Rewarding Learning

# CCEA Level 1 and 2 Qualifications in Occupational Studies

For first teaching from September 2013

For first assessment from Summer 2014
For first award in Summer 2014

# occupational studies

## *construction*

# Foreword

This publication contains the specification for CCEA's Level 1 and Level 2 qualifications in Occupational Studies for first teaching from September 2013. We have designed these qualifications to meet the requirements of the following:

- the National Qualifications Framework (NQF) at Level 1 and Level 2; and
- Common Criteria for all Qualifications.

The following grades are available:

| NQF | Occupational Studies Grades |
|---|---|
| Level 2 | Distinction*<br>Distinction<br>Merit<br>Pass |
| Level 1 | Distinction<br>Merit<br>Pass |
| | Unclassified |

For more information on the NQF, see www.ofqual.gov.uk

The specification for Occupational Studies consists of six occupational areas and their associated units:

- Business and Services;
- Construction;
- Design and Creativity;
- Engineering and Engineering Services;
- Environment and Society; and
- Technology and Innovation.

To achieve a qualification, learners must take two units from an occupational area. It is possible to obtain up to six Occupational Studies qualifications, one in each area. Each qualification enables learners to demonstrate their knowledge, understanding and skills within a context related to employability.

Each of the qualifications consists of 140 guided learning hours.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The specification on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

| | QAN |
|---|---|
| Level 1/2 (Business and Services) | 600/8774/2 |
| Level 1/2 (Construction) | 600/8652/X |
| Level 1/2 (Design and Creativity) | 600/8186/7 |
| Level 1/2 (Engineering and Engineering Services) | 600/8655/5 |
| Level 1/2 (Environment and Society) | 600/8653/1 |
| Level 1/2 (Technology and Innovation) | 600/8775/4 |

# Contents

# Foreword

## A Introduction

This specification sets out the content and assessment details for our Level 1 and Level 2 qualifications in Occupational Studies. First teaching begins from September 2013, and we will make the first awards for this specification in summer 2014. You can view and download the latest version of the specification on our website at www.ccea.org.uk

We have designed this specification to be accessible to a wide range of learners of all abilities. It is also intended to provide coherent, flexible programmes rooted in practical and occupational contexts. Occupational Studies will appeal to learners who are better suited to developing their skills in a more practical, occupationally orientated environment.

The world of work is constantly changing. It is increasingly unlikely that a single occupation will take employees from the beginning to the end of their working lives, so transferability and adaptability are important skills. This specification is uniquely structured with this in mind. Learners have the opportunity to learn for work, through work and about work, with real outcomes that will give them skills for life.

Occupational Studies can provide a hands-on approach to learning. What makes it different is its focus on particular kinds of knowledge, understanding and skills, providing the potential for learning in important 'out-of-school' contexts.

Centres should ensure that learners will have access to any tools, equipment and materials they will need to complete the practical tasks. In offering and designing courses to support this qualification, they need to take account of the facilities and resources they have available, as well as the career planning decisions of their learners.

It is neither expected nor intended that pupils should become competent or trained in the occupational area they are studying. Competence-based training programmes are available post-16 and can offer suitable progression opportunities.

### A.1 Aims and learning outcomes

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work-related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

Occupational Studies should enable learners to:

- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

## A.2 Key features

The Occupational Studies specification:

- has an occupational and employability focus;
- enables progression to other courses, training and employment;
- helps to raise levels of achievement, since learners are likely to be more motivated to achieve success through applying their knowledge in practical, work-related situations and contexts; and
- emphasises learning by doing, which will help learners to develop the transferable skills necessary in a changing and dynamic working environment.

We have devised this specification in consultation with Sector Skills Councils, teachers in schools, teachers/lecturers in further and higher education colleges, and employers.

Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

## A.3 Prior attainment and progression

Learners taking a course in Occupational Studies do not need to have any previous experience in their chosen occupational area.

Occupational Studies allows progression from Key Stage 3 of the Northern Ireland Curriculum. Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at post-16 in the relevant subject areas.

## A.4 Permitted unit combinations and entries

Within Occupational Studies there are six individual qualifications. Each of these relates to a general occupational area and includes a range of optional units (see Section 2 for details). To achieve a qualification, learners must complete two units from the same occupational area. The qualification will include the title from the relevant area, for example: Occupational Studies: Technology and Innovation Level 2 Pass.

Some units, shown in the table in Section 2 in bold type, are available within more than one occupational area. This flexibility is to allow learners greater choice.

However, learners cannot submit any unit towards a qualification more than once. They may not resit a unit unless they were recorded as absent the first time the unit was taken.

Learners may not enter for the same qualification more than once. Those who achieved a qualification based on a previous version of the Occupational Studies specification cannot take another qualification in the same occupational area.

## B Specification at a Glance

The table below summarises the structure of each of the six Occupational Studies qualifications.

| Occupational Area | Assessment | Weighting | Availability |
|---|---|---|---|
| Business and Services (15 units available) | Internal assessment.<br><br>Learners complete two units from their chosen occupational area.<br><br>They carry out tasks to gather the required assessment evidence in a portfolio for each unit.<br><br>Tasks include answering questions, carrying out practical activities and evaluating their own performance.<br><br>The teacher/lecturer assesses the portfolio of evidence, and we carry out external moderation. | 50% for each unit | Every January (beginning in 2015)<br><br>Every Summer (beginning in 2014) |
| Construction (8 units available) | | | |
| Design and Creativity (12 units available) | | | |
| Engineering and Engineering Services (11 units available) | | | |
| Environment and Society (9 units available) | | | |
| Technology and Innovation (9 units available) | | | |

Please check online for the most up-to-date list and versions of units. Units in bold type are available in two different occupational areas.

| Business and Services | Construction | Design and Creativity | Engineering and Engineering Services | Environment and Society | Technology and Innovation |
|---|---|---|---|---|---|
| Childcare: the Play Environment<br>Communication in an Office or Business Environment<br>**Contemporary Cuisine**<br>**Creative Styling Using Blow-Drying Techniques**<br>Customer Service<br>Facial Skincare<br>Logistics and Transport<br>Manicure and Nail Art<br>Modern Office Procedures<br>Modern Retailing<br>**Patisserie and Baking**<br>Shampooing and Conditioning Treatments<br>The Physical Care of Babies<br>Using Office Technology<br>**Vehicle Servicing and Valeting Operations** | **Bench Joinery**<br>Brick and Block Work<br>**Carpentry and Joinery**<br>Hard Landscaping<br>Painting and Decorating<br>Plastering<br>**Plumbing**<br>Tiling | **Contemporary Cuisine**<br>Creative Hair Styling on Long Hair<br>Creative Hair Styling Setting Techniques<br>**Creative Styling Using Blow-Drying Techniques**<br>Enterprise Crafts<br>Graphic Design<br>Interior Design<br>**Patisserie and Baking**<br>Specialised Crafts<br>Textile and Fashion Design<br>Total Beauty<br>Website Development | Basic Fast-Fit Operations<br>Basic Vehicle Body Components and Fitting<br>**Computer Aided Design**<br>Electronic Circuit Construction<br>Electrical Wiring Installation<br>Maintenance of Land-Based Machinery<br>**Manufacturing Techniques – Hand Fitting**<br>**Manufacturing Techniques – Sheet Metal**<br>**Plumbing**<br>**Vehicle Servicing and Valeting Operations**<br>Vehicle Technician Operations | Animal Care<br>Horticulture: Caring for Plants and Flowers<br>Horticulture: Growing Plants in a Sustainable Way<br>Reminiscence with Individuals in a Care Environment<br>Running a Leisure Event<br>Sports Leadership<br>Tour Guiding<br>Working in a Care Environment<br>Working in Tourism | **Bench Joinery**<br>**Carpentry and Joinery**<br>**Computer Aided Design**<br>Digital Imaging<br>Digital Music<br>**Manufacturing Techniques – Hand Fitting**<br>**Manufacturing Techniques – Sheet Metal**<br>Sound Production<br>TV and Film Production |
| **15 units** | **8 units** | **12 units** | **11 units** | **9 units** | **9 units** |

# C Scheme of Assessment

## C.1 Assessment opportunities

This specification is available for assessment twice a year, in January and summer. See Section 2 for more details.

## C.2 Assessment objectives

Below are the assessment objectives for this specification. Learners must:

- recall knowledge and understanding of the specified content (AO1);
- apply their knowledge, understanding and skills in occupational contexts through undertaking relevant tasks (AO2); and
- analyse and evaluate their work and make judgements about their performance, indicating where improvements could be made (AO3).

In the unit content you will find separate assessment criteria for each assessment objective in individual units. We have provided descriptors relating to the various levels of achievement for each of the assessment criteria.

## C.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each unit.

| Assessment Objective | Weighting in Each Unit |
|---|---|
| AO1 | 20% |
| AO2 | 60% |
| AO3 | 20% |

Each qualification consists of two units. Each unit is equally weighted and is worth 50 percent of the overall qualification.

The table below sets out the assessment objective weighting for the overall qualification:

| Assessment Objective | Unit Weighting | | Overall Qualification Weighting |
|---|---|---|---|
| | First Unit | Second Unit | |
| AO1 | 10% | 10% | 20% |
| AO2 | 30% | 30% | 60% |
| AO3 | 10% | 10% | 20% |
| Total | 50% | 50% | 100% |

## C.4 Reporting and grading

### Unit results

Learner performance in a unit is reported as a mark out of 100.

### Overall qualification results

We award Occupational Studies qualifications at either Level 1 or Level 2 on the National Qualifications Framework. Where performance is below the requirements for Level 1, we report the results as unclassified (U).

To achieve a full qualification, learners must complete two units. We will award a final grade based on the combined scores of the two units as follows:

| Level 2 | Level 1 |
|---|---|
| Distinction* = 180–200 marks<br>Distinction = 160–179 marks<br>Merit = 140–159 marks<br>Pass = 120–139 marks | Distinction = 100–119 marks<br>Merit = 80–99 marks<br>Pass = 40–79 marks |
| Unclassified = 0–39 marks | |

## D Performance Descriptors

Within each unit, there are detailed performance descriptors relating to the specific skills and knowledge required (see unit content). Teachers/Lecturers should use these when allocating marks. They should also refer to the following table, which helps to define the performance descriptors.

Examples of learner evidence will be available at agreement trials and on the CCEA microsite for Occupational Studies at www.ccea.org.uk

| Performance Descriptor | Explanation |
|---|---|
| **Excellent** | In relation to the occupational area and where appropriate, learners can:<br>• recall, select and communicate detailed knowledge and thorough understanding of the relevant skills and materials;<br>• demonstrate comprehensive understanding of relevant health and safety and environmental issues;<br>• demonstrate in-depth knowledge of related career opportunities;<br>• demonstrate highly developed skills confidently when planning and identifying all appropriate tools, equipment and materials for a task;<br>• carry out tasks consistently with a high degree of precision and sustained application of the required health and safety legislation and practices;<br>• work with a high level of independence to produce a final outcome which is of a professional standard;<br>• present thorough analysis and evaluation of their own performance in practical tasks, making fully developed and reasoned judgements; and<br>• present highly appropriate and self-reflective statements about the learning process in the unit. |
| **Very good** | In relation to the occupational area and where appropriate, learners can:<br>• recall, select and communicate accurate knowledge and detailed understanding of the relevant skills and materials;<br>• demonstrate detailed understanding of relevant health and safety and environmental issues;<br>• demonstrate well developed knowledge of related career opportunities;<br>• demonstrate effective skills when planning and identifying all appropriate tools, equipment and materials for a task;<br>• carry out tasks accurately with a significant degree of precision and suitable application of the required health and safety legislation and practices;<br>• work, often independently, to produce a final outcome which is of a high standard;<br>• present a well-developed analysis and evaluation of their own performance in practical tasks, making sound judgements; and<br>• present detailed, self-reflective statements about the learning process in the unit. |

| Performance Descriptor | Explanation |
|---|---|
| **Good** | In relation to the occupational area and where appropriate, learners can:<br>• recall, select and communicate clear knowledge and understanding of the relevant skills and materials;<br>• demonstrate consistent and clear understanding of relevant health and safety and environmental issues;<br>• demonstrate significant knowledge of related career opportunities;<br>• demonstrate a range of appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task;<br>• carry out tasks effectively, with some precision and suitable application of the required health and safety legislation and practices;<br>• work, sometimes independently, to produce a final outcome which is of a suitable standard;<br>• present clear and effective analysis and evaluation of their own performance in practical tasks, making realistic judgements; and<br>• present straightforward, self-reflective statements about the learning process in the unit. |
| **Satisfactory** | In relation to the occupational area and where appropriate, learners can:<br>• recall, select and communicate some appropriate knowledge and understanding of the relevant skills and materials;<br>• demonstrate satisfactory understanding of relevant health and safety and environmental issues;<br>• demonstrate relevant knowledge of related career opportunities;<br>• demonstrate some appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task;<br>• carry out tasks appropriately, with acceptable application of the required health and safety legislation and practices;<br>• work, often with support, to produce a final outcome which is of an acceptable standard;<br>• present some relevant analysis and evaluation of their own performance in practical tasks, making some appropriate judgements; and<br>• present some appropriate self-reflective statements about the learning process in the unit. |
| **Basic** | In relation to the occupational area and where appropriate, learners can:<br>• recall, select and communicate limited knowledge and understanding of minimal skills and materials;<br>• demonstrate limited understanding of relevant health and safety and environmental issues;<br>• demonstrate minimal knowledge of related career opportunities;<br>• demonstrate limited skills to plan and identify all appropriate tools, equipment and materials for a task;<br>• carry out tasks with a limited degree of accuracy and do not always apply the required health and safety legislation and practices;;<br>• work, mostly with support, to produce a final outcome which is either incomplete or of a limited standard;<br>• present minimal analysis and evaluation of their own performance in practical tasks; and<br>• present limited self-reflective statements about the learning process in the unit. |
| • **Award [0] for work unworthy of credit.** | |

# E Guidance on Assessment

## E.1 The portfolio of evidence

Teachers/Lecturers should plan practical occupational tasks to collect evidence of learning for each unit. These tasks must give learners opportunities to demonstrate the knowledge, understanding and skills described in the unit content (see Section 7). For each unit, learners must present their evidence for assessment in a portfolio.

