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Progression in Construction (Level 2)

Practical Project Pack - Sample

Version 2 – January 2022



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Version information

| Version and publication date | Changes |
|------------------------------|---|
| v1 June 2021 | Original document |
| v1.1 June 2021 | Page 26 – Bricklaying Performance marking grid updated |
| v2 January 2022 | Section 3.1 Bricklaying – Task 1 specification and resource list updated; Performance marking grid updated Section 3.10 Wall and Floor Tiling assessment added |

1. Introduction for assessors

This pack contains the project brief and practical tasks for supporting Planning tasks and the Performing section of the project.

Assessors must provide candidates with the relevant project briefs and planning tasks for the learners chosen trade area at the start of the project assessment.

Learners must adhere to all relevant health and safety rules and procedures at all times.

Learners are permitted to have technician support for manual handling and positioning of materials during assessment, guidance on where this may be required can be found in the trade project briefs. Any support must have no influence on the fixing process as part of the assessment.

2. Project guidance, tasks and grading

The following Planning and Evaluation guidance and tasks apply to all trades within this qualification, these must be paired with the relevant trade brief to structure and support assessment.

Learner guidance

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all 3 tasks (planning),
- **40 hours** allocated to carry out all 3 tasks (performing),
- **6 hours** to evaluate all 3 tasks in the project (evaluating).

You may not use the time you have been given for each element for another element. For example, if you complete your planning in 12 hours, you may not use the remaining 2 hours for either the performing or the evaluating elements.

You will be required to devise plans for all three tasks showing the approach you will take to complete the work required in the tasks, underpinned by an overall schedule of works.

Once the task has been completed you will be required to evaluate your work.

You must adhere to all relevant health and safety rules and procedures at all times.

Planning task

This will be undertaken in a classroom environment where you will have access to IT equipment and appropriate resources to carry out your research. These materials may include guidance notes, regulations, and manufacturers' instructions/literature.

You will be required to produce the following:

- a resource list including tools, materials and equipment needed to complete each task (refer to the task specifications provided)
- a risk assessment
- a method statement including a schedule of works (with timelines) - your plan must indicate how long you estimate you will take to complete each task, identifying the key activities/phases of work within each task and how long you expect these to take, any potential dependencies between activities/phases of work, any milestones you wish to achieve – for example the main activities in tasks
- a customer estimate for each task (see the project costs information provided below)
- a set of success criteria that you have set yourself for the performance tasks. Your success criteria can relate to whatever you think is appropriate for the work, for example the quality of the installation/finish, ways of working (e.g. measuring and marking out, drilling, fixing, bending, fabricating, clipping etc.). Think about why you have set the success criteria and how these will support a quality output.

Think about:

**‘What does a good build/installation look like in my trade area?
How can I achieve this?’**

Your learning provider will provide proformas to support your responses to this task.

You must include the information above in your plans.

Project costs task

For this element you are required to produce an estimate for a customer for **each of the tasks within the trade brief provided by your assessor**.

You are self-employed and work alone; your overheads include insurances, van running costs, and admin costs that total £6.25 per working hour, your hourly rate is £25 per hour, and your business operates on a 25% profit margin.

Use the resource list and the timelines from the schedule of works you have produced to produce an estimate for a customer.

This estimate must include:

- an overview of the work to be undertaken
- the overall price to the customer for the task – including how this was determined (please show working)
- the duration of the task
- a resource list with costs

You will complete plans for all 3 tasks within the Practical Project, all 3 must meet the threshold pass mark for the planning element before moving on to the performing element of the Practical Project.

Two copies of each plan are required; one must be submitted to your assessor and one copy kept for use in the performing element of the project.

Performing task

Requirements for the performing element of each Practical Project can be found in section 3 of this document which contains project briefs for each trade.

Evaluating

Upon completion of the performance element, you are required to write **one** evaluation report which reflects **all tasks** undertaken as part of the project. Within this report you must evaluate the approaches taken towards completing the tasks and the quality of the outcomes, comparing the project outcomes with the task requirements and your plan including the success criteria you have previously set.

You will undertake this evaluation in a classroom environment.

When completing your project evaluation, you will have access to your planning documentation to support this activity.

Your evaluation must answer the following:

- Did you meet the requirements of your plan?
- Did you meet your success criteria?
- Did you meet the requirements for all tasks?

Also consider as relevant:

- What went well? What were your strengths?
- What did not go well? Did you have any areas for improvement?
- What would you do differently if you were to complete the task(s) again? Would you use a different approach next time?
- How well did you plan? Should you have done more?
- What problems did you encounter? How did you overcome them?
- Did the practical tasks go to plan? (e.g. resources, time)
- If you carried out testing/commissioning what did your results mean?
- What did you learn from the project?

Presentation of Work

Written responses are required for the tasks within the planning and evaluation section of the project.

Written responses must be provided as electronic, typed responses. You must ensure that your work is presentable, i.e. use a standard font in a readable size (for example Times New Roman or equivalent, size 12), use double spacing and include adequate margins.

You must make sure that each piece of work is clearly labelled with your name, centre number, learner number and the assignment reference.

All electronic files must be saved in the following format: SURNAME_FIRST NAME_NAME OF ASSESSMENT_DATE_VERSION NUMBER

Assessor Guidance

Planning Task

The learner will need to devise a plan for each of the tasks within their chosen trade's project brief.

Learners must complete their planning within a classroom environment monitored by centre staff who have undergone invigilation training. Learners must have access to IT facilities with access to the internet, manufacturers' information, wholesalers' catalogues, HSE guidance notes and any other material that would be available to them as if this project was to be carried out in the workplace.

No set recording forms have been provided for written documentation such as risk assessments or method statements. Centres must provide proformas to learners for the planning element of the project.

Once the learner has completed the planning task a copy of their plan must be submitted to the assessor for assessment purposes and a copy retained by the learner to be used in the performing element of the project. As per the guidance provided to learners, this must be provided as an electronic copy.

To support ongoing assessment, the assessor must mark the planning element and **confirm that a minimum threshold for a pass has been achieved in all three task plans before the learner may progress to the performing element of the Practical Project**. This ensures that learners only progress when they have identified sufficient health and safety requirements, as well as the necessary materials and equipment for the tasks.

Only the mark from the highest scoring plan will contribute to the overall project mark.

Assessment decisions and confirmation of next steps must be provided to the learner within one week of completion of the planning element.

In order to support the manageability of the practical tasks, a tools and materials list has been provided as part of the project brief for each trade. **Please note that these lists are for centre-use only and must not be provided to learners** – learners must use their own developed material and equipment list from their planning.

Learners will be required to produce the following:

- a resource list including tools, materials and equipment needed to complete each task (refer to the task specifications provided) **(marking grid reference a)**
- a risk assessment **(marking grid reference b)**
- a method statement including a schedule of works (with timelines) identifying the key activities/phases of work within each task and how long learners expect these to take, any potential dependencies between activities/phases of work, any milestones they wish to achieve – for example the main activities in tasks **(marking grid reference b & d)**
- a customer estimate for each task (see the project costs information provided below) **(marking grid reference c)**

- success criteria for each task. This can relate to whatever they think is appropriate for the tasks, for example the quality of the installation, ways of working (e.g. measuring and marking out, drilling, fixing, bending, fabricating, clipping etc.). Learners should be able to justify why they have set the success criteria they have and how they support quality outputs/outcomes. **(marking grid reference e).**

Project cost task

This element of the assessment requires the learner to develop an estimate for the customer **for each of the tasks from the trade brief of their chosen trade**. The project brief for the chosen trade must be provided to the learner before they begin this assessment.

The learner will complete the following task:

You are self-employed and work alone; your overheads include insurances, van running costs, and admin costs that total £6.25 per working hour, your hourly rate is £25 per hour, and your business operates on a 25% profit margin.

Use the resource list and the timelines from the schedule of works you have produced for one of the tasks to produce an estimate for a customer for the chosen task.

This estimate must include:

- an overview of the work to be undertaken
- an overall price for the customer for the task – including how this was determined (please show working)
- the duration of the task
- a resource list with costs

The learner will have **14 hours** to complete the planning element. If they complete in less time, they cannot use the extra time in the other elements of this project or take time from other elements to add time here.

Performing task

Requirements for the performing element of each Practical Project can be found in section 3 of this document which contains project briefs for each trade.

They have **40 hours** to complete the performing element. If they complete in less time, they cannot use the extra time in the other elements of this project or take time from other elements to add time here.

Evaluation

Once learners have completed the performing element of the project, they must produce **one** evaluation report which reflects on the whole project and includes all tasks. Within this report learners must evaluate the approaches they took towards completing the tasks and the quality of the outcomes, comparing the results/outcomes of their project with the task requirements and their plan including the success criteria set.

This will be undertaken in a classroom environment under supervision from centre staff, ensuring learners have access to their planning documentation to support their review and evaluation activity.

The learner will have **6 hours** to complete this element.

Marking and grading

Using the marking grid

For the **planning element** of the project, assessors must use the planning marking grids within each trade brief to award a mark of 1-3 for elements a – e, based on the performance level of the learner. If the learner fails to meet the marking criteria for a particular element a score of 0 must be awarded. Learners will plan the practical element for **all 3 tasks**, in line with marking criteria a – e. However, whilst all task plans will be required to be marked by the assessor, **it will only be the marks from the learners highest scoring task plan that will contribute towards the final assessment mark.**

For the **practical ('performing') element**, assessors must use the project brief and marking grid for the relevant trade to determine the provisional grade achieved, these can be found in the Trade Project Briefs section below.

For the **evaluation element**, assessors must use the evaluation section of the marking grid below to award a mark of 1-3 for elements a and b based on the level of performance demonstrated by the learner. If the learner fails to meet the marking criteria for a particular element a score of 0 must be awarded.

Please note that scaling factors are applied to the planning and evaluating elements of this assessment, these include multiplying the score achieved by the number indicated in the marking grid below. These must be applied once marks have been awarded for each criterion within the relevant elements.

3. Trade project briefs

- 3.1 Bricklaying
- 3.2 Architectural Joinery
- 3.3 Site Carpentry
- 3.4 Timber Frame Erection
- 3.5 Painting and Decorating
- 3.6 Solid Plastering
- 3.7 Dry Lining
- 3.8 Groundworks
- 3.9 Roof Slating and Tiling
- 3.10 Wall and Floor Tiling

3.1 Bricklaying assessment brief

A customer is carrying out a range of improvements to a property. This includes a garden wall with a gate pier, a garden room and workshop.

Your firm has been contracted to carry out the work and you will be required to plan the work, carry out the construction work and evaluate the completed job.

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning),
- **40 hours** allocated to carry out the three tasks (performing),
- **6 hours** to evaluate the three tasks in the project (evaluating).

You may not use the time you have been given for each element for another element, i.e. if you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

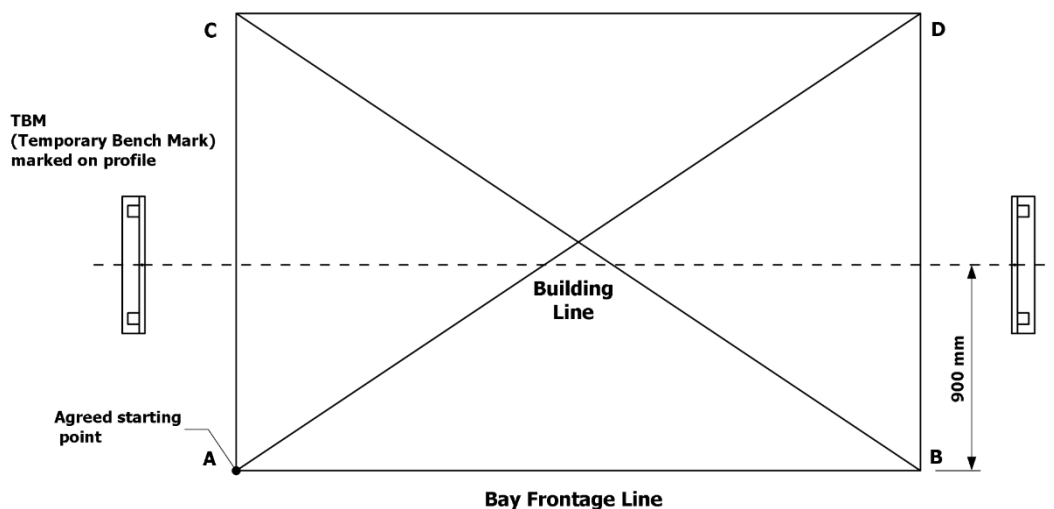
You will be required to devise a plan showing the approach you will take to undertake the work required in the performance tasks, underpinned by an overall schedule of works.

Once the installation has been completed you will be required to evaluate your work.

You must adhere to all relevant health and safety rules and procedures at all times.

Task 1 - Setting out for bay and building line

Bay and Building Line for Task 2 & 3



Task 1 specification

You will set out a bay 3.2m x 2m which will be used as the area to construct Tasks 2 and 3. Lay a brick in each corner, this will help you to check your measurements. These bricks can be removed once the positions have been established and checked by your tutor.

Set out to the allocated measurements in the drawing, starting from an agreed position allocated by your tutor.

You will need to demonstrate your setting out skills by using recognised, appropriate methods and equipment used in the setting out process.

Mark out the bay area on the floor using appropriate means.

Set up temporary ranging lines on profiles using suitable materials to identify the building line for Tasks 2 and 3.

You will need to transfer the ranging line positions from the profiles to the concrete floor.

Task 1 Assessor guidance

Assessor version of the drawing is not required for this task.

Learners will set up the build line for Tasks 2 and 3.

Centres need to make available a suitable area for the learners to mark up a 3.2m x 2m bay and ensure preformed profiles as detailed below are ready for use.

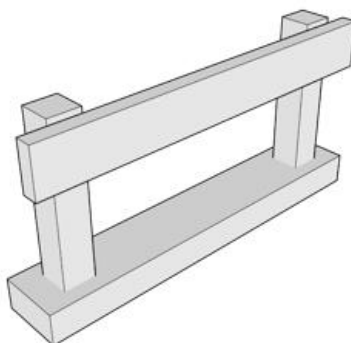
Learners are expected to work independently for all elements of the task.

Task 1 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

| Materials, tools, and equipment |
|--|
| 4 bricks with sufficient lime mortar |
| Ranging lines |
| 4 Preformed profiles: <i>600mm wide with 2 x 50mm square x 600mm long pegs and a 75mm x 25mm cross rail secured to a 100mm x 50mm base refer to sketch below</i> |
| 5m long tape |
| Pencil |
| Chalk |
| Claw hammer |
| 50mm steel nails |
| Wood saw |
| 1200mm level |
| straight edge |

Preformed Profile

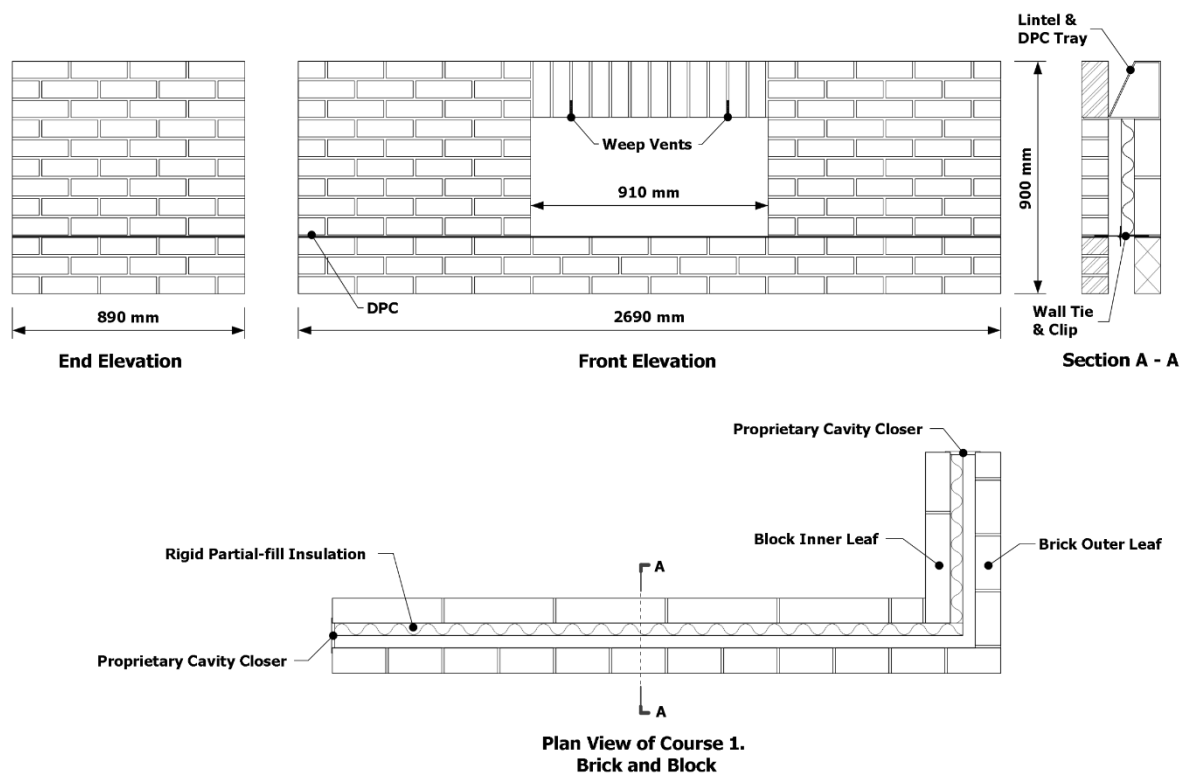


Task 2 - Cavity wall

Task 2 specification

Construct a cavity wall as per the details shown in the drawing and the specification to include a window opening with a soldier course over the lintel.

Set out and build the wall shown in the drawing – dry bond the first course.



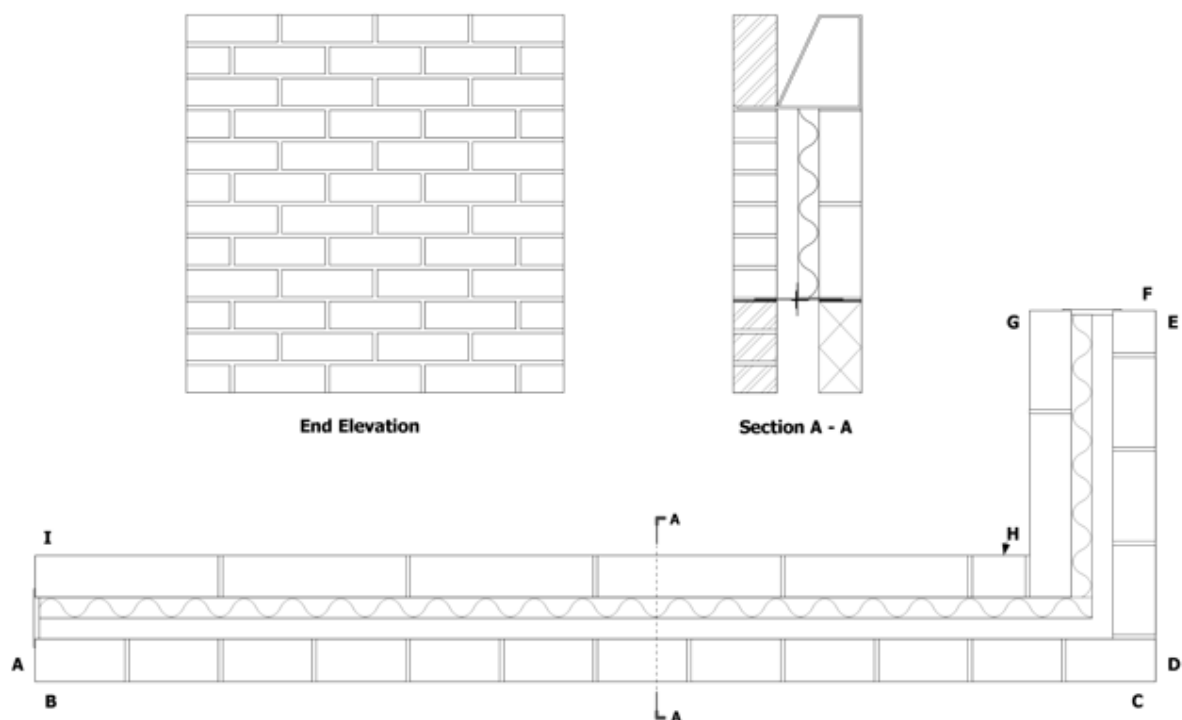
| Specification: | |
|----------------------------|--|
| Bond | Stretcher bond |
| Bricks | Good quality facing bricks, contrasting bricks to be used for soldier course |
| Window opening size | 910mm x 450mm |
| Lintel and weep vents | Bedded with correct bearing and weep vents as indicated on drawing |
| DPC and tray | As indicated on the drawing |
| Joint size | Maintain regular joint thickness |
| Joint finish | Half round to brickwork and blockwork |
| Wall ties and clips | Fitted as per manufacturers' regulations |
| Insulation | Rigid partial fill |
| Proprietary cavity closers | Fitted to end of wall, window, reveals and cill |
| Gauge of Brickwork | 4 courses to 300mm |
| Gauge of blockwork | 4 courses to 900mm |
| Height of wall | 900mm |
| Cavity size | 100mm |
| Mortar | Suitable quantity of training mortar |

Task 2 Assessor guidance

See below for assessor version of the drawing to be used in conjunction with the marking grid.

Learners are expected to work independently for all elements of the task.

Reasonable allowance should be made for variation in natural material sizes when using the marking grid for this task.



Task 2 Resource list

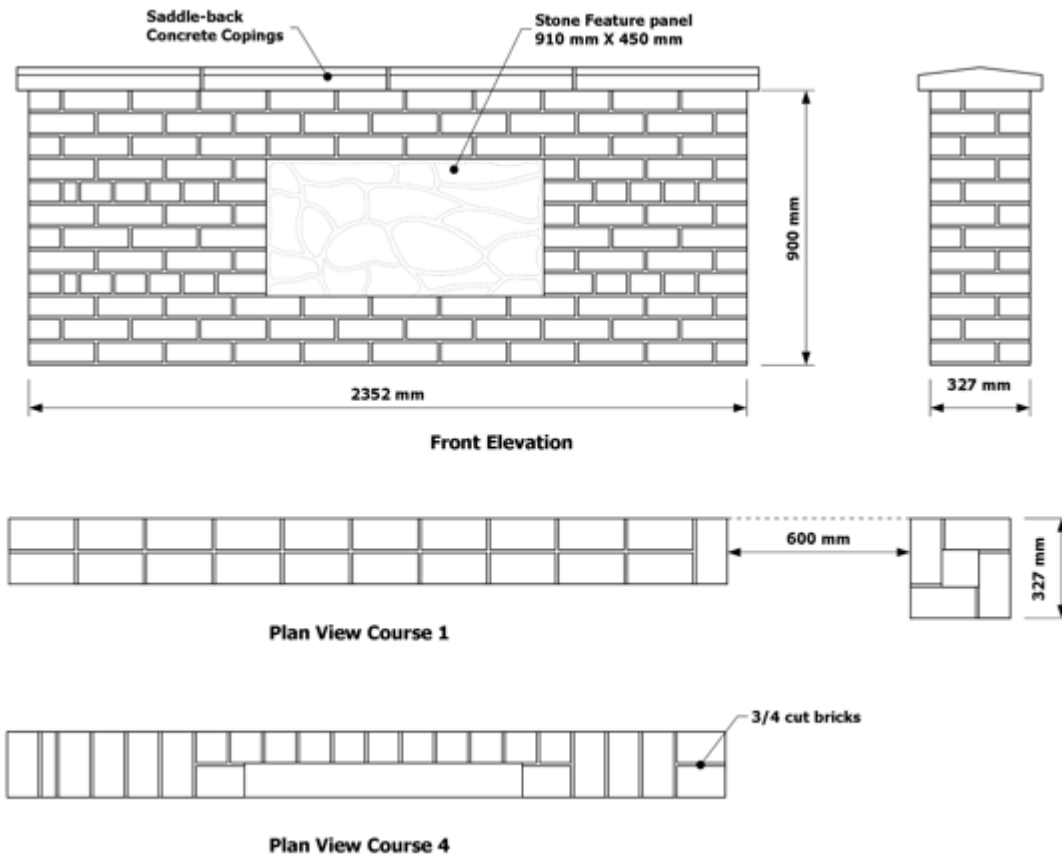
The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

| Materials | |
|---|------------------------------|
| 100mm concrete blocks | 34 |
| Good quality facing bricks to be cut by hand | 200 including 12 contrasting |
| 1200mm long steel lintel suitable for a cavity wall with a 100mm cavity | 1 |
| Rigid 50mm insulation | 2.5m ² |
| Proprietary cavity closer | 4 x 1m lengths |
| A supply of proprietary retaining clips | |
| Horizontal DPC | 5.4m |
| DPC tray | 1 |
| Weep vents | 2 |

Note: Mechanical cutters are not to be used

| Tools | Equipment |
|-------------------------|------------------|
| Lump hammer and bolster | Wheelbarrows |
| Brick hammer | Shovels |
| Scutch hammer | Buckets |
| Brick trowel | Mortar boards |
| Pointing trowel | Sweeping brush |
| 3m tape measure | |
| Line and pins | |
| Corner blocks | |
| 1200mm spirit level | |
| Boat level | |
| Jointing bar | |
| Saw | |
| Hand brush | |

Task 3 - Solid wall with pier and stone panel



Task 3 specification

Construct a garden wall and gate pier with concrete copings and a pier capping as per the drawing and specification

The garden wall is to be set out to the building line.

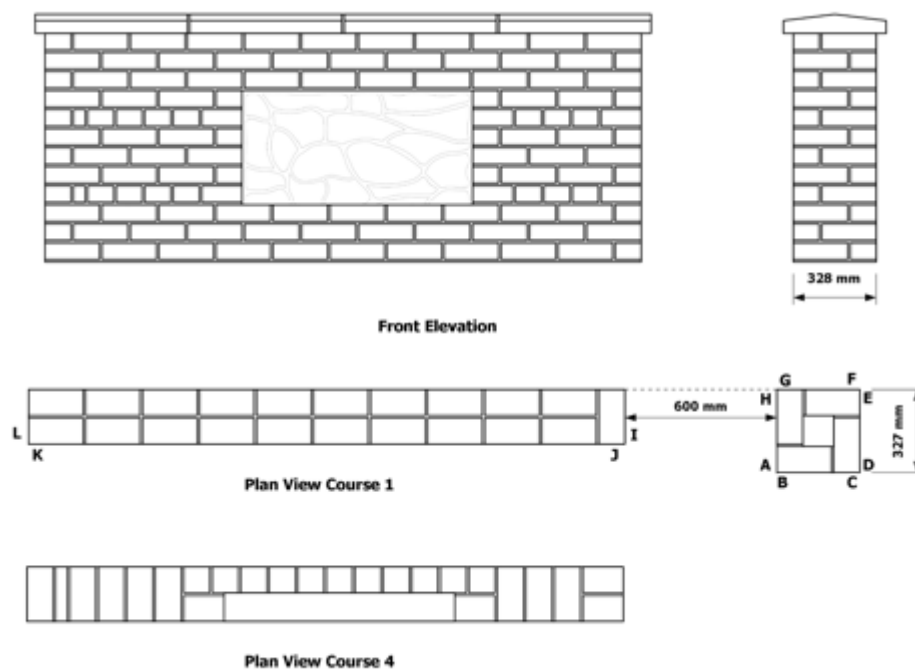
| Specification: | |
|------------------------------|--|
| Bond | Main wall: English garden wall Pier: stretcher bond |
| Bricks | Good quality facing bricks |
| Panel opening size | 900mm x 450mm |
| Stone | Local sourced stone suitably bonded |
| Joint size | Maintain even joint thickness |
| Joint finish | Half round to brickwork and flush to stonework |
| Gauge of brickwork | 4 courses to 300mm |
| Height of wall | 900mm |
| Concrete copings and capping | Bedded in mortar with weather struck joints |
| Mortar | Suitable training mortar |

Task 3 Assessor guidance

See below for assessor version of the drawing to be used in conjunction with the marking grid.

Learners are expected to work independently for all elements of the task.

Reasonable allowance should be made for variation in natural material sizes when using the marking grid for this task.



Task 3 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

| Materials | |
|--|-------------------|
| Good quality facing bricks that can be cut by hand | 350 |
| Locally sourced stone | 0.5m ² |
| 600mm copings | 4 |
| 400mmsq concrete capping | 1 |
| Supply of training mortar | |

Note: Mechanical cutters are not to be used

| Tools | Equipment |
|---------------------------|----------------|
| Lump hammer and bolster | Wheelbarrows |
| Brick hammer | Shovels |
| Scutch hammer | Buckets |
| Brick trowel | Mortar boards |
| Pointing trowel | Sweeping brush |
| Line and pins | |
| Corner blocks | |
| 600mm/1200mm spirit level | |
| 3m tape measure | |
| Boat level | |
| Jointing bar | |
| Hand brush | |

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | | |
|--|--|---------------|
| Learner name: | | |
| Assessment date: | | |
| a) Identify resource requirements to meet the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | | 1 |
| or | | |
| <ul style="list-style-type: none">produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | | 2 |
| or | | |
| <ul style="list-style-type: none">produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | | 3 |
| b) Plan the activities and the ordering/phasing of work to complete the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent method statement and risk assessment with an estimated completion date. | | 1 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | | 2 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | | 3 |

| c) The main techniques used for estimating jobs/projects in Construction | Mark achieved |
|---|---------------|
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | 1 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer which shows how total cost and profit margin were used to determine this | 2 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance marking grid

Task 1: Setting out bay and building line

| | | Marks | | |
|--|--------------------------|---------|---------|--------|
| The learner has | | 1 | 2 | 3 |
| Correctly set out the linear measurement between point A and point B | <input type="checkbox"/> | ± 10 mm | ± 5 mm | ± 2 mm |
| Correctly set out the linear measurement between point C and point A | <input type="checkbox"/> | ± 10 mm | ± 5 mm | ± 2 mm |
| Correctly set out the linear measurement between point C and point D | <input type="checkbox"/> | ± 10 mm | ± 5 mm | ± 2 mm |
| Correctly set out the linear measurement between point D and point B | <input type="checkbox"/> | ± 10 mm | ± 5 mm | ± 2 mm |
| Check the diagonal measurement between point A and point D | <input type="checkbox"/> | ± 20 mm | ± 10 mm | ± 4 mm |
| Check the diagonal measurement between point C and point B | <input type="checkbox"/> | ± 20 mm | ± 10 mm | ± 4 mm |
| Accurately set up temporary ranging line on profile to establish building line | <input type="checkbox"/> | ± 15 mm | ± 10 mm | ± 5 mm |
| Accurately plumbed down and mark position for building line | <input type="checkbox"/> | ± 10 mm | ± 5 mm | ± 2 mm |

Section C: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|-------|-----|------|
| The learner has | | | | |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |
| Sub-totals | | /10 | /20 | /30 |
| Overall Total | | /30 | | |

Task 2: Cavity wall

Section A: Setting out and accuracy

| Learners will be expected to use line and pins. | | Marks | | |
|--|--------------------------|----------|----------|---------|
| The learner has | | 1 | 2 | 3 |
| Set out the window opening to the correct dimensions | <input type="checkbox"/> | +/- 10mm | +/- 5mm | +/- 3mm |
| Set out the return cavity square | <input type="checkbox"/> | +/- 15mm | +/- 10mm | +/- 5mm |
| Plumbed corner A Brickwork | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Plumbed corner B Brickwork | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Plumbed corner C Brickwork | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Plumbed corner D Brickwork | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Plumbed corner E Brickwork | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Plumbed corner F Blockwork | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Plumbed corner G Blockwork | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Plumbed corner H Blockwork | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Plumbed corner I Blockwork | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Built brickwork to gauge | <input type="checkbox"/> | +/- 12mm | +/- 8mm | +/- 4mm |
| Brick Wall level on front (top) | <input type="checkbox"/> | +/- 10mm | +/- 5mm | +/- 3mm |
| Brick Wall level on return | <input type="checkbox"/> | +/- 8mm | +/- 4mm | +/- 2mm |
| Block Wall level on main wall | <input type="checkbox"/> | +/- 10mm | +/- 5mm | +/- 3mm |
| Block wall level on return | <input type="checkbox"/> | +/- 8mm | +/- 4mm | +/- 2mm |
| Face plain on front | <input type="checkbox"/> | +/- 10mm | +/- 5mm | +/- 3mm |

| | | | | |
|--|--|---|---|---|
| Face Plain on return | | <div><input type="checkbox"/></div> <div>+/- 8mm</div> | <div><input type="checkbox"/></div> <div>+/- 4mm</div> | <div><input type="checkbox"/></div> <div>+/- 2mm</div> |
| Section B: Positioning and fixing/finishing | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Fitted the insulation as per the manufacturer’s requirements | | <div><input type="checkbox"/></div> <div>Small cutting and errors and some visible gaps</div> | <div><input type="checkbox"/></div> <div>Securely fixed with minimum gaps</div> | <div><input type="checkbox"/></div> <div>Accurately cut, securely fixed and no gaps</div> |
| Positioned the wall ties in accordance with Building Regulations | | <div><input type="checkbox"/></div> <div>Two ties incorrectly placed</div> | <div><input type="checkbox"/></div> <div>One tie incorrectly placed</div> | <div><input type="checkbox"/></div> <div>All ties correct</div> |
| Positioned and lapped the DPC correctly | | <div><input type="checkbox"/></div> <div>Correctly lapped</div> | | |
| Fitted the cavity closers and lintel in the correct position | | <div><input type="checkbox"/></div> <div>Fitted properly</div> | | |
| Completed the jointing as per the specification | | <div><input type="checkbox"/></div> <div>Correct jointing</div> | | |
| Completed task with allocated materials (no excessive wastage) | | <div><input type="checkbox"/></div> <div>None requested</div> | | |

Section C: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| The learner has | Marks | | |
|---------------------------------|-------------------------------|---------------------------------|----------------------------------|
| | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Sub-totals | /26 | /44 | /66 |
| Overall Total | / 70 | | |

Task 3: Wall with stone panel and pier

| Section A: Setting out and accuracy | | Marks | | |
|---|--------------------------|---------------|------------------|-----------------|
| The learner has | | 1 | 2 | 3 |
| Dry bonded the wall to the correct dimensions as shown on the drawing | <input type="checkbox"/> | Correct | | |
| Positioned the pier as per the drawing | <input type="checkbox"/> | +/-10mm | +/-5mm | +/-3mm |
| Set out the wall with even joints | <input type="checkbox"/> | 3 or 4 uneven | Up to two uneven | All joints even |
| Set out the pier with even joints and square | <input type="checkbox"/> | +/-10mm | +/-5mm | +/-3mm |
| Constructed the main wall plumb | | | | |
| Corner I | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Corner J | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Corner K | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Corner L | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Maintained brickwork plumb at stone panel | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Constructed the pier plumb | | | | |
| Corner A | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Corner B | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Corner C | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Corner D | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Corner E | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Corner F | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |
| Corner G | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |

| | | | |
|--|---|-------------------------------------|-------------------------------------|
| Corner H | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm | <input type="checkbox"/> +/- 2mm |
| Constructed the main wall to gauge | <input type="checkbox"/> +/- 12mm | <input type="checkbox"/> +/- 8mm | <input type="checkbox"/> +/- 4mm |
| Constructed the pier to gauge | <input type="checkbox"/> +/-12mm | <input type="checkbox"/> +/-8mm | <input type="checkbox"/> +/-4mm |
| Constructed the main wall level | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm |
| Constructed the pier level | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm | <input type="checkbox"/> +/- 2mm |
| Main wall face plain | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm |
| Pier face plain X 4 | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm |
| Section B: Positioning and fixing/finishing | | | |
| | | Marks | |
| The learner has | | 1 | 2 |
| Completed task with allocated materials (no excessive wastage) | <input type="checkbox"/> None requested | | |
| Completed jointing as per the specification, ensuring that the face of the wall brushed down | <input type="checkbox"/> More than three hollows | | |
| Jointing on the feature stone panel is flush | <input type="checkbox"/> Flush | | |
| Constructed and positioned the feature stone panel to fit with the surrounding brick work | <input type="checkbox"/> Correctly fitted | | |
| Copings correctly fitted central to wall | <input type="checkbox"/> Correctly fitted | | |
| Copings laid to line | <input type="checkbox"/> Correctly laid | | |
| Cappings laid with equal overhang | <input type="checkbox"/> Correctly laid | | |

Section C: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|-------|-----|------|
| | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |
| Sub-totals | | /32 | /48 | /72 |
| Overall total | | /80 | | |

Evaluation marking grid

| | | |
|--|-----------------------------------|----------------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none"> does not produce a coherent evaluation does not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent evaluation reflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent and considered evaluation describes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none"> produced an extensive comprehensive evaluation evaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| | Mark achieved | |
| | Total = Mark achieved x 14 | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 30 | | 10 |
| Trade Task 2 | 70 | | 26 |
| Trade Task 3 | 80 | | 32 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 112 |

Assessor Name: _____

Learner name: _____

Assessor
signature: _____

Date: _____

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 111 | Fail | 0 |
| 112 - 139 | P1 | 1 |
| 140 - 167 | P2 | 2 |
| 168 - 196 | M1 | 3 |
| 197 - 225 | M2 | 4 |
| 226 - 254 | D1 | 5 |
| 255 - 283 | D2 | 6 |
| 284 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results

will be subject to internal quality assurance procedures, followed by external quality assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |

3.2 Architectural Joinery assessment brief

The joinery company you are employed by has a contract with a medium sized builder engaged on a private domestic refurbishment.

Your company is to supply a straight flight of stairs, a panelled balustrade, and a bin store FLB door.

All items are to be finished to receive a paint finish.

NB: The staircase delivered to site was damaged, and as a result you are to replace only the outer string, newel, and handrail.

You are to carry out the following tasks:

Task 1: Produce stair string, newel and handrail

Task 2: Produce panelled balustrade

Task 3: Produce bin store FLB door

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning)
- **40 hours** allocated to carry out the three tasks (performing)
- **6 hours** to evaluate the three tasks in the project (evaluating).

You may not use the time you have been given for each element for another element, i.e. If you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

You must adhere to all relevant health and safety rules and procedures at all times.

Task 1 - Stair string, newel, and handrail

Task 1 specification

Task comprises of setting out and manufacture of replacement outer stair string, complete with top and bottom newels and handrail.

A stair housing jig to be made in 12mm MDF.

Mortice and tenon joints to be left dry, secured with draw bored doweling, ready for site assembly.

Tenons to handrail hand ripped only.

Tenons only to stair string formed using a portable router.

You will need to

- Set out full size with sufficient detailing
- Prepare cutting list
- Mark out pre-machined joinery softwood timber
- Make stair housing jig
- Set up and change tooling before operating portable and fixed machines
- Form joints and housings
- Assemble

You will need to

- Select, maintain, and use hand and portable power tools

Figure 1

Stair string

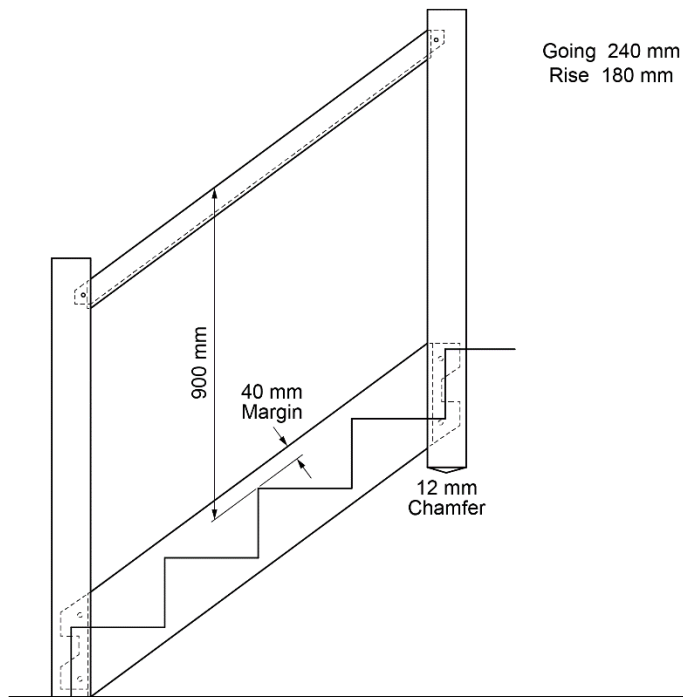


Figure 2

Stair string

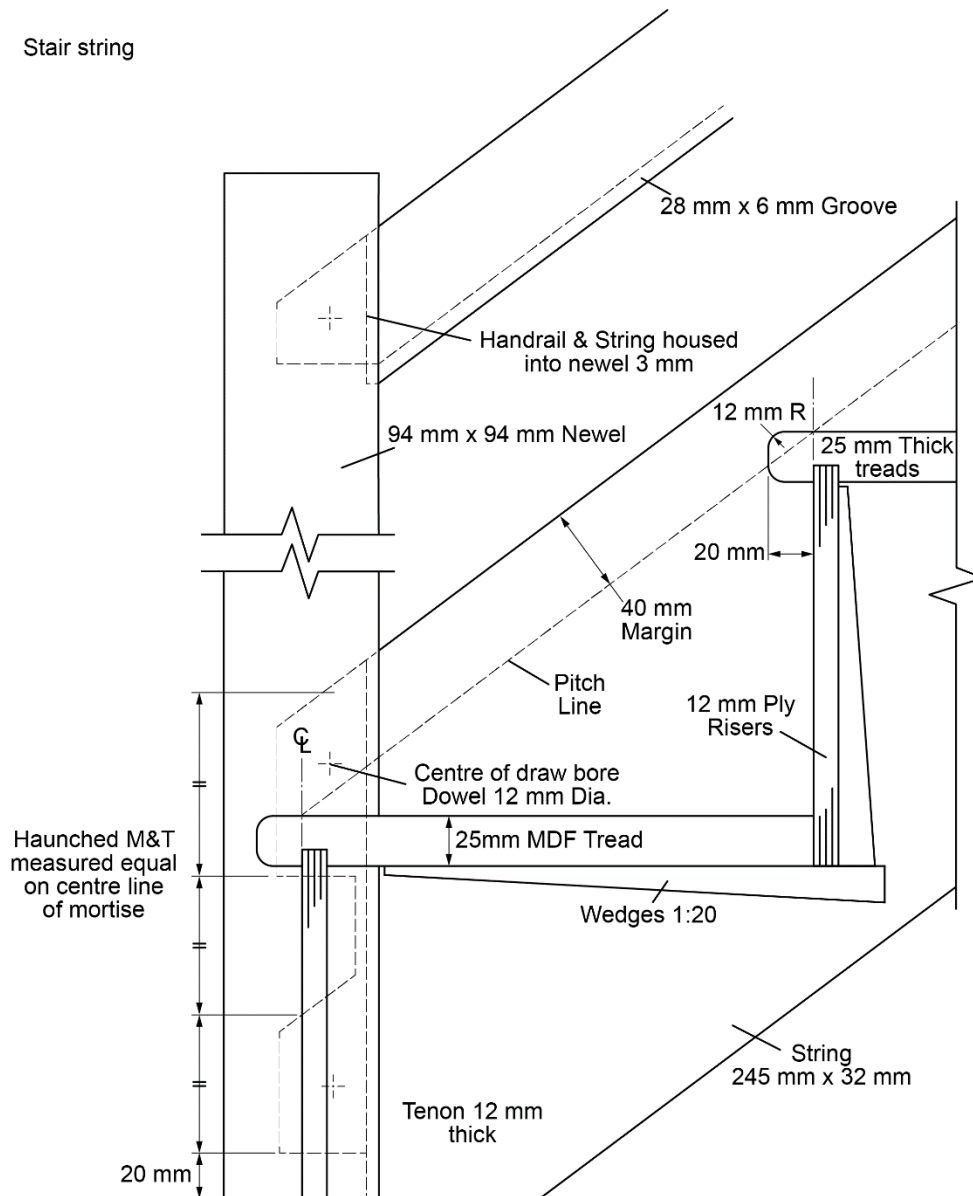
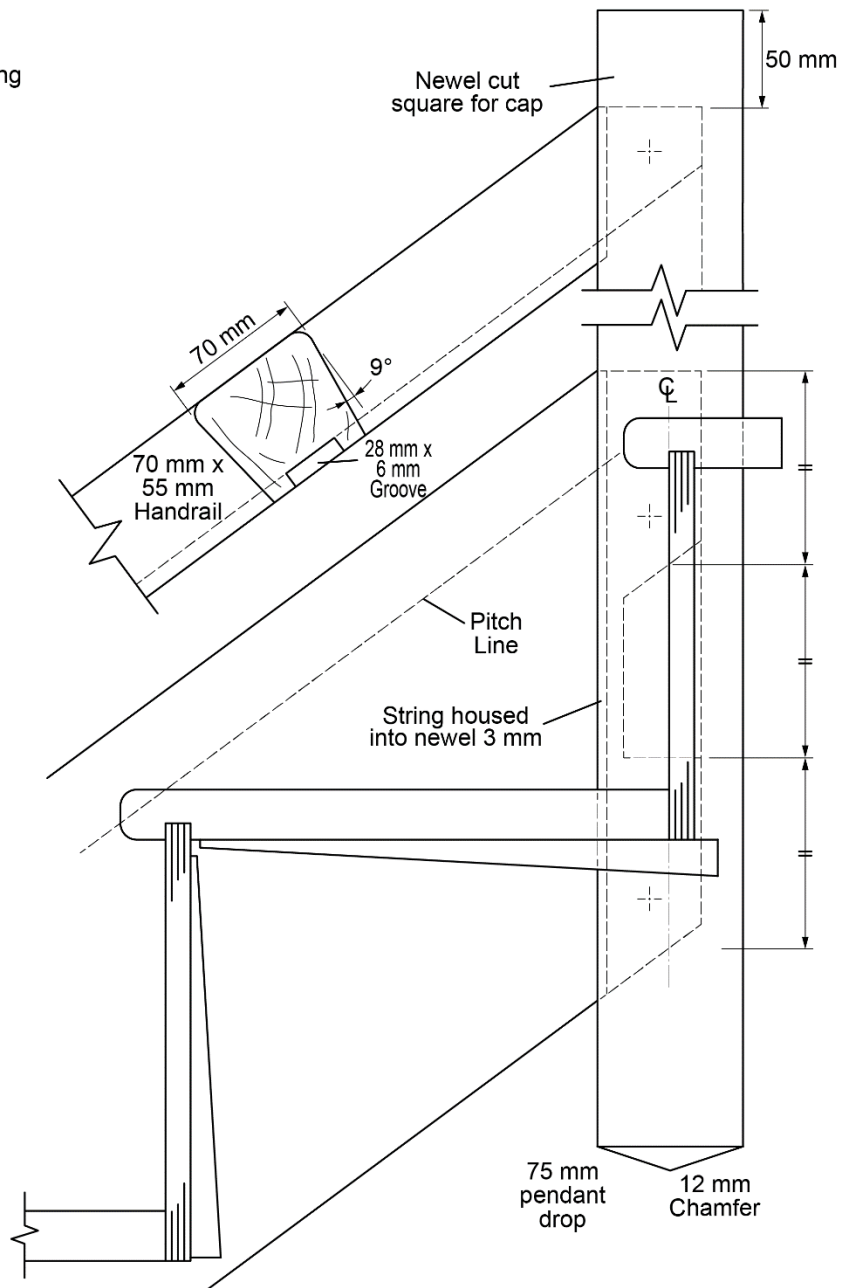


Figure 3

Stair string



Task 1 Assessor guidance

Centre's workshop technician to break down tooling before use by each learner.

