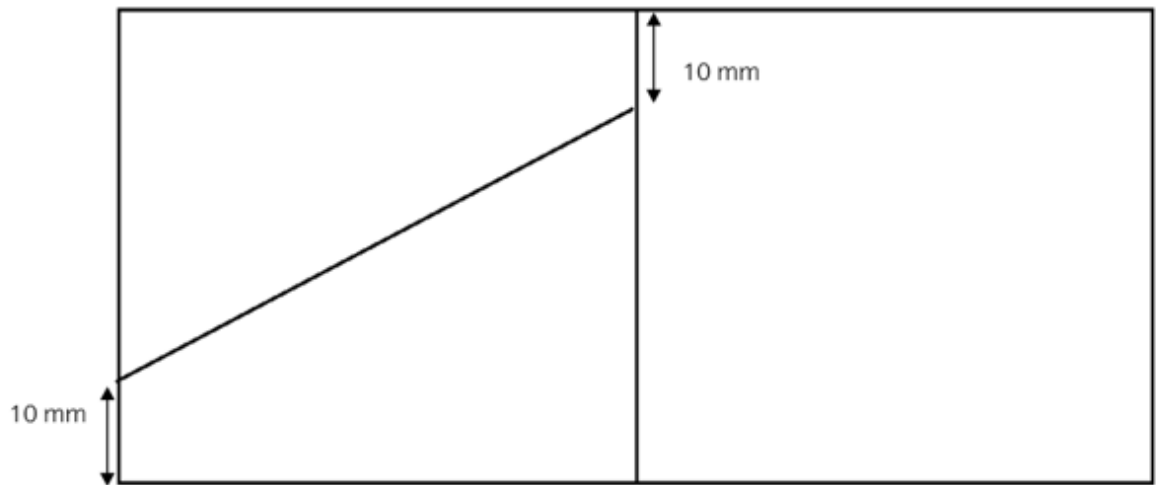
Job details: You will use a circular saw to produce various components. See Figure 1.

Assessment methods: This task will test your skills on using a circular saw.

Scope of content

- Change blade
- Carry out pre-start checks
- Rip timber
- Rip timber at an angle
- Crosscut timber

No	Candidate instructions	Achieved	
		Yes	No
1	Put machine into safe condition before changing blade		
2	Change blade safely and correctly		
3	Carry out pre-start checks		
4	Rip timber in half		
5	Rip one half to the given bevel		
6	Rip the other half to 45° using a saddle to create tilt fillet/arris rail		
7	Saw timber to size within 1 mm		
8	Saw bevels to within 1 mm		
9	Work safely at all times		
10	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		



Cross section

Figure 1

Specification

Sawn timber to be 100 mm x 50 mm x 1000 mm

This assessment can be adapted and carried out in conjunction with other tasks, as per centre requirements

Knowledge questions

- 1) What prevents long lengths of timber falling off the back of a circular saw?
 - a) Infeed table.
 - b) Outfeed table.
 - c) Riving knife.
 - d) Crown guard.

- 2) What dimension would decrease the peripheral speed of a circular saw blade?
 - a) Smaller diameter.
 - b) Larger diameter.
 - c) Thinner plate.
 - d) Thicker plate.

- 3) After turning a circular saw off, what should happen to the blade?
 - a) It runs down slowly.
 - b) It runs down silently.
 - c) It stops dead in 10 seconds.
 - d) It stops dead in 20 seconds.

Task title:

Candidate feedback

Assessor feedback

Action plan

Task 11 Use morticing machines

Candidate name:	
Date:	

Job details: You will set up a mortice machine and produce some mortices. See Figure 1.

Assessment methods: This task will test your skills on using a morticing machine.

Scope of content

- Put machine in safe condition
- Change tooling
- Cut mortices

No	Candidate instructions	Achieved	
		Yes	No
1	Put machine into safe condition		
2	Produce through mortices accurately to size within 1 mm and without breakout		
3	Produce stub mortice to given depth within 1 mm flat on bottom and clean		
4	Set mortices to centre of timber within 1 mm		
5	Work safely at all times		
6	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

Specification

Timber size 95 mm x 45 mm x 1000 mm (or as centre availability)

Through mortices cut as diagram, 25 mm and 12 mm (or as centre availability) both mortices centre of material. 12 mm mortice stopped at 32 mm deep