The portfolio of evidence for each unit **must** contain the following:

- **Evidence of knowledge and understanding (AO1)**
  This may take the form of written answers to questions or, where more appropriate, a record of oral responses to questions. It must cover the range of knowledge and understanding set out in the unit content.
- **Evidence of application of knowledge, understanding and skills (AO2)**
  Teachers/Lecturers must assess all activities to occupational standards by observing learners' performance in practical tasks.
- **Evidence of analysis and evaluation of their work (AO3)**
  Learners should carry out an evaluation for each assessment task within each unit. It should consist of self-reflective statements that analyse and evaluate their performance and indicate how they could make improvements. They should also present an end-of-unit evaluation. This should reflect their new level of knowledge and understanding in the specialist area and the impact it may have on their progression and career opportunities.
- **A diary of activities undertaken**
  The diary must be signed and dated during each lesson by the learner and teacher/lecturer and record all activities the learner has carried out as part of the unit.
- **A record of all the assessment evidence**
  The record indicates where each piece of assessment evidence can be found.

Evidence in learners' portfolios may be written, photographic or video recorded. Where the evidence includes photographs or videos, centres should obtain permission from parents/guardians first.

Centres should label the evidence and store it securely so that they can make it available for moderators to review later.

We will provide centres with candidate record sheets, which teachers/lecturers must use to record learners' overall marks for each unit.

See unit content for specific assessment guidance for each unit.

## E.2 Stretch and challenge

Teachers/Lecturers should identify opportunities for stretch and challenge by incorporating, for example:

- a wider range of question types to address different skills, for example case studies and open-ended questions;
- practical tasks that are more challenging; and
- extended writing within evaluations, where appropriate.

## E.3 Internal standardisation

Where more than one teacher/lecturer has been involved in marking for a qualification, there must be a process of internal standardisation to ensure that there is consistent application of the marking criteria.

As a result of internal standardisation, it may be necessary to adjust the marking of an individual teacher/lecturer. This is to bring assessments into line with others in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the candidate record sheet should be amended.

Teachers/Lecturers must use the TAC2 form available at www.ccea.org.uk to show that internal standardisation has taken place both within **and** across units.

If your centre is part of a consortium, it will be the lead centre's responsibility to ensure that the internal standardisation process includes all teachers/lecturers from all centres involved in the consortium.

## E.4 External moderation

Marks awarded by the centre will be subject to external moderation, which we carry out. We issue full instructions before moderation takes place in January and May each year on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Centres should keep all assessment materials and related documentation for 12 months after they submit marks, as this work may form part of an enquiry or appeal.

# F Links, Resources and Support

## F.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk; and
- a subject microsite for Occupational Studies within our website.

We are expanding our range of support to include the following:

- Principal Moderator's reports;
- exemplar pieces of work;
- templates for learner diaries and records;
- agreement trials;
- a resource list;
- exemplification of standards; and
- centre support visits.

## F.2 Curriculum objectives

The specification addresses and builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to society, the economy and the environment, by providing opportunities to explore topics such as health, media awareness and work in the local and global economy;
- develop personal skills, such as:
  - self-awareness, active listening, and time management (Personal Development);
  - mutual understanding, managing conflict, and participation (Citizenship);
  - presentation and self-marketing, target setting, and career planning (Employability);
- develop an understanding of social, economic and cultural issues, by providing opportunities to explore topics such as health and safety legislation, recycling of materials, the use of sustainable and environmentally friendly materials, the disposal of waste materials, and costing and resourcing of materials;
- develop vocational skills that will enhance employability, by providing opportunities to select and use appropriate materials, components and hand tools, and to gain an overview of the roles and responsibilities of various occupations;
- make effective use of technology, for example by providing opportunities to create computer aided drawings and source information through the internet; and
- demonstrate creativity and initiative when developing ideas and following them through.

## F.3 Key skills

Occupational Studies provides learners with opportunities to develop and generate assessment evidence for the following nationally recognised key skills:

- **Application of Number** – for example by:
  - interpreting information from two different sources;
  - using information to carry out calculations; and
  - interpreting the results of calculations and presenting findings in at least two different ways;
- **Communication** – for example by:
  - taking part in a group discussion;
  - reading and summarising information from at least two documents;
  - giving a talk of at least four minutes; and
  - writing two types of document, each giving different information;
- **Information and Communication Technology** – for example by:
  - finding and selecting information based on judgements of relevance and quality;
  - entering and bringing together information using formats that help development; and
  - developing a presentation so that it is accurate, clear and presented consistently;
- **Working with Others** – for example by:
  - identifying what needs to be achieved together as a group;
  - showing confirmation of the arrangements made for working together; and
  - showing how progress was checked and advice sought from an appropriate person when needed;
- **Problem Solving** – for example by:
  - identifying a problem and accurately describing its main features;
  - planning what needs to be done and identifying which methods and resources to use; and
  - showing that they have successfully solved the problem using the methods given; and
- **Improving Own Learning and Performance** – for example by:
  - providing information to help set realistic targets for what is to be achieved;
  - identifying how to get the support needed and the arrangements for reviewing progress; and
  - identifying what has been learned and how this learning has been used in another task.

## F.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

## F.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification.

These qualifications require the assessment of a broad range of knowledge, understanding and skills. This is because they prepare learners for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

Reasonable adjustments are made for learners with disabilities. For this reason very few learners, if any, should have difficulty accessing the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications, available at www.jcq.org.uk

## F.6 Health and safety

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training, as well as current legislation under the Children (Northern Ireland) Order 1995. Schools' level of insurance and available resources may restrict the choice of units that they are able to offer.

Please note that learners under the age of 16 are not permitted to work with external clients in hairdressing and beauty units, nor are they permitted to work with children. Teachers/Lecturers must supervise learners when they are using specialist tools, equipment and materials.

## F.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nuala Braniff
  (telephone: (028) 9026 1200, extension 2292, email: nbraniff@ccea.org.uk)

- Officer with Subject Responsibility: Dawn Agnew
  (telephone: (028) 9026 1200, email: dagnew@ccea.org.uk)

- Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Distribution (support materials)
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Information Section (including Freedom of Information requests)
  (telephone: (028) 9026 1200, email: info@ccea.org.uk)

- Moderation
  (telephone: (028) 9026 1200, extension 2236, email: aatmoderation@ccea.org.uk)

# Appendix 1

## Glossary of terms

| Term | Definition |
|---|---|
| Centres | Centres are organisations accountable to an awarding body (such as CCEA) for the organisation of assessment arrangements leading to a unit or qualification. |
| Essential Skills | Nationally accredited adult qualifications available throughout Northern Ireland in Entry Level Literacy, Entry Level Numeracy, Level 1 and 2 Communication, and Level 1 and 2 Application of Number. Essential Skills are designed to help individuals improve their performance in a variety of contexts. |
| External moderators | External moderators are appointed, trained and monitored by CCEA and are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. |
| Internal assessment | The process by which teachers/lecturers in a centre assess learners' achievement of the learning outcomes of the unit(s) making up a qualification. |
| Internal standardisation | Where more than one teacher/lecturer has been involved in marking units in an occupational area (for example Business and Services), the centre must review samples assessed by each marker within and across units to ensure that they have applied the performance descriptors consistently to learners' work and make adjustments to marks if necessary. |
| Key Skills | Key Skills underpin our ability to carry out successfully a wide range of tasks in education, employment and whenever and wherever we continue to learn. The six Key Skills are Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance, and Problem Solving.<br><br>All CCEA qualifications provide opportunities for generating evidence towards achievement of some, or all, of the Key Skills. |

| Term | Definition |
|---|---|
| National Occupational Standards | These set out what a person needs to know, understand and do in relation to identified skills and competences required for the relevant industrial sector. They form the basis of National Vocational Qualifications (NVQs) and vocationally-related qualifications. |
| National Qualifications Framework (NQF) | A framework of levels and categories of qualifications, which have been accredited by the Regulatory Authorities and which enable recognition of achievement and facilitate career progression. |
| Qualifications Administration Handbook | An online document produced by CCEA that contains all the information a centre requires regarding the procedures and policies necessary for the smooth administration of CCEA's qualifications. |
| Register of Regulated Qualifications | An online database of units and qualifications that have been accredited by the Regulatory Authorities. |
| Unit/Learning Outcome | Each qualification is made up of a number of units. Each unit consists of a number of sections which outline its learning outcomes. Learning outcomes consist of the knowledge, skills and understanding a learner must successfully demonstrate and evaluate in order to achieve the qualification. |

# Bench Joinery

UNIT 16

This unit is designed to provide increased vocational skills in bench joinery and associated activities.

This unit includes:

- consideration of health and safety issues with respect to workshop activities in bench joinery;
- consideration of career opportunities related to working with wood in the construction industry;
- an appreciation of environmental issues relating to timber;
- the appropriate use of bench joinery hand tools, and basic hand-held power tools;
- techniques of cutting, jointing, boring and planing to produce construction related components;
- construction of a range of bench joinery models; and
- a review and evaluation of performance.

UNIT 16

# Bench Joinery

## Learning Outcomes

### **Section 1** Health and Safety, Basic Hand Tools and Safety of Hand-Held Power Tools

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- select appropriate Personal Protective Equipment (PPE) for example, safety boots or goggles;
- demonstrate safe use of basic tools, particularly those which are sharp;
- demonstrate safety with respect to hand-held power tools including 110 volt power supply;
- leave the workshop tidy and safely dispose of waste in an appropriate manner;
- identify hazards likely to affect operatives on a construction site;
- follow correct accident procedures should an incident occur in the workshop;
- select timber and manufactured board from sustainable resources;
- describe three career opportunities available within carpentry and joinery;
- identify and name the parts of the following basic hand tools:
  - tenon saw;
  - panel saw;
  - chisel;
  - wooden mallet;
  - screwdriver;
  - bradawl;
  - boring and drilling tools;
  - cramping;
  - securing and holding equipment;
  - smoothing plane;
  - battery-operated hand-held drill;
  - orbital sander; and
  - battery-operated screwdriver; and
- evaluate their own performance in practical tasks.

### **Section 2** Craft Techniques

Learners should be able to:

- interpret drawings and set out dimensions on timber;
- create an accurate cutting list of materials required;
- cut timber to length;
- cut sheet material to size;
- plane timber to size;
- use chisels for paring;
- use battery-operated hand-held tools;
- manufacture secure joints;
- use screws and a screwdriver;
- keep tools in good working order and store in a safe manner;
- change drill bits and screwdriver heads in power tools; and
- evaluate their own performance in practical tasks.

## **Section 3** Manufacture of Joinery Components Using Basic Joints

Learners should be able to:

- manufacture a carpentry or joinery item incorporating:
  - solid timber and manufactured board, minimising waste;
  - a halving joint;
  - a housing joint;
  - a bridle joint;
  - a mortise and tenon joint;
  - adhesives; and
  - appropriate metal fasteners;
- tidy up work area and dispose of waste cuttings in an environmentally friendly way;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 16

# Bench Joinery

## Assessment Guidance

The importance of a safe working environment and a clean and tidy work area should be emphasised. Careful use of all tools, particularly sharp tools, should be taken into consideration.

Special attention should be given to the safe use of hand-held power tools.

Learners should be encouraged to clean, maintain and correctly store all tools they use in the workshop.

Practical occupational tasks selected should reflect the breadth of opportunity, which will allow learners to be stretched and challenged when demonstrating their skills in line with this specification.

Practical occupational tasks selected should reflect the breadth of learning opportunity which will allow learners to demonstrate their skills when set against the specification.

For the mortise and tenon joint an element of machine work may be carried out by the teacher/lecturer/technician, such as cutting the mortise.

Appropriate tasks for assessment evidence include the construction of either a coffee table, a book shelf or a chair. Only one item is required to be made.