All marking out to be assessed prior to machining.

Technician support can be offered with the lifting, manual handling and positioning of materials and components, and taking off the back of fixed machines, during assessment. At no point can any support be given that would influence the outcome of the assessment.

Materials for Task 1 (also provided in separate sample centre resource list)

- European redwood joinery quality
- 1 stair string 1500mm x 245mm x 32mm
- 2 newels 1200mm x 94mm x 94mm
- 1 handrail 1300mm x 70mm x 55mm
- 600mm length 12mm dowel
- 12mm ply 450mm x 600mm to make router jig for stair housing

Task 2 - Balustrade panelling

Task 2 specification

Produce balustrade panelling as per drawings.

Set up and change tooling before operating portable and fixed machines.

Hand scribes only to be used, set up and operate mortice machine, all tenons to be hand ripped only.

Moulding to be as per cutter supplied by your tutor/centre.

You will need to

- Set out full size with sufficient detailing
- Prepare a cutting list
- Mark out pre-machined joinery softwood timber
- Form joints, run grooves and mouldings
- Cut panels
- Assemble

You will need to

- Select, maintain, and use hand and portable power tools

Figure 4

Panelled Balustrade

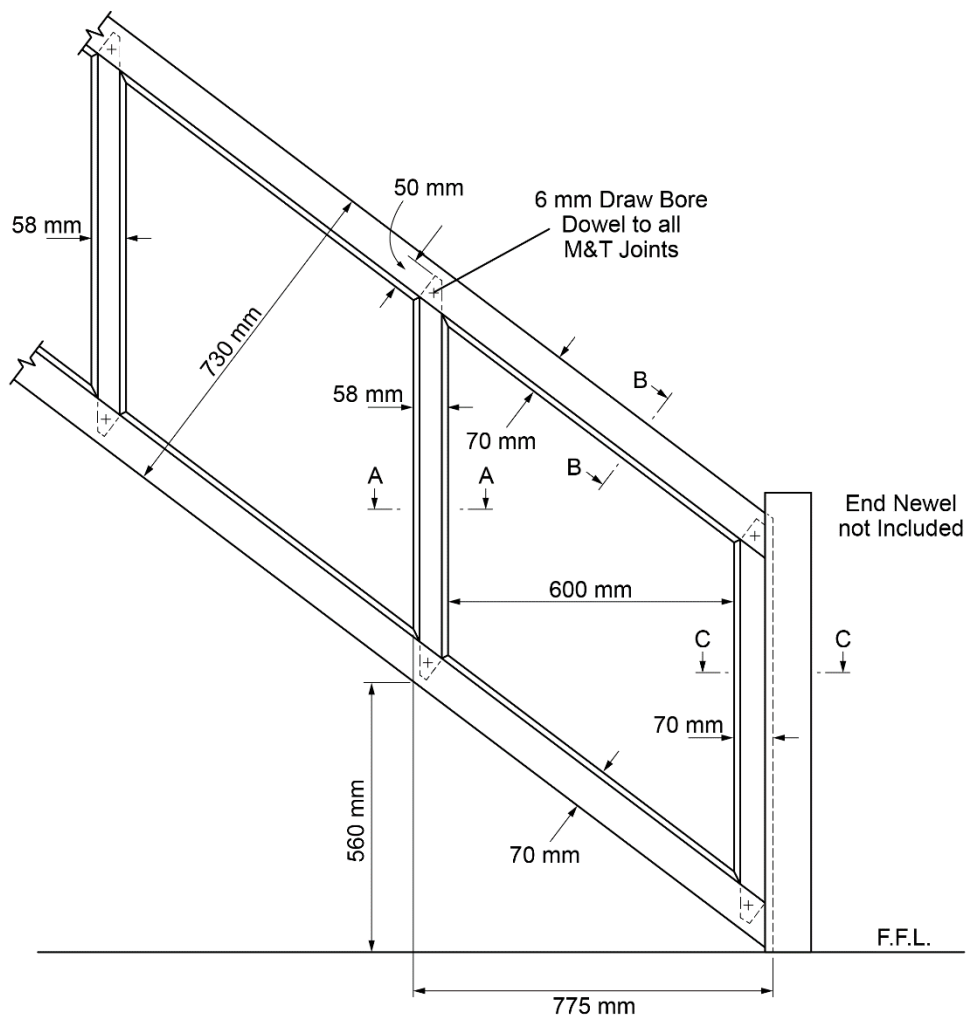
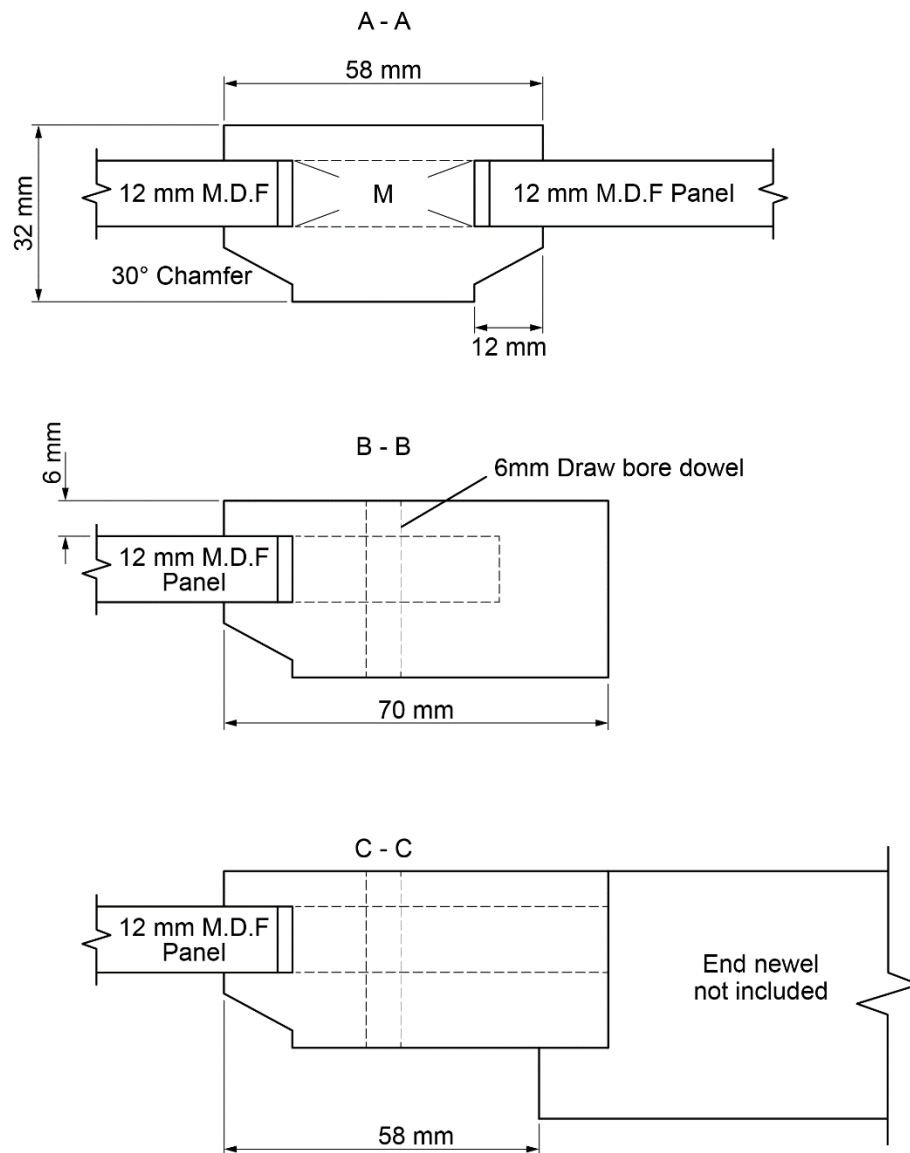


Figure 5

Panelled balustrade



Task 2 Assessor guidance

Centre's workshop technician to break down tooling before use by each learner.

All marking out to be assessed prior to machining.

Technician support can be offered with the lifting, manual handling and positioning of materials and components, and taking off the back of fixed machines, during assessment. At no point can any support be given that would influence the outcome of the assessment.

Materials for Task 2 (also provided in separate sample centre resource list)

- European redwood joinery quality
- 1 top rail 2000mm x 70mm x 32mm
- 1 bottom rail 2000mm x 70mm x 32mm
- 1 stile 900mm x 70mm x 32mm
- 2 muntins 900mm x 58mm x 32mm
- 2 x 12mm MDF panels 1200mm x 650mm
- 300mm length 6mm dowel

Task 3 - Bin store FLB door

Task 3 specification

Produce FLB as per drawings.

Set up and change tooling before operating portable and fixed machines.

Set up and operate mortice machine, all tenons to be hand ripped only.

Moulding to be as per cutter supplied by your centre.

You learner will need to

- Set out full size with sufficient detailing
- Prepare cutting list
- Mark out joinery softwood timber
- Set up and operate mortice machine, all tenons to be hand ripped only
- Form joints, run grooves and mouldings including masons mitre to top rail and stiles
- Cut TG and V boarding
- Allow 1mm gap between all board joints for expansion
- Select correct length, type, and finish of fixing
- Assemble

You will need to

- Select, maintain, and use hand and portable power tools

Figure 6

F.L.B Bin store door

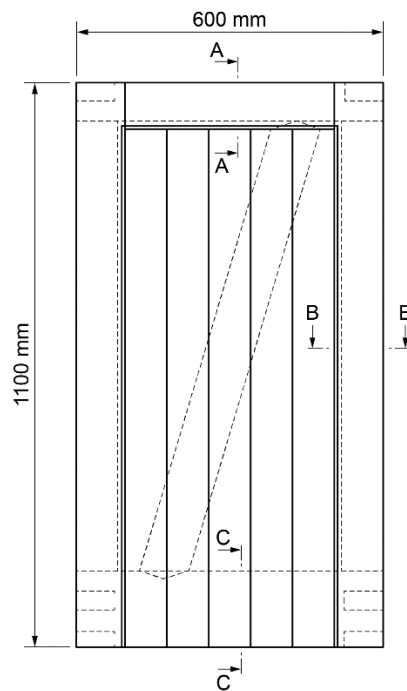


Figure 7

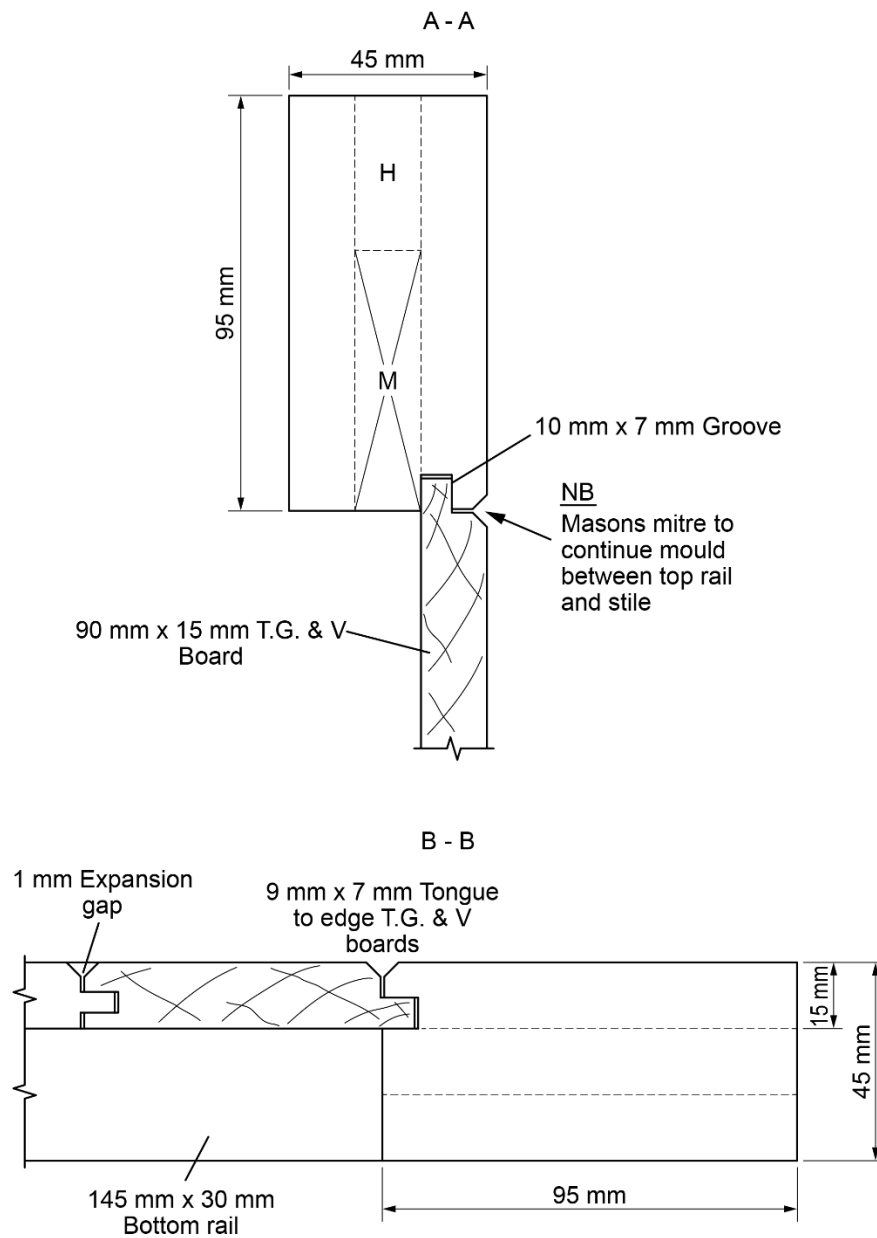


Figure 8

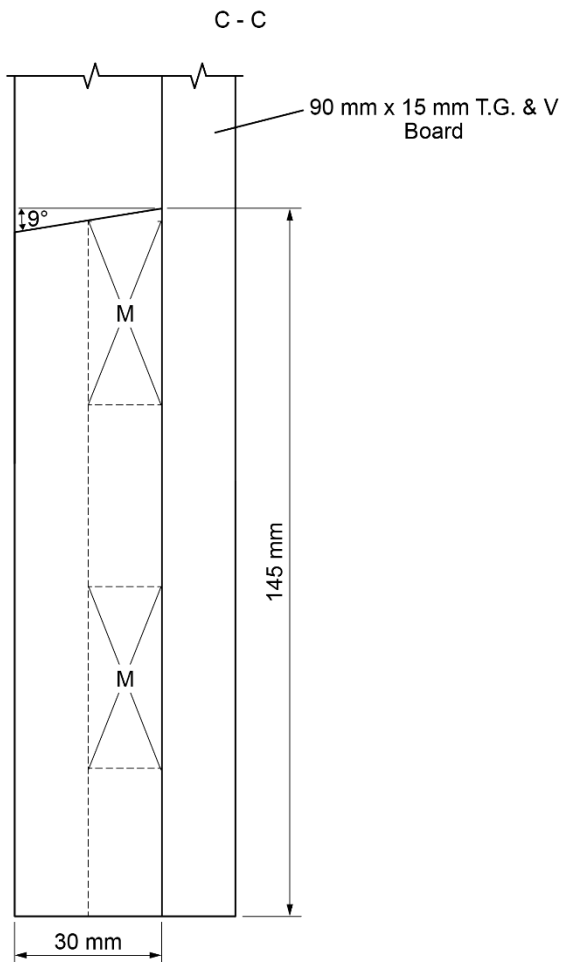
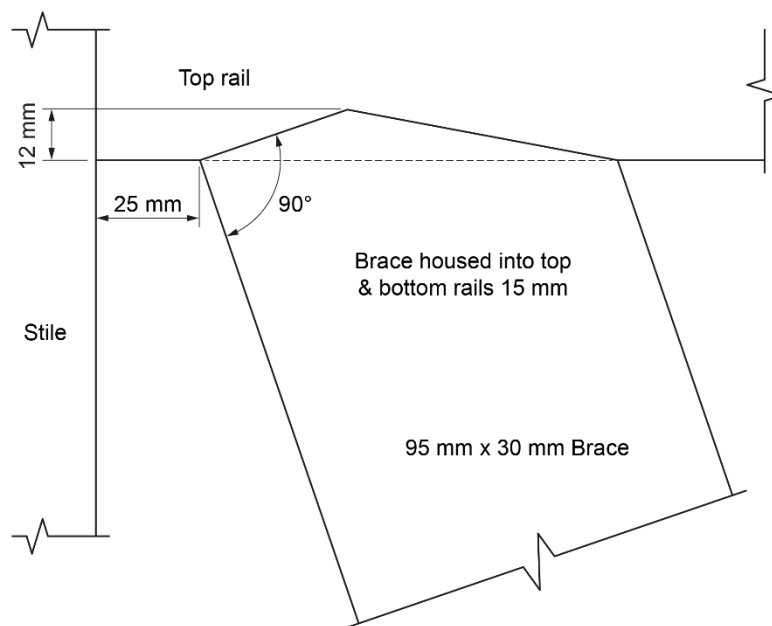


Figure 9

F.L.B. Door



Rear view showing jointing arrangement
of brace to top and bottom rail.

Task 3 Assessor guidance

Centre's workshop technician to break down tooling before use by each learner.

All marking out to be assessed prior to machining.

Technician support can be offered with the lifting, manual handling and positioning of materials and components, and taking off the back of fixed machines, during assessment. At no point can any support be given that would influence the outcome of the assessment.

Materials for Task 3 (also provided in separate sample centre resource list)

- European redwood joinery quality
- 1 top rail 610mm x 95mm x 45mm
- 2 stiles 1200mm x 95mm x 45mm
- 1 bottom rail 610mm x 145mm x 30mm
- 5 TG&V jointed boards, length 1100mm machined from nominal 19mm x 100mm, (centre may purchase similar of 'Best' or 'Unsorted' quality)

Centre resource list

Materials

Task 1 resource list

- European redwood joinery quality
- 1 stair string 1500mm x 245mm x 32mm
- 2 newels 1200mm x 94mm x 94mm
- 1 handrail 1300mm x 70mm x 55mm
- 600mm length 12mm dowel
- 12mm ply 450mm x 600mm to make router jig for stair housing

Task 2 resource list

- European redwood joinery quality
- 1 top rail 2000mm x 70mm x 32mm
- 1 bottom rail 2000mm x 70mm x 32mm
- 1 stile 900mm x 70mm x 32mm
- 2 muntins 900mm x 58mm x 32mm
- 2 x 12 mm MDF panels 1200mm x 650mm
- 300mm length 6mm dowel

Task 3 resource list

- European redwood joinery quality
- 1 top rail 610mm x 95mm x 45mm
- 2 stiles 1200mm x 95mm x 45mm
- 1 bottom rail 610mm x 145mm x 30mm
- 5 TG&V jointed boards, length 1100mm machined from nominal 19mm x 100mm, (centre may purchase similar of 'Best' or 'Unsorted' quality)

Hand tools

- T-square 1 metre long
- Large set square 30/60 and 45 degrees
- 2H pencil
- Eraser
- Circle template
- 150mm and 1metre steel rule
- Line runner (panel gauge)
- Joiners bench with quick release vice
- Try square
- Combination square
- Marking gauge
- Mortice gauge
- Sliding bevel
- Tenon saw
- Chisels 6, 9, 12 and 19mm, and scribing gouge

- Mallet
- Smoothing plane
- Dial gauge
- Cork rubber block

Power tools

- Cordless drill
- Router
- Chop saw
- Mortice machine with 12mm square chisel
- Orbital sander

Equipment

- Parallel fence
- 7mm straight cutter
- 12mm straight cutter
- 15mm straight cutter
- 12mm pencil round cutter
- Chamfer cutter e.g. Titman TTRPC30L-12
- Chamfer cutter e.g. Titman TCHCP45-6
- Bench bearers
- Access to sharpening station
- Setting out board 12mm MDF 2400mm x 1200mm
- Draw bore pins
- Centre bit with lip and spur to match 6mm dowel
- Centre bit with lip and spur to match 12mm dowel
- Winding sticks
- Clean rag
- PVA glue
- Glue pot and brush
- 1 x 2m straight edge
- 2 sash cramps opening to 750mm
- Cramping blocks
- Warrington hammer
- Squaring rod

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | | |
|--|--|---------------|
| Learner name: | | |
| Assessment date: | | |
| a) Identify resource requirements to meet the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | | 1 |
| or | | |
| <ul style="list-style-type: none">produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | | 2 |
| or | | |
| <ul style="list-style-type: none">produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | | 3 |
| b) Plan the activities and the ordering/phasing of work to complete the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent method statement and risk assessment with an estimated completion date. | | 1 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | | 2 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | | 3 |

| c) The main techniques used for estimating jobs/projects in Construction | Mark achieved |
|---|---------------|
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | 1 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer which shows how total cost and profit margin were used to determine this | 2 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance marking grid

Task 1: Stair string, newel, and handrail

Section A: Setting out

| | | Marks | | |
|---|--------------------------|------------|---------|---------|
| The learner has | | 1 | 2 | 3 |
| Set out correct rise to 180mm | <input type="checkbox"/> | +/- 2mm | +/- 1mm | 180mm |
| Set out correct going to 240mm | <input type="checkbox"/> | +/- 2mm | +/- 1mm | 240mm |
| Set out housing to stair string to depth of 12mm | <input type="checkbox"/> | within 1mm | | |
| Shown sufficient setting out detail for stair string to bottom newel joints string to top newel joints handrail section | <input type="checkbox"/> | 1 shown | 2 shown | 3 shown |
| Shown setting out sufficient detail for a step tread riser wedging | <input type="checkbox"/> | 1 shown | 2 shown | 3 shown |
| Cutting list – all 4 components itemised | <input type="checkbox"/> | | | |
| Cutting list - all components itemised to minimum lengths required | <input type="checkbox"/> | | | |
| Cutting list – all components itemised to correct sectional sizes | <input type="checkbox"/> | | | |

Section B: Marking out

| | | Marks | | |
|--|--------------------------|---------|---------|------|
| The learner has | | 1 | 2 | 3 |
| Marked out correct margin for stair string housings to 40mm | <input type="checkbox"/> | +/- 2mm | +/- 1mm | 40mm |
| Distance between riser face and shoulder line of bottom newel 44mm | <input type="checkbox"/> | +/- 2mm | +/- 1mm | 44mm |
| Distance between riser face and shoulder line of top newel 44mm | <input type="checkbox"/> | +/- 2mm | +/- 1mm | 44mm |
| Handrail shoulder same length as string | <input type="checkbox"/> | +/- 2mm | +/- 1mm | 0mm |
| Mortices for bottom newel marked out as per Figure 2 | <input type="checkbox"/> | | | |

| | | | |
|---|-------------------------------------|-------------------------------------|-----------------------------------|
| Mortices for top newel marked out as per Figure 3 | <input type="checkbox"/> | | |
| Handrail height 900mm measured from pitch line | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm | <input type="checkbox"/> 900mm |
| Marked out the position of draw bored dowels as per rod | <input type="checkbox"/> | | |

Section C: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|-------|-----|------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |

Section D: Manufacture of components

| | | Marks | | |
|---|--------------------------|------------|------------|-------|
| The learner has | | 1 | 2 | 3 |
| Finished housings to rise 180mm | <input type="checkbox"/> | +/- 2mm | +/- 1mm | 180mm |
| Finished housings to going 240mm | <input type="checkbox"/> | +/- 2mm | +/- 1mm | 240mm |
| Housed stair string to 12mm depth | <input type="checkbox"/> | Within 1mm | | |
| Recessed newel faces to receive bottom riser and tread with no gaps | <input type="checkbox"/> | Within 2mm | Within 1mm | 0mm |
| Recessed newel faces to receive top riser and landing nosing with no gaps | <input type="checkbox"/> | Within 2mm | Within 1mm | 0mm |

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| Wedge housing to correct ratio | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | +/- 2mm | +/- 1mm | 0mm |
| Draw bored dowels offset closer to the shoulder of the tenons | <input type="checkbox"/> | | |
| Mortice machine and tooling set up and used safely in accordance with manufacturer's instructions | <input type="checkbox"/> | | |
| Select, set up and used router safely in accordance with manufacturer's instructions | <input type="checkbox"/> | | |
| Section E: Assembly and cleaning up | | | |
| | | Marks | |
| The learner has | | 1 | 2 |
| Cleaned up all surfaces prior to assembly | <input type="checkbox"/> | | |
| Housed shoulders to assembled strings, handrail and newels, no gaps exceeding 1.5mm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 3-4 | 1-2 | None |
| Section F: Material usage | | | |
| | | Marks | |
| The learner has | | 1 | 2 |
| Requested no additional materials due to wastage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2 requests | 1 request | No extra requested |
| Section G: Dimensional accuracy | | | |
| | | Marks | |
| The learner has | | 1 | N/A |
| Checked overall height of handrail within 3mm | <input type="checkbox"/> | | |
| Checked newels are parallel within 3mm | <input type="checkbox"/> | | |
| Pendant drop is correct as detailed in Figure 3 | <input type="checkbox"/> | | |
| String to correct pitch no gap on the 240mm side of the pitch board exceeding 2mm | <input type="checkbox"/> | | |
| Sub-totals | | /34 | /36 |
| Overall total | | | /54 |
| | | | / 70 |

Task 2: Balustrade panelling

Section A: Setting out

| | | Marks | | |
|--|--|---|---------------------------------------|---------------------------------------|
| The learner has | | 1 | 2 | 3 |
| Set out correct pitch as Figure 4 with a rise of 560mm in 775mm | | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm | <input type="checkbox"/> 560mm |
| Set out full size elevation of panelling to determine panel sizes 730mm overall width and 600mm between vertical members | | <input type="checkbox"/> Both within 2mm | | |
| Shown sufficient setting out detail for panelled balustrade jointing Rails to stile Muntins to rails | | <input type="checkbox"/> 1-2 shown | <input type="checkbox"/> 3-4 shown | <input type="checkbox"/> 5-6 shown |
| Compiled cutting list – all 7 components itemised | | <input type="checkbox"/> | | |
| Included all components itemised to minimum lengths required | | <input type="checkbox"/> | | |
| Included all components itemised to correct sectional sizes | | <input type="checkbox"/> | | |
| Shown all sectional detailing correctly for rails, stile and muntins | | <input type="checkbox"/> 1-3 shown | <input type="checkbox"/> 4-6 shown | <input type="checkbox"/> 7 shown |

Section B: Marking out

| | | Marks | | |
|---|--|--|--|-----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Marked out stub mortice positions on top and bottom rails | | <input type="checkbox"/> all within 1mm | | |
| Marked out mortice profiles top and bottom rails to depth of 50mm | | <input type="checkbox"/> all within 2mm | | |
| Marked out all muntins and stiles to have equal shoulder lengths | | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm | <input type="checkbox"/> Equal |
| Marked out the position of draw bored dowels as per rod | | <input type="checkbox"/> | | |
| Marked out the panels to correct shape and size allowing for groove clearance 2mm all round | | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm | <input type="checkbox"/> 0mm |
| Positioned section profiles in correct relation to reference marks | | <input type="checkbox"/> 3-4 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> All 7 |

Section C: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |

Section D: Manufacture of components

| | | Marks | | |
|---|--|---|---|---------------------------------|
| The learner has | | 1 | 2 | 3 |
| Mortice machine and tooling set up and used safely in accordance with manufacturer's instructions | | <input type="checkbox"/> | | |
| Select, set up and used router safely in accordance with manufacturer's instructions | | <input type="checkbox"/> | | |
| Hand scribed joints x 6 not exceeding 1mm | | <input type="checkbox"/> 1-3 | <input type="checkbox"/> 4-5 | <input type="checkbox"/> 6 |
| Draw bored dowels offset closer to the shoulder of the tenons | | <input type="checkbox"/> | | |
| Panels cut to correct shape and size allowing for groove clearance 2mm all-round as per the rod | | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm | <input type="checkbox"/> 0mm |

Section E: Assembly and cleaning up

| | | Marks | | |
|--|--|--------------------------|---|---|
| The learner has | | 1 | 2 | 3 |
| Cleaned up all inside edges prior to assembly | | <input type="checkbox"/> | | |
| No breakouts from driven draw dowels | | <input type="checkbox"/> | | |
| Panelling thickness not less than 30mm | | <input type="checkbox"/> | | |
| Surface finish abraded to receive a paint finish | | <input type="checkbox"/> | | |

Section F: Material usage

| | | Marks | | |
|--|--|--|---------------------------------------|--|
| The learner has | | 1 | 2 | 3 |
| Requested no additional materials due to wastage | | <input type="checkbox"/> 2 requests | <input type="checkbox"/> 1 request | <input type="checkbox"/> No extra requested |

Section G: Dimensional accuracy

| | | Marks | | |
|--|--|--------------------------|-----|------|
| The learner has | | 1 | N/A | N/A |
| Checked overall width of panelling parallel within 2mm | | <input type="checkbox"/> | | |
| Checked muntins parallel within 2mm | | <input type="checkbox"/> | | |
| Checked panelling free from twist | | <input type="checkbox"/> | | |
| Sub-totals | | /28 | /22 | /33 |
| Overall total | | | | / 50 |

Task 3: Bin store FLB door

Section A: Setting out

| | | Marks | | |
|--|--|--|--|------------------------------------|
| The learner has | | 1 | 2 | 3 |
| Set out correct height rod with an overall height of 1100mm within 2mm | | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm | <input type="checkbox"/> 1100mm |
| Set out correct width rod with an overall width of 600mm within 2mm | | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm | <input type="checkbox"/> 600mm |
| Set out mortice and tenon joints to correct proportions to top rail | | <input type="checkbox"/> | | |
| Set out mortice and tenon joints to correct proportions to bottom rail | | <input type="checkbox"/> | | |
| Set out matched boarding with two equal width edge boards within 2mm | | <input type="checkbox"/> | | |
| Shown all sectional detailing accurately for stiles, rails, and boarding | | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> All 3 |
| Cutting list – all 10 components itemised | | <input type="checkbox"/> | | |
| Cutting list - all components itemised to minimum lengths required | | <input type="checkbox"/> | | |
| Cutting list – all components itemised to correct sectional sizes | | <input type="checkbox"/> | | |

Section B: Marking out

| | | Marks | | |
|---|--|--------------------------|---|---|
| The learner has | | 1 | 2 | 3 |
| Marked out all components, rails, and stiles as pairs, with face and edge marks | | <input type="checkbox"/> | | |
| Marked out mortices to stiles | | <input type="checkbox"/> | | |
| Marked out tenons to rails | | <input type="checkbox"/> | | |
| Marked out positions of grooves and chamfers | | <input type="checkbox"/> | | |
| Marked out positions of tongue to matched boarding | | <input type="checkbox"/> | | |

Section C: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1 minor infringements (2 marks), 2 minor infringements (1 mark), 3+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |

Section D: Manufacture of components

| | | Marks | | |
|---|--|---------------------------------|---------------------------------|---------------------------------|
| The learner has | | 1 | 2 | 3 |
| Set up and safely used mortice machine and tooling in accordance with manufacturer's instructions | | <input type="checkbox"/> | | |
| Selected, set up and used router safely in accordance with manufacturer's instructions | | <input type="checkbox"/> | | |
| Cut edge boards to correct width by hand and profiled within 2mm | | <input type="checkbox"/> 2mm | <input type="checkbox"/> 1mm | <input type="checkbox"/> 0mm |
| Planed weathering to top edge of bottom rail | | <input type="checkbox"/> | | |
| Cut wedges from haunch waste | | <input type="checkbox"/> | | |

Section E: Assembly and cleaning up

| | | Marks | | |
|--|--|--------------------------|---|---|
| The learner has | | 1 | 2 | 3 |
| Cleaned up all inside edges of framework prior to assembly | | <input type="checkbox"/> | | |
| Cleaned up back faces of TG and V boarding prior to assembly | | <input type="checkbox"/> | | |

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| Assembled door with no shoulder gaps exceeding 1mm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 3-4 | 1-2 | None |
| Worked masons mitre to top rail and stile | <input type="checkbox"/> | | |
| Fitted tongue to matched boarding to top rail with no gaps exceeding 1mm | <input type="checkbox"/> | | |
| Fitted tongue to matched boarding to stiles with no gaps exceeding 3mm | <input type="checkbox"/> | | |
| Fitted the brace using joint detail shown in Figure 9 | <input type="checkbox"/> | | |
| Fitted the brace with no shoulder gaps exceeding 1mm | <input type="checkbox"/> | | |
| Selected correct length non-ferrous fixings | <input type="checkbox"/> | | |
| Fixed securely all matched boarding to brace and bottom rail | <input type="checkbox"/> | | |
| Cut matched boarding with no breakout on back face | <input type="checkbox"/> | | |
| Cleaned up door suitable for paint finish | <input type="checkbox"/> | | |
| Section F: Material wastage | | | |
| | | Marks | |
| The learner has | | 1 | 2 |
| | | 3 | |
| Requested no additional materials due to wastage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2 requests | 1 request | No extra requested |
| Section G: Dimensional accuracy | | | |
| | | Marks | |
| The learner has | | 1 | 2 |
| | | 3 | |
| Checked position of brace 25mm from stile | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Within 2mm | Within 1mm | 25mm |
| Checked door height as 1100mm and parallel within 2mm | <input type="checkbox"/> | | |
| Checked door width as 600mm and parallel within 2mm | <input type="checkbox"/> | | |
| Checked door thickness not less than 43mm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Within 2mm | Within 1mm | 45mm |
| Checked diagonals for square within 3mm | <input type="checkbox"/> | | |
| Checked door free from twist within 2mm | <input type="checkbox"/> | | |
| Sub-totals | | /40 | /20 |
| Overall total | | | /60 |

Evaluation marking grid

| | | |
|--|-----------------------------------|----------------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none"> does not produce a coherent evaluation does not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent evaluation reflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent and considered evaluation describes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none"> produced an extensive comprehensive evaluation evaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| | Mark achieved | |
| | Total = Mark achieved × 14 | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 70 | | 34 |
| Trade Task 2 | 50 | | 28 |
| Trade Task 3 | 60 | | 40 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 146 |

Assessor name: _____

Assessor
signature: _____

Learner
name: _____

Date: _____

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 145 | Fail | 0 |
| 146 - 169 | P1 | 1 |
| 170 - 193 | P2 | 2 |
| 194 - 217 | M1 | 3 |
| 218 - 241 | M2 | 4 |
| 242 - 265 | D1 | 5 |
| 266 - 289 | D2 | 6 |
| 290 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results

will be subject to internal quality assurance procedures, followed by external quality assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |

3.3 Site Carpentry assessment brief

A customer has requested that a storm porch be constructed on the front of an existing garden office, a base has already been laid in preparation. The porch is to have a door opening centrally positioned in the front and a window opening to one side as per drawing. They have also requested a corner set up of base and wall units for storage of office materials and files in the existing office.

Your employer has been contracted to carry out the following tasks:

Task 1a: Construct and fix the storm porch to the existing garden office.

Task 1b: Erect a trussed roof with a projecting verge. The gable is to be shiplap clad. This can be done on a centre supplied jig.

Task 2: Clad internal face of the front wall, fix door frame and hang door including relevant ironmongery, fix decorative mouldings and carry out remedial work.

Task 3: Install a corner set up of base and wall units with worktops in the existing office.

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning)
- **40 hours** allocated to carry out the three tasks (performing)
- **6 hours** to evaluate the three tasks in the project (evaluating).

You may not use the time you have been given for each element for another element, i.e. if you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

You must adhere to all relevant health and safety rules and procedures at all times.

Task 1a: Construct and fix studwork

Task 1a specification

Task comprises of:

Constructing and fixing the timber studwork required for the storm porch. The dimensions of the porch are 2.4m high (to wallplate), 1.75m wide by 1.0m deep. A door opening centrally positioned at the front to accommodate a 1981mm x 762mm door and frame, and a window opening of 500mm wide by 900mm high, positioned 1100mm from the finished floor level, centrally positioned in the right-hand return.

You will need to

- Construct and fix timber studwork

You will need to

- Select, maintain, and use hand and portable power tools
- Select and use suitable fixings

Figure 1

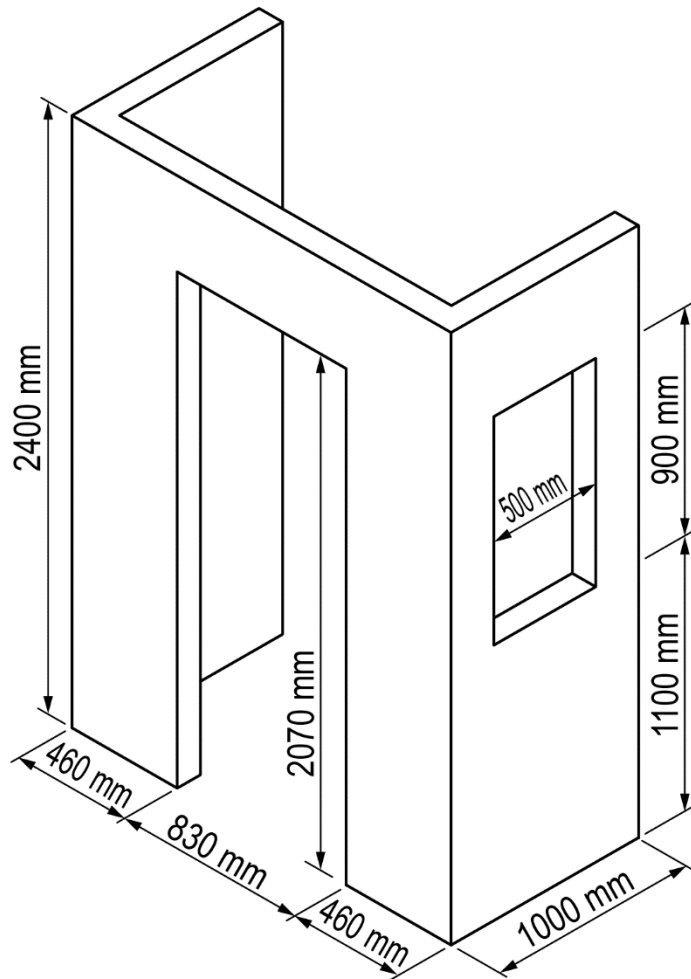
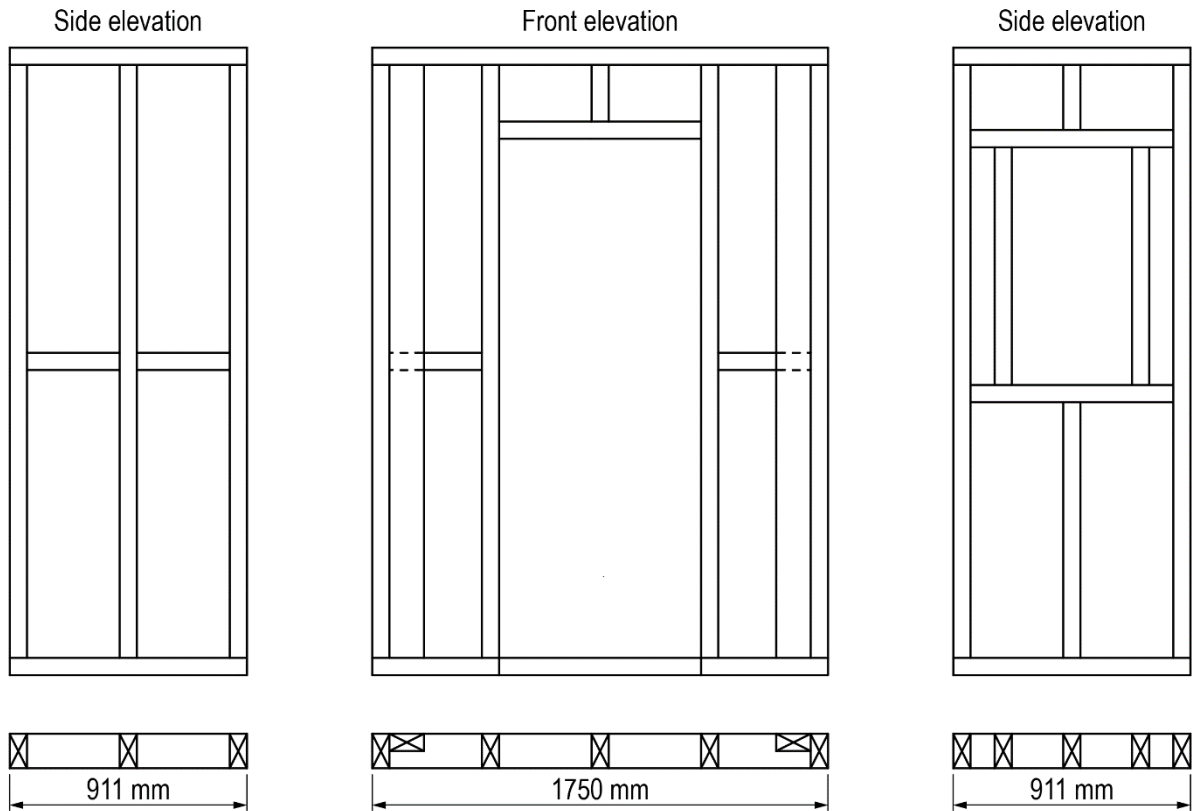


Figure 2 – All timber CLS 89 mm x 38 mm, sizes as per Figure 1, 1100mm-89mm = 911mm



Task 1b: Set out and pitch a truss roof

Task 1b specification

Task comprises of:

Setting out wallplate, fixing king post trusses at 500mm centres using truss clips, installing longitudinal and diagonal bracing, constructing, and fixing a gable ladder with a 150mm projection, fixing fascia, soffit, and bargeboards. Installing two circular soffit vents to each side.

