

Level 2 Technical Certificate in Plumbing (8202-25)

September 2016 Sample

Synoptic Assignment Pack

General guidance for candidates

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

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

You should make sure that each piece of evidence including any proformas eg record/job cards are clearly labelled with your name and the assignment reference.

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

Written work eg reports may be word processed but this is not a requirement.

All sketches and drawings should be neat and tidy, to scale and annotated. Calculations should be set out clearly, with all working shown, together with any assumptions made. You should use

appropriate units at all times and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

Assignment brief

You have been called to a domestic property to undertake unplanned emergency maintenance, this consists of water flowing from an overflow, a leaking compression joint and a WC that does not flush.

The supervisor has been on-site and carried out an inspection and identified the following faults which you are required to undertake. The following components need replacing. All work carried out must adhere to all Health & Safety legislation and procedures:

- Siphon/flush valve
- Float operated valve

The customer has a downstairs space that they want to convert into a cloakroom and has requested a wash hand basin and WC to be installed. The existing hot and cold drainage supplies are already in place. Suitable drainage is already available.

Your supervisor will notify you of the requirements of the installation.

Once your cloakroom has been installed and tested to the customer's satisfaction you are required to decommission the installation.

The following installation must include:

- Cold water supply and hot water distribution pipework connected to all sanitary appliances
- All pipework must be to a commercially acceptable standard.
- Surface pipework and final connections to components/sanitary appliances must be in copper for water supplies. All bends to be fabricated by machine and joints to be made using new capillary solder fittings.
- Soil and waste will be push fit pipework.

Tasks

Task 1

Replace defective components.

Conditions of assessment:

- The tasks must be completed working alone under supervised conditions.

What must be presented for marking:

- Components replaced

Additional records to support your performance that must be captured for marking:

- your tutor's notes of your working practice describing the quality, consistency and accuracy of the finished work, and details of your contribution
- photographs taken by your assessor of your completed work

Task 2

Produce a plant, materials and equipment list for the proposed installation giving reasons for your choices.

Conditions of assessment:

- You must carry the task out on your own under supervised conditions.

What must be presented for marking:

- Plant, materials and equipment list

Additional records to support your performance that must be captured for marking:

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

Task 3

Use access equipment

Conditions of assessment:

- You must carry the task out on your own, under supervised conditions.

What you must produce for marking:

- Assembled equipment
- Equipment used correctly

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

- Your tutor's notes of your working practice describing the quality, consistency and accuracy of the finished work, and details of your contribution
- Photographs of each component part and the assembled product, to include erecting the access equipment if applicable and use of the access equipment

Task 4

4a Complete the installation in accordance with the supplied drawing (Fig 1.1)

4b Decommission the installation (When instructed by your supervisor)

Conditions of assessment:

- You must carry the task out on your own, under supervised conditions

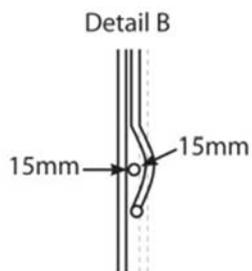
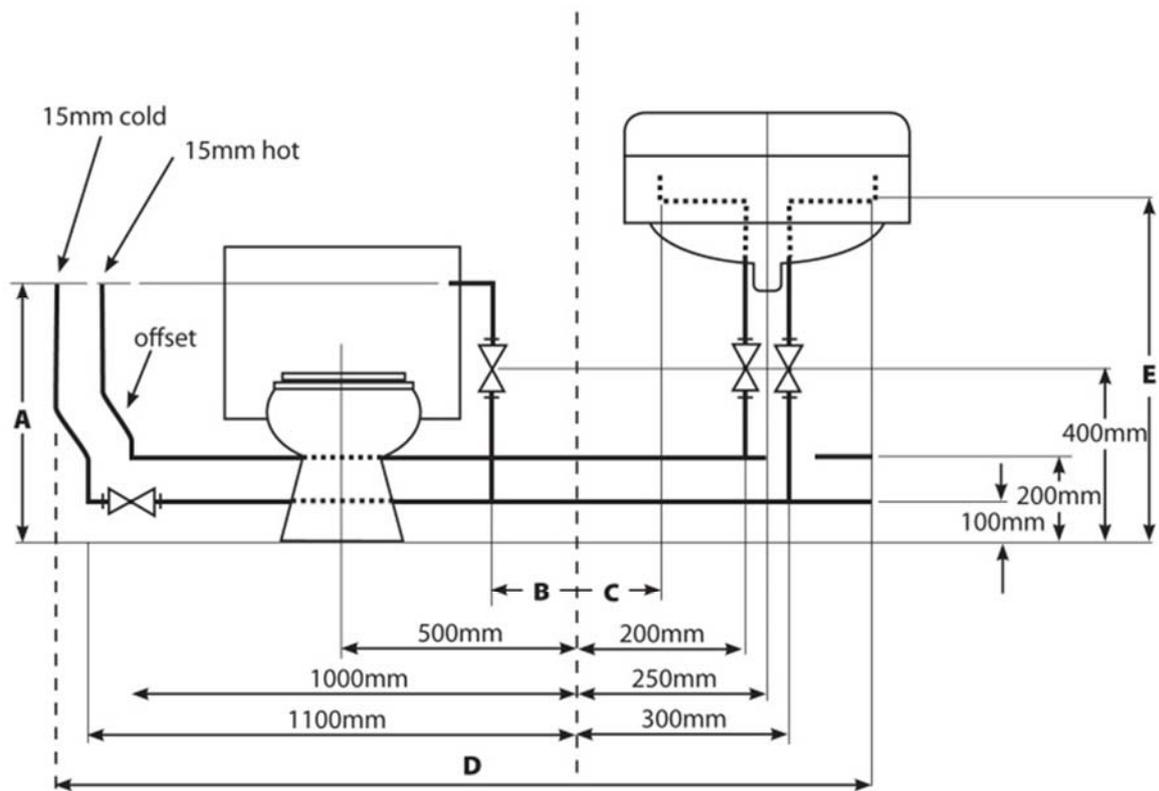
What must be presented for marking:

- Finished installation

Additional records to support your performance:

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

Fig 1.1



Positions and dimensions to suit the fittings provided by the centre

DIMENSION	MEASUREMENT
A	
B	
C	
D	
E	

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is a maximum of **11** hours. Suggested timings for completion of specific tasks are outlined below. Actual time spent loading material is not included in the 11 hours.

It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and have their plans confirmed for appropriateness in relation to the time allocated for each task.

Resources

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

Centres should refer to the City & Guilds bay guidance to ensure that all tasks can be carried out by candidates and meet the requirements of the assessments

Task 1 – Replace components - 2 hours

The centre must provide the candidate with the necessary tools and equipment to carry out the task. The candidate must be able to demonstrate that they can replace the following components to industry standards:

- Siphon/flush valve
- Float operated valve

The assessor should complete the PO form related to this task provided in this pack. These records will be a form of evidence to mark the candidate's performance.

One photographs of the candidate's practical work should be taken. This should be when the replacement of the component is completed.

Task 2 – Planning – 2 hours.

Using the information provided in the assignment brief and the drawing (Fig 1.1) supplied to the candidates, they need to produce a plant, materials and equipment list for the proposed installation.

Pro formas have not been provided for task 2 and should not be provided by the centre. It is part of the task for the candidate to produce these planning documents which will be marked and will allow for differentiation between candidates.

Task 3 – Access equipment- 1 hour

The tutor should consider using the grounds of the college or school for this practical task in using access equipment. Candidates must be observed using the following two pieces of access equipment.

- Ladders (erect and use)
- Mobile scaffold towers (use)

Note: Centre Policy on erection of MEWPs must be followed. Erection of MEWPs by candidates is encouraged but not essential for the assessment. During this task, candidates may work in teams but all candidates must be observed using the access equipment.

Task 4 – Installation of cloakroom – 6 hours

The assessor will need to provide the candidates with drawing found in Fig 1.1. The centre should amend the drawing to ensure the dimensions meets the centres needs so that the drawing is applicable to the bathroom bay (see centre bay guidance) that the candidate is being assessed in.

The candidate should have the following for this task:

- hand and power tools
- PPE
- all necessary materials required for the installation

The assessor must be satisfied that the candidates work meets industry and health and safety standards and that the below are considered as part of this task when making a judgement on the candidates performance.

- Installed sanitary ware to required standards
- Installed and connected the tube as per task drawing
- Jointed all pipework and components (without incurring damage to the building fabric)
- Measurements are to within a tolerance of +/- 2mm
- Pressure tested the installation and ensured the soundness all of joints

Centre guidance

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

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

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

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

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

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

Health and safety

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

Observation

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

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

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

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

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

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

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

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

Minimum evidence requirements

The sections:

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

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

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

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

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

Preparation

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

Guidance on assessment conditions

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

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

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

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

Authentication of candidate work

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

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

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

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

Accessibility and fairness

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

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

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

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

Guidance and feedback

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

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

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

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

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

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

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

Guidance on marking

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

The PO form is used to record:

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

Marking grid

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p align="center">(1-2 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p align="center">(3-4 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p align="center">(5-6 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p>
		<p><i>Examples of types of knowledge expected:</i> PPE, Health and Safety, component identification and layout, roles and responsibilities, types of access equipment, guidance material, heat transfer, backflow protection, selection of tools and safety checks, fixings.</p>		
		<p>Where the candidate has demonstrated knowledge it has been limited and/or showing inaccuracies. There are clear gaps in knowledge with little confidence in working independently.</p>	<p>The candidate has shown a good range of knowledge from across the qualification which is sound. The candidate seeks minimal guidance or reassurance in the completion of tasks.</p>	<p>The candidate shows in-depth and detailed knowledge across the whole qualification range, showing a high degree of accuracy. The candidate is confident and requires no reassurance.</p>
20	AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? 	<p align="center">(1-4 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing,</p>	<p align="center">(5-8 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible,</p>	<p align="center">(9-12 marks)</p> <p>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified</p>

	<ul style="list-style-type: none"> • How well are theories and concepts applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept? 	<p>Examples of understanding expected: Explanations/comparisons related to... <i>Hazardous situations and PPE measures, hot, cold and drainage systems and layouts, Installation requirements, Installation methods, testing and decommissioning, materials and uses, principles of electricity, heat and power, sanitary appliances, water regulations, SI unit.</i></p>		
		<p>The candidate has shown a basic understanding of industry concepts and theories from this qualification. Understanding is satisfactory but does cover a limited range. Justifications are typically brief or simplistic and do not underpin choices made.</p>	<p>The candidate has demonstrated a broad level of understanding regarding the plumbing industry with minor inconsistencies. Work produced has some justified links between theory and practical aspects.</p>	<p>The candidate demonstrates a high degree of understanding. The candidate makes confident and in depth links between theories and concepts that are well justified. Explanations of concepts being clear and strong enabling them to be applied with consistent success.</p>
40	<p>AO3 Application of practical/ technical skills</p> <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes? 	<p>(1-8 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p>(9-16 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable</p>	<p>(17-24 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>

		<p>Examples of skills expected: Working with tools, equipment and materials, promoting health and safety, work methods, installation techniques, work practice, time management, economical use of materials, site safety, communication skills, accuracy and presentation,</p>		
		<p>The candidate has completed the tasks but exceeded the allocated time by no more than 10%. Candidates show low confidence in practical skills and are carried out with some awkwardness. Measurements are often inaccurate and tolerances are not met.</p> <p>Access to higher marks: Candidate has completed the tasks but exceeded the allocated time by no more than 10%. Candidate has limited confidence in performing practical skills but has the ability to carry out basic tasks. Some measurements and tolerances are met.</p>	<p>The candidate has completed the tasks within the allocated time. The candidate's practical skills are reasonably well developed allowing most measurements and tolerances to be met but some inconsistencies exist.</p> <p>Access to higher marks: The candidate has completed the tasks within the allocated time. Practical skills are of a good standard and shows a good level of confidence on all basic tasks.</p>	<p>The candidate has completed the tasks within the allocated time. Candidates show a high degree of confidence and efficiency along with a methodical approach to completing tasks. Practical skills are highly developed and the majority of measurements and tolerances are met.</p> <p>Access to higher marks. The candidate has completed the tasks within the allocated time. Practical skills demonstrated are outstanding and all measurements and tolerances are met</p>
20	<p>AO4 Bringing it all together - coherence of the whole subject</p> <ul style="list-style-type: none"> • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? 	<p>(1-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p>(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p>(9-12 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>

	<ul style="list-style-type: none"> How well can the candidate work out solutions to new contexts/ problems on their own? 	<i>Examples of bringing it all together: applying knowledge and understanding to the tasks/ scenario, able to plan activities from information provided. Materials and techniques are used appropriately, correct sequence of operations carried out. Safe working practices demonstrated</i>		
		<p>There is some evidence of the candidate using knowledge, understanding and skills from across the qualification. However the candidate finds new situations challenging and this has resulted in signs of random trial and error which has produced some work of low quality.</p>	<p>There is good evidence of the candidate using knowledge, understanding and skills from across the qualification. The candidate has shown signs of consolidating theory and practice. This has resulted in the candidate demonstrating the ability to solve minor problems. The work produced is of a good standard.</p>	<p>There is strong evidence of the candidate using knowledge, understanding and skills from across the qualification. The candidate is able to use their whole toolkit of theory and skills in an integrated manner to produce work of a consistently high quality.</p>
10	<p>AO5 Attending to detail/ perfecting</p> <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p align="center">(1-2 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p align="center">(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p align="center">(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>