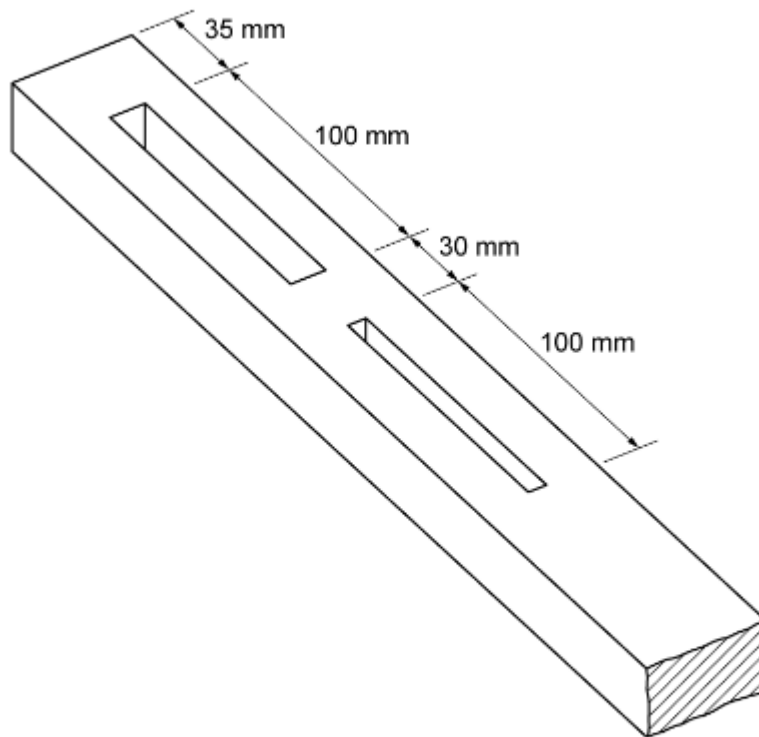


Figure 1

Knowledge questions

- 1) How are morticer augers centered into the machine?
 - a) Grips.
 - b) Keyless chuck.
 - c) SDS chuck.
 - d) Bushes/collets.

- 2) What is the **most** likely cause of jagged sides to a mortice?
 - a) Poor extraction.
 - b) Chisel not square in machine.
 - c) Insufficient auger clearance.
 - d) Shakes in the timber.

- 3) What adjustment is made to a morticer when cutting resinous timber?
 - a) Increase motor speed.
 - b) Reduce motor speed.
 - c) Increase auger clearance.
 - d) Reduce auger clearance.

Task title:

Candidate feedback

Assessor feedback

Action plan

Task 12 Use planing machines

Candidate name:	
Date:	

Job details: You will plane a section of timber using fixed planing machines. You will set the fences, guards and operate a surface planer to face and edge, and a thicknesser to bring to size. You will use a surface planer to produce a bevel.

Assessment methods: This task will test your skills on using planing machines.

Scope of content

- Read specification
- Face and edge timber
- Bring to size, width and thickness
- Produce bevel

No	Candidate instructions	Achieved	
		Yes	No
1	Plane timber faces straight and square within 0.5 mm		
2	Bring timber to size width within 0.5 mm		
3	Bring timber to thickness within 0.5 mm		
4	Produce bevel accurately without drop off or reducing overall width		
5	Work safely at all times		
6	Housekeeping <ul style="list-style-type: none"> • Leave work area clean and tidy • Clean and store away materials correctly (if applicable) • Dispose of waste correctly (if applicable). 		

Specification

Finished timber size 95 mm x 45 mm x 1000 mm

30° bevel to one edge

Knowledge questions

- 1) What covers the cutters on a surface planer?
 - a) Hood.
 - b) Bearing.
 - c) Bridge guard.
 - d) Crown guard.

- 2) What is the usual cause of chip bruising?
 - a) Poor extraction.
 - b) Slow feed speed.
 - c) Improper use of guard.
 - d) Shakes in the timber.

- 3) What function do the metal fingers have on a thicknesser?
 - a) Reduces noise.
 - b) Allow mouldings to be applied.
 - c) Enable very short sections to be planed.
 - d) Prevent kick-back.

Task title:

Candidate feedback

Assessor feedback

Action plan

ASSESSOR GUIDANCE

These practice tasks are designed for the candidates to make use of the 'tool kit' of knowledge, understanding and skills they will gain during their teaching and learning during this qualification in order to tackle problems/ tasks/ challenges.

Candidates are provided with a set of tasks, which can be taken in any order. The candidates have to reach into their knowledge and skills to independently select the correct processes, skills, materials, approaches to take etc, drawing on the full range of knowledge and understanding from across the qualification to make good decisions that will achieve an end result that is fit for the specified purpose.

These formative tasks will allow candidates to be supported in learning how to independently use the learning they have covered so far, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the practical assignment that they will sit at the end of this qualification.