You will need to

- Mark out wallplate
- Fix truss clips
- Erect prefabricated trusses
- Brace roof structure
- Construct and fix gable ladder
- Clad gable with shiplap boarding
- Fabricate and install fascia brackets
- Cut, fix, and install fascia, soffit, and bargeboard
- Install soffit vents

You will need to

- Select, maintain, and use hand and portable power tools
- Select and use suitable fixings

Figure 3

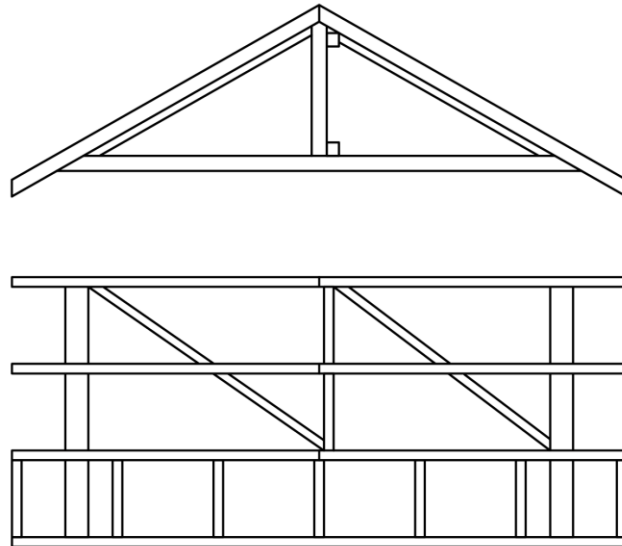


Figure 4

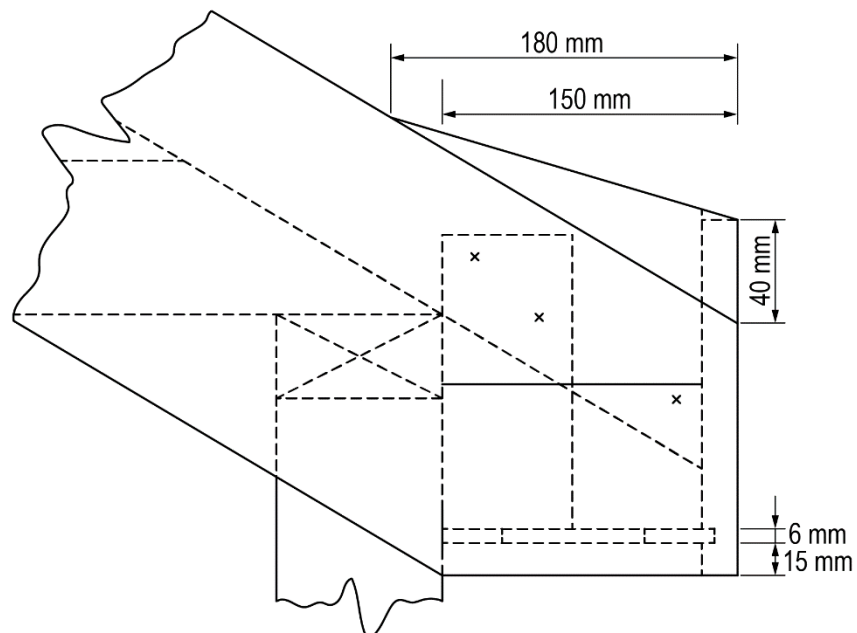
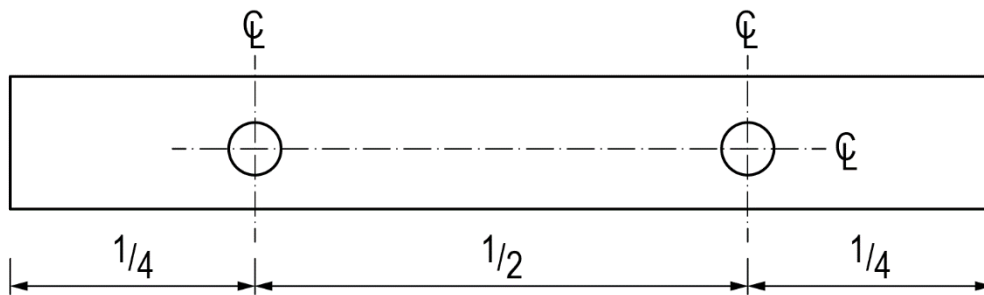


Figure 5

Location of soffit vents



Task 1 Assessor guidance

Centre information

Task 1a - Sacrificial floors are allowed to ensure partitions can be installed at a flat level.

Task 1b – Centre to provide a suitable jig to assemble roof.

Technician support can be offered with the lifting, manual handling and positioning of materials and components during assessment. At no point can any support be given that would influence the outcome of the assessment.

Materials for Task 1 (also provided in separate sample centre resource list)

Task 1a - for assessment purposes, only the height dimensions within the brief can be amended to facilitate the economical use of resources with the minimum finished height be no less than 2.2m. The assessor will provide a given height to each learner.

Task 1a

- 15 @ 3m CLS 89mm x 38mm
- 2 @ 2.4m x 1.2m x 11mm OSB

Task 1b

- 2 @ 2.4m CLS 89mm x 38mm
- 2 @ 3.6m CLS 63mm x 38mm
- 4m 50mm x 25mm slaters batten
- 3 x king post trusses
- 6 x truss clips
- 3 @ 2.4m x 180mm x 18mm plywood
- 3 @ 2.4m x 160mm x 6mm plywood
- 0.6m² matchboard
- 4 @ 70mm soffit vents

Task 2 - Fix door frame and second fixings to porch interior

Task 2 specification

Task comprises of:

Fixing a door frame and hanging a door to open internally on three hinges (150mm down, 225mm up and third hinge centred between hinges), fitting a sash mortice lock 990mm to centre of spindle from FFL.

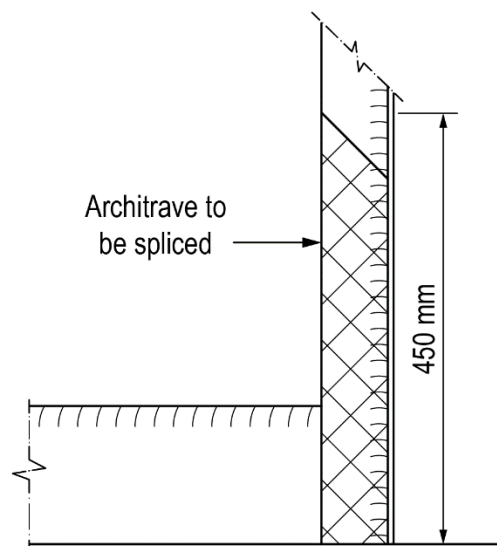
You will need to

- Fit a pre-fabricated external door frame
- Fix door frame
- Hang door
- Clad internal face of the front wall with OSB
- Fix architrave and skirting
- Carry out a splice repair
- Fit sash mortice lock and furniture

You will need to

- Select, maintain, and use hand and portable power tools
- Select and use suitable fixings

Figure 6



Task 2 Assessor guidance

Centre information

Task 2 - Centre to ensure frame is sufficiently rigid to fix and hang door.

Technician support can be offered with the lifting, manual handling and positioning of materials and components during assessment. At no point can any support be given that would influence the outcome of the assessment.

Materials for Task 2 (also provided in separate sample centre resource list)

- Door 1981mm x 762mm x 44mm
- Proprietary frame 79mm x 52mm with a rebate 47mm x 12mm
- 1.5 prs 100mm steel butts
- 1 mortice sash lock
- 1 pair lever furniture
- 1 @ 3m 120mm skirting board
- 1 set 50mm architrave

Task 3 - Install and fix base and wall units

Task 3 specification

Task comprises of:

Fixing a 900mm corner base unit with a 300mm return with corner post. Fixing décor ends and plinths, fixing worktop using a metal jointing strip and end caps with a 10mm overhang, to a finished height of 900mm. Installing matching wall units 450mm above the worktop.

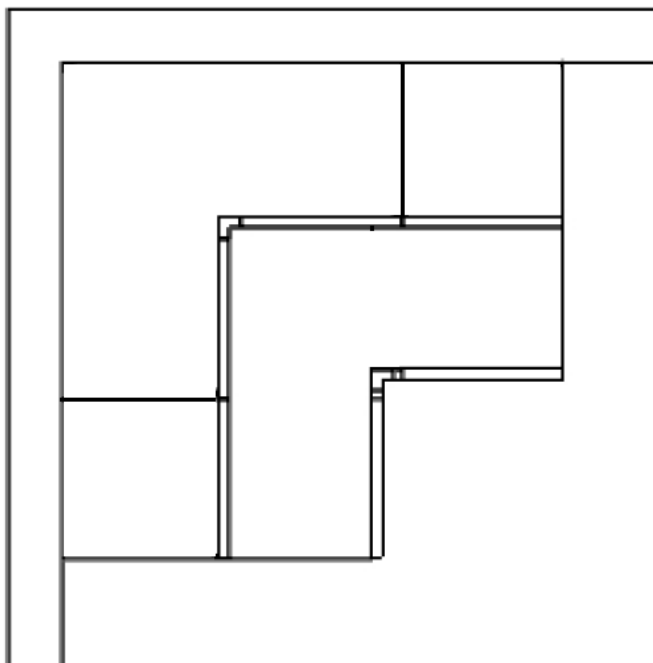
You will need to

- Fix base units with décor end panels and plinths
- Cut and fix worktop
- Fix wall units

You will need to

- Select, maintain, and use hand and portable power tools
- Select and use suitable fixings

Figure 7 – Plan shows units only no décor end panels or worktops



Task 3 Assessor guidance

Centre information

Task 3 - For assessment purposes only, this task is to be completed in a separate assessment area.

Technician support can be offered with the lifting, manual handling and positioning of materials and components during assessment. At no point can any support be given that would influence the outcome of the assessment.

Task 3 Materials (also provided in separate sample centre resource list)

- 1 @ 931mm corner base unit plus doors
- 1 base unit corner post
- 1 @ 631mm corner wall unit plus doors
- 1 wall unit corner post
- 6 handles (not required if handle-less doors with finger pulls)
- 2 @ 300mm wall units
- 2 x base decor ends panels
- 1 @ 2.4m plinth and 4 clips
- 6 pairs of blum hinges
- 2 worktop edging strips
- 1 worktop jointing strip
- 1.5m worktop

Centre resource list

Materials

Task 1a Resource list

- 15 @ 3m CLS 89mm x 38mm
- 2 @ 2.4m x 1.2m x 11mm OSB

Task 1b Resource list

- 2 @ 2.4m CLS 89mm x 38mm
- 2 @ 3.6m CLS 63mm x 38mm
- 4m 50mm x 25mm slaters batten
- 3 x king post trusses
- 6 x truss clips
- 3 @ 2.4m x 180mm x 18mm plywood
- 3 @ 2.4m x 160mm x 6mm plywood
- 0.6m² matchboard
- 4 @ 70mm soffit vents

Task 2 Resource list

- Door 1981mm x 762mm x 44mm
- Proprietary frame 79mm x 52mm with a rebate 47mm x 12mm
- 1.5 prs 100mm steel butts
- 1 mortice sash lock
- 1 pair lever furniture
- 1 @ 3m 120mm skirting board
- 1 set 50mm architrave

Task 3 Resource list

- 1 @ 931mm corner base unit plus doors
- 1 base unit corner post
- 1 @ 631mm corner wall unit plus doors
- 1 wall unit corner post
- 6 handles (not required if handle-less doors with finger pulls)
- 2 @ 300mm wall units
- 2 x base decor ends panels
- 1 @ 2.4m plinth and 4 clips
- 6 pairs of blum hinges
- 2 metal worktop edging strips
- 1 metal worktop jointing strip
- 1.5m worktop

Fixings

- Screws: 5 x 100, 5 x 80, 4.5 x 50, 4 x 50, 3.5 x 40, 3.5 x 30, 3.5 x 20, 3.5 x 16, 3.5 x 12
- Nails: 100mm wire nails, 75mm wire, 70mm lost heads, 40mm oval brads, 50mm wire

Power tools

- Cordless drill / driver
- Selection of pilot and screwdriver bits
- Table saw
- Chop saw with table
- Planer
- Jigsaw
- Sander

Equipment

- Gauging rod
- 2 x saw stools
- Board / door lifter
- 2 x quick release clamps
- Sharpening station
- 2m Straight edge
- Selection of abrasive papers

Hand tools

- Tape measure 3m
- Hand saw
- Hack saw
- Combination square
- Try square
- Sliding bevel
- Claw hammer
- Nail punch
- Marking gauge
- Bevel edged chisels: 6, 12, 19 and 25mm
- Spirit levels 600mm and 1800mm
- Bradawl
- Range of screwdrivers and bits
- Utility / trimming knife
- Smoothing plane
- Block plane
- Set of auger / flat bits
- Hole saw to match soffit vents

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | | |
|--|--|---------------|
| Learner name: | | |
| Assessment date: | | |
| a) Identify resource requirements to meet the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | | 1 |
| or | | |
| <ul style="list-style-type: none">produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | | 2 |
| or | | |
| <ul style="list-style-type: none">produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | | 3 |
| b) Plan the activities and the ordering/phasing of work to complete the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent method statement and risk assessment with an estimated completion date. | | 1 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | | 2 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | | 3 |

| c) The main techniques used for estimating jobs/projects in Construction | Mark achieved |
|---|---------------|
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | 1 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer which shows how total cost and profit margin were used to determine this | 2 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance marking grid

Task 1a: Construct and fix studwork Task 1b: Set out and pitch a truss roof

Section A: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |

Section B: Setting and marking out

| Task 1a | | Marks | | |
|---|--|--|--|--|
| The learner has | | 1 | 2 | 3 |
| Marked out position of door opening centrally | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Marked out door head allowing 10mm clearance on frame size | | <input type="checkbox"/> Within 6mm | <input type="checkbox"/> Within 4mm | <input type="checkbox"/> Within 2mm |
| Marked out window opening centrally | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Marked out base of window opening 1.1 m from FFL | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Calculated front sole plate lengths correctly based on frame provided | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Marked out allowing for corner stud arrangement | | <input type="checkbox"/> | | |

| Task 1b | | | | |
|--|--|---|---|---|
| Marked out truss clips as per drawing | | <input type="checkbox"/> Within 6mm | <input type="checkbox"/> Within 4mm | <input type="checkbox"/> Within 2mm |
| Section C: Stud work tolerances | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Constructed the partition to the overall height as per specification provided | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Constructed the partition to the overall width as per specification provided | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Constructed the partition to the overall depth as per specification provided | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Door opening height dimensions as per frame allowing 10mm clearance | | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm | <input type="checkbox"/> +/- 2mm |
| Door opening width dimensions as per frame allowing 10mm clearance | | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm | <input type="checkbox"/> +/- 2mm |
| Window opening height dimensions not less than 900mm | | <input type="checkbox"/> > 6mm | <input type="checkbox"/> > 4mm | <input type="checkbox"/> >2mm |
| Window opening width dimensions not less than 500mm | | <input type="checkbox"/> > 6mm | <input type="checkbox"/> > 4mm | <input type="checkbox"/> >2mm |
| Erected walls plumb on front face no deviation exceeding 5mm in overall height | | <input type="checkbox"/> | | |
| Erected walls plumb on side face no deviation exceeding 5mm in overall height | | <input type="checkbox"/> | | |
| Fixed walls fixed parallel on return no deviation exceeding 5mm | | <input type="checkbox"/> | | |

Section D: Truss roof tolerances

| | | Marks | | |
|---|--------------------------|------------|------------|------------|
| The learner has | | 1 | 2 | 3 |
| Fixed all truss clips within 5mm of centre marks | <input type="checkbox"/> | | | |
| Fixed the trusses plumb | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |
| Fixed the gable ladder with a 150mm projection | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |
| Fixed the trusses with an equal overhang within 3mm | <input type="checkbox"/> | | | |
| Fixed both diagonal braces securely | <input type="checkbox"/> | | | |
| Fixed all the longitudinal bracing at the node points | <input type="checkbox"/> | | | |

Section E: Eaves finish

| | | Marks | | |
|---|--------------------------|---------------|---------------|---------------|
| The learner has | | 1 | 2 | 3 |
| Fixed the soffit brackets to line | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |
| Fixed fascia board straight with no deviation exceeding 2mm | <input type="checkbox"/> | | | |
| Fixed barge board straight with no deviation exceeding 2mm | <input type="checkbox"/> | | | |
| Fixed the fascia board with a 40mm upstand | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |
| Cut compound bevel at the intersection of the barge board and fascia with no gaps | <input type="checkbox"/> | exceeding 3mm | exceeding 2mm | exceeding 1mm |
| Fitted soffit to the wall with no gaps exceeding | <input type="checkbox"/> | 3mm | 2mm | 1mm |
| Fitted soffit vents to specification | <input type="checkbox"/> | Within 15mm | Within 10mm | Within 5mm |

| Section F: Material usage | | | | |
|---|--|--------------------------|-----|-----|
| | | Marks | | |
| The learner has | | 1 | N/A | N/A |
| Selected correct fixings | | <input type="checkbox"/> | | |
| Selected correct equipment for working at height | | <input type="checkbox"/> | | |
| Requested no additional materials for studwork | | <input type="checkbox"/> | | |
| Requested no additional materials for soffit brackets | | <input type="checkbox"/> | | |
| Requested no additional materials for soffit and fascia | | <input type="checkbox"/> | | |
| Requested no additional materials for bargeboard | | <input type="checkbox"/> | | |
| Sub-totals | | /38 | /44 | /66 |
| Overall total | | | | /82 |

Task 2: Fix door frame and second fixings to porch interior

Section A: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|--|--------------------------|------------|------------|------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |
| Section B: Setting and marking out | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Marked out the hinge positions as per specification all within | <input type="checkbox"/> | 3mm | 2mm | 1mm |
| Marked out lock position 990mm from FFL to centre of spindle | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |

Section C: Frame tolerances

| | | Marks | | |
|---|--------------------------|------------|------------|------------|
| The learner has | | 1 | 2 | 3 |
| Fixed the frame with head level | <input type="checkbox"/> | Within 2mm | Within 1mm | 0mm |
| Fixed the frame plumb | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |
| Fixed the frame out of wind | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |
| Fixed the jambs securely | <input type="checkbox"/> | | | |
| All fixings sunk below surface | <input type="checkbox"/> | | | |
| Fixed the frame flush with face of cladding | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |

Section D: Door tolerances

| | | Marks | | |
|--|--------------------------|-------|-----|-------|
| The learner has | | 1 | 2 | 3 |
| Fitted the hinges without gaps exceeding 1mm | <input type="checkbox"/> | 1 | 2 | 3 |
| Fitted the door with a margin all around | <input type="checkbox"/> | 5mm | 4mm | 2-3mm |
| Applied leading edge | <input type="checkbox"/> | | | |
| Removed arrises | <input type="checkbox"/> | | | |
| Fitted the lock forend without gaps exceeding 1mm | <input type="checkbox"/> | | | |
| Fitted the lock keep without gaps exceeding 2mm | <input type="checkbox"/> | | | |
| Fitted the lock with the key operating freely | <input type="checkbox"/> | | | |
| Fitted the door with a gap between 1-2mm when lock engaged | <input type="checkbox"/> | | | |
| Fixed handles parallel to door edge within 1mm | <input type="checkbox"/> | | | |
| Fitted handles that operate freely | <input type="checkbox"/> | | | |

Section E: Decorative mouldings tolerances

| | | Marks | | |
|---|--|--|--|---------------------------------|
| The learner has | | 1 | 2 | 3 |
| Fitted the architrave with no gaps on mitres exceeding 1mm | | <input type="checkbox"/> | | |
| Fitted the architrave with a 6mm parallel margin with no deviation greater than 2mm | | <input type="checkbox"/> | | |
| Fitted the architrave with the mitre joints flush on face | | <input type="checkbox"/> | | |
| Securely fixed the architrave with all nails punched below surface | | <input type="checkbox"/> | | |
| Fitted the skirting board with no gaps on scribes | | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm | <input type="checkbox"/> 0mm |
| Fitted the skirting board tight to architrave with no gaps exceeding | | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm | <input type="checkbox"/> 0mm |
| Securely fixed the skirting board with all nails punched below surface | | <input type="checkbox"/> | | |
| Fixed all mouldings without damage to face | | <input type="checkbox"/> | | |
| Spliced the architrave to the height given | | <input type="checkbox"/> | | |
| Spliced the architrave with no gaps exceeding | | <input type="checkbox"/> | | |
| Securely fixed the spliced architrave with all nails punched below surface | | <input type="checkbox"/> | | |
| Completed the splice with no damage to adjacent surfaces | | <input type="checkbox"/> | | |

Section F: Material usage

| | | Marks | | |
|---------------------------------------|--|--------------------------|-----|------|
| The learner has | | 1 | N/A | N/A |
| Selected correct fixings | | <input type="checkbox"/> | | |
| Selected correct portable power tools | | <input type="checkbox"/> | | |
| Selected correct hand tools | | <input type="checkbox"/> | | |
| Requested no additional materials | | <input type="checkbox"/> | | |
| Sub-totals | | /36 | /24 | /36 |
| Overall total | | | | / 60 |

Task 3: Install and fix base and wall units

Section A: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|-------|-----|------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |

| Section B: Setting and marking out | | | | |
|---|--------------------------|------------|------------|------------|
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Determined the worktop datum 900mm from FFL | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |
| Positioned wall unit fixing brackets at correct height to ensure gap above worktop is 450mm | <input type="checkbox"/> | | | |

| Section C: Unit tolerances | | | | |
|--|--|---|---|---|
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Fixed base units plumb | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed base units level | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed décor ends with equal margins with deviation not exceeding 2mm | | <input type="checkbox"/> | | |
| Cut plinths to length gaps not exceeding | | <input type="checkbox"/> 2mm | <input type="checkbox"/> 1mm | <input type="checkbox"/> none |
| Cut both worktops with overhang parallel to base units within 2mm | | <input type="checkbox"/> | | |
| Fitted worktops to adjacent walls with no gaps exceeding | | <input type="checkbox"/> 3mm | <input type="checkbox"/> 2mm | <input type="checkbox"/> 1mm |
| Fitted worktop jointing strip with no gaps exceeding 1mm | | <input type="checkbox"/> | | |
| Fitted wall units plumb | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fitted wall units level | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Section D: Material usage | | | | |
| | | Marks | | |
| The learner has | | 1 | N/A | N/A |
| All components securely fixed | | <input type="checkbox"/> | | |
| Selected correct portable power tools | | <input type="checkbox"/> | | |
| Selected correct hand tools | | <input type="checkbox"/> | | |
| Requested no additional materials for worktops | | <input type="checkbox"/> | | |
| Requested no additional materials for décor end panels | | <input type="checkbox"/> | | |
| Requested no additional materials for plinths | | <input type="checkbox"/> | | |
| Aligned all doors | | <input type="checkbox"/> | | |
| Sub-totals | | /20 | /18 | /27 |
| Overall total | | | | / 38 |

Evaluation marking grid

| | | |
|---|--|---------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none">does not produce a coherent evaluationdoes not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none">produced a coherent evaluationreflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none">produced a coherent and considered evaluationdescribes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none">produced an extensive comprehensive evaluationevaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| Mark achieved | | |
| Total = Mark achieved × 14 | | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 82 | | 38 |
| Trade Task 2 | 60 | | 36 |
| Trade Task 3 | 38 | | 20 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 138 |

Assessor name:

Assessor
signature:

Learner
name:

Date:

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 137 | Fail | 0 |
| 138 - 162 | P1 | 1 |
| 163 - 187 | P2 | 2 |
| 188 - 212 | M1 | 3 |
| 213 - 237 | M2 | 4 |
| 238 - 262 | D1 | 5 |
| 263 - 287 | D2 | 6 |
| 288 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to internal quality assurance procedures, followed by external quality

assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

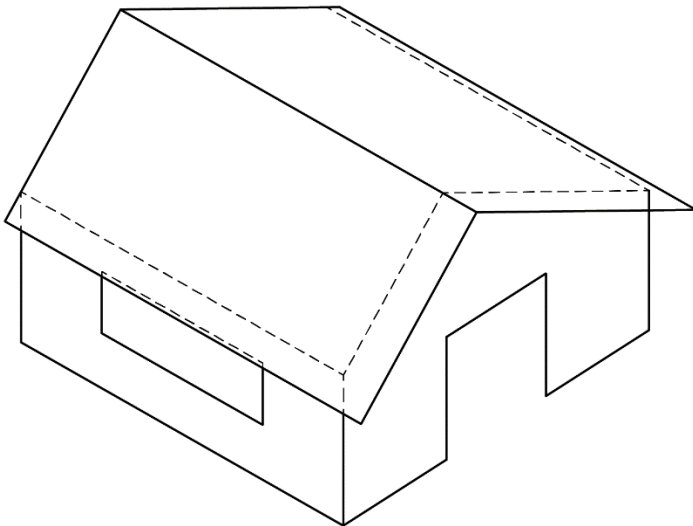
| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |

3.4 Timber Frame Erection assessment brief

A customer has requested that a timber framed freestanding pod is to be constructed within their garden, a concrete slab has already been laid in preparation. The pod is to be 2.4m x 2.4m x 2.4m with a door opening to front elevation and a window opening to one side panel. The roof will be prefabricated King post trusses with a verge and eaves projection of 250mm to the front facade and both eaves.

For assessment purposes only the top 1000mm of the walls are to be fabricated as per drawings.

Figure 1



Your firm has been contracted to carry out the following tasks:

Task 1: Fix sole plates, fabricate, and erect timber framed panels, apply an external moisture barrier

Task 2: Fabricate and install a cassette flooring system incorporating a trimmed opening

Task 3: Erect a trussed roof with spandrel panels, gable ladders, fascia, soffit, and barge boards

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning)
- **40 hours** allocated to carry out the three tasks (performing)
- **6 hours** to evaluate the three tasks in the project (evaluating).

You may not use the time you have been given for each element for another element, i.e. If you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

You must adhere to all relevant health and safety rules and procedures at all times.

Task 1 - Fix sole plates, fabricate, and erect timber framed panels, apply an external moisture barrier

Task 1 specification

Task comprises of:

Fixing a sole plate, level, and square to accommodate a timber framed garden pod 2.4m long x 2.4m wide.

Fabricating, erecting, fixing and securely bracing timber framed panels.

Fixing rear and side panels incorporating the window opening to be covered in OSB and breather membrane fitted.

(For assessment purposes only the top 1000mm of the walls are to be fabricated as per drawings).

You will need to

- Set out and fix sole plates
- Fabricate timber panels
- Cover two panels with OSB
- Cover two panels and returns with breather membrane
- Fix and secure panels to sole plates
- Securely brace panels
- Fit header plates

You will need to

- Select, maintain, and use hand and portable power tools
- Select and use suitable fixings

Note: Figures 2.1-2.4 do not show the sole plate or head binder details.

Figure 2.1

Front elevation with door opening

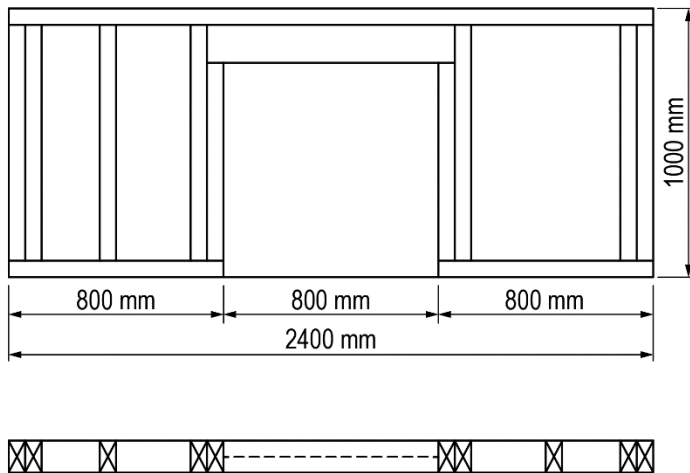


Figure 2.2

Rear elevation to be covered with 12 mm OSB sheathing and breather membrane

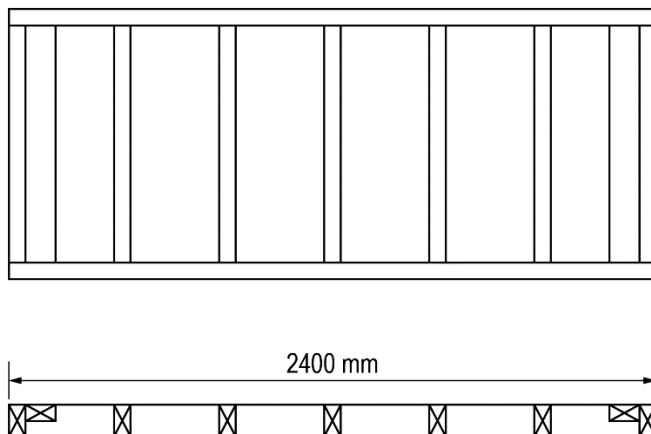


Figure 2.3

Side elevation incorporating window opening

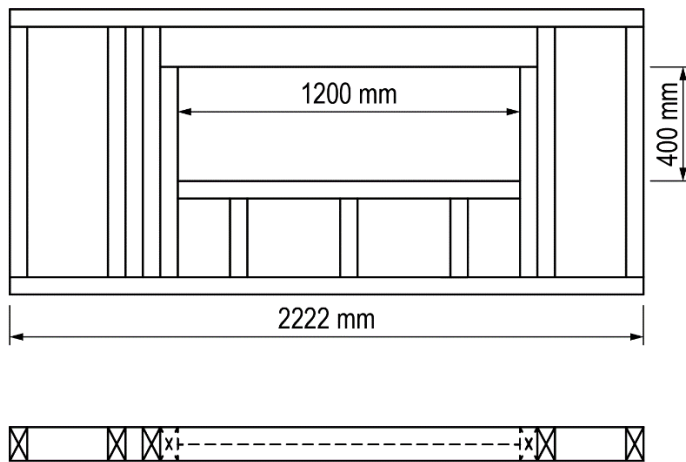


Figure 2.4

Side elevation to be covered with 12 mm OSB sheathing and breather membrane

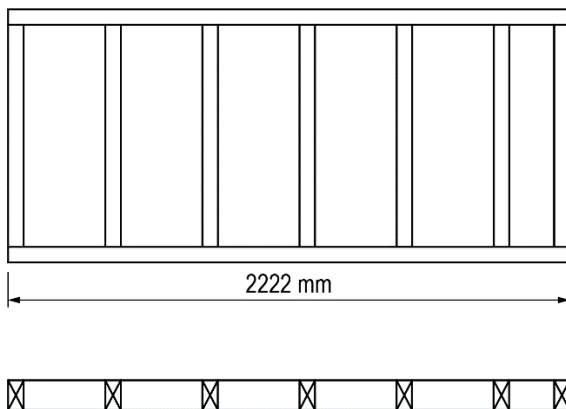


Figure 2.5

Door and window lintel detail

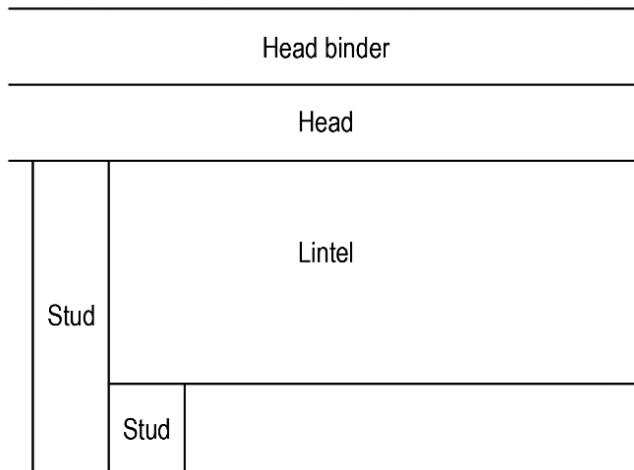
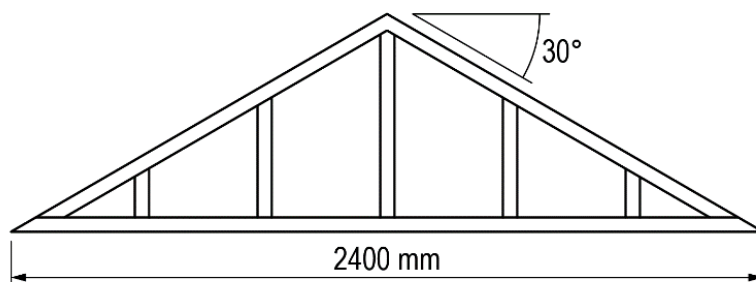


Figure 2.6

Spandrel panel x 2, only 1 to be covered in 12 mm
OSB sheathing and breather membrane



Task 1 Assessor guidance

Centre information

Task 1 - Sacrificial floors are allowed to ensure partitions can be installed at a flat level.

Technician support can be offered with the lifting, manual handling and positioning of materials and components during assessment. At no point can any support be given that would influence the outcome of the assessment.

Materials for Task 1 (also provided in separate sample centre resource list)

- 75m of 89mm x 38mm CLS (stud walls, sole plate, head binder, gable ladder)
- 2 @ 2.4m x 140mm x 38mm (lintel x 4)
- 1 @ 2.4m x 1.2m x 12mm OSB sheathing (2 walls)
- Breather membrane
- Jointing tape

Task 2 - Fabricate and install a cassette flooring system incorporating a trimmed opening

Task 2 specification

Fabricating and installing a cassette flooring system to specifications given.

You will need to

- Fabricate and install a cassette flooring system

You will need to

- Select, maintain, and use hand and portable power tools
- Select and use suitable fixings

Figure 3.1

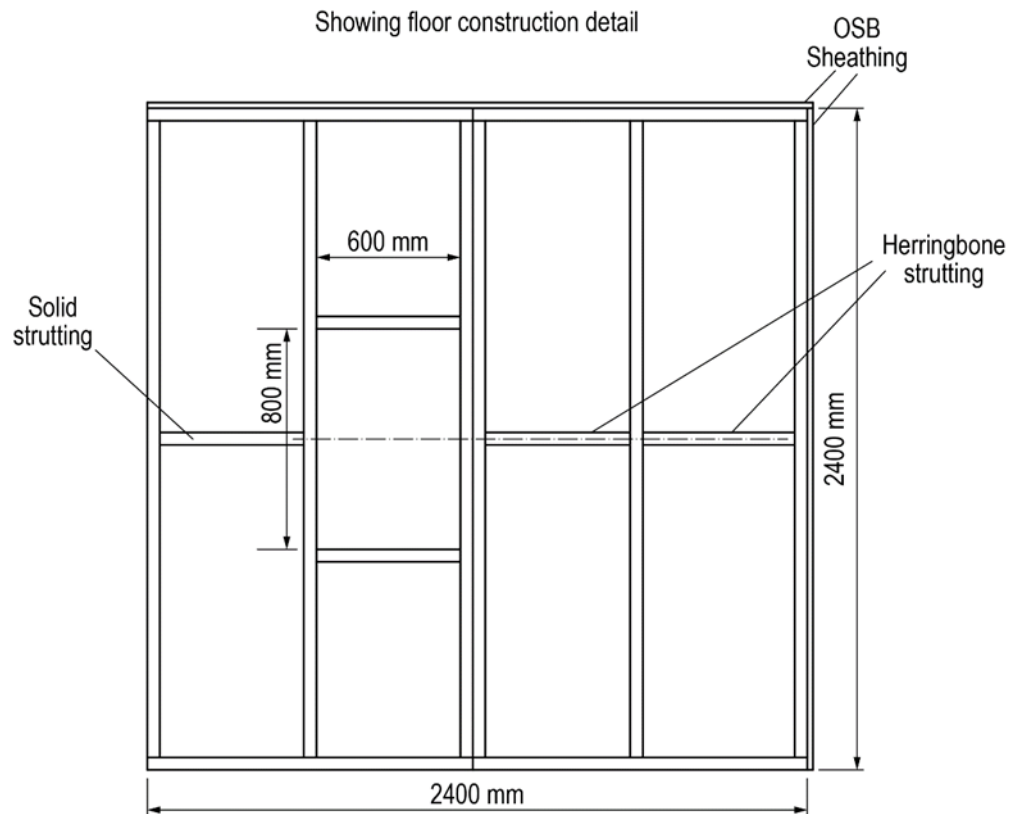
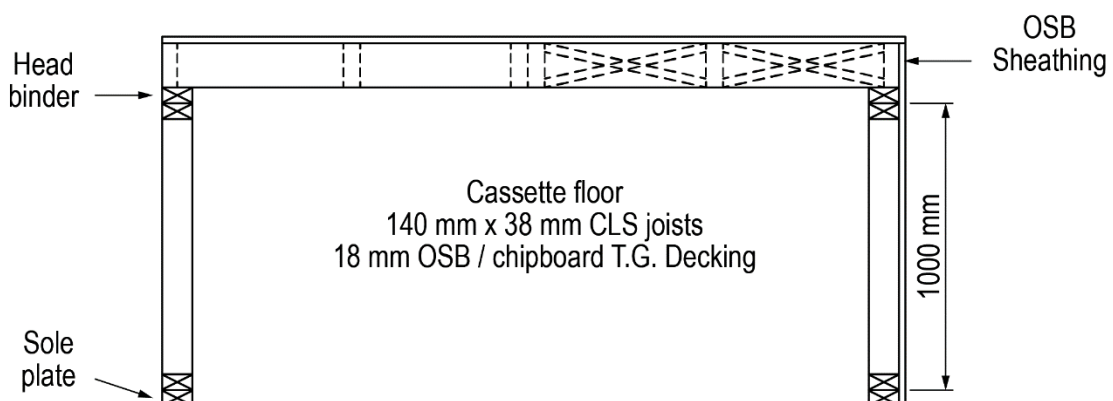


Figure 3.2



Task 2 Assessor guidance

Centre information

For assessment purposes only intermediate floor to be fitted on top of the header plate and to be removed prior to Task 3.

Centre to provide a suitable jig if not following task order.

Technician support can be offered with the lifting, manual handling and positioning of materials and components during assessment. At no point can any support be given that would influence the outcome of the assessment.

Materials for Task 2 (also provided in separate sample centre resource list)

- 8 @ 3m x 140mm x 38mm CLS (cassette flooring)
- 4 @ 2.4m x 600mm x 18mm T&G flooring boards
- 1 @ 2.4m x 50mm x 25mm (strutting)

Task 3 - Erect a trussed roof with spandrel panels, gable ladders, fascia, soffit, and barge boards

Task 3 specification

Task comprises of erecting a 30° pitch trussed roof using prefabricated King post trusses including closed eaves and verge, fitting fascia and barge boards as per drawings. (To front façade only).

You will need to

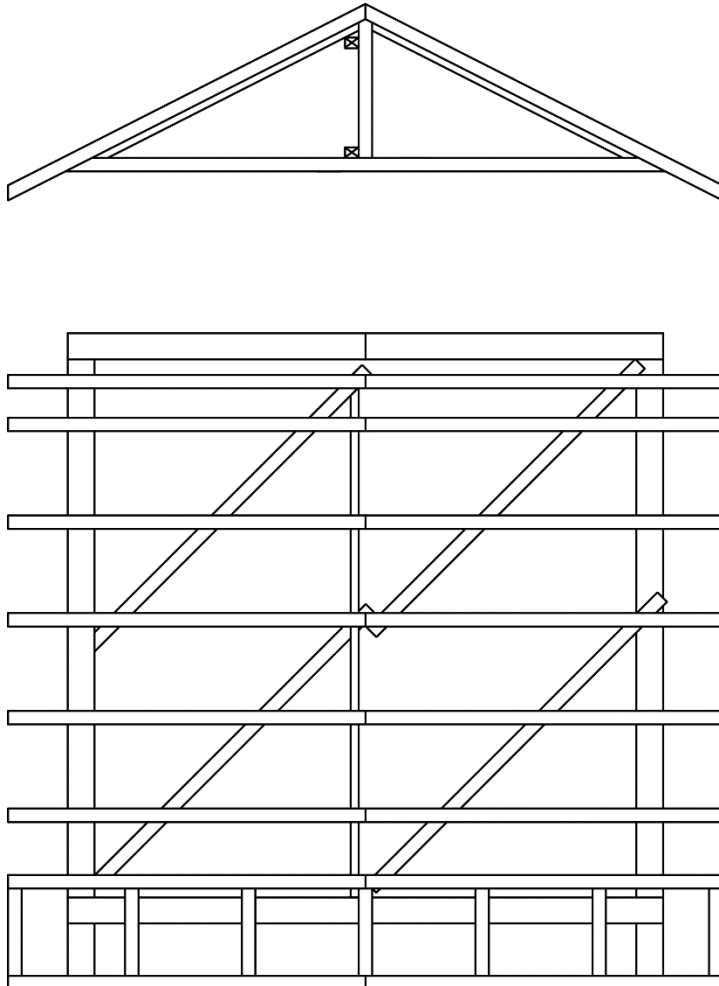
- Erect truss rafters
- Construct gable ladders
- Fix soffit batten
- Fit fascia, soffit, and barge boards
- Bore holes for soffit vents

You will need to

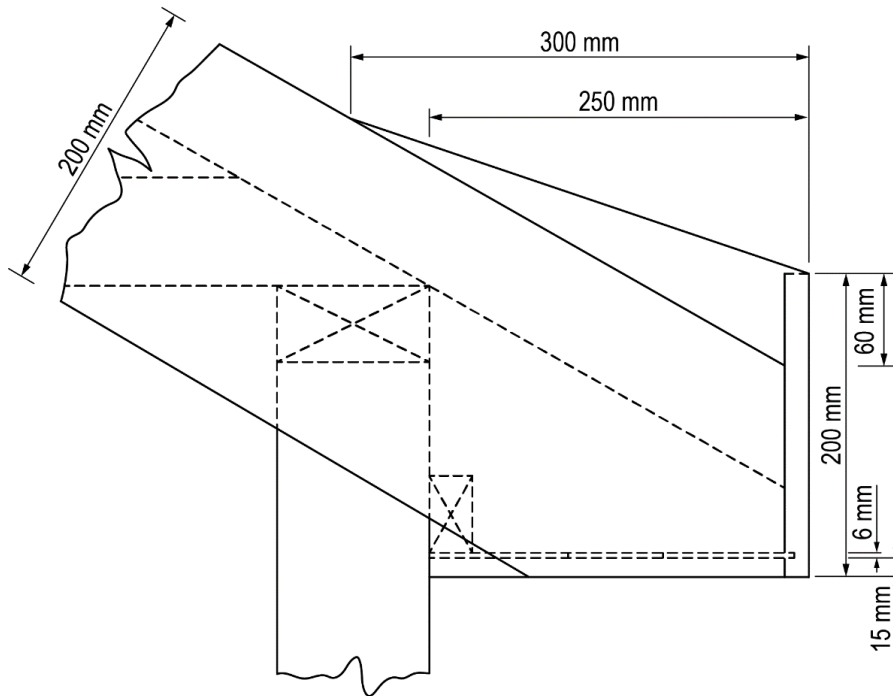
- Select, maintain, and use hand and portable power tools
- Select and use suitable fixings

Figure 4

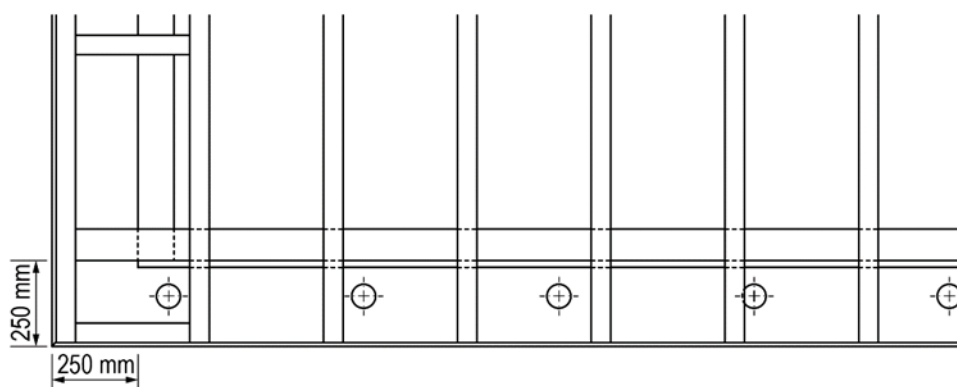
Showing roof plan



Showing joint detail at eaves, verge intersection



Showing gable ladder and soffit vent position



Task 3 Assessor guidance

Centre information

Centre to provide a suitable jig if not following task order.

Technician support can be offered with the lifting, manual handling and positioning of materials and components during assessment. At no point can any support be given that would influence the outcome of the assessment.