		<i>Examples of attending to detail: housekeeping, storage of tools, working within tolerances, detail of drawings, drawings and documentation are accurate, attention to accuracy during work, thinking about and attending to specific requirements of the task, attention to detail in risk assessment and risk reduction/method statements.</i>		
		There is superficial attention to detail. The drawings and documents show some inaccuracies or gaps. The clients' needs are interpreted in a generic rather than personal way with basic attention to their aims.	There is an adequate attention to detail – drawings and documentation are accurate. The candidate normally is aware of others when working and keeps work areas generally clean and tidy.	The candidate has been highly focused on the task showing extreme care in the accuracy and usability of drawings and document preparation. The candidate is conscientious in their work place and is aware of others working keeping their work area clean and tidy at all times
N/A	AO6 Identify and use knowledge from other sources – research <ul style="list-style-type: none"> Does the candidate identify and use a wide range of appropriate sources effectively? How critically is information appraised, for plausibility, suitability and relevance? How purposefully is information used? 	(#-# marks) Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal. Limited, uncritical, unfocussed, no clear purpose, cut and paste.	(#-# marks) Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing. Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.	(#-# marks) Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively. Broad/deep, relevant, considered, well chosen, purposeful, interpreted.
		Examples of research:		

N/A	AO7 Originality and creativity <ul style="list-style-type: none"> Does the candidate respond to the brief in an original way? Are ideas/ materials etc used in a creative novel, experimental way? Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge? 	(#-# marks) Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought. Unimaginative, uses existing/ conventional ideas, safe.	(#-# marks) Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention. Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.	(#-# marks) Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental Original, creative, unique, unconventional, risky, fully developed, inspired.
		Examples of originality and creativity:		
N/A	AO8 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? Does the candidate use logical and well structured writing that is coherent and easy to follow? How appropriate and well presented are the chosen communication methods and formats? 	(#-# marks) Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication. Somewhat disorganised/ unstructured, informal, basic.	(#-# marks) Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach. Reasonably successful, conveys message quite well.	(#-# marks) Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical. Professional, organised, well structured, easy to follow, even complex ideas.
		Examples of communication:		

Practical Observation Form (PO)

Candidate Name:
Candidate Number:
Date:

Assessment ID:
Centre Number

Task 1

The assessor should record their observations for Task 1 in the table below. See the Observation section above for details around the types of comments to add here. Information around tolerances can be found after this table.

Evidence and examples of AOs	Comments/notes
<p>Replacing defect components</p> <p>AO1 - PPE, Health and Safety, component identification and layout, , selection of tools and safety checks</p> <p>AO2 - Installation requirements, Installation methods, testing and decommissioning, materials and uses</p> <p>AO3 - Working with tools, equipment and materials, promoting health and safety, work methods, installation techniques</p> <p>AO4 - Applying knowledge and understanding to the tasks/ scenario, able to plan activities from information provided. Materials and techniques are used appropriately, correct sequence of operations carried out.</p>	

Task 2

For this task, candidate evidence will be directly uploaded to the marking/moderation platform. Therefore, there is no need to provide comments around the candidate's work/performance on the form.

Evidence	Assessment objectives Distinction
Produce a plant, materials and equipment list for the proposed installation giving reasons for your choices.	AO1 AO2 AO5

Task 3

The assessor should record their observations for Task 3 in the table below. See the Observation section above for details around the types of comments to add here. Information around tolerances can be found after this table.

Evidence and examples of AOs	Comments/notes
Using access equipment AO1 - PPE, Health and Safety, types of access equipment AO2 - Installation requirements, Installation methods, testing and decommissioning, materials and uses	

<p>A03 - Working with tools, equipment and materials, promoting health and safety, work methods, installation techniques</p>	
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Task 4

The assessor should record their observations for Task 4 in the table below. See the Observation section above for details around the types of comments to add here. Information around tolerances can be found after this table.

Evidence and examples of AOs	Comments/notes
<p>Carry out installation and decommissioning of a cloakroom</p> <p>A01 - PPE, Health and Safety, component identification and layout, roles and responsibilities, types of access equipment, guidance material, heat transfer, backflow protection, selection of tools and safety checks, fixings.</p> <p>A02 - Hazardous situations and PPE measures, hot, cold and drainage systems and layouts, Installation requirements, Installation methods, testing and decommissioning, materials and uses, principles of electricity, heat and power, sanitary appliances, water regulations, SI unit.</p> <p>A03 - Working with tools, equipment and materials, promoting health and safety, work methods, installation techniques, work practice, time management, economical use of materials, site safety, communication skills, accuracy and presentation</p>	

A04 - Applying knowledge and understanding to the tasks/ scenario, able to plan activities from information provided. Materials and techniques are used appropriately, correct sequence of operations carried out

A05 - housekeeping, storage of tools, working within tolerances, detail of drawings, drawings and documentation are accurate, attention to accuracy during work, thinking about and attending to specific requirements of the task, attention to detail in risk assessment and risk reduction/method statements.

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted for this synoptic assignment is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor/assessor signature

Date