### Exemplar Assessment

The following example is for a coffee table.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- interpret drawing and prepare a cutting list;
- prepare the workshop and select tools;
- mark out all materials;
- cut timber for legs to length with a minimum of waste;
- mark out mortise and tenon joints;
- cut joints;
- assemble legs;
- cut centre rail to length;
- assemble base of table with dry timber wedges;
- assemble completed table using adhesive, screws and wooden wedges;
- sand completed model;
- tidy up work area;
- return tools and maintain in the appropriate manner;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

## Performance Descriptors: Bench Joinery

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

### AO1

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate excellent understanding of safe working practices and the potential hazards that can exist when using hand and power tools | • Demonstrate very good understanding of safe working practices and the potential hazards that can exist when using hand and power tools | • Demonstrate good understanding of safe working practices and the potential hazards that can exist when using hand and power tools |
| | | • Demonstrate excellent awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner | • Demonstrate very good awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner | • Demonstrate good awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner |
| | **Materials and related skills and knowledge** | • Demonstrate excellent understanding of career opportunities in bench joinery | • Demonstrate very good understanding of career opportunities in bench joinery | • Demonstrate good understanding of career opportunities in bench joinery |
| | | • Provide an excellent explanation of the different types and uses of manufactured boards and solid timber | • Provide a very good explanation of the different types and uses of manufactured boards and solid timber | • Provide a good explanation of the different types and uses of manufactured boards and solid timber |
| | | • Learners should explain in an excellent manner why they chose a particular type of board | • Learners should explain in a very good manner why they chose a particular type of board | • Learners should explain in a good manner why they chose a particular type of board |
| | | • Demonstrate an excellent knowledge of how to store materials | • Demonstrate a very good knowledge of how to store materials | • Demonstrate a good knowledge of how to store materials |

UNIT 16

# Bench Joinery

## AO1

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate satisfactory understanding of safe working practices and the potential hazards that can exist when using hand and power tools | • Demonstrate basic understanding of safe working practices and the potential hazards that can exist when using hand and power tools |
| | | • Demonstrate satisfactory awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner | • Demonstrate basic awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner |
| | | • Demonstrate satisfactory understanding of career opportunities in bench joinery | • Demonstrate basic understanding of career opportunities in bench joinery |
| | **Materials and related skills and knowledge** | • Provide a satisfactory explanation of the different types and uses of manufactured boards and solid timber | • Provide a basic explanation of the different types and uses of manufactured boards and solid timber |
| | | • Learners should explain in a satisfactory manner why they chose a particular type of board | • Learners should explain in a basic manner why they chose a particular type of board |
| | | • Demonstrate a satisfactory knowledge of how to store materials | • Demonstrate a basic knowledge of how to store materials |

## AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making excellent use of resources with a minimum of waste | • Show evidence of making very good use of resources with a minimum of waste | • Show evidence of making good use of resources with a minimum of waste |
| | **Drawings and cuttings list** | • Interpret the drawing provided showing an excellent level of understanding | • Interpret the drawing provided showing a very good level of understanding | • Interpret the drawing provided showing an good level of understanding |
| | | • Produce a cutting list to an excellent level of accuracy | • Produce a cutting list to a very good level of accuracy | • Produce a cutting list to a good level of accuracy |
| | **Mark out practical activity** | • Mark out work in an excellent manner | • Mark out work in a very good manner | • Mark out work in a good manner |
| | **Cut out joints** | • Cut joints to an excellent standard and fix securely to within a 1 mm tolerance | • Cut joints to a very good standard and fix securely to within a 2 mm tolerance | • Cut joints to a good standard and fix securely to within a 3 mm tolerance |
| | **Accuracy of assembly** | • Ensure all work is planed and sanded to give an excellent standard of finish | • Ensure all work is planed and sanded to give a very good standard of finish | • Ensure all work is planed and sanded to give a good standard of finish |
| | **End product** | • Produce an end product that is of an excellent standard and fit for purpose | • Produce an end product that is of a very good standard and fit for purpose | • Produce an end product that is of a good standard and fit for purpose |

## AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making a satisfactory use of resources with a minimum of waste | • Show evidence of making a basic use of resources with a minimum of waste |
| | **Drawings and cuttings list** | • Interpret the drawing provided showing a satisfactory level of understanding | • Interpret the drawing provided showing a basic level of understanding |
| | | • Produce a cutting list to a satisfactory level of accuracy | • Produce a cutting list to a basic level of accuracy |
| | **Mark out practical activity** | • Mark out work in a satisfactory manner | • Mark out work in a basic manner |
| | **Cut out joints** | • Cut joints to a satisfactory standard and fix securely to within a 4 mm tolerance | • Cut joints to an excellent standard and fix securely to within a 5 mm tolerance |
| | **Accuracy of assembly** | • Ensure all work is planed and sanded to give a satisfactory standard of finish | • Ensure all work is planed and sanded to give a basic standard of finish |
| | **End product** | • Produce an end product that is of a satisfactory standard and fit for purpose | • Produce an end product that is of an basic standard and fit for purpose |

## AO3

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of an excellent evaluation for each practical assessment task | • Show evidence of a very good evaluation for each practical assessment task | • Show evidence of a good evaluation for each practical assessment task |
| | **Final evaluation** | • Produce excellent self-reflective statements about the learning process in this unit | • Produce very good self-reflective statements about the learning process in this unit | • Produce good self-reflective statements about the learning process in this unit |

## AO3

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of a satisfactory evaluation for each practical assessment task | • Show evidence of a basic evaluation for each practical assessment task |
| | **Final evaluation** | • Produce satisfactory self-reflective statements about the learning process in this unit | • Produce basic self-reflective statements about the learning process in this unit |

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

| Learner Outcome | Excellent | Very Good | Good | Satisfactory | Basic | Unworthy of Credit |
|---|---|---|---|---|---|---|
| | 10–9 | 8–7 | 6–5 | 4–3 | 2–1 | 0 |
| **AO1** | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| **AO2** | | | | | | |
| Resources | | | | | | |
| Drawings and cuttings list | | | | | | |
| Mark out practical activity | | | | | | |
| Cut out joints | | | | | | |
| Accuracy of assembly | | | | | | |
| End product | | | | | | |
| **AO3** | | | | | | |
| Task evaluation | | | | | | |
| Final evaluation | | | | | | |
| Total score per column | | | | | | |
| Total score for unit (max 100) | | | | | | |
| My Diary completed | Yes | ☐ | No | ☐ | | |
| My Record completed | Yes | ☐ | No | ☐ | | |

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 in the Specification.

# Brick and Block Work

UNIT 17

This unit is designed to develop the skills associated with brick and block work using appropriate tools and materials, while following safe working practices. Learners will develop an understanding of the career opportunities within construction trowel trades.

This unit includes:

- consideration of environmental issues related to brick and block work;
- career opportunities within or associated with brick and block work;
- consideration of health and safety issues with respect to workshop activities;
- the appropriate use of brick and block work hand tools;
- the use of appropriate brick and block work resources and their effects on the environment;
- dry bonding of half-brick and one-brick thick walls in various bonds;
- construction of a one-brick thick wall in stretcher bond, eight bricks long and eight courses high (two students can work at this model provided individual student's work can be clearly identified);
- construction of a corner in block and brick work;
- construction of a block work wall, six blocks long and three courses high; and
- a review and evaluation of performance.

UNIT 17

# Brick and Block Work

## Learning Outcomes

### Section 1 Health and Safety, Hand Tools and Basic Power Tools, including Safety Aspects

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- wear appropriate Personal Protective Equipment (PPE), for example safety boots or goggles;
- describe three career opportunities associated with brick and block work;
- identify and name the parts of the following basic hand tools:
  - brick trowel;
  - bolster;
  - club hammer;
  - scutch hammer;
  - spirit level;
  - line and pins;
  - jointer;
  - steel measuring tape;
  - gauge rod; and
  - corner blocks;
- use and maintain basic tools safely, particularly those which are sharp;
- understand safe use of power tools including 110 volt power supply;
- demonstrate safety in mixing materials and use of cement mixer/mortar mill;
- identify hazards likely to affect operatives on a construction site;
- demonstrate appropriate methods of stacking materials;
- understand the safety aspects of using and mixing mortar;
- apply manual lifting, individual and team lifting techniques;
- follow correct accident procedures should an incident occur in the workshop;
- use a 110 volt cement mixer/mortar mill safely; and
- evaluate their own performance in practical tasks.

## **Section 2** Craft Techniques

Learners should be able to:

- interpret drawings;
- set out brick and block work in dry bond to allow for normal 10 mm joint spacing;
- follow instructions from simple course drawings;
- select appropriate resources to construct their models, taking into account the manufacturing process of each and how this affects the environment, for example cement;
- set out brickwork in stretcher and English bonds; and
- evaluate their own performance in practical tasks.

## **Section 3** Manufacture of Joinery Components Using Basic Joints

Learners should be able to:

- perform the following craft techniques to construct both straight walls and those with a return corner in half-brick walling:
  - set out a wall;
  - mix mortar, re-using materials where possible;
  - cut brick and block by hand;
  - use a gauge rod;
  - lay brick and block;
  - form bonds;
  - joint brickwork; and
  - tidy up work areas and dispose of materials in an environmentally friendly way;
- understand the following as they apply to the techniques above:
  - purpose of bonding, jointing and pointing;
  - maintenance of vertical alignment; and
  - maintenance of horizontal alignment;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 17

# Brick and Block Work

## Assessment Guidance

The importance of a safe working environment and the careful use of sharp tools and materials should be taken into consideration.

Learners should be encouraged to clean and maintain tools they use and their work area.

Practical occupational tasks selected should reflect the breadth of opportunity that will allow learners to be stretched and challenged when demonstrating their skills in line with this specification.

**Two** assessment tasks should be carried out – one for a brick wall and one for a block wall – as in the exemplar tasks below.

### Exemplar Assessment

**Task 1:** Learners construct a one-brick thick wall in stretcher bond, eight courses high and eight bricks long with a return corner.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- prepare the workshop and select tools;
- print drawing where appropriate;
- quantify materials required and stack in appropriate location to construct wall;
- mark out and dry bond wall;
- build wall using industry standard methods;
- check for plumb using a spirit level where appropriate;
- tidy up work area and dispose of waste materials in an environmentally friendly way;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

### Exemplar Assessment

**Task 2:** Learners construct a 100 mm thick block wall in stretcher bond a minimum of 750 mm high and 2 metres long with return corners.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- print drawing where appropriate;
- quantify materials required and stack in appropriate location to construct wall;
- mark out and dry bond wall;
- build wall using industry standard methods;
- check for plumb using a spirit level where appropriate;
- tidy up work area and dispose of waste materials in an environmentally friendly way;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

## Performance Descriptors: Brick and Block Work

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

### AO1

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate excellent understanding of the potential hazards that can exist within the construction workshop when using hand and power tools<br>• Demonstrate excellent understanding of the importance of leaving the workshop tidy and disposing of waste safely<br>• Demonstrate excellent awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement<br>• Demonstrate excellent understanding of career opportunities in construction trowel trades<br>• Provide an excellent explanation of the different types of manufactured and self-prepared materials and what they are used for<br>• Demonstrate in an excellent manner why they chose a particular type of manufactured material and also demonstrate an excellent knowledge of how to store materials | • Demonstrate very good understanding of the potential hazards that can exist within the construction workshop when using hand and power tools<br>• Demonstrate very good understanding of the importance of leaving the workshop tidy and disposing of waste safely<br>• Demonstrate very good awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement<br>• Demonstrate very good understanding of career opportunities in construction trowel trades<br>• Provide a very good explanation of the different types of manufactured and self-prepared materials and what they are used for<br>• Demonstrate in a very good manner why they chose a particular type of manufactured material and also demonstrate a very good knowledge of how to store materials | • Demonstrate good understanding of the potential hazards that can exist within the construction workshop when using hand and power tools<br>• Demonstrate good understanding of the importance of leaving the workshop tidy and disposing of waste safely<br>• Demonstrate good awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement<br>• Demonstrate good understanding of career opportunities in construction trowel trades<br>• Provide a good explanation of the different types of manufactured and self-prepared materials and what they are used for<br>• Demonstrate in a good manner why they chose a particular type of manufactured material and also demonstrate a good knowledge of how to store materials |

# Brick and Block Work

## AO1

| | Assessment Criteria | Performance Descriptor Very Good 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate satisfactory understanding of the potential hazards that can exist within the construction workshop when using hand and power tools | • Demonstrate basic understanding of the potential hazards that can exist within the construction workshop when using hand and power tools |
| | | • Demonstrate satisfactory understanding of the importance of leaving the workshop tidy and disposing of waste safely | • Demonstrate basic understanding of the importance of leaving the workshop tidy and disposing of waste safely |
| | | • Demonstrate satisfactory awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement | • Demonstrate basic awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement |
| | | • Demonstrate satisfactory understanding of career opportunities in construction trowel trades | • Demonstrate basic understanding of career opportunities in construction trowel trades |
| | **Materials and related skills and knowledge** | • Provide a satisfactory explanation of the different types of manufactured and self-prepared materials and what they are used for | • Provide a basic explanation of the different types of manufactured and self-prepared materials and what they are used for |
| | | • Demonstrate in a satisfactory manner why they chose a particular type of manufactured material and also demonstrate a satisfactory knowledge of how to store materials | • Demonstrate in a basic manner why they chose a particular type of manufactured material and also demonstrate a basic knowledge of how to store materials |

## AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making excellent use of resources<br>• Demonstrate excellent maintenance of tools | • Show evidence of making very good use of outcomes<br>• Demonstrate very good maintenance of tools | • Show evidence of making good use of outcomes<br>• Demonstrate good maintenance of tools |
| | **Understanding drawings** | • Demonstrate an excellent ability to interpret the drawing provided and produce an accurate materials list | • Demonstrate a very good ability to interpret the drawing provided and produce an accurate materials list | • Demonstrate a good ability to interpret the drawing provided and produce an accurate materials list |
| | **Mark out practical activity** | • Demonstrate excellent ability to mark out work accurately | • Demonstrate very good ability to mark out work accurately | • Demonstrate good ability to mark out work accurately |
| | **Construct different types of walling** | • Complete exercises to an excellent standard within the time allowed and to within the following tolerances:<br>- plumbing points ±1 mm<br>- alignment ±1 mm<br>- level of top course ±1 mm<br>- joints finished smooth and full | • Complete exercises to a very good standard within the time allowed and to within the following tolerances:<br>- plumbing points ±2 mm<br>- alignment ±2 mm<br>- level of top course ±2 mm<br>- joints finished smooth and full | • Complete exercises to a good standard within the time allowed and to within the following tolerances:<br>- plumbing points ±3 mm<br>- alignment ±3 mm<br>- level of top course ±3 mm<br>- joints finished smooth and full |
| | **Working environment and tools** | • Demonstrate excellent ability to keep the workshop tidy and maintain the tools used | • Demonstrate very good ability to keep the workshop tidy and maintain the tools used | • Demonstrate good ability to keep the workshop tidy and maintain the tools used |
| | **End product** | • Produce an end product that is of an excellent standard and fit for purpose | • Produce an end product that is of a very good standard and fit for purpose | • Produce an end product that is of a good standard and fit for purpose |

## AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making satisfactory use of resources | • Show evidence of making basic use of resources |
| | | • Demonstrate satisfactory maintenance of tools | • Demonstrate basic maintenance of tools |
| | **Understanding drawings** | • Demonstrate a satisfactory ability to interpret the drawing provided and produce an accurate materials list | • Demonstrate a basic ability to interpret the drawing provided and produce an accurate materials list |
| | **Mark out practical activity** | • Demonstrate satisfactory ability to mark out work accurately | • Demonstrate basic ability to mark out work accurately |
| | **Construct different types of walling** | • Complete exercises to a satisfactory standard within the time allowed and to within the following tolerances:<br>- plumbing points ±4 mm<br>- alignment ±4 mm<br>- level of top course ±4 mm<br>- joints finished smooth and full | • Complete exercises to a basic standard within the time allowed and to within the following tolerances:<br>- plumbing points ±5 mm<br>- alignment ±5 mm<br>- level of top course ±5 mm<br>- joints finished smooth and full |
| | **Working environment and tools** | • Demonstrate satisfactory ability to keep the workshop tidy and maintain the tools used | • Demonstrate basic ability to keep the workshop tidy and maintain the tools used |
| | **End product** | • Produce an end product that is of a satisfactory standard and fit for purpose | • Produce an end product that is of a basic standard and fit for purpose |

## AO3

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of an excellent evaluation for each practical assessment task | • Show evidence of a very good evaluation for each practical assessment task | • Show evidence of a good evaluation for each practical assessment task |
| | **Final evaluation** | • Produce excellent self-reflective statements about the learning process in this unit | • Produce very good self-reflective statements about the learning process in this unit | • Produce good self-reflective statements about the learning process in this unit |

## AO3

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of a satisfactory evaluation for each practical assessment task | • Show evidence of a basic evaluation for each practical assessment task |
| | **Final evaluation** | • Produce satisfactory self-reflective statements about the learning process in this unit | • Produce basic self-reflective statements about the learning process in this unit |

UNIT 17

# Brick and Block Work

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

| Learner Outcome | Excellent | Very Good | Good | Satisfactory | Basic | Unworthy of Credit |
|---|---|---|---|---|---|---|
| | 10–9 | 8–7 | 6–5 | 4–3 | 2–1 | 0 |
| **AO1** | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| **AO2** | | | | | | |
| Resources | | | | | | |
| Understanding drawings | | | | | | |
| Mark out practical activity | | | | | | |
| Construct different types of walling | | | | | | |
| Working environment and tools | | | | | | |
| End product | | | | | | |
| **AO3** | | | | | | |
| Task evaluation | | | | | | |
| Final evaluation | | | | | | |
| Total score per column | | | | | | |
| Total score for unit (max 100) | | | | | | |
| My Diary completed | Yes | ☐ | No | ☐ | | |
| My Record completed | Yes | ☐ | No | ☐ | | |

The final award will be based on the combined scores of **two units**, as shown in the Section 3.4 of the Specification.

# Carpentry and Joinery

UNIT 18

This unit is designed to provide vocational skills in carpentry and joinery.

This unit includes:

- consideration of health and safety issues with respect to activities in carpentry and joinery;
- consideration of career opportunities related to working with wood in the construction industry;
- an appreciation of environmental issues relating to timber;
- the appropriate use of basic carpentry and joinery hand tools and hand-held power tools;
- construction of a range of carpentry and joinery models relating to site-based activities, incorporating a wide range of joints and jointing methods; and
- a review and evaluation of performance.

UNIT 18

# Carpentry and Joinery

## Learning Outcomes

### **Section 1** Health and Safety, Basic Hand Tools and Safety of Hand-Held Power Tools

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- wear appropriate Personal Protective Equipment (PPE), for example safety boots and goggles;
- identify and name the parts of the following basic hand tools:
  - ruler;
  - steel measuring tape;
  - square;
  - marking gauge;
  - wooden mallet hammer;
  - nail punch;
  - panel saw;
  - smoothing plane;
  - tenon saw;
  - chisel;
  - screwdriver;
  - bradawl;
  - boring and drilling tools;
  - cramping devices;
  - battery-operated hand-held drill; and
  - battery-operated screwdriver;
- demonstrate the safe use and maintenance of basic tools;
- follow correct accident procedures should an incident occur;
- describe three career opportunities within carpentry and joinery;
- select timber and manufactured board from suppliers who are committed to sustainable resources; and
- evaluate their own performance in practical tasks.

## **Section 2** Craft Techniques

Learners should be able to:

- interpret drawings;
- create a cutting list of materials required including solid timber and manufactured board;
- measure, mark and set out dimensions from drawings provided;
- cut timber to length;
- cut sheet material to size;
- use chisels for paring;
- use a smoothing plane as necessary;
- bore holes with drill bits;
- manufacture secure joints;
- use screws and a screwdriver or a battery screwdriver;
- keep tools in good working order and store in a safe manner;
- understand the reason why sharp edges must be covered;
- understand the methods used to sharpen chisels and plane irons including grinding and sharpening angles; and
- evaluate their own performance in practical tasks.

## **Section 3** Manufacture of Joinery Components Using Basic Joints

Learners should be able to:

- manufacture a carpentry or joinery item incorporating:
  - solid timber and manufactured board, minimising waste;
  - halving joints;
  - housing joints;
  - mitre joints;
  - butt joints;
  - screws;
  - adhesives; and
  - appropriate manufactured fixings;
- tidy up work area and dispose of waste cuttings in an environmentally friendly way;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 18

# Carpentry and Joinery

## Assessment Guidance

The importance of a safe working environment and a clean and tidy work area should be emphasised. Careful use of sharp tools should be stressed at all times.

Learners should be encouraged to clean, maintain and correctly store all tools that they have used.

Practical occupational tasks selected should reflect the breadth of opportunity for learners to be stretched and challenged when demonstrating their skills in line with the specification.

### Exemplar Assessment

The following example is for a timber house, birdhouse, dolls' house or other model house.

Learners:

- read a drawing and prepare a cutting list;
- prepare materials and select tools;
- mark out all materials;
- make cross halving joints to form base of house;
- cut out door and window openings from manufactured board or solid timber;
- cut out housing in gable ends for purlins;
- fix purlins and roof structure;
- sheet roof and fix ridge capping;
- cut to length and secure bargeboards and fascia boards;
- mitre architrave round door opening;
- mitre lip (skirting) round base of house;
- tidy up work area;
- return tools and maintain in the appropriate manner;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

## Performance Descriptors: Carpentry and Joinery

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

### AO1

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate excellent understanding of safe working practices and potential hazards when using hand and power tools | • Demonstrate very good understanding of safe working practices and potential hazards when using hand and power tools | • Demonstrate good understanding of safe working practices and potential hazards when using hand and power tools |
| | | • Demonstrate excellent awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner | • Demonstrate very good awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner | • Demonstrate good awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner |
| | | • Demonstrate excellent understanding of career opportunities in carpentry and joinery | • Demonstrate very good understanding of career opportunities in carpentry and joinery | • Demonstrate good understanding of career opportunities in carpentry and joinery |
| | **Materials and related skills and knowledge** | • Demonstrate excellent ability to identify the different types of basic hand tools | • Demonstrate very good ability to identify the different types of basic hand tools | • Demonstrate good ability to identify the different types of basic hand tools |

UNIT 18

# Carpentry and Joinery

## AO1

| | Assessment Criteria | Performance Descriptor Very Good 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate satisfactory understanding of safe working practices and potential hazards when using hand and power tools | • Demonstrate basic understanding of safe working practices and potential hazards when using hand and power tools |
| | | • Demonstrate satisfactory awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner | • Demonstrate basic awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner |
| | | • Demonstrate satisfactory understanding of career opportunities in carpentry and joinery | • Demonstrate basic understanding of career opportunities in carpentry and joinery |
| | **Materials and related skills and knowledge** | • Demonstrate satisfactory ability to identify the different types of basic hand tools | • Demonstrate basic ability to identify the different types of basic hand tools |

## AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making excellent use of resources with a minimum of waste | • Show evidence of making very good use of resources with a minimum of waste | • Show evidence of making good use of resources with a minimum of waste |
| | **Drawings and cuttings list** | • Interpret the drawing provided showing an excellent level of understanding | • Interpret the drawing provided showing a very good level of understanding | • Interpret the drawing provided showing a good level of understanding |
| | | • Produce a cutting list to an excellent level of accuracy | • Produce a cutting list to a very good level of accuracy | • Produce a cutting list to a good level of accuracy |
| | **Mark out practical activity** | • Mark out work in an excellent manner | • Mark out work in a very good manner | • Mark out work in a good manner |
| | **Cut out joints** | • Cut joints to an excellent standard and fix securely to within a 1 mm tolerance | • Cut joints to a very good standard and fix securely to within a 2 mm tolerance | • Cut joints to a good standard and fix securely to within a 3 mm tolerance |
| | **Accuracy of assembly** | • Ensure all work is planed and sanded to give an excellent standard of finish | • Ensure all work is planed and sanded to give a very good standard of finish | • Ensure all work is planed and sanded to give a good standard of finish |
| | **End product** | • Produce an end product that is of an excellent standard and fit for purpose | • Produce an end product that is of a very good standard and fit for purpose | • Produce an end product that is of a good standard and fit for purpose |

## AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making satisfactory use of resources with a minimum of waste | • Show evidence of making basic use of resources with a minimum of waste |
| | **Drawings and cuttings list** | • Interpret the drawing provided showing a satisfactory level of understanding | • Interpret the drawing provided showing a basic level of understanding |
| | | • Produce a cutting list to a satisfactory level of accuracy | • Produce a cutting list to a basic level of accuracy |
| | **Mark out practical activity** | • Mark out work in an satisfactory manner | • Mark out work in a basic manner |
| | **Cut out joints** | • Cut joints to a satisfactory standard and fix securely to within a 4 mm tolerance | • Cut joints to a basic standard and fix securely to within a 5 mm tolerance |
| | **Accuracy of assembly** | • Ensure all work is planed and sanded to give a satisfactory standard of finish | • Ensure all work is planed and sanded to give a basic standard of finish |
| | **End product** | • Produce an end product that is of a satisfactory standard and fit for purpose | • Produce an end product that is of a basic standard and fit for purpose |

## AO3

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO3 | Task evaluation | • Show evidence of an excellent evaluation for each practical assessment task | • Show evidence of a very good evaluation for each practical assessment task | • Show evidence of a good evaluation for each practical assessment task |
| | Final evaluation | • Produce excellent self-reflective statements about the learning process in this unit | • Produce very good self-reflective statements about the learning process in this unit | • Produce good self-reflective statements about the learning process in this unit |

## AO3

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO3 | Task evaluation | • Show evidence of a satisfactory evaluation for each practical assessment task | • Show evidence of a basic evaluation for each practical assessment task |
| | Final evaluation | • Produce satisfactory self-reflective statements about the learning process in this unit | • Produce basic self-reflective statements about the learning process in this unit |

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

| Learner Outcome | Excellent | Very Good | Good | Satisfactory | Basic | Unworthy of Credit |
|---|---|---|---|---|---|---|
| | 10–9 | 8–7 | 6–5 | 4–3 | 2–1 | 0 |
| **AO1** | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| **AO2** | | | | | | |
| Resources | | | | | | |
| Drawings and cuttings list | | | | | | |
| Mark out practical activity | | | | | | |
| Cut out joints | | | | | | |
| Accuracy of assembly | | | | | | |
| End product | | | | | | |
| **AO3** | | | | | | |
| Task evaluation | | | | | | |
| Final evaluation | | | | | | |
| Total score per column | | | | | | |
| Total score for unit (max 100) | | | | | | |
| My Diary completed | Yes | ☐ | No | ☐ | | |
| My Record completed | Yes | ☐ | No | ☐ | | |

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 in the Specification.

# Hard Landscaping

UNIT 19

This unit is designed to develop the skills associated with hard landscaping. Learners will construct hard landscaping models using appropriate tools and materials following safe working practices.

This unit includes:

- consideration of health and safety issues in relation to workshop activities;
- consideration of careers in trowel trades and hard landscaping;
- consideration of the use of appropriate resources and their effects on the environment;
- the appropriate use of hard landscaping tools;
- construction of hard landscaping models to include brick paving, a screed path and steps with flagstone finish; and
- a review and evaluation of performance.

UNIT 19

# Hard Landscaping

## Learning Outcomes

### **Section 1** Health and Safety, Hand Tools and Basic Power Tools

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- wear appropriate Personal Protective Equipment (PPE), for example safety boots or goggles;
- describe three careers in trowel trades and hard landscaping;
- use basic hand and power tools safely;
- identify hazards likely to affect operatives on a construction site;
- demonstrate appropriate methods of stacking materials, and understand safety aspects of using and mixing mortar, laying brick and paving;
- carry out appropriate manual lifting techniques to include individual and team lifting;
- understand accident procedures should an incident occur in the workshop;
- identify and maintain the basic hand tools and name their parts:
  brick trowel;
  - bolster;
  - club hammer;
  - scutch hammer;
  - spirit level;
  - line and pins;
  - jointer;
  - steel measuring tape;
  - gauge rod;
  - corner blocks;
  - straight edges;
  - rubber mallet;
  - steel trowel (plastering); and
  - float;
- identify, set up and use the basic hand-held power tools:
  - portable battery operated drill; and
  - 110 volt cement mixer/mortar mill; and
- evaluate their own performance in practical tasks.

## **Section 2** Craft Techniques

Learners should be able to:

- interpret drawings;
- print paving designs from computer or search internet for product literature and designs from manufacturers;
- set out brick work in dry bond to allow for normal 10 mm joint spacing;
- select appropriate resources to construct their models, taking into account the manufacturing process of each and how this affects the environment, for example cement manufacture;
- lay brick paving using basket-weave and herringbone bonding techniques;
- create a simulated screed footpath with a timber frame;
- build a set of steps in brick with a flag finish;
- understand the purpose of bonding, jointing and pointing;
- maintain vertical and horizontal alignment of bricks and flagstones; and
- evaluate their own performance in practical tasks.