Task 3 Materials (also provided in separate sample centre resource list)

- 7 king post trusses @ 2.4m span with a 30° pitch
- 14 truss clips
- 6 @ 3m x 89mm x 38mm CLS (spandrel panel x 2)
- 1 @ 2.4m x 1.2m x 12mm OSB sheathing (1 spandrel)
- 16 or 48 gang plates (dependent on construction method used)
- 1 @ 2.4m x 50mm x 25mm (soffit bracket)
- 6 @ 3m x 100mm x 25mm (roof bracings)
- 2 @ 2.4m x 200mm x 18mm ply (fascia and barge board)
- 1 @ 2.4m x 250mm x 6mm ply (soffit)
- Breather membrane
- Jointing tape

Centre resource list

Materials

Task 1 Resource list

- 75m of 89mm x 38mm CLS (stud walls, sole plate, head binder, gable ladder)
- 2 @ 2.4m x 140mm x 38mm (lintel x 4)
- 1 @ 2.4m x 1.2m x 12mm OSB sheathing (2 walls)
- Breather membrane
- Jointing tape

Task 2 Resource list

- 8 @ 3m x 140mm x 38mm CLS (cassette flooring)
- 4 @ 2.4m x 600 mm x 18mm T&G flooring boards
- 1 @ 2.4m x 50mm x 25mm (strutting)

Task 3 Resource list

- 7 king post trusses @ 2.4m span with a 30° pitch
- 14 truss clips
- 6 @ 3m x 89mm x 38mm CLS (spandrel panel x 2)
- 1 @ 2.4m x 1.2m x 12mm OSB sheathing (1 spandrel)
- 16 or 48 gang plates (dependent on construction method used)
- 1 @ 2.4m x 50mm x 25mm (soffit bracket)
- 6 @ 3m x 100mm x 25mm (roof bracings)
- 2 @ 2.4m x 200mm x 18mm ply (fascia and barge board)
- 1 @ 2.4m x 250mm x 6mm ply (soffit)
- Breather membrane
- Jointing tape

Sundries to include:

- Screws: 5 x 100, 5 x 80, 4.5 x 50, 4 x 50, 3.5 x 40, 3.5 x 30, 3.5 x 20, 3.5 x 16, 3.5 x 12
- Nails: 100mm wire nails, 75mm wire, 70mm lost heads, 40mm oval brads, 50mm wire

Power tools

- Cordless drill / driver
- Selection of pilot and screwdriver bits
- Table saw / handheld circular saw
- Chop saw with table
- Stapler and staples

Equipment

- Gauging rod
- 2 x saw stools
- Sharpening station

- Hop ups / access equipment
- Chalk / string line

Hand tools

- Tape measure 3m
- Hand saw
- Combination square
- Try square
- Sliding bevel
- Claw hammer
- Nail punch
- Bevel edged chisels: 6, 12, 19 and 25mm
- Spirit levels 600mm and 1.8m
- Smoothing plane
- Hole saw to match soffit vents

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | | |
|--|--|---------------|
| Learner name: | | |
| Assessment date: | | |
| a) Identify resource requirements to meet the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | | 1 |
| or | | |
| <ul style="list-style-type: none">produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | | 2 |
| or | | |
| <ul style="list-style-type: none">produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | | 3 |
| b) Plan the activities and the ordering/phasing of work to complete the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent method statement and risk assessment with an estimated completion date. | | 1 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | | 2 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | | 3 |

| c) The main techniques used for estimating jobs/projects in Construction | Mark achieved |
|---|---------------|
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | 1 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer which shows how total cost and profit margin were used to determine this | 2 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance marking grid

Task 1: Fix sole plates, fabricate, and erect timber framed panels, apply an external moisture barrier

Section A: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|--|--------------------------|------------|-----|------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |
| Section B: Setting and marking out | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Set out sole plate to length | <input type="checkbox"/> | Within 3mm | | |
| Set out sole plate to width | <input type="checkbox"/> | Within 3mm | | |
| Set out sole plate positions square across diagonals | <input type="checkbox"/> | Within 5mm | | |

| | | | | |
|--|---|---|---|---|
| Marked out timber framework with stud centres at 400mm | <div><input type="checkbox"/></div> <div>Within 3mm</div> | <div><input type="checkbox"/></div> <div>Within 2mm</div> | <div><input type="checkbox"/></div> <div>Within 1mm</div> | |
| Marked out lintels at the correct height | <div><input type="checkbox"/></div> <div>Within 5mm</div> | | | |
| Marked out window opening at the correct width between 1200-1205mm | <div><input type="checkbox"/></div> | | | |
| Marked out window opening at the correct height between 400-405mm | <div><input type="checkbox"/></div> | | | |
| Section C: Panel construction tolerances | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Fixed studs to centres marked | <div><input type="checkbox"/></div> <div>Within 5mm</div> | <div><input type="checkbox"/></div> <div>Within 3mm</div> | <div><input type="checkbox"/></div> <div>Within 1mm</div> | |
| Constructed all wall panels to the overall height as per specification | <div><input type="checkbox"/></div> <div>Within 5mm</div> | <div><input type="checkbox"/></div> <div>Within 3mm</div> | <div><input type="checkbox"/></div> <div>Within 1mm</div> | |
| Constructed all wall panels to the overall width as per specification | <div><input type="checkbox"/></div> <div>Within 5mm</div> | <div><input type="checkbox"/></div> <div>Within 3mm</div> | <div><input type="checkbox"/></div> <div>Within 1mm</div> | |
| Constructed all wall panels square | <div><input type="checkbox"/></div> <div>Within 5mm</div> | <div><input type="checkbox"/></div> <div>Within 3mm</div> | <div><input type="checkbox"/></div> <div>Within 1mm</div> | |
| Constructed corner stud arrangement sufficiently to accept internal boarding | <div><input type="checkbox"/></div> <div>All</div> | | | |
| Fixed OSB sheathing boards at 150mm centres | <div><input type="checkbox"/></div> | | | |
| Fitted lintels as per drawing | <div><input type="checkbox"/></div> | | | |
| Used correct manual handling techniques | <div><input type="checkbox"/></div> | | | |
| Section D: Installation tolerances | | | | |

| | | Marks | | |
|--|--|--|--|--|
| The learner has | | 1 | 2 | 3 |
| Fixed sole plates level | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed sole plates square | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Installed DPC below sole plates | | <input type="checkbox"/> | | |
| Erected panels plumb on side face no deviation exceeding 3mm | | <input type="checkbox"/> | | |
| Fixed panels parallel on return no deviation exceeding 3mm | | <input type="checkbox"/> | | |
| Joined all panel faces flush with no deviation greater than | | <input type="checkbox"/> 4mm | <input type="checkbox"/> 3mm | <input type="checkbox"/> 2mm |
| Securely braced panels with no movement exceeding | | <input type="checkbox"/> 3mm | <input type="checkbox"/> 2mm | <input type="checkbox"/> 1mm |
| Securely fixed head binder | | <input type="checkbox"/> | | |

| Section E: Breather membrane | | | | |
|---|--|---|---|--|
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Fixed breather membrane to walls with an overlap of not less than 100mm | | <input type="checkbox"/> Within 15mm | <input type="checkbox"/> Within 10mm | <input type="checkbox"/> Within 5mm |
| Returned breather membrane around openings | | <input type="checkbox"/> | | |
| Fixed breather membrane without any tears | | <input type="checkbox"/> | | |
| Fixed stud marker tape | | <input type="checkbox"/> | | |
| Section F: Material usage | | | | |
| | | Marks | | |
| The learner has | | 1 | N/A | N/A |
| Selected correct fixings | | <input type="checkbox"/> | | |
| Requested no additional materials for sole plate | | <input type="checkbox"/> | | |
| Requested no additional materials timber framework | | <input type="checkbox"/> | | |
| Requested no additional sheeting materials | | <input type="checkbox"/> | | |
| Requested no additional breather membrane | | <input type="checkbox"/> | | |
| Sub-totals | | /34 | /24 | /36 |
| Overall total | | / 58 | | |

Task 2: Fabricate and install a cassette flooring system incorporating a trimmed opening

Section A: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|--|--------------------------|------------|------------|------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |
| Section B: Setting and marking out | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Marked out rim joists to correct length | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |
| Marked out bridging joists to correct length | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |
| Marked out joist centres | <input type="checkbox"/> | Within 3mm | Within 2mm | Within 1mm |

| | | | | |
|---|---|---|---|---|
| Marked out position of strutting | <div><input type="checkbox"/></div> Within 3mm | <div><input type="checkbox"/></div> Within 2mm | <div><input type="checkbox"/></div> Within 1mm | |
| Section C: Floor construction | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Assembled cassette floor joists with no gaps exceeding | <div><input type="checkbox"/></div> 4mm | <div><input type="checkbox"/></div> 2mm | <div><input type="checkbox"/></div> 1mm | |
| Fixed bridging joists edges flush with rim joists | <div><input type="checkbox"/></div> Within 3mm | <div><input type="checkbox"/></div> Within 2mm | <div><input type="checkbox"/></div> Within 1mm | |
| Fixed strutting without any projection above top and bottom faces | <div><input type="checkbox"/></div> | | | |
| Fixed strutting to centre lines within 5mm | <div><input type="checkbox"/></div> | | | |
| Cut and fixed floor decking with no overhang exceeding | <div><input type="checkbox"/></div> 2mm | <div><input type="checkbox"/></div> 1mm | <div><input type="checkbox"/></div> None | |
| Fixed floor decking with no gaps exceeding | <div><input type="checkbox"/></div> 4mm | <div><input type="checkbox"/></div> 2mm | <div><input type="checkbox"/></div> 1mm | |
| Fixed the decking with screws at 150mm max centre | <div><input type="checkbox"/></div> | | | |
| Used correct manual handing techniques | <div><input type="checkbox"/></div> | | | |

| Section D: Access hatch | | | | |
|---|--|--|--|--|
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Trimmed the opening square | | <input type="checkbox"/> Within 6mm | <input type="checkbox"/> Within 4mm | <input type="checkbox"/> Within 3mm |
| Trimmed the opening to the dimensions given | | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Section E: Material usage | | | | |
| | | Marks | | |
| The learner has | | 1 | N/A | N/A |
| Selected correct fixings | | <input type="checkbox"/> | | |
| Selected correct portable power tools | | <input type="checkbox"/> | | |
| Selected correct hand tools | | <input type="checkbox"/> | | |
| Requested no additional joist materials | | <input type="checkbox"/> | | |
| Requested no additional materials for decking | | <input type="checkbox"/> | | |
| | | | | |
| Sub-totals | | /21 | /24 | /36 |
| Overall total | | / 45 | | |

Task 3: Erect a trussed roof with spandrel panels, gable ladders, fascia, soffit, and barge boards

Section A: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |

Section B: Setting and marking out

| | | Marks | | |
|---|--|--|--|--|
| The learner has | | 1 | 2 | 3 |
| Marked out end trusses with a 50mm clearance from inside face of spandrel panel | | <input type="checkbox"/> Within 5mm | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm |
| Marked out truss rafter positions at 400mm centres | | <input type="checkbox"/> Within 5mm | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm |

Section C: Trussed roof tolerances

| | | Marks | | |
|-----------------|--|-------|---|---|
| The learner has | | 1 | 2 | 3 |

| | | | |
|---|---|---|---|
| Fixed the trusses plumb | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed trusses with longitudinal bracing spacings equal | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed trusses with top edges flush | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed gable ladder with a projection of 232mm | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Positioned trusses with feet projecting 232mm at both ends and the intermediate trusses lined through | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed spandrel panels face flush to wall panels | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed spandrel panels with no gaps under trusses exceeding | <input type="checkbox"/> 5mm | <input type="checkbox"/> 3 mm | <input type="checkbox"/> 2 mm |
| Secured truss clips using fixing points | <input type="checkbox"/> 50% | <input type="checkbox"/> 75% | <input type="checkbox"/> All |
| Secured breather membrane from spandrel panel to wall with an overlap of not less than 100mm | <input type="checkbox"/> | | |
| Fixed longitudinal bracings to spandrel panel | <input type="checkbox"/> | | |
| Fixed longitudinal bracings at all node points | <input type="checkbox"/> | | |
| Temporary braced trusses during erection process | <input type="checkbox"/> | | |
| Fixed diagonal bracings providing wind resistance | <input type="checkbox"/> | | |
| Used correct manual handling techniques | <input type="checkbox"/> | | |

| Section D: Eaves and verge finishes | | | |
|---|---|---|--|
| | Marks | | |
| The learner has | 1 | 2 | 3 |
| Fixed soffit batten to correct height | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed the fascia board with a 60mm upstand from top of rafter | <input type="checkbox"/> Within 3mm | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm |
| Fixed barge board with no gaps in plumb cut exceeding | <input type="checkbox"/> 2mm | <input type="checkbox"/> 1mm | <input type="checkbox"/> None |
| Boxed the end of the eaves as per drawing | <input type="checkbox"/> | | |
| Cut and fixed compound bevel at intersection of barge board and fascia with no gaps exceeding | <input type="checkbox"/> 3mm | <input type="checkbox"/> 2mm | <input type="checkbox"/> 1mm |
| Fixed fascia board plumb | <input type="checkbox"/> Within 2mm | <input type="checkbox"/> Within 1mm | <input type="checkbox"/> Within 0mm |
| Fixed fascia straight with no deviations in excess of | <input type="checkbox"/> 3mm | <input type="checkbox"/> 2mm | <input type="checkbox"/> 1mm |
| Fixed barge board straight with no deviations in excess of | <input type="checkbox"/> 3mm | <input type="checkbox"/> 2mm | <input type="checkbox"/> 1mm |
| Punched all nails below the surface on fascia board | <input type="checkbox"/> | | |
| Punched all nails below the surface on barge board | <input type="checkbox"/> | | |
| Bored holes for soffit vents at equal intervals as per drawing | <input type="checkbox"/> Within 15mm | <input type="checkbox"/> Within 10mm | <input type="checkbox"/> Within 5mm |
| Bored holes for soffit vents on centre line within 4mm | <input type="checkbox"/> | | |

| Section E: Material usage | | | | |
|--|--|--------------------------|-----|-----|
| | | Marks | | |
| The learner has | | 1 | N/A | N/A |
| Selected correct fixings | | <input type="checkbox"/> | | |
| Securely fixed all components | | <input type="checkbox"/> | | |
| Selected correct portable power tools | | <input type="checkbox"/> | | |
| Selected correct hand tools | | <input type="checkbox"/> | | |
| Requested no additional materials for fascia board | | <input type="checkbox"/> | | |
| Requested no additional materials for barge board | | <input type="checkbox"/> | | |
| Requested no additional materials for soffit | | <input type="checkbox"/> | | |
| | | | | |
| Sub-totals | | /37 | /40 | /60 |
| Overall total | | / 77 | | |

Evaluation marking grid

| | | |
|--|----------------------|----------------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none"> does not produce a coherent evaluation does not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent evaluation reflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent and considered evaluation describes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none"> produced an extensive comprehensive evaluation evaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| | Mark achieved | |
| Total = Mark achieved × 14 | | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 58 | | 34 |
| Trade Task 2 | 45 | | 21 |
| Trade Task 3 | 77 | | 37 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 136 |

Assessor name: _____

Assessor
signature: _____

Learner
name: _____

Date: _____

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 135 | Fail | 0 |
| 136 - 160 | P1 | 1 |
| 161 - 185 | P2 | 2 |
| 186 - 210 | M1 | 3 |
| 211 - 235 | M2 | 4 |
| 236 - 260 | D1 | 5 |
| 261 - 285 | D2 | 6 |
| 286 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to internal quality assurance procedures, followed by external quality

assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |

3.5 Painting and Decorating assessment brief

A customer is carrying out a range of improvements to a property. Your firm has been contracted to carry out the painting and decorating work on a commercial project and you will be required to plan the work, carry out the work and evaluate the completed job.

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning)
- **40 hours** allocated to carry out the three tasks (performing)
- **6 hours** to evaluate the three tasks in the project (evaluating)

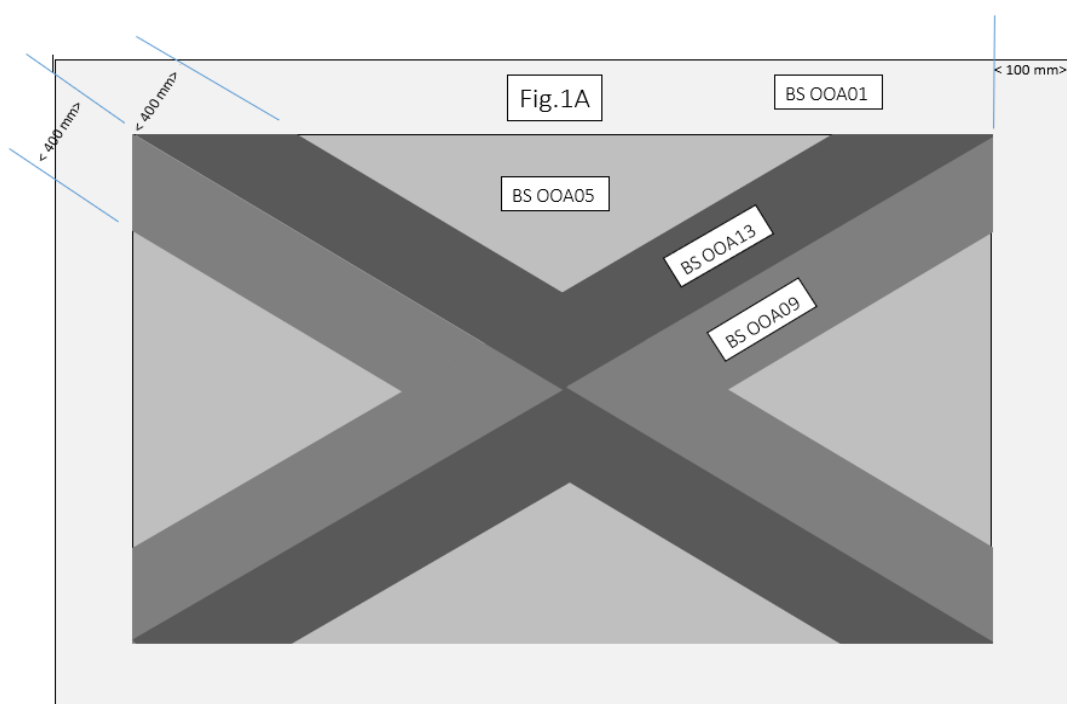
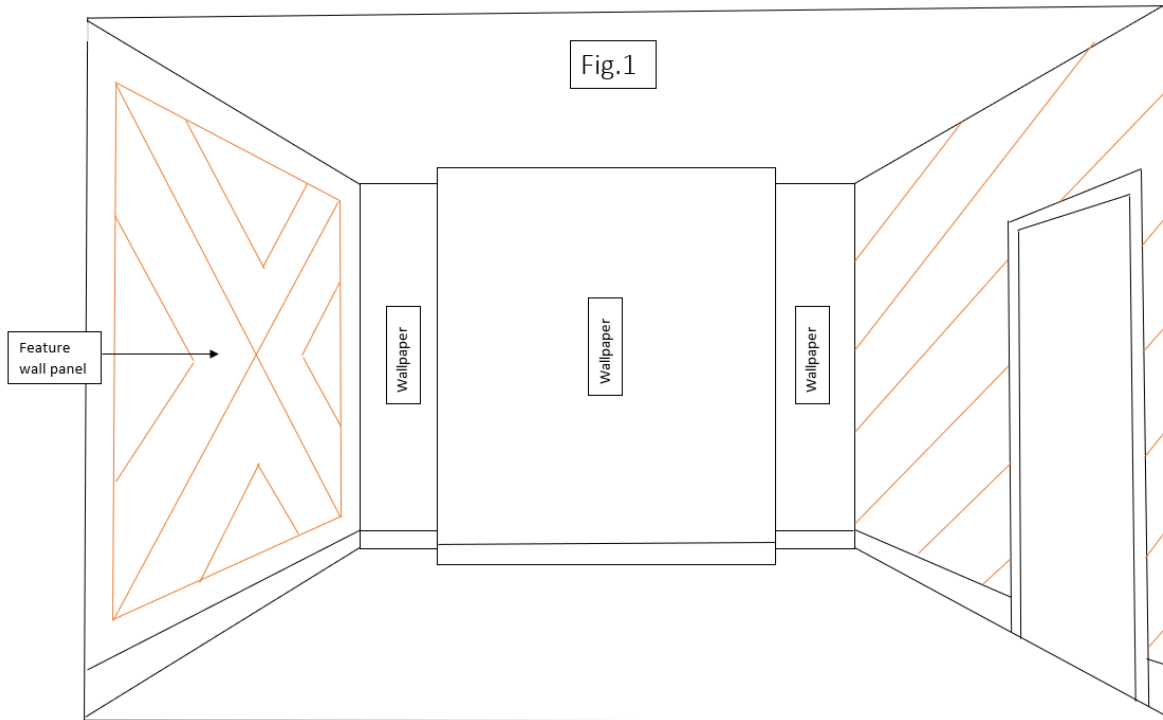
You may not use the time you have been given for each element for another element, i.e. if you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

You will be required to devise a plan showing the approach you will take to undertake the work required in the performance tasks, underpinned by an overall schedule of works.

Once the installation has been completed you will be required to evaluate your work.

You must adhere to all relevant health and safety rules and procedures at all times.

Task 1 - Re-decorate a room



Task 1 specification

Prepare and re-decorate a designated area that includes a ceiling, wall areas, a door with panelled on one side and flush on the reverse, and skirting board/architrave.

The learner will need to:

- Prepare and apply two coats of water-based paint to a ceiling by brush and roller
- Prepare and apply two coats of water-based paint to 2 adjoining wall areas by brush and roller (Fig.1)
- Prepare and apply two coats of water-based paint by brush and roller to a feature wall panel, and set out as per design on drawing (Fig.1A)
- Prepare and apply two coats of solvent-based paint to a full-sized panelled door (side A) by brush
- Prepare and apply two coats of solvent-based paint to a full-sized flush door (side B) by roller
- Prepare and apply two coats of water-based paint to skirting boards and architraves by brush

| | |
|--------------------------|--|
| Room Dimensions: | Minimum 1500mm x 2400mm |
| Room height: | Recommended 2400mm |
| Ceiling: | 2 Coats 00E55 vinyl matt emulsion |
| Wall areas: | 2 Coats 00A01 acrylic eggshell (See Fig. 1). |
| Feature wall panel: | 2 Coats 00A05 acrylic eggshell (No masking allowed) Set out and paint design as per specification (See Fig. 1A). |
| Panelled door side A: | 1 Coat solvent-based undercoat by brush 1 Coat 00A09 solvent based gloss by brush |
| Flush door side B | 1 Coat solvent-based undercoat by roller 1 Coat 00A05 solvent based gloss by roller |
| Skirting and door frame: | 2 Coats 00E55 acrylic gloss |
| Colour scheme: | Wall areas, feature wall and flush/panelled doors to be coated in the specified colours |

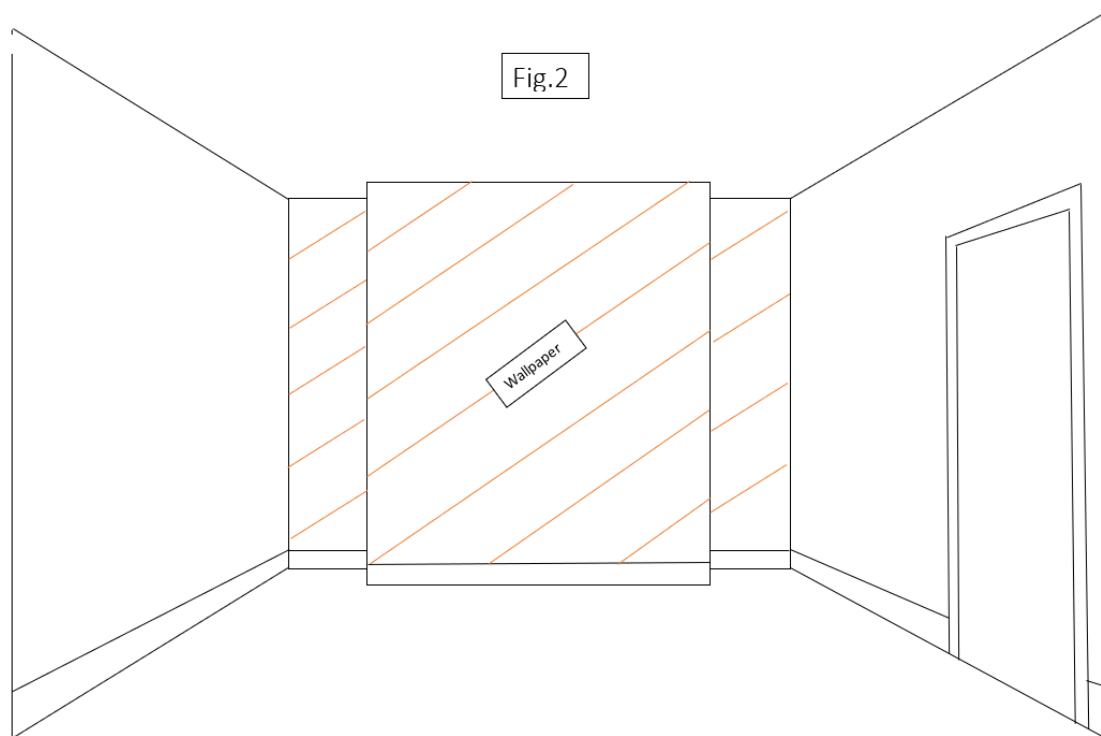
Task 1 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

Task 1 Assessor guidance

- See Figure 1 as the drawing in relation to task 1

Task 2 - Re-decorate wallpapered walls



Task 2 specification

Re-hang wallpaper to a designated area that includes a ceiling, wall areas (with either socket or switch), skirting board and a door opening (including internal and external corners).

The learner will need to:

- Remove existing wallpaper from wall areas
- Prepare and hang 1000 grade lining paper to wall areas
- Prepare and hang a straight matching vinyl wallpaper to wall areas (see Fig.2)

| | |
|--------------------------|--|
| Room Dimensions: | Minimum 1500mm x 2400mm |
| Room height: | Recommended 2400mm |
| Ceiling: | Previously coated in 00E55 vinyl matt emulsion |
| Skirting and door frame: | Previously coated in 00E55 acrylic gloss |
| Wall areas: | Remove existing wallcoverings Prepare and cross-line wall areas with 1000 grade lining paper Re-hang a straight matching vinyl wallpaper to wall areas (see Fig.2) |

Task 2 Resource list

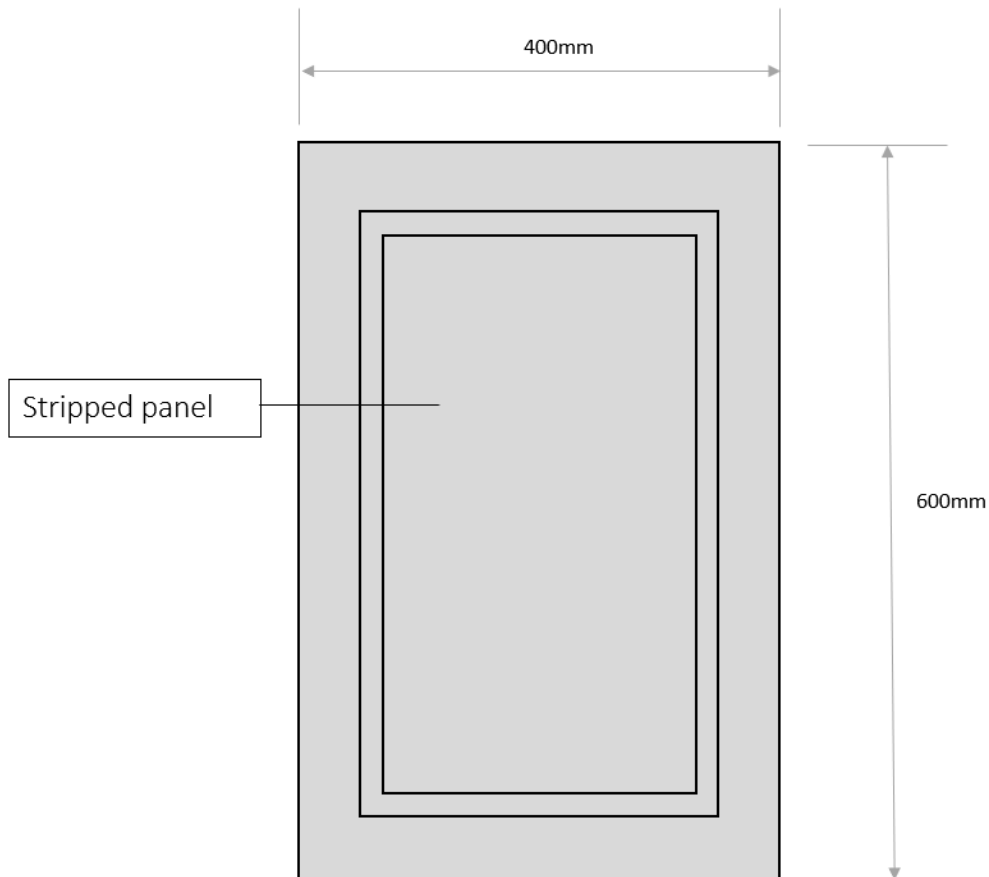
The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

Task 2 Assessor guidance

- See Figure 2 as the drawing in relation to task 2
- It is suggested that Task 2 can be completed as an individual task, or as part of the room required to be re-decorated in task 1 to reduce the workspace taken up by the assignment

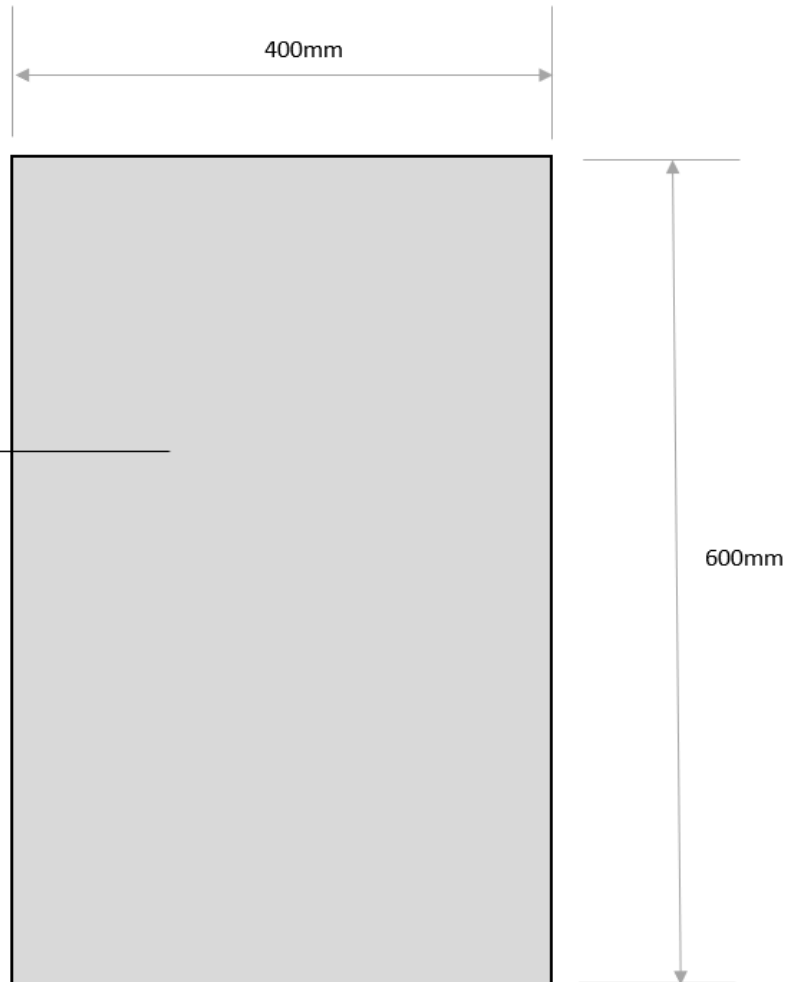
Task 3 - Remove existing coatings and apply paint systems

Side A



Side B

Stripped panel



Task 3 specification

Remove existing paint from two painted panels using chemical paint strippers and apply solvent-based systems as per specification.

The learner will need to:

- Completely remove paint from a separate softwood moulded panel and apply a solvent-based paint system as per specification (Side A)
- Completely remove paint from a separate galvanised sheet panel and apply a solvent-based paint system as per specification (Side B)

| | |
|-------------------------|---|
| Moulded softwood panel: | <p>Nominal dimensions 600mm x 400mm</p> <ul style="list-style-type: none"> • Remove all existing paint from the panel using water-based chemical stripper (See Side A) • After stripping, the panel should be brought forward with a suitable paint system and finished in 00A05 solvent-based gloss |
| Galvanised steel panel: | <p>Nominal dimensions 600mm x 400mm</p> <ul style="list-style-type: none"> • Remove all existing paint from the panel using solvent-based chemical stripper (See Side B) • After stripping, the panel should be brought forward with a suitable paint system and finished in 00A01 solvent-based gloss |

Task 3 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

Task 3 Assessor guidance

- See Side A and Side B as the drawings in relation to task 3
- It is suggested that the galvanised sheet can be fixed onto the reverse of the moulded softwood panel for ease of use
- Assessors must only count active working time towards the task time, for example assessment would be 'paused' while stripper activates

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | | |
|--|----------------------|--|
| Learner name: | | |
| Assessment date: | | |
| a) Identify resource requirements to meet the task | Mark achieved | |
| <ul style="list-style-type: none"> produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | 1 | |
| <i>or</i> | | |
| <ul style="list-style-type: none"> produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | 2 | |
| <i>or</i> | | |
| <ul style="list-style-type: none"> produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | 3 | |
| b) Plan the activities and the ordering/phasing of work to complete the task | Mark achieved | |
| <ul style="list-style-type: none"> produces a coherent method statement and risk assessment with an estimated completion date. | 1 | |
| <i>or</i> | | |
| <ul style="list-style-type: none"> correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | 2 | |
| <i>or</i> | | |
| <ul style="list-style-type: none"> correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | 3 | |
| c) The main techniques used for estimating jobs/projects in Construction | Mark achieved | |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | 1 | |
| <i>or</i> | | |

| | |
|---|----------------------|
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer which shows how total cost and profit margin were used to determine this | 2 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance Marking Grid

Task 1: Re-decorate a room.

Section A: Preparation

Key points

- Work area prepared and protected appropriately.
- Surfaces and paints prepared appropriately.

| | | Marks | | |
|--|--------------------------|---------------|---------------|--------------|
| The learner has | | 1 | 2 | 3 |
| Prepared and protected surrounding areas appropriately | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Inspected and used access equipment in compliance with legislation | <input type="checkbox"/> | Correctly | | |
| Prepared all surfaces to be painted | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Made good all surfaces to be painted | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Prepared all paint to the correct consistency according to manufacturer's instructions | <input type="checkbox"/> | Correct | | |

Section B: Health and safety

Key points

- Tidy work area
- PPE must be worn as appropriate i.e. safety glasses and safety boots

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|-------|-----|------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |

Section C: Paint application and finishes

Key points

- Work area prepared and protected appropriately.
- Paints prepared and applied correctly as per the specification.

| | | Marks | | |
|---|--------------------------|------------------|---------------|--------------|
| The learner has | | 1 | 2 | 3 |
| Applied two coats of vinyl matt emulsion to ceiling in the correct sequence | <input type="checkbox"/> | Correct sequence | | |
| Applied two coats of vinyl matt emulsion to ceiling with minimal defects | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Cut-in walls to ceiling line neatly and accurately without paint on adjoining surfaces. | <input type="checkbox"/> | ± 3 mm | ± 2 mm | ± 1 mm |
| Applied two coats of acrylic eggshell to walls in the correct sequence | <input type="checkbox"/> | Correct sequence | | |
| Applied two coats of acrylic eggshell to walls with minimal defects | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Accurately set out and marked out feature wall panel design following dimensions as per drawing | <input type="checkbox"/> | ± 3 mm | ± 2 mm | ± 1 mm |
| Applied two coats of acrylic eggshell to the feature wall panel as per drawing with minimal defects | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Cut-in design neatly and accurately on feature wall as per drawing | <input type="checkbox"/> | ± 3 mm | ± 2 mm | ± 1 mm |
| Applied one coat of solvent-based undercoat in the correct sequence to a panelled door (side A) with minimal defects | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Applied one coat of solvent-based gloss in the correct sequence to a panelled door (side A) with minimal defects | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Applied one coat of solvent-based undercoat in the correct sequence to a flush door (side B) with minimal defects | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Applied one coat of solvent-based gloss in the correct sequence to a flush door (side B) with minimal defects | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Applied two coats of water-based gloss to skirtings/architraves and door frame in the correct sequence with minimal defects | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |

| | | | | |
|---|---|---|--|----------|
| Cut-in skirtings and architraves neatly and accurately without paint on adjoining surfaces. | <div><div></div></div> ± 3 mm | <div><div></div></div> ± 2 mm | <div><div></div></div> ± 1 mm | |
| Used all paints in line with current environmental and relevant health and safety regulations. | <div><div></div></div> Correctly | | | |
| Section D: Cleaning, maintaining, and storing resources | | | | |
| Key points <ul style="list-style-type: none">• All tools and equipment cleaned and stored correctly for re-use• All unused materials re-claimed and stored correctly for re-use | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Thoroughly cleaned tools, equipment, brushes, and rollers | <div><div></div></div> Max 3 defects | <div><div></div></div> Max 2 defects | <div><div></div></div> Max 1 defect | |
| Left the work and surrounding area clean and tidy on completion of the task | <div><div></div></div> Max 3 defects | <div><div></div></div> Max 2 defects | <div><div></div></div> Max 1 defect | |
| Stored materials, tools, and equipment in accordance with COSHH data sheets and manufacturer’s instructions | <div><div></div></div> Correctly | | | |
| Sub-totals | | /25 | /38 | /57 |
| Overall Total | | / 63 | | |

Task 2: Re-decorate wallpapered walls.

Section A: Preparation

Key points

- Work area prepared and protected appropriately.
- Surfaces and materials prepared appropriately.

| | | Marks | | |
|--|--------------------------|---------------|---------------|--------------|
| The learner has | | 1 | 2 | 3 |
| Prepared and protected surrounding areas appropriately | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Inspected and used access equipment in compliance with legislation | <input type="checkbox"/> | Complied | | |
| Removed all traces of previous wallpaper and paste | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Prepared all surfaces to be wallpapered | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Made good all surfaces to be wallpapered | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Correctly sized wall areas to be wallpapered | <input type="checkbox"/> | Correctly | | |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|-----------------|--|-------|---|---|
| The learner has | | 1 | 2 | 3 |

| | | | | |
|---|--|---|--|---|
| Kept a clean and tidy work area | <div><input type="checkbox"/></div> <div>3</div> | <div><input type="checkbox"/></div> <div>1-2</div> | <div><input type="checkbox"/></div> <div>None</div> | |
| Worn PPE as required | <div><input type="checkbox"/></div> <div>3</div> | <div><input type="checkbox"/></div> <div>1-2</div> | <div><input type="checkbox"/></div> <div>None</div> | |
| Section C: Wallpaper application and paint finishes | | | | |
| Key points | | | | |
| <ul style="list-style-type: none">• Work area prepared and protected appropriately.• Wallpaper and paints prepared and applied correctly as per the specification. | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Measured and cut lining paper accurately with the minimum of waste | <div><input type="checkbox"/></div> <div>No more than ± 100 mm</div> | <div><input type="checkbox"/></div> <div>No more than 75 mm</div> | <div><input type="checkbox"/></div> <div>50 mm waste</div> | |
| Selected correct type of adhesive and prepared to correct consistency in accordance with manufacturer’s instructions. | <div><input type="checkbox"/></div> <div>Max 2 defects</div> | <div><input type="checkbox"/></div> <div>Max 1 defects</div> | <div><input type="checkbox"/></div> <div>No defects</div> | |
| Pasted and folded lining paper in accordance with manufacturer's instructions | <div><input type="checkbox"/></div> <div>Max 2 defects</div> | <div><input type="checkbox"/></div> <div>Max 1 defects</div> | <div><input type="checkbox"/></div> <div>No defects</div> | |
| Applied lining paper by cross lining method with minimum defects | <div><input type="checkbox"/></div> <div>Max 2 defects</div> | <div><input type="checkbox"/></div> <div>Max 1 defects</div> | <div><input type="checkbox"/></div> <div>No defects</div> | |
| Trimmed lining paper accurately at both ends and around fittings. | <div><input type="checkbox"/></div> <div>± 2 mm</div> | <div><input type="checkbox"/></div> <div>± 1 mm</div> | <div><input type="checkbox"/></div> <div>± 0 mm</div> | |
| Planned the position of finishing paper and accurately set out starting point. | <div><input type="checkbox"/></div> <div>Max 2 defects</div> | <div><input type="checkbox"/></div> <div>Max 1 defects</div> | <div><input type="checkbox"/></div> <div>No defects</div> | |
| Measured and cut finishing paper lengths accurately with the minimum of waste | <div><input type="checkbox"/></div> <div>No more than ± 100 mm</div> | <div><input type="checkbox"/></div> <div>No more than 75 mm</div> | <div><input type="checkbox"/></div> <div>50 mm waste</div> | |
| Selected correct type of adhesive and prepared to correct consistency in accordance with manufacturer’s instructions. | <div><input type="checkbox"/></div> <div>Max 2 defects</div> | <div><input type="checkbox"/></div> <div>Max 1 defects</div> | <div><input type="checkbox"/></div> <div>No defects</div> | |
| Pasted and folded finishing paper in accordance with manufacturer's instructions | <div><input type="checkbox"/></div> <div>Max 2 defects</div> | <div><input type="checkbox"/></div> <div>Max 1 defects</div> | <div><input type="checkbox"/></div> <div>No defects</div> | |
| Applied finishing paper with minimum defects | <div><input type="checkbox"/></div> <div>Max 2 defects</div> | <div><input type="checkbox"/></div> <div>Max 1 defects</div> | <div><input type="checkbox"/></div> <div>No defects</div> | |
| Maintained vertical accuracy of the finishing paper throughout. | <div><input type="checkbox"/></div> <div>± 2 mm</div> | <div><input type="checkbox"/></div> <div>± 1 mm</div> | <div><input type="checkbox"/></div> <div>± 0 mm</div> | |

| | | | | |
|--|---|---|--------------------------------------|-----|
| Achieved a balanced design (either centred to the main feature wall or centred to the chimney breast) | <div><div></div></div> ± 10 mm | <div><div></div></div> ± 5 mm | <div><div></div></div> ± 0 mm | |
| Negotiated internal/external corners correctly, maintaining pattern match and vertical accuracy. | <div><div></div></div> ± 10 mm | <div><div></div></div> ± 5 mm | <div><div></div></div> ± 0 mm | |
| Trimmed finishing paper accurately at the top and bottom | <div><div></div></div> ± 2 mm | <div><div></div></div> ± 1 mm | <div><div></div></div> ± 0 mm | |
| Trimmed finishing paper accurately around fittings | <div><div></div></div> ± 2 mm | <div><div></div></div> ± 1 mm | <div><div></div></div> ± 0 mm | |
| Maintained cleanliness throughout. | <div><div></div></div> Max 2 defects | <div><div></div></div> Max 1 defects | <div><div></div></div> No defects | |
| Reclaimed and stored unused wallpapers and adhesives. | <div><div></div></div> Correctly | | | |
| Followed current environmental and relevant health and safety regulations | <div><div></div></div> Correctly | | | |
| Section D: Cleaning, maintaining, and storing resources | | | | |
| Key points | | | | |
| <ul style="list-style-type: none">All tools and equipment cleaned and stored correctly for re-use.All unused materials re-claimed and stored correctly for re-use | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Cleaned tools and equipment | <div><div></div></div> Thoroughly | | | |
| Left the work and surrounding area clean and tidy on completion of the task | <div><div></div></div> Max 2 defects | <div><div></div></div> Max 1 defects | <div><div></div></div> No defects | |
| Stored materials, tools, and equipment in accordance with COSHH data sheets and manufacturer’s instructions. | <div><div></div></div> Correctly | | | |
| Sub-totals | | /29 | /45 | /69 |
| Overall Total | | /75 | | |

Task 3: Remove existing coatings and apply paint systems

Section A: Preparation

Key points

- Work area prepared and protected appropriately.
- Surfaces prepared appropriately.

| | | Marks | | |
|--|--------------------------|---------------|---------------|--------------|
| The learner has | | 1 | 2 | 3 |
| Prepared and protected surrounding areas appropriately | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Prepared all surfaces to be painted | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Made good all surfaces to be painted | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Removed previously applied coatings safely using water-based paint stripper according to manufacturer's instructions (side A) | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Removed previously applied coatings safely using solvent-based chemical paint stripper according to manufacturer's instructions (side B) | <input type="checkbox"/> | Max 3 defects | Max 2 defects | Max 1 defect |
| Disposed of removed coatings in compliance with current legislation | <input type="checkbox"/> | Correctly | | |
| Prepared all paints to the correct consistency according to manufacturer's instructions | <input type="checkbox"/> | Correct | | |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |

Section C: Paint application and finishes

Key points

- Work area prepared and protected appropriately.
- Paints prepared and applied correctly as per the specification.

| | | Marks | | |
|--|--|---|---|--|
| The learner has | | 1 | 2 | 3 |
| Selected appropriate primer (Side A) | | <input type="checkbox"/> Correct | | |
| Selected and applied appropriate fillers and abraded to a flush finish | | <input type="checkbox"/> Max 3 defects | <input type="checkbox"/> Max 2 defects | <input type="checkbox"/> Flush finish |
| Applied correct solvent-based paint system to stripped panel as per specification (Side A) | | <input type="checkbox"/> Max 3 defects | <input type="checkbox"/> Max 2 defects | <input type="checkbox"/> Max 1 defect |
| Selected appropriate primer (Side B) | | <input type="checkbox"/> Correct | | |
| Applied appropriate primer with minimal defects | | <input type="checkbox"/> Max 3 defects | <input type="checkbox"/> Max 2 defects | <input type="checkbox"/> Max 1 defect |
| Applied correct solvent-based paint system to stripped panel as per specification (Side B) | | <input type="checkbox"/> Max 3 defects | <input type="checkbox"/> Max 2 defects | <input type="checkbox"/> Max 1 defect |

Section D: Cleaning, maintaining, and storing resources

Key points

- All tools and equipment cleaned and stored correctly for re-use.
- All unused materials re-claimed and stored correctly for re-use

| | | Marks | | |
|--|--------------------------|---------------|---|--|
| The learner has | | 1 | 2 | 3 |
| Cleaned tools, equipment, brushes, and rollers thoroughly | <input type="checkbox"/> | Yes | | |
| Left the work and surrounding area clean and tidy on completion of the task | <input type="checkbox"/> | Max 3 defects | <input type="checkbox"/> Max 2 defects | <input type="checkbox"/> Max 1 defect |
| Stored materials, tools, and equipment in accordance with COSHH data sheets and manufacturer's instructions. | <input type="checkbox"/> | Correctly | | |
| Sub-totals | | /18 | /24 | /36 |
| Overall Total | | /42 | | |

Evaluation marking grid

| | | |
|--|-----------------------------------|----------------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none"> Does not produce a coherent evaluation Does not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent evaluation reflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent and considered evaluation describes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none"> produced an extensive comprehensive evaluation evaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| | Mark achieved | |
| | Total = Mark achieved x 14 | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 63 | | 25 |
| Trade Task 2 | 75 | | 29 |
| Trade Task 3 | 42 | | 18 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 116 |

Assessor Name: _____

Learner name: _____

Assessor
signature: _____

Date: _____

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 115 | Fail | 0 |
| 116 - 139 | P1 | 1 |
| 140 - 167 | P2 | 2 |
| 168 - 196 | M1 | 3 |
| 197 - 225 | M2 | 4 |
| 226 - 254 | D1 | 5 |
| 255 - 283 | D2 | 6 |
| 284 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results

will be subject to internal quality assurance procedures, followed by external quality assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |

3.6 Solid plastering assessment brief

A customer is carrying out a range of improvements to a property.

