

Level 3 Painting and Decorating (7907-002)

Version 1.1

**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 requested the re-decoration of their Victorian lounge and is looking to highlight decorative features and utilise period decorations.

The lounge contains a mixture of features, including a dado rail and light switch. The lounge is in good decorative order, and has been previously painted.

The client has asked that missing architectural features need to be replaced and has asked for a new decorative plaster centrepiece (300 mm – 400 mm in diameter) to be centralised and secured on the ceiling.

On the walls (area 'A'), **above the dado only**, they have asked that you crossline the wall with 800 grade lining paper and hang a specialised drop pattern paper.

The client has also requested two sample panels (0.5 m x 0.5 m) showing 2 decorative faux marble effects to be applied below the dado, (area 'B') before deciding which one to use. 1 x Carrera Marble and 1 x Vert de Mer Marble. *(The ground coats have already been completed.)*

The wall and ceiling area is of a standard height.

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

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

Figures

Figure 1- Basic layout of room

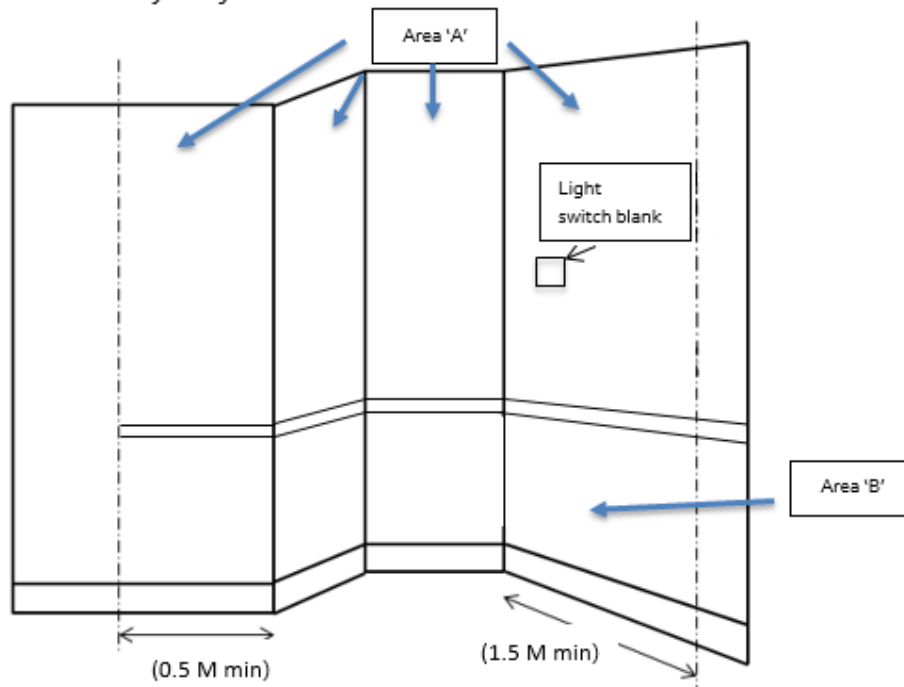
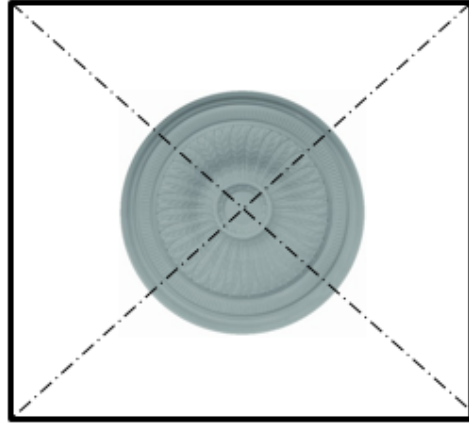


Figure 2 – Centralised decorative plaster centrepiece



Task

Refer to Figures 1 & 2.

- 1a Produce a tools and materials list with justifications
- 1b Produce a method statement
- 1c Fix a decorative plaster centrepiece
- 1d Prepare wall and hang specialist paper
- 1e Complete two sample panels

Conditions of assessment:

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

Paperhanging shears **only** to be used for trimming in this assignment.

What must be presented for marking;

- tools and materials list with justifications
- method statement
- completed lined and papered wall area **above dado only**
- secured and centralised centrepiece
- 2 faux marble samples

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

- your tutor's notes of your working practice describing the quality, consistency and accuracy of the finished work, and details of your contribution
- assessor's observation records

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is **8** hours. The overall time of the task does not include the drying times. The assignment can be split over two days to allow for drying.

Resources

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

- Centres **must** provide an area that contains both internal and external angles, with the main wall 'A' no smaller than 1.5 m and the feature wall no smaller than 0.5 m. Wall 'A' **must** contain:
 - a blank or dummy switch in the wall area.
- Lining paper **must** be of 800 grade.
- Face paper **must** be a drop pattern paper of centres choice.
- Paste can be either powder or ready mix (depending on choice of paper and manufacturers' instructions).
- Paperhanging shears **only** to be used for trimming in this assignment.
- The 2 ground coat panels under the dado **must** be no smaller than 0.5 m x 0.5 m.
 - 1 x pre-painted White
 - 1 x pre-painted Black
- Centrepiece must be made from plaster (300 mm – 400 mm in diameter) and secured using the appropriate fixings and adhesive (depending on manufacturer's instructions). Centrepiece must be centred on a minimum of 1 m² ceiling.