## **Section 3** Hard Landscaping Models

Learners should be able to:

- use at least one type of brick – but they should be made aware that others are available;
- mark out brick paving (minimum area 2.5m$^2$);
- cut brick by hand and observe how a mechanical device can be used to cut brick paving;
- place and compact a sand base within a timber frame;
- screed sand ready for paving;
- lay paving using two different types of bonds including making use of pre-cut brick at edges;
- construct a screed path 2 m long × 0.5 m wide within a timber frame and complete with a rubbed up finish;
- set out a set of brick steps with a flagged top finish;
  - the first step should be formed by building two courses of brick 1.115 m long × 0.840 m deep;
  - finish with two flagstones, for example, each 0.900 m × 0.600 m;
  - the second step should be formed with brick, two courses high, 0.550 m long × 0.550 m deep;
  - this should be set centred on top of the first step;
  - the flags could be 0.600 m × 0.600 m on top to finish; and
  - the flags should be set with a fall of 15 mm over 1.0 m;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

## Assessment Guidance

The importance of a safe working environment and the careful use of tools and materials should be taken into consideration.

Learners should be encouraged to clean and maintain tools, which they use and keep a clean and tidy work area at all times.

Practical occupational tasks selected should reflect the breadth of opportunity, which will allow learners to be stretched and challenged when demonstrating their skills in line with this specification.

Three assessment tasks should be carried out – one each for brick paving, screed path and set of steps with flag finish. The example below is for brick paving.

### Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- prepare workshop and select tools;
- print drawing where appropriate;
- quantify materials required and stack in appropriate location to construct brick paving in an area of 2.5m$^2$;
- position timber frame and fill with dry screed;
- compact screed and prepare for laying paving;
- select appropriate bonding, for example herringbone;
- lay brick paving, making cuttings where necessary;
- tidy up work area and dispose of waste correctly;
- return tools and maintain them in the appropriate manner;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

## Performance Descriptors: Hard Landscaping

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

### AO1

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate an excellent understanding of the potential hazards that can exist within the construction workshop when using hand and power tools | • Demonstrate a very good understanding of the potential hazards that can exist within the construction workshop when using hand and power tools | • Demonstrate a good understanding of the potential hazards that can exist within the construction workshop when using hand and power tools |
| | | • Demonstrate an excellent understanding of the importance of leaving the workshop tidy and disposing of waste safely | • Demonstrate a very good understanding of the importance of leaving the workshop tidy and disposing of waste safely | • Demonstrate a good understanding of the importance of leaving the workshop tidy and disposing of waste safely |
| | **Materials and related skills and knowledge** | • Demonstrate excellent awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement | • Demonstrate very good awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement | • Demonstrate good awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement |
| | | • Describe career opportunities within construction trowel trades and hard landscaping to an excellent level | • Describe career opportunities within construction trowel trades and hard landscaping to a very good level | • Describe career opportunities within construction trowel trades and hard landscaping to a good level |
| | | • Provide an excellent explanation of the different types of hard landscaping materials and what they are used for | • Provide a very good explanation of the different types of hard landscaping materials and what they are used for | • Provide a good explanation of the different types of hard landscaping materials and what they are used for |
| | | • Provide an excellent explanation of why a particular type of material was chosen | • Provide a very good explanation of why a particular type of material was chosen | • Provide a good explanation of why a particular type of material was chosen |

UNIT 19

# Hard Landscaping

## AO1

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2-1 |
|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate a satisfactory understanding of the potential hazards that can exist within the construction workshop when using hand and power tools | • Demonstrate a basic understanding of the potential hazards that can exist within the construction workshop when using hand and power tools |
| | | • Demonstrate a satisfactory understanding of the importance of leaving the workshop tidy and disposing of waste safely | • Demonstrate a basic understanding of the importance of leaving the workshop tidy and disposing of waste safely |
| | | • Demonstrate satisfactory awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement | • Demonstrate basic awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement |
| | | • Describe career opportunities within construction trowel trades and hard landscaping to a satisfactory level | • Describe career opportunities within construction trowel trades and hard landscaping to a basic level |
| | **Materials and related skills and knowledge** | • Provide a satisfactory explanation of the different types of hard landscaping materials and what they are used for | • Provide a basic explanation of the different types of hard landscaping materials and what they are used for |
| | | • Provide a satisfactory explanation of why a particular type of material was chosen | • Provide a basic explanation of why a particular type of material was chosen |

## AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making excellent use of resources | • Show evidence of making very good use of resources | • Show evidence of making good use of resources |
| | **Drawings** | • Interpret the drawing provided showing an excellent level of understanding | • Interpret the drawing provided showing a very good level of understanding | • Interpret the drawing provided showing a good level of understanding |
| | **Mark out practical activity** | • Be able to create an accurate materials list and mark out work to an excellent standard | • Be able to create an accurate materials list and mark out work to a very good standard | • Be able to create an accurate materials list and mark out work to a good standard |
| | **Construct different hard landscaping models** | • Complete assessment tasks to an excellent standard and within the following tolerances:<br>- plumbing points ±1 mm<br>- alignment ±1 mm<br>- level of top course ±1 mm<br>- joints finished smooth and full | • Complete assessment tasks to a very good standard and within the following tolerances:<br>- plumbing points ±2 mm<br>- alignment ±2 mm<br>- level of top course ±2 mm<br>- joints finished smooth and full | • Complete assessment tasks to a good standard and within the following tolerances:<br>- plumbing points ±3 mm<br>- alignment ±3 mm<br>- level of top course ±3 mm<br>- joints finished smooth and full |
| | | • Paving should have excellent alignment of joints, excellent neat cuts and level surface throughout | • Paving should have very good alignment of joints, very good neat cuts and level surface throughout | • Paving should have very good alignment of joints, very good neat cuts and level surface throughout |
| | **Working environment and tools** | • Demonstrate excellent ability to keep the workshop tidy and maintain the tools used | • Demonstrate very good ability to keep the workshop tidy and maintain the tools used | • Demonstrate very good ability to keep the workshop tidy and maintain the tools used |
| | **End product** | • Produce an end product that is of an excellent standard and fit for purpose | • Produce an end product that is of a very good standard and fit for purpose | • Produce an end product that is of a very good standard and fit for purpose |

# Hard Landscaping

## AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making satisfactory use of resources | • Show evidence of making basic use of resources |
| | **Drawings** | • Interpret the drawing provided showing a satisfactory level of understanding | • Interpret the drawing provided showing a basic level of understanding |
| | **Mark out practical activity** | • Be able to create an accurate materials list and mark out work to a satisfactory standard | • Be able to create an accurate materials list and mark out work to a basic standard |
| | **Construct different hard landscaping models** | • Complete assessment tasks to a satisfactory standard and within the following tolerances:<br>- plumbing points ±4 mm<br>- alignment ±4 mm<br>- level of top course ±4 mm<br>- joints finished smooth and full | • Complete assessment tasks to a satisfactory standard and within the following tolerances:<br>- plumbing points ±5 mm<br>- alignment ±5 mm<br>- level of top course ±5 mm<br>- joints finished smooth and full |
| | | • Paving should have satisfactory alignment of joints, satisfactory neat cuts and level surface throughout | • Paving should have basic alignment of joints, basic neat cuts and level surface throughout |
| | **Working environment and tools** | • Demonstrate satisfactory ability to keep the workshop tidy and maintain the tools used | • Demonstrate basic ability to keep the workshop tidy and maintain the tools used |
| | **End product** | • Produce an end product that is of a satisfactory standard and fit for purpose | • Produce an end product that is of a basic standard and fit for purpose |

## AO3

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of an excellent evaluation for each practical assessment task | • Show evidence of a very good evaluation for each practical assessment task | • Show evidence of a good evaluation for each practical assessment task |
| | **Final evaluation** | • Produce excellent self-reflective statements about the learning process in this unit | • Produce very good self-reflective statements about the learning process in this unit | • Produce good self-reflective statements about the learning process in this unit |

## AO3

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of a satisfactory evaluation for each practical assessment task | • Show evidence of a basic evaluation for each practical assessment task |
| | **Final evaluation** | • Produce satisfactory self-reflective statements about the learning process in this unit | • Produce basic self-reflective statements about the learning process in this unit |

UNIT 19

# Hard Landscaping

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

| Learner Outcome | Excellent | Very Good | Good | Satisfactory | Basic | Unworthy of Credit |
|---|---|---|---|---|---|---|
| | 10–9 | 8–7 | 6–5 | 4–3 | 2–1 | 0 |
| **AO1** | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| **AO2** | | | | | | |
| Resources | | | | | | |
| Drawings | | | | | | |
| Mark out practical activity | | | | | | |
| Construct different hard landscaping models | | | | | | |
| Working environment and tools | | | | | | |
| End product | | | | | | |
| **AO3** | | | | | | |
| Task evaluation | | | | | | |
| Final evaluation | | | | | | |
| Total score per column | | | | | | |
| Total score for unit (max 100) | | | | | | |
| My Diary completed | Yes | ☐ | No | ☐ | | |
| My Record completed | Yes | ☐ | No | ☐ | | |

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 in the Specification.

# Painting and Decorating

UNIT 20

This unit is designed to provide increased vocational skills in painting and decorating and associated activities.

This unit includes:

- consideration of health and safety issues with respect to workshop activities, materials and material storage;
- consideration of career opportunities available within painting and decorating and associated activities;
- the appropriate use of painting and decorating hand tools and basic hand held power tools;
- demonstration of techniques for surface preparation, application of water and oil based paints, wall coverings and planning to produce construction related tasks;
- consideration of environmental issues related to painting and decorating;
- application of a range of painting and decorating tasks;
- selection of materials that are fit for purpose, while minimising the impact on the environment; and
- a review and evaluation of performance.

UNIT 20

# Painting and Decorating

## Learning Outcomes

### **Section 1** Health and Safety, Hand Tools and Basic Power Tools

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- wear appropriate Personal Protective Equipment (PPE);
- identify appropriate warning signs;
- identify hazards likely to affect operatives on a construction site;
- understand safety implications with respect to 110 volt power supply and hand held power tools;
- use solvent-based materials in confined spaces safely;
- follow correct accident procedures should an incident occur in the workshop;
- safely use all painting and decorating tools and materials;
- use stepladders and hop ups safely;
- describe three career opportunities which are available within the painting and decorating industry;
- identify, use and maintain the following tools, and equipment:
  - 12, 25, 50 and 100 mm paint brushes;
  - paint rollers;
  - crevice brush;
  - glass paper and block;
  - triangle shavehook;
  - paste table;
  - stripping knife;
  - fillers and applicator;
  - wallpaper seam roller;
  - tape measure;
  - spirit level;
  - plumb bob;
  - low tack masking tape;
  - paper hanging brush;
  - scissors;
  - step ladder;
  - hop up;
  - portable orbital sander;
  - metal paint stirrers;
  - battery operated hand drill; and screwdriver;
- use environmentally correct methods to clean brushes and dispose of waste materials; and
- evaluate their own performance in practical tasks.

## **Section 2** Craft Techniques

Learners should be able to:

- identify the use of different types of paint and wallpapers;
- use abrasives and fillers to prepare surfaces in preparation for painting and hanging wall coverings, including new plaster walls and new dry walls;
- paint with vinyl emulsion using brush and roller technique;
- open paint tin correctly so that it can be resealed;
- stir and thin paint as required;
- apply three coat paint system: primer, undercoat and topcoat;
- cut around panels in a door and around a window frame;
- clean all tools used in an environmentally correct way including the disposal of the materials used to clean brushes;
- apply a true vertical line and location of first strip of wallpaper;
- demonstrate procedure for measuring and cutting paper;
- paste and fold paper in the appropriate manner;
- carry out calculations for estimating material requirements;
- hang and trim wallpaper, butt-joint each length;
- match and align drop pattern paper;
- trim and turn an internal and external angle;
- cut round a light and a socket switch;
- cut round a window frame and sill board;
- paper around a window reveal; and
- evaluate their own performance in practical tasks.

## **Section 3** Application of Painting and Wallpapering Tasks

Learners should be able to:

- prepare various surfaces for paint and paper application;
- apply three coat paint system: primer, undercoat and topcoat;
- apply water and oil-based paints;
- paint a wall with vinyl emulsion using brush and roller technique;
- paint a panelled door;
- paint a small timber window frame;
- make cuts for a double socket and a light switch;
- paper around openings;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 20

# Painting and Decorating

## Assessment Guidance

The importance of a safe working environment and the careful use of sharp tools should be taken into consideration.

Observation of work activities, examination of work completed and written records are the preferred means of assessment.

Learners should be encouraged to clean and maintain tools that they use and keep a clean and tidy work area at all times.

Practical occupational tasks selected should reflect the breadth of opportunity that will allow learners to be stretched and challenged when demonstrating their skills in line with this specification.

The following exemplar assessment task could allow learners to gather evidence for the unit requirements.

### Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- paint an area of wall at least 2.4 m × 1.2 m to include a window frame, double electric socket and a light switch;
- paint a panel door;
- wallpaper an area of wall at least 2.4 m × 1.2 m to include a window frame, a double electric socket and a light switch;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

## Performance Descriptors: Painting and Decorating

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

### AO1

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate excellent understanding of safe working practices and the potential hazards that can exist within the construction workshop when using hand and power tools | • Demonstrate very good understanding of safe working practices and the potential hazards that can exist within the construction workshop when using hand and power tools | • Demonstrate good understanding of safe working practices and the potential hazards that can exist within the construction workshop when using hand and power tools |
| | | • Demonstrate excellent awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner | • Demonstrate very good awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner | • Demonstrate good awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner |
| | | • Demonstrate excellent understanding of related career opportunities | • Demonstrate very good understanding of related career opportunities | • Demonstrate good understanding of related career opportunities |
| | **Materials and related skills and knowledge** | • Demonstrate excellent understanding of material storage and handling | • Demonstrate very good understanding of material storage and handling | • Demonstrate good understanding of material storage and handling |
| | | • Provide an excellent explanation of the use of different wall coverings and paints and the effect of disposing of them in a non-environmental way | • Provide a very good explanation of the use of different wall coverings and paints and the effect of disposing of them in a non-environmental way | • Provide a good explanation of the use of different wall coverings and paints and the effect of disposing of them in a non-environmental way |
| | | • Demonstrate excellent knowledge of identification of all related painting and decorating tools, equipment and their use | • Demonstrate very good knowledge of identification of all related painting and decorating tools, equipment and their use | • Demonstrate good knowledge for identification of all related painting and decorating tools, equipment and their use |

UNIT 20

# Painting and Decorating

## AO1

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate satisfactory understanding of safe working practices and the potential hazards that can exist within the construction workshop when using hand and power tools | • Demonstrate basic understanding of safe working practices and the potential hazards that can exist within the construction workshop when using hand and power tools |
| | | • Demonstrate satisfactory awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner | • Demonstrate basic awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner |
| | | • Demonstrate satisfactory understanding of related career opportunities | • Demonstrate basic understanding of related career opportunities |
| | | • Demonstrate satisfactory understanding of material storage and handling | • Demonstrate basic understanding of material storage and handling |
| | **Materials and related skills and knowledge** | • Provide a satisfactory explanation of the use of different wall coverings and paints and the effect of disposing of them in a non-environmental way | • Provide a basic explanation of the use of different wall coverings and paints and the effect of disposing of them in a non-environmental way |
| | | • Demonstrate satisfactory knowledge of the identification of all related painting and decorating tools, equipment and their use | • Demonstrate basic knowledge of the identification of all related painting and decorating tools, equipment and their use |

## AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making excellent use of all resources | • Show evidence of making very good use of all resources | • Show evidence of making good use of all resources |
| | **Preparation of surfaces** | • Demonstrate an excellent ability to prepare surfaces including new plaster walls and new dry walls | • Demonstrate a very good ability to prepare surfaces including new plaster walls and new dry walls | • Demonstrate a good ability to prepare surfaces including new plaster walls and new dry walls |
| | **Techniques for applying paint** | • Demonstrate an excellent ability to correctly paint a panel door, ensuring paint is free from roller marks, skids, frothing, curtains (sags and runs), dirt inclusion (bits and nibs), brush marks and flashing edges | • Demonstrate a very good ability to correctly paint a panel door, ensuring paint is free from roller marks, skids, frothing, curtains (sags and runs), dirt inclusion (bits and nibs), brush marks and flashing edges | • Demonstrate a good ability to correctly paint a panel door, ensuring paint is free from roller marks, skids, frothing, curtains (sags and runs), dirt inclusion (bits and nibs), brush marks and flashing edges |
| | | • All cutting in of paint to be applied to an excellent standard | • All cutting in of paint to be applied to a very good standard | • All cutting in of paint to be applied to a good standard |
| | **Techniques for applying wallpaper** | • Demonstrate an excellent ability to hang the first length of wallpaper | • Demonstrate a very good ability to hang the first length of wallpaper | • Demonstrate a good ability to hang the first length of wallpaper |
| | | • Demonstrate an excellent ability to mark out straight, angled and irregular cuts | • Demonstrate a very good ability to mark out straight, angled and irregular cuts | • Demonstrate a good ability to mark out straight, angled and irregular cuts |
| | | • Complete all cuts and turns on internal and external angles to an excellent standard | • Complete all cuts and turns on internal and external angles to a very good standard | • Complete all cuts and turns on internal and external angles to a good standard |
| | | • Complete all paper trimming to an excellent standard | • Complete all paper trimming to a very good standard | • Complete all paper trimming to a good standard |
| | **Accuracy of paint and paper application** | • Ensure all work is finished to an excellent standard, including:<br>- roller finish to within 10 mm of all angles<br>- plumbing points to within a 1 mm tolerance<br>- alignment of faces to within 0.5 mm | • Ensure all work is finished to a very good standard, including:<br>- roller finish to within 10 mm of all angles<br>- plumbing points to within a 1.5 mm tolerance<br>- alignment of faces to within 1 mm | • Ensure all work is finished to a good standard, including:<br>- roller finish to within 10 mm of all angles<br>- plumbing points to within a 2 mm tolerance<br>- alignment of faces to within 1.5 mm |
| | **End product** | • Produce an end product that is of an excellent standard and fit for purpose | • Produce an end product that is of a very good standard and fit for purpose | • Produce an end product that is of a good standard and fit for purpose |

## AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making satisfactory use of all resources | • Show evidence of making basic use of all resources |
| | **Preparation of surfaces** | • Demonstrate a satisfactory ability to prepare surfaces including new plaster walls and new dry walls | • Demonstrate a basic ability to prepare surfaces including new plaster walls and new dry walls |
| | **Techniques for applying paint** | • Demonstrate a satisfactory ability to correctly paint a panel door, ensuring paint is free from roller marks, skids, frothing, curtains (sags and runs), dirt inclusion (bits and nibs), brush marks and flashing edges<br>• All cutting in of paint to be applied to a satisfactory standard | • Demonstrate a basic ability to correctly paint a panel door, ensuring paint is free from roller marks, skids, frothing, curtains (sags and runs), dirt inclusion (bits and nibs), brush marks and flashing edges<br>• All cutting in of paint to be applied to a basic standard |
| | **Techniques for applying wallpaper** | • Demonstrate a satisfactory ability to hang the first length of wallpaper<br>• Demonstrate a satisfactory ability to mark out straight, angled and irregular cuts<br>• Complete all cuts and turns on internal and external angles to a satisfactory standard<br>• Complete all paper trimming to a satisfactory standard | • Demonstrate a basic ability to hang the first length of wallpaper<br>• Demonstrate a basic ability to mark out straight, angled and irregular cuts<br>• Complete all cuts and turns on internal and external angles to a basic standard<br>• Complete all paper trimming to a basic standard |
| | **Accuracy of paint and paper application** | • Ensure all work is finished to a satisfactory standard, including:<br>- roller finish to within 10 mm of all angles<br>- plumbing points to within a 2.5 mm tolerance<br>- alignment of faces to within 2 mm | • Ensure all work is finished to a basic standard, including:<br>- roller finish to within 10 mm of all angles<br>- plumbing points to within a 3 mm tolerance<br>- alignment of faces to within 2.5 mm |
| | **End product** | • Produce an end product that is of a satisfactory standard and fit for purpose | • Produce an end product that is of a basic standard and fit for purpose |

## AO3

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of an excellent evaluation for each practical assessment task | • Show evidence of a very good evaluation for each practical assessment task | • Show evidence of a good evaluation for each practical assessment task |
| | **Final evaluation** | • Produce excellent self-reflective statements about the learning process in this unit | • Produce very good self-reflective statements about the learning process in this unit | • Produce good self-reflective statements about the learning process in this unit |

## AO3

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of a satisfactory evaluation for each practical assessment task | • Show evidence of a basic evaluation for each practical assessment task |
| | **Final evaluation** | • Produce satisfactory self-reflective statements about the learning process in this unit | • Produce basic self-reflective statements about the learning process in this unit |

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

| Learner Outcome | Excellent | Very Good | Good | Satisfactory | Basic | Unworthy of Credit |
|---|---|---|---|---|---|---|
| | 10–9 | 8–7 | 6–5 | 4–3 | 2–1 | 0 |
| **AO1** | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| **AO2** | | | | | | |
| Resources | | | | | | |
| Preparation of surfaces | | | | | | |
| Techniques for applying paint | | | | | | |
| Techniques for applying wallpaper | | | | | | |
| Accuracy of paint and paper application | | | | | | |
| End product | | | | | | |
| **AO3** | | | | | | |
| Task evaluation | | | | | | |
| Final evaluation | | | | | | |
| Total score per column | | | | | | |
| Total score for unit (max 100) | | | | | | |
| My Diary completed | Yes | ☐ | No | ☐ | | |
| My Record completed | Yes | ☐ | No | ☐ | | |

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 in the Specification.

# Plastering

UNIT 21

This unit is designed to provide increased vocational skills in painting and decorating and associated activities.

This unit includes:

- consideration of health and safety with respect to workshop activities;
- consideration of career opportunities available in construction trowel trades;
- consideration of environmental issues in relation to plastering;
- the appropriate use of plastering hand tools;
- the use of appropriate plastering resources and their effect on the environment;
- demonstration of the following craft techniques on a wall:
  - applying a scratch coat;
  - applying a floating coat;
  - applying a dash or render finish;
  - nailing or screwing plasterboard;
  - fixing skimming beads;
  - applying a skim finish; and
- a review and evaluation of performance.

UNIT 21

# Plastering

## Learning Outcomes

### **Section 1** Health and Safety, Hand Tools and Basic Power Tools

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- identify and use appropriate Personal Protective Equipment (PPE), for example safety boots or goggles;
- apply the principles of safe working practice in the use of basic hand and power tools;
- identify the hazards likely to affect operatives on a construction site;
- demonstrate appropriate methods of stacking materials, safety aspects of using and mixing mortar and fixing plasterboard;
- carry out appropriate manual lifting techniques to include individual and team lifting;
- understand accident procedures should an incident occur in the workshop;
- describe three career opportunities associated with plastering skills;
- identify, maintain and name the parts of the following basic hand tools:
  - laying on trowel;
  - hawk;
  - gauging trowel;
  - level;
  - brush;
  - scratcher;
  - plastic float; and
  - muddler or whisk; and
- evaluate their own performance in practical tasks.

### **Section 2** Craft Techniques

Learners should be able to:

- interpret drawings for the set tasks;
- identify the plastering materials required and source from an environmentally aware supplier, where possible;
- identify the carbon footprint of transporting materials, excavating new materials and the manufacture of cement;
- fix plasterboard;
- use appropriate tools for craft techniques;
- prepare mortar (approximately 0.15m$^3$ of cement, lime and fine-washed sand 1:1:6);
- use a float to apply wall finishes;
- fix rules to the walls for forming angles;
- dispose of waste in an environmentally friendly manner;
- clean work area, tools and equipment;
- dash or render an area of wall; and
- evaluate their own performance in practical tasks.

# Plastering

UNIT 21

## **Section 3** Produce Plastering Finishes

Learners should be able to:

- interpret the drawing for the task and follow instructions;
- fix plasterboard to a prepared background using a nail or screw fixing;
- prepare and fix skimming beads along the edges of the board;
- apply a scratch coat to a solid wall;
- apply a floating coat to a solid wall;
- apply a skim finish to a plasterboard wall;
- apply a render finish to a prepared wall;
- evaluate their own performance in practical tasks undertaken; and
- carry out an end-of-unit evaluation.

UNIT 21

# Plastering

## Assessment Guidance

Teachers/Lecturers should emphasise the importance of a safe working environment and the careful use of sharp tools.

Special attention should be given to the safe use of battery-operated power tools.

Learners should be encouraged to clean, maintain and correctly store all the tools that they use.

Practical occupational tasks selected should reflect the breadth of opportunity for learners to be stretched and challenged when demonstrating their skills in line with this specification.

Learners will be expected to demonstrate plastering skills on a plastering cubicle with a minimum surface area of 7m$^2$. Learners should carry out four assessment tasks: scratch coat, floating coat, skim finish and render finish.

### Exemplar Assessment

This example is for a skim finish.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- wear appropriate PPE and comply with health and safety procedures with respect to workshop activities;
- interpret a drawing and measure a wall;
- produce a materials list;
- prepare the workshop and select tools;
- mark out plasterboard sheets and cut to size;
- fix plasterboard;
- apply a skim finish on a prepared area;
- trowel to an industry standard finish;
- tidy up the work area and dispose of waste correctly;
- store and maintain tools in the appropriate manner;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

## Performance Descriptors: Plastering

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

### AO1

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate excellent understanding of safe working practices and potential hazards that can exist in the construction workshop when using hand and power tools | • Demonstrate very good understanding of safe working practices and potential hazards that can exist in the construction workshop when using hand and power tools | • Demonstrate good understanding of safe working practices and potential hazards that can exist in the construction workshop when using hand and power tools |
| | | • Demonstrate excellent awareness of the importance of leaving the workshop tidy and disposing of waste safely | • Demonstrate very good awareness of the importance of leaving the workshop tidy and disposing of waste safely | • Demonstrate good awareness of the importance of leaving the workshop tidy and disposing of waste safely |
| | | • Demonstrate excellent awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement | • Demonstrate very good awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement | • Demonstrate good awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement |
| | | • Describe career opportunities associated with trowel trades to an excellent level | • Describe career opportunities associated with trowel trades to a very good level | • Describe career opportunities associated with trowel trades to a good level |
| | **Materials and related skills and knowledge** | • Demonstrate excellent ability to correctly differentiate between different types of manufactured and self-prepared materials | • Demonstrate very good ability to correctly differentiate between different types of manufactured and self-prepared materials | • Demonstrate good ability to correctly differentiate between different types of manufactured and self-prepared materials |
| | | • Provide an excellent explanation of why we use manufactured materials | • Provide a very good explanation of why we use manufactured materials | • Provide a good explanation of why we use manufactured materials |
| | | • Demonstrate in an excellent manner why they chose a particular type of manufactured material | • Demonstrate in a very good manner why they chose a particular type of manufactured material | • Demonstrate in a good manner why they chose a particular type of manufactured material |
| | | • Demonstrate excellent knowledge of material storage | • Demonstrate very good knowledge of material storage | • Demonstrate good knowledge of material storage |

UNIT 21

# Plastering

## AO1

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate satisfactory understanding of safe working practices and potential hazards that can exist in the construction workshop when using hand and power tools | • Demonstrate basic understanding of safe working practices and potential hazards that can exist in the construction workshop when using hand and power tools |
| | | • Demonstrate satisfactory awareness of the importance of leaving the workshop tidy and disposing of waste safely | • Demonstrate basic awareness of the importance of leaving the workshop tidy and disposing of waste safely |
| | | • Demonstrate satisfactory awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement | • Demonstrate basic awareness of the carbon footprint of transporting materials, excavating raw materials and the manufacture of cement |
| | | • Describe career opportunities associated with trowel trades to a satisfactory standard | • Describe career opportunities associated with trowel trades to a basic standard |
| | **Materials and related skills and knowledge** | • Demonstrate satisfactory ability to correctly differentiate between different types of manufactured and self-prepared materials | • Demonstrate basic ability to correctly differentiate between different types of manufactured and self-prepared materials |
| | | • Provide a satisfactory explanation of why we use manufactured materials | • Provide a basic explanation of why we use manufactured materials |
| | | • Demonstrate in a satisfactory manner why they chose a particular type of manufactured material | • Demonstrate in a basic manner why they chose a particular type of manufactured material |
| | | • Demonstrate satisfactory knowledge of material storage | • Demonstrate basic knowledge of material storage |

## AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making excellent use of resources | • Show evidence of making very good use of resources | • Show evidence of making good use of resources |
| | **Drawings** | • Interpret the drawing provided to an excellent standard | • Interpret the drawing provided to a very good standard | • Interpret the drawing provided to a good standard |
| | **Set out practical activity** | • Create an excellent, accurate working list and mark out work accurately | • Create a very good, accurate working list and mark out work accurately | • Create a good, accurate working list and mark out work accurately |
| | **Apply different coats to the particular types of walling** | • Complete assessment exercises to an excellent standard within the following tolerances:<br>- plumbing points +2 mm<br>- internal angles +2 mm<br>- ceiling line and floor line +2 mm<br>- less than 3% misses with float<br>- skim finish not more than 1% background visible | • Complete assessment exercises to a very good standard within the following tolerances:<br>- plumbing points +3 mm<br>- internal angles +3 mm<br>- ceiling line and floor line +3 mm<br>- less than 4% misses with float<br>- skim finish not more than 2% background visible | • Complete assessment exercises to a very good standard within the following tolerances:<br>- plumbing points +4 mm<br>- internal angles +4 mm<br>- ceiling line and floor line +4 mm<br>- less than 5% misses with float<br>- skim finish not more than 4% background visible |
| | **Other craft techniques** | • Demonstrate an excellent ability to fix rules to the wall for forming a floating coat, form a floating coat, and dash or render a 2 $m^2$ area | • Demonstrate a very good ability to fix rules to the wall for forming floating coat, form a floating coat, and dash or render a 2 $m^2$ area | • Demonstrate a good ability to fix rules to the wall for forming floating coat, form a floating coat, and dash or render a 2 $m^2$ area |
| | **End product** | • Produce an end product fit for purpose with an excellent general appearance | • Produce an end product fit for purpose with an very good general appearance | • Produce an end product fit for purpose with a good general appearance |

## AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO2 | **Resources** | • Show evidence of making satisfactory use of resources | • Show evidence of making basic use of resources |
| | **Drawings** | • Interpret the drawing provided to a satisfactory standard | • Interpret the drawing provided to a basic standard |
| | **Set out practical activity** | • Create a satisfactory, accurate working list and mark out work accurately | • Create a basic, accurate working list and mark out work accurately |
| | **Apply different coats to the particular types of walling** | • Complete assessment exercises to a satisfactory standard within the following tolerances:<br>- plumbing points +5 mm<br>- internal angles +5 mm<br>- ceiling line and floor line +5 mm<br>- less than 6% misses with float<br>- skim finish not more than 6% background visible | Complete assessment exercises to a basic standard within the following tolerances:<br>- plumbing points +6 mm<br>- internal angles +6 mm<br>- ceiling line and floor line +6 mm<br>- less than 7% misses with float<br>- skim finish not more than 8% background visible |
| | **Other craft techniques** | • Demonstrate a satisfactory ability to fix rules to the wall for forming a floating coat, form floating coat and dash or render a 2 m² area | • Demonstrate a basic ability to fix rules to the wall for forming a floating coat, form floating coat and dash or render a 2 m² area |
| | **End product** | • Produce an end product fit for purpose with a satisfactory general appearance | • Produce an end product fit for purpose with a basic general appearance |

## AO3

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of an excellent evaluation for each practical assessment task | • Show evidence of a very good evaluation for each practical assessment task | • Show evidence of a good evaluation for each practical assessment task |
| | **Final evaluation** | • Produce excellent self-reflective statements about the learning process in this unit | • Produce very good self-reflective statements about the learning process in this unit | • Produce good self-reflective statements about the learning process in this unit |

## AO3

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of a satisfactory evaluation for each practical assessment task | • Show evidence of a basic evaluation for each practical assessment task |
| | **Final evaluation** | • Produce satisfactory self-reflective statements about the learning process in this unit | • Produce basic self-reflective statements about the learning process in this unit |

UNIT 21

# Plastering

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

| Learner Outcome | Excellent | Very Good | Good | Satisfactory | Basic | Unworthy of Credit |
|---|---|---|---|---|---|---|
| | 10–9 | 8–7 | 6–5 | 4–3 | 2–1 | 0 |
| **AO1** | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| **AO2** | | | | | | |
| Resources | | | | | | |
| Drawings | | | | | | |
| Set out practical activity | | | | | | |
| Apply different coats to the particular types of walling | | | | | | |
| Other craft techniques | | | | | | |
| End product | | | | | | |
| **AO3** | | | | | | |
| Task evaluation | | | | | | |
| Final evaluation | | | | | | |
| Total score per column | | | | | | |
| Total score for unit (max 100) | | | | | | |
| My Diary completed | Yes | ☐ | No | ☐ | | |
| My Record completed | Yes | ☐ | No | ☐ | | |

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 in the Specification.

# Plumbing

UNIT 22

This unit is designed to develop skills in plumbing and associated activities.

This unit includes:

- consideration of health and safety issues in relation to workshop activities;
- consideration of career opportunities in building services;
- the appropriate use of plumbing hand tools;
- the use of industrial standard materials and sustainable resourcing of these materials;
- the cutting and bending of copper pipework;
- jointing methods for copper and mild steel pipe;
- the use of a hand-held threading machine for mild steel pipe;
- cutting, bending and jointing methods for polybutylene pipe;
- consideration of environmental issues in relation to workshop activities; and
- a review and evaluation of performance.

UNIT 22

# Plumbing

## Learning Outcomes

### **Section 1** Health and Safety including Safety Relating to the use of Hand Tools

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA)1974 in relation to this occupational area;
- wear appropriate Personal Protective Equipment (PPE), for example safety boots, gloves or goggles;
- understand appropriate methods of handling materials and the safety aspects of a floor-standing bending machine;
- describe three career opportunities in building services;
- use a senior hacksaw safely and correctly;
- understand safe procedures for manual lifting, including individual and team lifting;
- follow correct accident procedures should an incident occur in the workshop;
- identify and name the parts of the following basic hand tools:
  - a measuring tape;
  - drawing board;
  - rule for marking out drawing exercise;
  - copper pipe cutters;
  - senior hacksaw;
  - plumber's set square;
  - slides used with a copper bending machine;
  - floor-standing bending machine;
  - pipe cutters for mild steel pipe; and
  - a hand threader; and
- evaluate their own performance in practical tasks.

### **Section 2** Cutting and Bending Copper, Polybutylene and Mild Steel Pipe

Learners should be able to:

- cut copper pipe to given dimensions with a minimum of waste;
- interpret drawings;
- bend an offset and a double square bend in copper pipework;
- bend a pipe allowing for 'spring back' using a hydraulic bending machine and cut threads;
- cut a mild steel pipe to given dimensions with a senior hacksaw with a minimum of waste;
- recycle or dispose of waste in an environmentally friendly manner; and
- evaluate their own performance in practical tasks.

## **Section 3** Jointing Methods for Copper, Polybutylene and Mild Steel Pipe

Learners should be able to:

- join pipe using the following methods:
  - compression fittings;
  - push fittings;
  - capillary fittings;
  - soldering; and
  - brazing;
- pressure test the assembled pipework for 10 minutes using hand pressure-testing equipment to 3 bar;
- use a gas leak detector to identify any leaks;
- join mild steel pipe to fittings using flax and paste;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 22

# Plumbing

## Assessment Guidance

Teachers/Lecturers should emphasise the importance of a safe working environment and a clean and tidy work area.

Observation of work activities, examination of work completed and written records are the preferred means of assessment.

Practical occupational tasks selected should reflect the breadth of opportunity for learners to be stretched and challenged when demonstrating their skills in line with this specification.

Three assessments are required, one each for copper, mild steel and polybutylene.

### Exemplar Assessment

Install a single radiator using copper pipe.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- prepare the workshop and select tools;
- print a drawing for the task;
- quantify the materials required and prepare a cutting list;
- mark out the practical activity;
- cut pipe to given dimensions;
- make a double square bend in copper pipe to given dimensions;
- bend an offset in copper pipe to given dimensions;
- join all pipework to complete the task using standard industrial methods;
- tidy up the work area and dispose of waste correctly;
- store and maintain tools in the appropriate manner;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

## Performance Descriptors: Plumbing

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

### AO1

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate excellent understanding of safe working practices and potential hazards that can exist in the plumbing workshop when using hand and power tools | • Demonstrate a very good understanding of safe working practices and potential hazards that can exist in the plumbing workshop when using hand and power tools | • Demonstrate a good understanding of safe working practices and potential hazards that can exist in the plumbing workshop when using hand and power tools |
| | | • Demonstrate excellent understanding of the importance of leaving the workshop tidy and the disposal of waste safely and in an environmentally friendly manner | • Demonstrate very good understanding of the importance of leaving the workshop tidy and the disposal of waste safely and in an environmentally friendly manner | • Demonstrate good understanding of the importance of leaving the workshop tidy and the disposal of waste safely and in an environmentally friendly manner |
| | | • Describe career options in building services to an excellent standard | • Describe career options in building services to a very good standard | • Describe career options in building services to a good standard |
| | **Materials and related skills and knowledge** | • Correctly identify in an excellent manner the different types of materials, different types of basic hand tools and their maintenance | • Correctly identify in a very good manner the different types of materials, different types of basic hand tools and their maintenance | • Correctly identify in a good manner the different types of materials, different types of basic hand tools and their maintenance |

## AO1

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| **AO1** | **Health and safety, environment, and related careers** | • Demonstrate a satisfactory understanding of potential hazards that can exist in the plumbing workshop when using hand and power tools | • Demonstrate a basic understanding of potential hazards that can exist in the plumbing workshop when using hand and power tools |
| | | • Demonstrate satisfactory understanding of the importance of leaving the workshop tidy and the disposal of waste safely and in an environmentally friendly manner | • Demonstrate basic understanding of the importance of leaving the workshop tidy and the disposal of waste safely and in an environmentally friendly manner |
| | | • Describe career options in building services to a satisfactory standard | • Describe career options in building services to a basic standard |
| | **Materials and related skills and knowledge** | • Correctly identify in a satisfactory manner the different types of basic hand tools and their maintenance | • Correctly identify in a basic manner the different types of basic hand tools and their maintenance |

## AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO2 | **Resources** | • Demonstrate excellent use of resources and waste recycling | • Demonstrate very good use of resources and waste recycling | • Demonstrate good use of resources and waste recycling |
| | **Drawing and cutting list** | • Demonstrate excellent ability to interpret the drawing and prepare a cutting list | • Demonstrate very good ability to interpret the drawing and prepare a cutting list | • Demonstrate good ability to interpret the drawing and prepare a cutting list |
| | **Mark out practical activity** | • Mark out work in an excellent manner | • Mark out work in a very good manner | • Mark out work in a good manner |
| | **Cutting and bending** | • Cut and bend materials to an excellent standard | • Cut and bend materials to a very good standard | • Cut and bend materials to a good standard |
| | **Jointing methods** | • Complete joints to an excellent standard using copper, polybutylene and mild steel pipe | • Complete joints to a very good standard using copper, polybutylene and mild steel pipe | • Complete joints to a good standard using copper, polybutylene and mild steel pipe |
| | | • Ensure all pipe work has been jointed to an excellent standard within a tolerance of 1 mm | • Ensure all pipe work has been jointed to a very good standard within a tolerance of 2 mm | • Ensure all pipe work has been jointed to a good standard within a tolerance of 3 mm |
| | **End product** | • Produce an end product fit for purpose with an excellent general appearance | • Produce an end product fit for purpose with a very good general appearance | • Produce an end product fit for purpose with a good general appearance |

## AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO2 | **Resources** | • Demonstrate satisfactory use of resources and waste recycling | • Demonstrate basic use of resources and waste recycling |
| | **Drawing and cutting list** | • Demonstrate satisfactory ability to interpret the drawing and prepare a cutting list | • Demonstrate basic ability to interpret the drawing and prepare a cutting list |
| | **Mark out practical activity** | • Mark out work in a satisfactory manner | • Mark out work in a basic manner |
| | **Cutting and bending** | • Cut and bend materials to a satisfactory standard | • Cut and bend materials to a basic standard |
| | **Jointing methods** | • Complete joints to a satisfactory standard using copper, polybutylene and mild steel pipe | • Complete joints to a basic standard using copper, polybutylene and mild steel pipe |
| | | • Ensure all pipe work has been jointed to a satisfactory standard within a tolerance of 4 mm | • Ensure all pipe work has been jointed to a basic standard within a tolerance of 5 mm |
| | **End product** | • Produce and end product fit for purpose with a satisfactory general appearance | • Produce and end product fit for purpose with a basic general appearance |

## AO3

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of an excellent evaluation for each practical assessment task | • Show evidence of a very good evaluation for each practical assessment task | • Show evidence of a good evaluation for each practical assessment task |
| | **Final evaluation** | • Produce excellent self-reflective statements about the learning process in this unit | • Produce very good self-reflective statements about the learning process in this unit | • Produce good self-reflective statements about the learning process in this unit |

## AO3

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of a satisfactory evaluation for each practical assessment task | • Show evidence of a basic evaluation for each practical assessment task |
| | **Final evaluation** | • Produce satisfactory self-reflective statements about the learning process in this unit | • Produce basic self-reflective statements about the learning process in this unit |

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

| Learner Outcome | Excellent | Very Good | Good | Satisfactory | Basic | Unworthy of Credit |
|---|---|---|---|---|---|---|
| | 10–9 | 8–7 | 6–5 | 4–3 | 2–1 | 0 |
| **AO1** | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| **AO2** | | | | | | |
| Resources | | | | | | |
| Drawing and cutting list | | | | | | |
| Mark out practical activity | | | | | | |
| Cutting and bending | | | | | | |
| Jointing methods | | | | | | |
| End product | | | | | | |
| **AO3** | | | | | | |
| Task evaluation | | | | | | |
| Final evaluation | | | | | | |
| Total score per column | | | | | | |
| Total score for unit (max 100) | | | | | | |
| My Diary completed | Yes | ☐ | No | ☐ | | |
| My Record completed | Yes | ☐ | No | ☐ | | |

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

# Tiling

UNIT 23

This unit is designed to develop vocational skills in tiling and associated activities.