Your firm has been contracted to carry out the plastering work and you will be required to plan the work, carry out the construction work and evaluate the completed job.

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning),
- **40 hours** allocated to carry out the three tasks (performing),
- **6 hours** to evaluate the three tasks in the project (evaluating).

You may not use the time you have been given for each element for another element, i.e. if you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

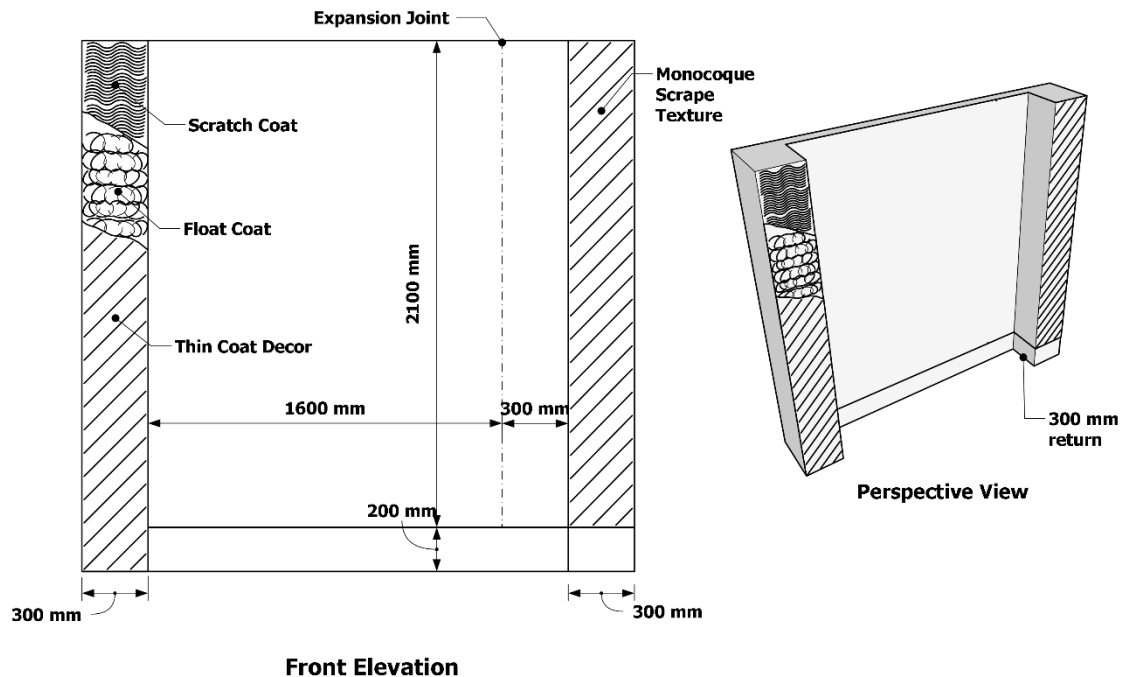
You will be required to devise a plan showing the approach you will take to undertake the work required in the performance tasks, underpinned by an overall schedule of works.

Once the installation has been completed you will be required to evaluate your work.

You must adhere to all relevant health and safety rules and procedures at all times.

Task 1 - Rendering

Task 1 specification



The learner will apply different render materials to a wall area displaying rendering application skills and techniques, of traditional and modern rendering systems. The learner will apply and fix various types of beads and form a hard angle return and produce different finishes as shown on the drawing.

The wall area will be rendered to a plain face finish, to include ashlar lining. The elevation will include a feature recessed plinth and a vertical expansion joint, as shown on the drawing, to allow for movement.

Pier A is to be rendered with cement-based render to achieve a plain faced backing coat to receive the application of thin coat render finish.

Pier B is to be rendered with a through coloured monocouche (one-coat) scraped texture finish.

| | |
|---|--|
| Apply scratch coat | Lime, sand, and cement mortar |
| Form a feature recessed plinth | 10mm stop bead Lime, sand, and cement mortar |
| Form an expansion joint | 10mm movement bead |
| Form a base drip | 10mm bell bead |
| Pier A: fine textured finish | Lime, sand, and cement mortar Pre-blended or pre-mixed thin coat render |
| Pier B: scraped textured finish | Through coloured monocouche (one-coat) render |
| Wall area: plain faced finish with ashlar lines | Setting out and ashlar line marking tool 440mmx215mm |

Task 1 Assessor guidance

Working bay to accommodate to measurements in the drawing recommended 2.4m height, 2.1m wide including a pier return 300mm x 300mm (approx. recommended size).

Tasks 1 and 2 can be completed on the same masonry background – on completion of assessment, Task 1 can be taken down to allow for Task 2 to commence.

Suitable areas for mixing and disposing of waste are required.

Pier B must be attached to the wall to carry out the assessment. However, Pier A can be stand alone.

Task 1 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

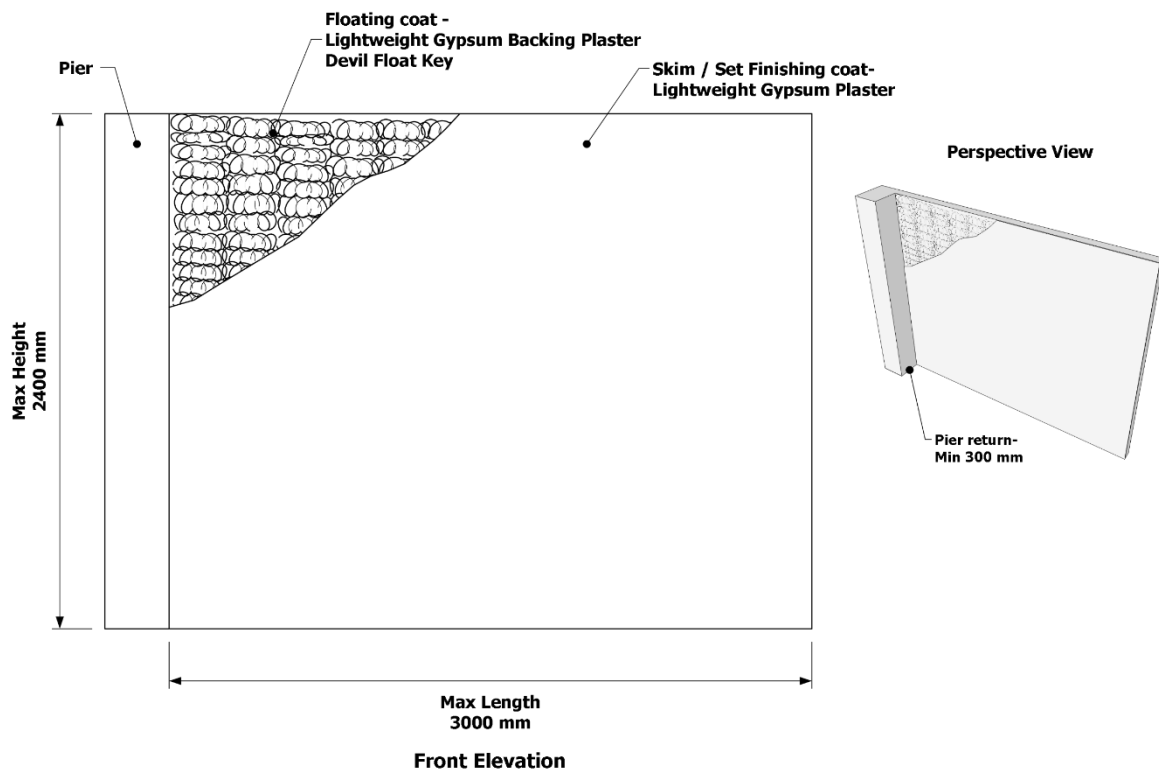
Materials

| |
|--|
| Lime, sand, and cement mortar for scratch coat as per dimensions on drawing |
| 2 x 2.4m lengths of 10mm stop bead |
| 1 x 2.4m length plastic standard angle bead |
| 1 x 2.4m length of 10mm movement bead |
| 2 x 2.4 10mm bell bead |
| 1 x bag / tub Pre-blended or pre-mixed thin coat render |
| 3 x 25kg bags coloured monocouche scrape (one-coat) render |
| Alkali resistant fibre mesh |
| Lime, sand, and cement mortar for plain face to coat finish as per dimensions on drawing |

| Mechanical equipment | Hand tools |
|-----------------------------|-------------------|
| Drum mixer | 3m tape measure |
| A drill and whisk | snips |
| | level |
| Equipment | hawk and trowel |
| wheelbarrow | comb scratcher |
| mixing bucket/s | plastic float |
| shovel and scraper | scraping float |
| bucket trowel | ashlar cutter |
| spot board and stand | chalk line |
| floor brush | straight edge |
| bucket cleaning brush | splash brush |
| Hop-up/access equipment | small brush |
| Measuring staff for ashlar | small tool |
| | Darby |
| | Float sponge |

Task 2 – Two coat internal plastering

Task 2 specification



The learner will display the use of modern plastering skills and techniques by applying a lightweight gypsum backing coat and finishing plaster to a wall area with an opening and to a pier return, which will require a standard angle bead.

| | |
|----------------------------|--------------------------------------|
| Fix angle bead | Standard angle bead |
| Apply backing coat to wall | Pre-blended gypsum backing plaster |
| Apply finish coat | Pre-blended gypsum finishing plaster |

Task 2 Assessor guidance

Working bay to accommodate to measurements in the drawing recommended 2.4m height, 2.1m wide including a pier return 300mm x 300mm (approx. recommended size).

Tasks 1 and 2 can be completed on the same suitable background – on completion of assessment, Task 1 can be taken down to allow for Task 2 to commence. Background can be plaster, plasterboard or masonry as long as the undercoat is applied to approx. 8mm ruled and consolidated to meet the assessment criteria.

Suitable areas for mixing and disposing of waste are required.

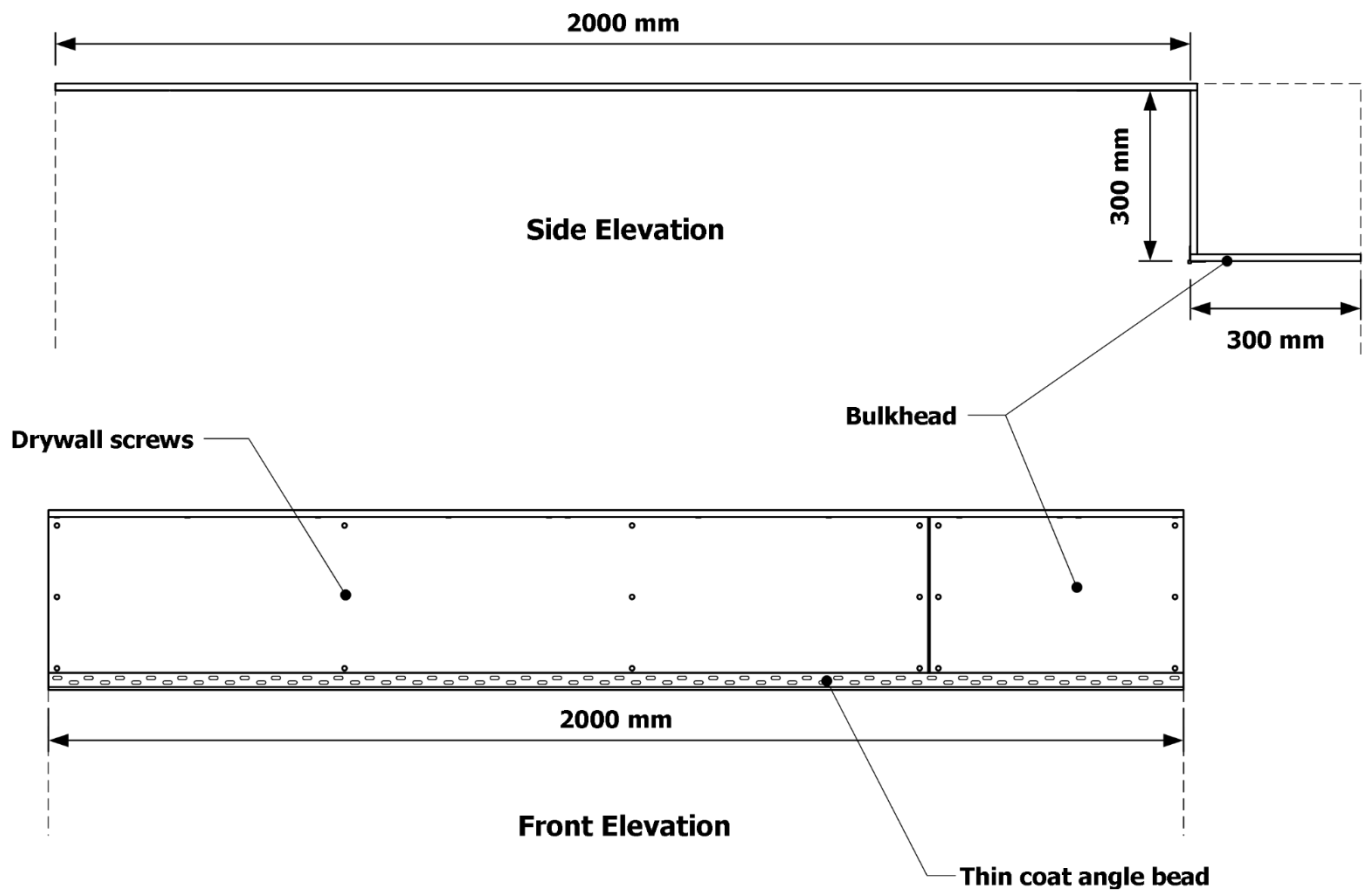
Task 2 Resource list

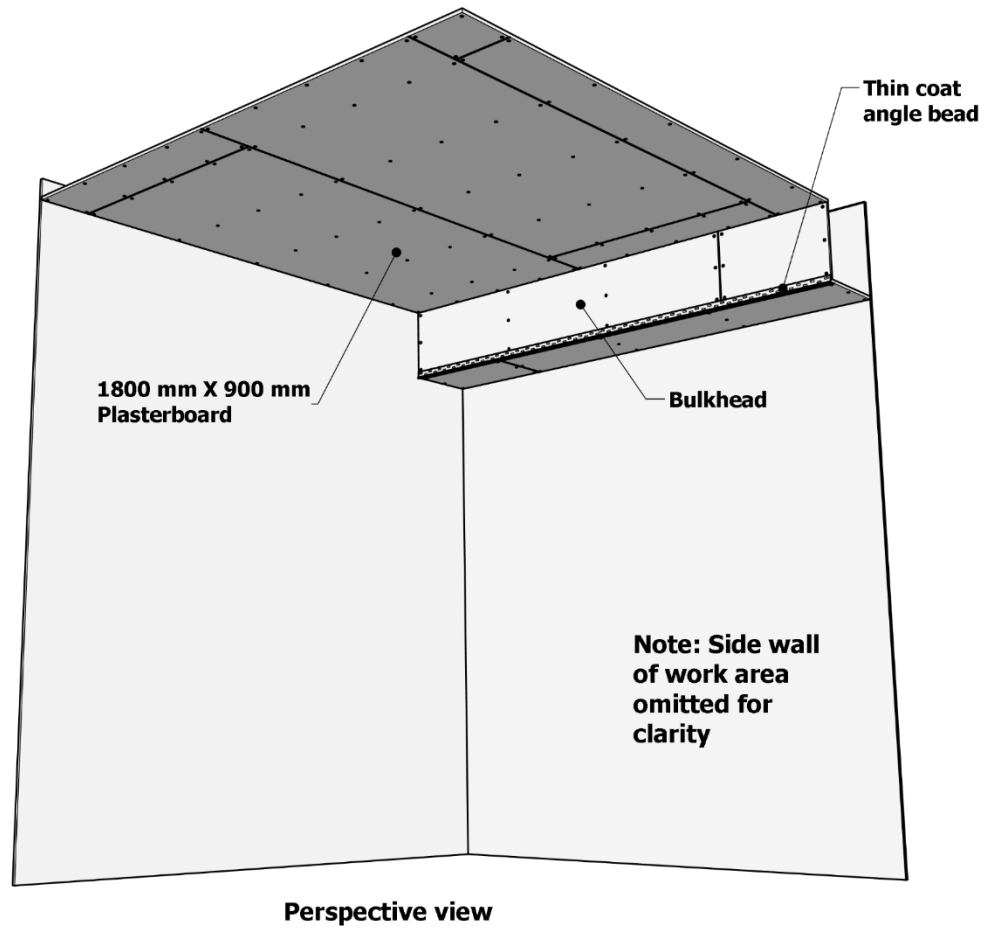
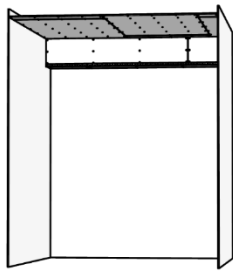
The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

| Materials |
|---|
| 1 standard angle bead |
| 3 bags of gypsum-based backing plaster |
| 2 bags gypsum-based multi finishing plaster |

| Mechanical equipment | Hand tools |
|-----------------------------|-------------------|
| A drill and whisk | 3m tape measure |
| | snips |
| Equipment | level |
| bucket trolley | hawk and trowel |
| mixing bucket/s | devil float |
| shovel and scraper | straight edge |
| bucket trowel | splash brush |
| spot board and stand | small brush |
| floor brush | small tool |
| bucket cleaning brush | darby |
| Hop-up/access equipment | corner tool |

Task 3 - Install plasterboard to ceiling and bulk-head and apply finishing plaster





Task 3 specification

The learner will carry out the installation of standard plasterboard and apply plaster to a finish to a timber joist ceiling and bulkhead.

| | |
|-------------------------------|--|
| Fix plasterboard | Plasterboard- 1800mm x 900mm x 12.5mm |
| Fix bead and reinforce joints | Thin coat bead 2.400mm and self-adhesive scrim |
| Finish | Board finish plaster |
| Fan cut out and position | 600mm from left, 600mm from beam Radius 150mm |

Task 3 Assessor guidance

Suitable areas for cutting, mixing, and disposing of waste are required.

Learners are permitted to have technician support for manual handling and positioning of plasterboards during assessment. Any support must have no influence on the fixing process as part of the assessment.

Task 3 Resource list

Timber joist ceiling with a bulkhead

| |
|---|
| 4 sheets of 1.800mm x 900mm x 12.5mm Self-adhesive scrim |
| Dry wall screws |
| 1 length of thin coat angle bead |
| 2 bags of board finish plaster |

| Mechanical equipment | Hand tools |
|-------------------------------------|---------------------|
| Dry wall drill/collated auto-feeder | 3m tape measure |
| A drill and whisk | utility knife |
| | rasp |
| Equipment | pad saw |
| cutting area | panel saw |
| mixing bucket/s | straight edge |
| shovel and scraper | plasterboard struts |
| bucket trowel | trowel |
| spot board and stand | hawk |
| floor brush | splash brush |
| bucket cleaning brush | small brush |
| Hop-up/access equipment | small tool |

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | |
|--|----------------------|
| Learner name: | |
| Assessment date: | |
| a) Identify resource requirements to meet the task | Mark achieved |
| <ul style="list-style-type: none"> produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | 1 |
| <i>or</i> | |
| <ul style="list-style-type: none"> produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | 2 |
| <i>or</i> | |
| <ul style="list-style-type: none"> produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | 3 |
| b) Plan the activities and the ordering/phasing of work to complete the task | Mark achieved |
| <ul style="list-style-type: none"> produces a coherent method statement and risk assessment with an estimated completion date. | 1 |
| <i>or</i> | |
| <ul style="list-style-type: none"> correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | 2 |
| <i>or</i> | |
| <ul style="list-style-type: none"> correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | 3 |
| c) The main techniques used for estimating jobs/projects in Construction | Mark achieved |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | 1 |
| <i>or</i> | |

| | |
|---|----------------------|
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer which shows how total cost and profit margin were used to determine this | 2 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance marking grid

| Task 1: Rendering | | | | |
|---|--------------------------|---------------------|--|--|
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Appropriately prepared background to receive plaster | <input type="checkbox"/> | Prepared | | |
| Mixed scratch coat as per specification | <input type="checkbox"/> | Mixed | | |
| Application, techniques, and skills for applying a scratch coat | <input type="checkbox"/> | Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodically and evenly |
| Apply scratch coat to appropriate thickness and even finish | <input type="checkbox"/> | 6+mm | <input type="checkbox"/> +/-6mm | <input type="checkbox"/> +/-3mm |
| Keyed, surface straight aligning on right hand side | <input type="checkbox"/> | +/- 9mm | <input type="checkbox"/> +/-6mm | <input type="checkbox"/> +/-3mm |
| Keyed, surface straight aligning on left hand side | <input type="checkbox"/> | +/- 9mm | <input type="checkbox"/> +/-6mm | <input type="checkbox"/> +/-3mm |
| Keyed, surface straight aligning diagonally | <input type="checkbox"/> | +/- 9mm | <input type="checkbox"/> +/-6mm | <input type="checkbox"/> +/-3mm |
| Key the scratch coat by hand using a comb scratcher | <input type="checkbox"/> | Keyed back too deep | <input type="checkbox"/> Inconsistently keyed | <input type="checkbox"/> Consistently keyed |
| Stop beads cut accurately | <input type="checkbox"/> | 1 piece | <input type="checkbox"/> 2 pieces | <input type="checkbox"/> 3 pieces |
| Position and fix 10mm stop bead, level from given dimensions | <input type="checkbox"/> | +/-9mm | <input type="checkbox"/> +/-6mm | <input type="checkbox"/> +/-3mm |
| Cut and position stop bead mitres | <input type="checkbox"/> | +6mm | <input type="checkbox"/> +4mm | <input type="checkbox"/> +2mm |
| Apply and form recessed plinth | <input type="checkbox"/> | Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodically and evenly textured |

| | | | |
|--|--|--|--|
| Bell beads cut accurately | <input type="checkbox"/> 1 piece | <input type="checkbox"/> 2 pieces | <input type="checkbox"/> 3 pieces |
| Cut and position bell bead mitres | <input type="checkbox"/> +6mm | <input type="checkbox"/> +4mm | <input type="checkbox"/> +2mm |
| Position and fix 10mm stop beads to form expansion joint as per drawings | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/-6mm | <input type="checkbox"/> +/-3mm |
| Created 2mm stop bead movement margin gap | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/- 1mm |
| Apply and form hard angle return to pier | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/-6mm | <input type="checkbox"/> +/-3mm |
| Right pier consolidated | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodically and evenly textured |
| Left pier consolidated | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodically and evenly textured |
| Mark out dimensions, as per drawing, for cutting ashlar lines | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some minor inconsistencies | <input type="checkbox"/> All methodical and accurate |
| Form and cut ashlar lines as per drawing | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Some minor inconsistencies | <input type="checkbox"/> Ashlar cut accurately |
| Mix and apply silicone coloured thin coat finish | <input type="checkbox"/> Completed | | |
| Application, techniques, and skills for applying a thin coat render | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Consolidated and textured with minor defects | <input type="checkbox"/> Consistently consolidated and textured |
| Check for overall finish of pier with a uniform consistent flat decorative thin coat finish and completed flush with the arriss edge | <input type="checkbox"/> Completed | | |
| Fix and position 15mm standard angle bead | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/-6mm | <input type="checkbox"/> +/-3mm |
| Mix through coloured render to correct consistency | <input type="checkbox"/> Correct | | |
| Application, techniques, and skills for applying 2 passes of scrape texture render | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodically and evenly |
| Scrape textured finish surface | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Scraped with minor defects | <input type="checkbox"/> Scraped consistently and accurate |

| | | | | |
|---------------------|--------------------------|----------------|--|--|
| Attention to detail | <input type="checkbox"/> | Clean and tidy | | |
|---------------------|--------------------------|----------------|--|--|

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|-------|-----|------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |
| Sub-totals | | /31 | /50 | / 75 |
| Overall Total | | /81 | | |

Task 2: Two coat internal plastering

Section A:

All finishing should be done on walls and pier.

| | Marks | | |
|--|---|--|---|
| The learner has | 1 | 2 | 3 |
| Appropriately prepared background to receive plaster | <input type="checkbox"/> Prepared | | |
| Application, techniques, and skills for applying and finishing a floating coat | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodically and evenly |
| Fix and apply standard angle bead to pier as per specification | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/-3mm |
| Mix floating coat to correct consistency | <input type="checkbox"/> Correct | | |
| Apply floating coat to pier | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/-3mm |
| Pier return is square with correct aligning and margin | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/-3mm |
| Floating coat left hand side of door | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/-3mm |
| Floating coat right hand side of door | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/-3mm |
| Ceiling line plumb and level | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/-3mm |
| Application of devil float finish to form key | <input type="checkbox"/> Inconsistent | <input type="checkbox"/> Some misses of key | <input type="checkbox"/> Consistent finish |
| Cut back door linings | <input type="checkbox"/> 1 lining cut back | <input type="checkbox"/> 2 linings cut back | <input type="checkbox"/> 3 linings cut back |

| | | | |
|--|---|--|---|
| Clean ceiling line and wall lines | <input type="checkbox"/> Clean | | |
| Internal angle clean and sharp and aligning | <input type="checkbox"/> +/-9mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/-3mm |
| Appropriately prepared background to receive finishing plaster | <input type="checkbox"/> Prepared | | |
| Mix finishing plaster to correct consistency | <input type="checkbox"/> Correct | | |
| Application, techniques, and skills for applying finishing plaster | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodically and evenly |
| Apply finishing plaster to a finish on pier side 1 – 2 passes | <input type="checkbox"/> Less than 6 minor defects | <input type="checkbox"/> Less than 4 minor defects | <input type="checkbox"/> Less than 2 minor defects |
| Apply finishing plaster to finish on pier side 2 – 2 passes | <input type="checkbox"/> Less than 6 minor defects | <input type="checkbox"/> Less than 4 minor defects | <input type="checkbox"/> Less than 2 minor defects |
| Apply finishing plaster to wall area with door opening – 2 passes | <input type="checkbox"/> Less than 6 minor defects | <input type="checkbox"/> Less than 4 minor defects | <input type="checkbox"/> Less than 2 minor defects |
| Attention to detail | <input type="checkbox"/> Clean and tidy | | |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Sub-totals | | /22 | /32 | /48 |
| Overall Total | | /54 | | |

Task 3: Install plasterboard to ceiling and bulkhead and apply finishing plaster

| | Marks | | |
|---|--|--|---|
| The learner has | 1 | 2 | 3 |
| Safely set up access platform | <input type="checkbox"/> Correct | | |
| Safely set up plasterboard cutting area | <input type="checkbox"/> Correct | | |
| Appropriately prepared the background by marking joist position to receive plasterboard | <input type="checkbox"/> Correct | | |
| Correctly measured and cut plasterboard | <input type="checkbox"/> 2 additional plasterboard required | <input type="checkbox"/> 1 additional plasterboard required | <input type="checkbox"/> Expected waste |
| Correctly fixed plasterboard with 2-5mm spacings | <input type="checkbox"/> 9mm | <input type="checkbox"/> +/-6-8mm | <input type="checkbox"/> Accurate |
| Screws fixed to the correct fixing centres 300mm | <input type="checkbox"/> More than 3 fixings exceeding fixing centres | <input type="checkbox"/> 3 screw fixings exceeding fixing centres | <input type="checkbox"/> Accurately fixed in line |
| Screws fixed and correctly penetrated in plasterboard | <input type="checkbox"/> More than 6 fixings penetrating | <input type="checkbox"/> Up to 6 fixings not penetrating | <input type="checkbox"/> Up to 3 fixings not penetrating |
| Plasterboard joints reinforced with self-adhesive scrim | <input type="checkbox"/> Correct | | |

| | | | |
|--|--|---|--|
| Fix and apply thin coat angle bead to external corner | <input type="checkbox"/> 1 additional bead required | <input type="checkbox"/> 1 measured 4mm-10mm short and 1 bead used | <input type="checkbox"/> 1 measured accurately within 3mm and 1 bead used |
| Mix finishing plaster to correct consistency | <input type="checkbox"/> Correct | | |
| Application, techniques, and skills for applying finishing plaster | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodically and evenly |
| Apply finishing plaster to ceiling area | <input type="checkbox"/> Up to 6 minor defects | <input type="checkbox"/> Up to 4 minor defects | <input type="checkbox"/> Up to 2 minor defects |
| Apply finishing plaster to bulk-head soffit | <input type="checkbox"/> Up to 6 minor defects | <input type="checkbox"/> Up to 4 minor defects | <input type="checkbox"/> Up to 2 minor defects |
| Apply finishing plaster to bulk-head face | <input type="checkbox"/> Up to 6 minor defects | <input type="checkbox"/> Up to 4 minor defects | <input type="checkbox"/> Up to 2 minor defects |
| Fan cut out to correct radius dimensions | <input type="checkbox"/> Exceeds dimensions | <input type="checkbox"/> Needs additional cutting | <input type="checkbox"/> Accurately |
| Fan outlet cut out in correct position on ceiling surface | <input type="checkbox"/> +/- 7mm | <input type="checkbox"/> +/-5mm | <input type="checkbox"/> Accurate |
| Attention to detail | <input type="checkbox"/> Clean and tidy | | |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | Marks | | |
|---------------------------------|-------------------------------|---------------------------------|----------------------------------|
| The learner has | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Sub-totals | /19 | /26 | /39 |
| Overall Total | /45 | | |

Evaluation marking grid

| | | |
|---|--|---------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none">Does not produce a coherent evaluationDoes not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none">produced a coherent evaluationreflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none">produced a coherent and considered evaluationdescribes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none">produced an extensive comprehensive evaluationevaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| Mark achieved | | |
| Total = Mark achieved × 14 | | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 81 | | 31 |
| Trade Task 2 | 54 | | 22 |
| Trade Task 3 | 45 | | 19 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 116 |

Assessor Name: _____

Learner name: _____

Assessor
signature: _____

Date: _____

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 115 | Fail | 0 |
| 116 - 139 | P1 | 1 |
| 140 - 167 | P2 | 2 |
| 168 - 196 | M1 | 3 |
| 197 - 225 | M2 | 4 |
| 226 - 254 | D1 | 5 |
| 255 - 283 | D2 | 6 |
| 284 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to internal quality assurance procedures, followed by external quality

assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |

3.7 Dry lining assessment brief

A customer is carrying out a range of improvements to a property. Your firm has been contracted to carry out the dry lining work and you will be required to plan the work, carry out the work and evaluate the completed job.

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning),
- **40 hours** allocated to carry out the three tasks (performing),
- **6 hours** to evaluate the three tasks in the project (evaluating).

You may not use the time you have been given for each element for another element, i.e. if you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

You will be required to devise a plan showing the approach you will take to undertake the work required in the performance tasks, underpinned by an overall schedule of works.

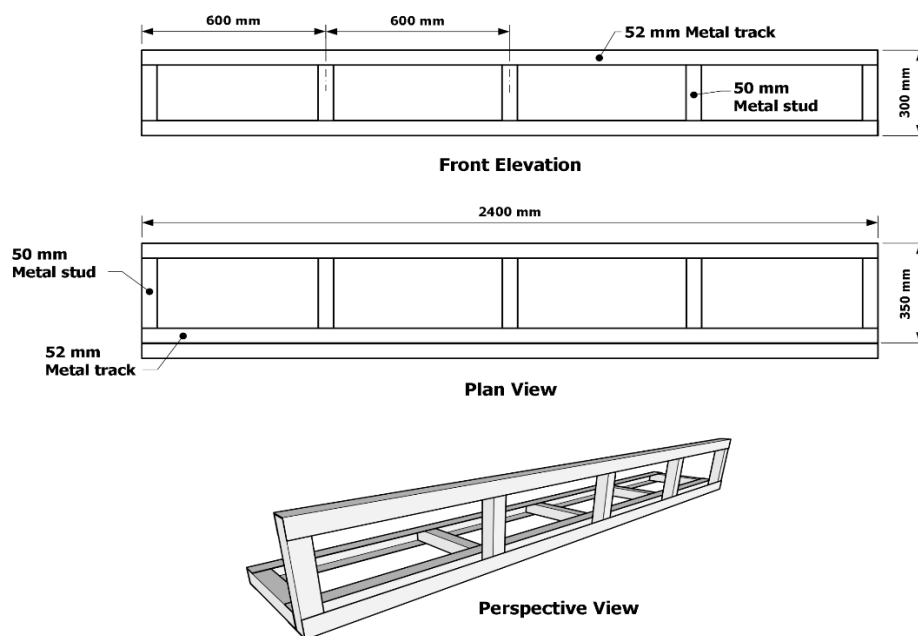
Once the installation has been completed you will be required to evaluate your work.

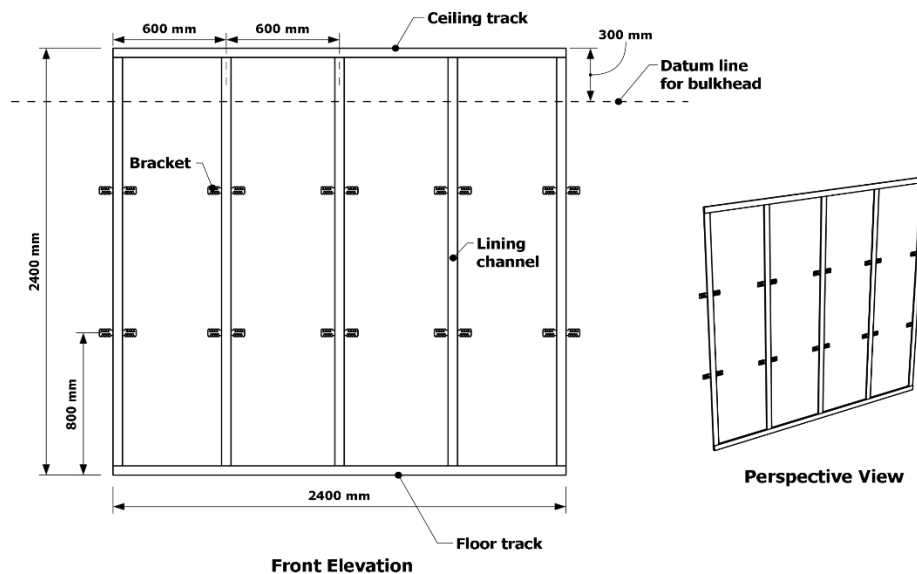
You must adhere to all relevant health and safety rules and procedures at all times.

Task 1 - Install wall linings and form bulkhead to form a pipe boxing using metal stud

Task 1 specification

Task comprises of 2 drawings:





The learner will need to set out and transfer dimensions, measure, cut and install a metal furring lining system to a solid masonry. Measure, cut, install a metal stud, and track system to produce and form a bulkhead services boxing.

Drawing 1 refers to the installation of wall lining to a masonry wall background.

Drawing 2 refers to the installation of metal stud to form a bulkhead services boxing.

| |
|--|
| Set out datum and drawing dimensions |
| Fix ceiling and wall track |
| Fix wall lining brackets |
| Install wall linings |
| Assemble metal stud bulkhead services boxing |
| Install and form bulkhead upright |
| Install and form bulkhead soffit |

Task 1 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

Materials and components

| |
|--|
| 4 lengths of 52mm metal track |
| 2 lengths of 50mm metal stud |
| 2 lengths of ceiling and wall lining channel |
| 5 Lengths of metal furring lining channel |
| 10 metal lining brackets |
| Mechanical fixings and plugs |
| Dry wall screws |
| Pan head screws |

| Mechanical equipment | Hand tools |
|----------------------------|--------------------|
| Impact driver | Tape measure |
| Dry wall drill | Snips |
| SDS masonry drill and bits | level |
| | Square |
| Equipment | Crimper |
| Cutting bench/area | Straight edge rule |
| Hop-up/access equipment | Chalk line |
| Floor brush | |
| Shovel | Clamps |
| | Laser level |

Task 1 Assessor guidance

There are two drawings for task 1

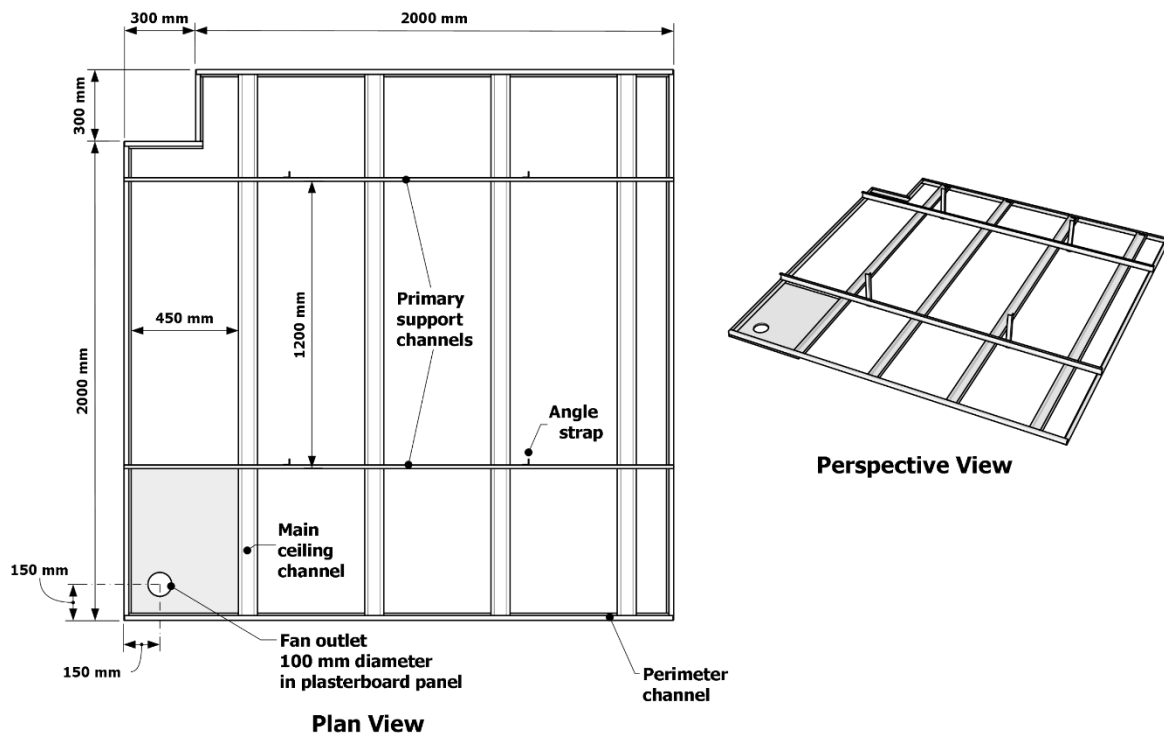
The working area for task 1 must include a masonry wall measuring 2.4 m wide x 2.4 m in height and a ceiling surface to accommodate the bulkhead service boxing constructed and assembled of metal stud in line with dimensions found on drawing 1 and drawing 2.

The learner will need to a suitable area for cutting and assembling metal components prior to installation and an area for disposing waste.

Task 2 – Install a suspended metal furring ceiling system

Task 2 specification

Task comprises of –



The learner will need to set out and transfer a datum level and dimensions around a room, cut metal perimeter, primary and secondary channels, install and fix hangers in order to install and produce a suspended metal furring ceiling system as shown in drawing 3. The learner also needs to cut out a fan outlet to the correct radius and position as, dimensions specified on the drawing.

Note – to assess the fan detail, the learner will need to fix a small piece of plasterboard to accommodate to cutting out the fan outlet.

Task 2 Assessor guidance

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

Materials and components

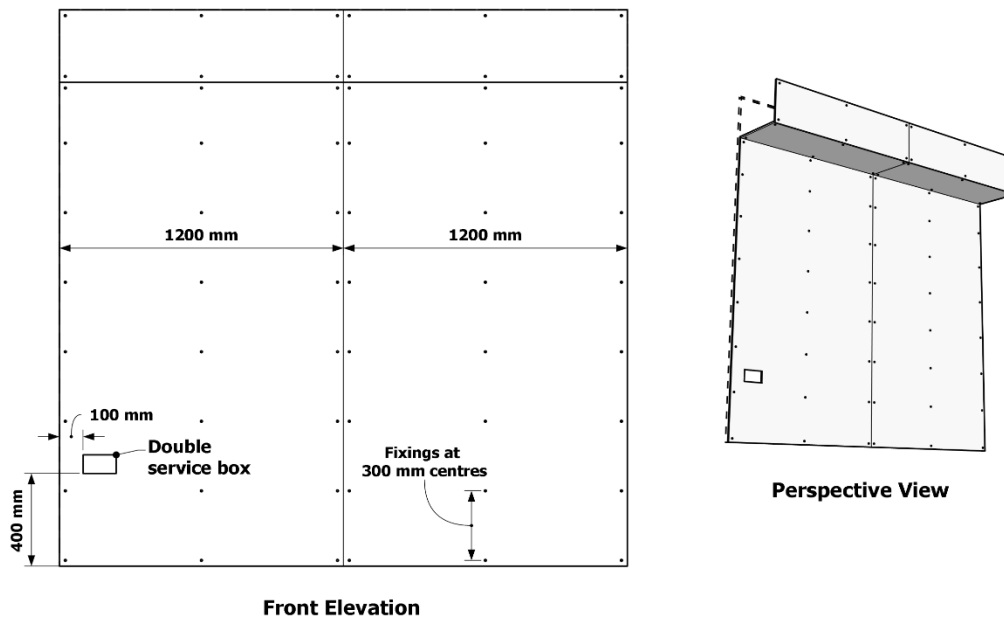
| |
|---|
| 4 lengths of metal perimeter track |
| 2 lengths of metal primary square channel |
| 5 lengths of metal furring lining channel (top hat) |
| 4 metal hangers |
| Primary fixing clips |
| Mechanical fixings and plugs |
| Dry wall screws |
| Pan head screws |

| Mechanical equipment | Hand tools |
|----------------------------|--------------------|
| Impact driver | Tape measure |
| Dry wall drill | Snips |
| SDS masonry drill and bits | level |
| | Square |
| Equipment | Crimper |
| Cutting bench/area | Straight edge rule |
| Hop-up/access equipment | Chalk line |
| Floor brush | |
| Shovel | Clamps |
| | Laser level |

Task 3 - Fix plasterboard to a masonry background by direct bond and fix plasterboard by mechanical means to a wall and bulkhead

Task 3 specification

Task 3 comprises of 2 drawings;



The learner will need to set out floor and wall dimensions, measure, cut and prepare plasterboard for installation, mix dry wall adhesive and direct bond plasterboard to a solid masonry wall with a window opening including all window returns, refer to task 3 drawing 1 for layout of plasterboard.

The learner will need to set out floor, wall and ceiling fixing points on the previously installed metal lining and metal stud bulkhead. The learner will need to measure, cut, prepare, and install plasterboard by mechanical installation to a metal lining system and metal bulkhead as shown in task 3 drawing 2.

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | | |
|--|--|----------------------|
| Learner name: | | |
| Assessment date: | | |
| a) Identify resource requirements to meet the task | | Mark achieved |
| <ul style="list-style-type: none"> produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | | 1 |
| <i>or</i> | | |
| <ul style="list-style-type: none"> produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | | 2 |
| <i>or</i> | | |
| <ul style="list-style-type: none"> produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | | 3 |
| b) Plan the activities and the ordering/phasing of work to complete the task | | Mark achieved |
| <ul style="list-style-type: none"> produces a coherent method statement and risk assessment with an estimated completion date. | | 1 |
| <i>or</i> | | |
| <ul style="list-style-type: none"> correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | | 2 |
| <i>or</i> | | |
| <ul style="list-style-type: none"> correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | | 3 |

| | | |
|--|--|----------------------|
| c) The main techniques used for estimating jobs/projects in Construction | | Mark achieved |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | | 1 |
| <i>or</i> | | |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the | | 2 |

| | |
|---|----------------------|
| customer which shows how total cost and profit margin were used to determine this | |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance Marking Grid

Task 1

Section A: Wall lining system and bulkhead

| | | Marks | | |
|---|--------------------------|----------------------------|--|--|
| The learner has | | 1 | 2 | 3 |
| Set out floor line from a given datum mark | <input type="checkbox"/> | Re-marking | <input type="checkbox"/> Minor adjustment | <input type="checkbox"/> Accurately |
| Ceiling line transferred from floor line | <input type="checkbox"/> | Re-marking | <input type="checkbox"/> Minor adjustment | <input type="checkbox"/> Accurately |
| Fixed track section to ceiling | <input type="checkbox"/> | Requires additional length | <input type="checkbox"/> Some adjustment | <input type="checkbox"/> Accurately |
| Fixed track section to floor | <input type="checkbox"/> | Requires additional length | <input type="checkbox"/> Some adjustment | <input type="checkbox"/> Accurately |
| Set out bottom run of lining brackets to correct centres | <input type="checkbox"/> | +4mm | <input type="checkbox"/> +2mm | <input type="checkbox"/> All set out accurate and in line |
| Set out top run of lining brackets to correct centres | <input type="checkbox"/> | +4mm | <input type="checkbox"/> +2mm | <input type="checkbox"/> All set out accurate and in line |
| Cut lining channels to correct dimensions and fixed to brackets | <input type="checkbox"/> | 7-9mm | <input type="checkbox"/> 4-6mm | <input type="checkbox"/> 0-3mm |
| All metal linings fixed plumb | <input type="checkbox"/> | 7-9mm | <input type="checkbox"/> 4-6mm | <input type="checkbox"/> 0-3mm |
| Bulkhead set out to correct dimensions | <input type="checkbox"/> | Requires additional stud | <input type="checkbox"/> Minor adjustment | <input type="checkbox"/> Set out accurately |

| | | | |
|--|--|---|--|
| Bulkhead soffit and upright installed to correct dimensions Overall in length | <input type="checkbox"/> 7-9mm | <input type="checkbox"/> 4-6mm | <input type="checkbox"/> 0-3mm |
| Overall in width (soffit) | <input type="checkbox"/> 7-9mm | <input type="checkbox"/> 4-6mm | <input type="checkbox"/> 0-3mm |
| Overall in width (upright) | <input type="checkbox"/> 7-9mm | <input type="checkbox"/> 4-6mm | <input type="checkbox"/> 0-3mm |
| Bulkhead soffit fixed level and square | <input type="checkbox"/> 7-9mm | <input type="checkbox"/> 4-6mm | <input type="checkbox"/> 0-3mm |
| Bulkhead face in line and plumb | <input type="checkbox"/> 7-9mm | <input type="checkbox"/> 4-6mm | <input type="checkbox"/> 0-3mm |
| Overall appearance of work | <input type="checkbox"/> Acceptable standard | | |
| Demonstration of techniques and skills | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodical and consistent |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Subtotals | | /18 | /34 | /51 |
| Overall Total | | / 52 | | |

Task 2

Section A: Metal furring ceiling system

| | | Marks | | |
|---|--------------------------|------------------------------|---------------------------|---------------------------------|
| The learner has | | 1 | 2 | 3 |
| Set out perimeter ceiling level from given datum | <input type="checkbox"/> | 7-9mm | 4-6mm | 0-3mm |
| Perimeter track fixed to length | <input type="checkbox"/> | Requires additional length | Some adjustment | Accurately |
| Hangers produced and formed | <input type="checkbox"/> | Required additional resource | Some adjustment required | All four produced accurately |
| Set out and fixed hangers to correct centres | <input type="checkbox"/> | Re-position hangers | Some minor adjustment | Positioned and fixed accurately |
| Right primary channel fixed to length | <input type="checkbox"/> | Requires additional length | Some adjustment | Cut accurately |
| Left primary channel fixed to length | <input type="checkbox"/> | Requires additional length | Some adjustment | Cut accurately |
| Main ceiling metal furring's cut to correct length | <input type="checkbox"/> | Requires additional length | Some adjustment | Cut accurately |
| Main ceiling metal furring's installed to correct centres | <input type="checkbox"/> | Re-positioned | Minor adjustment required | Installed accurately |
| Ceiling level left side | <input type="checkbox"/> | 7-9mm | 4-6mm | 0-3mm |
| Ceiling level right side | <input type="checkbox"/> | 7-9mm | 4-6mm | 0-3mm |
| Ceiling level diagonally | <input type="checkbox"/> | 7-9mm | 4-6mm | 0-3mm |

| | | | |
|--|--|--|---|
| Fan cut out to correct radius dimensions | <input type="checkbox"/> Exceeds dimensions | <input type="checkbox"/> Needs additional cutting | <input type="checkbox"/> Accurately |
| Fan outlet cut out in correct position | <input type="checkbox"/> 7mm | <input type="checkbox"/> 5mm | <input type="checkbox"/> Accurate |
| Overall appearance of work | <input type="checkbox"/> Acceptable | | |
| Demonstration of techniques and skills | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodical and consistent |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|-------|-----|------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |
| Sub-totals | | | /17 | /32 |
| Overall Total | | | | /48 |
| | | | | /49 |

Task 3

Section A: Direct bond

| | | Marks | | |
|---|--|--|---|--|
| The learner has | | 1 | 2 | 3 |
| Dimensions set out accurately to floor and ceiling | | <input type="checkbox"/> Re-mark | <input type="checkbox"/> Minor adjustment | <input type="checkbox"/> Accurate positioning |
| Dimensions set out accurately to window returns | | <input type="checkbox"/> Re-mark | <input type="checkbox"/> Minor adjustment | <input type="checkbox"/> Accurate positioning |
| Plasterboard cut to correct dimension | | <input type="checkbox"/> Requires additional plasterboard | <input type="checkbox"/> Some tears and rips | <input type="checkbox"/> Cut accurately |
| Dry wall adhesive mixed to correct consistency | | <input type="checkbox"/> Correct | | |
| Continuous dabs applied to perimeter | | <input type="checkbox"/> Requires additional dabs | <input type="checkbox"/> Requires repositioning and lining of dabs | <input type="checkbox"/> Continuous |
| Dabs applied to correct centres | | <input type="checkbox"/> Requires additional dabs | <input type="checkbox"/> Requires repositioning and lining of dabs | <input type="checkbox"/> Continuous |
| Left plasterboard fixed in line with window reveal | | <input type="checkbox"/> 5+mm | <input type="checkbox"/> To 5mm | <input type="checkbox"/> Plumb |
| Right plasterboard fixed in line with window reveal | | <input type="checkbox"/> 5+mm | <input type="checkbox"/> To 5mm | <input type="checkbox"/> Plumb |
| Plasterboards fixed plumb | | <input type="checkbox"/> 7-10mm | <input type="checkbox"/> 4-6mm | <input type="checkbox"/> +/-3mm |

| | | | | |
|---|---|---|--|---|
| Plasterboards fixed in line Left face Right face Skirting line Ceiling line Horizontally | <div><input type="checkbox"/></div> <div>2 out of 5 areas in line</div> | <div><input type="checkbox"/></div> <div>3 out of 5 areas in line</div> | <div><input type="checkbox"/></div> <div>4 out of 5 areas in line</div> | |
| Window returns formed square | <div><input type="checkbox"/></div> <div>2 out 4 square</div> | <div><input type="checkbox"/></div> <div>3 out of 4 square</div> | <div><input type="checkbox"/></div> <div>All returns square</div> | |
| Left window reveal returned and formed plumb | <div><input type="checkbox"/></div> <div>5+mm</div> | <div><input type="checkbox"/></div> <div>+/- 5mm</div> | <div><input type="checkbox"/></div> <div>+/-3mm</div> | |
| Right window reveal returned and formed plumb | <div><input type="checkbox"/></div> <div>5+mm</div> | <div><input type="checkbox"/></div> <div>+/- 5mm</div> | <div><input type="checkbox"/></div> <div>+/-3mm</div> | |
| Window head returned and formed level | <div><input type="checkbox"/></div> <div>5+mm</div> | <div><input type="checkbox"/></div> <div>+/- 5mm</div> | <div><input type="checkbox"/></div> <div>+/-3mm</div> | |
| Windowsill returned and formed level | <div><input type="checkbox"/></div> <div>5+mm</div> | <div><input type="checkbox"/></div> <div>+/- 5mm</div> | <div><input type="checkbox"/></div> <div>+/-3mm</div> | |
| Overall appearance of work | <div><input type="checkbox"/></div> <div>Acceptable</div> | | | |
| Demonstration of techniques and skills | <div><input type="checkbox"/></div> <div>Acceptable</div> | <div><input type="checkbox"/></div> <div>Methodical with some inconsistencies</div> | <div><input type="checkbox"/></div> <div>Methodical and consistent</div> | |
| Section B: Mechanically fixed | | | | |
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Plasterboard cut to correct dimension | <div><input type="checkbox"/></div> <div>Requires additional plasterboard</div> | <div><input type="checkbox"/></div> <div>Some tears and rips</div> | <div><input type="checkbox"/></div> <div>Cut accurately</div> | |
| Plasterboard fixed upright and tight to ceiling line in correct position and aligned with frame | <div><input type="checkbox"/></div> <div>Correct</div> | | | |
| Dry wall fixings aligned and penetrated to correct centres | <div><input type="checkbox"/></div> <div>Requires re-aligning fixings and further penetration</div> | <div><input type="checkbox"/></div> <div>Requires further penetration</div> | <div><input type="checkbox"/></div> <div>All</div> | |
| Dry wall fixings fixed at correct distance apart (300mm) | <div><input type="checkbox"/></div> <div>Additional fixings required</div> | <div><input type="checkbox"/></div> <div>To 10mm</div> | <div><input type="checkbox"/></div> <div>Accurately</div> | |

| | | | |
|--|--|--|---|
| Plasterboard joints prepared for tape and jointing | <input type="checkbox"/> 2+mm | <input type="checkbox"/> 2mm | <input type="checkbox"/> Butted |
| Socket cut out in correct position | <input type="checkbox"/> 7mm | <input type="checkbox"/> 5mm | <input type="checkbox"/> Accurate |
| Socket cut out to correct dimensions | <input type="checkbox"/> Exceeds dimensions | <input type="checkbox"/> Needs additional cutting | <input type="checkbox"/> Accurate |
| External corner formed accurately on bulkhead | <input type="checkbox"/> 2+mm | <input type="checkbox"/> 2mm | <input type="checkbox"/> Butted |
| Overall appearance of work | <input type="checkbox"/> Acceptable | | |
| Demonstration of techniques and skills | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodical and consistent |

Section C: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Sub-totals | | /29 | /50 | /75 |
| Overall Total | | /79 | | |

Evaluation marking grid

| | | |
|---|--|---------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none">Does not produce a coherent evaluationDoes not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none">produced a coherent evaluationreflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none">produced a coherent and considered evaluationdescribes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none">produced an extensive comprehensive evaluationevaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| Mark achieved | | |
| Total = Mark achieved × 14 | | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 52 | | 18 |
| Trade Task 2 | 49 | | 17 |
| Trade Task 3 | 79 | | 29 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 108 |

Assessor Name:

Assessor
signature:

Learner
name:

Date:

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 107 | Fail | 0 |
| 108 - 136 | P1 | 1 |
| 137 - 165 | P2 | 2 |
| 166 - 194 | M1 | 3 |
| 195 - 223 | M2 | 4 |
| 224 - 252 | D1 | 5 |
| 253 - 282 | D2 | 6 |
| 283 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results

will be subject to internal quality assurance procedures, followed by external quality assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |

3.8 Groundworks assessment brief

A customer is carrying out a range of improvements to a property. This includes a new double garage, this means that a new drainage system will be installed to allow a new linear drain to the rear of the double drive, you will be required to create a new connection to an existing drain and build brickwork to the top and lay frame of a road storm gully.

Your firm has been contracted to carry out the work and you will be required to plan the work, carry out the construction work and evaluate the completed job.

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning),
- **40 hours** allocated to carry out the three tasks (performing),
- **6 hours** to evaluate the three tasks in the project (evaluating).

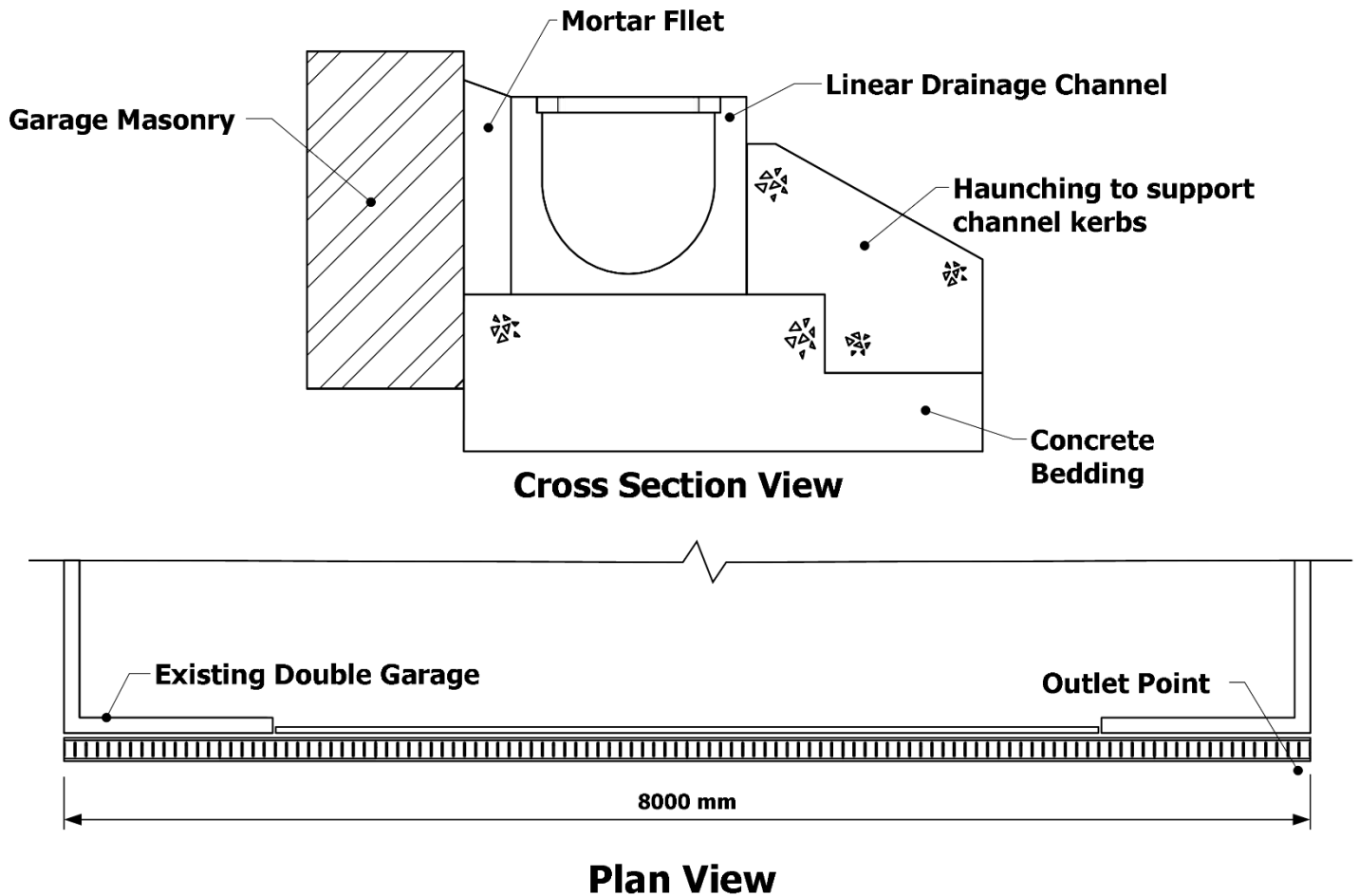
You may not use the time you have been given for each element for another element, i.e. if you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

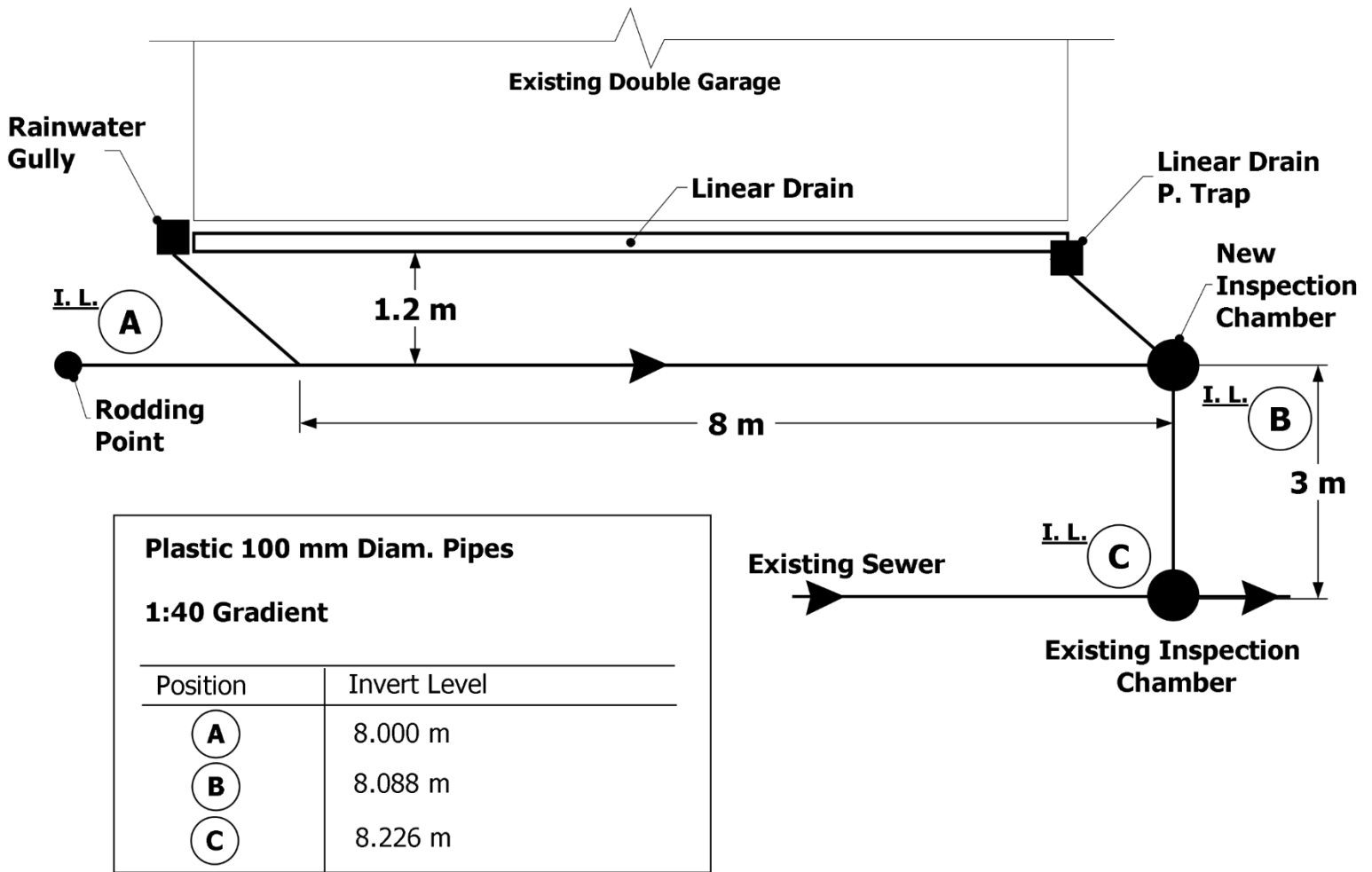
You will be required to devise a plan showing the approach you will take to undertake the work required in the performance tasks, underpinned by an overall schedule of works.

Once the installation has been completed you will be required to evaluate your work.

You must adhere to all relevant health and safety rules and procedures at all times.

Task 1 - Set out and install linear drainage and drainage system for driveway





Task 1 specification

Lay drainage: connect into an existing plastic inspection chamber, install a new drainage system to given specifications and test the drainage system. Keep a clean work area and work safely at all times.

Once drainage line complete, set out lay drainage channels to line and level on a concrete bed, connect outlet to a P-trap. Install grates to drainage channels once bases are laid. Channels to be haunched for stability once completed.

You will set out line and levels for the new linear drainage channel, set out pins attach line without sagging, set line for 8 linear metres of drainage channels and apply a fall of 1:25 over the distance.

Set out to the allocated measurements in the drawing, starting from an agreed position allocated by your tutor.

You will need demonstrate your setting out skills by using recognised, appropriate methods and equipment used in the setting out process.

Task 1 Assessor guidance

Assessor version of the drawing is not required for this task.

Learners will set up out line for channels apply correct fall, mix concrete (semi dry mix), install Linear drainage channel bases, install grates and haunch linear drainage channel once completed.

Centres need to make available a suitable area for the learners to set out and lay 8 linear metres of drainage channels.

Learners are expected to work independently for all elements of the task.

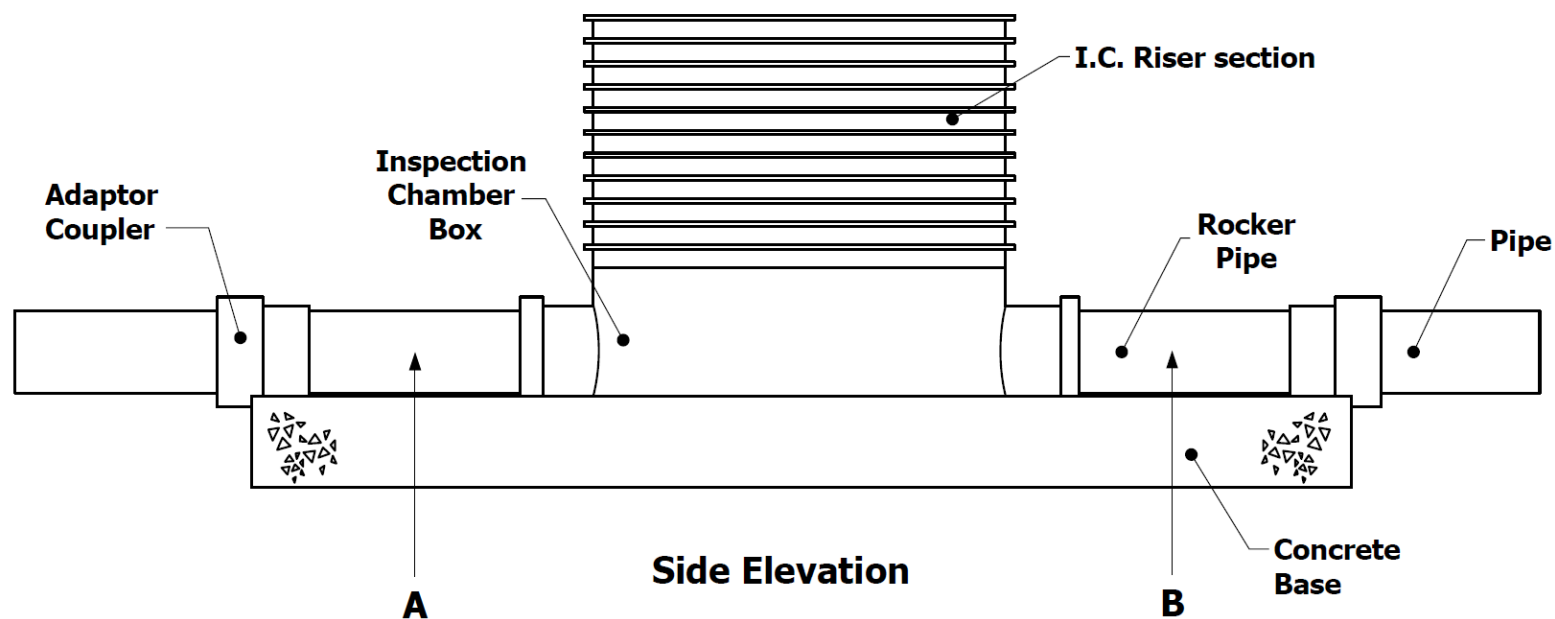
Task 1 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

| Materials – for drainage run |
|--|
| Four 3.0 m x 100 mm diameter drainage pipes. |
| Plastic inspection chamber with extension pieces and cover. |
| 6 bends (angle to be determined on site). |
| 1 rainwater gully. |
| 1 P-trap |
| Rodding eye. |
| 10 straight connectors (may vary depending on type of bends used). |
| Y junction. |
| Testing equipment. |

| Materials – Linear drainage channels | |
|---|--|
| Linear drainage channel | 8 linear metres |
| P Trap | 1 |
| Bedding / Concrete – mixed by candidate – 4:2:1 semi dry mix | 8m x 100mm x 100mm (0.08m ³) |
| Tools & Equipment | |
| Pins and string lines | Wheelbarrow |
| Chalk | Shovel |
| 5m tape measure | Sweeping brush |
| Small rubber hammer | Hand brush |
| Boat level | Line level |
| Testing equipment | Club hammer |
| Brick Trowel | Steel float |

Task 2 - Connection to drain and install new inspection chamber



Task 2 specification

Create a new connection into an existing drain run, install a new inspection chamber to point designated by the tutor, inspection chamber base to be laid on a new concrete base.

| Specification: | |
|--------------------------------|--|
| Concrete | 4:2:1 concrete mix for base |
| Inspection Chamber base | At least 2 raised sections installed on base |
| Rocker pipes either side of IC | Minimum of 200mm long |

Task 2 Assessor guidance

There is no Assessor version of the drawing for this task.

Learners will be required to cut into existing pipe run to given dimensions, learners to mix suitable concrete to lay inspection chamber base and connect to cut drainage pipe.

Centres need to make available a suitable area for the learners to install inspection chamber, existing drain run needs to be sturdy enough to cut and install inspection chamber.

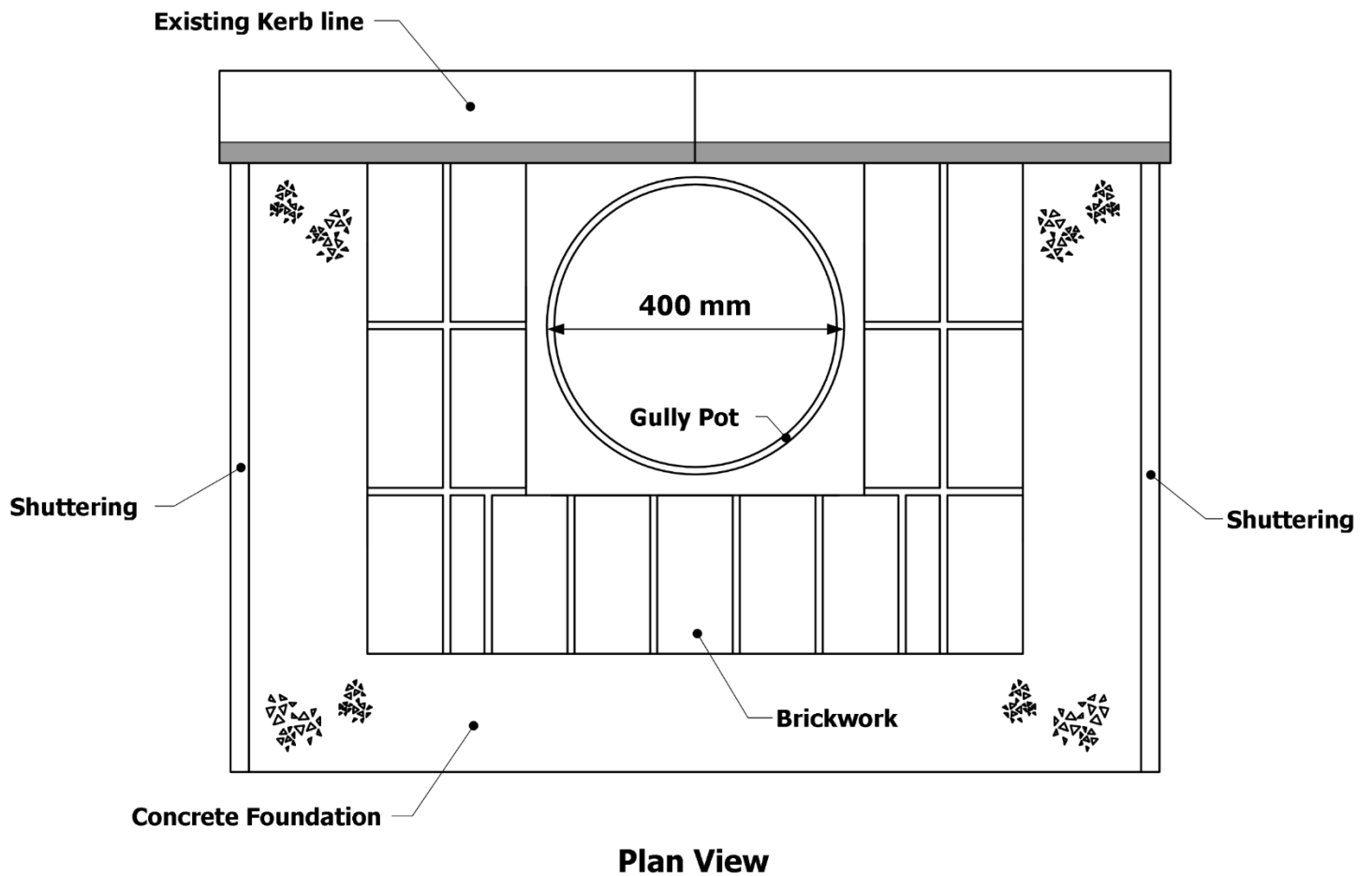
Learners are expected to work independently for all elements of the task.

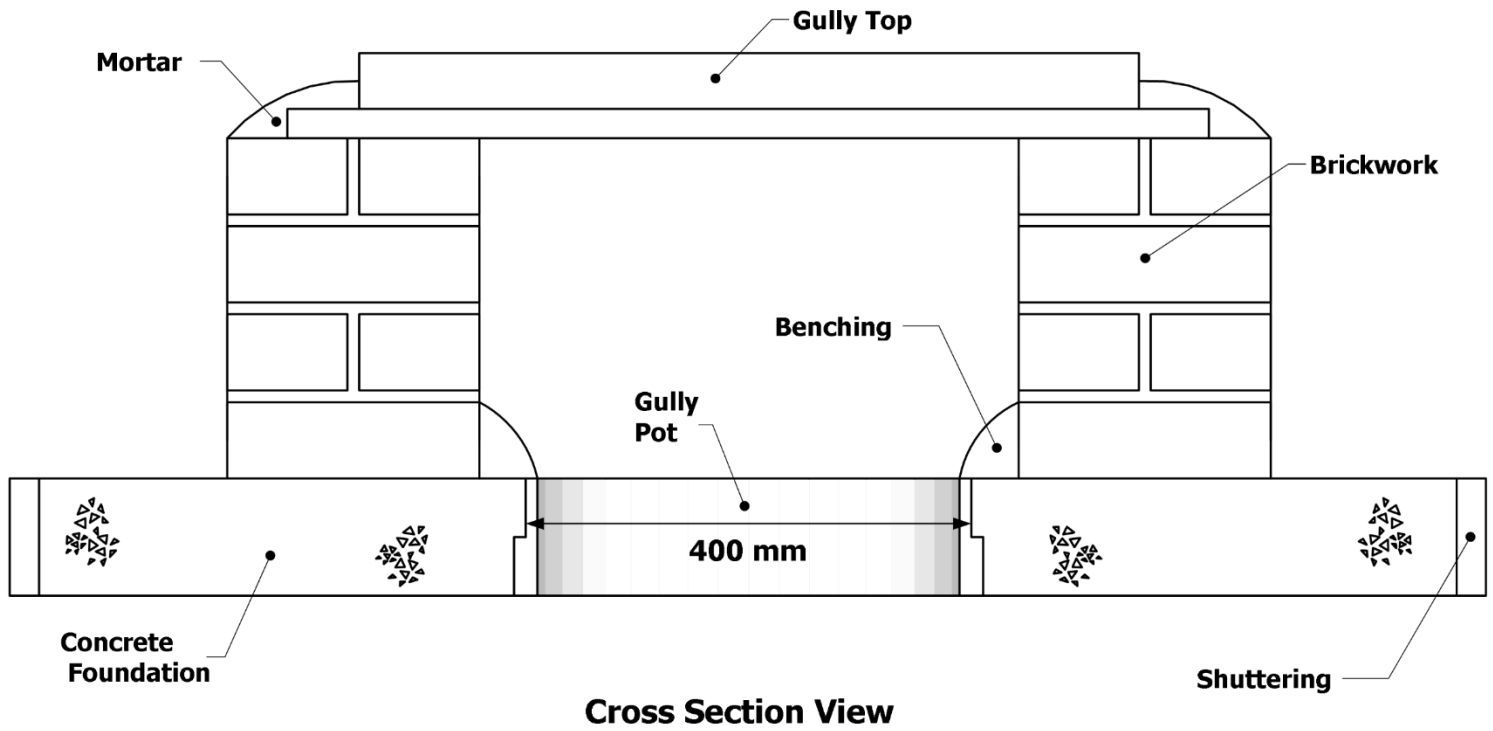
Task 2 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

| Materials | |
|--|---------------------|
| Inspection chamber base | 1 |
| Inspection chamber risers | 2 |
| Inspection chamber lid | 1 |
| Adaptor couplers | 2 |
| Length of pipe 100mm diameter (for rocker pipe sections) | 1 |
| Concrete for base | 1.2m x 0.6m x 0.1m |
| Pipe lubricant | 1 |
| Timber shuttering | |
| Tools & Equipment | |
| Hand saw | Wheelbarrow |
| File | Shovel |
| 3m tape measure | Sweeping brush |
| Line and pins | Hand brush |
| Boat level | 1200mm spirit level |
| Testing equipment | Claw hammer & Nails |

Task 3 - Lay brickwork and lay gully grate to a road storm gully





Task 3 specification

Construct shuttering / Formwork for base of Brickwork, construct brickwork and gully grate to existing a road gully pot. Mix concrete and surround gully pot. Set out and dry bond the first course, brickwork thickness to be 225mm and 4 courses high. Gully grating and frame laid on mortar bed to given height.

| Specification: | |
|--|---|
| Concrete for base | 4:2:1 mix |
| Brick Bond | stretcher bond |
| Bricks | Class B engineering bricks |
| Gully opening size | 450mm diameter, angle mortar jointed |
| Joint finish | Half round to brickwork and flush to brickwork. |
| Joint size | Maintain regular joint thickness |
| BS EN Class D400 Kitemarked Hinged - Gully grate and frame top | Bedded in mortar internal and external |
| Mortar | Suitable training mortar |

Task 3 Assessor guidance

Assessor version of the drawing is not required for this task.

Learners will mix concrete (semi dry mix) as base for engineering bricks, dry bond first course, lay class B engineering bricks, set, and lay gully grate frame to given height.

Learners are expected to work independently for all elements of the task.

Task 3 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

| Materials | |
|--|----------------------------------|
| BS EN Class D400 Kitemarked Hinged - Gully grate and frame top | 1 |
| Class B Engineering Bricks | 48 |
| supply of training mortar | As required |
| Bedding / Concrete – mixed by candidate | 4:2:1 semi dry mix |
| Timber shuttering 100mm depth | To be cut to length by candidate |

Note: Mechanical brick cutters are not to be used

| Tools | Equipment |
|-------------------------|----------------|
| Lump hammer and bolster | Wheelbarrow |
| Brick hammer | Shovel |
| Scutch hammer | Bucket |
| Brick trowel | Mortar board |
| Pointing trowel | Sweeping brush |
| 600mm spirit level | Hand brush |
| 3m tape measure | Claw Hammer |
| Boat level | Nails |
| Jointing bar | Hand saw |

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | |
|--|----------------------|
| Learner name: | |
| Assessment date: | |
| a) Identify resource requirements to meet the task | Mark achieved |
| <ul style="list-style-type: none"> produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | 1 |
| <i>or</i> | |
| <ul style="list-style-type: none"> produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | 2 |
| <i>or</i> | |
| <ul style="list-style-type: none"> produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | 3 |
| b) Plan the activities and the ordering/phasing of work to complete the task | Mark achieved |
| <ul style="list-style-type: none"> produces a coherent method statement and risk assessment with an estimated completion date. | 1 |
| <i>or</i> | |
| <ul style="list-style-type: none"> correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | 2 |
| <i>or</i> | |
| <ul style="list-style-type: none"> correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | 3 |
| c) The main techniques used for estimating jobs/projects in Construction | Mark achieved |
| <ul style="list-style-type: none"> Produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | 1 |
| <i>or</i> | |

| | |
|---|----------------------|
| <ul style="list-style-type: none"> Produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer which shows how total cost and profit margin were used to determine this | 2 |
| or | |
| <ul style="list-style-type: none"> Produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance marking grid

| Task 1: Lay drainage system and set out and install linear drainage | | | | |
|--|--|-------------------------------------|-------------------------------------|-------------------------------------|
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| selected correct tools and equipment | | <input type="checkbox"/> Yes | | |
| ensured run C-B (Existing inspection chamber to centre of new plastic inspection chamber) is set out to correct length | | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm |
| laid new drainage pipe C-B to line and invert level | | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm |
| installed plastic preformed inspection chamber to level | | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 5 mm | <input type="checkbox"/> ± 3 mm |
| installed plastic preformed inspection chamber to correct height | | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 5 mm | <input type="checkbox"/> ± 3 mm |
| sealed or capped off unneeded connections on plastic preformed inspection chamber | | <input type="checkbox"/> Correct | | |
| ensured run B-A (centre of plastic inspection chamber to centre of junction) is set out to correct length | | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm |
| laid new drainage pipe B-A to line and invert level | | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm |
| installed Gully 1 to correct height | | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm |
| ensured run from Gully 1 to run A-B is set out to correct length | | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm |
| installed Gully 2 to correct height | | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm |
| ensured run from Gully 2 to centre of plastic inspection chamber is set out to correct length | | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm |
| installed couplers correctly | | <input type="checkbox"/> Correct | | |
| installed junctions correctly | | <input type="checkbox"/> Correct | | |
| installed rodding eye to correct height | | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm |

| | | | |
|--|--------------------------------------|-------------------------------------|------------------------------------|
| completed a suitable test to ensure no leaks | <input type="checkbox"/> No Leaks | | |
| Install Linear drainage Channels | | | |
| correctly set out the linear measurement between point A and point B | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 5 mm | <input type="checkbox"/> ± 2 mm |
| check lines to ensure lines are taught | <input type="checkbox"/> Yes | | |
| no dip in lines | <input type="checkbox"/> Yes | | |
| correctly set the 1:25 fall between point A and point B | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 5 mm | <input type="checkbox"/> ± 2 mm |
| correctly gauge concrete mix to 4:2:1 | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 5 mm | <input type="checkbox"/> ± 2 mm |
| mix concrete to correct consistency | <input type="checkbox"/> Correct | | |
| lay P trap and first linear channel against line and level | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 5 mm | <input type="checkbox"/> ± 2 mm |
| laid drainage channel to correct alignment between point A and point B | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 4 mm |
| laid drainage channel to correct height between point A and point B | <input type="checkbox"/> ± 20 mm | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 4 mm |
| check the drainage channels are fully supported with concrete bedding and grate tops installed | <input type="checkbox"/> ± 15 mm | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 5 mm |
| all channels are fully haunched with concrete and smoothed | <input type="checkbox"/> ± 10 mm | <input type="checkbox"/> ± 5 mm | <input type="checkbox"/> ± 2 mm |
| tools and equipment cleaned after use. | <input type="checkbox"/> Yes | | |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Sub-totals | | /30 | /42 | /63 |
| Overall Total | | /72 | | |

| Task 2: Connection to drain and install new inspection chamber. | | | | |
|--|--|--------------------------------------|--------------------------------------|-------------------------------------|
| | | Marks | | |
| The learner has | | 1 | 2 | 3 |
| Selected correct tools and equipment | | <input type="checkbox"/> Yes | | |
| Cut plastic drainage pipe and remove in preparation for Inspection chamber as specification. | | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 5mm | <input type="checkbox"/> +/- 3mm |
| Excavate existing granular subbase to correct depth | | <input type="checkbox"/> +/- 15mm | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 5mm |
| Install and level shuttering for Concrete base | | <input type="checkbox"/> +/- 15m | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 5mm |
| Mix concrete to specification and lay base for inspection chamber | | <input type="checkbox"/> +/- 10mm | | |
| levelled the concrete to minimise deviations | | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 5mm | <input type="checkbox"/> +/- 3mm |
| Cut Roker pipe to size (a) | | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 5mm | <input type="checkbox"/> +/- 3mm |
| Cut Roker pipe to size (b) | | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 5mm | <input type="checkbox"/> +/- 3mm |
| Lay inspection chamber base with fall | | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 5mm | <input type="checkbox"/> +/- 3mm |
| Connect rocker pipe (a) and adaptor coupler to inspection chamber base | | <input type="checkbox"/> +/- 10mm | | |
| Connect rocker pipe (b) and adaptor coupler to inspection chamber base | | <input type="checkbox"/> +/- 10mm | | |
| Test drainage connections no leaks | | <input type="checkbox"/> +/- 10mm | | |
| Install inspection chamber sections x 2, cover and frame | | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 5mm | <input type="checkbox"/> +/- 3mm |
| Tools and equipment cleaned after use. | | <input type="checkbox"/> Yes | | |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--|-------------------------------|---------------------------------|----------------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Sub-totals | | /16 | /20 | /30 |
| Overall Total | | /36 | | |

Task 3: Install shuttering, lay brickwork, and install gully grate to a road storm gully

| | | Marks | | |
|--|--------------------------|---------------|------------------|-----------------|
| The learner has | | 1 | 2 | 3 |
| Selected correct tools and equipment | <input type="checkbox"/> | Yes | | |
| Cut formwork to correct internal length from A-B | <input type="checkbox"/> | ± 15 mm | ± 10 mm | ± 5 mm |
| Cut formwork to correct internal length from D-C | <input type="checkbox"/> | ± 15 mm | ± 10 mm | ± 5 mm |
| Cut formwork to correct internal length from B-C | <input type="checkbox"/> | ± 15 mm | ± 10 mm | ± 5 mm |
| Installed shuttering to level datum from A-B | <input type="checkbox"/> | ± 10 mm | ± 5 mm | ± 3 mm |
| Installed shuttering to level datum from D-C | <input type="checkbox"/> | ± 10 mm | ± 5 mm | ± 3 mm |
| Installed shuttering to level datum from B-C | <input type="checkbox"/> | ± 10 mm | ± 5 mm | ± 3 mm |
| ensured the accuracy of internal diagonal A-C | <input type="checkbox"/> | ± 15 mm | ± 10 mm | ± 5 mm |
| ensured the accuracy of internal diagonal B-D | <input type="checkbox"/> | ± 15 mm | ± 10 mm | ± 5 mm |
| Mix concrete to specification | <input type="checkbox"/> | | | |
| Levelled the concrete to minimise deviations | <input type="checkbox"/> | ± 15 mm | ± 10 mm | ± 5 mm |
| Dry bonded the brickwork to the correct dimensions as shown on the drawing | <input type="checkbox"/> | ± 10 mm | ± 5 mm | ± 3 mm |
| Set out the brickwork to the correct length | <input type="checkbox"/> | +/- 10mm | +/- 5mm | +/- 3mm |
| Set out the brickwork to the correct width | <input type="checkbox"/> | +/- 10mm | +/- 5mm | +/- 3mm |
| Set out the wall with even joints | <input type="checkbox"/> | 3 or 4 uneven | Up to two uneven | All joints even |
| Constructed the brickwork plumb | | | | |
| Corner A | <input type="checkbox"/> | +/- 6mm | +/- 4mm | +/- 2mm |

| | | | |
|---|---|--|---|
| Corner B | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm | <input type="checkbox"/> +/- 2mm |
| Corner C | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm | <input type="checkbox"/> +/- 2mm |
| Corner D | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm | <input type="checkbox"/> +/- 2mm |
| Constructed the brickwork to gauge | <input type="checkbox"/> +/- 12mm | <input type="checkbox"/> +/- 8mm | <input type="checkbox"/> +/- 4mm |
| Constructed the brickwork level | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm |
| Produced weather struck jointing to inner face and flush jointing to outer face | <input type="checkbox"/> More than three hollows | <input type="checkbox"/> Some minor hollows | <input type="checkbox"/> All joints full and correctly jointed |
| Lay gully grate to correct height and falls | <input type="checkbox"/> +/- 10mm | <input type="checkbox"/> +/- 6mm | <input type="checkbox"/> +/- 4mm |
| Tools and equipment cleaned after use. | <input type="checkbox"/> Yes | | |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 3 | 1-2 | None | |
| Worn PPE as required | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 3 | 1-2 | None | |
| Sub-totals | | /26 | /46 | / 69 |
| Overall Total | | | | /72 |

Evaluation marking grid

| | | |
|--|-----------------------------------|----------------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none"> Does not produce a coherent evaluation Does not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent evaluation reflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent and considered evaluation describes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none"> produced an extensive comprehensive evaluation evaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| | Mark achieved | |
| | Total = Mark achieved x 14 | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 72 | | 30 |
| Trade Task 2 | 36 | | 16 |
| Trade Task 3 | 72 | | 26 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 116 |

Assessor Name: _____

Assessor
signature: _____

Learner
name: _____

Date: _____

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 115 | Fail | 0 |
| 116 - 139 | P1 | 1 |
| 140 - 167 | P2 | 2 |
| 168 - 196 | M1 | 3 |
| 197 - 225 | M2 | 4 |
| 226 - 254 | D1 | 5 |
| 255 - 283 | D2 | 6 |
| 284 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to internal quality assurance procedures, followed by external quality assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |

3.9 Roof slating and tiling assessment brief

A customer is carrying out a range of improvements to a property. Your firm has been contracted to carry out the roofing work and you will be required to plan the work, carry out the work and evaluate the completed job.

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning),
- **40 hours** allocated to carry out the three tasks (performing),
- **6 hours** to evaluate the three tasks in the project (evaluating).

You may not use the time you have been given for each element for another element, i.e. if you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

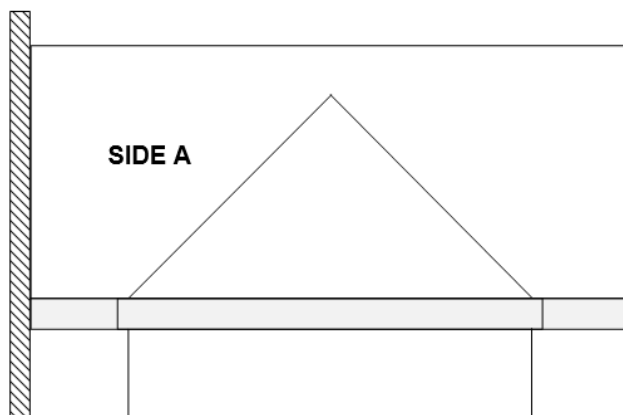
You will be required to devise a plan showing the approach you will take to undertake the work required in the performance tasks, underpinned by an overall schedule of works.

Once the installation has been completed you will be required to evaluate your work.

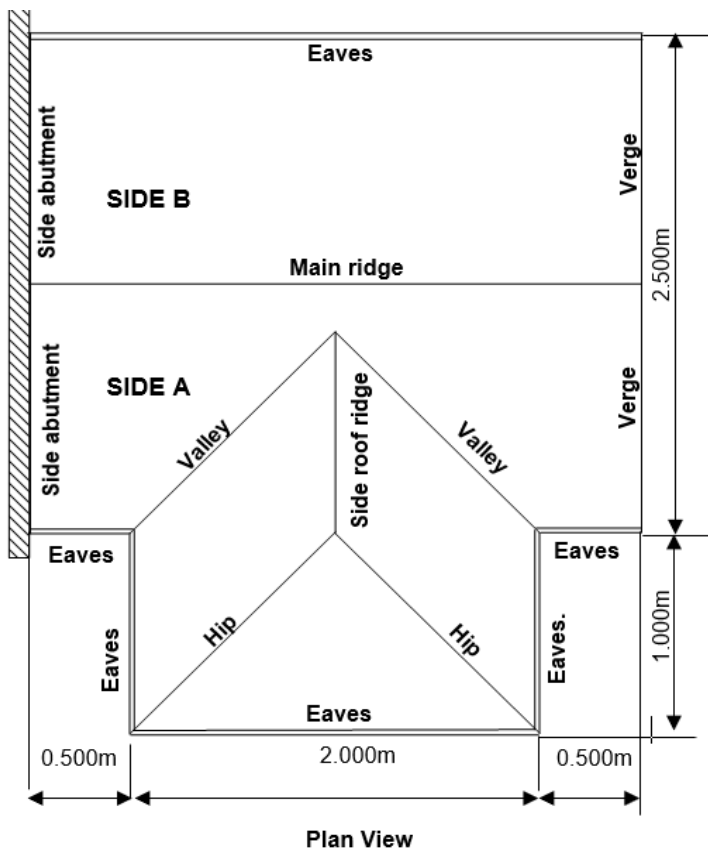
You must adhere to all relevant health and safety rules and procedures at all times.

Task 1 - Single Lap tiling to a hip and valley roof with a dry verge, dry hip, and an open GRP valley with a wet ridge to the main roof (Side A)

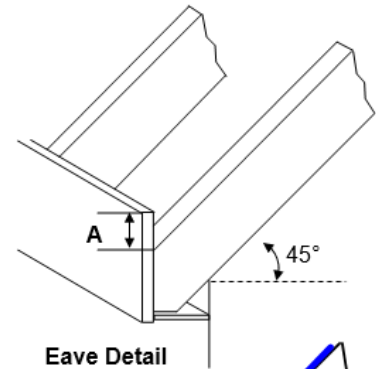
Task comprises of 3 drawings:



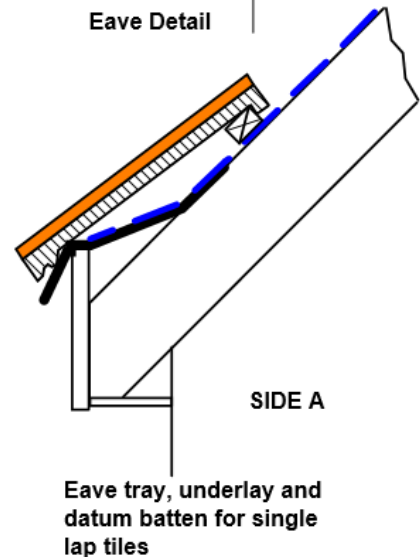
Front Elevation



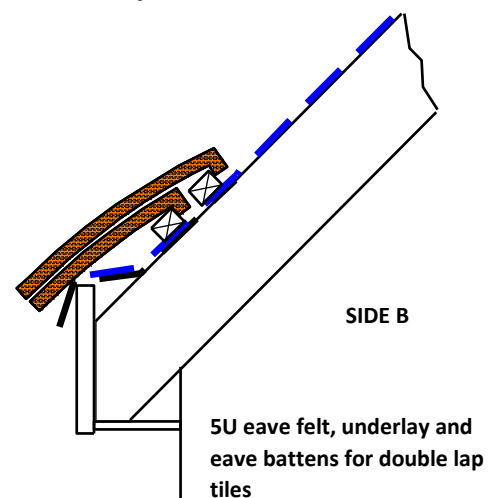
Plan View



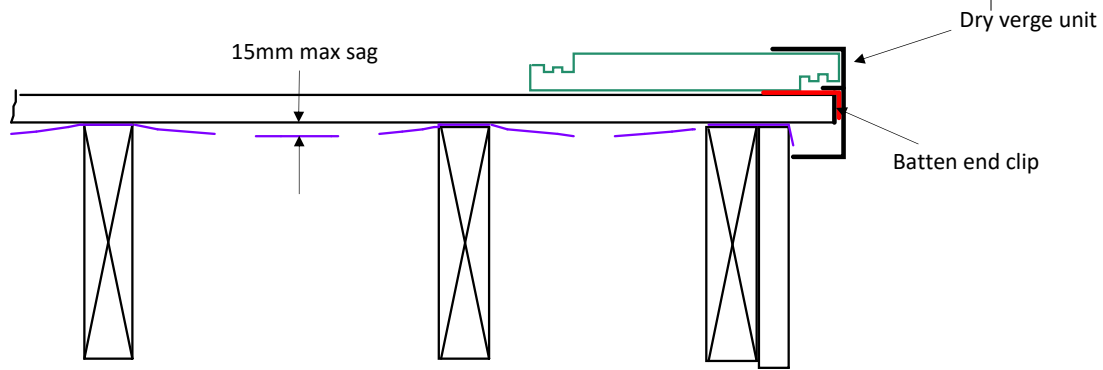
Eave Detail



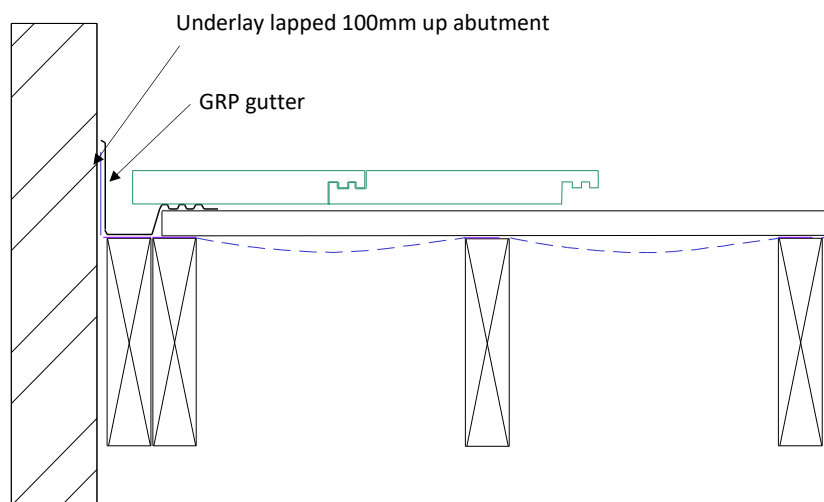
Eave tray, underlay and datum batten for single lap tiles



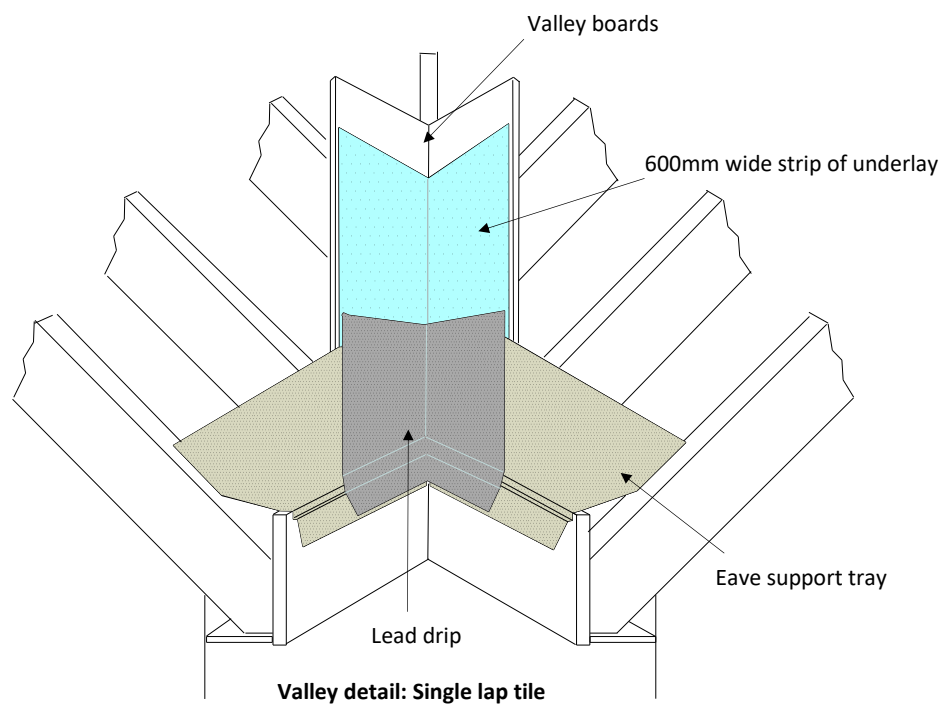
5U eave felt, underlay and eave battens for double lap tiles



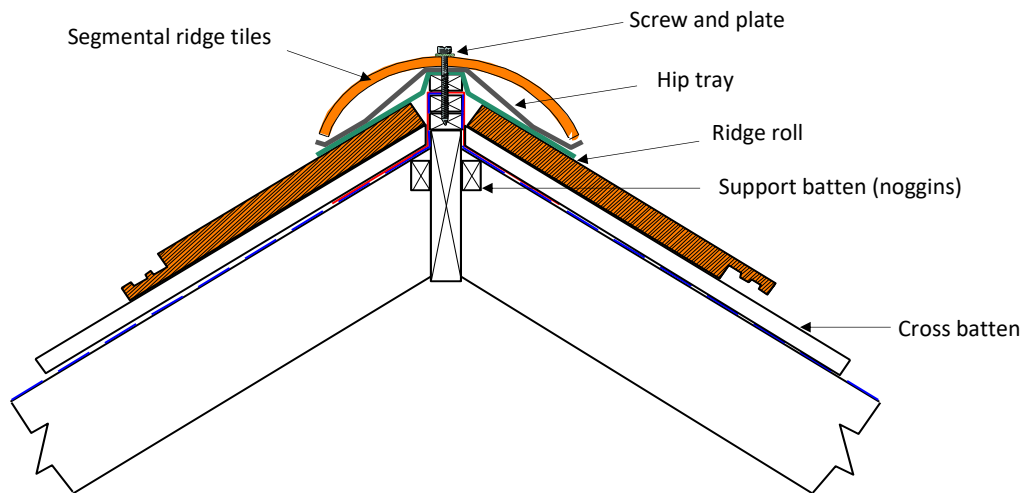
Dry verge detail: Single lap tile



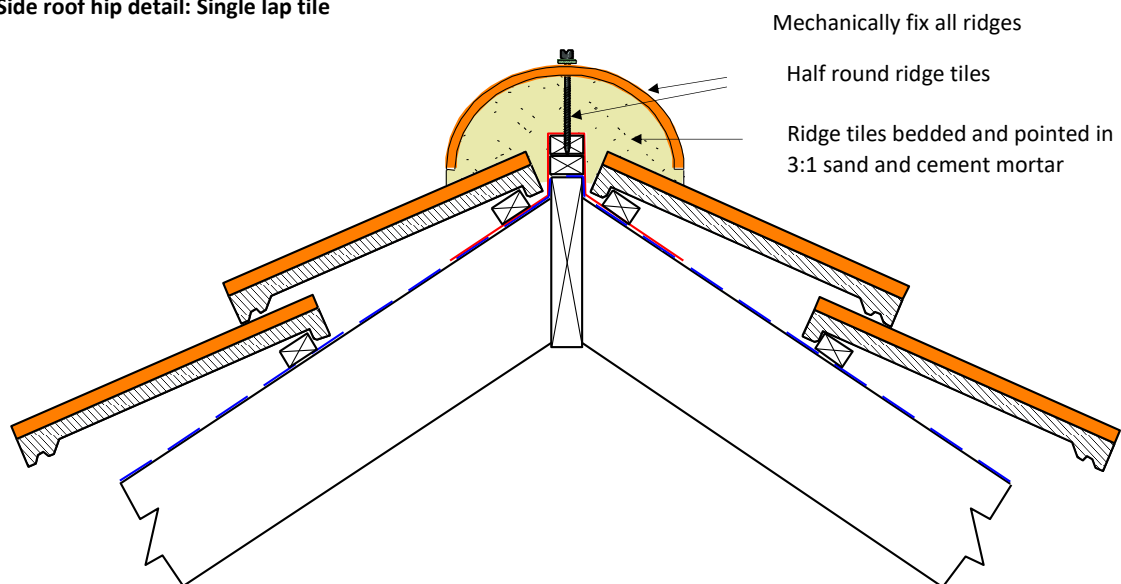
Abutment detail: Single lap tile



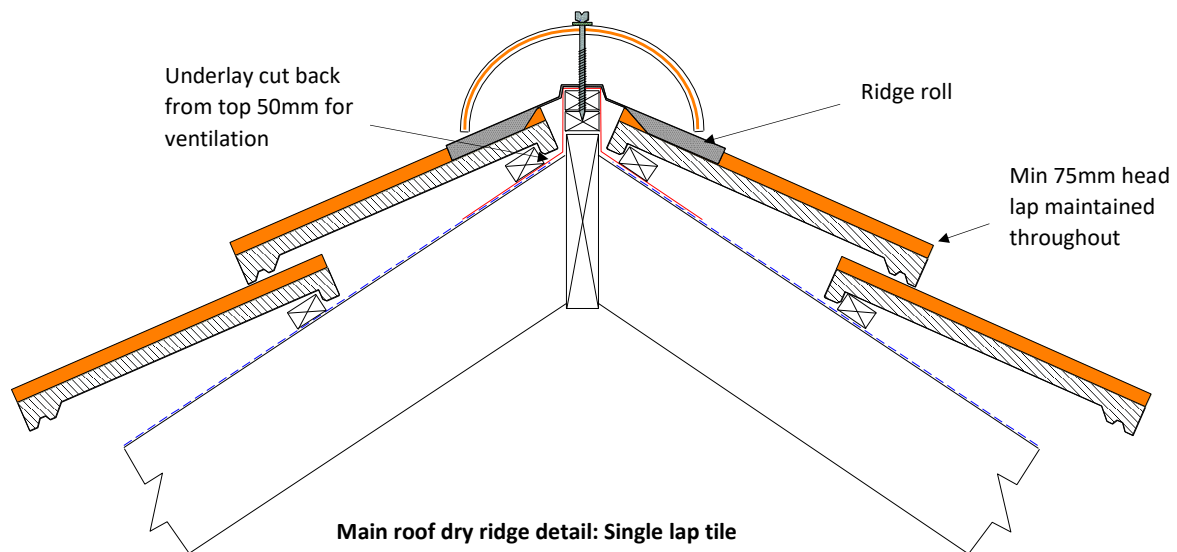
Valley detail: Single lap tile



Side roof hip detail: Single lap tile



Side roof ridge wet detail: Single lap tile



Task 1 specification

The learner will need to set-out Side A and transfer dimensions, measure, cut and install single lap interlocking tiles to a dry hip and open GRP valley with a lead drip and saddle and a wet ridge detail. The main roof incorporates an abutment and a dry verge detail.

Note – to assess the dry ridge detail, the learner will need to form one course of tiles at the rear of the rig to accommodate the ridges.

| |
|---|
| Position and fix eaves support trays |
| Position and fix underlay to valley |
| Install preformed lead eave drip (bottom saddle), GRP valley liner and preformed lead saddle (top saddle) |
| Install an abutment flashing to main roof |
| Position and fix underlay to roof |
| Mark out, strike gauge lines and batten roof |
| Mark out, strike perpend lines and tile roof |
| Position, cut and fix tiles to main roof with dry verge, open valley, and abutment |
| Position, cut and fix tiles to side roof with dry hip, open valley |
| Install dry hip, form three-way mitre and bed and point tile to ridge |
| Install dry ridge detail to main ridge |
| Check roof and repair |
| Strip, remove, reclaim and/or dispose of materials and auxiliary components |

Task 1 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

Materials and components

| | |
|---|-------------------------|
| 4 length of Eave support trays | |
| 1 roll of Underlay | |
| 40 lin.m of (50mm x 25mm) batten | |
| 75 Single lap interlocking tile (low profile) | |
| A Lead drip and saddle (code 4) | |
| 2 lengths GRP valley liner | |
| 2 lengths Abutment flashing | |
| 10 Half round ridge tile | |
| 9 Segmental ridge tile | |
| 2 block end segmental ridge tiles | |
| 3:1 sand and cement | |
| 1 Dry verge pack and a starter, end cap and fixings | |
| 1 Dry hip pack | |
| 1 Dry ridge pack | |
| Nails/clips for battens and tiles | |
| Mechanical equipment | Hand tools |
| Power disc cutter/ water suppression bottle | Claw hammer |
| Cement mixer | Trimming knife |
| Battery Drill/screwdriver and drill bits | Hand saw |
| Equipment | Tape measure/rule |
| Cutting area | Straight edge (1m - 2m) |
| Hop-up/ access equipment | Chalk line |
| Floor brush | Snips |
| Shovel | Lead dresser |
| Bucket | Hand trowel |
| Pen, pencil, calculator, notepad | |

Task 1 Assessor guidance

There are 3 drawings for task 1.

The work area must include an abutment and verge with a side roof incorporating a valley and hip end. A roof pitch of 45° to 35° is recommended, suggested roof dimensions and construction details for eaves are found on drawing 1. Construction details for eaves, verge, abutment, hip, and valley found on drawing 2 and 3.

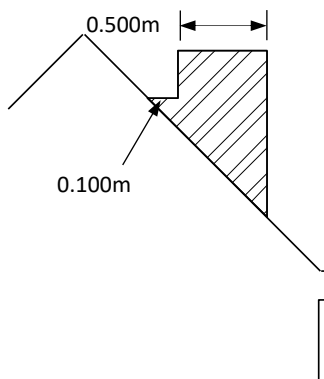
The learner will need a suitable area for wet cutting roof tile and an area for disposing waste.

Fixing specification: All tiles nail or clipped, perimeters twice fixed.

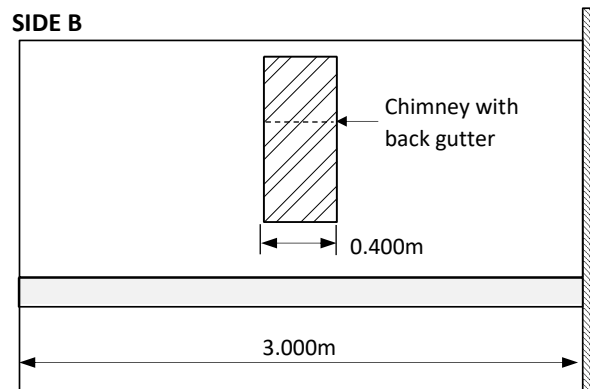
Note: All equipment to be checked prior to use and PPE used when cutting.

Task 2 - Double Lap (plain) tiling to a roof with GRP abutment and wet verge to the main roof (Side B)

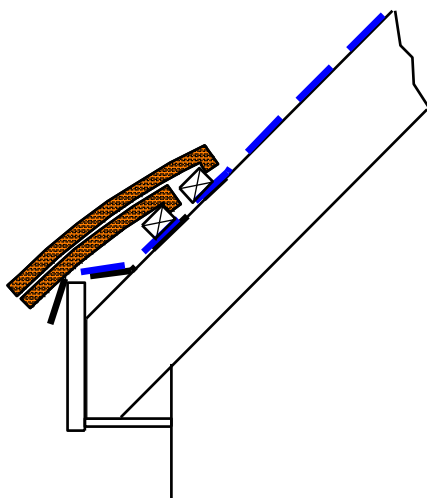
Task comprises of –



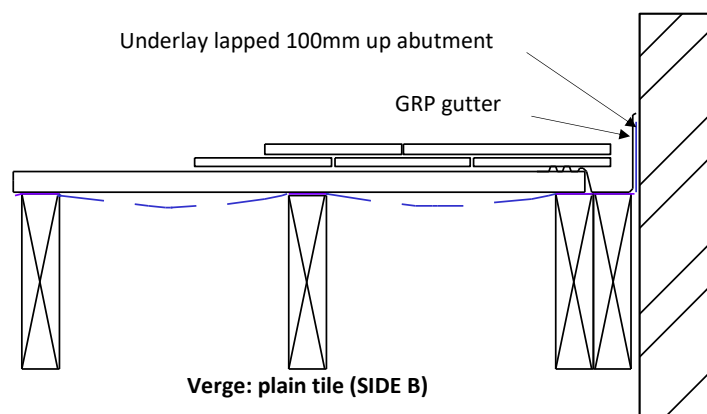
Side Elevation (Side B)



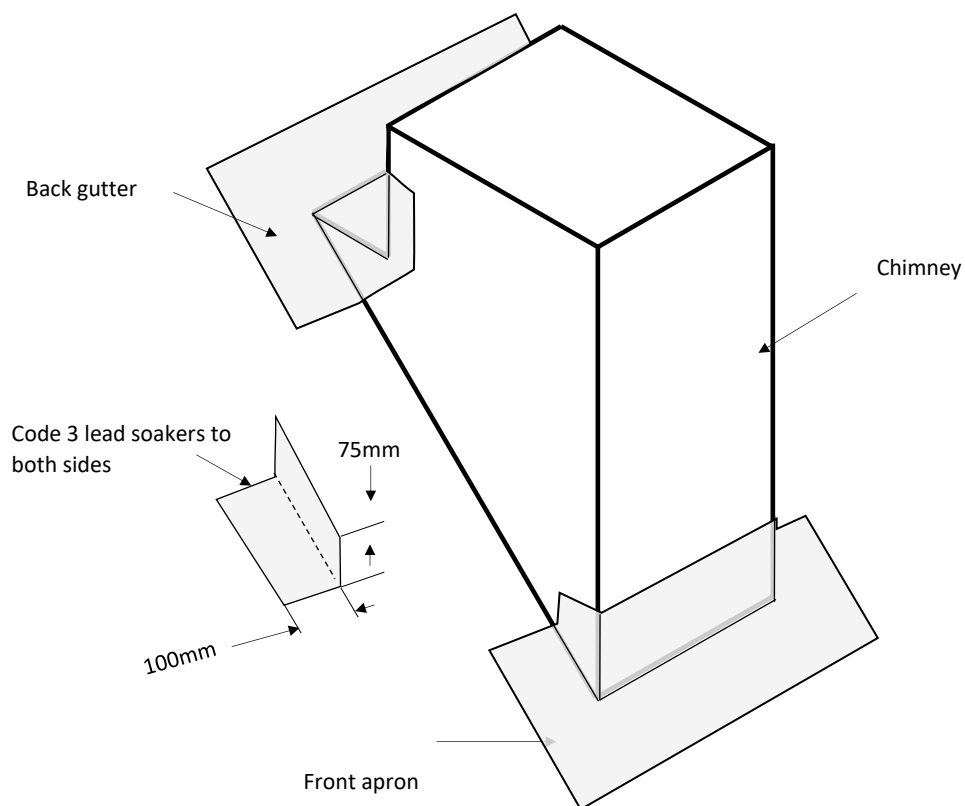
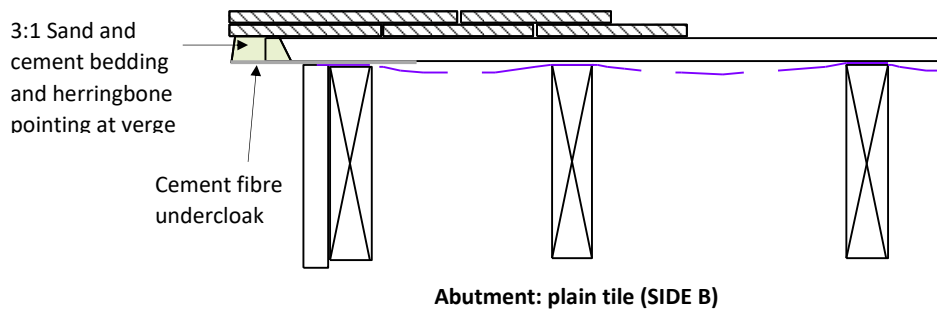
Front Elevation (Side B)



5U eave felt, underlay and eave battens for double lap tiles



Verge: plain tile (SIDE B)



Chimney: plain tile (SIDE B)

Task 2 specification

The learner will need to set-out Side B and transfer dimensions, measure, cut and install double lap plain tiles to an abutment, wet verge, and a chimney detail. Install a code 4 lead front apron and back gutter with code 3 lead soakers to the chimney sides.

Fixing specification: Double nail all perimeters and every fifth course.

Note – the learner will need to form one full course of tiles above the chimney detail.

| |
|--|
| Position and fix 5U underlay at eaves |
| Position and fix underlay to roof |
| Install an abutment flashing to main roof |
| Mark out, strike gauge lines and batten roof |
| Mark out, strike perpend lines and tile roof |
| Position and fix cement fibre undercloak |
| Position, cut and fix tiles to roof with wet verge, chimney and abutment details |
| Form lead soakers |
| Install weathering details to chimney |
| Check roof and repair |
| Strip, remove, reclaim and/or dispose of materials and auxiliary components |

Task 2 Assessor guidance

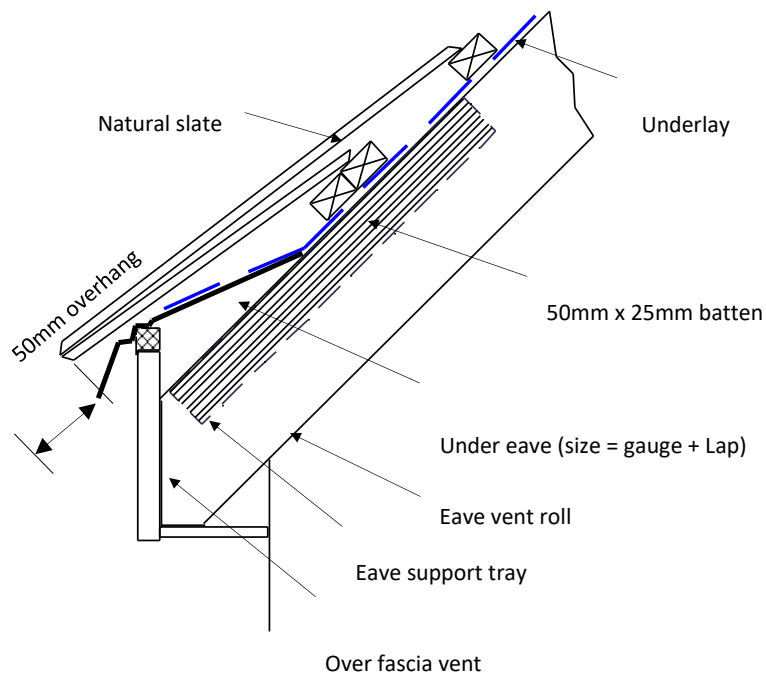
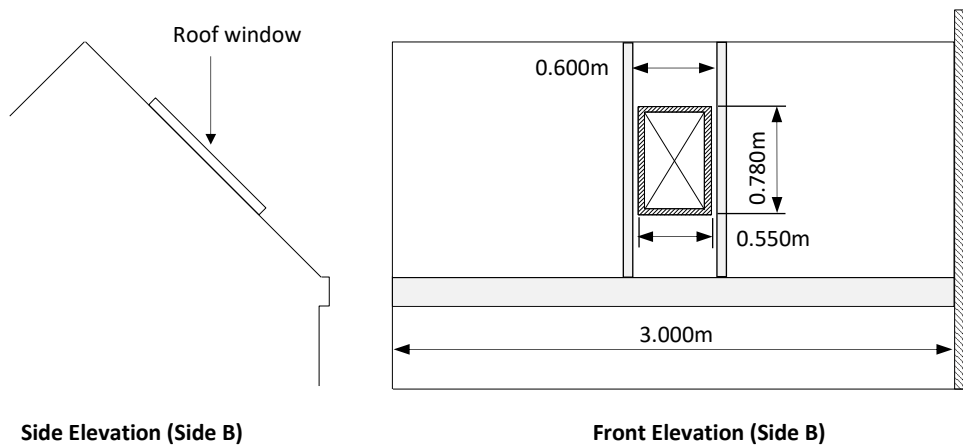
The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

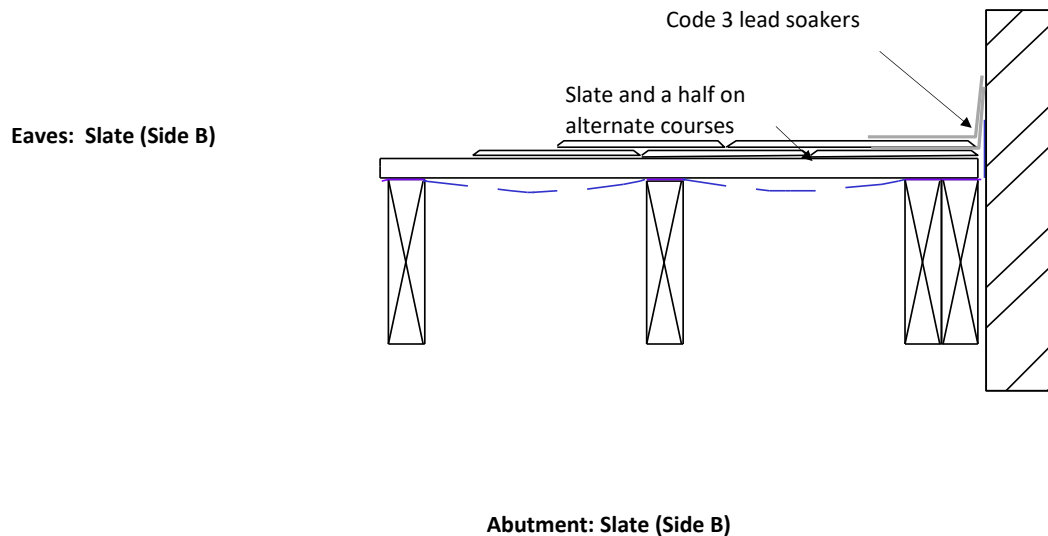
Materials and components

| 1 roll of 5U Eave Underlay | |
|--|-------------------|
| 1 roll of Underlay | |
| 60 lin.m of (38mm x 25mm) batten | |
| 2 of 1.200m x 150mm cement fibre undercloak | |
| 300 of 265mm x 165mm plain tiles | |
| 30 of 248mm x 265mm tile and a half tile | |
| 25 of 200mm x 165mm under eave tile | |
| 1 of Code 4 lead front apron and back gutter | |
| 12 of Code 3 lead soakers (190mm x 175mm) | |
| 3:1 sand and cement | |
| Nails/clips for battens and tiles | |
| Mechanical equipment | Hand tools |
| Tile nibbler/cutter (for hand cutting only) | Claw hammer |
| Cement mixer | Trimming knife |
| Battery Drill/screwdriver and drill bits | Hand saw |
| Equipment | Tape measure/rule |
| Cutting area | Scribe/pincer |
| Hop-up/ access equipment | Chalk line |
| Floor brush | Snips |
| Shovel | Lead dresser |
| Bucket | Hand trowel |
| Pen, pencil, calculator, notepad | |

Task 3 - Natural slate to a roof with an eave ventilation system, continuous dry verge, abutment with code 3 lead soakers and a roof window to the main roof (Side B)

Task 3 comprises of 1 drawing -





Task 3 specification

The learner will need to set-out Side B and transfer dimensions, measure, cut and install eave vent roll, continuous over fascia eave vents and eave support tray, felt and batten roof for natural slate to an abutment with code 3 lead soakers including a continuous dry verge and a roof window detail.

Fixing specification: Double nail all slates and three nails for slate and a half.

Note – the learner will need to form one full course of slate above the window detail. The learner will install a roof window and flashings to the manufacturer's instructions.

| |
|--|
| Position and fix eave roll-out rafter tray, continuous over fascia vent and eave support trays |
| Position and fix underlay to roof |
| Install a roof window frame to main roof |
| Mark out, strike gauge lines and batten roof |
| Position and fix a continuous dry verge |
| Mark out, strike perpend lines |
| Cut, position, and fix under eave slates |
| Slate roof main area, position and fit soakers and flashings at abutment and roof window |
| Cut, position and fix slates to dry verge |
| Check roof and repair |
| Strip, remove, reclaim and/or dispose of materials and auxiliary components |

Task 3 Assessor guidance

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

Materials and components

| |
|---|
| 3.000 lin.m of eave roll-out rafter tray |
| 3.000 lin.m of over fascia vents |
| 2.5 length of eave support trays |
| 1 roll of underlay |
| 40 lin.m of (50mm x 25mm) batten |
| 1 length (2m) continuous dry verge |
| 130 of 400mm x 250mm natural slates (pre-holed) |
| 20 of 400mm x 375mm slate and a half slates |
| 1 roof window and flashing kit |
| 10 code 3 lead soakers (275mm x 175mm) |
| Nails for battens and slates |

| Mechanical equipment | Hand tools |
|---|---------------------|
| Slate guillotine | Claw hammer |
| Battery drill/ screwdriver and drill bits | Trimming knife |
| | Hand saw |
| | Tape measure / rule |
| Equipment | Slate knife |
| Cutting area | Slate iron |
| Hop-up/ access equipment | Chalk line |
| Floor brush | Snips |
| Shovel | Lead dresser |
| Bucket | Hand trowel |
| Pen, pencil, calculator, notepad | |

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | |
|--|----------------------|
| Learner name: | |
| Assessment date: | |
| a) Identify resource requirements to meet the task | Mark achieved |
| <ul style="list-style-type: none"> produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | 1 |
| <i>or</i> | |
| <ul style="list-style-type: none"> produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | 2 |
| <i>or</i> | |
| <ul style="list-style-type: none"> produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | 3 |
| b) Plan the activities and the ordering/phasing of work to complete the task | Mark achieved |
| <ul style="list-style-type: none"> produces a coherent method statement and risk assessment with an estimated completion date. | 1 |
| <i>or</i> | |
| <ul style="list-style-type: none"> correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | 2 |
| <i>or</i> | |
| <ul style="list-style-type: none"> correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | 3 |
| c) The main techniques used for estimating jobs/projects in Construction | Mark achieved |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | 1 |
| <i>or</i> | |

| | |
|---|----------------------|
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer which shows how total cost and profit margin were used to determine this | 2 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance Marking Grid

Task 1:

Section A: Single Lap tiling to a hip and valley roof with a dry verge, dry hip, and an open GRP valley with a wet ridge to the main roof (Side A)

| | Marks | | |
|---|---|---|--|
| The learner has | 1 | 2 | 3 |
| Position and fix eaves support trays | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Position and fix (600mm) underlay to valley | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Install preformed lead eave drip (bottom lead saddle) | <input type="checkbox"/> Requires re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Install GRP valley liner | <input type="checkbox"/> Requires re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Install preformed lead saddle | <input type="checkbox"/> Requires re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Install an abutment flashing to main roof | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Underlay positioned correctly to eaves tray | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Underlay horizontal overlap (150mm) | <input type="checkbox"/> Required re-position | <input type="checkbox"/> 20+mm | <input type="checkbox"/> +/- 10mm |
| Underlay securely fixed to rafter position | <input type="checkbox"/> Required re-positioning or damage to underlay | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |

| | | | |
|---|---|---|--|
| Mark out, strike gauge lines and batten roof | <input type="checkbox"/> Required re-marked | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-5mm |
| Mark out, strike perpend lines and tile roof | <input type="checkbox"/> Required re-marked | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-5mm |
| Position and fix tiles to main roof with dry verge, open valley, and abutment | <input type="checkbox"/> Required re-marked/ positioned | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-10mm |
| Cut tiles to correct line at valley | <input type="checkbox"/> Required re-cut /out with tolerance | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-10mm |
| Cut tiles to correct line at hip | <input type="checkbox"/> Required re-cut /out with tolerance | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-10mm |
| Install dry ridge detail to main ridge to manufacturer's instructions | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Position, cut and fix tiles to side roof with dry hip, open valley, and wet ridge | <input type="checkbox"/> Required re-marked /cut | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-10mm |
| Correct use of fixings at hip and valley cuts | <input type="checkbox"/> More than one defect | <input type="checkbox"/> Checked with one defect | <input type="checkbox"/> Checked roof no defects |
| Install dry hip and bed and point tile to ridge | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-10mm |
| Check roof and repair | <input type="checkbox"/> Not checked or more than one defect | <input type="checkbox"/> Checked with one defect | <input type="checkbox"/> Checked roof no defects |

| | | | |
|---|--|--|--|
| Demonstration of techniques and skills | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencies | <input type="checkbox"/> Methodical and consistent |
| Removed roof coverings and components as per specification | <input type="checkbox"/> Correctly | | |

Section C: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | Marks | | |
|---------------------------------|-------------------------------|---------------------------------|----------------------------------|
| The learner has | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Sub-totals | /23 | /44 | /66 |
| Overall Total | / 67 marks | | |

Task 2:

Section A: Double Lap (Plain) tiling to a roof with GRP abutment and wet verge to the main roof (Side B)

| | | Marks | | |
|--|--------------------------|---|--------------------------------------|--------------------------------|
| The learner has | | 1 | 2 | 3 |
| Position and fix 5U underlay at eaves to a 50mm overhang | <input type="checkbox"/> | Required re-position | Fixed correctly within 5mm tolerance | Positioned and correctly fixed |
| Underlay horizontal overlap (150mm) | <input type="checkbox"/> | Required re-position | 20+mm | +/- 10mm |
| Underlay securely fixed to rafter position | <input type="checkbox"/> | Required re-positioning or damage to underlay | Some minor adjustment | Positioned and correctly fixed |
| Install an abutment flashing to main roof | <input type="checkbox"/> | Required re-position | Some minor adjustment | Positioned and correctly fixed |
| Mark out, strike gauge lines and batten roof | <input type="checkbox"/> | Required re-marked | Some minor adjustment | +/-5mm |
| Mark out, strike perpend lines and tile roof | <input type="checkbox"/> | Required re-marked | Some minor adjustment | +/-5mm |
| Position and fix cement fibre undercloak | <input type="checkbox"/> | Required re-position | Some minor adjustment | +/-5mm |
| Position and fix tiles to roof and form a wet verge detail | <input type="checkbox"/> | Required re-position | Some minor adjustment | Positioned and correctly fixed |
| Position, cut and fix tiles to roof to a chimney detail | <input type="checkbox"/> | Required re-marked /cut | Some minor adjustment | +/-10mm |

| | | | |
|--|---|--|--|
| Position, cut and fix tiles to roof to an abutment detail | <input type="checkbox"/> Required re- marked /cut | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-10mm |
| Install a preformed lead front apron to a chimney detail | <input type="checkbox"/> Required re- position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Form and install lead soakers to a chimney detail | <input type="checkbox"/> Required re- marked /cut | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-5mm |
| Install a preformed lead back gutter to a chimney detail | <input type="checkbox"/> Required re- position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Check roof and repair | <input type="checkbox"/> Not checked or more than one defect | <input type="checkbox"/> Checked with one defect | <input type="checkbox"/> Checked roof no defects |
| Demonstration of techniques and skills | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencie s | <input type="checkbox"/> Methodical and consistent |
| Removed roof coverings and components as per specification | <input type="checkbox"/> Correctly | | |

Section C: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|------------|-----|------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |
| Sub-totals | | /18 | /34 | /51 |
| Overall Total | | / 52 marks | | |

Task 3:

Section A: Natural slate to a roof with a continuous dry verge, abutment with code 3 lead soakers and a roof window to the main roof (Side B)

| | | Marks | | |
|---|--------------------------|---|-----------------------|--|
| The learner has | | 1 | 2 | 3 |
| Position and fix continuous over fascia eave vents to manufacturer's instructions | <input type="checkbox"/> | Required re-position | Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Position and fix eave roll-out rafter tray to manufacturer's instructions | <input type="checkbox"/> | Required re-position | Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Position and fix eave support tray to manufacturer's instructions | <input type="checkbox"/> | Required re-position | Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Underlay horizontal overlap (150mm) | <input type="checkbox"/> | Required re-position | 20+mm | <input type="checkbox"/> +/- 10mm |
| Underlay securely fixed to rafter position | <input type="checkbox"/> | Required re-positioning or damage to underlay | Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Install a roof window frame to main roof to manufacturer's instructions | <input type="checkbox"/> | Required re-position | Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Mark out, strike gauge lines and batten roof | <input type="checkbox"/> | Required re-marked | Some minor adjustment | <input type="checkbox"/> +/-5mm |

| | | | |
|--|---|---|--|
| Position and fix a continuous dry verge to manufacturer's instructions | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Mark out, strike perpend lines for half bond | <input type="checkbox"/> Required re-marked | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-5mm |
| Calculate, measure, and cut under eave slates | <input type="checkbox"/> Required re-marked /cut | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-5mm |
| Position and fix under eave slates | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-5mm |
| Position and fix slates to roof area, maintaining even gauge and bond throughout | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-5mm |
| Install window flashings to manufacturer's instructions | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> Positioned and correctly fixed |
| Cut, position and fix slates to abutment | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-10mm |
| Form and install lead soakers to an abutment detail | <input type="checkbox"/> Required re-marked/cut | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-5mm |
| Cut, position and fix slates to dry verge | <input type="checkbox"/> Required re-position | <input type="checkbox"/> Some minor adjustment | <input type="checkbox"/> +/-10mm |
| Check roof and repair | <input type="checkbox"/> Not checked or more than one defect | <input type="checkbox"/> Checked with one defect | <input type="checkbox"/> Checked roof no defects |

| | | | |
|---|--|--|---|
| Demonstration of techniques and skills | <input type="checkbox"/> Acceptable | <input type="checkbox"/> Methodical with some inconsistencie s | <input type="checkbox"/> Methodical and consistent |
| Removed roof coverings and components as per specification | <input type="checkbox"/> Correctly | | |

Section B: Health and safety

Key points

- PPE must be worn as appropriate i.e. safety glasses and safety boots
- Tidy work area

For each minor infringement up to three, deduct marks as listed, a fourth would equate to unsafe working practices which would require the assessment to be stopped and the learner to be referred.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | | Marks | | |
|---------------------------------|--------------------------|------------|-----|------|
| The learner has | | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> | 3 | 1-2 | None |
| Worn PPE as required | <input type="checkbox"/> | 3 | 1-2 | None |
| Sub-totals | | /21 | /40 | /60 |
| Overall Total | | / 61 marks | | |

Evaluation marking grid

| | | |
|--|-----------------------------------|----------------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none"> Does not produce a coherent evaluation Does not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent evaluation reflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent and considered evaluation describes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none"> produced an extensive comprehensive evaluation evaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| | Mark achieved | |
| | Total = Mark achieved x 14 | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 67 | | 23 |
| Trade Task 2 | 52 | | 18 |
| Trade Task 3 | 61 | | 21 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 106 |

Assessor Name: _____

Assessor
signature: _____

Learner
name: _____

Date: _____

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 105 | Fail | 0 |
| 106 - 134 | P1 | 1 |
| 135 - 163 | P2 | 2 |
| 164 - 193 | M1 | 3 |
| 194 - 223 | M2 | 4 |
| 224 - 253 | D1 | 5 |
| 254 - 282 | D2 | 6 |
| 283 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results will be subject to internal quality assurance procedures, followed by external quality assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |

3.10 Wall and floor tiling assessment brief

A customer is carrying out a range of improvements to a property. Your firm has been contracted to carry out the wall and floor tiling aspects of these improvements. You will be required to plan the work, carry out the wall and floor tiling tasks and evaluate the completed jobs.

You are to carry out the following tasks:

Task 1: Lay semi dry screed to a given fall

Task 2a: Prepare floor backgrounds and tile horizontal floor area

Task 2b: Tile an inclined floor area

Task 2c: Tile stairs

Task 3: Tile bathroom walls with window, to include cill, heads and reveals

This project has three elements: planning, performing, and evaluating.

You have:

- **14 hours** allocated for the planning of all three tasks (planning),
- **40 hours** allocated to carry out the three tasks (performing),
- **6 hours** to evaluate the three tasks in the project (evaluating).

You may not use the time you have been given for each element for another element, i.e. if you complete your planning in 12 hours you may not use the other two hours for either the performing or the evaluating.

You will be required to devise a plan showing the approach you will take to undertake the work required in the performance tasks, underpinned by an overall schedule of works.

Once the installation has been completed you will be required to evaluate your work.

You must adhere to all relevant health and safety rules and procedures at all times.

Task 1 – Lay semi dry screed to a given fall

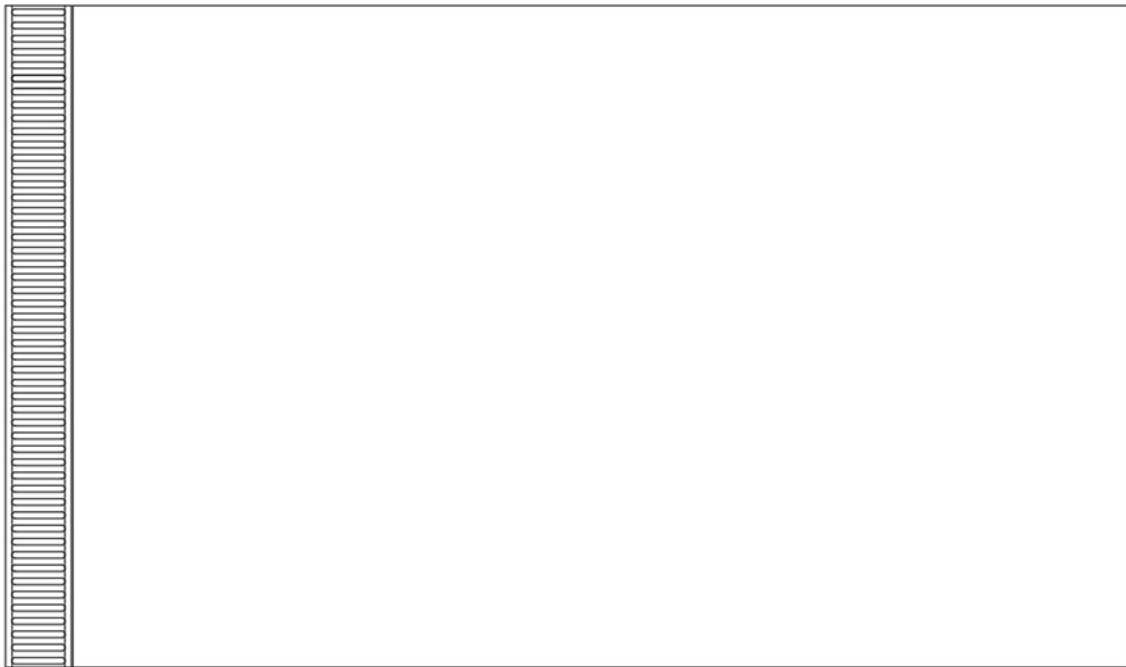
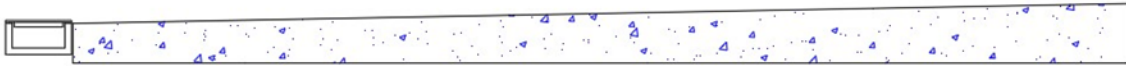
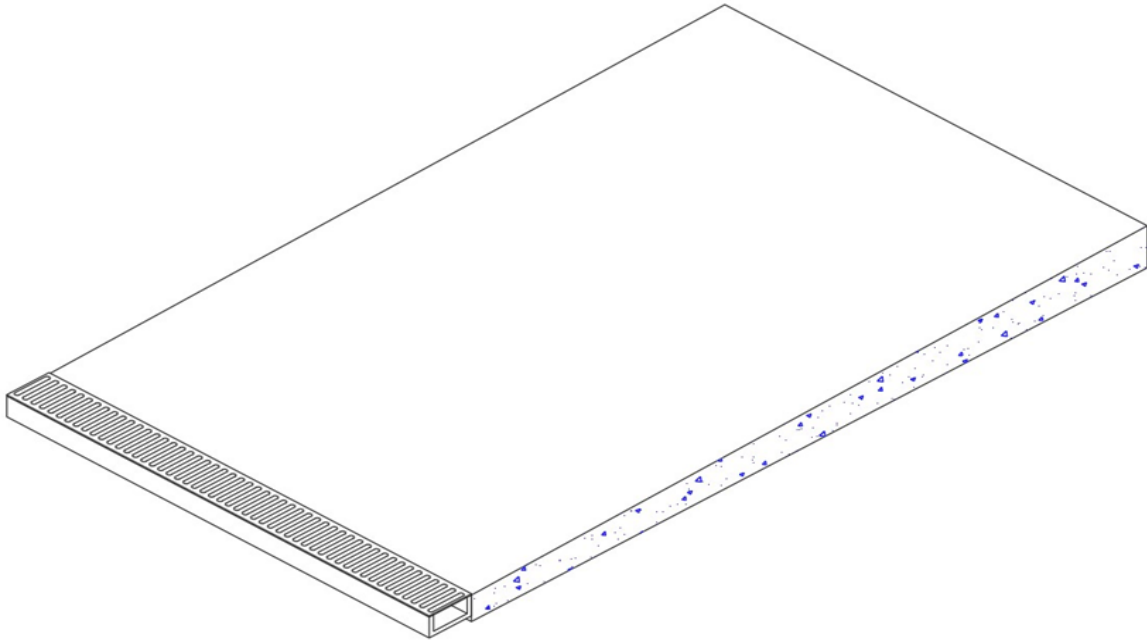
Task 1 specification

Lay semi dry screed to the given fall from a linear drain, in preparation for tiling at a later date.

You will need to

- Bond floor to receive screed
- Set out screed to accurate falls from prefixed linear drain, ensuring enough room around the drain to receive floor tiles
- Lay and compact screed to a float finish
- Select, maintain, and use hand and portable power tools

| | |
|--|---------------------------|
| Linear drain: | 1000mm |
| Floor dimensions: | 1000mm by 1600mm |
| Screed thickness: | 60mm to 90mm |
| Fall: | Minimum requirement: 1/60 |
| During the assessment, you should ensure care is taken to present all aspects of the work to meet the specification and obtain a quality finish. | |



Task 1 Assessor guidance

Suitable areas for mixing and disposing of waste are required.

Sufficient workspace area is required for assessment.

It is recommended that a gauge is made for setting the minimum fall 1:60.

The linear drain must be pre-fixed prior to the assessment taking place.

If screed rails are used they need to be removed prior to assessing.

Learners are permitted to have technician support for the manual handling and mixing of screed during assessment.

Any learner support given must have no influence on setting out, laying or finishing of screed during the assessment.

Optional: This task can be used in conjunction with Task 2b should centres have the facility to do this. Allow for adequate setting time.

Task 1 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

| Materials | |
|--------------------------|--|
| Sharp sand | Screed rails if required |
| Ordinary Portland Cement | Styrene Butadiene Rubber (SBR) bond primer |
| 1000mm Linear drain | |

| Tools and equipment | |
|------------------------------|---------------------|
| Mixer | Wheelbarrow |
| Screeding trowel | Bucket |
| Polyurethane float | Mixing bath or tray |
| Box section straight edge | Brush |
| Bucket trowel | Paddle brush |
| Spirit level (various sizes) | Shovel |
| Laser level | |
| Water level | |
| Tape measure | |

Task 2a - Prepare floor backgrounds and tile horizontal floor area

Task 2a specification

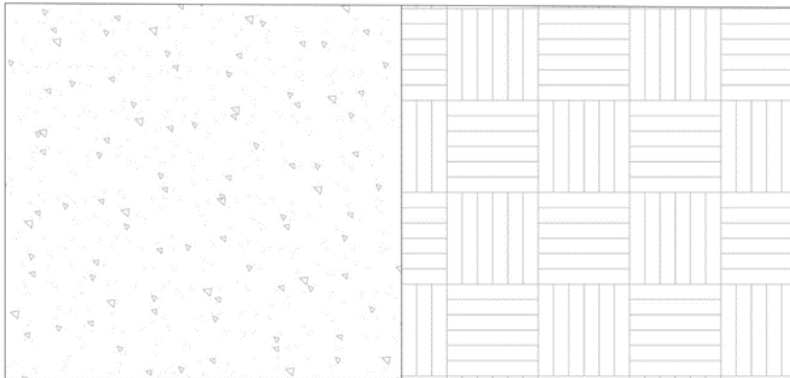
You will need to

- Prepare and prime surface to receive membrane
- Cut and fix membrane and preformed movement joint
- Set out, cut, fix, and finish tiles to prepared floor area
- Select, maintain, and use hand and portable power tools

Note:

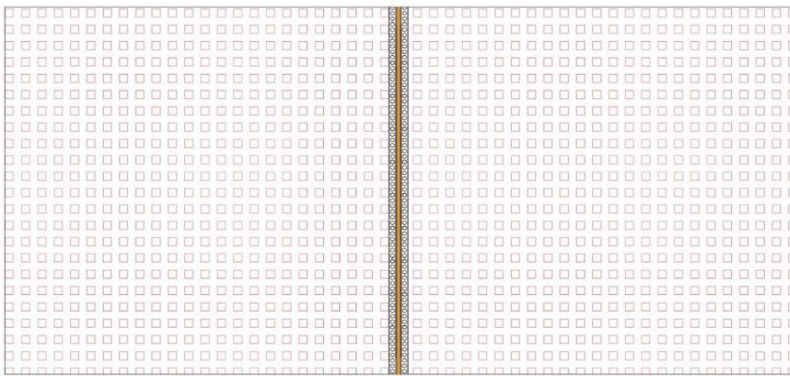
Adjustments may be made to sizes of cut tiles to allow for variations in material dimensions. The overall dimensions of the task must be adhered to.

| | |
|--|--|
| Decoupling membrane: | Cut suitable to task requirements |
| SBR Bond Primer: | Quantity fitting to task |
| Preformed movement joint: | Min 10mm (3mm joint width), cut to task requirements |
| Floor tiles min 300mm x 300mm (nominal size): | Ceramic floor tiles (minimum 8mm thickness) |
| Dimensions: | 3.5 gauged tiles each side |
| Adhesive: | Quantity fitting to task |
| Grout: | Colour to suit tile, tooled, finished |
| Spacers: | 3mm |
| During the assessment, you should ensure care is taken to present all aspects of the work to meet the specification and obtain a quality finish. | |

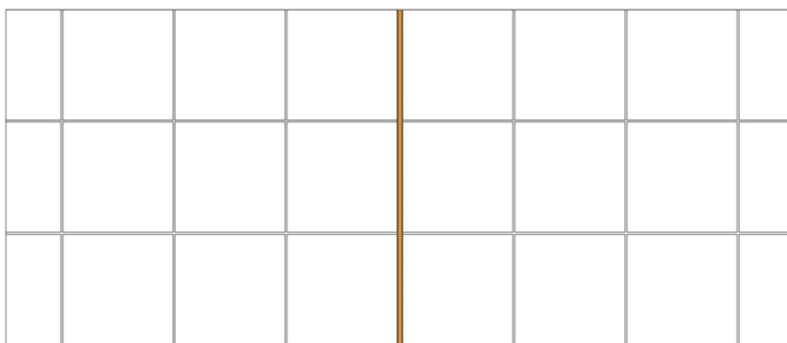


Sand-Cement

Timber



De-coupling Membrane and Movement bead



3.5 tiles

3.5 tiles

Task 2b – Tile an inclined floor area

Task 2b specification

You will need to

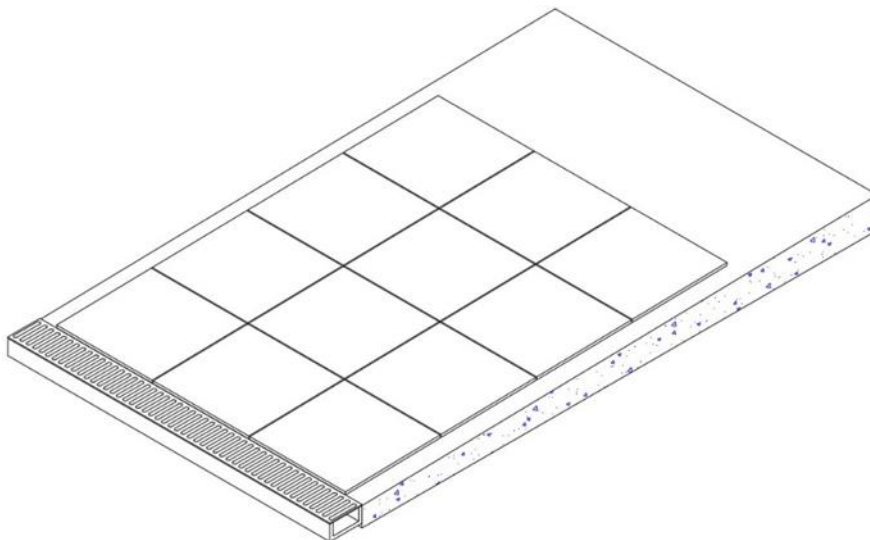
- Set out, cut, fix, and finish tiles to inclined floor area
- Select, maintain, and use hand and portable power tools

Note:

Adjustments may be made to sizes of cut tiles to allow for variations in material dimensions.

The overall dimensions of the task must be adhered to.

| | |
|--|---|
| Floor tiles min 300mm x 300mm (nominal size): | Ceramic floor tiles (min 8mm thickness) |
| Adhesive: | Quantity fitting to task |
| Grout: | Colour to suit tile, tooled, finished |
| Spacers: | 3mm |
| Centre line of middle tiles to centre of linear drain | |
| Top of tiles to be flush with top of linear drain | |
| During the assessment, you should ensure care is taken to present all aspects of the work to meet the specification and obtain a quality finish. | |



Task 2c – Tile stairs

Task 2c specification

You will need to

- Set out, cut, fix, and finish tiles to stairs
- Select, maintain, and use hand and portable power tools

Note:

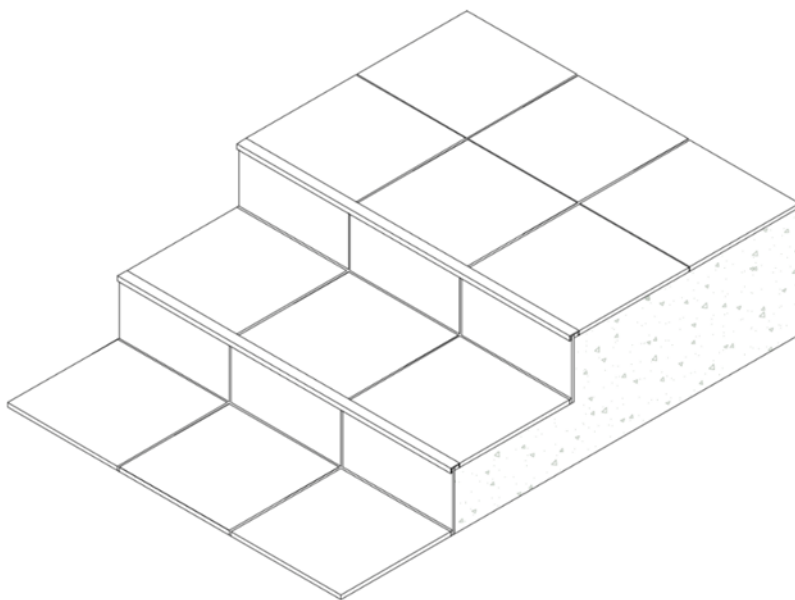
Adjustments may be made to sizes of cut tiles to allow for variations in material dimensions.

The overall dimensions of the task must be adhered to.

| | |
|---|---------------------------------------|
| Floor tiles min 300mm x 300mm (nominal size): | Ceramic (min 8mm thickness) |
| Adhesive: | Quantity fitting to tasks |
| Grout: | Colour to suit tile, tooled, finished |
| Spacers: | 3mm |
| Metal step edge trim (nose housing): | min height 10mm |

Risers: 150mm, treads: full tile + specialist trim

During the assessment, you should ensure care is taken to present all aspects of the work to meet the specification and obtain a quality finish.



Task 2 Assessor guidance

Suitable areas for mixing and disposing of waste are required.

Learners are permitted to have technician support for the manual handling and mixing of adhesive during assessment.

Backgrounds are to be checked prior to tiling to ensure they are fit for purpose.

Time must be given to allow for the setting of floor tiles prior to grouting.

Any learner support given must have no influence on the finished assessment.

Task 2a:

- The floor must have two separate substrates, one sand cement screed/concrete, the other timber, with the preformed movement joint placed and fixed where the two substrates meet.
- Either side of the movement joint membrane should be fixed with adhesive.
- Allow for the setting time of both membrane and movement joint prior to the fixing of floor tiles.

Task 2b: Where centres have not used a screeding bay for Task 1, a template should be provided with the same dimensions as per Task 1 for tiling the inclined surface.

Task 2c: A pre-formed staircase as per dimensions listed in the specification is required.

Task 2 Resource list

The purpose of the list is to support centres for setting up for the tasks. This information must not be shared with learners.

| Materials | |
|--|-----------------------------|
| 60 (approx.) x Ceramic floor tiles - min 300mm x 300mm (nominal size), min 8mm thickness | Tile adhesive |
| Min 10mm - preformed movement joint | SBR Bond Primer |
| Decoupling membrane | Grout (colour to suit tile) |
| Metal step edge trim (nose housing) min height 10mm | 3mm spacers |
| Risers: 150mm, treads: full tile + specialist trim | |

| Tools and equipment | |
|--------------------------------|-----------------------------------|
| Mixing drill and paddle | Bucket |
| Floor specific notched trowels | Paddle brush |
| Spirit level (various sizes) | Metal cutting snips |
| Laser level | Utility knife/industrial scissors |

| | |
|---|---------------------------------|
| Bucket trowel | Brush |
| Tile saws (tile hacksaw, tile coping saw) | Shovel |
| Tile wheel nippers | Hammer(s) |
| Nippers | Carborundum stone/rubbing block |
| Tile files | Square |
| Manual tile cutter | Squeegees/grout float |
| Wet tile cutter | Straight edge |
| Hand tile scribe | Polishing cloths |
| Tape measure/steel rule | Sponges |
| Chalk line/marker line | |
| Laser level | |
| Bucket/gauge trowel | |
| Mixing equipment (paddle/hand) | |
| Transformer and lead | |
| Grout finishing tool | |
| Wash boy and sponge float | |

Task 3 – Tile bathroom wall with window, to include cill, heads and reveals

Task 3 specification

You will need to

- Tile cill, heads and reveals, all cuts should be symmetrical to the opening
- Check backgrounds prior to tiling to ensure suitability
- Set out, cut, fix, and finish tiles to wall areas
- Select, maintain, and use hand and portable power tools

Note:

Adjustments may be made to sizes of cut tiles to allow for variations in material dimensions.

The overall dimensions of the tasks must be adhered to.

| | |
|--|---------------------------------------|
| Wall tiles min 150mm x 150mm (nominal size): | Ceramic (min 5mm thickness) |
| Adhesive: | Quantity fitting to task |
| Grout: | Colour to suit tile, tooled, finished |
| Spacers: | 3mm |
| 8mm plastic trim | |
| Silicone sealant: | White |

Window: 600mm x 600mm. Cill, heads and reveals to be tiled.

Circular cuts: Large 100mm diameter - centre of 4 tiles.

Small: 42mm diameter - centre of tile. This must be cut by hand (a core bit must **not** be used).

Rectangular cutting: 75mm x 150mm - bottom and centre of two tiles.

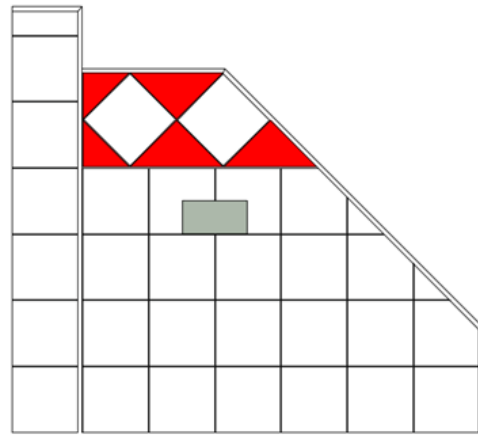
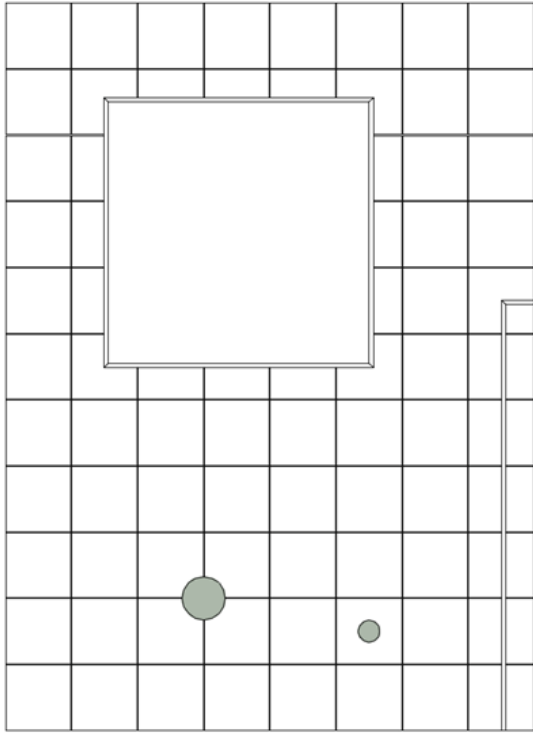
Contrasting tiles to be used on panel (as shown in drawing). Angle 45° aligned with last patterned tile.

Column: 100mm x 75mm - top: centre of 7th row.

Trim: all sides of window. Side, return and top of column. Top, angle and end of wall. All trim to be mitred to external and internal corners.

Note: A batten must be fixed to the underside of the first full tile, as per drawing (batten not shown). Upon completion of fixing, batten is to be removed and a cut row to be scribed into floor to allow any inconsistency in floor level.

During the assessment, you should ensure care is taken to present all aspects of the work to meet the specification and obtain a quality finish.



Task 3 Assessor guidance

Suitable areas for mixing and disposing of waste are required.

Bay area minimum: 2m (height) x 1.5m x 1.5m is required for assessment.

Small circular cut must be cut by hand (a core bit must **not** be used).

Learners are permitted to have technician support for the manual handling and mixing of adhesive during assessment.

Backgrounds are to be checked prior to tiling to ensure they are fit for purpose.

Time must be given to allow for the setting of wall tiles prior to grouting.

Any learner support given must have no influence on the finished assessment.

Task 3 Resource list

The purpose of the list is to support centres for setting up for the task. This information must not be shared with learners.

| Materials | |
|--|-------------------------------------|
| 200 (approx.) x Ceramic wall tiles - min 150mm x 150mm (nominal size), min 5mm thickness | Dry wall screws (for fixing batten) |
| 3mm spacers | Fixing batten/rule |
| 8mm plastic tile trim - 4 lengths (approx.) | Primer |
| Tile adhesive | Grout (colour to suit tile) |
| Silicone (white) | |

| Tools and equipment | |
|---|-----------------------------------|
| Wall specific notched trowels | Wheelbarrow / trolley |
| Tile saws (tile hacksaw, tile coping saw) | Bucket |
| Tile wheel nippers | Mixing bath or tray |
| Nippers | Brush |
| Tile files | Paddle brush |
| Manual tile cutter | Shovel |
| Wet tile cutter | Hammer(s) |
| Hand tile scribe | Carborundum stone/rubbing block |
| Tape measure/steel rule | Utility knife/industrial scissors |
| Chalk line/marker line | Square |
| Spirit level (various sizes) | Compasses/template |
| Laser level | Lockboy and pin hammer |
| Bucket/gauge trowel | Squeegees/grout float |

| | |
|--------------------------------|------------------------------------|
| Mixing equipment (paddle/hand) | Straight edge |
| Junior hacksaw and mitre block | Gauge rod |
| Mitre cutters | Dry wall drill (battery or 110v) |
| Transformer and lead | Polishing cloths |
| Grout finishing tool | Sealant gun/sealant finishing tool |
| Wash boy and sponge float | Sponges |

Marking Grids

Using the marking descriptors provided below for each assessment element, please indicate the marks awarded for each element. If the learner does not achieve the descriptors listed against an individual element (a, b, c, etc) a score of 0 must be awarded for that element. Marks must then be totalled for each section (including the use of any scaling factors, shown in the tables below) to create an overall mark for the project.

Planning marking grid

| | | |
|--|--|---------------|
| Learner name: | | |
| Assessment date: | | |
| a) Identify resource requirements to meet the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent resource list identifying the key basic tools and materials required to complete the main project aspects. | | 1 |
| or | | |
| <ul style="list-style-type: none">produces a thorough quantified resource list including relevant tools and materials required to complete the task (some items may be omitted in the list). | | 2 |
| or | | |
| <ul style="list-style-type: none">produces a full and complete quantified resources list with materials, tools, and any relevant equipment and sundries listed. | | 3 |
| b) Plan the activities and the ordering/phasing of work to complete the task | | Mark achieved |
| <ul style="list-style-type: none">produces a coherent method statement and risk assessment with an estimated completion date. | | 1 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams provided to produce a coherent and considered method statement and risk assessment with milestones identified. | | 2 |
| or | | |
| <ul style="list-style-type: none">correctly interpret diagrams to produce a comprehensive method statement and risk assessment with detailed, considered milestones relevant to the task. | | 3 |

| c) The main techniques used for estimating jobs/projects in Construction | Mark achieved |
|---|---------------|
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer | 1 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes an overview of work to be undertaken, an accurate duration and overall price to the customer which shows how total cost and profit margin were used to determine this | 2 |
| or | |
| <ul style="list-style-type: none"> produces an estimate which includes a clear overview of work to be undertaken, an accurate duration and overall price to the customer which shows a detailed breakdown of all costs used to determine this | 3 |
| d) How to estimate time requirements | Mark achieved |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the key basic activities and overall task timings on the project | 1 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that identifies the main tasks and activities and estimates time requirements for these | 2 |
| or | |
| <ul style="list-style-type: none"> produces a method statement, including a schedule of works, that includes realistic estimates for time requirements of key activities within tasks and for overall project, and identifies relevant dependencies between activities and tasks | 3 |
| e) Identify success criteria for the task | Mark achieved |
| <ul style="list-style-type: none"> sets coherent success criteria in their plan states key success criteria for the project task | 1 |
| or | |
| <ul style="list-style-type: none"> sets coherent and considered success criteria in their plan describes their relevance to the main aspects of the task | 2 |
| or | |
| <ul style="list-style-type: none"> sets comprehensive success criteria in their plan justifies why those success criteria have been chosen and relates them to the task | 3 |
| Mark achieved | /15 |
| Total = Mark achieved × 6 | /90 |

Only the mark from the highest scoring plan will contribute to the overall project mark.

Marks within the planning section of the Practical Project, are to be multiplied by 6 to create the total marks for this section of the project.

Performance marking grid

Task 1: Lay semi dry screed to a given fall

Section A: Preparing and setting out

| | Marks | | |
|--|---------------------------------|---|---|
| The learner has | 1 | 2 | 3 |
| Selected and mixed materials correctly | <input type="checkbox"/> Met | | |
| Prepared substrates (bonded) to receive screeds | <input type="checkbox"/> Met | | |
| Checked linear drain for position (straightness) | <input type="checkbox"/> Met | | |
| Checked linear drain for level | <input type="checkbox"/> Met | | |

Section B: Positioning and finishing

| | Marks | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| The learner has | 1 | 2 | 3 |
| Laid screed to required depth of 90mm from the highest point | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Compacted the screed | <input type="checkbox"/> Met | | |
| No soft/weak spots | <input type="checkbox"/> Met | | |
| Laid floor flat (check diagonals) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Completed the task with a floated finish to receive tiles | <input type="checkbox"/> Met | | |

Section C: Material usage

| | Marks | | |
|--|--|---------------------------------------|--|
| The learner has | 1 | 2 | 3 |
| Requested no additional materials due to wastage | <input type="checkbox"/> 2 requests | <input type="checkbox"/> 1 request | <input type="checkbox"/> No extra requested |

Section D: Health and Safety

Key points

- PPE must be worn as per centre's own risk assessment (e.g. safety glasses, safety shoes and knee pads)
- Tidy work area

If there is a minor infringement, deduct marks as listed.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | Marks | | |
|---|-------------------------------|---------------------------------|----------------------------------|
| The learner has | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Warnings should be issued where learners are working unsafely and putting themselves and/or others at risk. | | | |
| Assessor to record infringement(s): | | | |
| Sub-totals | /12 | /10 | /15 |
| Overall total | /22 | | |

Task 2

2a: Prepare floor backgrounds and tile horizontal floor area

Section A: Preparing backgrounds

| | Marks | | |
|--|---------------------------------|---|---|
| The learner has | 1 | 2 | 3 |
| Selected and mixed materials correctly | <input type="checkbox"/> Met | | |
| Prepared both substrates to receive membrane | <input type="checkbox"/> Met | | |

Section B: Cut, positioned and finishing

| | Marks | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| The learner has | 1 | 2 | 3 |
| Membrane cut to task dimensions | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Membrane positioned correctly to movement joint | <input type="checkbox"/> Met | | |
| Membrane fully bedded and engaged to wet adhesive layer with no air pockets | <input type="checkbox"/> Met | | |
| Preformed movement joint fully bedded with adhesive | <input type="checkbox"/> Met | | |
| Preformed movement joint fixed level | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| No excessive adhesive on membrane | <input type="checkbox"/> Met | | |

Tiling horizontal floor area

| The learner has | | | |
|--|---|---|---------------------------------------|
| Selected and mixed materials correctly | <input type="checkbox"/> Met | | |
| Set out horizontal floor tiles to correct dimensions and gauge | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Installed floor tiles level | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Equal joint sizes: +/-1mm (spacer size: 3mm) | <input type="checkbox"/> ≥3 unequal | <input type="checkbox"/> ≤2 unequal | <input type="checkbox"/> All equal |
| Laid tiles flat (check diagonals) right-hand side | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |

| | | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| Laid tiles flat (check diagonals) left-hand side | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Laid tiles flat (check diagonals) entire floor | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Produced a flat appearance (lipping not to exceed 1mm) | <input type="checkbox"/> Met | | |
| Bonded floor tiles to adhesive | <input type="checkbox"/> Met | | |
| Used grout effectively (full coverage, no pin holes, clean appearance - no grout stains) | <input type="checkbox"/> Met | | |
| Left a 3mm margin between tile and movement joint | <input type="checkbox"/> Met | | |

2b: Tile an inclined floor area

Section C: Setting out

| | Marks | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| The learner has | 1 | 2 | 3 |
| Selected and mixed materials correctly | <input type="checkbox"/> Met | | |
| Prepared substrate to receive floor tiles | <input type="checkbox"/> Met | | |
| Set out tiles to correct dimensions | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |

Section D: Cut, positioned and finishing

| | Marks | | |
|--|---|---|---------------------------------------|
| The learner has | 1 | 2 | 3 |
| Installed tiles centrally to linear drain | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +- 2mm | <input type="checkbox"/> +/- 1mm |
| Tiles laid flush with top of linear drain | <input type="checkbox"/> Met | | |
| Left a 3mm margin between tile and linear drain | <input type="checkbox"/> Met | | |
| Equal joint sizes: +/-1mm (spacer size: 3mm) | <input type="checkbox"/> ≥3 unequal | <input type="checkbox"/> ≤2 unequal | <input type="checkbox"/> All equal |
| Laid tiles flat (check diagonals) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Produced a flat appearance (lipping not to exceed 1mm) | <input type="checkbox"/> Met | | |

| | | | |
|--|---------------------------------|--|--|
| Bonded floor tiles to adhesive | <input type="checkbox"/> Met | | |
| Used grout effectively (full coverage, no pin holes, clean appearance - no grout stains) | <input type="checkbox"/> Met | | |

2c: Tile stairs

Section E: Setting out

| | Marks | | |
|---|---------------------------------|---|---|
| The learner has | 1 | 2 | 3 |
| Selected and mixed materials correctly | <input type="checkbox"/> Met | | |
| Prepared substrate to receive stair tiles | <input type="checkbox"/> Met | | |
| Set out stair tiles to correct gauge (risers and treads aligned along length) | <input type="checkbox"/> Met | | |

Section F: Cut, positioned and finishing

| | Marks | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| The learner has | 1 | 2 | 3 |
| Cut specialist trim to correct gauge (length) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +- 2mm | <input type="checkbox"/> +/- 1mm |
| Fixed tread tiles level (length) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +- 2mm | <input type="checkbox"/> +/- 1mm |
| Fixed tread tiles level (depth) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +- 2mm | <input type="checkbox"/> +/- 1mm |
| Fixed riser tiles plumb | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +- 2mm | <input type="checkbox"/> +/- 1mm |
| Laid tiles flat to landing (check diagonals) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Left a 3mm margin between tile and nose housing | <input type="checkbox"/> Met | | |
| Produced a flat appearance (lipping not to exceed 1mm) | <input type="checkbox"/> Met | | |
| Bonded floor tiles to adhesive | <input type="checkbox"/> Met | | |
| Used grout effectively (full coverage, no pin holes, clean appearance - no grout stains) | <input type="checkbox"/> Met | | |

Section G: Material usage

| | Marks | | |
|--|--|---------------------------------------|--|
| The learner has | 1 | 2 | 3 |
| Requested no additional materials due to wastage | <input type="checkbox"/> 2 requests | <input type="checkbox"/> 1 request | <input type="checkbox"/> No extra requested |

Section H: Health and Safety

Key points

- PPE must be worn as per centre's own risk assessment (e.g. safety glasses, safety shoes and knee pads)
- Tidy work area

If there is a minor infringement, deduct marks as listed.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | Marks | | |
|---------------------------------|-------------------------------|---------------------------------|----------------------------------|
| The learner has | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |

Warnings should be issued where learners are working unsafely and putting themselves and/or others at risk.

Assessor to record infringement(s):

| | | | |
|---------------|-----|-----|-----|
| Sub-totals | /45 | /40 | /60 |
| Overall total | /85 | | |

Task 3: Tile bathroom wall with window, to include cill, heads and reveals

Section A: Setting out

| | Marks | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| The learner has | 1 | 2 | 3 |
| Selected and mixed materials correctly | <input type="checkbox"/> Met | | |
| Prepared substrate to receive wall tiles | <input type="checkbox"/> Met | | |
| Centred tiles to window (vertical) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |
| Centred tiles to window (horizontal) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +/- 2mm | <input type="checkbox"/> +/- 1mm |

Section B: Cut, positioned and finishing

| | Marks | | |
|--|------------------------------------|------------------------------------|------------------------------------|
| The learner has | 1 | 2 | 3 |
| Installed tiles level top of last row above window | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Installed tiles level (top of 4 th row) | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Installed tiles level top of last row above diamond pattern | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Installed tiles plumb left-hand edge | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Installed tiles plumb (4 th grout line from left-hand edge) | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Installed trim plumb and level around window (reveals, heads and cill) | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Installed tiles plumb to reveals (check rear edge) | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Installed tiles level to heads and cill (check rear edge) | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Installed trim plumb to column | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Installed trim level to column within 1mm | <input type="checkbox"/> Met | | |
| Angle 45° aligned with last patterned tile | <input type="checkbox"/> Met | | |

| | | | |
|--|---|---|--|
| Patterned shaped tiles cut accurately | <input type="checkbox"/> Met | | |
| Mitred trim accurately (7 joints) | <input type="checkbox"/> 2 inaccurate | <input type="checkbox"/> 1 inaccurate | <input type="checkbox"/> All accurate |
| Laid tiles flat (check diagonals under window) | <input type="checkbox"/> +/-3mm | <input type="checkbox"/> +/-2mm | <input type="checkbox"/> +/-1mm |
| Produced a flat appearance (lipping not to exceed 1mm) | <input type="checkbox"/> Met | | |
| Left a 3mm margin between tile and trim | <input type="checkbox"/> Met | | |
| Produced straight cut tiles (equal size) around window | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +- 2mm | <input type="checkbox"/> +/- 1mm |
| Produced circular cut tiles (100mm, centre of 4 tiles) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +- 2mm | <input type="checkbox"/> +/- 1mm |
| Produced hand cut circular aperture (42mm, centre of tile) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +- 2mm | <input type="checkbox"/> +/- 1mm |
| Produced rectangular cut (75mm x 150mm, over 2 tiles correct rectangle shape and size) | <input type="checkbox"/> +/- 3mm | <input type="checkbox"/> +- 2mm | <input type="checkbox"/> +/- 1mm |
| Equal joint sizes: +/-1mm (spacer size: 3mm) | <input type="checkbox"/> ≥3 unequal | <input type="checkbox"/> ≤2 unequal | <input type="checkbox"/> All equal |
| Used grout effectively (full coverage, no pin holes, clean appearance - no grout stains) | <input type="checkbox"/> Met | | |
| Applied sealant to internal corner, full and even line with no drag marks | <input type="checkbox"/> Met | | |
| Bonded wall tiles to adhesive | <input type="checkbox"/> Met | | |
| Section C: Material usage | | | |
| | Marks | | |
| The learner has | 1 | 2 | 3 |
| Requested no additional materials due to wastage | <input type="checkbox"/> 2 requests | <input type="checkbox"/> 1 request | <input type="checkbox"/> No extra requested |

Section D: Health and Safety

Key points

- PPE must be worn as per centre's own risk assessment (e.g. safety glasses, safety shoes and knee pads)
- Tidy work area

If there is a minor infringement, deduct marks as listed.

No minor infringement (3 marks), 1-2 minor infringements (2 marks), 3 minor infringements (1 mark), 4+ minor infringements and assessment is stopped, and the learner is referred.

The assessment must be stopped immediately if there is a major infringement of health and safety, which would also be classed as a fail.

| | Marks | | |
|---|-------------------------------|---------------------------------|----------------------------------|
| The learner has | 1 | 2 | 3 |
| Kept a clean and tidy work area | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Worn PPE as required | <input type="checkbox"/> 3 | <input type="checkbox"/> 1-2 | <input type="checkbox"/> None |
| Warnings should be issued where learners are working unsafely and putting themselves and/or others at risk. | | | |
| Assessor to record infringement(s): | | | |
| Sub-totals | /31 | /42 | /63 |
| Overall total | /73 | | |

Evaluation marking grid

| | | |
|--|-----------------------------------|----------------------|
| Learner name: | | |
| Assessment date: | | |
| Evaluate completed work against the task brief, plan and success criteria | | Mark achieved |
| <ul style="list-style-type: none"> does not produce a coherent evaluation does not reflect in an evaluative report the main outcomes of the project | | 0 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent evaluation reflects on their own performance in an evaluative report of the main outcomes of the project tasks | | 1 |
| or | | |
| <ul style="list-style-type: none"> produced a coherent and considered evaluation describes in the evaluative report their performance against their plan, success criteria and the task requirements covering the main activities and outcomes for all tasks | | 2 |
| or | | |
| <ul style="list-style-type: none"> produced an extensive comprehensive evaluation evaluates fully in a well written evaluative report their performance against their plan, success criteria and the task requirements demonstrating their own strengths/weaknesses and lessons learnt | | 3 |
| | Mark achieved | |
| | Total = Mark achieved × 14 | /42 |

Marks within the evaluation section of the Practical Project, are to be multiplied by 14 to create the total marks for this section of the project.

Overall Practical Project mark

This table indicates the total marks available within each section of the Practical Project and the minimum mark which must be gained within each section.

| Project Section | Marks Available | Marks Awarded | Threshold Pass Mark |
|---------------------------------|-----------------|---------------|---------------------|
| Planning (highest scoring plan) | 90 | | 30 |
| Trade Task 1 | 22 | | 12 |
| Trade Task 2 | 85 | | 45 |
| Trade Task 3 | 73 | | 31 |
| Evaluating | 42 | | 14 |
| Total | 312 | | 132 |

Assessor Name: _____

Learner name: _____

Assessor
signature: _____

Date: _____

Marks awarded within each section must be totalled and combined to create an overall project mark, the table below indicates the grade to be awarded based on the learner's overall mark.

Determining overall grade

The table below identifies how many marks overall are required to achieve each grade within this assessment component:

| Total Mark | Grade | Points |
|------------|-------|--------|
| 0 - 131 | Fail | 0 |
| 132 - 156 | P1 | 1 |
| 157 - 182 | P2 | 2 |
| 183 - 208 | M1 | 3 |
| 209 - 234 | M2 | 4 |
| 235 - 260 | D1 | 5 |
| 261 - 286 | D2 | 6 |
| 287 - 312 | D3 | 7 |

The assessor must use this table to calculate a provisional grade for the learner. Notification of this provisional grade must be given to the learner within one week of completion of the assessment, with guidance given on the provisional nature of the grade. Provisional results

will be subject to internal quality assurance procedures, followed by external quality assurance activity completed by City & Guilds. Results will be submitted to City & Guilds and the final assessment grade aggregated with the other assessment methods to award an overall qualification grade, which will be issued by City & Guilds.

Practical Project provisional grade

| | |
|--|--|
| Learner name | |
| Date | |
| Total mark achieved | |
| Provisional Practical Project grade | |
| Assessor name | |
| Assessor signature | |