Any changes to the above must be agreed in advance with City & Guilds.

All work carried out should be to industry standards, done in a safe manner and compliant with building regulations.

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

Centre guidance

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

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

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

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

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

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

Health and safety

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

Observation

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

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

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

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

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

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

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

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

Minimum evidence requirements

The sections:

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

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

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

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

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

Preparation

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

Guidance on assessment conditions

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

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

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

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

Authentication of candidate work

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

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

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

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

Accessibility and fairness

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

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

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

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

Guidance and feedback

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

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

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

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

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

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

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

Guidance on marking

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

The PO form is used to record:

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

Practical Observation Form (PO)

Candidate Name:
Candidate Number:
Date:

Assessment ID:
Centre Number

Task

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

| Evidence and examples of AOs | Comments/notes |
|--|----------------|
| <p>Produced a tools and materials list & method statement;</p> <p>AO1 – information sources in relation to the tools and materials, planning, setting out, techniques and processes, Health and Safety, legislation, risk assessment, component terminology, positioning, hanging and fixing.</p> <p>AO2 – information sources in relation to methods of work, Health and Safety legislation, planning, sequence of work, interpretation of drawings/specifications, selection of materials, and tools.</p> | |

| | |
|--|--|
| <p>Erected and checked access equipment;</p> <p>A01 – select appropriate equipment, showing understanding of methods of work, Health and Safety, legislation, risk assessment.</p> <p>A03 – applying knowledge, inspect, protect and erect access equipment and safety aids. Accurately working to tolerances; working safely according to risk assessment and method statement.</p> | |
| <p>Fixed decorative plaster centre piece;</p> <p>A01 – select, inspect and use appropriate tools, equipment, methods of work, marking out, practical techniques and processes.</p> <p>A02 – applying knowledge and understanding of methods of work, tools used, links between Health and Safety legislation and planning activities, inspection, correct sequence of work, safe working practices, interpretation of drawings/specifications, selection of materials, positioning, and centring.</p> <p>A03 – measuring and working accurately to tolerances; preparation of surfaces and materials; application, positioning and fixing of centrepiece.</p> <p>A04 – materials and techniques are used appropriately, correct sequence of operations carried out.</p> | |

| | |
|---|--|
| <p>A05 – checking for accuracy of setting out, application, measuring, and fixing; adherence to tolerances and the details during the task; quality of finish.</p> | |
| <p>Prepared wall and hung specialist paper;</p> <p>A01 – interpreting drawings, specifications, showing an understanding of the setting out process, methods of work, showing an understanding of the correct sequence of operations.</p> <p>A02 – select inspect and use tools, equipment, marking out, practical techniques and processes; consideration shown of Health and Safety, legislation, risk assessments.</p> <p>A03 – measuring and working accurately to tolerances; preparation of surfaces and materials, application of coatings, positioning and hanging of wall covering</p> <p>A04 – materials and techniques are used appropriately, correct sequence of operations carried out,</p> <p>A05 – accuracy of setting out, application, measuring, cutting and hanging; quality of finish,</p> | |

Produced two sample panels;

A01 – interpreting drawings, specifications, showing an understanding process, methods of work, showing an understanding of the correct sequence of operations.

A02 – select inspect and use tools, equipment, marking out, practical techniques and processes; consideration shown of Health and Safety, legislation, risk assessments.

A03 – measuring and working accurately to tolerances; preparation of surfaces and materials, application of coatings, producing decorative effects; protection of work/surrounding area.

A04 – materials and techniques are used appropriately, correct sequence of operations carried out.

A05 – accuracy of samples, colour and detail; appropriate application, quality of finish.

| | |
|--|--|
| <p>Housekeeping and cleanliness;</p> <p>A03 – inspect, set up, and use hand and power tools, access equipment and safety aids; protection of work/surrounding area, storage and cleaning of tools and equipment.</p> <p>A04 – clean working practices demonstrated.</p> <p>A05 – systematic approach to work and cleanliness, materials disposed of appropriately.</p> | |
| <p>Timings;</p> <p>A04 – able to plan activities from information provided, correct sequence of operations carried out.</p> | |

Overall appearance of the finished product;

A03 – application of coatings, positioning centrepiece and hanging of wall covering, producing decorative effects.

A04 – materials and techniques are used appropriately, correct sequence of operations carried out.

A05 – accuracy of setting out, application, measuring, cutting and hanging, adherence to tolerances and the details during the task, quality of finish.

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.

Tolerances;

Faux Marble:

- ground colour applied, without defect, and suitable for appropriate marble effect
- colours suitably match appropriate marble effect
- overall effect realistic
- allowance of evidence of 1 minor defect.

Wallcovering:

- measured and marked starting lines within an accuracy of horizontal/ plumb ± 2 mm
- cut around obstacles/trim top and bottom neat and within an accuracy of ± 2 mm (**shears only**)
- joints are plumb and flat, allowance of evidence of 1 minor defect

Centrepiece:

- set out area to receive a centrepiece to within ± 4 mm
- installed centrepiece to the ceiling securely using appropriate methods with no visible signs of excess adhesive to within ± 4 mm.

Please see the centre guidance document **Guidance for assessment of City & Guilds technical qualifications, including grading and use of marking grids** for detailed guidance on using the following marking grid.

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

Marking grid

| % | Assessment Objective | Band 1 descriptor Poor to limited | Band 2 descriptor Fair to good | Band 3 descriptor Strong to excellent |
|----|---|--|---|--|
| 10 | AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? • How accurate is their knowledge? Are there any gaps or misunderstandings evident? • How confident and secure does their knowledge seem? | <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>Examples of types of knowledge expected: how to select and use tools, equipment, methods of work, marking out, practical techniques and processes, Health and Safety, legislation, risk assessment, component terminology, positioning and fixing, inspection and maintenance of tools, use of PPE/safety aids, types and arrangements used in the various aspects of decorating work.</p> | | |
| | | <p>Recall of knowledge demonstrated, but it has been limited and/or showing inaccuracies.</p> | <p>Recall of knowledge demonstrated, and mostly accurate.</p> | <p>In-depth and detailed knowledge demonstrated, 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 | AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept? | <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.</p> <p>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.</p> <p>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.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p> |
| | | <p>Examples of understanding expected: methods of work, links between Health and Safety legislation and planning activities, correct sequence of work, interpretation of drawings/specifications, selection of materials, positioning, centring and hanging, concept of colour</p> | | |
| | | <p>Limited range of understanding of the tasks, drawing/specification not clearly interpreted or understood.</p> | <p>Good understanding demonstrated across the tasks, drawings/specifications interpreted mostly correctly</p> | <p>In-depth understanding demonstrated 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 | A03 Application of practical/ technical skills <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes? | <p 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>Examples of skills expected: Inspect, set up, and use hand and power tools, access equipment and safety aids; measuring and working accurately to tolerances; working safely according to risk assessment and method statement; preparation of surfaces and materials, application of coatings, positioning and hanging of wall papers, producing decorative effects; protection of work/surrounding area, storage and cleaning of tools and equipment.</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>To access higher marks: 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 fair quality finish. Measurements are mostly accurate, some tolerances met.</p> <p>To access higher marks: Work will be complete and to a good 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>To access higher marks: Tasks were completed consistently to a high standard with no mistakes. Measurements were accurate with all tolerances met. Excellent housekeeping.</p> |
| 20 | <p>AO4 Bringing it all together - coherence of the whole subject</p> <ul style="list-style-type: none"> • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new contexts/ problems on their own? | <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. May need prompting.</p> | <p>(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>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.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p> |
| | | <p>Examples of bringing it all together: applying knowledge and understanding to the tasks/ scenario, able to plan activities from information provided. Materials and techniques are used appropriately, correct sequence of operations carried out. Safe working practices demonstrated.</p> | | |

| % | Assessment Objective | Band 1 descriptor Poor to limited | Band 2 descriptor Fair to good | Band 3 descriptor Strong to excellent |
|----|---|---|---|--|
| | | There is limited evidence of the candidate using their knowledge, understanding and skill to complete the task Tasks not planned, prepared or completed to the specification. | The candidate brings together their knowledge, understanding and skills well in order to complete the task. Task planned, prepared and completed to the specification with some errors. | The candidate has made excellent use of their knowledge, understanding and skills across the task. Task planned, prepared and completed to the specification. Choices and decisions have been well informed, considered and implemented |
| 20 | A05 Attending to detail/perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? | <p align="center">(1-4 marks)</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, unfocused, unobservant, unmotivated.</p> | <p align="center">(5-8 marks)</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">(9-12 marks)</p> <p>Alert, focused 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>Examples of attending to detail: Accuracy of setting out, application, measuring, cutting and hanging. Adherence to tolerances and the details during the task. Quality of finish. Systematic approach to work and cleanliness</p> | | |
| | | There is limited attention to detail. Task shows inaccuracies. Work may be incomplete and or work produced to a poor standard. | There is good attention to detail. Task completed are generally accurate and to a good standard. | The candidate has been focused on the tasks showing extreme care and accuracy completing the task to a high standard. |

| % | Assessment Objective | Band 1 descriptor Poor to limited | Band 2 descriptor Fair to good | Band 3 descriptor Strong to excellent |
|----|--|--------------------------------------|-----------------------------------|--|
| xx | A06 Identify and use knowledge from other sources – research | <i>Not applicable</i> | | |
| xx | A07 Originality and creativity | <i>Not applicable</i> | | |
| xx | A08 Communication/ Presentation/ Documentation | <i>Not applicable</i> | | |

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