This unit includes:

- consideration of health and safety issues in relation to workshop and tiling activities;
- consideration of career opportunities available in the construction industry;
- the appropriate use and maintenance of tiling tools;
- the use of appropriate resources and consideration of their effects on the environment;
- techniques of marking out and cutting tile trim and tiles;
- spacing and setting out to required drawings;
- tiling an area of wall with a window reveal and sill, double socket and light switch;
- tiling an area of floor with a pattern and border; and
- a review and evaluation of performance.

UNIT 23

# Tiling

## Learning Outcomes

### **Section 1** Health and Safety, Hand Tools and Basic Power Tools

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- wear appropriate Personal Protective Equipment (PPE), for example safety boots or goggles;
- comply with appropriate warning signs;
- identify hazards likely to affect operatives on a construction site;
- follow the correct accident procedure should an incident occur in the workshop;
- safely use hand-held power tools;
- safely use and maintain tiling tools and materials;
- describe three career opportunities in tiling and associated activities;
- select tiles and carry out workshop activities in an environmentally friendly way;
- identify, maintain and name the parts of the following basic tools:
  - manual tile cutter;
  - hand/rod saw;
  - tile scribe;
  - plumb line;
  - tile nippers;
  - tile pliers;
  - notched trowel with 3–6 mm serrations;
  - grout float;
  - spirit level;
  - steel measuring tape;
  - gauge rod;
  - hacksaw/junior hacksaw;
  - mitre block;
  - rubbing stone/sand block;
  - battery-operated hand drill;
  - portable orbital sander;
  - battery-operated screwdriver;
- evaluate their own performance in practical tasks.

## **Section 2** Craft Techniques

Learners should be able to:

- interpret drawings to create a design for the set brief;
- measure, mark out work and create an accurate materials list required to complete the set brief;
- prepare area and surface to be tiled;
- set out tiling allowing for the correct arrangement and spacing;
- mix adhesive and grout using manual methods;
- mark out and cut tiles, including irregular shapes, by hand using the minimum number of tiles;
- cut and mitre tile trim;
- use a gauge rod and/or tile grid system to align tiles;
- attach vertical and horizontal battens with screws and check with spirit level;
- tile the wall, making all necessary cuts and maintaining vertical and horizontal alignment;
- grout tiles; and
- evaluate their own performance in practical tasks.

## **Section 3** Manufacture of Tiling Models

Learners should be able to:

- design and tile a wall a minimum area of 2.5m$^2$ including a window reveal and sill;
- cut tiles for a double socket and a light switch;
- design and tile a 2.5m$^2$ area of floor using a border and pattern;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 23

# Tiling

## Assessment Guidance

Teachers/Lecturers should emphasise the importance of a safe working environment and the careful use of sharp tools.

Observation of work activities, examination of work completed, and written records are the preferred means of assessment.

Learners should be encouraged to clean and maintain tools that they use and keep a clean and tidy work area at all times.

Practical occupational tasks selected should reflect the breadth of opportunity for learners to be stretched and challenged when demonstrating their skills in line with this specification.

Two assessment tasks should be completed as in the following exemplars.

### Exemplar Assessment

Tile an area of wall, a minimum of 2.5 square metres, including a simulated window, double socket and light switch.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- interpret a drawing to create a design for the set brief;
- assess the work area to determine the preparation required;
- prepare the workshop, select tools and wear appropriate PPE;
- quantify and position the materials required in an appropriate location to tile the wall;
- prepare the area and surface to be tiled;
- mark out the position for arrangement of tiles;
- carry out tiling to the specification requirements;
- mark and cut the tiles as necessary;
- tile the reveal and sill of the window;
- cut and position the tile trim;
- check for plumb using a spirit level where appropriate;
- grout tiles;
- store and maintain tools in the appropriate manner;
- tidy up the work area; and
- evaluate their own performance in the practical activity.

## Exemplar Assessment (cont.)

Tile an area of floor, (a minimum of 1 square metre up to 2.5 square metres), to include a pattern and border.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- interpret a drawing to create a design for the set brief;
- assess the work area to determine preparation required;
- prepare the workshop, select tools and wear appropriate PPE;
- quantify and position the materials required in an appropriate location to tile the floor;
- prepare the area and surface to be tiled;
- mark out the position for arrangement of tiles;
- carry out tiling to the specification requirements;
- mark and cut the tiles as necessary to incorporate the pattern and border;
- tile the floor checking the level using a spirit level;
- grout tiles;
- store and maintain tools in the appropriate manner;
- tidy up the work area;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

UNIT 23

# Tiling

## Performance Descriptors: Tiling

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

### AO1

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate excellent understanding of safe working practices and the potential hazards that can exist in the construction workshop when using hand and power tools | • Demonstrate very good understanding of safe working practices and the potential hazards that can exist in the construction workshop when using hand and power tools | • Demonstrate good understanding of safe working practices and the potential hazards that can exist in the construction workshop when using hand and power tools |
| | | • Demonstrate an excellent awareness of the importance of leaving the workshop tidy and disposing of waste safely and in a manner that is environmentally friendly | • Demonstrate a very good awareness of the importance of leaving the workshop tidy and disposing of waste safely and in a manner that is environmentally friendly | • Demonstrate a good awareness of the importance of leaving the workshop tidy and disposing of waste safely and in a manner that is environmentally friendly |
| | | • Demonstrate excellent understanding of related career opportunities | • Demonstrate very good understanding of related career opportunities | • Demonstrate good understanding of related career opportunities |
| | **Materials and related skills and knowledge** | • Demonstrate excellent understanding of material storage and handling | • Demonstrate very good understanding of material storage and handling | • Demonstrate good understanding of material storage and handling |
| | | • Provide an excellent explanation of the use of different tiles and the effects their manufacture and transport have on the environment | • Provide a very good explanation of the use of different tiles and the effects their manufacture and transport have on the environment | • Provide a good explanation of the use of different tiles and the effects their manufacture and transport have on the environment |

## AO1

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO1 | **Health and safety, environment, and related careers** | • Demonstrate satisfactory understanding of safe working practices and the potential hazards that can exist in the construction workshop when using hand and power tools | • Demonstrate basic understanding of safe working practices and the potential hazards that can exist in the construction workshop when using hand and power tools |
| | | • Demonstrate a satisfactory awareness of the importance of leaving the workshop tidy and disposing of waste safely and in a manner that is environmentally friendly | • Demonstrate a basic awareness of the importance of leaving the workshop tidy and disposing of waste safely and in a manner that is environmentally friendly |
| | | • Demonstrate satisfactory understanding of related career opportunities | • Demonstrate basic understanding of related career opportunities |
| | **Materials and related skills and knowledge** | • Demonstrate satisfactory understanding of material storage and handling | • Demonstrate basic understanding of material storage and handling |
| | | • Provide a satisfactory explanation of the use of different tiles and the effects their manufacture and transport have on the environment | • Provide a basic explanation of the use of different tiles and the effects their manufacture and transport have on the environment |

## AO2

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO2 | **Resources** | • Demonstrate excellent use of resources | • Demonstrate very good use of resources | • Demonstrate good use of resources |
| | **Design and materials list** | • Interpret the drawings provided to create a design, demonstrating excellent skills | • Interpret the drawings provided to create a design, demonstrating very good skills | • Interpret the drawings provided to create a design, demonstrating good skills |
| | | • Create a materials list that is of an excellent standard | • Create a materials list that is of a very good standard | • Create a materials list that is of a good standard |
| | **Mark out practical activity** | • Provide an excellent explanation of the setting out process | • Provide a very good explanation of the setting out process | • Provide a good explanation of the setting out process |
| | | • Demonstrate an excellent ability to mark out straight, angled and irregular cuts | • Demonstrate a very good ability to mark out straight, angled and irregular cuts | • Demonstrate a good ability to mark out straight, angled and irregular cuts |
| | | • Demonstrate an excellent ability to set out a grid system | • Demonstrate a very good ability to set out a grid system | • Demonstrate a good ability to set out a grid system |
| | **Cutting tiles and trim** | • Cut tiles to an excellent standard | • Cut tiles to a very good standard | • Cut tiles to a good standard |
| | | • Cut trim to length and mitre to within a 1 mm tolerance | • Cut trim to length and mitre to within a 1.5 mm tolerance | • Cut trim to length and mitre to within a 2 mm tolerance |
| | **Accuracy of tile application and grouting** | • Maintain vertical and horizontal alignment of tiles to an excellent standard | • Maintain vertical and horizontal alignment of tiles to a very good standard | • Maintain vertical and horizontal alignment of tiles to a good standard |
| | | • Deviation between tiles not to exceed a 1 mm tolerance | • Deviation between tiles not to exceed a 1.5 mm tolerance | • Deviation between tiles not to exceed a 2 mm tolerance |
| | | • Demonstrate excellent skills in alignment of pattern and border with minimal lipping of tiles on flat surface | • Demonstrate very good skills in alignment of pattern and border with minimal lipping of tiles on flat surface | • Demonstrate good skills in alignment of pattern and border with minimal lipping of tiles on flat surface |
| | | • Grouting applied and finished to an excellent standard | • Grouting applied and finished to a very good standard | • Grouting applied and finished to a good standard |
| | **End product** | • Produce an end product that is of an excellent standard and fit for purpose | • Produce an end product that is of a very good standard and fit for purpose | • Produce an end product that is of a good standard and fit for purpose |

## AO2

| | Assessment Criteria | Performance Descriptor Satisfactory 8–7 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO2 | **Resources** | • Demonstrate satisfactory use of resources | • Demonstrate basic use of resources |
| | **Design and materials list** | • Interpret the drawings provided to create a design, demonstrating satisfactory skills | • Interpret the drawings provided to create a design, demonstrating basic skills |
| | | • Create a materials list that is of a satisfactory standard | • Create a materials list that is of a basic standard |
| | **Mark out practical activity** | • Provide a satisfactory explanation of the setting out process | • Provide a basic explanation of the setting out process |
| | | • Demonstrate a satisfactory ability to mark out straight, angled and irregular cuts | • Demonstrate a basic ability to mark out straight, angled and irregular cuts |
| | | • Demonstrate a satisfactory ability to set out a grid system | • Demonstrate a basic ability to set out a grid system |
| | **Cutting tiles and trim** | • Cut tiles to an satisfactory standard | • Cut tiles to a basic standard |
| | | • Cut trim to length and mitre to within a 2.5 mm tolerance | • Cut trim to length and mitre to within a 3 mm tolerance |
| | **Accuracy of tile application and grouting** | • Maintain vertical and horizontal alignment of tiles to a satisfactory standard | • Maintain vertical and horizontal alignment of tiles to a basic standard |
| | | • Deviation between tiles not to exceed a 2.5 mm tolerance | • Deviation between tiles not to exceed a 3 mm tolerance |
| | | • Demonstrate satisfactory skills in alignment of pattern and border with minimal lipping of tiles on flat surface | • Demonstrate basic skills in alignment of pattern and border with minimal lipping of tiles on flat surface |
| | | • Grouting applied and finished to a satisfactory standard | • Grouting applied and finished to a basic standard |
| | **End product** | • Produce an end product that is of a satisfactory standard and fit for purpose | • Produce an end product that is of a basic standard and fit for purpose |

## AO3

| | Assessment Criteria | Performance Descriptor Excellent 10–9 | Performance Descriptor Very Good 8–7 | Performance Descriptor Good 6–5 |
|---|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of an excellent evaluation for each practical assessment task | • Show evidence of a very good evaluation for each practical assessment task | • Show evidence of a good evaluation for each practical assessment task |
| | **Final evaluation** | • Produce excellent self-reflective statements about the learning process in this unit | • Produce very good self-reflective statements about the learning process in this unit | • Produce good self-reflective statements about the learning process in this unit |

## AO3

| | Assessment Criteria | Performance Descriptor Satisfactory 4–3 | Performance Descriptor Basic 2–1 |
|---|---|---|---|
| AO3 | **Task evaluation** | • Show evidence of a satisfactory evaluation for each practical assessment task | • Show evidence of a basic evaluation for each practical assessment task |
| | **Final evaluation** | • Produce satisfactory self-reflective statements about the learning process in this unit | • Produce basic self-reflective statements about the learning process in this unit |

## Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

| Learner Outcome | Excellent | Very Good | Good | Satisfactory | Basic | Unworthy of Credit |
|---|---|---|---|---|---|---|
| | 10–9 | 8–7 | 6–5 | 4–3 | 2–1 | 0 |
| **AO1** | | | | | | |
| Health and safety, environment, and related careers | | | | | | |
| Materials and related skills and knowledge | | | | | | |
| **AO2** | | | | | | |
| Resources | | | | | | |
| Design and materials list | | | | | | |
| Mark out practical activity | | | | | | |
| Cutting tiles and trim | | | | | | |
| Accuracy of tile application and grouting | | | | | | |
| End product | | | | | | |
| **AO3** | | | | | | |
| Task evaluation | | | | | | |
| Final evaluation | | | | | | |
| Total score per column | | | | | | |
| Total score for unit (max 100) | | | | | | |
| My Diary completed | Yes | ☐ | No | ☐ | | |
| My Record completed | Yes | ☐ | No | ☐ | | |

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 in the Specification.