Assessors have the option of asking candidates to complete a risk assessment, method statement or resource checklist, but this is not compulsory. Generic forms for these can be found in the appendix section.

Guidance on tasks

Resources

Centres will have well equipped workshops with compressive range of hand and portable power tools that meet current industry standards. All powered equipment should be well maintained and PAT certified. Centres will have special designated areas within their workshop (cubicles or project area) allowing candidates to practice the requirements of the unit and practice tasks.

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 a task if a candidate works unsafely and give the candidate feedback on why they were stopped.

Where it is appropriate candidates must be supervised when operating machinery.

Observation

Candidates must be observed carrying out these practice tasks and notes must be taken on the quality of performance along with any other aspect of performance that will support giving feedback to the candidate.

Preparation

During the formative practice tasks, tutors should routinely point out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these formative assessments and the summative assessments.

Knowledge Questions answer keys

Task 1 Cut roof hipped end

Question	Correct key
1	C
2	C
3	A

Task 2 Cut roof valley

Question	Correct key
1	B
2	A
3	A

Task 3 Cut opening in roof

Question	Correct key
1	D
2	D
3	A

Task 4 Hang double doors

Question	Correct key
1	B
2	C
3	A

Task 5 Fit lock and rebate kit

Question	Correct key
1	B
2	D
3	C

Task 6 Fit window board to bay, screwed and pelleted

Question	Correct key
1	C
2	B
3	d

Task 7 Assemble winder box and bottom step

Question	Correct key
1	B
2	A
3	A

Task 8 Mark out newel

Question	Correct key
1	C
2	B
3	A

Task 9 Use bandsaw

Question	Correct key
1	B
2	B
3	D

Task 10 Use circular saw

Question	Correct key
1	B
2	B
3	c

Task 11 Use mortice machines

Question	Correct key
1	D
2	B
3	C

Task 12 **Use planer machines**

Question	Correct key
1	C
2	A
3	D

Materials	Quantity
<i>eg paving slabs</i>	10

Personal Protective Equipment (PPE)	Quantity
<i>eg safety harness</i>	1

Risk assessment form

Candidate Name	SEVERITY (S): Degree of harm which may be caused (including numbers affected) 1 = Minor Injury 2 = Major Injury 3 = Fatality	LIKELIHOOD (L): Probability that event will occur 1 = Remote 2 = Possible 3 = Likely	RISK RATING (RR): Severity x Likelihood 1-2 = Low 3-4 = Medium 6-9 = High
-----------------------	---	---	--

Date	Task title	Hazard	Existing Controls	S (1-3)	L (1-3)	RR (S x L)	Actions needed
18 July 2013	Apply materials and fix tiles to surfaces	Chemical based adhesives	PPE	1	2	2	Implement sign off sheet to ensure PPE is worn

		Likelihood		
		Unlikely	Possible	Very likely
Severity	1 Slight / minor injuries / minor damage	1	2	3
	2 Medium injuries / significant damage	2	4	6
	3 Major injury / extensive damage	3	6	9

Likelihood

3 = Very likely

2 = Possible

1 = Unlikely

Severity

3 = Major injury / extensive damage

2 = Medium injury / significant damage

1 = Slight / minor damage

Key:
















1 = Low risk, action should be taken to reduce the risk if reasonably practicable

2, 3, 4 = Medium risk, is a significant risk and would require an appropriate level of control measures

6 & 9 = High risk, should not be undertaken without prior agreement

Method statement

Department/ location:		
Risk assessment no.		
Description of the task/ activity:		
Personnel involved:	Name	Role/ trade
Key plant & tools:		
Key materials:		
Other essential equipment: (ie access platforms/winches/ladders, etc)		
Specific identified residual hazards: (or refer to the task specific risk assessment(s))		
Specific staff training:		
Sequence of operations: (include sketches if required)		

Hazardous substances: (attach MSDS if required) Applicable:	 Very toxic	 Harmful/irritant	 Corrosive	 Dangerous for the environment	 Oxidising	 Highly flammable	 Explosives	
Required Personal Protective Equipment:		 Safety boots	 Hard hats	 Safety gloves	 Hearing protection	 Eye protection	 Respiratory protection	 Hi viz protective clothing
Emergency procedures:								
 First Aid facilities:	Name of on-site First Aider:							
	First Aid box location:							
	Location of nearest hospital:							
Other information & comments								

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

Assessment feedback form

Candidate name

Candidate number

Assessor name

Date of assessment

Task / AO	Feedback

Assessor signature and date: